

GIRLS AND BOYS: ALL TOGETHER NOW

The Senior Schools go co-ed in 2023: how it will work

100 TERMS AND STILL GOING STRONG

Mr Brown and Mrs Hawkins on their time at Stamford

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UP TO SPEDE AND REUNIONS GALORE

News from the Schools and OS gatherings this year

STAMFORD

THE MAGAZINE FOR SES ALUMNI & PARENTS

2023 ISSUE

THE LONG WAY HOME

Ben Sanderson (OS 20) drove to Asia, Africa and back again. In his Gran's car.



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STAMFORD

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GLADWELLS Rutland

FROM THE PRINCIPAL

“This exciting, historic, change will future-proof our Schools for generations.”



Leadership expert and best-selling author Robin Sharma noted “change is hard at first, messy in the middle, and gorgeous at the end,” which is a quote that stuck in my mind throughout the previous academic year.

Last time I wrote to you we had just confirmed our intention to move away from a diamond structured school and become fully co-educational at all stages. We began the journey to transform our Schools in September 2022, and what a year it has been. A full round-up on the move to co-ed can be found on page 28.

As well as all the wonderful learning opportunities provided for our students by my colleagues at the Schools, our Stamford Lecture series returned with a wonderfully inspiring talk from Eddie ‘The Eagle’ Edwards. Our Head Boy and Head Girl chatted with Eddie before the event and a full interview can be found on page 56.

The Stamford Lectures are an enjoyable series of informative and entertaining talks from speakers who are experts in their particular field. The Schools’ Lecture series supports our ethos of encouraging independent learning and intellectual curiosity. They are as valuable for inspiring debate and discussion at home and in the classroom as they are for being thought-provoking and imparting knowledge.

We were also joined by over 400 Old Stamfordians who came back to school for their reunion weekend in June. It is always fascinating to hear where our OS are and what they are doing, including Ben Sanderson and Emily Carter, who have contributed to this edition of *Stamford* magazine.

Our *Stamford* magazine is full of inspirational stories and opportunities students of *Stamford* have or can enjoy. Co-education makes it far easier to ensure equality of opportunity for all our students. We are preparing for this exciting, historic change that will future-proof our Schools for generations to come.

Mr W Phelan
Principal, Stamford Endowed Schools

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UP TO SPED E

NEWS FROM AROUND THE SCHOOLS AND COMMUNITY

Meet the new Chaplain

Reverend Matt Phillips reflects on his first year in this important role.

Reverend Matt Phillips has taken over as the new Chaplain of Stamford Endowed Schools.

Matt has taken on the usual role of a school Chaplain, leading Chapel and teaching Philosophy and Ethics, and as the co-educational project at the Senior Schools has progressed, he has also headed up development of the new PSHE curriculum, and other aspects of the pastoral curriculum, launched in September 2023.

Matt and his wife Caroline moved to Stamford with their two sons and pet labrador after Easter in 2022.

Reflecting on his first year at SES, Matt said: "The last year or so has felt a little bit like riding a rollercoaster – there have been so many people to meet, lots of things to learn and three school sites to navigate around! However, I have been amazed by how friendly and welcoming everybody has been to us as a family and we are so thrilled that we made the move to Stamford to join the SES family.

"Some of my highlights have included leading regular assemblies and Chapel services for students, and trying to make these as engaging, fun and relevant as possible to everyone. For example, in a recent service, I asked SJS students to re-pot plants at the front of the Chapel to illustrate that if you want to make a difference, you really do need to get your hands dirty!

"I also enjoyed challenging students at Stamford School to join in with what ended up being a very lively rendition of the '12 Days of Christmas' in their end-of-term service, as each year group was tasked with singing a line louder than the previous one. Apparently, the noise from the OE Hall could be heard by people on the street.

Read more about the Reverends of Stamford Endowed Schools on page 42.



"Of course, I have to also mention the amazing engagement in the 'I have a dream' competition that we ran in Chapel in the autumn term, where students from across SES submitted their own dreams for their lives, our Schools and the future. Judging the competition was a huge privilege, but also very challenging, as we had so many brilliant entries."

Matt joined SES after serving as a part-time parish priest in rural Bedfordshire. Alongside this role he was also an Associate Lecturer at Durham University in Theology and taught students training for ordination in the Church of England. Before his own ordination, Matt worked as a teacher in China and then as a children and youth worker at a city centre church in Cambridge. He also taught Philosophy and Ethics to students in a high security prison.

Matt holds degrees in History and Theology from the University

of Cambridge and in his spare time is working towards a PhD on the spirituality of medieval mystics. Over the last few months, he has also been completing a research project in our Senior Schools with the University of Buckingham, which seeks to identify what makes for a transformative learning experience in PSHE lessons.

"Looking forward, I'm excited to be integrating the Chaplaincy more into the pastoral offering that is provided by SES to students," he added. "I'm passionate about young people not just acquiring academic skills during their time studying here in Stamford, but also being given the chance to develop socially and in their knowledge of themselves and the wider world.

"I also hope that the Chaplaincy and PSHE programmes will help us at SES to continue to build links with our local community and to contribute to the wider life of the brilliant town in which we are fortunate enough to live."



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Gold DofE Awards at Buckingham Palace

Stamfordians past and present attended the Duke of Edinburgh Gold Award event at Buckingham Palace this year.

Year 13s Logan, Edward, Nancy and Flora, worked extremely hard to attain their awards. It is an outstanding achievement to reach the heights of Gold DofE, as it takes years of commitment and dedication.

Attending a garden party in Buckingham Palace hosted by the new Duke of Edinburgh was an extraordinary occasion for the award holders and their guests.



New Chair of Governors

A new Chair of Governors, Tom Cartledge, has been appointed.

Tom, from Lincolnshire, is CEO of his family's group of design companies as well as Chairman of Nottingham Forest, and, with two children at Stamford School, is passionate about the School, its development, progress and growth.

He said: “We chose the Stamford Schools for our children for the academic and sporting ambition of the school as well as sense of community the school emulates.

“I very much hope to bring my passion and support of the Schools in

my new role as Chair of Governors, as well as helping the Governing Body to continue to deliver pastoral excellence, and shape a school that we are all engaged with.”

Tom also recently raised £25m of government funding to develop seven new education pathways in Newark.

Will Phelan added: “Tom immediately jumped out to me as someone who understood the ethos and values of Stamford, and who will continue to drive the ambition of the Governing Body.”

Tom takes over from Nick Rudd-Jones, who we extend our thanks to.

Inaugural organ concert

The inaugural concert for the new Allen organ in the Oswald Elliott Hall was held in May. This was made possible by the generous donations of Mr David Lovell Brown and the late Mr John Craddock. This sophisticated and powerful musical instrument, which students and staff will enjoy for many years to come, is a welcome addition to Stamford.

David played a selection of pieces and demonstrated the instrument's power and versatility. David Lovell Brown has been with the SES Music Department for the past 50 years, joining in 1972, and continues to accompany our Chapel Choir and play for assemblies, Christmas concerts and services.





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A Level results celebrated

Stamford students celebrated excellent A Level results this year, with nearly a third getting at least three A*/A grades and overall results the highest since 2016, excluding the Covid years when changes to the exam and marking system had to be made.

Overall, 181 Year 13 students sat A Levels or an equivalent, in 31 subjects, with 79.3% achieving grades of A* to C. 27.6% of students achieved at least three A*/A grades or equivalent.

In total, 99.3% of students passed and as a result, 72% of Stamford students who applied to UCAS achieved their first choice university.

Principal Will Phelan said: "I am, as always, extremely proud of everything our Stamfordians have achieved and am excited for their future.

All our students deserve congratulations for their hard work throughout their years in Sixth Form, but even more for their outstanding attitude and contribution to life at Stamford.

"I know our students are well set to take their next steps in life, whether at university, in an apprenticeship, on exciting gap years, or starting their careers. We wish all of our Stamfordians the very best."

Old Stamfordians v Old Oakhamians Football

Old Stamfordians took to the pitch in their inaugural match against the Old Oakhamians in May. The Old Stamfordian team included leavers from 1993 to 2022, which was a great turnout for the first game.

Although the result didn't go our way, with Oakham winning 5-1, there was much Stamfordian spirit evident on the pitch and the sidelines, and it would appear that rivalries don't dissipate 30 years after leaving school! We look forward to a re-match in the future. Thanks go to Dean Cornish (OS 96) for organising the team.

Obituaries



Dr Peter Mason

Dr Peter Mason sadly passed away peacefully at home in December 2022, aged 72.

Dr Mason was Principal at Stamford Endowed Schools for 11 years and devoted much of his life to education. Alongside teaching chemistry, Dr Mason held a number of leadership positions at schools across the country before joining Stamford in 1997.

Dr Mason was the first person to be given the role of Principal, a position created to run alongside the Heads at the three Schools, ensuring they continued to develop and deliver on their vision and strategy in providing outstanding education.

He was charged with merging teaching at the Schools and at the turn of the century introduced the co-educational Sixth Form.

Mr Phelan, Principal, believes it was Dr Mason and the governors at the time who 'set the wheels in motion' for our current changes.

Our thoughts are with Dr Mason's family and friends.



Patsy Tennison

The School hosted a memorial service on 15 April 2023 for Patsy Tennison, Deputy Head at Stamford High School from 1976 to 1992.

Led by Reverend Phillips, the service to pay tribute to her was attended by close friends and family, Old Stamfordians, as well as past and current staff. Many of our Old Stamfordians shared their fond memories of knowing Patsy, and in particular her beloved poodle Toby.

Miss Tennison was described as loyal, determined and courageous in all aspects of her life. Miss Tennison made a decisive contribution to the success of new initiatives including the mock interview programme, the push for more successful Oxbridge candidates, and new aspects of the curriculum from Business Studies to computers.

Mrs Buckman, Head, paid tribute to Miss Tennison, saying "I always enjoyed meeting up with Patsy when she attended our OGG Reunions, but she was usually to be found, surrounded by former students, regaling her with tales of their school days. There was always much laughter and jollity and she will be remembered with much fondness by all who encountered her."





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Swimming success

Stamford Junior School swimmers went to the English Schools National Championships in November, after qualifying by finishing in the top 20 out of hundreds of schools.

Swimming against the top 30 schools in the country in the London Aquatics Centre, Olympic Park, our junior teams came 16th in the Freestyle and 17th in the Medley, with the intermediate team coming 11th in the Medley relay, only missing out on the finals by one place.

The boys put in an extraordinary performance. They all went faster than they had while qualifying, with the junior boys smashing their entry time by over five seconds.

They gave it their everything and represented Stamford on a huge national stage in one of the most prestigious pools in the country. Well done to Jacob, Lleyton, Jake, George, Frank, Sina, Rufus and Joshua, as well as Director of Swimming, Miss White.



Stamford support the Foodbanks

Students from across the Schools continue to support the Stamford & Oundle Foodbank, part of the Trussell Trust, as one of their valued long-term local charities.

The Schools put on Foodbank collections throughout the year, to which students (and staff and parents) generously donate. Junior School students from Year 2 led the Harvest Festival celebrations in a Chapel service along with a Christmas auction to raise additional funds.

In addition, this year, the Oswald Elliott Charity Cup Debate supported the Foodbank, raising £128 while debating the motion: 'This House would scrap plans to make all cars electric in the UK'.



The Young Shakespeare Company visit Year 6

Stamford Junior School Year 6 pupils were treated to a visit from the Young Shakespeare Company, a touring company of professional actors and storytellers who have been bringing Shakespeare's plays to life since 1988.

All Year 6 were invited to take part in an interactive portrayal of William Shakespeare's 'A Midsummer Night's Dream'.

The pupils had fun learning about the play through physical storytelling. It was exciting for them to either play one of the main parts and act in front of their peers, or watch their friends become the characters! A great day was had by all.

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SES Art Exhibition

Stamford held its annual GCSE and A Level art exhibition, showcasing and displaying all the spectacular work that had been created by students in Year 11 and 13.

At GCSE level, students developed highly personal responses to independently generated themes.

Pieces covered thematic topics ranging from *Self Image, Speed and Spirituality* through to *Cultural Representation, Environmental Politics*, and many more.

Not afraid of a challenge, the students explored a range of media and styles and approaches including oil on canvas, acrylic mixed media, print, and

various drawing techniques.

For A Level, the independent nature of the 'Personal Investigation' allows students to take charge of their coursework, developing highly critical and reflective work.

The themes exhibited ranged from *An Exploration of Power to Growing Up, Mental Health in Farming and Propaganda*.

We were immensely impressed with the students' grasp of ongoing social and political issues, showing willingness to engage and explore the world around them.

Well done to all students involved in the exhibition.

Banding together with the Welsh Guards

Twenty-two music students, ranging from Year 9 to Year 13, had the opportunity to take part in an afternoon-long workshop with the Welsh Guards in October, before performing to an audience of more than 250 Stamfordians and members of the wider community in the Oswald Elliott Hall.

