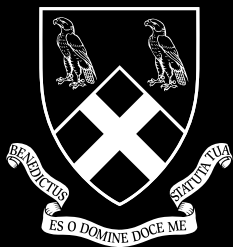


# The Bradfieldian

May 2023







BRADFIELD  
COLLEGE

# The Bradfieldian

**Edited by**  
Stephen Wallace

**Editorial Team**  
Alexandra Acton  
Helen Bebbington  
Roger Keeley  
Alastair MacEwen

**Photography by**  
Dan Bird  
Stephen Wallace

**Designed by**  
Hyperbole Design & Marketing

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**Website**  
[www.bradfieldcollege.org.uk](http://www.bradfieldcollege.org.uk)

**Instagram**  
[bradfield\\_college](https://www.instagram.com/bradfield_college)

**Twitter**  
[@BradfieldCol](https://twitter.com/BradfieldCol)

**Facebook**  
[/BradfieldCollege](https://www.facebook.com/BradfieldCollege)

**Contact**  
Editor  
[swallace@bradfieldcollege.org.uk](mailto:swallace@bradfieldcollege.org.uk)

**Bradfield Society**  
[bradfieldsociety@bradfieldcollege.org.uk](http://bradfieldsociety@bradfieldcollege.org.uk)

**Bradfield Society Website**  
[www.bradfieldsociety.org.uk](http://www.bradfieldsociety.org.uk)



## FROM THE HEADMASTER

Dear reader,

2022 was an outstanding year for Bradfield. Many of its highlights are recorded in previous editions of this magazine. The year concluded with our first full inspection by the Independent Schools Inspectorate since 2015. The final report rated the College “excellent”, the highest judgment possible, in terms of Pupil Attainment and Personal Development and fully compliant.

Inspectors found that “pupils’ attitudes to learning are outstanding and underpin their successes in academic and co-curricular activities.” Ample evidence of this can be found in this bumper edition of *The Bradfieldian*, which encompasses events and achievements from both the Michaelmas and Lent terms of the new academic year.

The inspection report also recognised that our pupils are “encouraged to take responsibility for their own learning...helping to meet the school’s aim to equip its pupils to flourish personally and professionally.” Articles on the IB Diploma and our forward-thinking Faulkner’s Curriculum explore how we help pupils become curious, independent learners, equipped to thrive at school and beyond Bradfield.

2023 is already generating its own narrative. Success in academic and co-curricular activities can be read about in articles here on continued sporting achievement, prize-winning poetry, and national recognition for pupil film makers.

Elsewhere in this edition, current and former pupils look back on their Bradfield journeys, and major features look ahead to the return of the Greek Play and the completion of the St Andrew’s Project, as well as further into the future with a focus on the long-term impact of our Environmental Strategy.

The principle of an education that encourages and enables young people to “make a difference” was beautifully captured in a speech made as a leaver by Jeevan Singh, one of our featured Old Bradfieldians. His words resonate strongly throughout this Bradfieldian. I hope you will enjoy reading it as much as I have!

Dr Christopher Stevens,  
Headmaster

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### BIG SCHOOL HISTORY

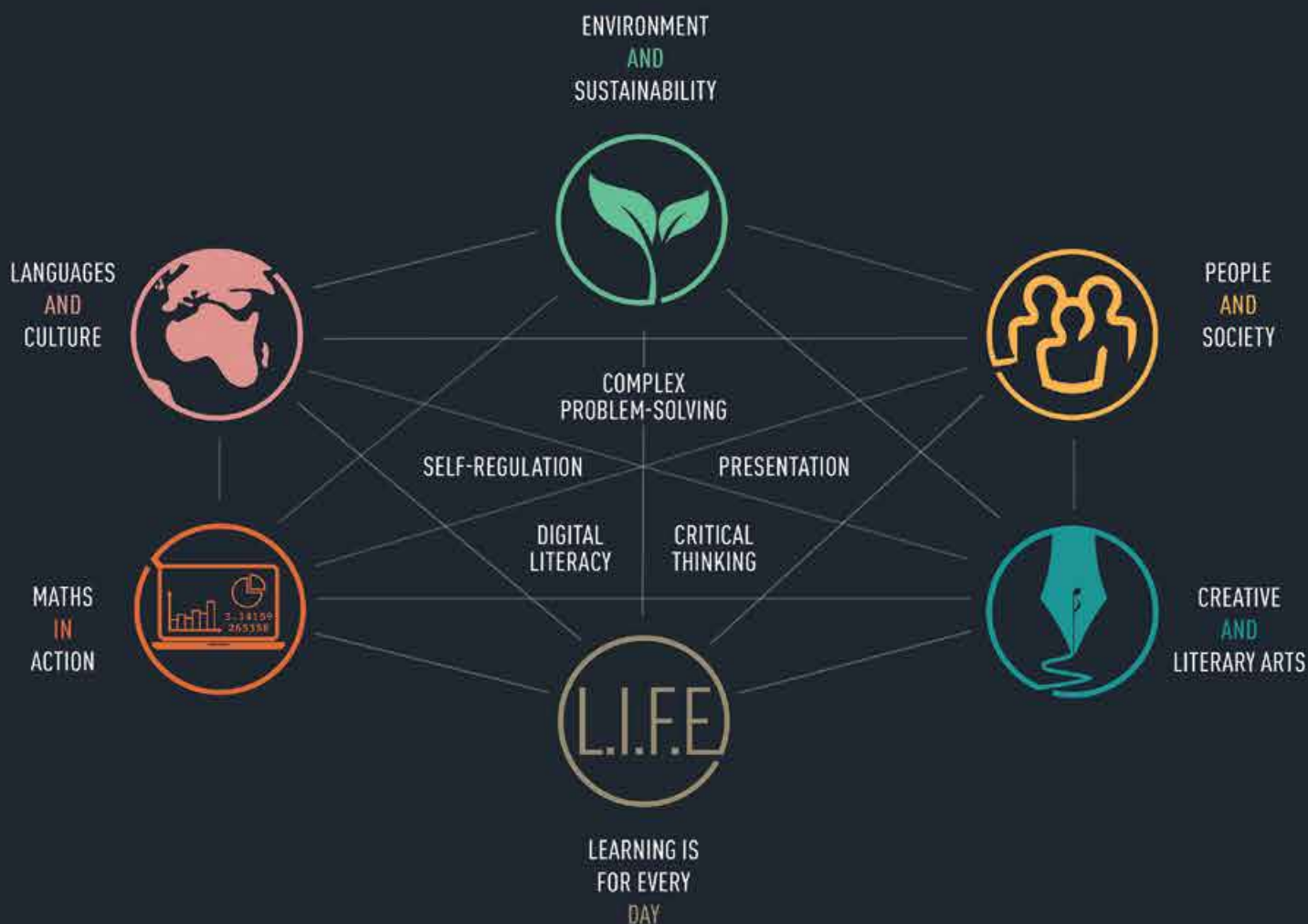
From school hall to the heart of Drama, College Archivist John Cardwell dives into the history of Big School.



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NEIL BURCH, SENIOR MASTER



# A NEW CURRICULUM FOR OUR CHANGING TIMES



**T**he world is different. It just is.  
The essence of what it means to  
be human remains the same but  
the context in which we now  
live our lives bears little resemblance  
to the decades past upon which our  
education system was premised.

To suggest the internet is 'to blame' implies all sorts of negative connotations when really the internet – the knowledge it has made available and the connectivity it has brought – has undoubtedly been, in part, a force for good. Equally, there's more to today's societal challenges than the internet alone.

In the cyclical ebb and flow of global politics the foreign policies of the world's superpowers will periodically look inwards, often to the exclusion of the less able, less well-resourced and often persecuted. We see examples of this in today's society and so the need to remain conscious and alive to this tendency, to challenge protectionism and to advocate for geo-political collaboration will be important for us all. Then again, it's all important. Society is currently staring down the barrel of a climate catastrophe. We don't crave convenience, we expect it; we demand it. Whilst we spend trillions on investigating alternative forms of energy, we spend less time readying ourselves for the behavioural changes that we must embrace.

Post-pandemic, no one can ignore the effect of technology. IT, social media, artificial intelligence (ChatGPT is but the tip of the iceberg!), virtual reality, augmented reality and data have fundamentally changed how we live, learn and interact with each other, how and where we work, with whom and what we work on. We now live ultra-connected lives, connections that can pulse at any time of the day. Our connections today put us in contact with individuals or groups, family, friends or people we work with, and all in a matter of seconds, 365 days a year.

The world is different. It just is.

If the internet has debased the value of knowledge, then AI is reshaping the world of work and the employment



opportunities available to future generations. Tasks that are fundamentally process-driven, systematic and with predictable outcomes will be done by artificial intelligence. Accountants, legal clerks, financial traders beware! AI and machine learning have therefore significantly ramped up competition for employment but so too has the ultra-connectivity I mentioned earlier. The global pandemic has shone the brightest of lights on what could be seen as both opportunity and threat. As a result of greater access to knowledge through the internet more people have access to basic education, meaning more people are capable of doing basic tasks (if AI and ML aren't doing them already!) regardless of location. The next generation will not be competing for jobs on a local or regional playing field but in the global arena. An appreciation of difference and diversity will be critical.

It is not all doom and gloom. Indeed, we should be excited. In a world where technology is reshaping and resizing, the very



essence of what it means to be human will come to the fore. Opportunity now sits with creativity, with the irrational, with the unpredictable, with the less-well defined. Of course, opportunity will also sit with the *producers* of the technology. People with a single discrete skill who merely consume the technology will undoubtedly find life more challenging.

So there's that word – 'life'. That's what we do here at Bradfield; we prepare young people for the life ahead of them; we offer an *Education for Life*. If anything I have just written is even partially true, we are obliged to look at our curriculum and challenge the extent to which it is fit for purpose; we are obliged to ensure we intentionally provide our pupils the opportunities to discuss and draft, debate and iterate, to risk and review. We must prepare pupils for the ultra-connectivity that awaits them by allowing, nay requiring them to work online and offline on extended projects that span subjects and disciplines. Indeed, future generations will likely need to embrace interdisciplinarity and/or accept the need to be flexible and agile in the world of work.

Consequently, the College has rethought and subsequently reshaped its Faulkner's (Year 9) curriculum. Central to our thinking has been the conscious, targeted development of the skills that the modern world needs – digital literacy, presentation, self-regulation, complex problem-solving and critical thinking, alongside, but not in place of, rigorous knowledge acquisition. Guided by our commitment to delivering an *Education for Life* our leavers will be prepared for public examinations, but now more than ever before for the VUCA (volatile, uncertain, complex and ambiguous) world that awaits them.

Creativity and innovation will be celebrated across a set of interconnected subject groups which contextualise pupils' learning, helping them to see its application in the real world. The Sciences and Design have collaborated to produce the *Environment and Sustainability* course. English, Art, Music and Drama comprise *Creative and Literary Arts*. *Languages and Culture* speaks for itself (excuse the pun!) while *Maths in Action* has seen our mathematicians working alongside the Computer Science team. *People and Society* is our liberal arts and humanities course. Last but certainly not least, *Wellbeing and Physical Development* will ask questions about how we can look after ourselves and each other. Few will challenge that in this fast-paced, digitised world it is increasingly important that we understand who we are and how we feel. It is important that we try to understand others, their context, their challenges and their strengths. It is important that we are happy in our own skins and recognise the benefits of 'we', the group.

Cynics will point to the cyclical nature of curriculum reform but this time it's different. Technology – ubiquitous, omni-present, ultra-fast and ultra-intelligent – has changed society forever. The importance of schools has never been in doubt but what they teach and how they teach it – their curriculum – needs to change. Why? Because the world is different. It just is.





# AWARD WINNING ACADEMIC FILMS

As we approach the 20th anniversary of the introduction of Film Studies as a subject at Bradfield, those who study it have cause for more celebration with a number of our pupils' recent A Level films being nominated for, and winning, national awards.

Johan (D) won Best TV/Film Extract at the WJEC Moving Image Awards for his short *Guilt*, a drama about a young man trying to cope with the death of his sister. Judges praised the "clever concept of a memory house and a difficult subject dealt with sensitively." They went on to state that the narrative was nicely handled; Johan's "execution is interesting and well controlled."

He was announced as a winner at a glittering ceremony held at the British Film Institute in February with Film Studies teachers Jane Stables and Kira Macaskill picking up the award on his behalf. Johan's classmates, Jack (G) and Charlie (G), were highly commended in the same category for their extracts *My First Funeral* and *King of Diamonds* respectively.

Commenting on this year's awards, leading film critic, Anna Smith said: "The films we've seen are projects that students have put their heart and soul into. Authenticity is key and it's great to see young people with such passion and determination."

Jenny Stewart, Eduqas Film Studies Subject Officer, said: "We are delighted to be able to reward students this year at the Awards ceremony. It has been an absolute privilege to work with our amazing panel of presenters who also recognise the talent of our young people. Huge congratulations to all our highly commended, shortlisted entrants and winners and the teachers who have clearly worked so hard to support their creative endeavours."

Johan and Charlie are also among four pupils whose films have been selected for awards at the upcoming Aldridge UTC Film Festival, based in Media City UK, which champions the work of student filmmakers. The pair are joined by Jess (J), *Memory City*, and Max (G), *Syncopation*, with all four films due to be screened at the festival in July.



This year the festival attracted the work of student filmmakers from across the globe and prides itself on discovering and championing emerging filmmakers, allowing them access to networking with industry professionals. Good luck to all four this summer.



*You can watch all four pupil films via The Bradfieldian Online.*

*Head to our website, click/tap on 'The Bradfieldian' in the top menu (desktop) or hamburger menu (mobile) and look for this article.*



# MORE TALKS INSPIRING BRADFIELDIANS

Following their commitment to enhance pupil voice within the College, this year's JCR continued to build upon the work of their predecessors by hosting not one but two *Talks Inspiring Bradfieldians (TiB)* events. Twelve speakers were provided with a platform from which to present discussions, ideas, personal stories and thoughts to educate and inspire their peers.

Presenting the first TiB of the year, Harrison (G) spoke about the power of sampling and how it has transformed music. The Sixth Former educated the audience with a background to the technique while providing some well-known examples and even unveiled his own re-working of the intro to the popular *One Bradfield. Many Bradfieldians.* video series.

"Never underestimate the power of your brain. Each night before an exam I visualised myself walking into the exam hall, opening the paper and being familiar with the content before confidently holding my pen and writing my answer down." Liza (J) harnessed the power of pupil voice in her discussion on the science behind visualisation techniques and how it helped her to achieve her academic goals after arriving in a new country with a new education system.

Callum (A) used his TiB to talk about mental health and the stigma surrounding male suicide, sharing some eye-opening stats including that around 1 in 5 people aged 13-18 experience mental health issues. He closed his talk with a message of support for anyone affected by mental health issues, stating: "You are not alone, there will always be someone to talk to, your friends, family or a peer. It's okay not to be okay."

"If you had the opportunity to choose one film shot or angle that would define your entire career, which would you choose?" Shell pupil Paula (I) shared her passion for film in her talk on the impact of cinematography. She shared her excitement for the future of filmmaking as it is now in the hands of innovative, creative and unbiased thinkers.

Drawing from personal experiences with the London-based organisation Bloomsbury Football, Adam (A) discussed how the promotion of social inclusion can break down participation barriers in sport. He put forward the idea that through breaking down barriers social inclusion programmes can also help to improve physical and mental health before concluding: "It doesn't matter who you are, sport brings people together."

"Imagine growing up walking into bookshops and seeing faces on the cover that don't look like you." Vicky (I) gave a thought-provoking TiB on the lack of diversity in children's media. She presented a balanced talk on how many of the characters we grow up seeing in children's literature, film and TV and even toys, are white and able-bodied and how it is only recently that media organisations have begun to increase diversity in their stories and products.

Presenting original research on the different perceptions of women and men amongst her peers, Anna (K) explored the science behind mental health. She was able to shine a light on how far society has come to





break down many of the stigmas surrounding mental health while pointing out that we are not where we should be with our education and opinions. Anna concluded: “Being aware of differences may help us to alter our mindsets for a healthier future.”

“Today’s capitalism creates selfishness; everybody is in it for themselves”, was the damning indictment from Lucas (H) in his TiB on the failures of capitalism. Talking the audience through a detailed history of the economic and political system, he concluded that capitalism could thrive in modern society but “to reform a failing economy those who partake must be willing to reform their morality.”

In his exceptional TiB, Tony (E) explained how curiosity is the fundamental force that induces us to learn. He explained that his curiosity “helped me cross an insurmountable obstacle”, as he was driven by his curiosity to learn a new language so that he could better understand the conversations of those around him. He presented energetically and proudly stated that “my curiosity is the reason why I can speak in this talk.”

“This beautiful country I gazed upon mere months ago is hiding the most obscene secret.” Inspired by a recent trip to neighbouring South Korea, Evie (J) presented the North Korean secrets which are hiding in plain sight during her eye-opening TiB. From idyllic mountain towns which are a mirage to propaganda on missile capabilities freely viewable online, Evie urged everyone to start taking note of the so-called ‘Rocket Man’.

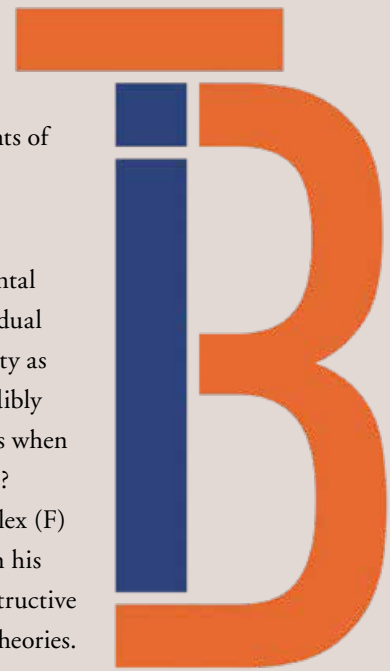
TiBs also have the power to educate, giving pupils a stage on which to share a topic which is beyond the classroom curriculum but has piqued their own interest. That is exactly what Sasha (H) did as he shared his research on the French Revolution, which he

described as “undoubtedly one of the most heroic and inspirational movements of defiance the world has ever seen.”

“Trust is the fundamental tenet that binds individual relationships and society as a whole, yet it is incredibly fragile.” What happens when that fragility is pushed?

That is the question Alex (F) articulately explored in his topical TiB on the destructive powers of conspiracy theories.

Leaning on modern day examples, Alex broke down the repercussions of lying and how trust is the cornerstone of every human interaction.



