

# SENNOCKIAN

NEWS AND REVIEWS FROM THE SCHOOL AND ALUMNI 2007-2008



SEVENOAKS SCHOOL

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## INTRODUCTION FROM THE HEAD

Welcome to the new issue of the *Senmockian*, a magazine for the whole school community, including students, parents, staff, Governors, Trustees, alumni and other friends of the school.

This year we celebrated 30 years of teaching the International Baccalaureate with a special day devoted to the IB community theme, 'Sharing our Humanity'. The values promoted by the IB continue to inspire our teachers and students: an international outlook, academic curiosity, concern for each other. These qualities coupled with a dynamic breadth of talents and interests are at the heart of Sevenoaks School. In the following pages we are proud to record the many achievements of our students past and present.

Sevenoaks has enjoyed another successful year of sport. Our Under 16 girls hockey team reached the finals of the National Schools Hockey Championships and came fourth in the country, a superb achievement. Last year's Findlay Sport Scholar, Danny Caprice, has been signed by Saracens rugby club, and Andy Titterell (OS 1999) has been selected for the England rugby squad.

Work on the Performing Arts Centre has now begun and we look forward to the opening of what will soon be a spectacular facility. It has been a superb year for the arts, including the Alan Adler concert at St John's, Smith Square – where Minn

Majoe and Latifah Hamzah (both 2008 leavers) performed Bach's Double Violin Concerto – and several outstanding drama productions and visual arts exhibitions, all of which have highlighted the talent thriving in every year group at the school.

We are delighted by the outstanding examination results achieved by our IB and GCSE students. For the first time every single Year 11 student took all three Sciences at IGCSE, which is widely recognised as a more challenging qualification than its English equivalent. Once again our IB students received a number of offers from top universities in the UK and US.

The depth and breadth of the achievements recorded in this magazine are a testament to the talent and hard work of our whole community. We are proud to be an IB World School, and even more proud of our students who so fully realise the values and aspirations that the International Baccalaureate embodies.



*Katy Ricks*  
Head

*November 2008*

## LEAVERS 2007



<i>Forename</i>	<i>Surname</i>	<i>Course</i>	<i>Destination</i>
Ferdinand	Berthold	International Relations	LSE
Max	Beyer	Economics	LSE
Andina	Brown	Economics and Mathematics	Edinburgh
Christopher	Buck	History	Exeter
Daniel	Callingham	Medicine	Hull York Medical School
James	Clayton	Economics	Exeter
Julia	Eagleton	Psychology	Edinburgh
Matthew	Harris	Philosophy	Trinity College, Dublin
Michael	Herbert	Social Sciences Combined	Durham
Gavin	Jackson	Modern History	St Andrews
Hamish	Jackson	Physiological Sciences	Oxford
Alexandra	McGregor	Chemistry	Oxford
Tom	Moore	Biological and Medicinal Chemistry	Exeter
Thomas	Morris	English Language and Literature	Oxford
Geraldine	Munn-Mace	Modern Language and European Studies	Bath
Stephany	Murray	Psychology	Nottingham
Agnes	Reeve	Arabic and Spanish	St Andrews
Rachel	Ryves	Psychology	Southampton
Joseph	Scarlett-Smith	European Social and Political Studies	UCL
Edmund	Shee	Mechanical Engineering	Bristol
Anina	Siebold	Law	Munich Germany
Samual	Stevens	Economics	Durham
Mark	Taylor	Medicinal and Biological Chemistry	Edinburgh
Rebecca	Thomas	Combined Studies	Newcastle
Matthias	Vermeulen	Management	York
Thomas	Wild	Business Management with European Studies	Exeter
Aleks	Wrobel	Economics and Finance	Exeter

## LEAVERS 2008

<i>Forename</i>	<i>Surname</i>	<i>Course</i>	<i>Destination</i>
Richard	Adrian-Smith	Economics and Accounting	Edinburgh
Olivia	Ainsworth	Medicine	St George's
Jennifer	Allen	Medicine	East Anglia
Sophie	Amili	PPE	Warwick
Spencer	Arnold	Science/Biology	McGill Canada
Sebastian	Bailey	Medicinal Chemistry	Trinity College Dublin
James	Barnett	International Relations	LSE
Emily	Barratt	Modern and Medieval Languages	Cambridge
Sophie	Barrett	Law	UCL
Guy	Barton		Gap year
Sam	Bateman	Law	LSE
Ghada	Beidas	Economics	Cass Business School
Alice	Berkeley	Experimental Psychology	Bristol
Alexandra	Best		Gap year
Thomas	Best	Economics	Cambridge
Georgia	Bird		Gap year
Robert	Black	Geography	Exeter
Oskar	Blaszczyk	Physics	Imperial
Clare	Bliss	Classics	Durham
Adam	Blomfield	Economics and Accounting	Edinburgh
Ellen	Boddy		Gap year
Stefan	Bostock		Gap year
Sam	Boughton		Gap year
Hugo	Brandt	Economics and Politics	Bristol
Ilona	Brennikmeijer		Gap year
Jonathan	Broadhurst	Politics	Surrey
Nick	Brookes		Gap year
Hermione	Brooks		Gap year
Eleanor	Brown	Ancient, Medieval and Modern History	Durham
Michael	Brown	History	Exeter
Katherine	Brown	Medicine	Newcastle
Emma	Bull	Management	Lancaster
Flora	Burn	Psychology	Exeter
Katherine	Burr		Gap year
Matthew	Burrard-Lucas	Chemistry	Oxford
Daniel	Caprice		Gap year
Vanessa	Carr		Gap year
Laura	Carruthers		Gap year
Virginia	Carter Leno	Psychology	UCL
Ben	Carver		Gap year

<i>Forename</i>	<i>Surname</i>	<i>Course</i>	<i>Destination</i>
Stephanie	Charnock	Medicine	Dundee
Thomas	Clark	Philosophy	Cambridge
James	Clifford	Management and Japanese	SOAS
Jessica	Colson	Psychology	UCL
Emma	Cooke	English	York
Oliver	Cooke	History	Cambridge
Sophie	Cornes	Combined Studies	Newcastle
Sam	Cox	Information Management	Loughborough
Emily	Crick	French Studies	Warwick
Jade	Crimes	Economics and History	LSE
Felix	Danczak	English	Cambridge
Tim	Daniels	Natural Sciences	Durtham
Emma	Dawe		Gap year
Charles	de Montfort	Psychology	Bristol
Noemie	De Vuyst	Biomedical Science	Toronto
Stephane	De Vuyst	Engineering	Toronto
Jack	Dickinson	History	Manchester
Max	Dickman	Classics	Durham
Charlotte	Dinkin	Liberal Arts	Barnard College USA
Jonty	Downton		Gap year
Ross	Drummond		Gap year
Hannibal	DuMont Schutte		Gap year
Maximilian	Dunhill		Gap year
Christian	Dunnett	Natural Sciences	Durham
Lulu	Earle	Classics	Oxford
James	Ede	Law	Durham
Olivia	Edwards		Gap year
Zuhair	El-Farouki	History	Warwick
Luke	Ellingham	Real Estate	Reading
Kate	Elliot		Gap year
Kate	Enock		Gap year
Annabel	Everard	Spanish	Bristol
Jeremy	Felton	Law	King's College London
Joseph	Ferrigno	Economics	Manchester
Thomas	Firth	Physics and Astrophysics	Sheffield
Renata	Fletcher	Accounting, Auditing and Finance	Lancaster
Julia	Funk		Gap year
Tommy	Gill	Modern and Medieval Languages	Cambridge
Tatiana	Gurova	Economics and Business w. East. Europ. Studies	UCL
Clementine	Hain-Cole	Modern and Medieval Languages	Cambridge

