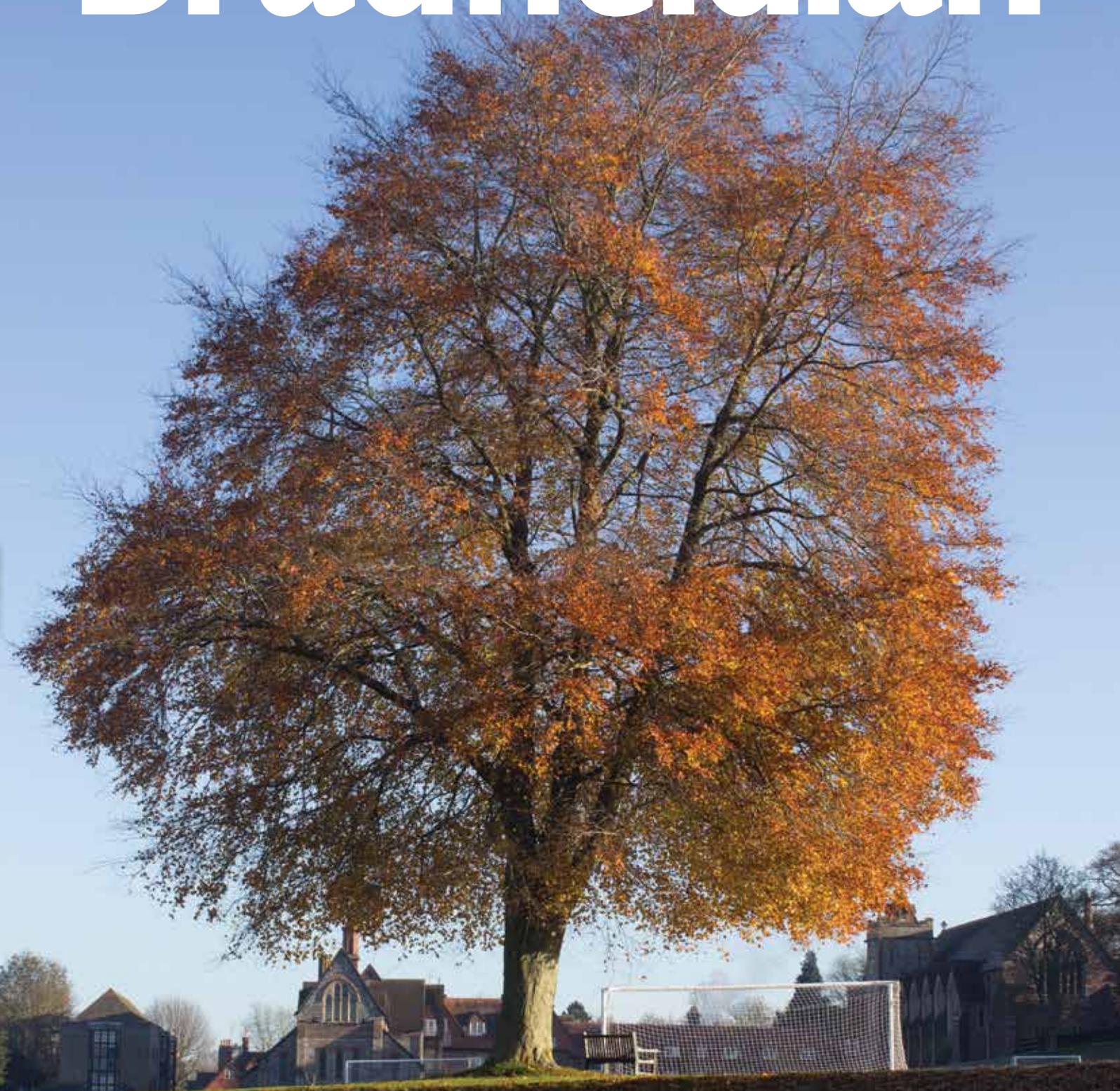


The Bradfieldian

February 2018



In this issue:

- Reinventing Science
- A Talking School
- National Poetry Day
- Chapel Memories



Cover photography by STEPHEN WALLACE



BRADFIELD COLLEGE

Published by: Bradfield College, Bradfield, Berkshire, RG7 6AU • www.bradfieldcollege.org.uk

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Designed by: Hyperbole Design & Marketing *Printed by:* The Lavenham Press

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February 2018



Dear reader,

The relationship between Bradfield's physical environment and the educational experience of our pupils is clear within this *Bradfieldian*. It is also key to the strategic planning we are undertaking as we establish a masterplan for the next phase of campus development.

As is evident in these pages, our new learning spaces are designed to foster inquisitive, innovative and collaborative learners, whilst our social spaces are being adapted and upgraded to foster the human interactions that underpin our pupils' confidence. What is true of Bradfield's built environment is also true of our stunning natural environment, which testifies to the devotion of the team who maintain it.

The Chapel reminiscences of past pupils remind us, however, that shared experiences offer most of the abiding memories for those lucky enough to be educated here. To that end, the Minerva lecture series brings inspirational speakers to Bradfield to light sparks that will hopefully burn long and brightly. Dialogue is, moreover, at the heart of our pastoral care, as Bradfield is a talking school in every sense.

If you pause to consider the majestic trees of the cover and the carol service opposite before reading further into this edition, it is easy to understand why this place has proven so important to its people.

Dr Christopher Stevens,
Headmaster



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Reinventing the Science Experience



Over the course of six months, the Blackburn Science Centre underwent a transformation to accommodate a new style of classroom which challenges the way Bradford's staff and pupils approach teaching and learning. Here, former Assistant Bursar David Palmer details the reinvention of the Science Department.

Two years ago the College commissioned a 'space audit' to better understand how teaching areas were being used around the school. The results identified the laboratories and classrooms in the Blackburn Science Centre as some of the hardest working rooms on the campus. This prompted an examination of the overall capacity of the building and how it should be configured to meet the future needs of this busy faculty. A number of options for the evolution of the Science Centre were explored, including extensions to the front or rear, as well as a new build on the site of the temporary labs, before we finally settled on a reconfiguration of the existing building.

While the majority of the teaching spaces were originally designed for large junior classes, a substantial amount of Science teaching involves the Sixth Form studying both A Level and IB. This provided an opportunity for us to deliver bold and stimulating rooms of varying sizes, with a clear progression of spaces for pupils from the junior years up to the Sixth Form.

Most of the reconfiguration project focused on the ground floor and one of the important features is the glass front to the classrooms and laboratories along that corridor. These spaces are intended to be open and transparent, which is attractive for both current pupils and prospective families who will see bright, engaging and modern spaces

The new learning environments deliberately challenge the 'standard' perceptions of teaching spaces. Traditionally these would consist of one teaching wall and front facing



linear seating, so we created spaces that would function for pupils in the same way as they would for teachers. In essence, the classroom experience has been 'flipped' with the introduction of multiple working walls which encourage the pupils to work actively and collaboratively using the whiteboard spaces.

Among these new classrooms is perhaps the most unconventional space in the College which provides a particularly democratic learning, brainstorming or meeting

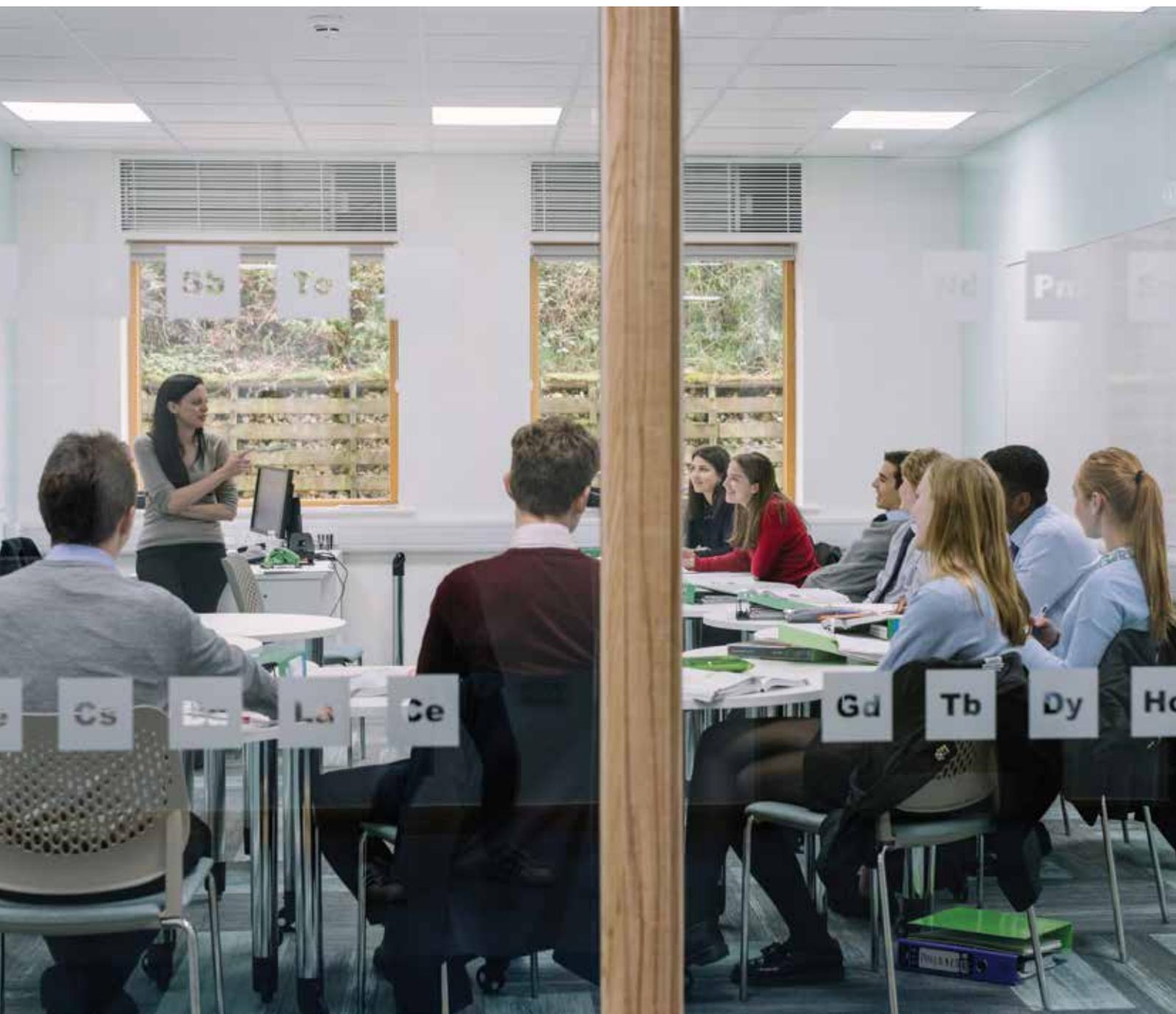
environment. It is a bold space with two long whiteboard filled walls, no desks and no traditional seats, only cushioned stools. These can be used in any configuration and are especially effective in the round for a group discussion. Pupils are encouraged to be on their feet, working in a different way by using the whiteboards.

The rooms are deliberately less uniform and we have tried to combine varied, vibrant and stimulating decors with flexible furniture that can be configured in multiple ways. The intention is to mirror spaces often seen and used in universities and modern offices.

Alongside the four new classrooms there are two spacious, light and well-equipped labs that can be used by any of the three science subjects. Specifically set up for smaller

junior sets or any size of Sixth Form set, they provide a clear distinction between the functional areas within them. Desks in the middle provide a briefing space to begin a lesson, while pupils can then turn to the workbenches round the outside of the room for their experiments.

The final piece of the jigsaw is the new workroom at the front of the building on the first floor. Similar to the Quad workroom and designed as a multifunctional space for both staff and pupils, this popular room provides collaborative and individual working stations. These include a bench with a number of PCs, a corner sofa unit to seat four or five with a display screen on the wall and two large tables by a whiteboard where pupils can study in groups or 'alone together'.





Speakers' Corner - The Minerva Programme

The Minerva Programme provides a series of academically enriching lectures and workshops for the College's scholars that encompasses the breadth of academic disciplines available at Bradfield. The events, put together by individual departments, complement teaching in the classroom while forming a vital part of the co-curriculum, challenging pupils to stretch themselves beyond their classroom learning.

Bradfield's budding photographers enjoyed a workshop and lecture from professional portrait photographer Harry Borden. Harry toured the College grounds with the pupils to demonstrate using surrounding environment and the available natural light to take portrait shots. During the lecture, Harry displayed some of his portfolio which includes portraits of celebrities including Tom Daley, Jamie Oliver, Margaret Thatcher and Tony Blair, before detailing what makes a great photo and how its meaning can change in the years after taking it.

Drama pupils were invited to a talk titled *The Psychology of the Actor* by award winning British actor Philip Bulcock (*Jersey Boys, The Dark Knight, 28 Weeks Later*). He explored the art of feeding on personal experiences to supplement the role an actor is playing in order to make a character both believable and relatable to the audience.

In the first of two Science talks, Reading University teaching fellow Dr Joanna Bagniewska challenged Biology pupils to think about how and why we should conserve wildlife. During the week in which the Nobel Prizes were announced, Bradfield celebrated its own Nobel Laureate, Sir Martin Ryle, with the second annual 'Ryle Lecture'. Imperial College's Professor Nick Long gave an intriguing talk on inorganic chemistry. Pupils learned about transition metal chemistry and its uses, ranging from catalysis to medical imaging, furthering their understanding of recent classroom studies.

Professor A C Grayling returned to Bradfield to speak on the importance of the Humanities and Philosophy in today's world. He explained the role and importance of studying

those subjects in a time where great emphasis is being placed on STEM subjects (Science, Technology, Engineering, Mathematics) and opened the pupils' eyes to the essential life skills they will develop reading English Literature or taking an interest in the Arts.

Professor Jonathan Bell joined the Politics Department to give a wide-ranging lecture on US political history while Geryn Evans kick-started Bradfield's fledgling Enterprise Programme with a Business lecture. He drew on personal experiences of starting up and running small businesses to provide pupils with insight into new product development, ways to raise finance, the intricacies of patenting and production in the UK and overseas.

Journalist and spy writer Jon Stock joined the English Department to reveal writing tricks and tips to Bradfield's young writers. The pupils heard about how characters go from ideas to fully-fledged creations on the page and how to work up the focus and determination to write tens of thousands of words to submit to an editor. Jon even gave the pupils a sneak peek at the 'sizzle reels' for the upcoming film production of his debut spy novel *Dead Spy Running*.

Nick Ross gave an uncensored and captivating talk on love and marriage in 15th Century Florence. He explored renaissance era artwork, providing detailed analytical techniques for the pupils to take back to their classroom studies. Pupils were fully engaged with the extra-curricular topics and were eager to learn about how love and marriage are conveyed through symbolism in the paintings.

In the final talk of the term, Matt Shea from popular TV channel VICE gave an inspiring talk about original reporting and the world of documentary making to Bradfield's Film Studies pupils. Matt opened up about the dangers involved in capturing certain stories while constructing a non-fiction film and was on hand to answer a barrage of questions from the pupils about starting out in the film and TV industry and using new and exciting techniques in his work.

Biology and ESS in Dale Fort

During Long Leave our A Level and IB Biology and Environmental Systems and Societies pupils embarked on a trip to Dale Fort, Pembrokeshire. Here, Evan Hartley (D) and Elias Tenhula (C) detail the topics covered and how the field trip has helped them in other areas of their studies.

While we were primarily on the trip to compile our coursework, we also covered topics within the course such as biodiversity and natural populations. Specifically within these sub-topics, we looked at interesting elements of adaptations along with competition and intra-species diversity.

Our activities on the trip helped further our understanding of the course. For example, I studied a range of shell sizes including the Toothed Topshell, an organism of which I had no prior knowledge.

The data collection side of our time there helped to consolidate our work on sampling techniques in experimentation. The intensive trip was very useful in developing our grasp of a variety of material covered.

The trip to Dale Fort allowed us to take the things we had learned in class and apply them in a practical setting. ESS is a subject that often focuses on large-scale environmental issues such as climate change and

it was interesting to see how these affected smaller issues such as the abundance of seaweed.

I was also able to take away some transferable knowledge that I can apply to my other IB studies. Science is often a major theme in our Theory of Knowledge classes, where we discuss it from almost a philosophical point of view. Bearing in mind the essay we have to write for TOK in the next half of term, our scientific investigations could be of use when analysing and evaluating uniformities in Science or the robustness of scientific knowledge.





The Glockenspiel - part of the Munich Town Hall

Shell pupils visit Munich

During the Michaelmas Long Leave, our Shell pupils studying German embarked on a trip to Munich. What follows are their reflections on the differences in culture and how the trip helped them to further their understanding of the German language.

Our aim for the trip was to come back with a better understanding of the local culture and to improve our German speaking skills. As a group, we were excited to learn colloquial phrases used by the locals to see how the national language varies in different regions.

While in Munich, we visited a market. Walking around it helped us to understand the differences between the culture there and the one we are used to at home. We got a clear insight into the history of Munich, the architecture, (including the Glockenspiel), Bavarian dress and the food on sale in shops. Immersing ourselves in the culture made it quite challenging to translate on the spot and come up with an answer to questions asked by the local people.

During the trip, we visited a local Grammar school, the Wilhelmsgymnasium, to look at their education system and the way they learn in the classroom. We found that their school days were relaxed and shorter as they finish at 2pm. We sat in on some Science lessons and the topics that they were covering were things we had learnt in Year 9. However, we were able to pick up colloquial phrases from the German pupils, which helped us to learn more of the language.

The trip gave real context to the topics and ideas we have been studying. Learning about German vocabulary and grammar is really important on the course and the trip definitely helped us to improve both. Having taken in so much culture in a short space of time is great, as we now have experiences to relate to when the topics come up back in the classroom.

History of Art pupils reflect on Tate Britain visit

The trip to the wonderful Tate Britain has really opened my eyes to this extraordinary subject. We spent an entire day exploring galleries and enjoying lectures from University of Sussex teaching staff. In the morning we looked in detail at landscapes within art, just before lunch we found ourselves immersed in the topic of war within art, then as our day came to a close we approached the topic of identity and sexuality within art.

There were many incredible pieces in the Tate's collection, but the one that stood out for me was Derek Jarman's *Ataxia - Aids is Fun* (1993). Our group came across this piece as we looked at the idea of identity and sexuality within historical and contemporary art. This piece is very similar to works by the very famous artist Jackson Pollock due to the overall impression it has and, more importantly, the rather original technique of 'throwing' paint onto a canvas.

