

Newsletter

Summer 2022



HE Day Back with a Bang

The Spring Term heralded a return to Higher Education Day with more than 60 universities in attendance.

For nearly 30 years HE Day has been an integral part of the Esher spring calendar, when our Sports Hall hosts representatives from over 60 Universities from Strathclyde to Southampton. The pandemic meant this event had to be moved online, so it was with great pleasure that we could finally go ahead with an in-person event.

All 6.1 students were able to tour the HE Fair, talking to university representatives and picking up prospectuses. There were also four activities including a talk in the College Theatre on 'Why go to university and how to choose'; An IT session on how to use Unifrog to search for UK university choices; and a talk from university student ambassadors on what life is like as a student.



In the evening the HE Fair remained open for parents, 6.1 and 6.2 students to attend. In April, students were then able to drill down deeper into a range of courses with a series of HE online seminars. University Lecturers from 70 colleges held talks on their courses and to give a flavour of what it would be like to study various subjects at degree level.

Nicola Wilberforce, Head of Progression Guidance, said, "HE Day is an integral part of our progression guidance programme. Upto 85 per cent of our students go onto higher education, with 834 UCAS applications being submitted this year alone.

"We have a growing apprenticeship programme here but higher education is still the first choice for many of our students. Students are seeing it as an investment in their future and it is a fantastic achievement to help so many of our students progress."



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Letter from Dan Dean



Dear Students, Parents and Friends,

On a quick calculation, I reckon this is my 48th newsletter as Principal of the College. It is also my last. As you will be aware, I am stepping down after 12 years in the role this summer. So, this is an opportunity to say thank you to all those who have made that time so memorable. I would not have stayed at the same college for 21 years (in three different roles) if it wasn't for the inspiration and dedication of my colleagues and the wonderful young people I have worked with over the years. Watching school children develop into young adults and then progress to a wide variety of educational and career paths has been the most rewarding part of my job. There have been many challenges too (mainly imposed by the government!), but this sense of purpose has remained a fundamental.

As I mentioned in the last newsletter, I am delighted that Dan Hards, currently Assistant Principal (Student Services), will be taking over next year. Dan knows the College inside and out and is very well placed to lead it on the next stage of the journey.

One of the factors in the timing of my decision to step down is the completion of our long-term Property Strategy. The two final pieces of the jigsaw, a new Study Centre and a specialist space for our Dance and Performing Arts students, will be ready for the start of next academic year and ensures that we have the right balance of specialist teaching facilities, private study space and social space for a modern day sixth form college. I'm very proud of that!

Of course, normal College business continues despite a change of leadership and Dan Hards and I have been able to work closely to ensure the smoothest of transitions. For example, it was great to welcome back our HE Day exhibitors in person after two years of an online alternative. You can find details of this event, which is an annual highlight and unique to the College, elsewhere in this newsletter.

Perhaps most importantly, our focus has been on preparing our students for the first exam season since 2019. 6.1s will be sitting Progression Exams and 6.2s the real thing. For final year A level students, we

are relieved that the government has put in place mitigations to reflect the challenges of the last two years. We hope that our students have taken full advantage of the recent practice opportunities in the Sports Hall and now have a strong sense of what is involved.

Whether 6.1 or 6.2 and studying BTEC or A level, I wish all our students every success in this summer's examinations.

Wishing you all the best for the future,

Dan Dean
Principal

The HE Fair

Representatives from Exeter, Lancaster, Kent and Oxford Brookes universities – were just some of the many universities attending our HE Day.



Success for Young Physicists



Congratulations to the 17 first year Physics students who participated in the recent British Physics Olympiad Senior Physics Challenge.

Competing with over 4000 students nationwide, this competition consists of an hour-long test paper sat in exam conditions

and is designed to challenge the most able A-level physicists in the country. On average just over 50% of candidates gain medal awards nationally. However, this year our Esher students achieved 14 medal awards accounting for 82.4% of our candidates, including two silver awards for Oscar Sharpe and Jude Goodsell.

This places Oscar and Jude within the top 18% of candidates nationally and is a phenomenal achievement! Very well done to all the candidates who have all shown impressive commitment to attending the weekly sessions and preparing in their own time.

