

# The Bredonian





“We have all benefited from Bredon’s approach to teaching and learning. We have been blessed with amazing teachers who have encouraged and supported us, and many have gone above and beyond.”

Rhiannon K,  
Outgoing Head Girl

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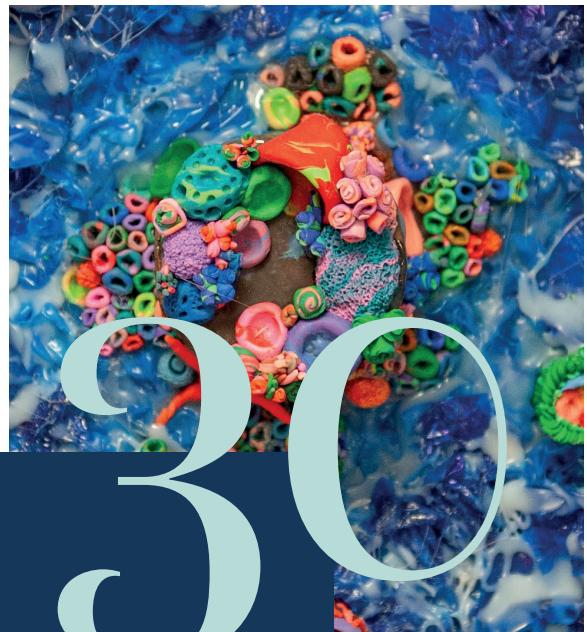


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# Welcome

## Celebrating our start and our future



Ten years ago, I was kindly invited to Founder's Day at Bredon School. That invitation had an agenda: would I be interested in chairing, supporting, running and investing in what we now know as one of the best, if not the best, dyslexia boarding schools in the country.

If I'm really honest, my initial observations from afar did not get me very excited. However, once I'd heard the back story of Colonel Sharp, understood Bredon's vision and the *raison d'être* behind why the school was founded in 1962, as a former military man and a dyslexic, my interest was suddenly piqued.

I remember driving up the 1.1-mile driveway leading to the grand building that is Pull Court. I could not help but be impressed. Then I met the students and staff, and I was truly blown away. To me — I said it then and I say it today — this is the school I should have gone to.

At the start, we set about reintroducing outdoor education, building a Combined Cadet Force (CCF), putting shooting firmly back on the agenda and investing in the farm...and of course, the agenda of teaching and learning. I'm so proud of the progress we've made. Within a few years, the school not only excelled in all of those areas but in the key one, VAT — I am not talking about taxation but the real VAT — 'Value Added Teaching', we went to the top 1% of league tables. It's a phenomenal achievement in a short space of time.

But we were amateurs. What I'm really happy about is that in recent years we've had the professionals come in. Under the leadership of Nick Oldham and his SMT alongside the whole staff supporting this wider initiative, it has excelled, been professionalised and taken to new heights.

Leading the way is our Senior Management Team. How would I describe them? Leadership teams are often compared to football managers. Is Bredon's SMT:

Sir Alex Ferguson, the master, the commander?  
Arsene Wenger, the ultimate tactician, wise, controlled?  
Pep Guardiola, the inspiring type?  
Jurgen Klopp, the charismatic type?  
Jose Mourinho, the chap who will focus on himself?

Despite being a Chelsea fan, it is very clear to all that our SMT is very much the Klopp and the Guardiola type: inspiring, charismatic, a team that leads from the front. They are leading this school to new heights and I am

very excited about the future. In the same vein, when wondering how I would describe Bredon School, I found it easiest to compare it to cars. Is Bredon School:

A Ford, functional and basic? Clearly not. We are so much more...  
A Volvo, safe and rock solid?  
Perhaps but this description wouldn't do us justice.  
A Mercedes, the luxurious type?  
That certainty does not spring to mind.  
A Tesla, the ultra-modern and expensive one? Our traditional roots do not quite chime with this.

Clearly it has to be a tractor...but no ordinary tractor. This tractor has an Aston Martin V12 engine, British engineering at its best, because we do it well and we have high performance. But we love our outdoors, so it also has to be a convertible. And we know the school is awesome at art, music and drama, so it must have an exceptional sound system. And we have creativity, flair and style here, so it's a purple tractor, beautifully designed by the students. When that Bredon tractor is driving along, everyone knows it's coming. Like our school — totally unique. And the best.

I am continually inspired by our students to serve this wonderful school. Congratulations to Bredon School on the extraordinary progress it is making.

**Aatif Hassan,  
Chairman of Governors and  
Founder of Cavendish Education  
January 2025**

A handwritten signature in black ink, appearing to read "Aatif Hassan". The signature is fluid and cursive, with a long horizontal line extending from the end of the last name.



My vision for Bredon when I joined was to take it back to Colonel Sharp's spark, his way of educating, which is unique in British independent schools. When he founded Bredon in the early 1960s.

Colonel Sharp was pretty entrepreneurial. He believed that education didn't need to be the same as it had always been in every school up and down the country. He believed that children could gain just as much from the great outdoors as they could inside a classroom.

So he employed teachers alongside some of the men who had served with him in Malaya. He wanted to give his students the experiences he had on active service - the teamwork, the discipline, all of those things you can't learn from a book. He set about pioneering a different way of educating that gives children this suitcase full of skills that they leave Bredon with when they go on to their next step.



I believe it's really important to see a classroom as a greenhouse, not a hot house. As long as we put in the groundwork, the children will grow.

We have students who are outdoors, weighing up the feed for the pigs - that's practical maths. Working out how many lambs we've got - that's practical maths. They work out their percentages, their fractions and their averages in those lessons. They don't know they're actually doing it. They're not sitting in a classroom looking at a whiteboard trying to figure out fractions - they're doing it practically.

It's the same in English. Making sure that a creative writing lesson isn't just about a paragraph up on the wall. Maybe it's about going to animal care, bringing the lizard out and asking "What are you seeing here?" - getting the descriptive language out of the children in a practical way. "What's his tail doing?" "What's his tongue doing?" "What does his skin feel like?" The children are doing the work in a creative way, using a different medium.



**It's smart teaching that really unleashes the gift of dyslexia.**

Our grounds form the setting for a multitude of lessons that any teacher of any subject can tap into. Learning outside together with learning inside in an environment that is tailored towards dyslexia. It works.

As I hope you will see when you read this magazine, students here gain a sense of belonging. They're not the child who is taken out for extra lessons; those extra lessons are delivered in their current setting. They are with like-minded people who all have a passion for learning in a certain way. The students here feel part of Bredon. We're small, everybody knows everybody. More than that, though, is to be part of a team, to be part of the Combined Cadet Force, to be part of a performing arts production, to be part of a science lesson - it fosters self-belief and it captures that real sense of what Colonel Sharp worked so hard to establish.

This is the standard I hold myself to - even as Bredon evolves and keeps moving, are we staying true to Colonel Sharp's vision? I believe we are. To me, it's about unlocking that gift - and everyone in our Bredon community is on that journey together.

**Nick Oldham  
Headmaster, Bredon School  
January 2025**



# Pastoral care

Ensuring every student thrives



## Combining Pastoral Care and Academics

We pride ourselves on providing a nurturing environment that fosters academic excellence and personal growth. Our unique blend of academic and pastoral care ensures that every student thrives.

We believe that every student deserves personalised attention and guidance. Our remarkable academic and pastoral staff work tirelessly

to create a supportive atmosphere where students are encouraged to explore their interests and reach their full potential.

Our relatively small size means genuine relationships can form between students, teachers and support staff, fostering an environment of mutual respect and care. Equally, our small class sizes mean we know every student and create a close-knit community where they feel valued and supported.

## Our House system: fostering community and growth

Central to our pastoral care is the House system, which plays a crucial role in our students' wellbeing and development. Each student belongs to one of our Houses where they are supported by dedicated tutors and overseen by Heads of House (HoHs). HoHs also serve as Deputy Designated Safeguarding Leads (DDSLs), ensuring that the pastoral needs, welfare and wellbeing of every student are closely monitored.

Students meet regularly with their tutors, either in groups or individually, and are given the guidance and support they need to navigate their academic journey and personal growth.



## House points

Our House points system recognises and celebrates the accomplishments of students, both individually and collectively. They are awarded for a range of activities, including academic achievements, participation in extracurricular activities and contribution to the school community. It promotes healthy competition between Houses, encouraging students to work together to achieve common goals and fostering a sense of belonging and pride in their House.

## Student Welfare Meetings:

### a success story

In the last academic year, we reintroduced Student Welfare Meetings, which give students the opportunity to express any concerns and offer suggestions. These have proved to be a significant step forward in enhancing the overall student experience.

"It's refreshing to know that our opinions matter and that staff are willing to listen and implement change."

Many students are expressing that they now feel a stronger sense of empowerment and inclusion.

### Celebrating academic achievement

Our celebration assembly at the end of the year was a heartfelt recognition of academic accomplishments, highlighting the collective and individual successes that make our school community exceptional.

Going the Extra Mile (GEM) certificates were awarded to students, recognising exceptional effort, outstanding commitment and diligence.

In nominating individual students, their teachers acknowledged the unique contribution each has made to the school and highlighted how students not only excelled academically but also supported each other, embraced new challenges and grew as individuals.

The assembly was also a clear reminder that the journey of learning and personal growth is continuous and that each step forward is a cause for celebration.

By focusing on the individual needs of our students and encouraging strong community ties, we help ensure that every student has the opportunity to grow, develop and thrive. Our dedication to personalised education and holistic development sets Bredon School apart, making it a truly exceptional place for learning and personal growth.



**It's refreshing to know that our opinions matter and that staff are willing to listen and implement change.**

Article by: Mrs Laura Saunders, Deputy Head (Academic), and Miss Charmain Eaton, Deputy Head (Pastoral & Safeguarding)



## Excellence in health and medical provision.

Bredon's Health and Wellbeing Centre has been awarded the prestigious Seacole Standard for excellence in health and medical provision.

This reinforces our commitment to providing safe, inclusive and high-quality healthcare for our students.

# Jarrett House



Jarrett House is named after Hugh Jarrett who, alongside Lt-Col Tony Sharp, co-founded Bredon School as a boarding school for boys in 1962. Tony and Hugh's brother, Michael, had served together in the Second World War, which led to Tony Sharp and Hugh Jarrett forging a friendship that would last many years.

While a Prep School Headmaster in Shropshire, where all three of Tony Sharp's sons were students, Hugh Jarrett developed his vision of a school for boys who struggled in the highly academic post-war public school atmosphere. Instead, he wanted a school where every child was treated as an individual and where their talents could be discovered and celebrated.

It was Hugh Jarrett who gave the new school its name, which was inspired by his favourite poem, *Bredon Hill*, by Alfred Edward (A E) Housman, who is probably best known for the collection of 63 poems published as *A Shropshire Lad*.

## Jessica Shuttleworth Interim Head of House

Miss Shuttleworth's dedication to fostering a supportive environment extends beyond the academics, as she actively engages with students during extracurricular activities and House events. Miss Shuttleworth believes that building strong, trusting relationships is key to helping students overcome challenges and achieve their full potential.

