

Twyford LIFE



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TWYFORD 2020

Writing this from my Twyford study today, I can reflect on how different the world has become in just a few months. While I had expected to be enjoying a gentle and comfortable progress towards my retirement in July, this has actually been the busiest and most challenging period of time of my 32 terms at the helm. In many ways we have been very fortunate: firstly, our pupils and staff have remained healthy. Owing to an initiative started four years ago, we had already been well-embedded in online teaching and learning, including every pupil in the Prep having an individual laptop (Chromebook) to use in school. Staff and children have been fluent in preparation, delivery and completion of work online, using Google Classroom. When we were instructed by the government to close the school, on 23rd March, we could immediately offer a 'stop-gap' position for the one remaining week of term, and then turn our attention to beefing up our provision for the start of the

Summer Term; providing staff training so that each teacher could record videos of demonstrations and instruction, as well as becoming more familiar with software that enabled online marking and feedback on pupils' work. In reality all these things were achieved with a willingness and urgency on the part of staff that was heartening; all accepted that this was the alternative reality that would be 'teaching' for now.

But before we could get to the start of the Summer Term, we took on another duty: to provide daily extended care for the children of 'key workers'. Along the way we have had amazing support from parents: donations which the wonderful Second Hand Uniform Shop donated funds to match.

Our attention then turned to the impact of this distant operation on the welfare and mental health of our children. Our pastoral team has been tremendous in their efforts to support all pupils and staff, but particularly certain individuals - already known to

be vulnerable in school - to offer advice to parents and the children themselves in how to manage the unusual circumstances.

As we returned from half term, we welcomed back children from Nursery, Reception, Year 1 and Year 6. This was surreal: all separated into small 'teams' prevented from overlapping with other teams as they moved from classroom to playgrounds or meals. It is working, but it is not school as we know it. We are now excited to be preparing for the return of Years 2, 5 and 8 before the end of term.

How will we reflect on all this in years to come? I hope we will say that we responded swiftly and adequately to the needs of the time, and then improved from there. While this has been a memorable final term for me, I wish all those who are associated with Twyford all the very best for the future: *stet fortuna domus!*

Steve Bailey
Headmaster

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SCHOOL LIFE IN LOCKDOWN

We asked a cross section of our community for their experiences of the lockdown during April and May.

THE LEWIS FAMILY VIEW

Being Housemaster, Director of Sport and a teacher of RS to Year 7 at Twyford, being married to Vicki, a sarcoma nurse specialist at Southampton General Hospital and with two children at Twyford, Toby in Year 5 and Phoebe about to finish in Year 8, the impact of COVID-19, just like for many other families has been considerable.

Life in lockdown at a school has been interesting. While three of us have been sat fixated at individual computer screens, there has always been the constant shadowy worry as Vicki heads off to the hospital each day to carry out “proper” work. So volunteering to also help out on site with the key worker children was an easy decision. Phoebe and Toby have been accessing online lessons to try to progress their learning and I have been trying to prepare the online challenges and learning for all other Twyford children doing the same at home. Having messages sent from

my own children via the Google Classroom telling me what they achieved in the sports challenges when they sit just two rooms away has been strangely ironic. It has been interesting seeing the organisation start to spring back to life. Many decisions have had to be taken and many facilities have changed their usage. Where dormitories filled with beds and memories of children bouncing over them existed, dormitories filled with desks two meters apart now stand. Temporarily, I am sure and I hope!

Gregg Lewis

PRE-PREP SECRETARY

I have learnt two valuable things during this difficult time:

A) How amazingly resourceful one can be, particularly as a team. Aristotle’s wise words “the whole is greater than the sum of its parts” have been demonstrated these last few months as we have rolled out home learning, coordinated the care of key worker children in school and planned the return to school for some year groups from 1 June. Everyone has pulled together – IT, cleaners, estates staff, admin staff, teachers and TAs, catering, matron, and of course, parents and children too.

