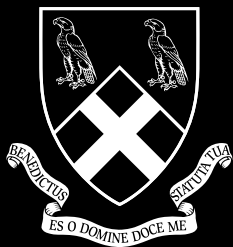


# The Bradfieldian

December 2021





# BRADFIELD COLLEGE

## The Bradfieldian

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## FROM THE HEADMASTER

Dear reader,

At Commemoration this year I spoke about the many qualities displayed by Bradfield's pupils throughout another trying year, qualities which are essential for their future. I highlighted the importance of 'LQ', or learning ability, for a generation which will see the pace of change grow. The manner in which we foster this is evident throughout this edition of *The Bradfieldian*, including the feature article by Head of Design, Nick Mills, who describes how a human-centred approach to his subject enables pupils to be innovative and resilient as they solve problems.

Developing a love of learning runs seamlessly through curricular and co-curricular pursuits. This is, of course, first and foremost a human endeavour, but it is supported by our fabulous campus. The environment in which our pupils live and study and the facilities which they use are inspiring. This is the principle behind our plans for the learning centre in St Andrew's Church and has also been pivotal in the growth of College tennis, both of which feature in these pages.

Our pupils' 'GQ', their understanding of the responsibilities of global citizenship, has been evident in their response to the events of the past 18 months. Equally, they have grown in Digital intelligence, or 'DQ', negotiating the challenges and harnessing the opportunities of digital citizenship. Our Young Filmmaker Award nominees display both qualities in their striking films about the experiences of our black pupils and the stigma around male mental health.

Our outgoing Heads of School, Chloe (J) and James (D) and fellow JCR members led the pupil body with distinction, bravely sharing their vulnerabilities to help other pupils understand that it's ok not to be ok. The emotional intelligence, 'EQ', they demonstrated underpins the ability of all our pupils to make positive contributions to the wider world. This is a theme which resonates in the article by David Wright (E 48-53) about his own legacy and in the obituaries of several distinguished Old Bradfieldians also in this edition. It is a theme which is all the more important in our uncertain times.

Dr Christopher Stevens,  
Headmaster

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Welcoming Richard Butler (G 52-56) as the Society's new President.

A man with a beard and mustache, wearing a red and purple academic gown over a blue and white checkered shirt and a blue patterned tie, is speaking at a wooden podium. He is looking upwards and to the right. A microphone is visible on the podium. The background shows a brick wall and green foliage.

# FOSTERING LEARNING ABILITY

An abridged version of the Headmaster's Commemoration speech

“Ancora imparo” – “I am still learning” – is a motto attributed to Michelangelo near the end of his long life. Whether he said it matters little, the key is to recognise even a genius can be a lifelong learner. It is increasingly apparent that LQ – or learning ability – is essential to flourish in today’s world. Whether it’s adjusting to COVID or to technology, we all know how important it is to be ready to learn and – better still – to want to. As Sir Richard Livingstone said more than 70 years ago: “The test of successful education is not the amount of knowledge that pupils take away from school, but their appetite to know and their capacity to learn.”

This is the principle behind our plans for the learning centre which we will establish in St Andrew’s Church. As many have commented following the announcement of our plans, it will enhance the excitement of learning.

LQ is just one of the qualities displayed by Bradfield pupils over the last year. Combined with their hard work, their digital intelligence, or DQ, and their IQ it has led to some very strong performances in assessments this term. At the end of a year when, like their pupils, our teachers have had to adapt to online education and constantly changing exam arrangements, I express my thanks to them for their remarkable professionalism, skill and care for their charges.

In other fields, Arion (G) and Herbie (C) have won places on junior courses

at the Royal College of Music, the Senior boys’ tennis team won the Independent Schools League playing against some of the top schools in the country, Issy (I) climbed Everest *twice* at home for charity and had a Cortical Stimulator at Southampton University named after her, Tina (J) was named Berkshire LTA Young Person of the Year, Katherine (I) once more played *The Last Post* sublimely at a moving Remembrance Day service, the Under 15 cricket team won the County Championship, Megan (J) and Maddie (M) played in Welsh hockey teams and Tommy (F) was selected for the England Under 16 squad, Faulkner’s had a busy 24 hour challenge to raise money for *Head for Change*, Annabel (J), Max (F) and Matthew (E) were selected for the UK Rifle Team, Savannah (M) raised money and awareness about mental health with her *Semicolon Project*, our show jumpers qualified for Hickstead, the Christmas Radio Plays were featured on local radio, four OBs have been playing county cricket and recent leaver Angus Flanagan (H 12-17) played in the Walker Cup for the Great Britain and Ireland golf team.

Meanwhile, our pupils’ GQ – their understanding of the responsibilities of global citizenship – has never been more in evidence. The murders of George Floyd and Sarah Everard, the Black Lives Matter movement and the Everyone’s Invited website have asked important questions of us all. Our pupils and staff have responded purposefully and sensitively in the knowledge that there is much for

us all to learn and this moment of opportunity for change must be grasped.

This year’s leavers have sought to build on the strategy of their predecessors, notably in the fields of equality and sustainability. They aim to ‘be the change we want to see’ and their activism has found tangible expression in several areas such as the continuation of the Leavers’ Wood project and new recycling arrangements. A focus on equality, diversity and inclusion has underpinned many talks this year. An assembly on gender equality led by the Lower Sixth came at the end of a year which has seen senior pupils setting a great example. Naomi (K) led the way, championing Black History Month with the energy which has seen her contribute in so many fields from drama to book club to CCF.

On another occasion, James (D) and Chloe (J), both multitasking all-rounders, starred in a video alongside all the JCR members, sharing their vulnerabilities to help other pupils understand it’s ok not to be ok, even if you are a deeply impressive Head of School, like Chloe and James have been this year. To them, their fellow Prefects and the Heads of House, I offer sincere thanks for their leadership of the pupil body.

A memorable series of assemblies and talks was led by Tom (G), launching Bradfield’s first ever Pride Week. Tom has been a leader in every sense throughout his time in the College. From his very early days in Faulkner’s



foyer he has entertained us all with his music and engaged us all with warmth and generosity of spirit. Along with Holly (K), a multiple scholar equally talented in classroom, on sports field and in the concert hall, he has sung some unforgettable duets. Like so many Bradfield pupils, they bring the best out of each other and support one another superbly.

Despite the upheaval of the last four and a half terms, the Upper Sixth have done an enormous amount for which we will remember them. Alongside those already mentioned, numerous others show the talent and ambition within the pupil body.

Jacob (G) has already begun his life after school as he has started training as a contracted player at Charlton

Athletic Football Club, having had to choose between that and offers of places at British and American Universities. His leadership and his commitment to learning have been in evidence beyond the sports pitch, too, not least in dance.

Keziah (M) is a superb dancer. She has also been a great environmental campaigner. She leaves with an offer to read Experimental Psychology at Oxford. Her focused efforts and excellence in varied spheres makes her, like Jacob, a superb role-model to those around her.

Leo (A) has also set a wonderful example to other pupils whilst featuring in every Carol Service, Remembrance Service and Music Concert during his time at the

College. This year, Leo has come through a very rigorous multi-round selection procedure to gain a contract on the prestigious Deloitte's Apprenticeship Programme.

I could go on but these three, who have distinguished themselves in extremely competitive and very diverse fields, exemplify the principle that whilst there is one Bradfield, there are many Bradfieldians and that there are many ways to flourish.

The identity politics of our times and an enhanced focus on individual rights mean we can readily lose sight of shared beliefs and common values. The legacy of our leavers is not, however, just in their individual achievements; it is in their collective resilience and optimism in the face of

challenges on a scale the young have not faced for generations.

There are very few staff leaving the College this year but their quality is beyond doubt. The longest serving of all is Marge Drake, a member of the domestic team for some 37 years with the last 35 in The Close. Always positive, always smiling, usually rather loud, with an infectious laugh, she has cared deeply about the boys and her colleagues.

This was true of Kirsty Taphouse who lost a battle with illness earlier this term at a tragically young age. She was a treasured member of Stone House, where she worked, and will be sadly missed.

The retirement of Fiona Wilson, our inestimable Examinations Officer, reminds us of the crucial personal dimension to every function in the College. Since 1999 in different roles, Fiona has demonstrated a meticulous eye for detail combined with great empathy.

The same is true of Brigitte Bond, who joined in 1994 and has inspired generations of Bradfieldians to love art, in particular that of the Florentine Renaissance. She always goes the extra mile for her charges and leaves behind her a love of learning for its own sake in the form of the EPQ, which she pioneered.

And finally we say goodbye to Pauline Donnelly who has taught Religious Studies for some 31 years, having arrived as only the third female

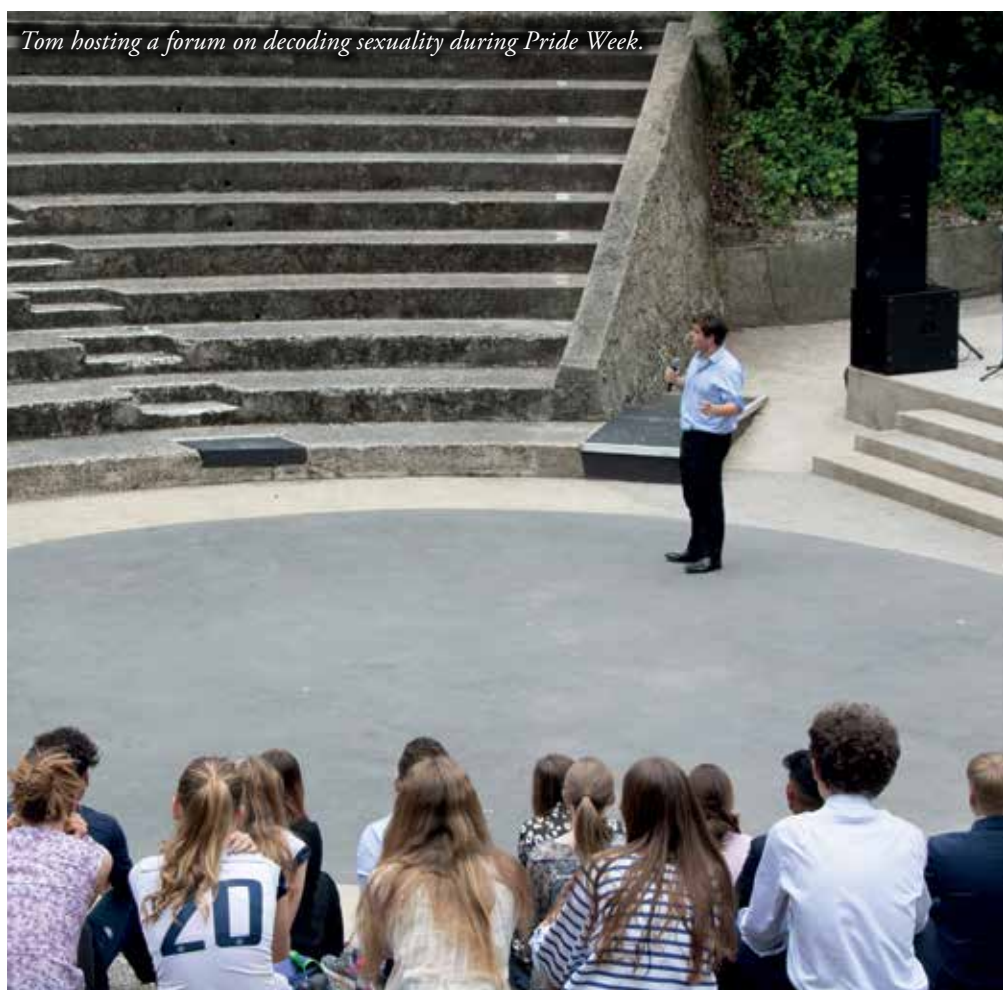
member of staff in a very different staffroom. The 'wee bairns', to use her affectionate term, know very well just how much she cares for them, as do the trustees of the various charities for which, on her watch as Head of Charities, upwards of half a million pounds has been raised. What a legacy that is.

