

The Bradfieldian

July 2021





BRADFIELD
COLLEGE

The Bradfieldian

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FROM THE HEADMASTER

Dear reader,

Earlier this year we shared our aims for the next phase of Bradfield's development in our 2025 Strategy, the genesis of which is detailed in this *Bradfieldian* by Owen Adams, Chief Operating Officer. While the Strategy encompasses our people, the business, the environment and new technologies, education is at its heart and this *Bradfieldian* demonstrates how our teaching and learning culture is already delivering on some key objectives.

From artists portraying new emotions felt during the pandemic to designers rethinking the way household tools work, our innovative pupils have been stretched in their academic studies this year as they develop the life of the mind. Throughout this year our pupils have engaged in a Bradfield without borders, making a difference in their own communities. Whether it is scaling the height of Everest, running marathons, baking treats or collaborating on a charitable initiative, you can read about the admirable commitment of our Faulkner's community in this area.

During a recent tour for prospective pupils one of our Upper Sixth pupils reflected that she has grown in open-mindedness living with pupils from all over the world and developed her confidence through striving for change. Her words, featured within these pages, reflect Bradfield's diverse and inclusive community, which is enhanced by our bursary initiative, something OB Michael Bostelmann (A 61-66) advocates in his article explaining why he donates to the Bright Futures fund. Elsewhere in this edition, two more Old Bradfieldians, a teacher and a silversmith, discuss how their experiences at the College inspired them to pursue their passions, as they in turn hope to inspire the Bradfieldians of today to flourish both personally and professionally.

As we continue to live under the shadow of the pandemic, it remains uplifting to sense the underlying optimism of the pupil body. As they strive to develop their own talents, through the 2025 Strategy we demonstrate our ongoing commitment to making Bradfield an even better platform for them.

Dr Christopher Stevens,
Headmaster

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**PEOPLE
STRATEGY**



**BUSINESS
STRATEGY**



**EDUCATION
STRATEGY**



**ENVIRONMENTAL
STRATEGY**



**DIGITAL
STRATEGY**

OWEN ADAMS, CHIEF OPERATING OFFICER



DEVELOPING OUR 2025 STRATEGY

The College is excited about the launch of the 2025 Strategy. In development for 18 months, with vital input from across the Bradfield community, we feel it codifies formally so much of what we do well whilst aiming to stretch and develop the College in areas of focus for the years ahead.

“ WHAT IS IN THE BEST INTEREST OF OUR PUPILS?”

The initial phase started with a situational review looking at both the external and internal factors to ensure we fully understood how we are operating within our context both now and in the future. Firstly, we defined the parameters of the strategy development. Our Vision was set and our guiding principle remained: ‘What is in the best interest of our pupils?’

Once we had established the framework, we conducted a formal review examining external Political, Economic, Social, Technological and Environmental (PESTE) factors. The most significant factors causing uncertainty at the time in 2019 were the outcome of the General Election and potential impact of Brexit.

Once we had an appreciation of external context, we conducted our internal review to understand our Strengths, Weaknesses, Opportunities and Threats (SWOT). It was encouraging to see how much was

done well but also areas where we could improve and take advantage of new opportunities. This first step concluded by trying to understand what significant disruptors could be on the horizon; we had never heard of COVID-19 at that stage.

All of this was condensed into a Strategy Primer that consisted of some focussed and supplementary questions for consideration. Through this external and internal diagnosis five clear themes began to emerge:

- **Education** sits at the heart of what we do; this was the central tenet.
- Our **People** are the motivators and enablers for the next generation; with great people you can achieve great things, so people must be a core aspect of the strategy.
- We had already developed (and lived) a mature **Digital Strategy**, so this complemented both the Education and People themes.
- Whilst the school remains a charity with clear charitable acts, it must be run as a business to ensure the long-term survival of the College, so a **Business Strategy** emerged very quickly.
- Finally, and not surprisingly, a focus on **Environmental Sustainability** stood out as an area that needs significant focus in the years ahead.

“ THE STRATEGIC THEMES HAD SUCCINCTLY CAPTURED THE COMMUNITY’S PRIORITIES.”

These five strategic themes were then captured within a Strategy Framework document, effectively a Green Paper, for further analysis, reflection and refinement before we launched a consultation document, a White Paper if you like. What was striking through consultation was how well received the strategic themes were; they had succinctly captured the community’s priorities.

These Strategic Themes, which were now set, were broken down into a number of objectives to ensure that the Strategy was digestible and deliverable rather than just remaining a vague concept or aspiration.

“ THE THEMES ENSURE THAT EDUCATION REMAINS HOLISTIC.”

A pivotal piece of work was unpacking the Education Strategy to articulate the investment in our pupils. Historically we would have followed the traditional lines of Academic, Co-Curricular and Pastoral but as there is so much overlap and synergy a fresh outlook was required. What emerged were six

unique objectives that help focus on an 'Education for Life'. As one example, Life of the Mind is applicable to so many aspects of a pupil's day; in the classroom, on the sports field, playing an instrument, within their House or in the wider community; everything they are doing is developing their mind. The same is true for the other five themes; they ensure that education remains holistic.

As the Strategy was nearing maturity and we were drawing nearer to a public launch, the pandemic became the unforeseen disruptor and we rapidly transitioned to remote teaching and learning. The development of our Digital Strategy had ensured that we

were able to deliver a connected and interactive education despite the situation.

The midst of this pandemic was not the time to launch the Strategy and we also needed to make sure that it remained fit for purpose in the new paradigm. We kept our draft under review and what was encouraging was how the strategic themes and their objectives stood the test of this global disruptor, a tribute to the work done through analysis and development.

In January 2021 we were able to publicly launch the Strategy. We could not launch it with the fanfare and publicity that we would have hoped given the context, however we have been able to cascade this through a series of events across different media. This article forms part of that cascade.

We strongly feel that our vision, guiding principle and the development of these five strategic themes continues to ensure that we focus on providing the best possible education for life and will see the College continue to thrive in the years ahead.

“ FOCUS ON PROVIDING THE BEST POSSIBLE EDUCATION FOR LIFE.

The Education Strategy



THE BRADFIELD CLUB IN PECKHAM DISCUSSES BLACK LIVES MATTER



As we strive to provide an environment where diverse perspectives, cultures and values are appreciated and celebrated with an open mind, assemblies during the remote term provided an opportunity for whole year groups to reflect together on a number of topical issues.

Celebrating an historic charitable partnership and educating our young people on the Black Lives Matter movement, we were thrilled to welcome Daniel Campbell, Manager of The Bradfield Club in Peckham which was founded by Bradfield staff and pupils over 100 years ago, for a special assembly.

Daniel started volunteering at the youth and community centre over ten years ago and became the Club's manager a few years after joining. He spoke with pupils about the origins of Black Lives Matter, when Alicia Garza used it on Facebook in 2013 commenting on the acquittal of George Zimmerman for the killing of Trayvon Martin, an event which led to the global movement we see today.

Talking about how the movement has grown in the UK, Daniel focussed on the tragic losses of Stephen Lawrence in 1993 and Demetre Fraser from Peckham in 2011 as well as the events which sparked the London Riots a decade ago, explaining clearly the feelings of the Peckham community.

During the 2019 protests, he discussed how celebrities became involved, with Stormzy using his platform to encourage peaceful protests. Whole communities came together to protest and challenge the negative behaviour of troublemakers, demonstrating how we can collaborate to protect one another despite the colour of our skin.

Daniel explained what we all need to do as individuals and as part of our communities; he encouraged pupils to educate themselves, have difficult conversations and to try to understand and call out racism to support the movement. He also shared how important the Bradfield Club is to the community of Peckham highlighting two particular stories. Dante was left homeless during his GCSEs and moved into foster care with the Club able to offer support to him during his darkest moments. He also spoke about Lenaye, who recorded her first music using the facilities at the Club and is now a singer with a recording contract.

The Bradfield Club offers hope for the Peckham community. It has controlled access to the premises which provides protection for everyone. It is a safe space, particularly for children, where they can relax and be free of the fear many feel in the community in general. Members of the Club benefit from

theatre trips, guest speakers, arts and crafts, photography courses, mental health discussions and boxing lessons alongside week-long residential trips to the Isle of Wight and the Lake District. Lambeth College also support the Club locally, parents can attend sessions and there is a free creche available.

At the end of the assembly, Daniel shared some Key Stage 3 and 4 reading lists, compiled by his wife, for pupils to consider learning more about racial issues. We would like to thank Daniel for sharing his time and giving a thought-provoking and insightful presentation.

What can we do to change this?

- Have difficult conversations about racism, try to understand how someone who has experienced racism may feel.
- Educate ourselves further.
- Try to understand why racism is such a massive issue and how it originated.
- If you hear racism at school, tell your teachers.
- If you can, donate to charities offering support in America or in the UK.
- Show your support online.
- Sign petitions demanding justice.



ARTISTS' CORNER

NOSOPHOBIA - TILLIE (I)

'Nosophobia' is the phobia of oneself becoming ill. At the beginning of the IB course it was challenging deciding what I wanted to be the subject of my exhibition work. Basing it on the fears I face daily was personal yet it made me realise that I could convey so much symbolism and deeper meaning behind my work.

Marc Quinn and Mona Hatoum were the main artists that drove my inspiration for ideas towards my pieces. With the title being about my fears of becoming ill, this phobia of mine also brought out many ideas to help me reveal emotions through my art.

As a lot of my works so far have been installation based I experimented with many different processes and learnt new skills. Creating a face cast was a highlight of mine as I had never tried anything like it before.

What I thoroughly enjoyed about taking Visual Arts as a Higher Level subject was the independence. I could attempt to create whatever sprung to mind without hesitation. I learnt so much and gained many new techniques along the way.



FIGURE - YASMIN (K)

The A Level art course proved to be a big step up in workload and quality from GCSE but, to anyone thinking of studying it, there is even more opportunity to explore your own creative expression. I had a great deal of creative liberty to conduct my own research into artists who inspired me with the aim of completing a final piece at the end of the course.

To gauge a wider understanding of subject matter and artistic technique, in the Lower Sixth I completed sketchbooks and studied artists related to landscape, architecture and figure. I chose to continue studying figure as I have been passionate about portrait painting since my GCSE studies.

The inspiration for my project stemmed from my teachers assigning pages specific to an artist for homework, consisting of an analysis of their work and our own copies. Ranging from Giacometti replicas to life-sized self portraits, I obtained a great deal of inspiration in the classroom. However, books in the library and exhibitions out of school also played a role in selecting artists to study. My project includes almost exclusively portraits of my family, including my final piece. I found a great deal of inspiration from them, particularly during lockdown.

To refine my final pieces I experimented with many formal elements in my work such as colour, composition, scale and material. It was helpful to refer back to artists for

inspiration, by watching documentaries or even contacting them directly. My chosen artists included Jonathan Yeo, Gerhard Richter and John William Waterhouse. After finding them all separately, I noticed similarities in their depictions of young women they use as muses. I decided to explore this further in my project and concluded that the presentation of women represents the artists' perspective of popular opinion in their time period. This included themes such as beauty and vanity, war and sacrifice.

I practised my final piece many times before its completion and surprisingly the detailed portrait painting was the least complicated part. Practising final pieces is crucial; as with all practical endeavours, errors in the plan are often missed until the plan is executed. My background and composition changed many times, from portrait to landscape to square to elongated, from two figures to one and back to two again. A range of colour palettes was considered and mountains of white oil paint were sacrificed in the process before settling on a painting I was happy with. It taught me that change is necessary and welcomed throughout the process and I hope my piece reflects the ideas and effort used to produce it.

For my ceramic houses there was much trial and error, changing colouring by using different oxides as well as changing glass types for different

effects. Working with such fine clay meant I learnt to be very patient and accept that many pieces would break. I had to plan my time carefully and persevere until I had enough pieces that were right for my final piece. Luckily many of the rejected pieces have retained their interest and work well as standalone sculptures.

ARCHITECTURE - EDU (A)

Our topic choice was one of three: Landscape, Portraiture and Architecture, however as I began in Lower Sixth by studying Design I could only choose from the latter two so I chose Architecture. After choosing our topic area we were encouraged to explore any artists, architects and objects that related, in any way, to the topic in order to research as broadly as possible.

I was really inspired by Ben Krafton and Nathan Coley. Krafton's work caught my eye as I really liked the way he produced prints that look like architectural drawings. Coley, a contemporary British artist, creates work which questions the way we relate to public spaces and architecture and it was partly this idea that led me to consider how our personal life experiences allow us to see buildings, and groups of buildings, very differently as individuals.

I particularly enjoyed the exploration and development of my work; being able to change ideas and see what worked and what didn't. In many ways I enjoyed the fragility of my work although it caused obvious issues. Using such thin clay posed the problem of it crashing and breaking whilst drying or when being moved in and out of the kiln; overall I estimate to have had a less than 30% success rate from 'slip' to finished work.

For my ceramic houses there was much trial and error, changing colouring by using different oxides as well as changing glass types for different effects. Working with such fine clay meant I learnt to be very patient and accept that many pieces would break. I had to plan my time carefully and persevere until I had enough pieces that were right for my final piece. Luckily many of the rejected pieces have retained their interest and work well as standalone sculptures.





