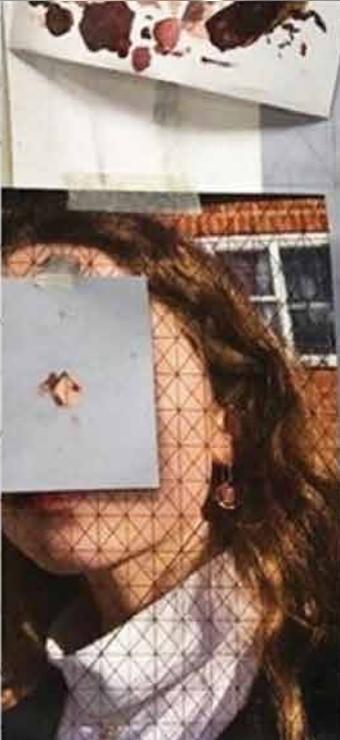


The Bradfieldian

May 2019





BRADFIELD COLLEGE

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May 2019



Dear reader,

I have written elsewhere about the principle of 'one Bradfield; many Bradfieldians' and commend the new website videos under that title to readers. Like the young people there, this issue of *The Bradfieldian* bears wonderful testimony to the diverse passions and achievements of our current and former pupils.

The College changed dramatically in 1989 when girls first joined houses designed for them. It is fascinating to hear from a pioneer female pupil from fifteen years earlier and from a member of only the third cohort to spend five years at Bradfield. Alongside those reminiscences, the career of one of our bursary recipients demonstrates the reciprocal benefits of a Bradfield education and a diverse pupil body. Likewise, the term's news from within and beyond the College reinforces the fact that Bradfield seeks to help each pupil discover and develop a broad range of interests.

Educating a diverse community requires differentiation in the classroom, as explained in the opening feature. It requires support and stretch, care and challenge: in the house, in the classroom, and in the Norwegian tundra. It entails catering to musical tastes ranging across genres and periods, and sees us investing simultaneously in software and Steinways. It even involves staging a play in Ancient Greek in rotation with Oxford and Cambridge Universities.

Uniting this community are values that have been at the heart of the College since its foundation and which were highlighted in last year's Annual Report. These are exemplified by the lives of two distinguished Old Bradfieldians who are remembered in this edition. May the next generation of Bradfield girls and boys be inspired by them, by the principle of diversity and by the opportunity to make a difference.

Dr Christopher Stevens,
Headmaster



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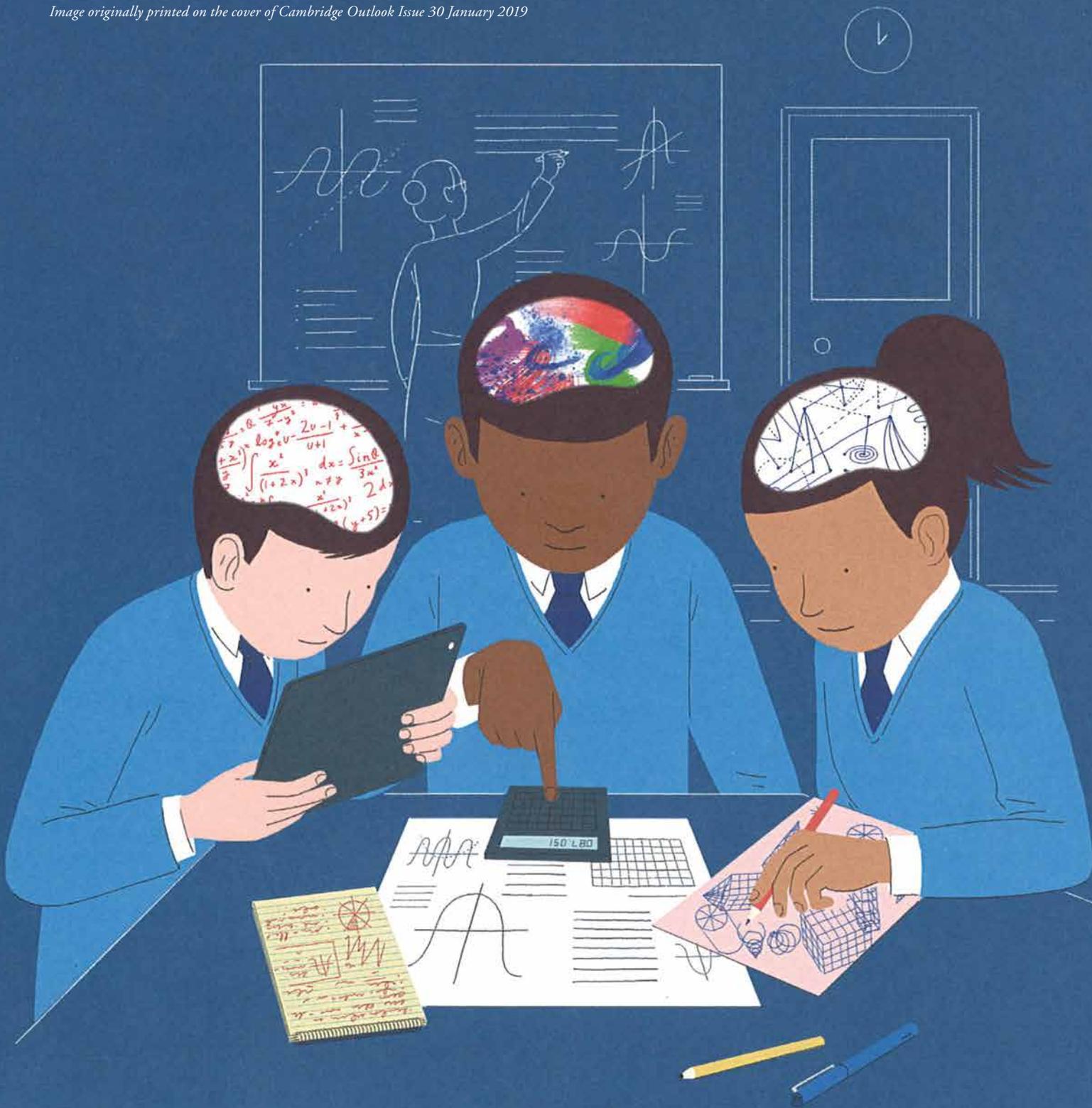
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DIFFERENTIATION

Neil Burch, Deputy Head (Academic), discusses how the essence of great teaching lies in catering for the individual needs of a diverse pupil body.

Every Sunday my six year old daughter goes horse riding. Having endured the weekly torture of attempting to leave the house on time we arrive at the local riding school for what is a very enjoyable group riding lesson. All sorts attend, from the truly terrified beginner to those who are clearly destined for the Cheltenham Gold Cup. Regardless, the boys and girls giving it a go love it. If you have ever worked in schools, you'll appreciate that the look on a pupil's face tells a thousand words.

The wonderful thing about Sunday mornings is that all of the pupils ride in the same arena and are coached by the same instructor (supported by some very able assistants). This experienced horsewoman has complete control of all of the riders throughout

a session which, to the less perceptive, might appear slightly chaotic.

However, each lesson is planned with each of the individuals in mind, with support and activities which allow each of the young riders to improve. For the novice, there is a helping hand to get them onto their trusty steed whilst for the more experienced there is a mounting block in the corner should they so choose. The jumps are varied: in some cases the poles simply lie on the floor, but there are two other fences of varying height in the very centre of the round. Following a look in the eye, a gentle smile, the children are invited to 'give it a go'.

Having taught for sixteen years, the whole affair really resonates with me, as I know it would for so many teachers at the College. Regardless of whether someone is teaching Religious

Studies or riding, History or hockey, the principles of excellent teaching are the same. The instructor knows their charges well – their names, their interests, their strengths and their worries, and factors this into the manner by which they set expectations and the level at which those expectations are pinned. Equally, the session, whether it is a Biology lesson or a six year old's Sunday horse-riding activity, is expertly planned.

Differentiation has always been the essence of great teaching but this year at Bradfield we have made it a very public focus for all teaching staff. SEN – Special Educational Needs – is a very formal category for those pupils whose cognitive profile means they face more challenges than others as learners. However, to our collective mind, *all* pupils have individual needs



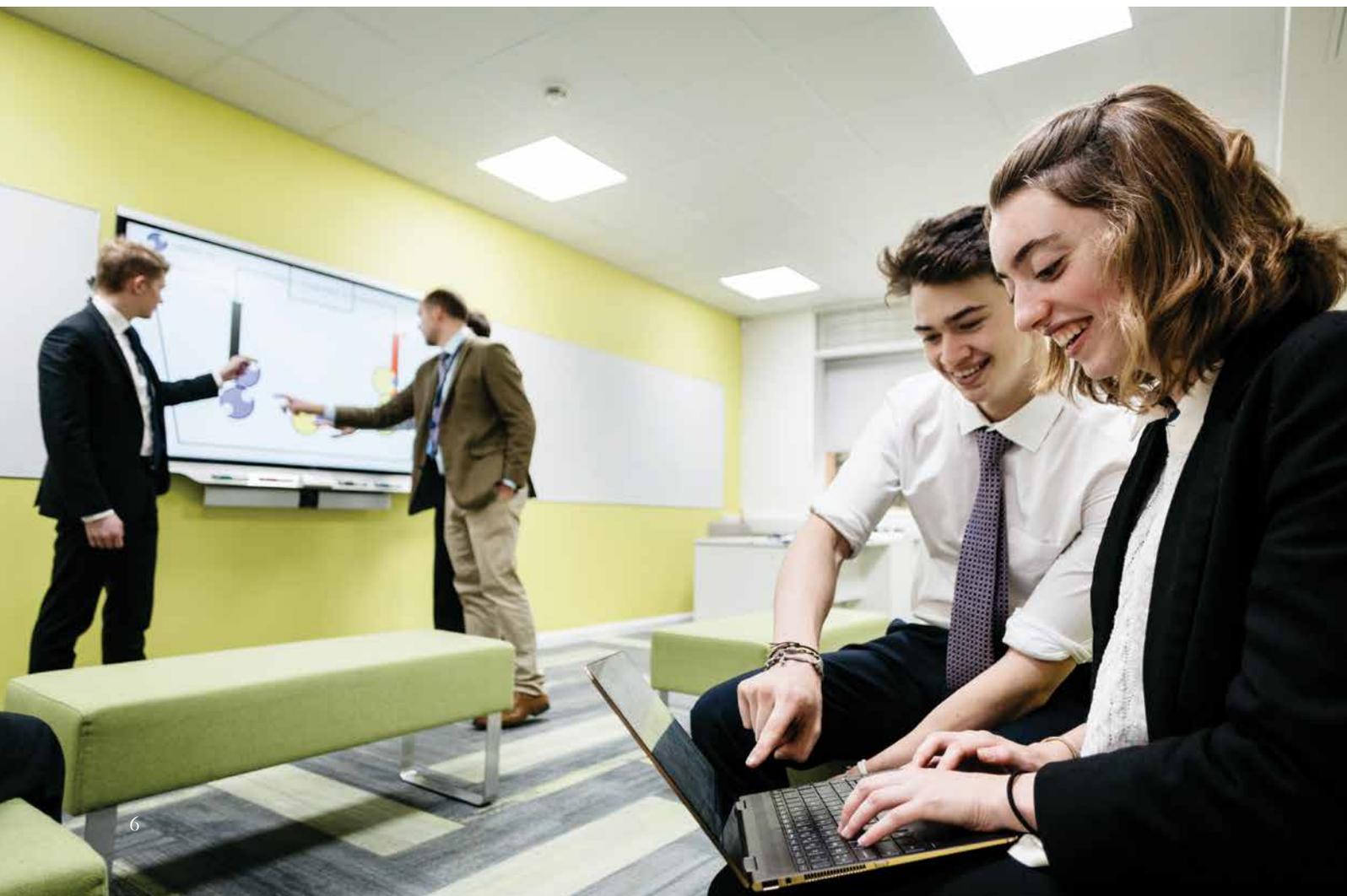
for which we try to cater. This is not easy but it is the art of great teaching.

The College's Support and Study Skills Department works with some of our pupils identified as having SEN. The department comprises trained teachers with specialist qualifications who offer literacy and numeracy support on a one-to-one basis. This is not to oversimplify this department's work; often the teacher is there to provide reassurance, to act as something of a sounding board for each pupil's ideas but equally to then help pupils structure their thoughts and ideas as well as possible. Today, this team takes its work outside the department, working with other subject areas to raise awareness and suggest strategies for supporting these pupils in the classroom.

The Director of Teaching and Learning has been central to this year's teaching focus. The seminal message has been clear: 'teach up'. Online and offline, the teachers at Bradfield have enjoyed debating the benefits of keeping the level of challenge high from the outset, requiring pupils to work, or better still *think*, at the upper end of their limits, or what is known as an individual's Zone of Proximal Development (*Vygotsky*). It is too simplistic to assume this is achieved through sheer volume of work alone i.e. differentiating *by task*. Often, the most effective way to stretch and challenge a pupil is to plan questions where the level of expectation can be carefully ratcheted up, moving from the 'What?' and the 'When?' to the 'Why?' and 'To what extent?'.

Answered well, the latter type of question requires pupils to draw on a deeper level of understanding. Taken further still, they can help the most able pupils to see the subject more holistically, as opposed to a series of discrete topics or modules.

On the final Sunday before the Easter break, my daughter did what she has always done. Having carefully selected her helmet du jour, she made her way over to 'Bubbles'. The instructor, however, intervened, and pointed this particular reluctant rider to a far larger horse standing in front of a small jump. She would have been terrified had not a reassuring arm, a smile, and a discreet, "let's do this" given her the confidence to step things up. As we all know, children do best when the people they trust back them to achieve great things.



KAHLEN SPAULDING - HEAD OF SUPPORT AND STUDY SKILLS

WHEN DID YOU START AT BRADFIELD AND WHAT DOES YOUR ROLE ENTAIL?

I joined in 2016 as Special Educational Needs Coordinator (SENCo). My role is to make sure we have the necessary support in place for those identified as having Special Educational Needs (SEN). This entails both needs in the classroom and during exams. We work to make sure that our teaching staff are able to better understand our pupils through the learning profiles provided. I also consult with the Senior Management Team so they can plan effectively in meeting everyone's needs across the College.

WHAT INTERESTED YOU IN PURSUING A CAREER IN SPECIAL EDUCATION?

Having a learning profile of my own, paired with my experiences in school, I feel passionately about supporting those with similar needs. The goal is to make their experience better.

HOW DID YOU GO ABOUT GETTING YOUR QUALIFICATIONS?

I went to university where I pursued a double major in General Education and Special Education. After graduating my passion for the work only grew, so I returned to pursue a Masters in Special Education while I was in the early days of my teaching career. I went on to gain a degree in Educational Leadership, which has led me to roles such as the Head of Department and SENCo.

HOW DID YOUR JOURNEY PROGRESS BEFORE YOU CAME TO BRADFIELD?

Back home in Wisconsin, I taught in middle school for eight years, which led to Deputy then Director roles. I spent four years in leadership roles before I made the decision to venture 'across the pond'. I knew I wanted to teach in England and loved the boarding school environment and I knew that I wanted to work in Special Education, so when the job at Bradfield came up it was perfect and I went for it.

WHAT IS THE MOST REWARDING ASPECT OF YOUR JOB?

The work our Department does gives the pupils the opportunity to excel academically and it is so rewarding to see it pay off. We make sure we are putting the right support in place that allows pupils to access the curriculum and have a positive experience while they are learning at Bradfield.

WHAT TOOLS DO YOU HAVE AT YOUR DISPOSAL TO HELP PUPILS EXCEL?

We have 11 part-time staff who are superb and well versed in their field. The team uses best practice to meet the needs of our pupils. We have dedicated space, which is located at the heart of the campus so we are central in the pupils' learning experience. I attend regular training, which helps me to navigate the exam boards as well as to work within the policies that govern what is available to pupils.

HOW DO YOU WANT OUR TEACHING STAFF TO BEST UTILISE THE LEARNING PROFILES TO GIVE OUR PUPILS THE BEST CLASSROOM EXPERIENCE?

We provide strategies and recommendations to give teachers a better understanding of how to implement best practice. This will enable the pupils to fully access the curriculum in a way which is both rewarding and inclusive.



STRETCH AND CHALLENGE – SCHOLARS’ TRIP

By encouraging intellectual curiosity and stretching our pupils’ ability to think critically we aim to inspire a lifelong love of learning, particularly within our Stevens Academic Scholars. A group of Faulkner’s and Shell scholars enjoyed a trip to Stratford-upon-Avon during the Lent Term where they studied the history of Automata at the Mechanical Arts and Design Museum (MAD) and watched a gender-flipped production of *The Taming of the Shrew* at the Royal Shakespeare Theatre. Here, Yolanda and Darryl talk about their experiences on the trip.

The mechanisms on display in the Mechanical Arts and Design Museum were often mesmerising and were as exceedingly complex as the individuals who engineered them. A vast majority of the machines on display were ball runs. As the name entails, a ball run involves a metal ball rolling down a series of tracks until it reaches the bottom. It is then carried back up to the top where the process repeats.

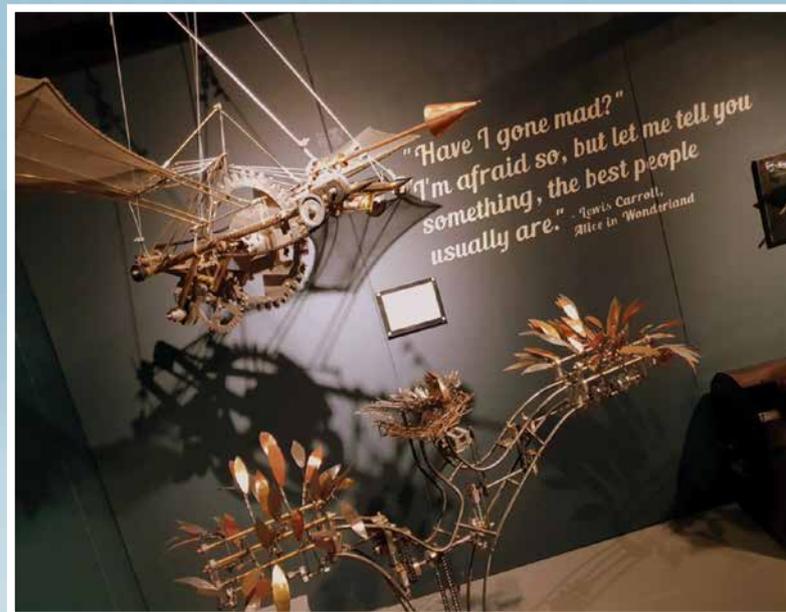
After observing and interacting with a number of them we had a go at creating our own ball run. We had to use a combination of wooden blocks, which had tunnels going through them, and wooden tracks, held by magnets on the walls, to create the run. We found that the wooden tracks were a lot easier to build as the marbles were visible on the track and errors in the design were easy to correct.

