



ST. EDWARD'S
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CHRONICLE



Girls Talk

20 years of co-education

Class Culture

Unpicking the Teddies
academic ethos

Inspiring People

The School and
The North Wall unite

Word from the Warden

This academic year, we celebrate a number of important anniversaries. Twenty years ago, St Edward's became a fully co-educational school, welcoming its first Shell girls in September 1997. The International Baccalaureate, the qualification studied by half our Sixth Form, celebrates its 50th anniversary globally in 2018. We are nearing the end of the 10th anniversary year of The North Wall Arts Centre, a milestone we celebrated in depth in a previous issue. Next spring, we celebrate the 100th anniversary of the RAF, the service with which we have such a long and distinguished history, alongside the 75th anniversary of the Dambusters Raid, led on 17th May 1943 by Wing Commander Guy Gibson VC, one of our most notable former pupils.

In this issue, we look in particular at the 20th anniversary of full co-education. Penelope Brown (née Burke) was the first girl to join the School early in 1982. She was the daughter of a member of staff and the only girl at the School so it must have been a very strange experience for her. She was joined by a group of eight Sixth Form girls a year later but it wasn't until 1995 that girls were given their own proper boarding house, Oakthorpe, having previously been escorted to digs and a girls' residence in Summertown at the end of each day. To see just how far we have come since welcoming our first girls, we asked Sixth Formers Clara Wilson, Millie Moss and Emily Potter to interview a group of girls from all Houses and year groups to seek their views on co-education and life at Teddies. Read what they had to say from page 10.

To complement the girls' feature, we profile leading female members of staff: Nicola Hunter, a member of the Senior Management Team, Assistant Head Academic, Head of Art History, Head of Higher Education and an English teacher; Eve Singfield, Housemistress of Corfe and our first ever

female Director of Sport; Milly Pumfrey, Head of Shells and an English teacher; and Lisa Elkins, Head of Dance and a Sports Coach. We also feature brief news from our first Head Girl, Holly Branson, on the back page.

In terms of co-educational House life, we seem to have come full circle. In the early days of our co-ed Sixth Form, senior girls were attached to boys' Houses and played a key role in looking after the younger years. Governors recently announced that, to meet demand, two new boarding houses are to be built at St Edward's. The first will be a co-ed House – boys from Shell to Fifth, co-ed in the Sixth Form – an arrangement we know to be a great success at other co-ed schools. We expect the second to be a girls' House - more news will follow in future issues. Meanwhile, do enjoy the first glimpse, opposite, of the beautiful top-floor Reading Room of another major development, the new Academic Centre, construction of which will begin in the Quad next summer.

Elsewhere in this issue, Matthew Albrighton provides an important overview of the Teddies academic ethos; we look back at summer activities, including the Borneo adventure, the Edinburgh Fringe and the Greek sailing trip; and we unveil an exciting new joint venture between the School and The North Wall: the *Inspiring People* lecture series.

Enjoy the read.

Stephen Jones

The front cover shows Clara Wilson, Clare Simkin, Millie Moss, Emily Potter and Izzy Degroot. Read their views about co-education and Teddies from page 10.

Learning for the Future



Find out more

Enjoy extra snippets of news by following

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[@TeddiesCowells](#) [@TeddiesSegars](#) [@TeddiesRhubarb](#) [@TeddiesMartyrs](#)
[@TheNorthWall](#) [@TeddiesGeog](#)

Teddies TV

Tune in for the latest films: The Edinburgh Festival Fringe, Gaudy Week 2017 and the Greek Sailing Trip.

www.stedwardsoxford.org





Just released by TSH Architects is this first look at the exceptionally elegant top-floor Reading Room in the new Academic Centre, due to open in the Quad in 2020. The second floor will house a modern Library specifically designed for collaborative working, an important part of the Teddies academic ethos (read more from page 14), and the ground floor will feature a social learning space and a café.



Punk Rock at the Edinburgh Fringe

By Sixth Former, Emily Smart

Taking a play to the Edinburgh Fringe Festival was challenging, amazing and inspirational; there is no better place on earth for a theatre-lover. Alongside performing *Punk Rock*, we were able to experience a wide range of theatre, comedy, drama and dance.

As Director of *Punk Rock*, I greatly enjoyed watching the journey of the cast and crew as they prepared for Gaudy Week, our first performances at Teddies, and then onwards to the Edinburgh Fringe Festival. Performing a polished piece of pupil-led theatre at a world-famous theatre festival was an incredible experience.

Each day we were presented with new challenges, the most daunting of which was how to sell the show. The Royal Mile was awash with companies trying to attract 'punters', so we clearly needed to

find a way to stand out. With everyone around us showing off their 'all-singing, all-dancing' ability, we decided to take the opposite approach. To reflect the content of our show and to convey a sense of foreboding, we played dead on the street, countering the upbeat tempo of many acts with a powerful stillness. Though simple, our approach was effective, and we increased our audience numbers significantly each day.

Mr Aldred was a highly valued member of the *Punk Rock* team and managed to get us tickets for shows throughout the week. A comedy called *Good Bear* was a highlight for

me as the different comedy sketches were fast, fun and very entertaining to watch, and provided some light-hearted relief in contrast to the hard-hitting nature of *Punk Rock*.

It was a great privilege for me to work with a cast and crew who had not only been amazing to work with and wholly professional throughout the process, but had also made my experience so memorable. They are a very talented group and I hope that we will be able to pull off the feat of taking another play to the Fringe next year – keep an eye out for us!



Emily Smart

Emily was previously at Broomwood Hall.



Cooper's

Cooper's is the brand new Sixth Form Social Club open daily for lunch and on Saturday evenings.



The Poppy Appeal Launch

Upper I has seen its fair share of VIP visitors this year. In the wake of the visit by the England Ruby squad in September, we were proud to host the launch of the Oxfordshire Poppy Appeal earlier this month. Two Puma helicopters flew from RAF Benson with Group Captain Hamish Cormack, Benson Station Commander, plus eight of our senior cadets on board and made a spectacular landing on Upper I. As Sixth Former Nick Elliott (*Aldro*) said, 'It beats riding a bike to school.'

On the ground to meet the helicopters were representatives from the Royal British Legion; the Lord Lieutenant of Oxfordshire, Tim Stevenson; pupils from Teddies and other local schools; and our guest of honour, WWII veteran Ken Hicks. Now 95, Ken enthralled pupils with his tales of dodging bombs in the Battle of Britain. Fifth Former Damola Otegbola (*St John's Beaumont*) said, 'It was amazing to meet Ken. We learn about these things in History lessons – but he was actually there.'



Cpl Tony Hawke

Jess MacLeod (*Swanbourne House*) and Lila Pollen (*Kitebrook*) try out the hot seats.



Nick Coram-Wright

Nellie Bates (*The Brigidine*) captures the view from above.



Cpl Tony Hawke

Alessandro Corrias (*Pinewood*) and fellow pupils enjoy one of the Pumas.



Alessandro Corrias



Cpl Tony Hawke

Group Captain Hamish Cormack, Station Commander at RAF Benson, accompanied by our cadets, presents the first tray of poppies to 95-year-old WWII veteran Ken Hicks.

The Immune System and its Secrets

By Sixth Former Anish Mehta

The recent Biomedical Symposium in The North Wall was opened by the Warden who introduced the theme of the day: *Defence against the Dark Arts: the Immune System and its Secrets*.

Our first speaker was Georgina Bowyer from Oxford University's Jenner Institute who catapulted us into the fascinating world of complex molecular biology. She talked to us about the two types of immune system – the innate and adaptive. She then elaborated in detail how antibodies and certain types of immune cells, for example T-cells and B-cells, are produced.

Next, Professor Simon Draper, also from the Jenner Institute, spoke to us about vaccines and his specialism, malaria, after which Professor Angus Dalglish, from St George's, University of London, talked to us about the relationship between cancer and the immune system. He explained that some cancers, such as Hepatitis A, are caused by bacteria but that with a Hepatitis A vaccine, death rates are coming down. He further explained



Sixth Former Anish Mehta

that many immunotherapy courses for cancer are largely influenced by whether you're deficient in Vitamin D – and that Vitamin D is, in fact, a hormone not a vitamin, contrary to popular belief. Professor Dalglish believes that there is a tremendous future in treating cancers using immunotherapy.

After lunch, we heard from Dr Lynn Fitzgerald from St George's about the immune system and sport. She stressed the importance of balance between training and recovery. If one doesn't recover properly, physiological reserves can become diminished and, if unchecked, can result in upper respiratory infections and chronic injury. Using this knowledge, we can use immunological screening to recognise any reduction in reserves and thereby provide a bespoke training schedule to build these reserves up again.

A panel discussion followed the conclusion of the talks. From genetic engineering to Brexit, many topics were discussed with great enthusiasm and we all definitely learnt a great deal about the immune system and its ever-growing importance. All of us who attended would like to thank contributors and organisers for such an informative day which exposed us to the very latest thinking in the biomedical sector.

Anish was previously at Caldicott.



Clockwise from top left: Dr Kendall Williams, former Head of Science at St Edward's and Trustee of the Oxford International Biomedical Centre (OIBC); Professor Angus Dalglish, St George's, University of London; Professor Simon Draper, Jenner Institute, Oxford University; Richard Storey, Head of Biology, St Edward's; Georgina Bowyer, Jenner Institute; Charles Pasternak, President of the OIBC; and Dr Lynn Fitzgerald, St George's.

