

2021

Wellington today



WELLINGTON
COLLEGE





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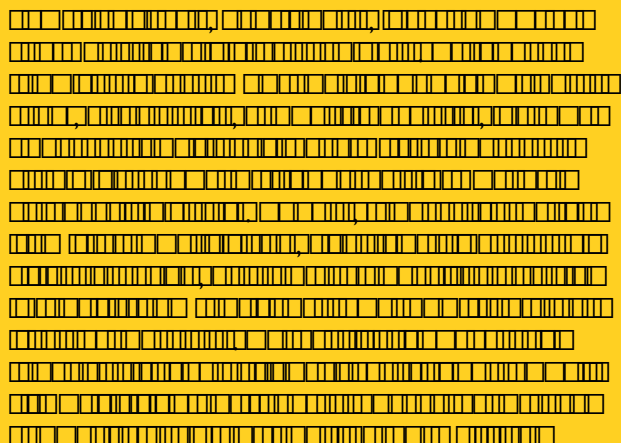
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"What a privilege it is to be part of such group of people that is focussed entirely on creating a learning environment."




“...what remained was good humour and an overwhelming gratitude for all that the community had achieved together over the past six months”

A message from the editor



College. That this challenge was so confidently met – and met with such ingenuity, flexibility, and determination



If the Sports Department ‘2021 Challenge’ – a remote house-based fitness challenge where pupils within houses completed at least 2021 kilometres of exercise - kept physical fitness ticking over; then streamed events,  and online rehearsals and musical groups flew the cultural flag. Full school and house assemblies, year group drop-ins and regular individual tutorials all played their part in maintaining morale boosting connectivity as we navigated the darkest months of winter. But if winter

comes, spring is never far behind, and March saw not only lighter days but a wonderful reopening of the College. For both pupils and teachers, it was good to be back in the classroom again, among friends once more.

And so to the summer; and something much more like normal again. No public exams to be sure, but mini-assessments and the prospect of centre-generated grades saw a real academic buzz about the school. Concerts, plays, and dance shows began, as did proper matches against other schools: being at school was suddenly fun once more and, as restrictions were lifted, we were pleased to welcome visitors again, not to mention the excitement of hosting over 500 potential new Wellingtonians for their various selection days in April and May. Preparations began in earnest for end-of-term Speech Day and Graduation ceremonies, but, just as those prizes were in sight, a combination of new variants and an unforeseen local council diktat saw fixtures cancelled, a premature end to the term for some pupils, Speech Day moving online, and a hastily reconceived Graduation Day. And yet, despite that slightly disappointing end, what remained was good humour and an overwhelming gratitude for all that the community had achieved together over the past six months, and the final moments, which saw our Sixth Form leavers letting their hair down on the carousel and dodgems, will live long in the memory. One way or another, it had been quite a ride!


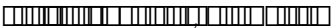
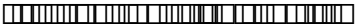
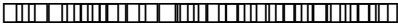
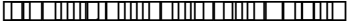
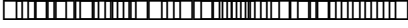
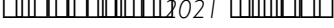
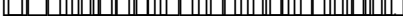
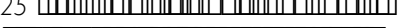
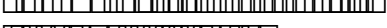
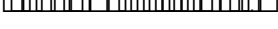
Exam Success FOR WELLINGTON STUDENTS

When the Government made the decision in January to scrap exams, and to rely instead on centre assessed grades, it was clear that once again the shape of the academic year would be very different for our GCSE and A Level candidates.

Our grades were produced by a process that involved end of year exams, assessment week results, continuous assessment grades and final mini-assessments that were 'blind-marked' at the end of both GCSE and A Level courses. For the IB cohort the process was slightly different, for although their exams were cancelled, the IB had already collected evidence from externally marked coursework.

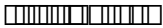
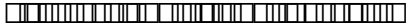

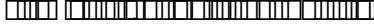
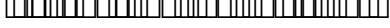
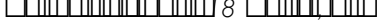
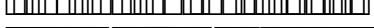
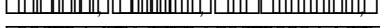
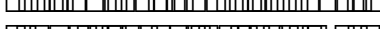
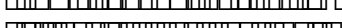
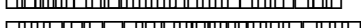
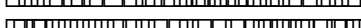
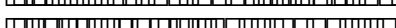
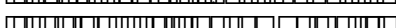


Throughout the whole process it was noticeable that the students prepared and worked extremely hard. Our GCSE students excelled themselves with 26 students scoring straight 9s; each and every one of them has shown great determination and resilience during the most difficult of years and approached their final assessments with such purpose. They now go into the

Sixth Form with a real sense of achievement while looking forward to the challenges of IB or A Level.

Matthew Oakman, Deputy Head (Academic), had this to say of our A Level candidates: 







25 



The picture for our IB students was equally positive, with 13 students scoring a maximum 45 points, a new College record, and with an average IB score of 41.2 points, the class of '21 have good reason to feel pleased with

their efforts. A stunning 73% scored above 40 points, with 87% securing over 38 points.

James Dahl, Master of Wellington College commented: 




















Over 20 Wellingtonians heading to Oxbridge and Ivy League Universities

In 2021, 20 Wellingtonians achieved
 university places, including 17
 heading to Oxbridge and Ivy League
 universities.

Matthew Oakman, Deputy Head
 (Academic) had this to say about
 their achievement: "This was an
 enormously difficult year for all students,
 but the results are a testament to their
 hard work and resilience."

The results were outstanding, with
 17 students securing places at
 Oxbridge and Ivy League
 universities.

