

The **Bradfieldian** October 2020



REMOTE EDUCATION EDITION



BRADFIELD
COLLEGE

The Bradfieldian

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FROM THE HEADMASTER

Dear reader,

A term with no lessons in our classrooms, no pupils in our houses, no sports on our pitches, no events in Greeker. This should be a very short *Bradfieldian*. But it isn't. One pupil in this edition echoes a principle I outlined at the beginning of lockdown and repeated in my speech at Commemoration. This approach typifies the manner in which the whole College community negotiated a term of remote education.

"The remote term was a time in my life that I will always remember, not for what I wasn't able to do, but for everything that I did do."

Indeed, even though our classrooms were quiet, pupil voice and agency remained to the fore, as you will discover through the articles in this *Bradfieldian*. Talented vocalists proved their excellence at Commem, as well as during a number of live and recorded music events. Pupils used their voices to promote charitable work, performed virtual drama, earned national recognition for essay and story writing and much more besides.

Now that our doors are open again, maintaining our physical health, as well as our mental health, is more than ever at the heart of how the College operates as we become accustomed to a range of new measures. This edition contains articles about our Medical Centre and how it has evolved to deal with COVID-19 as well as stories from two Old Bradfieldian medics, one who spent much of the lockdown on the NHS front lines and another who is working towards a career in Medicine.

Despite not having the opportunity to prove themselves in the exam hall, our leavers take deservedly strong grades with them to navigate an uncertain working landscape. They should be confident in their own abilities but can also look to, and be inspired by, the diverse careers undertaken by their predecessors. This *Bradfieldian* focuses on the careers of our global community and ranges from a talented artist to an outstanding amateur golfer and four professional cricketers, and from setting up a clothing label to direct entry into the world of work. I have every confidence that in due course the class of 2020 will overcome the immediate challenges and flourish like their predecessors.

Dr Christopher Stevens,
Headmaster

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An abridged version of the Headmaster's Commemoration speech



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A man with light brown hair, wearing a purple and red academic gown over a light-colored suit jacket, white shirt, and a purple tie with a small white cross pattern, is speaking at a wooden podium. A microphone with a silver windscreen is positioned in front of him. The background consists of horizontal wooden planks.

BRADFIELDIANS ARE IN IT TOGETHER

An abridged version of the Headmaster's Commemoration speech

In an address near the beginning of lockdown, I mentioned that my father had vivid memories of what he did as an evacuee, but that I never heard him talk about what he hadn't been able to do during that time. Of course, we all wish we could gather together in person today, but I do not intend to dwell on what we can't do or haven't done. As we mark the end of another year and celebrate the achievements of our pupils, there is already far too much to talk about. Indeed, the pupil body has been deeply impressive in numerous ways this term, as it was over the previous two. Looking back over the last year, there are many threads that run throughout it and illustrate the enduring strength of this community. Today is therefore a day for reflection – a day to consider both what has been done and how it has been done.

“ IT IS NO SURPRISE THAT MY THE PUPIL BODY FOUND ITS VOICE SO STRONGLY THIS YEAR AS THERE ARE MANY FINE VOICES WITHIN IT.

It has certainly been a year of change. Living in an age when it sometimes appears that change is the only certainty can be alarming. But so is the prospect of a world that is unchanging and we should be wary of being too comfortable with the way things are: the tyranny of the status quo can see

practices endure well beyond the time they should be left behind, and the despotism of custom is frequently responsible for habits we should have broken long ago. It can take a shock to open our eyes to new possibilities or to longstanding wrongs. The growing evidence of climate change was not enough to make the business world embrace videoconferencing, but the pandemic has quickly shown just how many air miles are unnecessary. Worldwide outrage over the murder of George Floyd has made communities question their behaviours, their inequities and their symbols more profoundly than the decades of injustice and systemic racism to which those sometimes testify.

We have so much to learn from the young in these areas. In a year when we have reviewed College Strategy, our Sixth Form pupils led consultation over a new pupil strategy, emphasising sustainability, transparency and equality. Their environmental commitment has also been clear in significant initiatives such as the Phoenix Project, Threads for Change and a food waste campaign. Meanwhile, pupil voice is at the heart of evolving discussions about what Black Lives Matter means for our community and for our curriculum.

It is no surprise that the pupil body found its voice so strongly this year as there are many fine voices within it. The special generation of vocalists leaving us this summer has entertained us quite superbly on many occasions. Moreover, they have taken obvious delight in each other's excellence. They



have given their all and collaborated closely whilst keeping their own distinctive voice.

Our pupils, staff and alumni have been outstanding in their charitable initiatives this year. During lockdown they have volunteered, sung, run, climbed, walked and cycled vast distances for charities, designed cards, worked in testing labs, made PPE, published a children's book and much more besides. Earlier in the year, pupils supported a danceathon in aid of Hurricane Dorian relief, contributed to a copper trail for the Australian bushfires, gave generously to the Harvest Festival foodbank, gathered books to found a library in a Nairobi slum and, along with their teachers, helped numerous other causes.

Nobody chose to move our tribe online in March, but how well pupils and staff have negotiated this. It has not been without difficulties of course, but the resilience shown by so many will stand them in good stead for the future. By the same token, the dividends of greater digital fluency and the independence that online education have mandated are significant. LQ – the ability to learn



– will be essential for this generation so greater ‘agency’, or ownership of their own learning, is a real investment for their future.

We know that the Upper Sixth and Fifth Form would have acquitted themselves really well in their exams, as these are two able cohorts who will now gain strong grades in a different way. Deprived of that opportunity to prove themselves in the exam room, many have launched themselves impressively into different opportunities this term. Several of our leavers have shown this to great effect by launching themselves towards the world of work and university. Ollie’s engineering, Molly’s creative writing, Jack’s golf, Liv’s social media work, and Tom’s music, for example, have all opened up career opportunities, whilst a huge array of courses has been completed by their peers, including Languages, Coding, Psychology, Accounting, Excel, Biochemistry, Wellbeing, Interview Skills and more.

The historian, Yuval Noah Harari wrote that ‘If somebody describes to you the world of the mid-21st century and it sounds like science fiction, it is probably false. But then if somebody describes to you the world of the mid

21st-century and it doesn’t sound like science fiction – it is certainly false’. On the threshold of this changing world young people need versatility more than ever. So do adults. How much I admire the teachers who have become learners again this term. Their learning has undoubtedly enhanced their teaching, for, as Thomas Arnold suggested, ‘he is the best teacher of others who is the best taught himself.’ Having suggested a year ago that there is no app for great pedagogy, I have witnessed during lockdown that pupils value the interaction of live teaching very highly. This is not just habit; it reflects the skills of outstanding professionals who have rapidly mastered a different approach to motivating pupils, and new models of engagement and assessment.

“ A SENSE OF FELLOWSHIP, COMMON PURPOSE AND MUTUAL SUPPORT COURSES STRONGLY THROUGH THIS COMMUNITY.

Commitment to the widest possible range of activity continues to typify our pupils as well as our staff. This year has seen representative honours or national finals in hockey, fencing, football and skiing, as well as shooting, tennis and netball. Our pupils have had success in science competitions, poetry prizes, online maths, inter-school debating, and film awards, and they have collaborated in a succession of outstanding concerts and several memorable plays, notably *Yerma* and *The History Boys*.

It is evident in these group performances – and not just from the performers but also from their audiences – that a sense of fellowship, common purpose and mutual support courses strongly through this community. This has once again been apparent at large school and House events this year like Goose, House Song, Remembrance, the Dance Show, the Huxham, Christmas Carols, House plays and a fabulous first ever House Dance Competition.

“ BRADFIELDIANS ARE IN IT TOGETHER NOT JUST IN LOCKDOWN BUT AT ALL TIMES.

Crucially, our pupils are not just proud of their own performances, they are inspired by their peers and they care about each other. When our footballers have played in a big game or performed in a dance show, when our musicians have sung to a packed house in the Old Gym or,

more recently, to a camera, when our Scholars have competed in Olympiads or spoken in assemblies, they have done so with confidence in themselves and in the goodwill of their community for Bradfieldians are in it together not just in lockdown but at all times. Nowhere was this clearer than when Jack sang for his mother in the Michaelmas concert and the audience rose as one to salute his song and his bravery.

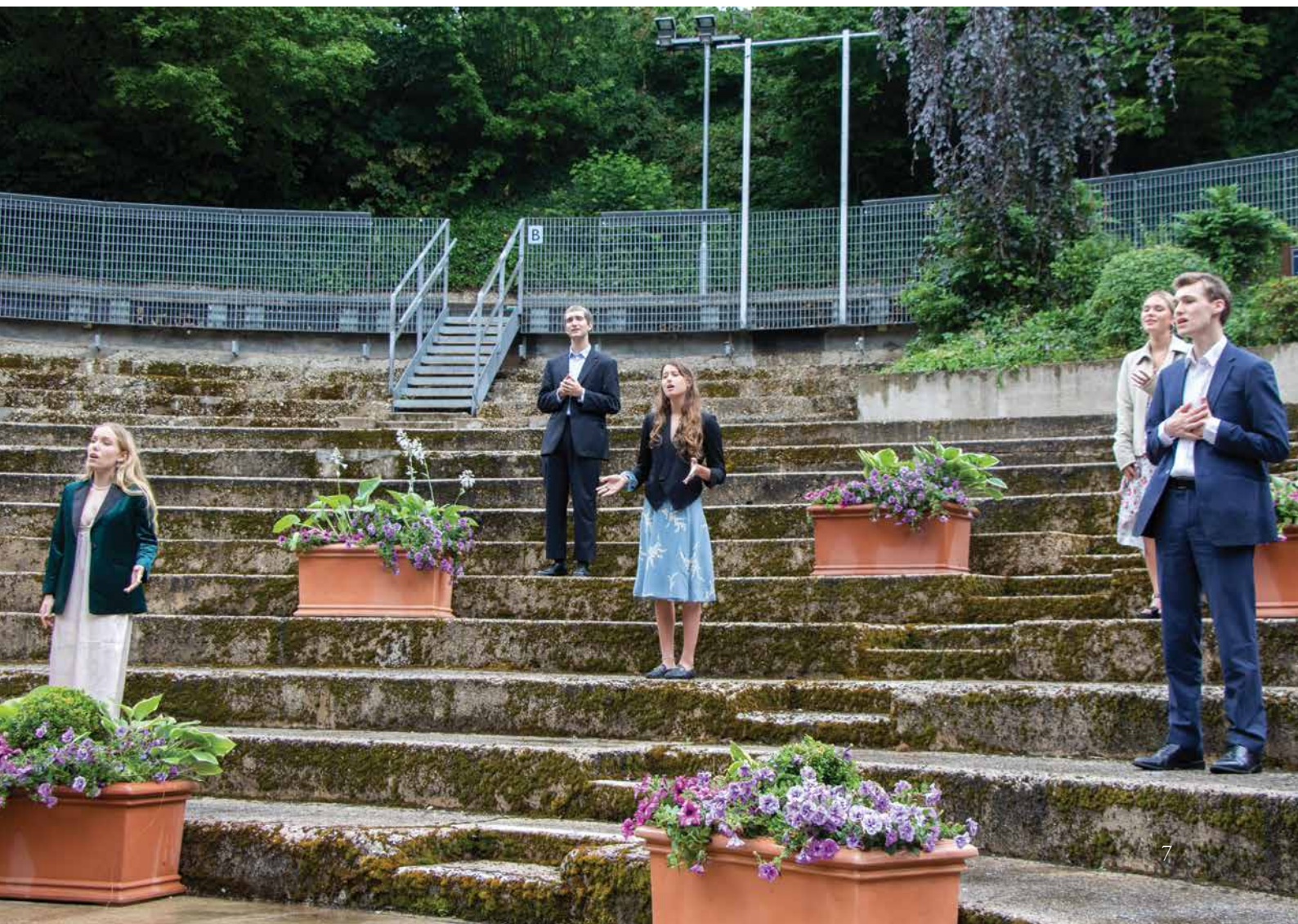
Last year I spoke of the difference between personality and character. Character is not only what you believe but what you do: action rooted in the values you hold dear for the good of all. George Eliot puts it beautifully simply in *Middlemarch* 'What do we live for, if it is not to make life less difficult for each other?' Such principles inform not just our pupils'

charitable initiatives but their daily lives. These principles are also the unifying theme of the pupil strategy which seeks to turn pupil voice into pupil action. Helping young people to find meaningful ways to do just that is integral to education. Reflecting on the last year and the generation of young people coming through the College, the words of a recent Tweet by Barack Obama resonated strongly: "I know the past few months have been hard and dispiriting. But watching the heightened activism of young people makes me hopeful."

Nobody has been more active in helping pupils find their voice and channelling it into meaningful action than our Heads of School. Tom and Alice have led in word and deed. They are multi-talented, but they

wear their talents very lightly. They understand anxiety and vulnerability and they embrace the full breadth of the community. They have been ably supported by a really strong JCR and by a year group that has done itself and its College proud. I am deeply grateful to them all.

As I look ahead, I do so with optimism. Optimism that the strategy we are developing will serve the College well as we emerge from lockdown and beyond. Optimism that the College community will regather as strong as ever. Optimism, above all, that the coming generation will look after their world better than its predecessors and look after each other better, too. It remains a privilege to work with them and with you all.



STAFF VALETE

MIKE GOODWIN

Mike started in September 2000 as Head of Design and Technology as it was then called and immediately brought life and energy to the Department. He did a superb job of attracting pupils to use the workshops.

Mike joined G House as a tutor before moving over to Faulkner's where he has tutored for the majority of his years at the College. He has looked after future generations of G, F and E House boys with calmness and fairness.

Mike was always there to be counted upon when needed, particularly in a crisis. He helped during the village flood over a decade ago and a more recent snow-in, when he managed to get his Land Rover to the local supermarket to buy enough food to feed 150 pupils for two days. He was always able to give TLC to those who really needed it and organize social events for those in his care.

Mike has always looked for new adventures at Bradfield and ran the Army Section of the CCF for seven years, supported the DofE and latterly has become a major influence on College Golf. So many pupils have benefitted from his desire to make golf as good as it can be and his presence on countless tours and training programmes will be missed. He played a crucial role in the development of the indoor performance centre which has proved an excellent addition to the College's golf offering.

Mike is a person of conviction, openness and honesty, someone who puts the pupils first and his experience and calmness has helped smooth the pathway for many young Bradfieldians as they have embarked on their journeys here.

We wish him the very best and look forward to seeing him on the Golf Course soon.



JEMIMA WALSH

Jemima has been a much-loved member of the Languages Department. She has always been a caring teacher, enthusiastic about the French she taught and someone who strongly believed in sharing good teaching practice. In meetings she would often

stand her ground for what she believed in which revolved around what would enhance the Department's way of teaching to ensure pupils would benefit.



Always willing to collaborate and share resources within the Department, Jemima would often go above and beyond when it came to finding different ways of teaching language and culture to her pupils. One recent such experience saw her arranging a dinner for Upper Sixth IB pupils so that they could experience an evening enjoying good food and good company, exactly the way French culture works. It was primarily in preparation for their forthcoming exams as she always had the pupils' best interests at heart. It is surely a night that will live long in the memory of those French IB pupils, particularly since they were robbed of the opportunity to utilize these experiences in their exams.

During her Bradfield career Jemima also spent time as Acting Head of Department and the pupils were always her priority. She ensured the Department worked as one and really looked after the Foreign Language Assistants, something she continued to do even after her time as Acting Head. Her support was greatly appreciated by the Assistants and they all felt well looked after.

Jemima will be missed for her professionalism and her shared enthusiasm for languages among colleagues and we wish her all the best.

KERENSA OGBE

Kerensa joined the College in September 2011 and was a central member of the Science Department teaching over 20



lessons a week. She has played a full role in the Department over the last nine years and could often be found providing booster sessions late into the evening. Pupils would attend her Anatomy and Dissection Society in their numbers to study squid, pheasants and river snakes, experiences which will stay with them for life.

Kerensa liked using her musical ability in her teaching and would often use videos of her playing piano and singing a scientific parody song which she had written to help the pupils remember the topics she was teaching. Kerensa really enjoys her subject and has particularly relished teaching on the IB where she can really delve into the Science.

During the pandemic, Kerensa volunteered at her old research lab, selflessly giving up many hours to help test NHS workers for COVID-19. We would like to thank her for that same dedication and her caring attitude towards the pupils and wish her well as she moves on from Bradfield.

POLLY CAFFREY

During her time at Bradfield, Polly has shown a vast amount of commitment to a variety of academic, co-curricular and pastoral roles. These include Teacher of Latin and Greek, Head of the Classics Department, Co-ordinator for Fencing, Director of three Bradfield Greek Plays, Head of UCAS, Head of Oxbridge and House Tutor.

As Head of Classics, she has done so much for the Department, making it more accessible for the pupils

with the care and attention she has given the subject.

She has been a dedicated Head of UCAS where her energy, patience and attention to detail have never failed to

impress. Her willingness to discuss options with pupils who cannot decide what they want to apply for or where to go always resulted in the perfect crafting of a Personal Statement, something which has been invaluable for the College.

As Head of Oxbridge she really sharpened our process, ensuring that the pupils applied leading to a superb conversion rate. As the Stevens House girls will know, she has been a brilliant personal Tutor. Her care knows no bounds.

