



FLOREAT REDINGENSIS

SEPTEMBER 2020-2021



FINALIST
SCHOOL/COLLEGE
OF THE YEAR
2020

UK
Social
Mobility
Awards™



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Old Redingensians Association**



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

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To connect with fellow Old Redingensians, please join the [Reading School Alumni Society](#) or email alumni.reading-school.co.uk.

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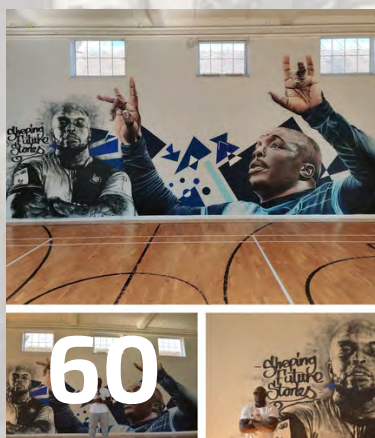
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"Our collective strength comes from our community and we celebrate the qualities that make each person remarkable, where everyone is valued and respected."

HEADMASTER'S WORDS

Each of us is part of an unbreakable chain of people going back and forward in time. We are part of an institution that has been passed down to us, since 1125, nearly 900 years. Part of an unbroken chain, those before us, and those after us. We share values, beliefs and a sense of identity with those around us and this anchors us. We share a purpose with them. Our traditions tie us together.

We celebrate our past. We celebrate what we have achieved in 2021. We celebrate the living tradition of the Reading Way. The Reading Way is our roadway to healthy, high performance. A pathway that is shaped by growth in character and wellbeing. We need to measure up in terms of our sense of belonging and leave a positive mark. As a high-performing organisation, we are committed to creating a great place for great people to do great work. I hope that Floreat Redingensis 2021 serves to strengthen a sense of belonging and helps to create positive future stories.

The focus on community, belonging and adding value to Reading School is influenced by the approach to high performance of Professor Damian Hughes, an ambassador of the Reading Way. We also acknowledge that emphasis on belonging is further shaped by the work of Owen Eastwood and Dr Phil Cummins along with our partnerships with schools in New Zealand, Kenya and Denmark that prioritise community building. Furthermore, the Society Office and the Community Relations Office seek to strengthen bonds within our community, highlighting the value of a culture of belonging and inclusion. Floreat Redingensis undoubtedly evidences the importance of collaboration, enabling individuals to flourish.

We believe in healthy, high performance through maximising the opportunity to develop academic excellence and nurture people of character and substance. We must be guardians of Reading School and guardians of each other. We must all be

stewards of a school that values people and place and strives to champion belonging shaped by shared core values of excellence, integrity, leadership and community.

What about the future? We need to provide the optimal environment for our staff, students and members of the Reading School family. Working together with alumni and parents we can make this happen. We can therefore play a positive role in strengthening the chain in the future. Ours can be a substantial, positive contribution if we work together to turn the strategic and operational priorities into reality. We can achieve more as a team, as a community, rather than as individuals.

To thrive we need to nurture organisational purpose and belonging. Belonging should not be an undervalued condition, it is necessary for high human performance. We are not machines. We do not perform tasks in a vacuum. We are affected by our environment. This is why we must work together, in a spirit of community strengthened by a sense of belonging. Belonging is a sense of psychological membership. It represents the extent to which our people feel accepted, respected, included and supported. Belonging is an essential component for wellbeing, physical health and excellent academic outcomes. It must be valued and prioritised. There is a shared responsibility of belonging for the whole School community, inclusive of staff, students, parents, alumni and governors.

A culture of belonging and inclusion facilitates healthy high organisational performance. Everyday inclusion is important and is achieved when people feel confident that they are being seen, heard and valued as whole and unique individuals. Psychological safety is essential in an environment of everyday inclusion. Trust and the ability to be vulnerable is powerful for organisational bonding. Non-inclusive behaviour is a poison that stalls innovation, productivity and collaboration. We are committed to being an inclusive community. We value the importance of positive relationships and the building of a

"Belonging is not just about the things that we do together, it is also about the way we feel about each other."

sense of community and belonging. The ties between alumni, current students, both day and boarding and our positive future stories are crucial in this respect.

The 2021 Floreat Redingensis School magazine illustrates the words and indeed actions required to emphasise belonging positively. It demonstrates our commitment to investing time and care in designing an environment that sets the optimal conditions for healthy, high performance.

Belonging is strengthened through energy, optimism and psychological safety. We are committed to nurturing a culture and strategy that builds and bonds. The world is filled with unique and wonderful people with diverse gifts and reservoirs of untapped potential. We should promise to be an ally to them and an advocate for them. We should be authentic members of the school community and seek to bring out the best in them. We should celebrate the positive culture of commitment and energy illustrated in the following pages.

Belonging is not just about the things that we do together, it is also about the way we feel about each other. We seek to provide a sense of identity and achievement for our people, which is vital to creating organisational purpose and belonging. Our alumni, parents, governors and friends of Reading School all have an important part to play in nurturing belonging.

Our collective strength comes from our community and we celebrate the qualities that make each person remarkable, where everyone is valued and respected. All people belong and we are committed to shaping positive future narratives and future stories of people from all backgrounds. This is achieved in a number of ways including through the inspiring House system and also the strength of our relationships with alumni, parents, the Reading Foundation and

governors.

We want to enable healthy, high performance through belonging. We need to reflect on a shared past, present and future. Each of us needs to be connected to the people with whom, and the place where, we feel as though we belong.

It is my hope that this edition of Floreat Redingensis strengthens our sense of belonging and nurtures our commitment to the Reading School family, a community that seeks to nurture people of character and promote excellence.



**Mr A M Robson
Headmaster**





ORA PRESIDENT'S REPORT



My name is Andrew Tuggey and since autumn 2020, I have had the honour of being President of the ORA, having taken over from Ian McKinnon at the ORA's first virtual AGM. Back in the day when I read my first Reading School magazine as a first-former, no doubt skimming quickly through the ORA section with its lead article from the then ORA President, little would I have thought that one day I would be contributing to that piece. 2021 first-formers and others, I should be grateful if you would take a little more time to read what follows.....

Traditionally, the President reports on the activities of the ORA during the previous year. It will come as no surprise that recently, all ORA events and activities have been curtailed. Nevertheless, the ORA has continued to provide funding to support School activities, including Book Week, Future Stories, Music Master Classes and the production of the school magazine. Close liaison has been maintained with the School and the Executive Committee and Council have continued to meet via Zoom. In Jeremy Chadwick, we have a new Vice-President and Secretary. Jeremy is a current Reading School parent and a governor at Kendrick School and we are fortunate that he has joined us.

It has been a pleasure for me and my colleagues on the Council and in the wider ORA, to learn with much admiration and pride how the school has continued to provide for its students during the pandemic. It is unlikely that such enormous challenges will have been met and overcome with such dedication, determination and innovation at any other time during the school's almost 900-year history.

The whole Reading School community, Headmaster, teaching and non-teaching staff, parents, students, governors, trustees and ORs, have pulled together to ensure that no one has been left behind. Online teaching, teaching while social distancing and COVID-19 security, the provision of additional IT support to those who need it, student and staff well-being support, plus the provision of real estate for Royal Berkshire Hospital staff accommodation at the height of the pandemic exemplify the core values of Reading School: excellence, integrity, leadership and, particularly apposite during these times, community.

Having served in the Army, led an international parliamentary association in the Houses of Parliament, been a High Sheriff, I now serve as Vice Lord-Lieutenant of Gwent as well as chair of the UK Community Foundations. UKCF supports and brings together the rich tapestry of the 47 community foundations across all four nations of the UK, and advocates at UK and international levels. Community foundations provide sustainable support to local communities through funding from local philanthropy and national and local authority funding. During the pandemic, the community foundation network has distributed some £75M to communities throughout the UK on behalf of the National Emergencies Trust, in addition to funding from every individual community foundation. I mention this because communities coming together has been one of the silver linings amongst the grey clouds of the pandemic. People have been volunteering and helping each other within their communities with compassion, understanding and kindness.

"Local philanthropy and giving from private individuals, families, the business and corporate sector will be needed even more than ever."

All of us, past or current students of Reading School are privileged and blessed. Yet within Reading and Berkshire communities, there are many pockets of community deprivation. Over the past 18 months, the Berkshire Community Foundation has brought together the local Reading and Berkshire philanthropic response and other resources to support the amazing charities and community groups with crucial funding and support, enabling them to continue their work, to adapt and change their operations as required, and to plan for the future with greater confidence. In Reading alone, £1,124,205 was awarded to community projects during FY 2020/21.

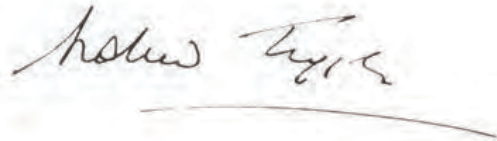
The voluntary sector will continue to play a crucial role in maintaining social cohesion. Despite the seismic impact of the pandemic, the resilience and creativity seen in the voluntary sector has been tremendous. Charities and voluntary community groups will continue to help those in need across Reading and Berkshire. However, the inherent strength of the sector and its people will not be enough to sustain it and help society recover. Local philanthropy and giving from private individuals, families as well as the business and the corporate sector will be needed even more than ever.

Therefore, we in the ORA recognise and applaud Reading School's community service programme. It is a great entry point for students to volunteer and learn about the importance of communities and the vital role of the voluntary sector in our society. Linked within that overarching value of community, we were once again delighted to hear that Reading School has been shortlisted for the UK Social Mobility Awards.

The Reading School Alumni Society does great work in connecting alumni across the workplace and providing a means of keeping in touch with each other as ORs make their way in the world. The Old Redingensians' Association works in unison with the Society Office to encourage Old Redingensians to give back to the school, to attend sporting and social events, including class reunions and to support each other.

Parents, may I suggest that you make a gift of ORA membership to your son as he leaves Reading School? It is such a nice thing to do. Details are at www.oldredingensians.org.uk/membership.

Floreat Redingensis!

A handwritten signature in dark ink, appearing to read 'Andrew Tuggey', with a horizontal line underneath it.

Andrew Tuggey CBE DL (OR 1958-66)

A LEVEL RESULTS & UNIVERSITY OFFERS

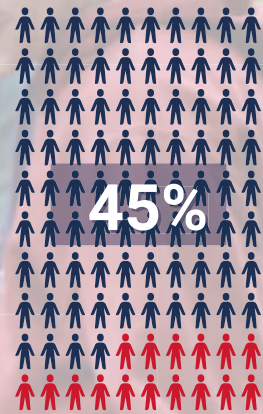
Having demonstrated character and resilience, Reading School's Class of 2021 is to be congratulated on having attained exceptional examination results and securing places at some of the UK's top universities. This not only reflects the calibre of students who leave the school but also the teachers and staff who have worked hard to compile persuasive evidence to underpin the calculated grades submitted.



of students achieved A*-B

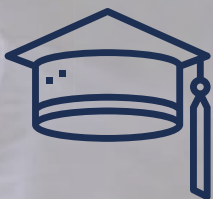


of students achieved A*-A



of students achieved A*

84%



Students will attend a Russell Group University

56%



Students will study a STEM subject including 20% going on to study medicine

22



Students secured Oxbridge offers



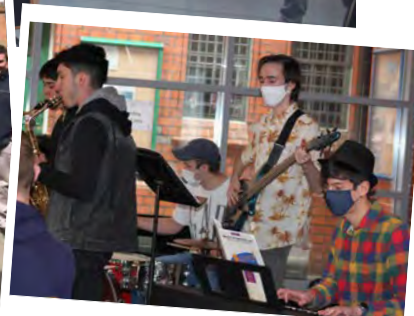
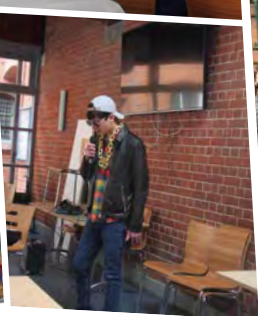
Mr A M Robson (Headmaster) says:

"I am extremely proud of all our talented A-Level students. They have demonstrated academic excellence, flexibility and resilience as we have collectively continued to navigate uncharted waters. Their adaptability and remarkable perseverance are key attributes to their future success."





YEAR 13 LEAVERS CEREMONY



Class of 2021- A Fond Farewell

As the last school day arrived for our Year 13 leavers - a group of exceptional young men - the whole school community was delighted to celebrate their time as students of Reading School with a fitting farewell.

The Refectory played host to the first social gathering in fourteen months that students were able to enjoy as a year group. We were treated to rip-roaring musical entertainment by the jazz band, interspersed with reflections from students and words of praise from Head of Sixth Form, Mr A Lloyd and the Headmaster, Mr A M Robson. These moments were at times emotional, but always full of pride and gratitude. Mr Robson opened the afternoon with a word of thanks to honour the boys. This was followed by speeches from Dan Nicoll (School Captain), the House Captains and some additional heartfelt reflections from Swapnanil De and Zubayr Ali.

The celebrations continued with a rambunctious audience showing their appreciation for the upbeat, a cappella offerings of the barbershop quartet. The finale: a light-hearted and witty hip-hop-original courtesy of Lucas Kirby. An afternoon to remember for all!

Teachers and staff are extremely proud of this year group who came through the unexpected challenges they faced, showing grit, unwavering determination, and good humour. As we wave them goodbye, we are confident that they are now ready for the next exciting chapter in their lives.

Class of 2021, thank you for your time with us at Reading School; you leave with our very best wishes for the future.

Mrs H Majorossy-Young (Teacher of German; Sixth Form Intervention Lead) and Miss E Fondu (Teacher of French & Deputy Boarding Housemistress East Wing)



Pay it Forward

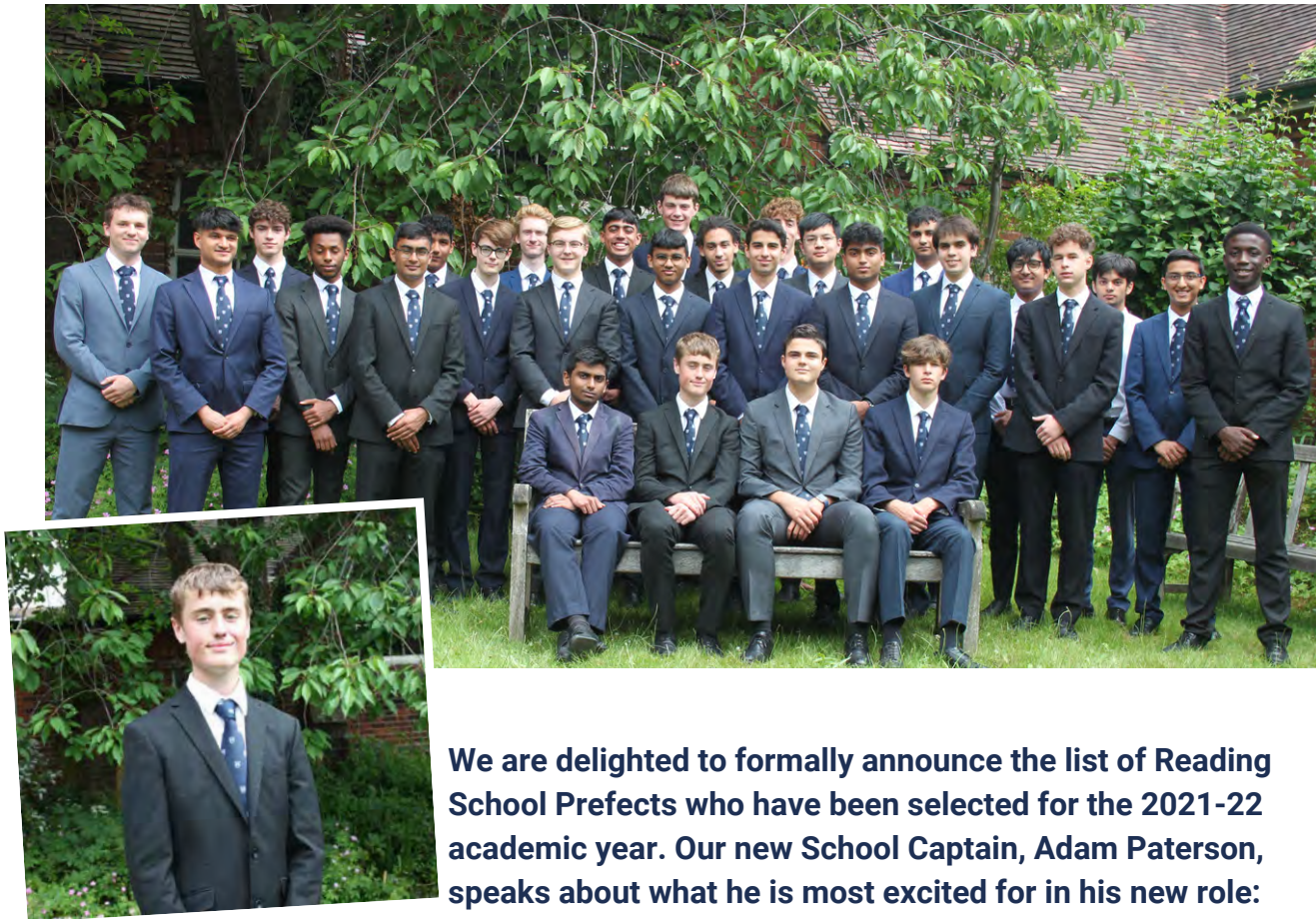
The Leavers' Gratitude Gift is a departing gift from the families of Upper Sixth Leavers in support of the Building for the Future. The gift is a collective effort to ensure that opportunities are afforded to all Redingensians in the future and aims to continue the long-standing tradition of giving back.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

**SCAN QR CODE TO
DONATE TODAY**

Please reference "Leaver 2021-NAME" when making a donation



MEET THE PREFECT TEAM



We are delighted to formally announce the list of Reading School Prefects who have been selected for the 2021-22 academic year. Our new School Captain, Adam Paterson, speaks about what he is most excited for in his new role:

Why did you want to become a Prefect? What does your role involve?

"I wanted to become a prefect to understand how the school is managed, and to be more involved with school life and events. I realised early on that I enjoyed being involved in house events and volunteering, being a bigger part of the school than simply attending. Being School Captain involves the school both internally and externally, as well as coordinating several groups and leaders to get the best out of everyone."

What changes would you bring to the school in your new role as School Captain?

"The main change I aim to make is to create a better sense of cohesion between year groups (when restrictions ease), to increase cooperation and community within the school. Specifically, I aim to involve the prefect team in the lives of all the classes in the school and have a better understanding of the wants and needs of the feelings of the lower school year groups. I also aim to create a better student experience for future Redingensians particularly through incorporating both face-to-face and remote aspects into the school day. Not everything about remote learning during lockdown was a disadvantage so I aim to identify its advantages and advise the Senior Leadership Team on how best we can implement them in the future."

As School Captain, what legacy would you like to leave behind at Reading School?

"By the time I leave Reading School, I hope to leave a real impact on those in the years below me, getting to know as many as possible. I'd like to be remembered as a person who students knew, rather than just a name and a picture in the School magazine. Some of the best School Captains before me were great role models and provided me with an ambition to go far within the school so I can only hope to inspire future prefects and leaders."



"Ultimately, my goal is to support our School Captain and Student Body in the best way possible by ensuring that each prefect within it goes above and beyond in their tasks."

Calvin Gavrilov
Vice Captain- Student Body Team



"I wanted the chance to give back to the school community! I've been able to enjoy all sorts of opportunities given to me for the last 6 years, so I would like to create some opportunities for others."

Matthew Copeman
Vice Captain- School Events Team



"I have enjoyed my time so far at Reading School and wanted to give back to the School community in any way that I could. The chance to become prefect was a perfect opportunity for me to help out!"