A lecturer from the University of Sussex discussed with us the formal aspects of the piece. It is rather different to any other work we looked at as when we spoke of its composition, we realized that it did not have a foreground, middle ground and background, but rather was a single layer of chaotic and somewhat angry, harsh and violent brush strokes. This piece was key to its time as it rightfully questioned the views of sexuality. Jarman has implied to the viewer that in order to understand a piece of art, one must look beyond the initial glance; the viewer can infer that it is not in fact depicting a humorous atmosphere but rather one of pain and suffering.

Carys Tyson-Taylor (1)



Freedom

A man who is free will be forever happy.
He who dances on the waves of open sea.
Who knows no bounds nor constraints
Will always excel and never know grief

If you can submit yourself to the cause.
Then, come the end, you'll feel no remorse.
For your life will have been fulfilling & fun
So be who you want and do what you wish

Take no stock in what others may say.
Just live life to the fullest, day after day.
Fly high with the birds and spread your
Wings, feel the wind on your face and
Never look down, though hard this may be

Brother fought brother, sister fought sister.
Back in the days of revolutions most bitter.
For freedom, bold heroes gave sacrifice
So that you and I could do what they wished to
Without a punishment grave, go forth and honour
Their gift as best you can as they'd wish

By no means is it easy, I know too well.
As a jealous few may try to make life hell.
They tell you not to do what you really want
Only as they fear what you may achieve or
Become they can't find the faith to surrender to
Freedom, for they fear the opinions of society
And let its weight pull them below the surface

Trust in my words, take the leap of faith
Then surely you will have all you desire
Everything for you will just fit into place
You'll look back at it all, grin on your face
For you will be the true winner of life's race



Billy Bolt (D)
National Poetry Day Highly Commended

Righting a Poem

The writing is not the part that's hard,
But the righting is where what I read turns red,
Nothing fits it's all wrong,
It is always free from perfect but what is yet to perfect

The words took two minutes,
That means it's too minute
I don't mind the mind games,
I just want to improve, although,
I have nothing to prove.

Yet I have the freedom to rewrite it,
Never mind there's no time like the present,
I'll present it right now! Or not,
Why do I not feel that to write is too right?

Now the close is too close
Oh well at least it's not a contest –

I CONTEST



Rosa McBain (I)
National Poetry Day Junior Winner

Escape

Are you God?

Because you seem to decree what is right

And what is wrong.

To point the finger

And make them cry

To overlook their innocence,

Lash lightning and thunder on their merriment

Speak words of a serpent, convolute around their bodies,

I can see your green-eyes piercing their happiness

Did you forget that there are no white doves in rainstorms?

They fly free, slip slowly southward,

Escape from your wrap,

Break the serpents trap.



Ellie Jenkins Stevens (K)
National Poetry Day Runner Up

Animals

Animals encaged for human entertainment.

Dreaming of the wilderness,

Dreaming of the jungle,

The savanna, from their prison.

They learn in their cage,

They are cultured in their cage.

They are fed, watered and they sleep in their cage.

They dream about their homeland,

From which they grew.

Together as a family,

They survived and thrived.

But now they are trapped.

Trapped in their prison.

Supposed to dance for their food,

Instead of hunting with their pack, or their family.

They are trapped,

Trapped in their prison.



Kit Hobart (F)
National Poetry Day Highly Commended

It is Strictly Forbidden to Touch Any Exhibit

In 1482

You painted me a world

(I did not know how to uphold)

(my own sanity in such terrain)

You dedicated your spare time

Picking out a range of flowers

(I bit on them and they tasted sour)

(they started to rot within the ground)

You painted me friends

And a setting at which I would gaze

(The figures too, started to decay)

(Cupid's bow down in a sad smile)

You trapped the picture's light

Between the glazes of tempera

(Unfortunately, in the plethora)

(of my own paranoia)

(it has died)

Your hard bristle paintbrush

Grated against my skin

In hope that it will glow as it

Used to before

The orange yolk

Smothered into each strand

Of my blonde hair

You placed your hands

Tainted with turpentine

Over my eyes

So I could not see the world anymore

But it was not a great loss

According to your echoing words

'The world is nothing but vice'

And I was otherworldly

Existed merely to be seen

'An art'

'An exhibit'

An object

In 1982

I completely

Ceased

To

Be



Anna Mladentseva (J)
National Poetry Day Senior Winner

*Faulkner's:
the
First Word
in
Coeducation*



Bradfield's coeducational experience starts in Faulkner's, a boarding house like no other.

All Bradfield's first year girls and boys become cohabitants on day one and spend the year working, learning and living together. Vicki Rae and Jonny Saunders, who are currently enjoying their fourth year as Housemistress and Housemaster, discuss how the House has evolved to provide our pupils with an introduction to their 'Education for Life'.

Work Hard, Get Involved, Be Kind. The Faulkner's motto may be a slight simplification of the College's aims and values and of the 'Education for Life' philosophy but everything about the boarding house experience in the first year is tailored to these values.

Faulkner's is set up to provide for the year group as a whole. They start the year together and have a strong sense of Bradfield identity throughout their time here. They do everything as a year group, from their classroom and boarding house experience to sports and social events.

It does not matter which Biology group you are in, which Music set you are in, whether you play the cello or the viola. Pupils are mixing with people that they would never have the opportunity to mix with in a traditional vertical boarding house. That is the beauty of Faulkner's. It provides both a 'soft landing' to a boarding school environment and a springboard into life at Bradfield.

The transition to senior school cannot be underestimated and pupils can go through some tough times when they start in a new place, particularly if they have not boarded before. In Faulkner's, it is the shared experience with 160 other pupils that gets them through difficult times and remains with them during their time at Bradfield.



Faulkner's provides an opportunity for its pupils to develop meaningful and lasting relationships, opening up the idea of friendship in an age where many have best friends in the virtual world and in which self-esteem is generated by peers. The chance to develop such relationships amongst a large number of people means that friendships can be wider, stronger and internationally minded.

If a pupil is settled and happy in Faulkner's and they are equipped with the guidelines of how Bradfield works, then time and resources spent investing in their wellbeing pays dividends for the rest of their Bradfield experience. It gives them identity and we are fortunate to have such a fantastic team that allows us to be very personal in our approach.

It certainly helps to make our senior houses more open-minded. That is not to say we do not have strong inter-house competition, but you can have a pupil in the Upper Sixth who will play hockey or football alongside another pupil with whom they might have shared a room in Faulkner's, so they have already struck up a relationship.

Often we find the Sixth Formers who become Faulkner's Prefects are keen to share their first year experience as they remember it with great fondness. That is hugely beneficial for the new pupils when it comes to them forming their own bonds.

Over the years, we have been lucky enough to have been afforded multiple cosmetic changes to the House. The social spaces at the entrance have gone through a transformation so that they cater for a truly holistic approach when it comes to our pupils' wellbeing. It is a co-educational house and the reconfiguration of the social spaces and common rooms has allowed us to recognise the differences that we need to embrace.

That mentality really dictated the way that these new social spaces were constructed. The girls' common room is the best example of it so far; there are many delightful spaces including a long table to seat twenty in the kitchen area as well as more private areas such as the sofas by the fireplace or the small computer area which offer quieter working spaces.

Similarly, there are multiple collaborative spaces in the shared common room. Table football and pool tables allow pupils to engage in friendly competition, while the cushioned benches and long table in the middle of the room provide a place to talk with friends and work on group projects. The ability to multi task is becoming a learnable soft skill for teenagers. Many refer to our young people as the 'snowflake generation' and that is something with which we simply do not agree. We have seen some incredible innovation and creativity from our pupils.

A new quiet TV room, which also functions as a boys' common room, is tucked away behind a foldaway wall which can be opened up to enlarge the shared space.

We have to ensure we are catering for everyone and have an awareness of pupils who need their own space from time to time. The fact that they all still have the opportunity to mix and interact with people from all sorts of backgrounds throughout the year is critical to the success of the House.

This evolution has really helped to increase the open-mindedness of our pupils and encouraged them to take an interest in each other's wellbeing as well as their own. They are kind and empathetic and they really do look out for each other, adding to the sense of community.

The setup of Faulkner's is a key driver for the co-educational experiences throughout the pupils' time at the College, which in turn means pupils are increasingly able to collaborate. The nature of the way that young people are working has really evolved. Technology has without a doubt changed the way young people work and the coffee shop/multitasking culture has become their modus operandi. We have working spaces within the boarding house that cater for this type of work ethic and we cannot wait to see how our latest intake of pupils grows through the next five years at Bradfield.





Palmer House - Leanne Rowlands

Prior to joining Bradfield this year what experiences have you had in boarding schools?

I held the positions of Resident House Tutor and Head of Girls' Sport at Marlborough College. Following that I was a Housemistress at Tudor Hall before I was offered the chance to rejoin Marlborough at their newly opened school in Malaysia. The opportunity to start a boarding house from scratch and implement the things I had learnt over the previous eight years was very exciting.

What was it about Bradfield that attracted you to the Housemistress role in Palmer House?

Bradfield is a big school on the same circuit as schools in which I have previously worked. I had frequently encountered Bradfield in sporting fixtures with both Marlborough and St Edwards, Oxford, which had always been exceptional experiences.

The fact that the College offered the IBDP was a huge selling point. IB results are strong here and the College was introducing Psychology, a subject which I specialise in. Together with an opening on the sporting side and my previous experience as a Housemistress it seemed the perfect fit.

How much have you been able to get involved in the academic and co-curricular aspects of Bradfield?

Teaching Psychology has been an enjoyable experience. What has impressed me is the intellectual curiosity my Sixth Form pupils have shown. I also spent some time during the Michaelmas Term with the U16 and 1st VII Netball teams. I am excited by the potential sporting talent in those teams and am eager to spend more time getting them fit, focussed and playing some first-rate netball. I also run a High Intensity Interval Training session on Monday evenings for all the girls to come and enjoy.

Building upon the experiences that I have had abroad has allowed me to bring another dimension to Wellbeing lessons which I also teach. The values that we talk about in the Wellbeing lessons are inculcated in Bradfield's culture and 'Education for Life' ethos, values such as resilience and compassion as well as giving them an opportunity to explore their curiosity and to look beyond Bradfield.

What has been the most enjoyable experience in your first term at Bradfield?

Definitely being part of the Palmer community. I have found them to be a vivacious and ambitious group of young women who are not afraid to question the 'status quo'. I have been hugely impressed with the strength and depth of talent the Palmer girls have and the wonderful sense of humility that surrounds it. Working alongside the girls on a daily basis, supporting them on the stage or the Sports pitches, celebrating their successes or scooping them up when they have not gone to plan is part of the many privileges of being the Housemistress of Palmer.

Our House Dinner has certainly been one of my most memorable moments so far at Bradfield and it was wonderful to see the girls and their families letting their hair down!

Which values do you hope to instill in the Palmer House girls?

I hope that I can continue to instill the traditional values in the Palmer girls; humility, kindness, respect, loyalty and self-belief. In a society that puts increasing demands on young women I hope that they will leave Palmer with the confidence in their own ability. This I believe echoes our house motto "INVENIAM VIAM AVT FACIAM" which translates to "I shall find a way or make one."

Stanley House - Helen Peters

How long have you been at Bradfield and which roles have you previously held?

I joined Bradfield in 2014 as an English teacher. I have also been a tutor for those three years and now I am Housemistress of Stanley House.

What attracted you to the role of a Housemistress?

For me it is the best role in the College because you are completely involved in the pupils' successes while also being there to support them in their failures. Boarding life is at the heart of the College and the opportunity to be instrumental in the academic growth and the pastoral needs of the girls as they progress from their arrival in the Shell to leaving four years later was too good to turn down.

Which values do you want the Stanley girls to learn and live by?

We want them to be independent but at the same time be responsible for each other. They should be positive and fully committed in everything they do, striving for excellence, not perfection, in order to be the best version of themselves that they can be. The girls have already struck up strong relationships across the year groups and they certainly know how to have fun.

How is Stanley set up to provide outstanding pastoral care?

It starts with the ever-present Matron who has been in Stanley ever since it was established. We have an experienced tutor team, including a resident tutor, all of whom are attuned to the girls and their needs and can tailor their care to the individual as they follow them throughout their time in the House. By the time the girls reach the Upper Sixth, the tutors are able to write truly personal UCAS references.

What was your Goose weekend experience?

Simply brilliant and chaotic. The girls threw themselves into it and I was amazed at how they were willing to have a go at anything. It was very much a case of 'everyone together'. To win the competition was the cherry on the icing on the cake. The girls really drove the process forward and were very committed, which helped me as I integrated into House life.

How do you integrate the future Stanley pupils to the House during their year in Faulkner's?

From the start, it is important that our first years settle into College life and Faulkner's. The idea is to make them feel like a Bradfieldian from the very beginning and by the end of the year they can feel like they are a Stanley girl.

Once they are used to the way the College works our Head of Juniors' prefect leads a series of informal events. As the year progresses they frequently join us for socials, get involved in House trips and take part in the inter-house sports, activities and competitions.

What has been the biggest challenge during your first term in the House?

The inevitable sense of balance between my commitment to the House, commitment to my subject, as I really love teaching English, and my commitment to my own family. We all face that in life and the girls definitely face that throughout their time at Bradfield, so it is about prioritising and facing it together.





Michaelmas Goose
 HONOUR ROLL
 2017
Stanley House
 2016
Hillside
 2015
Armstrong House
 2014
Hillside



A Talking School



In the UK, the incidence of psychological distress in young people is rising – especially anxiety and depression. In a boarding school environment, it is becoming increasingly important to offer genuinely outstanding pastoral care to create a safe and happy environment for pupils. One year on from joining the College, Sarah Davies, Deputy Head (Pastoral) explains how Bradfield continues to ensure that pupils' wellbeing and happiness remain at the heart of the Bradfield experience.

Why should everyone care about the pastoral wellbeing of our pupils? Put simply, the mood and emotions of pupils impact on every aspect of their education. It is an obvious point, but an important one to make: if pupils develop poor psychological health it has a significant impact on their learning, relationships, behaviour and overall performance at school.

Mental health, like physical health, is something that changes in an individual over time and is affected by circumstances and the ability to make healthy choices. Here at Bradfield we recognise that all young people need strong foundations to benefit fully from all the opportunities available to them. As a result, we are committed to developing an ethos that fosters emotional awareness. We aim to support those who are facing mental health issues, whether long- or short-term, serious or more moderate.

To this end, we continue to develop strategies and initiatives that will continue to keep Bradfield College at the forefront of outstanding pastoral care. Our teaching staff are an integral part of the pupils' lives and thanks to our close links with Mental Health First Aid England, all but a handful of our newest staff members have received MHFA training. Last year we also launched the peer-mentoring scheme, which has shown the maturity and emotional literacy of the senior pupils involved who are giving up their time to make themselves available to anybody who would like to talk to them.



School Counsellor John Carter

Our pupils are encouraged to acquire leadership skills and take on responsibilities in programmes such as our Digital Leaders, an initiative which aims to empower young people to champion digital citizenship and digital creativity within the College and to educate their peers, parents and teachers about staying safe online. This youth leadership programme offers pupils structured training and ongoing support, helping us work towards an outstanding whole school community approach to online safety. It is critical that our decisions are informed by the pupil body, especially when it comes to the dangers of social media. They have a much firmer grasp of this technology than many of us do and therefore it is vital that we get pupils involved in that debate.

The pupil-led Mental Health Awareness Day last year was another example of their commitment to championing positive mental health and a robust, inclusive attitude. Conceived, organised and delivered by Sixth Formers, the event raised the profile of our in-house counselling team to the whole of the College community as well as raising awareness of, and money for, the Charlie Waller Memorial Trust.

On top of all this, we have a strong counselling system and a responsive Medical Centre. Pupils can self-refer and the counselling team will make an appointment for them to have a private conversation. In-House listeners offer something slightly different. As the title suggests they are there to provide pupils with an experienced listening ear and a mature sounding board. We have integrated this system within Faulkner's and are looking at expanding it to our senior boarding houses.

Of course, many parents will want to be involved in the pastoral education of their child and in the broader debate that will arise from these issues, which is why we offer them the chance to attend Wellbeing lectures. We have hosted some expert speakers and they have a direct impact on



In-house listener Susie Hill

parents who are concerned as much as we are about what is the best way to safely navigate the tricky teenage years.

One of the most powerful elements of what struck me when I first arrived at the College was the outstanding care offered by our tutoring system. The fact that our tutor provision happens on a one to one basis was intriguing. Rather than the more traditional system of having one tutor per 25 or more tutees that I was used to, Bradfield offers something much more tailored to the individual, providing a chance for pupils and tutors to meet at least once a week individually for a catch up or to explore something more specific. I can see our pupils really value that interaction, being able to discuss their academic work or co-curricular involvement with someone who, over the course of the year, really gets to know them as a whole person. It provides not just a time for pupils to talk about what they are worried about, but perhaps more significantly a chance to laugh about something that has tickled them, or celebrate their successes – big and small – with a member of staff who “gets” them and wants them to get the most out of Bradfield too.

I am fortunate enough to regularly visit the boarding houses and what is clear is the important role the Housemistress or Housemaster has in the lives of the pupils. The tireless work of the HsMs creates genuinely happy, safe spaces to live in, where the pupils feel they can share open and honest opinions with each other. Our pupils create a wonderful atmosphere as they have a real sense of fun and curiosity about them.

There will always be certain values that we want to inculcate within our pupils such as tolerance, compassion, the importance of good listening and being there for each other. The planned programme of teaching and learning as part of our Wellbeing curriculum aims to promote pupils’

personal and social development, as well as their health and wellbeing. It helps to give them the knowledge, skills and understanding necessary to lead confident, healthy and independent lives and to become responsible members of society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. It is important to run an innovative and imaginative Wellbeing programme which is flexible enough to meet the changing needs of our pupils while still providing continuity and the reinforcement of basic concepts while preparing them for a life beyond Bradfield. It is designed to embed new skills, tools and a common language that supports the social and emotional learning of all.

My challenge now is to make sure that Bradfield continues to be innovative and proactive, looking beyond staff training and awareness to embed a positive approach to wellbeing in every part of our school culture. That begins by putting pupils and staff at the very heart of our ‘talking school’ ethos. It is in this field that Bradfield has been ahead of the curve for some time.

Over many years, the College has been engaging and collaborating with professionals from different Wellbeing sectors to deliver innovative and exciting projects to enhance its pastoral offering. I first visited Bradfield in 2014 for the inaugural *Talking Schools Conference* that was held in partnership with Mental Health First Aid England. I realised then, before I even came to work here, that Bradfield College doesn’t just talk about its commitment to pastoral care but it fosters a genuinely collaborative and positive approach – working with parents, professionals, staff and pupils to equip young people for a fulfilling life, personally and as citizens of the world.

