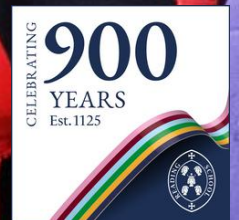
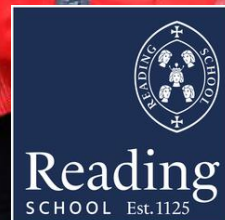


# FLOREAT REDINGENSIS

ACADEMIC YEAR | 2023-2024





**Sponsored by the Old Redingensians Association**

Floreat Redingensis is distributed to the Reading School community to communicate events and news with the whole school community.

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Editions of Floreat Redingensis are available on the school website.

To connect with fellow Old Redingensians, please join our alumni network at [alumni.reading-school.co.uk](http://alumni.reading-school.co.uk)

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**4 K  
FOLLOWERS**



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ALUMNI**



**2 K+  
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# HEADMASTER'S WELCOME



## I love Reading School.

I love our unique history. Our rich traditions. The field. The bell tower. The ridiculous debates between sixth formers. The earnest curiosity of junior students. The House Music Competition. Sports Day. The green tiles on the English corridor. The murals in Junior School. I love the lime trees that line the drive. The strawberry tree that overshadows the scoreboard. The bluetits that nest in the false acacia trees on the terrace. The foxholes that undermine the boundary wall. The sparrowhawk that swoops over the West Wing roof.

I love the sense of belonging boys feel for their house. The fellowship between staff. The community of students. The wisdom of the Old Redingensians Association Council. The energy of the Reading School Parents Association. The unwavering support of the Foundation. The generosity and dedication of our governors.

I love the stained-glass in the chapel. The mahogany benches in P2. The tennis-ball-cricket played at break. The hubbub in the refectory. The range and depth of titles borrowed from the Library. The tea-trays mounted on the wall of Big School.

I even love our paradoxes. The powerful dramatic performances in paint-peeling studios. The senior team of national badminton champions without a court to play on. The empty swimming pool and flooded basements. The underdog 1st XI who triumphed against an outstanding MCC team. The fact that our English, French, German, PE, Philosophy and Music Departments were the best in the country among Boys' Schools, and yet it is our (no less stellar) Biology, Chemistry, Computer Science, Economics, Maths and Physics teams enjoy a global reputation.

I love the echo of questions in our classrooms. I love our emphasis on character – more explicit now than ever. I love our canoeing expeditions and the Combined Cadet Force. I love our science practicals and our carpet-tile leadership lessons. I love watching Year 12 volunteers mentor primary school students and seeing Year 10 champion charitable causes. I love the school's purpose and priorities. Its courage and conviction.

I suspect you're reading this because you love Reading School too, and I dearly hope that in some of the stories from 2023-2024, you hear echoes of what matters most to you about Reading School, and see pictures that deepen still your affection.

We've had a great year, and I give heartfelt thanks to all of those who've inspired joy, ensured safety, promoted wellbeing, encouraged learning, left legacies, provided stewardship or brought vision to the School. How blessed we each are to be a part of this.

With gratitude and warm wishes,

A handwritten signature in black ink, which appears to read 'Chris Evans'. The signature is fluid and cursive.

**Revd Dr Chris Evans**  
**Headmaster**

# YOU ARE INVITED TO THE GRAND REUNION

Saturday 12th July 2025

2pm - 10pm

Reading School, Erleigh Road, Reading, Berkshire, RG1 5LW

2025 marks a remarkable milestone in Reading school's history, and as part of the celebrations we are delighted to invite you to a Grand Reunion on Saturday 12th July 2025. We hope to have as many Old Redingensians at this event as possible.

Scan the QR Code to book your tickets now or visit <https://alumni.reading-school.co.uk/event/grand-reunion-2025-saturday-12th-july-2025>.



**Outdoor Event of the Summer:** Join us for an unforgettable day under a stunning sailcloth marquee, provided by [DreamDomes](#).



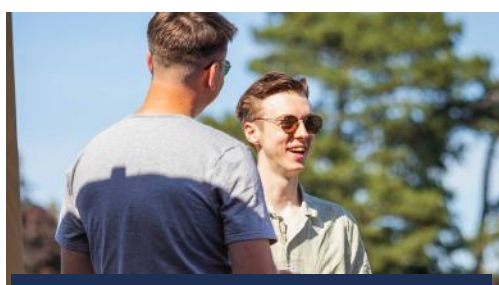
**Welcome Reception:** Start the day with one complimentary drink and antipasti grazing platters available upon arrival.



**Live Performances:** Enjoy performances by our talented student musicians during the day.



**Guided School Tours:** Our current prefects will lead tours of the main areas of the school, showcasing the school's latest developments.



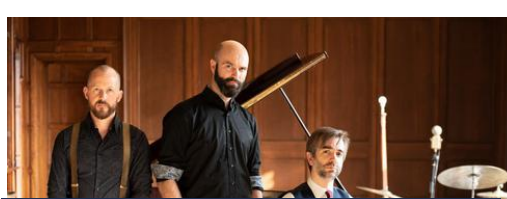
**Fully stocked bar** with cash and contactless payments accepted.



**Afternoon Sports:** Live sports match played on the School Field



**Hog Roast & More:** Indulge in a late-afternoon hog roast with vegetarian and vegan options, followed by a delightful dessert selection, catered by [The Spitting Pig](#).



**Evening Jazz:** Wind down with the smooth sounds of the live jazz band, Rich Meehan Trio.

# CEO'S WELCOME

As CEO (Chief Executive Officer) of Reading School, I've focused on driving strategic improvements, fostering long-term thinking, and building partnerships that add lasting value to Reading School. We face crucial questions: How can we protect our traditions while embracing bold, future-focused innovations? It is through thoughtful analysis and collaboration that we can position Reading School to not only celebrate our 900th anniversary but look beyond, ensuring sustained success.

Our refreshed mission and vision for 2025-2035 will soon be ratified by the Governing Body, guiding our approach for the next decade. In addition to shaping a future-focused strategy, I'm committed to enhancing our fundraising culture, as evidenced by the generous support of an Old Redingensian (1966-1973) funding our Grand Reunion in July 2025. I'm confident that with this kind of support, we can continue to create meaningful opportunities for our students and alumni alike.

We have secured £36,000 in external funding through the Turing Scheme for our 'Cultural Architects' partnership with a school in Copenhagen. This programme will offer 33 Year 7 students valuable experiences that foster cultural capital and character development. The launch of the Kenwick Sports Pathway (KSP), thanks to key partnerships with Go Perform, Macron, FitLife, and Right to Dream, has also provided 15 students with unique opportunities to excel.



By working closely with external experts such as Dr. Jacob Naish and Professor Alex Hill, and by fostering partnerships with high-performing organisations, we are laying the groundwork for long-term impact. As we move forward, our efforts must be directed towards building sustainable, strategic relationships, locally, nationally, and internationally, that drive social impact and unlock potential.

Thank you all for your dedication to our School. Together, we can ensure Reading School continues to thrive, not only for the next few years but for many decades to come.



**Mr Ashley Robson**  
**Chief Executive Officer**




# CALENDAR OF EVENTS

Join us in celebrating Reading School's 900th anniversary year by participating in our vibrant line-up of special events, sports and community activities. Save the dates!

● Students ● Parents ● Alumni

**MARCH 2025**  
**26-27**

**Giving Day** ●●●  
A 36-hour fundraising event where students take on challenges to raise funds for 900th Anniversary Campaign.



**JUNE 2025**  
**27**

**Senior Prize Giving** ●●●  
A ceremony to commemorate senior students' achievements and celebrate the vibrant spirit of our school community.



**JULY 2025**  
**1-3**

**Drama Production** ●●●  
Titled 'Floreat Redingensis', an immersive 70-minute promenade theatre experience across the school in the evening.



**JULY 2025**  
**5**

**Community Festival** ●●●  
A day of activities to celebrate the school's milestone anniversary with students, parents, staff, alumni and the local community.



**JULY 2025**  
**9**

**Sports Awards** ●●●  
A celebration of school sports and achievements, featuring the annual Sports Personality of the Year Awards.



**JULY 2025**  
**11**

**Sports Day** ●●●  
A day of spirited competition featuring athletes from five Houses, showcasing their skills in track races and team sports.




**JULY 2025**  
**12**

**Grand Reunion** ●  
A global reunion at the School Field, featuring tours and networking to reminisce and celebrate achievements.



**JULY 2025**  
**13**

**Riverside Row & BBQ** ●  
Enjoy an exciting rowing experience followed by a relaxing BBQ feast by the riverside.




**SEPTEMBER 2025**  
**21**

**OR House Music Concert** ●●●  
An enchanting evening at Reading's Concert Hall, where alumni from each House showcase their talents.



**NOVEMBER 2025**  
**29**

**Gala Dinner** ●●  
A black-tie event at Reading's Town Hall, celebrating our 900th anniversary with speakers, auctions, awards and entertainment.



**NOVEMBER 2025**  
**30**

**House Music Competition** ●●  
An annual event where student performers from each House display their musical talents.



..... and many more!

# ORA PRESIDENT'S REPORT



**FRASER PECK**  
**OR 1999-2006**  
**PRESIDENT ELECT, OLD REDINGENSIAN ASSOCIATION**  
**2023-2024**

Dear Old Redingensians, members of staff, students and everyone in the extended Reading School family...

## 900 Years of Excellence: Celebrating a Legacy of Achievement at Reading School

It is a tremendous privilege for me to be nominated as your Old Redingensians Association President for the year ahead. We have been blessed to have had Jeremy Chadwick (OR 1979-86) as President for the past two years. Under his tireless energy and leadership, the ORA has gone from strength to strength supporting and enriching the experience of all who are associated with the School.

As Reading School approaches its 900th anniversary, we stand on the cusp of an extraordinary celebration, while reflecting on nearly a millennium of educational excellence, innovation, and tradition. The School's journey is a testament to the enduring values of perseverance and community. From medieval times through to the present day, the School has always been able to adapt to the changing requirements placed on global leaders. Some of whom have walked the corridors can be seen on the 'tea trays' that hang in Big School or on the boards of distinguished service in the Military and Commonwealth. There is a surprising number of books that are published on Old Boys of the School with a history that is both rich and can at times be quite foreign to our

modern lives. I was at School from 1999-2006 during which time there were large changes in the School, from the sale of Bounders Hall, through to the final closing of the West Wing boarding house and even the cessation of Saturday school. I would imagine that the experience I had at School would be quite strange to the current cohort of boys.

While dramatic changes have occurred over the years, the spirit that is imbued at Reading School remains. I have been quite humbled to have discussed some of these points with the current students.

***"Where academic excellence was always expected, the importance of the boys becoming good men for future success is even more central to contemporary learning at Reading School."***

In recent years this is perhaps most epitomised early during the Ukrainian war where the School, which was oversubscribed, welcomed a cohort of male and female refugees as 'extended guests to the School.' This spirit of inclusivity in adversity, while at times bending rules for the betterment of its students, is something that should be lauded, and this highlights the School's drive to assist those in need.

## OLD REDINGENSIS ASSOCIATION

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The past year saw the Old Redingensians Association's flagship event, a tour of Guildhall in the City of London, given by Aaron D'Souza (OR 2002-2009), Common Councillor for Tower Ward in the City. The event included a reception, a visit to the Aldermanic council rooms, where the Lord Mayor of London oversees the longest continuously running democracy in the world, which predates the Norman conquest, and a torchlit viewing of the Roman ruins under the streets (as we were unable to locate the light switch!). This event was in support of the Future Stories initiative which aims to assist enrolment into Reading School those from less advantaged backgrounds, to the betterment of all involved with the School.

This continued forward-looking attitude is based on a foundation that has been hard-earned by centuries of former students and the Old Boys that they became. Later in the year the ORA will support the memorial service paying homage to those boys who perished during the wars of the 20th century. Please feel free to come to the Remembrance Sunday Service to be held in the Chapel on the 10 November 2024.

These events help to highlight the strength of the Old Boys network and the spirit of enriching the experiences of members of our community. This is especially important in these times of global uncertainty with potential financial hardship. We are very fortunate to be part of this great history and to be able to assist in the stewardship of the future which is the aim of the Old Redingensians Association. Should you wish to learn more about the ORA, what we are involved in, or to assist in the continued stewardship of the Association, please feel free to reach out to me or to contact membership secretary Chris Widdows [memsec@oldredingensians.org.uk](mailto:memsec@oldredingensians.org.uk) for more details.

In closing, as we review the experience of 900 years of history, achievements, and traditions, we celebrate not just a history of academic success but a future full of promise and potential. The ORA and the Reading School Alumni Society are arranging events so that as many Old Boys can be welcomed back to the School to share in the stories and look to the future; I look forward to seeing you there.

Floreat Redingensis!

**Fraser Peck (OR 1999-2006)**  
**President Elect**  
**Old Redingensian Association**

### The Guildhall - Future Stories event on 6th June 2024





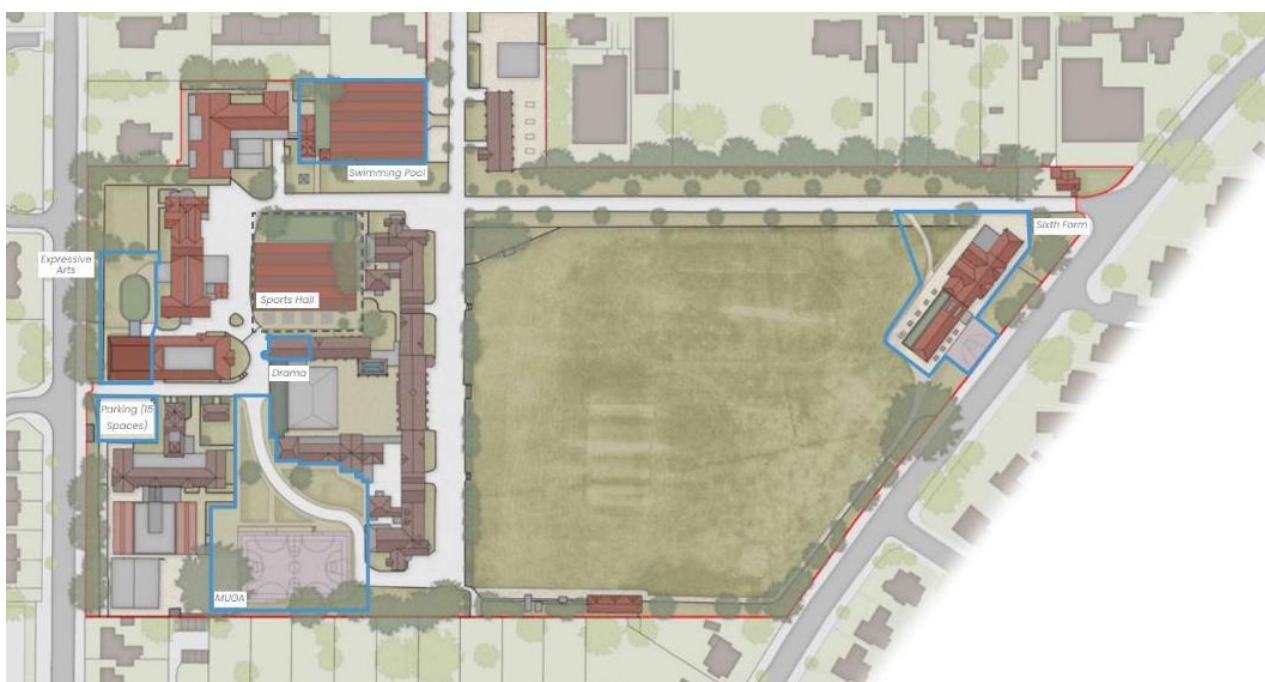
## BEYOND 900 - BE A PART OF THE JOURNEY

We have **ambitious plans** for the next decade as Reading School approaches its 900th anniversary. We invite you to join us on a journey towards greater social mobility, sustainability and academic excellence.

Reading School is a unique place, rich in **history and tradition**, and is one of the oldest institutions in Berkshire alongside the Minster Church of St Mary the Virgin. Founded in 1125, our state-funded grammar school continues to provide an exceptional education to bright students from diverse backgrounds.

Today, with over 1,100 students, including 88 boarders, we are **deeply committed** to social mobility and community outreach, offering opportunities for all. Our ambitious Beyond 900 campaign is set to **transform our infrastructure**, ensuring **future generations** of Reading School students have the **facilities to match their potential**.

As we approach the dawn of Reading School's 900th anniversary, our vision stretches far beyond this remarkable milestone. **'Beyond 900'** is a bold, ambitious phase in our journey to shape the future of our school. Our plans include enhancing facilities, enriching academic and extracurricular offerings, and creating an even more dynamic environment where our students can thrive. From expanding learning spaces to developing new partnerships and programs that build on our tradition of excellence, we aim to position Reading School as a leader in education for the next century. These developments will not only honour our rich heritage but also ensure that future generations of students benefit from the same transformative experience. The map below gives you an overview of our current campus and the vision for what lies ahead, including sports hall, MUGA and swimming pool, expressive arts and drama facilities and sixth form area.



# A LEVEL RESULTS & UNIVERSITY OFFERS

Students and parents gathered on Thursday 15th August, to collect their A Level results. We extend our heartfelt congratulations to the Class of 2024 for their impressive performance. This year's results reflect the dedication and hard work of our students, and we are thrilled to see them secure places at prestigious universities and embark on promising career paths. Their exceptional achievements not only highlight their individual strengths but also set a remarkable example for future cohorts. We are proud of their success and excited to see where their next steps will take them.



100%  
of students achieved A\*-A in French, German & PE



100%  
of students achieved A\*-B in English Literature, Music, Philosophy & Theatre Studies



90%  
of students achieved A\*-B



33.1%  
of all grades awarded being A\*



96%



Students currently placed on university courses or apprenticeships

20+



Students will read medicine or dentistry and have secured places at top universities.

17



Students secured places at Oxbridge.

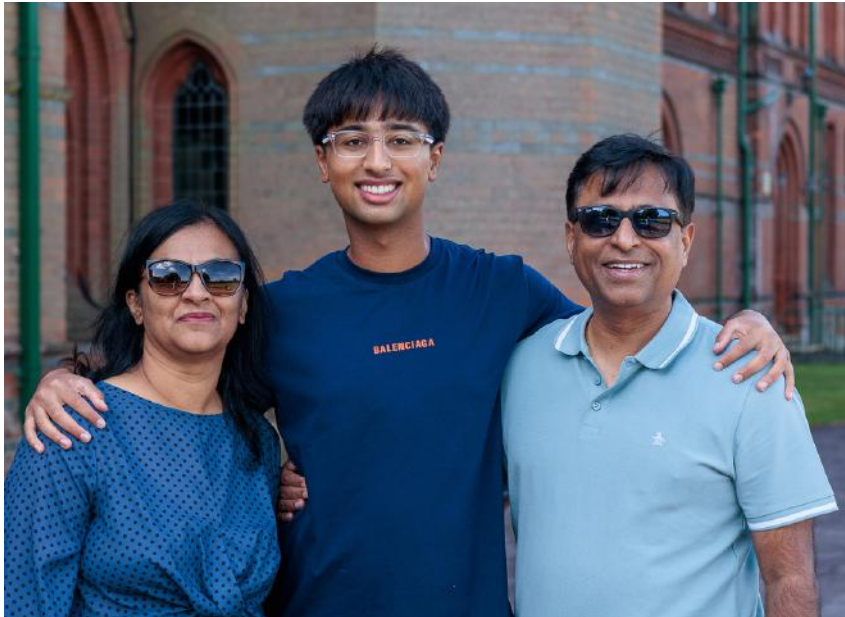


*"In the grand scheme of things, no young person is defined by their exam results. Whether today, students have surpassed all expectations, or feel disappointed, we encourage the class of 2024 to remember that they themselves are a gift to the world. Having completed their time with us, we wish them all the very best for whatever adventures lie ahead."*

Rev'd Dr Chris Evans, Headmaster



EXCELLENCE



# BEYOND READING

This year, two Reading School students are heading abroad for their university studies—one to the USA and the other to Canada. We had the opportunity to chat with them about their exciting journeys ahead.



Abeer M (Class of 2024)



Having completed his A-Levels at Reading School, Abeer M began his exciting journey at the University of Waterloo in Canada. He joined the prestigious Computer Science and Artificial Intelligence (AI) programme, opening doors to new opportunities and advancements in technology.

From a young age, Abeer was fascinated by **coding and software development**. This passion flourished at Reading School, where he excelled in Computer Science, enjoying hands-on projects and the dynamic learning environment. These experiences guided his decision to pursue a degree in **Computer Science and AI**.

*"The coding projects and my teachers' encouragement to think creatively were pivotal," Abeer shared. "They inspired me to pursue a career where I could create impactful software."*

Abeer's dream of studying abroad began in Year 11, and Canada became his ideal choice for its blend of opportunities and diverse landscapes. A scholarship from the University of Waterloo made this dream a reality and family ties provided support.

Navigating North American university applications was challenging, requiring essays, references and preparation for the SATs. The complexities of the American and Canadian education systems required **careful planning and perseverance**. "The process was daunting but required focus and time management," Abeer admitted.

At the **University of Waterloo**, renowned for its Computer Science program and "Co-op" system, Abeer anticipated gaining practical experience through internships. He looked forward to becoming a well-rounded individual, eager to explore subjects like French and Public Speaking.

His goal is to work as an **AI or Machine Learning Engineer**, developing tools to revolutionise industries like healthcare and education. While excited, Abeer acknowledged the challenges of adapting to a new environment but believed stepping out of his comfort zone would lead to personal growth.

For students considering studying abroad, Abeer offered valuable advice: *"It's a life-changing experience that can offer insights and opportunities you might not find at home."*

He recommended: *"Start early with your applications, engage in extracurricular activities, and build strong relationships with your teachers for references. Most importantly, be open to stepping out of your comfort zone and stay dedicated."*

We wish Abeer continued success on his journey. His story is a testament to the power of pursuing one's passions and embracing new challenges, inspiring others to step out side of their comfort zones.