A large American survey of the factors that make a successful education concluded that it is ultimately not where you go to College, but how that makes the greatest difference. Crucially, young people with at least one teacher who made them excited about learning and cared about them as a person, while also having a mentor who encouraged them to pursue their goals and dreams, have

more than double the odds as adults of being engaged at work and thriving in well-being.

The pupils in this College are blessed with exactly these attributes in the staff who surround them. Bradfield's pupils have staff who are great at fostering LQ but who do so whilst caring about them as people and mentoring them to pursue their goals and dreams.

Under the care of their teachers and inspired by their peers, alongside IQ, DQ, GQ and LQ Bradfield's pupils develop the all-important EQ, the emotional intelligence without which all the other qualities are little worth. It remains a privilege to watch that development.



# AN EDUCATION IN DESIGN IS AN EDUCATION FOR LIFE



NICK MILLS, HEAD OF DESIGN

**D**esign is an alternate history; told through the cups, the saucers, pens, cars and the clothes; all the objects we surround ourselves with. It adds value to the world around us yet it is often dismissed and labelled 'not academic'. With an object that performs its function well the design often goes unnoticed and is something which is taken for granted but poor design is instantly noticeable. Put a bad toothbrush in your mouth and you are suddenly aware of a bad design choice.

“ **DESIGN IS INTELLIGENCE  
MADE VISIBLE.**

**Alina Wheeler**  
(*Brand Designer 2016*)

Not always defined by the end-product in the same way a scientist, engineer or craftsperson might be but far from being ill-defined masters of no trade, designers are inquisitive by nature, striving to improve the world by concerning themselves with the finer details. Their relentless pursuit of betterment follows a haphazard iterative process or, more accurately, a journey punctuated with failure.

Resilience is key to designers' success. James Dyson famously produced over 2,000 prototypes for the first bagless vacuum changing his design 5,127 times. Taking attention to detail to entirely new levels, car manufacturers now have workforce divisions devoted to the optimal depth of a physical button press; apparently, the answer is 1.6mm.

“ **DESIGN THINKING IS A HUMAN-  
CENTRED APPROACH TO INNOVATION.**

**Tim Brown, IDEO**  
(*Executive Chair*)

Since its first appearance as a named academic subject in 1988, Design & Technology in schools has followed a similar journey. The early days of Woodwork, Metalwork, Needlecraft and Home Economics eventually gave way to Craft Design and Technology (CDT), a move which promoted a skills-based curriculum but one which prioritised materials and process over the use of 'design thinking'; a phenomenon that has since become a buzzword in the world of business.



As industrial designer and visionary Tim Brown puts it: “Design thinking is a human-centred approach to innovation that draws from the designer’s toolkit to integrate the needs of people, the possibilities of technology and the requirements for business success.”

The concept has led to a paradigm shift from a typically gendered curriculum of specific material elements to a unified design-orientated curriculum focused on problem solving and this human-centred approach to design.

“The world of work is not as it once was: ‘a life of careers as opposed to a career for life’ is clichéd but almost certainly the future on the near horizon”, writes Neil Burch, our Deputy Head (Academic) in his article on Attitude to Learning on the College website.

This is the approach we take to Design as a subject. The pupils we teach may not pursue it beyond Bradfield or indeed become master craftspeople but that is not the point. An education in Design provides pupils with the ability to be flexible and resilient in order to apply themselves and succeed

in any number of careers after they leave, many of which are yet to exist.

Far from being just a Sixth Form subject, we look to the skills required at the highest level and have embedded them within our Faulkner's curriculum. Pupils progress through the subject developing their ability to independently research, design, iterate and ultimately produce a solution for a need which they have identified. We focus on working with industry, where possible using 'live' experts to inform designs as well as material choices, while working closely with local manufacturers as well as suitable material sources.

We help pupils to become open-minded so that they can empathise with the needs of others and take an expansive approach to problem solving. These pillars are the foundations of a curriculum which is built for the problems we face now and those we will face in the future. We encourage the consideration of sustainability, the cost of materials, innovative manufacturing methods and communication, all of which underpin our education and all of which enable pupils to confidently provide examples of how they can utilise these key skills and ideologies with their potential employers.

All of this is not to say we don't aim to inspire our designers to pursue careers within the creative industries and why would they not want to consider it? Advertising, architecture, computer services, museums, fashion, performing arts, film, crafts, publishing and many more like them are worth a combined £115.9bn GVA (Gross Value Added) to the UK economy. This is greater than the automotive, aerospace, life sciences, oil and gas industries combined.

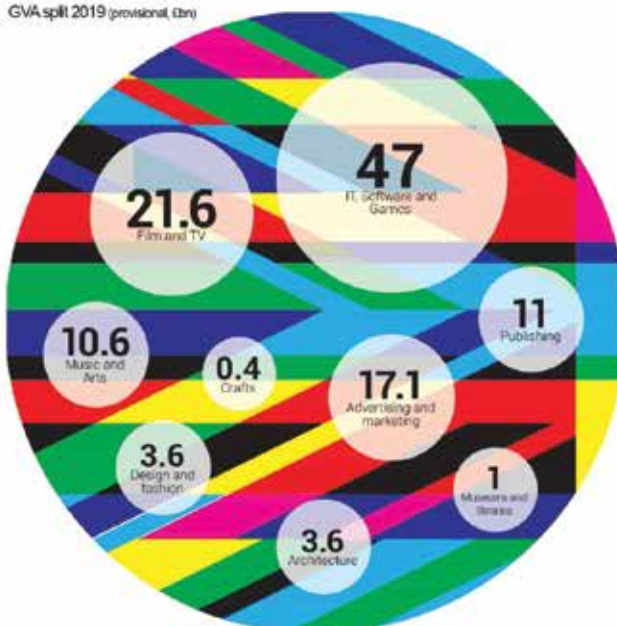
Not only that, but also they are growing, at twice the rate of the economy as a whole, with two million people employed in 2020, forecast to expand to three million by 2030. According to a recent Design Council report digital designers can expect to earn between £609-£757 per week; much greater than the UK average of £539 per week. This demonstrates the inherent value of Design to these industries but also to our pupils.

In Design, we help pupils to thrive in any creative pathway, be it product design, engineering or the more sculptural approach, all are of equal value. Far from being prescriptive we aim to inspire while furnishing pupils with the skills required to make the world a better place one design at a time.

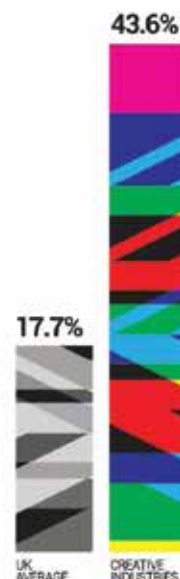
## The UK Creative Industries 2019 **VALUE**



GVA split 2019 (provisional, £bn)



Change in GVA 2010-2019\*\*



[www.thecreativeindustries.co.uk](http://www.thecreativeindustries.co.uk)

Source: DCMS, December 2020



## MOVING FORWARD TOGETHER – THE BRADFIELD GROUP

*St Andrew's School joined with Bradfield College to establish the Bradfield Group on 10 December 2021.*

Bradfield College and St Andrew's School are excited to be entering a new era for both schools when, following over 12 months of due diligence and talks, they joined to found the Bradfield Group on 10 December, 2021. This merger will enable the schools to share expertise as they build upon a common vision of an all-round education through which children enjoy school, learn, grow in confidence and make a positive contribution to society.

The two schools have shared close ties since St Andrew's was established just two miles away from Bradfield (formally St Andrew's College, Bradfield) in 1934. Both schools enjoy beautiful locations, extensive grounds, excellent facilities, and a proud heritage. Both have generated strong momentum in recent years, establishing reputations for educational excellence within a nurturing environment characterised by family values and outstanding pastoral care.

This partnership offers the schools opportunities for sharing strategic thinking and developments in teaching and learning, for enhanced curriculum and professional development, for better use and improvement of facilities, and for delivering cost efficiencies through economies of scale. It will further strengthen both schools as they look towards the future.

St Andrew's and Bradfield will each retain their individual identity, character and traditions, and will continue to be run on a day-to-day basis by their own leadership teams, overseen by a single, combined Governing Body and its Committees. Each school will continue to develop its own provision whilst building upon the links that exist between them. St Andrew's will continue to feed a number of Senior schools in the Berkshire area, and beyond, and Bradfield will continue to welcome pupils from a wide range of feeder schools.

"This exciting move is a strategic development which will underpin continued success for two excellent schools with their own independence but a shared understanding of a great education."

*Dr Chris Stevens, Headmaster of Bradfield College*

"The most exciting aspect of forming the Bradfield Group is the enhanced opportunities for current and future pupils, through providing greater depth and breadth in academic offerings, the co-curricular life and the pastoral support. We believe that this merger only adds to the educational experiences the children will encounter on a daily basis."

*Ed Graham, Head Master of St Andrew's School*



## ACADEMIC FILMS RECEIVE NATIONAL RECOGNITION

Upper Sixth leavers Bertie (G), Claudia (I) and Dylan (D) all received recognition for their academic Film Studies projects from the Cinemagic Young Filmmaker Awards, a national competition which celebrates the work of young people and the filmmaking stars of the future. Their documentary and experimental short films were shortlisted for awards from over 600 submissions from the next generation of young creatives.