Darryl Boulton (LF)

‘The Taming of the Shrew’ can be a difficult play to put on in a modern world where women are still subject to misogynistic advances, as has been proven by the recent rise of the #MeToo movement.

The original play shows Katherine in the final scene kneeling at Petruchio’s feet, whilst he says, ‘she will be tamed so’. It is no surprise to see the modern production being gender-flipped. Not only does it stop any misogyny but it also allows the production to explore the idea of power and control. It was interesting to see the individuality of the production where women have power over men especially in a play which is set in the late 1500s.

Yolanda Arber (I)



SPEECH ON CIVIL UNREST WINS HALSTEAD DECLAMATIONS

Originally called 'Sixth Form Speeches', the Declamations date back to the founding of the College in the 19th century. It became a formal event in the 1940s and was named Halstead Declamations after General John Halstead, the father of a Bradfieldian who founded the prize awarded annually for the best speech delivered by an Upper Sixth Scholar.

Speakers choose their own speeches which range from contemporary and spoken word to Shakespearean passages and monologues. The pieces can also be prose or poetry and must be delivered in under three minutes.

This year saw nine pupils demonstrate the confidence to speak on stage in front of their peers and communicate powerful messages. From Leonardo DiCaprio's landmark speech at the United Nations climate summit to George the Poet's spoken word rap; from Tim Minchin's graduation ceremony declamation at The University of Western Australia to Alexander the Great's 'Mutiny at Opis' speech; from Denzel Washington's 'Fall Forward' speech to writer William Faulkner's acceptance speech for the Nobel Prize in 1950; from Oprah Winfrey's '5 minutes for the next 50 years of your life' speech to a segment from Remi Malek's turn as Freddie Mercury in *Bohemian Rhapsody*.

This year's prize was awarded to Hamish Newall (E) who performed a 17th century piece with a relevance in today's society; Sir Thomas More's address on anti-immigration rioting on the streets of London from Shakespeare's only surviving literary manuscript.

Hamish explains that his choice of speech was inspired by an evening in London with an actor famous for playing Shakespearean roles.

"I was recently in London to watch Sir Ian McKellen at the Piccadilly Theatre and this was one of the speeches which he gave during the evening. I was enthralled and instantly knew this was the speech that I was going to do."

"I researched the speech, analysed it so that I would know where to breathe, where to pause, where the climax was and how to deliver the lines with great impact. I even used the note taking skills that I learnt in Music to help me to break the lines down."

"Public speaking is one of the things that I have greatly enjoyed during my time at Bradfield. I have competed for the Bullen Reading Prize and was on the winning House Debating team this year and as a Scholar I knew that I would get to take part in the Halstead Declamations this term."





ART OF THE SELFIE

To explore the human figure component of their coursework, our A Level Art pupils have been painting self-portraits. Taking inspiration from American painter, artist and photographer Charles Thomas “Chuck” Close, our young artists used some of his techniques to create massive-scale photorealist portraits, one in charcoal and one in oil paint. Here you can read more about the technique and what our pupils learned from creating detail and depth in their work.

I began by gridding up an A4 image of myself before recreating a larger grid on a plain piece of A0 cartridge paper. Using this technique, we painted each diamond individually according to the corresponding colours and tones in the A4 image. It enabled me to focus on overall tones, not being distracted by outlines or positioning of the features. By painting on such a large scale, I have been able to concentrate on all the changes in colour and light and direction of my brushstrokes.

Honor Greig (J)



Zadie Quinn (M)

For the oil paint portrait, the 16x16-gridding method really helped with the proportioning without even drawing an outline. By using the technique and focussing on one diamond of the grid at the time, you realise the expanse of colours in every detail of the picture so I was able to improve my skill of mixing colours. The project gave me a greater appreciation of the grid method as it was almost impossible to make something out of proportion.

Zadie Quinn (M)



Ella Wilkinson (M)

Using a grid for my self-portrait helped make the painting hyper-realistic; using oil I was able to match the exact colour and create added texture. I painted it over two weeks as it meant that I could see what needed to be changed over time. These skills will help me in my future projects as I now have a deeper understanding of mixing colour and tone.

Ella Wilkinson (M)

Through using the grid method I was able to isolate each diamond section separately and paint the colours of that section as they appeared in the original photo. By viewing my image as simply a collection of diamonds rather than a whole face, it forced me to focus on mixing the precise tone section by section,



Lydia Wells (K)

thereby creating more detail. This provided the forensic focus revealing the wide variation of colour on a granular basis that appears within a single image.

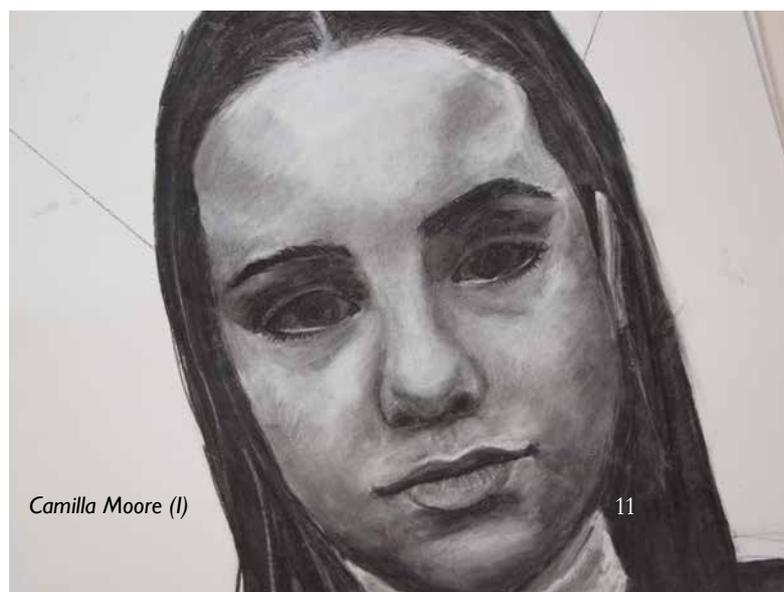
Lydia Wells (K)



Yoyo Chen (K)

Painting a self-portrait in this way helped me to practise scaling up a picture, in this case from A3 to A0 and the diamond grid provided me with an accurate scale and a sense of fragments. I used oil paint in order to create the rich texture and the variety of colours. Learning the technique has been a useful exercise and given me a skill that I will definitely use in my future art projects when I need to scale something up or down.

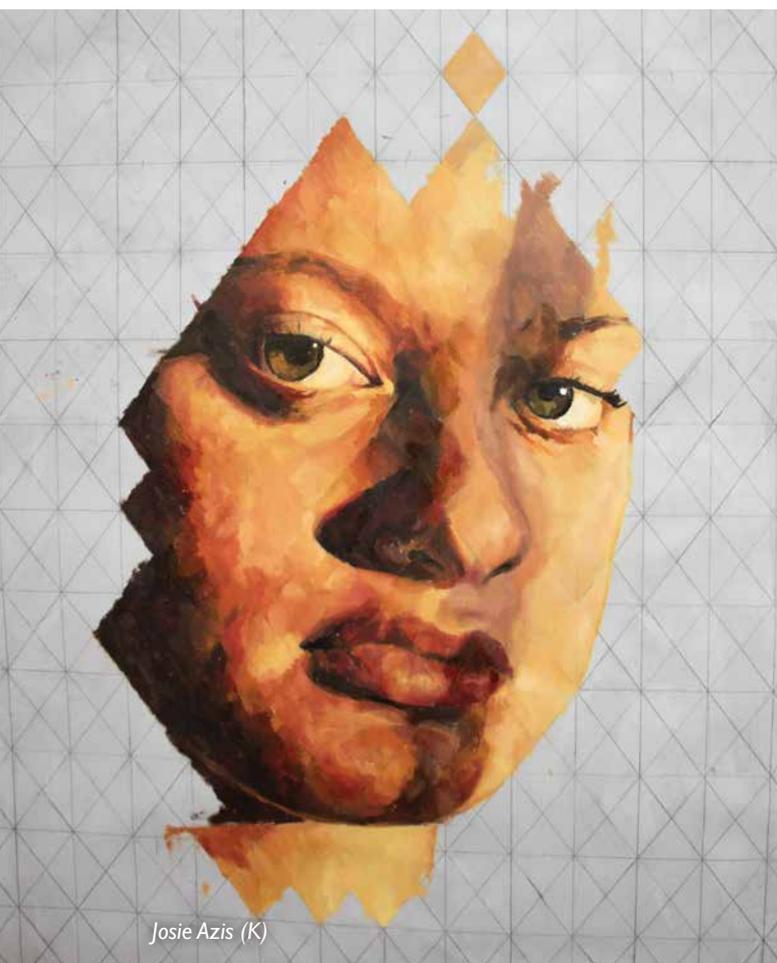
Yoyo Chen (K)



Camilla Moore (I)

I found that compiling my A0 self-portrait using charcoal helped me develop my tonal skills. I took a black and white photo of myself so that I could see the variation of tone in the picture to begin the drawing. I then marked out a grid to see where the features of my faces would end up on the page. I started by drawing the rough shape and features of my face whilst focusing on the tone rather than doing the features first and the tone second. This was to make sure my drawing flowed and was true to a human face.

Camilla Moore (I)



Josie Azis (K)

I had never used oil paint on a grid before and found that I thoroughly enjoyed learning the technique. It enabled me to practise hyperrealism and explore the different tones in my face. The water-based oil paint I used was really easy to work with and I found I was able to soften and blend my features.

Josie Azis (K)

I had a photo taken of me in the sun in order to show lots of tone in the photo using shadow and colour of the sunlight. Using the grid technique I was able to capture so much detail in each diamond I painted. I learned a lot about using tone



Pippa Wharton (J)

and colour as, when painting a self-portrait, there are so many different hidden tones. By taking a closer look you can see many different colours you had not noticed before. Usually I prefer to create my paintings in a more expressive way however I enjoyed learning how to paint in a more realistic, better toned and detailed manner. Both my colour and tone mixing skills vastly improved.

Pippa Wharton (J)



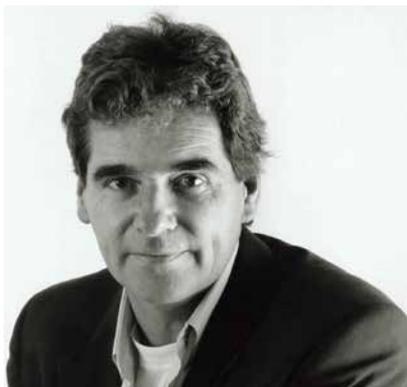
Alice Bentinck (M)

Although I did not enjoy the time consuming nature of drawing the grid I would say I have learned a lot from the project. I could not quite match the colours from my photo so really just went with the flow and it has ended up quite green. I liked utilising the gridding method as it made the perspective easier to figure out. This was my first time using oil paint and producing a range of colours, just not the ones I needed. It took me a long time to get into the groove of painting with oil paint but once I did everything clicked and, while the project remains unfinished, I am really proud of the quarter of my painting and I hope to finish it one day.

Alice Bentinck (M)

LEAVING EUROPE AND LIFTING THE WORLD CUP: LENT MINERVA LECTURES

From a History lesson on England during the last eight centuries to tales of leading England's cricketers to World Cup glory, the Lent Term Minerva Lecture programme has provided a plethora of insightful talks by distinguished guests aimed at challenging our pupils' intellectual curiosity and broadening their interests in potential future careers.



Old Bradfieldian and author Robert Winder (D 73-76) opened the term with his talk entitled *Wolves and Sheep: the Secret History of England*. The former literary editor of The Independent took the audience on a journey through our country's past as he sought to uncover what England has that is singular and its own as the nation prepares to leave the European Union.

While the full scale of the role of social media in the Brexit referendum is yet to be revealed, our Politics Department welcomed Caitlin Roper, Digital Officer for the London Labour Party, who gave an excellent talk on the importance of digital media in political campaigning. Having previously worked on the 'Hillary Clinton for America' campaign in the US and for 'Visit Britain' and the Home Office in the UK, Caitlin was able to draw from these experiences to show how to harness the power of digital advertising to reach key audiences.

Our Economics and Business pupils got a glimpse into the future of the global economy during talks from former Chief Executive of P&O Steam Navigation Company, Robert Barclay Woods CBE, and Watches of Switzerland VIP Sales

Director, David Lindsay. Drawing on his background in international trade and commercial shipping Robert discussed how trade theory, the analysing of patterns and implications of international trade has an impact on real business decisions. David gave pupils an insight into the luxury watch industry, explaining why they are so popular and how the industry is changing as the value of the pound depreciates.

The Geography Department invited University of Exeter lecturer Dr James Dyke to speak on sustainability and global issues. James' talk brought a variety of topics together, covering economics, science and demography as he guided pupils through concepts of sustainability and modelling and simulations which can help predict future developments.

Multilingual broadcast journalist Chris Dennis gave a fascinating lecture on the career benefits of being fluent in a modern foreign language. Often broadcasting for the BBC in French, German, Spanish and Mandarin Chinese, Chris used extracts from his previous interviews, including one with a player from the Togolese National Football Team following the 2010 attack on their team bus, to reveal how you can stand out in your professional field.



Our Computer Science and Business pupils had the opportunity to meet app developer John Kershaw and find out what it takes to build and run a start up. John founded 'Bristlr', the niche dating app connecting those with beards to those who like to stroke beards and spoke at length about his experience of growing the company, closing multiple rounds of

funding and appearing on *Dragon's Den*.

Our second of three alumni talks featured OB Ben Newall (E 11-16) who gave an interactive talk on Design. Currently in his third year studying Yacht Design and Production at Solent University, Ben spoke on combining his passions for water sports and design for a potential future career and provided an opportunity for those in attendance to collaborate on a design for a yacht during the talk.

Former professional cricketer Charlotte Edwards CBE, one of the most successful leaders in the history of women's sport, gave pupils an insight into her illustrious career. After discussing how the sport had evolved in the twenty years since making her international debut in 1996, pupils had the chance to pose a variety of questions from how she felt as she lifted the Cricket T20 World Cup to the traits needed to become a leader on and off the pitch.



The third instalment of the Bradfield Poetry Series saw American poet Carrie Etter join our English Literature pupils for an evening of creative writing. The Ted Hughes Award nominee read poems from her latest collection *The Weather in Normal* before lifting the lid on what inspires her to write and sharing tips for writing powerful poetry.

The final Minerva Lecture saw OB and local MP Richard Benyon (H 74-78) return to the College to give his perspective on recent political events. Having met some of our Politics pupils in Westminster the previous week, Richard was in fine form again as he took questions from the floor on Brexit and what is happening in Parliament.

SHELL PHOTOGRAPHERS EXPLORE IDENTITY

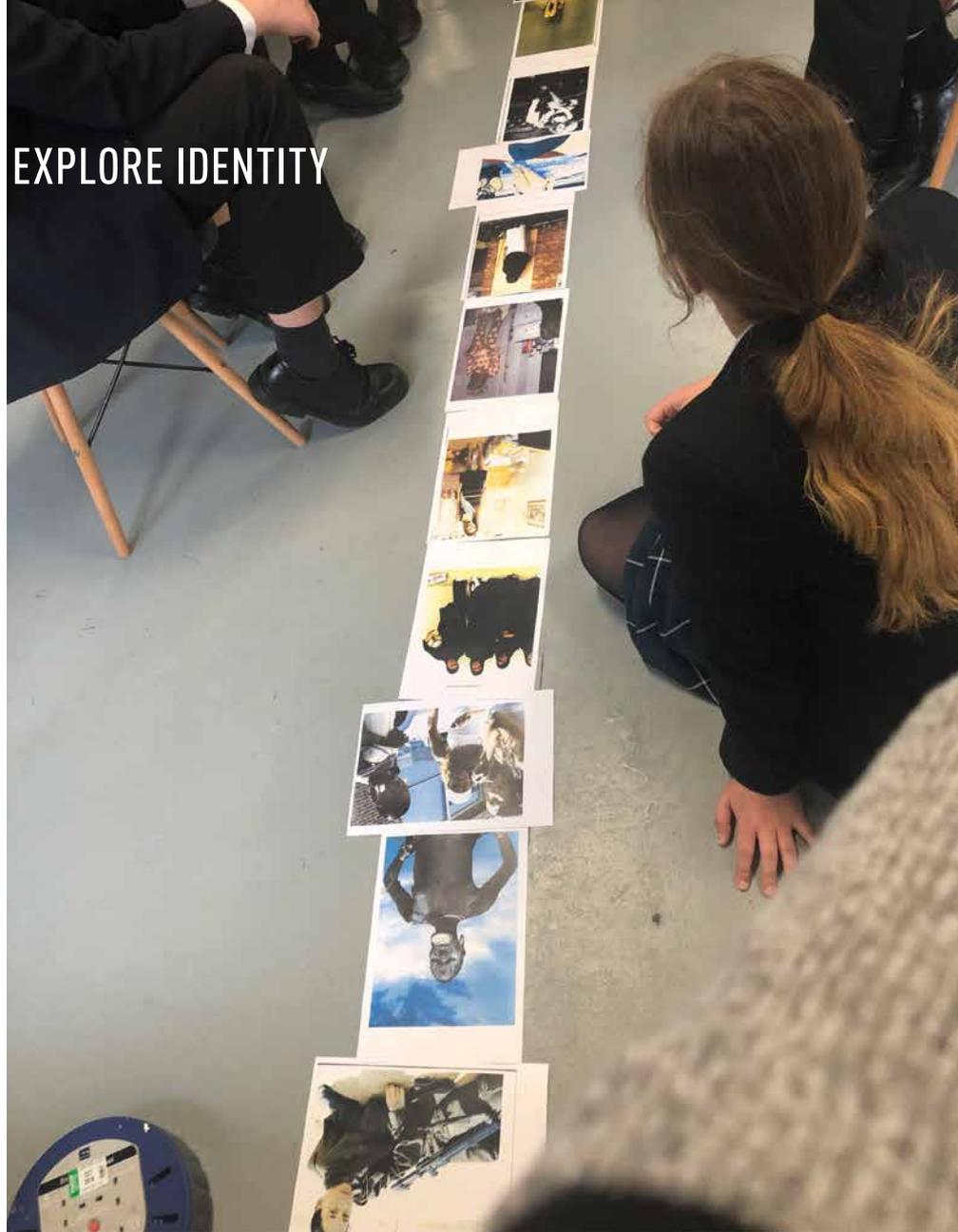
Our Shell Photography pupils enjoyed a visit from artist Becki Warnock, who ran a workshop exploring representation and gender in photography today. Pupils took part in a heated debate about positive and negative images of women and men, as well as taking part in a number of exercises related to exploring their own identity through photography and collage. Alice Saunders (K) shares her experiences from the workshop.