Music for the evening featured a How to Train Your Dragon mash-up, all the way to a version of 'Rule Britannia' arranged by the composer Sir Malcolm Sargent, a former Scholar at Stamford School from 1907 to 1912.

The audience was honoured to witness the band's first performance of the National Anthem since the funeral of Her Majesty Queen Elizabeth II. One of our student musicians described this as a "very patriotic moment"; a feeling shared by all and shown through the audience's willing participation.

Bandmaster WO2 Michael McGowan, Conductor of the Band of the Welsh Guards, noted how impressed he was by the students, who had a mere few hours to learn and rehearse the 13 musical pieces that were performed. One student shared that "the experience pushed my boundaries. It's something I will always remember".

Tickets to the concert were free-of-charge, with a collection of just over £1,300 made at the end of the night for cancer care at Stamford Hospital.



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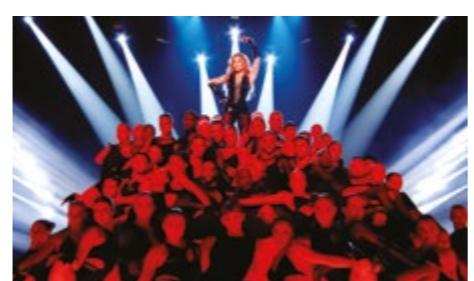


OS at Eurovision

Congratulations to Joséphine Vié (OS 20) who performed at the Eurovision Song Contest in Liverpool.

Having just finished her BA Hons in Dance at The Liverpool Institute for Performing Arts, this was her first professional contract. After three weeks of intense rehearsals, Joséphine's performances included opening the show of semi-final one and dancing for Rita Ora.

Her mother, Catherine, is Head of French at Stamford School and told us: "Joséphine was at SES from Earlybirds to Y13, and I remember a Parents' Evening at SJS when she was in Y1 or Y2, where I was looking at her English notebook. She had written that she wanted to be a professional dancer. This is her absolute dream come true!"



Charity Rock

Sixth Form students performed at the annual 'Charity Rock' concert, in aid of soundLINCS.

They were able to show off their musical and vocal talents in a slightly different way to what we usually see, and this year involved performers from Y10, Y11 and Sixth Form.

The evening started with the House Rock battle in which groups performed two songs for their house colour. Yellow House came out victorious!

This was followed by the Charity

Rock acts, including everything from solo vocalists to rock bands and rappers, and of course the infamous Crocodile Rock Club.

There was an Acoustic Evening in the spring term too: a much smaller event, but another opportunity for our Sixth Formers to enjoy live music and showcase their talent.

All profits from both events were donated to soundLINCS which provides innovative music opportunities.





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A beautiful, not beastly, show

This year's musical was one of the best ever. By **Carrie Hill**, Director of Drama, SES.

This year saw the return of a full run of the celebrated Stamford Schools' musical, as students from Years 11 to 13 joined together to stage the classic Disney spectacular 'Beauty and the Beast'.

Every show has something magical about it, but this one felt extra special, as students had only been able to perform the dress rehearsal of our last musical, 'Legally Blonde', due to covid.

The five-night run in the Oswald Elliott Hall was attended by more than 1,500 people, with one member of staff commenting: "What a night! In 36 years, I have seen many school performances but never anything quite like this. It was quite simply stunning."

Planning for the March 2023 production, our most ambitious to date, began in January 2022, with rehearsals starting in the September. A 60-strong company of performers, musicians, and crew, and a dedicated team of staff, spent the next six months immersing themselves in the enchanted world of the Beast's castle and the captivating music of Alan Menken.



"BEING INVOLVED IN SUCH A WONDERFUL COMMUNITY ALLOWED ME TO ESTABLISH AN AMAZING GROUP OF FRIENDS."

Leading the cast in the title roles were Hannah B and George W, Year 13.

Commenting on the show, Hannah said: "The best part was I got to experience it all with my friends - the cast are like a family to me and so supportive. Belle has been a dream role for me since a very young age, so to play her was the best thing ever!"

George added that he particularly enjoyed having an excuse to sing every day, in rehearsals and practising at home, and that "being involved in such a wonderful community allowed me to establish an amazing group of friends."

As well as excellence on stage, the production also gave students backstage a chance to shine, and none

more so than Stage Manager Lottie B.

Lottie, also in Year 13, had been an instrumental part of the Drama Department Production Team for several years, with 'Beauty and the Beast' being the 14th Stamford show she had worked on.

As many as ten departing Year 13 company members, including George, Hannah, and Lottie, are continuing onto Performing Arts-related courses in September 2023.

A parent who brought their child to see the show remarked: "It was truly amazing; it felt like we'd been to the West End to see a production."

What to look for when choosing a secondary school

Vicky Buckman, Head of Stamford School, explains how to search for the right school for your child.



I have met many families in my years as a Head and the first thing I always ask parents is what they already know about the school. I would always recommend that you visit early, allowing plenty of time to meet deadlines, find out about entrance exams and process bursary requirements and application forms. By the time your child goes into Year 5, you need to be thinking about the next step.

My best advice is: always think about what your child is like. What they love and enjoy is particularly important, more so than what parents think they like or what they would like them to be. It may be hard for some families but try not to think about siblings; what is right for one child is not always right for another and it is important that the school chosen is right for the individual.

For me, the most important piece of advice I can give parents is that you need to see the school when it is working. You need to see the relationships between staff and students, and students with students. Schools will only show you the parts they want you to see on an Open Day, and while they are valuable for factfinding, always arrange a private visit for a more personal tour as well. Be mindful of who is showing you around.

Sometimes the school day timings dictate it might be an adult, but you want to be in a school where the Head is confident that the students can take you around. The students live the life at the school and, to my mind, there is no one better to tell parents what a school is really like. I always tell parents visiting us to ask the students all the questions they would not ask me!

Another factor to consider when touring around a school are the facilities on offer; but do not judge the school just on this. What goes on inside the classroom is much more important than state of the art equipment.

Some schools just focus on what goes on inside the classroom rather than large capital projects of expansion. Great sporting facilities do not always mean great sporting provision and curriculum offering.

Do not be afraid to ask questions either; it may be the only chance you get before making choices. I feel a good school should demonstrate what the students are doing. Look for signs that their work is being celebrated. Look for student art work on walls, sculptures on display or drama performances playing on video screens. Also ask what else the school has to offer outside of the taught curriculum.

Have they got a range of clubs or activities to suit different interests? Again, think about your child and what they like. They may not have a passion for music or sport, so ask what else they have on offer. There should be something that everyone can do, no matter their ability and skill.

One popular question from parents is about homework! My answer to all parents is that education is vastly different now compared to when they were at school. The world has changed and our understanding as adults of a work-life balance is better than ever.

I believe the same should apply for students and we are great believers at Stamford that children need to have a childhood. There are some subjects you need to learn little and often, so learning French vocabulary in small bursts for example is a good idea. But homework needs to have a purpose. It needs to be relevant; so, we try to balance what students take home and encourage relaxation and rest outside of the school day.

Parents with children who have learning needs understandably have lots of questions about support and provision for their child. My honest advice is to be absolutely up-front with the schools you are visiting. Do not try to hide



Vicky Buckman,
Head of Stamford
School



**"FOR ME, THE MOST
IMPORTANT PIECE OF ADVICE
I CAN GIVE PARENTS IS THAT
YOU NEED TO SEE THE SCHOOL
WHEN IT IS WORKING."**

your child's requirements, as it is important that the school has the right provision to meet their needs.

As parents you need to understand the support that is available and if the school can offer the right balance for you. If your child has a recent educational psychologist report, then do take this with you on your school visit. Ask to meet the SENCO and be honest. A school will always want to help, but they know their capabilities and they know what they can offer your child.

Behaviour and bullying are other more sensitive topics that all parents want to discuss. In all schools there will be some bullying in some way. Children fall out - that is the nature of their social development - but it is how you put them back together that is a true marker of how good pastoral care works. This is part of learning how to be young adults. How a school deals with it, and supports your child, is the key factor.

One very practical question that parents often forget to think about is how your child is going to get to school. This can add a lot onto a child's school day, especially if they do not like travelling! Also, when they come to the stage of socialising outside of school, how easy will that be for you as parents? A bus journey to school is one thing, but trips to town and to visit friends can impact busy lives, so I always suggest this is something to think about.

Finally, I always advise parents to be quite firm about who makes the final decision when choosing a school. Let children have a say but the final choice needs to rest with the parents or carers. They will look ahead into their future.

What is right in Year 5 or 6 may be very different in Years 10 and 11. You must work in partnership with your child. You sign up for the package of school and that must be right for the individual. A child has one education and each child's experience is different.



The Silk Road

Emily Carter (OS 10) set up her own fashion brand, with pieces worn by Kate Moss and Angelina Jolie, and was named as one of the rising stars of British Fashion in Forbes 30 under 30.

BY CAITLIN BROWN (OS 21)

Emily Carter is an award-winning fashion designer known for her intricate hand-illustrated silk accessories, with her work featuring in *Vogue*, *Forbes*, *Drapers* and sold in *Liberty*, to name a few.

During her time at Stamford, Emily was heavily involved in art, academics and sport – a true all-rounder. Her path took her from a Stamford student to founding a luxury designer brand while still at university. We ask her how she did it.

Starting out

Did you know what you wanted to do when you came to the end of school?

Since I was 11, I knew I wanted to be a fashion designer, but I didn't really know what that entailed. Art was my favourite subject at school, so I went on to do an art foundation course, which started me on my path. Following this, I moved to the London College of Fashion. It was the only place that did a combination of fashion and the engineering of textiles.

How long did it take you to realise the direction you wanted to go in?

Somehow, I managed to finish my degree one month early. My final year specialism was mixed-media textiles and womenswear, but I had a large array of drawings which I hadn't used and I decided to turn these into prints. I then thought, 'Okay, I've got some designs that I can put on a product, why don't I just try doing this?' and it all went on from there.

I am still a workaholic but I've calmed down a little bit now. My friend in Paris visited me recently. She joked: 'I remember you used to come in from nights out, and you used to go back to your desk and work till two, three o'clock in the morning – you were insane.'

I think I learnt to work hard because I really struggled at school, and I think, when you have difficulties with

learning [I am dyslexic], it teaches you that you've got to work, so I did.

When I joined Stamford in Year 7 that was a real turning point. I loved Stamford. It changed my confidence and my life and everything.

How did you start your brand?

I launched Emily Carter London when I was still at university. Because I already had a brand, other companies wouldn't hire me because it was a conflict of interest, and I had so many interviews. I got to the final stages at McQueen, Erdem, Pucci, all the top brands in print design. I almost got the job every time, but the feedback continued to be 'you're going to have to close your own company'.

I wasn't going to close it, so had to work for retail, which was soul-destroying as a creative person, but it taught me to sell, and was hugely important to the success of my brand and me as a founder.

The design process

What is the process for starting with a piece of paper and turning it into a silk scarf?

Everything is drawn by hand. I will figure out the themes and the elements that I want in the collection, make some mood boards, and then I can see the scarf being created in my mind. I draw the first drawings, scan them in, colour them on Photoshop and send them to the factory to print. It's just like a normal printer, but prints on fabric rather than paper. The quality is astounding.

Do you have a particular place, atmosphere, soundtrack, that you like to design in?

People find this odd, but I often just draw in silence for hours. I can sit for eight hours straight and not even notice that I'm there, it's that therapeutic. You go into a sort of meditative state with it. I'm a trained opera singer so I do listen to classical music a lot of the time when I'm drawing. I like techno/house when I'm doing something on the computer; having something faster really works for me. And I have to be on my own to do anything creative, so being at my dad's house helps because it's in the country.

What inspires your art work?

Entomology and natural history in general – I love insects and I love drawing them. I spent my childhood watching nature documentaries and reading nature books so I'm like an encyclopaedia when it comes to species. I'm working on an insect book for the Natural History Museum next year, which feels like more of a personal passion project for me.

On brand ethos

What is your ethos regarding products lasting for life?

Because the designs take so long, you want them to be something really special and infinite. I love the idea of how a Hermès scarf is passed down through the generations. That's so lovely.

EMILY'S ADVICE

What advice would you give to your younger self?

It is possible, you've just got to work hard. I don't think people think that working hard matters, and it does. You create your own energy, your own karma; it's the law of the universe. When you put energy into a particular area it gives back to you. Work hard and do something you're very, very passionate about, and are willing to give up everything for. Don't look at the risks too much, or the textbook – what everyone else is doing. And don't look at what society tells you you should and shouldn't be doing either.



"THERE'S GOT TO BE MORE TO YOU THAN JUST FASHION – FASHION'S LIKE AIR. YOU'VE GOT TO HAVE SOME SUBSTANCE TO IT TOO."



