

# the johnian

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

2016

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

## Farewell to Mr Jones



### Upcoming Events

Association Day 6 July 2016

Golf Day 13 July 2016

Byron House Redevelopment

News from over 150 members

# 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* 2015 or our annual summary, *Highlights* 2015.



Front Cover: Mr Jones in school uniform for a charity "Head's Back to School Day"  
Back Cover: Luke Davenport celebrating victory at Brands Hatch

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# the johnian

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# staying in touch

To keep abreast of current school news throughout the year please visit our homepage, [www.sjcs.co.uk](http://www.sjcs.co.uk), where you'll see links to recent news articles and publications and follow us on Twitter @SJCS\_Cambridge for up to the minute news. 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.

# getting involved

The enrichment programme at Senior House continues to flourish by providing a varied diet of activities for the children. We have enjoyed successful visits from a handful of former pupils and would be delighted to welcome back any of you who 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 if you would be keen to do so.

It has been wonderful in recent years to welcome several former pupils back to St John's to perform alongside current pupils in concerts at the West Road Concert Hall. Former pupils have joined the school's Visiting Music Teachers to form a chamber orchestra which has accompanied current pupils as soloists in performances of various concerto movements by Mozart and Schumann.

Simon Kirk, Director of Music at St John's, is continuing to set up a register of those former pupils and their parents who would be interested in taking part in future projects, be they alumni-only events or performances in collaboration with current members of the school community. He would be delighted to hear expressions of interest from former pupils of all ages; currently active and lapsed musicians are equally encouraged to respond; professionals and amateurs will both be welcomed. At this stage, there is no specific event in mind, but rather Mr Kirk hopes to find inspiration from former pupils' and parents' responses to create occasional opportunities and events at points in the future.

If you are interested, do please contact Mr Kirk directly at [skirk@sjcs.co.uk](mailto:skirk@sjcs.co.uk) or by telephone on 01223 272734.



Former pupils performing at the 2015 West Road Summer Concert

# 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 two editions 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 includes Mr Jones' Retrospect for 2015 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 the redesigned classrooms 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 staff who died in the last year and many of you will be sad to read of the death of Mrs Jane Seberry, who taught at the school for 20 years, and Mrs Joan Grover, who was Assistant Matron in the Boarding House for 19 years. 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.

After twenty-six years as Headmaster, Mr Kevin Jones will be retiring from his position in July 2016. He has been responsible for overseeing many changes within the School during his headship, in which he has translated his vision for the education of the children into a reality, assembling a staff and developing the buildings so that this education can be delivered to the highest standard. Many of you will have fond memories of your association with Mr Jones and I am sure would like to wish him well for whatever he decides to do with his time after leaving St John's. You are all very warmly invited to visit on Association Day (Wednesday 6th July) where there will be an opportunity for you to say your farewells to Mr Jones.

So, it is for the final time that I write that 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,

Robert Grove

Robert Grove  
[rgrove@sjcs.co.uk](mailto:rgrove@sjcs.co.uk)

# farewell to mr jones

Mr Kevin Jones, will be leaving St John's in July 2016 after 26 years as Headmaster at the school. In his own words, "It will sadden me greatly to bid farewell to the children's laughter in the playground but there are no unhappy reasons for this decision. I am approaching my sixtieth year of life in this lovely and wicked world and it would be unseemly to go on until I drop. While I am still full of energy, if I am to do other things, the clock is ticking a little, so the time seems right to wander and to wonder what lies beyond the shelter of St John's."

Addressing current parents, Mr Jones also explained, "My great achievement at St John's has been to gather together the most remarkable group of people whose love of children is deep in their bones. That will not change and they will guard your children's childhood and help them to become their best selves as they have always done. Your children are and will still be in the safest of hands and the only deep loss will be mine."

Mr Jones will be replaced by Mr Neil Chippington, who has been the Headmaster of St Paul's Cathedral School in London since 2009. Prior to that appointment he was at Winchester College where he taught Music, English, History and Religious Studies. He was Head of Academic Music there for nine years and a Housemaster for eight years. You can read the Governors' announcement of Mr Chippington's appointment in the News section of the school website: [www.sjcs.co.uk/news](http://www.sjcs.co.uk/news).

## Donations for a leaving gift

If you would like to contribute to a leaving gift for Mr Jones, please send your donations by electronic transfer to the account below and email [bursary@sjcs.co.uk](mailto:bursary@sjcs.co.uk) with a summary of the amount, your name and the transaction reference.

Sort Code: 20-17-19

A/C No.: 80055581

Reference: KLJ Leaving Gift



## Join us on Association Day to say your farewells to Mr Jones Wednesday 6th July 2016

All past pupils and past parents are warmly invited to this year's Association Day on Wednesday 6th July 2016, where you will have an opportunity to say a fond farewell to Mr Jones.

Past pupils taking part in the sports are invited to a barbecue lunch at 1pm (a formal invitation, with further details, will be posted to you).

For those not taking part in the sports, there will be a drinks reception between 2:30-4pm. Tours of the school will be available from 2pm.

To help us gauge numbers for the tours and for catering purposes, please complete the online reply form, using the web address below, by Friday 27th May:

[https://www.sjcs.co.uk/Association\\_Day\\_Drinks](https://www.sjcs.co.uk/Association_Day_Drinks)

# headmaster's retrospect

## 2015

I have found a product, soon to be commercially available, that will solve all the problems of home and school.

Manufactured by the Behavioural Technology Group, the Pavlok, we are promised, doesn't just track what you do. It transforms who you are, using what its makers call a powerful commitment ecosystem. Pavlok, the latest piece of life-coaching wearable technology, or Nag Tech, is a wristband which can emit electric shocks of up to 340 volts.

Whenever you give in to a temptation, you can administer shocks to yourself and, we are told, retrain your reptile brain. The Pavlok can also be operated remotely so, the makers suggest, a friend could shock you every time she sees you eating a piece of cake - a novel idea of friendship.

But Pavlok can go much further than that. Linked to your mobile phone GPS it can know where you are and zap you automatically if you go where you should not. I can see the floor of the sweet shop across from the College strewn with convulsing choristers. Pavlok can know who you are phoning and shock you, as the promotional literature says, whenever you text your ex-lover. Clearly every parent should have one. We certainly need to add Pavloks to the uniform list. I will sit in my study and zap the boys rolling on the grass by the willow tree. Children who run on the Piazza will soon find themselves writhing on the ground. I could fit CCTVs in the classrooms and zap a child who seems to be daydreaming. But I won't need to do that. Pavlok can do this itself. It can integrate with smart EEG brain devices to train, and get feedback on, your mental states. As soon as a child stops concentrating, zap, and she's back in focus.

I presented this vision of the future in assembly, not to market the Pavlok but to suggest that we should not seek to torture ourselves into perfection, or rather a constant sense of our imperfection. Humans are not made perfect and perfection is a false god. We must be free to err and more often than not the need is to be compassionate with ourselves, to forgive ourselves. We are not very good at that these days. So we need to be generous with each other.

At our wonderful summer party for pensioners, the generosity of the children flowed as freely as the Pimms. Mrs O'Sullivan announced, 'And now it's time for entertainment and cakes.'

And young Tom turned to me and said, 'Isn't that what life is all about - entertainment and cakes?' I hadn't the heart to correct him. And why should I? Childhood should not be built in the image of our wicked world. It is another country entirely and it should indeed be full of entertainment and cakes, laughter and warmth.

On a snowbound morning, I arrived at Senior House to find the children on their best behaviour, resisting the obvious temptation. But my own inner Pavlok was switched off so I launched a snowball in a beautiful and powerful arc towards Mr Clarke, which set off the friendliest of teacher: pupil bombardments. The quality of a snowball fight is a good measure of whether a school understands the landscape of childhood.

Clad in my lovely onesie and dressing gown after the Book at Bedtime evening at Byron House, a couple of straggling little ones and I found a single pink jewelled slipper in the playground in the dark. Immediately, Mr Debenham tried it on to see if he might be Cinderella but it turned out it was too small and he was just an ugly sister. Then a little one came out of the dark to claim the slipper and we said she'd have to marry me but she declined and disappeared into the night.

In the world of childhood we slip seamlessly into fairy tales.

And pantomime dresses. This year, in one of the marvellous frocks that Mrs Maile has contrived for me over the years, I was the beautiful Princess Poppy Booby. When children came running up afterwards to pop my balloons, the Pavlok was not on.

At the Victorian Fayre, I was tired so I sat on the benches by the climbing frame in Hinsley Hall with one leg outstretched to the floor. Children will transform more or less anything into a plaything and I found myself duly transformed, as two of our youngest urchins decided, without so much as a 'by your leave', to take turns on my leg as a slide - clearly a Pavlok zapping offence but they skipped off unpunished.

'When you do your speech,' one of the children remarked to me recently, 'you look like a Headmaster but when you come out to sports day we can see that you are really just a funny old Grandad, in a nice way.'

It is touching to be greeted as such an affectionate figure in the world of the children.

Be it in the glorious innocence of the country dancing troupes at the Byron House fair, or the jazz band playing on the Piazza while the Fourth Form girls dance freely beneath a barbecue sun, it is clear that the Pavlok is not on at St John's.

Childhood cannot be all entertainment and cakes but there must be room for joy and laughter and freedom from care and affection.

At the Parents' Association Garden Party, whether our leaving teachers talked of the freedom to dance, the joy of dressing up, of life as a human climbing frame, or the understanding we bring to a child with a difficulty, what shone through from them and shines throughout the staff, is a burning affection for our children.

But the affection that drives this school is not a matter of sentiment - it is a matter of science. As we explained at our Emotions for Learning morning for parents, our approach is rooted in the science of attachment theory which has established beyond doubt the profound connection between a child's attachment to her prime carers and her subsequent development, and the inextricable links between how we feel and how we learn.

When our leavers were frightened as tiny babies, their mothers and fathers held them close in their arms to reassure them, to help them overcome their fear. When children arrive at school, we must continue to hold them in affection and give them a childhood in school that frees them from fear and fills them with faith.

The nonchalance of the urchins who slid down my leg is an important thing. It speaks of trust and security.

When I visit the PrePrep and the children rush up to show me their learning and combine this with a mass hug, that is an important thing. It tells me they feel safe.

When the Kindies giggle and squeal as I try to shake them from the climbing frame like little apples and when I see them moving freely and with confidence from their lovely new home base to their outdoor garden and back again, I see the fruits of their teachers’ affection. I see them conquering fear.