<i>Forename</i>	<i>Surname</i>	<i>Course</i>	<i>Destination</i>
Daniel	Haley	Economics and Finance	Exeter
Latifah	Hamzah	Engineering	MIT USA
Alexandra	Hardy	Film Studies and Russian	Exeter
Rebecca	Hardy	Physiology and Psychology	Oxford
Sophie	Harrison	Film and Media Studies	Manchester Metropolitan
James	Hearle	Physics	Bristol
Matthew	Hearle		Gap year
Henrietta	Hickling	Geography	Exeter
William	Hillkirk		Gap year
Jonathan	Hilton		Gap year
Matthew	Holder		Gap year
Farazin	Hosseini		Gap year
David	Hughes	Ancient and Modern History	Oxford
Kenneth	Hui	Civil Engineering	Imperial
Sam	Hyatt-Twynam	Natural Sciences	Cambridge
Henry	Irving	History with Contemporary Chinese Studies	Nottingham
Matthew	Isard		Gap year
Parth	Jindal	Liberal Arts	Brown University USA
Samuel	Johns	Geography	Oxford
Michael	Johnson	Russian Studies	Edinburgh
David	Kabuye		Gap year
Nicholas	Kidson	Management and Business Studies	Loughborough
Oliver	Kim	Natural Sciences	Cambridge
Min Seong	Kim		Gap year
Maria	Kiryanova	Economics	LSE
Rosie	Kong	Latin American Studies	UCL
Lilly	Kottsieper	Civil Engineering	Bristol
Lukas	Kremens	Business Management	Cass Business School
Jonathan	Kwok	Business Management	King's College London
Gyozo	Lantos	Business Studies	Cass Business School
Tom	Lewis	Human Sciences	UCL
Douglas	Li		Gap year
Justin	Li	Law	UCL
Reynold	Li	Architectural Studies	Bath
Riccardo	Liberatore	History	Durham
Angela	Lo	Architecture	UCL
Miriam	Longmore	Medicine	Oxford
Chia Ven	Low	Medicine	UCL
Yiu	Luke	Experimental Psychology	Oxford
Rebecca	Lynn		Gap year

<i>Forename</i>	<i>Surname</i>	<i>Course</i>	<i>Destination</i>
Charles	MacBain	Liberal Arts	Columbia USA
Michael	MacFarlane	Philosophy	St Andrews
Minn	Majoe	Music	RCM
Claire	Makepeace	Liberal Arts	UCLA USA
Russell	Martin	Liberal Arts	University of N. Carolina at Chapel Hill USA
Elise	Martin-Davies	Geography	Durham
Peter	May	Economics and Management	Oxford
Gavin	McKenzie	History	Durham
Amber	Medland	English	Cambridge
Estelle	Merle	Economics and Management	Oxford
Robert	Merrylees	Combined Studies	Newcastle
Robin	Miller	Electronic and Computer Engineering	York
Abbey	Millward	Economics and Management	Oxford
Joanna	Morris	Modern and Medieval Languages	Cambridge
Robin	Moss	Business and Management	Exeter
Laura	Mueller	Physiological Sciences	Oxford
Mike	Mutsaers	History	LSE
Nor Ashman	Najib	Liberal Arts	Georgetown USA
Olivia	Neville	Classics	Newcastle
Evelyn	Newland	History	Oxford
Emma	Newton	Social Sciences Combined	Durham
Edmund	Nicholson	International Relations and History	LSE
Magdalena	Nicolai	Neuroscience	St Andrews
Similade	Ogunbiyi	Law	Bristol
Dongkyu	Oh	Biomedical Science	King's College London
John	Okell	Economics and Management	Exeter
Joanna	Painter	Ancient History	Exeter
Nathan	Palanov	Liberal Arts	University of Southern California USA
Matteo	Parenti	Economics, Finance and Law	St Gallen Switzerland
Joshua	Parker	Geography	Edinburgh
Giles	Partington	Mathematics and Statistics	Bath
Nicole	Paton	Liberal Arts	Dartmouth College USA
Mathilde	Pelly		Gap year
Paula	Petkova		Gap year
Daisy	Pfeil	Architecture	Sheffield
Jake	Pincombe	Economics	Nottingham
Daniel	Ponting		Gap year
Tom	Porter		Gap year
Elizabeth	Potter	Psychology and Philosophy	Bristol
Thomas	Prifti		Gap year

<i>Forename</i>	<i>Surname</i>	<i>Course</i>	<i>Destination</i>
Weina	Qiu	Liberal Arts	Swarthmore College USA
Ashwin	Rajashekhar	Economics	Warwick
Phoebe	Ray		Gap year
Joanna	Raymond	Chinese and Economics	SOAS
Maria	Reh	Business Studies	Cass Business School
Sarah	Reischboeck		Gap year
Adam	Riches	History	York
Geoffrey	Ripert	History of Art	Sorbonne, Paris
Joshua	Roche	English Literature and Creative Writing	Warwick
Paola	Rodger	Economics	York
Max	Rothery		Gap year
Christopher	Russell	Social Sciences Combined	Durham
Peter	Rutherford	Geography	Edinburgh
Brie	Sach	Liberal Arts	Georgetown USA
Chris	Sanson	Creative Music Technology with Business	Hull
Josephine	Saunders	Economics	Exeter
Lucy	Scaramanga	Anthropology	Durham
Lisa	Schrimpf		Gap year
James	Scotland		Gap year
Nicci	Shall		Gap year
Robert	Shannon	Modern History	St Andrews
Mariko	Shaw	Spanish and Portuguese	Bristol
Luke	Sherwin	Liberal Arts	Brown University USA
Emma	Shields	Psychology	Bristol
Milly	Simon	English Literature	Newcastle
Giovanna	Sinisgalli		Gap year
Katherine	Skinner		Gap year
Sean	Smart	Biochemistry with Immunology	Newcastle
Jessica	Smeaton	Biology	St Andrews
A Jack	Smith	History	St Andrews
Katherine	Smorthwaite	International Management & Modern Languages	Bath
Kate	Stephen	Geography	Bristol
Emily	Stuart	History	Leeds
Vicky	Swain		Gap year
Catherine	Sylvain	Philosophy and English Literature	Edinburgh
Marta	Szczerba	PPE	Oxford
Betty	Tai	Chemistry with Medicinal Chemistry	Imperial
Dion	Tan	Information Management for Business	UCL
Juinn Ruei	Tan	Mathematics and Philosophy	Manchester
Kevin	Tan	Liberal Arts	University of California Berkeley USA