*You can watch all twelve TiB Talks on The Bradfieldian Online. Head to our website, click/tap on ‘The Bradfieldian’ in the top menu (desktop) or hamburger menu (mobile) and look for this article.*





# PRIZE WINNING PUPIL POETRY

For this year's nationwide celebration of poetry, pupils were challenged to write poems on the theme of the environment. Four of the best entries were selected to be published by our English Department and you can hear narrated versions of each poem via *The Bradfieldian Online*, read by 2022 Bullen Reading Prize Winner Sophia (M).

## CRADLE TO GRAVE

**Lukas (F), Junior Winner**

From the dawn of time,  
Whether crafted by God's hand or glacially evolved,  
I have sustained fragile life  
In my abundant breast;  
No hunger, no thirst, no pestilence, and no plague,  
Vita tuta erat. Life was safe.

Homo sapiens,  
You repay my nurture with torture.  
My asthmatic lungs are filling with carbon  
To the ca-coffin-ous chime of Mankind's beating hearts:  
Factories, gasoline, ethanol  
"May you wake up to your folly",  
Yet my pleas are too late.

I ogle my desolate landscape,  
Arid, impoverished, parched, infertile.  
The timbered giants that previously stood, now silent,  
The acreage they populated camouflaged by an invading azure sea,  
My neighbour's rays scorch my feeble skin.  
The fault of narcissistic Man.  
Cough, cough  
My fever intensifies until...

Here lies Earth,  
Year of Death -  
2222

## SUMMER DAYS

**Scarlett (I), Senior Winner**

We tan in the heat  
Green grass cushioning our backs  
The world falls apart







## THE BOWERBIRD

**Isabella (K), Junior Winner**

Dusk falls scattering  
Shards of sunset directionless  
while night journeys through the shrublands.

As the Bowerbird gathers his treasures  
Which shine blue through the darkness of the eve.  
It sings for its love.

The Bowerbird  
Weaves its bower with the kindliness of a parent.  
With concern, with hope...

## NATURE'S BROKEN HEART

**Ben (D), Senior Winner**

tell me how it feels, to wake with the birds,  
as they sing their siren song,  
tell me how it felt, to spring across fields  
with dew underfoot, in mornings gone,  
to have your breath materialise before your eyes,  
as you smile with childlike content,  
to smell the warm cut grass, to feel the rays of sun,  
kissing your skin, in summers well spent.  
Now tell me how it feels, to let it slip between your fingers,

Tell me how it feels to hear the wind of a hurricanes blast,  
tell me how it felt, to see the forests burn,  
leaving miles of landscape sparse,  
to smell the spills of oil,  
to see turtles lifeless, after a battle with your parties'  
remnant spoil,  
to have its future in your grasp,  
To have the power to fix our past,  
To soothe the wounds dealt to nature's heart,  
And still not even take that chance.





# ONE BRADFIELD. MANY BRADFIELDIANS.

Lola (I 18-23)





# “ INDIVIDUALITY IS PROMOTED AT BRADFIELD. IT WOULDN'T BE THE PLACE IT IS WITHOUT THE PEOPLE.

As I entered the gates of Faulkner's I was petrified to say the least. Being thrown into a House of 180 people, all navigating their own way through new chapters of their lives, was a thought which scared me in every way possible. Yet I was also beyond excited. After a summer of anticipation, it didn't take long to realise that I was going to love the next five years.

At the time I certainly wasn't nearly the person that this school has enabled me to become. I was relatively quiet and completely unsure of myself. I had a passion for Drama and I was sure it would become my thing at Bradfield. How wrong I was. Whilst I still love Drama, and have auditioned for almost every production that has been on offer to me, the idea of having one thing and running with it did not quite have the same appeal when I discovered the variety of opportunities on offer. Bradfield is so unique in the sense that anything you could possibly think of there is a club or a society for it. When I reflect on the co-curricular highlights throughout my Bradfield career, the things that stand out to me are my time in the D team hockey, being part of a Gospel Choir despite not having a musical bone in my body, having a non-speaking role in a play, and running a board games club with the younger years. Those are the moments that I look back on most fondly. Whilst there are some unbelievably talented people in all those areas, Bradfield always accommodates the people who are there just to get involved. I quickly learned you don't have to be exceptional at everything to love it.

This is what Faulkner's facilitates so well. That first year for most is about finding your feet and discovering new things about yourself. Thanks to my Housemistress I discovered my passion for Dance and now I can proudly say that it has been one of the many things that has made my life at Bradfield so special to me. Watching it grow more and more popular every year, the dance community, spanning all year groups, has become like a family to me. It seems absurd, but somehow an activity I flippantly signed up for shaped me in so many ways both within and beyond dance itself.

The confidence gained from the Co-Curricular Programme had enabled my confidence to grow significantly in academic subjects too. The academic side is something that I have never found easy, however, the support and the relationships you build with your teachers enhance your

learning within and outside of the classroom. I have always loved creative subjects and Science and Maths undeniably have been a struggle for me, my teachers have never failed to go out of their way to make sure I had the support I needed. Whether it was organising boosters or sending through resources, not once did I ever feel alone in my academic journey.

I'm now in the final year of A Levels, studying English Literature, Film and Religious Studies; the subjects that I love. This has been such a key part of my Sixth Form experience. My teachers are constantly trying to push me outside of my comfort zone and have done whatever they can to help me achieve my aims. Last year I reluctantly represented my House in a debate and, thanks to my teachers who encouraged me, I found something unexpected that I really enjoyed. The skills I learned then and the ones I am continuing to learn really embody Bradfield's *Education for Life*. There is so much more depth to academics at Bradfield than what is within the classroom walls.

Bradfield really is a 'talking school' and it is because of this that the pastoral aspect of Bradfield truly thrives. My Senior House, Palmer, really has become my second home and my Housemistress has been a rock throughout my Bradfield journey. I have had my blips along the way but, Palmer has always been there, offering anything I've ever needed for which I am beyond grateful. As someone who had never been to boarding school before, it was everything that I had imagined and more. Whether it is karaoke nights, baking or watching a film in the Common Room, congregating as a House shows there is a complete lack of hierarchy and it is because of this that every Senior House flourishes.

Fundamentally, Bradfield wouldn't be the place it is without the people. They are what make it so unique. There are pupils from all walks of life who thrive here, each in their own way. Individuality is promoted at Bradfield by pupils and staff, therefore every day you are surrounded by a huge variety of people. The people I have met here are what has made my journey so special; the friendships I have made from the beginning to the ones which have formulated over the years. They are what makes me undeniably appreciative to have the privilege of being a pupil at Bradfield.





COLIN IRVINE, DIRECTOR OF IB



# FIVE REASONS TO CHOOSE IB



**T**he UK is going through a challenging period contending with trade, budget, investment and skills deficits. There is only one way out: a rapid improvement in the productivity of our workers. That means education reform.

Consider the recently published report by the Times Education Commission, which consulted widely for over a year:

*At a time when an ever more interconnected globe requires cross-fertilisation across disciplines, **pupils are forced to specialise far too early**... An analysis by the Education Policy Institute for the Royal Society found that the proportion of A Level pupils covering at least three of the main subject groups — humanities, sciences, maths, languages and vocational — has halved since 2010. The former Conservative Cabinet minister Lord Willetts described the narrowing down to three A Levels at 16 as “barbaric” and suggested: “It creates a particularly acute conflict between the two cultures of arts and sciences, **far worse than in any other western country.**”*

*The commission **proposes the introduction of a British Baccalaureate** at 18, an equally rigorous but broader qualification than A Levels with academic and vocational options under the same umbrella. It would be **based on the tried and tested International Baccalaureate (IB), which is widely respected by employers and universities,** but would be customised for the UK. Pupils studying for the academic Diploma Programme (DP) would take six subjects — three major, three minor — covering both humanities and sciences as well as units on critical thinking, communication and creativity. (Times Education Commission, 2022).*

**“ EDUCATION IS ABOUT WHAT YOU WILL NEED IN THE FUTURE, NOT WHAT YOU LIKE IN THE PRESENT.**

This thinking is not new. Allowing Sixth Formers to narrow their studies to just three subjects that they ‘enjoy’ is considered unacceptable in almost every other advanced economy. Education is about what you will need in the future, not what you *like* in the present. Education is about equipping

pupils to be adventurous and make a difference in the world.

Political progress on this issue is sub-optimal at best and, while current PM Rishi Sunak has signalled an intention to make Maths and English compulsory subjects for all Sixth Form pupils, the reality is we are now onto our tenth Secretary of State for Education since 2010. You can’t reform education, with all the detailed care that job needs, with this much departmental upheaval.

For those who are lucky enough to have the option, the International Baccalaureate has provided a tried and tested alternative to A Levels since 1968, staying true to its mission statement of developing inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To the ambitious pupil, it might seem a no-brainer but young people remain nervous about making the leap from the traditional A Levels. The temptation to abandon certain subjects is strong, especially following the GCSE experience. Peer pressure is powerful and cultural expectations of a narrow curriculum are embedded. It is hard for any 16 year old to take a long-term view, to look beyond UK borders, to think of skills not scores. Long term considerations are too complicated, too uncertain and too troubling.

So let us help break things down into five simple and compelling arguments to take IB instead of A Level.

## **IB ALLOWS EVERYONE TO IMPROVE THEIR MATHS**

Employers need workers who are numerate, who can think logically to solve problems. Put simply, Maths is far too important to quit at 16. Pupils need to keep Maths going, but on an accessible level. For many, A Level Maths is just too hard, but with four IB Maths options to choose from, pupils can find the right level for them. Quantitative data and statistics are in every sector of industry. You can quit Maths in the Sixth Form, but you cannot quit Maths in life.

## **IB PUPILS ARE MORE FLEXIBLE**

The future of work is less predictable than at any time in human history. Most people do not know what they will do for a career, because many careers of the future don’t yet exist. Employers care less about subject specifics and more about skills, diversity and flexibility. They also care about

self-management and ambition. IB pupils can legitimately claim to have embraced challenge, to have balanced competing demands and embraced diverse perspectives across disciplines. They have flexible skills and that means hard currency in an uncertain world.

## IB PUPILS DO BETTER AT UNIVERSITY

The demographic projections are sobering – all university admissions departments are expecting exceptional year on year growth in applicants all the way to 2030. Entry requirements are tightening, especially for A Level pupils, who must compete with the glut of inflated pandemic grades, deferred from the last three years. It hasn't been this competitive in a long time. Meanwhile, we are observing a growth in IB offers that are far more generous than the A Level equivalent. It isn't difficult to see why – numerous studies have demonstrated that IB undergraduates outperform their A Level contemporaries at university. They are better prepared, have lower drop out rates and a higher incidence of first-class degrees.

## IB IS LOWER RISK AT ASSESSMENT

The final IB Diploma score is determined from 15 exam papers and nine pieces of coursework. In comparison, the average A Level pupil has their entire qualification based on just nine exam papers. Can anyone guarantee that all of those papers will go well? IB pupils have their work spread more evenly across the two years and progress through their qualification in a planned, structured way rather than proving their entire worth in high stake, high stress terminal exam papers.

## YOU ARE AN IB LEARNER FOR LIFE

Everyone at Bradfield believes in educating our young people for life. But how do we evidence those values for an A Level pupil? Our *Education for Life* ethos is a response to the absence of these values in A level specifications which share no common philosophy, themes or interdisciplinary links. It is Bradfield's attempt to fill the gaps. By contrast, the IB Learner Profile underpins every specification and curriculum review. Subject reforms are designed collaboratively, as part of a coherent Diploma. The Learner Profile is a globally recognised set of values shared by 1.2 million IB alumni. Everyone who leaves Bradfield becomes an Old Bradfieldian and enjoys the privilege of that club. But those who leave



with an IB Diploma also join a worldwide network of likeminded people, who can instantly recognise and value what an IB Diploma on your CV really means.

It is a challenging time for the UK, and an uncertain one for today's pupils. With a bit of ambition and the right support, the IB Diploma offers Bradfield pupils a superb opportunity to overcome and thrive in that new world, as flexible lifelong learners.





# OEDIPUS THE KING – THE 41ST BRADFIELD GREEK PLAY

After considerable discussion with staff and pupils, it has been decided that the 2023 production will, for the first time, be a hybrid of both classical Greek and modern English. This is in no way an attempt to reduce the challenge for pupils taking part, but an attempt to make the play more accessible to a wider audience and to help nurture a love of classical theatre, an approach that has also been taken by Oxford University with their Greek play.

Sophocles' play, first performed in 429BC, follows Oedipus' discovery of a dark family secret that threatens not only to destroy the city but the King himself.

The 2023 production will have a new 'cinematic' score composed for it, incorporating elements especially recorded for this production by internationally acclaimed aulos player Barnaby Brown. The production will also look to incorporate a mixture of classical and modern design

elements to produce an exciting and dynamic production that feels faithful to the Bradfield tradition but is also beginning to forge a new tradition in which Greek Drama continues to play a central role in the school calendar and is enjoyed by future generations of pupils and parents.

The performances at Bradfield will be accompanied by workshops and talks to pupils by experts in the field to provide context to the play. The play will then be taken to Greece where the cast will spend a week to enhance their studies in Classics or Theatre Studies, as well as encouraging their love for the Ancient World, and culminating in two evening performances at the beautiful Mary Arconi Theatre in Alimos, just outside Athens.

Tickets are available from  
[www.ticketsource.co.uk/bradfieldevents](http://www.ticketsource.co.uk/bradfieldevents)



# OLD GYM TRANSFORMED INTO ISLAND FOR MODERN DAY RETELLING OF GOLDING

Audiences entering the Old Gym in November were transported to the middle of the Atlantic Ocean for a dynamic adaptation of William Golding's novel *Lord of the Flies*.

Staged in-the-round for a fully immersive experience, the production began in complete darkness as the sound of an aeroplane soared overhead before its engines faltered and it crashed into the ocean. As the lights came up and the sound of the jungle could be heard, the audience looked onto a small sandy clearing in which the story would unfold.

With a double cast over four performances there were opportunities for plenty of pupils to be involved. Ralph, played by Rio (D) and Seb (A), was first to enter this strange new land. With the arrival of Piggy, played by George (G) and Emma (M), he found that he was not the only one to survive the crash and upon discovering

a conch shell, they were soon joined by Jacqueline Merridew (Jack), played by Sophie (M) and Silvia (K), and a motley crew of survivors. As the story unfolded, Ralph and Jack found themselves thrust into conflict as Ralph attempted to hold onto civilized values and rules as they awaited rescue while Jack embraced the darkness at the centre of the island and regressed back to a more savage-like state. Golding's story is allegorical and asks an audience to explore the internal struggle between good and evil that he believed was within us all.

In staging the play at Bradfield, the decision was made that our production would take place in the present day and that our islanders could be both male and female. Having discussed Golding's intentions for the book,

our cast and crew did not feel either of these changes would have a detrimental impact on the characters or themes at all. They came to the realisation that each character had an integral part of the story to tell and that each represented an aspect of the human psyche. For the Company, Ralph was the light, Jack the darkness, Simone the soul, Piggy the logic, Roger the hate and Percy the innocence; every character and every actor essential to the piece.

To have the opportunity and time to not only stage the play but explore it was a fulfilling experience for the cast. Using a range of acting exercises, they were able to bring the island to life and left audiences asking themselves the question: "If I were on the island, whose tribe would I join?"





# FAULKNER'S ENJOY FIRST TASTE OF BRADFIELD DRAMA

The Faulkner's Production is a key moment in our first-year pupils' calendar as it provides the Year 9s with an opportunity to explore the world of Bradfield drama in a safe environment with just their peers. This year-group-protected play allows pupils who may never do drama again to get involved in a production. It is a time for making new friends and connections while working towards something they can proudly show off to peers, parents and staff after a term of hard work.

The production was directed by Georgia Mussellwhite, the Drama Department graduate teacher, and the pupils put on four performances of *Around the World in 80 Days*, based on the classic novel by Jules Verne set in 1872.

In the story Phileas Fogg makes a wager of £20,000 (today that is worth £2,893,503.05!) that he can travel around the world in just 80 days. Nowadays that would be easy, we would jump on a plane or perhaps in the future, a space shuttle. However, in the days of Phileas Fogg, that meant bouncing from rail to sea connections. Travelling alongside his valet, Jean Passepartout, his journey is not easy as he is chased around the world by Inspector Fix, who believes he is the thief of the recent Bank of England robbery.

Verne's novel has been adapted for radio, stage, film and TV with most people familiar with the recent adaptation starring David Tennant. This version of the story took out the characters of Inspector Fix and Miss Aouda and replaced them with a character called Abigail

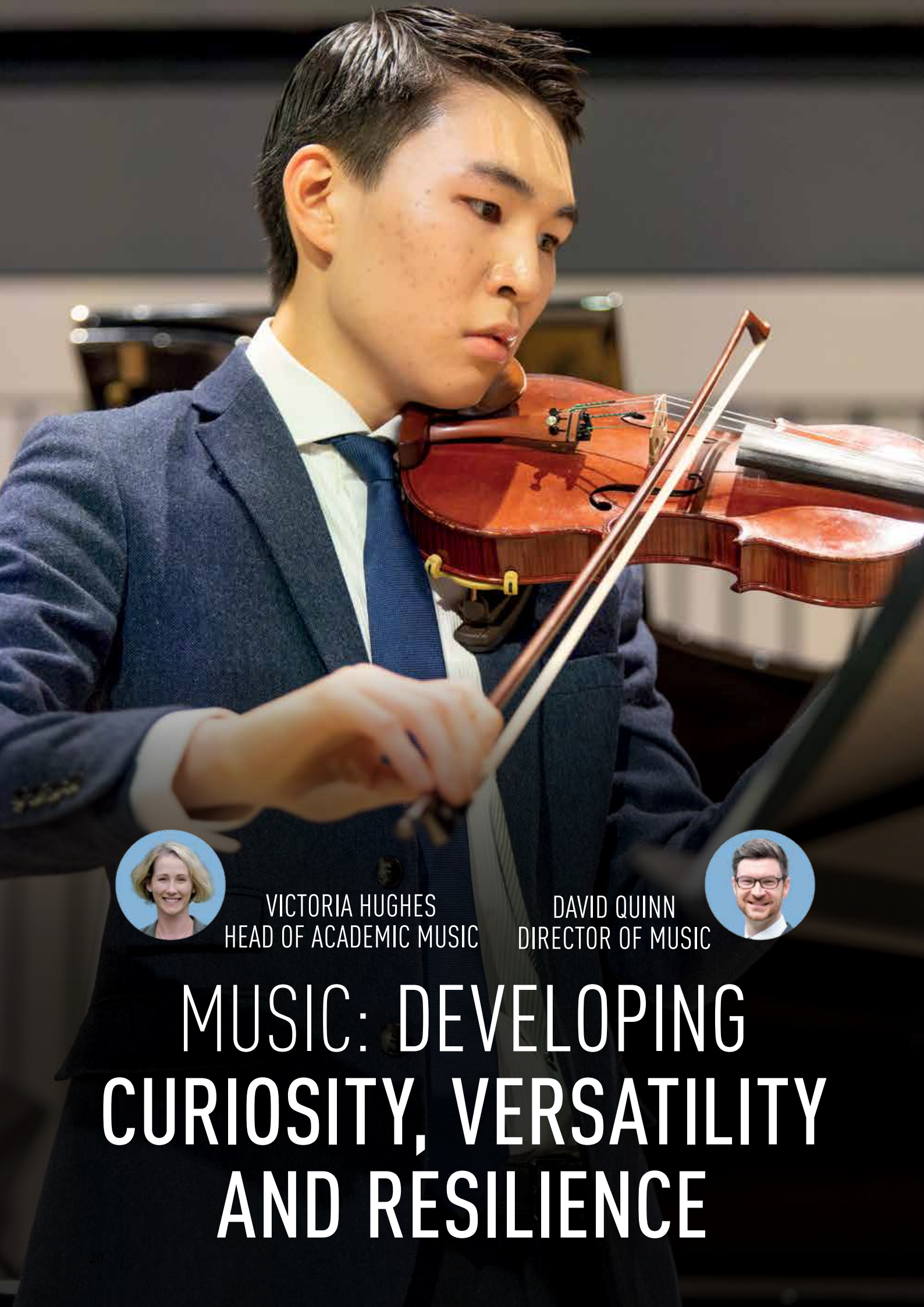
Fix Fortescue, a journalist who travelled alongside Fogg and Passepartout. Instead, the villain of the show is the man who Fogg bets against, Nyle Bellamy.