How difficult has it been to implement sustainably friendly choices into your brand?

Not that difficult actually. I think it's much more difficult for larger businesses because unsustainability infiltrates into every part of the business. It's better going into it being sustainable than to have to work backwards. My factories are all here in the UK and everything is printed and created here.

I don't say that I'm a sustainable business - I do things as sustainably as possible but having a sustainable business pretty much is impossible as the word is used so flippantly these days that people don't understand what that actually means. The phrase I've always used is 'you should be aiming to do the best you can with the resources that you have'.

Finding success

How did it first feel when you saw your product being worn by someone?

Oh, it was an incredible moment! The first time seeing somebody wearing my product was when I was working at Harrods. I walked outside and saw a customer wearing my scarf. I thought: 'Oh my gosh, I'm working in this uninspiring job, but somebody is wandering around Harrods wearing my stuff - this is fantastic!'

Obviously, being worn by Kate Moss in *Vogue* was one of the best moments of my career

Tell me about becoming one of Forbes 30 under 30?

Being named in the Forbes 30 under 30 list in 2022 in the art and culture category was something else. I got told the day before I turned 30 when I was on the Eurostar to Paris with my best friend, so it was a really beautiful moment. These past ten years have been very difficult, I won't stress that enough.

The award was a sort of gift as it were; the proof that it was all worth it. The people that I've met as a result of it have been life-changing as well. As entrepreneurs, living alone, working alone, we struggle to find people that we resonate with. I don't open up to very many people, and to find people that understand me, that accept me... It's like a beautiful mix of humble people who have had difficult life experiences as well and have actually had to fight their way to the top. I think many of them are going to be friends for life.

Would you say it's impacted your business?

So much. Because I'm very introverted, when I went to all the conferences I thought 'Right, I've got to really make the most of this, I cannot miss this opportunity' so I changed myself to an extrovert and just absolutely nailed it. I've realised how important networking is. The number of opportunities that have come from networking, whether it's funding or it's 'I know this person who knows this person...' extends infinitely through contacts that I've made, quite possibly for the rest of my career.



WHEN IS THE RIGHT TIME TO START THE INDEPENDENT SCHOOL JOURNEY?

Matthew O'Reilly, Head of Stamford Junior School, looks at the benefits of choosing independent education from pre-prep onwards, and why the decision is imperative to get right in the early years of a child's education.

With the rising cost of living ever present in the headlines and with Labour's proposed plans to cut VAT relief on independent school fees, the decision of when to start an independent education is no doubt at the forefront of parents' minds.

I am a fervent believer that the early years of a child's education should begin in independent education. When debating whether to send their child to a private school at a primary level, there is often a belief with parents that the key learning is achieved at secondary school; that waiting to invest in independent education can be left until Key Stage 3.

However, when you consider the reasons why parents choose private over state education and then apply those reasons to early years, the benefits of starting earlier are undeniably greater.

In my experience the main driver for anyone choosing an independent education for their child is opportunity. The opportunity to try new things, to discover new passions and to develop new hobbies.

As children grow older, these opportunities decrease to make way for more formal academic learning and for activities targeted at their talents. I am a strong advocate of exposing children to as many opportunities as possible, to give them the chance to discover what these talents are, and to explore their passions.

Education is not all about academic subjects, it is also about discovering a child's love for sport, music, art, science, or modern languages for example. In order for our children to

learn about themselves, they need to be exposed to lots and lots of opportunity.

One of the many advantages of being in independent education is the vast array of different clubs and unusual activities on offer, from fencing to chess, Russian to archery, the options can be endless. We cannot expect our children to follow their talents and passions in later life if they have not been given the opportunity to first explore and discover these passions in their early education.

Providing children with so many opportunities means the school day is busy! Children can be at school from 8am to 6pm and some will also have sport or Chapel at the weekends, but the wonderful thing is, school feels like home.

Our school environment allows children to learn, explore and develop their interests with other children in a safe and supported way. It allows them to try a little bit of everything before deciding what they like and

don't like. When children reach senior school, they are asked to begin making decisions about their own education.

In Year 9 we ask students to choose which of their subjects they wish to continue to study in more detail, and again at Year 10 when GCSEs are on the horizon. By the time they get to A Levels, and then university, we expect our young adults to know and understand what their loves and passions are. We expect them to study a single subject in great depth for a number of years.

Starting a child in independent education from pre-school gives them so much more time to truly understand what they love and what they are good at, having experienced so much more in the early years.

I like to think of a child's education as a house. In order to build up the walls, to build the roof and to fill the house with rooms and hallways, the foundation of the house must be solid. The foundation of who the child is,



"IN MY EXPERIENCE THE MAIN DRIVER FOR ANYONE CHOOSING AN INDEPENDENT EDUCATION FOR THEIR CHILD IS OPPORTUNITY."

what they like and dislike, what their strengths and weaknesses are and who they are as a person, starts in the early years.

If Sixth Form is the roof to finish the project, then pre-school and reception are the very solid foundations and the key to a child's success is the opportunity to build those foundations soundly.

Independent schools are also proud to offer these opportunities through smaller class sizes, with specialist teachers in subjects such as music, art, drama, swimming, and science.

Children become used to having specialist teachers at a much younger age, and therefore are much more proficient at a specific subject as they progress through their academic journey. Having a specialist science

teacher that ignites a passion for learning about volcanoes, for example, could lead to a lifetime of interest in STEM or a future career as a volcanologist!

Another key factor to consider is the many benefits of an all-through transition programme. In state education, pupils in Year 6 will be preparing for SATs examinations and thinking about which secondary school to choose. For a lot of children, the thought of moving to a new school in Year 7, having to change friendship groups and physical locations, can be really tough.

At Stamford in Year 6 we are busy having lots of fun, enjoying residential trips as well as focusing on key STEM work like go-kart building, and our annual spotlight production in drama.



Being an all-through school also gives our colleagues in Year 7 a real chance to get to know the Year 6 students, so the transition to senior school is seamless.

There is also the advantage of not having to sit entrance examinations. While we have assessments at each stage when children join us, there is no pressure of a 'big exam'. Having spent their Junior School years exploring and nurturing their talents, Year 6 children at Stamford are then invited to sit a scholarship assessment as part of a wider day of activities and interviews where they can showcase their skills in the hopes of earning a coveted scholarship place at senior school.

The final factor I remind parents to think about when it comes to independent education from an early age is the pastoral input that we are able to give each individual child. We can offer a dedicated Deputy Head of Pastoral, as well as a Deputy Head of Academic Learning and a full time SENCO.

Having a dedicated class teacher for up to 15 children has huge advantages for the child, as well as the larger resource of learning support teachers and specialist assistants.

Staff in independent schools are generally happier with better pay and conditions, and longer holidays which can therefore offer a better work-life balance. Independent education can offer more staff with fewer children, creating a more nurturing and balanced learning environment.

My final piece of advice to all parents considering independent schools would be to visit lots of schools and do your research early. Try to go to schools on their open days but also arrange private tours with the head teachers during the school day, as this is the best way of seeing how alive a school can be; see the pupils interacting with staff, having fun, and enjoying their learning.

To book a personal tour of Stamford Junior School please contact our Junior School Registrar Julie Tracey on 01780 484420

ALL TOGETHER NOW

2023 sees one of the biggest changes in Stamford's history, as the Senior Schools go co-ed. **Will Phelan**, Principal, explains how it has come about, and what it means for the School community.

Like all good schools, we have evolved over time to meet the needs of the community we serve. Our last big evolution happened 22 years ago, when Stamford School and Stamford High School came together under the diamond model to create a co-ed Sixth Form for students in Years 12 and 13. In 2023, an even bigger change will take place, when the two Schools become co-educational from Year 7 to 11, making us co-educational at all stages.

Our purpose is to support every student, and to provide them with the environment, challenges and opportunities that will prepare them to go on to lead happy and fulfilling lives. A co-educational environment will enable all of these things.

In recent years, the need for further evolution has accelerated. Young people can develop the social and emotional skills they need far more easily in a co-educational environment; 'Everyone's Invited' and 'Me Too' were a demonstration of the vital importance of supporting every young person in developing their interpersonal skills, and their social and emotional intelligence.

We want our schools to be inclusive, not divisive: a co-educational environment is an enormous step towards that. Co-education makes it far easier to ensure equality of opportunity, regardless of biological sex.





There is no question, too, that the diamond model, which requires us to duplicate facilities, teaching and activities across two sites, is inefficient and, in the long term, unsustainable. From a financial perspective, we have a duty to operate as efficiently as possible. Changing to a co-educational structure will allow us to do that.

In more general terms, the world is changing. The demand for single sex education is reducing all the time. There are now 39% fewer boys' schools and 25% fewer girls' schools than there were 25 years ago, while the percentage of co-educational independent schools stands at a record 80%. Similarly, the scoping exercise we carried out showed us that a large majority are in favour of the change to co-education, and for those parents considering us for the future, that proportion is even higher.

Our co-educational merger will retain all of the things people love and value about Stamford while allowing us to evolve into a stronger school, building on our existing foundations for a bright future. We will continue to produce rounded and grounded young people in a community which builds character and individuality.

Moving to co-ed will allow us to take our academic ambition for our students to the next level, without compromising on the breadth of education we offer.

For example, it will separate out our Sixth Form to a standalone offering and restructure our timetable, with benefits for all students. It will also allow better length lessons, with increased teaching time for the Senior School and one-to-one tutoring at Sixth Form. We'll also be able to collapse afternoons at Sixth Form level to enhance the enrichment activities favoured by universities, with optimal class sizes in minority subjects to enhance debate and discussion.

Ultimately, though, this is about giving the best to every student, and providing them with the environment, challenges and opportunities that will prepare them to go on to lead happy and fulfilling lives, the opportunity to thrive, and to unlock their potential to be the best version of themselves.

The Story So Far

At the start of September 2022 we began our operational planning to prepare for the start of transition in 2023. We

have reorganised the teaching locations; Years 7-11 will be taught on our St Paul's campus (the Stamford School site), while Year 12 and 13 will be based at our St Martin's site (the Stamford High School site) which has been transformed into a bespoke Sixth Form campus.

We restructured our staff to create a whole school structure, and developed a new timetable to meet the requirements of our co-educational offering. Around all the school sites we have enhanced and improved existing provision, bringing together departments to create hubs of teachers and subjects, which has not been possible before on split sites.

Designers and student focus groups have been involved in developing the bespoke Sixth Form campus at St Martin's site, while a new boarding structure was confirmed, with re-alignment of houses and locations, as well as new houseparents.

One of the most important areas (for the students, especially!), was the appointment of new catering partners Holroyd Howe to deliver high quality food. Our move to co-educational learning changes our offering on the St

THE NEW HOUSE SYSTEM

We have spent a considerable amount of time with our Heads of Houses across both Schools to establish how we merge the previous systems while keeping our traditions and history alive. We decided to have eight houses next year; four junior, who will cater for all students in Year 7 to 9, and four senior houses catering for all students in Years 10-13.

The houses are named as follows:

- Blue junior house will be Radcliffe and the senior blue house Eliot
- Green junior house will be Exeter and the senior green house Cavell
- Red junior house will be Beale and red senior house Ancaster
- Yellow junior house will be Anderson and yellow senior house Brazenose

For the purposes of continuity, and to help everyone maintain their loyalty to their existing houses, we are keeping four SHS house names and four SS house names. The associated colour with each house will also remain.

Students will stay in the colour associated with each house, as they move from the junior system to the senior system.

In addition, two of the senior houses will be named after existing SHS house names and two of the senior houses will be named after existing SS house names. The same is therefore the case with the junior houses.

SCHOOL NAMES AND LEADERSHIP STRUCTURE

Our name from September 2023 is Stamford School, comprising Stamford Senior School (11-16) and Stamford Sixth Form (16-18).

Stamford Endowed Schools will remain our 'umbrella' name, under which will sit Stamford Junior School (2-11) and Stamford School (11-18). Stamford Junior School, which includes the Nursery, remains unchanged.

- **Principal of Stamford Endowed Schools:** Will Phelan
- **Head of Stamford School:** Vicki Buckman
- **Head of Stamford Junior School:** Matthew O'Reilly
- **Deputy Heads:** Nick Davies, Libby Searle (Pastoral), and Andy Murphy (Head of Stamford School Sixth Form), Andrew Crookell (Academic)



Paul's and St Martin's campuses. The food requirements and preferences for 11 to 16-year-olds vary greatly to those who are 17 and 18. We wanted to ensure our menus are age appropriate and that we are offering the right food, at the right time, in the right way to our students. They seem happy with the change!

Our Campuses

The current Stamford School site has become our St Paul's campus, and will be the primary campus for Years 7-11, although some subjects, such as Food and Nutrition, will be taught at the St Martin's campus due to facilities. Work around St Paul's includes the science block extension and the refurbishments at Beaufort for Maths, Computing and other classrooms.