<i>Forename</i>	<i>Surname</i>	<i>Course</i>	<i>Destination</i>
Antonina	Tkachenko	Architecture	UCL
Alexander	Traynor	Biology	Imperial
Anna	Triay		Gap year
Benjamin	Tritton	German and Politics	Bath
Lucas	Tuite		Gap year
Sophie	Tunstall-Behrens		Gap year
Florence	Tyler	Archaeology and Anthropology	Cambridge
Alison Kirsty	Underwood	Chemical Engineering	Cambridge
Linda	Voegele		St Gallen, Switzerland
George	Volichenko	Liberal Arts	Carnegie Mellon University USA
Alessia	von Finckenstein		Gap year
Christina	von Moeller		Gap year
Hamish	Walker	Engineering	Durham
Henry	Wardley	Liberal Arts	McGill, Canada
Anna	Westlake	Physiology and Psychology	Oxford
Nigel	Westwood	Business Administration	Bath
Claire	Wheeler		Gap year
Emily	Whitaker	History	Exeter
Hannah	White	Classics	Oxford
William	Wilkin		Gap year
Emma	Williams	Modern and Medieval Languages	Cambridge
Angus	Wilson		Gap year
Kenneth	Wong	Chemical Engineering	Imperial
Alistair	Wood		Gap year
Vicky	Yates	Medicine	Cardiff
Ho Heng	Yu	Economics	UCL

# FEATURES



## THE EARLY DAYS OF THE IB AT SEVENOAKS

*If I say that the birth of the IB at Sevenoaks roughly corresponded with the Winter of Discontent, and that girls had only very recently joined the Sixth Form, it gives some idea of how long ago it all began.*



*Above: The Art room in the 1970s*

*Right: Brian Scragg*

Willy Bleyberg, an extraordinarily energetic Head of Science and someone with an instinctual sense of internationalism (he had escaped as boy from Berlin in the 1930s), visited Atlantic College and came back enthused. We began with about five Sixth Formers whose choice of subjects was limited to where IB syllabuses overlapped A-levels; and where they didn't, teachers gave extra lessons in their own time to cover the gaps. By the early 1980s, numbers grew to roughly a dozen – and there they stuck: for many, the extra work involved and the uncertain attitude of British universities were deterrents.

Brian Scragg, then Undermaster and a firm believer in the IB, recognised that the IB must either grow or wither, and so, with the support of the new Headmaster, Richard Barker, there followed a series of visits to Europe. The result was a stream of talented Italian, Dutch and German students whose intellectual drive created a sense of the IB as an elite qualification, something universities were beginning to recognise. Of course there was a consequent danger that 'ordinary' British students would continue to regard the IB with suspicion, but as more chose the IB, word of the inherent interest of the IB classes spread: the Extended Essay, for instance, came not to be thought of as an additional chore but as an exciting foretaste of university work. By the 1990s, all of the hard work paid off: the IB at Sevenoaks now had well over 50 students in each year of the Sixth Form. Looking back, there was a sense of pioneering, of the excitement of uncertainty, of the need to persuade and convince, and of idealism.

*John Guyatt*

*Undermaster, 1990-2003*



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1960	Sevenoaks School pioneered Voluntary Service in schools
1962	The International Centre (IC) was opened
1977	The Girls' International House (GIH) was opened
1978	The International Baccalaureate was introduced to Sevenoaks School
2000	Sevenoaks School took the decision to phase out A-levels
2007	The International Baccalaureate was taken by all Upper Sixth leavers

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## GOING ALL IB

*When plans for Curriculum 2000 emerged in 1998, their possible impact on a busy Sixth Form already offering A-level and IB made us uneasy. We therefore considered whether this might be the moment to drop A-level altogether.*



*Left to right: Richard Barker, Alan Tammadge, Kim Taylor celebrating 21 years of the IC.*

Katy Ricks and her staff have worked to make the subsequent decision to phase out A-levels seem inevitable. But at the time we were breaking new ground. We felt like nervous parachutists on their first jump – from an A-level plane that was losing height though not actually crashing.

There were strong arguments against making this leap. The IB was still unfamiliar to some parents, employers and universities. It was too difficult for some. It appeared to sacrifice depth for breadth. It was prescriptive. It violated the principle that Sixth Formers should be free to choose what to study. It seemed to condemn some departments to teaching large numbers of the unwilling or the

unable. Grades would fall. Our position in the league tables might suffer and parents might take their children elsewhere. We had always managed somehow to run IB alongside A-level and moreover were offering pupils a choice.

Against all this, we wanted a single exam and a single ethos. As a school with an international dimension, we approved of the global aspects of the IB's arts syllabuses. We believed that the intellectual challenge of the IB made for versatile thinkers. Questions were more open-ended; difficult subjects had to be persisted with; the Theory of Knowledge paper encouraged questions about the very basis of knowledge; the Extended Essay encouraged independent research. Although the IB Diploma allowed specialisation it did not allow the abandonment of core subjects at 16. IB therefore represented a rigorous option at the very moment that the modularisation of A-level (the splitting up of subjects into smaller disconnected units to be examined more frequently) threatened to make success easier and encourage grade inflation. The AS level exams threatened to significantly reduce teaching in the Summer term and we feared that retakes would interfere with A-level teaching the following year.

We also liked the IB's emphasis on the co-curricular. Even if there were no marks for them, you couldn't get your Diploma without doing community service, cultivating the arts and participating in regular exercise. You had to get involved in school life and develop personal qualities that were not fostered in the classroom – an area untouched by the more narrow philosophy of A-level.

So we took the plunge. It was all a bit frightening at first. Who will forget the anxiety over precise staffing costs or the wrestling with the timetable? However, thanks to the efforts of everyone, past and present, we floated safely to earth. Pupils of all abilities learned a lot and few regretted having done the IB, including the inordinate amount of work that came with completing the Diploma.

*Tommy Cookson  
Head, 1996-2001*

## FIVE VIEWS OF THE IB

Opting for the IB was not an obvious choice for a Sixth Former in the late 1980s/1990s. It required confidence and intellectual rigour to face the demands of a six-course curriculum, Extended Essay, and CAS. Some students were discouraged from studying the IB at a time when the A-level was still impressive currency and better suited to their skills. The School felt that the A-level had much to offer some students and intended to continue to offer both the A-level and IB for the foreseeable future. We asked several OS who had taken the IB when the majority of Sevenoaks students took A-levels to describe how they felt they had benefited.



