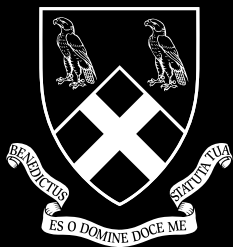


# The Bradfieldian

May 2024







BRADFIELD  
COLLEGE

# The Bradfieldian

## Edited by

Katie Green-Armytage

## Editorial Team

Alex Acton

Helen Bebbington

Gemma Rossiter

Karen Ward

## Photography by

Jaime-Lee Pattinson

Louis Wearing

## Designed by

Hyperbole Design & Marketing

## Printing and Distribution by

The Lavenham Press

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Bradfield College

Bradfield, Berkshire, RG7 6AU

## 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

[marketing@bradfieldcollege.org.uk](mailto:marketing@bradfieldcollege.org.uk)

## Bradfield Society

[bradfieldsociety@bradfieldcollege.org.uk](mailto:bradfieldsociety@bradfieldcollege.org.uk)

## Bradfield Society Website

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



## FROM THE HEADMASTER

As we are hopefully emerging from the wettest period in memory at Bradfield, I am pleased to report that the weather has neither dampened the positivity nor the achievements of Bradfieldians over recent months. The spirit of the College was exemplified on a dark evening in February by the wonderful support for the victorious 1st XI Football team at Stadium MK, when we were on the edge of our seats up to the final whistle. The article on sporting excellence in this *Bradfieldian* explores a culture that enables success at all levels.

The cover story of this edition focuses upon the St Andrew's Study Centre, which is open following a ribbon-cutting on the first day of the current term. The beauty of the conversion and the impact of these new spaces on the way our pupils live and work have already been noted by many people. As explained by our Head Librarian, the life of the mind at Bradfield will be enhanced by this project for generations to come.

The breadth of College activity and the spirit of innovation are evident in many articles. Bradfield Science Week was a new initiative led by the Science Department to increase engagement with the sciences, a first step towards greater things. The Tech Networking collaboration saw pupils, parents and alumni benefit from the opportunity to meet and share experiences. We also celebrated 20 successful years of Film Studies at the BFI. Bradfield was amongst the first schools to offer this subject; it is wonderful to see the legacy of this foresight and to read the grateful memories of so many alumni. In another exciting venture, Bradfield is proposing an alternative to GCSE Music with a school-based syllabus available from September 2024.

Taking a step further, Bradfield has developed its own Virtual Reality education platform 'Campus-XR' which has huge potential for education within and beyond the College. The entrepreneurial spirit is similarly espoused by the subject of our OB article and reflected in many of the supporters of our Horizons and Bradfield Society events. In another feature, building on the historic insight included in the last edition, we learn more about The Bradfield Club of today, how it supports its local community and what we can do to support it. Further afield, academic trips to the USA and Italy have seen pupils benefit from the real-world insights that only direct experience can provide.

Little could the Reverend Thomas Stevens, our founder, imagine in 1850 how his Church or his school might develop over the next 175 years. I hope and trust, however, that he would have enjoyed reading both this Bradfieldian and the new history whose launch is the precursor to a year of celebrations.

Dr Christopher Stevens,  
Headmaster

## FEATURES



04

### ST ANDREW'S

Emily Stannard, Head Librarian shares how she and her team will enable pupils to make the most of the St Andrew's Study Centre.

16

### 20 YEARS OF FILM

A brief history and many fond memories from former Film Studies pupils

58

### POLITICS TRIP

'39 pupils, four staff, two unbelievable cities and 56,000 steps...'

74

### SAFE HAVEN

The Bradfield Club explained by Stuart Williams, Trustee and Daniel Campbell, Club Manager.

08

### SPORTING EXCELLENCE

Matt Ruxton, Head of Sport talks about Bradfield's holistic and inclusive approach to achieving sporting success.

26

### ENOCH (D)

'Get out of your comfort zone and develop skills you did not know you had'.

46

### CAMPUS-XR

Trevor Benstock, Director of IT introduces Bradfield's innovative Virtual Reality solution and his journey to its creation.

72

### OB FOOTBALL CLUB

Dan Hodgkinson (H10-15) shares the ambitions of the popular alumni club.

12

### ZAHRA (I)

'Bradfield is a kind, inclusive and positive place that will help you grow and achieve'.

28

### TIB TALKS

The pupil led initiative continues with more pupil speakers inspiring their peers.

54

### MILLY FORTUNE (J 00-02)

'Life is a journey; the key is learning to spot the opportunities'.

74

### MICHAEL BOSTELMANN (A 61-66)

A tribute to a dear friend of the College.

14

### SCIENCE WEEK

Anand Singh, Head of Chemistry, shares the details of Bradfield's inaugural Science week.

30

### SBS:MUSIC

A great alternative to GCSE for musicians.

58

### TALES OF ART

Kitty Parker (K 13-18) and Ben McBain (G 13-18)'s Refugee Camp project.

78

### ORNITHOLOGY

Dr John Cardwell expands on Bradfield's long held appreciation of birds.



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# ST ANDREW'S: THE HEART OF LEARNING AT BRADFIELD



**E**mily Stannard is the Head Librarian at Bradfield and leads the team that manages the St Andrew's Study Centre. She has visited libraries since she was a child but she understands that a library, or Study Centre, is not necessarily a draw for everyone. So this is where she, her team of information professionals and St Andrew's will make the difference.

Emily is a qualified Chartered Librarian, but is not perhaps the librarian you remember from your time at school. She is keen to make sure that St Andrew's is accessible and relevant

to all, irrespective of a pupil's year group, study preferences or whether the pupil was a habitual or infrequent user of the Garrett Library. St Andrew's will be a space for everyone.

**“ I THINK THAT IT'S IMPORTANT TO MEET YOUR USERS AT THE POINT AT WHICH THEY ARE, RATHER THAN AT THE POINT YOU MIGHT EXPECT THEM TO BE**

Emily's conviction to create this all-embracing learning experience comes from her mixed relationship with the facility. When she was at secondary school Emily explains that the library was run by a Classics master who she found terrifying. She never felt at ease, fearful of making a noise and dreaded using the building. Contrasting this

experience with that of university, where she learned how to embrace the opportunities, she vowed to break the school library stereotype and be a different kind of librarian – or information professional.

Emily's first role after receiving her Masters degree was running library inductions in a Further Education college for vocational courses, everything from mechanics to fashion design and music. The attendees were not perhaps your traditional library-going types but she wanted to find out how she could make the library relevant and accessible for them. So, she spent time talking to the various groups of students to find out what they were interested in and what they needed and developed a concept of what 'library support' looked like for them. She quickly realised that people did not just come to a library for the information on the shelves, they came to meet up with their friends and fellow coursemates, and they came to share ideas, do projects and make plans.

*'St Andrew's will be home to around 11,000 books, but it will not be a library'*

*St Andrew's Concept, Neil Burch, Senior Master & Learning Design Lead*

St Andrew's may not be a library but of course the books are still very important. The shelves in the Study Centre are filled by the mainstay of the current collection that is housed in the Garrett Library, carefully curated to meet the needs of the curriculum whilst at the same time retaining books of historical value and significance. The process to ensure that the collection was relevant to the curriculum has been an ongoing project for Emily since her arrival at Bradfield ten years ago.

**“ THE LEVEL OF ACCESS TO RESOURCES PROVIDED BY ST ANDREW'S IS VERY MUCH ON A PAR WITH THE LEVEL PROVIDED BY UNIVERSITY LIBRARIES**

The facility will allow pupils to access the huge wealth of resources that lie beyond the confines of the physical collection. The College subscribes to many different information portals, such as Britannica School, JSTOR, MASSOLIT and 'Gale in Context' databases and publications, such as The Economist and the Hodder Education Magazines, providing users with a hybrid facility,



both digital and physical. The level of access provided by St Andrew's will be very much on a par with the level provided by university libraries so College pupils and staff will continue to benefit from this amount and quality of information at their disposal.

Running a library also requires professional support to ensure that the provision is as good as it can be – *'you are only as good as your information resources. If your resources are out of date, or all over the place, then you are not going to derive the benefit from the facility that you should.'*

Whilst the online resources can be accessed by every pupil from their personal laptops, fitting all the books into St Andrew's has not been nearly such an easy task but is one that has been very thoughtfully undertaken. As a conversion that seeks to maintain the historical integrity of the building, standardised bookshelves in which to house the collection were out of the question. So, this left Emily with the interesting challenge of organising a collection in such a way that makes sense for the building as well as for the user.

Libraries use a classification system to group related materials together so that they can be easily stored and found. The most common classification system used in British public libraries is the Dewey Decimal Classification and indeed it is was system uses in the Garrett library. Emily explains that while Dewey provides a fantastic broad logic for the classification it doesn't always work for expanding fields of knowledge such as climate change. Neither did Dewey know what curve balls the design of St Andrew's or the new Faulkners' curriculum would throw into the mix, so to accommodate all these variances, more creative licence was required.

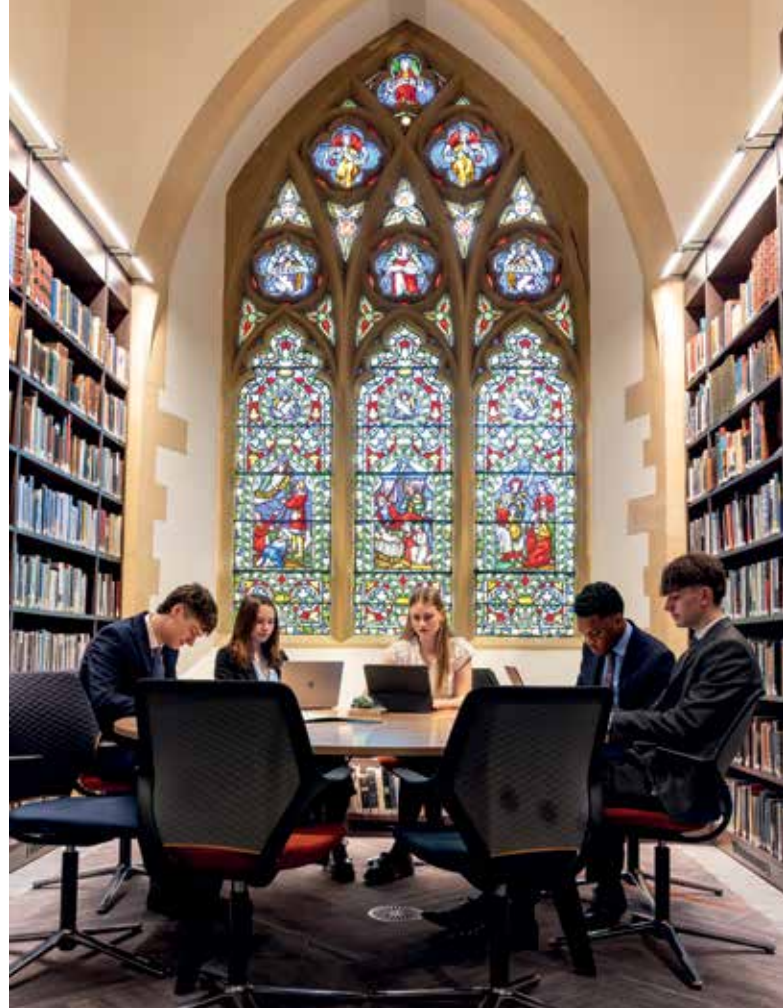


“ TO ENSURE THAT THE COLLECTION TRULY SERVES THE NEEDS OF BRADFIELD PUPILS I HAVE CHOSEN TO OVERLAY DEWEY WITH HOW THE SUBJECTS ARE GROUPED WITHIN THE CURRICULUM, CREATING A HYBRID SYSTEM THAT IS BESPOKE TO BRADFIELD AND THE NEEDS OF BRADFIELD PUPILS.

Unlike the main collection that will always be accessible, the Repository Collection, comprised of the older books that have been retained for their academic value but are unlikely to be requested frequently, will be stored on the higher shelves above 2m where they can be protected, admired from afar and accessed if and when necessary. Other books of significance, including those written by Old Bradfieldians, are stored within the archive area where they can provide inspiration to today's pupils.

If St Andrew's is at the heart of the College, then the information professionals, Emily and her team, are the beating heart of St Andrew's, poised to help the pupils make the most of the amazing facilities it provides.

“ A ROOM FULL OF BOOKS IS NOT A LIBRARY, IT TAKES A PERSON, AN INFORMATION PROFESSIONAL, TO BRING THE SPACE TO LIFE IN THE SAME WAY THAT A ROOM FULL OF BEDS AND MEDICAL EQUIPMENT IS NOT A HOSPITAL, YOU NEED TO PUT THE PROFESSIONALS IN THERE FOR THE PLACE TO FUNCTION.



*'We've worked hard to create a space for all pupils that will work for different learning styles and the different stages of their education.'*

*Visit our dedicated St Andrew's Project webpage for more information and if you would like to make a gift in support of this transformative initiative it is still possible to do so, contact our Philanthropy Lead Kirsty Perkinson on [kperkinson@bradfieldcollege.org.uk](mailto:kperkinson@bradfieldcollege.org.uk) or call 0118 964 4846.*







# HEADMASTER WELCOMES PUPILS INTO THE ST ANDREW'S STUDY CENTRE

Two years after the construction project began and ten years after the idea was conceived, the Headmaster was delighted to declare the St Andrew's Study Centre open on 16 April. The occasion was marked with a ribbon-cutting attended by figures pivotal to the successful delivery of the project; architects, building contractors and our early key supporters.

In his welcoming address, the Headmaster praised the team, led by Julia Bond, Capital Programme Manager, who have worked so hard to deliver this project on time, and under budget, and thanked all involved for the part they have played in this transformative initiative. He also quoted Winston Churchill in saying 'We shape our buildings and thereafter they shape us,' encouraging the Sixth-

Form pupils also gathered to make the most of St Andrew's, before inviting them into their new study space.

*'I knew that St Andrew's was going to be an impressive space, but the reality is even more special than I had envisaged; it has a pleasing unity and flow and will be a great study space.'*

Chris Bake (F 77-82)



*'It is easy to focus here, being so light and quiet and there are so many different spaces and places to work. We are going to be in here a lot over the next few weeks!'*

Penny (M)



*'It is a landmark moment for the College, it is a big statement to deliver a project of this complexity that will benefit the College for the long term.'*

Tom Beardmore-Gray, Warden



*'It has been a unique project to work on and it is wonderful to see the pupils using the space, to see how respectful they are of the space and the opportunity that it offers them.'*

Julia Bond,  
Capital Programme Manager





# IN PURSUIT OF EXCELLENCE

Matt Ruxton, Director of Sport



“It is exciting to challenge yourself against the best. In the struggle of being tested, this is where you test your behaviours and values. It is also where you need to demonstrate vulnerability. By putting everything into your preparation and performance, you create an opportunity to gain great satisfaction when success is achieved, but also significant disappointment should goals not be attained. The challenge is to remind pupils that if they have done everything to be the best they can be, then this is winning... this is when you achieve excellence!

Excellence is achieving your best with the resources and support available to you, irrespective of the level you are competing at. Whether you are playing amongst first team players for an Independent Schools Cup, competing in a team environment for the first time or maximising your ability by developing a new skill in training, if you apply the right attitude, work rate and endeavour then you will find that excellence is for all.

We believe that people want to be challenged but it must be in the right way. That is why, together with the Deputy Director of Sport, Charlie Ellison, we have increased the conversation around the support-challenge balance that the pupils have. On the one hand we can push and challenge people but if we do not support them they can burn out or be left deflated if goals are not met.

On the other hand if you overly support, without offering sufficient challenge, then pupils may not realise their full potential. Excellence is achieved when you have the balance of both. The high expectations we have can help pupils reach levels that they previously may not have thought they could. This can have a significant and positive effect on the outcomes which they can achieve.

It is a challenge to sustain this across provision and at all levels but we must. Instead of the sporadic sporting success the College has seen in the past with the occasional cup



final appearance, we are now seeing multiple teams, in a few different sports competing in, progressing to the later stages of, and more regularly winning national competitions.

In the last three years, pupils have qualified for the later stages or won national cups in cricket, equestrian, football, hockey, netball, rifle shooting and squash. Not only this, but our pupils are competing in more inter-school fixtures than ever before and participation numbers in competitive squads and Inter-House sports are at an all-time high.

We believe this increase in participation is partly because we encourage pupils to maintain a breadth of involvement from the minute they arrive at Bradfield. The literature shows that long-term outcomes are much more positive in terms of reduced incidence of injury, longevity of playing sport and one's enjoyment if there are opportunities to participate in more than one activity. We also believe it is because the community demonstrates respect and care for all pupils' participation in sport.

“WE DO OUR BEST TO PROVIDE GOOD COACHING, EQUITABLE USE OF FACILITIES AND RESPECT FOR THE ACHIEVEMENTS OF PUPILS AT ALL LEVELS.

Our 'Team of the Week' highlights outstanding performances from pupils of all ages and levels. By showing this respect for the pupils' participation, they respond positively. They commit to representing the College in significant numbers and when other teams achieve success, they are desperate to support them and share their appreciation for success. This was evident only recently at the ISFA Cup final where the pupil body loved supporting their peers as they represented the community.



That is not to say we do not offer pupils the chance to specialise if they are keen to pursue a particular sport at the highest level. Where before we would have seen all Bradfieldians playing three different sports across each of the terms, we are now offering some flexibility for individuals who we feel will benefit from focusing more on one specific activity. Even with these pupils, we do look to maintain some breadth of sporting challenge through what we call a one-term plus model.

Take our hockey players for example, some will play hockey as their main sport in the Michaelmas Term and want to continue playing Club Hockey outside of Bradfield. We can then offer them the flexibility to step away from playing a major sport during the Lent Term while continuing to train in one-to-ones or small groups at Bradfield, whilst also representing their club team. Additionally, some of our tennis and cricket players will begin training more regularly during the Lent Term in preparation for competitive action during the Summer Term. This approach enables us to help pupils plan their sporting journey according to their specific goals.

We try to protect the idea of pupils representing the school on a Saturday because it is a terrific way for young people to experience sport and would suggest that it is often the most enjoyable sport they will play in their lives. We do, however, recognise that there are times when the right thing for a pupil's sporting journey is to allow them to step away to play a big club fixture or to represent their county, regional or national side. If we see this as being the most beneficial thing for them to achieve their sporting goals then we fully support this.

**“ I LOVE SCHOOL SPORT. I AM A GREAT BELIEVER IN IT, WHAT IT STRIVES TO ACHIEVE.**

We believe that one of the key drivers in creating a successful sporting environment is how supportive the wider community is. What makes this work at Bradfield is the way our curricular and co-curricular experiences sit side-by-side. Most of our sports team coaches are also teachers and for them the same support-challenge balance is as key in the classroom as it is on the sports field.

The introduction of the Strength and Conditioning Suite five years ago has enabled us to provide a high-quality physical support environment for an increasing number of pupils. What began as a facility for a handful of first team players, has now grown to cater for a quarter of the pupils in the school – a positive statistic. Through this provision, we can promote good behaviours and reduce the number of injuries happening during sporting endeavours, something that supports the pupils' overall well-being.

**“ WHEN YOU COMBINE THE OUTSTANDING SUPPORT AND GUIDANCE THE PUPILS RECEIVE FROM THE COACHES AND TEACHERS WHO WORK WITH THEM WITH THE EXCELLENT FACILITIES WE HAVE AT OUR DISPOSAL, YOU GET A TRUE PLATFORM FOR EXCELLENCE.**

Greater participation in sport at all levels also allows it to be a great unifying factor across the College. The ISFA match really captured the Zeitgeist of the Lent Term at Bradfield and whilst there may have been only 20 players in the squad the entire College was just one breath behind them as they supported their team all the way to victory in what proved to be an edge-of-the-seat match. Indeed enjoyment of the match went well beyond the stadium with members of the Bradfield Society following the Twitter feed and commentary led by the current Housemaster of Stone House (E) and former BBC sports commentator Jonny Saunders (F 88-93). The ISFA match united the whole Bradfield community.



# LAST-MINUTE WINNER SECURES THIRD ISFA CUP FOR 1STXI FOOTBALLERS

Bradfield's 1stXI football team claimed a third Boodles ISFA Cup in seven years following a determined and deserved 3-2 victory over Cheadle Hulme in an atmospheric final on Monday 26 February at Stadium MK. Having reached a sixth ISFA Cup final after a dominant season, the team lifted the trophy thanks to an outstanding team performance with goals from Ike (G), Ted (F) and Marcus (C).

The match began with Bradfield dominating the possession, with Ike (G) slotting the ball into the back of the net after just nine minutes. Throughout the first half Bradfield had multiple shots on target with the Cheadle Hulme goalkeeper being put to work by some creative and effective pressure from the players. Bradfield controlled their defensive efforts too, with Will (F) shutting down Cheadle Hulme attacks down the wing with ease. Ike (G) and Marcus (C) continued with a fantastic partnership as the boys had the lion's share of the possession and attacking play. The countless and consistent chants from the swathes of Bradfield pupils in the stands was mirrored in the incessant Bradfield pressure in the first half. The boys closed out the half and looked to be on their way to victory.

The second half started much the same for Bradfield, with charge after charge demonstrating their intent to close the game off to their opponents. Will (F) was never hesitant to steal chances away from Cheadle Hulme when they did push towards the Bradfield goal. Ike (G) continued to dance

through the defenders and had some outstanding shots on target, only to be rebuffed by the Cheadle Hulme keeper. With sixty minutes on the clock, Bradfield conceded a penalty from a foul just inside the box with Cheadle Hulme equalising from the spot to square the game up at 1-1.

As the intensity of the match grew with only louder cheers from the 800 or so pupils and staff in the crowd, Owen (D) took a free kick in the 63rd minute across to Ted (F), who sent a spectacular diving header past the Cheadle Hulme goalkeeper to put the boys back into the lead.

Cheadle Hulme rallied and equalised again in the 66th minute to make it 2-2 but Bradfield kept their heads up and there was no hesitation in their recovery to make the final their own. Undeterred, the noise from the Bradfield crowd was nothing short of deafening as they willed the players to believe another goal could come their way. The crowd found another level in the 81st minute, a precise Danail (D) chip across came to Marcus (C) who powered a header into the back of the net to a thunderous reaction.

Bradfield had one hand on the trophy in the dying minutes and only had to defend and control briefly before the full-time whistle cemented their third Boodles ISFA Cup victory in six years. The pure elation from the crowd, coaches and players alike will be remembered for a long time to come.

Huge congratulations to all the players involved as well as the coaching staff, including David Chatwin in his first year at Bradfield as Director of Football Performance, and coaches James Fox, Sarah Thompson and Matthew Rainbird.



# ONE BRADFIELD. MANY BRADFIELDIANS.

Zahra (I)





# TAKING PASSIONS AND NURTURING THEM INTO REALITIES

Four years ago I was a small 13 year old girl, unsure of what I wanted to do but with passions for a variety of things. Since then, everyone at Bradfield, from my teachers and sports coaches to my friends, has helped me find my passions and nurture them into realities. I have found that Bradfield really is there to help guide you in the right direction throughout your journey.

Before arriving at Bradfield I would say I didn't have much of a passion for English because, as my parents would say, "I never read books". I could just not sit still long enough to get through a page before I was bored. I am proud to say that I went on to achieve a Grade 9 in GCSE English. I now somehow find myself studying A Levels in Physical Education, Biology and Chemistry, which I never would have thought I could do, as I look to pursue a career in Veterinary Medicine. This is testament to the amazing teachers who genuinely care about every pupil's learning journey and are always willing to help.

Boarding has been one of my many highlights at Bradfield. I am lucky to live with my friends all the time and supported by a Housemistress and Matron who are so caring. They make the House feel so family-orientated and provide a home away from home. I had never boarded before joining the College and going from a school of around 300 and a year group of 35 to a Senior school of around 800 pupils in a year group of 180 was a big jump. It seemed daunting at first but Bradfield is such a welcoming place that I managed to settle in quickly.

Bradfield has a range of co-curricular opportunities that anyone can take part in, irrespective of experience; many musical bands and ensembles including brass, strings, Gospel Choir, Chapel Choir and more. A variety of amazing plays are staged in our Greek Theatre, there is something for everyone. I never would have thought I would take up Bronze DofE, let alone go for the Gold Award; even if my experience did include getting lost up a mountain whilst responsible for map reading, having already walked 25k.

