

the johnian

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

2014

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

The Best Inspection Report

News from over 150 members

Headmaster's Retrospect 2013

The New Senior House

Upcoming Events

Association Day 9 July 2014

Golf Day 18 July 2014

Saint John's

college school



Please contact Mr Robert Grove (rgrove@sjcs.co.uk) or Senior House Reception (shoffice@sjcs.co.uk 01223 353532) to request a copy of The Eaglet 2013 or our annual summary, Highlights 2013.

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1 editor's letter



2 head's retrospect



6 inspection result



8 new buildings



10 innovations



12 2009-2012



20 2000-2008



26 1990-1999



32 1980-1989



33 before 1980



34 events

Front Cover: James Mantle's ascent of Mount Aspiring, New Zealand (see pg 25 also)
 Back Cover: The facade of the new Science Laboratory (1st floor) and new Music facilities (ground floor)

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editor's letter

staying in touch

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, which can also be downloaded from the News page of the website.

To keep abreast of current school news throughout the year please add our homepage, www.sjcs.co.uk, to your favourites and follow us on Twitter @SJCS_Cambridge. You can also subscribe to receive email newsletters using the link at the bottom of the News page of the website or go directly to <http://eepurl.com/LaJ9n> to enter your details.

getting involved

In September 2012 we reorganised the timetable at Senior House to create space for an enrichment programme on Thursday afternoons. This has allowed the children, amongst a varied diet of activities, to be taught Philosophy and Mindfulness, to participate in workshops in subjects such as Drama, DT and Music, to visit places of interest in Cambridge and to listen to fascinating talks.

We have been fortunate to have speakers come to school to address the children on topics as diverse as The Trojan War, expeditions to Mount Everest and the North Pole, life as a vet, the achievements of an Olympic athlete and the work of the Teenage Cancer Trust. In the Summer Term of 2013, we welcomed back two former pupils to enthral the children with their exploits. Firstly, Harry Gregson-Williams (pg 33) addressed the children on his work as a composer of film music and later in the term James Cowan (pg 26) spoke about his epic row across the Atlantic.

If you too are interested in returning to St John's to enlighten, amuse or excite the children with details of your chosen career, hobby, expedition or any other achievement, please let Mr Grove know.



Dear Association Members and Past Parents,

Welcome to *The Johnian*, a new title in our range of school publications. This new magazine, replacing the Association Newsletter, is designed to share members' news and keep you all in touch with current school developments. The success of this new format is thanks largely to your contribution of photographs; please continue to send us high resolution images to illustrate your news next year.

The magazine starts with Mr Jones' Retrospect for 2013 which provides a wonderful insight into the School over the last year. This is then followed by a brief summary of our recent inspection result (the best, as far as we know, of any prep school), a glimpse of our new buildings and a canter through some of our recent innovations in teaching and learning as we continue to evolve and improve.

You will then find members' news, initially from those of you at secondary school and then arranged by decade. We include a list of former pupils and staff who died in the last year and many of you will be sad to read of the death of former Deputy Head and Mathematics teacher, Mr Peter Halket. We then close with details of upcoming events and some dates for your diary.

You will find enclosed a printed copy of the email newsletter which was sent at the end of the Michaelmas term. If you would like to receive future newsletters by email please follow the instructions under "Staying in Touch" (see left) to subscribe.

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

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

Yours ever,

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

Robert Grove
rgrove@sjcs.co.uk

A great friend of mine, having had no children of his own, was deeply puzzled by the very young until, he says, he made the discovery that they are in fact very small and affable drunk people.

And it has helped me to bear this in mind.

The affable drunk theory makes it slightly less unnerving when six year old William spots that I am surrounded by parents, rushes up to me and hugs my leg, shouting 'Daddy!'

It explains the bar room glee of Olivia and Polly, also six, who, whenever they spied me with an inspector during our recent inspection, found it immensely amusing to point at me and say in unison: 'You're fired'.

And when a child is all alone spinning around and circling a tree in the piazza, it explains why he should respond to my quizzical look, with 'I'm orbiting', carrying on spinning all the while as if there were nothing more natural in the world.

And there is not, for a child.

As the great Johnian poet Wordsworth understood, children see things differently. Recollecting his early childhood, he writes:

There was a time when meadow, grove, and stream,
The earth, and every common sight,
To me did seem apparell'd in celestial light,
The glory and the freshness of a dream.¹

For Wordsworth, childhood is a shining time; a time 'Of splendour in the grass, of glory in the flower'.

The child sees things more vividly.

'If we adults want a taste of childhood,' a psychologist advises², 'imagine being in a situation you've never been in before - falling in love with someone new or arriving in a new city for the first time. What happens then is that our consciousness expands, so those three days in Paris seem to be more full of consciousness and experience than all the months back home. And coffee actually mimics the effect of baby neurotransmitters. So what's it like to be a baby? It's like being in love in Paris for the first

time after you've had three double-essposos. Every day is first love in Paris. Every wobbly step is skydiving, every game of hide and seek is Einstein in 1905.'

There is indeed, for children, splendour in the grass and glory in the flower – richness in experience and a glorious sense of possibility, of connection.

The very young are constantly exploring possibilities and connections, wondering 'what if?' or 'why?' They naturally engage in the causal inference and hypothesis testing we associate with the best of adult scientists. And this makes the young the most powerful learning machines in the known universe.

It may surprise us that a small thing who can't tie his shoelaces can be thinking so profoundly by himself, that a tender thing so much in need of care can have such a strong mind.

But the two things are inextricably linked.

To understand this, we need to think about rooks and chickens. Rooks are very clever birds. Chickens are, well, good at pecking but otherwise profoundly stupid. A rook will feed its babies for up to two years. A chicken does not. The longer an animal is cared for by a parent, the more intelligent it becomes. Safely sheltered in the loving care of a parent, the child's brain is free to explore. There is a profound dance between love and learning at the heart of a child's growth.

And the best teachers dance this dance of love and learning with the young. They tie our children's shoelaces and free our children's minds; hold our children safe and inspire them to adventure; caress them **and** challenge them.

There are no limits to what a child might be prepared to think. We should let them think deeply, think oceans, think stars, and ask big questions.

This year, our Kindergarten were given a Question of the Week to ponder: 'How do snails move?' or 'How can we look after our world?' We ask our nine year olds undergraduate philosophy questions such as: 'Should we expect the Sun to rise tomorrow?'

We invite children to ask their own questions.

The six year olds chose their own topic, 'Under the Sea' and made up and answered their own questions: 'How do pearls grow in oysters?' 'How do waves carry people?'

An eight year old asks:

'How do you know your life isn't just a dream?'

And in a combination of epistemology, ethics and wit, a ten year old asks:

'If the concept of wrongness only exists in my mind, why is it wrong not to do my homework?'

It is no surprise that our inspection report notes that:

Pupils of all ages are exceptionally well motivated and enthusiastic learners, bringing boundless energy, determination and application to their learning.

Pupils' learning and study skills are extremely well developed. They are articulate and endlessly curious about learning, and are always ready to ask the question 'why?'

*Teaching is often inspirational.*³

Inspirational teaching starts from a faith in the children's curiosity and this faith reaps rich rewards.

In our trials of the use of self-organised learning environments (SOLE) we start a lesson with a big question. A teacher might say 'My iPad always knows where it is. How is that?' or 'How do we know if something is alive?' The children then use the lesson to research together in groups before presenting their findings.

Computers are used, not to isolate children as they can so easily do, but with only one per group to foster collaboration. In such a setting, they rapidly come to see themselves and others as experts and use their friends as an additional resource, asking questions and sharing knowledge. It is said that more information is now created every two days in the world than between the beginning of time and 2003.⁴ Our children must learn together to sift and discriminate.

headmaster's retrospect

2013

The school actively encourages teachers to initiate imaginative ways of delivering not only individual lessons but complete cross-curricular themes designed to encourage and inspire collaborative working and critical thinking. In very many lessons, teachers allow pupils a great deal of independence.

Teachers have outstandingly good relationships with their pupils, and are often inspirational in their approach, firing up pupils' thirst for learning and fostering independent and co-operative learning skills.

Note the connection the report makes between affection and exploration, between relationships with others and belief in oneself.

When I introduced the SOLE approach to staff, I quoted those lines about childhood and parenting:

Selfhood begins with a walking away and love is proved in the letting go.⁵

There is a direct relationship between the strength of a teacher's relationship with a child and a child's strength of mind, between affection received and independence gained.