**Isaac B (Class of 2024)**



**Isaac B, a recent graduate from our school, embarked on his academic journey at Princeton University, where he is studying Computer Science. In a recent interview, Isaac shared some valuable insights and advice for current students as they navigate their school years.**

### **Advice for Students**

Isaac emphasised the importance of finding a balance between working hard and enjoying your time at school. *"Try your hardest from the beginning, but don't take it too seriously. It's not that deep until later on,"* he said. He encouraged students to appreciate their younger years, noting that *"they really go by quickly."*

### **The Importance of Balance**

He also stressed the need to avoid extremes, especially during the demanding A Level season. *"A lot of people go too far either way,"* he observed. *"You have to make sure you give yourself time to relax. If you're studying all the time, you're going to burn out."* His advice? Focus on what works best for you and find a healthy rhythm between work and rest.

### **Overcoming Challenges**

Reflecting on his own experiences, Isaac opened up about the personal challenges he faced, particularly anxiety about the future and exam performance.

***"I used to worry too much about not getting predicted grades or thinking too much about the future,"*** he admitted. ***Eventually, he realised that not everything is within our control. "The future isn't set in stone, and there's nothing I can do to guarantee a specific outcome. All you can do is try your best and go through it."***

Isaac also took a moment to express his gratitude to one of his teachers, **Mr S Pedlow**. *"I really enjoyed Maths. It interested me enough to pursue it further,"* he shared, hinting at his continued passion for the subject even as he delves deeper into Computer Science.

As Isaac settles into his studies at Princeton, his reflections serve as a reminder to current students to find balance, embrace the challenges and make the most of their time at school.

*"Enjoy your time, and make good friends,"* he advised, leaving us with words that will resonate for years to come.

# SENIOR PRIZE GIVING 2024



## A Celebration of Excellence

Our annual Senior Prize Giving event in June was an evocative occasion to honour the achievements of our senior students and the Class of 2023. This cherished tradition celebrated the exceptional accomplishments of our students across academics, sports, the arts and community service.

The ceremony highlighted the remarkable performance and significant contributions of our students throughout the year. From the sports pitches to the concert halls, and charity fundraisers to personal development, their achievements were acknowledged with enthusiasm and pride.

The event was enriched by the inspiring keynote address from **Mr Vin Wijeratne (OR 1977-1984)**. His insightful reflections served as a powerful reminder of the values of dedication, resilience and community that define our school's ethos.

We were honoured by the presence of **Dr Stefan Fafinski DL (OR 1978-1985)** as our special guest of honour.

Stefan shared his memories as a school boy and his journey beyond, valuing the lasting impact of the school's ethos.

As we bid farewell to the Class of 2024, whether they are heading to university or stepping into their careers, we wish them every success. We hope to support them in any way we can and look forward to staying connected as they embark on their new journeys. Floreat Redingensis!

Finally, we extend our heartfelt gratitude to **The Reading Foundation** for sponsoring the ceremony, prizes and refreshments; to **The Old Redingensians Association** and the **Sir Thomas Beecham Trust** for their support in awarding prizes; and to the **Reading School Parents' Association** for providing drink refreshments and additional support on the day. This prestigious event would not have been possible without their generous contributions and the **kind support of individual benefactors** who fund prizes for our students.





# Pay it Forward

The Leavers' Gratitude Gift is a departing gift from the families of Upper Sixth Leavers in support of the Building for the Future - 365 campaign. The gift is a collective effort to ensure that opportunities are afforded to all Redingensians in the future and aims to continue the long-standing tradition of giving back at Reading School. All gifts big or small are welcome.

**SCAN QR CODE TO  
DONATE TODAY**

Please reference "Leaver 2024-NAME" when making a donation



2024

**Leadership Team**

School Captain  
Vice-Captain  
Vice-Captain  
Vice-Captain  
Vice-Captain

Paarth Goswami  
Milan Gupta  
Yusef Zadrán  
Maninder Singh  
Armaan Chhokar

**Student Body Team**

Sports Prefect  
Junior Sports Prefect  
Student Voice Prefect  
Mentoring Prefect  
Well-being Prefect  
Electives Prefect  
Fixtures Prefect

Manas Sharma  
Thomas Kirby  
Arnav Asthana & Madhuhaas Gudipati  
Daniel Schieke & Yash Parikh  
Rohan O'Connor  
Jude Ager  
Ryan Luo

**School Events Team**

External Relations Prefects  
School Events Prefect  
Junior Social Prefect  
Social Prefect  
900 Years Prefect  
Community and Partnerships Prefect

Charles Lok  
Aarav Agarwal & Taz Basher  
Bharat Jasti  
Oscar Balenthiran  
James Trust  
Aryan Hawaldar

**Sixth Form Team**

Year 12 Integration Prefects  
Legacy Prefect  
Common Room Prefects  
Careers Prefect  
Attendance Prefect

Daniel Lennon & Esat Polat  
Eli Toussaint  
Matt O'Donoghue & Aluinn McDonald  
San Celik  
Rayan Sikander

**Projects & Community Team**

Charity Prefect  
Community Service Prefect  
Future Stories Prefect  
Environment Prefect  
Inclusion Prefect

Saad Ahmad  
Rahul Ramsiva  
Krish Mathur & Oliver Bloomfield  
Alex Richards  
Shivam Khare

**House Leadership Team**

County House Captain  
East House Captain  
Laud House Captain  
School House Captain  
West House Captain

Achinthya Rajeev & Gautham Nair  
Téo Rybak & Jamie Rainford  
Nidilan Srikajanan & Sid Mathur  
James Govan & Ryan Liu  
Prabhav Bhamidipati

**Boarding Team**

East Wing Captain  
South House Captain

Peter Park  
Alex Postolache

2025

# MEET THE PREFECT TEAM



We are excited to introduce the new prefect team for 2024-2025. With the 900th anniversary on the horizon, the year of 2024-2025 academic year is set to be especially significant, providing ample opportunities for our prefects to demonstrate their leadership, uphold core values of integrity and support the School's many events and initiatives for our 900 year celebrations.

The newly appointed team includes a remarkable group of students, and we are confident they will excel in their roles and make a significant impact on our school community. Our School Captain, Paarth Goswami, speaks about what he is most excited about in this new role:

### **Why did you want to become a Prefect?**

*"Throughout my time at Reading School, I have been given countless opportunities to grow, not just academically, but also as a person. This supportive environment, created by our dedicated teachers, and a strong sense of school community have shaped me into who I am today, and I wanted to be a Prefect as I thought it was the best way to contribute to this. Being a prefect allows me to support my peers, encourage growth and ensure that everyone has the opportunity to benefit from this school as much as I have done."*

### **As School Captain, what legacy do you want to leave at Reading School? Will you build on an existing legacy or create your own?**

*"Our school has created innovators and industry leaders for hundreds of years, and this is why I feel so privileged to study at Reading School. This year it is even more important to both acknowledge and build on this rich heritage, and I hope that through the prefect team, we will celebrate our 900th anniversary, whilst also laying the building blocks for future generations to prosper."*

### **What are your future plans and ambitions?**

*"My future ambition is to study medicine and become a doctor. I have always been fascinated by the human body and how medical science can transform lives. I hope to not only apply this knowledge in patient care but also contribute to advancing the science that underpins medical practice."*

## LEADERSHIP



*"Helping this community has been really fulfilling, therefore I wanted to be more involved and becoming a prefect was one of the best ways to do this. I wanted to become Vice-Captain for the Sixth Form team, mainly because of the great people I get to work with and my team."*

*There are multiple goals the Sixth Form team has this year. The main two targets that we hope to achieve are revitalising the common room and streamlining the running of societies. Creating a safe, enjoyable space to study and unwind would attract more people to utilise the common room, creating a fulfilling environment to be in. Similarly making sure each academic society covers the essential information regarding UCAS applications for that subject will ensure that everyone has the best chance for university applications. Being the 900th year we have more of an opportunity to make a difference to the school that will be remembered for years to come."*

**Maninder Singh, Vice-Captain (Sixth Form)**

*"I've always been eager to help out wherever I can at school. Taking on the role of Vice Captain allows me to do this at a greater capacity while also being at the forefront of organising events for the school community. We have an incredible team of prefects this year, all of whom are enthusiastic about making a positive impact over the course of the next year."*

*Two key areas we are focused on are strengthening the interactions between the junior and senior school and enhancing our partnership with The Abbey School. Fostering a more connected internal and external community would be a very fulfilling achievement. With the school's 900th anniversary in 2025, we are presented with a unique opportunity to leave a mark on its history. As we work to create our own legacy, we're also committed to building on the excellent foundations laid by those who came before us."*

**Armaan Chhokar, Vice-Captain (Events)**

*"The reason I wanted to become a Prefect was largely because I wanted to aid in utilising the great resources of Reading School to their fullest to holistically develop students, build character, and making great people who succeed in the classroom and out of it."*

*I would like to establish a few more student-led charity events throughout the course of the year with the help from Charity Prefect, Saad and Community Service Prefect, Rahul who are raring to go and get started with our plans for this year."*

*In terms of sustainability, the Sustainability Prefect, Alex and I would like to introduce a collection drive for recyclable plastics and hope to create a sustainability mosaic. In general, I want to get students heavily involved in these activities to help foster a sense of community and making the world a better place."*

**Yusef Zadran, Vice-Captain (Projects and Community)**

*"I will always be indebted to my time at Reading and the teachers who have fundamentally shaped my education. The best way for me to give back now is by taking the mantle of a leadership role alongside my fellow prefects – a role I love and enjoy. The student body team is largely focused on reigniting the student council. Our aim is for this to become more integrated and to increase student's vested interest into the wellness of our community – something that has been somewhat lost post-pandemic. Alongside this is the Mentoring system which is being restructured. We hope to provide all students with any academic support that they need to enable academic flourishing. Additionally, our prefect team intends to expand electives to augment students' education and continue to 'build good men' in a holistic manner. This year marks the anniversary of a 900-year legacy. I have always seen my role in leading the Student Body Team as one passing the torch."*

**Milan Gupta, Vice-Captain (Student Body)**



# HOUSE NEWS

# HOUSE UPDATES



**County House**  
**Dave Tridgell**  
**Head of County House**

I am delighted to report what I believe was a successful year for **County House**. Once again I am humbled by the contributions of so many members of the House from year 7 right through to year 13 and of course, the staff. The **County House** mantra remains consistent in that we ask everyone to 'be the best at the things which require no talent'. **County House** is brim full of talent in every conceivable arena and it is our job and our privilege to see it all realised. For me that means looking beyond the things we can do and focussing on 'how' we do things. I believe that those who reach their potential can only do so with a depth of character that allows their abilities to shine.

Who can really say they achieved everything they could have in the absence of reflectiveness, honesty, resilience, commitment and courage to name a few? To this end, we ask that members of **County House** develop and nurture these virtues in order to reach their potential. In addition I'd like to share that I think that being at Reading School is an honour, and with that honour comes responsibility.



Responsibility for yourself and just as importantly – for each other. Imagine if everything you did was to the best of your ability and that at every opportunity you supported that endeavour in others. Now imagine that everyone does this, all of the time. That has to be our goal and we must keep striving towards it.

To change tack; no review is complete without mention of the **House Cup**! Congratulations to Laud House for another win! I was biting my nails as the final results dripped through in May as we were pipped at the post for second place finishing third! You may think from what I have written above that I am not competitive, but oh you're so wrong!

What I love about competition is the chance to show what you can do AND show that you can do it in a manner that shows character. I feel that those who represented the House this year did this time and again and for that I want thank you all.

Lastly I'd like to thank the team of teachers and staff who are **County House** members. Thank you for your unwavering support, kindness and graft – we are truly lucky to have you all.



### East House Katie Rosser-Evans Head of East House

My first year as Head of **East House** has come to an end, but what an incredible year it has been. Looking back at the events of last year, I feel an overwhelming sense of pride and privilege to be a part of this community. I would like to thank and congratulate every member of the House for their efforts over the year, be that during house competitions or in lessons and school in general. This year wouldn't have been the same without our fantastic House Captain Joss Heddle-Bacon (OR 2017-2024) and Vice-Captains Yash Singh (OR 2017-2024) and Riley Clack (OR 2017-2024), with the support of the prefect team. We wish them, and all of our 2024 leavers the best as they start their new adventures in life.

This year's **House Cup** was a fierce one, and my first **House Music** as Head of East House was definitely one to remember. We may not have retained our title, but the passion and determination **East House** students demonstrated on the stage and in the lead up to the day, was truly admirable.



**House Eisteddfod** brought us some powerful performances, with the senior students really impressing this year's judges. The Year 12 performance from Rohan O and Jamie R was fit for any stage and you could've heard a pin drop for Madhuhaas G (Year 12)'s speech.

Our success continued within a variety of sporting competitions where we saw exemplary teamwork in sports such as rugby, basketball, football and badminton. **Sports Day** was a victorious day for the House, winning the day overall, but also in terms of House spirit and encouragement that the students showed one another. The roar of support from the stands was extraordinary and truly captured the camaraderie and unity within the House. And how could we forget **House Art**. The breathtaking pieces that the house created were something to be proud of. Students poured their hearts into their artwork and it paid off with yet another win. All of these efforts resulted in a worthy second place in the **House Cup**.

I'm evidently surrounded by highly talented individuals, however the biggest win this year for me was seeing the House pull together and strengthen its House spirit.

*"Remember what Miss Rosser-Evans always tells us: We win as a team or lose as a team but what matters is we work together as a team, support each other and have fun."*

This is something one of my year 7 students said to the rest of the House cricket team last summer and I can't express how proud that made me feel. **East House** is filled with kind, caring and supportive individuals and I can't wait to see what this next year has in store for them, and us as a House.



### Laud House Laura Clarke Head of Laud House

It has been another magnificent year to be part of **Laud House**; I feel very privileged to be a steward of the house, supporting our students both academically and pastorally and watching our community continue to grow. I would like to take this opportunity to thank Sean Awoseyila (OR 2017-2024), Ben Silvester-Ratcliffe (OR 2017-2024) and Aditya Athipotta Variem (OR 2022-2024) for their faultless leadership, along with the house prefects for their unwavering dedication.

**Laud House** has only been part of the fabric of school house system since 2016 and this year managed to win a second consecutive **House Cup**. The stakes in the competition were never higher, as every House clambered for valuable points in each event. There were some real highlights as we all worked hard as a collective from a rousing medley from Joseph and his Technicolour Dream Coat, helping us to victory in **House Music**, to sombre performances in **House Eisteddfod**. These events showcase outstanding solos, while giving all students the chance to experience the true nature of what it means to come together as collective to display our talents.



The battles continued in the sports fields and athletics track as every member of **Laud** is required to take part and give their all. It is always such a pleasure to step out to the front field during games lessons to watch the students clad in blue, cheering and supporting their peers, whether it be in rugby, football and cricket. **House Ghost** is always a highly anticipated, with the roars of 50 students competing fiercely echoing around the School, and our spirit carried us through to another victory in the competition.

**Laud House** possesses such depth of expertise and other events such as **House Reading, Chess, Art, Coding and Humanities** give even more opportunities for our community to demonstrate our prowess. **House Art** was undertaken with a notably junior team, with students in years 7 to 10 demonstrating exceptional leadership, collaboration and technical skill to turn their vision for 'Life in Boarding' into two exceptional pieces to be displayed in the **East Wing Boarding House**.

As I enter my fifth year as Head of **Laud House**, I am proud to see the way students are taking ownership for building their community, with older students and younger students socialising and high-fiving as they pass each other in the corridors. The students continue to give everything to house competitions, but the focus for the year is to show even more kindness and respect to all, giving everyone the opportunity to flourish.



### School House Chris Betteridge Head of School House

We have come to the end of our second year together as a House. What an incredible year it has been. I need to take this opportunity to congratulate and thank Branson Rizzo (OR 2017-2024) and Harry Langdon (OR 2017-2024) for their incredible leadership of the House over the year. They led with pride, passion, integrity and energy. They were excellent role models to the House, showcasing the values that they believe to be important to keep the sense of community growing and what it truly meant to be a part of **School House**. They were supported by a prefect team who were excellent.

We had a difficult year in terms of competition, finishing last in **House Music** is a difficult wave to ride but the boys came together well and ended the **House Cup** well with a knock-out performance in the **House Eisteddfod** competition, led by our new prefect team. Yaghan J (Year 12) particularly impressed with his monologue from Nelson Mandela's speech, 'I am prepared to die'. Obviously, as a South African, I was completely moved by this, even brought a few tears. The rest of the House was excellent and we ended up with an almost clean streak through, well done to Ranjeev, Charlie and James for their running of this competition. Another highlight of the year for **School House** had to be **Sports Day**. The atmosphere, the vibe, the 'gees' (*Afrikaans word meaning to have great spirit and enthusiasm*) was definitely on display by all involved. The day came down to the last event, Year 10 relay races. Congratulations to **East House** for coming out on top.

A new year brings new beginnings for the House. The start of my third year as Head of House feels different. I feel part of the woodwork and the foundation of **School House**. I feel settled and ready to take on new challenges and move the House forward, achieving even more as we bring the boys closer together. We are a strong community and again, I feel blessed to be part of this House. I wish Ryan L (Year 12) and James G (Year 12) all the best in their role as House Captains this year along with a strong prefect team. My blood runs green, I (We) are School House!





### West House Jesus Escribano- Sanchez Head of West House

This academic year has been an excellent one for **West House**. I can proudly say that we have had an exceptional group of students leading **West House** who not only accomplished their goals but also inspired others along the way. It was particularly remarkable to see how Year 12 and Year 13 came together to shape the future of the house, actively involving Westies across all year groups in the process. Their collaboration fostered a sense of unity and belonging, which is vital in creating a positive atmosphere for the House.

The amazing pastoral and academic support provided by **West House** tutors reinforced relationships and fostered positive attitudes among peers and staff. With character and respect at the core of what we do, **West House** has continued to shine in our community, setting a strong example for others to follow. The dedication of our tutors has been instrumental in nurturing the talents of our students, ensuring that they feel valued and supported.



I am very pleased with all your enthusiasm and willingness to work collaboratively. The outcomes achieved this year reflect not only hard work but also the incredible journey that has made **West House** very competitive across various areas. We have seen significant improvements in participation and performance, which is a testament to the hard work and determination displayed by everyone involved.

**House Music** and **House Eisteddfod** were, without a doubt, the two biggest events we participated in this year. With a diverse range of leadership across year groups, an abundance of talented young people, and genuine passion, **West House** competed to a very high standard, inspiring other houses to rise to their best as well. The spirit of friendly competition and support during these events truly exemplified what it means to be part of **West House**.

We must be very grateful for all the opportunities that Reading School students have access to, as these experiences help to shape us into well-rounded individuals. Participation in extra-curricular activities, community service and various clubs has allowed students to explore their interests and develop new skills.

I am immensely proud of **West House** and sincerely hope we continue building amazing things together in the years to come. For those who are leaving us this year, I want to wish you all the very best in your future endeavors. Remember to be yourselves, be kind and respectful and strive to make a difference wherever you go, doing what you love.

I know the students in **West House** have immense potential and will continue to uphold high standards in their communities. Let's all commit to working together and shining brightly for a better future. With the right mindset and determination, I believe we can achieve even greater things in the coming years.

# HOUSE UPDATES





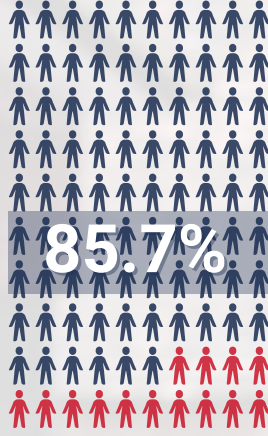
# DEPARTMENT NEWS

At Reading School, we empower every student to pursue, discover and explore their interests and passions within each subject, supported by their committed teachers. The following pages showcase the academic achievements within each department.

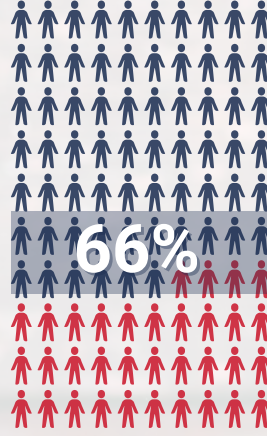
# GCSE RESULTS



100% of GCSE entries for Mandarin & Music were awarded grades 9-8



85.7% of GCSE entries were awarded grades 7-9

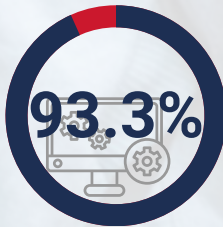


66% of GCSE entries were awarded grades 9-8



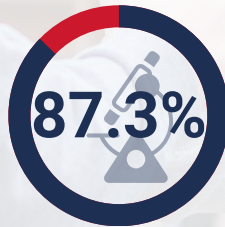
80% of pupils gained grades 9-8 in Computer Science

## Computer Science



93.3% of GCSE entries for Chemistry and Physics were awarded grades 7-9

## Biology



87.3% of students achieved grade 7-9 in Biology.

## Mathematics



97.3% of students achieved GCSE Maths at grade 7-9.

“ We are really pleased with this year’s results! 100% of Mandarin and Music entries were awarded grades of 9 and 8. 85% of all entries were awarded grades of 9-7. Subjects like Computing, History, PE and Physics have achieved their best results on record. Ms Lizzie Ayres, Deputy Headteacher ”

# ART

## GCSE and A-Level Art Exhibition

The remarkable creations of our GCSE and A-Level students were proudly showcased at the Summer Arts Festival in July.



## "Crown": Celebrating Diversity and Self-Expression Through Art

**Jamie R (12MJK)** produced an outstanding piece titled **Crown**, created using fineliner and paint pen on watercolour paper. The artwork celebrates the cultural, racial and ethnic diversity of our school community by highlighting the unique hairstyles and headdresses Jamie sees every day. These represent not only individual styles but also broader cultural identities, reflecting the beauty and significance of self-expression through hair.

Jamie described the piece as an evolution of his earlier work, which explored the beauty of Black hair and was inspired by artist **Gerrel AK Saunders**. This new piece shifts focus to the diverse styles present within our own school. The fracturing of the hair in the artwork reveals a tapestry of



box braids, cornrows, mid-tapers, curly hair, straight hair, waves, durags and Sikh patkas. The gold accents emphasise the beauty and importance of hair as a form of self-expression.

During the Headmaster's visit to the USA in May, Revd Dr Chris Evans had the pleasure of reconnecting with **John Turner (OR 1953-1960)**. We know that John and his wife, Gerda, share a deep love for the arts and culture, with a lifelong passion for supporting opera and the creative arts, enriching the cultural landscape of their community. As a gesture of gratitude for their warm hospitality, Chris presented them with "**Crown**", a meaningful gift reflecting their shared appreciation for the arts.