Running for 32 years, Cinemagic Young Filmmaker has many well-known alumni including Michael Lennox (*Derry Girls*), William McGregor (*Gwen, His Dark Materials, The Missing, Poldark*), Ryan Tohill (*The Dig*), Andrew Tohill (*The Dig*) and Lee Cronin (*The Hole in the Ground, Evil Dead Rise*).

Dylan's short documentary 33 explored the experiences of black pupils at Bradfield. Inspired by the unconventional cinematic techniques seen in *La Jetée*, a French featurette from the 1960s which explores social and political issues, Dylan wanted to convey emotion through the use of diegetic interviews as well as non-diegetic voice

overs to bridge between the visuals and create a thread through the narrative.

"The subject is very personal so I felt that using talking heads and voice overs would be the most effective way to establish an intimate and personal relationship with the audience. It is not often that people of colour are given the spotlight to openly talk about prejudice but for me this film offered a space to discuss racial issues and experiences without judgment."

Claudia's film *I Am A Man*, featuring young men opening up about their self-image and insecurities, was also shortlisted in the Documentary category. Inspired by the portrayal of insecurity and anxiety in the 1980s, Australian film *A Girl's Own Story* and also an advert she saw on TV, Claudia aimed to produce a powerful documentary recognising the pressures young men are under.

"I decided to shoot my interviewees writing words on another male's body before he put his suit back on and walked out of the room. These words allowed the boys to 'get off their chest' things they had been called or believed

themselves to be. This visual metaphor allowed me to present how boys cover up their emotions and hide their feelings from the world."

Aiming to develop a narrative that ended with a twist, Bertie's shortlisted Experimental short *Inside 624EE*, follows a young photographer who discovers the mysterious power of an old 624EE camera when trying to capture images of London in lockdown. Bertie was inspired by the film noir/ neo noir style of *Pitch Black Heist* as well as its clear linear narrative and simple three-act structure.

"My film is about a camera that has a mind of its own, the camera acts as a character and is a key focus for my narrative. *Inside 624EE* depicts the loneliness and trauma one could feel during lockdown, one could feel trapped and in desperate need of a friend, just like my antagonist."

*You can watch all three pupil films 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) to find this article.*

# YOUNG LOVE

*by Lara (K), winner of the de Bernières-Smart Poetry Prize 2021.*

Young love is kisses stolen  
On benches washed in darkness  
It's every touch setting skin alight  
And glances between classes  
It's a feeling of lightness  
Which seems to flow and spread  
Into your rushing blood stream  
Causing your dizzied head  
To lose its place  
Set tight on your shoulders  
But instead, it flies  
So steadily over  
The normalcy and complacency  
Of boring daily life  
And at one point you start asking  
yourself  
Is this love? Or this is like?  
But none of that seems to matter  
When your eyes meet with theirs  
All that matters is the feeling  
Of their steady stare  
Something which feels so light  
And seems to lift you up  
But at the same time so intense  
You think it must be love  
Everything seems new  
And it's bursting with rosy light  
But since everything's so new  
Each and every fight  
Can come to seem like the end  
Because we don't know how to deal  
With problems which feel so massive  
With issues that seem so real

I often wonder if years away  
We'll all look back and laugh  
About the things we used to say  
And what we thought we knew of our  
hearts  
Maybe we'll all reminisce  
And wonder why we cared  
But I think there's a simple beauty  
In remembering that there's  
something there

Adults often tell us  
'give it time and you'll understand'  
But that gets frustrating when you're  
the one  
Involved in the matter at hand  
Of course, there's no sense in  
disputing  
That wisdom comes with age  
But that doesn't then mean that all  
our worries  
Will simply go away  
In fifteen years, our anxieties and fears  
Will still exist, if not worse  
So, I think it always helps to have a  
reminder  
That this age is not a curse

We're experiencing things for the first  
time  
Which we can never do again  
We're finding our place within the  
world  
We're making lifelong friends

And young love is the most powerful  
entity  
Of all in this world, no doubt  
There's something so bittersweet  
In a love so shrouded in doubt

It's raw and real and vulnerable  
It's exciting and so unsure  
It's tentative and yet so completely free  
It's heavy, but yet so pure  
It's a breath of fresh air, but at the  
same time  
The first air into your lungs  
It's climbing up a newly made ladder  
But deciding on all of the rungs

Young love is kisses stolen  
On benches washed in darkness  
It's inside jokes and giddy joy  
And glances between classes  
But it's also something bigger  
Than what we can see now  
It's also something we'll take with us  
Though in ways we can't know how

Something never seen before  
It cannot be compared  
And there's a simple poetry  
In all those moments shared  
Never again will we be able  
To love for the first time  
So, remember ever moment of it  
As I'd try to remember mine

# IL DIAVOLO

*by Maryam (I), winner of the de Richard Adams Creative Writing Prize 2021.*

I laughed out loud as the heavy burden of my reality hit me. The gentle, distant lapping of the waves against the shore and the sweet smell of freshly baked Italian pastry and strong, black coffee felt infuriatingly out of place in my suffocating pool of thoughts. Finally comprehending the full extent of my morbid situation, a fit of uncontrollable, absurd laughter surged through me

again, leaving traces  
of misery and cold,  
desperate rage.

Full of anger,  
I walked  
onto the

balcony only to be welcomed by the peaceful serenity of the turquoise waters and voluminous clouds of wizard white drifting past and disappearing in the silver of the horizon. The fresh sea breeze felt soothing against my blazing skin, lightly ruffling my hair. I spared a short glance at the pastels scattered across the impressive rock towering over the Amalfi coast, surrounded by the woody scent of blossoming bougainvillea. At this moment, I hoped time would stop, allow me to melt into it – finally fall in love with life – but happiness was a different kind of country.

As though the briny air wasn't enough to warm my intoxicated soul, I lit a slender cigarette. Tightly holding the rough paper between my knuckles, I slowly brought it to my lips and inhaled the burning tobacco, the tarnished smoke infiltrating my lungs,

permeating them with a warmth, and welcoming them in its snug embrace like an old friend. I watched the bluish smoke twirl skyward when I felt a cold hand against my shoulder. Suddenly, from this single touch, I felt imprisoned by the openness of the Amalfi air; the air that seconds ago brought me solace, was now yet another bar on my sordid cell. Hopelessness and confinement had long become embedded in me, while pretending was now my second nature. Pasting a limp smile on my lips, I turned around to face my intruder.

Allessandro Ricci. He was the future 'Godfather' of the Sicilian Cosa Nostra – although he was neither 'God' nor 'father'. Under the veil of conducting the Mafia's work and being a caporegime – answering only to the Godfather, he was determined to rise up the ranks of the Cosa Nostra, regardless of how many people he had to tread on; his achievements were considered impressive for his young age – he was respected by those serving him and praised by those ignorant. In

most parts of Italy, he was known as the Devil's 'faithful servant'. Some would even call him the Devil himself. But I could see past his ambitious persona and his loyal service to the Mafia. I could see the person underneath, and the amount of enjoyment it brought to him – personally – to observe his sickening 'masterpieces'; I could see the ghost of a merciless smile stretch across his emotionless face as lives of thousands would collapse right in front of him; I could see right through his stone-cold eyes, the sunken scar across his right brow serving as a permanent reminder of all the horrid crimes he had ever committed. All because I knew it ...all too well.

December 25th, 1987. Things had finally started looking up for my family. It was our first Christmas in a place we could call home. Being just children, we were merely happy to be full and warm at last, the source of our happiness being beyond our concern or understanding. Weeks prior, Father's new business associates started showing up more and more often at our new house – faces that have now become all too familiar. We didn't make much of it, but as it turns out, Father made some wrong choices ... and wrong choices lead to even worse consequences. Before the dinner, moments of peace and joy coalesced into one, a state of harmony and freedom finally restored in our family. But that's when disaster struck. A dense, grey smoke started darkening my vision, sputtering flames consuming everything in sight, before the splintering windows, wailing sirens and cries for help all became one. All I could see was a faint outline of figures behind the flames and indistinct voices announcing, "*Missione completata. Rapporte Al Diavolo.*" Waves of blazing heat radiated from the explosion, the billowing smoke engulfing the house. Moments before it all went black, Father's words echoed through my ears: "*Alessandro ... Alessandro è 'Il Diavolo'*".

I was the sole survivor of the disastrous 'accident' of December 25th, 1987. A poor, orphaned child taken under the generous care of the virtuous

Alessandro Ricci – one of Father's 'closest' business associates. As time went on, one thing led to another, and care eventually turned into something more ... or at least that's how it was for Alessandro. For me – five years have passed by, and yet it still feels like yesterday. I can still feel the scorching heat against my skin, the metallic smell of blood still thick in my nostrils – still persistent in my memory. Five years, all filled with continuous stages of hidden grief, guilt, anger and helplessness; ultimately, all you're left with is a black, infinite void, that no amount of emotion can ever fill. Sometimes I can't help but wonder whether dying in that fire would have been the better outcome – whether it would have ended my misery. But I'm a survivor: staying alive seems to be my specialty. And that's what I'm going to do.

"You woke up early, my love," he said in his broken Sicilian accent that made my blood boil.

"I wasn't very tired, I suppose," I remarked with a feeble smile. Oh no, I wasn't tired ... I was exhausted.

"I hope you haven't forgotten about our yacht cruise today?" he said, firmly drawing me closer. I tried to suppress my simmering anger and hide any signs of disgust on my face.

Today. Today has to be the day.

"Of course not, *amore*." The words felt like poison on my tongue. Today, I will end my torment, free myself – body and soul. "Wait for me on the yacht. I will join you in a moment."

When Alessandro made his way down the spiral marble staircase towards our private yacht parked in the isolated hook of the coastline, I swept across the room to his study. Rummaging through his shelves and drawers, I looked for Alessandro's most prized possession: The Smith and Wesson. Long-range, finely crafted, deadly accurate. Perfect for my purpose.

Making my way out onto the balcony, I lit another cigarette: I desperately needed a companion at this moment – a companion I didn't have all those years ago. The cigarette between

my lips, I levelled the Wesson at Alessandro's chest from a distance as he was heading towards the yacht. For a split second, I felt a tremor run through my wrist.

No. This had to be done.

I readjusted my grip on the comfortable weight of the metal, suddenly feeling empowered for the first time in a long while. Level, aim, shoot. That's how Alessandro had always taught me to defend myself; little did he know it would have to be from him.

I drew a sharp, smoky breath, my finger quaking as the cold metal started to grow increasingly heavy in my hand with each passing second. Shutting one eye to focus on my target, I tried to ignore the steady, painful pulse of blood pounding through my head.

