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STAMFORD

THE MAGAZINE FOR SES ALUMNI & PARENTS

2019 ISSUE

World, wide

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Stamfordians
across the globe

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Johnny Fenn (OS 86)
on a life behind
the lens



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SES ALUMNI AND PARENTS – 2019

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FROM THE PRINCIPAL

“Stamfordians spread their sense of curiosity and independent thinking across the world.”

As you might notice, *Stamford* magazine is evolving. Not just in the way it looks and the type of content, but in the way we can send it to you. Many parents and alumni now get it posted to them but, as technology changes, we are moving more and more towards communication through other channels: you might be reading this electronically and, for those of you who like to hear from us by email, you can look out for regular updates from us about the Schools between what will now be annual issues of *Stamford*.

That evolution is happening to make sure that we're catering for our readers, who want to receive information differently. And it's a sign of our global reach: thousands of Stamfordians make their homes all over the planet, but they remain an active and valued part of our Stamfordian community.

The same evolution is happening in our schools. We're making changes to how we teach so our students leave us equipped to have happy, healthy and successful lives in a world, and in careers, that we cannot imagine today.

Mr Phelan as the great Antarctic explorer, Sir Ernest Shackleton, with Key Stage 1 at Stamford Junior School.



Equipping pupils from an early age with the confidence to wield technology as a tool, and the ability to think for themselves, to collaborate and to be creative, is something that we are embedding in every subject, whether that's languages, science, humanities or the arts.

But that confidence to take their place on the global stage, to be a force for good in the world and to meet the challenges of life head on and with good humour, are not new characteristics in our Stamfordians. In the following pages you'll meet some Stamfordians who embody our spirit. They spread that sense of curiosity and independent thinking across the world, and their careers represent the terrific breadth of skills and interests that Stamfordians have always carried with them throughout their lives.

Enjoy this issue of *Stamford* magazine – and keep in touch, wherever you might be in the world; we would love to welcome you back to the Schools at any time.

MR W PHELAN

Stamford Endowed Schools Principal

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THIS YEAR...

The heads of our three Schools highlight what they are looking forward to this year.

Mrs E M Smith

Head of Stamford Junior School

We want to encourage children to see themselves as makers: in an age where being consumers of technology is so easy, we want to offer children the opportunity to be creators.

We are excited to be launching in September a new component to the curriculum known as ATELIER, which will be taught from Years 3 to 6. It's an approach to thinking and making which dovetails with our 4Cs of collaboration, complex problem solving, creativity and critical thinking, and the children will draw on skills learned in science, maths, technology and art to learn the process of making something.

The teachers' role will be to emphasise the importance of the learning taking place in the doing and making. Failure as a process of learning will be embraced and celebrated, and emphasis will no more be solely on a final product but equally on originality and the journey to creating a vision.



Mr N D Gallop

Headmaster, Stamford School

Collaboration, teamwork and bringing out the best in others are highly prized qualities in life – and they are right at the heart of some of the most significant educational developments here at Stamford School too. The continued roll-out of our 'ideal classroom' programme may well feature state-of-the-art technology, but the learning focus is based upon thinking and communicating creatively, and interacting with others to solve complex problems across the whole curriculum.

In the same vein, there is no doubt that young people value first-hand experiences more than ever, so taking education outside the classroom – to Iceland, America, Costa Rica, New Zealand and Sri Lanka; and more closely to Flanders, London, Stratford and the Lake District; to plays, museums, national parks and sites of historical importance – continues to be such a vital and vibrant part of our education.

The school continues to be a very special place to work and to learn. My message to the alumni is to feel free to come to visit us whenever you can – you would be very welcome.

Mrs V E Buckman

Head of Stamford High School

It's easy to look at school life and think one year must be much like another. However, this is not the case as new pupils and new personnel shift the dynamic of our school community as we return to start a fresh academic year.

We are always reflecting on ways in which we can help our girls make progress and our focus will continue to be on helping every girl "become an expert" through developing academic skills.

The emphasis will be very much on making feedback useful so that the girls understand what they have achieved and thus race forward on their learning journey.

Coupled with the annual facelift of another part of the school building (although it will be nice not to have a holiday where we are knee-deep in rubble due to a major re-fit!), we will face the new year with enthusiasm!



Family Matters

MBST: An active and pain-free future for the whole family...



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Up to Spede

NEWS FROM AROUND THE SCHOOLS



Park run

More than 1,600 Stamford students unite for Burghley Run.

Celebrated as a major annual cross-country fixture in the Stamford Endowed Schools' calendar, the Burghley Run was held on 28 March, bringing more than 1,600 pupils from all three schools together at the same time.

Pupils from Stamford Junior School were joined by boys and girls from Stamford High School and Stamford School, all starting and finishing in the same place, with various routes around Burghley Park designed for different age groups.

A long-standing tradition originating at Stamford School, the Burghley Run encapsulates the feeling of community and Stamfordian spirit which starts from as young as reception-age children at Stamford Junior School.



Bard boys and girls

A 50-strong production of Twelfth Night ends the term with a bang.

In the penultimate week of the spring term, the Oswald Elliott Hall transported audiences back to the Roaring Twenties in the senior production of Shakespeare's Twelfth Night.

The show saw more than 50 Year 10-13 students take on one of the Bard's most notable works; their adaptation exploring a golden age – a post-war economic boom for the bright young things of the aristocracy that ended in an almighty bust, shepherding in the Great Depression of the 1930s.

It was a period growing to ecstasy after great tragedy and Twelfth Night reflects this, balancing outlandish comic moments with sadness, loss and regret

– beginning in mourning and ending in exuberance.

SES director Carrie Hill's decision to combine Shakespeare's language, a 1920s design and a fusion of jazz and pop music meant that a mix of old and new complemented Shakespeare's blend of the profound and profane.

The whole company was praised for its superb work, and show week saw three *tour-de-force* performances, delighting audiences of all ages. Performances of note were given by students Darcy Johnson (Year 12), who skilfully created the lead role of Viola/Cesario, and Daniel Watt (Year 13), who masterfully balanced the austere and comic Malvolio.



A new Nelson on the water!

Sailing success sees Year 12 student awarded Rutland Sportswoman of the Year title.

Year 12 student Jessica Nelson was crowned Rutland Sportswoman of the Year at the Active Rutland Community Sports Awards for her successes in sailing.

The awards champion outstanding athletes based on hard work, commitment and sporting success over the previous year.

Jessica had an outstanding season which culminated in her selection for the GB Youth Sailing squad after a strong performance with her sailing partner at the RYA Youth National Championships.



Inflation elation

Economists win inter-schools monetary policy competition.

Four Year 12 economics students from the Stamford Endowed Schools emerged triumphant as the winning team in the first Inter-School Target 2.0 Economics Competition, held at Uppingham School in February against sixth form economists from Oundle and Uppingham.

The Inter-School Target 2.0 Economics Competition, previously known as the Bank of England Target 2.0 Schools Competition, saw the teams tasked with presenting their own detailed forecast of inflation in the UK over the next 18 months.

The teams were then asked to make their recommendation for interest rates and monetary policy in order to achieve the target of 2.0% inflation (hence the competition's name: Target 2.0), just as the Bank of England does.



Discuss final

Stamford School students talk their way into the debating national finals.

Two Year 12 students have become the East Midland champions in the regional final of the English-Speaking Union Schools' (ESU) Debating Mace hosted by Stamford Endowed Schools. They are now to attend the national finals.

Having successfully navigated the first two rounds of the competition, the team of Oscar Dixon-Spain and Tom Watson survived tough competition from five other schools in the region, including Uppingham, Oundle and Stowe, to win the title.

Tom and Oscar have worked together as a debating team since Year 9. Anna England-Kerr, the adjudicator and head of ESU Debate Education, praised their teamwork, persuasive delivery and engagement with the arguments in the debate.

The team are now looking forward to a trip to the national finals at Dartmouth House, the ESU Headquarters in London, where they will take part in a semi-final and compete for a place in the grand final.



Eddie plays for England Hockey

Student makes the U18s for a three-match series against Holland.

Stamford School student Eddie Harper represented the England U18 boys' hockey team in a three-match international test series against the Netherlands last Easter. This series was Eddie's second international tournament after competing against Ireland at Lilleshall in February.

England Hockey took a squad of 20 U18 players to compete in a series of three matches, with Eddie being selected for all three. The team produced some strong results, with the matches resulting in a draw, a defeat and then finally a well-deserved win for the team – a brilliant result against a very strong

hockey nation. Eddie's parents said: "Since he joined Stamford School as a sports scholar, the staff have continued to support Ed whilst he's been playing club hockey for Cambridge City Men's 1st team and nurtured his development to the England U18 team."

Eddie's father noted in particular that the School's "strength and conditioning programme has provided structured guidance, giving Ed the physical resilience to manage the highs and lows of higher-level performance sport".

Eddie has also recently attended an U21 training camp as a taster for the next stage of his England pathway.



Musicians take flight

Exceptional evening of music with the Band of the Royal Air Force College.

Pupils from the Stamford Endowed Schools joined forces with the Band of the Royal Air Force College to produce an exceptional evening of music.

Around 40 pupils and 40 RAF musicians worked together in an afternoon workshop before performing together during the evening for an audience of more than 350 friends, parents and staff.

The Stamford Endowed Schools have a strong affinity with the RAF and a large number of current pupils come from RAF families in Lincolnshire and further afield.



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The beautiful country

Stamford Junior School spends a day delighting in the spirit of Italy.

SJS recently celebrated all things Italian as part of its annual modern foreign languages day. Each year the children celebrate a different culture, with this year's focus being Italy – 'Il Bel Paese' or 'the beautiful country'.

The day began with an assembly in which an Italian student from Stamford High School, Lidia Curtis, read an Italian poem about the Carnival, and SJS children gave a presentation of their favourite aspects of Italian culture.

The children also enjoyed listening to Voce choir sing an Italian song, conducted by music teaching staff, Mr McIllrae and Mrs Bond, and then were tasked with various Italian-themed workshops.

Italian teacher Mrs Popa commented: "The children and staff fully entered into the spirit of the day with some splendid dressing up, and they should be proud of their achievements. All-in-all, we had a beautiful day."



Songs from the ceasefire

Voce choir take part in the 100th anniversary celebration of the Armistice.

Voce, Stamford Junior School's Year 5-6 choir, took part in the Armistice Cantata concert held at Stamford Corn Exchange to celebrate the 100th anniversary of the Armistice. Along with four other local schools, the SJS choir performed to a packed auditorium full of enthusiastic parents.

The children sang ten songs popular during the WW1 period, which were prepared carefully beforehand, and then rehearsed with the other choirs beforehand. The concert, which was a great success, gave the children a fabulous yet thoughtful time, helping to remember the importance of the Armistice.



Megan joins Midlands

Year 11 student is selected for East Midlands U18 rugby team.

Stamford High School Year 11 student Megan Blackman has been selected for the U18 East Midlands rugby squad.

Megan plays for Peterborough U18 girls' team and after impressing the coaches, Megan played her first match against the Eastern Counties and NLD (Nottinghamshire, Lincolnshire and Derbyshire) in which they played sevens, X Rugby and full 15-a-side matches; the first year that all three formats of rugby have been played on the same day.



Work space

Careers Convention opens its doors for Stamford students.

The biennial Careers Convention offered the opportunity for SES Year 10s and above, along with students from local schools, to discuss their higher education and careers options with more than 60 companies, universities and gap year projects.

Exhibitors included multi-national organisations such as JP Morgan, Caterpillar and AstraZeneca, and several local companies including Athene, Bauer Media and Roythornes Solicitors. More than 700 parents and students were invited to choose from a selection of talks highlighting choices available following secondary education, including apprenticeships, employment and degrees.

Large audiences were treated to talks from industry experts, including one on 'trends in the graduate employment market' by Martin Birchall of High Fliers Research and editor of *The Times Top 100 Graduate Employers*.



Front row

Charlotte takes silver at National Rowing Championships.

High School student Charlotte Bolton (Year 11) won silver at the National Junior Indoor Rowing Championships held at the Copper Box Arena in London's Olympic Park.

Rowing for the School, Charlotte achieved the second best result in the U16 category of 1,599 metres. She has been chosen for the GB Rowing Development Programme.