The pastoral work we do here feeds into everything. It is not an “add on” to the work done in classrooms. It does not stop at the end of the school day. Outstanding pastoral care is about building emotional literacy and developing emotional regulation; these are key life skills that enhance not only psychological wellbeing, but relationships and personal growth. It is constantly evolving and we must stay responsive and at the cutting edge, making sure we do not get complacent. This is what makes Bradfield such a great place to be.

Wellbeing at Bradfield - A pupil's perspective

Student journalist Calista Eastwick-Field (J) provides an insight into how Bradfield's pupils view the College's Wellbeing offering.

Pressures on teenagers during their school years are at an all-time high. Crucial life changing exams are becoming increasingly difficult, understandably causing high levels of stress in our teen community. In fact, recent studies have suggested rates of depression and anxiety among teenagers have increased by 70% over the past 25 years.

Looking after one's wellbeing in this environment is key to achieving the best results and getting the most out of the wonderful school we attend. This is where Bradfield reveals one of its many strengths; its pastoral care.

One of the ways Bradfield offers support to the pupil body is through the new 'Peer Mentoring' scheme. Through the College's internal portal, 'Firefly', pupils are able to access a wealth of resources on e-safety and wellbeing as well as a booking system on which they can organise time to sit down with a mentor. These Sixth Formers have received vital training through courses and lectures.

To find out more about the pupils' motivations and involvement in the scheme I spoke to Grace Kneller, one of Armstrong House's peer mentors, about her decision to sign up. "I wanted to have a positive impact on the community that I love and live in. It is also such a great thing to put on your CV as I have gained important skills which will help me in this modern day and age."

Furthermore, Grace finds being part of the first line of defence is an important responsibility. "Nowadays

one in five young adults are diagnosed with anxiety or depression and it is something that is very serious, especially in a school environment. I feel strongly about helping those around me and I want them to know they don't have to feel alone."

To get a teacher's perspective on how Bradfield focuses on Wellbeing, I spoke to Vicki Rae, Housemistress of Faulkner's. She plays a major role in the organisation of Wellbeing lectures and Mental Health Awareness programmes for the various year groups as well as guiding her Year 9 girls through their first year at Bradfield. Vicki has already seen how successful the new Peer Mentor Scheme has been in the House, commenting "It's just so beneficial to make them realise that somebody cares about even the simplest things."

The Peer Mentors visit Faulkner's twice a week on Tuesdays and Thursdays to talk through anything that may be on our young pupils' minds. Faulkner's has really embraced this new programme and the year group has shown a real connection with the Sixth Form mentors. Victoria added, "It is absolutely key to have young people supporting each other, not just because they look up to you and want guidance from you but they really value the conversations."

By introducing these schemes, it is clear that the College is being proactive and knowledgeable about the pupils' wellbeing, by approaching them in a calm, sensible and friendly way that encourages problems solving in the best way possible.



Peer Mentoring -



As Bradfield strives to offer truly outstanding pastoral care, one new scheme is putting its pupils at the very heart of the 'talking schools' ethos. Here, some of our first cohort of Peer Mentors explain the scheme, who it benefits and what they are learning from their experiences.

Who is the programme for?

The programme is open to the entire pupil body, although we have focused on Faulkner's. It is a good way to help new pupils feel comfortable as they have gone from being a big fish in a small pond at their old school to being a little fish in a larger pond at Bradfield.

It is just as important that we are available to all year groups. Pupils go through public exams and the stress can be overwhelming, so it is important for us to be there for them as well.

Pupils Helping Pupils



How does the programme work and how can pupils access your time?

Pupils can book a session via the internal pupil portal. It is an anonymous system in which they can choose which one of us they want to book but we do not know who we are going to see beforehand. We also have scheduled time in Faulkner's common room. There are three mentors from each girls' house and two from each boys' so there are 26 mentors on rotation throughout the week.

As there is at least one mentor from each house, we are available during prep time in our own Houses. We each

have a poster on our room door that states who we are and what we offer so there is a constant reminder that someone is always available. This has been popular thanks to our existing relationships with our housemates.

How did you prepare to become a mentor?

We took part in rigorous child protection and mental health first aid training. We learnt what to say in certain situations and how to be a listener. We learnt a lot about the importance of confidentiality and spotting the early signs of health issues. The training changed our perception

of the reality of mentoring. There is a lot to remember when you walk into the room to talk to another pupil and it needs to be all about what they have to say, not what you think they might want to say or feel.

Why do you think it is important for the College to introduce schemes like the Peer Mentoring programme?

Sometimes pupils feel they have no outlet to voice their worries. The fact that the College is willing to put pupils at the heart of tackling that is fantastic. Many of those who have used the scheme have spoken of their gratitude for having a pupil to talk to as sometimes they find their peers are easier to relate and talk to than a teacher.

“I wanted to help de-stigmatise the issue of mental health and to help communicate to my peers that any issue is important whether it is exam stress or everyday troubles.”

It is really important to make our peers aware of the issues surrounding mental health and wellbeing. Awareness within the College is growing and that has inspired pupils to take the initiative. Last year, as part of our IBDP studies, we organised a Mental Health Awareness Day which started conversations regarding the absence of a pupil-led support network.

When the Peer Mentoring scheme was first conceived, over 80 Sixth Formers enquired about signing up. The fact that the concept was backed by so many shows it was something pupils really wanted to happen.

What were you hoping to get out of the mentoring experience?

I wanted to make a difference to somebody's life. If I am able to make someone's experience here a bit easier or

more manageable then I know I will have accomplished something truly special.

The ability to give back to the College community while forming meaningful relationships with those in other year groups was a major reason for me when signing up. Through talking to Faulkner's pupils I have gained more confidence, become more compassionate and am more knowledgeable and aware of what is going on in the College.

I wanted to help de-stigmatise the issue of mental health and to help communicate to my peers that any issue is important whether it is exam stress or everyday troubles.

What have you experienced as a mentor during your first term?

While not all of us have had the opportunity to speak to a pupil, going to the meetings, particularly in Faulkner's, has provided a great opportunity to get to know whole year groups. We frequently go into the Faulkner's common room to be that platform to mediate between pupils and teachers, so to have the responsibility of handling that has given me a lot of confidence.

I have worked quite closely with Faulkner's and have seen a difference after pupils have spoken to someone who has been through the same experiences. For them to be able to relate to us is really important and is where progress is being made. It certainly has opened my eyes to the extent to which there is a need for a programme like this. I think it would have been used extensively had it been available when I first started at Bradfield.

“As pupils you can never have too much support”

I have found that it is really important to get people talking. If you know someone is going through something then you are able to help and be there for them. Bradfield is a big school and it is easy for pupils here to feel alone at times. To be able to show those pupils that they are not alone

and have someone to talk to who will really listen is key for their wellbeing.

Why do you think it is important for pupils to be at the centre of the College's pastoral offering?

Pupils are not always comfortable speaking directly to a teacher. They prefer to talk to someone who they think might understand their worry on a more personal level. Even if they don't use the booking system or in-House systems that are in place, we have all been given badges which make us identifiable around the College.

“Good communication skills are vital to keeping the conversation going”

I have had most of my mentoring experiences initiated by pupils approaching me out and about on campus. The whole scheme is geared towards making all pupils experiences here that bit better and providing the support to make that happen.

As pupils you can never have too much support so the more that is on offer the better. There are lots of strong support networks provided by the College staff inside and outside of the boarding houses. The peer mentoring is a great way to add to the pastoral offering which we all feel is one of Bradfield's strengths.

How do you go about making a decision about what happens next and how to escalate any queries?

Analysing what has been said in a discussion is really key to making the right decision. If we need to, we talk to Mr Clegg about what has been said in order to come up with the best and most effective solution. If you have something serious to deal with, you want them to get the right help quickly but in a way that doesn't feel forced.

“I now have a good set of transferable skills to use beyond Bradfield.”

We have a legal obligation to inform a member of staff in certain circumstances which can be the most difficult part of our job. If a friend tells you something in confidence the last thing you want to do is go straight to a teacher. You have to build trust but if you feel that person isn't safe or is vulnerable in any way then you have to find the line between your responsibility as a peer mentor and your loyalty as a friend.

The College is really good at providing outlets for us and has a really strong external support network. External listeners and counsellors are available for us and Mr Clegg has been really great at making us aware that those are on offer.

What skills have you enhanced or developed by being part of the scheme?

One of the most crucial skills I have developed is the ability to be empathetic. You really do need to understand how to react in certain situations and not to be caught off-guard by what a pupil might say during a discussion. To be able to show that you can care for them not just by what you say but by your body language is very important to making the outcome of any conversation a success.

Good communication skills are vital to keeping the conversation going and our training really focused on that element. Making sure we are paying attention to what they are saying and selecting the right responses was a good lesson for me. I feel I now have a good set of transferable skills to use beyond Bradfield.

It has helped me with my problem solving. Being able to get to the root cause of any issue is important and then being able to suggest the best solution has even helped me think differently, even in my academic studies.



Pupil Takeover Day

For one day in the Michaelmas Term, Bradfield hands over control and responsibility to its pupils who organise a 'Takeover Day'. Pupils get a unique insight into the world of work by taking on roles as teachers, administrators and sports coaches. This year some pupils even took over the College's social media accounts to report the day live and see how Bradfield markets itself in the digital age.

Here are some of the comments captured by the pupil journalists.

"It's actually really fun to be able to take control, I've learnt a lot about how to manage larger groups of people, which isn't something I expected" - *Freddie (D)*

"It's been nice to learn more about my own confidence around my peers" *Alejandra (L)*

"I have found the day to be a refreshing take on traditional education!" - *Anneka (J)*

"Categorising books in the library has taught me a lot about workload and systems management and has given me skills which will help me in my studies." - *Niels (FL)*



Director of Sport - Matt Ruxton

What was your experience of school sport as a pupil?

I was fortunate to be able to attend an independent school, which had a traditional sporting model. We played the major games including rugby, hockey and cricket but I also had the opportunity to try other individual sports. My positive experience there has undoubtedly helped me to form an opinion of what school sport should look like.

Beyond your school experience what is your sporting background?

As a teenager, I played academy level football before moving on to rugby. After a bad injury ended my rugby playing days, I chased a golf scholarship in America but did not want to spend hours a day on the training ground. I then fell in to hockey which provided me with the opportunity to be part of a team with good people and be active.

From there I earned a place in the Wales U18 team and carried on through the pathway where I spent 12 years in the senior side. I was lucky enough to earn 117 caps, captained the side 60 times and reached a Commonwealth Games. The chance to work towards a common goal with a team was the thing I enjoyed most about my participation.

How did you end up in education from there?

I happened to be coaching a variety of sports at a sports camp one summer. I had studied Sports Science at university and was set to do a Law conversion course when a teacher who was running the camp asked me if I really wanted go down that route and maybe I should try my hand at teaching. I took the advice and signed up to do a PGCE in PE before beginning my teaching career 18 months later.

What was it about Bradfield that attracted you to the job?

From the outside, it seemed like a place that holds sport in high regard, where it plays a key role in the pupils' development. I had always been impressed when visiting for hockey fixtures by the behaviour and level of performance from the pupils as well as the facilities.

The further I researched it became clear that Bradfield held academic performance in high regard but saw the development of the whole child just as importantly. That is something I truly believe in and for me so many of those core skills come through sport.

What have you experienced during a busy first term?

It has been fantastic. What has struck me most is the pupils set themselves a great platform on which to build. They are punctual, turn up in the right kit and have an unwavering willingness to learn. If you have those basics in place from the start then we as teachers are in a great position to maximize their learning capabilities.

On top of that, these pupils are keen to improve. I have been involved with coaching lots of sports here from those in the A teams right through to the E teams and beyond and it has been so refreshing to see them all go out and work to improve no matter what sport or team they are in.

How is Bradfield's sports programme positioned to supplement our academic offering?

There is such a breadth of sporting activity on offer at Bradfield and each individual sport will help pupils learn transferable skills in different ways. Team sport is vital in encouraging teamwork, communication skills, leadership and empathy. Experiences during individual sports provide a whole raft of skills and traits like resilience, self-sufficiency and learning to deal with failure.

Sport really fits into a bigger jigsaw that makes up a Bradfield education. It provides skills that supplement the confidence gained from drama, the creativity acquired from music or the academic challenges of the classroom.



Tennis Term Review

Tennis at Bradfield has gone from strength to strength in 2017. With the introduction of the clay courts, improvements to the Indoor Tennis Centre and expert coaching from the Bradfield Tennis Club staff, the sport has grown to become an all-year round activity and one of the College's major sporting offerings.

Continuing on from their achievements before the Summer, both our girls and boys teams, as well as our mixed teams, have enjoyed successes during the Michaelmas Term.

Girls

Our youngest players have made a great start to sporting life at Bradfield by becoming LTA Regional Division 2 champions. Poppy James (J), Matti Rooney-Smith (I), Tatiana Wiggin (I) and Livi Morgan-Finn (M) beat their Year 9 and 10 counterparts from Buckinghamshire, Oxfordshire and Hampshire to take the title which they will defend later in the year.

Our girls' team also finished second in their LTA Schools Senior Team group only to narrowly miss out on qualifying for the next round on number of sets won overall. The team of Alice Masquelier-Page (I), Poppy James, Matti Rooney-Smith, Gabby Engel (K), Iva Dralcheva (I), Elizabeth Lenon (I), Imi Lowe (J) and Kitty Butler (J) beat St Mary's Ascot (10-2) and Downe House B (10-2) before losing to Downe House A in a close final fixture (4-8).

As participating numbers have grown, our teams are able to enter more competitions than ever. We are looking forward to entering our girls' teams in the U15 Thomas Bowl, the Youll Cup and the Asbury Bailey Cup this year alongside the Glenville Cup knockout fixtures.

Boys

The boys enjoyed similar success as the Year 9 and 10 pairings became LTA Regional Division 2 champions. Jonathan Schleicher (A), Paolo Ravano (F), Lucian Harford

(H) and Ata Kuner (C) conquered their group after winning all their games and will have the opportunity to defend their crown later in the year.

Having won both of their fixtures so far, the boys are also just one victory away from qualifying for the next round of the LTA Schools Senior Team tournament. Joel Davis (D), Paolo Ravano, Jonathan Schleicher, James Gilchrist (H) and Ed Bray (F) all contributed to wins against Alton College (12-0) and Queen Mary's College (10-2) and they can now look forward to a crucial fixture against Bedales this term.

Boys teams will also take part in the Glenville Cup, U15 Thomas Bowl and the Youll Cup.

Mixed Teams

Our mixed doubles pairings are two matches away from the National Finals which will take place in Bolton later this term. Jonathan Schleicher/Alice Masquelier-Page and Paulo Ravano/Elizabeth Lenon took part in a round robin day of fixtures on Bradfield's newly opened clay courts where they beat Magdalen College (8-0) and Shiplake College (8-0) to reach the Regional Finals.

David Sammell

On top of the expert coaching our pupils receive from the Bradfield Tennis Club staff they are now able to work with world renowned coach David Sammell. David, best-selling author of the book *Locker Room Power*, is currently working with Top 200 ranked Liam Broady along with the high ranking Doubles pairing of Marcelo Demoliner and Marcus Daniell, and will visit the College throughout the year to provide Workshop days and coaching to both the pupils and the tennis staff.

To top off a successful year, the Bradfield Tennis Club was voted Berkshire LTA Tennis Club of the Year following the growth of the sport both at the College and in the academy. Congratulations to Damian and his team of coaches who have contributed so much to ensure this success.





Girls' Hockey

Girls' Hockey enjoyed one of its most successful seasons to date during the Michaelmas Term. There were promising performances from Bradfield's newest recruits and achievements at the very top of the game.

1stXI

The first team achieved their goal set at the beginning of the season by reaching the South Regional Finals for the first time while also reaching the quarter finals of the National Cup. Having qualified as Berkshire champions, the girls went on to win their South Regional Heat before beating Reigate Grammar School to take up one of four places at the Regional Finals.

The South is a very competitive region and for the girls to finish third is a superb achievement.

The first team also put on some good performances in the Independent Schools Hockey League (ISHL) with notable wins over St Edward's, Oxford (5-1) and Wellington (4-0). A closely fought 2-3 loss against Marlborough College was the only result keeping Bradfield from finishing top of the league.

U15

High-scoring encounters helped the U15C team to finish top of their ISHL. The girls put five past St Edward's,



Oxford and eight past Cheltenham College without reply proving there are some top players developing through the years at Bradfield.

U14

The hard work and development from the youngest Bradfieldians has been clear to see on the Hockey pitches. There have been four teams out almost every week and every Faulkner's girl has represented the College in the sport at some stage during the term.

The U14A team won all seven of their matches in their half of the Berkshire County Tournament draw showing that Bradfield has some strong up and coming sporting talent.

The U14C team enjoyed a strong league campaign finishing a point above second placed Cheltenham College thanks to a 4-1 win in the final game.



Football Michaelmas Round Up

There have been various successes across the age groups for football this season. From Cup runs and unbeaten seasons to broken records and national call-ups, Bradfield experienced it all in the Michaelmas Term.

College teams took part in 225 fixtures to set a new record for Bradfield. The sport's popularity continues to grow year-on-year thanks to the commitment from the coaching staff who have run over 800 training sessions and House matches throughout the term. This has improved the provision for all of the football teams from the 1stXI all the way through to the six Faulkner's teams.

1stXI

Continuing from their League success last season, the 1stXI have reached the final of the Boodles ISFA Cup for the third time in five seasons. They will come up against Repton School at the Milton Keynes Stadium in a bid to win their first ISFA Cup. They have also gone undefeated in the Elgin Capital ISFA Southern League to top the table. At the time of print they were due to face Allyn's School in the semi-final at the beginning of February.

The team also sits top of the newly established HUDL Independent Schools League having won four of their six fixtures against some of the country's best teams.

U16

All of our U16 teams improved on their previous seasons, not least our U16A team who enjoyed an unbeaten

campaign. Scoring 40 goals and conceding just ten times over their 11 competitive fixtures, the boys finished the term by beating an U18 Highgate team 10-0, a superb achievement.

U15

The U15As produced a strong run in the Independent Schools Football Association Cup (ISFA), with big victories against Harrow and Bristol Grammar School to reach the last 16 where they were narrowly defeated by Allyn's School.

U14

The U14A team reached the fourth round of the English Schools Football Association Cup (ESFA) with notable wins against Aldworth College (6-1) and Waingels College (5-2). Their loss in that particular competition was one of only two defeats for them in the term.

National Selections

Six Bradfield pupils have been picked to represent ISFA National teams this season which is another record for the College. Quinn McCallion (H), Ed Cook (G) and Sam Haynes (G) (U18), Joel Valentin (D) (U16) and Harry Ford (LC) and Dylan Lowther (LD) (U14) all trained at the National Football Centre, St George's Park before the Christmas break and can look forward to a full fixture list and possible tour in the Lent Term.