B) THE best piece of advice I have heard is to remember that whilst we are all in the same storm, we are all in different boats. You cannot and must not compare how you and your family are

faring with others as everyone faces different challenges and is able to cope differently with a range of pressures. We all do the best we can!

This ‘What we need to survive lockdown’ acronym sums up my life coordinating work from home these past few months – which I hope will resonate with many!

- L** *Laughter, love and loo roll*
- O** *Organisation and online shopping*
- C** *Carers and cake/crisps*
- K** *Kindness and Kuenssberg*
- D** *Determination and deodorant*
- O** *Outdoor living and Office 365*
- W** *Wisdom and wine/wine gums*
- N** *NHS and “Normal People”*

Louise Roest

YEAR 8 TEAM OF HEAD BOY, HEAD GIRL AND DEPUTIES

Jack: Lockdown, and particularly school life in it, has been challenging and memorable.

I spent the first month of lockdown revising hard for my scholarship to Winchester, one of the few exams still on in the country. At short notice core subjects were brought forward and the remaining exams due in May. However, at the very end of the Easter holidays, Winchester announced that these exams would turn into three 15-minute Skype interviews - in ten days’ time! Throughout the experience, I had to keep adapting to the

changing situation and keep myself motivated and not disappointed.

Amelia: My favourite part of lockdown was when we got two baby chicks - Chickpea and Chick Flick. My family and I have a lot of fun watching them grow and we are taking a picture every day to see how they change. Going to the shops is the strangest experience. I have only been once to the Post Office and once to a Garden Centre in the last 8 weeks.

Jazzy: During lockdown, we should make the most of this time to experiment, try new things

and learn more skills. I have been working especially hard on my reverse-hit in hockey. It has taken a while, but I have finally managed to conquer it! It has become a new norm for me to go for a run whilst my dad cycles on a Saturday morning to review the week and have a catch up. I have been cooking lots with my mum and we have discovered some more delicious meals, in particular the chicken paella one.

Ben: It has been a great time to exercise or even try something new. I have always wanted to be able to do a front flip and backflip

on the trampoline. With my brother’s help, I have achieved that. I have found online working really hard. I sometimes find it harder to concentrate in online lessons as I prefer being in a classroom. I have always thought of home as a place to chill, but now I find it hard to separate school days from weekends. Lockdown has made me appreciate how much I love school and that I miss seeing all of my friends. After this is over, and we go back to school, I don’t think I will ever moan about school not being fun.

VIEW FROM THE CLASSROOM

For me, this has been an interesting time as we have adopted a completely new approach to teaching and learning.

Most of the learning has been done by me; most of the teaching has been done by pupils: ‘No, Sir, you need to click on the icon in the bottom corner. No, the left hand corner. No not that one – the one next to it. Yes, that’s it. Well done, Sir!’ The children have been kind, helpful and immeasurably patient. If any of them ever want to work in education, I will be the first to give them a glowing reference.

I really have learned a great deal since those early days of the first ‘Castify’ video. What an eye-opener that was! Entirely at ease when talking in front of a dozen or more lively 13-year-olds in a classroom, I was unaccountably nervous at the thought of speaking to an inanimate camera in our spare room, my anxiety not helped by the sound of my family giggling behind the closed door. The videos have got a little easier, though, as time has gone by, and the anxiety has steadily dissipated.

Zoom lessons started well, but with a lot of background noise

(younger siblings, hoovers, lawnmowers, dogs barking) the mute button became necessary although it has the effect of making an already stilted conversation even more disjointed. So zoom sessions have evolved into more of a ‘drop in’ time when questions can be asked.

Just occasionally, I even find myself thinking that a particular task or lesson actually went quite well, and that I might even use some of the technology a bit more when school gets back to normal. For me, the most striking feature of the whole thing has been the way that the children have applied themselves with such determination and enthusiasm. I have had some brilliant written work from them. That said, I cannot wait to get back to normal teaching, which as far as I am concerned is about live interaction with pupils. It is also about pens, paper and books.