Louise Perry, Teacher of Physics

Lunch with a Labour MP

In March, Politics A Level students welcomed Labour MP, Fleur Anderson, into the café before her talk in College Theatre.

"During a somewhat worrying time for the country - whether that be due to the fear of Russia's attacks, the uncertainty of COVID or the sharp rising prices of the average citizens daily living costs - Fleur Anderson was welcomed into Esher Sixth Form College with open arms in comparison to the recent visit of a government senior minister. Anderson is actually my local MP for the constituency of Putney, Roehampton and Southfields.

Before the talk, other Esher students and I were invited to attend a lunch meeting with Anderson. Answering our fervent questions warmly, she allowed us to realise how much of an approachable and easy conversationalist she was and that our questions were answered well and with similar compassion. Anderson's talk in the College Theatre was skilfully ushered by my knowledgeable classmate Luke. She began by telling the large audience the unlikely story of her election as an MP. Unlike career politicians, she started off campaigning to keep her local pub open and gradually moved to campaign for her own election, winning fairly comfortably the only seat that changed hands from Conservative to Labour in the 2019 general election.

During her introduction, Anderson addressed the solemn & frightening situation that was Ukraine. Anderson emphasised her support behind Ukraine and sympathised with her own story of her previous work in Bosnia and how close to her this felt. Questions followed about the plight of Ukraine: is this a serious threat, does she know the response that will be given to the attacks by Russia and what on earth is going on with NATO? Fleur responded that she believed it is best to stick with our allies in NATO and the importance of the international rule of law.

The topic of COVID also arose, especially with the eventual end of all restrictions across England and how this would impact the public's day-to-day lives now. Anderson said she was disconcerted by the decision to relax all COVID rules and stressed that testing should be free, especially for those who are vulnerable or in contact with those who are. She believes that masks should still be mandatory on public transport, highlighting the tube, and that precautions if we are to keep safe around the virus.

Finally, Anderson spoke passionately about her stance on the environment and her role as an environmental activist over the years. She made her way to Esher using public transport having

'made the plunge' and sold her car. Anderson cited certain actions she has personally taken recently to try and fight the increasing environmental concerns. She mentioned her new Private Member Bill to ban plastic in wet wipes. "We use 11 billion wet wipes a year in the UK and 90% of them contain plastic. This is causing untold damage to our water systems and marine environments," she said. Furthermore, Anderson emphasised her role in the Green Homes Grant; aiding those to make energy improvements inside the house, especially during these anxious times of increased energy prices.



Overall, it was obvious to many how much the students enjoyed engaging in conversation and debate with Fleur Anderson and being provided with such a unique opportunity. "

Tess Bowyer, 6.1 Politics student



A Blast From the Past – Meet Solicitor Luis Ngugi



Luis came to Esher in 2013 from Hampton Community College, now Hampton High, to study History, Government & Politics and Spanish A Level, and Music AS. He quickly discovered a love of debating and decided to pursue a career in law. With a law degree from the University of Kent, Luis qualified as a solicitor in September 2021 and is part of the London Young Lawyers Group.

Why did you choose a sixth form college?

I chose Esher as it was the best of both the traditional college and also a school environment. It is also quite small in size which allowed for teachers to know you, which played a vital part in my development.

What was the first thing that struck you about Esher?

The quality of teachers. The step up from A Level to university was always going to be a substantial one but the methods used by the teachers and expectations allowed for this to be a smooth transition.

What were your course highlights at Esher ?

By far my course highlight must have been the Government and Politics trip to Berlin. We visited the Hague and the ICC and just had a fantastic time.

How did your teachers inspire you?

My teachers inspired me to always stay strong and push through. I also played football for my local team and unfortunately fractured my nose very close to the exam period. As you can imagine I was not in the best place however, with perseverance and support from the teachers (a special mention to Meir) and their belief allowed me to continue to take my exams and do much better than expected to secure my university place.

What advice would you give to someone thinking about going into law?

Keep an open mind and enjoy the process. For me, I always

enjoyed a debate and the small detail, so law was the perfect choice. It is also very good for those that are emotionally intelligent, as it's always evolving and challenging so you will never be bored.

