

The  
**Bradfieldian** October 2019





BRADFIELD  
COLLEGE

# The Bradfieldian

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## FROM THE HEADMASTER

Dear reader,

Now in its fifteenth edition, *The Bradfieldian* has been in existence since last year's Upper Sixth joined the College. The magazine was conceived as a single publication to bring together news of the whole Bradfield community. Like our leavers, it has changed in style, grown in confidence, widened a little in girth and developed a distinct voice over the last five years.

Balancing the competing enthusiasms of a broad readership and conveying the spirit of a vibrant community whilst faithfully recording its many achievements is a significant challenge. Under the wise guidance of Alex Acton (Senior Deputy Head, Admissions and Marketing) the founding Editor, Steve Wallace has done a superb job with support from many colleagues. I hope that readers will agree that *The Bradfieldian* has come to reflect the diverse, inclusive and forward-looking school for whose pupils, staff, alumni and friends it is destined.

As can be read inside, I spoke at Commemoration of the development of resumé and eulogy virtues. The rest of this magazine testifies eloquently to the manner in which Bradfieldians past and present continue to do just that over their time in the College and thereafter.

Alongside news of the summer term, feature articles describe our new admissions process and an enhanced programme of professional development. The former is designed to help us to assess aptitude and attitude in offering places to a generation who will feature in this magazine in due course. The latter is enabling our teachers to be learners, honing their practice and embracing new skills.

Elsewhere in this edition, a reminder of the vision and generosity that saw Grecker restored sits fittingly alongside a review of *Alcestis*, which proved a worthy addition to a unique tradition. It is impossible to imagine the College today without this unifying, democratic and humbling space at its heart. The musicians who brought back to life the evocative aulos for that production wrote in their programme notes: "our goal is to inspire active, meaningful, and mind-opening engagement between the present and the past." I hope that *The Bradfieldian* does likewise for its readers.

Dr Christopher Stevens,  
Headmaster



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A man in a grey suit and tie is speaking to a large audience of students sitting on stone steps outdoors. The man is in the foreground, looking slightly to the right, with his hands gesturing as if speaking. The audience consists of many young people, mostly in school uniforms, sitting on the steps behind him. The scene is brightly lit, suggesting a sunny day.

# RESUMÉ AND EULOGY VIRTUES

An abridged version of the Headmaster's speech at Commemoration



It was in a London church where everyone listened intently to the speakers that I had the privilege of hearing eulogies for Michael Stone (E 49-54). This most generous of Old Bradfieldians, who led the Bradfield Foundation for many years and energised fundraising for the superb facilities we enjoy today, had a remarkable career. At his memorial service, however, it was his charitable activity and the number of lives he touched personally that came through most strongly. It was salutary to be reminded that, ultimately, it is not our CV but the way we live our life that people remember.

**“ A SCHOOL WHERE PUPILS  
LEARN THAT HAPPINESS  
COMES FROM DOING GOOD, AS  
WELL AS DOING WELL.**

The American writer, David Brooks, summarises this in his book, *The Road to Character* by explaining the difference between what he terms ‘resumé virtues’ and ‘eulogy virtues’. Bradfield strives to be a school where pupils develop both resumé and eulogy virtues, a school for leaders, not just for qualifications, a school where pupils learn that happiness comes from doing good, as well as doing well. For Bradfield is a community which recognises that empathy and service increase our own well-being as well as that of others.

In a world seemingly obsessed by personality, Bradfield’s pupils have their own responses to the lure of celebrity. I am proud to say, however, that our pupils’ character—who they are—matters more in this community than how they are seen. In a world seemingly obsessed with data, our pupils have their own responses to the lure of counting likes. I am proud to say, however, that in this community we do not only value what is easy to measure; we are seeking new ways to measure what we value. Bradfield’s values of integrity, empathy and enthusiasm do not depend on loud personality but are also revealed in quiet character.

**“ OUTSTANDING ANALOGUE  
TEACHING LIVES ON. IT IS PROVEN  
ON A DAILY BASIS AT BRADFIELD.**

Over recent months, we have been developing a digital strategy to prepare our pupils for their digitally disrupted futures and will be investing in people, software and hardware to that end. This generation needs to be digitally fluent using technology seamlessly at work and play.

It is hard to explain to teenagers accustomed to 3D vision, 4D sound, and soon 5G Wi-Fi that it used to be really exciting when a teacher wheeled an overhead projector into your classroom. Happily, outstanding analogue teaching lives on. It is proven on a daily basis at Bradfield. There is no app for great pedagogy and the hallmark of our very best teachers remains, like the late cricket commentator, Richie Benaud, the skill of talking with their audience, not at them.

**“ LEARNING TO DO ONE THING  
REALLY WELL – OR AT LEAST WITH  
REAL PASSION – IS INVALUABLE.**

I have written and spoken this year of the desire for Bradfield to be like the Galapagos Islands, a fertile platform for diversity. Our educational principles and our pupils remain rounded, but our all-rounders are not mere jacks of all trades but often masters of many. That is as it should be because learning to do one thing really well – or at least with real passion – is invaluable.

One such pupil is five-time World Tap Dance Champion Kia Lawrence (I 14-19). Kia’s dancing is supported by outstanding singing and acting; we wish her well for her Musical Theatre course next year. I have no doubt that her application to Liverpool Media Academy included great resumé virtues. I am also confident that they, like us, will soon come to value even more highly Kia’s eulogy virtues, notably her infectious energy and zest for life which are an inspiration to us all.

Hamish Newall (E 14-19) will hopefully soon be drumming in Cambridge, where he has an offer to read Maths. Listing



Hamish's CV could take some time. Instead, I will use some of his tutor's words: 'Hamish's great strength lies not in the objective list of trophies collected or boxes ticked, but rather in his endless sense of inquiry. Hamish never considers anything he has achieved as a task completed, but rather the beginning of a new chapter in a lifetime of discovery. He is desperate to make a positive difference to this world of ours.' How's that for a eulogy?

Billy Bolt (D 14-19) and Will Bray (H 14-19) have been key members of our highly successful football team. They also demonstrate the manner in which many of our pupils are talented across several domains for Will's jazz and Billy's acting are also of the highest order. As one considers a gap year and apprenticeship and the other English and Film at Exeter, we know that Will's generous smile and Billy's natural charisma have been hugely influential within and beyond their peer group.

Charlie Ward (I 14-19) plans to read History of Art after a gap year. The epitome of a Bradfield all-rounder, she has made superb contributions across the board. She has spoken memorably about the manner in which her family is proof

of the principle of one Bradfield, many Bradfieldians and about the gratitude so many pupils feel to their parents for this opportunity. Charlie's modesty, her care and her sometimes wicked sense of humour are, however, the things for which she will most be missed.

Lauren Bell (J 17-19) has made a massive mark since joining Bradfield in the Sixth Form as the first girl to play for the boys' cricket XI. Playing for Berkshire, Middlesex and Southern Vipers and a member of the England Women's Academy, Lauren's cricketing CV is deeply impressive. So are her personal example, her calm and measured approach and the manner in which she ensures that sporting success does not define her. She is planning to go to Loughborough to study Criminology and Sociology.

**“ BRADFIELDIANS CONTINUE TO BE STRAIGHT-FORWARD, REAL AND HONEST AND CONTINUE TO DISPLAY GREAT TALENTS AND ADMIRABLE CHARACTER.**



Our Heads of School this year demonstrate the same rich combination of talent and integrity, ability and empathy, effort and enthusiasm. Jess Bennett (M 17-19) has made a remarkable impact on Bradfield since her arrival, drinking deep of the opportunities on offer whilst standing true to her convictions, leading debate and challenging convention. And then, just when we thought we knew her, she revealed that she has a fabulous singing voice. She hopes to read Biomedical Sciences at Bath. May she quickly find her voice there.

Raff Burrowes (G 14-19) is a pupil who has earned the respect, admiration and friendship not only of his own year group but across the pupil body. He is a young man who cares deeply about people and has always tried to put pupil voice to the fore. Like Jess, his final year also saw him reveal a fine singing voice to go alongside his talent for jazz and sport. Psychology with Innovation at Bristol sounds a fascinating course very well suited to Raff. I am deeply grateful to him and Jess for the lead they have given the College this year.

As we look back on a really enjoyable year, we can also consider an exciting future for the College. Alongside our emerging Digital Strategy, the Campus Development Framework outlines projects which will have a profound influence on the careers of future members of this community for in Churchill's words, "we shape our buildings and afterwards our buildings shape us." The planning of projects will continue to be informed by our overarching strategy and 2020 will see us consulting with the Bradfield community towards its next iteration.

At the end of an enjoyable year I am delighted to confirm that Bradfieldians continue to be straight-forward, real and honest, they continue to develop resumé virtues and eulogy virtues, they continue to display great talents and admirable character, and they continue to grow in knowledge and virtue in a community where neither is optional.





# LEAVING MEMORIES

## JESSICA BENNETT – OUTGOING HEAD GIRL

**A**s the final weeks of term drew to a close the seemingly insignificant aspects of Bradfield life took on renewed significance for me. When you spend a number of years in one place it is inevitable that you will miss things.

When I arrived here I was a shy and quiet individual. Getting me to speak was quite a challenge. Perhaps I was overwhelmed with concerns that I would not fit in. Yet to my delight, I found friends I am sure I will be close to for the rest of my life. They taught me to be open, loud and fearless and gave me the courage to do the things that made me uncomfortable.

Boarding for the first time taught me to be more empathetic and more conscious of others' needs. When different people surround you every day, you become more compassionate. Being enclosed in the Bradfield bubble has many benefits, one being the fact that we have an even greater need to look out for one another. Selfless is a word I would use to describe a lot of the people at Bradfield and the College has taught me to be a little more selfless and considerate of others, qualities that will no doubt be called upon frequently in the wider world.

At Bradfield, you see first-hand the power of a unified community. It is evident here that pupils create their own change, whether that is abseiling down buildings, cycling across Holland, visiting local schools, skyping students abroad, working alongside special needs schools,

climbing mountains, swimming the Thames or working on medical projects in the foothills of Kilimanjaro. I believe that I am a part of a generation that has the collective power to do something and to create change.

I am part of a generation that is entrepreneurial. We are digital natives who multi-task. A generation that value individuality, cherish diversity, consider the ethical implications of our choices and think globally. A generation that is able to express itself more freely than ever, with greater openness and greater understanding of others' diverse needs. It is this freedom that is encouraged at Bradfield.

On reflection, I already miss the proximity of friendship that I took for granted and the bonds and ties that we built together. I am confident that the personal changes I made since joining have prepared me for the future. I will take with me the confidence to speak up and create my own small changes. Changes that may appear insignificant on their own – but will be significant when joined with others. As Barack Obama once said: "Change will not come if we wait for some other person, or if we wait for some other time. We are the ones we have been waiting for. We are the change that we seek."





## RAFFERTY BURROWES – OUTGOING HEAD BOY

Society often dictates that the conclusion of something is the only justification for taking part in the first place. We live in an increasingly results, outcomes and achievements driven world. It is my belief that reaching the end of my time at Bradfield is not what is significant, rather it is the moments, opportunities and memories that happen along the way that truly matter.

Twentieth century English philosopher Alan Watts insisted that life is not a journey at all. To demonstrate this he compared travel and music, stating that the purpose of travel is to reach a destination and that if this was the case for music, then the most successful musicians would be the ones who could play, rap and sing the fastest because they would reach the end first. Concerts would be short, songs would be just a final crashing chord and music would not be enjoyable at all.

Watts introduced this idea that existence, and therefore living, in a physical universe is a playful concept. However, this is not always instilled in education and it is a shame that Watts passed away in 1973, because he never got to see a school that genuinely puts this philosophy into practice every day. We, at Bradfield, play.



Bradfield is not a sports school, a music school or a school which solely strives for academic success. It is a school in the purest sense of the word. An institution that introduces its pupils to, and teaches them about, things we enjoy and find interesting while encouraging pupils to pursue these things on their own terms.

Bradfield provides an array of opportunities and wants pupils to enjoy the moments. The College offers 22 organised sports, generating 190 teams with over 60% of the College's pupils taking part in three co-curricular activities every term. Over 180 pupils perform in musical ensembles and last year, more than 5,000 people watched pupils take part in dramatic plays and musicals.

Pupils are given the opportunity to organise, perform and compete

without excessive adult supervision and, more importantly, it is not the result that matters but the things learned and played before the end; the laughter, the teamwork, the risk-taking and the commitment.

Watts said, "We simply cheated ourselves a whole way down the line. We thought of life by analogy with a journey, with a pilgrimage which had a serious purpose at the end the thing was to get to that end success or whatever it is or maybe heaven after you're there. But we missed the point, the whole way along it was a musical thing and you were supposed to sing or dance while the music was being played."

At Bradfield, the music is always being played and the College has taught me to keep singing and dancing and not to worry too much about where I end up.

## EXAM RESULTS AND UNIVERSITY DESTINATIONS

Once again, GCSE results were strong this summer with 60% of all grades scoring 9 – 7 (with 9 the numerical equivalent of A\*\*). As government reforms bed in, it was pleasing to see so many pupils excel at the end of more academically demanding courses. 16% of all entries returned the top grade with over a third being scoring Grades 9 or 8. The English Department very much led the way with well over a quarter of pupils scoring Grade 9 in English Language. Impressively, this was matched by their collective performance in English Literature. Results here are very much at odds with the picture nationally.

A number of individuals returned outstanding results. Abbie Deller (M) achieved 999999998 whilst Ellie Stopps (I) and Rosie Bedford (M) returned 999999997 and 999999988A\* respectively. Special mention must also go to Keziah Carlier (M), Dilly Copeland (M), Kit Hobart (F) and Henry Thornton (E) who all achieved seven Grade 9s.

Although the cohort mean was down on the 36 and 35 IB Diploma points returned in 2017 and 2018, within this year's group there were some exceptional individual performances, most notably Alice Smith (J) who scored 41 out of 45 points.

A Level pupils again returned a pleasing set of results. A third of all grades were scored either A\* or A; almost 70% were within the range A\*- B. In total, a quarter of this cohort achieved AAB or better, which is an excellent achievement in light of the recent qualification reforms and a drop in the number of top grades nationally. There were some outstanding individual performances too, particularly that of Hamish Newall (E) who achieved A\*A\*A\*A in Maths, Further Maths, Physics and Computer Science respectively, and from Emma Warley (K) who secured a clean sweep of top grades in Art, English Literature and Religious Studies.

As a result of this strong performance, testament to the diligence of our pupils and the skill of their teachers and support staff who have worked so hard over the past twelve months, the majority of A Level and IBDP pupils made it into their first choice university. As was the case in 2018, a number of Bradfieldians are headed overseas to continue their studies having taken up offers in North America (including Georgetown and NYU Tisch) and mainland Europe. Alex Wilson (H) is set to join the Royal Marines while others will be excited to be moving directly into the world of employment.





## SIXTH FORMER PLACES IN UNIVERSITY OF OXFORD FICTION COMPETITION

Congratulations to Upper Sixth leaver Alex Ironside (M) who was named a runner up out of 600 entries in the University of Oxford's Spanish Flash Fiction Competition.

Celebrating the launch of the "Babel: Adventures in Translation" exhibition at the Weston Library, Oxford, entrants were invited to submit a short story of 100 words or fewer in Spanish on a topic of their choosing. Submissions were judged on imagination and creativity, as well as linguistic ability. Alex entered the category for pupils in Years 12 and 13 and was one of two runners-up.

Judges said: "We would like to say a massive well done to everyone who entered. The standard was extremely high, and we were thrilled to see a vast array of topics and narrative styles which demonstrated imagination and linguistic flair. Choosing the winners was no easy feat, and we would really like to thank all of the entrants for the time and careful

thought they put into their stories. Writing a story in 100 words is a tall order, and to do so in a language that may not be your mother tongue is especially commendable."

### ***Su pecadillo letal***

*Con una golondrina, se libera de sus inhibiciones; se escapa a un mundo de euforia temporal. La sustancia se desliza por su garganta y desencadena una serie de reacciones químicas internas, invisibles a simple vista, que hacen que la realidad parezca absurda. Pero era una serie de reacciones químicas que su cuerpo no podía comprender ni aguantar. Con una sola golondrina, cayó en las garras fatales de una sustancia desconocida. Su estado de euforia se disipó rápidamente, pero gastó todo su dinero en una fantasía, era demasiado tarde para comprar un billete de vuelta a la realidad.*

### ***Her lethal little sin***

*With a swallow she liberates herself from her inhibitions; she escapes to a world of temporary euphoria. The substance slides down her throat and triggers a series of internal chemical reactions, invisible on the surface, that distorts reality. But, it was a series of chemical reactions that her*

*body could neither understand nor cope with. With just a simple swallow, she fell into the fatal claws of an unknown substance. Her state of euphoria rapidly vanished, but she spent all of her money on a fantasy, [and] it was too late to buy a ticket to return to reality.*





# VOLUNTEERING IN TANZANIA



**D**uring the Easter holidays, internationally-minded Sixth Form pupils Holly Hutchins (I) and Claudia Watts (M) embarked on volunteering experiences in Tanzania. In this article, they discuss immersing themselves in very different cultures working with children in schools and orphanages and being inspired by the less fortunate.

## CLAUDIA – WORKING WITH AFRICAN IMPACT

I became open to the idea of doing some charity work back in the Fifth Form. As I was researching charities, I came across African Impact, an award-winning organisation which aims to improve lives in communities across Eastern and Southern Africa. The charity manages and distributes donations equally across 11 major projects while relying on volunteers to go out and improve people's lives through sustainable projects.