DESIGN PUPILS INNOVATE TO CREATE HELPFUL PRODUCTS

Inspired by OXO's innovative and award-winning 'Good Grips' designs which deliver solutions that make everyday living easier, our A Level Design pupils put their own problem solving and creative skills to the test as they redesigned household products for people who suffer with arthritis.

Pupils looked at a range of items including scissors, hammers and cheese graters and were challenged to improve the design so that they could be better gripped and used.

"We began by taping our fingers up and trying to use the products," says Lorna (J) who worked on designing a pair of scissors. "This way we were able to better understand how it is difficult for arthritis sufferers to find the right pressure points to use them. We then started to think about how we could change this."

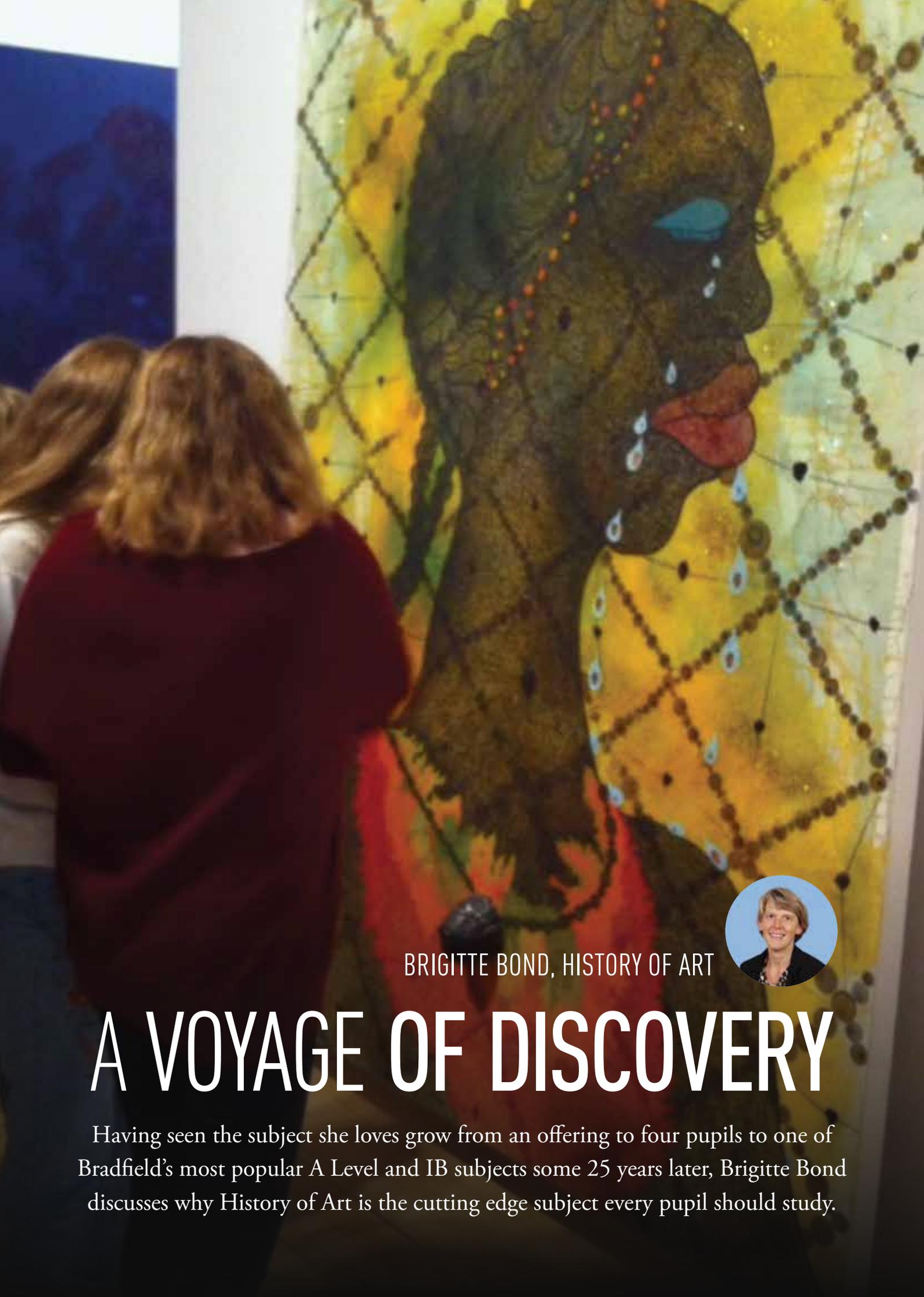
Marcus (D) began by looking at products which were typically perceived as poorly designed and started to consider

how they could be redesigned in a more helpful way.

"If you make something which works for the extremes then it will work well for everybody. I looked at a hammer and thought about how to make it a more comfortable tool. I began looking at using softer and grippier materials and making the handle a bit bigger."

Likewise, Lorna looked at the defects in the typical design of her chosen product and thought of innovative ways this could be remedied through design to help arthritis sufferers.

"Most scissors are really small and you can't fit your fingers around them properly if you have a restricted grip. To solve this my end product had one handle and then one bar which provided a better grip. I have learnt so much. When you get to the end of a project like this, that feeling when you realise you might have fixed someone's product is so rewarding."



BRIGITTE BOND, HISTORY OF ART



A VOYAGE OF DISCOVERY

Having seen the subject she loves grow from an offering to four pupils to one of Bradfield's most popular A Level and IB subjects some 25 years later, Brigitte Bond discusses why History of Art is the cutting edge subject every pupil should study.

What is in a painting? Do you gaze at a work of art and just see figures, colour and brushstrokes or is there something deeper? In my mind, History of Art has been given the wrong name. On the surface it would appear that learning for this A Level is based around discussing paintings, sculptures, buildings and their context but that does not tell the full story about what the subject is really about, what life lessons can be learnt from it or how this subject will make you a more open-minded citizen of the world and develop any number of career pathways for you. Nor does that simplistic view explain why it has become one of Bradfield's most popular courses for Sixth Form pupils or, indeed, why our History of Art Department is now one of the largest in the country.

“ ART IS NOT WHAT YOU SEE, BUT WHAT YOU MAKE OTHERS SEE.

A Level Pupil

So what is History of Art? It's about discovery and intuition. It's about debate; deciding whether to accept an interpretation or question it. Despite the historic nature of its content, History of Art touches on so many contemporary issues. Fundamentally it is the study of human societies. Perhaps the course should be called Civilizations, the name given to the latest BBC series on Art History, because it has a truly global view and is a record of human history, but that still doesn't quite do it justice.

A more accurate title might be Visual Communication: a way of seeing the world and our place in it.

“ HISTORY OF ART HAS MADE ME SEE THE WORLD DIFFERENTLY.

IB Pupil

A poet or a novelist uses the written word to communicate and we are not surprised when they use language to say something incredibly profound. Yet most of us do not consider that an artist is doing the same thing. There is a perception that art is purely about aesthetics and enjoyment, but it too is a method of communication, one which has equally insightful things to say about humanity's concepts.

Obviously, aesthetics is a part of it. At face value you can look at a painting and think 'isn't that beautiful'; equally someone else might think it is shockingly ugly. One can appreciate the work as an historical artifact and enjoy learning about past events and history through it. However, hidden beneath all the layers of paint is a visual language. Just like the poet, the artist is saying something profound about their own or a society's experience.

When you study History of Art, just as one would learn a foreign language, pupils learn how to read visually.

We teach pupils the syntax of visual language; about composition, form, colour, light, style and materials of paintings, sculptures or buildings encouraging them to discuss what they think the artist is trying to make them see. There is an element of detective work, considering why the artist has placed the protagonist in the middle or to one side, why they have included a particular object within their work



or why they have chosen particular colours, scale or materials. Pupils explore what motivates an artist to paint or sculpt, or an architect to design and the techniques used. Artists and architects have always expressed their attitude, and the attitudes of those around them, to the society in which they live.

The curriculum has evolved in recent years from its previous focus on Western art to a world perspective. It has blown traditional European History of Art apart, and so much for the better.

If you are looking for a subject which can keep pace with the emerging world cultural, societal and political trends, topics and debates, this is the subject for you. The paintings, sculptures and buildings that we study may well be from the past, but they are entirely relatable to today, and that is the true brilliance of the subject.

One week we could be discussing ethnic diversity, looking at churches and mosques and the visual language used to reflect the intensity of faith and the next week we could be studying memorials to war, reflecting on how we memorialize victims or celebrate heroes. These are just some of the debates that develop during the course and let me tell you the debate is fierce and thought-provoking. These classroom discussions will develop skills of verbal and written expression and, most importantly, a self-reflection of one's place in the world. All works of

art and architecture have both local and universal perspectives for us to consider.

Take the idea of migration for example. We look at the US-Mexican border in an image by Frida Kahlo. Painted in the 1930s yet, particularly given the views of the last U.S. President, you can place her debate squarely in a 21st century context.

“ HISTORY OF ART ENCOURAGES US TO LEARN ABOUT CULTURES FROM THE PAST THROUGH PAINTING, SCULPTURE AND ARCHITECTURE AND CONSEQUENTLY EXPLAINS WHY OUR SOCIETY IS WHAT IT IS TODAY.

A Level Pupil

Earlier this year we got involved in the national Stephen Lawrence Day by studying Chris Ofili's *No Woman, No Cry*. Most people would say the painting is not a portrait because it does not look like Doreen Lawrence, the mother of Stephen, but this is what it is. It doesn't use traditional visual language but a truly creative and innovative approach from which you discover the extraordinary journey of this woman's campaign for justice since Stephen's death. Pupils looked at how it explores institutional racism

and ethnic identity; depicting a black British migrant living in Britain whose son was a black British national.

Pupils learned that the artist used elephant dung within the portrait. Why? It's all about ethnic diversity. How do different cultures look at the presence of elephant dung? Some look at it and think that is an ugly, incongruous choice of material but that isn't the case with every society. The choice of dung is key to making us think about the experience of black British citizens. This exploration makes us become more open-minded and see that someone else is thinking differently and that we should perhaps reevaluate our preconceived ideas. That is one of the most important messages for young people today.

“ IT IS A VOYAGE OF DISCOVERY ACROSS EVERY POSSIBLE EXPERIENCE OF LIFE.

All this visual perception and world perspective begins to feed into one's potential beyond Bradford. People tend to think that History of Art is only

useful for gallery or museum curatorship but look back at the transferable skills discussed in this article.

Thinking about a career in Law? History of Art will give you confident and dexterous debating skills. Want to be a journalist? History of Art will provide you with the ability to present ideas and deliberate in writing. How about a job in marketing, advertising or graphic design? This subject will provide you with the skills to visually communicate and understand the persuasive power of advertising. A perfume or car advert becomes not just an image of a familiar brand but one you really understand, in which you can decipher its persuasive powers and comprehend the psychology used in the design, exploring what the advertisers want you, as a consumer, to notice.

So what is in a painting, a sculpture or building? In short, everything. History of Art is so much more than an academic Sixth Form subject. It is a voyage of discovery across the vast expanse of life experiences and the body of our humanity that will help you see the world differently. What more could you ask for?



Frida Kahlo's 'Self-Portrait on the Borderline between Mexico and the United States'.

HISTORY OF ART: A STUDY OF OUR SOCIETY

“ THE ONLY CONSTANT IN LIFE IS CHANGE.’ NOTHING EMBODIES THIS PHRASE MORE THAN HISTORY OF ART.

History of Art is unlike any other subject I have studied before. Just as language is a verbal form of communication, art is its visual counterpart. We look at the evolution of life and society and how it is visually conveyed. We do not just look at art, we explore theology, politics, history, maths and so many other fields. Although Mrs Bond has only been teaching me for a year and is so sadly leaving Bradfield this year, it is clear her absolute dedication to both us and the subject are second to none. The ancient Greek philosopher, Heraclitus stated that “The only constant in life is change” and nothing embodies this phrase more than History of Art.

The positive nature of change through the lens of History of Art is revealed by looking at how paintings convey the transformation of views surrounding gender, not just artistically but societally. Look at Jan van Eyck’s *Arnolfini Portrait* and Frida Kahlo’s *Self Portrait on the Borderline between Mexico and the United States*. These paintings act as juxtapositions of each other and their portrayal of women in society, six hundred years apart.

Studying van Eyck’s *Portrait of Giovanni Arnolfini and his Wife*, painted in 1434 and pictured above, we explored how the artist conveys the outward identity of the couple as well as their roles and positions in society. Already from the title we are shown that ‘his wife’

is his accessory and a commodity for him to show off. Women in the 15th century in both Lucca, where Giovanni is from, and Bruges, where he later moved to in order to become a luxury textile merchant, would have been valued with their dowry and marriages arranged at very young ages when they reached puberty. To us today this appears to objectify the woman by placing a monetary value on her as well as suggesting her role in society as being limited. However, the title alludes to the ambiguity of her identity; is she his first wife, Constanza Trenta or, more likely, his second wife, Giovanna Cenami?