Oxbridge offers

SES students offered places at Oxford and Cambridge.

Three students at the Stamford Endowed Schools received offers from Oxford and Cambridge Universities this year.

Head Girl Holly Farrow, of Stamford High School, aims to read engineering at Emmanuel College, Cambridge.

From Stamford School, Charlie Kidd has received an offer to study maths at Somerville College, Oxford, and Jonathan Mason has been offered a place to read chemistry at Jesus College, Cambridge.

Will Phelan said: "Our students have worked tirelessly to prepare for their Oxbridge entrance examinations and it is testament to their hard work and dedication that they have been rewarded with these offers. They should be immensely proud of their achievements, as should all those who have gained university places."



Sir Malcolm Sargent celebration

A concert of music from the famed composer and conductor.

The combined choirs of Stamford Endowed Schools joined in the triennial celebration of the life of Sir Malcolm Sargent, for the first time staged at the De Montfort Hall in Leicester. Bach's St John Passion was performed by a 200-strong chorus of SES pupils and the Stamford Choral Society, supported by a professional orchestra, the Musical and Amicable Society, and professional soloists.

Will Phelan commented: "I felt honoured to be part of this concert, which was a fitting tribute to Sir Malcolm Sargent. I would like to thank the organising committee and the Schools' Director of Music, Giles Turner, all our performers, and our local supporters. This evening showed the very best of the Stamford community."



Composer and Old Stamfordian Sir Malcolm Sargent.



Floor show

SES gymnasts progress to national finals.

Three teams of gymnasts from the Stamford Endowed Schools reached the national finals of the Schools' Floor and Vault Championships after sweeping the medals at the East Midlands Floor and Vault competition, hosted by Stamford Junior School.

This competition acts as a qualifying event for the national finals, where the winning teams from each category progress to represent the East Midlands region.



Happy épées

Fencers gain silver at British Schools Team Championships.

Stamford Junior School, which fielded two U11A Épée teams, saw the boys return as silver medallists from the British Schools Team Fencing Championship.

The boys' team, competing in its first championship, remained undefeated despite a high standard of fencing as well as fierce competition in the semi-finals against a Millfield Prep team.

The team of Harry Ainsworth, Rory Dresner, Otis Herdale and Alex Simmonds (C), displayed skill, outstanding team spirit and tenacity over a five-hour period, culminating in a tense final against Wetherby Prep School.

The U11A girls' team – Lila Rock, Rose Starsmore-Young, Sophia Harper and Tessa Herdale – were also congratulated on their performance, finishing in fifth place overall and showing tremendous teamwork.



Inspiring the next generation

SHS students support International Women's Day event.

Five Year 13 Stamford High School students attended the IWD19 #BalanceforBetter event in the spectacular surroundings of Peterborough Cathedral along with Old Stamfordians Alice Manby and Helen Preston.

The event, organised by the Chambers' Business Women's Sector, presented an opportunity for professional women to listen to inspiring and motivational speakers, to join in the debate and to network with other local business leaders.



← SHS Head Girl

→ SHS Deputy Head Girl

← SHS Senior Prefect

Badges of honour

Brought in to 'induce more seemly behaviour in the street', SHS badges have a long history.

Stamford High School has had various badges of honour in its history for more than 100 years. Head Girl, Deputy Head Girl and Senior Prefect are awarded badges to mark their school responsibilities, and together are known as the 'Top Three'.

In September 1911 it was decided 'not to appoint a Head Girl for the School but to place the new sixth form in a position of prominence and responsibility by giving them prefect duties of importance: to be responsible for the cloakroom and order in the passages, and to make a special point of trying to induce more seemly behaviour in the street...'

However, in 1919 the first Head Girl of Stamford High School was appointed, Norah Ward (OS 20), and since this date a continuous record of Head Girls has been a part of Stamford High School.

To mark prefects from their peers, in 1915 it was decided that the prefects should wear 'badges, temporarily of ribbon' and later, during WWII when bells were prohibited from use, they reverted to using handbells and the bell on a rope outside Room 8 pulled by the Head Girl.

Today, the 'Top Three' are noted for their silver badges, worn on their blazer lapel during their tenure. All three are marks of honour for pupils' service to the School during their final year in the sixth form.

Engineering change

Dan Burke, Head of Mathematics at Stamford High School, explores changing attitudes in the engineering industry to recruiting more women.

A key aim of Stamford Endowed Schools is to highlight the role of, and opportunities for, women in engineering. As a result, Year 8 and 9 pupils from Stamford High School visited the engine manufacturer Perkins Engine Company in Peterborough, allowing them to experience a 'traditional' engineering workplace.

In recent years the term 'problem-solver' has been used in place of 'engineer', but even this does not sufficiently emphasise the vast range of diverse problem-solving opportunities that engineering has.

UK female engineer recruitment rates are still low – certainly in comparison with those in many other parts of the world. Though engineering is traditionally a predominately male job sector, Perkins Engine Company is challenging the stereotype and bias that can still pervade the culture of the engineering and technology sectors.

After the girls had spent the day at the company, staff at Perkins were able to assure them that attitudes in the workplace had changed dramatically and that women were now very much considered a fundamental part of the team.

Nationally, there is a perceived lack of self-belief and confidence in mathematics and science amongst girls in school. Girls tend to under-estimate their ability in contrast to boys who, in some cases, can display a certain level of over-confidence.

On a similar theme, research has highlighted that mothers, especially, have a significant impact on their daughters' attitudes towards mathematics – being positive at home when talking about personal mathematical experience has a beneficial effect. Women in engineering numbers are, slowly, on

the up. In 2015, 9% of the workforce was female, compared to 11% in 2017. In particular, 'diamond-structure' schools where STEM (science, technology, engineering, maths) subjects are taught in single-sex classrooms, are addressing this imbalance.

It is clear that there are indicators of gender playing a big part in the types of academic courses boys and girls select. There are big gender gaps in GCSE subjects, leading to a knock-on effect on post-16 choices. This is, of course, not the case in 'diamond-structure' schools that do not have the variable of gender to influence decisions.

Engineering itself is also adapting and changing; in particular, career

advertisements in the industry are being re-designed to address the perception of the skills needed for women to join the sector.

While at Perkins the pupils witnessed the stereotypical (highly-skilled) machine tooling and the 'nuts and bolts' of engine building, as you might expect. However, after only 30 minutes it became surprisingly clear that diesel engine production involved far more than this. The girls got to find out about laser-guided machinery, logistics, ergonomics and robotics, design, chemistry, metallurgy and more besides.

All these areas either come under the umbrella heading of engineering or play a crucial role in the industry, yet



“Research has highlighted that mothers, especially, have a significant impact on their daughters’ attitudes towards mathematics.”

Between 2009 – 2018,
172 SES female students
applied for STEM
subjects at university.



GIRL (TO THE) POWER!

Year 11 student Mia Taylor competed in the School's mathematics Mackenzie Prize and won, but reckons more women need to get involved in STEM subjects.

Maths and science have historically been fields dominated by men, but this is changing thanks to programmes in schools and organisations to help inform girls about career routes if they are interested in science, technology, engineering and maths (STEM) subjects.

But it still needs more to get involved as women only make up 14.4% of the STEM workforce in the UK.

At Stamford, initiatives such as the Mackenzie Prize are helping that happen. It gave me the opportunity to get more involved in maths, and I competed against boys from Stamford School; it's great to showcase the fact that girls have an equal ability in STEM subjects as boys.

I like maths because it is extremely logical; every problem has a solution that can be found by working through it carefully.

It gives me a great sense of satisfaction to work through problems and come up with the correct solutions, because the questions can often be very challenging so require a lot of hard work.

The problems in the paper were very different from the type of questions you do at GCSE, as they are problem-solving so require you to think outside the box and be creative with the way you come up with the answer.

Seeing women who are successful in these subjects might help reverse the stereotype that men are better at these subjects than women, boosting the confidence of girls wanting to pursue STEM.

they do not necessarily have anything to do with engines. Is the misleading title 'engineer' playing a part in keeping female recruitment low, unwittingly concealing career opportunities in its shadow?

'Problem solvers' are required in all industries, and the increase in apprenticeship schemes (with graduate level training and pay) opens another avenue alongside the traditional university route.

The changes in the industry are coming into full force and our SHS Year 8 and 9 pupils took away an entirely new perception of engineering. We believe that experiences such as these will influence some pupils' subject choices in the future and help engineering firms to attract a more diverse workforce, maximising innovation, creativity and development. It might well be something your daughter has not yet considered, but the potential reward suggests it is certainly worth a look.





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Fives stars

The traditional court game is enjoying a resurgence at Stamford Endowed Schools.

The *History of Stamford School* records that, in the 19th century, a 'kind of fives' was played in various yards and playgrounds around the school's buildings. In 1887 and in 1928, the *Stamfordian* also recorded a desire to build a fives court in the school's grounds.

In 2019, the pupils of Stamford have the chance to play once again, and they have taken to it with great enthusiasm, practising in the school's squash courts and playing in regional and national tournaments.

Having only played fives for a few weeks, a team of Year 7 boys performed strongly in the Midlands Regional Fives Tournament, not least because they were playing in the U13 category against boys with more experience, and subsequently went on to play in the National Schools' U13 Championships.

Not to be outdone by the boys, a team of Year 9 girls trained for the National School Girls' Tournament which was held at Marlborough College, and played very well throughout the day. In the doubles, the first pair of Zara Pollock and Maddie Pike reached the doubles semi-final,

while Leonie Hart and Theodora Sogunro won the U14 doubles plate.

It shows there is plenty of talent at Stamford for the game, and the squads are now training twice a week. The coach, Alex Smith, is looking forward to fives continuing to flourish in the years ahead across all age groups, and with more fixtures against other schools.

Mr Smith, who played at school, university and for a club in London, said: "Fives is a great game because it is simple to play without much equipment needed, and it involves speed, hand-eye co-ordination and fitness. You also get the team element of playing in doubles pairs and the individual contest in singles.

"It is a small and friendly community – there are clubs and tournaments all around the UK and people playing from their teens to their seventies. At the moment we play on the squash courts, but it would be fantastic if eventually we could build some proper fives courts and have a Stamford School and Town Fives Club."

Interested in playing fives?
Email ADSmith@ses.lincs.sch.uk



WHAT IS 'FIVES'?

Fives is a traditional English court game, similar to squash and racquets, involving hitting a ball around a court using both gloved hands.

It is first recorded in the middle ages being played at churches, inns and in courts around the UK; it is played now in

various forms with different courts, based on courts used in particular schools.

Forms include 'Eton Fives', which has a buttress, step and ledges in the court, and 'Rugby Fives' which has straight walls and a stone floor – the precursor of the squash court.



Play schooled

Samantha Weeks, Deputy Head Academic at Stamford Junior School, looks at the role of play in child development.

Play is something that we are all familiar with in our daily lives when working with young children, but what, in fact, does it mean?

Play is part of being human, and it is what makes us intelligent. A leading academic on the subject, Dr Stuart Brown, says that what the most intelligent species of animals have in common is that they all play.

The subject of play fosters a great deal of debate and I find that this is usually rooted in factors closely related to our own personal history as teachers and, of course, connects powerfully with what we believe the role of schools have in children's lives and our role in that too.

So what is play exactly? The eminent Russian psychologist Lev Vygotsky reckoned that learning is social in nature, and said: "In play, the child is always behaving beyond his age, above his usual everyday behaviour; in play he is, as it were, a head above himself. Play contains in a concentrated form, as in the focus of a magnifying glass, all developmental tendencies; it is as if the child tries to jump above his usual level."

This thinking has been pivotal in our appreciation that

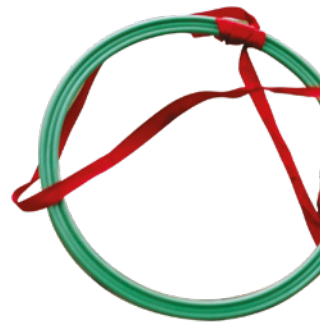
children are working at their highest cognitive level when playing – quite the opposite position to the view that playing is trivial or regressive.

The second view is from Einstein. "Play is the highest form of research," he said, and this quote has become widely used in discussions of what play means.