These students are heading to
 universities, with five gaining Ivy League
 places. The results are a testament to
 the hard work and resilience of the
 students.

Congratulations to all
 involved, not just for
 all their hard work and
 achievements, but also
 for reminding us all
 that there is much to
 look forward to on the
 horizon.

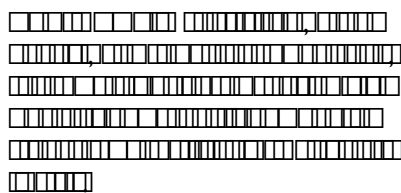




“This Graduation the students were able to celebrate in style, with street food stalls, a festive atmosphere, and all the fun of the fair.”



Graduation Day



The day began with a lovely leavers' service in Chapel, featuring favourite hymns, stunning choral music, and a funny but poignant valedictory address by Baxter Westby (S). As the leavers left Chapel for the last time, to the strains of [REDACTED] they were given an emotional and heartfelt send off by the Lower Sixth, who had stayed behind to honour their leadership of College.

The graduation ceremony itself, a marathon two-parter in the GWA,

saw short speeches on each pupil from their HMs, interspersed with prize-giving, TV videos on sports and arts, and performances from Catherine Abela (Hn), Madeleine Power (O), and The Wellingtons.

After the ceremony, the pupils returned to their houses for drinks in the early evening sunshine, and a chance for more intimate farewells, photos, and leaving presents – and a chance to show off their black tie and ball gowns.

And then finally a chance to let their hair down on South Front, with street-food stalls, a festive atmosphere, and all the fun of the fair, which was no less than this wonderful generation of Wellingtonians deserved.



David Conquers THE KINGSLEYS

With strong belief and determination, anything can be achieved, no matter how challenging the task may seem. At Wellington we have our very own David. Despite having cerebral palsy, and being told he would never walk, David Lofthouse (Lower Sixth, Pn), has just completed the gruelling annual 5k Kingsleys race, in a truly inspirational demonstration of resilience and Wellington spirit.

With the support of his team of housemates, David finished the cross country course, including the iconic 'Killer Hill' and finale through Swan Lake, in 9hrs 59mins. In doing so, he has raised over £100,000 to ensure another child with cerebral palsy can have dorsal rhizotomy surgery, like him.

This treatment can substantially improve the condition and quality of life of children who have the

condition, but comes with a prohibitive £70,000 cost. David and his friends will now be able to fund a child to undergo this surgery.

Wellington College could not be more proud of this extraordinary member of our community. David's remarkable achievement was greeted with a deluge of praise across social media. Comments included:

Front to the finish line. As one teacher,

The past fifteen months have given

Caroline O'Keeffe

 Sam Curran, OW
and England cricketer

00,000

Dan Pratt, Director of Sport at Wellington College

To donate, and support David's cause,
please visit cerebralpalsytrust.co.uk

“Never let anyone tell you that
you can’t do something.”

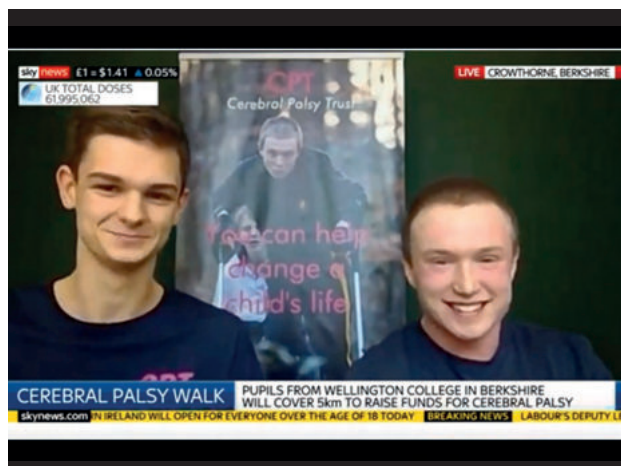
- David Lofthouse



DAVID AND JASPER ON SKY NEWS

Two young men, David and Jasper, were featured on Sky News during a live broadcast from Crowthorne, Berkshire. They were part of a group of pupils from Wellington College in Berkshire who were raising funds for the Cerebral Palsy Trust. The broadcast was part of a 'Cerebral Palsy Walk' event. The pupils were seen smiling and talking to the camera. The background of the broadcast showed a banner for the Cerebral Palsy Trust with the text 'You can help change a child's life'.

David and his friends have embraced the College values: Kindness, Courage, Respect, Integrity, Responsibility. We could not be prouder and Stephen Nixon of Sky News summed it up perfectly: 'These young men are a credit to their school and their country. They are a real inspiration to us all.'

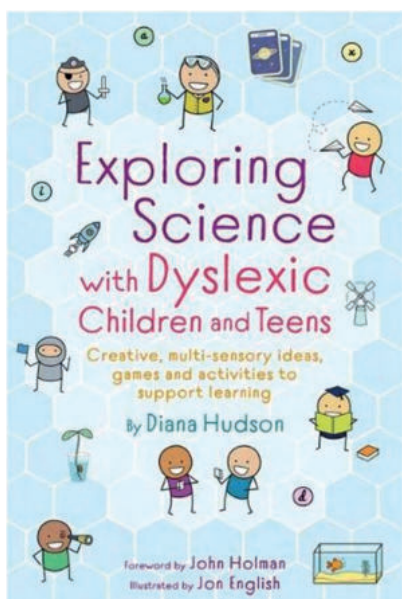


OLYMPIAD GOLD FOR WELLINGTONIANS

The results of the Junior Physics Challenge have been announced. The Gold Award winners are as follows: Jeremy Chan (M) and Locky Almanza (S) in Lower Sixth, Adam Reed (Bn), Anadel Maidanova (A), and Jie Wei (R) in the Fifth Form, Rodion Senko (M), Ilhan Aktas (T), Sunay Patel (R), Bill Shen (T), James Vleck (Bd), and Sebastian Velu (R) in the Fourth Form, and particular mention should go to Rain Tian (M) in the Third Form for taking the Fourth Form paper a year early and gaining a Gold!