Cenami’s generalised and uncharacterised face stands in contrast to her husband’s own distinctive features. She is not an individual like him but instead, ‘a type’. This is a reflection of society at the time, as her physical identity is much less important than his. Arnolfini is there to be recognised and praised, Cenami is a decoration. As Richard Stemp states, “It is a portrait of him, not her.” Cenami is presented as the ideal Northern European, 15th century beauty. Van Eyck is using his artistic imagination to present her as it was not appropriate for a woman to model for a man and therefore is not painting her from life, but as a generalised beautiful woman. As well as her pale and unblemished skin, high forehead and elaborate auburn hairstyle, Cenami shows off her elegant pear-shaped body. This recognisable feature combined with the domestic background of a bedroom leads us to believe that in fact this portrait could be a celebration of her fertility and a commemoration of two proud soon-to-be parents with Cenami just as significant as her husband. However, this is not the case as she is not pictured pregnant. Having a full stomach alludes to her fertility, a desirable trait



in a woman at the time. Her husband is showing her off in the portrait as a human whose function was to have a child and play her only substantial role in society. Cenami’s lowered head denotes her submission to her husband as a way of conveying her virtue, also regarded as positive.

We looked at Kahlo’s *Self Portrait on the Borderline between Mexico and the United States* created in 1932, under the theme of ethnic identity this year. I had been inspired to write my EPQ on Frida Kahlo having known I wanted it to be related to art, something I might not have considered if it weren’t for such an amazing department with Mrs Bond, in particular, teaching us this work. Despite our focus on ethnicity in class, this image is also tied into Kahlo’s own gender identity in the way she views herself within the portrait. Amongst the plethora of symbols of Mexican culture and of American industrialisation, caught in a cultural vice between the two, Kahlo stands like a monument in the foreground, not as an accessory to her husband.

You can read this essay in its entirety in the online edition of The Bradfieldian. Head to the College website, click/tap on The Bradfieldian at the top (or in the hamburger menu on mobile) and search for this article.

Alice (K)

ONE BRADFIELD. MANY BRADFIELDIANS.

Naomi (K)

“ BRADFIELD HAS CHANGED MY PERSPECTIVE ON LIFE AND FRIENDSHIP. I HAVE GAINED OPEN-MINDEDNESS AND CONFIDENCE THROUGHOUT MY TIME HERE, LIVING WITH OTHER PUPILS FROM ALL OVER THE WORLD AND STRIVING FOR CHANGE.

As a young girl growing up, I always heard the quotation: “You have to work twice as hard to get half what they have”. It formed a major part of me, motivating and crippling me in equal measures.

At school, everything I did had to be perfect and, if it was not, I felt like I was never going to even achieve the aforementioned half. I made myself get into the top sets of every subject I studied and pushed myself to get involved with every aspect of school. I became a perfectionist. I started to see school as a means to an end rather than a cherished experience where I could thrive.

As a result, I became someone who was known as timid and introverted. I had carved this defence to shield myself from what I felt were my own failings. For the sake of perfectionism, I had lost my confidence, self-esteem and sense of self.



“ BRADFIELD BECAME MY DREAM SIXTH FORM.

Fast-forward to my GCSE year and my journey to Bradfield began. I had been paging through multiple Sixth Form prospectuses and after a long week of back and forth we discovered Bradfield College and fell in love – well, my mother fell in love and I just felt relieved that we had finally unanimously decided on a viable option for the first time that week. Bradfield College - an education for life – well, it went on the list.

I knew going into this school that I was not the norm and frankly I was terrified. I knew only of boarding schools in the periphery of my mind, through the lens of the media: *Wild Child*, *Little Princess* and *St Trinian's School*. But I pushed past this fear and applied. Like many of those currently applying to Bradfield, I wasn't able to tour the school but every night, I would sneak downstairs, open the laptop and stare at the pictures on the website. I read and re-read the articles written about the IB programme or 'What Makes a Talking School' or 'Why Co and Not Extra-Curricular', Bradfield became my dream Sixth Form.

“ FOR THE FIRST TIME IN A LONG WHILE, I FELT SEEN.

When I received my acceptance letter, I felt a sense of elation. Any feelings of fear quickly disappeared when I found out that I was going into Stevens House. I went to the website to watch the house video and, upon seeing the face of my Housemistress, Mrs van der Westhuizen, felt calm. This calmness only grew when I stepped into Stevens House, my home away from home. For the first time in a long while, I felt seen.

This was my chance to completely reinvent myself. Nobody here knew Naomi. I took that opportunity and ran with it. One of my favourite memories when I look back at my first year is sitting down with my Housemistress with the Co-Curricular booklet, a highlighter and a pen to mark all the activities and societies I could try. For the first time

I suppressed my need for perfectionism and signed up for Gospel Choir where I got the opportunity to perform at the Michaelmas Concert, CCF in the Army section, girls' football, LAMDA, ballet, jazz and street dance. I was even able to step out of my fortress to raise awareness about an important month which I saw was not being celebrated: Black History month.

Through Bradfield, with the overwhelming support of my peers, Housemistress and teachers, I have seen myself grow from a shy girl who would rather a sinkhole open under her than speak in front of a crowd to wilfully getting up in Chapel in front of a group of more than a hundred pupils and twenty teachers and speaking about black history or speaking to a number of prospective pupils and parents during a virtual Open Day.

“ A SUPPORTIVE COMMUNITY LIKE NO OTHER, WHERE YOUR VOICE CAN ALWAYS BE HEARD IF YOU TAKE INITIATIVE.

Speaking directly to prospective pupils that might one day stand up here and tell their story; I am not saying that coming here will suddenly transform you into an amazingly confident person, but Bradfield College is a supportive community like no other, where your voice can always be heard if you take the initiative. Bradfield has changed my perspective on life and friendship. I have gained open-mindedness and confidence throughout my time here, living with other pupils from all over the world and striving for change. The opportunities that opened from my study at Bradfield I would have never even imagined, applying to universities in the USA and Singapore for instance.

I have made irreplaceable friends and more importantly learned the lesson that I do not need to be perfect – I just need to dream, aim high and be unapologetically me because with the support from those around, you can achieve whatever you set your mind to and whatever you dream of.



FAULKNER'S BURST THE BUBBLE



It may have been an abnormal first year for our newest intake of Faulkner's pupils but there is no doubt that they have embraced Bradfield's culture and have shown a genuine commitment to bursting the bubble and making a difference.

During the pandemic our pupils have taken the initiative to look outwards, embracing volunteering opportunities and helping charitable causes and, in the process, developed the traits which are key to our education for life. Whether it's building resilience by climbing the height of Everest not once, but twice, having the open-mindedness to reach out to their local community and utilise their culinary skills or showing the confidence and determination to run four marathons for charity, our Faulkner's pupils have proved they can be a force for change in a Bradfield without borders.

Here five pupils discuss some of the initiatives they have undertaken this year.

FAULKNER'S COMMUNITY 24-HOUR CHALLENGE - HARRY (LD)

"Our community walked, cycled, ran, rowed and skipped their way through a 24-hour challenge to raise money and awareness for Head for Change, a new charity pioneering positive change for brain health in sport.

"I cycled for an hour and went almost 30km. Although I did the challenge alone as we were in lockdown at the time, I really enjoyed it. The hardest part of the challenge was the physical task, but I kept going for the full duration and I learnt to keep my head up and work hard."

Pupils, parents, HsMs and tutors took on a one or two-hour physical activity over a 24-hour period to raise £1000 for the Head for Change charity which supports ex-players who are affected by neurodegenerative disease as a result of their career playing football or rugby.

Prior to the challenge former Rugby Union player and Wales International Alix Popham, Head for Change Ambassador, joined Faulkner's pupils for a live Q&A which provided a chance for them to learn more about the charity's work and find out how they would be playing a vital supporting role by completing the challenge.

A huge thank you to the whole community who helped to raise over £2,300.

SWEET TREATS TO PROMOTE ANIMAL WELFARE - BELLA (LK)

"I decided to raise money for RSPCA because I have always loved animals and I have previously organised a fundraiser for them. They promote animal welfare and help rescue and treat suffering and neglected animals.

"I designed and produced a line of chocolates that I called Doodles Chocolates. There were nine flavours: Nutcase, The Boozy One, The Earl's Tea, Mintola, Bella-bee, Fruit 'n' Nut, Berry Messy, PB&J and Doodle de Leche!"

To help make the quantity she needed, Bella taught some chefs how to make each chocolate and before hand-embossing the boxes with the Doodles Chocolates logo in gold. She invited friends and family to purchase a box of chocolates for £15 each but many chose to give more. "I am so grateful to all my sponsors for their generosity in helping me to raise £900 for the RSPCA, rising to £1,080 with Gift Aid."

MAKING 105 MILES COUNT MORE - ETHAN (LD)

“My challenge was to run 105 miles, which is the distance of four marathons, in a month, to fundraise for Naomi House.

I thought that it would be a good personal challenge whilst being able to help a charity out. I knew that they were finding it difficult to set up fundraising events because of the pandemic.

“I had to find time in between school commitments but found time to go on a long run every weekend after a match on Saturday and a football and cricket match on Sunday. My shorter distance times became quicker like I was able to do 5k run under 20 mins because of this. When we returned to Bradfield, I was also able to combine this with the 24-hour challenge. I ran a half Marathon and then cycled the rest to contribute to my 105 miles in March.”

Ethan was raising money for Naomi House and Jacksplace, which are hospices for children and young adults with life limiting conditions and life-threatening conditions.

Having initially set a target of £400, Ethan completed 109.5 miles in total and nearly doubled his target by raising £760.



FROM FUNDRAISING BY BAKING TO WEST BERKSHIRE COMMUNITY CHAMPION - POPPY (LI)

“I was diagnosed with a brain tumour in 2016 so I wanted to find a way of helping The Brain Tumour Charity as it is so important and helps so many people around the world every day but needs as much fundraising as possible to keep up their research.

“I decided to raise money through baking. My initial goal was to raise £50 and I ended up raising nearly £700 for the charity. I baked for pretty much the whole of half term to fulfil people’s orders, but I had lots of support from family and friends with my fundraising.”

Poppy’s baking was not solely about fundraising as she selflessly wanted to make an impact within her local community. When the pandemic started, Poppy wanted to lift people’s spirits, so she started baking treats to give to others in need. She began by delivering them to people in Hamstead Marshall and, after hearing about weekly parcel deliveries made by Kintbury Volunteers Group, she increased her baking to include those

families. Every cake, box of muffins, of biscuits she lovingly prepared had a label with “Love from Poppy” on it.

The volunteer group and Kintbury Parish Council were so impressed that they nominated Poppy for a West Berkshire Community Champion Award and she was subsequently named the 2020 Pat Eastop MBE Junior Citizen of the Year. The awards panel was impressed by Poppy’s determination and the joy her baking brought to others during lockdown, particularly those who were in real need.

Both Kintbury and Hamstead Marshall residents applauded Poppy’s actions and some of the elderly residents’ hearts were warmed by the fact that someone so young had cared enough to go to the effort of making something special for them. Her selfless actions have had a great impact on her local community and made a real difference to the lives of many people during a difficult time.



£16,000 RAISED BY CLIMBING EVEREST...TWICE - ISSY (LI)

“During the lockdown my brother told me the Army were climbing the ‘Staircase Everest’ so I wanted to try it out myself. I was fundraising for Southampton Hospital Charity and in particular their Neurological Centre. My aim was to climb the height of Everest and, once I did it, I wanted to do it again.

“I chose that charity because my dad was diagnosed with a brain tumour and I wanted to do something to help him and the hospital. After my first climb my dad’s surgeon said if we raised enough money he would be able to buy a Cortical Stimulator, a very important piece of kit used in awake brain tumour surgery. This encouraged me to carry

on climbing for a second time. In all it took me 47 days to climb Everest twice. I climbed 4624 flights of stairs, a total height of 12,492.9 metres. Climbing hills on my bike I rode 442.27 kilometres giving me a height of 5234 metres.”

While admitting it was the most difficult part of her challenge, Issy showed true resilience to get up every day for a month and complete 109 staircase climbs, all whilst home schooling. She wrote a daily blog on her Just Giving page, her brother helped her with cricket catching practice as she walked up the stairs and her dad joined her on the bike rides. In total Issy raised over £16,150.



**Southampton
Hospitals
Charity**

THE SEMICOLON PROJECT: PUSHING FORWARD AND NEVER GIVING UP

“ BY SHARING OUR STORIES AND PUTTING OURSELVES IN THE MOST VULNERABLE POSITION, WE CAN BEGIN TO BREAK THE STIGMA.

Mental health is something that affects so many yet is talked about by so few. That has to change. Inspired by a similar initiative in the United States, my Semicolon Project, in support of the charity *YoungMinds*, aims to start conversations and break the stigma surrounding mental health. A Semicolon is used when an author could have chosen to end the sentence, but they chose to carry on. The sentence represents a life of someone who is struggling with mental health issues and the semicolon represents the choice to keep pushing forward and never give up.

Having faced my own battles with my mental health, I learnt first-hand the detrimental effect that the lack of conversation and awareness has. After years of sitting back and hoping for something to change, I came to the realisation that I needed to be that change.

The long-term goal of the project is to create a book filled with people of all different ages, backgrounds and walks of life talking about their experiences with their mental health. By sharing our experiences and putting ourselves in the most vulnerable position we can begin to change the perception of mental health in our society today. The book will also include artwork, quotes and pieces of writing by various authors, mental health activists and myself. I want the book to demonstrate and bring awareness to the fact that there are so many people who have struggled and continue to struggle with their mental health but more importantly I want the book to bring hope and comfort to those who read it. I hope to publish the book at the beginning of next year and all proceeds of purchases of the book will go to *YoungMinds*.

