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its bit for the environment

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on his time at Stamford

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THE MAGAZINE FOR SES ALUMNI & PARENTS

2022 ISSUE

A CLASSIC TALE

The US National
Symphony Orchestra's
Nigel Boon (OS 74) on a
global career in music



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SES ALUMNI AND PARENTS - 2022

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FROM THE PRINCIPAL

“Since our founding in 1532, Stamford has been in a near-constant state of evolution as we adapt and develop to meet the needs of our students.”



The Great Educator, Thomas Arnold, Headmaster of Rugby School from 1828 to 1841, said that: “There is nothing so unnatural and so convulsive to society as the strain to keep things fixed when all the world is in continual progress...The natural but most deadly error, that our business is to preserve and not improve, is the ruin and fall alike of individuals, schools and nations.”

At the time of writing this issue of *Stamford*, we are undertaking the next great step in our journey to enabling students to be the very best versions of themselves. The Governors of the Stamford Endowed Schools have announced that Stamford will become fully co-educational from September 2023. This is a natural and timely progression from our current status as a diamond school, where students are educated separately between the ages of 11-16, and we are really excited about what this change will mean for our students.

Since our founding in 1532, Stamford has been in a near-constant state of evolution as we adapt and develop to meet the needs of our students. With this latest evolution, Stamford will be transformed. A dynamic, vibrant, modern and exciting school, built on the strengths of five centuries of learning, but with an unswerving focus on preparing our students for 2030 and beyond. Our students leave Stamford as rounded and grounded young people, and that’s exactly as it should be.

We want to forge a new culture, that combines the best of both of our senior schools, and draws not just on our heritage, but on the expertise and the vision of our staff, and the ambitions and passions of our students, to create a school which is set up for every child’s future.

This is a journey, and all of us – staff, parents, students and Old Stamfordians – will travel it together, as our School, and our students, become even better, stronger, and more agile.

MR W PHELAN
Principal, Stamford Endowed Schools

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UP TO SPEEDE

NEWS FROM AROUND THE SCHOOLS AND COMMUNITY

Meet the New Head of Stamford Junior School



The Stamford Schools have been delighted to welcome Mr Matthew O'Reilly as the new Head of Stamford Junior School this year. He and his wife Jess moved to Stamford with their three daughters, who have also joined Stamford Junior School.

Matthew said, "I'm really enjoying settling into life at SJS and living in Stamford. I have felt so welcomed, and been amazed by the sense of community here, and the strong connections between the Schools and the town.

"I've been struck by the happiness and confidence of the young Stamfordians and how willing they are to seek out and take on new opportunities. In my first term and a half, I've sought to build on the pupils' confidence by providing even more of these opportunities for pupils to share their

voice. We've re-energised our Eco-Council, who are leading the way on all things green, and we've also established new Sports and Technology Councils too!"

"We are building on the success of Mr Adventure's outdoor education in Key Stage 1, with a planned extension to our outdoor learning for Key Stage 2. Several more of our teachers are now Bushcraft trained, and we have a new outdoor learning area in progress behind the Sports Hall. Our playgrounds are getting a makeover too, to become more exciting and enriching for the children – watch this space as the year progresses."

Matthew joined from St Mary's School, Cambridge, where he had been serving as Head since 2016. Prior to starting his teaching career in the UK, Matthew worked as a teacher in Japan and was an interpreter for Siemens, Goldman Sachs and Deutsche Bank. He has also worked with and mentored underprivileged teenage boys in a previous role.

Matthew holds a degree in German and Politics from Newcastle University and achieved his Postgraduate Certificate of Education at Cambridge University.

He currently sits on the Independent Association of Prep Schools (IAPS) Finance committee and is a Governor at St Mary's, Hampstead, in London. Taking an active role in his local church, Matthew is also a keen runner and has completed two London Marathons for charity.



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Deepings Swim Club moves to Stamford

Deepings Swimming Club has secured its long-term future through moving their training to Stamford's Memorial and Junior pools. The club were forced to leave Deeping Leisure Centre after the facility was closed due to safety concerns.

Andy Cardell, Deepings Swimming Club chairman, said: "We are extremely thankful to the team at the Stamford Endowed Schools who came to our rescue in our hour of need and have made us feel most welcome at their wonderful swimming pools."

Mr Stewart Dorey, Director of Estates and Facilities at the Stamford Schools, said: "We are absolutely delighted to be able to support Deepings Swimming Club, allowing their members to continue to train, using our facilities. We look forward to welcoming swimmers of all ages, current and new to the club, as the season continues."



Stamford named as Independent School of the Year for Community Outreach

The Stamford Schools won the Independent School of the Year Award 2021 for Community Outreach. The awards celebrate and recognise extraordinary and compelling student experiences, and are hosted by Independent School Parent magazine each year.

Principal, Will Phelan, said: "I'm delighted that the Stamford Schools have been announced as the Independent School of the Year for Community Outreach.

"The Schools have been a part of our town's community for five centuries, and have always been inextricably linked. It's fantastic to be recognised for our ongoing commitment to supporting the Stamford community, and my congratulations to all of the students and staff who are supporting our town in so many different ways."



Old Stamfordian recognised with awards

Congratulations to Old Stamfordian, Vicky Whiter (née Harris, OS 88), owner of Peters' Cleaners, who has won two awards for her innovative work in the dry cleaning industry.

Vicky was announced as the winner of the *Peterborough Evening Telegraph* award for Innovation. With 12 categories in total, the Telegraph's

Business Excellence Awards offer an opportunity to showcase the work of businesses throughout unprecedented times and celebrate their achievements.

Vicky was also voted as 'Tech Woman of the Year 2021' at the Women in Peterborough Small Business Awards in the same month.

Image courtesy of the Rutland and Stamford Mercury.



Firefighters train at Stamford

The crew from Stamford Fire Station have used the buildings at Stamford School for training exercises with ladders and hoses. Two fire engines and 11 firefighters were involved in the drills, practising at the Sports Centre building and facilities off Conduit Road.

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Charlotte's story published

A student at Stamford Junior School has had her story published after winning a writing competition. Charlotte, Year 6, entered the 'Screen Your Story' competition, requiring her to write a 500 word story on the theme of 'kindness'.

Charlotte was announced as a winner with her story, 'The Flower Girl', which now appears in the Year 5/6 section of the book: 'Stories from the Young'.

Her story was professionally illustrated and also shortlisted to be turned into a short film, resulting in a celebration in school assembly. Celebrating further, Charlotte and her family attended an awards ceremony at Samuel Pepys Theatre, London.



Success at Leicestershire CCC Awards

Stamford students won multiple awards at the Leicestershire County Cricket Club awards evening, with five students taking home prizes.

Head of Cricket, Mr Headley, said: "I am very proud of the work these students have put in with their cricket. It is a joy to be involved in their journeys and long may their passion continue. They are just a few of the players who are excelling at cricket here across all of the Stamford Schools."

Lottie's England success

Old Stamfordian Lottie Smith (OS 17) has won two medals competing for England in the Northern European Gymnastics Championships in Cardiff. Lottie earned seventh place in the all-round individuals out of 45 competitors and a close second place in the bars, helping the England team achieve first overall.



Students raise £850 through charity rock

Sixth Form students raised £850 through a charity rock concert for the Sue Ryder Thorpe Hall Hospice, which provides care and support for those living with life-limiting conditions. The annual event once again offered students and the staff band the opportunity to take to the stage and perform for their peers.



RAF Section RAST Competition

Thirteen students from Stamford's Combined Cadet Force RAF section took part in the Royal Air Squadron Trophy competition, achieving fifth overall, first in the team shooting, and first in the individual shooting.

The competition was held at the

Shuttleworth Collection museum in Bedfordshire, where Stamford competed against a number of other CCFs in a series of military challenges including drill and uniform, first aid, shooting, RAF knowledge, command tasks and aircraft recognition.

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Stamford's unbeaten rugby teams

Stamford U16A and U15B teams were unbeaten during the 2021 rugby season. The U16As were ten for ten, and captain, Luke, summed it up: "From the determination and commitment of players to the carefully crafted plays and set pieces of the coach, the good communication skills of the team and the relationship between forwards and backs made us an unstoppable force."

The U15Bs achieved some impressive wins too. Highlights included shutting out Oakham at home and coming from behind away to Berkhamstead to secure a hard-fought victory.

Team coach, Mr Cowell, said: "The guys have shown great camaraderie, resilience and togetherness during this rugby term. They have persevered and shown a willingness to learn and support each other on, and off, the field. Nine wins from nine is testament to their determination and passion."



Stamford High School become Worldwise Quiz winners for the first time

Stamford High School have become the 2021 champions of the local Worldwise Geography Quiz. The Worldwise Quiz involved schools from across South Lincolnshire competing against each other in a range of geographical rounds.

Mr Smith, Head of Geography at Stamford High School, said: "I'm very proud of our GCSE SHS Geographers who took part in the annual quiz this year. Particular congratulations must go to our 'A Team' who came top of the leaderboard – something that has never happened for an SHS team before!"



Students 'green up their act'

Students at Stamford High School have been learning to 'green up their act' through sustainability workshops. A day of workshops was held in collaboration with the Green up your Act company, and students investigated the ways simple materials can be upcycled and used as everyday items.

This included converting aluminium can tabs into a chainmail-like material, and using old Capri-Sun containers to make multicoloured pencil cases.

The highlight of the day was the opportunity for students to build a notebook using old maps, cardboard and recycled paper.



Stamford swim to success

Stamford students have been swimming to success this year.

They achieved first to fifth positions in the Stowe Swimming Gala, and Stamford High School students took home a first, a second, and two third places.

Year 6 student Jacob has seen his gold medal count continue to grow at various swimming meets around the country too.

Most notably, at his first Long Course Gala (in a 50m pool) he ranked number one in Great Britain for U12s in the 100m Freestyle, with a phenomenal two second lead over other swimmers

Year 10 student Bruce has been celebrated for his outstanding performance early in 2022, where he became the new British record holder for Paraswimming S6 800m freestyle.



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What a Racket

Racketlon is a fast growing, multi-discipline game and a national open championship was played recently at Stamford.

You would be forgiven for never having heard of Racketlon, but it's rapidly growing, and proving to be hugely popular at Stamford.

Originating in Finland and Sweden, Racketlon is a fast-paced combination sport in which competitors play across four racket sports: badminton, table tennis, tennis and squash.

Modelled on other combination sports such as the decathlon and triathlon, you play your opponent in each sport to a maximum of 21 points and the one with the highest combined score at the end wins. It is already played internationally, with Team GB competing.

In October 2021, The Stamford Open took place as a new event to the UK Tour. Hosted at the Schools and welcoming around 50 competitors, this national competition gave the opportunity for new players to take part. Forming a new arm of the Schools' 'Sport for All' initiative, it was the first such event to be held in the area.

UK Tour regular Mr Ware, also Head of SS Boarding and Teacher of Biology, led Stamford in the tournament.

The tournament was a resounding success, with 15 competitors trying out Racketlon for the first time. The U13, U16 and Men's C events all featured several first time competitors, including Stamford School students Chase Burgess and Jamie Anderson, who came first and second in the U16 competition, and Sixth Former Rohan Kundaje, who won the Men's C final against a far more experienced opponent.

While those playing in the top band are largely masters of all four disciplines, many competing in the age group events and lower senior bands will have a range of skill levels across the four games.

This means that, when you are winning, you have to try and win big, and when losing, every point matters. It's both physically and mentally demanding, where a drop in concentration can seriously affect the result.

Racket sports, particularly those played indoors, were severely affected by the pandemic and it was great to see a number of the stalwarts of the Racketlon circuit playing in Stamford, as well as a large number of both children and adults trying out Racketlon for the first time.



CHASE BECOMES BRITISH RACKETLON CHAMPION

Year 10 student Chase has won three Racketlon events and has become the Under 16 British Racketlon Champion.

The three competitions he entered were U16s, Men's C Doubles and the Men's D Singles. Chase won all three events, which led him to becoming the Under 16 British Racketlon champion, all while still being only 14. The Men's D Singles was the first adult event that Chase has competed in.

Chase has also recently teamed up with Head of Boarding, Mr Ware, to compete in the Steel Open, an international Racketlon tournament.

They entered the Men's Doubles amateur event, and achieved the silver medal.

Mr Ware said that Chase's "most impressive performance was in the Men's C, where he took out the top seed in the first round, the Swiss World Number 122".

Change for the better

The Junior School has committed to doing its bit for the environment, as **Oliver Gaunt**, Teacher of KS2, SJS, explains.





Climate change has long been part of the National Curriculum, and schools have long incorporated it into their learning in a variety of ways. At Stamford Junior School, we spend a lot of time with the children looking at sustainability and the environment.

However, the past year has felt different, with a new sense of urgency and importance, especially following the COP26 conference in Glasgow. Presidents, Prime Ministers, activists, scientists and celebrities were many of those speaking as one about the need to tackle this threat collaboratively.

At the Junior School, we decided to join the discussion and take a deep dive into the subject, not only exploring the ways in which the world is suffering, but also to review and reflect on our impact as a school on the local environment.

We started by separating this large topic into subtopics: healthy living, litter and waste, biodiversity, transport, renewable energy, marine life and global citizenship.

Each one was then assigned to a year group, where our teachers and specialists went to work planning an enriching week for their classes, exploring the topics, researching current thinking and reflecting on what could be done better.

We reached out to Old Stamfordians, scientists, MPs and other professionals who had knowledge and experience within these areas, with the aim of organising speakers to engage with us, in person or via video calls.

A particular personal highlight of mine was emailing with a scientist from the British Antarctic Survey, trying to organise a live video call with someone in the furthest southern country on the planet.

Immediately, the children showed us a natural and passionate willingness to listen, share and debate these issues. We had our youngest green-fingered pupils in Reception growing their own food and learning how we can recycle waste food as compost.

Year 1 learned about litter and its damage to nature, culminating in a litter pick around the school grounds. For biodiversity, Year 2 went searching for habitats and decided to promote the protection of one particular species, the hedgehog, by creating their own shelters.

Year 3 delved into all things electric and designed their own versions of electric transport. In looking at renewable energies, Year 4 researched, designed and built their own renewable energy generators using miniaturised solar panels and turbines.

Year 5 challenged us all to think about how much plastic we were using. Then they created persuasive videos using green screen technology. Finally, in Year 6 the children went even further into how we can campaign for change, ending the week with the writing of letters to our Prime Minister.

The week came to a close with our newly established Eco-Council planting a tree in our grounds, as a symbol of our continuing commitment to do better, do more and to not forget. They now meet on a weekly basis and have the opportunity to sit with school leadership, make recommendations on actions we should take and organise future events.

We are already seeing other changes as well, including the development of a bio-diverse area of school that is left to grow wild and untouched. We are making changes to our curriculum that include topics based around sustainability and we are looking into how we can more effectively recycle the waste we generate.

