



BRADFIELD COLLEGE

ANNUAL REPORT 2016



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01

HEADMASTER'S INTRODUCTION

The Annual Report presents an overview of the College's performance over the past academic year and is aimed at the Bradfield Society, encompassing pupils past and present, parents, staff and friends. The Report offers a broad perspective of Bradfield's trajectory to sit alongside the termly news featured in *The Bradfieldian*.

This inaugural edition features articles focussing on both continuity and development. The changing use of our historic buildings is exemplified by the North range of Quad whilst planning for the future of the campus is outlined by the Bursar, Paddy Burrowes.

Elsewhere, the experiences of two generations of one family demonstrate that, although much has changed in the College, values and human relationships remain central to our endeavour.

The remarkable enhancement of Bradfield's estate over recent generations has been made possible both by the skilful management of the College's finances and by the great generosity of benefactors to the Bradfield Foundation, who are recognised in these pages. In recent years fundraising has extended to bursaries, for which our endowment is growing as Al MacEwen explains. The physical impact of the Foundation is startling in the plan at the back of this Report; its personal impact is increasingly evident in our bursary recipients.





The Warden's review of the year and accompanying data testify to Bradfield's great all-round strength. 2017 marks the end of a significant phase of growth for the College, which in Martin Young's time on Council has seen the introduction of full co-education and a rise to nearly 800 pupils. We will reflect formally on Martin's outstanding contribution to the College after he steps down at the end of the year. Going forwards, as outlined in the vision and strategic objectives on our website, the focus is firmly on quality of provision so we can offer an exceptional 'education for life'.

It has been a privilege to lead the College over the last year and to get to know some of the people who have been responsible for Bradfield's current health. I look forward to working with many of you as we build on a great tradition. ■

Dr Christopher Stevens
Headmaster

“The main skills involved developing the ability to be socially agile and astute by learning how to read people, how to make positive things happen, and how to develop an antenna to anticipate situations.”



02

A BRADFIELD FAMILY

Sholto Douglas-Home was a member of The Close from 1976 to 1980. His son Louis (The Close) is currently in his final year at Bradfield and his daughter Tallula (Stanley House) will be sitting her GCSEs this summer. In an interview Sholto reflects on Bradfield then and now, whilst Tallula and Louis describe the 2016 Bradfield experience:

Who were the inspirational members of staff when you were a pupil at Bradfield?

SD-H: I was a keen athlete at Bradfield (often competing for Berkshire) and MJ Cuthbertson was the Master in Charge of athletics at that time. He was a top class sporting coach who also happened to be a school teacher, and he ensured Bradfield was unbeaten as an athletics team for several seasons. He got the best performances out of many of my contemporaries, some of whom went on to be UK internationals (such as decathlete Justin Whitfield and javelin thrower Nigel Stainton). I still compete today as a sprinter, entering as a GB Masters Athlete in World and European championships

In terms of other members of staff, Charles Lepper and Richard Osborne were formidable individuals who I still recall vividly, as well as Crispin Read-Wilson (who was seen more as 'one of us').

In what ways has Bradfield changed in the intervening years?

The biggest change has been the transition to co-education. There were only two girls in my year at Bradfield, both daughters of masters. It must have been a major thing in our lives because I can even remember their names – Sarah Potts and Jane Blackburn – and I admired their strength of character to survive the heads of 400 boys turning each day in Chapel.

A BRADFIELD FAMILY

The school is much bigger now, the facilities are better (with the exception of the athletics track!) and there is more of a sense of confidence about a school that was somewhat under the radar in the 1970s. I see now with Louis that Bradfield's focus on university and beyond is impressive: I have no recollection of being supported in this decision process in such a professional way. And there's no doubt that day to day boarding life was much tougher in those days: watching Match of the Day or going to the (old) Blundells was a rare privilege, and I recall waiting in long queues to feed 2p pieces into The Close's phone box to call home.

What were the important skills for life that a Bradfield education provided?

The main skills involved developing the ability to be socially agile and astute by learning how to read people, how to make positive things happen, and how to develop an antenna to anticipate situations. When you are embarking on an adult life spent interacting with people in a personal and professional context, the intensity of the quite closed boarding school life of the 1970s was a powerful way to teach you how to thrive in a socially-driven context.