Many students will begin to discuss training contracts and put an emphasis on getting the best results so they can secure these 'golden ticket' training contracts. However, I believe that as important as it is to have a plan: the best solicitors and barristers are not those with outstanding academics. Law is very client-facing and soft skills such as being able to deal with people, how to talk to people and crucially asking for help and support, are equally as important.

How did taking the LPC compare to your degree?

The Legal Practice Course (LPC) is the vocational course that all solicitors must do in order to be admitted onto the roll of solicitors. It is very different to a Law degree. The degree is more theory based and gives you a good foundation of the basic principles of law and how to think critically.

The LPC is more practical and includes what you would be doing as a solicitor when you start training. For example, drafting documents and basic levels of advocacy. You also put into practice some of the knowledge gained at degree level.

What have been your career highlights so far?

As any solicitor will tell you client confidentiality is one of our key principles. But all I can say is that I have worked on some high-profile cases, which is always challenging and exciting. In addition, drafting documents and letters to be sent out and getting good feedback from the Partner or a Barrister is always a good feeling.

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

Smile! Be happy and enjoy every moment of life and don't be afraid to continue to take risks. Being able to go to college and apply for university is such a big step. So as I always say, "Live life to the MAX!"

Welcome to ECAT

For over 40 years, the Esher College Africa Trust (ECAT) has been helping AIDS orphans at the Dope School in Zimbabwe. Over the years, Esher students and staff have raised funds to support between 40-80 AIDS orphans each year, helping to pay for exams and basic essentials such as pencils, books and even shoes, as some children can walk up to 15 miles a day to reach the school.

This year, ECAT was able to pay for 14 students to take exams. The school's headmaster, Edward Nyahwema, says, "The 2021 A Level results are out and I am pleased to say our fears have been proved wrong because our students did fairly well. We are waiting for the O Level results now. Some of our teachers recently were on census work, until April 30th. They won't even have had a single day to rest when schools open again on May 3rd. The teachers are back for a very long second term. It will be cold then. We hope Covid 19 infection rates and death will keep going down.'

ECAT trustee, Fiona Burdett-Coutts, recently visited Edward (pictured here) and says the situation in Zimbabwe is worsening. 'It was great to meet Edward, but life is tough over there and everything is very expensive for the local people. They were very grateful for the supplies we took over.'



This year, The Student Union is holding its Summer Festival for all 6.1 and 6.2 students on Thursday 7 July, with all funds raised going to ECAT. Entrance to the Summer Festival is £5 and includes unlimited funfair rides, with foodstalls and activities on the sports field. You can purchase a wrist band for the Summer Festival via the Shop on the College Portal.



INTRODUCING THE SUMMER FESTIVAL

RIDES **FOOD STALLS**

SPIN BALL

GET READY FOR A DAY FILLED WITH FABULOUS FOOD, FLAMBOYANT RIDES AND FUN

BUY TICKETS FROM THE PORTAL SHOP

£5 FOR UNLIMITED RIDES

THURSDAY 7TH JULY



Meet the Founder of ECAT

Name: Vreni Oleram

Position: Former Head of Economics, Trustee of Esher College Africa Trust (ECAT)

Joined Esher: September 1981 as a teacher of Economics and Business Studies.

What inspired you to go into teaching?

I have always loved sharing knowledge and insights, as well as an appreciation of fairness and justice. Having lived in various countries for the first 30 years of my life, I experienced different political and social systems and sharing my appreciation, as well as my feelings, about the world became vital to me.

What made you want to teach in a Sixth Form College?

Sixth Formers have reached the stage of life where they are beginning to question assumed wisdom. Some of them hope to shape the world into a better place. Sharing their joy and hope was what attracted me to this age group. In the early 80s, this was very much the case. Even today, notwithstanding the capitalist ideas of permanent and very damaging economic growth, some of the young are beginning to question these tenets.

How did you get involved with ECAT?

