

the johnian

Once St John's... always St John's

2015

The Magazine for Association Members and Past Parents of St John's College School

News from over 200 members

New Kindergarten Classrooms

Upcoming Events

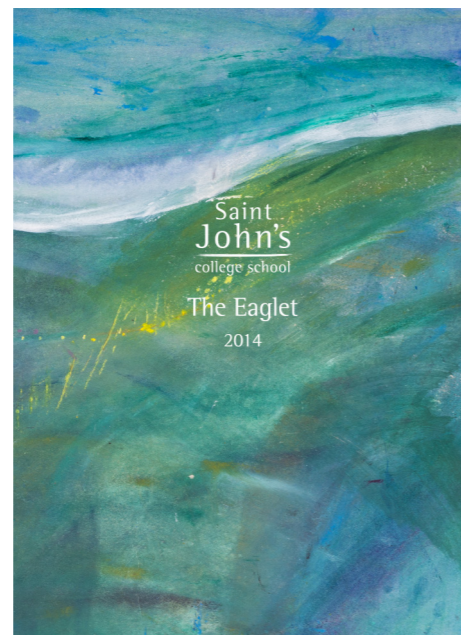
Association Day 8 July 2015

Golf Day 17 July 2015

Headmaster's
Retrospect
2014



Saint
John's
college school



Please contact Mr Robert Grove
(rgrove@sjcs.co.uk) or Senior House
Reception (shoffice@sjcs.co.uk 01223 353532)
to request a copy of The Eaglet 2014 or our
annual summary, Highlights 2014.

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Front Cover: Andrew Jones playing solo trombone in the annual Oakham 'Big Band Concert' 2014
Back Cover: Tabitha Downer at the top of Stok Kangri in Ladakh, Himalayas

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staying in touch

A newly designed, bespoke website, www.sjcs.co.uk, was successfully launched in December 2014. Employing a clear layout, easy navigation and strong photography, it seeks to communicate the school's ethos in a more user-friendly way. A password-protected Portal has also been introduced to provide parents with access to filtered information in an easy-to-use layout.

To keep abreast of current school news throughout the year please add our homepage, www.sjcs.co.uk, to your favourites and follow us on Twitter @SJCS_Cambridge. You can also subscribe to receive email newsletters using the link at the bottom of the Alumni page of the website.

Producing The Johnian is possible thanks to your kind submission of news and photographs. Please help us to make next year's edition even better by staying in touch. You will find a form enclosed for this purpose.

A section of the homepage of the new website: www.sjcs.co.uk



getting involved

As you will see from the news articles on our new website (www.sjcs.co.uk) and on our Twitter feed, we continue to provide a varied diet of activities for the children to enrich their learning experience. Last year we were delighted to welcome back Luke Davenport (2006), who talked about his journey from driving go-karts as a child to racing a sports car to success at Brands Hatch. He caused much excitement by bringing his racing car to Senior House and allowing some lucky ones to sit in the driver's seat. Claire Pargeter (2003) also returned to the school when the company for which she works ran a "welding with chocolate" workshop for the Third Form children. If any of you would be interested in returning to St John's to enlighten, amuse or excite the children with details of what life can offer, please let Mr Grove know.

It has been wonderful in each of the last two years to welcome several recent former pupils back to St John's to join the school's Visiting Music Teachers to form a chamber orchestra for the Summer concert at West Road Concert Hall, a short film of which is available on the website. Simon Kirk, Director of Music at St John's (skirk@sjcs.co.uk or 01223 272734), would be delighted to hear from alumni and their parents, of all ages, who are interested in taking part in future projects; currently active and lapsed musicians are equally encouraged to respond; professionals and amateurs will both be welcomed.

editor's letter



Dear Association Members and Past Parents,

Welcome to this year's edition of *The Johnian*. This magazine is designed to share members' news and keep you all in touch with current school developments. The success of the first edition, launched in 2014, was thanks to all the news items which I received from you and, in no small measure, to your contribution of such wonderful photographs; please continue to send us high resolution images to illustrate your news.

The magazine starts with Mr Jones' Retrospect for 2014 which provides a wonderful insight into the School over the last year. This is then followed by a look at some of our recent innovations in teaching and learning as we continue to evolve and improve and a glimpse of new developments in the Kindergarten at Byron House.

You will then find members' news, initially from those of you at secondary school and then arranged by decade. We include a list of former pupils and staff who died in the last year and many of you will be sad to read of the death of Mrs Nesta Mould, wife of former Headmaster, Mr Alan Mould, Brother Martin, who was the school Chaplain, and Polly Noble, who lost her brave fight against illness at the age of 32. We then close with details of upcoming events and some dates for your diary.

Please remember to contact me with news and photographs at any time, either using the enclosed form or by email. It is good to hear what members have been doing, and though some time may have elapsed before it appears in print, I know you too very much appreciate reading this news.

Kevin Jones and I send you our best wishes and look forward to seeing many of you at Association events or whenever you might simply be passing along Grange Road.

Yours ever,

A handwritten signature in black ink that reads "Robert Grove". The signature is written in a cursive style.

Robert Grove
rgrove@sjcs.co.uk

headmaster's retrospect

2014

For many years I have watched our children run free on our lovely playing fields, unaware that beneath their feet there are bones that have lain at rest for two thousand years. I cannot prove this without digging up the fields but I was visited this year by a charming historian who is writing a history of West Cambridge and she told me that our playing fields are an important site for Roman remains.

And she told me more. In the summer of 1911 builders at 71 Grange Road uncovered six Roman skeletons and, sadly, the skeleton of a young Saxon girl of about nine years of age. Resting against the child's head was a handsome bone comb ornamented with a design of rings and dots, and around her neck was a necklace, fastened by a bronze brooch made up of thirty-eight beads, twenty-eight of amber and ten of glass.

There is a strange resonance in the thought that our children dance along each day past the former resting place of the little Saxon girl with the beautiful necklace.

I have set out to try to find the necklace, to see it, perhaps to hold it. And I have become fond in my mind of the little girl I call Amber, after her necklace. She would once herself have danced on our fields. It is a haunting thought that has changed the way I see the world along our road.

I imagine little Amber roaming freely through the playing fields filled with trees, picking daisies by the brook, building dens. How strange she would find our world now, where one third of children have never climbed a tree, a quarter have never rolled down a hill, a third have no idea how to build a den and almost half have never made a daisy chain.

Childhood has changed a great deal since Amber's time and it has changed much even since I roamed freely as a child in the bluebell woods near my Grandma's house where there were said to be ghosts.



By 1999, 80% of parents wouldn't let their children play unsupervised in the park. I guess that figure is even greater now.

The distance children are allowed to stray from home is 1/9th of what it was in 1970.

In 1971, the average seven-year-old was making trips to friends or to the shops on her own. By 1990 that freedom was being withheld until the age of ten; in just 19 years children lost three years of freedom.

They will have lost more since.

The world has changed. The more we fear for our children, the more we protect them. And the more we take away our children's freedoms the more we may steal their faith that they can think for themselves, do things for themselves.

We must restore these ancient freedoms. That is why, in a range of developments focusing on children's responsibility for learning throughout the curriculum, on critical thinking and philosophy, on outdoor learning and child-led learning, we have put faith in our children's wish to think for themselves, to take responsibility.

We should never underestimate what children can be or become, and what they can do for themselves. Even when they are very young we can invite them to be real scientists, to ask big questions for themselves.

'How did the Big Bang start?' our little ones chose to ask and tried to answer it for themselves.

When we give our older ones a difficult construction problem and challenge them to be real engineers, they work out for themselves the complex algebra of tall structures.

We make them noblemen and archbishops arguing over whether Henry VIII should divorce Catherine of Aragon, and they dig deep into history.

You will know the story of Mr Benn. He puts on an outfit in a magic fancy-dress shop then leaves through a door to try on his new character in an adventure that leaves him changed. That is how education can be. And we have seen this year what adventures our children can have when we make them the experts, give them the hats to try on for themselves.

In the Mr Benn approach, children cease to be slaves of learning and instead become the masters of their education. And this produces very powerful and empowered learning: and it reclaims and reinforces our children's faith in themselves.

The world has changed and I was reminded just how much it has changed even in recent times when I received an email from a past pupil called Bim, laying claim to an archaeological find of our own.

When the old dormitories were turned into our lovely new library, we found beneath the floorboards a small tin box. There was no need for carbon dating as it contained a diary from 1985, which somewhat alarmingly began on January 4th with:

'Woke up at 11am. Tried shooting more birds.'

It was the diary of a boy – no surprise there – and the box also contained affectionate letters from a ten-year-old correspondent who signed herself: Bim. The letters are from a bygone era, filled with tales of tadpoles and teachers.

'Miss Cook,' Bim writes, 'runs a singing group in our village. She wears flares and Busby hats, and when she sings she looks like a horse.'

It is difficult to imagine such letters being written now and hidden beneath our floorboards. Our children still write and hide their messages but now they do this, and so much else, in cyberspace.

One tenth of all the photos ever taken were taken last year and the internet bulges with them. Information and images flow at our children like never before.

Almost half of all 14- and 15-year-olds say they are addicted to the internet.

Assaulted by images of perfection, facebooking and snapchatting their way through virtual relationships with friends known and not so known, or glued to their game boys, it is easy for children to lose touch with themselves, to be controlled by technology. The world has changed.

But our technology is what we make of it. It can shut us off or it can connect us and open our minds.

In our Self-Organised Learning (SOLE) approach we give a group of children a computer to share as a research tool and they work together to answer big questions for themselves. On a trip to Ashwell when the Third Form were told to ask their Science teacher how a Tudor watering can works, they rebelled. 'Can we do a SOLE on it?' they pleaded, meaning, 'Can we do it for ourselves?' which they duly did and uncovered unaided the secrets of water pressure.

Our Fifth Form have been trialling Google Docs to collaborate online, sharing working documents with each other, reviewing each other's work, offering suggestions for improvement, seeking advice. The outcomes have been outstanding because, as one child puts it:

'I can co-operate with my friends through technology. The ideas of everyone are better than the ideas of one person.'

Our little ones found a solar navigator on their tablets while exploring their child-led Space topic.

'Wow,' said one, 'you can see the other side of the world on this tablet, it looks like the stars are under our feet...'

Young Amber the Saxon girl would have sat beneath those same stars. But they would never have been at her feet. The world has changed and we must harness its new energies, making children the masters of the universe of information not its slaves.

We had a wonderful display of mastery when on a glorious summer's day beautiful Jazz music sprung up in the Piazza as we gathered for a barbecue lunch. The little ones turned up from nowhere with their laughter and lollipops.