I have always been a fan of sport, especially tennis and netball, and the sporting facilities and grounds I have been able to take advantage of are incredible. Pupils can try hockey, football, netball, cricket, tennis, fencing, squash, basketball and rifle shooting to name but a few. The coaches are so enthusiastic and strive to help you improve and become

the best you can be, whether that is in multiple sports or just one that you may be looking to take up professionally.

For me, I started in club netball and progressed to play for the U19 Surrey Storm franchise. This wouldn't have happened without the support and help of my Bradfield coaches who have provided individual and group sessions as well as a professional Strength and Conditioning programme. The friendships and bonds built through sport have been a real highlight for me and I will look back fondly on the many bus journeys to matches on a Saturday afternoon, even if they have included some awful singing.

**“ BRADFIELD IS EVERYTHING YOU COULD WANT IN A SENIOR SCHOOL; IT IS A KIND AND POSITIVE PLACE THAT WILL HELP YOU GROW AND ACHIEVE THROUGH AN ALL-ROUND EXPERIENCE. I COULD NOT HAVE SEEN MYSELF ANYWHERE ELSE.**

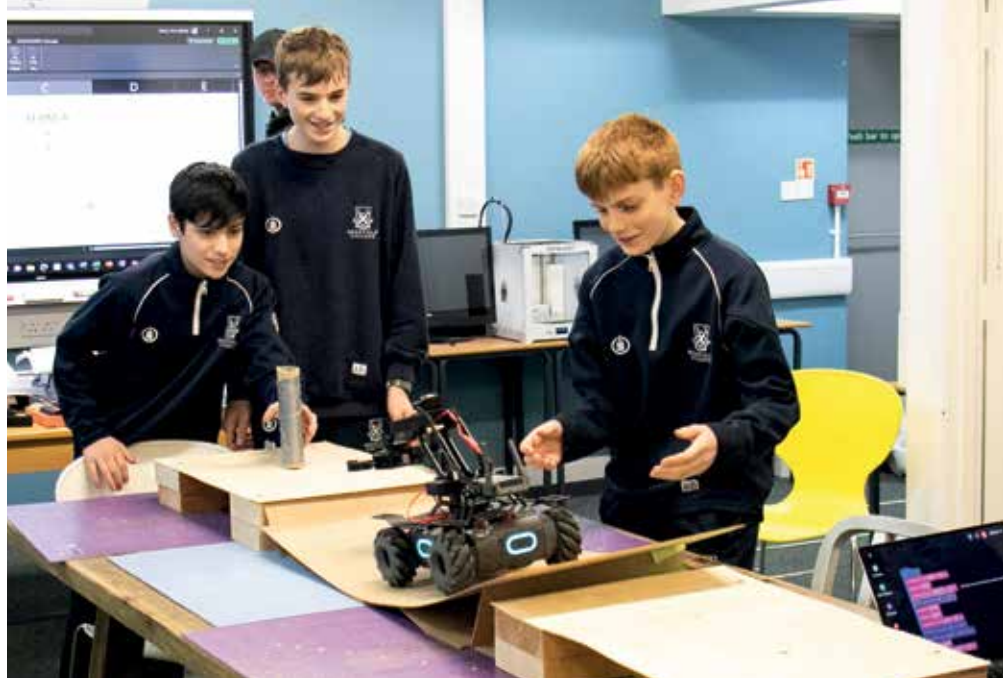


# BRADFIELD SCIENCE WEEK

*Anand Singh, Head of Chemistry talks about organising Bradfield's inaugural Science Week this year and his plans for the future of this event.*

Bradfield Science Week was inspired by the British Science Association's national initiative of the same name. We wanted to use this opportunity for a public celebration of Science at Bradfield to create a slipstream for scientific engagement within the College year-round and broaden the appeal of the Sciences. Accordingly, we planned the week to give all pupils a fun, low-intensity experience of science outside of the classroom and demonstrate the everyday value of the Sciences; fantastic opportunities for curiosity, creativity and problem-solving.

There were four different activity strands to the week to allow all pupils to experience at least one Science event, at at least one point each day



of that week, and in such a way that it did not add any additional burden or stress during a week of tests and coursework deadlines.

The first strand was the most formal and involved the morning Assemblies of that week which were handed over to a brilliant pupil planning team of nine mainly L6th pupils, each of whom spoke about an aspect of science that they were curious about. Luella (J), Flora (J) and Grace (K) each spoke to the Faulkner's pupils about taste, smell and memory. Kevin (G) and Ned (A) spoke to the Shell and Fifth form about their hopes for further Space exploration whilst Emma (M) described how amazing she found hormones in the human body. The Sixth Form Assembly was unfortunately cancelled, but Tony (E) was going to speak about energy consumption in the brain, Jemma (I) the sense of smell and John (H) on the science of sexual attraction; our loss.

The second, and most ambitious, strand involved taking Science into the Main Dining Hall where we had small interactive activity stands that pupils could do on their way to and from meals, something I've been wishing to do for years. Each day

involved some sort of competition.

On Monday, the Sports Science Department allowed pupils to do a hand strength test and see how they compared to professional athletes, explaining how this is a proxy for various physical fitness attributes. Tuesday saw a Lego challenge where pupils could build a model of a solution for how to deliver aid to a war-locked country. Wednesday involved bringing Arduino circuit boards and Meccano kits in to give pupils a tiny taste of building a kit car and coding traffic lights. It was wonderful seeing how absorbing this





could be for some. On Thursday some Lower Sixth Psychology pupils developed a display called 'Zebras don't get ulcers' about stress and stress management and invited pupils to engage with some key papers on the subject and partake in a self-evaluation on how they deal with stress. Inventor James Dyson famously started his inventing career by taking things apart and putting them back together to understand how they worked. On the final lunchtime, the DT technician brought down a Dyson Foundation vacuum cleaner which pupils could dismantle and reassemble to try and do the same.

Evening workshops were organised by the traditional Science departments with Design and Technology as the third strand. Physics offered tower building with spaghetti and marshmallows and the chance to build a light wave radar using Arduino controller boards; DT ran a session with robots which required coding to complete a top secret and dangerous mission; Biology allowed pupils to dissect an alien-like squid and Chemistry offered experiments involving fire to demonstrate how energy is harnessed with practicals on 'fire writing' and miniature thermite reactions and demonstrations involving black powder, gun cotton and 'cannon fire'.

The final strand, 'After Dark', took place later after Prep to help pupils wind down every evening and was either an opportunity to perhaps watch a Sir David Attenborough documentary, hear an extract of Bill Bryon's 'Body' read or, as only the final night allowed, observe the stars.

In total 24 members of staff and pupils were involved running the



events and Assemblies that took place, but the impact was College-wide thanks to the various touch points on offer and this is just the start.

*Next year, we would like to make Bradfield Science week bigger and better and would like to encourage members of the Bradfield Society, parents and alumni to be involved as we celebrate Science at Bradfield. If you are interested in being involved with Bradfield Science Week 2025 please do let us know by contacting [bradfieldsociety@bradfieldcollege.org.uk](mailto:bradfieldsociety@bradfieldcollege.org.uk)*





# 20 YEARS OF FILM AT BRADFIELD

It seems fitting that exactly 20 years after Film became an academic subject on the Bradfield curriculum in 2003, the first feature film directed by one of our A Level alumni, Taichi Kimura's (A 00-06) *Afterglows*, was released in Japan. Bradfieldians had already made a mark in the film industry in the late 20th century – Luke Thornton (G 68-72) at Believe Media, Phil Traill (B 86-91) as a film and TV director (both hosted Bradfield pupils on our regular trips to Los Angeles) and John Battsek (E 77-82), producer of documentaries such as the Oscar-winning *One Day in September* (1999), whose name is attached to the annual award given to our outstanding student film-maker.

In 2003 Film was taught in Bloods 2, with a state-of-the-art video cassette player and a 26-inch television set screening films such as *The Third Man* (1949) and *La Haine* (1995). Camcorders captured the action for the student films. Fast forward to 2024 and the department uses DLSR and GoPro cameras, drones, jibs and gimbals, as well as having an editing suite and big screen 4K projection facility in a new bespoke, multi-functional classroom space. Recent additions to the list of set film texts are *Joker* (2019) and *Promising Young Woman* (2020), although Hitchcock's *Vertigo* (1958) has been a perennial favourite from the start.

Every year the pupils, whether at A Level or at IB (introduced ten years ago), rise to the challenge of developing their practical skills as filmmakers. Sometimes this has involved going off-site to shoot in places such as Oxford, Bournemouth and Manchester. More often, familiar features of the Bradfield 'schoolscape' (Chapel,

Bloods corridor or Iron Bridge) and less familiar hidden corners of the campus (Budgeons' Yard, the golf course underpass or the old B House trunk store) will pop up in each cohort's short films, along with glimpses of family homes, London streets, grandma, a nice teacher cast as an angry teacher or fellow pupils surviving a zombie apocalypse.

The films compete not only for exam grades, but also for the coveted BRAFTAs and perhaps even for a place in a national film competition or at a film festival. Co-curricular film opportunities have included Q5 magazine, Cine Club and summer shoots. Chris Bailey's thriller *The Black Dot* (2014) for the Film Production Club was an early success in a career that has recently seen him working on visual effects for *Argylle* (2024). We have also heard from a variety of guest speakers - Sarah Miles, star of *Ryan's Daughter* (1970), Kirk Jones, director of *Nanny McPhee* (2005) and Destiny Ekaragha, director of episodes of *Ted Lasso* (2023) to name just three – whilst the generosity of Bradfield parents has facilitated visits to film companies such as Working Title, Ealing Studios, Rocket Productions and Warner Brothers.

Hundreds of Bradfield pupils have journeyed on Bradfield's Film roller-coaster over the last 20 years, revelling in the danger and excitement of *City of God* (2002) and being dragged kicking and screaming out of their film comfort zone to emerge perplexed from a screening of the experimental gem of the Czech New Wave, *Daisies* (1966).

We have all celebrated Film students' triumphs including Jemima Wright's Media Magazine Production Award (2019), Johan Stewart's MIA Award (2022), Joey McGregor's entry into the 2024 INDI Film Festival and many, many more. Here's to our ruby anniversary in 2043!

Roger Keeley





Of course, none of the success in film would have been possible without the outstanding Film Studies team; Roger Keeley has been teaching Film for 20 years, with Abby Gregory then taking up Head of Film followed by Jane Stables, who has been the driving force for the last 12 years, more than ably supported by Emily Earnshaw who has taught in the department since 2011. The memories shared by their former pupils are a testament to their success as a department and the immense power of Film within the curriculum.



## MEMORIES OF FILM STUDIES

Recent leaver **Joey McGregor (C 18-23)**, now studying Digital Media at the University of Leeds, said Film allowed him to channel and express his creativity. *'Some of my best memories were created through the Film department, including the BRAFTAs, shooting my coursework with my friends, or simply the life and energy Ms Stables would bring to double Film on a Friday afternoon.'*

The practical elements of film were a welcome relief from his other subjects which were heavily focussed on written and theory work. *"I thoroughly enjoyed using a camera and bringing my shots to life in post-production. These are both vital skills in a progressively digital world, whether you are looking to explore the route of content creation or as a part of a marketing team in a corporate setting."*

Similarly, **Oscar Falconer (G 15-20)** has very fond memories of studying Film. *'Years later I still remember all the comparative films we studied which incorporated themes of history, geography, politics and economics in the context of the plots which I found fascinating. Creating*

*a short film was so valuable; it gave me a lot of independence in managing expectations, deadlines, multiple resources and thinking creatively. Film strengthens highly transferable skills such as leadership, project management, analytical skills and problem-solving to name but a few.'*

**Matthew Keel (E 17-22)**, now studying Film and TV Production at the University of York, also mentioned teamwork as being one of his favourite memories from his time at Bradfield and the skill of learning how to coordinate a team. He particularly enjoyed researching individual films and sharing quirky facts with the class. *'My BRAFTA for Sound at A Level must have had an impact, as I have taken an interest in sound design! Film at Bradfield is a vastly underrated course and was a lot of fun to study.'*

**Rita Bernard Shaw (I 13-15)** talked of the importance of film in her career as an actor and, like her contemporaries, Rita said studying Film had a significant impact on her life and skills. After leaving Bradfield and before she had an agent, she would write, film and star in short films made entirely by herself and then release them under pseudonyms. These films helped her to gain traction

as an actor. *'Film Studies gave me the language I needed to understand the fundamentals of film. Understanding things like scene composition allowed me to incorporate elements into my acting that I might have otherwise overlooked.'*

For **Henry Boston Crayfound (A 11-16)**, who runs a small content agency in London, the most meaningful period for him at Bradfield was the time spent making and studying films throughout his younger years. *'From the extra-curricular Film Club, where I learnt how to work in a team to create our own unique projects, to Film Studies A Level where we drew on ideas from past and present directors to develop a better understanding of how these multimillion-dollar movies were made, Jane Stables, Emily Earnshaw and Roger Keeley never failed to keep me engaged.'*

*'Studying Film at Bradfield gave me so many base skills and such knowledge that I would have certainly been lost without. While subjects like Maths and Science provide a solid foundation for logical reasoning, creative disciplines such as art, music, literature, and design contribute to a well-rounded education that encourages imagination and originality by fostering innovation, critical thinking, and problem-solving skills.'*

**Producer Amy Lindsay-Parker**

(I 13-15) also has fond memories of Film Studies. Like her contemporaries she said *'Jane and Roger made the lessons great fun and made us think beyond the syllabus.'* Amy always wanted to work in the arts and at the beginning of the year she started a new role as General Manager & Producer for a company that takes theatre productions from stage to screen. *'If it weren't for Film Studies I would never have considered applying. Whilst my career has been heavily focused on stage and theatrical management, I was able to use my knowledge from Film Studies and help combine film and theatre.'*

**Film Director Marta Malecka**

(J 17-19), whose portfolio comprises feature films including Roman Polanski's *The Palace* (a Netflix production) and an upcoming film starring Malcolm McDowell, chose to come to Bradfield because of its great Film department. For her, *'Film at Bradfield meant freedom; freedom to explore, to learn, to grow and to discover myself and the world around me. It was a constant adventure and*

*motivation to push my boundaries. Film was and is my passion, I worked on developing it every day, it was the subject to which I gave the most of my time, perfecting every element of my portfolio.'*

She remembers constantly producing ideas to shoot something in the Chapel, or the swimming pool or at night and Ms Stables patiently obtaining these permissions. *'Ms Stables would always believe and fight for our ideas, sometimes even proposing something we never thought would be possible!'*

Ms Stables helped her to develop

her first short films and four years ago the short film Marta directed at Bradfield helped her qualify for her Film BA at the University of Westminster. Recently, her graduation film helped her to gain one of only five places on the directing programme at FAMU, the Prague film school.

*"Bradfield was the start of my journey, and although I'm still just at the beginning, it provided me with the tools I use every day. I am looking forward to upcoming projects but also reminiscing with fondness on the time spent at Bradfield not that long ago."*





# BRADFIELD FILM: 20 YEAR REUNION

In celebration of 20 years of Film at Bradfield, the College organised a London gathering at BFI Southbank. Hosted by teachers Jane Stables and Roger Keeley, with their team of current and former staff alongside the Bradfield Society, 53 guests were welcomed to a drinks reception at the British Film Institute's Blue Room.

Projected around the room were photographs of trips and events, as well as excerpts from some of the fabulous films Bradfield students have produced over the years.

It was great to see that so many Old Bradfieldians have gone on to work in the Film and TV industry: as actors, directors, videographers, film producers, VFX artists, screenwriters and hair and make-up artists. Many others were keen to emphasise the abundance of transferable skills that film develops, leading into careers as diverse as accountancy, law and product design.

Many thanks to everyone who attended for making the evening such an immense success.

*Visit the online version to  
catch up on the video of  
the event.*



# RENAISSANCE JOURNEY THROUGH FLORENCE AND VENICE

## *Sixth Form History of Art Trip 2023*

The Italian Renaissance was a period of cultural flowering during the 1400s and 1500s when artists, architects, writers, philosophers and academics across a range of disciplines strove to revive ancient Greek and Roman culture. During this period, some of the most remarkable and famous artworks in European history were created by artists whose names will be familiar to you: Michelangelo, Donatello, Leonardo, Raphael, and those are not just the Teenage Mutant Ninja Turtles.

We were lucky enough to spend four days in Venice and Florence where we immersed ourselves in the history of these two cities and saw first-hand many of the artworks and buildings we have been studying.

*Christian (G)*

## VENICE AND SAN MARCO

On the first evening, arriving in Venice after sunset, there was no other way to get to the hotel but by speedboat. Aside from being an unusual and exciting way to arrive in a city, it also meant that we could immediately appreciate what was unique about it – it's built in a lagoon! If you haven't been to Venice before, you might not realise that the city appears to rise out of the water like a miracle and that's exactly the idea that the Venetians tried to promote throughout the period we are studying: its unique and miraculous presence. After a pizza supper at the hotel, we went for a late-night walk around the city. It was amazing to see Venice by moonlight and Mr Keeley even regaled us with a bit of poetry!

The next morning we went to see St Mark's Basilica and the Doge's Palace to understand more about the history of the city. If you look at the outside of St Mark's, some of you might immediately be thinking that it looks quite Eastern, particularly with its 'ogee' arches and multiple domes. This is because of Venice's historic relationship with the East – from the 8th century Venice was allied to the Byzantine Empire, the centre of which was Constantinople, present-day Istanbul in Turkey. This political alliance, as well as the unique watery location of the city, explains the entire original aesthetic of Venice. Seeing the entire Basilica coated in mosaics, literally hundreds of thousands of tiny golden tesserae/stones inserted by hand by Eastern artisans, is something I shall always remember.

*Alastair (G)*

## BELLINI SAN ZACCARIA ALTARPIECE

My favourite thing in Venice was Bellini's Altarpiece in the church of San Zaccaria. Bellini was renowned for his impeccable use of colour and portrayal of soft natural light. This is evident in this work, light floods from the left-hand side, corresponding with the entrance of the church, as it is in its original location. The Virgin and Christ face towards the light, highlighting their divinity.

In the quiet atmosphere of the 15th-century Roman Catholic church, the 'Sacra Conversazione' (meaning holy conversation) was even more captivating. The figures, who are all saints, do not interact with each other, but through composition engage in a 'holy conversation' united in a single literal and psychological space.

The sophistication of Bellini's 'trompe l'oeil' techniques, allowed us to feel fully immersed in the 'Sacra conversazione', and highlighted his gift for achieving naturalism. We could appreciate the illusionism of the painted frame, which



*Bellini's Altarpiece*



had immense perspectival accuracy, making it difficult to distinguish boundaries between real and painted architecture.

The floor tiles and their orthogonal lines enhance the one-point linear perspective implied. They lead to the focal point of the painting, the vanishing point being Mary and Jesus. The angel beneath Mary and Christ is the only figure engaging with the viewer, stimulating our sense of sight and sound as he plays a 'lira da braccio', further immersing the viewer into the scene.

*Lily (I)*

## DUOMO DI FIRENZE

Sad to be leaving Venice, but equally excited to reach Florence, we embarked on the long drive on which Mr Goad indulged in an even longer chocolate bar. We merrily tore through some epic views and a small traffic sign and were greeted in Florence by the rain.... rain being quite possibly the biggest understatement one could make when describing the weather. Something along the lines of torrential downpour, or flood, would arguably seem more appropriate. We awkwardly huddled under a tree for about 15 minutes before we decided to hastily make our way to the hotel. After a speedy turnaround, umbrellas in hand, we walked to the Duomo where we stood and marvelled before unwillingly undertaking the workout of our lives... we walked up 463 stairs, 463 steep narrow stairs, however, luckily were led by Mr Goad, who motivated us like he was from a Chloe Ting workout video.

Brunelleschi, a pretty clever guy, constructed a double-layered dome, which was self-supporting, allowing him to build a

structure that could span such a huge crossing. This meant we could walk around the inside layer of the dome and admire Vasari's fresco up close, a depiction of the Last Judgement, a heavenly realm in which the divine basked, and some quite graphic naked devils burned in hell. Finally, we made it to the very top which, I'm pleased to say, was completely worth the glutes burn. Florence spread out before our eyes, lit by streetlights which from such a distance seemed like fairy lights; we watched as busy Florence life bustled below...

*Leyla (J)*

## GHIBERTI GATES OF PARADISE

On our first day in Florence, we took a walk around the centre of the city and were excited to spot the 'Gates of Paradise' by Lorenzo Ghiberti on the Florence Baptistry, immediately recognisable from our pre-trip studies. The excitement quickly dissipated when we understood that they were replicas. We were not however to be left disappointed as when we visited the Duomo museum. We saw the genuine Gates of Paradise and were astounded by their grandeur that truly exceeded our expectations. The piece was commissioned for the Florence Baptistry in the 15th century by the Calimala Guild, a group of wealthy cloth merchants, who wanted to celebrate Florence and show their immense civic pride and wealth. Each panel on the door shows a scene from the Old Testament. The complexity of the subject matter, extravagant materials and impeccable detail of each panel are what make these doors so memorable, and we all felt that seeing them was truly remarkable.

*Mads (I)*

*Duomo di Firenze*

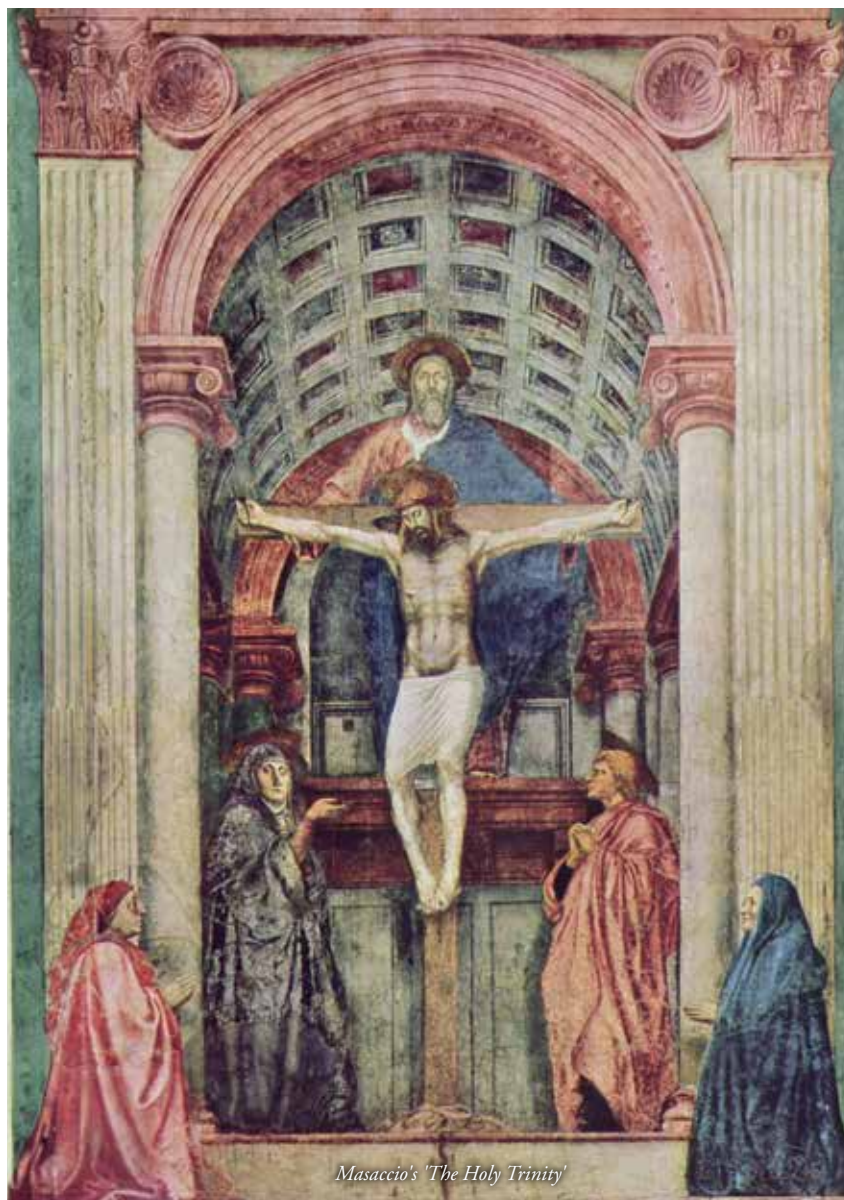




## MASACCIO HOLY TRINITY

As we entered the Church of Santa Maria Novella, we were all very excited to see Masaccio's 'The Holy Trinity'. This was a work that we had already studied and was incredibly innovative as it uses one-point linear perspective to create depth so much so that Vasari described it 'as a hole in the wall'. Santa Maria Novella was a Dominican Church, and the Dominican Friars were nicknamed the 'Hounds of the Lord' for their threatening preaching style. The Lenzi family, who are depicted kneeling just outside the chapel, commissioned this painting to elevate their status. The painting has a pyramidal and hierarchical composition with the Lenzi patrons at the bottom and God at the apex. It was wonderful to see the painting in real life as we were able to see the intricate psychological realism of Mary's face and examine the anatomical accuracy of the Memento Mori that lies at the bottom of the painting; this was a reminder of death to the people of Florence. It was special to see the painting in real life as we could see the true employment of Masaccio's mathematical genius.