In December 2020 I introduced the first fundraising initiative of the project; Scarves for Semicolon. I started making and selling handknitted scarves and the £15 donation for each one sold directly funded one *YoungMinds* crisis messenger conversation via a helpline offering free 24/7 support to those facing a mental health crisis. Each purchase was so much more than just buying a nice scarf, it provided a potential lifeline for those who have no one to turn to. By making and selling 124 scarves to generous donors I was able to raise £3150 which funded 210 helpline conversations.

In February of this year, I wrote a letter on behalf of all young people to the Prime Minister and Dr Alex George,

Youth Mental Health Ambassador, discussing the current mental health crisis and what could be done to help services, resources, education and awareness surrounding mental health. I shared a copy of the letter on Instagram, not expecting anyone but my followers to see it, yet in the space of a few days the post was seen by 30,000 people and generated 4,000 comments. As a result it caught the attention of Dr Alex and I was invited to have a Zoom call with him where we discussed the lack of conversation and education surrounding mental health in schools. We discussed strategies that could be implemented to make a difference.

Over the last year, I have been planning and organising a charity concert for The Semicolon Project which will take place later this year, hopefully in our iconic Greek Theatre. External musicians, guest speakers, soloists, instrumental numbers and returning Old Bradfeldians will all help to provide a night of music for mental health awareness. All ticket proceeds will go to *YoungMinds*.

I truly believe that The Semicolon Project is the start of something special, the start of a movement that has the power to make changes that will not only benefit our generation but pave the way for future generations too.

Savannah (M)



OPEN-MINDED MUSICIANS SHOWCASE VERSATILITY IN LOCKDOWN

Music remained an important part of pupils' remote learning timetables throughout the Lent Term thanks to the hard work and forward thinking of our Music Department and the support of the Visiting Music Teachers. Continuing to adapt and push the boundaries in order to teach with excellence, their commitment meant our musicians were able to enjoy both weekly individual lessons and ensemble classes.

Albeit in a different guise, Ensemble lessons provided a multitude of opportunities to virtually bring pupils together regularly and no two groups ran in the same manner. Sessions were utilised to prepare for events, discuss experiences amongst themselves and with a number of Bradfield alumni, talk about music more widely or simply to do a quiz and have some fun!

One of the remote term's most inspiring moments came in the form of an outreach project. Our Upper Sixth Chapel Choir, looking beyond the Bradfield bubble, created a recorded Lockdown Singing Assembly featuring thirty minutes of songs and music for Primary School children and their families, to learn and enjoy.

Following the success of a number of livestreamed and pre-recorded performances during the first lockdown, our pupils were keen to bring back regular shows including a new series Living Room Live mini concerts. Pupils worked hard to devise, rehearse, present and perform a programme of solo pieces and, not only that, were responsible for recording the performance at home! Bravo and thank you to Adam (D), Alma (I), Tom (G), Molly (M), Tallulah (K), Savannah (M), Jamie (G), Katie (M), Kit (F) and Jess (K) who challenged themselves and produced some wonderful and uplifting performances which are still available to enjoy online.

Five pupil bands, *So What*, *Starburst*, *Red Leicester*, *Evie & Purdey Band* and the *Katie Grace Band*, performed in the inaugural *Battle of the Bands* livestream. It is no mean feat to play with the precision and quality necessary to be

able to edit performances together so huge congratulations to Archie (A), Herbie (F), Arion (G), Tom (G), Lottie (I), Toby (F), Luke (H), Jake (E), Harrison (G), Carlo (H), Lily (I), Evie (K), Purdey (I), Theo (H), Bella (I), Annabelle (I), Cameron (C) and Katie (M). Viewers were invited to vote at the end of the final act and the winner was *Red Leicester*!

It was pleasing to see 94 video auditions being sent in by pupils for The House Singing Competition. Pupils were tasked with videoing themselves without accompaniment and the standard was so high level that Mr Lowe was compelled to ask external adjudicators to make the final decisions. Mr Andrew O'Brien, the Head of Choral Music at Haileybury and Ms Verity Bramson, the Head of Singing at Christ's Hospital oversaw the Juniors and Seniors respectively.

As with all competitions it is the journey of development and internal satisfaction that matters most, not just the opinion of one person and everyone should be proud of their submissions.

You can find all these shows in the online edition of *The Bradfieldian*. Head to our website, tap on/ search for The Bradfieldian and find this article to view them.



LAMDA THRIVES IN LOCKDOWN

The Lent Term was a productive one for LAMDA pupils who were able to take their exams at the College while also recording their own performances for a sequel to last year's successful LAMDA in Lockdown video.

The examinations in March produced another stellar set of results, particularly for the Grade 8 pupils who all achieved Distinction, giving them the maximum 30 UCAS credit points in the process.

Of the 25 pupils who took and passed the exams, 18 were awarded a Distinction and six received Merit grading. A special mention goes to Georgia (K) who has now achieved Distinction in both her Acting and Speaking in Public Grade 8, earning 60 UCAS points.

Well done to the Grade 8 pupils: Isabel (I), Speaking in Public, Distinction 97/100; Georgia (K), Speaking in Public, Distinction 89/100; Annabelle (I), Acting, Distinction 89/100; Isabella (J), Acting, Distinction 85/100; Isabella (J), Acting, Distinction 86/100; Gabriel (H), Acting, Distinction 88/100; Oscar (D), Acting, Distinction 85/100; Max (F), Acting, Distinction 90/100.

Throughout the remote term, LAMDA lessons remained fun and enjoyable, providing a creative outlet for pupils in unusual

circumstances. Following on from the success of last year's LAMDA pupils, this year's creative young people recorded themselves delivering a Verse piece, an Acting short or a demonstration of Speaking in Public.

16 pupils submitted a range of performances, from William Shakespeare's *A Midsummer Night's Dream* and Wilfred Owen's *Anthem for Doomed Youth* to public speeches on Housing Crises and Artificial Intelligence.

You can watch the full LAMDA in Lockdown 2 video in the online edition of The Bradfieldian. Head to the College website, click/tap on The Bradfieldian at the top (or in the hamburger menu on mobile) and search for this article.



PUPIL VOICE - HOW CAN YOU BE HEARD? - SAVANNAH (M)

If you want to know why the College is a vibrant, inspiring and remarkable place then look no further than its pupils. There has never been a more crucial time for the voices of young people to be heard and as a pupil body we are determined to drive change to create a more inclusive, educated and understanding environment for generations to come.

One of my greatest privileges of being a pupil here is the platforms we are given to use our voices. The plethora of forums and committees on offer allow pupils from every year group to collaborate and provide feedback across all elements of College life. The committees and forums teach us the importance of being passionate, how to build the confidence to speak up on matters we believe in and to never take an opportunity to use our voices for granted. I believe these values will not only help us to make not only Bradfield a better place, but to make society a better place too. Here, a number of pupils discuss their experiences of being on a committee.

DIGITAL LEADERS PROGRAMME - ALI (K)

The DLP serves as a forum for e-safety issues where pupils can raise concerns and act to improve the digital environment in which we learn. I joined because I believe that in order to make changes and educate the pupil body we have to be proactive and take the opportunity to shape a certain aspect of College life. Since joining DLP I have witnessed numerous achievements and changes. Prior to the pandemic we were able to visit a local school to discuss phone usage and educate pupils on a healthy technological lifestyle. Teaching them how to use smartphones safely from an earlier age is something we hope will benefit them in the future, especially seeing how interconnected phone usage and mental health have become.

Mental health, cyberbullying and sexting have been prevalent subjects we have addressed in assemblies to all year groups because of their influence within the sphere of e-safety. We cannot change things overnight but through developing an understanding of these areas we can begin to learn how to prevent potential dangers.



EMBRACE - GEORGE (H)

The Embrace committee aims to break the stigma around talking about mental health. Having a range of different people joining has been so important for us to understand how we can tailor certain messages to fit different communities which exist within the College. Everyone has been affected by this pandemic in different ways and it has, at times, been mentally challenging. Being able to join a group that combats the struggles young people are facing is an exciting challenge. Bradfield has always fostered an open and kind environment and the Embrace group seeks to not only improve this ethos but to try and incorporate other messages into it as well. One of the key messages we are aiming to promote is that it is “Okay to not be okay”. Even though this group is fairly new, we have already achieved so much and the pupil body and staff are already working hand in hand in aiming to make Bradfield an even better place.



E-SAFETY COMMITTEE - SAVANNAH (M)

The E-Safety Committee is composed of members of the IT department, Head of Wellbeing, Head of Pastoral, Head of the Digital Leaders Programme and Sixth Form pupils. The committee meets frequently to discuss any recent e-safety issues and works together to ensure the e-safety experience and education at Bradfield is the best it can be. The most recent task the committee embarked on was updating the E-Safety Policy. As a pupil it was a huge privilege to play a role in the rewriting of such an important document as in the past we have had no say in such matters. The dynamic membership which forms the committee has meant we can keep a constant loop of communication between opinions of the pupil body and concerns from the staff, something that is vital in making sure pupil voices are not only listened to, but acted upon.



CHAPEL REPRESENTATIVES - LEXIE (M)

The group provides an opportunity for pupils to discuss feedback for the content of Chapels and also it acts as a space for any ideas or topics people want to learn about. I volunteered to be a part of the group because I wanted to act as a voice for the pupil body so that everyone could have a positive experience in Chapel. I also believe that communication is key and I think that having this group it allows the pupils to be involved more. I have always aimed to give constructive criticism and praise and it is great to be able to discuss new topics to learn about. With pupils leading more Chapels each term I believe it has benefited everyone significantly and engages more pupils.



SUSTAINABILITY COMMITTEE - DIDI (M)

This committee aims to improve the education around, and action taken upon, sustainability within the College. Initially I wanted to focus on improving the recycling system and to help make other pupils aware of what we all can do to reduce waste and improve our carbon footprint. So far, we have been able to ensure that the recycling system has been completely upgraded with general waste and mixed recycling bins available College-wide. This has helped us all realise just how much of what we had previously disposed of in general waste could actually be recycled. I was very proud to be asked to design the poster for the new recycling system which can be seen at multiple sites around school.



EQUALITY FORUM - MIRANDA (I)

Consisting of one boy and two girls from each House, the Equality Forum is designed to help identify and act on the sexism we all face. Our aim is to create a welcoming and inclusive environment where we can be open-minded to discuss pupil experiences and emotions in order to break the norm of casual sexism as the College prepares us for a society in which no discrimination should be tolerated.

Started as a way of communicating the issues and emotions felt by each gender at the College, the forum hopes to achieve a better environment in school where pupils feel accepted and appreciated, helping to educate others about having empathy while being sympathetic to the inequalities faced by pupils. We have recently held a trial forum in which we discussed the differences in boys' and girls' lives and how to go about improving them, helping us to better understand the experiences of all pupils and we look forward to creating more of these across the year groups in the new academic year.



PUPIL LEARNING COUNCIL - KIT (F)

The Pupil Learning Council is designed to be a unique place, where pupils of every academic interest can give their personal feedback on learning at Bradfield. We have discussed a number of academic initiatives including a more individualised booster session system, giving the Sixth Form pupils more freedom as to when and where they can work outside of lessons. This could lead to a reduction in strict individual study periods and implementing a more targeted self-evaluation report process allowing pupils to isolate areas for improvement and reducing the friction experienced by pupils when doing a deep self-evaluation.

The achievement I am most proud of is the way in which the Pupil Learning Council guided the transition to Digital Learning. We have discussed how prep and lessons are carried out, where pupils prefer resources to be uploaded, what software is being utilised and the use of study spaces. In such a forum, honesty is critical and the more informal, friendly nature of the Council has allowed for issues to be identified quicker and dealt with accordingly.



CATERING COMMITTEE - FLICK (M)

Representatives from each House meet every half term to discuss the food, catering service and mealtimes at Bradfield. It is a chance for pupils to discuss things they may want to change with the caterers and staff. Pupils who are vegetarians with dairy-free diets may not find it straightforward going into mealtimes so I decided to join because I believed it would be good to have a voice to

discuss different dietary requirements. The food standards here are incredibly high but I hoped to be a voice for my whole boarding house's concerns. We are also able to communicate when we like new initiatives trialled by the caterers and it has been great to see the increase in frequency of some of our favourite meals showing that the pupil voice is clearly valued.



TECHNOLOGICAL SUPPORT FOR LOCAL SCHOOLS

For the last six years our IT Services Department has striven to burst the Bradfield bubble and make a positive contribution within the local community, providing technological assistance and infrastructural support to a growing number of primary schools.

With little budget or few resources available for essential IT equipment many schools are also unable to invest in core infrastructure to sustain key systems. This leaves them fighting fires as opposed to proactively planning and operating a high risk/high exposure strategy. It can be impossible for them to consider paying steep consultancy fees to ‘sanity check’ and recalibrate their provision or assess their strategic direction of travel in order to formulate a prudent digital roadmap.

It is often taken for granted the pressure this places on a number of state schools, with fluid tech integration now assumed to be the norm as opposed to being a luxury. Fundamental offerings such as stable internet connectivity, adequate bandwidth and consistent Wi-Fi to every classroom was the ambition but not the reality. Similarly the idea that classroom devices such as interactive whiteboards, iPads and laptops that would seamlessly integrate with this infrastructure was frustratingly unrealistic.

Our IT Team was alerted to the situation and subsequently they worked to put together a charitable support package. Meetings with Headteachers and Senior Management Teams helped to identify the technical challenges and priorities faced by their respective schools. Within a relatively short space of time the College’s IT personnel stabilised all critical services and undertook a phased programme of digital transformation, radically improving the technology offering. In particular internet services, a key breakthrough, saved schools a considerable sum.