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Well done to all involved.



A PUBLISHED POET!

While a pupil in his last year at Davenies, William Alexander (Third Form, S) entered his poem, 'The Future of Science', into a science poetry competition. Inspired by concerns about climate change, William's poem explores the catastrophic evolutionary changes that will most likely be triggered by global warming. Not only did he win the competition, but then had his poem included in a book published this June, entitled 'Exploring Science with Dyslexic Children and Teens'.

While a pupil in his last year at Davenies, William Alexander (Third Form, S) entered his poem, 'The Future of Science', into a science poetry competition. Inspired by concerns about climate change, William's poem explores the catastrophic evolutionary changes that will most likely be triggered by global warming. Not only did he win the competition, but then had his poem included in a book published this June, entitled 'Exploring Science with Dyslexic Children and Teens'.

A keen scientist, who has found his physics lessons at Wellington particularly inspiring, William is also an accomplished athlete, who has been representing Berkshire this summer. When asked about his interest in science, William commented that it's not just science, but that he loves finding out about things: "I love finding out about things," he says.

Congratulations to William, and let's hope that his words will start to make a difference.



National Debating Champions

Atticus Christie-Miller (S), Arthur Grigg (Bl), Charlotte Grigg (C) and Anjali Darling (W) made up the Wellington College team that took on The Bishop's Stortford High School for Boys to argue the motion "This House regrets the romanticisation of motherhood".

The Lower Sixth pupils, who are currently studying for the IB and A Levels, argued in opposition of the motion at the final, which was live screened via YouTube on 22 March. Despite the barriers of both screens and masks, both teams did incredibly well in engaging their online audience and examining the barriers that mothers and parents face in society.

The judging panel, which included Baroness Hale of Richmond, was unanimous in selecting Wellington College as the overall winner, remarking that the team presented

a creative case and were scrupulous in their questioning of what motherhood has meant for women throughout history.

The global pandemic has had a significant impact on many co-curricular activities for young people, but debating has been able to thrive in its virtual format, giving pupils the opportunity to break from study and learn new skills beyond the curriculum. The team of pupils worked hard in the months leading up to the finals to refine and master their argument. They received specialist guidance and support from Issy Fidderman, who as well as being a long-standing coach for Wellington College is also a coach of the England Schools Debating Team at Debate England.

The team said: "We were really nervous at first, but we quickly got into our stride and were able to present our case effectively. We were really happy to be selected as the overall winner and to represent Wellington College at the national level."

challenge! It was also difficult when we had to argue in opposition of the motion, but we were able to present a creative case and were scrupulous in our questioning of what motherhood has meant for women throughout history.

Dr Ramsey, who runs the debating team with Dr Gardner, said: "The team of pupils worked hard in the months leading up to the finals to refine and master their argument. They received specialist guidance and support from Issy Fidderman, who as well as being a long-standing coach for Wellington College is also a coach of the England Schools Debating Team at Debate England."

Dr Ramsey, who runs the debating team with Dr Gardner, said: "The team of pupils worked hard in the months leading up to the finals to refine and master their argument. They received specialist guidance and support from Issy Fidderman, who as well as being a long-standing coach for Wellington College is also a coach of the England Schools Debating Team at Debate England."

Entering their final year at Wellington College, this team of bright, young debating stars is keen to build on this success and hope to enter the World Schools Debating Championships (WSDC). The Championships take place each year in a different country, hosted by a national debating body.

James Dahl, Master said: "The team of pupils worked hard in the months leading up to the finals to refine and master their argument. They received specialist guidance and support from Issy Fidderman, who as well as being a long-standing coach for Wellington College is also a coach of the England Schools Debating Team at Debate England."



ISHAN WINS THE DIANA AWARD



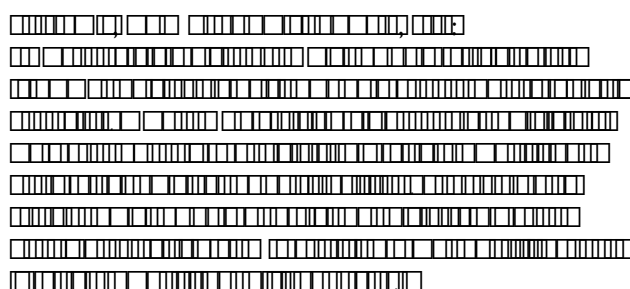
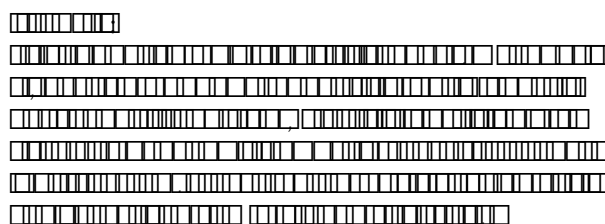
Ishan, a boarder from New Delhi, India, has been recognised with the highest accolade a young person can achieve for social action or humanitarian efforts – The Diana Award.