'It simply doesn't get better,' a parent remarked of the whole event, 'They don't know, do they?'

'No.' I replied.

'But they will when they get older,' she said and I agreed.

And another parent shed a tear or two at the quality of the jazz singing of a young girl. They were tears of surprise, she told me. And the surprise was that the young girl with the lovely voice was her daughter. And her mother hadn't known she could do this.

It is wonderful when a child's story changes like this before our eyes. And I have told our stories of mastery and change when I have been asked to speak this year about the Arts in education.

I told of a child whose story of herself had become so critical that she could not remember when she had last said a good thing to herself about herself, and of how, through her music, she rediscovered her faith in her wonderful self.

I told of a young child whose poetry writing had allowed him to shape and voice his worries about his anger and then to talk these through with his parents.

I told of a very quiet child who wrote stories of sad mermaids and lonely dragons, who suddenly emerged in a play, leading the dancing, singing out from her heart, and how she found a new story of her self.

I told of a courageous child who spontaneously picked up the lead part when another child became ill during a play then found herself having to sing a solo she had never practised - of how, as she bravely stood to do so, a friend walked gently downstage, stood beside her, held her hand and sang with her, beautifully.

I talked not of the glister and gleam of our children's performances, dazzling as they are, but about the true gold of the arts.

In a poem or a painting or a sculpture or a performance of music or drama or dance, children shape their experience, make the world they communicate, and this shaping and making is deeply empowering. It gives us mastery of ourselves. It connects us to others.

I imagine that young Amber the Saxon girl sang and danced with her family. The world has changed but still, and perhaps more than ever, we need the ancient power of the Arts to help us to build the stories of ourselves, to strengthen our children.

It is easy to take such things for granted here, where in so many wonderful concerts and plays we are used to the freedom with which our children express themselves, the lack of fear, the generosity of spirit.

As the parent rightly observed, the children do not know how valuable this is. They will understand when they are older.

And, of course, they will remember.

The stories I told of the Arts I could have told equally of our sports. Why do I remember every detail of a try I scored for the 1st XV against our deadliest rivals some 40 years ago, down to the smell of the grass?

We remember when we lay ourselves on the line, when we do something by ourselves for others, when we are bound together in the community of a team.

In ancient times, communities were bound together by dance and worship and theatre and singing, as ours is still. In very recent times, in the theatre of war in Normandy, our College Choir bound the world community together in remembrance. The world for which such sacrifice was made has changed and we need our Arts and our education in general to strengthen our bonds to each other and to our world.

When we start off life our bonds to the world and our stories of ourselves are not fully formed.

On the lovely book at bedtime evening, I found myself in my rather fetching onesie reading to the Kindies, looking as sweet as sweet things in their own little onesies and pyjamas. One had come in his full Superman pyjama outfit.

'My goodness, Superman is here,' I said with due awe, and with a serious look he came over and whispered in my ear:

'Don't worry, it's me, James.'

I was sitting in the shade of a tree at Byron House when a child bounced up with:

'I'm on a dangerous mission to kill the queen dragon.'

'Really?' I said.

'Yes,' he replied, 'She could toast you into my favourite crisp. A Jones crisp.'

And with that he bounded off, his head still full of the story he was acting out.

When a little dumpling in the Kindergarten asked a teacher her age, and she replied, coyly, 'Oh I don't remember', the child offered the sage advice,

'I think you should look at the back of your pants. My pants say 4-5 years.'

I haven't checked my pants lately. But I did get an age check this year.

I was sitting at lunch when a delightful Fifth Form girl pressed her finger against the back of my hand and remarked with a fond note of recognition:

'Ah, yes, granddad's squishy veins.'

It changed my picture of myself in my head, my story of myself. Our stories are not fixed forever. They are shaped and changed as we learn from the world and not all the stories we learn from the world are happy ones.

The story of Amber the Saxon girl is undoubtedly a sad one. The tales our choristers will have heard from the Normandy veterans will not all have been happy ones. The wonderful poetry we have collected from our children this year speaks often of loss or sadness.

Ernest Hemingway wrote the shortest ever sad story. It is only six words long.

For sale. Baby shoes. Never used.

It is a story that resonates with every parent's deepest fears.

Our nine-year-olds innocently danced their ancient country dances in the sunshine at our Summer Fair, while not far away the funeral took place of Polly Noble, our lovely former pupil whose fight against cancer and whose mission 'to inspire others to live a life they love' touched many thousands.

Some true stories are very sad indeed. The world has not changed in this regard. But we should not be afraid of sadness. It is part of the richness of life and our children know this.

As one of our young philosophers observed, 'If you drank the mythical lotus juice that makes you forever happy, would life be worth living?'

Sadness is a necessary part of the story we learn from the world and it has always been so. But there are worrying changes in the world of childhood and it seems that our children's inner stories are rapidly becoming less robust.

Between 2003 and 2010, referral rates of young people to mental health services increased by more than 40%.

In just the last year, the number of 10-14 year olds treated by the NHS for self-harm rose by 30%.

Children of affluent parents in particular are experiencing surging levels of anxiety, and face twice the risk of mental health problems as their less well-off peers.

Why should the world of childhood be changing like this? Why should our children's stories of themselves be increasingly fragile?

All of the evidence shows that the world has changed greatly for our children – that childhood now is much, much safer than it was for Amber and than it was for me. And yet we are more fearful than ever for our children, driven more than ever to protect them from sadness. But if we take away real freedoms we may replace them with anxieties, with fear of what may happen, with a sense of helplessness. Add to this a bombardment of false images of perfection, of what we must look like and who we must be. Add to this an education system that defines who we are by what grades we get and we have a recipe for anxiety, a toxic mix that threatens to poison our children's stories of themselves.

The world of childhood has changed. Children now feel under more pressure to perform than ever before. They are more anxious about anticipated or perceived failures. They develop very critical inner voices.

And many schools are complicit in this assault.

We are not.

There is a different way through childhood here. It is a way that makes learning stronger. Indeed, it makes it exceptional. But above all, it is a way that makes our children stronger.

'We looked at the effects of globalisation on the poor,' a teacher wrote to me. 'The children demonstrated real compassion and, sad as it is, began to see that the adult world is not a fair one.'

What to be done? None of us can solve it alone but our children are tomorrow's adults, what would they do? They researched and found a scheme called Lend with Care - micro loans to individuals in the developing world with vision who lacked the money to start a business. Several children later persuaded their parents to join the scheme.

What this window on world inequality did palpably was to give the children a sense of agency.

Some might say that children are too young to be looking at the darker side of the world we live in but far from dimming the joy of childhood, the children gain a real sense of how they can make a difference and, within the arms of a loving family or school, their initial springboard to make a difference is from somewhere very safe.'

I love the idea that loving arms are not chains but springboards for our children. This is a story of faith in our children's ability to think for themselves, to feel for others and to make a difference. Yes, this story says, the world has changed, yes it is sometimes sad and yes, most importantly, you can do something about it.

It is a story that the children learn many, many times from us in many ways and this of course affects their stories of themselves, their inner stories. It strengthens them.

They do not need to know how valuable this is. They will understand when they are older.

I was invited to speak at an international conference on Empathy and Compassion this year. Experts talked of over critical inner voices, of how the unkindest things we ever say are the things we say to ourselves about ourselves, of the need for self-compassion.

I talked of the compassion in our staff rooms – of how, in countless meetings, with children and without them, we think about children's personal stories – try to hear their inner stories, and if the story is a sad one, try to change it.

I talked of how our unique Emotions for Learning programme builds our children's emotional resilience and resourcefulness, of how Mindfulness helps us to listen to the story we tell ourselves, to be compassionate to ourselves.

I talked about my magic sunglasses – through which, I tell the children, I can see, like rainbows, thoughts of loving kindness travelling from one child to another, from each of us to the world, and how these thoughts bind us to one another, make us feel good.

Neuroscientists said the same thing but more cleverly. FMRI scans show that practising compassion in this way lights up parts of the brain connected to feelings of well-being.

The world has changed. We now have proof of a truth as old as time. When we do good for others, it feels very right and it feels very good.

At the summer party for pensioners, as the children go about the business of being wonderfully kind as naturally as they skip or laugh, they strengthen themselves. In the gentleness of the Fifth Form as they help the little ones at PrePrep sports, in the generosity of all the children who 'Grow a Pound' to improve other children's lives and in countless acts of kindness big or small, they feel the power of making a difference.

And, as was ever the case, they bring us joy and make us laugh.

In my important rôle, as lunchtime fruit policeman, I berated some Fifth Form girls for choosing sticky toffee pudding and having no fruit. And one of them replied dreamily:

'Ah, yes, sooo sticky, soooo toffee, sooooo pudding.'

Our children have a wonderful relish for life.

I threatened a fruit averse Fourth Former that I would make a banana shaped stick with spikes on and hit him with it. Without even looking up from his pudding he observed, drily,

'Yes, my mother prefers the empty gin bottle approach.'

To help us to be good, a Second Former proposed three additions to the Ten Commandments. Imagine Moses receiving the following from God on Mount Sinai.

1 Do not pick your nose.

2 Do not be sick on people.

And in a wonderfully suburban commandment:

3 Do not look at or touch other people's privets.

Our children know how to laugh and they know to love. They can think for themselves and think deeply. They feel things deeply, and they feel deeply for others. They relish life and are strong enough for its showers as well as its sunshine. We need not be afraid for them. We must have faith in them.

This is the story I have been trying to tell. It is the story on which we build a childhood at St John's.

And as I walk along Grange Road to school each day, I picture little Amber, the Saxon girl who never grew up, wearing her lovely necklace, dancing and singing beside me, reminding me that, however the world may change, we must never lose the fullness and richness of childhood.

On the last day of the May Bumps, I was watching from the towpath as the Corpus Christi Women's boat bumped Christ's and the triumphant Corpus crew pulled in to the river bank where I was sitting. A joyous throng of youthful well-wishers instantly gathered on the bank to share the crew's delight.

Then, through the crowd I heard a call:

'Mr Jones, I need a kiss.'

And there in the boat was lovely Jess, a past pupil, now at Cambridge, and I was touched that she should so affectionately want to share her moment of triumph with her old headmaster.

I couldn't have written a better story of how the affection of our children and the affection for our children stays so strong even when they are long gone from us.

Once you are St John's, you are always St John's.

More than a thousand years ago little Amber will have stood on the banks of the Cam.

One day in the future, I may again bump into one of you leaving pupils on the river bank. And if I do, I will want to hear your story, which began at St John's.