*Georgie (K)*



## AND FINALLY...

The 2023 Florence and Venice trip was a complete triumph. From start to finish we enjoyed fabulous art, delicious food, including a lot of ice cream, and infectious laughter. Although our lessons at school do an excellent job of bringing the rich historical artworks to life, nothing could prepare any of us for the explosion of genius that radiated from these cities. The trip was a vital aspect of our History of Art studies, and we will all remember it for a lifetime. It solidified everyone's love for the subject and more than half of us are choosing to study History of Art at university. Huge thanks to Mrs Borthwick, Mr Goad and Mr Keeley.

*Flora (K)*





# INTRODUCING THE BAMBOO BICYCLE CLUB

Discover the fusion of sustainability, design aesthetics, and STEM principles in the groundbreaking 'Beyond Bradfield' workshop, a collaborative effort by The Bamboo Bicycle Club and Bradfield Design. This transformative initiative goes beyond traditional bicycle building, serving as a gateway to intricate engineering challenges.

The Bamboo Bicycle Club, in collaboration with Bradfield Design, is proud to launch an experiential workshop that merges sustainability with design, enriched by STEM principles and cross-curricular learning. This initiative is aimed at providing a comprehensive understanding of bicycle building, serving as a gateway to more complex engineering challenges.

## Community

As part of "Beyond Bradfield", a commitment to support the wider community, the workshop will be extended to other schools. The Design Centre opens its doors to everyone, offering an opportunity to master the art of crafting bicycles from eco-friendly bamboo.

Students are invited to experience the joy of hands-on work and indulge their passion for cycling. Guided by Head of Design at Bradfield College, Nick Mills and supported by Bamboo Bicycle Club founder James Marr, participants will embark on a journey from concept to completion. This includes frame design, jig setup, working with bamboo and natural composites, bicycle maintenance, and safe riding practices.

## Bamboo Bicycle Club

Since 2012, the Bamboo Bicycle Club has been training individuals

in bamboo bicycle building and has established partnerships globally, including educational institutes. These efforts not only enhance transport mobility but also contribute to extensive research into bamboo's applications in bicycle manufacturing.

## Sustainability

Nick is passionate about sustainable design and materials with a negative carbon footprint. His journey in bamboo design began in 2012, culminating in his own bike frame in 2020. Bamboo, renowned for its strength and environmental benefits, absorbs 30% more CO<sub>2</sub> than traditional timber, making it an essential material for future design and achieving net-zero goals.

Bamboo is also one of the fastest-growing plants on Earth, with some species growing up to 91 centimetres (36 inches) in a 24-hour period. Its rapid growth makes it an incredibly sustainable and renewable resource.

## Material Strength

Bamboo exhibits remarkable strength and durability. It has a higher tensile strength than many traditional materials, making it suitable for various applications, including construction, furniture, and, as seen in the article, bicycle frames.

Nick brings his experience and passion to the bike-building courses. His team promises a unique learning experience at Bradfield College. He eagerly anticipates seeing students and staff embrace bamboo bicycles for everyday use, touring, and racing.

*I am thrilled about the collaboration between Bradfield Design and the*



*Bamboo Bicycle Club. This partnership not only allows us to delve into the fascinating world of sustainable design but also provides students with a unique hands-on experience. Crafting bamboo bicycles goes beyond the workshop; it's a journey of innovation, environmental responsibility, and the integration of STEM principles. Together, we are pedalling towards a future where sustainable design is not just a choice but a way of life.'*

*Nick Mills, Head of Design*



# PUPILS PEN POEMS ON REFUGE

Pupils from all year groups took part in the College's National Poetry Day competition. Joining the UK-wide celebration, pupils were challenged to write poems on the theme of 'Refuge'. Congratulations to our five year group winners Lily (I), Lukas (F) Beatrice (I), Keiran (G) and Jennie (M).

## REFUGE

My refuge is the pages of a book -  
Dusty, cracked, crinkled like an old  
man's hands.

My refuge is the chords of a piano -  
Melancholy murmuring and  
contemplative chords.

My refuge is the sting of fresh snow -  
Silvery flakes floating like frostbitten  
fireflies.

My refuge is sunlight through pine  
trees -

Bird calls through crisp air and warm  
light.

My refuge is endless summer evenings  
-  
First stars winking from lofty  
shadowed perches.

My refuge is waves on white sand -  
Unknown words sung on mermaid  
beaches.

My refuge is sunset on gold-tipped  
mountains -

Sequoias stretching towards fleeing  
clouds.

My refuge is hornbills and clear  
oceans -

The smell of lavender and sapphire  
sea.

My refuge is Christmas candles and  
autumn showers,

Spring flowers, coastal breezes, long  
laughter.

My refuge is this myriad of memories,  
this multitude of moments. Alone,  
meaningless.

Together, magical.

*Faulkner's Winner*

## THE PEOPLE

They still walk, you know?

Skin stained white,  
Lugging their sacks through  
Rock-filled streets.

The Wadi Derna.

The 'Dam of Death',  
As They call it,  
Washed and ravaged cities to the  
ground.

This country holding thousands of  
generations.

Where deserts swamp vegetation,  
Where the Ancient Greeks once ruled,  
Where the Ottoman Empire once  
populated.

Now they seek shelter.

Who's there?

Who is willing to throw a hand into  
this  
Disaster?

The torrential cloak  
Of the clouds descend.  
The torches extinguish.

The young perish.

They still walk, you know?

The great people of Libya.

*Shell Winner*

## THE SAFETY OF GRASS

It's the safety of grass,  
And the comforting envelope of a  
foggy mist.

It's the crunchy autumn leaves as your  
supporters,  
And the damp turf mowed so  
perfectly under foot.

It's the scenes we replicate flourishing  
in our head,  
And the trees that whisper our name  
in the wind.

It's the gentle wrap of perfectly fitted  
leather that surrounds our feet,  
And the handcrafted orb that sails  
across the green sea.

It's the twigs we beat,  
And the cobwebs we score past.

It's the roll of the interlaced silk,  
And the mysterious echo that follows.

It's the random spike in motivation,  
And the competition of our parallel  
future.

It's the thought of the normal 9 - 5,  
And the sadness of an office desk.

It's the vast amount who are "going to  
make it",  
And the small portion who keep the  
dream alive.

It's the action of injury that tell us the  
most,  
And the reaction from the brain that  
checks our reality.

It's the drive from nothing,  
And the destination to everywhere.

Its football that's my refuge,  
And the safe memories of where I  
began.

*Fifth Form Winner*



## ISMI SALEMEH\* – PEACE

I fled for Peace.  
I fled for refuge.

I cry,  
I bleed,  
I feel pain –  
I seek refuge.

“I empathise,  
I sympathise,  
I commiserate –  
I provide refuge.”

“You love me,  
You protect me,  
You comprehend me,  
You are my refuge.”

But,  
Refuge is not a sentiment expressed by others  
Wherein it has no value.

It is an emotion  
Experienced by a victim  
Exposed to the elements and  
Lashed  
By injustice,  
Persecution,  
Misfortune.

When I arrived here  
Everything was  
Foreign  
Unfamiliar  
Uninviting.

They call me a  
“Refugee”.  
I hide myself until I sound like them  
Dress like them. Yet, I came here for  
Refuge.

Saccharine words  
And shallow gestures  
Will not  
Engender such a feeling.

The seeker finds refuge  
In unlikely domains  
But knows when it is found,  
As the pain alleviates  
And warmth permeates the shelter –  
Refuge is in the eye of the beholder.

*\*My name is Salemeah  
Lower Sixth Winner*

## SOGGY PINK UNICORN

If you were to crawl into the corner of my spherical brain  
You would probably find a damp pink seat.

And on that damp pink seat in the corner of my brain,  
You might find a little girl in a squelchy pink, ruffled dress  
Curled up like a foetus, knees to her chest  
Resting her fragile head on her fragile arms.  
And in her arms, you may see a soggy pink unicorn –  
Her favourite companion of course.

From her view, the world is pink.  
Soggy of course, but still pink.  
She likes-pink.

Sometimes, when the real world becomes too real,  
I like to crawl into the corner of my spherical brain  
Hoping to stumble upon the little girl in a squelchy pink dress.

I like that she still likes pink  
I like that she still grasps onto her soggy pink unicorn  
To the point of suffocation, because it makes her feel safe.  
She makes me feel safe.

And when I think bad about the world,  
(And I try not to that often)

I like to go find the little girl in a squelchy pink dress  
Because she sees the world through a pink kaleidoscope covered  
in condensation.

*Upper Sixth Winner*

# ONE BRADFIELD. MANY BRADFIELDIANS.

Enoch (D)





# GET OUT OF YOUR COMFORT ZONE AND DEVELOP SKILLS YOU DID NOT KNOW YOU HAD

I started life at Bradfield in September 2022, joining the Lower Sixth as a new pupil. As an only child, going into boarding school three hours away from home was daunting for me and for my parents, as things might seem to some prospective pupils and parents reading this article. In fact, I almost chose not to come to this school, but I am certain that I have made the right decision; here is why.

Bradfield College is home to a thriving society. The term 'Education for

Life' seems clichéd at first but in practice it really could not be truer. In my year group alone I have met England U19 hockey players, a Fulham FC footballer and a pupil who can listen to a song once and play it on the bass. I know someone who can explain photochromic crystals to you like Ronaldo's goal at the weekend.

These successful individuals inspire others. None of us are experts in every field and I certainly take pride in watching others do well. They are human, just like me, so I often ask myself "Why can't I give that a go?!" I

think this healthy mindset constantly motivates us to do our best. It creates an environment second to none and one in which everyone strives to do so well. The way we work puts us under some stress yet we gradually learn how to handle it. This is one of the many life skills that you learn here at Bradfield.

We have a saying, 'One Bradfield, Many Bradfieldians.' or 'OBMB'. Once you come here and look around, you realise the truth in that saying. We have people of various beliefs, religions, ethnicities, backgrounds, affluence, abilities and passions, yet we understand that each and every one of us has our own challenges and we share in those journeys; everyone just seems to get along here as a result. Out of all the new environments into which I have had to integrate, Bradfield has most certainly been the easiest in which to get involved. You show kindness and you get it back every time.

Bradfield is not just for one type of person. The school truly caters for everyone and in the best way possible. Are you a brainbox? Our geniuses love it here. Do you like sport? We can't get enough of it! Do you like music? Just spend one hour in the harmony of our Music Department. Do not even get me started about the food here...

Atop all of these marvels, I believe that Bradfield can make you twice the person you already think you are. I came here with the belief that I would work hard in the classroom to achieve my best grades and work hard on the cricket pitch to pursue my favourite

lifelong sport. I had no clue that I would be able to play Coldplay's *Viva La Vida* on the guitar or be in a band with my friends, all whilst trying to sing at the same time. I didn't know I would learn how to debate! Honestly, my heart pumps faster on the debating floor than it does in any cricket match. My wonderful Housemaster, Mr Sanford, pushed me out of the Common Room and convinced me to audition for the House Play. I reluctantly trudged over to try out, I gave it my best shot and I got one of the two main roles. I had no idea that I could act!

There are so many opportunities to practise doing what you already love, but also to get out of your comfort zone and develop skills you did not know you had.

It was worth the three-hour journey for me.

“ THE OPPORTUNITIES AT BRADFIELD ARE GENUINELY ENDLESS AND, IF YOU REACH OUT AND TAKE WHAT YOU ARE GIVEN, YOU WILL WALK OUT HAVING ACCOMPLISHED WHAT YOU SET OUT TO DO AND BE ABLE TO SEE BEYOND YOUR HORIZONS.

# PUPIL SPEAKERS INSPIRE THEIR PEERS



*Talks Inspiring Bradfieldians* (TiBs) continue to provide a platform for our pupils to present discussions, ideas and personal stories to educate and inspire their peers. Deputy Heads of School Zahra (I) and Enoch (D) have excelled as chief organisers of this pupil-led initiative that is now in its third year with talks on topics from living in a post-truth world to the origins of House music.

*“Do they protect the public? Do they punish the offenders? Do they rehabilitate the prisoners? I think it’s time we learnt from others.”*



Theo (G) gave the first TiB of the year during which he discussed the state of the UK prisons and exactly who we should be modelling our system on if we are to meet the aims set out by the Department of Justice.

*“Drama, tension, incredible golf, camaraderie and sportsmanship are served in equal measure, captivating an audience of millions around the world. It is an*

*event which transcends sport yet remains true to its founder, Samuel Ryder.”*



In his TiB, Fraser (H) shared his passion for one of the world’s greatest sporting events, delving into its history and discussing the spirit of The Ryder Cup.

*“By using the ‘F’ word more and by understanding its power, you can bring about change for yourself and for those you care about. The ‘F’ word is feminist, obviously.”*



Fifth-former Daisy (K) explored the origins and biases associated with the word ‘feminist’ during her thought-provoking TiB as she explained how everyone has a role to play in the fight for gender equality.

*“The truth is that fashion has an inextricably close relationship with the body and so the industry manifests itself with many issues which affect us psychologically. Consequently, we must create a positive relationship with it.”*



Francesca (J) used her TiB to discuss the damaging effect the fashion industry has had on young impressionable audiences.

*“We need to understand what post-truth is, when it is being used to trick us and how it can be used to work for us. It is not a substitute for facts or logic and is something we at Bradfield need to have our eyes wide open to.”*





Sebastian (G) took to the stage to present how we are living in a post-truth world and he laid out his case for how we must confront it through education.

*"You would typically associate HIV being present in adults however in Tanzania it is a problem that affects the younger generation as much as the older one. England, with the same population as Tanzania with 67 million, has 95,900 people living with HIV whereas the latter has 1.7 million cases."*



Hoping to study Medicine when she leaves Bradfield, Flora (J) shared her personal experiences of volunteering in an HIV clinic in Tanzania and spending time with the Maasai.

*"If you go out of your way to help someone and make them feel as comfortable and secure about themselves as possible, then they will be forever grateful for your support and kindness."*



In his TIB, Alex (E) explores the complex issue of body image, its possible effect on mental health and the importance of body acceptance.

*'2.3 million teenagers under 17 received a diagnosis of a concussion or head injury in 2022, with the highest incidence between 15 and 19 years old*

*and one in five teenagers reporting that they have been diagnosed with at least one concussion'*



Also hoping to study Medicine, Jemma (I) decided to focus on head injury in sport, looking specifically at teenagers. Her talk examined why most injuries are experienced by young men and challenged the misplaced beliefs in current safety equipment and measures.

*'In 2020 Eliud Kipchoge won the Olympic marathon in Tokyo in the time of 2:08:38 seconds by contrast in 1904 the Olympic marathon winner, Tom Hicks, ran the distance in 3:48:03, how is this possible?'*



Lukas (F) discussed how the Olympic motto of 'Citius, Altius, Fortius' or 'Swifter, Higher, Stronger' is being delivered by modern athletes, enabling them to outperform their forebears by almost unbelievable margins in some sports using 'technological doping', high-performance sports equipment, whilst questioning the fairness of this.

*'The volume of the hippocampus, the part of the brain responsible for memory formation and spatial memory, has been shown to increase in young adults learning a language and have benefits beyond linguistics into wider knowledge acquisition'.*



Jemima (M) compared the difference in the structures of a bilingual and non-bilingual brain, explaining the role that neuroplasticity has to play in this. Learners are however advised not to rest on their laurels, as without practice this neuroplastic effect reverses should the newly acquired skills not be used.

*'DJs explored ways they could keep people dancing without interruption, this new sound was a fusion of disco, funk and electronic experimentation which extended the intro, added beats and breaks and in doing so rejuvenated the songs'*



A final huge thank to Theo (G) in the Shell for lifting the tempo of the evening for the last talk of the evening on the US origins of House Music.



# SCHOOL BASED SYLLABUS: MUSIC

## AN INNOVATIVE ALTERNATIVE TO GCSE MUSIC

by Neil Burch, Senior Master (Academic) and Victoria Hughes, Head of Academic Music



**E**very pupil sits GCSEs, they are an educational gateway... but what if pupils had the opportunity to study something better?

Take GCSE Music for example, a creative subject that has enormous potential for opening up new and innovative assessment methods to better reflect the musicianship skills pupils will need to thrive as professional musicians. What if Bradfieldians had access to a qualification in which they are not only

afforded the luxury to develop their musical talents on their instruments but are encouraged to go into real depth in their chosen area of interest? SBS: Music will do exactly that.

From September 2024, Bradfieldians will be offered the chance to study Music via the bespoke School Based Syllabus (SBS) qualification as an alternative to the traditional GCSE. SBS: Music will assess pupils' progress in a more contemporary way. Although the GCSE Music course is 60% coursework, there is scope for much more creativity in the way these assessments are designed, especially when a comparison is made

with the new IBDP Music curriculum. Not only will this help them to develop a range of contemporary workplace skills, but the course is designed to allow those who do not always perform at their best in traditional exams to showcase their prowess through other means.

Pupils will have access to a Music course that represents even better preparation for study in the Sixth Form, one that excites them and develops their own musicianship, that intentionally develops digital literacy, self-regulation and complex problem-solving, and offers pupils greater ownership and control over their chosen area of interest. In the



context of an Education for Life, where we consider what is appropriate, even essential, for our pupils in 2030 and beyond, we are now able to offer a course that develops the skills and mindset of the modern musician, whether that be concert pianist or dance DJ.

Musicians will have the opportunity to express themselves through the course's four components: Performing, Creating, Listening and the Special Study, safe in the knowledge that they will not be assessed solely by end-of-year exams but through a broader range of assessments. These will include performances, a viva voce, a digital composing portfolio and a piece of extended project work, in addition to the traditional end-of-course exam.

The Performance element will enable pupils to set themselves targets, document their practice in a journal and reflect on their instrumental progress at regular intervals. Musicians will build up to an assessed performance which could see them take centre stage in front of an audience of their peers or individually in front of their subject teacher.

Musicians will have many opportunities to be creative while putting together a composing portfolio consisting of experiments with musical techniques and devices across a broad range of musical styles. Pupils will progress to design their brief and create a piece of music according to their personal interests, informed by musical research. The Listening and Appraising component enables pupils to study and listen to a wide range of musical styles and genres, identify musical features using musical vocabulary and is essential preparation for A level Music.

While these three elements vastly expand on the offering in the GCSE equivalent, the fourth component, the Special Study, is new and different but compares favourably with the Extended Project Qualification which is studied alongside A Levels and is a condensed university-style dissertation. Much like an EPQ, the final Special Study product may be an artefact, such as a solo or group performance, a composition, an extended piece of writing or a digital media product.

Pupils will have the freedom to study a selection of repertoire, research the way other performers have interpreted the music and use these performances as inspiration for their own recital. Alternatively, pupils may want to develop their ability to improvise by experimenting with different scales and motifs while recording their progress. They could use the Special Study to gain an introduction to the works of composition, crafting a piece of music in a particular style by emulating a composer in their creative work.

For those with an eye on a future in music production, SBS: Music can introduce Music Technology and the software that powers digital music creation. Pupils can develop their academic research skills by for example analysing the music of female black composer, Florence Price, traditional Hungarian Folk music or the features of protest music around the world.

Worried about what this might mean for university applications? UCAS have confirmed that SBS: Music will formally be an option for a pupil to select on any



UCAS application they submit. Beyond that the experiences pupils will enjoy over the two-year course will not only form an excellent base for the step up to Sixth Form study but will provide an array of discussion points for Personal Statements and job applications which will help them stand out from the crowd.

Bradfield is proud of its innovation in education and, as part of that, its SBS: Music course. We cannot, however, claim to be at the vanguard. Bradfield is a member of the School Directed Course Consortium, a group of like-minded schools, many of whom have already embarked on similar courses.

*For those who enjoy playing, creating, or listening to music then SBS: Music provides the opportunity to express oneself through performing and creating music, and develops lasting musicianship skills. What better way to continue a Bradfield Education for Life?*



## MICHAELMAS MUSIC

The Music Department has seen high quality Inter-House competitions this academic year and the Michaelmas Term saw two such events, firstly with the popular Musical Theatre competition and secondly the Classical Solo Voice contest. In the Junior section of the Musical Theatre competition, the winner was Jack (E) with an impressive performance of *Purpose*. The Senior winner was Purdey (I) with her performance of *She Used to be Mine*. In the Classical competition, the Junior section was won by Luca (H) with his rendition of *King David* by Howells while the Senior competition was won for the second year by Evie (J) with her rendition of an Aria from Handel's *Messiah*. The quality of performance from all of these young musicians was of a very high standard and attests to the current strength of singing at the College.

Of course, the Michaelmas Term is heavily weighted towards the end of term, with Remembrance and the Festive Season. The Michaelmas Concert was this year spread over two evenings. The first half of the concert showcased the accomplishments of our pupils in their instrumental ensembles over the course of the term. With it being widely reported that fewer and fewer youngsters are taking 1:1 music lessons nationally, we were incredibly fortunate to be able to hear from such a variety of groups. The second half of the concert was dedicated to Tchaikovsky's *Nutcracker Suite*,

arranged for multiple hands at two pianos and our College ensembles by Miss Sarah Smith. All in all, we witnessed a superb array of performances from nearly 150 pupils over the course of the evenings in the Music School Hall.

The Carol Service season is a firm highlight in the Chapel Choir's calendar. Ask any member of the group what they enjoy the most about Chapel Choir and you will likely find them answer with the Carol Services. Inevitably, performing seven Services in a fortnight puts considerable pressure on this group at a time when everyone is tired, however they always rise to the challenge and this year was no exception. Highlights included a very festive *Ding! Dong!* and William Mathias' characteristically rhythmic *A Babe is Born*.





# BRADFIELD USA POLITICS TRIP 2024 DIARY

*39 pupils, four staff, one alumni event, five nights, two unbelievable cities and 56,000 steps...*

## THURSDAY 8 FEBRUARY

An early start for the group saw us all gather for the very first time on the bus at the Sports Centre car park... anticipation and excitement hung thick in the foggy morning air. For the pupils, this was anticipation for the adventure ahead – for the teachers, I'm sure the smiles were somewhat behind gritted teeth, as they worried about forgotten passports, lost luggage and other potential disasters... Heathrow saw delays but any disappointment was sweetened by a celebrity encounter at the check-in desks, namely Reece James the star Chelsea player. The excitement failed to cease, as we found ourselves on the same flight to JFK as the footballer!

We arrived in New York City as the sun was setting and the city lights appeared in waves upon the skyscrapers that rose on either side of us. The evening saw a trip from the hotel into the famous Flatiron district for a meal and an opportunity to take in the sights of the concrete jungle in which we found ourselves.

## FRIDAY 9 FEBRUARY

On Friday the noisy morning bustle on the streets below us was the only thing that managed to summon the group of jet-lagged teenagers from their bunk beds. Fuelled by breakfast bagels, burritos and iced coffees, we set off on the journey walking north up the streets of Manhattan, eventually arriving at the United Nations Headquarters building. We were given a tour around the HQ by incredibly

knowledgeable guides who were passionate about the work of the UN. We were even lucky enough to catch a glimpse of a live debate that was occurring in the General Assembly chamber. The group walked away feeling inspired and energized for the rest of the trip.