"Alessandro," the words forced him to turn around, his eyes staring in disbelief at the sight of the Wesson in my hand pointed at him in the garden. "You know, my father – he would have been proud of the woman I've become."

"Your father?" a look of confusion crossed his features, seconds before he uttered, "But how ..." as a ghastly whiteness spread over his face, stricken into silence by the realisation.

My quivering finger twitched on the trigger.

"*Ciao, Il Diavolo*," the words escaped my lips the moment I pulled the trigger.

As the bullet left the barrel, so did a piece of my soul – the obscure, imprisoned piece, corrupted by Alessandro and the past. The tranquil air seemed to be disturbed by the black metal rushing through it – sullyng it – until it hit the centre of human evil and sin incarnate.

A small smile played across my lips as I watched the lifeless form of my dear husband sprawled in a pool of red blooming from his chest.

I glanced at the Amalfi coast one last time, submerged in the peaceful serenity of the turquoise waters and the distant, gentle lapping of the waves against the shore.

# VERBATIM

After a series of plays in the late 2000s including *The Girlfriend Experience* and *Come Out Eli*, Alecky Blythe emerged as a major theatrical voice in 2011 when her play *London Road* about those murdered by serial killer Steve Wright in Ipswich, opened at The National Theatre. What makes Blythe's work so exciting is its reliance on the words of real people as all of the dialogue in her plays comes from interviews she conducts. Nothing is invented and her craft lies in selecting the fragments of text from the hundreds of hours of material she gathers that can be stitched together to tell a coherent and engaging story.

Our Lower Sixth A Level Theatre Studies pupils decided that they should

follow Blythe's example and produce their own piece of 'Verbatim Theatre'.

With the pandemic as their theme, the pupils interviewed a range of people with differing experiences of life in lockdown. These ranged from front line workers, including a care home worker, a doctor and a funeral director, to those with underlying health issues, those who had lost family members and, at the other end of the spectrum, those who had enjoyed the time at home with their families. With over ten hours of interview material recorded the pupils edited the material into a thirty-minute performance piece for their A Level Theatre Studies exam in our Black Box Studio Theatre, Big School.

Daisy (I), who played both the care home worker and a young schoolgirl, reflects on the challenges of

gathering the interviews. "I found the interview process difficult as it was something I had never done before and it was hard to ask people to talk about their experiences without it seeming insensitive."

George (H), who played the funeral director, felt that representing those they interviewed on stage was a big responsibility. "It was weird playing real people because we wanted to depict them accurately and not offend them. Having them come and see the play was terrifying because you knew, on stage, you were playing the feelings and experiences of a real person and that real person was there in the audience. Daisy, who played Linda, had to talk about her father having dementia and that couldn't have been easy for Linda to hear." Daisy added: "Luckily both



Terry and Linda were really supportive and felt we took our job seriously.”

Terry, the funeral director who consented to be interviewed for the project, said: “It was flattering to see an actor play you and they were respectful with what we told them. I think they did an amazing job of choosing the best bits from our rambling stories and produced something that, I thought, was really enlightening and showed the different sides to people’s pandemic experiences.”

The cast also included Bay (H) and Matthew (E) who played a variety of roles. Linda, the care home worker, added: “Daisy did a brilliant job of playing me and she captured all my mannerisms to a tee. I was also impressed by the acting of Matthew who played the man suffering from cancer as he brought home how isolated, lonely and worried people felt during the lockdown. It was a scary time for a lot of people.”

“This production was one of the most powerful I have been in”, reflected Daisy as she looked back on the process. “The idea of playing real people and

dealing with real issues was one that I struggled with for a long time. I was conscious not to diminish their hardships, but I think we were able to articulate some serious and emotional issues in a respectful way. Overall, I think the play was a huge success.”

George reflects: “Personally, it was one of the most fulfilling things I’ve ever done. We wanted everyone in the audience to be able to recognise other people’s hardships while also questioning and reflecting on their own and I’m grateful that we got a chance to produce something like this at Bradfield.”



# JAZZ ON A SUMMER'S EVENING

*Jazz on a Summer's Evening*, the annual celebration concert of jazz and swing, has been a firm favourite amongst both performers and guests over the last 14 years. Last year's remote concert, put together via our performers at home and streamed to the wider Bradfield community, proved a popular hit.

After a long residency in the marquee on Major, the desire to stage the event live and outdoors meant that for the first time the concert was staged in the Greek theatre. The rain, just about, stayed away and a magical evening in this special venue was enjoyed by a large audience both live in the venue and at home via our livestream.

A particularly special moment was welcoming back last year's Upper Sixth Leavers, who had not had the chance last summer to sign off their Bradfield music careers live and in the usual manner.

In addition, the programme featured superb performances from over 40 pupils, from the Shell to the Upper Sixth, culminating with an 18-piece Upper Sixth Soul Superband performing a rendition of *That's Life* which rang out over the Berkshire countryside.

This year's leavers were given memorable send-off tributes by Mr Etherington and the joy of the event was as vibrant as ever. As always, the concert also provided a fundraising opportunity with hampers and experiences available to bid on via a silent auction. This year's chosen charity was *Safeline* and over £3,000 was raised. This provided a fitting tribute to Mrs Donnelly, who takes a well-earned retirement after co-organising the last 14 jazz concerts and coordinating our charitable partnerships.



# THE GREAT BIG TALENT SHOW

The major event in the Drama calendar for the Summer Term should be the summer production which was, of course, unable to take place in 2020. However, this past summer our Drama and Music Departments were determined to get audiences back in Greeker and collaborated on an original production. Conceived by Director of Drama, Nic Saunders with a script written by the pupils themselves, *The Great Big Talent Show* featured almost fifty pupil performers.

Both departments worked hard to audition, recruit and rehearse the performers, while adhering to social distancing rules and pupil bubbles. The production featured a selection of songs from rock and pop to musical theatre and Nic Saunders worked with a small group of pupils to devise and write a script that seamlessly linked them all together into one cohesive show.

A band consisting largely of professional visiting music teachers was put together and the show, with its witty dialogue and powerful performances, provided some joy and entertainment for pupils and staff at the College after a difficult year.





# THE TENNIS REVOLUTION

**A**t the end of a year which saw both the Senior and U16 girls lose only once, the Senior boys win the Independent Schools League and a total of 29 teams across all year groups take to the court, it is fair to say tennis has never been so popular or successful at Bradfield. All that has taken place within an award-winning tennis hub, home to two-time Berkshire LTA Club of the Year.



Serving both the pupils and the wider community, Bradfield tennis is booming and has undergone a revolution on both fronts over the last decade. A pivotal player in it all has been Damian Fuller, Director of Tennis, who, after ten years at the College, reflects on the changes which have propelled the sport into the limelight.

Back in 2011, it would have been difficult to envisage fielding 29 teams with just five full-time courts available, two of which were outdoor hard courts which couldn't be used all year round. "Nothing disheartened me more than when, coaching on all three indoor courts, a pupil would peer through the Tennis Centre door and I would see the look of disappointment on their face, knowing they had nowhere else to play tennis", says Damian, looking back on his early days. "Trying to run both a College and commercial programme on just three courts was really tough."

That all changed five years ago. Following a successful pilot scheme run on two newly renovated and floodlit hard courts which facilitated an extension to the commercial activities, six state-of-the-art clay courts were

built, making Bradfield one of the premier centres for tennis across all of Berkshire and one of the biggest for schools tennis in the country.

## “ PUPILS HAVE ACHIEVED GREAT THINGS FOR THE COLLEGE.

It has been a game-changer for Damian and his team. "The expansion allowed us to create a tennis hub, an anchor around which pupils can find all our major facilities and coaches. Tennis pupils now have a sense of belonging while we have a space in which the whole coaching team has become a cohesive unit to better serve our community."

The combination of better facilities and dedication of the coaches has enabled the creation of a performance pathway, for those committed pupils who are looking to excel and compete throughout their time at the College, while also providing for pupils who want to improve their game and have a taste of representing the school in the sport.

"It has inspired pupils across all year groups and abilities to flourish", adds Damian. "Pupils who play tennis and like the sport, but not necessarily in the performance arena, have achieved great things for the College."

It is an impressive list of honours over the last five years. The Senior boys finished runners up at the national finals at Bolton, a mixed-doubles team of four also made the national finals and the Year 9/10 girls and boys have each won three regional LTA divisional titles in a row. The school are also Independent Schools League Champions for the first time in the College's history, a competition which has been going for nearly 30 years, beating Eton, St George's and Reed's.

There have also been successful appearances at the Independent Schools Girls' Tennis League, a competition created by Damian which sees 96 pupils from eight schools compete in a mixed age-range tournament with Damian an advocate for competitions which support this. "I think that's the beauty of tennis. The physicality of the game is not like the invasion sports; if a player is skilful



they can stand their ground and I think that's another great offering which Bradfield provides."

**“ PUPILS CAN  
DEVELOP SKILLS IN  
ACADEMIC STUDIES  
WHICH HELP THEM  
ON THE COURT.**

The development of the performance pathway for College athletes, which provides ten hours a week of coaching and three strength and conditioning sessions, has seen its first Bradfieldian go on to attain a Scholarship to study Engineering at Union in New York. There are a number of pupils who are looking at a similar route after they leave Bradfield and for Damian it represents the perfect outcome.

"Pupils might arrive here and pick tennis as their major sport but know they are here primarily for their

education. What is great about Bradfield is the two go hand-in-hand. Pupils can develop skills in academic studies which help them on the court and vice versa, enabling them to become better players and better all-round people. Seeing pupils who show dedication to carry on academic study and their love of the sport beyond Bradfield because of their journey here is very rewarding."

Such has been the growth that recognition came from the President of the Lawn Tennis Association David Rawlinson who visited to witness the evolution of tennis in schools. David was able to join in for a hit with pupils while also discussing future developments with the Headmaster and Director of Sport. The Club also hosted the Davis Cup trophy on its UK tour when Great Britain were victorious in 2016.

The externally facing Bradfield Tennis Club has enjoyed a similar upwards trajectory. Alongside the clay courts,

members have benefitted from a refurbishment of the indoor centre which included a new terrace seating area. In recent years Berkshire LTA have awarded Bradfield Club of the Year twice, Selena Coburn was named Regional Official of the Year in 2019 while in 2020 current College pupil Tina (J) was awarded Young Person of the Year and Damian himself named as Performance Coach of the Year.