How did your career unfold after leaving Bradfield?

My final report from my Housemaster Michael Parkinson read: "Sholto may not have shone academically but the commercial world will suit him well." After graduating with a degree in Management Sciences from the University of Warwick's Business School,

I initially worked in advertising as an account handler in a couple of London's top 25 agencies. I am currently the Chief Marketing Officer of Hays Plc, the UK's biggest recruitment company.

What advice would you give to a current Bradfield pupil considering going into advertising?

Advertising does not have the same cachet as it used to, so I would suggest exploring the greater number of varied opportunities offered by marketing services in general (one of which is advertising), as well as developing a deep understanding of the rapidly changing data and digital landscape and how that is transforming the way marketing works.

What was the process by which your children decided to attend Bradfield?

I didn't impose my old school on my children, because their prep school Feltonfleet recommended Bradfield without knowing I was an OB. As we embarked on a tour of the campus on a cold, drab February day I sensed all was not going to go well, but the school sold itself and Louis made up his mind that day it was his first choice. Then three years later, the Admissions Department was very supportive when Tallula decided she would like to leave her day school in Surrey to join Louis.

In what ways do you think your children's career paths will differ from yours?

As members of Generation Y their careers will be more fluid and they will be more selective about the opportunities they pursue.





As prospective employees going through the recruitment process, it will become increasingly important for them to assess and evaluate their chosen organisation to see whether they feel they are aligned with its cultural values, sense of purpose and method of operation.

Tallula Douglas-Home:

“I joined Bradfield in the first term of Shell. Before Bradfield, I was at an all-girls day school in Cobham which I enjoyed, but was keen to experience a bigger school with more opportunities. I passed the admissions test, and my first day was actually Goose weekend which was a pretty busy time to be thrown into a new school! My Housemistress, Mrs Kirby, helped me settle in very quickly, and I'm very happy to be boarding at Bradfield. It has helped to have my older brother in the Sixth Form as I already knew the school a little, and a few of his friends.

I plan to do English at A Level and perhaps Politics & Business. I play a lot of tennis at Bradfield, and I'm going to Portugal in April for the first team's pre-season training, which I'm really looking forward to. I feel I made the right decision leaving my day school and many of my friends behind. Although it was scary at the time, it was definitely the right choice – I'm so happy I asked my parents if I could move schools, and so pleased a place at Stanley House came up!”

*Tallula Douglas-Home
Stanley House*

Louis Douglas-Home:

“I was always interested in going to Bradfield, probably as my Dad had gone there and had really enjoyed it. When I was 11, I went on a tour of the school and decided it was my first choice. Dad was also keen for me to go to his old house as well, The Close, which I'm really pleased I did as it's definitely the most modern house with great facilities! My sister, Tallula, is now in Stanley House, which ironically was previously The Close, so Dad's managed to get both his children, boy and girl, into his old house! I was pleased with how I did in my GCSEs, although those months in the run-up to the exams definitely felt like really hard work!

Now I'm doing Physics, Economics, and English Literature for A Level and my plan is to study a business-related degree at university, with possible options in the UK, New York and Milan. I play tennis for the school, and I'm going to Portugal for the second time for pre-season training this Easter. I've enjoyed being in a co-ed environment and I've made a lot of good friends at the school. I am sure Bradfield was the right choice for me, but I think I had better apologise to my Dad for not being made Head of House like he was...but then it was probably easier back in 1980!” ■

*Louis Douglas-Home
The Close*

03

THE WARDEN'S REVIEW OF THE YEAR

It is impossible within limited space to outline the achievements and the breadth of activities that our pupil body has experienced over the last year. I recently enquired of a parent how his son was doing in his first year and his father replied "I don't know - he's too busy to talk to us"!

A successful school is usually a full school and, responding to demand, we are now reaching the end of an expansion programme that will increase the school's capacity to around 800 boys and girls. We feel that is the optimal size for Bradfield and at that level we are sure we can keep the special rural aspect of the school whilst still providing an excellent 21st century education. We are now in the early stages of planning another 20-year vision for the school which must take into account the 'Education for Life' concepts which have been so well articulated by the Headmaster.