So, what will SJS look like in the future? Well, to get us started, we want to be considering how we can generate our own renewable energy and become carbon-neutral. We want to resource ourselves more sustainably, without contributing to destructive practices elsewhere in the world. We want to make long-lasting ties with organisations and charities that are helping repair communities and protect those that are already struggling with the effects of climate change.

This week-long project has shown the pupils' desire to focus on moving forward – to implement the change we want to see. It is for us to support them in this journey and help foster their sense of hope for a better, more responsible world.





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The turn of Interns

Amelia Fraser (OS 17), and External Relations Intern, spoke to Jacob Turp (OS 17) about his experience taking on the Schools' internship.

For years, internships have come laden with negative stereotypes, labelling interns as the 'coffee-runners', 'photocopiers' and 'laminators' of the office. They're stereotypically tasked with the less demanding activities that avoid personal development and proper experience. But times have been changing.

Throughout the pandemic, graduates trying to enter the job market have seen a lot of competition for entry level roles, with the problem compounded by employer expectations of candidates having years of work experience.

Around a third of entry-level job postings on LinkedIn ask for at least three years of prior work experience, and so paid internships are certainly something to consider, given the evolving market and requirements for jobs. They offer a great alternative way to gain valuable work experience before applying for other jobs.

The six month External Relations Internship at the Stamford Schools is designed to give graduates the valuable experience they need to get their first professional role. It provides opportunities to develop skills in marketing, development, operations, human resources, finance, IT and more.

Jacob decided to take the internship route after the completion of his degree at York University. He applied for the Stamford Schools internship knowing the struggle in the job market.

"I didn't have a clear understanding of my next steps after graduating. An internship would give me the chance to get a clearer understanding of what I wanted to pursue," he says.

"I definitely found the internship to be beneficial and it aided my future job applications. Starting a new job was inevitably still going to be difficult due to the uncertainty [of Covid], but having the ability to learn and work towards goals in a fast moving and

WHERE ARE THEY NOW?

What our interns go on to after their time at Stamford...



Amelia
Junior Account Executive at Sunny Side Up PR Agency



Georgie
Team Assistant at Albyns Limited (Architectural firm)



Olivia
Senior Account Executive at Lionbridge PR and last year completed the Digital Marketing Institute's Certificate in Digital Marketing course.



Alex
Current Intern with SES and looking at exciting future opportunities



ever-changing environment is a massive skill that employers in today's graduate job market prioritise."

Jacob added: "Through the internship, I found out that marketing wasn't exactly what I wanted to go into and realised I wanted to go into a more client-orientated role. The internship gave me the opportunity to realise this."

After his time at Stamford, Jacob landed a job at LoyaltyLion as a Loyalty Analyst.

"My role is sales-focussed. I reach out to the biggest e-commerce brands on Shopify, discussing their current marketing goals and articulating where implementing a retention plan can help them achieve their growth goals" he explains. "E-commerce is booming as high street stores are closing, so the growth potential of [LoyaltyLion] is huge."

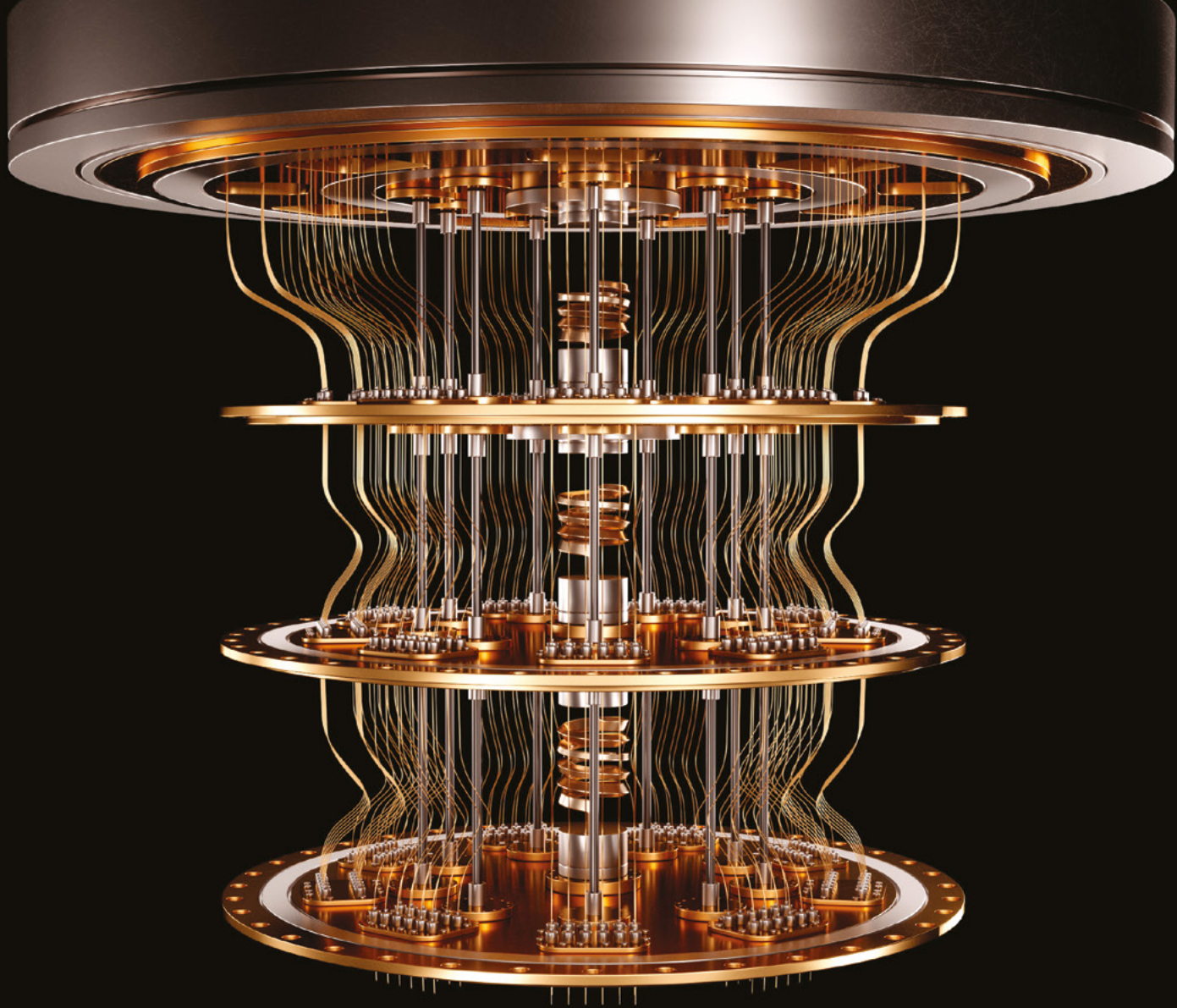
And it's not just graduates that benefit from internship programmes.

Set up properly, the host business benefits and sees impressive progression too. The Stamford Schools have taken on five interns since September 2020, covering a total of 160 news stories, providing more than 200 tours to prospective families and amassing over 35,500 engagements on Facebook and Instagram with content for the Schools in the last 11 months.

Interns also gain experience in digital marketing, a variety of computing softwares, photography skills, and frontline service contact as well as other valuable and transferable skills.

As Jacob says, he learned more than how to make coffee: "The skills I gained as an intern were invaluable, and crucially it showed employers I was proactive and willing to learn."

To find out more about the Schools' internships, vacancies and volunteering opportunities, visit <https://www.stamfordschools.org.uk>



Not just white coats and microscopes

Dr Katharine Dunn (OS 07) finds ways to apply cutting edge science and technology, such as robotics and quantum computing, in industry and business.
By **Natalie Pretsell**.

Images: National Quantum Computing Centre

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RESEARCH COUNCIL.”





Science features in our everyday lives, whether we are aware of it or not. Chemistry, physics, biology – they all play a vital part in our existence, and new developments in science change our lives every day. This includes advances in areas such as health, agriculture, medicine and even policing through evidence analysis. There can often be a misconception that science is the preserve of people in white coats tucked away in laboratories. The reality is that there is an array of career opportunities that complement the front-line of science and are essential to ensuring its longevity, that those of us living outside the direct world of science may never have known existed.

Dr Katharine Dunn (OS 07) is a perfect example of an individual forging such a career across multiple scientific disciplines. Working with academics at the cutting edge of their fields, Katharine’s role is to identify and develop project ideas for future scientific research.

It was while she was at Stamford that Katharine first developed a love for science.

“From GCSE onwards I really found my passion and

knew this was my strength,” said Katharine, who studied Chemistry and Biology at A Level. At the University of Bristol Katharine was able to explore further her in-depth theoretical and experimental understanding of chemistry which then led her to a four-year integrated Master’s degree: “That’s when I decided I just wanted to keep going and applied for a PhD at the University of Cambridge.”

Although she enjoyed the excitement of research, being integrated with the chemistry department and having access to inspirational speakers, she found that she didn’t so much enjoy the isolation of the laboratory environment. That realisation cemented the focus for Katharine to find a career where she was involved with science and got the opportunity to work with scientists, by providing a bridge between the research and industrial environment, and society as a whole.

“I wanted to use my scientific knowledge and background, but in a role where I could focus on communication - something which I really enjoy - and found the perfect job at the Engineering and Physical Sciences Research Council (EPSRC),” she said.

For Katharine, the best part of her job is “working with many great scientists across the UK to understand the emerging areas of science with a high potential for real world

impact, and positioning them to a wider variety of audiences, including government, to raise awareness and opportunity for future funding programmes”.

Starting as a Portfolio Manager, Katharine managed a portfolio of projects in the mathematical sciences; working with academics who are experts in pure mathematics such as geometry and number theory – none of which Katharine had experience in. “This was such a good first job, and I was able to gain an appreciation for what academics do and how their research can be used,” said Katharine.

Katharine credits Stamford with helping her to develop the skills so fundamental in the workplace, and with giving her the confidence to try new things: “Staff were great at seeing and building on our passions.”

Moving on from mathematics, Katharine became a Senior Manager in the EPSRC engineering team, a department with exciting high-profile developments and funding. Unlike the mathematical research being ‘blue sky’, where impact would be seen years down the line, developments in robotics can be much more immediate. Focusing particularly on robotics in extreme environments, for example, in fixing nuclear reactors, results are highly visible and have an immediately measurable impact.

Katharine is currently the Head of Quantum Technologies for EPSRC managing a £33m annual budget, a team of six, and a relationship with the wider national quantum technologies programme, including the National Quantum Computing Centre (NQCC). This role has a particular focus on increasing the exchange of knowledge between academia and industry, and developing ways to understand and communicate the impact of scientific research. The NQCC,

“FROM GCSE ONWARDS I REALLY FOUND MY PASSION AND KNEW THIS WAS MY STRENGTH.”



a £93m project, aims to accelerate the UK’s advancement in quantum computing technologies, enabling the UK to remain at the forefront of this field.

So, what is quantum computing and technologies? In its simplest form, whilst a traditional computer may take years to process an equation, a quantum computer could do it in a day. Healthcare is a key area for development with quantum computing. Part of the science focuses on developing new drug molecules; currently this is done via basic technology packages that are unable to model the millions of tests and recreations necessary for safe drug development, whereas a quantum computer would be able to complete these processes extremely quickly. The results of this kind of research can be life changing – although the process itself will remain invisible to most of us in our daily lives.

The UK has seen a huge growth in the quantum sector, and with so many new emerging areas of technology, Katharine is at pains to emphasise that the key for new graduates and researchers is that you don’t have to stay in the same area of science expertise forever. With baseline knowledge and transferrable skills, the door is open to gaining knowledge and experiences across multiple areas of interest in the span of a career.

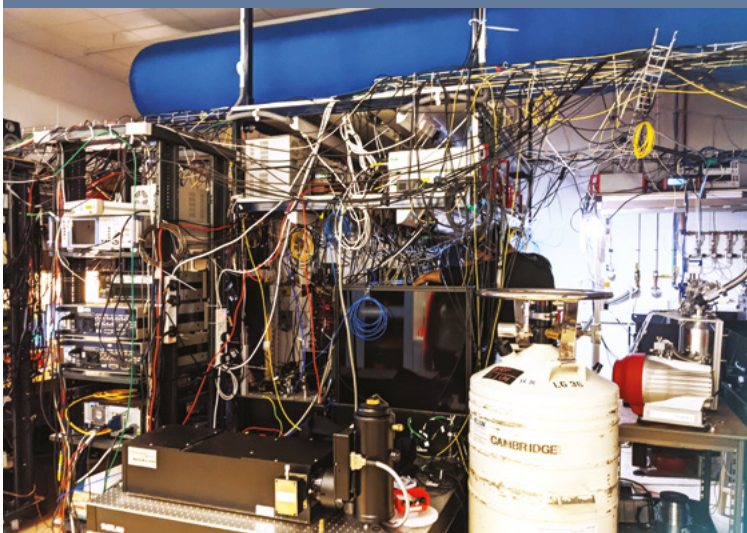
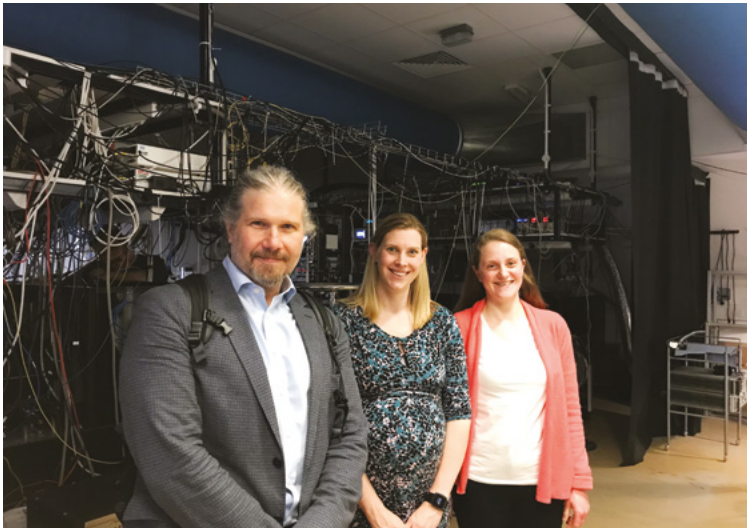
The impact of research is increasing rapidly, and in turn generating more funding support, and enabling the boundaries of science to be pushed ever further. The government are investing millions in early career fellowships to enable fellows to develop their own research programmes.

“We are funding the leaders of the future in this field,” said Katharine. “We can’t generate new technologies without people who know the science and see the value in participating in the wider national programme.”

KATHARINE’S ADVICE

Just go for it! If there is something you are interested in then give it a go. Science offers so many things, and you can explore the areas that really appeal in more detail – there is a whole breadth of careers to

consider within the scientific sphere. There are so many opportunities without actually having to be in a lab; you can look at academic or industrial careers and be a part of developing real world research.