It was while working at Esher that I met fellow Economics teacher, Hilary Thompson, who had a sister doing Voluntary Service Overseas (VSO) at the Dope School, near Rusape in Zimbabwe. She wanted some UK students to correspond with her students in Rusape and as I was known as Mrs. Poverty in the staffroom, and eager to expound on development at any time, my students were an obvious choice... and that is the beginning of ECAT.

What is the Dope School?

The Dope Secondary School in Rusape takes about 900 students at a time, aged up to 18, or just over. It is situated in a rural region and in the early 1980s Edward Nyahwema was a classroom teacher liaising with us here. The school teaches O Levels and A Levels, a colonial legacy which still holds today. Students come from far and wide, sometimes walking many miles each day. Classes are large and classrooms are very basic. There is a dam close by, which gives the school access to water if needed.

Education is highly prized in Zimbabwe and though Dope School is a State School, fees are payable. Many families struggled to pay the fees, a factor which was significantly aggravated once the AIDS epidemic hit the world. Today, Edward Nyahwema is Principal of the School.



What was it like working with the school through the height of the AIDS pandemic?

For some cultural reasons, Zimbabwe had an exceptionally high infection rate, which resulted in many AIDS orphans in the 1980s. If one parent had died, the other was sure to be infected and often unable to work. No income, no school fees. The head of the household was either a grandparent without a job, or a young teenager, without a job. Over the next decade, this problem would grow. Eventually, Esher Sixth Form College was asked if it could raise funds to pay the school fees for some of the AIDS orphans. Then of course political change meant the Zimbabwean situation worsened significantly and by the early 2000s, we were able to raise very limited funds, particularly during and after the Financial Crisis of 2008. We are now only able to help about 15 students, which the College and Student Union continue to raise more funds for.

What achievement are you most proud of for ECAT?

In the early 1980s, we were asked to see if we could source a few books for the school. I love books, and I know how important they were for students in the pre-internet days. I managed to find freight sponsorship, and collected literally thousands of kilograms of books, storing them initially in a disused classroom, then organising their packing and delivery to the freightage company in Reading. They would be shipped to Harare free of charge. The whole community in Rusape and the students all have the benefit of a library now, which the children helped build with their own hands, and I think is a wonderful achievement. This came to an end when the political situation deteriorated significantly.

What words of wisdom would you give your 16-year-old self?

Be prepared to stand up for your beliefs. But be flexible and if circumstances change, embrace the new changed ones. And remember, "This too shall pass", as the Buddhists say.

Can you speak Zimbabwean? The language of our students at Dope School is Shona, though they are mainly taught in English...All I can say is Good morning, teacher: MANGWANANI MUDZIDIZISI



History: Power and Belief trip to Hampton Court Palace

In March, all 6.1 History: Power and Belief students visited Hampton Court Palace. Despite many of us having visited this well-known and well-loved Palace before, our History Trip to Hampton Court taught us so much!

First, we were given an engaging, interactive talk about Thomas Wolsey, his career in the church and Henry VIII's government, as well as his link to the palace. Following this, we were taken on a tour of the Palace, looking at the architecture of the different buildings, which was fascinating to learn about. We also learned how key parts of the Palace were used by so many people.

Inside, we visited a number of different rooms, including the Great Hall and the Haunted Gallery, where we learned about different tapestries and paintings and their significance to Wolsey's career. We were also given a Sourcebook, with a variety of different historical sources, ranging from poems to artworks to letters, each linking in some way to the Palace or to Thomas Wolsey, which was so interesting to study as we learnt more about his life. It was so thought-provoking to look around the Palace with a more detailed understanding of its history and significance to the reign of the Tudor monarch, Henry VIII, and to the life and career of his Lord Chancellor, Thomas Wolsey.

By Connie Bidmead, 6.1 student



Green Week at Esher

The Student Environment Committee and the SU ran an action-packed week of events, fund raisers and litter picks.

Esher Sixth Form College's Green Week on March 7th, organised by the Student Environment Committee and the Student Union, was a fantastic opportunity to discuss the importance of Sustainable Consumerism.

It was so lovely to see tutor groups discussing this important topic, with all students taking part in a tutorial encouraging debate on how we can make sustainable choices as consumers.

