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STAMFORD SCHOOL'S ANNUAL MAGAZINE



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ON THE COVER:
Leicestershire's Josh Hull and year
12 student, Faith, photographed
outside the Cricket Pavilion.

Welcome to the Stamfordian 2026

It is a privilege to introduce this year's edition of the Stamfordian Magazine. Having joined the school at the beginning of the year, what struck me immediately was the strength of the Stamford community: pupils, parents, staff, alumni and friends, all connected by a shared pride in the school and its future. Stamford understands its heritage, but it is a community that never stands still.

As we prepare to launch our five-year strategic plan, Towards 500, ahead of Stamford's 500th anniversary in 2032, we are reflecting not only on the remarkable history of the school, but also on the legacy we want to create for future generations of Stamfordians.

Stamford School has always balanced tradition with ambition, and this year marks another important chapter in that story. We have welcomed new voices and renewed energy into key roles across the school, including our new Head, alongside new leadership in Sport and the Sixth Form. Together, they bring fresh perspectives, deep expertise, and a shared commitment to excellence in education.

At the heart of all of this are our pillars – Team, Fire and Spirit. These are not simply slogans. These values underpin everything we do and define the community we aspire to be. They also sit at the centre of our evolving vision for engagement, which aims to ensure all members of our community feel connected to Stamford in a genuine and meaningful way.

Equally important is our ambition to strengthen a culture of philanthropy that reflects the founding generosity of William Browne in 1532. Nearly 500 years later, that spirit of opportunity, generosity and community remains as important as ever.

This magazine celebrates the people, stories, and achievements that make Stamford so distinctive. I hope that, wherever you are within the Stamford community, these pages leave you feeling connected to Stamford's past, proud of its present and excited for its future.

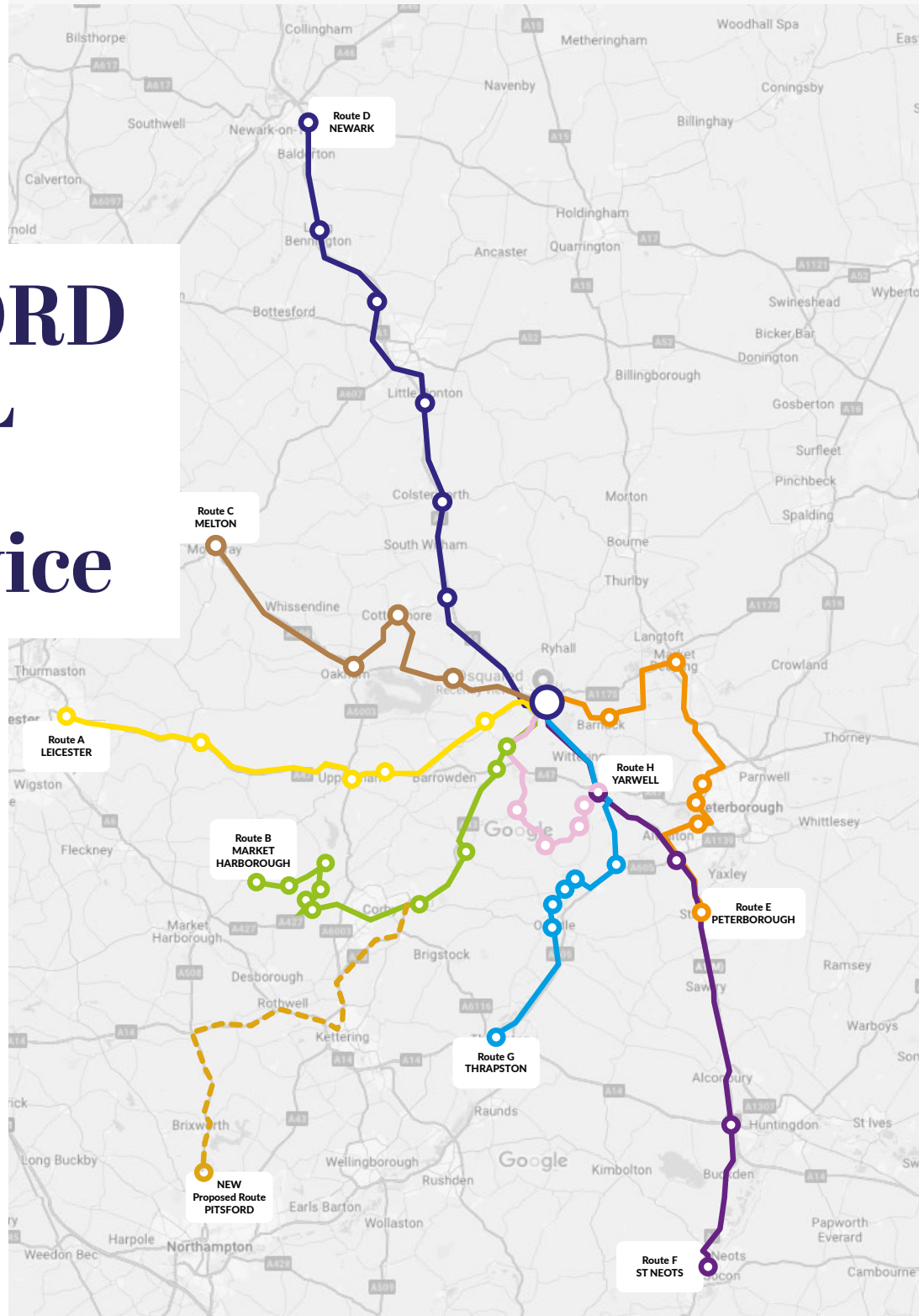
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The Power of a *Clear Vision*

“In my recent speech at the Senior School Celebration Day, I suggested that good things come when we keep life simple.”

The taste of home-grown tomatoes, with locally sourced bread and olive oil in Santorini, was one of my epiphanic moments, reminding me that simple flavours have as much, if not more, to offer than the complex and rich Thai food I’d grown to love whilst away from the UK.

Until Bazball came along, I would have been certain that on the cricket field the same shots that get you to 10 runs also get you all the way to 100 runs, if applied judiciously and consistently. And I also reflected that good hockey teams still play down the right-hand side of the field on their strong side and still seek to reach the backline before pulling the pass back to the top of the circle.

In the hyperbole of the speech, I may have presented this as rather revelatory but in fact it has been my mantra for some time both in my teaching and coaching career but also in leadership.

Simon Sinek has made a career out of asking the fundamental question – why? All of us in leadership need to understand our own ‘why’ and the ‘why’ that is to be deployed in whatever we are leading. My drive to ensure that all young people in my charge have a positive and high-quality experience of education has furnished me with real clarity through the years when obstructions are presented or problems seem as intractable as the Gordian knot.

Similarly, we now have clarity and simplicity at Stamford. Through Team, Fire and Spirit we will focus relentlessly on people, ensuring we are ambitious about all we do within the culture of warmth and support that we are known for. We’ve pointed to some areas where this will happen: the growth of the concept of Team Stamford which will drive the bringing together of our community; the Stamford Curriculum driving conversations about a more intentionally designed school, and the preservation and growth of traditions and experiences that allow us all to feel Made by Stamford.

Though this is simple to say, it isn’t always simple to do, and what sits beneath all this is a layer of

complexity in operational planning at school and department level. However, the overarching vision and direction is the same, and it is what drives and ties together the operational thinking and the work that will require hard thinking and challenging solutions.

Independent education has been a fascinating place to grow as a leader. Under the tutelage of Jonathan Lee at Trent, I learned how to maximise every second of every day – to punch above your weight. At Millfield the chance to work with a genuinely strategic thinker in Craig Considine, who showed me the value of conceptual thinking, rare in the UK at the time. In Thailand I learned the value of stability and longevity – I’d signed a five-year contract when the average tenure of international Heads was 18 months, the governors, staff, parents and students knew that we had the long-term vision and goal in mind at all times.

Now we have some of the most challenging circumstances known by the sector. Since my speech on keeping things simple to the time of writing, exactly four days, four schools have closed. The feeding frenzy around those schools is as unseemly as it is upsetting for the families and communities caught by closure.

These are the moments that test your resilience and your adherence to the vision, but they are also the moments when Stamford shines as a school that can accommodate a broad range of students in the knowledge that we seek to add value to them all.

The journey Towards 2032 will not be easy and as a community, we are not immune to the challenges, but our clarity and simplicity will be vital for our development and strength in the years to come.



Chris Seal
Head of Stamford School



“Our clarity and simplicity will be vital for our development and strength in the years to come.”

Tom Cartledge

Stamford School Chair of Governors

As I reflect on another year at Stamford, I am filled with pride in all that our community has achieved. While examination results provide an important measure of success, they tell only part of the story. At Stamford, our greatest strength lies in the remarkable young people we nurture and the breadth of opportunities that enable them to flourish both inside and outside the classroom.

That said, this year's academic achievements deserve special recognition. At A Level, nearly half of all grades (44%) were awarded at A*/A, while almost three-quarters (74%) achieved A*-B, representing a 7% increase year-on-year at both levels. Our GCSE students also achieved outstanding results, with 13% of grades awarded at Grade 9, the highest proportion in Stamford's history outside the pandemic years, and 30% securing Grades 9-8. These achievements are testament not only to the hard work and determination of our students, but also to the dedication of our teaching and support staff who inspire them every day.

Such success does not happen by chance. It is underpinned by the steady leadership and clear vision of our Head, Chris Seal, and the strength of the senior leadership team around him. Their commitment to maintaining the highest standards while continually looking ahead ensures that Stamford remains a school of ambition, opportunity and excellence.

But Stamford has always been about far more than examination results. As you read through this magazine, you will discover stories across many areas of school life. These experiences help shape confident, compassionate and resilient young people who are well prepared for the opportunities and challenges that lie ahead.

On behalf of the Governing Body, I would like to thank our students, staff, parents and wider community for their continued commitment to Stamford. Together, we have much to celebrate, and I look forward with great confidence and excitement to the year ahead.



Chris Smith

HEAD OF SENIOR SCHOOL

As the Head of the Senior School, my role is to oversee the growth and development of students from Year 7 all the way through to Year 13. This covers their academic journey, pastoral support and co-curricular opportunities. However, the highlight of my week is my two Year 11 PSHE classes where I get to talk to children about things that really matter to them. I'm married to Sarah, also a teacher, and we have three girls; Alice, Emily and Isabel, who have also just started at Stamford.



Katie Dexter

DEPUTY HEAD PASTORAL

Having spent most of my teaching career in pastoral roles, I have seen first-hand and therefore understand the transformative impact that effective pastoral care can have on a young person's experience at school. As the Deputy Head Pastoral at Stamford School, I take great pride in all that we do to ensure that students feel safe, secure and happy, and that they can flourish in an environment where they are known and understood. What brings me joy each day is the opportunity to talk to the students in and around the school; the brief, informal interactions often make me smile and reinforce the importance of taking the time to engage with them. I recognise the importance of self-care and wellbeing, and enjoy going for long walks, ideally with my children, Flo and Ben.



Moirra Cox

DEPUTY HEAD ACADEMIC

As the Deputy Head Academic, I am responsible for the academic life of all our students from Year 7 to 13. I ensure that we deliver a broad, ambitious and future-ready curriculum that provides opportunities for everyone to study what they are good at and enjoy. I also lead our academic staff, bringing the latest evidence-informed strategies into our classrooms. My favourite aspect of school life is the week after GCSE results day, when I support each student to choose the best Sixth Form course options for them: it's a privilege to be part of shaping their futures. I have lived in Stamford for the last five years with my partner Tom and we are getting married in the local area in April.

“At Stamford, our greatest strength lies in the remarkable young people we nurture and the breadth of opportunities that enable them to flourish” Tom Cartledge



Ben Morris

DEPUTY HEAD (SIXTH FORM)

As Deputy Head (Sixth Form), I have the honour of leading Stamford's Post-16 provision at St Martin's, with responsibility for the academic progress, personal development and wider experience of our Sixth Form students. Fundamental to this role is a commitment to fostering intellectual ambition, independence and genuine scholarly curiosity, while ensuring that every student is exceptionally well-prepared for life beyond Stamford. I am particularly passionate about creating a Sixth Form culture in which high expectations, character development and individual aspiration sit alongside a strong sense of community and contribution.

My connection with Stamford School began long before I imagined working here. I met my wife 21 years ago and quickly discovered that I was marrying

into a family of Stamfordians, for whom the School had always been an important part of their story. Consequently, when we started to explore secondary schools for our eldest child, four year ago, relocating to Stamford felt like a very natural decision (one in which I know that many OS families make). After being somewhat nomadic in my own upbringing, I certainly wasn't dragged here kicking and screaming; the opportunity to move to such a beautiful town was hardly a difficult sell!

What I hadn't anticipated, however, was that joining Stamford School would bring together that longstanding personal connection with my own professional passion for Sixth Form education, which makes this opportunity feel even more significant.



Matthew O'Reilly

HEAD OF STAMFORD JUNIOR SCHOOL

I have the privilege of leading Stamford Junior School. As the Head of a junior school, preschool and nursery, I am often asked by our very youngest Stamfordians, "What do you do, Mr O'Reilly?" I always answer with clarity, "I am here to make sure that you are happy and learning and that Stamford Junior School is the best place to grow and learn". Put like this, my role is simple, and our youngest Stamfordians seemed reassured by this simple *raison d'être*.

However, the role is much more complex, involving lots of different people: staff, parents, inspectors and professional associations, while always keeping the children at the centre of what we do. My favourite times of the week are story time with Preschool, school assemblies and 'hot chocolate with the Head' – moments in which I engage with the children and enjoy their company.

I am married to Jess, a Reception teacher at Stamford, we met at Cambridge University and have three daughters thriving at Stamford.



Claire Hughes

DEPUTY HEAD (PASTORAL), STAMFORD JUNIOR SCHOOL

I have the privilege of being Deputy Head (Pastoral) at Stamford Junior School, where I am responsible for supporting the pastoral care, wellbeing and safeguarding needs of our pupils. I love my role because it allows me to work closely with children and families, helping every child feel happy, supported and able to thrive.

At SJS, children are at the centre of everything we do, and I am proud to be part of such a caring and happy school community. My favourite times of the week include teaching Year 5 Art, Year 1 PSHE, and spending lunchtime with the children, getting to know them beyond the classroom. I particularly enjoy Wellbeing Club and seeing the positive impact it has on our pupils.

My favourite part of every school day is the opportunity to talk with children and hear their unique perspectives on the world.



Sarah Buttress

DEPUTY HEAD (ACADEMIC), STAMFORD JUNIOR SCHOOL

As Deputy Head Academic at Stamford Junior School, I am passionate about helping every child reach their full potential and develop a lifelong love of learning. While my role focuses on academic ambition, I see it as far-reaching, encompassing all aspects of a child's development and wellbeing. From welcoming our youngest Stamfordians in Nursery to watching our Year 6 pupils confidently move on to senior school and beyond, one of the greatest privileges of my role is seeing children grow in confidence, character and achievement over time. I strongly believe in a balanced, holistic education that values every aspect of the curriculum, including academics, sport, the arts and personal development. I feel incredibly fortunate to work alongside the amazing SJS team, whose dedication, care and expertise help create a truly special, nurturing environment where children are encouraged to strive for excellence, feel valued as individuals and flourish in all aspects of school life.

I have worked at SJS for nearly six years and have loved every minute! I lived and worked as a teacher for a year in Australia.

“One of the greatest privileges of my role is seeing children grow in confidence, character and achievement over time.” Sarah Buttress

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St Michael's: A New Heart for Stamford Junior School

September 2026 marked an exciting new chapter for Stamford Junior School, with the opening of the newly refurbished St Michael's, an inspiring new home for KS1 and a welcoming new heart at the centre of the Junior School.

A building with centuries of educational and community history, St Michael's is beginning its next chapter as the place where some of the very youngest members of the Stamford community begin their journey.

The transformation has created bright, spacious and purpose-designed teaching and learning environments for Reception and Year 1, alongside the Junior School's main Reception and Admissions offices. The result is a building that brings together learning, family and community at the very heart of the School.

For our pupils, every aspect of the development has been designed around how young children learn, explore and grow. New classrooms provide flexible spaces for creativity, collaboration and independent learning, supported by new technology and resources, while retaining the nurturing environment and individual attention that are so important during these formative years.

And learning certainly doesn't stop at the classroom door.