These are both basic yet fundamental reminders of a much wider debate which justifies the significant place that play should have in Early Years provision. This, combined with the Early Years Foundation Stage (EYFS) which states very clearly that it is a principle led play-based framework, has shaped much of the rhetoric that surrounds the status of play in school.

We could all agree that play has become part of the conversation about learning, particularly in the EYFS. Perhaps, though, it is more problematic, when discussing the subject more widely, for us to understand the benefits of play in our lives. Does it have to be about learning?

Is that the only reason we need good play provision for children? Or does the need to take play seriously, and always identify the learning happening, remove the appreciation of the joy of play?



THREE MYTHS ABOUT PLAY

1 PLAY IS NOT 'REAL WORK'

You might often hear comments such as: "You can play when you have finished your real work", which is closely related to: "They play in Nursery and Reception but by the time they get to Year One they need to get on with 'real work'."

The trouble here is that play and work are being pitched against one other - one being the reward for the other. If we really acknowledge the evidence that play is essential for self-esteem and health, then it is not logical that it is seen as less important.

Similarly, we would hope that children regard work as the tasks they are completing in school which they are inspired and eager to do - do they need to be seen as different from play?

The key message is that work and play do not have to be opposing concepts.

Year One should look different from Reception though. Remembering that there is little difference in the way children at the age of five learn (whether it is at the end of Reception or at the beginning of Year One), we need to consider how their learning environment supports this learning. Challenge is key: the challenge in children's play in Year One is that it should be different to that in Reception and Nursery, not that they don't need to play anymore.

2 FREE-FLOW PLAY EQUALS A FREE-FOR-ALL

Tina Bruce, Professor of Early Years at Roehampton University, has a wonderful definition of free-flow play, explaining that it is the opportunity for children to be "free to follow the path/flow of their learning", not a 'free-for-all' where children can do what they like, where they like.

For example, the environment is set up in such a way that if a child is engaged in role play and they find they need to make something to continue that play, they can go and access the materials they need.

In that sense, the quality of free-flow play will depend on the quality of the environment, and that is something we spend a lot of time looking at and working on.

3 PLAY IS LOW LEVEL AND GOOD FOR 'LETTING OFF STEAM'

There should be enough challenge in play that it is not seen as the low level or easy option. Play can be challenging, difficult and should be stimulating. The chances are that if it is low level, children will get bored and, therefore, their behaviour can deteriorate.

This means we need to go back to the different types of play, which are widely understood to be physical play, play with objects, symbolic play, pretence/socio-dramatic play and games with rules.

All of these, when opportunities are offered in a balanced way, support physical, intellectual and social-emotional development.

So the key is to plan different types of play. The playground, for example, offers very different play opportunities to a well-resourced construction area. Central to good play is to understand that and plan the types of activity that challenge and stimulate within that particular environment.

Play and mental health

Play is vital for developing positive mental health. In his 2012 report, *Play in Children's Development, Health and Wellbeing*, a leading expert in the field, Professor Jeffrey Goldstein, claims that play promotes joy, which is essential for self-esteem and health.

In Kathy Hirsh-Pasek's *A Mandate for Playful Learning in Preschool: Presenting the Evidence*, she finds that children's self-initiated play has a crucial role in their overall development, and not just cognitive development.

The emphasis on 'self-initiated' is significant here. Goldstein claims that without play, self-control and self-regulation do not develop effectively. More urgently, psychologist Peter Gray says that restoring children's free play "is not only the best gift we could give our children, it is also an essential gift if we want them to grow up to be psychologically healthy and emotionally competent adults".

At Stamford Junior School, our approach has been to recognise this and reflect on how this relates to us as a team with the children and families whom we work with.

For example, we embrace the serious nature of play and value it as it gives an insight into their learning, using it to plan lessons effectively based on children's fascinations. This means that children's self-initiated play is fostered and that we place the importance of self-regulation at the centre of this.

The quality of play matters, and it is dependent on the adults working with children and the opportunities that have been created to foster this play.

We have remained brave and we are proud to say that our philosophy is play-based. It can be a journey of winning hearts and minds, and some along the way will still see children 'just playing'.

Certainly, knowing the definition of play within the school and having the ability to articulate this and knowing the strengths of your team to enact it is a good starting point.

A version of this article was published in Issue no.7 (Spring 2018) of the SATIPS Broadsheet.

"We embrace the serious nature of children's play and value it as it gives an insight into their learning, using it to plan lessons effectively based on children's fascinations."



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We sincerely hope this resource enables you to enjoy delving into the history of the Schools as much as possible. Please let us know if there are any problems and we would welcome your feedback.

In order to access the archives simply visit:

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Preparing for the Stamford School rugby tour to Australia in 1990.



Touring the world

David Laventure, Head of Sport at Stamford School, Rebecca Love, Head of Netball at Stamford High School, and Dean Headley, Director of Cricket, explain how sports tours have developed into trips of a lifetime for pupils.

Sport tours for the Schools have been held as far back as the 1980s, with early trips to Europe which began as opportunities to take first team pupils abroad to increase their reach and play different communities in other countries.

But now these tours are as much about learning a different culture as they are about the sport they seek to represent.

Tours run at SS and SHS since 2000 have been open to all levels – members of any team can now participate and travel if they wish to. Tours involving rugby, cricket, hockey, netball, tennis and many more have all run locally and internationally in recent years.

At SS, cricket and rugby tours take place in alternate years; the same goes for hockey and netball at SHS. This year's trips will see rugby players travel to Australia and New Zealand, while a hockey and netball tour, which takes place biennially, will travel to South Africa.

For David Laventure, who has been with the Schools since the early 2000s, the number of new countries visited has grown dramatically.

"Since 2000 we've now visited Barbados, St Lucia, Grenada, Sri Lanka, Canada, South Africa, Chile, Argentina and Japan. We make a point to push the boys into different environments, as the global arena is changing dramatically," says David.

Travel also still happens in the UK and Europe. The recent tennis tour in the Easter holidays went to Portugal, a hockey tour was held in October half term with pupils of both SS and SHS going to Edinburgh, and Years 7-9 girls undertook a tour of the UK with their netball team.



However, in a first for the Schools, and showing how the game has developed for girls, next year's cricket tour to India will take pupils from both SS and SHS.

"It's about having the opportunity to experience contrasting cultures, to watch an Indian Premier League match, and to visit sites such as the Taj Mahal. Pupils will learn about Buddhism while they are there, and be exposed to the diverse history of the country," says Director of Cricket, Dean Headley.

A huge part of this process is a learning curve alongside the experience of travel. Members of the teaching staff attend alongside coaches and aim to explore and understand the culture, history, language and geography of the country while visiting, adding a new dimension.

There is also the bonus while they are away of 'billeting': the concept of staying with local families in a foreign country. Unique experiences such as these have meant many former pupils have stayed in touch with their counterparts abroad, been to visit them again independently and have learned more about the culture of the country.

SHS tennis tour to Portugal.

SS cricket tour to Sri Lanka in 2018.



SHS netball tour to Leeds.



SS rugby tour to Japan.

“Showing how the game has developed for girls, next year’s cricket tour to India will take pupils from both SS and SHS.”

In more recent and localised tours, the Schools use team-building opportunities to give pupils attending another dimension to their trip.

“It’s a great opportunity to participate in sport out of your comfort zone and to experience distant places, different people and different cultures,” says Rebecca Love, Head of Netball and acting Head of Sport at Stamford High School.

The chance to play with other pupils in other teams is an added bonus and pushes many of the players out of their comfort zones. Rebecca continues: “To play with different people too is a great bonus. Playing as a team at school, you are normally a group of the same players. On tours you have to adapt. It makes you think about your skills and how they fit with new team members.”

Finally, a strong part of the process is encouraging players with ambitions to go on tour to save, to be more entrepreneurial and to think ahead in order to raise money to go.

“We put the emphasis on the pupils to work – to babysit, to wash cars, and to find sponsors. Players as young as 13 or 14 can look ahead. It’s great for them to be ambitious to keep them in the game,” says Rebecca.

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Celine Bangay is the ultimate foodie

Celine (OS 13) lives and breathes the food industry, working for a travel and hospitality meal supplier, with her own business, a penchant for vegan cooking and blogging - and an Instagram feed that foodie dreams are made of.

Getting 12,000 sandwiches on to a fleet of planes, without damage, to suit the taste buds of its crew members and passengers and, above all, ensuring that the food tastes great, is no mean feat, but meeting that logistical challenge for Celine Bangay is a normal day.

Having attended Stamford Endowed Schools between 2001 and 2013, Celine left the Sixth Form and worked her way up through the John Lewis Partnership before fulfilling her passion in a role at Harrods in its food halls. More recently, she has taken on a role as food product developer and sourcing specialist at Supplair, a global food and drink provider to the travel and hospitality industries, with customers including British Airways, easyJet and Starbucks. In March 2019, she launched an industry first, and her biggest achievement, too: the first ever fresh vegan product, on board Europe's largest airline.

In her short career, having worked for some famous names to date, Celine has been passionate, above all, to channel all her energies into the food industry, and particularly sustainable food development.

"Working in my industry I see a lot of waste and make a conscious effort to reduce it. I see the whole process that the consumer does not see. Although you may just see a sandwich on the shelf, as consumers you need to become more mindful of how it's ended up there... I'm currently working on something

very exciting in our packaging to help achieve that," she says.

The advertisement for her latest job stated that they were seeking a graduate, a qualification which Celine did not have. And yet, the advertisement did not dissuade her from applying.

"As with all of my jobs, I saw it advertised and I knew I wanted to do it. Although I didn't have a degree in food development or a degree of any sort, I applied for it. I worked on an impressive presentation, applying all the food knowledge I had learnt from the food halls in Harrods," she explains.

Celine is keen to dispel the myth that 'university is the answer' if the reasoning for applying isn't clear.

"You need to ask yourself 'why?'. If you don't quite know, and you are just trying to fit in with your friends applying, don't do it."

Her current role at Supplair allows Celine to travel all over the world, with around 60% of her time spent in the air. Alongside her '9 to 5 job', Celine blogs on her website - 'TOCOOKISTO LOVE', and her Instagram - @plants_are_my_jam.

"I mainly showcase my recipes.

It also gives people an entry into plant-based eating and how it can be incorporated into everyday life," she says.

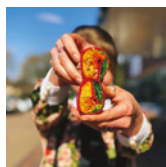
If blogging and a full-time job with travel are not enough, as an avid vegan and gym junkie she applies her fitness discipline, passion for food development and her interest in growing trends in the health industry into her business, 'Beanies Butters'.

Her business acumen and perseverance are attributed to her family and schooling: Celine learnt to cope positively with dyslexia while at Stamford. "It may be a cliché, but my family really is the grounding for all my successes.

"They taught me how to get up when I got knocked down and supported me through channelling my passion for food into a job. And then I had great support from my teachers. I learnt not to give up, even when it seemed like the only option."

And future plans? "I'd love to run my own cookery classes, teaching people how to incorporate plant-based eating, even if it's just simple swaps to help the planet, not hinder it."

Celine is a bright star in the industry already; this space is one to watch.



"It may be a cliché, but my family really is the grounding to all my successes."

The generation game

The Atkins/Findlay family are three generations of women connected to Stamford High School. We find out what the School means to them.

Margaret Atkins
SHS physics teacher '58-'67

When did you join Stamford as a teacher?

I joined 60 years ago in the first half-term when Miss Lomax was head, around February or March of 1958. I had been studying at University College in London and saw an advertisement for a position as a physics teacher while I was working at a school in Surrey.

Why did you choose Stamford for your children?

We were living and working here, our children [Lucy and Martyn] went to St Gilbert's. It was so handy, and both had their places through the 11+ scholarships.

Have you always lived in Stamford since you moved here?

Yes. I used to live with Miss Chant at Wothorpe House and in a flat on St Martin's for £6 a week. It allowed us to just go over the road into the School to work in the science laboratory.

What is your favourite memory of SHS?

I helped design the physics laboratory in the Ancaster block.

Lucy Findlay
OS 87

What did you do at Stamford?

At A Level I studied art and art history and textiles, I played piano, sang in the choir and joint Choral Society, helped with hair for drama productions, and played hockey and netball.

What did you do after Stamford?