Established in memory of Diana, Princess of Wales, the award is given out by the charity of the same name and has the support of both her sons, The Duke of Cambridge and The Duke of Sussex.

An important part of a Wellington College education is a commitment to service and helping others. This is exemplified by the number of Wellington pupils who have been recognised by this award. It is the third time one of our pupils has won and the second consecutive year. In 2020, Lottie Leach won for making a significant impact as a mental health activist and in 2015 Ella Nowroz received the award for her mental health campaigning.

Ishan has been recognised for his work with the Sri Ramakrishna Ashrama, New Delhi, India. After first volunteering to help a local school access uniforms for marginalised girls, Ishan has set an inspirational example by helping others in education. The global pandemic has not stopped him from supporting others in their education, including remote tribal communities and children of

migrant construction workers in his neighbourhood. Ishan devised and delivered an ambitious campaign to fundraise £5,000 and collect almost 100 laptops and tablets for teachers and students, whilst also ensuring everyone had an online connection to access learning during the long nationwide lockdown. His compassion and dedication have enabled young people to continue their education despite many obstacles. Ishan is an outstanding example in his community.



Sporting Stars







The Lent and Summer 2021 Terms could not have been more different or more changeable.

After finishing the Michaelmas

term, we saw activities such as online fitness and sports specific webinars

and sports specific webinars

2021 a remote house-based fitness

2021 16,000

Thankfully, the Lent Term did not finish with a virtual sporting offering, as we were able to return for the final few weeks of term, which provided an opportunity to return to some physical sport. This saw the chance to run two major interhouse competitions in the shape of House Football and Netball, and it was fantastic to see so many pupils return back to playing sport properly.

Once the Summer Term arrived, it would not be out of place to say that it was uniquely something of a one-off. We not only saw interschool fixtures return with the usual summer sports of athletics, cricket, and tennis, all for both boys and girls, but we also saw some Friday night rugby fixtures, and we were delighted to have the Third Form girls take to the hockey

pitch and netball court for the first time for Wellington, even if it was a couple of terms late.

Unfortunately, COVID had one last surprise for us, with local area COVID restrictions seeing interschool sport restricted in the closing weeks of the term. But this did then provide the chance instead to see a house water polo competition and a lower sixth boys vs girls hockey fixture, which were arguably two of the most entertaining and hotly contested fixtures of the summer.





Earlier in the Summer Term, we welcomed our first live audience since October 2019 back to the GWA, to watch our junior musical production, *The Sound of Music*. Our talented actors in the junior school put this fantastic production together in just four weeks! It was a show-stopping evening, with performances from many much-loved musicals such as *Matilda*, *Shrek*, *Beauty and the Beast*, and everyone's new favourite, *The Sound of Music*.

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The question about what we have learnt from this year's music-making is: how will we adapt and move forward from the experience? Year group activities have allowed for more focused rehearsing, but of course rehearsals in the same room are so much better than those online. Above all, we have realised that our students love to perform to a live audience, but that streamed events are better than no events at all. Thank you to all who have supported our music this year.

In the Lent Term, we had two concerts live-streamed from our year group ensembles: presented in the GWA, with QR coded programmes and a small live audience of staff. These were hugely well-received. The variety of music coming from these smaller year group activities has been immensely creative, inspired by any number of arrangements created by our Head of Brass, Jonathan Heeley.

Bringing students into the auditorium, as seen in the musical *The Sound of Music* at the end of the Summer Term, was a rarity over the year but much appreciated by the stellar cast. Indeed, although this long-awaited musical lacked live parent support, the Lower Sixth and staff made up for that disappointment with rapturous applause on the final night.

Company

1970 Company
series of vignettes involving the five

Hugo Williamson (Upper Sixth, R) shone in the central role as Robert, interweaving the scenes together with captivating vocals and portraying with great sensitivity (and humour) the emotional depth and state of the character's journey. Brilliantly supported by a small cast of Fifth Form and Sixth Form performers, it was a final performance at Wellington to remember for the five departing Upper Sixth members of the cast. Iris Taylor (Upper Sixth, A) and Baxter Westby (Upper Sixth, S) played the lovable couple of Sarah

and Harry with great charm, while Maggie Tam (Upper Sixth, Hg) and Maddy Power (Upper Sixth, O) gave electric performances of vocal prowess and wit when playing the hip and vulgar Marta and the cynical, thrice married Joanne.

The cast began rehearsals in September, initially starting the process in full protective visors and masks, before then switching to online sessions during the third lockdown in the Lent Term, with Director Mr Mancuso directing the read-throughs, and Musical Director Mr Williamson accompanying the cast on piano. When the show was given the final go ahead for the penultimate week of the year, the cast had an intensive week of rehearsals and then opened-up the GWA for three nights for large, yet socially distanced audiences.

While this production was inevitably more heavily weighted towards acting and singing, there were notable dance performances, including full-cast sequences and smaller group pieces of musical theatre jazz. The show-stopping included not only a high tempo cakewalk, but even saw the performers turning their hand to an array of circus tricks and stellar tap dance solos. was a landmark event which saw the school year ending on an incredible high, with Hugo's final solo, not only providing a fitting climax to an outstanding three nights in the Annenberg Theatre, but also reminding us all of the power live theatre has to bring us all together.