The 2016 academic results across the College were some of the best ever achieved. It is interesting to note that the number of pupils

taking the International Baccalaureate Diploma Programme was 40% greater in September 2016 than in the previous year. In our third year of offering the IBDP this is encouraging, reflecting perhaps wider university and employer acceptance.

In the summer we celebrated Shakespeare's 400th anniversary with two plays, whilst drama and music engage pupils of all ages and talents throughout the year. The successes on the sports field continue to make headlines. Our 1st XI football team reached the final of the Independent Schools (ISFA) Cup for the second time in three years, narrowly losing in the final.





Girls' and boys' hockey each go from strength to strength with two of our star girls being selected for national squads. Special mention must be made of golfer Angus Flanagan who won the English Boys' Under 18 Open - the prestigious Carris Trophy. Whether at team level or in individual disciplines Bradfield sport offers a huge range of opportunity backed by outstanding facilities.

Aside from what happens inside the school we also play our part in the community including sharing facilities and staff with Theale Green School and giving pupils the opportunity to work with local primary schools to improve literacy and reading skills.

The recent alterations to Faulkner's, our first year house, now provide much improved social space for both the boys and girls. As part of a continuing house improvement programme we have started a major refurbishment of Loyd House which will be completed this academic year. We have also upgraded a number of the academic classrooms – never an easy task within Grade 2 listed buildings. Our tutorial system has been remodelled so that every pupil has the opportunity to engage on a personal and regular basis with a tutor who monitors their progress across all academic and co-curricular activities.





During the year we hosted our third 'Talking Schools' conference with the participation of delegates from other schools across the country. As a boarding school we have always seen our role as providing the highest level of pastoral care for all our pupils and excellent boarding facilities for their comfort and protection.

From a financial perspective our objective remains to achieve a sufficient surplus each year so we can continue to improve the facilities of the College suitable for a truly holistic education. Our capital expenditure last year amounted to £4.6m, some of it unglamorous but necessary such as improving the electrical distribution around the campus. Our consolidated surplus of £1.35m has been reinvested back into the College. Last year we also took steps to improve the way we reward our most important asset - our staff. After lengthy consultations we now have a Bradfield pay scale that is fit for purpose and flexible enough to reward outstanding performance. We have thus made a significant investment in making a teaching career at Bradfield a truly rewarding one which will, we believe, feed through to an even better classroom experience for our pupils.

Bradfield's success is driven by excellent leadership and a dedicated staff,

in academic and support roles. My thanks go to Chris Stevens, the Headmaster, and Paddy Burrowes, the Bursar, who provide the inspiration, and to all our staff, who give so much so willingly to make Bradfield College an outstanding school.

By the end of this academic year I will have served on Council for fifteen years with six of them as Warden. It has been an immensely rewarding experience seeing a school of around 550 boys grow and develop into a thriving co-educational school with nearly 800 girls and boys. I have had the pleasure of working with four excellent Headmasters and numerous governor colleagues to ensure the College provides a top class education and all the other opportunities that make up the Bradfield experience. Council has now elected Sophia Bergqvist, a Council member since 2013, to succeed me as Warden and Mike Jones (F 67-71), a Council member since 2004, to the new post of Deputy Warden with effect from 1st August 2017. This represents a formidable and experienced team and I am very confident that Bradfield will continue to prosper under their leadership. ■

Martin Young
Warden

04

QUAD CLASSROOMS

The building in Quad that is currently home to the Geography Department was originally constructed in the 1850s and was for many years a boarding house. Here Charles George reflects on his time living in Quad between 1958 and 1963:

Almost 50 years ago (when I arrived as a new boy in 1958), there were three "in-college" houses, each occupying one of the three wings of the quad. Adjoining Chapel was B House; adjoining Big School was E House, and in the middle (with prime views over the quad) was my own house, A House.

A House was the original School House, and its Housemaster was the admirably urbane and liberal Philip Stibbe, an extremely modest war hero and author, who later moved to The Close and then became Headmaster of Norwich School. PGS had as his study the room which is now the Headmaster's study, and our house-room was what is now called the Warden's Room.

It was in the former that a nervous PGS (on different occasions) explained to me the facts of life and administered corporal punishment for the misdemeanour of visiting with others the outdoor swimming pool in the middle of the night; in the latter we juniors each had a locker for our school books and stores - the latter were critical because on Tuesday, Thursday and Saturday afternoons most of us lit small stoves (using methylated spirits, until banned around 1960 when we progressed to small electrical rings) for a "brew up" of fried eggs, baked beans and fried bread - essential because the school food was then virtually inedible.