In the first part of the workshop we viewed a few of Becki Warnock's projects about identity. We discussed how identity can be distorted and manipulated through the use of marginalised communities and how different things such as gender, race and sexuality can contribute to identity.

Our first task was to take a portrait of ourselves but without using our faces, so we had to use objects to determine our own identity. I captured an image of my earring whilst others used items they had in their pockets and around them to do this. This was very interesting as it helped us explore our own identities but without using identification.

Next we had to arrange a series of pictures of different women and groups of women into what we thought showed positive and negative representations of them. This did cause some controversy within our groups as everyone had different opinions but we managed to work together to establish an unanimous order in the end. The task helped us decipher what pictures can really mean and what would happen if we reversed the gender roles.

We also had to create a collage about ourselves using clippings from magazines and books as well as different materials to create a portfolio of who we are. It was a great start to our next 'Identity Project' and made for a fascinating morning.



OLD BRADFIELDIANS WELCOME PUPILS AT WESTMINSTER

Amidst the chaos of Westminster life in the build-up to the Brexit leaving date, the Lower Sixth Politics pupils had the opportunity to visit the Houses of Parliament, see the workings of the Central Government and meet two Old Bradfieldians who work on different sides of the political debate.

Having arrived early, we were able to view one of the many protests going on that day in Parliament Square before heading down to the Parliament Education Centre where we had the chance to meet OB Max Mosley (F 10-15). Max discussed his journey from Bradfield to working for Labour MP, Stella Creasy, via studying Social Policy at university. It was eye-opening to be able to speak to someone who was in the same place as us not too long ago and is now working for a major political party.

After this, we had a guided tour around Parliament, viewing real life debates in the House of Lords and then House of Commons, whilst trying to spot our own MPs

and failing in trying to find Theresa May. After our tour, we went back to the Education Centre where we took part in our own, slightly competitive and very lively, Commons debate on gambling.

As our debate drew to a close, we were joined by Conservative MP for Newbury and OB Richard Benyon (H 74-78). He watched as we made our final points and claimed that he spotted some future Prime Ministers among us! We learned so much from him about the ins and outs of politics in the capital and, staying truthful to his political roots, he answered our questions as you would expect a politician to, giving away very little in terms of his own opinion.

We learnt a lot on this very intriguing trip and can now visualise what we have been studying in the classroom.

Meg Ganjou (K) and William Monk (G)



WELLBEING FOR ALL

Director of Wellbeing Vicki Rae asserts that with a sense of wellbeing in life, we are far better able to take in new information, take risks and take responsibility for our learning.



At a boarding school such as Bradfield, the pastoral care on offer is critical to the development of the pupils both academically and socially. If the pupil is not in an environment which is enjoyable then they are less likely to thrive.

Wellbeing is part of who we are. It keeps us healthy and encourages our pupils, staff and everyone across the Bradfield community to devise healthy strategies to cope with the ever-growing demands in the classroom and outside of school. With a sense of wellbeing in life, we are far better able to take in new information, take risks in our learning and take responsibility for our learning.

In 2020, Personal, Social, Health and Economic (PSHE) education is becoming compulsory as we strive to provide our pupils with the knowledge, skills and attributes to keep them safe, healthy and prepare them for work as well as give them an education for life.

We recognised this some time ago and have been offering our programme for a number of years, beginning with Emotional Literacy and Wellbeing in 2013, a programme which evolved into Wellbeing two years later.

Wellbeing is so crucial during the development of pupils in our care that we have integrated the programme into our curriculum to ensure the spiritual, moral, social and cultural advancement of our pupils, not only for themselves, but also within the world around them. All pupils in

Faulkner's, Shell and Fifth Form now have a timetabled lesson each week in which they explore age appropriate material to enable our pupils to develop moral and ethical values, be self-aware and appreciate all aspects of life, faith and culture.

Drawing from the 'six pillars' of Wellbeing; resilience, health, equality, community, communication and reflection, these lessons provide discussions on a broad range of topics, whether religious, philosophical or other. This includes developing strategies to keep ourselves well and learning techniques for managing stress and exam anxiety before the exam season is upon us as well as lessons on drugs awareness, sex education and recognising mental health.

Of course ensuring that our pupils are happy and enjoying their experience at

Bradfield takes training and we offer it, not just to staff, but to our Sixth Form pupils as well who are part of the Peer Mentoring Programme. The pupils who put themselves forward for this programme gain so much. They have great insight into life at a boarding school and are able to reflect clearly on their time here, possibly in their early Bradfield years. Having those shared experiences is invaluable as it enables them to better understand issues that may arise during their discussions with other pupils.

My role this year has been to ensure the programme content is up to date and research based whilst looking at ways in which we can expand the provision for our Sixth Form pupils. So far we have offered tailored and bespoke sessions for our senior pupils in the Houses, focusing on topics which mean the most to them



including exam anxiety and sexual health. In the coming academic year we will be incorporating Wellbeing topics into the Athena Lecture programme.

We continue to review the way in which we deliver the programme to ensure the topics we discuss have a relevance in today's world. Our Faulkner's pupils began the year with an anti-bullying workshop while our Shell pupils have discussed drugs, particularly looking at festivals and the access to what used to be called legal highs. We have been thrilled to work alongside Carl Hopwood who has been delivering online workshops on e-safety and have also welcomed Patrick Foster, from Epic Risk Management, who delivered a

well-received lecture to our Lower Sixth pupils about the dangers of gambling.

Staff wellbeing is a new remit for me as Director of Wellbeing and we have just completed our first eight-week mindfulness based stress reduction course. More than twenty staff across our College community, not just teaching staff, took part. Alongside this we have introduced the Unsung Colleague Award which recognises and thanks members of staff who have gone above and beyond their regular duties.

We have also reintroduced the Staff Welfare Committee which looks across the College community, from maintenance to accounts and secretarial support, to ensure everyone is included in developing a wellbeing toolkit for staff.

It is not just pupils and staff who are able to benefit from a lecture series or the Wellbeing programme as we have expanded our offering to include the whole College community. Once a term we deliver a parent-facing lecture, given by an external speaker on a number of subjects, from mental health through to personal safety, consent and issues surrounding sexual assault. We are lucky to have welcomed Natasha Devon MBE who delivered a parent lecture on self-esteem and has previously worked with our pupils on body confidence. The feedback from these lectures has been overwhelmingly positive and we look forward to continuing that programme next term.





DEMOSTHENES

The annual Demosthenes competition sees Bradfield welcome Prep School pupils to compete in a test of their public speaking capabilities. Participants select from a range of topics to construct a narrative to perform in front of our judges.

This year topics ranged from ‘Spoons are useless’ and ‘In the age of calculators on phones, Maths should be banned’ to ‘We should colonise the moon’ and ‘The secret behind nursery rhymes’.

Those competing are judged against set criteria which include delivery, reasoning and quality of research, the structure of the speech, and the overall impression, which encompassed teamwork and originality. The teams performed very strongly in all areas. Those teams who are able to speak fluently and confidently without relying on notes are always particularly impressive, as this facilitates

greater eye contact with the audience, making it easier to ‘bounce off’ their team mate.

The quality of the competition this year was extraordinarily high, making the judges’ decision a very difficult one. The engagement with the titles was superb, as was the willingness of the teams to speak in front of a large audience so confidently. It was an afternoon full of wit, with St Hugh’s victorious Year 6 team using plenty of humour whilst advocating that spoons are useless; the team were very strong, not using any cue cards, and opening the afternoon with a bang!

Moulsford, in particular, used comedy effectively in both age categories while St Andrew’s, winner of the Year 7 category, also exhibited excellent delivery skills and worked very effectively as a team.



MUSIC: A WORLD
OF POSSIBILITIES

Music is a subject and art form that cares about the journey that is undertaken to achieve an individual's potential as a human being. It goes right to the core of education, life and beyond which is why it should lie at the heart of every school's education, like it does at Bradfield.

Inquiry, from the Latin word "Quaerere"- to seek, suggests a journey of learning, through exploration, where the process is as valued as the outcome, where there is no right and wrong, and that perhaps does not even have an end point. It requires those involved to take personal responsibility for their learning, to nurture a self-motivation and to find a balance between a desire to improve and a tolerance to remain positive, so that any one outcome is full of confidence and enjoyment.

Music encourages all to search for something more, a beauty and truth, through inquiry, and in doing so helps develop a deeper understanding of 'self'. Through the very essence of music, a subjective art form, and the responsibility placed on the performer because of its individual nature, both physical (in terms of the unique technique used by each musician) and emotional (the performer expressing their story), music opens up possibilities for a better understanding of ourselves and, through this journey, each other.

Luke Webb, Director of Football, recently defined excellence at a Music Scholars enrichment meeting as,



"...neither being better than others in your environment, nor being the best version of you possible. It is instead the ability and belief to transcend to a higher level of understanding when given the skills to do so or being exposed to an environment that enables this."

This allows a fascinating symbiosis between inquiry and excellence, for which music provides the perfect environment: live performance.

No matter what the standard, ability, age or experience, all who perform exhibit the same characteristics. These include preparation, self-discipline, the ability to overcome fear, and judgement, the confidence to present themselves and communicate with an audience and the resilience to bounce back after a setback. On top of all this, performers must be able to compromise and be open-minded about working with others. It is a humbling thought that all performers are on this universal journey.

By investing in music and understanding excellence in this one area, the characteristics needed to be able to succeed elsewhere are primed. Music can transform every

individual's life and with so many skills being transferable, this provides an individual with a healthy sense of self and a confidence that Bradfield's 'Education for Life' promotes so strongly and which employers crave.

Studies have shown that these transferable skills can have a positive impact on academic performance. Opera North's intensive education programme saw significant rises of up to 20% in their K2 SATs results with primary school participants enjoying three hours of musical activity per week during curriculum time. Due to the complexities of music, universities still consider it as an academic subject, even though it is also an Art.

Music also engages every area of the brain. The fine motor skills that are required in order to play an instrument help activate the corpus callosum, the passage between the left and right hemisphere of the brain, to increase its volume and activity. The emotional aspect of music also helps musicians in both academic and social settings, enabling an increase in executive function (planning, strategising and attention to detail) as well as helping enhance memory recall.

Equally key to benefitting the social setting, ensembles, especially choirs, allow people to share a sense of unity and common purpose, as well as alleviating stress by lowering blood pressure. They also offer emotional and spiritual release. The uniting of human voices is incredibly special, with research suggesting heart beats begin to unify and become slower when singing together.

In today's society, rife with pressure and judgement, we can surely not afford to look past a subject that champions real success, develops an appreciation of beauty and creativity (as a performer or audience member), and advances happiness and self-identity.

As the subject itself continues to evolve, Bradfield has invested in technologies, both new and old, to help enhance the values of a

traditional music education. This has enabled our Year 9 pupils to show heightened levels of experimentation and creativity, free from the rigour of exams, and our performers to enjoy being on stage, confident and free to express themselves.

The recently fitted Music Technology Suite, consisting of 12 iMacs, has transformed our Faulkner's scheme of work, with a contemporary 21st century style used to enhance traditional music-making. Both equally important, we are able to provide lessons that are enjoyable, inspiring, challenging and engaging. The outcome: a 300% increase over the last 18 months in those wanting to continue their music education to GCSE and beyond.

On an equally exciting note, it is a pleasure to be able to announce our new partnership with Steinway and Sons, more on which you can read on page

24. The Music Department will soon be equipped with some of the world's best pianos (including four grand pianos), providing us with an opportunity to both challenge and inspire our pupils and teachers alike. Having had the privilege to visit their Hamburg factory, the awe-inspiring level of detail, craftsmanship and joy that goes into making every millimetre of the piano create a sound of "excellence", stands alongside everything Music at Bradfield aspires to be.

The introduction of technology and world class equipment allows us to make the very most of our facility, which, alongside the outstanding teaching and music provision on offer, enables Bradfield to be proud of the ever-growing role the Music Department plays in shaping all who walk through its doors.



MUSICIANS SHOWCASE VERSATILITY AT SPRING CONCERT

The Spring Concert saw 110 pupils take to the stage at Reading Concert Hall in the showcase music event which brought the term to a close.

Our instrumentalist ensembles regaled the audience with adept performances from the jazz and blues genres as well as popular arrangements. Bradfield Brass had the audience spellbound with their instrumental arrangement of the choral classic *O Magnum Mysterium* while the Sax Ensemble lifted the tempo with their upbeat rendition of the jazz standard *If I Were A Bell*.

Featuring 16 of the College's talented musicians, Big Band had the audience toe tapping and swaying along to the instantly recognisable *Take Five* with its distinct two-chord piano vamp and catchy blue-scale melody. The Jazz Band also had those in attendance captivated with their excellent version of Stevie Wonder's tribute to Duke Ellington *Sir Duke*.

Complementing the instrumentalists were Bradfield's flourishing singers, a department which was well represented by Bradfield Bellas, Chapel Choir and Gospel Choir along with four superb solo performances from Jess Bettesworth (K), Elise Golding (K), Jack Kidson (F) and Tom Klafkowski (G), between them singing an array of music genres from classical and musical theatre to jazz and pop. The programme even incorporated dance with a tap routine by Kia Lawrence (I) (five times World Tap Dance Champion), who danced to live music played by her band.

The concert also provided an opportunity for the winners of the House Vocal Harmony Competition not only to perform their winning songs but to adapt them for the setting. Stevens House girls Meg Ganjou, Elise Golding, Holly Jones, Catherine Talbot and Hannah Townend were superb with their arrangement of Jason Mraz's *I'm Yours* featuring Holly on ukulele. Elise explains why they chose the song and how they adapted it from their winning performance to the Reading Concert Hall stage.

"We found a video of an a capella version by Kenny Holland which we loved and wanted to take inspiration from. Parts of it sounded quirky and we wanted to translate that into our performance. While it was fairly straightforward for us to find the higher harmony to fit our key change, the requirement was to include a three part harmony so we worked hard to find a third (and fourth!).

"The sound travelled differently with the acoustics in Reading Town Hall which meant we had to be careful about blending our voices together when harmonising and having crisp endings to our notes. In the Music School the four of us had performed behind Holly but on the larger stage we incorporated her into a horse-shoe formation to take advantage of the space. We knew we could not sing a song like this and not seem cheerful, so we smiled and enjoyed performing the song in the two different venues."



STEINWAY PARTNERSHIP

We are excited and proud to announce that Bradfield College have entered a new partnership with Steinway & Sons.

Becoming an All-Steinway School demonstrates a commitment to excellence by providing our pupils and Music Department with the best equipment possible for the study of music. All of our pianos, from the practice rooms to the Concert Hall, will be designed and manufactured by Steinway & Sons. Furthermore, in an effort to enable performance conditions to be replicated as closely as possible, all lessons will be taught on a grand piano.

As part of the process, two of our scholars, our senior piano teacher and our Director of Music, Senior Deputy Head (Admissions) and Director of The Bradfield Society and Development were fortunate enough to be invited to the Steinway Factory in Hamburg to see the making of, and choose, our actual instruments.

With every detail given the upmost thought, care and precision, and every choice enabling the best resonance and sound quality, their construction was awe-inspiring and can do nothing other than provide a legacy of excellence.

During the tour our pupils and staff learned how every Steinway for the last 100 years has been made in exactly the same manner. The type of wood used on the inside is called Alaskan Spruce, with its main characteristic being one of resonance. The wood is grown under certain conditions, even taking altitude into account, to ensure the correct speed of growth as the grain needs to be an exact width.

Every last detail is painstakingly thought of in the production



from the diaphragmatic (curved) sound board which enables sound vibrations to transfer better and the accelerated key action, including a patented phosphorus bronze spring, to the making of adjustments to the keyboard beds, to approximately the

depth of a piece of paper, by hand.

This partnership with Steinway & Sons is a huge advancement for the College and will help to continue to drive our standards, challenging and inspiring our pupils and teachers alike.



TECHNOLOGY AND TRADITION: PUPILS COMPOSING MUSIC

Innovation plays a key role in a Bradfield education and is prominent in Music where our pupils have been using modern solutions to create traditional compositions.

The Academic Musicians Concert, held during the Lent Term, featured a number of A Level and GCSE pupils performing pieces that they have been studying and for some it provided a chance to debut their original compositions in front of an audience.

One of those pupils is Abbie Deller (M), currently studying Music at GCSE, who showcased her coursework, written for cello with a piano accompaniment, during the concert.

“It’s the first composition I wrote and was inspired by one of my cello pieces by Bernhard Romberg as I really loved playing it. I wrote the music on the Sibelius software in the Music School’s Music Technology Lab.”

Following her own performance at the concert, the Fifth Form pupil had the unique experience of taking a seat in the audience to watch her music teachers play the original piece.

“I found it really surreal when Mr Lowe and Mrs Black played my composition on stage. They brought the piece to life for me, which I have only previously heard being played by the software. I loved composing the piece as I had never done anything like it before and it made me look at music from a different perspective.”