Polly ran fencing for seven years, growing the sport, developing the fixture list and enjoying notable success at the Public Schools Championships.

The Greek Theatre is a magical place and any member of staff taking on responsibility for the triennial Greek Play is helping to carry on a Bradfield tradition that started over a century ago. Soon after her arrival she helped direct Sophocles' *Antigone* in 2014, the celebratory year of the Theatre's reopening, where she did a stellar job of helping pupils to learn Ancient Greek phonetically as only one of them studied the language. She went on to direct two more, *Persae* in 2017 and *Alcestis* in 2019.

Polly's attention to detail was evident in the care taken over the music, the choreography, the dressing of the skene, the costume design, the masks, the props, and the programme notes, not forgetting, of course, the initial translating of the text.

We wish her luck as she heads to the next stage of her career and hope to see her back in the Greek Theatre very soon.





HIGH-PERFORMING COHORTS EARN STRONG GRADES AND DESERVED UNIVERSITY PLACES

Against a chaotic backdrop of exam cancellations and changing guidance on grading, it is pleasing that the vast majority of our pupils received the grades they rightly deserved. Our own process for deciding Centre Assessed Grades was rigorous and realistic, allowing for holistic professional judgements that placed the individual at the centre of our thinking. We are delighted that the pupils' potential and our teachers' efforts were reflected in the final outcomes for two strong cohorts studying either the IBDP or A Levels in the Sixth Form or (I)GCSEs in the Fifth Form.

Throughout almost the entirety of the summer, outgoing Director of IB Kirstie Parker worked tirelessly to ensure pupils were awarded the scores (out of 45) they deserved, as has been characteristic throughout her outstanding leadership of the IB since 2015. Kirstie rarely gave the IBO a break, advocating tirelessly for pupils. We will never know for sure but it is people like Kirstie who will have forced the IBO to pause, think and reassess their position which ultimately saw a number of pupils access higher scores as a result of the coursework they completed.

At the end of a difficult period, Bradfield pupils returned an average of 36 points. This equalled the College's record to date albeit our own internal forecasts suggested that had pupils sat exams in May they were very likely to surpass this. Nevertheless, 36 points is significantly higher than the worldwide average of 30 points. Nearly a quarter of the cohort secured 39 points whilst 84% of pupils scored between 5 and 7 points in all of their subjects. Well over three quarters of IB pupils had their places confirmed at either their first or second choice university, leaving to read everything from Biochemistry to Business Management. Edinburgh, Imperial, St Andrew's and Durham were the favoured UK institutions this year while overseas destinations include McGill in Canada and The University of California, Los Angeles.

Mirroring the successes of the IB group, 90% of our A Level pupils gained places at their first or second choice universities. A strong, ambitious cohort left the College this summer with over three quarters of grades between A* – B.

The most common university destinations for this year's leavers are: Exeter (10); Nottingham (8); Edinburgh (8); Newcastle (11); Nottingham Trent (8); Cardiff (7); Bristol (6); Oxford Brookes (6); Durham (5); Loughborough (5); Sussex (5); Leeds (4); Warwick (3); Kent (3); King's College London (3). This year three pupils left to read Medicine, one to study Neuroscience, one Nursing and another into Osteopathy – a good representation of healthcare professions. International destinations include Boston, IE Madrid, McGill, Montana, Ecole Hôtelière de Lausanne, St. Gallen, Wake Forest, Union College, UC San Diego and UCLA.

Our Leavers of 2020 had a torrid time following cancelled examinations in March, months of speculation around grades, and most recently the bruising experience of algorithm-generated grades. The way that they have conducted themselves throughout this period therefore is testament to their individual and collective character.

This year's entrants into the Sixth Form proved to be one of the strongest year groups ever at GCSE. Impressively, over two-thirds of GCSE grades awarded to this cohort were graded 9 – 7.

Bradfield's process for deciding on Centre Assessed Grades for last year's Fifth Form (and A Level pupils) was one rooted in integrity, guided by the parameters laid down by OFQUAL in the spring but centred on the individual. Having had control of their own destiny taken from them with the cancellation of public examinations in March, we know the year group will be hungry to prove by themselves – for themselves – just what they are capable of in their chosen A Level or IBDP courses.

WE SHOULD NOT BE ASHAMED OF OUR PRIVILEGE, WE SHOULD HOWEVER BE ASHAMED IF WE DO NOT PUT IT TO GOOD USE.

I must admit, after I accepted the role of Head Boy, there were a few things that concerned me. The first worry that popped into my head was 'oh my goodness, I am going to have to do the speech'. I spent a lot of this year hoping something miraculous might happen to get me out of it, and I came so close. But not even a pandemic that closed the school and cancelled my exams could get me off the hook.

The worst part is this, I have given a number of speeches over the course of the year and I have used up all my good jokes about the Headmaster. Maybe it is time for a change, after all unexpected change is something we've become accustomed to over the last few years.

Fortunately, Bradfield is a school which welcomes change and we've seen this recently with the College's open-mindedness with regards to the Black Lives Matter movement. I know that so many of us are appalled by the countless injustices against the black community throughout history and I am so proud to say in full confidence that my school wants to make a difference. My school is involving all members of its community in discussions about how it can improve and my school encourages its pupils to educate themselves on matters that previously many of us had turned a blind eye to.

Over the last five years, the Upper Sixth have had the privilege of attending this beautiful school, with stunning grounds, excellent facilities, inspiring teachers and most importantly inspiring pupils. In a world where privilege has become stigmatized I think it is imperative that as leavers we appreciate how lucky we have been to spend such an important part of our lives in such a wonderful place.

We should not be ashamed of our privilege, we should however be ashamed if we do not put it to good use. We owe it to society to use our privilege for good and to make a positive difference in the world outside the 'Bradfield Bubble'.

I'd like to thank all of the Bradfield staff. The nature of lockdown has shown how committed you all are to the pupils. Your commitment to giving us a great education is something I truly admire and I look forward to seeing you all again soon as friends rather than teachers.

In my opinion, this year's Upper Sixth is a bit of a vintage year. Not just because of our work ethic or our ability in so many different areas of College life but because of the way I have seen so many of us act with leadership, passion and kindness toward the rest of the school. Of course, we aren't perfect, but I believe our legacy will be a long lasting one and I will miss you all terribly over the coming years.

As someone who aspires to be a performer later in life, I hope I never have to perform to a venue as empty as this one ever again. But who knows, maybe this is great practice. I hope that by this time next year, this theatre will be full again and we will be much closer to normality than we are today.

Good luck leavers
and good luck
Bradfield.

Tom, (F) Head Boy



REMOTE EDUCATION DIARIES



RECEIVED IN CONSENT

✓	✓
✓	✓

From taking part in virtual debating and performing in her own music concert to delivering lines for a remote drama speech and even editing a pupil-led online magazine project, it is fair to say Fifth Form pupil Savannah got involved in just about everything Bradfield had to offer during a term of Remote Education. Here, Fifth Form pupil Savannah (M) reflects on the successes and challenges of learning remotely.

“ ONLINE LEARNING IS A TIME IN MY LIFE THAT I WILL ALWAYS REMEMBER, NOT FOR WHAT I WASN'T ABLE TO DO, BUT FOR EVERYTHING THAT I DID DO.

THE EXPERIENCE

It has definitely been a different kind of 'classroom' experience to what I've been used to but I think the College has done an amazing job at making the online learning as close to a classroom environment as possible. There have been countless opportunities available for pupils to get involved in and with all the free time that lockdown has given us, it has been the perfect time to try new things that I would not usually try.

THE LESSONS

In terms of the academic side, the timetable worked a little differently. Whereas at school we would have 40-minute lessons and a variety of subjects throughout the day, remotely we had a three-hour morning session and a three-hour afternoon session.

Every lesson was different but most commonly the lesson is split into different sections of individual research or work, going away to watch videos or read articles, group discussions through the different channels within the team and whole class discussions on the main call.

Participating in class and asking questions is one thing I found to be more challenging in the online environment because when a question was asked by the teacher to the



class, everyone wants to speak at once and so it becomes hard to know when to speak. But generally, I found I was still able to get involved and add something to the discussions taking place.

For my A Levels I am taking English Literature, Drama and Art. In Art, all of the work was done via practical tasks. We were given a certain amount of time to carry out each task before presenting what we had done when returning to the lesson.

In English, there were a lot of group discussions before presenting to the rest of the class what we had researched and discussed as well as a lot of independent research. Drama ended up being similar to what we were doing in the classroom before. We read a play and discussed the history of Ancient Greece for context.

THE TECHNOLOGY

Some of the technology we were using made it easy to transition to remote learning. The use of OneNote I found to be hugely successful. It made accessing work and knowing the structure of lessons easy to navigate. Also, still having House Call and weekly Year group catchups within House over Teams was crucial in keeping in contact with everyone and keeping a sense of normality.

CO-CURRICULAR

I got involved in *Voices*, a pupil-led magazine, and became Chief Editor of the whole project. We had a weekly meeting over Teams with everyone involved to discuss ideas for articles and set deadlines. First drafts were uploaded to the relevant OneNote page which I then went through and edited. Once final drafts were written they were sent to Rosie who put them into the template of the magazine. We then had a final check together and once we are happy it was sent back round to everyone involved for final sign off.

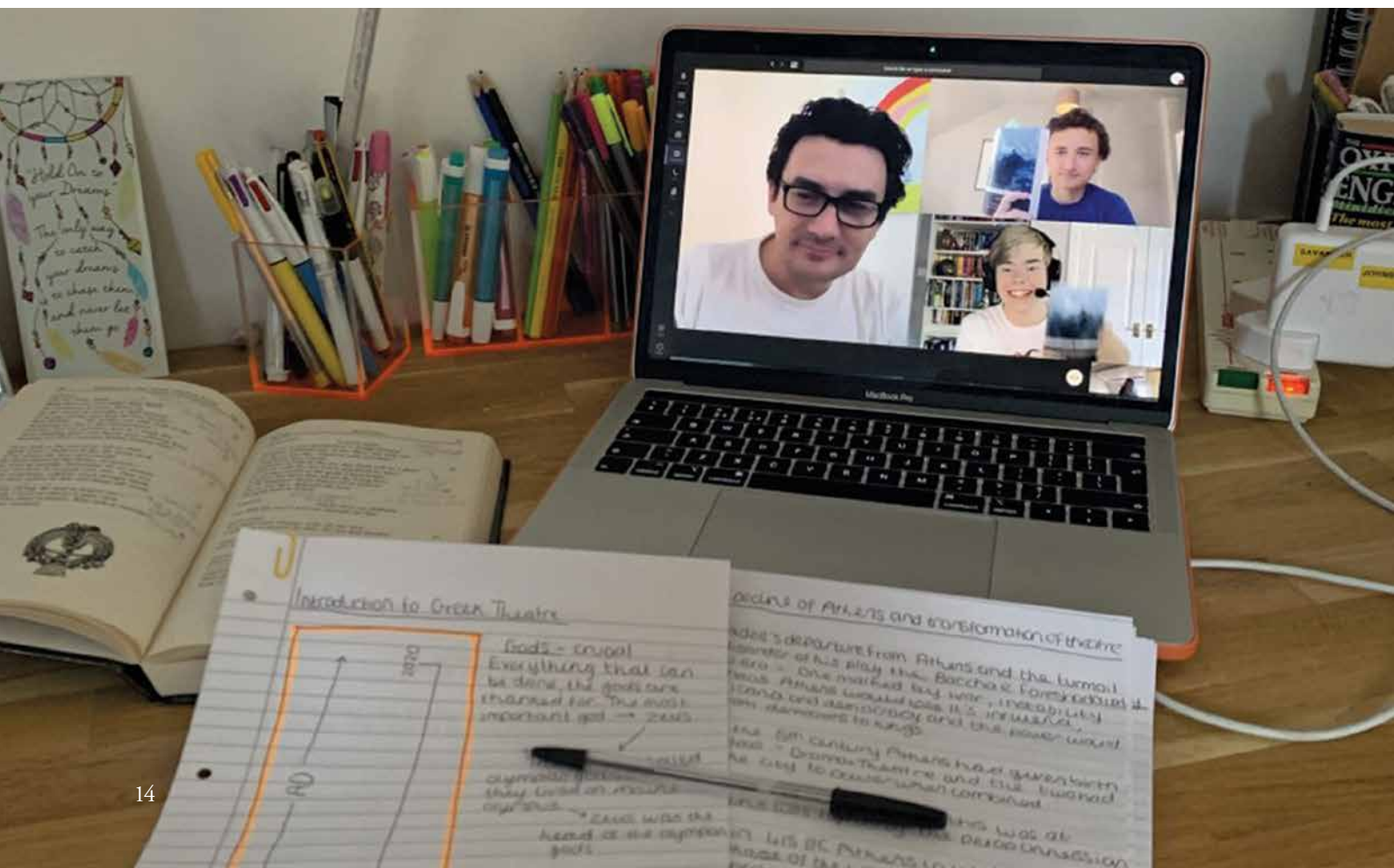
Living Room Live was perhaps my biggest highlight of the term. It was so nice to get the same buzz I would usually get from a live performance from doing a concert to an audience at home. It was challenging recording at home as I didn't have the same adrenaline I would usually get before a performance and I had no audience atmosphere to feed off. However, I love how I am able to watch that performance over and over and have it smoothly edited and put together for the rest of my life rather than the one-off performance from a typical live concert. *Jazz on a Summer's Evening* is always such an enjoyable experience to be a part of and even though this year the circumstances made it a very different one, it was still wonderful to be a part of. It was put together so well and when watching it I really felt like I was watching an actual concert.

I joined in with some of the live dance lessons which were hugely enjoyable and also something different for me to get involved with during my day. I took part in all of the speeches that Drama produced. It was a little different to how the audience viewed them though. Everyone who was involved with the speech recorded themselves performing the whole speech from home, we then uploaded the speeches and they were edited together to form one video. It was so nice to have something that brought us all together in the same way if we were doing a play at school.

WELLBEING AND PASTORAL CARE

Tutorials have actually not been much different from how they were when we were at school. I had a weekly time slot to catch up with my Tutor, but we kept in contact throughout the week anyway.

Although remote learning has been a challenge and definitely different from what I'm used to, I have absolutely loved it. Just like when we are physically at school, I found you get out what you put in. It is a time in my life that I will always remember, not for what I wasn't able to do, but for everything that I did do.





THE SHOW GOES ON FOR DRAMA IN LOCKDOWN

Picture the scene: thirty pupils working diligently in the Greek Theatre, studying their scripts as Mr Saunders and Mr Ashton give direction to bring Act 2 Scene 3 to life. The sun is beating down and birdsong can be heard from the canopy above. It's not an unusual sight as rehearsals for the Summer production continue. But hang on, that didn't happen.

For the first time since the Greek Theatre re-opened, it sat silent with the Summer production another casualty of the pandemic.

However, with resilience and innovation as corner stones of the school's Education for Life strategy, Bradfield's pupils were unable to remain silent so – like everything else – Drama adapted and Grecker was replaced by the digital realm and pupils performed to an online audience.

Taking inspiration from the 2016 *Shakespeare Solos* series by The Guardian which featured a number of actors celebrating the 400th anniversary of Shakespeare's death by performing some of his most famous speeches through a series of video performances, we decided to take the same path.

Through a combination of online resources and remote

direction, three videos were produced in which pupils could share the outcome of their work, delivering their performance to camera. Thanks to Mr Pidgeon in the Film Studies Department, these individual recordings were then edited together to create a recording in which many voices breathed life into Shakespeare's words.

The series featured 'All The Worlds A Stage' from *You Like It* and 'If We Shadows Have Offended' from *A Midsummer Night's Dream*, two speeches that are designed to remind the listener of the power of performance. The other speech was 'The Storm Still' from *King Lear* which was chosen not only for being a representative example of Shakespeare's mastery of language, but also because it was written when he too was in lockdown hiding from the Great Plague.

The performances were initially shared on Twitter and are available to watch and enjoy in The Online Bradfieldian on the College website, so please do search them out if you haven't seen or heard them. Grecker may have sat quiet, but Bradfield voices still rung loud.

Nic Saunders, Head of Drama

AN OPPORTUNITY FOR EQUALITY

We need to put a stop to police brutality,

*Because who do you call when the murderer
wears a badge?*

Something needs to change drastically,

*Because an equal world should not
be a fantasy.*

We need to put a stop to systemic racism,

Which is still innate in our social structure.

*The colour of your skin should not determine
your career or your future.*

*We as more entitled white women and men
should not be applying emotional labour,*

Instead we should be educating ourselves,

*We should be amplifying the voices of
black people.*

We should be ACTIVELY anti racist.

*Because that is the only way we will
achieve an equal world.*

We as a generation have an opportunity,

*An opportunity to change the world for
the better.*

An opportunity for justice.

An opportunity for equality.

Don't waste it.

Phoebe (M)

HOW HAS OUR FREEDOM CHANGED SINCE THE CORONAVIRUS?

*Sixth Form pupil Abbie (M) explores both
direct and indirect changes in our freedom
during the height of the pandemic.*

This time last year I played tennis matches, performed in concerts, went out with friends and looked forward to going abroad in the summer holidays. One year on, I've only been able to play tennis with my family, seen three friends in person, and have no idea where I am going to be able to go over the summer – if anywhere. Our freedom has been stripped away in a flash, and none of us had any idea it was going to happen until just a few days before. But how has our freedom really changed, and what will the impact be long term?