By embracing each child's unique strengths and needs, she creates a holistic educational experience that empowers them to excel in all aspects of their lives. Her commitment to inclusivity and personal growth ensures that every student at Bredon feels valued and encouraged to pursue their dreams. Her open-door policy encourages students to seek guidance and share their concerns, fostering a culture of openness and mutual respect.



**...every student at Bredon feels valued and encouraged to pursue their dreams.**

Along with her dog and House mascot, Twiglet, Miss Shuttleworth aims to foster a feeling of family and camaraderie within Jarrett House.

Her vision is not just about academic success but also about building resilience, empathy and a sense of community among the students.

Miss Shuttleworth's efforts during her years in the boarding environment have been instrumental in creating a home away from home and she feels she can transfer this into the

school day so students can grow into confident, compassionate individuals ready to take on the world.

As we reflect on the incredible year Jarrett House has had, it is impossible not to feel a sense of pride and accomplishment. This year has been filled with ups and downs, with some very close House competitions making it an exhilarating journey to see who will raise the House Cup!

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**Student Head  
of House**  
Emily C-W

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**Jarrett Prefect**  
Oscar J

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We are delighted to say that we have welcomed Miss Natasha Deary back to school.



# Sharp House

**Student Head  
of House  
Joshua Q**

**Jarrett Prefect  
Erin S**

Sharp House is named after Lt-Col Tony Sharp, Co-Founder and first Headmaster of Bredon School in 1962. During Bredon's first term, Tony Sharp managed to split his energy and resources between Bredon School and a successful army career.

In 1962 he was Commanding Officer of the 1st Battalion South Wales Borderers (by lucky chance the Battalion was moved to be based at Norton Barracks in Worcester just as Hugh Jarrett found Pull Court as the perfect base for a school). He subsequently gave up his much-loved army career to focus on making Bredon School a success.

He brought with him several links to his former role, with many of the school's first 17 students from Forces backgrounds and two key staff recruited from his old battalion. Tony Sharp believed that in education 'the journey is as important as the destination', something that remains at the core of Bredon's ethos today.

## **Joshua Stafford Head of Sharp House**

As we come to the close of another successful and rewarding school year, I would like to extend my deepest gratitude to the Head of School, the Head of Corps Charles P, and our dedicated Head of House, Josh Q. Their unwavering support and assistance have been instrumental in driving Sharp House to new heights. Their commitment to fostering an environment where students can excel both academically and in extracurricular activities has truly made a significant difference.

Reflecting on the past year, it is with immense pride that we acknowledge our numerous accomplishments. Sharp House has demonstrated outstanding academic prowess, securing the prestigious title of 'Academic Challenge', a victory that is a testament to the hard work, dedication and intellectual

capabilities of the students. The spirit of healthy competition and the camaraderie that developed among our team members was evident as we competed against the staff. Unfortunately we fell short, perhaps due to the fact that I became the latest addition to our team!

Sharp House has also excelled in a variety of extracurricular activities. Our students showcased their strategic thinking and mental agility by winning the House Chess competition, a triumph that not only highlighted their critical thinking skills but also their ability to stay composed under pressure.

Our determination and teamwork were again on full display during the House Rowing competition, where Sharp House emerged victorious. The commitment to rigorous training and the strong sense of unity among our rowing team was pivotal in securing this win. These successes are a reflection of the well-rounded Sharp





Reflecting on the past year, it is with immense pride that we acknowledge our numerous accomplishments.

House students, who excel both in the classroom and diverse activities beyond it.

This year, we were delighted to welcome Mr Pearce as the Year 8 tutor. His enthusiastic approach to teaching and his genuine concern for the wellbeing of his students have already made a significant impact. He has seamlessly integrated into our house and his contributions have been greatly appreciated by both students and staff.

In a further shuffle, the exceptional Mrs Britten parts company with her Year 11 students and moves to her new House with our new Year 7 cohort.

This has been my first year as Head of Sharp House. Stepping into this role has been an incredibly rewarding experience. I am immensely proud of the collective efforts and achievements of our students, staff and the broader Sharp House community. It has been an honour

to witness our growth and success and I am committed to continuing this as we head into the next academic year.

Sharp House has had an exceptional year filled with numerous achievements and memorable moments. As we look forward to the future, I am confident that Sharp House will continue to thrive, setting new standards of excellence in academics and extracurricular activities.

All Heads of House in conjunction with our tutors and school nurses and under the leadership of Mrs Eaton are determined to continue to drive the levels of pastoral support available at Bredon School.

Thank you to all Sharp students and parents for your support.



# Thomas House



... early victories set the tone for the year and boosted the morale of everyone in Thomas House

Thomas House is named after Brian Llewelyn Thomas, a keen rugby hooker and committed educationalist who had served alongside Tony Sharp in Malaya before going into teaching. When recruiting the best possible staff to Bredon in 1962, Lt-Col Sharp remembered his former colleague and Brian joined the school as the first Director of Studies.

Brian led the charge to gain Bredon the government's seal of approval. He invited a senior Inspector to tour the school and the man was left impressed by such a broad curriculum that it could even encompass wall-building! Thanks to his efforts, Bredon achieved its recognition in just two years, an almost unheard of timeframe.

Brian left Bredon in 1967 to study at Oxford before he and his young family settled in Bath. A decade later, he was contacted by Lt-Col Sharp and agreed to return as Headmaster. Described as a 'force to be reckoned with' in 1962, Brian Thomas had lost none of his drive, being described as 'a bit like a thunderbolt' in 1977.



## Gina Odam Head of Thomas House

A special thank you goes to Ed W for his fantastic leadership of Thomas House and to Billy T for his continual support at Ed's side. Ed has truly made the role his own, holding weekly meetings with me to discuss House assemblies and various events around the school. His dedication and vision have been instrumental in our success. His proactive approach has ensured that Thomas House not only competes with enthusiasm but also fosters a supportive and inclusive environment for all its members.

At the start of the year, Ed was appointed our Equality, Diversity and Inclusion Ambassador. He embraced this role wholeheartedly, setting up several clubs to ensure inclusivity for all students. Under his leadership, these clubs have become a safe space where students can express themselves and learn about the importance of diversity and inclusion.

His initiatives have not only brought students closer together but have also promoted a culture of respect and understanding within the school.

As Ed passes this role on to Aggie H, I am confident that she will bring a burst of new ideas and enthusiasm to continue this important work. Aggie has already shown great promise and dedication, and I am excited to see how she will build on the foundations Ed has laid.

In House competitions, we set off to a fantastic start by winning both the Chariots of Fire and the House Speaking events. These early victories set the tone for the year and boosted the morale of everyone in Thomas House. We then had some extremely close results, securing second place in the Tug of War, Climbing, Chess and the Academic Challenge - achievements that are a testament to the hard work and determination of our students. Each event saw our students putting in their best efforts,

demonstrating both individual talent and a strong sense of teamwork.

We have also welcomed some excellent new tutors into the Thomas family: Kirsten Whittle and Louise Taylor. Their arrival has been a fantastic addition, demonstrated by the tight bond each tutor has formed with their groups. Kirsten, in particular, will be taking on the Year 7s coming up and I have no doubt that her guidance and support will ensure they progress well into the senior school. Kirsten and Louise have contributed significantly to the nurturing environment of Thomas House, ensuring that every student feels valued and supported.

This year- my first as Head of Thomas House - has flown by. I have loved every moment and it has been a pleasure to see a different side of the students outside the classroom. Their dedication and spirit have been truly inspiring. I look forward to welcoming everyone back in September, ready for another exciting year. With the foundation we have built this year, I am confident that Thomas House will continue to thrive and achieve great things in the future.

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## Student Head of House Edward W

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## Jarrett Prefect Billy T

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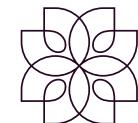
# House Results



Event	JARRETT	SHARP	THOMAS
Chariots of Fire	2	4	6
Concept 2 Rowing	4	6	2
House Speaking	2	4	6
House Gaming	6	4	2
House Game Pie Competition	6	4	4
Girls Hockey	6	2	4
Michaelmas House Points	4	6	2
Michaelmas GEM Certificates	6	4	2
Michaelmas HP Certificates	2	2	6
<b>End of Michaelmas Term</b>	<b>38</b>	<b>36</b>	<b>34</b>
House Chess	2	6	4
Tug of War	6	2	4
House Gaming	NA	NA	NA
House Football	2	4	6
House Netball	4	2	6
Academic Challenge	2	6	4
House Drill	2	4	6
House Shout	NA	NA	NA
Lent House Points	4	6	2
Lent GEM Certificates	4	4	6
Lent HP Certificates	2	6	4
<b>End of Lent Term</b>	<b>28</b>	<b>40</b>	<b>42</b>
Chariots of Fire	6	4	2
House Climbing	2	6	4
House Golf	6	4	2
House Fishing	NA	NA	NA
Sports Day (Double points)	12	16	20
Steeplechase	NA	NA	NA
Trinity House Points	2	6	4
Trinity GEM Certificates	2	6	4
Trinity HP Certificates	2	6	4
<b>End of Trinity Term</b>	<b>32</b>	<b>48</b>	<b>40</b>
<b>End of year results</b>	<b>98</b>	<b>124</b>	<b>116</b>

HEAD BOY AND HEAD GIRL

# Thank you...



**Charles P and  
Rhiannon K,**

who so successfully led our  
student body through the  
September 2023 to July 2024  
school year.

# Over to you...



**Francesca R  
and Tofarati T**

— big shoes to fill but we know  
you are both more than able  
to fill them!



# Our boarding year

Miss Harriet Starkey,  
Senior Houseparent

As I come to the end of my first year as Senior Houseparent, being given the opportunity to write this year's article for boarding gives me a perfect reason to look back and reflect. The challenge isn't trying to find what I can write about but being able to compress the multitude of fantastic things that we as boarding have accomplished over the year into a short(ish) article.

I think I can speak on behalf of all newcomers about just how welcoming the boarding community is; it does not take long to settle in and get involved. There's a vast array of activities, with something for everyone:

- Whether you are a sports person and take advantage of the more physical activities such as football, basketball, badminton or the gym
- Or if you prefer to get creative in Kitch and Kaboodle and drama
- Maybe you prefer a natter while playing some board games or painting Warhammer

...to name just a few!

Alongside the boarding staff, who facilitate many of the activities, we are incredibly lucky to have our qualified external instructors who come in and provide these exceptional opportunities for our students.

We have also launched our BSA Life Skills programme. This is a framework of activities and challenges within specific areas through which personal, social and employability skills can be developed and accredited. The students involved have shown dedication and maturity around the award. Some of the challenges have involved creating student surveys, planning a revision schedule, making posters to show expectations within dormitories and some fun cooking activities.





The weekends give an opportunity for the students to switch off from their busy week at school. One thing that amazes me about the students at Bredon is just how much they like to be on the go and out and about.