"Our relationship with Berkshire LTA has never been stronger. We are now the administrative and performance hub for County Championships. We look after the girls' U12s, U14s and U18s as well as the boys' U11s and U12s. we have also secured a 14 and under ITF world ranking competition which will be played in August 2022. The clay courts really were the catalyst; they've helped us expand our offering to the College, the community and Berkshire LTA."

It's certainly looking like a bright future for Bradfield tennis.

# TENNIS REACHES NEW HEIGHTS

Tennis at Bradfield continues to go from strength to strength and the teams hit new heights this year, not just by beginning to challenge the established 'big names' such as Reed's, Eton and St. George's, but beating them as well.

The performance programme was in full flow throughout the Michaelmas and Lent Terms with four weekly sessions for College athletes, individual lessons and a supplementation of commercial academy sessions. It is hard not to appreciate the opportunities players have at Bradfield and it is easy to see why the College's tennis teams are on the rise. It is thanks to the dedication and hard work of the tennis coaching team that players have seen vast improvements this year while securing some remarkable results in LTA, ITF, and UTR events.

The sport is now one of the more popular summer sports with 29 teams in total taking to the courts during the Summer Term. Records fell during a packed fixture list for all teams. The Senior girls' and U16 girls' teams both

lost just once during their regular season fixtures and the former may have gone through the season unbeaten had their rearranged fixture with Marlborough not happened in the middle of the examination season. The Senior boys' team achieved an unbeaten season, winning the Independent Schools Tennis Senior League for the first time in Bradfield's history. The boys beat everyone in the competition to win by a single set over rivals Eton.

Our Faulkner's pupils wasted no time getting stuck into tennis and seized their opportunity to play some competitive fixture while partnering new teammates and getting to know one another a little more on and off the court.

It has been quite a year for tennis and all signs point to next year being even better. A huge thanks to everyone from the Tennis Department, led by Director of Tennis Damian Fuller, as well as our Director of Sport Matt Ruxton.



# BOYS REACH NATIONAL FINALS AND RECEIVE COUNTY AND NATIONAL CRICKET CALL-UPS

After the season that never was in 2020, boys' cricket made quite the comeback in the summer of 2021. A record number of pupils tried out to earn a place in one of the College teams and this enthusiasm permeated through to House matches where the quality of cricket was high and fixtures were competitive.

While the unseasonal rain led to many fixtures having to be called off it was still an exceptional season for many, not least our U15 teams. As with the girls' team, they were undoubtedly the most successful of all the Bradfield teams. The A, B and C teams won all their matches, with the exception of their respective encounters with Eton, while the U15As reached the finals of the ESCA National T20 competition which took place at Arundel Castle in September.

The team played some wonderful cricket on their journey to the finals including during what many have described as one of the most exciting games ever played on Pit. It was a nail-biting finish against Wellington in the County Cup final with Bradfield needing twenty runs from the last two overs and, in the end, two runs from the final ball secured the home team the County Cup and a place in the Regional finals.

At the finals day they came up against tough opposition in the form of Whitgift and were disappointed to narrowly lose out in their run chase and with it their place in the final. However, their superb run through the County stages means the boys are well placed to succeed as they move up to the Senior teams.

The 1stXI started the season in promising fashion with good wins against St Edward's, Oxford and Wellington. Sheridan (D) struck powerful centuries against Hampshire, the MCC and the Free Foresters. While away from the College he impressed for Surrey County Cricket Club 2ndXI, scoring 86 runs during one early summer fixture.

Sheridon was well supported with the bat by Zach (D) and Sam (D) while Monty (F) and Max (H) were leading wicket takers, the latter receiving a call up to the Scotland squad thanks to his consistent performances. Zach also spent the summer playing representative cricket for Oxfordshire.

With just two of the squad leaving Bradfield over the summer the bulk of the squad can now look forward to working hard over the winter to form an experienced and dominant 1stXI in 2022.



# GIRLS CROWNED COUNTY CRICKET CHAMPIONS AND PLAY HISTORIC FIXTURE



Girls' cricket at Bradfield is thriving and the 2021 season will last long in the memory for those who were a part of it. Our Junior cricketers won their County Cup and our Senior cricketers went through an almost unbeaten season while also taking part in an historic fixture on Pit against the MCC.

Our 1stXI enjoyed a superb 2021 season, going unbeaten until losing out in the National Cup last eight to Truro and Penwith. Our pupils' development and quality shone through during victories over Marlborough, Wellington, Forest, Lord Wandsworth and Queen's Taunton either in the Cup or during the regular season.

One of the more impressive traits about the squad has been how they have developed as a team with everyone able to contribute with bat and ball. Ava (M), Poppy (M) and Issy (J) shone with the bat with Ava often being the rock whom innings were built

around. Miranda (I), Fionnhuala (I), Bea (M) and Amy (I) all bowled with precision and tied more than a few batswomen in knots with Fionnhuala also leading the side with confidence and helping develop a wonderful team spirit. Minny (I), Bella (I) and Jenna (M) all took huge strides forward and with them the future looks incredibly bright.

Joining them next year will be a number of members of the U15 team who went unbeaten in all of their school fixtures, were crowned County champions and progressed through to the National rounds of their Cup competition. The talent of a number of Bradfield cricketers has been recognised this season with Ava and Poppy among those representing County sides. The pair have played for Berkshire at both age group and adult levels, a fine achievement.

For the first time in our history the girls' 1stXI took to Pit where they met the MCC in a 25-over match. There were a number of highlights throughout a thrilling contest which saw Bradfield narrowly miss out on victory, falling an agonising eight runs short of the MCC's 161 run total. Poppy (M) took three wickets in one remarkable over, Issy (J) dismissed Southern Vipers player Rachael Potter with an outstanding one-handed catch and Ava batted superbly throughout her stand of 86 which took the team to within touching distance of the target. Plenty of motivation to pursue victory in next year's contest.

Girls' cricket has grown in strength and popularity over the last five years and we are now one of the leading lights for the sport. Our Upper Sixth members Fionnhuala, Emma (J) and Rosie (K) who left the College over the summer, have been at the centre of that growth. They have always been fully committed, have stepped up to the plate whenever asked and, over the course of the last five years, have developed into fine cricketers.

They leave Bradfield girls' cricket in a very strong place and we look forward to seeing how far this team can go next summer.

# LEAVING MEMORIES – CHLOE (J)

“ THE OPPORTUNITIES WHICH I HAVE BEEN AFFORDED, BOTH INSIDE AND OUTSIDE OF THE CLASSROOM, HAVE GIVEN ME THE CONFIDENCE TO FACE CHALLENGES WHICH LIE AHEAD.

Winston Churchill once said, “Never let a good crisis go to waste”, when discussing how the conditions of the Second World War afforded the formation of the United Nations. This simple insight of making the most of every situation is something which I believe Bradfield as a school has always embodied; however, I feel it resonates now more than ever.

Meeting friends from other Houses for dinner, Goose weekend and trips to Bradfield’s infamous benches are just three things which have been snatched from us. However, Bradfield’s resilience has allowed us to diversify our outdated means of education, expanding to applications such as OneNote, making lessons increasingly interactive and allowing our passionate teachers to teach in a way which can be adapted to any pupil, regardless of learning style.

The effort put in by our teachers to upskill and digitalise the way they do their job and the enthusiasm with which that the pupil body has responded is something which I feel inspired by every day.

As our Prime Minister said, COVID-19 represents an opportunity for us as a community to ‘build back better’, a philosophy which I believe Bradfield has adopted. We have taken him at his word and have made many changes already with more yet to come.

The pandemic has shown that the education Bradfield has provided us with, and the skills which we have gained from our unique experiences, truly have prepared us for life beyond Bradfield. The pastoral support I have received through my Housemistress and Head of Sixth Form is something which has allowed the underconfident, stressed and very disorganised Faulkner I once was to turn into the young woman I am so proud to be today.

This school has shown me there is so much more to life than the marks you come out with at the end. The opportunities which I have been afforded, both inside and outside of the classroom, have enabled me to find a passion for Human Rights and given me the confidence to face challenges which lie ahead. During my five years at Bradfield I have learnt skills I had never even dreamed of possessing and I have experienced so much enjoyment which I never thought possible at somewhere like school.

Most importantly, I have formed relationships which I will treasure for the rest of my life. The warmth of my peers and the teachers I have been fortunate enough to work alongside is something I couldn’t have imagined finding anywhere but Bradfield. Here, the people really do make the place. Whilst a global pandemic may have limited the use of our rolling fields, spectacular sports facilities and even our unique Greek theatre, it has not stopped us from connecting and forming closer connections with those we might not have met but for the seating plans and sitting together in Houses at mealtimes.

With such a talented pupil body, we have so much of which to be proud. However, despite our individual achievements, we are nothing without our community. So, thank you Bradfield and thank you to the pupils; you are what makes Bradfield the school we all know and love.

# LEAVING MEMORIES – JAMES (D)

“ NEVER MAKE ASSUMPTIONS ABOUT PEOPLE AS NONE OF US REALLY KNOW  
WHAT’S GOING ON UNDERNEATH THE SURFACE.

The assumption that a Head of School is in control, relaxed and is always sure of themselves doesn’t always ring true.

Having anxiety, my personality traits contradict these ideas. My thought process is often flawed and in my final year it caused me to suffer from day-to-day pressures, as well as my own personal challenges. It took time to adapt to a position where I needed to follow every correct example while under a spotlight. The mistake I made was thinking this applied 24/7 and I initially failed to tell people close to me I was struggling. However, I was extremely fortunate to have a Housemaster who was always willing to put things aside to talk and eventually I sought help, talked to others close to me and began to truly enjoy Bradfield again.

When I first started in Faulkner’s I had no familiarity with the ethos of Bradfield, let alone the phrase ‘Education for Life’. I know now that it is much more than academic subjects, far more than the copious amount of co-curricular opportunities and personal growth and development that’s on offer here.

Faulkner’s proved to be important for me as I also discovered my interest in Music and Drama. I had some musical experience and interest before arriving at Bradfield but this only grew when I arrived and has continued to since, especially in Music which has been one of the most influential parts of my Bradfield experience. Drama also proved a brilliant outlet socially and for developing confidence, two areas of Bradfield I will miss the most.

Fifth Form represented a huge turning point in my, and many others’, Bradfield experience; it is when I realised that I could not coast through exams or rest on any sort of laurels. I remember opening my results with a truly bittersweet feeling as I was relieved I had done OK but I hadn’t achieved a number of grades that I was predicted to get. All my frustration that had manifested was put towards adapting and developing independence in Sixth Form. I chose to study Maths, French and History, three genuine interests, and for me it was the first time I showed true forward-thinking.