“We renegotiated service agreements, which were costing a great deal but offering little”, says IT Director, Trevor Benstock. “Simultaneously we upgraded and enhanced the

technical configuration and donated core equipment no longer used by Bradfield.”

Six years on and the projects continue to be a great success.

“We have received wonderful support from the Bradfield ICT Support Team over the past two years,” says Hilary, Head Teacher of Englefield Primary. “Paul and Colin are always available to help, and they fully understand the needs of our small school. They made it possible for us to continue supporting our pupils at home during the first Lockdown through the creation of a shared drive and through group and individual training of our staff in the use of Microsoft Teams; this enabled that all-important face-to-face contact with pupils to continue. They have also been proactive in keeping our ICT hardware updated so that we can provide the best learning opportunities for our pupils. Moving our ICT support to Bradfield College has been one of our best decisions...thank you!”

Caroline, Headteacher at Bradfield Primary said: “We have been delighted with the support and advice we have received from Bradfield College IT services. They are extremely responsive, find creative solutions to our problems and have up-to-date knowledge and understanding of our systems and practices. For a small primary school, their support has been invaluable especially over the past year when we needed to get our remote learning provision in place quickly. Not only that but they are a pleasure to work with.”

The College IT Team are now at capacity in terms of external support contracts and capabilities, which is the only negative as we are aware that other schools in the community have enquired about similar support services. Much goodwill, off-the-clock hours and hardware donation has allowed us to greatly enhance the digital facilities and overall educational offering while balancing the priority requirements of our day jobs. We are very proud of what has been achieved and the relationships built.

HORIZONS



'JOBS IN THE CITY' PANEL

Despite the challenges of remote education, our Horizons careers and further education department continued to go above and beyond by providing a variety of virtual panels and workshops aimed at preparing pupils for life beyond Bradfield.

One particularly popular event saw a panel of speakers share their experiences of working in the city with panel members discussing their current roles, providing insight to the pupils on their career journeys and sharing their recommendations of how to prepare for the world of work. The webinar also provided the opportunity to discuss how jobs are changing with

the impact of COVID and also how Brexit is impacting insurance and private equity firms.

Our panellists spoke at length about how key it is, if pupils go down the university route, to study something that they really enjoy. They also encouraged pupils to make the most of their time after Bradfield and to utilise any resources available to help them make career decisions, whether it is the network of friends built up over their time at the College or the wider community available at their fingertips via The Bradfield Society online. The panel stressed the importance of broadening knowledge as well as developing networks and experience as much as possible while building technical and personal skills and that, ultimately, there is no rush to decide what to do and no need to panic.

It was a pleasure to hear from our panel members: David Miller, a trader who works as Head of European, Middle East and African Equity Dealing for Invesco and has 36 years' experience in the asset management industry; Simon Jupp (E 02-07), a Solicitor at Taylor Wessing currently focussing on Intellectual Property; Adrian Pulleyn (H 01-06) who works in Equities for Berenberg Bank in investment banking; Hugh Lenon who qualified as a Chartered Accountant and then moved into Private Equity, now Chairman of Phoenix Private Equity and Henry Withinshaw who also qualified as a Chartered Accountant and now works as the Chief Operating Officer of a Lloyd's syndicate and a UK insurance company.

BUSINESS SCENARIO WORKSHOP

A group of Sixth Form pupils bridged the gap between school and industry during a business themed workshop, delivered by the education team from immersive career experiences company, InvestIN.

Pupils had to work as a team in a Dragon's Den style scenario, to identify a business opportunity and deliver a winning pitch. They gained first-hand experience of the types of group simulations used in recruitment processes today and put into practice the skills top employers are looking for such as critical thinking,

teamwork, commercial awareness and communication. One of the key focuses of the workshop was for the pupils to demonstrate that they had these transferable skills and how they can apply them in different situations.

Those participating found the opportunity to work within a smaller group rewarding as they learnt a lot, were all able to participate and could ask as many questions as they wanted to.

SHORTLISTME

Our Horizons Department is always on the lookout for ways of enhancing its offering to pupils to ensure that they are well prepared for life beyond Bradfield. There has been an accelerated shift towards video interviewing over the past

few years, in particular within the last 12 months, and employers are increasingly utilising such platforms as part of their recruitment processes and work experience placements.

While the Department already runs a successful CV writing and interview practice course, an opportunity arose to expand this into the virtual world and this year the College has signed up to a platform called ShortlistMe, a web platform which offers young people video interview practice. The platform allows pupils to practice as many interviews as they want as many times as they want.

Our Horizons team is working with ShortlistMe to help develop the interview repertoire and to add new styles to our Bradfield interview marketplace as they become available.

The screenshot displays the ShortlistMe website interface. At the top left, the text "Select your interview" is visible. To the right, there is a search bar with the placeholder text "Find an interview" and a "Search" button. Below the search bar, there is a grid of six interview options, each represented by a thumbnail image and a job title:

- Digital Marketer**: A woman and a man in a meeting room.
- Project Manager**: A man and a woman in high-visibility vests on a construction site.
- Civil Engineer**: A man in a hard hat and high-visibility vest looking at a blueprint on a tripod.
- Solicitor**: A close-up of a wooden gavel on a desk with a book labeled "LAW".
- VIRGIN MEDIA Interview**: A person being interviewed by multiple microphones.
- Marketing & Communications Officer**: A group of people in a meeting room looking at a laptop and documents.



A BRADFIELD FAMILY

Joining as cricketers but going on to become all-round Bradfieldians, siblings Shelvin (G 07-09) and Sheridan (D) have experienced much of what Bradfield has to offer over the last 12 years. With Shelvin now a fixture on the teaching staff and Sheridan approaching his final year, the two brothers sat down with *The Bradfieldian* to discuss how Bradfield has evolved, developing skills through sport and why you'll never catch the younger sibling calling his elder brother 'Sir'.



This was the first experience of boarding school life for both of you. Shelvin what was it like ten years ago and Sheridan how did your older brother's experience prepare you for life at Bradfield?

Shelvin In many ways I don't think I was ready for the boarding experience but I was keen to give it a go. Though he was quite young at the time, Sheridan and I had bonded well so I found it difficult to explain to him that I would be at school for days at a time.

Sheridan I don't remember speaking to Shelvin about life here before I joined. I was still at home and at my previous school when Shelvin came here and then went to university so those were two periods in my life where I knew I wouldn't see him for a certain amount of time. I played a lot of cricket festivals with my County so the idea of boarding school seemed really cool.

Shelvin I always thought that I'd

had my own time here and I didn't necessarily want that to influence Sheridan's experience.

Now you get to see each other more or less every day.

Shelvin In Faulkner's I think Sheridan would look over his shoulder to see who was around and that would change how he interacted with me but he fully understands that I've got to be professional in the workplace.

Sheridan I remember a Faulkner's Divisions lesson where he was teaching me and I didn't want to call him 'Sir'. I had a question to ask and just waited there with my hand up for him to look over to me rather than call him 'Sir' to get his attention.

There are some similarities between your two experiences although for boarding you were on two different sides of the same House. Which is the best House?

Sheridan It often feels like one House. Pre-COVID, D and G House were able to share the same entrance but currently we are using separate ones so there is a lot less interaction than there used to be.

Shelvin Both sides foster both a competitive and caring culture. Take House Song at the Michaelmas Goose for example, whenever either House goes up to perform the pupils of both Houses are first to support, regardless of who is on stage, which is quite cool. Now, as a member of the SCR, it is nice to see the culture of mutual respect continuing between the two Houses.

Your Co-Curricular interests are pretty similar. You both represented Bradfield in cricket as well as playing for counties too. How has Bradfield helped you develop as sportsmen?

Sheridon I felt there was a lot of pressure on me when I arrived in Faulkner's. With cricket I knew Woody, Bradfield's Professional Coach, so I think that created an expectation for me to perform and do well early on.

The Co-Curricular offering is so extensive. I would like to get involved more and away from the sporting side. I received a Drama Commendation in Faulkner's and although my teacher encouraged me to carry it on, I chose not to. Looking back, I wish I had.

Shelvin I was labelled initially as a cricketer, but as you don't play cricket until the Summer Term, I had two terms where I needed to find something to do and there was so much on offer.

I chose to play the major sports but if I were to have my time again, coming into a school with its own Greek Theatre, I probably would have invested time there. I like to make people laugh and the stage is a good place to do that, however sport is a big part of our family, so that is where I naturally gravitated towards. Sport has always been an activity from which we have derived our morals.

Sheridon Our Dad maintained that there are many transferable skills in cricket, such as independence, which we can take into other aspects of our lives.

Shelvin Other examples are leadership and communication. It is difficult to inspire and motivate a team if you lack these skills. That applies to sport, the workplace and the classroom, where teamwork cannot be underestimated.

Shelvin, how has Bradfield changed over the last 10 years and equally how has Bradfield changed over the four years while you have been here Sheridon?

Shelvin Pupil numbers have grown but the space and the grounds haven't changed and it is still a welcoming place. The facilities have improved; the Greek Theatre has been lovingly restored, a new Science Centre has been built and brand new clay tennis courts and an All Weather Pitch have been added to the College's already outstanding sporting facilities.

Sheridon The College continues to evolve and its close community is something which all prospective pupils will enjoy. What really makes this place is the modern facilities housed within traditional buildings and I hope that this will not change.

If you could choose one thing, what would you say is the best thing about Bradfield?

Shelvin The people. Every year we welcome new pupils and new staff. I've been here six years now and no-one I have

met has had a bad bone in their body.

Sheridon There's a real sense of community and inclusiveness. Occasionally I feel emotional seeing the younger year groups, it makes me want to re-live that Faulkner's experience and try different things.

If you were to give a piece of advice to anyone that's thinking of joining Bradfield whether its joining in Faulkner's or coming into the Sixth Form, what would that advice be?

Shelvin For those joining in the Sixth Form, they might not realise that two years goes by quickly. I got involved in all the major sports but I wish I had taken part in more of the clubs and societies available at the time. My advice would be to throw yourself into Bradfield life and take every opportunity that comes your way to develop your potential.

Sheridon Get involved in everything and use your time wisely as, before you know it, your time at Bradfield will be over. Don't be afraid to try things outside of your comfort zone.





FROM BRADFIELD TO THE FLEET AIR ARM

Mike Cole-Hamilton (H 54-57) who is now Ontario-based, recently contacted us in the Bradfield Society office regarding his time in the Royal Navy and most importantly flying with the Fleet Air Arm. Mike noted that this significant branch of the Royal Navy has remained largely unknown or misunderstood, until more recently.

During his time in the College Mike featured in the Shooting Eight alongside Bradfieldians Charles F Fuglesang (Captain), Michael D Joy, Colin 'Barry' Noakes, Nigel M Stoughton, Peter J Sworder, Michael S Noakes and David G Sunderland. He was awarded his Shooting Colours in the summer of 1957 and noted in the Bradfield Chronicle for his "consistent shooting and reliability." He was also awarded his Colours at Dartmouth.

In 1962, after an apprenticeship in Ship Repair and Marine Engineering, he joined Britannia Royal Naval College as a Naval Air Cadet.

A retired Royal Air Force engineer, Steve Bond, had already written a number of books about specific aircraft types from the point of view of those who flew and maintained them. He has now turned his attentions to the Fleet Air Arm, collating stories from those who served in the air and on deck to cover the history of the FAA since the end of World War Two.

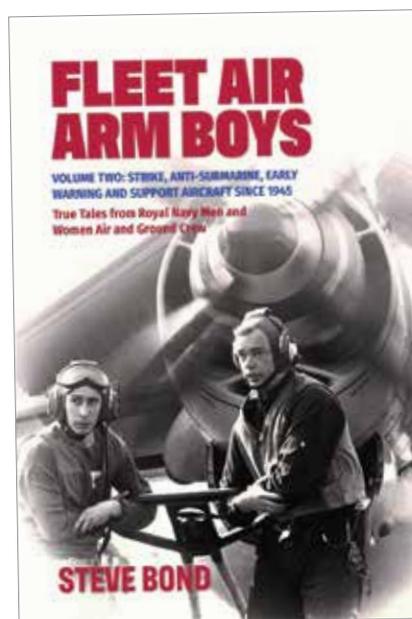
Mike, pictured piloting an AEW3 in 1967 in the image above, has contributed to the first two volumes of *Fleet Air Arm Boys* which are about the history, politics and the many types of fixed-wing aircraft. Volume 3, which is currently in the works, is devoted to the Navy's helicopters. Despite the title, the books also include contributions from Fleet Air Arm Girls as the reader progresses through the series.

Mike has contributed to Volumes 1 and 2 of these books and is keen to share the link to the books with anyone else who indeed worked with the Fleet Air

Arm or has a keen interest in aircraft.

<https://shop.navywings.org.uk/products/fleet-air-arm-boys-vol-1-fighter-aircraft-since-1945-author-steve-bond>

Mike and the Bradfield Society would love to hear from any other Bradfieldians who have served with the Fleet Air Arm since leaving Bradfield and hear their memories.