In between shopping trips to the likes of Cheltenham, Gloucester and Worcester and our main weekend trip, students are out on the field or the astro playing as a team or riding up and down on some form of wheels, whether that be bikes, roller skates or a skateboard. Some may be at the farm helping to feed the newborn lambs or off at a country show with the pigs and winning rosettes. It is a joy to watch how resolute the students are and the enthusiasm they possess.

Weekend trips have included the popular Drayton Manor and West Midlands Safari Park, as well as cinema trips, go karting, golf, laser tag and climbing. Back in December, we enjoyed some Christmas festivities in Birmingham and have recently had a successful trip to Bristol where we enjoyed an all-you-can-eat buffet. I look forward to trying some new things next year.

I may have been here for only a short period but in that time I have witnessed the students grow academically, emotionally and socially. The respect they have for one another and the staff makes them a pleasure to be around. It's an honour to be a part of the boarding family and I look forward to what the future holds for us all.

# Boarding makeover

Unique LED lighting for our boarders





In the summer of 2024, we overhauled some of the boarding dormitories in Pull Court. They've had a fresh lick of paint, new flooring and new furniture. Perhaps most exciting, though, is that we installed some special LED lighting. They all connect to an app where staff can choose any colour they like. They can be on timer so the children can wake up to a dawn effect, where they start off slightly dim and get brighter and brighter. They can reflect special theme days, so turning green for St Patrick's Day. If a boarder has a birthday, the system can play music and the lights will play with the music as well. They can be made to dim down and come up a different colour. The possibilities are endless!

# A year in the Junior School





# A year in the Sixth Form

Mr Alisdair Cradock,  
Head of Sixth Form

As ever, I have been so proud of every member of the Sixth Form this year. There has been a huge amount to get involved with alongside academic studies, enriching activities, next step opportunities, sports and...

I was very envious of the group of students who travelled up to Snowdonia at the end of the year. Being able to spend a few nights with a group of friends in one of the most beautiful parts of the country seems the perfect way to say goodbye to a busy year.

Just walking around the hills or wild swimming in the lakes helps us to appreciate how privileged we are and allows time for reflection in nature. I hope this trip will now be repeated in the years to come. Our thanks to Old Bredonian Rob Wainwright for making it possible.

I always enjoy getting my Sgian Dubh (ski-an doo) out to dramatically kill the haggis on 25 January. I was particularly chuffed this year because even through all of the chaos of the ceilidh, some of the moves were remembered from last year and 'Strip the Willow' lasted a full five minutes before disintegrating. Even the 'Gay Gordons' was well supported on the dance floor. I may try to introduce the 'Dashing White Sergeant' next year!

I am certain that introducing our young people to these social events while at Bredon means that when they go off into the big wide world and encounter formal dinners and dances, they will have some idea of the etiquette expected.

Our special Wainwright sessions this year gave a lot for everyone to contemplate. These weekly timetabled sessions allow us to present our students with an enriching idea, whether in respect to careers or adventures or living well.

## This year we:

→ invited some local politicians to explore how our political system works and what they do at different levels of the community. This helped inspire a couple of budding Bredonian politicians as well as allowing those able to vote in July's election to make an informed decision

→ made the most of being on the doorstep of an historical town by exploring the past thanks to a member of the Tewkesbury Mediaeval Society who brought in some artefacts and explored some of the War of the Roses history

We have also been able to focus on keeping safe as a young person when we welcomed:

- the Holly Gazzard Trust to explore 'active bystanders'
- our own school nurses to discuss sexual health from both the physical and the mental perspective
- members of the Gloucestershire fire and rescue service talking about safe driving
- the West Mercia police looking at keeping safe on a night out

These talks have been interspersed with career presentations from Old Bredonians and major employers such as the Army & Hinkley Point C, which have ensured our Sixth Form students realise that there are plenty of opportunities for them to explore apprenticeships, colleges and universities, and many other directions that their careers may open for them.



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# LEAVER'S PROM

The Leavers' Prom was a great success. As always, to have it in the beautiful setting of Pull Court makes it particularly special for those who have made memories there, whether boarding or dining or visiting the headmaster's study!!





Our thanks must go to the Year 12 Business Studies team, Tofarati O and Kate J, who put it all together. The evening's Hollywood theme meant a red carpet arrival for everyone and Oscars awarded at the end of the event. The meal provided by our in-house catering team was perfect and the dancefloor was never empty.



As the playwright and director, I am overjoyed to reflect on the resounding success of The Curious Case of Lord Fauthenburgen-Smythe, which captivated the audience at Bushley Village Hall on Friday 24 May. This labour of love not only unfolded with spirited vivacity but also marked a definitive high point of the academic year.

Mrs Vicki Miles,  
Head of Faculty of Expressive Arts



A Night to Remember:  
The Curious Case of  
Lord Fauthenburgen-Smythe

Set in the 19th century, the play centres on the mysterious and opulent gathering of the affluent Fauthenburgen-Smythe family at their grand estate following the disappearance of Lord Percy, portrayed by the charismatic Jude S. The blend of suspense and humour woven through the narrative captured the audience's imagination and kept them engaged from start to finish.

Bronwen C's portrayal of Mrs Moppitt was a showstopper, her Cockney accent and timing delivering laughs in droves. Lilly F and Kayla B, as Lady Penelope and Lady Cynthia respectively, brought elegance and wit to their roles, embodying the aristocracy with undeniable charm. Ethan V-L as Rupert introduced a thrilling layer of intrigue, while Elspeth L playing Harriet, his romantic interest, added a sweet counterbalance to his schemes.

Annabelle W's Dr Doonowt infused her character with an eccentric blend of brilliance and whimsy that was a delight to watch. Milly B's Mrs Swindler, the comedic yet corrupt solicitor, masterfully trod the fine line between comedy and menace, making every scene she was in a highlight of the evening.

The seamless flow of the story was brilliantly supported by narrators Ruby P and Mr Chance, who set each scene with atmospheric precision. Isla U, as the Ghost of Fauthenburgen-Smythe, engaged the audience with her eerie charm, while Lucas D's McSnootington the Butler, alongside Rosie C's Inspector Sharpwit and Norah B's PC Clueless, delivered an excellent mix of highbrow and slapstick humour.



**"It was a theatrical event that showcased the creativity, talent and dedication of an incredible team."**

The success of this play, however, extended far beyond the performances. The behind-the-scenes efforts were pivotal, with our backstage crew working tirelessly to ensure every detail was perfect. The collection of expertly made props - from antique furniture that seemed to whisper secrets of the past to the cleverly designed lion - all added a layer of authenticity and visual intrigue that significantly enhanced the storytelling.

The Curious Case of Lord Fauthenburgen-Smythe was more than just a play; it was a theatrical event that showcased the creativity, talent and dedication of an incredible team. I am profoundly grateful to work with such passionate individuals, both on stage and behind the curtains. Their hard work and commitment were instrumental in bringing my vision to fruition and the success of this show is as much theirs as it is mine.



Thank you to everyone who joined us for making it a memorable night. Your support and enthusiasm make all our efforts worthwhile. Here's to more nights filled with laughter, applause and the transformative power of theatre!



A young boy with brown hair, wearing a white short-sleeved shirt, a blue striped tie, and a dark blue apron, is focused on sanding a piece of light-colored wood with a yellow sponge. He is wearing clear safety goggles with blue frames. The background shows a classroom setting with colorful shelves and a teal wall.

# Design & Technology

In Year 7, students designed and made acrylic fridge magnets, learning about the two categories of plastics and the roles of packaging. Their fridge magnets were packaged to look really professional!

In Year 8, students designed clocks and fabricated them from plywood, learning about the categories of wood, finishes and several industrial manufacturing processes. I am always amazed to see the variety of designs created!

In Year 9, students designed and made bracelets from copper, learning how to sketch in isometric, as well as several manufacturing techniques, including etching and the two categories of metals. Again, some professional outcomes!

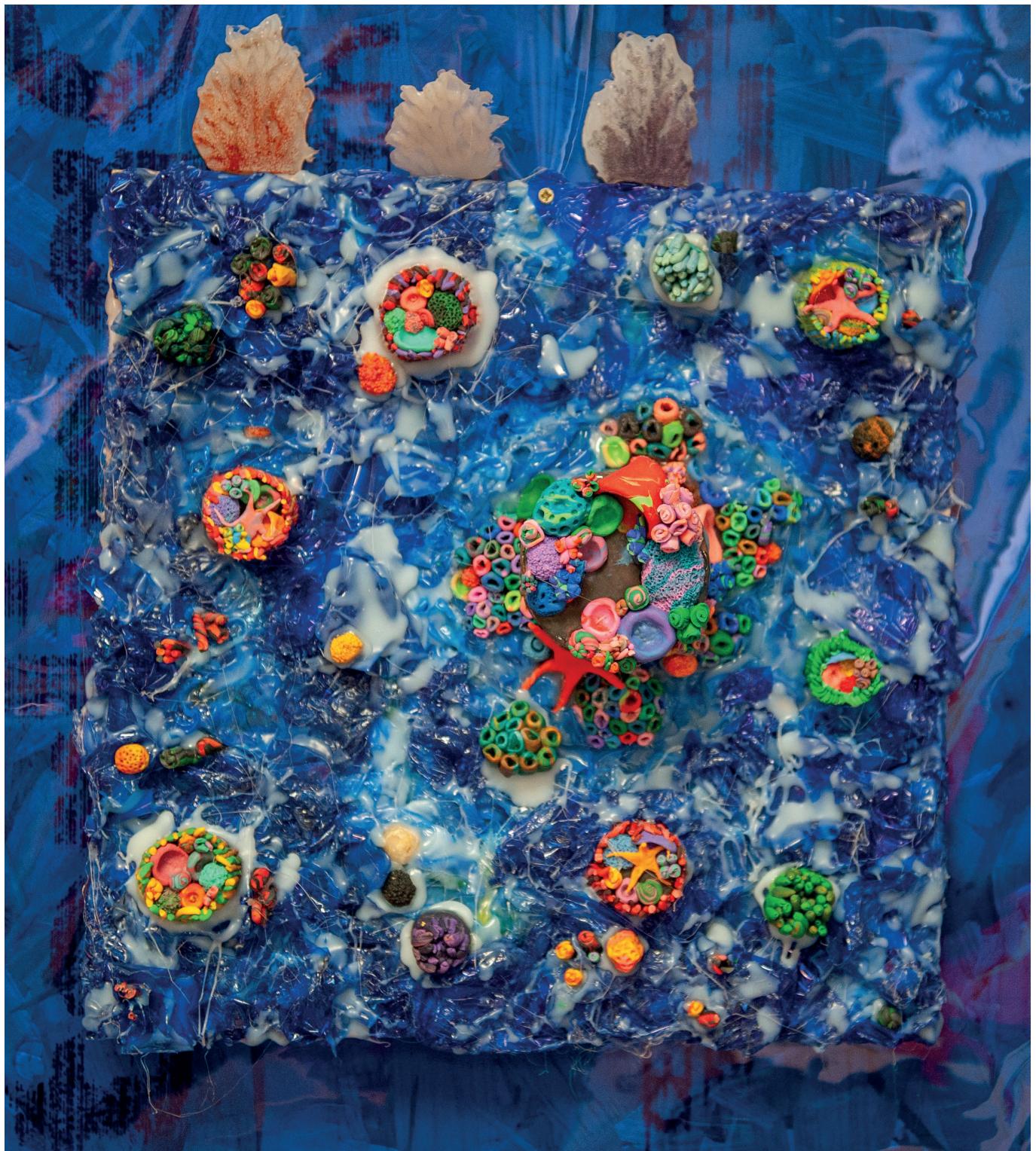


At Key Stage 4, the GCSE and Unit Award groups were introduced to plastics and challenged to design and make a phone holder from the same sized piece of acrylic. The Unit Award group went on to create a phone holder in timber, while the GCSE group studied biomimicry as inspiration for jewellery made from brass and copper. It was pleasing to see the outcomes and to see that all the creations have been taken home!