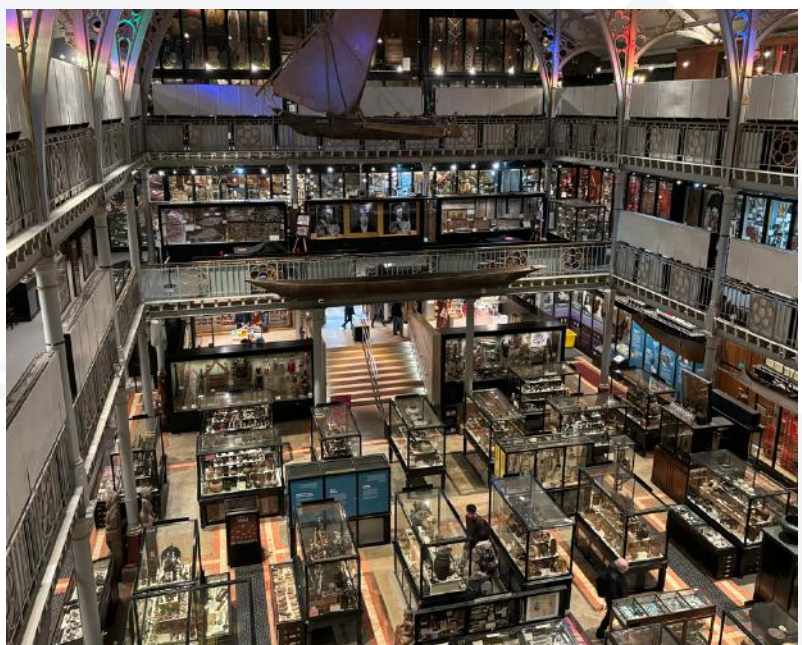
### Artistic Adventures Beyond the Classroom

For art students, exploring beyond the classroom is essential for sparking creativity and deepening their understanding. To support this, we arranged a series of inspiring trips for our Year 9, 10 and 12 artists and photographers.

In April, students visited the **Ashmolean and Pitt Rivers Museums** in Oxford, exploring diverse artworks and artefacts from various cultures. They sketched, took notes and captured photographs to inspire their creative projects, while also practicing life skills like navigating public transport—some experiencing their first train journey.

In May, Year 9 and Year 10 photographers travelled to the **Victoria and Albert Museum** in South Kensington. They explored one of the world's most significant photography collections, delving into the history of photography and its influence on art and culture. The experience offered valuable insights for their own photography projects, blending historical knowledge with modern creativity.

These trips allowed students to deepen their understanding of art and photography, both in and beyond the classroom.



# BIOLOGY



## Success at Royal Society of Biology Competitions

Our students across various year groups excelled in the **Royal Society of Biology's** competitions this year, showcasing their remarkable talent and dedication.

For the **Intermediate Biology Olympiad**, Year 12 students secured 3 Gold, 13 Silver and 11 Bronze awards from over 14,000 participants across 709 schools. Their achievements highlight their deep understanding and enthusiasm for biology.

In the **Biology Challenge**, Year 9 and 10 students achieved an impressive tally with 43 Gold, 70 Silver and 66 Bronze awards. Out of 45,400 students from 621 schools worldwide, our biologists performed exceptionally well in this online competition consisting of two 25-minute multiple-choice papers.



### Year 9 Gold Award Winners:

Rowan A (9C), Samuel H (9W), Edward Y (9W), Ojas M (9E), Sanchit P (9S), YingGe H (9C), Harry B (9E) and Andrey D (9W)

### Year 10 Gold Award Winners:

Nageshwar V (10C), Abdul S A (10E), Michael B (10W), Theodore Y (10E), Daniel P (10L), Sumiktsal S (10W), Ashish G (10S), Vashisht P (10W), Akilan N (10C), Kenjer A (10C), Brahmjot A (10L), Maurits B (10E), Uthvah S (10S), Martin W (10S), James T (10L) and Arush M (10L)



## British Biology Olympiad

In the **British Biology Olympiad**, which saw participation from over 10,000 students across 700 schools, our Year 13 students achieved impressive results: 6 Gold, 10 Silver and 9 Bronze medals.



Congratulations to the Gold Award Winners (pictured above): (From left to right) Nikolaos A (13MK), Thomas L (13FEH), Aadith C (13AC), Harry V (13MJK) and Jonathan H (13MRC). Congratulations also to Arav T (13SA) (not pictured).

Following subsequent selection rounds, **Nikolaos A (13MK)** stood out as one of the top sixteen performers and was chosen as one of the top four to represent the UK at the **2024 International Biology Olympiad in Astana, Kazakhstan**. There, Nikolaos and his teammates demonstrated their skills in molecular biology, animal anatomy and practical tasks, with Nikolaos earning a Bronze medal.

Nikolaos shared, *"I am beyond delighted to have had a chance to not only compete in the IBO, but also to receive a medal for the UK team. It was a once in a lifetime opportunity to visit a unique country and to meet countless like-minded people. I am extremely grateful for Reading School's guidance, and the training they facilitated for the team and me as my IBO participation would not have been possible without the school's help."*

A special thank you goes to **Robert Starley (OR 2005-2012)**, **Dr Andrew Treharne** and **Kim Ngan Luu Hoang** for their rigorous support and training, which played a crucial role in Nikolaos's success.



# CHEMISTRY



## RSC Chemistry Olympiad 2024



The Royal Society of Chemistry (RSC) Chemistry Olympiad 2024 is a prestigious competition that challenges students to excel in chemistry, testing their problem-solving skills and creativity through complex real-world scenarios. Our students achieved remarkable results, securing 5 Gold, 6 Silver and 1 Bronze awards.

Special recognition goes to **Azaan A (13DAW)**, **Maulik A (13FEH)**, **Isaac B (13LDO)**, **James B (13SP)**, **Advay C (13MK)**, **Jiewen G (13E)**, **Alessandro M (13FEH)**, **Rohan N (13FEH)**, **James R (13ELA)**, **Ben S-R (13LDO)**, **Tom S-R (13DAW)** and **Vivek S (13ZMC)** for their outstanding achievements in this challenging competition. Their success not only reflects their hard work and dedication but also highlights the high level of chemistry education and enthusiasm at Reading School.

## RSC Schools' Analyst Challenge

Fifteen of our Year 12 students participated in the **RSC Schools' Analyst Challenge**, competing in teams of three alongside 15 students from **Kendrick School**, accompanied by their **Head of Chemistry, Dr Joshi**. The winning team included **Ryan Liu, Paarth Goswami** and **Maninder Singh**.

This competition allows Year 12 students in England, Wales and Northern Ireland, as well as S5 students in Scotland and 5th Year students in the Republic of Ireland, to demonstrate and expand their chemistry knowledge and analytical skills through practical experiments addressing real-world societal and industrial issues.



## National Scientific Thinking Challenge

In 2023-2024, all of our Year 10 students participated in the **National Scientific Thinking Challenge**, an innovative competition designed to assess critical thinking and analytical skills rather than rote memorization of taught material.

Students were tasked with analysing data, graphs and text to make deductions, identify trends, formulate hypotheses and spot anomalous results.

We are proud to announce that our students achieved an impressive total of **63 gold, 33 silver and 22 bronze awards**. Congratulations to all participants for their remarkable achievements!



## Cambridge Chemistry Challenge



Forty-two of our Year 12 chemistry students participated in the **Cambridge Chemistry Challenge**, showcasing their passion and skills in the subject.

The competition aims to challenge students interested in chemistry and provides an excellent experience for those considering further studies. Designed by an experienced team of teachers and university chemists, it is accessible to Year 12 students while pushing them beyond the syllabus and fostering a university-level approach to scientific thinking.

Our students excelled in this competition, achieving impressive results: **10 earned Gold awards, 12 received Silver and 13 secured Copper awards**.

## Regional Victory in 'Top of the Bench' Chemistry Competition

**Ms K Rosser-Evans**, Teacher of Chemistry, led a team of four students to the **University of Oxford** for the regional heats, competing against 16 other schools. The competition included practical tasks, written theory tests and team challenges to assess safety, problem-solving and chemistry knowledge.

The team secured first place in their regional heat, earning the **Phil Smith Trophy** and certificates for their outstanding performance. They advanced to the **national final in Edinburgh** in March, representing one of 32 qualifying schools. Although they did not place, they performed exceptionally well and were incredible representatives of the school, competing in both practical tasks and a written exam.



Left to right: Ms K Rosser-Evans, Ojas M (9E), Parthiv V (11L), William W (10C) and Abraham S (9C)

# CLASSICS



## A Journey Back to Ancient Rome

In June, our school grounds transformed into a scene straight out of ancient Rome as Year 8 students participated in our immersive **Roman Day** event. This day-long experience brought Roman history to life, combining hands-on learning with creativity and teamwork.

Big School was turned into a hub of Roman culture, with students showcasing their knowledge through various projects that reflected key aspects of Roman identity. From meticulously crafted Roman temples and theatres to other iconic structures, the atmosphere was one of bustling creativity.

The excitement didn't stop indoors. Our school fields became the battlefield of the ages as students, dressed as Roman soldiers and armed with Roman-style shields they had crafted themselves, engaged in a series of mock drills and battles.

We extend our heartfelt thanks to **Alex Shandling (OR 2013-2020)** for his invaluable support, as well as the Year 13 students who contributed to making Roman Day memorable. Special thanks to **Emlyn L-J (11S)** for the video and **Prabhav B (12BSA)** for photography support.

Scan the QR code or click on the code to watch the video

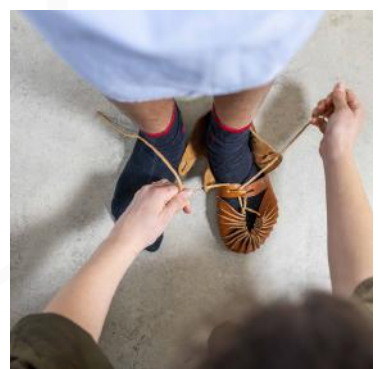


## Experience Roman Life at the University of Reading

Over 30 Year 9 Latin students had the unique opportunity to step back in time at the **University of Reading's** 'Ancient Classroom'.

The event, hosted by the University's Classics Department, saw students donning authentic tunics and sandals, setting aside modern life to fully embrace the Roman experience. They participated in typical exercises from ancient schools, such as greeting the teacher in Latin and working individually at their own pace.

Adding to the authenticity, students used faithful replicas of ancient tools, including wax tablets, styluses, reed pens and papyrus. This hands-on experience offered a vivid insight into Roman education and brought their study of Latin to life in a memorable and engaging way.



# COMPUTER SCIENCE

## UK Space Design Competition 2024

In early November 2023, 12 Sixth Form students participated in the **UK Space Design Competition** at **Oxford Brookes University**. Led by **Mr Z McAllister, Head of Computer Science**, they joined students from other schools to form an engineering company tasked with designing a crewed space settlement within our solar system.



The event gave students hands-on experience in tackling real-world challenges in space exploration. Working together, they applied their academic knowledge to address complex problems like logistics, resource management and the technical demands of living in space.

**Prabhav B (12W)** said, *"The UK Space Design competition was thoroughly enjoyable, and a first of a kind experience for me to practically apply a lot of the knowledge I've gained in all my STEM subjects over the years. Working with other students with similar interests and skills to deliver a large project was very satisfying, albeit more challenging than I expected! I'd totally do it again next year, hopefully winning with the experience I've gathered from this year."*

## Placement Day Experience at Microsoft

We encourage our students to seek work experience opportunities to broaden their horizons and explore their interests. **Alan T (11W)** gained valuable insights into the technology sector through his placement at **Microsoft's** Thames Valley Business Park on the Inset day in February 2024.



Alan also learned about the software development cycle, including the 'discovery' phase where project specifics are detailed and initial solutions are drafted. He noted the advantages of the agile methodology, which allows for flexibility and incorporates past project learnings, compared to the older 'waterfall' method.

Alan's placement not only broadened his knowledge of industry practices but also gave him a glimpse into potential career paths in technology, showcasing the practical applications of classroom learning in a real-world context.

**Alan T (11W)** shared, *"Spending time at the Microsoft office with my family friend was an incredible experience. I was introduced to a data science team, consisting of a Project Manager, Solutions Architects, Consultants and Coders. I also saw how Microsoft's AI, Copilot, supports employees by creating presentations and answering document-related questions. This visit gave me valuable insight into the technology industry."*

# DRAMA

## Stage Debut: Students Shine at XI Hispanic Theatre Festival

**Alessandro M (13FEH), Dhian S (13JP), Faiyaz A (13ZMA) and Joss H (13MJK)** made their stage debut at the **XI Hispanic Theatre Festival** at **North London Collegiate School**, performing alongside twelve other schools including Eton College, Harrow School and St Paul's School.

Led by **Ms J Kiszka, Teacher of Spanish and Drama**, the students delivered an engaging ten-minute vignette from a Spanish play. Their performance showcased their language skills and provided them with invaluable experience in Hispanic theatre, as they competed for the best performance award among a diverse range of creative works.



## Young Talents Shine in Stage Adaptation of *Emil and the Detectives*

In an exciting collaboration with **The Abbey School**, Year 7 - 9 students from both schools brought *Emil and the Detectives* to life on stage. Led by the **Head of Drama, B Sandiford**, and **Miss Friend** from **The Abbey**, the students delivered a captivating performance at the **South Street Arts Centre**, Reading in May. The production showcased the creativity and imagination of the young performers, turning this delightful story into a memorable theatrical experience for all who attended.

Scan or click the QR code to watch the video:



# ECONOMICS

## Institute of Economic Affairs' Budget Challenge

Our Year 12 team, consisting of **Achinthya R (12SA)**, **Nathan W (12JTE)**, **Ranjeev S (12ZMC)** and **San C (12DAW)** participated in the **Institute of Economic Affairs (IEA) Budget Challenge**, a national competition for Economics student, and achieved an impressive second place.

The competition began with the team submitting an essay analysing the current macroeconomic conditions and proposing a UK budget with detailed tax and revenue plans. Their essay earned them a spot in the semi-finals at **The Vinson Centre**, where they presented their policies to a panel of economists.

Their strong performance in the semi-finals advanced them to the finals at the IEA Headquarters. Despite a closely contested final, the team achieved a commendable second place. The challenge provided a valuable experience, allowing the students to apply their A Level knowledge to real-world policymaking and broaden their understanding beyond the classroom.



## Stock Market Challenge

Four Year 12 economists—**Aarush V (12ELA)**, **Jago K (12DAW)**, **Shan S (12ZMC)** and **Shlok K (12VGG)** represented Reading School at the **University of Reading's** annual **Stock Market Challenge** in July. This event allowed Year 12 students to explore stock market dynamics in a simulated trading environment.

Aarush described the experience as *"incredibly fun"* noting how it effectively simulated the life of a trader. He explained, *"We learned to rapidly analyse economic events and make quick decisions to secure a profit. The challenge sharpened our negotiation skills as we bought and sold stocks in a competitive, fast-paced setting."*

Shlok highlighted the importance of timing, stating, *"The market fluctuated rapidly, so making timely decisions was crucial. The challenge was both intense and rewarding, and I would encourage others to participate next year for a similar experience."*



# ENGLISH

## Poet Laureate for 2023-2024 - Edward Y (9W)

Following a tradition dating back to 1668, the **Poet Laureate** position celebrates poetic excellence and national occasions.

**Edward Y (9W)** was appointed as Reading School's **Poet Laureate** for the 2023-2024 academic year following his winning submission, "Revolutionist Rally", Edward crafted at least one poem each half-term, delving into themes such as school events, current affairs and personal reflections.

His work engaged the entire school community and contributed to various initiatives, including **National Poetry Day** and our creative writing clubs.

## REVOLUTIONIST RALLY

Edward Y, Poet Laureate

*I went to hear them speak,  
Fumbling through the darkness lit  
By flaming torches borne by those  
Who came to Hear as well.*

*One's words were fast and sharp -  
Like bullets piercing through our skulls,  
Embedding splinters of Thought  
Deep within our minds.*

*One's speech rang in the frigid air;  
His banner waving to and fro,  
Stirring the turbulent waters of Change,  
Inviting us to swim.*

*The last one did not speak to us -  
Instead he threw up his scarred arms  
And bearing the cheers of the crowd,  
His slashed face broke into a grin*

*It was at that moment, we understood:  
For it is not words alone that start the revolution,  
But the meaning of these words to those  
Who take them as their Voice.*



## GCSE English Literature - Shakespeare's Macbeth Comes Alive

We welcomed the return of the touring company **The Globe Players** with their riveting production of **Shakespeare's Macbeth**.

Students experienced the play's powerful themes of drama, humour, terror and morality, enhanced by live performance. Through narration and analysis interspersed with the action, **The Globe Players** brought **Lady Macbeth's** infamous line, "Look like the innocent flower, But be the serpent under't", vividly to life. The engaging performance deepened students' understanding and appreciation of Shakespeare's classics beyond the pages of their texts.



Ashish G (10S) and Keir W (10W) both agreed that the production had helped them appreciate "the emotions of the characters" and "the reasons behind Shakespeare's choices".



"The company gave me a deeper understanding of the context behind the play." - Evan M (10S)  
"It has changed my understanding of the Porter's scene." - Abhiveer R (10E)

### 2023 Reading Foundation Mcllroy Essay Competition

**James T (12RC)** won the annual **Mcllroy Essay Competition 2023**. His winning essay, titled "*How Writing Makes Life Better*" captured the judges' attention with its inspirational message and exceptional clarity. Selected anonymously by a panel of Reading School staff, James' essay stood out for its powerful exploration of how writing connects people and shapes our lives.



**James T (12RC)**

Reflecting on his participation, **James T (12RC)** shared, "*The competition reminds us of the impact that words can have – how they connect with others, evoke emotion, and provoke thought. The ability to articulate ideas effectively is an essential skill.*"

He also emphasised that the competition isn't just for those pursuing English qualifications: "*Whether your interests lie in STEM or the Humanities, this competition offers the opportunity to experiment beyond mark schemes and push past the curriculum.*"

### House Eisteddfod 2024

House Eisteddfod celebrates our students' passion for reading and writing, engaging the entire Reading School community in the arts. This annual competition features two elements: presentations of non-fiction and fiction texts (speeches, prose, poetry, drama) and creative writing, all based on themes chosen by each House.

The student-led event is organised by House prefects and involves as many participants as possible. Students in Years 7, 8, 9, 10 and 12 also take part as the audience, watching the presentations live in the Chapel. **School House** won this year's overall competition, with Laud, East County and West following.

*"The spring 2024 Eisteddfod performances were a real treat for the different audiences: we heard poetry, prose, drama and speeches from a huge range of authors such as **Kazuo Ishiguro, Gabriel Garcia Marquez, Alexander Pope, Emily Dickinson, Maya Angelou, Trevor Noah and Hozier**. It is also always a privilege to read the students' writing, and with the Houses choosing the topics **Nostalgia, Obsession, Pride, Beauty and Disconnection** we were able to experience a massive spread of emotions. The effort invested by all of the House teams is consistently exceptional. We are very lucky to have so many talented performers, writers and team managers in the student population, and I hope this event continues to inspire all members of the Reading School community."* - **Mr R Baldock, Head of English**

# GEOGRAPHY

## Geography Teachers' Conference 2024

The first-ever **Geography Teachers' Conference**, hosted at Reading School, was led by **Head of Geography, Dr K Young**.

Keynote speaker **Professor Nigel Arnell** from the **University of Reading** delivered the keynote lecture on the theme of climate change. **Professor Arnell** shared his insights about the impacts and consequences of climate change on different scales and explored how we can use scenarios and stories to inspire optimism when talking about climate change.

We shared our gratitude with **Reading Blue Coat School, Wilson's School, Wilmington Grammar School, The Oratory School, Sir William Borlase's Grammar School** and **Queen Anne's School** in Caversham.



## Geographical Innovation Challenge 2024



Four teams from **Reading School** and **Kendrick School** participated in the **Geographical Innovation Challenge 2024**, focusing on solutions to the issue of microplastics.

Each team presented proposals to reduce or remove microplastics from the environment, demonstrating a strong understanding of their origins, pathways and potential solutions. They covered funding, scalability, modifications, stakeholder interests and limitations.

Judges assessed the creativity and feasibility of each approach, highlighting the students' ability to address real-world environmental challenges with innovative ideas. We are proud of their commitment to tackling one of today's critical ecological issues.

## Azores Adventure: Year 10 and 12 Geographers Explore Natural Wonders

In April, Year 10 and 12 students embarked on an exciting educational trip to the **Azores**. The adventure began with a scenic hike around **Furnas Lake**, where students explored fumaroles and learned about volcanic activity. They also visited the stunning **Terra Nostra Botanical Gardens** and toured the **Gorreana Tea Plantation**.

The journey continued with a trek through the **Renewable Energy Forest**, where students learned about hydroelectric power, followed by a dip in the thermal pools of **Caldeira Velha**. Another highlight was visiting the **Lagoa do Fogo** crater lake and savoring the sweetness of pineapples at the **Arruda Plantation**. The final day took the group to **Sete Cidades**, offering spectacular views from the King's viewpoint.

This trip was an enriching experience, blending hands-on learning with the exploration of the Azores' unique geography.



# HISTORY

## Reviving History: Educational Trips and Future Adventures

It's been a great year for History at **Reading School**, with students engaging in new ways as we prepare for our 900th anniversary. We have evolved our curriculum with new modules on the **Mughal Empire**, **Pandemics**, and electives on **Warfare** and **American Civil Rights**, making history even more engaging for students and teachers alike.

Year 12 students have also engaged with history beyond the classroom. **Milan G** and **James T** participated in the **Historical Association's Great Debate**, delivering speeches on **Reading Abbey** and former **Headmaster Richard Valpy**. Additionally, **James T** took part in the Lessons from **Auschwitz project** together with **Ben H**, later sharing their experiences with our Year 8 students.

We are grateful for our partnership with the **Historical Association**, which brings outstanding historians to our lecture theatre six times a year. This year, we have learned about Labour governments, the **Polish-Lithuanian**

**Commonwealth** and prophecy in the **War of the Roses**. Next year's schedule includes talks on video games, life in the East India Company, and Jeeves and Wooster, with all students, parents and alumni welcome to attend.