This has been a year of exceptional achievement, even by St John’s standards. In Maths, our children remain at the very top of the 200,000 best mathematicians nationwide, we have all but the best general knowledge in the nation, we have poetry celebrated by the Forward Prize judges and praised by the former poet laureate, Sir Andrew Motion; we have art displayed by the Tate in its online magazine, a prize winning Latin play written by the children, a performance of Macbeth described as ‘spellbinding’ by the Shakespeare Schools Festival, reaching heights that no other prep school could reach, a young composer whose work is already fit for the College Choir, an unrivalled array of concerts of all kinds, an average of more than 70% in all Common Entrance exams, a stunning set of exam results to local schools and more scholarships than we have ever previously achieved.

And all of this is only possible because our children lose their error terror, conquer the fear of failure.

We might imagine that creative thinking, in whatever discipline, is about flashes of inspiration. In fact, the research shows that a key quality of the best thinking is our ability to cope with the uncertainty of not knowing. And the land of childhood is of course filled every day with this uncertainty.

How many adults in a working week are asked to relish a dance, turn their feelings into a picture, speak in French, decipher Virgil, grapple with algebra, untangle chemical formulae, run their heart out, make a crucial tackle, write a poem or a computer program, compose a song, improvise a scene, perform a concert piece, debate with Plato and use a laser cutter; and all in view of others and all before tea time?

The land of learning is a high risk place. In the unknown territory where learning happens, it is their teachers’ expertise and affection and faith that gives the children safe passage, that switches the Pavlok off.

When the T1s have designed their own curriculum on volcanoes, full of their own questions, from the tentative ‘where do volcanoes live? Do any live here?’ to the more adventurous ‘Let’s put liquids together and see if they explode!’; when the T2s turn me into a robot to practise their programming skills, the Third Form take philosophical voyages on the Starship paradox; when I wander in on the Sixth Form teaching philosophy to the Third Form, or listen to children’s moving songs and deeply felt poetry in our Remembrance service; when I come across the Arts Award children giving lectures on their projects with incredible maturity; when the Second Form say of the Explorers project they have created ‘It’s more open, you can explore anything.’ and ‘The standard of our work has gone up as you have more freedom ...’, I see children who are at home as explorers, adventurers, risk-takers, unhampered by fear of failure, relishing the freedom to roam, safe in their teachers’ affection.

Of course, the land of learning has its misadventures, as our general knowledge papers once again showed.

Which **S** is the name for a high female singing voice?

Answer: Sarah

Who composed the ‘Moonlight Sonata’?

Frank Sonata

What is a cat-o’-nine-tails?

A mutant cat

What P do you dry to get a prune?

Pants

The land of childhood can be a silly place. Thank goodness. And teaching can have its moments.

Two Sixth Formers offered to take a mindfulness session recently, and all began well, with the first child leading the class into a gentle meditation about meadows. Then the second child took over.

‘Relax your whole bodies’ she said, then added, ‘But not your bowels... because... well, just because...’

Somehow the mindful moment was lost.

Even parents can have their failings. One of our urchins, on seeing that a friend’s mother was attending a ‘parenting teenagers’ evening with her own mother, observed, ‘I don’t why *her* mummy is there – *she’s* not a bad mummy’.

Studying the ‘ee/ea’ sound during phonics, the Kindies were asked if they could think of a drink that begins with ‘T’, that you might have for breakfast. ‘Oh yes I know,’ a little angel cried, ‘My Mummy has it for her breakfast, but wine doesn’t begin with a ‘T’

Meals can be exciting for children. Only a boy could write of his Sunday lunch:

‘The mouth watering smell of turkey was invading the house like the Nazis through Europe, and the roast potatoes were fighting back.’

All is well in the land of childhood at St John’s and our borders are safe for now. But there is a threat of invasion.

I have talked laughingly about the Pavlok, a weapon that works through self-aggression. It seems absurd that we should encourage people to hurt themselves because they fail.

But something in our society is doing just that, to our children.

In just one year the number of 10-14 year olds treated by the NHS for self-harm has risen by 30%.

The Commons Health Select Committee has talked of a rise, of up to 30% a year, in the number of children being treated for mental health problems.

In the past year, an international survey of children’s wellbeing placed the UK 13th out of 15 countries for children’s life satisfaction, 14th for children’s satisfaction with their bodies and 15th for self-confidence.

Why are children hearing such critical inner voices, why are they punishing themselves more and more? What is causing the tsunami of anxiety that is flooding the shores of childhood?

The Head of Eton blames parents who want to live their lives through their children, and talks of a growing number of children under acute pressure to fulfil their parents’ ambitions, rather than make their own choices.

A London Head speaks of the pressures parents place on their children through what he calls the ‘abhorrent’ practice of after school tutoring.

The Financial Times recently noted the rise in London of a new form of employment: the nursery consultant, whose job is to find a nursery that will put their clients’ toddlers on the right track to an elite university.

In New York, playdate coaches charge large sums to train tiny children in the skills that might help secure their admission to the most prestigious private schools.

It leads one commentator to lament our adult world and its ‘life-denying, love-denying mindset, informed not by joy or contentment, but by an ambition that is both desperate and pointless, for it cannot compensate for what it displaces: childhood, family life, the joys of summer, a sense of arrival, living in the moment.’

But if parents are in the dock for robbing children of their childhood, our schools also have a case to answer.

The number of children receiving counselling for exam stress has tripled in the last year. This year Childline received 34,000 calls about exam stress alone.

In an education system that defines who children are by what grades they get, it is all too easy for the young to be infected by the sense that they can never be good enough, by a fear of failure. In the constant search for improved results, our schools may themselves be pressing the fear button again and again, conditioning children for fear and unwittingly fostering the self-aggression that surfaces as self-harm.

Parents and schools can create a perfect storm in the world of childhood.

But we choose not to at St John’s. We choose to make a different world for our children, where childhood is still free and fearless, as it should be, a wonderful, leg sliding place where children thrive in the security of our affection.

But there is one thing of which I think we can be guilty at times, and I would call it *fearful* love.

It is easy to be afraid of failing our child, to struggle with the uncertainty of not knowing what the world or the future may bring. I absolutely understand, as a parent how, late at night when we are worried for our child, our love can become fearful. But it is not what our children need.

Attachment theory tells us very clearly that children need a *faithful* love, one that does not change with a child’s mood or behaviour or attainment, that gives back to a child a faith that all is well, that guides a child’s feelings.

It was late at night when I was gathering these thoughts. I wandered outside and looked up to the night sky. The constellation of the Plough was above the willow tree in the garden outside my office. And from the Plough, I took my bearings and found the Pole Star, the star that sits above the North Pole and stays there all of the time.

It doesn’t wax or wane like the fickle moon. It is the star we can navigate by, the star that Keats addresses in his great love sonnet,

Bright star! would I were steadfast as thou art.

The Pole Star is always there for us, unwavering, constant, steadfast.

We need to be the Pole Star for our children, not the Pavlok. We need a faithful love.

I have talked of the laughter and the joy in the land of childhood, but the life of a child cannot always be entertainment and cakes. The seas of childhood are sometimes choppy or even stormy and it is easy for children to get lost.

They need a guide. They need their teacher’s outstretched hand.

They need us to have faith in them when they have lost it themselves, to be constant in our affection when they seem least to deserve it, to understand that any frustration they cause us is a window into the distress they are feeling themselves.

They need us to navigate by.

But they also need to find an inner compass. They need to learn how to ride the waves of big feelings alone, how to be still and to still the storms of emotion, how to be silent and to silence those critical inner voices.

To help the children to navigate their lives, we continue to develop our pioneering teaching of emotions for learning and mindfulness. I have been struck this year by the strength of the silence that we can now make together. A snowball fight is a good measure of a school and so is the peace that we can find together, and find for ourselves.

And it is not only in mindfulness lessons that peace comes dropping slow.

To help me write a piece on Art for the Tate magazine I asked for the children’s views. One said:

‘In all of the confusion of life I can find peace through Art. I can experience my thoughts and feelings in a physical form.’

Another said, ‘It gives you freedom of thought. I feel I can escape to the place that I am drawing.’

A little one added, ‘If I’m angry, I go and find my sketchbook and I draw or paint, often with dark colours, and it calms me down and then everything feels a bit better.’

In their own way they talk of Art as a form of healing. And there is a longing for freedom, for peace, for calm in our children’s words. We should listen to them.

They feel life strongly. Our wonderful poetry anthology shows how deeply our children feel and how fearlessly they voice their emotional life. It is brave stuff.

There is a courage of thought and feeling at the beating heart of childhood and it is expressed most fully when thought and feeling combine, when knowledge becomes compassion.

In a discussion about food security as the world warms, one of our leavers made his own leap to the thought ‘Then wars will be fought over food’ and added ‘and the people who do not have enough to eat now, do not have the power to change their lives, and will suffer more than we will’. ‘The essence of a village is community,’ he said, ‘but our global village does not work like that.’

It is wonderful to see a child move so readily from knowledge to moral courage.

This is a child who has found his inner compass.

What he is talking about is the need for love to triumph over fear.

And that is what I have been talking about.

It begins with a baby in her mother’s arms. It continues with the urchin sliding down my leg. It ends with a child repeating back to us the message that we have been giving him, in our actions and our words for many years: that love must triumph over fear in this world.

The Pavlok is based on the science of fear. Attachment theory is the science of love. We choose to build the world of our school on the science of love.

This year’s leavers have now departed the shores of our school for the wider world. There is much for them to do that we who are old have failed to do. We need them to see things as they are and dream of how they should be. We need them to steer our world to a better place. We need them to make our world more like the world we have built for them in their childhood.

And if ever they lose their way, as we all sometimes do, if ever one night they are in danger of losing faith, I hope they will wander outside and find the Pole Star in the night sky above them and remember that St John’s is unwavering in its faith, steadfast in its love, constant: once you are St John’s, you are always St John’s.

And when they think back on their life with us I hope they will say, as Raymond Carver says in his poem, A Late Fragment:

And did you get what

you wanted from this life, even so?

I did.

And what did you want?

To call myself beloved, to feel myself

belovèd on the earth.

Kevin Jones

# innovations



## Guided Options

The Guided Options and Enrichment programme has been implemented to explore cross-curricular work in Computing, the Arts, DT, Maths and Science.

In the Michaelmas Term the focus was on Remembrance.

*“In our Art Enrichment the whole of the Fifth Form worked to produce ceramic poppies in time for Remembrance Day. The poppies were displayed in groups around the trees in the Piazza and some went trailing up the stairs too. Seeing them all together was really amazing and each poppy was really different with a slightly different coloured glaze.”*



## Remembrance

At the eleventh hour of the eleventh day of the eleventh month St John's fell silent to remember those who have given their lives in conflict and the centenary of the start of the First World War. A commemorative service was held in Hinsley Hall which incorporated the Remembrance-themed pieces created by Senior House children.