Outside, a newly landscaped garden provides a wonderful environment for exploration and imaginative play, complete with a tree house and yurt. Indoor and outdoor learning have been considered together, giving pupils more opportunities to engage with the natural world and making outdoor learning part of everyday life at Stamford.

The opening of St Michael's is also part of a wider investment in Early Years at the School. Preschool has relocated to St Michael's Stables, providing an enhanced and more spacious environment specifically designed for children aged three to four.



Together, the new spaces create a more connected journey through the earliest stages of a Stamford education – from Preschool into Reception, through Year 1 and onwards into the wider Junior School.

The redevelopment became possible following the relocation of Junior boarding to Welland House, now home to Stamford's coeducational boarding provision for pupils in Years 5 to 8. It provided an opportunity to reimagine St Michael's and give one of the School's historic buildings an exciting new purpose.

While the surroundings may be new, what sits at the heart of them remains unmistakably Stamford: outstanding teaching, opportunity, curiosity, community and a commitment to knowing and supporting every child.

As the first pupils settle into their new classrooms and begin making St Michael's their own, another chapter in the building's long history has begun and, for many Stamford pupils, it will be where their own Stamford story starts.



“Surroundings may be new, what sits at the heart of them remains unmistakably Stamford: outstanding teaching, opportunity, curiosity, community and a commitment to knowing and supporting every child.”



OS Grant *Marine Conservation*

By **Tash Mountain** (OS 24)

During my gap year, I had the extraordinary opportunity to volunteer in marine conservation through scuba diving off the beautiful island of Koh Tao, situated within the Gulf of Thailand. What began as an exciting new challenge quickly became one of the most transformative experiences of my life. Whilst learning to scuba dive, I undertook extensive marine ecology and conservation training, ultimately carrying out 78 dives and qualifying as a RAID Ecological and Master Rescue Diver. I was fascinated by every aspect of marine conservation, from coral ecology to invertebrate identification to fostering the restoration and development of coral reefs. I will always cherish my stunning memories of being surrounded by aquatic life;

whether conducting black-tip reef shark sunrise surveys, executing fascinating crown of thorns research, participating in weekly coral reef and beach clean ups, or learning about pelagic fish and grouper populations through marine surveying techniques.

Upon receiving a deferred entry to study an Integrated Masters in Physiotherapy at the University of Birmingham, I applied for the OSA Grant kindly offered by the Old Stamfordian Association, explaining how the grant would not only benefit nature and the local Thai community, but would also positively impact me both professionally and personally. I will be eternally grateful that I was awarded the OSA Grant, which I used to fund a vital and potentially life-saving piece of scuba diving

equipment, a dive computer. My dive computer was fundamental to my ability to conduct marine conservation as it enabled me to execute underwater surveys and ecological tasks accurately and efficiently, whilst simultaneously safely managing both my depth and my time underwater.

Professionally, this experience strengthened my ability to remain calm and adaptable in challenging environments whilst collaborating as part of a team towards a shared goal – skills that are integral to my future career. Moreover, conducting conservation work deep underwater honed my communication, observation and problem-solving skills, particularly when monitoring marine life within strict safety parameters.

From a personal perspective, my time in Koh Tao gave me a much deeper connection to nature and a greater appreciation for the importance of protecting our precious oceans. This privileged position allowed me to deeply understand what the legendary David Attenborough meant when he said, 'The ocean is the lifeblood of our planet and humanity', as I was immersed daily in the ever-changing beauty of the marine life around me. The experience challenged me to expand my mind, to embrace different cultures and to listen and learn from fascinating people from all over the globe.

I truly believe that my time at Stamford School helped prepare me for this incredible experience; from

the amazing opportunities, the vast range of co-curricular activities and the lifelong friendships I made, to the incredibly supportive staff who encouraged me to believe in myself, to push my boundaries and to pursue my dreams and ambitions.

Having been so fortunate to be awarded the OSA Grant, I look forward to giving back to both the Stamfordian and Old Stamfordian communities moving forward. To all current Stamfordians who may be considering similar opportunities upon leaving school, I would encourage you wholeheartedly to pursue the adventure, the travel, the unexpected and the unknown, to open your mind, to embrace every opportunity, to make new friends and to have a lot of fun along the way!

“The experience  challenged me to expand my mind, to embrace different cultures and to listen and learn from fascinating people from all over the globe.”

Old Stamfordian Association (OSA) Grants are available to current Year 13 students and OS who left within the last five years. Projects that include elements of challenge, benefit to others, or opportunities to represent or promote the School or OSA are viewed particularly favourably. For more information on how to apply, please email oldstamfordians@ses.lincs.sch.uk.



The Roads *Beyond Stamford*

We spoke to five Old Stamfordians whose journeys reflect a diversity of experiences and ‘successes’. None of these stories follow a single definition of achievement, and that is precisely the point. The value of the Old Stamfordian network lies not only in extraordinary accomplishment, but in the variety of lives being built beyond Stamford: lives driven by curiosity, integrity, determination and the confidence to pursue something personally meaningful.

For **Angus Norriss** (OS 92), that journey began with a rucksack, a TEFL qualification, and a gap year placement in the Himalayas shortly after leaving Stamford in 1992.

Having boarded at Stamford from the age of eight while his parents lived abroad in Germany, Angus describes the school as home, particularly the strong sense of community he experienced at Stamford.

He studied Art, Politics and English, but some of his most formative experiences came outside the classroom through activities such as CCF and the Duke of Edinburgh Award. Stamford’s willingness to encourage students to “go and find” opportunities beyond the traditional academic route left a lasting impression on him.

That spirit of initiative defined his gap year in India between 1992 and 1993. Based in a school Angus worked with orphaned and vulnerable children from Tibetan, Nepalese and Gurkha communities. His role quickly expanded far beyond teaching English. He organised sport, drama, art and community projects, while also introducing a rugby programme that began as a creative solution for

discipline issues among students. A key programme of work was the establishment of India’s first ever Duke Of Edinburgh award scheme, which survives today, and has enabled local children to thrive in their own way.

What followed surprised even him. The team developed rapidly, eventually embarking on a rugby tour where they won five matches. Years later, Angus discovered several of those boys had gone on to represent national teams.

“That outcome really reflected the spirit of the year,” he says. “Positive, unexpected growth.”

The experience transformed his own direction in life as well. Originally considering a military career, Angus instead pursued Social Anthropology at university after returning from India. During his placement, he had created brochures and early website material to support projects he had established, experiences that ultimately led him into a successful career in advertising

and creative strategy, working with global brands including Disney and Google. Now at the helm of his own agency, Imagineer, which he founded nearly ten years ago, Angus leads a team working on architectural and AI visualisation projects across the UK and Europe.

His connection with the Himalayan school community has remained strong for more than thirty years. He returned in 2000 for the school’s centenary celebrations and again recently for its 125th anniversary, reconnecting with former students, teachers and fellow volunteers. Many of the children he once taught now work in international development, education, fundraising, sport and the arts.

Now, the story has entered a new chapter. Angus’s son, Rory (OS 25) is taking his own gap year, travelling with friends to explore sustainable tea farming projects in Sri Lanka.

“Private education can sometimes create a velvet drainpipe,” Angus reflects. “A gap year bursts that open. It gives perspective, grounding and independence.”

For Angus, the journey is not a neat “full circle”, but “more like a figure of eight”: an ongoing exchange of experience, growth and opportunity between generations.



Gap for Good offers school leavers the chance to spend a gap year at Dr Graham’s Homes in Kalimpong, India. Fellows support students through sport, outdoor education, creative activities and mentoring while gaining valuable life skills, leadership experience and a broader perspective on the world. Find out more at gapforgood.org.

For **Zoe Cameron-Casey** (OS 02), resilience has also defined her career, although her challenges have taken place 38,000 feet above the ground. Now a Captain at Virgin Atlantic with nearly two decades of flying experience, Zoe knew aviation was her future from an extraordinarily young age.

Inspired partly by her father, who flew in the RAF, Zoe took her first flying lesson at just 12 years old. “The moment we became airborne, I knew this was what I wanted to do,” she says. At Stamford High School, she thrived in maths, physics, and politics, while participation in the CCF reinforced her ambition to pursue aviation. Often the only girl in her classes, Zoe became comfortable navigating environments where women were significantly underrepresented, something that would later prepare her for the aviation industry, where only around 4 per cent of pilots globally are female.

Early in her flying career, Zoe survived a near-fatal crash caused by engine failure during training. The incident profoundly shaped both her outlook and future career interests. “What stayed with me most was how calm my instructor remained,” she explains. “That composure saved our lives.” The experience led Zoe into the field of Human Factors, the study of how people behave, think and make decisions under pressure. Alongside flying long-haul routes for Virgin Atlantic, Zoe now works as a Human Factors Trainer, is completing an MSc at Coventry University, and has founded C² Human Factors Ltd,

a Community Interest Company focused on improving decision-making, wellbeing and safety beyond aviation. Her current work applies aviation psychology to road safety, leadership, education and emotional resilience, particularly among young drivers. “Your brain responds to modern-day stress much like it responds to physical danger,” she explains. “Understanding that is the first step to managing it.” Alongside her aviation career, Zoe has also written a children’s book aimed at encouraging more girls to consider careers in flying.

“The moment we became airborne, I knew this was what I wanted to do.”



That same willingness to create opportunity rather than wait for it defines the career of **Ed Hinch** (OS 15), founder of Ed’s Hill Top Tents. Having attended Stamford from nursery through sixth form, Ed remembers school as a place where creativity and extracurricular involvement mattered just as much as academic performance.

As a dyslexic person, Ed credits Stamford’s support network and teachers such as Miss Tomlinson who helped him flourish. Throughout his time here he immersed himself in sport, drama, art and school productions, including Les Misérables, embracing what he describes as the “community and extracurricular side” of Stamford life. “I loved that you could do so much,” he says. “Saturday morning sport, art, drama productions, there was always something happening.” Growing up around his father’s businesses, Ed learned that hard work could create opportunity. He recalls earning money on the family farm filling bags with weeds and barley to fund school trips, an experience that gave him both independence and ambition. After leaving Stamford, Ed initially considered studying art before taking a gap year spent working across construction, filming, events and manual labour roles. “I loved working alongside people from completely different walks of life,” he explains. “It throws you in at the deep end.”

“Success doesn’t always follow a straight line. As long as you’re happy, trying things and aiming towards something meaningful, you’re moving forward.”

He later studied Agricultural Business Management at Newcastle University, balancing business knowledge with creativity. During placements and jobs ranging from John Deere to landscaping and transport logistics for Apple TV productions, Ed developed a

reputation for adaptability and relentless energy. “Don’t sit still,” he says simply. “Being busy leads to opportunities.” That mindset eventually led to the creation of Ed’s Hill Top Tents in 2022. After working for another marquee company, he decided to invest in his own equipment, despite the financial risk. At just 23 years old, while many friends were purchasing houses, Ed invested around £40,000 into building his own business. Starting with a single marquee pitched in a field on the family farm, the company has grown steadily into a respected luxury events business hosting weddings, private celebrations and large-scale events. Ed remains committed to local suppliers, quality experiences and maintaining the independent character of the business. Looking ahead, he hopes to expand into larger event spaces, establish a second site, and eventually launch an independent music festival. “Success doesn’t always follow a straight line,” he reflects. “As long as you’re happy, trying things and aiming towards something meaningful, you’re moving forward.”

For **Hal York Forward** (OS 20) storytelling and creativity became the driving forces behind his career in documentary filmmaking. At Stamford, Hal immersed himself fully in the arts, participating in plays, musicals and performances.

After leaving Stamford, Hal studied at the Liverpool Institute for Performing Arts (LIPA), initially intending to pursue a career in acting before discovering a stronger passion behind the camera.

At LIPA, Hal found himself surrounded by similarly creative and ambitious people across acting, design, dance and technical production. Over time, he realised he was drawn less to performing and more to shaping stories visually through filmmaking.

His breakthrough project came during his final-year documentary *Ely Nisar: The Ex-Mormon*, inspired by the story of his girlfriend’s former roommate. The documentary explores themes of identity, resilience and personal growth, focusing on allowing the subject’s voice to remain authentic and unforced.

“I didn’t want to overly shape the story,” Hal explains. “I wanted her to tell it in her own words.”

Working alone on much of the production forced him to develop strong technical and organisational skills, from filming and directing to editing and production management.

Today, Hal has launched his own freelance filmmaking business, combining documentary storytelling with commercial videography for small companies and independent clients. While funding remains a challenge, he remains focused on building a sustainable creative career rooted in collaboration, resilience and meaningful storytelling.

“The industry is tough,” he admits. “But if you’re passionate and adaptable, things start to come together.”



For **Jamie Kidd** (OS 17), challenge arrived in the form of one of the world’s toughest endurance events: rowing 3,000 miles across the Atlantic Ocean alongside teammate Adam Rowlatt in the World’s Toughest Row – Atlantic.



Jamie admits he never imagined taking on such a feat while at Stamford, although an early school talk by endurance adventurer and fellow Old Stamfordian, Sarah Outen (OS 03) planted the first seed of possibility.

“I knew these challenges existed,” he says. “I just never thought I’d have the chance to do one.”

The project began in 2022 when Adam, who had followed the race for years, invited Jamie to join the campaign. What followed was a three-year commitment involving relentless fundraising, physical preparation and technical training. Neither rower came from an ocean rowing background. The pair trained extensively in the gym and spent weekends qualifying in harsh North Sea conditions, eventually completing over 120 hours at sea to qualify for the race. Fellow Old Stamfordian, Toby Crane (OS 18) also worked with them on sports psychology and conflict management through MindThrive, helping prepare them mentally for the isolation and stress ahead.

The reality of the Atlantic proved even tougher than

expected. The pair battled seasickness within hours of departure, severe sleep deprivation, and endless physical exhaustion while living in a confined rowing boat for 44 days.

One of the most dramatic moments came on day 37, when a 600kg marlin struck the hull and punctured the boat.

“We had water flooding into the cabin and no idea where the hole was,” Jamie recalls. “For the final seven days we were bailing water out twice a day.”

Teamwork became essential not just for performance, but survival.

“Our lives depended on each other,” he says. “You had to make sure your teammate was eating, sleeping, coping and mentally okay.”

Despite the hardship, Jamie describes the campaign as deeply rewarding, particularly the fundraising efforts supporting charities connected to dementia, Down Syndrome awareness, and mental health.

“The purpose mattered massively,” he says. “It’s easier to push yourself when it’s about something bigger than you.”



Events

The past year has been filled with opportunities to connect, celebrate and engage across the Stamford community. From welcoming prospective families and hosting school events to alumni gatherings and community initiatives, each event reflects the spirit, ambition and sense of belonging that make Stamford School so special.

SATURDAY 13 SEPTEMBER 2025

HERITAGE OPEN DAY

We were delighted to once again take part in Heritage Open Days, England’s largest festival of history and culture.

This special event offers a rare opportunity for visitors to explore St Paul’s Chapel, one of Stamford’s oldest and most significant historic buildings. With parts of the chapel dating back to the 12th century, its walls hold more than 800 years of stories, serving generations of pupils and witnessing centuries of local history.

From medieval worship and Tudor ceremonies to the daily life of the School today, the chapel remains a remarkable link between Stamford’s past and present. Heritage Open Day is one of the few occasions each year when the wider community is invited to step inside, discover its history and appreciate this unique architectural treasure.



WEDNESDAY 5 NOVEMBER 2025

LONDON DINNER

On Wednesday 5 November 2025, Old Stamfordians from across the generations gathered at the Royal Air Force Club in Piccadilly for the annual London Dinner. The evening marked a particularly significant milestone, with Old Girls joining the event for the first time, in celebration of the co-ed merger, making it an even more inclusive celebration of the Stamford community.

Guests enjoyed an evening of friendship, nostalgia and lively conversation, with the ever-popular Heads or Tails game adding to the fun while raising funds in support of the cherished Loving Cup tradition.

Our sincere thanks go to Tom Wallington (OS 07) for his generous sponsorship of the evening, and to Ian Brassington (OS 73) and Neil Paterson (OS 85), whose dedication and organisation ensured another highly successful event.

With attendance continuing to grow and the community coming together in such great spirit, the London Dinner has firmly established itself as one of the highlights of the Old Stamfordian calendar. Ian and Neil look forward to welcoming even more Old Stamfordians and Old Girls this year.



APRIL & MAY 2026

YEAR 12 & YEAR 13 NETWORKING LUNCHES

We were delighted to host a series of Sixth Form networking lunches, welcoming Year 12 and Year 13 students alongside members of our Old Stamfordian community.