I went to Lincoln College of Art for an art foundation and then went to the London College of Fashion for a two-year Higher National Diploma in fashion, specialising in knitwear. We lived as a family in Zimbabwe for some time, but in 2008 we relocated back to

Stamford which is when our children attended the School.

What memory sticks out from your time at Stamford?

A lot of my memories are around food. School dinners such as chicken fricassee: it was the 1980s so that was a special treat. Fish and chips on Friday with packets of tartare sauce and salads with Dairylea cheese.

Caitlin Findlay
OS 16

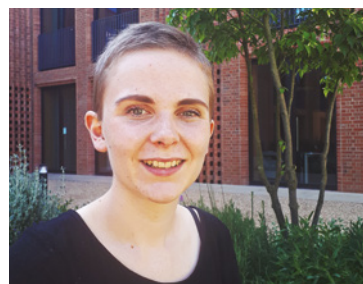
What did you do at Stamford?

Living less than two minutes away from school meant that I had a very swift journey to school – we were closer than most of the boarders! At AS-Level I studied Latin, French, Philosophy and Ethics, and English, but decided not to carry on with Latin to A-Level.

I was pretty involved with other extra-curriculars – one of those was being the English prefect which, on reflection, I woefully neglected!

As well as completing D of E through to Gold, I dabbled in various sports from Year 7, but wasn't particularly good at any of them, although I ran with the Running Club steadily from Year 9 onwards.

In the sixth form, I was also in the RAF section of the CCF, working my way up to sergeant, I edited *Clamour*, the student-run magazine, and I was the only Year 13 on the football team in my final year.



Caitlin (left) is now studying at Cambridge.



Grandmother, mother and grand-daughters: 60 years of School family life.

How are you finding Cambridge University?

Cambridge is a very complicated place to be. It can be exhausting and frustrating, but I also really miss it during the holidays. The pace of work is challenging but stimulating, and I have still managed to find time for various extra-curriculars. In my first two years I discovered that rowing is a sport I'm relatively good at; I worked my way from being a novice to being in my college's second boat and now, in my final year, I'm playing football again.

I have also been involved with various committees, chairing one and acting as treasurer for another. My favourite of these extra-curriculars is student journalism – I've done a fair amount of writing and editing and find it very rewarding. Entering my final year is bittersweet – I will miss Cambridge, and all the people and experiences it has to offer, but I think I'm ready for the next step.



Image: Elli Dean

Is there anything that's stuck out for you from your time at Stamford to where you are now?

What has particularly stood out to me is the value and the privilege of a private education. As I've learnt more about widening participation and access at university in general, I've become increasingly aware that I have benefitted a great deal from being able to go to SHS (due to an Alltech bursary and scholarship), and it's an opportunity that not many people have. Being mindful of this is incredibly important.

What is your favourite memory of SHS?

Sixth Form was definitely my favourite part of school – I think it was a really

formative time for me. Within that, my favourite part was my Gold D of E expedition. We made a really good team and I felt such a massive sense of achievement upon completing it – as well as relief!

**Amelia Findlay
OS 18**

What did you study in your final year at Stamford?

History, Spanish and psychology. I did Bronze, Silver and Gold D of E (although I have literally only just finished my Gold in the last month, much to the annoyance of my mum). I also did three years of CCF in the RAF section, played a bit of hockey and netball in Years 7-11 and played badminton in Year 13. I was both a Spanish and a Psychology Prefect and I was in Cavell (the best house!). We were all day pupils, although I may as well have been a boarder because we live closer to school than most of the boarding houses!

“Everyone who is, or has been, at Stamford has a real sense of pride about the School.”

**How is Durham University?
What have you been involved in while there?**

I am currently in my first year at Durham, studying psychology with an elective module in Spanish. So far I've got involved in playing sport for my college (Van Mildert), and I'm part of the badminton team and also the main girls' cheerleading team. Durham is a very active university, with events going on basically every day and night. My personal favourites have been the talks hosted by PsychSoc, the Sangria Evening hosted by HispanSoc, and the Halloween Formal hosted by my college.

Is there anything that's stuck out for you from your time at Stamford to where you are now?

The Stamford Spirit is a real thing! From when I started in Year 7 to having left school and being at university, it is very clear to me that everyone who is, or has been, at Stamford has a real sense of pride when they talk about the School and their memories.

What is your favourite memory of SHS?

Honestly I have so many happy memories of SHS, but if I had to pick one it would probably be the Spanish exchanges to La Coruña that I went on in Year 11 and 12. The weather was always a bit hit-and-miss but the Spanish families were always extremely welcoming and friendly, and I still am in contact with my exchange partner, Lara. We ate a lot of great Spanish food such as tortilla and visited lots of interesting places, my favourite being Santiago de Compostela, the capital of the Galicia region.

**Tabitha Findlay
Current pupil**

You're currently in Year 8. How have you found settling into Stamford?

I like it. I really enjoy languages, particularly Russian and French, but I think eventually I'd like to be a vet.

What are you currently studying? Favourite subject?


My favourite subjects are chemistry and drama. I currently play hockey, and I enjoy swimming and running.

Is there anything you've particularly love doing at SHS?

I knew some of the pupils already, but I had a FISH in Year 7. My friendship group meets together at the tables in the atrium and it's a really good meeting spot. I also loved lasagne on entrance exam day, chocolate cake and chocolate sauce.

Johnny's unique

world view



Johnny Fenn (OS 86) talks about how he has travelled the world, firstly as an army officer and then as a renowned photographer.





Johnny Fenn has always been a photographer, right from his days at Stamford School in the 1980s. In between, he's been an army officer, rugby player, charity worker, explorer and elephant polo player.

But photography is his first love, to the point he was already embarking on a career behind the camera while at School, working at the *Stamford Mercury*.

"I worked for the *Stamford Mercury* as a photographer in my last year at School," he says. "I remember I followed the mayor around for a couple of days; I didn't really know what I was doing, but it was a fantastic experience.

"All I had was a Practica MTL3. Littlewoods used to run a catalogue where you could buy things on credit. I think I was paying back £8 a month, but at the time it was incredible," he remembers.

But before he could become the renowned travel and portrait photographer he is now, some more testosterone-fuelled pursuits beckoned. He had already played for England Juniors and was playing for Northampton Saints, when he enrolled at Sandhurst straight after leaving Stamford.

He says: "I loved Sandhurst. I really enjoyed it because I was

very fit so I didn't get the pressure that I think other people had trying to get their fitness up. So, I went back as a company commander, and for the last year I was chief instructor at Royal College and so I was Prince William's chief instructor when he went through, which was a fascinating insight."

He intended to be in the army for a few years, and then leave to play rugby professionally, but after ten years in he transferred cap-badge to the Queen's Own Gurkha Transport Regiment, then joined the Royal Gurkha Rifles on secondment, where he stayed until leaving the Army in 2012 – a total of 24 years in uniform, and rather more than he had initially planned.

Playing rugby for a living was obviously no longer possible, but his next step was inspired by that other passion he had picked up at School. The love of photography, honed in Stamford, remained a constant through tours in Bosnia, the Falklands, East Timor and Iraq.

Once he left the service, it was always going to be photography. That combination of army officer and photographer is, perhaps surprisingly, not uncommon as a career path, as Johnny explains: "There are quite a few ex-military photographers – Chris Jelf [formerly of the Light Dragoons] who took that photograph of William and Kate and George in the garden, for example."

Alongside portraiture, and commercial photography for clients including Coca-Cola, EFG and *The Sunday Times*, Johnny runs guided photo tours with his company, PhotoJourney, offering 'thoughtful, ethical, exciting, and life-changing photography experiences in the most incredible surroundings'.

"We now take up to 40 people to Nepal twice a year. We will expand the locations too, such as Gdansk in Poland. People say: 'Why would you want to go to Gdansk, that's where the dockyards are?' But it's beautiful, a miniature Vienna.

"I generally tend to choose a place which I think will be beautiful, particularly when you're teaching photography, because what I'm not looking for is for aspects that are tricky to pick out. Nepal is perfect for that because there's something for everyone."

Like Jelf, Johnny can call himself a royal photographer, having photographed Princess Anne, the Duchess of Cornwall, the Queen, all the princes and the Duke of Edinburgh in recent years – as well as TV royalty Joanna Lumley. "It is a perk, but that sort of portraiture doesn't pay very well," he reckons. —>

"The love of photography, honed in Stamford, remained a constant through tours in Bosnia, the Falklands, East Timor and Iraq"







Johnny has photographed the royal family on many occasions.

“I bought my first digital SLR in 2005. It was a bit of a momentous occasion because you could take the darkroom with you, in the form of a laptop computer.”

He enjoys portraiture work the most, though the subjects are not always easy to work with: “I took a picture of Esther Rantzen last year for a charity. I was in the studio, up a step ladder, and then asked her to drop her shoulder, turn her head, and she wouldn’t change her stance: she just put on another jacket and we photographed her again. It was a bit difficult to feel artistic.”

Like all good photographers, Johnny has an artistic eye, but also a deep technical understanding. Many will remember photography rituals pre-digital: waiting for film to develop either in a local Boots store or in a dark cupboard at home, neither of which combines well with international travel in remote areas.

“You obviously couldn’t take a dark room with you but when photography became digital, I bought my first digital camera in a place called Miri in Borneo,” he says. “The ‘film’ was a three-and-a-half-inch floppy disk which held three photographs on it. This was 1999, after all.

“I bought my first digital SLR in 2005. It was a bit of a momentous occasion because you could take the darkroom with you, in the form of a laptop computer.”

Photography isn’t an easy ride, and there have been a few hairy moments while on location, including one narrow escape involving an incident in Nigeria with some very angry locals trying to get the pictures he had taken of street scenes for a security client. As the crowd descended on him, Johnny’s first thoughts were: “I have to photograph Lidl next week and the boss there will kill me if I miss this appointment.”

A career in the army, writing two books on photography – 2016’s *Light and Life in the Middle Hills: A Photographer’s Perspective of Life in Nepal* sold out its first edition – and setting up three photographic societies have not been enough to keep Johnny busy.

ABOUT JOHNNY FENN

- > Head of House.
- > A Levels: Politics, Economics and Art.
- > CCF Corporal (REMY).
- > Fluent in French, German and Nepali.
- > Diagnosed with Dyscalculia.

Pinch yourself moment:

“There are many, but a fun one was having a personal private rendition of *Walking in the Air* from Aled Jones as he was doing his mic checks, while I was taking his portrait.”