"I was very lucky to be spoilt for choice when casting the Faulkner's Play", Director Georgia comments. "This led me to the choice of double casting as I wanted as many Faulkner's pupils to get involved as possible. Alongside this, the original text is very male dominated with the only main female character simply introduced as the love interest for Fogg. I wanted to be able to include as many of our talented Faulkner's girls as possible, without forcing them to play men. Therefore, I began to consider which characters we could potentially gender flip. I was immediately drawn to Phileas Fogg; hence, we created Philia Fogg. We have ended up with two very different but head-strong women, Philia, uptight and incredibly intelligent, played by Angelique (LJ) and Jemima (LI), and Abigail, creative and comfortable in her own skin, played by Jennie (LM) and Flo (LJ), to accompany the funny and well-travelled, Passepartout, played by Olly (LF) and Robert (LH), and finally the determined and bumbling Inspector, played by James (LH) and Ollie (LD)."

With four sold out performances going down a treat in the Old Gym, there is no doubt that this ambitious production will live long in the memories of our cast and audiences alike.







VICTORIA HUGHES  
HEAD OF ACADEMIC MUSIC



DAVID QUINN  
DIRECTOR OF MUSIC

# MUSIC: DEVELOPING CURIOSITY, VERSATILITY AND RESILIENCE



**W**hether listening, creating or performing, we know that music plays an important part in the lives of all our pupils. In the Music Department our goal is to fill our community with music, embracing its rich variety. We aim to give our pupils the opportunity to experience and be part of a culture of high performance and believe that music makes the environment in which we live, work and learn, happier, more inclusive and outward-looking.

Music is at the heart of an *Education for Life*. We have worked hard in recent years to make sure that our academic and co-curricular offering is broad enough to meet the desires and needs of our pupils, whilst accepting the challenge of taking our pupils to music they may not currently consider their own. Whether by contributing to each individual's ability to flourish mentally or by preparing them for a future in one of the country's biggest industries, the Music Department is here to develop our pupils' curiosity, versatility and resilience.

## “ EVERY INSTRUMENTAL AND VOCAL NEED IS CATERED FOR.

All pupils in Faulkner's participate in Music and the curriculum is designed to engage pupils in creating and exploring a wide range of music through different mediums including keyboards, ukuleles, percussion and music technology. At GCSE and beyond, lesson content is designed to enable pupils to work at a pace that is right for them, to dwell a little longer, or to push on with more challenging tasks guided by their teacher. Pupils develop and hone their analytical and creative skills and broaden their knowledge and appreciation of what is out there in the wider musical world. Traditional music-making and music technology are complementary and treated with equal importance, with technology being particularly important in engaging and facilitating progress for all musical abilities. The department



offers traditional performance options but also Music Production as Performance for GCSE and A Level with Music Technology a core component of the IB DP Music programme. The department is flourishing and attracts many pupils each year to academic music courses.

With over 325 individual music lessons taking place each week, every instrumental and vocal need is catered for. Our team of professional visiting music teachers bring with them a diverse range of real-life experience from their own work within the music industry, whether that be playing in the Philharmonia Symphony Orchestra, performing a leading role in *Phantom* on the West End or providing backing vocals for Diana Ross. Lessons are catered to the individual, whatever their goals or aspiration. Individual Music Tech lessons are a more recent addition to our programme, supplementing the academic curriculum, with an additional Music Tech Club making full use of our Mac Suite.

## “ PLAYING IN THE PHILHARMONIA SYMPHONY ORCHESTRA, A LEADING ROLE IN PHANTOM ON THE WEST END OR PROVIDING BACKING VOCALS FOR DIANA ROSS.

Of course, solo performance is only a small part of anyone's musical journey and at Bradfield we have an impressive range of teacher-led vocal and instrumental ensembles, covering a range of genres, from small instrumental groups up to the more inclusive *Bradfield Voices*. The process of rehearsing and performing develops our pupils' collaboration, teamwork, and presentation skills, while pupil-led ensembles and initiatives offer leadership experience. The calendar is filled

with performance opportunities, with a structure in place which encourages our pupils to develop and progress as a performer through informal performance platforms, more formal lunchtime concerts in our newly refurbished concert hall and showcase concerts in venues such as Reading Town Hall and Pizza Express Live in Holborn. It is no surprise that a growing number of pupils are leaving Bradfield to take up places at the country's top conservatoires and setting their sights on a career in the music industry.

## “ MUSIC IS CREATING A BRADFIELD WITHOUT BORDERS.

Of course, it would be counterproductive for music at Bradfield to be insular, ignoring all the music which takes place beyond the College. With 'Bursting the Bubble' a central part of our education strategy, the Music Department has taken a lead in creating a Bradfield without borders. Our pupil-led singing leadership scheme sees Fifth Form pupils work with our local state primary schools to create 'Singing Schools', whilst our expert-led Music Therapy Group is helping to support the music provision in a local

special needs school, having previously run a festive singing tea for elderly members of our local community, and raised money for a Reading-based Music Therapy charity. Our links to our local music service, *Berkshire Maestros*, continue to strengthen and collaborations offer opportunities for our pupils and staff to work and perform alongside peers from a broader local area. By fostering mutually beneficial partnerships with other regional institutions, businesses and charities, we are putting compassion, service and teamwork at the heart of our department. With Reading, Newbury, Oxford and London on our doorstep, we are surrounded by music making on all sides. Trips to live performances are an important part of our pupils' education. These experiences are crucial for the development of all our young musicians, building ingenuity and inspiring creativity.

Music is the beating heart of Bradfield College. By embracing an ethos of 'Music for All', we are ensuring that the music education our pupils receive is not only relevant to their lives, but also brings them to explore new music, engage in different experiences and flourish in a rich variety of opportunities.





# MICHAELMAS MUSIC PROGRAMME REFLECTS DIVERSE INTERESTS OF PUPILS

The prospect of a new academic year is always an exciting one for the Music Department. The talent that a new Faulkner's cohort brings is only part of it and this year we also had several excellent musicians join in the Lower Sixth. With new membership to all of our choirs and ensembles, and a new look schedule of concerts, there was a vibrancy and anticipatory feel about the Michaelmas Term.

One area that has seen significant interest and growth has been opera and the Opera Club worked extremely hard to prepare a full performance of *Dido and Aeneas*. Our performers were exhorted to take care of their voices in the build-up, despite their participation in the popular Goose House Shout. Our singers put on a stunning evening of opera, which was described by one member of staff as "the best thing that they had seen at the College in nearly thirty years."

Musical Theatre is another area of College music that has seen significant growth in recent times. This is due in no small part to Matt Blaker, one of our many singing teachers and himself a professional musical theatre actor and singer. He is currently playing the part of Raoul in the West End production of *Phantom Of The Opera*, and when he invited some Bradfield pupils to come

to the show, we saw an opportunity. The new *Richard Osborne Fund*, which was set up by Old Bradfieldian John Lyon (C 65-69), aims to fund trips for enthusiastic musicians to concerts and shows and this provided the perfect opportunity for an evening of West End magic. The department and the pupils would very much like to thank John for his generosity in enabling this and future trips to take place.

This year's Michaelmas Concert was rebranded as the Michaelmas Cabaret due to the pupils desire to perform a real variety of music. Featuring more than 100 pupils, from all Houses, all year groups, some who are Scholars and some who do not even have music lessons, this event epitomised the inclusivity that the Music Department fosters. The show opened with a debut performance from our Musical Theatre Group including numbers from *Sweet Charity*, *Catch Me If You Can* and *Chicago*. Our ensembles took to the stage in the second section, displaying the vibrancy of friends collaborating, and the hours of individual practice and group rehearsals, culminating in the making of music together on stage. The evening concluded with performances by the College's Ensembles with all eighty pupils in the *Bradfield Voices* taking to the stage for the finale

accompanied by the *Big Band* in an epic rendition of *Can't Help Falling In Love*.

With no time to draw breath, pupils and staff launched themselves into the Carols season, with six services in as many days, including the annual trip to London for OB Carols – this time in St Matthew's Church, Bayswater. A wide spectrum of the Bradfield community attended the concert including Bradfieldians of all ages, current parents and their families and many College staff.

Guests enjoyed a wonderful concert by the College musicians under the guidance of the Chaplain The Revd Dr Peter Hansell. Musical leadership came from the Director of Music Mr Matt Lowe, organists Mr David Quinn and Miss Margaret Edwards, the Chapel Choir were directed by Mrs Elisabeth Croft and Bradfield Brass were directed by Mr Tom Griffiths. Musical elements of most note included some beautiful solo pieces as part of *The Three Kings* and *The First Noel* and wonderful closing piece *Stille Nacht* sung by the choir.

You can watch a performance of *Dido and Aeneas*, the Michaelmas Cabaret and one of the Carol Services from the College Chapel via The Bradfieldian Online.



A young man with dark hair, wearing a light-colored button-down shirt, is seated and playing a drum set. The drum set includes several cymbals and a snare drum. In the background, there is a large, stylized neon sign that appears to say "LIVE". The scene is lit with warm, reddish-orange and blue lights, creating a moody atmosphere. The text "ONE BRADFIELD. MANY BRADFIELDIANS." is overlaid in large, white, sans-serif capital letters.

# ONE BRADFIELD. MANY BRADFIELDIANS.

Archie (A 18-23)

“USE EVERY OPPORTUNITY, EXPLORE INTERESTS AND PURSUE PASSIONS. I COULDN'T THINK OF A BETTER PLACE TO DO SO.



At the age of 11 when my parents asked me: “Where do you want to go Arch? What do you want to do?”, my only experience of viewing secondary schools was that of being dragged along to my older brother’s Open Days, so it’s safe to say I wasn’t the most equipped with knowledge, compared to my parents, of what Bradfield or any other secondary school was actually like.

However, despite my limited knowledge, I pretty much immediately turned around to my parents and said “Bradfield.” If I’m honest I’m not actually 100% sure why but, as clichéd as it sounds, it simply felt right for me. Having only expressed interest in one school my parents thought, ‘good enough’ and we applied to one college. Just one. In other words, it was Bradfield or nothing. It was a feeling shared by my parents, a ‘vibe’ they got from the school and they agreed that it would suit me. They were very right.

I must admit, having been at a day school my whole life, the idea of boarding was particularly daunting. My only experience of boarding was my Mum’s streams of tears as my older brother left every Sunday night to go back to his college. So, on the first drive to Bradfield to drop me off, I was on high alert expecting to need to comfort her.

However, I was met with a heartfelt and sincere goodbye, but not a tear in sight. Now this is not an attempt at gaining sympathy, I am simply trying to prove a point! That point is that Bradfield felt right. It soon became apparent that my brother’s school simply didn’t feel right and was not nearly as facilitating as Bradfield was and is. There were no excruciating nerves, tears or anxiety which I believe was down to three things: the pupils, the environment, the staff.

Upon arrival, the pupils and staff were welcoming, making sure that not only pupils but also the parents felt at home, safe and in good hands. Of course, every case is different but as someone who was expecting to be homesick, I didn’t feel anything like that at all. This was probably due to the fact that I, like every Faulkner’s pupil, was practically rushed off my feet trying new subjects, sports and co-curricular activities which meant that I had little time to think about home.

It is through these endless opportunities that Bradfield fully gives its pupils the facilities and help they need to thrive in pretty much any area of school life. For me this was music; drumming in particular. The Music staff could not have been more willing to facilitate and help. I would go as far as to say that they are the reason I have applied to four different music conservatoires for jazz drumming, as well as having offers from various universities for academic Music, with

much help from Bradfield’s Horizons careers and higher education team.

When I was in Faulkner’s I idolised an Upper Sixth jazz drummer named Hamish, who also happened to be Deputy Head of School; say what you will but I think the system must be rigged! With the encouragement from the Music Department, some of whom also teach at places such as the Royal Academy of Music in London, I had everything I needed to develop my skills and musicianship. A highlight of my musical journey at Bradfield would be performing a set at the Jacqueline du Pré Concert Hall, Oxford, as well as in a professional underground jazz bar in Holborn, London.

But this is just Music. A singular department within the school that is on a par with any other department here. Whether it’s academic or co-curricular, the standard of teaching is so high, so you can imagine what it’s like in all other areas of school life.

I’ve tried to involve myself in as much as the school has to offer; representing the College on the sports field, in the classroom, joining societies, taking part in drama productions and even trying out the fives courts, as niche as that is! I would be lying if I said I’d tried or done it all; there are countless opportunities here and something for everyone. Even if it doesn’t exist now, the school is welcoming of pupils’ ideas and initiatives, so you could be the one to start that activity or that society.

I’ve been lucky enough to be surrounded by a vast array of characters and talents here. From ISFA Cup winning footballers to drama enthusiasts with big roles in productions internally and externally. It has been a pleasure to see them live out a curricular and co-curricular journey of their own.

Looking back now, having lost almost two years of the full Bradfield experience to COVID-19, the thought of leaving seems almost rushed, to be honest, and it feels like I should really have another year or so here. The reasons I will be sad to leave are the exceptional facilities, the playing fields, the buildings, the food (especially chicken katsu curry on a Wednesday night!). But above all, it will be the people, the opportunities, the staff and everything else about this place that makes it what it is.

So, if your child is lucky enough to be offered a place at the College, know that the school is what you make of it. Encourage them to use every opportunity they can, explore their interests and pursue their passions, as I couldn’t think of a better place to do so.





# MUSICIANS VENTURE BEYOND BRADFIELD FOR LENT CONCERTS

The Spring Concert in Reading Town Hall was our Lent Term opportunity to showcase the variety of College ensembles. Over 130 pupils took to the stage in repertoire from Allegri to Pink, and much in between. The concert opened with an 'en masse' performance of Handel's Coronation Anthem *Zadok the Priest*, and concluded with Bradfield's biggest ensemble, the eighty-strong *Bradfield Voices* filling the room with their rendition of Cian Ducrot's *I'll Be Waiting*. Other highlights included a performance of Allegri's *Miserere* by the Chapel Choir, with plainsong interjections provided by Faulkner's pupil Jacob (LA) and a quartet of singers in the balcony providing the second chorus. This group, featuring Tallulah (K), Purdey (I), Evie (J) and Luke (A), was crowned by Tallulah's soaring top Cs, for which the piece is so famous. The concert was a feast of ensemble performance including the String Ensemble, Clarinet Choir, Chapel Consort, Bradfield Brass, Saxophone Ensemble, Latin Jazz Orchestra, Gospel Choir and Big Band.

Our musicians continue to engage with the local community, and thirty of our jazz and pop performers help transform Yattendon Village Hall into a Jazz Club for the evening, delivering a concert to help raise funds for both Yattendon Primary School and improvements to the Village Hall. This was great 'gigging' experience for our pupils provided an opportunity for some less experienced performers to take to the stage across a range of different instruments. The support from the audience was thoroughly motivating and there was a genuine buzz about the place throughout the concert.

It is essential for our Music Department to be able to get out into our local community and communities beyond Bradfield and we are delighted that we were able to help raise funds through this concert for the two local causes.





# DOUBLE SUCCESS FOR BRADFIELD COLLEGE AT LTA AWARDS

Bradfield earned double recognition at this year's LTA National Awards as the College was nominated for the LTA National School of the Year while tennis coach Selena Coburn was nominated for the National Official of the Year award. Both nominations followed the success at the LTA Regional Awards where Bradfield was named Regional School of the Year and Selena won the Official of the Year for the Central and East Region.

The awards follow an unprecedented year of sporting success at Bradfield in which the Senior tennis boys won a first ever Independent Schools Tennis Association Youll Cup, one of four national championships won by Bradfield's pupils across tennis, football, cricket and shooting. The Youll Cup wasn't the only ISTA Championships success for Bradfield as the Senior girls won the Loveband Plate and the Junior boys won the Springthorpe Cup. Two of the Youll Cup winning side, Tom and Jack, represented an ISTA team at Wimbledon this past summer with Senior girls' Captain Tina, who earned a Scholarship at an American university, called up as a reserve.

Upon winning LTA Regional School of the Year, Damian Fuller, Director of Tennis at Bradfield, said: "The award demonstrates the College's commitment to tennis, from building the Indoor Centre in 2000 and the appointment of a Director of Tennis in 2011 to the construction of six world class clay courts

in 2017 and the employment of a dedicated tennis coaching team. It is a tribute to my excellent coaching team and the staff and pupils of Bradfield College who commit their time to overseeing, playing and competing in regular tennis matches against other schools."

Now in their eighth year, the LTA Tennis Awards celebrate the incredible achievements of some 22,000 schools and the thousands of individuals involved in helping to grow tennis around the country. The school and Selena were selected as winners from more than 2,200 nominations across 13 different categories, acknowledging outstanding contributions to tennis in 2022.

