



# BRADFIELD COLLEGE

ANNUAL REPORT 2017

Cover Photograph  
Early morning sponsored walk for  
Mental Health Awareness Day  
*May 2017*



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# 01

## WARDEN'S INTRODUCTION

I am very honoured to have taken the 'rabduk' (a symbol of office for the ancient Greeks) from the outgoing Warden, Martin Young, at Commemoration in Greeker last summer. Martin Young leaves the College in an excellent position from which Mike Jones (Deputy Warden), my fellow Council members and I, together with the Headmaster and his team, plan to build. We welcome many new Governors who all bring a breadth of experience, enthusiasm and energy to Council.

The world is changing fast and is increasingly demanding, especially in terms of safeguarding and compliance, and is much more competitive. We need to have the ability to predict developments, changes and challenges whilst being flexible and able to react quickly.

The Headmaster's vision of 'Education for Life' focuses on broadening education so that the Bradfield student is better prepared for the first few years after school and beyond. It becomes increasingly important to give pupils tools to compete in an ever changing world and help guide them into their first jobs.

Soft skill development, enterprise education and learning about entrepreneurship through the curriculum, co-curriculum and Bradfield Horizons Department will progressively help Bradfieldians to open their eyes to career opportunities beyond the more traditional options.

These aspects of Bradfield life are reflected in this second Annual Report for the College. The Report also presents reflections from the first cohort of IBDP pupils, outlines recent building developments in an evolving campus and recognises the continued support of the College's generous donors.





Four generations of my family have been at Bradfield so I understand its ethos and culture. The College is looking to build on this heritage by implementing a long term campus development plan which will start to unfold in 2018/2019.

Bradfield is in a strong position and I am excited at the prospect of taking the school forward with the help of Council, the Headmaster and his team. ■

*Sophia Bergqvist*  
Warden

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# 02

## BRADFIELD ENTREPRENEURSHIP

As part of the school's emphasis on 'Education for Life', Bradfield has initiated an Entrepreneurship Programme. Colin Irvine, Head of Economics at Bradfield, explains the programme; David Edwards, a Bradfield parent, offers the employer's perspective; and former pupil Jojo Regan reflects on building a business from the ground up.

"How can I take control of my future?" This is the fundamental question that is being asked by our young people, Generation Z, in their emerging consciousness of the precarious nature of contemporary labour markets, and a burning sense that they must cut their own path in the world. As teachers of Economics and Business (and nowhere close to Gen Z), we have concerned ourselves mostly with the academic study of society and the organisations within it. We do not teach pupils how to start a business, we teach them how to write essays about other people's businesses. Our horizons are cropped by exam boards, university admissions and data-driven results targeting.

Of course, a traditional course of A Level study is hardly devoid of 'Education for Life'. It takes open-mindedness and no small amount of resilience to get through that academic regime, and our best candidates have always been innovative in their approach to learning. However, A Levels don't capture everyone's learning style. The Entrepreneurship Programme at Bradfield seeks to fill some of these gaps, through an experiential approach. Fourteen Lower-Sixth pupils have committed to a twice-weekly programme of experiences which aim to inspire them to a life of entrepreneurial zeal. The scheme is deliberately non-academic - there will be no essays or exams.





Instead, we are providing a series of visits, guest speakers and entrepreneur interviews. Contacts have been made with young and vibrant entrepreneurs in markets as diverse as adventure travel, brewing, technology, pets, food and media. We aim to fill the gaps in our academic background by directly engaging the people who ride that daily entrepreneur rollercoaster. It is an exciting new programme exploring a range of themes: legal, economic, social, technological and personal. Entrepreneurship by its very nature is ever changing, so we expect this pilot programme to adapt over time. Follow our Twitter feed @BC\_Entrepreneur to share in the journey.

*Colin Irvine*

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Today, the average employee will have three careers during their working life. The next generation workforce will need to be instinctive entrepreneurs. It is a simple statement with significant implications for today's students. With careers migrating to jobs and jobs becoming transient, the gig economy will become dominant. Temporary work assignments will become the norm.

# BRADFIELD ENTREPRENEURSHIP

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Irrespective of size, corporate teams are virtual, multi-cultural and global. Web developers in India are building digital solutions for the communication teams based in the USA. The marketing team based in the UK are deploying actionable insight to country sales teams globally. The HR team based in Serbia is running the payroll for 260 counties whilst the corporate supply chain based in South Africa is tendering for a new global IT CRM solution.