Team Effort

Dr Andrew Davis recently published an IB Biology textbook to be used in classrooms all over the world; Aaron Gruen OSE was credited for his contribution.

Geography Field Trip

In search of data for their Internal Assessment, IB pupils Ashlyn Dickinson (Ryde with Upper Chine), Willa Robertson (Pinewood) and Kitty Lloyd (Cheam) enjoy the practical aspects of fluvial Geography on the River Ogmore in South Wales.

Scholarships 2017

13+ Scholarships and Exhibitions

Brewer Williams Scholarship

Jenifer Ellis
(Thomas's Battersea)

Lord Egerton Scholarship for Classics

Ruby Faulkner (Port Regis)

Lord Halifax Academic Scholarship

Sasha Wolcough (Pinewood)

All-Rounder Douglas Bader Award

Ruby Faulkner (Port Regis)

Martyrs Sports Scholarship

Alex Horton
(Blackwood Comprehensive)

Lord Aldenham Academic Scholarship

Isabel Llabres Diaz
(Holly Hall Academy)

Woodward Scholarship for Science

Daniel Fearon (Cheam)

Academic Scholarships

Jenifer Ellis
(Thomas's Battersea)
Daniel Fearon (Cheam)
Henry Green (St Hugh's)
Marcus Page Croft
(The Dragon)

Academic Exhibitions

Alex Barlow
(Lyndhurst House Prep)
Niamh Brown
(Leicester Grammar)
Stanley Brown
(Sir Thomas Rich's)
Daniel Kennedy (The Dragon)
Lily Tan (Queen Anne's)

Music Scholarships

Magnus Allen (The Dragon)
Mungo Dakin-Poole
(Horris Hill)
Freddie Lappin (Cheam)
Matthew Lewis (Ashfold)

Music Exhibitions

Albert Hobson (Cheam)
William Robertson-Acolet
(Winchester House)
Harry Trowbridge
(Christ Church Cathedral)

Sports Scholarships

Stanley Brown
(Sir Thomas Rich's)
Lila Howard (Feltonfleet)
Sebastian Southan
(Winchester House)
Saskia van der Heiden
(Farmor's)
Anna West (St Mary's Calne)

Sports Exhibitions

Connie Jones (St Neot's)
William Parry (Moulsford)
Andrew Rush (Cheam)

Art Exhibitions

Nosa Ighodaro
(Cothill House)
Andrew Watson
(Abingdon Prep)

All-Rounder Scholarships

Matilda Pumfrey
(Beachborough)
Harry Trowbridge
(Christ Church Cathedral)

All-Rounder Exhibition

Sasha Wolcough (Pinewood)

Drama Scholarship

Joe Kelly (St Hugh's)

Drama Exhibitions

Charlie Scales (Horris Hill)
Flora Welchman (Cheam)

Dance Scholarship

Honor Tan (Queen Anne's)

Dance Exhibitions

Zoe Forbes (Ibstock Place)
Olivia Johnson (The Dragon)

Sixth Form Scholarships and Exhibitions

Cooper Academic Scholarship

Vania Lay
(St Gregory the Great)

Academic Scholarship

Kais Mussa (Aga Khan
Academy, Nairobi)

Music Scholarship

Emily Hannis (Cleeve)

Music Exhibition

Henry Parsons
(Cheltenham College)

Sports Scholarship

Peter Ades
(St George's College, Harare)

Sports Exhibition

Charles Lappin (Canford)

Navy CCF

Cadets Sylvie Abdo (Godstowe Prep), Hope Spurrier (Farleigh), Michel Mayatskiy (Windlesham House) and Daniel Hoggar (Wellesley House) enjoy life on the ocean waves.



Jason Clapham



This term's play, Brecht's *The Caucasian Chalk Circle*, was at The North Wall from 22nd – 25th November. A full review will follow in the next issue.



Alessandro Cortias

Steeplechase

The annual all-school run: well done to Corfe for winning the junior and senior girls' races; to Kendall for winning the junior boys'; and to Sing's for their victory in the senior boys'.



Twenty one pupils from the Shells, Fourth and Fifth Forms joined five members of staff to sail around several Ionian Islands including Levkas and Kefalonia immediately after Gaudy. As well as developing helming and crewing skills, pupils demonstrated on-board cooking skills (or lack of skill) as well as enjoying rest and relaxation in tavernas, and a ridiculous amount of fun, laughter, swimming, kayaking and snorkelling in the Aegean Sea.



Milly Pumfrey

What do you do at Teddies and how long have you been at the School?

I am an English teacher and Head of Shells and I have been at the School for nearly four years.

Where were you before?

At The Bicester School and Oxford High School. Before that, I worked in comprehensive schools in London and Bristol.

What do you most enjoy about your roles?

The variety in every day. Working with colleagues in teams to provide the best experience we can for our pupils. Getting to know the Shells right at the beginning of their Teddies journey and helping to set them off on the right path.

How do you make sure new Shells feel welcome and happy?

Introducing them on the first morning to our values and our expectations. Making sure they get to know their year group quickly through their different teaching groups and extra-curricular activities. Older boys and girls in House also look out for them plus they have a Lower Sixth mentor right from the first term. Everyone remembers what it's like to be new. There is a big emphasis on kindness and friendliness.

Name some highlights from your Teddies career so far.

Running *Readers Make Leaders*, a collaboration with the three Blackbird Leys primary schools, in one of the most deprived areas of Oxford. This is a 900-pupil-strong literacy festival in June in Blackbird Leys Park. We aim to inspire the younger children to read for pleasure and provide 300 of our pupils with valuable leadership experience. It is a transformative experience for all. Being one of the first members of staff to train colleagues in coaching, a powerful way of communicating in our community. Setting up the Lower Sixth/Shell mentoring partnership and watching the Lower Sixth develop their leadership skills as they inspire the Shells.

Which bits of the year do Shells usually enjoy the most?

There are so many opportunities that all Shells have their own favourites. Popular choices are Shell plays, Christmas lunch and the expedition to Brecon. Academically, getting the first blue flag I'm sure!

What do you see as the benefits of co-education?

It's normal! A co-ed environment is doubly enriching.

What do you most enjoy about working at a school in Oxford?

Oxford is an international city and the make-up of our School reflects that.

Did you enjoy your schooldays?

Yes. My inspirational English teachers in the Sixth Form meant I studied English at university rather than Modern Languages as I had intended. I also spent a lot of time in the Music School and playing sport.

What would be your Desert Island book?

Impossible to say. I love rereading and discussing texts with my classes, so my favourite books are often the ones I'm teaching. For example, at the moment it would be *Howards End* for its compassion and relevance in today's world.

Best advice you've ever been given?

Everyone you meet today is fighting a battle you know nothing about. So always be kind.

INSPIRING PEOPLE AT THE NORTH WALL

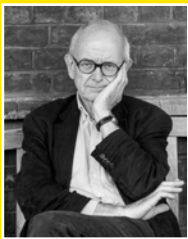
Inspiring People

We are delighted to announce a new series of talks at The North Wall. The *Inspiring People* lecture series is designed to cultivate excitement about academic subjects by inviting high-profile speakers to share their expertise and enthusiasm with a wide audience. Pupils from Teddies, pupils from other state and independent schools in Oxford, and members of the public will join together for the talks which were launched by George Fenton, composer, OSE and Governor, and Nicholas Hytner (right), former Director of the National Theatre, a few weeks ago. The title of the series reflects the nature of our expert speakers, and also the driving force of Teddies and The North Wall, both of which have a mission to educate and to inspire – within School and in the wider community.



Book at thenorthwall.com or by telephoning the Box Office on 01865 319450. Tickets £10/£5; free for school groups.

 The North Wall
Arts Centre



Henry Marsh What are your thoughts made of?

**Tuesday 23rd
January, 7.30pm**

Henry Marsh is one of the UK's most eminent neurosurgeons and an author whose books give a candid account of making life and death decisions every day. His book, *Do No Harm*, published in 2014, became an international best seller with more than 30 foreign editions. His work has been the subject of two major BBC documentaries: *Your Life in their Hands* and *The English Surgeon* about his work in Ukraine over the last 24 years.



Andrew Graham-Dixon In the Picture Tuesday 20th February, 7.30pm

Andrew Graham-Dixon is one of the leading art critics and presenters of arts television in the English-speaking world. He has presented numerous landmark series on art for the BBC, including *A History of British Art* and *Renaissance*. More recently, he teamed up with chef Giorgio Locatelli to combine his love of art and food in the popular series *Italy Unpacked*. For more than 20 years, he published a weekly newspaper column.



Marty Jopson The Science of Everyday Life Monday 12th March, 7.30pm

Dr Marty Jopson is an accomplished science communicator who will happily talk about any field of science. As a prop designer, inventor, author and BBC *One Show* resident scientist, Marty will take the audience on a tour of household science such as: What makes cakes rise? Why do bubbles burst? How do you fix a dripping teapot? – among many other conundrums.



