



BRADFIELD COLLEGE

INTERNATIONAL SCHOOLS

BRIEFING PACK





# BRADFIELD COLLEGE

CONTENTS	PAGE NO.
THE BRADFIELD GROUP .....	04
SENIOR SCHOOL FUNDAMENTALS .....	06
ETHOS – ONE BRADFIELD. MANY BRADFIELDIANS. ....	07
ATTITUDE TO LEARNING .....	08
PUPIL OUTCOMES .....	09
STAFF AND FINANCIALS .....	10
THE BRADFIELD INTERNATIONAL TEAM .....	11
INTERNATIONAL PARTNERSHIPS .....	13
CONCLUSION .....	15

## The Bradfield Group

Bradfield College and St Andrew's Preparatory School entered a new era for both schools in December 2021 when, following over 12 months of due-diligence and talks, they joined to found the Bradfield Group, which also comprises the College's trading arm, Bradfield Commercial Limited and its subsidiaries. This merger enabled us to share expertise as we build upon a common vision of an all-round education through which children enjoy school, learn, grow in confidence and make a positive contribution to society.

The schools had shared close ties since St Andrew's was established just two miles away from Bradfield (formally St Andrew's College, Bradfield) in 1934. Both schools enjoy beautiful locations, extensive grounds, excellent facilities, and a proud heritage. Both have generated strong momentum in recent years, establishing reputations for educational excellence within a nurturing environment characterised by family values and outstanding pastoral care. Partnership has offered us opportunities for sharing strategic thinking and developments in teaching and learning, for enhanced curriculum and professional development, for the improvement and better use of facilities, and for delivering cost efficiencies through economies of scale. It has strengthened both schools as we look towards the future and offers a model for collaboration which we would seek to replicate as we grow the Group internationally.

With 1100 girls and boys aged 3 – 18, the Group provides an all-round education which prepares young people to flourish personally and professionally throughout their lives. Our overarching strategic objectives are:

- To remain two of the very top co-educational boarding and day schools in the country – part of the prestigious Rugby Group, with Heads who are members of HMC and IAPS;
- Deliver personalised and differentiated approach to all round education, offering excellent added value in all spheres;
- Outstanding provision of advice and preparation for life beyond school;
- Expand the network of partnerships offering enhanced opportunities for collaboration, service, and work experience beyond Bradfield;
- Lead the sector in innovative use of IT in teaching and learning: both Bradfield and St Andrew's are Microsoft Incubator Schools.

The ethos and approach of both schools are very similar, emphasising the importance of all-round individual development helping all pupils, whatever their ability, to flourish academically. Both believe that enjoying school is fundamental to personal growth whilst seeking to stretch their pupils to fulfil their potential.



*We seek higher things*



*Blessed are you O Lord,  
Teach me your ways*

St Andrew's and Bradfield know that a great education relies upon strong relationships throughout our communities: between pupils, staff, parents, alumni and friends. Both are very much people places with a firm commitment to all our stakeholders. Moreover, as charitable trusts, we recognise our duties to wider society borne out in public benefit activity, means tested bursary assistance and a forward-looking environmental strategy.

St Andrew's and Bradfield have forward and outward looking educational philosophies and benefit from shared expertise in strategic planning. Governance is assured through a single Council as well as dedicated committees. The Heads are in regular communication whilst continuing to be in full charge of daily operations in each school along with their Management Teams. We believe that this dynamic collaboration will serve as a good model for expansion of the group to encompass international schools.

A combined focus on curriculum and professional development enhances teaching and learning in both schools. Opportunities to collaborate on the key transitional years of Key Stage 3 (Years 7-9) and the adoption of new technologies have already been leveraged and continue to be explored.

Bringing together our wide experience in pastoral care and support for young people throughout their educational journeys enables sharing of best practice, notably with regard to the developmental years of early adolescence.

Co-curricular possibilities from the merger include shared coaching expertise and facilities. St Andrew's pupils are able to enjoy some new activities and Bradfield pupils to develop leadership and mentoring skills.



## Senior School Fundamentals

**Pupil numbers:** Currently we have 837 pupils (with a 60:40, boy: girl ratio) following completion of an expansion programme which began with the introduction of full coeducation at Bradfield in 2004 (girls were first admitted to the sixth form in 1989). We are expanding to 850 pupils in September 2024 and have plans for further incremental growth beyond that as we seek to expand girl numbers, our sixth form and overseas numbers.