Master's

*If we shadows have offended,
Think but this, and all is mended,
That you have but slumbered here
While these visions did appear*



Shakespeare from the Master's Garden
The weather held, the garden looked beautiful, and the
acting was superb – all in all a wonderful way to celebrate
the return of live performance!

The weather held, the garden looked beautiful, and the
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the return of live performance!





Buckets

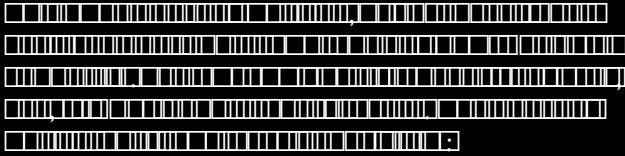
*Moments seized, moments wasted,
moments you can never forget,
moments you wish you had had.*

Buckets is a play that explores the lives of young people in a world where moments are fleeting. The play is a collection of short, interconnected scenes that capture the essence of teenage life. The cast of Buckets is made up of talented young actors who bring the story to life with their performances. The play is a must-see for anyone who wants to experience a truly unique and powerful theatrical production.

The episodic nature of the play made it easier to rehearse during lockdown, with rehearsals going on in small bubbles, online and in person. The cast demonstrated great flexibility, good humour, and determination as the production had to be reimagined, recast, and rescheduled several times due to COVID interruptions. It was lovely that so many of the cast returned to the stage, and to see their development over the last year. The ensemble gave some outstanding performances with sensitive and mature character portrayals from Toby Hancock (Fourth Form, Pn), Rufus Shutter (Fourth Form, T), and Eloise Kirkby (Fourth Form, Ap).

After a long period of not being allowed a live audience, Miss Brayton was delighted to have live theatre back at Wellington. All in all, it was fabulous to see the large cast having tremendous fun on stage, which made all the rehearsals and effort worthwhile.

CHOREOGRAPHIC CHALLENGE



In Third Form: Saffron Enticknap (C), Amara Opie (C),
Lydia Compton-Burnett (C) and Harriet Allen-Ellis (C)
And in Fourth Form: Scarlett Tunn (W)



In Third Form: Megan Bidston (O) and Mary Hargreaves (O)
And in Fourth Form: Connie Robson (A)



In Third Form: Lydia Roche (A) and Luisa Lafontaine (O)
And in Fourth Form: Arianna Drayton (Ap)



In Third Form: Phoebe Houseman (Ap) and Mirabelle Franks (Hn)
And in Fourth Form: Mary Compton-Burnett (C)





The Dance Show:

CHARLIE'S TWISTED CHOCOLATE ADVENTURE

showcased an array of contemporary, ballet, commercial, acrobatics and more. The range of work took audiences on a fun, exciting, and sometimes moving journey with Charlie and Wonka, played beautifully by Alex Mullen (Fourth Form, Pn) and Ned Chapman (Lower Sixth, Pn), respectively.

The technical team responded and adapted brilliantly. The show was filmed professionally and shared with our Wellington community around the world. This highlighted just how lucky we are to have a brilliantly skilled team ready to support the Arts in such a way.

The Arts surviving this term is a true testament to what Wellington pupils are capable of and we cannot wait for the next dance event, be it virtual or live.





The Art Department

established artists have influenced many of the pupils'



Marking One Year of Black Lives Matter Debates

20/21

On 26 May 2021, exactly a year and a day since the murder of George Floyd, a week of planned events commenced which took us on a journey through post-colonial perspectives, learning about important 20th century figures from diverse backgrounds and thinking about the future of diversity and inclusion in our community, and beyond.

The main event was the Wellington showcase, which was a celebration of individuals from diverse cultural and ethnic backgrounds whose contributions to the advancement of humanity have been suppressed or marginalised. It was inspired by the eponymous 2016 film, which tells the story of the vital role

a team of female African American mathematicians played in NASA, during the early years of the U.S. Space Program.

Back in September 2020 Wellington pupils were called upon to submit proposals for a short film or presentation about a person of colour who has contributed greatly to society but has not received due recognition. Head of English, Estella Gutulan, and Diversity and Inclusion committee co-chair and Deputy Head of College Ned Chapman (Lower Sixth, Pn), selected the finalists from an exciting range of entries produced. Various student groups, from Academic Scholars to those involved in the Global Citizenship programme, submitted entries.

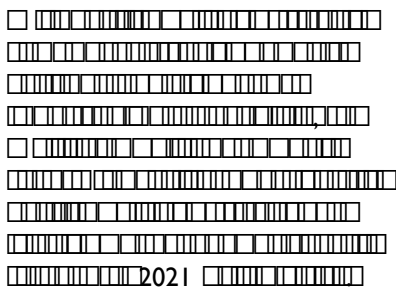
The finalist showcase was live-streamed to all pupils on 26 May. The Third Form were invited to vote for the winner throughout the event via our live stream voting platform. A panel of staff and pupils were also there to discuss questions raised by this project, including about our engagement in the global conversation about diversity and inclusion – at the forefront of the Black Lives Matter debate.





Mental Health & Wellbeing

2021



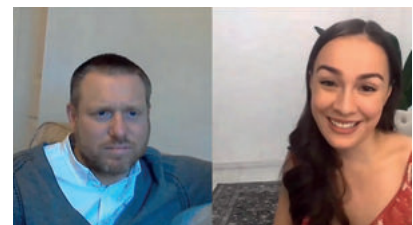
Undeterred by the fact that the success of the 2020 festival could not be completely replicated, throughout the first half of the Lent Term, staff, students, and parents were able to access a variety of online talks spanning a range of different issues which had been written especially for the College, and on topics which parents and students had highlighted as important to them.