Across four events, more than 28 Old Stamfordians generously gave their time to share their experiences, career journeys and insights into life beyond Stamford. The lunches provided invaluable opportunities for students to learn about the diverse pathways available after school, while also allowing them to discuss their own aspirations and future plans.

These events continue to be a highlight of the Sixth Form calendar, helping to strengthen connections between current students and the wider Stamford community. We are incredibly grateful to all our guests who contributed to such inspiring and engaging conversations.

If you are an Old Stamfordian or parent who would be interested in sharing your experiences with our Sixth Form students during the coming academic year, we would love to hear from you. Please contact us at oldstamfordians@ses.lincs.sch.uk.



SATURDAY 13 JUNE 2026

OLD STAMFORDIAN REUNION 2026

Thank you to everyone who joined us for the 2026 Old Stamfordian Reunion at Stamford School. It was wonderful to welcome so many alumni back to school, providing the opportunity to reconnect with friends, former classmates and staff.

We would also like to thank those who attended the Old Stamfordian Association AGM. Your continued interest, support and engagement are greatly appreciated.

A particular highlight of the day was celebrating milestone reunions for the Classes of 1986, 1991, 1996, 2006 and 2016. It was a pleasure to see these year groups return to Stamford to reminisce, reconnect and celebrate their shared memories.

Thank you to everyone who participated in the sporting activities throughout the day. Congratulations to OS 25, who were crowned winners of this year's Andrew Carter Shield.

We are equally grateful to those who came along to spectate and support, helping to create such a fantastic atmosphere across the School.

Finally, a special thank you to our wonderful suppliers and partners who helped make the event such a success: The Wine Bar (Stephen Miskell OS 16), Amo La Pizza, Picture Blast Photobooth, Shutterbox Photography, New Lodge Farm, The Crepe Cabin and Sunny Days Deckchair Hire.

We are already looking forward to next year's reunion and hope to welcome back even more Old Stamfordians. In 2027, we will be celebrating milestone reunions for the Classes of 1957, 1967, 1977, 1987, 1997, 2007 and 2017.



WOULD YOU LIKE TO HELP BRING YOUR YEAR GROUP TOGETHER?

Our volunteer Year Group Representatives play an important role in reconnecting classmates and helping reunions thrive. It's a fantastic way to rekindle old friendships, share memories and ensure your cohort is well represented at future events. If you would like to get involved, please contact us at oldstamfordians@stamfordschool.org.uk





“The cheers around the start and finish areas captured exactly what makes the Burghley Run such a special part of the Stamford calendar.”



31 MARCH 2026

Stamford Spirit Shines at the *Burghley Run*

One of the highlights of Stamford's sporting calendar, the annual Burghley Run once again brought the whole School community together for a memorable day of running, House competition and Stamford spirit.

Set against the spectacular backdrop of the grounds of Burghley House, the event saw pupils from Reception right through to Year 13 take part, with age-appropriate distances giving everyone the opportunity to get involved.

This year's event took place in glorious sunshine, with the hot conditions adding an extra challenge for our runners. Despite the heat, pupils threw themselves into the occasion, demonstrating determination, resilience and plenty of House pride as they made their way around the course.

The Burghley Run is about much more than crossing the finish line. From our youngest pupils taking on the event for the first time to Sixth Form students completing their final Burghley Run, the day provides a wonderful opportunity for the whole Stamford community of over 1200 students (and some willing enthusiastic staff!) to share an experience together.

There was fantastic support throughout the day, with pupils cheering on their friends as they raced around the grounds and splashed their way through the river. A large number of parents also joined us at Burghley, lining the course to encourage the runners and adding to the brilliant atmosphere. The cheers around the start and finish areas captured exactly what makes the Burghley Run such a special part of the Stamford calendar.

Whether racing for a top position, earning points for their House or simply enjoying the experience of running through one of Stamford's most iconic settings, every pupil played their part in another brilliant Burghley Run.



Marquee Madness

In the final weeks of term, students, parents, Old Stamfordians and staff packed into the Marquee so frequently that there is only one fitting way to describe the period: Marquee Madness. From glamorous celebrations and milestone farewells to sporting triumphs and musical performances, the Marquee became the backdrop to some of the most memorable moments of the school year.

SATURDAY 20 JUNE 2026

PARENT BALL

Stamford parents headed to the Marquee for a night of "shaken not stirred" sophistication and a touch of "Bond, James Bond" at the Casino Royale-themed Parent Ball. After enjoying a three-course meal, guests were treated to a raffle featuring a range of fantastic prizes generously provided by the local community. Finally, they danced the night away to the sounds of a live band.



TUESDAY 23 JUNE 2026

YEAR 11 PROM

Then came Year 11 Prom, where students, dressed in their finery, arrived in style. Whether stepping out of a limousine or arriving on a family tractor, there were certainly some memorable entrances. Once safely arrived, students enjoyed a sit-down meal before celebrating together on the dancefloor as the DJ kept the party going late into the evening.





THURSDAY 25 JUNE 2026

YEAR 13 LEAVERS' DAY

It was not long before we gathered to celebrate and bid farewell to our Year 13 students as they embarked on their next chapter beyond Stamford. Whether moving on to university, a degree apprenticeship, employment or a gap year, Leavers' Day marked an important milestone in their journey.

The day began with reflections and addresses from Head, Chris Seal, alongside speeches from the Head Boy, Deputy Head Boy and Deputy Head Girl. Their heartfelt words celebrated friendships, achievements and memorable moments from their time at Stamford, while recognising the support of staff who had guided them along the way.

Following the formal proceedings, students, staff and families gathered on Brazenose Lawn for refreshments and celebrations. It was also an opportunity for leavers to browse the much-loved red-bound Leavers' Book, filled with photographs, memories and messages commemorating their years at Stamford.

The celebrations continued into the evening with the Leavers' Ball, providing a fitting opportunity for students to come together one final time and celebrate the end of their school days in style.

While their time as students at Stamford has come to an end, they will always remain part of our community as Old Stamfordians. This is not goodbye, and we look forward to welcoming them back in the years to come and hearing about the exciting paths they choose to follow.

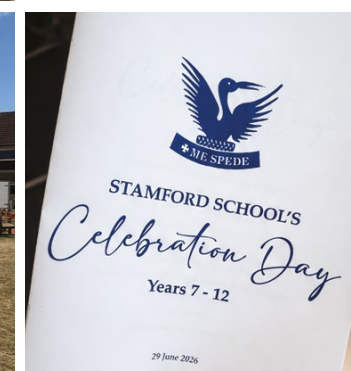


MONDAY 29 JUNE 2026

CELEBRATION DAY

But we weren't finished with the Marquee just yet! Next came Senior Celebration Day and Sports Day, which had been moved from Saturday to Monday due to the heatwave. Following a series of awards, fantastic performances and speeches, students headed out into the sunshine for picnics and sporting competition.

The atmosphere was electric with House spirit, and the cooler weather created ideal conditions for outstanding performances, with numerous House records being broken throughout the day.



TUESDAY 30 JUNE 2026

STAMFEST

Finally, we rounded off the term with StamFest led by our Director of Music, Alex Osiatynski. Staff, students and parents once again filled the marquee for an evening of music and celebration.

After enjoying strawberries and cream, guests were treated to a showcase of musical talent from across the School. Beginning with Lounge Hour, the pace soon picked up with performances from the Infrared Band before culminating in a lively pop set. Students, staff and parents packed the dancefloor and showed off their moves, creating a fantastic atmosphere throughout the evening.

StamFest was a tremendous success, and we look forward to seeing it become a much-loved Stamford tradition in the years ahead.

Looking back, it is hard to believe that one marquee could host so much school spirit, so many milestone celebrations and so many lasting memories. Yet for a few extraordinary weeks at the end of term, the marquee truly was at the heart of the School's very own Marquee Madness.





CELEBRATION DAY SPEAKER

Leading Change Through Law

We were delighted to welcome **Joanna Stewart (OS 93)** back to Stamford School as our guest speaker for Celebration Day. Joanna’s journey since leaving Stamford has been shaped by a deep sense of purpose, resilience, and the ‘can-do’ spirit she first encountered at school.

Reflecting on her time as a student, Joanna recalled the school being described as somewhere that nurtured “happy and confident girls.” It was only later, when she went to university, that she fully appreciated how distinctive this ethos had been. “It wasn’t until I left that I realised not everyone left school with a sense that they could take on the world.”

Joanna joined Stamford as a nine-year-old boarder before becoming a day pupil at eleven, when her family settled locally. As the daughter of a military pilot, she became part of a community where many students shared similar backgrounds, creating a sense of camaraderie that helped ease the challenges of boarding life and initial homesickness.

A pivotal influence during her school years was her sixth form politics

teacher, Mrs Russell, who inspired Joanna’s interest in politics and a future in public service. “Mrs Russell encouraged us to think creatively about our futures. She sparked a real interest in public service which has never left me.” This guidance, combined with some thoughtful advice received during a careers visit, led Joanna to study politics at

“It wasn’t until I left that I realised not everyone left school with a sense that they could take on the world.”

the University of Nottingham rather than law directly. “I really enjoyed studying politics at degree level, and it was wonderful to do so knowing I wasn’t jeopardising a potential career in law.” This decision also allowed her to fully embrace university life, including officer training, orchestral performances and leading a record-breaking RAG week for charity.

After university, Joanna began her legal career in the City with Allen & Overy, where she met her husband. The demanding nature of commercial law, at times involving 100-hour working weeks, provided her with financial independence as well as invaluable experience. Her husband’s diplomatic career then took the family abroad to Israel, Afghanistan and Pakistan. Returning to the UK with their

“It was such a privilege to help write legislation that will have such a profound impact for so many.”



children and to law after eight years away presented its own challenges, but a defining moment came in the aftermath of the Grenfell Tower tragedy. Driven by a desire to do something about the failures that had led to the disaster, Joanna joined the Government Legal Department where she became lead lawyer on the government’s response to the tragedy, helping to draft critical building safety legislation within just four weeks, which would ensure accountability for landlords and developers. This would become the Building Safety Act 2022, a pivotal and proud moment in Joanna’s career. “It was such a privilege to help write legislation that will have such a profound impact for so many. I have to admit feeling very emotional when the bill finally passed through Parliament.”

Joanna’s commitment to justice stemmed from a fundamental belief in protecting others. “I have always hated bullies and wanted to stand up for those who may not have a voice of their own.” She has consistently championed the creativity and impact of public sector legal work, firmly believing that meaningful change is possible. This passion also led to her becoming a judge in the First-Tier Tribunal. The confidence and determination she gained during her time at school have remained a consistent force throughout her life.

As we celebrated the achievements of our students on Celebration Day, it was a privilege to hear Joanna’s story. It inspired us to reflect on the many paths our own students may take once they leave Stamford.

LEFT Joanna Stewart (OS 93) speaks about her commitment to justice on Celebration Day in June 2026.



ADMISSION EVENTS

Taking Stamford to the world – building connections locally, nationally and internationally to welcome the next generation of Stamford students.

Throughout the 2025–26 academic year, the Stamford School Admissions team has proudly represented the School at a wide range of recruitment events, both in the UK and overseas, strengthening relationships with prospective families and agents, raising awareness of the exceptional opportunities available at Stamford.

Internationally, the team attended leading education events, including the British Boarding Schools' Workshop (BBSW) and StudyWorld ALPHE in London, as well as undertaking recruitment visits to Vietnam, Hong Kong, Shanghai and Shenzhen in China, Lagos and Abuja in Nigeria, Frankfurt and Paris. These visits provided valuable opportunities to meet prospective pupils, parents, educational agents and partner schools, helping to showcase Stamford's distinctive blend of academic excellence, outstanding pastoral care and broad co-curricular provision in Sport, Music, Drama, Art and DT.

Closer to home, the Admissions team maintained a strong presence across the region at popular local events including the Rutland Show, Lincolnshire Show, Nottinghamshire County Show, Burghley Pony Club, Burghley Horse Trials, Garforth Point-to-Point and Cricket Week at Burghley

Cricket Club. These events offered a wonderful opportunity to engage with current families, alumni and those considering Stamford for the future, while celebrating the School's longstanding connections within the local community.

Head of Admissions, Phil Gilchrist explains: "Every conversation we have at an event, whether in Stamford, London or overseas, is an opportunity to share what makes Stamford School such a special place. This year's programme of recruitment visits has allowed us to connect with families and agents from across the world while also strengthening our relationships within the local community. We are excited to build on these connections as interest in Stamford continues to grow."

Looking ahead, the team is exploring new international markets for 2026–27, with potential visits planned to Japan, the United Arab Emirates and Bangkok, Thailand, as well as heading back to Germany, Hong Kong, China and Vietnam. These initiatives will further support Stamford School's growing reputation as a truly global school with a welcoming and inclusive community at its heart.

Stamford School's reach extends far beyond the classroom, and we are always delighted to reconnect

“This year's programme of recruitment visits has allowed us to connect with families and agents from across the world while also strengthening our relationships within the local community.”

with members of our global alumni community. If you are an Old Stamfordian living in, or travelling through, any of the destinations we visit, we would love to hear from you. Whether it is for a coffee, to share your Stamford story, or to help us strengthen our growing network of connections around the world, please get in touch with the Admissions team. Together, our alumni play a vital role in helping future generations discover all that Stamford School has to offer.





Beyond the Parade Ground: Developing *Confidence*, *Leadership* and *Opportunities*

Stamford School's Combined Cadet Force (CCF) remains a thriving part of life for our students, providing them with experiences that extend far beyond the classroom. Open to students from Year 9 onwards, the CCF provides opportunities for students to challenge themselves, develop leadership skills and gain confidence through practical, adventurous and rewarding activities.

Entirely voluntary, the CCF attracts more than 150 cadets each year who choose to take part because of the unique opportunities and lifelong skills it provides. Cadets learn from experienced Cadet Force Adult Volunteers, commissioned into the Cadet Forces and specially trained to work with young people, while also benefiting from regular engagement with military specialists from across the Royal Navy, Army and Royal Air Force. The programme equips students with transferable skills including leadership, teamwork, communication, resilience and the ability to solve problems under pressure, qualities

that will benefit them wherever their future paths may lead.

Recent successes across Stamford School's Royal Navy, Army and RAF sections have once again highlighted the extraordinary opportunities available to students. Whether competing at regional events, developing leadership qualifications, learning to sail, gaining diving certifications or even parachuting from 4,000 feet, Stamford cadets continue to demonstrate the commitment, discipline and teamwork that are hallmarks of one of the School's most successful co-curricular programmes.

This year, the RAF Section competed in the Regional Air Squadron Trophy, delivering an outstanding performance and winning the shooting competition. Meanwhile, the Army Section competed against 16 teams in the Regional Combat Cadet Competition and earned a Bronze Award. These achievements reflected not only individual talent but also the strength of training, leadership and teamwork across the contingent.

CCF IN NUMBERS



200+
students took
part last year

17
squadrons competed
against Stamford at
RAF Honington

£1,160
raised for the RAF
Benevolent Fund

3
services represented
through Army, RAF and
Royal Navy opportunities

100%
voluntary participation

Leadership development remains a key focus of the programme. Senior cadets from both the Army and RAF sections successfully completed their Method of Instruction course, qualifying them to instruct at foundation level and equipping them with valuable communication, teaching and mentoring skills. In addition, the contingent has recently introduced the Institute of Leadership and Management (ILM) Level 3 Award, which gives cadets the opportunity to gain a nationally recognised qualification carrying eight UCAS points.

Adventure training and personal challenge continue to play a central role in the cadet experience. In April, cadets from all sections took part in a School-organised expedition to Malta, led by the Officer Commanding Royal Navy. During the week-long trip, participants gained their Open Water Diver Qualification, developing confidence and resilience while learning new skills in a unique environment.