The groups went on to make bird boxes and candle holders, which were produced as a 'mock' coursework project.

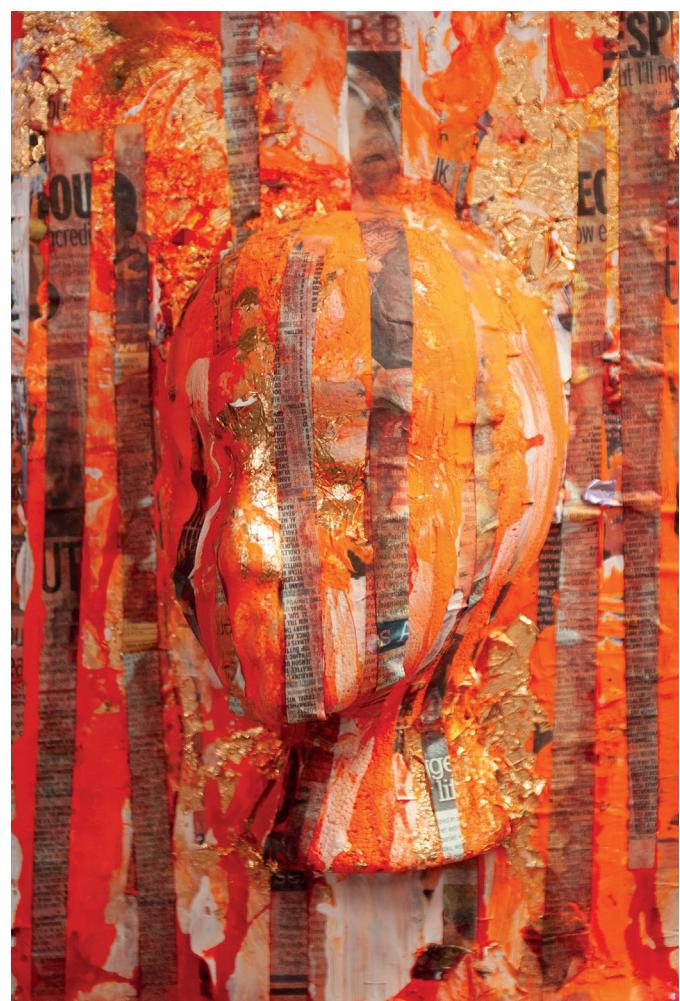
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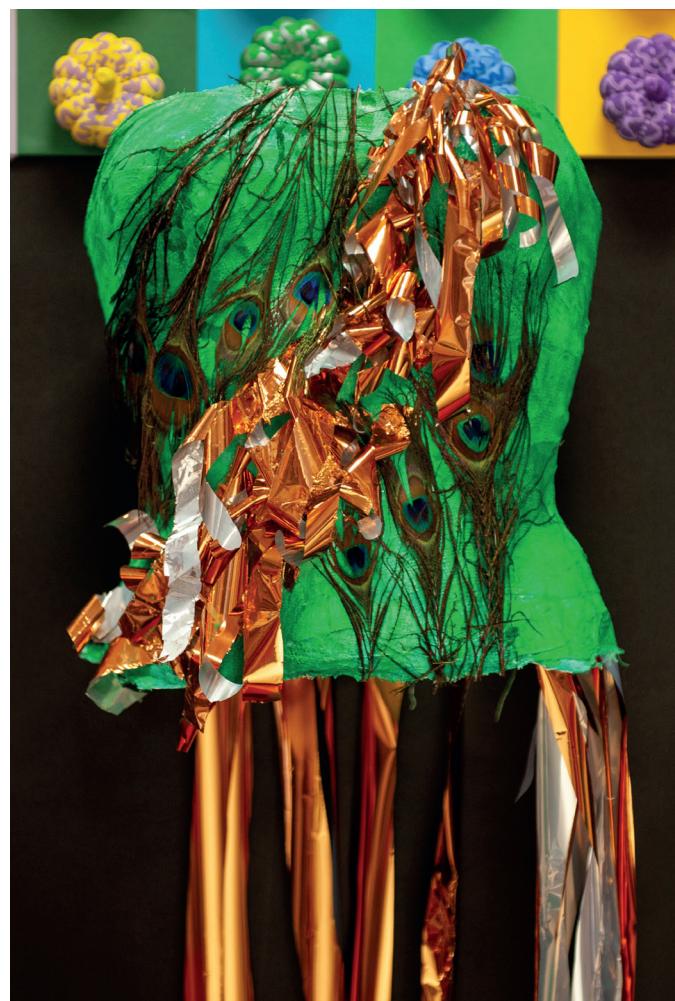
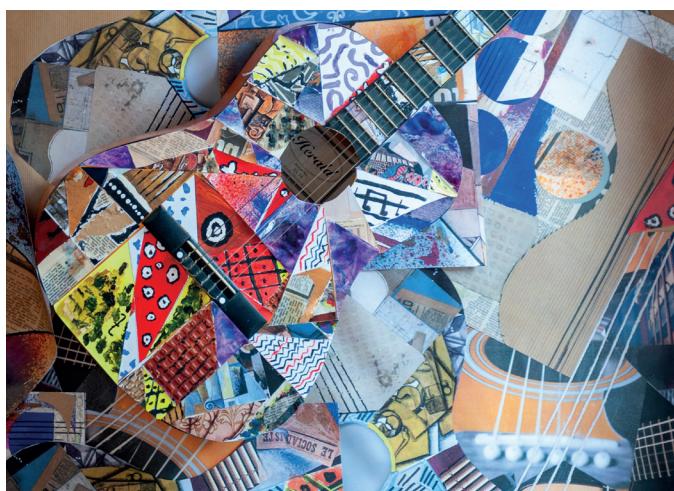
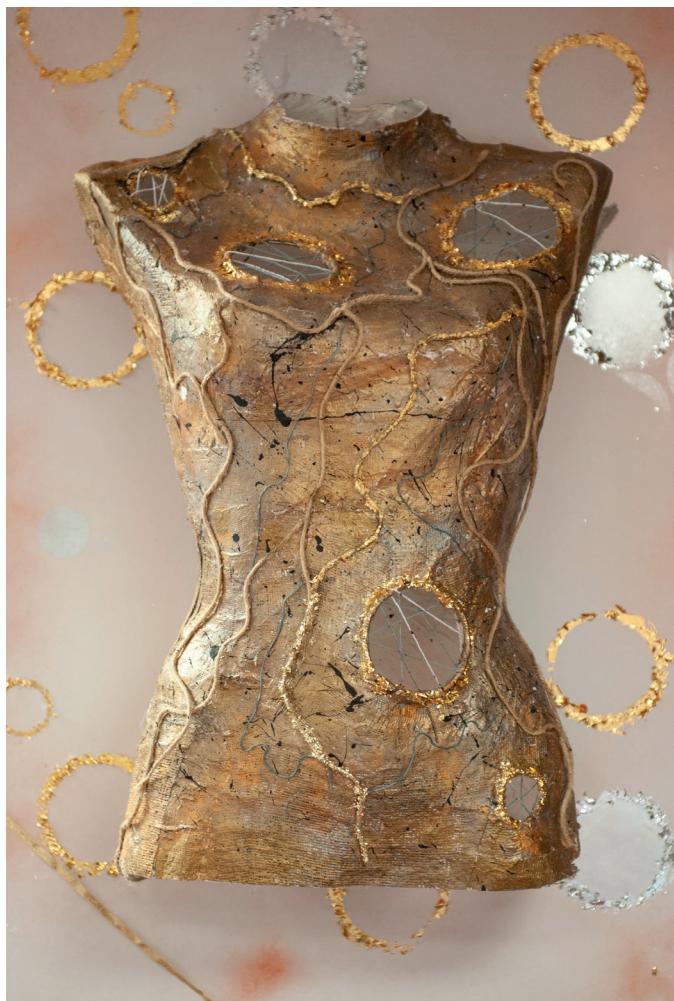
A brief showcase...