Karan Baishkiyar
Vice Captain- Sixth Form Team



"Reading School has been a brilliant influence on me throughout the past six years, not only academically, but in helping me grow as a person. I now have the opportunity to make positive change and give back the lessons I have learned to help create a more memorable school experience for younger students."

Daniel Vetsko
Vice Captain- Projects and Community Team

2021

Leadership Team

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

Adam Paterson
Daniel Vetsko
Karan Baishkiyar
Matthew Copeman
Kalvin Gavrilov

Student Body Team

Sports Prefect
Junior Sports Prefect
Student Voice Prefect
Mentoring Prefect
Well-being Prefect
Well-being Prefect
Senior Subject Prefect
Pastoral Voice Prefect

Reuben Henry-Daire
William Mabukwa
Arran Johnson
Roshan Patel
Jakub Jaloweic
Jacob Merchant
Neil Paliwal
Joedh Kang

School Events Team

External Relations Prefect
School Events Prefect
Junior Social Prefect
Social Prefect
Society Office Prefect

Arvind Adavikolanu
Ali Batley
Mannan Karwa
Eesh Mishra
Matthew Grove

Sixth Form Team

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

Amgad Bashir
Aryan Sapkota
Finbarr Sheedy
Dhroov Patel
Shawn Poile
Vaibhav Mahajan
James Riley

Projects & Community Team

Charity Prefect
Community Service Prefect
Future Stories Prefect
Environment Prefect
Equality Prefect
Equality Prefect

Archie Thorpe
Ransen Perera
Rovindu Hettiarachchi
Oliver Liles
Adam Musa
Thomas Masters

House Leadership Team

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

Aryan Gupta
Ollie Binnie
Will Lockwood
Vivan Vasudeva
Joe Tubb

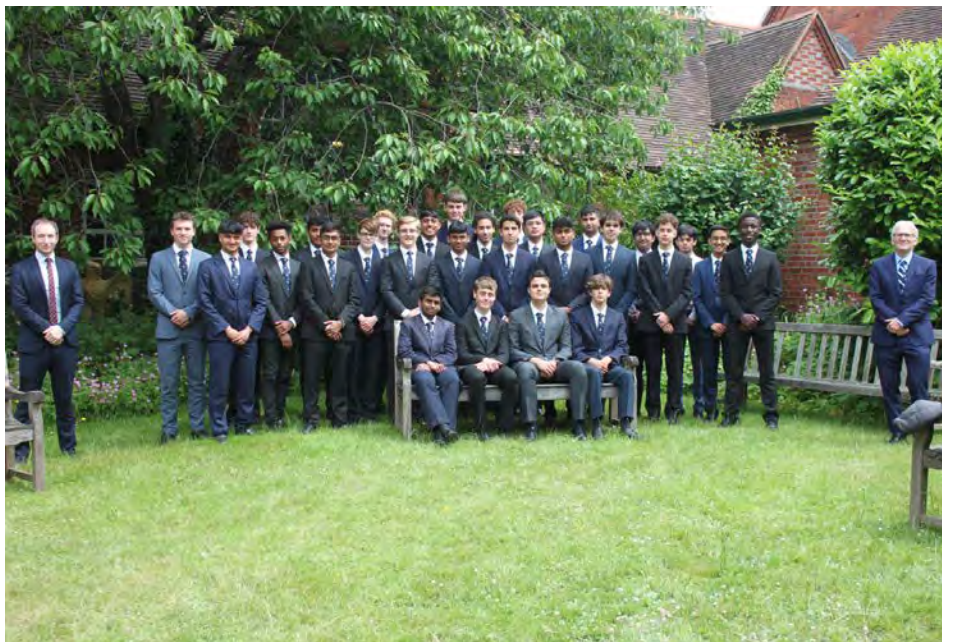
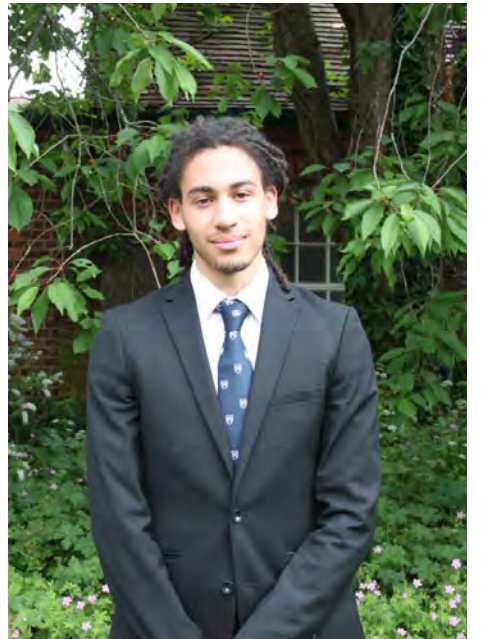
Boarding Team

East Wing Captain
South House Captain

Mithun Sivakumar
Ben Greatorex

PREFECT LEADERSHIP TEAM

2022

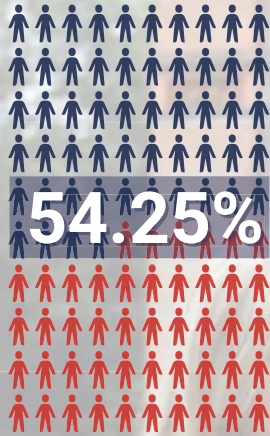




DEPARTMENT NEWS

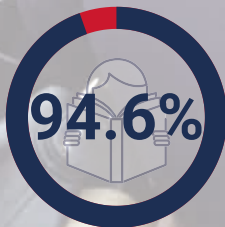
At Reading School, we empower every student to pursue, discover and explore their interests and passions within each subject, supported by their committed teachers. The following pages showcase the academic achievements within each department.

GCSE RESULTS



of all entries were awarded grade 9

English



of students achieved GCSE English at grade 9-7 and 95% achieved the English Baccalaureate.



of GCSE entries were awarded grades 9-7

Science

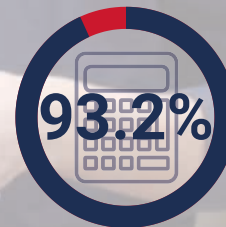


of students achieved GCSE Biology, Chemistry, Physics at grade 9-7 as well as in History & Latin.



of GCSE entries were awarded grades 9-8.

Maths



of students achieved GCSE Maths at grade 9-8 and 87.3% of the 110 candidates entered in the Additional Mathematics qualification achieved grades A-B.

“

Our students have demonstrated resilience and fortitude over the last 18 months. This years' GCSE results give our students a firm foundation on which to build further success in the Sixth Form. We celebrate not only their fine examination results, but also their commitment to sport, House activities and competitions, volunteering, as well as their drive to develop a community ethos and sense of belonging as a part of the Reading School family.





“You have all demonstrated you are resilient and can overcome challenges, and we are most proud of all your efforts during what has been a difficult period during this pandemic.”

Mr D McGall (Assistant Head)

GCSE results day saw parts of the Redingensians community come together to celebrate the achievements of our Year 11 students. At Reading School, our students are encouraged to approach new opportunities and challenges with confidence and resilience. Despite the disruption caused by the pandemic, which has affected the best part of their GCSE years, the achievements of this Year 11 cohort reflects the quality of their hard work and the firm foundation on which they will build further successes.

All of this would not be possible without the dedication and effort of teachers who have worked extremely hard to compile substantial evidence in recent months.

Our Year 11s certainly have bright futures ahead of them. We look forward to seeing them thrive and flourish over the next two years.

“ I am very happy with my results and proud of the hard work I put in. I’m extremely grateful and thankful to my teachers for helping and supporting all the students during the pandemic. I now look forward to my Sixth Form years with Reading School.”

Rishi D (11W)

“I look forward to welcoming all our students who will be enrolling to our Sixth Form, both current students and those who will be joining us from other schools. To those students who will be moving on, I sincerely hope that this is not goodbye. You will forever be a part of the Reading School family.”

Mr A Lloyd (Head of Sixth Form & Assistant Head)

ART

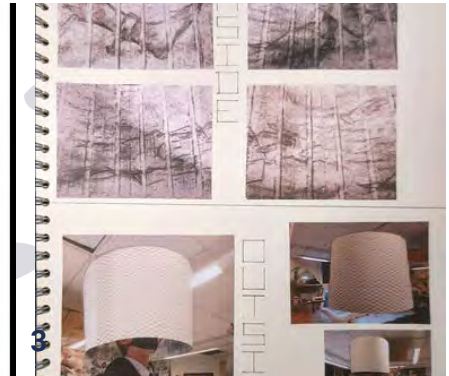
The following images are taken from GCSE and A Level artists at Reading School.



1



2



3



4



5



6

1. Memories (final outcome):

"It is meant to represent the unhappiness and regret many people feel with their jobs, relations and life once they reach adulthood, reminiscing and hoping for another chance at the past that they viewed as a better time."

Yash (11S)

2. Nature vs. Humanity (selected sketchbook work):

"My final piece is highlighting the issues surrounding our impacts on nature, focusing on the impact that pollution, and climate change has on coral reefs. It is communicating how the beauty of the natural world is in danger, but that we can still do something about it."

Harry J (11W)

3. Time and the Future:

"It is the final culmination of my focus on human augmentation and cyberpunk / dilapidated tech dystopian futures throughout my project. I wanted to convey the replacement of humanity in the workforce and society (animatronic doctors, automated cashiers, etc.), emphasised this by using my face in the model rather than a generic human head to create an unnerving effect which mirrors the strange, uncanny valley and alien feeling such a replacement would have. Also, rust was a recurring theme throughout my project so I continued with it in the final outcome."

Thomas S (11E)

4. Architecture (final outcome):

"My major project focuses on architecture in general and then zooms in on specific themes and styles of architecture I am interested in and have developed upon. At first, I have focused on the most recent advancements in modern architecture and as my theme developed I have chosen the theme of evolution of architecture and explored older more traditional architecture."

Sida L (11L)

5. Human Structures (selected sketchbook work with final outcome):

"My final piece is an exploration of the invasive use of prison labour for profit and the way in which it is in some ways modern day slavery with the proper mental support not always being given to prisoners leading to absurdly high suicide rates."

Will J (11C)

6. Wellbeing and Architecture

Selected A Level sketchbook work

Alp N (12BSA)

BIOLOGY

Every year, hundreds of students participate in 3 high-quality competitions run by the Royal Society of Biology and facilitated by the Biology Department.

Year 9 & 10 Biology Challenge

This year, 12 Gold, 38 Silver and 68 Bronze awards were awarded to students who participated in the Year 9 & 10 Biology Challenge. 300 Reading School students took part in this year's competition.

The following students achieved Gold Awards: *Anish K (9C), Arhan C (9S), Lucca K (10C), Darren T (9C), Thomas L (10L), Bharat J (9W), Milan G (9E), Adam M (10S), Oscar S (10L), Harry P (9L), Sam J (10S) and Vivek S (10S).*



Intermediate Biology Olympiad

48 Year 12 Reading School Biologists participated in the Intermediate Biology Olympiad. 9 Gold, 9 Silver and 8 Bronze awards.

The following students achieved Gold awards: *Thomas M (AC), Matthew C (BSA), Mustafa C (SP), Dinindu W (EH), William Elliss (AC), Eashan R C (FEH), Saleh Y (MK), Adedeji B (TT), Daniel D (DAW),* placing them in the top 5% of students who participated.



2021 British Biology Olympiad

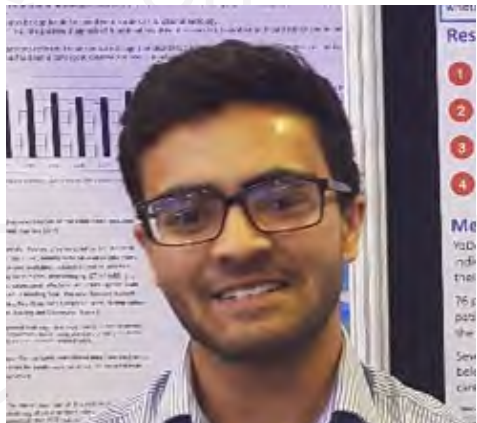
54 Year 13 Reading School students participated in the British Biology Olympiad, achieving a total of 14 Gold, 9 Silver and 7 Bronze awards.

The following students achieved Gold awards: *Swapnanil D (13DAW), Faiq A (13SP), Nikhil K (13AC), Jonathan C (13EH), Ayush S (13JM), Sammith R (13TT), Joshua C (13AC), Edward B (13JM), Yash S (13MJK), Yusef B (13DAW), Michael B (13AC), Alexander HC (13VGG), Marek W (13DAW) & Haaris A (13MK).* Only 5% of students who took part in the Biology Olympiad 2021 achieved Gold awards.



Medical Society Talks

OR Divyansh Dixit (2008-2015)- An Insight into Medicine



The Biology Department and Reading School Medical Society were delighted to welcome back OR Divyansh Dixit (2008-2015) for a virtual Teams talk in February 2021.

Year 11-13 students had the opportunity to hear his first-hand insight on the application process, attending the University of Southampton and a comprehensive overview of a medical degree. They were fascinated to learn about his practical work experience and enjoyed taking part in the clinical scenarios and hearing about his published research on the impact of early-onset dementia on carers.

Eashan C (12FEH) commented, *"The talk by Divyansh was fascinating as it gave an overview of clinical medicine and the sort of topics covered during a medicine course. His introduction to clinical topics and pseudo-seizures was especially interesting. I hope he can give another talk, as this one was extremely interesting."*

Ayush S (13JM) said, *"Divyansh's comprehensive talk covered various aspects of the medicine application process but also diving into the specifics of what to expect at medical school, giving us some valuable advice along the way. He talked through numerous fascinating experiences, from the birth of a child to modern reconstructive surgery, all of which were very interesting. He ended the talk with two clinical scenarios, putting us into the shoes of a doctor and asking us what we would do in those situations. A great talk and one which was much appreciated by all of the students at Reading School."*

Meet N (11W) commented, *"Divyansh's talk provided us all with great insight into medical school and clinical medicine. While all medical talks seem interesting to biology and medicine enthusiasts like me and the other attendees, Divyansh's talk stood out. He provided detailed information on the structure of a medicine course, whilst ensuring we were engaged by giving us clinical problems to solve.*

"While all medical talks seem interesting to biology and medicine enthusiasts like me and the other attendees, Divyansh's talk stood out."

Meet N (11W)

It highlighted the difficulty of giving a reliable diagnosis. I have attended webinars outside of school, but this was one of the most interesting medical talks I have witnessed - thank you so much, Divyansh!"

Q & A with Dr Ganesh Iyer

Dr Ganesh Iyer discussed the world of medicine and his career and current role as Chief Cardio-Thoracic Surgeon at Aster Hospital in Bangalore, India.

During the Q & A, Dr Iyer spoke enthusiastically about his 25-year career and why he chose to become a cardiothoracic surgeon. Our students were intrigued to hear about the different healthcare systems around the world and his work in complex adult and paediatric cardiac surgeries including heart scans and 3D printing.

Eashan RC (12) commented, *"It was really interesting to learn more about the developments in medical technology and how it has improved patient care."*



The Pain-free Mindset Project- Dr Deepak Ravindran

Current parent Dr Deepak Ravindran, Consultant in Anaesthesia, Pain and Musculoskeletal Medicine, and Clinical Lead for Pain Medicine at the Royal Berkshire Hospital discussed pain and pain management.

Adam M (12) commented, *"The session was really interesting. Dr Ravindran discussed the topic of pain, and how it has been falsely depicted through outlets like children's films that perpetuate an unrealistic and distorted notion of pain. I learnt how widespread chronic pain is and that it is not the same as nociception. Dr Ravindran argues that we need a new understanding of pain, which he described in his book, "The Pain-Free Mindset". This talks about various steps of taking control and overcoming chronic pain. I would recommend this book as it is certainly a fascinating read!"*



Life of a Veterinary Surgeon- Dr Peter Jackman MRCVS

Veterinary Surgeon and Year 12 Parent Dr Peter Jackman spoke to the Reading School Medical Society about his Veterinary career. During the talk, Peter gave a brief overview of life as a vet and emphasised its unpredictable day-to-day challenges.

Archie T (12VGG) commented, *"It was great to hear about an alternative medical profession and the different challenges it offers. I was impressed by the sheer breadth of knowledge required to treat the variety of patients coming through the door, and the complex considerations between the needs of the animal, owner and practice. Thanks to Mr Jackman for answering so many of our questions!"*

First virtual MMI practice for Reading School aspiring medics and dentists

In November 2020, aspiring medical students took part in our multiple mini-interview practice circuit (MMI) along with students from John Hampton Grammar School. Our experienced interviewers were a mix of doctors (some of whom were alumni), alumni medical students and members of our parent community and staff.

At Reading School, our MMIs consists of 4 short interviews running on a carousel. The interviewees move between each station and involve answering a question, completing a practical task, or participating in a role-play. It was a valuable evening. Our students hugely benefit from the exclusive interview insight and feedback on their performance during the interviews.

A huge thank you to all our interviewers who provide expert guidance in the medical interview practice and give up their evening to help our aspiring medics and dentists.

COMPUTER SCIENCE

Year 13 students develop software at the Oracle

Last summer, three Reading School Sixth formers, Kiran, Peter and Rushil, worked on a project with Oracle, Reading Voluntary Action and Connect Reading. Alongside the developers from Oracle, the students worked as a small team to build an application named 'Reading Charity Connect'.

The student team commented, *"It is incredibly fulfilling that Reading Charity Connect will soon be going into action in GP surgeries across the town, linking patients to voluntary sector support and activities through a Social Prescription. The project itself is open-source and thoroughly documented, such that charities elsewhere can adapt our implementation to fit their requirements and get the Charity Connect system up and running with ease. Overall, we feel as though our software development skills, more specifically problem-solving and proficiency with new technologies have improved immensely during our time working on Reading Charity Connect. We would like to sincerely thank Mr Barraclough for arranging this excellent opportunity and Martin Millmore (Vice President) at Oracle Corporation for overseeing our work experience."*



"Thank you to Rushil, Kiran and Peter, from Reading School for undertaking their work experience with the Oracle during the Summer. I have been impressed with their work and would happily have any of them on my team again."

**Martin Millmore
Vice President, Oracle Corporation**

UK Bebras Computing Challenge

The UK Bebras Computational Thinking Challenge, supported by the Raspberry Pi Foundation, is designed to get students excited about computing and computational thinking. It is a problem-solving contest with questions inspired by topics in computer science.

Out of the 359 students that participated, 88 students achieved a Distinction and 99 students achieved a Merit. Our results were some of the best in the country.

Congratulations to Ashish G (7S) and Isaac S B (7C) in the Juniors category (10-12), Aarav A (9L) and Parth G (8L) in the Intermediate category (12-14), who also scored top marks in this challenge, Hayden Y (11S) in the Seniors category (14-16) and Bobby M (JM) in the Elite Category (16-18), who scored one of the best results in the school. Jaden L (7C), Azaan A (10S) and Finn T (11W) also achieved amazing results.

Thank you to the Computer Science Department for supporting the students and coordinating this competition led by Mr S Ling-Winston (Head of Computer Science) on superb results.

The Big Bang Competition 2021

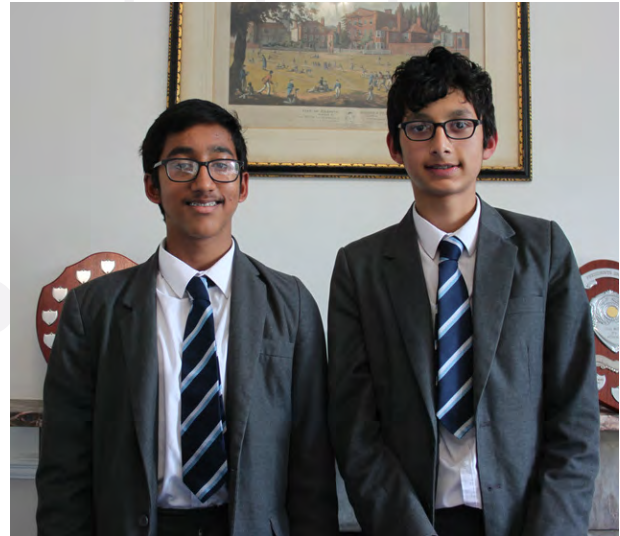
The Big Bang Competition recognises and rewards young people's science and engineering project work and identifies the GSK UK Young Engineer and GSK UK Young Scientist of the Year.