In 2023-2024, we have undertaken a number of educational visits. For instance, Year 11 students visited London to learn about **Elizabeth I**, Year 7 students took a historical tour of Reading, and Year 12 students attended the **Chalke Valley History Festival**.

In 2024-2025, we are expanding our educational visits with trips planned to **Vietnam** (Year 12) and **Berlin** (Year 10), with more possibilities to be announced.

As we move into our anniversary year, the importance of history has never been more evident and we look forward to continuing to explore and engage with the past in new and exciting ways.



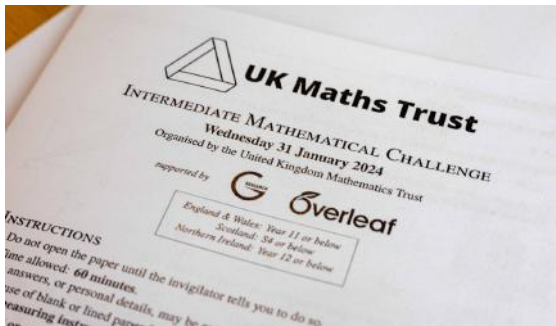
Year 12 students at Chalke Valley History Festival

# MATHEMATICS



## The UKMT Junior Mathematics Challenge

At Reading School, every student in Years 7 to 10 participates annually in the **Junior, Intermediate and Senior Maths Challenges**. These challenges provide our students with an opportunity to apply their mathematical skills and tackle advanced problem-solving questions.



In 2023-2024, **Rukul N (11S)** earned an invitation to the prestigious **National Mathematics Summer School (NMSS)**. Held in Leeds, the week-long residential course brought together top mathematics students from across the country, offering them a chance to engage in mathematical thinking and connect with like-minded peers.

## National Cipher Challenge Success

Organised by the **University of Southampton** and sponsored by **IBM, GCHQ, Trinity College, University of Cambridge, UKRO,** and **The Institute of Mathematics**, the **National Cipher Challenge** is in its 22nd year. This year, **Luke H (13BSA)** was awarded the **Trinity College, Cambridge prize** for being one of the fastest soloists to complete the final challenge.

Luke's achievement not only showcased his talent but also served as an inspiration to his peers and younger students. He plans to write a book to encourage others in codebreaking, reflecting his commitment to the school's values—'*learn, lead and serve.*'



**Luke H (13BSA)** stated,

*"I've tried the challenge every year for three years, and while I have been able to complete every cipher in the first nine weeks within the first point boundary, the last cipher was always a hurdle for me. Two years ago, I solved it in 10 days, and last year it took me 20 days. However, this year, armed with better knowledge regarding ciphers, and more data, I was able to identify the type of cipher and develop a tool that allowed me to solve it within 2 hours. During the event, I was presented with my gold medal and certificate from Trinity College, University of Cambridge."*

# MODERN FOREIGN LANGUAGES

## The MFL Tournament Cup 2024

In May, Reading School hosted a three-way **Modern Foreign Languages Football Tournament** between France, Germany and Spain. Sixth formers competed for the coveted **Reading School Language Cup** in a unique 6-a-side football game where all communication, including refereeing, was conducted in French, German or Spanish.

Organised by **Mme E Fondu, Head of Modern Languages**, and **Mr M Cooper, Head of Classics**, the competition included team talks in the respective languages and penalties for using English. "Golden cards" allowed teams to make changes, like adding players, only if called out in the correct language. The event combined physical activity with linguistic challenges, showcasing enthusiasm from players and supporters alike.



## Festive Celebrations and Learning Opportunities

Throughout the year, our school embraced the festive spirit of both **Christmas** and **Lunar New Year** by creating engaging opportunities for students to explore and celebrate different cultures.

These special days not only brought festive cheer but also offered students unique chances to learn and practice new skills in an enjoyable and interactive way. From immersing themselves in traditional German crafts and cuisine during the Weihnachtsmarkt to participating in enriching Chinese New Year activities such as calligraphy and lion dancing, our students gained hands-on experiences that deepened their cultural understanding and enhanced their learning in a fun and memorable manner.



## Enriching Modern Foreign Language Trips



This year, our students enjoyed a range of enriching language trips that extended their learning beyond the classroom. **The Spanish Exchange** took Years 10-13 to **Albacete, Spain**, where students engaged in local school lessons and gained work experience in a primary school.



In France, our long-standing exchange with **Lycée Jean Guéhenno in Fougères** allowed Year 12 and 10 students to experience British and French cultures firsthand. They participated in local visits and work experiences while hosting their French partners at Reading School.



Our Year 9 **Mandarin Excellence Programme** took students to **China**, where they explored traditional arts, visited **Guangzhou Zoo** and engaged in cultural activities like papercutting and calligraphy.

These trips provided valuable real-world experiences, enhancing language skills and broadening horizons.

# MUSIC



## House Music 2023: A Symphony of Talent and Tradition

**House Music** is a long-standing tradition and eagerly awaited event each year. This year's event saw exceptional performances from all five Houses, showcasing both large and small ensembles, as well as solo acts from students in Years 7 through 13. Esteemed adjudicators included **Peter Auty (OR 1980-1987)**, renowned for his performances at the BBC Proms and Opera Bonn, and **Clive Waterman**, awarded the British Empire Medal for his contributions to music and education through the **Reading Male Voice Choir**.

All five Houses performed admirably, and both students and staff thoroughly enjoyed the event. The final result saw Laud House taking home the top prize.

A highlight was teacher **D Tridgell's** spirited rendition of "Stand by Me" with his band. Catch the full performance by scanning or clicking the QR code here:



House	Position
Laud	1st
East	2nd
County	3rd
West	4th
School	5th

## Chapel Choir's Barcelona Adventure

In early November 2023, **The Reading School Chapel Choir**, guided by the **Music and Spanish Departments**, embarked on their first tour since the pandemic to **Barcelona**. They performed at iconic locations such as **Barcelona Cathedral**, **Iglesia de San Román de Lloret** and **Sant Vicenç de Tossa**, captivating audiences with a diverse repertoire.

From **Elgar's Ave Verum Corpus** to **Tippett's Five Spirituals**, their performance was a resounding success, marking a significant and joyous return to international touring.

Their journey included a visit to **Girona**, known for its **Game of Thrones** fame, where they delighted local residents with a concert.

Scan or click the QR code to watch the video:



## The Pro Musica Cup

Congratulations to **Avaneesh R (12JP)** for winning **The Pro Musica Cup** for **Most Outstanding Senior Instrumentalist 2023** at the **Maidenhead Festival of Music & Dance**. Avaneesh showcased his talents on piano, violin and clarinet, describing the live performance as both challenging and exhilarating.

He performed Grade 8 violin pieces, new piano works for his diploma and Grade 7 clarinet pieces. Avaneesh views music as a tool for focus and preparation, skills he applies to his studies.



# PHILOSOPHY

The **Theology and Philosophy Department** at Reading School has had an exceptional year, marked by numerous achievements and exciting developments. We are delighted to share some of the highlights from the 2023-24 academic year.

One of the standout successes has been our collaboration with **Philosophy Lab**, a non-profit organisation led by **Dr Geraldine Ng** who founded the organisation whilst a PhD student at the **University of Reading**. **Philosophy Lab** is renowned for its work in some of the finest schools in the country, helping students to think rationally and critically. This year, we were fortunate to have **Philosophy Lab** work with some of our top Year 8 Philosophy students, **Joshua Oderberg (8W)** and **Pranab Das (8E)**.

Our **Ethics Cup** team, coached extensively by **Philosophy Lab**, achieved success by becoming runners-up in the **regional finals at UWE Bristol**. This achievement underscored the high level of competence and dedication our students bring to the field of philosophy, demonstrating their ability to compete at the highest levels. We look forward to competing in the **Ethics Cup** again, with our current team being led by A Level Philosophy student **Indiana Storm (12SHu)**.

We are incredibly proud of **Milan Gupta (Year 12)** and **Dylan Jia (10E)**, who have been shortlisted for the **Philosophy Category of the John Locke Institute 2024 essay prize**. The award ceremony was held at The Great Room, Grosvenor House, Mayfair at the end of September. This recognition highlighted the exceptional talent and hard work of our students and congratulations go to Milan and Dylan for their hard work and dedication.

A growing number of our students are choosing to pursue Philosophy-related degrees, recognising the value these programs offer.

Philosophy degrees are highly regarded among employers as they demonstrate critical thinking, analytical skills, and the ability to engage with complex ideas. These attributes are increasingly sought after in various professional fields, making our students well-prepared for future success.

The upcoming academic year 2024-2025 promises exciting developments for our growing department. We are thrilled to announce that 18 students have selected A-level Philosophy, reflecting the increasing interest and enthusiasm for the subject.

As we look ahead, Reading School students continue to prepare for future challenges and opportunities, building on the strong foundation of success laid this year.



# PHYSICS

## Exploring the Mysteries of the European Organisation for Nuclear Research (CERN)

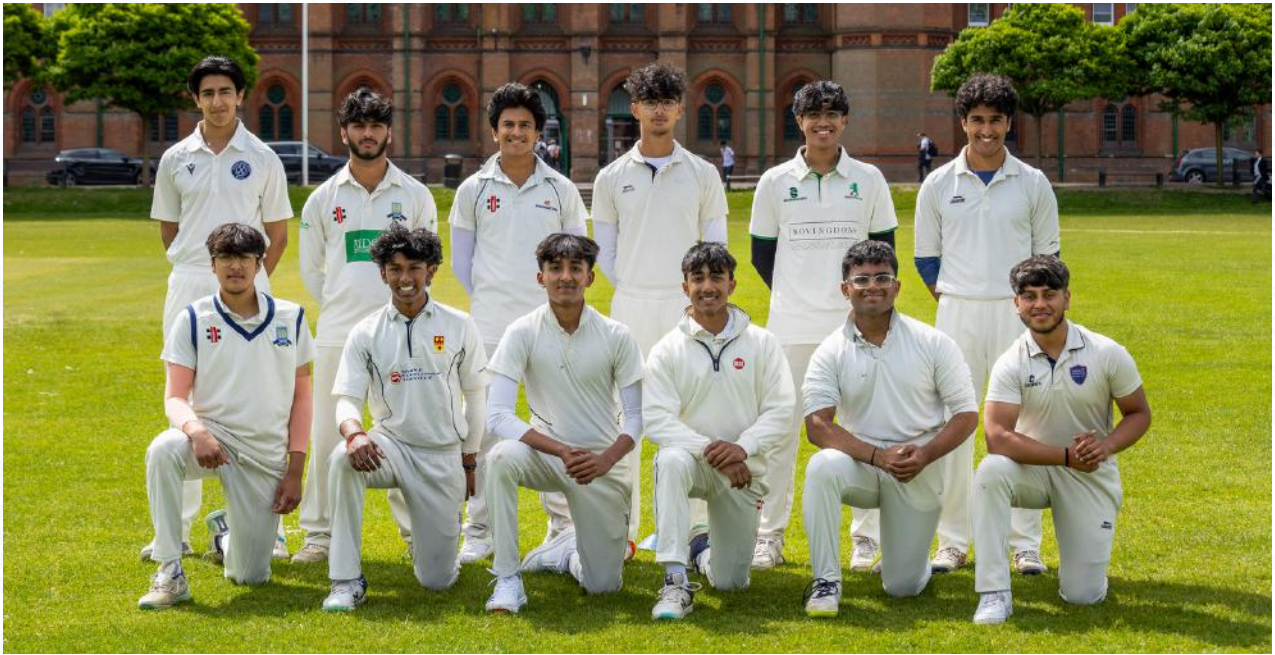
During Reading Week 2023, 15 of our Year 13 students enjoyed an exceptional trip to **CERN**, the world's leading particle physics laboratory located on the Franco-Swiss border near **Geneva**.

The group explored various museums in Geneva, including the **Einstein Museum in Bern**, which showcased intriguing artifacts from Einstein's life. In Geneva, they savoured Swiss fondue and navigated some transport mishaps with good humour.

At CERN, students toured the massive ATLAS detector and the cryogenic facility, witnessing the advanced technology behind particle acceleration. The highlight was a lab workshop where they created their own cloud chambers, visualising subatomic particle trails.



# PE & SPORTS



## Reading School vs Marylebone Cricket Club (MCC): A Timeless Fixture

Reading School was victorious against the prestigious Marylebone Cricket Club (MCC) on a bright sunny day in June 2024. The match provided a fantastic opportunity for our students to compete against one of cricket's most esteemed clubs. The weather was perfect, adding to the day's enjoyment as players and spectators alike savoured the spirited competition.

This historic event underscores the enduring legacy of cricket at Reading School and the importance of fostering sportsmanship and excellence through such esteemed fixtures.





Reading School's sports program has thrived this year, with a wide range of sports and competitions, both at local and national levels. Here's an overview of achievements and activities across various sports.

### **Rugby**

With over 45 fixtures, Reading School's rugby teams competed in the Reading Schools league and County Cups/Festivals, fielding 180 players. Four of our students were selected to represent Berkshire, a testament to their skill and dedication.

### **Football**

Football continues to be popular, with over 75 fixtures across Reading Schools League, County, and National Cups. A strong squad of 230 players represented the school, with two students selected for the Berkshire team.

### **Cricket**

This season included 55 fixtures, with participation in the Reading Schools League, County, and National Cups, plus our annual MCC match, which we won. Over 20 students were selected to represent Berkshire and Hampshire.

### **Athletics**

Our athletics program fields three teams (Years 7, 8, and a combined Year 9/10 team) across eight matches. Several students were selected for the Berkshire team, and three achieved GB representation. Sports Day 2024 saw the entire school compete at Palmer Park, showcasing our athletic talent.

### **Minor Sports**

- Basketball - seven fixtures with 30 students representing Reading School
- Badminton - two competitions, **James S** (Year 12) selected for England National Squad
- Table Tennis - four competitions with 12 students reaching National Finalists
- Cross Country - four matches 64 students representing the school.
- Lacrosse - as the only state school in the area offering boys' lacrosse, Reading is leading in developing this unique sport.



### Trips

- Basketball - 70 students from all year groups attended a London Lions BBL at the Olympic Park
- 1stXI Football - The squad attended a **Chelsea U21 Carabao Cup match**
- Academic PE - GCSE and A-level PE students to Sports Science Labs at the **University of Bath**
- Belonging Week - Year 10 went to **St George's Park** for coaching experience
- Football Tour - Year 7 and 8 teams participated in four day tournament at **Shrewsbury School**
- Rugby Tour - Senior players attended a pre-season four-day training camp in Swansea.
- Cricket Tour - Scheduled for February 2025, our cricket team will embark on an exciting tour to Cape Town.

### Additional Sports and Achievements

This year, Reading School expanded its offerings with new and impressive performances across several sports. Ultimate Frisbee gained popularity, with 30 students training and competing in a National Tournament. Hockey saw our Junior and Senior teams enter two competitions, highlighting growing interest in the sport. Our Swimming team debuted in September, marking an exciting new addition to our athletic roster. In Powerlifting, **Rajan D** (Year 13 leaver) became the U18 Regional Record Holder after starting his strength and conditioning training in our PE curriculum, using the **Huggins Suite**. Judo was another standout sport, with **George R** (Year 13) selected for the England National Squad, showcasing exceptional skill.

### Academic PE Results

Our academic achievements in Physical Education were equally outstanding. **A-Level PE** students achieved a remarkable **100% A\*-A** rate, while **GCSE PE** students earned a **100% 7+** grade. Interest in the subject continues to grow, with more students choosing to pursue PE at both levels. These results reflect not only student dedication but also the high quality of our academic PE program.

### House Competitions

House spirit and friendly rivalry were alive and well this year, with a robust lineup of House Competitions that brought students together across a range of sports and activities. Competitions in **Rugby, Football, Cricket, Table Tennis, Basketball, Softball, and Athletics on Sports Day** offered students of all ages opportunities to represent their Houses with pride. Adding a unique twist, the **Ghost** game and **Rubix Cubing** competitions showcased skills beyond traditional sports, engaging students in different and exciting ways. Each event not only fostered team spirit but also helped to build community and camaraderie within the school.

This year has been packed with achievements and opportunities for Reading School students, embodying our commitment to excellence in sports and personal development.

## Success at the Table Tennis England Junior British League Championships

**Prayrit A (10S), Ethan Z (10E) and Sahil T (11C)** represented Reading School at the **Table Tennis England Junior British League Championships 2023-2024** in February, competing alongside over 350 participants. Representing **Kingfisher Table Tennis Club**, they achieved an extraordinary victory, winning the gold medal at the **Derby Arena Pride Park**.

Table tennis is a fast-paced sport that develops agility, strategy and fitness. To further promote the sport at school, we have partnered with **Kingfisher Table Tennis Club**, which hosted free open days, offering children and young people the chance to discover the benefits of table tennis.



## Badminton Triumph: U14 & U16 Teams Shine at National Schools Competition

The Badminton Team delivered an outstanding performance at the **VICTOR/School Sport Magazine National Schools U14 & U16 Badminton Cup Competition 2024/25** in February. Facing a strong opponent in Wilson's School, our players showcased exceptional skill, determination and teamwork.

In the U14 category, **Akhil G (9W)** led with a solid victory, while **Aditya V (8L), Arhant Y (7W)** and **Kalyan M (9L)** displayed great resilience, especially in a challenging doubles match.

The U16 team, comprising **James S (11C), Nived N (10S), Neerav S (Year 11)** and **Sahil C (Year 11)**, delivered a stellar performance, securing a decisive win against Altrincham Grammar School for Boys in the final of the VICTOR/School Sport Magazine National Schools U16 Boys Badminton Cup. Congratulations to the Reading School Badminton Team!



# LEARNING RESOURCES CENTRE

## Reading School's 11th Book Festival Inspires Curiosity



In March, Reading School hosted its **11th Annual Book Festival**, continuing its tradition of celebrating the joy of reading. The festival, made possible by **The Old Redingensians Association**, brought together notable authors to inspire and engage students. This cherished event highlighted the school's commitment to fostering a love for literature and intellectual curiosity.

Special thanks to our **School Librarian, Mrs L Kesteven**, and **Library Assistant, Mrs A Jackson**, for their dedication, and to **The Old Redingensians Association** for their invaluable support.

*"Our 11th Book Festival not only celebrated books and reading but also reflected our ambition to offer a feast of opportunity to our students. Our authors were chosen for their talent to enthuse, inspire, stretch and challenge. We had magic tricks, chilling visions of the future, the history of Earth, the Big Bang and some mathematical secrets too!*

*I would also like to thank parents and students for supporting the Scholastic Book Fair. We sold over 150 books in four days and gifted 77 books to pupil premium students."*

**Loralie Kesteven, School Librarian**





“  
*It was incredibly informative, and quite an interesting topic to learn about, putting into perspective so many different angles of human evolution (e.g., migration, atmosphere, and even politics nowadays).* –  
**Adedayo A (9C)**  
 ”

## Lewis Dartnell

**Lewis Dartnell**, an expert in astrobiology and science communication and author of best-sellers like *The Knowledge* and *Being Human*, delivered a compelling talk to Year 9 students on his book *ORIGINS: How the Earth Made Us*. He took students on a stimulating journey, exploring the wonders of science and history while making a fascinating case for the influence of geology on human evolution.

Lewis also led workshops for Year 12 Physics and Biology students, focusing on designing space instruments for Mars exploration and discussing challenges in university interviews.

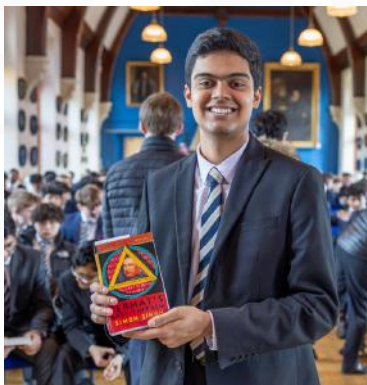
## Simon Singh

**Simon Singh**, renowned author and journalist with a PhD in physics from Cambridge and former BBC producer, delivered his physics based “Big Bang” talk to Year 11, and a maths talk to Year 12 A-Level maths students.

He covered the intersections of mathematics and science, including a deep dive into Fermat’s Last Theorem and its proof, enriching students’ understanding with his extensive knowledge and passion for these subjects.



“  
*The talk was incredibly insightful, with a perfect balanced of audience interaction, aural explanation, and visual features. All the information given is useful for both our GCSE course and our independent general thought / contemplation.* –  
**Zian C, 11L**  
 ”





## Ross Welford

**Ross Welford**, former journalist and TV producer turned author, captivated Year 7 and 8 students with an engaging and interactive talk. Known for his imaginative blend of science, mystery, fantasy and magic, Ross discussed his acclaimed books, including *Time Traveling with a Hamster* and *The Kid Who Came from Space*. His stories, praised for their humour and warmth, have earned numerous awards and international recognition. His engaging storytelling and magical narratives left the students both amused and inspired, enriching their appreciation for literature.

“I enjoyed the talk a lot as Ross Welford was really engaging and his magic tricks were amazing. I particularly enjoyed the part when he decided to make a fun story with us all. – **Arav K, 7C**”

## Sarah Govett

Year 10 students were treated to a compelling talk by acclaimed author **Sarah Govett**. Known for her dystopian works such as *The Territory trilogy* and *We Go On Forever*, Sarah linked her insights to themes explored in the English GCSE novel *Never Let Me Go*.

An Oxford graduate and former solicitor turned full-time writer, Sarah also co-wrote the screenplay for *T.I.M.*, which premiered on Netflix UK. Her visit, a cherished annual tradition at Reading School, continued to inspire students with her unique perspectives on dystopian fiction. During her session, students had the opportunity to hear passages from her work and learn more about her through a research task.



“I found it very interesting how she delved into her thought process about the factors which inspired her dystopian books and how she wrote her books. – **Ashish G, 10S**”



We are grateful to The Old Redingensians Association for sponsoring Book Week and providing these opportunities to our students.



### Scholastic Book Fair 2024

Year 7 and 8 students explored over 200 curated titles from Scholastic during the **Scholastic Book Fair 2024**. Run by **Pupil Librarians and Prefects**, the fair offered a great selection and helped the school earn rewards from book sales. **Pupil Librarians** also supported an after-school Manga Quiz, which drew a bumper turnout.