In English, the Sixth Form wrote their own responses to the war poems of Brooke and Owen, as well as lesser known works by Larkin, Rossetti, Gillian Clarke and Carol Ann Duffy. The children wrote on the theme of memory and remembrance, dealing with a variety of events which trigger lasting memories, both collective and personal. The Fifth Form worked on an enterprise project in DT and designed and manufactured commemorative key rings using our new laser cutter. Banksy-style street art popped up on brick walls around the school as the 6th Form used stencils to create remembrance graffiti images.

As a Maths-based project, the children produced 2D masks and studied the proportions of the face and used ideas linking to Remembrance Day, such as the colours of battle, tears of sorrow and the colours of camouflage, fire and the setting of the sun. In Art, abstract pieces took in a wide range of concepts from the destruction of landscapes to doves of peace, poppies, memorial stones, uniforms and the damage and decay of war. The children studied artists Anselm Kiefer, Paul Nash, Edward Bawden and Don McCullin before creating their haunting war pieces, as well as life-size mod-roc sculptures of a cluster of people based on Henry Moore's piece, *Humanity*.

In Music, the children listened to Barber's *Adagio for Strings*, John Williams' *Fanfare for the Common Man*, Arvo Part's *Fratres* and Clean Bandit's *Birch*. They recorded their own compositions, following an improvisation exercise based on dissonant intervals, creating their own lyrics inspired by remembrance poetry (<https://soundcloud.com/st-johns-college-school/sets/remembrance-day-compositions-2014>).

Top: Kate Forbes, bottom left: Fifth Form 2015, bottom right and left page: Cressida Cheatle





Form 4 Philosophy Day with pupils from Grove Primary School, Handsworth, Birmingham

### Philosophy

A key aim of our Philosophy teaching at St John’s, to children from eight onwards, is to help them gain an understanding of themselves as learners by developing and using critical and creative thinking skills. The children learn how to structure thinking in different ways, to ask open-ended and searching questions, to consider issues from different points of view, to explore the reasons behind their own and others’ beliefs and opinions and to discover what some of the great philosophers of the past have thought.

Children across the school have opportunities to discuss questions from each of the traditional branches of Philosophy (ethics, aesthetics, logic, epistemology and metaphysics) and learn about the thoughts of some of the great historical philosophers, comparing their ideas to present day concepts.

Over the last year our Philosophy curriculum has expanded, not only within the My Mind programme for Forms 5 and 6, but also for our younger year groups with a number of Philosophy Days and some activities organised and run by the children themselves.

The Sixth Form planned and delivered 30 minute enquiries for Form 3 on a variety of topics incorporating questions such as ‘What Is beauty?’, ‘Is it morally right to clone people?’ and ‘If I completely lose my memory, how do I know who I am?’. They made use of Google Docs to structure their inquiries as digital slideshows and used interactive whiteboards to present them to the three Form 3 classes. Lively activities including role play and drawing were incorporated into the sessions and the discussions progressed at an impressive pace, eliciting some fascinating responses from the children.

*“Is it morally right to clone people?”*  
*“If I completely lose my memory, how do I know who I am?”*  
*“What is beauty?”*



Form 3 Philosophy Day

### Philosophy Days

As part of their Philosophy Day, the Form 3 children were transported aboard the Starship Paradox with their enigmatic Captain Perplexov to visit far away galaxies and colonies of planet Earth. On these planets the children encountered new inventions and ways of life which raised many engaging and juicy philosophical questions.

Form 3 also took part in some Philosophical role play and created short dramas which developed Philosophical arguments. Some of the questions dramatised included ‘Is honesty always the best policy?’, ‘Finders keepers’ and ‘Can babies think?’.

Our Form 4 philosophers had the pleasure of welcoming a group of children from the Grove Primary School, Handsworth, Birmingham with their teacher, Sir David Winkley, for a morning of animated philosophical debate led by the children.

One group tackled nine different theories relating to morality and the subject ‘What makes us good?’. Some of the theories included whether our behaviour is affected by our upbringing, punishment and reward, copying the culture we grow up in, or our genes. They considered the possibility of ‘moral’ genes which dispose us to be good or bad and concluded that this would “make us rather like computers and computer programmers”. They discussed the effects of incentives for good behaviour, including a utopia where losers and winners would equally gain a reward. The children reflected on the effects of religious belief and disagreed with the theory that we would be less good without religion.

The other group explored the question of ‘What is the point of life?’ using a story as a stimulus. They began by arguing that life is about enjoyment, then moved on to consider life as about loving others and being loved. They debated and whether you should be allowed to commit suicide if your life could not be a success because of severe disability. They also moved on to discuss death as part of life and the existence of Heaven.

### Digitally Enhanced Learning

Our Digitally Enhanced Learning initiative has continued this year with further careful exploration of ways to enhance both teaching and learning using technology. One key focus has been the use of Google Apps for Education to enhance learning. A group of teachers has been trialling Google Apps for extended writing, research, child-led creation of games to reinforce learning (using ‘Sporcle’ for example, a game-making app), Presentations and Prep.

Comments from children and teachers indicate that these trials have had a transformative effect on the way that learning is viewed: the emphasis has shifted from the end product to the process of learning itself. Using the ‘comment’ and ‘sharing’ features of Google Docs, comments can be made in the margin of a piece of work by other pupils and teachers while the work is in progress.

Children can respond to the comments through dialogue and questioning, or adapt their work following the advice. Children say that, “Digital comments are more helpful than one comment in a book” and that they appreciate the increased “interaction with the teacher”. Advice is used to improve the work rather than simply casting judgement on it at the end when it would then be too late to act upon that advice.

*“Google classroom is easy to use and it will always be saved after you have done your piece or work.*  
*I use it lots for English for writing poems and it is very helpful so I can share it with my teachers*  
*and get feedback straight away.”*

For many, the thought of increased use of technology conjures up images of children sitting silently behind a screen. However, dropping into a Google Apps based lesson reveals quite the opposite picture at St John’s. The level of engaged talk and collaboration is actually increased as groups of children gather around a computer to discuss an idea that is being researched. One of the most frequent comments from children on the use of Google Apps is that their learning is improved as they share ideas, see what others are doing and listen to the comments of others on their work.

Collaborative learning is leading to the sense that it is not about the teacher dictating the ‘right’ answer, but about children discovering that there are sometimes multiple possible answers and learning from each other in the process. In response to a survey reviewing the use of Google Apps, 40% of the children cited ‘learning from friends’ as one of the biggest advantages in helping them to advance their learning and over 60% felt that their collaborative output had increased.

Use of Google Docs has also made it easier for teachers to tailor work effectively for each individual child. Sharing a resource with a child who needs extending or a child who needs support can be done simply at the click of a button during a lesson or during Prep. Many of the children surveyed reported on appreciating the extra help and direction that it was possible for a teacher to give whilst doing a piece of work.

*“It is better...because everyone can add their ideas at the same time.”*



Mindfulness at Byron House

Mindfulness teaching and practice have continued to expand at Byron House, with the introduction this year of the Paws.b Mindfulness programme designed for the younger age group. It focuses on teaching children about the different parts of their brain and the role these play in how they experience the events that happen in their lives. Paws also teaches some Mindful practices which support attention and concentration and can be used as a calming tool in times of difficulty or as a way of noticing when things are going well.

A Mindfulness club has also been introduced at Byron House and has been a great success. Some of the practices have included Mindful Walking, a pebble meditation and a Mindful Eating Practice. The Mindfulness Club members also led some Mindful Practices with a group of parents at the Emotions for Learning Morning.

“In Form 1, we practise Mindfulness before lessons. This helps us to move from playing to learning.”

“My favourite Mindfulness Practice is 7/11 because it makes me think about my breathing.”

.b Mindfulness

This year Forms 5 and 6 have participated in the eight week .b Mindfulness course. .b is the means by which we introduce children to the myriad benefits of Mindfulness meditation. They are encouraged to recognise worry, our inherent tendency to ruminate and to catastrophize, as well as the constant mind traffic that can wear individuals down and lead to stress, anxiety and depression. They learn and practise skills that enable them to recognise thoughts for what they are, just thoughts, and to let negative thoughts pass rather than dwelling on them. Practices such as ‘Beditation’ have been taken up enthusiastically by some children who find getting to sleep difficult, others use the 7/11 and 3 minute breathing space practices to prepare for exams, music performance, and other stressful situations. Most lessons and assemblies at Senior House start with a short meditation to still the mind and promote calm, happiness and a readiness for learning.



‘My Mind’ Curriculum

This year, a ‘My Mind’ curriculum has been introduced that draws together the common thread between initiatives we have previously introduced to help children to understand themselves, their learning and their minds. My Mind incorporates sessions in Mindfulness, Study Skills, PSE and Philosophy and teaches critical thinking, self-management of learning and management of self. Across the different strands there is a combination of theory about the mind and self with practical ideas for implementing this theoretical knowledge.

Whilst the My Mind curriculum does prepare children for exam success, its scope is far wider and aims to help children understand themselves, their learning and their relationships in such a way as to be better able to manage themselves in the future. For example, one theme that runs across all the different strands of My Mind is ‘Well-being’.

In Philosophy, children question and explore their fundamental beliefs about happiness following on from listening to the story of ‘The Lotus Eaters’ from Homer’s Odyssey; many children compare drinking the Lotus juice to drinking alcohol and this links to our work in PSE on alcohol and its effects; in PSE also, the role of relationships in building our happiness and how they change through our lives is explored; in Mindfulness, children learn about the effects of stress on our bodies and minds and the important role of stillness and noticing the joy of the present moment in our ability both to de-stress and to achieve a greater level of personal well-being; in Study Skills, children learn how to cope with exams by being taught physical and mental strategies for organisation that will promote a calm and happy Sixth Form year and prepare them for their future in school.

Emotions for Learning

Over 60 St John’s parents attended our first Emotions for Learning (E4L) Morning in Byron House. Parents were invited to watch aspects of our E4L programme in action during the day, experiencing it with the children, as well as listening to key presentations from the staff.

E4L has been developed by St John’s over many years to create a social and emotional curriculum from Kindergarten onwards, 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. 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.

“We showed our parents how to do an action story. This is where you draw out a story with your hands and fingers on your partner’s back (after asking them for permission!). Our action stories often show problems that might happen in the playground or in class, and then how we would act to solve these problems. This helps us know what to do when these things happen in real life.”