Congratulations to Gaurav K, Nidilan S (9L) and Samuel A-O (9L) who each won Special Award Prizes sponsored by organisations to help young people continue on their STEM journey.

Gaurav K & Nidlian S (9L) won the Royal Air Force Teamwork Award for their project Biomimicry: A revolutionary idea for the future.

They commented: "We are both very interested in science as well as implementing ideas into projects, so when we found out about the Big Bang Fair Competition, we felt it would be a great opportunity to create a project for it. We had to create a project on any topic either related to science or engineering. We chose to base our project on biomimicry, a form of design that takes inspiration from nature and implements it into products. Eventually, we managed to with the Royal Air Force Teamwork award which was given to a group that demonstrated good teamwork and had an interesting project. As this was our first time participating in the competition, we certainly learned a lot. The judges gave us very specific feedback which highlighted aspects that we hadn't thought of before so entering this competition has been a great experience for us both."

Samuel A-O (9L) won the Siemens Award for Digital Skills for his search and rescue robots project. He commented, *"My project was a continuation of my Project that I created for TeenTech in 2020 which was the design and concept of a Search and Rescue Robot. I was one out of only two who had won both a Core Prize, with me being runner-up in the intermediate category, and also winning the Siemens Award for Digital Skills. As this was my first time entering the competition, this was a brilliant result for me."*



DRAMA

Rujul N (8C) takes part in Reading Abbey Quarter Film

Rujul N (8S) played a part in a short film that was created in celebration of Abbey Quarter's 900-year anniversary by some of the art organisations across Reading including Berzerk Productions and Readipop. The film was based on a series of four walks around the area with the aim of transporting the spectator through time. Filming took place on May 16th at Saint Laurence's Graveyard, Forbury Gardens and Abbey Ruins.



Rujul N (8S) described how he got involved in the project:

"I have been doing LAMDA with Berzerk for 6 years and have participated in several of their productions. I was invited by Berzerk to take part and we filmed for the whole day on 16th May at St. Lawrence's Graveyard, Forbury Gardens and the Abbey Ruins. The film was premiered on June 19th for the 900th Anniversary of the Abbey Quarters. I played a Victorian schoolboy in Reading in Scene 1 and a World War II evacuee in Scene 2. After such a long time of not performing during lockdown, this was a great opportunity. I loved it and I would like to do something like this again!"

ECONOMICS

Student Investor Challenge 2020

The London Institute of Banking & Finance runs the challenge to give students the chance to experience what it is like to invest in stocks and shares. Year 13 students Anirudh G (13BSA), Dev G (13AC), Rahul M (13JP), Sunny K (13VGG) from team *QuantumFund*, won the challenge, beating 9,840 UK schools.

QuantumFund made it through to the Top 500 in the semi-final and then to the final eight. During the final, *QuantumFund* had to deliver a presentation giving investment advice for a personal case study – a couple who wanted help on how to invest their savings. Their effort and hard work has won them individual cash prizes and as well as a prize for the school.

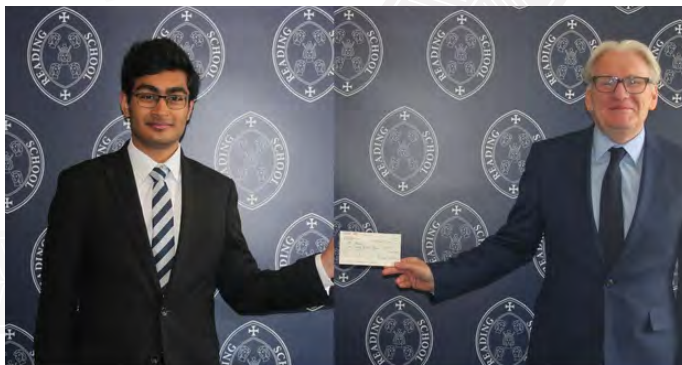


Mrs A Cash (Head of Economics) said, *"Quantum Fund have been entering the competition since year 9 and it is exciting to see the progress they have made since then in developing their knowledge of financial markets. Led by team captain Dev G, they have worked incredibly hard over the last year, especially in putting together their final presentation. Well done Quantum Fund!"*

ENGLISH

2021 Reading Foundation Mcllroy Essay Competition

Mannan K (12MD) won the annual Mcllroy Essay Competition. His response to the question, *How can a community come together and turn a difficult circumstance into a positive experience?* was anonymously judged by the panel, drawn from the Reading School staff and members of the Reading Foundation, to be a terrifically inspiring and well-expressed piece of writing.



Mannan said, *"I am honoured to have won the Mcllroy Essay Competition. I decided to participate because I had plenty of free time on my hands during the first lockdown and I needed something challenging to occupy myself. This essay competition fitted the bill perfectly because it was a way for me to discuss a pertinent issue, whilst also brushing up on my essay-writing skills. I implore everyone to enter the competition next year as the title of the essay is very open-ended, allowing you to write about something you are passionate about (not something you get to do often) whilst also practising an essential skill. The best part is that anyone can win; I don't study English A Level and it was never my strongest GCSE subject, but the teaching of the English Department ensures that everyone has the necessary skills to write a winning essay!"*

Thank you to the English Department for facilitating this competition and a special thanks to Reading Foundation for its generous support of the competition and funding the £250 prize.



George R (12AC) Poet Laureate

George R (12AC) became Poet Laureate 2020-2021. George began his term in office by writing a poem in honour of the Reading Way:

We are constructed with Classical ideals of Catullus, of Homer, Virgil, and various other verse-sculptors, through Biblical teachings of Benedict and Boniface to more modern moralists like Mill and Nozick. And Shakespeare's suspended in the air in English as in Big School a band rehearses, brilliantly showcasing Also Sprach Zarathustra's superb timpani, the rumble running through the walls to the rugby game outside, operating as enthusiastic onlookers. Without this weird academic wonderland there are students volunteering in schools, or selling small knick-knacks, badges, et cetera, for charity, for here the people care not just about their final grades, but help each other when they need some love or aid.

Reading School's Young Reporters pick up the tricks of the TV trade

Reading School's BBC Young Reporter Team were offered the chance to join up with other Young Reporters from schools around the country and participate in a live webinar presented by the producers of "Doctor Who".

Emmy award winning Peter Levy and Natalie Reid shared their expertise during the session, revealing to our students how they put together the stunning look of one of the world's most famous science fiction shows.

Reading School's reporters learned a lot from the experience. Akshith enjoyed the talk: *"It was very interesting to discover so many jobs from pre-production to post-production and get a feeling of what it's like to work in the Doctor Who production team with famous personalities,"* while Satyam added: *"It also made me realise that to see the wondrous feats on television, someone is working hard behind a screen."*

The BBC Young Reporter project has been running since 2007. Thousands of students from secondary schools are involved, and Reading School is proud to be one of only a handful of institutions which has participated every year since the scheme started. Over the past fourteen years our reporters have broadcast live from the school site on BBC Radio Berkshire's Breakfast Programme, visited New Broadcasting House in London to learn from BBC Radio Four presenters, and even interviewed the Deputy Prime Minister in Downing Street.

Podcasting The BBC Way

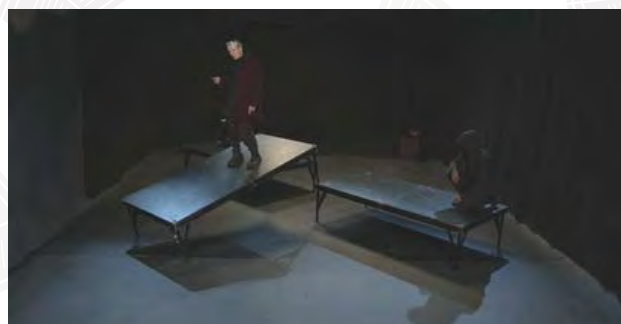
As part of the BBC Young Reporter project, I had the exciting opportunity in joining an online BBC tutorial session with national broadcasters Chris Warburton and Ciaran Tracey. The insightful and entertaining session detailed many tips and tricks in producing a successful podcast, as well as how to start your own podcast journey. Warburton and Tracey began by delineating their careers. Warburton currently hosts on BBC Radio 5 Live as well as now being the co-host of two successful podcasts with Ciaran Tracey.

Tracey was previously an investigative journalist working for Panorama. So, both are definitely experts in their field.

The session continued with the two hosts providing their view into what makes a successful podcast.

The session gave excellent guidance. I personally felt inspired by the words and humour of the two hosts. Warburton ended the talk by saying to his audience that in life we should gracefully accept every opportunity that is given to us.

By Milan G (9W)



GCSE English Literature: even Covid can't lock down Shakespeare

It's so important for our students to access plays in performance, and while visiting the theatre anywhere in the country has been difficult over the past year, our students still got to experience live productions of their GCSE set play "Macbeth".

Year 10 and 11 students enjoyed watching and talking to the directors and actors from two companies: Box Clever and Read Through, and saw two completely contrasting online versions of the play.

Adam commented, *"I found that the production helped to consolidate my knowledge of the play. It was interesting to see a different interpretation, with the actors having to present the characters and their emotions just through their voice and hand gestures."*

We hope to be inviting another local theatre company into school next year to perform face-to-face with our students again, but the Zoom-Shakespeare experience still brought the 17th Century text to life in 2021.

GEOGRAPHY

Geography Explorers

After a fieldwork hiatus due to Covid-19 this year, the students who signed up to our Year 7 and 8 Geography Explorers elective have been using virtual reality goggles to take expeditions to far flung places ranging from Mount Everest to The Great Barrier Reef. Through the use of the Google Expeditions virtual reality app, the students have been able to immerse themselves in a range of different 360-degree environments from the classroom.

During each session, our students visited a new location, then in pairs, they were tasked with exploring the area in order to answer a set of questions or find bits of information. They all thoroughly enjoyed using the new technology as well as learning about different places and environments in such an interactive way.

Year 10 Fieldtrip

The penultimate week of the year brought with it the first opportunity for our Year 10 Geographers to finally put some of their learned theory into practice with two day-trips to Reading centre and the River Pang. The students got a chance to explore how urban inequality and environmental quality change across the landscape of an urban area using a variety of visual indicators and methodologies to collect insightful data across Reading.

Along with a deserved lunch break in Forbury Gardens, the groups looked at the success of urban regeneration projects such as Reading Station and the Oracle and started to evaluate if these projects have been effective at improving the quality of life for those living and working in the area.

The visit to various locations along the River Pang's course gave the boys a fantastic opportunity to get hands on with our new fieldwork equipment and collect some real-world physical data!



They used a variety of geographical techniques to detect changes in the rivers flow, channel characteristics and sediment shape. This has helped them to recognise tangible evidence of the theories surrounding the river processes that they have been learning this year.

As well as a great opportunity for the students to hone their skills of geographical investigation, the fieldtrip also contributed to the boys wider development of character, giving them the chance to work as a team, develop leadership skills and take collective responsibility.

Using the data they have collected out in the field, the students begin to understand how geographers analyse, interpret and present this data effectively and ask critical questions about its reliability!

Thank you again to Mr Elmore, Miss Hooker, Mr Tridgell, Mr Evans, Mr Stromdale, Miss Head, Miss Stratford, Mr Dawes as well as the students for making this trip a productive and enjoyable two days out in the field.

MATHEMATICS

Every year, Reading School mathematicians are invited to take part in 3 maths challenges run by UKMT and facilitated by the Maths Department throughout the year.

UKMT Mathematics Challenge

The UKMT Mathematics Challenge is a national competition which takes place at different times throughout the year for each Year Group. It combines mathematical problem-solving techniques of a more advanced abstract nature which offers pupils another way to express and develop their enjoyment of mathematics and promotes mathematical dexterity and excellence. Each challenge comes with its own follow-on rounds, known as Kangaroo

2021 UKMT Junior Maths Challenge

We have been fortunate to run the UKMT Junior Maths Challenge at full capacity this year, with a total of 297 candidates from Years 7 and 8.

Of the 297 candidates; 81 achieved Gold Award, 87 achieved Silver Award and 68 achieved Bronze Award. Those awarded Gold in the challenge are invited for the follow-on rounds of the Kangaroo and Junior Maths Olympiad (JMO). 69 qualified to take part in the Junior Kangaroo Challenge and 12 were invited to take part in the JMO. From the 69 entrants for the Kangaroo, 28 students achieved a Merit Award. However, due to the delays caused by the marking process we are currently awaiting results from the JMO.

Top performers in each challenge were year 7 students Yicheng L (7S) (Gold Award with a score of 112 out of 135) and Year 8 student Rujul N (8S) (Gold Award with a score of 123 out of 135) in the Junior Maths Challenge, Year 7 student Daniel P (7L) (Merit Award with a score of 124 out of 135) and Year 8 Thomas A (8W) (Merit Award with a score of 119 out of 125) in the Junior Kangaroo.

2021 Intermediate Maths Challenge

Further to the success of Junior Maths Challenge, we are delighted to announce that in the Intermediate Maths Challenge of the 86 participants in Year 9, 10 and 11; 37 gold certificates, 25 silver certificates and 13 bronze certificates were awarded.

A special congratulations goes to Shlok T (10T), Sida L (11W), Johnny S (11E), Hashim I (11W) and Ryan L (11L), who all scored 100%. Well done to Aditya K (9S) for achieving top marks in Year 9. This is an excellent set of results and all those who took part should be very proud of themselves.

Following this, 10 students qualified for the first round of the Intermediate Mathematics Olympiad, to which 8 achieved a Merit award and 1 candidate (Sida L 11W) achieved Distinction with an impressive score of 50 obtaining a Gold medal and Book Prize.

2021 UKMT Senior Maths Challenge

In November 2020, 59 Year 12 and 13 students took part in the UKMT Senior Mathematics Challenge; achieving 24 Gold, 23 Silver and 9 Bronze. A special congratulations to Mannan K (12MD), Samuel M (13TT), Nihal M (12PS) and Shaunak S (12MD) who received certificates of Merit the Kangaroo Challenge, a follow-on round from the SMC.

In addition, huge congratulations to the 8 students from Years 11, 12 and 13 who qualified for the first round of the British Mathematical Olympiad. Of these students, two of them achieved Distinction certificates: Arlan A (13JM) and Sida L (11W). Four of these students achieved certificates of Merit: Ewan A (12SPA), Siyuan L (13KY), Anirudh K (12KY) and Peter I (13JM).



4 of these students achieved certificates of Merit: Ewan A (12SPA), Siyuan L (13KY), Anirudh K (12KY) and Peter I (13JM)

Year 11 Mathematician, Sida L (11W) achieves Distinction in Round 2 of the British Mathematical Olympiad 2020-21

A special congratulations to the success of Sida L (11W) who achieved a Certificate of Distinction in Round 2 of the British Maths Olympiad. Along with Sida, around 100 students were invited to go on to Round 2.

Mr A M Robson (Headmaster) said, "Sida's success in both rounds of the British Maths Olympiad is truly exemplary. An outstanding achievement and I congratulate Sida on this success. These competitions are designed to grow and stretch our students beyond the curriculum, and I am continuously impressed by Sida's tenacity and perseverance in excelling in everything he attempts. Our Teachers of Mathematics nurture curiosity and develop mathematical thinking and problem solving." We work hard to promote wider STEM opportunities for our students especially since many are keen to pursue mathematical interests beyond the classroom.

Sida L is a leader and strong advocate of the benefits of the MiG25 Maths Club and encourages students to get involved in the MiG25 Maths Club which currently runs as an elective during Period 7 on Wednesdays at 14:40, "Join the MiG25 maths club, where we aim to develop the passion for mathematics and solving problems. We have lots of top tips and custom papers for those doing the UKMT JMC (Junior Maths Challenge) and are currently running a competition where new thought-provoking problems are posted every two weeks. We also have a series of presentations kept from past years, providing a glimpse into the wider world of mathematics beyond the classroom, and plan to do more in the academic year."

MFL



The Year 12 Spanish Play – Las bicicletas son para el verano

Despite all the restrictions and not being able to do our annual trip to the theatre to see a Spanish play, we decided to have our own Spanish play at Reading School. As part of their Spanish studies, the group of Year 12 students were very happy to lead the first ever Spanish play and bring it to life as part of the literacy element in A Level Spanish.

On this occasion, the students learnt the lines for their characters in Spanish, rehearsed their parts, translated the extracts from the play into English for the programme and presented on stage to the Senior Leadership Team.

The boys were a great success according to the critics in the audience and they thoroughly enjoyed the experience gaining confidence and a more in depth understanding of Spanish culture and life during the Spanish Civil War. Another Spanish success in 2020/21!

PHYSICS

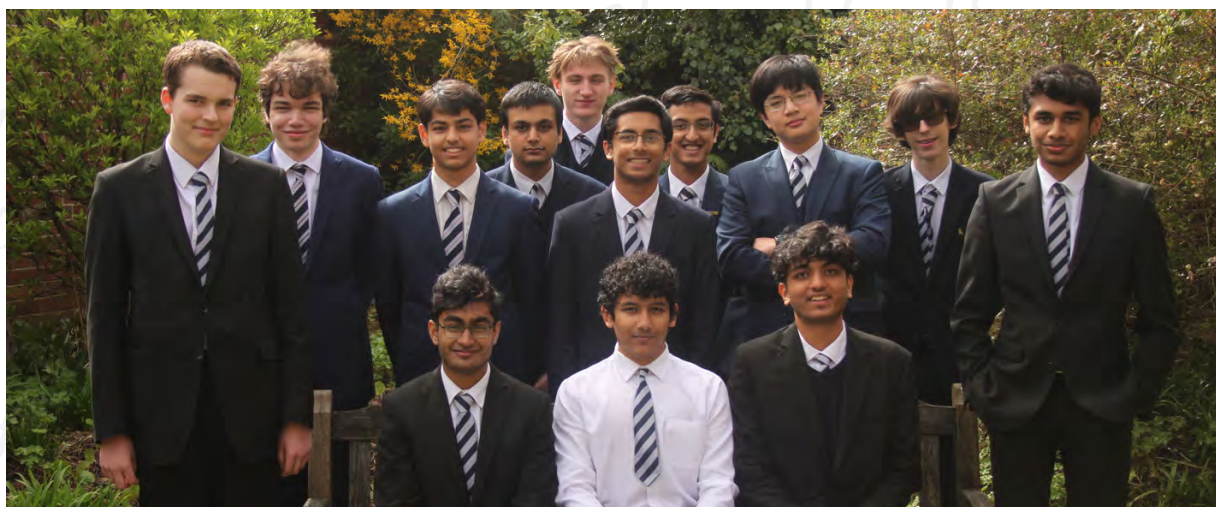
2021 Senior Physics Challenge

Our outstanding Year 12 physicists achieved 9 Gold, 7 Silver & 2 Bronze Awards in the British Physics Olympiad 2021. This was the first time the Senior Physics Challenge could take place online for the Lower Sixth year group.

Congratulations to the Gold winners Roshan P (12EH), Jacob H (EH), Aaryan P (SP), Viraj N (MD), Stratos V (PS), Saharsh A (ANC) Joshua O (BSA), Ewan AL (SPA) and Liam D (TT), the Silver winners Finbarr S (MRC), Adedeji B (TT), Joshua KA (PS), Matthew G (VGG), Jacob A (ANC), Dev M (JP) & Jacob M (MJK) and the Bronze winners, Toby C (MRC) & Ansh A (TT) for their impressive achievements.

"We are incredibly proud of our students and their outstanding achievement in this elite academic competition. Despite the circumstances during lockdown, an exceptional number of our students have achieved awards. The British Physics Olympiad aims to encourage curiosity in physics and recognise excellence in young physicists."