Lauren Bell on England Women's Cricket radar

Congratulations to Sixth Form cricketer Lauren Bell (J) who has been selected for the England Women's Senior Academy Programme following some excellent performances at club level.

The Programme identifies players with the potential skills and characteristics required to become a future senior England International and the call-up is particularly special for Lauren who joins as the youngest player in the 14-strong squad.

She will join up with squad mates on the winter development camps at the National Cricket Performance Centre, based at Loughborough University and will travel to the Desert Springs Academy in Spain this year.



Unbeaten term for College golfers

The Indoor Golf Performance Centre has enabled the growing rank of golfers at the College to continue working hard despite the winter months drawing in. This has led to the College enjoying an outstanding term for the U18, U16 and U14 teams who have won all of their fixtures, playing some breathtaking golf in the process.

Our golfers continue to develop and the College now boasts five who have a handicap of five or less which is testament to the excellent coaching facilities as well as the pupils' hunger to improve.

Following his victory in the HMC singles tournament in October, Killian McGinley (D) has been selected to represent the British Independent Schools' Golf Team in their tour of the

USA over the Easter break. Selection places him amongst the top eight golfers at Independent Schools in Britain and will see him play matches at some of the top golf courses in the United States.

The profile of the sport continues to grow with a large number of new players take up the game and we are excited by the prospect of being able to continue to grow our provision for girls' golf.



The Sir Steuart Pringle Trophy

The beginning of the Michaelmas Term saw nine team members training hard in preparation for a weekend of competition at the Sir Steuart Pringle Trophy in October. The team travelled to the Commando Training Centre Royal Marines with high hopes of producing a good result.

Following the opening brief, the participants moved onto Woodbury Common to spend the night under 'bivvies' before the competition began early Saturday morning. The team rose at 0530 on the first day of competition, getting breakfast before setting off to the first stance of the day.

OB 2ndLt Jamie Stocks D (05-10), who was five weeks into his Royal Marine Officer training, accompanied Bradfield's team. It was a long day with ten Military Skills Stances in different locations all over the common requiring the team to navigate difficult terrain to be at stances on time. Led by Alex Nixon (E) the team performed to the best of their ability all day giving every stance 100% effort.

After a well-earned meal, the team practised their Drill, which was the first stance of the second day, before getting a good night's rest. The Drill went well and after completing

the military knowledge questions the team changed into their t-shirts ready for the move to the Common and the Endurance Course.

The team gave their all to try to achieve a good time on the course where the final section of the run challenges participants to run through 'Peter's Pool' before the iconic Sheep Dip through the water tunnel and a lung busting last run to the top of the hill.

At presentations the team were hoping to receive one of the 12 Stance Trophies available and possibly the Pringle Trophy itself. They achieved a third place finish in both Drill and the First Aid stance and finished the weekend with an overall placing of fifth which is the best by the College during Captain Bates' time as OC of the Royal Marine Section.

Before leaving, Bradfield's pupils presented a cheque to the VIP Brigadier Charlie Stickland for the RM Charities, which the RMCCF had raised over the summer and received praise for their efforts and displaying true Royal Marines Spirit and values. The pupils had shown courage, determination, teamwork and cheerfulness in the face of adversity; all the qualities the Corps hold dear.



Duke of Edinburgh

Gold Qualifying Expeditions began in August as a group of pupils braved the summer sunshine for their expedition in the Lake District. A tricky start and a couple of wrong turnings led to a much shorter first day than planned. However, the five pupils showed much grit and to get through the week to pass their Gold Expedition with flying colours.

A further four groups took off in October for the Lake District and endured the reliably varied autumn weather. Storm Brian had a serious impact throughout and as a result, every day had to be re-organised to take a wet weather alternative route.

On the first day one of the groups inadvertently made it into the papers and were described as a group of experienced climbers after they stumbled across a lost group of ill-equipped tourists. The Keswick Mountain Rescue Team spokesperson stated that the “foreign tourists were lucky to have bumped into the guide and his well-led group of experienced climbers.”

Particular congratulations must therefore go to the four groups that passed the expedition section in what were the worst sustained conditions the assessor had ever seen in 30 years.

Duke of Edinburgh in numbers

- 157 Shell pupils are working towards completing their Bronze award
- 12 Lower Sixth pupils have completed their Bronze award
- 25 Upper Sixth pupils have completed their Bronze award
- 68 Lower Sixth pupils are working towards completing their Gold award
- 37 Upper Sixth pupils are working towards completing their Gold award
- 17 2016-17 leavers and 19 2015-16 leavers have completed their Gold award



Pupils at the Heart of Outreach



Over the last few years, Bradfield has striven to redefine what its Outreach Programme offers in order to engage both its members and our pupils proactively to foster a working relationship.

Following a successful year for pupil-led schemes, Darren Mitchell, Head of Outreach, Charities and CAS Co-ordinator, details how Outreach is changing and what the pupils gain from their experiences and the schemes in which they are currently involved.

The aim is to involve pupils in our Outreach Programme as much as possible. The introduction of a service element

within the academic curriculum in the International Baccalaureate Diploma Programme and our Bradfield Diploma has provided a focus on volunteering which ties in closely with existing Outreach schemes and our involvement with charities.

That sense of service has become central to the College culture rather than a standalone area, causing a rise in pupil engagement on an organisational level. Pupils are now conceiving ideas and becoming increasingly involved with organising fundraising and awareness events. It is great to see them taking the initiative and working out the details with us, seeing whether their ideas are feasible.

This is typified by the *Jazz on a Summer's Evening* concert which has traditionally been a fundraiser for a local charity. Now the pupils have a deeper level of involvement with organising the concert, linking up with the charity and running the show, which is ideal for their holistic development. In 2017, the event went on to raise over £12,000 for Teenage Cancer Trust so it was fantastic for

the pupils to have played a major role.

Through being involved in all aspects of the Outreach Programme, the girls and boys are learning important transferable skills that benefit them as they move through the years here and long after they leave.

Talking to our pupils, the part they enjoy most is being able to venture outside of the College and become more aware of specific issues such as mental health and wellbeing. They are also able to see the work that other schools and organisations do which might give them ideas further down the line.

Their participation builds outward-looking confidence; while many of the pupils are confident in the Bradfield environment, they have found themselves to be less so when put in external situations in front of strangers.

Having pupils who are willing to go beyond the bare minimum of what is expected of them, choosing to be selfless and giving up the free time that they have for the benefit of others, shows the right motivation and desire.

Many of the projects involve transferable skills such as time management, project management, organisation and leadership. These are all very different to those learnt in the classroom so they have a truly enhanced skillset to utilise at university or in the workplace.

Mental Health Awareness Day

This began as a Creativity Activity and Service (CAS) project for two of our IBDP pupils who wanted to organise a concert to raise awareness of mental health. It very quickly expanded into a College-wide event that ended up involving a further 12 pupils.

The girls worked with a local charity, the Charlie Waller Memorial Trust, to engage with a topic which is a big issue within modern society. They spent time as project managers and gained vital life skills in doing so. It was great to see their review process involved meeting the charity's founders to hand over the money raised and talk about the day in such a positive manner.

The fact that it involved every pupil in the College in some capacity, whether it was attending one of the lectures, taking part in the Colour Run, performing in the evening concert or making themselves aware of the charity, was great. It has provided us with a model for how we see pupil-led Outreach working in the future.

Berkshire Young Leaders Programme

Last year we ran this as a pilot with Berkshire Youth involving four of our pupils to see how the scheme could work over a whole academic year. The scheme actively engages our pupils with a local charity and local primary schools while providing them with a leadership qualification.

This year we had over 40 pupils sign up to the introductory meeting and 25 of those have applied to be a part of the volunteer scheme that enables them to build on their own skills and talents. For example if they are into music, they can work with local primary school pupils to teach them a new instrument. This is another example of pupils being proactive with their involvement and those who have signed up received their training throughout the Michaelmas Term. They are now volunteering as Young Leaders on a weekly basis having gained an Open Colleges Level 1 qualification in Leadership, which is externally awarded and accredited.

Schools Together

Schools Together is an online directory where state education establishments can search for Outreach provision in their local community. We list our provisions, detailing the resources and facilities that we are able to share such as our Science afternoons or our Young Leadership Project, so that those state schools can get in contact if they find a project that they think would benefit them.

It is an active directory so if we come up with a new scheme we add it and if we discontinue one we take it off the list. It has helped us to organise our projects which have historically been run by separate departments and can now be firmly under the College umbrella.

Ed Club

Pupils at Marlborough College conceived the Ed Club Movement and they approached us to pitch the project to our pupils. There were two elements to being a part of the movement, the first of which involved any interested pupils having to raise a set amount of money to pay for the computer facilities in the community abroad.

The whole scheme is internationally minded and web based. Our pupils Skype children in rural India to help them improve their English language skills and their academic work simply through conversations and academic questions. We have had much interest in the project and there is an extensive waiting list of Fifth and Sixth Form pupils who want to take part.

ABC to Read

Now in its fourth year, ABC to Read involves pupils who act as reading mentors for primary school pupils in need of extra help in literacy. Working with the Assisting Berkshire Children to Read charity, our pupils listen to them read and play a variety of reading based games with them over the course of an hour.

When the project began, the charity came in and delivered the training but it has proved such a success here that we are now able to provide the training internally and take more ownership of it as an ongoing project.

Apollo 5 Young Leaders

We run this musical scheme in conjunction with the local secondary school, Theale Green. Similar to ABC to Read, pupils from both schools are trained to teach the basics of music and singing to young children. There are then a series of commitments throughout the year both inside and outside of the College.

The Big Sing is always a great success. We invite a number of primary schools for a morning of singing in our Chapel. Our pupils lead the whole session, teaching singing techniques in an engaging way.

With a lot more Outreach planned throughout this academic year we are very much looking forward to seeing our pupils develop through their involvement in these programmes.

Pupil organised concert - part of the Mental Health Awareness Day CAS Project





Prep Schools' Events

The College welcomed Prep Schools throughout the Michaelmas Term to take part in academic and sporting competitions and masterclasses.

The annual **Science Challenge** was held in the newly renovated Blackburn Science Centre and saw teams of four test their scientific skills in three subject areas. Pupils tested out the new laboratories as they examined the effects of light on small insects for the Biology section.

In Physics, participants were tasked with making a loudspeaker from a handful of simple materials while the Chemistry challenge tested pupils' knowledge of reactions as they identified liquids based on the way they reacted with each other in test tubes.

Ludgrove scored highest in the three challenges and were crowned this year's champions.

18 schools arrived at Bradfield for a highly-competitive Under 11s **Football Tournament**. Those participating got a taste of the rigours of the football programme at Bradfield as 1stXI coach Luke Webb put Bradfield's footballers through their paces in a brief training session.

Congratulations to Parkside who won the Main Cup for the second successive year while Yately Manor were victorious in the Plate competition.

Pupils at the well attended **Hockey Tournament** got an insight into the Bradfield Hockey Programme. Girls from the senior hockey teams ran a masterclass throughout the morning focusing on passing, shooting and team play drills.

Following a break for lunch, the players took part in the tournament with Hall Grove coming away as winners of the Cup and Oratory Prep winning the Plate competition.





*Grounds,
Gardens
and Golf*

One of the College's greatest assets is its stunning setting and location in the Berkshire countryside; it is what sets us apart from other schools. If the grounds are looking pristine then visitors are in the right frame of mind before viewing the College and its facilities.



The Estates team, which maintains the grounds, gardens and golf course, works to deliver three key objectives: improving the visual amenity of the site; improving the quality of natural and artificial sports surface provision and conserving the biodiversity and sustainability of natural ecosystems within the College campus.

Simon Myhill, Head Gardener, is responsible for a team of four who look after both the gardens and amenity areas around the College and boarding house quadrant. Alec Horsburgh, Head Greenkeeper, leads a team of three based solely at the Golf Course; As well as the greens, tees and fairways they maintain the surrounding woodland area. A third team looks after the College's various sports pitches and facilities including all the major playing fields as well as the artificial surfaces such as the All Weather Pitches.

Maintaining each of these areas is demanding and seasonal changes

provide significant challenges. The pitches used for football during the Michaelmas Term will become cricket grounds in the summer and the All Weather Pitches are prepped for hockey in the winter and tennis in the summer.

The cricket season throws up perhaps the biggest challenge, particularly on Pit, which hosts somewhere in the region of 80 games played across 12 wickets. The 1stXI can play up to three times a week with OB Waifs games on most Sundays so the wickets and outfield must be kept up to scratch for every game.

Similarly, with the golf course open all year round, the team must work on a surface that is constantly in use. Essential maintenance work to keep the greens pristine, the fairways clear and tees in good condition often happens while players are on the course.

For the gardeners, improving the visual amenity of the College site is their everyday job and they are busy throughout the year. The floral displays on show are the focus during the spring and summer while in autumn the gardeners keep the campus

leaf free as well as preserving the flowerbeds and grass areas. While you may think the winter would be the quietest time for the gardeners, they actually spend the season sowing the seeds for the spring and summer plans, in three greenhouses situated on campus. The team has grown thousands of plants from seed to pot since January which takes a lot of knowledge, care and patience.

There are always new and innovative ways of gardening and different styles that come in and out of fashion so Simon and his team strive to implement these within their work. Last year saw an expansive update to the sunken garden pathways and pond fountain. These now convey both peace and modernity with further improvements planned to renovate the existing plant beds.

Over Easter there are plans to update the area outside Faulkner's and lay a new pathway. The team is planning to implement new and exciting ideas including scented flowers and new colours.

Technology can play an important role in maximizing efficiency. The golf team use moisture meters to measure

the percentage of water in the top couple of inches of soil as well as software which helps to monitor and predict the growth of the trees in the surrounding area in order to adhere to health and safety requirements. They also make use of their own borehole for a sustainable source of water.

Devices are also utilised to produce our outstanding cricket pitches: measuring soil density allows the team to decide whether they should roll the ground more or less; the football pitch at Rectory 1 has under-soil drainage and a similar system will be installed for Rectory 2 this summer adding to the irrigation systems which give the teams control over moisture loss on Pit and New Ground.

The College is home to many natural ecosystems and unique biodiverse areas which the Estates team is committed to maintaining and



preserving. Simon's gardening team are embarking on a collaborative project with the Science Department to restore a nature reserve on campus with a view to having the pupils able to use it both practically and academically.

Currently the pathways around it are overgrown and these will need to be cut back while the bridges will be fully restored. The pupils are going to be involved in the rebuilding process and this experience will enable them

to learn a different set of skills. There are plans to install owl and bird boxes in the trees that will make use of live camera feeds allowing for constant monitoring back in the classroom.

It is testament to the hard work of all those involved in the upkeep of the campus that we receive such positive feedback and praise for the College's aesthetics. Without them, Bradfield simply would not be the bucolic place it is.



Director of Music - Matt Lowe

How did you find out about the role at Bradfield?

I had known about the College since I was a schoolboy. Eton play here regularly in football fixtures and I distinctly remember the stunning views of the countryside, and the very good football pitches!

I was excited when I found out about the Director of Music role. I had enjoyed 15 years of playing at the top of the music profession and throughout that time I had continuously challenged myself to improve as a musician. I felt I had reached a stage where I wanted to share my experiences and teachings from that profession with others. I have a real passion for inspiring young people and enabling them to become the best that they can be so this role seemed the perfect fit.

What were your first impressions of the College?

Two senior pupils gave me a tour of the College during the interview process and I was impressed by both their manner and demeanour. I left with the distinct impression that if my children were to grow up to be like them then I would be a very proud father.

Coming into the Department for the first time, I was warmly welcomed by all the staff here. It has become so apparent that having a strong sense of community is one of Bradfield's greatest attributes.

How did you find your first term?

My first term was great. The music here is full of life and vibrancy and I have been amazed by the enthusiasm from within the Department. There seems to be a real buzz around the jazz and singing here which is wonderful to be a part of.

I am very grateful for the support from the Senior Management Team who are keen to put Music at the forefront of a Bradfield education.

What are your goals for the Music Department?

My aim is to make Bradfield a centre of excellence for Music, a place that encourages and informs all students and that puts creativity at the centre of learning. I want to share our knowledge and talents as much as possible and that means going out to the local community and to Prep Schools to involve them in workshops, programmes and concerts.

What events are you looking forward to experiencing for the first time this year?

It is an exciting time for Music at Bradfield as we follow on from a successful and busy Michaelmas Term. We have a joint Evensong with the talented choir from Holloway College which I hope will provide inspiration for our own Chapel choir. We also have our "Apollo 5" workshop series, a leadership course that culminates in the coaching of a hundred or more prep school children, Scholars and Academic musicians concerts, before finishing term with the Spring Concert at Reading Town Hall.

In the Summer Term we will hold the annual *Jazz on a Summer's Evening* concert which has just celebrated its tenth anniversary and to finish the term we are looking forward to joining the Drama Department for our production of the musical *Godspell*.

Why do you think Music should play a vital part of a modern education?

For me, Music is a voyage of self-discovery and growth. As a subjective art form, it provides us with essential life skills that we need for later life, skills that are sought after by all the top universities and workplace employers. It enables pupils to develop holistically and grow as people outside of the academic sphere.

What cannot be underestimated is the social aspect of Music. Performing, practising and sharing interests with other helps to form lifelong bonds with peers. The learning process in Music is very different to a typical academic learning curve. That process should be an enjoyable one which can set a foundation for pupils to gain the confidence to go on stage and perform to the best of their ability.



Carols at Bradfield

The Christmas Carols season started in earnest with the Charlie Waller Memorial Trust Carol Concert in early December to a packed Bradfield Chapel. Musica Riservata, the Chapel Choir, joined with Elstree School Choir to perform *Carol of the Bells* before the two choirs sang a solo piece each.

After Tom Klafkowski's (G) solo during *The Three Kings*, the two choirs reunited to sing Vaughan Williams' *This is the Truth Sent from Above*. It was a fitting service to bring awareness to Mental Health and the work of the Charlie Waller Memorial Trust who aim to reach 4,000 parents, teachers and pupils every month with free school training.

The concert also featured a number of guest speakers including television presenter Mark Durden-Smith and double Olympic rowing champion Alex Gregory MBE and raised over £13,000 for the charity.

The following week the Chapel Choir set off for the capital for the fourth annual

Carols in London service, arranged by the Bradfield Society. The acoustics in St James's Church, Paddington, provided a very different environment for the singers than the one that they are used to in Bradfield's own Chapel but the choir overcame the challenge with aplomb, creating a beautiful sound throughout the service.

The final two services took place at Bradfield, once again to large audiences. Amelia Sabey (I), Katie Hines (M) and Kia Lawrence (I) excelled as they sang graceful solos during *Once in Royal David's City* and the Brass Group brought an electricity to the hymns and descants throughout the services.

