Wendy and the Lost Girls

College Production students add a clever twist to J.M Barrie’s Peter Pan to deliver a sell-out success.

A three-night run of Esher College’s “Wendy and the Lost Girls” was a fantastic collaboration between students across a range of subjects. Directed by Cathy Hudson and Jayne Taylor, the cast, band, tech and backstage teams came together to produce a clever and subtle twist on J.M Barrie’s novel Peter Pan. Despite the challenges of bringing to life our re-written story, we all thoroughly enjoyed creating such an imaginative and entertaining piece.

From starting rehearsals in September to opening night in January, the cast grew in confidence, developed a wonderful sense of teamwork, and were inspired to creativity beyond what we thought possible.

Initially, I chose to do College Production as an extension study because I enjoy working as part of a cast and the performance itself. However, in this instance, I experienced so much more - learning the art of stagecraft and devising, conquering a fear of singing in front of a large audience and even trying my hand at puppeteering - which proved to be much harder than it looked! The featured songs were modern - providing a fresh twist on the very well known tale. Music was performed live by the excellent band and singers led by Claire Whittaker. The score paired perfectly with the set, lighting and amazing costumes created by Malcolm Hart.

This unique take on J.M Barrie’s novel had an elderly Wendy recount to her granddaughter the story of Peter Pan, without leaving her bedroom. This posed a challenge as all the set and props had to come from an old woman’s house. We used a manoeuvrable multipurpose prop that was Wendy’s bed but also became Captain Hook’s pirate ship and Tiger Lily’s boat. The set and props added to the magical atmosphere of the production.

Working together, the cast gave a performance displaying an array of talents - acting, singing and dancing (including Smee’s brilliant Irish dancing solo) to a sell out crowd. It was fantastic that so many friends and family were able to support our show.

College Production was such an amazing experience for us all. It brought together first and second year students, creating friendships across different subjects and years. The cast, crew, band and teachers all had an incredible time creating such a successful performance of which we are all immensely proud.

Madelaine Dowds - 6.1 Student
Dear Parents, Students and Friends

I hope you have all had a great start to 2019.

For many of our students, the year started with mock examinations, which act as a mid-year check on progress. The feedback from this assessment opportunity will be important in ensuring that students understand the requirements of the exam board specifications and how they can continue to improve over the months to come. The outcome of these mock exams will also form a significant part of the second Progress Review window. Students will have a one-to-one consultation with teachers in each of their subjects, allowing for individual feedback and points for development. This process is crucial in ensuring that our 6.1s are prepared for Progression Exams in the summer and our 6.2s for the real thing. It contributed to some fantastic results last summer and we are looking forward to a repeat performance this time round.

On this sort of note, we received two very encouraging reports last term, both on value-added. Value-added is the difference between what you would expect a student to achieve, given a particular set of GCSE results, and what that student actually comes out with. So, we were delighted to learn that ALPS (an external, independent assessor of performance) places us in the top 10% nationally for A level value-added. The Department for Education’s performance measures are equally impressive, confirming that students on both A level and BTEC courses progress beyond expectation.

Successful progression to higher education, apprenticeships and employment is high on the list of College priorities. As one cycle of UCAS applications draws to a close (we processed more than 735 applications for 2019 entry), preparations for the next are about to begin. Higher Education Day gets this process underway and, amongst other activities, it gives students a unique opportunity to discuss degree-level options with over 90 universities and other higher education providers. More vocationally-related possibilities are considered at events in the summer term and through the 6.2 extension programme.

Many thanks to those of you who have supported the Raise the Rate campaign on post-16 funding. Esher and Walton (well supported by neighbouring constituencies) has by far the highest number of signatories nationally. If you would like to get involved, you can find information on the campaign website (wwwraisetherate.org.uk), including details of how to sign the petition. Our aim is to maximise the number of signatories ahead of the spending review and it only takes a minute to sign up!

I would like to take this chance to let you know that, after much reflection, the Esher College Corporation took the decision at the end of January to convert to a 16-19 academy from next academic year. In the end, the ability to reclaim VAT was an opportunity not to be missed in what remains a challenging financial climate for 16-18 education. Conversion will bring a new legal status, but otherwise we will continue to operate just as we always have done and we remain committed to sixth form college values.

Dan Dean
Principal

Letter from Dan Dean

Anarchy is Order!

In November, UCL Professor Judith Suissa gave a wonderful talk to Politics students about anarchism and the misconceptions about it.

She discussed how anarchism is not equitable to chaos and violence, which is a theory of order. One aspect of anarchism she mentioned was the lack of canon within the theory. An example of a theory with canon is Marxism, as Marxists refer to Marx on how a Marxist society will come about.

Prof. Suissa then went on to talk about human nature, stating that anarchism has a positive view of human nature and that human nature is not fixed but rather changes along with society. But on the other hand, it is society that brings out the worst parts of our human nature. She also talked about the lack of a (violent?) revolution, which is another contrast that anarchists have with Marxists. As an anarchist, however, I had to challenge her on that statement. I saw revolution as necessary and although not ideal, a method which could be considered, due to the state shutting down anti-establishment movements.

An example I used was the ‘McCarthyist’ effort in the US during the 1950s to shut people down by making unfounded accusations of treason. After that, the topic at hand was republicanism (not the party) and how it had similarities to anarchism, that we should not just be free, but if anyone is able to take away those freedoms that we hold, we are not truly free.

We also looked at anarchism through their differences, how some anarchists view others to be anti anarchism. Overall, this talk was brilliant, exposing many people to the vision of society that is Anarchism. I can offer nothing but thanks to Judith for this talk.

Aram Marsh - 6.2 Student

UCL Prof. Suissa with 6.2 Students
On Wednesday 12th December, BTEC Health and Social Care students had the pleasure of hosting their annual Christmas party. Guests were invited from the Teapot Club and we also had a few special guests, including parents of Esher College staff. The Teapot Club runs on Wednesdays, 2.30-4pm at YMCA Surbiton and welcomes anyone of retirement age. The Health and Social Care students laid the tables beautifully and guests were served tea, sandwiches and cakes by the students whilst being entertained by carol singing from the College Choir led by the Head of Music, Claire Whittaker. This year we also had a surprise visit from a Turkish belly dancer and Father Christmas also put in an appearance!