Another of our talented musicians is Tom Houston (F) who

regularly writes music using his guitar and loop pedal and has performed original songs including *Mixing Drinks* and *Tell*, which have also found their way onto major music streaming platforms, at Bradfield concerts this year.

“I just love performing. I have been writing songs for a while now but these are the first ones of which I am really proud. At first I was nervous about sharing my music because it meant letting people into personal parts of my life, and other people’s lives as well. Once they got onto Spotify and Apple Music people started picking up the words and singing along; it made me ridiculously happy. I just love how much joy it seems to bring people.”

Tom mixes traditional song writing with modern technologies to ensure his songs have versatility to suit different purposes.

“While I write for guitar and voice, I always have my loop pedal nearby. This way I create the live version of the song first which I then adapt for streaming by adding different instruments like drums, bass and piano. For me it is the best way to write because it means that the live version is raw and how I intended it to sound, setting it apart from the recorded version which gives people more of a buzz when they come to watch me.”

Tom records the rough versions of songs at home before using the Music Technology Lab here.

“I get some help with the mixing from Mr. Price. I honestly cannot thank him enough for how much he has helped me.”



BACK TO THE BEGINNING

Ahead of the 40th production of the Bradfield College Greek play, Polly Caffrey, Director of Classics, explores the origins of the event and the journey of *Alcestis* from the Dining Hall in the 19th century to the Greek Theatre in 2019.



The West Berkshire Historic Environment Record records that “the Bradfield College Dining Hall was the first significant addition to the school, in 1856. It was built by Sir George Gilbert Scott in a neo-Gothic style, of flint with brick dressings. ... Stone window dressing. Gabled tile roof. Lancet Gothic windows. Triangular dormers in roof. Interior has massive timber posts and a tie beam roof. Very fine stained glass of 1859 by Edward Burne-Jones.” The Hall was the centre of Bradfield life; this was where pupils studied, ate, and prayed (the Chapel was only added in 1890, indeed it is absent from the painting on the left which depicts the College from afar in 1887). Thus when the Headmaster Dr Herbert Branston Gray invited his fellow Old Wykehamist “Frank” Benson, newly down from Oxford and on his way to a stellar career as an actor-manager, to put on Euripides’ *Alcestis* in February 1882 at Bradfield College, the Hall was the obvious venue.

There were two performances, on Saturday 18 February 1882 and Tuesday 21 February 1882. The *Spectator* of 25 February 1882 described it as “a plucky experiment”. For months beforehand, the College had been going through trying times and in the summer of 1881 was officially bankrupt, with the Founder Thomas Stevens stepping down as Warden. Prospects were bleak. Yet, far from losing heart, Dr Gray and the teaching staff embarked on the production of *Alcestis* as a project shared with their then fifty-five

pupils, to be “acted partly by the boys at school at Bradfield, and partly by the young Oxford men whose performance of the *Agamemnon* last year was so successful”.

This was the production by Frank Benson of the *Agamemnon* of Aeschylus, in Balliol College in June 1880. Oscar Wilde had suggested the idea to Frank Benson. The runaway success of the production - with Edward Burne-Jones advising on costumes and scenery, and luminaries including Tennyson and Browning in the audience - made schoolmasters and academics alike sit up and take notice. The *Agamemnon* went on tour to Eton, Harrow and Winchester in December 1880, and even to Cambridge in 1881, inspiring the beginnings of the Cambridge Greek play in November 1882.

Perhaps, as Richard Osborne wrote in his notes for the 1994 Bradfield Greek Play *Troïades*, “there is no way of knowing whether Gray journeyed to Oxford on 3 June 1880 to see his old friend Benson play Clytemnestra. However, within the year the Bradfield College Chronicle carried an extraordinary announcement – a provisional cast list for a production of Euripides’ *Alcestis* to be performed in Ancient Greek in the College Dining Hall”. At Bradfield, pupils were not just to be spectators; they were to take part in the play, acting and learning alongside the “young Oxford men” and their teachers. Indeed, Dr Gray himself took on learning the greatest number of lines, as Admetus. So the Bradfield Greek play began, in that characteristic spirit of commitment, collaboration, and ambition defying all reasonable expectation, which continues to this day.



After the construction of the Greek Theatre in the disused chalk pit next to Gray's house (again, with pupils actively involved, digging out seats from the chalk in early 1888) pupils performed Sophocles' *Antigone* in 1890, the *Agamemnon* of Aeschylus in 1892, and in 1895 the *Alcestis* of Euripides. This set the pattern for the triennial rotation, which lasted until Cecil Bellamy's 1928 *Rhesus* in the Euripides slot, and made attendance at the Bradfield Greek play as a "guest of the Warden" a social event not to be missed.

The 1882 *Alcestis* had music written by Rev J Powley, Precentor of Bradfield College. For the 1895 *Alcestis*, music was provided by C F Abdy Williams, Bradfield's new Director of Music, whose article on "Ancient Metre and Modern Music" in the *Classical Review* of 1893 indicates his scholarly credentials. Richard Osborne again:

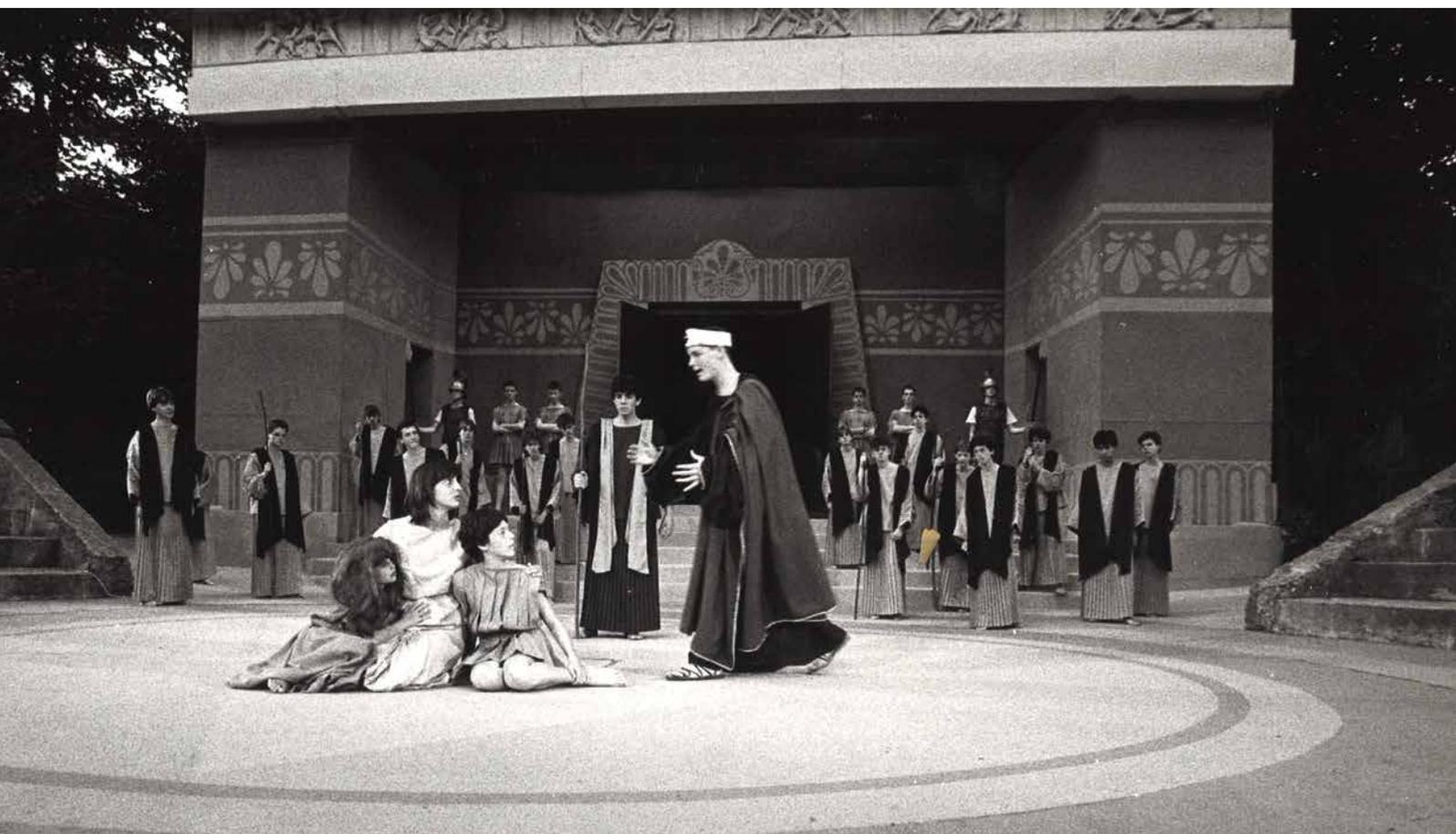
"he was a flutes and kithara man and made great play of writing music that made "authentic" use of the ancient kithara or lyre. It was, by most accounts, deathly dull". The presumption that "authentic" must mean inaccessible, that fidelity is dull, cannot be allowed to stand.

For our 2019 *Alcestis*, "new" versions of the songs of Alcestis and her child, and of the Kommos between Admetus and the Chorus, have been produced by Dr Armand D'Angour, Associate Professor in the Faculty of Classics at Oxford and Fellow of Jesus College, accompanied by Barnaby Brown on a reconstructed double aulos. These authentic "numbers" promise to be both highly accessible and anything but dull. The rest of the music is luscious Victoriana by Charles Harford Lloyd, organist at Christ Church and a pupil of Parry, written for the 1887

production of *Alcestis* in Oxford by the OUDS - in which the controversial and charismatic archaeologist and anthropologist, Jane Ellen Harrison, played Alcestis. It is sounding quite magical at this stage in rehearsal.

Perfect summer weather has been requested for the week of the performances; while we cannot ask the College to yield the Dining Hall as an alternative venue, the Chaplain has very kindly given permission for *Alcestis* to be performed in the Chapel in the unlikely event of rain. We very much hope you will be able to join us as "guests of the Warden" for *Alcestis* this summer.

Alcestis will be performed in the Greek Theatre from 22-26 June. Tickets are free and available from www.ticketsource.co.uk/bradfieldevents



THE DEMON HEADMASTER

The Lent Term saw our Faulkner's pupils stage their annual production which this year was Adrian Flynn's *The Demon Headmaster*. Adapted from the best-selling book by Gillian Cross, and fondly remembered as a successful 1990s television series starring Terrence Hardiman in the title role, the play tells the story of a power-mad Headmaster intent on ruling the world by hypnotising young people, in this case the pupils.

Under the direction of Leah Rees, thirty pupils performed at two sell-out evening performances. The

production was so successful that the cast put on an impromptu matinee performance that went down a treat in front of a delighted audience.

Performed in the Old Gym with a minimalistic set, lights, music and projections were employed to transform the space for each scene from an ordinary classroom to the SPLAT Headquarters deep in the woods. Our pupils should be proud not only of the final product but of the skills they learnt along the way, not least the confidence to perform, the resilience to improve and the way

they communicated with the audience and each other during the process.

It is difficult to pick out any one stand out performer from this talented ensemble; however, it must be said that Sophie Banfield (LM) and Lottie Klafkowska (LI) gave memorable performances in the title role. They were ably supported by Allegra Allen (LM), Charlie Baxter (LA), Lola Clarke (LI), Sam Fenton (LH), Luc Golding (LH) and Harry Saunders (LA) who starred as the principal troublemakers.

Nic Saunders, Director of Drama



JUNIORS SHOW PROMISE FOR NETBALL FUTURE

Girls' Netball has gone from strength to strength this season with 158 fixtures played across 19 different teams from our 1stVII to the U14Fs. It has been wonderful to see so many girls participating in the game with such enjoyment and skill, not least in the senior teams where over fifty Sixth Form girls have taken part to help their teams build on performances from last year.

The season started with a successful trip to Rugby for a pre-season tournament. Our U14A team won their age group and the 1sts and mixed U16/U15 teams finished securely in the middle of their respective tables.

Our first block fixtures against Daunstey's saw a series of competitive matches. The seniors contested some close games but the undoubted highlight was the U15A team who won by 11 goals, avenging a defeat of 17 goals in the same fixture a year ago.

The 1stVII are a young developing team this year, consisting mainly of Lower Sixth who have built week on week on their play and show great promise for next year. A narrow loss to Marlborough by just two goals already displays the improvements the girls have made having never come within 14 goals in previous fixtures against them. A strong win against St Edward's and a skilled display of netball against Cranleigh led to another six goal win, both fixtures highlighting that dedication, the right attitude and hard work can pay off.

The junior players have risen to the challenge of improving themselves with both the U14 and U15 age groups featuring fluid teams as players really showing their determination to move up through the teams.

The first block fixture against Daunstey's produced no losses and only one draw for the U14 and U15s, a superb achievement. Both of these year groups were tested well against St Edward's but managed to pull away with five wins out of eight.

The superb results have been made possible thanks to the hard work and commitment of the coaching teams throughout the season and we are already looking forward to the Lent Term next year.



RECORDS BROKEN, COUNTY CHAMPIONS AND PREMIER LEAGUE DEBUTS

Participation records have been broken this year in boys' hockey, with 16 teams playing over 170 matches. Mirroring a number of sports in the Michaelmas Term, the collective success of the junior teams has been one of the highlights this season with all nine teams producing an impressive win percentage of 66%.

Within this group, three teams, U15B, U15D and U14E, went through their entire campaigns unbeaten. Lawrence Beith's U15B team have had an outstanding season having only conceded a single goal while scoring 41 at the other end of the pitch.

The U14E team have been in superb form, winning all seven of their fixtures and sealing the 100% record with a final day 2-1 win against Marlborough having been one nil down at half time. What is particularly impressive is that some of the team had never played the sport before they came to Bradfield.

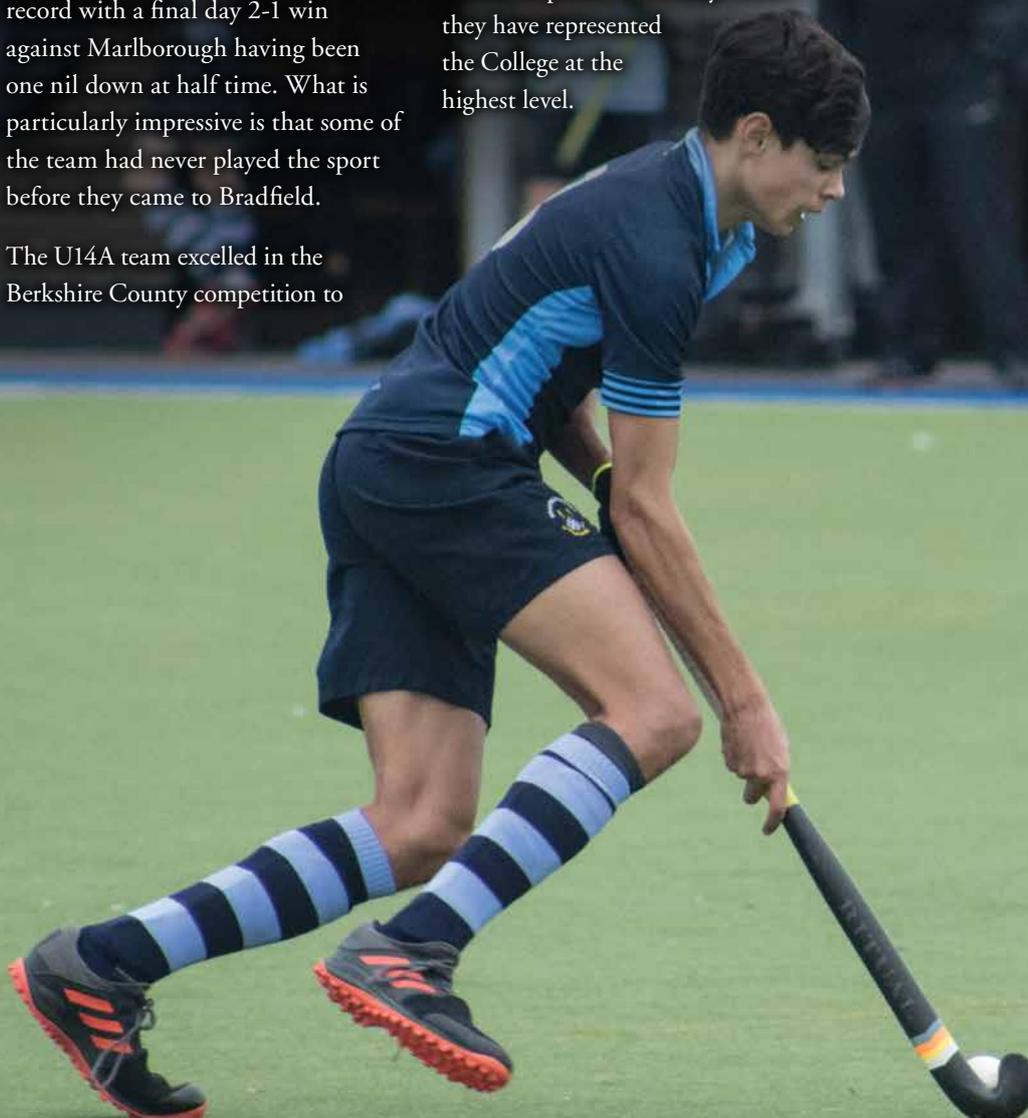
The U14A team excelled in the Berkshire County competition to

see them go through to the South Regional Finals. An exciting group of players, we look forward to seeing their progress over the next four years. While the stats are pleasing, the real success lies in the enthusiasm and will of the pupils to train hard and improve their hockey-playing ability. Credit must go to all the pupils involved but also the coaching team who create this opportunity for the players.

Our senior teams have seen mixed results but importantly have demonstrated great improvement and work ethic across the season. The 1stXI made their way through to the fourth round of the National Cup and have performed admirably throughout the term. The group, led by Arthur Ainley, have grown week by week and should be proud of the way they have represented the College at the highest level.

The U16As have also shown great improvement and won their respective Berkshire County tournament as a result. This is the second time Bradfield have won the trophy in four years and shows great promise for senior hockey at the College.