Every single year at Bradfield was important for tracking growth and development as well as earning increased independence. However, no matter who someone may be or wherever they may be in their life, you only know so much about them and how they think. This is perhaps the most important lesson I’ve learnt at Bradfield. Never make assumptions about people as none of us really know what’s going on underneath the surface. Making the most out of Bradfield for me was having real respect for people around me, especially those in my House. If anyone needed the time of day to talk this was a priority, as there was an understanding that they would do the same for me. It has been a pleasure over these last five years. Thank you Bradfield.

# HORIZONS



## SHELL ADVERTISING CHALLENGE

Shell pupils enjoyed a look into the world of marketing during the Horizons Department's Advertising Challenge.

Teams of pupils were presented with a choice of objects from which to pick and were tasked with inventing a creative product based on their chosen item. Once they had come up with their idea pupils would have to create a business plan and an advert to pitch their product.

The year group had an introduction to branding and marketing as well as being challenged to think about costs, market segment, competition and targeting customers. The Horizons team were joined by four parents who acted as both mentors and judges.

The ideas that this year group came up with were quite possibly the best seen in the five years of running this workshop. The innovation on show when pupils were given the freedom of the campus to create their marketing

materials was quite something. They conducted themselves impeccably and are certain to have gained a lot from the experience.

The winners took a 'push stick', kept things simple, added some functions and chose a sensible price point along with their marketing plan. Unlike in previous years it wasn't a unanimous decision as the quality was so high.

We also heard from groups selling a hangover drink and an app to personalise and configure the ordering of your next hockey stick.

## CAREER IN SPORTS PANEL

Fifth and Sixth Form pupils attended an evening with a stellar line-up of speakers from the sporting world including professionals from football, cricket, tennis, rugby and motor racing.

Pupils heard how vital it is to network and build relationships while also being urged to seek out opportunities and grab them when they come along. The panelists recommended that pupils should look at how they define success and remain open-minded when assessing potential opportunities.

Tim Henman, former professional tennis player now coach and broadcaster, offered up some final words of wisdom, telling pupils that 'practice makes permanent'; do it enough for long enough and it will become a habit.

## UES LONDON ANNUAL CONFERENCE

The Horizons Department's own Anna Scott joined a panel of experts from around the world to speak at the UES Education annual conference.

Anna, along with David Hawkins from *The University Guys*, delivered a talk which explored how to build a programme to support students applying globally that works for a school, combining internal and external support to students and families; and all at a time when the challenges of time, resources and the scope of the work often create difficulties.

The talk, which shared knowledge and advice, was targeted at beginners and intermediates in schools that

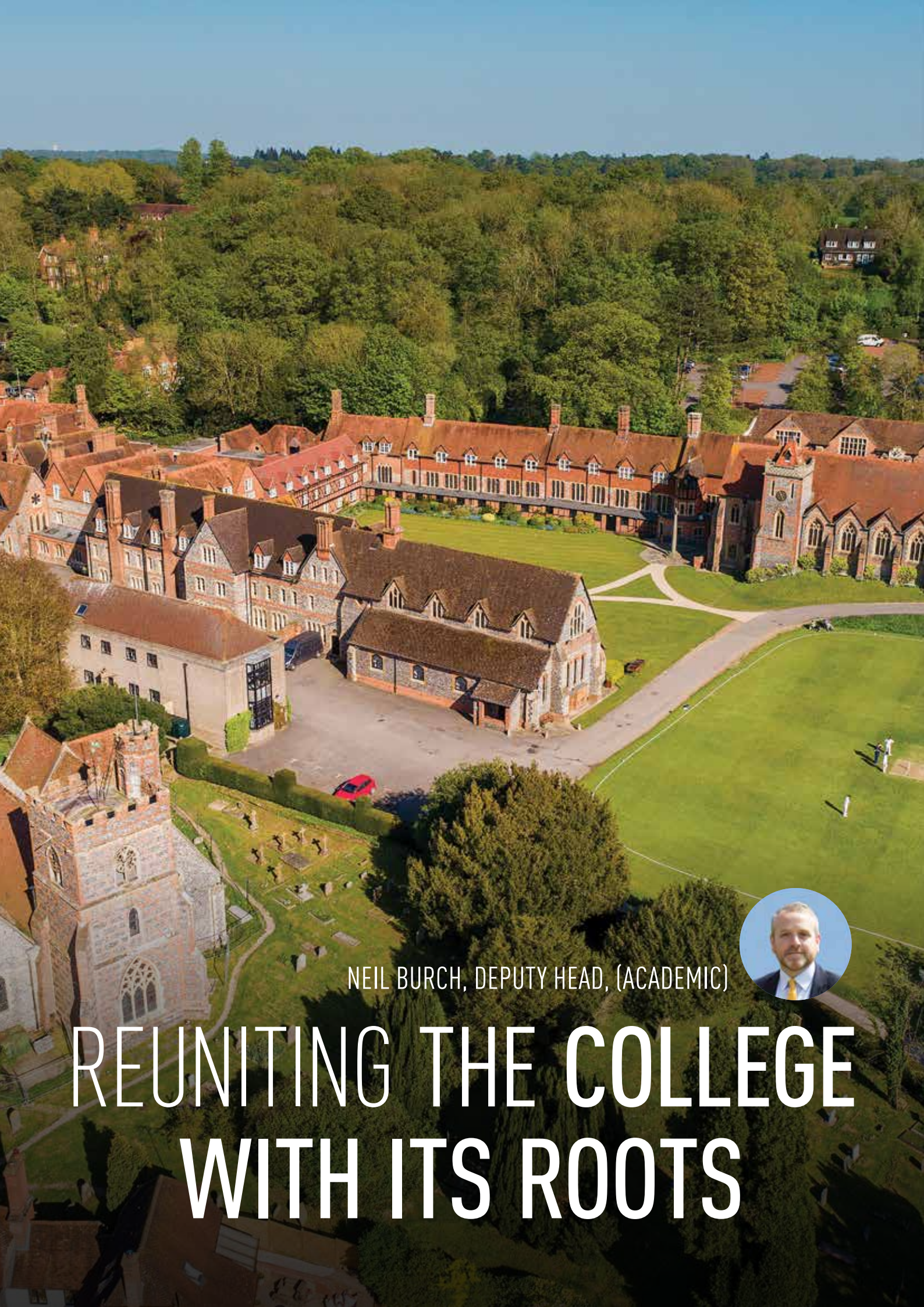
aspire to develop their programmes. On the back of this talk Anna has had a Zoom meeting to help a member of staff at The King's School, Worcester with their programme.

## FAULKNER'S CAREERS EXPLORER

Our Faulkner's pupils joined the Horizons team for an exploration of the future of work, the skills which might be required and potential careers which haven't yet been created.

Pupils conducted research in groups and presented in a plenary to their peers what they had been able to find out about a role of their choosing including investment bankers, solicitors and teachers.





NEIL BURCH, DEPUTY HEAD, (ACADEMIC)



# REUNITING THE COLLEGE WITH ITS ROOTS

*In light of the successful completion of the purchase of St Andrew's Church from the Oxford Diocese and Church Commissioners in September, the College has revealed its plans for St Andrew's to the wider Bradfield community. The acquisition by the College secures the future of the historic Grade II\* listed building which is intimately tied to the College's history. The Church was originally constructed in the 14th century and has been closely associated with Bradfield College since the mid-nineteenth century when our founder, Thomas Stevens, the local parson, expanded the Church substantially along with his friend, the architect Sir George Gilbert Scott.*

*Uniting St Andrew's Church with Bradfield College offers an exciting and fitting future for a building of great architectural merit and one which is deeply rooted in Bradfield history with the foundation of the College in 1850 reputedly stemming from the Founder's desire to enhance his Church choir with young choristers. Neil Burch, Bradfield's Deputy Head (Academic), divulges how the College is planning to make the beautiful building become a vibrant space once more so it can inspire a new generation of Bradfield pupils.*



Gilbert-Scott's tacit re-design brief for St Andrew's Church, Bradfield, in the late 1840s just prior to the College's existence, will have been to create a space that honoured something that went beyond the material and the physical and that chimed with the institution's beliefs and interpretation of something more existential. Our plans today are premised on a similar responsibility albeit guided by a different mission. So much more than a beautiful, contemporary building design, St Andrew's is a concept.

**“ PEN AND PAD  
WILL REIGN JUST  
AS MUCH AS THE  
UBIQUITOUS  
WI-FI.**

St Andrew's is squarely a teaching and learning project; a reflection of Bradfield's curriculum and a manifestation of what we see as our responsibility to prepare our pupils to study and work in the 21st century. St Andrew's will have books – over 11,000 books – but will not be a library; it will have spaces that can be booked by teachers but where the teacher will merely be the facilitator not the 'sage on the stage'. It will offer coffee and refreshments but will not be a refectory; it will have a hum of industry and collaboration but also space for silence and independent work. Pen and pad will reign just as much as the ubiquitous Wi-Fi.



“ A BLEND OF SPACES WHERE EACH SUPPORTS A DIFFERENT TYPE OF INDIVIDUAL OR GROUP WORK.

Corporate and commercial practices, in the context of the pandemic of the past two years, have shone the brightest of lights on this project and its importance for the College in terms of the pupils’ experience. ‘Blended’ and ‘flexible’ are the operative words: St Andrew’s is not a single environment but a blend of spaces where each supports a different type of individual or group work for over 160

pupils. The ‘boardroom’ will allow for discussion and debate whilst the ‘think tank’ offers a tiered seating forum for our pupils to present, whether that be A Level pupils and their work for the Extended Project Qualification or elements of the IB Diploma Programme such as the Extended Essay and Theory of Knowledge.

Bradfield’s Attitude to Learning curriculum asks its pupils to Think Creatively, Help Yourself, Reflect and Respond, and Review. As is the case in the recent re-designed ground floor of our Blackburn Science Centre and the first floor of our historic Bloods Passage, pupils will use St Andrew’s ‘Share Space’ to work collaboratively, share and iterate ideas, online and offline.

“ ST ANDREW’S IS THE CONCEPT TO ENHANCE THE WAY OUR PUPILS STUDY AND WORK TOGETHER.

The imposing but sympathetic – aesthetically beautiful – glass walls in the nave mean teaching and learning can be seen all around you, the belief being that it is an immersive experience where best practice is role-modelled, particularly between those at the top of the school and younger pupils. Again, this mirrors the design philosophy seen in Bradfield’s most recent learning space projects

including Science, Geography, English and Religious Studies. Pupils in the quiet reading area will see the busyness of the discussion spaces but also the grind and focus of those working independently in the central space that runs through the core of the building, from nave to sanctuary.