**Pupil profile:** Approximately 90% of the pupils are boarders. Many spend Saturday nights at home following matches but there is a full weekend programme and around 100 boarders stay in each weekend. Of those who go home approximately half return on Monday morning in time for first period instead of on Sunday night. A large majority of the pupils are relatively local, with approximately 40% coming from within a 20-mile radius and 60% within 30-mile radius. There are also a good number of British and international pupils based in London (approximately 30%) and overseas (approximately 6%). More than 34 single nationalities are represented in the College and there are many more dual or 'third culture' children than overseas foreign nationals.

**Applications** have risen dramatically over recent years. For example, for the 2022 Faulkner's entry we assessed nearly 600 pupils by February 2021 (21 months before arrival) when we made our initial offers. We typically expect to make approximately 240 offers for 160 places. For upper school entry each year we usually have some 40 places in total (almost exclusively 'back-filling' after pupils leave - largely post GCSE) and will again have more than two applicants per place. With a growing majority of applicants listing us as first choice, Bradfield is a selective school rather than a recruiting one.



## Ethos – One Bradfield. Many Bradfieldians.

The College is a place where the individuality of young people is cherished, for whilst there is one Bradfield, there are many Bradfieldians.

Bradfield is committed to the principle of offering a broad education of lasting value. Over their school careers children grow into young adults, ready to embark upon the journey of the rest of their lives.

It is essential therefore that we enable our pupils to develop the habits, the attributes and the character to approach that journey with confidence, as well as with qualifications of which they can be proud.

*“Thoroughly unpretentious yet with lots to boast about, Bradfield is a heavenly place to learn and to grow. Very difficult to imagine who would not thrive here. There’s something for everyone and lots for all.”*

The Good Schools Guide

Our pupils and our staff recognise that everything they do at the College is part of this all-round education. From the boarding house to the games field, from the debating chamber to the chemistry lab, and from the Greek theatre to the assault course, our pupils grow in **confidence** and **resilience**.

Through living in a diverse and vibrant community and through outreach activity beyond it they become more **open-minded** and develop their **communication** skills. Through wholehearted curricular and co-curricular engagement Bradfieldians learn the importance of enjoying learning, of physical and mental wellbeing and of creativity, whilst developing their powers of **inquiry** and **innovation**.

The different elements of this education for life are the focus of reflection and feedback through our tutorial system alongside consideration of pupils’ academic progress. In this way, the development of these attributes becomes an explicit goal for our pupils and an intentional part of a Bradfield education, not just a by-product of pupils’ time at the College.

All this takes place in a stunning setting where young people can enjoy being themselves and where their individuality is celebrated.

Crucially, Bradfield is a happy and unpretentious community, a talking school where kindness and generosity of spirit are learned first and foremost from the example of other young people.

Bradfield is a learning community where the values of kindness, integrity, respect, inclusivity and positivity are lived by all its members and underpin everything we do. When they leave Bradfield, we hope our pupils do so in the knowledge that they have enjoyed a remarkable privilege and that they have the potential and the responsibility to be a force for good in the wider world.

Further details about our extensive co-curricular programme can be accessed by scanning the qr code or via the following link;

<https://www.bradfieldcollege.org.uk/wp-content/uploads/2023/08/Co-Curricular-Booklet-2023-24.pdf>

A copy of our latest prospectus can also be provided on request.