Having only just turned 16, my parents were not so keen on me signing up to volunteer, but eventually agreed under one condition: I raised the money myself. So I signed myself up for the Teaching and Community project in Moshi, Tanzania.

“ MY EXPERIENCE AS THE YOUNGEST EVER SOLO VOLUNTEER.

My fundraising target was £2,080, which I managed to reach in 14 months through fundraising events and daily posts on social media. After 17 injections, an extremely emotional goodbye and a 21-hour journey, I arrived at Kilimanjaro Airport to begin my experience as the youngest ever solo volunteer at African Impact Moshi.

After laying awake on the first night questioning my decision to volunteer, I headed out with the other volunteers to my teaching based project. I was assigned two classes of 21 children and a nursery group for children aged 3. I followed the set curriculum, teaching on topics including jobs, weather, seasons and basic English greetings. On top of

this, I taught a Basic English Foundation class, focussing on grammar and tenses. I had a translator to help me due to the language barrier from English to Swahili.

During my time in Tanzania I also had the opportunity to work with the Maasai Tribe town group where I learned a lot about the cultural norms of one of Tanzania's largest tribes, as well as the inspirational Wakipa women, who have all either been in abusive relationships or widowed. They have set up their own catering company and travel all over Tanzania cooking for events.

I also met the Wazee, a group of people with no families who have become homeless or ill. Every day I would visit them to bring them fruit as the meals were limited. We would talk with them, share stories or do gentle exercise with them.

While with them I was able to donate the money that I had raised at the Stanley House Evening of Entertainment towards funding for physiotherapists and medical surgery costs. The time spent with the Wazee affected me the most and made me realise how grateful I am for the education I receive.

“ ‘DID IT CHANGE MY LIFE?’ THE SIMPLE ANSWER IS YES.

Many people asked me the clichéd question of ‘Did it change my life?’ and the simple answer is yes. Seeing the difference in lifestyle compared to mine was astonishing. We had only occasional hot water, electricity that cut out at night and there were HIV signs all around town to bring awareness to what is a huge issue in Tanzania. I made four best friends from fellow volunteers, some being 55 years older than me, and made friends with the students who I am still in contact with to see how their English is progressing.

I am already looking forward to be working with African Impact again on my gap year.



## HOLLY – VOLUNTEERING FOR A FUTURE IN MEDICINE

I worked with Medical Projects, a company providing work experience opportunities in hospitals for aspiring medical students both in the UK and abroad. I chose to go to Tanzania as I wanted to see the realities of healthcare for people outside of the UK. I wanted a completely new experience, forcing me outside of my comfort zone and challenging me to do things I never would have done otherwise.

Upon arrival at the hostel I met some of the other volunteers working on some incredible projects such as the Women Empowerment Project, the Street Kid Project and working in schools.

“ TEN PATIENTS WOULD BE TREATED IN ROOMS HALF THE SIZE OF THE WARDEN’S ROOM.

The majority of my hospital work experience took place on weekdays and is something I will never forget. Walking in for the first time, immediately seeing how different healthcare in Tanzania is compared to at home, was humbling and eye-opening. Over my two weeks I spent time in Internal Medicine, Paediatrics, Surgery and Labour wards.

I spent the first day treating adults with diseases such as tuberculosis, malaria, meningitis and HIV. Up to ten patients would be treated in rooms half the size of the Warden’s Room at Bradfield and the beds were so close together that during rounds the other volunteers and I could barely move around the room.

The doctors were fantastic. They were friendly and welcoming and not only were they experts in medication but they had to continuously weigh up the treatment costs against how effective the drug was as there is no free healthcare in Tanzania.



In Paediatrics we were able to get involved in much of the daily work, taking temperatures, holding medical instruments and even weighing new-born babies. We mostly shadowed doctors and this is where we learned about how complicated healthcare can be. Many of the patients' families send the sick to witch doctors first as they are legal and cheap. The doctor took us to see a very young girl who was covered head to toe in burns which had become infected after a witch doctor had applied a salve on family wishes. It was a horrifying sight to witness.

“ I GAINED SELF-CONFIDENCE AS I WAS FORCED WELL OUTSIDE OF MY COMFORT ZONE.

I also volunteered with Tahima, a charity made up of three parts, an orphanage, an HIV community outreach project and a school. The motto of the orphanage is “an education for a real future” as they aim to prepare all the children they

look after for a future where the children can support themselves and no longer need to be supported by the charity.

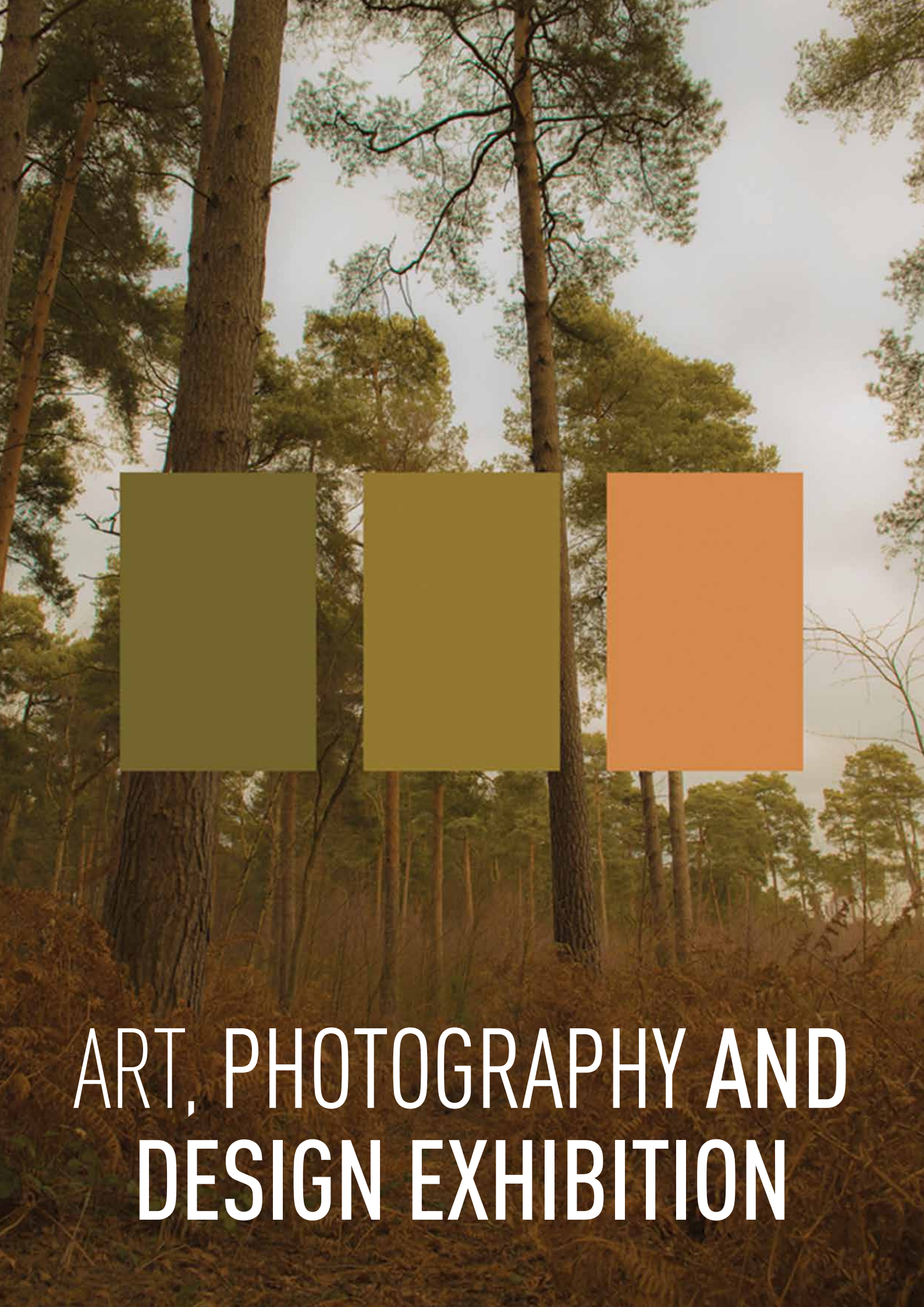
At the orphanage, we spent the morning playing games with the children before helping them during school lessons on topics such as the alphabet and numbers. We also helped with the gardening and cleaning.

What did I gain from this experience? I gained self-confidence as I was forced well outside of my comfort zone. It also consolidated my plan to pursue a career in medicine while giving me a global perspective on healthcare and a deeper understanding of Tanzanian culture. It was great fun to interact with the local people and discover what their lives are like.

If I do end up studying medicine then I will plan to return to do my placement there and I would like to go back next year after finishing my IB exams to do more volunteer work.







# ART, PHOTOGRAPHY AND DESIGN EXHIBITION



This year's Art, Photography and Design pupils demonstrate all that we look for in successful individuals. Amongst the diverse and ambitious pieces of GCSE, A Level and IB pieces was the work of 19 Upper Sixth leavers displaying their examination pieces for the final time at the Commemoration Exhibition. We feature the work of just a handful here but you can view all the leavers' pieces on the College's website. Go to [www.bradfieldcollege.org.uk](http://www.bradfieldcollege.org.uk) and search for Art and Design.



### MEGAN DAWSON (J)

This piece of work explores the use of colour in photography. I wanted to enhance my understanding of how to use colour and how it can impact the way a photo is viewed, both physically and emotionally. I used a range of types of film for my final piece to create different effects on the final images. The film I used during this photo in particular created some quite abstract effects – such as the fact that the leaves were originally green, yet have come out purple, however in other images the film may not adjust the tones of the green. It made the results quite unpredictable yet interesting to work with. I have always found Photography to be a great way to relax and get away from my written work and it will be a passion that I shall take with me throughout life.



### CHARLOTTE HILL (M)

My final piece is a transfer process that looks at three different locations, woodlands, seascape and mountains - pictured left. Consisting of 108 images across 12 different typologies, the idea is to present the different landscapes in four different tones to provoke different emotions. The transfer process creates a rough outcome that sees the image become ingrained into the material. I was inspired by Gerhard Richter's manipulation of art and photos to manipulate my own aesthetically pleasing images. Photography as a subject has allowed me to have a creative outlet from regular classroom work as I have never been the best at essays. The teachers inspire you to create bigger and better art and make it personal to your interests. It is because of this that the lessons never feel like work.



### HUGO DONOVAN (C)

In this painting, I used bold gestural strokes along with



thick impastos of paints to depict a view across Primrose Hill in North London in an expressionistic format. I took influence from the likes of Auerbach, Kossoff and other artists amongst the London group who pioneered this style of work. Bradfield has allowed me to freely experiment and develop my skills as a painter. After being provided with fantastic facilities and engaged teachers, the Department is definitely a place I have cherished spending time in whilst at this College.



## TABITHA MUDIE (J)

This piece started as an etching that I further developed having been inspired by the artist Heather Hansen, a very literal artist who uses her own body to create large-scale patterns representing what I interpreted as movement. To create the aesthetic of a spiral, I used a makeshift compass to create a smooth circular motion in the areas where the body would move to give the impression of motion, in the same style as Hansen. My time in the Bradfield Art Department

has been interesting. Art has been a consistent joy in my daily life and not a subject soon forgotten.



## ARTHUR AINLEY (E)

I developed my three-part chandelier from looking at water and, in particular, the shape of water droplets as they fell. I started to develop different ways I could create the shape of a water droplet using wood and acrylic. The bottom of the light is in the shape of a dome and made out of resin. Using glue, I stuck the clear plastic tube to the resin and used wooden discs gradually getting smaller as they reach the top of the piece. The lights sit inside the tube and at the top the chain is connected to the tubing running all the way to the metal triangular metal frame. Looking at resin gave a more realistic view of the water droplets as it was clearer than the materials I had used before. In my five years at Bradfield I have found the Design staff supportive and always on hand to help, offering their valuable advice and ideas to help challenge my own.



# VALETE

**Chris Carlier** arrived at Bradfield 22 years ago as an energetic and youthful teacher and spent 14 of those years as a Housemaster. During his time at Bradfield he served as Head of French and was one of the first Deputy Housemasters in Faulkner's. In the classroom Chris has been an outstanding teacher, invariably taking on all levels of language classes from Year 9 through to the Sixth Form. His professionalism made him a natural choice for the role of Housemaster in Hillside and it is here where Chris leaves his indelible imprint on the College. The dedication and exemplary pastoral care that he has shown to well over 200 teenage boys and their parents have been second to none.

Chris has retained a phenomenal standard of application throughout his Bradfield career which has ensured Hillside continues to be popular and thriving. Hillside has also been the venue of the weekly Swinbank Society which Chris has led for many years. The faith that he has shown has been a key part of many pupils' lives at the College. His steadfast Christian belief and values have been an integral part of his life at Bradfield with his clear messages in Chapel appreciated by many. Chris could often be found in full waders in the River Pang either fly fishing for trout or trapping cray fish.

His wife Nicky has been a wonderful support for Chris throughout their 14 years in the boarding house. We wish the pair of them and their children the best of luck as Chris takes on the Headmaster's role at Aldro School in Surrey.

*While not leaving the College, **Stuart Williams** is stepping down from the SCR this year and the following tribute was made by the Headmaster at Commemoration.*

Other than Headmaster, Stuart Williams has performed every role at Bradfield. And with distinction. Our pupils owe him gratitude for far more than they know: the Michaelmas Goose is just one example of his legacy. As he memorably said of one of last year's leavers, Stuart has refused to dance the dance of convention but has



been meticulous in all that he does and unflinching in his attention to the needs of the individual. 'As a person he can sometimes appear a bit solemn, but he has a very lively sense of humour and can laugh at himself'. wrote Stuart's University Tutor in his reference, before going on to say: 'I commend him very warmly as a scholar and as a person, and, from reports I have heard, as a very good teacher'. He was not wrong there. No member of staff has a better CV but no member of staff is likely to care less about resumé virtues. Stuart is not leaving us entirely as he will remain our Compliance Consultant and is embarking upon a new College history. He has been writing it through his deeds for 32 years and we offer him our sincere thanks.



**Patricia Peck** will be sorely missed in both the Maths Department and as a member of the Bradfield community. She cares very deeply about the progress of her pupils and her tutees, often putting on extra sessions in the Department or in the boarding house. Patricia has been a wonderful member of the Bradfield community not least



As a native French linguist, she has shown a passion for teaching grammar and has ensured that her classes have enjoyed a plethora of activities to help the pupils have time to digest the curriculum and apply themselves. Her encouragement of A Level and IB pupils to keep up to date on French current affairs ensured they had plenty to discuss during speaking examinations. We wish her all the very best for her next chapter.

because of her extended childcare duties. She loves nothing more than looking after young children and many have benefitted from this. We wish her all the best in her early retirement as we know she will be enjoying more time with her grandchildren.

**Isabelle Golding** taught French in the Modern Foreign Languages Department for many years. As a reliable and selfless member of the Bradfield community, Isabelle split her energy and time between her children, supporting Army House and also teaching her French classes.



**Matt Green** has been a very dependable member of the Maths



Department for many years. Among many excellent attributes is his willingness to do some of the more menial tasks from which others shy away. He made a huge impact in various outdoor pursuits, helping with the Combined Cadet Force, taking part in cross country running and leading the Duke of Edinburgh Award. We wish him the best of luck in the next stage of his life.

**Kate Knott** has been a cleaner in Hillside since February 1998, first

working with Rod Dethridge and his Matron Judith Hall and then subsequently with Richard Backhouse and Chris Carlier. In 2000/2001 Hillside was renovated and the boys decanted in to other Houses so Kate went to clean in College House and the Chapel, before returning to a completed Hillside in January 2001, and a new matron. Kate loves chatting with the boys and is a keen cricket fan. Her husband worked on the railway and buses so she has travelled all over the country with him and will now be working alongside him on a school coach for young disadvantaged and handicapped children. Kate has been a wonderful, loyal member of Hillside and a great support to both her fellow workers and the boys.

**Joan Earp, nee Woodyer**, leaves Bradfield after eight years of service as Matron in The Close. Joan joined Bradfield in 2010 and worked with George Masters until he left in 2016, when Jo Hanbury took over. As a qualified nurse, Joan arrived from a nursing post in Angola, also having undertaken language lessons and training in Portugal. She took over the role of helping with Choir robes, after a colleague left, helping John Mountford, and accompanying the choir to concerts in London.

**Flora Warner** retires after a combined 18 years over two stints as a Matron. Flora spent four years in Army House between 1994-98 before returning a



few years later to Stanley House. She will be missed by all, not least by the many pupils who she has helped over the years. We wish her all the best in her retirement and thank her for her years of service to Bradfield.

**Michelle Hunkin, nee Legg**, leaves after 13 years at the College. Joining in September 2005 as a part-time Dance teacher, Michelle went on to work in the Wellbeing Department, tutor in Stanley House for over 10 years and help with the running of Faulkner's, spending four years as Deputy Housemistress. We wish her all the best in the next stage of her career.

**James Burnside** joined in September 2012 as the Head of Chemistry. James was heavily involved in the co-curricular programme throughout his time at Bradfield, helping run the CCF while also coaching junior cricket teams and senior football teams. He spent the last six months here as Deputy Housemaster of Army House before leaving in January. We wish him luck in his new role.