Students co-ordinated a community Litter Pick, where we filled SIX bags of rubbish. A particular highlight was the lecture by Jonathon Kendon, who works at the Royal Botanic Gardens, Kew, on the fantastic conservation projects that are being done to protect organisms.



The students also raised more than £500 for the RSPB through the sale of badges, which can be bought from the College reception - there is a delightful selection of different birds to collect!

Furthermore, The SU held a Krispie Kreme sale and raised £130 for The Scrubbery - a local charity, chosen by the Student Union, that makes a variety of items from recycled materials, which are donated to hospitals. Most recently The Scrubbery has been supporting Kyiv Regional Hospital and other clinics in Kyiv to support the Ukrainian Crisis. So far, they have sent 510 sets of scrubs, 80 nurses uniforms and 500 scrub hats.

We are looking forward to many more Litter Picks in the Summer Term and beyond!

Ed Jones, Teacher of Biology and Eco Champion



Snow & canoes

Our DofE Gold students braved Easter snow in their practice expedition.

6.2 Duke of Edinburgh students bravely faced the elements for a four-day canoeing trip from Pangbourne (Reading) to Ham. Day 1 it snowed throughout the day bringing a chill to everyone's cheeks, which was followed by a very blustery day 2. The remaining days were much nicer as the students progressed from campsite to campsite down the Thames. Well done all and to fellow teachers supporting them, Stephen Andrews, Wendy Davies and Natasha Mirghani.

Jason Rynn, DofE manager



International Relations University Talks

Politics Students get a taste of University life with two lectures from the University of Surrey.

Our first talk was split into both a lecture and a Q&A session led by University of Surrey lecturer, Dr Nicholas Kitchen. The talk covered a central aspect of our Global Politics paper, 'The theories of International Relations.' The two main theories being realism and liberalism.

Whilst the talk did cover these ideas well, I believe that this section of the talk was the less interesting part of the event since much of the information that was presented to us had already been covered before in our lessons. However, it did act very well as a useful revision tool. It did also introduce us to a new theory of International Relations (IR) called 'constructivism,' which is not part of our learning course and therefore demonstrated the step up from A Level to a degree level. It showed us what is to come if we were to take Politics/IR at university and there are many other theories, which would also be taught to us.

The Q&A was arguably the more useful and interesting part of the talk. Initially it covered many different events that were taking place at the time of the talk, the main event being the conflict in Ukraine. Dr Kitchen analysed why this conflict had started and why it may continue to escalate from both the points of view of liberals and realists. Addressing current modern-day issues is very useful, as it shows us how our learning can be applied to the world around us and enables us to look deeper into other events that may be taking place.

The Q&A session also addressed what it would be like to take a Politics or IR degree at university. I personally, was actually quite surprised - the biggest difference we were told to be prepared for was the workload and how much we'd actually have to read to be effective and get good grades, which I felt in a small sense we had been prepared for well in at Esher, especially by the Politics Department!

A few days later, Professor Amelia Hadfield, Head of Politics at the University of Surrey, delivered another talk about regional organisations. She was joined by Dr Baris Celik, who teaches European Politics. This talk aimed to answer the question 'Regional organisations: spaghetti bowl or advanced governance?';

Spaghetti bowl is a metaphor for the largely intertwined nature of regional organisations such as the EU, NATO, ASEAN and the African Union as well as some organisations that aren't on our specification, including the Council of Europe.

Hadfield and Celik looked into the question of why states come together to form regional organisations in the first place. Some of the reasons given include; being a response to the world's 'wicked problems', a form of crisis management, and to achieve long term objectives within the region. The conclusion was that there is indeed a 'spaghetti bowl', and therefore an imbalance within regions who have multiple organisations and a built-in hierarchy, where some organisations have more power and prestige than others. There is also a disparity between hard and soft power.

The Q&A was dominated by the current relationship between NATO, Ukraine and Russia. It was explained that Russia's fear of Ukraine's aspiration for NATO membership came from the fact that NATO and other regional organisations promote democratic and more western values, providing a threat to Russia's dominance in Eastern Europe.

Overall, both talks were a unique opportunity to reinforce existing knowledge and introduce new ideas and ways of thinking that we might not do in the classroom.