Bettany Hughes What it takes to Build a City Monday 16th April, 7.30pm

Dr Bettany Hughes is an award-winning historian, author and broadcaster. Her speciality is ancient and medieval history and culture. Her first book, *Helen of Troy: Goddess, Princess, Whore*, was translated into 10 languages. Her talk at The North Wall will be based on her recent book, *Istanbul: A Tale of Three Cities*, a dazzling journey through the many incarnations of one of the world's greatest cities.



Jonathon Porritt Rediscovering the Green Movement Tuesday 8th May, 7.30pm

Jonathon Porritt is an eminent writer, broadcaster and commentator on environmentalism. In 1996, he co-founded Forum for the Future, the UK's leading sustainable development charity. He was formerly Director of Friends of the Earth, co-chair of the Green Party and, as Chairman of the UK Sustainable Development Commission, spent nine years providing high-level advice to Government ministers.

I was at an all girls' school before Teddies and I didn't like it at all. It was very intense.

My parents suggested that a co-ed school would be good. Both genders can become anxious about encounters with the opposite sex if they haven't had a chance to get used to them. Imagine turning up at university and never having spent time with boys.

Social norms are very different in an all girls' school.

At my all girls' school, there was an unhealthy focus on food. There used to be a daily competition to see who could eat the least at lunch.

We have really good teachers at Teddies – they're much nicer than Prep School teachers. Because they're in House in the evenings, you have really good access to your teachers. They're always willing to help.

Co-education is about normal life. You might as well get used to it from the beginning.

In my experience, girls' schools are much more competitive. Far greater attention is paid to rankings in all contexts.

Girls Talk

To mark 20 years since the first Shell girls arrived at St Edward's, we talked to girls from all year groups about co-education, life at St Edward's and happy memories of School. All girls who took part had actively chosen co-education for their senior schooling. Many thanks to Emily Potter, Clara Wilson, Millie Moss, Ayo Sule, Elsa Robinson, Izzy Degroot, Clare Simkin, Athena Bonnefoy and Matilda Pumfrey for their observations.



Contributors Ayo Sule, Athena Bonnefoy, Elsa Robinson and Matilda Pumfrey.

I love being in a city. When we go to away matches in the middle of nowhere, I feel really sorry for the pupils.

The broad academic entry is one of the best things about St Edward's. It's so good to be at a school that values you because of who you are, not because you're the absolute best at everything. Not everyone can be.

It takes time to get the balance right in a co-ed school. The early days can be challenging. In my Shell classes, some boys definitely thought they were top dogs to begin with but everyone very soon made them see the error of their ways. We all have to learn to work alongside each other.



My brother is at a boys' school and he's completely freaked out by girls.

A Head of a girls' school wrote in the *Oxford Times* recently that girls find it harder to contribute to class discussion in a co-ed school. This is not typical of my experience at Teddies. I would say that, in general, girls tend to be more focused – a group of boys can disrupt a lesson. But teachers and fellow pupils are always ready to jump on inappropriate behaviour.



There are differences between boys and girls. Boys like joking around and they don't realise that it can be hurtful. They need to learn that girls can be more sensitive, and girls need to learn that boys aren't always being serious about what they say.

Girls definitely have equal access to leadership positions at Teddies and they are respected. A younger pupil would have equal respect for female and male Prefects.



My brother is at another co-ed boarding and day school where pupils are really pushed hard – too hard.

One boy in my Shell year talked to girls really inappropriately at the beginning of term but the community addressed it. Older pupils and prefects talked to the boy and explained that this sort of behaviour doesn't go down well at Teddies. Pupils are connected - via sibling relationships, friendship groups, sports teams and activities. They look after each other.



Boys can be mean. In groups, they can feel intimidating. But friends of mine who are boys are equally intimidated by groups of girls. The important thing is that our understanding grows. It's much healthier to tackle this at an early age.

Favourite Teddies Moments:

Ayo

"In House, everyone knows what everyone else is thinking. After call overs, we chat and eat and feel very relaxed. People are lovely – it all feels so natural!"

Ayo was formerly at Grange School.

Matilda

"I loved the Steeplechase. I really liked the atmosphere of the whole School being together and the bagpipes at the beginning."

Matilda was formerly at Beachborough.

Izzy

"I joined the School this year and in my first Chapel service I started the second verse of the hymn at the wrong point and everyone laughed – but it felt friendly. I thought people would mock me but no-one did. It was really good natured and it made me feel part of the community."

Izzy was formerly at the American International School, Lusaka.

Athena

"I will never forget a particular Sunday Chapel service last year. One of the Sacristans, Poppy, was carrying the cross down the centre of the aisle and it crashed into the hanging incense candle which then swung wildly above the Choir. If that weren't amusement enough for the School, when she later began ringing the bells as the bread was broken, the bells started falling off the ringer and rolling down the aisle. As always, the moments when you don't feel you're allowed to laugh seem the funniest."

Athena was formerly at Thomas's, Battersea.

Clara

"The production of *Bugsy Malone* is a really special memory for me. It was fantastic. We had gorgeous red dresses and I made lots of new friends."

Clara was formerly at Cheam.

Elsa

"I've got so much out of Music and Drama. I loved last year's production of *Hamlet*. I was new, and it was such a good way to meet people. Music is wonderful and much easier to enjoy now that we have The Ogston Music School."

Elsa was formerly at Wychwood.

Clare

"Tap dancing is a really big part of my life. I also really enjoy being able to go into Summertown just around the corner. I don't know why, but it's always odd to bump into your teachers in the shops."

Clare was formerly at Peponi School.

Millie

"I really enjoy being part of my netball team. The team spirit is lovely."

Millie was formerly at Westbourne House.

Emily

"Sometimes the little things are really special. One night our music was too loud for the other Houses so Mrs Newson let us have a silent disco. We all put our headphones in and started the same track at the same time and had a great time. It was such a lovely moment in House."

Emily was formerly at Queen Anne's School.

I study the IB and I would say that within my classes, there is a very even gender balance in all classes.

In class, boys tend to sit with boys and girls with girls, though outside class, we all mix really well together.

Teddies is really down to earth. It's not flash. At some schools, it's Gucci this and Gucci that – such behaviour would not be tolerated here.

Teddies is small enough to feel like a family – you recognise pretty much everyone. This means that we're more likely to look after each other.

There is no difference between day and boarding pupils at St Edward's. I don't think it's the same in other schools.

I love that there are people from absolutely everywhere at Teddies and that we're all thrown in together. At my old school, all overseas pupils were in a House on their own which meant that they were always on the fringe of things.

Teddies is a really well rounded school. We are encouraged to follow our own path here.

We generally feel that all subjects are equally accessible by both boys and girls, though there are still some clear favourites by gender. History of Art is much more popular with girls and Physics is more popular with boys. So we probably have more work to do to break down gender stereotypes.

Nicola Hunter

What do you do at Teddies?

I am Head of History of Art, Head of Higher Education, I teach English and Theory of Knowledge (TOK in the IB) and I'm a member of the Senior Management Team. I use the Jewellery Department in the Design Department in my spare time, as I make jewellery.

What do you most enjoy about your roles?

That is an impossible question to answer! I really enjoy the variety of people I see in a day, the subjects I teach, and learning so much myself, all the time. I have liked this School from the moment I came here to teach History of Art: I like the buildings, talking to people in our Common Room and all the things I'm involved in – from tutoring and teaching to EPQs and interviewing new pupils and teachers. Any teacher would agree, I think, that the heart-felt thanks you get from those OSE who come back to the School to thank you for your teaching, or go to the trouble of writing, is always particularly highly valued.

Name some highlights from your Teddies career so far.

That's difficult to do as well. I am pleased that I started the EPQ at St Edward's, which wasn't easy at first as it was a very new qualification. I am grateful to have been asked to take over Higher Education at the School as I feel I have been able to help a lot of people think about how to move on to the next stage in their lives successfully.

What do you most enjoy about working at a school in Oxford?

I have lived in Oxford all my adult life and I like so much about being in the city. From the point of view of my subject I organise visits to the Ashmolean, the University Museum, take prospective Shell scholars to the Pitt Rivers Museum and have recently taken the Architectural Society on tours of the new Zaha Hadid building for St Anthony's College and the nearby Blavatnik School of Government building for the University. Our proximity to London means that we can take our Upper Sixth to places like the Barbican and Tate Modern, or the National Gallery Sainsbury Wing quite easily.

What are the highlights in your field this academic year?

History of Art was saved as an A Level after a tremendous discussion took place in the media, over several months, and after a House of Lords debate on the subject. The Edexcel board took on the subject this year and we are enjoying the syllabus, particularly the new material which includes some non-European art. We also now offer the subject as a Standard Level IB subject, which is very exciting.

What do you see as the benefits of co-education?

It simply prepares pupils of both sexes better for real life; the sexes are not segregated in universities or the work place so why should they be at school? In Theory of Knowledge for IB a key factor is understanding different perspectives, and being at a co-ed school is bound to make this happen for boys and girls in class discussions together. If boys and girls are treated equally by teachers this is surely a way to help create a more equal society regarding men and women.

Best advice you've ever been given?

My father suggested I study History of Art for A Level as he could see I was interested in it. That was the beginning of a lifelong love for me.



The Academic Culture

We catch up with Deputy Head Academic, Matthew Albrighton, to discuss this year's results, the process behind the upward trend and the new Academic Centre.

