

# Sixth Form Newsletter December 2021

After the challenges of the past couple of years, it has been wonderful to continue with face-to-face lessons and see our Sixth Form students each day on our site. As always, our students rise to the occasion and we are proud of how they continue to develop academically and with their experiences beyond their lessons. Whatever their goal or career ambition may be, Sixth Form can help them to fulfil their potential and reach their goals. We aim to strike the right balance between being part of a school with high expectations academically and in mutual respect, whilst helping them to become independent learners.

The two years of Sixth Form are the culmination of students' time with us at Carre's Grammar School and are a transitional stage to higher education, apprenticeships or employment. Our students benefit from a structured tutor time programme which includes information and topical discussions on careers advice and guidance, PSHE themes and VESPA. VESPA is an initiative that we advocate to our Sixth Form students, as it is the perfect study skills philosophy to enable our students to become rounded independent learners and to fully appraise what is required of them to realise their ability, both with us and beyond.





# Sixth Form Destinations

Despite the challenges experienced during their Sixth Form journey, our Year 13 students last year reinforced what a talented, dedicated and resilient group they really are. A total of 91% of the cohort applied for a university place, with 84% of students across the Robert Carre Trust taking up their Firm Choice place. Increasing numbers of students chose to apply for an apprenticeship and will benefit from the opportunities offered to them by their employers, particularly if they accessed a degree-level apprenticeship. Joseph Allen applied to university to study Business Management but then withdrew his offers once he had accessed his degree-level apprenticeship with ISG, while Lucy Chapman and Caitlin Hawkins chose to pursue a nursing apprenticeship in adult nursing and mental health nursing respectively.

There are always mixed feelings when our students move on to their next steps, as we've worked closely with them for a large part of their education. Having said this, the sadness that they will no longer be with us in our school community is superseded by our pride in knowing that they are moving on to the next exciting chapter in their lives. We wish all of our ex-Carrencians all the success for the future.

Name	Destination	Course
Jamie Robertson	Durham	Aeronautical Engineering
Joseph Horne	Queen Mary, London	Medicine
Peter Phillips	Leeds	International History and Politics
Oliver Cook	Manchester	Law
Arjun Prakash	Nottingham	Aerospace Engineering
Joseph Stankley	King's College, London	Mathematics
Thomas Cawthra	Glasgow	Common Law/Politics
Adam Collins	De Montford	Interior Design
Niall Ford	UEA	Medicine
Henry Holder	Sheffield	Physics
Freddie Naylor	Newcastle	Architecture and Urban Planning
Jack Pell	Nottingham	Computer Science





# Head Boy 2021-22

## Matt

My journey at Carre's began in Year 7, where I was a much quieter and much less organised student than I'd like to think I am now. Sixth Form has allowed me to develop my study skills with the sudden realisation of Year 13 being my exam year encouraging me to use my study periods much more effectively. I study History, Ethics and Philosophy alongside Business as my A-levels with an EPQ in the works and almost being completed. Unlike most, I feel that university is not right for me, but I have been applying for apprenticeships and jobs as an alternative pathway. The past few months have been very different for me as other students have been busy completing and submitting their UCAS applications. I have applied for the Royal Navy as a Warfare Officer and an apprenticeship with BAE Systems in 'Advanced Aircraft Air Maintenance'. Participating in a range of extra-curricular activities and being Head Boy has helped massively with my applications as without a degree this is what formulates a large part of my applications with experiences of responsibilities and achievements; an important thing to consider for any non-applicants for university.

Outside of my studies I regularly participate in physical activities. Both in and outside of enrichment I play football and after school I train regularly in the gym. These are both an important part of my routines and provide me with activities with no relation to studying and are a great reliver of any stresses I have and a good boost to overall mental well-being.

Being Head Boy has been a great experience and responsibility throughout Year 12 and 13, working in a team with the other Senior Prefects to achieve different objectives to improve school for both the Sixth Form and younger years. The wellbeing support programme and success of our 'sponge a prefect' fundraiser being highlights and great achievements. Being involved further in school decisions has also allowed the prefect team to hopefully secure a new sixth form common space with a few luxuries, something which will benefit everyone's experience at the SJSF and Carre's for years to come.