*Dennis Rogers, right.  
Maaïke Jansen, below.*

### MAAIKE JANSEN (GROTE 1989)

The IB, which my brother Boudewijn (1986), sisters Ariane (1986) and Barbara (1992) and I studied at Sevenoaks, has served us all very well. It gave us an internationally recognised, academically rigorous and well-rounded platform from which to pursue our further education and our disparate career paths around the world – as well as many friends and good memories.

The IB programme instils an understanding and respect for other individuals and cultures, helping us to understand our responsibilities within society, and the moral and social issues that define our world – attributes that are certainly central to the UN, where I now work. I am very pleased that my eldest daughter's school, the United Nations International School in New York, offers the IB. Walking around her school reminds me strongly of the international perspective, ethos and spirit at



Sevenoaks, and what I gained there, both academically and socially. Little wonder, then, that my family is a strong advocate of the IB.

### DENNIS ROGERS (IC 1991)

As someone involved in higher education, I have been following developments at Sevenoaks over the past few years with great attention, and was absolutely delighted when the school boldly decided to only offer the IB to Sixth Formers. I am a great believer in the all-rounded education provided by the IB, not least after being able to compare IB and non-IB graduates during the course of seven years of university teaching at both undergraduate and postgraduate levels, as well as a result of my personal experiences as an IB graduate.

Sevenoaks' early adoption of the IB was one of its principal attractions when in 1989 I chose to go to boarding school in the UK for my Sixth Form. The combination of breadth, depth and eclecticism that the course offered subsequently provided me with an edge over many of my A-level-educated peers during my BA in Archaeology and Anthropology at Cambridge. After continuing on to do a PhD in Social Anthropology at the same university, I still regularly refer back to ideas and information gleaned during my IB studies, including for example the basics of the non-social scientific disciplines that I 'had' to take, such as Mathematics and Biology.

Moreover, I first encountered many of the key philosophical and ethical issues I grapple with in my current work during the IB's Theory of Knowledge course, while an issue that has become central to my current research, the notion of spatial justice, was first brought to my attention during my IB Geography course (thank you Mr Turnbull!). All in all, I'd say that I owe much to the IB. It is a course that I feel not only equips students very well for the rigours of university, but also prepares them better than most other equivalent courses for life more generally. Long may this last, and long may Sevenoaks be at the forefront of its propagation!

Right: Charly Sayn-Wittgenstein,  
below top: Amjad Mohamed  
Saleem, below bottom: Kyela  
Leakey.



#### AMJAD MOHAMED SALEEM (IC 1996)

*Amjad received an MEng in Civil and Environmental Engineering at Imperial College and was working as a consultant at the time of the Sri Lankan tsunami. He took a leave of absence from work and was on one of the first flights reopened to Sri Lanka, where he stayed for two months. He joined Muslim Aid as a programme officer and was sent back out to Sri Lanka. In 2006 he became Country Director.*

I am extremely proud to be one of the few to have the double privilege of having studied at IB at Sevenoaks. I feel that the IB gave me a chance to tap into that intellectual spark that lay inside of me and to channel my literary and writing skills through the Extended Essay (which was largely on development) and world literature, whilst Theory of Knowledge helped me to develop key insights into problems. The IB also helped me prepare for the rigours of university working life. However the greatest gift that the IB has given me is to think outside the box, a quality which eventually led me from engineering to my true calling. I worked with Marie Curie Cancer Care and then followed it up with some other volunteering and mentoring. I work in the humanitarian field now, which also allows me to be creative and think laterally in order to come up with innovative ways of doing development work.

#### CHARLY SAYN-WITTGENSTEIN (IC 1995)

The broad range of courses in the IB syllabus ignited in me an interest and curiosity in history, philosophy and language. The Voluntary Service Unit (VSU) enabled me to spend two years helping write the memoirs of an elderly blind German woman, who had fled Germany before World War Two and helped set up a Christian refugee camp in the UK. The creative component of CAS allowed me to learn how to play the saxophone and to take part in two plays, things I would never have done in a German or Swedish school. All this was accomplished in only two years while pursuing a very intense syllabus.

But Sevenoaks did not just teach the IB, it provided me with two years of exposure to a global student body and a room at the International Centre (IC). This truly international house, with 23 students from ten countries, run mostly by the students themselves in democratic fashion, taught me as much, if not more, for my career and life in general, than the IB itself. My Sevenoaks experience needs to be considered as a whole: IB, IC and the student body; I cannot separate one from the other. It was a truly fantastic and fascinating time and I would do exactly the same if I had to choose again.

#### KYELA LEAKEY (GIH 1996)

The IB gave me the confidence to explore my interests, and the means to manage and maintain them. One of the most exciting things about the IB for me was the Extended Essay: my first chance to do some in-depth research into anything I wanted. In fact, it was while I was researching my Extended Essay in economics in a refugee camp in Kenya that I decided what I wanted to study at university. I realised that my principal interest was the relationship between citizens and their governments, and how the law mediates between them – something that I am still studying in various ways today.





*First impressions: Stepping from the plane into a mist of heat and so-called 'Third-World smell', it became obvious that this was to be a cultural experience that would shake us out of our respective comfort zones.*

Our journey from the airport to the Jindal guest house was our first of many eye-opening experiences in India; with everyone staring at us unashamedly we soon accepted our place as curious, pale creatures in this foreign culture, and we hoped to absorb as much as we could over the next ten days in this country of extremes.

What struck me first was the life on the streets. Under corrugated sheets, whole families had made their homes on the pavements; a far cry from the despondency often to be seen among homeless people in London, and few of these families would have considered begging for money. However, our arrival at the guest house introduced us to another side of Indian culture; one of generosity and luxury. Greeted by a banquet of curried food and a blast of cool air-conditioning, our happiness about the accommodation was, however, somewhat uncomfortably felt as we remembered the scenes of our journey. We were all keen to get out and start working with the children.

*Above: Pupils from the Jindal Vidya Mandir School in Mumbai.*

On our first visit to the Akanksha centre in Mumbai, the children told us about life in the flats provided by the government to slum dwellers. Contrary to our expectations, they all suggested that life in the slums was preferable to being in a flat. For example, in the government buildings, families from many different communities were thrown together and, as a result, daughters were not allowed to mix freely and in some cases rarely allowed to leave the flat. Furthermore, families had now to travel miles to get to school and their places of work, whereas these had previously been on the doorstep.

Our visit to the Dharavi Slum, Asia's largest and home to over one million, confirmed the optimism that can be felt within the slum community. While the living conditions shocked us as at first, we soon learnt that many trades existed within the slum such as recycling, bakery and pottery. Remarkably, never once were we asked for money from the people of the slum, and no one seemed to resent our presence as observing Westerners. In fact, the people seemed quite happy in their self-existence within the slum, yet that isn't to say that living conditions should not be improved for the people. Sadly, however, the solution is not as simple as re-housing and it is difficult to know what could be done without disrupting the community and its way of life.