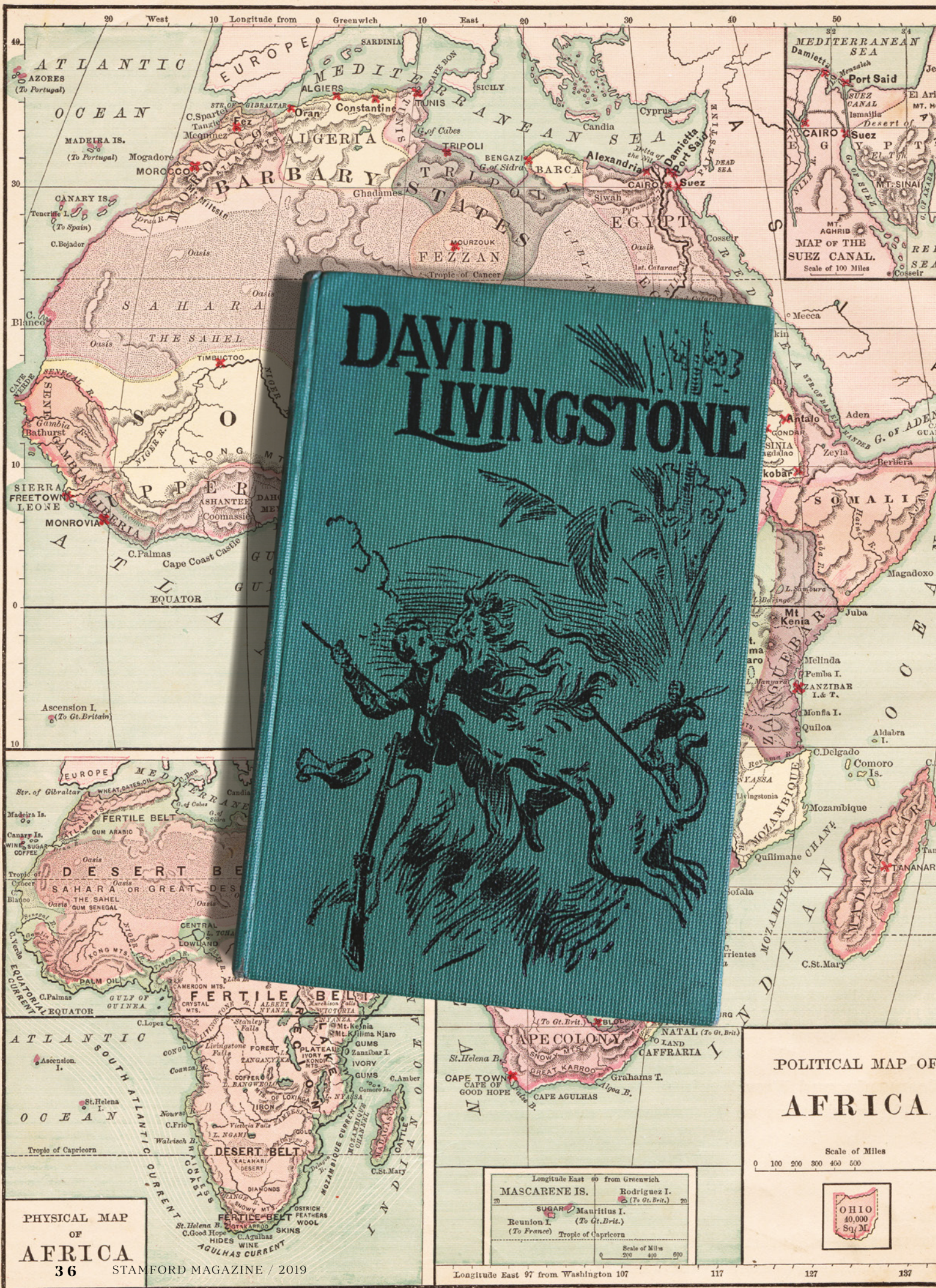


He captained the British elephant polo team from 2011 to 2017 too. It’s a game with both pace and large scale, like his work, and ultimately great fun. It came naturally, he reckons, because “I had played bicycle polo in Nepal before. Some elephants are quick. They love it, they’re banging their trunks on the ground and in fact if you leave them on the pitch, they’ll start playing by themselves.”

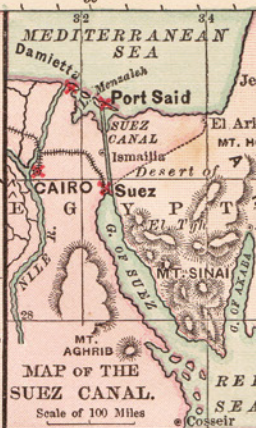
Between 2014 and 2016, he was an adventure leader for the British Exploring Society with trips to the Arctic and Peru, and he worked for the Gurkha Welfare Trust, a charity providing financial, medical and development aid to Gurkha veterans, their families and communities. He is also working on a pilot project in Nepal installing internet hubs in remote areas.

“People say that I can be a bit too ‘military’, so now I try to be a little more bohemian, but in the army I was very polished, making sure you were properly dressed, and now I’m a little more relaxed, which is probably why I have a beard nowadays.”

He might claim to be more relaxed now, but with more trips planned, more of the world to see and document, possibly some elephants to play polo with or some royals to photograph, you can guarantee Johnny will not be sitting around for very long.



DAVID LIVINGSTONE



POLITICAL MAP OF AFRICA

Scale of Miles
0 100 200 300 400 500

Longitude East 90 from Greenwich	100
MASCARENE IS.	Rodriguez I.
(To Gt. Brit.)	(To Gt. Brit.)
20	20
SUGAR	Mauritius I.
(To Gt. Brit.)	(To Gt. Brit.)
Reunion I.	
(To France)	Tropic of Capricorn
0	Scale of Miles
	200 400 600



PHYSICAL MAP OF AFRICA



INTO AFRICA

Old Stamfordian, missionary and writer **Dora Abdy (OS 1888)** was a pioneer for the education of women in Africa, setting up numerous schools and teacher training programmes.

BY JAMES BUCKMAN

Dora Channing Abdy may have started in Stamford, but her life took her on some remarkable adventures to parts of the world that European women of the time rarely travelled. Then, when she reached these places, she transformed the lives of the women she met.

She was born on November 16, 1872, the third of ten children, just months after her family had moved to Stamford when her father, Reverend Albert Abdy, took up the post of rector at St Mary's Church.

Mary Abdy, the eldest child, joined the recently-opened Stamford High School in 1879. Dora was admitted in 1883, along with her younger sister, Agnes. Mary left the school after five years, while Dora and Agnes' time was cut short by a tragedy. Just five days after Dora's 13th birthday, her father died from apoplexy.

Dora and Agnes were eventually withdrawn from Stamford High School in 1886 and the family relocated to Guildford, where Dora finished her schooling before going to study at St Hugh's Hall, Oxford, where she obtained a first in English, and became friends with the reverend Charles Lutwidge Dodgson, better known by his pen name, Lewis Carroll.

She became a teacher at schools in London and Kent before, at the turn of the century, she made a life-changing decision.

Dora had a deep interest in the work of missionaries and joined a group called the Universities' Mission to Central Africa.

On January 9, 1902, she set sail for Magila in German East Africa. Her first role was as headmistress at a school in

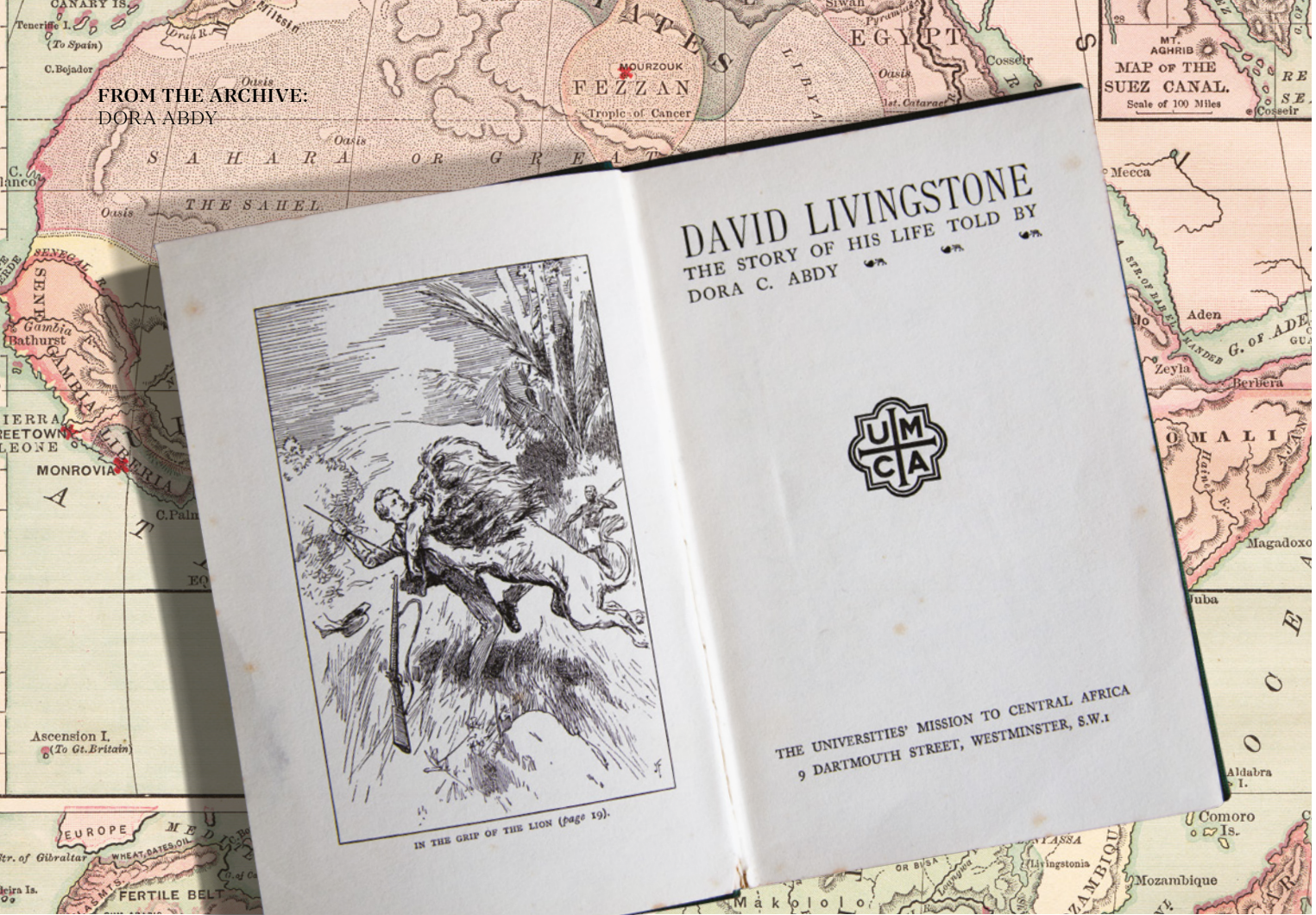
Zanzibar and, in October 1905, was transferred to German East Africa (modern day Tanzania).

At the time, gender inequality was rife. African girls were taught that their duties were to cook, work the fields and bear children. Fathers could not see any benefit in having their daughters educated. From 1906, Dora trekked from village to village attempting to bring communities together to form girls' schools, and to find women to educate the children.

Aiming to give girls a secular education and a religious instruction, the hope was that these 'out-schools' would help spread the Christian faith, and she wrote that most of the female teachers managed to collect 15 to 20 girls through their own efforts. However, there were some cases where her intentions did not always work out: a teacher's husband declared that his wife's priority was to weed his field, while half of one school's students were taken away by their parents to send them to an initiatory tribal dance.

Nevertheless, it seems that the teachers did not allow themselves to be daunted by this resistance. By 1907, Dora had lots of people teaching and they became known as "Miss Abdy's Grey Angels".

"Her first book published in 1922 was a non-fictional account on the life and work of the pioneer, Dr David Livingstone."



When the Great War broke out in the summer of 1914, Dora was in Britain on leave. The conflict prevented her from returning to her missionary duties in German East Africa, and she could only return in 1917 when the British Army finally managed to force the Germans into a retreat.

Dora provided invaluable help with the recovery from the war in the shattered region, but after the war ended in 1918 she began to feel the strain and resigned from the Universities' Mission in 1919.

Once home, she started to write her own books. Her first was published in 1922, a non-fictional account of pioneer and explorer Dr Livingstone, and a second, *Dafa Wins Through*, a work of fiction in which she used her knowledge and experience to provide a vivid account of African school life.

But travel to Africa was still in her blood. As soon as she learnt about a plan to reorganise a school in Zanzibar, Dora offered her assistance and then travelled to see through the project, laying the foundations of a training course too. Her return to Africa was always intended to be temporary, but none of the staff could have anticipated how significant her contribution would be, nor how long she would stay for this period of service. Her second resignation from the Universities' Mission in 1932 was no small loss.

Dora continued to be involved with the Universities' Mission to Central Africa until the end of her life. She returned to Africa for one final period of service in 1936, and in Britain she taught Swahili.

At the outbreak of the Second World War, Dora provided tireless help to refugees from Europe, and was elected on to the General Council of the Universities' Mission, a role she retained until her death on April 15, 1950, aged 77.

Her efforts building girls' schools became the foundation for a complete revolution in the African attitude to women's education: she was a woman ahead of her time.

“As soon as she learnt about a plan to reorganise a school in Zanzibar, Dora offered her assistance and then travelled to see through the project.”

ABOUT THE AUTHOR

James Buckman has been working as Stamford High School's archivist for almost three years.

James has been researching the story of Dora Abdy for more than a year. He has given a talk about her work in Africa to a historical society in Lincoln, and has written a similar article about her for *Lincolnshire Past and Present*.

He says: “Among the material in the SHS archive, I

came across the admissions registers. These go as far back as the School's origins in 1877. They give the names of the 32 girls who walked up St Martin's and were received at the front door to the new school by

Miss Chervet.