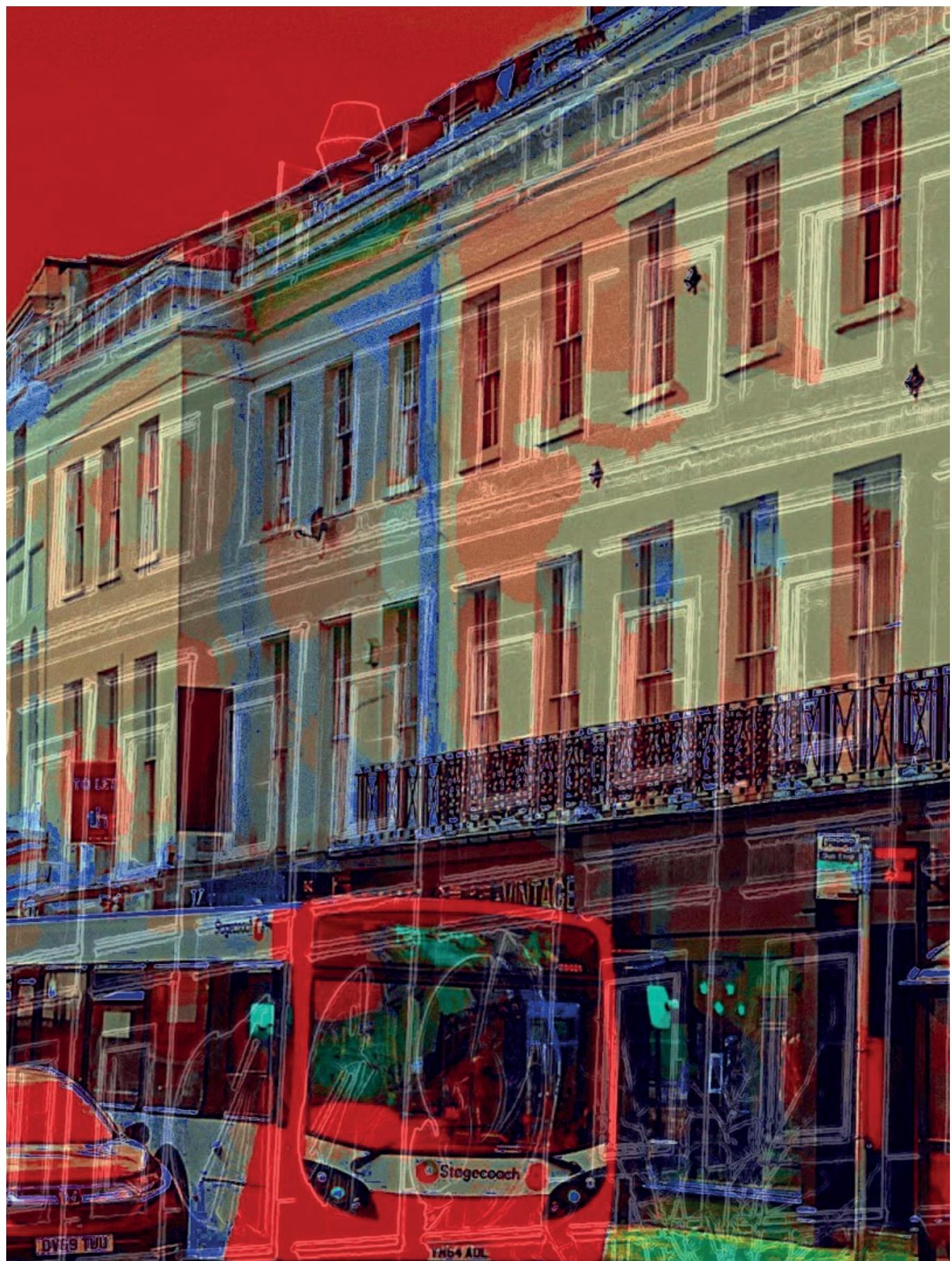
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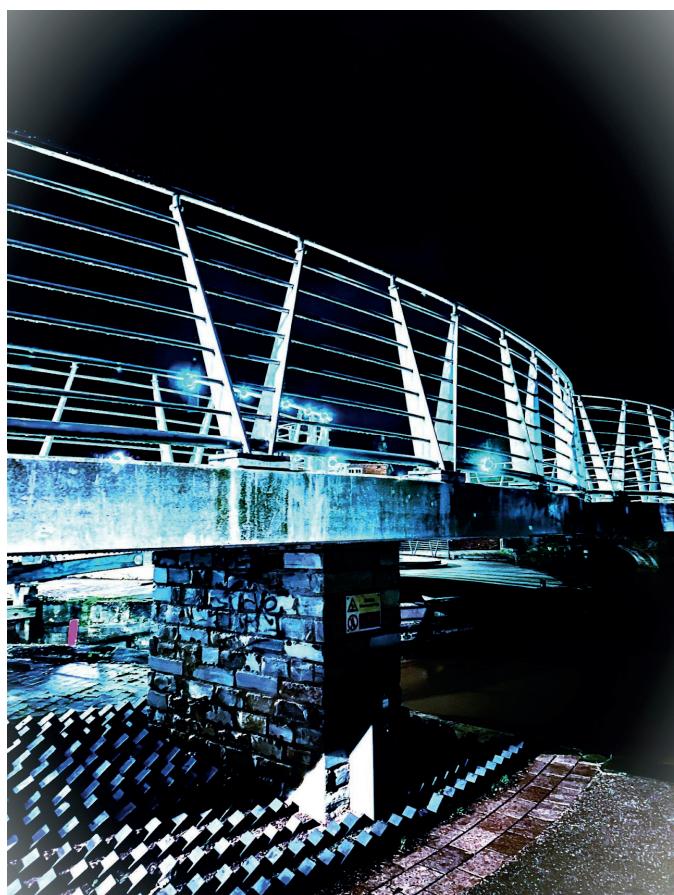


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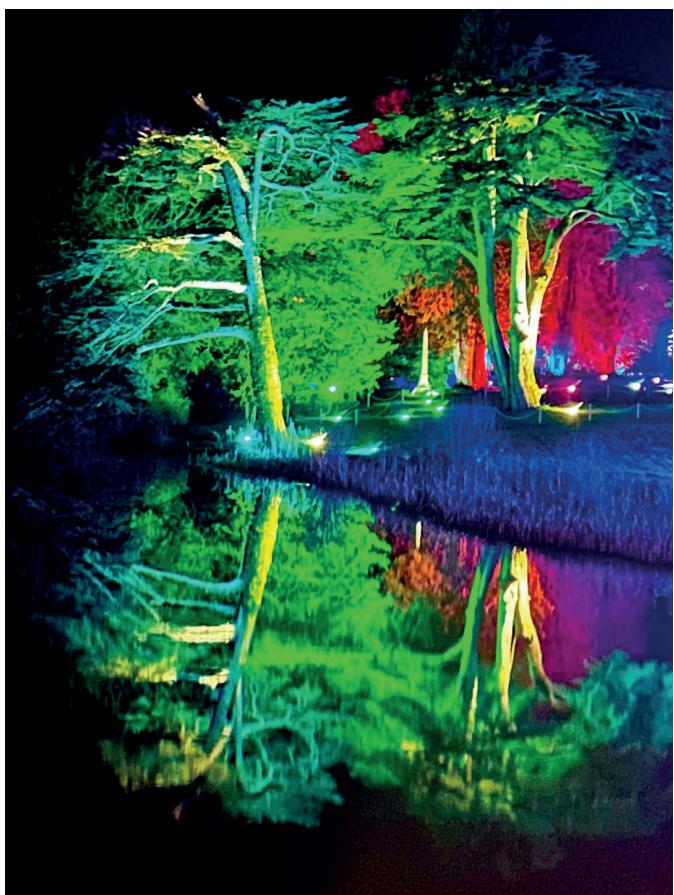


Photography by Obi NM

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C



B



A. Photography by Oscar W  
B. Photography by Willow O  
C. Photography by Oscar W

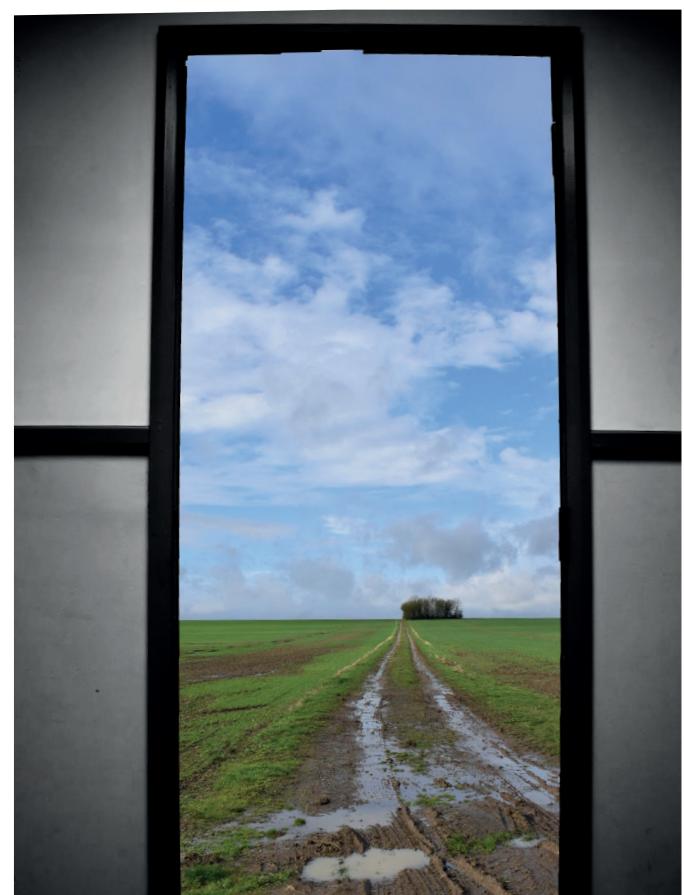
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E



F



D. Photography by Harry T

E. Photography by Rianna O

F. Photography by Iris W



# Sport

Sport at Bredon has continued to give students opportunities to work together and challenge themselves.

As a small school, our ability to compete across such a broad range of sports and age groups is a credit to the efforts and commitment of our students. As a staff body, we are committed to the notion that positive experiences of school sport can have a profound impact on students' sense of belonging and their self-confidence.

We are proud of the achievements of the teams but even more so about the fact that over 75% of our students represented their school in competitive fixtures for a second year running. We are also really proud of those students who are most passionate about playing – and some of their individual contributions have been remarkable. Of particular note are: Boo S, Lily W-T, Harvey S, Casey R, Maddison H, Oliver M, Flo R and Aaronde B, all of whom have all played in over 20 separate fixtures this year across at least four different sports.

## Hockey (U13, U15 and U18)

The U13 played a variety of day and boarding schools this season, including Bowbrook House, St Edward's Cheltenham, Rendcomb College, Kingham Hill and Sibford School. Our U13 girls squad is full of potential and the girls trained with a really impressive level of commitment and enthusiasm throughout the season.

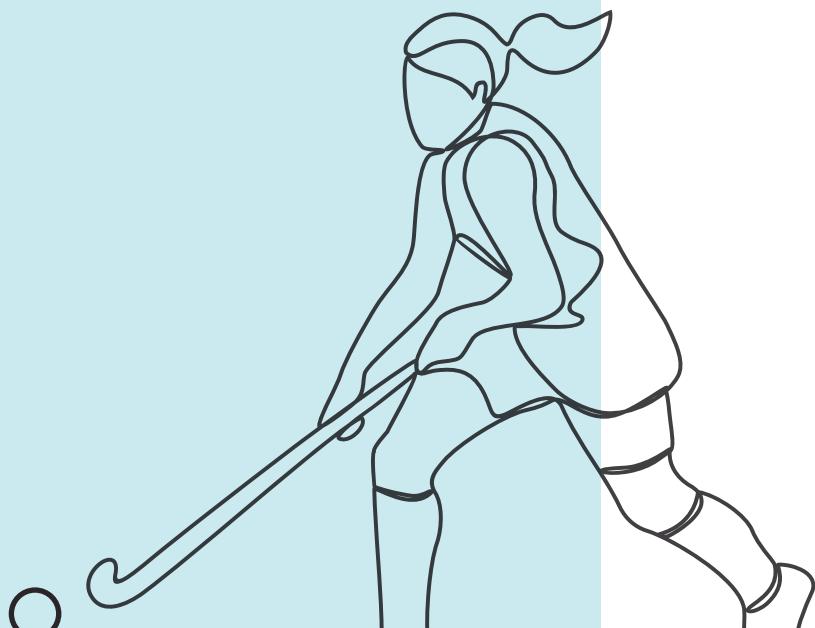
Stand out players included Erin K showing relentless effort to win the ball back and Susie T establishing herself as a stalwart in defence. The performance of the season came in November when the girls travelled to Sibford School to get a well deserved win on the road.



The U18 squad had a challenging season trying to build a performance that relied on a small number of experienced players alongside the majority of the group who remained relatively new to hockey. This was difficult at times and the commitment of Rhiannon K, Willow O and Phoebe K was admirable while up against it during fixtures. They put up a good contest against Kingham Hill in two separate fixtures but unfortunately a lack of depth in this senior category made it very difficult to field a competitive team without relying on the U15s stepping up.