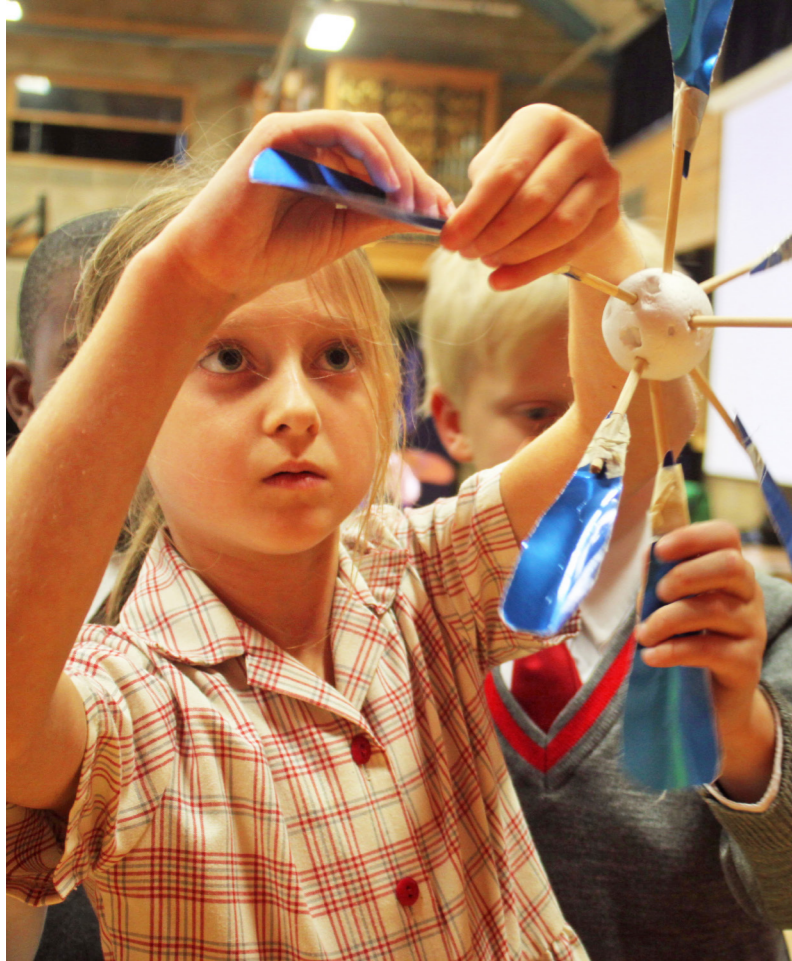
We have only one chance to write our story.

Write your story well, so you can one day look back fondly over it and say:

'Ah, yes, sooo sticky, soooo toffee, sooooo pudding.'

Kevin Jones

innovations



“Classrooms where teachers have created a problem-solving approach buzzed with children discussing, questioning, working together, advising each other, accessing resources that they had chosen for a task independently and thinking at a deeper level.”

“Teachers are also ‘uncapping learning’ by giving children the independence to choose the level of challenge in an activity for themselves.”

Pupil Responsibility for Learning

Developing ‘Pupil Responsibility for Learning’ is about teaching children the skills to be good learners. We want them to learn how to learn so that, instead of relying on teachers to tell them the answers, they develop their own strategies to solve problems and evaluate their own learning. This might include developing a sense of ownership and purpose in their learning as well as enabling them to reflect on what they are doing well and what they need to do better. Teachers have been exploring a wide range of creative approaches to developing responsibility for learning, which fall into three main groups: marking; purpose for learning; problem solving and independence.

Teachers have been using diagnostic marking, in which they ask questions for children to reflect on and answer in order to improve a piece of work or think more deeply about a topic. Children are also asked to write comments on their own work to encourage them to think reflectively and take ownership of their work. Children are taught how to self or peer mark work and are given ‘scaffolds’ to help them understand how to do this (such as in RS where they ask themselves whether they have ‘PEED’ - made a Point, and given an Example or Evidence).

Perhaps the most fundamental skills in taking responsibility for learning are independence and problem-solving. Classrooms where teachers have created a problem-solving approach buzzed with children discussing, questioning, working together, advising each other, accessing resources that they had chosen for a task independently and thinking at a deeper level. This was seen in a variety of contexts, from investigations in Science to discussion-based work in which children were questioning and discussing ideas themselves instead of learning ‘the answers’. For example, in discussing who killed the princes in the tower in a Form 6 History lesson, children were given structures to analyse textual evidence and then had the chance to discuss and debate the evidence with each other; in DT lessons from Pre-Prep right through the school, after teaching certain skills children are encouraged to problem-solve the answers to questions. Teachers are also ‘uncapping learning’ by giving children the independence to choose the level of challenge in an activity for themselves. In order to make a correct choice, children need to develop a good self-awareness and we have found that by giving them the choice children have more confidence to try harder challenges independently.



“Why do we have oxygen on earth and not in space?”

“How did the Big Bang start?”

“What are nebulae?”

Child-Led Independent Learning

Related to our Creative and Critical Thinking initiative, at Byron House, we have continued to explore the benefits of applying the child-led independent learning approach to a selection of lessons in which the children decide the topic the year group will study for the term. Instead of following a preset path, the children are free to choose whichever aspect of the topic they would like to research and how, and are able to present their findings by whatever means they choose, often resulting in far more creative output than a teacher could devise. The children’s learning potential is uncapped as they realise the breadth of options available to them and are fully engaged, often wanting to carry on at the end of a lesson through playtime.

The T2s chose ‘Space’ as their topic. Active engagement was high with children collaborating and learning to be both independent and inter-dependent. They controlled the direction their learning took, choosing the particular question they wanted to answer or subject they wanted to research. The children developed skills of independence, collaboration, decision-making and creative thinking and were able to apply these to other curricular subjects.

Self-Organised Learning (SOLE)

In Self-Organised Learning Environment (SOLE) lessons children work together in small groups to answer an open-ended, non-trivial question. Each group is given a computer and is free to explore the resources at their disposal to come up with the answer. Groups then present their findings to the class at the end of the lesson. Open group discussions are encouraged and children are free to exchange information with their peers, or change to another group at will. By giving the children control over their own learning, not limiting them in the scope of their research or forcing them down a particular route, they develop a passion for their subject matter and a context for their learning.

SOLE lessons have continued in Science and have also spread to some Design Technology, English and Philosophy lessons. The children have researched questions such as: “How do delocalised electrons affect the chemistry of Carbon?”(Science); “According to Determinism, there is no such thing as free will and therefore people should not be punished for wrongdoing. Do you agree?” (Philosophy); “This House believes that human rights always come before animal rights” (English Debating); “How Were Men Recruited to Fight in WWI?” (English); “How can one flat sheet of acrylic be used to hold 8 pencils securely in a vertical position?” (Design Technology).



Creative and Critical Thinking Philosophy

'How does it feel to be British?' 'What would happen if animals didn't exist?' 'How could you move without any bones?' Three of the many 'Thinking Questions' generated by our Form 1 and Form 2 children during their Thinking Skills morning. The event was designed to improve the quality of the children's questioning and to show them that many things we take for granted contain all sorts of mysteries that can be explored.

Encouraging an active sense of curiosity about the world is one of the most important aims of the Thinking Skills programme, which is designed to equip the children to be motivated, independent thinkers who are able to reflect upon and directly apply different techniques for problem solving. This is achieved through lessons covering a range of skills such as metacognition, questioning, information skills, critical thinking, creative thinking, decision-making and memory skills. As a result, the children more effectively gather and absorb information and are able to transform this knowledge to generate new ideas.

Form 1 children have learned to use flow diagrams, tree diagrams and mandalas as ways of gathering, organising and analysing information. They have also learned to classify facts into what is always true, usually true or sometimes true, allowing them to narrow down the essential characteristics of an object or concept.

Philosophy is part of the curriculum at St John's for pupils from the 2nd Form and up. Much of the content and methodology used in the 5th Form curriculum has been created in conjunction with The Philosophy Foundation, whose co-founder, Peter Worley, visited the school to lead sessions with Form 5 teachers and pupils. The Philosophy Foundation's own published resources, such as The If Machine, The If Odyssey and The Philosophy Shop have been incorporated into our own in-house resources to create a rich curriculum, through which the children's deeper thinking and analytical skills have benefited markedly.

Alongside the regular curriculum, we have run Philosophy 'wonder' events, such as our collaborative afternoon with the DT department, creating ropes to represent the interwoven threads that make up the human sense of self. For Form 3's Philosophy Day, we also developed our first entirely pupil-led activity, in which Form 6 pupils devised, directed and ran their own 20-minute philosophical enquiries for their younger buddies. In these sessions, children explored: the difference between something produced by deliberate action and something produced by chance; the difference between 'one' and 'many'; and whether or not believing in something can ever make it true.

"Do our moral obligations towards each other depend upon our being human or not?"

"If it were possible to have an artificial copy of your brain created and put into someone else's body, where is the real you?"

"Is there a human / non-human distinction where thought is concerned?"

"We had the chance to act out various philosophical statements. For example you could choose 'don't judge a book by its cover', 'finders keepers' or 'beauty isn't always on the outside'."

We had talked and debated different issues but acting them out was equally as rewarding."



Digitally Enhanced Learning

The aim of 'Digitally Enhanced Learning' is to enhance learning in a transformative way. This year, teachers have explored a wide range of different approaches to using digital learning, each of which is carefully evaluated by both teachers and children to answer the question, 'How has this helped children to learn?' Digitally enhanced learning has been most exciting where it has begun to transform the ways in which children learn and their attitude to learning. They are more motivated and engaged, work more collaboratively, reflect more on their own and others' work, are able to work at an individualised pace and level, are more independent learners and can be more creative and produce work of higher quality.

Perhaps one of the most surprising transformations has been the increasingly collaborative approach to learning. For example, by deliberately having only a small group of tablets in a classroom rather than a class set, children have discussed and shared ideas whilst researching, which has led to deeper understanding. In the same way, children have used the comments feature on Google Docs to offer constructive criticism of each other's work. Working collaboratively in this way, children quickly realise the different skills that they each bring to a task. As a result, they are more independent and use each other as a resource rather than depending on the teacher.

Digital learning has enabled a more individualised approach to learning, both through the pace and level of work. Working with computer programs, children can progress through different levels at a pace that is right for them individually, for example, when using working memory apps, Mathletics, Schoolshape (a password protected website in which teachers set specific work for different children) and Sporcle (a game-making programme in which, for example, children have been designing computer games as a way of learning and practising French vocabulary and grammar).