Our St Martin's site will be transformed into a bespoke Sixth Form campus. We are working closely with TaskSpace, the refurbishment specialists, to create a calm and inviting space for students to study, relax and learn. A group of Sixth Form students have had input with these plans, and were able to give some valuable feedback on the project to the planners choosing fabrics, colour schemes and seating styles.

We will have commercial-style work spaces, much like universities and other further education institutions, so we can start to prepare students for hot desking and working in breakout rooms. The vision is to create a modern work space at school for our students, so they begin to learn to work flexibly. Our Year 11 students in 2023-2024 will remain on their home sites to complete their GCSE studies, to ensure continuity for them in an important school year.



Managing the transition

We have supported students in this change through a variety of transition events where students from across the Schools have travelled between sites to spend time learning with each other and taking part in fun activities.

For the final event of the academic year, current Year 7, 8 and 9 students completed team building activities before all enjoying lunch in the St Paul's dining hall. In the afternoon there were large mixed groups of different House games, from frisbee to rugby, athletics to cricket. There was lots of smiling, laughter and Stamfordian Spirit on display. At the St Martin's site, the Year 10 students from SS and SHS took part in taster Sixth Form lessons including Politics, Psychology, Economic and Business students, while the current Year 12 students started work on their all-important UCAS applications. They also enjoyed House sports and games to finish the afternoon.

The School Day

We have made a revision to the school day timings, with Years 7 to 13 starting school at 8.30am, making the end of the school day 4.20pm every day for all year groups. This extension of the day allows us to optimise the lesson time and gives subjects the flexibility of choice in lesson delivery.

We know that students' brains work in different ways, so it gives us flexibility to offer shorter lessons in subjects like languages, where little and often is considered better for learning. In more practical subjects like Science, PE, DT, Art and Drama we can offer longer sessions, which allows more time to undertake a piece of work or an activity. This gives our students a varied diet of academic learning and allows the timetable to be tailored to each subject, which will optimise the students' learning.

We have also made these changes so the student experience is more consistent and equitable. Students won't lose time moving around our large campus for swimming or, for example, to access sport facilities. They will stay in the same place as much as they can, and the changes instead allow staff to move between sites rather than students.

Our overall aim is to ensure Years 7 – 11 learn on one campus from September 2024 as part of our full move to co-educational learning. For the academic year of 2023-2024, Year 11 students will remain on their current home sites and their timetables have been planned to accommodate this.

For Sixth Form, the timetable for Years 12 and 13 will now be more flexible to allow for year group tutor time which will include assemblies, Chapel, house activities, and tutorial time. Students will be encouraged to use free time for private study, meeting with their tutor, meeting with friends and learning to manage their own time. This flexibility is designed to move to one-to-one tutorials during the week, which are arranged with tutors and students, as we support our students in preparation for university/adult life.



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A CAREER IN BLOOM

Georgia Bremner (OS 11) talks to **Natalie Pretsell** about her career in floristry and design.

Nature is all around us and many like to bring the outdoors inside through the beauty of flower arrangements. But have you ever wondered what goes into designing the latest bouquet or sourcing the seasonal florals?

Georgia Bremner does just that.

Georgia left the High School after Year 13, having studied Art, Textiles and Business Studies – and without knowing all would be key subjects for her future career.

Reflecting fondly on her time at Stamford, Georgia saw school as essential to making those friends for life. Describing herself as “just ticking along” through her subjects, and not having an affinity to anything in particular, Georgia’s real experiences came to the forefront during her work experience opportunity in Year 11, which she sees as essential to her identifying her future career.

Having been encouraged to source something of interest, Georgia secured a placement at a local florist in Stamford for the week and it was here that her love for flowers blossomed. Staying past the planned week and starting there in a Saturday job, Georgia ended up staying until the end of her Year 13 studies.

Being a farmer’s daughter with a love for the outdoors and the garden, Georgia didn’t know what she wanted to do and so this opportunity helped her explore skills and interests.

“Working in a shop gave me the confidence to talk to all sorts of people, manage their orders, and be a part of creating something special for them,” Georgia says. “I learnt so many skills during this short time that it made me keen to research courses and go to university.”

Studying what was then a two-year Foundation Degree in Professional Floristry at Writtle College, Chelmsford, Georgia continued for the top-up year to achieve a BA Hons in Professional Floristry.

During the course, Georgia had to complete a module on work experience, which she did with an independent wedding florist. History then repeated itself as Georgia was able to stay with this florist and secure a job with them, which included going to lots of wedding venues and doing the flowers for university graduations.

At 21, Georgia’s path brought her back to Stamford, where she worked at The Flower House. Realising that she wanted to be more than a shop assistant, she sought support from her sister, also an OS, and a recruitment consultant in the food, agriculture and horticulture industry. This was Georgia’s first experience of working with suppliers in the supermarket sector and one that would help her to grow even further.

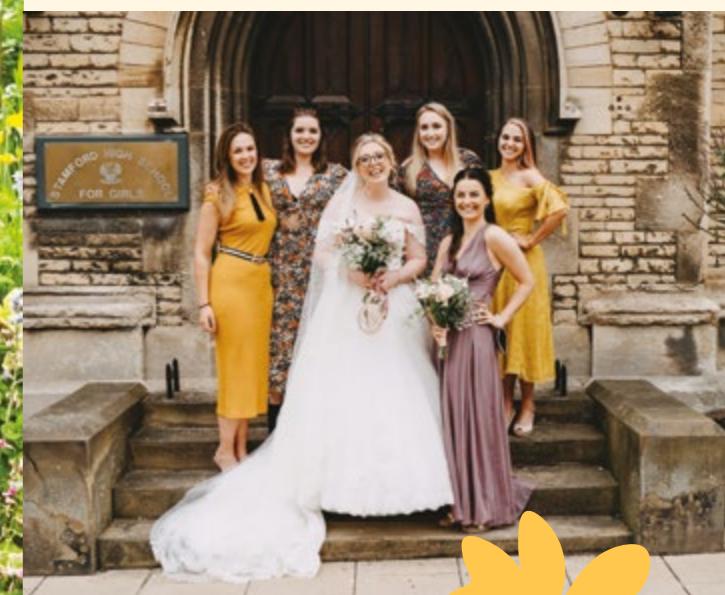
Flamingo Flowers was Georgia’s base for the next three years, assigned to the Tesco account for product development designing bouquets for their seasonal ranges.

“I never even knew this type of job existed and quickly learnt to appreciate that in the commercial industry, everything you see on the shelves someone is working on this for 9-12 months before it is rolled out,” she said.

During this time, Georgia was at the Chelsea Flower Show and Hampton Court Flower Show, and went to trade shows in Holland to look at floral trends.

Georgia’s journey then took her to MM Flowers as the Senior Designer, where she worked on hundreds of accounts, including working on a display for the Co-op at the Chelsea Flower show.

The ethos of the exhibit was centred on the Co-op’s ‘Community in Bloom’ and a focus on well-being, giving people somewhere to go to switch off, be calm and reflective.



The overall design included the use of British seasonal flowers.

“The Co-op exhibit was great, as we won gold for our display. It was the most amazing experience, and so rewarding to win gold. We all had to work together as suppliers to make it happen,” she said.

During her time with Sainsbury’s, Georgia was then given the opportunity to lead on the design of the flowers for the Queen’s bouquet for the supermarket’s 150th anniversary celebration. A pop-up shop was built in Covent Garden to showcase the store over 150 years. Georgia designed the bouquet that was given to the Queen, which was then sold in stores nationwide.

“Retail work is really hard work but can be so rewarding,” said Georgia. “It’s great to work on something and then see it in a national supermarket and see the joy people get out of my creations. You would be surprised at the amount of work that goes in to making the final product.

“It has been really grounding to see all elements of the process, from concept to design, flower selection to production line arranging. You appreciate how the idea comes to fruition and the effort that goes into it.

“But you have to grow a thick skin in this industry as your work is being critiqued at every level and at every stage. The buyers and product development managers you put your work in front of won’t always like what you create, so you have to build your resilience to feedback in order to get back up and try again.”

Moving on from working for large companies, Georgia always had in her mind the ambition to set up on her own. Having taken on additional wedding work alongside her job, Georgia took the leap and set up her own floral business, Georgia Joy, in April 2023.

“I REALLY ENJOYED MY FIRST FREELANCING JOB WHICH WAS COVERING A PHONE BOX IN SUMMER SEASONAL FLOWERS FOR MARKS AND SPENCER’S SUMMER 2023 LAUNCH.”

“It was now or never,” said Georgia. “I am now doing weddings, corporate events, funerals, workshops, and external shop front dressing, and am the stylist for retailer photoshoots. I really enjoyed my first freelancing job which was covering a phone box in summer seasonal flowers for Marks and Spencer’s Summer 2023 launch.”

It’s an exciting job, working from mood board to creation, but for Georgia it is also the personal reward that matters too: “The pressure you put on yourself is about having pride in your work and, for me, my work is going to be in people’s memories forever so I set my standards high.

“I have already done flowers for Old Stamfordians’ weddings, so it’s really special to have that connection still and so nice that I have been involved in their day.”

What does the future have in store for Georgia?

“I’m really interested in growing the business to be able to take on staff in the future. I am also really interested in growing my own foliage and flowers. I want to be able to grow for my own creations and explore the sustainability side of creating stunning flowers for every occasion.”

For more details about Georgia’s flowers, visit www.georgiajoy.co.uk and follow on Instagram [georgia_florist](https://www.instagram.com/georgia_florist) or our Stamford Business Directory in the community section of our website www.stamfordschools.org.uk

A POLO EXPEDITION

Summer holidays are a time of relaxing, but not for Ben Sanderson (OS 20) who took part in a rally from Stamford to Asia, Africa, and home again, advertised as the greatest motoring adventure on the planet. In his granny's car!

BY NATALIE PRETSELL



In July 2022, Ben Sanderson and his father started the adventure of a lifetime. Over five weeks they would cover 6,922 miles, 16 countries and three continents in a 20-year-old Volkswagen Polo that belonged to Ben's granny, meeting many amazing people and taking on tough challenges along the way.

Taking part in the 'Poles of Inconvenience' expedition, organised through the Mongol Rally and advertised as the greatest motoring adventure on the planet, every day would bring adventure and excitement, from avoiding bears hunting their breakfast to digging granny's Polo out of sand dunes.

"My bucket list always included doing a Top Gear style adventure in a rubbish car," Ben said. "This opportunity, and the Polo, ticked the box."

For James, his father, it was about pushing the boundaries further than the 'normal' UK road trips. Nothing would be normal about being in the Sahara Desert, roasting in 48 degree heat with no air conditioning.

While at Stamford School, Ben studied Business Studies, Geography and Design Technology, and completed an EPQ on Formula 1. Each of these subjects came to the fore during the trip, with Ben and James utilising their knowledge of orienteering, innovative and creative engineering, people management and of course, cars. Since passing his driving test, Ben spoke of always wanting to do an adventure and the Mongol Rally was one such roadtrip.

With some fundraising (£2,000 raised for DEC Ukraine Appeal) and sponsorship from the likes of Toyo Tyres, who supplied them with several sets of reinforced tyres to cope with the roads once the asphalt ran out, Lazer Lamps, who provided a full car width LED light bar and two LED





DN7C) Highway in Romania, a paved and twisty mountain road of 60 miles crossing the southern section of the Carpathian Mountains.

This provided beautiful and breathtaking scenery along the way, and Jeremy Clarkson, during an episode of *Top Gear*, described the pass as a grey tarmac ribbon of automotive perfection.

However, the awe inspired by the immensity of the Carpathian scenery was tempered by a sleuth of wild grizzly bears in the road, peering through the car windows at their Coco Pops, requiring a quick getaway before things got out of hand.

As they left Europe for Asia, the bears became less of a problem but the driving in Istanbul took over. For Ben, it was the most chaotic city he had ever been to: "We were told to think of everyone on the road as a shoal of fish and react to those in front of you, not behind."

"Ben had a sense of humour failure in Istanbul" said James. "It was really hot at mid 40 degrees, with no air con, and constant clutch pumping through the traffic. To add to the stress levels, the second the lights went green, everyone would honk their horn for no reason. After 10 minutes of this, he started to join in and blow everyone out the water with the train grade air horns we fitted under the bonnet."

This trip of a lifetime opened the doors to many different cultures and experiences. For Ben, it was the Romanian Highway and wild bears that captured his attention, "and just all of Morocco including the Sahara – it is nothing like the western world. We went camel riding one day and got stuck in the sand dunes another. This wasn't a highlight at the time, though, as we effectively buried the car's nose."

bonnet lamps, and Rhino Roof Racks, who manufactured a bespoke aluminium rack capable of securely holding all the extra expedition kit, nothing was going to stop them. Once a bursary from the Old Stamfordian Club was also kindly contributed to the trip, James and Ben were on their way.