On an individual level, Archie Sweeting (D) has broken into the Reading Men's performance squad and made his Premier League debut earlier in the year. He has since been selected to represent Scotland and scored his first international goal in a series win over Wales. We look forward to seeing Archie progress in the next step of his hockey career.





SENIORS AMONG TOP SCHOOL TENNIS TEAMS

Not many sports offer the chance for our girls and boys to play alongside each other but the Senior Mixed Doubles tennis team offers such an opportunity and the four pupils involved have excelled this season.

Alice Masquelier-Page (I), James Gilchrist (H), Emilia Wendelstadt (J) and Jonathan Schleicher (A) have enjoyed an excellent season, taking Bradfield to the National Finals in Bolton for the first time in five years and helping the College to an exceptional fifth place finish out of 256 schools.

The quartet overcame Magdalen College School and Stowe in the early rounds to qualify for the area semi-final. There they took on Peter Symonds College on the clay and the team did not disappoint, winning the fixture 6-2 to reach the finals and the chance to compete as one of the top eight schools in the country.

In the group phase, a strong performance led to a victory over Framlingham College but a narrow defeat to Eastbourne College and a loss to eventual winners Rugby saw the team finish third, just missing out on a place in the last four. It has been an excellent season for the seniors and we look forward to seeing them progress next year.



SQUASH TEAMS AMONG COUNTRY'S BEST

Our girls' and boys' squash teams have enjoyed a fruitful term. Both U16 teams reached the National Finals in Nottingham, with the girls playing in the main draw as one of the top eight schools in the country while the boys took part in the Plate competition.

Credit should go to the girls' squad of Jemima Attwood (I), Rosie Bedford (M), Meena Beresford (J), Sofia Langaard (I), Livi Morgan-Finn (M) and Tatiana Wiggan (I) who played superbly throughout the tournament, particularly in their triangular regional fixture where they beat Cheltenham Ladies College (3-2) and Moreton Hall (3-2) to reach the finals.

Remarkably none of the team had picked up a squash racket prior to joining Bradfield so they deserve even more plaudits for their achievement of finishing in the top eight.

The boys' team of Ollie Baxter (A), Harry Bunbury (C), Crofton Keyes (LC), Roshan Khan (H) and Oscar Sykes (D) came through a competitive group to reach the Plate Finals, beating Brentwood and John Hampden. At the finals they beat Felsted by 18 points to reach the 5th/6th place play-off where they lost out to Royal Grammar School Newcastle.



GOLFERS WIN THE MICKLEM

One of the term's standout achievements saw our 1st team golfers secure the College's third Micklem Trophy in seven years.

Aidan Benger (E), Oscar Fowler (D), James Gregory (C), Killian McGinley (D) and Matt Ruffell (A) played some outstanding golf in tricky conditions to beat Charterhouse and Wellington College (the team they beat in the final two years ago) before overcoming Eton in the final, all by four points to one. For Killian and Aidan it was the second time they had lifted the coveted trophy in three years.

The victory is just reward for the tireless work the boys have put in on the course and in the Indoor Performance Centre over the last few weeks and a demonstration of what can be achieved through hard work and determination.



JUNIOR FOOTBALLERS CLAIM ISFA DOUBLE

The U15A boys' football team were crowned Elgin Capital ISFA Southern League Champions following an impressive 2-0 win against Aldenham School in the final at Bromley FC.

Gaining a small measure of revenge for the defeat to their opponents in the ISFA Cup quarter finals earlier in the season, a competition Aldenham went on to win, they also became the first to beat the Hertfordshire team this season who had won 17 straight games.

An end-to-end first half made for an entertaining game and both teams hit the woodwork before Bradfield took the lead through a Tom Bough (G) strike.

Bradfield took control after the break and doubled their lead thanks to a fine solo effort from Thomas Morley (H).

Aldenham continued to carry a threat but the centre-back pairing of Joshua Buchan (E) and man of the match Harry Ford (C) as well as goalkeeper Sam Negus (D) frustrated the opposition. The boys were able to see the match out to claim the trophy for the first time.

It was the second ISFA trophy won by the team in a week as they had previously won the ISFA Futsal Tournament in Guildford.

The U14A boys' also made it to the final in Bromley after they came through a tough semi-final in extra time against Forest School.

Our Faulkner's pupils also faced off against Aldenham but in a closely contested final were narrowly beaten.

Following on from his double in the previous round, Freddie Hancock (LA) scored with a well-placed strike from the edge of the box right on half time to send the teams into the break level. However, Aldenham struck twice in the second half and Bradfield could not find a way back into the game.

Despite the result, it is pleasing to see our junior teams doing so well and we look forward to them learning from these experiences as they continue on their Bradfield journeys.





BUILDING RESILIENCE

CCF Ski Expedition to Norway

In February seven cadets took on one of the toughest and most challenging experiences of their lives as they travelled to Norway on a cross country ski expedition. Two of our pupils describe their experiences of early morning physical training, trekking across the tundra and learning how to survive an avalanche.

ANTONIA VON STAUFFENBERG (J)

The cross country skiing tour to Norway, jointly organised by Bradfield College and Canford School, was a huge experience for me. I signed up for the trip because it gave me the opportunity to visit Norway, somewhere I have always wanted to go, and I would have the chance to ski again, a sport I enjoy and practised a lot when I was younger.

In the weeks leading up to the trip, all the pupils participating would be out on Hill 2 at Bradfield at 7 o'clock for early morning training with Mr. Daniels. We were put through our paces during intense 30-minute workout sessions focussing on the thigh muscles and lower body strength.

On top of the workouts, we were encouraged to train twice a week by ourselves, which mainly involved running for me. I would run the Steeplechase route with Ms. Allen-Mirehouse and the two other girls coming on the trip on one day and then on the other I ran the Huxham V 5 mile route or went to the gym.



Once out in Norway, we learnt how to cross country ski, trekking between five and seven miles during the day in training for the three-day ski-tour. Across the expedition on the Arctic wastes we covered 20 miles from Bykle to Hovden while carrying around 15 pounds of kit in a backpack.

When we were not skiing we were digging snow holes in which to sleep and store our survival gear. On the final day of the ski-tour it was my group's turn to carry the 'pulk', a type of sledge on which we placed our cookers, spare skis and kit. The 'pulk' was attached to a rope which we then tied around ourselves so that we could drag the sledge behind us on the expedition.

I thoroughly enjoyed the trip and it gave me a huge amount of satisfaction to have completed the expedition. I feel I have grown stronger both physically and mentally, due to the difficulty of being in surroundings of open white space, not knowing how far it would be until our next stop with no obvious orientation points.

TRISTAN DAVIES (G)

Being a regular downhill skier for almost my whole life, I have always been fascinated with the skis used by mountain walkers and I have always thought it would be great to give it a go. My father spent some time in the Army Reserves and has always encouraged me to take part in lots of outdoor activities and do things that are out of my comfort zone. So when the opportunity came up to join this 2019 trip I jumped at the chance.

Each training day in Norway we averaged about seven miles of intense cross-country skiing which was very different to the downhill skiing I was used to. Survival training was also key and we took part in avalanche training, learnt how to use a transceiver to find people buried in snow and how to use a probe in the unfortunate event that we could be looking for a body. We also learnt how to construct life-saving emergency shelters in preparation for the dramatic temperature drops in the extreme and unforgiving climate.

Having completed our training we departed for our three-day expedition. After arriving at our overnight spot after our first day our initial priority was the long and arduous task of building a snow hole. This three-step process involved piling up snow, firmly compacting it to remove any air and, finally, digging it out from the inside to create a cave – a process that took around three hours of physical work.

On the second day, we made our way across a few frozen lakes to a mountain cabin. Thankfully, it had a wood burning stove and just enough space for everyone to sleep on the floor which felt like luxury compared to the previous night. On the final day we made our way back to ‘civilisation’, trekking to the local ski resort where we got strange looks from the locals as we all looked completely broken and, having only been skiing for a week, our technique was questionable.

One of the other physical challenges we faced was carrying all of our own personal kit. We had our transceiver wrapped around our body and it was extremely important for it to be on at all times so that if we became buried in an avalanche we could be found quickly. Everything else had to be kept in our bergans while all the group kit, which included a satellite phone, cookers, spare skis and other emergency kit, was taken in the ‘pulk’. Each of the three groups took it in turns to take the ‘pulk’ for a day and each member of the group pulled it for two or three miles.

These experiences, which are not always comfortable or easy, build character and make us better, stronger and more well-rounded people. By the end of the trip I felt I had achieved something unique of which I am very proud; going to a very challenging environment and learning how to survive and sustain myself both mentally and physically over long distances.



STEEPLECHASE

Taking place across four kilometres of College grounds and surrounding countryside, the Steeplechase is one of Bradfield's oldest traditions and one which has changed quite a bit over the last century.

Video footage from British Pathé can be found online depicting the event in 1925 with pupils clambering over hay bales, wagons and straw fences before having to make their way up the River Pang and over the weir.

Naturally the area has changed a fair amount in the ensuing 94 years and while many OBs still reminisce over the difficulty of the weir climb, the race has followed a slightly different route since

its reintroduction to the calendar five years ago, with the water section moving further upstream where the water is lower than waist height.

This year's race tested the resolve of over 800 pupils and staff, with sections of the course made tricky due to the previously wet conditions. Well done to Hannah Hobcraft (K) and Hugo Donovan (C) who completed the course in the fastest times for girls and boys respectively.





THE WILD SIDE

Walk on wild side as Peter Cuss, Science Technician, introduces wildlife at Bradfield, Biology teacher Dr Samantha Bevan explains its impacts on the academic subject and the Wildlife Conservation Group pupils discuss their Lent Term environmental impact projects.

As we go about our busy College day, it is sometimes easy to forget how lucky we are to be surrounded by countryside that still supports a rich diversity of wildlife. The River Pang winds through the grounds, its clear waters are home to brown trout and teeming with invertebrates such as caddisfly, stonefly and mayfly, a great place for pupils to go pond dipping, a pastime that you are never too old to enjoy! In the summer, brightly coloured dragonflies and damselflies patrol the banks. The occasional blue flash of a passing kingfisher, a heron fishing, or a little egret are just a few of the birds that can be seen down on the College Nature Reserve. In recent years, one pupil was lucky enough to photograph a bittern, a shy and elusive bird with only a tiny UK population.

Behind the Science Centre is a large area of meadow in which bee orchid and common spotted orchid can be found. At dawn and dusk it is sometimes possible to see the ghostly looking barn owl quartering the grassland in search of voles. At night, tawny owls can be heard calling to each other. Since the end of the Second World War 97% of these old meadows have been lost and it is now a rare habitat.

The estate is also home to many fine trees, from old gnarled sweet chestnut to veteran oaks. At the edge of the Greek Theatre stands a large wych elm, a rare sight after the ravages of Dutch elm disease. In the canopy of this tree is a colony of the rare White-

letter Hairstreak butterfly. This species, which is dependent on mature elm, has declined by nearly 90% since the 1970s and is now classed as endangered.

Our Wildlife Conservation Group aims to educate pupils on the issues like these that are affecting the wider environment via supporting projects that enhance the wildlife within the College and the local area.

LEARNING FROM THE WILDLIFE

A lot of the curriculum is based on the negative side of human impact on nature and the environment so we do not tend to think about humans interfering for good. In GCSE Biology we look at habitat destruction and the loss of biodiversity so the Wildlife Conservation Group serves as a practical reminder of how we can counteract these issues.

As a boarding school, the area in which we operate is densely populated with humans but this provides a great learning environment in which to show how we can interact and live alongside nature.

We are working with the pupils to show them that sometimes just leaving nature alone is not enough. You have to fight to keep a species alive or have a larger impact, whether that is small changes you can make or by being part of a wider group effort, much like we are doing with the White-letter Hairstreak butterfly.

By having a group of pupils invested in helping the surrounding environment, we hope they can leave with the knowledge that conservation is about being proactive to ensure wildlife's survival and a heightened understanding that they can take away to practise in the world beyond Bradfield.



CONSERVATION PROJECTS

Yellow Rattles - We dug out a small area in the wild flower meadow behind the Science Centre and planted Yellow Rattle seeds. We learned about how in the past the flower has been seen as a pest but it can actually be a useful plant which helps to increase the biodiversity of the immediate surrounding area, a topic we have been studying in GCSE Biology. By weakening the grass around the plant it helps to bring through more wild flowers. It is early days for our seeds but they have begun to grow and there is a noticeably lower level of grass growth around them.

Hedgehog House - We constructed a wooden home for a growing family of hedgehogs which have been seen in the area. We collected some fallen branches that we used to camouflage the structure in which the animals could nest. We set up a camera trap outside the structure to monitor whether it was being used or not. So far we have seen pheasants and badgers but no hedgehogs.

Elm Trees - After learning about the Dutch elm disease, which has seen elm numbers decreasing at an alarming rate (over 60 million British elms killed during two epidemics), we took part in a wider conservation initiative to plant elm trees which have been proven to be resistant to

the disease. These trees provide new habitats for the rare White-letter Hairstreak butterflies to nest, a species that we have seen in the elm by our Greek Theatre. Working as a team we planted three trees which are now part of a corridor across Berkshire so we hope to see the butterfly species flourish as these grow over the next few years.

Bird Box - We built a bird box to allow small birds to fly in and nest in a safe environment. In the box we placed a very small camera which we are hoping to use regularly to monitor any birds which are using it as a home and follow the birds as they lay eggs, watch the hatching process and study their feeding habits before they fly the nest.



HORIZONS

Careers and Higher Education



JOB IN THE CITY

More than fifty pupils enjoyed a question and answer session with a panel of senior professionals who work in the City for a range of different professions. From regulatory and risk, law and insurance to investment banking and trading, pupils in attendance gained unique perspectives on the types of careers on offer within the City and, importantly, that there are many options available when it comes to entering the workplace without a degree.





SHELL CHALLENGE DAY

The annual Business Challenge saw the whole of the Shell year group launch an airline, start a restaurant business or set up a gym/sports business. The challenge aims to further develop areas of the soft skills embedded into the College's 'Education for Life', helping to improve confidence, innovation and communication.

To kick start their thinking, the pupils were given a brief by a Young Enterprise leader, providing them with

the basics of pulling together a business plan, along with the key functions and activities that they would most likely need to consider when coming up with their business ideas.

Split into twenty groups, pupils were required to work as a team, allocate a CEO along with other key functions and use their creativity to come up with an engaging video before presenting a business plan to the judges.

The Horizons Department would like to thank the group of eight Shell

parents, themselves either business owners, start-up professionals and/or who had experience in the marketing/creative sectors, for their support of the event as judges and mentors.

It was tough for them to choose a winner from the twenty businesses presented but eventually the judges settled on 'EZ Gym', an interesting concept that offered a gym membership which included childcare and smoothies.



NETWORKING EVENT

Twenty-five professionals joined us to talk to our Fifth Form pupils at the Networking Evening. Pupils were invited to come and talk to as many people as possible practising their 'small talk' and learning the art of networking. A handful have since enquired about work experience as a result and some walked away with business cards.

Gratifyingly we also had a number of Sixth Formers join us – targeting

specific individuals who could offer advice on future career pathways. Feedback from one of the pupils via email later stated: "I had a great time at the Networking Evening. I had the privilege of talking to.....As you know I would love to go into the automotive industry and I noticed he was in the marketing side of the industry."

It was a pleasure to welcome back nine OBs among our professionals, two of whom were at Bradfield at the same time in the 1980s but had not met up since school!





THIRTY YEARS OF GIRLS

In September 1989, thirty-five girls moved into a new boarding house situated at the top of Hogger Hill, behind what was The Close. The House, named after the late Sir Gordon Palmer (Warden 84–88), became the first dedicated boarding facility for girls at the College and began under the stewardship of Tim Chaloner.

The opening of Palmer House followed a period when girls had studied at Bradfield on an ad hoc basis. Belinda Boyd (nee Somerset) (H 76) was the very first girl at Bradfield and was admitted by forward-thinking Headmaster Anthony Quick to join her brother Arthur (H 74-78) when her school in Switzerland closed just before her A Levels.

“Perhaps I never realised what a cultural sea change it really was – but the effort made by the school to make me welcome most definitely eased that path.”

Belinda completed two terms at Bradfield as an ‘unofficial’ member of The Close, staying during the week with Biology master Malcolm Thompson and his wife Margaret who made sure she got to lessons and did her prep. Belinda remembers walking to her first lesson with windows opening above her and it seemed “all 500 boys were trying to get a glimpse of “the new girl” who had, apparently, been announced in assembly!”

The reality was that after a few weeks, the novelty had rather worn off for all concerned and Belinda’s abiding memory was “that Bradfield was a kind, progressive, often fun, hard-working place of learning that taught its pupils the meaning of acceptance. I can honestly say that those two terms have certainly given me the self-confidence to succeed in the now slowly diminishing male-dominated sectors like the media, horse racing, hospitality and healthcare.”

Another of the small group of girls who arrived at Bradfield prior to the opening of Palmer House was Helen Cavendish (B 86-88) who remembers the experience of being one of the few girls in the Sixth Form.

“I had come from Theale Green, so was used to a co-educational environment. However, many of the Bradfield boys had only been in single-sex schools and never been to school with a girl. Schooling with girls genuinely was a novel experience and we had much amusement watching them moderate their behaviour and topics of conversation when girls were around.”

Girls boarding back in the 1980s was a very different prospect from the wonderful girls Houses of today. Most were day girls, but a few girls’ boarded, by living with



Housemasters and their families. If day girls needed to sleep over, after a rehearsal, concert or school trip, they were able to use the overflow sanatorium.

“The ‘over-san’ was a room of beds in the main building, set aside for accommodating sick pupils during an outbreak of illness when the Medical Centre ran out of space. No male teachers or boys were allowed in and there was the threat of expulsion for any boys caught up there when girls were staying over.”

At the time the girls were fully integrated into Bradfield life, taking part in all of the Drama productions, joining in with the CCF and sport and helping to raise academic results.