Images: National Quantum Computing Centre

A photograph of Nigel Boon, a bald man with a friendly expression, standing in a concert hall. He is wearing a dark brown tweed jacket over a red and white checkered shirt and blue jeans. His arms are crossed. The background shows the ornate interior of a concert hall with red seats and a balcony with a decorative railing. The lighting is warm and focused on him.

A classical career

Nigel Boon (OS 74) talks to **Natalie Pretsell** about how his love for languages and classical music has taken him around the world, and to his role as Director of Artistic Planning for the National Symphony Orchestra at The John F. Kennedy Center for the Performing Arts in Washington DC.

A university dropout with a passion for languages might not sound like the ideal starting point for anyone with ambitions to run the artistic side of one of the world's major orchestras – but Nigel Boon has proved the exception to the rule.

By the time he joined Stamford in the Upper IV at the age of 14, Nigel had already developed a love for both music and language, which led to him taking French, German and Russian for A Level. Nigel attributes his passion for languages to his teachers at school.

“Geoff Howard and Mike Chew helped all of us with more than just learning French or German – they were what you really hoped for from your favourite teachers; they wanted to connect you with the wider world,” he says. “Not only did they bring language to life, but they brought life to life and encouraged us to think about far more than academic subjects.”

Shortly after he left school, in 1975, Nigel – who was one of generations of Old Stamfordians to have enjoyed exchange trips to the Ernst Kalkuhl Gymnasium (EKG) in Bonn with Mr Chew – was taken on at EKG as a language assistant. His experiences there were the springboard for a move to a



The National Symphony playing at the world-renowned John F. Kennedy Center.

language and linguistics course at the University of York, where he rediscovered his love of classical music through a friend's LP collection and, after some honest discussions with his supervisor, decided it was time to re-evaluate his future direction.

“In my third year of a four-year course my supervisor agreed for me to take a year's leave of absence to think about what I wanted to do,” adds Nigel, “and I'm still on that leave of absence now!”

Nigel next moved to London and started work at music publishers Boosey & Hawkes, spending time in the production and marketing departments, learning everything he could about classical music, and going to as many concerts as he could afford.

“YOU DON'T HAVE TO UNDERSTAND CLASSICAL MUSIC TO ENJOY IT. YOU JUST NEED TO LISTEN.”

After two years at the publisher he became the UK advertising manager for the classical record label Deutsche Grammophon. His fluency in German served him well and enabled him, after three years with the company, to move to a new role at DG's Headquarters in Hamburg. This became his home for the next 15 years as he worked his way up as Product Manager, Head of Product Management and then Executive Producer in the A&R department.

In 1999 the ‘writing was on the wall’ for the major classical music labels: society was changing, and so was demand for classical music recordings. With this, Nigel returned to London as Artist Manager and Director at Harrison Parrott, managing the careers of a number of conductors and other classical artists.

Following two years back at Boosey & Hawkes as Head of Promotion, his next major move came in the form of a call from Washington inviting him to interview for the National Symphony Orchestra (NSO) as Director of Artistic Planning. Founded in 1931 and becoming an artistic affiliate of the John F. Kennedy Center for the Performing Arts in 1986, the orchestra now employs just under 100 musicians presenting a year-round season of approximately 175 concerts.

In his role since 2007, Nigel is responsible for the planning of all programmes conductors and soloists will perform with the NSO each season, and it often needs to be completed years in advance of performances. Nigel can be working, at any given time, on four or even five seasons simultaneously, requiring meticulous skills in multi-tasking and an eye for detail.

“It can take three to four years to finalise a season and there are lots of plates spinning at any one time”, says Nigel.

An important part of his work is planning programmes to attract new audiences to classical music.

“In any concert audience there is always someone that is hearing that piece for the first time. Even though the orchestra might have played it dozens of times and know it well, there will be some in the audience who won't. Any single piece can inspire audiences. You don't have to understand classical music to enjoy it, you just need to listen to it.

“You also have to balance individual programmes and full seasons carefully and keep the whole idea of classical music alive – commissioning new works, expanding the repertoire by discovering new composers and hoping what comes out at the end is successful.”

With the ever-present and more popular ‘contemporary’ music taking audiences away from the classical, mixing the two genres can be incredibly powerful and a wonderful celebration of music as a whole.

Over recent years, Nigel and his team have been developing the creation of shows involving pop artists that use specially created new arrangements for the orchestra musicians to play. This keeps the musicians interested in playing popular music and also attracts new audiences into the orchestral world.

It's an exciting job, working to both preserve and develop classical music for current and future generations of music lovers, but for Nigel, the personal reward matters too: “It's hard to beat looking round the room at people's faces, and knowing you were a part of bringing that enjoyment into their lives.”



A

GOOD

WORK

OUT

Antalya Todd (OS 17) is a Senior Outerwear Design Assistant at activewear fashion brand **Sweaty Betty**. She talks to us about how innovation and technology is transforming sustainability in the world of fashion.



What is your take on sustainability in the fashion industry?

The issue of sustainability in fashion is huge with the supply chain of fashion revolving around high levels of consumerism and fast changing fashions. For example, even if the fabric is 'recycled' this makes so little difference to how it impacts the environment due to the amount of waste produced.

Many brands got away with this mass production under a 'sustainable' 'recycled' 'eco' marketing strategy, however these terms are now banned from being in product and fabric names when being advertised. Greenwashing can be hugely damaging, so legislation like this really helps to combat false advertising and, in turn, over-consumption.

My view on sustainability within fashion is to design for function and beauty, not trends. I want to design and develop products which are as durable as possible and maximise functionality – for example, a ski jacket that has a detachable thermal lining so that it can be used as a hiking jacket in warmer months.

Did you always want to work in fashion?

I had always envisaged having a career in fashion and textiles and during my time at Stamford I took a great interest in both sport and creative opportunities. After Stamford, I studied a BA(Hons) in Fashion Design & Technology, specialising in Sportswear, at Manchester Metropolitan. It was so exciting to finally be designing and working on physical samples full time with access to extensive equipment including an "innovation zone" that had machinery capable of bonding, waterproof taping and various forms of 'no-sew' technology.

I became immersed in the complexities of performance sportswear and took a particular interest in outerwear and skiwear. I even got the opportunity to exhibit my work in the 'Football is Art' exhibition at Manchester Football Museum.

What areas of sportswear do you work in?

In my current job I work across three key 'end use' categories: Skiwear, Hiking and Performance Outerwear. My role as an assistant designer is to design and develop high performance sportswear into a cohesive collection tailored to both the Sweaty Betty brand aesthetic and the functional needs of our consumer. It is so exciting to be designing products for sports that I love and seeing my design come to life.

Sportswear is very complex these days. What role does technology play in design?

After my second year of university, I undertook a Scholarship opportunity with Manchester Fashion Institute, named "Avatars & 3D Virtual Prototyping". During this time, I had the opportunity to utilise 3D body scanning technology (which maps the exact size and shape of a human form) and used this to create digital avatars in CLO3D, a fashion-based 3D virtual pattern cutting software.

I then created virtual prototypes of sportswear and outerwear garments. It was so interesting to learn this new software and understand not only how unrealistic fit standards in the fashion industry are when compared to a realistic size model, but also how this kind of software could be used to improve the fit of clothing and sustainably reduce the need for physical garment samples.

I was interested in sustainable fashion and shaped my belief that product design and development processes are the two biggest contributors to unsustainable fashion. So many garments and samples are disregarded due to poor fit and poor durability, but using software such as CLO3D could immensely help to cut down on this waste.

With the pandemic changing awareness of physical and mental health, has it had an impact on your work?

Definitely! I think that there has been more of an awareness of any kind of movement, particularly outdoors, being good both for your mental and physical health and that has aided the fast growth of many sportswear brands across the industry. Social media encouraging home workouts and outdoor exercise during lockdown has led to a much higher demand for affordable high quality sportswear and this has definitely been reflected in fashion brands engineering their marketing towards the physiological benefits of exercise.



**HOW TO GET INTO FASHION
ANTALYA'S ADVICE**

- Experience in industry - any work experience is vital. Freelance work can be valuable and a great way to meet people.
- Speak to people about your interests, especially if there's a niche that you enjoy. Everyone is connected and you can use this now and in the future.
- Showcase your work - start a creative Instagram account that shows your interests and inspiration as well as your work. It doesn't have to be perfect or look amazing, but it can show your progress and your passion.
- Take advantage of any short courses available to you and practise - the innovation of your designs can be hugely expanded if you can use different software, and it's a real selling point for employers.
- Don't get too caught up in knowing exactly what you want to do. There are so many ways to work in fashion. Find out what is available and give it a try. If you lack skills in some areas, you will thrive in others. I always thought I was rubbish at hand drawing, but I found I was so speedy at using software to work on patterns.

Storytelling through film

If a picture is worth a thousand words, then they say that a video is worth 1.8 million. That's the approach **Rebecca Taylor**, Content Manager at Stamford, has been taking throughout the pandemic.

The global pandemic has forced marketers to reassess how to contact their audiences; newspapers and magazines temporarily ceased to print, billboards and outdoor advertising went unseen as people stayed inside, and digital advertising space has become increasingly competitive.

With families, at times, still unable to visit the Schools themselves, Stamford has needed a way to show off our facilities, tell our stories, and demonstrate our Stamfordian Spirit, virtually.

Video feels like the natural stepping stone; Ofcom have reported that, during lockdown, adults spent a record average of four hours a day online, with one in three watching online video more than traditional television. These statistics don't seem to be slowing, with Forbes confirming that 38% of adults confess to consuming more on their phones and tablets now than when pandemic restrictions were in place.

We have developed into a nation of content consumers and creators, with social media apps such as YouTube, Snapchat, TikTok and Instagram making video production quick and easy, and providing a platform for individual creativity.

The Schools haven't fallen behind with this trend, having large followings across all major social media platforms and over 80 department-specific accounts.

Professional video, created by local production company Posh Gecko, has helped the Schools stand out in a crowded social media space. Our first video aimed to encapsulate the feeling of being a Stamfordian, which was as emotive and engaging to parents and pupils as it was to Old Stamfordians.

Engagement is certainly what we achieved; the video has now been watched for over 220 cumulative hours, has been viewed over 18,000 times and has received comments from individuals spanning the breadth of the Stamford community. It continues to serve as an admissions tool and has been complemented with a suite of professional and in-house created video content.

If you've never been involved in professional video production, you might be surprised how many hours of work go into a two minute film; from start to finish, the Schools main promotional video took three months to bring to life.

Behind the scenes, objectives and messaging were creatively worked up into storyboards and shot lists through an iterative process, before location scouting, casting, scheduling, and finally filming, went ahead.

Once filmed, post-production editing was undertaken primarily by film director and producer, Chris Rigby: "Not many people will appreciate that audio is as important as the visuals.

"With no spoken word or titles on screen in the film, that left a lot of work for the music to do in terms of telling a story, and the story of this film is very important. With that in mind, a piece of music with lyrics was a must.

"After hours and hours of searching for an artist with the right tone, and a lot of trial and error, we settled on a track. The semi acoustic nature of the song gave an authentic wholesome feel, while the lyrics spoke of "following a dream" and "never being alone", perfect for the ethos of Stamford, we thought. And happily, so did they."



FILMING IN NUMBERS

98

seconds of final
footage

3

days of
filming

70+

student cast

10+

staff cast

1 drone

and several
cameras used to
create the film

25

filming locations

An 'access all areas' series and weekly vlogs give audiences a look into opportunities available at the Schools; from videos filmed by the campfire on DofE to interviews with the First XV. Virtual tours have been filmed and shared, concerts and Chapel services recorded, and live workouts streamed to hundreds. Supporting the town's businesses, a promotional video was filmed in the run up to Christmas, encouraging the Schools' community to shop locally.

Most recently, a dynamic video supporting the development of the Kettering Road Sports Facility, celebrating girls' sport, has been produced in collaboration with Posh Gecko. Emulating the impactful style of television advertising, often used by big-name sports brands, the video is made more emotive with the use of student voice and rousing audio throughout.

This too resonated with our audiences, with whoops and cheers, and back-to-back re-watches of the video at the 'movie premiere' laid on for the 70 plus students and staff involved, and over 550 engagements across social media.

The doors have been opened to the virtual world of video, and its positive impact, reach and accessibility suggest its use will only grow. The summer of 2022 brings production of the next exciting professional video, celebrating and showcasing life in Stamford's boarding community...watch this space!



To watch the videos mentioned in this article, and access more of Stamford's content, search 'Stamford Schools' on social media, or scan the QR Code.



SCHOOL'S OUT, AND IN AGAIN

Stamford is the school that never sleeps: when term is over and teachers and students are on holiday, new visitors move in. Commercial and Events Manager, **Caroline Lawson-Dick** explains more.

As students excitedly gather their belongings at the end of a busy spring or summer term and teachers breathe a collective sigh of relief, looking forward to a few weeks to recharge, the Stamford Schools spring into life in a different guise.

Over these holiday periods, between the three schools there is an abundance of classrooms, sports and extra-curricular facilities being used, as well as boarding house accommodation providing more than 200 beds for visitors.

To make the most of the facilities that Stamford has to offer, during the holidays SES Enterprises hires them out to external groups and individuals, generating additional income that gets invested in our Stamford students. Indeed, 100% of the income from commercial lettings goes towards means-tested fee assistance which supports local children who would, without such financial support, be unable to attend the schools.

There are a number of groups and organisations who run their own residential and non-residential camps and summer schools during the holidays, and many of these look to Stamford to provide accommodation and facilities.

In 2022, we are hosting several of these groups at Easter and in the summer.

The Association for Latin Teaching is holding its 2022 Summer School at Stamford. Fifty classics teachers from schools across the country get together for a week each summer to share ideas and to take part in lectures on set topics and curriculum changes, as well as subjects of broader classical interest.

The National Youth String Orchestra first joined us in the summer of 2021, and around 100 young musicians will be returning for residencies during both the Easter and summer holidays in 2022.

NYSO is one of the UK's most prestigious training orchestras for young string players, many of whom go on to play professionally. It was a delight to hear the rehearsals taking place across the Stamford School campus last summer, and a number of us were treated to a first-class concert by the NYSO Senior Orchestra in the Oswald Elliot Hall before they left Stamford to perform at the Three Choirs Festival in Worcester Cathedral.



The English Speaking Union runs a week-long Debate Academy each summer, and we are hosting this event for the first time in August. Around 140 young people will be able to take advantage of top-quality coaching in debating at all ability levels, delivered by some of the best coaches and debaters in the world.

Camps4You is an Austrian travel company specialising in English language summer camps for young people. They will be bringing a group of mainly Austrian students to Stamford for three weeks in August for a combination of English lessons, sports and activities and excursions.