<b>Student Name</b>	<b>Matt</b>
Key Stage 5 Courses	History, Ethics & Philosophy, Business
Post-18 Aspirations	Royal Navy or BAE Systems
At Carre's Since	2 <sup>nd</sup> September 2015



# Joe Allen (ex-Carrensian)

## ISG Global Construction

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On the 20<sup>th</sup> April 2021, I was offered an apprenticeship at a company called ISG. ISG are a global construction specialist who work in a variety of sectors. My apprenticeship is a Construction Management Degree apprenticeship where I work 4 days a week on site learning the ins and outs of the role and spend the other day completing a Construction and Project Management degree alongside it. I have always considered the apprenticeship path a better option for me as I feel I learn better through experience rather than through revision and exams. I've always felt that it would help me in a management role in the future where I can develop my skills, rather than just read about how to manage people. I also liked the idea about going into life debt-free as I would not be putting any money towards my degree. I applied for a few apprenticeships with different companies and the applications do differ slightly with each, although all of them require a strong CV and occasionally, a cover letter. For example, for ISG, I had 3 assessments which were all a few weeks apart so that they could decide whether I was fit for interview. These consisted of industry-based questions, maths, and non-verbal reasoning. I was then invited to an online (due to COVID-19) interview day. I completed an individual and group presentation as well as having an interview with one of the Chief Operations Officers before being sent a contract of employment 2 months later.

Even if you are dead set on applying for an apprenticeship, I would recommend writing up a good personal statement and applying for universities through UCAS because it is generally very difficult to get an apprenticeship (although it differs with industries) and it is good to have a back up plan. In my case, I had all 5 university offers and was able to reject them after signing the contract for my degree-level apprenticeship. It is useful to keep these offers open as companies tend to decide whether to accept or reject you or not at much later in the academic year.

The best piece of advice I could give to apprenticeship applicants is to keep looking all the time for new openings and apply as soon as possible as there will be thousands of applicants competing against you so there is no time to waste. Apprenticeship applications do not operate with the same definitive deadlines as UCAS, so companies will advertise when it is convenient for them and applicants need to fit into their timescale. This can be frustrating as a vacancy may become available which starts before the end of school, but you need to be patient as similar opportunities will be advertised later in the year. The important thing is to be prepared for when the right apprenticeship is advertised.

Joe Allen



# Head Girl 2021-22

## Alexia

As a keen mathematician, I knew I wanted to pursue a career in something related to this field. When looking at University courses that I could apply to with my A-levels in Maths, Further Maths, Physics and Photography, I realised I had a deep interest in space, and more specifically Astrophysics. Surprisingly, there are many opportunities to study this in Higher Education, which I intend to do. It has taken a great deal of time and effort to get to this stage, with repeated research around a confusing topic or problem I have faced, but due to my love for these subjects I have not considered it a chore, rather a step towards where I want to go. Teaching staff across the Sixth Form have been beyond helpful with not only my studies, but with assisting me in my Early Application to University, which I have had to juggle with mock exams, extra-curricular commitments and my role as Head Girl. I never feel afraid to ask questions and express my concerns, which is a Sixth Form environment that we have been working hard to attain and uphold, so that every student can feel confident enough to achieve their full potential.

<b>Student Name</b>	<b>Alexia</b>
<b>Key Stage 5 Courses</b>	Maths, Further Maths, Physics, Photography
<b>Post-18 Aspirations</b>	Astrophysics
<b>At Carre's Since</b>	2 <sup>nd</sup> September 2020



# Mental Health

In July before the summer holidays, eight Year 13 students, including the Senior Prefect Team and two Mental Health Ambassadors undertook a mental health training led by mental health first aiders. We worked with other Sixth Form students based at Kesteven and Sleaford Girls School to develop our skills and understanding with how to listen non-judgementally to those seeking support and encourage them to get further advice.