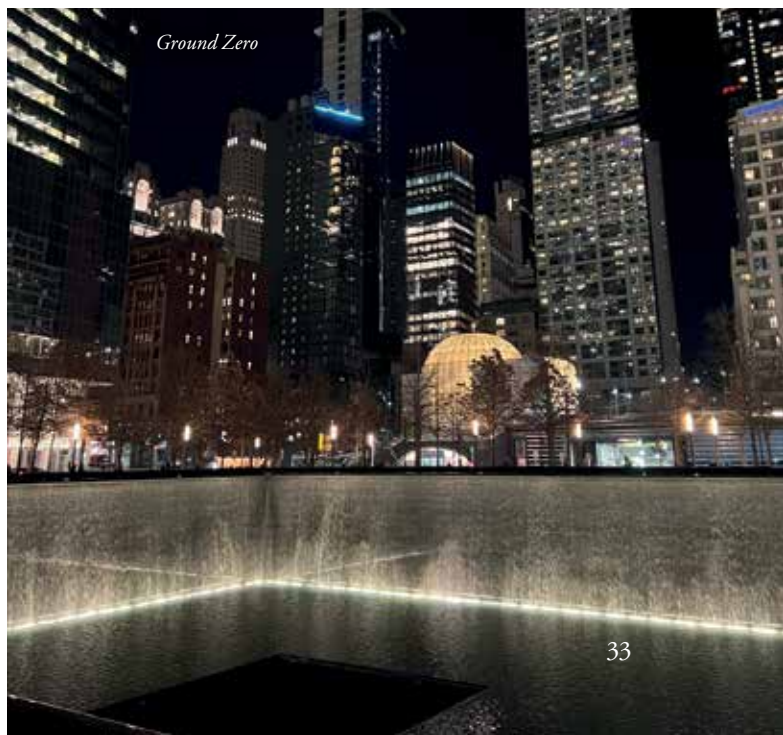
Next, we walked to Grand Central station which the Gossip Girl fans among us enjoyed thoroughly. Our first attempt at navigating the New York Subway led us to the very south of Manhattan Island, where we were greeted by local legend and trip icon, Renée. She walked and led us around all the sights Lower Manhattan has to offer, including the Stock Exchange, Trump Building, the Charging Bull, Wall Street and Battery Park. Her insights and knowledge were second to none and we were all fascinated by the history of the area and the stories she shared with us. This was a trip highlight for us, and no doubt her thick New Jersey accent will live on in our memories for years to come whenever we remember our New York trip. She finished off the tour by leaving us at Ground Zero, the 9/11 memorial and museum, for us to explore and take in for the rest of the day. The museum is special and deeply moving. The giant pits in the shadow of the Twin Towers stunned us to silence, and a visit to the museum below the ground was very emotional but one for which we were all grateful.

Friday was wrapped up with a trip to the iconic Times Square. Dinner at the Dave and Busters arcade and shopping pit-stops at Sephora and the likes culminated in the ultimate NYC experience and we all went back to the hotel exhausted!

*United Nations Headquarters*



*Ground Zero*



## SATURDAY 10 FEBRUARY

Our final day in New York began with another early start, to make the most of the incredible city. We headed straight down to the ferry terminal at Battery Park, and boarded a ferry that took us across to Liberty Island, the home of Lady Liberty. A hiccup saw the group somewhat separated, however we managed to be reunited at the Ellis Island Immigration Museum. This was fascinating as we delved into learning more about the historic roots of the country.

The museum was originally the building that processed all incoming immigrants into the United States so is a core monument of ages past. We saw the dorm rooms in which the immigrants stayed while processed, the procedures they endured and many other features that were so interesting, including DIY citizenship quizzes! A short trip back to the hotel to collect our bags saw the end of this stint of the trip, and just like that, we were on our way to Washington DC. The bus journey took us through the rest of the day, and upon arrival, those brave enough embarked on a journey of their own: the Midnight Walk with Mr MacEwen to the impressive Jefferson Memorial illuminated by the night lights of the capital city.

## SUNDAY 11 FEBRUARY

Sunday saw another eye-opening day which got off to a rather damp and drizzly start, however, the daytime views up and down the National Mall made up for this. We walked to the west end of the plaza and met with our guide, Becca, who showed us around the incredible Lincoln Memorial statue, as well as the poignant Korean and Vietnam War Memorials. We then continued East and caught our first glimpse of the White House, disappointingly containing no President Biden, although the occasional helicopter noises overhead did fool many of us into thinking his arrival may be impending. It was not. Nevertheless, we carried on to visit the Washington Monument which stood towering over the city wherever we seemed to be.

*The White House*



Street vendor food and DC merchandise in hand, we visited the impressive National Museum of African American History and Culture, a Smithsonian Institute Museum, to learn about African American roots in the country, as well as the continuing impact that they have on American society today, especially in areas such as music and sports. Finally, we walked to the National Archives which gave us a glimpse of the original constitution of the United States.

A key part of our course, it was very special to see the original Constitution document, including the actual signatures and handwriting of Alexander Hamilton and other founding fathers. We walked away, with more merchandise from the gift shop than we probably needed, exhausted but ready for the excitement of Super Bowl Saturday Night!! We celebrated the special event by having dinner out in the city, followed by toffee apples and ice creams at Kilwin's. Eventually, we headed back to the hotel, needing some sleep to prepare us for an exciting final day.

## MONDAY 12 FEBRUARY

The final day of the Politics trip rolled around, and another grey day in the capital loomed outside our windows. But nothing could dampen our spirits as this was the day many had been anticipating as we were visiting the Supreme Court. Upon arrival, having passed rigorous security checks, we attended a talk in the main court chamber. We learned all about the operation of the court as well as the history and architecture of the actual building.

The young clerks and assistants then took us in groups around the building, giving us insider access to the coolest and most exclusive areas. We saw floating staircases, the private basketball court used by the justices, the law library, as well as lifts that each had their operator inside who helped you get to where you needed! Finally, we attended a Q&A session with Justice Neil Gorsuch, which was enormously special as we were able to ask him questions and listen to what he had to say. Not only did this give us a multitude of useful insights to aid us in our A level studies, but the



experience was truly once-in-a-lifetime and unforgettable. Finally, we had privileged access to his office and chambers to see where he works on a day-to-day basis where we also met his Law Clerks and office team that help run the show behind the scenes.

Sadly, this is where our journey came to an end and as we travelled home that afternoon, we waved farewell to an incredibly special experience and one that we will never forget.

Thank you to all that helped organise and run the trip; Mr Barbuti, Dr Rees, Ms Edwards, Mrs Best and of course Mr MacEwen.

*Evie (J)*

## BRADFIELD SOCIETY IN NEW YORK

Another key aspect of the Politics trip was the opportunity to connect with our alumni who live and work in New York. Al MacEwen, concurrently fulfilling both roles as Politics teacher and Director of the Bradfield Society and Development, co-hosted a City Drinks event in New York on Thursday 8 February 2024.

The event took place at 'The Cornell Club' on 6 East 44th Street, courtesy of Bradfieldian Robin Elliott (B 54-59) who made all the local arrangements and helped host the evening. We thank Robin for his generosity in supporting this event.

The event had a fabulous attendance with over 30 guests signed up and enjoying each other's company in lovely surroundings during the evening. A similar drinks night was hosted in summer 2023 by Bradfieldian Charlie Martin (H 06-09) and it was great to see the numbers building for this networking group. It was also fantastic to have so many former girls attending this time including Sarah Bakker



(nee Middleton M 05-10), Lauren Bedsole (K 99-01), Lavinia Loria (K 16-21) who is a recent leaver studying in New York, Fiona Gibson (J 95-97), Cecelia Speiph (nee Holmberg J 99-01), Clare Sant (J 90-92), Letitia MacDonald (J 06-08) and Amelie van Halem (J 12-14).

There were representatives from all the boys' houses at the drinks reception as well, except A House! These included Tim Berryman (G 99-04), Ben Burne (F 85-90), Lloyd Hall (E 04-05), Thomas Nasr (E 12-17) and Henry Pinnell (C 96-01) to name but a few.

We hope that this New York gathering will become a regular event now that we have a large group of Bradfieldians reconnected in the area. Charlie said afterwards "I thought it was a major success with a real range of former students & some wonderful conversations!" We hope that everyone will be available for the next date which he will be co-ordinating.

Here's to the next US Alumni event next year and next Bradfield Politics USA trip in 2026! If you live in New York and would like to be included in the 2026 event do email [bradfieldsociety@bradfieldcollege.org.uk](mailto:bradfieldsociety@bradfieldcollege.org.uk) and they will notify you of the date of the next event.



DRAMA





# SENIOR PLAY: 4:48 PSYCHOSIS

This academic year has seen a change in the delivery of co-curricular Drama with the traditional Michaelmas Production replaced by two separate plays to provide more opportunities for both our Junior and Senior pupils to participate.

The Senior play, *4:48 Psychosis* by Sarah Kane, is a raw and unflinching exploration into the mind of someone suffering from depression and is certainly not a play to be taken lightly. However, as Bradfield prides itself on being a 'talking school' it was felt that, if dealt with sensitively and respectfully, a production of the play could be a powerful tool for starting the conversation with our pupils.

Without doubt, *4:48 Psychosis* is a challenging play to tackle. There are no character names, no stage directions and just 34 pages of continuous text, that looks, feels and reads like a long form poem.

Following the initial read through the cast and directorial team admitted they could not confidently declare that they could understand all aspects of the play. Different lines and different sections had connected with each of them yet, as the discussion continued the cast began to form an idea of what the play might be about and how it could be staged. One thing everyone agreed on was that this was an important play with an important message and it had to be done in a way that the Bradfield audience could access and understand. Weeks of intensive rehearsal followed and after a series of assemblies for all years, the play was staged three times in a completely transformed Old Gym.

Audience members were denied seats, instead entering a completely open space and having to make a conscious decision whether to sit or stand, to stay still or move with the action. With the centre of the Old Gym occupied by a hospital room, the audience was surrounded by performers representing the central character's thoughts, hopes, desires and anxieties. It is a rare thing for someone who suffers from depression to be able to articulate their experiences as eloquently, as sensitively and as beautifully as Sarah Kane. At times both performing and watching the play can be quite a challenging experience but, as Mr Saunders would remind his cast, not all plays are there simply to entertain us, some are there to provoke us, to make us face uncomfortable truths, to help us understand the world through a lens other than our own.

It is fair to say that the play did indeed provoke conversation but no one doubted its innovative staging, powerful design, and outstanding performances from the cast. With Ginny (M) and Jackson (A) leading from the front as the two central characters, the play would not have worked without the support of Daisy (K), Jemima (M), Paula (I), Tabby (M), Purdey (I), Sophia (M), Emma (M), Nell (J), Holly (I) and Silvia (K).





## JUNIOR PLAY: BRIGHT. YOUNG. THINGS

Junior pupils from Faulkner's and Shell staged their version of Georgia Christou's *Bright. Young. Things*. The play was originally part of a series written for the Tonic Theatre Company in which playwrights were given a brief to write a large cast play specifically for performance by young actors with mainly, or entirely, female casts and in which female characters are no less complex or challenging than the male characters. This contrasts with a lot of older plays which tend to be quite male dominant. For the Bradfield production, a few roles were reversed from female to male, usually, it is the other way around, to accommodate rotating principal casts.

*Bright. Young. Things.* explores the issue of competition. As Director Rosie Davies wrote in her programme notes: "The concept of competition between youngsters has been present since day one and can be a divisive belief at the best of times. Competition can be seen, and is in most cases, a healthy way of showing achievement, rewarding hard work, and celebrating dedication to something you love. However, it can be taken too far, and people lose sight of the overall goal and this is when competition becomes unhealthy."

With a cast of twenty pupils drawn from the two Junior year groups, the production explored its themes against the backdrop of a fictitious quiz show for teenagers searching for that elusive child genius. It is disingenuous to single out any one performer for individual praise when the entire cast worked so hard, but credit must go to Immi (K) and Jennie (M) for their leading role as Rochelle. Angeline (J), Amelie (M), and Jemima (I) provided able support as the demonic trio of Producers with a lovely comic turn from Flo (J) as Frankie, their long-suffering floor manager. Harry (A) and Barnaby (A) also deserve recognition for their roles of Rochelle's dad and Neil Pullover respectively as should Charlotte (LI) be credited for her power pose.



# SCHOLARS' PLAY

With two productions in the Michaelmas Term, it fell to the Scholars Play to keep flying the flag for Drama in the Lent Term before Summer sees the return of the Summer Musical.

The Scholars Play is a showcase for the Drama Scholars from Shell upwards and after Craig Taylor's *One Tiny Million Plays* in 2022 and Mark Ravenhill's *Pool (No Water)* in 2023, this year saw Drama Grad Georgia Mussellwhite delve back into theatre history and unearth Patrick Hamilton's 1929 play *Rope*.

Perhaps better known to audiences thanks to its cinematic adaptation by Alfred Hitchcock, the play is based on a real murder from 1924. Nathan Leopold and Richard Loeb, wealthy university students, murdered 14-year-old Bobby Franks in the hope of demonstrating their intellectual superiority in carrying out the 'perfect crime'. As the play reveals, thankfully neither man got away with the crime and both were arrested within ten days of the grisly act. *Rope* is not a traditional 'whodunnit' as the audience knows from the very beginning of the play who committed the murder. Instead, it deals with morality, the value of life and power and is as rich in philosophical musings as it is in intrigue, treachery and deceit.

To make the play suitable for a cast of Bradfield Drama Scholars, Miss Mussellwhite had to make subtle changes to the text. Firstly, to shorten it and secondly to allow for our mostly female cast although this lends itself to a Hitchcockian thriller who was known for his strong leading ladies. However, she deliberately chose not to lose the essence of the original play by Hamilton and therefore many the older references and the humour remained providing a challenge to the Scholars by requiring them to build their inquiry-based skills to understand every aspect of the play.

As the murderers, Jackson (A) and Jemima (I) were superb. Jackson's cold detachment was perfect for the sociopathic killer and contrasted well with Jemima's constant state of panic and anxiety at being discovered. Able support came from Amelie (M), Trixie (J), Tabitha (M), Angeline (J) and Ginny (M). However, particular mention must be made of Sophia (M) who was utterly convincing in her role as Robin Cadell who slowly put the pieces together and unravelled the mystery of just what was in the trunk. Director Georgia Mussellwhite commended the cast for all their hard work, but she also deserves credit for facilitating such an excellent showcase for our class of 2024 Drama Scholars.

*Nic Saunders, Head of Drama*



# FOOTBALL

## BOYS

Over 400 pupils took part in the Michaelmas football programme with 27 teams across Junior and Senior girls and boys playing over 200 competitive matches against other schools and enjoying several lengthy runs in Cup competitions.

Our 1stXI boys' team have had a tremendous season, having played 27 games, winning 24 and drawing two with only one loss. Captains Ben (D) and Marcus (C) have remained impressive leaders of the team throughout, with Ben being top goal scorer in the squad. New members this year were Will (F), Ted (F), Danail (D), Ashton (D), and Wilfred (H) all of whom have helped contribute towards the team's great success.

In the Boodles ISFA Cup our Senior boys conceded just once on their path to the final. Notable victories over formidable opponents including Manchester Grammar School, Ardingly, Shrewsbury, and Millfield, led them to the final. This set the stage for a thrilling showdown against Cheadle Hulme School. In a gripping match, Bradfield emerged triumphant with a 3-2 win, showcasing exceptional performances from co-Captains Ben (D) and Marcus (C) along with the remarkable skills of Ike (G). This triumph marks Bradfield's third Boodles ISFA Cup victory in six years, further demonstrating the team's consistency and excellence on the field.

In the Hudl League the boys went head-to-head against nine of the nation's top footballing schools. Bradfield's stellar run, comprising six wins and two draws, propelled them to the Hudl League title for the second time in three years. A triumphant final day at Loughborough University saw the boys in blue seal the League title with a commanding 5-0

victory over fifth-placed Royal Russell further solidifying their dominance on the pitch.

Our 1stXI were losing semi-finalists in The English Schools FA (ESFA) competition to Barking Academy, a notable achievement considering the competition is open to all schools within the UK. Bradfield College progressed further than any other independent school.

Congratulations to David Chatwin who assumed the role of Director of Football Performance at Bradfield last September following his tenure at Charlton Athletic Football Club. His coaching expertise and professional experience have played a pivotal role in guiding the team to success.

There was further success for another of the Senior teams with the 3rdXI progressing to the fourth round of their ESFA Cup. The third round was an eventful one after a Jared (D) hat-trick helped the team to extra time at 3-3. Thankfully, the boys kept their composure from the spot and managed to win 4-2 on penalties. Special mention must go to Fraser (H) for his saves during the shoot-out. Our U14As made it all the way to the fifth round of their ESFA Cup but were defeated by Matthew Arnold School after a series of four high scoring games in the previous rounds.

At the end of February the U15 boys' futsal team put in a brilliant performance to beat Berkshire Futsal 7-6. The result was particularly impressive as the boys only had six players who demonstrated great determination and effort. Well done to Aris (H), Dimitri (C), Pablo (A), Joshua (C), Tom (F) and Cooper (D).

Several of our boys represented the ISFA national team squads across age groups and congratulations must go to those pupils selected: Rio (D) (U16), Keiran (G) (U16), Torren (H) (U16), Ben (D) (U18), Carter-Blue (D) (U17). These boys have attended several ISFA camps already and will continue to represent Bradfield within the ISFA programme.





## GIRLS

Both our girls' football teams began their seasons in the Michaelmas Term too, in both ISFA and ESFA competitions. The girls' 1stXI came through a strong field of ten teams to win a high-quality 7-a-side competition to retain their title. Hosting the tournament for the second year running the girls really found their feet in the latter knockout stages and were particularly impressive in both the semi-final and final where they worked hard as a team to keep clean sheets. Lower Sixth footballer Jess (K) scored the winning goals in both matches and the victory demonstrates the strong progress the College is making with its girls' football programme.

In a block fixture away vs Charterhouse, the 1stXI continued their fine form with a 4-1 win as Jess (K), and Ruby (K) scored one goal apiece and Ava (K) put two into the back of the net.

They also did tremendously well to make it to the final 16 of the ISFA Cup, which has only been done once before by the Bradfield girls team. In ESFA, despite managing to come back from being 2-0 down, St Helen and St Katharine took the win with a 5-3 victory. They went on to finish their season with a huge victory of 12-0 against Wellington College. Throughout this year our girls' have shown unrivalled determination and skill displaying camaraderie and resilience in each match. Here's to a bright future full of talent and teamwork.

Strong competition meant that the U15A girls team were unfortunately knocked out in the early rounds of both the ISFA and ESFA competitions but have gained valuable experience on the pitch throughout this season. The team also had the pleasure of playing a match at Bromley Football Club's stadium at the end of February. The girls rose to the occasion and put in a really strong performance against a tough opponent, narrowly losing 2-1. The girls in blue finished their season on a high winning 10-0 at home to Felsted School and we are already looking forward to watching what these girls can do in the future.



# HOCKEY

## GIRLS

The girls played 160 external fixtures during the Michaelmas Term with progress and success across the age groups. Our Faulkner's teams enjoyed a competitive fixture card with the A team playing in the England Hockey Cup, eventually narrowly losing out to Cranleigh, while the B team made it through to the County Finals showcasing the strength in depth within the year group.

The Shell teams progressed well throughout a season which saw the B team win six out of their ten matches and the C and D teams lose just one game between them; a fantastic effort. Kat (M) ably led the A team and her performances helped her earn a place in the Reading Talent Academy. The U16s had a challenging season, and while not all the results went their way, showed resilience and real spirit on match days. Highlights for the A team included a battling 2-1 win against Dauntsey's and the B team's nine-goal thriller against Epsom where they won 6-3.

The Seniors enjoyed a busy term of fixtures and the 3rdXI and 4thXI often outplayed their opposition. The former, playing with energy and passion, scored 27 goals in their ten matches while their defence conceded only nine goals. 26 players featured for the 4thXI this year and they enjoyed an unbeaten run stretching all the way until the penultimate weekend when they lost to Tudor Hall

2ndXI. The 2ndXI also performed strongly in defence with only 11 goals conceded during their ten matches.

The 1stXI started the season strongly by winning the pre-season tournament in Nottingham. A successful Cup run followed beating Bedford Girls School, Tormead School, Redmaids and Pangbourne. The run was eventually ended away at Millfield in a competitive match but the girls have played with spirit and style. Boosted by five Fifth Form players, the girls scored a hugely impressive 46 goals in their 17 matches.

Jazzy (I) was selected to play for Reading Hockey Club 1stXI this term in the England Hockey Premier League while Jemima (M) has impressed in her debut year for the 1stXI and has been rewarded with an England assessment. Jessica (M) continues to impress for school and club and as a result represented England U16 in the Three Nations Tournament over Easter where the team won the series with compelling performances against Ireland and Spain. Jessica (M), who is also a member at Reading Hockey Club, has made superb progress this year moving through the Talent Academy pathway. The Bradfield 1stXI player has worked extremely hard throughout the season with the support of hockey coach Ben Hooper.

## INDOOR SEASON

There were also opportunities for our girls and boys to be involved in an indoor programme. The boys' U16 team made it through to the Regional Indoor Finals, eventually losing in the semi-final to a strong King Edward's team, as did the U18 boys who have made significant strides in the past two years. They narrowly lost to Sir William Borlase. The U16 girls' team made it through a very competitive County round, beating Wellington to win the trophy, and progressed through to the Regional Finals. There the team showed a real willingness to learn quickly and work hard, eventually arriving at the final against a Wellington team seeking revenge for the earlier County rounds defeat. After playing under significant pressure in the early part of the game the girls came out on top with an impressive 4-0 win. They progressed to the National Finals at the beginning of December. There they acquitted themselves superbly to finish as the fifth best team in the country. This is a hugely impressive achievement and was an exciting opportunity for the team to showcase their skills against the top eight schools in the UK. Well done to Daisy (K), Roanna (M), Jemima (M), Jessica (M), Emma (M), Ava (K), Emma (I), Tabitha (M) and Isabella (K).







## BOYS

It has been a busy season on the hockey pitch for the boys with 150 matches played and 16 teams put out on a weekend. Despite the rather wet start to the year at least no fixtures have been lost to snow!

The 1stXI have shown excellent progress throughout the term. The season started with an enjoyable pre-season camp at Cardiff Met University and a large intake of newcomers to the squad have worked hard throughout the term to develop. A tough Cup draw saw them lose early on to Churchers College but success followed in the England Hockey Plate. Wins came against Eastbourne College, Kings College Wimbledon and Alleyns in the quarter final with extra time penalty flicks. The boys dominated in their semi-final against King's School Bruton winning 5-1. They look forward to their National Plate final vs Abingdon School at the end of April. In the Saturday blocks the progress has been evident with strong performances against Abingdon in an exciting 3-3 draw, Charterhouse and a very strong Cranleigh team where they only narrowly lost. The last block fixture against Radley ended in a 4-2 win for the boys. We are delighted to report that Captain Harry (A) represented England U18 in the Four Nations Tournament in France over Easter where the team finished second to Belgium ahead of Spain and France. The midfielder, who plays for Reading Hockey Club in the Premier League, also played against Ireland over half term.

The 2ndXI have had a superb season, winning all bar two games. As a group they have worked tremendously hard and individually have shown significant progress. Among the highlights were the 2-1 win against Cheltenham 1stXI, reflecting the depth we have had in the seniors this term. Special mentions should go to Harry (C) and Jake (C) in

defence along with Will (C) up front who has tormented defences with his speed. In midfield Oscar (A) has played with intelligence as he controls the games.

The U16s continue to show superb progress and attitude. Charlie (A) has led the line with energy and a real eye for goal. Mr Ruxton has instilled some very clear patterns of play and as a group they have real quality. Freddy (H) and Joey (A) have posed a threat from corners, Gabe (D) is always a threat with his pace in attack and Luke (E) with his sublime skills in midfield can turn most defences inside out! Nathaniel (F) and Artie (A) have shown strength and control at the back. It will be exciting to see how this group step up next in the Senior teams.

The U15s continue to make really pleasing progress. Despite losing to KCS Wimbledon in the ISHC they have shown a fantastic attitude in training and on weekends. The recent draw against Cranleigh shows their level of development having been beaten last year. The midfield has been driven by Ollie (F) and Zac (H) and in James (H) in goal they have a superb shot stopper. Silas (F), with his indefatigable approach, has led very well as captain.