Today's companies are recruiting candidates who are flexible, resourceful and resilient. Tomorrow recruits will need to have faster transaction speeds, deeper emotional intelligence and a forensic understanding of commercial reality.

Tomorrow's companies will employ candidates who are 'different' to help them differentiate in a more competitive, global environment that is becoming ever smaller.

*David Edwards*

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Three years after leaving Bradfield, I found myself pitching to Marcus Edgworth, a fellow member of The Close, to help me set up a new business in the summer of 2013. I had learnt to code and started developing websites for

friends and small businesses to earn a surplus income outside my day job. It was clear there was space in the market for a small business to make some quick inroads. At this point, quality web tools were still in their infancy and to get a decent-looking site up for your business took either £5,000+ or 500 hours of your time on archaic template tools. We pulled in the help of a mutual friend, Alex, and the founding team was complete - BMAS Agency was formed.

Our premise was to provide slick web solutions to start-ups who were short on time and cash. In a short period of time we built up a network of clients and word spread. Our mantra revolved around over-delivering for the client, ensuring each new job resulted in further recommendations. Whilst this impacted profitability, our strict strategy of reinvestment saw us grossly outperform yearly targets and revenue growth was over 100% year-on-year. Our ethos never wavered and it still resonates within everything we do today. Having started with a team of three, we have flexed between eight and fourteen staff, project dependent. The agency has moved away from small-scale web projects and now provides clients with a full service turnkey solution, ranging from website design, development, business branding, social media management and digital strategy.







It is our intention to remain boutique; we look to work with fewer clients who want to push digital boundaries. Although not an exhaustive list, some highlight projects include working with UNICEF, James Purdey & Sons, The Four Seasons, Rolex, SUITCASE Magazine and David Yarrow Photography. In September, Marcus and I had the pleasure of speaking to the Lower Sixth in an Athena Lecture and it was overwhelming to see the interest in what we do - it could not be more relevant to this tech-savvy generation. Digital, and in turn social, media is something that consumes them. It has grown, and will continue to grow, at unprecedented speeds, so it is essential we keep our fingers on the pulse of the market. To succeed in our competitive industry, you must constantly adapt around the pivots and challenges that will inevitably present themselves. BMAS must ensure we remain relevant and continue to produce quality work, stay transparent and enjoy turning up to the office each day. ■

*Jojo Regan*

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# 03

## THE HEADMASTER'S REVIEW OF THE YEAR

At the end of my second year as Headmaster, I am delighted to report on a year which has seen many highlights across the wide range of College activity. This is not the place to dwell upon successes summarised in my speech at Commemoration and reported in the Bradfieldian and online. I hope readers will forgive me, however, for very briefly reiterating the delight of witnessing my first Greek play, congratulating our footballers and golfers for national victories and expressing my admiration of the whole pupil body for their spirit and goodwill that shine through collective occasions such as the Michaelmas Goose and the Steeplechase and underpin the enthusiastic response to a new peer mentoring scheme.

The growing numbers of pupils looking at overseas options for Higher Education and incipient interest in apprenticeships bear testimony to a changing picture for school leavers. The vast majority of our pupils, however, currently seek places at UK universities. It is pleasing to report continued strong success in this area with higher percentages going to the universities that score highly in the most reputable rankings.

Our GCSE results this year were very encouraging, especially in terms of added value. In the Sixth Form the performance of a significantly larger cohort undertaking the IB Diploma (some 25% of leavers) was especially impressive. A Level results in fully linear courses were, however, below predictions and we have undertaken a thorough review to ensure lessons are learned as all subjects change over to 'reformed' exams.





At the same time, we are continuing to refine our delivery of the skills and attributes that comprise the vision of an 'Education for Life' and are building upon the principles of looking forwards and looking outwards. To that end this year we have seen the introduction of entrepreneurship and coding courses and a fast-expanding programme of distinguished visiting speakers.

As the College continues to grow towards a projected capacity of 800 in September 2018, it is pleasing to report continued strong growth in levels of interest for entry to Faulkner's and the Sixth Form. It has therefore been an exceptionally busy year for our admissions team, the many staff who conduct interviews and some three hundred pupils who have acted as tour guides to prospective parents and pupils over the last year. Our visitors commend the relaxed and purposeful feel of the College and much admire its facilities whilst almost unanimously confirming that Bradfield's confident, engaging and grounded pupils remain our best advertisement. High application levels entail growing challenges for selection, something we remain determined to do based on all-round evaluation of attitude, character and potential, not just assessment of academic ability through standardised tests or Common Entrance.