What's your reaction to this year's results?

I'm very happy. We achieved three record statistics which is always pleasing. Pupils worked hard and clearly followed the advice we give them on a regular basis – which is that it is not enough just to work hard. You have to work intelligently. Be honest with yourself about the things you find difficult and tackle those head on.

What were the record statistics?

Best ever A* at GCSE (62%), best ever A*-B + Levels 5-7 (79%) and best ever A Level A*-B (78%). If you look back to when the Warden and I joined the School, we've taken huge strides in overall performance, the A*-B, 5-7 area, which represents the vast majority of the pupil body – these figures are up by some 10% since 2012.

Are the end-of-year results your key benchmark?

Actually no. I am most pleased and excited by the process behind the results. Teddies is a different school to the one I joined six years ago. The coaching culture fosters and supports an environment in which the pupils actively engage in their own learning. We do not allow our pupils to sit passively in class, or to be passive in their approach.



Well done to the pupils pictured above who achieved outstanding GCSE results: Ilana Cope (10 A*, 1 A, *Cherwell*); Anish Mehta (11 A*, *Caldcott*); Tim Hohage (11 A*, 1 A, *Annette-von-Droste-Huelshoff Gymnasium*); Annabel MacDonald-Smith (11 A*, *Farleigh*); Sybilla Hamilton (11 A*, *Packwood Haugh*); Kyla Haslett-Hawkins (9 A*, 2 A, *Dragon*); Sanders Lau (9 A*, 3 A, *Kingston International*); Aerin Hobbs (10 A*, 1 A, *Wycombe Abbey*); and Michael Proskuryakov (11 A*, *King Edward's, Witley*).



Head of Physics Matthew Rigby with Henry Blackburn (*Windlesham House*) and Florence Howard (*Feltonfleet*).

We expect them to be curious, to think and to engage. Walk around our classrooms and you will see and hear this happening across the board.

Can you define ‘the coaching culture’?

At St Edward’s we start from a position that pupils have within them the solutions to most of the challenges they face. Our teachers, whether operating in the classrooms or as tutors or on the sports pitches, start from this premise and draw out answers with well-directed questions – this is what we mean by coaching. We endeavour to limit very specific direction and focus on helping pupils make decisions for themselves. We put great trust in them to work collaboratively with us. The hope is to provide leavers with a toolkit such that they “know what to do when they don’t know what to do.” An element of coaching is that there is no pro-forma for dialogue, merely a St Edward’s style. For example, the specifics of the pupil experience of tutoring will vary significantly depending on what is drawn out from questioning.

Do you believe the culture is behind the recent success?

Yes, without doubt. And it is a big thing to introduce a new culture. Staff have really risen to the challenge, taking the time to develop new ways of engaging with pupils in the classroom. And of course it grows – I know that several of our teachers chose to work here because they liked what they saw when they came for their interview day. The quality of teaching here is outstanding – I’m really proud of it. It’s teaching for the long term goals, not just the results.

What do you mean?

If our pupils learn how to study well and how to work productively with their peers, they will be exceptionally well prepared for life. That’s a big statement, but if they can hit the ground running at university, having developed all the skills necessary to thrive in the new environment, and if they can walk into their chosen career ready to look people in the eye, discuss, compromise, agree and be effective – then we will have done our job.



Olivia Johnson (*The Dragon*) and Finn Cowan (*Moulsford*) in a History lesson with Liz Boast.

What are the key ingredients of the academic culture at Teddies?

I would say three things. First, the fact that we start teaching the pupils how to learn as soon as they arrive. It's an important transition from prep or primary school and we are explicit about this – we don't expect the pupils to change overnight. We guide them very carefully in the skills they need. Secondly, we have a common language across the School around teaching and learning. We're all in this together and it feels that way. Thirdly, we have a really comprehensive staff training programme in place. We as teachers are practising what we preach by being active about our own learning and self-reflection.

How does this culture play out for the pupils?

In a number of ways. Most importantly, we want our pupils to believe in themselves and in their capacity to do well. Most of us can achieve more than we think we can if we really strive and if we're given the right guidance. Part of this is the honesty I talked

about earlier – pupils must be able to reflect and to pinpoint exactly where they need to put the effort in. There's no point just slogging away – they've got to be sharp in their approach. Finally, we expect our pupils to work together. They can learn a huge amount from each other.

What's the next step?

Continuing to strengthen and grow this culture. The results are important, but it is more important to us that we improve academic outcomes in a gentle, human way. It's not about driving the children into the ground with work and pressure – it's about giving them the skills they need to get the best out of themselves.

How important is the new Academic Centre with regard to this ambition?

It's absolutely central to our vision. On a basic level, the stunning, beautifully-designed building will have a big impact on the way pupils view their studies. Their learning is the most important thing that happens in this school, and giving them an outstanding university-style building in which to pursue

their studies is a tangible way of showing how much we believe in our pupils, and how much we want to support them. They will be involved in shaping the new space, and I have no doubt they will enjoy it and be proud of it.

Anything else?

The lynchpin of our academic culture is an acknowledgement that we are able to learn in different ways. The early lessons in meta-cognition – learning how to learn – teach pupils that they must be aware of their own strengths and weaknesses in this regard. The design of the new Academic Centre stems entirely from the need to offer flexible learning opportunities. Quiet, reflective spaces will sit alongside areas designed for sharing and collaboration. There will be fluidity between spaces where the teacher is directing the learning and spaces where pupils are taking control. In short, the university-style centre will be a concrete manifestation of our academic achievements and ambition, and a towering tribute to the power and integrity of our academic ethos.



Anton Myachin (*The Harroddian*) and Freya Burdon (*Jumeirah College*) in a Sports Science lesson.



Georgia Thomas (*Swanbourne House*) and Helena Beccle (*Dragon*).



Antonia Lewis (*Marlston House*), Head of Psychology Annabelle Rose and April Wells (*Oxford High*).



Sophie Tompkins (*Hanford Prep*), Anthony Mallet (*German School London*) and Evrard Bachy (*Cottesmore*) in a Sports Science lesson.

Results 2017

Top International Baccalaureate Diploma Results

Aaron Gruen

45 (the maximum score)
After receiving offers from Brown and Cornell, Aaron is re-applying to alternative US universities this year.

James Moore-Stanley

42, Medicine at the University of Manchester

Nicola Roberts

42, Philosophy at the University of Bristol

Carolina Rimoldi

41, French and Russian at Christ Church, Oxford University

Anamika Pillai

41, History at University College, London University

Eleanore Wood

41, Geography at the University of Edinburgh

Konstantinos Doxiadis

41, Philosophy at Trinity College, Cambridge University

Paul Beckers

40, Engineering at RWTH Aachen University, Germany

Fergus Cameron Watt

40, Economic and Politics at the University of Exeter

Will Deasy

40, Economics and Geography at the University of Leeds

Izzy Barrand

40, Management Sciences at Loughborough University

Top A Level Results

Noah Phipps

A*A*A*A* Physics at the University of Manchester

Immy Higgins

A*A*A* English Literature, Durham University

Robert Asatryan

A*A*AA Biochemistry at Somerville College, the University of Oxford

James Parsonage

A*A*A PPE, King's College London

Eva Cottingham-Mayall

A*AAA Classics at Trinity College, the University of Cambridge

Ceci Sutcliffe

A*AAB Middle Eastern Studies at the University of Edinburgh

Em Catchpole

A*AA Destination to be confirmed

Lachlan Douglas Ferguson

A*AA Destination to be confirmed

Scarlet Eadie

A*AA History of Art, the University of Bristol

Rohan Pandya

A*AA International Relations, the University of Exeter

Theo Ross

A*AA Destination to be confirmed

Coco Vulliamy Taylor

A*AA Destination to be confirmed

Jeffrey Zhao

A*AA Chemistry, University College London

Joe Zietman

A*AAA PPE, Durham University

Please note: it is not always easy for us to be up to date with pupils' choices once they leave St Edward's but the above information was correct, as far as we were able to ascertain, at the time of going to press. All corrections gratefully received by vanderheidnt@stedwardsoxford.org.



Scarlett Gibb (*More House*) and Thomas Hales (*The Beacon*).

Mud, Blood, Sweat, Tears and Laughter

The Borneo Trip

By Sixth Former Maddie Luke

The Borneo trip was a test of character, patience, perseverance and open-mindedness and it was clear to see how people grew as they surpassed their limits.

At first, the biggest struggle was separating ourselves from the safety of our culture into the complete unknown. The shock was a sensory overload: the constant buzz of the crickets, the different smells, the humidity in the air, the lack of salt in our food. We had to learn to adapt. The

way of life was alien to us as well: where to throw your toilet paper, to remember to wash your plates three times before and after using them. But we were alien to many of the locals, and this interaction with the people we were doing the work for was the most important part of the trip. They all had a keen desire to learn from us and when we arrived, they performed a traditional Malay dance to immerse us in their culture. Another delight was the beautiful

environment surrounding us that one would only normally see in photographs.

It all started with 20 hours of travel. Three plane journeys and a bus ride later we arrived in Kota Kinabalu and launched the trip with the important work of helping to clear a horrendous quantity of plastic from the mangroves to allow an entire ecosystem to survive.