The U14s have had a very good season. The 'A' team have been the highest scorers in the school with 40 goals scored in their 12 matches to date. The boys reached the quarter-finals in the England Hockey Plate where they lost against RGS Guildford. Miles (LD) and Charlie (LE) have impressed with their skills and George (LF) has shown a good eye for goal playing up front.

It has been a hugely competitive term of hockey with Inter House matches and one cup semi-final still to play. Thanks must go to all the coaching staff for their efforts every week and to the girls and boys for their energy and commitment.

*Matt Grinham, Head of Hockey*



## NETBALL

**T**his season has seen 162 fixtures played across 21 teams and for the first time we have seen a 6th VII at senior level as well as an U14F team compete due to a continuous rise in participation levels.

*Charlotte Southall,  
Head of Netball*





## NATIONAL COMPETITION

Preseason started in September for the A team players as they trained to compete in the first round of national competition and for Cup competitions. The County round of the national competition saw the U14s, U16s and U19s compete 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 for future years. The U16s had a mixed squad of Years 10 and 11, coming away with three wins and five losses. However, the major highlight of the competition was the U19 squad, who won six out of their eight games, placing third and narrowly missing out on qualifying for the regional finals.

## CUP

The Cup runs started in the Michaelmas Term for our performance squads. The 1st VII faced a strong Kings School Worcester in their first round of the Cup, taking a loss, which meant that they faced Canford in the Plate competition, narrowly losing out 36-37. The U16A performance squad managed to reach the third round of the 'Sisters in Sport' Cup competition, beating Bohunt school and Sir William Perkins and then bowed out in a loss against Berkhamsted school. The U14s enjoyed a cup run into the second round before being knocked out of the competition by Sir William Perkins.

## LENT TERM

Our Lent season started with 50 girls attending preseason training at the College over two days, looking at both technical and tactical elements of the game.

The 1st VII have had a tremendous season, punishing some teams with strong score lines whilst managing a constant change of personnel within the squad, including Abby (I), Emma (M) and Alice (M) who made their 1st VII debut this year whilst being in Year 11. The 2nds, 3rds and 5ths are unbeaten, constantly putting out strong performances against tough schools and the 4th team only lost one game within ten. The team narrowly lost, 30-32, to Teddies in a block fixture, however they then met them again two weeks in a row, winning 9-3 and 9-5. They subsequently took wins over Wellington College, Brighton College, St Marys Ascot, Teddies, Pangbourne and Marlborough in the annual 1st VII Invitational Tournament to come joint top of the table on points, securing 2nd place on goal difference. For the first time the 1sts, 2nds and 3rds travelled to the Lord

Wandsworth tournament, with all teams missing players, the 1st team came third, the 2nd team came second and the 3rds won their tournament after winning all of their games.

The U16s age group saw some changes to squads as well as having a turbulent year with players having the opportunities to play in the 1st team but they took it all in their stride and had some fantastic matches.

The U15s continue to develop some strong connections this year and have improved on results from last season; a particular highlight was the U15A game against Cranleigh which saw a 33-33 draw having lost by 5 last season. The U15Bs had an outstanding game against Wellington, drawing, after losing by 24 last year. The Ds had an impressive win against Cranleigh with a lead of 6 goals.

It has been great to see all the Faulkner's playing Netball this term putting out an U14F team to ensure all the girls are competing. A particular mention to the A team who have been working hard and narrowly missed out on wins but finally got the result they deserved against Cranleigh beating them by 5.

Many congratulations to Zahra (I) who has been selected to represent the U19 Surrey Storm Academy in the National Performance League. Lola (I) who has been selected to represent U17 PDP for Surrey Storm along with Sophia (M) and Charlotte (K) who were selected for Berkshire County Academy. It has also been exciting to see so many players taking part in club netball, representing Royals, B's and Woodley.

A huge thank you to all the staff and pupils for their hard work and commitment throughout the season.



# CAMPUS-XR: BRADFIELD'S INNOVATIVE VIRTUAL REALITY PLATFORM

Trevor Benstock, Bradfield IT Services Director and Ed Tech Innovator introduces Campus-XR and talks about the journey that led to its development





**“***Campus-XR transforms a pupil's classroom experience by combining the most immersive interface of modern times Virtual Reality (VR), with the almost unlimited potential of Artificial Intelligence (AI).***”**

## IMMERSIVE EXPERIENCE

Most of us learn best when seeing and doing so the immersive simulated experience offered by VR is perfect for the long-term assimilation of knowledge and skills. VR converts 2D learning materials into 3D objects that are tangible and responsive so diagrams in a book become models that the user can interact with, spin around, and dissect. Campus-XR incorporates “6 degrees of freedom”, which means each learning environment can be fully traversed and explored, just like real life.

## VARIED LEARNING ENVIRONMENTS

Teachers can choose from a suite of different learning environments to engage their pupils with subject material, including: ‘The Time Machine’ which allows pupils to virtually step into historical events and interact with figures from the past; ‘Gallery’ where they can see works of art; ‘Science Lab’ where they can undertake experiments difficult to achieve in real life and ‘Amphitheatre’ to rehearse a play

even if it's pouring with rain in Grecker. Visit Media - Campus-XR to see videos.

## PERSONALISED LEARNING

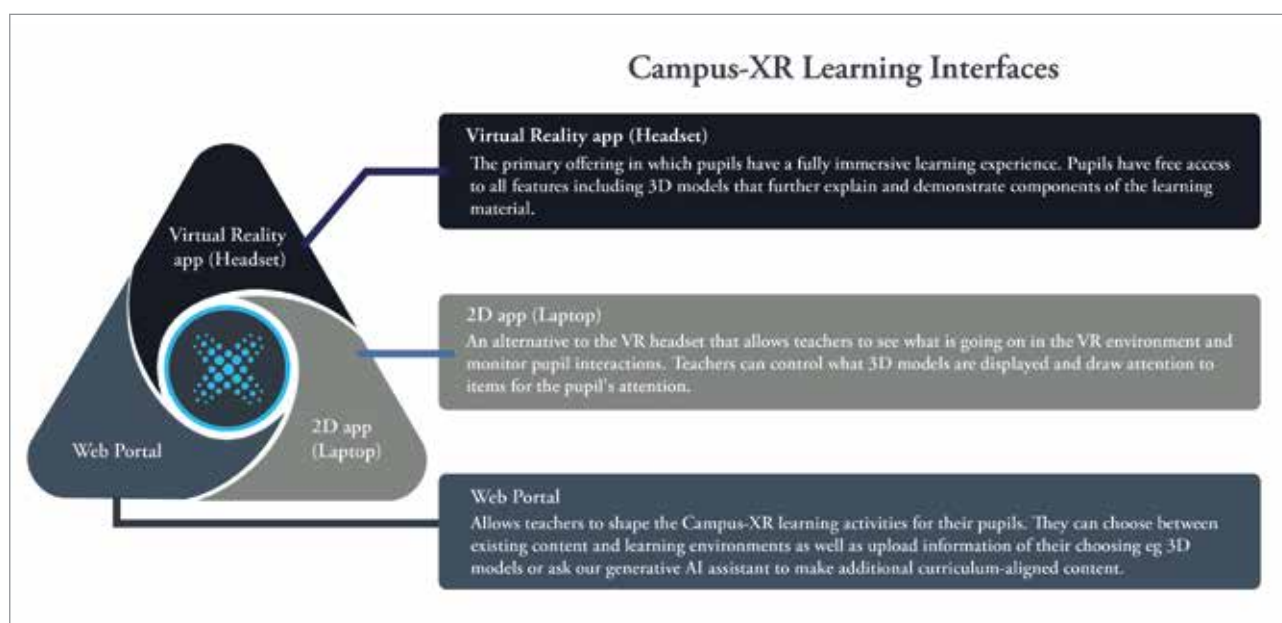
The system is adaptive, meaning it can be simplified or made more complex to challenge each learner like 1:1 coaching. The pace of progress can also be determined by the user. The engaging learning scenarios also incorporate a reward point system, encouraging repetitive engagement so students are motivated to re-engage and improve on their last score.

Outside the classroom, Campus-XR is also a great tool for revision. AI tutors can take learners through whatever topics are required and conduct quizzes so revision becomes more varied and enduring.

## DEVELOPMENT

Campus-XR is currently in use at Bradfield at VR Club and in classroom trials. Other schools are also working with Bradfield on an ‘early-adopter’ basis helping us to test and refine the content and interface. It is an exciting area of development for the College.

*If you are interested to learn more about Campus-XR, including investment opportunities, visit the dedicated Campus-XR website, [www.campus-xr.org](http://www.campus-xr.org) and for more information contact Kester Russell, Bradfield College's Commercial Director [krussell@bradfieldcollege.org.uk](mailto:krussell@bradfieldcollege.org.uk)*



**W**hen I was little, I'd have recurring dreams about travelling through space and visiting other planets.

*Incredibly I can now recreate these childhood dreams and experience them lucidly via virtual reality."*

## EARLY INSPIRATION

Trevor was a highly creative and curious child; he loved school but was frustrated at the pace and repetition of early years learning as he picked things up quickly and grew eager to explore beyond the confines of the classroom. A serial innovator, Trevor has derived huge satisfaction throughout his life from finding solutions to the various challenges that he has observed around him. Campus-XR is the pinnacle of his achievements to date, a finely tuned EdTech solution that combines Virtual Reality and Artificial Intelligence based on the knowledge he has amassed through 20 years of working in the Education sector.

“ I STRONGLY BELIEVE THAT MY CREATIVE CHILDHOOD PUSHED ME AHEAD, MY PARENTS SET THE TONE AND I ENJOYED LEARNING. I WAS INSPIRED BY MY PARENTS' ENTHUSIASM FOR ART AND TECHNOLOGY.

Trevor's mother was a classically trained singer and musician who joyfully sang whilst carrying out household chores. He believes that his love of music fundamentally helped shape his early cognitive tendencies and approach to problem-solving. He also shared his father's passion for tinkering with technology; he had invested in a cutting-edge 'BBC Micro' (it was 1982) and Trevor was curious to understand 'programming' for himself. He learned through play and experimentation as opposed to formal teaching and his first reflection was that if learning is fun it doesn't feel like learning in the school sense but it is no less effective.

A rather stereotypical studious type, introverted, shy, and quiet, but highly observant with a strong visual imagination,

Trevor's talent was identified at primary school and he was accelerated a year. Unfortunately, Trevor's parents separated, and the family relocated before his 11th birthday. His secondary school experience was completely different from that of his primary. Bullying was not addressed and there was a definite incentive for a child like Trevor to keep his head down, blend in and be as invisible as possible. At this time football became his obsession and outlet, a double-edged gift that helped him to see off any potential trouble as well as allowing him to pursue a natural ability.

True academic achievement would therefore have to wait until he moved on to Sixth Form College which felt like a comparatively utopian environment. His guardian angel of football no longer required, he settled back into his academic studies, taking A-levels in English, Computer Science, and Graphical Communication, perfect, as it happens, for VR.

## TECHNOLOGY INSIGHT

Trevor then went to Portsmouth University to study Business Information Technology. Delighted to leave home and have true independence, he loved his degree course and had his first taste of entrepreneurship – being one of the very few students prepared to do the washing and ironing, he set up a service and was able to make a small living for himself, leaving his first year with a profit instead of debt.

“ I'VE ALWAYS BEEN VERY HAPPY TO HELP AND FOUND THAT IN DOING SO THERE ARE NICHES EVERYWHERE, EITHER TAKING AWAY PROBLEMS FROM OTHER PEOPLE OR CREATIVELY FINDING ALTERNATIVE SOLUTIONS.

Post-university the Internet was advancing rapidly and as luck would have it the UK's largest Internet Service Provider, UUNET, was actively recruiting graduates. With a degree dedicated to network and systems architecture, Trevor was an ideal candidate and was offered the job immediately.

The role was based at Cambridge Science Park where he had ample opportunity to work alongside senior network architects and other similarly knowledgeable, motivated and curious creative minds, many of whom had attended



Cambridge University. Trevor relished the intellectual discussions shared during long night shifts and took the opportunity to garner opinions on innovative ideas that he had been developing; sadly none of which came to fruition, but he learned a lot along the way.

From the 24\*7 Network Operations Centre at UUNET, Trevor progressed to Director of Escalations for EMEA at WorldCom, then Verizon, based in Reading. He loved the intensity and challenge of this role but after a few years began to wonder about alternatives to corporate life.

## EDUCATION INSIGHT

Trevor spotted a job advert for the John Madejski Academy (JMA); the institution was moving to a new site, demolishing the old school, and building a state-of-the-art campus in its place. They required someone to create and implement an entirely new IT solution from the ground up. It involved a pay cut but it met his criteria; somewhere he could make a real difference, not only from the IT side but also, drawing on his own experiences of secondary school, somewhere he could be a positive influence, nurturing and facilitating opportunities for young people.

“ IT’S SUCH A PRIVILEGE TO BE ABLE TO HAVE THAT LEVEL OF POSITIVE INFLUENCE IN A YOUNG PERSON’S LIFE.

Trevor threw himself into every aspect of school life; before long he was tutoring, teaching, coaching, running football, badminton, health and fitness clubs, helping students wean themselves off fast foods and improve their understanding of nutrition. He loved the work being highly motivated to create the best educational outcomes for pupils and working alongside an excellent staffing team. Once he had built the IT solution, recruited a skilled team, and had all IT systems up and running smoothly he was given a lot of freedom; already a strong voice on SMT he was voted in as a School Governor, and was encouraged to follow through with his innovative ideas.

Trevor worked at JMA for nearly 10 years, however after a series of leadership changes he felt it was time to move on. He found it heartbreaking to leave as mentoring and working with young people at JMA was an extremely gratifying experience;



“ I AM SO PLEASED THAT I MOVED ON FROM THE CORPORATE MACHINE TO EDUCATION BECAUSE FOR ME, I THRIVE IN AN ENVIRONMENT WHERE I CAN HELP OTHERS.

## THE GENESIS OF CAMPUS-XR

Moving to Bradfield was a chance for Trevor to stay within education, indulge in a hearty IT transformation project whilst re-finding his innovative spirit. His arrival in 2013 heralded a dramatic improvement in Bradfield’s IT capabilities, taking technology right to the forefront of what is possible, with systematic improvements in place to ensure that the infrastructure was suitably upgraded, resilient and future-proof. Having built an extremely strong IT Department and set up continuous infrastructure improvement programmes, Trevor once again took the opportunity to innovate and think beyond the current paradigm to help Bradfield with a premium and relevant education offering fit for the 21st century.

For the benefit of the school, Trevor searched for a solution that could enhance every learner’s experience and make learning fun as well as help teachers convey complex concepts to pupils. Bringing together all his educational and technological experiences, the penny dropped when he experienced Virtual Reality for the first time. Virtual Reality was the solution that he had been waiting for and he was in the perfect place with the right skills to develop Campus-XR, a personalised and immersive educational solution for all.

# HORIZONS

## NETWORKING WITH PROFESSIONALS

Pupils were fortunate to be able to converse with thirty professionals across a range of sectors from banking, medicine, motorsports and business start-ups to web design, I.T. and accountancy as Horizons hosted its annual Meet the Professionals Networking evening.

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.







## CLASS OF 2017 RETURN TO OFFER EARLY CAREER ADVICE



It was delightful to once again welcome back our alumni, this year 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. On the panel, we had an Army Officer to share her insight into joining the Armed Forces as a young officer. Another alumnus 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 Knight Frank to discuss Real Estate, a disability analyst working at Atos and one former pupil working as a consultant at IBM.



All the panelists stressed how much their communication skills helped with their careers, particularly with networking and job interviews. They highlighted the importance of making the right choice for you and not just choosing what 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."

Our alumni reinforced to our current pupils that perceived failures are always opportunities to learn and that it is fine to change direction, a decision that many of our panelists have already made. The former pupils urged those attending to take any and every opportunity and to be open to trying all new things that come their way. We are already looking forward to inviting the Class of 2018 leavers back next year.



## SHELL ADVERTISING CHALLENGE

The popular Advertising Challenge returned once more with this year's Shell set the challenge of creating a product or service and the plan to bring it to market, culminating in a pitch for business – their 'Dragon's Den' moment. Overall, the day is a great experience for the pupils, allowing them to work within a different context, practising those skills that are key to success in the workplace, teamwork, communication, analysis, and creativity, whilst at the same time gaining valuable insight into business thinking.

To prepare the pupils for the Challenge they received an introduction to branding and marketing from Martin White, current parent and Founding Partner of Blackwood 86 who lectures at Henley Business School. On the day the pupils were then supported by a fantastic team of parents with marketing experience who acted as their mentors through all stages of the process.

Throughout the day the gym was busy with the hum of collaboration between team members and the products and

services ideas developed included a platform to optimise sports performance, ethically produced footwear for men and women, a plastic sled to increase the amount of time children spent outdoors, wellness retreats and many more well conceived ideas.

To avoid bias, mentors swapped teams for the judging element, and those who made it through the first round of pitches presented to the final panel in Chapel. The ultimate winners were 'Sting Stopper', the fabulous creation of Nick (H), Ava (I), James (D), Immi (K), Eddie (D), Frankie (F), Ange (J) and Miles (G) and credit should also go to their mentor James Miller

The innovation and creativity shown when pupils were given the freedom of the College to create their marketing materials was incredible. The presentations, logos, websites, marketing campaigns, social media accounts and advertisements pupils created were of a very high standard and they certainly embraced the opportunity.



*'Congratulations to you all for making Thursday's Shell Advertising Challenge Day such a success. The energy, creativity and teamwork on display in the Old Gym were palpable and the presentations delivered to the mentors reinforced their engagement and grasp of the task.'*

*Martin White*

*"It was an absolute pleasure to be involved in the Shell Advertising Challenge day. I had a terrific time mentoring my groups seeing their energy, enthusiasm and the enormous fun they had focusing on developing their plans for their business ideas. It was especially rewarding to 'inform' them about some of the more traditional communication channels that many of the mentors would be more familiar with. I did try to tell them that the world doesn't revolve around Tik Tok; however, I'm not convinced that they believed me!"*

*Mark Stevenson*

*"Mentoring at the Shell Business challenge is an incredibly rewarding experience. It's an amazing opportunity to see the students and the Bradfield community in action. Seeing the way today's students think about marketing and brands was fascinating; I'm not sure who was mentoring whom."*

*James Miller*

Many thanks to all those who helped Horizons to make the event the success that it was.

*If you are interested in offering career advice to current Bradfield pupils do register to Be Involved with Horizons and if you have any questions contact the Horizons team directly on [horizons@bradfieldcollege.org.uk](mailto:horizons@bradfieldcollege.org.uk).*





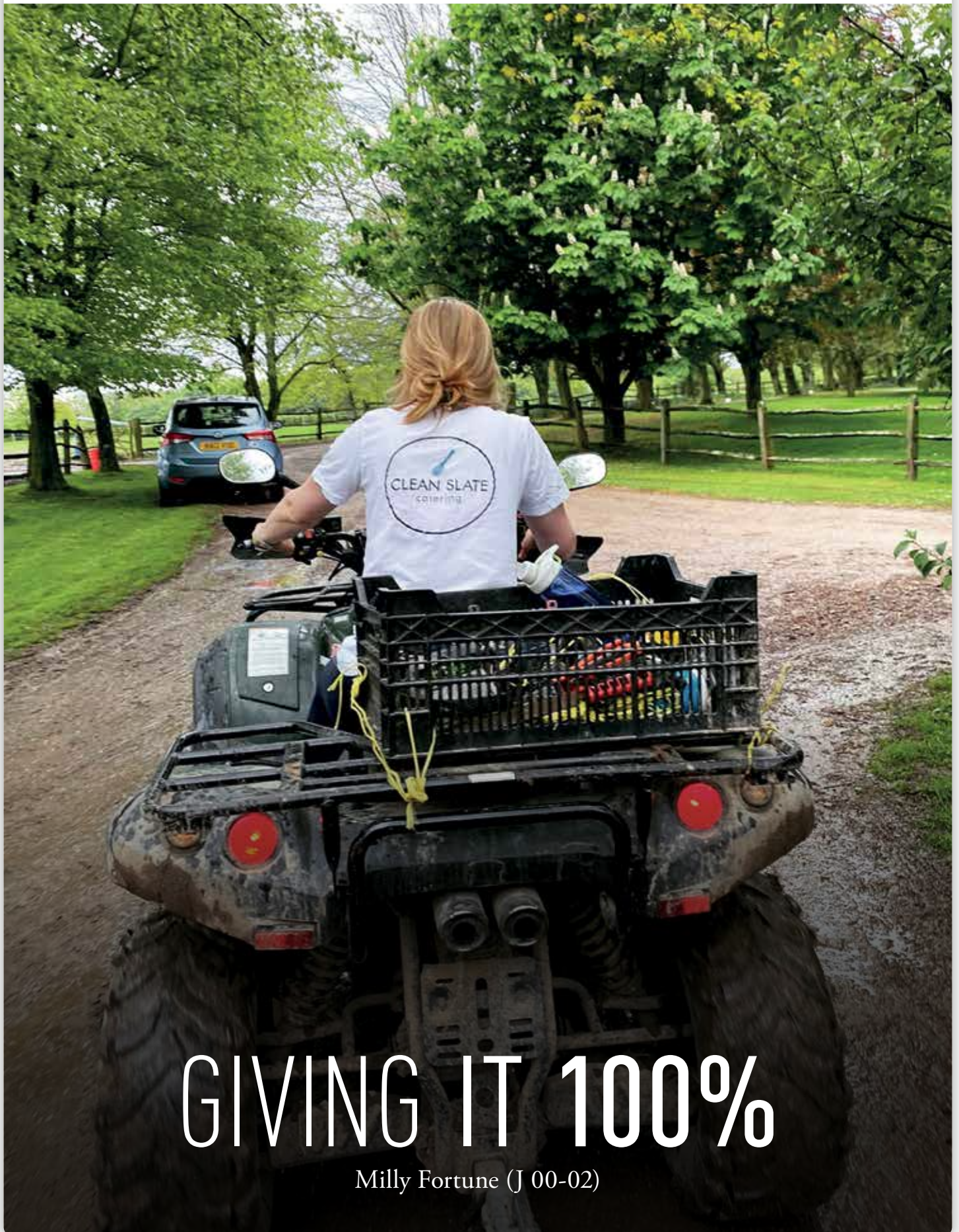


**Clean Slate Catering** is in **Newbury**.

16 May 2023 • 🌍

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Whatever the weather ...wherever the event. We deliver 100% [#cleanslateevents](#) [#eventcatering](#) [#countrylife](#) [#homecounties](#) [#partyplanning](#)



# GIVING IT 100%

Milly Fortune (J 00-02)



“*I am particularly fond of Bradfield, perhaps even more so since I started going back... it's returning to a community where you are welcomed as if you had never left*”

*Katie Green-Armytage met with Milly to discuss her time at Bradfield, her entrepreneurial journey with the high-end company 'Clean Slate Catering' and the close relationship she has re-established with the College since leaving.*

## BEING INVOLVED

Milly's most recent trip to Bradfield was to complete what proved to be the extremely challenging 2023 Huxham 10 miler in wet conditions; *'My aim was to keep going, it was pretty tough, but so worth it'*. She showed real grit completing the course, and from there you can draw comparisons with the drive needed to run your own business. We have her husband Tom (F 91-96) to thank for encouraging her back he had remained an engaged Old Bradfieldian since leaving and Milly had not really considered returning, but now loves coming back and being involved.

Thankfully not all of Milly's visits are so arduous she has returned on balmy summer days for the tours and afternoon tea of Bradfield Society reunions and attended pupil networking and panel events organised by Bradfield Horizons as a professional contributor. Delighted to share the story of 'Clean Slate Catering' to help inspire young entrepreneurial-minded Bradfieldians she left these events feeling additionally buoyed by the unexpected joy of

listening and learning from her co-attendees. *'Funnily I got more from the experiences than I gave, but I am hopeful that I have sowed a few seeds of inspiration and I look forward to meeting future generations of Bradfieldian entrepreneurs.'*

When Milly was at Bradfield the Careers department set up similar lectures and she remembers attending the talks that she thought were relevant. In hindsight however she wishes that she had gone to everything; 'Seeing it from the perspective of running my own business, you can never know too much. Even if you only learn one thing, that could be valuable later'

## ENTREPRENEURIAL SPIRIT

Milly set up her company from her J House bedsit at Bradfield. Recognising that her parents were amazingly generous in paying for her education and prepared to cover the fundamentals, she knew that if she wanted more she would have to pay for it herself. This was great motivation and created a drive for her to be alert to enterprising opportunities.