Digital learning has also resulted in more creative work; using a range of digital tools and stimuli, children's writing has noticeably improved in quality and creativity.

We have been trialling the use of Google Apps for Education as a means of fostering innovative and forward-thinking IT usage across the curriculum. Children in the Fifth Form were furnished with their own accounts within our own secure SJCS Google Apps domain. This has not only enabled them to create digital documents with all the functionality of those on the Windows platform, but has also given them the added flexibility to store them in their own virtual drive for easy access anywhere and at any time. Documents can be shared between teachers and pupils for the purposes of delivering ongoing constructive advice; pupils can also share between themselves when

collaborative working is called for. Google Apps also facilitate advanced research skills, with children being able to access web-based resources, quotations, images, dictionary definitions and academic references for inclusion in their projects.

To complement their Google Apps accounts, the children have had access to a set of Chromebooks, which operate exclusively through Google Chrome. These machines offer users instant access to the contents of their Drive and the ability to work quickly and effectively via the school's wifi network. Teachers in Form 5 English and French have noticed a significant improvement in the quantity and quality of the children's work through the use of Chromebooks.

Tablet PCs have been trialled in the Pre Prep during both Child-Led Independent Learning and teacher-led lessons, demonstrating the benefits of collaborative learning where digital tools are used effectively to enhance the children's learning in the classroom alongside normal resources. Beyond their use as a resource for research, tablet games have proved a popular way to learn phonics as well as being used by the Kindergarten children to create comic books using photographs of themselves. The children's confidence and engagement, as well as their working memory, have improved and differentiation has been encouraged with children able to work at their own pace.



kindergarten



Emotions for Learning (E4L)

E4L was developed at St John's with the help of the school's former Child Psychotherapist who set out to create a 4-year social and emotional curriculum for our youngest children, based on up-to-date research about how children's minds and brains develop. It is designed to encourage the children to express their opinions and feelings and give them the knowledge, skills and understanding they will need to be able to think creatively and problem solve effectively in all areas of their lives.

The E4L 'way of being' encompasses everything that we believe about child development, well-being, the importance of teacher-child relationships and effective ways of learning. E4L is not simply a curriculum, it is a part of how we are at St John's.

"E4L is all about your feelings and how you control them. The stilling helps you to calm down and get ready for the next part of the day at school."

"We do action stories where we act out different problems and ideas and we think of how we can solve them."

"In E4L there are 3 steps to problem solving, stop and calm down, think and say the problem and feeling, then do. It works."

Mindfulness

Mindfulness is a practice which improves our ability to think clearly by helping us all to learn to direct our attention to our experience as it is unfolding moment by moment, with open-minded curiosity and acceptance. Mindfulness training has been proven to improve health and well-being. It helps us to think clearly and creatively and be less anxious, stressed and depressed.

Mindfulness teaching at St John's builds upon the foundations laid by the E4L curriculum. The programme of lessons seeks to help the children to train their minds not to be distracted or follow thoughts that take them away from the present moment.

All lessons and assemblies in Forms 3 - 6 begin with a mindful moment, consisting of approximately one minute of mindful practice. Sometimes music will be involved, often there is just silence. In this moment, the children are encouraged to bring their full attention to experience the present moment. These practices steadily build in participants the ability to train their minds to respond to thoughts rather than react. As a skill in the classroom this promotes readiness for learning while also equipping children to avoid unhelpful mental habits, making way for calmer, kinder and more rational thinking about life.

"Mindfulness organises my brain and helps it to focus. Sometimes we pretend we are frozen butter and we gradually melt until we are lying on the floor. This helps you relax and be more prepared for the lesson."

Our Kindergarten indoor teaching area went through a transformation over the summer holidays and our newest pupils started their St John's journey in September in newly designed, spacious classrooms. The floor area of both classrooms has been doubled, creating open-plan teaching spaces with plenty of light, new furniture, bespoke storage and free access to outdoor spaces.

The open-plan nature of the design lends itself to being easily adapted to suit the children's current learning topics. Child-accessible storage enables them to access all

of their learning materials independently and facilitates the free-flow learning style. The children have the opportunity for writing, model making, drawing and constructing throughout the day. The display spaces are magnetic and double as whiteboards and have become 'working walls' with the children adding to them as part of their learning. There are four PC areas per classroom which can be used whenever required. The two child-height sinks enable them to have independent access to water at all times and the large tables are perfect

for creative activities, construction, junk modelling and giant letter formation. Kindergarten teacher, Miss Jenny Wilby, explained, "With all activities, the children can now problem-solve across their learning, for example they can make models with the salt dough for the role-play area, use clipboards and writing equipment and plan their construction projects, according to their own learning style."

Work has now commenced on the delivery of new classrooms in the rest of Byron House.

members' news

2010-2013



Wilf Clark winning Player of the Week Award



Elsie Clark performing in *Guys and Dolls*



Stan Clark

Camden School

Misha Karmiloff has moved to this school from The Perse Upper, where he achieved an excellent set of GCSE results.

Comberton Village College

Matthew Pierce has represented his school in County and National football competitions and has also played in the rugby team.

Culford

Charlie Matta is applying to read Geography and Economics at university. He is also looking at the possibility of studying in the USA by trying to gain a sports scholarship for his golf to a university there. For whichever path he ends up taking, he is intending to have a gap year first.

King Edward's, Bath

Elsie Clark was awarded a Head's commendation and the Geography prize. She has joined Bath Theatre School and performed in their summer production of *Guys and Dolls*.

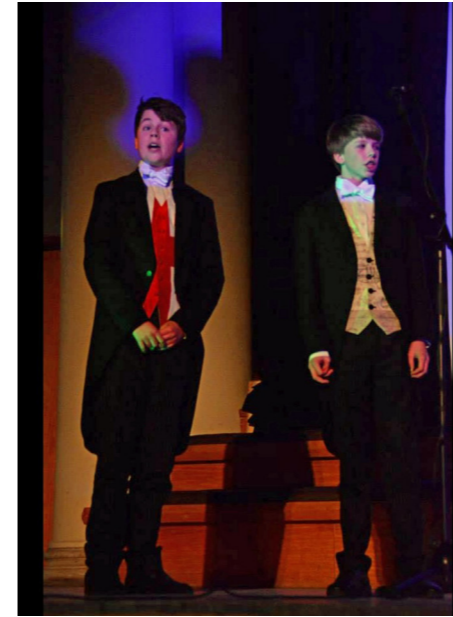
Stanley Clark has settled in well at the school and is playing rugby for Somerset, Bath Youth and the school's A team.

Wilf Clark was awarded the citizenship prize. He is playing rugby for the school's A team and Bath Minis, as well as football for Bath City.

St Edward's, Oxford

Huw Neville is thoroughly enjoying life at St Edward's, Oxford. He plays rugby at B team level and rows in the A boat at bow. This term he will row in both the Schools' Head of the River and National Schools' Regatta. He continues to enjoy running and all things fitness-related and has also just completed his LAMDA level 3 award. He is an enthusiastic member of the CCF army section.

Megan Neville has enjoyed 5 happy years at St Edward's, Oxford. She is a school prefect, deputy head of house and chapel sacristan. She is also an active and enthusiastic member of the St Vincent Society (wine appreciation!). She continues to cox the girls' first VIII and has been an active member of St Edward's drama department. She recently received her LAMDA gold award and is working towards her PCert, a drama teaching certificate. She has accepted a place at King's College, London to study Ancient History and had a successful recruitment row with the University of London Boat Club. She will spend the summer travelling with friends.



Alec D'Oyly winning the 'Unbroken Singing Voice' cup in his first year at Eton

Eton

Alec D'Oyly has sung in the College Choir and played in the Junior Orchestra. He was asked to sing numerous solos as part of the services but also as part of the Music Society concerts organised by the older boys. He was a member of The Incognitos, Eton's eight man close harmony group, whose rendition of *Words* went viral on YouTube and gained over 50,000 views. This group was invited to give a number of concerts outside of school, including singing at the Polish Embassy for the Ambassador and his guests and putting on a concert in Wakefield Cathedral. He won the cup for unbroken voices in the school's singing competition in his first term and also won the Chorister prize at the end of his first year. He took part in the Inter-House Drama competition, where he, along with five older boys, finished as runners-up, presenting a scene from Tom Stoppard's *Arcadia*.

Freddie Roberts is in his GCSE year. He has played in the Under 15 A hockey team and continues to fill his time with acting, sport and music, including the piano, French horn and singing.

Alistair Russell gained an excellent set of GCSE results and kept wicket, for the second year, in the annual Eton v Harrow cricket match at Lord's.

Francis Holland

Sophie McMeikan is loving her time at Francis Holland. She is particularly enjoying her music, most notably her singing, not only for the school but also at the New London Children's Choir and at the Centre for Young Musicians.

Haileybury

Kate Wood is in the Upper Sixth, where she is studying the International Baccalaureate Diploma. She has received offers to read Philosophy at university.

Hills Road Sixth Form College

Bill Downer is enjoying Hills Road where he is playing a lot of hockey both men's and mixed. He is planning to spend the summer travelling and has offers to go to Durham or Exeter in October to read History and Politics.

Emma Frayling, having achieved a fine set of GCSE results at The Leys, is now studying Maths, Chemistry, Biology and Art AS at Hills Road. Last year she started a course in musical theatre, which she had not studied before, and achieved a pass at grade 7.

Lora Frayling moved to Hills Road from The Perse Upper for the Sixth Form. She did very well in her AS examinations in Double Maths, Physics, Chemistry and Latin and plans to apply for Oxford University, Imperial College, London and LSE among others with her aim being to move into a career in International Relations or a related area.

King's Canterbury

Francis Bushell has settled in well at King's Canterbury. He is enjoying life in his House and was successful in the Shell Drama Competition and House Song. He has been involved in an impressive range of musical and choral activity, including Wind Band, String Quartet, Chamber and Symphony Orchestra and Chapel Choir. He performed in a number of events in King's Week, notably the Gala Symphony Concert. He has represented the A XV in rugby and has also played for hockey and cricket teams.

Emma Chaplin has taken a full and active part in the life of the school. She was captain of the Under 14 A hockey team and played for the Under 14 A netball team. She won the Inter-House cross country and was part of her House team which broke the school record for the 4 x 400 metres relay on Sports Day. She is also a member of the Chamber Choir.