Our visit to a Jain Temple gave us an insight into a religion most of us had never even heard of before. Based upon making yourself and others happy, it proposes that you should not harm any animal no matter how small. Having defied all health and safety rules in our climbing of the steps in a torrent of red monsoon water, we were met by many small worms in the temple. All eyes were fixed on our feet to ensure we did not accidentally squash any of them, before we were led to meet the Guru. The boys entered first to find him lying down, and they supposedly kissed his feet (although we were not sure whether this was true or not). Either way, it certainly was an experience to find the happy old man lying in his bed with little more than a shroud to cover him. We rounded the day off with a trip to a vegetarian restaurant, where we were all given

green, vegetable ice cream. Not wanting to offend anyone, we tried our best to eat it and seem grateful, yet it was not a recipe that we would be bringing back to England.

It is impossible to speak of India without evoking images of great cultural extremes; of ostentatious palaces and temples juxtaposed with the country's extreme poverty and slum tradition. We are all immensely grateful to have been given the opportunity to discover this remarkable country for ourselves, an experience that can hardly be done justice through words. Our special thanks go to Mrs Sangita Jindal, who generously and graciously organised the wonderful visit.

*Emily Rainbow (L6)*

#### **VASIND**

Having arrived in India just two hours earlier, we gathered for the three-hour bus journey to the small township Vasind, just north of Mumbai. The next day, an early start was compensated for by the splendid array of food that was waiting for us at breakfast and the relatively short journey to our first engagement, Jindal Vidya Mandir School, set up by the Jindal family to provide education for the children of the steelwork's employees.

This was one of our first introductions to the widely varying social responsibilities of major corporations in India. Another undeniable difference we soon discovered was the welcome given to visitors. As we pulled up outside the school we could see a rather large group of students and teachers, some dressed in uniform, others in traditional Indian dress waiting at the entrance to greet us. The enthusiastic welcome consisted of a serenade from the school choir and blessings and prayers. Throughout the day, we were treated to a variety of orientation activities ranging from a pot-making workshop, to a demonstration of a game of Kabaddi that most of us ended up joining in. A definite highlight of the visit was the rope and pole demonstration, where younger students displayed seemingly impossible contortions of their bodies halfway up a pole or a

## PROMO VISIT TO INDIA, JULY 2008

rope. Alex Sit was even persuaded to give the rope a go but managed to get himself stuck upside down in the air. As the day was drawing to a close, we had one last treat, an Indian dance demonstration in full traditional dress, and afterwards a wonderful masterclass with one of the teachers.

Waiting for us when we returned to the Jindal Guest House were invitations for a meal with a host family that evening, which we would attend in pairs. Later, after an interactive session where our group was introduced to our Indian counterparts, Lucy and I were dropped off the bus in the centre of Vasind township outside a rather unpropitious looking apartment building. However, as a testament to how first impressions can often be wrong, we proceeded to enjoy an eye-opening evening, where we were videoed throughout, enjoyed the best Indian food of the entire trip and discovered some of the realities of Indian home life, something most visitors would not have the luck to claim.

The next day at 6.45am, Krissy Brooks, Ms Nowicki, Severina (our wonderful guide) and I set off to a Catholic Church for Mass. Travelling through what seemed to be a tropical jungle, we finally pulled up to a small white building, into which we were ushered by waiting nuns. Throughout the service, we sat on a sheet on the floor, listened to the singing of hymns without any instrumental accompaniment while the priest gave his sermon in Hindi, Marathi and English! On return to the Guest House, we ate breakfast quickly before our next stop at the Vasind Vocational Training Centre. Here the Jindal Corporation provides resources for young people to follow a vocational path and teaches trades such as tie-dyeing (which we tried), beautician training (we had mehndi applied to our legs or arms), engineering and electronics.

Later, we traveled slightly uphill to visit to both a Jain and a Sikh Temple. At the Jain temple we burnt incense and had a go at ringing one of the many bells in the hall. Next was one of the most emotional parts of the trip for most of us, the visit to the HIV orphanage and the leper hospital. Here,

we learnt, lived children born with HIV whom society had abandoned and were now being cared for by nuns. When we stepped into the room, the children had gathered to see us and burst into a chorus of 'Very nice to meet you!' and enthusiastically showed us around their little school building.

Our short stay in the Vasind province was truly an eye-opening experience and gave us a glimpse into the challenging responsibilities faced by large corporations in India, the variety of spirituality present and the realities of life for most Indian families.

*Amira Abulafi (L6)*

### AKANKSHA

Arriving at the Akanksha Street Children Education Project in rising temperatures of 33 degrees Celsius with a monsoon threatening, we were ushered through some dark, dusty, airless corridors and shown where we would be working. Where moments before there were rows of children sitting quietly on the floor listening to the teacher, giggles broke out and we were introduced to 50 kids aged between six and eight, who began pointing at us. Attempts at learning names were forgotten as we could not pronounce their names with a proper Hindi accent. We were known to them as 'Didi', meaning older sister, or 'Paya', older brother. This was our first day helping out with the wonderful education charity Akanksha. It is a non-profit organisation with a mission to help change the lives of children who live on the pavements or in slums, by helping them to realise their potential.

The majority of the work is in primary education, where the teachers aim to improve the children's basic mathematics, English and Hindi. However, it does not stop there. The objective is also to give the children an increased level of self-awareness, self confidence and motivation so that they have the ability to deal with the hard situations that they face every day. Anjali, one of the teachers said, 'We don't only want to teach you your sums, we want to help you to develop curiosity for these things yourself, so that you can realise your own potential



and make a difference in your community, maybe even in the wider world.'

Akanksha works with children aged five to 18, providing them with supplementary schooling in the afternoons. In reality, a lot of the kids do not go to the municipal schools in the morning so the lessons at Akanksha are crucial. The organisation visits the poorer communities in the slums and pavement dwellings, offering parents this wonderful extra opportunity for their kids. Those who attend every afternoon receive excellent instruction from specially trained teachers.

We spent our first day together working with the younger children; I was lucky in that I was given a small group of kids to try and teach. Others were asked to take an impromptu maths lesson to a large class of seven-year-olds. This may sound easy, but to our embarrassment it turned out that some of them could divide 12-digit numbers by 7 in their heads faster than we could work it out on our mobile phones! The kids may have been very

poor but they were surprisingly lively, bright and very hungry to learn. When we distributed books, their eyes lit up, as if we had been giving out sweets!

We were also able to help out with the older groups at a different location. Here, we learnt more than we probably taught. From being told about Indian current affairs and the state of the economy, we went to being group leaders, organising presentations where the children revealed the hard challenges of living in the slums.

It must be said, however, that the greatest treat of all were the handmade badges of honour given to us by the children as a thank-you gift. 'Handsome Tom' smirked as 'Kind Kassim' complained that the kids obviously didn't appreciate his good looks! And I don't think any of us will ever forget the half hour it took to leave, as 50 kids clambered on top of each other, desperate to get in one last wave.

*Krissy Brooks (L6)*



## AN INTERVIEW WITH ROBERT SACKVILLE WEST

### *Fred Maynard (L6) spoke to Robert Sackville West, Chairman of Governors*

Firstly, in the time that you've been Chairman of Governors, what is the single greatest change you've noticed here?