Samuel Martin and Isabel Nugent 6.2 Politics students



Young Investors

As part of his complementary subject, Marcus Webb comes up with a winning formula for investing.

"My time in the Young Investors competition has been a wonderful learning experience! During the course, I learned about technical analysis (based on patterns/trends of stock) and fundamental analysis (based on the performance of the company) on how to trade stocks.

We were given a fake trading account to invest money across the stock market and set ourselves the challenge to see who could make the most capital growth. I mostly used technical analysis skills using websites such as WeBull and FinViz to draw out and find bullish (positive) stocks to invest in.

My process was done by checking if the general market in index funds, like the S&P500, was positive or not due to recent world economic events such as the War in Ukraine. With all this information in hand, I chose stocks with the FinViz screener and monitored the trends to spot the best opportunities to buy and



sell throughout the event. In the last couple of weeks, the market has been most volatile from the Ukraine Crisis which helped me grow my portfolio exponentially. I really enjoyed being a part of the competition without risking my own money!"

Marcus Webb, 6.1 Student pictured here with Gavin Banks, Head of Economics

Students take on the Model United Nations Conference at LSE



As part of our Model United Nations complementary study, a few of us participated in the Youth Model United Nations conference held at the London School of Economics (LSE) in February 11-13.

For those who don't know, Model United Nations, is inspired by the actual United Nations. Each participant is assigned a country to represent as a delegate - interacting, debating, and collaborating with other delegates on a variety of topics. To make the experience as authentic as possible, LSE YouthMUN was divided into several different committees, each focusing on a specific set of issues. Here are some of the delegates' accounts of their experiences, and how the virtual aspect impacted things!

Australia

Millie Dixon, the delegate for Australia in the Social, Humanitarian, and Cultural Committee:

Model UN was an incredible experience, balancing diplomacy, collaboration, and independence effortlessly. Our committee covered social and humanitarian issues seen today and my preparation for the event made me feel more immersed and knowledgeable about current affairs. Because the weekend was virtual, I was apprehensive, to begin with, wondering how this would affect the whole experience, but the chairs and people on my committee were so supportive, positive, and helpful the whole time: the online aspect of the event didn't ruin anything! It was very satisfying to put my preparation towards a formal event, using the terminology and knowledge I had learned in college.

Zara Lyons, the delegate for Australia in the World Health Organisation:

The WHO committee was dealing with the issue of mental health. We were representing both Australia and Russia, between the four of us, having a double delegation per country. The main writers of our

resolution were Indonesia and the USA, and it entailed the hope for improvement of mental health problems in the future, supporting ideas like education in schools on the topic of mental health. Finally, we were prompted to either vote for, against or abstain from this resolution. Australia voted for the resolution and Russia voted against it. I found it an incredibly fun experience, and it was interesting to meet new people from all over the world!

Russia

Kate Langford, the delegate for Russia in the Security Council:

The topic of debate was the challenging issue of the sanctions regime against North Korea. Although difficult, the committee's discussions allowed us to examine the new possibilities for progress because of the constantly changing political backdrop, in what has been an area of political turmoil for decades now. Ultimately, our resolution focused on reducing sanctions gently, on the condition that North Korea also showed clear signs of progress towards de-nuclearisation. The conference was a great way to develop skills such as teamwork, diplomacy and public speaking whilst also being good fun!

Maja Wasielewski, the delegate for Australia in the Human Rights Committee:

This was something of special interest to us due to themes of social inequality and injustice. Representing Australia and Uganda respectively, we engaged in a debate with people from schools across Britain representing countries with a myriad of different positions on the topics of international decriminalisation of homosexuality and the global implementation of a comprehensive sexual education curriculum. After dividing into groups to draft resolutions outlining our ideal outcomes, we then debated the points of each resolution before voting to pass one. Although my group's resolution wasn't the one that ended up being passed, it was a challenging yet enjoyable experience that I'm glad I participated in!