**Nick Thorpe** joined Bradfield as Head of Maths in September 2017. Immediately evident was his passion for Maths and his belief that any pupil can crack the subject through hard work and an approach based on discovery and enjoyment. His playful approach to problem solving has allowed the College's best Further Mathematicians to develop their own love for the subject to hopefully take it

on at university. We wish him well in the next stage of his career.

**Chris Sharp** joined in September 2017 and has been a valued member of the Maths Department. His approach based on simplicity to ensure nothing is over complicated extended beyond his teaching and onto the football fields where he spent much time coaching. We wish him well in his next venture.

**Gordon Stead** arrived at Bradfield in September 2017 to take up the role of Head of Physics. He is a perfectionist and someone who always wants to work to the best of his ability; a highly intelligent and caring man whose attention to detail was not missed by staff and pupils alike. His unwavering thoughtfulness, kindness and respect for members of his Department will be missed and we wish him luck as he leaves to complete his Masters in Science.

**Ross Williams** leaves after two years as Film Graduate Assistant. His skill set was highly regarded amongst the pupils whom he mentored and his extensive work with the Marketing Department culminated in a superb series of pupil-fronted videos and a unique twist on an end of year celebration reel. During his time at Bradfield he was also a Tutor in G House.

**Victoria Thompson** leaves after two years as Drama Graduate Assistant. During her time, Vicki got involved in much of Bradfield's offering.

Alongside the academic and co-curricular Drama she coached sport, led a trip to Borneo with Sixth Form pupils and tutored in Palmer House.

**James Deacon** joined the English Department in September 2018. He has been a dedicated member of the teaching staff, filling the pupils he taught with a confidence and enthusiasm for the subject. We wish him well as he leaves to pursue new ventures which will see him combine his knowledge of education and his passion for wellbeing and mental health awareness to benefit young people.

**Sam Bevan** arrived as a teacher of Biology in September 2018. The pupils appreciated her understanding of the topics taught as well as her knowledge of the IB course and she led a superb Wildlife Conservation Club throughout the year. We wish her well for the next stage in her teaching career.

**Fraser Henderson** leaves after a year as a Graduate Assistant. Fraser was a key member of the PE Department, teaching Core PE as well as Strength and Conditioning while also becoming heavily involved in coaching hockey.

**Alex Hall** leaves after a year as a Graduate Assistant. Alex taught in the Classics Department and was a resident tutor in Faulkner's.

**James Taylor** leaves after a year as a Graduate Assistant. James taught in the English Department and was a resident tutor in Faulkner's.



# SOLVING THE PUZZLE

How immersive problem-solving activities are adding a new dimension to our Admissions Process.



Over the past twenty years, the skills required to succeed in the modern world have changed. There is an increasing emphasis on so called 'softer skills', such as being able to communicate effectively as part of a team, having the confidence to lead, the open-mindedness to get the best out of others and having the resourcefulness and adaptability to succeed no matter the task.

This change is evidenced by the fact that companies from different sectors such as Dyson, Marks & Spencer and McKinsey are changing the way they assess applicants with an emphasis on how they interact with each other and work together. Equally there has been a surge in popularity for 'Escape Rooms', where teams are locked in a room and must solve puzzles together to break out.

Every aspect of a pupil's life at Bradfield forms an integral part of their education, whether that is in the classroom, playing on the sports pitches, performing on stage in the Music School or bonding with peers in the boarding house. In preparing our pupils for life beyond Bradfield, we have been looking at the attributes that are required to be successful both professionally and personally in the world of work. Confidence, open-mindedness, resilience, inquiry, communication and innovation are the cornerstones of our Education for Life ethos and we believe it is key that these are recognised early on in our admissions process.

It is difficult to assess these traits in prospective pupils during a conventional Admissions process. Interviews and pre-tests can only show you so much. However, prospective candidates can really shine in a different environment. This is why we have added a new aspect to our Admissions process. Inspired by the 'Escape Room' type tasks, and perhaps a little by 90s television show *The Crystal Maze*, our problem-solving rooms are designed to assess character, attitude and personality in a group environment, traits which will enable pupils to thrive at Bradfield.

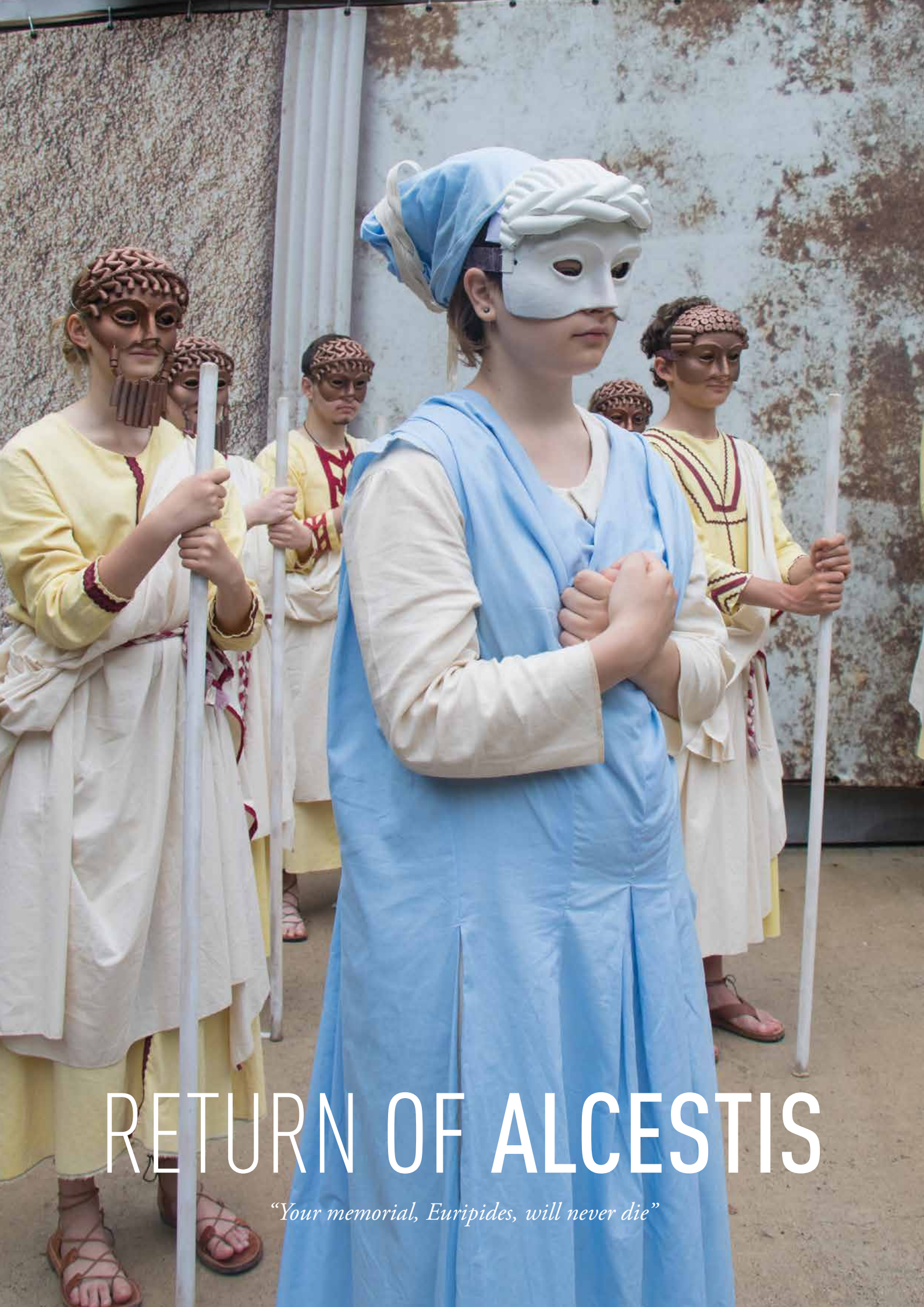
We have worked with Thrill Education, headed up by Jim Salkeld, to produce a series of fun and exciting problem-solving props. Attributes assessed include, but are not limited to, negotiation, empathy, persistence, enthusiasm and integrity.

Meticulously designed, our puzzles are not just fun, but genuinely challenging, as some of our Sixth Form Prefects discovered during testing. Completion of the tasks is not key to the assessment, but the process is. The narrative of each puzzle ensures that pupils rapidly forget that they are being assessed and instead are intent on trying to solve the various problems.

Academic success is not guaranteed based solely on admitting those who score highly in the pre-test. We believe academic success is more likely to happen if the pupil feels happy and safe and above all enjoys their education. That is why individuality is cherished here and these puzzles help us seek out the Education for Life traits which can be nurtured throughout a pupil's time at Bradfield.







# RETURN OF ALCESTIS

*"Your memorial, Euripides, will never die"*



Over 1000 people passed through the gates of the Greek Theatre to view the triumphant return of *Alcestis*, the College's 40th Greek Play, across the performances on four glorious summer days, ensuring Euripides' memorial does indeed live on.

Euripides' tragedy was the first Greek play performed at Bradfield in 1882 when then Headmaster and Warden, Dr Herbert Gray, staged the production in the Dining Hall. It was described in Ancient Greek texts as a play 'rather like a satyricon' because it 'ends on a note of delight and pleasure'. It is fitting then that the 2019 *Alcestis* is the first production in the 21st Century which brings the play back into the triennial cycle with Oxford and Cambridge Greek plays, a cycle which originally began 137 years ago.

## “ AN HOMAGE TO BRADFIELD GREEK PLAYS OF THE PAST.

The plaudits must go to Head of Classics and Director of the play, Polly Caffrey, alongside all those who worked incredibly hard behind the scenes, whose eye for detail and originality went above and beyond, ensuring that the tradition of performing the play in its original language continued.

As an homage to Bradfield Greek Plays of the past, Polly ensured that the skene was decorated to look like a tomb complete with the inscription 'Your Memorial, Euripides, will never die.' This particular tomb was inspired by the iconic facade of a royal Macedonian tomb in the Archaeological Museum of Pella.

The same level of detail also went into the costume design. The long-sleeved tunics and chlamys worn by the Chorus were appropriate to the senior Thessalian citizens, while Apollo's white and gold garments set him apart from earthly mortals. Thanatos, Death himself, was dressed in long sweeping garments, signifying his refined role of taking but a single soul rather than appearing as was tradition with his tunic kilted up to workman-like length to take souls away to the underworld.



## “ A TALENTED CHORUS, MANY OF WHOM ARE IN FAULKNER'S AND THE SHELL.

Twenty pupils, many from the younger years, brought Polly's vision to life, impressively learning lines in an entirely new language. They worked so hard over the first half of the year to deliver a stirring performance in the language, rhythms and music of Classical Greek, a superb achievement at any stage of their studies.

The senior pupils shone in their principal roles. Jack Connell's (F) Pheres performed with conviction and intensity during his debate with Jack Kidson's (F) Admetus who in turn showed artistic versatility to go from heated argument to harmonic duet alongside Cecilia Vaughan (K) in the titular role of *Alcestis*.

Thomas Butler (C) (Death) and Jack Blackburn (E) (Apollo) opened proceedings with a confident duologue while Maria Aleinikova (I) (Therapaina), Matthew Keel (E) (Heracles) and George Leaver (H) (Butler) also delivered excellent monologues.

A talented Chorus, many of whom were in Faulkner's and the Shell, supported them. Lottie Klafkowska, Katie Chambers, Lara Warren-Smith and Misho Gabunia gave distinguished vocal performances, displaying the benefits of the hard work put in by themselves and by the Music Department. The Chorus had worked tirelessly on the newly-composed sections of the play and excelled in the Kommos, presented as a portrait of despair and grief through the imaginative deployment of Phrygian and ancient Mixolydian "harmonai", helping the audience understand Admetus' full realisation of the extent of his loss.

## “ NEW GROUND IN THE UNDERSTANDING OF CLASSICAL GREEK CULTURE.

The new music composed specifically for this production was created by Professor Armand D'Angour and Barnaby Brown with support from the University of Oxford's Knowledge Exchange Seed Fund. Barnaby was ever-present each evening, appearing on stage as the musician and leading the Chorus throughout the performance.

Professor D'Angour, Associate Professor in Classical Languages and Literature at Jesus College, Oxford, reconstructed the solo songs and Kommos which were accompanied by a reconstructed double aulos and transverse flute, played by Barnaby. The original aulos was found at Megara on the south coast of Attica and is believed to have been made in the 4th century BC, and made from tibia bones and bronze. It was the first time this instrument had accompanied a Greek play since the Classical period. The College is hugely grateful to the duo, who were quoted as saying the experience helped break new ground in the understanding of Classical Greek culture, and to the University of Oxford's Knowledge Exchange Seed Fund for supporting the production of scores and rehearsal mp3s.

Each show was preceded by an introductory talk. Alongside Professor D'Angour and Barnaby Brown, talks were given by Patrick Finglass, currently Head of the Department of Classics and Ancient History at the University of Bristol, as well as Old Bradfieldian Julian Spencer (D 70-74), who was most recently Head of Classics at Winchester.

The College would also like to acknowledge the generous support of The Roger Lancelyn Green Memorial Trust whose ongoing assistance with Classical Greek Plays at Bradfield continues to bear outstanding results.





# BLOOD WEDDING: FROM THE SUNKEN GARDEN TO SUNNY SPAIN

Federico Garcia Lorca is arguably Spain's most celebrated playwright and his 'Rural Trilogy', consisting of *Blood Wedding* (1932), *Yerma* (1934) and *The House of Bernarda Alba* (1936), is widely regarded as three of the greatest plays ever written.

Alongside this summer's 40th Greek Play, *Alcestris*, the Drama Department staged a contemporary adaptation of the first of those, *Blood Wedding*, in the Sunken Garden during the final week of term. The story of a wedding day that goes terribly wrong, *Blood Wedding* is a powerful piece that blends naturalistic storytelling with the passionate poetry of the Moons, characters who watch over it all. Staged in an immersive way, the audience were thrust into the centre of the action as they joined the cast for welcome drinks, witnessed the wedding ceremony, ate wedding cake and even posed for the official wedding photos. The production was well received by Bradfield audiences.

Lorca wrote "*The poem, the song, the picture, is only water drawn from the well of the people, and it should be given back to them in a cup of beauty so that they may drink – and in drinking understand themselves*". Lorca drew inspiration from the Society around him and he felt it essential that theatre should be accessible to all. It was for that reason that he famously led La Barraca, a travelling troupe of student actors, around Spain to perform both his plays and the plays of others to audiences in both the big cities and the forgotten villages of Spain.

In our attempt to follow and embrace that tradition, Bradfield pupils took their production to Spain as part of the Festival de Musica de Tossa de Mar.

Three days of rehearsal were needed to re-stage the production on the promenade stage before pupils performed twice to large crowds. It was a wonderful experience for all to perform Lorca's poetry in the shadow of Tossa's medieval castle and as the sun beat down, the waves crashed gently behind us and the laughter of holidaymakers in the restaurants and tavernas could be heard in the distance, we all felt that the spirit of Lorca was there with us.

Besides performing, the pupils also sampled some Spanish culture which included a day trip to Barcelona where they visited Park Guell, the Sagrada Familia and saw the famous street performers on Las Ramblas.

For those studying Academic Drama, the trip will help inform their work on Lorca in the second year of the A Level course and for those who came just to perform, hopefully it will be an experience they will remember for a long time to come.



## TWELFTH ANNUAL JAZZ ON A SUMMER'S EVENING

The twelfth edition of Jazz on a Summer's Evening saw some of Bradfield's best musical talent take to the stage in the marquee for the concert which was also streamed on the College's website.

A number of vocalists and musicians from across the Houses and year groups entertained the audience as the Jazz Band was joined by Big Band, Jazz Ensemble, the Meg Ganjou Group and no fewer than twelve soloists and their bands.

The first half featured many of the College's younger vocalists with Shell pupils Jess Bettsworth (K) and Savannah Johnson (M) singing Radiohead's *Creep* and The Shirelles' *Will You Still Love Me Tomorrow*, more recently covered by Amy Winehouse, respectively. Fifth Form pupil Holly Jones (K) was joined by Chanel van der Merwe (J) to sing the upbeat *This Will Be (An Everlasting Love)* while fellow Music Scholar Tom Klafkowski (G) riffed with multi-instrumentalist Hamish Newall (E) during an up-tempo keyboard duet.

The concert provided an opportunity for many Lower Sixth musicians to perform. The Meg Ganjou (K) fronted group, also featuring Janette Mason (keyboard), Kwaku Akonnor (C) (bass) and Isabelle Pavey (M) (drums), performed the soulful *Son of a Preacher Man* and *Moondance*. Chanel showcased her skills on piano and

vocals with her rendition of *Fly Me To The Moon*, Jack Kidson (F) and Haydn Bardoe (A) were full of emotion during their performances of *Ain't No Way* and *Jesus To A Child* respectively and Elise Golding (K) displayed her flair for jazz singing with the jazz fusion classic *Spain*.

The event was the last for a number of our Jazz musicians: Kwaku Akonnor, Thomas Attwood (G), Will Bray (H), Rafferty Burrowes (G), Kia Lawrence (I), Hamish Newall, Marshall Scott (G), Max Warren-Smith (D) and Charlie Williams (F). Over their five years at Bradfield they have made a tremendous contribution to the musical life of the College. We wish them all well for the next exciting chapters of their lives and hope they will continue to enjoy making music for many years to come.

This year Epilepsy Action was the chosen charity and somewhere in the region of £7.5K was raised for them thanks to the generosity of guests.