## Attitude to Learning

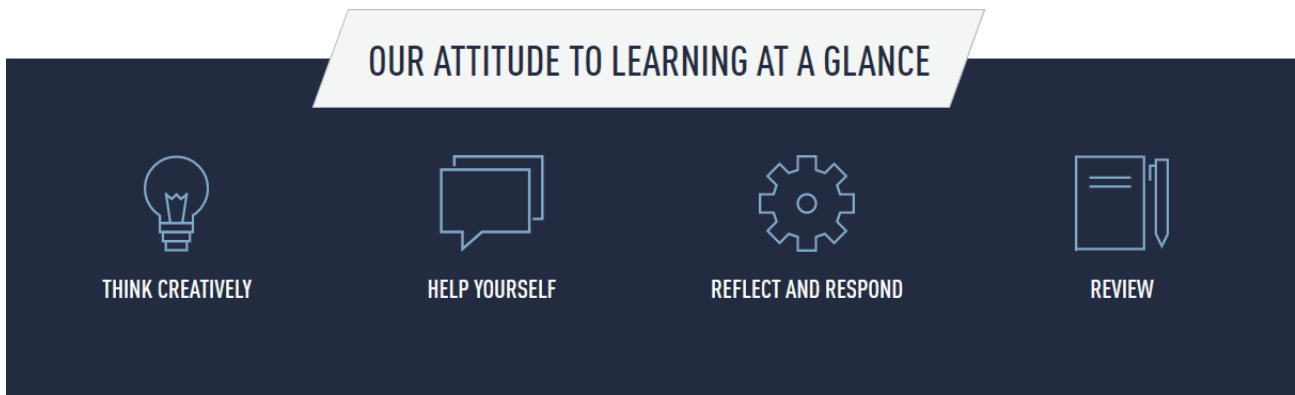
Almost everything we do at Bradfield contributes to the ‘Education for Life’ that we aim to feed and nurture. Perhaps ‘almost’ is unnecessarily conservative...



Everything that we offer, introduce and inculcate provides experience and learning that our pupils will use and reflect on later in their personal and professional lives. Much of the experience will come from the boarding house, from the stage, the sports field, Chapel and, of course, pupils’ time in the classroom.

Our curriculum, rightly, continues to evolve. The world of work is not as it once was: ‘a life of careers as opposed to a career for life’ is already a reality. As such, not only is our subject offering changing – Coding and Programming, Entrepreneurship and Psychology to name but three new additions – but also how we teach. The ‘how’ is the exciting bit, and the most important.

Bradfield’s Attitude to Learning curriculum asks our pupils to Think Creatively, Help Yourself, Reflect and Respond and Review. Strip away almost all the facts and knowledge squeezed into today’s exam courses and many will appreciate the four tenets of our curriculum as fundamental to almost every walk of life. Einstein puts it best; “Education is what remains after one has forgotten what one has learned in school.”



*“The quality of the pupils’ academic and other achievements is excellent.”*  
2022 ISI Inspection Report

Focussing on attitude and character are, we believe, more important than outcome. Qualifications are a business we take very seriously but they are not the College’s raison d’être. Why? Because Einstein was right. Fulfilment in our professional and private lives is not a function of what we know but how we think and work with others.



## Pupil Outcomes

Bradfield is committed to the principle of offering a broad education of lasting value. Over their school careers children grow into young adults, ready to embark upon the journey of the rest of their lives. It is essential therefore that we enable our pupils to develop the habits, the attributes and the character to approach that journey with confidence, as well as with qualifications of which they can be proud. As a non-selective school, we are always proud of the amazing achievements made by our pupils of all abilities and across all aspects of our broad curriculum.

	GCSE#			A level			IB
	9	9-8	9-7	A*	A*/A	A*/B	Average Point Score
<b>2023</b>	15%	34%	56%	11%	40%	73%	36
<b>2022</b>	19%	40%	63%	25%	56%	82%	38
<b>2021</b>	22%	41%	66%	20%	53%	79%	38
<b>2020</b>	21%	43%	68%	13%	42%	76%	35
<b>2019</b>	17%	35%	60%	7%	34%	67%	31
<b>2018</b>	17%	37%	61%	8%	37%	75%	35

# include the conversion of alphabetical grades A\* and A to numerical grades 8 and 7 respectively

The table below shows the current and historic exit statistics over the past three years – again with the caveat that 2022 will change a little next year as some OBs re-apply or make their first application:

Exit Statistics	2023* Leavers	2022 Leavers	2021 Leavers	2020 Leavers	2019 Leavers	2018 Leavers
% of whole yr. group going to <a href="#">University</a>	84%	93%	90%	94%	93%	86%
% places (UK only) at Russell Group	67%	57%	69%	62%	66%	61%
% places (UK only) at Sutton Trust Top 30	68%	64%	72%	68%	63%	66%
% of those going to Uni taking a Gap year	43%	35%	27%	31%	30%	24%

\* These percentages change when those currently taking a Gap year start at university in September 2024

This year's top destinations are as follows:

Exeter (20) Newcastle (11) Leeds (9)