Three special talks were also held – former England rugby captain Will Carling and former professional British tennis player turned radio and television presenter, Annabel Croft, spoke about their experiences with mental health as part of the Fireside Talks series and we were also delighted to welcome back

Ming Bridges (OW) who took part in a unique 'in conversation with' event where she spoke candidly about her experience with anorexia and her struggles with how the music industry dictates the image of what young women should look like.

In October, all houses were challenged to pick a wellbeing strategy and to look at ways of implementing emotional health within their house communities and raising awareness of a topic which they felt was directly relevant to them. The house submissions were presented to a panel of judges just before half term, with the best overall house prize being awarded to the Murray for the way in which they approached 'gratitude'. The mental health ambassadors from every house should be commended on their passion and enthusiasm, not to mention their creativity!

The festival has received really positive feedback from the whole community, including the speakers who were invited to take part.



“The mental health ambassadors from every house should be commended on their passion and enthusiasm, not to mention their creativity!”

What's cooking in the Blücher?

[illegible]

From pasta to steak, teriyaki chicken to beef sliders, the Blücher boys had a great time chatting online amongst their year groups and tutors while teaching each other each week new meals and recipes to enjoy.

Keen to support their house charity partner, Tiger Kloof Combined School in South Africa, Wil and Ollie decided to go one stage further by putting

the recipes together to create a house cookbook, not only to keep these fond memories and new-found skills alive, but also to raise funds for Tiger Kloof, which gives bursaries to children who would not otherwise have access to life-changing education opportunities.

Head of House, Wil, was keen to highlight the culinary expertise of all contributors, but was particularly proud of his own pasta dish: more importantly he wanted the Tiger Kloof children to know that they remain very firmly at the top of the Blücher's agenda.

“Inspired by their memories of cooking with their matron, Rodel, they thought what better than to teach others how to cook their favourite meals.”





Challenge 31

With 31 days in May and Mental Health Awareness week being the week of the 10th, the challenge was:

31. The Lynedoch got together for a whole house 31-minute HIIT workout, celebrating the effects of physical exercise on wellbeing.

The Heads of College, Alice and Freddie, explained the three goals of the initiative:

The Wellington community came alive with creativity, imagination, perseverance and true house spirit in response. Here are some of the highlights:

A team of students secretly hid 31 painted rocks around the school, they set up an Instagram account and encouraged the school to go on 'Wellbeing Walks' to take selfies with the rocks when they found them. The school really got behind it with hundreds of selfies being sent in.

The Lynedoch got together for a whole house 31-minute HIIT workout, celebrating the effects of physical exercise on wellbeing.

The Combemere Third Form walked up and down the Kilometre every day of the term!

Both the Raglan Lower Sixth and the Beresford Third Form completed 31 keepy-uppies in a row by a team!

Other highlights include: the Combemere Fourth Form asking 31 different people from around the school to tell them a joke, including Mr Dahl himself; the Talbot Lower Sixth, who played a 31-day game of tag; the Talbot Fourth Form for creating a vlog every day as a group; and the whole Hill house who at least attempted to do 31 press-ups a day.

Selfies Galore

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The Wheeler Programme:

A Transformational Opportunity for Partner State School Pupils

“Our graduating students are an incredible group of individuals. I have no doubt that they will go on to achieve great things”

**- Nick Wheeler,
Programme Founder**

On 6 July 2021, after five years of the Wheeler Programme, the first year of the programme was celebrated.

Matt Dunn, a teacher from a partner school (Archbishop McGrath, Bridgend), said: “The Wheeler Programme has been a fantastic opportunity for our students to gain experience and skills that will help them in their future careers. We have seen a significant increase in their confidence and self-esteem, and they have developed a strong sense of achievement and pride in their work. The programme has also helped to build a strong relationship between our school and the Wheeler Programme, and we are looking forward to continuing this partnership in the future.”

Over five years, I have seen their confidence grow; from being timid to confident, and from being shy to outgoing. They have developed a strong sense of achievement and pride in their work, and they have become more confident in their own abilities. The Wheeler Programme has been a fantastic opportunity for our students to gain experience and skills that will help them in their future careers.

Established in 2017, the Wheeler Programme is a fully funded educational programme for one hundred selected state school pupils. Twenty students are selected in Year 9 and the College helps support them until their graduation from the programme at the end of Year 13, by which time they will have found their confidence and identified their future academic and professional goals. Pupils that graduated were from

partner state schools in Berkshire, Hampshire and Wales, including St Crispin's, Archbishop McGrath, The Holt School, Farnborough Sixth Form, and Kendrick School. Through a mixture of group activities, visits to interesting workplaces, universities, organisations, and people; talks, lectures, workshops, and discussions; individual coaching, and tailored mentoring, each pupil was able to discover, develop, and grow their own strengths.

Nick Wheeler, Programme Founder, said: “The Wheeler Programme has been a fantastic opportunity for our students to gain experience and skills that will help them in their future careers. We have seen a significant increase in their confidence and self-esteem, and they have developed a strong sense of achievement and pride in their work. The programme has also helped to build a strong relationship between our school and the Wheeler Programme, and we are looking forward to continuing this partnership in the future.”