# Byron House



*“My classroom feels really light and there is more space. The cupboards are great as you can add your own work, which is fun.”*

*“We’ve been provided with a lot of new furniture, including brand new wooden desks and chairs. I think everything looks a lot better – and the new chairs are very comfy! We also have a bright, colourful rug. The room looks airy and has lots of light. It is a good space to work in.”*

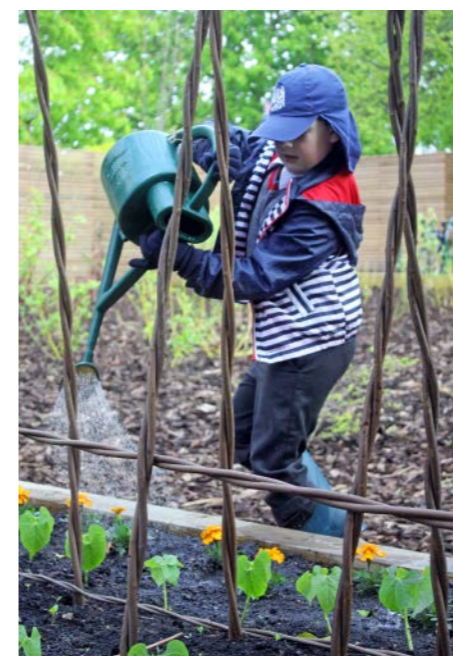
All three Form 1 classes and one Form 2 class returned after the Easter holidays in 2015 to find newly designed, bright and spacious classrooms. These renovated teaching spaces offer plenty of light, with bespoke storage, new heating and lighting and new wooden furniture which employs the same palette of materials from the new Kindergarten classrooms to create a cohesive feel throughout with low-level accessibility for the children, magnetic whiteboards for pupil displays and whiteboard surfaces on the cupboard doors for displays and learning.

Bright and full of light, the new rooms are fitted with bespoke, streamlined storage, including whiteboard surfaces on the cupboard doors for displays and learning and new pale wood furniture and flooring. The four new Year 1 and 2 classrooms on the ground floor have also been significantly enlarged.

The internal building works of the interior spaces at Byron House, home to Kindergarten to Form 2, were completed during the summer holidays with the delivery of six completely redesigned classrooms and a large learning space for child-initiated learning and digital learning.

*“I love the magnetic boards and the new wooden chairs are comfy too and good for working on.”*

*“I am looking forward to looking after the plants and eating the vegetables.”*



The Kindergarten outdoor learning environment was transformed over Easter 2015 with a newly planted woodland, allotment and a compost area. Each concept was carefully thought out to maximise the opportunities for enquiry and problem-solving for the children. These spaces, which will eventually be for the whole of Byron House to use, flow seamlessly out from the Kindergarten canopied outdoor transition space.

New research published by the RHS shows that as well as helping children lead happier, healthier lives, gardening helps them to acquire the essential skills they need to fulfil their potential in a rapidly-changing world and make a positive contribution as a whole. The children will learn about nature, ecology, wildlife, nutrition and the seasons. They will discover how to care for and obtain natural materials sustainably, how to propagate, care for and harvest their own produce. The area is also a good tool for learning about cause and effect.

Beyond the raised beds which are home to a range of perennial and annual herbs, as well as the seedlings sown by the Kindergarten and Gardening Club, the first layer of shrubs have been planted to provide different textures, colours and year round interest. Some shrubs will eventually provide plenty of opportunities for climbing while the annual pruning of others will offer the children weaving and den building materials. A second wave of planting is planned to provide the children with more materials for play, such as honeysuckle for natural ropes, elder for making whistles, willow for building plant supports and structures. More scented and textured plants will also be added to stimulate enquiry throughout the year.

# members' news

## 2011-2014



Jed Upjohn (photo courtesy of Aldeburgh Young Musicians)

### Cheltenham Ladies College

**Clara Foo** has settled in well at the school and made good progress in her first year. She has really enjoyed Biology, Latin, Maths and Music and has immersed herself in a range of music, sporting and enrichment activities. In July 2015, she went on tour with the school Choir to the Far East.

### Chesterton Community College

**Jed Upjohn** earned a place as an Aldeburgh Young Musicians Apprentice in September 2015. He was accepted as a vocalist, but is also starting to enjoy song writing. He is a member of the Young Actors Company Musical Theatre Academy and, in July 2016, he has a major role as 'The Baker' in Stephen Sondheim's *Into the Woods*. He also got two parts in a TV Historical Drama called *The Crown*, which will be shown on Netflix later this year. This involved filming at Pinewood

Studios and Elstree Studios, as well as on location. He is in scenes with Matt Smith, the former 'Doctor Who', who plays the part of Prince Philip, with Jed playing the part of Prince Philip's pageboy during the Coronation of Queen Elizabeth II. Jed and Matt Smith bow to each other and Jed is holding Prince Philip's crown. He is also one of the Choristers in a scene of the Royal Wedding at Westminster Abbey.

### Comberton Village College

**Arthur Connolly** has made a good transition into his new school and his sailing is going really well. He is training for the European Laser 4.7 Championships in 2016.

**Chaaya Malik** is doing extremely well in terms of her studies as well as her sport and has been the recipient of Cambridge City's Future Champions Programme, 2014-2015. She manages to see most of her friends from St John's in the holidays.

**Sama Malik** is also doing very well academically as well as with her sport. She got a chance in the summer of 2014 to play at Wimbledon in a national tournament representing Cambridgeshire, an experience which was an eye-opener for her. She too has been the recipient of Cambridge City's Future Champions Programme, 2014-2015.



Arthur Connolly training for the European Laser 4.7 Sailing Championships



### Culford

**Lui Murton** Lui Murton has been weekly boarding at Culford since November 2013 where he is settled and extremely happy. Having completed his GCSEs, he is staying on for his A Levels. Outside school, he has been elected Chairman of UKIP's youth party in Cambridgeshire.

### St Edward's Oxford

**Huw Neville** is working hard towards his GCSEs at St Edward's, Oxford. He is still playing rugby and enjoys running but his main focus is rowing. He is now in the senior squad and is working towards a place in the 1st VIII. He will compete in a number of regattas nationally in the coming year. He is also an enthusiastic member of the school's CCF corps where he is in the army section.

### Eton

**Alec D'Oyly** has taken a well-earned break from the College Chapel Choir this year as his voice settles out and he has taken the opportunity to tread the boards instead. Beginning with a main part in the school play, he took the role of the young 'Alexander Ashcroft' in the stage adaptation of Jamila Gavin's *Coram Boy*. He followed this up with the role of the Clown in Shakespeare's *A Winter's Tale* in the Lower Boy Play and, most recently, has played Viola in his House production of *Twelfth Night*. A role in Harold Pinter's *Celebration* is his next project as part of the Inter-House Drama Competition. He hopes to fit in some work towards his GCSEs in the coming months also.



**Julius Foo** spent time in Moscow in summer 2015 getting a Russian experience with five other boys at the University of Moscow.

**Alistair Russell** made his debut for Essex 2nd XI against Middlesex 2nd XI in a one day game in July 2015. He scored 13 runs to help Essex to victory by 4 wickets.

**Matthew Supramaniam** did well in his AS Levels and is now in his last year of school, preparing for upcoming A Levels in Music, Politics and Modern History. He is a corporal in the Eton cadet corps, which is good preparation for the two years of Military Service which he must do by law in Singapore on the completion of his schooling. Choirs and concerts have punctuated Matthew's year in 2015. He has become a member of his school barber shop group, *The Incognitos*, and for performances he wears a bespoke Superman waistcoat, which he designed. He sang at the Fort in Jodhpur with the Eton Chapel Choir for the Indian Head Injury Foundation by invitation of the Maharajah. The choirboys then joined Nigel Osborne helping with a music programme in the slums of Mumbai. He is now a tenor in the Rodolfus Choir and sang at St Martin-in-the-Fields and on BBC radio in the run up to the New Year. One of the highlights of his year was meeting the Stoke City players when they were training for a football tournament in Singapore.



### Haileybury

**Arthur Greenwood** is thoroughly enjoying life at the school, with his sport being a special highlight. He was awarded colours for his achievements in tennis, where he mostly played for the Under 18s.

### Harrow

**Justin Stollery** has been awarded an honorary academic scholarship as a result of his GCSE results. He visited Italy with the school's Byron Consort Choir and in December toured Hong Kong, Shanghai and Singapore. He received first prize in the school's Senior Competition for the Organ, on which he gained a distinction in his Grade 8 examination. He also achieved distinctions in his Grade 8 examinations on the piano and the violin and is currently studying for the Royal College of Organists Diploma (ARCO), with his ambition being to become an organ scholar. He sometimes plays the organ in school chapel services and also at a few churches close to his home. He very much enjoys the life of a Harrow music scholar, also playing the violin and the piano in concerts and school orchestras and ensembles, including charitable fundraising events and tours. He will be in Spain and France this coming Easter on school language study trips.

Above, from left:  
Alec D'Oyly as Viola in *Twelfth Night* (photo courtesy of Rhubarb & Custard photography)  
Matthew Supramaniam sporting his *The Incognitos* waistcoat  
Justin Stollery at the organ (photo courtesy of Harrow School)



Catherine Watson rowing at Henley

## Hills Road Sixth Form College

**Alex McCann** is happy and doing well at Hills Road, where he is playing rugby and the trumpet and enjoying French, Geography, RS and Music Technology.

**Catherine Watson** is studying Art, Chemistry, Maths and Physics. In December 2015, she swore her allegiance to the Queen, thus becoming a British Citizen. She was allowed one friend as a witness and she invited **Georgina Owen** to accompany her. She is doing well with her rowing and finished 7th at Henley in a women's single.

## Kimbolton

**Christopher Oliver** has embarked on the new GCSE syllabus. He has signed up to do his Duke of Edinburgh Bronze award and has decided to volunteer at the Barnardo's shop in St Neots. He played cricket for the Middles B team and the Under 14 A team.

**Joseph Oliver** did well in his GCSEs and is enjoying the Sixth Form.

**Harrison Peak** has completed his GCSEs, which he interspersed with playing 1st XI cricket.

## King's Canterbury

**Francis Bushell** has been awarded a place at the Junior Royal College of Music on the bassoon.

## King's Ely

**Peter Casey** had a good GCSE year at Uppingham. He played in the first team for squash and golf and also played county squash for the Cambridgeshire Under 17 team. He has now left Uppingham and is doing A Levels at King's Ely where he is very happy.

## The Leys

**Tait Allen** has enjoyed life in West House as a home boarder. He has done well in English, Latin, Drama and Design Technology and played the part of 'King Henry VIII' in the production of *The Prince and The Pauper*.