# THE HEADMASTER'S REVIEW OF THE YEAR

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As such, our Common Entrance pass mark remains 55% and we remain committed to looking favourably on siblings and applicants with strong connections to the College, so long as they meet our selection criteria and appear likely to prosper personally and academically. It is undoubtedly the case, however, that there are increasing numbers of applicants who could thrive at Bradfield to whom we are unable to offer places.

High levels of interest and strong applications are also true of staff recruitment. Whilst full time teaching staff turnover has not been high for the last two years (approximately 10%), there have been internal and external appointments to several important leadership roles and the fields for these posts have been impressive. The successful candidates are making a strong impact in many areas, building on the work of their predecessors and joining or leading teams who continue to display remarkable commitment to the pupils and to the College. Against a backdrop of increasing regulation, statutory training requirements have continued to rise alongside a wide and impressive range of elective professional development undertaken by members of staff. A new review and appraisal system for teaching staff has been introduced this year to help identify and promote strong

performance across the academic, pastoral and co-curricular spheres. Those responsible for developing the pupils' enthusiasm for lifelong learning very much embrace the principle themselves and set a fine example.

The College's financial performance, as reported to the Charity Commission, remains strong, enabling investment in human and physical resources and our ongoing commitment to means-tested bursarial support for over 120 pupils. As we near completion of a major planning exercise designed to assess how the campus can be developed to support our strategic objectives, we are seeking to enhance revenue over and above fee income. We are acutely conscious of the issue of affordability and know that support for the Foundation, the continued strong performance of our trading arm (Bradfield College Enterprises Limited) and the development of new revenue streams will be essential to future success. Our bursary, enterprise, fundraising, IT, estates, HR and associated administrative teams are integral both to core operation and to future development. Bradfield is superbly served throughout these teams and in their leadership. There are over 500 people on the College payroll and they all care deeply about our performance.





In conclusion, I salute once more the outgoing Warden, whose service, wisdom and stewardship have had a profound impact on the College. The new Warden, Deputy Warden and the whole Council are determined to see Bradfield build upon recent successes as the College comes out of a period of growth and enters a phase during which educational excellence will be at an ever-increasing premium in a highly competitive market. We are very well placed to deliver on this ambition. ■

*Dr Christopher Stevens*  
*Headmaster*

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# 04

## IBDP WHERE ARE THEY NOW?

The International Baccalaureate Diploma Programme was introduced at Bradfield in 2012 as a parallel and alternative curriculum to studying A Levels in the Sixth Form. Three former pupils from the first IBDP cohort – Oliver Trapnell, Edie Walker and Rufus Horne – reflect on where life has taken them since leaving school in 2014.

The IBDP was my first taste of a future life at University. It developed the skills that I had nurtured up until that point and enabled me to think more laterally within the subjects I was taking. It considerably broadened my possibilities for the future by enabling me to partake in six subjects rather than the then traditional four for AS Level, while still committing to the same level of depth in each field. The programme offered aspects of subjects not offered by A Level, offering new perspectives and allowing me to develop my own thoughts in response to new material learnt. I eventually chose to do the IB in order to maximise the number of options going

forward. I thoroughly recommend it to younger students struggling to figure out what they should study in the Sixth Form and beyond. Furthermore, it thoroughly prepared me for the type of writing/researching necessary at University. When writing an essay on 'Gift Exchange amongst Trobriand Islanders' for a module in Social Anthropology, I found myself drawing on writing skills that I had learned in English and a style of un-ethnocentric thinking found commonly in Geography. After leaving Bradfield, I decided to take a Gap Year in order to think more about what I wanted to do at University and as a possible career. During the course of the year





I travelled to Japan and boarded a Japanese cruise ship which circumnavigated the globe visiting 15 different countries and 19 different cities.

After this amazing experience I travelled Japan for a further three months in order to visit and thank the people who had become my friends over the course of the cruise. This experience prompted my love of travel and experiencing culture, which in turn led me to take an Anthropology course at the University of Kent. At the moment I am in the middle of a year abroad exchange programme that is taking place at Waseda University in Tokyo. I recently attended an African cultural exchange event at the Foreign Correspondents' Club where I was able to improve further my anthropological knowledge. But the icing on the cake was having a St. George beer, bringing back fond memories of our Bradfield trip to Ethiopia! In the future I am aiming to use the skills I have acquired over the course to investigate possibilities in a journalistic career.