On most weekday evenings we had house prayers conducted by PGS and on Thursday evenings there were PIBS when the three in-College houses gathered for Prayers In Big School led by that irrepressible and inimitable Headmaster, Anthony Chenevix-Trench.

On the first floor (now the Geography Department) there were about 15 cubicles forming bed-studies, introduced in about 1960; and on the second floor were two dormitories for the juniors. I remember the extreme cold. I slept with my towel and bedside mat on top of the blankets, and we used to place glasses of water on the window sills which would often be solid ice in the morning. The morning started with compulsory cold showers whilst the prefects lazed in baths of hot water.

It all sounds dreadfully bleak. Actually it was great fun, and a huge improvement on my unhappy prep school days. I was given a first class classical education, which has served me very well, though I regret that after one year I was allowed to give up all science, though that was a great relief at the time.

QUAD CLASSROOMS

Trevor Kidson started teaching at Bradfield in 1994 and he is currently Head of the Geography Department. He reflects on the evolution of the subject and its teaching environment during his time at the school:

The last major migration of the Bradfield Geography Department occurred in 1980. This was during the late-Palaeozoic period, more commonly known as the McCann - Saunders - Johnson Epoch. These wily pioneers of the geographical art moved their tomes of learning, such as WM Davis's 'Physical Geography', from the Mill classrooms up to Quad on the departure of A House. Here in the new ecosystem they established a firm base and planted the seeds that would enable the subject to grow and flourish in later years. The physical characteristics of the department, however, remained fairly constant and moved at a pace reminiscent of the last major glacial advance. The odd lick of paint apart, the fabric of the structure did not change, but the personnel was a much more dynamic force. The arrival of Messrs Urquhart, Clements, Keeley, Wall and Kidson in the late eighties and early nineties brought a youthful vigour to proceedings and the popularity of the subject began to surge.

The annual field trip to the Isle of Arran was for many years a highlight, with its dramatic mountain scenery being far removed from the tranquil Pang valley. In the mid-nineties the department recorded a string of Oxbridge successes, with six pupils going on to Oxford in a five-year period. In all that time, though, the fabric of the department stayed the same.

The ancient map chest did gather some rather more up to date extracts than those previously printed on oilskin, and along with other classrooms there was a gradual shift from slide projectors to videos to DVDs to Powerpoint and YouTube. Like the mighty tectonic plates, the world of Geography is constantly moving.

In 2003 the department embarked on the first of a series of hugely popular field trips to Manchester, providing a fantastic opportunity for Bradfieldians to study topics such as urban deprivation and inner city regeneration, as well as to appreciate cultural highlights such as the 'curry mile'. Visits to the Geography Department at Manchester University have encouraged a number of pupils to study the subject post-Bradfield. This year the trip was combined with a stay under canvas in Edale in the Peak District, the stunning peace and beauty of this location providing a fantastic contrast to urban Manchester.

In recent months the department has been spectacularly refurbished. The interior of the nineteenth century structure was gutted and six stunning classrooms – 'learning zones' in the modern vernacular – have been created, with state-of-the-art interactive smartboard technology in each classroom.