**Andrew Bramley** has played cricket for the 1st XI and was also selected to represent London and the East at the English Schools Cricket Association 29th Bunbury Cricket Festival, held at Malvern College and also at New Road, the home ground of Worcestershire County Cricket Club. The festival showcases the skills of 56 of the most talented Under 15 players in the country, playing against one another in regional representative sides. Andrew top scored with 44 runs in the team's win over South and West and his cricketing achievements throughout the summer earned him offers of academy contracts from three first-class counties. He eventually decided to sign with Northamptonshire. He played hockey for the Under 16 team which reached the Schools Hockey Association National Finals at the Olympic Park.



Lottie Casey in *The Prince and the Pauper* (photo courtesy of The Leys School)



Andrew Bramley



Ryan Magowan (7th from right) and Andrew Bramley (far left), both at the Hockey Association National U16 Finals playing for The Leys School

**Lottie Casey** took the lead role of 'Tom Canty' in the production of *The Prince and The Pauper*. She was also joined in the production by **Oscar Gilmour**.

**Saskia Connolly** has represented the school in hockey and tennis and performed in the production of *The Importance of Being Earnest*.

**Ella Cope**, **Elise Dawes** and **Joseph Middleton** were all involved in the production of Steven Berkoff's challenging and demanding play, *The Trial*.

**Anna Dujardin** played hockey for the 1st XI.

**Max Forbes** is leading a happy and busy life at the school with his lessons and extra-curricular activities and societies. He has started climbing, trampolining and squash and was awarded the Players' Player of the season in hockey in his first term. He is continuing with his tennis and was selected for the school's Sports Academy.

**Toby Gardner** has settled into life at the school extremely well. He has made good progress in Maths, English and the Sciences and has had the opportunity to tackle new subjects, such as German and Cooking. He has been kept busy with his music but has managed to find the time to play squash, football, tennis and cricket.

**Ryan Magowan** was a member of the Under 16 team which qualified for the Schools Hockey Association National Finals played in the Olympic Park in April 2015.

**James Manktelow** is having a fantastic time at the school. As a Cadet in the CCF, was a member of the school's team which took part in the Exercise Combat Cadet, a field craft competition testing the pupils in navigation, first aid, fire and movement, ambush drills, section attacks and defending a position, before concluding with a road march, an assault course and an air-rifle shoot.



Saskia Connolly (right) in the production of *The Importance of Being Earnest* (photo courtesy of The Leys School)

Elise Dawes (3rd on left), Ella Cope (2nd on left) and Joe Middleton (3rd on right) in *The Trial* (photo courtesy of The Leys School)



James Manktelow (front right) (photo courtesy of The Leys School)



Sidney Watson (right) at an athletics meet for the Cambridge and Coleridge Athletic Club

Cara Cameron (left) and Olivia Hyde (right) in the production of *Spaceman* (photo courtesy of St Mary's School)



**St Mary's, Cambridge**

**Cara Cameron** played the part of ‘Christine’ in the production of Rob John’s play, *The Spaceman*, set against the background of the Eleven Plus and Yuri Gagarin.

**Olivia Hyde** took the role of ‘Val’ in the play, *The Spaceman*.

**Sidney Watson** and **Annabel Clements** were also in the production, playing the parts of children and members of the Yuri Fan Club. When Sidney swore her allegiance to the Queen in December 2015, becoming a British Citizen, she invited Annabel to go with her to be a witness.

**Millfield**

**Esme Stewart** is very happy at Millfield where she has gone for the 6th Form, taking Biology, Chemistry and Geography for her A Levels. It was the sport which enticed her to Millfield and she is certainly making the most of their fantastic facilities, swimming in the 50m pool at 5.30 am every morning, then running or cycling after school, with some gym/core work thrown in for good measure at lunchtimes. Last year, she represented Great Britain in the Under 20s Triathlon team in the European Championships in Geneva and, this year, she has again qualified to join the squad for the European Championships in Lisbon. She also qualified for the European Duathlon Championships but decided that, if she sticks to one sport, she can do some school work too.



Esme Stewart

Oliver Neville (left) sailing at the Feva World championships (photo courtesy of Peter Newton Photography)



Mill Hill

**Ethan Bamber** was selected to play for Middlesex 2nd XI against Somerset 2nd XI in two T20 games and a three day game in June 2015. He helped Middlesex to win the second T20 match by taking 2 wickets in 2 balls, including bowling, first ball, Jamie Overton, who had, at that time, just been selected for the England One Day squad. In the three day game, following a first innings duck, he went out to bat as the last man with 39 runs still needed for victory but, with a few singles and three fours, he saw his team home.

In November, he was asked to join the Middlesex Academy, which means that he now has four training sessions a week. He was also invited to play at Lord’s for the MCC Schools, a team chosen from schools all over England, where they have an annual match against the London Schools Cricket Association. So, if nothing else ever happens he can say that he has bowled from the Pavilion End at Lord’s!

Oakham

**Oliver Neville** is very much enjoying life at Oakham. He is sailing with the school every week at Rutland Water and last year he sailed in their Feva squad in the National Championships and also in the World Championships in Travemünde in Germany.

Oundle

**Guy D’Oyly** was a member of the Bramston House team which won the Part Song competition for the second successive year in 2015. He continues to enjoy his sport and played in the A teams for hockey and cricket last year, and hockey this season also. He successfully captained the C rugby team to an unbeaten season in 2014 but was unable to play this year due to a skateboarding accident in the north of Scotland which saw him airlifted from the beach courtesy of the Coast Guard Helicopter. He spent three days in Inverness hospital having his arm screwed back together and has a pretty impressive scar. He went to Berlin with the school for a week at the end of the Michaelmas term and had an informative time visiting a wide variety of museums and sampling the local food and drink! He is currently studying for his GCSEs.

**Charlie Field** is Head of House in his final year at the school and is captain of the 1st XI hockey team. He played in the Cambridge City Under 18 boys’ team which won the England Hockey National Club Cup, defeating Beeston on penalty strokes in the final at the Olympic Park in April 2015.

**Nicholas Lethbridge** is Head of House and scored on his debut for the 1st XV Rugby team against Haileybury.

**Dora Nicolle** has played for the 1st XI hockey team, of which she is the Secretary.

**Tristan Tusa** is a school Prefect. He earned his 1st XV rugby colours, playing full-back in the team which reached the semi-finals of the NatWest Schools Under 18 Cup competition in 2015. He is playing for the 1st XV again this year and the team reached the last 16 of the NatWest Schools Under 18 Cup. He played cricket for the 1st XI and shared in a record stand of 311 runs against Loughborough Grammar School, scoring an unbeaten 203 runs himself.



Guy D’Oyly (2nd on the right) in the House Part Song Competition (photo courtesy of Oundle School)

Amelia Peak riding at the 2015 National Dressage Championships



## The Perse Upper

**Pippa Cameron** took the role of ‘Jan’ in the production of Alan Ayckbourn’s black comedy, *Bedroom Farce*, a story of four dysfunctional couples.

**Jonathan Chan** won a Gold award in the National Biology Challenge which over 30,000 students from the UK entered. He was among the top scoring students in the country and was, as a result, invited to attend the award-winners’ ceremony at The Royal Institution in London in July 2015. He was a member of the school’s General Knowledge team which was the regional champion in the Schools’ Challenge competition, a national competition based on University Challenge, with teams competing to answer ‘starter’ and ‘bonus’ questions.

**Chloe Curtis-Smith** was a member of the Under 15 Girls’ indoor cricket team which finished runners-up in the Lady Taverners competition.

**Sarah Howlett** and **Plum Thatcher** have played hockey for the 1st XI.

**Christian Martin-Redman** has been chosen as joint Head of School for his final year.

**Amelia Peak** is enjoying the Perse Upper and spends many hours on a pony at the weekends. She was 3rd in the National Dressage championships in 2015.

Pippa Cameron in *Bedroom Farce* (photo courtesy of The Perse Upper School)



**Ben Whitehead** played the part of ‘Dr Stephen Perse’ in the school’s celebration of its history, *Around The Perse in 400 Years*.

**Tom Whitehead** has played rugby for the 1st XV.

**Sara Willis** performed a number of parts in the production of Tim Firth’s musical, *Our House*, which has the music and lyrics by Madness.

## Rugby

**Rufus Pawsey** has been leading a busy life at the school. He is heavily involved in music and was in the Choir which performed at the opening ceremony of the Rugby World Cup. Away from music, he has been a member of the athletics team, has played for the Under 14 B rugby team and has attended fencing, shooting and drama clubs.

**Henry Whittley** is in his final year at Rugby and is studying English Literature, Geography and History for A Level. He is planning to have a gap year and has deferred offers from King’s College, London and Newcastle University to read Geography.

## The Stephen Perse Foundation

**Alice Buchanan** and **Jamie Lipscombe** performed in the school’s production of Tim Cartwright’s gritty play, *Road*.

**Chloe de Uphaug** was a member of the Under 14 netball team which won the County Tournament.

**Daisy de Uphaug** played in the Under 14 netball team which was crowned County champions.

**Mary Downer** has settled very well at the school, where she is enjoying Art, playing hockey and netball and working on the production side in Drama.



Chloe de Uphaug (far left) and Daisy de Uphaug (2nd from right) (photo courtesy of The Stephen Perse Foundation)

Isabelle Upton, silver medallist, at the European Pony Eventing Championships



Edward Hyde at the National Schools Rackets Championships at Queen’s Club (photo courtesy of Tonbridge School)

Eloise Lipscombe with The Exploration Society



**Eloise Lipscombe** is having a very happy time at the Stephen Perse Foundation. She enjoys the independence of getting the train to school and settled quickly into a whole group of friends. When she is not on her iPad or listening to Music, she is busy with clubs, attending Drama Club after school, Drama Tech Club during lunchtime and Young Archaeologists’ Club in the evening. She has also started LAMDA at school. During her first term, she went on two trips to the theatre with a group of GCSE Drama students, took part in a performance evening with the Year 9 Drama Club and visited the Brecon Beacons with The Exploration Society, staying at a place owned by Dulwich College and doing lots of outdoor activities.

## Stowe

In *The Johnian* 2015, reference was made (on page 19) to **Isabelle Upton** having had a serious car accident. The Editor states that it was not Isabelle but another member of her family who was involved in this accident. The Editor wishes to apologise profusely to Isabelle, her family and her friends for any distress caused by this most unfortunate error.

## Tonbridge

**Edward Hyde** has an offer to read Education and International Development at Jesus College, Cambridge. He won the Renny Cup, for the Senior Singles, at Queen’s Club in the National Schools Rackets Championships in December 2015. He is captain for rackets and for real tennis in his school and has been seeded No.1 for both sports in the 2015 National Schools competitions. He is currently an academic scholar and holds first team colours for cricket, hockey, rackets, real tennis and squash.