“I took the name of each girl and ran it through the censuses on Ancestry to try to find out the lives they led after leaving. This is what led to discovering Dora's remarkable life.”





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A very Grand Tour

Julia Spry-Leverton (OS 66) has travelled the world, from working on Vogue in London to development work in Africa, and found herself inspired to write a novel about a mid-16th century Italian artist, capturing life in Renaissance Italy.

Adventure has always been in Julia Spry-Leverton's blood. She went to Stamford High School in the 1960s before embarking on a career that saw her spanning the globe, working as a magazine journalist and then for UK charity Save the Children, before being recruited as a writer by UNICEF (the UN children's organisation). And once semi-retired and living in Kenya, she embarked on a new journey, writing a novel about the art world in 16th century Italy.

Stamford, London and a wider world

Julia was at Stamford from 1959 to 1966, a time when students worldwide were starting to look at the world in a different way: challenging accepted attitudes and forming their own opinions about what was going on, rather than being told.

"At the time that I was at School, all sorts of things were changing. Satire – a way of cloaking political messages in biting humour – came on the scene. There was a political youth-quake against the establishment, informed by events around the world such as the Cuban Missile Crisis, Kennedy being shot and the Vietnam War. As children of the '60s we did think we could help make things right. We thought we needed to be engaged," she explains.

"I went right the way through from the Junior School, and even one term of a third year in the sixth form because I was applying to Oxford and Cambridge and in those days you stayed on for this. So I ultimately left at the very end of '66."

Julia's love of travel was fostered during what's now known as a gap year, working on a kibbutz in Israel for six months.

Julia Spry-Leverton.

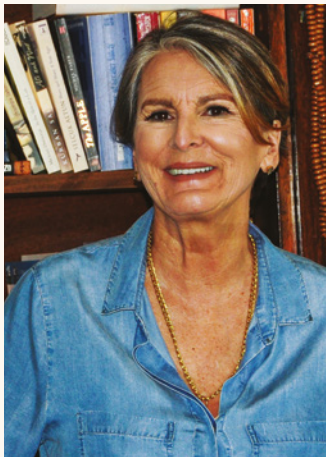


Image: Bobby Pall Studio

"Gap years weren't really heard of then. I don't quite know why I went to Israel: I met someone who had said it was a wonderful thing to do and Israel was a very young country and a very exciting place."

After coming back from Israel and going to Sussex University, she went to work in copywriting for Vogue, but soon grew tired of the frivolous nature of the fashion industry. She left and started writing for food magazines instead. Between school and university, Julia had stayed in London and taken a cookery course.

"I loved food. Elizabeth David cookbooks were very popular at that time and were creating something of a food revolution as exotic foreign ingredients became more available in Britain. I wanted to learn to cook properly, classically, so I did a course, which meant in the future I could do some food writing."

But the wider world was still calling her.

Kenya, Somalia, Liberia, Pakistan and other places

After working in food magazines, in the '70s she moved across to cultural arts-related external relations, and worked at the Commonwealth Institute, Save the Children and then with UNICEF as an international civil servant, working as a chief of communications in development programmes in countries including Kenya, Liberia, Congo, Rwanda, Somalia and Pakistan.

"Things were so different with international aid in the '70s and '80s," she remembers. "The message was: 'If there were more money raised, this or that 'problem' could be put right', and the advertising and public relations messages were made to be quite harsh because they were meant to shock people into thinking 'oh dear, I must donate because these poor people can't do anything without us.'"

"Now it is much more about how supporting communities in responding with their own solutions, providing seed money to help them deal with crises, and not just handing over money."

By the '90s, Julia had a portfolio of overseas freelance writing jobs because of her skills learned in journalism and external relations, and she began a period of working with a photographer on assignments, predominantly in West Africa, to report on what UNICEF's development programmes were achieving at ground level.

"In that period, there were different crises happening – they were looking for people who were willing to go in to challenging situations and give it a go," she says. "There were difficult times in places such as Somalia, and during the genocide in Rwanda – but overall, it was an immense privilege to be given the opportunity to work at grass roots



Julia on a UNICEF mission to Darfur, Sudan, in 1981.



Image: Vri Goswami

Julia with Jacopo Bassano's 'Two Hunting Dogs', 1548.

“Julia’s love of travel was fostered during what would now be called a gap year, working on a kibbutz in Israel for six months.”

“Way back, I used to go with my mother and sister on holidays to places such as Florence and Rome, and we went to the galleries and I loved it all. I had no particular understanding of art history, but I knew that I really loved the 16th century,” she says.

“But then all those years later coming across Jacopo Bassano’s ‘Two Dogs’ painting, it was thrilling. I felt I had stumbled on a mystery. At a time when placing a portrait of dogs alone in a frame was unheard of, why did an artist choose to break the taboo?”

“*The Eyes that Look* is fiction – but fact-based, honouring what I found delving into Jacopo Bassano, his family and intellectual and artistic life in the Venice and Veneto of the mid-1500s. It was a joy to take this one small aspect of the High Renaissance’s teeming creativity, allow my imagination free rein and, via a young man’s questing adventure and coming-of-age story, explore the conundrum of the ‘Two Hunting Dogs’ – even suggesting a resolution to the mystery about the portrait which is at the novel’s core.”

It was not a straight-forward process to write the book though, even for an experienced writer such as Julia. She enrolled on a masters course in creative writing at Bath Spa University, attended a Courtauld Institute summer school and lectures at the British Institute in Florence, and spent many hours in Italian archives, galleries and churches, as well as in trying to master the language. But it was going back to university later in life for the MA that really allowed her to harness her creativity.

“There is no substitute if you want to learn how to write a novel than to do something such as a masters,” she says. “In this new phase of my life I was a much better student than I was when at Sussex, because by this time I passionately wanted to make sense of art history and cultural history and work out how they all fit together.

“Being tutored and critiqued, I came out of that MA year with an understanding of the fictional process that was totally different to what I went in with, and I think that transformation had a lot to do with my imagination being freed up and permitted to take its own path.”

It seems that from her days at Stamford High School, Julia has been taking her own path.

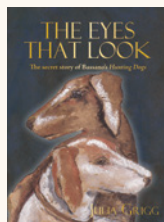
level and perhaps help to provide ways in which the voiceless might be heard.”

By the late '90s, Julia was spending more time back in the UK, albeit married and living in Nairobi for the majority of her time, but a chance encounter while on holiday in France set her on a new path.

Italy, the Renaissance and a journey into history

While in the south of France 10 years ago, Julia bought the *Le Figaro* newspaper, and as a dog and art lover was drawn to a picture of a painting in the Louvre with the headline “Two Revolutionary Dogs”.

It turned out to be publicity for an exhibition of High Renaissance Venetian art, in which Jacopo Bassano’s 1548 *Two Hunting Dogs* portrait was featured alongside works by Titian, Veronese and Tintoretto – and it provided the inspiration for a novel, written under her pen name Julia Grigg.



THE BOOK
The Eyes That Look
by Julia Grigg.
To find out more, visit juliagrigg.com

Parent power

The massive SES Duke of Edinburgh programme operates with an army of dedicated parent volunteers. Director of Outdoor Education **Edd Smith** explains how this ground-breaking scheme came about.

We are currently in the midst of my sixth full Duke of Edinburgh (D of E) season at SES, and in that time the numbers of volunteers helping with the scheme has more than doubled. The secret: parent power.

Take a typical Easter D of E week. There are 36 groups to manage in one week with Bronze training, and Silver and Gold practices. We will use more than 40 supervisors for just this one week alone. We have a massive programme with more than 250 students taking part in the expeditions every year. I am so proud of my team, and the significant growth and development of new volunteers has been my greatest achievement as Director of Outdoor Education.

It was not always like this. Following a very tough first season, when I was trying to get to grips with combining two huge and very popular D of E programmes across both schools and

creating a common approach for all, one thing was abundantly clear: if we did not reduce the number of trips going out then we would never be able to offer any other kind of outdoor opportunities to students.

The only way to reduce the number of trips while maintaining participation was to run larger trips with more groups on each. But to do this we would need more staff than even the Schools, and their already hugely committed teaching staff, could provide.

So in 2014 I sent out a request for parent volunteers and hosted an evening to explain what would be involved and to get people to sign up. Back then there was just one parent who had been helping for a number of years.

However, one of the remarkable things about SES is that the parents are very supportive and proactive, and quite a few answered my call. This first round of recruits helped us get over the early hurdles and many were handed a battlefield commission. Despite being thrown in at the deep end they thrived, and I am pleased to say that most of them are still with us. Silver and Gold are now joint SES trips thanks to our greater capacity.

Now we have more than 30 external volunteers who are mostly parents, with a few ex-pupils and one or two others. There is a set process which involves taking all volunteers through a whole training programme showing them the basics and giving advice on how to teach the students. Then they can progress through the Bronze, Silver and Gold supervisor levels as they gain more experience.

I had always assumed volunteer turnover would be quite high, but often our supervisors are staying on even though their children have left the school, simply because they enjoy helping out. I used to actively recruit new parents but for the last couple of years I have stopped doing so, as we

have a strong group and just through the grapevine we pick up a few new volunteers each year. It is also amazing to see them organise training trips with each other to go out and practise micro and night navigation, such is their commitment to the cause!

Without this additional level of support on top of our excellent staff the structure we currently operate would not be possible and we may have had to resort to using an external company, which could have doubled the costs.

We speak mostly of the expeditions, but there has been wide-reaching benefits of our extra help. All of the school award verification is done by an ex-parent. Each year we have a few kit days and volunteers, staff and parents come to help me with the boring jobs such as checking tents and cleaning out the food boxes.

I know that for many schools the idea of having parents come and help out is treated with a great deal of trepidation, and if I am honest I did have my concerns.

However, all of my concerns were unfounded and what's more, through the volunteering, it actually improves the parent-school relationship. Every volunteer we have had come forward has been outstanding, even though most know very little about D of E and many have very limited expedition skills when they start.

But each and every one has been coming for the right reasons, and with a fantastic attitude – all they want to do is help the students and give them a better experience, or give something back to the school. Hard skills are easy to teach but people with the right attitude are far more valuable than an in-depth knowledge of an OS map.

What started as a call for assistance has grown into something much larger and is now a thriving community of parent volunteers and school staff working in harmony. Our volunteers have brought with them a huge amount of positivity about the task ahead of them and it is clear that the School and the students are better off for it.

Parent Mark Keith on a Gold practice with Charlie Clayton, an ex-pupil who is also a volunteer, at Striding Edge on Helvellyn.



THOSE WHO SERVE

Volunteer parent Claire Rickett explains her role in the D of E scheme.

"I've often been heard to say that every trip, regardless of any bad weather or difficult situation, was like a holiday for me and when I appeared back at home I was welcomed with open arms and relief. I feel valued on a trip, and returning home!

"As the years have passed I've been incredibly touched by how supportive and enthusiastic my own three children have been about my involvement

in D of E expeditions. They have given me lots of positive feedback, all completed their Gold awards, and they have been generous with their encouragement.

"Being in the D of E team has been a journey of personal development for me too. So I now drive the minibus and I am a qualified assessor.

"I am always stepping out of my comfort zone, which keeps me on my toes, and I've met some

great people who want to help and have a laugh along the way.

"D of E is so beneficial to all students from whatever background.

"With the expedition, students gain a real sense of achievement and they develop greater appreciation of their home comforts.

"They'll even admit they've enjoyed getting away from their phones and social media for a while. It takes a great deal of resilience and

determination to carry those huge back packs!