The exceptional teacher will hold the children safe and in this safety free them. The freedom to take risks, the willingness to make errors, the enthusiasm to share ideas, to find a voice, to perform with exuberance on the stage or in the classroom, all have their roots in the way a class is 'held' secure in the teacher's care.

And this is why it is so important that:

Relationships are exceptionally warm and positive between teachers and pupils, and amongst the pupils themselves, throughout the whole school community.



¹ From 'Intimations of Immortality from Recollections of Early Childhood'
² Alison Gopnik, Child Development Psychologist

³ ISI Inspection Report 2013 (all italicised quotations are from this report)
⁴ Eric Schmidt, Chairman of Google

⁵ C Day-Lewis 'Walking Away'

In the security of their teachers’ affections, the children find the freedom to think deep thoughts. And the freedom to think deep thoughts strengthens their sense of themselves, and so they feel yet freer to explore, and so the dance goes on.

And the same dance that frees curiosity unleashes creativity and imagination.

‘Where have you been?’ cry the Kindergarten as I haven’t seen them for a while.

‘To the moon,’ I say.

‘How did you get there? In a helicopter?’ one asks. ‘No,’ I say, ‘I had a bit of a wobbly journey because I went in a jellycopter.’

‘Why couldn’t you take us with you?’

‘Because I didn’t have a smellycopter’ I say and get the inevitable reply:

‘Well, you’d need a poo poo copter.’

No respect for rhyme in the Kindergarten. As the patient teacher plucks the children from my various body parts, one child remains. I bend towards him as he clearly has something he wants to tell me and he whispers in my ear ‘I love you,’ and adds,

‘Stay weird for the rest of ever’.

The young love to travel in imaginary worlds and we should not underestimate the value of such adventures. Counterfactual thinking - imagining what isn’t - is the most powerful tool of the scientist: it is what Einstein was doing when he asked himself what would happen if a train was travelling at the speed of light.

‘If you want your children to be intelligent, read them fairy tales. If you want them to be more intelligent, read them more fairy tales.’

So says Einstein.

Adventures in creativity and curiosity have profound cognitive effects. And they have profound emotional effects.

Young children have very powerful feelings. It is like living always in spring time, often with sunshine and rain at once. Wordsworth describes poetry as ‘emotion recollected in tranquility’. Here is one of our six year olds’ poems from this year:

The Sea

The sea is rough when it hits the rocks
It goes mad like lightning
He is so angry that he tries to drown me
I run as fast as I can
The sea is so angry he bursts out of his vest
When it comes to night he looks up and cries
with happiness
He bursts into a furious ball going mad
All he really wants is for someone to teach him
how to behave.

It is a wonderful picture of big feelings that are difficult to control. In a poem or a painting or a sculpture or a performance of a piece of music or drama or dance, children shape their experience, **make** the world they communicate. And this shaping and making is deeply empowering.

If we stretch children’s minds and strengthen their hearts, if we get the dance right, our children will do remarkable things.

Pupils’ achievement is exceptional.

We have our best ever results in all exams, our best ever Common Entrance results, a huge scholarship tally, another national general knowledge champion, more national competition triumphs than ever in creative writing, more national maths Olympians. As the year came to an end, we saw the glory of ‘*A Midsummer Night’s Dream*’ in the willow tree and were left in awe of childhood at the concert in West Road, where our distinguished music tradition reached entirely new heights.

Our inspection report arrived on the day of the official opening of the wonderful New Senior House. The Master of the College said he had read many such reports and had never seen so good a report on any institution, including many ancient and august ones in this University City.

The inspectors themselves said that they had found their visit inspirational and the report is filled with superlatives.

My great predecessor, Alan Mould, kindly wrote to me when he received a copy:

‘For some years, I was on the Inspections Committee and read every report submitted over that longish period. I did inspections and drafted reports (in England, Wales, Portugal, Indonesia and Kenya). Believe me I have read very many, including some outstanding ones on distinguished schools. NONE remotely approached in comprehensive adulation the glowing document that sits beside me.’

He then quoted the words from our School prayer: ‘love of the brethren’.

‘It is clear,’ he wrote, ‘that St John’s has become a place where ‘love of the brethren’ has been made reality.’

A St John’s education is unique. And what distinguishes it is the dance of love and learning I have described.

Affection matters to learning, and it matters beyond learning.

When the opening ceremony for our new buildings ended, the press photographer came to find me and said ‘I just want to say that I’ve taken photographs in schools for many years and there is something different and very special here. I could see it in the children’s faces through my camera. Please do invite me back.’

What was it the photographer saw through his camera lens?

After the West Road concert a parent kindly wrote of ‘the sheer verve and joy of the music the children play, and the songs they sing. They radiate,’ he said.

In the Master’s Lodge in the College after the PA Evensong, a T2 child instructed me to be seated on an antique chair. ‘May I give you a massage?’ he enquired and proceeded through the sequence of massage strokes we teach to the young as a powerful non-verbal exercise in compassion. He said the name of each stroke in turn to help him remember.

‘Eye glasses, Cat grip, Baker, Hairdresser...’ at which point he paused, looked at my bald head and said gently, ‘We’ll skip that.’

It might seem strange that a young child should decide in so venerable a setting that massaging the headmaster was the right thing to do. To me, it was wonderful. We taught this child how to show his thoughtfulness and care, and he did so unabashed.

Children become emotionally resilient, thanks to the school’s programme of emotions for learning and mindfulness which pervades the daily life of the school.

In E4L and Mindfulness we educate and exercise heart and mind together. Emotions for Learning or E4L - how we feel about how we learn, how we learn about how we feel. It embodies the dance of love and learning.

45 teachers have voluntarily completed a demanding course in mindfulness and we have introduced a version of the course to our Sixth Form this year. A recent study has shown that teaching mindfulness leads to better exam performance. A mindful St John’s child with a mindful St John’s teacher will learn better and feel better, and deal better with feelings.

I was lucky enough this year to spend time with Matthieu Ricard, a scientist and Buddhist monk. Tests have found that through compassionate meditation he can activate at will, and to an extraordinary degree, those parts of the brain which produce positive emotions, compassion and well-being. He has become known as the happiest man in the world and he is now leading the way in the teaching of loving-kindness to young children.

We are, Ricard says, ‘like beggars with gold under our hats – rich because the gold is there, poor because we do not know it’.

Why not unpack these riches in our children? In what kind of world would we have computing on the curriculum but not compassion? Perhaps our E4L should become L2L: love to learn and learn to love. Perhaps this is what we already have.

Relationships are exceptionally warm and positive between teachers and pupils.

Children spoke extremely positively about the friendly and caring nature of their teachers and they know who they can turn to if they have a problem...each one is exceptionally well known and supported.

It is the deep compassion of our staff, in the way they teach and in the way they care, which ensures that children here love to learn and learn to love.

Affection abounds here, be it in the ‘Grow Your Money’ project which turned the children into compassionate social entrepreneurs, the wonderfully compassionate charitable fun of the PA’s events this year or simply in the unseen daily acts of care which fill a St John’s childhood with kindness witnessed and received.

At our summer pensioners garden party, no less a man than Dickie Jeeps, captain of the England and British Lions rugby teams in the 1950’s and 60’s, now 83, was brought to tears of joy by the kindness of our children. The affection that our children radiate can have a profound effect. There is something in the way they give

of themselves so readily, a quality of joy that is entirely tangible and deeply moving, and is not readily to be found elsewhere.

At the end of a visit from the former Chief Education Adviser for Oxfordshire, an eminent man who is deeply well-versed in schools nationally, he turned to me and said:

‘Kevin, it’s not a thing I could even say in most schools but the word for what you have here is ‘love’.’

And why could this not be said in most schools? Why should a childhood in school, an education, not be founded on love?

Instead, there is increased pressure on childhood and a rising tide of childhood anxiety. The anxious child does not adventure, becomes fearful about learning.

People talk now of the compression of childhood – some say that it is over by the age of ten.

When we know that for their best cognitive growth and their well-being, children must have their childhood, why is childhood itself now so threatened?

The joy and wonder on our children’s faces cannot be taken for granted. A St John’s childhood is a special and precious thing and we must continue to weave our web of love and learning, to help our children to be their best selves, to get the best from themselves and for others now and into the distant future.

One third of our children will live to be at least 100. One hundred years ago, the First World War had not begun. The world has changed unimaginably.

We have arrived at what is now called the Anthropocene era, a time when the influence of human behaviour on the earth is so extreme as to constitute a new geological epoch and a terrible threat.