Of course, there are the obvious and direct restrictions on our freedom which have made a huge difference in our day to day lives. We have to socially distance from everyone outside of our household, we can't enter another person's house, and these are just a couple of the unfamiliar new measures.

However, there are an even greater volume of indirect consequences of this on our freedom. It is all well and good to say that life will return to normal when the coronavirus is under control as most of our freedom will return, but unfortunately it is not as easy as this. Many people have been severely mentally affected by the loss of their freedom. One effect of sending the country into lockdown has been that some people are now too afraid to go out for fear of infection. So, although the external restriction on freedom is beginning to be lifted now, this internal fear could prove just as restricting, showing how it will take some people an extremely long time to recover the freedom they used to take for granted.

Life will also not return to normal for the vast number of people affected financially. In April alone the number of

people claiming unemployment benefits increased from 856,500 to 2.1 million due to losing their jobs. Although the furlough scheme has clearly made a huge difference by allowing the government to subsidise about 7.5 million jobs, there is no doubt that many people have been hit incredibly hard by the sudden lockdown. The loss of their previously steady salaries has undoubtedly led to loss of freedom as now so many more people are struggling to pay rent and mortgages, let alone afford everyday essentials. This shows us how there will be a long lasting impact on people's freedom for long after the current restrictions are lifted.

However, in a different way the limits on our freedom are nowhere near as high as they would have been if this pandemic occurred just a few decades ago. Can you imagine not being allowed to leave the house, apart from for exercise and to get food, and the only way to contact friends being to call them on the only phone in your house,

which your parents were probably using for work? Before the 1990s even email and mobile phones were not widely used, let alone texts and social media. Therefore, lockdown before the 1990s would have been entirely different from what it is like for us today. The freedom to contact people, even if it is not in person, is second nature to us, however it is only when we think about what lockdown could have been like, that we can appreciate the freedom we do have to stay in touch with the outside world.

Therefore, although we do still have a small amount of freedom which has made the restrictions much more manageable, the coronavirus has caused a huge change in not only the day to day freedom we took for granted, but also in the mental and financial freedom and too many people are experiencing a loss of this. This shows us that the impact of this pandemic on our freedom is much greater than originally thought.



Illustration by Phoebe (M)



GOING GLOBAL

The pupils behind The Phoenix Project discuss how they joined the global fight for sustainability.

Socially conscious Lower Sixth pupils aiming for positive change took action as they spent the past academic year leading ground-breaking social action projects as part of the Global Social Leaders (GSL) Sustainable Development Goals competition. Pupils were challenged to develop and implement a project in their local community to help achieve the United Nations' Global Goals, an ambitious and transformative set of 17 goals with the power to end extreme poverty, fight inequality and stop climate change.

Over 600 teams from 105 countries took on the challenge with many showing dedication, resilience and passion to complete their projects despite difficulties faced during the global pandemic.

Three projects from Bradfield made the semi-finals, *Threads for Change*, *The Community Repair Shop* and *The Phoenix Project*, and the latter team were named as a finalist and Social Media Champion for their Instagram page. Here, the seven pupils involved in The Phoenix Project discuss their journey from initial conception to running a non-profit charitable organisation and reveal how they transformed a business during the lockdown.

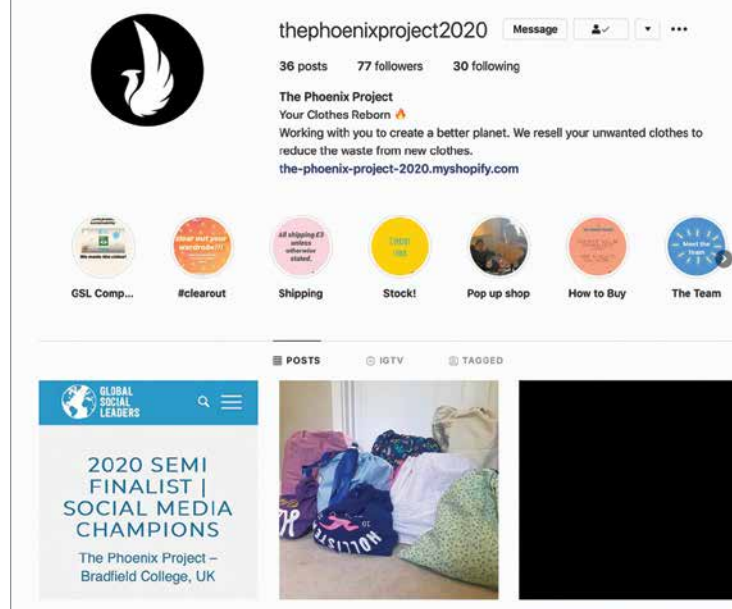
THE PHOENIX PROJECT

Just as phoenixes are said to rise from the ashes, we want to give clothes another life.

When we began, we set out to collect unwanted clothes that were going to be thrown away and resell them at low prices to give them a new home. We found that there seems to be a stigma in the younger generation that charity shops are not cool, but what is really not cool is the amount of waste the fashion industry produces.

The best way for us to manage the delivery of our plan was to provide an online shop where clothes that are donated could be resold, encouraging young people to be more aware of the harm they are causing to the environment when they buy new clothes.

We had three main aims for our project: to raise awareness for the waste brought about by buying new clothes, to



create an online second-hand shop to provide a sustainable way to buy and donate clothes, and to encourage people to think twice about throwing clothes away.

We targeted two of the UN's Sustainable Development Goals: Responsible Consumption and Production as well as Climate Action.

Building up to the summer, our team spent roughly 225 hours on the project running meetings, organising our popup shops, spreading the word on social media, campaigning and promoting the project and handling orders.

Whilst this project has improved and encouraged sustainability, it has also helped us to develop new skills. We learnt to work well together and listen to everybody's ideas in order to make the best decisions for the project. It also helped us improve our confidence and public speaking as we addressed each year group to raise awareness. Running the pop-up shop meant that we had to step forward to encourage people to buy from us.

By the beginning of the summer we had over 200 sales and around 350 items donated. In a recent survey sent out to the school, we received many positive comments about our project. Comments including 'offering a valuable service in the current environmentally charged situation' and 'great initiative', has shown that we have given the people in our community a way to help the environment and their eagerness to do what they can. 78% of people responding to the survey said the project has made them more aware when buying and throwing out clothes.

OUR JOURNEY

1. *Creating the Brand*

We spent a while putting together a brand and making it look professional. We came up with the idea of The Phoenix Project as just as phoenixes are said to rise from the ashes, we want to give clothes another life. We set up our Instagram page and got ready to start receiving donations.

2. *Spreading Our Wings*

We began to implement our project in College by placing donation boxes in boarding houses, as well as putting up digital posters, sending out emails and speaking in each of the year group assemblies. We were struggling to set up a website, but we sent out a survey and the overwhelming majority said they would prefer to purchase clothes through Instagram at that time.

3. *Launch Event*

Taking the feedback from our initial project plan we decided to hold a launch event to promote our project and build a budget to set up a website and fund the project. We organised a pop-up shop in a venue we were offered for no cost. We had an amazing response to this with the shop becoming incredibly busy. Some 50 people purchased items giving us nearly £400 to reinvest into the project.

4. *Changes due to the global pandemic*

Inevitably, we had to make some changes as the lockdown was announced. This did however, quickly push us to expand out of Bradfield and we can now send clothes to anyone in the UK. We have had to put a pause on donations but are encouraging people to use this time to sort through their wardrobes. This has shifted our focus to finding sustainable packaging and promoting our brand. An Instagram fashion influencer and blogger has offered to promote *The Phoenix Project* and we have had contact with *Strictly Come Dancing* professional Katya Jones which we hope will turn into another opportunity to promote our service.

5. *Future Plans*

The Phoenix Project has had a number of successes, but we don't intend to stop. We want to expand and will be holding more pop-up shops as soon as we can. We want to support primary schools in holding their own pop up clothes stores as well as using contacts at other secondary schools to increase our reach and spread awareness.

People have been asking for more professional photos, so we're going to invest in equipment to be able to carry this out. We will keep expanding our website as, despite the success of the Instagram and pop-up shop side of the business, we fully recognise that there are some people who simply do not have social media or prefer more conventional methods of shopping.



THE POSITIVE EFFECTS OF COVID-19

In physics, Isaac Newton notoriously understood that ‘for every action, there is an equal and opposite reaction.’ This is universally identified as Newton’s 3rd Law. Philosophers are known to manipulate this and testify that for every negative occurrence there is also a positive conclusion. In this article, to a certain extent, I intend to modify one’s views on the existing coronavirus pandemic. I am sure everyone would agree that the ultimate aftermath of COVID-19 will be extensive impairment to the economy, social lives and will take many lives and, thus, overall will immensely offset any apparent ‘positive effects’. In spite of this, one thing that has developed into a quotidian occurrence is the rhythmic pessimistic publications regarding a negatively impacted global population. However, the coronavirus does have some discrete benefits.



“ IN THIS ARTICLE, TO A CERTAIN EXTENT, I INTEND TO MODIFY ONE’S VIEW ON THE EXISTING CORONAVIRUS PANDEMIC.”

Firstly, from cleaner air to unshackled wildlife, coronavirus lockdowns throughout the planet appear to have had copious positive effects on the environment. With COVID-19 initiating the majority to be confined to home and the local area, the crime rate has consequently plummeted, with the exclusion of a few specific offences. Moreover, traffic and pollution levels have also plunged comprehensively. NASA satellites have commenced documenting the extent to which pollution has subsided in so many regions of the globe. The results of this demonstrate how carbon emissions have fallen by over 25% in the most polluted areas including near Wuhan, China. A multitude of flights have been abandoned and crude oil has become relatively ‘worthless’. The population could only hope for such a scenario amidst the era of pollution and emission. Therefore, I would agree with

the USA’s Dr Burke who rightfully claims, ‘a pandemic is a terrible way to improve environmental health.’

The Chinese word for ‘crisis’ originates from two words: one connoting ‘danger’ the other meaning ‘opportunity’. Due to the ruinous present coronavirus epidemic, the world has also seen some progressive health effects from major modifications in human behaviour. To begin with, the pandemic is said to have extended everyone’s alertness of general hygiene and health. Having been constantly prompted to wash hands and stay healthy, hopefully this will persist in the future and reduce fatalities from flu or more common communicable diseases. Furthermore, during the pandemic, people have been encouraged to volunteer and offer support within local communities as much as possible. As a result of this, residents all over the world have seen how we have come together amidst some of the hardest times. People have made connections within these communities which perhaps may have never been made through both the real and digital world. Moreover, as the weekly claps for the NHS exhibit, a greater appreciation for our key workers is evident. The world has also acquired a greater appreciation of everything day-to-day life has to offer without having to board on long flights and go to picturesque destinations abroad. Consequently, I would argue that due to the COVID-19 pandemic, the human race might become more grateful, aware and appreciative.

Having said all this, research from previous global disasters shows that positive change generally diminishes over time. Ultimately, we prioritise the restoration of societal functions rather than pro-environmental and behavioural actions. Maintaining any change in behaviour is difficult and depends on many factors including motivations, routines, resources, self-determination and social influences.

Ollie (G), Shell

Illustrations by Maddy (J) and Amelia (J)



PERSONAL REFLECTION DURING A PUBLIC DISASTER

“ IN A WORLD WHERE WE CAN FEEL POWERLESS, THERE IS AUTONOMY TO BE FOUND IN CHOOSING WORDS AND CRAFTING A SENTENCE, WHETHER ANYONE ELSE EVER READS IT OR NOT.

Anne Frank questioned in her diary whether anyone would be ‘interested in the musings of a thirteen-year-old school girl’. As she did not know the extent of influence that her diary would go on to gain, she was, like all diary writers, writing primarily for herself.

In the time of Coronavirus, an increase has been seen in the number of people recording thoughts, acts and emotions around the world, from

the residents in Hubei to the social media

videos entitled

Quarantine Diaries.

Institutions, such as

the University of Sussex and the Open University, have made a public plea for the documented thoughts of the nation, in the form of diary entries, to conduct their research and create a ‘weather map’ of the public’s feelings. The power in this ‘living history’ is a real-time recording, not of the government’s actions or the national state of affairs, but the lives of the people. As demonstrated through Anne Frank during WWII; or Samuel Pepys during the reign of Charles II; or even Pliny who documented the eruption of Mt Vesuvius, the scope of power for a diary is vast. If everyone documented their thoughts, it would be a private account that, if all were amassed, would constitute a collection of the thoughts of a nation during this time.

As well as being a mirror to the writer, diaries have often reflected the world order at the time of writing. Therefore, diaries or journals or even video recordings can act cohesively between the lives of so many, all so different right now. The increase in a want of something tangible, when the majority of our days are now spent looking at a computer screen,

would suggest that the act of putting pen to paper is not outdated: but what are diaries now?

They could be seen as an outdated method of capturing all the things that a phone, a Tweet, or a camera can so easily define. But psychologists, including Dr Liebermann of UCLA, suggest that documenting thoughts is essentially a workout for the mind, the benefits of which are only felt after continuous practice, whether that be someone who writes a line a day, a paragraph a week, or is on their third notebook since quarantine began, it doesn’t matter.

The toll on many people’s mental health during this period is routinely mentioned, as a global disaster is sure to affect everyone, whether the disease has harmed them first hand, or not. We may become desensitised to figures on the news, or images of mask-clad shoppers but journaling these thoughts not only helps us to document what we already think and feel, but can also incite thoughts we never knew we had. Verbalising a thought could help bring some form of meaning back into the separate news stories and personal lives we read and lead.

In a world where we can feel powerless as the Government tries to legislate our every move, and even follow us when we do, there is autonomy to be found in choosing words and crafting a sentence, whether anyone else ever reads it or not. This has long been an attraction of diary writing and it continues now, as what has ensured the survival of ‘diary-writing’, or thought documentation in any form, is the adaptability of the medium to our current ways of expression. A diary can essentially be anything we want it to be, as we are the ones in charge.

Finally, whether we look back on the things we wrote in fifty years, or burn the pages directly after writing, the act of documenting thoughts in the first place is a reminder, whether for Anne Frank whilst hiding from the Nazis, or for us whilst sheltering from a disease, that we are alive.

Oscar Wilde declared: ‘I never travel without my diary. One should always have something sensational to read in the train.’ So, whilst what we write about may not be ‘sensational’ and whilst we will not be reading it on the train, diary-writing can be distilled to an activity for the self, with complete control over what we write and what we do with it afterwards.

Amelia (J), Fifth Form

Illustrations by Maddy (J) and Amelia (J)



MUSICIANS SHOW ADAPTABILITY WITH LOCKDOWN PERFORMANCES

The Summer Term was all about being flexible and adaptable as our pupils adjusted to a new way of learning and as much as there was a focus on replacing classroom learning it was equally essential that pupils had an opportunity to be creative and experience as much as possible away from the daily academic focus.

The Music Department challenged pupils to channel their creativity through a series of Remote Music Projects, all with performance at the heart of it.

'Living Room Live' provided an opportunity for musicians to perform and showcase their talents during a series of short concerts. The stage in the Music School was replaced with a different backdrop each week as pupils recorded songs to camera from the

comfort of their own living room or garden. Each performance premiered online every week on the College's website.

From singer-songwriter Tom performing original songs on acoustic guitar and vocalists Lottie and Savannah to a solo bass arrangement of *What a Wonderful World* by Herbie and the whole of Big Band coming together through the magic of video editing, the concerts covered a broad range of musical talents and genres.

Unfortunately the pandemic meant that the showpiece *Jazz on a Summer's Evening* could not take place in the marquee but thanks to the willingness and determination of the musicians, and editing work behind the scenes by Mr Pidgeon and Mr Price, the concert did go ahead online.

This year the pupils raised money for *The Charlie Waller Memorial Trust*.

With mental health issues on the increase among young people, including performance anxiety amongst musicians and actors, they felt that raising money for CWMT was entirely appropriate and thanks to the generosity of the online audience, over £2,000 was raised.

The leaving Upper Sixth contained a number of talented musicians and, not to be deterred by the prospect of missing one last chance to perform in a College concert, they collaborated to record and produce their own charity concert. *Summer Soul* raised nearly £3,000 for The Brain Tumour Charity, a cause close to their hearts.

All of these concerts are available to watch on the College website.

www.bradfieldcollege.org.uk/co-curricular/music/music-concerts





A NEW DINING EXPERIENCE

Executive Chef Darren Roberts and General Catering Manager Rob Pynegar
discuss the future of food at Bradfield.

Food has become one of the most talked about parts of the Bradfield experience, not just internally, although pupils successfully campaigning for the environmentally conscious 'Meat-free days' initiative did help with that. Word travels fast, so much so that *Tatler* lauded our 'delicious food' in their stellar review of the College in its latest annual Schools Guide. And it is about to get even better.

Following an extensive 18-month long refurbishment which has transformed the Grade II listed Dining Hall, as well as upgrading facilities integral to a good catering operation, the College has made the bold decision to bring the entire catering operation in-house.