### Poetry on the Stairs for National Poetry Day

Our annual "*Poetry on the Stairs*" event encouraged students to recite poems with emotion and flair. Held during junior and senior lunch periods, the competition celebrated expressive performances, with prizes awarded for the most captivating readings, highlighting the vibrant poetic talent in our school.



# JUNIOR PRIZE GIVING 2024



Thank you to our parents, families, students, current and former teachers, governors and friends for attending the **Junior Prize Giving 2024** in July 2024.

We extend our gratitude to **Keynote Speaker Priya Hunt** for her inspiring address and to **Mayor Glenn Dennis, Mayor of Reading**, for presenting the Headmaster with his annual stipend of £10.

This event is generously sponsored by **The Reading Foundation**, with some prizes endowed by benefactors and named in honour of former staff, governors, students and supporters of the school.

# JUNIOR PRIZE GIVING





# CLUBS & SOCIETIES



### Chess Club

Chess has become increasingly popular at Reading School, with weekly club meetings, online tournaments and two dedicated chess electives contributing to the sport's growth.

One of their notable successes was seen in the **Reading District School Chess Championship**. Our team of 10 students from Years 7 to 12 competed in a 2-hour contest, demonstrating exceptional skill and determination. Their impressive performance allowed them to defend their title and emerge as the overall winners of the **Farringdon Cup**.



### New Golf Team Shines in Debut at Woking Golf Club

A new golf team made its debut in the Schools Golf circuit at **Woking Golf Club**. Representing the school were **Charlie H (12ZMC)**, **Andy A (12RW)**, **James C (11L)** and **Aneesh S (7S)**.

Despite being newcomers, the team displayed impressive skills and composure. We eagerly anticipate their growth and future fixtures.



### Social Enterprise Hub Project

**The Social Enterprise Hub Project**, established in 2022 through a partnership between **The Abbey, Henley Business School** and **Reading School**, offers sixth form students the opportunity to develop social enterprises under the guidance and support of entrepreneurs and lecturers from **Henley Business School**. The initiative guides students in creating ventures that address social or environmental issues in the local community.

Over an 8-month period, participants engaged in practical entrepreneurship experiences through workshops led by **Dr Amal Ahmadi** of **Henley Business School** and **Charles Lovibond** of **The Abbey**. These sessions covered business establishment, financial planning and pitching for funding, featuring insights from experts such as **Jurek Sikorski**, **Director of the Henley Enterprise Lab**, **Anna De Amicis**, **Lecturer in Management and Media** and numerous external speakers.

In May, students presented their social enterprise ideas to a panel of judges made up of staff members from **The Abbey, Henley Business School** and **Reading School**. Teams received feedback from the panel to help strengthen their ideas.

Due to the high quality of presentations, a record number of teams secured provisional funding to advance their projects. We extend our gratitude to all participants for their dedication.



**James T (12RC), whose team received a £1,000 for their enterprise 'mindFULL', said:**

*"The Social Enterprise Project has provided a fantastic opportunity for cross-school collaboration, and for all students involved to actively participate in planning to advance positive social change in our local area. We were pleased to pitch our Social Enterprise, 'mindFULL', together with five exceptional teammates, to the judges. We were also very grateful to receive the ambitious £1,000 investment that we initially requested and are now considering ways in which we can proceed to maximise the social impact of our business.*

*It was a pleasure to work as part of a highly committed group of people, and I believe that the positive overall outcome is indicative not of the work of individuals, but of our sustained, collective effort, driven in working cohesively towards achieving our joint goal. We are incredibly grateful to Mr Singh, Miss Stratford and Mr Lovibond for facilitating this process, as well as the staff and mentors from the Henley Business School and University of Reading."*

# FRANK TERRY MEMORIAL LECTURE

## Dr Stefan Fafinski DL (OR1978-1985)

We were honoured to welcome **Stefan Fafinski DL (OR 1978–1985)** back to Reading School as our guest speaker for the **Frank Terry Memorial Lecture 2023**.

After attending Reading School, Dr Fafinski went on to study Natural Sciences (Physics and Theoretical Physics) at **St John's College, Cambridge** and spent the first 15 years of his career in the IT industry. He later pursued a law degree as a mature student, which led him to complete a Ph.D. in technology law at the **University of Leeds**. He currently serves as a **Chair of the Parole Board for England and Wales**, a **Thames Valley Family Magistrate** and a **Deputy Lieutenant for Berkshire**, assisting the **Lord Lieutenant** in representing **HM The King** in the County.



Dr Fafinski delivered an insightful talk on the vital role of the Parole Board within the criminal justice system of England and Wales, providing students with valuable perspectives on this important topic. He offered an overview of the Parole Board's operations and its impact on the lives of offenders to students from Reading School, The Abbey School and Kendrick School. His presentation shed light on the complexities of parole decisions and their broader implications.

This Annual Lecture honours the legacy of **Frank Terry**, a respected History Teacher and Boarding Headmaster who served Reading School from 1946 to 1982.

We would like to extend our gratitude to the **Old Redingensians Association** and **Francis Terry** for making this lecture possible.



# INSPIRE LECTURES

Inspired by Mr N Thomason (OR 1966-1973)

We were excited to welcome back alumni from various industries to participate in our Inspire Lectures. These sessions offered students valuable insights from former students who have successfully navigated diverse career paths. By sharing their experiences, our alumni helped inspire and guide students as they explored future opportunities. The Inspire Lectures are a key part of connecting current students with the knowledge and experience of our alumni community.



## Exploring Legal Careers with a Biological Sciences Degree

**Oliver Taylor (OR 2014-2016)**

Over 50 students from **Reading School, Kendrick School** and **The Abbey** attended a lecture by **Oliver Taylor**. Oliver, who studied Biological Sciences at **Oxford** before becoming a solicitor, shared his personal journey and emphasised how diverse academic backgrounds can lead to success in law.

He discussed the importance of securing vacation schemes and training contracts and provided insights from his own experience, including a six-month secondment to **Sydney**. His talk highlighted global opportunities in law and inspired students to pursue legal careers, regardless of their academic paths.

## Empowering Future Explorers

**Simon Mote (OR 2013-2015)**

In March, **Simon Mote** returned to discuss *Geotechnical Site Investigations for Offshore Windfarms* with our Geography students, as well as those from **The Abbey** and **Kendrick School**. Simon's presentation offered a fascinating look at geotechnical investigations, environmental surveys and industry trends, enriched by his personal experiences in the North Sea.

His talk inspired students to explore careers in geography and engineering, sparking curiosity and encouraging future exploration.

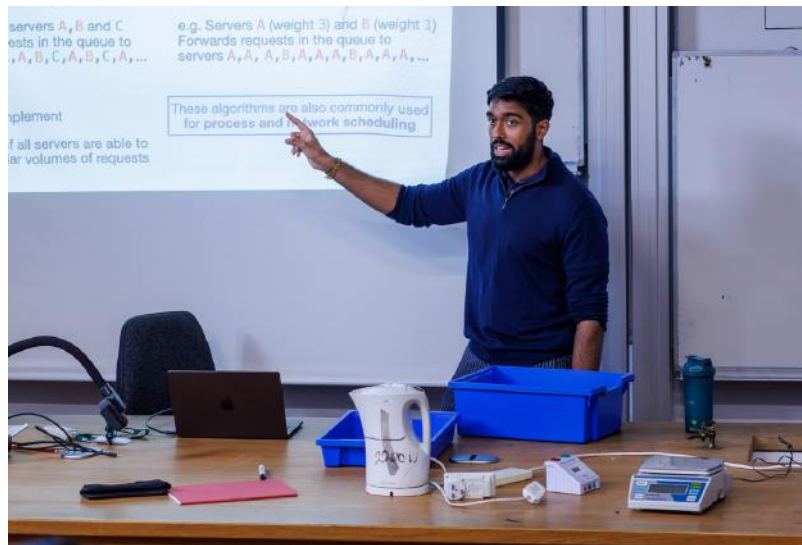


## Exploring the World of Distributed Systems

### Rushil Ambati (OR 2014-2021)

Rushil Ambati, now a Computing student at Imperial College London and a **Software Engineer**, delivered a session on *Distributed Systems* in April.

He covered key topics such as scaling, load balancing and failure modes, which not only broadened our students' knowledge but also inspired interest in pursuing further studies and careers in computer science



## From School Leaver to IT Professional: A Journey of Success

### Darron Edwards (OR 1980-185)

Darron Edwards inspired students with his talk, "From School Leaver to IT Professional: A Journey of Success." He emphasised that an uncertain start doesn't preclude success.

Darron, now a **Partner Technologist at Hewlett Packard Enterprise (HPE)**, shared his journey from uncertain beginnings to a fulfilling career. He highlighted finding strengths through tackling complex challenges and pursuing passions, delivering a motivational and thought-provoking message to our students.

Additionally, **Mr Matt Nicholls, UKIMEA Early Careers Leader at HPE**, provided valuable perspectives on early career development and offered practical advice to our students.



# Combined Cadet Force (CCF)

## The Year in Review...

It seems like this last 12 months has been a 'blink and you miss it' experience for us all as Adult Volunteers. It is nonetheless a real privilege to provide such a comprehensive update this year.

Since our last updates we have engaged our Cadets in a wide range of fantastic experiences and the unit continues to grow in numbers and popularity. As ever I am hugely grateful to the CCF Command Team of Maj Pasha, Flt Lt Cox, Capt Matthews and Miss Hammond for all of their support throughout the year. Our broader Adult Volunteers and Senior Cadets have also been superb and without their help we simply could not do what we do.



Our regular pattern of fieldcraft exercises, range days and flying days continued during Michaelmas, a term which culminated with a truly special Contingent Annual Dinner. As we moved through Christmas the staff learned some positive news from British Forces in Gibraltar, we were formally booked in for our first ever overseas camp!

As the Contingent Commander got very excited, Capt Matthews readied himself for some seriously challenging administration tasks, and Maj Pasha the 2iC reminded the boss of "the importance of a contingency plan.(!)" a new energy nonetheless took over. The exercise Command team deployed to Gibraltar for a detailed recce in early March, and it was at that stage that the scale of the opportunity became clear. A number of practical, administrative and bureaucratic hurdles had still to be cleared over the coming months, but with a fair wind the unit deployed in July and a comprehensive multi-activity package was achieved.

Gibraltar was a central focus for the CCF last year but it is important that a number of other major achievements are not forgotten and so we have highlighted them below in this year's update. The remarkable achievements of the RAF Section at the Royal Air Squadron Trophy competition and the formal recognition for Capt Matthews were two particular highlights.

I hope you enjoy reading of the achievements of the CCF this year, and as ever my heartfelt thanks to the Headmaster, the CCF Command Team and the broader Adult Volunteers for all the amazing work that they do.

**Lt Col John Flexman VR CCF**

## Exercise VENTURER ROYAL: A unique CCF summer camp experience in Gibraltar

The CCF had a memorable six-day Summer Camp in **Gibraltar** in July, where 78 cadets from the **Army and RAF Section** and **Recruit Company** engaged in a variety of challenging activities designed to develop individual and team skills. These included Adventure Training, Fieldcraft, Shooting Ranges, Tri-Service Visits and Cultural Trips. Our Senior Cadets from Years 11-13 benefited from a unique leadership development experience which was both challenging and rewarding.

**Benji F (13MD)** shared,

*"There were exceptionally hot temperatures to contend with and challenging activities, but it was a truly memorable camp. It's noticeable how many younger cadets developed significantly during our six days in Gibraltar and a big thanks to all the local support elements, especially the Royal Gibraltar Regiment Army Cadet Force, who's help on fieldcraft was superb, as well as the Royal Navy Gibraltar Squadron."*



The CCF extends its gratitude to the service units across Gibraltar and the **Ulysses Trust** for their generous financial support, which helped make this enriching experience possible. A number of external attached personnel supported the camp and it was especially pleasing to see **Capt David Morris CCF (OR 2011)** back with us once again. We also benefitted from **Capt Rich Sullivan RAMC (OR 2016)** who very kindly provided essential guidance to us in his role as **OC Medical Support**.



**Our Contingent Commander Lt Col John Flexman CCF** commented,

*"We've been able to deliver this challenging camp thanks to the hard work of our fabulous CCF volunteers and the support of a number of local Gibraltar units, including the **Royal Gibraltar Regiment** and **Army Cadets UK**, the **Royal Navy** and further Garrison support staff. The Cadets have met every challenge and I pay particular tribute to our Year 13 Seniors, who have been exceptional throughout."*

## Royal Air Squadron Trophy Competition

The **Royal Air Squadron Trophy Competition** allows the CCF (RAF Section) Cadets to demonstrate and be tested on their skills in areas such as RAF knowledge, Drill and Uniform, Command Tasks, Shooting, Aircraft Recognition and First Aid. Teams of 13 cadets compete at regional and national levels annually and most CCF Contingents from across the country with CCF Sections get involved.



In February, the Reading School CCF team secured second place at the regional competition at **DCIS Blanford**, earning a spot at the national stage at **RAF Wittering** in March. Competing against schools with year-round dedicated teams, they achieved 8th place out of 15. This year's results showcase our cadets' dedication and ability to compete against seasoned rivals, supported by their instructors and peers.

The Contingent Commander was particularly pleased. *"This remarkable progress in the RAF Section has come as a result of the hard work of a number of our **RAF Air Cadet CFAVs** notably **Flt Lt Cox** and the significant commitment of the RAF Section team. I am particularly proud of **Cadet Warrant Officer Ben P** and **Cadet F/Sgt Rajan D**. Their leadership of our RAST team was exceptional, and they have left a lasting legacy for future teams to go even further of which they should be justly proud."*

## CCF Promotions and Awards Evening for Year 12 and 13 Non-Commissioned Officers



The CCF held a special event during the summer term to recognise the achievements of Year 12 and 13 **Cadet NCOs**. During the event, awards and promotions were presented by the **Headmaster Revd Dr Chris Evans**, recognising the leadership and dedication of these senior cadets. The ceremony celebrated their significant contributions and marked a key milestone in their CCF journey.



**The Contingent Second-in-Command, Maj Rehan Pasha CCF** played a key role in organising this and highlighted the importance. *"Leadership can be a thankless task for some, today's awards are a recognition of significant progress, not just for those who have done so well in syllabus training, but for those who have excelled in Leadership roles as well."*

### Captain Matthews Honoured with HM Lord Lieutenants Award for Distinguished Service

**Captain Ali Matthews CCF**, our **CCF School Staff Instructor**, was recognised at the **Royal Military Academy Sandhurst** with the **Lord Lieutenants Award for Distinguished Service**. This award acknowledges **Captain Matthews'** exceptional leadership of unit administration and his contribution to the Contingent's overall progress in recent years.



Over the past two years, **Captain Matthews** has overseen significant improvements in the CCF's stores and armoury management. His dedication, demonstrated through his regular Thursday commitments and numerous additional hours of volunteering, has been instrumental in enhancing the efficiency and effectiveness of the CCF's operations.

**The Contingent Commander, Lt Col Flexman** paid a special tribute. *"He has delivered above and beyond the requirements of his role on so many occasions and he embodies selfless commitment with his determination to ensure the Cadets get as much support as possible. This award is in many respects overdue and it has been superb to get formal recognition for him."*

### Annual Dinner Celebrates CCF's Achievements

The CCF held its Annual Dinner on the final Saturday in November 2023, offering a formal dining experience to recent **Adult Volunteers** and acknowledging their contributions. It was attended by **Contingent Staff, CFAVs, Senior Cadet NCOs** and **Cadets** more broadly. The setting of Big School was prepared by the **Senior Cadets** during the afternoon, and with the assistance of Senior Cadets, the Contingent Silver was polished. Our most **Senior Cadets** were superbly turned out in formal mess dress, and with candles lit it was a very special evening indeed.



The event saw the return of **Colonel Simon Donegan**, our **Contingent Commander (OR 2014-2017)**, and his wife, **Mrs Clare Donegan BEM**, as the Guests of Honour. The evening also included a farewell and thank you to **Capt David Morris CCF** and **Flying Officer Katherine McDiarmid RAFAC** for their dedicated service. **Sgt Robbie Jackson CCF**, the **President of the Mess Committee (PMC)** played a key role in organising the event and was highly commended for his efforts.



Further special thanks were extended by the **Contingent Commander Lt Col Flexman** to the band of the **3rd Battalion The Royal Welsh** for their contribution to the evening's celebrations. The catering team under **Mr Craig Woodley** were warmly thanked as they provided once again superb food in support of the event which greatly enhanced the celebration. In 2025 the Contingent will play host to a special event that seeks to re-unite CCF and Armed Forces alumni in order to recognise the service so many ORs and Former Cadet Forces personnel have shown over the years.



# BELONGING WEEK 2024

## **Belonging Week 2024: A Week of Growth and Community Impact**

We are dedicated to nurturing both the pursuit of excellence and a deep sense of belonging through our inspiring **Belonging Weeks**. These special weeks are designed to help our students thrive, encouraging them to continuously evolve into the best versions of themselves. Our focus is on fostering a life of purpose and self-discovery. As **Mr T Evans, Assistant Head and Belonging Week Lead**, puts it, *"These weeks are a dedicated time for students and staff to step away from their usual routines and focus on character growth. It's a chance for students to reflect on their beliefs, contribute positively to the school community and apply the skills they've developed over the years."*

Belonging Week emphasises the importance of a strong sense of belonging for personal and academic growth. By cultivating a supportive environment, we promote well-being, enhance self-worth, and improve performance, while also encouraging open communication and cooperation. This initiative aims to empower students, preparing them to face future challenges with confidence and resilience.

Equipping young people with knowledge is essential for academic success and access to prestigious universities, but preparing them for future challenges is equally important. Success in tomorrow's world requires adaptability, resilience and strong personal organisation. Belonging Week offers a critical opportunity for students to develop these skills through effective communication, self-confidence and authenticity, helping them become well-rounded individuals who can care for themselves and support others.



*"Belonging Week is a great way to interact with your peers outside of the school environment and it's a new way of finding out more about them...you find different sides to them and it's really interesting from that point of view. During Year 8 and 9 we got to go on trips and do different activities and Year 10 has been about mentoring others which has been really enriching."*

**Daniel P (10L)**

## BELONGING WEEK



We spoke with **Mr T Evans, Assistant Head and Belonging Week Lead:**

### **In your own words, how would you describe Belonging Week?**

During these two weeks, students and staff step away from the regular timetable to focus on character growth and collaboration. This period allows students to reflect on their identity, beliefs and contributions to the school community. Belonging Week offers a chance to see students apply skills they've developed since Year 7, taking leadership roles and serving the local community. Year 8 students explore new environments and learn from each other, while staff emphasise positive contributions, integrity and service, fostering growth that benefits them both now and in the future.

### **What is the value of taking part for students?**

We aim for our students to contribute meaningfully to the school community, understanding that true leadership involves being part of a team and serving others rather than commanding from the front. We're cultivating skills and a mindset that will serve them well now and in the future.

We're proud of how our students, particularly Year 10, have engaged during the week. They've built relationships, stepped out of their comfort zones, shared skills and encouraged one another. Their involvement in community service and social impact projects has been transformative. We're deeply grateful for their efforts and the support of our dedicated staff.

Going forward, our commitment remains steadfast: to prioritise Academic Excellence, Belonging and Community. By creating opportunities that promote a sense of belonging, we ensure that our students feel valued, respected and integral to our community, ready to contribute and thrive.



Year 7 students explored diverse activities, including design challenges, history, cricket, drama and music. A key moment was their outdoor adventure at Dinton Pastures Activity Centre, where they engaged in paddle boarding, climbing and raft building.

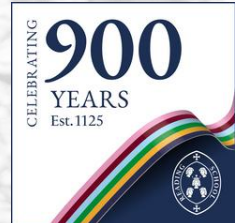
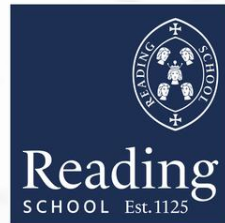


Year 8 and 9 students enjoyed residential trips to various locations, including Rock UK Summit Centre in Wales, Great Tower in South Devon, Osmington in Dorset, How Stean Gorge in Yorkshire and Copenhagen in Denmark. Activities ranged from archery, climbing and kayaking to raft building and caving, all designed to enhance teamwork and personal growth.



Year 10 students were involved in an incredible range of social action projects on and off the school site, working in partnership with local primary schools in purposeful and rewarding ways. Over 1,300 primary school students benefited from their involvement, which included music sessions, science experiments, cooking activities and sports coaching. They demonstrated the importance of purpose and taking part in activities that enable a sense of belonging and inclusion while making a meaningful contribution to others.

# Be the Difference



## Building for the Future - 365 Campaign

The Building for the Future Fund was established to support our academic, pastoral and co-curricular provisions as well as meet immediate refurbishment requirements. Donations to the Building for the Future Fund help the school to provide opportunities that enable our students to extend their aspirations, skills and range of interests beyond the classroom whilst helping to create a challenging and engaging experience for all our students.

We believe that every child deserves to reach their full potential and we strive to offer exceptional opportunities in academics, arts, drama, music, sports, CCF and electives, allowing our students to stretch themselves. Creating a diverse and inclusive community that enriches our shared experience and sense of belonging.

## Have you been meaning to contribute but have not had the opportunity yet?

Every contribution you make to Reading School makes a significant difference to our students. Reading School will be 900 years old in 2025. We are proud of our traditions and rich history as an outstanding school. Any gift, large or small, is hugely appreciated. We welcome regular donations providing Reading School with the additional assurance of security and forward planning for the future.

## When you give...



£365 a year or  
£30 a month = £1 a day



Gift Aid  
25% of donation



£456.25  
a year



# COMMUNITY & PARTNERSHIPS

# FUTURE STORIES

Partnerships are vital to secondary education and extend beyond the classroom. By building strong connections with schools, organisations, parents, businesses and the community, we enhance our educational offerings and support our mission. These partnerships help us achieve our goals, define our identity and foster an inclusive and dynamic environment where both students and the community can thrive.

Now in its 9th year, **Future Stories** continues to grow, delivering structured and meaningful programmes. During the 2023-2024 academic year, the Future Stories initiative has positively impacted **over 1,500 children** across **more than 15 local primary schools** through various on-site and off-site activities, offering inspirational opportunities for children and young people.