The Dalai Lama came to St John’s this year. In the College Chapel, he said: ‘In the last century, we developed the capacity to destroy ourselves. Can we now develop the capacity to save ourselves? Will the 21st century be a century of happiness or of self-destructive greed?’

Now more than ever we need an education built on love.

As I write this, the Kindergarten flock in the garden outside my office, on a treasure hunt trip to Senior House.

Sudden in a shaft of sunlight....
There rises the hidden laughter
Of children in the foliage⁶

And as ever their laughter heartens me. A life lived among children has taught me to trust to the better angels of our nature. At its best, education is a re-imagining of the world to come through the childhood we give to our children. They are the living messages we send to a time we will not see.

It pained me greatly to bid goodbye to our leavers this year but they are children of St John’s and will always be. They are our messengers to the future and we could not be sending better angels.

The great and exciting challenge for our leavers and for all our children will be to harness the wonders of their learning and the power of science and technology to compassion, to make the 21st century a century of compassion; and there is no better preparation for this than a childhood at St John’s.

I asked the Dalai Lama what his most important message was for the children of St John’s. It was this: turn always towards affection and give to others the affection that you have been given.

It is a particular joy to me to have in our inspection report such clear evidence that an education rooted in affection, which values childhood and children, which seeks to foster in them the best care for themselves and for others, is one that produces the highest possible achievement.

The report says that St John’s *gives its pupils a flying start to their education.* What I have tried to say is that it is affection that gives our children their wings.

Kevin Jones

⁶ T S Eliot ‘Burnt Norton’



“ St John’s College School is extremely successful in meeting its aims and gives its pupils a flying start to their education.

Teaching is excellent, and boys and girls of all ages are enthusiastic, inquisitive and self-motivated learners because of this.

Pupils’ achievement from the EYFS onwards is exceptional. Their academic attainment is excellent, with the result that they are able to gain places and awards at prestigious selective senior schools.

”

“ Pastoral care is a main strength of the school. In all areas of the school, staff are extremely committed to ensuring the pastoral needs of every child are achieved, providing extremely effective support and guidance in accordance with the school’s aims.

The school is extremely successful in helping its pupils to excel in their achievement across a wide range of areas, including academic subjects, music, art, drama and sport.

”

Saint
John’s
college school

Inspection Report
2013

the best inspection report



On 14th-17th May 2013, the Independent Schools Inspectorate carried out an Integrated Inspection, bringing together the Whole School, Early Years Foundation Stage and Boarding elements which previously were handled separately. Strict criteria are set for the grading with criteria for the ‘Excellent’ grade set very high. In every category, St John’s gained the top grade.

The quality of boarding; the contribution of arrangements for welfare, health and safety; the quality of governance; the quality of leadership and management, including links with parents; the contribution of curricular and extra-curricular provision; the contribution of arrangements for pastoral care; the spiritual, moral, social and cultural development of the pupils and the contribution of teaching were all graded ‘Excellent’.

In the category covering the quality of the pupils’ achievements and learning there is an additional grade: ‘Exceptional’, which places a school at the very top of the Excellent band. The quality of St John’s pupils’ achievements and learning was graded Exceptional. We know of no other prep school in the country which has achieved this.

new buildings



The Drama Studio (top); The new Senior House Library (above left); The Piazza at night looking towards the new Science Lab (above right)



Inside a Piazza Classroom (top); Exterior of the new Science Lab (middle); The redesigned Piazza (bottom)

The Senior House site, home to boys and girls aged 9 - 13 (approximately 230 pupils in all) has been completely redeveloped. In addition to existing facilities such as the Chapel, Theatre, Gymnasium, Science Laboratory, Art Room, ICT Room, Swimming Pool and Music School, the site now boasts 14 new classrooms, an outstanding Library, a new DT and Computer Control and Graphics facility, a second Science Laboratory, a new Drama Studio, new Music facilities, a Quiet Garden, a new Multi-Sports Court and changing block, extensive new storage and excellent staff facilities. A short walk away is the new Boarding House which accommodates up to 40 boys and girls.

The wonderful new facilities were officially opened on 13th June 2013 by Professor Christopher Dobson, FRS, Master of St John's College. A guide to the new Senior House is available via the link on the homepage (www.sjcs.co.uk) and printed copies can be requested from Reception (shoffice@sjcs.co.uk).



Christopher Dobson unveiling the plaque for the new Senior House

innovations

The whole school 'Reflecting on Learning' theme encompasses a series of projects, the joint aim of which is to explore new approaches to teaching and learning that enhance independent and collaborative learning, produce greater engagement, accelerated progress, better recollection of learning and greater ownership of the curriculum.

Imaginative approaches to teaching the skills to enable creativity, assisting the children to develop their own creative thinking or behaviour, have continued this year. We have explored ways of building positive thinking and learning habits in the children such as resilience, risk-taking, curiosity, initiative, perseverance, imagination, reflectiveness and cooperation. Some of these projects are outlined here.

Emotions for Learning (E4L)

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

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

Philosophy

Philosophy is part of the curriculum at St John's for pupils in Forms 2 to 5. Its aim is to help the children gain an understanding of themselves as learners by developing and using critical and creative thinking skills. They face moral dilemmas, learn why their brains work the way they do, discover and debate a range of exciting stimuli and learn how to structure thinking in different ways. Discussions are led by the children themselves, with the teacher acting as facilitator, covering questions such as "What makes us good?", "Am I the same person I was yesterday", "What does existence mean?" and topics such as "The Ethics of War".

Study Skills

Initially reserved for Form 6 children preparing for exams in their final year, our Study Skills programme is being extended to other year groups with the aim of giving them independence, resilience and self-sufficiency in their approach to learning.

The methodology makes the children aware that achieving success is about what they do and not any fixed notion of who and how able they are. It introduces the concept of an audit of current skills and strengths, allows them to investigate the ways in which ICT can support and personalise their learning and provides resources and guidance on how to evaluate, reflect upon and manage their own learning, enabling the children to understand and use learning strengths and memory in a beneficial way.



Philosophy Day, discussing the question: "What makes us good?"



A mindful moment at the start of a lesson

Mindfulness

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

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

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

Creative & Critical Thinking

Starting with our youngest pupils at Byron House, we aim to equip them to be motivated, independent thinkers who are able to reflect upon and directly apply different skills to problem solving. This is achieved through a programme of lessons which cover a range of habits and skills that help the children more effectively gather and absorb information and then transform this knowledge to generate new ideas. The programme encourages collaboration, curiosity, enthusiasm, flexibility, perseverance, independence and imagination, habits that will be invaluable throughout their lives.

The core skills are taught through a series of lessons covering metacognition, questioning, information skills, critical thinking, creative thinking, decision making and memory skills. These are then embedded throughout the curriculum and the everyday contexts of life. The children learn to recognise and apply them to a particular activity or situation, enabling them to problem solve more effectively.



A 'SOLE' lesson, researching in groups

SOLE

In a Self-Organised Learning Environment (SOLE) children work together in small groups of 3 or 4 to answer an open-ended, non-trivial question such as "If grass doesn't have brightly coloured petals, how does it make seeds?". Each group is given a computer and is free to explore the resources at their disposal to come up with the answer. Open group discussions are encouraged and children are free to exchange information with their peers, or change to another group at will. The teacher does not direct the learning in the traditional sense, but instead offers positive encouragement and ensures all the children are engaged and actively participating.

The children present their answers to the class at the end of the lesson. Science teacher and SOLE Co-ordinator, Rachel Brunning, explains "The children feel that they have complete control over their own learning and in doing so remember what they have learned and are able to put it into context."



Megan Neville
coxing the Girls'
1st VIII



Jamie Lipscombe
training for the
Three Peaks
Challenge

Sophie Burkitt and Anna Dujardin raising money for
the Cystic Fibrosis Trust



Benenden

Georgia McGladdery is hoping to go to Bristol University to read Biomedical Sciences.

St Edward's, Oxford

Myles Docherty is very happy at his school and, in his first term, opened the Carol Service with a solo.

Megan Neville has been cox of the girls' 1st VIII. She went to Philadelphia for her first international regatta, the Head of the Schuylkill, a very prestigious event on a tricky river involving hundreds of boats from all over the world. Drama remains her passion and she is doing it as one of her A Levels. She is working towards her LAMDA gold medal and is researching her EPQ on the relevance of Greek theatre in the contemporary world. She was involved in the school's production of *Wind in the Willows*, playing a hedgehog, and teaches some of the younger pupils extra-curricular theatre skills.