"We are in control of our own destiny", sums up Darren Roberts, Bradfield's Executive Chef, as he and General Catering Manager, Rob Pynegar speak to *The Bradfieldian* about embarking on an exciting new food era. "It's still the superb team of chefs, and front and back-of-house staff driving it forward, just a completely different way of running the business. It will definitely open the doors for us to be more creative."

Officially completed at the end of February, it was clear from the short window pupils had to enjoy the new facilities before the pandemic, that the update has delivered on its promise to cater for the future with state-of-the-art facilities and increased capacity for a better all-round service.

New furniture in a reconfigured layout means more pupils are able to



sit at any one time and an additional annex adds a further 70 seats to help with the increased footfall from a full College of 820 pupils. The servery area has all new hot counters, equipment and a layout designed for efficiency of traffic while a dedicated pastry kitchen has been installed with a viewing window so those arriving for meals can watch our specialist chefs get creative. An automated conveyer system also speeds up the process of taking used plates, utensils and trays to the dishwasher area without causing queues.

"What we have achieved with the food and our service gave the College the confidence to invest in everything else", says Darren. "Once you have good facilities you can build on that existing good reputation and it has really enhanced the whole experience of dining here."

Bringing the catering operation fully in-house became official over the summer and, as Darren stated earlier, the idea was to give our caterers more control and flexibility. That begins with the suppliers and both Darren and Rob are clear that choosing our

own does not mean it's a cost cutting exercise. On the contrary, they assert that the most important thing is the quality of the ingredients used and we are now able to get better value for money and higher quality products.

"For us it's all about personal relationships", says Rob. "Our eggs are all free range and come from Beechwood Farm, a family run business just a few miles up the road. We use two butchers, Vicars Game and Thatcham Butchers, both superb local businesses, as well as a number of local fishmongers, grocers and more. We are high volume customers to them which in turn helps to support jobs in our local communities: delivery drivers, butchers, farm workers and so on."

That also includes supporting unique initiatives. One of the local bakers our caterers use to provide artisan and coffee shop products is *Bread and Beyond*, which provides young adults with learning difficulties an opportunity to learn how to bake.

"We heard their story and we wanted to get involved straight away and the

quality of their product is really good so it ticks all the boxes”, says Rob. “Once it is safe to do so, we want to bring their students here so they can work with our pastry chefs and give them new working experiences. We want to give back to the local community.”

While controlling their own destiny, as Darren put it, means they can be more creative in the kitchen, the focus remains on food as part of an education.

“Throughout their Bradfield journey we want to help pupils learn about portion size, why eating blueberries in the morning is good for brain power in the classroom, learning why slow energy-releasing multi-vitamin smoothies help you get through Thursday fixtures when science says it’s the most difficult day of the week to motivate ourselves.”

The caterers are open to pupil feedback and one of the big changes last year was the introduction of the aforementioned ‘Meat-free days’ thanks to pupil involvement in the Catering Committee. For Rob and his team it’s always been about providing options and variety and the rise of vegan diets fits right into that belief.

“We want the pupils to have choice. Food has changed a lot; recently we have found that vegetarian or vegan food is as good if not better than a meat option but it is about increasing those options. We wanted to do it subtly not forcibly so we’ve made small changes in the kitchen, using alternative ingredients, to increase the variety of food out there without forcing it upon the pupils.”



The global pandemic will temporarily change the operation from the vision the College set out at the beginning of this process. Capacity will be limited, the team has had to reassess how the service can work with fewer chefs allowed to work in the kitchen at any one time and food will have to be pre-packaged and pre-plated but that does not mean poorer quality.

“We won’t be able to offer as much variety”, says Darren, “however the quality is not going to change. That is still the most important thing. We are going to start simple but high quality but because we can be flexible with our new suppliers we can add to the offering very quickly. If we see an opportunity to reintroduce something we will.”

So what does the future hold for food at Bradfield? For Darren it is about maintaining a strong level of consistency in order to be recognized as the best Independent School.

“I want us to be recognized not just here, but by the wider community. We want to expand our offering in different areas of the College, to really go all out for the pupils with new dining experiences.”

“We want to be a beacon” adds Rob, “for what is possible within this kind of an environment. I think we have achieved a lot in those five years and hopefully the next five years will see us flourish.”



MUCH LIKE EATING, BRADFIELD'S EDUCATION IS NOT ONLY ABOUT FEEDING YOURSELF BUT ENJOYING THE EXPERIENCE.

Five years ago, I found the move from my comforting home environment to Bradfield quite challenging. I was told that Bradfield was the most luxurious 3 Michelin starred restaurant. But, to be honest, the starter left me with a sour taste, I simply didn't like it.

I thought moving to a secondary school meant you had to give good and sophisticated answers to intellectual questions. Therefore, I immersed myself into an obsessive academic journey in order to deliver good results as I wrongly assumed this was what school was about.

On rare occasions, I would step outside my comfort zone. I decided to embark on an acting career but my first audition ended up an utter failure before a similar experience when I tried to start a musical career. I couldn't help but think what on earth am I doing here? I much preferred the beans on toast I was being fed at home.

I am not a quitter so I ordered the second course hoping the restaurant would live up to its reputation. I was determined to make these the best years of my life so I engaged with a positive journey of discovery. To my surprise, it actually tasted quite nice. I kept tucking in for more, after all, eating is not only about feeding yourself but enjoying the experience.

I would pack a bag for my afternoon activities with my tennis racket, hockey stick, lacrosse stick and all the different shoes that went with them, all of which fitted in between the meetings, debates and societies.

Bradfield provided an infinite number of ways for me to start expressing myself and rebuild my self-esteem. Most importantly the transition to my senior house gave my life a third dimension and that was friendship. This filled me with love and support and equipped me to deal with a few more failures along the way.

Bradfield allowed me to appreciate that the world has so much to offer and that I could not waste any more time. My appetite kept growing to the point where I not only wanted to make the most of opportunities but to create my own. I wanted to be a contributor to the development of the College's values and help others flourish and stimulate their talents.

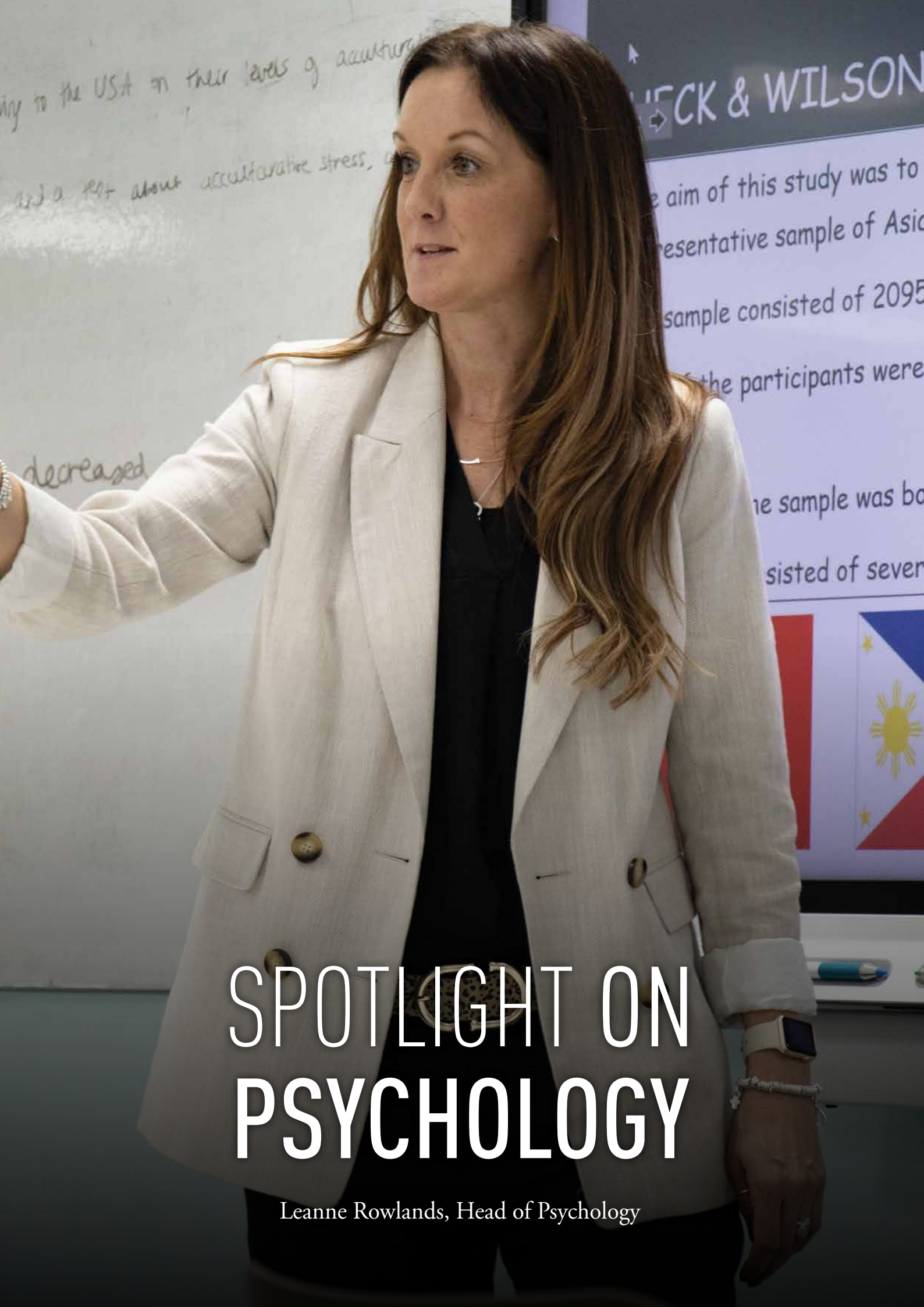
Each mouthful, whether it be gaining consciousness of my potential, being loved and respected by my peers, being enthused by the desire to improve the environment, seduced by the OSCAR Foundation or campaigning for 'Meat-Free Mondays', made me a true gourmet, an addicted foodie who didn't want the meal to end.

Now, five years later, I have found that school is not about teaching you to give good answers, it is about encouraging you to discover your potential and embark on a meaningful journey.

This surreal Covid experience has taught me to never take anything for granted and has stimulated my ambition to become a force for good. More than ever, I will fight for sustainability and human rights. I have learnt the most important values here and they are passion and gratitude. Without passion, I would not and will not achieve much and gratitude is the most important message of this speech. Thank you to everyone at Bradfield. You have all undeniably made these the best years of my life.

*Alice (I),
Head Girl*





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SPOTLIGHT ON PSYCHOLOGY

Leanne Rowlands, Head of Psychology

“**T**his subject succeeds in providing an Education for Life.” This is quite the statement for a pupil to make of a subject in its infancy on Bradfield’s curriculum. It has been three years since the College began offering Psychology via the International Baccalaureate Diploma Programme but it’s clear that it is having a profound effect on the pupils studying it.

Results and pupil numbers are at their highest to date and there is no doubting that Psychology is a fascinating subject. Leanne Rowlands, Head of Psychology, explores the structure and topics of the two-year course while IB pupils reveal why it is a popular choice.

Pupils are always surprised to learn at the Introduction to Sixth Form Evening that those studying the subject do not spend their whole time psychoanalysing one another or focusing on serial killers. As you will read later in this article from the pupils themselves, the subject is entirely applicable to the world around us and it is the skills acquired during the two years of study that enable the pupils to give context to the theories (many, many theories) that they have studied.

“**EQUIPPING PUPILS WITH THE SKILLS TO BE ABLE TO NOT ACCEPT TEXT AS FACT AND QUESTION STUDIES THAT ARE PRESENTED TO THEM.**”

Psychology is the systematic study of behaviour and mental processes and at its core are three analytical approaches which are key to understanding human behaviour: Biological, Cognitive and Sociocultural. While the course is mainly divided into these three levels of analysis there are also two option modules, Health and Abnormal Psychology, while a 2000-word experimental study provides 20% of the overall grade. These modules are by no means independent of one another and it is the critical analysis element of the course that enable the pupils to apply these fluidly.

Through these areas of study, pupils are able to appreciate the diversity as well as the commonality between their own behaviour and that of others. For example, pupils will study Bandura’s Social Cognitive Theory, which holds that an individual’s knowledge acquisition can be directly related to observing others within the context of social interactions and experience. They can take aspects of this theory, use it to discuss if aggression is a learnt behaviour and then carry out research into modern pop culture, like drill music, movies such as *Joker* and games like *Fortnite*, to either support or disprove evidence. This style is systemic in the delivery of the lessons.

“**PUPILS ARE ABLE TO LOOK AT SITUATIONS WITH A HEIGHTENED ANALYTICAL PERSPECTIVE.**”

Taking this further to see if mental health illness can be developed in the same way, is all part and parcel of equipping pupils with the skills to be able to not accept text as fact and question studies that are presented to them.

There is perhaps no better subject to study when it comes to analysing topical issues. Looking at the parallels between how globalisation, immigration and cultural assimilation are causing cultural clashes, while also opening up opportunities for greater understanding and coexistence, can shed light on one of today’s biggest issues. Equally, dissecting documentaries such as *When They See Us* and merging concepts of stereotypes, schema, eye-witness testimony and systemic racism ensure that pupils are able to look at situations with a heightened analytical perspective.

“**THERE IS NO OTHER SUBJECT THAT REALLY SUCCEEDS IN PROVIDING AN EDUCATION FOR LIFE.**”

It is not just inside the classroom that pupils are able to access these kinds of topics. We also offer a Psychology Society where pupils have the opportunity to discuss the subject outside the realms of the curriculum. It is often pupil-driven and previously we have discussed and debated Stockholm Syndrome, serial killer profiling, county lines, slavery and trafficking and, most recently, the killing of George Floyd and the riots that ensued.

All the factors combine to make Psychology one of the most popular choices for our pupils. As one member of the Upper Sixth puts it, surely there is no other subject that really succeeds in providing an Education for Life.

“Psychology has been my favourite subject so it was a no-brainer when it came to choosing it to study at university. I found studying the Abnormal option most fascinating and now plan to be a Psychologist, specialising in severe mental illnesses. The teachers are genuinely inspiring and engaging and I have learned so much more from them than just the prescribed syllabus.”

Christina (M), Upper Sixth

“Studying Psychology at Bradfield has without a doubt been one of the highlights of my time at the school. After just a couple of lessons I became aware of Psychology’s huge amount of relevance to each individual and its applicability in

all areas of life. I have found a passion within the subject for the social side, for instance how people’s behaviours and feelings are influenced by those around them, and how we learn and pick up knowledge. I love how passionate all the teachers are about the subject, which drives you to want to learn more and more. I am glad to be continuing with Psychology after Bradfield, as I hope to study the subject at the University of Edinburgh next year.”

Seb (F), Upper Sixth

“The broad range of topics covered proved an effective approach to enable us to see how intrinsically linked the different parts of Psychology are. The genuine applicability to so many aspects of life diminished the gap between the classroom and the ‘real world’. The pertinence of it all made it a constant focus of mine inside and outside the classroom - surely there is no other subject that really succeeds in providing an Education for Life. The style of teaching is extremely refreshing too,

constantly encouraging engagement and critical reflection with real life examples is at the heart of it whilst maintaining the necessary academic rigour that the IB requires. I hope to go on to study Psychology with a goal of becoming a Research Psychologist.”

Gabe (D), Upper Sixth

“I wanted a new challenge and to study a subject that was different to anything I had done before. I only had a minimal understanding of Psychology before I started the IB so I found it hugely rewarding to learn how to think in a more analytical way. It has highlighted the importance of having an understanding of human behaviour; an area of study and research that is becoming increasingly important in a society that relies on human connection. I helped to lead the Psychology Society which enabled me to explore the subject in greater depth and investigate ideas outside of the classroom.”

Samuel (H), Upper Sixth





ARE THE PSYCHOLOGICAL DIFFERENCES BETWEEN GENDERS GREATER OR SMALLER THAN THOSE BETWEEN SEXES?

This is the question that Sixth Form pupil Keziah (M) debated in an essay which was shortlisted for a prize in the John Locke Institute Essay Competition over the summer. The John Locke Institute encourages young people to cultivate the characteristics that turn good pupils into great writers: independent thought, depth of knowledge, clear reasoning, critical analysis and persuasive style. Over 2700 essays were submitted by entrants in 80 countries for the prestigious competition and you can read the opening of Keziah's essay [here](#). Access the full essay in [The Online Bradfieldian](#).

We've all heard the old wives' tales 'men can't multitask' and 'girls are more emotional than men' but just how true are these claims? In the modern world we live in, the perception of identity is constantly changing as the world becomes more accepting of different identities that our ancestors would have considered stereotypically incorrect. In today's world, it is paramount to be on top of the current terms to increase our understanding and acceptance of others' identities, yet the majority of the population are ignorant of the differences between genders and sexes – and to an extent the importance and relevance of each term individually.