FAB Family Activity Breaks is a charity that offers week-long activity breaks for bereaved military families. There is a connection with SES as Rae Burns, Student Support Manager at Stamford High School, sits on the charity's committee and will be involved with running the camp.

We expect to welcome around 15 families to Stamford next summer. Stamford Endowed Schools has always had close links with the armed forces so we are delighted to be working with this fantastic charity.

In addition to welcoming external organisations, we are developing our own programme of courses for children under the Stamford Holiday Courses umbrella, making the most of the superb facilities on offer at the Schools.

We were able to launch a couple of courses in the summer of 2021: a Circus Skills week, which proved to be extremely popular, and two very successful Art courses.

These will run again in 2022, along with a number of additional courses, which will include a Musical Theatre week, a Bushcraft camp, a Coding course, Netball and Basketball camps, plus various other courses and sports camps still being planned.

Stamford Holiday Courses are open to children attending any school, not just the Stamford Schools. They therefore provide a wonderful opportunity to introduce children to many of the delights at Stamford as well as offering a great way to have some fun during the holidays.

As well as the general interest courses mentioned, we launched a series of Easter Revision Courses, too. Open to children attending any school, they are a great opportunity to promote the excellence in teaching offered at Stamford.

Further information on all the courses being offered can be found at www.stamfordschools.org.uk/holiday-courses.





“TO MAKE THE MOST OF THE FACILITIES, DURING THE HOLIDAYS SES ENTERPRISES HIRES THEM OUT TO EXTERNAL GROUPS AND INDIVIDUALS, GENERATING ADDITIONAL INCOME THAT GETS INVESTED IN OUR STUDENTS.”



LEARNING TO LEARN

At Stamford, we just don't teach students the curriculum. Because they are all different, we also teach them how to learn, with the basis for this grounded in psychometric testing.

By Stamford School Head of Year 10 &11, **Brendan Morris**.

Where once there was a sizeable divide between the academic and pastoral functions of a school, the last 20 years has seen an increased recognition that the two things are fundamentally intertwined in the development of a student.

Pastoral care - addressing the cognitive and emotional needs alongside their academic requirements - is of fundamental importance to the character and the ethos of students at the Schools, and is supported through robust policies and procedures, including psychometric testing.

Why do we do this? As the world begins to contemplate life post-Covid 19 and a period of such flux, there's a big change in the thinking around our schooling system and how we educate. To improve our students' acquisition of the essential cognitive, social and emotional competences needed to succeed in an increasingly interconnected, yet also disruptive world, it requires greater input from the student in regards to their own learning.

Academic studies have found three essential ingredients as the basis for self-regulated learning: cognition, metacognition and motivation, which if developed and enhanced can markedly help students' attainment.

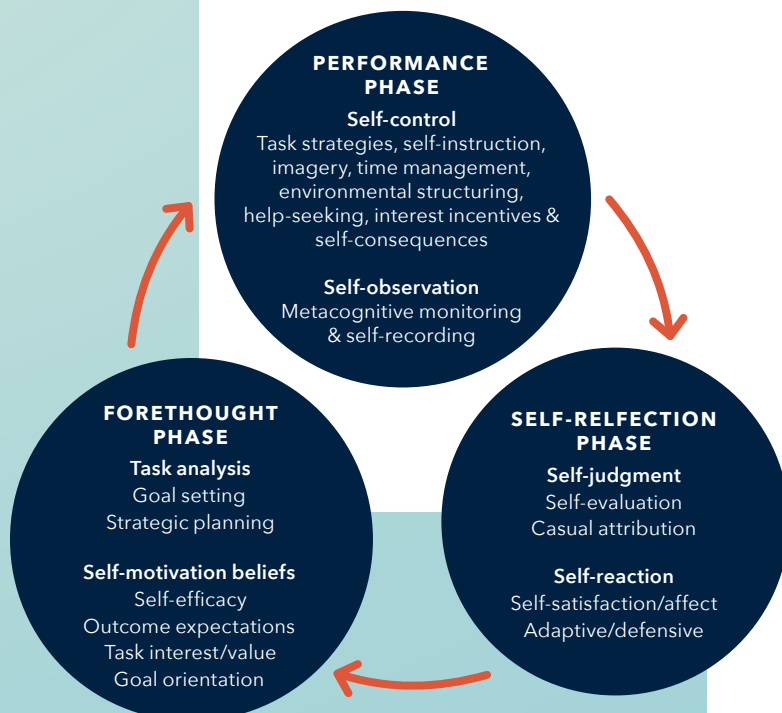
At the Schools this academic year, we have rolled out regular psychometric testing in Years 7 to 13, consisting of 50 questions across nine standard areas, including confidence in their learning, general work ethic, perceived academic competence and attitudes to their teachers. These nine areas are proven to be significantly linked to educational goals and attainment.

Alongside these educational goals is the concept of metacognition, in which students learn awareness of their own thought processes and the patterns behind them. By doing this, they are able to understand how they work and think, which in turn helps their self-regulated learning.

The guidance report published by the Education Endowment Foundation highlighted that metacognitive interventions have a high impact for very low cost. Self-regulated learners are able to initiate and systematically maintain behaviours that will aid them in attaining their learning goals. It's a three part personal feedback loop.

THE PROCESSES AND PHASES OF SELF-REGULATION

(Zimmerman & Moylan, 2009, p.300)



Acquiring and using these strategies is part of a student's 'learning to learn' journey in becoming a more independent learner who is able to apply cognitive knowledge to differing situations. Given the development of each individual's brain, this journey does not necessarily start at the same time, nor is there a consistency of pace across subjects. There is no doubt decreased self-belief and motivation in those subjects that students find more challenging.

It's about giving students that understanding which allows them to stand back from the task or project and evaluate the components and their success. It becomes a cycle, where the next time the student comes to complete that task they know which components were successful and can replicate it.

Also, it's about recognising which elements need changing, and having more learning strategies, such as testing, interleaving, spaced practice, verbal modelling and feedback, at one's disposal.

We aim to supply students with a toolbox for each individual to learn, and drive an emotional response from the learner that their learning is 'real', that 'responsibility' lies with them and their views are 'respected'.

Being able to work out what you need to learn is a skill that needs to be developed. As an example, a Year 10 student explains how the strategies in their mentoring sessions had a positive influence on their GCSE work: "It was the repetition of structure for English language and in geography it was the inclusion of facts with the point being made. Being shown these techniques improved my grade in those subjects."

Two other students suggested that being mentored increased their motivation and performance levels:

"A piece of physics evidence was marked as an 8. Using my mentor's strategies, I went from 38% to 63% in an assessed maths piece. Mentoring gave me that incentive. For me the mentoring programme was about motivation, with support from a teacher who was not my subject teacher."

Research into this area has shown that teaching students how to learn through mentoring is just as important as teaching them the content. With this psychometric test we can identify barriers to learning for the individual and provide tailored interventions and strategies targeted towards that particular student.

The Schools have implemented academic mentoring at Key Stage 4 in the build-up towards GCSE examinations, specific 'learning for life' sessions on growth mindset, and improving skills such as working memory, flexible thinking, and self-control. This is complemented with specialist sessions, delivered by external speakers, on how to revise and study.

For the first time, there is a situation where there is a powerful triangulation of data surrounding a student's learning: the attainment achieved, the teacher's perception of the student's approach to learning and, now, the student's perception of what they think about their learning. The effect of this triangulation cannot be underestimated.

The theory of 'learning to learn' is closely associated with the practical delivery of 21st century skills, including problem-solving, critical thinking, adaptability and self-management. Studies show these skills are crucial for succeeding as a learner, and are necessary to enter the workplace.

The unique situation of the pandemic and its aftermath, where the world is a far more fluid, uncertain place, has placed an even greater importance on the skills of executive functioning, self-monitoring and capacity to learn.

If you want to know more about how your child learns, please contact:

Mr B C Morris, Head of Year 10 & 11, Stamford School, bcmorris@ses.lincs.sch.uk
Dr A Crookell, Assistant Head - Teaching & Learning, Stamford High School, acrookell@ses.lincs.sch.uk

The Gift of Time

Many in the Stamford community do volunteer work, both in school and outside. **Rebecca Taylor** finds out what it means to them.

The latest Government 'Community Life Survey' estimates that over 60% of adults in the UK have volunteered in the past year, giving their free time to contribute to their community, society, cultural and environmental improvements, or the wellbeing of others.

Stamford supports and encourages volunteering, whether individuals are contributing to national campaigns, supporting their local communities, or even volunteering within the Schools themselves.

We've spoken to volunteers from across the Stamford community to hear what volunteering means to them.



Dale Harrison (OS 03)
Development Officer

"Although my main job here at the Schools is behind-the-scenes, as it were, in the Development and External Relations Office, I volunteer as a footballing coach with our Year 7, 8 and 9 students at Stamford School. I have worked closely with members of the Peterborough United Foundation, running the weekly training sessions since September 2021, with the aim being to bring in competitive fixtures in the near future.

"I am an Old Stamfordian myself (I left in 2003) and as a keen football fan, having played for our Stamford School 1st XI, as well as various other football teams in the area, it feels quite natural to me to help our students' progression and development.

"Football, at its core, is a team game that requires many attributes that can contribute greatly to everyday life – leadership, teamwork, competitiveness and goal setting – and it is exciting to see the progression of our young players. I have certainly noticed a difference in the short time that I've been coaching them. With the introduction of fixtures in the future, I have already started building a team in my head, so I am looking forward to seeing how my theoretical tactics transfer onto the pitch!"



Kate Docherty
Teacher of Philosophy and Ethics

"I have created my own volunteering organisation at the Schools called 'SAID' - Stamford Allies for Inclusion and Diversity - to help raise awareness of diversity and inclusion amongst students and staff at SS and SHS.

"I feel really passionately about diversity and making sure everyone feels like they belong. As a teenager, I didn't know where I stood when it came to religion, or beliefs about God and the afterlife, so I studied Religious Studies so that I could work it out.

"My current work on increasing awareness and educating everyone on the vast spectrum of human experience stems from that – I want everyone to feel that they belong and are included and celebrated equally during their time at school, rather than feeling isolated or ignored. Education lasts a lifetime, and if it helps create a more respectful, tolerant, and multi-faceted society, then I'm all for it!"



Hannah Hamilton
Director of Development
and External Relations

“I volunteer as a tutor with ‘The Access Project’ (www.theaccessproject.org.uk), which is a brilliant charity that helps young people from disadvantaged backgrounds to improve their grades and increase their chances of going to top universities. I have been paired with a student in London, and we have an online session once each week to work through topics that support their A Level English studies.

“Education transforms lives, and I started out with The Access Project because I wanted to help make a difference – even if it’s only a tiny one. Now that I’m up and running, though, I’ve discovered I am getting a huge amount of joy



and satisfaction out of it – discussing topics with my tutee means I’m stretched intellectually, and seeing them grow in confidence is extremely satisfying. Tutoring with TAP is a genuinely enjoyable experience. I finish every session absolutely buzzing!”



Scott Slocombe
Director of IT

“I have been at the Stamford Schools for 15 years and prior to this I worked in several schools in the local area. I currently volunteer at two schools in or near Bourne, at Bourne Westfield Primary Academy as the IT, and at Premise Governor, and Thurlby Community Primary Academy as their Chair of Governors. I am also on the IT management board for the Keystone Academy Trust.

“I volunteer to give back to my local community; the main reason is because I have a passion for being a part of making sure every child gets the education that they deserve. I am a keen believer that technology creates an inclusive and personalised environment to support learning, allowing all abilities to maximise their learning potential, supported by technology. By volunteering in the community, I am able to share my experience and knowledge, and feed my passion, and at the same time make a difference.”

Phillip Hoskins (OS 72)
Former Chairman of the OSC club

“To stay out of mischief in retirement I have a portfolio of voluntary jobs, one of which is to help and support the Old Stamfordian Sector Group Project. We have groups for various sectors which aim to: provide guidance and support for Stamford students contemplating a career in the particular sector; develop a network for Old Stamfordians involved in the particular sector; and provide help and support throughout the careers of Old Stamfordians.

“We have groups for Military Services, Arts, Education, Accountancy and Financial Services, Legal, Marketing, PR and Advertising, Medicine, Property, Public Services and STEM. We have plans to set up groups for Agriculture, IT and Sport.

“Volunteering exposes one to new experiences and often new and valuable lessons. When we were growing up, we were always taught that you are never too old to learn! What is really rewarding is seeing the enthusiasm and dedication of one’s fellow volunteers. Often truly inspiring!

“Out of mischief? The jury is out!”



TIME TO VOLUNTEER?

If you are interested in volunteering at the Stamford Schools, we have a number of opportunities available, including support with after-school and sports clubs, careers talks, CCF and assisting in the archives. Please email community@ses.lincs.sch.uk for more information.



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REVVED UP

The School Chaplain, Rev Mark Goodman, left Stamford at Easter to become Rector of St. Columba's, Largs, in the Scottish Episcopal Church. Head Boy **Samuel Hughes** and Head Girl **Kitty Henderson**, talk with 'Revvie G' about his time at the Schools.

Kitty: When and how did you come to teach and be Chaplain at SES?

I was working in Scotland as a Rector to two churches. I was lucky enough to be Chaplain to a number of primary schools, but best of all was my time as Chaplain to two special needs schools. I applied to Stamford and started in September 2006, and it fitted like a glove. The prospect of being the first Chaplain to cover all three schools was an exciting opportunity.

Samuel: What will be the thing you miss most about teaching?

You see students picking up a subject they've never done before. They don't think they will do well in it, and then it turns out they excel in it: it's great. I think teaching is a phenomenal job.

I enjoy philosophy and ethics and have always been staggered by how many brilliant philosophers there are among our students. It's one of those subjects that gives a student a voice they have never had before, and the ability to think logically, rationally, and even spiritually.

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

They have taught me to wait a beat and not rush before you come to a judgement; that's important. Students have taught me to be patient – I'm not patient by nature.

Samuel: What were your aims when you started and do you think you achieved them?

I wanted to establish chaplaincy across the schools and make it credible, which can be tricky in a secular world.

At Stamford School there had been two previous Chaplains. When I started, however, there was no Chaplaincy presence at the High School or Junior School. I made it a priority to take part in assemblies and teaching across the schools, so that everyone would start to know who I was and would become familiar with the messages I wanted to convey – that everyone is valued and is a child of God, and to be ready to offer kindness and respect to other people.

I wanted every person and child to know that they were worthwhile. Our students are utterly amazing and I have seen first-hand how extraordinary, engaged, thoughtful and sensible they are.

"I APPLIED TO STAMFORD AND STARTED IN SEPTEMBER 2006, AND IT FITTED LIKE A GLOVE. THE PROSPECT OF BEING THE FIRST CHAPLAIN TO COVER ALL THREE SCHOOLS WAS AN EXCITING OPPORTUNITY."