Surrey Artist
Open Studio
11am-5pm
4-5pm daily
for full details

FULL CIRCLE

Fenella Watson (J 07-09), Silversmith and Jewellery Maker

“For the first time I could make what I wanted.” It’s an exciting moment in anyone’s working life, beginning a dream career and pondering how best to cut your teeth in a whole new world. For silversmith Fenella Watson there was only one place to start, returning to some unfinished business. “After university I revisited an Art Foundation project, a paper jewellery collection, which I loved and now had the skills to be able to translate into metal. To this day my work is still very much inspired by the design principles and practises I laid out in those early years.”

Whether it is the circular structures which form the foundations of her work, revisiting past projects or returning to Bradfield to marry the boy she first met on the steps of Field House (now Stone House), loops and circles are very much a part of this Old Bradfieldian’s story.

“ THE MOST CREATIVE AND STRIKING WORK CAN BE CONCEIVED FROM VERY LITTLE.

With lockdown restrictions easing I’ve been able to travel to meet Fenella at her workshop situated a little way off the beaten track in a converted dairy building amidst bucolic Frensham countryside. With the pandemic altering the way everybody works it must have been difficult for someone who had recently started life as a self-employed business owner.

“Almost all of my business comes from craft and design shows so when it hit [the pandemic] the shows stopped overnight”, reflects the Armstrong House alumna. Reacting quickly to the changing circumstances, she refocused her business efforts on the digital world whilst also becoming a Key worker, helping to feed the nation at her local Waitrose during the first lockdown. “Fairly soon I found a lot more people were visiting my site than previously. It’s quite scary wondering where your next order is coming from but there is nothing better than sitting at home, hearing your phone ping and realising you’ve sold something.”

Talk shifts to where she first discovered her passion for the creative world of design. Turns out it was half a world away.



She was just seven years old when her father’s military career took her family to Mexico City. “I found myself surrounded by vibrant traditions and a highly creative culture. Something that has stayed with me ever since is seeing how some of the most creative and striking work can be conceived from very little. It’s something I try to emulate now as a silversmith, sometimes less really is more.”

Creativity also runs in the family and a young Fenella was driven to follow in her grandmother’s footsteps, herself a Scholar at the Royal College of Art. “She could do pretty much everything but I never saw her turn her hand to metalwork, so I like to think that I am completing that final piece of the circle.” Metalwork wouldn’t become a focus until after her Bradfield studies but, arriving in the Sixth Form as a Textiles Scholar, Fenella still quickly found herself at home in the Art Schools.

“ THE CONFIDENCE MY EXPERIENCE GAVE ME TO COMMUNICATE AND INTERACT HAS BEEN CRUCIAL.

It wasn’t just the academic rigours of Art, Textiles, Physics and Chemistry that kept Fenella busy during her two years at Bradfield. She sang in the choir, played for the lacrosse team, completed her Silver Duke of Edinburgh’s Award and featured in an improvised play devised by then Head Boy Chris Scott (E 07-09), whose wedding ring she has just finished making!

A decade later, their portraits hang side-by-side in the Dining Hall, inspiring current pupils as they contemplate post-Bradfield career paths. She hopes pupils don’t feel the pressure to plan every step of their careers at such a young age. “Pupils should study what they love. When you leave there is a route into anything and you don’t need to have your entire life



mapped out.” She is also quick to point out that a Bradford education goes well beyond just academic results. “The confidence my experience gave me to communicate, interact and build a well-rounded set of interpersonal skills has been crucial to getting me to where I am today.”

It was also the place where she met her future husband, Peter Humphreys (E 04-09), though on reflection she admits their paths might never have crossed. They didn’t share a classroom and participated in different sports but the community-based nature of Bradford led their paths to cross and an unstoppable friendship to blossom. “We got married at Bradford in October 2019. There wasn’t ever really a discussion, it was one of those unspoken things and we just knew there was nowhere else we could get married.”

“ I HAVEN’T EVEN SCRATCHED THE SURFACE OF WHERE I CAN GO AND THAT IS AN EXCITING PROSPECT.

It was during her Art Foundation after leaving Bradford that she began working with metals and though her final exhibition piece was the aforementioned paper jewellery collection, her interest was piqued. She enrolled on a Metalwork and Jewellery degree at Sheffield Hallam where she spent three happy years creating but not really thinking about how to forge a career. It’s at this point Fenella began to figure out her ‘route into anything’.

“I moved back to Reading on a postgraduate silversmithing course with Bishopsland Educational Trust. I lived and breathed silversmithing for ten months and it was amazing because it was the first time I could make what I wanted without having to fulfil a brief or tick exam boxes.”

Her first project saw her recreate the paper jewellery collection in metal and she hasn’t looked back since. Missing Sheffield, she returned to complete a starter studio programme for young silversmiths within Yorkshire Artspace, a unique opportunity as the course had an association with the Sheffield Assay Office, one of only four in the UK, giving her free access to hallmarking. It was also here that she won the Office’s prestigious Precious Little Gems Commission.

“I was asked to create a Silver Centrepiece for them that would end up belonging to the city’s metalworking collection and is now on display at the Millennium Galleries in Sheffield. That commission was a real springboard for my career.”

Already planning her next move, Fenella returned to the Home Counties spending the next three years as the silversmithing and jewellery tutor at South Hill Park Arts Centre, Bracknell, before taking the plunge and setting up her own workshop and studio in Frensham. She has loved every minute of it, continuing to learn along the way showing that you don’t need all the qualifications to make it a success.

“You have to wear so many different hats; I am the designer, the maker, the customer service, the accountant, the sales person, the marketer and the brand manager. All of that was quite overwhelming to begin with but I gained knowledge as I went and, bit by bit, I started to really enjoy all of the different aspects of running a business.”

Going solo marks the beginning of her next big loop and this time it’s clear that she is in no rush to complete this particular circle. Instead she is looking forward to enjoying the moment and continuing to create the things she loves.

“There are so many variations and combinations of circles and forms that you can put together to create new pieces. It’s almost endless. I have lots of ideas but for now I’m doing what works in the moment. I want this career to be just that; it’s a marathon, not a sprint. I know I haven’t even scratched the surface of where I can go with it yet and that is a really exciting prospect.”

Find out more at www.fenellawatson.com



TEN YEARS ON. CLASS OF 2011 REUNION.

To celebrate ten years on since leaving Bradfield, we hope those from the Class of 2011 will join us for two reunion events. We want to cater for everyone and as some of you now live overseas, and with the travel restrictions currently in place, we are

delighted to be holding a Virtual Get Together on Friday 10 September prior to a reunion day at Bradfield on Saturday 11 September 2021.

The event will begin at 11am with coffee and campus tours followed by Lunch in Dining Hall.

Please do share this invitation and date with any friends with whom we may have no email contact. Please register via The Bradfield Society Online - <https://www.bradfieldsociety.org.uk/event/class-of-2011-get-together>

SHARE YOUR MEMORIES FOR A NEW BRADFIELD BOOK

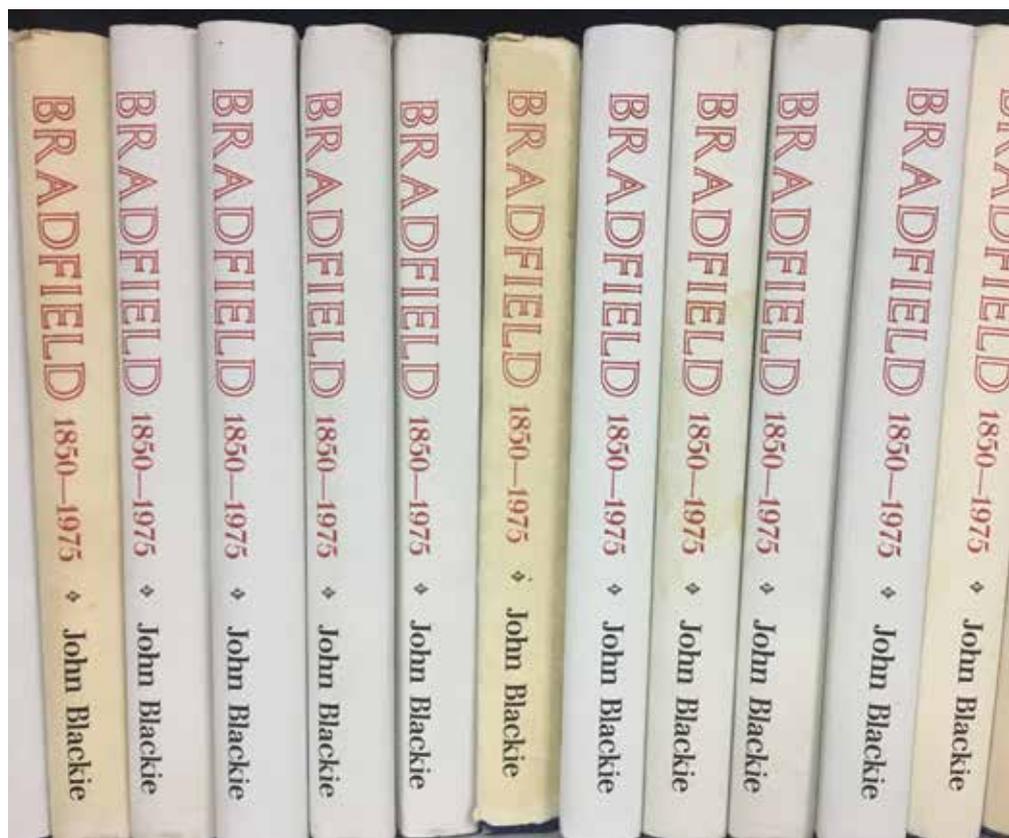
Seeking your recollections and anecdotes to contribute to a book on the continuing history of Bradfield.

If you have anything to share, please do get in touch with the Bradfield Society

office on email bradfieldsociety@bradfieldcollege.org.uk

Stuart Williams (SCR 86 - 19) is writing a new book bringing the work of Blackie who wrote 'Bradfield 1850 - 1975' up to date. Having begun the process some time ago Stuart has now reached the stage where he is keen to get feedback on a few topics to add some colour and real experience.

If you'd like to share your memories and experiences with Stuart on co-education, being an overseas pupil, Bradfield trips and expeditions, school dress, discipline, Bradfield traditions and boarding house life do get in touch. Feedback can be anonymous if you wish.



BE INVOLVED

SOCIAL

NETWORKING

ADVOCACY

PHILANTHROPY

ENRICHMENT



BRADFIELD FOR LIFE

HERITAGE

CAREERS

EXPERTISE

Bradfield is a place that many people hold dear for many and varied reasons. You came to school here and made life-long friendships, your children come to school here, you teach here or taught here, you live nearby and visit on a regular basis. As such we see you as a Bradfieldian and the College really values its connection with you.

Bradfield is an inclusive environment and the range of ways that you can engage with the Bradfield Society are a reflection of this inclusivity. Our ideal would be for all Bradfieldians to be actively involved in our community

in one way or another, allowing us to make the most of the opportunities presented by gathering such diverse and talented people together.

Why should you be involved? Put simply, communities are about people.

By being involved you can enjoy and benefit from being in the company of other exciting and dynamic people, as well as making a difference within our community. So, what can we do for you, what can you do for us and what can we do for each other?

FROM US TO YOU

We aim to enable you to tap into the benefits of being part of our community. We love nothing more than to host you at one of our events, providing opportunities to catch up with old friends and hopefully make new ones.

SOCIAL

Meet with Friends - Choose from a busy programme of events including concerts, plays, reunions, alumni club activities, sports and speaker events, as well as regional, international and virtual gatherings for your enjoyment.

We like to keep you up to date with all that is going on across the Bradfield community. Published three times a year this magazine delivers news, features and interviews focussing on all aspects of the College's education as well as including inspiring stories from Bradfieldians all over the world. You can also see more from the day-to-day happenings at the College by following us on one of our social media platforms.

NETWORKING

Make useful connections - Tap into the Bradfieldian network, representing professionals at all levels and across all sectors. Great opportunities to share experiences, advice and knowledge as well as promote your business.

We host networking events, facilitate industry group engagement and have created a business directory so that you can connect with fellow professionals on a business level as well as socially. Additionally, for those of you who have an interest in history, we have a wealth of information stored in our archive which we are happy to share or add to. In short, we are here for you, so please use us!

HERITAGE

Journey into our history - Your memories are part of our history, so take time to browse the Bradfield archive materials and share your recollections with us. A range of Bradfield merchandise is also available from our online shop.

FROM YOU TO US

You are a talented group. We value your knowledge, wisdom, experience and expertise and we would love you to share your thoughts with us as speakers, careers mentors and advisors or members of our committees.