"I am fortunate to work with some of the most dedicated and talented people here at Bradfield College in the Tennis Centre", commented Selena upon being named as Official of the Year. "Together, we have accomplished a great deal and I am proud of the work that we have done. I am grateful for this award and I am committed to continuing to work hard to improve the events that we host at Bradfield Tennis Centre."

Scott Lloyd, Chief Executive of the LTA, commenting on this year's regional winners via the LTA's website, said: "The contributions the nominees have made to the sport are tremendously positive. We are delighted to celebrate their amazing dedication to the game and all they do for their communities."





# ISFA CALL-UPS, ACADEMY VICTORIES AND FUTSAL CHAMPIONS SIGNS OF SUCCESS FOR FOOTBALLERS



Our numbers for participation in football have been as high as they have ever been with the continuation of Ruxes for those not competing in teams but still keen to play football. Between the beloved House League structure and competitive team matches against other schools, competitive football is widely available for all boys at Bradfield who wish to compete. Indeed, this season the College fielded an 8thXI team on numerous occasions for the first time in our history. A further moment of significance was participating against Wilson's School, the first time a full block of fixtures, 12 matches in total, has been played against a state school.

Whilst the results in the Cup competitions have not been as positive as in previous seasons, numerous teams have had the opportunity to play in competitive knockout fixtures. The U14As and Bs, U15As, U16As, 2ndXI and 3rdXI all competed valiantly in their individual Cups before falling short in what were competitive and enjoyable experiences for all.

The 1stXI excelled in the Hudl Independent Schools League again this

season coming within a point of retaining the title they won last year. The boys scored an outstanding 38 goals in their eight league fixtures while conceding just 13 in their six wins and two losses. Bradfield are fortunate to also play fixtures regularly against top opposition and this year was no different with the 1stXI going toe-to-toe with Category 1 academy teams from Fulham and Southampton. Perhaps their best result of the season came against the latter as the boys turned around a 1-2 deficit at half time to win the match 4-3.

Whilst the 1stXI unfortunately lost in their opening ISFA Cup match, which meant they were unable to retain the trophy they deservedly won last year, they made it through to the knockout stages of the ESFA Super League competition where they were narrowly beaten by Hartpury College, and are still in the mix for the Hudl Independent Schools League title.

Bradfield continues to see a number of pupils representing ISFA National Teams across age groups. Congratulations to George (G),

Jacob (G), and Archie (D) who all represented ISFA's 1stXI in national and international fixtures with Marcus (C) and Owen (D) earning selection for the ISFA U17s.

The Junior boys' futsal team won the South Midland Regional Qualifiers to qualify for the National Futsal Association Tournament. The boys won all of their games in the regional competition, scoring 15 goals and only conceding one. Not only was the team achievement one to savour but also Bradfield player Rio (D) was named as 'Player of the Tournament'.

The energy and excitement around football at the school continues to be incredibly high with attendance at matches being a much-welcomed boost to a lot of the games where our players feel a real 'home' advantage with the spectating pupils acting as a '12th player'.

Congratulations should go to all of those who have represented the College this term and thank you to all members of staff who have given up their time to coach, referee and support the pupils.



# TOURNAMENT SUCCESS AND MAJOR VICTORIES FOR OUR GIRLS' FOOTBALL TEAMS

The girls in the football programme have enjoyed challenging for silverware on multiple fronts in national competitions while continuing their learning both on and off the pitch. Both the U15 and 1stXI girls' teams went unbeaten to become ISFA South Central League champions for the second year in a row, an outstanding achievement.

The 1stXI began their season with tournament success. Bradfield and ISFA partnered for a 7-a-side competition with 11 teams competing for the inaugural trophy. It was a competitive tournament with our A team going all the way to win the Cup. In addition, our B team competed superbly in the Trophy competition, making it to the final before narrowly losing on penalties. Bradfield's first ever girls' football tournament was a resounding success and the girls followed this up a month later by coming away from the Charterhouse tournament as runners-up.

The Senior girls concluded their season by reaching the ISFA U18 Shield

final. On Finals Day they came up against a strong Forest School side in the semi-final and ran out 4-1 winners with goals from Flora (K), Peyton (K), Ruby (K) and Pippa (M). In the final, the girls took on ACS Cobham who took an early lead. Bradfield tried to gain momentum and almost equalised through Peyton but her shot from Ruby's cross was cleared off the line. Goalkeeper Lila (M) then saved a penalty but it wasn't long before Cobham doubled their lead and went on to take the title. Despite the defeat the girls' remained upbeat and celebrated their impressive achievement as the first girls' football team at Bradfield to reach a final of any competition. This match was the last opportunity for Grace (K), Imogen (I), Sofia (K) and Sophia (K) to wear the Bradfield shirt and these girls deserve recognition for the effort and commitment during their time here.

The U15 girls made the perfect start to their Cup campaigns with big wins in the ISFA Cup, a 7-0 victory over The Abbey School, and ESFA Cup, an 11-5 win over Trinity School, Newbury.

The Junior girls also scored some big victories in their league fixtures, scoring six against St Margaret's School and Headington, eight against St Alban's High School and a huge 9-1 win over Queenswood School. Team Captain Ava (K) was a regular feature on the teams' score sheet and often bagged three or more goals per game. We look forward to seeing her alongside Jess (M), Scarlett (K) and Emma (K) as they progress up to the 1stXI this year.

Away from the spotlight of fixtures, Peyton, Freya (I), Ruby and Flora travelled to St Andrew's, Berkshire to run football sessions. The girls had the chance to show off their impressive football skills while chatting to the prep school girls about footballing opportunities at Bradfield and their recent successes. The girls continued as role models during our new Primary School girls' football tournament which saw ten school teams competing. Adaora (K), Scarlett (I), Peyton, Pippa, Poppy (M) and Ruby all helped to referee, helping the younger girls and encouraging them in their pursuits.



# RECORDS, CUP RUNS AND ACADEMY CALL-UPS FOR GIRLS HOCKEY PLAYERS

There has been much to celebrate for our girls' hockey players with scoring records beaten, undefeated seasons and a number of call-ups to international and elite club talent academies outside of Bradfield.

The strength in depth has been evident with the U14 year group who acquitted themselves well throughout the season. The A team showed tremendous progress as they reached the South Central Regional semi-finals while the impressive C team played with consistency to go unbeaten. They ended their season on a high with a comprehensive win against Canford; a superb achievement.

Our Juniors have been enjoying excellent seasons across a number of sports and hockey is no different. The U15As were regarded by many as the 'Team of the Year', enjoying a superb Independent Schools Hockey Cup run. They came out on top in a tough first round game against Wellington 2-1 before progressing to the quarter finals having beaten Alwyn's School with a superb team display, goals coming from Ava (K) and Ellie (K). A narrow 2-1 defeat to Millfield ended their run but it was not just the Cup in which the team impressed as they scored a phenomenal 64 goals in 17 games which reflects their dominance in matches.

The U16 team have also performed well this year, turning the positive energy and willingness to work hard on the training pitch into results in fixtures. The U16Bs battled well against strong 'A' team opposition in the Berkshire County Cup. The U16As impressed with their drive to improve, becoming a very effective passing team and this was seen in their good results against Cranleigh, Epsom and Cheltenham. They finished strongly against a Canford 2ndXI,

winning 2-1 against a more experienced opposition. The team also played some superb hockey during the indoor programme where they reached the regional finals.

The 1stXI brought a huge amount of energy to both training and matches and scored an impressive 60 goals across their 23 matches this season. The attack, spearheaded by 'Player of the Season' Poppy (M), who has scored a College record 28 goals, along with the irrepressible Cecily (J) and the much improved Annie (M), were a thorn in the side of all oppositions defences through playing in a fast and direct fashion. In midfield Immy (I) Bella (M) and Jazzy (I) have used their skill and technical strengths to create plenty of chances for the team, while in defence Laura (J) and Grace (K) were calm and composed on the ball. Captain Minny (I) read the game well from centre back and showed real bravery especially in penalty corner defence with some superb stops on the line. In goal the team will certainly miss Charlotte (M) for some fantastic saves and some excellent coaching.

One of the many highlights of the term was the Senior Hockey Tour to Eindhoven, Netherlands. Thirty pupils from two Senior Squads enjoyed training and playing at the wonderful facilities at Oranje-Rood HC, taking part in six matches and winning five of them. Among the standout moments was watching the Premier League Hockey match between Rotterdam and HGC.

A number of players continue to achieve success beyond the pitches at Bradfield with Daisy (K), Ava, Emma (M), Jemima (M), Jessica (M), Bella and Jazzy all training at the Reading Hockey Club Talent Academy. After a successful Futures Cup performance last summer Jazzy made it through to the last thirty players in England U16 trials; an excellent achievement.







## CUP RUNS PROVIDE THE HIGHLIGHTS FOR HOCKEY BOYS

It has been superb to see the continued enjoyment shown by the pupils representing the school on the hockey pitch and, with 140 matches being played throughout a busy Lent Term, the boys displayed a genuine commitment to the hockey programme.

Keen to kick on from the successes of the previous year and, following on from a successful indoor season, the 1stXI started the season strongly winning all seven matches before Long Leave. They experienced heightened drama in another exciting Cup run this season, the highlight being the extraordinary 13-12 flicks win over Barton Peveril. They eventually lost to Trinity in another nail-biting penalty shoot-out. In their Saturday block fixtures the team have enjoyed playing a fast, attacking brand of hockey scoring 46 goals in their 14 matches, including a crushing 7-1 win over Marlborough and a close 4-3 win over Abingdon. The boys also narrowly lost in the semi-final of the indoor Regional competition having played some excellent hockey with Archie (E) in goal and Andrew (A) in defence the

The strength in depth has been ever apparent to see within the Senior teams. The 2ndXI only lost two games and the 3rdXI went unbeaten, scoring an average of three goals a game and only conceding once! The 4thXI similarly enjoyed an excellent season winning matches against Eton, Marlborough, Cheltenham and Cranleigh.

The U16s continued to make excellent progress, their passion for the sport evident in their attitude in training and endeavour in matches. While the 'A' team have found victories hard to come by, the progress is evident in the way they bettered previous year's results while some superb performances led Ted (A) and Ted (G) to claim well-deserved places in the 1stXI. The team also performed well during the indoor programme, reaching the regional finals. The 'B' team only lost two matches, their highlight being a dogged 3-1 win against a determined Cranleigh side, while the 'C' team became renowned as tough to beat. They did showcase their flair by scoring eight goals in a game against Marlborough.

The team of the season was undoubtedly the U15As. For a number of boys hockey was a new sport when they arrived in Faulkner's but a term of indoor fixtures helped

them to improve technically and gel as a unit. Despite being knocked out in the ISHC to RGS Guildford the team

had an excellent run of results, beating Wellington, Eton, Marlborough and Cranleigh. As a group they complement each other superbly and have all shared responsibility for driving standards in training and on the field. Elsewhere in the age group the U15Bs were particularly miserly in defence, conceding just three goals all season while the 'C' team only lost one game.

Our Faulkner's pupils have enjoyed their first taste of Bradfield hockey, impressing their coaches by showing desire to learn and improve. The standout team in terms of results has been the U14D team, who only lost one game and scored 19 goals across their fixtures. While the results for the U14 A-C teams haven't necessarily always been quite what they were wanting, the progress they have all made is very clear to see. The boys are often seen after school making the most of the College's new warm-up area at the AWP playing small-sided games. The progress the 'A' team have made was apparent in their South Central Regional tournament where they lost in the semi-final to the eventual winners and, while there was disappointment to fall at that late hurdle, it was clear there has been much improvement from the players both technically as well as tactically.

# JUNIOR NETBALLERS SHINE IN CUP WHILE SENIORS STORM INTO NATIONAL PERFORMANCE SQUADS

With our U15s making it to a national semi-final and three of our senior pupils featuring in the Surrey Storm academy programmes, it has been a busy but successful academic year for Bradfield netball. In total the College has been able to field 19 teams across all age groups and our pupils have competed in an impressive 161 fixtures over the last two terms.

The County round of the national competition saw the U14s, U16s and U19s compete back in November. The U14s, a newly formed group of players, finished middle of the table with some narrow losses during a tournament in which the whole squad rotated to give our youngest pupils some valuable tournament experience to help them in future years. The U19s also finished middle of their group but the highlight of the competition was our U16 squad who won eight out of nine games to finish on the same points as two other teams at the top of table. Unfortunately, the two places were given to The Marist (L8-10) and Wellington (W12-9) who had beaten us on goal difference but a superb effort nonetheless.

The Cups also started in the Michaelmas Term for our Performance Squads and it has proved to be Bradfield's most successful season to date with two teams qualifying for quarter finals and one reaching a semi-final; outstanding achievements. The U16A Performance Squad, which included four Shell pupils, had a really successful run in the *Sisters n Sport* Cup. While their first game was a loss against St Helen's and St Katherine's (eventual finalists), they were entered into the Plate competition and they went on to beat Downe House and St Paul's Girls School to reach the last eight.

Up against Sandringham School the girls displayed moments of outstanding netball, but the opposing side narrowly took the win.

Our U15A Performance Squad, which included three Faulkner's pupils, were the most successful Cup side this season. Losing out to Bromsgrove in Round 1, they also entered the Plate competition where the girls beat RGS Worcester, Bancroft's School and Forest School to reach the semi-final. They took on Brighton College in a thrilling contest but unfortunately were unable to reach the final.

The U14A squad also managed to reach the last eight of the *Sisters n Sport* Plate, beating NLCS and Streatham and Clapham High. The girls gave it their all against Sandringham School, but they did not progress.

The block fixtures throughout the Lent Term provided an opportunity for more girls to get on the court and represent the College. Our youngest pupils showcased their thorough court attack and communication on court in a brilliant contest with Epsom, displaying the work they had been putting in during training. The block fixture against Daunsteys in January proved to be a good challenge for our Senior girls with most teams taking a win within five. The Juniors also showcased their confidence in this block with impressive wins while the block

fixture against Wellington College, always a tough opponent, was tightly contested as our 1stVII lost by three, the U16s won by one, U15s lost by one and our U14s lost by two.

We also congratulate three Senior netballers who have represented Netball Superleague side Surrey Storm this year. Zahra (I) has been selected to represent the U17 Academy in the National Performance League, Lola (I) was selected to represent the U17 Player Development Pathway and Ella (I) was selected for the Surrey Storm ASPIRE Programme. Congratulations also go to Sophia (LM) who has been selected to represent the U14 Berkshire Academy Squad.





# MEDALS AT NATIONAL FINALS FOR SQUASH PLAYERS

It has been another exceptional year for racquet sports at Bradfield with the growth in popularity of squash leading to impressive results and achievements on the court. Three of our Junior teams, the U16 boys and the U14 and U16 girls' teams, qualified for the National Schools Squash Championships Plate Finals which took place in Birmingham in March. Our Faulkner's girls went on to take the Bronze medal while our U16 girls secured a superb second place in their championships.

Competing against much more experienced teams, the Faulkner's girls were delighted to achieve a bronze medal and our congratulations go to the squad of Annabel (LI), Isla (LM), Anna (LM), Bella (LI) and Charlotte (LM). The U16 girls' team managed to go one better, achieving a silver medal and our congratulations go to Lola (K), Flora (J), Jess (M), Willa (J) and Bronte (J) who made up the squad. The U16 boys' team of Ethan (D), Jack (F), Olly (D), Andrew (E) and Robert (LH) couldn't quite emulate the achievements of the girls, but they finished in a creditable sixth place on the day.



The Lent Term also saw the culmination of the Bradfield College Squash Championships with both the Warnford-Davis Cup for boys and the Davison Cup for girls up for grabs. This year's boys' finalists, Otis (A) and Crofton (C), played a closely contested final with the latter going on to win the trophy for the third time during his Bradfield career. Earlier in the term Charlotte (M) won the girls' championship and both winners were presented with their trophies by Clare Davison, the wife of donor and OB John Davison (E 54-59) for who one of the Cups was named in honour.

Like Crofton, Clare's husband John was also a three-time winner between 1957-59 and she was thrilled to be able to present the Warnford-Davis Cup to this year's victor during her visit to the College.





PHIL CLEGG, HEAD OF SUSTAINABILITY

# TURNING ACTIVISM INTO ACTION

**B**radfield recognised the absolute importance of sustainability to the education of its pupils as well as to the entire College community, comprising alumni, staff, parents and future Bradfieldians, by making the environment and sustainability one of the five core strands of its long-term strategy.

We recognised very early on that if we were going to have the impact we hoped for we would need buy-in from the whole College. With that in mind our Sustainability Committee is co-chaired by two members of staff, one from the academic staff, the other from the operational staff. Feeding directly into this is the Pupil Sustainability Committee, chaired by our Sustainability Prefects, which includes representatives from every boarding House including our youngest pupils in Faulkner's. This structure

has driven the prioritisation of projects that are enabling us to turn the hopes of Bradfieldians into reality.

So far, infrastructural changes at the College have enabled us to save energy to reduce CO2 emissions. Over 65 individual LED lighting upgrade projects have delivered much improved internal living and learning environments for our pupils and use significantly less electrical energy. This reduction in electrical consumption has resulted in cost savings of over £25,000 per year and carbon savings of over 20 tonnes of CO2. In addition, the expected long life of LED light fittings will result in significant maintenance savings.

The College has also introduced a heating policy for the academic buildings and boarding houses which is controlled by a Building Energy Management System. Ensuring consistent policy across the College's buildings and having central control has saved an estimated 640,000 kWh or 147 tonnes of CO2e per year.

Of course, it's not just the organisation which is making



a change. The pupils are driving various initiatives. This began with the introduction of a Sustainability Week, during which the focus in and out of the classroom is on sustainability including forums, speakers and competitions. This year saw the launch of 'The Golden Egg' - an inter-House competition where entire boarding communities are encouraged to reduce energy and water use as well as increase recycling and biodiversity. Each House is now individually metered for water and energy and the amount and type of waste is recorded.

*"The initiatives launched during sustainability week have helped to instil a mentality shift, however minor, in regard to sustainability. Not only do I feel that the competition incentivised pupils and teachers to make a positive step towards a greener lifestyle, but I also feel that it brought us together as a community to reflect on how today's actions are vital to the success of the future."*

**Alex (M) Sustainability Prefect**

There are four components to the Golden Egg competition. Firstly, each boarding house must come together to reduce their energy consumption which has been achieved by ensuring lights are out in unoccupied rooms while pupils have been responsible for making sure plugs and cables are detached and switched off when not in use. Secondly, pupils were rewarded with Virtual Golden Eggs during Sustainability Week by either taking direct environmentally friendly actions or by using their time in and out of the classroom to educate others on sustainable initiatives.