Rev Mark Goodman speaking to Head Girl Kitty Henderson and Head Boy Samuel Hughes



Kitty: How have the Schools changed since you first arrived?

It is extraordinarily busier. I think that students are much more geared into working. The support that is given to students is so much more developed. Students are at the centre of everything that happens. I hear time and time again in discussion with staff colleagues: "What is this like for the students... will the students be ok?"

Samuel: What are your most memorable moments?

I've had a lot of fun coaching hockey teams. There was a two year run with an U15B, then U16B, team who didn't lose a game and didn't concede a goal in the second season. I have to admit, they were some of the most focused and scariest students I have coached but so much fun.

There was also the team who invented new lyrics to the hymn 'Lord Jesus Christ' and used to sing it when I was driving them home. It began "O Revvy G, You have come to us on a minibus...", and the final line was changed from "Living Lord" to "Living Lad".

Kitty: What about your funniest moments?

You never stop having funny moments. I remember particularly the Junior School assemblies with Libby Craig at times being an absolute riot. There was one quite early on where we ended up all jiving together with some music.

There was a magic trick once I had seen online and thought "I can do that". It had three chairs that you lie across, get a student to stand on your middle (we found the lightest Y6), and then someone takes away the middle chair. You are left with only your head and feet on chairs with no obvious means of support for your body - quite an illusion!

Stupidly dangerous, but I am still astounded to this day that it actually worked!

Samuel: What would you like to be remembered for?

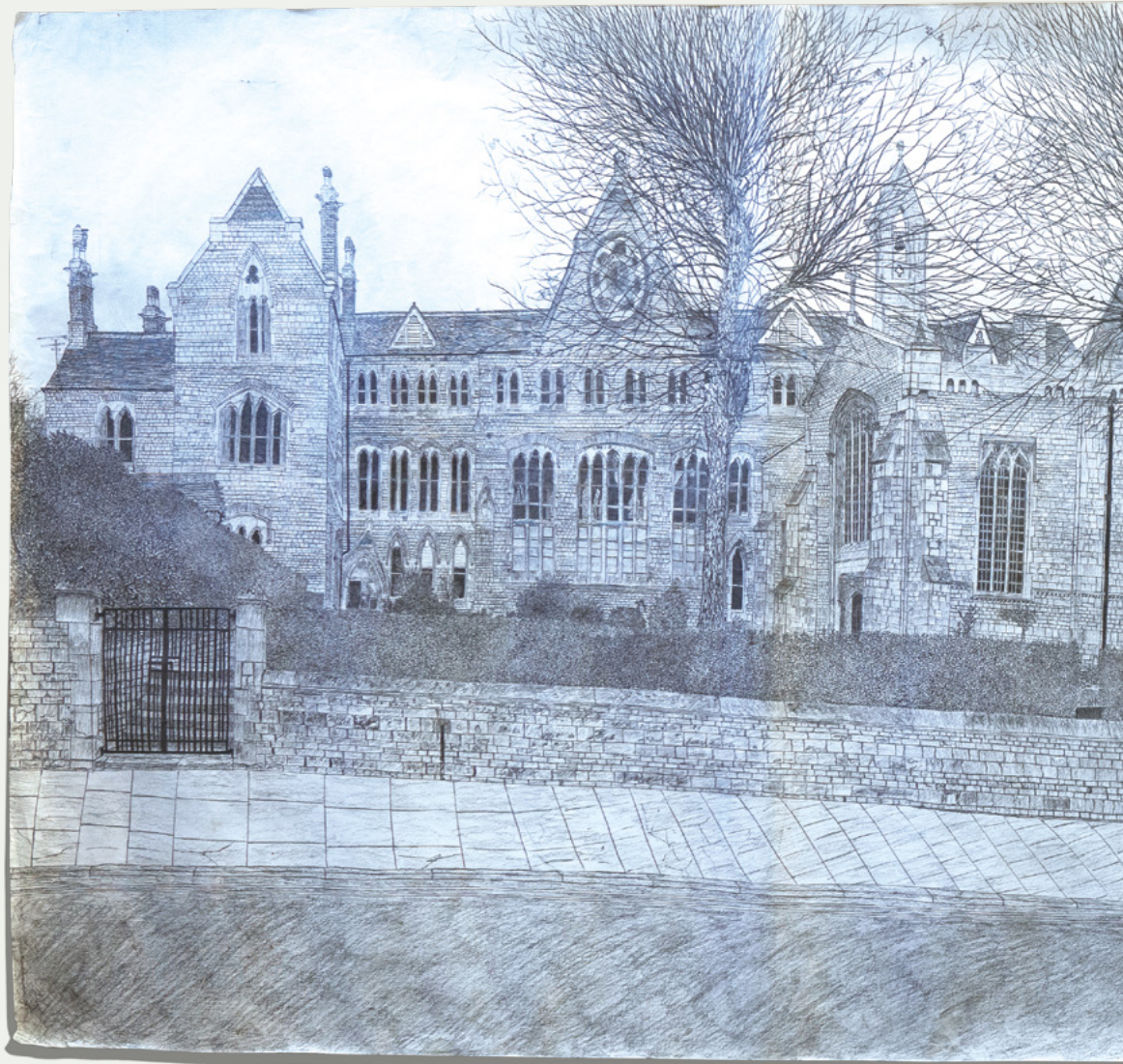
For people to know there is more to life than what is in front of them and that there is a point to their lives: they matter and they are valued.

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

That has to be the Philosophy and Ethics team!

Peter Pope, SES Grounds Assistant, talks to **Hannah Hamilton** about his love for drawing, and shares a new view of some of Stamford's most interesting buildings.

IT'S ALL IN THE DETAIL



Stamford is renowned for the beauty and history of its environment, and the buildings that surround us give a fascinating insight into the people, businesses and priorities of centuries of life in our town.

For many of us going about our daily business, these buildings form a comforting, reliable and often beautiful backdrop – but the work of local artist, and Stamford Grounds Assistant, Peter Pope, is bringing new insight into the intricate detail that often goes unnoticed.

Peter started his artistic journey into Stamford's historic buildings with a study of Burghley House in 2009. After a gap of more than a decade, he picked up his pencil again in August 2020 and completed a series of major drawings in quick succession: St Mary's Church, All Saints Church, and Stamford High School were all finished by October last year, leaving him free to start the Stamford School Chapel, his largest project to date.

Peter's drawings are intensely detailed and meticulously planned, and take hours of work – his drawing of the Chapel took him at least 115 hours to complete, from mapping the initial layout to the replication of every detail. Such is his attention to capturing each individual component that much of the work had to be delayed until the autumn, so that the leaves on the trees had fallen and left a clear view of the building.



“The more you look at a building, get familiar with it and come to know it, the more you see something in it – the history, heritage and character”, said Peter. “Every building is unique – drawing them can add mood, character and spirit to the place.”

Despite the complexity and technical skill on display in Peter's drawings, he has no formal training in art beyond a Grade C at GCSE, and he attributes his success to “working very hard at it over a good length of time”. By the same token,





**“THE MORE YOU LOOK AT
A BUILDING, GET FAMILIAR
WITH IT, AND GET TO KNOW
IT, THE MORE YOU SEE IN IT.”**

he would love to see more people having a go at art, and developing their own style and approach: “If you can choose a project that you like the look of, and won’t stretch you too far, that drawing will give you the skills and confidence.”

With his drawing board balanced on his knee, Peter has become a familiar figure on the streets of Stamford, with local residents keeping a keen eye on his progress.

“When you’re getting near the end and there is lots to see, people like to stop and talk,” said Peter. “It can be distracting, but it’s very complimentary – and when I’m feeling tired it is really encouraging ... it gives you a second wind and keeps you going.”

Never daunted by a challenge, Peter is already looking ahead to his next picture – in a change from his recent work on buildings, he is planning to tackle a large-scale version of a colourful coral reef.

20 YEARS ON...



2002 was a milestone in the history of the Stamford Schools as the Sixth Form went co-ed. **Natalie Pretsell** talks to two Old Stamfordians about life 20 years on from leaving school.

In 2002 Stamford High School and Stamford School came together for the first time as a co-educational Sixth Form, and in the 20 years which have now passed, nearly 4,000 boys and girls have passed through the doors of Brazenose to take their A Levels.

There have been so many achievements and memories made throughout this time, and we are proud of the students of Stamford in all they achieve with us, and all that they go on to do in their future careers.

Andrew Cornthwaite (OS 02)

We talk a lot about transferrable skills in life and I think being a boarder at Stamford helped prepare me for my future career. It required independence and resilience - attributes I now use daily.

At school there was a clear culture driving us towards high standards, both in academic and extra-curricular activities. This mentality of striving for a higher level of performance stayed with me.

After university I joined the Royal Air Force and am now an instructor training pilots in fast jets in the Middle East. These are primarily used in front-line duties for air-to-air combat and ground attack. Recruits are trained for two years and receive their Pilot flying badge - also known as their 'wings'.

Joining Stamford in 1994 I had a keen interest in sports and the arts - a combination not always put together. Playing squash for the school in the Peterborough and District League every Thursday night was memorable. So too were the pub meals for away matches. I also played tennis, took part in athletics and was fortunate to go on the rugby tour to Canada. So many memories were made there too...

There was wide variety of opportunities, and being able to have a go and try new things was encouraged by everyone. It was one of the things I really welcomed.

For the arts, singing and drama were my favourite, particularly the Choral Society trip to Norway, along with singing 'Grease Lightning' playing Kenickie, although 'driving' off the stage into the band was not a high point!

Advice I would now give to my younger self, or pupils starting their time at Stamford now, is that failing is part of the learning experience - sometimes you'll deserve it, sometimes you won't. Don't take it personally; learn what you can from it and move on.

I think that students today will experience a lot more information being readily available to them than 20



Andrew, front right, in the Stamford School Rugby 1st XV in 2001.

years ago. Although convenient, this adds the challenge of sifting through what is relevant and irrelevant in the volume of material. However, this could improve their data screening and analysis skills, so there is a silver lining with every cloud.

Sophie Gathercole (OS 02)

I joined Stamford High School midway through Upper Third in 1997 and was absolutely wowed by the School, my peers and the learning opportunities ahead of me. On my first day, I remember sitting in reception, waiting to meet the Headmistress for the first time, and I felt so proud to wear my long, pleated, navy skirt, red striped blouse and navy blazer. The corridors were long and tall and the buildings were awe-inspiring, a far cry from my previous school!

From Upper Fourth, I loved the school so much that I became a boarder and spent three wonderful years as a resident at Welland House, where I built amazing friendships and embraced every aspect of school life.

As a Stamford High School girl I threw myself into Art and History - subjects I continued to embrace and develop at GCSE and A Level. At lunchtime, I was a keen member of the Debating Society and used this to find my voice, which I went on to develop in Speech and Drama lessons and subsequent examinations.

I loved the camaraderie of being a boarder and the deeper level of friendship I gained by not only sharing a classroom with my peers, but also a dormitory. We shared our loves and passions, and during tough times we were there for each other; I had a group of girls around me who knew me better than I even knew myself.

After Evening Prep, we would make toast and hot chocolate in the kitchen before piling on top of one another in the small snug to watch *Desperate Housewives* (or whatever popular show was on at the time) before heading off to bed for 'Lights Out' - which rarely resulted in the lights really being turned out! We shared everything - often, too much - but I wouldn't have changed it for the world.

After graduating from the University of Leicester with a BA Honours degree in History, I went on to work in the

magazine publishing industry for a few years before deciding that I wanted to go back to my roots and work in education - to be able to share the wonderful experiences I had as a child.

In 2009, I graduated with a teaching qualification from The Cambridge Partnership to share my passion for History and the skills it helps learners to develop. Fast forward thirteen years and I am now an Assistant Principal and Head of Sixth Form at GEMS Wellington International School in Dubai and I have been living in this beautiful and diverse city for ten wonderful years.

I am hugely grateful for the opportunities that Stamford High School gave me - they shaped who I am and opened my eyes to what an outstanding education looks like. Education in recent years has increased in breadth, with numerous different tools available for learning compared to twenty years ago. An element of education which continues to inspire me is the diversity of passions you can pursue which are relevant in our current world and continue to expand (what seems like daily!).

As a former student and now, as an Old Stamfordian, I continue to be very proud to have been able to spend so many wonderful years at Stamford High School. Even to this day, when I am doing something challenging or something a little bit scary, I continue to wear blue or red to remind me of my identity and give me the courage I need to drive myself forward.

To think I left twenty years ago feels, quite simply, crazy. Being an Old Stamfordian is still very much who I am and, I have no doubt, will continue to shape my values in my future, in the same way it did in my past. I look forward to coming back to visit when I'm back on UK soil!

THE CO-ED JOURNEY CONTINUES...

The Governors of the Stamford Endowed Schools announced that Stamford will become fully co-educational from September 2023.