Each year we send pupils to a broader range of university destinations. Bristol, Exeter, Newcastle and Loughborough have been popular destinations over the last few years with other leavers going to Oxford (Fin Art, Experimental Psychology and Geography), Durham (Engineering, English Literature, Modern Languages, Mathematics and Geography), Imperial College London to read Computing (Software Engineering) and Electronic and Information Engineering and UCL (University College London) to read Economics and Biomedical Sciences. Every year we have pupils going on to read Medicine and Veterinary Sciences as well as pupils securing places at conservatoires including Guildhall School of Music. Our creative pupils secure places at top schools in their field such as the Institute of Contemporary Music Performance, and places on excellent Art Foundation courses.

15 – 20 pupils each year go to university overseas with many going to the US and securing some excellent offers. In the last two years international universities destinations have included Stanford, Northeastern, Miami, Duke, Tampa, Tufts, Dartmouth, NYU, McGill, Toronto, Bocconi, and IE Madrid.

## Staff and Financials

Staff - Bradfield employs:

- Full time teachers - 108, includes 9 graduate assistants
- Part-time teachers - 24
- Departmental/Operational - 276, includes 34 operational estate staff and 28 casual workers  
(Note: the above excludes peripatetic teaching staff and sports complex staff)

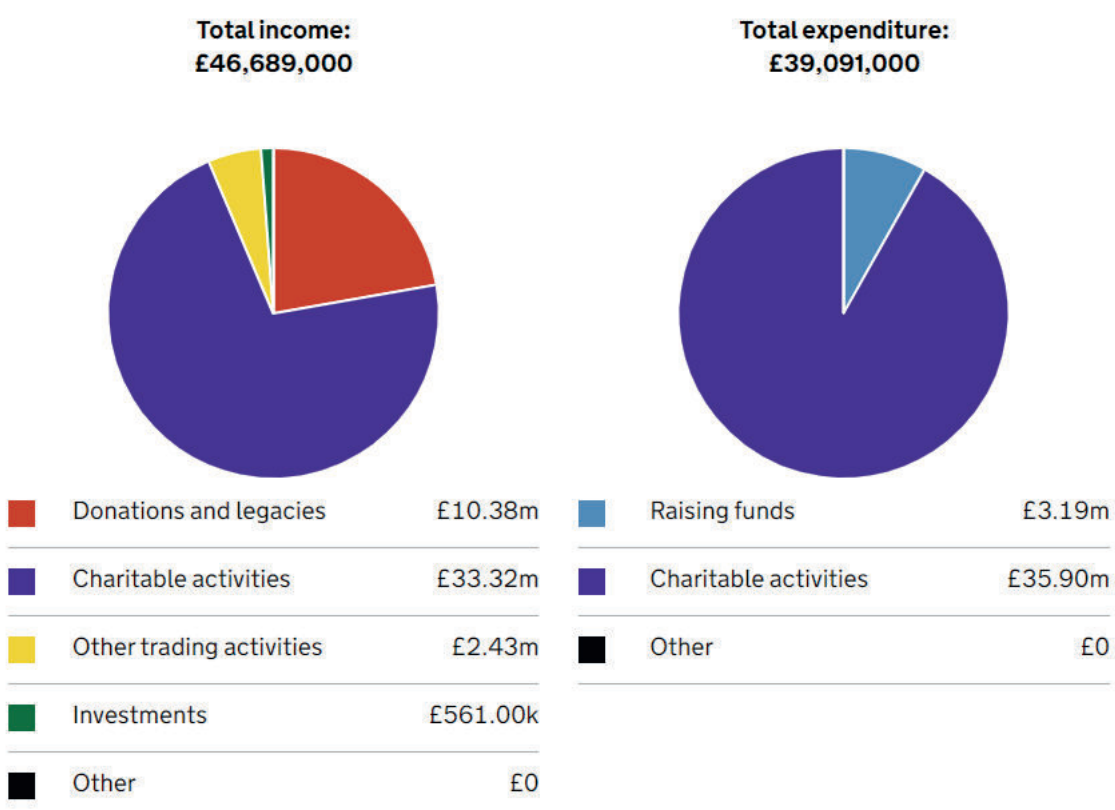
Estate - comprises 250 acres of land, of which approximately 20 are built upon.