We would also like to thank Bradfield's visiting music teachers who worked tirelessly to help pupils prepare what was a highly professional and polished event. A special mention goes to Ms Mason, Ms Lambert, Ms Roberts and Mr Etherington for their vocal, ensemble and jazz performance coaching.





## SCHOLARS, OBS AND STAFF COLLABORATE AT STUNNING JDP CONCERT

The annual Scholars' Showcase in the beautiful setting of the Jacqueline du Pré Concert Hall, Oxford, saw our top musicians perform a varied programme and collaborate with Old Bradfieldians and Music Department staff.

Tom Klafkowski (G) demonstrated his talents as a classical singer with a broad programme of opera excerpts, movements from Handel's *Messiah* and as a jazz pianist with the JdP Jazz Quintet, a group formed specifically for the occasion. Tom performed a duet with fellow Fifth Form pupil Holly Jones (K) and collaborated with Mr Lowe and Ms Black alongside OBs Philippa Mo (J 91-93) and Katie Mazur (K 13-18) on violin and also Shell pupil Jamie Hardwicke (G) on viola.

Th3ee, a vocal group featuring two of our Lower Sixth Scholars, Haydn Bardoe (A) and Chanel van der Merwe (J) together with performing arts superstar Kia Lawrence (I), were accompanied by Holly on the piano.

Singer/songwriter Tom Houston (F) performed a series of covers as well as his own compositions. Playing saxophone, he formed part of the aforementioned JdP Jazz Quintet alongside Tom on piano, Hamish Newall (E) on drums, Elise Golding (K) on vocals and professional Double Bassist, Rob Rickenberg. Tom also performed an acoustic duet alongside Elise before playing some of his own original songs including *Mixing Drinks*.

It was a spectacular showcase of the musical talents of Bradfield and we are already looking forward to next year's concert. To see a video of the concert, visit the Music section of the College's website.





# NOT JUST AN ACT

Bradfield's LAMDA teachers Alexander, Anna, Ben, Bonnie and James explain how the country's oldest dramatic arts academy can help pupils to develop the skills the employers of today crave and empower individuals to fulfil their potential.



**O**n the surface of it, and as the name suggests, the London Academy of Music and Dramatic Art (LAMDA) is an organisation which seeks to find and train exceptional dramatic artists and technicians. Founded in 1861, LAMDA is the oldest drama school in the country and counts actors such as Chiwetel Ejiofor, Ruth Wilson and Benedict Cumberbatch, currently the Academy's President, among its alumni. Scratch beneath the surface though and what you will actually find is an offering that is equally geared towards providing pupils with the skills to excel in the workplace and at university.

## “ IMPROVING COMMUNICATION SKILLS CAN HELP A PUPIL GROW IN CONFIDENCE.

Communication skills are among the most in-demand skills for employers. Developing those skills can benefit an individual in all aspects of life, from professional spheres to social gatherings. Equally, working on improving communication can help a pupil grow in confidence to be able to perform under pressure.

Not only does taking part in LAMDA help with the verbal aspects of communication but it also helps with nonverbal communication, from body posture to hand gestures and eye contact, all of which express meaning, often saying much more than spoken words.

LAMDA lessons at Bradfield encourage and enhance pupils' performance and communication skills in an atmosphere that is fun, creative and educational. The partnership with Bradfield began back in 2010, with just one teacher and ten pupils. Fast-forward almost a decade and LAMDA has seen significant growth. There are now five dedicated teachers tutoring around 120 pupils.

Most importantly, LAMDA is for everyone, helping those who are less confident and want to develop their speech and communication skills, as well as servicing those who are already confident performers and communicators but want to enhance and build up on their existing skill set.



## “ EMPOWERING AN INDIVIDUAL TO FULFIL THEIR POTENTIAL.

No matter which direction a pupil chooses to follow in the future, LAMDA exams provide an opportunity to nurture natural abilities which are attractive to employers and beneficial when studying at university. The sessions develop a learner's ability to read easily, fluently and with good understanding, expand vocabulary to improve powers of self-expression, research and create persuasive formal presentations as well as creating and defending arguments, all while working alone or as a member of a team.

These critical skills will enhance the learner's self-confidence to engage and contribute fully, whether at school, in further education, in work, or in the community: in short, empowering an individual to fulfil their potential.

Lessons can be individual one-to-one sessions or held in pairs, with pupils able to choose from a number of different pathways and examinations including Speaking in Public, Acting and Speaking Verse and Prose.

## SPEAKING IN PUBLIC

Public speaking is an integral part of 21st century life.

Whether speaking in front of a small group of colleagues or at a large scale conference, people in many walks of life are required to make a presentation or to give a speech. This route provides the tools to help learners construct speeches use positive body language and engage with a wide range of communication techniques.

Not only that but, at the higher grades, the "Speaking in Public" examinations also include impromptu work, where pupils develop the skills necessary to formulate arguments and convincing presentations with little preparation time.

## ACTING

While geared towards developing the skills necessary to communicate dramatic text to an audience, the Acting examination pathway can also help pupils develop key life skills such as understanding and empathy, by allowing learners to engage with different circumstances and/or situations in a practical way.

Promoting creative thinking and exploration also enables pupils to acquire memory skills, spatial awareness, vocal confidence and physical presence. Exploring different characters also allows learners to get to the heart of how feelings and emotions dictate behaviour, encouraging them to become more self-aware. Naturally, this pathway can benefit any pupils preparing for GCSE and A Level Drama.

## SPEAKING VERSE AND PROSE

Using poetry and prose, LAMDA Speaking Verse and Prose examinations allow learners to explore literature in an engaging and practical way. Developing a good speaking voice is key and successful pupils will recognise how to use their voices in different ways to provoke different reactions.

Equally important, memorising a number of pieces encourages self-discipline and focus. This also enables pupils to tap into their creativity as the way they interpret each piece necessitates an imaginative engagement invoking thought, emotion, style and form of the text.

Pupils can work on their diction, posture and body language and a deeper appreciation of the literature will

also be achieved as they study the text and that will help them communicate to the imagined, or future audience in an engaging way.

Many Bradfieldians have benefitted from LAMDA lessons. OB Tiff Hurren (G 12-17) testifies that his experience went beyond the dramatic arts. "LAMDA was a crucial part of my personal development at Bradfield. I only had a minor involvement with the Drama Department, concerning myself more with House events, but the education LAMDA provided wasn't confined to the Dramatic arts. My lessons and the examination process developed my elocution and general command of language, skills which I used in the debating chamber, utilised during university assessments and benefitted from at Society AGMs."

Anna Mladentseva (J 13-18) also praises the transferable skills that she gained from her LAMDA experience which have helped her in the world beyond Bradfield. "People tend to associate any sort of art, including performance art, with artificiality, deceit, or suspension of belief. For me, on the other hand, LAMDA trains an awareness of body language, vocal subtleties and facial expressions in everyday life. Even if one does not necessarily think that they are 'good' at acting, they should still give LAMDA a go. The experience of LAMDA will always be replicated in real life, be it in university interviews or work. Learning speeches of several minutes long does indeed train your memory, but what it also does is allow you to hold an upright posture, make confident eye contact and speak with clarity. Currently, I am undergoing an internship in a gallery where all of these skills have proven to be incredibly useful. Talking over the phone about sales to auction houses and delivering excellent customer service to clients require a conscious control of voice and open body language. For me, having 30 minutes of LAMDA per week was not simply a rehearsal for an acting exam, but an ongoing practice for that non-fiction text of real life."

*LAMDA is recognised as an awarding organisation by Ofqual, the Office of Qualifications and Examinations Regulation in England and the corresponding regulatory authorities in Wales and Northern Ireland (CCEA).*



## TENNIS PLAYERS EARN CUPS AND COUNTY CALL-UPS

It was a very busy season for tennis with 37 teams competing in LTA and Independent Schools competitions as well as friendly fixtures. The Summer Term has seen more Cup triumphs and a raft of County call-ups for girls and boys.

## CLASSIC CLASHES

The “Classic Clash” versus the UKAFLTA (UK Armed Forces LTA) saw Bradfield boys romp to a 6-0 win and the teams are already looking forward to the return match later in the year.

The boys also took on some OBs in the annual match versus the Public School Old Boys LTA. Well done to Bailey McAtee (C), Jonathan Schleicher (A), Angus Creighton (H) and Thomas Creighton (H) who won comprehensively for the first time in many years.

## GIRLS' TENNIS

Building on the successes of the Michaelmas and Lent Terms, the girls won the third edition of the Independent School Girls Tennis League. It is the first time Bradfield have won the competition following consecutive third place finishes and the girls defeated Marlborough and Cranleigh on their way to the title. Well done to Imogen Wiggin (I), Lexie Davies (M), Yolanda Arber (I), Livi Morgan-Finn (M), Ellie Stopps (I), Annabel Hindley (J), Alice Masquelier-Page (I), Poppy James (J), Matti Rooney-Smith (I), Emilia Wendelstadt (J), Tati Wiggin (I) and Charlotte Came (M).

The team featured girls from across the age groups, some of which have enjoyed stand-out seasons including the 16 and Unders who finished with a 100% win record. Combined, the teams ended the season with a win/loss percentage of 63%, which is a superb improvement on previous years.



## BOYS' TENNIS

Boys' Tennis continues to flourish with many of the Performance Programme players achieving success in external LTA competitions as well as for the College. Tom Dunlop (D) was selected to represent Surrey in the 14 and Under County Cup team which made the National Finals. Ben Deller (F) was selected for the Berkshire 14 and Under County Cup team and also qualified for the LTA Grade 2 Road to Wimbledon Finals in Cambridgeshire.

Tom Dunlop (D) and Ben Deller (F) teamed up with Jack Shawyer (C) and William Mercer (D) for the Eton Junior Pairs competition, finishing third overall after reaching the semi-finals where they narrowly

lost to Reeds. Despite drawing the match 7-7, the boys lost by virtue of Reeds 1st pair winning their rubber 5-2. The second team of Thomas Creighton (H), Gabriel de Kergorlay (H), Marcus Longfield (A) and Hamish McKendrick (A)

In the boys Independent Schools League, the senior boys finished a commendable 9th, after winning their Group, while the junior boys, who also won their group, finished 5th overall out of 16 schools.







# SPORT FOR ALL

Director of Sport Matt Ruxton explains how providing opportunities for pupils to achieve on the sports fields helps them acquire the skills and attributes to succeed in the classroom.



A recent Cambridge University study found that students who took part in sport were more likely to achieve a first class degree than their counterparts who focussed solely on academic work. I firmly believe that the same can be true here.

Everybody gets the opportunity to be involved in sport at Bradfield. In a school of over 800 pupils, getting everybody playing sport, competitively or not, is no mean feat.

A diverse offering is the key to it and with over twenty different sporting activities in which the College plays competitive fixtures there is a good chance for pupils to find a sport in which they enjoy competing. For me, that enjoyment is paramount because, when they leave, I want them to continue playing and develop a passion for life. At Bradfield, that process starts with our first years in Faulkner's.

Our Major Sports provide myriad opportunities for pupils to take part in team sports. Last year every single girl either picked up a hockey stick in the Michaelmas Term or tried out for one of the netball teams in the Lent Term. We hope to repeat that with the boys this year as we have tweaked the football programme so that every boy is able to play either regular competitive football with other schools or recreationally but semi-competitively within the school should they want to.

We recognise that not every pupil will want to play one of the Major Sports. It's not just about catering for the masses, we cater for the individual. This year we have introduced a sports questionnaire for new pupils which will help inform us what sports they have done in the past and what they are interested in pursuing more at Bradfield. Pupils can tell us they would like to have a go at rifle shooting or basketball or badminton as soon as they arrive and now we will try to cater for that.

It is crucial that pupils enjoy the sports they play in order to develop key skills that will help them in all aspects of a Bradfield education. Committing to a sport and dedicating time to it are two traits that our pupils often utilise in the classroom as well. Pupils in positions of leadership within the school, and those who achieve the top grades, are invariably pupils who have played sport to a high level



or have excelled in another area of co-curricular life, be it music, drama or another pursuit.

We want more pupils to take up leadership positions. That is why we have rethought the way we coach our sports. Our coaches are now creating the structure of their session for the pupils to be involved in running it as much as possible, to become good communicators and good leaders. Coaches will communicate less so that pupils can communicate more. Coaches will organise less in order for pupils to organise more.

We will aim for every pupil in every session to have opportunities to take on leadership roles and responsibilities. That can be anything from having pupils set up a small grid to use as part of a warm-up right through to pupils leading elements of the sessions or videoing training and leading an analytics session.

More than encouraging pupils to become good leaders and good communicators, we want to provide them with new opportunities to develop into well-rounded young adults



and that is why we have an extensive programme of mixed-gender sports. When you educate in a mixed-gender setting it makes sense for as much of your sporting offering as possible also be in a mixed-gender setting.

Our pupils are flourishing across a range of sports. Our badminton team is one of the few schools that plays mixed-gender competitive fixtures. Our senior mixed doubles tennis team reached the national finals of their cup competition and in rifle shooting last year, two boys and three girls represented Great Britain on international tours following great success for the College. We hope the recent introduction of a girls' golf team will pave the way for golf to join the list of mixed-gender team sports very soon.

It is not just in competitive sport that we are encouraging pupils to take on more responsibility; we are expanding our recreational sport opportunities in a way which will enable pupils to do this.

While we cannot provide enough staff to ensure each individual has a one-hour coached session in a sport every day, we can give them the ability to organise recreational activities themselves. Pupils can take on the responsibility to



book a court for a game of badminton with a friend, book the fitness suite to work on a personalised fitness programme or organise a game of football on the All-weather Pitches.

Sport is booming at Bradfield and our pupils are at the centre of it. By being leaders on the sports field, they can become leaders in the classroom and beyond.





## SHOTS EARN RECORD MEDAL HAULS AND NATIONAL SELECTIONS

The Summer Term began with continued success for Bradfield in National selection trials. Following in the footsteps of Hugo Donovan (C 14-19), who represented the GBU19 in South Africa over Easter, and Christina Cuming (M), who shot for the GBU18 'The Athelings' in August, the trio of Katie Hines (M), Max Garrood (F) and Annabel Morriss (J) were all successful at the Maple Taste weekend. They toured Jersey with the UK Cadet Rifle Team during the summer.

There was also to be much team success, starting with the CCRS Trophy, a small-bore competition, in which the A team placed 2nd, winning Silver Medals, while the B team placed 7th, not only winning Bronze Medals but also being awarded the Winter Salver as the top B team.

Next was the Berkshire Rifle Association Championships, Bradfield's most successful run out in this event, eclipsing the team's superb 2018 showing with a haul of 14 medals. Hugo won a trio of awards, being crowned Berkshire Schools Champion, College Champion and Berkshire County Champion, beating many senior and more experienced shots. Christina won two Short Range trophies and Will Slatford (E) won two Long Range trophies.

The College has invested heavily in the sport this year to furnish the team with four new full-bore rifles, which have already proved their worth. The shots now have excellent equipment to use and produced some excellent displays with it at the Ashburton and Imperial Meetings in July.

On Ashburton Day, six of the team made it into the top 100 shots while

the VIII received Silver Medals for their 2nd place finish in the 500 yard shoot. This led to the team being honoured with the Ashburton Encouragement Trophy for showing the greatest improvement from the first competition shoot.

The following week saw the emergence of the rookie shooters. Matthew Keel (E), featuring in his first Imperial meeting, shot a "possible" 50 and 4Vs in the Corporation 1000 yard competition,

placing third overall and winning the Tyro Tankard.

To finish Imperial week the College found themselves in a pupil vs OB match with new shooting Captain Christina competing against an experienced field in the Queen's Cup which included OB Elliot Sewell (C 12-17). Not only did both of them reach the final 100 participants during the three-day contest but Elliot placed third after a tie-shoot while Christina was top Cadet shot.





## PROMISING FUTURE FOR GIRLS' CRICKET

This season has been a successful one for girls' cricket with numbers continuing to rise and interest in the sport from all year groups which is very promising looking ahead.

The 1stXI played Marlborough in their opening fixture and made a promising start. Excellent bowling from Jenna Ferrant (M) and Fionnhuala Davies (I) restricted the opposition to 100 runs however, a flurry of wickets during Bradfield's run chase meant a 55 run loss.

Despite this disheartening beginning to the season the loss actually enabled the girls to come together as a team and analyse the game in order to work on specific areas of their games.

The results of this hard work immediately paid off in the next fixture against Lord Wandsworth which also saw four Faulkner's pupils making their 1stXI debuts. Their performances along with the bowling and batting of Emma Seligman (J), helped the team to its first victory.

The girls followed this up with a 41-run victory over Wellington thanks to some outstanding batting performances from Olivia Clegg (I) and Issy Wragg (J) and great bowling from Poppy James (J).

Sadly the return fixture against Marlborough was abandoned with a win looking likely after Ellie Liddell (M) and Issy both scored fifties to help Bradfield to a score of 145 from 20 overs before reducing the opposition to 6 for 2.

Overall, this season has shown a promising increase in interest in girls' cricket from both staff and pupils, hopefully paving the way for a strong upcoming 1stXI who will help to elevate the sport over the coming years.





## STRONG CUP RUNS FOR BOYS' CRICKET TEAMS

With eight regular players leaving at the end of 2018 this season was always going to be tough for the 1stXI so it has been rewarding to witness the progress that has been made by the team this term. Results are improving, but far more importantly, the quality of the cricket and the attitude of the cricketers on the field command great respect.

With the great majority returning next year and six regular starters facing at least two more years at Bradfield, these are promising signs.