Thirdly, boarding houses have been challenged to decrease waste by increasing recycling while also making pledges about how pupils were going to keep sustainable efforts up throughout the year. Finally, each boarding House entered the Earth Prize with Houses coming up with original and impactful sustainable ideas such as turning recycled aluminium cans into wearable rings and turning food waste into a sustainable textile.

One of our longer-term projects began back in 2019 with the planting of the very first trees in the Leavers' Wood. Conceived by the pupils in the Class of 2019, trees are planted to represent the leavers from each of the 11 senior



boarding Houses each year. Plaques naming the leavers are located beside each tree and the aim is to create a wooded area and outdoor classroom over the next decade. Sion (A 17-22), one of last year's leavers and a Design pupil, contributed a solar-powered outdoor workstation to help create the outdoor learning space which has been expanded this summer.

This is the start of a journey which saw Bradfield commit to 25% emissions reduction by 2025 and achieve a 40% reduction by 2023: an outstanding effort by our entire community. The College has established reliable baselines and identified further areas of focus which will enable us to move beyond that in the next iteration of our strategy.

I leave the final word to one of our youngest Bradfieldians as it is their future we are all responsible for.

*"Here at Bradfield, our community is committed to the sustainable development of our school and educating those around us on the importance of sustainability. It helps take away our concerns for the future as we feel we are actually doing something to make things better."*

**Eloise (LK) Faulkner's Sustainability Representative**



# HORIZONS



## SHELL BUSINESS CHALLENGE

The Shell Business Challenge forms part of the College's vision of providing an outstanding *Education for Life* and sees the entire year group thinking like marketers and entrepreneurs as they produce team solutions to a business challenge. Pupils were presented with a choice of objects and tasked with creating a business based on a product derived from their chosen item. The emphasis of the day is to help the pupils develop employability skills such as teamwork, communication and creative thinking.

Once they had developed their ideas, pupils created a business plan and an advert to pitch their product. The year

group had taken part in a branding and marketing workshop and were asked to think about costs, market segment, competition and targeting customers. It was wonderful to receive the support of ten Shell parents who acted as both mentors and judges.

The ideas that the Shell pupils produced were both innovative and creative which just goes to show what our pupils can produce when given the freedom of the College to create their marketing materials. The presentations, logos, websites, business and finance plans, marketing campaigns, social media accounts and advertisements were of an extremely

high standard; a true sign of how much the pupils gained from the experience.

Our Horizons team selected five finalists who all delivered excellent presentations and had creative business ideas ranging from a fashionable multi-purpose torch, a music festival, a bespoke computer mouse and a high-end fashion business selling scarves made from Peruvian Vicuna wool. The overall winners of the Shell Business Challenge 2023 were the team who developed 'Willow the Walrus' - a multifunctional toy and tray to keep children amused and adults happy.



# OLD BRADFIELDIAN ADVICE PANEL

It was an honour to welcome back Bradfieldians from the Class of 2017 to reflect on their early careers with the current Sixth Form. Their stories and experiences of the world of work were interesting and entertaining in equal parts. All had overcome hurdles or unexpected changes to their plans and stressed the importance of embracing change while not being frightened to try something new.

An initial post as Personal Assistant to a famous actor led one Bradfieldian on to her dream job as a hair and

make-up artist on sets for blockbuster movies. Another took a completely different path away from the academic route and went straight into the world of work. He is now travelling the world as a Director for the start-up he joined as an intern. All experienced the harsh realities of the pandemic with one working in intensive care at the Royal Berks. We had Bradfieldians from Deloitte and Savills and one is on his way to becoming a barrister.

All the panellists stressed how much their communication skills helped

with their careers particularly with networking and job interviews. They talked up the importance of making the right choice for you and not just choosing what your friends are doing. They also encouraged pupils to make the most of the work ready/soft skills workshops while still in school, stating: "You'll never know who you will impress with your ability to get up in front of a room of professionals to give a presentation."

We look forward to inviting the Class of 2018 leavers back next year.

## NETWORKING WITH PROFESSIONALS

Our first Meet the Professionals Networking evening of the academic year took place in November and our pupils were fortunate to be able to converse with thirty professionals representing a range of sectors from banking, motorsports and business start-ups to web design, I.T. and accountancy.

Sixth Form pupils, as well as some Fifth Formers, had the opportunity to talk to alumni, parents and local partners about their career journeys to date. Some of the professionals have worked in a similar field for their entire careers whereas others have taken paths that have morphed into a variety of roles and sectors.

These events offer pupils the chance to talk to individuals who work in an area that they may be considering as a future pathway or want to find out more about. It is also a chance to

discover a role, function or industry they had not yet considered, enabling them to broaden their horizons.

Over recent years we have been lucky enough to have many alumni join the event including several recent leavers.

The art of networking is a skill that we hope each pupil will start to learn and to understand its importance before they enter the world of work. A huge thank you to all the professionals and pupils for supporting the evening.



# BE INVOLVED WITH HORIZONS

Bradfield Horizons runs a full and varied programme of events including CV and application writing workshops, interview practice and communication skills sessions, networking events, speaker events and business challenge days to provide insight into running a business. We also encourage pupils to take up work experience opportunities outside of term time to put the skills they have learned into practice.

All these experiences hugely benefit from members of the Bradfield community generously giving their time and sharing their expertise with our pupils. If you would like to 'be involved' and you feel you are in a position to help at any of these events, then we would love to hear from you.

One of the areas where we would really like to expand our provision of pupil support is that of work experience, where we believe that the arrangement can be mutually beneficial.

## WORK EXPERIENCE

*Pupil Benefit* - Work experience can be a huge benefit to all our pupils. It helps them decide the right career path, put theory into practice, gain confidence and help individuals to stand out on a CV or at an interview.

*Community Benefit* - A two-way experience where an employer gains a free resource for a short defined time period and both parties gain insights. The greater number of work experience offers the greater the choice to the wider pupil body.

## INTERVIEW PRACTICE

*1:1 Sessions* - Calling professionals with HR recruitment and management experience to help pupils prepare for university and work interviews based on their CVs and future aspirations.

## CAREER PRESENTATIONS

*Industry Insight* - Sector specific presentations for the Sixth Form delivered by professionals including entrepreneurs, politicians, sports industry, theatre and film production professionals and more. Events provide an insight into areas of work and the skills required.

## NETWORKING

*Meet the Professionals* - We gather a diverse group of professionals from all sectors including healthcare, creative industries, scientists, financial services and more, to facilitate a networking event where pupils practise their skills and learn more about different industries.



## OB PANEL

*Early Career Reflections* - We encourage alumni who have left Bradfield within the last six or seven years to reflect on their early careers with our Upper Sixth. Old Bradfieldians can share insights into industries, sectors and roles of which they have experienced and lessons they have learned.

## BUSINESS CHALLENGE

*Build a Business in a Day* - An event which helps pupils understand entrepreneurship by providing guidance on marketing, branding, PR, sales and making a pitch as they develop their own business from the ground up.

## SECTOR NETWORKING

*Industry Specific Events* - including jobs in the City, healthcare, sport, science and being an entrepreneur; share your knowledge with pupils who have shown an interest in your area of expertise and wish to find out more.

## JOBS IN THE CITY

*Business and Economics Visit* - A two-day visit for our Sixth Form pupils considering financial services, insurance and consultancy careers, co-hosted by a city professional and the Horizons team to provide a first-hand experience of what City jobs entail.

## BROADEN YOUR HORIZONS

*Universities and Careers Fair* - An opportunity for organisations to promote their academic courses, gap year options, degree apprenticeships or early careers programmes to pupils at Bradfield and our local partner schools.

If you would like to be involved head to the webpage below to register your interest or get in touch with Florence Everett, Head of Horizons; [feverett@bradfieldcollege.org.uk](mailto:feverett@bradfieldcollege.org.uk)

<https://www.bradfieldsociety.org.uk/surveys/be-involved-with-horizons>



# ST ANDREW'S PROJECT – ONE YEAR ON

At the end of April 2022, contractors arrived on site to start work on the St Andrew's Project. As we reach the mid-point of the renovation works, we caught up briefly with Mark Hurrell, Feltham's Site Manager, to check on the progress that has been made so far.

## FROM RESTORATION...

The restoration of the historic building of St Andrew's is now nearing its successful completion. The old timbers have been repaired and treated, stonework re-pointed and the building has a new roof in place. The remaining scaffolding that is surrounding the clock tower will begin to come down as we approach the summer and we can look forward to the return of the clock to its rightful place thereafter. The mechanism has now been fully restored and returned to full working order under the skilled team at the Cumbria Clock Company and the rusty and weather-beaten dials have also been restored and re-gilded and look fantastic.

Throughout the project great care has been taken to respect the natural eco-system of the site. The new immaculately tiled roof comprises specially modified tiles that give bats access to their roosts.

## ... TO TRANSFORMATION

Now the work of transforming the space, created by the restoration work, into an inspirational learning environment for future generations of Bradfieldians is underway.

## INTERNAL FRAMEWORK

Inside of the building the new form is now emerging. The twin frameworks for South and North aisle mezzanines are now in place and the framework for the new single-floor level is spreading. Hidden beneath it are a multitude of services and cables whilst at the same time the original tiling is protected. This single ground level will create a modern, accessible environment.

## EXTERNAL LINK BUILDING

The concrete framework of the link building has been standing patiently waiting for the other elements of the project to advance sufficiently before it could be united with the main St Andrew's building. The Rose Window on this wall has been successfully removed for repair in preparation for the new entrance which is now being made through the South Transept wall. From there the new structure of the link building will emerge.

The construction project is due to be completed towards the end of this year at which point the site will be handed back to the College and the internal fit-out can begin, in anticipation of the building being ready for use in Spring 2024.

*For more information about the St Andrew's Project, visit the dedicated webpage and if you would like to speak with someone about the project do contact our Philanthropy Lead, Kirsty Perkinson on [kperkinson@bradfieldcollege.org.uk](mailto:kperkinson@bradfieldcollege.org.uk) or call 0118 964 4846.*





# ST ANDREW'S CLOCK RESTORATION NEARS COMPLETION

For those who are avid fans of *The Repair Shop* this is an article we think you'll enjoy. The clock in the St Andrew's tower dates back to the early/mid 1800s and although it saw good service during its time it has not been active for around 15 years. It is fair to say it is definitely in need of a bit of TLC. So, who could be our version of the television show's horologist Steve Fletcher? Our Capital Projects team had to look a little further afield than Bradfield to find them, turning to the Cumbria Clock Company to take on this task. The company do have a relatively local expert in the form of Bournemouth-based Peter Hyde, with whom we spoke about the restoration.

According to Peter, the St Andrew's clock is actually in reasonable condition but requires a significant amount of cleaning, a small amount of mechanical repair and a complete re-sprucing of the dial which will be sandblasted back to bare metal prior to being repainted in gold leaf with copper hands affixed.

As you can imagine removing something as large as a church clock from its tower is not a simple process and if you like 3D puzzles this would be a joy. It requires the clock to be disassembled in-situ, with the smaller pieces taken down the tower internally and the larger ones lowered down externally to be reassembled prior to transportation. The clock, once restored, is reassembled in the workshop to check functionality, transported as a whole then disassembled on site, prior to all the pieces being lifted up the tower and re-assembled again.

Clock building and repair requires a very traditional skill set. There are elements of the restoration that will use modern methods to aid the process. 3D printers are used to create prototypes for fittings which will then be created using traditional methods, so traditional in fact that the team at the Cumbria Clock Company use a wheel cutting machine that itself was made in the 1700s.

Peter was brought into the trade 20 years ago. He studied Mechanical Engineering at university but decided to stick to something that was in his blood when it came to a career and joined his uncle in his clock building company. The rest, as they say, is history. The trade is very specialised and



those with the specific skill sets required are dwindling, however the company is keen to keep the knowledge alive, offering work experience and placements to university students and pupils.

The restoration process has been taking place over the last few months and the restorers have needed to work in tandem with the main contractor regarding the re-installation to ensure that the scaffolding, which might damage the dial in its return journey up the tower, has been removed. The moment when everyone can finally breathe again is when the dial has made it up its external hoist and is in situ once more.

*You can find more updates on the St Andrew's Project via the dedicated webpage - <https://www.bradfieldcollege.org.uk/bradfield-for-life/st-andrews-project/>*





# SHAPING ST ANDREW'S

The success of a building project is ultimately determined by its users. Mindful of this, Julia Bond, Capital Programme Manager, has engaged with the staff-level users from the outset. The building has been shaped and designed with those teaching and learning intentions at the centre of the decision-making.

“We are so fortunate to have access to such a beautiful historical building at the heart of our campus and to have the opportunity to transform it into a contemporary workspace,” says Neil Burch, Senior Master who has seen Bradfield’s academic offering evolve over the last few years. “It has been fascinating to be involved in the design process and to see the concept evolve as a result of staff and pupil feedback. This tight collaboration will ensure that St Andrew’s, a mix of study environments, will support the pupils’ learning throughout their time at Bradfield.”

It is not just the staff who need a say but the pupils too as they will gain so much from the transformative experience of using St Andrew’s. Now that we are at the stage of bringing those concepts to life in the building, Julia is once again reaching out to staff users included in the original studies as well as inviting some Sixth Formers to attend a series of workshops to help shape the delivery of the design concept. As Julia points out “St Andrew’s will transform

the study environment for pupils, so it’s absolutely right that they have a say.”

The workshops have given pupils the ability to influence the furniture proposals which are fundamental to the way in which the different spaces within St Andrew’s will be used and recently visited the newly refurbished Reading University Library for inspiration.

Knowing that she was going to be part of the process, Bella (M) took the initiative and sought the opinion of girls from all different year groups in her boarding house. “I was keen to make sure that my contribution was as valuable as possible, so I polled everyone in my House for their views on what a good study space would be like and brought their views to the table. I am delighted to be able to play my part in the process. It means a lot to know that our opinion is valued and will make a difference in the outcome of the project.”

Meanwhile Sixth Form Design pupil Tom (C) saw dual benefits to his involvement in the process. “It was great to be involved, not only from the perspective of having the ability to influence our future study space, but also to see the level of thought that was going into the design process. I am studying Design and this is a great opportunity to be part of the processes that I have been studying. It has given me excellent insight into what having a career in design entails in practice.”







# MAKING THE MOST OUT OF LIFE

Jeevan Singh (C 16-18)



**“T**ransformative, inspirational and fun; just so much fun.”  
Jeevan Singh (C 16 -18), former Royal National Children’s Springboard Foundation (RNCSF) Scholar, is reflecting on his Bradfield experience as he approaches the final months of study for a degree in International Business at Leeds University. “Once you immerse yourself, you get lost in this world with almost endless potential.”

After already securing himself a job in the City of London to kickstart a post-graduate career in the business world, Jeevan eulogises about this time at Bradfield throughout our chat and keenly explains how his journey to and through the College enabled him to turn his life around.

**“ HAVING SOMEONE SEE POTENTIAL IN ME MEANT SO MUCH.**

Jeevan grew up in North London where he attended the outstanding Gladesmore Community School. He admits he wasn’t making the most of it as his behaviour inside and outside of the classroom held him back, but this all changed when his Assistant Head Teacher floated the idea of going to boarding school for his Sixth Form years. Jeevan explains that his motivation soared once the concept was fully explained to him, noting that he truly began focusing on his education as he became determined to earn a place at Bradfield.

“I mentally set aside the challenges of my socio-economic circumstances and decided that they would not dictate my life and my ability to take advantage of this opportunity.” Such was his desire to attend Bradfield that he didn’t even apply to any other colleges and he prepared extensively for his interview.

Asked about the impression that Jeevan made during that process, Andy Golding, Jeevan’s Housemaster in Army

House, could see that he was ambitious, keen to make a change and likeable. “I wanted to give him the chance that I felt he deserved, I was delighted to recommend him for a place,” says Andy who knew instantly that Jeevan would be a great addition to the House.

Having the validation of his future Housemaster was ultimately very humbling for Jeevan. “Having someone see potential in me meant so much and I felt that I owed it to him to perform.”

**“ GOOSE SHOWED ME THAT I BELONGED. THE SHARED ENJOYMENT AND SENSE OF ACHIEVEMENT WAS INCREDIBLE; A GREAT ICE-BREAKER.**

Feeling ‘part of it’ was not an instant thing for Jeevan who explains that you can’t underestimate the radical change that is moving to Bradfield. “There was this long build-up then I got the grades and was in. The next thing I knew I was in West Berkshire smelling manure and living in Hogwarts.”

Having never stayed away from home he was homesick and wondered whether he’d made the right decision, but the infamous Goose Weekend proved to be a turning point. It taught him what it meant to be part of a boarding house, the House spirit, the loyalty and the bond with your housemates. “Goose showed me that I belonged. The shared enjoyment and sense of achievement was incredible, [it was] a great icebreaker for the year and I was gutted that I only experienced two years of it.”

Whilst Bradfield has a policy of not formally naming its bursary recipients, Jeevan was very open about his status and felt he received more respect because the other boys were aware of it. “I think they were genuinely impressed and proud of me and my desire to make a change to my life. They also wanted me to achieve.”

It is fair to say that Jeevan fitted into House life well and Andy Golding was impressed by both his dynamism and ability to deal with the many challenges of moving into an alien environment. “The Army House boys took to

him and he quickly developed a tight circle of friends. His presence was refreshing in many ways and we all appreciated his different perspective.”

Bradfield aims to provide a home-away-from-home environment so in developing a new Bradfield family it is not to say that Jeevan became distanced from his own. Jeevan’s Mum is one of his biggest fans and motivators, she was delighted to see him start to take an interest in his education and was extremely supportive of his move to Bradfield. She took great pleasure in dropping him off at College whenever possible. While the move was potentially quite an intimidating experience, Mr Golding always made the family feel totally at home. “He offered outstanding pastoral support throughout my time and, looking back, he was the male role model that I had been missing in my life.”

**“ IT INSTILLED A MASSIVE  
CONFIDENCE WITHIN ME THAT IS  
STILL WITH ME TODAY.**

More often than not Jeevan chose to board at weekends, something that in retrospect he appreciates even more. “The peacefulness of the countryside and all those amazing facilities at my disposal, gym, swimming pool and more, these things are just not as accessible in normal life.”

Asked about his best moment at Bradfield, the response was instantaneous “Becoming Head of House. It instilled a massive confidence within me that is still with me today and I felt incredibly proud to see my name on the House board.” More than that, he enjoyed being responsible for 53 boys, advocating for them publicly as well as helping them to confront private challenges, which he felt in an almost unique position to do by virtue of his background. “I felt that people found it easier to talk to me because they knew that I wouldn’t judge them.”