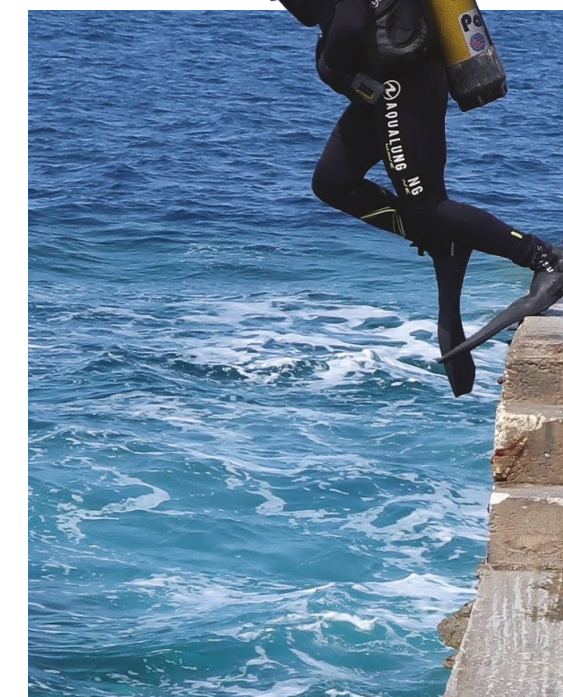
Senior cadets from the Army Section also travelled to Netheravon

Camp, where they completed parachute training culminating in a parachute jump from 4,000 feet. For many, this was a once-in-a-lifetime opportunity requiring courage, determination and trust in both their instructors and fellow cadets.

The Royal Navy Section has also enjoyed a successful year, with cadets taking part in sail training activities aimed at achieving Royal Yachting Association (RYA) qualifications. These experiences help students build self-confidence, teamwork and practical leadership skills while operating in challenging environments.

Whether on the water, underwater, in the field, in the air, on the competition circuit or leading and instructing their peers, Stamford School cadets are continually challenged to grow in confidence, character and capability. It is this combination of opportunity, adventure and personal development that makes the CCF such a valued part of life at Stamford School.

Stamford cadets celebrate another successful year from regional competition success to sailing, diving and parachuting, with achievements across the Royal Navy, Army and RAF sections.





The Spirit of Sport

Stamford School welcomed an impressive panel of elite athletes and sporting leaders for its latest Stamford Lecture.



The Spirit of Sport offered students, parents and guests a fascinating insight into the realities of high-performance sport, leadership and resilience.

Chaired by Chris Dossett, Chair of the Professional Association of Directors of Sport in Independent Schools (PADSIS) and mentor on the Loughborough University Performance Lifestyle Programme, the evening brought together a wealth of experience from across the sporting world. The panel featured Olympic bronze medallist and Scotland hockey captain Sarah Robertson, former Ireland international and Premiership-winning rugby captain Geordan Murphy, Stamford School's Director of Netball and former England international netballer Alex Wood-Davis, and Ashes-winning former England cricketer Matthew Hoggard.

The discussion began with reflections on each panellist's sporting journey. Despite competing at the highest levels of their respective sports, all spoke of humble beginnings and the importance of seizing opportunities. From Robertson's multi-sport upbringing in the Scottish Borders to Murphy's formative rugby experiences in New Zealand, the message was clear: success is rarely a straight line. Wood-Davis highlighted the challenges of balancing a professional career with elite sport, while Hoggard reflected on the experiences that shaped him after being identified by Yorkshire Cricket as a teenager.

A central theme of the evening was what separates good teams from great ones. While talent remains important, the panel unanimously agreed that trust, communication

“Excellence is driven not only by talent, but by character, commitment and the ability to grow through challenge.”

and a genuine sense of belonging are the foundations of sustained success. Robertson emphasised the role of shared values and honest feedback in elite environments, describing feedback as “a gift” that drives continuous improvement. Wood-Davis reinforced the importance of collective responsibility, noting that even talented teams can fall short without strong cohesion and culture.

The conversation then turned to resilience and the realities of performing under pressure. Injuries, selection disappointments and setbacks were discussed openly, with panellists highlighting that resilience is not an innate quality but something developed through experience. Maintaining standards, staying aligned to team values and learning from adversity were all

identified as critical factors in long-term success.

Closing the evening, the panel shared some of the most important lessons learned throughout their careers. Success, they argued, is often built on small, consistent actions rather than an obsession with outcomes. Self-belief grows through preparation, reflection and experience, while the strongest teams are those in which individuals are willing to put collective goals ahead of personal ambitions.

More than a discussion about sport, the lecture offered valuable lessons in leadership, teamwork and personal growth. For everyone in attendance, it served as a powerful reminder that excellence is driven not only by talent, but by character, commitment and the ability to grow through challenge.

MEET THE SPEAKERS

GEORDAN MURPHY
Former Ireland international, British & Irish Lion and Premiership-winning captain, Geordan enjoyed a distinguished career with Leicester Tigers.

SARAH ROBERTSON
Scotland hockey captain and Olympic bronze medallist with Team GB, Sarah has represented her country at the very highest level of international hockey.

CHRIS DOSSETT
Chair of PADSIS and a Performance Lifestyle Mentor at Loughborough University, Chris has spent more than 30 years leading and developing school sport.

MATTHEW HOGGARD
A key member of England's famous 2005 Ashes-winning team, Matthew claimed 248 Test wickets during an outstanding international cricket career.

ALEX WOOD-DAVIS
Former England international netballer with 48 caps, Alex is Director of Netball at Stamford School and a passionate advocate for developing young athletes.



Helping Young People Build *Financial* Confidence

Ahead of her lecture, speaker **Iona Bain** sat down with **Disha** (Year 8) and **Rebecca** (Year 12) to discuss the financial challenges facing young people today.

As conversations surrounding money, debt and financial independence continue to grow more urgent for younger generations, few voices in British financial journalism have worked harder to make these topics feel accessible than Iona Bain. From launching the Young Money Blog in the aftermath of the 2008 financial crisis to becoming one of the UK’s most recognisable financial broadcasters, Bain has built her career around helping ordinary people feel more confident about money. Iona Bain visited Stamford School in October 2025, to speak to our students and community about the importance of financial education in schools, the pressures facing young people today, and why understanding money is no longer

something reserved for economists or industry experts. Before the lecture, Iona Bain sat down with Disha (Year 8) and Rebecca (Year 12) to discuss the financial challenges facing young people today, and why building confidence with money has never been more important. **One of your focusses throughout your career has been making financial advice accessible for young people. Why is that so important?** Not everyone is taught about money growing up. A lot of young people only learn the basics because their parents happen to be interested in finance themselves. That means many people enter adulthood without understanding things like budgeting, credit or savings.

When people don’t feel informed, they’re far more vulnerable to making poor financial decisions or being taken advantage of. Financial education gives people confidence and independence, which is why making it accessible matters so much. **Do you think financial education should be taught more seriously in schools?** Definitely. School is where young people begin forming habits and attitudes that stay with them throughout adulthood. I think the basics should absolutely be taught, but finance is also something you continue learning throughout life because the world changes constantly. The most important thing is encouraging curiosity and giving young people the confidence to keep learning.

What’s the biggest financial mistake young people make?
Probably learning about debt, the hard way instead of the easy way.
Not saving huge amounts when you’re young isn’t necessarily disastrous, you mostly lose time. But debt can become serious very quickly if you don’t fully understand what you’re signing up for, especially with credit cards.

How can young people balance enjoying life now while still planning financially for the future?
Budgeting helps enormously. Something like the 50/30/20 rule is a great starting point because it balances essentials, enjoyment and savings.
It’s also important to remember that small financial decisions compound over time. Saving early gives your money longer to grow, but at the same time, life is there to be lived. It’s about building a healthy relationship with money rather than becoming consumed by it.

What advice would you give young people trying to stay motivated with money?
Be clear about what you actually want from life. Your goals don’t need to be perfectly planned, but understanding your values is important because money should support your life, not control it.
We live in a culture that encourages constant consumption, so knowing your motivations helps you make better financial decisions and avoid unnecessary pressure.

How do you think the financial landscape for young people will change over the next decade?
I think younger people will start becoming much more conscious about how they spend money, especially in an increasingly digital world where spending can feel invisible.

We may see people pushing back against constant online consumption and becoming more deliberate about their financial habits. Technology will continue shaping finance, but I think awareness around mindful spending will grow too.



“Your goals don’t need to be perfectly planned, but understanding your values is important because money should support your life, not control it.”

From September 2027, sixth form students will have the opportunity to study the Level 3 OCR Certificate in Personal Finance as an enrichment qualification alongside their A Level or BTEC courses.

At the heart of every occasion



Whether you're visiting Stamford, celebrating a graduation, hosting a wedding, gathering with family and friends, or remembering a loved one, The Crown Hotel provides the perfect setting.

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The to Courage Lead

Across Stamford, students and staff are leading with purpose, creativity and ambition. The following features highlight some of the people shaping our community and its future.

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Leadership as Inclusivity
Introducing Jo Hackett, our new Director of Sport, and her vision for an inclusive sporting culture.

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Becoming Role Models
We ask the Y13s their thoughts on leadership as they come to the end of their time at school.

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A New Chapter for Music at Stamford School
Alex Osiatynski looks back on a successful year and shares his ambitions for music at Stamford.

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Arts and Minds...
Helen Kenworthy discusses how the Art Department empowers students and teachers through creativity and self-expression.



Leadership as Inclusivity

After 494 years, Stamford School is delighted to welcome our first female Director of Sport in **Jo Hackett**.

Familiar with independent school sporting culture, Jo describes the move as, “A return to my roots”, yet she remains committed to ensuring our historic school remains forward-facing. Jo models a form of leadership through inclusivity and champions a refreshing perspective of sports and wellbeing which ensures no student is left behind in a manner which can coexist with the school’s existing competitive sporting culture.

For Jo Hackett, excellence is not just about scores and trophies, but ensuring each student feels supported. As Director of Sport for the Loughborough Schools Foundation, she recognised that competitive sports are ingrained in the culture of the independent school environment, and the buzz of match day or the camaraderie of the team are enduring traditions that should be preserved.



But not all students can keep up with their teammates, and putting pressure on every student to conform to a specific mould is, in her view, unnecessary and potentially harmful to their self-confidence. Instead, Jo embodies an understanding of leadership as inclusivity, where she encourages an approach to exercise and wellbeing based on the individual student, ensuring everyone can access high-quality support and guidance.

Alongside her holistic approach to exercise and wellbeing, Jo also understands the importance of providing opportunities for students to thrive in new and challenging environments. During her time at the Loughborough Schools Foundation, she led the development of a highly successful partnership with Loughborough University, strengthening access to expertise,

facilities and performance insight. Before this, Jo spent 10 years as Director of Sport at Northampton School and led the development of a progressive and inclusive sports programme.

Jo doesn’t just model her form of leadership within the schools she has worked in; she regularly contributes to the national conversation around inclusivity. Whilst at Northampton School, Jo was appointed as first Consultant Teacher for Sport and Physical Education for the Girls’ Day School Trust, supporting schools nationally with curriculum design, staff development, and strategic planning. More recently, Jo was appointed as a founding member of the England Rugby Schools Board, a new initiative by the Rugby Football Union designed to modernise the sport in schools

and improve efforts to make it more inclusive and accessible. Jo, currently the only Director of Sport from an independent school on the board, comments, “ERS is committed to being a representative voice for schools. One that not only understands the barriers to participation but helps dismantle them through strategic support, shared insight, and proactive leadership, and I’m really proud to be part of this.”

Jo says she is “absolutely thrilled to be joining Stamford School”, bringing her experience, ethos, and leadership style to the already strong sporting ethos and culture within the school. She is excited to work closely with our existing strong staff body, including former international athletes, to further develop opportunities for students.

“Excellence is not just about scores and trophies, but ensuring each student feels supported.”

Jo Hackett



Becoming *Role Models*

We asked our Year 13 students for their reflections on their time at Stamford School.



“Being a good leader means being brave enough to take the first step.” In Year 13’s last week in school, we headed over to St Martin’s Campus to ask them about their experiences of leadership and reflect on their time in school. Though the students we asked were involved in a variety of different activities, inside and outside of the school, they were united by a common feeling – that once you’re brave enough to take that first step, the first plunge into a leadership position, they found the experience that follows is overwhelmingly positive. But that bravery doesn’t come from nowhere – it’s the positive and uplifting environment at Stamford School that has made taking those steps into leadership positions, and excelling within them, all the easier. Reporting a range of empowering opportunities to make their voices heard, to listen to the requirements of other students, to understand how decision-making is made in different contexts, and to model and reflect the leaders they’ve admired in school situations.

Will and Ewan, Deputy Head Boy and Head of Student Council, reflected on their time and experiences in these high-profile roles. Ewan highlighted that being in the role has certainly brought with it challenges and pushed him outside of his comfort zone in ways he might not have been otherwise. A particular stand-out experience was the opportunity to do public speaking in Year 9 Chapel – “Public speaking isn’t really my forte”. Before the event, he described feeling nervous at being in front of people, seeing all the faces staring back at you. But after he had achieved it, he remarked, “It was really cool to push beyond and know that you can do it.” It was a feeling of empowerment that he otherwise might not have had. The

“Being a good leader means being brave enough to take the first step.”



experience was an overall positive one – approaching the speech alongside his peers, Will and Carys, and standing in front of an audience of students that was responsive and polite – having taken his first step into speechmaking in this positive atmosphere, he feels empowered to explore similar opportunities in other contexts.

Similarly, Lilly in Year 13 reflected on the essential skills that her role as Head of Boarding have provided her with. “In Boarding, we’re so close with the staff in the senior positions; they value our input, and they want us – with the experience of being a boarder – to make decisions”. She describes a close-knit, almost symbiotic relationship in which the staff “change the rules based on our opinions of being a boarder.” Lilly highlights that this has encouraged a more positive and relaxed environment in the boarding house, where students understand and, on the whole, agree with the rules that they must follow – relaxed in the knowledge that if there is ever an issue, they can address it in partnership with boarding staff. In general, Lilly finds this really helpful and reflects that it’s something the school has done really well.

The picture wasn’t uniform across the board, however, where Rory, the physics prefect, suggested, “There could definitely be more participation in the physics prefect role, and in the subject prefect roles in general. There could be a bit more say in how certain aspects of the course are taught and to have more input from the students would be good”. At the moment, Rory says his role mainly involves participating in open days, but he would like to liaise with other students

and staff to be more embedded within the experience of this leadership role.

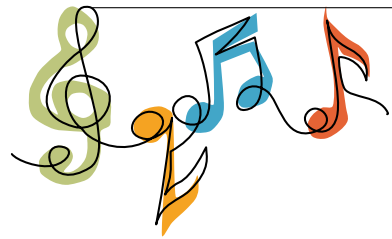
The main element uniting the Stamford student leaders was acknowledging the bravery it takes to step into a leadership position and the positive experiences that follow. Ultimately, there was a sense that without the supportive Stamford atmosphere and community, it would be hard to be brave in the first place. Lilly highlighted that after some students left in Year 11, “We went from being an all-girls school, and then so many new students came in for the Sixth Form, and now we’re finding some people that were quite quiet at the start are now some of our best friends in the whole year”. On a smaller scale, reflecting back on his time in school, Joe suggested that it’s important to be brave enough to have fun and experience new things, to push yourself outside of your comfort zone. Jacob stated, “Looking back, I wish I had got involved in more things. I was very much into sport,

sport, sport and looking back, there are other things I could have done. On reflection, I think just manage that, spread yourself out.” Similarly, Joe said that this term, rather than doing his usual athletics, he decided to play volleyball with his friends: “I would previously never have played volleyball, but now we’re all playing it, out in the sun, all enjoying ourselves”.

What has made their experiences – whether formal and leadership-based, or informal – is this sense of community. “We did goof about a lot, but they are the fondest memories I have. I remember the school prefect training where we did blindfold obstacle courses. Do as many things as you enjoy as you can, rather than trying to do more things that you’re just really good at.”

It is this enjoyment and these positive experiences, that the student leaders reflect will stay with them for life. “It’s like the Stamfordian spirit though, isn’t it? Once everyone leaves school, they find themselves supporting people they might not even have known in school, just because they’re from Stamford, they have the Stamfordian Spirit”.





A *New Chapter for Music* at Stamford School

By **Alex Osiatynski**, Director of Music

I have come to Stamford on a mission to grow and develop music making into something really special.

Have worked in lots of schools, leading music (and leading the school), but every school is unique with its own context, strengths and challenges. There is a huge reservoir of ability and enthusiasm at Stamford, and with the age range we have, we can encourage and curate music-making from a young age, whilst also ensuring that those who join us later in the journey can also jump into our activities.

The challenge of being a busy school with lots going on already is trying to add more to the schedule without the metaphorical bucket overflowing (whether collectively or for individuals) – we are not the sort of school where you should be either musical or sporty; you can be both, but there are only so many hours in the day!