It is perhaps unsuitable to give each term a single definition as it is defined differently in many cultures and individuals, yet for the sake of coming to a comprehensive conclusion in a short space I plan to do so. Psychology is the scientific study of the human mind, a very broad subject that can be broken down into levels of analysis. The biological level of analysis studies the physiological features that relate to psychological processes while the sociocultural level of analysis focuses on the relationship between the psychological processes and culture and the external environment. These are only two levels of analysis, but they are the two most prevalent in this debate so I will focus on them. For the purpose of this essay and this essay only, I will define sex as a characteristic determined at birth by

an individual's sexual organs and chromosomes. It can be split into two single categories – male (XY) and female (XX). There are of course exceptions, primarily disorders of sex development (chromosomes may be for example 45XO or 47 XXX, XXY) where the sex of a new-born is unclear, and the call is often left to the doctor on duty at the time. This can be generally termed intersex. This raises many complications answering this question which I do not dispute, however I will put this aside for this essay. Therefore, sex is a categorical characteristic determined by biology. Gender is perhaps the harder of the two to define. It can be considered a constantly developing spectrum that is not limited to the binary genders of cis-woman and cis-man, but includes genders such as genderfluid, non-binary, transgender and genderqueer. Different sources claim there to be different numbers of genders ranging from 40 to 80 and an individual can associate with multiple genders hence why I am suggesting it is a dynamic spectrum. Gender does not appear to be based on biological factors but more so on sociocultural factors, and therefore it can be seen as a social construct. Despite giving these terms definitions, there is little research that recognises the importance of the difference and studies the terms individually, but instead often refers to it as sex/gender. It is important to remember that this doesn't come from a place of naivety and ignorance for the most part, but from an inability to study the terms individually. It is impossible for a person to have a gender but not a sex or a sex but not a gender and therefore we cannot easily distinguish what characteristics are rooted in sex and which are rooted in gender. It is very rare to be able to establish a causal relationship. This proves a major obstacle in determining if the difference between genders is greater or smaller than that of sex. Gender is a social construct and so I will address the sociocultural aspect as a result of gender and the biological aspect as a result of sex, although not without careful scrutiny.

SIXTH FORMER WINS NATIONAL SHORT STORY COMPETITION

Upper Sixth leaver Molly (M) showcased her creative writing talents by claiming first place in the Connell Guides Short Story Competition. Molly's gripping crime story Just One? caught the attention of the judging panel, which included best-selling author and screenwriter William Boyd, for its entertaining, enjoyable narrative, convincing setting, believable characters and unexpected ending.

Just One?

I watch her through the one-way glass, watch how her fingertips tug at the damp, dirty tissue, how loose strands of her muddy blonde hair escape from the limp plait and stick to the tear tracks that stain her cheeks.

It's a curious sight really, a sight that has me oddly longing to reach out to the girl, to place a comforting hand on her shoulder and tell her that it's all going to be OK. But I can't, not only because it goes against protocol, but because it would be a lie, and I can't bring myself to lie to the girl whose pale face is dotted with freckles, tears and worry.

Eve.

The name, *her name*, is written in block capitals with stark black ink – smudged slightly and underlined twice to signify its importance – on a bright yellow slip of paper clipped to the front of the thin brown folder.

My fingers momentarily itch to open the file, to flick through the glossy photos one last time, an act that should spur me on to get this resolved, to figure things out.

Though as I stand there and think about it I come to realise that I don't need to look at them, the images themselves are permanently etched into my mind burned into my eyelids and no matter how hard I want to try, I won't ever be able to forget about them.

I take a deep breath to steady myself before I walk into the oddly soothingly sterile room. Setting myself down before her I start up the tape, a low whirr filling the air as I go, and introduce myself, giving her a brief outline as to what's about to happen.

I offer her a smile that I hope appears to be calming and reassuring, though she barely looks up at me, instead choosing to keep her eyes trained on the metal table top and the ragged tissue.

For a moment I'm struck by how young she looks with the smattering of awkward childhood acne at her temples and chipped pink glittery nail polish. She's twelve, the slip of yellow paper tells me that much alongside her name, not even a teenager yet. I don't allow myself to dwell on it too much

as the small voice in the back of my mind tells me to remain professional, to not let my emotions cloud my judgement.

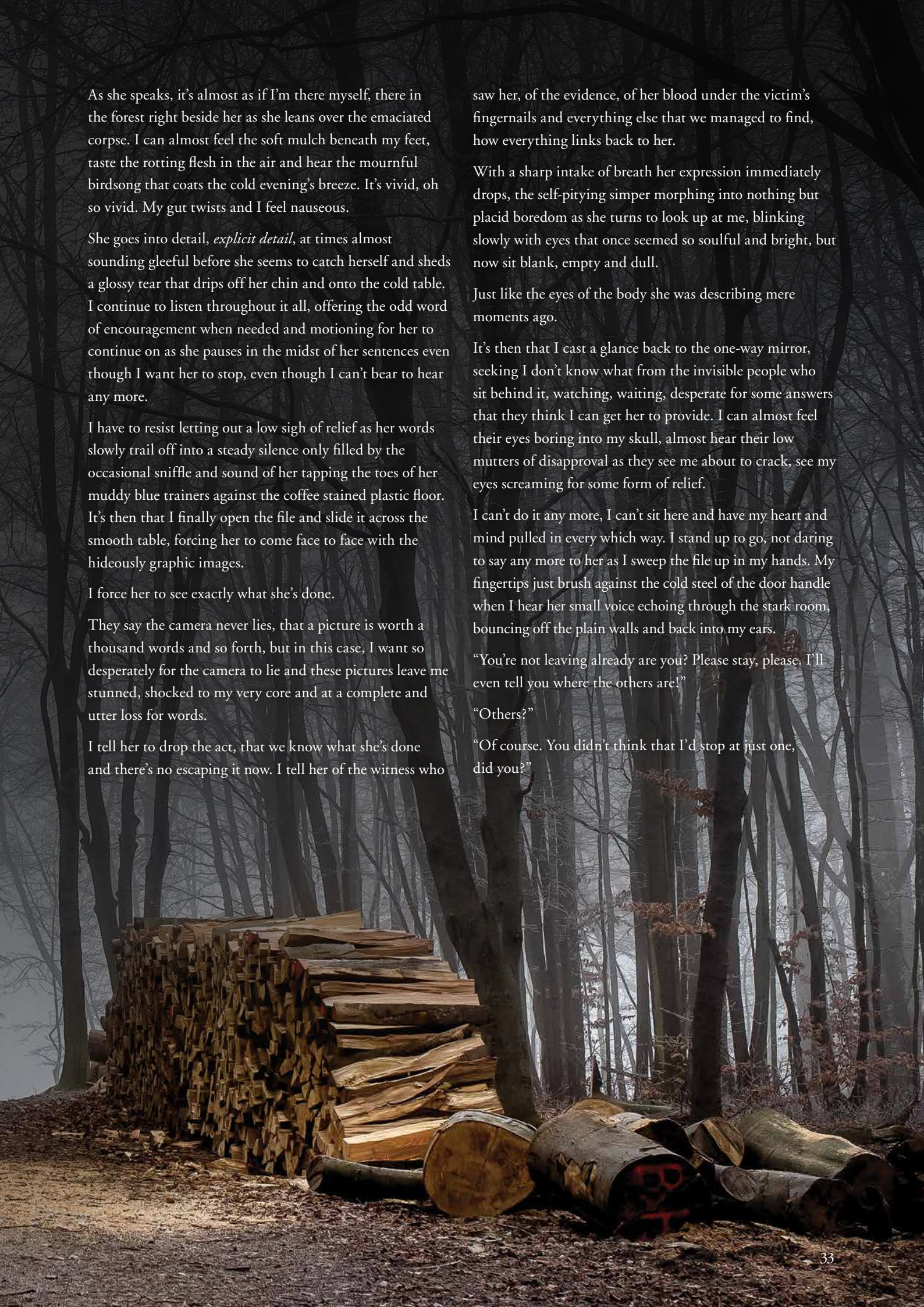
I ask her if she wants someone to sit beside her as we talk, someone familiar and comforting, but she simply shakes her head and offers me a watery smile that wouldn't convince even the most gullible of people into thinking that she's ok. I try to insist, asking her who we can call, offering to get a lawyer or someone who specialises in children of her age, but she just stays silent, bites her lip and looks up at me with large brown doe eyes rimmed with red, and I have no other option but to launch into it.

I start by asking her about herself, trying to ease her into it as gently as I can. She slowly starts to warm up to me, offering little tidbits that keep me sated and happy as I try to build up an image of her in my mind and try to distract her from her own tears. It seems to work as she spirals off on a tangent about school plays, books and make-believe games. As soon as she lets out a low giggle, my heart momentarily warming as she looks up at me with a bright sparkle in her irises, it's then that I know I have to move on.

And so I ask her about it, about the body in the woods.

She quickly shrinks back into herself, clammng up and darting her eyes back to the ragged tissue. It takes a couple of moments, a hint of coaxing and a minute of awkward stares as I repeat the question once more, silently willing her to speak. Eventually her bitten lips part and hushed, hurried words start to tumble from them. I simply sit there and listen as she launches into the story, my head instinctively tilting to the side in sympathy as she recounts the horrors of what she found.

She begins by describing the scene to me, describing the twist of the neck, the mouth that was left slightly agape, the way the body lay crooked with blank, clouded eyes, sallow grey skin stretched over bone and dirt covering their blood-stained clothes. She then moves on to describe the smell, the sense of decay that hung in the air, the way the light breeze carried the stench throughout the forest, picking up the damp scent of the earth along with it.



As she speaks, it's almost as if I'm there myself, there in the forest right beside her as she leans over the emaciated corpse. I can almost feel the soft mulch beneath my feet, taste the rotting flesh in the air and hear the mournful birdsong that coats the cold evening's breeze. It's vivid, oh so vivid. My gut twists and I feel nauseous.

She goes into detail, *explicit detail*, at times almost sounding gleeful before she seems to catch herself and sheds a glossy tear that drips off her chin and onto the cold table. I continue to listen throughout it all, offering the odd word of encouragement when needed and motioning for her to continue on as she pauses in the midst of her sentences even though I want her to stop, even though I can't bear to hear any more.

I have to resist letting out a low sigh of relief as her words slowly trail off into a steady silence only filled by the occasional snuffle and sound of her tapping the toes of her muddy blue trainers against the coffee stained plastic floor. It's then that I finally open the file and slide it across the smooth table, forcing her to come face to face with the hideously graphic images.

I force her to see exactly what she's done.

They say the camera never lies, that a picture is worth a thousand words and so forth, but in this case, I want so desperately for the camera to lie and these pictures leave me stunned, shocked to my very core and at a complete and utter loss for words.

I tell her to drop the act, that we know what she's done and there's no escaping it now. I tell her of the witness who

saw her, of the evidence, of her blood under the victim's fingernails and everything else that we managed to find, how everything links back to her.

With a sharp intake of breath her expression immediately drops, the self-pitying simper morphing into nothing but placid boredom as she turns to look up at me, blinking slowly with eyes that once seemed so soulful and bright, but now sit blank, empty and dull.

Just like the eyes of the body she was describing mere moments ago.

It's then that I cast a glance back to the one-way mirror, seeking I don't know what from the invisible people who sit behind it, watching, waiting, desperate for some answers that they think I can get her to provide. I can almost feel their eyes boring into my skull, almost hear their low mutters of disapproval as they see me about to crack, see my eyes screaming for some form of relief.

I can't do it any more, I can't sit here and have my heart and mind pulled in every which way. I stand up to go, not daring to say any more to her as I sweep the file up in my hands. My fingertips just brush against the cold steel of the door handle when I hear her small voice echoing through the stark room, bouncing off the plain walls and back into my ears.

"You're not leaving already are you? Please stay, please. I'll even tell you where the others are!"

"Others?"

"Of course. You didn't think that I'd stop at just one, did you?"



HEALTHCARE EVOLVED

In 1864 our Founder, Thomas Stevens, planned to build a Sanatorium to cater for the fledgling school's then population of 150 boys and sought advice for its facilities from Florence Nightingale. Her reply was characteristic. "I have not much experience among young sick of the educated class of men...in any building for 150 we should consider seven beds an ample allowance and be very indignant if they were all filled."

In a time of Scarlet Fever epidemics Florence stated, "If they really ever have such an amount of Scarlet Fever or of any sick as 25 to 150, there should be most serious enquiry into the sanitary state of the school."

In the ensuing century and a half the school has expanded and evolved to reach a capacity of over 800 but Florence's notion of ensuring that pupils are appropriately cared for so as not to need so many beds is shared by the Medical Centre staff of today.

For them, healthcare itself has evolved from dealing with the physical and visible to incorporating the mental and invisible. The name 'Medical Centre' doesn't quite do justice to the full range of services provided in modernised healthcare, something Healthcare Manager Victoria Piekarz points out is part of Bradfield's vision.

"That name medicalises mental health but we are not solely about medical intervention here. Our aim is to assist and help pupils to understand the issues they might face whether they be physical, mental or something else entirely. What we do is geared more towards wellbeing and healthcare."

Clinical Nurses Julie Gregory and Pauline Kenyon have seen how that transition has happened in the school over the last decade. "We've developed as the school has grown. When we joined the school was predominately populated by boys and the majority of what we were dealing with was physical injury, mostly sport related. Our team has expanded a lot since then as the school went fully co-educational with girls in all year groups and its now close to an even mix thanks to our first year boarding house."

The introduction of Faulkner's has led to a steady increase in pupils numbers which in turn, naturally, has led to



an increase in footfall for our healthcare staff. It is key therefore that strong partnerships exist between the Medical Centre and the pastoral care provided through the boarding Houses.

For Clinical Nurse Nicola Small, a former parent and one of the newest members of the medical team, those partnerships were key in seeing pupils integrate well within the boarding environment and helping them to enjoy their time at Bradfield.

"The Matrons in the Houses are outstanding when it comes to providing support, to parents as much as to the Medical Centre. I saw it first-hand as a parent, particularly in Faulkner's, the team there were phenomenal. From dealing with the initial homesickness to caring for each individual so that the Medical Centre is utilised when necessary and nurses are well-informed is crucial for success."

The internet boom in the early 2000s led to an information explosion which in turn led to more of a shared understanding of how mental ill health presents itself. Victoria points to this as a turning point for the sector in terms of realisation and response to the way healthcare needed to evolve.

"If you go back 15 years, it's not that these cases didn't exist and all children were perfectly healthy, it's just that healthcare became driven by education and access to information which enabled people to interpret their own bodies and their own health."

Under her guidance the Medical Centre continues to provide outstanding care and she puts it down to the adaptability of those she works with. “It is a key part of their skillset. As clinicians they have adapted to that healthcare evolution and the College has adapted to get more specialists and increase its level of support.”

That team of specialists is now approaching 30 people and includes a nursing team, physiotherapists, clinical psychologists, CBT therapists and counsellors, all available to provide the best solution for the healthcare needs of each pupil.

The Medical Centre will rapidly evolve again to deal with the changes brought about by COVID-19 and their expertise and resourcefulness will be key to ensuring the school continues to provide a safe environment during a global pandemic.

In many ways it will mean an increased visibility for the nursing team as they will spend more time in boarding Houses and work even closer with the Matrons than before. Non-urgent appointments will now be booked in advance



of arrival to replace the ‘drop-in’ system without altering the quick, same day access to nursing consultations that has always been provided. Routine appointments and prescription reviews can also now be offered by remote triage via the Microsoft Teams platform which will help save time and limit unnecessary physical contact.

While these are tricky times for healthcare, we have no doubt our teams will rise to the challenge as they continue to deliver outstanding care for all.



NICOLA ARMSTRONG – HOUSEMISTRESS, PALMER HOUSE

WHEN DID YOU JOIN BRADFIELD AND WHICH ROLES HAVE YOU HELD SINCE JOINING?

I joined in 2014 as a Maths teacher and have taken on more responsibilities each year. I became a Tutor in Stanley House and coached lacrosse before taking on the Deputy Housemistress position. Increasing my involvement gradually has allowed me to balance my College commitments with the needs of my own young family and doing it this way, I feel I have been able to give both aspects of my life my full attention.

PRIOR TO TEACHING YOU ENJOYED A CAREER IN BANKING. WHAT MADE YOU PURSUE A CHANGE OF CAREER AND WHY TEACHING?

I fell into banking by joining a graduate scheme straight from studying Economics at Durham. I loved my job. It gave me fantastic opportunities including working in Asia for six years. However, teaching had always been something that I knew I wanted to do, a desire stemming from my own happy boarding school experience. Getting married and having my own children presented a natural career break and I considered what I really wanted to do with the next phase of my working life. Just teaching a few classes to begin with allowed me to give my all to both my home and work life and happily, teaching proved to be everything I wanted it to be! I have loved every minute of my six years to date.

WHAT ATTRACTED YOU TO THE ROLE OF HOUSEMISTRESS?

I went to boarding school at the age of 8 so I grew up knowing and understanding boarding. Here the boarding houses are intrinsic to the culture of the College – they are the basis of the pastoral care. Having the opportunity to support and guide young people through such formative years I see as a huge privilege. The teachers I remember most fondly from my school experiences are the ones that pushed me to have a go, set clear expectations, encouraged me to be myself and were there for me to turn to for support and help when I needed it. Being a housemistress at Bradfield gives me the opportunity to have a positive influence on the girls in my care, to challenge them to be the best versions of themselves that they can be and to guide and support them as they navigate their own journeys.

HOW IS PALMER HOUSE SET UP TO PROVIDE OUTSTANDING PASTORAL CARE?