"I liked the idea of getting out of my comfort zone and being properly on our own. If something happened in the middle of nowhere, we would have no one to call, which increased the excitement for doing the race" says James. "The risk levels were high and you had to be prepared for anything. If the car broke down, which we were expecting it to at points, it was all about our mindset and planning that would get us through."

As with all activities, failing to prepare is preparing to fail, so James and Ben spent some time learning how to fix a car and increasing their engine knowledge to be able to make the fixes if needed – no mean feat.

"Ben's confidence on mechanical tasks and using tools really helped" said James. "Ben put the underbody protection on the car. I thank Mr Newton at Stamford School for developing Ben's ability to do this during his years of DT and having to figure things out."

Day one, and those practical skills and problem solving got their first workout.

"On our first day the power steering failed as we drove onto the Nürburgring racetrack in Germany. Classed as one of the most dangerous circuits in the world at 14 miles long and full of undulating twists and turns, anyone can go on it," said Ben. "We both did a lap, but it was terrifying driving at 45mph with cars overtaking at 145mph. I think we made our way round accompanied by nervous laughter the whole way."

As they made their way across Europe, the driving continued to be challenging, but at least it was still on roads like those at home. They navigated the Transfăgărășan (or

that Stamford looks to instil in all of its students. For Ben and James, this was extremely useful when the lack of air conditioning in the car posed a serious problem the further away they got from Europe, with only a cigarette lighter-powered car fridge to keep anything cool.

"We would have to find ways to cool down, so we used Henry vacuum cleaner tubes that we strapped to the side of the roof rack, poked through the sunroof and put down our t-shirts," said Ben. While an ingenious idea, Ben recalled: "In Bulgaria it managed to suck five hornets into the cabin, so we had to perform an emergency stop and evacuate the car."

In contrast to the hustle and bustle of some of the trip, James spoke of his fondness of driving through the Atlas Mountains in Morocco.

"It was totally remote with desert-like landscapes; beautiful, untouched and rugged. It was totally silent. You got a sense of not wanting to breakdown there for sure!"

James and Ben also met some Old Uppinghamians in the Atlas Mountains who recognised them, as Ben was wearing his Stamford School Australia rugby tour shorts. The competition was then on as old rivalries die hard. They too were in a Mk 4 Volkswagen Polo.

From wild camping to staying in Richard Branson's hotel outside Marrakech, James and Ben certainly had an eclectic experience, but this, however, didn't come without its challenges. The dry and energy-depleting heat was tough, exhausting both of them and at times sending them delirious. When thinking about the days of eight-hour hours' non-stop driving at a time, without the ability to stretch out, this could become overwhelming.

The rally finally felt like it was ending once they had rolled off the Eurotunnel, having driven back from Africa, to be greeted with quintessential wet British weather.

"Having hoofed it from Bordeaux in the morning and done around 500 miles that day, we both couldn't get the

"TO COOL DOWN WE USED HENRY VACUUM CLEANER TUBES THAT WE STRAPPED TO THE SIDE OF THE ROOF RACK, POKED THROUGH THE SUNROOF AND PUT DOWN OUR T-SHIRTS."



thought of a greasy fish and chips out of our minds. We asked Siri for directions (for the very last time after five weeks) to the closest fish and chip shop, and Dover did not disappoint. We both ate our weight in battered haddock, battered sausages and chips all the way back to Stamford, and were welcomed back home at midnight by Mum and my sister Evie waiting for us on the driveway," Ben said.

"I just looked back to the time doing my Gold Duke of Edinburgh Award and how you take every day as it comes. That definitely helped and looking forward to the small things in the day can really help minimise the whole event in itself."

With the intensity of the trip, there was always the potential for emotions to get out of control, but Ben and James managed to retain a positive mindset throughout.

"People often ask if we ever fell out, but we didn't, not once," Ben said. "There was the constant worry about the car – would it last, would it be where we parked it in the morning – but there was no hassle and it would always be there the next day. On the contrary, everyone we met was really interested in what we were doing and were hospitable."

"On reflection, I'm very lucky that Ben and I see the world through the same lens and like the same things. To do that on a grand scale with someone that shares those interests and happens to be my son, makes it even more special," James said.

What is next? For Ben, this looks like university to study International Business & Management at Reading, and spending time establishing his career. However, there could be a further road trip on the cards as he has always wanted to do America – "East to West or everywhere".

James on the other hand plans to swap the roads for the waves and join a crew on a transatlantic yacht – getting even further out of his comfort zone...

With Stamfordian spirit, anything really is possible.

If you are an Old Stamfordian taking on a new challenge and would like to be considered for an Old Stamfordian bursary, please do contact us via email oldstamfordians@ses.lincs.sch.uk or phone 01780 750359, to see if you too are eligible.



From the rugby fields of Tokyo...

Natalie Pretsell explains how the partnership has flourished between Stamford and Waseda Jitsugyo High School in Tokyo.

A rugby tour to Japan in 2017 was the start of the flourishing relationship between the Stamford Endowed Schools and Waseda Jitsugyo High School in Tokyo. The visit resulted in an agreement whereby two students from Waseda attend Stamford every year for the duration of Year 12 before returning to their studies in Japan.

While at Stamford, they are supported to improve and use their English language skills, experience the daily life and culture of the School and discover what the surrounding areas have to offer. Boarding full-time at Stamford, their time with us is enriched in academic and co-curricular activities as they immerse themselves in school projects.

In February 2022, a Sakura Cherry Tree was planted outside the Headmaster's office at Stamford School by inaugural students Lisa and Nanako, from Waseda Jitsugyo High School, with our Principal, Will Phelan, to symbolise the ongoing friendship of the two schools.

The Sakura Project is an ongoing celebration of friendship between the UK and Japan, using a Sakura Cherry Tree as a symbol of lasting positive legacies for generations to come.

In March 2023, we also welcomed visitors from Waseda Jitsugyo High School, students, staff and their families, to Stamford School for the first time, and celebrated their visit to the UK by unveiling a plaque with the Interim Head of Stamford School, Nick Davies, and Kazuhiro Hishiyama, Head of International Affairs from Waseda Jitsugyo Schools. The plaque reads: "Your blossoms are a chain of friendship between England and Japan."

The visit from Waseda coincided with their tour to the UK as part of a '200 years of rugby' celebration. Fresh from

a tournament at Rugby School they travelled to Stamford to play matches for their Under 16s and Under 18s teams.

A great afternoon was had by all, with many of our parents greeting our visitors to the school and cheering them on from the sidelines. To round off the visit, players, coaches and staff were invited to a formal lunch in the Oswald Elliott Hall, where school songs were sung, gifts exchanged, and memories made.

Our students from Waseda this year, Reina and Rio, were also present throughout the day and thoroughly enjoyed spending time with their friends and showing all that Stamford has to offer.

Reina and Rio were also guests at the Junior School's Japanese Day celebrations in June, giving an insight into their life and culture. Students enjoyed an introduction to martial arts, took part in an O Hanami festival, Otsukimi (the Moon festival), anime sketching, kimono designing and haiku poems.

We look forward to developing further this connection with Waseda Jitsugyo High School, to future sports tours in Tokyo, and even having the opportunity to send our Stamford students to Tokyo for a taste of their education and culture.





REVERENDS THROUGH TIME

The chaplaincy at Stamford has developed over time and each chaplain has brought something new to the role. But it remains a job which requires great energy, patience, and devotion seven days a week, says **James Buckman**, former Archivist.

The chaplaincy has been an important role at the Stamford Endowed Schools, but it was not always so. Stamford School opened in 1532 in a small building which was the remaining portion of St Paul's Church. Arthur Browning (OS 1869) said that, even by his schooldays, the School 'consisted simply of the old church as it now stands with the two class-rooms; the inner one occupied by the Head with the higher classes' while his assistant oversaw the larger class.

Religious instruction was a more ad-hoc affair, until the chapel was constructed and consecrated in 1930. The role of Chaplain was first filled by the then-Headmaster, Canon Day. After he retired in 1947, it became a position in its own right and has been filled by five individuals, with our latest incumbent starting in 2022.

Background

In 1874, School House was constructed, providing more classroom space to the growing student body. The old schoolroom continued to be a place to teach. Students worshipped at the churches throughout Stamford. Edwin Lovegrove (Headmaster, 1906-13) got the boarders 'to tramp to some distant church in the country'.

Then, in 1919, Mr Lovegrove's successor, the Rev. John Duncan Day decided it should be converted into a chapel which would serve as a memorial for Old Stamfordians who had fallen during the First World War. It took eleven years for this project to be realised. The student body at the time consisted of 200 boys and so, the old schoolroom was still needed as a place to teach.

In 1929, the School purchased Brazenose House and Northfields, providing extra classroom space, and the project could now go ahead. The foundation stone was laid at Speech Day, 1929. Refurbishment took place during the academic year 1929-30. The Chapel was consecrated by the Bishop of Lincoln on 21 June, 1930.



One of his colleagues was Francis J. Cummins, who had attended Stamford School as a pupil from 1907-14 and then was a teacher from 1919-26. It may have been under his recommendation that David, now trained for ordained ministry, became Chaplain and Head of Religious Studies at Stamford School.

'On my arrival,' he wrote for The Stamfordian in 1987, 'I felt it was my duty to help the pupils in their allegiance to the Christian Church.'

One of his first moves was to initiate an annual carol service. This became one of the main religious events in the school year; 'an event which old boys, staff and parents, and many others go to great lengths to attend every year.'

Boarders from Stamford High School and Stamford Junior School started to attend the Sunday services. Alongside his work in the Chapel, David coached the Junior School 1st XV. He also had the support of Jean who taught Speech and Drama at Stamford School but was best known locally as Founder and Artistic Director (for 41 years) of the Stamford Shakespeare Society.

When he retired from Stamford School in 1987, David volunteered as Confrater (Chaplain) of Browne's Hospital. David died in 2017 at the age of 95.



The Rev. Michael Ruff 1987-2006

The Rev. Michael Ruff went to great lengths to ensure the Chapel offered a quiet and relaxed environment compared to the bustle of schoolwork the rest of the day. He had inherited the Christmas carol services from his predecessor, and ensured they were conducted impeccably as acts of worship, rather than simply as 'concerts'.

These were held on three consecutive evenings to packed congregations in the School Hall. His tenure saw the introduction of the Leavers' Service held at St Martin's Church in July. Michael wrote for The Stamfordian

that this service 'has provided a fitting end to our Sixth Formers' time at school and has become very popular in the short time it has been going'.

In terms of teaching, Michael considered his important resources to be 'one's voice, command of one's subjects, and a blackboard and chalk'. Such an approach won him the respect of his students. The success of Michael's teaching methods was shown in the high grades of his Divinity students - 'the percentage of top grades was among the best of any department at Stamford'. The same years saw a steady stream of students who pursued this subject at university.

'Week by week', Michael wrote for The Stamfordian, 'the boys of Stamford School have attended Chapel on the day allocated to them. They have sung hymns and taken part in the offering of prayers as well as listening to the Chaplain's address. Hopefully they will have received some guidance to assist them in finding their way through life'.

In 2006, the worship was led by the newly formed Stamford Endowed Schools' choir. In this year, Michael also stood down as Chaplain. He followed in the footsteps of Canon Day becoming Priest-in-Charge of St Mary's and St Martin's, Stamford.

The Rev. Mark Goodman 2006-22

The Rev. Mark Goodman (known by students and staff as 'Revvy G') was experienced when he joined Stamford School in 2006, having been Rector of two churches in Scotland, and Chaplain of several primary schools and two special needs schools.

Upon his arrival, the Rev. Goodman observed that the chaplaincy presence at Stamford School was well-established but non-existent at the High School and Junior School.

One of his first aims was to extend this presence across all three establishments. He achieved this by taking part in assemblies and delivering lessons.

'The prospect of being the first Chaplain to cover all three schools,' he wrote, 'was an exciting opportunity'. Reverend Goodman made many positive steps in promoting the chaplaincy across the three schools.

He stood down in 2022 to become Rector of St Columba's, Largs.



The Rev. Matthew Phillips

2022-present

The Rev. Matthew Phillips assumed the role of the Stamford Endowed Schools' Chaplain in 2022. He holds a Master of Arts degree in Theology, Religion, and Philosophy of Religion. Before coming to Stamford School, he served as a family and children's worker at Holy Trinity Church, Cambridge. He also worked as a Year Tutor for the local ministry scheme in the Diocese of Guildford, in which he taught students training for ordained ministry. He served a curacy at St Mary's, Ely, and then worked part-time as priest-in-charge of Dunton, Wrestlingworth, and Eyeworth in the Diocese of St Albans.

As Chaplain for Stamford School, Rev. Phillips' main role, he said, 'is looking after the Chapel and leading Chapel services for students and staff, leading assemblies at the Junior School, and I am part of the Pastoral Support Staff.'