Highlights of the season include the promising John Harvey Cup run and a number of outstanding individual performances. Surrey CCC U15 Sheridan Gumbs (D) struck 124 against Radley, in the same game that Harry King (F) took 5-34. Hampshire CCC U17 Jake Nichols (C) also hit his maiden 1stXI century against Stowe (101\*). Although the U14s endured a mixed season, they made it through to the semi-finals of their T20 County Cup.

With four members of the team coming from the Shell

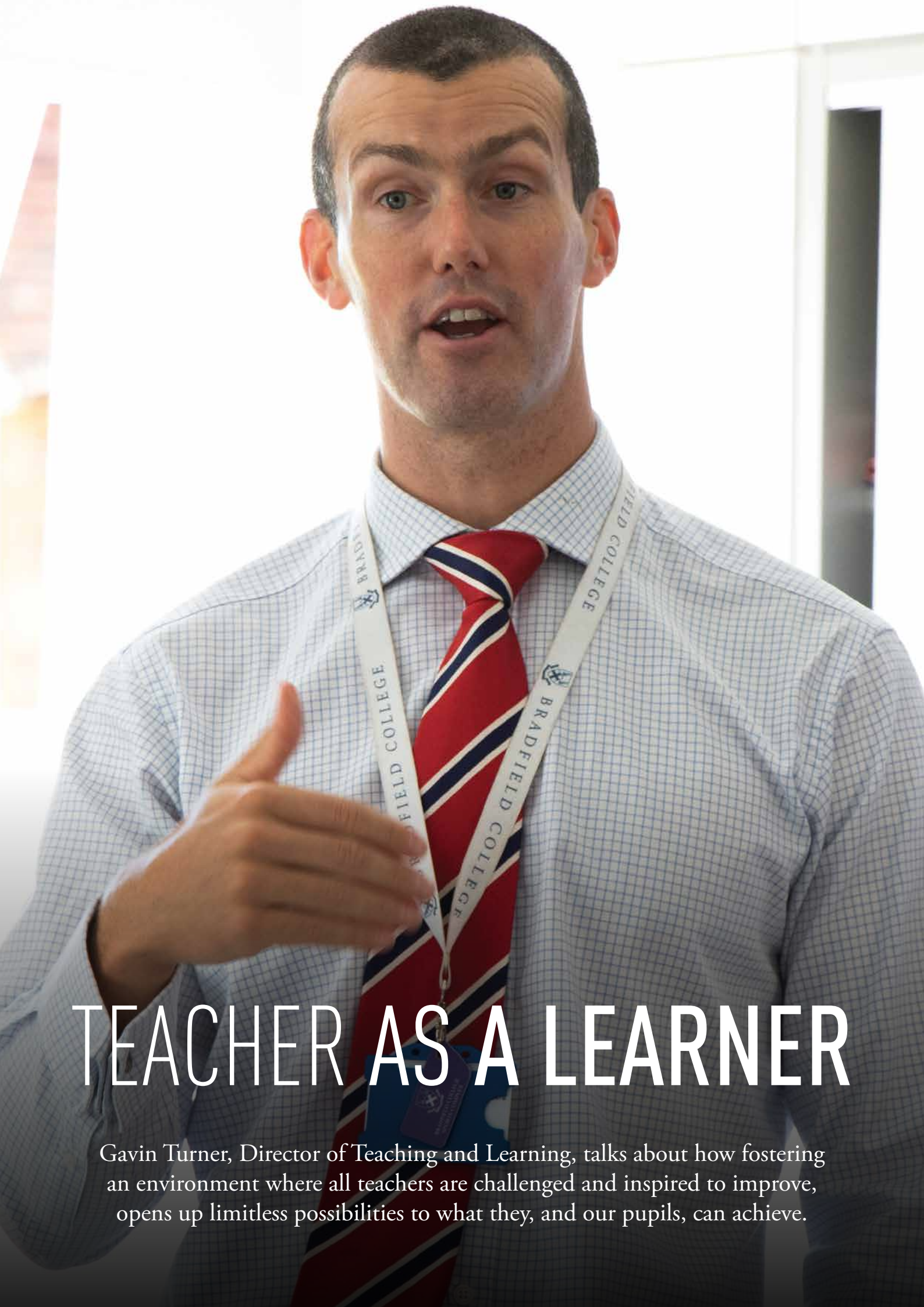
it is not surprising that the U15s enjoyed its strongest season. The team performed admirably when they were without their stars, so much so that they went all the way to the ESCA T20 National Finals.

Their run to the National Finals began by claiming the County Cup before overcoming Buckinghamshire winners Dr Challoner's Grammar School (52 runs) and Oxfordshire Champions St Edward's (five runs) to reach the Regional Final. There they beat Clifton College (37 runs) and King's College Taunton in a thrilling final.

A fourth wicket partnership of 87 between Zach Lion-Cachet (D) (60) and Arthur Mills (H) (54\*) saw Bradfield reach a total of 175 and at the end of a nail-biting run chase, a flurry of wickets, including two from the final two balls by Lion-Cachet (three wickets from four overs), meant Bradfield won by a single run.







# TEACHER AS A LEARNER

Gavin Turner, Director of Teaching and Learning, talks about how fostering an environment where all teachers are challenged and inspired to improve, opens up limitless possibilities to what they, and our pupils, can achieve.



In his keynote speech given at the SSAT Conference, Dylan Wiliam, Emeritus Professor of Educational Assessment at the UCL Institute of Education said, ‘If we create a culture where every teacher believes they need to improve, not because they are not good enough, but because they can be even better, there is no limit to what we can achieve’. This quote strongly aligns with what we are trying to embed at Bradfield in terms of supporting colleagues’ Continuing Professional Development (CPD). By fostering a culture of continuous improvement, where all teachers are challenged and inspired to become better teachers, there is no limit to what we, and more importantly our pupils, can achieve.

## “ THERE IS NO SINGLE BEST WAY TO DELIVER LESSONS.

Teaching is an inherently personal and individual pursuit. For 40 minutes we have the privilege of our pupils’ company, engaging them with a subject which we as teachers are hugely passionate and knowledgeable about, in a manner of our choosing. Whilst there are of course principles that underpin the delivery of consistently excellent lessons, there is no single best way to teach. If there were, our pupils’ learning experience would be incredibly tedious as they moved around the school from similar lesson to similar lesson. Instead, Bradfieldians are afforded a rich diversity of lesson presentation, inspiring their curiosity and motivating them to maximise their academic potential. It is a truly exciting place to learn.

In John Hattie’s synthesis of over 800 meta-analyses examining what affects pupil achievement, CPD is placed in the top 20 of all practices analysed with an effect size of 0.62. The importance of a highly effective CPD programme cannot be understated, and in order to foster a culture of continuous improvement amongst our teachers, we have worked hard to develop a sector-leading CPD programme which both enthuses and motivates colleagues.

Like all boarding schools, Bradfield is a very busy place and teachers’ time is precious. The role of a classroom teacher is multifaceted, with colleagues making significant contributions across the three pillars of school life; academic, pastoral and co-curricular. As such, the CPD programme must reflect this, affording colleagues the opportunity to enhance their professional practice across these three spheres. However, in order for CPD to be seen as a priority and a significant part of the school learning culture, it has been given the time and resources required to achieve ‘buy-in’ and, ultimately, improvement.

To achieve this, there is strong alignment and synergy between the school’s overarching academic vision, departments’ strategic plans and at the very core of it all, the individual teacher’s needs. These needs are identified through effective collaboration and open discussion during both Teacher Review and appraisal processes, both of which have been overhauled and enhanced in recent years to give teachers greater ownership of the process, the targets set moving forward and the on-going evaluation against these. The diverse needs and interests of teachers require a more tailored and more personalised programme than the generic, one-size-fits-all offering found in many schools. To support the needs of the individual whilst also achieving the school’s academic aims, a narrow focus of evidence-informed ‘core’ routes are clearly defined for all members of the SCR, with optional sessions for staff to personalise their own learning.

## “ THE PROGRAMME OF CPD WORKSHOPS IS BOTH RICH AND BROAD, ENCOMPASSING A WIDE-RANGE OF DIFFERENT AREAS OF PEDAGOGY.

The start of each term begins with a series of INSET days, where all teachers engage with compulsory statutory training along with an exciting carousel of classroom-focused activities designed to upskill and inspire colleagues. In line

with the school's digital strategy, this term's carousel focused on a range of IT skills, including training on making effective use of Smartboards, Prezi, Firefly and OneNote amongst others. The programme of CPD Workshops is both rich and broad, encompassing a wide-range of different areas of pedagogy. These optional half hour lunchtime sessions are led by CPD leaders who have a specialism and interest in a pedagogical area that links to the 'big picture' of the school's academic vision. Last year, the focus was on how we differentiate learning in the classroom, challenging the most able whilst making the content more accessible to learners who need more support.

To foster a culture of openness and the sharing of best teaching practice, we have re-established Mutual Observation Groups or MOGs; cross-curricular 'triads' of teachers who observe and meet with each other informally once a term. Colleagues will choose their own triads at the start of term, selecting fellow teachers with whom they will work closely to share best practice and support each other's professional development. This is an engaging programme which received positive feedback when shared at the Leadership for Professional Learning Symposium at Cambridge University in June.

“ AT BRADFIELD, IT IS NOT ONLY THE PUPILS WHO ARE LEARNERS, BUT ALSO THE TEACHERS.

To support colleagues' engagement with educational research, fortnightly posts on the Bradfield Learning and Teaching Blog also provide food for thought, curating a culture of learning by encouraging evidence-based practice. We have also been working closely with colleagues at Theale Green, our local partner school, to share ideas for the further development of both of our CPD programmes in addition to collaborating on learning walks and school visits.

Dylan Wiliam's quotation at the onset of this article has real relevance for the College. At Bradfield, it is not only the pupils who are learners, but also the teachers. Through colleagues' engagement with an exciting and engaging CPD programme, fostering a culture of continual improvement, their individual classroom practice will continue to develop and evolve, strengthening the overall quality of the learning and teaching environment.





# HORIZONS

Careers and Higher Education



## FAULKNER'S CAREERS EXPLORER

Our Faulkner's pupils gained an interesting insight into what the workplace of the future in 2030 might look like during the end of term Careers Explorer day. It is somewhat scary to think that this will be when these young pupils will be entering the workplace. If you want to see the video scan the QR code.

During the day the pupils spent time in a workshop with the

Horizons team exploring different jobs, the types of skills and qualifications that might be required to do those jobs and, importantly, how those industries might change over the next ten years.

Following their research, the pupils presented their findings to the rest of the group as they continue to build the confidence and presentation skills that they will need to use throughout their time at Bradfield.





## SHELL APPRENTICE CHALLENGE

The whole of the Shell took part in a challenge run by team-building

specialists Wise Up during the Summer Term. Based on the theme

of the BBC's *The Apprentice*, pupils were tasked with planning, designing, purchasing and building a catapult capable of firing water-filled balloons.

Each team was given a set amount of money which they could 'spend' at one of the three shops set up selling the materials required for building a catapult. Judges were looking for ingenuity of design, firing distance and the ability to budget accordingly in order to build a successful catapult.

Each team also had to give a two minute presentation on their plan, finances and company branding as well as a demonstration of its capability. The day proved to be a strong learning experience for pupils, building on the education for life themes of innovation and communication as well as creativity, team building and problem solving.







## OXBRIDGE AND APPRENTICESHIPS

Lower Sixth pupils enjoyed a talk on making an application to Oxford or Cambridge, learning what might be involved in the process, what the universities are looking for and how to do their research in a targeted way. This talk was given by Oxbridge Applications who also run the preparation day at Marlborough.

Later in the term, a number of pupils had their interest piqued at a talk on apprenticeships where we were joined by Pearson College, London and Old Bradfieldian Harry Banton (G 13-18) from CGI. Both gave a good overview of what their respective apprenticeships involve and how to go about applying.

Pupils were particularly interested in hearing from Harry about balancing working and social lives alongside an apprenticeship. The feeling of missing out socially is often one of the most cited reasons for not doing an apprenticeship or school leaver programme.

## CAROUSEL, CAREERS FAIR AND UCAS

It was a busy term for the Lower Sixth pupils who rotated through a series of workshops geared towards their life beyond Bradfield with talks on Personal Finance, delivered by Rathbones, Employment, delivered by Citizens Advice and CV Writing, delivered by Tinker Tailor.

This year's Careers Fair was the biggest yet with over 85 exhibitors including a number of gap year organisations,

overseas universities and advisors, businesses offering school leaver and apprentice programmes as well as a number of UK universities.

Bradfield pupils were joined by counterparts from Theale Green, The Downs, Little Heath, The Kennet, Oratory and Pangbourne, bringing in a further 300 visitors which in turn helps to draw in new and exciting companies willing to attend our fair.

Following the event, all Lower Sixth pupils went back to their Houses with their HsMs and House UCAS tutors to begin their registration process for UCAS. All Houses were given the updated Apply Notes to work from and pupils were encouraged to come back after the summer with bullet points for a Personal Statement having conducted their own research on potential degree courses.



# MEETING OUR COO

Owen Adams OBE

**H**oping to pursue a career in the Military himself, Upper Sixth leaver Luke Vinecombe (A), Company Sergeant Major and Head of the Army Section of Bradfield's CCF, interviews our new Chief Operating Officer Owen Adams OBE, hoping to find out more about his subject's 30 years in the Army (Royal Artillery) and post-military career.

## WHEN DID YOU BEGIN YOUR CAREER IN THE MILITARY?

I was very young, I think 17. I grew up in Australia and was fascinated by the Falklands conflict and, having always wanted to be a soldier, flew over to the UK to pursue a military career. I entered through a course specifically for members of the Commonwealth before enrolling at Sandhurst in 1985. It was a fantastic life experience and to this day I still use much of what I learned.

## WHICH REGIMENT WERE YOU IN?

Royal Artillery. I liked the idea of being able to move around. If you are interested in horses, there's the King's Troop or if you want to be a Para or a Commando, you have the option to go down that route. I managed to do all the courses that I wanted; I passed the Para course, Commando course and did Arctic Warfare and Jungle Warfare courses so I knew I had made the right decision.

## FOR WHAT DID YOU RECEIVE YOUR OBE?

I took command of a gun regiment, called 40 Regiment, and was tasked with achieving three things at the same time. We relocated to Northern Ireland from Yorkshire, went from being heavy armoured to light forces all while continuing to do deployment for Afghanistan in the space of two years.



It was all about having great teams to get us through it and we certainly had that with an abundance of great people.

## HOW DID IT FEEL TO RECEIVE THE AWARD?

It is a very humbling experience and a proud one knowing that these amazing things happened under your watch. However, it is an award to the regiment as much as it is to the individual; it is an odd feeling knowing that out of all the people that were involved in making those things happen, there is only one person who gets the public recognition.

## BEING IN THE MILITARY REQUIRES YOU TO MOVE AROUND A LOT. IS THAT AN EXPERIENCE YOU ENJOYED AND WHICH WAS YOUR MOST MEMORABLE LOCATION?

That is part of the rich tapestry of what you join because you get to go to amazing places and see amazing things. I visited 50 countries, including some challenging and remote places which not many people get to visit. If I had to choose just one place, I would have to say Norway. It was quite a serious place to train, very low temperatures which meant if something was to go wrong then the outcomes would be extreme; that brought about real teamwork and made for an outstanding experience.

## WHY DID YOU DECIDE TO CHANGE CAREERS?

You have to leave the Army by the age of 55 which is an odd age. It was important for me to have a second career rather than just a job so I left at an age that would enable me to add value for my employer. I had also had a fabulous career and wanted to leave on a high.

## WHERE WAS YOUR FIRST APPOINTMENT AND WHAT WAS YOUR ROLE?

I went to Durham University as Pro-Vice-Chancellor. I was responsible for everything that was not educational research. I looked after the 16 Colleges and the student support services as well the sport, music, drama and volunteering provisions for 18,000 students. Being on the board, working with world leading academics and representing the student body was certainly challenging but finding the harmony and creating success was rewarding.