Mr A M Robson (Headmaster)



2021 British Physics Olympiad

Congratulations to Ruilang Q (13SP) and Swapnil D (12DAW) who achieved Gold and Siyuan L (13KY) and Oliver T (13MRC) who achieved Silver in Round 1 of the British Physics Olympiad 2020-21.

All four students are within the top 30% of highly able students taking this competition. The British Physics Olympiad (BPhO) aims to encourage the study of Physics and recognise excellence in young physicists. The competitions are designed to test understanding and problem-solving skills and are open to able young physicists in school years 11-13 (GCSE to A2 or equivalent).

A special thanks to Mr I Sharma (Teacher of Physics) for the leadership and support of our students.

SPORT

Cricket

Reading schools' talented cricketers are selected at trials by the MCC Foundation

Founded in 1993, the MCC Foundation is the charitable arm of Marylebone Cricket Club and aims to transform lives through Cricket.

The flagship programme is a network of 55 cricket hubs around the UK that provide free-to-access coaching and match-play to over 2400 participants state-educated young cricketers aged 11 -15 and enable those players with the talent to reach district and county youth age group standards. This includes 10 weeks of intense cricket training delivered using their coaches and facilities free of charge.

Year 9 students Milan G, Aadith C, Rohan R, Rohan G, Kanishk K, Ishaan K and Soham A and Year 10 students Joss HB, Uday G, Adityaraj S, Stephen P and Ed MG were selected out of 35 children within the Berkshire area for the MCC hub.

Adityaraj S (Year 10) said, *"Being part of MCC's Cricket Hub allows me to compete and train with other skilled players, which, along with technical advice from the coaches, has helped me improve various aspects of my game that I haven't thought of before."*

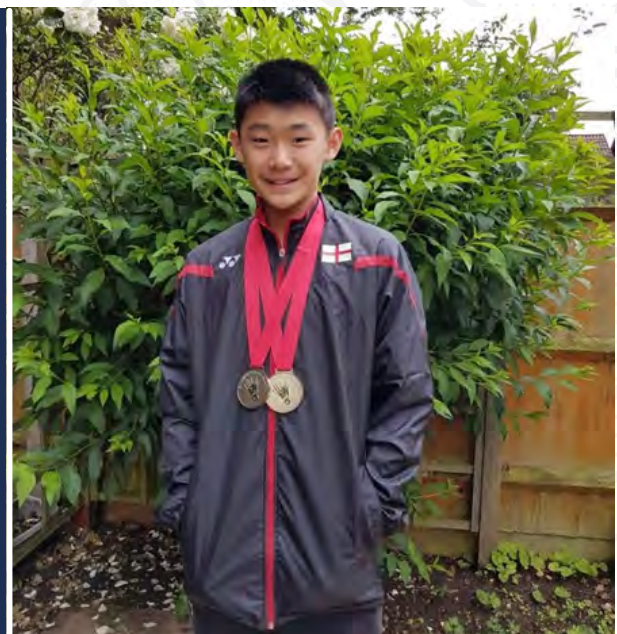


"Reading School is proud to be one of a few state Schools that is able to maintain and provide its students with the opportunity to play cricket with excellent PE staff."

Badminton

"Sport shows you what you can achieve. It gives you confidence and shows you what is out there. It builds your character."

James S (8S) won singles Gold and doubles Silver at the U15 National Championships in Milton Keynes.







Athletics

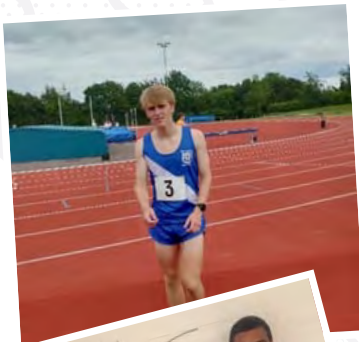
Reuben H-D (12MJK) breaks club record in Southern U20 400m title win and represents Team GB as he competes in the U20 European Athletics championships in Tallinn

Reuben has gone from strength to strength this year. In June, he won the Southern U20 400m title at Bedford with a fantastic time of 48.03 secs. His time broke the previous record of John Edwards set back in 1969. His time puts him 6th in the country.

Reuben also competed for the county schools (Berkshire, Oxfordshire and Hampshire) at the English Schools Athletics Championships at Sportcity in Manchester. He was one of the 19 Reading athletes selected for English Schools Athletics Championships at Sportcity.

Reuben, qualified for the 400m final winning his heat in 48.08 secs and in the final won the gold medal, setting a new PB and Reading Athletics Club U20 club record of 47.71 secs. In July 2021, he flew to Tallinn, Estonia, along with 98 other athletes from 17 different countries for the European U20 Athletics. He won the Men's 4 x 400m Relay Team Great Britain in the U20 European Athletics championships.

He commented, *"I've had such a great few weeks, selection for Europeans and then becoming English Schools Champion. It's a bit cliché but it's been a childhood dream and I finally achieved it! I'm just very happy that I've managed to do as well as I can and progress, especially after the tough times of Covid and lockdowns. If it's one thing I've learnt from this is to persevere and the results will come!"*



"These boys have demonstrated commitment and dedication to training and progressing in key performances in athletics, despite the pandemic limitations to training. We are extremely proud of Reuben's achievements as well as Hal, Aodhán and Soham. We are immensely proud of Reuben and indeed all the students that have been competing in athletics and other sporting activities this term."

Mr S Allen (Head of PE)

Success in Junior Athletics

Congratulations to our junior athletes, Aodhán H-D (8E) winning Javelin with a throw of 37.10 and Soham D (8C) winning shot with a throw of 12.35 at the Year 8 Reading Town Athletics Championships.

Congratulations to Hal (10S) who was part of the Berkshire schools' team that won the ESAA South East Regional Combined events (Octathlon) championships and go through to the National English Schools' CE championship finals.



WITH REUBEN HENRY-DAIRE

Year 13 student Reuben Henry Daire opens up about his recent success at the English Schools Athletics Championships, what sports means at Reading School and how it can create a sense of belonging and community spirit.

How would you describe the Reading School sports culture?

"It's very positive. I started Athletics in Year 7 because of Mr S Allen (Head of PE). He was the one who pushed me into athletics. My first ever races and runs were for Reading School in the 600m but my first event was for Berkshire Running Club because I did so well. I wouldn't have been so competitive without Reading School. I was nowhere near as good as I am today and that's because of the support of the school."



"It makes you feel a part of something bigger, its not just about yourself, it's about the team and that's a really great feeling."

How do you manage your athletic responsibilities and other activities?

"By being disciplined and having a strict routine. You have to know what you have to do and be quite organised. You have to do what you say you're going to do and just can't procrastinate. It helped that my parents kept me focused because I probably would have slipped a bit. It's only now I can focus solely on athletics, before I had rugby so I was doing sports pretty much every day."

How does sports create a sense of belonging?

"When you see people enjoy the sport as much as you do and have the same passion. When you have those tough games and everyone is there to pick you up. I can't think of anything else that brings people together. The whole country comes together to support a team and even locally... for sports teams, parents, people who support the school, the teachers and the students themselves who don't even play the sport will come down and try and watch and support the team."



THE READING WAY

Year 7 Summer Camp - July 2021

As part of our Reading Way programme, a group of Year 7 students enjoyed a range of fun and stimulating activities in partnership with Reading Football Club & Berkshire County Cricket Club.

We know that the pandemic has disrupted how children can be active and to encourage our students to remain active over the holidays our week-long summer camp, took place between 15th July- 21st July. We welcomed 75 students who participated in engaging activities and team-building opportunities on and off-site to build confidence, leadership and self-awareness skills.

Activities included table tennis, scavenger hunts, IT-based activities as well as students enjoying the sunny afternoons outside where they participated in sporting activities. Some of these sporting activities including rounders and frisbee, as well as cricket and football coached by our partners, Berkshire County Cricket Club and Reading Football Club.

Offsite activities included visiting the Oakwood Adventure Centre introducing climbing techniques and moves. The benefits of remaining active socially and for health are crucial to wellbeing and we strongly encourage this.

LEARNING RESOURCES CENTRE

Reading School Book Award 2020 kindly sponsored by the ORA

The 2020 winning book was *Nightshade* by Anthony Horowitz. A trophy engraved with the winning book was photographed with members of the Award Team and sent to Anthony. Here was his reaction to the news:

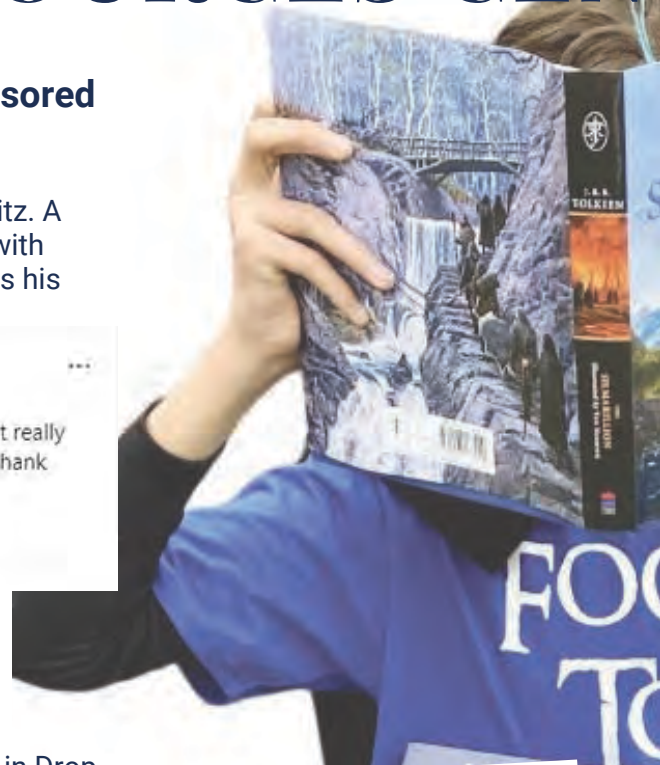


World Book Day 2021 & Drop Everything & Read (D.E.A.R)

Each year, students and staff at Reading School participate in Drop Everything and Read (D.E.A.R) whereby everyone stops, pulls out a book and begins to read.

To celebrate our fantastic love of reading, we asked the children to take photographs of themselves at home during lockdown. Congratulations to Milan G (9E) and the LRC Lockdown Team for winning the D.E.A.R photo competition.

This year, a group decided to pay tribute to the NHS for their D.E.A.R challenge. Keeping to social distancing rules, they created the letters NHS in their own distinctive way. Their efforts won them the winning entry in the team photo for D.E.A.R. and highlighted that even though they were apart from most of their school friends, they belonged to something much bigger and enduring, the school community. One Year 8 student commented, "It was really fun, staying on site with just us from all age groups. We really wanted to show the key workers who were putting their lives on the line that their sacrifice meant something to us."



TRE



Bestselling Author, Chris Bradford, Opens Book Week 2021 with Samurai, Bodyguards, Soul Hunters and the Ancient Indian Martial Art, Kalari

Over 60 pupils logged on to our Chris Bradford Zoom author talk on Friday afternoon, with over 20 Book Club members joining the exclusive Q&A session which followed the main talk.



Arjun (7W) said, "I am definitely inspired to read Soul Hunters. I found the experience very fun, interesting, mind-boggling and there were a few laughs too. I would now be inspired to read even more Chris Bradford books. It was a very incredible experience."

Chris Bradford commented, "I am so glad the event was a hit. Thanks as ever for your support and please do spread the word among your librarian community about my virtual offerings. I can't wait to return."

Young adult fiction Author, Sarah Govett returns to Reading School to talk about her latest book



Initially planned to take place during Book Week in March, this talk is an excellent opportunity for Year 9 students in preparation for their English GCSE dystopian fiction reading over the summer. Ethan 9E said, "It was very fascinating to learn where different authors get their inspirations from, and all the stuff that might happen in the future which has been put into books."

Teo 9E also commented, "I already read the territory, and it was interesting listening to her thoughts that led to the book's making. I was also interested by her other books."

Bestselling author & Reading School Parent, Holly Webb talks Otters, Narnia & Top Tips for Budding Authors

The LRC Book Club was delighted to be joined by bestselling author and Reading School parent, Holly Webb in an intimate virtual author talk and Q&A session on Tuesday for Book Week 2021, kindly sponsored by the Old Redingensians Association. Jamin (7E) said, "I learnt lots of things about her as I have not read any of her books before. I now want to read her book coming out next year and I really enjoyed the talk."



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

INSPIRE LECTURES



The Frank Terry Memorial Lecture- Ian House (OR 1954-1961)

This year, Poet Ian House (OR 1954-1961) returned to Reading School to deliver the annual Frank Terry Memorial Lecture in memory of the late Frank Terry (History Teacher and Boarding Headmaster from 1946-1982). This was his first trip back to Reading School since he left in 1961, 59 years ago.

The lecture was filmed in the Chapel in line with social distancing regulations. Mr AM Robson introduced the lecture with some words followed by Francis Terry (Son of Frank Terry).

During the lecture, Ian spoke with fond memories of Reading School and the influence of Frank Terry. He delivered a fascinating lecture, titled, Poetry, Politics and Enlargement, detailing the relationship between poetry and political/social issues, drawing on major historical events from the Holocaust to recent civil rights movements like Black Lives Matter movement as he demonstrated how poetry can shift our perspective and deepen our understanding of such issues.



Spider Silk: The Material of the Future- Remote Inspire Lecture with Dr Chris Holland (OR 1993-2000)

Dr Chris Holland is currently a Senior Lecturer in Natural Materials at the University of Sheffield. He attended Reading School from 1993-2000. During his time at school, Chris was inspired by long-standing Head of Biology, John Oakes (Teacher 1970-1997) and credits him for his keen interest in the Sciences. During this fascinating talk, Chris discusses what material science is, why it's important, its role in technology today and the global implications of the advancement of materials. Whilst originally trained in classical biology, he explores how spiders and silk worms make silk as a means to produce other high-performance products.



Sustainability- What difference can young people make to big businesses? Remote Inspire Lecture with David Starley (OR 2007-2014)

David Starley (OR 2007-2014) presented an inspiring talk on how young people can influence the sustainability initiatives of big businesses. He discussed his career journey from an eco-conscious student to developing sustainability strategies for an international engineering company. David commented, *"Since leaving Reading School, as many ORs will tell you, I have recognised the important part the School played in my career to date. The knowledge and work ethic I gained have set me up for a successful career, so I am thankful for all the support I received at Reading School. It is a privilege to be able to return to give an Inspire Lecture to students."*

Transition to University- Alumni Panel Discussion Series

A series of virtual discussions aimed to give Year 13 students an insight into university life were organised by the Sixth Form Leadership Team and the Society Office. From 8th June - 6th July, a group of Old Redingensians joined us each week as they shared their experiences of university life. Discussion topics ranged from freshers week, mental health and tips on studying and managing workload. A Q&A session later followed.

Mr A Lloyd (Head of Sixth Form and English Teacher) commented, *"This has been a fantastic opportunity for current students and alumni to connect and to learn from one another. I am hopeful that this new initiative is something we can continue to do in future years. My thanks go to the former students and staff who provided such valuable insight to our Year 13s as they prepare for their life beyond Reading School."*

A massive thanks to OR's Charles Knight (2009-2016), Luke Russell (2018-2020), Tads Ciecierski-Holmes (2009-2017), Jake Taylor (2009-2016), Jack Davis (2013-2020), James Yang (2010-2017), George Lewendon (2011-2018), Aidan Black (2010-2017), Scott Jackson (2009-2016), Russ Houghton (2012-2017), Roy Zhang (2008-2015), James Lin (2011-2018) and Rory McBride (2008-2015) for participating in this series.

Mr D Whitehorn (Head of Sixth Form Transition and History Teacher) said, *"In such uncertain times, it was great to be able to draw on your experience to help reassure students and give them insight into University life. You were all insightful and thoughtful whilst providing an entertaining perspective on the experience of University."*



Study & Go Abroad: Remote Inspire Lecture with Tom Henderson (OR 2010-2017)

Tom Henderson (OR 2010-2017) started his Bachelor's degree in Economics and Politics at Durham University in 2017. He spoke to our students about his experience studying abroad in France as an ERASMUS student at EDHEC Business School in Nice. Tom valued taking A-Level French at Reading School because it had given him the foundation to cope with life in France. John S (13AC) said, *"Tom gave a very engaging and interesting insight into opportunities for study abroad as part of a British university degree. It was a great source of inspiration to hear what a useful ancillary skill French can be, and to see how far an A-level in French can take you at university level and beyond."*



Racism and Prejudice – Some Personal Reflections on Causes and Effects with Levi Tebutt (OR 2006-2013)

Levi Tebutt (OR 2006-2013) was invited earlier this year to speak to Year 13 students about his experiences of racism and his reflection on the causes of prejudice. During his inspiring and powerful talk, he candidly shared his experiences of racist bullying. His encounters provided a very real challenge for today's students and made everyone who heard his talk more aware of the impact of their action or inaction.

Deputy Dr C Evans said, *"Levi has done our students a huge favour by helping them become more conscious of micro-aggressions, of the impact of thoughtless words or actions, and of their own responsibility to challenge what is inappropriate and unfair."*



FLYING THE FLAG FOR EAST HOUSE

This academic year, the house system has run differently from previous years. Due to the pandemic, we have not been allowed to run assemblies and chapel services, therefore have not been all together in one place. So, what did it mean to belong to East House? East House quickly established itself as a virtual house in Teams. East House News kept everyone informed of upcoming house competitions and results, as well as day to day achievements from the East House community (celebrating personal charity events and achievements, e.g. Kavish’s black belt and Reuben’s gold medal at the U20 Athletics championship).

Thank you to the sport and charity prefects for organising a hugely successful Charity event, raising more than £1000 for Street Games. I would like to thank our form tutors for keeping the pastoral system running with exceptional care provided to our students.

East House buddy system kept thriving throughout the year and the Prefects demonstrated exceptional leadership and community spirit, running online activities weekly even during home-schooling, for Year 7 and 8 students, enabling the new Year 7s to feel part of East House.

Laurie Young, our House Captain, kept all forms motivated and organised, ensuring maximum participation to house competitions and a spirit of camaraderie so special to East House. Along with his Vice Captains, Aditya and Suyash, and our amazing team of prefects, they led East House to victory in the House Cup this year and our flag is proudly flying high at the front of the school. Well done on this amazing win East House!

The feeling of belonging to our amazing community of Easties is truly alive and I am sure our new House Captain Will and his Vice Captains Adam and Jacob will bring again something new to East House this year while keeping our traditions alive.

Mrs N Williams
Head of East House & Teacher of Mathematics



A message from East House Captain Laurie Young (2014-2021)

East is a proud House. I will never forget the day, back in 2014, when I found out I was to join the same house as my two brothers before me. Even on my first day at Reading School, I remember chanting “East is beast” to those of my new friends not fortunate enough to have been placed in the ranks of the Pink Army. My pride for my House was only boosted when, in my first few months at Reading School, East won House Music on the back of a resounding performance of “I’ll make a man out of you” from Disney’s *Mulan*. Little did I know back then that it would be a long time before we felt that success again.

However, we finally reclaimed the House Music title last year, earning record points, and went on to achieve consistent excellence across a variety of House events this year. In spite of the incredibly difficult circumstances we have all faced, Easties continuously turned up and gave their all which culminated in a convincing House Cup victory! As much as I would love to take the credit as House Captain for this brilliant performance, this house was lucky to be served by an incredible team, including our two tireless Vice Captains, the inspirational prefect team, and a stellar squad of year 7s, 8s, and 9s who seemed to win every event in which they took part! Of course, all of this was only possible thanks to our supreme

Head of House– Mrs Williams– who I am sure will continue to spearhead exceptional House performances for years to come.