Annie Teoh Williams - Head of Health and Social Care
Dyeing Workshop with Louise Nason

At the end of last term, a group of 2nd year Fashion and Textiles students took part in a dyeing workshop run by textile designer, Louise Nason, a specialist in weaving and printed textiles.

Louise introduced the students to some natural dyes. They dyed cotton and silk fabric using Madder – a rusty red root dye; Cutch - a wood dye creating a golden-brown colour and Indigo – a dark blue plant dye, synonymous with jeans and denim.

It was interesting how the different fabrics took up the dyes. The silk took on a vibrant hue, while the cotton was a little more muted in shade.

A couple of the students have utilised their new dyeing skills for their final coursework pieces.

Nicola Walker - Teacher of Fashion

Maths Competitions

In maths we have participated in several competitions this term. In November, our Further Maths students took part in the UK Mathematics Trust (UKMT) Senior Maths Challenge. There was an impressive haul of awards, with 24 students achieving bronze awards, 17 earning a silver certificate and 10 students getting gold! All 10 students with a gold award qualified for later rounds – nine students qualified for the Senior Kangaroo and one for the British Mathematical Olympiad. Special congratulations go to Franco Magjuni in 6.1 who achieved a certificate of merit in the Senior Kangaroo, scoring 45 out of 100, and James Stewart in 6.2 who qualified for the prestigious BMO, also achieving a merit. A team of four 6.1 students also participated in the South West London heat of the UKMT Senior Team Maths Challenge. They competed across three difficult rounds – a group problem-solving round, a cross number round and a shuttle round – testing not only their maths skills but also their teamwork. The team came a respectable 12th in the competition.

Bob Woollins - Teacher of Maths

A Blast from the Past!

Former student, Catherine Weaver, came back to tell us about what she has been doing since leaving College. Catherine left Esher College in July 2017 after studying double BTEC Health & Social Care and A Level Psychology.

What have you been up to since leaving Esher College?

“I’m currently studying Adult Nursing BSc at London South Bank University.”

What made you decide to go into nursing?

“I’ve always wanted to be a nurse. It is so important for us to look after each other and I’ve always been good at it. I wanted to make a real difference in people’s lives.”

What do you want to do in the future?

“There are a few pathways that I’d like to follow. Ideally, I’d like to specialise in cardiology [the heart] or work my way up the nursing ladder and manage a ward.”

What advice would you give to others going into nursing?

“You have to really want to be a nurse. You need to prepare for long hard days and emotionally challenging situations. But also look forward to the pride you will carry being a nurse, because everything you do will make a difference to someone, whether it be as big as saving their life or simply making their day by holding their hand and telling them everything will be ok. It’s not all about injections and medications, it’s about caring for someone as a whole.”

What advice would you give to your 16-year-old self?

“Listen to your teachers! Even if they are a pain, they are right and just want the best for you!! Make sure you work hard, but also don’t forget to look after yourself. College can be tough, but with the right friends and right teachers you will be successful!”
Meet the Teacher

1. What inspired you to go into teaching?
I had some very inspirational teachers at school, which made me want to teach from a young age. I have never minded public speaking and enjoy the fact that teaching is a very people orientated job. As a teacher you can make a difference and help people reach their potential.

2. Why have you chosen to work in a Sixth Form College?
I used to work at a secondary school, but for the last 11 years I have been working in Sixth Form Colleges. The reason I prefer it, is because the students’ themselves have decided they want to be here.

3. What is the best thing about your job?
The students! It’s very much a people’s job, both in term of the students and colleagues you meet. I like belonging to a school community and the fact that on an average day I might address a 100 people by name.

With the students it’s about enthusing them as much as I can about history so that they will have an interest in the subject that will stay with them long after they leave college. It is very rewarding to help students achieve their academic potential and watch them move on to the next stage in their lives. On the pastoral side, students can approach you beyond your own subject knowledge and ask about personal and social wellbeing issues too. But the students also help the teachers - with their enthusiasm and constant humour.

4. What are you most proud of?
Learning Russian, French and Portuguese. I enjoy learning foreign languages and was lucky enough to live and work with local people in Russia, France and Brazil. If I could be 18 again I would like to live in China and learn Chinese. You can always make a living abroad by teaching English – it is a great option if you want to travel and earn money.

5. When were you younger, what teacher inspired you the most? How did they?
A History teacher called Mr Birt. He had the ability to make the past come alive in our imaginations.

6. What book has influenced you the most?
There are so many and it depends on what you mean by ‘inspired’. If you mean inspired by the way an author can stimulate your imagination by creating another world, then it has to be ‘The Lord of the Rings’ by J.R.R Tolkien. I first read it at 14 and was utterly absorbed by it. If you mean which book impressed me most it would be ‘Fatherland’ by Robert Harris. He writes about an alternative history had the Nazis won World War 2. Then for the sheer beauty of language, I would choose books by the American author John Updike, such as ‘Brazil’ or ‘Towards the End of Time’. For an insight into the workings of human beings it would have to be ‘Any Human Heart’ by William Boyd.

7. What words of wisdom would you pass onto your 16-year-old self?
i) Try to do some work every day rather than attempt to cram in lots of work towards the end of your A Levels – it is more effective and much less stressful that way.

ii) Don’t have that cigarette behind the bike shed with your mates – 30 years later you will still be struggling to quit.

iii) Buy shares in Microsoft.

English Careers Talk

In November, the College was delighted to welcome, Bethan James, Senior Broadcast Journalist for BBC and, Nick Wright, Business Director in the technology sector, who attended our English Careers event. They talked to our English students about the huge range of exciting career opportunities available to English graduates.
First and second year English Language students were fortunate to visit Thames Ditton Infant School as part of their study of Child Language acquisition. The students were able to observe a Reception Phonics lesson, developing their understanding of how children learn to read and write. After this, the students listened to a short talk from the Head of Early Years that ‘taught you to reject the evidence of your eyes and ears’, with its removal of the objectivity of perception, is seemingly interchangeable with Trump’s notion that what we ‘see’ or ‘read’ is a falsehood, a ‘carefully constructed lie’, ‘fake news’, and that we should instead rely on the ‘alternative facts’ of the (Republican) Party.