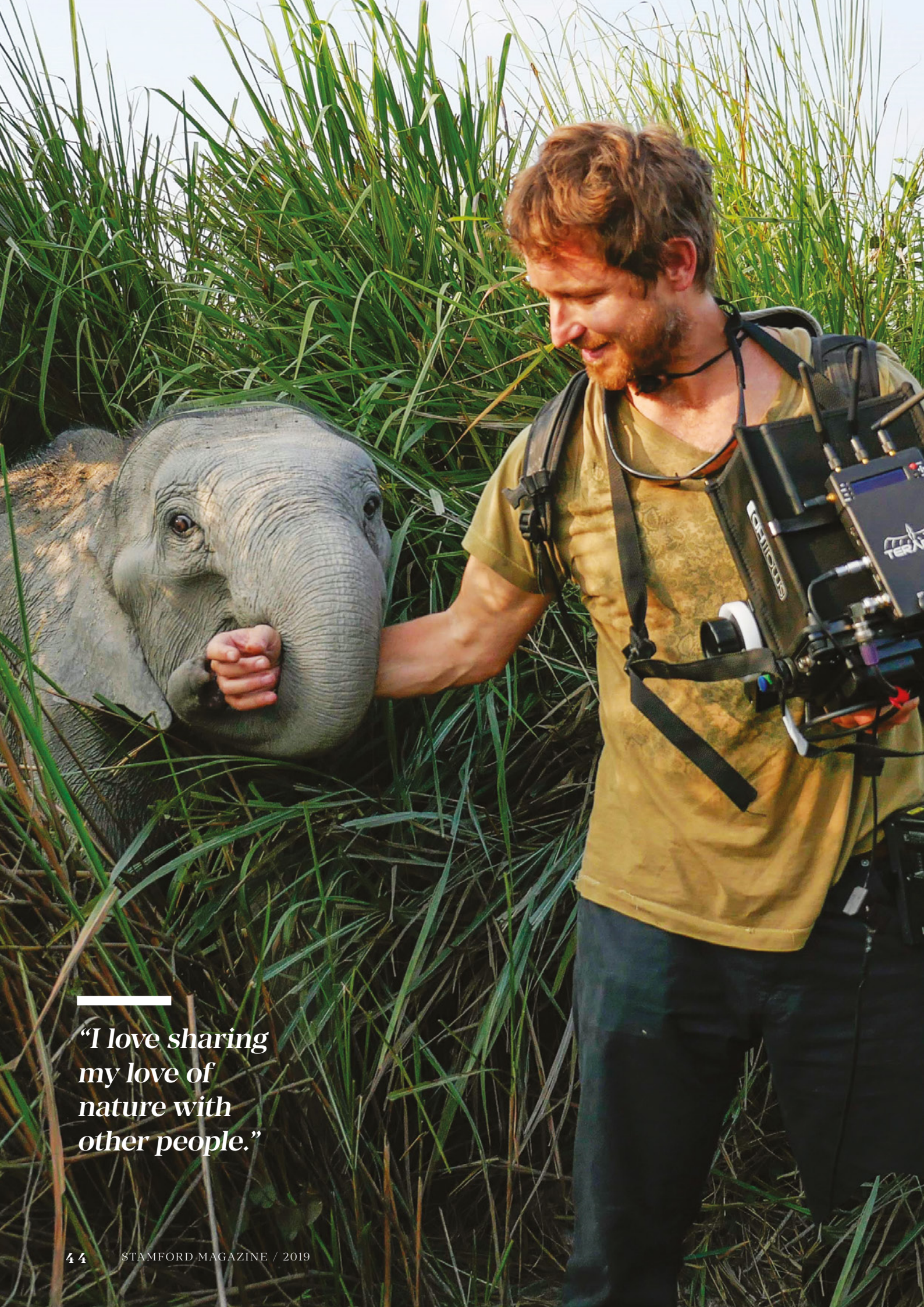
"They hopefully learn to tolerate other people's different ability/approach and often make friends with students they least expected to.

"Enjoying the independence of the journey 'alone', the students know they have to work it out themselves, which is very rewarding and gives a great sense of freedom, and achievement."



"One of the remarkable things about SES is that the parents are very supportive and proactive."

Volunteer parent Claire Rickett, part of the SES D of E volunteer team.



*“I love sharing
my love of
nature with
other people.”*



THE
FOUNDATION
LECTURES

Dr Chadden Hunter: his wild life

BBC wildlife documentary producer and director Dr Chadden Hunter visited SES as part of the Foundation Lecture series. SES pupils Hal York-Forward and Stephanie Kelly interviewed Chadden for his behind-the-scenes secrets.

On Friday, 17 May, producer and director Chadden Hunter spoke at Stamford as part of his lecture series *Planet Earth II: Behind the Scenes Secrets*. Having worked on some of the best-known natural history television series in recent years, including *Wild Arabia*, *Planet Earth* and *Frozen Planet*, he revealed the huge challenges in making these spectacular series that combine detailed planning, technical excellence, personal risk and a lot of patience. Backed up by stunning images and never-before-seen footage, he spoke about his experiences of working on some of the most iconic television programmes ever made.

In a career working among animals, you have been to every corner of the world. Did you always think you would end up doing this?

I'd always loved nature, so I think doing something with nature in my career was always ingrained. I loved sharing my love of nature with other people, so teaching was a natural place to do that. For years, all I wanted to be was a biology teacher.

I was going down the academic path and we were studying monkeys in Ethiopia for my PhD when a film crew arrived. I helped them make a film about my research and it opened my eyes to the power of reaching people – four people in the world have read my PhD, while about 40 million people have seen my film.

I thought 'if I really want to share my love of nature, then there is no method more powerful than television.'

Are there pressures on film-makers to go to greater extremes to capture something new?

We're always trying to give the viewers something beyond what has been done before. Previously with David Attenborough series, we only made one every four years and our audience didn't have access to YouTube, smartphones and digital cameras in-between. So we had a lot of breathing space around us, and our material felt special. The world is saturated with media content now and there is pressure to raise that bar every time we make a new series.

There's a limited number of animals and our natural world is shrinking, which is frightening. But where we've mostly improved, I believe, is in our storytelling. When you watch something like *Dynasties*, it is pure drama, enough to rival things like *Game of Thrones*.

How crafted are the stories in each programme?

Obviously we need to re-construct what could or would happen for a day in the life of those animals. Some people are shocked to hear that a lot of documentaries are bolted together in that way – it's shot from 140 different camera angles.

So, without blowing people's romance about it, there's a lot of work in the latter stages where we sit with the editor for weeks and months carefully constructing and editing stories.



We want to be true to nature and make you feel as if you've learned something about animals' behaviour, even though you feel entertained with a different story every five minutes. Ultimately, we try to tell the story with as little commentary as possible. In recent shows such as *Dynasties* and *Our Planet*, if you listen to it, some of the most rewarding parts are when there isn't narration from David in it.

For us as visual storytellers, we pride ourselves on being able to take you on a journey that doesn't require as much narration from David to explain it. We just want to put you on the right track and then let you be captivated by it.

How involved is Sir David Attenborough with the process of it?

These days, David is mainly involved in the narration. He is a very talented film-maker and he's certainly earned his stripes making and producing amazing television. Now, at 93, it's a bit harder for him to get about in the field. We'll keep him posted about what we're filming, and he'll get excited by the different stories, but he can't get as deep into the jungles or mountains as he'd like to these days.

Towards the end of the filming period, we'll present scripts to him, and he'll alter words here and there to suit him, to help craft his talking style. For bigger series, sometimes we'll take him out into the field and film introductions and closing pieces.

Climate change, pollution, over-population - these are the things that are really affecting the world and wildlife. What can be done?

That's a very big question and a very big challenge. We are going through a phase now where a lot of the world is waking up to how much damage has been done.

It's late but instead of focusing on the despair, focusing on what we've lost, I think we must use that energy and momentum to really make a change.

One good thing about our modern world is that with new technologies such as social media we can link up as communities and societies to raise awareness much more quickly than we used to. We have a lot of heavy lifting to do now to change the habits of how we use resources, especially carbon and fossil fuels.

I think we've fallen into a bit of a trap with the old 'think locally, act globally' mantra. We're letting big corporations off the hook because we've been drummed into thinking the responsibility for saving the planet is all on us as individuals – that by focusing on our guilt as a consumer and recycling at home we're doing our bit.

But you can write letters, tweet large companies, choose where to shop and use different businesses based on



Dr Hunter 'on set' with Sir David Attenborough

Dr Chadden Hunter, centre, with students from SES



“For us as visual storytellers, we pride ourselves on being able to take you on a journey.”

their choices. The main thing is to talk publicly about it. Corporations talk about 'reputational risk'. That's the button we need to press to make them change their practices. I'm sorry to say that's much more important than just recycling at home!

Talking about spreading the word, arguably the most watched shows are *Planet Earth*, *Planet Earth II*, *Frozen Planet* and *Blue Planet 2*. What other projects do you have in the pipeline?

Usually these are top secret, but I'll be completely honest with you, and this is perhaps controversial, though interesting. When *Our Planet* came out on Netflix a number of media outlets said 'Attenborough has deserted the BBC' – which is crazy as he's freelance! Part of the response from the BBC was, for the first time ever, to announce everything in our pipeline – *Green Planet*, *Planet Earth 3* and *Perfect Planet* come out next year.

But the one I've been working on for the last three years and which will come out in the autumn is *One Planet: Seven Worlds* about the wildlife of each continent.

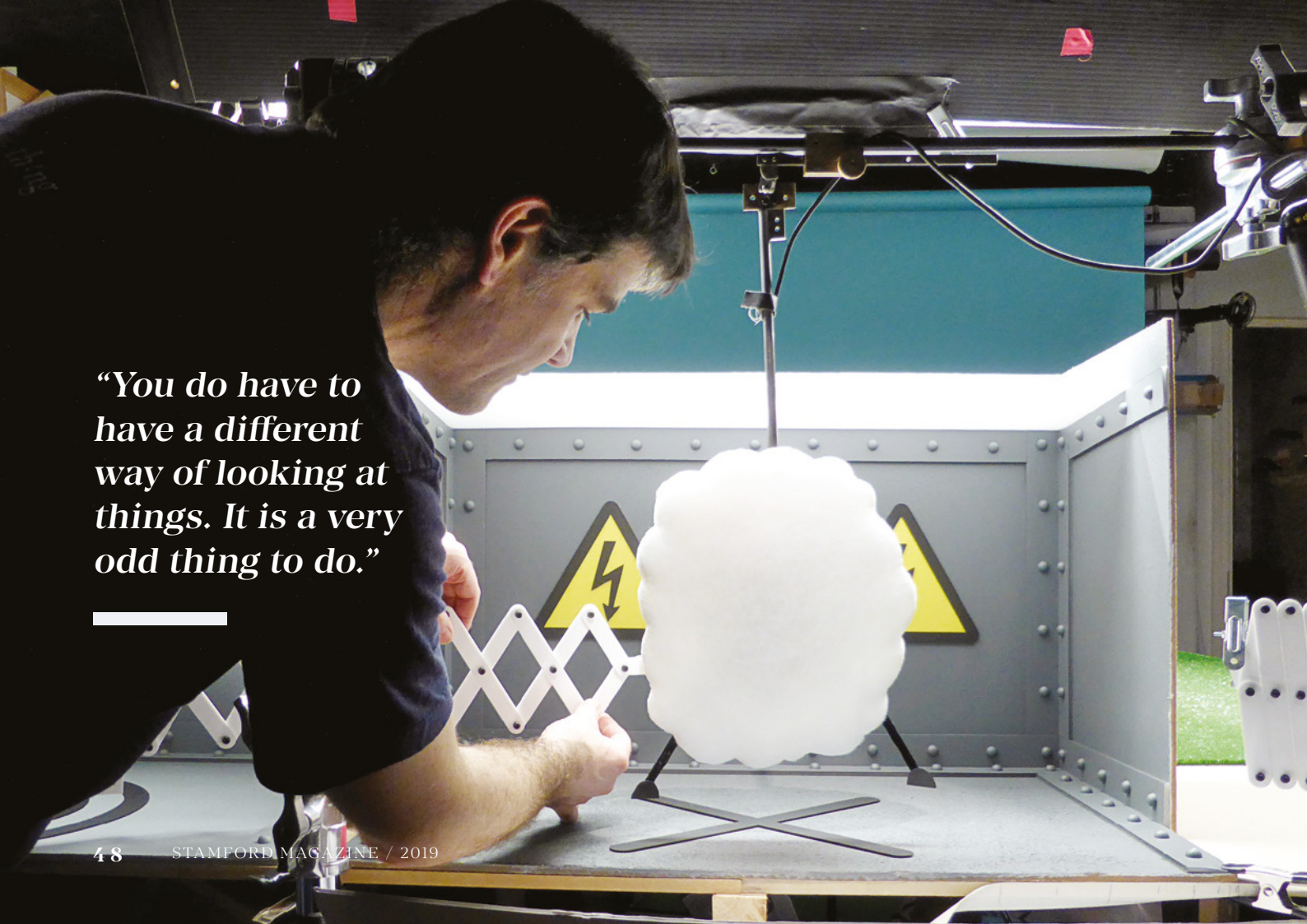
What storylines are involved?