Eton

Harry Cheatle has been offered a place at St John's College, Cambridge to study Classics.

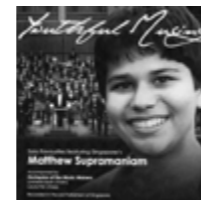
Freddie Roberts played in the Under 14 A hockey team, which won the Southern Independent Schools league, and was invited to a Berkshire County hockey trial. He had a wonderful football season in the B team, plays the French horn in a Brass group and won a competition to design the Twenty20 cricket shirt for the school 1st XI.

Alistair Russell kept wicket for Eton 1st XI in the annual Eton v Harrow cricket match at Lord's in the summer. He took two catches but was out for a duck as Eton won by 5 wickets.

Matthew Supramaniam recorded a solo CD, *Youthful Musing*, just before his voice broke. It raised over £90,000 for a number of charities in Singapore. He was then invited by the Prime Minister of Malaysia to help launch the Malaysian Volunteerism Programme.

Harrow

Justin Stollery has very much enjoyed his first year at Harrow. He was awarded the Junior Organist Prize and the Junior Science Lecture Prize. He has been singing in the chapel choir and playing the violin in the school orchestra. In addition, he has been playing the piano and has played the organ for chapel services. He was glimpsed playing the piano at a concert in the documentary, *The House*, which was broadcast on Sky 1.



Matthew Supramaniam's solo CD
Youthful Musing

Hereford Cathedral School

Tom Williams has become increasingly passionate about percussion, although he still sings in three different choirs and has grade 7 double bass and piano. He has gained a DfE music specialist place at Wells Cathedral School for the Sixth Form.

King's Ely

Jamie Lipscombe has settled in well at King's Ely. He completed the Yorkshire Three Peaks Challenge with the school in 9 hrs 55 min and raised £300 for The Alzheimer's Society. He played Dionysus in Aristophanes' *The Frogs* and went on an excellent trip to the World War I battlefields in Belgium and France.

Anna Willis successfully auditioned for Youth Music Theatre UK's production of *Burnt Out Souls*. She played the violin as part of a string quartet in the musical which was performed at the Riverside Studios in Hammersmith, London.

Kimbolton

Georgie Spence-Jones has an offer to study Agriculture at RAC Cirencester and is waiting for decisions from her choices for Veterinary Medicine.

The Leys

Ella Cope has been enjoying life at The Leys, where she has played for the B team in hockey, has been doing trampolining and street dance and has been loving the drama.

Emma Davenport took part in an agility event at the Crufts Dog Show with her terrier, Rocky, whom she rescued from Wood Green Animal Shelter.

Anna Dujardin helped **Sophie Burkitt**, who is at Uppingham, to raise about £1000 for Cystic Fibrosis.

Ryan Magowan has been enjoying his academic work and, particularly, learning Spanish. He is participating in a great deal of sport. Hockey has continued to be one of his strengths, in which he has been playing for both his school and the County, and he is also loving gymnastics in PE.

Joseph Middleton has settled in well and has found boarding a lot more enjoyable than he thought he would. He has become involved in badminton, poker and shooting.

Peter Hicks (second from right) in a musical production of *Lord of the Flies*



Magdalen College School

Peter Hicks is thriving at his school. He participates in the double bass ensemble, sings in a barber shop quartet, which he describes as the highlight of his week, is in the school tennis team and is setting up a Diplomacy war-gaming group. He was a member of the cast for a new musical production of *Lord of the Flies* at the Oxford Playhouse and has performed in Madrigals, a school event in which the boys sing from punts on the river to the audience on the bank.

Mill Hill

Ethan Bamber settled into life at Mill Hill extremely well, quickly getting involved in extra-curricular sporting activities. He took a major role in House music, as well as making useful contributions in the cross country and swimming. He has represented the school A team in rugby and hockey, even being selected to play for the 1st XI in the latter sport. At the school's Nine Lessons and Carols, he sang the tenor solo in "In the bleak midwinter".

St Mary's, Ascot

Venetia Campbell has started at St Mary's, Ascot, after ending her time at Port Regis by playing Tallulah in *Bugsy Malone*.

Tara McKenna is working hard towards her A Levels in Economics, History and Mathematics. She is hoping for a place at Durham University to read Economics but does have offers under her belt from Bristol, Exeter and Newcastle Universities. She is loving the freedom of the Upper Sixth at the school and, in her gap year, is planning to work in a ski chalet, cooking, as well as acquiring some work experience and doing a bit of travelling.

St Mary's, Cambridge

Pippa Cameron has been very involved in the sports teams at St Mary's, representing the school in hockey, netball, swimming, tennis, athletics and cross country. She has also played for the County at hockey. She has also gained her Bronze Duke of Edinburgh award, achieved a distinction in her Speech and Drama exam and been in school drama productions.

Esme Stewart is captain of the Cambridge Junior Triathlon Club and came second in the championships for the club. She is determined to broaden her experience and raced in an off-road Duathlon in Great Yarmouth, which comprised a 3km run, a 10km bike ride and finally another run of 1.5km, all held off-road around the trails and woodland of a country park. She completed the race as the first lady home by over two minutes.

Catherine Watson has been continuing with her drama and has been pursuing her Bronze Duke of Edinburgh award. She has been rowing on the river Cam with the '99 club, where she has made many new friends and been successful in a couple of races.

Esme Stewart (left), first woman home in the off-road Duathlon

Daniel Agar (right); awarded an Air Cadet Pilot's scholarship



Oakham

Alex Bower-Brown is very happy at Oakham. He is really enjoying sport and is now singing tenor, having gained his grade 8 in singing before his voice changed.

Dominic Hill has started life at Oakham well, where his musical talents, both his singing and his playing of the tuba, are much in demand. He went to Northern Spain on a music tour with the school.

Oundle

Tristan Tusa is continuing to enjoy life at Oundle, where he has represented the A team in hockey and rugby. He is working hard for his GCSEs in the summer.

Parkside Community College

Rosie Reith has gained a distinction in her Bronze Jazz award and has passed her Grade 5 ballet and trumpet exams.

The Perse Upper

Daniel Agar has earned his colours for shooting and has been awarded an Air Cadet Pilot's scholarship, which will hopefully lead to him joining the RAF.

Tristan Alphey is very much enjoying his time at The Perse Upper. He completed a walk of 152 kilometres along the Brecon Beacons Way with the Perse Exploration Society.

cont'd



Alex Barrelet winning bronze in the team competition at the Junior European Eventing Championships, Vardy, France

Alex Barrelet collected a bronze medal in the team competition at the Junior European Eventing Championships. She had been doing well in the events used to select the Great Britain Under 18 team, having gained a place in the final squad of fifteen from which the team would be chosen. However, as it was looking likely that she was only going to be selected as a reserve and with it being her last chance to compete in an Under 18 international competition, the decision was made to compete for Switzerland, since Alex qualified for dual nationality through her father. So, she helped the Switzerland team create history by taking their first-ever medal at the three-day event staged in Vardy, France. While not quite matching the result of the team event, Alex finished 10th out of 89 in the individual event.

Edward Gardiner has been greatly involved in rowing at the school. The crew, in which he has been, has also included **Christian Martin-Redman** and **Oliver Quattrill** and it has enjoyed much success on the river. He has also joined the wind band and is thriving as a 2nd oboe.

Paris Jagers was captain of the A team for rounders, for which she earned her colours, and played for the A team in netball. She has continued with her rowing and also completed the hike along the Brecon Beacons Way.

cont'd

Alex Jackson and **James Knoop** have been members of the 1st XV rugby team, which has reached the last 16 of the NatWest Schools Under 18 Cup competition, defeating Oakham and Norwich en route to the area final.

Tom Picton-Turbervill has also been an integral member of this team and, in addition, achieved the honour of being selected for the Independent Schools Lambs Northern squad. He was captain of the 1st XI cricket team last season and has been appointed captain again for this summer.

Tom Last has been awarded a Sixth Form Army scholarship to Sandhurst, one of only nineteen to be given this year. He has played rugby for the Under 16 A XV and the County and has been singing with the National Youth Choir.

Isabel Picton-Turbervill is playing a lot of sport and has represented the school 1st teams at hockey and netball. She, like Alex Barrelet, secured a place in the Great Britain Under 18 Eventing squad, from which the team would be selected to represent Great Britain at the European Championships in France. Unfortunately, her horse went lame prior to the final selection.

Ganesh Sivasothy participated in the London to Cambridge Cycle ride, completing it in four hours, to raise money for the Addenbrooke's Charitable Trust.