Personally, however, I am most proud of the enduring East House community that I witnessed during this year, from the Buddy Prefects who ensured our youngest students still felt a part of a wider House family, to the selfless Charity and Sports Prefects who masterminded a hugely successful charity event, smashing their target even during the most trying of times. I am particularly confident to be passing on my role to Will Lockwood (part of that aforementioned Charity/Sports team) who I know will lead this House on to continued greatness at the helm of what is, in my humble and unbiased opinion, the greatest House ever.

As I write this, we are preparing to raise the freshly engraved trophy and let the East House Flag soar victoriously above Reading School. I wanted to reflect on my legacy to East, but it is clear that it was I who was shaped by my House. I could not have known the resonance that first House Music song would have when we sang it all those years ago, but the answer to the question of what developed us Easties into the men that my fellow leavers and I have become, and those that remain to take up the baton are becoming, clearly lies in the East House spirit.



CLUBS & SOCIETIES

Warhammer Club

The Reading School Warhammer Team came a close 5th in the National School's League in June 2019. We were due to compete again in July 2020. Arran won The General prize for the player who won all of their matches and Most Honourable Warrior prize during the 2019 semi-finals heat.

"Despite Covid restrictions and year group bubbles Warhammer Club has still been regularly attended throughout the year. It's been great to see groups of students from various different year groups still coming together safely on a Friday afternoon to enjoy the hobby, socialise and get excited about Warhammer. We've also been joined by an enthusiastic group of new year 7 members who have been making great progress learning the ropes and have already been making a great contribution to the club atmosphere.

We hope to have many of them back next year when they may hopefully be able to start gaming against some of the older students!"

Club Leader, Arran 12AC



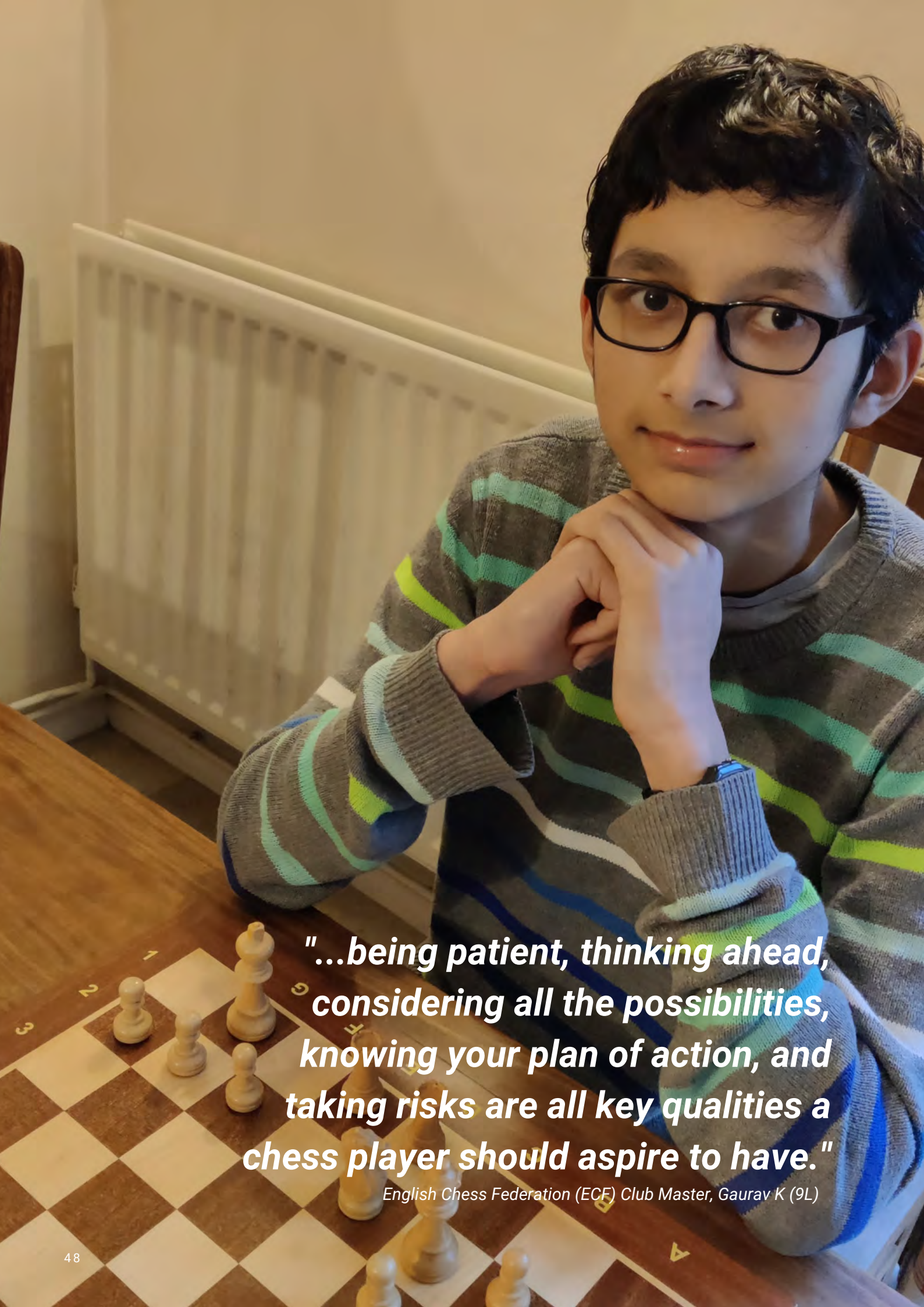
Chess

Gaurav K (9L) becomes English Chess Federation (ECF) Club Master

Gaurav K (9L) was awarded the title of English Chess Federation (ECF) Club Master. He is currently the 12th in the UK! Gaurav said, *"If I were to give some advice for those looking to improve, it would be this: learning the main conventions of chess openings and endgames can be useful, but by simply playing against others you will improve much faster. Also being patient, thinking ahead, considering all the possibilities, knowing your plan of action, and taking risks are all key qualities a chess player should aspire to have. Finally, of course, playing chess can earn you all sorts of prizes and titles, but most players, including myself, will tell you that their main purpose is to try new possibilities and have fun."*

***"Yet another successful chess player emerges from Reading School!
This is an outstanding achievement from such a young and dedicated player."***

Mr A M Robson (Headmaster)



"...being patient, thinking ahead, considering all the possibilities, knowing your plan of action, and taking risks are all key qualities a chess player should aspire to have."

English Chess Federation (ECF) Club Master, Gaurav K (9L)

Dungeons & Dragons

Vyom 12ANC, Greg 12AC, James 12BSA make up the Year 12 group of Dungeons and Dragons. Club Leader James (12BSA) said, "I've been doing Dungeons and Dragons after school in the LRC for five years now and it's become such a major part of life for me that during the height of the lockdown it was one of the things I missed the most. With the return of in-person clubs, I've started to appreciate more the opportunity that the LRC offers, by giving me a space to socialize with and make new friends, and be creative together. I look forward to lockdown restrictions easing further so that the club can provide a place for more people to make friends and feel that they belong in."

Y10 Dungeons and Dragons Group is led by Matthew (10W), James (10L), Henry (10S), Matthew (10W), James (10S), Faiyaz (10S). They said, "Belonging to the DnD Club is great because we can spend more time with friends in person and the LRC is the perfect place not only because it is warm and dry but we also get a space for our adventures."



Diplomacy Club

Diplomacy Club Leader, Sid Mathur (9L) explains the dynamics of the club, "Diplomacy is a 7 – player strategy game in which players are one of the major 7 powers of Europe, pre-World War One. In this game, you are trying to conquer the rest of Europe with a combination of tactful and skilful negotiation, manipulation and betrayal. I run the club and the pandemic has brought its challenges. Running the club through an online format has been very tricky but we have been able to push through together and have had some fantastic results on the

way we have found out things about each other that we may not know otherwise. How trustworthy are your greatest friends? Are you ready to betray them if you gain something in return? The answers to these questions were revealed in one of the most difficult years in the Club's history (granted, we've only run for 2 years but I still think of it as an accomplishment!). Despite the challenges of an online format, we've had some truly memorable moments and returning to an in-person format has been tricky with COVID rules but has worked tremendously well. It felt really good to be able to interact with each other in-person and we have been able to stick together despite the hardship of lockdown and I look forward to what the future holds in a (hopefully) COVID – free world."

Reading School Combined Cadet Force (CCF)

This year, at Reading School CCF we should have been celebrating our 120th anniversary, but instead our Cadet Force Adult Volunteers (CFAVs) have had to adapt, as everyone has, to the challenges of COVID 19. In January, we took on our largest ever recruit intake of 120 Year 9 students from Kendrick School and Reading School. The enthusiasm of our senior cadets to reach out to students, even though they can't demonstrate their skills face to face, has been infectious. They led a project to produce a recruiting video, with particular thanks to Cpl Matthew G (Y12) and additional support from Mr A Coombes (Civilian Instructor), we now have an excellent way to showcase what our cadets feel they have got out of CCF to encourage year 9 students to join.

While disappointed that we were unable to recommence weekly face-to-face activities this school year, the CFAVs supported by our senior cadets digitalised large parts of the syllabus to ensure the cadets could continue to progress and to maintain their interest. In the Michaelmas Term, senior cadets pulled together a virtual learning weekend for Year 10 cadets focussed fieldcraft skills. They incorporated interactive competitions, challenging the cadets to share their learning, these were "build a basha" (outdoor shelter) and "camouflage challenge". They repeated this training weekend in the Lent Term for our new Year 9 Recruits.

The CFAV team, led by Lt Col Flexman, produced a virtual learning weekend for cadets in Year 11 and above to provide a

comprehensive leadership virtual training weekend, including an introduction to Myers Briggs to help them understand their own strengths as a leader or team member. An added benefit of the online learning environment is that where many of them are completing the training at home, their parents have a greater insight in to what they are learning and developing.

They attended a second leadership development weekend in June, this time face to face, to further develop their leadership skills and prepare them for leadership roles in the contingent.

Face-to-face activities have taken a significant amount of planning and staff time with the possibility of change or cancellation at short notice. However, we have successfully inducted around 90 of our Year 9 recruits in to practical fieldcraft training in May and August. Cadets from both sections attended an Army Summer Camp in July, where they enjoyed a wide range of activities including fieldcraft, mountain biking and an escape room. The RAF ran their summer camp in August with cadets taking part in archery, orienteering, paintballing and leadership activities. In further consolidation of their core syllabus training, the Year 9 Recruits participated in Skill at Arms training over two weekends in September.

We are incredibly proud of the resilience and initiative our cadets have shown over the last 18 months, especially those who have had limited experience of face to face activities during their cadet career. Furthermore, we would like to recognise the dedication and time that our CFAVs have put in during this challenging time to ensure cadets have had access to a range of activities, virtual and face to face.



Duke of Edinburgh Award

With circumstances beyond our control, the impact of the COVID-19 outbreak has had an effect on the ability for Reading School students to complete their Duke of Edinburgh Awards, and this has also meant it will take much longer than usual to complete the award. However, our Reading School Students, like many other young people across the UK, have worked hard to complete their Skills, Volunteering and Physical sections, and are continuing to do so in these unprecedented times.

Alongside the Bronze, Silver and Gold Awards, the Duke of Edinburgh Award Scheme wants to recognise these young people for their amazing efforts and achievements even if social distancing, personal circumstances or other challenges mean it is not possible to complete the Qualifying expedition just yet! The 'Certificate of Achievement' is a formal recognition, by the Duke of Edinburgh, of their dedication to their programmes and everything they've achieved through these three sections, as well as their resilience in coping with ongoing uncertainty. Throughout this year we have been pleased to congratulate 31 students for achieving their 'Certificates of Achievement' at Bronze or Silver level.

Bronze Qualifying Expedition

In the summer term 2021, we saw COVID restrictions beginning to change and this provided an opportunity for trips to take place at school including the long-awaited Bronze Expedition! The first lockdown had prevented the Bronze cohort from completing their expedition in Year 9 and so this group (current Year 10) were raring to go on expedition in June. The two-day expedition took place in south Oxfordshire. In groups of 7, the boys had to navigate their planned route from Checkendon Cricket club to Path Hill Outdoors. They carried all their kit, set up camp, cooked dinner and completed an aim whilst on expedition.

We are pleased to say all 84 students who participated have completed their Bronze Expedition section, and had a thoroughly enjoyable weekend walking in Goring Heath and the surrounding area!

"The Duke of Edinburgh award was an extremely helpful and useful activity for me to complete over the past year. It requires you to show leadership and independence as well as teamwork and communication. The physical, skills and volunteering requires you to take responsibility for your individual projects within the community."

Advay C (10S)

Alongside the Bronze Expedition, many other students across Years 11, 12 and 13 have been working hard on their physical, volunteering and Skills sections and we are pleased to congratulate the following students who have achieved their Bronze or Silver Duke of Edinburgh Awards over the past 18 months – Well done!

The Academic year of 2021-2022 will be another busy one for students starting or moving on to the next level in the Duke of Edinburgh Award scheme. In July, 107 students in Year 9 signed up to start their Bronze award, and many of the individuals who have completed their awards this year, have also signed up to the next level of the Award scheme, with 75 students keen to sign up for Silver and 45 to start their Gold Award.

The success of the Duke of Edinburgh award, really does come down to the dedication and hard work of the students but can also only happen with the support and encouragement of their parents, and the section Assessors! So, thank you to all the adults who readily volunteer to guide students through their sections and provide the Assessor Reports which contribute to the overall award, these include: sports coaches, music tutors, teachers, youth club coordinators, charity shop volunteers, scout leaders, form tutors, family friends... the list is endless, but thank you!

Debating Society

The Debating Society is one of the oldest pastimes at Reading School. We endeavour to bring students together to for weekly discussion and debates on current and topical issues. We are continually amazed by the different views that people hold and support and this provides an opportunity to hear them in a constructive arena.

The Debating Society allows the opportunity to enhance and encourage public speaking skills to boost confidence. President of the Debating Society Arvind A and Vice President Alex N and Malhar D (Year 12 committee member), with the help of the Society Office, managed to host debates every week over the lockdown periods. This includes two inter-school debates with students from Queen Anne's School, Caversham. Students and staff from both schools tuned into the live debate on Teams as the two sides debated on motions on systematic racism and capital punishment.



Alumni debate with OR Julian Sutcliffe (2007-2014)

In December 2020, The Debating Society welcomed OR Julian Sutcliffe (2007-2014) as a special guest. Julian is a second-year Civil Service Fast Streamer in the Foreign Office. He left Reading School to read History at the University of Cambridge. He has appeared on the BBC's University Challenge, as part of a team from Peterhouse College, Cambridge, that won the 45th series of the show in 2017. Julian joined Paul S (13BSA) as part of the proposition during the debate. Kieran C (13BSA) & Charles C (13ANC) made up the opposition as both sides argued their views on the motion. We saw a full house of keen audience participation delivered via Microsoft Teams, where students were able to ask questions to either side to challenge their arguments.

Arvind A (President of the Debating Society, Year 12) said, *"Julian demonstrated his tact and skill for debating his side of the argument. It was a pleasure to have him involved. This was the first time an Old Redingensian participated in a live debate and we are hoping this is will continue in the future as the perspectives of current students and external guests are incredibly valuable. I would like to thank Julian again for his participation, in what I thought was an extremely thought-provoking debate."*

OR Insights

Vice-Captain Calvin Gavrillov caught up with OR Reverend Dr David Weekes (1947-1953) who shared fond and precious memories of debating at Reading School:

"My head of History was a wonderful character called Mr (Sugar) Saunders...he was the most dedicated housemaster and I owe an enormous debt to Sugar. He ran the debating society every Saturday evening. This society were one of the most formative experiences I had."

Be the Difference



Building for the Future- 365 Campaign

The Building for the Future - 365 Campaign is our programme of regular giving through which small regular donations are given to help us grow the co-curricular programme and improve resources to support activities that extend our students aspirations, skills and range of interests beyond the classroom. This programme is an essential part of education at Reading School.

Growing evidence suggests that co-curricular activities have a positive impact on academic attainment and attributes such as resilience, self-reliance, empathy, the ability to communicate with and to work with others. We provide over 50 co-curricular and leadership activities throughout the year but unfortunately, our core funding from the Department for Education does not cover the cost of these activities.

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

Join our donor community. Every gift we receive contributes towards a significant cumulative impact. Please contact Jas Chhokar or Piatrice Hutchinson at development@reading-school.co.uk if you are interested in making a contribution.

Regular gifts allow us to plan for the future better and enables donors to give in a committed and sustained way.

When you give...



COMMUNITY
ACTION
150th

COMMUNITY

COMMUNITY SERVICE

Reading School facilitates opportunities for students to engage with the community and recognise opportunities to address real needs. With the help of the Society Office, the Projects and Community Team, led by Suyash Singh (Vice-Captain) and Ben Harrison (Charity Prefect 2020-2021), were able to hold several successful fundraisers throughout the year.



YoungMinds Non-Uniform Day

Students celebrated World Mental Health Day by taking part in the national #HelloYellow campaign. By way of update, the students have raised a total of £4,620 (including Gift Aid) since setting up the JustGiving page a week ago, doubling their initial £2,000 target.

"The compassion and charity of the students and their families have allowed us to raise a significant amount to fund the wonderful initiatives."

Sure 24 Rain Edge Non-Uniform Day

Students raised a total of £3,226.75 (including Gift Aid) during our second fundraiser of the year. 435 donors generously contributed to support Sure24 and Rain Edge High School in Nakuru, Kenya, proud partners of Reading School since 2014.

Suyash S (Community Prefect, 2020/2021)

Medecins Sans Frontieres / Doctors Without Borders (MSF) for the Covid-19 relief in India

Due to the rate of loss occurring due to Covid in India, the Student Leadership Team, led by Ben Harrison (Charity Prefect) and Suyash Singh (Vice Prefect /Projects & Community) and the Society Office raised £7,568.50 for Medecins Sans Frontieres / Doctors Without Borders (MSF). Our students once again demonstrate integrity and commitment to supporting those most in need. With your support, we helped ensure oxygen supplies reached critical areas; food and healthcare reached those most vulnerable; and vital support is provided to communities.

OUTREACH

Reading School students send Christmas Stockings to Future Stories Primary Schools

As a part of our Future Stories programme, Reading School Sixth Form mentors delivered 60 Christmas Stockings to Kennet Valley Primary School and Katesgrove Primary School. We hope these stockings filled with stationery supplies will be enjoyed by the children and encourage writing and reading. Our Sixth Form students have also been virtually mentoring pupils from local primary schools to provide additional support in Maths and English and we hope to roll this out wider after the initial pilot phase.



Reading School Students deliver Joy to Old Redingensians Community

Last December, Year 7 and 8 students made more than 300 hand-made personal Christmas Cards to send to Old Redingensians over the age of 65. With so many people feeling lonely, separated or isolated this year, our students felt it was particularly important to spread Christmas cheer and think of others. Mr A M Robson said, *"Sending cards to the oldest members of our School family was a great way for our youngest students to engage with older ORs. We are delighted to have heard back quite unexpectedly from so many of our ORs from the UK, and around the world, who have expressed their gratitude for the thoughtfulness of the boys. The personalised cards and messages from our students has sparked curiosity from those whose Christmases at Reading School was very different indeed. Connecting our community brings joy to us all."*



Young Cricket Leader Milan G (9E) fundraises for Cricket community

Milan G (9E) is passionate about cricket and believes that it should be accessible to every student. He is one of the 10 Reading School students selected by the Marylebone Cricket Club Foundation to train with professional cricket coaches and aimed to raise £1200 for his cricket community. As part of the Young Cricket Leaders Programme, Milan raised £1386, which will be evenly split between the Reading School, The Ruth Strauss Foundation and Theale & Tilehurst Cricket Club. Mr A M Robson (Headmaster) commented, *"I am proud of Milan's initiative to raise money for the school and the wider community. At Reading School, we highlight the importance of leadership, integrity and community and I am delighted to see that Milan can demonstrate such desirable attributes through his love of cricket."*





Reading School student, Kaloyan G (12VGG) becomes Member of the UK Reading Youth Council

We are proud to announce Year 12 student, Kaloyan G (12VGG) has been appointed a member of the Reading Youth Council. Kaloyan joined Reading School Sixth Form in 2020 and has since become a Vice-Captain, responsible for the Student Body Team (see page 15).