A particular focus since my arrival has been singing. I was blown away by the enthusiasm for it in hymn practices, although these are too infrequent, the pupils feel starved of their opportunity to fill their lungs! So, a new singing strategy is being incorporated into the wider school strategy 'Towards 2032', which will eventually involve all year groups having weekly singing in their year groups as part of their curriculum. This has started with Years 5 and 6 at SJS this year, with Years 3 & 4, and Years 7 & 8, starting in September. This will be more than just hymn practice – it will be an opportunity for singing a wider variety of songs, as well as teaching about vocal health and, for

boys in particular, giving them greater understanding and confidence about how their voice will change. Singing has such power of togetherness – the greatest logistical challenge schools face is that they can't get the whole school in one building, other than a marquee in the summer, to sing together – but we are working on it!

Chapel Choir has moved its focus away from regular chapel services towards fewer services and concerts with a greater degree of challenge, and more interesting repertoire, such as the Music for Remembrance which involved the Fauré Requiem and seven other pieces of music related to remembrance and All Souls' Day, or the Lenten Sequence, which commemorated that liturgical season with words and music including Allegri's haunting Miserere. Chapel Choir continues to sing further afield – Peterborough and Ely this year, returning to Ely next year, also Southwell and returning to Westminster Abbey.

Another exciting development has been the introduction of the Stamford School Choristers. The group was established to provide a more intensive training programme for younger voices, helping pupils to learn to read music, sing in parts and develop a broader repertoire. Bringing together pupils from both the Junior and Senior Schools presents a logistical challenge, meaning the whole choir only meets when it is time to perform. Despite this, the Choristers have already sung in two concerts and a chapel service, and



will be doing much more next year, including singing at Burghley House Christmas events.

Music is an essentially collaborative process – making, composing, performing – it's about sharing.

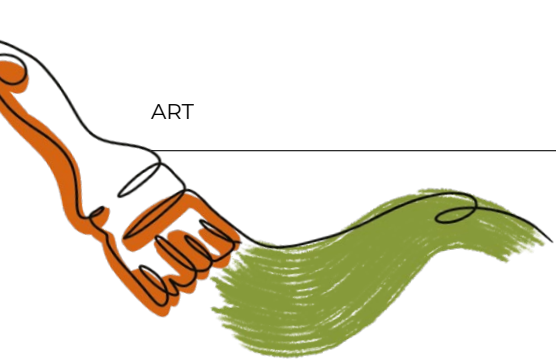
Part of leading music is encouraging pupils and giving them the confidence to share, to take part.

Sometimes that's cajoling pupils to join ensembles, sometimes it's hearing that they are songwriting and giving them advice on how to take it to the next level.

Also I'm really keen to develop opportunities for emerging pop musicians – lots of pupils, including those more classically trained, are great budding songwriters, singers and instrumentalists – StamFest, a summer concert held at the school, will spur them on to develop their skills even further.

“There is a huge reservoir of ability and enthusiasm at Stamford.”





Arts and Minds...

Empowering Teachers and Students

By **Helen Kenworthy**, Head of Art

“The role of a creative leader is not to have all the ideas; it's to create a culture where everyone can have ideas and feel that they are valued.”

Sir Ken Robinson

This captures the essence of creative leadership in schools. Rather than directing every decision or controlling outcomes, creative leaders foster environments where imagination, innovation, and collaboration can flourish. In education, this approach is particularly significant within the arts, where both teachers and students play vital roles in shaping a culture of creativity and possibility.

Art teachers are among the most influential creative leaders in schools. Through their teaching, they encourage students to think independently, explore new perspectives, and communicate ideas in meaningful ways. They create learning experiences that value curiosity and experimentation, helping young people understand that creativity is not an innate gift possessed by a limited few, but a skill that is developed through practice and perseverance.

However, there is a fine balance to tread. We all want the absolute best results for our students, but without careful consideration, this benchmark can significantly hamper the creative process. To learn, we must be brave enough to make mistakes, but to achieve strong grades, you must fulfil assessment criteria – a black-and-white mindset that can stand in the way of such risks.

A key characteristic of effective creative leadership of both our teachers and our students is the willingness to embrace uncertainty and encourage risk-taking. In the art classroom, students are regularly challenged to work with open-ended questions that create multiple solutions. This process builds confidence, resilience and problem-solving skills. Art teachers lead by example, demonstrating that innovation often emerges through exploration rather than certainty, a concept that can unnerve some young people who prefer a ‘yes or no’ answer. By creating safe spaces for experimentation, they help students view challenges as opportunities rather than obstacles.

The importance of this mindset was regularly highlighted by Sir Ken Robinson, international advisor on education in the arts and Professor of Arts Education at the University of Warwick;

“We stigmatise mistakes. And we are now running national educational systems where mistakes are the worst thing you can make and the result is that we are educating people out of their creative capacities.”



Robinson’s words continue to resonate within education today. When mistakes are treated as failures, students can become hesitant to take risks or express original ideas. Creative leaders recognise that mistakes are an essential part of learning and growth. In art education, the creative process often involves revising, adapting, and refining ideas. Art teachers who celebrate this journey help students develop resilience and a growth mindset, empowering them to learn from setbacks and build confidence in their abilities.

Students themselves can also become powerful creative leaders. Leadership is not confined to formal roles or positions of authority. As Art Scholars, our students demonstrate leadership when they share ideas, support their peers, organise exhibitions, contribute to collaborative projects, or use creative practice to address issues that matter to their communities. These experiences help young people develop communication skills, empathy, self-belief and a sense of responsibility for the wider school environment.

Creative student leadership also promotes inclusion and engagement.

The arts provide opportunities for diverse voices and perspectives to be heard, enabling students to contribute in ways that reflect their individual strengths and experiences. Through



Ultimately, creative leadership is about empowering others.”

creative projects, students learn the value of teamwork, active listening, and mutual respect, all qualities that are essential for effective leadership in any context.

Furthermore, creative leadership extends beyond the art department. Schools that value artistic thinking often encourage innovation across all areas of learning. Skills developed through the arts, including critical thinking, collaboration, adaptability, and problem-solving, are increasingly recognised as essential for success in the modern world. By nurturing creativity, schools prepare students not only for future employment but also for active and meaningful participation in society.

Ultimately, creative leadership is about empowering others. Art teachers inspire students to explore, experiment and express themselves, while students learn to lead through creativity, collaboration and confidence. Together, they create a culture in which ideas are valued, individuality is celebrated and innovation thrives. In such environments, creativity becomes not just an educational outcome but a driving force for positive change throughout the school community.





Building the *Next Innings*

The future of Stamford cricket is being written every season. Through the stories of alumnus Josh Hull (OS 22) and Year 12 student Faith, we explore the community, commitment and ambition behind the game.

LEFT Josh and Faith stand united by the Stamford School Cricket Pavillion.

Cricket has the power to connect generations. At Stamford, it is more than a game; it is a community built on opportunity, encouragement and leadership. Those values are reflected in the journeys of Old Stamfordian Josh Hull (OS 22) and Year 12 student, Faith. They are at different stages of their careers, but both share the same passion for the game, the same appreciation for those who have supported them and the same determination to make the most of every opportunity.

“At Stamford, it is more than a game; it is a community built on opportunity, encouragement and leadership.”



For both, cricket has always been part of life.

“I have always played and loved the game from a young age,” says Josh. “But it was at the age of 12, when I started playing a bit of men's cricket, that I really started to love it.”

Faith's introduction to the sport was shaped by family.

“As long as I can remember, cricket has always been part of my life. My dad and older brother both played cricket, so I grew up around the game. Their passion inspired me to pick up a bat and give it a go myself.”

Those early experiences became bigger ambitions. Josh remembers the point when a childhood dream became something more tangible.

“I had always dreamed of playing professional sport, but once I was noticed by the academy at Leicestershire, that was when it started to feel achievable.”

Faith is now beginning to experience those same stepping stones.

“Representing England is something I've always dreamed about, so being invited to train as an England Women's Under-19 Training Partner, and then being selected for the England Women's Under-19 Development squad, has been incredibly special. It motivates me to keep working hard.”

Neither journey has been travelled alone.

Josh speaks warmly about the role Stamford played in his development, particularly the influence of former England international Dean Headley.

“I was really lucky to have been coached by Dean Headley for my whole time at Stamford, which was huge for my development and to where I've got to now. All the fixtures and tours throughout my time at Stamford were massive in giving me



Flying the Flag

Six Stamfordians that have excelled in their sports, and gone on to represent their country.

SWIMMING

BRUCE DEE (OS 25)

Represented Great Britain at the Paris 2024 Paralympic Games, won silver at the 2024 European Para Swimming Championships and bronze at the 2026 Commonwealth Games.



GYMNASTICS

LOTTIE SMITH (OS 17)

Represented Scotland internationally in gymnastics and won a bronze medal on beam at the 2025 British Championships.



CRICKET

ALEX GREEN (OS 25)

Signed a professional contract with Leicestershire and was selected for England's Under-19 World Cup squad in 2025.



CRICKET

JOEY EVISON (OS 20)

Professional cricketer who represented England Under-19s and built a successful county career with Kent Cricket Club.



RUGBY UNION

SAM WILLIAMS (OS 23)

Represented England Under-20s at the 2025 World Rugby Championship and is developing his professional career with Leicester Tigers.



BROADCASTING

ANNA WOOLHOUSE (OS 02)

Sports broadcaster and lead presenter of major boxing events, darts, Formula 1 and rugby league.



the opportunity to play and develop.”

Faith has found that same support continues today, both on and off the pitch.

“Stamford has supported my cricket from the very beginning. The teachers have always been understanding when I’ve been away playing and have helped me catch up with my work. I’ve also been fortunate to receive coaching from former England players like Mr Headley and Mr Hoggard.”

That sense of community extends beyond school. While Josh points to the coaches who helped shape his career, Faith credits the people who first put a bat in her hands.

“Definitely my dad and my older brother. They’ve always supported and encouraged me, spent countless hours helping me improve and always believed in me.”

Their achievements may be separated by experience, but both recognise the moments that marked their progress.

For Josh, making his England Test debut sits alongside signing his first professional contract with Leicestershire and winning the One-Day Cup in his first season.

For Faith, one innings stands above the rest.

“Becoming the first girl in Stamford School’s history to score a century is something I’ll always remember. Helping Stamford reach the National Under-17 Finals and scoring 154 not out are moments I’m incredibly proud of.”

Cricket, however, has a habit of keeping players grounded. Success is only ever one part of the story.

“Enjoy the good days but stay humble,” says Faith. “Don’t dwell on the bad days. Learn from every setback and use it as motivation to improve. Always look for ways to

“Things can happen really fast, so always keep believing and enjoy the journey.”

Josh Hull

become a better player and person.”

One step along that road, Josh offers a similar perspective:

“Work as hard as you can and take on every opportunity that comes at you. Things can happen really fast, so always keep believing and enjoy the journey.”

It is advice rooted in experience rather than achievement. Leadership in cricket is rarely about being the loudest voice. More often, it is shown through commitment, resilience and the example set for those around you.

As Faith prepares for her final year at Stamford, she hopes her own story will encourage the next generation.

“I hope my journey inspires younger girls to believe they can achieve their goals too.”

Josh’s journey shows what can happen when talent is matched by hard work and the right support. Faith’s reminds us that the next generation is already following in those footsteps.

Together, their stories reflect the strength of Stamford cricket: a community where players are encouraged to lead by example, support one another and make the most of every opportunity. One generation inspires the next, and the cycle continues.



Remembering M.J.K. Smith (OS 1951)

This year, the Stamford community said farewell to one of its greatest sporting alumni, Michael John Knight Smith OBE (OS 1951), who passed away aged 92.

M.J.K. Smith’s achievements remain remarkable. A gifted sportsman, he was the last person to represent England in both cricket and rugby, captaining his country in cricket and leading Warwickshire with distinction during a career that saw him score almost 40,000 first-class runs.

His journey began at Stamford School, where he excelled in both cricket and rugby between 1943 and 1951. Although his sporting career would take him to the very highest level, he never lost his connection with Stamford. In 1993, he returned to reopen the School’s cricket pavilion and remained a proud supporter of the School throughout his life as an Honorary Life Member of the Old Stamfordian Club.

Today, his legacy continues through the annual Hayes Smith Trophy, contested between Stamford and Oakham Schools. More than a fixture, it celebrates the values M.J.K. Smith embodied throughout his sportsmanship and a lifelong love of the game.

As we celebrate cricket at Stamford through the stories of today’s students and alumni, it is fitting to remember one of the School’s finest sporting figures, whose influence continues to inspire generations of Stamford cricketers.





Sports Overview

Sport at Stamford is not about the results, it is about the journey. Whether it's making a mistake and picking ourselves up again or fostering care for your teammates – Sport at Stamford is, at its core, a cycle of learning where the greatest achievement is donning the school colours and flying the 'spede' flag.



AUTUMN 2025

An incredibly rewarding and successful term, with over 100 weekly co-curricular clubs, almost five hundred sporting fixtures and countless PE and Games sessions, with a staggering 990 students having represented Stamford.

In this term, Stamford continued its long tenure as a leading light in the provision of sport which was reflected in dominant performances with local opposition schools, and a wonderful run in National Competitions, with our 1st Hockey progressing onto regional finals and national quarter finals, our U14 1st Netball progressing onto regional finals, and our 1st Netball and U15 Football progressing onto quarter finals.

In maintaining our position as a regional leader, Stamford School has hosted county and regional tournaments in gymnastics, hockey, netball, rugby and indoor cricket. Many of our students don the school colours whilst playing at the regional level in Cricket, Netball, Rugby, and Hockey.

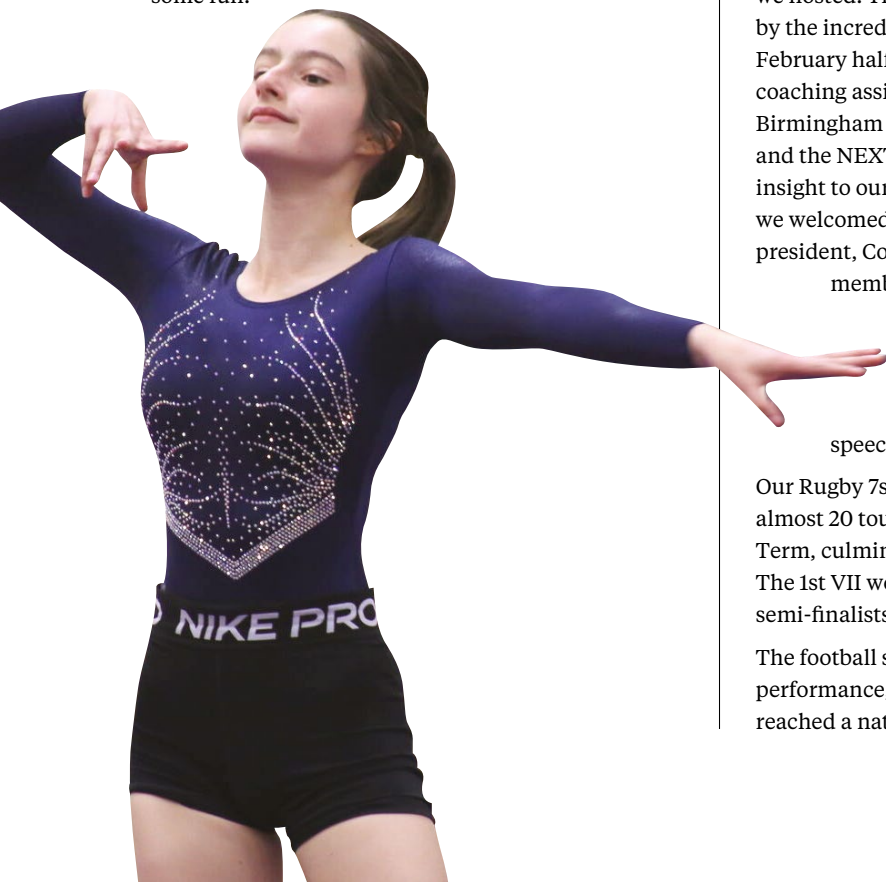


“In maintaining our position as a regional leader, Stamford School has hosted county and regional tournaments in gymnastics, hockey, netball, rugby and indoor cricket.”

A special mention goes out to students Josh Sackree and Jacob Bacon, who continue to excel in the pool, having both qualified for the National Short Course Championships, gaining Gold and Silver, respectively, in Breaststroke and Butterfly.

In addition, we’d like to highlight our gymnastics county champions, Tabby Spall and Matty Bogan, and the senior girls’ team that gained silver alongside the boys who won gold in the overall county championships.