Uppingham

**Jason Cobb** adapted to the lifestyle at Uppingham extremely well. He has been kept very busy with his musical commitments, being a member of the Chapel Choir. He had a most successful season as goalkeeper for the Under 14 A team in hockey and has also enjoyed playing football.

**Christopher Darling** has made many new friends at the school, where he is having a great time and has started playing some new sports, such as fives.

**Anna Ewbank** has settled in well at Uppingham. She has really enjoyed the facilities at the school and has played hockey for the A team, which reached the Regional Finals. She enjoyed more sporting success on the netball court as a member of the A team, which qualified for the National Schools Championship Finals.

**Harry Fish** has been thoroughly enjoying the activities on offer, especially the Drama Society. He has taken up the piano and has been writing scripts for the school radio station.

**William Hogarth** made a good start at the school, where he has been especially enjoying his studies in Geography. He was goalkeeper for the Under 14 C hockey team, has joined the clay-shooting club and has continued with his rugby at the Northampton Saints Academy.

**Hannah Holmes** did exceptionally well in her GCSEs and also played lacrosse and tennis for the Under 16s.

**Tom Holmes** has been involving himself fully in all the Design Technology activities at Uppingham and has been enjoying the sport, being captain of the B team in hockey. He received the Diana Award as a champion fundraiser for his work with Tom’s Trust, a charity which cares for children with brain tumours. The charity has raised more than £150,000 and is working with Addenbrooke’s Hospital to provide a psychologist within a complete rehabilitation service dedicated to children with brain tumours – something which has never been provided for in the UK. He has been walking, pulking and camping in Greenland with his mother at Easter 2015. This was part of the training undertaken by the team, which walked to the South Pole at the end of the year to commemorate the centenary of the Shackleton expedition that Tom’s great grandfather had been on.

**Emily Parkes** is thriving in all areas of life at Uppingham. She has been learning German and Spanish and has really enjoyed all her lessons, but especially Art and Design Technology. She has been a member of the girls’ Chorale Choir, has played hockey for the A team, which qualified for the Regional Finals, has represented the school in netball and tennis and has done squash as an extra-curricular activity.

**Oliver Parkes** achieved a very good set of GCSE results. He played rugby for the Under 16 A team, which beat John Cleveland College to win the county championship, and was in goal for the Under 16 A hockey team, which reached the Midlands tournament.

**Tom Parkes** did very well in his GCSEs and was the 2015 winner of ‘The Routh’, the inter-house cross country championships held in the last week of the spring term, where all the pupils and many staff take part in the challenging five mile run. He has also been a member of the Under 16 A hockey team, which qualified for the Midlands tournament, and played for the Under 16 A rugby team, which won the county championship.



Anna Ewbank (front row 2nd from right) and Emily Parkes (back row 2nd from right)  
(photo courtesy of Uppingham School)



Tom Williams

Wells Cathedral School

**Tom Williams** has had a very successful year at Wells Cathedral School as a specialist musician. The highlight of 2015 was an Outreach Percussion Tour to Hong Kong in April, where they performed concerts and held workshops in schools for hearing impaired children and children with severe autism and cerebral palsy. In school he has enjoyed playing in the Symphony Orchestra, Big Band and Drumline. He has recently been offered a place at the Royal College of Music for a 4 year degree course on Orchestral percussion and Drum kit, starting in September 2016. He has enjoyed seeing **Patrick Baldwin** and **Alex Bower-Brown** at the National Schools Symphony Orchestra course.

members’ news

2010



**Bianca Armitage** performed a number of parts in the Perse Upper’s production of Tim Firth’s musical, *Our House*, which has the music and lyrics by Madness.

**Victoria Backhurst** took part in the London to Cambridge Bike Ride in July 2015, cycling the 60 plus miles from Enfield to Midsummer Common in Cambridge with her father to raise money for Cancer Research UK. She is currently in full time employment at a five star hotel in Scotland called The Gleneagles Hotel, where she is working in the Dormy Clubhouse. She has been featured, as a main part, in a documentary about a live broadcasting app called Periscope in which she has a large following. The programme should be aired on Netflix and Amazon Prime at the end of the year.

**Ned Campbell** played the role of ‘Max Bialystock’, the scoundrel producer, in Radley’s production of the musical, *The Producers*. He has accepted a place to read Theology at Durham University in September 2016. (photo overleaf)

**Thomas Carroll** took English Literature, History and Religious Studies for A Level at Uppingham, where he was involved in music and the school magazine. After an enjoyable five years at the school, he is now studying Theology at Edinburgh University.

**Asher Glinsman** played the part of ‘Lewis’ in the Perse Upper’s production of Tim Firth’s musical, *Our House*, which has the music and lyrics by Madness. He is now in his first year at Durham University, where he is reading French and Spanish. He has continued to be involved on the stage and has already played ‘Curly’ in the Trevelyan College Musical Society’s production of *Oklahoma!*

**Susannah Hill** took French, German and Music for A Level at Uppingham, where she was heavily involved in the musical life of the school. She was a member of the close harmony group 9.5, which gave an outstanding concert at St John’s. She is now reading French and German at Trinity College, Cambridge, where she is also a Choral Scholar.

**Jack Jackson** was awarded his colours for rugby at Uppingham.

**Tom Last** is in his first year studying History at Peterhouse College, Cambridge. He received additional Army Undergraduate funding after another application process and continues to hold his place at Sandhurst which he will take up following his degree. He has been playing collegiate rugby which he hopes to return to after a string of injuries.

**George Lewin-Smith** is reading Geography at Christ Church College, Oxford.



Conor Magowan (left) at the U18 National Club Hockey finals presentation



Top: Victoria Backhurst taking part in the 2015 London to Cambridge Charity Bike Ride  
Bottom: Susannah Hill (3rd on left) performing at St John’s with close harmony group, 9.5

Ned Campbell in Radley's production of *The Producers* (photo courtesy of Radley School)



**Conor Magowan** was captain of the Perse Upper Under 18 team which reached the Schools Hockey Association National Finals played in the Olympic Park in April 2015. This was his second visit to play hockey at the Olympic Park as he was a member of the Cambridge City Under 18 boys' team which won the England Hockey National Club Cup, beating Beeston on penalty strokes after the scores were tied at 3-3 at full time (*photo on previous page*). He is now reading Engineering at New College, Oxford.

**Charlie Matta** played 1st XV rugby and 1st XI hockey in his final year at Culford.

**Rory McMeikan** was captain of the 1st XV rugby team and also played hockey for the 1st XI at Tonbridge. He is taking a gap year before going to Newcastle University where he will read History.

**Thomas Mullock** did well in his exams and was awarded the Trinity Leaving Exhibition for the best exam results of the year at The Perse Upper. He has just started at Clare College, Cambridge, where he is reading Engineering.

**Megan Neville** combined her studies at St Edward's, Oxford with a ridiculously full extra-curricular schedule. She was awarded the Thomas Chamberlain medal for her all round contribution to school life. She is now enjoying London life and Ancient History at King's College, London. She is more heavily involved in rowing than ever before, having been selected for the 2015/2016 University of London Boat Club Squad. She is now coxing the men's 3rd VIII and has already competed in the British championships. She had a training camp in Portugal at New Year and is looking forward to a busy season of regattas. It is a huge commitment that involves early starts and hours of training but she loves every minute. She won silver and bronze medals at the British University Rowing Championships in Newcastle in February 2016, coxing a women's coxed four and a women's eight for the University of London.

**Kate Wood** is studying Classical Civilisations and Philosophy at the University of Warwick.



Megan Neville coxing the ULBC women's 2nd VIII at a training camp in Portugal

# members' news

## 2000-2009

Hattie Algar representing Warwick Polocrosse Club at a tournament in Queensland, Australia



**Rachel Adcock** is in her first year at Oxford Brookes University, where she is studying Politics and Sociology. During her gap year, she spent five months in The Gambia teaching English and Christian Religious Education to Year 7 children.



Rachel Adcock teaching Year 7 children in The Gambia

**Hattie Algar** is in her third year at Nottingham University reading Veterinary Medicine. Over the past two summers she has been to Australia to work with Polocrosse horses and to The Gambia, where she was gathering data for a project on working equines. Having been National runner-up in Tetrathlon (which consists of shooting, swimming, running and riding), she has represented the University in modern pentathlon, is captain of the campus running club and plays mixed lacrosse.

**Verity Algar** graduated from University College London with a First Class Honours degree in History of Art. She then spent a year as a teaching assistant before she started teacher training with 'Teach First'. She entered the classroom in September 2015, teaching English in a Birmingham secondary school. Any spare time she has is spent choral singing, learning Spanish, running and working as a Duke of Edinburgh Award assessor.

**Alex Barrelet** is in her second year at Newcastle University, where she is studying Biomedical Sciences. She is the captain of the Ladies' hockey team and has joined the Officer Training Cadets. Away from university, she cycled from the London Eye to the Eiffel Tower in Paris.

**Harry Beckett** gained a 2:1 from Oxford Brookes University and is now working for Legal and General in London.

**Vincent Bryant** has been living in China for almost five years, where he has been teaching English as a foreign language. He has now been accepted at the University of Nottingham Ningbo China to study English and Applied Linguistics and has received a Chinese Government scholarship for academic excellence.

**Harry Cheatle** is reading Classics at St John's College, Cambridge.

Top: The Cornish family. Below: Duncan Cornish on his year abroad at Lake Annecy, France



**Alasdair Coleman** represented the Leeds University 1st rugby team in their Varsity match against Leeds Beckett. He said that the thrill of playing at Headingley before a crowd in excess of 14,000 was the “best feeling in the world”.

**Archie Cornish** is starting a DPhil at Oxford University in January 2016.

**Charlie Cornish** is in his last year of studying Engineering at Oriel College, Oxford.

**Duncan Cornish**, who is reading Modern Languages at Balliol College, Oxford, is on his year abroad in France.

**Emily Cornish** is enjoying life as a junior doctor at the Royal Free Hospital, London.

**Luke Davenport** graduated from Oxford Brookes University and is now working at Cheffins in Cambridge as a Commercial Surveyor. He had a great season in motorsport last year, when he was taken on by a team as a professional in endurance racing. Each team chooses a professional and an amateur driver, who is coached by the professional, and they swap at a pit stop halfway through the race. The team finished 3rd in the championship and Luke won an award as Rookie of the Year. This season, they have been selected by a manufacturer to be the ‘Works Team’, which means they are the only team to have the financial and technical support of Ginetta to promote their cars across Europe.