From there, we travelled to our first camp, which became our Borneo home: Camp Bongkud. We spent our time there concreting their market square and teaching English to the local children. By the end of our stay, the camp staff had learnt all our names and had made us feel welcome and at ease.

Next was the dreaded five-day jungle trek. What we did not anticipate was the hideous amount of mud there would be. We slid uphill, downhill and some slid back to camp as illness took its toll. However, the encouragement everyone gave each other was the driving force behind the



team's motivation to complete the trek. The highlight was either the jungle risotto – made by the porters who were like Tarzan and Raymond Blanc combined – or the treacherous river crossing where the current nearly dragged us downstream.

Our next camp was just off the river into the jungle. Our mode of transport was by boat and this allowed us to see the true nature of the wilderness. We saw first-hand a wild orangutan, long tailed macaques, huge crocodiles and more. The jungle camp was an opportunity to relieve all our tensions through the use of a parang, which is the Malaysian word for machete. We carried out conservation work in which we planted trees and removed vines to prevent deforestation. Once again this was a muddy task.

Along our travels to the next camp we visited the Sepilok Orangutan Sanctuary and the Sun Bears to watch baby orangutans at feeding time and bears enjoying the midday heat. It was good to be a tourist again, just for the day.



Maddie Luke gets to grips with a parang.



Finally, the last camp: Camp Gana. This camp was in the most amazing village where the music never stopped. Despite the poverty we observed, the locals were the warmest and friendliest people any of us have ever come across. They earned less in a year than the sum many of us had in our wallets for the month. They were happy with their lot, and this put our materialistic worries into perspective. We repainted their kindergarten and covered it with colour, numbers, letters and pictures of castles, butterflies and orangutans. We also got involved in building work at their Community Learning Centre. We hiked to a river to go fishing and competed in a scavenger hunt around the village, which was when we realised that our fitness had not lasted the month as a result of all the delicious food we had been fed. It was at this camp that the group gelled most and the friendships that we had all made blossomed through games of chess, walks around the

village and the mutual hatred of the cockerel that was the daily alarm clock.

The trip was brought to an end with snorkelling over a coral reef, zip-wiring between two islands and a shopping trip in the night market of KK.

If the trip were to be summed up in five words they would be: mud, blood, sweat, tears and laughter. Mud was involved in every aspect of this trip and our parents who kindly did our washing when we arrived back can vouch for that. Blood – or should I say lack of it! – with the mosquitoes and leeches feasting on us. Sweat: that's obvious in 35°C heat and 90% humidity. Tears: with 14 girls in the jungle, there is little more to say ... Laughter: we had an amazing group dynamic that helped everyone live for a month with a positive mindset.

To finish off, it must be said that if any of us are served rice or noodles in the next year, there will be a problem.

Maddie was previously at the Dragon.

Eve Singfield

What do you do at Teddies and how long have you been at the School?

I am in my ninth year as Housemistress of Corfe and took over as Director of Sport in September. I have been at the school for 15 years.

What do you most enjoy about your roles?

Running a House is never the same from one week to another, but it is incredibly rewarding. Sport is an integral part of School life and it is important to try to ensure that all our pupils can take positive sporting memories from their time here.

Name some highlights from your Teddies career so far.

I have a number of great rowing coaching memories, including the first gold medal at the National Schools' Regatta for Teddies girls. In House, it is always a pleasure to hear the girls speak so fondly about Corfe and even nicer when they come back to visit after they have left!

Tell us about the role sport plays in school life?

All our pupils participate in sport three times a week, so it plays a very large part in the life of the school. The skills and personal qualities developed both during competition and in training sessions are not just beneficial on the sports field – they filter through to other areas of school life.

What do you most enjoy about working at a school in Oxford?

Oxford is so central. We are lucky to be able to have a good range of fixtures within reasonable driving distance from School, so the pupils have a great variety of opposition.

What are the highlights this academic year?

Seeing pupils compete for the School for the first time and then watching teams develop and improve as seasons go on is always a highlight. The opportunity for the pupils to see the England Rugby team train here was a real bonus!

What do you see as the benefits of co-education?

Life is "co-ed" and we have so many opportunities within School for the pupils to work, play sport and perform in dance, drama and music alongside each other. What better way for our pupils to prepare for life post-Teddies?

Did you enjoy your schooldays?

Absolutely. I have some very fond memories, in particular of my PE teacher, who was very fierce, but very fair. She always rewarded those who made an effort, whatever the result.

What is your best Teddies sporting moment?

Watching the 2013 and 2014 1st VIII's race in the final of the Princess Elizabeth Challenge Cup at Henley Royal Regatta; effectively a World Championships of school rowing. I apologise to the parent whose hand I grabbed and squeezed VERY hard during the 2014 race. Sorry.

Best advice you've ever been given?

Be consistent with everyone around you and pick your battles – you can't win them all, especially when dealing with teenagers!



Lenin: A Life in Politics and Revolution

ЛЕНИН –
ЖИЛ,
ЛЕНИН –
ЖИВ,
ЛЕНИН –
БУДЕТ ЖИТЬ!

В.А. МАЯКОВСКИЙ.

The School and The North Wall recently mounted an important exhibition, *Lenin: Leader of the Russian Revolution*, to mark the 100th anniversary of the October Revolution of 1917. Curated by the History Department and the Society for Co-operation in Russian and Soviet Studies, the show was a huge success, attracting over 1,300 visitors from the School, Oxford, London and beyond. Below, Sixth Form Historian Barnabas Fletcher introduces the man and the period.



Barnabas Fletcher

1917: Year of Revolution

Lenin was in exile in Switzerland in early 1917 when political events in Russia began to move rapidly in the direction of significant political upheaval. The February Revolution came after a series of major defeats for the Russian armies on the Eastern Front, which forced Tsar Nicholas II to abdicate. He was replaced by a Provisional Government,

desiring social democracy, under the leadership of Aleksander Kerensky. It was only in April, weeks after the first Revolution, that Lenin managed to negotiate with the Germans to allow him and other Bolsheviks to travel in a sealed train back to Russia. The Germans facilitated this because they hoped that Lenin would further destabilise Russia in WWI.



Lenin arrived to a great welcome from the Bolsheviks at the Finland Station and he immediately condemned the Provisional Government. In the July Days the Bolsheviks launched an insurrection against the Provisional Government. Kerensky was able to defeat the attempted coup, and several senior Bolsheviks were arrested, but Lenin escaped to Finland. In August, General Kornilov, the Commander-in-Chief of the Russian Army, marched on Petrograd and this forced Kerensky to mobilise the Petrograd Soviet, including the Bolsheviks, as the Red Army, to defend the city. The coup failed to even reach Petrograd, but the Bolsheviks were now returned to the political centre stage. Lenin returned to the city in October and plotted revolution. The Bolshevik coup started with the battleship *Aurora* firing upon the Winter Palace to signal the start of the Bolshevik Revolution. The Revolution was largely bloodless and the Bolsheviks stormed the Winter Palace, which was only guarded by cadets and women, almost without resistance. The ministers of the Provisional Government were seized and a new government, the Council of People's Commissars, was declared. The American socialist journalist, John Reed, brilliantly captured events in his book *Ten Days That Shook the World*.

Lenin the Man

Ilyich Ulyanov was born to a wealthy middle-class family of mixed ethnic origins, including Jewish, Swedish and German background, in Simbirsk. The historian Robert Service describes him as "a strange little boy", opinionated and self-centred. Ulyanov only embraced revolutionary socialist politics after his brother's execution in 1887 for conspiracy to assassinate Tsar Alexander III. Later, Ulyanov was expelled from Kazan Imperial University for participating in protests

against the Tsar, Alexander. Moving to Saint Petersburg in 1893, he became a senior figure among the Marxists. In 1897, Ulyanov was arrested and exiled to Shushenskoye, Siberia, for three years, where he married fellow revolutionary Nadezhda Krupskaya. In these years Ulyanov wrote prodigiously and in 1901 he began to use the pseudonym 'Lenin'. After his exile, he moved to Western Europe and, in 1903, he took a key role in an ideological split in the Marxists, leading the Bolshevik faction against the more moderate Mensheviks. Lenin then returned to Russia from exile in Switzerland in 1917 to lead the October Revolution. He then led the new Bolshevik government through the Civil War against the "White Russians" and oversaw the formation of the Soviet Union in 1922, all whilst living a famously austere lifestyle. Lenin also expressed a view towards violence that is, in many ways, shocking. He did not relish violence, but he regarded violence towards his enemies as a necessary tool to be used when needed. At the same time, he was also a proponent of state terror and its use to control the new state that he was creating. Despite this, it is worth remembering that Lenin genuinely believed that everything he did was for the proletariat and he envisioned a long-term future in which there would be no oppression. He died two years after the establishment of the Soviet Union in Gorki in 1924.

Barnabas was previously at Kingswood, Bath.



Lenin: Leader of the Russian Revolution was drawn from the archive of the Society for Co-operation in Russian and Soviet Studies and was supported by the photographic agency TopFoto.



Lisa Elkins

What do you do at Teddies and how long have you been at the School?

I have been here for 16 years. I am Head of Dance, teach Health and Fitness, coach Netball and I tutor in Apsley.