## WHAT WAS IT ABOUT THE EDUCATION SECTOR, AND SUBSEQUENTLY BRADFELD, THAT APPEALED TO YOU?

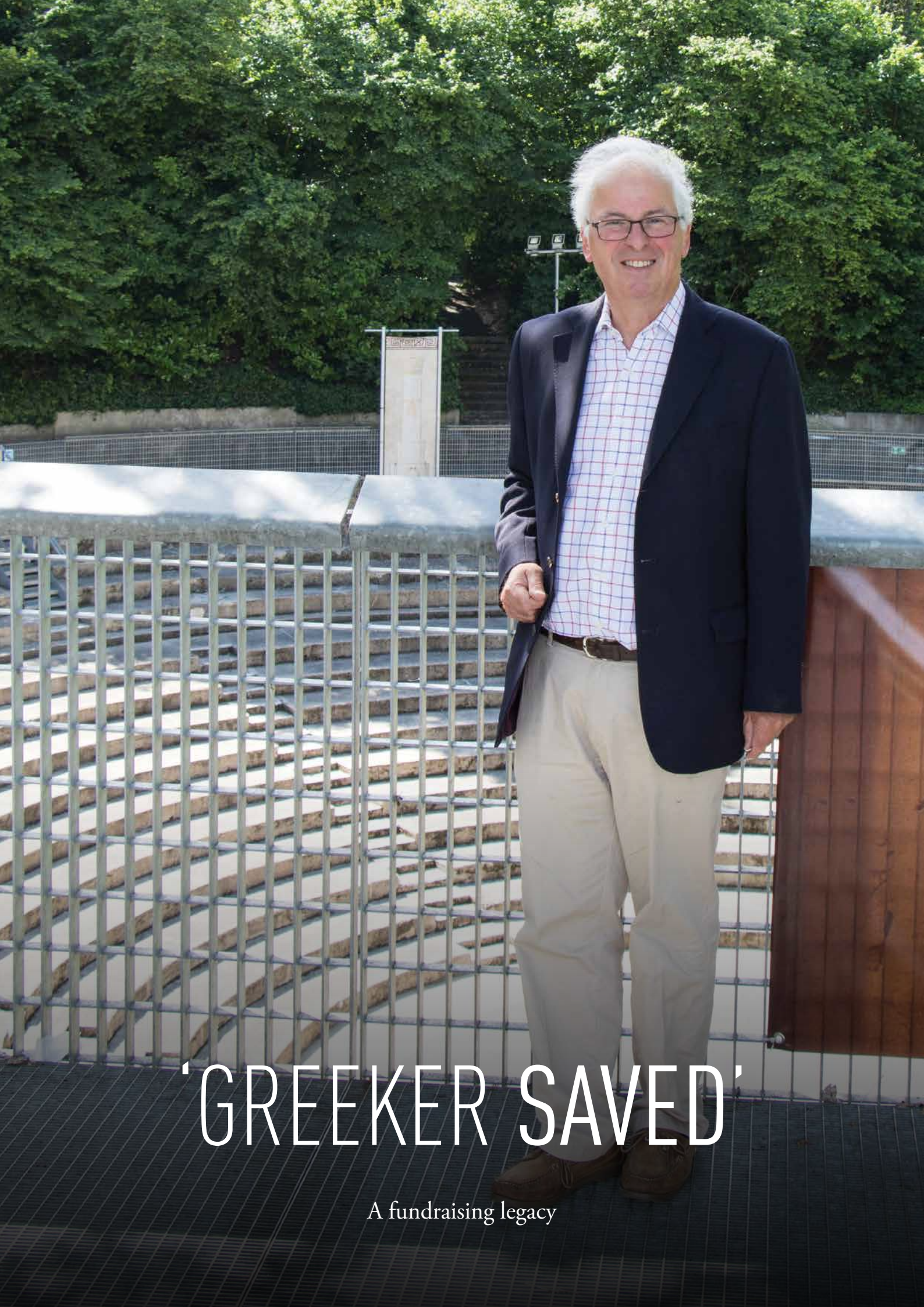
I had always loved training and providing education and skills to the next generation. Not being a qualified teacher meant knowing I would find myself in an enabling role and Durham was perfect, as is Bradfield. Facilitating an environment to help the staff flourish as they bring through the next generations is a wonderful opportunity.

Truth be told I had not heard of Bradfield College beforehand but as soon I came to have a look around, the environment really sold itself. It is very inclusive and personal, I truly believe in the College's approach to an education for life and I enjoy the view that every pupil here is an individual.

## WHAT HAS YOUR EXPERIENCE BEEN LIKE SINCE ARRIVING IN MARCH?

I feel I have settled quickly although I am learning lots everyday as I go through my first full academic year. What has struck me is the passion and commitment of the Senior Management Team and the teaching staff as well as the quality of the operational staff, all of whom are highly motivated and capable people. That is quite rare and exciting as it means I am able to focus on planning for the future of the College.





# 'GREEKER SAVED'

A fundraising legacy



The 'Save Greeker' appeal was the widest reaching fundraising campaign appeal that the College has ever led.

The result of the appeal to renovate the Greek Theatre ensured that former Headmaster and Warden Dr Herbert Gray's legacy continues to be appreciated by current and future generations of Bradfieldians. Spearheading that project was **Trefor Llewellyn**, the College Bursar from 2007 to 2014 and here he discusses how fundraising has played an integral role in the transformation of Bradfield and why he chose to leave a Legacy to the College.

Trefor recently returned to Bradfield to attend the 1850 Society Annual Gathering, which centred on this year's Greek Play and the Greek Theatre. "*Alcestis* this year was a wonderful experience, as were *Antigone* and *Persae*. Seeing Greeker being used for what it was intended is really something".

During a short presentation given to the members of the Society, Trefor detailed the poor condition the theatre had been in when he arrived. A place which had been the dramatic heartbeat of the College since the late 1800s was reduced to crumbling concrete steps and surveys showed the vast wooden pillars which fronted the grand temple building, were completely rotten at the base.

"It was in a terrible state. Nothing fundamentally had been done to the structure since it was built. The



aesthetics had been enhanced and cleaned so it looked presentable for annual plays and Commemoration, but structurally it had deteriorated."

Shortly after his arrival at the College he was forced to recommend the decision to shut the theatre down.

"We had no choice but to close it and thankfully the Council were very supportive of the recommendation that I had to make to them. The focus was very much at that point not just to close it, but to think about how we could go about restoring and reopening it."

Trefor arrived during a transformative time for Bradfield as it began its journey to becoming a leading coeducational boarding school. The target was to raise pupil numbers from 650 to 800 and the campus had to be updated to facilitate this transformation. One of the initial problems that the former Bursar, the College and Council faced in their bid to save Greeker was that this was but one of a large number of projects on the College's 'to do' list.

The College's priority at that time lay in funding projects essential to the growth of the academic and pastoral offering including renovation of the Science, Languages and History Departments, extension of boarding houses and increasing the capacity of Faulkner's.

"The College did not/does not have significant endowment and it was therefore imperative to fundraise for projects, like the renovation of the Greek Theatre, which enriched the lives of the pupils beyond their academic education. The fund-raising was managed by The Development Office, in coordination with The Bradfield Foundation and without their support we would not have been able to do a number of these projects and some would have taken many more years to materialise."

The 'Save Greeker' appeal succeeded in attracting 600 pledges, achieving the £1.3 million target set by Council prior to agreeing to commissioning the Greeker restoration project. The funds raised largely came from Old Bradfieldians,



“The pledges were made by OBs who remembered their time in Greeker, thought it was an important part of their education and wanted to make sure it was not lost for future generations of Bradfield pupils.”

Fundraising secured the legacy of Greeker for the College. Although no Legacies formed the donations made to the ‘Save Greeker’ campaign, if it so happens that funds from a Legacy are available at the time of a project being commissioned, these can act as the basis for a decision being made to proceed or not, and in this knowledge Trefor has become a member of the 1850 Society.

“I worked with some incredibly conscientious and good sets of governors, a succession of outstanding Headmasters and staff, both teaching and support, who really cared about what they were doing. Bradfield has transformed itself into a leading coeducational boarding school and I want that to continue. A small way to achieve that it to leave my own legacy to ensure success for future generations.”

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, importantly, it also allows the College to recognise that and say thank you. Trefor is in no doubt that

legacies contribute to ensuring the longevity of a thriving school.

“If you have enjoyed and benefitted from your time here, as I have. If you have seen the College going from strength the strength as a result of previous fundraising. And if you want to see Bradfield continue to be a preminent coeducational boarding school, then one of the ways to do it is through a legacy which will be well used in the future.”

*You can find out more about becoming a member of The 1850 Society and Leaving A Legacy on the College’s website. Visit [www.bradfieldcollege.org.uk](http://www.bradfieldcollege.org.uk) and click SUPPORT US.*





## DAY OF CELEBRATION

This summer saw a wonderful atmosphere at the Day of Celebration which encompassed the whole of the Bradfield Society including Old Bradfieldians of all generations, nine former staff members and the local Friends of Bradfield.

Bob Clapp, Faulkner's first Housemaster, was in attendance to celebrate twenty years since the House opened alongside other former members of staff including George Chamier (SCR 87-05), Colin Burgess (SCR 72-18), Maurice Maynard (SCR 99-14) and Andrew Whiffin (SCR 75-87), who incidentally directed the last performance of *Alcestis* in 1988.

The event also marked the 30th anniversary of girls arriving at Bradfield with former pupils travelling from far and wide to celebrate. Natalie Dreyse (J 09-10) travelled from Germany with her brother Claudius (A 09-10), to be a part of the occasion. They met up with some of our earliest girls including Emma Langley [née Neal (I 88-90)], Annabel Campbell [née Walker (J 91-93)] and Gayle Moore [née Turner (I 91-93)] along with the first Housemaster of Palmer House Tim Chaloner (SCR 84-16).

Guests arrived in the College Marquee for drinks before lunch and to view an archive photograph display of year groups, sports teams, drama productions and boarding houses. For some guests it had been many years since they last came back to Bradfield and they were pleased to see many of their contemporaries again, as well as the College grounds.

Many of the former pupils enjoyed tours of the College where some described the Houses as much more luxurious than they remembered. There were also opportunities to watch the current pupils take part in sporting matches and many staying for the opening night of the Greek Play.

It is great to hear all the stories and anecdotes that returning to Bradfield nurtures; Simon Annand (G 68-73) reminding us that he organised the first rock concert in Greker in 1970 featuring Jimi Hendrix; Ian Campbell (G 65-68) said 'Bradfield was really looking its best and everything was beautifully organised' and he enjoyed sitting in the sunshine watching Bradfield beat Radley on Pit.

Dom Berry (D 85-89) who played Apollo in *Alcestis* in 1988 joined us for the evening and said, "It was quite a profound moment to sit back in Greker after so long." He sat alongside Andrew Whiffin who directed that particular play and together they reminisced with Ed Noy



Scott (F 85-90) who played Coryphaeus in 1988. Henry Savage (F 59-65) said, 'It is a remarkable achievement that Bradfield College has produced a classical play in Ancient Greek, once every three years since 1882.'. He enjoyed the 'polished and professional production' and particularly 'admired the costumes and the chorus' singing'.

If you would like to join us next year, we have already set a date for your diaries - Saturday 20 June 2020.



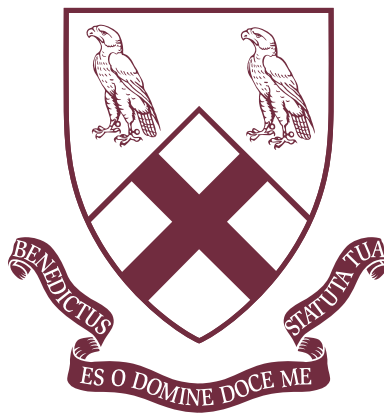
In honour of the restoration of the Oxford-Bradfield-Cambridge triennial rotation for hosting a play delivered in Ancient Greek, this year we decided to offer the 1850 Society and their guests a 'behind the scenes' insight into staging *Alcestis* and the project that restored Bradfield's iconic Greek Theatre.

Sunshine graced this special occasion and the gathering started with refreshments and an archive display of the Greek plays from the time of the attendees. Several of the 1850 Society were cast members

from those years; David Wright in *Agamemnon* (1949) and *Antigone* (1952), Richard Butler (G 52-56) in *Oedipus at Colonus* (1955) and lead of the Chorus in *Choephoroi and Eumenides*, Timothy Rhodes (C 64-68). Attendees enjoyed scanning the grainy black and white images and the Chronicles for mention of themselves and their friends. We were also delighted to host Classicist Julian Spencer (D 70-74) as a guest.

After a warm welcome from President Simon Dixon (C 58-61), 1850 Society member Trefor Llewellyn (Bursar 08-14) took on the lead role with his multimedia presentation on 'Restoring Greeker'. Members commented that they found this exposé of the challenges and solutions fascinating, leading to an even greater appreciation of the achievement of this phenomenal restoration project.

Summoned by strains of Ancient Greek carried on the breeze, the 1850 Society made their way down to the viewing gallery and watched the final rehearsal in progress. Polly Caffrey and the key cast characters Admetus (Jack Kidson), Alcestis (Cecilia Vaughan) and Pheres (Jack Connell) then joined the Society on the gallery to share their experiences of this year's production of *Alcestis*.



# 1850 SOCIETY ANNUAL GATHERING

Having left the cast to their preparations, some made their way to the Art Schools to view the carefully curated exhibition there. Simon Dixon – who attended Central St Martins College of Art - appreciated the display very much and commented on the massive improvement in the art facilities. The remainder headed to the Pang for a cooling walk along its shaded banks to reminisce over fishing (and other) exploits.

Thereafter the 1850 Society gathering converged with the main Bradfield Society event in the marquee for afternoon tea and members had the opportunity to catch

up with other old friends.

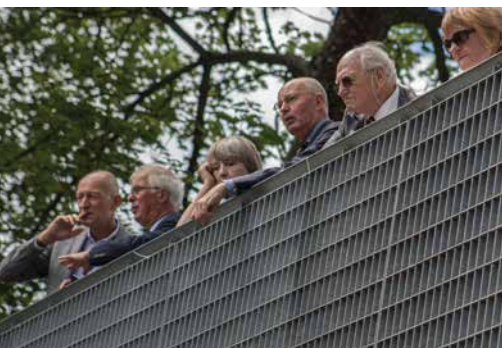
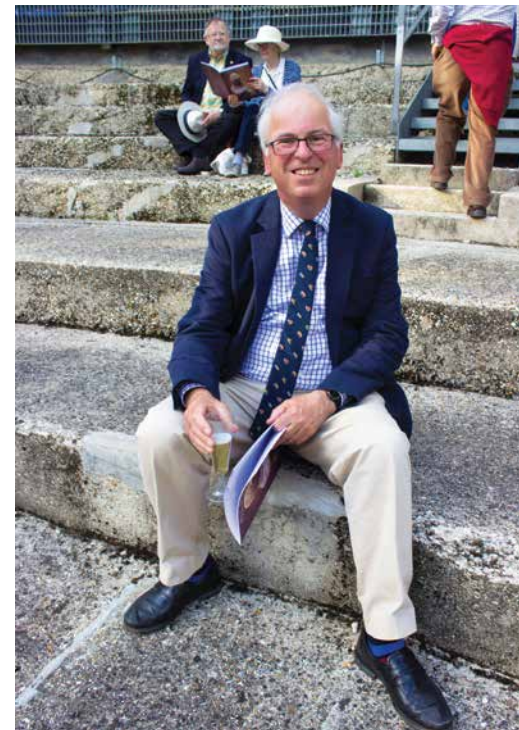
A lively crew then stayed on to enjoy the opening production of *Alcestis* accompanied by some English sparkling wine recommended by Will Lyons (H 89-94) at a previous Bradfield Society wine tasting. Michael said that the production was 'all Greek to him', but greatly appreciated it nonetheless. John Muir and his mum Janette delighted in the Bradfield grounds and the play – 'just the most wonderful way to spend a summer's day'.

We are especially pleased that we were joined by Terence and Chrissie Brack and Timothy and Heather Rhodes for the first time, especially after the long journeys they had to make in order to attend.

Many thanks to Paul Armstong and Alex Hall from the Classics Department for their help with hosting the day, to Polly Caffrey for allowing us to disrupt her final rehearsal and of course to the cast members who went on to preform so well that evening.

If you are interested in learning more about leaving a legacy to the College and the 1850 Society please contact Katie Green-Armytage on 0118 964 4840 or email [development@bradfieldcollege.org.uk](mailto:development@bradfieldcollege.org.uk).









# ART WORLD IN HER HANDS

Lara Robinson has learnt her craft in some of the art world's most iconic settings. Now back in London she is working towards her first solo show in a bid to make her own name as an artist. The Bradfieldian caught up with Lara to find out how she went from Bradfield's Art Schools to her south-west London studio via Italy and Spain.



Just a stone's throw from the Thames, hidden amongst the half-constructed office blocks and flats that will soon dominate the skyline in regenerated Stockwell, is the tiny high-street art gallery 401 Studios. Peak behind the facade though and you'll find a converted industrial building teaming with creativity.

4011/2 Studios, nestled just behind the high street gallery, is home to over 30 silversmiths, graphic designers, sculptors, furniture makers and artists. Amongst them is Lara Robinson (M 07-12), who sits amidst a veritable cornucopia of vibrant artworks in her own little studio space.

"It is not quite the Art Schools at Bradfield with its vast windows and river running through but it is just as inspiring and idyllic a working space", says the 25 year old who knows a thing or two about the art world's most arresting settings. A far cry from the Berkshire countryside, Lara learned her craft surrounded by Renaissance Art in Florence and the spectacular architecture of Barcelona.

"I am so lucky with how my life turned out. Leaving school and deciding you want to go into the art world is terrifying but having the opportunity to train in those two cities was incredible", says the Old Bradfieldian. Still wearing her apron from a morning's graft and surrounded by brushes, palettes and multiple paintings at various stages of completion, Lara speaks about her time at Bradfield with fondness, crediting it as the place where her passion for art truly began.

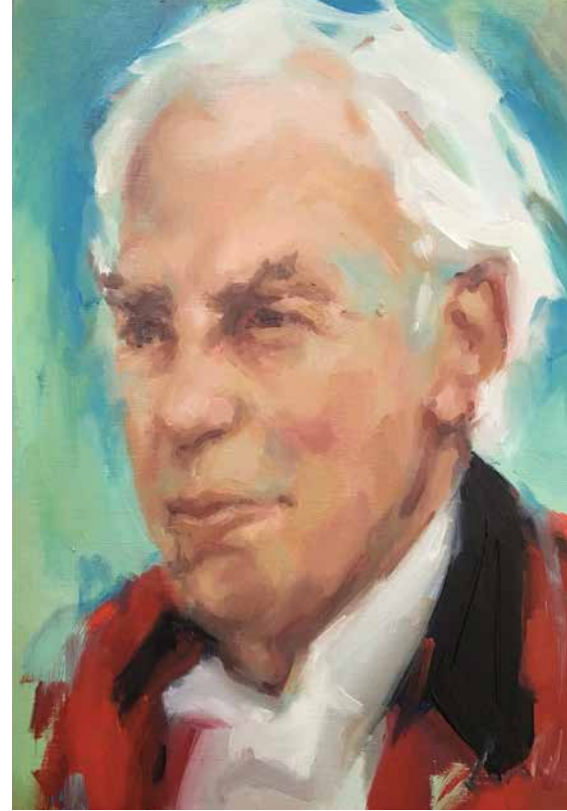
"I loved being in the Art Schools and I certainly received a well-rounded education. The teachers helped me not only to find a passion for painting, but pushed all the pupils outside their comfort zones and to think more conceptually."