The final number featured harpists Holly Jones (K), Harry Coxon (HL) and Liz Elliot. They set the festive mood with some delicate arrangements of traditional carols and received warm applause and appreciation from the audience.

The choir sang with excellent consistency through the concert season with many attendees commenting that this was the best they had ever seen the choir. We are already looking forward to the Spring Concert later this term.



Michaelmas Concert

Over 100 pupils took to the stage to close the term and perform at what was an outstanding Michaelmas Concert in December.

Big Band opened with two pieces: *It's On* by George Duke and Benny Carter's *Vine Street Rumble*. Tight brass playing highlighted the excellent wind section and the performances encapsulated the energy which Hayley Lambert has brought to the Wind Department.

The evening provided an opportunity to welcome back Liz Croft, Head of Singing, to oversee the dress rehearsal and performance by Schola Cantorum whose wonderfully emotional arrangement of the contemporary *Fix You* by Coldplay was sung with feeling and vigour.

Jazz Band threw themselves into an enthusiastic rendition of Gordon Goodwin's *Backrow Politics*, energetically projecting their musical talents around the room.

After a wonderful introduction from Phoebe Davis (J), our all-female A Capella group Bradfield Bellas sang two arrangements, the modern *All of Me* by John Legend and the well-known gospel song *Take My Hand, Precious Lord*. The joy and passion of this type of music that peripatetic music teacher Kimberley Roberts

brought to the group was clear both on the faces of the pupil singers and in the music emanating from the stage.

Each year the concert organisers endeavour to raise awareness for a chosen charity and this year the pupils and staff chose The National Autistic Society (NAS). Having previously spoken so movingly in Chapel a few weeks earlier, Poppy Wall (J) spoke openly and honestly about her personal connection with Autism and her heartfelt message resonated with the audience.

NAS has more than 110 volunteer-led branches and groups across the UK and their hard-working volunteers take part in fundraising and campaigning activities as well as running family support and information services to help those with Autism nationwide.

Following a brief interval, Concert Band played two contrasting pieces, *First Movement from English Folk Song Suite* by Ralph Vaughan Williams and *Themes from Jurassic Park* from John Williams' original film score. Over 30 pupils took to the stage and gave their all throughout.

The second half of the concert saw a number of solo items and duets. Elias Tenhula (C) on piano and Katie Mazur (K) on violin played with fluency and feeling, showing great skill by intertwining the harmony with the counter-melody during their rendition of *Ave Maria*.

This was followed by Haydn Bardoe's (A) version of Andra Day's *Rise Up*, which was full of heartfelt emotion and caused a spontaneous eruption of applause. His use of falsetto and improvisation showed exceptional vocal control that very few male singers his age can accomplish.

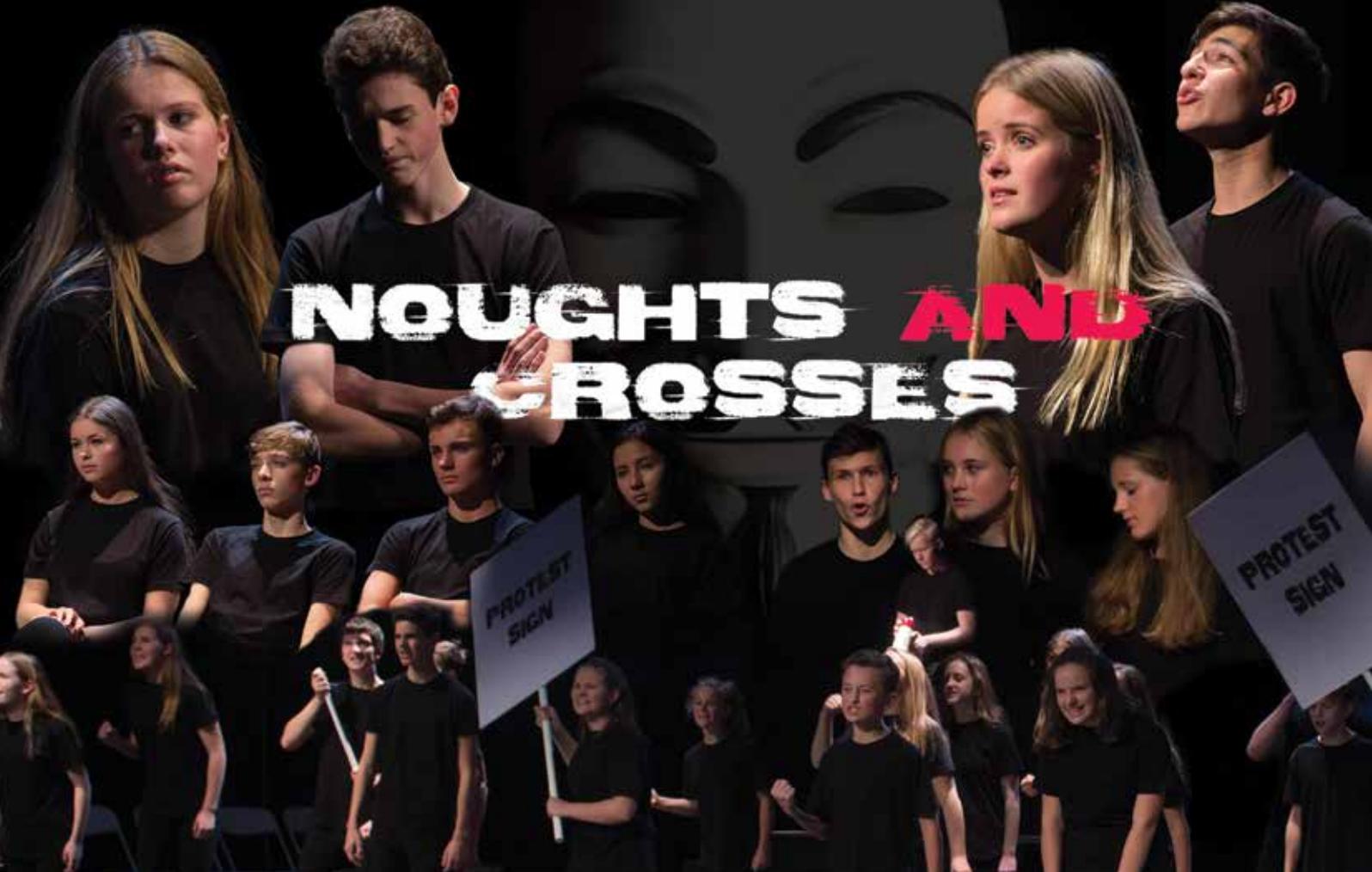
For the first time in over a decade, Bradfield Brass took to the stage at the Michaelmas Concert. The improvement they have shown throughout the course of the term was evident throughout their accomplished performances of *Excerpts from West Side Story*.

Savannah Johnson (KL) introduced *Musica Riservata* (Chapel Choir) as they took to the stage to round off the evening with some hearty carols. The first piece, *Three Kings*, featured Tom Klafkowski (G), who had previously played six other roles during the concert including jazz piano, bass guitar, triangle and timpani. His lush tenor solo vocal was accompanied excellently by the gentlemen in the first verse before the full choir added to the storytelling for the remainder of the piece.

The concert finished with a high-octane rendition of *This Little Babe* by Benjamin Britain sung by the sopranos and altos. The canon acoustic effect created the illusion of echo around the Old Gym. This huge challenge was met expertly by the pupils who rose to the occasion to produce a fitting finale to a professional and well-received Michaelmas Concert.

Thank you to everyone in the Music Department for putting on such a wonderful event. From the ensemble leaders and visiting music staff to the technicians and administrators; this show would not have been the success it was without them.





The Michaelmas Term saw the return of a Bradfield Drama tradition with the staging of two plays, the first of which involved junior pupils from Faulkner's, Shell and the Fifth Form.

Beginning life as a novel by Malorie Blackman and adapted for the stage by Dominic Cooke, *Noughts and Crosses* tells the story of two teenagers, Callum, a Nought, and Sephy, a Cross. Whereas Blackman's symbolism is clear with the two families representing different races, Bradfield's production explored different societal classes as its system of division.

With the two lead characters sharing the stage for much of the play to exchange challenging and emotional dialogue, the roles were rotated for the three performances. Olivia Townend (M) and Amy Cotterell (I) excelled as Sephy, a member of the ruling elite who enjoys a luxury lifestyle, while Toby Lent (C) and Max Garrood (F) shone as the working class Callum.

Staging the play presented numerous challenges, none more so than visiting 27 different locations (the story moves at a rapid pace from a beach to a forest, to a school, a prison and a house to name just a few) and casting 26 named roles. In order to achieve all this, Director Nic Saunders invoked the theatrical techniques of revolutionary German theatre practitioner Bertolt Brecht, who advocated abandoning attempts to stage things in a Naturalistic style, favouring only the dramatic devices needed to tell the story in its purest form.

The production stripped away elaborate sets and colourful costumes with cast dressed in plain black t-shirts on an open and empty stage featuring only a screen which projected the names of the locations whenever a scene changed. By staging the play in this deceptively simple way, the audience were able to engage fully with the story and the characters alone with their acting and dialogue thrust under the spotlight. It was against this backdrop that the events of the story unfold with class tensions conveyed expertly and with maturity by the cast.

United by a shared sense of injustice as children, and separated by intolerance as they grow up, Sephy and Callum's desire to be together sparks a political crisis of unimaginable proportions. A large ensemble cast made up the play's divided society who entered and exited the stage armed with only chairs and protest posters to portray opposing sides of society and create minimalist settings.

The midpoint of the play saw a crowded shopping centre rocked by an act of terrorism as a bomb explodes. The pupils played out the cleverly choreographed scene in slow motion by silently raising their folding steel chairs above their heads before crashing them to the ground with an echoing clatter that shocked the audience.

It was clear that the pupils had worked incredibly hard throughout the term to memorise the challenging dialogue and develop the raw acting skills necessary to stage a production in such a way. Well done to all involved.

For the second of Bradfield's Michaelmas Drama productions, the Sixth Form pupils transported the audience in Big School back to the 'Swinging Sixties' for a very original adaptation of William Shakespeare's *Twelfth Night*.

The setting for the play, the Balkan coastal country of Illyria, was reimagined as an English nightclub and housed a live band fittingly dubbed *The What You Wills*. Polished performances from Iva Dralcheva (I), vocals, Kwaku Akonnor (C), keys, and Johannes Jansen (C), drums, provided an atmospheric soundtrack of iconic Sixties hits throughout the play.

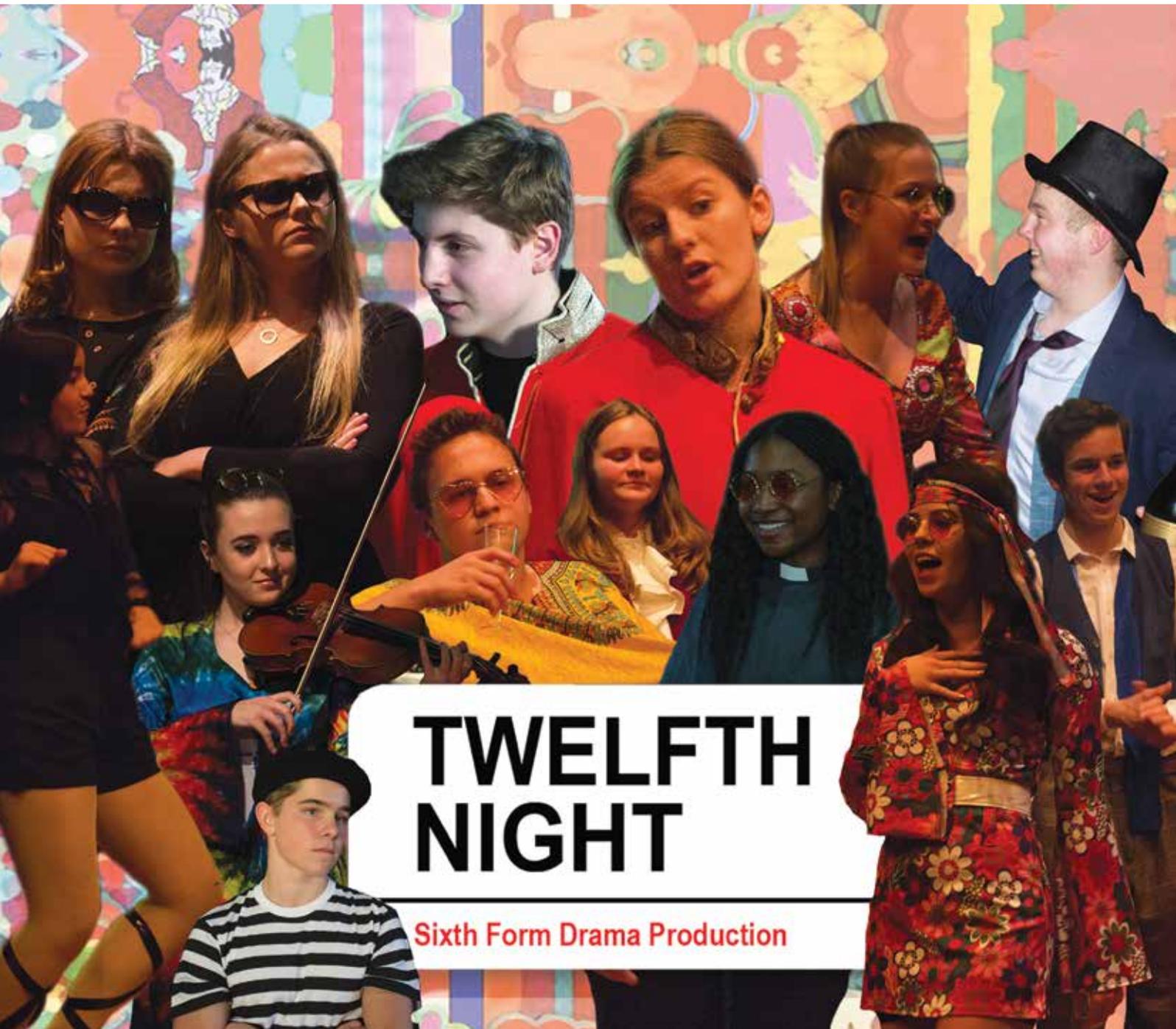
Director Andy Golding was inspired to incorporate some of the sights and sounds of an exciting period in British history into his production by the song *Lola* by The Kinks. The lyrics include the infamous line "I can't understand why she walk like a woman and talk like a man", which provided

a clear link to the focal character of Viola/Cesario, played by the talented Izzy Mackenzie (I), in Shakespeare's comedy.

The nightclub provided apt locations for each of Shakespeare's characters to dwell. Mikhail Volkov's (E) fez-donning, lovesick 'Duke' Orsino could be found in the colourful V.I.P enclosure, Annie Calf's (I) suave Lady Olivia could be found mourning at a private table and her drunken uncle Sir Toby Belch and friend Sir Andrew Aguecheek, played by Luke Vinecombe (A) and Matthew Laing (E) respectively, could be found disturbing the peace at the bar.

Many of the play's more comedic moments were provided by the quick-witted hippie clown/violinist Katie Mazur (K) and the yellow stocking wearing Mendoza Houben (I) as Malvolio.

Bradfield's production ended with the entire cast on stage for a rousing performance of *Lola* before the pupils left to well deserved and rapturous applause.



Horizons - Michaelmas Term



Mock Trial

Pupils from the Fifth and Sixth Form considering a career in Law found themselves taking part in a hugely heated 'Biscuit Debate', followed by trial preparation and the mock trial itself. Two teams became the prosecution and defence with witnesses and court officials, with the help of a facilitator, a graduate and trainee barrister currently with a Chambers in Lincoln's Inn, from the recently set up Lawyer Portal. The trial gave the pupils an opportunity to hone their debating and communication skills as well as test their ability to think on their feet and work as a team.

Meet the Entrepreneur

Our senior pupils had the chance to hear how four entrepreneurs began their journeys, where they have got to with their businesses now and what they wished they had known at the start.

David Edwards from *Big River Solutions* who presented the stories of the four individuals compered the event. OB's Mike Robinson (D 83-88), owner of *The Pot Kiln*, and Charles Warner (G 92-95) owner of *Zoo Loos* were joined by Nayna Macintosh from *Hope Fashion* and Mike Revell, with dotcom and high tech experience, to talk to pupils. From the number of questions asked it was clear that there was real interest in their stories and experiences.

Business Start-up Workshop

A team of facilitators from *Inside Knowledge* led a workshop for the Lower Sixth on starting their own business. Pupils were tasked with pitching for funding from the bank, which challenged them to learn and utilise negotiation skills. The teams carried out market research into their proposed product/business idea before pitching a business idea to the rest of the groups. The experience allowed pupils to develop essential skills while giving them an insight into the process of starting a business or planning for a career in the commercial world of corporate life.



Skills for a life beyond Bradfield

On Wednesday 20 September, Guy Richardson, a highly experienced leader/manager, and the CEO of *Eiger Performance*, gave a talk to the Lower Sixth on leadership and some of the essential skills and knowledge he has gained from various fields of work. His enthusiasm engaged the audience as he described the initial steps to becoming a well-rounded team player, a skill highly desirable to those of us wanting to work in environments requiring people to bond and work together.

One of the first phases Guy went through was at Sandhurst, where he passed out as an Officer in the British Army, leaving with a skill set that has stayed with him for life. Experiences from then on, such as leading soldiers into war, saw him grow as a person. One example he talked about was when, aged 19, he had responsibility for, and safely delivered home, all those under his command during his deployment in Ireland despite 'sweating bricks'. Communication skills allowed Guy to restore confidence in his men

World of Health and Sport

Our Fifth Formers were joined by pupils from The Downs School to attend a careers event within the world of health and sport. This gave them the opportunity to speak to industry professionals about what future career paths might look like. Pupils spoke to the Food Sciences team from Reading University, Sports course leaders from Oxford Brookes, a team of junior doctors from The Royal Berkshire Hospital, physios from the Spire Hospital and lecturers from the medical faculties at Southampton and Surrey universities.

to keep maximum focus while on patrols and not allow complacency to take hold. He encouraged us to look in the mirror, consider how the Bradfield 'soft skills' relate to each one of us and most of all take real ownership of our individual direction – in other words 'self-leadership'.