Identifying that most people would appreciate an extra pair of hands when entertaining to serve drinks and prepare canapés, she would encourage a few girls to join her, add a small margin onto the amount that she paid them, and through her enterprise she was gainfully employed during her school holidays and making a profit.

Her business went on the backburner through university and having secured a good degree Milly took up a role in Financial PR. Whilst working she attended evening courses, including



an 'Art as an Alternative Investment' course. It soon transpired that one of her Private Equity clients had just acquired an art gallery in Belgravia and suggested that she go and work for him in this emergent field.

She worked in a small team and headed up the PR/Sales/ Events side of the business. Having started off using external caterers she quickly saw that she could improve upon the service provided and started to manage the events fully in-house. The experience showed Milly that she had what it took to run a professional events company and so when the gallery was sold, she used her small redundancy package to relaunch her catering company as 'Clean Slate Catering' in 2012.

Having succeeded in squeezing all major life events, getting married, having children, moving house a few times and starting a business, into the same period, things were ticking along and then, LOCKDOWN. Some were paralysed, but not Milly. With access to customers, suppliers and a supply chain, she knew what to do, *'I had this real calling, I knew that I had to help, so I stayed up until it was done.'*



## RESILIENCE AND DRIVE

It is fantastic to learn of Milly's achievements in business, yet her success was not predicted from the outset. Diagnosed with severe dyslexia, her pre-prep Principal told her parents 'Camilla is unlikely to get any A-levels, let alone university.' Having been dismissed as an eight-year-old she set out to prove her wrong. After taking her GCSEs at a London day school she decided that she would like to try a boarding school in the hope that it would open new opportunities. Milly visited Bradfield, liked it and from there she did not look back.

## ACHIEVEMENT AT BRADFIELD

*'Bradfield had created this incredible environment where I was doing well at school because I was happy it was my happiest two years in education'*

Milly's abiding memory of Bradfield was (at last) being in a supportive environment where she was valued as much for her contribution on the sports pitch, or any other co-curricular pursuit, as she was in the classroom. Yes, academics were in the mix, but they weren't the be-all and end-all. Having said that, she was achieving in the classroom and had a particular passion for History of Art; *'I found History of Art at Bradfield, being very visual, I could use that strength to my advantage'*.

History of Art is perfectly suited to visual learners like Milly and encompasses a wealth of skills from analysis to interpretation based upon an appreciation of context and perspective.

Having found a subject that matched her talents so closely, she managed to achieve top grades and accordingly secured a place on the competitive History of Art course at Edinburgh.

Would she have changed anything about her Bradfield experience? Milly chose to study the creative subjects that she loved but on reflection, she wishes that she had been pushed outside of her comfort zone, into continuing with Maths and Science. She was interested to learn about the Bradfield IB programme and would advocate following a broader curriculum for longer, especially pursuing Maths to a higher level. She also reflected that she wished the Maths that she learned was more practical, here again she was pleased to learn about the new Faulkner's curriculum that encompasses 'Maths in Action' which provides a context to classroom Maths and sees this as a positive progression.

*'When I was at Bradfield it was not very well known and you were not sure that people would have heard of it, but now you mention Bradfield, and everyone has heard of it and wants to go.'*

*If you are motivated by Milly's story and would also be interested in becoming more involved with Bradfield either socially, or to help the next generation of Bradfieldians with career advice contact the Bradfield Society on [bradfieldsociety@bradfieldcollege.org.uk](mailto:bradfieldsociety@bradfieldcollege.org.uk) or call 0118 964 4840 for more information.*

Within 48 hours of the lockdown being announced Milly had launched 'The Rural Supply' an e-commerce business selling fresh, high-quality produce to her local community. Seizing this opportunity was however 100% worth it; when handing out the boxes of produce to customers she was able to strike up conversations, meet new people and build new relationships; *'I'm not someone to rest on my laurels. When something gets in my way, I push through it and find an alternative. Life is a journey; the key is learning to spot the opportunities.'*

Since Lockdown Clean Slate Catering has gone from strength to strength, and in addition to running events from private dining for 12 to corporate events for 500, she has also expanded into a 'Clean Slate at home' range where they will deliver all the food to a client's door for dinner parties or special events such as hen parties or post-wedding brunches- which has proven very popular. Look-up Clean Slate Catering on the Bradfield Society Business Directory for more information.



# TECH INDUSTRY INSIGHT AND NETWORKING

## A BRADFIELD SOCIETY - HORIZONS COLLABORATION

Over 50 professionals, including parents and alumni, plus Bradfield Computer Science pupils gathered in market-leading identity service provider, TrustID's stylish Reading office for the first Bradfield Society Tech Community networking event in February. The aim of the event was manifold; alumni and parents sharing their experience and advice with current pupils; younger alumni seeking advice from those more advanced in their careers, whilst at the same time being able to advise pupils on university options and first jobs as well as business networking between the attendees.

Pupils were invited to the venue in advance of the main networking event so that they could learn about what it was like to work in a tech business and TrustID in particular. The insight started with a training session on how to 'spot a fake passport' with TrustID's training manager, something that the pupils were naturally curious about and was a good ice-breaker before moving on to a brief from TrustID's Tech team; the CTO, a Software Development Manager, and a Product Owner on the software development side of the business. This brief was tailored to provide them with some context for their curriculum-based knowledge and the pupils were very engaged in the practical exercises with all teams solving the problem and qualifying for the prize at the end.

*'I was very appreciative of the opportunity to learn so much about the tech industry. Meeting the different professionals gave me a good insight into the tech workplace and I received many helpful suggestions. Key takeaways included the iterative nature of product development and the use of the AGILE methodology, the many roles that exist, each with their individual purpose, and the crucial importance of teamwork in business'*

Tony (E)

With the pupil insight session well underway, the tech professionals started to arrive and had the opportunity for a bit of professional networking and to sample some of the tasty canapés prepared to go by Bradfield's fantastic catering team. Once the pupil session had finished Al MacEwen, Director of Bradfield Society and Development, welcomed all attendees to what he hoped would be the first of many events of this kind that attract the talent within the Bradfield community to share their experience for the benefit of other members.

Al then handed over to Trust ID's CEO and former parent Tony Machin and COO Matt Green-Armytage (E91-96) to



address the assembled with a slick insight into their business as well as the challenges and the opportunities of working in tech for the benefit of the pupils. Appetites whetted, the main networking session of the evening began and TrustID's office was filled with the hum of conversations about experiences, advice sharing and knowledge exchange.

*'Thank you so much for an excellent event - I thoroughly enjoyed it! It was excellent to meet the pupils and I could really sense how valuable the evening was for them to gain an insight into the world of work. Thanks to our hosts at TrustID and to Bradfield for your warm hospitality.'*

Oli Barrett (F 91-96)

From the College's perspective it was a great evening giving the attendees many different touch points on which to interact and lots of new connections were made. Post-event all professional attendees were invited to join the Bradfield Society Tech Community and encouraged to continue their conversations. If, as a reader you would also be interested in joining this group visit the Bradfield Society online.

The College would also like to offer huge thanks to TrustID for allowing us to take over their office for the evening and for sparing the time of their staff to speak to Bradfield pupils; they were fantastic hosts.

*'It was a pleasure to host the tech networking event in our office, the Bradfield team were very efficient and it was a great opportunity for us to do our bit for the community and also make some great connections.'*

Matt Green-Armytage (E 91-96)

*The next networking event will be our 'Creatives Networking Event' hosted in Bradfield's beautiful Art Schools on Tuesday 18 June, 7:30 – 9pm, for more information see The Bradfieldian Online.*



# 'TALES OF ART'

BRINGING FREEDOM OF THOUGHT AND EXPRESSION TO SYRIAN REFUGEES IN LEBANON

Kitty Parker (K 13-18) and Ben McBain (G 13-18)





**I**n the Summer of 22, united by their admiration of the work undertaken by the Alsama Project and a shared belief in the transformative nature of Art, Bradfield contemporaries and friends Kitty and Ben joined forces to deliver 'Tales of Art', a course they designed, to the young Syrians living in the Shatila refugee camp in Lebanon.

Their undertaking could proudly have been the achievement of a lifetime of any normal person, however, Kitty and Ben are more exceptional in this regard. Read their story as shared with *The Bradfieldian*...

The Alsama Project supports refugee teenagers and women in all the Lebanese camps and has a unique focus among NGOs operating in the region of supporting young refugees who would otherwise have the potential to be lost to crime, early and enforced marriage or dangerous migration routes to Europe. They deliver an innovative curriculum via a series of education centres, sports hubs and social enterprises in the camps that provide teenagers with a standard education in six years with many activities being run by the refugee communities themselves. These special qualities of the Alsama project are what drew Ben and Kitty to choose this NGO as the one to partner with for their initiative.

From an early age, Kitty had always dreamed of going into the NGO sector, idolising organisations such as Oxfam and Save the Children. At university she studied Health and Human Sciences and one module dissected these global NGOs forcing her to challenge her preconceptions with her newfound awareness of issues tied to colonialism, funding challenges and poverty tourism. She also became interested in neurodevelopmental conditions in the UK and did her dissertation on mothers' perspectives on raising children with autism. After leaving university she became an autism practitioner at Priors Court which taught her a wealth of knowledge about disability in the UK. One of her pupils took to art and she developed this within her practice as a therapeutic method to de-escalate situations and as a way of communication.

Following Bradfield, Ben studied International Relations with a focus on Middle Eastern studies at Exeter and did his dissertation on the impact of refugee migration on Lebanon and Jordan, specifically Palestinian and Syrian refugees. His focus was very much on the region and in the NGO sector. During his second year, he discovered the Alsama project, spent a month working with them over the summer and was impressed with their approach and felt that their values aligned with his own, hence suggesting them to Kitty for their shared project.

*'We wanted to work with an NGO that we believed in and agreed with morally. After studying the Alsama Project at length and speaking to them we determined they had an extremely*

*positive and effective outlook on humanitarian aid and we felt as though we could have a good impact working alongside them.'*

When they were at Bradfield both Kitty and Ben took the IB programme, and appreciated the greater breadth that this system allowed them, developing passions for Art and Art History respectively.

*'My favourite subject was Art History in which I learned to analyse religions, conflicts, cultures and big ideas, all through artwork. I was fascinated by the cultural and political side of history which encouraged me to study International Relations at university where my interest in the Middle East began. Art History also led me to love art'*

Ben



*'I will always hold IB Art at Bradfield close to my heart. The freedom I was given in this class to develop my professional exhibition with 12 final pieces, learn the process of curating a space, mounting artwork, writing*



*rationales and choreographing a space to represent the theme that I intended was pretty life-changing for me. Mr Whittaker was a role model throughout my Sixth Form and challenged me to push myself'*

*Kitty*

Kitty and Ben felt that Art would be a great subject for the students in Shatila. They identified the potential of Art to empower people to tell stories and say things they would otherwise be unable to articulate. They felt that they could easily convey their excitement and passion for art to the students and, being a visual subject, it was more forgiving linguistically as neither of them spoke Arabic and the students spoke limited English so allowing the art to speak for itself was essential.

The planning stage of 'Tales of Art' took up most of their daily lives for around six months.

*'We sought advice from as many relevant people as we could including artists, teachers, NGO workers and friends and family. We made a structured schedule and planned every single workshop meticulously. We also*

*had to predict our expenditure and plan for how we would raise enough money to sustain the course.'*

To raise funds, Kitty organised a London-based charity fundraiser with some friends and used it as an opportunity to raise awareness of the situation in Lebanon and why they were going out there. Together, they built a social media presence and developed this to run whilst they were out in Beirut and maintain a continuous trickle of funding for the project.

Ben and Kitty both had different skills to bring to the table for this initiative which helped to grow the idea in a very organic way. Kitty with her solid background in art, had the foundations of building a professional exhibition, developing final pieces, and running a powerful art class. Ben had already spent one month of his second-year summer teaching Art History and English for Alsama in the only institute they had at the time in the Shatila refugee camp in Beirut; subsequently, he completed a TEFL course, so had enhanced his teaching skills.

When they eventually got to Alsama and began delivering the workshops they practised each class in their apartment first, producing example pieces to show the students. In the classroom, they taught alongside one another, Kitty often taking the lead, having more technical knowledge as an artist but both would circulate around the class to assist any struggling students.

*'We worked well as a team, fuelled by a strong friendship and a passion for the work Alsama was doing.'*

The Alsama curriculum had a strong academic core with a focus on Maths, English and Arabic and broadened to offer subjects such as IT, Science, and Chess but Kitty and Ben noticed that the students were predisposed to learn by rote with little experience of analysis, taking the initiative, or creativity in the classroom.

*'At the start, we struggled to get our classes to think for themselves, or to understand that there could be more than one answer. They wanted to be told the 'correct' solution and how to create it'.*

When they praised one student for an idea they had, they then found other students copying that idea.

*'As the project wore on, students increasingly had individual ideas and relaxed with the concept of giving their opinions'*

Not only did they see that their course created a relaxing stress-free space to take students away from the stresses of living in the refugee camp, but they also saw a rise in individuality and creative thinking, clearly demonstrating the value of Kitty and Ben's course.

Walking through the camp would be a humbling experience. The streets were incredibly narrow and busy with a constant stream of mopeds passing through. Rubbish was built up in all corners and in the entrance to the camp it was periodically washed elsewhere by heavy rain. The sky was hidden by the close buildings, stacked up like Lego bricks, and by an enormous web of cables that hung precariously overhead.



*'The Alsama institutes at Shatila and Bourj El-Barajneh that we used for lessons had brightly painted walls and busy, happy classrooms, the perfect antidote to the camps, havens for the young people. Indeed, we were advised not to stray far from the institutes. Although we never felt in danger, hearing gunshots wasn't uncommon, and sometimes classes were called off due to flooding, funerals (involving processions and celebratory gunfire), or infighting between gangs.'*

In contrast, Kitty and Ben lived 15 minutes away in central Beirut, an incredibly vibrant city with fantastic art exhibitions, live music events, cafes and bars. Outside of class, they spent time in markets, looking for materials to bring to the classroom and exploring some of the best food they'd ever eaten.

The culmination of the 'Tales of Art' course was the opportunity for the students to experience what it was like to be an artist. Kitty and Ben designed the exhibition process to be one that allowed each student to find their voice and learn to express themselves as an individual. Each artist could take their idea in any direction they desired; if they wanted to make the painting life-sized, they could; if they wanted to paint onto a piece of wood, no problem. Upon completing the final pieces, Kitty and Ben arranged for the young artists to be interviewed by a professional journalist friend about their artwork.

Lastly, given their proximity to Beirut, it was fitting that the 'Tales of Art' exhibition was taken to this amazing city and exhibited in a venue called

Zoukak Theatre. Syrian refugees are allowed to leave the camp until they are 18; thereafter they are at risk of being captured and sent back to Syria by the police. So when they organised a bus filled with our cohort of 40 students to go to the exhibition space in Beirut it was an extremely exciting day filled with music, laughter and a bit of nervousness. Overall it was a fantastic finale to their time with the Alsama Project and one that they hoped would stay with the students for a long time.

*'Our 'Tales of Art' endeavour gave us an incredible sense of achievement, lots of new friends, invaluable experience and new levels of understanding that came with working alongside a different culture and religion. We also developed a newfound respect for our teachers at Bradfield as well as an enormous appreciation for how lucky we are being born with an abundance of opportunities and support.'*

## AFTER 'TALES OF ART'

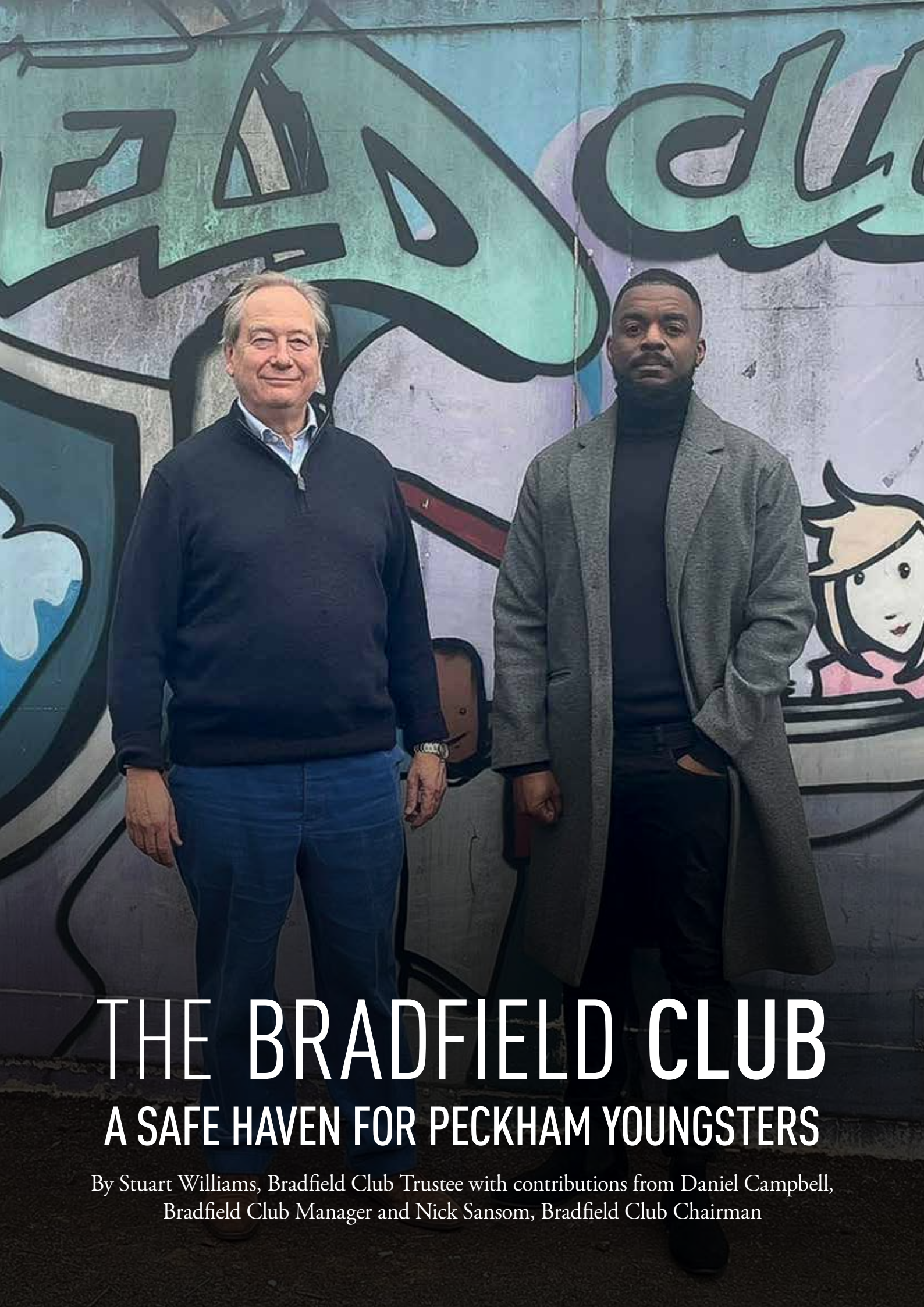
Inspired by 'Tales of Art', Kitty has become a refugee resettlement and integration worker in South Gloucestershire for Julian House, supporting refugees who are on resettlement schemes, allowing her to learn about the refugee system in the UK and the barriers that people face within our system. In the future, she would like to step back into the field of migration and art.

Enthused by the work that they had done, especially the positive impact on the students, Ben continued to work with the Alsama Project on a one-year trial to see whether it was feasible to have art as a permanent feature of the curriculum in all the Alsama Project venues.

If other Bradfieldians are considering following in Kitty and Ben's footsteps and working for an NGO they would recommend contacting 'Indigo Volunteers' as a first port of call.







# THE BRADFIELD CLUB

## A SAFE HAVEN FOR PECKHAM YOUNGSTERS

By Stuart Williams, Bradfield Club Trustee with contributions from Daniel Campbell, Bradfield Club Manager and Nick Sansom, Bradfield Club Chairman



**T**he Bradfield Club in Peckham dates from 1912 and its current premises were bought in 1928, in memory of the Old Bradfieldians and Club members who died in the First World War. It aims to provide the young people of Peckham with a safe place in which to exercise, learn and eat.

The challenges facing young people in the area are more complex than they used to be and the socio-economic hurdles they encounter hit earlier in life than in past generations. However, the fantastic youth team is realistic about these difficulties and attuned to the needs of those who now come to the Club. Their work, supported by amazing volunteers, is highly valued by Club members and because of financial support from various quarters, including the Alumni community, the Bradfield Club is still able to provide its long-established support for young people, offering both group activities and an individual listening ear.

Recent conversations with club members highlighted the complexity of life faced by these youngsters who are the same ages as those in Bradfield's Faulkner's and Shell. On the one hand, they appreciated the diversity found in the community and the way this means that people with very different appearances and from very different backgrounds can all find a welcome. All stressed that Peckham is still an intimate community, and its friendliness was valued in their daily lives.

On the other hand, they are only too aware that Peckham has a reputation for violence, and no one was dismissive about knife crime: they talked about 'skanks' with daunting acceptance, as an inevitable, if unwelcome, feature of life. They spoke freely, too, of their disappointment that adults often look the other way when violence finds its way onto the street and all of them felt that they have no option except to look after themselves in such circumstances – the temptation to 'carry' seemed all too understandable.



**Maslow's 'Hierarchy of Needs'**



The Bradfield Club aims to be a safe haven where these kids can enjoy the best of their rich community without fear that things will be spoiled by someone from the gangs.

*'I love cooking at the Club and love eating the food made by staff members. I feel safe at the club because all the staff are nice and treat us very well. The only other places I feel safe are sometimes school, home and football club.'*

*'The staff always support me and my friends. If I didn't go to the Club, I'm not sure what I'd do because I hate being inside and my Mum will not let me go to some of the other clubs in the area.'*

*'My favourite thing about the Club is football. I feel safe here because the staff will defend me and there are tall gates to keep bad people outside. I feel safer inside the gates rather than outside or at my local park. If I didn't come to the Club, I would stay home ...'*

The lives the Club touches are enriched and the gratitude expressed by members speaks for itself. The emphasis they place upon the sense of security fostered by the Club is noteworthy and reminds us that things we take for granted in the leafy suburbs are not part of the life experience of many in the inner cities and, when provided, can make a vital difference to youngsters' life chances.

Maslow's 'Hierarchy of Needs' suggests that a sense of safety is more important to individual happiness than things like family, friendship, and intimacy. Only shelter, clothing, sleep and sustenance are more crucial. Seen in this context, the sense of safety created by the Club would be enough to justify its existence. That it adds opportunities for sport and one-to-one support to the basic security it provides means that what the Club is providing for the young people of Peckham is of even greater worth.