The project very intentionally targets the 'Life of the Mind' strand of Bradfield's Education Strategy.

Qualifications as they stand are under intense scrutiny but remain important for all manner of reasons. Bradfield understands, however, that education in its purest form goes well beyond A\*s and Grade 9s. Our responsibility is to develop in pupils a love of learning for learning's sake; learning for the sheer

enjoyment of the academic pursuit, supported by brilliant teachers, inspired by the buildings they study in. St Andrew's is the concept to enhance the way our pupils study and work together, fit for the adult world ahead of them.

*The College recognises the historical significance of the building and has sought to retain a number of important features such as the font, memorial plaques and sample pews. As well as the building the sale comprises a small piece of land to enable the creation of a link from the existing College campus directly into the Church. Other than this small piece of land to accommodate the link building, the churchyard does not form part of the sale and will remain under the*

*ownership of Bradfield PCC and open to the public (subject to certain localised restrictions during the conversion process for health and safety reasons).*

*If you are interested to learn more about the St Andrew's Project visit our dedicated webpage [www.bradfieldcollege.org.uk/bradfield-for-life/st-andrews-project](http://www.bradfieldcollege.org.uk/bradfield-for-life/st-andrews-project) where you can watch the launch event video, see a fly-through of the plans and also hear from current pupils and donors on the project. If you would like to speak with someone about offering support to the project please email [development@bradfieldcollege.org.uk](mailto:development@bradfieldcollege.org.uk) or telephone 0118 964 4840 and we will arrange a meeting for you with Al MacEwen, Director of the Bradfield Society and Development.*



A portrait of Dr. David Wright, a middle-aged man with thinning hair, wearing a dark blue suit, white shirt, and a blue tie with red diagonal stripes and a small white logo. He is seated at a desk, looking directly at the camera with a slight smile. His hands are resting on the desk in front of him. The background consists of light-colored, vertically pleated curtains. A portion of a globe is visible on the left side of the frame.

# MAKING A POSITIVE CONTRIBUTION

Dr David Wright (E 48-53), MBE, LLD, FCIS talks about his experiences of growing up as an evacuee, how Bradfield gave him the chance to make a positive contribution in life and his reasons for leaving a legacy.

It is amazing the number of other Bradfieldians who also went to my prep school; John Myers (E 44-47), Brian Ling (E 45-48), Arthur Chater (E 47-52) and I all attended Holyrood School, originally in Bognor Regis. I did not join until it re-established itself in Mid-Wales, in a small village called Llanilar outside Aberystwyth, as it moved away from the danger presented by the Luftwaffe in World War II.

It is strange to think that as children we grew up accustomed to the sounds of air-raid sirens, explosions, chaos and rubble, but Holyrood - being in Mid Wales - was quite different. It was a wonderful place to be educated and it never did return to Bognor Regis, as, after closing as a prep school, it became Abermad Nursing Home. As a school boy I mapped out the school grounds and this September I returned and presented my map to them. It was a wonderful trip, very nostalgic.

**“ BRADFIELD PROVIDED PERSONAL SUPPORT WHILE SUPPLYING AN ENDLESS RANGE OF ACTIVITIES BEYOND THE CLASSROOM.**

While many have asked, I never missed my parents when I was at prep school. Despite the distance, the busy days kept me entertained and out of trouble during term time. In fact, we used to stay at school over the holidays, with the principal inviting our parents to holiday with us for

two weeks as respite from living in London. I fondly remember staying with Brian Ling and his brother on one of these breaks. What better way to spend your holidays than with your friends?

Going on to Bradfield for Senior school gave me a real chance in life. As a child I had difficulty reading and writing, later to be diagnosed as dyslexia, and was viewed as somewhat dim. Bradfield however had systems in place to manage this apparent lack of academic ability, providing personal support while supplying an endless range of activities beyond the classroom. I really enjoyed cricket, athletics and football, going on to Captain athletics and play 1st team football for Bradfield and cricket for my House. I also learnt to play hockey, squash, tennis, golf and fives, which stood me in good stead for the rest of my life, indeed I am still playing golf!

**“ ALL THESE DIFFERENT ACTIVITIES BUILT CHARACTER AND GAVE ONE THE CONFIDENCE TO TACKLE OTHER CHALLENGES.**

While I enjoyed all these activities, others I remember were less fun. ‘Outers’ was our swimming pool, an off-shoot from the Pang with freezing, murky waters. On one occasion, during my lifesaving test, I was told to dive to retrieve a brick, only to return to the surface with a crayfish. Of course, I was duly told to go back for the brick! I also remember learning how to ‘tickle a trout’ at school and poach on Englefield estate, which the estate fortunately turned a blind eye to! Indeed, the trout and rabbits obtained helped the catering department to supplement the food rationing that I endured throughout



my time at Bradfield. Ultimately, all these different activities, both organised and un-organised, built character and gave one the confidence to tackle other challenges.

Naturally, National Service was no trouble after Bradfield; while other chaps struggled with homesickness and sleeping in shared accommodation, we had the confidence to persevere. It was in this disparity that I first recognised the importance of a Bradfield education; the College took children with a wide range of abilities and educated them to be able to make a positive contribution to society.

“ I AM LEAVING A LEGACY TO SAY  
THANK YOU FOR MY EDUCATION AND  
WHAT IT ALLOWED ME TO ACHIEVE.

After military service, I worked for *Johnson Matthey* for 36 years, starting on the front counter and rising to become Company Secretary and a Director of some of its subsidiary companies. I also became President of the Institute of Chartered Secretaries and Administrators (ICSA) in 1990 and Master of the Worshipful Company of Chartered

Secretaries and Administrators (WCCSA) 2002/03, during which I inducted George Burne as a liveryman. I understand that many Old Bradfieldians have subsequently played a significant part in the Livery, several rising to Masters of their companies and others going on to be Aldermen, Sheriffs and at least one Lord Mayor.

The grounding and all-round education that Bradfield gave me in my early years afforded me the opportunity to have an enjoyable life and contribute to the community without ever having the added benefit of a university education although I was awarded an Honorary Doctorate of Law from the Memorial University of Newfoundland in 1999. I do not have serious wealth. I am, however, leaving a legacy to the College to say thank you for my education and what it allowed me to achieve. As a legator I am now invited back to the College as a member of the 1850 Society, in addition to the more general Bradfield Society invitations. 1850 Society events are different in that they are smaller and therefore more bespoke; one year we were back in the classroom doing science experiments, then next learning about the restoration of the Greek theatre and meeting the actors. It is a terrific way to see the impact of your legacy during your lifetime.



# CLASS OF 2011

At the end of the summer we welcomed back members of the Class of 2011 for a reunion a decade after leaving Bradfield. We were thrilled to welcome back 13 Old Bradfieldians who had coffee in the Warden's Room where they met some of their Housemasters from their time at the College.

Al MacEwen and Roger Keeley took them on a tour of the campus to see what has changed in the ten years since their departure. A huge thank you to everyone who made the trip down memory lane: Oliver Webby, Ben

Taplin, Charlie Brennan, Adam Powers, Tristen Allan, Sam Berry, Rohan Wijeratne, Greg Smith, Dominic Bhamber, Charlie Martin, Richard Tarr and Mark Shtanov. Olly Layton was also at the event as he now works as a Teacher of Classics at Bradfield and former Housemistress Sue Duff also returned to Bradfield for the day.

Any year group who are keen to organise a reunion are most welcome to get in touch and we will help to arrange it for you.





# 1850 SOCIETY: A NEW ERA



It is with a poignant mix of melancholy and optimism that the 1850 Society hands over to a new President following the sad passing of Simon Dixon (C 58-61) in late April this year. As Simon was in many ways the model Bradfieldian, he was also the model member and therefore model leader of the 1850 Society. Genial and humorous, his opening addresses at events could always be trusted to set the tone, underscoring a genuine affinity for the College and a bonhomie with his fellow Bradfieldians. This deep accord guided an active involvement in the school for over forty years, expressed not only with his coaching of the shooting team but also his involvement in the OB Masonic Lodge and of course his engagement with the 1850 Society.

The Society was created in 2005 as an expression of gratitude to our legators, an engaging forum which allows those who have left a gift to see the immediate impact of their legacy through a varied events programme. Simon became President in 2017 and oversaw the re-invigoration of the Society, including the instigation of the Annual Gathering. He felt, rightly, that what legators would enjoy would be a privileged ‘behind the scenes’ insight, an opportunity to see what really happens day-to-day in the College. This attuned perception was responsible for creating some truly memorable events in recent years. Indeed, 2018’s inaugural Annual Gathering at the newly refurbished Blackburn Science Centre provided some amusing flares of competitive spirit with legators engaged in a lively laboratory practical. The following year’s gathering was a less competitive but no less engaging affair; held at the Greek Theatre, legators were treated to a sneak preview of that year’s *Alceste* and pre-performance conversations with cast members. When the planned physical gatherings were cancelled due to the pandemic, Simon agreed to host an online gathering. Despite the pre-meeting technical nerves of the participants, the gathering proved to be most entertaining, teed up beautifully by Simon with his characteristic verve.

A varied calendar has certainly played a significant part in restoring the Society to its current health. Perhaps the most important contribution that Simon made to the association, however, was his keenness to include legators’

families at 1850 Society events, allowing them to enjoy being hosted at the College and to see the impact of donations first-hand. The College is extremely grateful to the Dixon family in allowing Simon to be such an active and engaging member of the school for so long. His open guidance shaped the Society into the engaging forum it is today and in doing so greatly influenced a school he loved so much. This involvement is very much a characteristic that he shares with the 1850 Society's new President.

Indeed, we are delighted to announce that Richard Butler (G 52-56), pictured below, has kindly agreed to become the new President of the 1850 Society. Richard has been actively involved in the College since his time as a pupil, as an active member of the Waifs and

shortly after retirement he returned to working alongside his de Beers colleague, George Burne (A 48-53), when raising funds in support of the 2001 renovation of the Music School. In this time, he experienced first-hand the importance of legacy capital in bringing a financial confidence to the project, crucial in giving it the impetus it needed to get underway. Allied to his wealth of expertise, this recognition stands him in good stead to advance the Society beyond its current health.