Another highlight includes the Staff vs Girls Hockey game, which was a fantastic way for students and staff alike to let off a bit of steam and have some fun.



SPRING 2026

What a term of Sport! We had 500 fixtures across the schools with Stamfordians wearing their colours across the country in national pathway tournaments, festivals, swim galas and gymnastics meets, as well as at county, regional and national finals.

This term, our squash squad had some standout performers as Toby Hewitt represented the county and played some brilliant matches, ably supported by Harry Aitchison.

Stamford has had a successful cross-country season in the Fenland League and the individual English School’s Championships. Our combined Year 7/8 team finished 2nd overall, and student Boogie Gray won two races. Stamfordian, Arthur Moody, won the Fenland League for the Year 9/10 age group, alongside fellow students and friends Barny Burman and Jack Collins who finished third overall. Olivia Peach and Charlotte Stannage came 2nd and 6th in the Year 9/10 girls and individually, Barny Burman, Boogie Gray, and Tom Hughes reached the English School finals.

Netball is thriving at Stamford with 25 Netball teams from Year 7 to 13 playing over 200 fixtures. Seven teams entered three National Cup Competitions this season, and our first team beat local rivals Oakham four times this season and were the top performers in the IAPS U13 Tournament we hosted. The students' successes have been supported by the incredible coaching talent at the school, and since February half-term we have been incredibly lucky to have coaching assistance from Rheanna Thomas-Grant, a current Birmingham Panthers player in the National Super league and the NEXT GEN league. She provided a great defensive insight to our players during games lessons. In addition, we welcomed Eboni Usoro-Brown, current England Netball president, Commonwealth Games Gold medallist, and a member of the commentary and punditry team for Sky Sport and the BBC in their coverage of the National Super League and international matches. It was fantastic to have her deliver some coaching and provide an inspiring speech during a lunchtime presentation.

Our Rugby 7s squads from U12 to U18 have been involved in almost 20 tournaments across the second half of the Spring Term, culminating in the National 7s Week at Roslyn Park. The 1st VII won the Uppingham Tournament and were semi-finalists at Oakham.

The football season was extremely successful in terms of performance, participation and development. The U15 team reached a national final, and our 1st XI girls team has seen



a mixture of girls representing the school as young as year nine. The girls played with true Stamfordian spirit, with smiles on their faces and enthusiasm in every single game, led by the superb Lily Stevenson who has also represented the boys 1st team. The strength in numbers of the football programme this year has led us to field a regular 4th XI alongside the 3rd XI. The 1st team enjoyed their best ever cup run this year, reaching the semi-finals of the national bowl and consistently performed in their league games. Much of the success is due to the depth of players in the 2nd XI who were unbeaten all season in their competitive league fixtures, winning the final 3-1 after comfortable wins all season, meaning they conceded just six goals across the tournament and scored 52 throughout the term.

This term, our swimmers have competed in the Bath Cup, Midlands Super Series, Warwick 50's, and individually at the County Championships. The U13 & U16 and U16 & U18 girls won the Oundle round in the Super series. The boys 4 x 50 Medley Relay team finished an impressive fifth in the Nationals at the Bath Cup, and students Tom Hughes and Sina Mani won the senior boys' competition in the Warwick leg of the super series. We had several outstanding performances in County Championships across Cambridgeshire, Lincolnshire and Northamptonshire, with a slate of bronze, silver, and gold medals awarded to our students.

With over 160 hockey fixtures, regional tournaments, and national knock out competitions, we have seen some outstanding performances resulting in great hockey development across all age groups. Outside of school, we have had lots of pupils playing for local clubs in junior and senior set ups, as well as at the Talent Academy level.



SUMMER 2026

As we come to the end of another fantastic year of sport at Stamford School, it is worth reflecting on a year marked by increased participation in school teams, with students representing the school at county, regional and national levels.

This term, hundreds of pupils enjoyed cricket through training, fixtures, festivals and tournaments, demonstrating tremendous commitment and sportsmanship. The girls' programme recorded several impressive victories, while the boys enjoyed a highly successful block fixture programme against Oakham School. A special mention must go to Faith Teekasingh, who scored 154 not out – the second-highest score in schoolgirls' cricket – and represented The Blaze 2nd XI and Leicestershire Women, including at Lord's, before being selected for the England Under-19 Development Squad.

Athletics also enjoyed an outstanding season, with success at district,

county, regional and national level. Year 7 athletes set new school records and won both relay events at district level, while Year 8 continued to make excellent progress, including county qualification. Year 9 athletes achieved regional and national qualification and set new middle-distance records, while Year 10 athletes progressed to regional level and set new sprint records. Across all year groups, students displayed tremendous commitment, determination and sportsmanship.

Tennis enjoyed an exciting season, with U14 and U16 boys' and girls' teams competing in the National Cup, alongside a busy programme of Saturday fixtures against local schools, all played in excellent spirit.



Senior Sports Day also produced outstanding performances, with 12 school records broken, including one that had stood for more than 50 years.



Where *Confidence* First Begins

By **Nina Armstrong**, Nursery Business Manager

For many Old Stamfordians, returning to Stamford is about more than coming home to a beautiful market town. It is about reconnecting with the sense of belonging, community and educational excellence that shaped their childhoods. Increasingly, alumni are choosing to settle back in the area, and their children are now beginning that very same journey at Stamford Nursery and Preschool.

Set within the grounds of Stamford Junior School, the Nursery and Preschool has quickly become one of the most sought-after early years settings in the town. Its popularity among alumni families reflects a powerful trust in the Stamford ethos – one that values curiosity, confidence and character from the very earliest years.

Inspired by the renowned Reggio Emilia philosophy, Stamford Nursery and Preschool places children at the centre of their own learning journey. The Nursery team embrace an approach built around collaboration, creativity and discovery. Rather than directing learning, practitioners investigate alongside children, encouraging them to ask questions, solve problems and explore the world around them with confidence.

This philosophy is beautifully reflected in the Nursery's environment, which is often described as the "third teacher". Carefully designed indoor and outdoor spaces invite exploration and independence, from mud kitchens and construction areas to music spaces and nature gardens. Children move freely between activities, building resilience and social confidence through purposeful play and shared experiences.

For alumni parents, there is something especially meaningful about watching the next generation thrive within the Stamford community. Many remember their own school years as a time when individuality was encouraged, and lifelong friendships were formed. Today, they see those same values reflected in Nursery and Preschool, where even the youngest children are encouraged to express themselves through art, play, movement and imagination.

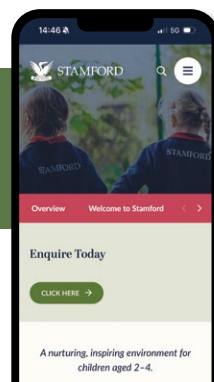
Demand from the alumni community and working parents looking to make the most of Stamford's flexible offering has led to significant growth for the nursery. The conversion of the former St Michael's boarding house for the Junior School has created the opportunity to move the

Nursery and Preschool into new spaces and expand the setting.

From September 2026, the Nursery and Preschool will offer a learning environment for children aged one and above. The original nursery building is home to two nursery rooms: Squirrels, the youngest Stamfordians aged one to two, and Badgers and Hedgehogs for children aged two to three. Once children reach their full preschool year, they move to the Stables, which is now home to the Preschool. Stamford Nursery and Preschool's strong sense of warmth and belonging is evident across its community. This blend of progressive early years education and unmistakable Stamford spirit continues to resonate so strongly with Old Stamfordians returning home.

At Stamford, confidence does not suddenly appear in senior school classrooms or on sports fields. It begins much earlier – with curiosity encouraged, ideas valued, and children given the freedom to flourish.

For more information or to enquire about a place at Stamford Nursery and Preschool, please visit stamfordschools.org.uk



STAMFORD

NURSERY · JUNIOR · SENIOR · SIXTH

A co-educational day and boarding school in the heart of Stamford

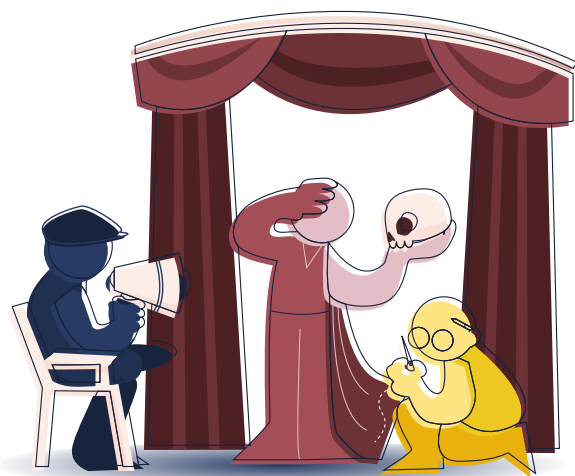
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Raising the Curtain on *Those Behind the Performances*



When audiences leave a Stamford production, they remember the performances. What they don't always see is the team behind it all. Behind the applause is a department focused on something much bigger than the spectacle.

For Stamford's Drama Department, leadership is not about a single person taking centre stage. Instead, it is about creating a culture: one built on high expectations, inclusivity, trust and a shared commitment to helping every student achieve more than they thought possible. "We consistently have really high expectations," explains Carrie Hill, Director of Drama. "We don't just accept that we are working with children. Of course we are, but we are also working with actors, technicians and creatives."

That mindset sits at the heart of everything they do. Whether students are performing on stage, operating lighting desks, designing costumes or helping backstage, they are encouraged to work to professional standards and to see themselves as part of something bigger.

What makes this particularly remarkable is that the department achieves so much without many of the facilities enjoyed by some of its peers. While other schools may benefit from dedicated theatres and professional performance venues, Stamford's team has built a reputation for producing work that consistently punches above its weight.

Everything happens from scratch. Sets are designed and built in-house. Costumes are planned, sourced and adapted. Students are given the opportunity to contribute meaningfully

to productions. The result is a culture of creativity and problem-solving that extends far beyond the stage.

Yet excellence is only one side of the story, and the department is equally passionate about inclusivity. Students do not need to arrive as accomplished performers to find a place within the programme. In fact, one of the team's key values is trying to create opportunities for everyone. For instance, in a recent production, every student who auditioned was offered a role. For the department, success is not measured solely by the most talented performers, but by the confidence gained by every student who takes part. Whether a student is stepping onto a stage for the first time, or preparing for drama school auditions, there is a place for them. That philosophy is reflected in the department itself.

The team brings together specialists with expertise across musical theatre, physical theatre, dance, choreography, technical theatre and production. Each member is encouraged to lead projects aligned with their strengths, while the wider team supports one another behind the scenes. It is a collaborative model of leadership that mirrors what they hope to instil in their students: trust, respect and a willingness to share responsibility.

Many members of the department also have deep roots within Stamford.

“Stamford’s team has built a reputation for producing work that consistently punches above its weight.”

Some attended the school themselves. Others have spent much of their careers here. Some have children at the school, or children who are recent leavers. Together, they bring not only professional expertise but a genuine personal investment in the community they serve.

That investment extends far beyond producing successful shows. At a time when technology and artificial intelligence are rapidly changing the world of work, the department believes the skills developed through drama have never been more important; skills that matter whether students go on to become actors, teachers, lawyers or entrepreneurs. The team is quick to point out that drama is not simply about preparing students for a life on stage. It is about helping young people find their voice and learn how to hold their own in an ever-changing world.





Cluedo

A madcap whodunit full of twists and laughter.

1949. A remote mansion. Six guests. The host is found dead. Led by the butler, Wadsworth, the dinner guests Colonel Mustard, Reverend Green, Professor Plum, Mrs White, Mrs Peacock and Miss Scarlett race to find who did it, where, and with what, as the body count stacked up!

Following the success of Stamford Schools' nationally nominated production of *Oliver!* this year's senior play, *Cluedo*, proved to be another outstanding achievement for the Drama Department.

You could be forgiven for thinking that a show based on a board game might be quite formulaic. The 2026 senior production of *Cluedo* was anything but predictable and, over the six-month rehearsal period, quickly became one of the most ambitious projects undertaken by the Drama Department in recent years, ultimately delivering a murder mystery that was both meticulously engineered and delightfully unhinged.

Under the direction of Carrie Hill, Director of Drama, the company transformed the familiar board game classic into a sold-out 3-night run of

precision, pace and perfectly pitched pandemonium. The production was remarkably complex, yet never confusing. Like a detective assembling the pieces of a puzzle, the cast presented a labyrinth of twists, turns, door slams and red herrings with confidence and clarity. Blending farce with classic murder mystery, *Cluedo* brought to life the eccentricity and suspense of the much-loved board game. The result, a performance that kept the audience constantly guessing, balancing suspense and silliness, right up until the final reveal.

At the heart of the production was a small, dedicated cast that committed wholeheartedly to the show's unique blend of melodrama and comedy and consistently rose to every challenge. Led with certainty by Y13 student Alex Simmonds as the charismatic butler Wadsworth. His one-man retelling of the entire show in the final scene was really something to behold.

Praise must also go to Keir Spalding and Lauren Bullimore, the drama department technicians. Their work gave the production a palpable sense of tension, ensuring that even amid

the laughter, the stakes remained delightfully high. The set itself became a character in itself, housing mysteries behind every door and providing the perfect setting for intrigue, chaos and countless comic misunderstandings.

The final verdict? Murderously funny, exquisitely precise, and guilty of providing a thoroughly entertaining night at the theatre. Case closed.



“The production's success was only made possible by a cast and crew who consistently rose to every challenge.”



LOOKING AHEAD:

2-4 DECEMBER 2026

THE TEMPEST
(YEARS 7-11 PLAY)

LLOWARCH PERFORMING
ARTS CENTRE, ST PAUL'S

27-28 JANUARY 2027

DANCE
SHOWCASE

DORA ABDY HALL,
ST MARTIN'S

9-13 MARCH 2027

ANNIE (YEARS
7-13 MUSICAL)

OSWALD ELLIOTT HALL,
ST PAUL'S

Y11-13 Drama *Scholar Showcase*

“Nothing will come of Nothing”

A Shakespearean Journey in an Empty Space

This year's Senior Scholars' Showcase found its roots in a simple yet profound idea: the Empty Space. Our newly transformed venue, the former St Martin's Gym.

The concept comes from Peter Brook's influential 1968 work *The Empty Space*, who said, "A man walks across this empty space whilst someone else is watching him, and this is all that is needed for an act of theatre to be engaged." This deceptively modest observation revolutionised 20th-century theatre, stripping away artifice and reducing performance to its purest essence: the dynamic interplay between actor and spectator.

Our production sought to honour Brook's vision through a Shakespearean mash-up that is both playful and provocative. Purists may recoil at our choice to weave together some of Shakespeare's most iconic speeches and characters, yet we believe both Shakespeare and Brook would applaud this act of reinvention.



Our journey began with Jacques' meditation on life, "All the world's a stage" from *As You Like It*, intertwined with the soaring invocation of *Henry V*'s prologue, "O for a Muse of fire". From there, the iconic, Lady Macbeth, Kate, from *The Taming of the Shrew*, and Rosalind from *As You Like It* converge in a sequence that is by turns wry, furious, and deeply questioning. An invitation for the audience to ponder what it means to be a woman in Shakespeare's world, and beyond.

Next, the impetuous passion of *Romeo and Juliet* alongside the sparkling wit of Beatrice and Benedick, from *Much Ado About Nothing*.

Their encounters from masque to marriage reveal the many faces of desire and devotion. Finally, mischief and magic took centre stage as Caliban from *The Tempest*, Puck, and the Fairy, from *A Midsummer Night's Dream* revelled in chaos before *The Tempest*'s, Prospero restored order, returning the audience to the stillness of the Empty Space.

Across the term, our scholars embraced the challenge of Shakespeare's language with courage and creativity, collaborating with humour, generosity and an infectious sense of play, ultimately discovering that from emptiness can spring infinite possibility.



Y9-10 Play *"The Changing Room"*

“We stand on the edge... on the threshold of... on the entrance to...”

Written specifically for young people, *The Changing Room* explores the uncertainties and challenges of adolescence. Set in and around a swimming pool, it provides the perfect backdrop for a time when bodies, minds and identities are in constant flux.

Written by Sheffield playwright Chris Bush, whose *Standing at the Sky's Edge* enjoyed Olivier Award success, the play was commissioned for the National Theatre's Connections Festival in 2018. As with all Connections productions, companies are encouraged to bring their own vision to the script, creating a unique interpretation through collaboration and creativity.