*Oliver Trapnell*

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# IBDP

## WHERE ARE THEY NOW?

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Having left Bradfield, I have gone on to study French at the University of Oxford, and am currently on my Year Abroad in Paris. In my degree, I have a great deal of flexibility in the papers I take; although I study French literature primarily, I am taking several philosophy and literary theory papers. In this regard, the IBDP Theory of Knowledge course was invaluable to me as it gave me a solid foundation for the basis of my studies and a good introduction to the Western philosophical tradition. The IB requirement to take Maths is undoubtedly of great merit. In my applications for internships and past work experience in finance, I have frequently been asked for a demonstration of my numeracy and, although I often struggled with these subjects, I am extremely relieved to have taken both Maths and Chemistry until the age of 18. Finally, the Extended Essay in the IB gave me vital essay writing skills which I have employed and refined throughout my degree thus far. Besides my academic work at university, I am a Choral Scholar for my College choir, I play netball, and this year I was the President of my College's ball committee. I was inspired to run for this position as a result of my involvement in the organisation of Bradfield's Got Talent in the Sixth Form which was a project I undertook as part of my IB CAS (Creativity, Activity, Service) requirement. All in all, the IB

provided me with a solid foundation for university and future career opportunities, and I am extremely glad to have been part of Bradfield's first cohort to have completed it.

*Eddie Walker*

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I am currently studying at University College Maastricht in the Netherlands. It is a challenging but incredibly rewarding programme that I have enjoyed greatly. The degree is Liberal Arts and Sciences which allows students to build their own curriculum from the Social and Natural Sciences as well as the Humanities. I decided to study at UCM for largely the same reasons I chose the IBDP - it was a programme that kept my options open and let me discover my interests whilst maintaining the depth I wanted from my studies. As a result, it can be quite demanding at times but, as at Bradfield, there is always help available if you need it. Whilst I began at UCM believing I would focus on International Relations, my interests have shifted somewhat. I now hope to undertake an LLM in International Human Rights or Humanitarian Law. Additionally I have picked up a keen interest in Cultural, Gender and Identity Studies. The IBDP prepared me superbly for







University life, even for an honours programme such as UCM. The Extended Essay is representative of University level essays. Higher Level subjects are equivalent to introductory courses and familiarity with choosing my own essay topics helped me hit the ground running. The time management skills I developed allowed me to plan for the Mongol Rally in my first year and complete it in July and August 2015. I have also continued to play in bands and have chaired UCM's Music Committee, organising events such as monthly Open Mic Nights. ■

*Rufus Horne*

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#### Top 10 University Destinations 2017

Bath  
Bristol  
Cardiff  
Edinburgh  
Exeter  
King's College London  
Newcastle  
Oxford Brookes  
Southampton  
Warwick

# 05

## TREES AT BRADFIELD

"Perhaps the most delightful and even unique feature of Bradfield is its setting of trees..." (John Blackie *Bradfield College 1850-1975*)

Only when Bradfield College is viewed from a high point to the north-west of the village, such as at the fringe of Great House Wood on the far side of the valley of the Pang, does it become clear that the school nestles in what is a densely wooded area. Like much of the beauty of the campus, we tend to take the trees for granted as we go about our busy daily lives. Plans are beginning to crystallise for the planting of 120 trees - a mix of oak, silver birch and beech - on a small plateau of land adjacent to the new clay tennis courts. These will add to the 2,000 listed trees (trees with a minimum height of 1.5 metres and a trunk diameter of 120 mm) that already grow within the College's conservation area, thus becoming youthful

cousins of some oaks in the school grounds that pre-date the foundation of the College in 1850.

Some corners of the Bradfield campus have especially notable 'treescapes' that stand out in one's sylvan psyche. The line of seven Canadian maples between Chapel and Major pavilion, each of which sheds its red leaves that accumulate into florid carpets on Major on windless autumn days. The avenue of weeping willows planted by groundsman and cricket professional John Harvey in the 1990s that confirms the mood for many a defeated Junior League team as it trudges back across the water meadows from New Ground. The yew trees on





“ the towering beech on Pit bank, roughly at deep long-on, that provides spectator respite from the midsummer sun or a shady spot to do some quiet *al fresco* revision ”





# TREES AT BRADFIELD

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Scholars' Garden, originally numbering eight (one for each boarding house), but now reduced to six to better reveal the armillary sphere that graces the centre of the lawn. The circle of whitebeams, skilfully intertwined to provide a stunning centrepiece to the fountain garden (designed by Jane Fearnley-Whittingstall), with the backdrop of four mountain ash that replaced three named trees – Tom, Dick and Harry – that stood on the lawn in its previous incarnation as the Masters' Tennis Court. A short avenue of nine walnuts to the left of the par 3 seventh hole on the golf course, the by now mature products of the devotion to the planting of new trees by Oliver Bax (SCR 1927-63) and his family. The nine quick-growing wildback poplars planted near the all-weather pitches next to the field that descends towards the Sports Complex, which will soon become a noticeable feature of that windswept high-point of the school grounds.