I think it can be summed up in one word: confidence. It's not a physical change, though we have seen that too, but the entire atmosphere is different now. You feel a great sense of purpose, and a sense of self-respect that you didn't see before. I think Katy Ricks has a lot to do with it, and definitely the students have a lot to do with it: the school is a confident school nowadays.

Do you feel that the Governing body is too distant from the school itself?

My personal opinion is that Governors should maintain a distance from the day-to-day running of the school. That is the job of the staff. We would only get in the way if we were meddling too closely. We have to be able to chart a direction for the school's future, and to monitor its performance, and you have to have a certain distance to do that.

Do have any fond memories of your time as chairman?

I remember plays such as *The Good Person of Sechzuan*, concerts in St John's, Smith Square, events in The Sennocke Centre or in St Nicholas' Church, and individual performances which really amazed me. But the thing I will best remember, and which is a source of cheer to me, are the people at Sevenoaks. They are always ready to give you directions or answer questions and are very, very friendly, charming and helpful.

You work in book publishing as well as being a Governor...

Yes, as proprietor of Toucan Books, publishing illustrated non-fiction books for an international market. We do encyclopaedias, science, popular history, some cookery.

Does that take up most of your time?

It used to. Now I have a managing director and a team who run it, so it takes up less time. I also run Knole Estates, which has property in and around Sevenoaks, including Knole Park. The rest of the week is currently given to writing a book as well as to Sevenoaks School. I love the variety.

How high has Sevenoaks been on the priorities list?

The thing about being a governor is that it is impossible to pinpoint how much time you put into the school. On average I have spent about half a day a week on school matters, but it all depends on the bits and pieces that need doing.

How would you define the role of Chairman of Governors?

The role is to help the school set a strategic direction, which has to start from an educational vision. That vision comes from the Head and staff, so the governors must help to implement it, by ensuring that the right goals have been selected for that vision and that they are achievable financially.

Living in Knole House, do you ever feel dwarfed by either the physical size of the building or its long history?

No. But I think it's a good question because historically people have felt physically dwarfed by the house, because it is very big and can get on top of you. I don't feel that, but the burden of responsibility has affected other people, more pessimistic people than myself. I just feel incredibly lucky to have the opportunity to live here.

What will you do with the extra time you have now you are no longer Chairman of the Governors? Do you have any particular hobbies?

The chairman role was never full-time, and I'll just be doing more work in publishing. In terms of hobbies, I do a lot of reading, and I enjoy some sports...and travel.

**What would you consider the hardest decision made by the Board of Governors while you sat on it?**

I wasn't Chairman at the time, but the biggest decision in the last ten years has been the decision to go fully IB. There have been some very big decisions over the last 30 years, the first one was to go fully co-educational, and the next biggest after that to commit exclusively to the IB in the Sixth Form. It was a good decision at the time, and in retrospect it has proved to be a brilliant one, although I can claim neither as part of my own chairmanship.

**Were you doubtful at the time about going fully IB?**

No. I was on the governing body, and I was absolutely behind it.

**What's been the biggest success in your chairmanship?**

I would say the implementation of that process [the transition to IB]. It has been very smooth. Also, the building of The Sennocke Centre and planning of the Performing Arts Centre have all been done while I've been Chairman, so those things I would count as great successes. Both of them, of course, were real team efforts.

**The Performing Arts Centre will be largely a musical venue. How much value for money will the student population at large get from it in future generations?**

How do you put a value on music? I could well say it will be of incalculable value. The building itself will be great value for money, well designed and well built, I'm sure, but the benefit is always hard to value. The School does a lot of music at the moment, but it does it in very cramped conditions and it cannot do all the things it wants to do. Different types of music just need different acoustic spaces – choral and orchestral for example – which we can't cater for at the moment. Dance, equally, needs a home. One doesn't commission

buildings for the sake of it, one builds from one's educational vision. If you want well-rounded students, you give them the best opportunities – to do journalism or sport or music, and that's what we are trying to achieve.

**You talk about a well-rounded student, but do you feel that the School's competitive academic atmosphere gets in the way of this? Is there any way to create a more holistic, sensitive education?**

It's a very valid question, and one that the leadership has been thinking upon for a long time. Schools by their nature are competitive, parents are competitive, kids are competitive, and the question is one of how to give people space, as it were, so that it doesn't become too intense. We've just withdrawn from the league tables, for example, because we don't really need that annual comparison with other very good schools when the differences between us are so vast.

**Is there not something to be said for the teamwork element, though? When our GCSE results came out, many of us felt like we had got Sevenoaks into its high place in the table together.**

In that case you're already showing that the school has succeeded in its values if you see a collection of individual successes as teamwork, and there's no need for league tables anyway. Something that's struck me about Sevenoaks is that you really take pride in each other's successes. I think that's a very positive sign when talking about a more holistic education.

**So, now that the league tables have gone how do we publicise ourselves? Eton, St Paul's, Winchester: these schools can pull out because their name recognition is already very high, but Sevenoaks?**

Yes! If you go to Mumbai, to Kuala Lumpur, to Hong Kong, as I have done on fundraising trips, you will find that Sevenoaks is up there, the name recognition is huge; people talk about their children in terms of, 'Are they going to Eton or Winchester or Sevenoaks?'

The debate on charitable status for private schools rages on. What is your view on the idea of the government taking away our tax breaks?

Well, they haven't yet. All they've said is that if you're a charity you have to do something charitable to justify your status. I have no problem with that. If you look at our founding documents, we exist to provide an education...

To everyone equally?

The school provides education to boys and girls of a certain age, the majority of whom come from around Sevenoaks. The work we have done on bursaries and on collaborating with local state schools all add to the benefit we provide to the public.

Do you feel that we are socially responsible? A lot of scholarships have been given to those who could pay the full fees anyway.

Over the past three or four years we have reduced the percentages of discount in scholarships and transferred that money to a bursary fund which will be means tested and given to those who simply cannot afford it. There is already a process of transition from scholarships to bursaries. It's slow, but we are moving in that direction.

The Sackville lectures have recently been inaugurated in your name. If you could invite anyone in the world to give one to the Sixth Form, who would you have?

That's a very difficult question. Someone who can show what you can do in life with a good education. How about Aung San Suu Kyi, the leader of the National League for Democracy in Burma?

A perfect lecturer, if we could just break her out of Burma first. And finally, a Desert Island Disc?

Easy. Bach's Mass in B Minor.

Robert Sackville West, thank you for your time and for your great contribution to the life of Sevenoaks School as Chairman over the last six years.