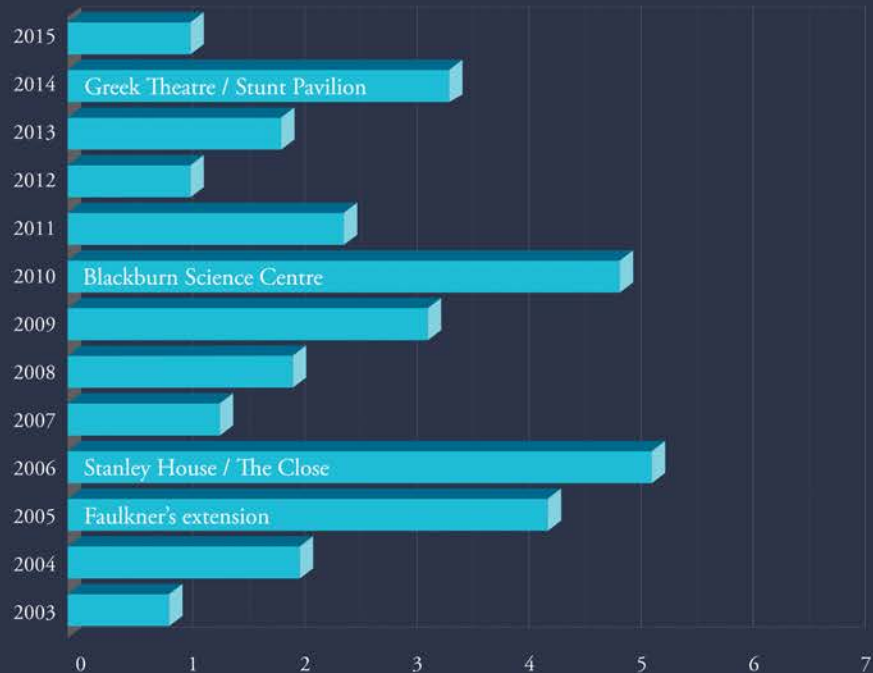


Upstairs there is a stunning work space for pupils to use, akin to a university department/library, where pupils can research topics independently and use the staff and resources to help them with their projects. With over seventy pupils studying the subject in the Sixth Form at IB and A Level, together with a record ninety-three opting for it at GCSE in the Shell, there is no doubt that, like the subject as a whole, Geography at Bradfield is certainly not standing still. ■

05

BRADFIELD IN NUMBERS

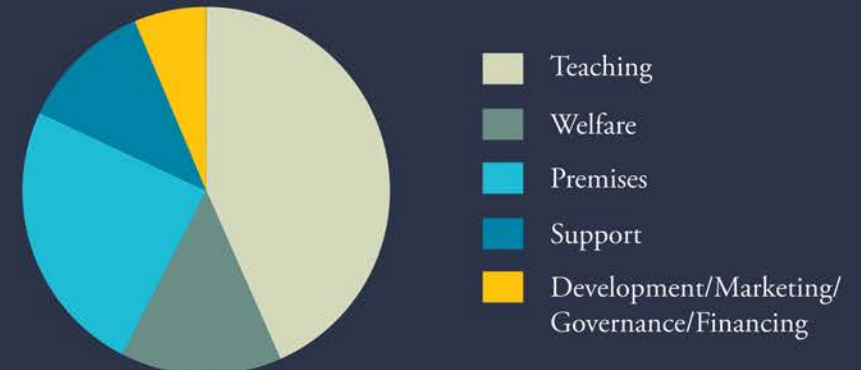
Capital expenditure over time



Operating Income 2015 (£23.2m)



Operating Costs 2015 (£21.7m)



Pupil Numbers

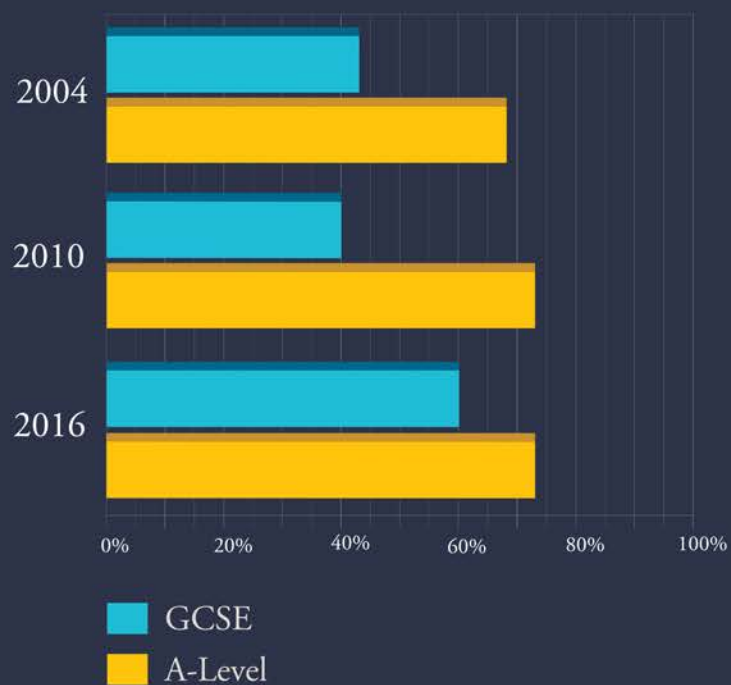


Teams fielded on a Saturday for Major Sports

Michaelmas Term		Lent Term		Summer Term	
Football	Girls' Hockey	Boys' Hockey	Netball	Cricket	Tennis
22	11	16	19	15	17