Pastoral care is undoubtedly a team effort and I am fortunate to be supported by a fantastic team of people. In Louisa Kruczko we have an amazing matron who just knows and gets the girls! She is open, warm and caring and the girls know they can go to her for help and support with anything, no matter how big or small. Each girl also has their tutor, someone who knows them well and can support them in all three strands of Bradfield life – academic, co-curricular and pastoral. The vertical structure of the House allows for natural peer support. Each girl is assigned to a buddy group, a Prefect is responsible for each Year group and designated peer mentors are present throughout the House. The different levels of pastoral support in Palmer hopefully ensure that the girls will always have somewhere and someone to turn to. Trust and relationships build over time but as I take on the Housemistress position, it is my number one priority to get to know the girls and their families as quickly as possible so that I can support the girls in the best way I possibly can.

WHAT VALUES DO YOU HOPE TO INSTIL IN THE GIRLS UNDER YOUR CARE IN PALMER?

Living closely together, I expect the girls to be kind and respectful to one another – to respect each other as individuals but also to be able to compromise, support one another and work collaboratively as a team. I would like the girls to have the confidence to try things, find their limits, have a go and realise that they may not succeed first time but that failure provides an opportunity to learn. I want each girl to discover “their thing” – the thing they are passionate about that makes them feel good about themselves. Finally, I would like the Palmer girls to enter the world beyond Bradfield as polite and engaging young women with ambition, an understanding of their privilege and a determination to channel the education that have had to be net givers to the society around them.

WHAT WOULD YOU SAY ARE BRADFIELD'S GREATEST STRENGTHS?

Bradfield is a truly all-rounder school. The opportunities it offers means that every pupil can find ‘their thing’, something that makes them feel good about themselves and something that can be nurtured and celebrated. The pride and passion that every Bradfield pupil feels about their House is palpable. Boarding offers a home-from-home that pupils can escape to at the end of their working day but it also gives them a safe haven, a place where they are encouraged to give things a go, find their limits and where they can turn to for support as they navigate the natural pressures of the teenage years.





HORIZONS – LEARNING IN THE WORKPLACE

Over the last four years, numerous Bradfield leavers have gone on to take up apprenticeships or join school leaver programmes as an entry into the world of work.

CGI, CBRE, PwC, Cisco and Cazenove Capital are just some of the organisations Bradfieldians have gone on to work for while gaining degrees in Business, Business & Technology Solutions and Digital & Cyber Security as well as qualifications as Chartered Accountants and Chartered Surveyors. Others are enjoying valuable opportunities to gain work experience and learn on the job.

Here, five Old Bradfieldians discuss their decisions to not take the university route and reveal what they are doing now in the world of work.

Ben Leppard (C 11-16) - Business Analyst at Cazenove Capital

When I left Bradfield, it was on a gap year to earn some money and get experience before uni. A few months in, I realised I would pretty much end up back where I was post university so, why go? Four years later and I'm an established IT Business Analyst helping to deliver high quality features and solutions to our client facing users.

Kealey Meldrum (J 15-20) - Business & Technology Solutions Degree Apprentice with Cisco

A fifth of my working week is dedicated to studying for my degree and even though the degree is in technology, I have the opportunity to go down a business route in the second year. Cisco offers its apprentices rotations in different sectors within the business to allow you to find which sector you enjoy most and would like to graduate into.

Although there are lots of benefits of going to university, I chose to carry out a Degree Apprenticeship as it is a



great way to gain experience, not have any debt from student loans, get paid and graduate with a job to kick start a career by the end of the three years. One of the concerns I had was about the social aspect, but I have quickly found out it really is what you make it, so I don't feel like I'm missing out, especially as you have the money to go and visit your friends at uni as well.

I had no previous knowledge in technology and was planning on studying English Literature prior to taking up the apprenticeship. Cisco has taught, and are still teaching me, everything I need to know so no prior understanding was required and it really is a great opportunity as an alternative to university.

Ed Bray (F 14-18) - Global Business Development Manager, Orama Solutions

What do Orama Solutions do? We exclusively partner with some of the fastest growing software start-ups in

EMEA and the US. We have strong relationships within some of the top performing venture capitalists who plug us directly into some of their most exciting start-ups, we then go on a journey with these companies, scaling their sales and technical functions from zero employees to a successful exit or buyout.

The company has two sides to it: Business Development and Sales and Recruitment. I fall into the former where my role consists of finding new clients and venture capitalists to partner with. We then help aggressively scale their sales and technical teams across all major revenue generating regions in EMEA and the US. I work closely with my team who sit on the recruitment side who will go to market and resource candidates for our clients which we hope will be hired.

I think the best thing about sales and recruitment is that you don't need a degree and you can go straight into it after school. I decided to go straight into work after Bradfield as I knew I wanted to get in the door early at a company and I wanted to work within some form of sales. I was fortunate enough to land at Orama which is growing fast and due to open an office in New York later this year.

Loic Marion (H 13-18) - Senior Associate PwC – Personal Tax & Corporate Tax Team

I am in my second year having joined PwC London in September 2018 and I am currently a Senior Associate at PwC Jersey having transferred there last November. I am currently studying and working towards obtaining the ACCA Qualification. In Jersey I sit in

the personal/corporate tax team where we also provide services to trusts.

Overall, it has been an incredible experience. My decision not to attend university has not thwarted my personal/professional development one bit and I continue to enjoy the work I do. Most individuals assumed I would be treated differently, or that my work would be less important, however it has been far from the truth. I've had the opportunity to work on some very prominent clients and to do work that a university graduate would do. Overall, in terms of my experience at a Big 4 firm straight out of school, it has been a decision that I would not change.

Harry Banton (G 13-18) - Junior Cyber Security Consultant CGI

In my final year at Bradfield everyone was talking about how excited they were to go to university. For me, this wasn't the case – I just wanted to get stuck in to the workplace. When I left in 2018, I joined CGI as a Degree Apprentice, where I have since worked on a huge range of exciting public and private sector projects as a Cyber Security Consultant. This is all in addition to working towards my BSc in Cyber Security from the University of Winchester. When I finish my degree, I will have a guaranteed job with a competitive salary, no student debt, and more industry experience in my chosen field than any other normal university graduate – it's a win win!

It's certainly not an easy ride, at the end of the day, a Degree Apprentice works full time and attends university – but it's a fantastic way to get into a role within your chosen career.



CREATING OPPORTUNITIES

Gloria Prince (K 14-16)

Gloria Prince's educational experience has been a masterclass in taking opportunities when they present themselves.

Currently studying at one of the country's top three Medical Schools, the former Bradfield Bursary recipient discusses unique methods of remote education, taking risks to pursue a medical career and why Bradfield never leaves you.

"If there is one thing I have become really good at during this period of remote studying it's how to effectively pressure my siblings into staying still."

Adjusting to a different style of learning has been challenging for everyone but postgraduate Medicine student Gloria Prince (K 14-16) has made the most of being back under the same roof as her family and the opportunities remote education has presented. "One of the things I miss most about university is the practical side but my family are useful models for my clinical studies examinations."

“ I DON'T THINK I WOULD BE WHERE I AM NOW IF I HADN'T GONE TO BRADFIELD. ”

Gloria joins me for a chat on Zoom as she prepares to go back to Swansea University Medical School where she will begin her second year on the Graduate Entry Medicine programme. It is clear from her adaptability during this time just how driven she is to succeed in an ever-changing world so

it is fitting that her path to pursuing a medical career has been unorthodox.

The former Bursary recipient credits her Bradfield experience as key to setting her on this particular journey. "It was only two years but it really did fly by. It was quite impactful on my life because I don't think I would be where I am now if I hadn't gone to Bradfield."

Gloria joined in the Sixth Form, having boldly applied to Bradfield after recognising that her then school was unable to give her the necessary development opportunities she needed to meet her aspirations. It was not all new surroundings as she did have one familiar face close to her on campus. Her father is one of the legendary chefs in our catering team and having him around was something she and her friends loved.

"He would always give us the heads-up about the menus and made sure we had enough at meal times. Of course, there were times when he would get us extra desserts so naturally my friends and I loved having him around."

Beginning as a day pupil, Gloria quickly decided to go full boarding to cram in as much of the Bradfield experience as possible. "When you arrive there's so much going on that you end up getting involved in so many activities that you might not have had a chance to do before. Bradfield has given me so many life skills and time management is one of the biggest things I learned."

Admittedly that is something she learned the hard way. By immersing

herself too much in all Bradfield had to offer, Gloria ended up re-sitting all her AS Level exams in her Upper Sixth year, meaning she took 14 exams in one summer. She found however, that it was this kind of pressure under which she thrived, and points to the support she received thanks to the Bursary as key to delivering a strong set of results.

"The Bursary enabled me to do more than I ever thought was possible. It gave me the opportunity to try so many different things, finding new passions that I could carry on later in life and the level of academic and personal support was more than I could have hoped for."



“ AFTER-CARE THAT SHOWS JUST HOW MUCH BRADFIELD CARES ABOUT ITS PUPILS.

A career in healthcare was always in her mind as her mother is a nurse and a number of family members work in the industry but, unsure of what direction to take as the end of her Sixth Form years approached, she decided to gain more experience before applying. That is until one message from Polly Caffrey, then Bradfield's Head of UCAS, changed everything.

“I wasn't sure I was going to get the grades for Medicine so I was set on a gap year until Mrs Caffrey got in touch to tell me about a brand new course and encouraged me to apply through Clearing. If she hadn't emailed me I don't know where I would be. It was a level of after-care that went beyond what I expected which shows just how much Bradfield cares about its pupils, even after they leave.”

Gloria jokes that it wasn't until she started that degree in Applied Medical Sciences that she really figured out she wanted to become a doctor but she could not speak highly enough of the course. She is now a course Ambassador, going as far as to say those three years were some of the best times of her life and a risk worth taking.

Those three years included a number of opportunities to broaden her horizons including a cultural exchange trip to Malaysia, Thailand and Singapore, multiple placements within hospitals and also a once in a lifetime six-week

research internship in the Department of Surgical Innovation at Baylor College of Medicine, Texas, part of the world's largest medical centre.

“They were running a global competition for students to find a solution for pressure ulcers. We had to present our solution to business people, research people and doctors and then it went up for an online vote which we won. It is something I'll never forget and I even used that experience as part of my graduate course application.”

“ HAVING HAD THOSE EXPERIENCES IT JUST MAKES YOU FIGHT MORE FOR CHANGE.

With three years to go on her current course Gloria is a little way off deciding which route to take in her future career. She does however express a desire to follow a path which has a more immediate impact on people, a desire which stemmed from experiencing serious trauma first-hand. In June this year, Gloria was in Forbury Gardens at the time of the terror attack.

“We were on the other side of the Lion when it happened. I remember seeing people running, seeing people on the ground and wishing I could help them. Ever since that day I feel I have been more interested in Accident and Emergency so that I would know what to do in serious trauma situations.”

It is not just in her career that she wants to have immediate impact but also her education, and that of future

students. Anti-racism movements such as Black Lives Matter have highlighted racial inequalities within the medical community. Having experienced racism and sexism first-hand, Gloria is fighting for change, taking on the role of Treasurer in a newly formed committee for BAME inclusivity looking at the need for increased diversity in Medical Schools.

“I think having had those experiences it just makes you fight more for change. The university has been really open and we have been working together to increase diversity in clinical teaching. We learn about clinical signs in the profession but studies are on light skin, so we don't really know what a lot of clinical signs look like on darker skin colours. We are working to include more race representation in our studies and I hope to see more of it as I continue my studies.”

Sadly, our time on Zoom is up as she has another group chat set up having recently reconnected with a number of Old Bradfieldians for regular catch-ups. As both the College and her university gear up to welcome pupils back we hope the next time we meet Gloria it will be to welcome her back in person. For now, we look forward to seeing her flourish from afar as she embarks on her medical career.

BRIGHT FUTURES - The Bradfield Bursary Campaign aims to enable talented pupils like Gloria to have the benefit of a Bradfield education, regardless of their financial means. For more information visit www.bradfieldcollege.org.uk/support-us/bright-futures and contact the Development Office on development@bradfieldcollege.org.uk or 0118 964 4840

OLD BRADFIELDIANS STAR IN COUNTY CRICKET

The long-awaited restart for English County Cricket has been a particularly happy one for Bradfieldians with three former pupils starring in the Bob Willis Trophy and another playing a pivotal role in her side's victory in the inaugural Rachael Heyhoe Flint Trophy.

Gus Atkinson (A 11-16) made his first-class debut for Surrey in the Bob Willis Trophy match against Essex in early August. He took three wickets during the match including trapping former England captain Alastair Cook LBW making it a very memorable first appearance.

Talking on the Surrey CCC website Gus reflected on his red ball debut. "I was very happy with it. A lot of hard work went in to this debut and a lot of time so really happy to start. I've been around the lads a lot so they made me feel at home."

Lauren Bell (J 17-19) helped the Southern Vipers to victory as her side's flawless run of seven wins led them to lift the Rachael Heyhoe Flint Trophy and as a result, received a call-up to the provisional squad for England's T20 series against the West Indies.

Building on her strong performances last season, Lauren has been consistent as an opening bowler and has taken wickets regularly, including four in her sides' final group match against South East Stars where she posted figures of 4-36 and one maiden from her ten overs. She deservedly received a call-up to the England squad and, despite not being selected in the final squad, we are sure that it's just a matter of time before she get that first England Cap.

Harry Came (D 12-16) made his second first-class appearance for Hampshire against Sussex at the beginning of August and was his team's top-scorer in the first innings. He went on to feature in a number of Sussex's Bob Willis Trophy matches this season.

Following on from the best season of his career, Ryan Higgins (D 09-13) has continued to impress with both bat and ball. He took 11 wickets in Gloucestershire's opening Bob Willis Trophy match, including an impressive 7-wicket haul and a half century with the bat in the second innings to secure victory against Warwickshire.

The all-rounder has also been ever-present in the Vitality Blast competition, helping his team reach finals day where they narrowly missed out on appearing in the final in a rain-affected match. His 3 wickets and quick-fire 17* helped Gloucestershire to victory over Northamptonshire in their final Central Group fixture and he scored 19 runs off 14 balls as his side agonisingly lost out to Surrey in their reduced-over semi-final.



WHERE IN THE WORLD

The Bradfield community is richly varied; a diverse crowd of internationally-minded global citizens, something that has been evident since the founding of the College. Recorded in the very first Register of Boys, two of the first ten pupils to attend Bradfield in the 1850s went overseas for work: Francis Lundy travelled to Canada in 1853 before becoming Special Correspondent of the New York Herald while John Spooner became the Manager of The Colonial Bank in the West Indies. The Bradfield Society and Development Office reached out to a number of our international members of our community to find out what they are doing and how their Bradfield education impacted their careers.

NORTH AND SOUTH AMERICA



Justin Storrs (D 86-89) owns Marsh Bay Resort, a fishing and hunting retreat in Ontario, Canada. He credits boarding, volunteering with the Bradfield Club in Peckham and his experiences in the Combined Cadet Force with helping him to be more outgoing and become the man he is today.

Leon Chaddock (G 92-95) is now based in Salt Lake City, USA where he founded and runs a venture capital start-up company. "Bradfield helped me to network, a skill I learned studying with international pupils during my time at the College."

Antony Francis (G 64-68) has travelled internationally for his work for many years, but now lives in Dallas, USA. His Bradfield education made him curious and gave him a spirit of adventure. On his first trip to West Africa in 1976, just before the assassination of the Congolese President, Antony found himself held under curfew when the borders closed and a two-week business trip took two months. "My time at Bradfield helped me to take disruption philosophically, with a 'stuff happens, get used to it' attitude!"

Lloyd Hall (E 04-05) now lives in New York and reflected that his education "had an everlasting impact on my development, showing me the power of keeping an open mind and a commitment to lifelong learning", a true Education for Life.

Robin Elliott (B 54-59), also based in New York, helps to co-ordinate the OB US community. "Next to my family, my education at Bradfield has been the single most important force in helping me to define, prepare for, test and enjoy a full and privileged life." Robin also remembers fondly the words of a College hymn which remain with him to this day "When to the scenes of our boyhood returning, backwards our footsteps shall wander alone. Strong be our joys and long be our yearnings, as we remember the days that are gone."

Rio de Janeiro in Brazil has been home to **Geoffrey Langlands (G 49-54)** for many years. He credits his academic success to the teaching at Bradfield and fondly remembers the pride and emotion he felt when his final year Housemaster Francis Templer told him that he had been accepted at Trinity College, Cambridge.

Christopher Pool (H 47-52) is now retired and living in Montevideo, Uruguay. He said that he remembers his Bradfield College education to be excellent and provided a good set of rules for life's journey. "At the end of the day what more can

you ask for than Bradfield continuing to offer an Education for Life in the changing world in which we now live.”

OCEANIA



A number of Bradfieldians are living in Australia. **Daisy Dumas (J 97-99)** spent her Sixth Form years at Bradfield and now lives in Sydney working as a journalist. Daisy credits Bradfield, and in particular Palmer House, with helping to give her the most wonderful lifelong friends who she describes as “irreplaceable”.