Crucial to the creation of ‘Doublethink’ in Oceania is ‘Newspeak’. As outlined by Syme, the Party’s linguist:

‘The whole aim of Newspeak is to narrow the range of thought… in the end we shall make Thoughtcrime literally impossible, because there will be no words in which to express it.’

Indeed, ‘Newspeak’ is ‘the destruction of words’ in order to prevent subversive thought. We can, after all, only think in words we know. This concept, the Whorf-Sapir Hypothesis, is best defined by Sapir himself: ‘We see and hear… as we do because the language habits of our community dictate certain choices of interpretation.’

Certainly, in 1984, sensory perceptions such as sight and sound that were once thought objective are shown to be completely shaped by linguistic understanding to the extent that the outside world itself becomes nothing more than a linguist construct. ‘If the past and external world exist only in the mind, and the mind itself is controllable,’ Winston asks, ‘what then?’ In Margins of Philosophy, Jacques Derrida argues that ‘...every sign, linguistic or non-linguistic... can break with any given context, and engender infinitely new contexts’. It is this polysemy that makes literature so subversive in the world of 1984; words can take on unintended meaning and inspire revolutionary thought: ‘Thoughtcrime’. Clearly, Barnes’ notion that ‘all dystopian language technically belongs to Whorf’ rings true: be it the coded language of Never Let Me Go, the hypnotic propaganda of Brave New World, or the ‘destruction of words’ in 1984, language in dystopian fiction serves to control the minds of the oppressed.

The Trump presidency has again proved itself to be an Orwellian construct: the CDC has been banned from using words such as ‘transgender’, ‘diversity’, ‘science-based’, or ‘evidence-based’ in budget reports. The consequences of this ‘destruction’ has already been outlined by Syme. Clearly, in this ‘post-truth’ America, as in Oceania, objectivity is the enemy, and all concepts of ‘diversity’ are considered Thoughtcrime. By slowly eradicating these words from the public vernacular, does this administration hope to similarly eradicate them from the public consciousness? After all, how can you have a slogan like ‘Freedom is Slavery’ when the concept of freedom has been abolished?

Anna Young - Head of English

In the autumn term, the English Department ran a creative writing competition. Congratulations to the winner, Colette Adams, and to runner-up, Ben Jureidini.

First Prize entry, by Colette Adams.

**She’s**

A noise
Something distant,
maybe a cello or a clarinet.
Something that fills your ears half-full.
Something that envelopes you.

A song
Maybe one that nobody knows.
That only we know.
The sort of song that fills your brain up with cotton wool
until you’re floating in mid-air.

A feeling
Warmth.
Comfort, perhaps.
You’d hate me saying that.
You’d prefer passion. Maybe pleasure.

A word
Something long
and deliciously complicated.
The kind of word that
doesn’t exist anywhere except on my tongue.

Not a sentence
Nothing planned
or formed.
Nothing easy.
Nothing you’d be able to repeat.

Not a person
That would make this real

That would mean that all the times
I told myself I was thinking of him
I wasn’t.

Not a woman
I’m not ready for that just yet.

Here’s an extract from Ben Jureidini’s essay, ‘Doublethink, Newspeak, and the Ownlife: Dystopian fiction in Trump’s America’. It was runner up in the English Department’s 2018 English Language Essay Writing competition.

In a speech to supporters in Kansas, Trump proclaimed that ‘what you’re seeing and what you’re reading is not what’s happening.’ Orwell’s nightmarish vision of a party that ‘taught you to reject the evidence of your eyes and ears’, with its removal of the objectivity of perception, is seemingly interchangeable with Trump’s notion that what we ‘see’ or ‘read’ is a falsehood, a ‘carefully constructed lie’, ‘fake news’, and that we should instead rely on the ‘alternative facts’ of the (Republican) Party.

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History Lecture on South Africa

On 18th January, History students on the Oppression and Equality course studying South Africa, heard a lecture from Dr. Chris Prior, from the University of Southampton, about Nelson Mandela, the MK and the ANC in the 1960s and 1970s.

Dr Prior is an Associate Professor in Colonial and Postcolonial History at the University of Southampton and we were very lucky to have him visiting Esher. He is a historian of Britain and the British Empire, particularly in the connections between Britain and countries in Africa. He teaches a course on Nelson Mandela at Southampton, which utilises a range of primary sources, in the context of the struggle against apartheid. He gave a lecture on Nelson Mandela, the MK and the ANC, including imprisonment and exile in the 1960s and 1970s. He praised the quality of our students’ questions at the end.

“A very insightful and enriching learning experience that brought the textbook content to life. We looked at a range of sources, from trial speeches to the famous pop song ‘Free Nelson Mandela’ by The Specials. As well as giving us additional information for our South Africa course, Dr. Prior gave us a taster as to what the university environment would be like. In addition to this, we had the chance to ask any questions about the course content to a civil rights expert and receive a developed and analytical response, which will be very useful for essay questions”.

Zara Kolah and Grace Mewes - 6.1 Students

Esher College Observatory

Our Astronomy club has been using our new observatory since October half term. The Head of Physics, Jon Poole, has been leading sessions after College hours. The initial sessions commenced by teaching the students how to find their way around the night sky (locate the north star and identify constellations) and last week the moon and Mars were visible and, more excitingly, the Orion Nebula was up as well!

Moving Image Awards

The Media Department are extremely proud to announce that three Esher College students have been shortlisted this year; Josh McEwan for best screenplay, Next to Normal. While two students, Joss Travers for Dunemarchers and Kirstin Allan for Is It Safe Yet? have been long-listed in the screenplay category. We wish them the very best of luck!

The Moving Image Awards recognises inspiring levels of student achievement within the production of Film and Media. The awards ceremony celebrates the best work created by students aged 14-19 at schools and colleges from around the UK.

For each category, the work of the three shortlisted finalists will be shown at the Moving Image Awards ceremony, where the winner of each category will be revealed and prizes awarded.

Denice Brock - Teacher in Charge of Film Studies
We are very pleased to announce that 10 students have been offered places at Oxford and Cambridge Universities for this coming September.