Inspired as a youngster by her Grandpa, an architect with a passion for painting, Lara spent days out learning how to use watercolours and paint the natural surroundings. Her parents encouraged her to apply for Bradfield's Art Scholarship when they saw one of these paintings and there is no doubt that she made the most of Bradfield's creative and academic offering. She achieved equally high grades in her other A Level studies in Drama, Philosophy and Ethics and Business Studies, all of which gave her the life skills and thought-provoking creativity to enter into an art career.

Leaving Bradfield gave Lara her first taste of living abroad. A gap year included a ski season in Switzerland, climbing Kilimanjaro, working in schools in Tanzania and building on her Bradfieldian friendships travelling with her peers around India, South East Asia and Fiji. It was a time to experience things outside of Lara's comfort zone.

"Living abroad you have to be open-minded so living a little bit independently at boarding school helped me to feel comfortable trying new things and being decisive when opportunities arose."

Following a Foundation course at Oxford Brookes University the aspiring



artist found herself at a crossroads for what to do next as she felt uninspired by the art courses in England.

"As an artist there is always an emphasis on working independently but I still felt the urge to keep learning. I have found that the more I learn the more new avenues to discover arise and at that point I was not ready to stop exploring."

A chance conversation with portrait artist Nicky Philipps, who has painted The Queen among other members of the Royal Family, confirmed that studying abroad was the right thing to do. "She encouraged me to consider Florence, a place where I could learn how to paint with realism. I looked around some of the top Art Schools and instantly fell in love with the place."

Lara spent two years studying at the Charles H Cecil Studios, learning the disciplined 'Sight Size' technique which is so integral to portraiture and still life painting, but wanted to continue evolving as a painter. "It is a superb school and I gained a lot of great skills but I did not feel that I had

the opportunities to branch out, to do something different and create my own style while I was learning.”

Quitting the Diploma was not an option so Lara began researching schools that would allow her to complete the course elsewhere.

That place would be The Barcelona Academy of Art and, although the transfer meant repeating two terms, there were no regrets.

“On top of the traditional training they taught me to paint in a contemporary style, exploring still life, landscape, figurative painting and portraiture. I gained a deep knowledge of the essential principles handed down from the past, which gave me the freedom to express myself, carving out my own style while continuing academic training.”

Having completed her Diploma earlier this year Lara moved back to England and immediately set about carving out a

career path. She rented the studio space in which we currently sit and began experimenting with bold colours and brushstrokes after taking inspiration from the biggest names in British art including David Hockney, Phil Hale and Justin Mortimer.

“Justin’s portraits are cool and contemporary, showing off true talent while using artistic licence, which is something that I would like to do. I enjoy experimenting with expressionism and capturing the movement of people on a large scale. I naturally see colour quite vibrantly. I naturally see colour quite vibrantly. I have recently been practicing on smaller projects such as painting fruit for experimentation. Several times I have found myself stopping to appreciate the variety of natural colour and beauty.”

So what is next for the fledgling artist? Still very much using her life lessons from Bradfield, Lara is taking on all

manner of new opportunities. While planning her first solo exhibition for early 2021 and taking on commissioned portrait work, she has also helped to set up the Art startup MasterPeace, a new venture combining mindfulness with creative inspiration.

“There are ten artists, of which I am one, who lead sketching, painting and calligraphy workshops, all aimed at improving personal wellbeing. Anyone can book a 90 minute class to enjoy in a lovely courtyard called Eccleston Yards in Belgravia. I’m really excited to be involved.

The future is certainly bright for Lara and we are already looking forward to catching up with her at her first exhibition.

You can find out more about Lara’s artwork at [lararobinsonart.com](http://lararobinsonart.com) and the MasterPeace workshops at [masterpeace.studio](http://masterpeace.studio)







## FAMILY FOURSOMES AND GIVE IT YOUR MAX

Family Foursomes Golf returned in April, bringing ten pairs of mostly parents and pupil partnerships to the College Golf Course. The tournament also saw Old Bradfieldian Richard Fry (H 98-03) and his father take to the tee box for a friendly, but competitive round of nine holes, competing for a number of prizes including nearest the pin, longest drive, straightest drive and best Stableford score as a pair.

We also had a bumper attendance of 15 pairs at this year's Bradfield Society Mixed Doubles Tennis Tournament on the clay in April. The tournament raises money for the charity

'Give It Your Max' in memory of Max Stotesbury and this year raised £350.

This year's winners were Bradfield teacher Melanie Baynton-Perret partnering with one of her Fifth Form tutees, Freddie Baker (D). College Captains Alice Masquelier-Page (I) and Tom Wynne (F) finished as runners up.

Many have commented that they plan to return next year with an improved game and we welcome you to think about getting your pairs organised and your game ready for the golf or tennis next year!





A middle-aged man with short, graying hair and a friendly smile is wearing a white chef's uniform. He is seated at a wooden table, with a clear glass of water in front of him. The background is a warm, dimly lit restaurant interior with wooden walls and a mirror reflecting the scene.

# THE CHEF'S CHEF

From selling food in cars to earning multiple Michelin Stars, Old Bradfieldian restaurateur Phil Howard (H 80-84) has enjoyed a stellar career in the culinary world. The man affectionately known in the industry as 'the chef's chef' talks breeding quails at Bradfield, learning from the best in the food business and rising quickly through the ranks to run a successful business.



“If you had asked me who I would most like to be I probably would have said Jacques Cousteau.” Not a line you expect to hear from a two Michelin Star chef contemplating his time at Bradfield in the plush surroundings of his Elystan Street restaurant’s private dining room. As it transpires, the only time Phil engaged with food at school was during meal times to give him the necessary energy to get through his beloved Science lessons, afternoons on the Fives court and breeding animals on campus.

“I loved studying the natural world and animals. I was so passionate about Biology that the Head of the Department gave me a CCF Hut in which to raise and breed quails.”

Career guidance was sparse and less creative back then and out of a self-imposed sense of duty to his parents for their investment in his education, Phil felt he should pursue a more conventional route and left to read Biochemistry at the University of Kent. After a switch to Microbiology, Phil admits he struggled to cope with the workload, eventually gaining a third class degree, but it was during this time where he discovered his real passion in life: cooking.

“University was the first time in my life I felt free. I moved into shared accommodation which meant I had to start cooking and I just loved it. Having done none at all at home I got seriously into it. It became an integral part of my being.”

Graduating meant more freedom and Phil travelled to Australia where he got a job as a waiter. When he had earned enough skills and resources he ventured up the East Coast cooking and selling food out of the back of a VW Kombi to anyone who wanted to buy it. Upon his return to the UK he got hold of a Michelin Guide and set about beginning his culinary career.

“I wrote a letter to ten of the top London restaurants. I received responses from most and got a job offer from Roux Restaurants. Their empire was massive. They had Le Gavroche and The Waterside Inn as well as a vast contract catering division which was huge.”

The fledgling chef spent a year in the Roux business where he reveals he was thrown in at the deep end in an understaffed

environment. “On the one hand you can say there was not nearly enough training but on the other it was an immediate opportunity to get involved. You had to learn quickly.”

Yearlong experiences followed, first at the world renowned Harveys under restaurant giant Marco Pierre White, who fired him because, well, who hasn’t been fired by Marco, and then at Simon Hopkinson’s Bibendum, just around the corner from his current eatery. While each experience was fairly short-lived they all played a vital role in what turned out to be a well-rounded food education.

“With Roux I saw what finesse and refinement could bring to cooking. Marco was more about flair and creativity and showing that it was possible to cook the best food in London with very limited resources. Simon was the first person I had come across who could talk passionately about ingredients, seasonality and provenance.”

What then paved the way for Phil to become one of the capital’s youngest Head Chefs and restaurant owners was a reconciliation with Marco and a serendipitous return to Harveys. Marco was in the process of opening a new restaurant when he parted ways with Nigel Platts-Martin, his then partner. Nigel got in touch with a 24-year-old Phil, explaining that Marco planned to take him as Head Chef and asked would he like to go into business.

“I had only cooked for three years at that point. I had never employed anybody, never spoken to a supplier or ordered anything, in fact, I had barely cooked my way around a kitchen. Nigel and I never conversed about setting out any goals or defining the food and I was left to write the menu in its entirety.”

Despite the ridiculousness of the situation The Square launched in 1991. It was a roaring success from the start, something Phil puts down to London’s appetite for change.

“If you wanted to eat a great meal in 1990 you had to go somewhere big, formal, heavy hitting and wildly expensive. I’m not saying we were a temple of gastronomy in the early days but The Square was a very different experience where you could get some of the best food in London!”

There were inconsistencies across the board because we were so stretched, doing upwards of 1000 covers a week, but on a good day you would get the best food in London.”

A first Michelin Star was awarded in 1994 and a second followed four years later in 1998. Both Phil and The Square won a vast array of other awards over the years including Chef’s Chef of The Year and Restaurant of The Year in many guides and publications.

After the economic downturn in 2008 the restaurant scene began to change and while it didn’t spell out the end for The Square it made Phil think a little differently about how he wanted to continue in the industry.

“What customers wanted changed. They wanted the quality but not the formality. As I turned 50, what I wanted to eat changed. Now I want to eat something delicious and simple and, as both a consumer and a chef, I felt I had done my time at the top end.”

Nigel and Phil had a phenomenally tangible asset to sell; a prime location with a good lease and a valuable wine cellar. Everything came together so they sold. After 25 years you can forgive the man for wanting an extended break, something planned but not executed.

“Foolishly, soon after The Square, I saw this site and thought if I was going to open another restaurant this is the place for me.”

Elystan Street opened in September 2016, a completely different type of eatery to The Square but still very much a place of quality food, earning its first Michelin Star last year.

“The food is still me but it is simpler, cleaner and more diverse. The Square was all about my food and showing the world what I could cook. Now I’ve become a little more strategic about it. We really care about the planet, animal welfare and food provenance so we offer vegan starters and main courses and lots of vegetarian dishes.”

Looking back now on a long and successful career, the restaurateur has no regrets about his time at Bradfield, despite admitting that, on reflection, he didn’t embrace every opportunity presented to him.

“The truth is you are in a privileged environment of like-minded and intelligent people who collectively aspire to great things. That kind of learning environment helped me perform in my chosen industry. Some schools are easy to categorise as they clone a certain kind of product but I don’t think Bradfield does that. All my peers have gone on to be successful in a broad range of careers and are all genuinely nice people.”





## CRICKETERS HONOUR JUMBO DURING WAIFS WEEK

The Waifs honoured Jumbo Fuller (H 51-56) at a beautiful lunch reception during Waifs Week. OBs of all generations were present to celebrate his considerable contributions to both the College and to the Waifs Cricket Club. He was presented with a stunning sketch, created by artist and Old Bradfieldian Rob Perry (G 83-88).

The Waifs began the week with a narrow defeat in an even two-day contest. An opening partnership of 110 gave the Waifs a strong start to their first innings, having seen their opponents declare on 242. After a century (118 from 123 balls) from Olly Baker (D 10-15) and 48 from Chris Harvey (D 06-11), Free Foresters fought back and limited the Waifs who declared on 240-8.

Set 240 to win in their second innings, a second century for Baker (102 from 109 balls) and an unbeaten 50 from Miles Covers (D 08-13) took the Waifs close to their target but eventually they were bowled out 40 runs shy.

Bradfield came out on top in the second two-day match with a six wicket victory over Pelsham. Rory Tennant [(E 12-17) 11.2-0-59-3] and George Bryans [(G 07-12) 9-1-32-2] were the pick of the bowlers as Pelsham declared on 229-7 in their first innings. In reply, Dan Clark's 59 from 84 balls helped the Waifs to 199-9 as they declared after 50 overs.

Sheridon Gumbs ripped through the opposition's middle order, taking five wickets as the Waifs reduced Pelsham to 178, setting a target of 208 to win. Bradfield's batters chased the total down in just over 32 overs thanks to an opening



stand of 66 between Jason Doole (D 99-04) (36) and Paul Armstrong (24), a half century from Woody Chapman (D 16-18) and an unbroken fifth wicket partnership between Seb Waddington (G 12-17) (23\*) and Gumbs (39\*).

The final fixture of the week was the prestigious declaration match against the MCC which ended in a draw. Having been set 276 to win Bradfield battled to 194-8 before the day ended. Another half century from Gumbs and quick-fire scores for Luke Clements (E 14-19) (20 from 22 balls) and Shelvin Gumbs (G 07-09) (17 from 24 balls) helped Bradfield see out 40 overs to tie the match.







# CONNECTING THE DOTS

AND THINKING OUTSIDE THE BOX



**F**rom struggling to choose a career path at 18 to running her own international business from the top of a mountain a decade later, Old Bradfieldian Emma Bodkin (J 97-99) shares her story as she hopes to inspire today's Bradfieldians to write their own career story.

*"You can't connect the dots looking forward; you can only connect them looking backwards. So you have to trust that the dots will somehow connect in your future. You have to trust in something — your gut, destiny, life, karma, whatever." Steve Jobs, Stanford Commencement Address 12 June 2005*

I remember being stuck in Sixth Form questioning 'what do I want to do with my life?' and 'who will I be?' It is a truly turbulent time; not only do you endure exam stress but you are faced with the pressure of deciding your future! I wanted to share my story with Bradfield's next generation hoping to provide some ease at this crossroads in life.

## “ MY PEERS MADE ME BELIEVE | ANYTHING WAS POSSIBLE.

My time at Bradfield fills me with great memories and even greater friends. I was hardworking but carefree, and now, looking back, I can objectively see how these early years provided me with the foundations for my current career. Perhaps it was the crazy all weather cross-country running that spurred me on to run high altitude ultra-marathons. Perhaps it was the international mix of pupils that inspired me to become a traveller and not blink at the idea of living abroad! Perhaps it was my peers that made me believe anything was possible.

At the age of 17, I could not decide what to study at university, let alone what career path I wanted to pursue. I took a gamble; I went to Leeds, studied Psychology, contemplated various career paths, and, after graduating, tried a few.

I had so far succeeded in this institutional and exam based step-by-step approach to life through GCSEs, A Levels and then university but then there I was, utterly baffled and almost paralysed by the infinite amount of choice. Even worse, the choice of career seems to define everything: your identity, your mortgage, your immediate network of friends.



Steve Jobs' 2005 speech, directed at graduates, resonated with me and was enlightening. He said, "You've got to find what you love... The only way to do great work is to love what you do."

## “ YOU REALLY ARE ABLE TO WRITE YOUR OWN STORY AND CREATE SOMETHING OF WHICH YOU ARE PROUD.

At the time, I found the concept confusing as I had been taught to choose a more obvious career path; teacher, psychologist, surveyor, and maybe advertising if you are a bit daring. However, each of these felt like it was a square peg in a round hole. The secret is creating your own path. After a brief affair with a graduate scheme in Surveying and a stint as a teaching assistant I found myself bewildered by my inability to find purpose. I trained part-time as a personal trainer during this time, just before the wellness industry boomed and personal training was not considered a 'real job'. I had no idea what I was going to do with it or how I was going to make money.

I trained friends in Battersea Park after work to get basic experience before deciding to head to the Alps to pursue my passion for outdoor life. At this point, aged 30, I had eight years of work experience in various industries but I had no idea that this was exactly the experience I needed.

Nowadays it is not only possible, but also easy to set up your own business. You really are able to write your own story and create something of which you are proud. More than ever technology is enabling you to do everything yourself and the iPhone has been at the centre of that for me. One of my goals was to work remotely. I love to travel and always thought how amazing it would be to lie on a beach and check my emails, or go snowboarding and take shelter in a cabin to create some social posts.

“ ACT WITH PURPOSE AND INTEGRITY AND YOU WILL FLOURISH.

My business partner and I set up our business without any investment and without any help from our parents. It was trial and error but all the information is out there. I really encourage young people to listen to their intuition and never

doubt yourself. You will make mistakes but you learn so much. Act with purpose and integrity and you will flourish.

I want to encourage those leaving Bradfield today to think outside the box and pursue their own path because now, looking back, I am able to connect the dots. My experiences in Surveying, coupled with A Level Economics, gave me an insight into the commercial world. Teaching and personal training honed my communication and interpersonal skills and all that backpacking had given me the research skills I needed to set up in the travel industry.

I now run holistic fitness retreats in Verbier, Sardinia, Sri Lanka, Norway, Iceland, Tuscany and Bali as well as pop up weekends in the UK. I will be forever grateful for the adventure I have experienced by being self-employed. It is a rocky road but so worth it.