Where were you before?

I trained and worked at the Italia Conti and Caroline Salmon Dance Schools and went on to own and run my own.

What do you most enjoy about your roles?

Seeing the pupils' progress, learning new skills and gaining confidence. I really enjoy working with a professional and talented team of Dance teachers.

Name some highlights from your Teddies career so far.

Two years ago I helped the Upper Sixth to make a film for the Dance Show. We danced in many unusual locations around School including on the hockey pitch, in the Quad and on the tables in the Dining Hall - such fun! You can watch the video in the Arts section of Teddies TV on the website (An Insight into the Life of the Dance Squad). My passion is producing and choreographing shows and I have particularly enjoyed *Grease*, *Fame* and *High School Musical*.

Tell us about the role Dance plays in school life?

I develop a busy timetable which is currently 80 classes per week and still expanding. Creating exciting routines for the boys and girls in the Dance Squad is endlessly stimulating and enjoyable. Dance gives the pupils something else to focus on, and allows them to create new friends and relationships. It also gives them time to break away from studying to gain new skills and enjoy exercising. We do a show every term, so there's always something to produce and work towards – there's never a dull moment in the Dance Department! In terms of Health and Fitness, I always try to ensure that the programmes are challenging and push the pupils to their limits.

Is there anything new planned for this academic year?

We have a wide range of Dance choices on offer but I'm always on the look-out for new styles and opportunities. This year, I'm very keen to take the Squad and Dance teachers out to prep schools to show how amazing Dance is at Teddies: the word is definitely spreading!

What do you most enjoy about working at a school in Oxford?

It's wonderful how everything is so close, no one feels trapped. The Dance Department's base in The North Wall is a happy place with fantastic facilities.

Any highlights coming up?

I'm very much looking forward to producing the musical *Footloose* next term.

What is important to you?

Spending time with my gorgeous children and family. Always being loyal - and staying fit and healthy.

Best advice you've ever been given?

Live life to the full. Don't be afraid to be who you want to be.



From Dylan to Trump

The Extended Project Qualification

The EPQ, taken by all A Level pupils, is a 5,000-word essay or an artefact on a subject of the pupil's choosing. Many take the opportunity to bring original thinking to a subject they plan to study at university, others simply to explore a topic that interests them. Below Matilda and Jephtha tell us why they made the choices they did and one grateful OSE looks back.

Reflections on the EPQ

Beth Reed, OSE, recently wrote to the Warden about her thoughts on the EPQ: 'I'm now in my third year of Medical School at the University of Southampton and I'm currently completing a clinical research project as part of my course. I wanted to let you know that the EPQ I completed while at St Edwards has proved invaluable. I am so grateful that I was encouraged to complete it as the skills I learned are so useful now, particularly in

referencing, searching for relevant papers from reliable sources and meeting up with members of staff to talk through things one to one. I hope you are still encouraging A Level pupils to complete an EPQ because although at the time I felt it was just another hoop to jump through, it has been one of the best qualifications I have attained. I have no doubt that it was also an important factor in my medical school application.'



Jephtha Rowan-Hull

After the EPQ briefing session, I had a vague idea of what I wanted to explore in my own project. With a growing interest in human rights, racial ethics, and my lifelong love of the balladeering aspects of the New American Apartheid movement and neo-romantic epistemological poetry, I decided to consider the connections between racial identity and literature. I spent a year working on my essay, and I learnt two key things: firstly, the enormity of the areas I chose to study and how to cut these down, and also how much joy it can be to focus on things you truly love and emotionally engage with. I got more from this process than in my preparation for A Level – I was allowed to wander off on long lyrical journeys in order to hone my argument and to develop my own thinking. My research led, after months of writing, to my final title: *'To what extent was Bob Dylan during the Civil Rights movement influenced by Romantic Literature?'*. Writing my essay enabled me to engage, enrich and develop all my study techniques which, in turn, has allowed me to significantly expand my vocabulary. In conclusion, the gains of completing the EPQ are numerous and I would like to thank my supervisor, Mr Roche, and the School for their support.

Jephtha was previously at Abingdon Prep.



Matilda Mann

Fashion designers survive by coming up with new ideas. Those influenced by street art such as Louis Vuitton have been quick to exploit the rebellious and often political power of street culture in their designs. The current generation now more than ever are creating designs that question society and use controversial ideas to force the audience or wearer to question their politics and morals.

'Street Art in Fashion' is my final Extended Project Qualification (EPQ) title. I wrote a 2000-word essay and created an outfit consisting of a jacket, top and skirt. I wanted to be controversial and to express my views clearly in my design. After looking at the work of street artists such as Lady Aiko and Banksy, who are heavily influenced by society and the world around them, I decided to attack racism, gender inequality and Donald Trump.

The top I created is a simple blue ruched bandeau, converted from the waistband of a skirt, whilst my skirt is an adapted pair of jeans. Inserted in the middle seams of the jeans is a multi-coloured fabric, chosen to symbolise gay pride and gender fluidity. Around the material are

the words: 'Achievement has no colour', a quote by Abraham Lincoln. I used the stereotypical graffiti font to highlight the fact that street art was my main influence. I bought the denim jacket from New Look and proceeded to embroider the outline of a cartoon face of Trump, making sure that I accentuated his features to make him instantly recognisable. I then painted in the hair, as well as adding 'WARNING' on the cuffs in red and on the top of the jacket in white. The same graffiti font was used to unite the pieces of clothing. I wanted to make it very clear that I believe that Trump is an uncertainty and that everyone should be wary of what he will do in the future.

I really enjoyed the EPQ, especially the jacket which I intend to replicate. I would never have known that I have this passion were it not for my undertaking the EPQ. I am very satisfied with what I achieved in my overall product and I have a far greater understanding of graffiti as an art form and the influence street art has on fashion designers today.

Matilda was previously at Pinewood.

Passing the Bat-on

In July, Richard Howitt moved on to be a Housemaster at Malvern College after an outstanding 14-year career at Teddies during which he carried out various roles including Assistant HM in Apsley, Head of Geography, Director of Sport, Cricket Coach and, of course, Master i/c Cricket. Below, we talk to Richard and the new Master i/c, Peter Swainson OSE, about the game, the coaching, the successes and the future.

Richard Howitt

How would you define your time in cricket at Teddies?

Beating Oxford MCCU in University Parks was really something – I think we were the first school side to do that – or maybe our record in the John Harvey Cup. Fundamentally though, there are three elements I've looked to foster in our cricket: player development; maintaining consistency; and a keen sense of the history - and seeing the boys strive to be a part of it. I've been lucky enough to see a lot of records tumble, capped off by AJ Woodland OSE being named the Wisden School Cricketer of the Year 2016. We've been blessed with more great players at Teddies than I could sensibly name here – it's been a real privilege to help shape their cricket.



Richard Howitt

Simon Hipwell

How have you looked at player development?

From a purely playing perspective, my belief is that talent needs opportunity: simply put, if you're good enough then you're old enough. Giving younger players chances at a higher level puts them in a situation that will help raise their game, challenging them and aiding their progression. It also helps give more opportunities to the other players in their own age group. One player's development I'm particularly proud of is Freddie Simon OSE. He started out as an average sort of player, turning out for the Yearlings B XI and has now gone on to play first class cricket at Durham University.

Outside the boundary rope, what will be your abiding memory of St Edward's?

Teddies is a unique school, the friendly atmosphere is certainly something special. Pupils can thrive in any aspect of school life they choose. Beyond the school gates, being a boarding school in Oxford is a real treat too: I'll always remember cycling to work along the Thames, with views of the city across Christ Church Meadow.

Finally, what would be your dream addition to the School's cricket programme?

Truthfully, there is nothing I can think of to add, I leave with no regrets. It's been an honour and a pleasure. If you were to push me though: a third cricket pavilion, along the entire length of Jubilee and Kendall, complete with seating, a cameraman and commentator, Hawkeye, drones, a second Long Room and a library of Wisden's Cricketing Almanacs!





Simon Hipwell

Peter Swainson



Will Griffiths

for the whole school community. Ultimately, I believe that if the junior sides are enjoying their cricket, and winning the odd game whilst they're doing so, then the participation levels and results at the senior end of the Club should take care of themselves. I'd like to offer different formats of cricket across the Club, whilst ensuring the School's traditions and high standards are maintained. The establishment of Girls' Cricket is also very high on my agenda. Watch this space!

What does the Peter Swainson school of cricket coaching look like?

I believe that as teachers and coaches we're here to facilitate the pupils learning and help them to develop a better understanding of their individual games and the game of cricket more generally. Essentially, I believe the players should have ownership over their development and training sessions should ultimately be player-led. Clearly enjoyment needs to remain central to all of this and is something I strive to bring to all my sessions.

Do you have a favourite memory from your playing days on Upper I?

There are quite a few! I do particularly remember beating Cheltenham College on Upper I in 2000, which was back in the days of declaration cricket when most games ended in a draw! I put on a large partnership with David Leadbitter, who went on to score an unbeaten 90 and win us the game – a pretty rare achievement in those days!

You're also coming back to teach, of course, how does it feel to be back in the Work Block?