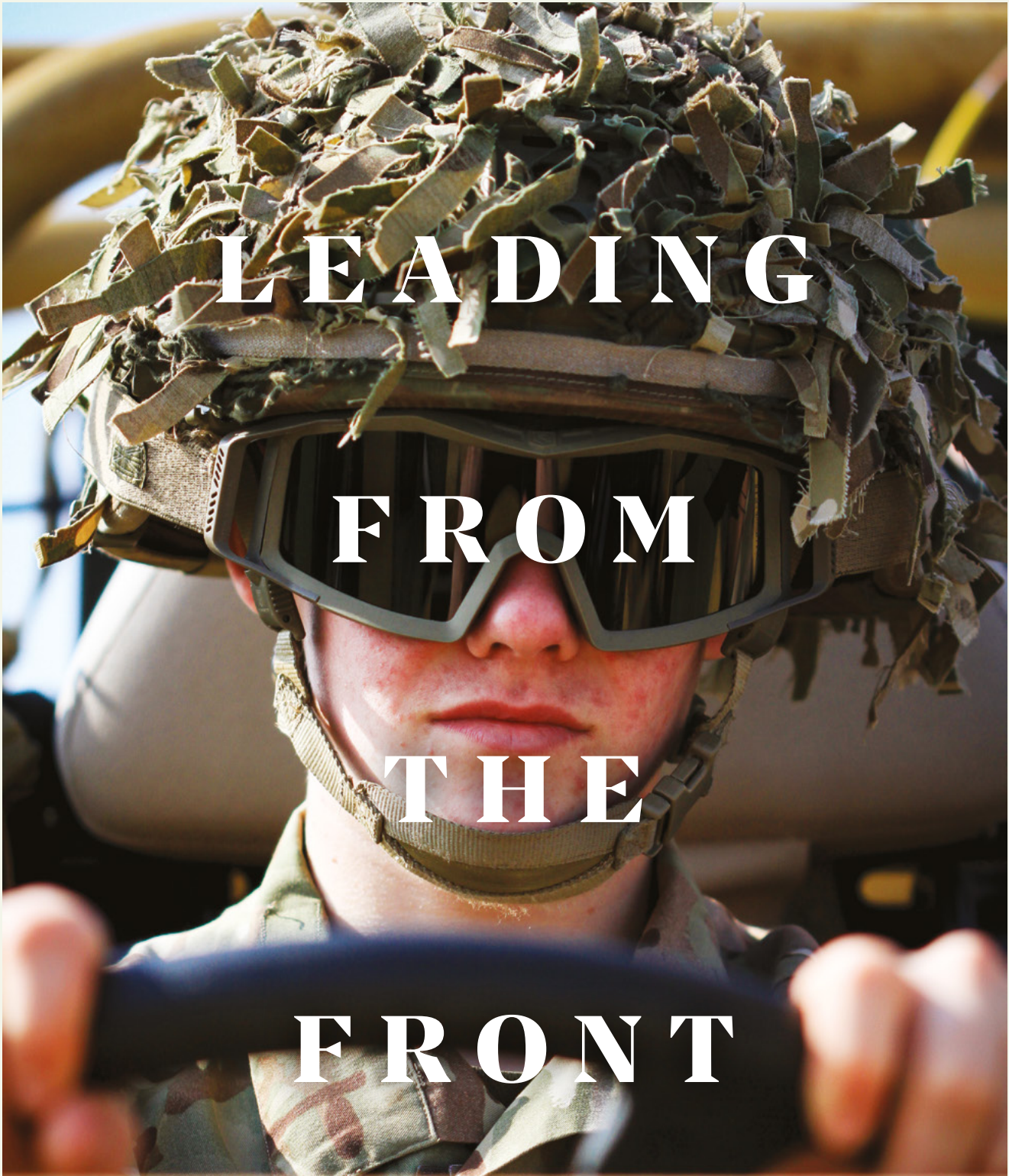
Will Phelan said: "At heart, Stamford will retain all of the features that make it such a happy, welcoming and successful school. Our strategy - to focus on academic ambition, pastoral excellence, and delivering world-class preparation for the future - is designed to support that vital purpose, and will continue to do so.

"We want to forge a new culture, that combines the best of both of our senior

schools, and draws not just on our heritage, but on the expertise and the vision of our staff, and the ambitions and passions of our students, to create a school which is set up for every child's future. A school which really enables our students to become the best version of themselves. This is a journey, and all of us - staff, parents, students and Old Stamfordians - will travel it together, as our School, and our students, become even better, stronger, and more agile.

Further information about the transition can be found at stamfordcoed.org





LEADING

FROM

THE

FRONT

For more than 100 years, Stamford's Combined Cadet Force has been instrumental in developing key skills, particularly in leadership, among pupils.

By CCF Contingent Commander, **Tim Heyworth.**

Photography: Pip Warters



S

ince its inception more than a century ago the Stamford School's Combined Cadet Force, (CCF), which is now one of the largest in the country, has been developing and honing leadership skills among boys and girls.

Originally established as the Stamford School Cadet Corps in 1916, the Corps' role

was to act as a conduit for boys to move from school to war, with many serving as leaders during the First World War.

Over time, this overt link between school and the armed forces was removed. The CCF is not, nor does it act as, a recruitment tool for the armed forces. Rather it utilises the recognised strengths of the armed forces to support a cadet's personal development.

As a result, today's CCF is tasked with providing 'young people with the life skills and self-confidence to take charge of their lives so that they can reach their full potential at school and beyond, including in employment'.

A key component of this personal development programme is leadership and throughout their CCF careers cadets are exposed to 'leadership' in its various guises. From

day one cadets wear CCF uniform, are inspected and learn the rudiments of drill. These activities begin the process of team building from which future leaders will emerge.

Wearing the uniform immediately levels the group and a cadet's body language often becomes more upright and assured. Movement can be seen to be more purposeful, and self-esteem grows as dress standards improve under the direction of cadet Non-Commissioned Officers (NCOs).

Drill reinforces teamwork, again under the tutorship of the cadet NCOs, providing an instinctive response to the control and stimulus of cadet leaders. At this point, cadets will be observing the cadet NCOs: who is the smartest, the most confident or most inspirational? To quote Albert Schweitzer: "Example is Leadership."





“FROM DAY ONE CADETS WEAR CCF UNIFORM, ARE INSPECTED AND LEARN THE RUDIMENTS OF DRILL. THESE ACTIVITIES BEGIN THE PROCESS OF TEAM BUILDING FROM WHICH FUTURE LEADERS WILL EMERGE.”

As cadets progress, leadership training becomes more explicit. Cadets begin to develop their teamwork and leadership skills by participating in command tasks that reinforce the importance of teamwork in an environment where they can experiment with different leadership styles.

The Plan, Initiate, Control, Support, Inform and Evaluate (PICSIE) framework enables cadets to develop problem-solving processes that can be employed outside the CCF. Failure and the analysis of its causes play as much a part as celebrating success during a command task debrief.

Field exercises and competitions provide more pressured environments for cadets to practise and hone their leadership skills. Cadets are given clear frameworks that they can use as

building blocks to start developing the skills they will need to be able to deploy as leaders.

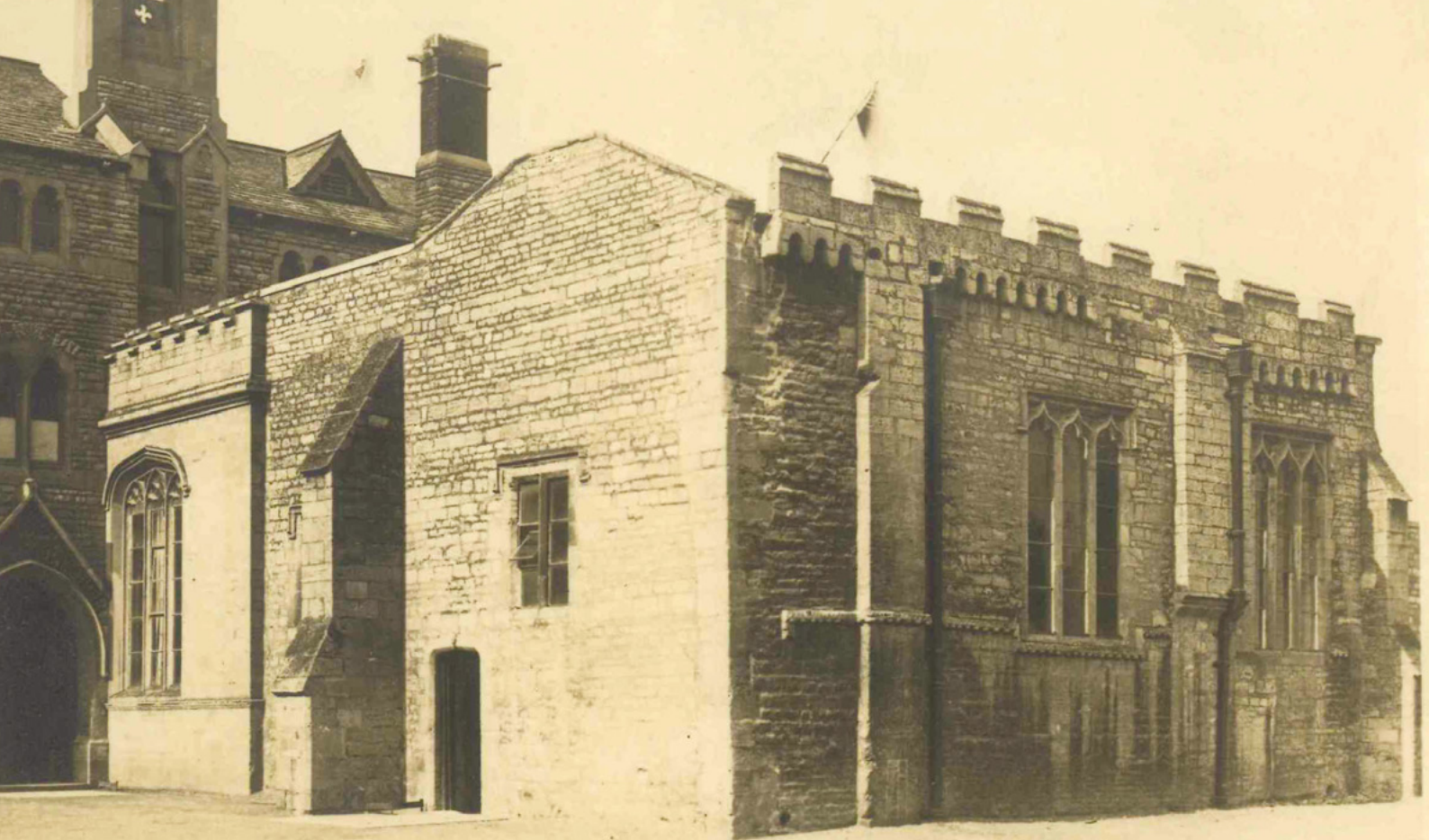
By receiving and delivering orders, cadets become more adept at identifying and extracting key information and are trained to ask questions like: What is my role? What am I expected to do? What is my leader's plan?

Promotion is an outward sign that cadets are developing as leaders. Senior cadets can become Non-Commissioned Officers (NCOs). It is acknowledged that cadets develop at different speeds, and it is important to recognise that there is no fixed point at which a cadet rank should be achieved.

Cadet NCOs deliver much of the training to the more junior cadets. 'Methods of Instruction' courses provide them with the tools they need to deliver effective training. Cadet NCOs develop resilience and self-confidence.

A cadet may be inspected once during a CCF parade. However the cadet NCO, as a leader, is essentially on parade and inspected by every cadet at every point of contact. The same is true of leadership in the working world and so this experience enables readiness for leadership in the workplace.

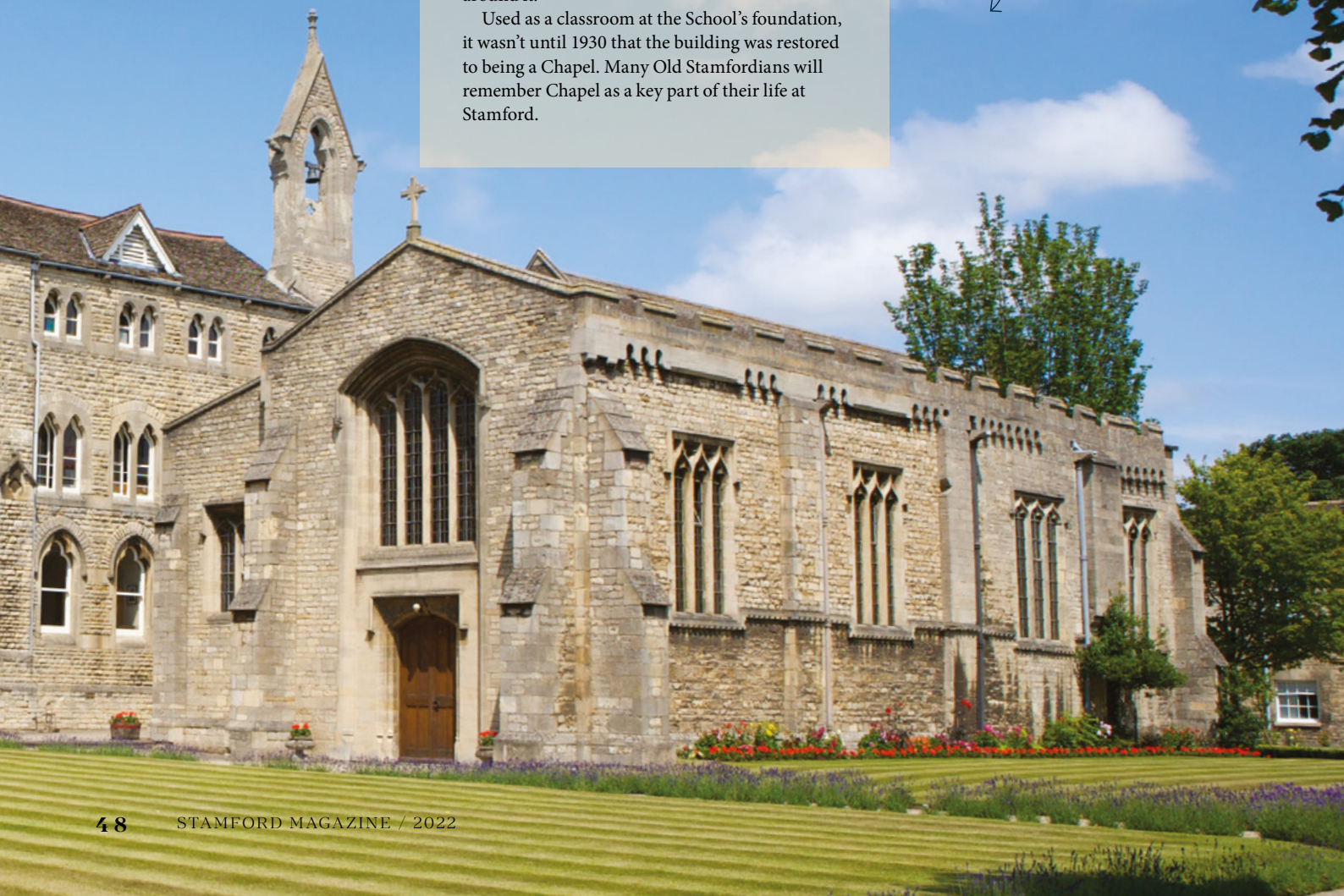
Over the past 106 years the focus for the CCF has moved from preparing cadets to serve their country, often at times of conflict, to helping prepare young people for the challenges they will face away from School.



Chapel

The Chapel is the oldest part of the school and predates it, being built as far back as 1200. It's the heart of the School, with the campus growing around it.

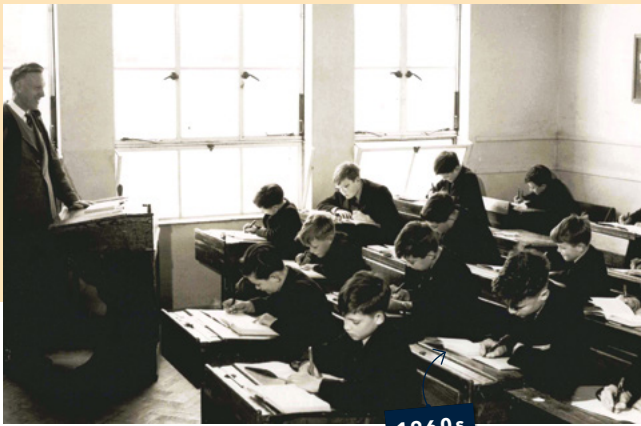
Used as a classroom at the School's foundation, it wasn't until 1930 that the building was restored to being a Chapel. Many Old Stamfordians will remember Chapel as a key part of their life at Stamford.