James Christie

SECOND HAND UNIFORM SHOP

The Second Hand Uniform Shop team had money waiting to be spent on projects benefitting the school community so were able to put some to use immediately.

From PPE face shields and 3D printed adaptors for respiratory machines to pot plants, cakes and pub meals for key workers, and facemasks up-cycled from school uniform, the projects

were varied! We hope that these small contributions have gone some way to show our appreciation to key worker families in our school community and to members of staff who have been working all holidays to keep school open for the children. We also hope that all Twyford children can take some pride in their schools’ ability to respond to a crisis and the use of its facilities to help the broader community.

Emily Fisher

CHILDREN OF KEY WORKERS

The key worker children have had so much fun at school during Easter holidays.

A favourite activity is riding the bikes; the children have enjoyed riding down the sloped path then turning onto the playground!

One Year 2 child couldn’t ride a bike before Easter and was a bit wobbly when the key worker camp started, now he’s a pro! The paddling pools have been out and such fun and happiness has been had. One Nursery child had never been in a paddling pool before, so you can imagine her delight!

One of the biggest highlights has been getting to see their friends each day. Parents have said that this has been a massive positive for them. We have been so proud of how well the children have adapted to the changing times that have been forced upon them, they have kept cheerful, happy and flexible.

Sue Street

During the lockdown, Twyford became a constant in the lives of the children of keyworkers who are pupils at the School.

When asked what the best bit was about having spent time in School, the unanimous answer was ‘laughing and having fun with my friends.’ One even replied that the best bit was ‘seeing normal humans; not just my family’.

Whilst some still found it odd not wearing uniform at School, all enjoyed the opportunities to be with their friends and make new friends. Activity highlights were playing on the Chalk Mounds, scavenger hunts, performing plays on the Astro and being able to roam around the School grounds on their bicycles.

‘It was strange at first, and now it feels normal’

Myke Smith





TWYFORD SCHOOL PHOTO, SUMMER 1945

VE DAY AT TWYFORD

‘There was, however, just enough time to run up the School flag, and the bunting had anticipated the official rejoicings by a few days.

The truth is that VE Day found us, as it must have found many people, in a state of unreality. We had been waiting and hoping for this for so long that it was quite impossible to grasp its significance. The black-out had gone, and then the dim-out, and possibly these, more than anything else, brought home to us the feeling that a great cloud was lifting. Yet the war had been so long with us that, even if air raids and flying bombs had receded from our own particular part of the country, it had become almost part of our lives.

Resources too, were rather exhausted for any form of organised rejoicing. There was still no petrol for any kind of outing, there were no fireworks, though one of Wykehamist’s friends seems to have done his best by purloining thunder flashes from some undisclosed wartime store. Even material for a bonfire was not easily available. And least possible of all was that form of celebration dearest to the boyish mind, a ceremonial tea. Anyhow, we did our best. The day started with a Thanksgiving Service in the

School Chapel. After this, all who lived within reach of home, went off to spend the day with their families, and the rest of us, the great majority, set ourselves to enjoy ourselves in our own ways. Possibly one of the most symbolical acts of the day was the loading up of the black-out shutters by a gang of willing workers, and their consignment to store, whence we hope never to see them emerge in their original role. The rest of the morning was then spent in the holding of Grand Manoeuvres by the TSLI (The Twyford School Light Infantry)

After lunch the boys amused themselves until it was time to listen to Mr Churchill’s speech at three o’clock. This was followed by a ceremonial ringing of the School Bell by Fred. It is true that there were a few false starts, and sundry dopings of rusty bearings with paraffin. But the bell was rung, for the first time in the experience of many present Twyfordians, and it has resumed its full duties ever since.’

**From the Twyfordian
July 1945**

OLD TWYFORDIANS REMEMBER VE DAY

John Paterson, OT 1948

May 8th, 1945 was the day before my tenth birthday.

I was never one for wanting to make a fuss about anything as trivial as a birthday, but the end of the war inspired an irresistible urge to do something I had never really done before. To celebrate! But how?