It's a little strange being back and standing at the front of the classroom, especially in the Work Block where I was taught most of my lessons in the Sixth Form, including by some current members of the Common Room! Ultimately, I'm loving being back and feel privileged to be teaching in such a purposeful and friendly environment.

As an OSE, how does it feel to be coming back to the School to oversee your old team?

Fantastic! I'm delighted and excited to be able to have such a direct influence on the development and direction of cricket at the School. I've run the Martyrs Cricket and Hockey Clubs for the last decade, so I don't feel like I've been that far away, but it's great to be back!

They are some pretty big shoes that you're stepping into. Are you looking forward to the challenge and building on that legacy?

I'm incredibly grateful to Richard for the platform he worked so hard to develop and I'm delighted that Dave Simpkins, such an integral part of the School's cricket programme over the last few years, remains the School's Cricket Professional. I want to broaden the opportunities and experiences for players across the Club, making it more accessible and enjoyable

Cricket

By former Master i/c Cricket, Richard Howitt

The 1st XI had a fabulous summer: after beating Oxford University MCCU at the Parks in March, the 1st XI achieved 18 victories in the season (the second highest ever) including wins against many of our main rivals. They were crowned South Central T20 champions and reached the National T20 quarter finals, also finishing runners up in the John Harvey Cup – winning all completed matches, but defeated by the weather. Cricket colours were awarded this year to Brandon Allen OSE, William Deasy OSE, Rory Hipwell (*Pinewood*), Harrison Ward (*John Mason*), James Curtis (*Cherwell*), Tom Powell (*St Andrew's, Pangbourne*) and Ben Charlesworth (*Our Lady's Abingdon*).

Perhaps spurred on by the news in April that AJ Woodland OSE was awarded the Wisden School Cricketer of the Year for 2016, there were many outstanding performances in 2017 (listed below).

In other areas of the Cricket Club, the 2nd XI had a superb win over Marlborough and the Colts A beat Rugby and Wolvercote; in the latter fixture Jimi Feather (*Winchester House*) scored a century. The JCA beat King Edward Southampton and narrowly lost to Australian touring side Melbourne Grammar School with Hamish Smart (*Northcote Lodge*) producing the standout innings of the match. The Yearlings A had good wins over MCS, Rugby and Gloucestershire with Jack Barrett, James Marsh and Gus Macleod (*Swanbourne House*) all being consistent performers.



Ben Charlesworth (*Our Lady's Abingdon*)

In the summer, Ben Charlesworth scored 59* for Gloucestershire 2nd XI, followed by 102 for South West England in the ECB's Super 4's U17 Festival, and was selected for the English Schools' Cricket Association (ESCA) XI. Luke Charlesworth was selected for South and West of England U15s a year young for the Bunbury Festival after winning the best 'all-rounder' at the Ampleforth County U14 Festival, scoring an astonishing 80* off just 29 balls! Harrison Ward was selected to play for an England U19 'Invitational XI' v India U19, top scoring with a watchful 69 runs. Injury prevented him from captaining the South West of England in the ECB's Super 4's U17 Festival. Further down the Club, Kunal Barman captained Gloucestershire U14s, Jack Barrett toured East Anglia with Oxfordshire U14s, new Shells Stanley Brown (*Sir Thomas Rich's*) and Alex Horton (*Blackwood Comprehensive*) played

for Gloucestershire U13s, and Wales U14s and U15s respectively. Alex also played several games for the South & West of England U15s and his performances earned him an Academy contract with Glamorgan – a remarkable feat for a 13 year old!

Thanks this year must go to Bob Bowerman and his team, to Mick Warren for scoring and statistics, and to the Catering Department for some of the best provisions on the circuit. Thanks also to the parents for their awesome support, but particularly to Mr Hipwell for his updates as [@CricketOnUpper1](#) and plethora of cricket photos. Dave Simpkins once again led the coaching unit with real distinction and the future is looking bright. As I hand over the reins to OSE Peter Swainson, they have never been in a safer pair of hands. I look forward to watching the continued success of Teddies cricket in the future.

Ben Charlesworth was selected for England U17s on tour to Sri Lanka.

Brandon Allen played for Gloucestershire 1st XI in a pre-season game versus Oxford University MCCU.

Harrison Ward was selected for England U19s versus India.

Luke Charlesworth was selected for the South and West at the England

U15 Bunbury Festival (one year young).

Four Shells played for the 1st XI during the Summer Term - Luke Charlesworth, Kunal Barman (*Bristol Grammar*), Jack Barrett (*Summer Fields*) and James Marsh (*Caldicott*).

Ben Charlesworth scored 4 centuries for the 1st XI during the summer.

Brandon Allen scored 1 century and 11 half

centuries (school record) during the summer.

Harrison Ward scored a century and took 6 wickets in the same match versus the Cryptics - only the third time this has happened in the history of St Edward's cricket.

Brandon Allen took the school record of WK dismissals in a season from Calvin Dickinson OSE with 43 (Ct 25, St 18) during the summer.

Harrison Ward scored the fastest ever school half century against Bedford off just 22 balls.

Nine century partnerships were scored in 2017, with the highest being 199 between Ben Charlesworth and Harrison Ward versus Gloucestershire U17s.

Brandon Allen and Ben Charlesworth both broke AJ Woodland's 2016 school record of

aggregate runs in a season (1,207 runs). Brandon scored 1,234 runs but was pipped to top spot when Ben scored a century in his last innings of the term to set the new record at 1,263 runs.

In his last year running the cricket at Teddies, RWJ Howitt overhauled Arthur Tilly's record of the number of victories as 1st XI coach with a total of 170 (2004-2017).

The J16 finalists at National Schools': Katinka Hughes (Beaudesert Park), Alex Hearn (St Hugh's), Holly Prower (Port Regis), Rebeca Barden (Windlesham House), Georgia Thomas (Swanbourne House), Amy Waghorn (Headington), Ilana Cope (Cherwell), Natalia Elezovic (Fulham Prep) and cox Octavia Hamilton (Packwood Haugh).



Rowing

By former Head of Rowing, Peter Rudge

The Summer Term was a hectic one for the Boat Club and one that reached its usual crescendo at Henley Royal Regatta. Our 1st VIII was a young one with seven Lower Sixth on board, and they had faced an immense challenge throughout the year as they fought to develop the speed required to compete on the international stage that is Henley Royal Regatta. At the National Schools' Regatta they had agonisingly just fallen short of the Final, but it did show that they were very much part of an extremely tightly packed 1st VIII field. Their competitiveness was further proven with wins at both Nottingham City Regatta and also at the prestigious Marlow Regatta. Injury then hampered their build-up in the run up to Henley, but they raced extremely effectively against Latymer Upper School to win convincingly and then faced a very strong Radley College crew on the Friday. Radley went on to lose in the final against a crew from Melbourne, Australia, so it was hugely to our 1st VIII's credit that they pushed Radley so hard and went down fighting, losing by only two thirds of a length. This was the closest a British crew got to beating Radley during the regatta and the crew should be very proud of their efforts.



The 16/17 1st XI at Henley Royal Regatta: Pasha Tinkov (Anglo American School, Moscow), Campbell Nelson (International School of Geneva), Nicola Dei Rossi (Collegio Vescovile Pio X), Ben Sthamer OSE, James Schofield (Stockport Grammar), George Hayter (Tower House), Aleks Elezovic OSE, Valentin Peiker (Gabriel-von-Seidl-Gymnasium) and cox Sam Shuker (St Hugh's).

Our senior girls can reflect on a season where they represented the School extremely well. Their focus throughout the year had been on qualifying a quad for Henley Royal Regatta and in this they were unsuccessful but their hard work and commitment to each other was a deeply impressive example to the rest of the School. They achieved some great results throughout the term and they, too, should be very proud of their efforts.

The St Edward's girls achieved some fantastic results throughout the Summer Term across all age groups and one of the highlights for the Boat Club was watching our girls reach the final of J16 VIII's at the National Schools' Regatta. A first for the School and even more impressive as the bulk of the crew had also reached the final of J15 VIII's the year before. The Shell girls also had a very successful season with plenty of wins at various regattas, and their enthusiasm was infectious, so

hopefully we will see a great deal more from them over the next few years.

Our junior boys also had a very positive season. Alongside the Fifth Form girls, our Fifth Form boys were one of the standard bearers for the Boat Club and they put in some stand out performances at the National Schools' Regatta to also reach the Final and finished 5th in the J16 coxed fours event. The Fourth Formers raced with gusto and success throughout the term whilst the Shell boys recorded several wins at regattas across the country.

Finally, while the focus was on our 1st VIII at Henley, for many of our rowers the hardest fought event of the season was the House Rowing competition during the final week of the term. Amidst some controversy and excitement, the winners of the junior boys' event was Sing's whilst the girls' event was shared between Jubilee and Avenue.

Athletics

By Becky Drury, Head of Athletics



Rose Fawcett (*Cheltenham Ladies' College*), Selena Thompson (*Sylvia Young*), Nellie Bates (*The Brigidine*), Livi Tomacelli (*Cheam*) and Poppy Sullivan (*Windlesham House*) training at Oxford University's Iffley Road track.