Choosing Head of House is not a decision that Andy Golding took lightly, Jeevan demonstrated that he really wanted the role, he had the respect of the boys and Andy knew that he could work with him. “Army House gave Jeevan the opportunity to shine and in return, he gave us his energy, positivity, and that invaluable sense of perspective.”

As Head of House, Jeevan had the opportunity to talk to prospective parents and pupils during our Saturday tours and the Headmaster often quotes a line from the former Army House boys’ tour speech during his own welcomes. “Bradfield hasn’t just taught me how to make a living; it has taught me how to make a difference.” I’m interested to know what difference Bradfield has made to him.

“It’s difficult not to be a product of your environment. It’s not that you put yourself in bad situations intentionally, but it’s impossible to avoid them. Coming to Bradfield meant that I didn’t encounter those issues. It gave me the opportunity to wipe my slate clean and re-write my narrative. Bradfield certainly gave me the best possible grounding to allow me to achieve.”

Jeevan believes that you must listen to your gut instinct. He wants to publish advice to share with other young people from similar backgrounds to give them confidence in their convictions. “I listened to my inner voice and decided to make a change, I want others to be able to make that step.”

Jeevan has a plan to go places and we are all behind him in his mission.

*If you are interested in supporting pupils like Jeevan through their time at Bradfield, take a look at Bright Futures, our bursary campaign that supports transformative bursaries at Bradfield. Visit <https://www.bradfieldcollege.org.uk/bradfield-for-life/bright-futures/>*

*If you have any questions do not hesitate to contact Kirsty Perkinson on 0118 964 4846 or email [development@bradfieldcollege.org.uk](mailto:development@bradfieldcollege.org.uk)*





# MARINE CONSERVATION IN KENYA

*2021 Masonic Lodge Award winner Saskia Stevenson (M 16-21) shares her experiences of helping with coral reforestation, working with children and conquering Mount Kenya during her gap year.*

Having originally signed up to volunteer with Operation Raleigh in Costa Rica, my plans were thrown into chaos during Christmas 2021 when the country was added to the UK's travel red list. However, after two weeks of scrambling to make new plans, I soon found myself on a plane to Kenya embarking on a five-week marine conservation and community volunteering programme with *The Leap*.

After a long, exhausting 14-hour journey I arrived in Africa and instantly fell in love with the bustling culture while swiftly acclimatising to the heat! The volunteering programme was heavily marine based; rising sea levels and overfishing are just two of the many problems facing the local area of Kuruwitu. We worked directly with the charity *Oceans Alive* who led the programme.

The volunteering included weekly beach clean-ups, educating the local fisherman on conservation and coral reforestation. Due to bleaching and overexploitation, Kenya's coral reefs have significantly declined over the last three decades. On a typical day, I cleaned the coral tables and built artificial structures to plant more coral. It was amazing to be part of this bottom-up approach as marine conservation is an area I have always been fascinated by yet knew so little about. One of my favourite parts of the programme was the daily snorkelling to survey the biodiversity in the reefs, a great way to cool down in the scorching heat and have a bit of added fun!

I was also lucky enough to help the local community. We frequently went into one of the schools in Kuruwitu to teach and play with the local children. A few of my friends and I brought a child's bike in the local town of Kilifi and I loved seeing the enjoyment this gave them. It was heart-warming to see the smiles that were brought to their faces. We were



delighted to leave the bicycle as a gift for the children when we left. Another way we helped the community was by building jikos – local stoves in family homes. This made such a big difference as they need an open fire to be able to cook inside.

During the programme, we also went on a four-day safari, I had never been on one before, and I loved it. The early morning game drives and sundowners overlooking a herd of elephant in the watering hole were breathtaking. I was extremely fortunate to see most of the Big 5 and the highlight would have to be spotting a cheetah.

After an incredible five weeks, I finally left my volunteering programme and continued travelling throughout Kenya with the other volunteers who are now firm friends. Our travels took us to Lamu, Watamu, Diani and finally to Nanuki where we climbed Mount Kenya. This was one of the hardest yet most worthwhile experiences I have ever had. I have never had to undergo anything so physically demanding in my life, however, the view from the top was magical.

Despite continuously delaying my flight I had to eventually return home to England as I had a job as a working pupil in an Eventing yard to get back to. My trip to Kenya was one of the most eye-opening things I have ever done. My volunteering programme was not only educational but an incredible experience. I think it is fair to say I have definitely caught the 'Africa bug' and can't wait to go back. I am so grateful to have received the Old Bradfieldian Masonic Lodge Award to help fund my once in a lifetime trip.







# KEEPING YOUR OPTIONS OPEN

Salehah Butt (M 18-20)



**R**oyal SpringBoard Bursary recipient Salehah was kind enough to take a study break from revision for her finals in Social Sciences at King's College London to speak about pushing herself outside of her comfort zone and why moving to Bradfield and choosing to study the International Baccalaureate were the right options for her.

The relationship between SpringBoard and Salehah's previous school, Gladesmore Community School, had started two years before her opportunity to apply came. She describes "a big buzz" around the bursary programme at the beginning of Year 11 with talks from alumni and lots of encouragement to apply. After hearing about the IB programme Bradfield offered she knew it would provide her with the flexibility she had been looking for.

**" I SAW APPLYING TO BRADFIELD AS A NO-BRAINER."**

Salehah was, however, nervous lest she faltered given the almost unimaginable change between her school environment and Bradfield. Her future Housemistress, Helen Peters, quickly settled her nerves.



"She didn't make me feel anything other than somebody who was meant to be there. In fact, everyone I met showed a real interest in me and made me feel at ease. Whilst I might have started the day feeling anxious, I left it quite excited."

After success in the interview she elected to study Spanish, Psychology, Maths, English and Economics as her six IB courses. The ability to study such a broad mix of topics that she enjoyed meant Salehah could keep her future options open. She had a strong focus on academic achievement however, despite being kept busy by the course, she sought opportunities outside of the classroom to ensure she made the most of her time at Bradfield.

**" BRADFIELD ULTIMATELY HELPED ME TO BECOME THE PERSON THAT I WANTED TO BE."**

She cites her participation in a production of *Antigone* during her first term as a real personal challenge but one that marked her transition to

feeling at home at Bradfield. It allowed her to meet many people from different year groups and different houses and broaden her circle of friends, which in turn gave her confidence.

Her Tutor also encouraged her to try debating, something that she entered with some trepidation. However, Salehah quickly recognised that some of the other debaters were from her Economics class so she felt she was engaging in an activity with friends, not against true opposition and that therefore, even if she made a flawed argument, it wasn't the end of the world.

"I identified that I could be more self-confident, so I set that as one of my goals and Bradfield ultimately helped me to become the person that I wanted to be. The play, debating and volunteering were the key stages in my Bradfield journey that enabled me to grow in confidence. It was clear to me that people at Bradfield really cared about me and cared about what I had to say."

Salehah thoroughly enjoyed volunteering at Bradfield, especially

visiting the after-school clubs at local primary schools. She had a real boost being involved with the Carwarden Summer Olympiad, for which she had the chance to shape, coordinate and facilitate activities on the day. “The Olympiad was fun as well as being very uplifting. I still talk about that experience to this day because I am proud of the part that I played.”

“ BRADFIELd WAS ACCOMMODATING IN EVERY SENSE.

All these experiences cemented the feeling that Bradfield was interested in her as a person and cared about her. She was also surprised, in a good way, by how tolerant the school was of her faith, describing the College as a place that encourages people to share their beliefs openly and without fear of judgement. She felt that she was supported for being herself and explains that there was always an alternative if there was something that she didn't feel comfortable doing or something that didn't work with her beliefs.

“I had a pre-conception that being a practising Muslim at Bradfield would be tough, but in reality, it was a total non-issue. Bradfield was accommodating in every sense and I was able to observe my faith without fear or favour.”

Salehah's own aptitude to offer pastoral support was also recognised with her being chosen as a Faulkner's Prefect in the Upper Sixth. Even in the Lower Sixth she volunteered to help in our

first-year boarding House, where she was a friendly face for the junior pupils to chat with and also provide a bit of homework support if required. “As someone with younger siblings, being able to help Faulkner's pupils felt like a very natural thing to do.”

“ THE IB GIVES YOU A GREAT GROUNDING IN THE DISCIPLINES THAT YOU WILL REQUIRE AT UNIVERSITY.

Working with young people is something she is considering doing in the future, but right now she is focused on finishing her degree. She has loved studying Social Sciences and believes that the breadth and content of the IB course, including Theory of Knowledge and the mini-dissertation that is the Extended Essay, were the perfect preparation for her degree and university study more broadly. “I'm glad I chose the IB because it gives you a great grounding in the disciplines that you will require at university

and softens that transition.” She also believes that the IB has given her an advantage over A Level students who seem to struggle with study skills that are core competencies in the IB syllabus.

In addition to writing her dissertation, Salehah has started coding with the aim of transitioning into UX design and was recently successful in securing a 'Technology Accelerate' trainee position, working in technology design, for Cancer Research UK. Salehah has proven that her strategy to keep her options open has been a success and we wish her every success in her new role.

*The Bright Futures Bursary Campaign helps to fund transformative bursaries at Bradfield, including those places given to children from the Royal National Children's SpringBoard Foundation. If you are interested in supporting bursaries visit the dedicated Bright Futures webpage and for more information or to discuss making a gift our Philanthropy Lead, Kirsty Perkinson, would be happy to help, email [kperkinson@bradfieldcollege.org.uk](mailto:kperkinson@bradfieldcollege.org.uk) or call 0118 964 4846.*





# SQUASH: A LEGACY OF PROGRESS

Squash continues to go from strength to strength at the College with three teams qualifying for this year's National Schools Championships Plate Finals competition and both girls and boys are involved in this growing sport and talent pool.

Recently Clare Davison, the wife of donor and OB John Davison (E 54-59) returned to the College to present a new trophy – the Davison Cup – in honour of her late husband. Upon presenting the award to this year's winner Charlotte (M), Clare was given a tour of the squash facilities and saw the new Davison Cup Honours Board, celebrating the best female squash player at Bradfield each year since the inaugural tournament in 2019.

Accompanying Clare on her visit were Bradfieldian Alasdair Johnston (A 55-60) with his wife Chrissie

who all met the Headmaster prior to presenting the trophy. Amazingly Clare and Chrissie shared a flat in London before they met their future husbands when Alasdair and John became firm friends at Bradfield. Clare even took on the role of bridesmaid when Chrissie married Alasdair.

John Davison was a keen all-round sportsman at Bradfield playing in many sports during his time in Mr Price's E House. His Valet notes him as a member of the Choir throughout his time at Bradfield, a member of the squash team 1957-59 and Captain in 1959 as well as 1stXI cricket 1957-59, 1stXI football 1958-59, 1stXI hockey 1959 and part of the Games Committee in 1958-59.

At Bradfield, the boys have played squash for the Warnford-Davis Cup since 1949 which was conceived when Old Bradfieldian and parent at the time, Roy Warnford-Davis (1906-11) established a whole school squash fixture and Cup. His sons

Dennis (A 44-47) and Peter (A 45-49) both played Squash competitively during their time at Bradfield.

This year the finalists, Otis (A) and Crofton (C), played a closely fought clash with the latter winning the trophy for the third time during his time Bradfield career. Clare's husband John was also a three-time winner between 1957-59 and she was thrilled to be able to present the Warnford-Davis Cup to Crofton during her visit too. The names of everyone who has won it over the years appear on the two Honours Boards which are also in the Squash Courts.

*We have very few photographs of Squash at Bradfield in the College Archive. If anyone has any squash team photographs which they would like to share we would love to hear from you at [bradfieldsociety@bradfieldcollege.org.uk](mailto:bradfieldsociety@bradfieldcollege.org.uk)*





## THE VIRTUOUS CIRCLE OF BRADFIELD'S SHOOTING SUCCESS

The forum of the 2022 Annual Shooting Dinner is a great platform to use to talk about not only the success of shooting at Bradfield but also the journey of how that success was achieved. This year it was an opportunity to further highlight the strength of the partnership between the College and alumni shooting community and why it is a strong contender as role model for other clubs.

The dinner itself was a celebration on many levels. Firstly, three OBs, Elliott Sewell (C 12-17), Christina Cuming (M 15-20) and Annabel Morris (J 16-21) were recognised as becoming accomplished GB shots. Secondly, the dinner recognised 60 years of

Athelings at Bradfield College. Aside from being an Anglo-Saxon term to describe someone of noble birth who was eligible for kingship, 'Atheling' has been used since 1926 to describe someone who has secured a place in the British Cadet Rifle Team. Since 1962 Bradfield has produced 42 athelings, including three Commandants and one Adjutant, an outstanding achievement. In addition to recognising this, Nigel Suffield-Jones, President of the Athelings, was also given the opportunity to present the 2020 Athelings with their iconic hats, righting the wrong dealt by the pandemic that had prevented the team from representing their country

as they would have wished. The undoubted highlight of 2022 however, was winning the Ashburton Shield at the schools' meeting for the first time since 1985.

A very poignant presentation was also made during the event, the presentation of the Simon Dixon Memorial Tankard, made to the College by the Dixon family and awarded to the highest scoring cadet on Ashburton day. Simon (C 58-61) was instrumental in ensuring the current health of shooting at Bradfield, not least through the hiring of Steve Bates as the shooting coach. Steve praised Simon as his mentor and it was a heartfelt moment



with Simon's widow, Chris, and his two grown-up children in attendance.

As Simon was a key figure in the development of shooting at Bradfield, he was by no means alone in the support that he offered as an Old Bradfieldian. Indeed, the role of the alumni in ensuring the success of the current shooting team is a significant one and the strength of the bond between the College and the Old Bradfieldians is very strong. It was identified by the Headmaster as perhaps the only example of a sport where College and alumni could unite and be successful as a combined team as happened at Bisley this year.

The connection exemplifies the call to 'be involved', and the desire of individuals who have benefited from an experience at College to want to reciprocate and give back to the community to perpetuate the experience for others. It is a true benefit right up to the point that those top College shots become the alumni. At this point the competition between the teams is fierce and in the recent Tremlett Trophy on Winter Bradfield Day the College lost to the OBs for the second year running. So, almost the perfect virtuous circle then...

If you are interested in joining the award-winning Old Bradfieldian shooting team do make contact with the Club Secretary, Richard Vary via email Richard.Vary@twobirds.com

## ATHELINGS MEMORIES

**Richard Nicholson (D 60-65)**

In 1965 it was still possible to be delightfully amateur about something

like an Athelings trip. There were no prior training weekends there was not even a meet-up before we set off. We were selected on the basis of our performances the previous year on either the CCF circuit of meetings or in ACF competitions.

There were a couple of individual competitions for cadets, and I was pleased to win the Canadian Cadet Open Championship: I thought it would look good on university applications. The reality was more mundane. The competition was two sighters and seven to count at 200 yds in quite a high wind. Only three out of about 100 cadets got a possible and I won the first tie-shoot of my life. It gave me confidence, however, so that I was not worried about making a fool of myself at 600, 900, and 1000 yards, distances at which I had never shot.

**Hugh Fernyhough (F 66-71)**

I was fortunate to be selected for the 'Athelings' tour of Canada in

1971. We were thoroughly spoilt by our Canadian hosts. I remember in particular the 5-star breakfasts provided by the Army catering personnel on the Ottawa ranges. I performed reasonably well in all the individual events. Nerves got to me in the team event but thankfully we beat the Canadians by one point.

I would like to congratulate Keisha and Rory on being selected for the Athelings team and wish them every success. With fond memories of my own shooting days at Bisley and elsewhere, I hope Bradfield's target rifle shooting continues after the outstanding success that has already been achieved in recent years. What fun it can be!



*You can read more memories from Richard and Hugh via The Bradfieldian Online. Head to our website, click/tap on 'The Bradfieldian' in the top menu (desktop) or hamburger menu (mobile) and look for this article.*



# COLLEGE NOTCHES UP CONVINCING WIN OVER OBS IN 2023 BOSTELMANN TROPHY RACE

With heavy March rain in preceding days, the course for the annual cross-country match between the College and OBs for the Bostelmann Trophy was a purist's dream of rivulets, waterlogged woods and swathes of mud. The conditions provided further challenges for OBs perhaps more used to racing on less rigorous terrain of park runs, road-based 10Ks and half marathons.

The College quickly showed the dominance of youth and talent over its older adversaries with four pupils breaking away from the rest of the field up Scratchface. The trailing good-for-age veteran OBs, averaging just over 55, contented themselves in mid order with their own mini-battles coming out of the woods just below the M4 and back along Scratchface Lane, with Jon Salmon (B 73-78) at that stage catching David Bostelmann (A 94-99). David's father is Michael Bostelmann (A 61-66), whose past and continuing support for the OB Cross Country Club is recognised by the trophy.

An added obstacle of a shooting party emerging from woodland just before Rushall Copse and inadvertently blocking the path meant swift avoiding action for some runners as they picked up the pace downhill to Back Lane for the start of the return leg.

In the latter half of the 5.46 mile race, the mud took its toll on heavy legs and the field opened up with College pupils Luke and Cass building an easy distance between them and chasing peer Peter, with Luke emerging as race victor in a very impressive time of 36:44. In the OB team, David managed to strongly claw back, convincingly burning Jon off in the last 30 metres in front of the Pavilion to become first OB across the line. Not far behind Jeremy Winter (F 67-72) narrowly failed to catch Ted from the College team, with Ed Talbot (E 82-87) crossing the line under a minute behind and Richard Pollock (H 84-89) completing the OB team a couple of minutes later.

A convincing victory for the College was marked with a tea at the Pavilion, attended by Michael Bostelmann and at which Luke was presented with the Bostelmann Trophy as first runner home by Tony Henderson (E 79-84), former OB running Captain who was unfortunately unable to run due to injury. Current Captain Adam Robinson (G 11-16) was also unable to run as he was away on holiday.

*If you are interested in running with the OB Running Club please keep an eye out for new events posted at OB Running Club and contact the captain Adam Robinson adamrobinson199@hotmail.com to be added to the club's social media accounts.*





# OBS TAKE ON COLLEGE NETBALL AND FOOTBALL TEAMS

OB Spring Matches 2023 will be remembered for two things: the first OB ladies' netball team returning to Bradfield to play against the current College 1stVII and the number of people in the Warden's Room after the OB vs CollegeXI football game who wanted to say thank you to Luke Webb before he leaves the College at the end of the Summer Term.

The football was played on a slick pitch after a morning of heavy rain but was no less of a spectacle which was played in a friendly spirit. The CollegeXI came out 6-2 winners thanks to a number of penalties in front of many supporting parents watching from the sidelines as some of their sons represented the College for the final time as pupils.