Over three performances in the Llowarch Performing Arts Centre, our cast created a distinctly Stamford production that captured both the humour

and heart of Bush's writing. Remarkably assembled in less than a term, the production showcased a strong ensemble effort, with every performer contributing to a compelling and authentic portrayal of teenage life.

By turns funny, moving, and insightful, *The Changing Room* examined the delicate tug-of-war between childhood and adulthood, one of the most exciting, bewildering, and transformative periods of life.





Year 6 Drama Showcase: *Robin Hood*

The annual Year 6 Drama Showcase was once again a highlight of the Junior School calendar, as pupils took to the stage for a lively production of *Robin Hood*.

Each year, the showcase gives Year 6 pupils the opportunity to come together for a full-scale production as they approach the end of their time at Stamford Junior School. This year, audiences were transported to Sherwood Forest as pupils brought the much-loved tale of Robin Hood and his band of Merry Men to life, with plenty of energy, humour and enthusiasm.

The production was the culmination of weeks of rehearsals, with pupils learning lines, developing characters and working together to bring the story to the stage.

A particularly valuable part of the experience was the opportunity to perform at the Senior School's Oswald Elliott Hall and work alongside members of the Senior School Drama

team. As pupils prepared for their move into Year 7, the showcase provided a fantastic introduction to the Senior School environment, helping to build familiarity and confidence ahead of the next stage of their Stamford journey.

The cast also had the opportunity to revisit the production at the Year 6 Celebration Day, performing a selection of numbers from *Robin Hood* for families as part of the celebrations marking the end of their Junior School journey.

Robin Hood was another memorable addition to this much-loved Year 6 tradition and a fitting celebration of the pupils' creativity, teamwork and enthusiasm.

“The showcase provided a fantastic introduction to the Senior School environment.”



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Ammie

SAVE THE DATE
Year 7-13 Production
9 - 13 March 2027

Dance Showcase

Each year, the Drama Department's Dance Showcase offers students a performance opportunity – a place where absolute beginners share the stage with seasoned performers, and where anyone with an interest in dance can step confidently into the spotlight. The 2026 production drew its inspiration from *The Wonderful Wizard of Oz* by L. Frank Baum, transforming the familiar tale into a celebration of movement, creativity, and collaboration.

Rehearsals begin in September, and from that moment rehearsal rooms come alive after hours as groups of students work together to choreograph for the show. The Showcase is as much about the process as the performance experimentation, teamwork, and artistic growth.

This year's choreography brought Oz to life through an eclectic mix of dance genres. The Tin Man's number pulsed with the sharp, rhythmic energy of hip hop. The Scarecrows tapped their way across the stage. Aunt Em and Dorothy shared a tender duet blending contemporary dance with classical ballet. A field of corn swayed gently in the breeze then burst into action in a lively jazz routine, while the King of the Munchkins delighted audiences with a celebratory Morris dance that added a uniquely British twist to Baum's fantastical world.

One of the most heartwarming aspects of the showcase is the mix of familiar and new faces. Some students have taken part every year since Year 7, growing in confidence and skill with each performance. Others step onto the stage for the very first time. Together, they create a community where enthusiasm matters just as much as experience. The Dance Showcase is a testament to creativity, inclusivity, and the joy of storytelling through movement.





Design Technology Engineering: *A Year of Growth, Achievement and Innovation*

By **Steve Newton**, Head of Design Technology Engineering

The past year has been a transformative one for Design Technology Engineering (DTE), marked by a refreshed identity and an ambitious expansion of opportunities for our students. The department’s new name reflects a renewed focus on engineering pathways, strengthened further by an enriched co-curricular programme and the launch of the Sixth Form Engineering Society.

ACADEMIC EXCELLENCE

It has been an outstanding year academically. Students at both GCSE and A Level produced impressive outcomes, demonstrating creativity, technical skill, and resilience. Several GCSE students applied for the prestigious Arkwright Engineering Scholarship, with Olly Cloke successfully securing a full scholarship. With over 4,000 applicants and less than 200 scholarships granted nationwide, this achievement places our student among the top young engineers in the country. The scholarship will provide invaluable industry mentoring, work experience opportunities, and long-term support.

LEARNING BEYOND THE CLASSROOM

A highlight of the year was our trip to Silverstone, where students explored the intersection of engineering, technology, and motorsport. They examined components from racing vehicles, toured the museum, watched live track action, and – much to their delight – outperformed the teachers on the racing simulators. Our students also represented the school at the Rotary Technology Tournament, entering three teams into a demanding challenge: designing, building, and demonstrating a motorised rubble-clearing vehicle. The competition showcased teamwork at its best, with students brainstorming, problem-solving, and managing deadlines under pressure. Every team performed brilliantly and demonstrated impressive engineering thinking.

INNOVATION AND COMPETITION

The summer term saw the unveiling of the new Stamford Scalextric Test Track, designed and built within the department. Students enthusiastically helped refine the track layout, ensuring a balance of tricky corners and exhilarating straights. This project lays the foundation for our entry into the national Scalextric 4 Schools competition, where students will use CAD software and 3D printing facilities to design and manufacture their own race-ready cars.

From concept to creation, our talented students have demonstrated outstanding problem-solving, design and engineering skills in this year’s DTE projects.



“This is just the beginning. The future of DTE at Stamford promises to be extraordinary.”

LOOKING AHEAD

Looking ahead, exciting opportunities lie on the horizon. Construction of our new manufacturing suite is now underway, thanks to the generous philanthropy of Old Stamfordian Malcolm Towell (OS 57). To learn more about this transformative project, turn to pages 86-87. This upgraded facility will give students access to advanced machinery and processes found only in industry, enabling more ambitious and technically complex projects.

This expansion also paves the way for the introduction of the Level 3 Engineering BTEC, offering Sixth Form students a deeper and more specialised route into engineering. The qualification will support progression into

university courses, degree-level apprenticeships, and careers across the engineering sector.

Beyond the workshop, we are preparing an exciting programme of experiences: a return visit to Silverstone, a Sixth Form engineering residential in Munich, industry-based visits, and the launch of our Greenpower Racing initiative. With the Formula 24 chassis now delivered, students will begin designing and developing their own electric race car, an inspiring challenge that blends engineering, teamwork, and innovation.

This is just the beginning. The future of DTE at Stamford promises to be extraordinary.



Science at Stamford: *A Year to Celebrate*

By **Alex Waterfall**, Head of Science and Chemistry

The 2025-26 academic year has been extraordinary and reflects the drive, passion, and commitment of both our students and staff.

ACADEMIC EXCELLENCE

Academically, there is much to celebrate and, indeed, it is difficult to summarise such success in a few words. It has been an outstanding year for our students. Both GCSE and A Level students achieved excellent outcomes.

In A Level Chemistry, students retained an impressive 100% A*-B pass rate for the second consecutive year, with the proportion of A* and A grades increasing further. This is a testament to their hard work, dedication, and resilience, embodying Rita Levi-Montalcini's words: "Above all, don't fear difficult moments. The best comes from them."

Over the summer, Shrey (Year 12) took part in the residential Senior Physics Challenge, spending four days attending lectures and tackling complex problem-solving activities at the University of Cambridge. Meanwhile, Rosie (Year 12) thoroughly enjoyed a week at the University of Oxford studying Materials Science.

TRADITION

Tradition forms an important part of Stamford's history, and the Science Department is no exception.

Each Christmas, our A Level Chemists enjoy the tradition of transforming glass baubles into silvered baubles before creating a class decoration to adorn the famous Chemistree at St

Martin's. These unique keepsakes serve as lasting reminders of their A Level Chemistry journey and the positive impact they have made on the department.

Meanwhile, during June's heatwave, our Year 12 Biology students spent three days at the Cranedale Centre in the Yorkshire Wolds. The department has been visiting the centre for more than 15 years under the expert leadership of Mr Porteus. Sadly, Mr Porteus retired this year and will be greatly missed by students and colleagues alike. We wish him every happiness in his retirement.

The Biology Department has also begun a new tradition. This year, Year 10 students visited Lodge Farm in Oundle to undertake fieldwork

and ecological investigations, exploring the importance of maintaining biodiversity within an agricultural setting.

As a department, we look forward to continuing our long-standing traditions while embracing new opportunities to celebrate science and inspire future generations of scientists.

To conclude, in the words of Albert Einstein: "The important thing is to never stop questioning or learning."

Science is a beautiful and ever-evolving discipline. As scientists, we are continually questioning, discovering and learning, regardless of where we are in our journey. So be bold, remain curious and never be afraid to ask questions.

THE HERB AND BERNADINE ALDWINCKLE PRIZE

This year marked the introduction of the inaugural Herb and Bernadine Aldwinckle Prize for Science.

Dr Herb Aldwinckle (OS 1960) has enjoyed a distinguished scientific career. After leaving Stamford, he studied at Emmanuel College, Cambridge. Since 1970, however, his work has been centred at Cornell University in New York. His pioneering research into diseases affecting apples was recognised by the International Society for Horticultural Science, and in 2024 he was elected to the National Academy of Inventors.

Dr Aldwinckle recalls Mr Nottidge (Biology teacher), Mr Deed (Headmaster), Major R. A. Lamb (Chemistry teacher), and Mr C. A. M. Bowman (Physics teacher) with great fondness and respect. He attributes much of his success to the strong foundation in biology and the physical sciences that he received at Stamford.

The annual Herb and Bernadine Aldwinckle Prize celebrates Dr Aldwinckle's achievements and will provide academic enrichment opportunities for generations of Stamfordians to come.

This year's theme, "What challenges face the English apple industry and how can plant sciences help?" challenged students to create a scientific poster that answered the question while citing all sources appropriately. Dylan C (Year 9) produced an outstanding poster and was the overall winner.

The prize question for the coming academic year will be announced later this year, and we encourage all students to take part.

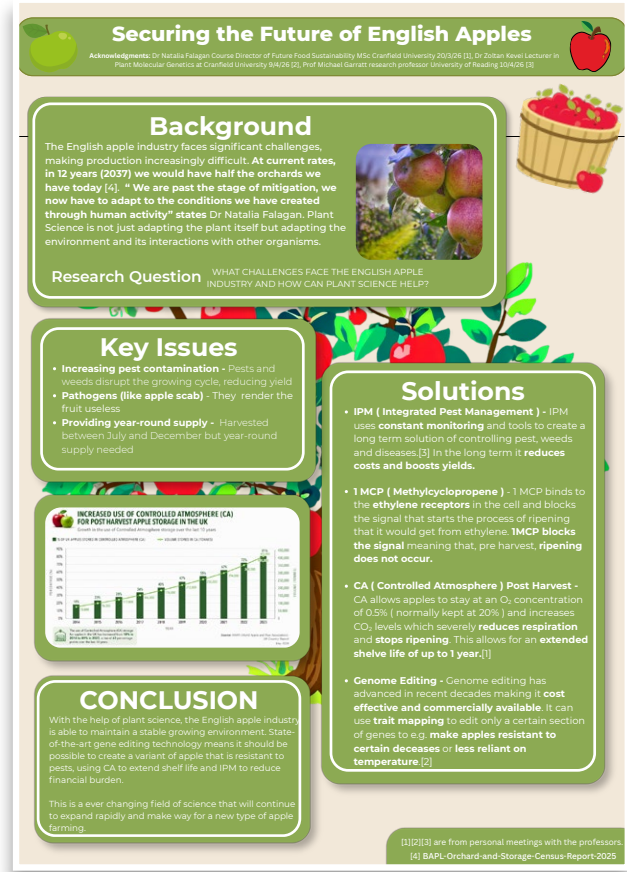
“Above all, don't fear difficult moments. The best comes from them.”

Rita Levi-Montalcini



LEFT Herb Aldwinckle (OS 60).

BOTTOM Winner of the inaugural Herb and Bernadine Aldwinckle Prize, this scientific poster was recognised for its scientific research and presentation.





The SJS PTFA: *Supporting Our School Community*

The Stamford Junior School Parents, Teachers & Friends Association (PTFA) is a group of parents, staff and friends who work together to support our children, strengthen our school community and fund things that sit outside the school's normal budget.

Our focus is straightforward: bring the school community together, and putting the money we raise back into projects that make a real difference to our children's day-to-day experience at SJS. That means organising events across the year, working alongside the school to identify where support is most needed, and making sure everyone, however much or little time they have feels able to get involved.

WHAT WE ACHIEVED IN 2025/26

Over the last academic year, thanks to the community's support at events and fundraisers, we helped fund:

THE WELLBEING ROOM
A calm and supportive space where children can take time out, regulate emotions and access extra support when they need it.

THE YEAR 6 GO KART PROJECT
Where pupils design, build and race their own go karts, building teamwork, resilience and real engineering skills along the way.

NEW LIBRARY FURNITURE
Creating a comfortable, welcoming space that encourages a love of reading.

ENHANCED PLAYGROUND EQUIPMENT
Creating more opportunities for active play, creativity and friendship at break time.

BEAVERBOT CUTTERS AND PODCAST EQUIPMENT
Giving teachers and pupils new tools to learn creatively and build confidence and communication skills.

BIG HISTORY DAY
Bringing learning to life through immersive, hands-on experiences beyond the classroom.

THE ST MICHAEL'S YURT PROJECT
A unique space for outdoor learning, wellbeing and community events that generations of SJS children will enjoy for years to come.

“Making sure everyone, however much or little time they have feels able to get involved.”



From Fireworks Night to the annual Easter Egg Hunt and the creativity and imagination of World Book Day, PTFA events continue to enrich school life and strengthen our community spirit.



None of it would be possible without the community events that bring us together and raise the funds behind these projects, from Fireworks Night and the Christmas Fayre to the Greatest Showman Festival, World Book Day Big Book Swap, the Easter Egg Hunt, Nearly New Uniform Sales and the ever-popular School Disco. Every raffle ticket, cake sale, disco ticket and donation help make projects like these possible.

COMING UP

We're already looking forward to another busy year, with returning favourites plus new Family Fridays and community events, as well as Christmas artwork designed exclusively by the children. Alongside these, we'll keep working with the school to identify the projects that will make the biggest difference for our children.

WE'D LOVE YOUR SUPPORT

The PTFA is entirely volunteer-led, and every bit of help makes a difference, whichever corner of our school community you're part of. You don't need lots of spare time or any previous experience. Whether you can spare an hour at an event, donate a raffle prize, bake a cake, share a new idea, or simply come along and enjoy what's on offer, you're a valued part of this community and we'd love to hear from you.

If there's something you'd like to see happen at SJS, please come along to one of our meetings or get in touch, new ideas and fresh perspectives are always welcome.

To join your year group WhatsApp community, email your name, mobile number and your child's year group(s) to sjs.pa.secretary@gmail.com.

Together, we can keep building a strong, welcoming school community and create wonderful opportunities for all our children.

With warmest wishes,
The SJS PTFA Team



Claire Middleton, Chair
sjs.pa.chair@gmail.com



Emma Black, Treasurer
sjs.pa.treasurer@gmail.com



Imogen Simpson, Secretary
sjs.pa.secretary@gmail.com



Matthew O'Reilly, Trustee
(Head, Stamford Junior School)

SIXTH FORM VIEW

Standing Out in a Competitive World

By Annabel Thompson, Head of Futures

If the headlines are anything to go by, today’s school leavers and Sixth Form students are entering one of the most challenging employment markets in recent memory. With rapid advances in artificial intelligence, a tightening graduate market, and broader economic uncertainty, the path from education to employment is becoming increasingly complex. This year’s Year 12 cohort also represents one of the largest birth-rate peaks in the past 50 years, further intensifying competition.

Against this backdrop, Stamford School remains firmly committed to ensuring that every student is not only academically successful, but truly future ready. A cornerstone of this approach is providing meaningful, real-world exposure to careers from an early stage. Our Year 10 work experience programme has been particularly impactful, generating consistently positive feedback from employers up and down the country. We have had parents comment on the unexpected value of these placements, as students not only gain practical insight into the workplace, but also develop real confidence. This is complemented by our highly successful speed networking series, which connects students directly with professionals

from a wide range of sectors. Last year, we were able to introduce new sectors including Military, Aviation and Engineering, Food and Marketing and Sustainability and Land Management Events. These interactions help students build valuable networks and deepen their understanding of potential career pathways. Events like these act as a powerful tool for students to network and engage with the wider community. As a LinkedIn expert said, we need to be the 1%, not the 99% that are all scrabbling around for the same roles. Time and again, employers highlight our students’ enthusiasm, professionalism and breadth of skills. These comments are a strong reflection of the wider Stamford experience and a reminder that every opportunity contributes to developing confident, capable young people ready to make their mark.