Our U15 squad came together really well throughout the hockey season and the development of their teamwork skills was their key area of progress. With disappointing results and performances in their first two games against Kingham Hill and St Edward's Cheltenham, it was fantastic to see the group come together and improve throughout the season.

Maddison H kept us in so many fixtures with her impressive goalkeeping while Harriet T, Grace G, Boo S and Aggie H showed exceptional leadership skills and work rate in the outfield. Memorable games came away at Wycliffe College with the girls digging deep in horrific conditions.



## Rugby (U13, U15 and U18)

The U13 rugby team made significant progress throughout the season and ended up impressing throughout as they went from strength to strength. As a group, they enjoyed weekly fixtures and it was great to see experienced players working alongside those new to the sport to form a unified team.

Their standout performance came at home against Kings Worcester where they performed with real commitment against their well organised opposition. Jack S led from the front at every opportunity while Will W, Rhys H and Jude S also took on leading roles. It was great to see Harry S, Ben B and Henry G also stepping up and we're looking forward to seeing them back on the pitch in September.

Our U15 rugby team are a group that are up there with our most competitive group and this season saw them challenged by an increasingly difficult fixture list. The group had strengthened through the additions of Harvey S and Harry M and are turning into a well drilled side. Mr Keyte continues to push them hard in training and it has been great to see the group flourishing under his leadership.

Strong performances against Malvern College further enhanced their reputation before they put in an admirable performance against Hanley Castle whose team was full of experienced club players. Christiaan M, Ollie B, Edward K and Oliver M formed a strong leadership team and their biggest challenge of the season was at home against Kingham Hill. They lost heavily to a dominant scrum and this is an area the Bredon side will need to work on as they look forward to the 2024-2025 season.

At one point, fielding an U18 rugby team was not looking likely as we looked to balance the challenges of combining Year 11, 12 and 13 students to make a side that offered an enjoyable experience for all while fitting in with the RFU's age group requirements. Despite this initial concern, the consistent efforts of Mr Keyte and the group overcame these challenges to produce some admirable performances.

Playing at home early in the season against Rendcomb College, Elliot M led an impressive performance in a well matched and supported fixture that resulted in a narrow loss in a high scoring game. Josh Q, Ed W and Hanson T ensured we got the ball moving forwards in attack. Rhys E led defensive efforts and Edward B added the ability to move the ball through the hands in attack.

The group should be proud of their efforts to fulfil a full fixture list. They deserved their end of season tour to Sedbergh and, despite the game being cancelled due to snow, this great opportunity to train with professional coaches will last long in the memory.





## Rugby Sevens

Following the successes of the rugby squads through the Michaelmas Term and the remarkable rate of progress that our students had made in their performance standards, we could not resist the temptation to add additional Rugby Sevens fixtures in the Lent Term. Preparation for these was not straightforward, with the majority of the squad having to balance training for these events with their football and netball commitments.

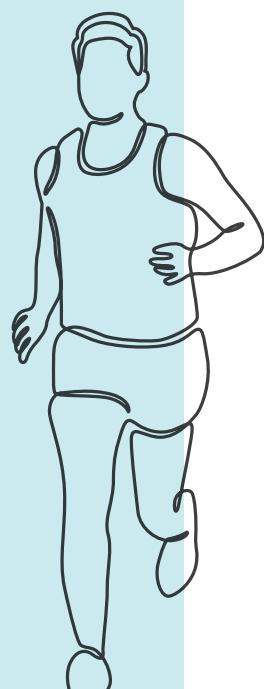
Both the U13 team and the U15 squad took part in the Sibford Sevens tournaments hosted in collaboration with Northampton Saints. They enjoyed a busy afternoon of quick-fire fixtures against schools with a great deal of experience in Rugby Sevens.

A key progress in our offer this term was thanks to the commitment of Mrs Odam and a group of girls with a passion for rugby. Regular lunchtime training sessions and significant efforts to grow the game with girls new to the sport giving it a go got us to the point of fielding an U14-U15 team at the Sibford Sevens. Maddison H, Harriet T and Phoebe K took on leading roles throughout the afternoon and Flo R was awarded player of the tournament for her impressive commitment to tackling.

## Cross Country

We made three attempts to hold Bredon School's Steeplechase event this year but the event succumbed to the weather on each occasion. Despite this, our keen runners took up an opportunity to trial for the ISA South West team held at Westonbirt School at the start of the Lent Term.

To qualify for the national finals, students have to finish in the top 10 in their heats and we were delighted to hear that Raphy P, Flo R and Hugo C had all achieved this feat. It was great to see Bredon School represented so strongly at this event held at Worksop College and for our students to be lining up on the start line against such strong competition.



## Football

As we progressed through a wet Lent Term, we had a full fixture list across U13, U15 and U18 football teams.

Again, the U13s impressed with their progress throughout the season and they ended up playing in some memorable matches. Their game away against Hereford Cathedral School was a highlight and Will W, Jude S and Finn F continued to impress with their approach to school sport.



At U15 level, our large squad meant we had enough players available to field two teams so were sometimes able to play at both U14 and U15. When playing together as an U15 squad, Aaronde B, Ollie B, Casey R and Callum G put in the leading performances.

Soli I took on the challenge of leading our U18 group with an impressive level of commitment and worked well alongside Maddox C to shape a competitive team each week despite few others having regular experience of playing away from school. Mr Keyte got the most out of this group and it was fantastic to see their efforts and team spirit enduring throughout the season despite some difficult results.



## Netball

Our U13 girls put in their most impressive performance away at The Elms, pushing a well organised 'A' team all the way in a competitive fixture. Scarlett O-S brings a fierce competitiveness to every fixture alongside a high level of skill. Courtney S brings a real intensity to the court that regularly proved to be a real point of difference. Other leading performances came from Susie T in defence, Lily F, Alicia M and Isabella B. Kayla B also deserves credit for the way in which she battled her way into the starting VII by working her hardest in every training session.

The netball season for our U15 group was a pivotal one in which they progressed from regularly competing in games to now regularly winning them. With our strongest team out, Boo S, Jessica M and Grace G are all able to draw on their netball experiences away from school to lead this team with increased confidence.



For our U18s it was again a battle for Willow O, Rhiannon K and Phoebe K to form the spine of the team and they took on this challenge admirably. Kate J, Eleanor B and Maisy S provided capable support to form a group that could have achieved much more. Unfortunately, a string of cancelled fixtures limited their opportunities and the development of an improved fixture list will be a key priority.

## Athletics (DH)

When we offered students the opportunity to work on their individual athletics events and to trial for selection for an ISA South West event at Exeter Arena, their enthusiasm was really encouraging. During this event, the way our team encouraged each other through events and celebrated each other's successes was a clear example of Bredon School at its very best. Boo S and Courtney S secured selection to run for the South West at the national finals hosted at the Alexander Stadium in Birmingham, the host venue of the 2022 Commonwealth Games.

As a school, we also took part in district trials held at the Prince of Wales Stadium in Cheltenham. Despite many of our leading performers winning their events, no students were selected to compete in the Worcestershire finals due to the updated selection requirements seeing individuals now needing to win their event and hit the qualifying distances and times. Clearly disappointing for some but I have no doubt these athletes will rise to the challenge for the 2025 season.



## Cricket

In a summer that was heavily affected by the rain, it was awesome to see a passion for cricket growing across the student body throughout the term. We welcomed the opportunity to work with Bushley Cricket Club again to enable us to host home games in an idyllic setting and Mr Keyte worked hard with the squads throughout the season. The passion of Freddie R, Hugo C, Ovijit D and Freddie S was infectious and it was fantastic to see cricket being played on the astroturf every break and lunch time.

The boys' teams became increasingly independent in the way that they operated during fixtures, and students thrived in their allocated leadership roles. At U15, performances from Will C, Harvey S, Freddie S, Aaronde B and Sam C were the core of a team that could go on to become a really competitive side as they progress at Bredon School. Our senior group is currently more reliant on a small number of individuals, with Freddie R, Hugo C and Ovijit D having to lead the way with both the bat and the ball during their fixtures.

Our U15 girls' team enjoyed regular cricket fixtures and they managed to build on the successes they enjoyed during the netball season. They finished the cricket season with a memorable win at home against Sibford School thanks to a remarkable catch from Lulu B in the final over. This was followed by a convincing team performance away at Wycliffe College where the side batted well to put on 124 runs from their 15 overs. Captain Madison H led the side with distinction and both Aggie H and Lily W-T led the way with their bowling.



## Outdoor Education

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Outdoor Education has enjoyed a successful and enriching academic year, offering a wide array of activities aimed at fostering personal growth, team building and experiential learning. We believe that exposure to outdoor activities provides students with invaluable opportunities for holistic development.

Throughout the year, students have enjoyed numerous benefits from their participation in outdoor education activities. Camping experiences have fostered independence, teamwork and leadership skills, while the Duke of Edinburgh's Award has cultivated resilience and perseverance. Activities such as kayaking, climbing and hiking have not only improved physical fitness but also instilled confidence and a sense of accomplishment. Orienteering has sharpened navigation skills, while first aid training has equipped students with essential life-saving abilities.

Additional activities, including laser tag, team challenges and bushcraft, have emphasised collaboration, communication and creative problem-solving. These experiences have encouraged students to work together towards common goals, fostering a sense of camaraderie and unity within the school community. Each activity has been thoughtfully designed to provide unique learning opportunities while promoting personal growth.

We remain committed to nurturing a culture of outdoor exploration and experiential learning for all students.



## Biblins Youth Campsite

As part of our Outdoor Education provision, all Year 7 and 8 students attend a Summer Camp at Biblins Youth Campsite in the Forest of Dean. This trip always proves to be a highlight of the students' year while helping to develop their independence, teamwork skills and resilience.



During the trip, students shared opportunities to take part in raft building, archery, cave walking, bushcraft, paddle boarding, canoeing and mountain biking as well as a walk as a year group from Biblins campsite to enjoy the views from Yat Rock.



The emphasis and ethos of the camp is to provide a safe and enjoyable environment enabling the students to experience activities as teams and individuals, gaining a sense of achievement through adventure.

# Bronze Duke of Edinburgh Conquering the Forest of Dean

Embarking on a journey of resilience, determination and teamwork, 41 students from Year 9 divided into seven groups, along with nine dedicated staff members, ventured into the heart of the Forest of Dean for their Bronze Duke of Edinburgh Expedition. The three-day adventure from 26 - 28 June tested the students physically, mentally and emotionally.



Creating lasting  
memories and  
imparting  
invaluable skills.



## DAY 1: The training day

The expedition kicked off with a rigorous training day starting at Biblins Youth Campsite. Temperatures soared in the blazing sunshine, challenging the students right from the start but spirits remained high as everyone persevered. There were highs and lows, with groups occasionally finding themselves lost only to demonstrate their newfound navigational skills by successfully relocating and continuing their route.

By the end of the day, exhaustion was evident but so was the sense of accomplishment. Each group returned to the campsite with weary smiles, ready to refuel with some much-deserved food and rest. Conversations around the campsite buzzed with stories of the day's adventures, the obstacles faced and the triumphs of overcoming them.