Mick Brown (C 66-69) is living in Canberra having worked as a Pastor in the Uniting Church in New South Wales for many years and as the Faculty Co-ordinator for Christian Studies at the Bible College in Canberra, before retiring. Bradfield provided him with a cultural education and encouragement to foster his musical skills as well as developing confidence in problem-solving and a passion for ‘bush-walking’ or hiking which continues to this day.

Patrick Brinsley Barnes (A 42-46) is living in retirement in Australia and credits his education in the Humanities and skills he learned as standing him in good stead for a lifetime in managerial roles.

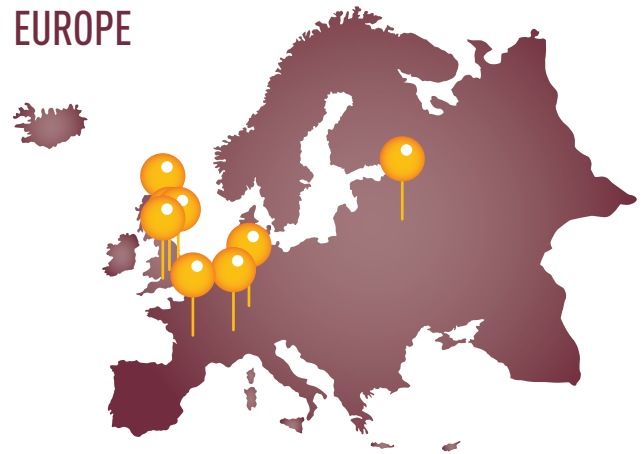
Nigel Postill (H 55-60) emigrated in 1966 and worked at the University of Melbourne. “Bradfield provided me with an excellent general education and helped me to develop my language skills.”

Nick Charlton (H 92-97) now lives in Perth where he works for Knight Frank as Head of Institutional Sales, selling commercial office investments. “Bradfield provided me with a fantastic education and grounding for adult life in an amazing setting where I always felt safe and secure.”

Several OBs have been in touch from New Zealand. **Chris Elworthy (C 59-64)** became a sheep and cattle farmer in Canterbury and still owns and flies an aircraft. His biggest regret is not having kept in touch with any of his Bradfield friends when he moved away and would love to hear via the Bradfield Society Office from anyone who still remembers him!

Peter Davis (F 60-65) also lives in New Zealand and has spent his career in the university system. He credits Bradfield with “Giving me the freedom from distractions to work hard and develop academically and the skill to get on with others by living in close quarters which has helped me in professional corporate life.”

EUROPE



Hugh Evans (D 56-61) is now retired and lives in France. “The College is part of my DNA”, he said as his family association with Bradfield goes back many generations. Hugh worked as a forestry consultant and spent many years abroad working in tropical countries before retiring.

Ella Maguire (M 12-17) is working in film production at Leavesden Studios, having trained as a make-up artist and feels that her Bradfield education went beyond academic subjects. “It taught me social skills, how to be open-minded, to be efficient with my time, to be tolerant, to work hard and to persevere.”

Simon Leathers (C 87-92) works in London as CFO for a software company. “Bradfield gave me an inner confidence, ambition and a balanced temperament that sits at the very core of who I am.”

Hannah Quale (J 08-10) remembers her time at Bradfield as a time when she found her confidence, independence in tackling challenges and developing sound decision-making abilities. After a number of years working in commercial art galleries and in investment in London, Hannah has now

moved to Sussex to study to become a winemaker and works at the Bolney Wine Estate. “The freedom and respect I was given at Bradfield helped me to take responsibility and gave me the confidence to change my career path.

Robert Jameson (B 87-92) is now based in Switzerland working at Nestlé. “My education taught me to have endurance and resilience”, both core skills central to our Education for Life.

Pete Jones (F 93-98) now lives in Frankfurt, Germany having worked in the mining sector since the early 2000’s. He is now appreciating the German lessons he had with Frau Acton and appreciates the network and long-term friendships he has enjoyed since his Bradfield days.

Louisa Fox (K 99-01) now runs her own project management and interior design company in West London and feels that Bradfield taught her a lot about herself and gave her a strong self-discipline and work ethic.

Olivia Chambers (I 99-01) is based in London and working for Burberry as Senior Manager for Global Profit Protection and Events.

James Davey (D 06-11) is living and working in Moscow, helping as a tutor to prepare children to attend British Independent Schools. He says that he would not have been able to do this job had he not attended Bradfield and had the experience of independent school life himself.

ASIA



Daniel Gallimore (A 79-84) has been living in Japan since 2003 and is Professor of English at Kwansei Gakuin University near Osaka. Daniel credits his Bradfield education with enabling him to get into Christ Church College, Oxford to read English. His interest in Shakespeare started at Bradfield spurred by excellent teaching from Crispin Read-Wilson and Andrew Whiffin, with the added opportunity to perform Shakespeare in Greek. Daniel also commented on the Christian and Humanist ethos of Bradfield, how regular attendance at Chapel and joining the Choir gave him self-discipline and an appreciation of the breadth of religious education available now that he lives in Japan.

Several OBs who made contact live in Hong Kong.

Derek Leung (F 87-91) works for Standard Chartered Bank and said that the discipline he learned had been the most helpful skill in his working life beyond Bradfield.

Will Raeburn-Ward (H 95-00) leads Credit Suisse’s Recruitment for Investment Banking and Capital Markets.

Marc Poetzsch (B 01-02) now lives and works in Shanghai, China as a Strategic Project Manager with BASF. “Bradfield brought me international experience, an excellent education and improved my German which helped me go to a top German university and gave me close friends and a valuable network.”

Willem Sweerts de Landas (C 83-87) works for Siemens in Riyadh, Saudi Arabia as a lawyer on the Riyadh Metro Project and is the only OB we heard from in the Middle East.

AFRICA

Nick Essame (E 70-75) is currently living and working in Johannesburg, South Africa. He is helping start up digital banks to develop and implement payment processes and products. “Bradfield equipped me with the flexibility and adaptability to be able to take any situation in my stride. The breadth and richness of the Bradfield education has stood me in good stead in the rapidly changing and evolving work and social environments today.”



LARA ROBINSON 'COLOURS WITHIN NATURE' SOLO ART SHOW

Contemporary fine art painter Lara Robinson (M 07-12) is preparing for her first solo show, *Colours Within Nature*.

After leaving Bradfield, Lara went on to study the traditional method of painting in both Florence and Barcelona, graduating from the Barcelona Academy of Art in 2019. It was there that she explored still life, landscape, figurative and portraiture painting. This method of education, providing a foundation of deep knowledge and applied practice of essential principles handed down from the past, has imbued a confidence in her work enabling her to develop her particular mode of expression, combining her own style with her academic training.

Having moved to London in May last year, her practice is now centred on developing other techniques and moving into the contemporary art world. She is particularly interested in researching Impressionism, exploring its principles of concept, composition and colour. "It's all about playing to get the best result", she says of her approach. Producing work that is well-considered, taking decisions on representation and finding

the most interesting way to reflect her chosen subject matter is key to Lara's practice.

Previewing the art which will feature in her show the fledgling artist says, "A challenge that many painters face is the ability to carry the image to a point where there is still space for the viewer to define the image in their imagination. My ambition is for my work to focus on this idea, allowing me to apply my skills and knowledge about painting in a more expressive and conceptual way. Whether it is painting a scene, landscape, still life or portrait, I aim for an approach that attempts to convey a sense of life, vibrancy, and the essence of the subject."

The solo show will be open between 16 – 21 November at Coningsby Gallery, London, WIT 4RJ. Open 10am - 6pm. Private viewings are also taking place each evening between 6-8.30pm via an online booking process.

For more information contact
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lararobinsonart.com
www.instagram.com/lararobinsonart/



CRAFTING A CAREER

Gi Armstrong (K 99-01)

Shibori, from the verb root “shiboru” meaning to wring, squeeze or press, is an ancient Japanese dying technique used to produce different patterns on fabric. While many in the Western world refer to it as Tie-dye, that term does not fully describe the diversity of techniques or the degree of skill and knowledge required to execute them.“

This is something that Old Bradfieldian Gi Armstrong (K 99-01) knows well and, much like the name of her fashion label, the founder of ShiboriLondon has wrung, squeezed and pressed every bit of skill and knowledge from a wealth of international experiences on the path to setting up her own business.

“I’ve always been inspired by Asian textiles”, says Gi as she reflects on the origins of ShiboriLondon, now in its seventh year of business. “I love the craftsmanship and the way their techniques take time to produce beautiful fabrics. A whole pattern can take years.”

Speaking to *The Bradfieldian* at the end of the summer Gi is looking back on taking the plunge to set up her fashion label. It is something which was also years in the making as we discuss her journey from joining Bradfield in the Sixth Form to developing skills in the London fashion industry and making the most of experiences around the world.

Printing is something Gi had been passionate about ever since she tried screen printing in GCSE Textiles. “There is something about the graphic nature of pattern and the pattern making process that just appealed to me and made me want to visit these places to learn some of the crafts.”

That passion for printing is something that swung a young Gi’s decision to come to Bradfield in the first place.

“I really liked the Art Department when I came to look around. I loved the way it was near the river and it seemed like such a creative space. They had an old litho printer there which really got me excited as by that point I was already passionate about printing.”

That printer, combined with Bradfield’s openness to allowing its pupils to study a range of topics and interests within Art itself, made Gi’s decision an easy one. She got stuck into Bradfield life, joining the lacrosse, tennis and swimming teams as well as broadening her artistic studies by taking Art and History of Art at A Level.



Two years at Bradfield can fly by pretty quickly but it was enough time for Gi to develop her interest and showcase her talents in Art culminating with being awarded the Senior Academic Art Prize at Commemoration by her teachers Mr Nairne and Mr Fairbairn.

“That gave me a real boost to keep on developing my skills, to keep going with the subject and hopefully it could lead to something.”

Four months of travelling around Asia followed before she embarked on an Art Foundation course and then a combined Fashion, Textiles and Business Studies degree at the University of Brighton where she specialized in printed textiles. The chance to combine her passions with an entirely different set of practical skills in the business world proved a shrewd move as Gi began to plot her future career. However, it wasn’t just the lure of the South Coast or the new skills which she would be learning that proved to be the biggest selling point.

“They were offering a placement year and I ended up working for various print departments within the fashion and homewares sectors which culminated in three unforgettable months of work in India.”

Gi worked within design and production for a small homewares manufacturer in Jaipur and her time out there cemented an interest in traditional block printing techniques and was full of experiences which became the foundation of her online business.

“My boss had sent me loads of design work to do before I arrived which I then got to see being carved into wood by the block printers. We went to a trade fair in Delhi where they were selling to people internationally and I also visited other factories to experiment with different colourways and blocks. I was beginning to get a sense of what it could be like to have my own business.”



After graduating, Gi set about immersing herself in the fashion world, starting with a job in the Buying Department at Liberty of London. She adored working in such a creative space which she describes as “a treasure trove of amazing fabrics and materials”

Wringing every bit of experience out of Liberty, Gi moved around in homewares and haberdashery until she felt she could no longer progress. It was time to explore a different avenue – the world of online startups.

“It was really fast-paced and I got so much insight into the evolving online fashion world. I was networking and negotiating with different brands to feature in articles and sell their products through a daily mailing list. By that point I knew I wanted to set up my own business and I was keen to explore different experiences in different areas. I would say to anyone looking to set up their own business that is a beneficial way of gaining experience, not staying in one place but exploring different opportunities and getting the most out of them.”

Then, with seven years’ experience under her belt, Gi plucked up the courage and founded ShiboriLondon.

Starting off with a collection of her own fabrics which she designed and digitally printed before making them into bespoke silk kimono jackets which she would sell through an online catalogue, Gi was aiming to take naturally dyed clothes into mainstream fashion.

“People don't think about naturally dyed clothes or if they do, they tend to think the clothes are a bit drab and not that fun or cool. I want to make people realise that actually the technique can produce something really beautiful. You can get really vibrant colours, really interesting patterns.”

Her company has grown to become truly internationally-minded. Her business now stocks block printed shirts, kaftans and children’s wear from Jaipur, handwoven nehru waistcoats and shawls from the Himalayas, hand-embroidered bags from Rajasthan and accessories made from recycled Afghani kurtas on the fringes of the Great Thaar Desert.

Going back to India with her then fiancé (he proposed on that trip) gave Gi the chance to reconnect with her old boss in Jaipur and other contacts in the printing firm who were still working there.

“That whole trip I networked everywhere I went, meeting so many skilled crafts-people who I have ended up working with for my future collections. I am keen to keep traditional techniques like wood block printing and embroidery alive for future generations because I highly value craftsmanship and design.”

The global pandemic has affected everyone in different ways and Gi is keen to help those in need in her supplier communities. She has been making facemasks from old Liberty fabrics and leftover Indian fabrics while donating a percentage of the sales to Feeding Hands, a food charity based in Jaipur. Each donation pays for five meals, ten bread loaves, a pair of shoes or two toiletry kits.

The future looks bright for ShiboriLondon and Gi is now in the process of making a new collection of women's clothing made from natural dyes and organic cotton. There are also some new kimonos and more children’s clothing in the pipeline.

Any Bradfieldian who is thinking about following their passion and turning it into a career should take a leaf out of Gi’s book and wring, squeeze and press everything they can out of the opportunities that present themselves.

To find out more visit:
www.shiborilondon.co.uk
Follow @shiborilondon



OB GOLFER MAKES PGA DEBUT



It has been quite a year for OB Angus Flanagan (H 12-17). The University of Minnesota student has gone from strength to strength despite the delay in the 2019-20 season due to the global pandemic, winning three individual titles and receiving an invitation to make his PGA competition debut as a result.

The third-year 'Gopher', the moniker for the university's sports teams and players, finished the autumn season ranked 38th in the country according to Golfweek's Men's Collegiate Golf Individual rankings. He led his university team to a first win in five years in the Macdonald Cup by securing victory at the tournament and followed this up with another top-10 finish at the Tavistock Collegiate Invitational where he finished tied for seventh. During this run he shot the most consecutive rounds under par in the past 25 years for his university team with nine straight.

After the recent restart, Angus won the Minnesota State Open, shooting a course-record 64 in his final round. Thanks to his performance he received an exemption to play in the PGA Tour's 3M Open which was being held in Blaine, Minnesota where he played alongside some of the world's best players.

Following his PGA debut, Angus came through on the final day of stroke play to achieve medalist honours at the Western Amateur. He became the second Englishman to win the Cameron Eddy Trophy, recording an 11 under-par score helped in no small part by a final round 66, the joint lowest of the competition, giving him a 1-shot victory.

Speaking after his two rounds at the 3M Open Angus said, "Seeing this makes the dream come true and makes it more real for me. It's definitely going to push me to keep practising and doing what I'm doing every day because I'm definitely seeing improvements in my game. Overall, it's just a learning experience for me...I'm playing against the guys I've always looked up to. I played with Tom Lewis, who's a fellow English guy. Seeing how he plays the game and he's ranked -- I think he's top-70 in the world, so there's not too much difference between my game and his game, but at the end of the day he just holed a couple more putts than I did and easily made the cut, so that was good to see."





ON THE FRONT LINES

Mary Flynn (K 07-09), Junior Doctor

"At the beginning it was scary, dealing with the unknown."

Back in March, Old Bradfieldian and Junior Doctor Mary Flynn (K 07-09) was getting ready to begin the next phase of her foundation programme, part of all newly-qualified doctors' journeys which sees them gain initial experiences of working with patients and medical staff, following a four-month stint in A&E. Then COVID-19 struck.

As the first confirmed death from coronavirus was announced and Covid infections rapidly began to rise, that rotation was put on hold and she would remain in A&E as events quickly unfolded and the country went into lockdown.

Here, the University of Leicester graduate shares her experiences of working for the NHS on the frontlines at the peak of the virus with *The Bradfieldian*, from the lows of seeing the virus bring the country to a standstill to the highs of hospital teams coming together in the face of adversity.

“ I HAD NO IDEA WHAT IT WOULD BE LIKE.

“I was on a week of night shifts when it really began to take hold”, reflects Mary as she describes the early days of the pandemic. “I remember being in my uniform ready to go to work, I'd already done one shift and it made me realise how bad it had suddenly got since the week before. I was dreading going to work that night because I had no idea what it would be like.”

Describing a typical shift, the scene she sets is exactly like the ones seen on television docu-drama 24 Hours in A&E.

“Initially it was scary. The phone would ring and we'd have seven minutes to prepare to receive a patient with suspected Covid. Suddenly you're wearing a mask, a full gown, a visor, dealing with the uncomfortable heat of wearing full PPE and it's just you and one nurse for fear of spreading it and taking out a whole medical team. We quickly became good at managing the situation.”

Her south-west London hospital was seeing a lot of Covid patients early on with varying degrees of complications brought on by the virus from people who had underlying health conditions to those who were otherwise fit and healthy, and even many from her own profession.

“We were seeing colleagues from GP practices and a lot of Senior Consultants in A&E got it. I've been really lucky. I was in such close contact with it constantly but I haven't got ill.”

Those that did suffer more serious complications is something that Mary won't quickly forget. “I saw young people in their 30s being intubated. That's when you realize how serious it is.”

“ COMMUNICATION IS THE HARDEST CHALLENGE.”

One of the best things about a career in healthcare is how rewarding it is and that goes beyond just helping the patients. Being part of a team that pulled together in the hardest of times is something Mary will never forget.