*Mountain Beach Fitness Retreats run transformative weeks in stunning locations. We use the natural environment as a playground and offer you the chance to disconnect from the daily grind, immerse yourself in nature and focus exclusively on your health and well-being. Find out more at [mountainbeachfitnessretreats.com](http://mountainbeachfitnessretreats.com) or follow @mountainbeachfitnessretreats on Instagram for info and special offers.*







## OB FOOTBALL CLUB 2019/20 SEASON PREVIEW

There has been a progressive outlook for the club over the last three years under the leadership of Captain James Shields. This has seen a determination to invest in our youth and build upon the competitive spirit, which led to an unbeaten season in Division 1 (17/18) and promotion to the Premier Division, where the side finished eighth last season to retain our place in the top league.

The sharing of responsibility at the club has always been important in creating the right culture and atmosphere amongst the players. James realised this and installed qualified FA level 2 coach Tom Martin as 1st team coach last year who took on the responsibility of delivering a training session once a week on Tuesday nights. Tom has now been appointed as Captain for the new season and is working alongside a new committee under the stewardship of James, together with long standing club president Harry Martin, newly appointed Vice-captain Matt Slater and club secretary Dan Hodgkinson. There is much excitement where the club can go, on and off the field, over the coming season.

The aims for the season are undoubtedly to improve on our eighth placed finish, to encourage players who want to continue their football careers after they leave Bradfield to

get involved with the club and to foster stronger ties with the school, starting with preseason on the first weekend of September.

The weekend was partly hosted by the College, giving the boys a chance to use the facilities on offer plus a Sunday morning training session with Head of Football Luke Webb. On the Sunday afternoon the OBs played a friendly match against the College 1stXI, a fixture that is eagerly anticipated each year by the old boys who especially relish a chance to play on the state of the art Rectory 1 which matches up to any ground in the county.

Consistency of personnel is the key in the coming season. There are a number of new regulars expected from those who have finished university which should stand the squad in good stead and hopefully give some selection headaches for the new Captain. Longer term the club would like to be able to field a second XI and getting more people involved in the club is one of the key drivers moving forward.

For anyone interested, the club train every Tuesday evening in Battersea and home games are played in Hampton, South West London. All games are in the Greater London area and take place most Saturdays.





# LETTERS

## DEAR EDITOR,

Fennis and I recently enjoyed an afternoon with our family - two sons, two daughters and with their spouses, and five grandchildren. Sun, braai, ice-cold lager - bliss. Afterwards we realised that all this had been made possible by a Bradfield boy over fifty years ago in 1968.

Fennis and I flew to South Africa on South African Airways for the Easter holiday. On board we found Raoul Pinnell (C 65-69). We had a drink and he suggested that, since our return booking was a day earlier than his, we should change our booking to coincide with his. We did and our original flight (SAA 228) crashed and exploded on take-off in Windhoek, killing the crew and 123 people.

Carpe Diem.

*Michael Parkinson (G 47-52) SCR 60-86*

## DEAR HEADMASTER,

It is a great pleasure to receive this magazine which is really beautifully produced. By the way is the Steeplechase that I knew as the College Cheese, finishing by wading the

Pang? I managed to dodge it a couple of times - flat feet - I wonder? The RAF were also very keen on checking for flat feet in pilot aircrew in 1943 when I joined, heaven knows why. Naturally I swore that I had never had such a serious weakness and they believed me.

I noted the remarks about 'having a go'. Bradfield certainly taught me that which is why I became a barrister, amongst other things, for fun.

Actually most of my life has been fun and 'always volunteer' has been my motto. You move a lot of heavy furniture but every now and then something really good comes along which nobody else seems too keen on, like becoming an RAF Parachute Instructor, subsequently commanding the Parachute School in Palestine and ending up as the youngest officer in the RAF with a command of my own.

Yours,

*John Saxby (D 38-43)*



## DEAR EDITOR,

My wife Caroline and I have been writing again – this time it is a biographical book, with the improbable title Mr Sugar Face and his Moll, about the remarkable Victorian couple, George Webb Medley (well-known in the worlds of chess and economics) and his wife Maria (Molly) Selous. Details can be found on the website [www.leginipress.co.uk](http://www.leginipress.co.uk)

Best wishes,

*Nigel Webb (C 52-57)*

## DEAR HEADMASTER,

While doing housework on a cluttered computer I came across a letter I wrote to the editor of the Bradfieldian shortly after my younger brother's death. As far as I am aware it was never published.

On reading the current May 2019 issue of the magazine, which arrived at about the same time as my cleaning my archive, I was interested and impressed by the achievements of Bradfieldians old and current. This called to mind a letter I wrote after Robin died and which I attach, together with a photo of Robin in his study.

I think the question posed in the letter remains one that should be kept in mind. With best wishes for a flourishing future for the school and its community,

Yours sincerely,

*Martin Marix Evans (D 53-58)*

P.S. A feature of old age is that one reads magazines from back to front - starting where the ancients are news and ending with today. As a result I got to the first article after I'd written to you and found that, yes indeed, Bradfield supported the less gifted people - probably very much more professionally than when Robin was a pupil.

## PETER ROBIN MARIX EVANS (D 56-61) BORN 9 APRIL 1943. DIED 4 MAY 2001.

*My younger brother died in May. It was quite unexpected – a heart attack while he slept. He was away from his home and*

*family in Darwin, on a six-month contract installing new computer systems of some kind for the Ministry of Defence. He was not terribly impressed by what he found in Canberra. He wrote: "Work is weird. I hope the defence of my nation is better than this lot or we will lose. I thought I knew about bureaucracy but this beats everything. They have signs on the back of the toilet doors to tell you what to do if you find a bomb. The first thing is to fill in a form which you will find on a hook near the door."*

*Robin became a prominent member of the computer world in his chosen country and this led me to consider if he would have fared as well as if he had been educated in the Bradfield of today. For a start, I doubt he would have gained entry. He failed the Common Entrance exams with a display of ineptitude so extreme as to precipitate an investigation which exposed his previous school's monumental incompetence. However, he already had a brother at Bradfield and in those days rules existed to be bent. He entered in the lowest form and bottom of the form to boot. His athletic ability might have helped, but training was by amateurs and he soon suffered injuries that finished that avenue of advance. Nonetheless, he finished his school career with a place at Keele. I hope that the school still aspires to finding the talent in its pupils, for to grow from dumbo status to university entrant was no mean achievement for the boy or for the school.*

*Impatient with the delay caused by under-provision of university places at the time, Robin took up a £10 immigrant to Australia offer that included a university scholarship. The bureaucracy was no better then than now, and the promises were not fulfilled. He eventually went to night school to get qualified in computer wizardry and then proceeded to apply sound common sense to the data processing problems of finance companies. His move to Darwin, after divorce and remarriage, was occasioned by a contract to untangle the twists into which Northern Territory's computer systems had wound themselves. He loved the place. The heat suited him. The pace of life suited him. He sorted the computer systems. I have never known him so happy. Although a change of government ended his contract he pushed on and found new work, and while engaged in that, died.*

*Bradfield did well by Robin. Dig around in the records and there will be little to see. No blazing trails of starry fame and, as I say, by all the rules he should not have been there at all. I trust that in today's world such things remain possible.*



# OLIVER VICK

(B 87-92)

**B**orn in Egypt in 1973, Oliver Charles Anderson Vick was the son of Jim, a British Airways executive, and Cheryl, a chiropodist. He grew up in Guyana and Thailand before moving to Wargrave in Berkshire, where his parents still live.

I first met Olly in 1988 on my first day at B House, where we both experienced the true golden age of boarding. The horrors of the 60s and 70s boarding environment had, by and large, disappeared and the 1974 Health and Safety Act hadn't quite yet made it to rural boarding schools.

Bullying was on its way out and girls were on the way in. It was the perfect environment in which to experiment during your teenage years and boy, did we like to experiment. We put our CCF Marine orienteering skills to good use, whether it was to find a local village corner shop, an underage drinking pub, the nearby new age travellers' site, or to scale school buildings after dark, including the girls' boarding houses.

At Bradfield, Olly's positivity and energy shone through. He was hugely popular across Houses and age groups. This, combined with his knack of somehow staying out of trouble, led to him being selected as our Head of House. Olly was a fantastic leader. He had a great respect and empathy for others, no matter their age or background. Olly epitomised diversity and inclusivity in an age when those words were barely mentioned.

I don't remember any House being as egalitarian, as tightly knit, or as fun as B House under his leadership.

Olly was an outstanding cross country runner and a determined athlete. It was the same determination that enabled him to pass the Royal Marine Officer entrance tests, a career he decided against, once he realised he was a lover not a fighter.

Olly read Geography at Newcastle University, after which his adventurous spirit took him to Colombia, where he spent several years teaching in Medellín for a company run by Brian McDevitt — an American man long suspected of carrying out the infamous \$500 million art heist at the Isabella Stewart Gardner Museum in Boston, Massachusetts, in 1990.

In 2001 he joined the UN as a volunteer in East Timor where he helped organise and deliver the Presidential elections. This was the start of an exciting, 18-year long career with the UN that fulfilled his yearning to be a force for good in the world.

Olly cemented his reputation as a courageous and diligent UN political officer in Afghanistan, where he spent the best part of a decade, wrestling with vast logistical and cultural complexities, attempting to achieve a peaceful political transition through democratic elections. Whether it was defending ballot boxes,

negotiating with warlords, avoiding suicide bombers, mortars, rockets, storming mobs or other threats from various insurgencies, Olly's postings were always fraught with danger.

After Afghanistan, he served in Iraq, Nepal, Thailand and Liberia, where he was Deputy Joint Operations Chief for the UN mission. In 2013 he returned to Iraq for another two years, followed by a year in Afghanistan.

In 2017 Olly led the UN's political data collection and analysis in Somalia and was in charge of crisis management, working closely with the Head of the UN mission, Nicholas Haysom. Another dangerous posting, his compound came under a sustained mortar attack in 2018 from al-Shabaab militants, killing 15 people.

Olly died on March 10 when Ethiopian Airlines Flight 302 from Addis Ababa crashed shortly after take-off. He had been returning from holiday with his partner, Jessica Hyba.

He is survived by his two beautiful daughters Isabella and Silvia from his previous relationship with Ilaria Gandossi.

Olly will be remembered by everyone he met, not only for his sparkling eyes and infectious smile, but by his warm heart, generous spirit and determination to make the world a better place.

*James Polansky (B 88-93)*



## HARRY PERCY (A 09-14)

Mention Harry and memories of the tall, broad, energetic and caring young man he became over the years at Bradfield arise. His warm, charismatic nature and empathy for others made him popular with all he met, and his promotion to Deputy Head of House in Faulkner's was testament to these characteristics, and a responsibility in which he took great pride. Harry swam for the College, captaining both junior and senior teams, and became an essential cog of the burgeoning water polo team. He had many passions, most beyond the classroom, but ultimately travel and photography were his foremost pursuits as a pupil. He seized all opportunities to go on school trips, improve his technical skills, acquire new lenses or enhance his understanding of the medium. His photographs within his EPQ project on the effects of light and motion in landscape photography revealed the level of raw practical talent that he had. In the space of one year, he travelled to Ethiopia, Los Angeles and New York on school trips recording the skyline, the culture and the people.

Following Bradfield, Harry applied to East London University as an undergraduate in Photography. Feeling unchallenged, he left after one year, seeking travel, opportunities to volunteer in orphanages and work alongside photographers and like-minded friends in countries such as Switzerland, South Africa, Peru and Indonesia. In between excursions, he continued to undertake small photography or film related jobs and attended the MET Film School in



London on a six-month course in practical film-making. It was here that he realised and nurtured his interest in wildlife conservation film-making, attending conferences at the Royal Geographical Society and networking with professional organisations in the industry, such as the Born Free Foundation. Last summer, Harry was invited to Bali as a cinematographer to work on a feature length documentary investigating the trade in Indonesian songbirds. He remained there for four months alongside his friends with whom he collaborated on the film, documenting the plight of these birds.

Not long before he died I received an email from Harry and his fellow film-makers, seeking support for the making of the film, followed shortly afterwards by a lovely postcard thanking me for my small donation. Sadly, this was my last communication with Harry but knowing that his photographs, film footage, hard work and passion for conservation have been lovingly and painstakingly recorded in his documentary, currently in its final stages, and that his friends, colleagues and family continue to promote his passions and gifts, keeps his memory and achievements very much alive.

*Alex Cowan (SCR)*



## WEDDING

**Alice Elphick (I 06-08)** married **Oli Frewin (D 03-08)** at St Mary's Church, Hartley Wespall, Hook on Saturday 20 July 2019.

It was a beautifully clear blue sky and sunny day in Hampshire, with just over 150 in attendance at the Church. The newlyweds were whisked away in a Tuk Tuk to the reception, where they had a marquee in a field next to Alice's parent's home with speeches, dinner and dancing until the early hours. There were more than twenty OBs in attendance with many part of the bridal party and groomsmen.

Ella Elphick (now Wells) (K 04-06), Bridesmaid, Catherine

Kilpatrick (K 06-08), Bridesmaid, Jemma Skipworth-Button (K 06-08), Bridesmaid, Flora Webber (I 06-08), Bridesmaid, James Donaldson (G 03-08), one of the Best Men, Jamie Mawson (D 03-08), MC and Usher, Miles Brown (D 03-08), Usher, Tom McIlwee (E 03-08), Usher, Henry Botting (C 03-08), Imogen Collins (I 06-08), Charlie Gayford (J 06-08), Lotty Lee (J 06-08), Tish MacDonald (J 06-08), JD Margerison (C 06-07), Lucy Munro (I 06-08), Dom Nutt (A 03-07), Nick Otter (D 03-08), James Parkinson (E 03-06), Amy Pinnock (I 06-08), Emma Points (I 06-08), Chris Reardon (A 03-08), Liv Tarry (I 06-08) and Hugh Tomlinson (E 05-08).

## DEATHS

ARKELL, Tom (H 50-55) on 17 April 2019

AYLMER-HALL, Martin (H 49-53) on 04 June 2019

CARN, Alec P (E 43-47) on 30 May 2019

CRAWFORD, Michael Y (B 45-49) on 02 February 2019

HOLDER, Tony (B 58-63) on 07 August 2019

HOLLAND, David (A 51-55) on 04 July 2019

MOXON, Peter (C 47-51) on 29 August 2019

RANDELL, Colin M (C 42-45) on 04 April 2019

STEVENS, Christopher M (A 54-58) on 24 February 2019

THISTLETHWAYTE, John R (F 49-53) on 10 May 2019

WALLER, Andrew H (E 51-56) on 02 February 2019

*To submit your births, weddings, obituaries and news visit the Bradfield Society website.*

To see more photos from this wedding and more OB announcements join The Bradfield Society online community.



# JOIN OUR NEW ONLINE COMMUNITY

## www.bradfieldsociety.org.uk

The Bradfield Society is a network bringing together alumni, parents past and present, former and current staff, and friends of the College in the local community. The Society's aim is to ensure that your relationship with Bradfield endures.

We offer opportunities to keep in touch with each other and the College through events, reunions, sports and other social activities.

We also aim to provide services for offering careers advice and work experience through this network.

Do join The Bradfield Society online today!



THE BRADFIELD SOCIETY  
Bringing together Old Bradfieldians, Parents & Friends of the College

# WHAT'S ON

31  
OCT

Junior Tempus  
Fugit

The Headmaster and The Bradfield Society invite Old Bradfieldians aged 60-70 years on the date of the event to join us for our Junior Tempus Fugit Lunch

4  
NOV

Parent Coffee  
Morning

Join us for our second Parent Coffee Morning of the year. Held after pupil drop off in Stunt Pavilion. A great chance to catch up with other College parents

7  
NOV

OB  
London Drinks

An opportunity to catch up with Old Bradfieldians and College staff at The Landor, Clapham from 18:30 onwards. NB: OBs should be aged 21 and over at this venue

10  
NOV

Remembrance Sunday  
Service

Our annual service. Dr Susannah Wright will speak about 'Bradfield in the interwar years'. Please register at [bradfieldsociety.org.uk](http://bradfieldsociety.org.uk)

15  
NOV

OB Regional Lunch  
Manchester

A chance to rekindle friendships and meet contemporaries, OBs of all ages and staff from the College, at the popular canalside venue of Albert's Shed in Castlefield

18-20  
NOV

Yerma  
The Michaelmas Play

The College's pupils perform Federico García Lorca's tragedy *Yerma*, the second play in his Rural Trilogy, in the Old Gym

2  
DEC

Parent Coffee  
Morning

Join us for our third Parent Coffee Morning of the year. Held after pupil drop off in Stunt Pavilion. A great chance to catch up with other College parents

6  
DEC

Michaelmas  
Concert

College pupils take to the stage in the Old Gym for Bradfield's annual end of term concert

8  
DEC

Winter Bradfield  
Day

Beat away the winter chill and join us for a fun filled sporting day at College including the Huxham Runs, Shooting and Hockey

8  
DEC

Carols by  
Candlelight

Join us for our Carols by Candlelight service in the College Chapel following the sporting events of Winter Bradfield Day

9  
DEC

Bradfield Society  
Carols in London

The College Choir will be performing for this Christmas Concert in the glorious surroundings of St James's Church, Paddington

10-11  
DEC

College  
Carol Services

The College Choir will be performing at two Carol Services in the Bradfield College Chapel

Unless otherwise stated tickets for [LIGHT BLUE COLLEGE EVENTS](http://www.ticketsource.co.uk/bradfieldevents) can be booked from [www.ticketsource.co.uk/bradfieldevents](http://www.ticketsource.co.uk/bradfieldevents)

You can register for [BURGUNDY BRADFIELD SOCIETY EVENTS](http://www.bradfieldsociety.org.uk) at [www.bradfieldsociety.org.uk](http://www.bradfieldsociety.org.uk)