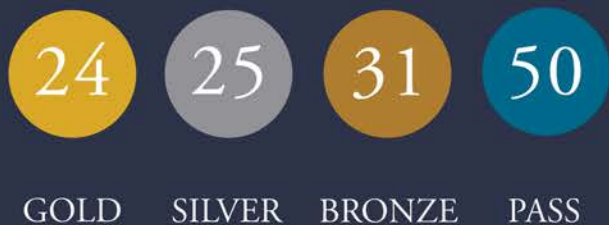
Proportion of A*-A Results at GCSE and A*-B at A-Level



Top 10 University Destinations
2014-16

- Edinburgh
- Exeter
- Leeds
- Newcastle
- Bath
- Bristol
- Oxford Brookes
- Durham
- King's College London
- Birmingham

Bradfield Diploma 2016



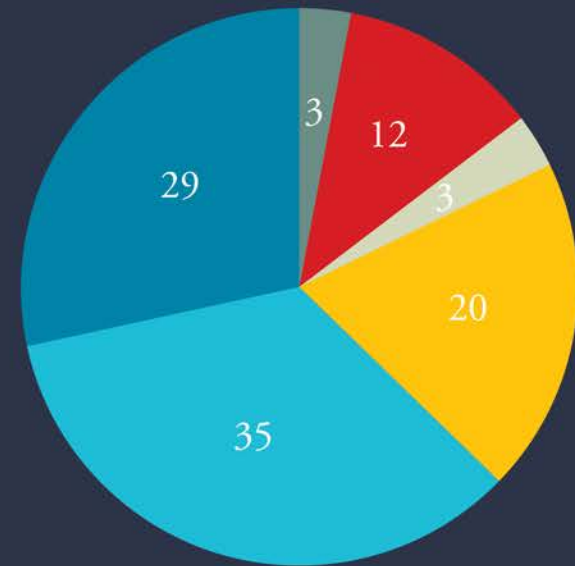
International Baccalaureate Diploma
Programme

	2014	2015	2016
% Over 35 Points	63	41	50
% Over 39 Points	25	14	22





Number of Co-Curricular Activities



- CCF
- Drama and Creative Arts
- DofE and Community Service
- Music
- Societies
- Sport

06

CAMPUS REDEVELOPMENT THE “MASTERPLAN”

Throughout the past year, the College has been engaged with professional advisors upon the design and generation of a “Masterplan” for the ongoing development, improvement and rationalisation of the site over the next 25 years. In reality, this masterplan process began back in 1856 (when, I note with interest, the boarding fee stood at £100pa!), with the building of Main Hall to replace the existing dining hall – and it is somewhat ironic that, 160 years later, one of the key priorities of the project is to find a way to modify the layout of Sir George Gilbert Scott’s design so that we can increase capacity and improve the traffic flow for the diners, whilst preserving the iconic look and feel of that remarkable room.

The bulk of the focus of the most recent construction work has been upon the boarding houses - the extension to Armstrong House welcomed its first occupants at the beginning of this term, whilst the summer break saw the completion of the work to extend and improve the communal spaces on the girls' side of Faulkner's and the laying of the foundations for the new wing of Loyd House.

Life in the boarding house lies at the very heart of every Bradfieldian's time at the College, and considerable thought and effort is being put into a rolling programme to ensure that, over the coming years, the facilities and atmosphere within the houses continue to provide the best possible backdrop for the provision of the experiences and the formation of the friendships that last for lifetimes.





“The plan contains interconnected projects that range from the small and mundane to the large and inspirational, encompassing all aspects of the College’s academic, co-curricular and pastoral provision.”

The plan contains interconnected projects that range from the small and mundane to the large and inspirational, encompassing all aspects of the College’s academic, co-curricular and pastoral provision. It will reflect our aim of anticipating the ways in which every strand of the educational process will continue to evolve over the coming years, thus creating a College site that provides the landscape within which future generations of pupils, staff, parents and visitors can thrive, flourish and be inspired to exceed their individual and collective potential.