STAMFORD THEN AND NOW

A lot has changed over the history of the Schools, as these pictures from the archive and shots from today, show.

By **Alex Cooper**



1960s

Classrooms

Remember inkwells, blackboards, and maybe the odd flying board rubber to encourage better attention? Classrooms have progressed a long way, and are increasingly digitised in line with modern learning and teaching.

In 2022, the Schools are fitted out with 'ideal classrooms' which feature whiteboards on all the walls and desks, allowing students to write on them - without getting detention! This lets them learn flexibly and collaboratively and be creative in sharing ideas.



NOW



1974

Swimming pool

Stamford School's first outdoor pool was built in 1956. We often hear Old Stamfordians' memories of using it, and they're not often rose-tinted ones, especially when remembering colder days!

With the Sports Centre being built in 2012 with a fully equipped 25m indoor pool, the outdoor pool, and its bracing charms were consigned to history. It's now an extension of the Lower School playground.



NOW



1938 NOW



1920s NOW



Dining halls

School dinners are often a talking point for Old Stamfordians when reflecting on their time at the Schools. The dining facilities across all of the schools have been updated and students enjoy a range of freshly cooked meals throughout the term.



1990s

Computer rooms

This was what an old High School computer lesson looked like, when email and the internet were unknown.

With advances in technology, the Schools have new rooms to cater for computing, and teaching coding is an important part of the curriculum.

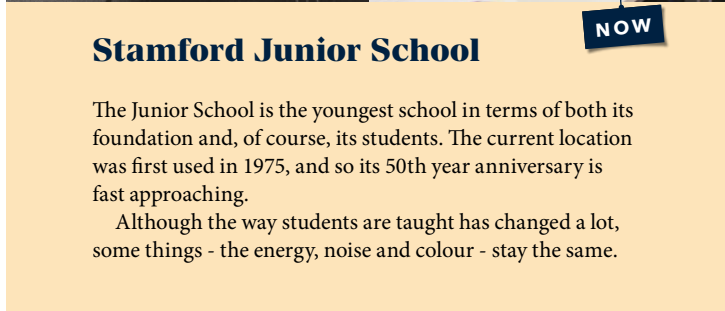


NOW



Main halls

The main halls, used for many momentous events in the Schools' calendars, are fondly remembered for their grand size and presence. House Music competitions and school plays are but two key occasions remembered by all. The halls have now been refurbished to accommodate more adaptable seating.



Stamford Junior School

The Junior School is the youngest school in terms of both its foundation and, of course, its students. The current location was first used in 1975, and so its 50th year anniversary is fast approaching.

Although the way students are taught has changed a lot, some things - the energy, noise and colour - stay the same.

Gym/Performing Arts Centre (PAC)

Before the Sports Centre was built, the current PAC used to be the school gymnasium and changing rooms.

Now housing drama and performing arts spaces, the PAC was clad with wood that over time will age to a wonderful maroon colour, while the huge Spede bird, which lights up at night, is a well-known Stamford landmark.





1980s

Dogs

Many will remember Laura, the High School dog, who would regularly be by the side of Miss Bland. In 2021, the Schools welcomed Wilson to the staff team as our wellbeing dog. Research has shown that these dogs have a positive effect on student mental health, helping to develop their emotional wellbeing. Dogs have been shown to have a soothing presence within a school environment, and to provide an uplifting experience which helps all of the Schools' community feel more relaxed, confident and able to cope and adapt to challenges.

NOW



1884 NOW



1946-7 NOW



Sports teams

Sport has always been an integral part of life at Stamford. We now have over 2,000 fixtures per year, 114 different sports clubs for students to be a part of and over 300 teams competing in their sport across the Schools. That is a lot of team kits to wash!

THE SES ARCHIVES

If you have any photos and memories of the schools that you would like to share with us, please send them to archives@ses.lincs.sch.uk.

www.stamfordschoolsarchive.co.uk





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Time and money

Many people associated with the Schools choose to donate time and money in order that new generations of Stamfordians get opportunities they might not otherwise have had.

At Stamford, we are enormously grateful to those who donate to the Schools. There are many ways in which our community chooses to do this: gifting their time to volunteer with school projects, sharing their expertise with students to help enhance their learning experience, and offering career advice are a few examples.

These are all really important and play a key part in expanding the opportunities available to students whilst at the Schools.

We are also thankful to those who choose to donate financially to the Schools through regular giving and/or pledging to leave a gift in their Will. It is through such generosity that students both now and in the future are able to benefit from an education at Stamford.

For some, this is transformational in the form of receiving bursaries, and means they are able to attend the Schools where previously they would not be able to – a direct example of how we are able to change lives.

Philanthropy has been, and continues to be, at the heart of the Schools since Stamford School was founded in 1532. During this time we have become an “independent school for independent minds” and our goal is to develop students who are intellectually curious, 21st century boardroom ready, and prepared for their future lives and careers.

To help us continue to achieve this, and to make sure that we can continue to welcome students from diverse backgrounds, we raise funds for the provision of fee assistance, for those pupils who would otherwise be unable to join our Schools, and to help fund the facilities and resources that our pupils deserve.

One way we are able to achieve this is through our Stamford Card: a local initiative aimed at supporting independent businesses in and around the town, at the same time as raising money to support local children.

Cardholders pay £10 per month, which unlocks access to a wide range of benefits and special offers at more than 140 local businesses, and every penny of the money raised is used to provide fee assistance for students who would not otherwise be able to attend the Schools. This year the School awarded means-tested bursaries to 322 pupils, with a combined value of £2.5m.

All of our pupils benefit from donations that support buildings and equipment. For example, the Llowarch Performing Arts Centre, named after its benefactor, is enabling our drama students and scholars to be able to make full use of their creative flair.

Many of these donations are made as legacies, which stand as a permanent reminder of the donor's relationship to the school, and enrich the schooldays of Stamfordians for generations to come.

Giving is highly personal, and we work with all our donors to ensure that their gift is supporting the projects that they care most strongly about.

If you would like to talk with us about how you can change a life, please contact Natalie Pretsell, our Development Manager, on **01780 750032** or email **community@ses.lincs.sch.uk**.

"Stamford means a great deal to me and my family and has contributed to where we are now. I feel a sense of pride when I think of my time at the School and it was only natural for me to want to give back.

I choose to give financially to the Schools as I know this will help to transform and enhance the opportunities for students now and in the future. It is a wonderful feeling to know that you are part of changing someone's life."

DONOR

"I loved my time with the Stamford Endowed Schools and feel that it provided me with a well-rounded approach to life. The academic programmes helped me to develop confidence in all subjects and meant I left school with the ability to talk to different people from different backgrounds, working at different levels.

We also received tremendous support with our interview preparation, in advance of applying to university. The opportunity to take part in so much extra-curricular activity also helped with my ability to juggle multiple commitments: drama, the RAF section of the Schools' CCF and achieving my Gold Duke of Edinburgh's Award were all highlights alongside my academic achievements."

BURSARY RECIPIENT

DONATIONS AND PHILANTHROPY



Bursary support of
£2.3m
in 2019/2020



Over **220**
Stamford Card
holders



100%
Income from
commercial
lettings towards
fee assistance



Means-tested
bursaries received
316
by
students in the last
year



6 major
capital projects
completed in the
last 10 years



100%
of Stamford Card
income supports
transformational
bursaries



Over **140**
shops &
businesses
supporting the
Stamford Card



48 monthly
regular donors



Known legacy
pledges doubled
in **2** years



DIRECT ACTION

The Stamford Business Directory connects parents and alumni, and promotes their companies too.

After discussions with Tim Armitage and Tom Avery, business owners and parents of current SES students, the Schools' first ever Stamford Business Directory was launched in 2021 and has gone from strength to strength, with nearly 200 companies now in it.

This initiative is one of the many ways in which Stamford supports its community: Old Stamfordians, parents of current students and parents of Old Stamfordians, and also staff who own their own businesses can join.

We know how difficult recent times have been for businesses and it was our joint vision with Tim and Tom to be able to provide a platform that connected our community and their businesses.

The directory has more than 190 businesses now registered from a variety of professional industries. Philanthropy has always been at the heart of the Stamford Endowed Schools, not only with fundraising for enhancing student experience and opportunities, but in helping the community as a whole. We are ambitious for our students, families, and the wider community and so are actively looking for opportunities to support wherever we can.

Online directories help businesses increase their digital presence and improve search engine visibility, building on brand awareness, strengthening business reputations, publicising feedback, and optimising how mobile businesses can be.

Research suggests that directories are key components of marketing strategies and, with technology at our fingertips, businesses are having to remain creative in their approach. Gone are the days of thumbing through the Yellow Pages to find businesses and services, and so companies are having to adapt and be innovative. As a result, the customer experience is often greatly improved and this in turn can help support new and returning business.

We have developed the Business Directory to support those members within our community, who own and run their own businesses locally. A key objective for us, in introducing this, is to encourage our community to work closely with each other for the benefit of everyone, of our town, and local economy.

There are currently 30 categories in the directory and this is by no means an exhaustive list.

Many members of the Business Directory are also signed up to the Stamford Card Scheme, which is an initiative offering benefits and discounts with independent traders in and around Stamford.

Stamford Card holders simply sign up to pay £10 per month to access this added value and all funds raised help fund means tested fee assistance for local families whose child(ren) would otherwise be unable to benefit from an education with the Schools.

"As parents and alumnus of the school, I'm a great believer in reciprocal support. Partnering with SES on all its endeavours wherever possible, is in my mind, pivotal when operating a local business enterprise. Supporting the immediate Stamford parent community and surrounding parents, alūhome has been paid back tenfold with the warmth we receive in return.

"I feel SES and its network of past and present parents are the very heart of Stamford and keeping this legacy alive in all aspects will ensure for future parents the very best of starts for their children throughout the SES journey."

Tim Armitage, Proprietor, alūhome



Business Directory and Stamford Card Partners joined us for an event to say thank you for all of their support

“IT’S GREAT TO HAVE BEEN INVOLVED IN THE INITIATIVE. IT ALL HAPPENED SO QUICKLY WITH THE TERRIFIC ENERGY AND SKILLS OF THE IN-HOUSE TEAM.”

**Tom Avery,
Managing Director of The Grape Escape**



TOM AVERY
(GOOD EGG DIGITAL / THE GRAPE ESCAPE)

Why did you get involved in this initiative?

I’m a big believer in local networks and the SES family seemed a great potential business network opportunity.

How has the initiative supported your business?

Having launched recently, it has helped raise our local profile and sales, and we’ve bumped into lots of fellow

members. I can imagine it will go from strength to strength, not least with the opportunities post-Covid to actually meet in person!

What are the benefits to the SES community?

I think it’s a selling point to potential parents, and of course to existing ones and alumnus too. It certainly meshes completely with the unpretentious ethos of SES.



If you would like to know more about the directory, please email community@ses.lincs.sch.uk or scan the QR code.

The background is a vibrant yellow with scattered light yellow plus signs. In the center, a dark blue tablet is held by two hands. The left hand is at the bottom, and the right hand is on the right side, with the index finger pointing at the screen. The screen is white and contains the following text:

Let's get digital!

The Schools have issued every student with a Microsoft Surface Pro tablet to work on and, as part of increased digitisation, have created a Digital Leaders programme to help with the transition.

By **Natalie Pretsell.**

In 2021 Stamford launched the Digital Leaders programme, an initiative for students of all years who want to make a difference in improving their school's use of digital technology, and help shape digital citizenship of the future.

Students meet with the Director of IT and the Assistant Head for Teaching and Learning to explore how the use of IT contributes to their learning and the impact of developments in the field.

Sessions also look at creating resources and guides for students by students on how to get the most out of their devices, tips and tricks, as well as developing and implementing a communication strategy to help fellow students learn how to get the most out of the technology, such as the Microsoft Surface Pro tablet every student now uses.

Saanvi (Y8), said: "I wanted to be a digital leader because I love helping people, and using computers! The Surface Pros are a really useful tool to help you study, and I like them because it is so much easier to do work on them."

Scott Slocombe, Director of IT, added: "The digital leaders allow the students to have a voice, giving us their feedback and that of their peers. The digital leaders were the first students to be issued with Microsoft Surface Pro tablets, and they then helped the IT Service department roll out 1,300 devices in three days.

"Since the roll-out their feedback and testing of the changes to the nuts and bolts of how we use technology has been really important. They will also be supporting me in improving the digital skills of pupils to maximise opportunities available with technology."

Students are recognised as Digital Leaders based on their interest in and passion for technology, and their willingness to share it with others, and are also registered as members of the International Society for Technology in Education (ISTE), which works internationally to support and develop the effective use of technology in education.

There is also access to the Microsoft Academy, so they can work towards becoming a Microsoft Educator in their own right, and this is a great opportunity to develop the skills and leadership abilities they can take with them into future careers.

Richard Brewster, Assistant Head for Teaching and Learning, said: "The student voice is vitally important. It allows the teachers to be one step closer to what is going on and understand



the student end experience. Seeing and hearing first-hand the benefits that the students are experiencing - and also hearing the difficulties and frustrations - is essential when embedding a project like this across the Schools.

"Feedback enables teachers to refine their practice and also create outstanding resources, which can then be shared. This collaboration helps us share the vision for digital skills and teaching and learning for the future. We hope that, as the Digital Leader programme develops, the students feel more empowered as learners and members of the school community, so that they feel that they have an important role in shaping their experience as digital citizens."

As part of the ongoing drive to develop critical thinking in relation to information technology, Professor Rose Luckin delivered a Stamford Lecture in November 2021. Known as the 'Doctor Who of Artificial Intelligence', Professor Luckin was named on the Seldon List 2017 as one of the 20 most influential people in Education.

Titled 'AI Readiness: what every school needs to realise the potential of Artificial Intelligence for education' the talk brought to life the importance of using the resources in technology to

enhance the learning experience, for both staff and students.

Captivating a virtual audience of over 150 households, including families from the UK, Germany, Sweden and Switzerland, and our very own Digital Leaders, they learned of the theories and techniques that can help students and their teachers to track individual progress intellectually, emotionally, and socially. This in turn helps to provide a more rounded assessment of achievement and increase the ability to focus on the areas identified for development in order to develop to their full potential.

During the lecture, Professor Luckin discussed some examples of the work that they have achieved with educational organisations using the 'AI Readiness framework', a course developed specifically for the education context and developed to support conversations about, and the understanding of, AI. With the future of learning looking increasingly to technology for assistance, this is a current discussion for our Digital Leaders in how this can be incorporated into education now and benefit students of the future.

To enhance their experience on the programme, students will be attending BETT, the world's leading education technology show at the ExCel, London. This is the British education show for technology, where they will be spending some time with Microsoft, with the Surface Pro devices and have the opportunity to go and look at other Edtech from major vendors including AI, Mixed Reality and Virtual Reality and consider how it can be used in Schools today.