Main assets include:

- 12 boarding houses (Faulkner's for all Year 9s, 7 for senior boys and 4 for senior girls). Total potential capacity c. 835 (775 boarding beds and 60-day desks);
- 85 classrooms/teaching spaces;
- 2 dining halls (Main College and Faulkner's);
- Indoor sports facilities including: sports centre with hall, pool, gym and dance studio; indoor tennis centre; squash courts; fives courts;
- Outdoor sports facilities including: 2 floodlit all weather pitches, 10 football pitches, 5 cricket squares, 6 floodlit clay tennis courts, 7 hard tennis/ netball courts, 9-hole golf course;
- Performing arts facilities including: Greek Theatre, Music School, Old Gym, Big School;
- Other significant: Chapel, Library, Medical Centre, Major Pavilion.
- 107 units of owned staff accommodation onsite (39 of which are associated with boarding houses);  
13 additional units are currently rented offsite.

### Financial Summary Position:

Data for financial year ending 31 August 2022



## The Bradfield International Team

### **Dr Chris Stevens, MA, DPhil, Headmaster (Bradfield College)**



Dr Chris Stevens became Headmaster of Bradfield College in September 2015.

He is Chair of the Rugby Group and of the HMC Education Committee. He serves as a Governor at Theale Green and Twyford Schools, and as a Trustee for the Learning Skills Trust and the Bradfield Club in Peckham.

Chris was educated at Tonbridge School and then read Modern and Medieval Languages at Cambridge University, where he received his MA. He began his teaching career as a College Lecturer while researching for a DPhil in Italian Literature at Oxford University and also taught English in Italy for one year.

Following this, he established a study centre in France for British prep school children. He joined Uppingham School in 1997 where he was a Head of Department, Master-in-charge of cricket and a Housemaster. Prior to joining Bradfield, he had been Second Master at Marlborough College since 2011.

Chris loves opera, ballet and theatre and is a keen sportsman, enjoying cricket, golf and running. His wife, Helen, is President of Corpus Christi College, Oxford. They have three daughters.

### **Edward Graham BSc, Headmaster (St Andrew's Preparatory School)**



Ed Graham has a 2:1 in Ancient History from the University of Edinburgh. He joined as Headmaster at St Andrew's Preparatory School in September 2021.

Prior to joining the Bradfield Group he spent nine years at Westminster Cathedral Choir School of which six were as the Deputy Head and Head of English. Prior to that, he worked in shipping in the City and trained as a teacher on the Teach First scheme.

### **Owen Adams OBE MA MSc, Chief Operating Officer**



Owen Adams has been the Chief Operating Officer at Bradfield College since April 2019, and Group COO since December 2021.

Previously he was the Pro-Vice-Chancellor, Colleges and Student Experience at Durham University and a key member of the University Executive Committee (UEC).

He provided the overall strategic direction, with underpinning financial and operational management, of the Colleges and Student Experience Division, which comprises 700 staff delivering the best possible experience for 18000 students across 16 residential Colleges. This included the design and delivery of an enrichment programme as well as direct management of the Student Support and Wellbeing Directorate.

Previously he was the Head of the Royal School of Artillery, which delivered technical skills development, apprenticeship schemes and postgraduate education for over 5000 people per annum. He led the 800 strong civilian and military staff across 12 departments to deliver excellence in every regard.

His responsibilities included managing the capital investments across a 500-acre site worth £500m, which incorporated assurance of the £50m Support Services contract throughout the estates, catering, grounds and domestic's functions.

His policy experience included working directly to the Chair of the Army's Human Resources Board writing and implementing a human capital strategy to enhance the lifestyle and benefits for the diverse 112000 strong workforce. He was responsible for the successful integration of disparate HR projects to enhance attraction, human capability and motivation. He has been a Director at the internationally renowned UK Defence Academy delivering postgraduate leadership and management programmes for 1,000 UK and international students annually. His greatest challenge and reward was commanding 40th Regiment Royal Artillery (800 multi skilled individuals) through a relocation programme to Northern Ireland in tandem with an arduous tour in Afghanistan, for which he was awarded an OBE.

Early career highlights include his post as COO of volunteer organisations across Wales; award of a Queen's Commendation for Valuable Service (QCVS) for exemplary leadership during a series of challenging emergencies in Bosnia; Director of the internationally recognised pre-parachute selection course (P Company), whilst also passing the gruelling Commando and Artic Warfare selections. He has served on operations in Northern Ireland, Bosnia, Kosovo, Cyprus and Afghanistan.