King's Ely

Jamie Lipscombe has represented the school in the National Theatre Connections Play *Heritage* at The Garage Theatre, Norwich. He achieved a distinction for his Level 3, Grade 6 Bronze, Solo Acting Exam (LAMDA), for which he did *The Exam* by Andy Hamilton and *The Government Inspector* by Nicolai Gogol. He has now begun his Grade 7. He has gained his Bronze Duke of Edinburgh award and successfully completed a challenge, staying out for four nights on Dartmoor and covering about 60 kilometres by learning navigation skills. He went on a school cultural trip to China, along with **Erik Bell**, where they visited Shanghai and Beijing.



Hugh Anderson (centre)



Saskia Connolly (right) performing in *Chicago*



Elise Dawes performing in *Arabian Nights*, photo courtesy of The Leys (Nick Dorling)

The Leys

Hugh Anderson was one of four pupils from the school who successfully completed the Senior Cadet Instructors' course at Beccingham Cadet Training Camp in Lincolnshire. He was among around 60 cadet instructors from CCF and county Army cadet forces from across East Anglia and the Midlands who learned advanced techniques of military instruction and took part in tactical exercises and activities. He performed in the school's production of *Chicago*, together with **Joseph Middleton**, with **James Axon** being the stage manager.

Saskia Connolly played the part of the glamorous murderess 'Velma Kelly' in the production of the musical, *Chicago*.

Elise Dawes has made many new friends at The Leys and is enjoying the art and drama facilities. She was involved in the make-up for the production of *Chicago*. One of her main successes last year was playing the lead role, Scheherazade, in the Year 9 play, *Arabian Nights*.

James Manktelow is leading a busy life at the school with his lessons, sport and extra-curricular activities.

Isabel Ritchie has enjoyed being part of a boarding house. She has played for the B team in hockey and has taken up ballet, dance and volleyball.

Magdalen College School

Peter Hicks continues to thrive at his school. He has taken Mathematics GCSE a year early and came in the top fifty in the country in the Maths Olympiad. Now that his voice has broken, he is looking forward to singing more and he has played in the Under 15 tennis team.

Mill Hill

Michael Tuft settled into life at Mill Hill extremely well and is loving the Chapel Choir, where he is now singing alto. He is enjoying his flying days at RAF Wittering and now has several hours flying on his record.

St Mary's, Cambridge

Annabel Quantrill came second in the County cross country and, subsequently, competed in the English Schools' event. She has also been running 800 metres, indoors during the winter and outside in the summer. After winning her first indoor competition, she was ranked 10th in the country for her age during the year. Later in the year, she won the Eastern Championships, finished 3rd in the South of England Inter-counties competition and ran in the English Schools' Athletics National Championships in Birmingham.

Esme Stewart trained really hard over the summer to improve her run and swim times and her efforts paid off as she has qualified for the Under 20s Great Britain triathlon team. She will be off to Geneva in the summer of 2015 to represent her country.

Sophie Whittle is enjoying St Mary's, in particular the art. She has been awarded colours for hockey and cross country. Her real love is still ballet and she has auditioned for the Royal Ballet School Senior Associates and the London Children's Ballet. She has just completed her Royal Academy interfoundation exam and achieved 91%. She dances 15 times a week preparing for her Grade 7 and is a dance scholar at St Mary's.



Michael Tuft during a flying lesson at RAF Wittering;
Annabel Quantrill at the Eastern Championships;
Sophie Whittle preparing for her Grade 7 Ballet Exam



Andrew Jones playing solo trombone in the annual Oakham 'Big Band Concert' 2014

Oakham

Alex Bower-Brown contributes hugely to the school's musical life, being part of the Chapel Choir, Chamber Choir, Concert Band and Symphony Orchestra, which are some of the many things in which he is involved. He has played for the B team in cricket, football and rugby and has continued the Duke of Edinburgh Award scheme. He won the award for the Best Actor at the House drama competition. In February, Alex was awarded Overall Winner at the Oakham School Annual English Song Competition above 90 other competitors. The competition was adjudicated by Catherine Wyn-Rogers and Iain Burnside.

Andrew Jones has started life at Oakham well. He has been singing in the Chapel Choir and has been playing the trombone in a brass quintet, the Symphony Orchestra, Concert Band and Wind Band. He was part of the band which played in the production of the musical *Chicago*. In rugby, he has represented the Under 15 team, which reached the final of the NatWest Schools Vase competition where they played Sherborne at Twickenham.



Alex Bower-Brown - Overall Winner of the Oakham School Annual English Song Competition

Oundle

Miles Aubrey has played hockey, rugby and cricket for the school. The highlight of his first year was undoubtedly being selected for the 1st XI cricket tour to South Africa. During the season, he played cricket for his own age group, hitting a top score of 117, as well as the 1st XI.

Hannah Boston has done very well in French, History, Religious Studies and Spanish and has made plenty of good friends in her House. She is playing hockey for the County, as well as for the school A team, and is enjoying her athletics.

Lucy Cairns is really enjoying life at Oundle, both in the classroom and in the activities which take place outside it.

Guy D'Oyly has flourished on the sports pitches at the school. He played in the A team for hockey, secured a place in the A team squad for cricket, after scoring 93 not out for the B team, and played for both the B and C teams in rugby. He was a member of the ten man Part Song group which won the Inter-House competition with *Feeling Good*. He also played the part of 'Tredgold' in the House play, Alan Bennett's *Forty Years On*, which was a huge success.

Charlie Field was selected to play hockey for England in fixtures against Scotland and Belgium and also in two Under 16 4-Nations Cup tournaments – one against Germany, Holland and Belgium in Germany and the other against Spain, Holland and Belgium in Spain. In October 2014, he was invited to attend a three day session at England Hockey's High Performance Academy Centre held at Lilleshall National Sports Centre.

Thomas Lambton broadcast a 12 hour radio show, in November 2014, in order to raise money for the Dalit children charity in India. The Dalits, regarded as untouchable in the caste system, form the lowest rung of society yet make up almost a quarter of the country's one billion population. The primary aim of the charity is to provide an education for these children which otherwise they would be unlikely to receive. Also the charity aims to provide clean water supplies for villages and acts to make people more aware of the reality of life for the Dalits in the 21st century. He went on a school trip this Christmas to visit the Xavier school to experience what the children's lives are really like.

Tom Lane has played for the A teams in rugby and cricket.

Lizzie Lethbridge has done well academically in her first year, particularly in English and German. She has played tennis and netball, representing the school in the regional netball championship.

Dora Nicolle played for the 1st XI hockey team which won a tournament at King's Canterbury. She scored her first goal for the 1st XI to win the match against Felsted and went on to be named player of the tournament. She has recently played in the Under 16 National Finals and has also been made captain for the 1st team at Oundle.

Millie Tusa has thoroughly enjoyed her first year at Oundle, where she has made a lot of friends. She has performed well in History, Mathematics and Religious Studies and has represented the school in hockey, netball and tennis. She took the title role in the Junior Play, *Ash Girl*, and produced a marvellous performance. She has also performed in the play, *The Exam*, by Andy Hamilton

Hugo Walford has found the academic work inspiring and is excited about setting forth on his GCSE studies. He has been playing his saxophone and gained promotion to the school's second Jazz Band. He has also been singing in the Chapel Choir. He has played for the B team in hockey and was captain of the C team in cricket. He has been working towards completing his Bronze Duke of Edinburgh award and assisted at his local rugby club for the volunteering/service section.



Top: Dora Nicolle playing hockey at the Under 16 National Finals in February

Right: Charlie Field (centre) playing Under 16 hockey for England in Germany



Guy D'Oyly captaining the Oundle rugby C team



Asher Glinsman performing in *Black Comedy*

Parkside Community College

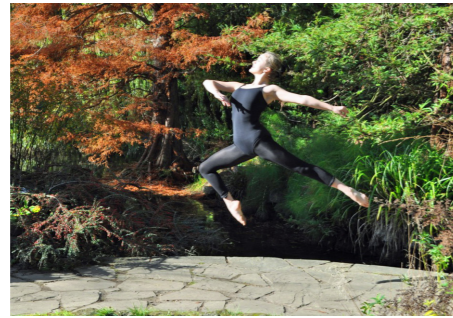
Rosie Reith is enjoying her dancing and has been selected to train at the centre for Advanced Training at the world renowned London Contemporary Dance School. She visited Rio de Janeiro, where she helped her family to run the Street Child World Cup, a football tournament for street children from 25 different countries.

The Perse Upper

Bianca Armitage, Roisin Jackson and George Lewin-Smith are all school Prefects.

Jonathan Chan performed in a Remembrance Concert held at the Emmanuel United Reformed Church in Cambridge. This was an evening of music and spoken word marking the centenary of the outbreak of World War I.

Alice Clements and Lily Howlett are both school Prefects and played in the school's 1st VII netball team which reached the National Schools Championship Finals.



Top: Rosie Reith dancing (photo by Lily Bracey)
Below: Conor Magowan, captain of the U18 Perse hockey team (front row, second left)

Asher Glinsman is a Senior Prefect and took the lead role of 'Brindsley Miller', a poor, unknown artist, in the production of Peter Shaffer's farce play, *Black Comedy*. The cast also included **Aaron Halpern** as a German electrician, 'Schuppanzigh'.

Sarah Howlett and Plum Thatcher were members of the school's Under 16 team which qualified for the National Finals of the EHB National Schools Indoor Hockey Competition, where they finished runners-up to Repton.

Tom Last is a school Prefect and both played and read in the Remembrance Concert held in Cambridge.

Sophie Littlewood participated in the Senior Greek and Latin Reading Competition organised by the Cambridge and District Branch of the Classical Association, where she performed an excellent reading of an extract from Homer's *Odyssey* in the Intermediate Greek category.

Conor Magowan is a school Prefect and was captain of the school's Under 18 team which finished runners-up in the East Finals of the EHB National Schools Indoor Hockey Competition, thus qualifying for the National Finals.



Tilly Thatcher taking part in the Senior Greek and Latin Reading Competition

Thomas Mullock has auditioned successfully to join the main National Youth Choir and is a member of the Britten Sinfonia Academy, playing oboe. His musical talents were also on show when he performed in the Remembrance Concert at the Emmanuel United Reformed Church. He was one of eight pupils from the school to win the 'top gold' grade in the British Physics Olympiad, putting him among the top fifty young physicists in the country.

Isabel Picton-Turbervill is a Senior Prefect and was a member of the school's 1st VII netball team which played in the National Schools Championship Finals.

Jennifer Potter co-directed the production of Peter Shaffer's farce play, *Black Comedy*.