Individual trees also grab the attention - the horse chestnut at the end of Max, a prolific producer of conkers and a stunning element of the autumn footballing environment; the towering beech on Pit bank, roughly at deep long-off, that provides spectator respite from the midsummer sun or a shady spot to do some quiet *al fresco* revision; the huge tree in the

middle of the field up-valley of NG that etches a wonderful silhouette against a midwinter sunset; and the two elegant spruce opposite Crossways that bring to the very centre of Bradfield a touch of the exotic Mediterranean all year round. Memorial trees, with careful selection of species and location, help to sustain the memory of individual OBs such as Max Stotesbury and Mike Clark, members of the SCR such as David Moss-Gibbons and Terry Ronan, and Council members such as James Tyrrell, to name just a few.

A talk with Anthony Hough (Estates Manager) revealed some of the work that goes on behind the scenes in caring for Bradfield's trees. He explained that the College prioritises the sometimes costly retention of its trees, especially when new building developments such as the recent extensions to Loyd and Armstrong Houses happen close to long-established trees that in the long term will soften the environment of the new developments. Health and safety can also threaten the existence of trees for a school that is legally obliged to survey trees close to pedestrian routes every two years, looking particularly for dead wood, fungus and stress cracks. The conservation and management of the riparian setting of the River Pang involves a process of tree coppicing in order to maintain





the sustainability of the ecosystem, promote biodiversity and create good environments for bank-stabilising ground-growing species to flourish. Anthony hopes that there could be increased pupil involvement with Bradfield's trees – planting programmes, coppicing and perhaps the production of a map of the campus highlighting notable trees. I am sure that Anthony's favourite tree – the huge early nineteenth century sweet chestnut to the left of the path up to the first tee on the golf course – will feature on the map!

We should be very grateful to three other men (and their respective teams) who carry out the hands-on, day-to-day work in maintaining such a beautiful environment here at Bradfield – an environment perhaps not as fully appreciated as it should be by those who live and work here, but one which impresses visitors and is reappraised by many returning OBs who realise how lucky they were to study in such stunning surroundings. Those three men are Rob Mills (Head Groundsman), Simon Myhill (Head Gardener) and Alec Horsburgh (Head Greenkeeper) – Bradfield's very own tree trio! ■