*Fred Maynard (L6)*



*Fred Maynard interviews Robert Sackville West at Knole House.*

## AN INFORMAL INTERVIEW WITH JONATHAN EVANS

*After a fascinating talk (the first of the new series of Sackville lectures) in which Jonathan Evans had explained the nature of his job as Head of MI5 to 400 awestruck Sixth Formers and as many teachers as had managed to sneak in, Tim and I had the chance to speak to him in person.*

Mr Lacey had been able to entice Jonathan Evans to come and speak to us because the Head of MI5 is an Old Sennockian. He read Classics at Bristol University and went on to join MI5 in 1980, where he worked on 'counter-espionage investigations'. Since the mid-1980s, he had worked countering terrorism, and he was made Director of International Counter-Terrorism ten days before 9/11. In 2007 he became Director General of MI5.

Having read his intimidating résumé, Tim and I were a bit nervous about what to expect. Naturally, we had been influenced by the stereotypes of MI5 and were expecting a buttoned-up, deeply disapproving Englishman who would be able to discover our deepest secrets with one glance of his steely eyes. In fact, Mr Evans was surprisingly relaxed and answered our questions with intelligence and easy sincerity.

After his inspiring talk, both Tim and I were eager to find out how we could join the service. As the recruiting is done through the MI5 website, we of the web-savvy generation nodded, thinking it couldn't be very hard at all to enlist. Then Jonathan Evans told us calmly that out of the 10,000 people that might apply at a particular time, only ten are accepted. With a one in a thousand chance of getting in, we decided to abandon our

fledgling dreams of MI5 for the time being, and stick with what seemed like the comparatively easier chances of successful university application. Mr Evans thought it possible that the majority of applicants were part of a groundswell of interest generated by the television programme *Spooks*. Although the Director General of MI5 has not seen the show, he prefers that they are portrayed as 'goodies' rather than the shady characters prevalent in earlier portrayals of MI5. We were assured that it was a credit to the Sevenoaks Sixth Form that at the end of his talk no questions were asked about *Spooks* (although he was asked if he'd ever ordered anyone to be assassinated).

Since our one link to this illustrious man was the fact that we had all attended the same school, we asked whether he recalled his days at Sevenoaks. Mr Evans said that his Sixth Form English class was the one he remembered the most warmly; there he was surrounded by intelligent people, all of whom, like him, were keen to learn. The teacher of this class was Mrs Henshaw's father, whom Mr Evans described as a fantastically good teacher. Although Mr Evans' glimpse of the school on this occasion had been brief (he had been accompanied directly to the Aisher Hall), his reaction to the change that had occurred since his time was to say that there were now many more buildings. Other than that, he felt it seemed similar in its atmosphere.

Our knowledge of MI5 was fairly hazy, and we asked for a brief description of the type of place it was and what people worked there. Mr Evans said that during his time it had changed quite considerably, becoming much less old-fashioned and less London-based. When he was interviewed for the job, it was by a Classics graduate. Even now, most of the people who work there are arts graduates. Mr Evans admitted the difficulty in telling us what qualities they look for in a person applying to MI5. The jobs are incredibly varied; out of the 3000 people working there, there are people in surveillance, linguists, technicians and more. But for those of you who are motivated, have good social skills and have been to university,

you are the type of person wanted by MI5. We were told with a faintly detectable note of pride that MI5 has one of the highest job-retention rates in the country.

Although one of the main things we were interested in was Mr Evans' personal experience and opinions of the service, we were wary to ask him such questions, since we had been told firmly not to ask for any of his own opinions. But we felt that asking him about his job satisfaction did not count as an opinion. Mr Evans said earnestly that he very much enjoyed his job because he felt that it was worthwhile; he is doing something useful. However, it can be very intense, and he is permanently on call, even in the holidays.

One of the things which had puzzled us was the secrecy of the job: how was it possible not even to tell your family that you are working to keep your country safe from terrorists? Mr Evans said that his wife knew his job, but he couldn't tell his children until they were teenagers. Those were the rules; and young children would probably not have understood the significance of secrecy. However, we were able to talk to him not because we were let in on the secret, but because as the Director General, he is the only member of the service whose identity is known. But he said that he always has to be careful of what he does and where he goes.

We left the presence of Jonathan Evans much reassured that such a sane and grounded man was looking after the safety of our country. His unassuming intelligence impressed us both; it was hard to reconcile the fact that such a human and understandable man was so important in protecting Britain. Afterwards, we started looking out for those members of the teaching staff who must be hiding the fact that they too were working for MI5. Perhaps that's how Mr Lacey managed to persuade him to give us the speech?

*Julia Nicholson (L6), Tim Daniels (U6)*

# LOOKING FORWARD



*Performing Arts Centre*

*West Elevation*

## THE DEVELOPMENT OFFICE

Much of the Development Office's activity in the 2008-9 academic year will focus on the Performing Arts Centre, our current priority project and the School's biggest project to date. Redundant buildings have been demolished and construction is underway. During 2007-8 we communicated details of the project to parents, students and the wider constituency. This included a presentation at the start of term to the PA Area Groups Representatives, a reception in London on 30 September and another in New York on 30 October. Now that work has begun on site, fundraising activity will be increased for this £13 million project. The Acorn Fund has raised about £6 million since 2003, with donations from 16 countries (the most generous outside the UK being Russia, Hong Kong, Singapore and the USA).

## THE SENNOCKIAN CLUB

The Sennockian Club was successfully launched in September 2007 and I am pleased to report that the vast majority of 2008 Sixth Form leavers signed up for membership. As we had hoped, the majority of those who started at Sevenoaks in September 2008 also joined. We appreciate that membership of an alumni association might be seen as purely the preserve of students that are leaving an institution. However, we are trying to involve our current students in the concept at the earliest opportunity in order to engender the ethos of alumni associations. When an initiative is launched it is nice to be able to announce a membership surge that simultaneously stimulates and promotes the scheme, in this case the Club. All students who left prior to 2007 are automatically members of the Club.

The new life membership charge for the Sennockian Club includes free membership of The Sennocke Centre for the period when a member is attending university or on a gap year prior to university. Thereafter they will be able to enjoy use of the fitness suite, squash courts and swimming pool at a discounted rate.

One of the aims of the Club is to encourage current students to take an interest in its activities and to begin to relate to other members – former parents, current parents, staff, friends and others associated with Sevenoaks – in a supportive and collaborative body.

We are looking to increase the number of reunions in the UK, as well as the number of overseas events we hold, through the help of our Friends of Sevenoaks School groups that are located in seven countries.

*Guests at the Craigengower  
Cricket Club, July 2008*



### **FRIENDS OF SEVENOAKS SCHOOL ASSOCIATIONS WORLDWIDE**

This was another busy year for the Friends of Sevenoaks School associations. A new association was established in Brussels, and following a reception in Germany in January 2008 further groups have been formed in Munich and Düsseldorf.

Nine Friends of Sevenoaks School associations now operate worldwide. This summer the Mumbai group assisted Jo Nowicki and students in their work with street children and the Akanksha charity, and the Hong Kong group helped the Director of Admissions, Arabella Stuart during her visit to Hong Kong.

#### *Singapore*

A very successful reception was held in Singapore in November 2007, followed by another in June 2008, attended by alumni and parents of current and former students.