Our aim is to raise awareness of the importance of mental health and promote the student wellbeing support system. Some of our ideas that we are working implement include an anonymous email, where students can seek advice from the wellbeing team without the worry of face-to-face confrontation. Students can still access the support from staff members but we hope to provide the opportunity for students to speak with senior students if they would like our support.

We (Mental Health Ambassadors) are working with staff mental health first aiders and the Student Support Team to implement a wellbeing hub, where the ambassadors and leadership team act as a place where younger students can talk to someone similar to their own age, they can then be directed to relevant support if required.

We believe by having a hub that students can access, it will encourage them to open a channel of peer-to-peer communication and reduce the stigma of mental health across the school.

Our roles as mental health ambassadors will be to raise awareness and create a legacy within the school, that will last for years to come, where mental health is a priority for all students.

Molly and Charlie  
Mental Health Ambassadors







# Selwyn College Cambridge Summer School

Between the 26<sup>th</sup> and 29<sup>th</sup> July 2021, I attended the online element of the Selwyn College Cambridge Summer School for Physical Natural Sciences, alongside 14 other students from around the UK. The application process for this involved submitting predicted grades, GCSE results, mini personal statements, and teacher references, so being accepted onto the summer school was incredibly encouraging and beneficial for when it comes to submitting my UCAS application in a few months.

The online element entailed lectures, seminars and supervisions given by Cambridge lecturers and Heads of Department, and we were given work to complete ahead of supervisions. It was fascinating to gain an understanding of the Cambridge system, and further reinforced that this is the course I would like to apply for. Due to the easing of Covid restrictions, it was possible to attend the in-person element of the school (in previous years the entire course was held at the college), which allowed us to meet the other students in person and get a feel for Cambridge, and Selwyn College in particular. When at Selwyn, we were given college tours, faculty tours, completed escape rooms, and got to speak to the Director of Admissions and current Cambridge students, which was invaluable. The whole summer school was free of charge, and I would whole-heartedly recommend it to anyone thinking of applying to Cambridge in the future, as it was both educational and great fun.

**Alexia**  
**Head Girl**



# Deputy Head Boy 2021-22

## James

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Throughout secondary school, there are many different highs and lows that shape one's experience of, and outlook to education. Reflecting upon my memories from lower down the school in Key Stage 3, I remember myself being an average student, doing what was expected of me, nothing more, nothing less. However, throughout the progression of the years with harder content in my courses, some disappointing exam results provided me with motivation to improve and excel at my chosen subjects, in the case of both GCSE's and currently A Levels. My chosen subjects are Maths, History and Physical Education, with the aim of studying 'Sports Management, Coaching and Performance' at university.

To prepare for the future, I have undergone the FA Playmaker course whilst also in progression of completing the 'Introduction to Coaching Football', to supplement my background knowledge of sports coaching in light of studying these topics at university. To support the process of choosing which universities to visit and apply to, I have accessed school support through careers interviews and asking my tutor for advice on how to plan a strong personal statement and establish a successful application. These forms of support are extremely helpful, as they provide in-depth analysis of different post-18 pathways that one may choose to take.

Throughout secondary school life and Sixth Form it is pivotal to seek advice from teachers, be proactive and explore your subjects beyond just the information teachers provide you with. This has enabled me to enjoy all of my courses and establish a wide base of support to ensure my transition to higher studies is as untroubled as possible.

<b>Student Name</b>	<b>James</b>
<b>Key Stage 5 Courses</b>	Physical Education, Mathematics, History
<b>Post-18 Aspirations</b>	Sports Management
<b>At Carre's Since</b>	2 <sup>nd</sup> September 2015



# England Hockey Aspirations

At the beginning of last hockey season, I was selected to attend trials for the under 17 North of England Hockey team. I attended many evening and weekend training camps across the season and was finally selected to play for the Pennine Pumas U17 team, at the England Hockey Futures cup. The futures cup is an annual hockey tournament where the top 80 hockey players come together and compete in a four-day competition in order to gain a place in the England Hockey squad.