James Knoop in the 1st XV Rugby Team, reaching the last 16 of the NatWest Schools Under 18 Cup Competition

Radley

Ned Campbell is thriving at Radley, where he is contributing greatly in sport, music and drama, as well as achieving very good results in his GCSEs. He won the Milligan Cup for Musical Theatre Performance with his rendition of "I'm Martin Guerre" from the musical *Martin Guerre*, receiving the Cup from the celebrated performer Michael Crawford.

Jake de Uphaugh did exceptionally well in his GCSEs.



Ned Campbell winning the Milligan Cup for Musical Theatre Performance, presented by Michael Crawford

Edward Hyde (left), captain of the Under 15 A Hockey team



Rugby

Audrey Czernin has been awarded an Academic scholarship for the Sixth Form.

Kirsty Martin was captain of the Under 15 A hockey team and also played for the Under 16 A team, alongside **Kate Constable-Maxwell**.

The Stephen Perse Foundation

Rose Last is enjoying her time at the Perse Girls'. She has been playing hockey for the County and still likes playing the piano and the bassoon.

Lucy Lloyd has settled well and took part in a netball tour to Shropshire. She is continuing to play the piano and has been rowing at the Cantabs club.

Tonbridge

Edward Hyde has continued to be heavily involved in sport at Tonbridge. He has played for the school at hockey, for which he was captain of the Under 15 A team, and rackets, for which he took part in the Public School Championships at Queen's Club. He represented the Under 15 A team and the 1st XI for cricket and was the leading run scorer for the Kent Under 15 team.

Rory McMeikan was captain of the Under 16 A team in hockey.

Uppingham

Sophie Burkitt is really enjoying her life at Uppingham, where she has played in the Under 15 B team for hockey and has been doing CCF every week. She has been working towards her Bronze Duke of Edinburgh Award and raised about £1000 for Cystic Fibrosis, together with **Anna Dujardin**, who is at The Leys.

Peter Casey has been enjoying studying German and Classical Civilisation and has represented the school in hockey.

Alasdair Coleman has been playing prop for the 1st XV and earned selection for the Independent Schools Lambs National squad, which will play a series of fixtures before going on tour to Zimbabwe.

Emily Crane is a Praepostor for her final year at Uppingham.

Tabbie Fistein is leading a busy life. She has played for the B team in hockey, has been doing hip-hop classes as an extra-curricular activity and has been fully involved in music. She is in the Junior Chorale, Symphony orchestra and plays in a cello duet.

Winchester

William Docherty has completed his GCSEs and played Mr Martin in his house play, *The Bald Prima Donna*.



Susannah Hill working with the Mango Tree Charity in Kenya

Susannah Hill is loving life at Uppingham, where she continues to be heavily involved with the music. She has achieved her ABRSM Piano diploma with distinction and played an organ solo at a school concert in King's College, Cambridge. She plays the cello in a string quintet, which reached the finals of Pro Corda's Chamber Music Competition, playing Schubert's Cello Quintet in C Major. She sings in both the chamber choir and chapel choir at school and is also a member of the National Youth Training Choir of Great Britain, with whom she sang a concert at the Royal Albert Hall. Last summer, she went to Kenya to work at the Mango Tree, a charity closely associated with her school, near Lake Victoria.

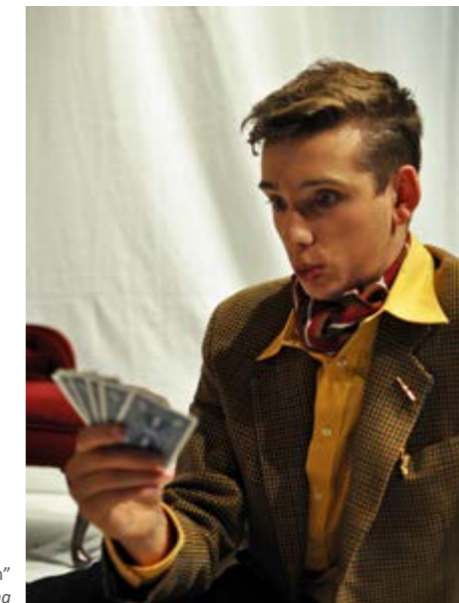
Hannah Holmes has settled well into her House at Uppingham. She has enjoyed starting to learn Spanish, has played for the B team in hockey, is a member of a string group and is in the lower school drama club, which has been good fun.

Harry Hull counts History and Classical Civilisation as his favourite subjects. He has liked playing hockey for the school and has been doing squash and fives as extra-curricular activities.

Oli Parkes is really loving his time at Uppingham, where he seems to be constantly busy. He has taken up squash and fives and has been goalkeeper for the A team in hockey.

Tom Parkes has been enjoying all the sport at the school and has tried his hand at squash and fives. He has been to some performances in the theatre and has made the most of the opportunities which are available in Art and DT.

Will Vail puts History and Physics as his favourite subjects, has taken up squash and is spending plenty of time in the gym.



William Docherty as "Mr Martin" in *The Bald Prima Donna*



Benjie Beer, second from left, performing at the Edinburgh Festival Fringe.

2000-2008

Harry Beckett is studying Business at Oxford Brookes University, where he is playing football and hockey, but still manages to find time to enjoy horse racing.

Benjie Beer was a member of a comedy group at Uppingham called The Superhero Club, which performed a sketch show, *Dark Side of the Sun*, at the Edinburgh Festival Fringe.

Angus Bower-Brown, having completed a gap year in Auckland where he sang in Trinity Cathedral and helped in the music department at King's School, has started at York University where he is reading Music.

Archie Cornish had a great three years studying English at Magdalen College, Oxford, where he spent his time acting, doing comedy and playing real tennis and squash. He is spending this year in Florence and in India teaching English. He is then planning to do some postgraduate study in English.

members' news



Luke Davenport, pursuing his motor racing while studying at Oxford Brookes University

Luke Davenport is studying Real Estate at Oxford Brookes University. He is still pursuing his motor racing and is now a sponsored driver, competing in a championship for aspiring young drivers.

Alex Dobson is studying History at St Mary's University in London.

Jamie Dujardin has been offered a place at Christ Church College, Oxford to read Economics and Management. He is thoroughly enjoying his internship at Accenture and plans to go off travelling for a few months before starting at University.

Sam Durke, having graduated from Loughborough University with a degree in Systems Engineering, is working for ITP Engines UK in Leicester.

Benjamin Durrant is studying for an MBiochem degree at Magdalen College, Oxford. He is a Lay Clerk at Christ Church Cathedral, Oxford and sings with various ensembles, including the Blenheim Singers and the Philharmonia Chorus. He is also an active soloist and featured on Magdalen College Choir's festive CD, *Christmas from Magdalen College, Oxford*.

Freddie Eggleton is at the Royal Northern College of Music where he is studying Popular Music Performance.

Abigail Erian has graduated with a First Class Honours degree from the Royal Agricultural College, where she won the top thesis and top student award. She also came third in a national competition for the 'Thesis of the year'. She is setting up her own equine health and protection product business as a result of winning an entrepreneur's competition and is working for the National Trust as a trainee farm manager.



Anthony Fray as the Beast in "Beauty and the Beast" performed at Newcastle University



Benedict Flinn winning the Recital Competition at Uppingham

Benedict Flinn won the Recital Competition at Uppingham. He is spending his gap year in Oxford, where he is working at Magdalen College School and singing in Magdalen College Choir. On the completion of his gap year, he will be studying Modern Languages at St John's College, Cambridge, where he will be a Choral Scholar.

Anthony Fray graduated from Newcastle University with a 2:1 in Geography. He loved his time there and managed to juggle his academic work with his thespian activities very successfully. He sang the role of the Beast in the musical *Beauty and the Beast* and also directed two plays, *Black Comedy* by Peter Shaffer and *Out of Sight, Out of Murder* by Fred Carmichael. He wrote two plays and fitted in playing his bassoon in *Fiddler on the Roof* and *Sweeney Todd*, which was performed as part of the International Student Drama Festival at The Crucible Theatre in Sheffield.

Edward Fray graduated from Bristol University with an MEng in Civil Engineering and is now working as Assistant Project Manager with Turner and Townsend, a leading global programme management and construction consultancy in London. He has been involved in projects at London Bridge Station near the base of The Shard and Heathrow, where his company is dealing with the rebuilding of Terminal 2.

Kit Goodfellow played rugby for the 1st XV at Rugby and received his colours. In addition, he was selected for the Independent Schools Lambs National squad and was awarded the honour of the Webb Ellis Scholar in his final year, in recognition of his dedication to rugby at the school. He played cricket for the 1st XI, scoring 154 not out against Uppingham.