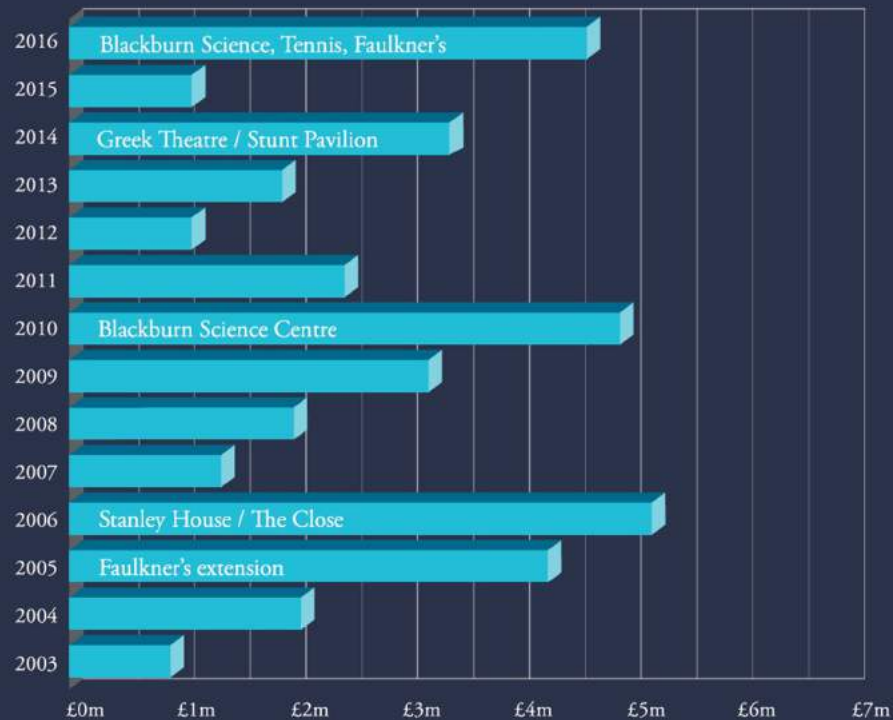
*Roger Keeley*

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# 06

## BRADFIELD IN NUMBERS

Capital expenditure over time



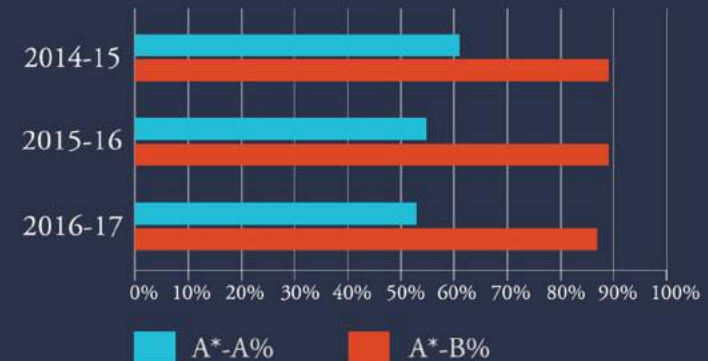
Operating Income 2016 (£23.7m)



Operating Costs 2016 (£20m)

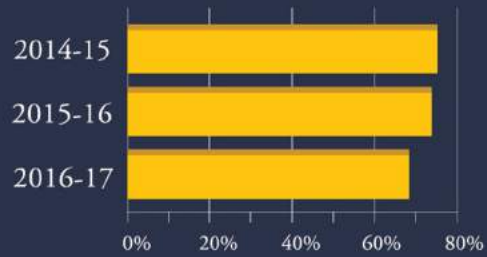


GCSE Results

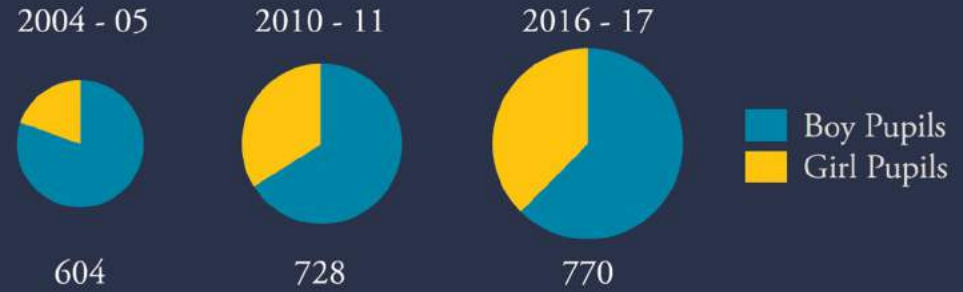




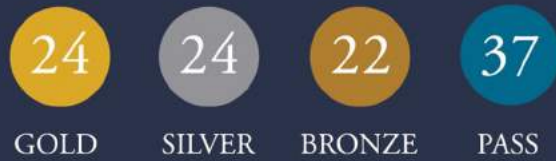
### % A\*-B (A Level and IBDP Higher level Equivalents)



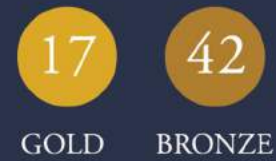
### Pupil Numbers



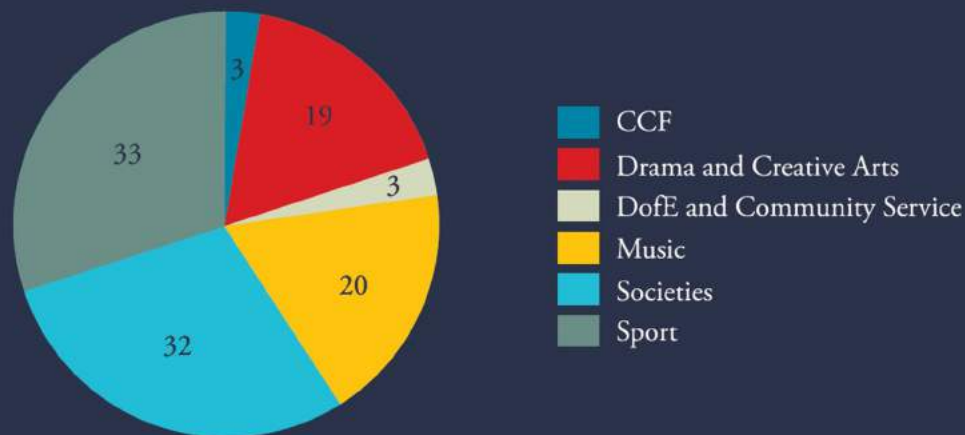
### Bradfield Diploma 2016-17



### Duke of Edinburgh Award 2016-17



### Number of Co-Curricular Activities Offered



### Teams Fielded on a Saturday for Major Sports

|                 |               |    |
|-----------------|---------------|----|
| Michaelmas Term | Football      | 21 |
|                 | Girls' Hockey | 12 |
| Lent Term       | Boys' Hockey  | 16 |
|                 | Netball       | 20 |
| Summer Term     | Cricket       | 12 |
|                 | Boys' Tennis  | 12 |
|                 | Girls' Tennis | 14 |