Daniel Campbell is the current Club Manager and he has been associated with the Club 'boy and man'. Thinking of his time there as a schoolboy the same emphasis on safety is apparent:

*"My first experience with The Bradfield Club was as a 12-year-old in 1999, when my friend invited me to join him there one evening. At that time, Peckham was a very rough place and the Club sat directly in the territory of a local gang named YPB (Young Peckham Boys). The Club was busy, people were playing football, table tennis, snooker and plenty of others were just hanging around and chatting amongst themselves.*

*Many YPB members were also present that evening - and what struck me was their behaviour whilst in the Club. They respected the staff and building, they didn't bully other Club members and most importantly, they seemed to be having so much fun. For a gang with such a notorious reputation, it was amazing to see them in a space where they were free to be the young people they were. ....*

*After my first visit to the Club in 1999, I am sad to say that I couldn't visit again for nearly a year. Whilst I lived close to Peckham, in East Dulwich, the journey to the Club was full of potential dangers. I knew a few people from Peckham but was still very wary of encountering people that I didn't know – firstly because of the local gangs operating in the area, but also of neighbouring gangs who would visit the area looking*

*for enemies to start fights with. Street robberies for mobile phones, bus passes, and even expensive clothing were very rife at the time...*

*When I left school in 2003, I started to hang around with people from Peckham a lot more. For the next couple of years I would frequent the Club a few times a month, meeting new people, making friends and getting to know the staff members. Shortly after that, I stopped attending any youth clubs and got wrapped up in street life.*

*In the early months of 2008, I decided to leave the street and try to do better. I discovered that working with young people was my calling and I was prepared to do anything to make that dream a reality. My first youth-related job was in Lewisham where I volunteered once a week for a few months before becoming a full-time Youth Worker and in 2010, I took up a job at the Bradfield Club. A couple of years later, I progressed to a Community Development Worker – responsible for wider-reaching youth-work initiatives - and shortly afterwards, around 2017, I took over as the Manager and I haven't looked back.*

*For me, the Bradfield Club stands out from other clubs due to the safe space created here by staff members. Kids feel safe coming to the Club after school and during the evenings despite the Club being situated in such a dangerous area and they badly needed the respite from the trouble outside the Club doors. It's well known locally that gang-related behaviour will not be tolerated at the Club and we don't have any gang members at the Club; however, we do have gang members who receive support from staff on a one-to-one basis. The staff create this safe space through the strong relationships they have with the young people and their parents in the community and the Club has a real community vibe, it is very much a home away from home for those who attend."*

Daniel is ambitious for the Club he now manages. His aspirations go beyond providing a safe space for young people. As he looks to deliver, Daniel is working closely with the Club's trustees, of whom the most significant is the Chair, Old Bradfieldian Nick Sansom.

Nick recalls that when he was at Bradfield (during the 1970s) the Club was known to pupils but that they had no regular contact with it. However, on two memorable days, a group of Sixth Formers did spend a weekend at a large country house with boys from the Club. For many of the College boys that was a first opportunity to spend time with youngsters



from a very different social background: they played games together, had discussions and, most memorably, sought out a local pub and experienced how the hospitality industry can collapse social boundaries. Nick recalls it was “an intellectual and emotional expanding experience” and is committed to supporting the Club; he has defined the following aims:

- provide young people with a **safe place** from gangs, crime and harm
- teach youngsters **teamwork** through sports such as five-a-side football and basketball
- promote **physical health** by providing a gym area with equipment, taekwondo, boxing and badminton
- support **mental health** through individual and group mentoring
- offer **education support** by providing a place for study after school
- teach **life skills** and assist **personal development** by introducing young people to good role models and offering things like outward bound away-days
- highlight **career opportunities** by providing information on future pathways and offering advice on application and interview techniques
- encourage **community integration** through socialising and doing things together
- Another hope is that the Club might provide an alternative provision for youngsters who are struggling in mainstream school

*“Today there are about 350 youth members of which about 50 boys and 30 girls are regular users. The aim is to increase the membership and the regular users by 25% during 2024. There is no charge for membership or use of the Club.”*

Currently, it has several operational partners that include: Southwark Council (and its agencies such as Community Southwark); Millwall Football Club which has an impressive outreach programme coaching football and providing free meals; Princes’ Trust; London Youth; Boxing Futures which works to improve the physical and mental health and wellbeing of disadvantaged young people.

The Club costs £135,000 a year to run, which seemed a relatively small sum to spend in pursuit of the benefits that were made apparent in my conversations with Club members. However, the money must be raised year on year. The Club must seek funding from donations and by hiring its sports hall; it seeks further money through applications to donor organisations.

*There are many ways for readers to get involved with the life-changing work of The Bradfield Club. Daniel and the trustees are keen to talk to people ready to volunteer or make a gift and The Bradfield Club website is worth visiting. The Club is also looking for new trustees and if this is something that would be of interest email [bradfieldsociety@bradfieldcollege.org.uk](mailto:bradfieldsociety@bradfieldcollege.org.uk)*



# ALUMNI LUNCHES

The year started with a full programme of lunches for alumni to enjoy time together including in Bristol and Manchester and the Tempus Fugit Lunch at College.

## BRISTOL LUNCH



The Headmaster and Al MacEwen from the Bradfield Society office were pleased to host our biennial lunch in Bristol once again at the River Station restaurant on the city's Quayside.

This year we hosted a whole range of alumni of all ages. Some had been before such as Tony Elgood (F 66-71), Ian Wills (A 60-65), Alistair Roy (H 67-71), Tim Lewis (F 56-61) and Olivia Garran (I 90-92) and for others it was their first-time including Candy Jiang (I 06-08), Ken She (H 03-07) and Oliver Johnston (C 88-91).

The group enjoyed another great lunch and a fun get-together. We always love getting your lovely feedback; "Excellent occasion, as always, and very interesting to hear what is going on at Bradfield."

"It is always hugely enjoyable to meet fellow OBs and, whilst at my age the generation gap is considerable, the commonality of our privilege at having had an education at Bradfield is a bond that spans our age differences."

## MANCHESTER LUNCH

Browns in Manchester was a new venue for the Northwest of England Regional Lunch held on Friday 10 November 2023. Housed in an awe-inspiring Edwardian baroque building and former banking hall that was once the 'Athenaeum', Browns is one of the city's most popular watering holes. The lunch this year was hosted by Al MacEwen, Director of Development and six alumni were



able to attend. Those attending were Rupert Behrendt (E 55-60), Richard Anson (A 66-70), Jon Goddard (C 92-97), Bolanle Lamikanra (J 10-12), Mark Shtanov (F 06-11) and Patrick Wilson (G 75-80). They came from far and wide across the Northwest from Kirkby Lonsdale, Barnsley and Leeds as well as the Manchester area.

Al brought the group up to date with news from the College; the opportunities and the challenges and the substantial changes that have taken place in recent years. It was an excellent forum to enable alumni to connect with the College without having to make the long journey down to Bradfield.

## TEMPUS FUGIT LUNCH

This year the Combined Tempus Fugit and Junior Tempus Fugit Lunch was held on Thursday 2 November 2023 in the College Dining Hall. Since combining the biennial lunch events in 2021 to now include everyone over the age of 60 years attending together, the event has been extremely popular with our guests. With Storm Ciaran passing through the evening before sadly a few guests from the south coast of England were unable to attend but many brave souls travelled on the morning of the event, found the roads quiet and very much enjoyed the lunch.

Some guests chose to arrive early for a tour of the College campus, including Christopher Garrod (A 64-68) and David Munn (B 62-67); it was their first visit for many years since leaving the College.

The oldest guests at Tempus Fugit this year were Colin Shaw Stewart (A 46-51), Stephen Skurray (E 46-50), Chris Lee (G 45-50), Geoffrey Beccle (G 47-50), Stephen Farr (G 48-52), John Micklethwait (E 49-53) and David Wright (E 48-53) many of whom attend our London and Tempus Fugit lunches regularly. Peter Short, Stephen Skurray and Colin Shaw Stewart are pictured to the right.

The youngest guests at their first Junior Tempus Fugit included Mark Taylor (F 77-82), Keven Bentley (F 72-76), William Fawcett (C 75-80), Matt Van Grutten (F 72-75), twins Richard (H 74-79) and Mark Chapman (H 74-79), Simon Lee (G 74-79), Simon Rigby (G 71-75), Russell Fowler (C 75-80), Martin Bowes (A 66-70), Tony Elgood



(G 66-71) and the first Bradfield girl Belinda Boyd (nee Somerset H 1976) who joined to take her school examinations alongside her brother in 1976.

We looked forward to a few bands of brothers attending the lunch, one important trio the Bellan brothers who were Hillsiders – David (F 51-56), Peter (F 52-56) and Leslie (F 56-60) – planned to attend together at College this year, but sadly we were still missing Peter on the day due to illness.

Everyone enjoyed pre-lunch drinks in Big School before the lunch in Hall and were shown a video run through of the St Andrew's Project which was in its final weeks before return to the College for the final fittings to be installed.

Before the lunch, Andrew Lenox-Conyngham (A 57-62) kindly read the College Latin Grace as a memorable throwback for the assembled guests. The meal was prepared and served by the College catering team Head Chef, Darren Roberts and the catering staff led by Paul Farley on the day. The food looked as good as it tasted; pan-seared locally sourced venison loin with a Venison 'faggot' followed by citrus cheesecake. Peter Workman (C 54-57) commented "It was a very special occasion and very rare that I take photos of my plates of food!"

Other comments about the day were very complimentary including "another memorable occasion", "a delicious lunch" and James Lazarus (C 69-74) said "As ever it was great to catch up with old contemporaries and reminisce amongst ourselves as to how much has changed, for the better I should add, at Bradfield since "our day!"

We hope that everyone will consider coming back to Bradfield again before the next Tempus Fugit Lunch which will fall in the 175th anniversary year of the founding of the College which will be in 2025.





## WINCHESTER LUNCH

Six years since our first Winchester Lunch back in 2017 we had a most wonderful gathering this year at Brasserie Blanc in Winchester on Friday 8 March 2024. 31 Bradfieldians attended spread over many generations from the Class of 1950 to the Class of 2000; 50 years of Bradfieldians all at one lunch in Winchester is quite an achievement.

The restaurant provided a wonderful three-course menu this year including Cheese Souffle to start, Applewood Smoked Pork Ribeye or Herb-crusted Lamb Roulade for main course and Black Cherry and Dark Chocolate Mousse for dessert. Everyone enjoyed the food tremendously and some said that they thought the choice of venue was first class.

The most senior table included Peter Short (G 47-50), Michael Seymour (H 54-60), Robert Cooper (C 57-62), Peter Christmas (E 58-63) and Jonathan Clark (A 58-62). Paul Huxley (E 60-66) joined the lunch for the first time, alongside Henry Wilson (B 59-64), Gus Ullstein (H 60-65), Nicholas Smith (G 65-69, Tom Espley (A 69-74) and regular guest Chris Jenkins (B 63-68). The Class of 1975 had a good turnout too with Tim Gardner (F 70-75), Richard Kinder (G 70-75) and Chris Bentley (F 71-75) on a table with Julian Spencer (D 70-74), James Croser (H 71-76), Jonathan Jesty (E 72-76), Mark Butler (F 73-77) and B House contemporaries Tim Farmiloe and Russell Kelly (B 73-78). Those Bradfieldians from the 1980s and 1990s included Hillsiders Edward Boydell (F 77-82), Derek Smith (F 77-82) and Andrew Sellick (F 79-93), contemporaries Christopher Bailey (F 82-87) and Tom Mallinson



(A 82-87) who are also bringing a 1987 table to the London Lunch, friends James Polansky (B 88-93) and Aaron Stewart (A 88-93) and our youngest Bradfieldian guest Will Barrett (F 95-2000).

Guests as always enjoyed catching up with old friends and were interested

to hear from the Headmaster Chris Stevens who spoke eloquently about the College today to the assembled group after the lunch. Chris Jenkins even noted wistfully the pleasure he felt in meeting contemporaries of his own offspring at the lunch and said *'And so it goes on ... generation to generation'*.



## LONDON'S CALLING!

Join us for the Annual Old Bradfieldian London Lunch 2024

The final event of the College calendar year is the 'Annual Bradfieldian London Lunch' which will take place on Friday 17 May 2024. We are returning to the private Lansdowne Club in Mayfair where we will be hosting a three-course lunch with drinks from 12 noon in the beautiful surroundings of the Grade 2 listed Ballroom. Tickets cost £75 for alumni over the age of 30 and £40 for alumni 30 and under and are available on the Bradfield Society website or from the office.

Why not book yourself or get a table of 10 together and please get in contact if you have lost touch with anyone and want help inviting them to the lunch too? Guests at last year's lunch described it as a 'fun lunch' and 'great to catch up with so many Bradfieldians together all in one place'.

The photo on the right shows impromptu post lunch drinks in Mayfair as guests continued to enjoy their time together.



## CALLING ALL 1994 LEAVERS

*The Class of 1994 are organising a 30 year Reunion on Saturday 1 June 2024. The event will start with a Tour of the College and Drinks Reception at 4:30pm and move to The Old Boot Inn at Stanford Dingley at 7pm for a BBQ supper. If you would like to join them, please register on the Bradfield Society website and we hope to see you at the Class of '94 Reunion.*







## WINTER BRADFIELD DAY 2023

After a week of very heavy rain in rural West Berkshire, we were thrilled that all the sporting events this year went ahead but the conditions were wet and 'soft' for the Huxham Runs to say the least.

The Shooting was the first event to start at the College Shooting Range and we had two new alumni join us to shoot this - Pete Jones (F 93-98) and Patrick Hewlett (E 92-97). Both now live overseas and had not been back to shoot at Bradfield for many years but had previously shot for the College back in the late 1990s at Bisley. We also had two pupil and parent pairings in Rory Mace (G 18-23) and his mother Lucy Mace nee Summers (I 91-93) and Rupert Breitmeyer (E 82-87) and son Max, currently in

Faulkners, plus many regular shots for the Bradfieldian and the College teams.

It was a closely fought match between the College and the Old Bradfieldians which ended in a draw. Lucy Mace accepted the Tremlett Trophy on behalf of the Old Bradfieldians and Maya on behalf of the College.

In the Huxham Runs the first of the runners began to register at 11am. Hugo Donovan (C 15-19) having already shot for the Bradfieldians for the first time since he left the College, came along to run the Huxham X (10.4 mile). There was a range of the Bradfield community, current and former parents, pupils, and Bradfieldians returning to College to run the races this year.

Many familiar faces from the alumni community ran; the Pollock brothers Rob (H 81-86) and Richard (H 84-89), with their friends Anthony Gammell (H 84-89) and Patrick Woodrow (H 84-89). Tom Fortune (F 91-96) and his wife Milly (nee Bowen J 2000- -02) both ran the Huxham X this year together. Matt Green-Armytage (E 91-96), Charlie Williams (F 14-19), Jake Murray (E 21-23), Gabriel Salt (D 20-23), Rhodri Allen (E 08-13) and Giles Barrett (F 93-98) all won their first Huxham ties

completing the course in under 90 minutes. Matt's wife Katie who is a member of the College staff was the fastest female home in the Huxham V race.

The winner of the Huxham X race was Hugo Donovan, in 72 minutes, followed closely by a current pupil Peter (C). The first female home in the longer race was Katie O'Hare (I 12-17) in 81 minutes who qualified for the coveted Huxham Pin. The winners of the Huxham V (5 mile) race were father and son Phil Murphy and his son at Bradfield Elliot with run times of 34 minutes and 36 minutes respectively. Congratulations to everyone including all the pupils who ran and finished the race to earn the coveted Huxham Ties or Pins.

The results were possibly slower than the runners had hoped for due to the muddy conditions but everyone enjoyed the race describing it as a 'fantastic event' with one runner saying the whole experience "amazing". The course, it seems, never loses its allure.

While the runners were on the course, the 'Hockey for Mossy' Tournament in memory of a former member of staff and Housemaster, David Moss-Gibbons, was taking place at the AWP, watched by David's wife Nickie.





We had a wonderful turnout this year with nine teams of alumni, parents, and pupils alongside College staff in a keenly fought mixed 7-a-side competition. In the final the College mixed team 'Wall Wanderers,' led by member of College staff Roger Wall and his family and friends, played against Adam Robinson's (G 11-16) family team the 'Fruit Shoots' with Adam's team winning the game 3-2. In third place was Ed Mundy's (C 12-17) team who all enjoyed being back at Bradfield on the hockey pitches once again.



Other Bradfieldians bringing along teams were Tim Dellor (G 89-94), Thomas Creighton (H 17-22), Gavin George (A 77-82), and his traditional family get-together at Bradfield with some keen College parent/former parent teams including Katie Salter, Jane Carwardine and Kirsty Perkinson and their families and friends. Thank you to everyone for coming along for this fun and friendly tournament.

At the close of the day, many from the Bradfield community enjoyed the Carols by Candlelight service and thank you to Felicity Brienza (M 05-10), Roger Vincent-Silk (B 54-57) and Matt Chambers (C 76-81) for reading once again during the service in Chapel this year.

## PUPILS AND PARENTS ENJOY RUNNING TOGETHER ON THE HUXHAM V

Winter Bradfield Day 2023 once again featured the two iconic cross-country runs of the Huxham V and the Huxham X. For those who have yet to experience the delights of either run, both courses start on the same route that takes the path across past the New Ground pitches before starting a long climb that takes runners up along the tree-lined route of Great House walk, through the woods and over the motorway bridge to a small grouping of houses. At this point the Huxham V loops back on itself and returns down the hill leaving the Huxham X to continue up into the woods of Ashampstead Common for an extended loop that takes the course to 10.6 miles. Fortunately for the Huxham V runners, the considerable amount of rain before the event didn't have too much of an impact on their largely track-based course but mud-clogged trainers and splattered legs were par for the course.

The run is as competitive as runners wish to make it; some people go out to test themselves, some go out for a steady run and there are always a few dogs taken around for their Sunday exercise. Allcomers are very much welcome. 22 participated this year, including several intrepid parent-pupil running pairs namely Phil Murphy and Elliott (A10), Matt Everett and Barnaby (LF), Julia Godfrey and Sam (G11), Oliver Browett and Rory (A10) in addition to pupils, alumni, staff and a couple of dogs.

*'I enjoyed taking part in the Huxham V for the first time this year, such a beautiful run up through the woods and of course also great to be able to run with my son'.*

*Phil Murphy*



As an extra incentive, pupils who participate in the Huxham V are also awarded points towards their Bradfield Diploma.

A special mention should also go to current parent Jessica Raphael who said "Thank you so much for a fabulous Winter Bradfield Day on Sunday. It was my 9th Huxham run, and I enjoyed it more than ever despite the mud and the rain. This year I ran it with my youngest son who will start Bradfield in 2025 and a friend who is an OB, so all in all a very good day. We hugely appreciate all your hard work to keep this day going."

*If you are interested in taking part in the Huxham V next year, look out for registration as part of Winter Bradfield Day 2024. Before then there are several other opportunities for pupils and parents to team up at Bradfield Society events, including Give it your Max Tennis in June in addition to as part of a team in the 'Hockey for Mossy' Mixed 7-a-side tournament also on Winter Bradfield Day. Visit [www.bradfieldsociety.org.uk/events](http://www.bradfieldsociety.org.uk/events) for all Bradfield Society forthcoming events.*



# OBFC: PROUD TO CONTINUE PLAYING IN BRADFIELD COLOURS

## OBFC VS COLLEGE MATCH

The hallowed Rectory 1 pitch was the venue for this year's College vs OBFC (Old Bradfieldian Football Club) match on Saturday 9 March 2024. As always, the match proved to be a great example of the lively yet friendly competition that exists between the two teams. Teo Teniente (G 13-14) prepared this match report;

*'The OBFC, led by Dan Hodgkinson (H 10-15) and Tom Martin (H 06-11), knew that they were up against the current ISFA champions and had little time for nostalgia before the game got off to a flying start.*

*The OBFC started strongly and went 1-0 up with a goal by James Higgins (G 13-18) following an intense high press and turnover taking the College by surprise. The lead didn't last long though as the College replied with two excellent finishes into the bottom corners to make it 2-1.*

*Just before half-time a race between two of Bradfield's greatest athletes, Jack Hodgkinson (H 13-18) and the College's Ted (F), saw the OBFC striker brought down in the box. Penalty given,*

*and a lifeline for the OBFC. Nick Watts (C 10-15), with his Toney-like two-step run-up, did what he does best and coolly stroked the ball into the back of the net. An exhilarating first half ended 2-2 and gave the old boys a much-needed rest.*

*The second half saw the school start to assert some dominance as the OBFC's lack of fitness became apparent. A long ball over the top to the College's striker was just what the OBs had been warned about, and the College went 3-2 up following a clinical finish into the bottom corner. The rest of the half saw chances fall to both teams, but just as they have done so many times this season, the College showed their class, fight, and commitment to winning and saw the game out at 3-2.*

*It was a hugely enjoyable game and both sides can be proud of their performance and the future certainly looks bright for the OBFCs with such a pipeline of talent coming through. The College may have taken home the three points, but inevitably, the day's real winner was Bradfield football.'*

The game highlighted the camaraderie of the Bradfieldian footballing community, with the OBs borrowing a goalkeeper and a staff player from the College to make up their team. For Freddie Bloem (D 10-15) it was his first time at Bradfield for many years having worked abroad and now living and playing football back in the UK. Other players in the squad were: Sam Stringer (C 12-17), Charlie Bullman (C 10-15), Kieran Robinson (C 10-15) and Teo Teniente (G 13-14).

*Dan Hodgkinson (H 10-15)*







## OLD BRADFIELDIANS FC

The Old Bradfieldian Football Club was founded in 1875, only 25 years after the school was founded, and as such is the oldest of the Bradfieldian Clubs which plays in the Arthurian League <https://www.arthurianleague.co.uk/>, including the prestigious Arthur Dunn Cup knock-out competition as well as the Powerplay league <https://powerplay.co.uk/>.

The Club has grown significantly over the past six years, particularly since securing promotion to Division 1 of the Arthurian League in 2018 where it has remained for the past six years and has a dedicated squad of 20-25 players aged between 22 and 37.

One of the key factors contributing to the club's current success is the coaching expertise of Luke Webb (G 00-01 and former SCR), who previously coached a large portion of the squad. His coaching has instilled a cohesive playing style in the club, making it easier for players to understand each other on the pitch.

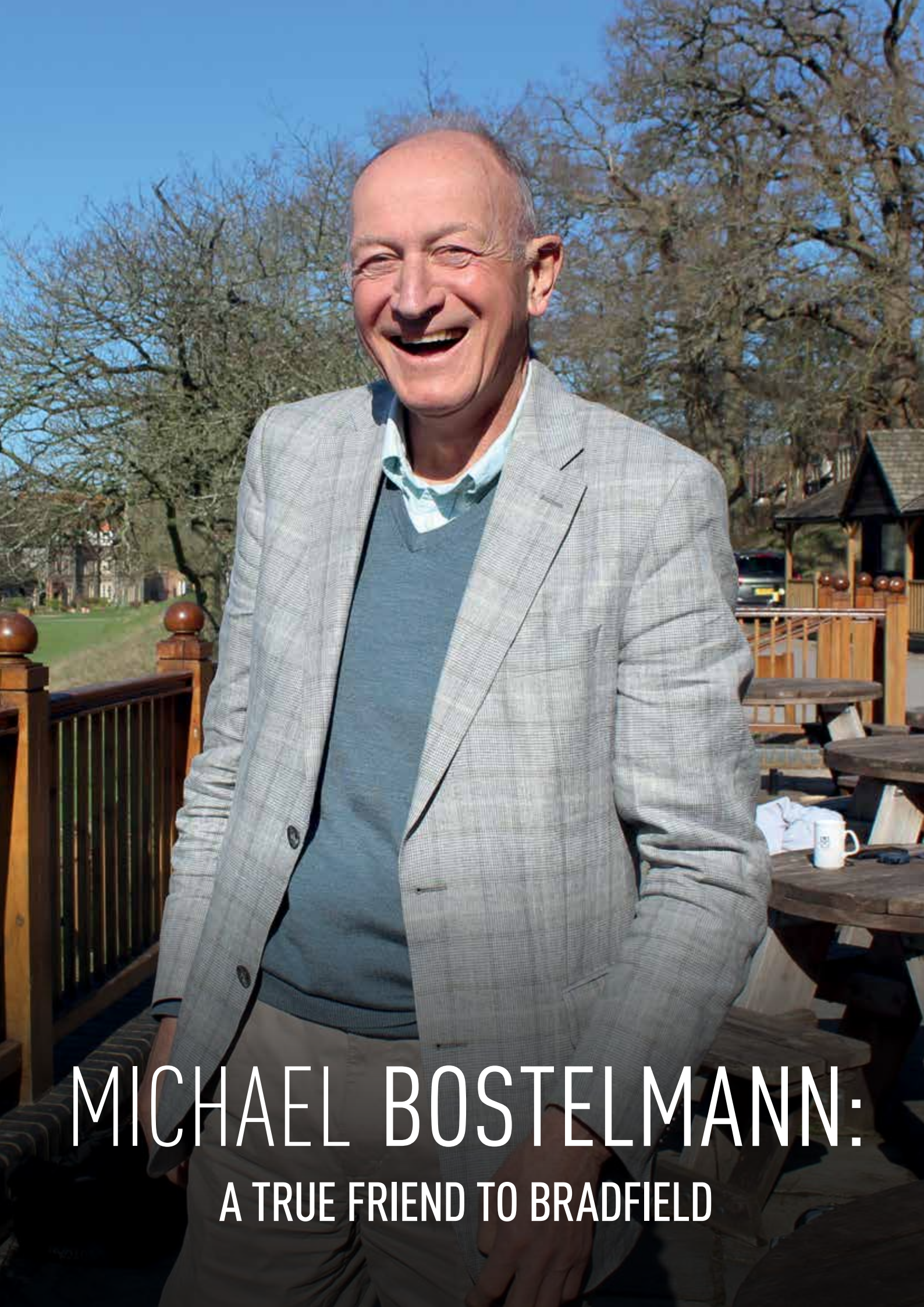
The current season has shown great promise for the Old Bradfieldian Football Club, with the team currently positioned in third place, signalling their strong contention for the title. This represents our most successful campaign yet in terms of challenging for the championship.