There have been some great successes, with one pupil applying to Cambridge University, another being offered a dream job in mental health care, and others being accepted into further education to study Accountancy and Medicine.





Maddie, a Wheeler Programme student, said: [REDACTED]

Charlie, a Wheeler Programme student, said: [REDACTED]

Rasta, a Wheeler Programme student, said: [REDACTED]
for the last five years – [REDACTED]

The partnership work with the Wheeler students proved to be beneficial for many of the participants during the pandemic. Our students are selected on the basis that they have been identified as requiring extra support for many different reasons. Studying at home and being isolated from classmates during the lockdowns exacerbated the difficulties they faced. We kept in touch with regular emails full of resources to aid online learning, helping them stay connected with someone who was ready to help or to listen. In addition, we provided support to the students and their families, with advice and guidance on university applications, sixth form and A Level choices, IT problems and help accessing their online sessions, and much more.

“The Wheeler Programme has made my actual dream job possible and achievable. I am so shocked, as this was my long-term goal! Thank you so much.”

**- Maddie,
Wheeler Programme student**



2019, () number of awards granted to fifteen, and having awarded 0,000

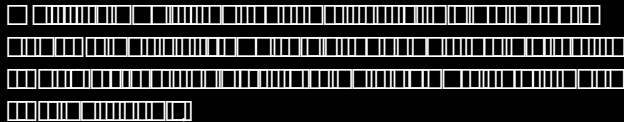
This term, we were able to award grants towards the purchase of digital cameras for a primary school; the construction of an outdoor stage for a junior school; the purchase of a samba kit; and the purchase of a drama studio sound system, to name but a few. We have raised money through Arts Events ticket sales during the Michaelmas and Lent Terms, but unfortunately, due to late restriction changes, as well as ongoing restrictions, we

haven't had any ticketed events during the summer. We are so thrilled to have a dedicated team of parents who are championing our cause and will be fundraising for the Arts Fund over the summer and into the autumn, ready for the next round of grant applications. The closing date for these is 30 September 2021, and we look forward to announcing which local arts projects we have been able to help.

“The Arts Fund has just had its most successful term to date, bringing the total number of awards granted to fifteen.”



TES Independent-State School Partnership



Since the start of the Covid crisis, all the College's ISSP programmes have been successfully adapted to be delivered online, with participants benefitting and flourishing from our offering. Wellington College has proudly delivered:



- 75 personal Oxbridge interviews were run online by Wellington staff to support the Oxbridge applicants from our local state schools.
- The College continued its work with the students on its Wheeler Programme, a programme which offers bespoke support for 100 selected state school students.
- A two-week catch-up programme was made available for digital access to core subjects in both A Levels and GCSE. Wellington teachers delivered 27 sessions accessible online for almost 300 students from our local state schools.
- Pupils at Wellington College created a charity called Donation for Education. Their aim was to make a difference to the lives of underprivileged children who did not have access to digital devices at home. Almost 300 laptops and devices were collected and distributed to local partner schools.
- In August 2021, Wellington College delivered catch-up summer schools for five local secondary schools' incoming year 7 pupils. Benefitting c.700 pupils, each school attended the College for one day of activities. The emphasis was on providing the fun, team-building and outdoor adventures that the children have been denied under lockdown, and in building excitement around their return to schooling in September.

Tes editor Jon Severs said: 






2021 FESTIVAL OF EDUCATION

2021 16-30 June 2021

Education Secretary, Gavin Williamson, opened the festival with a keynote speech, which kicked off an incredible two-week extravaganza, with 325 speakers across 250 sessions, 210 hours of content, and 16,600+ live attendees. The impressive line-up of speakers did not disappoint, and the event continued to be the key forum in thought leadership and debate within the educational world.

We're excited to announce that next year's Festival of Education will be returning to Wellington College – the home of Education Fest, on 7 and 8 July 2022. More information and tickets will be released at noon on 6 September 2021.

“The impressive line-up of speakers did not disappoint, and the event continued to be the key forum in thought leadership and debate within the educational world.”



“Serendipity means a chance discovery or lucky accident – and nowhere was this more in evidence than in Wellington’s Monday evening Fireside Talks.”

FIRESIDE TALKS

The series opened in January with Ben Saunders, Polar explorer and endurance athlete, in conversation with Will Greenwood, speaking on the topic: *How do we measure success?* Former captain of England (and Wellington parent) Will Carling reminisced about his England days, but also spoke about the changing nature of sport, while another sporting icon (and Wellington parent), Annabel Croft, asked her listeners to *reflect on the British poet, Raymond Antrobus, talked about his book, The Daylight Marriage* and the Lent

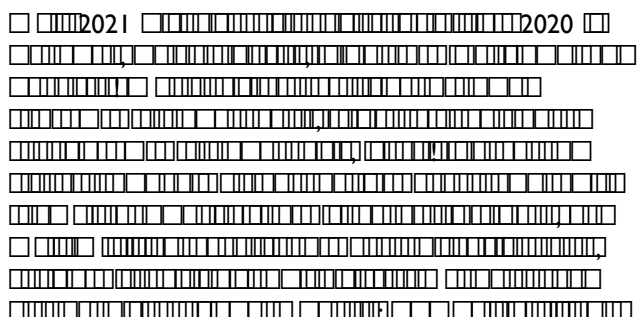
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Term offering was rounded off by the anticolonial feminist philosopher, Dr Arianne Shahvisi, who explained why there can be no such thing as reverse sexism.