We spoke with Kaloyan about his new role as UK Youth Council for Reading, his motivations for getting involved and what he aims to achieve. He said, *"I have always been passionate about my community and encouraging others to join me in making a difference. I enjoy public speaking and have won two public speaking competitions, hosted at the University of Reading. I was encouraged by a teacher from my previous school, the John Madejski Academy, to apply to become a member of the Reading Youth Council and campaign on issues that matter to the young people of Reading in the British Youth Council, on a national level. I have already introduced the work of Reading Youth Council to Reading School, with the help of Mr D McGall and Mr A Lloyd (Assistant Heads), by giving presentations to Year 7 and 8."*



Arhan C's (9S) proposal for Reading Prison makes Top 4 entry in the University of Estate Management Competition

Congratulations to Arhan C (9S) whose idea to transform the Reading Prison has been shortlisted in the UCEM competition. Arhan is one of 4 students in Berkshire shortlisted by the University College of Estate Management (UCEM). His proposal involves turning the site into a museum and a unique hotel experience so guests would be immersed in the history of the prison.

Arhan explained, *"I was inspired by the Covid 19 pandemic. Local businesses were struggling, and they would take some time to recover. Making Reading a tourist destination would help out local businesses as they would likely shop, eat, and spend nearby, giving the economy and local council a much-needed boost and giving people something to look forward."*

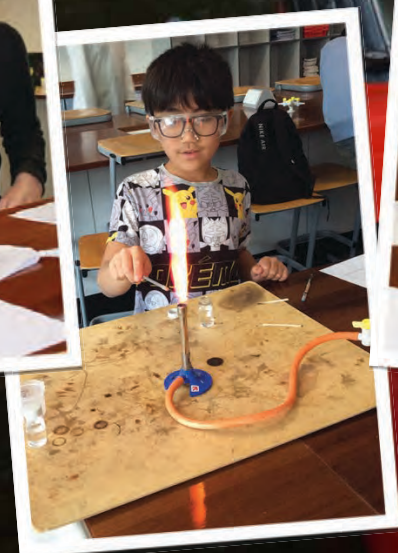
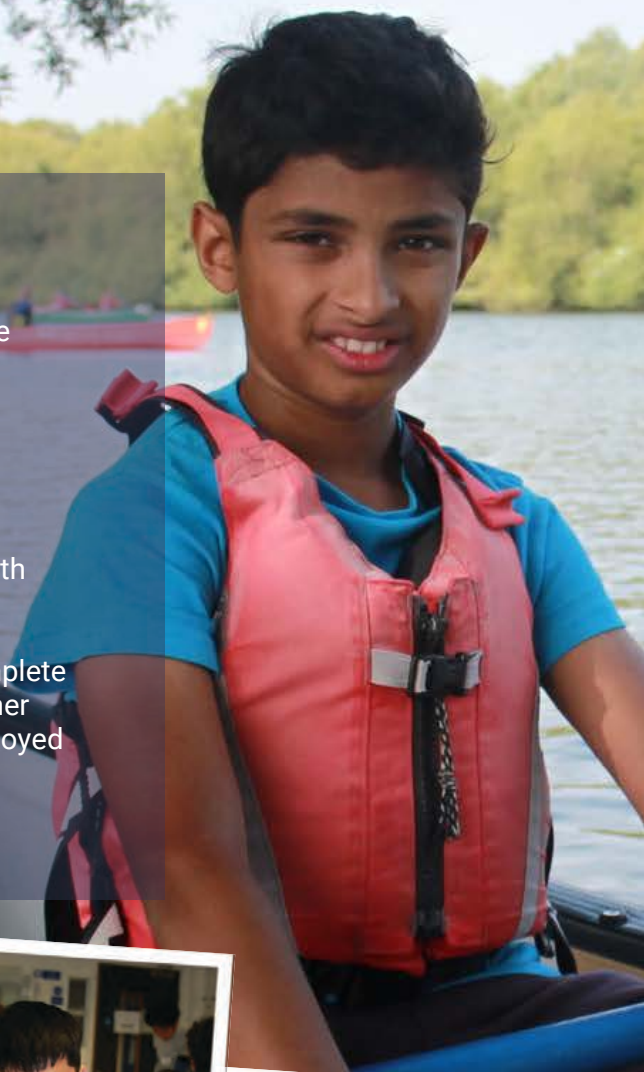
The winning student will earn their choice of a scooter, iPad or a gaming voucher worth £300 and earn their school a career talk by our real estate programme leader, David Hourihan.

FUTURE STORIES SUMMER CAMPS 2021

Year 5 Summer Camp

Reading School welcomed 22, Year 5 pupils from local Future Stories partnership primary schools for a fun-filled two-day summer camp. Led by Future Stories Mentoring Lead, Mrs C Heston (Teacher of Chemistry), Mr O Thomas (Teacher of Chemistry), Mr L Green (Teacher of Chemistry) and Mr C Betteridge (Teacher of Mathematics), the group completed sessions in English, Maths, 11-plus exam familiarisation, and problem-solving, in which they were mentored by Year 13 Sixth Form students who assisted staff.

In addition, pupils were given the exciting opportunity to complete a hands-on Chemistry practical session; using a Bunsen burner and carrying out flame tests. To wrap up, staff and pupils enjoyed an afternoon of kayaking on the River Thames with Cloud 9 Pursuits.



Year 6 Summer Camp

Students ready to start Year 7 in September were offered the chance to attend a transition programme to support them as they start their life at Reading School. Around 150 participated in sessions over four days from Tuesday 31st September - Friday 3rd September 2021.

Led by Mr T Evans (Assistant Head and Teacher of PE), students learned how to make clouds with Mr K Luteijn (Head of Geography), launch a rocket with Mr C Lewis-Brown (Teacher of Physics & Mathematics) and make fire and bread with Mr D Tridgell (Head of County House, EV and RW Lead, FS OAA). On-site activities also included team-building with Path Hill as well as football and cricket coached by our partners, Berkshire Cricket Foundation and Reading FC.

Students also had the privilege of participating in activities off-site including a visit to the Oakwood Adventure Centre, where they experienced climbing and bouldering and Wokingham Sport Centre, where they got the chance to do canoeing and paddleboarding.

It has been a challenging time recently, having gone through months of lockdowns, isolations and home-schooling and we are proud to have been able to provide some fun outdoor adventures for new starters and prospective students before school started. We are privileged to have such dedicated staff who lead or support our Future Stories Programme. A special thanks to Ms J Postlethwaite (Teacher of English) for creating the English resources used during the Year 5 camp and to the Year 13 student volunteers Rovindu H, Umar A, Aahir D, Archie T, Daniyal T, Arvind A, Thomas H, Adam A, Swapneel B, Peter D, Eashan R-C, Humaid S, Joshua K-A, Omar A, Roshan P, Neil P, Surendra R, Stratos V, Shrey C, Rahul J and Vaibhav M who assisted with the mentoring of pupils.





Stunning mural unveiled in tribute to Future Stories Ambassador Wycombe Wanderers, Footballer Adebayo Akinfenwa

The giant wall painting, displayed in the gym and created by street artists MurWalls, was revealed as the footballer becomes the latest Future Stories Ambassador for Reading School. It symbolises our commitment to maximising opportunity, breaking down barriers, character development and inspiring others to shape a positive narrative for the future.

The mural is part of the Future Stories Programme, a social mobility project working in partnership with local primary schools. The Future Stories programme, supported by the Reading Foundation, aims to ensure that Reading School supports high-ability students from a full range of social and economic backgrounds, who are eager to reach their future story goals.

Akinfenwa aka “The Beast” is an English footballer and currently plays for the Wycombe Wanderers. He holds the record as their top goal scorer and was the strongest player in FIFA between 2010 and 2020. He has also played for the likes of the Doncaster Rovers, Swansea City & AFC Wimbledon, to name a few. Throughout his career, he has worked tirelessly to prove his critics wrong and has displayed character and fortitude to complement his talent.

During his visit, Akinfenwa discussed stories from his footballing career as students were



“Mr Akinfenwa emphasised the importance of character and resilience. In addition, he noted that talent can get you as far as the dressing room, but attitude determines how long you remain there. Adebayo gave clear examples of the need to be a team player and mentor others. His positive ‘Beast Mode’ philosophy makes him a suitable Ambassador for our flagship Future Stories programme.”

Mr A M Robson (Headmaster)

keen to find out about his training sessions, his all-time favourite goal and head-to-heads on the pitch. They even made sure to get his opinion on the latest European Super League controversy.

As the session moved on, Akinfenwa discussed the importance of hard work and dedication in all aspects of life as well as his perspective on the significance of mentoring and character.



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 sixth successful year and has been shortlisted in the 'School/College of the Year' category as finalists for the 3rd 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 COVID-19 crisis has focused our attention – this year we are determined to do more and do it better, using the creativity of students and staff to find new ways to engage students and schools in the productive learning and online mentoring activities on offer.

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



STAFF DEPARTURES...

As the academic year concludes, we say goodbye to some of our long-serving and inspirational members of staff who have served hundreds of students. The Society Office had the pleasure of speaking with them as they reflected on their career at Reading School. Here is just a snippet of what they had to say...



"...it's seeing their confidence develop as they grow...to see that progress...that for me is the most memorable and rewarding thing."

Lorraine Hall (English, 2003-2021)

.."at the end of the lesson they all gave me a clap. I don't know whether I surprised them that I knew what I was doing!"

"I really loved teaching remotely. I felt really motivated. I knew I had to teach my first lesson on Teams on Thursday and thought I've got to nail this! All day Wednesday I went on to Google and checked everything I knew about Teams in order to feel confident. On the Thursday, at the end of the lesson they all gave me a clap. I don't know whether I surprised them that I knew what I was doing!"

Lorraine on remote teaching and online learning



"There was a great atmosphere and it was great to see the boys in a different light."

"I was fortunate to have many years in boarding (9 years) as Assistant Boarding Master. There was a great atmosphere and it was great to see the boys in a different light. In my subject alone, I think it's my ability to teach my subject well and therefore, these boys have been able to take that knowledge and advice I've given them and go on and be able to do great things. I think in some small way we have played a huge factor in that and I think that's why we praise teaching."

Jonathan Matthews (Mathematics, 2007-2021) on his biggest accomplishments in his career



"I think we are very lucky to have such good students and the parents are very supportive."

Carol Coates (Art, 2005-2021)



"I got into teaching to give students the opportunity I had and to give them the chance to hopefully succeed in life...it's the organisation, self-discipline that students can learn."

**Jack Steadman
(PE, 2014-2021)**



"I filled up (with tears) because these were not boys who said these sorts of things."

"One year, I had a form with some students that were perhaps a bit more boisterous than the more sensitive ones. We had a bit of a rocky year and I was always trying to rescue them from doing silly things. On their last day, they turned up with an apple tree and it said, 'you have nurtured us and so we want to give you this apple tree to nurture.' I filled up (with tears) because these were not boys who said these sorts of things. It's still in my garden and I remember them fondly."

Fran Smith (Economics, 2009-2021) on her most sentimental gift

"What I like most about Reading School is the people I work with. I can have a conversation with pretty much any one here, I love it and I'll really miss that."

OR Ethan Kenwick (Maths, 2019-2021)





"The things I confiscated the most were Rubik cubes and maths homework...You think is it a phone, is it a comic book...no its maths homework." A student even said 'Miss I think you better confiscate this because its too distracting!"

Amy Cash (Economics, 2016-2021)

"They're interested in things beyond the specification...it keeps me on my toes."

"Definitely the students. They're just interested, aren't they? You put on a discussion group and you know you have to limit the numbers because they'll be hanging off the fans to fit in the room! I just love that! They're interested in things beyond the specification....it keeps me on my toes."

Amy Cash (Economics, 2016-2021) on what she likes most about teaching at Reading School



"It's probably the biggest legacy I hope I've left behind"

"It's probably setting up the link with Sure24, its probably the biggest legacy I hope I've left behind and hopefully, its making a big difference to the children in the orphanage and the children in the school as well. We went to Kenya as part of setting up the Tour Aid. We brought 10 (Reading School) boys over and stayed and worked in the orphanage."

Paul Teixeira (Chemistry, 2011-2021) on his proudest accomplishment

"The first Christmas was brilliant, it was almost like Hogwarts"

*"The first Christmas was brilliant, it was almost like Hogwarts...not that I went to Hogwarts! But the atmosphere was quite special."
"My tutor group (9W) are brilliant, they're very sharp...they're a really smart bunch. I've had a lot of fun and I've enjoyed it...getting to know them and all the different characters. I've got so much respect for them."*

Steve Barraclough (Computer Science, 2019-2021) on the joys of teaching



...AND TRIBUTES

The Redingensians community has been submitting messages to teachers leaving this year in order to pay tribute to their time and service at Reading School. Although, not every message submitted was published, all messages were forwarded to the respective members of staff.

"For the most part, what we learn in school is to help improve our academic performance and realise our potentials. When in Economics this wasn't the case. I was taught lessons that went beyond the classroom and translated into my life as I grew and developed. Sitting in Economics I was always excited. I wasn't focused on getting the best grade or beating the person next to me. But instead, I was excited to learn something new and develop a passion for knowledge in all its forms. I owe a lot to what Mrs Smith and Ms Cash taught me whilst I was at Reading. Attention to detail, the never give up mentality and the encouragement to be brave in a world which values conformity. Thank you both."

OR Hasan Ahmed (2016-2018) to Amy Cash (Economics, 2016-2021) & Fran Smith (Economics, 2009- 2021)

"It is rare to find a teacher who can so well balance discipline and humour in class. It worked so well with Dr Matthews because it always felt like he was invested in us, truly wanting us to learn and succeed. Reading school will miss an absolutely top class maths teacher. Never stop investing in people."

OR Joseph Moneim (2006-2013) to Dr Jonathan Matthews (Mathematics, 2007-2021)

"Mr Barraclough was very helpful during his two years as my computer science teacher - whenever I had a question he would happily take his time to explain the answer to me and it was clear he loved computers as we had many conversations that went beyond just the topics in the course and into our own interests. Even during our time doing online lessons, he managed to arrange very valuable work experience for me and two other students. I would like to thank him for being such a great teacher and wish him the best with his future plans."

OR Kiran Bahra (2021) to Steve Barraclough (Computer Science, 2019- 2021)

*"Thanks for singlehandedly rescuing both my AS Microeconomics grade *and* UCAS personal statement, Mrs Smith. You have the patience of a saint and the omniscience of a goddess. I'm very pleased that I got to experience Reading School sixth-form life with you at the helm (and I'll never forget rudely undercutting one of your trademark verbal dressing-downs with an untimely blast from my saxophone). All the best."*

OR Jacob South Klein (2015) to Fran Smith (2009-2021)

"Wishing you all the best as you leave Reading School - your kindness and support will always stay with me. Thank you for being such an inspirational presence during the time you taught me, I often fondly remember GCSE and A-Level English lessons, which brought me a lot of joy."

OR Christian Frank (2014) to Lorraine Hall (English, 2003-2021)

"Thank you Mr Steadman for being such a brilliant teacher and rugby coach. Your lessons were always really fun and I learned so much. Particularly I loved playing rugby with you in sixth form. You were not only a great coach who taught me a lot about rugby, but also made the whole experience really enjoyable for me and the whole team. Thanks to your coaching, I was able to develop as both a player and leader in the team, which I'll be able to take forward into the rest of my life."

OR Alex Sutton (2020) to Jack Steadman (PE, 2014-2021)

VOICES OF OLD REDINGENSANS

From corporate executives to authors and scientists, we share profiles of eminent Old Redingensians.



2021

THE OLD REDINGENSIAN ASSOCIATION COUNCIL

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Estates Advisor	John Short jhshort@btinternet.com
Work Experience & Careers	Ray Sawyer raysawyer33@yahoo.co.uk
Other Councillors	Nick Burrows (Legal) Aaron D'Souza Mike Evans Richard Griffiths Ashley Robson (Headmaster) Arthur Truslove (Magazine) Rev Clive Windebank (Chaplain)



2022

150 YEARS: THE FIRST TERM ON ERLEIGH ROAD

By Ken C Brown
(OR 1955-1963)

The School opened the doors at its new premises in Erleigh Road, for the Christmas Term 1871. There was a new Headmaster, the Rev. T H Stokoe, D.D., Lincoln College, Oxford and seven assistant masters, including a Music Master and a Drawing Master (this last was Charles Richard Havell, a member of the prolific family of Reading artists, so many of whom were also old boys of the School).

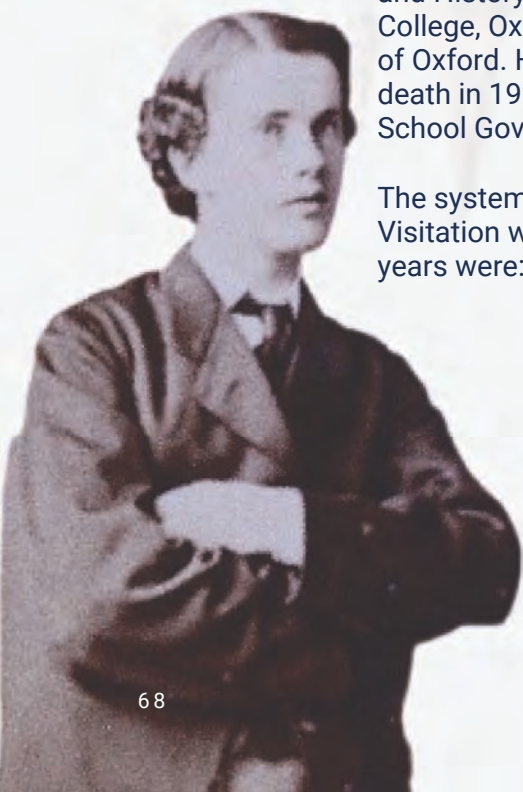
There were only two boys in that first Sixth Form: William Croser Hey and George Rodney Eden (image right). Eden went on to Pembroke College, Cambridge where he secured the Carus Greek Testament Prize and the Winchester Reading Prize. He eventually became a long serving Lord Bishop of Wakefield. He went on to Oriel College, Oxford where he gained a First Class in Classics, and followed his father into the Church, and indeed, eventually, succeeded him as vicar of St Olave's, York, and, like him, published learned papers on Coleoptera.

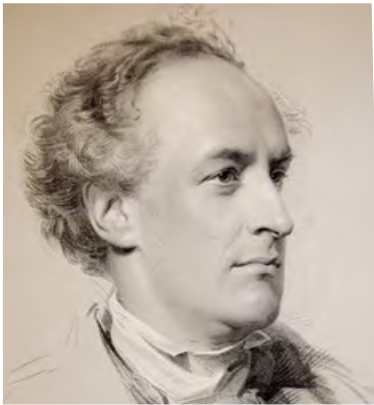
There were a further four boys in the Fifth Form (it was not until the 1871 Fourth form reached the top of the School two years later that a full structure was achieved and Joseph Wells (image below) and his fellows became a famous set of senior boys). Joey Wells became Captain of the School, a Scholar of Queen's College, Oxford, secured Firsts in Classics and History and went on to be the Warden of Wadham College, Oxford and Vice Chancellor of the University of Oxford. He was President of the OR Club until his death in 1929 and a long serving Chairman of the School Governors.

The system of regulation devised by Archbishop Laud and known as the Triennial Visitation was still in force and the visitors, as they had been for over two hundred years were:

The Vice Chancellor of the University of Oxford. In 1871 this was Henry George Liddell, that Dean of Christchurch who was the father of the Alice for whom Lewis Carroll wrote Alice's Adventures in Wonderland.

The President of St John's College, Oxford. This was the Reverend James Bellamy – he had attended Merchant Taylors' School so, through Sir Thomas White, he had a double association with Reading School.