For the School to lay on a feast was not an option. Food was rationed down to absolute basics, and there was nothing fancy among that. This was how it had been for the last six years, and we were used to it, and seldom thought about it. We couldn’t make a special trip anywhere because petrol rationing didn’t allow it, and anyway there was nowhere to go. We were all full-time boarders. We were all unbelievably happy. We couldn’t wish for more. Just so happy.

Nothing more was needed than to know that we could stop worrying about what was going to become of us. We were free. I remember that it was a beautiful, sunny day. We were given the day off school lessons. That was reason enough to be happy on its own, not that lessons were that much of a torture for most of us. The cuckoos were calling in the huge beech trees surrounding the School grounds. I remember them calling so persistently sometimes as we lay in bed trying to get to sleep that I wished they would shut up. We could hear the church bells ringing in the distance. Ringing of church bells had been prohibited during the war, being reserved for use as a warning in case of invasion. It was such a relief to know that we no longer had to worry about invasion, and bombing raids, and those awful wailing sirens which warned us of enemy aircraft overhead.

David Wickham has mentioned the close friendship which developed from being at Twyford together. That has lasted throughout our lives. It has been such a pleasure to wallow in the memories of our old school friends, and how it used to be. I have in front of me now the School photo of 1945. I can remember almost everyone by name. Oh, how times have changed, yet much remains the same.

Keith Howman, OT 1948

‘I spent the day with Lord Moynihan and his son Anthony who was my contemporary.

They kindly took me out for the day to Romney Marsh as my Mother was too far away up at Whitehouse to do so. Lord Moynihan was far from being a tall person and drove a Rolls. He struggled to see the road over the bonnet!

David Wickham, OT 1946

‘John Paterson’s father (and I suppose John himself) took pity on the unfortunate Wickham who had no home save a school.

Of one thing I am fairly sure: I was not at Twyford for most of the day. I must have attended the Thanksgiving service. I don’t recall a Wykehamist providing thunderflashes, but it ‘figures’.

I was always a rather unwilling recruit to the T.S.L.I., so a ‘manoeuvres’ would have been no magnet for me to stay at the school. I do think I remember Fred ringing the outside bell. And the flag was certainly unfurled as it would have been stored, folded correctly, so that a tug from below opened the flag ‘automatically’.

SCHOOL CLOSURE

The semi-closure of the School in March 2020 due to the coronavirus pandemic is not the first time in the School’s long history that similar actions have had to be taken. Two such instances are outlined below:

Diphtheria outbreak 1896–1897

In January 1896 a number of boys developed sore throats; tragically two boys died in early February. The boys who were still fit were evacuated to the Bridge Inn, Shawford, with lessons taking place in the room above the stables. When some of the fit boys then fell ill and were returned to school, the dreaded ‘diphtheria’ was diagnosed. As and when the boys were fit enough to travel, they were sent home, or some convalesced with masters at a cottage on Hayling island, lent to School by a parent. In March 1896, before school life could resume at Twyford, the public health authorities had to declare the buildings safe for use; so a two month lease was taken on Westfields School in Winchester (which then became West Downs Prep School and is now part of the University of Winchester.)

The remedial works on drains were completed by May 1896; and the ‘all clear’ given for the return to Twyford. Life resumed as normal over the Summer and Autumn term, but by mid-November, the dreaded symptom of sore throats

returned and by the end of November all healthy boys were sent home, followed in mid-December by the ill boys.

The authorities firmly recommended that no boys could return until a major reconstruction of the old buildings had been completed. Quick and immediate actions were taken; a house in Sussex, Emsworth House in Copthorne, East Grimstead was leased and so begun the year-long exile, a happy one it seems, which allowed normal school life to continue.

The physical changes that took place at Twyford in that year are notable in that they form the epicentre of our daily life at Twyford today. Central Hall was created. It had been a dark, cramped and ill ventilated area containing the boot rooms and washroom. These were cleared away, the staircase installed, lit by new skylights and the high windows above. Serle’s Hill was built as a sanatorium – we know the buildings better today as Pre-Prep – but it was never used for purpose as deemed too big and let instead as a private residence.