“The boys were very welcoming and once the novelty factor of having a girl in the class had worn off, we all settled into a normal classroom rhythm. It was quickly observed that when you first add a girl to a class of boys, the academic standards rise quite dramatically. The boys worked harder because they didn’t want to be beaten by ‘a girl’ and as the only girl, there was no way that I was coming in the bottom half of the class for fear of being teased, so we all found ourselves in an upward cycle of academic results.”

Now a parent to a current Sixth Form pupil, Helen believes Bradfield still has the same underlying core values; focus on an education for life, committed teachers and idyllic setting.

“Everything has been taken to a much higher level and the transition to co-ed throughout the school is an enormous positive. Having spent most of my career in Investment Banking, the lessons learnt during two years at Bradfield have been invaluable. The team spirit, standing up for your views when all around seem to have a different perspective, being authentic and comfortable in your own skin even when you look different from those around you, the importance

of friendship and the ability to be resilient, robust and aware of your strengths and vulnerabilities. These are all good life skills and illustrate the value of a broad education for life.”

Once Palmer had opened its doors, the House operated for the first few terms with only one tutor, Dr John Horsfall. The Housemaster, Tim Chaloner, was on duty for the remaining six nights including, of course, every weekend.

“It was a very tiring experience resulting, at times, in a very grumpy Housemaster,” remembers Tim. “My wife, Judith, and our children, Elizabeth and William, were most understanding. There were lots of ‘characters’ in that first year – too numerous to mention but together they generated a great House atmosphere and were certainly pioneers for the success of girls’ boarding for the years to come.”

The first intake in September 1989 was relatively large and as a result the 1990 Palmer House entry was limited to just 16 pupils while there were over 100 applicants for those places. As a result, plans for a second dedicated girls’ House, Armstrong (J), were brought forward a year.

This was swiftly followed by the opening of Stevens House (K), something that Nickie Moss-Gibbons, wife of David, a former Housemaster of Stevens, remembers fondly.

“Of all the jobs David had at Bradfield he enjoyed being Housemaster of Stevens House the most. We were only there for four years but they were the best.”

Nickie was Matron for the first year and found the job both demanding and physically rewarding. “The job did keep me fit though with all the rushing up and down stairs, distributing medicines, chasing up those who hadn’t stripped their beds (always the same ones!) and waking the girls so they got to lessons. Keeping in touch with our ‘old girls’ is important to me and I look forward to seeing many of them in the summer.”

Hannah Lee, nee Knapp (I 96-98), also remembers her time at Bradfield as it enabled her to form strong lifelong friendships with the other girls in the House.

“We spent so much time together inside and outside of the school day. My best friends twenty years on are my I House friends. My bridesmaid was my roommate in the Lower

Sixth and another friend is the godmother to my daughter as I am to hers.”

“I remember feeling pretty nervous walking into the Dining Hall for the first time and desperately looking for a friend to sit with. After things settled down we started to mix more. Taking part in Duke of Edinburgh, sport, clubs and Drama helped to get to know other girls and boys outside the House and being part of the JCR in Upper Sixth really helped us all to feel integrated into the school community and respected by teachers and pupils alike.”

Taking part in Drama productions at Bradfield is something many pupils remember vividly and Hannah’s experiences set her up for the career she enjoys today.

“I trained as an actress I think purely as a result of being part of the 1997 Greek Play, *Oedipus Tyrannus*. Rehearsing so intensely for the best part of a year and performing to packed audiences in Greece and on tour in Greece was the most incredible and illuminating experience for a 17 year old.

“It gave me a real passion for Drama and love of teamwork and artistic collaboration which I have certainly taken into my career. Bradfield gave me a sense of confidence; that I could give anything a go and if it didn’t work out, at least I’d tried and followed my dream.”

In the early 2000s, the College took the pioneering decision to create a boarding house for all Bradfield’s first year pupils, Faulkner’s, the first and only co-educational House. One of the first girls in Faulkner’s was Radio X DJ Hattie Pearson (K 03-08) who remembers being one of only two junior girls in the school making for a unique early experience.

“I remember being allowed to roam freely throughout the mixed boarding house - something I’m sure would raise some eyebrows today! I recall having no choice but to partake in sport activities with the Sixth Form girls. Either I challenged myself to keep up with girls five years my senior on the hockey pitch or risked being hit by a cricket ball by one of the boys!”

The first year of Bradfield was both thrilling and overwhelming for Hattie but she remembers the choice of co-curricular activities on offer as one of the most appealing selling points.

“As a 13 year old girl being surrounded by 98 boys it was not exactly straightforward and I can comfortably compare the experience to what I imagine it’s like to be a rabbit in headlights. I immersed myself in almost everything that my schedule would allow; from the shooting team to the Shakespeare Society, playing bassoon in the orchestra to the odd round of golf.”

The boarding experience of girls at the time involved a lot of moving around between the Houses as they went up through the senior years. Hattie went from Faulkner’s to Stevens for Year 10 before moving over to Stanley, then situated in the old B House above the SCR, in Year 11.

“As Bradfield went about becoming a fully co-educational school I enjoyed being part of what felt like at times a social experiment, but which I now look back on with fond memories. It wasn’t always plain sailing being wildly outnumbered but undoubtedly it has given me the strength to go on to achieve in a male-dominated industry.

“The College’s ethos instilled in me a determination and motivation to make my dreams a reality in both my career and personal life. The day to day experience of boarding provided me with a discipline and sense of community which I continue to value today. There’s no denying that my time at Bradfield set me up for life.”

Lara Robinson (M 07-12) joined as the number of junior girls continued to rise substantially and Faulkner’s proved to be a huge success.

“Faulkner’s for me was one of the best attributes of the College. It’s a great way of getting to know the whole year

group, both the boys and the girls, whilst not being too intimidated by the years above.”

The House continues to play a key role in the integration of the year group as a whole into a new school, allowing first years to settle and make long lasting friendships, something Lara found to be a great experience.

“Due to Faulkner’s having a separate dining room and boarding house it really allows the first years to settle in and get used to living with the other sex which becomes very normal very quickly.”

One of the strengths of the school has always been its ability to encourage its pupils to explore their strengths and excel in them whatever they are. For Lara, those strengths lay in the creative and expressive subjects.

“I very much loved my time in the Art Schools and within the sports at Bradfield. I am now an artist and cannot thank Bradfield enough for every opportunity they gave me when I studied Art at GCSE and A Level.” Lara recently completed an Art Residency at The Barcelona Academy of Art and recently moved back to London and plans to catch up with former College pupils at the planned get-togethers celebrating 30 years of girls at Bradfield this summer.

Join The Bradfield Society for a day of celebration at the College on Saturday 22 June. To sign up or for more details visit our new website www.bradfieldsociety.org.uk



OB CLUBS AND EVENTS

REGIONAL LUNCHES

“It was a real treat to catch up with so many alumni in the North,” said Al MacEwen, Director of the Bradfield Society and Development Office, who spent the final evening of February in the North East of England. Newcastle and Durham remain popular university choices for Bradfieldians, providing an alluring combination of university and city life.

Over 25 alumni descended on Las Iguanas on the city’s quayside to gather in Bradfield’s name. Thanks are due to Ben Finegold (G 11-16) who did a superb job helping to promote the get together to fellow Bradfieldians. A formidable collection of students covering a range of year groups attended and enjoyed reminiscing about their time at the College and the friendships they made.

The following day the biennial Alumni lunch was held in Edinburgh at Howie’s in Waterloo Place with nine Bradfieldians enjoying fine company in the bright and grand Georgian venue. Richard Baker (C 45-49) now retired and living in Inverness made the trip to Edinburgh and Jeremy Sinton (F 91-96) working in one of the Microbreweries in the capital, combined with current University of Edinburgh students who left Bradfield in 2017 and 2018. These included Hope Finegold (K 13-18), Amy Knowles (M 12-17), Bella Moore (13-18), Henry Sheffield (D 12-17), Poppy Howard-Wall (J 13-18), Murray Greenshields (G 12-17) and Grace Chattey (13-18).

Our longest running regional OB lunch had its best ever attendance the following month with 25 Old Bradfieldians joining The Bradfield Society at Brasserie Blanc in Winchester.

Described as ‘a delightful lunch in welcoming surroundings’, Bradfieldians of all generations attended from Peter Short (G 47-50) and Stephen Skurray (E 46-50) to our most recent leaver being Alex Hammond (D 01-06).

Some guests are now parents of recent and current Bradfield pupils, so it is wonderful that the whole Hampshire event caters for all generations of Bradfieldians. Some last met over 40 years ago in a Classics class and Richard Kinder (G 70-75) afterwards commented that ‘House reunions may suit some people, but the chance to meet classmates and friends from across the College was something that many people treasure more’.

The next and final OB Lunch of the College’s academic year will be in London on Friday 7 June at The RAF Club, Piccadilly. Welcome drinks are from 12:00 noon and the lunch begins at 12:45.

Admission to the event costs £50, which includes a three course lunch and drinks. OBs under 30 will be charged £25. Due to limited capacity, we regret that it is not possible for guests to bring partners.

To register for the event please visit www.bradfieldsociety.org.uk, sign up for a profile if you have not already done so and find the London Lunch in the events section.





INAUGURAL FIXTURE FOR OB GIRLS' FOOTBALL TEAM

For the first time at OB Spring Matches, a team of OB Girls took on the current girls' 1stXI footballers.

The OB Girls all had a great time and enjoyed returning to Bradfield for the sporting fixture and included Tabitha Peattie (K 04-09), Alienor Golding (K 14-18), Courtney McAtee (K 16-18), Annie Berry (K 12-14) and Merle Gibson (M 09-14).

The College 1stXI has gone from strength to strength under the stewardship of OB Sarah Thompson (M 12-14) who played against them in this match. The girls' 1stXI have competed in the inaugural ISFA National Cup against some of the best teams in the country this year while midfielder Rosie Woodman (I) has been selected to take part in the ISFA U15 Girls Regional Representative Festival.

That experience proved too much for the OBs and the College won an enjoyable but close encounter against the new team, scoring a couple of late goals to win 4-2.

Any other Women OB footballers out there, we would love to have you on board with us next year to build the squad numbers.





OBFC BOYS STAY IN TOP DIVISION

The Old Bradfieldian Football Club bounced back from their 4-3 defeat against the College 1stXI, a first in three years at Spring Matches, to extend their stay in the Arthurian Premier Division for a second season with a game to spare.

Despite being at the wrong end of the table for the latter stages of the season there have been plenty of positives to take. The team's record against the top three clubs in the league is enviable having lost just one of their five games.

The team are also the joint top scorers in the division with forty goals, boasting the fourth best goal difference and are one of only four teams with a positive goal difference. At the time of writing the OBs could still end up finishing as high as fourth should results go their way.

Captain James Shields (G 04-09) has announced that he plans to retire following the conclusion of the season. Upon revealing his plans to the squad he said, "It has been an absolute pleasure but I think the time is right for someone else to come in and inject a new direction and energy that will put us in the best position to win the league next season.

"I would like to take this opportunity to thank various people. Firstly, thank you to the College (Al Mac, Karen and Webby) for their unlimited support which has been a real encouragement to us all and is spurring the progression we are seeing. Secondly, thanks to everyone who has taken various committee roles whilst I have been Captain and has ensured the running of the club and made my job much easier. Finally, I would like to thank everyone that has played in the last four seasons. There have been so many talented players and it has been a pleasure to manage."

OB RUNNING CLUB SEASON

Amid appalling weather conditions blowing across Wimbledon Common, OB runners secured one of their best age group rankings for years at the 2018 cross country Alumni Race for independent schools in December.

The stair rods of rain and icy blasts seemed to invigorate the hardcore of six OBs, with the predominantly veteran side clinching 3rd place out of more than 25 teams in the Over 50s category. In the Open category, despite a continuing absence of younger runners, the team also improved its ranking of recent years, coming 20th out of 37 teams overall.

As in 2017, Rob Jones (D 06-11) was first OB home, 130th out of around 260 finishers in 36:33 for the five mile challenge which saw overall times faster than the year before despite the dire weather. Next home was Jon Salmon (B 73-78) in 137th place in a time of 37:02, closely followed by Andy Robinson (D 79-84) 141st in 37:13 and David Bostelmann (A 94-99) 150th in 37:45. Ed Talbot (E 80-85) was 161st in 38:46 and Tony Henderson (E 79-84) 226th in 43:49.

Overall, it was a strong, consistent performance with a good team turnout which provided a confidence boost for perhaps further veteran success in coming years. OB running is now concentrated on three key events during the year: the Bostelmann Trophy in Spring, the Huxham in late Autumn - both held at the College - and the Alumni Race at Wimbledon Common, hosted by Thames Hare and Hounds.

In the race for the Bostelmann Trophy, the College had a very strong team of runners. Hugo Donovan (C) finished the race in first place in 36 minutes and Guy Hutchins (LD)



was runner up in 36:35 minutes. The first OB home was Liz McAllister (I 95-97) [nee Sutherland] in 37 minutes followed by Rob Jones (D 06-11) in 38:40 minutes. Based on team positions, which is what the Bostelmann Trophy is all about, the College Cross Country team took the trophy.

During the post-race tea, Mike Bostelmann (A 61-66) after whom the race was named, regaled the runners with the background to the OB Tankard first won by him and traditionally given to the fastest OB runner in College Competition. The OB Running team comprised: Tony Henderson, Rob Jones, Ed Talbot and Liz McAllister on the day.

OBs, of all ages and running ability, are very welcome to participate and anyone interested should contact Tony Henderson, secretary of the OB Cross Country Club on tony@tonyhenderson.net





CONTINUAL
LOVE OF LEARNING

It has been a little over five years since Piers Unsworth-Neil (D 08-13) left the College to pursue a degree in Business Management. The 23-year-old talks to *The Bradfieldian*, reflecting on how his school experiences and receiving a bursary helped set him up for his burgeoning career in financial services.

“Being able to explore the opportunities Bradfield had to offer; the high quality of teaching, the time I had to develop friendships and the chance to take advantage of the first-class sporting and recreational facilities, was the true impact of the bursary I received.”

Piers was already a pupil at the College prior to receiving bursary support after he and his family decided Bradfield could be a good option based on its growing reputation of providing a well-rounded experience and its proximity to the family home.

“I had applied for a scholarship and when I visited the College for the tests and to take a tour it seemed like a great place to learn. Everyone had their own interests but the underlying culture and ethos of Bradfield was genuinely positive and supportive making it an enjoyable place to be.

“Fundamentally, receiving the bursary later on, provided a layer of financial support that meant I was able to stay at the College. Otherwise it would not have been affordable.”

The hard working nature of the former Dr Gray Exhibitioner is

something that has helped Piers through university and into full-time employment and it is a trait that stood out for his teachers at Bradfield. His Leavers Yearbook Tutor comment states that ‘nobody works harder than Piers, his work ethic is admired and respected across the College’. Piers explains that his work ethic stemmed from his desire to seize the opportunity that was in front of him, both inside and outside of the classroom.

“I was enjoying what I was learning and that applied across the subjects that I had chosen for GCSE and A Levels and I knew the support was there when I needed it. On the co-curricular side, I enjoyed the variety as it helped keep me fresh for studying. I tried to put my energy into these co-curricular activities where possible and all of that helped develop wider skills such as teamwork, being competitive but demonstrating sportsmanship.”

Piers studied Maths, Economics and Geography at A Level, a combination he hoped to utilise at university. He praises the College’s help in discussing his best options as he began thinking about what to do next. In the end he went to the University of Manchester to study Business Management, with a specialism in Sustainability. “I thought it would be interesting and put me in good stead for the future.”

After university, Piers joined a two-year graduate scheme with a UK financial services provider. He is now in a full time role where he continues



to learn and build on the skills that he began to develop at school.

“My education helped shape the foundations of how I apply myself in my work. It taught me to work both hard and smart as well as the value of focusing time on the important things. I have been studying for a professional qualification alongside my role, using similar tools and approaches I used at Bradfield. Additionally, on this graduate scheme, I travelled across the country working and living in a few different cities so having the boarding experience and going through university made that transition easier.”

Having developed a robust approach to learning, understanding his strengths over key milestones like GCSEs and A Levels and being open about areas in which he could improve, Piers states that his education for life helped him identify areas which he needed to work on to close those gaps.



“These are the same types of challenges, decisions and considerations I had at university and now at work, just in different contexts. Bradfield provided an environment for me to continue to grow in self-confidence and so meeting new people, developing positive relationships and wider soft skills were all something I developed there.”

As he prepares to continue his development in the world of work, Piers has one final thought on where the College’s strengths lie.

“For me the best thing is the people. Everyone was friendly, willing to learn and, most importantly, supportive. Those factors made it a great place to be educated.”

BRIGHT FUTURES

Bright Futures - The Bradfield Bursary Campaign aims to enable talented pupils like Piers to have the benefit of a Bradfield education, regardless of their financial means. Last year the College provided means tested bursary support to 128 pupils, including 28 awards of 80% or more, including four pupils selected by The Royal National Children’s Springboard Foundation, a charity specialising in finding boarding places for genuinely disadvantaged low-income families.

To enable the College to do more, at the end of 2018 we launched the initial phase of the 1850 Club Appeal, encouraging suggested regular donations of 1850 in some form, be that £18.50, £185 or £1850, monthly, quarterly or annually.

The appeal has now gone out to Old Bradfieldians from all boarding houses and as a result of their collective generosity, after two years of regular giving we will be able to support one pupil through their Sixth Form education. In addition we have received a very generous single gift that effectively matching this, so that as a result of this campaign we are able to fund two pupils through their Sixth Form education at Bradfield.

We are proud of this achievement and hugely grateful to our existing donors. Would you like to join them?

For more information visit:

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IN THE PRESS: AWARD-WINNING FRANKIE FOX

Earlier this year *The Telegraph Magazine* featured an interview with OB Frankie Fox (J 92-94) where she discussed the beginnings and subsequent growth of her beetroot ketchup business 'The Foraging Fox'. Frankie's All Natural Beetroot Ketchup has since been named Product of the Year at the 2019 Chefs' Choice Awards with judges remarking the vibrant product has "great colour, is quite tasty and feels quite healthy." You can read the full article below and find out more about her business at www.foragingfox.com

'The beet goes on'

'I grew up cooking from scratch with Mum and we weren't allowed to waste anything,' says Frankie Fox. Her mother loved to cook and her father was a plant and mushroom expert who enjoyed foraging near their home in rural Berkshire. 'We used to go on long walks looking for mushrooms, and we knew about secret places where the chanterelles grew.'