Liddell



Bellamy



Leighton

The Warden of All Saints' College, Oxford. In 1871 the Warden was Francis Knyvett Leighton, a distinguished priest and academic.

The Trustees (who were the School Governors) were headed by that year's Mayor of Reading Henry Bilson Blandy (OR), with six aldermen, Messrs. Andrewes, Darter, Exall, Harris, Palmer and Simonds – all leading figures in the town; the vicars of the three great Reading parishes, Rev. A P Purey-Cust (St Mary's), Rev. C H Travers (St Giles'), Rev L G Maine (St Lawrence's). The governing body was rounded off with three more prominent Reading citizens: Sir Peter Spokes, J Bligh Monck and H J Simonds.

They had as their Clerk the renowned Thomas Rogers, Town Clerk of Reading, whose name, with Sir Peter Spokes's may be read on the Foundation Stone in the Cloisters.

University Exhibitions were pledged by nine prominent citizens and ranged from £20 per annum to £30 per annum, tenable at any English University for three years (and in one case for four years).

The two historic Sir Thomas White Scholarships at St John's College, Oxford had been converted into Fellowships during the interregnum between the closure of the old School in the Forbury and the grand re-opening in Erleigh Road, but were to be recovered and once again awarded to Reading School boys, tenable for five years at £100 each.

At speech day Hey was awarded the Sixth Form prize; Hedley the Fifth Form prize. Wells gained the Fourth Form Classical Side prize and Dodsworth the Fourth Form Modern Side prize. Wells also took one of the French prizes.

That term ended with tasks taken home for the Christmas holidays; the Fourth, Fifth and Sixth Forms all had to study Coriolanus; the Third Form had to learn by heart Grey's Elegy in a Country Churchyard; the Second Form the first 100 lines (by heart) of Scott's Lady of the Lake and the First Form, again by heart, stanzas 1 to 13 of Goldsmith's The Hermit.

So it was that historic first term, 150 years ago, drew to its close with everybody full of optimism for the future of our ancient School.

Note: Of the eight masters mentioned at the beginning of this article, only Rev W Trafford and C R Havell were still on the Staff when Dr Stokoe departed in 1877, by which time the Staff had increased to eighteen in all.

VIN WIJERATNE

(OR 1977-1984)

Chief Financial Officer of the Royal Mint

*By Arthur Truslove
(OR 2003-2008)*

Vin Wijeratne attended Reading School from 1977-84. Academically, Vin enjoyed the Sciences, with especially fond memories of Chemistry teacher Ian Judd, Physics teachers John Barraclough and Victor Payne and Biology teacher JV Oakes.



Outside of the classroom, Vin played first-team hockey, second-team rugby and cricket, and represented the school, and Berkshire, at chess. The passion he developed for (especially Welsh) rugby stands out– he accredits this to JL Vaughan and RW Lewis, his Welsh PE teachers. Vin fondly remembers them only playing Welsh Five Nations’ victories in the lecture theatre and today he has debentures in the Principality Stadium in Cardiff, to hopefully witness great rugby in person.

Upon leaving school, Vin studied chemistry at Cardiff University. During his time at Cardiff, he was the first undergraduate President in the 125-year history of the Cardiff University Student Chemical Society, which had over 500 members.

Upon leaving Cardiff, Vin spent three years training as a Chartered Accountant at Clark Whitehill in Reading. Working on the Sainsbury’s and Savacentre audits were particular highlights, with Vin enjoying his broad financial experience gained at the firm. He subsequently spent three years working in Finance in the West Berkshire NHS, and then three years at Digital Equipment Company, a large IT company (now part of Hewlett Packard), based in Reading.

From June 1998, Vin spent nearly thirteen years at Orange, spending five years as its Commercial Finance Director – initially one of its sixteen directors out of a workforce of thirteen thousand. During his time at Orange, he was responsible for financial management of their £3.3bn consumer division of the company's £4.3bn UK turnover and created the business case for unlimited tariffs, with Orange being the first mobile operator to launch this product in the UK market.

In November 2010, Vin joined The Royal Mint which has a history which dates back over 1,100 years and it is one of the oldest organisations in the world. Supplying up to 50 countries each year, it was the world’s largest exporting mint and responsible for manufacturing all UK circulating coins. It also produced commemorative coins to help celebrate national events and its medals division made OBE, MBE and George Cross medals and most notably produced the 4,700 gold, silver and bronze medals presented at the London 2012 Olympics and Paralympic games.

During his time within the business as its Chief Financial Officer, he helped its turnover to double and profits quadruple, despite the challenges of the persistent shift towards online, electronic and digital payments.

Under Vin’s Executive and Board leadership, the Royal Mint revitalised its gold and silver bullion business, re-entering the global market making, selling and storing gold and silver bars and coins, including the iconic Gold Sovereign. Leading the new venture organisation, he was responsible for the creation of Royal Mint Gold (RMG), a digital solution offering an easier, cheaper and more secure way to buy, hold and sell gold which recorded ownership on a blockchain.

Vin left the Royal Mint in April 2018, and has since served as Interim Chief Operating Officer of South Wales University and as Chief Financial Officer for a private equity backed business. He is a Fellow of the Institute of Chartered Accountants of England and Wales and also a Fellow of the Institute of Directors. Living in Cardiff, he is married with two sons in secondary school education.



NICK HAMPTON

(OR 1978-85)

Chief Executive of Tate and Lyle PLC

By Arthur Truslove (OR 2003-2008)

Nick Hampton attended Reading School from 1978-85, and was School Captain in his final year. A boarder in East Wing, Nick especially enjoyed sport, captaining the first XI in both cricket and hockey. Academically, he enjoyed maths and the sciences, and achieved the Sir Thomas White Scholarship to St John's College, Oxford.

Nick especially enjoyed the 1984 school cricket tour to Hong Kong, where he played against England cricketer Dermot Reeve. A particular highlight was spending New Year's Eve receiving hospitality from Rod Curry OR at a Hong Kong police station.

Nick studied Chemistry at University. Outside of his studies, Nick achieved a Blue for cricket, and represented the university at golf. He served as chairman of the Summer Ball Committee at St Johns College.

After University, in 1989 Nick joined Monitor, an American strategy consultancy with links to Harvard University and famous academic Michael Porter. Nick spent five years there, which included work on Porter's well-known book, *The Competitive Advantage of Nations*.

In 1994, Nick joined PepsiCo, where he served for 20 years and progressed to Senior Vice President Commercial, Europe. During his time at PepsiCo, Nick managed the integration of

Quaker and Tropicana into the group, and worked on the building of the largest crisp factory in the world in Leicester while working for Walkers. From 2008-13, he was CFO of PepsiCo's European business, and oversaw an increase in revenue from \$6bn to \$16bn across that period.

In 2014, Nick joined Tate and Lyle, the FTSE 250 listed supplier of food and beverage ingredients, as Chief Financial Officer and PLC Board director.

In 2018, he was appointed Chief Executive. Under Nick, the group is focused on "making tasty food healthier and healthy food tastier". This has included a recent project with Cadbury Dairy Milk, making "30 per cent less sugar" chocolate bars. The company estimates that in 2020, the work of the company's Food and Beverage Solutions business substituted around 1.8 billion tonnes of sugar.

Nick views the business as a purpose-led organisation, supporting healthier living through improved diets, seeking to build thriving communities where they operate, and caring for the planet, including a commitment to cut the company's greenhouse gas emissions by 30% over the next ten years.

Nick is married with three daughters, and enjoys running and playing golf in his spare time.



School Captain, Daniel N (2020-2021) and Vice-Captain, Charles C (2020-2021) had the privilege of interviewing, one of our most senior and inspiring Old Redingensians, Alan Johnson (OR 1940-1949) and his lovely wife Barbara as they discussed the parallels between school during WWII and experiences of lockdown and school closures amid the global COVID-19 pandemic.



As well as being one of the oldest Old Redingensians, Alan is a special part of the history of Reading School. He shared his memories of his remarkable time at Reading School during World War II in a first ever 'Interview with an Old Redingensian' via Zoom, *"It was a difficult life during the War. Many people were living at home; we spent many nights in bomb shelters...The school field was somewhat impaired by the building of air raid shelters near the cricket pavilion. Groundskeepers were sent off to fight the war and, as a result, the dandelion population on the school field increased. We were all set to work on our knees digging out dandelions. When the air raid siren sounded, we all proceeded, at the double, into the air raid shelters. Sergeant-Major Rawlins of the "Corps" was to be seen on the school field with a machine gun waiting for any German plane which dared to attack the school."*

It was clear that this interview prompted moments of nostalgia and fond memories of his childhood years at Reading School. One particularly special memory that Alan recalled was learning how to make fireworks and

"Always maintain integrity. It's something you learn at Reading School; it's a part of the culture."

celebrating with a small fee. Alan recalls some of his fondest memories were the time spent with friends and teachers outside the classroom. His love of music drove him to take private lessons with Fred Griffin, the Music Master at the time. Alan recalls, *"Fred Griffin taught me how to play the Piano and the Organ, Mr Harding, taught me how to play Bridge, Mr Liddington, taught me about rudimentary radios and I would develop photos with Mr Deco."*

Reading School also gave him lasting friendships. Since leaving Reading School 72 years ago, he remains in touch with a few Old Redingensians, including Ken Brown (OR 1955-1963) and Chris Widdows (OR 1955-1962).

Created by the Society Office



Professor Ben Cowling (OR 1990-1997) awarded MBE in the 2021 Queen's birthday honour's list

We are proud to announce that Old Redingensian Professor Ben Cowling has been made a Member of the Order of the British Empire (MBE) for services to public health and to research on Covid-19. As director of the World Health Organisation Collaborating Centre, he moved to Hong Kong with his family in 2004 to carry out research on infectious diseases. Thanks to his work on the SARS outbreak, his team has made recommendations to the government on how to respond to Covid-19 and his research has made a significant impact on science and public health around the world.

"Ben is a role model who has demonstrated commitment and dedication to excellence and has successfully sought to use his gifts to serve others. We encourage all our students to learn from his example and develop a positive legacy."

Mr A M Robson (Headmaster)



Dr Jonathan Cairns (OR 1998-2005) talks research into Covid-19 at AstraZeneca in celebration of British Science Week 2021.

"Developing a new medicine for a particular disease is difficult - to succeed, we typically need to link the disease to key genes, then work on ideas for compounds that will target those genes as specifically as possible. The process often takes a long time (anything from years to decades) and involves many decisions along the way. AstraZeneca performs a huge number of experiments to guide those decisions, producing vast amounts of data in the process. But data aren't enough by themselves - to figure out the correct decisions, we must interpret

the data carefully and work out what they tell us about biology, at the same time avoiding being misled by noise or errors that are unavoidable in large scale experiments. My role is to make sure that we use our data the best we can, and that we make the right decisions - for example, prioritising the most important genes in a disease, or choosing whether to advance a project or change course. I'm particularly interested in analysis methods for "transcriptomics" and "multi-omics" - these are experiments that measure all ~20,000 genes in one go, helping us push the boundaries of science. My previous jobs (a PhD and Postdoc position) both focused on the development of new analysis methods for 'omics technologies, and I'm building on that expertise at Astra Zeneca."

Created by the Society Office



OR Rod Oughton attended Reading School from 2004 - 2009. Given a pair of sticks for his birthday, Rod began drumming at the age of 10, joining the local Camberley Youth Wind Orchestra, followed by the Surrey County Youth Jazz Orchestra as its youngest member. He passed his Grade 8 Drums with Distinction, and in 2007 won a Trinity College Exhibition Award for achieving one of the country's highest Distinction marks in music.

He attended the Royal Academy of Music Junior Jazz Course for two years under the direction of Nick Smart and Simon Colam. As a member of the National Youth Jazz Collective, he worked with Issie Barratt, Mike Walker and Steve Waterman.

He also attended the Royal Welsh College of Music (First Class Honours degree) leading to performance opportunities alongside jazz greats including Kenny Wheeler, Dave Cliff, Norma Winstone, Soweto Kinch and Mike Stern. He studied with Martin France (Spin Marvel), James Maddren (Kit Downes Trio) and Jeff Williams (Jeff Williams Quartet).

He is endorsed by Bosphorous Cymbals, Ludwig Drums and also by D'Addario, the world's premier manufacturer of various instrument accessories, including Evans Drumheads and Promark Drumsticks. Now based in Amsterdam, Rod has played at some of the UK's leading music venues, in London's West End, as well as to international audiences. He began to explore his interest in Music through the influence of his manager, "My Grandad used to play tenor sax in the Phil Jennings Dance Band in the 1950s. They'd play at Staines Town Hall every Saturday night, from 9pm until midnight and get paid £1.50 each! It was my Grandad that took me to my first Jazz gig when I was 10 years old (the Glenn Miller Orchestra at Camberley Theatre) and it was there that my love of Jazz began."

How was life at Reading School and who has been your musical inspiration?

"I remember being asked to be the soloist for the house music competition in 2007 (I think?!). It was my first time performing a solo drum piece, and I remember composing the piece myself (with the help of my drum teacher Martin Proctor). It was a great experience, and I was certainly very nervous, as it was in front of a large audience in Big School. It all went very well, but I was beaten in the competition by the violinist Alex Tay (who I remain in touch with to this day). I've done my best to move on from the defeat, but I'm still partly convinced it was a fix!"

"I was beaten in the competition by the violinist OR Alex Tay (who I remain in touch with to this day).

I've done my best to move on from the defeat, but I'm still partly convinced it was a fix!"

Created by the Society Office

What are your biggest accomplishments and highlights of working in the music industry?

"The thing I love most about my work is the variety of different artists I work with, and the amount of different places I travel to. Since graduating from the Royal Welsh College of Music and Drama in 2015, I've played with pop star Hannah Grace in Hyde Park's British Summer Time festival (supporting Barbara Streisand) and with Tom Ridout (BBC Young Jazz Musician of the Year runner up) at Ronnie Scotts. I've also played in the Dubai Opera House with Egyptian singer Ahmed Harfoush, and in Cadogan Hall with the James Taylor Quartet (who wrote the theme tune to Starsky and Hutch!). I'm currently living in Amsterdam having just started a Jazz Masters at the Conservatorium van Amsterdam."



"One of my favourite things about that gig was that Reading School legend Mr Baldock was in the audience! We had a catch up during the interval about how much of a pain I was during his English lessons!"



Tell us about the release of your album and the inspiration behind it

"I started my band OK Aurora after finishing my degree in Cardiff and moving to London. It's an eight piece Jazz band that includes a vocalist (Alina Miroshnichenko). The band plays original compositions that are not only inspired by my Jazz training but also by my travels. Since graduating I've been to the carnival in Rio de Janeiro, played with members of the Buena Vista Social Club in Havana, Cuba, and heard



the soukous bands of East Africa during my time in Tanzania. This has really influenced the music on the debut album, as it's a blend of Pop, Jazz and World music. The album came out on the 6th August 2021 on the Ubuntu Music label, and we even did a sold out album launch show at Pizza Express Jazz Club in Soho. One of my favourite things about that gig was that Reading School legend Mr Baldock was in the audience! We had a catch up during the interval about how much of a pain I was during his English lessons!"

Created by the Society Office



"I've set up factories in China, built multibillion dollar companies and spent time on oil rigs in Africa and the North Sea - all from the confidence that the School's amazing and dedicated teachers instilled in all of us that we could accomplish anything we set our mind to."

A CONVERSATION WITH WILLIAM GREENHALGH

(OR 1961-65)

President & Chief Executive Officer of Stratx

William (Bill) Greenhalgh is the President & CEO of human resources company Stratx. He lives in Toronto, Canada after moving there in the mid-seventies. School Captain, Adam Paterson caught up with Bill to find out about his student experience whilst at Reading School and the life-long impact it has had on his life.

Bill was born in Northern Ireland before moving to Malta, where he lived for 4 years before starting Reading School at age 14 years old, *"My father has just retired from the Royal Navy and I'm not exactly sure how but he got an appointment with the School Headmaster at the time - Charles Kemp – and we met in his study. Within a couple of hours, I've been interviewed by three different teachers who stepped out of classes to talk to me the hallway. Before I left, I was offered a place at the school I started a week later, in the middle of March 1961."*

Whilst at school, Bill enjoyed Maths, Physics and Chemistry and particularly credits former Chemistry Teacher Mr Hardman for encouraging his love of Chemistry. He adds, *"It created high expectations in all areas – academic, sporting, social and cultural. In the four years I was there, I played rugby, learned to pole vault and box, broke most of the school records in swimming and had house or school colours in half a dozen sports."*

"There was a sense of belonging to your year, your house as well as your sporting team. Integration through sport was important in making friends."

Upon achieving 3 grade A's at A Level, Bill was offered a scholarship by the Atomic Energy Authority and left to study engineering at the University of Southampton before working for 3 years a project engineer.

Eventually, he went on to earn an MBA at the London Business School. Speaking on his diverse career, Bill said, *"I've had the good fortune to have worked in many different industries – twelve years with a Telecommunication company, in finance, marketing and general management; six years as President of Canada's national newspaper, the Globe and Mail; six year's running a public company, the world's largest independent manufacturer of DVDs and compact discs for the entertainment industry; three years running a document security company; and until I semi-retired in 2017, I was Chief Executive Officer of a 25,000 member Association for twelve years offering designations and services to HR professionals. Now, I spend roughly a third of my time traveling, on boards and leadership/strategy coaching for high growth internet companies."*

Reflecting on how his time at Reading School prepared him for his career journey and shaped his choices, Bill commented, *"My years at Reading School set the foundation for pretty much everything I've done since. It wasn't just the education - which was outstanding in its own right - but the trust that the Headmaster placed in me as a new arrival and someone of a refugee from the troubles that were developing in Northern Ireland; the values, standards and behaviours at the school expected which I've lived by ever since; and the ability to manage the heavy academic workload with the high expectations for performance in sports created a time management skills that have served me well."*

To conclude the interview, Bill gave this advice to any current Reading School student, *"Keep an open mind and chase any opportunity available. Fear of the future often holds people back but the consequences of mistakes are more minimal than you think."*

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Created by the Society Office





BACK TO SCHOOL

**With John Angliss (OR 1957-62) &
Frank Gray (OR 1958-65)**

In May 2021, John Angliss and Frank Gray joined Jas Chhokar (Society Manager) & Piatrice Hutchinson (Society Assistant) on a short tour of the school on a sunny afternoon. The pair were pupils of Caversham Primary School before attending Reading School together between 1958-1962.

On their tour, they enjoyed reminiscing of their childhood days at school and toured the school's new and original buildings and modern facilities including the Refectory and the new Science building. Highlights of their visit included a visit to the chapel where the pair engaged in a nostalgic rendition of the Reading School Song.

John, a retired Minister, left school and spent 10 years at Midland Bank Executor & Trustee Co Ltd. Later, he became a Church Pastor and a Minister at an independent Church just south of Reading until his retirement in 2017 after 40 years of service.

Frank Gray briefly lived in the USA and has travelled extensively throughout East and Southeast Asia, living in Laos and the Philippines whilst working in radio broadcasting and providing training and project development, before returning to the UK in 1991. In 2018, he published two autobiographical books 'Close to the Listener', 'based on his experiences in broadcasting in Asia and 'On the Shoulders of the Past' which covers the first 21 years of his life.

*Created by the **Society Office***

Share your story!

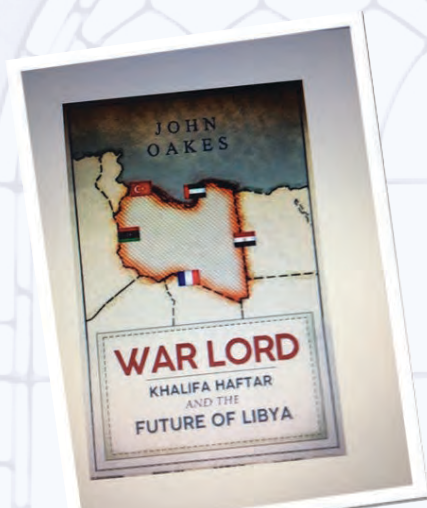
We love hearing the fond school memories of our alumni. We hope to welcome more ORs back to school in the near future.