THE SCHOOL HALL AND STAIRCASE



WESTFIELDS SCHOOL, WINCHESTER

Serle’s Hill remained in residential use until September 1985 when it opened as the Pre-Prep with two classes of boys and girls and two teachers.

Most importantly in 1897 a new drainage system was installed. As the Headmaster the Rev’d Charles Wickham and his wife received the boys on the first day of term, 20th January 1898, the parish bells rang a welcoming peal.

Spanish Influenza 1918

There is mention of the Spanish flu outbreak in the July 1918 Twyfordian in the Cricket section, of all places! ‘After our first games with West Downs and Winton House, the alarming spread of the so-called Spanish influenza rendered intercourse with the outside world so hazardous that we decided that we must not run any unnecessary risks, and reluctantly abandoned the rest of our matches.’

December 1918 Twyfordian:

‘Influenza was raging all around us, and on October 14th both the boot boys went down with it. On the 16th the first case appeared in School, and by the following Monday, the 20th, it was spreading so rapidly among boys and servants that it was decided to send home all boys who were still well, and whose parents could

take them. The next two days were a nightmare of telegrams, telephones and packing up, but by Wednesday 38 boys had gone home and only 6 survivors were left whole. These all succumbed very soon, and by the end of the week we had 32 boys and 7 servants in bed. Mercifully there were no serious complications either here or among those who went home, of whom the majority soon retired to their bed; and most of the patients made a rapid recovery. By November 7th the last of the convalescents had gone home for a brief change, and on the 14th we were able to re-open the School, all the dormitories and classrooms having been thoroughly fumigated. All except a very few were able to return within a week of that date, and we thus secured a good month’s honest work before the end of term.

But, so it came about, that the greatest event of all, the greatest, perhaps in the history of Twyford, the signing of the armistice by the Germans, found an empty school at Twyford with only a few tired or convalescent folk about to do the cheering and the flag-waving. On receiving the news we at once hoisted the flag, and in the evening, we had a brief thanksgiving service, attended by all the household in the School Chapel.’

PROFESSOR FREEMAN DYSON

Freeman Dyson, one of Twyford’s oldest Old Twyfordians, died in February at the age of 96. A truly astonishing man, with an astonishing brain, he lived a rich and full life and made significant contributions to the physics of quantum electrodynamics.

He attended Twyford from 1932- 1936 where his mathematical abilities were already noted. In archive copies of the Twyfordian, his name crops up as a frequent winner of the ‘Set prize’ and he rose steadily through the forms, spending only a term in III form and IV form before landing in Upper School for the rest of his Twyford career. He was the inaugural winner of the Vernon Prize for mathematics. The eagle eyed will spot his name on the honours boards in the Old Dining Room. He won a scholarship to Winchester as ‘Senior on the roll’ (top of the Scholars’ list). His other mention in the Twyfordian is on Sports Day; an accomplished runner, he also won the hurdles and high jump ‘with the agility of pulex irritans’ (a flea!)

As Steve Bailey wrote in the March Twyford Link: ‘He had such an impact on the

scientific world, that the Washington Post called him a ‘visionary and renaissance physicist’ in their obituary. Princeton and the Institute for Advanced Study, where he was Professor Emeritus for over 40 years, called him a ‘genius in residence’. His work outlives him: the Dyson Series, the Dyson Sphere, the Dyson Tree and others. After a short time at Cambridge studying maths, he was assigned to Bomber Command as a civilian. He returned to complete his degree after the war. He moved to the United States in 1947 to study at Cornell, then on to Princeton and the Institute for Advanced Study.

His collaborations and study brought him close to the brilliant minds of Feynman, Oppenheimer, as well as many others. Dyson was sanguine about never being awarded the Nobel Prize, saying

that he preferred to have a broader impact in several areas – while the Prize required a single, all-consuming problem to be pursued for ten years. But several recipients acknowledge that he helped them clarify their own theories and make significant breakthroughs.