Thaddeus Gosden-Hood is studying History of Art at Bristol University.

Thea Gosden-Hood is in her third year at Durham University and wants to go onto Law after completing her degree in Criminology.

Jenny Granroth has been living for a year in León, Spain, where she has been teaching at a primary school.

James Graveston, after studying Engineering at Queen's College, Cambridge, decided to become a doctor and gained a place on the graduate medical course at St Peter's College, Oxford. While at Cambridge, he played lacrosse for the University and, at Oxford, he has represented the University at triathlon. Apart from his studies, he is writing software for the artificial pancreas project at Addenbrooke's Hospital.

Tom Hamilton is at Loughborough University and is playing rugby for the Leicestershire Under 20s.

John Heath is studying Economics and Politics at Bath University.

David Holding is a doctor in Derby and was married in June 2013.

Angus Nicholson (front centre) performing at the Edinburgh Festival Fringe



Henry Holmes qualified for the British Maths Olympiad while at Uppingham, putting him among the top 1000 Maths students in the country.

Alex Hooley, having achieved a First in Law from Exeter University, is spending part of the year travelling to Australia, where he is going to coach and play cricket, before he starts a training contract to be a solicitor at a leading City law firm.

William Hooley was a member of the England Under 20s squad which won the Junior World Championship in France in June 2013. He played in the match against the USA and scored 22 points in a 109-0 victory. He has had his contract with Northampton Saints renewed and has been playing for Moseley on a dual registration basis. He made his 1st XV debut for Northampton Saints against Saracens in the LV= Cup.

Claire Huntington graduated from Roehampton with a degree in Primary Education and has been working at Queensmill School in Fulham, a special needs school for children with autism. She married Harry Taylor in Ely Cathedral in December 2013.

Charlotte Jeffrey is working for Sweaty Betty in Selfridges in London, which she is really enjoying.

Harry Jeffrey is in his second year at Coventry University, where he was lured by a brand new computer suite with a Harrier jump jet in the basement.

Charlotte Mantle is studying French and Music at Bristol University. She is specialising in singing for her Music degree, which involves participating in various choirs and also solo work. Away from her academic work, she has been playing hockey and tennis. She worked at Wimbledon during the Lawn Tennis Championships, where she met Roger Federer, while she was being a waitress in the corporate hospitality area. She also went to Australia to visit her brother, **James Mantle**, who is living in Sydney.

Johnnie Martin played rugby for the 1st XV at Rugby, gained his colours and was also chosen for the Independent Schools Lambs.

David Middleton studied Marine Engineering at Newcastle University and at the time of writing, was planning to stay on to complete a Masters Degree.

Huw Middleton has joined Rolls Royce as an apprentice, having studied Mechanical Engineering at Bedford College.

Angus Nicholson is studying Music at King's College London. Most of his time is taken up by managing and singing as part of All The King's Men, an award-winning collegiate a cappella group. In the last year, the group toured the East coast of the USA, Italy and South Korea, as well as performing a sell-out show at the Edinburgh Festival Fringe.

William Hooley's 1st XV debut for Northampton Saints



Charlotte Mantle at Wimbledon with Roger Federer

William Pargeter performing in the a cappella group "Out of the Blue"



Emma Nicholson has been studying Product Design at Bangor University. She has also been working as a freelance graphic designer and artist, when she has not been spending hours a day road cycling. She went to the Edinburgh Festival Fringe to act as a technician for her brother's a cappella group and bumped into **Archie Cornish**, **Lucinda Dawkins** and **William Flinn**, who were also performing there.

Isobel Nicholson is studying French, German, Economics and Religious Studies for A Level at Felsted.

Rowan Northcott is reading History and Politics at Newcastle University. He took up Mandarin Chinese at the start of his time at university in order to help with employment opportunities and to take advantage of his parents' new residence in Nanjing, China.

William Pargeter is studying at Exeter College, Oxford, where he has joined the a cappella group, Out of the Blue.

Charlie Paxton lives in Pinner with his wife, Layla. Having read Business Studies at Leeds Met University, he worked as a financial headhunter for two years before being, himself, headhunted by Credit Suisse for whom he is now working and being put through his ACCA qualifications.

Lucy Picton-Turbervill is in her final year at Durham University where she is reading English.

George Robarts enjoyed a good first term at New College, Oxford, where he is reading German and Italian. He, like **William Pargeter**, is a member of the a cappella group, Out of the Blue.

Tolly Rose played rugby for the 1st XV at Sevenoaks and also represented the school at athletics, cricket and football.

Sophie Sanders, having read Mandarin at Leeds University, is now working for the Chinese bank I.C.B.C. in London.



Ben Saxton and his sailing partner Hannah Diamond

James Sansome has a place at Oxford Brookes University to read Biological Sciences.

Ben Saxton has continued to have sailing as a passion. Having won World, European and National Championships as a junior and youth and represented the British Universities team in 2011, he was training partner for the silver medal winning British 470 team at the London 2012 Olympics. He is now sailing full-time as a member of the Performance Squad of the British Sailing Team, going for gold in the Nacra 17 catamaran class at the 2016 Olympics in Rio de Janeiro. He and his partner, Hannah Diamond, were silver medallists at the 2013 World Championships in Holland and won the Sail for Gold Regatta at Weymouth.

Tim Saxton is enjoying work as a Commercial Manager in Tesco's Telecomms function, based in Welwyn Garden City. He sailed competitively at junior and youth level and was a member of the British Universities team in 2011. He coached the British Junior Sailing Team at numerous national and international events, including European and World Championships, between 2007 and 2012. He continues to sail dinghies and keelboats when work permits and is Academy Captain for the Royal Thames Yacht Club.

Jessica Stewart is reading Russian and Arabic at Corpus Christi College, Cambridge. She is kept very busy with her studies but has found time to join the choir. She is rowing again and is stroke of the Corpus Christi Ladies boat. She has also got into the University Challenge Quiz team for the College.

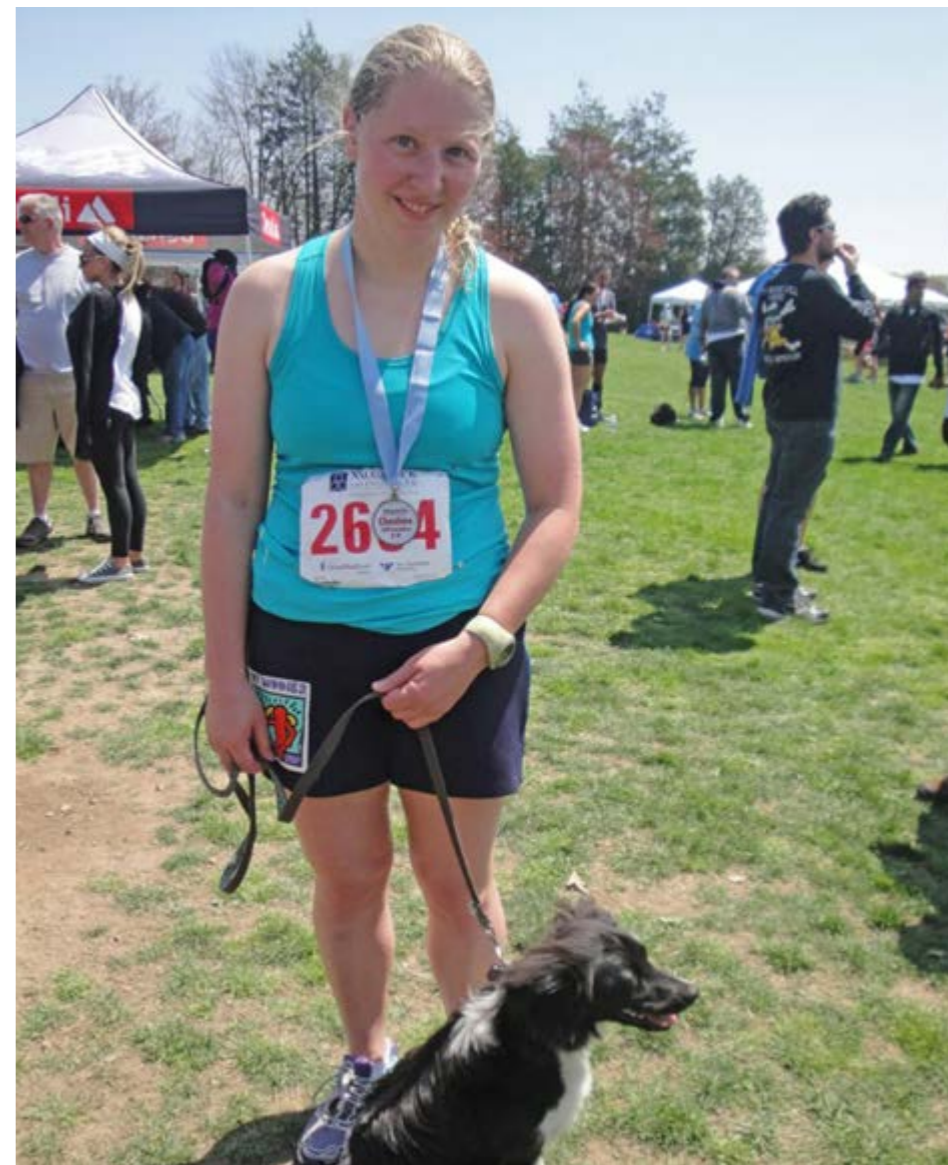
David Stubbs, having graduated from Nottingham University with a Masters degree in Mechanical Engineering, is now working for Rolls Royce in Bristol within the Aviation and Aerospace division.