As part of the Oxbridge Programme, the College offers students regular sessions helping them with writing personal statements, interview techniques and preparing for interviews. We also offer subject specific support within departments, where heads of the department or designated staff members run special extension programmes enabling students to explore their subject in greater depth, often outside the confines of the syllabus. In addition to support offered within the College, visitors and representatives from both Oxford and Cambridge visit and run workshops on interviews, the application procedure and life at the university.

Mock interviews are also arranged and run within departments, although in some cases, experts within the students’ chosen fields volunteer their time to run mock interviews. This year our Law applicants were expertly supported by Munday’s Solicitors in Cobham, and visiting professional Emily Collins worked with the Engineering and Physics students. We can’t thank them enough for their contribution to the students’ success. Those applying to Oxford take admissions tests, with heads of departments and divisional heads running separate sessions to help them prepare.

Pictured right – top row, from left to right: Paula McGechan, formerly at Three Rivers Academy (offered a place at Worcester College, Oxford, to study Psychology and Linguistics); Freya Thomson, formerly at Teddington School (received an open offer to study Law at Oxford); Lois Whitelegg, formerly at Ricards Lodge (offered a place at Homerton College, Cambridge, to study Medicine); James Stewart, formerly at Thamesmead School (offered a place at Corpus Christi, Cambridge, to study Maths with Physics). Bottom row, from left to right: Sam Whelan, formerly at Three Rivers Academy (offered a place at Trinity Hall, Cambridge, to study Engineering); Ben Jureidini, formerly at The Hall School (offered a place at St John’s College, Oxford, to study English Language and Literature); Not shown in photo: Michael Cotton, formerly at Coombe Boys’ School (offered a place at Somerville College, Oxford, to study Music); Eleanor Tsoar, formerly at Coombe Girls’ School (offered a place at St Catherine’s College, Oxford, to study Law); Luke Geoghegan, formerly at Sunbury Manor School (offered a place at Queen’s College, Oxford, to study History); Maddie Lynes, formerly at Teddington School (offered a place at St Catherine’s College, Cambridge, to study English).

Shai Moghul – Oxbridge Coordinator
smoghul@esher.ac.uk

British Physics Olympiad and Physics Challenge 2018

During the Autumn term the Physics department entered a group of our 6:2 physicists into two national competitions.

The first, in October, was the A2 Physics challenge. This consisted of extension questions set around the first year A-level course content. Sam Whelan, Daniel Abraham and James Huggett all passed this paper with Merit.

The second competition was the prestigious and notoriously challenging British Physics Olympiad which took place in December. This annual competition forms the first stage in the selection process for the British Physics team for the International Physics Olympiad. It is designed to stretch the most brilliant young physicists with a set of questions on familiar and unfamiliar topics, requiring both logic and excellent mathematical skills on top of a deep understanding of the physics concepts. Sam, James and Daniel were successful again and were joined by Art Plumridge-Fetuga in placing within the top 50% of Olympiad entries nationally, all gaining Bronze medals. Well done to all four students, we are immensely proud of you.

Pictured from left to right: Sam Whelan, James Huggett and Daniel Abraham. Sadly, Art Plumridge-Fetuga missed the photo shoot due to illness.

Louise Perry - Teacher of Physics
In October, the Politics Department travelled to visit the Houses of Parliament and Europe House.

Originally, the proposal of visiting Parliament in the rare circumstance of an INSET day manifested a slight sense of resentment towards the thought of a missed lie-in. Rather than remembering the reason for taking this politics course in the first place, I fixated my attention towards the dreaded thought of going to bed earlier than initially intended, just to accommodate catching a train to Waterloo at 8:40—on the dot. On the other hand, there was one enticing aspect to this trip; there was now a given opportunity to be acquainted with the class (and not just on a last-minute homework help basis.) Shamefully, it was the main motivation to travel, this and the expression on our teacher’s face when he explained that participating is by no means optional in the first place....

The day headed off to a rocky start with the always unexpected unreliability of the train service. People arriving in various clusters resulted in the meticulously prepared plan falling somewhat short. Adapting to a new set of circumstances, our teachers, Meir and Declan, separated the groups using a more suitable strategy of division by herding rather than allocation. I was one of the remaining students who stayed at Waterloo station to embrace the fresh London air, for just a little longer.

Once we reached Europe House, the representation of the European Parliament in London, we were greeted by a host who set the scene for the session with a disclaimer that the Brexit seminar will be chaired impartially. The seminar was very interactive and informative, with video clips, bingo cards and the 'EU bicycle' which I regret not taking home for framing. We improved our understanding of the EU as we delved more into the development of the institution and its participating state members through various activities.

We were all encouraged to discuss our thoughts and opinions on Brexit and its perceived implications for the UK. The discussion touched on many important issues such as the problems with the Irish border, immigration and the ECHR. Our perspectives were broadened with a wider awareness of how Brexit may become both beneficial and disadvantageous for the UK.

The second part of the trip brought us to one of the UK’s most iconic landmarks, the Houses of Parliament! The visit started with a guided tour around the Palace of Westminster. There seemed to be an ever-present close link between the building and the monarchy, with huge paintings of kings and queens hung on richly decorated walls. The most extravagant was the Sovereign’s throne. The guide gave details on the intricacies of the building, consistently relating back to its history, and answering questions on why Parliament worked the way it did. Our online Futurelearn UK Government and Politics course suddenly came to life.

Finally, the last part of our day was based on election and voting systems. We were divided into fictional political parties through colourful show badges and an assortment of hats for the leaders. Through this first-hand learning technique of the different voting systems, we grasped the concepts of elections more effectively, spouting as much knowledge as we could scrape together to become the prosperous party with a 'figurative reward'.

By the end of the day, I had retracted my initial feelings towards sacrificing my morning lie-in for going to Parliament because I truly believe the day accessed politics through a different angle. Of course, the exam board may never ask an open 30-mark question on the blueprints of the Houses of Parliament, but approaching this course through a more hands-on method reiterates the information we learn from the textbooks.

Florence Kilby - 6.1 Student
The Progression Guidance department now publishes a Progression Bulletin every month during term time. Sent to all students, teaching and tutorial staff, the Bulletin summarises all the progression and careers information we receive from universities, employers and other organisations in a handy ‘one stop’ document. You will also find part-time job opportunities, details about competitions and events related to careers and details of the events the department runs for students within College. If you wish to advertise opportunities to Esher College students, please email Sally Leyshon, the Progression Guidance Coordinator on sleyshon@esher.ac.uk. The Bulletin is uploaded to the Progression Guidance area of the College Portal.