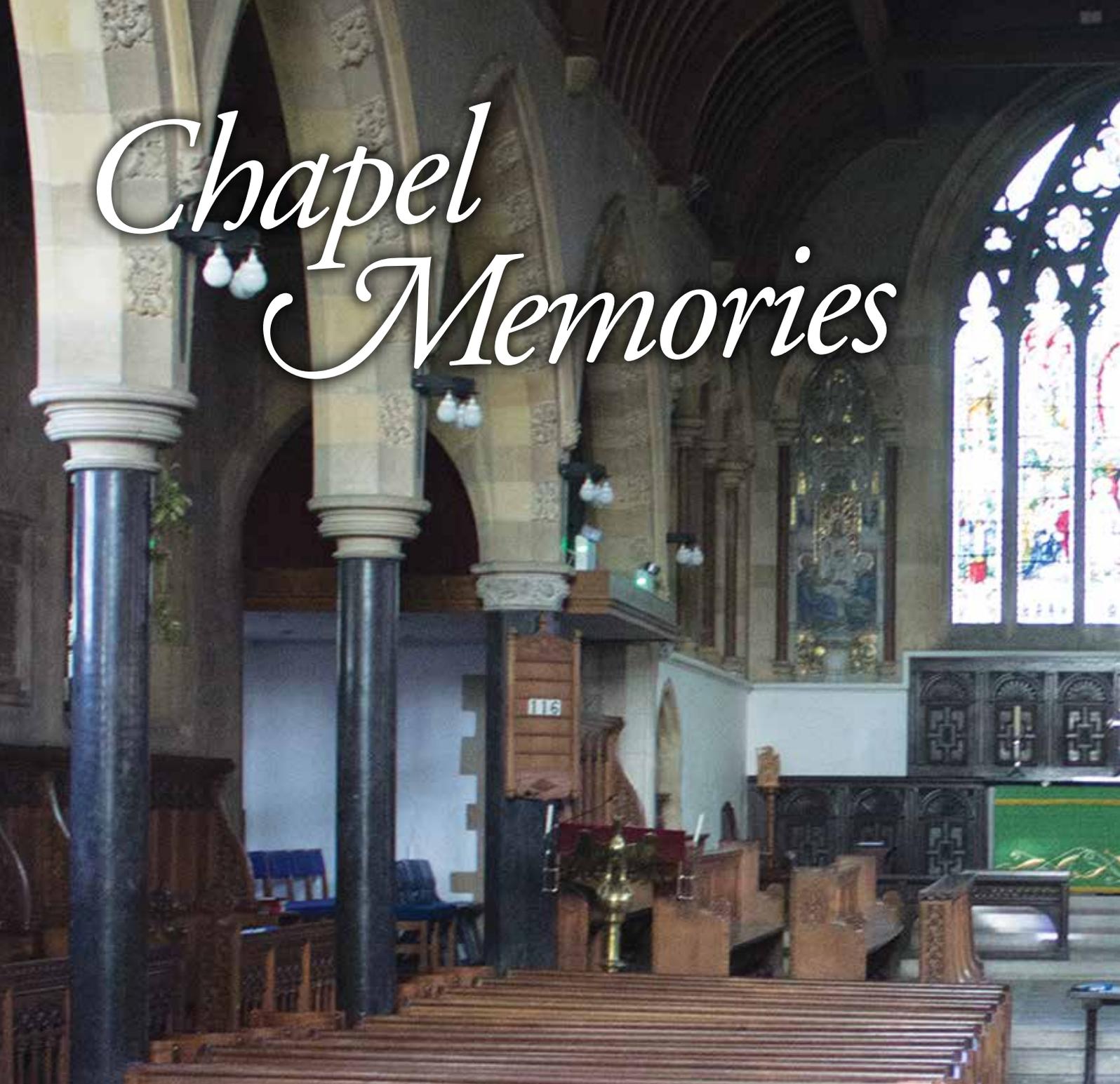
To add to the depth of his leadership skills he later became the manager of the Lions rugby team after using his 'network' to contact them after the old manager had quit. This meant he became accountable for any major mistakes in the team. However, as he explained it is about reacting to issues stating, "That is what defines you. Putting your hand up and claiming fault does no harm."

After a lifetime of tests and challenges Guy put his knowledge into creating a company known as *Eiger Performance* which specializes in educating leaders and creating high performance cultures.

Personally, I now feel inspired and more mentally equipped to handle situations in which I am responsible. Guy's talk also made me appreciate how I can use my network, which is made up of the people around me, to achieve my career goals. This highlighted the importance of the OB community to me, something that I will look into so I can make the best use of this going forwards.

Hugo Donovan (C)





Chapel Memories

John Mountford, Organist and Head of Co-Curricular Music 2012-17

"I will never forget my last Friday Chapel. I arrived in advance of the choir to discover that a projector screen had been placed where I normally stood to conduct. Having resolved that, the rehearsal began: we were due to perform some of Mozart's Coronation Mass but four out of eight soloists were elsewhere, so their parts had to be sight-read by other choir members. Things took a tricky turn when the fire alarms were activated: The Chaplain had chosen the theme of 'pollution', which involved a portable smoke machine loaned from the

Drama Department. In the service, I conducted with an image of Chinese cyclists in face masks projected on my back - certainly a first for me! The pupil who stood up to read the prayers slipped over causing a mass convulsion of laughter, from which he only just managed to utter the first word of the prayers: 'Lord!'"

Anonymous OB

"Whenever I'm at Bradfield I always find time to visit the school Chapel where my dear late brother and I were confirmed at the same time in the mid-1950s by Bishop Parham. We were presented with small Holy Communion booklets by the then



Headmaster, JD Hills, and these remain cherished possessions. My brother was a highly regarded regular army officer and was killed at a very young age on active service. The school Chaplain very kindly arranged a short service in the Chapel in his memory for his wife who I accompanied."

The Reverend Canon Andrew Lenox-Conyngham (A 57-62)

"For me and for others, Chapel was a very important part of my time at Bradfield, not least because of the sermons. It was a wonderful way to start the day with the whole school in Chapel for a fifteen-minute service. There were many voluntary

services - chiefly the Lenten addresses, delivered weekly, and also a series of talks, delivered by members of the staff on their Christian faith. These were, I remember, always well attended. On Sundays, there were two services - both compulsory, but no one objected to that with, in the evening, a visiting preacher. Often these would be followed up by a talk in Big School the following Monday morning. I believe it was Charles Lepper who is reported as saying that, 'If the heart of Bradfield is the Greek Theatre, the soul of the school is the Chapel!'"

Jonathan Castle (B 69-74)

"I recall the morning that Michael Hoban (Headmaster 64-71)

led the Saturday morning congregation practice in Chapel. It would have been late 1969/early 1970 and the Music Master, who usually led us, was unwell. Michael stepped to the fore and led us with his beautifully rich singing voice. I was struck by the strength of his voice and the confidence with which he led us. It is a memory that has lived with me all these years."

Paul Steed (F 66-71)

"One boy came from Bermuda by plane and was given sleeping pills for the long flight. He had a few of these over and a 'dare' was set up where another boy took one. No effect until we all filed by pews from Chapel after an assembly and there he was, fast asleep!"

Mike Gush (B 62-67)

"I was preparing to do a reading for a Christmas Carol Service. I was due to read the fourth Reading following Tom Robertson's third Reading. I was a bit surprised when he read my verses ... I had to scramble to find his reading and hope that not too many of the congregation had spotted the disjointed timeline!"

Ollie Govett (E 94-99)

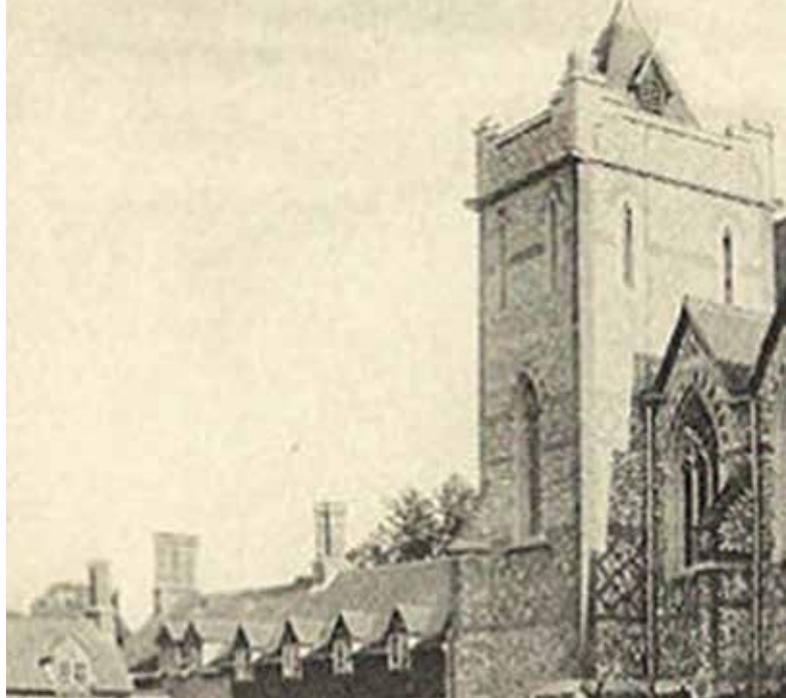
"My lasting memory is of Dan Clark, who at the time was my PE and Geography teacher, standing in to take mass one morning when Father Mulliner couldn't be there. It was the funniest 20 minutes of my 'Chapel life'. I miss those days and I always had so much respect for Mr Clark. He may not remember ever doing this, but I certainly do. Thanks for the memory. If you are still at Bradfield, I hope you are well."

Crispian Cartwright (C 66-70)

"The 'Spirit of the Age' encouraged embarrassingly informal services in the late 60s where boys would choose the readings. I recall annoying the trendy powers that be by choosing tremendously bloodthirsty passages from the Old Testament and from the Book of Common Prayer's Communion."

Michael Lurie (A 54-58)

"My memories of Chapel are somewhat faded due to the passing of the years, but there is one even, each year, that brings those distant memories flooding back as if yesterday and that is the Annual Carol Service. The Chapel seems so much smaller now but the atmosphere is magical at the Carol Service when candlelit. I attend regularly and the drinks afterwards allow me to catch up with former pupils with the memories of our time at Bradfield."



Charlie Flindt (B 75-80)

"The Stan Tracey Trio came to Bradfield in 1979 and played in the Music School. It was the usual brand of chaotic free jazz, but which somehow seemed beautifully structured at the same time. We all went away with our brains slightly addled, but well entertained. All of us - except one. Nick Reed was so shocked at the whole thing that he adjourned to Chapel and spent several hours hammering out the classics. Toccata and Fugue like you've never heard it before."

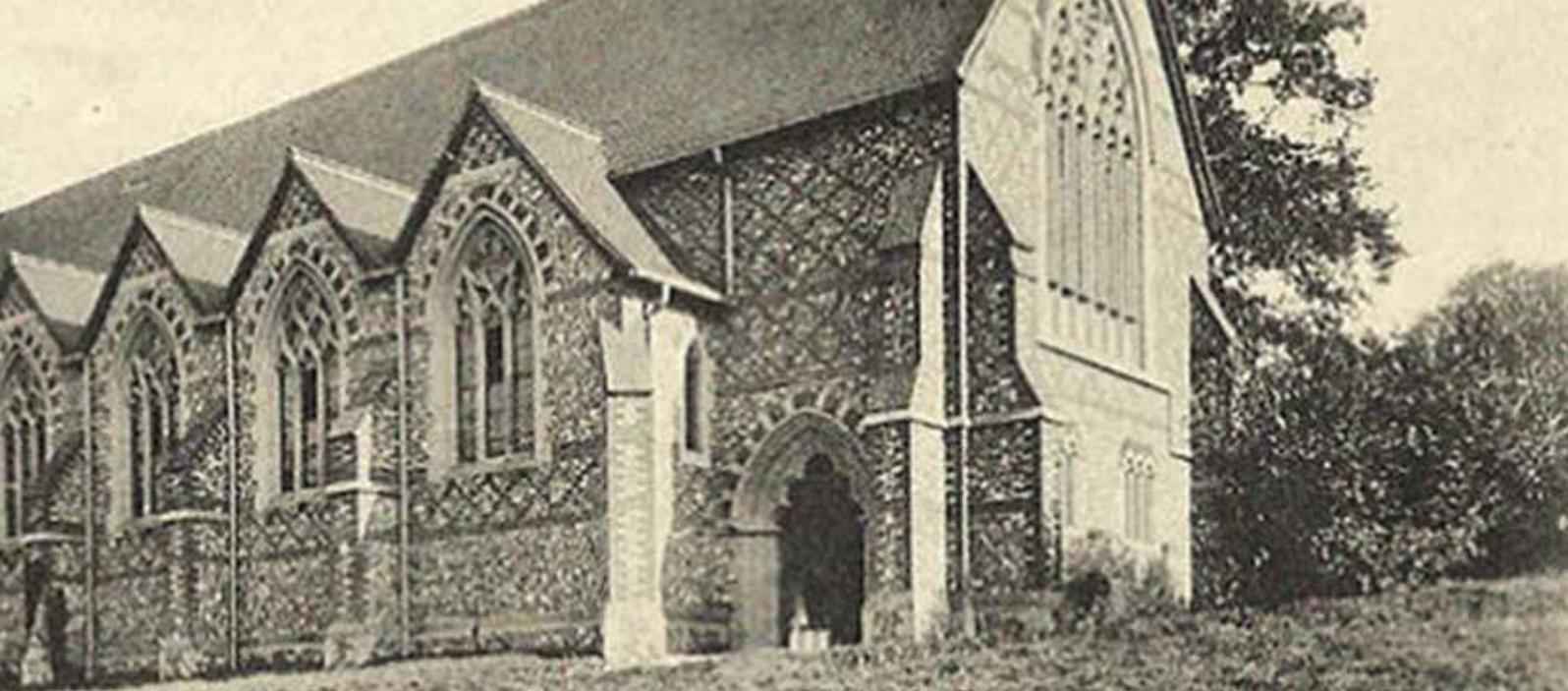
I left my bedsit in B House, put on my dressing gown and set off furiously for Chapel to ask whoever it was to kindly let us get some sleep. I spent an hour or two standing just outside the side door entranced at the playing. I never did ask him to stop."

Jonathan Clark (A 58-62)

"My elder brother Charles (A 56-61) and younger brother Nigel (A 60-65) both sang in the Chapel Choir. I think I was in row B when my class was sat behind the stalls to the left side of Chapel. The choir turned around and advised me that "Either I sing or they sing as there was disharmony if we both sang". I now sing in the body of my local church away from the choir!"

Geoffrey Edwards (D 57-61)

"My memories start when I first arrived at the College. The experience of being a relatively long way from my parents was difficult as it was for many of my term colleagues. In a way, Chapel represented a refuge and as time passed, one's memories are more associated with those who preached, particularly at Sunday Evensong. Not only was the music memorable but the preachers such as Rev David Sheppard - a cricketer hero in our eyes - will never be forgotten. I should add



that when my House was seated in the Upper Gallery it gave the opportunity to arrive a bit late. To have learned the 91st Psalm by heart (part of what was then known as the 'bump test') and being able to recite nearly all of the Communion service from the Book of Common Prayer without recourse to the text, may not seem to be particularly important these days. However, it does mean to this day one can pray wherever one is without having a book in one's hand. I was confirmed in the Chapel by the Bishop of Oxford in 1958."

Canon Richard Cook (E 62-67 and SCR 72-75)

"Pastor Richard Wurmbrand, a Baptist Minister from Romania had been imprisoned and tortured for 12 years before being released in about 1966. He preached with passion and clarity and the boys and staff were astonished to hear his stories and the conviction with which he told them."

Michael Taylor (E 41-45)

"I sang in the Bradfield Choir until my voice broke, but I still maintained my seat in the school row because Headmaster, John Hills, found me useful as I found the places in the hymn books. At other times the Headmaster sat in his stall at the back. He often preached, but not from the pulpit, preferring to stand in the middle of the chancel steps. He was an excellent preacher and the son of a clergyman. Later I used to return to Bradfield Chapel, I think in the 1990s to play my double bass in a small ensemble for occasional choral pieces."

Andrew Macdonald (B 53-57)

"Each House took it in turns to sit in the balcony. Eventually it was our turn (B House). One very warm Summer's Sunday

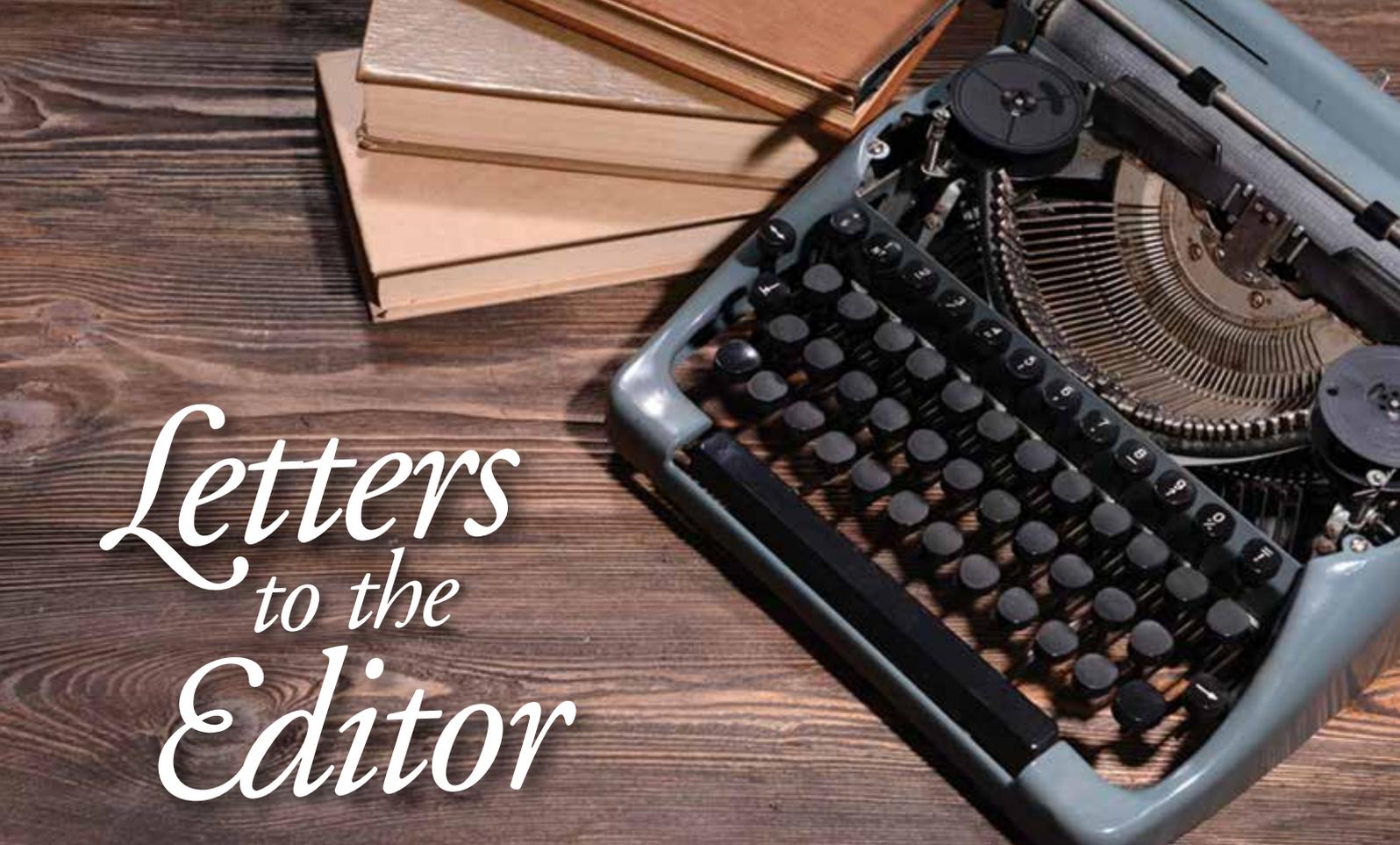
evening the main door was kept open. During the service we heard a peculiar slap sound coming from below. We looked down, and saw a swan making its way up the main aisle. About two thirds of the way up, it stopped, looked around, and obviously was not impressed and it padded its way out."