His education includes a MA in Defence Studies and MSc in Leadership & Management. His Fellowships include the Chartered Management Institute and Institute of Leadership & Management. He has been happily married to Sonja for 31 years and has two children in their early 20s.

#### **Kester Russell BSc, Commercial Director**



Kester Russell is the Commercial Director responsible for all the College's commercial trading activities. He has been at the College since 2012 and sits on the Board for all three of the Colleges trading entities Commercial, International and Technology.

Prior to joining Bradfield, he had a varied career joining the Army straight from school and serving as a Royal Signals Officer for eight years including two operational tours.

On leaving the army he obtained a BSc as a mature student before moving in to the Defence electronics sector. Activity in this sector included participation in a £1.8b bid proposal and leading the PV Development of a covert radio system jointly funded by the HK Police, HMRC, MoD Special Projects and the Intelligence Services.

After a series of project and programme management roles he ended up as the European lead for all Networked Communications Systems for a major US Corporation with full life cycle responsibility from concept development through sales, delivery and support. This involved pitching and negotiating contracts at a governmental level and running projects globally from Finland to the Falkland Islands.

As well as his BSc he holds qualifications in PRINCE2, MSP, DSDM and a certificate in Company Direction from the Institute of Directors. He was on the board of Governors of a local school for 5 years heading up the Finance Committee and acting as Vice Chair leading them from Special Measures back to OFSTED Good.

He is also Chair of Trustees of a rapidly growing local charity that has assisted over 15000 people in crisis over the last three years.

## Graeme Salt, BSc, MSc, MA, Director of International Education



Graeme Salt joined Bradfield College in 2020 as Director of International Education after 14 years in leadership roles in K-12 British international schools in east and south-east Asia.

As Head of Senior School in a start-up operation at Dulwich College Beijing, he saw founding pupils through to graduation with IGCSE and IB Diploma qualifications (2006-2011). At Marlborough College Malaysia, as Head of Senior School, he was part of the leadership team taking a green field site through to successful school opening, examination board accreditation and initial IGCSE results (2011-2014). In South Korea, he was Dulwich College Seoul's second Head of College, leading the K-12 school in all matters from 2015-2020.

Graeme served his teaching apprenticeship over 11 years at King's College School, Wimbledon finishing as the school's IB Diploma Co-ordinator, having also been a Head of House and Head of Department. He now lives at Bradfield, with his wife who teaches English, and enjoys teaching Biology and coaching football, cricket, and outdoor education.

## Penny Franklin, BSc, ACA, Group Finance Director



Penny Franklin joined Bradfield in July 2022 as Finance Director for The Bradfield Group.

Penny has been Bursar and Clerk to the Governors at St Andrew's School since 2012. A Chartered Accountant with strong institutional knowledge of The Bradfield Group, Penny has a proven track record of success in both commercial and educational settings. She is a highly accomplished finance professional with sophisticated strategic leadership skills and an innate ability to communicate business needs, finance and development opportunities in a compelling way.

## International Partnerships

### Rationale

At Bradfield College, we firmly believe in the immense value of fostering an international partnership with an overseas school. We are deeply passionate about the potential these collaborations hold, as they offer a multitude of benefits that enrich the educational landscape for all involved parties. Through such partnerships, we will be able to facilitate the exchange of ideas, allowing for a vibrant cross-pollination of perspectives and practices. Moreover, the opportunity for physical exchanges of students and educators opens up new avenues for learning and personal growth, fostering global understanding and interconnectedness. These collaborations also pave the way for mutual advancements in educational approaches, methodologies, and innovations, enhancing the overall quality of education. Additionally, the cultural benefits derived from these partnerships are profound, as they promote tolerance, diversity, and appreciation for different traditions and ways of life. By embracing international partnerships, we strive to create an inclusive and dynamic educational environment that prepares our students for a globally interconnected world.

Separately, it is one of the founding principles of Bradfield College that 10% of the pupil population would be able to attend the school by virtue of financial support (Bursaries). The Governors and management believe passionately in the importance of ensuring that this principle is maintained and, indeed, developed beyond the vision of the College's founder.