Alongside his role as Chaplain, the Rev. Phillips teaches Philosophy and Ethics.

'At the Junior School,' he said, 'we want to take philosophy into the classroom, and to lead workshops where children can explore aspects of faith and religion in a way which they will find engaging.'

During his first Easter with the School, he arranged for the hall of the Junior School to be set up like a crime scene and invited the students to look for clues and solve the case of the missing body.

'I am excited to be taking a lead in the PSHE programme that we are developing for the new co-educational arrangement,' he added.

'One of the things that I am passionate about is not waiting for people to come to Chapel but taking Chapel to them.'

'It has become a place where everybody belongs and where they can come to be a part of a community.'



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Pitch perfect

There's sport for all at the newly opened Wothorpe Sports Centre.



The new Wothorpe Sports Centre on Kettering Road opened last year, offering high quality facilities for students playing sport.

It was opened in December 2022 by students from Stamford Junior School, Stamford High School and Stamford School, along with Principal Will Phelan and the then Chair of Governors, Nick Rudd-Jones.

Work on the Kettering Road development began in July 2021, inspired by the desire to expand the provision and opportunity for students across a wider range of sports and physical activities at both of our school sites. The Kettering Road site has long been a sports facility. Formally known as the Millennium Pavilion and offering just one hockey pitch, it is now a state-of-the-art facility with two new Astroturf pitches, four changing rooms and three studio suites for dance, Pilates, spin classes and general fitness.

Will Phelan, Principal, said: "Wothorpe is a facility that complements the other sports provision that we already have across the Stamford Schools' estate, providing us with a

wide range of resources for our students to use. We strive to develop our offering for the benefit of our existing and future students and the provision now at Wothorpe allows us to do this."

The Wothorpe Sports Centre offers a high specification provision for students across the Schools and is also open for use by local sports clubs already affiliated with the School. The project cost just over £6 million and was funded by the Stamford Endowed Schools, along with donations made by our generous alumni and wider Stamford community.

Stewart Dorey, Director of Estates and Facilities, added:

Students raise £4,712 with Charity Hockey Match

The 1st XI hockey girls and the 1st XV rugby boys participated in an extremely competitive hockey match to raise money for the charity Sport In Mind, a charity devoted to transforming the lives and mental health of adults and young people through sport and activity.

It was a thrilling evening, with students, parents and teachers from all year groups across the Schools coming together to cheer on the players and support the cause. Students raised £2,962 for the charity on the evening and further £1,750 through their campaigning, making a total of £4,712.



"The delivery of Wothorpe Sports Centre was particularly complex from a planning perspective. The Kettering Road site shares land boundaries with both Cambridgeshire and South Kesteven District Councils and we are grateful for the partnership with both sides to complete the project on time for the students to use. We also worked in collaboration with the Burghley Estate, who have been instrumental in enabling the development to happen."

Wothorpe Sports Centre was designed by Purcell Architects, Cambridge, with landscape architects LDA Design and pitch consultants Surfacing Standards also adding to the project. Local business Orchard Builders led on the build with SIS providing the Astroturf. The project overall was a work of partnership and will be an excellent resource for students and generations to come.

This is just one of our major projects across the Schools. Along with the main school site transformation as part of the co-education changes, we are looking to the future for opportunities to further develop our site and resources for the students.





100 NOT OUT

2022/23 Head Girl Zara Pollock and Head Boy Logan Carter talk with **Mr Brown** and **Mrs Hawkins** about their time at the Schools, their aspirations for the future and their completion of 100 terms!

Logan: When and how did you come to teach at SES?
Mr Brown: The first five years of my teaching career were at the King's School, Peterborough. A vacancy came up at Stamford for Head of History, and I knew I wanted to work in the independent school sector. Fortunately, I was successful. However, I didn't think I was going to get it, as on the day of the interview it was unclear where I needed to go, and I ended up walking into the Headmaster's House; not only his house but the dining room, where I was greeted by his wife, who exclaimed: "What are you doing in my home!"

Mrs Hawkins: I had been teaching in Hull for three years at a large comprehensive school and was looking for a move when I saw the Head of Department opportunity come up at Stamford. Although I was only 25, I knew I had nothing to lose, so applied. I was up against five other candidates at interview but was offered the job that very day as the Head of Home Economics, Fashion and Fabrics, and Child Development as it was called in those days. I was really overwhelmed to have been offered the opportunity, but Mrs Angele, Miss Tennison and Miss Bland were so welcoming, I knew I would be happy with the move to Stamford.

Zara: Tell us more about your roles
Mr Brown: I was the Head of History from 1992-2005 and really enjoyed it. I have seen lots of changes and new staff and am really pleased that people in my department have gone on to big roles. In 2005 I had the opportunity to apply to be the Head of Sixth Form, with Mrs Hawkins already in the role at the High School. It is a post I always wanted to do and I revelled in it. I love being with this age group; their minds are so exciting, and it keeps me young - my wife would say too young!

Mrs Hawkins: I started in 1988 at SHS and was Head of two A Level and three GCSE subjects. Within two years I was promoted to Second in the Design Faculty, which included Art and Design Technology. I actually retrained to be able to teach DT too. I then got married, and after my second maternity leave, I saw the advert for Head of Sixth Form, which really excited me. I was the youngest ever Sixth Form tutor at Stamford but it was Dr Mason, Principal at the time, who interviewed and offered me the SHS Head of Sixth Form role in 2000. Mr Haynes was the then SS Head of Sixth, followed by Mr O'Grady and then Mr Brown, who has survived the longest.

Logan: What were your aims for when you started and do you think you have achieved them?

Mr Brown: This would have to be that Sixth Form students enjoyed their experiences and achieved as much of their potential as possible. Over 18 years, I think have achieved this. I have wanted them to go off and do whatever they wanted to do. I get as much pleasure seeing someone go into a career they want to pursue as I do when they go to university. It is always about the student as an individual.

"THE PEOPLE, THE CHARACTERS, THE FUN, AND THE FACT THAT EVERY SINGLE DAY IS DIFFERENT."

Mrs Hawkins: I too have wanted the students to have the best possible experience – not only academic and life skills, but enabling them to get wherever they want to be in life. Sixth Form is seen as a stepping stone to their future; we provide the support and teaching to help get them there.

Zara: Is it sad when students leave the Schools?

Mrs Hawkins: In the short term definitely, as you are saying goodbye to a wonderful group of students you have worked with, but equally, it's time for them to move on into the outside world, plus a new group of students then begin their journey, which is always exciting too.

Mr Brown: It's like your own children: when they walk out the door, you worry, but that is what you have prepared them for. We're largely happy to see them leave; it is part of a cycle and then it is the excitement of new students. Every group has a different dynamic, so nothing is ever repeated.

Zara: How have the schools changed since you first arrived?

Mrs Hawkins: From a subject perspective, boys now have the opportunity to be taught Food and Nutrition, which is fantastic and such a popular option. I was also delighted when we merged the Sixth Form tutor groups because it finished off what was started in 2000 with mixed Sixth Form teaching. This was a tremendously positive step and helped pave the way for the remainder of the school going co-ed.

Mr Brown: When I joined it felt like a classic, traditional boys' school, with its associated values and discipline, whereas now it feels more open with a really friendly and comfortable atmosphere, inclusive of everyone. Many will know I have wanted football to be played on Mainfields since I arrived, and it has finally happened in my last year in this role, with the 1st XI even winning the league! I was so proud of the boys.

Logan: What is your favourite thing about Stamford?

Mr Brown: The people, the characters, the fun, and the fact that every single day is different.

Mrs Hawkins: Mine is the sense of community. We talk about the Stamfordian spirit, and regardless of who you are talking to, this very special spirit permeates all areas and becomes even stronger once you have left. Stamford is such a special place to be.

Zara: What is the best or most profound thing a student has taught you?

Mr Brown: Tragically, there have been a number of student deaths in my time, and the School has taught me, however low things get, that the community can always pull through – there is an incredible bond between Stamford people, and I am very proud of this.

Mrs Hawkins: It has got to be to have fun and enjoy life. There will always be difficult and challenging times but no matter what life throws at you, keep going, stay strong and remember to have plenty of laughs along the way.





**"THE STAMFORDIAN SPIRIT
PERMEATES ALL AREAS AND
BECOMES EVEN STRONGER
WHEN YOU HAVE LEFT."**

Zara: What would you like to be remembered for?

Mr Brown: That would have to be as somebody who listens, understands and always gives of their best.

Mrs Hawkins: For being fair and inclusive, plus having a sense of fun alongside encouraging students to aim high.

Logan: Who inspires you?

Mr Brown: If I go back in time, the first person at this school was Brian Appleyard, who was Ancaster Housemaster. He really showed me what it meant to be a member of Stamford School, and Mr Haynes carried this on. Looking to the future, it is my children who inspire me to keep pushing ahead.

Mrs Hawkins: The first person was my A Level teacher, Janet Sutcliffe, who inspired me to go to university. In more recent times, Peter Mason, an exceptional man, motivational and inspirational, who appointed me to the Head of Sixth role. Since then, my family continue to inspire me. Seeing my children go through the School, being extremely proud of their achievements, and now watching other students follow in their footsteps. Being inspired changes over time and with the circumstances you are in. The beauty of this school is that it accepts who you are without questioning how you got there.

Zara: What made you go into teaching?

Mr Brown: There was never any doubt; I knew from a young age that I wanted to teach. I used to get my soft toys into lines and teach them when I was younger. I had a mark book and even put some toys in detention. I remember getting my first history book from my parents and never looked back. There must be something in the family, as my grandfather was a teacher, I am a teacher and now my son is going into teaching!

Mrs Hawkins: I didn't initially want to go into teaching but I was having such a wonderful time in Manchester and didn't want to leave so I needed to find something to keep me there longer. I was offered various opportunities but chose to complete my PGCE. I tried teaching and was hooked!

Logan: If you weren't a teacher, what would you be?

Mr Brown: The younger me would say a footballer, and the older me would say something where I am helping young people in the community.

Mrs Hawkins: I would have gone into a career in nutrition and dietetics, while travelling the world on a very long gap year!

Zara: What is your favourite school lunch menu?

Mr Brown: Chips and beans(!), although the soup is also outstanding here.

Mrs Hawkins: Mine would be the salad bar as there is such colour, variety and freshness of ingredients.

And finally, who makes best cup of tea in the staffroom?

Mrs Hawkins: The Nespresso machine!

Mr Brown: It has got to be Mrs Measures.

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A hat-trick, and other cricket successes

All three Stamford schools made *The Cricketer's* 2023 list of best cricket schools in the country. It's the result of a long legacy of teaching the game.



The Stamford Endowed Schools were listed in all three categories of *The Cricketer 2023 Schools Guide* to the UK's best schools for cricket.

Stamford Junior School, Stamford High School and Stamford School were all mentioned, with a top 20 place for Stamford High School, top 50 for Stamford Junior School and top 100 for Stamford School.

Michael O'Connor, Sports Coach and Head of Girls' Cricket, said: "The listing by *The Cricketer* shows the strength of girls' cricket in general at the school and demonstrates the hard work that we have put into the programme, as well as how hard the students work. We are very pleased to have received the listing."

Dean Headley, then Director of Cricket at the Schools, added: "To have a place in all three categories for *The Cricketer 2023 Schools Guide* is really something to celebrate. The recognition just shows the effort all our staff have put into making cricket really part of our sports provision. From Year 5/6 to Year 13, cricket is part of our culture, and these listings really highlight this."

To celebrate and recognise this achievement, Stamford ran a 'Cricket Takeover' week on its social media channels, with testimonials from Old Stamfordians Joey Evison (OS 20), Zak Chappell (OS 14) and Josh Hull (OS 22).

Josh Hull recently signed a two-year deal with Leicestershire CCC, while Zak Chappell currently plays for Derbyshire CCC, and has also played for Notts and Leicestershire CCC. Joey Evison plays for Kent, having been at Notts previously, and made his England U19 debut in the summer of 2019.

The Cricketer's guide lists state and private schools in the top 100, with the best all-girls' and prep/junior schools also picked out by its judging panel.

2023's roll call of schools was finalised after an exhaustive selection process that saw a huge number submit entries for inclusion. All entries were then judged against an extensive set of criteria, which included a compelling commitment to cricket in the curriculum, facilities, fixture programmes and coaching.

The Cricketer consulted former England star Lydia Greenway and members of her coaching initiative Cricket For Girls to select the top 20 all-girls' schools.

Tom Brett, Director of SES Cricket, said: "The game has changed dramatically over the last 20 years, largely down to the fact T20 cricket started in 2003. This has seen new shots come into the game as well as new types of deliveries. On top of this, the modern bats have become bigger and lighter. The students at Stamford are very lucky to be able to go on a

major tour every two years, as well as smaller trips. The students here are also able to train in the winter, with access to the nets in the sports halls along with many different bowling machines, including the Merlin spin machine.