The boys' 1st team had one of their best seasons as a team winning the Marlborough fixture and achieving 3rd place at Harrow. The medley relay team of Brume Otubu OSE, Dan Brady OSE, Dekoye Coker (*Summer Fields*), Cameron King (*Davenies*) and Alfie Armitage-Hookes (*Dulwich College*) achieved bronze medals in the Radley relays behind Harrow and Eton and the 4 x 100m team came 5th, out of 15 schools. Individual achievements were plentiful: Dekoye Coker was 2nd in the 100m at Harrow and Marlborough; Alfie Armitage-Hookes was 2nd at Harrow and Marlborough in the 800m; and Dan Brady was 2nd in the 200m and 1st in the 100m B race at Harrow. Dekoye Coker and Tanaka Chitsenga OSE became County Champions in the 100m, Triple Jump and Long Jump respectively, as did Daniel Hoggar (*Wellesley House*), a Shell at the time. It is good to see talent coming through the School as we say goodbye to this outstanding group of Upper Sixth athletes who between them hold many individual school records and who broke the 4x100m relay record every season since their Shell year.

The girls' 1st team achieved 3rd place overall at Marlborough and Brandi Akpobome OSE dominated girls throwing events, winning the shot, discus and javelin at Marlborough each time and also winning the 100m B race. Brandi also broke her own school discus record and the school javelin record this year. She now holds all three school throwing records and these will take some beating; she has been a truly fantastic athlete during her time at Teddies. Also at Marlborough Lizzie Dorey OSE won the 800m and came 2nd in the 1500m, and

Lola Willcock (*Beaconsfield High*) improved her personal best with each race coming 2nd in the 200m. It was great to see so many Lower Sixth girls choosing athletics last term; they have a clear desire to be better, faster and stronger, an excellent attitude to fitness and training.

The junior boys' team enjoyed their few athletics outings by claiming 3rd place in the Radley Relays at the beginning of the season; Daniel Hoggar, Harrison Wells (*Abingdon Prep*), Felix Abel (*Caldicott*) and Joshua Roy (*Oratory Prep*) won bronze medals finishing just behind St Paul's and Eton. The medley team achieved 5th place out of 17 schools with Jack Barrett (*Summer Fields*) running a strong 800m after the sprinters had run their three legs of the relay. This boys' team enjoyed further success at the City Schools' Championships; continuing a fine

tradition they followed in the footsteps of their predecessors by winning the overall team event. Numerous first and second places meant that Teddies once again had a large representation at the County Championships in June.

It was fantastic to field such full and competitive girls' and boys' teams at fixtures last season and to see so many new faces on the track. I really would like to thank Captains Dan Brady and Brandi Akpobome, and Vice-Captain Brume Otubu, for their leadership of the athletics team this year. They are not only outstanding athletes, holding numerous school records between them, but they are excellent role models. Their commitment to training and dedication on match days is a fantastic example to all our younger pupils in School.



Tanaka Chitsenga OSE in training.



Hamish Roots OSE

Natasha Tisminieszky OSE and Danielle Lim (*Windlesham House*)

Ed Belcher OSE

Tennis

By Zak Jones and Adam Hahn, Tennis Coaches

Despite fielding relatively young sides and not having an extensive fixture list, the senior girls' tennis teams enjoyed a very successful season and, with so many Fifth Form and Lower Sixth players in the ranks, this bodes extremely well for next season.

The 1st VI with Kyla Haslett-Hawkins (*Dragon*) and Hattie Harries-Jones (*Dragon*) to the fore, started the season well with a hard earned 4.5-4.5 draw against a strong Cheltenham College VI. They then went on to record comfortable wins against Bloxham (8-1), with the Upper Sixth pairing of Eleanore Wood OSE and Lucy Higgins OSE dominant, and MCS (8-4), before suffering a disappointing loss to Dean Close (0-9). They finished the season with an impressive 5-4 win over a very strong Bradfield side with Clara Wilson (*Cheam*) and Emily Potter (*Queen Anne's*) and Kitty Lloyd (*Cheam*) and Harriet Batstone (*St Hugh's*) performing well.

The 2nd VI really showcased the strength in depth of the girls' senior school tennis, remaining unbeaten throughout the term and recording comprehensive victories throughout. They started with a 9-0 win over Cheltenham College, then defeated Bloxham, MCS and Dean Close by the same score line, before dropping their only set of the summer in an 8-1 win over Bradfield. The squad contained the following pairs – Clara Wilson/Emily Potter, Georgia Boardman (*Francis Holland*)/Flora Lloyd (*Cheam*), Danielle Lim (*Windlesham House*)/Natasha Tisminieszky OSE and many of these girls were more than capable of playing and at times did play in the 1st VI.

The 3rd VI made up of Ella Royden (*Maidwell Hall*), Tara Wilson OSE, Ceci Sutcliffe OSE, Caitlin Scott OSE, Georgia Paymaster-Billington (*Swanbourne House*), Willa Robertson (*Pinewood*), and Ella Davis (*Kingston Grammar*) started the season with a narrow loss to Cheltenham (3-6) before overcoming both Bloxham (9-0) and Bradfield (4-0).

The 4th VI also enjoyed victories from both their fixtures against Cheltenham

(8-1) and Bloxham (9-0) whilst the 5th VI won their only match against Cheltenham College (5-4).

Among the junior girls' sides, the U15C VI of Phoebe Cain (*Dragon*), Kitty Howard (*St John's, Leatherhead*), Aimée Joubert (*San Anton, Malta*), Josie Piech (*Leibniz-Oberschule, Berlin*), Lily Thorne (*Cranford*), and Izzy Wates (*Cottesmore*) had a winning season, with a particularly dominant win versus Bloxham (8-1), with winning seasons also achieved by the U14A, the U14B, and the U14C VIs.

The boys' 1st VI started the season well, with the team of Greg Kratt OSE, Edward Beccle OSE, Henry Bray OSE, Edmund Elvidge (*Sussex House*), Harvey Elvidge (*Sussex House*), and Giles Wordsworth (*New College*) winning against Cheltenham (7-2), Bloxham (9-0) and Malvern (5-4). The 2nd VI continued a similar pattern, with three winning fixtures against Bloxham (4-0), Malvern (5-2), and Bradfield (5-4). The boys' 3rd VI won one and lost one, with the win a good performance against Cheltenham (6-3) on the opening weekend of the season.

PEOPLE

At the end of term, we say goodbye to Sophie Pollard, Chemistry Teacher and Assistant HM in Mac's, who is moving to Scotland to become Head of Chemistry at St Leonards in St Andrews. We also say a belated goodbye to Mel Moreton and Lynne Dunn who stood down from their Health Centre roles earlier this year after 26 years' service between them - though we are delighted that Lynne, the former Health Centre Manager, remains with us as a Nurse.

In internal appointments, congratulations to Finola Picknett who becomes Head of School Lectures; Nick Permain who becomes Head of Tennis; and Paula Diaz Rogado, who becomes Head of Community Services. In January, Yvette Ramadharsingh will take over as Assistant HM in Mac's and Susan Holland as Resident Tutor in Jubilee.

At the start of term, we welcomed Lisa More O'Ferrall from Downe House as the new Health Centre Manager. This month, we welcomed new Co-Directors of The North Wall, Ria Parry and John Hoggarth. Ria has directed work for the Bush Theatre, Salisbury Playhouse and Regents Park Open Air Theatre, among others, and was awarded the National Theatre Leverhulme Bursary for Emerging Directors in 2010. John was Joint Artistic Director of the National Youth Theatre 2003-2008. As a writer and director, John has developed a reputation for nurturing comedy talent, and has seen collaborations lead to Perrier nominations, and the winning of both the 'So You Think You're Funny?' award and the BBC New Talent award.



Holly Branson OSE, Teddies first ever Head Girl, with HRH Princess Beatrice at a Big Change event.

Big Change, the charity founded by philanthropists Holly and Sam Branson OSE, provided funding for the Government-backed Institute for Teaching launched in Salford by Education Secretary Justine Greening earlier this month. Intent on creating world-class teachers, the Institute's Director, Matt Hood, said, "Having an expert teacher in every classroom is the best way to make sure that every pupil, regardless of their background, gets a great education".

"At Big Change we partner with innovative and pioneering organisations that look to bring about impactful, longterm system change to help young people in the

UK thrive in life not just exams. Our work with the Institute for Teaching aims to do just that. Teachers play a vital and unrivalled role in shaping future generations but their overall well-being is often overlooked. The project we are working on with the Institute for Teaching will focus on bringing more psychological elements, like those of the best sports teams, into how we train and support teachers. These will help prevent burnout over the longterm and promote coping mechanisms for stress. After all our children will only thrive in life if they are taught by teachers who are also thriving," said Holly.

The Bees Knees

Head of Academic Drama, David Aldred, on being awarded the Oxford Beekeepers Association Student of the Year cup following his recent qualification as a registered beekeeper. David is pictured with his father, Ian, who introduced David to the world of bees when he was young. David is keeping a watchful eye on the Teddies hives on Snake Island; we look forward to offering Teddies Honey for sale in the spring.



This limited edition print of the Quad (actual size 42cm x 16cm) by Cecily Vessey OSE would make an excellent Christmas present. Priced at £65 unframed, it is available from the online shop at cecilyvessey.com. A handsome fine bone china mug bearing the same print is available from the Teddies online shop (£12 + PP) under the What's On tab on the website.