Michael Evans (E 64-68)

"I was one of Christopher Steele's less able organ pupils. I was killing time in the Chapel belfry before taking the bus to Reading at the beginning of one Long Leave and found myself locked into the Chapel. So I played 'SOS' as loudly as possible on the lowest pedal. As a result, Murray Argyle (Housemaster, B House) - just about the only person left in the College - let me out. What if he hadn't?!"

Nicholas Cotton (A 81-86)

"In my final term at Bradfield I came across two passages that struck me so much so that I actually went back to the Chapel to write them down. The first came from Deuteronomy 31.7 I believe and the part I wrote down was as follows: 'Be Strong, then and of good courage. It is the Lord who goes before you; He will be with you, He will not fail you or forsake you, Do not fear or be dismayed.' I have carried this on a card in my wallet ever since and it was in a breast pocket during The Gulf War in 1991. I have drawn comfort and reassurance from it on many occasions when times have looked bleak and it has always carried me through. The other short passage I copied was on account of the fact that I was looking to pursue a career in the Armed Forces so seemed somewhat appropriate should I ever find myself in battle. 'A thousand shall fall beside thee and ten thousand at thy right hand, but it shall not come nigh thee.' This too was carried with me during The Gulf War."



Letters to the Editor

Dear Editor

I was sad to see Viravudhi Vajrabhaya's obituary in the last *Bradfieldian*. I was the youngest boy in the school and as everyone likes to say, Bradfield was pretty tough back then (though easier than in my father's day). I cannot say I enjoyed that first term but was always thankful I had a kind, supportive prefect in Vudhi! Each time I read about him in recent OB articles, I meant to get back in touch with him to tell him, but sadly I left it too late. I have told many people about this man, over the years.

For any of my contemporary Bradfield friends, I never used my Electronics degree but sailed to Tortola, in the Caribbean, when I was 24. I lived there for nine years, starting a Bareboat yacht charter company. I then moved to the US where my wife and I started a company arranging crewed and

bareboat yacht charters all over the world for everyone ranging from film stars on mega yachts to students on a limited budget. Barbara and I sold the business in 2010. We are now retired, living on the Maine Coast and have nothing to do with our old company, even though it still bears my name.

My time at Bradfield turned out to be very different from my first frightening impressions and, particularly in retrospect, I appreciate all that it offered and the effect it had on my life. The notion that "Education is what remains after one has forgotten what one learned in class" proved to be particularly true in my case and is definitely an apt description of Bradfield, not that tuition wasn't the best available! The lessons learned from starting at the bottom and progressing to a prefect (boss learning how to handle

authority compassionately and fairly), certainly helped with running a company and managing employees. I also realize that I benefitted from the strong influence of dramatic arts and the opportunity to experience so many other interests.

Much has probably changed, but much seems still the same. Bradfield continues to offer so much more than just a place to attend class!

Best regards,

Edward Hamilton (E 61-66)

Dear Editor

I believe the trombonist playing in Angus McGeoch's band was "Dad" Baddeley. I never knew his Christian name. (*The Bradfieldian can confirm that the trombonist was John "Dad" Baddeley (A 51-56)*).

I was the guitarist "Ned" Anderson. My nickname of Ned referred to the fact that when attacked by a group of boys I used all available means to defend myself, including kicking like a donkey.

I was on the record made in Reading. One side was *Ain't Misbehaving* I think, possibly the other was *Royal Garden Blues*, but I am not sure about that side.

I still play guitar in a couple of Folk Dance bands, and play chromatic harmonicas in a Trio playing music from the 1920s to 1940s. Those tunes from the American song

book allow me to take melody and wring its neck, using my own jazz variations, all of which came from my experiences at Bradfield.

Musical influences at the College included the Chapel organist. His use of chords and countermelodies during Hymns taught me about musical structures, enabling me to hold a tune in my head while playing against it. I will shortly be aged 80 and music has kept the brain agile and the lungs healthy.

Headmaster Chenevix-Trench encouraged the skiffle and jazz groups,

which was much appreciated by us.

Phillip Stibbe was my Housemaster and he took us into his home once a month to have tea and an hour of classical music on his Pye Black Box record player so I have him and the Music Library over the Bursar's office to thank also.

Lastly, if Jeremy Wagener reads this, I would like to thank him for being good friends in A House. We never kept in touch.

Best regards,

Ian St-Barbe Anderson (A 51-56)

Dear Editor

I was a pupil at Bradfield from 1948 - 1952. I was in A House under CE Templar. I read in a previous issue of *The Bradfieldian* that you liked to hear occasionally from old boys about their lives and how they are getting on.

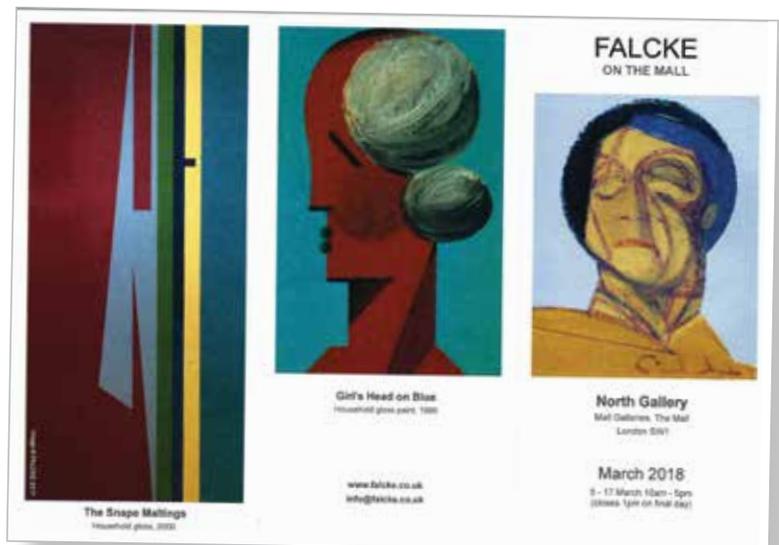
After Bradfield, my despairing parents sent me to various crammers, to no avail, and I landed up at the Regent Polytechnic School. I was there for five years more than most students and in my final year won the Silver Medal, which allowed me another year free of tuition fees. I can't remember producing anything satisfactory and think I was awarded the medal for potential.

Making a living from my painting was very difficult and I took on many jobs. Despite being an absolute dunce, I became very friendly with a Headmaster of a Secondary Modern school in London and despite my protestations I ended up as a member of his staff. I learned a lot; I doubt that the same could be said for my pupils.

I have painted on and off most of my life and I finally decided early this year to hold an exhibition just to show my friends and colleagues what I have been up to. I hope any of those who might remember me might understand.

Yours Sincerely,

John Falcke (A 48-52)



Jamie Dellimore (A 10-15) to run London Marathon for charity

On the 22 April, Jamie will be setting off on The London Marathon (his first ever marathon) to raise money for Teenage Cancer Trust having been inspired by the incredible resolve of Old Bradfieldian, Chris Bailey (C 10-15) following his diagnosis and subsequent battle with Osteosarcoma in his knee.

Chris was lucky to be in an area covered by the Trust and so was treated in at the Macmillan Cancer Centre at UCL Hospital but for those who TCT cannot reach, it is left to the luck of the draw as to whether their local hospital trust is able to properly care for the individual sufficiently.

TCT want to be able to reach every child and young person who needs the kind of support that they provide, therefore it is so crucial for them to receive continuous financial support to be able to reach more and more people. After his diagnosis, Chris has become increasingly involved with the charity on more than just a treatment basis. He featured in an advert with the comedian/activist/revolutionary Russel



Brand launching TCT's campaign as the official charity of the 2018 London Marathon.

Jamie is running to achieve a fundraising target of £2000 in aid of what he feel is an extremely worthy. To see more about Jamie's run visit the Virgin Money Giving website and search Jamie Dellimore.

Angus Flanagan (H 12-17) makes big impact in Minnesota



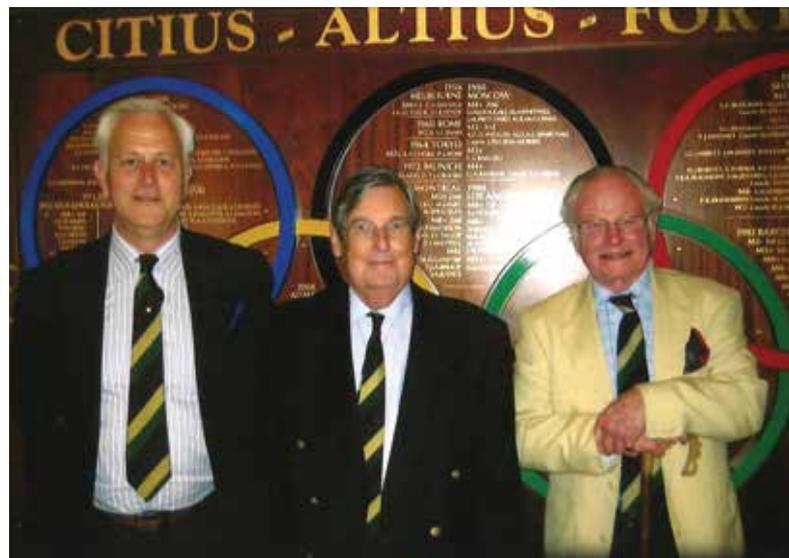
We are delighted to hear that Angus Flanagan (H 12-17) has made an excellent start to life at university in America finishing first among Minnesota golfers in his first year.

Angus distinguished himself as one of England's top young golfers during his time at Bradfield where he was selected for the 2016-17 England Boys Golf Team and was part of England's winning team at the 2016 Boys' Home Internationals. Angus also won the 2016 Carris Trophy at the English boys' U18 open stroke play championship. He also accepted the Lowest Round Medal in the Duke of York's Young Champions tournament.

In his freshman season at Minnesota he has already cracked the starting lineup and finished first among Minnesota golfers in autumn competition thanks to a place in the top five at the Maui Jim Intercollegiate.

Following his successful first semester, the university newspaper interview Angus and he said: "My end goal is to get Big Ten Freshman of the Year, along with being in the top 50 of the rankings at the end of the year. I don't like putting pressure on myself, I just go out and enjoy it and what happens, happens really."

Angus' Head Coach John Carlson is clearly impressed with the start he has made. He was quoted in the university newspaper as saying: "He's got the talent, he's so coachable and that is really going to help him as he navigates possibly being in the last group at one of our majors."



At a recent Gordon Highlanders' lunch, three Bradfieldians were present:

*FROM LEFT: Lt. Col. David Barron (F 73-78) Regular 1979-94,
Lt. Hamish Johnston (A 53-57) National Service 1958-60,
Col. Alastair Cumming OBE (D 55-59) Regular 1960-90.*



Remembrance Services

The Chapel hosted our traditional services for the entire College community which were well attended and supported by many Old Bradfieldians, families, Friends of the College as well as its College's Combined Cadet Force contingent.

Before the Sunday service, there was a poignant prelude from 10:15am with members of the JCR reading the Roll of Honour, which contains the names of all Old Bradfieldians who gave their lives during the Wars – 279 in World War One and 198 in World War Two.

Guests this year included Dr Sarah Wearne from Abingdon School who is an author currently writing a book cataloguing Battlefield Crosses across the UK. Sarah talked about Bradfield's own unique collection of 18 crosses,

donated by families to the College, which were on display in Chapel during the services. Sarah's address covered the history of the crosses, what they represent and their importance as a reminder to all of the sacrifice made by many Old Bradfieldians, soon after

leaving the College.

The service closed with the congregation moving outside Chapel to the War Memorial for the laying of wreaths and prayers before lunch served in the Dining Hall.



REMEMBRANCE SERVICE 2018

There will be a special Service of Remembrance on 11.11.18 to commemorate the centenary of the end of the First World War. You are all invited to this event and details will be released later this year.

Bradfield's International Network

Approximately one in every six Old Bradfieldians lives outside the UK. The Bradfield Society is keen to ensure that all OBs, parents and friends of the College have access to the benefits of being part of this wider Bradfield community, which includes sports and social events as well a professional and careers network, even if they are somewhat distant from the College itself.

As such, over the last few years, there has been an attempt to reinvigorate the Old Bradfieldian international network to ensure that, no matter where you are in the world, a Bradfieldian contact is not too far away. To build this sense

of network and international community the College has held events in the United States, Singapore, Germany, Hong Kong and Thailand over the last two years, all aimed at gathering people together in the College's name. The events have been well received and the Society is now aiming to formalise this network by making local contacts available to all Bradfieldians.

The Bradfield Society Office supplies much of the back office support including communication and contact details, as well as sending out invitations for events. However, it is reliant on the time and local knowledge



of OBs to make these events happen successfully. Country representatives help the Bradfield Society office with logistics, local knowledge and act as hosts for events, as well as act as a point of contact for those Old Bradfieldians new to the country. Their help is vital and we are always looking for those members who might be willing to help with this task. If you are abroad, would like to be involved and can help us expand the International Network, please do get in contact with the Bradfield Society office via email:

bradfieldsociety@bradfieldcollege.org.uk



Alastair MacEwan and Alex Acton meet OBs in Munich



Junior Tempus Fugit

Fifty Old Bradfieldians returned to the College in November for the biennial Junior Tempus Fugit Lunch. Those attending had been at the College between 1960 and 1975 and it was a wonderful occasion that saw some who had not returned for over 30 years.

The lunch provided the perfect opportunity to meet old friends again and compare reminiscences, while many embarked on a tour of the campus to see how the College has changed over the years.

Table talk humorously included mention of the old cross country running races known as “Cheeses” and “Poaching” which seemed to be a common pastime. One particular comment noted the special friendships forged at Bradfield and nurtured throughout the years as OBs, parents and perhaps even grandparents, which for some have been cornerstones of their lives.

Guests were able to browse a treasure trove of documents and photographs from their time at Bradfield. We thank all those who shared their memories of Chapel, more of which can be read in this edition of *The Bradfieldian* or on the College website.

The Headmaster addressed the guests, speaking on the current successes of the College and Simon Dixon (C 58-61), President of the 1850 Society, spoke passionately about leaving a legacy to Bradfield.

It was great to hear that everyone had a memorable day and many said they were hugely impressed with the developments at and atmosphere of Bradfield.

Why not come back and see for yourself next year?, Old Bradfieldians over 70 years of age next November will receive an invitation for Tempus Fugit at College, which will be held on Thursday 1 November 2018. We hope that you will be able to join us.



Old Bradfieldian Lunch in Bath

Following a successful visit to Bristol last year, The Bradfield Society hosted its first regional lunch of the current academic year in Bath. The Headmaster and Alastair MacEwen invited OBs based in the West of England to the King William Pub and Dining Rooms. OBs' school days spanned a 45-year period from 1953 to 1998 making for a memorable occasion.

One guest commented on the extraordinary privilege that he feels to have had been a member of the College, to meet the current Headmaster and to hear of his enthusiasm for his role and the future of Bradfield.



Old Bradfieldian Society heads Northwest

The Bradfield Society paid their second visit to the Northwest of England in November for an OB lunch in the Castlefield district of Manchester. The lunch at Albert's Shed, hosted by Alastair MacEwen, Director of the Bradfield Society, saw guests enjoying plenty of nostalgic discussion.

These events offer the chance for Old Bradfieldians of all

ages to meet, share memories of their time at Bradfield and network with those with whom they may have lost touch. The mix on this occasion included OBs who have now retired, some who are still working and Manchester based students who recently left Bradfield too. Thank you to all those who attended: Jon Goddard (C 92-97), John Abbott (D 53-57), Quentin Abel (A 75-79), Rupert Behrendt (E 55-60), Michael Tunbridge (D 65-70), Kayleigh Ryan (K 10-15), Edmund Lucas (C 11-16), Annabel Garrod (J 11-16) and Leah Mellor (J 11-16).

OBGS celebrates 90th birthday

The Old Bradfieldian Golf Society celebrated its 90th Anniversary at a formal dinner held at the Royal Thames Yacht Club in London in October. There were celebrations of success for College golfers old and new following the OBGS's victory in the Mellon Trophy over the summer and the current pupils' triumphs in the HMC Foursomes and the Micklem Trophy. We hope there is more to come in the future with the Halford Hewitt.

With thanks to the OBGS Committee and Donald Steel, who spoke warmly of Bradfield golf and the course that he designed, for a great evening in fine surroundings and enjoyable company.



David Blackburn

OBE (D 45-48)



David Blackburn was a pioneer of the modern motor trade, being one of the very few individuals to personally take a stake in the national distribution of a global car brand, not once, but twice. He enjoyed a very successful and almost lifelong career in the motor industry, successfully importing many marques.

David was born the second of four children, the others all being sisters, whom he loved dearly. The war disrupted the family and his education. He moved between Prep Schools in Shropshire where he had been evacuated before spending the immediate post-war years at Bradfield and then winning a scholarship to spend his final year at the Riverdale School in New York.

When he returned to the UK he did his National Service and was a proud member of the Household Cavalry before moving on to the Royal Wiltshire Yeomanry. During that time, he had a close encounter with death – while taking an al fresco snooze one summer afternoon, he was run over by a tank. With his customary good fortune, somehow he managed to avoid serious injury and was soon sitting up in bed, once more the life and soul.

After leaving the Army, he started his career in the motor trade, first as a management trainee at the Rootes Group selling Hillmans, Humbers, Singers and Sunbeams. However, after completing his training, he was disappointed with the opportunities of offer and so, in 1958, went off to join the Thomas Tilling Group, the UK importers of Auto Union and Mercedes. After impressing by

succeeding in the difficult challenge of selling two-stroke DKWs he was promoted to selling Mercedes Benz and rose through the ranks to become Sales Director of Mercedes at the age of just 32.