#### *Hong Kong*

On 12 July the Hong Kong group, managed by Mabel Lau, mother of Hugo Cheng, held a very successful reception in the Fortune Café at Craigengower Cricket Club. Over 60 guests attended, including parents of new students, who enjoyed meeting parents of current students.



*Guests at the reception in Singapore, June 2008*



*Above: The Harvard Club,  
New York*

*Top Right: Guests in Old Hall,  
Lincoln's Inn,  
30 September 2008*

#### *New York*

Katy Ricks hosted a reception at the Harvard Club in New York on 30 October. The Head welcomed guests that included members of the alumni plus parents of current students and parents of former students. Among the OS was one who joined the school in 1957 and another who left in 2008 and is now at Columbia University. I gave a presentation about the school's strategic development plan with special focus on the Performing Arts Centre project.

Ben Baglin (OS 95) has taken over as the Co-ordinator of the Friends of Sevenoaks School association in New York, after Mike Haskamp (OS 96) moved to Hong Kong.

These associations promote the school and provide assistance to parents and alumni. Listed below are the co-ordinators of the various groups:

Brussels:	Mr Edward Rodger
Düsseldorf:	Mrs Isabelle von Rundstedt
Munich:	Ms Gioia Thun Hohenstein
Kuala Lumpur:	Mr Robert and Mrs Angie Cheong
Hong Kong:	Ms Mabel Lau
Singapore:	Mrs Jan Gray
Mumbai:	Mrs Rashmi Jolly and Dr Swati Piramal
New York:	Mr Ben Baglin
San Francisco:	Miss Alison Berresford and Miss Karen Berresford



#### **LINCOLN'S INN RECEPTION**

A reception was held in the Old Hall, at the Honourable Society of Lincoln's Inn, London on 30 September 2008, to which all donors to the Acorn Fund and parents of current and former students were invited. The purpose of the reception was to thank donors who have supported the various projects that constitute the development plan, as well as to promote the next phase of the school's development – the construction of the Performing Arts Centre.

The event was extremely well supported, particularly by parents and friends working in London and those who wished to experience the atmosphere in the Old Hall, which was built only 58 years after Sevenoaks School was founded. Musicians from Years 8 and 9 played in the Undercroft, welcoming guests on their arrival.





*The Auditorium*

#### THE DEVELOPMENT PLAN

In August the two buildings made redundant by the construction of The Sennocke Centre were demolished, creating space for the Performing Arts Centre. It will be one of three buildings to be constructed around the Flat, which will be landscaped and transformed into a pedestrianised area.

The Centre will provide outstanding facilities for music and drama, with 2733 square metres of space. The recital room will accommodate an audience of 100 people and a space for concert ensembles, or a more intimate setting for rehearsals. The main concert hall's orientation uses the natural slope of the site to provide excellent viewing and comfortable seating for up to 500 people. The stage will accommodate the 70-piece student orchestra with the full school choir behind it. Arup, the internationally renowned multidisciplinary engineering consultancy, are responsible for the auditorium's acoustics. The hall will also be used for school assemblies and lectures. Other facilities will include a drama studio, 17 individual practice rooms, specialist teaching rooms, a drums room, a recording studio and a world music room.

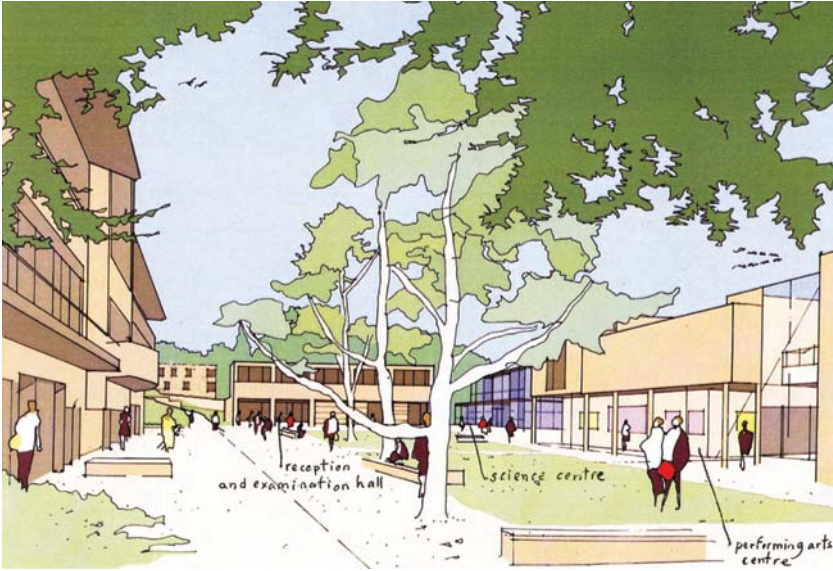
A refurbished Sackville Theatre will provide much improved space for drama. A tension wire grid will enable students to fully manage productions, furthering their technical knowledge. We could simultaneously have a concert taking place in the auditorium with an audience of some 400 and a drama production in the Sackville Theatre watched by some 200, with the audiences enjoying refreshments in the foyer or on the terrace during the interval.

The project will cost £13 million. It is hoped that a significant amount of this will be raised through charitable donations to the Acorn Fund, enhanced by Gift Aid for those paying UK taxes, and through the 501(c)(3) foundation in the USA, which enables donors in the US to receive tax benefits on their donations.

Sincerest thanks go to all those who have supported the development plan projects, particularly the Sennocke Centre, the Bursaries Fund and the Performing Arts Centre – our priority projects. The School is grateful for all donations, small and large. No one should underestimate the value we put on every single gift we receive. As in all fundraising activities, while the amount raised is crucial, the level of participation is also very important. Thank you.



*The Foyer and Recital Room*



*View of how the Flat will look on completion of three major projects*

Construction is now underway and is expected to be completed in December 2009. We hope to arrange tours of the site for donors to see how work is progressing, as well as for those interested in our plans. A series of Performing Arts Centre project bulletins will be produced. If you do not receive a copy and would like one please contact the Development Office or visit [www.sevenoaksschool.org/development](http://www.sevenoaksschool.org/development).

## ARCHIVES

The Foundation has recruited a professional, part-time archivist, Sarah Robbins. In the first instance she will advise on archive consolidation, including electronic archival material, storage, conservation, control, loans, disposals and the inventory.

## FUTURE PLANS

Our priority is to communicate progress of the Performing Arts Centre project and the status of the Bursary Fund to readers. Accordingly, the programme of visits to an increasing number of countries and repeat visits by the Head and the Development Director will continue. It is hoped this will include Kenya, Italy, Switzerland and Moscow during the coming year.

Further development of the Sennockian Club and expansion of its range of activities remain high on the agenda.

Fundraising for the Performing Arts Centre project is underway. If you would like to learn more please contact the Development Office in Manor House, Sevenoaks School, High Street, Sevenoaks, Kent TN13 1HU or visit the website.

*John Walton  
Development Director*



*Performing Arts Centre  
Stage Level Plan*

Tim Ronalds Architects