The tournament was held at St Albans hockey club, just north of London, across four days in the summer. Overall, there were 6 teams there including Scotland and Wales. Each team stayed in the players village at Hertfordshire university Campus and had their own bus to take them from the village to the hockey pitches every day. Every match was recorded by each team's individual media team and after the team dinner every night we would use the classrooms at the university to analyse our opposition for the next day. We would also watch our previous game in order to highlight areas of strength to take forward into the next game and weaknesses in order for us to work on as a team. Every match was watched by the England U17 scouts and the England hockey coach.

Over the four days we were there, we had one rest day in which was a training day and then played a match on each of the remaining days. Our pool consisted of Wales and Mercia Lynx, we unfortunately lost our first game against Wales, 1-0. However, we won our second game against Mercia 4-0. This put us in the 3<sup>rd</sup>/4<sup>th</sup> play off, where we played Scotland's U18 team. Unfortunately, we lost our last game and came away with fourth place. Medals were handed out to the teams by Ellie Rayer, who had just returned from Tokyo 2021 Olympics. I am now ranked in the top eight U17 Hockey Goalkeepers in England. Overall, this was an amazing experience, and one in which has massively contributed to my development as a player.

DAVID P. MCCARTHY  
PHOTOGRAPHY

**Millie**  
**Deputy Head Girl**

# National Cycling Success

My name is Georgia and I am a Sleaford Wheelers cyclist studying at SJSF. This season I competed in time trials, targeting the ten mile races but also taking part in longer distances and hill climbs. After training hard all season I got a chance to compete in the CTT National Youth Final at Malory Park. This was a race I was targeting all year and to compete in, I had to come in the top two at the East Midlands qualification race. I managed to come home from this race with not only a win but the course record and a big PB, guaranteeing myself place in the Nationals. I went in to the race, not sure where I would place but with a target of getting a PB and giving it my all but finished with 4th in youth and 2nd in age group in the nation. This was something neither me or my coach expected but with all the hard work I had put in, I was over the moon with.

More recently I competed at Michlegate hill climb which was run alongside the elite British Cycling Road championships. It was 7.30pm by the time I raced and the course, which would be raced up by the professionals the next day, was flood lit with hundreds of people cheering us up. Even Jo Tindley, new National circuit champion, was there watching us. I had a terrible start but drove out of my saddle and didn't stop until I had the lead. The atmosphere was unbelievable and I took the win with the race commentator shouting out that a local Sleaford Wheeler had just won. I was ecstatic. The next two races up the hill were won by a Sleaford Wheelers cyclist making the evening even more sweet. Stepping onto the podium used for the pros throughout nationals, in between Lincoln Castle and Lincoln Cathedral, with a big crowd was an amazing experience. With this season coming to an end I can't wait to see what the next one holds and can only hope that it is as exciting and fun as what this one has.

**Georgia**  
**Year 12 Assistant Prefect**







# Milly Pepper

I first started kayaking at Lincoln Canoe Club when I was 11 years old in April 2017. Initially I participated in the recreational sessions, and then worked my way into the racing sessions. The endless fun of trying new boats and having small club competitions each month is what brought me back to training each week. There is a range of different stability boats for all abilities, and when I was stable enough for the fastest racing boats I was lucky enough to be able to have my own boat. This was previously owned by the Olympian and 6 X World Champion, Anna Hemmings MBE. There are two different types of races in flat water kayaking: sprint or marathon, similar to sprint and long-distance races in running. Marathon races are known as Haslers and are typically 4, 8 or 12 miles, depending on what division an athlete is in. You can be racing anyone of any age and gender within your division. Everyone starts in division 9. I have progressed up to my current division, div 5, by competing in a variety of Hasler races in K1s (singles) and K2s (doubles). Once you are in division 6 or higher, you must complete a portage during the races. This is where you get out of your boat due to an obstacle, like a lock or weir, and run past it to then get back in your boat and continue with the race.