As one walks around the campus, it is often a healthy (and humbling) experience to recognise that so much of what exists has been made possible by the commitment of so many people to Bradfield College over many decades. Parents, grandparents and guardians have chosen Bradfield and been prepared to meet the spiralling cost of its fees in the knowledge that they were being ploughed into the development of the College.

CAMPUS REDEVELOPMENT THE “MASTERPLAN”

The generosity of our donors - alumni, parents and friends of the College - has been displayed time and again in enabling new facilities to emerge from the ground. I genuinely believe that the future plans include projects that will inspire the continuation of that tradition of support and generosity, particularly in the spheres of the creation of exciting learning spaces, communal social facilities, sports pavilions and performing arts spaces.

The College looks forward to sharing these visions and plans with the College community over the coming years and to continuing the legacy of the growth and improvement of this unique place that started all those years ago. I just wish they had made that dining room bigger... ■

Paddy Burrowes
Bursar





PROGRESS OF THE BRADFIELD BURSARY FUND

Support for bursaries that encourage and reward excellence has lain at the very heart of Bradfield's ethos since the College's foundation as an educational charity in 1850. Such an objective was also one of the original intentions of the Bradfield Foundation at its inception in 1990. The case for Bursaries therefore sits at the heart of what it means to Bradfield College to be an educational charity and was outlined by the Warden in *The Bradfieldian* in June 2105.

The aim of the Bradfield Bursary Fund is to enable us to reach beyond those families who can afford the full fee. In the past, many of our most distinguished pupils have been recipients of financial support while at school; these pupils are indistinguishable from their peers, yet the impact that they have had is substantial and goes way beyond any return from this monetary support. They give a great deal to the College community, not only in terms of their talents, but also, and critically, in their leadership, outlook and approach.

There are currently around 130 pupils who are receiving some form of fee reduction and assistance, yet only a very small percentage of that support can be provided from the Bursary Fund. The College has no significant historic endowment to assist in our efforts, so we rely on the support of our friends, parents (past and present) and our alumni.

The Bursary Fund is growing, however, and has already had a significant impact. The parents of the 2016 leavers raised sufficient money to fund a full place by donating their deposits; and this, along with the generosity and engagement of the whole Bradfield community, has enabled the College to welcome seven pupils this current academic year whose places are fully funded by the Bradfield Foundation for the duration of their careers at the College.

We do however want to do more and we are reliant on our supporters to help us. In the spring we will be launching our Bursary short stories, a film to explain fully the impact that a Bradfield Bursary can make. In the meantime, if you would like a copy of our current Bursary Brochure or are able to help us now, please visit the website or contact the Development Office. ■

Alastair MacEwen
Head of Bradfield Society

07 BRADFIELd FOUNDATION DONORS

We are grateful to all the Bradfield Foundation Donors for their generosity which has had a transformational impact on the College.

FOUNDATION BENEFACTORS

David C Blackburn
Miles W d'Arcy-Irvine
Michael J Stone

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Andrew H Scott
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and three anonymous members