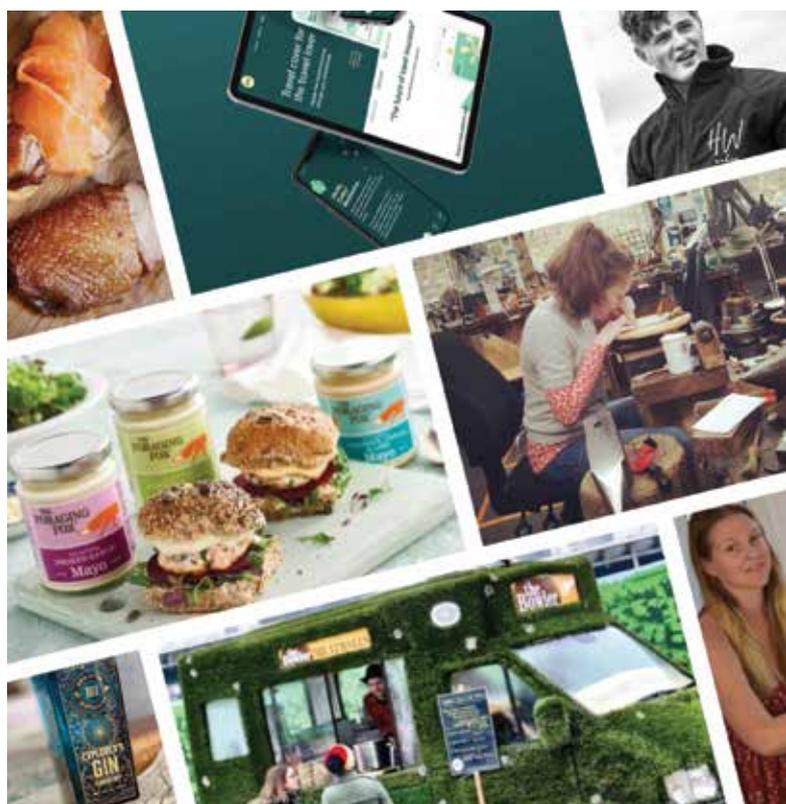
ENRICHMENT

Inspire others - Inspire our community by sharing your knowledge and experience. Talk to pupils as part of our Minerva Lecture Programme or reach the wider Bradfield community at a Society Speaker Event.

EXPERTISE

Impart your knowledge - Help Bradfield to be the best it can be. If there are areas of the College where you think that you could make a difference, let us know and join one of our advisory committees.

You can help to inspire us as a community and as individuals. Your advice can keep us on the right track as an organisation, better equipped to deal with whatever the future brings our way. We would value your input.





ADVOCACY

Share your thoughts - Be an advocate for Bradfield and encourage others to become part of our diverse and vibrant community.

CAREERS

Share your experiences - Support our Horizons team as they help current pupils and recent leavers prepare for the workplace. Provide career insights at a Meet the Professionals evening or build their key skills with interview practice and CV writing workshops.

FOR EACH OTHER

We are keen to make Bradfield the best it can be for current and future generations. Our request is that those who feel they benefited from their time at Bradfield and would like to give back, or those who are as passionate about educational philanthropy as we are, can play their part in securing the brightest probable future for Bradfield.

Bright Futures, one of our principal campaigns, supports bursary provision. Bursaries are very much part of our DNA and can be traced back to the original College statutes. We still hold firm to these principles and believe that diversity is fundamental to the education that we offer. The current focus of our Campus Development campaign is the conversion of St Andrew's Church into an inspirational learning centre. Both worthy endeavours, one or both of which might appeal to you.

PHILANTHROPY

Make a gift - The College enjoys its current strength thanks to the generosity of previous generations of Bradfieldians. Help secure the future for Bradfield and Bradfieldians by supporting our bursary or campus development campaigns.

ARE YOU KEEN TO BE INVOLVED?

We encourage you to register for 'The Bradfield Society' online, where you have access to all these different ways to be involved. Not only this but you can also get in contact with other Bradfieldians who are registered on the system, which makes it a convenient way to stay in touch. If you have any questions about this, or just to get back in touch, please do make contact.

We are here for you and we would love you to Be Involved.





 **THE
BRADFIELD SOCIETY**
SOCIAL NETWORKING ADVOCACY PHILANTHROPY ENRICHMENT EXPERTISE CAREERS HERITAGE

OVER 1900 MEMBERS HAVE JOINED OUR ONLINE COMMUNITY

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!

www.bradfieldsociety.org.uk



MICHAEL BOSTELMANN (A 61-66)



THE GIFT OF GIVING

The feel-good factor of supporting something you believe in

fear that when I turned up to Bradfield I was viewed as a rather dim boy, however Bradfield turned that around. I was very fortunate as my Housemaster, Philip Stibbe, was an excellent mentor and who instilled honesty, integrity, hard work and an ability to stay calm under pressure. The fact that the school catered for an all-round skill set, not just prizing the academics, but developing the whole person, was key. This worked for me, I achieved a good set of A Level grades and even made Head of House, a position which Mr Stibbe acknowledged was an unexpected outcome given my ragged start! The Bradfield of my day provided a wonderful environment and now I see the Bradfield of today as doing the same thing, but probably even better.

“ I GET A THRILL EVERY TIME I VISIT BRADFIELD AND TALK TO PUPILS; I AM SURE THAT IN MY DAY WE WERE NOT AS CONFIDENT AND ARTICULATE AS THE MODERN BRADFIELDIAN.

Most people who give to charity will say that it is a rewarding and satisfying experience, especially if there is a close relationship to the charity and the results can be seen at first hand. For this reason I tend to make gifts to charities I know well and where I am confident the gift will make a difference. Bradfield fits the bill perfectly.

I get a thrill every time I visit Bradfield and talk to pupils; I am sure that in my day we were not as confident and articulate as the modern Bradfieldian, it is a joy to talk to them. Visiting Bradfield and talking to the pupils has demonstrated the continued benefits of a Bradfield all-round education, particularly when it comes to providing opportunity, via bursaries, to pupils who could never otherwise access this experience. Bursaries are beneficial, not only to the individual recipient, but for the wider pupil body by providing more diversity and the ability to learn from one another. Diversity adds true value to the College. Making a gift towards a transformative bursary is something very personal and with real emotional resonance.



“ A LOT OF PEOPLE HAVE BENEFITED ENORMOUSLY FROM A BRADFIELD EDUCATION, MYSELF INCLUDED, AND I WANT TO HELP OTHERS TO MAKE THAT SAME JOURNEY.

Running was my sport which I took quite seriously during my time at the College. There was a lot of cross country running going on in those days and I have particularly fond memories of the original Steeple Chase, which involved climbing up through a raging weir, although I am reliably informed the modern incarnation features a shorter dip in the Pang. We competed frequently against other schools and running clubs, indeed it is how I came to join Thames Hare and Hounds, of which I have been a member for 55 years. But running needs little financial help. No special equipment, no expensive courts and no flood lit pitches.

Tony Billington (H 59-63) knew full well that my wife is a keen, life-long tennis player and so when he approached me to support the Indoor Tennis Centre, completed back in 2000, and again for the new clay courts, completed in 2017, I had little option than to support this whole-heartedly.

“ BEING A FORMER ACCOUNTANT, I ALSO ENJOY PLANNING FOR MY GIVING TO BE AS COST EFFECTIVE AS POSSIBLE, THEREBY ENABLING ME TO BE MORE GENEROUS AND ENCOURAGE OTHER TO DO LIKEWISE.

Back in 2000 we could see the Indoor Courts could be hugely beneficial to tennis players both in the College and from the wider community. It is not easy training in the winter in the pouring rain and providing a facility that would enable all year-round play, and eventually become the centre of the community Tennis Club, meant that I was confident it would be a sensible project. And so, it has proved to be. I am keen that Bradfield should be part of the community, providing benefits outside of the College is quite important. The addition of the clay courts a few years ago has enhanced the profile of the sport and both facilities have played in integral role in the recent successes in tennis for Bradfield and Berkshire.

Being a former accountant, I also enjoy planning for my giving to be as cost effective as possible, thereby enabling me to be more generous and encourage other to do likewise. Gift aid is good and beneficial but it is worth investigating other opportunities with a tax adviser, for example making gifts of shares to charity as they can be exempt CGT and full income tax on the value, two tax reliefs in one gift, what is not to like?

“ MY EDUCATION AT BRADFIELD WAS SUPERB AND IT SET ME UP FOR LIFE.

Both tennis projects have provided a real kick in seeing at first hand the superb facilities that resulted from the appeals. I am also very happy to be able to give something back to enable other pupils to have the Bradfield experience via the Bursary scheme through the 1850 Club.

My education at Bradfield was superb and it set me up for life leading me first into the Accountancy profession for 30 years when I was then ‘stolen’ by a client to manage an international engineering company. Perhaps a demonstration of the flexibility and free-thinking of the Bradfield education.



TEMPUS FUGIT AND JUNIOR TEMPUS FUGIT 2021

Due to the disruption of 2020 and following up on the online events we hosted, this year we will be hosting a combined lunch for all age groups at College.

Bradfieldians aged 60 years and over on

the date of the event are invited to join us for our combined Tempus Fugit and Junior Tempus Fugit Lunch on **Friday 29 October 2021**.

Times will be 12 noon for drinks in the Warden's Room followed by lunch

at 1pm in the Dining Hall. There is an optional early start at 10:15am for coffee and College Tours.

We hope that you will be able to join us so please save the date. More details to follow shortly.

OBITUARY - ERNEST JAMES NICHOLAS HICKS (C 48-53)

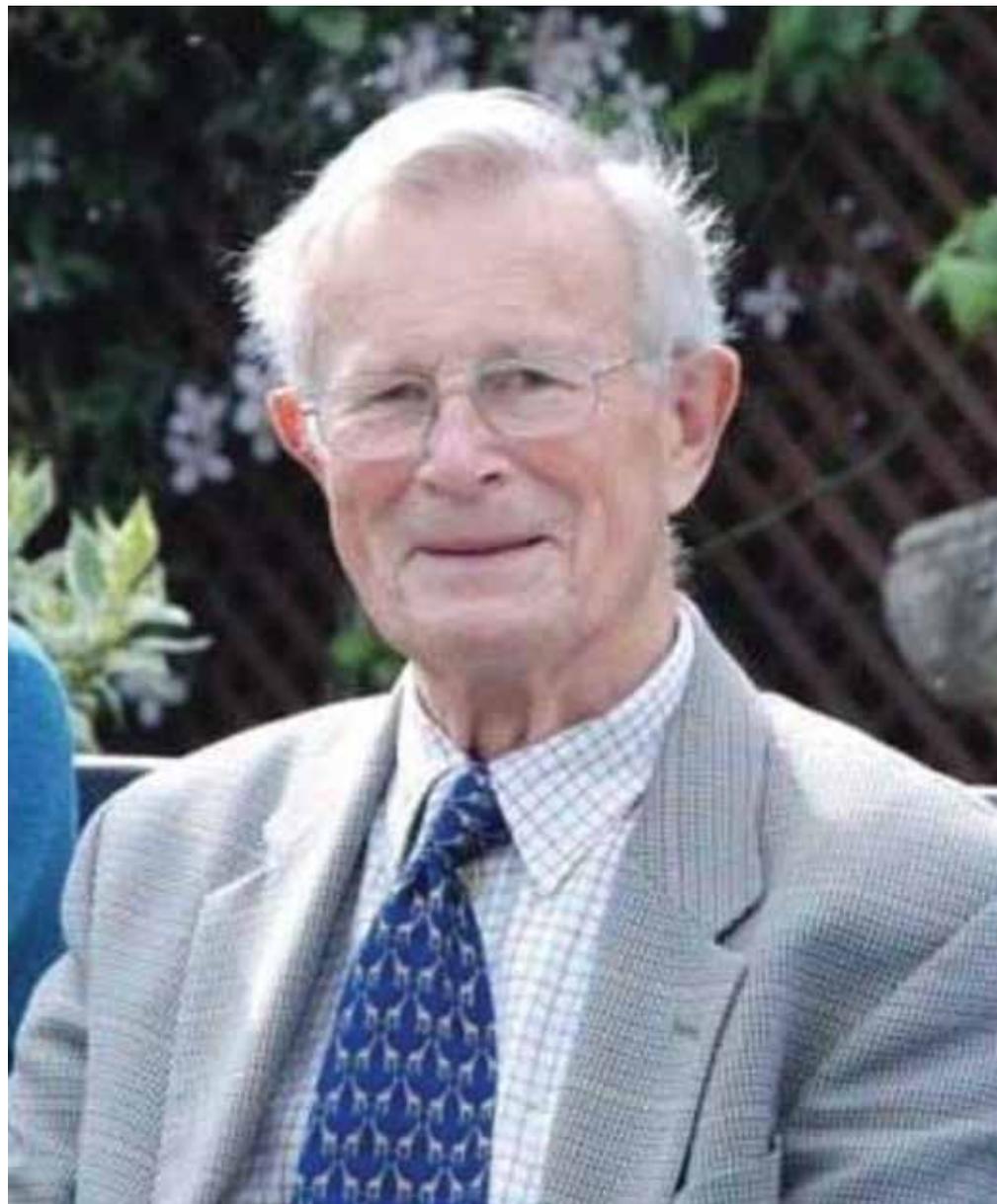
Ernest James Nicholas Hicks (Nikko) "Hicks mi", born 1935, attended Army House during his time a Bradfield, following in the footsteps of his father, Thomas Hicks (C 22-26), and brother, Peter Hicks (C 47-51).

He often spoke of the freezing swims in the school pool and indeed the River Pang; his preference was for the warmer activity of cross country running. He represented the College athletics team and ran for Berkshire County.

From school Nikko spent his National Service period with the King's Royal Hussars. He then began an engineering apprenticeship with W.H. Allen. He later completed a degree in Mechanical Engineering at Cranwell College. From here his varied career took him to Cammell Laird Shipbuilding before transferring to the early days of computing with ICL and then Twinings Tea as a Data Processing Manager.

His son Robert Hicks also attended Bradfield (C 78-82). Sadly, Robert died in 1988 and is buried by the College Chapel. A Memorial Fund has run since that time to encourage musical individuals to travel abroad for experience working with a charity.