Looking ahead, we have ambitious goals for the future, aiming to clinch the League title in the upcoming season. With our strong foundation of talented players, the club is poised to continue its upward trajectory and establish itself as a dominant force in the League.

*If you are interested in learning more about the OBFC take a look at their dedicated club page <https://www.bradfieldsociety.org.uk/clubs/view/ob-football> where you can request to join online or by contacting the Club Secretary, Harry Martin on [hpm@live.co.uk](mailto:hpm@live.co.uk). We hope to see you at a training session soon!*







# MICHAEL BOSTELMANN:

A TRUE FRIEND TO BRADFIELD



**W**e were very sorry to learn the sad news of the passing of Michael Bostelmann (A 61-66) on 8 February 2024. Michael was a true friend of Bradfield, a keen cross-country runner, squash player and supporter of the College.

During his time at Bradfield Michael was Head of Loyd House, a talented athlete and winner of the coveted Senior Cheese in 1964, following his brother Robert who had won it in 1962. Michael maintained his relationship with the College after leaving; first as Secretary, then as President of the OB Running Club, serving for around 20 years before handing over stewardship to Tony Henderson (A 61-66) in 2011 as well as working with the current Secretary Adam Robinson (G 11-16).

In recognition of his outstanding talent as a runner and service to the OB Running Club, the annual College vs Old Bradfieldian Cross-Country match was renamed the 'Bostelmann Trophy' in 2015 and although his preference would have been to eschew public recognition he was not allowed to escape on this occasion!

He was a great advocate of Bradfield, believing that the supportive, all-round education that he received enabled him to thrive and chose to share his thoughts on Bradfield and philanthropy in 'The Gift of Giving' in 2021.



Everyone who met Michael was a fan; he will be greatly missed by the Bradfield community.

## A PERSONAL REFLECTION ON MICHAEL BOSTELMANN (A 61-66)

*by Tony Henderson (E 79-84)*

Michael was an exceptional runner while at Bradfield, a sport he also excelled at during much of his adult life, at his peak running the London Marathon in an eye-watering time of 2:37.

He joined Thames Hare & Hounds, the world's first and oldest cross-country club based in south London, after leaving school and continued an established link between Bradfield and Thames. The school at one time provided a steady stream of members from former pupils and some SCR members such as Malcolm Thompson (SCR 63-97), who oversaw Bradfield cross country running in the 70s into the 80s, and Michael Cuthbertson

(SCR 72 - 78). The Bradfield link continues as one of Thames' key fixtures in its organisation of an annual Alumni race at Wimble-don Common for former pupils of independent schools, with Bradfield annually fielding a strong team.

As its Secretary, Michael ran the OB running club for more than 20 years. As well as the Thames Alumni race, a highlight is an OB versus school race in the Spring term which the Bostelmann Trophy was established to reinstate.

I first met Michael in 2005. He was the very charming epitome of the English gentleman. He had a wonderful sense of humour and was always most humble but in fact he was a successful, jet-setting businessman with a pair of trainers in one hand and a pair of BMW motorcycle boots in the other.

'Would you turn out for the Bradfield Old Boys at the Alumni race in late November?' Michael enquired, 'It's only five miles across Wimbledon Common and it will be fun!'

'Absolutely!' I replied with a massively inflated sense of my own abilities.

So, on a cold and wintry afternoon in November 2005, I duly turned

out at the Thames Hare & Hounds Club on Wimbledon Common; it is a marvellous institution and squeezed into some unloved rooms above a local rugby clubhouse and the Alumni race event is nostalgically familiar for all those of us fortunate to have attended boarding school. Despite its casual appearance, it is a hugely competitive race. All competitors are welcome and boy, are they fast!

Most folk who run it train very hard whilst all along pretending not to. The old hands wheel out excuses like 'No chance this year old boy. Been struggling with my Achilles!' However they always seem to manage to finish ahead of me.

Sir Chris Chataway, one of the runners involved in Sir Roger Bannister's record-breaking four-minute mile, was Club President and he turned out for the race aged 74.

"Great I thought, that's one I can beat!"

Wrong! Chris vanished into the mist at high speed in the first minute and I didn't see him until much later in the clubhouse.

Michael, who though several years my senior, was very welcoming and made very supportive noises at the start. As we set off, he pulled on a pair of yellow gloves to keep out the cold. He ran alongside me for the first mile or so (pity I suppose) and then I watched in astonishment as man and gloves vanished effortlessly into the mist.

I puffed and panted my way round the course. Everyone passed me: girls, boys, old men. I swear a donkey went past me at some point. I can remember



the mud, the clambering and the hammering of my heart as I set off across open ground for the final few hundred yards to the finish.

"Try not to die of a heart attack!" I thought hopefully as I thundered towards the line, trying not to come last. I finished in 45 minutes which I thought was about par for five miles. The winner was back in the clubhouse in 25 minutes. After I had finished, I went to try and get a shower in the melée of a changing room. It was exactly like being back at school; mud on the floor, cold showers and there was no soap to be found. Then the penny dropped, this was not a race to win a cup, it was a race to get a hot shower!

Cleansed as best as possible I joined the line for what is possibly one of the best value teas ever: one pound for unlimited sandwiches, cake and biscuits. You had to find them in the throng but when you did, scoff away! The results of the race came in and the Bradfield Old Boys Team were nowhere. The remnants of our team including Michael went to the pub to console ourselves; it seemed appropriate. I was sore going home but I resolved that we would come back

next year and do better.

Michael however, had other ideas and over a very sumptuous lunch at his club he persuaded me that I should not only do better, I should also take up the reins of the club.

He continued to support and help find new members to ensure the club grew and with his help and assistance we now have a healthy turnout of OBs racing three times a year and podium finishes in the Alumni at last.

He also provided very sage advice.

'I can't find any hills to train in.'

'Well just run faster on the flat!'

He also continued to turn up and race until very recently - I think I only ever beat him the one year when I had been on a substantial diet.

Michael was endlessly charming, humorous, affable and enthusiastic – his unique perspective was an example to all of us.

I cannot tell you how much I shall miss him.

The yellow gloves have vanished into the mist one last time.



# BOSTELMANN TROPHY

## 2024

### COLLEGE VS ALUMNI CROSS-COUNTRY MATCH

The Bostelmann Run was a poignant affair this year given the recent passing of Michael Bostelmann (A 61-66). Both his sons David (A 94-99) and Richard Bostelmann (A 92-97) ran for the OB Runners alongside Adam Robinson (G 11-16) who brought together the team as Secretary of the Club. Former Secretary Tony Henderson (E 79-84) made a lovely tribute to Michael after the run outside Stunt Pavilion recognising his great importance and passion for College Cross-Country running and his commitment to the Hare and Hounds Alumni Club and Race on Wimbledon Common.

In addition to the above the alumni team saw a return of regular runners Dean Makar (C 84-86), Jon Salmon (B 73-78), Mike Gush (B 62-67) and Richard Pollock (H 84-89) in addition to new team members Adam Reed (H 97-02), Matt Green-Armytage (E 91-96) and Simon Smedley (C 97-00) who made their debut on the very muddy course.

It was a close competition with scores from the first eight runners counting, giving the College a winning total of 62 versus the Alumni score of 75. A well-deserved team effort and a proud moment for Team Captain, Blake (G) and other College team members Elliot (A), Peter (C), Peter (H), Justus (E), Luke (H), Enoch (D) and Theo (H).



*If you are interested in joining the OB Running Club visit their dedicated webpage on the Bradfield Society online where you can register directly or contact the Club Secretary, Adam Robinson [adamrobinson199@hotmail.com](mailto:adamrobinson199@hotmail.com)*





# ORNITHOLOGY AT BRADFIELD COLLEGE

Dr John Cardwell

**B**radfield College's enduring interest in birds began with its founder Thomas Stevens who was an avid collector of specimens which he acquired himself or purchased abroad from Norway and other countries.

Stevens rented a room in the village where he stuffed birds and established a museum at Bradfield which grew to include 250 examples. His fascination with birds may reflect a tradition within the family suggested by the two birds of prey incorporated into the Stevens' coat of arms when it was created in the seventeenth century. The two birds were adopted by the College in its first crest of 1924, since modified to the current form so familiar today. Little more of the crest will be written here since Graeme Salt of the Biology Department has delivered an informative Assembly examining the history of the crest and the species of birds depicted, <https://www.bradfieldsociety.org.uk/news/heritage/462/462-Bradfield-College-Crest-Explained>

During the late nineteenth century, an Old Bradfieldian pupil reminisced, 'One of the most universal occupations was birds'. Pretty nearly everybody passed through an egg-collecting stage. It began in the lower Forms, where it was impossible, except in a very mild way, because of bounds. In the Fifth it often became a rage, and reached its height as a boy entered the Lower Sixth, after which it gradually subsided. It was hardly good form for a Prefect to collect eggs.' The banks of the Pang and the surrounding water meadows and woods offered excellent breeding grounds for kingfishers, magpies, moorhens, little grebes, sedge-warblers, wild ducks, nightingales and other birds whose nests were plundered of eggs. Boys solely driven by collecting mania and lacking the naturalists' instinct for exploration bought eggs from enterprising village boys. The prominent ornithologist Francis Orphen Morris, whose three sons were at Bradfield, stoked this extremely



competitive hobby when he donated copies of his lavishly colour illustrated *A History of British Birds* and *A Natural History of the Nests and Eggs of British Birds* to the Library.

One of Bradfield's earliest pupils, the sculptor George Blackall Simonds



(younger brother of the first boy), was keenly interested in falconry. His most famous sculpture, *The Falconer*, portrays a young man in 14th-century dress casting a giant peregrine falcon into the air. The original bronze sculpture was cast in Florence in 1871 and a copy stands in New York City's Central Park. Simonds founded the British Falconer's Club in 1927. He took over the family brewing business in Reading after 1905 and lived the final years of his life in Bradfield at Rushall Grange and Bradfield House, where he was an active falconer. He is buried in St Andrew's Churchyard.

From its foundation in 1899, ornithology featured prominently in Bradfield's Natural History Society, channelling much of the boys' egg-collecting energy and enthusiasm noted above into more scientific study. The society was led by a series of knowledgeable, devoted organisers who inspired both in the classroom and in

the field. Two notable early figures were Edward Peake (SCR 1896-1909) Head of the Junior School, who had a 'real delight in birds and flowers and insects, in the whole beauty of copse and hedgerow' and the school's physician Dr Norman H. Joy, who became Vice-President of the Scientific Society in 1922. Joy was an expert ornithologist, who often lectured to the school, and published the very popular guide *How to Know British Birds* in 1936. He urged everyone to adopt a hobby which carried them out into the open air.

Pupils learned about birds' anatomy, behaviour, feeding, courtship rituals, reproduction and flight. Records were kept of annual bird sightings. After undergoing training, the society began a sustained programme to study the migration of the local bird population through ringing. In 1914, 600 birds were ringed, and several previously ringed birds were recovered. In that year the society published an impressive list of all birds observed at Bradfield over fifteen years, many identifications bearing Joy's initials. In 1932 a bird census was taken, providing data to assess the health of the population and any factors contributing to the decline of certain species.

One of the most striking articles published by ornithologists in the *Bradfield Chronicle* appeared in July 1904, written by a witness to an extraordinary event. He had discovered a recently hatched cuckoo in a dunnoek's nest close by his garden and recorded in minute detail how the interloper expelled a dunnoek chick; 'This time the cuckoo got the young bird well onto its shoulders, and with one great exertion, lifted it right on to the edge of the nest. Now I wondered how it got the young bird quite clear



of the nest; but I found it was simple enough. The victim did it by its own struggles. However the cuckoo had to make sure that it did not struggle back into the nest, and it was one of the most extraordinary parts of the whole business to see it wriggle up the side of the nest backwards, plant its legs wide apart almost on the very edge of the nest, and wave its wings about behind its back. Here it remained for nearly a minute, looking every second as if it would tumble backwards, and eventually it let itself down gently again into the nest, with what I almost fancied to be a wicked smile on its face!'

The endowment of a prize for Natural History in 1918 by Francis Hollowell in memory of his son Francis, killed during the First World War, provided important encouragement. It was renamed the Hollowell-Gardiner Prize upon the death of A.P. Gardiner (SCR 1916-53) in recognition of his outstanding Biology teaching, practised in the field as well as the laboratory. The strength of interest in ornithology is reflected in the many entrants and winners of the competitions over the years. In 1963 for example, the prize went to Richard Aisbitt (1960-64) for his exhibition 'The Development of

the Chick inside the Egg' for which he taught himself to make sections of chick embryos on microscope slides.

Interest and understanding was reinforced by a series of innovative ornithologists invited to speak at Bradfield. Richard Kearton, the pioneering wildlife photographer, visited the College in 1906 and again in 1922. In 1895, he and his brother Cherry had produced one of the first zoological books illustrated with photographs taken in the wild. One of Kearton's most important messages was upon preservation, clearly absorbed by a pupil photographer who wrote of his work; 'No egg or nest of any sort has been taken or destroyed... The idea of not taking eggs originated in a lecture given here by Mr Richard Kearton, who spoke very strongly against the collection of "egg shells" (to use his words), and since then it has become evident that photography is far more interesting, lasting and humane.'

In 1941, Ludwig Koch lectured upon his ground-breaking work recording birdsong. In 1928, Koch had joined the German branch of Electric and Musical Industries (EMI) to create a cultural gramophone programme and he began recording animal sounds with the latest equipment. Koch was Jewish and sought refuge in Britain in 1936 to escape persecution by the Nazis. He had developed the idea of the sound-book, including gramophone records with an illustrated text, and began recording birds across England for a sound-book of British birds. His *Songs of Wild Birds* was released in 1936 and he produced two more sound-books by 1938. At Bradfield, Koch 'showed how much easier it was to distinguish songs on his gramophone records, comparing a song-thrush and a mistle-thrush and went on

by letting his audience hear a blackbird, a chaffinch, a woodlark and a lark, five warblers, a curlew, a nightjar and several others'. He also spoke of the many practical difficulties working outdoors in all weather and landscapes, citing one example where the wax had become so cold that the recording was ruined. Koch was applauded for having 'brought the study of birdsong within the reach of everyone'. In addition to lectures, the Natural History Society screened films, many devoted to ornithology.

The late 1960s and early 1970s marked another period of fruitful activity when the revived Natural History Society's 'hard core' was 'about a dozen boys, mainly ornithologists.' Three bird hides were constructed on campus to facilitate sustained observation. Mark Mallalieu (1968-71) and Andrew Prescott (1967-72) recorded more than 100 species they had seen between 1969 and 1972. There were expeditions to Oxmoor north of Oxford and Thurlle Down in Berkshire. Concern for conservation and environmental issues was developing and in 1975 surveys of the neighbouring rookeries and of the great crested grebe were undertaken in collaboration with the British Trust for Ornithology. David Stroud (1970-75), who served as Senior Ornithologist at the UK's Joint Nature Conservation Committee until 2019, has reflected upon how inspiring teaching by the Biology Department at this time set him upon a career path in conservation, <https://www.bradfieldsociety.org.uk/news/bradfieldian-stories/730/730-A-Career-in-Nature-Conservation>

The Archives are very fortunate to preserve records created by two College ornithologists. The first item is a volume recording of what appears to be a lifetime's birdwatching activities by



Colin Eddison (1903-08). Eddison's book contains an alphabetical list of the hundreds of birds he had observed between 1929 and 1953, accompanied by detailed notes on where they were seen and anything distinctive in their behaviour. Virtually every part of the United Kingdom is included along with visits to the Netherlands and the Austrian Tyrol.

The second collection is a series of 142 photographs of birds taken by Anthony Weldon (1921-25) at Bradfield and its surrounding wetlands, woods and farms. The images are accompanied by a notebook describing their subjects, locations, and the challenges of approaching and photographing birds and their nests. Some of the more striking photographs record the hatching of a swan's eggs; 'The swan consequently was most irate', and a cuckoo discovered in a robin's nest. Weldon also witnessed the birth of a fawn, which 'was about ten minutes old when photographed. It could just stand on its legs but rather shakily.' In an apt coincidence, Weldon photographed a sparrowhawk bearing a ring put on it by the falconer Simonds, 'who is interested in the birds, and will on no account let them be destroyed.'



## JOHN ALLDAY (E 53-57)

John was a single figure handicap golfer for most of his golfing life. As an Old Bradfieldian he first represented the Old Bradfieldian Golfing Society in the Halford Hewitt Cup (the annual old alumni tournament) in 1958. He last played in 1992 and then went on to captain the team for many years when the OBGS moved up the rankings in the tournament becoming one of the more successful of the 64 schools in the competition.

John was President of the OBGS for 15 years and was always on hand (and in person) to advise the HH captain on team selection and tactics. His leadership was inspirational and critical to attracting the good younger OB golfer so that today Bradfield, in the centenary year of the competition, is a serious contender for honours.

A full obituary will appear in the next edition of *The Bradfieldian*.

## WILLIAM BATTY-SMITH (B 42-47)



William was a keen supporter of Bradfield events attending the Centenary of the Armistice in 2018 at College and also the Tempus Fugit lunch with his two sons Nigel (B 76-80) and Mike (B 76-79). The Batty-Smiths have a long connection with Bradfield including Francis Clive Batty-Smith who was killed during World War on 4 June 1916 and whose battlefield cross we hold on behalf of the family at College. Clive was one of eight members of the Batty-Smith family who have served in the forces over the years across three generations.

## MAJOR GENERAL ANTHONY BOAM (C 45-50)

A skilled diplomat who talked a Nigerian president out of bloodshed...

Read the full obituary from

*The Telegraph* here: <https://www.telegraph.co.uk/obituaries/2023/12/31/major-general-anton-boam-nigeria-abacha-obasanjo/>



## MICHAEL D CRUICKSHANKS (E 43-47)

We are sorry to hear that Michael D Cruickshanks (E 43-47), P.Eng and Bradfieldian, died on 21 October 2023 at the age of 93. He will be buried near his home at St Peter and St Paul Church in Saltwood near Hythe, Kent.

Michael designed, built and managed three very large precious (gold), base (copper) and strategic (cobalt) mineral mines in Ghana, Uganda and Oman during his working life.



He travelled and worked in the DR Congo, Botswana, South Africa, Tanzania, Canada, and America. He was one of the foremost British mining engineers of the 20th Century who survived the difficult post-colonial years of the British Empire whilst still running some of the world's largest, most complex and challenging mining, milling and smelting operational cities in difficult countries under often chaotic regimes. A stoic Scotsman, his years at Bradfield prepared him for his extraordinary career to follow.

# ANN SCHLEE (SCR 1989-1994)



Ann Schlee died peacefully at the age of 89 in her home in Upper Basildon, West Berkshire on 1 November 2023. Her work as a novelist includes *The Vandal* (Macmillan 1979), a novel set in the future. Besides winning the 1979 Guardian Prize it was a commended runner-up for the Carnegie Medal awarded by the Library Association in America.

Her first adult novel, *Rhine Journey*, was shortlisted for the 1981 Booker Prize. It is to be reissued next summer by McNally Editions in the USA and Daunt Books in Great Britain.

Jane Gardam, writing about *The Time in Aderra* (1996), says: 'She writes historical novels that are more advanced, more interested in feminism, for instance, than her contemporaries who write of the twentieth century ... Ann Schlee's wider vision is adventurous and sunlit'.

She has judged in a number of literary competitions including the Somerset Maugham Award, the David Higham Prize and the Booker Prize. Subsequently she combined her writing with teaching, becoming a Fellow of the Royal Society of Literature in 1997.

Born in Connecticut in 1934, Ann Schlee spent parts of her childhood and adolescence in Egypt, Sudan, Khartoum and Eritrea. She went to boarding school in England and read English at Sommerville College, Oxford. In 1957 she married artist Nick Schlee and brought up their four children.

## DEATHS

ALLDAY, John (E 53-57)  
BATTY-SMITH, William (B 42-47)  
BOAM, Anthony (C 45-50)  
BOSTELMANN, Michael (A 61-66)  
CADGE, Michael (D 47-52)  
CAMPBELL, Ian (G 65-68)  
COLDSTREAM, Patrick (E 47-52)  
CRAWFORD, Warren (B 43-48)  
CRUICKSHANKS, Michael D (E 43-47)  
CULLEN, Andrew (B 59-64)  
FOWLER, Eric (E 45-49)  
GLOVER, Colin (H 64-69)  
HARKER, Tom (H 69-74)  
LAWRENCE, Lord David (B 51-55)  
PREVOST, Brian (C 45-50)  
ROBSON, Nigel (H 49-55)  
SCHLEE, Ann (SCR 89-94)  
SIMONDS, Peter (H 54-57)  
SMITH, Peter (SCR 85-03)  
STALLARD, Robert (G 57-62)  
STEAD, Anne (SCR 82-88)  
STRAKER, Steven (A 52-57)  
STRAKER, William (A 48-53)  
WALTHO, John (A 54-59)

For full information visit  
<https://www.bradfieldsociety.org.uk/news/obituaries>



Photograph by Barnaby (A)



# WHAT'S ON

17  
MAY

## **London Lunch**

Gather a table of friends for the Annual Alumni gathering at the Lansdowne Club, Mayfair

01  
JUN

## **1994 Reunion**

Dedicated gathering of those who left 30 years ago, starting at Bradfield, later at the Old Boot, Stanford Dingley

03  
JUN

## **Parents' Coffee Morning**

Join other parents for a monthly catch-up in the pavilion on Major

09  
JUN

## **Mixed Doubles Charity Tennis**

Friendly tennis tournament in aid of 'Give it your Max' on Bradfield's fantastic Clay courts

14  
JUN

## **Jazz on a Summer's Evening**

Join us in the Greek Theatre for a magical summer evening of live music

18  
JUN

## **Creatives Networking Event**

An opportunity to give pupils advice as well as do some professional networking, hosted in the Art Schools surrounded by the end of year exhibition

23  
JUN

## **Little Shop of Horrors Opening Night**

Venture into the Greek Theatre for some first class entertainment

02  
JUL

## **Waifs Week**

The Waifs return to Bradfield to play Pelsham and the Free Foresters on Pit

05  
JUL

## **Singapore City Drinks**

Enjoy drinks with Roger Wall who is leading the SE Asia Hockey Tour at the Singapore Cricket Club

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

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





BRADFIELD  
COLLEGE

1850 **175** 2025

2025 is the 175th anniversary of the founding of Bradfield College. To mark this substantial milestone in the College's history we will be giving major College events next academic year a special 175 theme. The climax will be a celebration of Bradfieldian performers across the generations in our **College and Alumni Gala evening on Thursday 26th June 2025** in the Greek Theatre. *More details of our special events calendar and of other initiatives to mark this anniversary will follow in due course.*

In advance of these celebrations, we are delighted to launch a new history of the College,

## Bradfield College: 'Prosperity Past our Deserving'

Written by Stuart Williams, a member of teaching staff, this volume reconsiders the years previously examined by Leach and Blackie and tells the story of the last 50 years for the first time.

*'Illustrated with over 30 photographs of the current College, this volume tells the College's story, from the intent of its founder to the present day and shows how the College has evolved, but never abandoned the educational principles once articulated by Rev. Thomas Stevens'*

**Priced at £35 plus postage and packing**

The book is also available to purchase and collection from the College Shop and Reception as well as online from the Bradfield Society shop, use the QR code;