Down in the Sports Hall a keen group of OBs convened to take on the College 1stVII netball team and enjoyed a fiercely contested but friendly match. It was a wonderful opportunity for OBs to get back into the sport they had loved while at Bradfield with some having not picked up a ball in the ten years since leaving the College. A huge thank you to Yolanda Arber (I 17-22), Laura Beardmore-Gray (M 14-16), Lexi Bell (K 14-19), Luci Bell (K 16-21), Charlotte Denton (I 12-16), Caitlyn Earwaker (J 12-17), Grace Millar (J 16-21), Sophie Spooner (M 09-14), Chloe Stevenson (J 16-21) and Tara Wood (J 12-17) who put in spirited performances as OBs. The well-drilled College team may have run away with the result, but the OBs enjoyed their game with Chloe even playing GK and marking her younger sister!



*Thank you for all the alumni coming back to College. For anyone wishing to join any of our OB sports teams, please check out our Bradfield Society website under the Clubs section or email [bradfieldsociety@bradfieldcollege.org.uk](mailto:bradfieldsociety@bradfieldcollege.org.uk)*



# DIARIES FROM MY ALTERNATIVE MONGOL RALLY

Edu Serra-Scott (A 16-21)





**C**ombining his passion for cars with a desire to travel, Edu spent last summer travelling 10,000 miles driving a £500 car. Following his own alternative Mongol Rally with fellow Old Bradfieldian Oli (A 16-21), Edu recalls the sights, scenes and dramas which unfolded during two months on the road.

## THE PREPARATION

We hadn't officially entered the Rally as there were no spots left by the time we both finished our ski seasons but that gave us more freedom to plot our own adventure. Having bought the car the previous summer I knew it didn't have an MOT and I spent a month fixing the broken parts. We didn't strictly follow the Rally guidelines with engine type as we opted for a more fuel efficient diesel but, by mixing the fuel with vegetable oil, we figured we could be a tiny bit greener.

We decided to raise some funds for *Shelter Box*, the disaster relief charity, and, with the situation unfolding in Ukraine, we planned to drive supplies to the border on our way. We funded our trip partly through the money made during our ski seasons and partly through money earned taking part in The Bradfield Society Telethon.



## THE JOURNEY OUT

We took a 2am ferry from Dover to Dunkirk, and, avoiding as much of France as possible due to tolls, we drove through Belgium, inched into the Netherlands and down to Munich. We picked up Paul (A 18-19), the third member of our team, and a couple of nights later found ourselves in a campsite in Prague.

From there we went to Vienna, where everything was covered in scaffolding, to Budapest, a great city, and headed northeast towards the Ukrainian border. We came to a town called Sighetu Marmăției on the Romania/Ukraine border, a single wooden bridge connecting the two countries. Oli had discovered there were some aid workers with the organisation *The Blue Dot* and it was here we donated our supplies. We volunteered for the day handing out food and toiletries to the steady stream of people coming over the border from Ukraine.

We then set off on the biggest single leg of the trip, driving for around 26 hours straight from Romania, through stunning mountain passes, crossing the Transalpina, and into Istanbul.

After spending three days in the bazaar and taking in the sight of the historic Blue Mosque we set off for Ankara; another scenic drive through these surreal mountains which had a marble effect of colour on the rocks which changed from red to grey to blue.

Heading up the Black Sea coast, through Samson and Ordu, we entered Trabzon, found a small campsite, pitched a tent and went to sleep. The next morning we awoke to find the tent pretty much afloat following heavy rainfall, a river running through its middle section. The three of us battled to get the sodden canvas back in the car to set off as quickly as possible. We headed into Georgia, staying in the heavily developed Batumi and visited the historic Katskhi pillar, a natural limestone monolith upon which sits a church as we passed through Chiatura.

## THE TURNING POINT

It was in the beautiful surrounding of Gori that things started to go a bit wrong. Unfortunately Oli's passport and wallet went missing, possibly stolen. We thought the best thing to do would be to report it to the police but



that proved to be quite an ordeal. He spent two hours at one police station before being driven to another on the other side of town where they spent hours finding a primary school English teacher who could help translate.

Luckily our next stop was Tbilisi where we booked an Airbnb with access to Wi-Fi. Oli got in touch with the Consulate and organised a temporary passport, at great expense. However, that meant that he could only transit through five countries before getting back to the UK and, having already had a visa to work the ski season in France, he ran out of Schengen days which meant that he couldn't even re-enter Europe and it meant he would have to leave the trip early.

We had an accident driving from Georgia to the Cappadocia region in central Turkey. At 1am, after 18 hours of driving, we veered into a motorway barrier. The side of the car was bent up, the front wheel arch closed in on the wheel, the headlight was smashed and the impact snapped one of the radiator fan blades. I spent two hours fixing it, finding a discarded metal pipe to

bend out the wheel arch. I taped up the headlight, turned on the car and there was this awful knocking noise. I tried to diagnose the problem thinking it might be the engine and eventually, having seen the leaking radiator, I found half of a blade was completely missing. To fix it I had to light a fire to heat up my hunting knife to get it hot enough to slice through the remaining blade. Finally, at 3:30am we were back on the road.

## THE RETURN LEG

We headed down to Antalya where we met up with fellow OB Ata (C 16-21). He was so accommodating and we celebrated his birthday while visiting which was wonderful. By this point we only had a couple of days before Oli's flight home.

Paul and I continued after his departure, staying in Thessaloniki, Athens and Corfu. We left the car and took a passenger ferry to the island, spending the night on a beach when we couldn't find any accommodation; a beautiful World Heritage site but not the greatest night's sleep!

After driving a loop around Albania where the roads were terrible, narrow, unfinished and full of potholes, we headed to Tirana, then straight lined it through Montenegro and Bosnia and Herzegovina. It was at the Bosnia/Croatia border where we were stopped and searched. The border patrol made us empty the entire car before allowing us to drive 150 metres to the second checkpoint where we were again subjected to a search. Perhaps they were just bored but it was a lengthy inconvenience.

Croatia was shockingly expensive so we passed through quickly into Slovenia, another picturesque mountain drive. The final stop before heading home was Austria where we stayed with some of Paul's friends from his school in Germany; a lovely way to end the two month adventure.

I've kept the car, taken out the rear seat and fabricated myself a flat wooden base on which I would like to put a mattress and hopefully drive down to the Alps or across the Nordic coast to the fjords to do some back-country skiing.





# OB FLYING ACE FRANK NEVILLE HUDSON MC (1912-15) REMEMBERED IN FLYING ACES BOOK

We were thrilled to hear from a relative, Eddie Charlton, that his great-uncle and Old Bradfieldian Frank Neville Hudson is mentioned as one of the Flying Aces in a new book *Fallen Eagles: Airmen Who Survived The Great War Only To Die In Peacetime*, written by Norman Franks.

Frank studied at Bradfield College from September 1912 to March 1915 before joining the RMC Sandhurst. He later joined The Buffs (East Kent Regiment) rising from Captain to Flight Commander in the Royal Flying Corps and flying Sopwith Pups with 15 Squadron and later 54 Squadron.

He was awarded the Military Cross in 1916 and his citation reads:

*2nd Lieutenant Frank Neville Hudson, The Buffs (East Kent Regiment) and Royal Flying Corps. For conspicuous gallantry and skill on several occasions, notably when, although severely wounded in the head, he successfully completed his aerial reconnaissance. After recrossing the line and landing at an aerodrome, he at once lost consciousness. This young officer is only 18 years of age, but has many times driven off enemy machines and twice forced them to the ground.*

Supplement to the London Gazette, 30 March 1916 (29528/3429)

He had been wounded in action early in 1916 and wounded again and captured in July 1917. On 5 April, 1917 Hudson teamed up with Reginald Charley, Maurice D Guest-Scott, and R G H Pixley; the four pilots became known as Balloon Busters, destroying a German observation balloon at Gouy. Hudson went on to drive two more enemy planes down, and destroy another, but on the 13th of July 1917 he was shot down between Bruges and Ostend.

On his last sortie he was killed while flying in Mesopotamia, now Iraq, when he crashed on landing and died from his injuries on 6 June 1922. He is noted for six aerial Victories (credit Aerodrome.com)



The new book has been written by historian Norman Frank to celebrate fifty pilots who survived the First World War and then died during peacetime. A summary of the book reads:

The fifty pilots featured in *Fallen Eagles* were all decorated for bravery during The Great War. All survived the conflict only to die flying in the post-war years. The causes of their deaths ranged from being casualties of small wars, then as now rife in the Middle East, mechanical failure or pilot error. The 1920s were still pioneering years for aviation and aviators and test flying, air races and displays, record attempts etc were fraught with dangers known and unknown. In addition to the better known names such as Sir John Alcock, Captain W Beauchamp-Proctor VC and Sammy Kincaid, there are many who will be unfamiliar to all but the most ardent enthusiasts. But all have courage and love of flying in common and sadly luck ran out for each of these men who made a contribution to the history of flight. Thanks to acclaimed aviation historian Norman Franks, their names are not forgotten.





# HOLDING COURT

Chris Gorrington (E 59-64)

**A** former quarter-finalist in the Junior Championships of Great Britain at Wimbledon, Chris Gorrington became Assistant Secretary of the All England Club in 1973, later rising to Chief Executive.

During his 26 years at the helm, Chris transformed Wimbledon into one of the biggest commercial sporting events in the world and raised the prestige of the event to its present standing. Speaking to The Bradfield Society, Chris discusses his career, lessons learned and the role Bradfield had in shaping his story.

Chris spent a happy five years at Stone House and, fifty years later, still professes his “thorough enjoyment” of his time



at the College, noting that he chose to come to Bradfield even while his brothers both went to Cranbrook. Under the stewardship of Lesley Price and Michael Ricketts, both “caring men” by his own admission, he enjoyed a variety of sports including Colts’ cricket, football and tennis. Being appointed Head Boy in the Upper Sixth demonstrated his nascent leadership qualities, though Chris in fact had few certain ideas about his career.

Choosing to study Estates Management at Cirencester Agricultural College alongside a number of other Bradfieldians eventually led him to his first job as a land agent with the Guinness Family. Supervising farmers and managing construction on the various estates in Bishop Stortford might have seemed a far cry from the Centre Court but afforded him an opportunity to develop his understated leadership qualities. Five years into this job, Chris happened across an advert for Assistant Secretary for the All-England Lawn Tennis Club. A terse advert cited only two requirements: male, preferably 35-45. Then 27, Chris was understandably uncertain about his suitability for the role but applied nevertheless. At an informal interview at the Club Members’ Lounge, he ably demonstrated that, despite his youth, he was prepared for the job. In fact, as he returned to his Austin Healey A30 to depart, he received a tap on the window from the interviewer offering him the role there and then. A deciding factor, he suspects, was his understanding of grass.

Chris could never have suspected to remain at Wimbledon for the rest of his illustrious career. He wryly acknowledges his father-in-law’s initial concerns about the turbulence of the role, and its modest pay. Joining Wimbledon in 1973, the year of the infamous ATP boycott, seemed to confirm these concerns, but he rose ably to the challenge. Indeed, meeting challenges became characteristic of ‘Clockwork Gorringe’, with the advent of open tennis in 1968, the availability for partnerships increased exponentially, particularly in new markets like Japan. Spearheading the expansion of the club into new waters through these partnerships enabled the tournament’s international prestige to grow beyond its traditionally modest, and very English, status. His appointment to Chief Executive in 1979 only enhanced this success. Indeed, the surplus to The Lawn Tennis Association (LTA) rose greatly over his tenure, increasing from £58,400 when he arrived to £27 million on his departure. However this was not a corporate affair. For

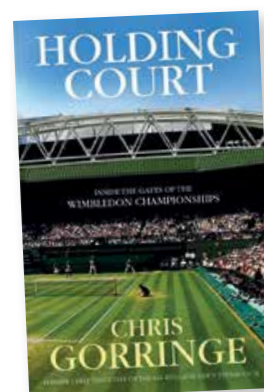
the entirety of his career, Chris was guided by the mission statement of the club: to foster the best interests of tennis and enhance the unique quality of the Club. To this day, he adopts the Club’s guiding principle, which is to maintain The Championships as the premier tennis tournament in the world, and on grass, as his own.

His self-described “smooth sailing” of the Club came from the perfect marriage of this ideology to his own steady practice and engagement with others. In particular, his close partnership with Jon Curry and Mark McCormack, whose International Management Group enabled contact with numerous sponsors, assisted greatly with the growth and outreach of the club. Collectively, these exceed their aims. Chris eventually retired in 2005, passing the torch on to Ian Ritchie.

When talking, Chris is articulate, warm and humble. His measured tones quietly contrast the scope of his success, barely changing as he pivots from his experience of Wimbledon’s expansion to an alarming anecdote regarding the threat of IRA attack and the decision about whether or not to evacuate the site.

A list of his greatest achievements is indeed remarkable, from playing on centre court in 1973 and seeing Virginia Wade win in 1977 to overseeing the construction of the Millennium Building. It is difficult to understate just how formative an impact Chris had on the Championships, and tennis in general. His stewardship and outreach made Wimbledon, Wimbledon. From all of this, his key lesson has been his appreciation of other wonderful people. His close and long partnerships with his colleagues attest to his collaborative approach and belief in community. Among those listed are several Bradfieldians, notably Peter Jones, a French teacher and football master, who instilled in him a fastidious nature (a black notebook is never far away). As he repeatedly volunteers praise and anecdotes about his time throughout our conversation, it is clear that Bradfield provided a springboard to his huge successes.

*Chris’ full experience and career is detailed in his book Holding Court: Inside the Gates of the Wimbledon Championship (Chris Gorringe, 2010).*





# MULTIPLE GENERATIONS OF WAIFS COME TOGETHER IN CELEBRATION

The Bradfield Waifs celebrated winning The Cricketer Cup last summer with a special dinner hosted in the College Dining Hall. Those with connections to Bradfield cricket were all invited to the evening, including current and former players and supporters too.

Pre-dinner drinks featured Nicholson Gin and Champagne to start off the celebrations in the Warden's Room before the party of nearly eighty guests sat for a three-course dinner.

Peter Came (D 77-81) arrived with the oversized cheque and the silver Cricketer Cup which the team were presented with on finals day back in August. Two long tables graced the Hall with the younger players and partners on one table and the older guests, players and supporters sitting together on the other. Jumbo Fuller (H 51-56), a former President of the Waifs, sat alongside James Wyatt (G 58-63) with current President of the Bradfield

Waifs Mark Taylor (F 77-82) hosting the evening. Alongside him were Hon Secretary Rupert Cox (F 81-86), Hon Fixtures Secretary Charlie Russell (E 98-03) and Hon Treasurer Miles Covers (D 08-13). We thank them for their ongoing support to the Bradfield Waifs Cricket Club.

Guests were treated to a wonderful meal of pan-fried scallop for the starter, Indian-spiced lamb rump for the main course and a very special Kent strawberry and mascarpone cheesecake for dessert. The College Caterers did a wonderful job and helped to choose some particularly tasty Louis Jadot wines which were served alongside the meal.

Following the dinner, Old Bradfieldian, former cricketer and now broadcaster Mark Nicholas (G 71-76) delivered a rousing speech to the

assembled crowd. He moved around the room with aplomb to highlight the key strengths of many current and former Bradfield Waifs players over the years and mentioned that the College had representatives from each of the three previous Cricketer Cup wins in 1996, 1997 and 2005. In some cases full teams were present for the dinner.

James Wyatt said of the evening: "This was such a happy and memorable Bradfield occasion. One of the very best!"

The Bradfield Society wishes to thank everyone who attended to celebrate another historic win and continue the tradition for Bradfield cricket. It is not often you get so many generations of Bradfield cricketers in one room together including Stephen Farr (G 48-52) at a spritely 88 years of age, all the way through to 2022 'Player of the Match' Tom Ettridge (H 14-19) at 21 years of age.

Special mention to all the players who lifted the Cricketer Cup last year for the Waifs: Imran Malik (E 16-18), Charlie Russell, Hugo Darby (C 07-12), Michael Payne (G 07-09), Jack Bransgrove (D 07-12), Charlie Gwynn (F 12-17), Tom Ettridge, Ollie Birts (D 10-15), Finn Brabham (A 13-18), Sam Negus (D 17-22) and Monty McKenzie (F 17-22) – most of whom were with us for the dinner.







## STEP BACK INTO BRADFIELD THIS SUMMER

After three years without a face-to-face summer reunion for the Bradfield Society community, we are delighted to invite everyone, including their families, back again to the College on Saturday 24 June.

The afternoon will begin at 1:30 with drinks in Quad. The ongoing building project to convert St Andrew's Church into a learning resource centre for the College and the preservation of the fabric of this historic building continues and it will be the perfect time for guests to learn about and see the Church exhibition and progress.

The College and its gardens always look their best in Midsummer and we have the added bonus of the opening night of the 2023 Greek Play Oedipus The King taking place in Greeker too, the first of four performances between 24-27 June.

For the first time, we also plan to offer a Lecture Series so that visitors can see and hear the College in action and get back into the classroom, if they wish, during the visit to Bradfield.

There will be six optional lecture choices during the afternoon from which everyone can choose up to

two options. If you would rather just enjoy the reunion, meeting up with your friends and contemporaries and enjoying the College surroundings, this is also a welcome option!

Lectures include an interactive Science workshop in the Blackburn Science Centre; a journey through Art School to view works by current pupils; a demonstration of virtual reality and technology in the classroom; an introduction to Trackman Golf in the Indoor Golf Performance Centre near the College Golf Course; a historic tour of Bradfield highlighting the evolution of the campus from church and manor house to the buildings at Bradfield College today; St Andrew's Church exhibition and tour (limited spaces) where you can view the project plans and if spaces available, the opportunity to look inside the Church at the project work in action.

Following the lectures, tours of the College will be offered, or guests are welcome to continue spending the free time to enjoy the campus or watch live sport. We will be offering a High Tea buffet in the College Marquee for everyone to enjoy.

We hope that you will celebrate Summer Bradfield Day with us on Midsummer's Day this year and enjoy your time rediscovering the College once again while meeting up with friends and contemporaries in the familiar College surroundings. We look forward to welcoming you back.

## 1850 SOCIETY ANNUAL GATHERING

On the 24 June we are also looking forward to hosting the annual gathering of the 1850 Society, those who have chosen to leave a gift to the College in their Will. This year the Headmaster has invited the Society and their guests to join him for lunch at Crossways, prior to joining the 'Step Back into Bradfield' event.

"I am looking forward to seeing all the 1850 Society members and their guests again this year back at Bradfield for what promises to be another enjoyable gathering."