Model UN at Esher

Hopefully this account of our experiences taught you a little bit about Model UN and what it entails. The weekend was a perfect example of the skills we learn in Model UN: co-operation, thorough research, and a level of international awareness that remains as relevant as ever. If you're interested in pursuing international relations, politics, law, or debate in the future, Model United Nations is a great springboard and an enjoyable way to develop global political awareness and invaluable transferable skills. If you perform exceptionally, you may be given an award by the event organisers, like Millie was!

By Maja Wasielewski, 6.2 Student

Dates for your Diary

Please be aware dates published here may have to change. We will email any changes to students and applicants, but please do keep checking our website for any updates.

Summer Term 2022

Monday 30 May to Friday 3 June	Half Term
Monday 27 June	A Level exams finish
Thursday 7 July	6.1 After Esher Day
Thursday 7 July	Summer Festival 1-4pm
Friday 15 July	End of Term

Dates for Prospective Students and Parents (September 2022 admissions)

Tuesday 28 June	Introduction Evening (parents)
Thursday 30 June and Friday 1 July	Introduction Days (students)

Autumn Term 2022

Tuesday 30 August to Thursday 1 September	Enrolment for new students
Monday 24 October to Friday 28 October	Half Term
Friday 16 December	End of Term

Dates for Prospective Students and Parents (September 2023 admissions)

Tuesday 12 July 2022	Open Evening
Monday 4 July 2022	Online Admission Open
Friday 30 September 2022	Online Admissions Close
Wednesday 5 October 2022	Admission Ballot

Social Media

For more information on what's happening at Esher Sixth Form College, follow us on Facebook, Twitter and Instagram.



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Cake Sale for Ukraine

Well done to 6.1 student Marnie Rumbold who raised £170 for the British Red Cross' Ukraine Humanitarian Appeal. Setting up a delicious spread in the café, she then sold the left over bakes around her streets - raising a total of £200.

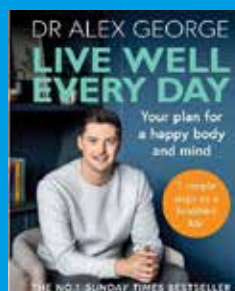
Marnie said, "The reason why I wanted to do this was because I wanted to take action and do anything that I could that would advantage the Ukrainians during the extremely difficult times they are going through. Seeing what is happening in Ukraine at the moment made me immensely grateful for my privilege and so, I decided to take advantage of that and raise money for the less fortunate."



LRC – Summer Reading Recommendations

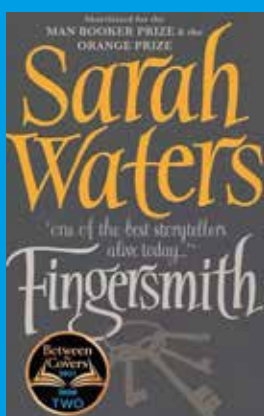
Did you know 1 in 6 adults of working age in the UK, find reading difficult and may never pick up a book? In LRC there is a great selection of new fiction, all available to loan now. Not only can reading improve brain function but it can be therapeutic and recent research even says it can help you live longer. (or least help your brain live longer by stimulating new connections between nerve cells and prevent brain cell loss later in life).

So for the summer, the LRC team have recommended their top reads:



2. Live Well Every Day by Dr Alex George

"We all want what's best for our health, but knowing where to start isn't always easy" A no.1 SundayTimes bestseller discover the 7 simple steps for a happy body and mind.



1. Fingersmith by Sarah Waters

Shortlisted for the Orange Prize and the Booker Prize, Fingersmith is set in 1862 when Sue Trinder, orphaned at birth, finds herself growing up among petty thieves under the rough but loving care of Mrs Sucksby and her 'family'. But from the moment she draws breath, Sue's fate is linked to that of another orphan growing up in a gloomy mansion not too many miles away.

3. Like by Ali Smith

Author Ali Smith evokes the twin spirits of time and place in an extraordinarily powerful first novel, which teases out the connections between people, the attractions and ghostly repercussions. Split into two parts, meet Amy who is a former scholastic prodigy who, despite being a lesbian, has a child and despite being a scholar, has forgotten how to read. The second part concerns Aisling, who lives in Inverness and spends all her energy pursuing the 'irresistible' student Amy.