**Anthony Davies** completed his BA in Geography at Manchester University and is now doing a Master’s degree in Business Studies at Leeds University.



Luke Davenport winning at Brands Hatch in July 2015



Elizabeth Erian and Alex Round's wedding

**Olivia Davies** studied Biology at Imperial College, London, after which she did a Master’s degree in Wild Animal Biology at the Zoological Society of London. She has been working as a logistics officer at BioCam, who transferred her to Boston, USA, in June 2015.

**Elizabeth Erian-Round** (née Erian) studied Veterinary Medicine at The Royal Veterinary College in London, from where she graduated as a vet in 2012. She has taken a slightly unconventional career path as she now works for a communications company, managing UK and Global animal health campaigns. In August 2015, she got married to Alex Round, whom she met at Hills Road Sixth Form College, with the service being held in Bury St Edmunds Cathedral. **Sophie de Menthon** and **Stephanie Harris** were among her bridesmaids and other St John’s friends and their families, whom she has known since she was 4 years old, were also there. She and Alex have a house in Bury St Edmunds, where they live with their little dog, Dori, and married life is treating them very well.

**Olivia Grant** spent her gap year working at a laboratory in the University of Cambridge and also doing an internship with the BBC on a science documentary. She is now studying Biology at Christ Church College, Oxford.

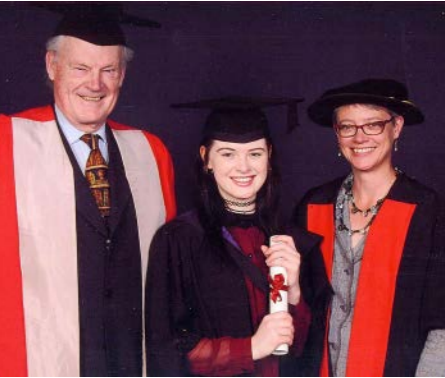
**Fraser Heathcote** won his second rugby Blue when he played in the victorious Oxford University team in the 2015 Varsity Match at Twickenham.

**Alexandra Hebblethwaite** graduated in 2015 from University College London with an upper second class degree in Philosophy and History of Art.

**William Hooley** moved from Northampton Saints to Exeter Chiefs in the summer of 2015 after agreeing a deal until 2017. He scored his first points for Exeter Chiefs on his debut against Clermont Auvergne in December 2015.

**Chloe McCann** is at Leeds University, where she is reading French and having a very good time.

**Ciara McKibbin** graduated from Bristol University in 2015 with a First Class Honours degree in Modern Languages (*photo overleaf*). An offer of a graduate position at EY (formerly Ernst and Young) took her away from thoughts of another gap year and she is now enjoying living and working in London.



Alexandra Hebblethwaite's graduation

**Theo McKibbin** is in his final year at Nottingham University, where he is reading Ancient History. He is still enjoying sports and played cricket regularly for Cambridge Granta in the 2015 season (*photo overleaf*). He is now looking at placements for when he graduates.

**Jordan Neville** married Arianna in May 2015. They live in Los Angeles, where he works in the personal training business.

**Barney Palmer** won a bronze medal at the 2015 ETU Standard Distance Duathlon European Championships, held at Alcobendas in Spain, in the 20-24 male age group. He followed that up with a bronze in the National Half Ironman Triathlon Championships, again in the Under 25s. He has been working hard on his swimming in the last year and has qualified to represent Great Britain in the European Duathlon and European Triathlon Championships this coming summer. Barney has recently heard that he has also qualified to represent his country at the World Championships.



Ciara McKibbin at her graduation from Bristol University  
Theo McKibbin playing cricket for Cambridge Granta



Barney Palmer competing in Castle Howard Half Ironman Triathlon



Stella Savvidou (photo courtesy of Christy Ann Linder gymnastics photography)



James Quilligan at St John's for a recital of an Evening of Songs and Arias with fellow Guildhall musicians

**Thomas Peak** has enjoyed his first year at Lincoln College, Oxford, where he is studying Mathematics.

**James Quilligan** has completed his studies at the Guildhall School of Music and Drama. He is a baritone and has performed at many prestigious concert venues across Europe. In 2015, he performed in Charpentier's *Actéon changé en biche* as part of the London Handel Festival, made his debut at the Wigmore Hall and was a member of the Chorus in *Aida* with Opera Holland Park. He also put on a marvellous Evening of Songs and Arias with fellow musicians from the Guildhall at St John's.

**Stella Savvidou** moved to Australia at the end of 2006 but has kept in touch with her friends, followed the impressive changes at St John's and been extremely proud of the school which left her with the fondest memories. She has graduated from Methodist Ladies College in Melbourne where she also attended the gymnastics club. She managed to become the 2015 level 10 Victorian, as well as Australian Gymnastics Champion. She has represented Cyprus in the Commonwealth and European Games, as well as the World Championships. In 2016, she will be continuing her education in the USA, where she has been offered a position (by UCLA) to study as an undergraduate, majoring in Biology/Pre-Med, and to join their NCAA College Gymnastics Team.

Below and bottom: Ben Saxton and his sailing partner Nicola Groves, gold medallists, at the Nacra 17 European Championships in 2015



**Ben Saxton** joined forces in 2014 with Nicola Groves as his new partner in the Nacra 17 catamaran class. In January 2015, they won a silver medal at the ISAF World Cup event in Miami and then, in late September, they won a gold medal at the European Championships in Barcelona. This was followed by a training camp in Rio de Janeiro, which finished off with the Copa de Brasil Regatta just before Christmas where they continued their good form to collect a bronze medal. In February 2016, Ben and Nicola finished 6th in the Nacra 17 World Championships held in Clearwater, Florida, and subsequently it was announced that they had been selected to represent Great Britain at the Olympics.

Ben and his good friend, Toby Lewis, won the 'Racing Performance of the Year' award in the Yachts & Yachting awards (voted for by the public) for their performance at the 2015 Endeavour Trophy. This is an event which is a 'champion of champions' regatta for current UK dinghy national champions, held over eight races on one weekend in October – and he and Toby won all eight of them! Since the award runner-up was Sir Ben Ainslie's BAR America's Cup Team, it was a great honour for Ben and Toby to be chosen as the winners.



Above: Daniella Scott, right: Tim Supramaniam doing National Service in Singapore as a Police coastguard in charge of radar on his boat



**Daniella Scott** has become the first winner of a prestigious MA magazine journalism scholarship at Sheffield University in memory of extraordinary journalist Gavin Reeve-Daniels. The scholarship will cover her course fees, provide her with an iPad, give her two week's work experience at both Bauer Media UK and Time Inc. UK, two of the UK's biggest magazine publishers, and pay her expenses during both placements. Daniella moved the judging panel with her witty writing and skilful storytelling. She wrote a 750 word article inspired by the Ferris Bueller quote *"Life moves pretty fast. If you don't stop and look around once in a while, you could miss it"*, focusing on her grandmother and learning the value of life.

**Jessica Stewart** is in her 3rd year of studying Russian and Arabic at Corpus Christi College, Cambridge. She sings in the choir, was Boat Club captain, runs the Arabic and Russian societies and plays on her Scottish roots at the Caledonian Club. However, this year she is currently living and working in Cairo which is an interesting place, especially for a young lady. The blonde hair has been dyed brown, her legs have had to remain covered and she has had to adapt to the peculiarities of such a different place. Although she only started Arabic when she started at Corpus Christi, she now speaks great Arabic and argues impressively with taxi drivers when they try to overcharge her. In her spare time, she has taken up horse riding - around the pyramids!

**Tim Supramaniam** is in his second year at Keele University, where he is reading Media and International Relations. He has been excited this year to broaden his studies with modules in medieval literature and politics in film. He is a keen member of the lacrosse team, having switched to this sport from rugby. He had a fabulous time on an internship with Thoughtful Media on the fringes of Hollywood, followed by a wonderful stay with family relations in Los Altos. He has been invited to return to Thoughtful Media to cover the US Presidential elections. They also want to use his British accent for recordings! The 2016 highlight will be Tim's fundraising and his climb up Mount Kilimanjaro in August/September, to raise money for the charity Dig Deep, which seeks to provide clean water for communities in rural Kenya.

**Jack Tustin** is studying at the Guildhall School of Music and Drama. He performed at the Barbican in July 2015, when the London Symphony Orchestra Discovery Choirs, the London Symphony Orchestra Community Choir and the Guildhall Symphony Orchestra joined the London Symphony Orchestra under the baton of Sir Simon Rattle in a new children's opera, *The Monster in the Maze*, by Jonathan Dove. The opera tells the story of the rescue from the Labyrinth, by Theseus, of young Athenians sent to Crete as a sacrifice to the Minotaur.

**James Vane** is studying Business Management with Innovation at the Academy of Contemporary Music at Guildford and life is treating him well.

**Dominic Walsh** is reading Law at St Hilda's College, Oxford, where he is enjoying life immensely. He liked his time at The Perse Upper enormously and took the opportunity to return to St John's to work at Byron House for the voluntary work component of his Duke of Edinburgh award.

**Emily Waterhouse** (formerly Houghton) is in her final year of studying Italian and Spanish at Durham University, having spent a year living and working abroad in Venice, Milan and Valencia. She is applying for jobs in the Art world and is hoping to work in one of the big auction houses in London after graduation. She loved catching up with **Abigail Bertelsen**, **Kirsty Dick**, **Charlotte Mantle**, **Ella Ward** and **Hannah Wilson** over the Christmas period.

# members' news

## 1990-1999

**Thomas Dann** and his wife Rachel had a son, Wilfred, in February 2016.

**Iestyn Davies** has become engaged to Gemma Lawley and they are planning to get married in August 2016. In the summer of 2015 he sang the role of David in Handel's *Saul* at Glyndebourne. In the autumn he starred alongside Mark Rylance in Claire van Kampen's *Farinelli and the King* in the West End.

**Serena Gosden-Hood** has successfully finished her PhD in English Literature and has also become engaged to David Hemming.

**Ben Gummer** retained his seat as MP for Ipswich in the 2015 General Election and was, subsequently, appointed Parliamentary Under Secretary of State for Health. He and his wife, Sarah, have a one year old son.

**Rupert Jagelman**, since graduating from Trinity Hall, Cambridge in 2001, has pursued a career in data analytics and now specialises in forensic technology consulting at Deloitte. He was married to Julia Whatley in 2013 and they live in Godalming, Surrey.