The Summer Term started with Dr Jason Hickel, who explored the way degrowth may save the world, and Dr Ed Brooks talked about the need for a new leadership paradigm in his talk, *How do we measure success?* The relaxing of restrictions saw our first live audience enjoy Natalie Hayne’s witty exploration of *How do we measure success?* before award-winning journalist Ed Caesar (OW) brought the series to an end with a talk about his recent book, *How do we measure success?* and an interrogation of why people choose to climb impossible mountains.

Whether live or online, we are already looking forward to next year’s Fireside Talks series!

Welly Wildlife

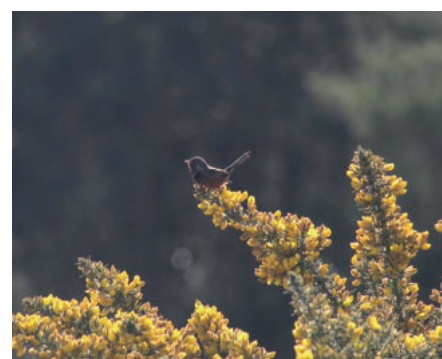


Despite the weather, there have been many wildlife successes so far this year. Increased numbers of waterfowl visited Swan Lake during winter and spring, including our first breeding pair of Greylag Geese. Our breeding pair

of Nightjars made their annual pilgrimage from Africa to our heath, where there are also three pairs of Dartford Warblers that raised their young this summer. Some insect species have thrived surprisingly well, including particularly strong numbers of Green Hairstreak butterflies, Emperor Moths, and Stag Beetles.

We are excited to be working with Upper Thames Butterfly Conservation in their Dutch Elm Disease-resistant elm planting scheme. The Gardens and Countryside team are caring for saplings and seedlings of three different strains for planting out in our grounds when they are ready. We are also looking forward to resuming our schedule of talks and tours, and hope to see some of you here soon.

"It has been a great shame not to have been able to connect more with the Welly community face to face yet again this year, but Welly Wildlife has continued to expand its virtual reach."





“United suggests that worldwide peace and harmony are within reach if only we can help grow communication and understanding.”



United

UNITED suggests that worldwide peace and harmony are within reach if only we can help grow communication and understanding. The sculpture, titled 'UNITED' by Arripica, is a gift to Wellington College from Pinar and Denny Caouki in 2021. It depicts two figures in a dynamic, intertwined pose, symbolizing unity and harmony. The sculpture is made of bronze and is mounted on a stone pedestal. The people in the images are smiling and holding glasses, suggesting a celebratory event.



In March 2016 Huili Nursery Shanghai opened its doors to almost 300 pupils, followed equally successfully in September 2018 by Huili School Hangzhou and Huili School Shanghai which both cater for pupils from primary age upwards. For those who are not aware, Huili Schools (part of the Wellington College China group of schools) provide bilingual education and enrol predominantly Chinese pupils who come from families keen for their children to be able to move 'seamlessly' between English and Chinese both in their use of language as well as how they think. At the same time, they wish to embrace the clear benefits that come from a Wellington style of education as exemplified by the Huili Values and Identity, the vision of a caring (bilingual) community, an emphasis on wellbeing and an education steeped in extracurricular activities, a strong boarding presence and a real holistic approach.

With almost 2,500 pupils already enrolled within the existing Huili schools and a strong and growing reputation within their own cities and beyond, it is no wonder then that Wellington College China is looking to extend this model further afield in order to provide this premium brand of education to more pupils and their families. Indeed, we believe this high level provision is not attainable in any other bilingual school setting.

As such we are proud to announce that in August 2022, we will be opening Huili School Nantong, the newest, largest and most ambitious and exciting project yet from Wellington College China.

Huili School Nantong is currently being built in Jiangsu Province, an area renowned for its strong educational traditions and high educational standards. It is the expectation that Huili School Nantong will rapidly become a beacon school within the area and beyond, and an example within Jiangsu Province of what the very best bilingual education looks like. The school includes a bespoke Nursery which will cater for children from ages 3 – 6, as well as separate Primary, Junior and Senior High schools. The physical size of the campus is just over 80,000 square metres and the facilities on offer are truly impressive. As with its sister schools, Huili School Hangzhou and Huili School Shanghai, it has its own theatre, swimming pools, DukeBox studio, and gymnasium as well as all the standard specialist rooms you would expect within such a premium brand school and those you might not expect to see –



including textile labs, art galleries, a Blackbox theatre and so much more besides. There is also a Boarding House which will be able to accommodate a large percentage of enrolled pupils once the school opens from August 2022.

As impressive as the school facilities already are, the importance of hiring top quality, experienced leaders and the right teaching and non-academic staff, is not lost to those involved in this project. An extremely strong Founding Team is already in place, which will be led by our new Master, Mr Simon Kenworthy and includes a mixture of staff with a wealth of skills and experience – some indeed transferring from within Wellington College China to be a part of this exciting undertaking.

As someone who has worked within teams on new school projects in the past, including Wellington College Hangzhou, I cannot emphasise enough what a privilege it is to be part of such group of people that is focussed entirely on creating a learning environment that will not be surpassed in Nantong or beyond. A school which will nurture the pupils in our care and be the very best option for the hundreds who will join us from August 2022. It is no exaggeration to say that we are potentially changing the lives of so many children and young adults – a challenge, a responsibility and a great privilege. Watch this space!





WELLINGTON
COLLEGE



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