## DAY 2: The Bronze qualifying expedition begins

Today marked the start of the Bronze qualifying expedition. The teams embarked on their journey from Forest and Wye Valley Campsite with greater independence and confidence. Equipped with the necessary skills, they were ready to tackle the challenges of the Forest of Dean.

The route presented greater challenges, pushing their navigation and teamwork skills to the limit. The groups navigated through dense woodlands, traversed open fields and followed winding trails. Each step demonstrated their increasing competence and independence.

All teams successfully reached their second and final campsite at Bracelands where they could reflect on their progress and bond over shared experiences. The camaraderie was inspiring, while support from staff further boosted morale. As night fell, the campsite buzzed with laughter and stories as everyone relished the satisfaction of a day well spent.

## DAY 3: The final stretch

After a well-deserved warm meal and night's sleep the end was in sight. The determination to finish strong was evident in every step as the journey from Bracelands back to Biblins demanded one final push of energy and focus.

The groups, now well-versed in teamwork, navigated their way with increased efficiency. The sight of the finish line brought an outpouring of relief, joy and a deep sense of accomplishment. The Year 9 students had not only completed their Bronze expedition but had also forged unbreakable bonds and created memories that will last a lifetime.



We dug deep and got through with smiles, laughter, tears and lots of amazing memories.

The Bronze Duke of Edinburgh Expedition has indeed left a permanent mark on these young adventurers, preparing them for future challenges with a newfound respect for their own abilities and the power of teamwork.

## Gold Duke of Edinburgh Dartmouth National Park

The Gold Duke of Edinburgh Expedition is a challenging and rewarding experience that tests participants' physical and mental abilities, as well as their teamwork and problem-solving skills.

This year's expedition took place in Dartmoor National Park, a rugged and beautiful landscape featuring a variety of terrains, including tors (rocky hilltops), moorland and woodland. It was filled with both challenging and rewarding experiences, from wild camping and hiking over rough terrain to enduring torrential rain.

Despite it all, participants remained in good spirits and supported each other, ultimately completing their Gold expedition successfully.

All students learned a great deal about themselves and their abilities and each one should be immensely proud of their efforts. All the staff members involved are thrilled with how the students conducted themselves throughout. They have all achieved something remarkable.



My favourite memory of Gold DofE training was on the last day. We got to walk next to a waterfall trickling down off the rocks in the mountains. I was so happy to finish my qualifying expedition and get a team photo at the end of a long few days. There were a lot of ups and downs, but I am glad that I did it thanks to my amazing teammates.





# SKI TRIP 2024 CLAVIERE ITALY

“  
**FROM THE EXHILARATING SLOPES TO THE VIBRANT EVENING ACTIVITIES, EVERY ASPECT OF THE TRIP CONTRIBUTED TO AN UNFORGETTABLE EXPERIENCE.**

Twenty-five students and four staff members enjoyed an outstanding adventure on this year's ski trip. From beginners to seasoned skiers, everyone had the chance to hit the slopes and soak in the stunning mountain views. The weather was perfect, with clear blue skies and warm temperatures providing ideal skiing conditions throughout.

The evenings were just as exciting, packed with activities to ensure everyone had a great time. Thrilling skidoo rides, lively discos and a delicious pizza night kept the energy high and spirits even higher - and allowed students to relax, bond with their peers and create lasting memories.

As the trip came to an end, it was clear that everyone had fully embraced the adventure and made the most of every moment. Despite the demanding schedule and the physical challenge of skiing, enthusiasm remained high, driven by the thrill of exploring the mountains of Claviere.

All in all, it was a tremendous success, filled with laughter, adventure and camaraderie. From the exhilarating slopes to the vibrant evening activities, every aspect of the trip contributed to an unforgettable experience. Students returned home with tired bodies but hearts full of cherished memories of their incredible time in Claviere.

# Combined Cadet Force





The cadet forces are military themed uniformed youth training organisations sponsored by the Ministry of Defence. Some of the experiences cannot be found outside of the cadet force and the syllabus comes together to teach valuable life skills:

**Teamwork**- invaluable in many aspects of life, the team becomes greater than the sum of its parts.

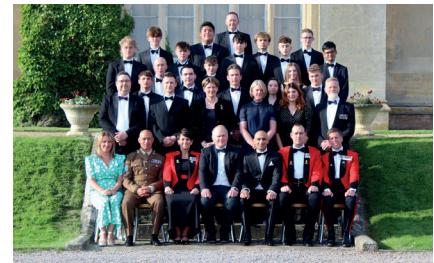
**Leadership**- wherever you are in the pecking order you need the skills to both lead and follow.



**Resilience**- having the mental and physical endurance to achieve those goals that don't come easily.

**Patience**- whether waiting for the next drill order or working toward that elusive promotion.

Summer camp was due to take place at Okehampton but due to Operation Interflex (training Ukrainian forces in the UK) the camp was moved to Yoxter a few miles from Cheddar Gorge. Along with cadets from other CCFs from the south west our contingent spent the week live firing on the range, constructing radio masts, practising battle drills with blank firing, clay shooting, laser shotgun, paintball patrol, laser tag battles, archery and more.



In October we had our Bi-ennial inspection from Colonel David Jones MBE who coincidentally was 2nd lieutenant Eaton's commander when she first joined the army reserve.

The day included a presentation from the cadet outreach team, laser tag with a theme of escaping prisoners of war, simulated minefield, STEM construction challenge, laser clay shooting, and a moving toxic waste exercise.



# My family and other animals

By Anna Wells,  
Teacher of Animal Care and Agriculture

Animal care is certainly well and truly embedded in the curriculum at Bredon, and the classroom and facilities are really taking shape. We have a split classroom which enables theory and teaching in one part and a separate area where the animals are housed, and practical skills can be nurtured.

New for September 2024, we are offering a rotation of animal care in Year 9 so that students can discover if they think this is a subject they would like to pursue in Year 10.

We run a City and Guilds Level 2 extended certificate course as an option for Year 10 and cover a range of topics including feeding, accommodation, livestock and animal behaviour. The course is a mixture of written coursework and practical assessments; there is no exam. There is the option to progress on to Level 3 dependent on results at Level 2.

Students especially enjoy the practical side of Animal Care and they are able to get involved in all aspects of animal husbandry. We incorporate some educational trips within the course to offer an insight into different aspects of Animal Care that may be of interest to some of our students. Such trips have included to the Cotswold Wildlife Park, Slimbridge Wildfowl and Wetlands Trust, Tewkesbury Riding School and the Royal Three Counties Show.

We had a wonderful visit from a professional dog groomer who gave a brilliant introduction into what the job entails, the training and qualifications needed and demonstrated some of the equipment. More guest speakers are lined up for next year. These are a great way to offer ideas for prospective career options.

As well as using the livestock on the farm for practicals, the small animal collection is expanding rapidly! This year we have welcomed the arrival of two tortoises named Winnie and Shelley. They came from a local rescue centre and I think are rather enjoying their new roles. They are very popular with the students. We also have gerbils, a frog, a leopard gecko and Bagel the guinea pig.

Pumpkin the dog can also often be found waiting to greet visitors, providing emotional support for students and being used for demonstrations during lessons.

Imminently arriving in September are two rabbits. We also plan to expand and upgrade some of the existing accommodation.



# Farming Where are they now?



I was a big fish  
in a small pond  
at Bredon and now  
I'm a small fish  
in the ocean!  
- Jack G



Jack studied Agriculture, Engineering, Geography alongside his core subjects. Our smaller classes and personalised approach allowed him to tailor his studies to his interests and abilities, laying the groundwork for his future success.

Leaving Bredon in 2023, Jack continued to pursue his passion for agriculture by enrolling in a Level 3 Diploma in Agriculture, a challenging two-year course. The program offered a myriad of experiences, with the livestock practicals being a standout highlight, especially with the dairy unit.

Jack's duties on the campus farm provided hands-on experience, further enhancing his understanding of the agricultural industry. The move was a huge shift for Jack, who said it would be important to prepare other students for the change.

Jack has now set his sights on New Zealand, where he plans to work on a dairy farm in the North Island. His ambition doesn't stop there; he envisions exploring opportunities in Canada, engaging in both dairy farming and snow ploughing. His journey exemplifies the importance of combining passion with practical skills, showcasing the versatility of an education rooted in agriculture. When asked about the role Bredon played in shaping his success, Jack emphasised the impact of smaller classes and the unwavering support from the Learning Support team. The tailored approach not only helped him secure the grades needed for his college course but also allowed him to explore and align his studies with his interests.

For current Year 10 students, Jack offers invaluable advice based on his own experiences. He urges them

to focus on achieving strong GCSE results, emphasising the importance of laying a solid foundation to avoid the need for further studies post-Year 11. Additionally, he encourages students to choose courses that genuinely align with their interests, citing the benefit of broadening horizons while keeping options open.

Jack's success story highlights the significance of personalised education, passion-driven choices and Bredon's support systems that foster the growth of students in their pursuit of excellence.

Gina Odam,  
Teacher of Land-Based Studies

# A different kind of promise

Article by  
Gina Odam



While at university, I was presented with a Promise Knot, a traditional gift that reinforces a message of safety and commitment. It is not seen so much these days but I aim to give it a Bredon twist and introduce the tradition to our students.

Farming is not just a profession but a way of life that demands resilience and dedication - a dedication that often comes at a high price. Statistically, farming is among the most dangerous professions in the world, with alarmingly high rates of work-related injuries and fatalities.

The Promise Knot was originally conceived as a tangible reminder of the importance of the safety of farmers as they work long hours in often unfavourable conditions.

**“It’s a powerful pledge to think before acting and to prioritise safety over getting the job done.”**

By keeping a Promise Knot in their tractors or cars, farmers are constantly reminded of their commitment to return home safely to their loved ones. It also represents a broader commitment to being thoughtful and conscientious in every aspect of life. It’s a powerful pledge to think before acting and to prioritise safety over getting the job done.

This year, as part of the culmination of our Level 2 and Level 3 courses, I had the honour of presenting a

Promise Knot to each of our students. In that moment, they each made a personal vow to carry forward the lessons of caution and mindfulness, not just in farming but in all their future endeavours.

I wish all students the best of luck in their future pursuits, whether these lead back to the fields or down entirely different paths. The skills and values they have cultivated over the past two years are invaluable. May the Promise Knot serve as a lasting reminder of the promises they made, not only to their friends and family but to themselves.

The essence of the Promise Knot lies in its simplicity and profound significance: a promise to think before you act, to cherish your wellbeing and always to strive to come home safe.