This year also saw the return of our biennial Careers Fair – the first since the pandemic – which welcomed over 70 exhibitors from a wide variety of industries. For younger students, our “Day in the Life” series offers Key Stage 3 pupils an early glimpse into different professions, broadening horizons and sparking ambition from the outset. Together, these initiatives ensure that Stamford students benefit

from a wide range of employer encounters, building confidence, awareness, and readiness for the modern world of work.

We are equally proud of the breadth of pathways our students pursue beyond Stamford. While over 90% progress to university – with over half securing places at Russell Group institutions – we recognise that higher education is not the right choice for everyone. Increasingly, students are exploring alternative routes, including apprenticeships, specialist training and careers in areas such as sport, drama, music and the military.

Recent successes include a student securing a prestigious degree apprenticeship with MBDA, alongside others who have gained wider apprenticeship opportunities with leading employers who actively engage with and recruit

from Stamford. These outcomes reflect our commitment to supporting each student in finding the pathway that best suits their aspirations and strengths.

However, we know that qualifications alone are no longer enough. Employers are looking for well-rounded, adaptable individuals who can thrive in a fast-changing landscape. At Stamford, there is a strong emphasis on developing students beyond the classroom through a rich programme of co-curricular and super-curricular opportunities. Whether through leadership roles, clubs, societies, or enrichment activities, students

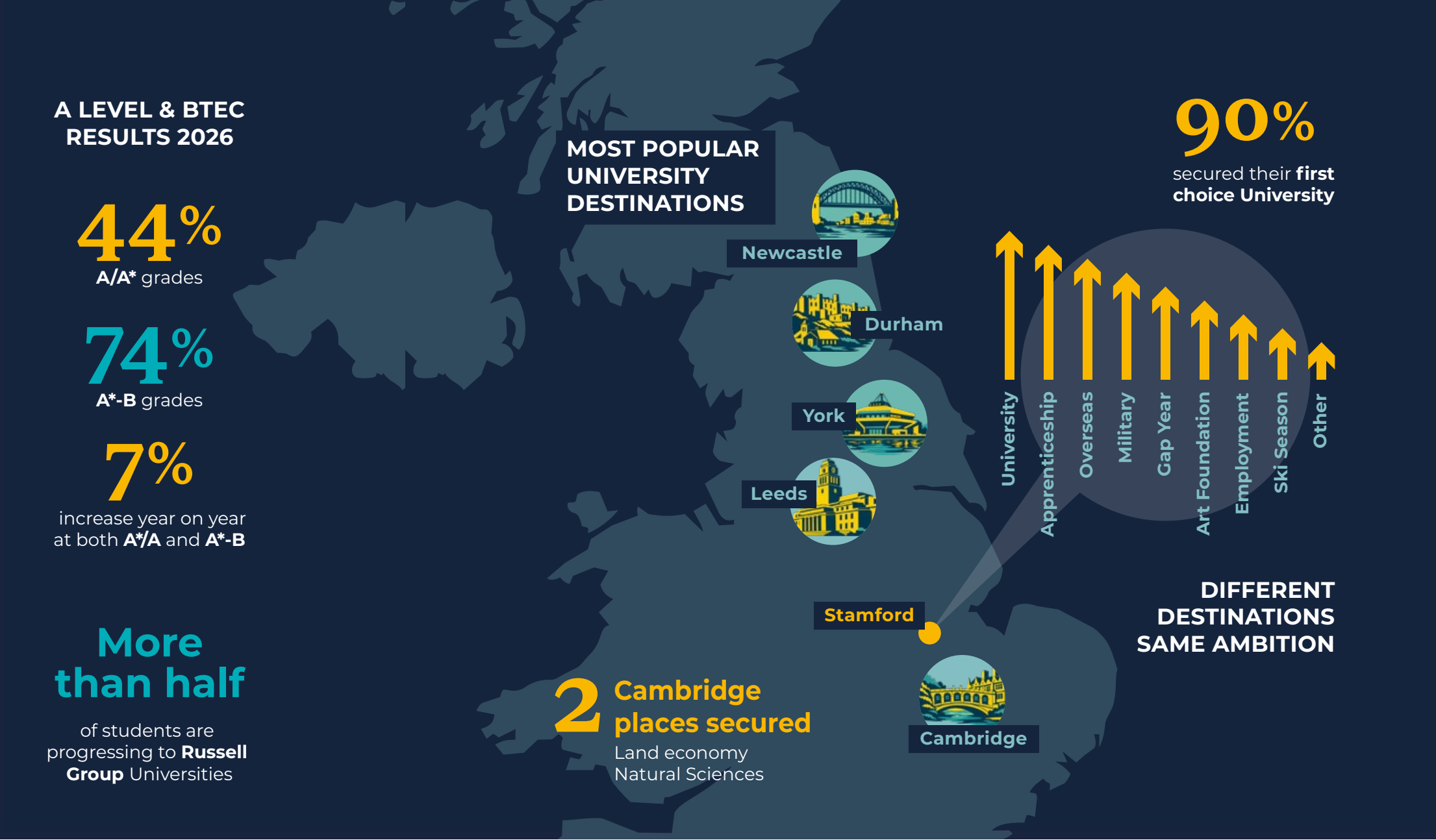
are encouraged to build the skills, resilience and adaptability that will serve them throughout their lives.

We also recognise the growing importance of digital and professional literacy. Students

are supported in building their professional presence through taught lessons and targeted seminars delivered by industry experts – for example, our recent LinkedIn expert working with Year 12 students.

With the nature of work continually evolving, it is essential that students are equipped not only with knowledge, but with the confidence and adaptability to upskill, embrace change, and navigate an increasingly dynamic professional landscape.

In an uncertain world, Stamford’s mission remains clear: to ensure that every student leaves not just with excellent results, but with the skills, experiences and mindset needed to succeed – wherever their future may lead.





Connecting Stamford's Past Ingenuity with *Tomorrow's Possibilities*

Stamford is a town shaped by enterprise and ingenuity. Lincolnshire's journey to becoming a major engineering region is a story that began not in factories, but in fields.

Today, that spirit of innovation continues through opportunities such as Stamford School's BTEC in Engineering, helping equip the next generation with the technical skills and problem-solving mindset that have long been part of the region's engineering heritage.

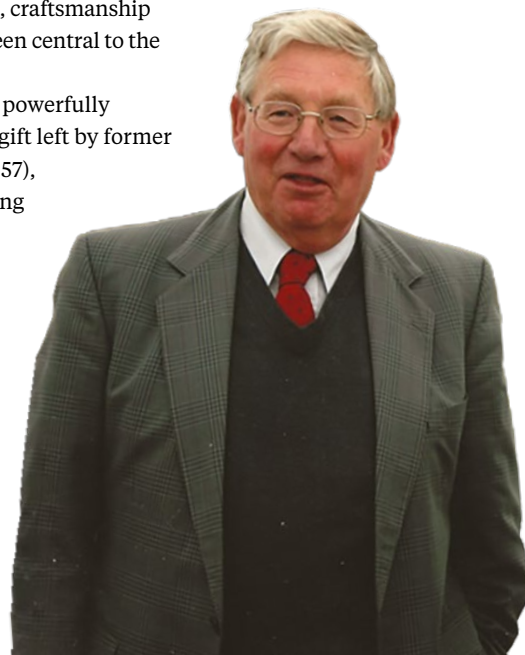
Once known as England's "breadbasket" for the vast quantities of grain produced to feed expanding industrial cities, the county faced an increasing demand for better tools, engines and machinery. Over time, small workshops evolved into world-renowned firms, producing steam engines, agricultural machinery and, later, diesel engines that were exported across the globe. This spirit of practical problem-solving defined the region and laid the foundations for companies whose influence is still felt today.

At Stamford School, generations of students have gone on to play their part in the industries

that define our region. Students are encouraged not only to learn, but to apply their knowledge: to test ideas, ask questions, solve problems and create. Practical learning, craftsmanship and ingenuity have always been central to the school's identity.

This sense of continuity is powerfully embodied in a recent legacy gift left by former student Malcolm Towell (OS 57), who went on to enjoy a lifelong career as an engineer with local firm, Perkins (now a Caterpillar company). His professional life was grounded in designing, building and improving machines that had real-world impact, values first nurtured during his

BELOW Malcolm Towell (OS 57).



time at Stamford School. His decision to leave a legacy gift reflects a deep belief in opportunity: that future generations should have access to the same inspiration, tools and encouragement that shaped his own journey.

Thanks to this generous bequest, the school will be able to enhance its Design Technology Engineering (DTE) provision, enabling students to gain hands-on experience in modern engineering techniques. By bridging theory with practice, this investment will help prepare students for careers in fields that continue to drive innovation and economic growth.

As Mr Newton, Head of Design Technology Engineering, explains: "Malcolm's legacy will allow students to move from concept to creation with a level of precision and confidence that simply wasn't possible before. It will open doors, not just to technical skills, but to creativity, problem-solving and real engineering thinking."

Earlier this year, we were also delighted to celebrate the success of a Stamford School student who has secured a prestigious Arkwright Engineering Scholarship. Widely regarded as one of the most respected scholarships of its kind in the UK, the Arkwright programme identifies and supports the next generation of engineering leaders and innovators. This year, more than 4,000 students applied nationally, with fewer than 200 scholarships awarded making this achievement particularly noteworthy.

Malcolm's legacy connects Stamford's proud heritage of craftsmanship with the ambitions of today's students. It honours a past defined by ingenuity while actively shaping a future driven by innovation. While a legacy gift is deeply personal and rooted in an individual's experiences, values and memories its impact ripples outward, transforming opportunities for countless others.

In this case, an Old Stamfordian's lifelong dedication to engineering will now inspire curiosity, ambition and skill in generations to come. It is a powerful reminder that investment in education is an investment in people, in community, and in the future of the region and the wider world we live in.



For more information about how you can support Stamford School, please contact Isy Paton, Head of Fundraising and Engagement, at ILPaton@ses.lincs.sch.uk or on 01780 750359.



“Malcolm's legacy connects Stamford's proud heritage of craftsmanship with the ambitions of today's students.”

Investing in *Our Future*

By **Jo Peck**, Head of Commercial Enterprises

The independent school sector continues to face a range of well-documented pressures, and it is increasingly clear that reliance on fee income alone is no longer sufficient to ensure the long-term sustainability of Stamford School.

In response, we are taking a proactive and strategic approach to developing new revenue streams. Expanding our commercial activity is a necessity rather than simply an ambition – one that positions Stamford School to thrive in a changing environment, while continuing to invest in the outstanding educational experience we provide.

Our campus offers exceptional facilities, many of which are underutilised for approximately 17 weeks of the year, as well as during evenings and weekends in term time. This presents a significant opportunity, and we are actively

maximising the use of these assets to generate additional income and broaden our reach. Importantly, this approach is carefully managed to ensure that increased commercial use does not compromise the quality, availability, or experience of our facilities and boarding provision for current and prospective students.

The Senior Leadership Team is fully committed to this agenda, recognising the vital role that a strong and innovative commercial function plays in securing the School’s future. This shared vision is enabling us to move forward with clarity, purpose, and momentum.

We have already built strong partnerships with organisations delivering residential camps on site, traditionally during the summer period. We are now extending this model across the full calendar year, including October half term, the Christmas

18
external lets
during the school
holidays in 2025/26,
a combination of
residential stays
and **day camps**

23
local **sporting**
organisations
using our facilities,
including **six local**
primary schools using
our swimming pools

Over
500
families visiting
the **School Shop**
over the summer

period (where timings allow), February half term, and the Easter break. This expansion increases the use of our boarding houses while enhancing the vibrancy of School life throughout the year, all while maintaining priority access and the highest standards for our pupils.

Alongside this, we are refining our pricing strategy and actively seeking new partners who align with our values and standards. By doing so, we aim to optimise occupancy levels and drive stronger financial returns, ensuring that increased activity translates into meaningful and sustainable income.

Our commercial operations extend beyond residential use. The team also manages revenue generated through our two Sports Centres, including our successful Swim School, as well as the external hire of our extensive indoor and outdoor sports facilities. From pitches and courts to our two swimming pools, these facilities represent a valuable opportunity to engage with the wider community, while generating income that directly supports the School.

The School Shop is another area where we see meaningful growth potential. Currently focused on uniform, sports kit, and a

STAMFORD SCHOOL SHOP



curated range of Stamford merchandise and Old Stamfordian memorabilia, we are developing plans to broaden our offering. This includes expanding our range of Stamford-branded products and exploring partnerships with local businesses to sell Stamford-specific items, further strengthening our connection with the local community.

Together, these initiatives reflect a clear and purposeful approach to leadership – one that embraces opportunity, promotes innovation, and ensures that Stamford School remains resilient, dynamic, and forward-thinking for generations to come.

Visit mystamfordshop.co.uk to purchase current uniform or alumni memorabilia.





BE PART OF THEIR STORY

“7,000 hours after arriving with a questionable haircut and a blazer three sizes too big, I’m leaving with more than grades, I’m leaving with the spirit of a Stamfordian.”

Ted (OS 26) - Head Boy

Help ensure future generations have the same opportunity to benefit from a life-changing education.

REGULAR GIFTS

Help us make long-term growth.

ONE-OFF GIFTS

Impact students experience today.

A GIFT IN YOUR WILL

Supports the future without affecting your needs now.

Scan the QR code to support our Bursary Fund and be part of their story.



Dates 2026 – 2027

AUTUMN	Boarders return from 12 noon (new students)	Monday, 31 August
	New students' induction day Year 7 – 12	Tuesday, 1 September
	Current boarders' return from 4pm with tea served at 6pm	Tuesday, 1 September
	Term begins Reception to Year 13	Wednesday, 2 September
	Half term	Friday, 16 October (end of the school day) to Sunday, 1 November (incl.)
	Term ends	Friday, 11 December (end of the school day)
	Staff inset day	Thursday/Friday, 27 & 28 August
SPRING	Boarders return	Monday, 4 January
	Term begins	Tuesday, 5 January
	Half term	Friday, 12 February (end of the school day) to Sunday, 21 February (incl.)
	Term ends	Thursday, 25 March (end of the school day)
	Staff inset day	Monday, 4 January
SUMMER	Boarders return	Sunday, 11 April
	Term begins	Monday, 12 April
	Half term	Thursday, 27 May (end of the school day) to Sunday, 6 June (incl.)
	Term ends	Friday, 2 July (end of the school day)
	Staff inset day	Friday, 28 May

OPEN EVENTS 2026

Nursery & Junior Open Morning	Saturday, 19 September 09:00 - 12:30
Senior School & Sixth Form Open Morning	Saturday, 26 September 09:00 - 12:30
Sixth Form Information Evening	Wednesday, 7 October 18:00 - 20:30

To reserve your place, please head to the school website at stamfordschools.org.uk/admissions/visits/open-day-booking

DISCOVERY MORNINGS

Junior 10:00 - 12:00	Tuesday, 17 November 2026
	Tuesday, 2 February 2027
	Tuesday, 11 May 2027
Senior 9:45 - 11:30	Thursday, 19 November 2026
	Thursday, 4 February 2027
	Wednesday, 12 May 2027
Sixth Form 9:45 - 11:00	Wednesday, 18 November 2026
	Wednesday, 3 February 2027
	Wednesday, 21 April 2027

Please complete the booking form to reserve your place:
Admissions - Book a Visit
- Discovery Mornings



ADMISSIONS

Our Year 7, 9 & 12 admissions timeline includes application and bursary deadlines, entrance assessments, scholarship dates, offers and acceptance deadlines.

ALUMNI EVENTS

2026	
November	Wednesday 4 OSA London Dinner
	Wednesday 4 Stamford Lecture: Beyond the Farm Gate – Panel discussion
	Thursday 19 OS Nottingham Visit
2027	
March	Wednesday 10 Stamford Lecture: Women in Business – Panel discussion
April	Year 12 Lunch with OS (Dates TBC Invitation Only)
May	Tuesday 14 Stamford Lecture: Truth in the Digital Age – Panel Discussion
June	Old Stamfordian Weekend
	OS vs Toilethorpe Cricket Club Match



All upcoming Old Stamfordian events and specific dates.

MADE BY STAMFORD

Shaping people • Creating futures



Stamford School
Southfields House,
St. Paul's Street
Stamford PE9 2BQ

Charity Number: 527618