Tilly Thatcher is joint Head of School for her final year at The Perse Upper. She plays in the Senior Clarinet Ensemble which performed at the Remembrance Concert, in which she also read, and was a member of the 1st VII netball team which reached the National Schools Championship Finals. She also took part in the Senior Greek and Latin Reading Competition, where she read a passage from her AS text, Cicero's *De Imperio*, in the Senior Latin Prose category.

Ella Thomson is a school Prefect and performed the role of 'Clea' in the production of *Black Comedy*.



Kirsty Martin (right) at the Rugby Fives Girls' National Championships

Radley

Ned Campbell played rugby for the 1st XV, gaining selection after a number of outstanding displays for the 2nd XV. He also represented the school in hockey and tennis. He is applying to read English and Theatre/Drama at university.

Jake de Uphaug has gained an Honorary Academic award for the Sixth Form and has played 2nd XI cricket. He is applying to study Economics and Management at university.

Rugby

Georgia Martin was awarded first place at the school's annual Barby Cross Country run.

Kirsty Martin won the Under 16 singles competition at the Rugby Fives Girls' National Championships, where she also triumphed in the doubles with her partner, Nush Mehta. She went on a hockey and netball tour to Singapore and Australia with the school in the 2014 summer holidays.

Henry Whittley is enjoying life at Rugby, where he has been the opening bowler and leading wicket taker for the Under 15 A cricket team and played in the touring side to Dubai. He has also been the captain of his House cricket and football teams.

The Stephen Perse Foundation

Alice Buchanan performed in the school's production of the musical, *Chicago*.

Juliet Tyndall is taking her GCSEs this summer and plans to go to Hills Road for Sixth Form. She and her old friends keep in touch often. She regularly plays netball for the first team and played in the Under 16 Regional Finals.



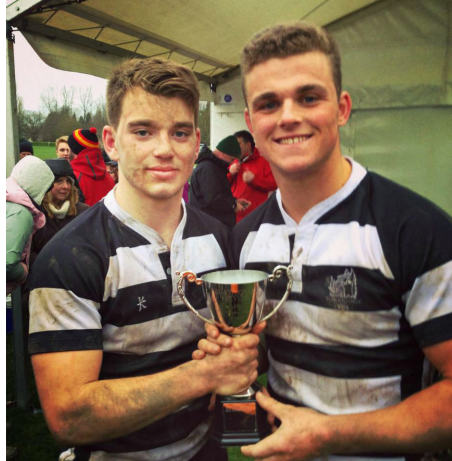
Isabelle Upton at the European Pony Eventing Championship in Ireland

Stowe

Leo Dettori has played hockey and polo for the school. Outside school he played polo for the Newmarket and Thurlo Pony Club and was a member of the team which finished 2nd in its division (Under 15s) at the 2014 National Pony Club Championships.

Isabelle Upton has represented the school in hockey, even gaining selection for the 1st XI, lacrosse and, when her riding commitments allowed, tennis. She was part of the Great Britain team which won silver medals in the European Pony Eventing Championships held in Ireland in August 2014. She also received

a silver medal individually, when she and her pony, Alfie XI, added clear rounds in the cross country and show jumping to their dressage score. Unfortunately, since her wonderful successes in the summer, she was involved in a serious car accident and it was only towards the end of the year that she was getting back to something like normal.



Rory McMeikan (left)

Tonbridge

Edward Hyde has remained heavily committed to the sporting life of the school but did find time to do exceptionally well in his GCSEs. He has played 1st XI hockey, having previously been captain of the Under 16 A team for hockey and has represented the school at rackets, reaching the doubles semi-finals in the Public School Championships at Queen's Club. He was awarded his 1st XI cricket colours at the end of a season, in which he scored 107 not out against Dulwich and was selected for the Kent Under 17 team.

Rory McMeikan is Head of House and a Praepostor for his final year at Tonbridge, where he is taking Geography, History and RS for his A Levels. He gained his colours for 1st XV rugby and 1st XI hockey and was a member of the rugby sevens team which was successful at the Reigate tournament.



Harry Hull (left) and Leo Dettori playing polo

Uppingham

Grace Axon has settled in well at Uppingham. She has really enjoyed the hockey and has been captain of the C team. She also played for the B team in netball and has involved herself in many extra-curricular activities, particularly liking gymnastics and swimming.

Tom Burkitt has been enjoying his studies in English, French, History and Mathematics. He has played in the C team for hockey and is liking the busy life which the school offers.

William Crane has represented the school in golf, hockey, squash and tennis.

Susannah Hill is a Praepostor for her final year at Uppingham.

Sarah Holmes spent an exciting five days exploring Iceland on a school trip.

Harry Hull played polo for the Newmarket and Thurlow Pony Club and qualified for the 2014 National Pony Club Championships which were held at Cowdray Park in August. The team finished 2nd in its division (Under 15s) which was a terrific result.

Jack Jackson has played for the 1st XV in rugby and was in the 1st VII squad which won the Newark Invitational Sevens tournament, beating Stamford School in the final. He has also represented the County Under 18s. In the Leicestershire and Rutland County Athletics Championships he won the 400 metres.

Oliver Parkes kept five clean sheets in goal for the Under 15 A hockey team.

Tom Parkes played alongside his brother in the school's Under 15 A hockey team. He also represented the Under 15s at tennis, being part of the 1st pair in an undefeated side.

Winchester

Jack Palmer is loving his time at Winchester. He is in the Lower Sixth, where he is studying French, History and Latin for his Pre-U exams.



Photos of the Uppingham School's trip to Iceland by Sarah Holmes

members' news

2000-2009



Ben and Natalie Cossor

Harry Beckett continues to play football at Oxford Brookes University and goes horse racing whenever he can. He spent six weeks last summer working as an intern with a London company.

Benjie Beer has had his poetry published for the very first time. Having entered a Mardibooks poetry competition, he was pleased to discover that he was in fact one of 50 winners to have his work selected for publication. The book entitled *The Dance is New* was published in October 2013 and his poem, *The Summer House*, can be found under his pseudonym Esmond Tunwell.

Alexandra Bishop is a trainee solicitor at Kingsley Napley LLP in London.

Christiana Bishop is studying Theology at the University of St Andrews.

Luke Briggs is at University College London studying Geography.

Kate Chapman has moved on from working on the Select Committee in the House of Lords. She is now Assistant Private Secretary to Vince Cable and loves her job.



Luke Davenport visiting St John's with his racing car

Alexandra Cheatle has been building her career in the music industry as singer/songwriter Zyra. She co-wrote and performed the vocals for two tracks on Seattle-based electronic production duo Odesza's hit album *In Return*. Released in September 2014, the track *Say My Name feat. Zyra* has been US iTunes' Single of the Week, as well as remaining in the Billboard Dance/Electronic Song Chart top 25 for five months.

Archie Cornish, having completed his degree at Magdalen College, Oxford, enjoyed a post-university gap year, which included teaching in India.

Charlie Cornish, who is studying Engineering at Oriol College, Oxford, trained for six months with the Oxford University Rowing squad and nearly made it into the Isis boat.

Duncan Cornish, who is reading Modern Languages at Balliol College, Oxford, has been in several plays.

Emily Cornish, having qualified as a doctor, spent time trekking in Nepal.

Alex Cossor is in his final year at Bristol University where he is studying Politics.

Ben Cossor was married in June 2014 to Natalie, who hails from Sydney and whom he met on his travels during his gap year. They are living in London, where he works for a PR company and she works for CNN.

Lizzie Cossor is reading History at the University of St Andrews.

Christian Cowan-Sanluis is a fashion student at London College of Fashion but has already worked with some of the world's A-list fashion icons. In March 2014, when Lady Gaga exited a radio studio in New York, she was wearing a pink glitter suit and matching hat which he had designed. He has presented several collections at London Fashion Week and collaborated with Acer for the release of their new Iconia A1-840 tablet, launching the world's first "Selfie Hat" that allows the wearer to take selfies from 360-degrees using the hat.

Luke Davenport continues to pursue his motor racing career. He won a stunning victory at Brands Hatch in just the third race of his debut weekend in the Michelin Ginetta GT4 Supercup series.

Ivo Dawkins, who is reading Engineering at Gonville & Caius College, Cambridge, rowed for the University at No 3 in the 2014 Boat Race.

Tabitha Downer is at Exeter University reading Philosophy, playing lots of netball and enjoying the night life. She is in the same netball team as **Caitlin Watson** and often sees **Juliet Powell** who is also at Exeter. In 2014 she went on an expedition to Ladakh with ESOC where she worked in a school, went trekking and climbed Stok Kangri in the Himalayas, which is 6,153 metres high.

Harry Field had a fantastic gap year doing various jobs in the City, working in an orphanage in South Africa and spending five months travelling in the Far East with friends, including **Victoria Bevan**. He has completed his first year at Edinburgh University where he is reading Economics and having a really enjoyable time. He is hoping to do his third year at a university abroad. He ran in the 2014 London Marathon, completing the course in a time of 3 hours 33 minutes and raising money for the orphanage where he had worked in South Africa.

Jack Field was Head of House in his final year at Oundle, where he continued to represent the school in hockey, as well as playing for the Cambridge City men's teams. He was looking to take a gap year before going to university to study Mathematics.

Julian Gregory joined 'The King's Singers' in September 2014 as tenor successor to Paul Phoenix. Although this opportunity came in the middle of his studies at the Royal Academy of Music, he was delighted to embark on this new adventure with a group which he has revered since he was a child.

Caroline Haines is working as a chartered surveyor in Grosvenor Estate and doing very well.

Edward Haines is an exhibitions assistant at the Shakespeare Globe Theatre at weekends. In the week he works for the O2 in the same position. He also does a lot of acting, especially classical plays.



Harry Field running the 2014 London Marathon

Fraser Heathcote played rugby for Oxford University in the 2014 Varsity Match at Twickenham, when Oxford beat Cambridge 43-6.

Alexandra Hebblethwaite is reading Philosophy and History of Art at University College, London.

Matthew Herbert has been living in New York for just over a year, where he works for J.P. Morgan, for whom he had worked in London for three years after graduating from Oxford University. He is really loving being back in the United States, where he had spent a year as a child.

Alex Hooley, after graduating, spent the year travelling to Australia, where he played cricket in Melbourne, and then, on his return to this country, helped with the coaching of cricket at The Perse Upper. He is delighted to have been elected as a playing member of the MCC and has now started a training contract to be a solicitor with Field Fisher Waterhouse in London.



James Knoop

William Hooley made his Aviva Premiership debut for Northampton Saints against Exeter Chiefs in February 2014.

Ben Howson is working at a media recruitment firm in London called ZuluBravo Media Ltd and is a leading light in the Gamesmaker Choir.