The College is not blessed with a deep well of endowed funds sufficient to fund that Bursary provision and therefore, it has to deploy a significant portion of the fees paid by other parents to fund those assisted places. Therefore, the establishment of revenue streams from international partnerships is a key aspect of the College's strategic plans. Any revenue generated from participation in the establishment and operation of outstanding schools will go directly to the provision of financial assistance to pupils whose circumstances are such that they would be unable, without such support, to contribute to - and benefit from - the remarkable experience that Bradfield College has provided to generations of young people from all backgrounds and nations.

### **Principles**

The fundamental principle of Bradfield's approach is that the key determinant of success in any project will be the partnership. Bradfield College is a charitable trust with a deep-rooted history in the provision of education and therefore is only interested in establishing partnerships with organisations and individuals whose core motivations and beliefs are founded in education as opposed to pure commerce. There has to be genuine synergy between the culture, ethos, vision and approach of the parties if the school is going to be established and operated in the way that will ensure that the educational experience of the pupils and the staff is outstanding - the best commercial results will flow when that is achieved.

The nature and level of involvement of Bradfield in the establishment and operation of the school will, of course, vary according to the expertise and wishes of the partner. If, as is preferred, the partner has an existing track-record in the operation of successful schools, then the College's aim would be to work with the partner to find the areas where Bradfield's input can serve to support (and that is the key word) the overriding mutual objectives - namely, the provision of an outstanding academic and all-round educational experience for the pupils. The College's brand and experience should be applied accurately, so as to be a supportive resource for the development of the school's ethos, character and offering through a programme of agreed points of engagement - those points covering a range of technical and presentational aspects. The provision of the brand and services under any contractual agreement should serve to draw the two institutions together for mutual benefit wherever possible.

### **Potential areas of input**

As referred to above, the input of Bradfield would be focussed upon the provision of targeted advice and support - there should be no pretensions that a meaningful part can (or should) be played in the daily operation of the school from the UK.

The major areas where it is felt that Bradfield could add genuine value to the development of an international stream/ school include:

- Pre-operational marketing and generation of brand awareness - key College staff could be utilised in presentations to prospective parents and the College's experienced Marketing and External Relations team could be used to provide advice, support, materials and digital/ social media content;
- Pre-operational advice upon the design and structure of international curriculum, cocurricular offering and pastoral care model and practice;
- Pre-operational advice upon the structure and practices relating to the provision of advice and support to pupils in relation to tertiary education and employment decisions;
- Assistance with recruitment of key staff - the College has a wealth of experience and contacts, which would be put to use in the process of sourcing and attracting talent. In addition, the College site and senior staff would be made available as the focal centre of recruitment and interview processes;
- Provision of advice and support in the development of commercial fee generating activities (Bradfield's commercial subsidiary generates annual revenues of circa £3,000,000 pa from the use of College facilities for language schools, conferences, sports usage and events);
- Ongoing advice and support on the development of the curricular, co-curricular and pastoral offerings, including a schedule of annual review cycles and periodic deep dives into specific areas, subjects, activities, departments;
- Ongoing advice and support relating to professional development of staff, performance appraisal and career development, including the potential for residential teacher training programmes at the Bradfield campus in vacations;
- Ongoing advice and support relating to tertiary education and employment opportunities for pupils. The College's Bradfield Horizons department would provide access for pupils to the extensive expertise in the UK, European and USA University admissions processes. Further, the College's network of parent and alumni professionals could be utilised for the provision of work experience and job opportunities;
- Ongoing advice and support relating to parental and alumni engagement focused upon the generation of donated bursary funding;
- Ongoing advice and support in relation to the development and application of the use of technology in education;
- Ensuring a regular flow of news and information between both schools to ensure that the partnership is seen and felt to be genuine and tangible by pupils, staff and parents alike;
- The development of programmes for pupil and teacher exchange programmes;
- The presence of Head Teacher and/ or Senior Management Team members at specified school events and functions.

## **Conclusion**

Bradfield College is confident that establishing a strong partnership based on genuine alignment of values, vision, and motivations will enable us to effectively contribute to the development and operation of an exceptional international school/stream. Our brand and expertise will ensure that students receive an educational experience that equips them with the necessary foundation and skills to thrive in their future endeavours. This, in turn, will attract discerning fee-payers who recognize the value and are willing to invest in the premium education we provide.