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Sandra Von Halem
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M J Hallett
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Henry S Hanning
Richard L Harbord
John D Hardman
Q S Hardy
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Alan E Johnson
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Susan F Jones
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Henry W Joynt
Charles R Joynt
Muchlisah J Jusuf
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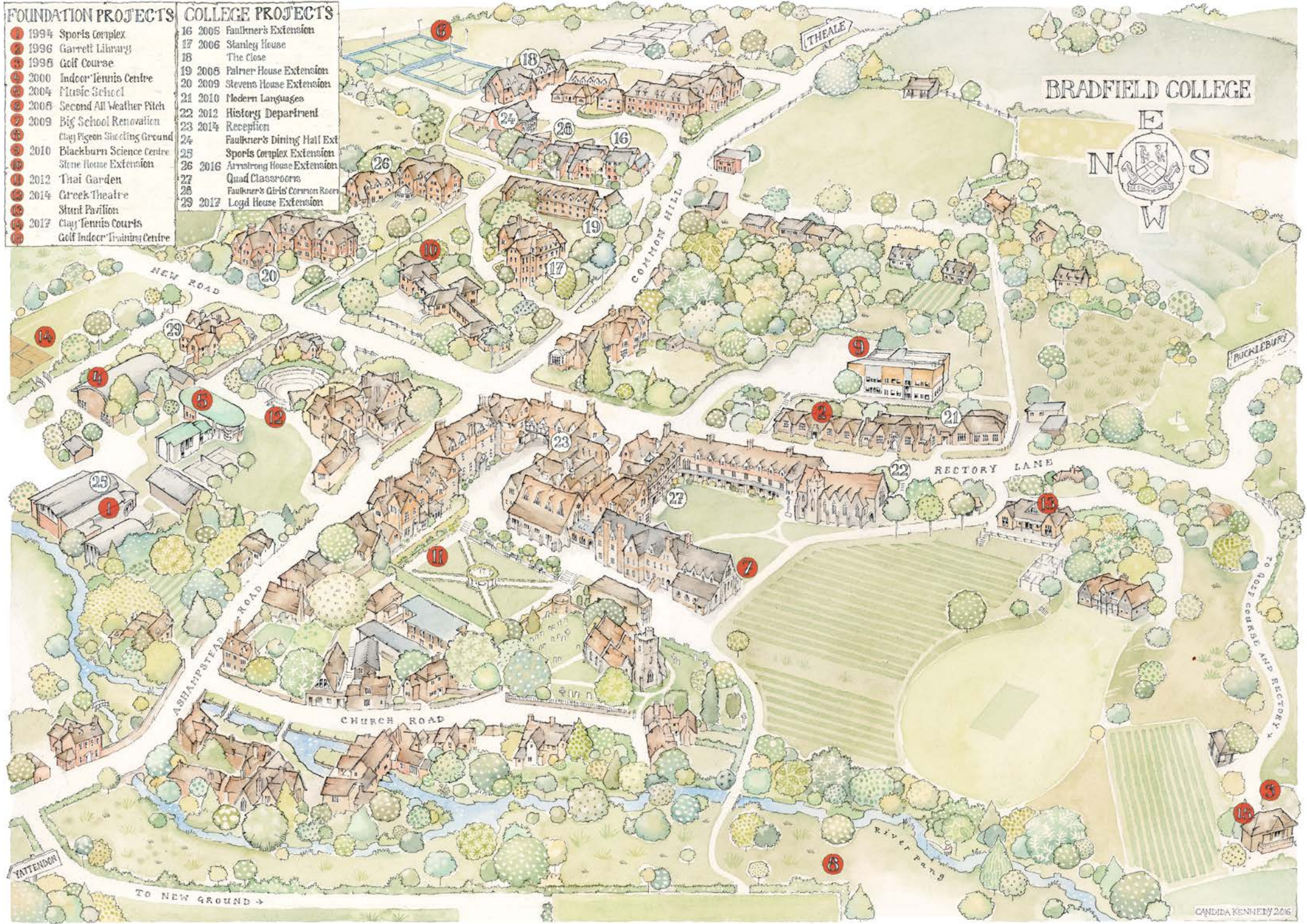
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COLLEGE PROJECTS

- 1 1994 Sports Complex
- 2 1996 Garrett Library
- 3 1998 Golf Course
- 4 2000 Indoor Tennis Centre
- 5 2004 Music School
- 6 2008 Second All Weather Pitch
- 7 2009 Big School Renovation
- 8 Clay Pigeon Shooting Ground
- 9 2010 Blackburn Science Centre
- 10 Stone House Extension
- 11 2012 Thai Garden
- 12 2014 Greek Theatre
- 13 Sturt Pavilion
- 14 Clay Tennis Courts
- 15 2017 Golf Indoor Training Centre

- 16 2005 Faulkner's Extension
- 17 2006 Stanley House
- 18 The Close
- 19 2008 Palmer House Extension
- 20 2009 Stevens House Extension
- 21 2010 Modern Languages
- 22 2012 History Department
- 23 2014 Reception
- 24 Faulkner's Dining Hall Ext
- 25 Sports Complex Extension
- 26 2016 Armstrong House Extension
- 27 Quad Classrooms
- 28 Faulkner's Girls Common Room
- 29 2017 Lord House Extension



BRADFIELD COLLEGE





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