In October 2018 I raced in the Hasler Finals in division 7 and finished 22<sup>nd</sup> out of 43, and I was the second fastest junior girl to finish in my race. A few months later in August 2019 I competed in the National Marathon Championships and finished 13<sup>th</sup> in the Under 14 category. Sprint races are categorised on age and ability, for example Girls A, B, C and D. The distances in sprint races are 200 metres, 500 metres and 1000 metres and all the events are held at the National Water Sports Centre at Nottingham. There is a minimum qualifying time in order to participate in these national events. Typically, I compete in the 200 and 500m events but I would like to start also competing in the 1000m events. There are lots of different racing categories at the sprint regattas. The ages range from under 12s all the way up to over 64s and you can race in a K1 (single), K2 (double) and even a K4 (fours).

I have attended many National Sprint regattas, however, due to the covid pandemic, no races were held throughout the whole of 2020. I am a part of the Women's England Development Programme, so I was able to train from home with the rest of the squad on Zoom. This enabled me to keep training despite the challenges that I faced from lockdown. The first National event back was on the 3<sup>rd</sup> and 4<sup>th</sup> of July 2021. Unfortunately, I couldn't attend because I had covid and was affected quite badly, and I also had to miss the National Marathon event the following weekend. Covid set me back quite a bit because it affected my fitness levels significantly. Throughout the summer 2021 I carefully worked my way back into training in preparation for the September Open and National Regatta. For this regatta I focused on my solo performance in the 200m and 500m K1. I won both of my heats with a personal best time in both races, so I was therefore put through to the finals. In both of the finals I finished second and achieved another personal best time for the 200m and 500m. This National Regatta saw me get promoted into Girls C, which I hope to improve on next season. Since then, I have become a part of the England Junior Development Squad and have attended training days which were held in Guilford and Nottingham.



# Sixth Form Work Experience

Our Year 12s are in the process of organising their work experience placement for week commencing Monday 18 July. Work experience is a vital factor in enabling our students to prepare for life beyond Sixth Form, either to confirm career thoughts or to develop interpersonal skills and experience the world of work. To support their preparation, Mr Scholefield spoke to the year group as part of our Core programme to reinforce the benefits of work experience and super-curricular activities, and to discuss the procedures and processes in securing a placement.

On finding a placement, students are required to contact potential employers and businesses in the sector of interest, using the guidance on the Pupil Drive to help to construct their letter. Once a placement has been identified, Mr Scholefield requires a short confirmation letter or email from the employer and a completed **Self-Placement Form**.

To further reinforce the importance of work experience, two of our Year 13 students have benefitted from work experience at **St Botolph's Primary School**. This placement has confirmed their desire to become Primary School Teachers and they have continued their work experience into Year 13 to continue to prepare for their future career as a teacher.

Throughout Year 12 and at the beginning of Year 13, Charley Tweedle and I (Amelia Thompson) have been volunteering at a local St Botolph's Primary School during enrichment periods on Wednesday afternoons. We were assigned to the Key Stage One department where we were asked to specifically assist the year one children in 2 different classes. Our time at St Botolph's has allowed us to develop our leadership skills as well as gaining first hand experience of what teaching is really like whilst being able to learn skills on how to manage and interact in a classroom. During the summer term of Year 12 we chose to spend a week at St Botolph's which allowed us to see the timetable in full and take part in a range of lessons. This placement helped us to consider the role of teaching in a proactive way and allowed us to speak to those in the profession to gain honest experiences, opinions and advice. This has confirmed our desire to progress into teaching after university and we would encourage other students to seek work experience where possible in order to help them understand what potential jobs would entail and to aid their personal statements.

**Charley Tweedale and Amelia Thompson**  
Year 13





# Sixth Form Support Sessions

A primary goal of the Sixth Form, from my perspective, is to promote academic achievement and to provide the facilities, support and resources to help students to achieve their maximum potential. The Head Prefects for each subject have been preparing support and revision sessions since the start of term in order to help with this goal. Support is available across a variety of fields including 1 to 1 advice on specific subject areas, as well as general support on different revision techniques and methods to improve academic performance. These sessions are designed to compliment the support available from teaching staff, but also provide the opportunity for students to develop their leadership qualities and to create support networks within individual subjects.