Fox moved to London for university and later worked in finance, but in 2012 she returned to the countryside with her husband and their two children, Thomas, now nine, and Jemima, eight, moving into a house with a large garden in a village near Bishop's Stortford. When her father died soon afterwards, she replanted the garden in homage to him and started growing beetroot, runner beans and fruit canes. She also began to teach Thomas and Jemima about the process of growing vegetables from seeds. 'I wanted them to not be afraid of food,' says Fox. 'If you know what's in it then you eat better, you don't waste it and you're less fussy.'

When their first harvest came in, in 2013, they had a glut of beetroot and Fox began exploring how to preserve it. Tomato ketchup was a family favourite, so she experimented with making beetroot ketchup, settling on a recipe that tasted both sweet and earthy. 'My hands were red from peeling beetroot,' she recalls. 'And the kitchen looked like something out of the film *Psycho*.'

She named her ketchup brand 'The Foraging Fox', a further tribute to her late father, and began exchanging it with friends and family, who gave her apples, quinces and other produce from their gardens in return. It became so popular that she started selling it at a food fair in West London, and in 2015 she began making it in bulk, enlisting a manufacturer and inviting a friend and former colleague to be her business partner.



They now produce 100,000 bottles a year, which are sold in Waitrose and Sainsbury's as well as small delis and food halls and Fox has developed smoked and spicy flavours in addition to the original sweet-earthly variety.

The beetroot is now grown on a larger farm. Once harvested, it is cooked with apples, red-grape vinegar, golden sugar, olive oil, salt and a combination of spices that Fox keeps secret.

She explains that the acid of the vinegar and the salt act as natural preservatives. 'We're relying on natural processes, how we've traditionally preserved things,' she says. 'I don't think good food needs extra ingredients.'

'It's the same process as when I prepared it at home, but in larger pans,' she adds. 'It started from a place of grief and now I've created a legacy.'

Originally printed in the Telegraph Magazine 05.01.2019



TRULY MEMORABLE ENCOUNTERS

During his varied career, Sir John Nott has encountered numerous interesting people and his latest book, *Memorable Encounters*, is a collection of interactions with and stories about a selection of twenty personalities spanning his distinguished career and life.

It is through his musings of these people that Sir John Nott provides an insight very few people experience into some of the biggest events in our country's history. He served as a Second Lieutenant in the Army post-WWII, served in parliament under Britain's first female Prime Minister, and was Defence Secretary during the Falklands War.

The memoirs include a series of household names with leading politicians who he met in his 17 years as an MP such as Margaret Thatcher, under whom he sat as Trade Secretary and Defence Secretary during her first government, Enoch Powell and Lord Tebbit. The Old Bradfieldian even saves a chapter for Nigel Farage as he gives his views on the history unfolding in politics today.

It is not just political heavyweights as other well-known characters given chapters include Ted Hughes, the Poet Laureate, and Martin Rees, the Astronomer Royal.

While all these chapters provide a unique insight into the lives of such distinguished individuals during his admirable political career, what makes the book such a fascinating read are the chapters written about the unknown characters.

In a recent appearance on Iain Dale's Book Club on LBC, the former politician and businessman said, "What I really enjoyed was writing about the unknown people. Writing about the local farmer, the local journalist and a Gurkha soldier."

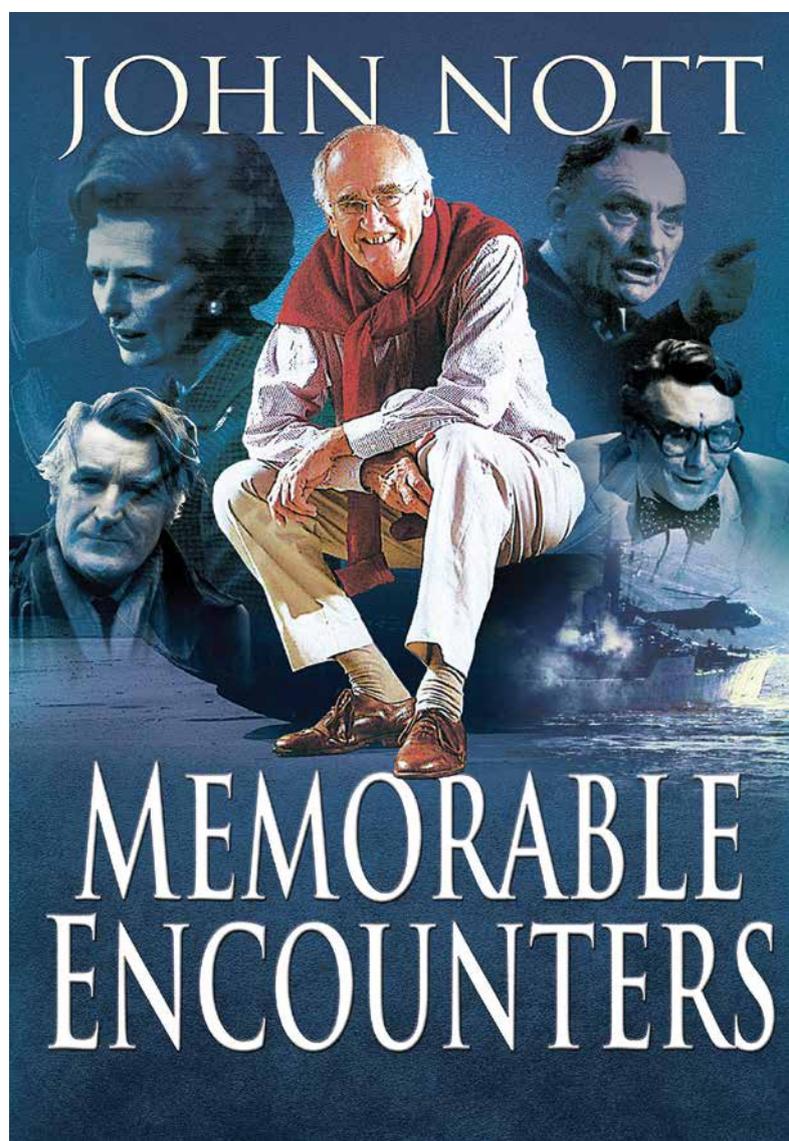
These include a "remarkable headmaster" (Douglas Shilcock, Prep school headmaster) from his early education. He has previously stated that his experiences at school "equipped me well to face the first few weeks as a National Serviceman in the Army."

John also provides a "salute to a notable individual who has devoted all his life to his occupation and who has been successful in rapidly changing times", (Billy Collins, neighbouring Cornish farmer), and a Gurkha soldier who was "the best of a young enthusiastic team...battling Communist terrorists who were trying to free Malaya from colonial Britain", (Humbahadur Thapa).

Throughout each chapter he rarely steers away from praise as he reflects on their contributions to his own life and career as well as on the wider world. One chapter does stray the other side of the line however; that is on the broadcaster Sir Robin Day, whose interview Sir Nott famously walked out on. "I set out with the intention of praising all my chosen victims, but I have had some difficulty with Robin Day....In my introduction I stated that what united all the personalities in this book was their evident integrity. I have to look again at that claim for I am not sure that it is an entirely accurate description of Robin Day."

There is of course a significant number of pages written by and about his wife Miloska, to whom he dedicates the book and states, quite rightly, that her story is worthy of a work of its own. Her backstory, as narrated by herself, is incredibly moving and her first meeting with the author himself is a joyous tale.

Memorable Encounters is available to purchase now and is published by Pen & Sword.



THE HISTORY OF THE OB GERIATRICS

On Wednesday 3 May 2018 the last Old Bradfieldian Geriatric lunch was held at Davy's Wine Bar, the Boot and Flogger, near London Bridge. This was the 15th meeting since this unofficial organisation was formed in 1999 following a private lunch given by John Tyrie (G 44-48), Oliver Rowell (D 45-49) and Peter Melrose (D 45-49).

The first official lunch of the OBGs was held at the Charing Cross Hotel. To qualify to be a member it was necessary to have spent some time as a pupil at Bradfield between the dates 1944-1948, i.e. during John Tyrie's time there.

John was the secretary, Oliver the Treasurer and Peter the Instigator!

It was acclaimed as a great success and calls were made for a repeat gathering in the future. John felt that an interval of about two years would maintain interest but this view proved incorrect as demand eventually called for an annual event.

The second meeting was arranged in 2002 and was moved to the Army and Navy Club in St. James but thereafter all the subsequent lunches were held at Davy's Wine Bars.

The owner of these establishments was John Davy, an Old Malvernian (never mind!), a past Master of the Worshipful Company of Vintners and a friend of John Tyrie who was himself a Liveryman in the Vintners. After John and Marion, with the Rowells, made a trial visit Skinkers was chosen for what turned out to be the next two meetings. It was an unusual place being built under the railway arches of London Bridge station and was next door to the original London Dungeon Museum. The facilities were not entirely satisfactory so it was decided that we should move to what was to be our final resting place, John Davy's first and original wine bar, the Boot and Flogger.

Our founder was able only to attend one lunch at the Boot held on 27 July 2007 as John very tragically died in October that year. At a Tempus Fugit lunch in November that year members present expressed support for the idea that John Tyrie OBG lunches should continue and consequently your writer, living in London, was asked to take over the task of co-ordinating these. This was agreed upon the condition

that Marion Tyrie continue to give her very considerable input and that Peter Slot (E 46-51) would take over as Hon. Treasurer from Oliver, who was unwell.

It was always agreed that there would be no speeches at our lunches but this was changed when we started inviting a Society representative from Bradfield who could provide an update on College developments, activities and achievements. James Wyatt (G 58-63) followed by Tom Robertson (F 95-00) and finally Alastair MacEwen were welcomed and carried out their duties admirably. We had no guests but Marion was naturally included so that the day would run smoothly. It always did! Eventually further ladies attended when some members needed travelling assistance and this added charm and elegance to the day. In 2017, John Davy was invited to attend as a guest of his long-time friend Gavin Clezy (G 44-48). He was made very welcome and was made the only honorary OBG in recognition of his hospitality and support over 13 years.

At our final lunch we had the great pleasure in welcoming Dr Chris Stevens, Headmaster, who suggested, when he heard that our 17th lunch was to be our final one, that OBG tables could be arranged at the OB lunch at the RAF Club in June. This was a most thoughtful and kindly idea which we will take up.

The OBG's era at Bradfield was not an easy time for pupils, the last year of the War followed by continued shortages in food, clothing, petrol rationing and many other restrictions. Nonetheless the education provided at this time produced many Bradfieldians who became very successful doctors, lawyers, diplomats and businessmen. Among these were also very considerable benefactors to Bradfield including the late David Blackburn (D 45-49), the late Christopher Hacking (E 44-47) and John Bodie (C 44-48). It would be wrong not to mention among these the name of Tim Bergqvist, the late father of our present Warden, Sophia, surely a considerable benefactor.

John Tyrie's idea for an OBG reunion has been a great success so why doesn't someone from the 1960s or 70s start one for their generation? Your most difficult task will be to find a Secretary half as good as Marion Tyrie, but worth a try. Good luck.

Bryan Whalley (E 44-48)

FROM THE ARCHIVES: FLIGHT LIEUTENANT HUGH PERCY

May 22 2019 marked the 75th anniversary of Old Bradfieldian Flight Lieutenant Hugh Harold Percy RAFVR (Royal Air Force Volunteer Reserve) undertaking his final flying mission.

A Prefect and Scholar during his time at Bradfield, the F House boy could also be found representing the football XI towards the latter stages of his education from September 1933 to July 1938. Percy went on to study at St John's College, Cambridge where he learned to fly with the University Air Squadron and was called to service soon after the outbreak of war. After converting to Defiants, a two-seater turret fighter, he was posted to 264 Squadron at Duxford on 19 June 1940 and he became one of the pilots during the Battle of Britain.

On 22 May 1944, four Spitfires

from 610 Squadron took off to the Guernsey area on an armed shipping reconnaissance flight. The flight leader was 24 year old Flt Lt Percy in a MkXIV Spitfire RB162.

During the German occupation of the Channel Islands, the German military had placed two anti-aircraft guns on the roof of Brehon Tower at Fort Brehon, near the tiny island of Herm. During the mission Percy was hit by anti-aircraft fire from the tower (similar to a Martello tower) on the east coast of Guernsey in the Little Russell channel; an area pilots often referred to as 'Flak Alley'.

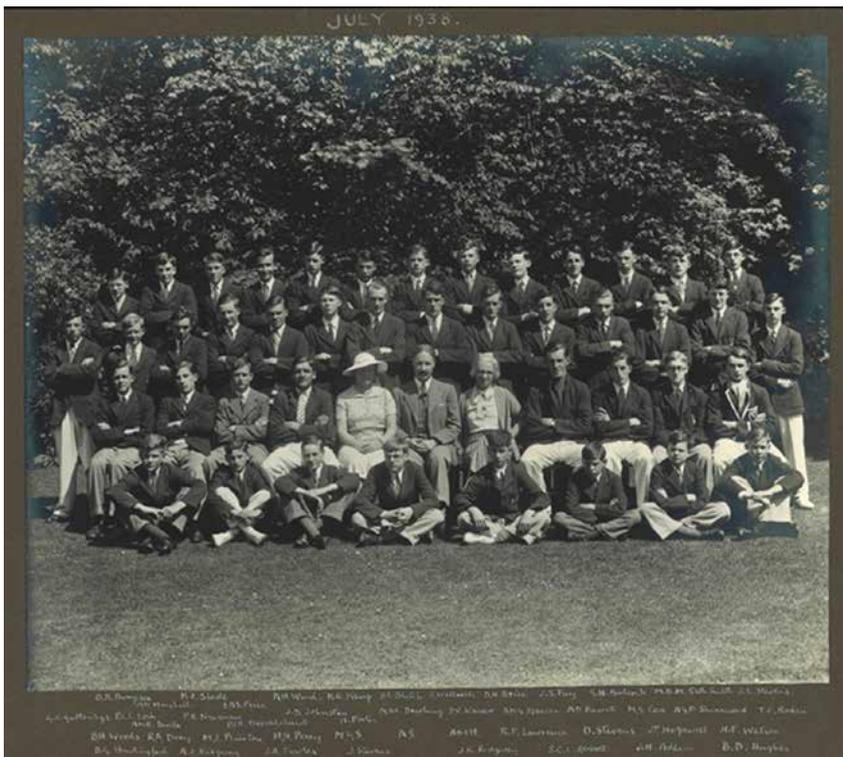
At the time, he radioed to say, "I've been hit. I'm climbing to gain height to bail out", which he did at 1,500 feet. Unfortunately, his parachute failed to open and his aircraft crashed into the sea.

Despite their best efforts, the remaining pilots from 610 Squadron were unable to locate him and his body has never been recovered. A German pilot Gefreiter (Corporal) G



Kuhn was also killed on this day and later buried at Baugy Cemetery. It is thought likely that his death was also the result of this same exchange of fire in which Hugh Percy was fatally injured.

This year Rob Peel, who made contact with Bradfield about his uncle, intends to lay a wreath at sea in the strait and another at the grave of the German soldier who was killed on the same day.



WEDDINGS



◀ **Edd Johnson (F 06-08)** married Kimberley Kirk-Macauley on 24 August 2018 at Bradfield College.

The Chapel was filled with OBs and friends of the bride and groom and looked splendid and the wedding party included: Jack Hawksworth (E 03-08) as Best Man and Oliver Murphy (F 03-08) as Groomsman along with others in the congregation including William Sinclair (F 03-08), Freddie Johnson (E 08-13) and Ema Kaneva (J 06-08).

▶ **Emily Coussens (I 06-08)** married Steve Goodall on 25 August 2018 at St Peter's Church in Woolhampton.

Emily met Steve whilst studying at Sussex University and she has Mrs Helen Allen and OB Sanjay Dove to thank as they both thought Sussex would be perfect for her. There were quite a few OBs in attendance to celebrate the big day including bridesmaid Ellie Pitt (J 06-08) and usher Sanjay Dove (D 03-08) as well as Mark Ashford (A 03-08), Charlie Bartlett (C 03-08), Alex Dixon (A 06-08), Sam Rees (G 03-08), Hamza Shaker (E 02-07), Eoghan Strang (H 03-08) and Tom Vernham (H 03-08).



◀ **Chris Watson (C 99-04)** married Aum, whose Thai name is Pajit Chotikadechanarong in Suphanburi, Dan Chan, Thailand on 22 October 2018.

Chris and Aum were joined by four other Old Bradfieldians who made the trip to join in the celebrations - Chris Barnard (C 99-04), Petch Boonchoochuay (G 00-03), Justin Foord (C 00-04) and Pasu Liptapanlop (00-04).