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# 07

## AN EVOLVING CAMPUS

The Bradfield campus is continually evolving to meet the future needs of the College and its pupils. Here Alastair MacEwen, Director of The Bradfield Society and Development, outlines how four projects, completed within the last eighteen months, have affected a pupil's academic, co-curricular and pastoral life.

### **Academic - The Blackburn Science Centre**

It seems extraordinary that the Blackburn Science Centre, only opened by David Blackburn (D 45-50) in September 2010, should already be the subject of considerable change and improvement. Bringing together the three sciences in a single building, with state of the art facilities, enabling more cross subject co-ordination and providing a focus for Science as a whole has had a real impact on the subject at Bradfield.

The bringing together of the three sciences also released space that has enabled a total reorganisation of the academic departments. Consequently, new and modernised facilities within existing buildings were provided for History and Modern Languages, releasing even

more space within College to refocus all of the academic departments. Ultimately the building has changed the academic heart of the College and also provided for better movement of pupils around a campus with a busy crossroads at its centre.

So why the change given the success of the building? In part, this is a reflection of the popularity of the subjects, but also of the new ways of teaching and learning, the impact of modern technology and the need for more spaces to teach Science. The redesigned building has been enhanced by new collaborative learning spaces, outside of the laboratories, that challenge teachers and pupils alike to innovate, work together and help each other with the understanding of their subject.

# AN EVOLVING CAMPUS

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## **Co-Curricular - Tennis and Golf**

Another area that has evolved at the College is the provision for tennis and golf. In 2000 Bradfield tennis received a significant boost with the opening of the Indoor Tennis Centre. A Bradfield Foundation fundraising project, led by Tony Billington (H 59-63) and assisted by the Lawn Tennis Association, its opening brought forward a successful period both for College and community tennis. The indoor centre has had usage levels close to 95% throughout the year from 8 a.m. to 10 p.m., reflective of the demand from the pupils and from those in the local community to play their sport.

So why new clay courts? Clay has a number of advantages; firstly, it is arguably the best surface to learn on, with players able to adapt their game to other surfaces more readily and effectively. Clay court play develops toughness, stamina, patience and strategy that hard court play does not. Secondly, it is also something very different and there are only a few clay courts available in the region. Clearly, that is to Bradfield's advantage and the provision of six wheelchair accessible floodlit clay court facilities, adjacent to the indoor centre, provides a hub for College and commercial tennis. The £760,000 cost of the project was met through support from the Lawn Tennis Association, generous donations from Old

Bradfieldians and parents, as well as funding from the College.

This year sees the 20th anniversary of the establishment of the Bradfield Golf Course, designed by renowned architect Donald Steel and built with the significant help of donors to the Foundation. The course is known as one of the very best in the local area, challenging accuracy and technique, and using the natural contours of the landscape to make a course that complements rather than competes with the beauty of the Pang Valley.

The extension of the club house and provision of enhanced indoor practice and ball-tracking facilities, alongside the expert tuition from club professional Simon McGreal, provides pupils and members alike with some of the very best facilities to improve one's game at any time of the year. The project was enabled by the generous donations of members, Old Bradfieldians and ultimately is a fitting tribute to James Tyrrell, Chris Hacking and John Tyndall, three key long term supporters of the College and in particular the golf course.

## **Pastoral - Extension and Refurbishment of Armstrong (J)**

For Old Bradfieldians it is often the boarding Houses that provoke the most comment, amusement and reflection when they return for





reunions. It is, after all, the place that you spend the most time, where memories are made and the personalities of key figures, both pupil and adult, remain fixed in the mind long after you have left.