Laura Stubbs is studying at the Royal Veterinary College in London, where she has been enrolled on a Bioveterinary Sciences course. Once she has finished this course, she has been accepted onto the Accelerated Veterinary Medicine course with prospects to graduate as an equine veterinarian in 2017.

Sarah Sykes graduated from Midway College, Kentucky with a Bachelor of Arts in Elementary and Middle School Education, with an emphasis in Mathematics and English. She is now attending Fairfield University and was hoping to graduate in December 2013 with a Masters in Special Education. She has been working at the New Canaan YHCA in the special needs programmes for a few years and started teaching swimming lessons over a year ago. She is still riding horses and has also run three half marathons.

Charles Taylor is studying Agricultural Business Management at Reading University.

Jack Tustin had an eventful summer, which included spending a week with the National Youth Jazz Collective and playing at the Montreux Jazz Festival and at an event in the Palais des Invalides in Paris. He is studying Jazz at the Guildhall with double bass as his main instrument. He has really enjoyed his first term with one of the highlights being a master class with Marcus Miller, an American jazz composer and bass guitarist. He was also involved in the premiere of a production called Marathon 33, which was about the phenomenon of dance marathons during the Great Depression of 1930s America.



Sarah Sykes before one of her three half-marathons



Jack Tustin playing his double bass

1990-1999

Vanessa Behr (née **Williams**) lives in north London with her husband, their three children and their French Bulldog. Although she qualified as a lawyer, she is currently a stay-at-home mother.

John Brunner and his wife, Georgiana, had a son, Sebastian, in January 2013.

Juliette Burton studied at the University of the Arts, London. She is a comedy writer, actress and an accomplished presenter and broadcaster. She is half of the award-winning comedy duo, Mace and Burton, whose show *Rom Com Con*, a light-hearted look at love on the silver screen, has been on tour to York, Manchester, London and Brighton. She took her debut solo comedy show *When I Grow Up* to the Edinburgh Festival Fringe in 2013.

Jessica Campbell (née **Holding**) is teaching Mathematics at St Helen and St Katharine Secondary School in Abingdon, having completed her Masters in Education.

James Cowan, who is Head of Mathematics at Heath Mount Prep School, was one of eight men who rowed across the Atlantic Ocean in a boat, 'Avalon', from Gran Canaria to Barbados. Beset by adverse weather conditions not usually encountered on this route, their boat suffered two broken dagger boards as well as the auto-helming gear being broken by a huge wave. Steering manually meant that they were a man short on each rowing shift as it took them 35 days 12 hours and 41 seconds to complete their fantastic achievement.

Thomas Dann is teaching Games at The Perse Upper and is taking on the role of Head of Cricket for the forthcoming season. He and his wife, Rachel, had a son, Harry, in November 2013.



Above
Juliette Burton (second from right) in a flashmob during the Edinburgh Festival Fringe

Right
James Cowan (centre) rowing across the Atlantic from Gran Canaria to Barbados

members' news



Iestyn Davies, the internationally acclaimed counter-tenor, stepped into the Last Night of the Proms, at the last minute, singing Bernstein's *Chichester Psalms*. This came at the end of a busy week, which had begun with him performing at a BBC Prom of George Lloyd's Requiem, written in memory of Diana, Princess of Wales, and also recording a solo disc of Handel's music. After these prestigious events, he then went to New York to reprise his hugely successful portrayal of Oberon in Britten's *A Midsummer Night's Dream* at the Metropolitan Opera.

Toby Davies is part of a Dubstep band, Gentlemen's Dub Club, in which he plays bass, keyboards and trumpet and performs vocals. The band has played to packed houses all over Europe and, when he is not touring, Toby gets plentiful work in studio production.

William Davies is making a living as a songwriter and record producer, having achieved several UK chart hits and No 1s in Japan. He married Emma in 2012.

Above left: Toby Davies (seated, centre) with the band Gentlemen's Dub Club
Above right: William and Emma Davies at their wedding in 2012
Left: Iestyn Davies stepping in at the Last Night of the Proms 2013



Film & television music composer Harry Lightfoot at work

Mary Firth (née **Lund**) and her husband, James, have a daughter Matilda Rose.

Matthew Francis is working as a translator in Beijing. He is due to be married, which will involve ceremonies and celebrations both in northern China and in Cambridge.

Sebastian Gosden-Hood is doing an M.B.A. at Imperial College, London.

Serena Gosden-Hood is completing her Ph.D. in English Literature at Durham University.

Amy Graveston is living in Queensland, Australia, with her partner, who is an explosives engineer. Before leaving for Australia, she had taught at Truro School in Cornwall for five years, having studied for her PGCE in Mathematics on the completion of her degree in Economics at St John's College, Durham. She does lots of sport including going to the gym, stand up paddle boarding and triathlon.

John Huntington studied History and History of Art at York University and then worked for recruitment firms in London and Singapore. Having decided that Singapore was not for him, he spent two years teaching Sport and Critical Thinking at Wyomondham College and has now embarked on Officer Training at Sandhurst.

Harry Lightfoot is a composer for film and television. He has composed the theme music for various television shows, including *The Fisherman's Apprentice with Monty Halls* on BBC 2 and *Tales from the Wild Wood* on BBC 4, as well as the music for television adverts, such as one for Max Factor which starred Gwyneth Paltrow.

Mark Macdonald is living and working in San Francisco in the tech industry but does manage to find time for skiing, triathlons and wine tasting.



James Mantle on his climb of Mount Aspiring, New Zealand (front cover also)

James Mantle has been working for KPMG in their Sydney office for over two years, specialising in working with media and entertainment clients. He lives in the eastern suburbs of Sydney, not far from the harbour, and loves the lifestyle he has. He still plays the piano, although not as much as he would like, and has continued his passion for mountaineering, completing a climb of Mount Aspiring in New Zealand last year.

James McEwen is working at Rothschild Bank in London but is still finding time to play rackets, real tennis and cricket.

Lucy McEwen has been working in a school called St John's in Fulham on her way to qualifying as a teacher.

Charlotte McKenna is a tax accountant with Grant Thornton in London and became engaged at the end of 2013.

Rose Robinson entered a one minute sketch show, with a friend, into a competition on the TV channel, Dave. They received the most hits and won £2,500.

Clemmie Sanders is working for Savills in London and was married in July 2013.



Francesca Sanders is a full time artist, spending most of her time in London and Africa. She has had an exhibition in London for the last three years and specialises in painting African wildlife and landscape. She was a finalist in the BBC Wildlife Artist of the Year competition in 2013, where she received a commendation.