DEATHS

DYSON, Michael, (G 42-47) on 28 March 2019

FOULSHAM, John (G 39-43) on 1st March 2019

GARFIELD, John (G 43-48) on 08 April 2019

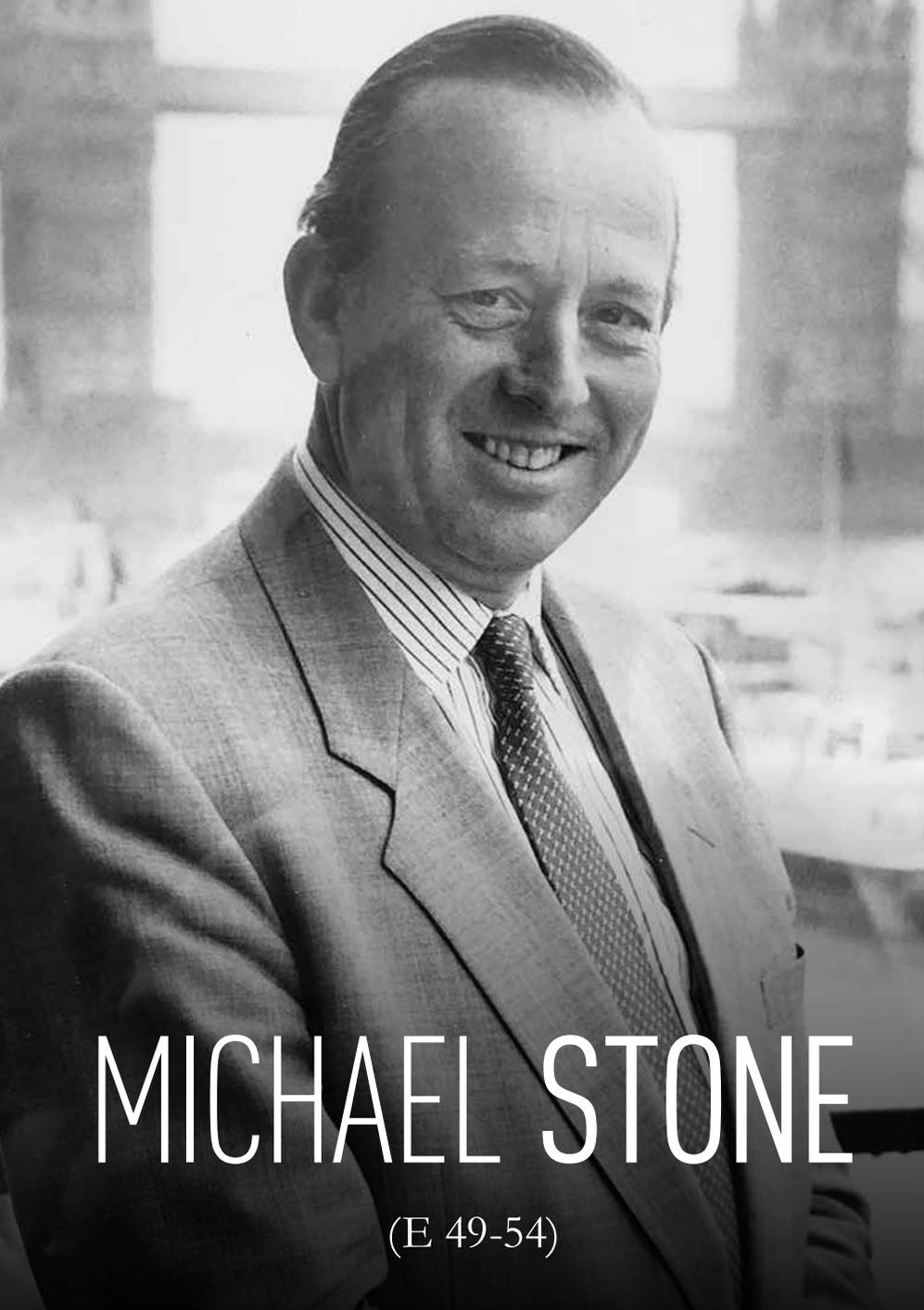
HANNING, Henry (A 52-57) on 22 February 2019

SCOTT, John (H 59-64) on 9 April 2019

VAN GELDER, (John) Michael (H 36-39) in April 2019

VICK, Oliver (B 87-92) on 10 March 2019

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



MICHAEL STONE

(E 49-54)

It is no exaggeration to say that Bradfield would not be the fine school it is today if it was not for the tireless commitment and generosity of Michael Stone over so many years.

The concept that independent schools needed to raise money from their alumni and other 'friends' only really became accepted in the inflationary days of the 1970s when costs were escalating, and facilities looked tired and worn after a post war period of underinvestment. Bradfield itself ran a series of appeals

during this time, each one requiring outside professional help and significant voluntary input. Michael was a member of Council and for a man of boundless energy and equal impatience the process of lurching from one appeal to another was frustrating in extremis. It was the idea of Michael, John Bodie (C 44-48) and Richard Youard (B 46-51) Clerk to the Council, to create The Bradfield Foundation and design a permanent campaign for continuous giving. Supported by a board of Trustees the Foundation was born in (1989) with

Michael as Chairman and a new era in Bradfield's history emerged.

John Bodie remembers Michael's extraordinary contribution to the formation of the Foundation:

I first met Michael in 1970. We were both guests at a grouse shooting party in Scotland but had never met previously. Although he had sent one of his three boys to Bradfield, he was not an enthusiastic OB, so we rarely discussed Bradfield; nevertheless, we established a very warm friendship. I was always fascinated to learn about his exceptional series of business successes.

During the 1980s, I was invited to join the Bradfield Council, where I soon found myself on the Finance Committee, which was led by the Warden, Richard Stanley, and brilliantly supported by our outstanding Headmaster, Peter Smith. It soon became clear that if Bradfield was to survive we needed a host of modern amenities to compete with our peer group of independent schools. Bradfield was not blessed with endowments and the idea of a one-off Appeal which might provide just one new amenity was not the answer.

In 1989, we hit upon the innovative idea of the Bradfield Foundation which, if successful, would enable us to raise funds for these amenities and modernisation for the future, but we needed to raise money quickly. Each of the founders decided to approach potential donors in the hope of achieving some success. It was a daunting task. Head of my list was Michael. I needed to impress upon him the dire urgency of

our requirements. I took him to lunch at Claridge's and immediately dived in the deep end to explain the purpose of my hospitality. To this day, our conversation remains vividly clear. I recall him saying that he had never done anything to support his old school and would like to do so. I explained that our immediate requirement was a new sports hall and swimming pool. He asked how much this would cost. Rather nervously, I told him that we would need a very large sum, hoping that he might make a generous donation towards it. Before we reached the main course, he promised to cover the entire cost. I nearly fell off my chair!

Sure enough, our Bursar received Michael's cheque the following week. What a start! Work began immediately and was completed on time and within the budget. I think Michael was impressed with the professional way our excellent Bursar supervised the project. From that moment, he devoted much of his time to the Foundation. He was not just never-endingly generous, but he was also an inspiration to the trustees and the many donors who contributed to this great cause. He soon became Chairman of the Foundation and, thanks to him, a massive programme of new projects was undertaken during the 1990s. Much of the credit is due to his dear wife, Louisa, who steadfastly encouraged Michael to support his enthusiasm for the Bradfield Foundation. It was a just reward that Michael was honoured to have one of the Boarding Houses named after him. Without doubt, he was one of the most remarkable and outstanding Bradfieldians of all time, to whom Bradfield owes an enormous debt of gratitude.

J.E.B. (C 44-48)

As a young OB newly recruited to Council I was immediately struck by Michael's contribution around the table. Verbosity was cut short by Michael demanding that action be taken, preferably 'this day', to any problem. He could never see that a vision of a different Bradfield could not be achieved even though he knew much rested on his shoulders to find the money. He did this through a relentless attitude to fundraising. It usually started with a prospect being identified by another trustee who suggested a meeting with Michael would be a good idea. That meeting invariably was held over a lunch in Michael's City office with Michael using his charm and determination to ensure that the prospect did not leave without a pledge which was often twice what had been first offered! He also set a magnificent example himself donating very sizable funds to the Foundation so he could encourage others to match his gift. On one occasion, when let down by a donor, Michael led a small group of trustees to fill the gap which suddenly appeared in the funding of a major building contract.

Michael was a successful City man and was always running flat out. It was difficult to keep up with his demands that things should happen at the same kind of speed and in the early days of the Foundation he grew frustrated with the long lead times to raise meaningful money. At the same time he was thoughtful and compassionate, particularly with friends and colleagues who had

suffered misfortune. He made sure kindnesses were remembered often with an invitation to lunch. He said he had sacrificed his waistline for Bradfield, but he knew the power of his invitations and his phenomenal success in raising money bears witness to that.

Michael's outstanding legacy, both of his work and his generous financial support, will live on at Bradfield. The College reflected their appreciation in renaming Field House to Stone House in 2011 and typically Michael again supported a major refurbishment of the House. Bradfield's campus has been transformed over the last thirty years to provide some of the best facilities of any independent school. The driving force behind this transformation was Michael. It is humbling to reflect on Michael's enormous contribution to Bradfield and his genuine love of the College.

At a packed memorial service held in London in March we remembered Michael as a titan in business, an inspiration to so many, a benefactor of so many causes, including Bradfield, and a committed husband to Louisa and a loving father and grandfather. Bradfield can only say- inadequately certainly-Thank you Michael from generations of Bradfieldians who live and study in a College so significantly enhanced by your work and generosity.

Martin Young (C 59-64) Warden

2011-2017



PROFESSOR MARTIN GORE

CBE (C 64-69)

Martin Eric Gore was born in 1951, one of the two sons of Bernard Gore and his wife, Alexandra, a couple of Polish immigrants who had fled their country after the Nazi invasion in 1939. They had anglicised the family name, which had been Gurewicz.

Martin grew up in southwest London, not far from the Marsden, which would come to dominate his working life. He was educated at Summer Fields School in Oxford and Bradfield College.

He studied medicine at St Bartholomew's Hospital Medical College in London and, after graduating in 1974, became a single-handed GP in Deptford, southeast London. It was here that he came to realise that medicine, as he would put it later, is only partly about treating the illness. Treating the patient as an individual, too, is vital, because what seems like the same disease can have different effects – and requires different treatments – in two patients.

Gore left general practice in 1978 to work at the Marsden as a lowly senior house officer to the then medical director, Eve Wilshaw. At the time, oncology was a rather depressing field because doctors could not always do a great deal for their patients.

Yet this was the field in which Gore chose to specialise. More than that, he took a particular interest in cancers – kidney, ovarian, melanoma – that were particularly aggressive and untreatable. Years later, as he approached what would have been his retirement, he joked ruefully that he had spent his entire career unable to treat melanoma, and now, just as he was leaving, oncology was filling up with young consultants keen to get in on the act just as the field was becoming really interesting.

The fact that the specialism had become interesting was, in no small part, down to the work of Gore. He had been a pioneer in the study of cancer immunotherapy, the use of drugs designed to unleash the body's immune system to attack tumours, "cutting the brakes" that hold it back. The field had inspired great excitement early in his career, but a lack of progress had led many researchers to shrug their shoulders and give up.

Gore had felt their disappointment – he once told a colleague, with some dismay: "I've been using the same drugs for 20 years" – but he never gave up. Within five years of that conversation, the first immunotherapy drug was licensed; there are now dozens. According to a colleague: "If you were diagnosed with metastatic melanoma ten years ago, your average life expectancy would have been six to nine months. If you are diagnosed with it now, there is a very good chance you will eventually be declared cancer-free. A fair degree of this progress can be attributed to Gore."

His greatest contribution was to focus on individualising medicine. As he realised in his Deptford surgery, the same disease can present differently in different patients. As an oncologist he tried to formalise his insights. Some cancer drugs do not work on patients with certain body chemistries; the specific mutations in a given cancer dictate which drugs will and will not tackle the disease. His

pioneering work in "personalised medicine" was the key to remarkable advances in recent years, and it has gathered pace as DNA sequencing has become faster and cheaper. As well as his research, Gore pushed for drugs to be made available on the NHS. He lobbied behind the scenes at the European Medicines Agency and helped to get several immunotherapy drugs licensed for kidney cancer.

It was, however, his work as a mentor that did most to change medical oncology from a dead-end career to a thriving, burgeoning speciality. From 1984, he had responsibility for training new junior doctors as they came through on their six-month rotations. Many would come in with the intention of becoming cardiologists or surgeons and then, after six months with Gore, decide to specialise in medical oncology. Although he demanded excellence from his junior staff – and usually got it, not through terror, but because they hated to see him disappointed – Gore was immensely supportive.

He spent 40 years at the Marsden, becoming almost synonymous with the hospital in the minds of some colleagues. In 2006 he was made Medical Director. He found that management – "managing the egos of senior doctors" – came easily to him, although he was not without ego himself. He had spent so long as part of the Marsden, however, that his ego was subsumed into it. He became, in the words of a colleague, the glue that held the place together. He was appointed CBE for services to oncology in 2016.

His death came suddenly. His status as the "beating heart of the Marsden" was underlined by the fact that, when the news of his death broke, several members of the cleaning staff – not a group normally favoured with attention from the most senior doctors – burst into tears.

Professor Martin Gore, CBE, oncologist, was born on February 18, 1951. He died of organ failure after an allergic reaction to a routine vaccination on January 9, 2019, aged 67.

Abridged version of obituary originally published by The Times. Full article <https://www.thetimes.co.uk/article/professor-martin-gore-obituary-gbzs5rjd9>

WHAT'S ON

19
JUN

Afghan Connection
Literary Festival

with Adam Kay and
Nigella Lawson
interviewed by Sarah
Montague

Tickets available from
afghanconnection.org

22
JUN

Bradfield Society
Day of Celebration

Catch up with old College
friends and former
teachers as The Bradfield
Society hosts its annual
reunion for Old
Bradfieldians

22-26
JUN

Alcestis
The Greek Play

137 years after it became
the first Bradfield Greek
Play, Alcestis returns to
the Greek Theatre for four
performances this summer

24-26
JUN

Blood
Wedding

The second Summer
Drama Production will see
our pupils take on
Federico García Lorca's
tragedy *Blood Wedding*
across six shows in the
Sunken Garden

27
JUN

Music Gala
Concert

A celebratory concert
featuring some of the
College's best musicians
along with British singer
songwriter and
saxophonist Tyler Rix

1-7
JUL

Waifs
Week

Join us as The Old
Bradfieldian Waifs Cricket
team play their annual
week of fixtures on Pit.

11
OCT

OB Regional Lunch
in Bristol

Join us for the next OB
South West England
lunch. We will be
returning to The
Riverstation, located on
the iconic
harbourside

31
OCT

Junior
Tempus Fugit

We look forward to
welcoming Old
Bradfieldians back, aged
60-70 years on the date of
the event, for our Junior
Tempus Fugit Lunch

8
DEC

Carols by
Candlelight

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

8
DEC

Winter Bradfield
Day

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

9
DEC

Bradfield Society
Carols in London

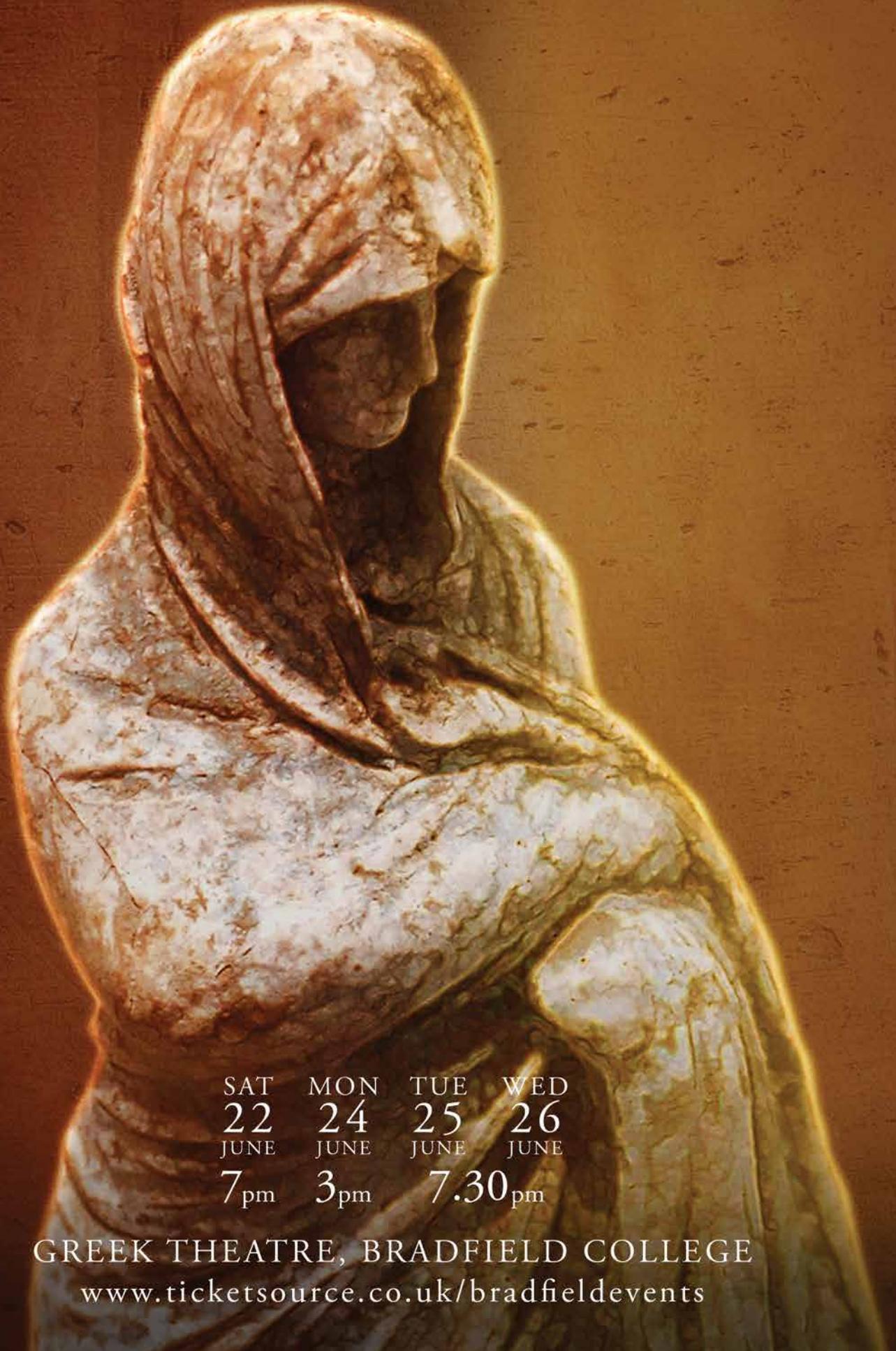
The College Choir will be
performing for this
Christmas Concert in the
glorious surroundings of
St James's Church,
Paddington

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

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

ALCESTIS

THE 40TH BRADFIELD COLLEGE GREEK PLAY



SAT	MON	TUE	WED
22	24	25	26
JUNE	JUNE	JUNE	JUNE
7pm	3pm	7.30pm	

GREEK THEATRE, BRADFIELD COLLEGE
www.ticketsource.co.uk/bradfieldevents

JOIN OUR NEW ONLINE COMMUNITY

www.bradfieldsociety.org.uk

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

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

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

Do join The Bradfield Society online today!



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