Outwardly, many of the boarding houses appear the same, however it is the internal configurations that most bemuse returning Old Bradfieldians. The last twenty years have seen huge changes within boarding houses - bedsits, ensuite rooms, communal areas and a home from home feel that, alongside the care from the boarding staff, have maintained Bradfield's reputation for outstanding pastoral care. They can seem somewhat different from the days of large dorms, hierarchy and day rooms! Extensions and refurbishments are, just like the Forth Bridge, an ongoing and ceaseless process. The latest to be completed is the refurbishment and extension of Armstrong House. Originally built in 1990 as a Sixth Form house, Armstrong's sympathetic extension and refurbishment now completes the extension of all the girls' houses to full boarding. At its heart are new communal spaces that enable positive and relaxed interactions, so vital to the civilised atmosphere of a modern boarding house community, as well as additional staff accommodation. ■

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# 08 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

Miles W d'Arcy-Irvine  
Michael J Stone

## FOUNDATION MEMBERS

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George F Burne  
Patrick C Burrowes  
Anthony W Fuller  
Iliffe Family Charitable Trust  
The Dr Mortimer And Theresa Sackler Foundation  
John R Muir  
The Roger Lancelyn Green Memorial Trust  
Andrew H Scott  
David Shilton  
James R Stunt  
Martin H Young  
and one anonymous member

## FOUNDATION DONORS

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J R Asprey  
C Attavipach  
Thomas R Attwood  
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Simon A Baker  
M F Ballard  
Peter A Banes-Walker  
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A C Braxton Baker Bates  
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W Bonthron  
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A D Boyce  
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Desiree Brackenbury  
John M Braid  
Andrew M Brennan  
Paul Brett  
Martin L Brewer  
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Furthermore we are particularly grateful for the legacies received this year from Clive Allen and Sandy White

# 09

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## LEAVING A LEGACY THE 1850 SOCIETY



The 1850 Society was established to provide a focus for those who, through their kindness and generosity, have chosen to remember Bradfield College in their Will. Legacy bequests remain fundamental in sustaining the College's Bursary and Capital Projects programmes.

The Society is not exclusively for those who have made the pledge, it is very much a place for their families as well, recognising the importance of the family to the individual and the wider contribution that the family is making for the benefit of the College.

In addition to the standing invitation to Bradfield Society events, members of the 1850 Society and their families are invited each year to a dedicated gathering hosted by the College. The format and focus of these events will change each year, so there is always a good reason to attend.

In 2017 we have re-invigorated the Society with Simon Dixon (C 58-61) as President and have taken steps to increase membership.

Simon writes of his motivation to leave a legacy:

'Having appreciated that my time at Bradfield had prepared me so well for life and career, I felt I wanted to give something back to the College, so that younger generations of Bradfieldians might benefit. Accordingly, I became a member of the Old Bradfieldian Masonic Lodge in 1980 and in 1999 I started coaching the College shooting team. Indeed, making a financial contribution has not always been possible due to competing demands on my hard earned resources, so the option of leaving something to the College in my Will has allowed me to make a worthwhile donation without unnecessary sacrifices during my lifetime. To me this seems the best of both worlds.'

We hope that those of you who hold Bradfield dear and would like to give something back, would consider leaving a legacy as a path worth taking. ■

*For more information about joining the 1850 Society please contact Katie Green-Armytage, Legacy Manager on 01189 64 4840 or email [kgreenarmytage@bradfieldcollege.org.uk](mailto:kgreenarmytage@bradfieldcollege.org.uk).*

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The map opposite shows the impact the Bradfield Foundation has had on the built environment of the College since its inception in 1990.

# FOUNDATION PROJECTS

- 1 1994 Sports Complex
- 2 1996 Garrett Library
- 3 1998 Golf Course
- 4 2000 Indoor Tennis Centre
- 5 2004 Music School
- 6 2006 Second All Weather Pitch
- 7 2009 Big School Renovation
- 8 Clay Pigeon Shooting Ground
- 9 PFI Pavilion Extension
- 10 2010 Blackburn Science Centre
- 11 Stone House Extension
- 12 2012 Thai Garden
- 13 2014 Creek Theatre
- 14 Stunt Pavilion
- 15 2017 Clay Tennis Courts
- 16 Golf Indoor Training Centre

# COLLEGE PROJECTS

- 17 2005 Faulkner's Extension
- 18 2006 Stanley House
- 19 The Close
- 20 2008 Palmer House Extension
- 21 2009 Stevens House Extension
- 22 2010 Modern Languages
- 23 2012 History Department
- 24 Reception
- 25 Faulkner's Dining Hall Ext
- 26 Sports Complex Extension
- 27 2016 Armstrong House Extension
- 28 Quad Classrooms
- 29 Faulkner's Girls' Common Room
- 30 2017 Loyd House Extension



BRADFIELD COLLEGE





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## BRADFIELD COLLEGE

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