These sessions are ideal for both year 12s looking to actively revise the content they have currently learnt- especially with the lead up to mocks- as well as year 13s who may need a recap of topics taught at the beginning of the course. There's an opportunity to ask questions, to share expertise and to have high aspirations with regards to academic ability and progress.

The sessions run throughout breaktimes and supervised study periods, so are widely accessible - the more work you are able to complete during the school hours equates to less time outside of school. This allows for a more manageable balance of work and time to switch off and recharge from studying. Information on these sessions can be found on the Sixth Form noticeboard by the entrance to the Upstairs Workroom and is on tutor group noticeboards.

**Matthew**  
**Head Boy**





# Pancreatic Cancer Fundraiser

On Friday 14<sup>th</sup> October, Carre's held a Pancreatic Cancer Fundraiser in memory of Mrs Benney, on the day that would have been her birthday. Mrs Benney was a Maths teacher loved by all students, so it was lovely to see the number of fundraising activities and student participation throughout the entire day; cake sales, a raffle, a tombola, a silent auction, and various maths challenges were widely supported by staff and students from first to fifth period.

The Senior Prefect Team organised 'sponge a prefect', in which students had the opportunity to pay for a number of wet sponges to throw at the Team in the stocks. This was a highly popular event, in which we raised a great sum of money.

Overall, Carre's raised a total of £3,435.00 in memory of Mrs Benney, and we all had a wonderful time working together to raise awareness for this important cause.

**Alexia**  
**Head Girl**







# School Council

On Monday 15 November, Phoebe and Oscar (Heads of the School Council) met with their Year Group Council Representatives to discuss the strengths of the school and to make suggestions for improvement. Students meet each half term to reflect upon their experiences in the school and play an active role in shaping the school community moving forwards.

The meeting started with a review of the matters raised during the last council meeting, including a review of the issues which were able to be actioned. Following this, students were asked to reflect upon what the school is doing well and what they would like to see reviewed to improve their experience. After the meeting, Phoebe met with member of the Senior Team to present the key areas raised.

Student voice is an important part of our school community and we appreciate our students playing an active role in shaping school improvement.



# Sixth Form Open Evening

Wednesday 20 October saw the return of our Sixth Form Open Evening, providing an opportunity for Year 11 students to speak with staff and students about their plans for next year and to start their journey with regards to confirming their course choices. The event saw a collaboration of Robert Carre Trust staff and students to support Year 11 students to select the right subject choices.

During the initial presentation, Senior Prefects from Carre's Grammar School and Kesteven and Sleaford High School spoke to parents and students about their experiences and to reinforce that, while making these decisions feels quite daunting, help and support is available throughout the process. Matthew, Jessamy, Molly and Jess all spoke exceptionally well and we're proud of the talented, confident and reflect young people that they have become. As they will all admit, there are challenges and obstacles in the way throughout Sixth Form but all of the resources, support and guidance is there to navigate these bumps in the road. Following these speeches, Mr Smith and Miss Chant (Heads of Sixth Form) provided advice and guidance about the pathways on offer, how to select the 'right' subjects and how to get the most out the evening. A recording of this part of the evening is accessible at:

Once this part of the evening had concluded, students and their parents were able to visit subjects departments across the Robert Carre Trust to ask questions about the subjects that they may wish to take. The evening was a great success and really showcased why our school community is such a great place to be a part of.





# Key Dates & Upcoming Events



- Year 12 parents' consultation (Wednesday 5 January)
- Official UCAS deadline (Wednesday 26 January)
- Year 13 internal examinations (w/c 7 February)
- Year 12 internal examinations cycle 1 (w/c 25 April)
- Year 12 internal examinations cycle 2 (w/c 27 June)
- Year 12 university, apprenticeship & the future evening (Wednesday 15 June)