Two years later he took on the importation of BMW, the revitalised Munich manufacturer, as Managing Director. Their numbers grew exponentially under his remit but still David sought more challenges and attempted to persuade his Company to import the smaller cheaper Mitsubishi range alongside the BMWs. This did not go down well, with the result that he left BMW and went on to form the Colt Car Company to import the Japanese cars himself; he was to be Chairman for 34 years. They used the brand Colt as there was still some resistance to the name Mitsubishi at that time; too many people identified it with the World War II Zero fighter. Mitsubishi went on to be a phenomenal success moving from annual sales of 2,500 to over 30,000.

David was a great philanthropist and gave significant support to several good causes. Bradfieldians will of course be most aware of the state-of-the-art Blackburn Science Centre, but in recent years he also gave support to his Prep School during the war, Prestfelde at Shrewsbury, who were able as a result to build a landmark chapel and theatre through his generosity.

He also was a significant supporter of London Zoo, not only helping to save them from bankruptcy in the early 1990s but making a major donation to facilitate the Blackburn Pavilion,

the rebuilding of the Victorian tropical birdhouse, creating a walk-through paradise where visitors are able to mingle freely with all manner of exotic birdlife.

He and his late partner Ursula loved to spend time in Florida for the sailing and fishing and he donated funds to build the Blackburn Education Building, a facility of the state college in an underprivileged part of town which brings education to those who would otherwise have missed out.

It is a wonder that he found time for anything else during his industrious career; but he was a passionate Liberal and stood for Parliament twice and for the European Parliament as well in the 1970s. When he moved abroad to set up home in his beloved Turks and Caicos, he gave up active politics, but continued to support the party and was proud to be awarded an OBE.

David was a keen supporter of the Bradfield College Golf Club and even built his own golf course in Ireland! He was a successful racehorse owner and won the Cheltenham Gold Cup in 1996 with the Irish-bred Imperial Call. He had a Private Pilot's Licence and flew helicopters, but he was most at home at sea, preferably with a rod in his hand and a large sailfish on the end of the line.

After a short illness while on a visit to the UK, he died peacefully in a nursing home. As he had wished, his family spread his ashes into the sea in his favourite spot off the North Shore of his home in the Turks and Caicos Islands.

Mark Blackburn (D 71-76)

Christopher Guy Hacking (E 44-48)

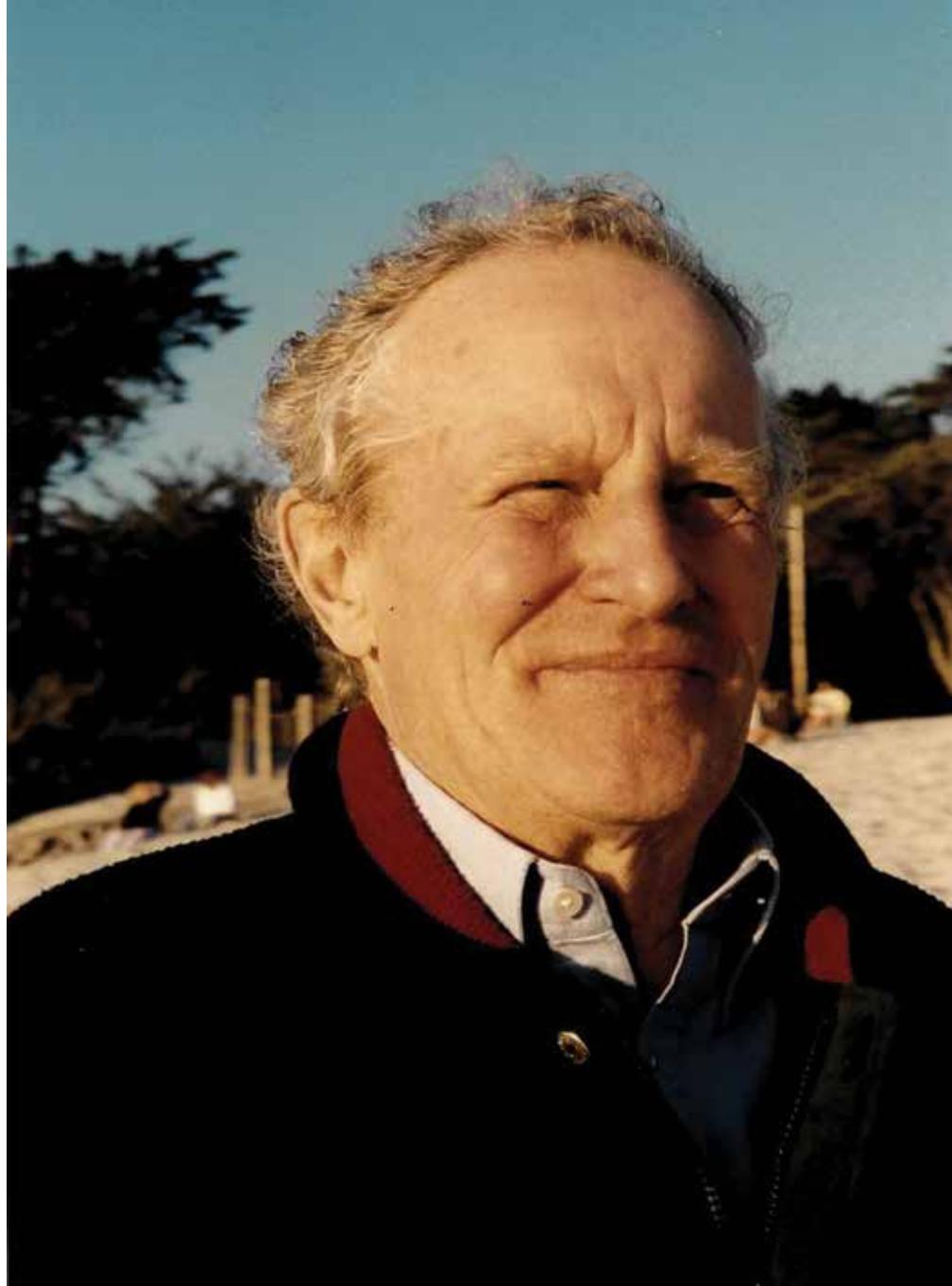
Chris Hacking sadly passed away after a brief illness on August 22 2017.

He was born in Cairo on the 8 February 1931. His father, Egbert Melville, was under contract there as tutor to the Egyptian Royal family, while his mother, Irene Douglas, worked as a nurse.

When the family moved back to England, Chris attended Amesbury Prep School and then in 1944 he joined E House at Bradfield. A keen sportsman, he represented the College at shooting, football, swimming, boxing, and hockey. A passionate golfer, he was instrumental in helping build the Bradfield Golf Course, encouraging old school friends to donate and giving the Clubhouse himself in the process. He gave once more for its recent expansion and refurbishment. Those of you who use the course will have noted the blue plaque outside the Clubhouse and the fact that the first hole is the 'Hacking Hole'. To his surprise and delight, he birdied it for the first time in May 2017.

He adored Bradfield and formed friendships that lasted to the end of his life. He remained involved with the College in myriad ways and his funeral in London was attended by the Headmaster, the Bursar and the Director of the Bradfield Society. He gave often to the College he loved so much and one of his last gifts while alive was a snooker table to D House in 2017.

After leaving Bradfield, Chris did his national service in the RAF, reaching the rank of Flight Lieutenant. After that, he started his career at Regent Oil in Brighton. In 1956, Chris entered the world of commodities working for a major trading house



(T.M. Duche Ltd.) based in the City of London. Fifteen years later, and with the blessing and investment of his former employer, he started his own company, C.G. Hacking & Sons Ltd. The business, specialising in the trade and importation of treenuts from around the world, flourished. His success enabled him to own homes in London, Berkshire (not far from his beloved Bradfield) and France, all of which had the obligatory swimming pool where he insisted on swimming almost every single day of his life, no matter the weather or temperature. He led by example, and believed that there was no substitute for hard work and discipline.

He married his wife Caroline Searby in 1960 and they had three sons, James, Giles and Adam, all of whom worked in the business at one stage or another. An intensely 'family man', he was devoted to 'Caro' and was a wonderful and generous father to their children. He was a larger than life character who revelled in a hectic social schedule as both popular host and guest. He was always interested in other people and loved nothing more than to encourage younger generations to do well and succeed.

His 'joie de vivre', his kindness, his generosity and wonderful sense of humour will be forever missed.

Giles Hacking

Charles Robert Cumberlege (E 52-57)

Charles joined Bradfield from St Neots Prep School. His father and two brothers, Jeremy and Michael, were also at Bradfield. Charlie was a gifted sportsman, playing for the Cricket XI (as wicket keeper), the Hockey XI and Athletics team in 1956 -57.



After Bradfield, Charlie was called up for National Service, joining the 1st Battalion the Duke of Wellington's Regiment. Charlie's brother Jeremy was also in the Battalion and in due course his son, Jonathan, joined too; three generations of one family in a close-knit regiment.

He commanded the Battalion in Gibraltar where their good works, in support of the local people, earned them the Wilkinson Sword at the end of his tour. After his death, the Dukes' Facebook page contained many posts in memory of Charlie from all ranks - a great tribute to a traditional soldier in this modern age. Charlie served in various appointments: Jamaica, Kenya, Cyprus, Hong Kong. He also attended Staff College where he and his wife Jo made lifelong friends.

At the age of 49, Charlie left the army to join Fletcher King, a property, fund and asset management company, following which he spent 14 years at Heseltine Lake in Bristol, an intellectual property company, as Director of Administration. Finally, he became Company Secretary of the British Institute of International and Comparative Law in London.

Never one to pass up the opportunity of a challenge, since his first serious illness, Charlie has skied, travelled to India and Canada and followed the Lions' Tour to South Africa. Whilst on holiday with his son in Australia, he climbed Sydney Harbour Bridge, surfed with sharks at Coogee, walked the circumference of Uluru and explored Tasmania.

For the past thirteen years, Charlie had been fighting cancer. He endured four major operations, two of which were hip replacements. Not one to waste a useful artefact, he kept the discarded stem from his hip revision in his greenhouse; it became his garden dibber!

For those who knew him well, Charlie was a man of integrity, with impeccable manners, courage, kindness, wisdom and modesty. With his wry sense of humour and the twinkle in his eye he was in the words of another close friend the '*parfit, gentil knyght*'.

Richard Abbott MBE (D 53-57)

Denise Hall-Wilton (Bradfield 61-02)

Denise began life at Bradfield in the Bursary Office in 1961 which was situated in a draughty and sparsely furnished room immediately above the College Gateway. She was surprised and slightly alarmed to be able to see through the gaps between the floorboards to where people were walking underneath.



To begin with, Denise spent half her time in the Bursary and the other half over the road in Crossways helping the Headmaster's Secretary. In 1965, promotion came in the form of a full-time job as Assistant Secretary to Headmaster Michael Hoban.

1971 was a year of change at Bradfield: a new Headmaster, Anthony Quick; a new Bursar, Charles Hamilton; and a new job for Denise as Bursar's Secretary. Although she cannot have guessed it when she was appointed, Denise was to be secretary to four different Bursars in turn, each one identified with a separate decade. The changes in Bradfield over this time, all of it in one way or another passing across the Bursar's and hence her desk, were enormous.

Denise was also a supporter of the College's cultural and sporting life. She sang in the 'Reed Warblers' madrigal group and the Choral Society, starred in the production of The Threepenny Opera, joined the Concert Club and the Arts Film Society and was a regular at Sixth Form lectures, golf matches and fives championships.

She started female fives at Bradfield and was once the only female member of the Rugby Fives Association committee.

Denise championed the cause of those members of the Bradfield community whose contribution sometimes seemed to be taken for granted. One of her initiatives was to arrange an annual dinner for all the matrons, lab technicians and others who were not entertained in the normal course of events so they could actually meet each other on a social basis.

Denise was truly a pillar of the Bradfield community and will be missed by all.

Extract from her Valette in the Bradfield College Chronicle 2002 written by David Barnes

In memory of Viravudhi Vajrabhaya (E 56-61)

Forty people returned to Bradfield on a cold but sunny afternoon on Friday 1 December to remember Thai OB Viravudhi Vajrabhaya. 'Voot' as he was fondly known, sadly passed away last May, but his family wanted to revisit Bradfield; the place that he held so dear.

Members of his family, Old Bradfieldian friends, staff of the Royal Thai Embassy, and the two of the College's current Thai national pupils, all met in the Warden's Room for the Headmaster's welcome speech. He revealed how lucky he was to have met Voot during his visit to Bangkok in November 2016 and confirmed the fondness Voot had for the College and for the lifelong friends he had made during his years at Bradfield.

"Voot was No. 1", the very first Thai pupil to join the College in 1955, which has since seen more than 60 attend. After the Headmaster's welcome the group gathered in the *Thai Garden* which had been created thanks to a generous donation by Voot and the Thai community in 2012.

The Reverend Canon Denis Mulliner, family friend and (SCR 1975-2000) led the prayers of remembrance in both Thai and English. A tour of the College followed with afternoon tea served in the Warden's Room. It was a very memorable afternoon and allowed those who knew him so well to share very happy memories of a very generous and hospitable man.





▲ **Vanessa Sarah Lee (I 01-03)**

Vanessa married Nathan Warwick Cox on 14 October 2017 at St. Dominic Church, Cornwall.

OBs in attendance included Vanessa's sister Jennifer Wells nee. Lee (I 99-01) and Esther Wilkins (I 01-03).



▲ **Georgina Hawes (K 00-01) and Alexander Armstrong (D 91-96)**

Georgina married Alexander at St Mary's Church, Bentworth, Hampshire on 29 July 2017.

The bridesmaids included her sisters Marina Lutter (Hawes) (K 97-99) and Camilla Hawes (K 05-07), Alexandra Redhead (Walls) (K 99-01) and Olivia Faulkner (Saponaro) (K 99-00).

The best man was Pete Jones (F 93-98) and one of the ushers was Alex's brother Tom Armstrong (D 97-00). Quite a gathering of the Bradfield clan!

Deaths

BANKS, Michael (D 52-57) on 10 November 2017
 BLACKBURN, David (D 45-50) on 06 September 2017
 BREWER, Martin (A 43-47) on 10 December 2017
 CROMBIE, Richard (OBE) (B 66-71) on 14 January 2018
 DAVISON, John (E 54-59) on 16 October 2017
 DIMSEY, Dermot (D 58-63) on 28 September 2017
 FEATHERSTONHAUGH, Peter (B 47-51) on 13 October 2017
 GRIFFITHS, Commander Peter (F 34-37) on 05 February 2017
 HALL-WILTON, Denise (Bradfield 61-02) on 23 October 2017



▶ **Michael Trollope (C 02-07)**

Michael married Miss Henrietta Gundry in May 2017.

LEDGER, Litton (Claude) (F 35-39) on 09 October 2017
 MATTHEWS, John (G 50-53) on 06 October 2017
 OLIVER, Eric (SCR 55-85) on 16 September 2017
 PARKER, Dr Andrew on 28 December 2017
 PAULUS, Clara (J 12-14) on 28 November 2017
 QUICK, Richard (C 46-50) on 04 November 2017
 SPOFFORTH, Jeremy (F 48-53) on 30 August 2017
 THOMPSON, Martin (C 52-56) on 18 August 2017
 THORBURN, Martyn (B 48-52) on 08 August 2017

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



▲ **Olivia Saponaro (K 99-00)**

Olivia married Jonathan Faulkner at Masseria Montelauro in Puglia, Italy on 10 June 2017.

Jonathan is the Grandson of Sir Eric Faulkner whom our first year boarding house Faulkner's is named after.

Among the attendees were Old Bradfieldians Georgina Armstrong (Hawes) (00-01), Alexander Armstrong (D 91-96), Henry Witten (H -95-99).



▲ **Karen King (J 92-94)**

Karen was married in Hong Kong during the summer. Karen, who lives and works in Hong Kong is helping with the co-ordination of the forthcoming Bradfield Society events there.



▲ **Zara Farrar-Oldham (J 04-06)**

Zara was married on 15 July 2017 in the Bradfield College Chapel.

Among the attendees were Old Bradfieldians Olivia Steatham (M 06-11), Max Fane (D 05-10), Peter Yardley-Jones (E01-06), Andrew Parker (D 91-96) and Harriet Childs (I 89-91).

Former staff member Cathy Pynn (SCR 00-07) married the couple. Zara said "It was lovely having Cathy come back to marry us, we were good friends when I was at Bradfield so it made the service incredibly personal. I knew I had to get married in the Chapel, having spent so much of my time at Bradfield (and afterwards with the OB Choir) singing there."



THE BRADFIELD SOCIETY

BRINGING TOGETHER OLD BRADFIELDIANS, PARENTS & FRIENDS OF THE COLLEGE

Dates for your diary

Lent Term

Thursday	08 March	OB Pub Night - Duke on the Green
Friday	09 March	OB Lunch in Winchester
Friday	16 March	Spring Concert at Reading Concert Hall
Saturday	17 March	Bostlemann Trophy Run
Saturday	17 March	OBFC vs Bradfield College 1st XI Football Match

Summer Term

Sunday	29 April	Give It Your Max Tennis Tournament
Thursday	17 May	OB City Drinks - Covent Garden
Friday	08 June	Bradfield Society Lunch at the RAF Club in London
Saturday	09 June	Bradfield Golf Day and Clubhouse Opening Event
Tuesday	19 June	Afghan Connection Literary Evening
Wednesday	20 June	Afghan Connection Literary Lunch
Saturday	23 June	Gala Opening Night of the Bradfield Festival 2018
Monday	25 June	Godspell - Bradfield Summer Production in Greek Theatre
Tuesday	26 June	Godspell - Bradfield Summer Production in Greek Theatre
Wednesday	27 June	Godspell - Bradfield Summer Production in Greek Theatre
Thursday	28 June	Bradfield Festival Closing Concert with pupils and Voces8

Michaelmas Term

Thursday	01 November	Bradfield Society Tempus Fugit Lunch
Sunday	11 November	WWI Armistice Centenary Remembrance
Sunday	09 December	Winter Bradfield Day

We are pleased to announce our launch with **School Notices**, a FREE digital noticeboard where members of the Bradfield community can buy, sell and advertise items, events and jobs to our school and other independent schools across the UK.

Businesses who would like to advertise to this demographic, whether local or parent owned, can do so with **25% of their advertising spend being given back** to Bradfield to raise funds for the **Bradfield College Bursary Scheme**.

There are also offers that go out in a weekly email and interesting content on the site so please do make sure you register at <https://goo.gl/urQzC7> and have a look at <http://www.schoolnotices.co.uk/>