## Future Stories



### After-school Mentoring Sessions

The after-school mentoring sessions provided targeted support in Maths and English for Year 5 pupils from local primary schools. Over 30 students participated, working one-on-one with Year 12 mentors to strengthen their understanding of key concepts.



### Weekly Maths Mentoring

Weekly Maths mentoring sessions were led by Year 12 students for pupils from **English Martyrs' Catholic Primary, Katesgrove Primary, Geoffrey Field Junior, Battle Primary Academy, Whitley Park Primary and Moorlands Primary**. These sessions, held both on-site and online, aimed to enhance pupils' Maths skills through interactive problem-solving.

On the other hand, Year 11 mentors conducted character education and Maths mentoring sessions for pupils from **St Mary and All Saints Church of England Primary School**. The sessions included activities such as cooking and team-building, followed by focused Maths support.



### Indoor Rowing and Multi-Sports

Year 11 mentors led indoor rowing coaching sessions for **over 1,000 pupils** from 10 local schools. Additionally, multi-sport sessions were arranged for pupils in Years 3-6 from **English Martyrs' Catholic Primary School**, offering a diverse range of physical activities.

## COMMUNITY AND PARTNERSHIPS

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Future Stories has been shortlisted for the **UK Social Mobility Awards** for three consecutive years, reflecting its ongoing success and impact.

Our heartfelt thanks go to the Future Stories Prefects, **Sam J (13DAW)** and **Benji F (13MD)** as well as the student volunteers and the teaching, administrative and catering staff involved in these activities.



*"It's been great to be involved with the Future Stories programme again - this time in the maths contingent. Seeing the students grow in confidence week on week, whilst also making great progress has been hugely rewarding and enriching. It feels great to be giving back to the local community and demonstrating not only the Community pillar of the school, but also showing leadership as well!"*

**James G (12EF)**

*"Future Stories is a fabulous opportunity to help our local community, and I really feel like we can make a difference. It is both challenging and rewarding – it's one of the highlights of my week!"*

**Ezra S (12BSA)**

*"I value my time spent during Future Stories where I get to mentor two Year 6 children, helping them progress in maths. They really enjoy each afternoon they get to spend at Reading School where they can have fun with some exciting Floreat tasks, and then get to learn in an environment that's a bit different from their usual school classroom. Over a whole term, I get to build a relationship with my mentees as we enjoy each session together. It's a win-win situation."*

**James T (12S)**

### Community Rowing Programme

The **Community Rowing Programme**, launched in May at the newly refurbished boathouse on the River Thames, aims to make rowing accessible to children, families and the wider community.

The programme is led by **Revd James Stephenson**, a former elite athlete, World Triathlon Champion and GB rower, who brings his extensive experience and passion for social impact to this initiative. With a background in Theology from **Oxford University**, James is deeply committed to fostering community ties through rowing. During the inaugural session, students and Ukrainian families participated, assembling boats and enjoying a hands-on river experience, marking many participants' first encounter with the sport.



To further promote the sport of rowing, we also held an **Indoor Rowing Competition** at the school, encouraging more students to get involved and experience the excitement of the sport.

We extend our gratitude to the **Great British Rowing Team**, the **Paralympic Rowing Squad** and **Love Rowing** for their support. A special thank you also goes to Old Redingensian **Dr Peter Coggan (OR 1962-1964)** for his generous contribution to purchasing one of our new rowing boats. We would also like to thank all the staff who supported this campaign, helping make the programme a great success.



# Q & A

## WITH JAMES STEPHENSON

We had an interview with Revd James Stephenson, who spearheaded the Reading School Community Rowing Programme.



### Can you tell us about your background and what brought you to Reading School?

*My journey began in middle-distance running, but a back injury led me to switch to rowing, which became a spiritual and contemplative pursuit. I joined the GB Rowing Team, but a severe back injury before the 2008 Olympics was a setback. I later bounced back, winning a gold medal in triathlon in 2011. After retiring from sports, I pursued ordination and worked on social impact projects in Zambia and New Zealand. Returning to the UK, I now focus on initiatives like the rowing programme at Reading School, where I help create meaningful experiences for students.*

### How does rowing contribute to a child's development, and what message would you give about its value for young people?

*Rowing goes beyond physical skills, it builds grit, perseverance and a growth mindset. It instills values and resilience, teaching young people to overcome challenges and strive for excellence. The passion and perseverance developed through rowing make it a valuable addition to any young person's personal growth and can be applied to all areas of life.*

### How does Reading School's character education align with your views on self-actualisation?

*Reading School's focus on character development complements my belief that building a principle-based identity is crucial. True fulfillment comes from developing character alongside academic achievement. It's about becoming better individuals in all aspects of life, not just excelling in one area.*

### What has been your experience working with Reading School?

*I have observed a strong student-centric approach at Reading School, which is rare and commendable. The focus on student needs over ego-centric leadership creates an environment where students can truly thrive. It's a testament to effective leadership and a supportive educational culture.*





# Future Stories

## Future Stories Support Campaign

Our Flagship 'Futures Stories' Social Mobility Programme for Pupil Premium and Looked After or Previously Looked After Children, is now in its ninth successful year and has been shortlisted in the 'School/College of the Year' category as finalists for the third year running.

**The main objectives of the Future Stories programme are:**

- 1. To develop the leadership skills, capacity and capability of students currently at Reading School, by working in partnership with state primary schools.***
- 2. To raise aspirations and widen access to Reading School for children from disadvantaged backgrounds.***

Our target is to substantially increase the number of pupil premium pupils and looked after pupils who apply to take our entrance test. In order to gain admittance to Reading School all children must achieve the qualifying score to be eligible for entry.

The **Future Stories Support Campaign** is a collective fundraising effort made each year by all members of the Redingensians community – alumni, parents, current and former staff and other friends of the school. By supporting this campaign, you are helping promising students from disadvantaged families access a wealth of co-curricular opportunities. We are grateful for our key supporters of the Future Stories Programme making this change possible.

For further information about our **Future Stories Programme**, please email [development@reading-school.co.uk](mailto:development@reading-school.co.uk)



## Careers Convention 2024

In February, we hosted our biennial **Careers Convention**, welcoming **over 1,000 students and representatives** from **more than 40 organisations**. Students explored careers in Engineering, Law, Marketing, Medicine, Technology and more, gaining valuable insights into their future paths.

The event featured 60 professionals from leading companies such as **AWE, BDO LLP, Deloitte, Jacobs, Johnson Matthey, Kier Group, KPMG, Oracle** and **Royal Berkshire Hospital NHS** as well as universities like **Warwick and Bath**. 14 Old Redingensians returned to Reading School as delegates, highlighting the strong connections between past and present students.

Five keynote speakers enriched the convention with their valuable experiences and perspectives. **Dr Saritha Arunkumar from IBM, Mr Greg Payne (Oracle Corporation), Mr Levi Tebbutt (KPMG), Mr Jonathan Purcell (International Centre for Justice for Palestinians) and Mrs Orla Harper (InvestIN Education)** shared their insights throughout the evening during a series of inspiring talks, providing inspiration and practical advice to students.



The convention was well-received by attendees, with positive feedback highlighting the event's organisation and impact. It offered students a comprehensive view of potential career paths and the chance to network with professionals across various industries.

We extend our heartfelt thanks to our headline sponsor, **Macron**, and to our sponsors **Leiper Gupta Family Lawyers, King Energy Heating and Plumbing** and **P-Tek** for their generous support of this event. Their contributions were instrumental in making the Careers Convention possible.

Kindly sponsored by



# Thank you

to all the local and national organisations supporting us by way of sponsorship, grants, careers expertise or community partnerships in 2023-2024.





## COMMUNITY & PARTNERSHIPS



### Thames Valley Air Ambulance Concert: A Tradition of Music and Giving

This year's **Thames Valley Air Ambulance Concert** highlighted the talents of performers from Reading School and Kendrick School. As a cherished student-led tradition, the event aimed to raise funds for the **Thames Valley Air Ambulance**.

Started over a decade ago in gratitude for the service's aid to a student, the concert featured a memorable performance by the Concert Band, who played Gustav Holst's Second Suite in F for Military Band. With over 200 attendees, the event raised nearly £3,000 through ticket sales, raffles and donations.



*"Organising this concert has been an incredible opportunity for developing our interpersonal, musical and leadership skills. We've really enjoyed taking the baton and creating something special! Thank you to everyone who played a part, big or small, in bringing our ideas to reality - we are extremely proud!"*  
- Avaneesh R (12JP), Joshua L-A (12BSA) and Ananya P (Kendrick)



### Harvest Festival: A Time for Reflection and Generosity

Reading School's **Harvest Festival 2023** celebrated community support and gratitude. The collection, dedicated to **ReadiFood** (Reading's Food Bank), saw generous contributions from our school community. Student volunteers organised and packed donations, reflecting the spirit of giving and community support.

The Chapel Service, led by Headmaster Revd Dr Chris Evans, offered a reflective moment on themes of success and character, underscoring the festival's spirit of giving and introspection.



### Reading School Joins the White Ribbon Campaign

Reading School reaffirmed its commitment to nurturing integrity and character by participating in the **White Ribbon Campaign**, an initiative dedicated to ending violence against women and girls. As an accredited White Ribbon organisation, we support the campaign’s mission to **#ChangeTheStory**, pledging to foster a safe and respectful environment where everyone can live free from the fear of violence.



The event was a pivotal moment for our school community. Led by School Captain **Joshua G (13MRC)**, students engaged in speeches, discussions and a collective pledge, demonstrating their commitment to the campaign’s values and their resolve to advocate for positive change.

### Community Spirit Shines: Reading School's Macmillan Coffee Morning



Our commitment to philanthropy and service was highlighted by the **Macmillan Coffee Morning**. The event, which welcomed Year 7 and new Year 12 parents, showcased our values of integrity and community. The warm atmosphere featured a variety of baked goods from our Catering team and School Captain **Joshua G (13MRC)** gave an inspiring speech about his journey and the opportunities at Reading School.

Charity Prefect, Student prefects and ambassadors – **Yaman E (13F)**, **Freddie S (13BSA)**, **Yash S (13RC)**, **Declan C (13AC)**, **Maaz S (13MJK)**, **Kamran S (13JTE)**, **Harry C (13MJK)**, **Jonathan H (13MRC)**, **Jack L (13JTE)** and **Yusef Z (Year 12)** –played a vital role in engaging with parents and making our new members feel welcome. Their personal stories and positive attitudes contributed to the event’s success.

The event raised a substantial amount, supporting **Macmillan Cancer Support**, an organisation dedicated to providing care and assistance to cancer sufferers and their families for over a century.



# STAFF LEAVERS 2023-2024

We bid farewell to the following staff members, whose dedication and contributions have significantly impacted the Reading School community. We are grateful for their hard work and commitment during their time here, and we extend our best wishes for their future endeavors.

Serena Eggers	Teacher of English
Jack Ginger (OR 2009-2016)	Teacher of Geography, Boarding House Tutor, HPQ Coordinator
Alex Head	Teacher of MFL, Boarding House Tutor, German Partnership Lead
Kathleen Horgan	Attendance Officer
Alison Jackson	Library Assistant
Sabine Jahn	Exams Officer
Kees Luteijn	Teacher of Geography, Staff Mental Health Ally
Naomi Mallett	Teacher of Mathematics
Benjamin Miller	Head of Theology and Philosophy
Margaret Nash	Senior Science Technician - Biology
Julie Postlethwaite	Teacher of English, T & L Consultant, Future Stories Familiarisation and English Resources
Hannah Record	Teacher of Mathematics, Boarding House Tutor
Andy Robertson	Teacher of PE and Games, PE Partnership Lead
Ian Sharma	Teacher of Physics
Richard Shears	Health and Safety Officer
Owen Thomas	Teacher of Chemistry, FS Extension Activities, Staff Mental Health Ally
Hannah Baron	Attendance Officer

We deeply value the contributions of our departing teachers and associate staff, whose dedication and passion have left a lasting impact on both our students and the school community. Throughout their tenure, they played a crucial role in shaping the minds and futures of countless students. To honour their legacy, we conducted interviews with some of them, reflecting on their experiences, insights and the memories they have created at Reading School.



## Interview with Ian Sharma

### Can you share a bit about your career journey?

*I've been a Physics teacher for 42 years, starting my career at St Crispin's School in Wokingham in 1982. The excitement of receiving my first job offer unexpectedly was a memorable moment. Over the years, I've had the privilege of teaching and impacting students' lives, especially during my rewarding tenure at Reading School, where I've been part of a dynamic educational community.*

### What were your first impressions of Reading School when you visited in September 1986?

*When I first visited Reading School on a Saturday morning in September 1986, I was struck by the welcoming atmosphere and the sense of tradition. I had an informal chat with the Head of Physics, John Barraclough, who was a true gentleman. The Staff Common Room felt like an exclusive club, and my discussions with Brian Turnbull, Headmaster John Bristow and Deputy Headmaster John Haynes gave me a strong sense of the school's community and values. What started as a casual visit turned into an informal interview, leading to my role as a Physics teacher.*

### How did the physical environment of Reading School in 1986 compare to what it is today?

*In 1986, Reading School was quite different from how it is now. At that time, the West Wing boarding was in use, and there were no John Kendrick Building, Page Building or Refectory. The Junior School served as the dining area, where we enjoyed meals while admiring the murals of The Miraculous Catch of Fish. The evolution of the physical space over the years has been remarkable, reflecting the school's growth and modernisation.*

### What does Teaching mean to you?

*Teaching is in my blood. I enjoy delivering my subject in a way that excites people, especially through practical Physics experiments. I find joy in using the practical kit and demonstrating it to others. Interacting with students and hearing their feedback is rewarding. For example, David Grindle (OR 1973-1980), whom I taught to A level, visited and shared how he and his friends often discuss my impact on his life. Knowing you've made a lasting impression is deeply satisfying and highlights the true reward of teaching.*

### What's been your proudest achievement?

*I'm proud that Tom Whipple (OR 1993-2000), once my student, became a Science Correspondent for The Times. His book, Get Ahead in...Physics, features my name in the acknowledgments, what a thrill! I'm also delighted by the three students who reached the international Astrophysics Olympiad team.*



## Interview with Kees Luteijn

### What makes working at Reading School different?

*The student body is exceptional, but what truly sets Reading School apart is its strong values and how they're embedded in everything. Staff are encouraged to participate beyond teaching. I've taken students canoeing, cooked in electives and joined trips to Finland. The school is outward-looking, actively engaging with the wider community and international partners, ensuring students aren't just exam-focused.*

### What are the benefits of the 'Reading Way' for students?

*It's not just about grades; it's about using their talents to make a broader impact. The 'Reading Way' encourages students to embrace challenges, collaborate, and grow into well-rounded individuals.*

### What's been your proudest achievement at Reading School?

*Our work supporting refugees and connecting our students with young people from different backgrounds has been incredibly meaningful. It helps our students, who are often privileged, understand others' experiences.*

### How would you sum up your time at Reading School?

*It's been incredibly rewarding. Beyond academic achievements, it's the moments of building relationships with students that stand out. Seeing their curiosity and having the freedom to go beyond the standard curriculum has been a highlight.*

### What's next for you?

*I'll be joining Leighton Park as Director of their International Baccalaureate programme, eager to bring what I've learned here to a new challenge.*



## Interview with Owen Thomas

### Can you tell us about your background in teaching?

*I started by teaching English and Maths in Thailand. Feeling I needed more training, I returned to the UK, got my teaching degree and eventually found my way to Reading School.*

### What's unique about Reading School?

*The sense of community is strong. Students are competitive but often in helping each other. There's a broad range of talents. I've had students miss lessons to compete in international badminton or robotics finals.*

### What's your proudest achievement at Reading School?

*Starting the Future Stories Science Week for local primary schools. It's rare for secondary schools to offer their lab facilities and it's been fulfilling to see this project thrive.*

### What's next for you?

*I see myself teaching a bit longer, perhaps becoming a Head of Science, and I'd like to start on the textbook I've always wanted to write.*



## Interview with Ben Miller

### **How long have you been at Reading School, and how did you find yourself here?**

*I've been here for four years. Before this, I worked at the University of Birmingham's Jubilee Centre for Character and Virtues, researching character development. Reading School felt like a perfect fit for implementing these ideas.*

### **How have you embedded character education at Reading School?**

*Character education focuses on who students become, beyond academic results. At Reading School, values like integrity, kindness and service are central. We blend theory and practice, encouraging students to be brave, honest and try new things, whether it's paddle boarding, debating or admitting mistakes. This creates a culture where students can develop holistically, not just academically.*



## Interview with Alison Jackson

### **What inspired you to join Reading School?**

*I started as a Library Assistant in June 2011, looking to stay active once my sons were in school. I initially supported school trips and led the Heritage Walk before a permanent role opened, and I seized the opportunity to join the Reading School community.*

### **How has Reading School evolved during your time here?**

*In 13 years, I've seen many changes, like new buildings, the addition of the Refectory and the shift from four double lessons to a more dynamic daily schedule.*

### **What message would you have for anyone doubting character education?**

*Focusing solely on grades is limiting. Academic success thrives in an environment where students are mindful of their character. It's not just about becoming successful professionals but doing so with moral integrity and a sense of societal contribution. Character and academic excellence should coexist and be intentional.*

### **Have you achieved your vision for the school?**

*It's an ongoing journey. Character education doesn't end with school, it's something we all develop throughout life. Our goal is for students to be reflective and community-minded, though we may never fully see the impact. Hopefully, their future actions will reflect the values we've instilled.*

### **Where does your journey take you next?**

*I'm moving to Warwick School as Assistant Head for Character and Community, eager to bring my Reading School experiences to a new setting.*

### **What are your most memorable experiences at Reading School?**

*A highlight was the 2018 battlefields trip to Belgium, where my husband and I researched cemeteries of Reading School alumni and laid crosses on their graves. Accompanying two alumni to lay a wreath at the Menin Gate and witnessing *The Last Post* was deeply moving. I also cherish the annual history walk for Year 7s during Belonging Week, especially exploring the original school site at St Laurence's churchyard. During COVID, connecting with elderly Old Redingensians and hearing their memories was another standout experience.*

### **Any acknowledgments or final reflections?**

*I'm grateful for my involvement in meaningful projects and exploring the school's rich history. A special thanks to Ken Brown, the Old Redingensian Association's Archivist, for his support with my historical research.*

**VOICES  
OF OLD  
REDINGENSIS**

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# THE UNBROKEN CHAIN



Daniyal Vemuri (OR 2016-2023), Josha Gupta (OR 2017-2024) and Paarth Goswami (OR 2018-2025)

## The Unbroken Chain of School Captain Philanthropy: A Legacy of Giving Back

We are proud to announce an exciting new initiative at Reading School, honouring our tradition of leadership and philanthropy through the **Unbroken Chain of School Captain Philanthropy**. This chain represents the collective generosity of School Captains from across the decades, forming a powerful link between our past, present and future.

The idea behind this is simple but profound: each former School Captain is invited to make a symbolic minimum contribution of £1.00, creating an “*unbroken chain*” of support for Reading School. This small gesture represents something far greater - the shared commitment of generations to uphold and enrich the values of our school, ensuring future students can benefit as we did.

Every School Captain, from our most recent to our oldest living alumni, is encouraged to take part. And for those who may find this donation challenging, the Headmaster, is prepared to cover the £1.00, so that no one is left out and the chain remains unbroken. This symbol of unity and continuity honours the service and leadership of each School Captain, while contributing to a lasting legacy.

Through this unique initiative, we are building not just a financial fund, but a legacy of commitment that celebrates the spirit of Reading School and its leaders. We invite all alumni to celebrate this unbroken chain, recognising it as a testament to the enduring values of generosity, service and connection.

If you were a School Captain during your time at Reading School please reach out to Jas Chhokar at [alumni@reading-school.co.uk](mailto:alumni@reading-school.co.uk) to help form this unbroken chain.

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# CONNECTING WITH INTERNATIONAL ORS

In preparation for Reading School's **900th anniversary** in 2025, the Society Office launched a campaign to connect with alumni in **the USA and Canada**.

In May, the **Headmaster, Revd Dr Chris Evans** undertook an eight-day tour across seven cities in the USA. We estimate that there are over 80 Alumni in North America. Dr Evans took a 'golden ticket' invitation to each alumnus, offering the first 20 invitations for our 2025 Grand Reunion. In each meeting, he was able to explore opportunities for ongoing partnerships and listen to stories of the impact a Reading School education has had upon its alumni. Remarkably, the Headmaster's meetings included conversations with alumni **covering almost 75 years, stretching from 1944 to 2017**. He was delighted to update each alumnus on the latest school news and exchange personal stories.

We deeply appreciate the warm hospitality extended to the Headmaster and are pleased to maintain our connection with alumni across the globe. We also warmly invite them to join us for our **Grand Reunion**, as we look forward to organising more events and strengthening our global network.



## NEW YORK

The Headmaster was delighted to meet five Old Redingensians in New York. Gathering just 100 metres from Times Square, Dr Evans met **Chris Gibbs (OR 1979-1985)** and **James Reid (OR 1978-1985)** for the first time, as well as reuniting with **Nikunj Paliwal (OR 2010-2017)**, **Somto Okereke (OR 2009-2014)** and **James Lamming (OR 2004-2011)**.

Chatting as though they had known each other for years, the group had to be kicked out of their Italian restaurant at closing time, and carried on discussions on the pavement before Chris and James went off to play music together at a Manhattan open mic night.

Chris and James (both from the Class of 1985) were acquaintances at school, and have since become firm friends, living within a kilometre of each other in Montreal. Nikunj moved to NY with his law firm, James Lamming, with his wife, who is a UN lawyer, and Somto has lived in the US since graduating in Economics from **University of Yale**.

Discussing the evolution of the school, consciousness, creativity, character, education, family life and work, an observer might have imagined this group had known each other all their lives.

This meeting on its own proved the value of outreach, reigniting a sense of commitment from former students, who are all willing to be strategic partners in the future development of the school.

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## CHICAGO

Hosted at the **Chicago Yacht Club** by the remarkable **Rick Stuckey (OR 1954-1962)**, on Wednesday 15th May, the Headmaster had the privilege of reconnecting with **Ed Jee (OR 2008-2015)** and **Adithya Sreenivas (OR 2011-2018)**.