Nikko passed away in May 2021. He leaves his wife Jill, daughter Annabel and two grandchildren Angus and Ella.





OBITUARY - FREDDIE MCCLEAN (H 05-10)

George Freddie McClean (H 05 -10) very sadly passed away on 5 March 2021 aged 29.

After leaving Bradfield in June 2010, Freddie worked at the Edinburgh Fringe before taking on the role of Office Manager at a specialist lighting company in order to earn money for his travels. In the Spring of 2011, he headed off to China on his own and then into what was once known as French Indochina (Vietnam, Cambodia and Laos) before finishing his trip InterRailing around Europe with a group of Bradfieldians.

On his return Freddie took up his place at Manchester University studying English Language and Screen Studies.

In true Freddie style, he made a huge impact on all those he met and developed many close friends whilst securing a 2.2 in his degree.

Following university, he decided to continue exploring the world with some of his university friends, this time travelling around India.

After his return, Freddie spent a couple of years working as an Estate Agent before finding his feet as a recruitment consultant, a role he thoroughly enjoyed and at which he excelled.

In late December 2020 at the height of the Covid pandemic, Freddie was admitted to the Intensive Care Unit at St George's Hospital Tooting suffering

from a still-undiagnosed neurological condition. Despite a brave fight lasting two and a half months, he died on March 5 2021.

Freddie was the greatest person; loving, kind, quick-witted, funny and beautiful. Anyone who knew him would already know this. He will be missed by so many, always.

Should you wish to contribute, a Just Giving page has been set up in Freddie's memory with the proceeds going to a neurological charity:

<https://www.justgiving.com/crowdfunding/fredbearsfund>

Emma Boyle (M 05-10)

OBITUARY - JIM DAVIS

(G 42-46)

James Gresham Davis was born in July 1928 in Essex where his father, Robert, was a Maritime Superintendent of the LNER North Sea Train and Ferries in Harwich. Shipping was in his blood.

Jim was sent to Prep school in Brighton, at Ovingdean but the school was evacuated to Devon when an enemy bomb near miss damaged the building early in the war. He was a keen sportsman and became Head Boy by the time he left.

Bradfield in 1942 was a place for harsh living with fuel and food shortages, on top of discipline regimes that were quite severe. Many of the teaching staff had returned from retirement to replace the younger teachers who had been called up to the armed forces.

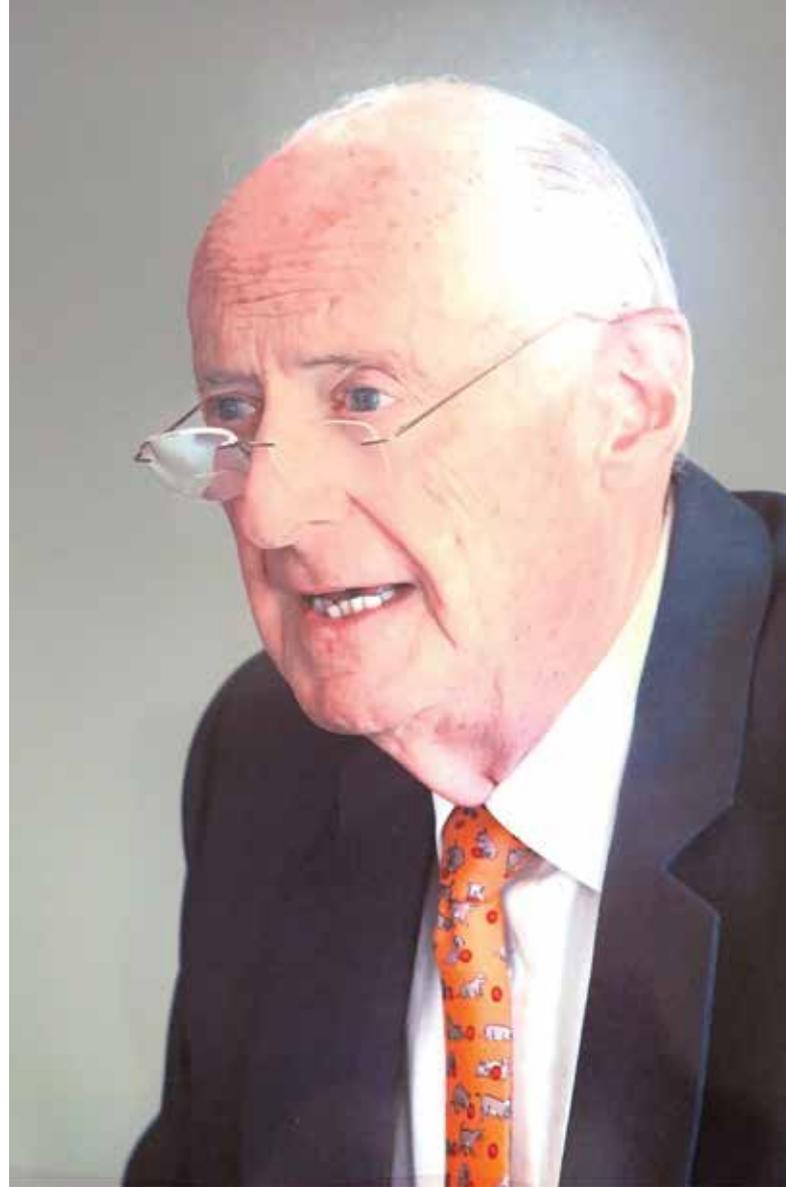
Jim arrived in September and went to G House (on the hill) which at that time was under the redoubtable Housemastership of John Mouldsdale. Jim quickly became a considerable force in House, school and team events, eventually becoming Captain of football, squash and fives as well as playing cricket for the first team. He was a successful actor in the Greek Theatre plays directed by Cecil Bellamy (Army Housemaster) receiving commendable plaudits from The Times drama critics for his performances as Polonius in *Hamlet* and Sir Andrew Aguecheek in *Twelfth Night*.

Leaving Bradfield in 1946 he was committed to two years in the Navy which he faced with equanimity if not enthusiasm, leaving thankfully and wiser, but 'little better informed' in early 1949. He then had a ten-month gap before going to Cambridge University.

On a visit to Bradfield the Headmaster, John Hills, advised Jim to spend this time teaching at Prep Schools. He took this advice and enjoyed the experience and was even offered the chance to buy out one of the schools when he had gained his degree. He declined the offer.

Jim spent three years at Clare College, Cambridge, coming down with an Honours degree in Law and Economics and a list of friends whom he knew for the rest of his or their lives.

Before leaving Cambridge Jim had applied for an interview with P&O (shipping) and was accepted as a "learner", a euphemism for Management Trainee. This started a significant twenty year career with P&O followed by a



further 16 years at Kleinwort Benson as their Director of Shipping.

Jim was appointed CBE in 1988 and was made a Knight Commander of the Order of Dannebrog in 1996 (a Danish honour dating from 1226) and he was Chairman and President of many National and International shipping and transport orientated conferences and forums. He was particularly proud of his involvement in the creation of the International Maritime Industries Forum (IMIF) of which he was Chairman for several years.

Alongside his busy commercial life 'the centre of his world' was his wife Hanny and their three daughters, Mariske, Katrina and Charlotte. Not having any sons, he and Hanny have had to wait until their oldest grandson was of a suitable age to go to Bradfield. Jack, son of Mariske and Mike Hindley, is now coming to the end of his first year at the College and is about to enter F House. Jim was delighted.

Jim will be greatly missed by his whole family and his many friends throughout the world.

Bryan Whalley (E 44-48)



OBITUARY - PETER AINSWORTH (D 70-75)

Born in 1956, Peter Michael Ainsworth was the son of Lieutenant Commander Michael Ainsworth, a naval officer; his mother had been a Wren.

After the navy Michael Ainsworth taught cricket part-time at Bradfield College in Berkshire and it was there that his son went to school, leaving to read English at Lincoln College, Oxford. Throughout his life, one of Ainsworth's greatest pleasures would be literature. His ability to quote TS Eliot's *Little Gidding* — "History is now and England" was a favourite line — or to discuss the worth of Shelley was matched by his avidity in discovering new works, which he would buy in independent bookshops, abjuring Amazon. He also wrote poetry, a volume of which will be published shortly.

Ainsworth's Oxford years coincided with the dismal period in British history that culminated in the Winter of Discontent... Students, however, did not see life as so bleak and Ainsworth's last year was enhanced by meeting Claire Burnett; the couple married in 1981 and would have three children: Imo works in sustainability in local government in Colorado, Olivia is a doctor and Benny an actor.

After Oxford both Ainsworth and Burnett went into the City, where

Ainsworth's ease of manner helped him to succeed as a corporate banker, working for Laing & Cruickshank Investment Management and SG Warburg Securities, both later acquired by UBS. This was the time of the liberalisation known as the Big Bang, when, as Ainsworth remembered: "American companies began buying out British finance firms — merchant banks, stockbroking firms and so on, which are old-fashioned terms now — and then pulverising them." Believing that the City should not operate in a moral vacuum, he was uncomfortable to see colleagues "spending more time negotiating fees than they did thinking about what they could do for their clients... I'm quite pleased I didn't stay".

Having already served as a councillor for the London borough of Wandsworth, he turned his thoughts to becoming an MP. Fully expecting to spend his first general election fighting an unwinnable seat, he was instead selected to the safe Tory constituency of East Surrey, previously occupied by the former chancellor Sir Geoffrey Howe. In 1992 he was elected with a majority of 17,656.

In the Commons Ainsworth promoted environmental causes, notably hedgerow protection, and saw the

urgency of acting against climate change. In 1996 he entered the whips' office, a role that he enjoyed because of the contact it gave him with fellow MPs, and, after the Conservatives' defeat at the hands of Tony Blair, was an appropriate choice as Shadow Culture Secretary. Then, as Shadow Environment Secretary, he tried to rebrand his party as one that cared about the planet.

Leaving politics, Ainsworth felt he could effect more change through the voluntary sector and occupied a series of often unpaid positions, all of which played to his strengths. As chairman of the *Big Lottery* from 2011 to 2019 he delighted in directing money to people and organisations who were achieving positive results for their communities... As chairman of *Plantlife*, a charity for wildflowers and meadows, he helped a small and focused body maximise its media reach. He was also chairman of the Churches Conservation Trust, caring for churches at risk, which spoke to his love of English history and culture; he helped it through the pandemic when the churches were closed.

Immensely gregarious, Ainsworth will be remembered as a Technicolor personality, always energetic on behalf of the things that he loved and found moving; a man of emotion, for whom poetry or stories of First World War heroism quickly brought tears to his eyes.

A superb mimic, he once struck fear into a friend's household, after a grass snake had accidentally been killed by a lawn mower, by pretending to be an RSPCA inspector.

Peter Ainsworth was born on November 16 1956 and died on April 6 2021, aged 64.

The full obituary appeared on The Times website on April 15 2021: www.thetimes.co.uk/article/peter-ainsworth-obituary-j332l6ff9

OBITUARY - KIRSTY TAPHOUSE (STAFF 2017-2021)

Kirsty Taphouse sadly passed away on Wednesday 9 June 2021, aged 49, leaving her mother Diana, partner Ryan, children Mia and Max and granddaughter Zoe.

Kirsty joined the College in April 2017 and was a wonderful and valued member of the Domestic team and of the Stone House community. Her presence in the boarding house lit up the place on a daily basis and the staff who work in the House, and the boys who are members of it, could always depend on Kirsty to provide a cheery good morning, a wonderfully infectious laugh and a very positive attitude.

Having a positive attitude when cleaning up after teenage boys is not always easy. They are, by nature, an untidy and not always sweet-smelling group and picking up their dirty clothes and cleaning up their rooms, their showers and other areas of the House is not for the faint-hearted. Despite those rather unappealing conditions Kirsty was always so happy, so positive and so chatty. She genuinely cared about the boys she looked after and often cheered them up if they were feeling down or calmed them down if they were a little over-excited.



Kirsty was always busy in the House trying to get all her work done, frequently only leaving herself about thirty seconds to catch the minibus from the boarding house, putting on her coat while running down the road. She loved her job at the College.

She loved to sing along to the tunes on her radio as she cleaned and she was nothing but an enhancer, a radiator of positivity and a bright and glowing part of the community.

She enjoyed the team dynamic enormously in Stone House and her loss will be felt deeply by all that knew her. It was the Greek Philosopher Theophrastus who said "Time is the most valuable thing a man can spend". Those in Stone House and the wider Bradfield Community who were lucky enough to spend time with Kirsty will cherish the gift of that time that was spent with her.

We will miss her enormously.

DEATHS

AINSWORTH, Peter (D 70-75)
on 6 April 2021

BUTLER, Graham (B 87-92)
on 21 January 2021

COTTERILL, Michael (F 43-48)
on 18 December 2020

COX, Dick (G 35-41)
on 14 June 2020

DAVIS, Jim (G 42-46)
on 20 March 2021

DIXON, Simon (C 58-61)
on 27 April 2021

HICKS, Ernest James Nicholas (Nikko) (C 48-53)
in May 2021

MCCLEAN, Freddie (H 05-10)
on 5 March 2021

SOUTTAR, JOHN L (A 63-66)
on 8 December 2020

WILLIAMSON, A W (Bill) Rowe (G 38-43)
on 26 August 2020

WYLDE, James (D 46-49)
on 8 May 2021

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