Rosie Howson has completed three years at Nottingham Veterinary School and has travelled as far as Malawi to look after all kinds of animals.

Maya King spent her gap year working as a Health Care Assistant at Addenbrooke's Hospital in Cambridge before going to Fiji to join a shark conservation project. She is now studying at Durham University Medical School.

James Knoop is studying Physics at Bristol University. One of the highlights of his year was playing for the England Men's team in the Touch Rugby European Championships in Cardiff in August which they won.



Ollie Lepage-Dean conducting the jazz ensemble at St John's

Ollie Lepage-Dean is in his fourth year as a member of staff at St John's where he runs the jazz ensemble 'Red Notes', the big band, and two choirs. He teaches singing as a Visiting Music Teacher and also works in the Boarding House and on the sports field coaching and supporting fixtures. He will be joining the Choristers on their Easter Tour to Hong Kong and Singapore. Outside of work Ollie sings with his band (Mode9), the Cambridge University Jazz Orchestra and Churchill Jazz Band, amongst others. He will be on tour with Mode9 in December, performing in Brussels and possibly also Amsterdam. The band is active on Twitter (mode9band) and Facebook (mode9) and will soon launch their own website and an EP.

Siân Manning is enjoying her second year at Nottingham University reading History and American Cultural Studies. She is very happy and enjoying university life.



Ciara McKibbin at Lapostolle Colchagua in Chile

Rosie Martin was Head of House in her final year at Rugby and is now studying at Central Saint Martins in London, one of the world's leading centres for art and design education.

Tara McKenna is studying Economics and Management at Durham University.

Ciara McKibbin is in her final year at Bristol University, where she is studying Modern Languages. She spent six months in Chile and France improving her Spanish and French. She is still a keen horsewoman, although she no longer owns her own horse, but now spends all her free time travelling.

Theo McKibbin has completed his first year at Nottingham University, where he is reading Ancient History. Having fully recovered from knee surgery, he has returned to playing rugby and cricket.

Cameron McMeikan, having finished his schooling at Oundle, was hoping to read Theology and Comparative Religion at either Bristol University or Manchester University.

Jennifer Newsum has launched a new ski company, Ski-hub Ltd, which aims to provide a one stop hub of information and advice to the ski and snowboard industry as well as a free, first-class holiday booking service.

George Olesen gained a First in Engineering at Durham University, where he won the Engineering project prize. He is now working with Amazon Web Services.



Jennifer Newsum skiing

Alex Roberts as Papageno in ESO's 2015 production of *The Magic Flute*- photo courtesy of ESO



Barney Palmer at the European Duathlon championships qualifying event



James Tyndall in Patagonia with *Top Gear*



Barney Palmer deferred his offer to university when he was offered a contract with a local video communications agency, Somersault Productions Ltd. He completed training at the Met Film School in London in 2013 and now works as an assistant producer. Barney's interest and love of cycling developed at Sixth Form College and he added swimming and running to make the triathlon trio. Training makes up an important part of his daily routine, more often than not training twice a day. Barney has qualified to represent Great Britain in his age group at the 2015 European Duathlon Championships in Madrid in April. He will then be stepping into the territory of Half Ironman races, with long distance events suiting him best and he hopes to excel in both Half and Full Ironman races in the future.

Charlie Palmer graduated from Trinity College, Cambridge, where he read Classics. He studied Modern Greek in his last year, which he really enjoyed, as well as Linguistics. He is now in London at City University doing a Law conversion course before training as a solicitor.

Harry Palmer had a gap year, including attending the John Hall Venice Art History course in Venice, Florence and Rome, which was a great success. He then set forth on his travels, which included a month long tour of Indonesia. He has now started at Bristol University where he is studying History.

Claire Pargeter graduated from Bristol University, having read Mechanical Engineering, and is now working at TWI, a materials engineering and joining technology company, where her father works and where her parents met. She came to visit St John's with TWI to do a "welding with chocolate" workshop for the Third Form children in May 2014.

Laura Perkins took Economics, Mathematics and Religious Studies for her A Levels at Uppingham, where she played for the 1st VII in netball, a very successful 2nd XI in hockey, and the 2nd VI in tennis.

Alex Roberts graduates from Edinburgh University this summer and will be starting a two-year stint with Teach First, training on-the-job as a Science/Maths teacher, living in London and continuing the singing which he began as a Chorister at St John's.

George Roberts is in his second year at New College, Oxford studying German and Italian.

Tolly Rose has completed his first year reading Human Sciences at New College, Oxford. He has played a lot of college rugby on the wing. He spent last summer travelling around South East Asia.

Ben Saxton won a bronze medal with his partner Hannah Diamond in the Nacra 17 catamaran class in the ISAF World Cup Regatta in Miami early in 2014, following which they were ranked 1st in the world.

George Smith finished his schooling at Oakham and is now trying to further his dream to be a football journalist. He is writing his own blog and is also writing for a student blog.

Jessica Stewart represented Corpus Christi College, Cambridge in University Challenge. She, **Jamie Gardiner** and **John Heath** spent a week in Istanbul in the summer, which they described as 'the best trip ever'. She is contemplating rowing the length of the Volga in 2015 as part of a team.

Alice Taylor graduated from the University of St Andrews where she studied English and Classical Studies. She is now working for FOX International Channels in Shepherd's Bush as a Public Relations and Marketing Assistant. Her work branches across FOX UK TV and the National Geographic Channel, which is a little ironic as she says she was always terrible at Geography.

Ellie Thorne (née **Herbert**) was married in April 2014 and continues to work as a Geography teacher at The Perse Upper, where she is also a Head of House.

Alasdair Titcomb is studying Economics and Management at Bristol University.

Sebastian Tusa, having left Oundle where he had been Head of Chapel Choir, played hockey and cricket and acted in a production of *Hamlet*, spent his gap year qualifying as a ski instructor in Switzerland and travelling in South East Asia. He has just started at Durham University where he is much enjoying singing in the Cathedral as a Choral Scholar.

Alex Tyndall is doing his finals at St Peter's College, Oxford in English at the moment. He wants to pursue a career in journalism so is also writing whenever he can.

James Tyndall joined the BBC when he graduated from Exeter in 2013 and has since worked in production on *Top Gear*. He got the job because of his fluent French and not because of any knowledge or love of cars but he has since driven all sorts including regular use of a white van. The job has given him loads of trips filming around the world including the rather hairy trip to Patagonia which was certainly more dramatic than planned.

Edward Whyte, after completing his schooling at The Perse Upper, has gone to Newcastle University, where he is studying Civil Engineering. He is enjoying the course and is hoping to play cricket for the university in the summer.

Sally Whyte gained a First Class Honours degree in Sport, Coaching and Physical Education from Oxford Brookes University. She then she has moved to Holland to coach and play for Bloemendaal Hockey Club, one of the strongest clubs in Europe. She hopes to move back to the UK in 2015 to work in a school and play hockey at a senior level.



Alasdair Titcomb at Association Golf Day 2014

members' news

1990-1999

Johan Bergström-Allen was made an Honorary Research Fellow in the History Department at the University of York. He visited El Salvador through his involvement in a charity called The Archbishop Romero Trust which supports development projects working in partnership with some of the poorest people in Central America.

Juliette Burton has taken her solo show, *When I Grow Up*, to Adelaide and Melbourne and has performed it at Upstairs at the Three and Ten in Brighton for the Brighton Fringe. She then previewed her new show, *Look At Me*, in London, Brighton, Cambridge, Stowmarket and Edinburgh in June and July 2014. Juliette is a spokesperson for the *Be Real Campaign* thanks to her work on *Look At Me*. She has appeared on ITV's *This Morning* as well as on London Live and is a regular contributor to programmes on BBC Radio Scotland. She presented at the Body Confidence Awards 2014 held at the House of Commons alongside Gok Wan, columnist Viv Groskop and Jameela Jamil.



Juliette Burton



Johan Bergström-Allen in El Salvador



Christopher Chapman is Directorate Manager of Obstetrics and Gynaecology at the health authority in Manchester. He was married to Charlotte in June 2013 and they had a daughter in October 2014.

Caroline Court (née **Sabberton**) worked for Transport for London for seven years after finishing her degree in Geography at Edinburgh University. She was married in May 2014 to Nicholas, a policeman, at St Mary Magdalene Church in Maddingley. One of her bridesmaids was **Clemmie Sanders**, with whom she has been friends since they met at the age of seven at St John's. She is now working for the Environment Agency and living with her husband in St Albans.

Thomas Dann has moved across Cambridge from teaching at The Perse Upper to become Head of Rugby at The Leys.

Iestyn Davies played the title role in Handel's *Rinaldo* at Glyndebourne Festival Opera in the summer of 2014. For this role and his portrayal of 'Bertarido' in Handel's *Rodelinda* for the English National Opera, he won the Outstanding Achievement in an Operatic Role in the WhatsOnStage Opera poll. He also won the Gramophone Award 2014 for "best recital disc" for *Arise, my muse*.



Caroline Sabberton marrying Nicholas Court

William Jones, William Tunnicliffe, Amy Morrison-Smith (nee Byatt), Stephanie Friend (nee Chandler), Christopher Reindorp and Tim Mantle at Fenella Eddell's (nee Keymer's) wedding



Michael Davies is Managing Director for Equities at Jefferies International Ltd and lives with his wife, Emma, and their two daughters in West London. Away from life in the City, he and his brother, **Peter Davies**, together with some friends, have enjoyed success on the racecourse as owners of Emperor's Choice, which won the Coral Welsh Grand National by a short head over 3 miles 5½ furlongs at Chepstow in December 2014.

Fenella Eddell (née **Keymer**) was married in June 2014 and, after several years in London, has returned to East Anglia, where she is now working as a commercial property solicitor in Bury St Edmunds.

Freddie Glasswell works as an investment banker for Rothschild in London in the same company as **James McEwen**.

Sam Glasswell has given up his job in New York to do an MBA in Barcelona for 19 months which he loves. He is engaged to Anna Brooksbank and they are due to get married in September in Brancaster, Norfolk.

Alison Fletcher (née **Poole**) is married with two children, Shona and Hugh, and lives in Twickenham.

Stephanie Friend (née **Chandler**) was married to Nick in August 2014.

Colin Hamilton now lives in Vancouver but, on a visit to the UK in May 2014, took the opportunity to have a tour of his old prep school. He has kept up his singing and is a member of a choir called the Phoenix Chamber Choir, which is recognised as one of Canada's finest vocal ensembles. He is really enjoying this because the music is challenging and the standard is very high.