Ed and Adi didn't know each other but both were academic high-fliers, eager athletes and unusual in having both studied Chemistry and French at A-Level. Ed is in the fourth year of his PhD in Development Economics at the **University of Chicago** and has promised to return and give an Inspire Lecture when it is completed.

Adi is on a two-month placement in Chicago as part of his final year studying **Medicine** at **UCL**. He'll be moving to Stoke in the summer for his first year as a **Junior Doctor** with a research focus on **histopathology**.

Reading School couldn't hope for better examples of alumni who continue to give of themselves meaningfully and purposefully, and we wish them both all the best in their studies and in their lives.

Separated by more than 60 years, Rick's experience of Reading School was very different, though his A Level combinations included courses studied by Adi and Ed, and between them, they covered all three of London's biggest universities.

Rick grew up on **Firlands Farm** in **Burghfield Common**, and spent holidays and weekends managing the cattle and sheep on the farm, as well as driving the tractor. His favourite school trip was a visit to Florence in 1957, and he enjoyed being an active member of the School's scout troop.

One of Rick's favourite memories of School was building a canoe – though he put so many nails in it, it barely stayed afloat. He was entertained to hear of the growth of canoeing and paddle-boarding, which are both flourishing now the School boathouse has been resurrected.

With an Economist, a Physicist and a Doctor round the table, this re-union was remarkable for the skills and career paths represented and for its resemblance to the Class of 2024!



The principal difference, of course, is Rick's sixty years of computing and consulting, which included remarkable and historical roles, such as involvement in the **Singer Sewing Machine** company's doomed attempt to break into computing and **Walgreen's** first attempt at a US-wide database.

All were invited to the 900th anniversary alumni gathering to be held on **Saturday 12th July 2025**, and we eagerly await catching up with one another again.

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## ATLANTA

The Headmaster was privileged to meet with brothers, **Nick (OR 1990)** and **Jeremy Oldland (OR 1992)**, the **third generation of Oldlands** to attend **Reading School**. Along with **Ian Varley (OR 1985)** and **Gareth Knopp (OR 1990)**.

**Sarah Knopp** and **Abby Oldland**, the wives of Gareth and Nick were also kind enough to join the reunion, Sarah also being from Reading, and Abby having suffered her husband's reminiscences throughout their marriage!



Spanning just over a decade in the life of the school, a defining feature over dinner was the joy of remembering the incredible service of teachers such as, **Ned Holt, Brian Turnbull, Mervyn Jackson, Tom Ashworth, Dick Owen, John Vaughn, Margaret MacDonald, Bob Lewis, George Pfeiffer** and **Tom Walter**.

Highly successful in their own fields, but not having had many opportunities to reconnect with the school since they left more than 30 years ago, Nick, Jeremy, Ian and Gareth each had significant reflections on the way the school had shaped their lives.

Nick and Jeremy had particular affection for their time in West Wing as boarders, and all shared insights into the significance of the character formation and academic discourse they experienced as students. John Vaughan and Tom Walter's influence as teachers was particularly interesting. On one occasion when Nick managed to score zero in a Geography Test, Tom gently asked Nick, "*Is it possible that Geography is not for you Nick?*" Agreeing, Nick switched to Art, and has spent his life since as a creative director, product designer and artist. Nick and Jeremy's phenomenal success running **Hatley** (a worldwide clothes brand) might be traceable right back to that honest Geography conversation, and Nick's willingness to listen to his teacher!

Tom Walter was equally significant in Gareth's life. Gareth loved Geography, in no small part because of Tom's teaching, and left school to study Geology, before starting a successful career in business development. John Vaughan's memory was also felt keenly in discussion. Nick and Jeremy felt safe in his care as Housemaster (even after the West Wing roof burnt down in 1989) and were grateful for his exceptional rugby coaching.

Nick, Jeremy, Gareth and Ian reminisced as they pored over old photos together. They each encouraged the school to promote philanthropic giving, and promised to come back to Reading School for its 900th Anniversary Grand Reunion. Nick can apologise in person to Ned Holt for misbehaving and being argumentative on a school trip to Russia in 1989!

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## DENVER

The Headmaster enjoyed the warm hospitality of **John Turner (OR 1953 - 1960)** and his wife, Gerda in Denver. At School, John was in **West House** and was a member of the scouts. Having studied Maths, Chemistry and Physics at A Level, John was the winner of the **Aust prize**.

He was born in Olney and grew up in Reading. He was very fond of his design teacher, **Mr Ruffle**, who taught him how to do technical drawings. This served him in good stead for a life of research, design, and manufacturing.

Travelling the world, John showed exactly the attributes you'd expect of a Reading School alumnus; being an agile problem solver, a quick study in four languages, he travelled the world improving food manufacture processes, notably for Weetabix. John's charitable efforts are noteworthy.

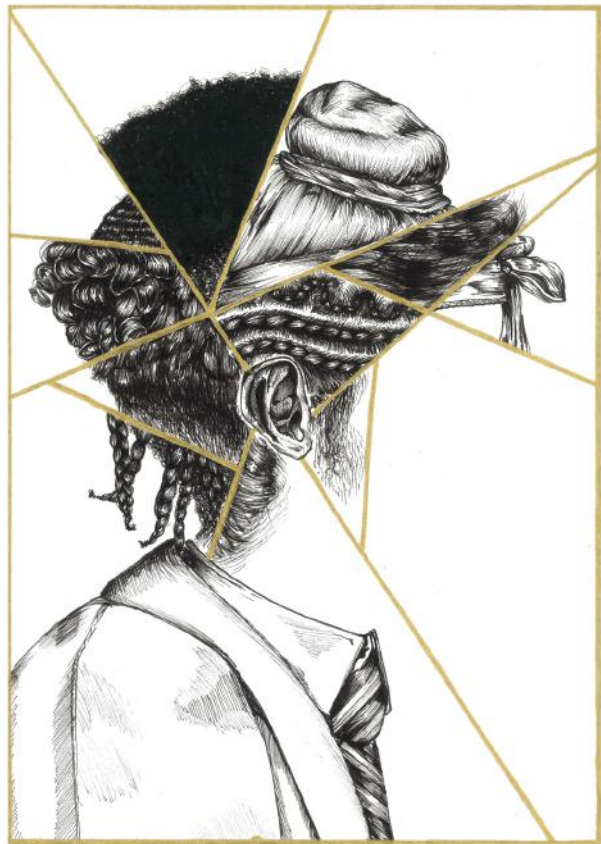
While in Massachusetts, John facilitated a policy adjustment for one of the world's largest breakfast cereal manufacturers so that spare produce was donated to homeless shelters. John also sustained a love of creative arts throughout his life, and remembers his music teacher, who, in an interesting coincidence, for our current Director of Music, was also called Mr Griffin.

John was very pleased to hear of the current curriculum in Modern Foreign Languages, which allows all junior students to learn four languages. He was also glad to learn of the school's commitment to sustaining expressive arts.

John's intellect and charm are equally matched by that of his wife Gerda, whom he married in Caracas 52 years ago, just three weeks after meeting.

Gerda qualified as a dentist, was an accomplished dancer, became a Computer Science lecturer and (with John) has a long history of supporting opera and the arts, including serving for many years as a guide at the Museum of Colorado History.

Blessed with a delicious dinner barbecued by John, the Headmaster was regaled by stories and, by way of a 'thank you', was pleased to gift a piece by Jamie R (12MJK) as an addition to Gerda and John's art collection.



'Crown' by Jamie R - Year 12

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## WASHINGTON STATE - BELLINGHAM



**Dr Peter Coggan & Professor Jim Talbot**

**Bellingham**, 50 miles south of Vancouver and 80 miles north of Seattle, is home to two of Reading School's most remarkable alumni, and was a stunning backdrop for the Headmaster's fifth US alumni meeting.

**Professor Jim Talbot (OR 1943-1951)** must be one of the most energetic 91-year-olds on the planet. Having joined Reading School from Alfred Sutton at the encouragement of a relative, he read **Geology** at **Jesus College, University of Cambridge**, before leading a long and distinguished academic career.

A former Provost, Curriculum Committee chair and University Vice President, Jim is full of good cheer. With an inspirational educational philosophy, he described his approach to teaching as *"Always trying to make sure my lectures got at least one laugh per hour, because learning has to be engaging if it is to stick."*

Jim provided commentary on the rock formations of the Bellingham Bay and San Juan islands as he and the Headmaster were taken for a morning cruise in **Dr Peter Coggan (OR 1962-1964)**'s beautiful power catamaran. Peter (School Captain in the Class of 1962) with his partner **Maureen**, has retired to Bellingham, after an equally prestigious academic journey.

Formerly **Associate Dean for Graduate Medical Education** reporting to the Dean of **Michigan State University's Medical School**, Peter has spent his considerable academic skills improving public health in struggling communities, practicing family medicine, implementing better ways of recruiting and examining medical students, and supporting strategic philanthropic endeavours.

He has graciously provided funding for one of the school's new rowing boats, which will be named **Invictus** after the famous poem by **William Earnest Henley**. This poem meant a great deal to Peter, whose father died whilst he was school captain, and whose mother passed away just four years later.

Peter received much support in his grief from the long-term benefactor of the school, **Alfred Edgar Milward**, whose considerable kindness to the school is summarised here, by Ken Brown, a friend and contemporary of Peter's and whose example Dr Coggan has undoubtedly imitated most admirably throughout his life.

After six days of flying, the Headmaster was privileged to spend a whole day with Peter and Maureen, absorbing their wisdom and reflecting on Peter's memories of the School. Peter played every sport possible and remembered with great fondness the co-curricular provision in the school, which set it apart from the county grammar school he studied in until the age of 15.

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Dr Coggan provided much counsel to Dr Evans, encouraging the school to use the 900th anniversary to build relationships and to develop a strategy with **The Reading Foundation** and the **Old Redingensians Association**, which might help the school's friends and partners to combine their influence and resources in aid of the school's mission.

We hope this journey has already begun – after all, it was only through the connections of the Old Redingensians Archivist, **Ken Brown** and in response to the Headmaster's visit that Peter and Jim got to meet for the first time.

Peter requested that the school set up a 'legacy society' and volunteered to be its first committed giver and a principal advocate. He also suggested a range of initiatives he would like to sponsor, and provided some outstanding suggestions to develop the school's connections with old boys.



## SAN FRANCISCO



The Headmaster, Dr. Evans, concluded his US tour with a memorable dinner in San Francisco, where he met **Nikhil Basu Trivedi (OR 2000-2002)**, a highly successful tech entrepreneur and venture capitalist. Nikhil, who studied at Princeton after moving to the USA, founded Artsy as an undergraduate and has invested in ground-breaking companies like Canva, which Reading School proudly uses.

During their conversation, Nikhil's mother shared his school reports from 2001 and 2002, revealing a blend of academic excellence and a few modest scores—proving that even a 53% in Maths won't hold you back! Nikhil's success and his commitment to giving back make him a wonderful role model for current students.

Dr. Evans was inspired by Nikhil's achievements and generosity. Although the School couldn't offer any comfort regarding Manchester United's recent form, they did present Nikhil with a Reading FC souvenir shirt. We look forward to future collaborations with Nikhil and hope he keeps an eye on Isaac Badipe, one of our brightest, who heads to Princeton next year on a full scholarship.

A heartfelt thank you to all our stateside alumni who kindly hosted or met with our Headmaster.

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# BACK TO SCHOOL

## A Heartfelt Visit to Reading School

In June, a group of six alumni and their families—**James and Margaret Nutley, John and Sue Nutley, and Kelvin and Rie Wilkins**—came together for a special visit to Reading School.

**Kelvin Wilkins (OR 1964-1971)**, who attended the School in the 1960s before leaving in 1970, travelled from **Japan** for a two-week stay. His long-time friends, **James Nutley (OR 1965-1970)** and **John Nutley (OR 1969-1974)**, also former students, joined him on this nostalgic journey. The Nutley brothers have known Kelvin since their primary school days and the bond between them remains strong.

In a thoughtful surprise arranged by Margaret Nutley and Jas from our Society Office, the group took Kelvin on a tour of Reading School, allowing him to revisit cherished memories. During their visit, James and John also took the opportunity to visit their 100-year-old mother.



This heart-warming reunion was a testament to the lifelong friendships formed at Reading School and the powerful connections that stand the test of time. We are grateful for their visit and for the opportunity to witness such a meaningful reconnection.



*"I really wanted to say a huge thank you. It was a pleasure to meet you all. We were absolutely delighted with our time with you at **Reading School**. It was also nice to meet the Headmaster, **Chris Evans** who gave his time generously sharing stories with such enthusiasm and to hear how things had changed over the years.*

*All three of them said how different it felt on that visit compared with the time they had there 50 plus years ago. More relaxed and seemed more fun than the old days. They still mentioned and laughed at the tuck shop. Fond memories." - **Margaret Nutley***

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## Matthew & Abigail Hunter (OR 2009-2016)



In November 2023, **Matthew Hunter** and his wife, **Abigail**, visited Reading School. Matthew, who has fond memories of his time here, took the opportunity to show Abigail around the school. As Abigail is from **Canada**, this visit was a special chance for her to experience the school Matthew attended and to delve into British history.

It was a pleasure to welcome them and share the rich heritage of Reading School.

## Paying Tribute to Michael Francis (OR 1961-1967)

We were visited by **Gail Francis**, daughter of **Michael Francis**, who travelled with her husband, **Eli**, from their home in **Seattle, Washington** in July. During their UK honeymoon, they made a special stop at **Reading School** to learn more about her father's cherished memories.

Throughout her life, Gail's father often spoke with great pride about his time at Reading School, particularly his experiences as a "day boy", which remain vivid in his mind. Gail was eager to see the school in person, explore its rich history and pay tribute to her father's connection to the institution.



For Gail, visiting the school felt deeply meaningful as it allowed her to connect with a place that was so central to her father's childhood and adolescence. We were honoured to host her and Eli and to share in the celebration of Michael's life at Reading School. With thanks to Ken Brown (ORA Archivist).

## David Milligan (OR 1994-1999) and Georgina

We had the pleasure of hosting **David Milligan** and his wife **Georgina** for a visit in July. Now back in the UK after two years in Hong Kong, David and Georgina, along with their 8-year-old son **Joshua**, stopped by to reconnect.

During their visit, David reminisced about his time at **Reading School** and noted that Joshua's headteacher described our school as "*academically challenging*." Georgina was particularly interested in our pastoral care and student support systems and was impressed by how we balance academic rigour with student well-being.

They also explored the **Floreat** programme and our wide range of co-curricular activities, eager to see how we integrate both into our students' lives.

It was wonderful to catch up with David and Georgina, and we look forward to their next visit!

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# ALUMNI SPOTLIGHT

## From the Classroom to the Battlefield: Michael Stacey (OR 1954-1960)

In an interview with Michael Stacey (OR 1954-1960), he shared his journey from his academic start at Reading School to a distinguished military career, embodying dedication and adaptability.

### A Foundation Built at Reading School

Michael's path began at Reading School, where he faced "60 levels" of challenges. He credited the school with shaping his future, noting how its strong academic foundation prepared him for a successful military career.

### A Diverse and International Career

Michael's career spanned from training NCOs across different countries to flying Comet 4 aircraft, showcasing his adaptability in rapidly evolving military and aviation settings.



### Reflections on Leadership and Community

Michael emphasised adaptability and cultural acceptance as crucial for both military and civilian life. His reflections revealed a nostalgia for earlier military traditions, yet he remained grateful for the opportunities his career provided.

### Giving Back to the Community

Michael expressed enthusiasm about participating in events celebrating Reading School's 900th anniversary. He looked forward to reconnecting with fellow alumni and contributing to the school's vibrant community.

**Michael's journey from Reading School to a distinguished military career underscores the enduring impact of a strong educational foundation.**

**We encourage all alumni to share their stories and updates with us as we celebrate our rich heritage and work together to support the school's continued excellence.**

We deeply value the support from our alumni. The commitment of individuals like to share their wisdom, expertise and inspire philanthropic giving highlights the crucial role in shaping Reading School's future. For more information on how to get involved, please contact **Jas Chhokar, Development & Alumni Relations Manager** at [alumni@reading-school.co.uk](mailto:alumni@reading-school.co.uk).

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# ALUMNI SPOTLIGHT

## Ken Mills (OR 1942-1947)

In an interview with Ken Mills (OR 1942-1947), Ken shared his journey from his academics during the war at Reading School demonstrating resilience and providing inspiration to his career in finance and extensive travel to 73 countries.

*"I am **Ken Mills**. I got a scholarship to Reading School, coming from Battle Junior School in West Reading, which placed me in West House when I joined. My time at Reading School was from 1942 to 1947. For those five years, it was wartime, and even after the war ended, things were still pretty bleak. Life was rationed and austere, very different from what you'd see in schools today, and some of you might find it hard to believe the conditions we managed through," Ken Mills recalls, his voice full of memory and warmth.*

Ken's journey to Reading School began each day with a trolley-bus ride through Reading, followed by a walk up Elgar Road. *"At just under eleven years old, I'd see the older boys, especially the prefects, and think they were giants! I was pretty short back then."*



He remembers being from a modest family, his father sacrificed significantly to allow him to attend grammar school on a scholarship. *"We had very little. My mother had a stroke when I was only eight, which left her paralyzed on one side. A dear family friend, who I called Auntie Eunice, came in and took care of us. She was a wonderful woman, she drove a car, played the piano and organ, cooked and sewed. I'm sure my parents and Auntie Eunice were so proud of me for getting into Reading School. They didn't show it openly in those days, but I think they were."*

Life in Reading during the war was a mix of simplicity and resilience. Ken recalls an unforgettable day when a bomb dropped on the town.

*"I was at school doing extra PT, and suddenly we heard an explosion. A German aircraft dropped a bomb on its way home. It landed in central Reading, hitting a restaurant called 'The People's Pantry', where you didn't need to use ration books. Several people lost their lives there. I remember walking through Reading afterward, through all the broken glass near Heelas."*

Daily life had its challenges, but Ken also remembers the simplicity fondly.

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## Ken Mills (OR 1942-1947) continued

*"We didn't have phones or computers, and couldn't go to the seaside because the beaches were mined to prevent invasion. But we found happiness in simple things. We played games, we just got on with life, and somehow, it was still a happy time, despite the war."*

At Reading School, students practiced air raid evacuations to shelters on the field. At home, his family had an Anderson shelter in the garden—a small corrugated iron hut covered in soil.

***"When the alarm sounded, we'd go down to the shelter and wait for the all-clear, which sometimes didn't come. But my father had a good sense of when we were safe."***

Ken's memories of wartime in Reading paint a picture of a close-knit community.

**"We could play in the streets without any worry. Girls would skip in the side streets, and boys played football, not worrying about traffic. Food deliveries like milk and bread were often by horse and cart. The street lamps near our house were gas-powered, and I remember the lamplighter who'd come around at dusk and dawn with a long pole to turn the lights on and off."**

Ken chuckles as he recalls a familiar call that rang through the streets:

***"A man with a flat cap would walk along, calling out, 'Muffins and crumpets!'  
I remember those well."***

Ken's recollections reflect a time when life was simpler, but full of resilience, family pride and joy in small pleasures. His journey from **Battle Junior School to Reading School** highlights the enduring spirit of those years and the lifelong connections forged in the halls of Reading School.

We were delighted to capture not just the spirit of his school days but also a life filled with adventure, dedication and fond memories! Ken's stories bring out the warmth, humour and learning of those times. The tale of selling horse manure, early jobs, his school routines and escapades (like the carbide ink prank) gives a lively picture of the discipline and mischievous energy that must have been present.

The journey from those early days at school, through working at the bank, joining the Sea Scouts, to meeting his beloved late wife, Rosemary and then exploring the world together, speaks to a life lived with curiosity, commitment and a deep appreciation for adventure and companionship. It's clear that the values from Reading School and the respect for learning shaped him into someone who not only took pride in his work but found purpose in helping others manage challenging moments, especially in his banking career and beyond.

We particularly loved the Rhine cruise chair scene and the beautiful tribute to an enduring love story, first sparked by a toffee paper! And experiencing 73 countries, including places like Nepal, Peru, and the Galapagos— creating incredible memories.

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## Ken Mills (OR 1942-1947) continued

Ken's legacy is a profound reminder of the values we hope every Reading School student carries forward. Reflecting on his journey, he shared these messages with us, which we are honoured to pass on.

**Ken's first message** is simple but is about **building character**:

*"If given the opportunity—travel."*

**Ken's second message** centres on living a **life of purpose** and **connection**:

*"Life is about more than promotions or acquiring all the things you want. Real fulfilment comes from caring for others, cherishing time with family, and living each day with joy. We're all mortal, and we don't know what tomorrow holds. So, do good, find enjoyment in each day, and look forward to the future with a sense of hope and positivity."*

**Ken's final message** speaks to **gratitude** and **generosity**:

*"I began my life in poverty, and through hard work and fortune, I've been able to share my blessings. I've chosen to leave a significant portion of my estate to charities, including Reading School. The school has given me so much, and I want to give back, as a gesture of gratitude and encouragement to others. I believe anyone who attended Reading School would feel it shaped them positively. I hope all alumni consider leaving something for the school and other causes dear to them. Giving back, sharing not just knowledge but values - this is how we make a meaningful impact on others."*



Ken Mills interviewed by Jas Chhokar & Dal Singh  
(Development & Alumni Relations Office)

*"As one of the oldest ORs at 93 years of age I look forward to seeing as many ORs at the 900th Grand Reunion on 12 July 2025 to celebrate together and support our school."*

If you would like to hear the full interview, please click the QR Code:



We deeply value the support from our alumni. The commitment of individuals who share their wisdom, expertise and inspire philanthropic giving helps highlight the crucial role in shaping Reading School's future. For more information on how to get involved, please contact **Jas Chhokar, Development & Alumni Relations Manager** at [alumni@reading-school.co.uk](mailto:alumni@reading-school.co.uk).

# JOIN THE READING SCHOOL ALUMNI SOCIETY

The Society Office have launched Reading School's OR alumni website.