A message from the President:

*"I am truly honoured to have been asked to become the President of the 1850 Society and to be able to do my bit in representing donors whose gifts to the College are so special. As legators we all have our individual memories*

*of Bradfield, some impressive, some amusing, and some to reflect upon. As a collective, however, we are united in the belief that Bradfield has had a positive impact on our lives and we would now in turn like to support Bradfield and future generations of Bradfieldians.*

*I am very much looking forward to hosting the next 1850 Society gathering, catching up with fellow legators and seeing for myself how the College has used recent donations in its continual improvement of the school. If anyone is considering leaving a legacy to the College I would be happy to have a chat, please contact me via the Development Office."*

Development Office contact details:  
telephone: 0118 964 4840, email  
[development@bradfieldcollege.org.uk](mailto:development@bradfieldcollege.org.uk)



# OBITUARY - SIMON C.W.DIXON (C 58-61)



Simon scraped through Common Entrance to leave Allen House prep school and begin life at Bradfield where there were two big influences; his Housemaster Rev. John Swinbank and Art Master Val Liddall. Bradfield offered him many opportunities, two of which he grabbed with both hands; shooting and art. Simon persuaded the then Headmaster that Bradfield would benefit from his art talent rather than Latin. He proved him right by winning an Art Scholarship to Byam Shaw School of Art and much success in shooting, culminating in becoming a mentor to many girls and boys over the years and coaching at Bisley and many successes for providing Athelings and GB team shots. It was an easy choice for Simon to make as he only lived 15 minutes away from Bisley and loved the old fashioned setting it provided. He will be very much missed by many of the shooting world and his club the North London Rifle Club, where he was chairman and then President.

Simon's career choice after Art School was naturally advertising. Very much the in-thing in the 60s with many memorable campaigns, notably the Hamlet cigar campaign and many city takeover battles. Surviving several tough years, he started up on his own before retiring to spend more time on his two new loves, scuba diving and the Masonic world.

The Masons opened up a completely different life in which he felt very privileged to be. Simon was Worshipful Master of the Old Bradfieldian Lodge where he formed many life-

long friendships. When not in the City he would spend time under water. His passion for real adventure took him off to places such as Cuba, the Maldives, Palau or Truk Lagoon in the Pacific where he enjoyed swimming with sharks and wreck diving. Simon also crewed on a 42ft yacht.

Another of his loves was cars; the older and more powerful the better and his last car was a Bentley. Also cocooned in the garage is a 1965 Daimler Jag bought new by his father-in-law.

In 2016 Simon was asked if he would become the President of the 1850 Society. He was very honoured and delighted and hosted various meetings and functions; yet another excuse for visiting the school he so loved.

Simon fully enjoyed his life at Bradfield and he was a fine Bradfieldian. His family received more than 100 cards and the message that constantly came through was "a true gentleman and lasting friend full of charm and wit".

The end of 2019 presented Simon with a challenge that he knew he would not win. Mesothelioma was diagnosed. It had taken more than fifty years to appear from a two-week holiday job working with asbestos. A six-hour operation at Guys kept the disease at bay for a while but then the pandemic hit, leaving Simon to face another battle.

Simon is survived by his wife Chris, son Will, also a Bradfieldian and shot, and daughter Claire.

# OBITUARY - ANTHONY JAMES (TONY) SALMON (B 40-44)

Dr Anthony James Salmon was born in Staines, Surrey, in 1926, the middle son of Maurice, a chartered mechanical engineer, and May, a company secretary and a member of the Voluntary Aid Detachment (VAD) that provided nursing care for military personnel.

Before Bradfield, Tony was a pupil at Wellingborough School, Northamptonshire, where his elder brother Peter was in the Senior school.

He arrived at Bradfield in September 1940 entering B House under the tutelage of Mr McCormack, Housemaster, Director of Music and College organist.

Already an accomplished musician and pianist, he then developed skills as an organist. Understanding the vagaries and 'snafus' of that particularly eccentric instrument, when his Housemaster developed TB and later sadly died, Tony became interim College organist, Choirmaster and Director of Music under the supervision of his new Housemaster, the Rev A D Drake-Brockman, School Chaplain and classicist.

On the sporting field he had a good eye for ball games and later as a medical student played for Staines Hockey Club.

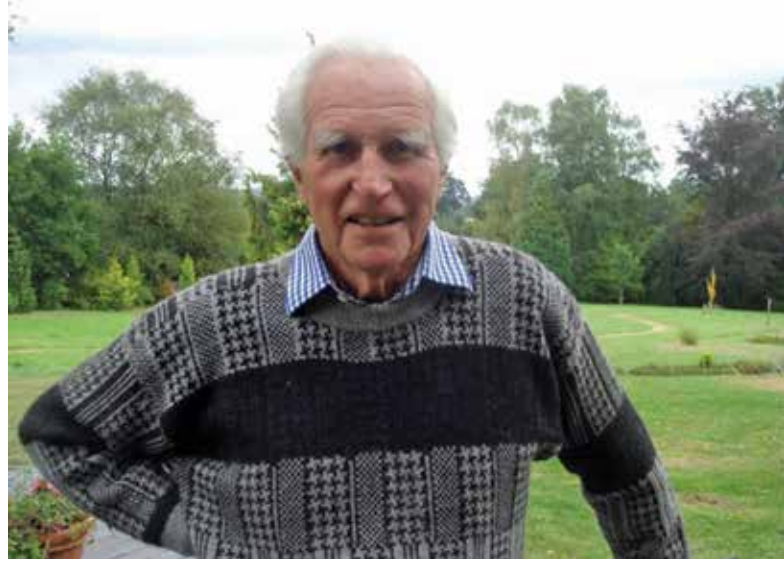
In the Greek Theatre in 1942, he played Nerissa, Portia's handmaiden in *The Merchant of Venice*, causing some excitement amongst a party of American airmen from the base at Thatcham who were heard hoping to "date the dame" until much to their chagrin and dismay were told that Nerissa wasn't a dame but a chap!

In his last term at Bradfield, he was a College Prefect in the Junior Common Room, played St Joan in the Greek Theatre (pictured right) under the direction of Cecil Bellamy, passed the external first MB, BS medical exams, winning a scholarship to Guy's Hospital Medical School and was a Junior Under Officer (JUO) in the Officers' Training Corps (OTC).

All set to go into the army he was persuaded by Headmaster, Col John Hills, and his parents, to qualify first as a doctor.

At Guy's he ran the music club with a highlight being a visit by Ralph Vaughan Williams and other London musicians. He also played the organ in Southwark Cathedral where the Guy's music club gave concerts.

After house jobs at Guy's, he entered the Royal Army Medical Corps, his first posting being to Kenya as Medical Officer to the 4th King's African Rifles and then, having achieved his Majority, was posted to Egypt as Deputy



Assistant Director of Medical Services 1st Inf. Div, Middle East Land Forces, the same branch of the army as his father.

Returning to Guy's, Tony worked in paediatrics and then as a medical registrar in General Medicine. At one time he couldn't decide whether to follow a career in medicine or music. To some extent he emulated the polymath Boyd Neel, a GP at Elephant and Castle, Southeast London, who founded his orchestra and then later became Dean of Music at Toronto University. Having married Liz, who had trained as a classical singer, he then decided to go into General Practice. He was a GP in Henley-on-Thames from 1955-1989, was much involved with the Young Disabled Unit and was also School Doctor at Shiplake College.

Tony was co-founder of the Henley Symphony Orchestra in 1970 and spent some years on the Board of the Henley Festival and was Chairman of the Schubert Ensemble Trust.

His younger brother Robin and three nephews, Jon, Robert and Nick, followed him into B House.

He died peacefully at home aged 95 and is survived by his two daughters, Jane and Susie, who both have careers in the arts, and two granddaughters, Lucy and Lizzie.

*Robin Salmon (B 44-49)*



# OBITUARY - MARK ROPER (H 49-53)

Mark Roper, born on June 27 1935, was one of four children of Elizabeth's son Geoffrey and his wife Diana.

On leaving Bradfield College, Mark did National Service with the Rifle Brigade, serving in Kenya during the Mau Mau Uprising, before reading Estate Management at Magdalene College, Cambridge. Then, in 1959, he took over the running of Forde Abbey from his father. Explaining his philosophy for securing the Abbey's future, Mark Roper liked to quote from Giuseppe Tomasi di Lampedusa's novel *The Leopard*: "If we want things to go on as they are, we have to change."

With no family fortune to fall back on, he was well aware that an income from honey, apples, hen and duck eggs, coppiced products from the woods, and a modest harvest of Christmas trees, was never going to keep the Ropers at Forde Abbey into the 21st century. He opened the house and gardens to the public on several days a week and set about repairing the fabric of the Abbey with the help of the architect Richard Tyler, noted for his restoration of large private houses.

To help pay for this, Mark explored new business ventures, often with local partners, among them growing soft fruit, initially blackcurrants, and then strawberries and raspberries, to exploit the Pick-Your-Own market. He very successfully expanded his father's small forest nursery to produce Sitka spruce for forestry management companies in Scotland; joined a local farming family in a goat-milking business; and developed a plant nursery in the kitchen garden.



His wife Lisa, meanwhile, ensured that the house offered a warm welcome to all who visited them and supported him in all these enterprises; it was she who established the Abbey's world-famous herd of Devon cattle. Mark loved the 30 acres of gardens at the Abbey, and was delighted when, in 1992, Forde Abbey was named the Historic Houses Association's Garden of the Year.

Under Mark's aegis Forde Abbey also became a favoured destination for musicians seeking to exploit the superb acoustics of the Great Hall; the violinist Nigel Kennedy was among those who liked to record there. The Abbey was also in demand as a film location, in productions such as *Far From the Madding Crowd* (2015); *Restoration* (1995), based on the novel by Rose Tremain and the BBC series *Daniel Deronda* (2002).

In 2009 Mark and his wife moved into the Home Farm, handing over the stewardship of Forde Abbey to their eldest daughter Alice and her husband Julian Kennard.

Mark served as a High Sheriff of Dorset. He was also Wessex branch chairman of the Historic Houses Association, and twice chairman of the Dorset branch of the Country Landowners' Association (now the Country Land and Business Association).

He is survived by Lisa and their three daughters, Alice, Victoria and Lucinda.

*Read the full Telegraph obituary:*  
<https://www.telegraph.co.uk/obituaries/2021/10/09/mark-roper-owner-saviour-forde-abbey-dorset-whose-entrepreneurial/>

## DEATHS

**BUCKE, Clive Frederick (E 57-62)**  
on 12 April 2021

**CLEZY, J Justin A (G 49-54)**  
in 2021

**CONSTANTINIDI, Paul Michael (C 77-82)**  
on 5 July 2021

**ENGLAND, (John) Robin (C 46-51)**  
on 24 April 2021

**FAY, John Samuel (F 35-40)**  
on 11 July 2021

**ORCHARD, Christopher Ronald (E 52-56)**  
on 12 November 2021

**ROPER, Mark (H 49-53)**  
on 20 September 2021

**TURNBULL, Anthony T G (E 52-55)**  
on 18 April 2021

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