DIGITAL LEADERS PROGRAMME

- Be part of ensuring that SES students have the digital skills required for their future success
- Represent your form or class with ideas about the use of technology in our schools
- Learn new skills and share them with your form/class
- Help shape and write the Code of Conduct for technology and E-Safety
- Help run drop in / support sessions for students
- Take part in the Schools' E-Safety committee

Applications for the programme are still being accepted, as the student voice is crucial to making sure technology benefits learning. If you are a student and interested in joining, please visit: <https://mystamfordit.co.uk/stamford-digital-leaders>

EVENTS

A YEAR AT SES



London OSC Dinner 10 November 2021

The London Old Stamfordian Club Dinner (for those who attended Stamford School) was held in the magnificent setting of the RAF Club, Piccadilly. It was a real joy to be able to welcome members to the event in person after so long. The dinner was well attended, with some 49 Old Stamfordians, including two former masters from Stamford School.

Headmaster, Mr Nick Gallop, gave a 'State of the Union' address: updates were given right across the piste from academic activities, CCF, and Duke of Edinburgh's Award accomplishments, through to sporting achievements. It was both pleasing and impressive to hear about the innovation and resilience which has enabled Stamford School to survive and prosper during the pandemic.

The Old Stamfordian community is first and foremost a fellowship and friendship organisation and this evening really celebrated this. The event was absolutely first class and thanks and congratulations go to Ian Brassington (OS 73) (Chairman of the London OSC) and Neil Paterson (OS 85) who does most of the heavy lifting for the event.

This year we had guests from Australia, Boston, Bourne, Careby, Devon, France, Isle of Wight, Lincoln, St Neots and Stamford, among other places. Wherever you are, the journey is more than worthwhile. If you were not with us this year, please consider attending next year. We promise you good food, good wine and good company - all in all a memorable evening.

Phillip Hoskins (OS 72)
Secretary of the London OSC



SAVE THE DATE

The 2022 London OSC Dinner will be held at the RAF Club, Mayfair, on **2 November**.



STAMFORD LECTURES

Christo Brand 10 June 2021

For the first time ever, the Stamford Lectures went global when welcoming Christo Brand, former prison warden to Nelson Mandela, to speak live from South Africa. Over 190 households registered to listen to Christo as part of his lecture series: 'Lessons from a Prison Warden', with viewers joining from around the world, including as far as Brazil, Peru and Canada.

Aged 19, Brand was given his first posting to Robben Island as a Prison Warden. It was here that he first met Mandela, forming a close friendship built on trust and mutual respect. Following Mandela's release from prison, Brand worked with Mandela in the Constitutional Assembly.

Following the talk, two of our students, Clementine Hitcham (OS 21) and Andrew Inskip (Y13), interviewed Christo to learn more about life during this time.

Clementine: Is there anything you would have done differently knowing what you know now?

If I knew now what was going to happen in our country I should have done more, taken more risks for the prisoners to help them more. Mandela was worried. He warned his comrades around him: "Don't ask Mr Brand for too many favours." He was worried if I got caught I would end up in prison with them, and they would lose a friend.

Andrew: Why was life so different in terms of segregation in rural South Africa and urban South Africa?

In rural areas and farms it was totally different. My father was the foreman and was very poor. He had a rich farmer at that time who came only on weekends to the farm to check on everything. My father became very close to workers; he could speak their language and understood them. He would invite workers to the house to make music. He gave me a hiding one day when I was rude to a worker once, saying that "a person can be black but is a human being like us, God made us all different colours and we must respect each other as human beings". He brought me up with that respect. When you come to the city, it was a totally different situation. No black people would be in the suburbs. I didn't have black friends or coloured friends to play with. I only saw them at a distance. I didn't really know what was happening until I started working on Robben Island.

Clementine: Did your father teaching you about equality from a young age have a fundamental impact on your approach as a prison guard compared to other officers?

That's correct. In early years they employed prison guards based on their size – big, tall, strong guys. They were not really worried about their education or background. A lot of white youngsters left school early with no education to look after their parents and so they were then getting jobs in the government. Officials were rich people who instructed what to do with the prisoners and they would do it, otherwise they could risk losing their job. Some of them changed their behaviours, understanding black people better once Mandela was released.

Andrew: Can you tell us about the University that started inside the prison toilets?

Robben Island was a prison but Mandela and others tried to call it their university. In 1964 when Mandela came to Robben Island he realised when one of his comrades came to him asking him to read a letter from his wife that many people on the island could not read or write.

So those in the prison who could then started to teach the others. They applied to the government to get an education programme as they had no books. It took them years before they got permission to study school qualifications in prison. Mandela then tried to get everyone involved to apply for these qualifications. Mandela finished his law degree in prison.



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

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



Dr Melanie Windridge 7 February 2022

Over 150 households tuned in to watch Dr Melanie Windridge talk to us about the science behind her climb to the summit of Everest. In 1953 the first ascent was made by Edmund Hillary and Sherpa Tenzing Norgay. This was the ninth mountaineering expedition to attempt the first ascent of Mount Everest, and the first confirmed to have succeeded. Since then, science and technology have dramatically changed the approach to mountaineering to enable success.

Dr Windridge also spoke of how the strength of human spirit is often featured in such successes, whereas the strength of science is often left unmentioned even though it features highly in increasing the chance of survival.

Viewers were given a first-hand account of the preparation for such a task, including how advances in science have enabled us to condition the body in adapting to changes in temperature and oxygen levels. With revelations about the psychological and physiological challenges on the body, viewers were left understanding why the climb takes two months to complete, and this is after a forty mile hike through hills and forests taking 10 days before arriving at the start of the climb.

Dr Windridge had viewers captivated in disbelief at how, in a world of high technological advances, on some parts of the journey builder's ladders are strapped to the mountains to enable climbers to progress. This is the same method as that used in the 1950s!

"Having the strength to keep going when all of the elements are working against you also takes patience, determination, acceptance and, at times, faith" for Dr Windridge.

Science and exploration drive each other forward in progressing our knowledge and developing the skills to survive.

Virtual Economics Speed Networking

29 June 2021

This event brought together over 25 students, alumni, and staff with an interest in financial services and careers in economics. Previously held in London, this year's event took place online due to the pandemic, but this did not dampen our spirits. Students heard a talk from Janet Lui, Investment Director at Brewin Dolphin, and Old Stamfordian James Chew (OS 80) before participating in a speed-networking activity.

Year 12 students from both Stamford School and Stamford High School had direct access to insight from economists, investment managers and much more. These opportunities greatly enhance learning experiences for students and we are privileged to welcome back Old Stamfordians to help in preparing them for employment and life post-Stamford.

We look forward to hosting many more events like this in the future and involving our Old Stamfordian and alumni community in this from across all sectors and career opportunities.



ATTENDEES

Janet Mui

Keynote speaker
- Investment
Director -
Investment
Solutions

James Chew

(OS 80) Keynote
speaker - Group
Head, Regulatory
Strategy in Group
Public Affairs at
HSBC Holdings
plc

Peter Scott (OS

01) - Partner
at Mudita
Management
Ian Brassington
(OS 73) - Principal
at Brassington
& Co.

Matthew

Pennill (OS
12) - Economist,
Moore Capital
Management

Nikola Dacic (OS

13) - Economist
(Europe
Economics,
Global Investment
Research) at
Goldman Sachs

Mike Butler

(parent) - Deputy
Head of London,
Divisional Director
- Investment
Management

EVENTS



Old Stamfordian Autumn Get-Together

20 November 2021

Old Stamfordians from both Stamford School and Stamford High School were welcomed back to the Schools for a 'not reunion' lunch. Having not been able to host any events for so long, we were delighted to be able to open the doors and have the corridors full of laughter and reminiscing.

More than 80 Old Stamfordians and staff from the Schools had the chance to enjoy a church service at either the Stamford School Chapel or St Martin's Church, then drinks at the Schools with hot buffet lunches, followed by a spot of spectating, cheering on the Stamford School 1st XV versus Berkhamsted.

Although it was not the result we had hoped for in the rugby, it certainly did not dampen the spirits of the day.





Coldstream Guards

7 October 2021

Twenty-one students from across the Schools performed alongside players from the Band of the Coldstream Guards to an audience of nearly 300 guests, playing a rousing set of both traditional military tunes, as well as film scores and a toe-tapping Beatles medley. Students performed following a short afternoon workshop, where they were coached in the complex pieces by members of the band.

Major Stuart Halliday, Director of Music, Band of the Coldstream Guards, said: "It's an absolute joy to be back in the Stamford Endowed Schools, reconnecting with a physical audience once again. The Schools have a wealth of talented young musicians, and conducting them is always a pleasure."

Tickets for the concert were free, with over £1000 generously donated by the audience at the end of the night to support Multiple Sclerosis at Stamford Hospital.



Dates for your diary

TERM DATES

Stamford Term Dates for 2022-2023

2022 AUTUMN TERM

Boarders return Sunday 4 September
Term begins Monday 5 September
Half term Friday 14 October (end of school day) to Sunday 30 October (inclusive)
Term ends Friday 9 December (end of school day)

2023 SPRING TERM

Boarders return Monday 2 January
Term begins Wednesday 4 January
Half term Thursday 9 February (end of school day) to Sunday 19 February (inclusive)
Term ends Friday 31 March (end of school day)

2023 SUMMER TERM

Boarders return Monday 17 April
Term begins Tuesday 18 April
May bank holiday Monday 1 May
Half term Friday 26 May (end of school day) to Sunday 4 June (inclusive)
Term ends Friday 7 July (end of school day)
Year 13 Leavers' Day Friday 30 June

ALUMNI EVENTS

Reunion Weekend June 10, 11, 12
OS Boston Lunch Sept 3
**London OSC Dinner,
The RAF Club** November 2
Christmas Drinks TBC

COMMUNITY EVENTS

Heritage Open Days Sept 10, 11

Stamford Lectures

A popular event in the calendar for all of our community far and wide. The use of technology has enabled us to take our lecture series online and reach audiences across the globe. For dates of future lectures please check our calendar at www.stamfordschools.org.uk/stamford-community/lectures

ADMISSIONS

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

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

**SAVE THE
DATE
REUNION WEEKEND
2022**

Friday 10 - Sunday 12 June 2022

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

Life of duty

Stamford High School's first Head Girl **Norah Ward (OS 1912-20)** had a bright future ahead of her, until tragedy struck.

By Stamford Archivist **James Buckman**.



Born in Market Harborough on 13 July 1901, when she joined Stamford High School in September 1912 Norah was described as 'a gentle, shy child, with a particularly sweet smile and an amount of quiet dignity unusual for her age'.

As time went by, staff began to see a good many other qualities in her, such as a keen sense of fun, and 'an extraordinary sense of duty'.

This sense of duty was apparent in her final year at SHS, when she became Head Prefect of the boarders, and the first recorded Head Girl in the history of the school.

In 1917, Norah passed the Oxford Senior Local Examination with Third Class Honours, and two years later, achieved Second Division in the London Matriculation [entrance] Exam.

In 1920, Norah originally intended to go to St Mary's Training College at Lancaster Gate, but went to Bedford after she gained her BA in Arts. However, before she could enter onto this course she was offered a year-long teaching post in Turkey, which she took, and went out in September 1925.

Norah taught at schools which were administered by the Turkish Mission of the American Collegiate Institute just outside Smyrna, and later at the American Girls' Lycee, Brousa.

The work was described as strenuous as she covered 'almost all subjects' and her pupils knew very little English. However, in letters to a former teacher, Norah demonstrated the zest with which she settled into life in Turkey. She enjoyed many friendships, and frequent expeditions with her pupils, and the teaching itself.

At Christmas 1927, Norah and a friend travelled to Constantinople to celebrate the festivities. For the return journey, the pair boarded the SS Sevindj on 27 December.

The weather was calm at first, but just two hours into the crossing, the ship sailed into a thick fog over the Sea of Marmara. In poor visibility, the SS Sevindj collided with a larger boat. The collision left a long and deep gash, causing the Sevindj to flood, and onboard, the passengers and crew scrambled to reach the lifeboats.

Unfortunately, the Sevindj was carrying more people than she was built to accommodate, and survivors said that they saw Norah and her companion both selflessly, calmly standing on the deck allowing others the chance to escape.

They were last sighted heading below deck before the liner slid beneath the waves. Their bodies were never found. Norah was 26.



A history in history

Lewis Robinson (OS 1906-13), Stamford's first recorded Head Boy had a distinguished career in academia. By **James Buckman**.

Lewis George Robinson was born in 1894, the only child of John and Alice Robinson. He lived and grew up in Stamford, just as many generations of his family had.

Lewis joined Stamford School in 1906 during the headship of Edwin Lovegrove. He played in the 1st X1 cricket team, was a Hon Secretary on the Sports Committee, and served as a Prefect before becoming the first Head Boy in 1912.

Lewis was a superb scholar and was awarded many prizes, including the Exeter Prize for English Literature and the Headmaster's Prize for Classics in 1910, which he then won for the next three years as well.

Upon leaving Stamford School in 1913, Lewis was awarded the Marshall and Radcliffe Exhibition and an Open Classical Scholarship to attend New College, Oxford. Here, he studied under Sir Ernest Barker, the political scientist and future Principal of King's College, London. One year after Lewis' admission into Oxford, the First World War broke out. Lewis stayed at Oxford to take Class II Honours in Classical Moderations, but in 1915 he took leave from his studies to enlist in the Royal Garrison Artillery, returning to New College after the war and graduating in 1920.

In 1921, Lewis joined the staff at the London School of Economics as an assistant in the Department of History and Geography, later becoming a Lecturer in Historical Geography. Sir Ernest Barker later said that Lewis' work became "a pillar of the teaching of history in the London School of Economics".

In 1927, Lewis was awarded the Albert Kahn Travelling Fellowship, named after the French banker and philanthropist, and which included a sum of £1000. An article in the Stamford Mercury celebrating Lewis' achievement explained that this fellowship was awarded 'to one who has shown wide sympathies and interests and marked ability and promise as an educator'.

The winner could travel round the world for at least one year 'free from all professional pursuits, with the object of making an unprejudiced survey of various civilisations and of acquiring a more generous and philosophic outlook on human life'.

Having taken the world tour, Lewis returned in August 1928 and gave a speech at the sixth annual dinner of the Oxford University Old Stamfordians' Club. He stated: "It had fallen to his lot to inspect schools in many different countries, and he was convinced that it would be hard to find a type of school superior to that of which Stamford School was a by no means unworthy representative."

Lewis was an active member of the Old Stamfordian Community, attending many reunion dinners, and in 1932 he was elected Chairman of the Old Stamfordian Club.

In 1954, Lewis was forced to retire due to his health. In recognition of his services, he was awarded a Special Fellowship in International History at the London School of Economics. He died at home in New Barnet on 24 April 1957.

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