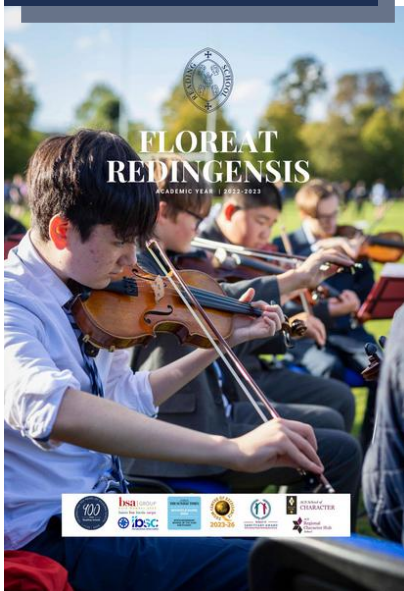
We value our Redingensians community immensely where we have seen generations of families pass through Reading School.

The Society Office offers several resources to leverage the strength and ingenuity of this network.

Parents and carers are welcome to register their details if they wish to remain a part of this growing community.



**Floreat Redingensis**  
Read the latest issues



**A global network**  
Connect with ORs around the world



**Be a student mentor**  
Provide careers advice and support



**Events and reunions**  
Sign up to attend an event



**Be an Alumni Ambassador**  
Represent your cohort



**Reading School's achievements**  
Catch up on school news



**Volunteer**  
Your time, expertise & knowledge



**Clubs and Societies**  
Join our various OR clubs and societies or create a new one

# GROW YOUR NETWORK



## Business Directory

As part of our efforts to foster a strong network and grow our partnerships, the Society Office is proud to launch the Redingensians Business Directory as a complimentary service to support and promote the wide variety of amazing products and services on offer, from the Redingensians community (ORs, current and former parents and staff) and our local community.

The goal of the Redingensians Business Directory is to celebrate the entrepreneurial spirit of our vibrant community and encourage networking and enhance connections between professionals as well as provide the advantage of exclusive discounts, offered by this network.

Promoting your business on our Business Directory is free of charge for a limited time only. If you are a business owner and would like to be listed in the Redingensians Business Directory, please visit the [Alumni Society](#) and fill out our short online form. Following submission and approval, your post will appear on the directory.



The UK labour market has become very challenging with high numbers of job vacancies being advertised. Reading School's high-calibre students, undergraduates and alumni are highly sought after in the global recruitment markets. If the organisation you work for or your own business would like to attract the finest talent, consider sharing job vacancies at the [Reading School Alumni Society](#) (scroll to jobs at bottom).

You can also share opportunities on Reading School LinkedIn with a network of nearly 5000 Old Redingensians working in a range of sectors across the world.

**If you have any further questions please do not hesitate to contact Jas Chhokar (Development and Alumni Manager) at [alumni@reading-school.co.uk](mailto:alumni@reading-school.co.uk).**

# ALUMNI ENGAGEMENT

## ORA Drinks in the City - Empowering Future Stories

The ORA Drinks in the City event at **The Guildhall** in June brought together alumni, partners and parents for an evening of networking and reconnecting. With over 40 attendees from various graduating years and industries, the event also highlighted the **Future Stories programme**.

**Headmaster, Revd Dr Chris Evans** presented the programme's impact, emphasising its role in partnering with local primary schools to enhance opportunities for children in Reading.

Special thanks to **Jeremy Chadwick ACII, President of the ORA (OR 1979-1986)**, **Fraser Peck (OR 1999-2006)** and **Aaron D'Souza (OR 2002-2009)** for hosting the inspiring evening, which combined networking with support for our vital social mobility programme, Future Stories.

The **Future Stories** programme is one of Reading School's flagship social mobility initiatives, dedicated to bridging educational inequalities in the Reading area. Through close partnerships with local primary schools, Future Stories provides students with unique learning opportunities, mentorship, and access to resources that broaden their academic horizons and raise aspirations. This impactful programme engages Reading School students as mentors and role models, fostering a supportive and inclusive learning environment for young people from disadvantaged backgrounds. By focusing on literacy, numeracy, and science, Future Stories is empowering the next generation and creating pathways for success in education and beyond.





# THE OLD REDINGENSIAN ASSOCIATION COUNCIL

(Subject to Election)

2024

<b>President</b>	Dr Fraser Peck (OR 1999-06) fraserpeck@hotmail.co.uk
<b>Past President</b>	Jeremy Chadwick (OR 1979-86) jeremychadwick@icloud.com
<b>Secretary</b>	Ned Holt (OR 1966-72) (Staff 1982-12) nedholt54@gmail.com
<b>Chairman of Council</b>	Lt Col Andrew Tuggey CBE DL (OR 1958-66) andrew.tuggey@outlook.com
<b>Treasurer</b>	Richard Taylor (OR 1988-95) richard.taylor@lpi2.co.uk
<b>Membership Secretary</b>	Chris Widdows (OR 1955-62) cwiddows@aol.com
<b>Assistant Membership Secretary</b>	Aaron D'Souza (OR 2002-09) aaronajhds@gmail.com
<b>Archivist</b>	Ken Brown (OR 1955-63) kcbrown11@aol.com
<b>Estates Advisor</b>	John Short (OR 1956-64) jhshort@btinternet.com
<b>Work Experience &amp; Careers</b>	Ray Sawyer (OR 1967-74) raysawyer33@yahoo.co.uk
<b>Other Councillors</b>	Nick Burrows (OR 1969-76) (Legal) Richard Griffiths DL (OR 1957-64) Rev Dr Chris Evans (OR 1990-97) (Headmaster and Honorary Chaplain) Arthur Truslove (OR 2003-08) (Magazine) Peter Whitehead (OR 1966-73) (Three vacancies)

2025

On behalf of the whole school community I would like to thank the members of the **Old Redingensians Association Council**.

Without this team neither this magazine, nor previous editions would have been possible. The school is indebted to the ORA Council, and gladly acknowledges this team and all those Redingensians who have supported this community in times of triumph and of tribulation.

Thank you for your continued wisdom, your support and your service.

**Revd Dr Chris Evans  
Headmaster**



# AN EMINENT OR – BULKELEY BANDINEL DD

By Ken Brown (OR 1955-1963) ORA Archivist

Who was this recipient of a 'Tea Tray' in Big School with the sonorous, faintly Dickensian name?

**The Bandinel family** have a distinguished and aristocratic background, claiming a Pope and six Cardinals in their family tree. David Bandinel settled in Jersey and became a naturalised British subject in 1602.

**Bulkeley Bandinel** *pictured right* was David's three times great grandson. David's great great grandson, James, came up to **Jesus College, Oxford** from **St Saviour on Jersey** and in 1758 was appointed a Fellow of the College. He married **Margaret Dumaresque** in 1775 and they settled in Oxford. There followed five children of whom Bulkeley was the third. He was born in Oxford on 21

February 1781 and named for his father's friend, **Viscount Bulkeley of Cashel**. Bulkeley was educated at **Reading School** (under the Headmastership of **Dr Richard Valpy**, from another noted Jersey family) **Winchester and New College, Oxford**.



Through Bulkeley there is an (extremely!) tenuous connection to **Admiral Lord Nelson** as Bulkeley served as Chaplain on HMS Victory in the Baltic from 1808 with **Admiral Sir James Saumarez** before becoming under Librarian of **the Bodleian Library** in 1810 frontage *pictured left*.

The Librarian was his godfather **John Price** and he succeeded him three years later. Bulkeley's impact was immediate and acquisitions rocketed. Many important manuscripts and books were acquired and his long tenure as Keeper of **Bodley's Library** was marked by continuous expansion of the collections and many spectacular purchases. A small part of the interior of the Library is *pictured right*.





During his fifty years working in the Library he re-catalogued the printed books, a task taking many years and resulting, in 1843, in the definitive form which is still used today.

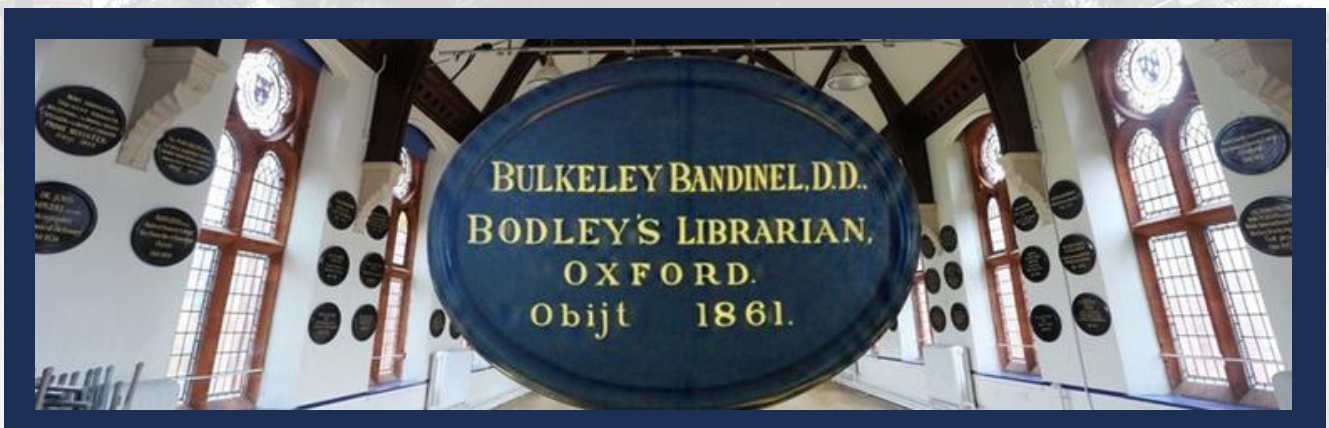
In 1860 he resigned his post, old age and infirmity having become too challenging. He retired on his full salary and was appointed an honorary curator but only had months to enjoy his new status, dying at 31 Beaumont Street on the 6 February, 1861, at the age of 79, from angina after a severe attack of bronchitis.

He was a delegate of the **University Press** from 1813. In 1814 Bandinel was also **Dean of New College**, and **Proctor for the University** earning great credit in that post. He was a prolific author and editor.

He married **Mary Phillips** in 1815 at **Sutton Courtenay** but there were no children of the marriage. She died in 1875 and lies beside him in a family grave, *right*, in St Sepulchre's Cemetery of St Mary Magdalen, Oxford..



By most accounts he was a courteous and kindly man – when it suited the purpose of the Library. But he was also evidently autocratic and did not suffer fools gladly. His subordinates did not have an easy time but he was a very great figure in the history of Sir Thomas Bodley's library.



Old School Tie (left) Silk £20  
OR Association Tie (right)  
Polyester £15 Silk £20

Available from:  
Chris Widdows, 21 Bulmershe Road,  
READING, RG1 5RH  
cwiddows@aol.com or 07876 228682






# ORA GOLFING SOCIETY AUTUMN MEETING

The appalling Oxford traffic and persistent light rain did nothing to dampen the enthusiasm and enjoyment of another record turnout of the members of the OR Golfing Society on 1 October at the Oxford Golf Club. Team selection was mainly in the hands of the traffic gods (Hermes and Mercury, of course) and eventually all 25 members present were safely dispatched out to play.

Oxford Golf course is renowned for its USGA standard greens and they did not disappoint. The subtle course design of Harry Colt dating from the 1920s was also much appreciated. It is little wonder this course was for many years the home of the Oxford University Golf Club until it was tempted away by sponsorship money from another local course. It is still used heavily by University golfers who remain delighted by its charms and convenient site near to the centre of Oxford - its accessibility by bike being rather easier than coming in by car.

The Society Secretary, Michael Barrott (pictured), distributed the trophies and prizes as follows:

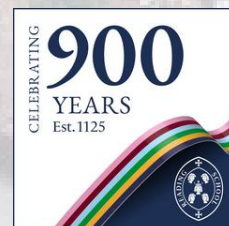
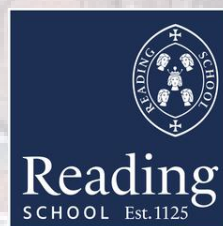
<p><b>Lowest gross score</b></p> <p>a. Richard Hunt 84 b. Rod Curry 85 c. Derek McAllan 86</p>	<p><b>Highest Stableford points</b></p> <p>a. Ray Montague 35 (94 gross) On countback b. Derek McAllan 35 (86 gross) c. Rod Curry 32 (85 gross). On countback d. Richard Hunt 32 (84 gross).</p>	
<p><b>Highest Stableford team score (best 2 players to count on each hole)</b></p> <p>a. Derek McAllan, Chris Forrest &amp; John Camidge 79 points b. Richard Hunt, Ian Noble &amp; Nick Ray 77 points</p> <ul style="list-style-type: none"> <li>• Nearest the pin on the 3rd - Rod Curry</li> <li>• Longest drive on the 10th - David Frood</li> <li>• Nearest the pin on the 17th - Michael Barrott</li> </ul>		



The next two meetings of the **OR Golf Society** will be at **East Berkshire Golf Club on 27 March 2025** and at **Maidenhead Golf Club on 17 September 2025** and both dates will have a flavour of '900 years and more have passed...' with special guests comprising Past Presidents of the ORA and masters (Present and Past) of the School.

If you would like to join this thriving Society please contact its Secretary, Michael Barrott, at [michael.barrott@btinternet.com](mailto:michael.barrott@btinternet.com).

*The ORA Past Presidents Salver for Best Stableford Team Score showing the winners since its inception in the Autumn of 2021 (left).*



# A lasting legacy



## 1125 Legacy Campaign

A **legacy to Reading School** is one of the most meaningful and enduring gifts you can give. All legacies, whatever their size, will directly benefit the School and its pupils. Pupils of today, as has been the case in the past, are the beneficiaries of previous generosity and now, over 900 years on in Reading School's history, it is our responsibility to ensure that the children and young people of tomorrow are equally provided for, to ensure that Reading School retains its place as one of the leading schools in the country.

If you are considering leaving a gift or have already left a gift to Reading School in your Will, please do contact us. We want to ensure we understand your wishes and are able to use your bequest in the best way possible. We also want to thank you during your lifetime, and celebrate your generosity.

We hope that the following information will be useful to you.

Please do work with your Solicitor and Tax advisor.

Taking care of loved ones is an important priority when planning your Will but including a bequest to charity can also lessen the burden of inheritance tax on your executors. By including a provision in your Will to support Reading School, you will be leaving a lasting impact on future generations.

Thank you for thinking of Reading School at this important time, and we look forward to discussing your bequest in due course.

Please contact Jas Chhokar, Development and Alumni Relations Manager, at [alumni@reading-school.co.uk](mailto:alumni@reading-school.co.uk)

All those who have pledged will be invited to join the **1125 Society**.



# IN MEMORIAM

By Ken Brown (OR 1955-1963) ORA Archivist and Chris Widdows (OR 1955-1962) ORA Membership Secretary

Since the 11 deaths reported in The Old Redingensians Association April 2024 Newsletter we have received notification of the deaths of the following (full obituaries will appear on the ORA website)



**D C (Derek) Birch**  
BSc ARCC CChem MRSC  
ASIS FRPS  
(1963-70 County)  
Died 18 July 2024 aged 72  
Research Scientist  
Prefect and member of  
Chemistry Society.  
He was unmarried



**Dr D M (Dudley) Bruton**  
MB BS MSc FRCP FFOM  
(1948-1951 County)  
Died 22 September 2024 aged 91  
Consultant Occupational Physician  
Vice Captain of School, Captain  
County House, School Rowing Cols,  
Rep Rugby Cols, Deb Soc Character,  
Dram Soc 2nd Initials,  
School Scouts,  
Past President Old Redingensians  
Association.  
Survived by his wife Joan and their  
three children



**J P (John) King BEM**  
(1951-1958 County)  
Died 13 February 2024 aged 84  
Schoolmaster  
Monitor, School 2nd XV Rugby,  
School 2nd XI Cricket, Debating  
Society SOM, Seekers Initials,  
Hon Sec Christian Union.  
He was unmarried



**Rev J S (Joe) King**  
(1951-1958 County)  
Died 10 February 2023 aged 83  
Clerk in Holy Orders  
Monitor, School Rugby 1st XV  
Rep Colour, Seekers Initials,  
Christian Union.  
Survived by his wife Pat and  
their three children



**D W (Dave) Long**  
(1958-1965 West)  
Died 23 September 2024 aged 77  
Immigration Service  
Hon Sec of West House, Captain  
of House Cricket and Hockey,  
School Cricket and Hockey 1st  
XIs Rep Colours for Cricket  
and Hockey.  
Survived by his two children



**Cdr N D (Nigel)  
MacCartan-Ward**  
**DSC AFC RN (Retd)**  
(1955-1962 East Wing)  
Died 17 May 2024 aged 80  
Captain of School,  
Captain of East Wing,  
Captain of Boarders, Captain of  
School Rugby, Athletics Rep  
Colour, Gymnast.  
Survived by his first wife, Alison  
and their younger son, Ashton



# IN MEMORIAM



**P N (Peter) Middleton**  
(1965-1972 East Wing)  
Died 30 May 2024 aged 70  
Insurance  
Prefect,  
Captain of East Wing,  
School Colours for  
Rugby and Cricket.  
Survived by his four children  
and his partner Maria



**M J (Michael) Moriarty CB**  
(1941-1948 West)  
Died 23 July 2024 aged 94  
Civil Servant  
Prefect, Hon Sec West House,  
White Scholar, McIlroy Prize,  
Aust Prize, Hon Sec Debating  
Society, School Music Initials,  
2nd Initials for Dramatic  
Society and Operatic Society.  
Survived by his three children



**D J (David) Rogers**  
(1947-1950 West)  
Died 2 April 2024 aged 93  
Esso Petroleum  
Captain of Schools,  
Captain of West,  
School Rugby Colours,  
Athletics Rep Colours,  
CCF Under Officer,  
Debating Society Character.  
Survived by Barbara and their  
two children

**Requiem æternam dona eis, Domine, et lux perpetua luceat eis.**

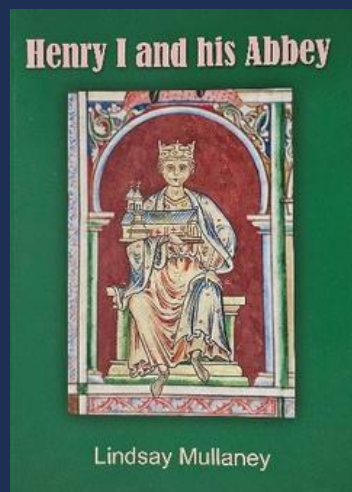


If you would like to report the bereavement of an Old Redingensians, please email Ken Brown at [kcbrown11@aol.com](mailto:kcbrown11@aol.com) and C J (Chris) Widdows at [cwiddows@aol.com](mailto:cwiddows@aol.com).

Please also contact the Society Office by emailing [alumni@reading-school.co.uk](mailto:alumni@reading-school.co.uk) so we can inform the school community.



# THE OR BOOKSHELF



## Lindsay Mullaney Henry I and his Abbey

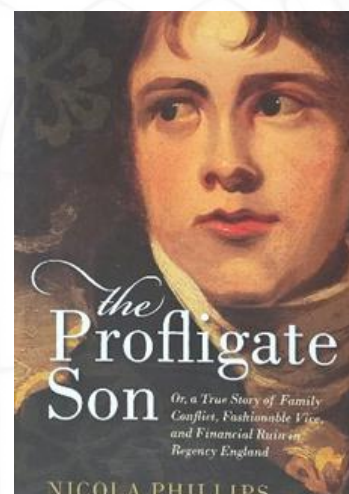
An attractive and well-illustrated book about the life and times of King Henry I who, of course, founded his great abbey at Reading. There our School had its origins (though some do not rule out its existence before the Abbey was built).

**Publisher Scallop Shell Press (£25)**  
**Softback 244 pp illustrated**

## Nicola Phillips The Profligate Son

William Jackson was an OR who went to the bad. He was at School under Dr Richard Valpy. The book is described as “a True Story of Family Conflict, Fashionable Vice and Financial Ruin in Regency England” and is produced to the usual high standards of the OUP.

**Publisher Oxford University Press (£20)**  
**Hardback 332 pp illustrated**



## Various Contributors A history of cricket at Reading School

Apart from Ned Holt the main contributors to this book are, sadly, no longer with us. It was produced in connection with the 1986 anniversaries of the School and the OR Cricket Club (time for an update?) and there remain a number of copies which are offered for free (though a small donation to the Old Redingensians Association to cover postage is requested).

**Contact [kcbrown11@aol.com](mailto:kcbrown11@aol.com)**  
**Softback 80 pp illustrated**






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### Ways to Donate

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Online via:

[Reading School Alumni Society](#)

[CAF Donate](#)

Or if you are a parent/carer at  
[MyChildAtSchool](#)



Set up a Bank Transfer or Standing Order at:

**Bank:** Lloyds TSB  
**Account name:** Reading School Charitable Fund  
**Sort Code:** 30-67-99  
**Account No.:** 40733560  
**Reference:** student or alumni donor name



Cheque  
made payable to:

'Reading School'

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### Maximise Your Gift

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#### Gift Aid

By gift aiding your contribution we can reclaim an additional 25p in every £1 donated from HM Revenue and Customs, making your gift worth even more at no extra cost to you. If you qualify, please complete the gift aid declaration so we can claim gift aid on all your future donations. You must be a UK Tax payer for your contributions to qualify for gift aid.

#### Match Funding

In most cases, a company pledges to match a sum of money relating to the amount the employee has either raised or donated to a charity. Please contact your HR or Corporate and Social Responsibility Department to check whether a scheme is already in place or if they would be willing to set one up.

#### Payroll Giving

Employees can donate directly from their pay to any registered charity or good cause through your employers chosen HMRC approved payroll giving agency. Contact your HR department and see if their is a payroll giving scheme in place, sign up and send your completed form to your HR/payroll department and they will process your details.

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#### Gifts from the USA

Donors living in the USA can donate to Reading School and qualify for a US tax deduction by donating through the British Schools and Universities Foundation, Inc (BSUF). Reading School is registered with the BSUF, which is a charitable organisation recognised by the US Internal Revenue Service under Section 501 (c) (3). When asked to indicate the name of the Approved Institution you would like to benefit from your gift, please enter the words: 'Reading School Charitable Fund'. Click the link here to learn about the many way you can donate to support [Reading School - Donate – British Schools & Universities Foundation](#) (bsuf.org).

If you wish to discuss your contribution, please contact **Jas Chhokar (Development and Alumni Manager)** by email at [development@reading-school.co.uk](mailto:development@reading-school.co.uk) or call 0118 9015600 Ext 249

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