Careers Lunches are another Progression initiative. Scheduled at lunchtimes and including a free lunch – yes, there is such a thing! – invited speakers share their career stories and experiences with current students. To date we have had speakers in Banking and Engineering, as well as three English graduates who have all taken very different career paths. In addition, we were thrilled to invite back two former students to hear how they started their careers with apprenticeship schemes or employment opportunities. Details about competitions above, or any offers of work experience, someone else’s offspring might be. If you or your organization could offer a placement for a week, a few days or even a visit, please respond positively.

For any further information about any of the services or events mentioned above, or any offers of work experience, apprenticeship schemes or employment opportunities, please contact Nicola Wilberforce, Director of Progression Guidance on nwilberforce@esher.ac.uk.

Careers education has been slowly rising up the government’s agenda. The publication of eight ‘Gatsby benchmarks’ for good careers education and guidance has given this vital area of College provision a new focus. Under the leadership of Nicola Wilberforce, Director of Progression Guidance, career opportunities for Esher College students continue to expand and progress.

The first Gap Year Fair took place in January. Eight companies and organisations set up stands in the canteen area and advertised their services to students during break and lunch time. A Gap year doesn’t have to include travel or volunteering, but the benefits of such activities, often taken along with a period of paid work to finance the whole enterprise, can be extremely worthwhile for many students.

Prospective medical and veterinary students benefitted from a programme of support which included practice interviews with local doctors and vets. The Oxbridge Programme under the auspices of Shai Moghul, Oxbridge Coordinator, concluded a very successful round with the current 6.2 students. Barely had the offers arrived in students’ in-boxes when Shai began the process again, inviting any 6.1 students interested in applying to these two ancient universities to get in touch. Students considering Art Foundation courses will be supported by James Leonard, Head of Design, who takes over from Sara Kirby as Arts Education Coordinator. An art foundation course is an ideal way for creative students, still unsure of their precise metiers, to explore a range of creative disciplines in Further Education, before gaining an HE or apprenticeship place.

Unifrog is a ‘destinations platform’ which we have adopted during the past year. 6.2 students have been using Unifrog to research careers and courses, search for university and apprenticeship places, and compose their personal statements and CVs. 6.1 students will shortly create their Unifrog accounts and start their journey of researching and planning for life ‘After Esher’. A parent’s login for Unifrog is available and information and a presentation on how to use the platform is available on the College website: Student Life → Supporting your success → Progression → Downloads.

The programme of Progression Guidance events, so well-established at Esher College, continues this term.

Parents’ Higher Education Information Evenings for 6.1 students’ parents and guardians are on Tuesday 12th and Wednesday 13th March. You will shortly receive an email inviting you to choose the most convenient session to attend.

We run four repeated sessions, over the two evenings to give parents an overview of what higher education (university) can offer students, how it is financed, the application process, and how Esher College and parents can provide support.

The following week on Tuesday 19th March we have Higher Education Day. Students attend seminars on possible degree subjects and careers mid-morning. In the afternoon students complete a carousel of activities including talks on how to research and choose careers, universities and courses, and opportunities to do their own research using Unifrog. Over 90 universities will have stands at the HE Fair in the Sports Hall and parents are invited to attend from 6 – 8 pm, to talk with the university representatives and hear invited speakers on aspects of the process including Oxbridge applications, studying abroad and applying to competitive universities.

Our Employment and Apprenticeship Seekers’ Information Evening for parents, guardians and students is on Thursday 25th April at 6.30pm. This precedes the Next Steps event on Thursday 2nd May, at which a number of local and national employers and training providers exhibit at a large daytime event in the College Sports Hall to which Esher College students are invited, along with Year 10 students from the Elmbridge secondary schools.

The most challenging aspect of the Gatsby benchmarks is the requirement for all students to have at least two experiences of the workplace during their educational career, one by the age of 16 and at least one more by the age of 18. These experiences can include visits to workplaces, work-shadowing and work experience. Currently 6.1 students completing BTEC Diplomas are seeking work experience placements for the week beginning Monday 20th May, and a number of 6.1 students taking other courses are seeking placements for Wider Skills Week, Monday 8th July. Career pathway students are seeking short-term weekly work placements for this term.

Most parents are employees or employers themselves. We all have a duty to ensure the current generation of young people have the opportunities to learn about the ever-changing world of work. Hosting a student on work experience or work-shadowing might appear costly in terms of time and resources in the short term, but if we don’t enable students to experience work, we can’t complain when they turn up after school, college or university without the skills and attitudes that will make them good employees! If your student isn’t intending to follow in your line of work, someone else’s offspring might be. If you or your organization could offer a placement for a week, a few days or even a visit, please respond positively.

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For any further information about any of the services or events mentioned above, or any offers of work experience, apprenticeship schemes or employment opportunities, please contact Nicola Wilberforce, Director of Progression Guidance on nwilberforce@esher.ac.uk.
Chemistry in Action

On Friday, 23rd November 2018, Esher College students embarked on an incredible day of chemistry, taking us from our studies to cutting-edge research and future applications in great style!

We took part in five sessions from leading chemists in academia and industry which hopefully will have inspired many of the scientists of the future, making it an exciting and valuable experience.

Even if you already know the career you wish to take on in life, there is a special session on examination success, which ensures students are equipped with the tools to excel in all areas in the exam room!

This was an inciteful and exciting day that might seem a little pricey, but was definitely worth it!

Alexander Ahmad - 6.1 Student

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Rose Dive

Last term we had a visit from former Music students, Alex Cook, Will Nicola-Thompson and Daniel Bath; who have been enjoying growing success with their band Rose Dive. They have completed a UK tour this year, visiting venues across the country in Southampton, Bristol and Norwich and supporting bands such as ‘Blossoms’. With a couple of million hits on Spotify, the band has been writing new songs together with singer, Freya McKee. They also had a very successful recording experience at Parr Studio in Liverpool.

Their most successful hit "Distant Days" has 3.8 million streams on Spotify and it was recorded here at Esher College in our studio, during Autumn 2016. The demo had immediate success. They first got together as a trio and jammed in M007 as part of getting their Unit 9 EP together for Music Technology BTEC coursework. Although Alex and Dan had been playing together since their Esher High School days.