“For us, the challenge of adapting so quickly and being in it together, everyone from the doctors and nurses to the cleaners, porters and catering staff, meant we all got to know each other better.”

The virus has changed everything for hospitals. PPE, which Mary's hospital were never short of despite widely reported supply issues elsewhere in the country, started off as just a set of gloves but quickly changed as the medical understanding of the virus evolved. Surgical masks quickly became the norm before it progressed from those and plastic aprons to full plastic masks with a seal as well as full gowns and visors.

“That has never stopped, you still wear that now for Covid patients. It's having quite a big impact in two ways. For doctors you wear it for the whole 13-hour shift which can be quite restricting, but also for the patients. Communication is the hardest challenge. Particularly for many of the older patients who struggle to hear or need to lip read.”

“ BRADFIELD GAVE ME THE SELF-
CONFIDENCE AND THE SUPPORT
TO PURSUE THIS CAREER.”

At the end of the summer Mary began her specialism in Respiratory Medicine. It's the beginning of an eight-year training programme, proving a career in the medical profession is absolutely an education for life. It is something she advises any Bradfieldian who is thinking about a medical career to be prepared for.

“Bradfield gave me the self-confidence and the support to get the top grades that I needed to pursue this career. It gave me more of an all-round perspective and the ability to balance multiple interests which is crucial in medicine.

“It's also really important to have a different side to you other than just the academic side. Whether it is learning resilience through sports or finding a creative outlet, this profession can be all-consuming so it's vital to have something that can give you a break.”

Mary's career might have been very different had she taken up a job offer from Deloitte after initially graduating from Bristol with a degree in Biology. Embarking on her Medical degree later wasn't necessarily a bad thing though, on the contrary she says it gave her the experience and perspective needed to thrive in the job.

“I graduated when I was 27 and, if anything, I'd say you're better coming into it later. I think if I had gone straight into it from Bradfield I would have felt a lot of pressure and a lot of responsibility at 23. Even for those who have already left Bradfield it's never too late.”



OB FOOTBALLERS TO CONTEST ARTHUR DUNN CUP FINAL



Almost exactly one year on from beginning the competition, the Old Bradfieldian Football Club will finally have the chance to make it seventh time lucky when they contest the final of the Arthur Dunn Cup.

Following a six month delay due to the pandemic, the OBs overcame Old Tonbridgians in the rearranged semi-final, coming through a tense replay to win 1-0 and come within one victory of lifting the trophy for the first time in their history after finishing runners-up in the previous six final appearances. The match against Old Carthusians is due to take place on 24 October, 363 days after the OBs emphatic 4-0 victory over Old Shirburnians in the first round of the 2019-20 competition.

The initial semi-final match finished 1-1 at full-time and, even after 30 minutes of extra-time, a winner could not be found so a replay was scheduled. The match, played at Tonbridge's ground, was a tense affair with strong winds and an uneven surface contributing to a difficult game.

Bradfield, playing with the wind directly behind their backs in the first half, made good use of the conditions putting the Tonbridge goal under significant pressure throughout. Their persistence eventually told when a whipped in cross from Dan Hodgkinson (H 10-15) on the right wing was met with a well-placed header from Alex Ames (H 06-11) giving them a slender lead at the break.

Bradfield started the second half well, but the better chances came to the Tonbridgians. Benefitting from the swirling conditions, the opposition forced a superb double save from Michael Hutton (A 99-04) before Nick Watts (C 10-15) and Alex Ames in midfield started to dominate

proceedings with well-timed passes, dribbles and vision, making light of the challenging surface. Another save from Hutton kept Bradfield in front before the team played effectively in the last 15 minutes to close out the game with Tonbridge tiring and unable to create any further chances.

Well done to Captain Tom Martin (H 06-11) and his team on a well-deserved victory and we wish them the best of luck in the final.



OBITUARY - TIM BILLINGTON (H 58-62)

Timothy John Billington was born in Reading in 1944, the eldest of Henry and Susan Billington's three children. Billington was educated at Bradfield College, where he developed an early interest in racing. While his Housemaster, AJN Young, was out playing golf, he and his friends would slip into Young's study to phone in bets to a Reading bookmaker.

Of his time at the College, his brother Tony writes:

Tim was a great supporter of Bradfield. At school he was a good all-rounder, excelling at tennis and squash. He captained the tennis team that was undefeated in school matches and with Chris Gorrington (E 59-64), Roger Wilcher (B 59-63) and Tony Billington (H 59-63) reached the final of the Independent Schools Youll Cup.

After leaving Bradfield he played OB squash for many years and ran the OB tennis. His proudest moment was, after many years of being runners-up, in 1974 he led the OB team to victory over St Paul's in the final of the D'Abernon Cup on the grass courts at Wimbledon.

For several years after the construction of the indoor tennis courts at Bradfield, Tim organised a local mixed doubles group on Wednesday nights. He was delighted in the fact that he introduced over a hundred different guest players to these evenings. He was a similarly loyal member of the Bradfield Golf Club and achieved enormous pleasure playing regularly with his friends, and indeed his brother. Friendly golf but always competitive, and usually Sunningdale rules so that the game was invariably decided on the last green.

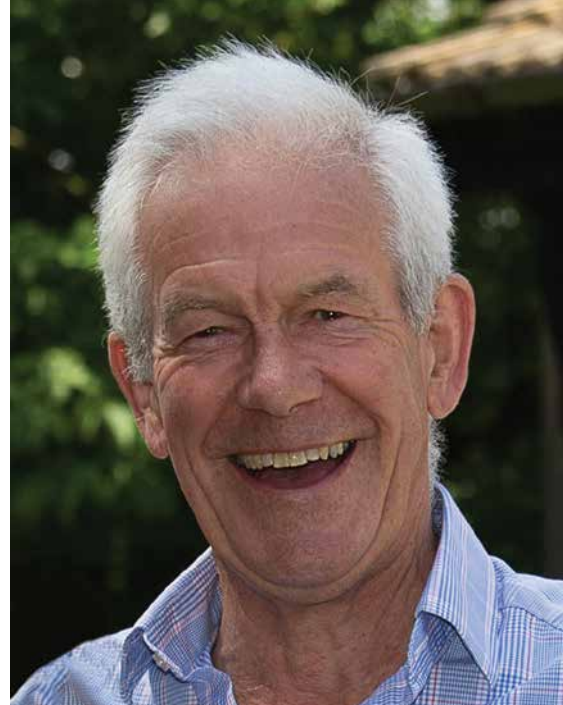
In addition to Tim, Bradfield has educated his uncle, Stephen Hemsted

(D 23-26), his brother Tony, two daughters, Harriet (J 92-94) and Felicity (J 95-97), three step-children, William (C 07-00), Nolan, and Juliana Byrne (I 04-06), and two nephews, George (H 90-95) and Charlie (H 93-98) Billington.

He mastered tennis playing "cruel but fair" family doubles on the hard and grass courts in the garden and spent school holidays competing in local tournaments. He and his siblings, Jane and Tony, played at Junior Wimbledon. With his brother Tim played in the Berkshire senior side for many years, achieving the holy grail of county players, winning 15 out of 15 rubbers at County Week.

Billington married Angela Beard in 1969. They had four daughters. Billington dealt stoically with a string of personal tragedies including the untimely death of Angela of cancer in 1980, and of his second wife, Elizabeth Salmon, who suffered a brain embolism in 1985 only three years after their marriage. His daughter Susanna died of a heart attack in her 30s and Billington himself survived life-threatening non-Hodgkin lymphoma 15 years ago. According to a friend "he took everything life threw at him and came up smiling."

After acquiring Pangfield Farm following his father's death in 1980, he began his breeding career in a small way, buying an apparently undistinguished mare, Riverine. Among her progeny were some of Billington's most successful horses. From humble beginnings, over the next 25 years he bred 36 winners, all home-foaled and trained by his friend Hughie Morrison at East Ilsley.



He also found happiness with his third wife, Gemma Byrne, part of an Irish racing family.

As a farmer, Billington first raised sheep and cattle then turned his hand to arable crops. Although he would claim, "I'm just a farmer", his range of interests and ability to forge lasting friendships with people from all walks of life belied this self-effacing estimate. He was as much at ease attending the wedding of the Duke and Duchess of Cambridge, where he was given a "ringside seat", as he was discussing England's opening bowlers over a pint at the pub.

One day he picked up the phone and a voice said, "This is Catherine." It took him a moment to realise it was the duchess, whom he had known since she was a child. She was calling to ask his advice about which surface he thought best on the tennis court they were having laid at their Norfolk home, Anmer Hall.

Tim Billington, farmer and horse breeder, was born on August 16, 1944. He died of pneumonia on August 12, 2020, aged 75.

The Times, 2020, *Tim Billington Obituary*, accessed 10.09.20 [<https://www.thetimes.co.uk/article/tim-billington-obituary-55mndwr3z>]

OBITUARY - CHARLES CLORE (D 47-52)



I am writing to report the sad news of the death of my father Charles Clore. He died as a result of the coronavirus at the early peak of the pandemic, on April 2 2020. He was well known amongst the Old Bradfieldians from his era. He loved Bradfield. He played football for the Old Bradfieldians for many years after he left and regularly attended Bradfield and Old Bradfieldian events. He was a well-known member of Tempus Fugit and would regularly attend the lunches, particularly at the Boot and Flogger pub in London. He would often tell me about the famous old boys that he met up with over the years, such as Ronnie Groves, Roy Warnford-Davis, Bryan Whalley, George Burn and Peter Slot. He was very close to his cousin, John Bodie (C 44-48), who tells me that, apart from family, my father's three great loves were Arsenal, Bradfield and Bigshotte (his prep school). It is to my great regret that, due to illness on the day, he could not attend the OB London Lunch in 2019, where he was to sit next to the Headmaster. He had already booked to attend the 2020 lunch.

My father particularly loved History, English and sport, and would often talk about playing for the 1st XI in 1952. He was well known as an astute, skilful and hard-working wing half. His older brother Martin also attended Bradfield and I have often been told that the 1951 team that he played in was excellent and that Martin was well known as a very fast winger. Martin appeared in the 1949 production of *Agamemnon*, and my father would often quote lines that he chanted in the play.

He would often reminisce about his revered Headmaster, John Hills, and his Housemaster, Christopher Burton-Brown. He recalled the visit of Field-Marshal Montgomery to Bradfield in 1948. He would do an impression of his art teacher Val Liddell complimenting him on drawing a "very good fish", when my father had drawn a horse. He also spoke with reverence of his History teacher, John Mouldsdale. In later life, Dad would visit Mouldsdale at his care home in Birchington on Sea. I remember going with him in 1981.

I went to Bradfield in 1976 and three of the teachers that taught my dad were still there: Murray Argyle, Basil Johnson and Reverend John

Swinbank. I recall going with my dad to meet Swinbank, before I started at Bradfield, on a hot summer's day in 1976 on New Ground, where we watched cricket.

My Housemaster Michael Parkinson (H 47-52) was a friend and contemporary of my father. Michael has written to me to say that my father "was the kindest, sweetest person I have ever known. His self-deprecating sense of humour reflected his modesty. He loved his football. By no means a fast and agile player, he had something special: a football brain."

He passed away one week after his 60th wedding anniversary. The accompanying photo is of him with my mother, Sheila, at the Greek Play in 2014. In addition to his love for me and my sisters, Amanda and Lucy, his great pride and joy was the time he spent with his grandchildren Max and Tahlia.

He was a true Bradfield man, a gentle, sweet, humorous and knowledgeable father and grandfather, and loving husband to Sheila. He will be sorely missed.

Jonathan Clore (H 76-81)

OBITUARY - REX TOPHAM (F 42-47)



Rex attended Bradfield College from 1942-7. He spoke of happy days cycling around the unspoilt countryside that surrounded the school and forming lifelong friendships. Excelling at Maths and Art, Rex accepted a scholarship to study at the Bartlett School of Architecture, University College, London. On graduating, he worked in London for several dynamic architectural practices which sent him on pioneering trips to Chile, Malaysia, Hong Kong and the Lebanon. In 1964, he set up his own practice.

He married Kathleen (Kay) Cook in 1957 and they had three daughters. Rex designed and built a Modernist home for the family in Shoreham, Kent. Tragedy struck in 1977 when Rex and Kay lost their eldest daughter Fiona. Rex spent many years travelling, working on overseas projects, particularly in the Arabian Gulf. By 1977 his partnership decided to open an office in Doha, Qatar, and Rex was to run it. With the support

of Kay, he spent five very interesting years there. In the late 1970s, Doha was a small, desert town on the edge of the sea with a tiny ex-pat community. Rex loved the design opportunities Doha gave him; he built the National Theatre and the Doha Club, amongst many other iconic buildings.

Another five years followed in Riyadh, Saudi Arabia, where he directed the building of The King Fahd International Stadium. He and Kay travelled extensively, exploring India and the Far East. They drove back overland twice from both Doha and Riyadh: challenging adventures!

With ancestors who painted and engraved for a living, Rex himself was a wonderful watercolourist. He could have exhibited, but chose, in his typical modest way, to just keep painting and built up a huge portfolio of pictures, covering his travels and the local Kent countryside. When he and Kay returned to Kent in 1987, they lived in

the house he had designed. Rex threw himself back into village life, sitting on various building and conservation committees. He continued to practise as an architect well into his 80s, and to travel. He also trained as a Blue Badge Guide for the region.

He loved his Bradfield reunions, supporting many events throughout the years; a special memory was taking his grandsons to the Greek Play.

He leaves behind Kay, daughters Nicola and Kathryn and six adored grandchildren. He was a man of great integrity and kindness, and a gentleman. A true Bradfieldian.

DEATHS

BEEVERS, David (A 50-55)
on 29 March 2020

BILLINGTON, Timothy (H 58-62)
on 12 August 2020

BUCKE, Clive (E 57-62)
on 12 April 2020

BURGOYNE, Robert Michael (Mike), Rear Admiral RN CB (B 41-45) on 01 July 2019

BYRD, Joseph A (D 39-43)
on 27 January 2020

CLORE, Charles (D 47-52)
on 02 April 2020

ELGOOD, (Richard) Christopher Philip (F 46-51) on 09 April 2020

ELLIS, Charles Robert (F 50-54) on 22 August 2020

HAVELOCK-STEVENSON, Ian (G 52-57) on 04 Sept 2020

HOBBS, Donald, Major (B 43-47)
on 22 December 2019

HOBBS, Michael B (E 43-48)
on 18 March 2020

HOCKMAN, John (H 31-36)
on 24 February 2020

HODGSON, Christopher M C (F 54-58) on 28 June 2020

JOHNSON, David (C 40-44)
on 21 January 2020

LAIMBEER, Mark Thomas George (G 79-81) on 14 September 2020

LE CLAIR, David (E 45-50)
on 05 April 2020

MACGILLIVRAY, Malcolm (A 51-55) on 13 December 2019

MARIX EVANS, Martin (D 52-58)
on 10 June 2020

MASON, Tim (G 60-63)
on 10 December 2019

MCLAREN, James (H 55-60)
on 29 March 2020

OXENHAM, Michael B.Vet.Med., MRCVS (G 46-50) on 21 March 2020

SCHLICH, Robin (C 48-53)
on 13 May 2020

SIMMONS, Guy (E 38-43)
in December 2019

SMALLBONE, Alan F (C 43-48)
on 30 August 2019

STEEL, Anthony E (C 37-41)
on 28 October 2019

WYATT, Richard (G 48-53)
on 31 May 2020

WELLS, Richard R (B 54-58)
on 12 November 2019

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



BRADFIELD SOCIETY EVENTS GO ONLINE

As the lockdown period restricted the College's ability to host events on campus, this year's annual Bradfield Society reunion was held virtually for the first time. It was by all accounts a great success and something everyone soon became familiar with and enjoyed as an alternative way of getting together.

The nature of the event provided an opportunity for the Bradfield community to enjoy an online 'Commemoration Exhibition', hosted by the College, celebrating a selection of outstanding academic work and highlights from a year of Music, Art, Drama, Film and Sport. This was followed by a live broadcast from the Bradfield Society and finally a social catch up via Zoom where we were joined by over 40 alumni from all over the world.

With the College currently closed to visitors, the Michaelmas Term at Bradfield has started with a combination of both face-to-face teaching and virtual activities. The Bradfield Society plans to replicate this virtual concept for our usual programme of events this term such as Remembrance Sunday, Carols by Candlelight and Carols in London, which will all go ahead remotely with links shared by email or online to watch the services.

For those Bradfieldians who are over the age of 70 on Thursday 5 November, we have decided that the Tempus Fugit lunch this year will also be a virtual event via the Zoom online platform. We hope to group guests into virtual tables with Houses or contemporaries for a lunch date – the difference being you prepare your

own lunch - but the company we hope will be what you would have enjoyed had you been with us at Bradfield. There will also be an opportunity to hear from the Headmaster with an update as usual on the College. A personal invitation to this event will be sent very shortly and we hope that you will engage with us as part of our Michaelmas season of events.

If you have not yet joined our growing online community you can register you can sign up for free at www.bradfieldsociety.org.uk

The website is the best place to find the most up to date Bradfield Society news and event information as well as a place to find and reconnect with contemporaries.

OVER 1600 MEMBERS HAVE JOINED OUR 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