"THE GAME HAS CHANGED DRAMATICALLY OVER THE LAST 20 YEARS, LARGE DOWN TO THE FACT T20 CRICKET STARTED IN 2003."

"The game is evolving all the time. There is still a place for the traditional coaching techniques and getting the basics right first, but the youngsters today want to copy what they see on TV and we have to provide opportunities for that as well so they continue to enjoy their cricket."

Stamford has produced a number of cricketers over the years including Pakistan international Shan Masood (OS 08), who signed a deal with Yorkshire as their overseas player for 2023 after being the first player to reach 1,000 first-class runs in 2022 - a year which also triggered a recall to his country's test squad. Shan scored a Stamford School-record 1,237 runs at an average of 103 in 2009 aged 20.

Simon Sargent (OS 70), and grandson of the late Sir Malcolm Sargent, currently plays regularly for Herts Over 60s and following trials was selected for the Grey Ashes England (over 70s) cricket squad this summer.

Staff from the schools have also had successes at varying levels, including Paul McKeown (Economics & Business Studies) and Jimmy Beale (Geography) who played minor counties cricket for Lincs, and Harvey Trump (History), who played for Somerset.

The expertise of the staff and volunteers in coaching the cricket is also invaluable in supporting students to develop their skills. Cricket coaches not on the academic staff have included Tim Roberts (ex-Northants opening batsman), Andy Afford (ex-Notts slow left arm bowler), and Phil Heseltine (Oxford University, Berkshire and Lincolnshire).

The school have toured Sri Lanka for the last three years, which provides a great opportunity for students to immerse themselves in another country and also play the game they love. 2024 will see Year 9 and Year 10 boys and girls travelling to India to showcase their skills and develop their abilities.

Tom added: "There are so many who have played a part in each student's journey and we would like to say thank you for helping make this happen and continuing to support, and we look forward to what the future holds."

A real high flyer

Eddie 'The Eagle' Edwards gave a talk at Stamford about his ski jumping career, and how to keep going, no matter how tough the challenge.

More than 350 people attended a lecture in the Oswald Elliott Hall to hear from Michael Edwards, best known as Eddie 'The Eagle' Edwards, who was the first ski jumper to represent Great Britain and Northern Ireland at the Olympics.

His heroic efforts won the hearts and minds of the British public at the time, making him more popular than most gold medal winners, and two of our Year 13 students, Zara Pollock and Logan Carter, interviewed Eddie to learn more about his experiences.

What, or who, do you feel was your biggest inspiration?
My dad was certainly my biggest at first. Then Franz Klammer, a champion ski racer from Austria and also Ingemar Stenmark, Sweden's greatest skier, who held more world cups than anyone. I would take huge inspiration from watching Ski Sunday.

Was there a specific moment in time you feared you would have to give up on your dreams?
Never! No, I always hoped I'd get to the Olympic Games. I never truly knew until I got the letter to tell me I was going. But it was like the Jamaican bobsleigh team – I never gave up as I loved what I was doing.

Which words of wisdom have stuck with you?
The best ones were spoken by my dad. He said when I was little: "If you ever go travelling, always make friends with a chef as you'll never go hungry". We went round a village in Switzerland asking to do jobs in return for money or a meal. I made friends with brothers in a hotel, and one was a chef! They always looked after me and I never went hungry.

If you could give your younger self one piece of advice, what would it be?
I would say to my younger self "hang on in there, everything will be OK! Don't try and pre-empt your future, just hold on tight, hang on in there and keep going".

How did it feel to be told your story was to be used for a feature film?

Very excited, almost as excited as when I got the letter from the Olympic Committee. I never thought it would happen as Cool Runnings had already been made about Calgary. We actually signed the deal in 1999 to make the film but it wasn't made until 2015/2016. It gave me a lot of time to reflect. Taron Egerton played my character so well and it all came together at the same time.

How did you feel about the casting, scripts etc?

I watched it for the very first time three days before the first premier in New York. I said to Dexter Fletcher, the director, "What if I don't like it?" as I hadn't seen it. So they organised a private screening in Cheltenham and invited 50 of my close friends and family. We were just blown away by it!

How accurate is the film to what actually happened?

95% is true but it only represents five to ten per cent of my life. They cherry-picked certain things, and what they did use they did brilliantly. I had a history in alpine ski racing which they didn't really use but put some of that in the credits. I was worried they were going to make me a comic, slapstick figure but they didn't, and I loved it.

Why do you feel it is so important to maintain resilience and preach a motivation-filled mentality?

I think resilience, tenacity and determination are very important in whatever field you go into. You need bags of resilience in whatever you choose to do – you have to pick your way through life and choose your own route. Easy roads don't exist, life is like that in whatever you do, but bags of resilience, and soaking up the pressure is a good thing. I believe you have to get your head down and get through it. There is always light at the end of the tunnel.

Do you ever question your success?

Yes – when I walked out to the film set Taron turned round and my jaw dropped. He looked just like me. It was like looking in the mirror. Hugh Jackman then turned up and wanted a selfie! That was a real 'pinch-me' moment. Also,

**"WHEN I WALKED OUT
TO THE FILM SET TARON
TURNED ROUND AND MY
JAW DROPPED. HE LOOKED
JUST LIKE ME, IT WAS LIKE
LOOKING IN THE MIRROR."**



STAMFORD LECTURES
EDDIE 'THE EAGLE' EDWARDS



Who would you say your closest friend/competitor was in the sport back then and do you keep in touch with them now?

Matti Nykänen, the Finnish ski jumper and gold Olympic medallist, was obviously my main competitor. I didn't train with anyone but other international teams always invited me to join them for a day or week. Trainers would speak to me in their native language but the competitors would practise their English. Greg Windsperger, the US coach, also became a good friend at Calgary.

What is your proudest moment

Being a dad – my two girls are my proudest moment and achievement.

What is the scariest or hardest part of ski jumping?

Sitting at the top of the jump is by far the scariest moment you experience. The take-off can also go spectacularly wrong. Today, ski jumping is easier as you only are about 10 feet up so if you make a mistake you land quickly. 30 years ago the average was about 50 feet, so the landing was longer and more dangerous. The equipment nowadays is also a lot safer and the technology available to support is mind blowing compared to when I was jumping.

Where has your life taken you post-ski jumping?

I retired from ski jumping in 1998 and went back to school to do a distance learning course for my GCSE and A Levels. I then went to De Montford University in 2000 to study Law and graduated in 2002 with a 2:2 degree, which I am really proud of. I was then offered a job as a lawyer in criminal law, which was fun!

Are you particularly competitive?

I used to be – right down to who can eat their breakfast the fastest! But when I had my girls, it changed. I think with age, I don't need the validation of winning or being first – just taking part is great.

WANT TO COME TO A LECTURE?

Stamford Lectures occur three times a year, and are free of charge, run as part of the Stamford Endowed Schools' commitment to supporting lifelong learning within the local, national and global community.

Our next Stamford Lecture will be held at our St Martin's site on **Tuesday 10 October** with guest speaker, **Henry Dimbleby MBE**, talking to us about whether the need to produce enough nutritious food, restore nature, produce energy and reach net zero is putting intolerable pressure on the land.

To find out more about future lectures, and to book your place, visit www.stamfordschools.org.uk or contact community@ses.lincs.sch.uk

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“The most significant and influential thing you can do is to have a really enquiring mind.”

Michael Pawlyn is a British architect noted for his work in the field of biomimetic architecture and innovation, and he spoke at the Stamford Lecture Series. By **Dale Harrison** (OS 03), Digital Marketing and Development Officer.

Architects today are increasingly looking to nature for inspiration, using the principles of biomimicry to create sustainable, environmentally-friendly buildings that are both functional and beautiful.

Michael Pawlyn is one of the architects at the forefront of this movement, and his virtual lecture in October 2022 as part of the Stamford Lecture Series offered valuable insights into this world.

Michael gained international recognition for his work as part of the design team for the Eden Project, a series of large-scale geodesic domes that house a range of plant species from around the world. It is widely considered to be one of the most significant architectural achievements of the 21st century.

Michael and his team drew inspiration from natural structures like spider webs and soap bubbles to create the domes, which are made of lightweight materials and can withstand extreme weather conditions. The result is a breathtaking testament to the power of biomimicry, and the project has had a significant impact on the field of architecture.

Michael's work goes beyond the Eden Project, however. He has also been involved in a number of other notable projects, including the Sahara Forest Project, which seeks to create sustainable agricultural production in desert regions using seawater and solar energy.

The project combines a range of

technologies, including saltwater-cooled greenhouses and concentrated solar power, to create a closed-loop system that is both environmentally-friendly and economically viable.

During his lecture, Michael spoke about one of the challenges of his field of work, requiring architects to think differently about the design process. Instead of starting with a set of preconceived ideas, they need to approach each project with an open mind and a willingness to learn from the natural world.

This can be difficult, but it can also lead to more innovative and sustainable solutions. This 'out-of-the-box', innovative thinking can be applied to all aspects of life, and Michael encouraged our students to approach problem solving from alternative angles.

Michael also explained that biomimetic architecture is about creating buildings that are in harmony with the natural world. By taking inspiration from natural structures and processes, architects can create buildings that are more sustainable and less damaging to the environment. Buildings that mimic the way that trees absorb and store water can help to reduce the risk of flooding and erosion, while buildings that resemble termite mounds regulate temperature and can help to reduce energy consumption and improve indoor air quality.

"We need to learn from nature's genius, not just its form," Michael said.

In a Q & A with Dr Dean White, Bursar, Michael also offered advice

to our students and others interested in pursuing a career in sustainable architecture. He recommended several books and podcasts, and encouraged aspiring architects to take advantage of opportunities to learn and grow, whether through internships, apprenticeships, or continuing education.

When asked what we can all do to be more sustainable, Michael explained: "The most significant and influential thing you can do is to have a really enquiring mind, to learn how to become a really good collaborator, to be curious about a whole range of things, and to really understand what a miraculous gift nature is, as Earth really is our only home."

"It's essential that we learn how to manage that, to understand that this planet may be our home but it is not ours alone. There are millions of other species that we need to learn to get along with and we need to see that our well-being is inseparable from the well-being of those broader systems on which our lives depend."

The lecture was well-received by the Stamford community, with many attendees asking thoughtful questions during the Q&A session. Topics ranged from The Line, part of the smart city currently under construction in Saudi Arabia, to Elon Musk's plan to inhabit Mars. The fact that the Q&A session received more questions than any of the previous lectures is a testament to the growing interest in sustainable architecture.



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EVENTS

A YEAR AT SES



Reunion Weekend 2022 June 2022

In June 2022, Old Stamfordians from Stamford High School and Stamford School were welcomed for their first actual reunion since 2019. We were delighted to open the doors to the Schools for everyone to reminisce and enjoy a day of laughter, reconnecting, and great weather!

In the evening, around 250 Old Stamfordians gathered together at Mainfields for the Andrew Carter touch rugby tournament, won by the 2017 Old Stamfordian team, and a chance to meet with more friends from their time here.





Images: Shutterbox Photography

Reunion Weekend 2023

June 2023

The reunion of June 2023 saw an increase in attendees, with nearly 400 Old Stamfordians returning for various parts of the day, from the Chapel and Church services to the annual lunches, tours and evening reception. Congratulations go to the 2015 team of Old Stamfordians who were victorious in the Andrew Carter touch rugby tournament. The celebrations went on well into the evening, with Old Stamfordians also heading into town to enjoy their evening.