The band is looking to complete a music video in the next few months, which may feature some of our Performing Arts students.

They are living the dream!

Claire Whittaker - Head of Music
Lessons from Auschwitz Project and Holocaust survivor

Over the past few months three History students have been involved with the Holocaust Educational Trust’s Lessons from Auschwitz Project. Emily Forey, Angie Milojkovic and Dona Gjyshinca visited Auschwitz Concentration Camp on 13th November.

To prepare for our trip to Auschwitz, we went to a seminar to discuss the origins of Jewish people and analyse photographs of Jewish families before the Holocaust. Seeing these photos put into perspective the happy lives these families led before their livelihood was unjustly and brutally torn away from them with the start of the Holocaust. We also had the opportunity to listen to Zigi Shipper who shared his testimony. His father had escaped to the Soviet Union, leaving Zigi with his grandparents, unknowingly leaving them in risk. They were forced to move to Łódź Ghetto. Children were later rounded up and deported from the ghetto, but he had jumped off the lorry and escaped back inside where he remained working until it was liquidated. Following this, they were all sent to Auschwitz- Birkenau where, within an hour, those not classed as fit for work had been murdered. After being sent on a death march, there was a British air attack where they were liberated and freed from the Nazis. Zigi arrived in the UK in 1947 and regularly shares his testimony across the country. Listening to Zigi was a moving but invaluable experience and opportunities like these are even more important to us today. Hearing a person’s first-hand account becomes our responsibility to recount their experiences to the next generation. With our trip to Auschwitz, we aimed to focus not on impersonal statistics, thinking of the six million people that died, but rather understanding that each and every one of those people were individual human beings with hopes and dreams, completely torn away from them. It is impossible to imagine the scale of the difficulties and horrors that occurred.

Visiting Auschwitz allowed us to somewhat comprehend the sheer size of this tragic event in history and allows us to understand the detrimental impact it had on human lives. It is so crucial especially in society today. With unstable politics and an uncertain future, it is difficult to predict what will happen. Such problems can cause great divisions not only in government but amongst people too, therefore learning about racism and prejudice and the horrific consequences it had, teaches us the importance of a stable and fair government and education in society.

With one day in Poland, we visited the old town of Oświęcim which was a town made up of a large number of Jewish families before the war. Now, no Jews inhabit Oświęcim and the population must deal with the stigma surrounding a town associated with genocide.

On entering Auschwitz, the words ‘Arbeit Macht Frei’ tower above the gate, translating cynically to the words, ‘Work sets you Free’. Auschwitz- Birkenau is now a vast expanse of land with rubble and the remains of what was once a death camp. Now open as a museum to the public, we found the book holding all the names of the millions who perished. The corridors were lined with photographs of innocent people taken as prisoners. A room holds thousands of shoes, suitcases, utensils, house keys and seven tonnes of human hair, found after the liberation of the camps. Gas chambers lead into crematoriums, which were used to incinerate human bodies. The foundations of hundreds of uniformly lined barracks still remain on the ground. This museum stands as a reminder of the horrifying events that occurred here less than a 100 years ago and it is now a memorial to commemorate all the lives lost. To end the day, we held a memorial service in the grounds of Auschwitz-Birkenau where a Rabbi reminded us that this should not be an act of remembrance but rather a remembrance to act. Leaving this programme as an ambassador of the Holocaust Educational Trust, our aim is to raise awareness of the simplicity of statistics surrounding the Holocaust as numbers are incomprehensible to the atrocities that occurred during the Nazi regime. The Holocaust holds a great deal of contemporary relevance when considering modern day genocides, discrimination and anti-Semitism that still exists in society today.

A few weeks ago, the Holocaust survivor, Bronia Snow (pictured top left) was invited to Esher College where she shared with staff and students her experience of the Kinder transport. She was forced to part from her parents and brother as she was sent on a train to London. Back in Prague, her father lost his business and her family were forced to wear yellow stars, eventually being deported to Terezin, a concentration camp. After the war, Bronia Snow discovered that her family had been gassed on arrival at Auschwitz.

To mark Holocaust Memorial Day, we have invited a Rabbi from the Kingston Liberal Synagogue into College, who will talk about the relevance of the Holocaust and why it is so crucial to remember it today in order to prevent history from ever repeating itself again.

By Dona Gjyshinca - 6.2 Student
The Theatre Workshop allows 6.1 students to work collaboratively with 6.2 students on a theatre production. This year’s group presented ‘Pool (No Water)’ by Mark Ravenhill and the cast worked extremely hard for two successful performances, which were well attended.

The events of one night impact a group of artists as they take the decision to make the suffering of one of their own the subject of their next piece of art. They all narrate the story, but there are slight differences in their perspectives and memories as some feel guilt, while others are quick to blame or justify their actions. Questions are raised - can true friendship withstand jealousy? Is success bittersweet? And what exactly is art?

The play offers the cast and director many choices. The text is fragmented into separate lines but with no allocated characters, in fact there are no set characters at all. This allowed the cast the freedom to invent their characters and respond to the events in a range of ways. Credit to the cast and assistant directors who have worked hard in the collaborative process.

The cast included: Damien Fowler, Georgia Innes-Pocock, Poppy John, Jasmine Marley, Ece Wilde and Anja Wright. Assistant directors and technicians: Jessica Traeger and Rachel Jordan-Dewhurst. The production was directed by Jayne Taylor, with Malcolm Hart as the Production Manager.

Jayne Taylor – Teacher of Drama and Theatre

Entrepreneurial A Level Biology student

Daisy Agarwal has been able to apply the knowledge she gained from the Infection module in her A Level Biology by taking part in a collaborative project that researched the efficacy of plant repellents, such as Ocimum K (from basil plants) in the management of global pandemics such as malaria, dengue fever and other neglected tropical diseases.

The project was invited to Parliament where, as the Fundraising and Marketing Manager in the team, she discussed the fundraising to conduct the trials. The World Humanitarian Innovation Day has also invited the team to Switzerland in the spring to present and pitch their product to global entrepreneurs.