**Tim Jagelman** completed the first stages of his training in anaesthetics at Guy's and St Thomas' Hospital in London and has now returned to North Scotland as an Anaesthetic registrar in Inverness. He is enjoying being able to walk to work again and is looking forward to making the most of the hills and season tickets at Murrayfield, his next round of exams permitting. In the meantime, he travels to and from London by plane or sleeper train to keep in touch with his friends back down south and tries to persuade them that the return trip is not so arduous!



**Zoë Jagelman** joined the staff at St John's College School in September 2015, following time spent teaching in Cumbria and the Falkland Islands, where she spent just over three years at the tiny primary school, with approximately 35 children, on the Joint Forces Base at Mount Pleasant. Living with the military and being able to explore the amazing islands, and enjoy and photograph the incredible wildlife, made it a fantastic adventure, which she was able to share with her brothers Rupert and Tim who both managed to get out to visit her. Her time on the Falkland Islands overlapped with **James Turner**, who is a pilot in the RAF.

**Olivia Kneen** completed her Doctoral thesis on paramedics' experiences of trauma in their day to day work. She is now working as a clinical psychologist in East London and is engaged to Prince Rodion Cantacuzène, Count Spéransky.



Top: Zoë Jagelman in the Falkland Islands  
Bottom: Zoë, Rupert and Tim Jagelman at Rupert's wedding to Julia Whatley

James Lort's wedding to Ginny Homfray



**James Lort** married Dr Ginny Homfray in September 2015.

**Jeremy Martin** had a secondment at The Economist, writing as their Britain Economics Correspondent, after which he returned to the Bank of England, to forecast the world economy and design 'stress tests' for the British banking system. Two years ago he helped to set up two choirs (boys and girls) at St John the Divine Anglican Church in Kennington, with children from the local estates. For the past three Julys, the 40 children have stayed at St John's for a choral summer school, singing for services in St John's College Chapel, with funding from

Peter Rose's Trust. Many of them had not previously been outside South London, so Jeremy says that it has been a delight to watch them discovering the wonders of St John's.

**James McEwen** is assistant director at Rothschild Bank. He still plays cricket and tennis whenever he can and occasionally manages to play real tennis, squash and rackets.

**Lucy McEwen** is teaching a Year 1 class in a London prep school, which she wishes was more like St John's.



Rupert Pearson's wedding (from left to right): David Gaine, Richard Tozer, Tom Macdonald, Rupert Pearson, Toby Milton, James Burr, Thomas Pearson, Alastair Cameron and William Douglas

St John the Divine Anglican Church choirs, Kennington singing in St John's College Chapel, Cambridge



**Richard Tozer** was best man at the wedding of **Rupert Pearson** and his Korean fiancée, Jungmin, who live in Hong Kong, were married in Korea in November 2014, again in the UK and then had a blessing at Long Melford Church in July 2015. Rupert had assembled a large number of ex-St John's boys from his year and the year above to attend, namely **James Burr, Alastair Cameron, William Douglas, David Gaine, Tom Macdonald, Toby Milton and Thomas Pearson**.

# members' news

## 1980-1989

Matthew Rycroft and Alexander Macintosh flanking General Sammi of the Arab Army



**Josh Healy** has been working freelance in film marketing, film and video post-production, and live events. He, his wife and children live in Orwell, where he is just a few doors away from **Rowland White** and his family.

**Alex Macintosh** met **Matthew Rycroft** at a drinks party in Amman, Jordan, in March 2015, more than thirty years after they had left St John's.

## before 1980



Clifford Butler- bottom centre

**William Moore**, after leaving Felsted, was 'Boarders' Uncle' at St John's College School in 1990-1991, which proved to be the start of his career in education. It was Mike Riddell who really got him thinking about teaching and sparked his interest in combining this with travelling. So, he did 18 months at Tudor House Prep, a boys' boarding school in New South Wales, as another 'Boarders' Uncle', before returning to this country, where he gained a BEd Honours degree and worked in a primary school in Birmingham for a couple of years. He left the UK with Karen (also a teacher) and worked at St John's International School in Bangkok, as a PE teacher, where he spent six great years. This time included becoming engaged and married to Karen and then leaving Bangkok, with their two girls, Poppy and Tiffany, for the British International School of Jeddah. William continued to teach PE here but moved into more of an admin role as the Director of Sports. He is now in his second year as the Athletics Director at the International School of Kenya in Nairobi, where a huge local and international sports programme keeps him mainly tied up behind a desk all day, although coaching still gives him student contact. When not working, he and his family have a house near Carcassonne, in the south of France, where they eat cheese and drink a lot of wine.

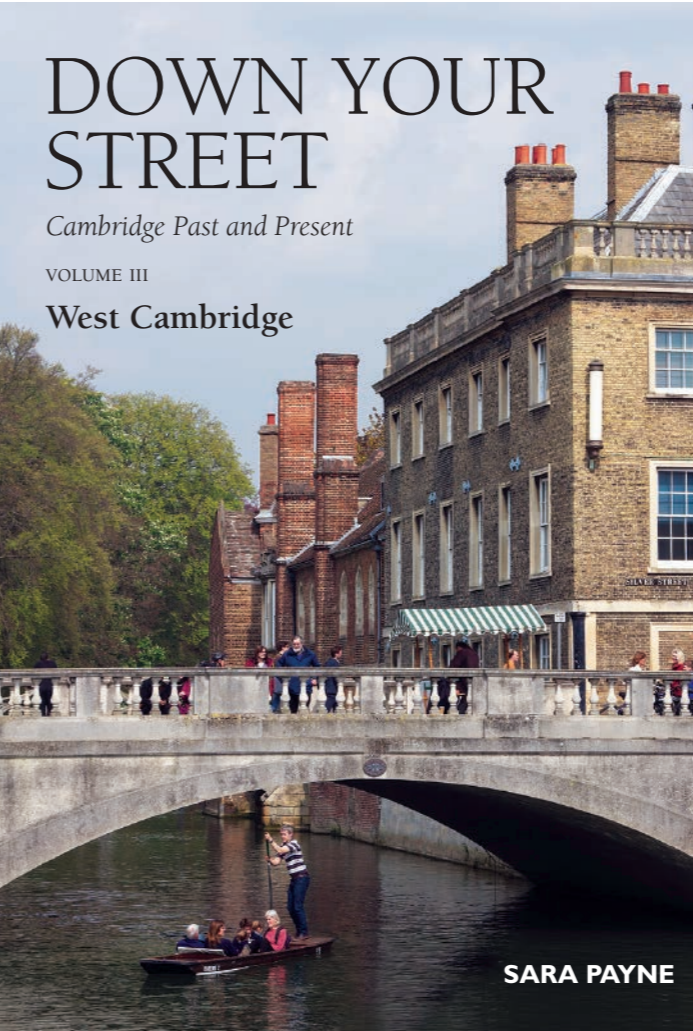
**Simon Saunders** is working for the Barbican Insurance Group and is involved in all types of Marine, Energy and Aviation insurance which takes him travelling around the world. His children, Thomas, 15, and Poppy, 13, are growing up fast.

**Rowland White's** new book about the Space Shuttle, *Into the Black*, launched in March 2016.

**Clifford Butler** was a member of the football and cricket teams at the school, which he attended from the late 1920s to the mid-1930s. His granddaughter, Hannah, supplied this information and the photograph.

**Margaret Supramaniam** (née **Seale**) lives with her husband, Paul, in Singapore. They are now back in their house which has required refurbishment following a fire in October 2014. She teaches English at the British Council, which she still enjoys most of the time, especially when she runs informal Art History sessions. She celebrated the bicentenary of Jane Austen's *Emma* by script writing, dressing up and acting with the Jane Austen Circle of Singapore, which she now co-runs. Pilates, prayer group and painting are activities which she has been enjoying in recent times, together with making use of their wonderful new pool under the trees where she can swim at night encircled by bats.

## down your street



The house at 63 Grange Road, known as 'Coton End' when it was a private residence, before it became Byron House (photo provided by Mrs Alice Holmes)

The School was pleased to feature in the publication *Down Your Street*, Cambridge Past and Present, Volume III, West Cambridge by Sara Payne, which explores the history of west Cambridge through a comparison of articles Ms Payne wrote nearly 30 years ago with updates from the present day.

The original articles provide a fascinating account of the history behind the buildings the School currently occupies, including profiles of their original owners.

## deaths

With regret, we mark the passing of former staff:

**Joan Grover**, Assistant Matron (1972-1990)

**Jane Seberry**, class teacher and teacher of Geography and History (1988-2007)



Jane Seberry

# events



## Association Day

All past pupils and past parents are warmly invited to this year's Association Day on Wednesday 6th July 2016, where you will have an opportunity to say a fond farewell to Mr Jones.

Past pupils taking part in the sports are invited to a barbecue lunch at 1pm. For those not taking part in the sports, there will be a drinks reception between 2:30-4pm. Tours of the school will be available from 2pm.

## Association Golf Day

The third St John's Association Golf Day took place at the Royal Worlington and Newmarket Golf Club in July 2015. There was a wonderful turnout of 17 former pupils, most of whom were playing in the event for the first time. Playing eighteen holes of golf was, as usual, secondary to the opportunity for members of the Association, of various ages, to chat and share memories as they made their way around the course. As well as there being a foursomes competition, there were prizes for the longest drive and the nearest to the flag on certain holes. The foursomes competition was most exciting as it required a putt-off to decide the outcome, there having been a tie between two pairs. From their respective pairs, Ed Whittle and David Cairns were charged with the responsibility of trying to be the closest to the final hole having putt from the Club's flag pole. Ed Whittle's ball finished nearest to the hole and so he and his partner, Mr Tim Clarke, were declared the winners.

We shall be returning, once again, to the Royal Worlington and Newmarket Golf Club on Wednesday 13th July 2016 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.

# diary dates

- 13 April 2016  
Summer Term begins
- 27 April 2016  
Live Broadcast of BBC Choral Evensong
- 8 May 2016  
Parents' Association Charity Fun Day
- 19 May 2016  
Parents' Association Evensong
- 4 June 2016  
Choir Association Garden Party
- 22 June 2016  
School Concert at West Road Concert Hall
- 2 July 2016  
Speech & Sports Day
- 6 July 2016  
Association Day  
Form 6 Leavers' Drama Production
- 8 July 2016  
Summer Term ends
- 13 July 2016  
Association Golf Day
- 7 September 2016  
Michaelmas Term begins
- 3 November 2016  
Parents' Association Fireworks Night
- 26 & 27 November 2016  
College Advent Carol Services
- 6 & 7 December 2016  
Services in Preparation for Christmas
- 9 December 2016  
Michaelmas Term ends



Top: Form 6 Leavers' Drama Production *Macbeth* 2015  
Bottom: West Road Summer Concert 2015

# Saint John's

college school