I was privileged to meet Dyson on several occasions, while I was at Winchester and later on here at Twyford. I remember Dyson telling me in no uncertain terms that the Twyford of his day was fairly barbaric, and that there was no science taught at all. He and some friends started a science society, somewhat furtively discussing latest inventions and exploring ideas. He was particularly good at Latin and at maths, and this helped greatly in the school of the 1930s. While at Winchester, Dyson and some friends formed The Obscure Languages Club: the main aim of which being to learn to speak obscenities in as many different languages as possible!

It was a real delight to be able to welcome Freeman Dyson to Twyford a few years ago to talk

to Year 8. Already in his early 90s, he spoke softly and confidently about the role science has in our lives, and the responsibility of those who take theories beyond our current understanding.

He talked of moral responsibility and of spirituality. I felt that these Twyfordians were hearing absolute gems of philosophy, rather than science. Of course, the children were delighted to hear his story about answering an advert to earn a little money babysitting while at Princeton – only to find the door of the house answered by Albert Einstein!

Dyson opened Saxon Court for us in 2009 on a return visit, and the pupils were delighted to see that he was wearing a tie bearing the formula E=mc2 that had been given to him by Albert Einstein.

Freeman Dyson
15.12.1923 – 28.2.2020



FREEMAN DYSON OPENING SAXON COURT 2009

DR STEVE BAILEY



In January 2010, Steve Bailey arrived as the 16th Headmaster of Twyford School, a year after the School had celebrated its 200th year anniversary, with his wife Paula and their three children Tim, Will and Rosie.

Steve had spent 29 years teaching at Winchester College, the last 12 as a Housemaster of Morshead’s. He was familiar with Twyford School having been a Governor for the previous 10 years.

This last virtual term at School was not what Steve had expected as the swansong to his teaching career. We are very sad not to have been able to celebrate his retirement with him, and hope that the opportunity presents itself for a send-off at some point in the next academic year.

Known for his love of photography, cricket and hockey, his collection of cameras and ties and his fiendish enigma puzzles in the Twyford Link, we took the opportunity of asking him a couple more questions:

In your 40 year career, how many terms have you taught?
122 terms

What are the highlights of your own time at school?
At prep school I was fascinated by

the outdoors. The setting was one of glorious gardens and extensive woodland, with streams running through and much time spent exploring and creating games. The headmaster was a fanatical lepidopterist and his enthusiasm affected all of us. We chased and caught butterflies, bred and hatched caterpillars for release, and went on expeditions around Kent and the South-East to track down particularly rare species (the Heath Fritillary was extremely special to us because it was near extinction in the 1970s and yet could be found in a tiny wood two miles from the school). In holidays my interest travelled with me, so I roamed the hillsides in Hong Kong looking for all the exotic butterflies and giant moths, soon adding other bugs and snakes to my passions.

When did you first become interested in photography?
When I started at senior school I followed my best friend to the photography club. Senior pupils taught us both how to process and print film, and for the next five years we provided the images for the school magazine! Again, I took

my new-found interest home to Hong Kong, where Japanese camera equipment was extremely cheap. I’ve never really stopped since then. Photography is an obvious way of recording what is happening in our lives, but it is also wonderfully therapeutic. As well as loving the speed and adaptability of digital, I have enjoyed returning to larger format film cameras, where it can take 15 minutes to set up equipment and measure exposure for a landscape. I can enjoy sitting in a wildlife hide for five hours with a fast camera and long lens waiting for that elusive bird to land in front of you – also putting together all the technical understanding to be able to ‘catch the moment’ of a significant sporting event such as a cricket international or world surfing championships.