Hilary Thomson – Head of Biology
The autumn term was a busy and interesting one in BTEC Art & Design. The programme provides students with the opportunity to explore a wide range of visual disciplines in the first year, before specialising in year 2 and building a portfolio for applications to creative degree and art and design foundation courses. Students gain a broad vocational experience which enables them to progress into diverse creative careers including architecture, graphic design and illustration, fashion and textiles, 3D design and fine art.

Tim Foxen - Head of Art and Design

Year 2 BTEC Diploma in Art & Design

In November, Year 2 Diploma students learned bookbinding techniques, and the image-making process of Cyanotype with visiting artist, Beth Town, from UCA Farnham, as part of an investigation into specialist art and design techniques. The results were incorporated into coursework which the students are using for their portfolios in applications to art and design Degree and foundation courses.

Live brief with the V&A

BTEC Art & Design students are currently involved in a live brief with the design department of the V&A museum. Working in their chosen creative fields, students are developing design or art work in response to a specific gallery display. They were briefed on the museum requirements and values, and met video game designer, Matteo Menapace, who explained his ideas and strategies for using the museum collections to inspire ideas for new games. The afternoon was spent drawing from objects in the galleries, and studying the design of displays for reference when devising initial ideas.

The students will be submitting ideas for interim feedback and returning to the museum, once they have finished the work to present it to the clients.

Year 2 BTEC Diploma and Subsidiary Diploma in Art & Design

Also, in November second year BTEC Art & Design students visited the City and Guilds Art College, and the London College of Communication to investigate progression options, and to see specialist techniques in action. After introductory presentations from course staff, they toured the studios and spoke to students studying fine art, stone carving and graphic design.

At the LCC students also undertook a creative problem-solving challenge in groups, and presented their very imaginative responses to college staff in a lively discussion and review session.

Visit to the V&A

In October, Year 1 Art and Design students visited the V&A museum to draw the exhibits for inspiration in developing ideas for textile designs and sculpture. The brief required students to consider the eventual location of their textiles in the museum shop, and the sculpture to be placed in the courtyard. The final pieces were produced using screen printing and a variety of 3D workshop techniques in wood, metal and plaster.
Love and Freedom

In November, Year 2 BTEC Performing Arts students performed their musical theatre show, Love and Freedom. Congratulations to the cast and crew for an excellent performance!

ROSE Interview

The Esher College ROSE (Roll of Sporting Excellence) programme supports students who compete at regional, national and international level in a range of sports. Each year the College hosts a ROSE celebration day where we invite guest speakers to give talks and offer advice to our students. We also organise a number of ROSE training days in collaboration with Kings College London.

‘I got into swimming after completing the Learn To Swim programme and following in my siblings’ footsteps to join a club. Having progressed through the club to the performance squad, I now train for 18-20 hours a week, five mornings and four evenings. Training is mostly in the pool, however about four hours is gym-based. The type of training we do changes throughout the season depending on upcoming competitions.

My greatest achievements include winning a bronze medal at the Maccabiah Games in Israel, then coming home to place 7th in the British Summer Championships 2017 final for 50m freestyle. Both were great experiences as I raced alongside Olympic champions in Israel and with the best in Britain in Ponds Forge, Sheffield. In the future, I would like to qualify for the Olympic trials in 2020 and win another medal at Scottish nationals.

Swimming is a very popular sport, and if someone was interested there are clubs everywhere. Competitive swimming isn’t the only discipline in aquatics and most clubs have fitness or social groups for people to join. I would recommend swimming to anyone as it is one of best sports for your health and well being that there is”.

Ewan Taylor - 6.1 Student
Sport is embedded into the culture of Esher College with our students experiencing opportunities to compete at a high standard and work with well qualified, experienced coaches. Our vast array of teams allow many students to develop transferable skills that support their academic programme at college.

Mens’ Football:

An extremely successful start to the season for the Football first team. The boys have had six wins, two defeats and a draw. The best results being a 6-1 win at home to Woking and a win at home to Reigate College. The team also progressed to the 3rd round of the English Schools’ Football Association (ESFA) cup, eventually losing in an away match to a very strong St. Charles team 2-1. The Men’s 2nd and 3rd teams have also enjoyed a competitive season so far with a mix of wins, draws and some losses. Standout wins for the 2nd team were a 5-2 win against East Surrey and an 8-5 win against Strodes.

Netball:

Over the course of the season, the girls have shown great development as their skills have become more refined and are looking more dynamic on court. We have seen some strong performances from the 1st team. A win against Claremont School (46-26) and Woking College (26-16) were particular highlights. Equally, the 2nd team have shared similar success in their win against Strodes College 1st team 19-14 and Claremont School 40-19. Both teams have incurred some difficult challenges along the way, particularly when up against Godalming College, however they have maintained their fighting spirit moving forward into the new year. Both the 1st and 2nd team squads have shown great promise with their determination and enthusiasm to succeed in 2019.
Ladies’ Football:
The season has largely been a success for the ladies’ football squad, which is proving to be the most talented Esher College has had for many years. The squad has developed significantly since the start of the season, growing together as a team and improving not only their technical ability, but confidence and cohesion. There have been some notable highlights, including thrashing Godalming 9-1 and showing real determination to battle to a 5-4 win against Reigate. The ladies reached the quarter finals of the ESFA showing commendable efforts against strong opposition. With the core of the squad being 1st year students the future of the team seems bright!

Mixed Hockey:
Esher Hockey Team have excelled in seven-a-side matches this season. In the Hurtwood House seven-a-side tournament we placed 2nd, losing in the final to a strong Reigate team we had defeated earlier in the group stages. We would later take revenge on Reigate, beating them 5-3 in a home fixture. Woking college also suffered a heavy defeat at our hands in a seven-a-side game. In 11-a-side fixtures we were unlucky to be unable to field a goalkeeper against Brockenhurst in the AoC mixed cup. Despite a heroic performance, featuring fantastic defending and an excellent goal, against an opposition who outnumbered us, we were unable to triumph. Good displays were put on against Godalming College twice and we also played Collyer’s with eight players to their 11. Despite taking the lead with an early goal we were unable to hold on and narrowly missed out on victory.