When was the last time you visited Reading School?

If you are interested in taking a tour of the school, please contact Jas or Piatrice in the Society Office at alumni.reading-school.co.uk.

THE OR BOOKSHELF

The output from OR's writing books continues at an astonishing rate – a comprehensive collection would run, certainly, to many hundreds of publications. Four that have recently come to my attention would interest many readers; all are recommended.



John Oakes (Staff 1971-1997)
War Lord: Khalifa Haftar and the Future of Libya

John has followed up his previous book: Libya. The History of Ghadaffi's Pariah State with this analysis bringing his first hand expert knowledge of that troubled country to bear.

Hardback: 272 pp. Amberley Publishing 2021.

£20.00 widely available.



C P (Chris) O'Dell (OR 1953-1959)
Artists on the Mizen

Chris is a well known cinematographer and photographer who lives in West Cork. His book is a sumptuous picture album featuring the works of twenty seven artists in various mediums, all superbly photographed by Chris with accompanying text.

Landscape Hardback: Limited Edition. 118 pp. 2020.

Go to www.chrisodell.biz for full details.

D (David) Ormrod (1957-64)

Bob and Audrey's War

David is a retired solicitor now living in East Sussex. He has written a moving account of his parents' wartime experiences, largely based on letters exchanged between them after his bomber pilot father was shot down in France, eventually to become a POW, and his ATS Officer mother.

Paperback 91pp. Woodfield Publishing Limited. 2021.

£9.95

D M (David) Shepherd (OR 1958-1962)

Parker "51"

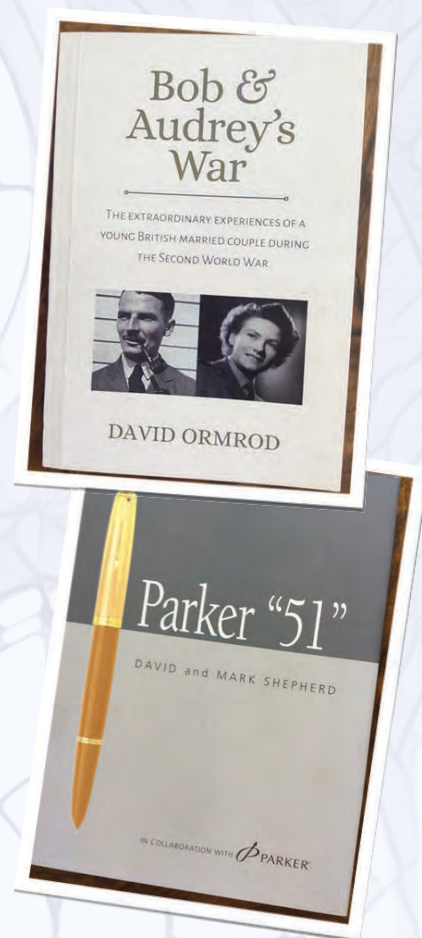
With his son Mark, David, now a retired dentist, has produced the definitive history of the Parker 51 Pen – on which he is a leading authority. Photographed by Mark and brilliantly designed by David's wife, Teresa, this is a superb book produced in collaboration with the Parker company.

Large 4to Hardback. 169 pp. Surrenden Press Limited. 2004.

Currently out of stock.

Ken Brown (OR 1955-63)

ORA Archivist



Reading School provides back drop for James Alex Harding's (OR 2009-2016) debut novel

James Alex Harding (OR 2009-2016) has released his debut novel, *Red & White*, set in the shadows of Reading School.

James attended Reading School before studying Law at the University of Bristol in 2017. In his debut novel,

he provides a fresh take on the Young Adult genre, drawing inspiration from *Lord of the Flies* and crafting a compelling narrative that portrays teenagers and conflict in a realistic manner.

James commented, "I first came up with the idea for 'Red & White' whilst sat at the back of a GCSE English class. We were studying 'Lord of the Flies' at the time and, although I enjoyed the general premise and themes, I found the text itself quite dry. I therefore wanted to modernise the setting and characters, showing how twenty-first century teenagers might behave in a world without adults. Considering I knew Reading School, its pupils and our unique manner so well, I couldn't imagine ever setting the novel anywhere else."

Red & White is available for £5 on the Kindle Store.

The Society Office

IN MEMORIAM

Since the 22 deaths reported in The Old Redingensians Association April 2021 Newsletter, we have received notification of the deaths of the following (full obituaries will appear on the ORA website):

By Ken Brown (OR 1955-63) ORA Archivist and Chris Widdows (OR 1955-62) ORA Membership Secretary



IN MEMORIAM

1. P D (Philip) Akeroyd (West, 1961-1968)

Accountant

Leading businessman and hotelier in Bermuda.

Died 27 Sep 20 aged 70

He was unmarried.

2. B M (Bruce) Hoffler (East, 1956-62)

British Telecomms Engineer

Brother, son and nephew of ORs.

Died 7 Feb 21 aged 75

Survived by his wife Fiona.

3. D J (David) Jordan (East Wing, 1944-54)

Chartered Accountant

Former Vice Captain of School

Died 1 May 20 aged 84

Survived by his wife Wilma

4. P K (Peter) Mills (East, 1950-56)

Former Salesman and Sub Postmaster

Died 5 Mar 20 aged 80

Noted Musician at School

Survived by his wife Valerie and their children Jennifer and Alexander and two grandchildren

5. K D (Keith) Minton (County, 1953-59)

Teacher of Spanish, writer and publisher

Died 16 Dec 19 aged 79

Former Hon Sec of Seekers

Survived by his wife Christine, their sons Jeremy, James and Christopher and one grandson

6. G W O (Gareth) Price

(County, 1948-56)

Actuary

Vice Captain of School, Captain of County

House, Shot Putt Champion

Died 21 July 21 aged 84

Survived by his wife Sheila, their daughter and two OR sons Rhodri and Huw and grandchildren

7. M A (Marcus) Rendall

(West, 1972-77)

Insurance Broker

Died 22 May 21 aged 60

(In the 1990s one of the six ORs working at John Holt & Partners)

He was unmarried

8. C P (Colin) Rogers (County, 1940-46)

Director of his family Bakery

Died 20 June 2021 aged 91

Two seasons in the School Association Football 1st XI

Survived by his wife Margaret and their children Sheila and Neil

9. A R (Tony) Waring (East, 1940-46)

President of ORA 2000

Died 9 Jul 2021 aged 92

Retired Company Director and Local Magistrate; School Wicketkeeper and 1st XI Goalkeeper

Survived by his wife Peggy, their three sons, grandchildren and great grandchildren

By Ken Brown (OR 1955-63) ORA Archivist and Chris Widdows (OR 1955-62) ORA Membership Secretary

ORs of a certain vintage may wish to be aware of the death of Mrs Jeanne Farmery on 9 June 2021 aged 94. She was the mother of D R (David) Farmery (1964-71), whose death was reported in Floreat Redingensis last year and the widow of Wg Cdr H R (Royston) Farmery OBE who at the time of his death on 7 September 1982 was President Elect of the Old Redingensians Club.

Postscript: Sadly, in the month we go to press, four more members have passed away: A W (Alistair) Barker (1943-54); J M (Mike) Evans (Staff 1968-05); B C (Bryan) Lindley (1947-51) and S J (Steven) Longstaff (Staff 2004-19). Full details will be posted at a later date.

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 cbrown11@aol.com and C J (Chris) Widdows at cwiddows@aol.com. Please also contact the Society Office by emailing alumni@reading-school.co.uk so we can inform the school community.



Pictured: Henry Ernest Aust (1896-1914)



Establish your legacy

1125 Legacy Campaign

We realise that not everyone will be able to make a donation to Reading School in their lifetime. Leaving a gift in your will is conceivably the biggest gift you can offer. Whether this is for awards and nominations for the achievements of current and future pupils or new structural developments, a legacy could make a huge difference to future generations. In particular, the upkeep of the historical fabric of the Alfred Waterhouse building is a main priority.

We are hugely grateful to the legacy of Miss Evelyn Mary Aust, who gifted a substantial sum of money to the Reading Foundation in her will. This allowed the urgent repair and maintenance of the roof of the main school. Legacy gifts small or large are most welcome. Leaving a gift to Reading School in your will is one of the most powerful ways you can support Reading School and its students.

ORs and Friends who have chosen to support Reading School with a legacy gift are enrolled as a member of the 1125 Legacy Society. If you have already made a provision for Reading School in your will, please do let us know so that we are able to thank you appropriately.

Should you wish to discuss your pledge or specific wishes in more detail, please contact Mr A M Robson (Headmaster) or Jas Chhokar (Society Manager), in confidence on (+44) 0118 9015600 Ext 249 or email development@reading-school.co.uk.



INTRODUCING THE

READING SCHOOL SOCIETY

Join our community
#RSKeepInTouch #ReadingSchoolAlumni

The Society Office have launched Reading School's new alumni website. We value our alumni community and the families that pass through Reading School. This Society Office offers several resources to leverage the success of our alumni in touch with us, wherever you are in the world. When you join the Reading School Alumni Society, you can update your own communication preferences, read our latest news and alumni stories and keep abreast of the latest news.

Join us at www.alumni.readingschool.org

Read the latest issue
Floreat Redingensis
The Magazine of Reading School
September 2020

Looking Back
Looking Forward...

Edited by Mr T. Kenyon

A global network
Connect with ORs around the world

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Events and reunions
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E

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unity immensely where we have seen generations of strength and ingenuity of this network. We want you to keep you are joining a platform of over 4000 ORs worldwide. least of the remarkable activities of our OR community.

g-school.co.uk



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

SHARE YOUR NEWS!

Old Redingensians are always invited to share their achievements, knowledge and advice. Your stories have the power to inspire. Please send your stories to Jas or Piatrice in the Society Office at alumni@reading-school.co.uk.

ORGANISE YOUR REUNION

School reunions provide a wonderful opportunity to reunite, reconnect and build new relationships with friends and classmates. Become an alumni ambassador and help the Society Office plan your milestone reunion.



Scan the QR code to become a member!

Be part of your alumni community!



Network with the OR community



Stay updated with school news



Join the conversation



Follow our stories

BURSARIES & SCHOLARSHIPS

Reading School has a rich history of philanthropy and providing the best possible education for its students. The pandemic has exacerbated and highlighted nationally the disparities in educational opportunities facing students from disadvantaged backgrounds. The need for additional support for disadvantaged students very much aligns with Reading School's Future Stories Programme.

Unlike independent schools, where financial assistance will typically pay for school fees, Reading School's Future Stores Programme works with primary schools located in areas of Reading that are amongst the 10% most deprived areas of the country. We provide pupils with weekly mentoring support in Mathematics and English, as well as running various workshops to engage with them from Year 4 onwards. Ultimately, we hope to inspire them to apply to Reading School.

Many of the primary school boys and girls we work with through Future Stories have been profoundly affected by the pandemic. In early 2019 we faced challenges in delivering our typical Future Stories Programme, but we have adapted our approach, using technology to help provide additional support, knowing that the need is now even greater than before the pandemic. Our excellent teachers and gifted students are integral in providing this additional support led by Mr T Evans (Assistant Head).

We are proud that this year Reading School saw a 10% increase of admissions from students from deprived areas and we continue to endeavour to grow opportunities for all. We are absolutely thrilled to share that two alumni, who wish to remain anonymous, have generously introduced bursary and scholarship support to Reading School enabling us to provide financial support to pupils from disadvantaged backgrounds. Their commitment will allow Reading School to enhance the provision provided to pupils who meet the set criteria (pupil premium, free school meals, living in care or living in poverty and 16-19 bursary).

The Mary Bursary and The James Scholarship

Old Redingensian from 1994-2001 ('OR 2001'), is kindly founding the **Mary Bursary** and the **James Scholarship**. He proudly shares he was very fortunate to have the privilege of an excellent education at Reading School, supported and encouraged by his parents. OR 2001 contacted the Society Office as he wanted the opportunity to give back annually, to directly support disadvantaged students during their time at Reading School.

The **Mary Bursary** will support **up to three pupils per year for each new academic year**. The students will be selected by the School following agreed criteria, and will provide annual financial support that could cover uniform, stationary, school trips and other incidental expenses to the benefit of their academic and non-academic education at Reading School.

When they reach Year 13 they will have the opportunity to apply for the James Scholarship. The **James Scholarship** will be awarded to one student per year for each new academic year they start at university, for up to three years. The recipient will also have the opportunity for mentoring support from OR 2001. The funds for the Mary Bursary and the James Scholarship will be donated to the Reading Foundation and held ready to be disbursed annually by Reading School to the students.

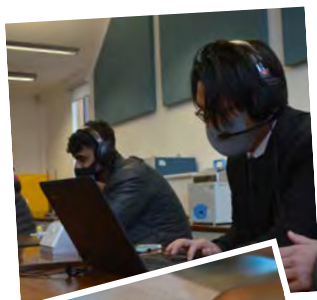


Kiran B (OR 2021) awarded the first James Scholarship

This year, Kiran B (OR 2021) was awarded the first James Scholarship. When asked about being the first recipient of the James Scholarship, Kiran said:

"I am extremely grateful to be the first recipient of the James Scholarship. I was ecstatic to have secured my place at Balliol College, Oxford University to read Mathematics and Computer Science, despite overcoming adversity in my final years at Reading School. But to then learn my application for the James Scholarship had been successful for additional support was just a great relief. The James Scholarship has allowed me a sense of financial freedom while settling into university.

Whilst at Reading School I have grasped all the opportunities that have been offered and the support from the Reading School teachers has been heart-warming especially when I most needed their support. My time at Reading School has been shaped by my friends, teachers and community who have fueled and continue to fuel my aspirations."



Future Stories Bursary

Inspired and introduced by OR 2001, another successful OR working in the financial investment industry, Old Redingensians 1989-1996 ('OR 1996'), committed to a similar program of regular giving. The Future Stories Bursary aims to provide financial support to pupils that join in Year 7 right through to Year 13.

Like the Mary Bursary, the Future Stories Bursary will support up to three pupils per year for each new academic year. The students will be selected by the School following agreed criteria and in the spirit of the objectives of The Future Stories Bursary.

Generous scholarship funds do exist at the most ancient of public schools such as Eton, Harrow, Winchester et al as they have had centuries in which to accrue legacies from grateful old boys and philanthropists to boost funding for scholarships, educational and extra-curricular activities, buildings and facilities. Scholarships at such schools are often bursaries for very able boys from state schools whose families do not have the means to cover the fees.

Reading School is an academic powerhouse with results that rank Reading School 7th nationally. We want to ensure those that are funded through bursaries and scholarships can succeed and fulfill their potential, no matter what their background.

These two donors have enabled Reading School to launch Bursaries and Scholarships for Reading School pupils and shape Future Stories. We aim to raise an endowment fund to provide additional financial assistance to boarders and day students in perpetuity. Bursaries, scholarships and investments in the Reading School are possible because of the generosity of our alumni. We are so grateful to all those who choose to support Reading School. The school respects individual wishes for confidentiality from bursary and scholarship donors as well as the students who receive them.

"We are immensely grateful to both OR 2001 and OR 1996 for their enormous act of generosity and are excited that they have joined us on this journey of shaping Future Stories by opening doors for pupils from disadvantaged backgrounds. Government funding only touches the surface and therefore this support is vital to Reading School's pupils. We are keen to provide opportunities for all our students to flourish and this is what this additional support enables us to do. Thank you never seems enough!"

Mr A M Robson (Headmaster)

While Reading School advances and meets the tests of the future, the past reminds us of our traditions and *raison d'être*. Likewise, bursaries and scholarships change the lives of those most in need and enrich the school community itself. The purpose they serve is as permanent as the buildings that gave rise to the Redingensians community.

If you wish to contribute to bursaries or scholarships to make these funds available to more students each year, or to help fund investments in Reading School, please contact Jas Chhokar (Society Manager) at development@reading-school.co.uk to explore the many ways in which you might be able to support Reading School.

Sir Thomas Beecham Music Award and the Graham Ireland Award

Congratulations to Year 13 leavers, **Conrad S** and **Alex L**, who have both received generous music awards to support their future musical endeavours. The awards have kindly been awarded by the Sir Thomas Beecham Trust, named after the 20th century English conductor, Sir Thomas Beecham. The two musicians were presented with their awards by the **Headmaster, Mr A M Robson** and **Mr C Widdows, Trustee of The Sir Thomas Beecham Trust**.

Alex is the third recipient of this award, having previously been awarded to Benedict Bradley (2020) and Ewan Millar (2019). He passed with Grade 8, last December 2020 on the Clarinet. He is the clarinettist in Berkshire Youth Symphony Orchestra. Recently, he performed on the Eb clarinet in Mahler's 1st Symphony, and bass clarinettist in Bracknell Concert Band, performing at the Symphony Hall in Birmingham in the Music for Youth competition and taken a tour to Paris. From September, he will study Music at the University of Oxford at New College, alongside continuing my clarinet studies for a diploma.



"A key interest that drove me to apply to read Music at Oxford is in music analysis and history, a passion which I discovered throughout my A level studies, engaging with set works and further reading surrounding them. I aim to take the direction of my course in pursuit of these interests, and work towards a career which allows me to share my passion."

Alex L (2016- 2021)

Conrad S who played the school chapel organ during assemblies, was awarded the newly-created **Graham Ireland Award**, in tribute of the former Director of Music at Reading School from 1982 to 2001. Conrad has achieved Grade 8 distinction on the piano (2017), bassoon (2017), and organ (2020), and two diplomas on the bassoon, ARSM (2018) and DipABRSM (2021), both also with distinction.

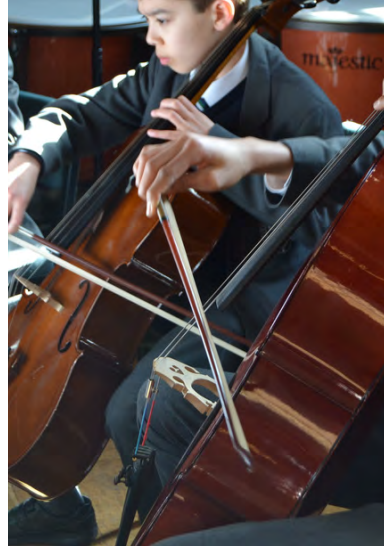
He is the principal bassoonist of both the Berkshire Youth Symphony Orchestra and the county bassoon ensemble, Acer Minor, which has been awarded the Trinity Advanced Recital Certificate (2019) with distinction. He has been a member of the National Youth Orchestra for the last two years, participating in concerts such as a performance of Shostakovich's 11th Symphony at the Barbican Hall and digital residencies organised during the pandemic.

His most recent competition successes include winning the Senior Woodwind Category of the Berkshire Young Musician of the Year 2020 and the Joy Day cup in Reading Symphony Orchestra's Young Musician Competition 2020. As winner of the Joy Day cup, he has been invited to perform a concerto with Reading Symphony Orchestra next year. He is also a holder of the Robina Dallmeyer Award 2020 which has supported his consultation lessons with eminent bassoonists such as Sarah Burnett and Emily Hultmark.

From September, he will be studying for a year at the Royal Academy of Music, as he auditions for a place on their Organ Foundation Course. He commented, *"I chose to defer entry to university for a year to allow me to develop the skills required to be an organ scholar, in preparation for the Organ Scholarship I have been awarded by Jesus College, Oxford to study music."*



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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.

Gifts from the USA

Donors living in the USA can make a donation to Reading School and qualify for a US tax deduction by making a donation through the British Schools and Universities Foundation, Inc (BSUF). Reading School is in the process of registering with the BSUF, which is a charitable organisation recognised by the US Internal Revenue Service under Section 501 (c) (3).

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.

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



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