## There's a new buzz around Bredon



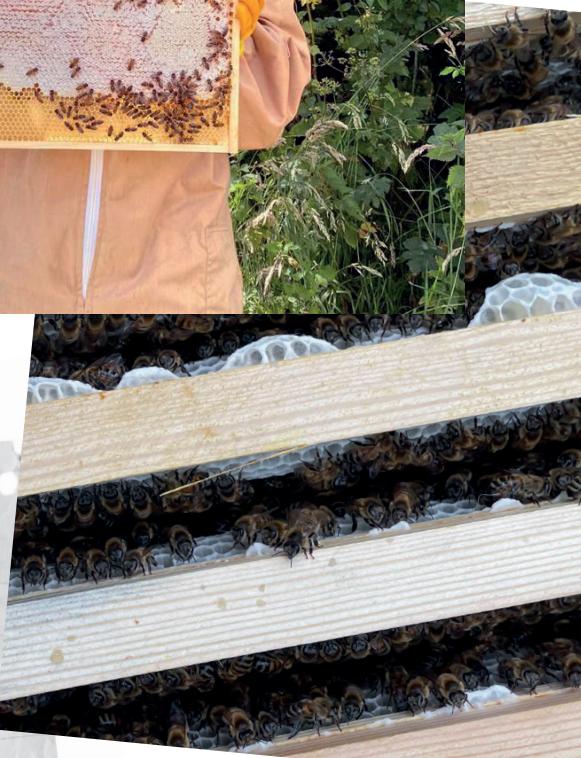
The last few weeks of Trinity Term saw us welcoming no less than 5,000 bees to bespoke new hives in our woodlands. The project, led by Erica Materacki, has already proved a great success.

The bees have been busy, with the hives reaching capacity on one of the hottest days in the summer holidays . . . which meant there could be no delay in extracting the honey – three months earlier than originally expected!

Dressed in full bee suits, Erica, with the help of her son Luke, who kindly did the bulk of the heavy lifting, along with her mentor Stuart, transported the frames oozing with delicious honey to Pull Court. Here, following strict hygiene procedures, a significant amount of honey was extracted.

We will be running a competition for students to 'Design the Bredon School Honey Jar Labels'. Once the ink on the labels has dried, jars of our very own delicious honey will be available from Pull Court.

Erica Materacki,  
PA to the Headmaster



## A student's eye view

The school made the decision to get bees around April this year. Once a suitable place had been found for some hives, past the forest school, the bees were separated into the three hives – all successfully built by Erica, myself, DT and a local beekeeper.

Last year, I completed a week-long beekeeping course in Dorset as part of my Gold Duke of Edinburgh activities. It was something I enjoyed very much so I was delighted to be involved in looking after Bredon's apiary alongside Erica.

I have liked looking after the bees and checking on them every now and then. I hope, if other students are interested in beekeeping, that the apiary continues to grow and expand. I look forward to coming back and seeing them again when I come for a visit – not to mention tasting the Bredon honey!

Rebecca B (2024 leaver)





Founder's Day 2024 was a wonderful celebration of students' achievements throughout the school year.

# Founder's

# Day

## **Awards - Years 7-9**

### **Endeavour**

Charley A

### **Religious Education**

Freddie S

### **Science**

Milly B

### **History**

Albert T

### **Practical Scientist**

Lily F

### **Farmer of the Year 7 to 9**

Oliver G

### **Victor ludorum Sports Junior boy**

Max C

### **Junior Champion Athletics**

### **Victrix ludorum Sports Junior girl**

Lilly F

### **Best in Boarding Boys Year 9 and below**

Torin



Best in Boarding Girls Year 9 and below  
Kayla B

The Raymond Trophy Athlete of the Year  
Victor ludorum Inter boy ( Year 9-10)  
Ezra F

Art  
Freddie S

English  
Pete CH

### **Most Creative**

Aggie H

### **Design & Technology**

Araf Mahtani

### **Sportswoman of the Year**

Maddison H

### **Mathematics**

Arlo B

### **Technology - Engineering**

Etienne P

### **Technology - Food**

Harry M

### **Geography**

James W

### **Computing**

Torin N

### **Sportsman of the Year**

Oliver M

### **Clay Pigeon Shooting - Most Improved Gun**

Max C

Victrix ludorum Senior girls ( year 9 to 13)  
Boo S



### **English**

Laurence H

### **English Literature**

Anna F

### **Geography GCSE**

Ed B

### **Art GCSE**

Max L

### **Design and Technology - GCSE**

Hugo C

### **Sport Level 2**

Lucy B

### **History GCSE**

Maisey S

### **Hospitality and Catering KS4**

Lucy B

### **Health and Social Care Level 2 - KS4**

Fraser W

### **Cisco Academy: GCSE IT Essentials Award**

Josef CW

### **Agriculture Level 2**

Lucy B

### **ASDAN PSD**

Rose G

### **Victor ludorum Senior boy ( year 11 to 13)**

Maddox C

### **Coryn Abbott Trophy, all round contribution to Sport**

Harvey S

### **RE A level**

Francesca R

## **Awards - Years 10-13**

### **Business Studies Level 2**

Edward B

### **Business Studies Level 2**

Rossana H

### **Business Studies Level 3**

Billy T

### **Business Studies Level 3**

Hal B

### **Best in Boarding Boys year 10&11**

Dillion S

### **Best in Boarding Girls year 10&11**

Grace G

### **Cricket man, Cricketer of the year**

Freddie R

### **Science - Key Stage 4**

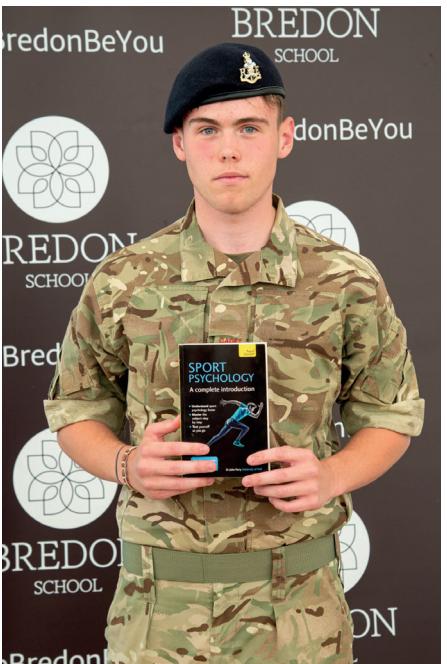
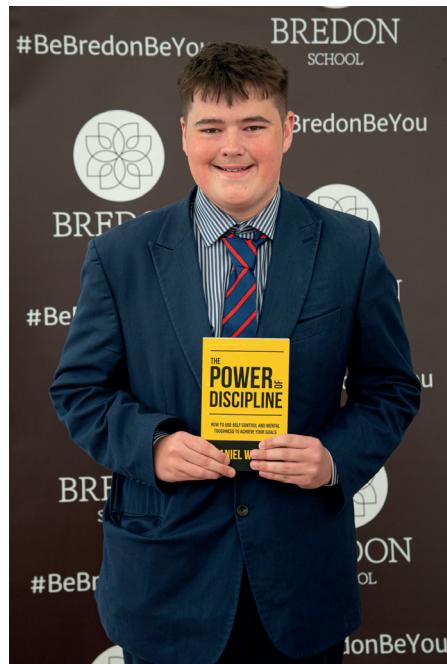
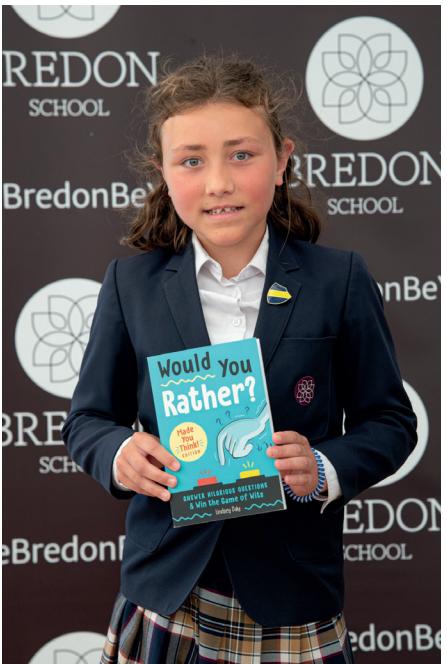
Reuben S

### **Photography GCSE**

Miriam Morley

### **Religious Studies GCSE**

Jessica W



**Health and Social Care Level 3 - KS5**  
Rebecca B

**Best in Boarding Girls Sixth Form**  
Ailsa P

**Best in Boarding Boys Sixth Form**  
Maddox C

**Combined Cadet Force (CCF)**  
Toby H

**Science Sixth Form**  
Ronan O'L

**Mathematician of the Year**  
Edward H

**Geography A Level**  
Charles P

**Sportsman of the Year**  
Elliot M

**Sportswoman of the Year (Trophy)**  
Rhiannon K

**ASDAN PSE**  
Erin S

**Clay Pigeon Shooting KS4/5 -  
Most Improved Gun**  
Kai PB

**History A Level**  
Charles P

**Art A Level**  
Ellouise H

**Photography A Level**  
Hal B

**Engineering Btec**  
Elliott G

**Hospitality and Catering Sixth Form**  
Rebecca B

**The John Brown Cup for Duke  
of Edinburgh Achievement**  
Rebecca B

**Sport Level 3**  
Charles P

**Cisco Academy: 6th Form  
Level 2 Award**  
Ben W

**Cisco Academy: 6th Form  
CCNA Award**

Sergio W

**The Garrett Cup awarded to the  
winning House on Sports Day**  
Thomas House

**Bredon School presented for  
Academic Achievement by BL  
Thomas - House competition trophy**  
Etienne P

**Animal care**  
Amalia McG

**Performing Arts Champion KS3**  
Bronwen C

**Performing Arts Champion KS4/5**  
Miriam M

**Musician of the Year (voted by peris)**  
Ellouise H

### **Awards - Junior**

**Junior Student of the Year**  
Jacob R

**Geography**  
Livvy S

**English**  
Amie L

**Reading**  
Emilie T



**Maths**  
Harrison J

**Science**  
Lucy B

**History**  
Tristan R

**Philosophy and RE**  
Amelie NC

**Art**  
George B

**Junior Sportsman of the Year**  
Luca H

**Junior Sportswoman of the Year  
(A W Brook Trophy for the all  
round Girl Athlete)**  
Katie H

**The Westlake Cup for Endeavour  
in all Areas**  
Evlynn R

**The W John Trophy for Diligence**  
Emily Field

**The Lucy Bliss Trophy  
for Perseverence**  
Florence S

**The Cecelia J John Cup for  
All Round Initiative**  
Lilly G





“the sky’s  
your limit”

“From my perspective, dyslexia is a gift. I don’t think it affects the education here; I think it empowers the education here. There are people who come to my office and say ‘I’m really sorry, my son or daughter has dyslexia.’ Don’t be sorry. Embrace it. It’s a gift - unlock it. That’s what our job is.

“Understanding and unscrabbling the scrabble is really powerful. Once that’s done, the sky’s your limit. It’s about tapping into that and making it the superpower that it is.”

**Nick Oldham  
Headmaster, Bredon School**

"It is the staff who make Bredon unique. I have never met, and sadly I doubt I will ever meet again, a staff body that is so dedicated to the single collective aim of helping all students achieve their goals and ambitions."

Charles P,  
Outgoing Head Boy





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