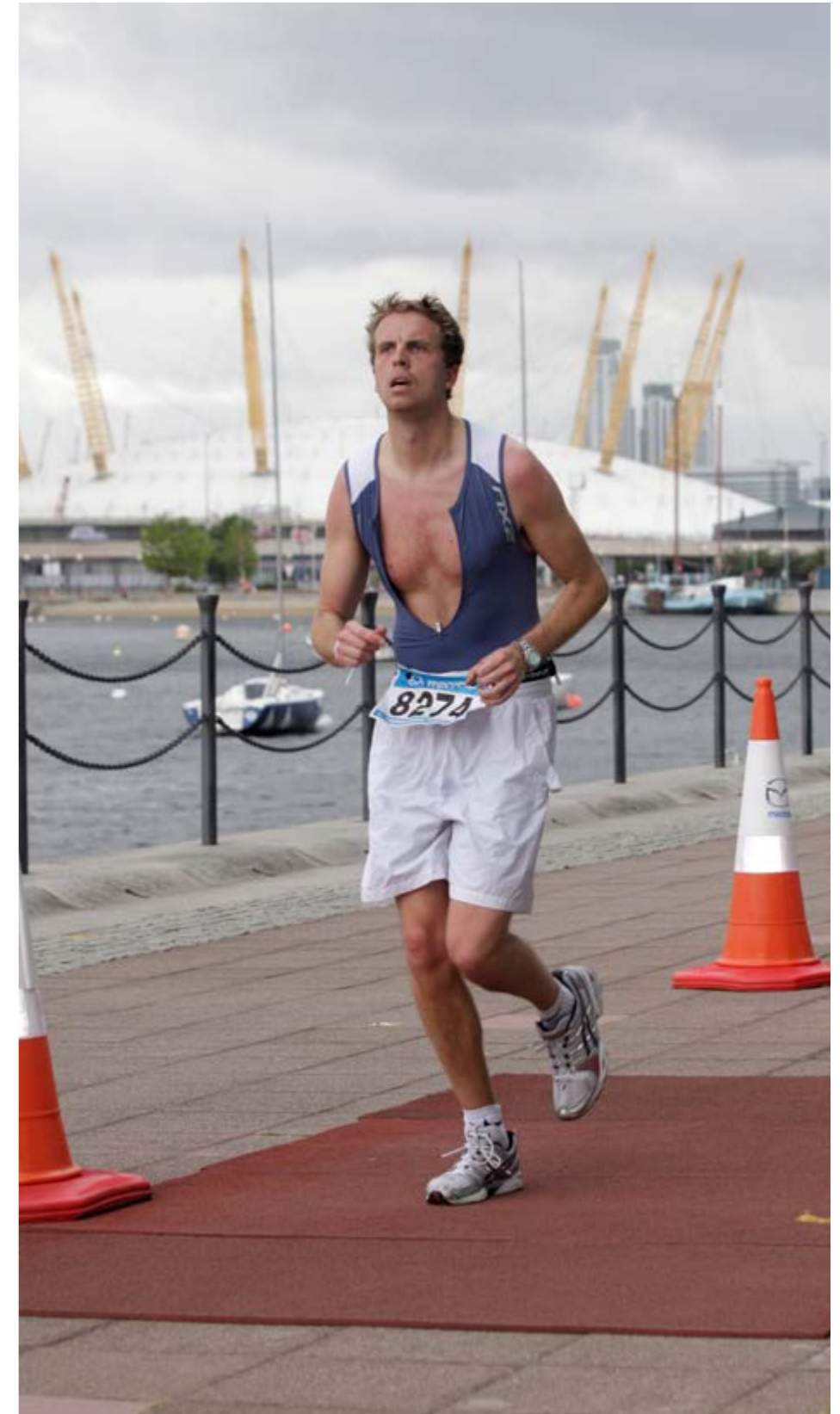


Left: Francesca Sanders on location in Africa
Above: One of Francesca's paintings

William Walker-Arnott is working in London, in the City, as a stockbroker for Charles Stanley. He was training for an attempt at another London triathlon last summer.

Ambrose Wheatcroft works for a software company in New York. He lives in an apartment in Manhattan and spends his spare time playing hockey and running and cycling in Central Park.

Lucy Wheatcroft married a pilot in the US Air Force, who was stationed at Mildenhall. He has now been posted to Oklahoma, where they now live with their young son, Oliver.



William Walker-Arnott training for another attempt at the London Triathlon

members' news



Gareth Morris at his previous Commonwealth Games



A reunion of former choristers



Harry Gregson-Williams at St John's for a music workshop

1980-1989

Alice Daly (née King) and her husband, Andrew, have a daughter Chloe Elizabeth, who is now four years old. She keeps in touch with **Laura Bailey** (née Cleobury) and **Suzannah Crookes** (née Cleobury) and recently met up with **Caroline Evans** (née Mallabon), who is her Phoenix Trading Upline Executive.

Alex Hardy was married in the summer. At the time of writing he was hoping to get a consultant post in his particular medical field.

Ben Hardy and his wife have bought a flat in London. He is now lecturing at the Open University.

Peter Macdonald is living in Ickleton with his wife, Rosie, and their daughter, Jean. He is working as an artist and exhibits regularly in London.

Tom Macdonald is living in Somerset with his wife, Clare. They are both teachers and he is on the senior leadership team at West Somerset Community College.

Gareth Morris lives in Stansted Mountfitchet with his wife, Katrina, and their two sons, Samuel and Isaac. He is now a senior manager at A.T.Kearney in London and he spends his time working with companies which want to restructure their operations. He is still shooting full-bore competitively and has been selected to represent Wales at the Glasgow Commonwealth Games in 2014, having competed at the Commonwealth Games in Delhi four years ago.

Joanne Price (née Ratford) has a daughter, Holly-Bee, who is nearly two years old. She owns and runs a very successful dog walking business, called Dogtastic, which operates all over East Anglia.

Matthew White works as an architect in London and is living in Hurstpierpoint, Sussex. He and his brother, **Rowland White**, met up in London with a number of former Choristers for the first time in about twenty-five years – **Nick Gedge**, **Tom Guthrie**, **David Gwynne-Evans**, **Adrian Smallwood** and **Robin Smallwood**.

Jonathan Whitehead is living in Chandler's Ford, Hampshire and is working as a business marketing consultant.

before 1980

Harry Gregson-Williams spent the academic year 2012-2013 as Composer-in-Residence at Stowe School.

Gavin Isle has completed thirty years' service at Barclays Bank Plc. He has undertaken many different jobs and is now the Managing Director for Barclays Corporate Banking, South Region. His region extends from Kent to Cornwall and goes as far north as Gloucestershire and North Oxfordshire. He lives in Oxford with his wife, Dawn, and their two daughters, Kate and Emma.

deaths

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

John Bull (1938-1944)
Terrence Clifford (1960-1962)
Michael Matthews (1963-1967)
Julian Phillips (1955)

Peter Halket, Deputy Head and Mathematics teacher (1978-1988)

events

Dates for Your Diary

21 & 22 March 2014
Form 5 Play *Alice's Adventures in Wonderland*

23 April 2014
Summer Term begins

30 April 2014
BBC Broadcast of Evensong

22 May 2014
Parents' Association Evensong

7 June 2014
Choir Association Garden Party and Evensong

30 June 2014
School Concert at West Road Concert Hall

5 July 2014
Speech & Sports Day

9 July 2014
Association Day
Form 6 Shakespeare Play

11 July 2014
Summer Term ends

18 July 2014
Association Golf Day

9 September 2014
Michaelmas Term begins

5 November 2014
Parents' Association Fireworks Night

29 & 30 November 2014
College Advent Carol Service

9 & 10 December 2014
School Carol Service

12 December 2014
Michaelmas Term ends

Association Day

9 July 2014

Association Day this year will be on Wednesday 9th July 2014. The proceedings will start with a Barbecue Lunch on the Playing Field at 1pm and there will, as usual, be the opportunity for the younger members to play Cricket or Rounders or Tennis, all of which will take place after Lunch. Although the majority of those who attend are usually recent leavers, the invitation is open to all and it is pleasant to see some of the older members, often with spouses or partners.



Last year's Association Day, 8 July 2013

Golf Day

18 July 2014

We shall be returning to the Royal Worlington and Newmarket Golf Club on Friday 18th July 2014 for this year's Golf Day. Any of you who are members of a Golf Club are cordially invited to join Mr Tim Clarke, who runs the school's own Golf Day, and Mr Robert Grove for the day. If you are not a member of a Golf Club but play to a handicap standard, do still get in touch about this event. There will be a nominal charge, of which we shall inform you nearer the time when we know the numbers involved. Should you have any questions about this event, do contact Mr Grove or Mr Clarke (tclarke@sjcs.co.uk).

Last year's Golf Day was a most enjoyable occasion for the seven former pupils and three current members of staff involved. The golf was perhaps secondary to the conversations and reminiscences, but it should be noted that the worthy winners of the competition were father and son Barry and Harrison Peak. William Goldring commented that "in addition to the fantastic golf course and facilities, it was wonderful to meet and socialise with old Johnians from different eras and to hear how the school continues to flourish."



Last year's Golf Day, 22 July 2013



Saint
John's
college school