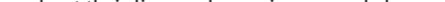
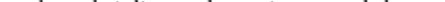
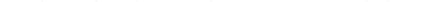
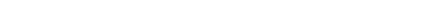
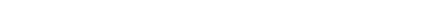
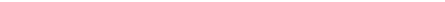
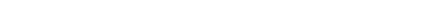
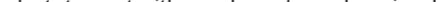
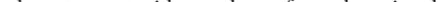
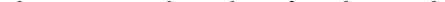
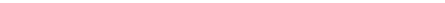
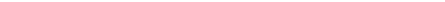
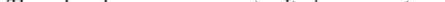
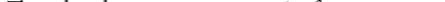
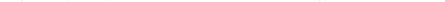
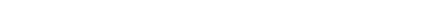
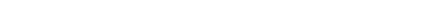
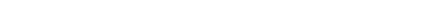
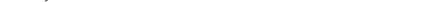
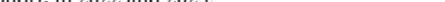
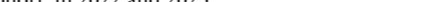
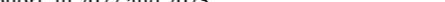
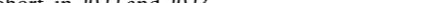
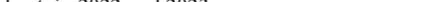
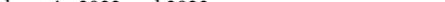
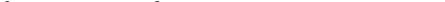
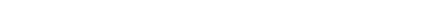
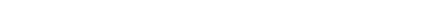
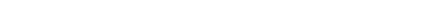
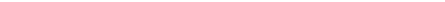
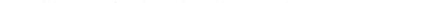
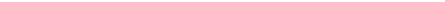
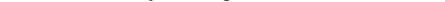
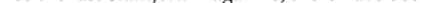
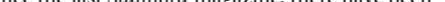
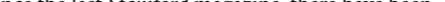
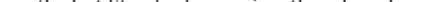
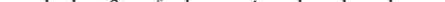
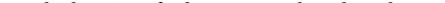
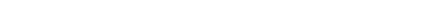
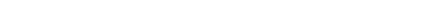
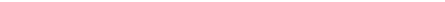
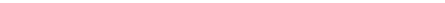
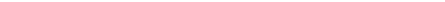
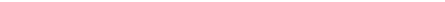
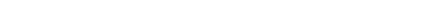
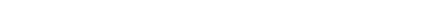
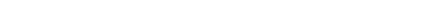
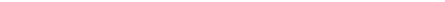
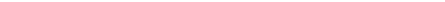
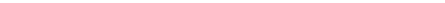
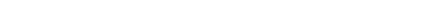
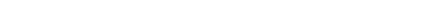
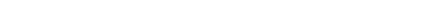
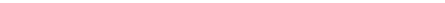
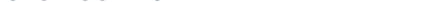
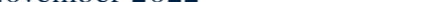
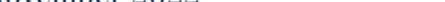
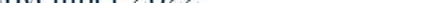
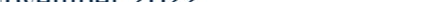
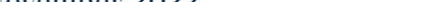
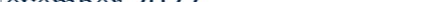
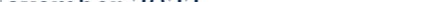
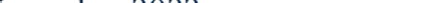
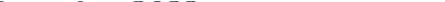
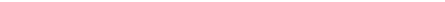
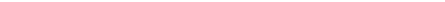
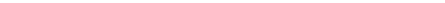
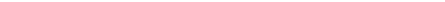
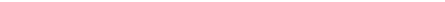
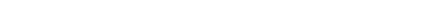
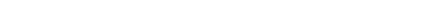
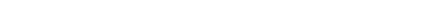
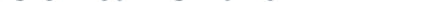
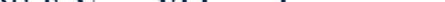
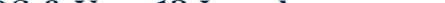
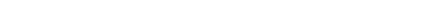
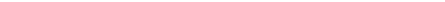
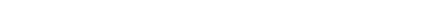
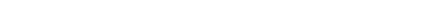
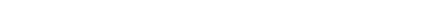
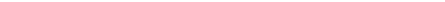
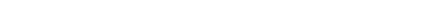
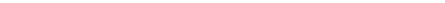
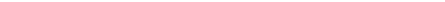
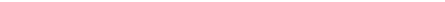
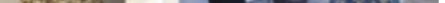
The reunion event really highlights the true essence of the Stamfordian spirit we so often talk about, with generations of ex-students coming together in a place so meaningful to them, and sharing stories as if it was only yesterday.

We look forward to our 2024 event being even bigger and better, so please do look on the website for further details in due course.





Images: Shutterstock Photography



2022 London OS Club Dinner

November 2022

The 184th meeting of the London Old Stamfordian Club was held during a dinner at the RAF Club on Wednesday 2 November, 2022. The then-Acting Headmaster of Stamford School, Nick Davies, attended his inaugural meeting, delivering a well-received and well-judged report on the state of the School, no doubt much helped by the excellent rugby results! Woe betide the speaker who has to deliver poor rugby results...

He also provided a potted history of his career involving service in the Royal Marines, followed by the Royal Navy and then the Army Reserves, somehow allowing time to also have a successful career in education.

The day's rail strikes did not dampen the enthusiasm for the evening, with 39 Old Stamfordians in attendance, along with some new attendees too, and with the support of the staff at the *Daily Telegraph*, we were again able to have details of the event published in its Court and Social section the following day.

Donated many decades ago to the London Old Stamfordians by its creator and Old Boy Nelson Dawson, an English artist and member of the Arts and Crafts movement, the 'Loving Cup' took centre stage on the top table throughout the evening. The Loyal Toast was, for the first time in the memory of the vast majority of the attendees, made by the Chairman to 'The King'.

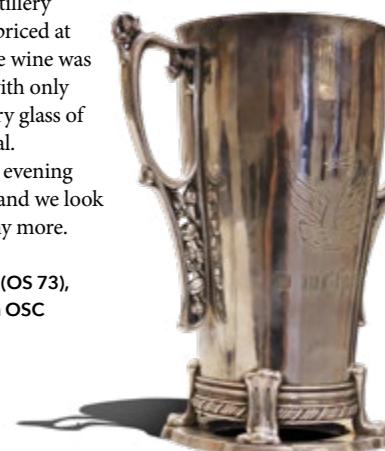
Continuing a tradition which we believe was first established by the survivors from the First World War, the Silent Toast was also made, in particular remembering our late Queen.

The Chairman and Acting Headmaster were joined on the top table by Simon Stanley, representing the Chairman of the main Old Stamfordian Club committee, who was unable to attend due to a prior engagement, and by Rupert Mosley, a regular attendee at the dinner who travels each year from Monte Carlo (he may well have other reasons as well for travelling to the UK!).

The Chairman read from the minutes of earlier meetings, highlighting two held in the 1970s. At one, the dinner of fish and chips, including wine, was priced at £1 but, showing that inflation is nothing new, the dinner held two years later at the Honourable Artillery Company was priced at £4 and this time wine was not included, with only a complimentary glass of sherry on arrival.

A wonderful evening was had by all, and we look forward to many more.

Ian Brassington (OS 73),
Chair of London OSC



Year 14 talk with Sixth Form

January 2023

At the start of the spring term we welcomed back a panel of 10 Old Stamfordians who were recent leavers - 'Year 14' - to talk with our Sixth Form about their experiences of life after Stamford.

It was an invaluable opportunity for our students, with discussion ranging from managing the successes and unplanned changes after results day, to balancing work and social lives and the weekly budget for food shopping as a university student.

Students heard first-hand about the variety of paths taken by the previous Stamfordians, including gap years, university and employment. With many students staying behind after the talk to hear more about their experiences from

the panel, the session really was well received and promoted the importance of the Stamfordian connection.

The panel included Old Stamfordians currently studying for a masters in chemistry, attending a drama school, studying law, engineering racing cars at Silverstone, and studying biomedical sciences, reflecting the diverse careers and outcomes for our students.

The Alumni Relations and Development Office is available for life for our Old Stamfordian community offering events, careers support, networking opportunities and much more. To speak with the team directly, should you want advice or wish to volunteer your time, please contact them: oldstamfordians@ses.lincs.sch.uk

Dates for your diary

TERM DATES

Stamford Schools' Term Dates for 2023-2024

2023 AUTUMN TERM

Boarders Return	Sunday 3 September
New students' Induction Day Year 7 - 12	Monday 4 September
Term begins Reception to Year 13	Tuesday 5 September
Half Term	Friday 13 October (end of school day) to Sunday 29 October (inclusive)
Term Ends	Friday 15 December (end of school day)

2024 SPRING TERM

Boarders Return	Sunday 7 January
Term begins	Monday 8 January
Half Term	Thursday 8 February (end of school day) to Sunday 18 February (inclusive)
Term Ends	Wednesday 27 March (end of school day)

2024 SUMMER TERM

Boarders Return	Monday 15 April
Term begins	Tuesday 16 April
May Day Holiday	Monday 6 May
Half Term	Friday 24 May (end of school day) to Sunday 2 June (inclusive)
Term Ends	Wednesday 3 July (end of school day)
Y13: Leavers' Day	Friday 28 June

ALUMNI EVENTS

Boston Lunch	Saturday 9 September
Stamford Hong Kong drinks	Saturday 21 October
London Old Stamfordian Club Dinner, The RAF Club	
Lansdowne Drinks	Wednesday 8 November
Reunion Weekend	Date to be confirmed (May) Date to be confirmed (June)

COMMUNITY EVENTS

Heritage Opens Days	Saturday 16 and Sunday 17 September
The Band of the Household Cavalry Concert	Thursday 5 October, 7pm (tickets required)
Stamford Lecture	Tuesday 10 October - Henry Dimbleby at St Martin's site
Stamford Lecture	Thursday 25 January 2024 (speaker to be confirmed)
Malcolm Sargent Concert	Saturday 23 March 2024 (tickets required)

We will continue to host various community events throughout the year. Please do check the events section of our website for updates: www.stamfordschools.org.uk

ADMISSIONS

Looking for a place for your child at the Stamford Schools? We would love to hear from you, and welcome you to visit at one of our open events or for a personal tour with your family.

Senior School Open Day	Saturday 30 September 2023
Sixth Form Open Evening	Wednesday 4 October 2023
Junior School and Nursery Open Morning	Saturday 7 October 2023
Junior School Discovery Mornings	Wednesday 22 November 2023 and Wednesday 27 March 2024
Senior School Experience Stamford (Year 9 Entry)	Friday 15 March 2024: Experience Stamford

Visit our website at stamfordschools.org.uk/admissions, or contact the Admissions Team on 01780 750311 or via email at admissions@ses.lincs.sch.uk

SAVE THE DATE
REUNION WEEKEND
2024

Date TBC (June)

We would love to see you there! Keep an eye on the website, social media and publications for more details, and register online to attend.



A momentous year

Over the past year, the Stamford Endowed Schools have marked the passing of the Queen and coronation of the King. It brought back memories of royal visits to the Schools too. By **James Buckman**, former Archivist.

Her Majesty Queen Elizabeth II died on Thursday 8 September 2022, concluding the longest reign in British history. Her passing was announced at 6.30pm. At the Stamford Endowed Schools, an email announcement from the Principal was sent to all staff informing them of the passing of the Queen and of the process of mourning that was to follow, and how the Schools would mark this moment in history.

The following day, the people of Britain entered a period of mourning for ten days. Assemblies were held for all students and staff across SES to commemorate the passing of this beloved monarch.

The School Chapel was opened 'as a space of reflection for all the School community', and there was a book of condolence for people to sign. The regular service on Sunday 11 celebrated the life of Queen Elizabeth II, while sports fixtures were cancelled as a mark of respect. All social media posts were suspended for the period.

During this time, the late Queen was conveyed to Westminster Abbey where she lay in state, and the public queued for hours to pay their respects. We were informed that one of the guards standing alongside the Queen during this time was an Old Stamfordian, of which we are very proud.

The Queen's funeral took place on Monday 19 September 2022 with Stamford Endowed Schools closed that day and only the boarding students in attendance.

Many of our Stamford community took the day to reminisce and celebrate

the life of the Queen and attended or watched on the television the funeral procession through the streets of London.

The Schools have fond memories of the Queen and her visits. Our archives also have recorded that there was a group of students outside the Palace by half past six in the morning of June 2 1953, and they cheered as the Queen and the Duke of Edinburgh left in the Gold State Coach for Westminster Abbey.

"Then, bedraggled but happy, we camped on the pavement to listen to the service, relayed on loudspeakers from Westminster Abbey, and to admire the many branches of the armed forces as they marched by."

The student concluded the article by saying "Having witnessed probably the greatest event in our lifetime, we returned to Stamford, taking with us the impressive memories of a Coronation".

Another group of students were present for the Coronation Thanksgiving Service in Westminster Abbey on 21 June.

Royal visits to Stamford

The Queen and the Duke of Edinburgh visited Stamford as part of the town's quincentenary celebrations on 19 June 1961. Stamford School invited the local schools to join them on the playing fields, and these included Exeter School (opened the year before by HRH The Princess Margaret), Bluecoat School and Stamford High School.

In total, some 3,500 boys and girls from the age of five to 19 gathered

to see the Queen and Prince Philip standing aboard a Land Rover specially sent from Buckingham Palace. Together, the royal couple made a circuit round the field as students cheered and waved flags.

The Queen's final visit to Stamford was on 13 June 2012 as part of her Diamond Jubilee Celebrations. She spent the morning at Burghley House and then in the afternoon was driven through the streets. Stamford School students took up their position on Broad Street cheering and waving Union Flags as the Queen's car drove by.

The CCF formed a guard of honour on St Mary's Hill. As a squadron of Red Arrows flew by overhead, the Queen's car drove past Stamford High School, where she was also greeted by more students.

The Coronation of King Charles III

In the build-up to the Coronation of King Charles III, SES purchased coronation patches for every student and member of staff to mark this historic moment. The whole of the Stamford Schools wore red, white, and blue to commemorate the day.

Like those Stamford School students who attended the Queen's Coronation in 1953, we too will have happy memories of this great occasion, and it brought back memories of the then-Prince of Wales visiting Stamford School in January 2009.

As he entered the main hall, he was greeted with a rendition of 'Everybody Needs Somebody To Love'. The Prince toured the School, meeting various societies, and when looking at the creative works of SES students, took particular interest in a drawing depicting a pair of hands. He then proceeded into the Chapel before he was taken outside to meet the Combined Cadet Forces.



Design led...

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