Colin Hamilton singing in the Phoenix Chamber Choir

Edward Hill has chosen to spend his time overseas for a great many years. Following teaching posts in Devon and Dorset and travels to Africa, with charity work in Zanzibar being his longest dwelling-place, plus spells in Kazakhstan, Uzbekistan and Kyrgyzstan, amongst various places, he settled in Borneo to teach in the international school of Kota Kinabalu. He stayed in Borneo for four years, during which time he travelled all over South-East Asia, including visits to

Vietnam, Cambodia, the Philippines, Laos and Myanmar. In August 2014, he decided to move to the other side of the world to take up a post at a British International School called St Paul's School in São Paulo, Brazil. He is thoroughly enjoying the new city, culture and travel opportunities and has already been to Argentina and Colombia, as well as the Rio de Janeiro Carnival.

Edward Jones has moved from Reed's to Christ's Hospital School, Horsham, where he is Assistant Director of Music and a Housemaster, in charge of 48 11-18 year old boys. He has continued to be involved in rugby and cricket, coaching in the Under 13 age group. Away from school he still manages to do a fair amount of singing on the London church circuit and has been the Musical Director of the Claygate Choral Society in Surrey since 2011.



Edward Hill at a school Maths competition in Manila, The Philippines

Tim Mantle, Christopher Reindorp, Jenny Tarr (née Ellis) and William Tunnicliffe at Stephanie Chandler's wedding



James Mantle, after five and a half years with KPMG in London and Sydney, accepted the role of Finance Manager at Charterhouse, an executive recruitment company, in their Sydney office based in The Rocks. He was very excited by the opportunity to join this fast-growing company though, at the same time, was sad to leave behind the many friends he had made during his time working with KPMG. He continues to enjoy the lifestyle in Australia enormously.

Tim Mantle has been living in London for about five years, working at Knight Frank where he qualified as a chartered surveyor (MRICS) in October 2012. His job primarily focuses on Investment and Development of commercial property in London's West End. He still keeps in touch with a number of people from his year at St John's and went to the weddings of **Harry Lund** in June 2013 and **Fenella Eddell** (née **Keymer**) and **Stephanie Friend** (née **Chandler**) in 2014. At Christmas 2014, he and his sister, **Charlotte Mantle**, went to Sydney, Australia, to visit and stay with their brother, **James Mantle**.

James McEwen is kept very busy at Rothschild Bank but does manage to play cricket on some weekends for his old Durham team, which he really enjoys.

Richard Moore is studying at the Royal Northern College of Music and returned to the Cambridge area in October to sing in a recital of duets for baritone and soprano.

David Radmore married Sara in a vineyard in Malibu, California in September 2013. He is a member of the California State Bar and is a staff attorney employed by the California Association of Realtors, while Sara is a Deputy District Attorney for Los Angeles County. They are living in Westwood, Los Angeles.

Henry Wilkins outside St John's College Chapel, Cambridge



William Walker-Arnott marrying Katie Johnson

James Radmore is married to Jane and they live in Dublin, where they met as undergraduates at Trinity College. He has completed a one year MBA degree course at Smurfit Business School in University College, Dublin, while Jane is working in the oncology field at the Dublin Institute of Technology.

Thomas Shave, after graduating from Warwick University with an Economics degree, trained with Deloitte as a tax accountant. He spent some time on secondment in Dubai before returning to the London office to specialise in overseas tax compliance. He was married to Jill in December 2014 in Yorkshire.

Sebastian Short lives with his wife, Hannah, and their son, Eden, in Staffordshire. He has created a new product, a 4G mobile powerbank router, which enables the owner to charge his or her phone or tablet multiple times while on the move. It was launched in the UK in December 2014.

James Wilkins, at his own restaurant Wilks in Bristol



Simon Stearn has returned to the UK after teaching for nine years in Chiang Mai, Thailand and has taken up the position of Individual Needs Coordinator at St John's College School.

James Turner is a Flight Lieutenant in the Royal Air Force and pilots Typhoon fighter aircraft.

Graham Walker has been appointed as Musical Director of St John's Voices, a mixed voice Choir at St John's College, Cambridge. Alongside his work with this Choir, he is Choir Director of St Mark's, Newnham, Musical Director of Haslingfield Choir and Orchestra and Director of the New Cambridge Singers. He plays in various ensembles, including Classico Latino, a piano trio performing classic Latin American music. He and his wife, Sarah, now have three children with the arrival of a daughter, Elinor Alice.

William Walker-Arnott became engaged to Katie Johnson, whom he met at Durham University, and they were married in December 2014.

Henry Wilkins, after studying Chinese and Management at university in London, lived and worked in China for ten years, many of them at GMAC Insurance in Shanghai, spending the last four years as China Managing Director for the company. He has recently returned to Cambridge with his wife, where he is starting his own business in travel publishing and studying entrepreneurship at Judge Business School. He recently dropped in and enjoyed an extended tour of the school, courtesy of Mr Grove.

James Wilkins is living in Bristol with his wife Christine. He is a chef and, after working in some highly regarded establishments over the course of his career, including being the Head Chef at French 3 Michelin starred Michel Bras's restaurant in Japan and Head Chef at the Swissotel in Istanbul, he opened his own restaurant in Bristol in 2012 called Wilks. He got his own taste of Michelin recognition in 2013, when he was awarded one Michelin star. He was also listed in the Sunday Times top 100 restaurants in the UK for 2014.

members' news

1980-1989



Triple generation Johnians: Mrs Cairns (centre), David and Paul Cairns (far right), Lucy and Thomas Cairns (2nd from right and front), plus James, Henry and Claire Wilkins (the groom, middle at the back, and front right respectively)



Stuart Cartwright and his family in Spain last summer

George Albutt is a lawyer in California, where he practises civil litigation of all kinds and lives with his wife and three children.

David Cairns moved back from Tokyo to Cambridge with his family in 2010, whereupon his children were immediately inculcated into the Johnian dark arts. Lucy is now at Oundle, and Thomas, who begins his final year at St John's this September, hopes to follow suit (before his professional career in rugby). David still works for the Foreign Office (with **Matthew Rycroft**), and will become Ambassador to Sweden in summer 2015. David is in touch with one or two other old Johnians: **Emma Scrase** (now **Lauze**), who has also returned to St John's as a parent, and **Temple Perham** (now **Schauble**), who is living in California with her husband and children.

Paul Cairns is also living in Cambridge with his wife and two lovely children, and is a GP.

Stuart Cartwright and his wife, Jo, are living in Dennington, Suffolk, with their children, twins Harry and Scarlett, and Xanthe. All the children are pupils at Brandeston Hall, where they are having a wonderful time.

Phil Clutterbuck is still in the Metropolitan Police. He and his wife, Cath, have celebrated their silver wedding anniversary and live with their two boys, Adam and Ollie, in Essex.

Ben Hardy and his wife, Alexis, had a son, Otto, in June 2014.

Tom Macdonald and his wife, Clare, have had a son, Hugo, and have moved to Staffordshire, where he is trying to set up a new University Technical College as Principal.

Tim Rhodes is Director of Music at Framlingham College, where he is also involved on the rugby field.

Daniel Rycroft is a Senior Lecturer in Asian Art and Culture at the University of East Anglia and is involved in setting up an 'India Dialogue' between departments at UEA and other institutions, both in Europe and India.

David Rycroft is teaching 'Mindfulness' in English schools, whilst still living near Lodeve, in the south of France, and continuing his painting.

Matthew Rycroft has been appointed to be the next British Ambassador to the United Nations and will take up his post in April.

Rowland White is Publishing Director at Penguin Books, with particular responsibility for the crime and thriller list. Alongside his day job, he also writes books about aeroplanes and 2014 saw the paperback publication of his latest title, *The Big Book of Flight*, a very subjective, lavishly illustrated look at the world of aviation covering everything from Icarus to airline meals, and from the Red Baron to Concorde. For the last three years or so he has been working on a book about the first flight of the Space Shuttle and he is expecting this, called *Into the Black*,

to be published in August 2015. The mission that forms the climax to the story took place in 1981, so he is happy to report that the first seed of the book must have taken root while he was a boy at St John's College School. If you had told the ten-year-old Rowland White that, one day, he would be meeting and interviewing the astronauts that flew the Space Shuttle he would have probably exploded with excitement.

before 1980

Tim Jones is Senior Vicar Choral in St Paul's Cathedral Choir and remains a very active member of The Sixteen, acting as a coach and vocal teacher for the group's scheme for young singers, Genesis Sixteen.

deaths

With regret, we mark the passing of former pupils and staff:

David Holgate (1949)

Polly Noble (1989-1993)

Brother Martin, school Chaplain (1974-1985)

Nesta Mould, wife of former Headmaster, Alan Mould

events

Dates for Your Diary

15 April 2015
Summer Term begins

27 April 2015
James Quilligan (2003) Vocal Recital

10 May 2015
BBC R4 Morning Worship: St John's College
Parents' Association Charity Fun Day

21 May 2015
Parents' Association Evensong

30 May 2015
Choir Association Garden Party

29 June 2015
School Concert at West Road Concert Hall

4 July 2015
Speech & Sports Day

8 July 2015
Association Day
Form 6 Leavers' Drama Production

10 July 2015
Summer Term ends

17 July 2015
Association Golf Day

9 September 2015
Michaelmas Term begins

4 November 2014
Parents' Association Fireworks Night

28 & 29 November 2015
College Advent Carol Service

8 & 9 December 2015
School Carol Service

11 December 2014
Michaelmas Term ends

Association Day 2014



Association Golf Day 2014

Association Day

Association Day this year will be on Wednesday 8th July 2015. The proceedings will start with a Barbecue Lunch on the Playing Field at 1pm and there will, as usual, be the opportunity for the younger members to play Cricket or Rounders or Tennis, all of which will take place after Lunch. Although the majority of those who attend are usually recent leavers, the invitation is open to all and it is pleasant to see some of the older members, often with spouses or partners.

Association Golf Day

We shall be returning, once again, to the Royal Worlington and Newmarket Golf Club on Friday 17th July 2015 for the next Golf Day, when Mr Robert Grove and Mr Tim Clarke hope that a few more members of the Association will come to play at this wonderful course and, more importantly, to catch up with what their fellow former pupils have been doing since they left St John's College School.

A young woman with a backpack is sitting on a rocky ledge, looking out over a valley at sunset. The sun is low on the horizon, casting a warm glow over the landscape. The woman is wearing a red shirt and blue pants. The background shows rolling hills and a valley with some buildings.

Saint John's

college school

St John's College School is part of St John's College, Cambridge, registered charity no. 1137428