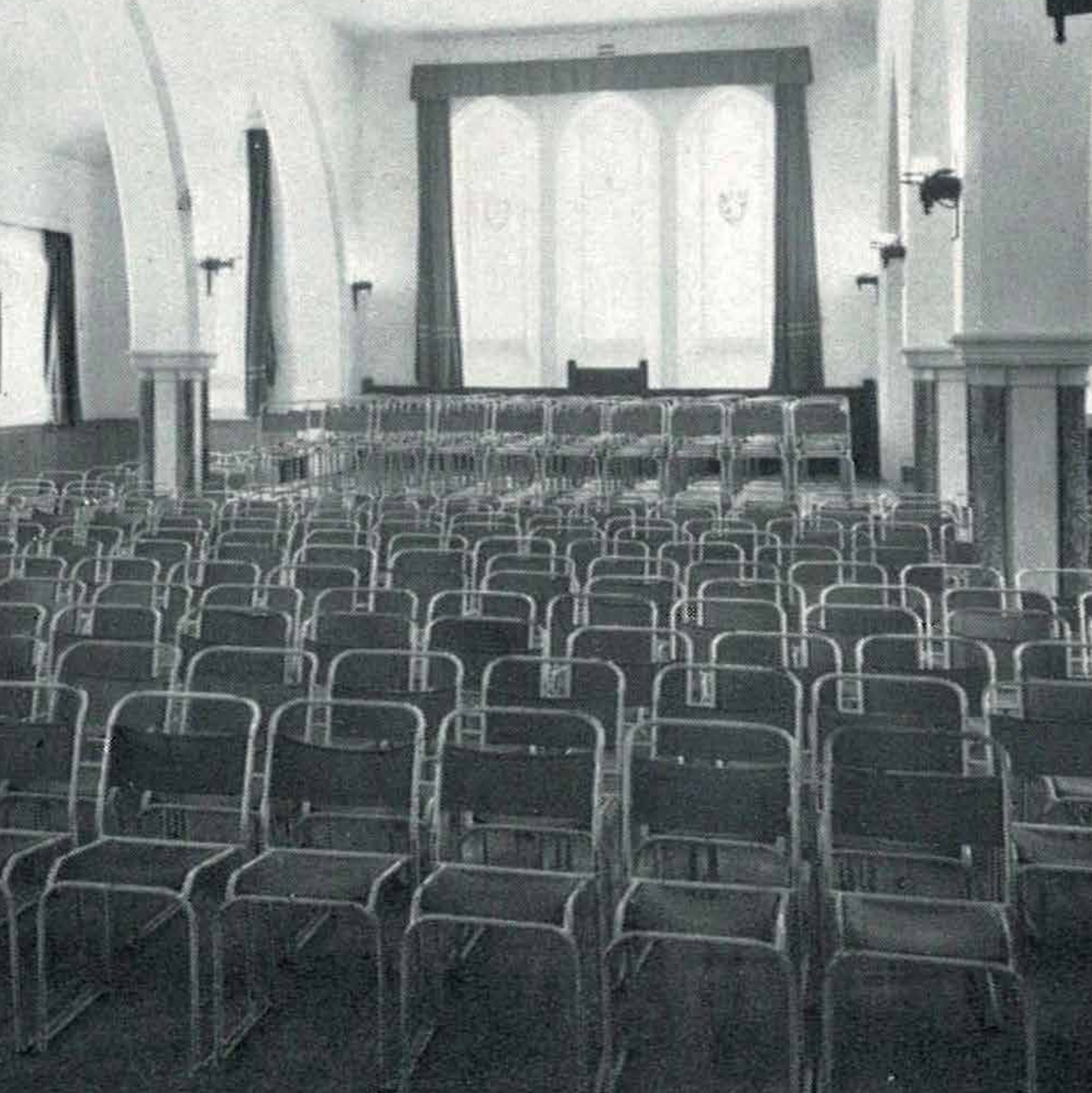
Richard Butler (G52-57), President of the 1850 Society

The Headmaster is also extending the lunch invitation to anyone considering leaving a legacy to the College. Find out more about legacies at Bradfield by visiting <https://www.bradfieldcollege.org.uk/bradfield-for-life/leave-a-legacy/>

If you would like to join the 1850 Society lunch do contact Katie Green-Armytage on [development@bradfieldcollege.org.uk](mailto:development@bradfieldcollege.org.uk) or 0118 964 4840.



# **BIG SCHOOL: A SMALL PIECE OF BRADFIELD HISTORY**





**T**he Big School our pupils know and love today is at the heart of academic Drama at Bradfield. With its black painted walls and blackout curtains it is in many ways the perfect black box performance space in which young actors can hone their craft. Yet its original function was somewhat different.

## THE ORIGINAL BUILDING

Big School was originally one of the final parts of the old building, finished in 1872 by Bradfieldian John Oldrid Scott, the son of Sir Gilbert who designed the Dining Hall and son-in-law of the College Founder. When first built, Big School stood alone, for that side of the quadrangle had not then been completed and ended where E House, now SCR, begins. *The Bradfield Chronicle* at the time documents: "It was built mostly of chalk, faced with carefully packed, graded and knapped flints and roofed with local tiles. Its stone-mullioned Gothic windows were filled with small leaded panes, as are most of the Beaumont Library windows above admitting little light and even less fresh air. The floor was of ordinary deal boards. The square pillars supporting the arches of the colonnades were "enriched" with red marble columns, the gift of the Aclands [John Acland (G 56-61) and his family before him]



and other OBs from Devonshire. Two handsome wrought iron birds stood sentry on each side of the fireplace now moved to the Dining Hall. Originally its ceiling was relieved by a plaster pattern, but this disintegrated and was never replaced. The lighting consisted of solitary gas jets, protruding on either side of each arch, just above the capitals."

Two years after Big School was built, the North side of the Quadrangle was completed and a passage between studies led in a direct line from the Dining Hall to Big School. The Rose Window, which had originally been placed in the East wall at the top of the Library, stairs and opposite the door to the Beaumont Library, was moved to light the recess to the upper singles passage at the top of the new connecting building. The space left by its removal is now a recess featuring a picture of Tony Hancock (G 38-39). Today the Rose Window remains a prominent, though unexplained, feature of this face of the Quadrangle and looks stunning at night when lit from within. The *Bradfield Chronicle* feature also adds: "those interested in

architecture have doubtless noticed that Big School was not quite accurately sited. The roof is not in true alignment with the main building."

## 1880 TO 1940

*The Chronicle* reports that during Gray's Wardenship there were 'Honours Boards' over the windows and round the arches and on both sides of the fireplace, gradually covering all the available wall space in Big School. These boards were made of plaster and painted brown; the names were inscribed in dull gold. By the 1920s there was no more space and the boards spread out into E House passage. The stage was enlarged, gradually engulfing the Westernmost pillars. The gas jets were replaced by pendant electric lights hanging opposite the opening of the arches.

By 1930 the whole place had become the essence of dreariness. The floor was worn, bumpy and drab. The 'Honours Boards' were cracking and flaking and could not easily be restored. There were cries for a new Big School and plans were drawn for a new building on the Masters' Tennis Courts. However, the cost was prohibitive, even in 1935.

By 1940 the war had consigned the whole project to an impossibly distant future. So, something had to be done with the existing building.

In 1944 the Warden, Mr A T Loyd, presented five pictures from his art collection at Lockinge, Berkshire. They were two famous Burne Jones 'Virtues', a Mason, which is still in the SCR, a Briton Riviere and a lovely landscape by John Linnell which also resides in the SCR Linnell Room today. They were specifically chosen as period pieces of the same vintage as the building, all being painted in the 1860s. It was almost his last connection with Bradfield as he died suddenly during the Autumn of 1944 leaving in his will a further £2000.

## AFTER THE WAR

After the War the dark green, black-out curtains in Big School were bleached by a parent Mr J R Allen who then dyed them scarlet. Big School took on a new look. The Bursar removed the few surviving desks and filled the room with steel nesting chairs, an un-Victorian but inevitable consequence of the rapidly increasing pupil numbers. The Friends of Bradfield enabled the Headmaster to replace the pendant lights with heavy wrought-iron brackets and sconces, made by Blacksmith Frank Ford and fitted where the old gas brackets had projected from the walls. The Council, unwilling to spend money on the building, were compelled to sanction a second entrance in case of fire and agreed at the same time to replace the old Gothic windows with wide wooden-framed lights which brightened the room.

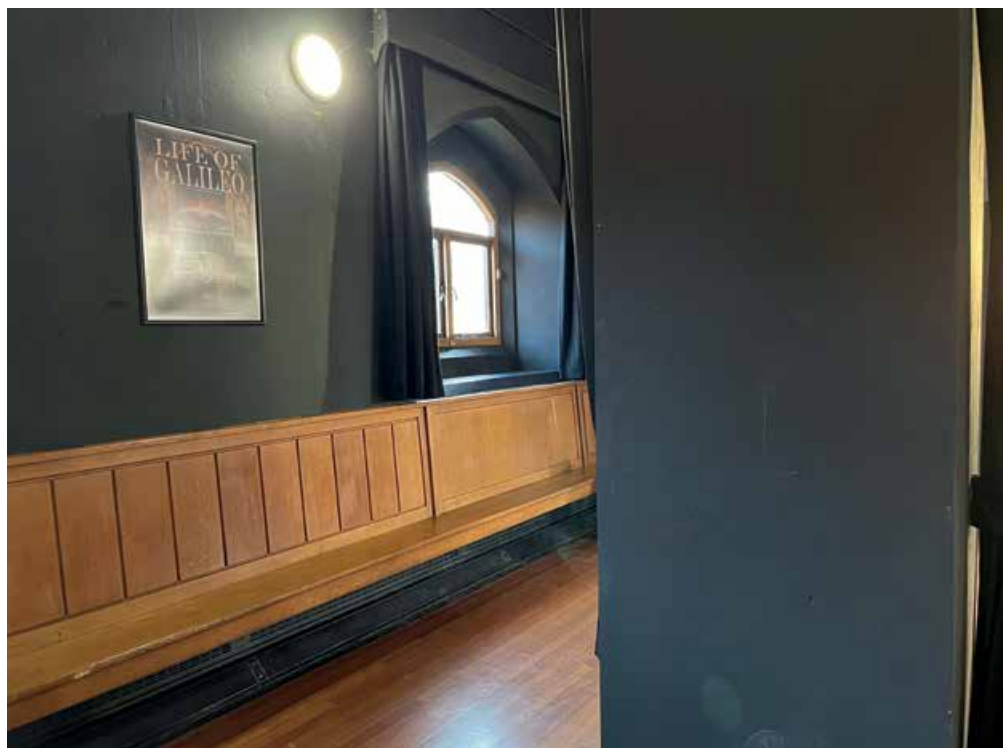
The Bursar at that time reported that the room was due to be redecorated. The Headmaster asked Council to allow use of the Loyd bequest for a new hardwood floor, panelling, a dais and new heating on a separate system with the Beaumont Library. The Council was adamant it had no hope for Big School. As a last resort the Headmaster appealed to Lord Iliffe, already a generous benefactor; saw the floor and was convinced and so consented to supplement the Loyd bequest with another generous gift. It is this floor in dark red gurjan and panelling that we see today. Down both sides of the room run a light oak seat, backed by panelling to the level of the windowsills, behind which a new and efficient heating system was installed in the 1950s.

In the windows themselves the old square panes were replaced by some fine new glass. The three coats-of-arms in the west wall dedicated to Stevens, flanked by Loyd and Iliffe can still be seen today. These three armorial windows were designed by Miss de Purron, working in the studio of Miss Howson who has been responsible for



the new glass in Westminster Chapter House and in the Queen's Chapel at the Savoy. They show the Founder and our two Benefactors who made this building more beautiful. The windows, like the blacksmith's light brackets, have been given by those Friends of Bradfield who contributed to the fund which bears their name.

Having felt like an unloved space during much of its life, Big School still supports the College today. Its history places it at the centre of College life from the foundation of the school until it was no longer used as a hall, but for drama teaching as has been the case in recent years.





# RICHARD BOWERMAN (E 53-57)

Richard James Bowerman died on 3 December 2022. It seems fitting that a tribute to him should reach the pages of *The Bradfieldian* since he had for a long time retained strong links with the College.

Richard came to Bradfield from Downside School, Purley in the summer term of 1953. At Bradfield he had considerable success as a sportsman, particularly in soccer, cricket and cross country running.

Maths was positively his best subject, a factor that helped to draw him into accountancy for a career. On leaving school he became an articled clerk in a city firm of accountants. After qualifying, in due course he became a Partner and managed the Eton and Datchet offices of his firm. Before retiring Richard ran his own practice.

Richard was never happier than when playing or watching sport with his friends. In adulthood, he played golf, cricket and tennis, and enjoyed a period playing soccer for the Old Bradfieldians.

He spent most of his married life in the Thames Valley area. Having come from farming stock, (his elder brother, Bryan, became a farmer in Surrey and Devon) Richard enjoyed

growing vegetables, fruit and flowers with his wife, Yvonne. They both had a great liking for nature. For many of those years they lived in Winkfield in southeast Berkshire, next to the parish of St Michael and All Angels in Warfield where he has been laid to rest.

His funeral service revealed Richard as someone who had believed in God from a young age. He was a steadfast Christian and his Bradfield experience with its strong clerical traditions was clearly memorable for him. He enjoyed the organ being played in church and listening to church music generally. He especially liked the church music of John Rutter.

It is noteworthy that Richard was a considerable giver to charities: he was a long-standing and generous supporter of both Bradfield College and the Bradfield Club in Peckham; among other charities he and his wife had a considerable interest in a voluntary organisation that supports young men recovering from drug addiction.

Richard was a modest, very amiable and generous man who made the most of his talents, doubtless well aware of the benefits that a good education had conferred on him. He will be missed by many.



On a personal note, I should point out that I would never have come to write this obituary for Richard if we had not developed a considerable friendship in recent years because of our link with Downside, the Prep School that we had both attended before coming to the same House at Bradfield. For most of the years between 2010 and 2017 we were together at Downside annual reunion lunches that included up to thirty old boys at the peak, marking the affection we and others had had for that school.

We were also pleased to have the opportunity to go together to two Bradfield Tempus Fugit lunches, deliberately making a long day of it on both occasions to revisit and reflect on the scenes of our youth. We were glad to see many well remembered buildings unchanged externally, but of course we could not help noticing an astounding improvement in facilities which made it seem more like a top-class hotel than the school we had known more than six and a half decades ago!

*William Shutt (E 52 -57)*

## DEATHS

**ANTROBUS, Keith P (E 49-54) on 6 March 2023**

**BOWERMAN, Richard J (E 53-57) on 3 December 2022**

**BRADBEER, Rev William F (F 58-61) on 8 November 2022**

**BROWN, Robert (G 66-70) on 13 January 2023**

**BURNINGHAM, Richard A (E 60-65) on 26 May 2022**

**COULDREY, Bill F (B 46-50) on 27 September 2022**

**DUBUISSON, Mark R (B 76-81)**

**EMMERSON, Michael E (A 55-59) on 20 December 2021**

**HEALE, Jeremy (Jay) (A 50-55) on 1 November 2021**

**HOLDER, John (C 44-48) on 27 April 2023**

**KIMMINS, Ian J (C 49-54) on 2 January 2023**

**LACY, Anthony Dacre (E 44-47) on 31 October 2022**

**LEEMING, Matthew D (E 78-82) on 29 November 2022**

**PALMER, Robert M (B 62-65) on 8 November 2022**

**SMEE, Harry (B 64-68) on 29 April 2023**

**SOLLY, George R J (F 46-50) on 26 January 2023**

**TITFORD, Derek S (A 52-56) on 1 September 2022**

**WALMSLEY, Michael J P (B 44-49) on 30 September 2022**

**WARNFORD-DAVIS, Dennis M (E 44-47) on 1 January 2023**

**WORSKETT, David H (D 65-70) on 10 July 2022**

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

# WHAT'S ON

16  
JUN

Jazz on a  
Summer's Evening

Bring a picnic and enjoy the magical setting of the College's open-air theatre as you listen to the cool sounds of jazz, soul and blues

24  
JUN

1850 Society  
Summer Gathering

Legators and their guests are warmly invited to join the Headmaster and the President of the 1850 Society for a special Summertime Lunch at Crossways

24  
JUN

Summer  
Bradfield Day

Catch up with old college friends and former teachers (including Messrs Fairbairn and Burgess) as we host our annual reunion for Bradfieldians and Friends at College

24-27  
JUN

The Bradfield Greek Play  
'Oedipus The King'

The Bradfield Greek Play returns to Greeker this summer for the 41st production which will be 'Oedipus The King'

29  
JUN

Battle  
of the Bands

Ten College bands will take on each other in the gladiatorial setting of the Greek Theatre with the whole College coming together to watch

15  
SEP

20 Years of  
Film Studies Celebrations

Join us at the BFI Southbank to celebrate 20 years of Film Studies at Bradfield College - ticket details coming soon

13  
OCT

OB Regional Lunch  
in Bristol

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

2  
NOV

Tempus Fugit and  
Junior Tempus Fugit

The Headmaster and The Bradfield Society invite OBs aged 60 and over to join us for our combined Tempus Fugit and Junior Tempus Fugit Lunch

10  
NOV

OB Regional Lunch  
in Manchester

The regional lunch for the North West of England will be in Manchester at a new venue - Browns Manchester, 1 York Street

10  
DEC

Winter  
Bradfield Day

Shrug off the winter chill and join us for a fun filled sporting day at College - including the Huxham X, Huxham V, shooting and hockey

11  
DEC

Bradfield Society  
Carols in London

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

8  
MAR

OB Regional Lunch  
in Winchester

The first regional lunch in 2024 will be for the South West in Winchester at Brasserie Blanc on Jewry Street

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

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





# OVER 2800 MEMBERS HAVE JOINED OUR ONLINE COMMUNITY

The Bradfield Society is a community that brings together alumni, parents and friends of the College as Bradfieldians and encourages them to 'Be Involved' with Bradfield in a way that works for them.

From attending social events, speaker nights and networking gatherings to offering careers advice, making a gift or perusing the College archives, we hope there is something to suit everyone.

Be Involved and join The Bradfield Society online today!

[www.bradfieldsociety.org.uk](http://www.bradfieldsociety.org.uk)

THE 41<sup>ST</sup> BRADFIELD GREEK PLAY

# OEDIPUS

## THE KING



24 26 27  
JUNE 2023

GREEK THEATRE **BRADFIELD COLLEGE**



SCAN FOR TICKETS

Free tickets available from  
[www.ticketsource.co.uk/bradfieldevents](http://www.ticketsource.co.uk/bradfieldevents)