What would be your final words of wisdom to pass on to the children?
Back in the 1990s, Microsoft used the slogan: ‘Where do you want to go today?’ The implication was that you could go anywhere (with Microsoft). I would urge children to have ambitions beyond the



TAWNY OWL BY STEVE BAILEY

shallow, short-term achievement of grades and acquisition of real or online friends. Ten years ago, I wrote as one of the aims of Twyford School that it is a place where we demand engagement from children rather than passivity. We encourage autonomy and leadership; we are a school where independent thought is promoted and individual growth comes from commitment and tenacity.

I have never felt more strongly about these aims. The most worthy ambition is to be authentic; to make a difference.



KINGFISHER BY STEVE BAILEY



FAREWELL AND BEST WISHES TO THE FOLLOWING STAFF



**David
Owens**

David Owens arrived at Twyford in 1997 as Head of Latin and was also Director of Studies from 1999-2009 and Chaplain from 2009. David retired from teaching in 2016 but remained involved with Twyford as our Chaplain. David looks forward to visiting his daughter in Australia (when travel resumes) to continue his work volunteering with a local charity in Eastleigh and also to continue his support of the work of his parish church as a licensed Lay Minister in the Church of England.



**Janet
West**

Janet West arrived at Twyford 2010 as a supply teacher; initially she taught for one term in Beech class and then joined Year 3, where she has been ever since! Before working as a supply teacher, Janet spent 6 years teaching at a school for children with severe learning difficulties (PMLD).

'I have cherished my time at Twyford and love teaching, but feel that the time is right to move to a part-time teaching role. I would also like more time to pursue other interests, including completing training as a foot practitioner and setting up my own business doing this.'



**Kate
Fay**

Kate Fay arrived at Twyford in 2009, initially to cover her sister-in-law's maternity leave and ended up staying! Her career started in a London theatre and the advertising world, but she took her PGCE and moved into teaching. At Twyford Kate taught English to Years 6 and 7 and more recently also to Year 8. She introduced ESB to Years 2 and 3 and has assisted with Lamda. Kate has been a stalwart of the team behind the Year 6 and 7 play assisting backstage, overseeing hair and makeup, running through lines last minute and keeping everyone calm.

'It is difficult to make any future plans in the current crisis, but I'm sure I'll be back in a classroom in the not too distant future, but I'm dreaming of: holidays, doing another MA, furthering my developing interest in digital learning or simply allowing myself some leisure time to 'stand and stare', as W.H.Davies said, and to see where the path takes me.'



**Eddy
Newton**

Eddy Newton leaves us to become Head of Marlborough House Prep School in Kent. 'I have really enjoyed this return to full time teaching at Twyford over the last 5 terms and I hope that I have made a difference in the Latin classroom and on the sports field. The friendly and warm atmosphere at Twyford has made the experience a great pleasure, and I will be very sorry to leave, but the lure of leadership still tempts me.'



**Andrew
Harvey**

WELCOME ANDREW HARVEY

We look forward to welcoming Andrew as our new Headmaster to Twyford over the Summer. He will be joined by his wife Anna, daughters Imogen and Sophie and not forgetting Hettie the Labrador. Moving from The Paragon School, Bath, they are looking forward to getting involved in life at Twyford and getting to know the Winchester area.



**Matthew
Gale**

Matthew Gale has spent a year at Twyford, on a temporary basis, teaching Mathematics.

'I have thoroughly enjoyed my time at Twyford and leave with many fond memories, as I return to Cornwall to live and to teach. I wish all the very best to the current Twyfordians; staff, children and parents, and know that you will continue to grow from strength to strength.'

We love to hear your news. Please keep us updated on **Twyfordsociety@twyfordschool.com**



**Charles
Russell
Sealey**

Charles Russell-Sealey, teacher of piano and guitar at Twyford for 33 years, passed away in May, after a lengthy battle with cancer. Charles was a great character in the Music Department and taught with great energy and joy. His early teaching room was a tin hut on the site of the current DT block, before the Music School was built in 1989! Charles made a couple of studio albums with his band "Charles and the Dog". He also enjoyed cycling and playing rackets. We are all saddened by this great loss.