Basketball:
Esher Basketball has had a pretty successful season so far. We currently stand in second place in the league, winning six games out of seven, and have a place in the Semi Final of the AoC National Cup. Each player has developed since the start of the season and that has had a positive effect on the team and the important roles they play. I have been very impressed by their willingness to learn and then put those things into practice. We recently won a game to put us through to the quarter finals with only five players! This shows the toughness, Basketball IQ and team chemistry this basketball team possesses and that’s what makes us successful.

Rugby:
We have come up against some very strong opposition this season, which has provided a great deal of competition. As a squad we have had to support each other through some tough challenges and have shown real determination. Wins against Cobham and Salesians have demonstrated the talent, strength and potential we have within the squad and the improvements we have made in a short half of the season. With this continued development, there is great promise for the remainder of the year and looking ahead to an exciting 2019/2020 season.
Biology Ecology Field Work

In October all the A Level Biology students spent a day in Bushy Park, learning ecological sampling techniques which they used in a variety of habitats. Although these students no longer have to submit coursework, they will be asked about these techniques in their exams, and the practical skills they demonstrated count towards their A level, which has a 'Practical Endorsement' award, in addition to their actual grade.

We worked in a beautiful area of Bushy Park which is not open to the general public and the late summer sunshine was very much appreciated.

Hilary Thomson - Head of Biology

China Under Mao History Conference

Back in November, 40 students studying the ‘Dictators and Imperialists’ History course took the opportunity to attend a conference in the London Irish Centre in Camden to listen to four lectures about Chairman Mao and his time in power. The lectures covered multiple topics within the course, including: Communist victory in the Chinese Civil War, the anti-campaigns, the Chinese famine and censorship during the Cultural Revolution. Prof Yang-Wen Zheng gave two very engaging lectures at the end of the day. She is the head of Chinese history at the University of Manchester and has written multiple books on Mao’s rule within China in the 20th Century. Her lecture on the Three and Five anti-campaigns was particularly interesting. She thought that corruption was the main reason for all the unrest in China, as it was a central problem and had affected the whole of China. This was an aspect of the topic I had not considered before, whilst learning the course. There was a mixture of different schools and colleges from all over London who are all studying the same course and it was interesting to hear their different opinions on key issues in the same course. Many students felt this day benefitted them and gave them a greater insight into the course they are studying.

Elizabeth Shelton - 6.1 Student

Charity Fundraiser

During the autumn term, each of our first-year tutor groups organised their own charity event to raise money for their chosen charity. Over £3,000 was raised for various charities. One tutor group, CFH, raised a staggering £920 for Cancer Research and Macmillan Nurses, after walking from Big Ben to Richmond Park.
Whilst most students were busy taking mock exams at the beginning of term, the BTEC Film and Television Diploma students enjoyed practical sound workshops with voice actor, Simon Mattacks. With the assistance of Zayn Goetzee, from the Music department, the students were introduced to new sound recording and editing technologies and practiced doing what Simon does as part of his work – recording voice over for film, TV and advertising. It was great for the students to hear what it really like working in the production industries and it was a great start to their BTEC unit on sound editing.

Lucy Beeharry - Teacher in Charge of BTEC Media

Our annual Health Fair took place on 29th January for our 16-18 year old students. Over 1,000 students visited the fair and took part in a variety of different activities. Congratulations to the first year BTEC Health and Social Care students who worked creatively towards producing a successful and lively event. The students worked in pairs or groups, planning health campaigns on Sexual Health Awareness, Alcohol Awareness, Drug Awareness, Breast Cancer Awareness, Mental Health Awareness, Domestic Abuse Awareness, Smoking Cessation and Healthy Eating. Each of the stands had a different focus and was designed to challenge the students' understanding of each of the areas. All of the stands had fun activities to take part in such as the condom challenge on the Sexual Health Awareness stand.

The success of the Health Fair was achieved with support from a range of agencies. They included School Nurses from Central Surrey Health, Catch 22, Kooth, Surrey Young Carers NHS and the Surrey Chlamydia Screening Service.

Annie Teoh Williams - Head of Health and Social Care
### Spring Term 2019

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<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Tuesday 12th and Wednesday 13th March</td>
<td>Higher Education Evenings</td>
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<td>Tuesday 19th March</td>
<td>Higher Education Day and Evening Convention</td>
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<tr>
<td>Thursday 4th April</td>
<td>6.2 Progress Review Evening</td>
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<td>Friday 5th April</td>
<td>End of Term</td>
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### Summer Term 2019

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<th>Date</th>
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<tr>
<td>Tuesday 23rd April</td>
<td>Term begins</td>
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<tr>
<td>Tuesday 25th April</td>
<td>Apprenticeship and Employment Seekers Evening</td>
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<tr>
<td>Monday 6th May</td>
<td>May Day Holiday</td>
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<td>Wednesday 8th May</td>
<td>6.1 Exam Leave</td>
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<tr>
<td>Monday 20th May</td>
<td>6.2 Exam Leave</td>
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<tr>
<td>Monday 27th May to Friday 31st May</td>
<td>Half Term</td>
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<tr>
<td>Monday 3rd June</td>
<td>6.1 students return to College</td>
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<tr>
<td>Wednesday 5th June</td>
<td>INSET</td>
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<tr>
<td>Friday 14th June</td>
<td>INSET</td>
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<tr>
<td>Wednesday 3rd July</td>
<td>Progression Exam Clinic (by invitation only)</td>
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<tr>
<td>Thursday 4th July</td>
<td>After Esher Day</td>
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<tr>
<td>Monday 8th to Friday 12th July</td>
<td>Wider Skills Activities</td>
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<td>Friday 12th July</td>
<td>End of Term</td>
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### Dates for Year 11 Prospective Students and Parents (September 2019 admissions)

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<tr>
<th>Date</th>
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<tbody>
<tr>
<td>Tuesday 25th June</td>
<td>Introduction Evening (parents)</td>
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<tr>
<td>Thursday 27th and Friday 28th June</td>
<td>Introduction Days (students)</td>
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### Start of Year 2019/20

<table>
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<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Tuesday 27th to Thursday 29th August</td>
<td>Enrolment for new students</td>
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<tr>
<td>Monday 2nd September</td>
<td>Start of 6.2</td>
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### Dates for Year 10 Prospective Students and Parents (September 2020 admissions)

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Monday 1st July 2019</td>
<td>Open Evening</td>
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