I wish I could tell you! But the actual stars of the show must remain under wraps for another few months. I can say that we'll be trying to give you an awe-inspiring journey through each continent.

What's been most challenging about it with places such as North and South America, Asia and even Africa, is that on each of those continents you can find deserts, rainforests, tundra, grassland... all sorts of habitats.

So we're trying to find a cohesive story which links the creatures there, and choosing animals that are iconic, so you aren't disappointed when you don't see a lion in an 'Africa' episode, for example. And yet we're also trying to highlight some new and amazing stories that you hadn't expected from this continent, which is exciting but tough.

With '*One Planet, Seven Worlds*' it's been operating on such a grand scale there's a wonderful chance to make that very cinematic. I wish I could tell you more, but I don't want to spoil it too much for you...



“You do have to have a different way of looking at things. It is a very odd thing to do.”

Master of Puppets

Renowned animator **Tony Farquhar-Smith (OS 88)** has worked with some of the biggest names in Hollywood. He explains how he went from Stamford to stop motion.

When *Corpse Bride* was released in 2005, director Tim Burton hadn't released a feature film in 12 years. Animators climbed over each other to fight for a place on set. Old Stamfordian Tony Farquhar-Smith (OS 88) was among them: one lucky contact, one phone call and an on-screen test later, he found himself working on one of the biggest animation movies of the noughties.

Whether they're Hollywood blockbusters or wonders of the small screen, the chances are you've seen more than a handful of Tony's animation masterpieces in your time. His CV is varied: from working with award-winning director Wes Anderson to corporate giants HSBC, retail clients Kellogg's and Florette, and, more recently, Chase Distilleries,

We interviewed Tony, now running his own animation company, Smoking Hippo, to find out more.

Delayed start

After finishing at Stamford School in 1988, Tony took an art foundation course at Kingston University and secured a place to do a degree in sculpture. Instead of starting the course, he moved to Islington and started running a café, which gave him some thinking time: "I needed to go away. I thought, if I'm still driven by an art degree, I know that I'm on the right path."

He caught wind of animation as a subject, applied to a

college in Farnham that ran a degree programme and was accepted.

Tony believes that his foundation course focused heavily on traditional art forms, which proved to be a barrier to exploring different media – something he works hard to address now through his own lecturing. With an eye to improving his employment prospects, Tony approached his course leader at Farnham at the end of his first year with a proposal to make his own movie.

"I went a bit maverick, looked at the second-year syllabus and said, 'this is no use, I'm going to make a film', and they said, 'If you do that we're going to kick you off the course.' So, I said I'd do my own film and if they liked it, they'd keep me on for third year, and if not, they could throw me out. My reasoning was that even if they threw me out, I'd still come out of it with a film, which was what I knew I needed to get a job. I showed them the film and they let me stay on."

The gamble had paid off. "I came out of university with two films, which is what you needed, a showreel. I had a job in eight weeks."

Creativity vs logic

Despite the evidence of creativity in animation, Tony describes it as a largely logical process: "A massive amount of it is trying to anticipate what could go wrong... mostly it's just a lot of planning and a lot of preparation."

"Before you shoot, you'd do a simple version of the shot for the rhythm and performance, so that the camera department can make sure the lighting is right, or that the props department can check everything looks realistic, and the art department can make sure the scene is painted correctly. It's like live action, but it's a lot slower."

That planning, and the resulting slow pace, can mean that a successful day results in just four seconds' worth of film.

Influences

"My influences range from Walt Disney to Bagpuss to Rhubarb and Custard, as these were the things that were surrounding me in my childhood," says Tony. And although many of us have grown up with animation, it's not 'just for kids'. Disney's 'Hunchback of Notre Dame' (1996) features darker themes of genocide and obsession, and Japanese animation epic, 'Princess Monoke' (1997) deals with man's relationship with nature.

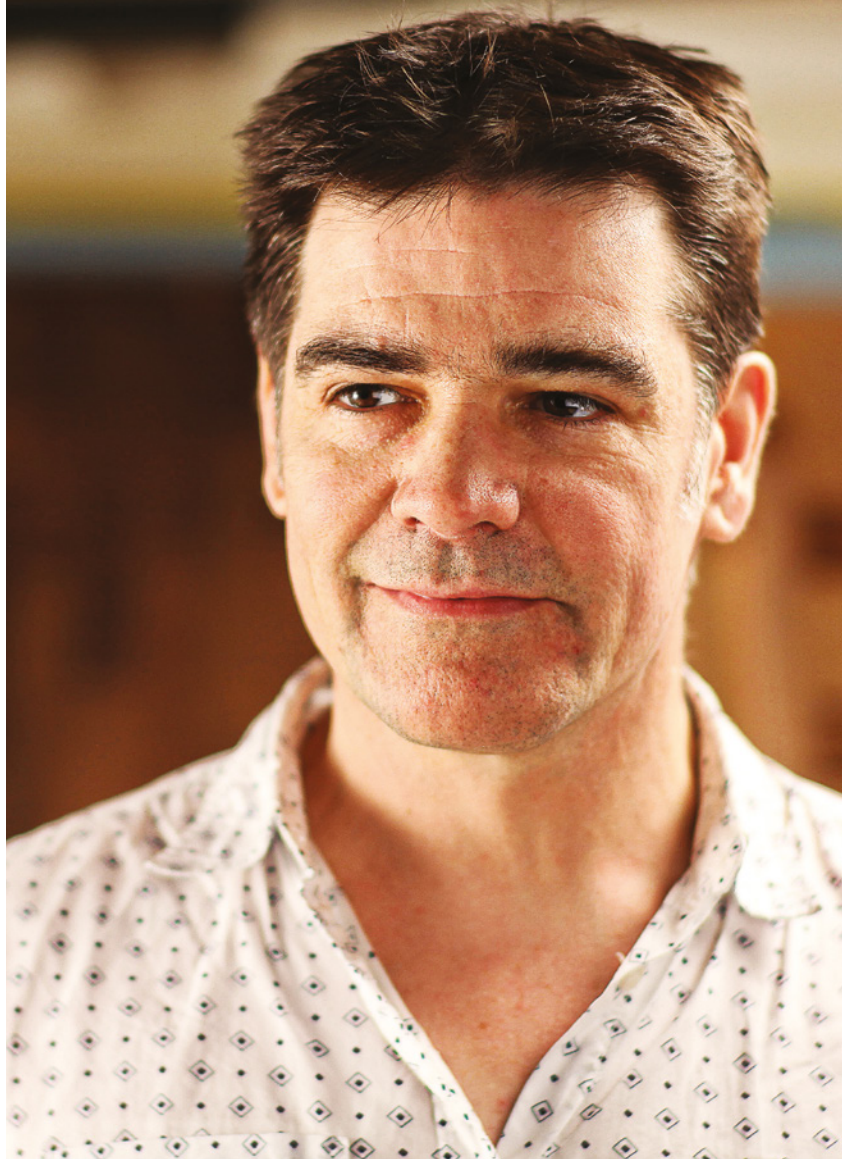
Having since worked with some of the biggest names in film, Tony has learned that each director operates differently, and that fashions in animation are changing. It's becoming more and more accepted now to use live action video reference, where actions are captured on film then recreated by the animator. "Working with Wes Anderson on *Fantastic Mr Fox*, he was doing a lot of that... some specific movement, hand gestures, sometimes facial gestures. It got to the point where he was playing every part."

All forms of art

Tony's love of art started early. "I'd always done art and drawing. I was lucky that my mother dragged me around galleries... at the time it was Pop Art which referenced comic books, so for a kid all of this stuff suddenly became massively accessible"

"Art is interpreting life and putting it down in a different way," says Tony, "which is what a painter does, and what film making does, what photography does. I think that's true of any artist; they want to interpret the world to highlight things for the viewer to be more aware of them."

"I'm a big fan of Don McCullin, he's a big photographer who used to work for *The Sunday Times Magazine*. There are pictures of his that I'm in awe of, not only because of the moments he was in to capture them, but the technical skill



of his photography; they just leave me breathless. I just don't know how he achieves the results he does.

"There was the Picasso exhibition last year, and again, some of the later Picassos – he would just knock it off in the morning, in half an hour. How do you do that?"

Divided opinion

A harsh reality of working in an artistic role that your work will divide the audience. Some will love your work, and some will hate it, Tony reckons: "It's so subjective. All art is subjective. It's hard to convince other people you're good at what you do. That shouldn't stop you from doing it. One person may hate your work and one person may love it. Do not to be put off by rejection."

Consequently, Tony's '10-step programme' to become an animator, which he runs at art colleges around the country, has a clear focus on perseverance, but what of the future of animation, with the ever-changing developments in digital?

"It's very hard to judge," he says. "When *Toy Story* came along, people thought it was going to be the death knell for stop motion animation; what people missed is that it's just another medium. What's interesting with CG [computer graphics] is that they borrow a lot of our language – the recent *Lego Movies* look as though they've been done with stop motion."

Any feature films by fellow artists to look out for in the near future? "Guillermo del Toro is making *Pinocchio* and will probably be setting it in the Spanish Civil War – it won't be like the Disney version." In the world of stop motion that much is certain.

With Tony's unique vision involved, that much is certain...

HOW TO GET AHEAD IN THE ARTS BY TONY FARQUHAR-SMITH

Do your research about what you'll need to learn

"I went around animation companies to find out what you'd need after university to get a job, so that was massively useful. I didn't want to be in a position with a degree but with someone saying, 'Oh you haven't got this, you need this...', so I did a bit of market research."

Have an eye on the future

"The first year as a student, I was a bit disillusioned. Everything the animation companies said I'd need they weren't providing. I went a bit maverick and did a deal with the head of course, looked at the second year syllabus and said, 'this is of no use, I'm going to make a film'. My reasoning was that even if they threw me out, I'd still come out of it with a film, which was what I knew I needed to get a job."

Take any job to gain experience

"My first job was making information films telling you what to do at night: turn your TV off and unplug it, put cigarettes out (that shows you the vintage), put the cat out, turn the smoke alarm on, all that stuff."

"In my early years, I'd be roped into extra parts. I once found myself in an eight-foot teddy bear costume for three days for an Aphex Twin music video. The compensation was £50 and a curry, but at least it was a very good curry."



*“A massive amount
of this work is trying
to anticipate what
might go wrong.”*





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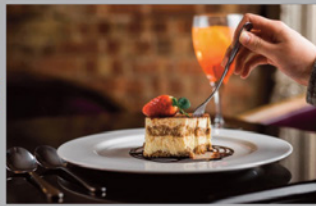
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Reunion Weekend 2019

15 AND SUNDAY 16 JUNE, 2019

The biggest yet, and despite inclement weather it was a tremendous success with hundreds of OS from the Schools meeting up again.





Reunion Weekend offers a wonderful opportunity for many to come back and visit their former Schools, to see fellow classmates and members of staff, and to enjoy a weekend with friends and family.

The Old Stamfordian Club and the Stamford High School Old Girls' Guild celebrated their Reunion Weekends in June, with more than 300 former pupils and staff returning to the Schools. The weekends both run to a similar timetable, with chances to enjoy a church service at either the Stamford School Chapel or St Martin's Church, then drinks at the School, a hot buffet lunch at both sites and ending with sport, (more!) drinks and a hog roast at Stamford School, Mainfields for both former SS and SHS pupils.

With torrential rain and flooding in the week of the event, unfortunately cricket and tennis over the weekend were cancelled, but current Stamford School pupils and former pupils were still able to play the annual Andrew Carter Touch Rugby matches on Upper and Lower Drift. Congratulations to the 2012 leavers who took home the trophy on the Saturday evening!

Despite the weather in the run-up to the week, spirits were not dampened, and many braved the elements with the promise of a hog roast and drinks from local business, The Wine Bar, with the last few alumni heading off into town after the event closed just after 10pm.



Images: Sarah Mahoney & Mark Henley (OS 84) - award-winning documentary photographer, based at the UN in Geneva. Represented by Panos Pictures in London. www.markhenleyphotos.com



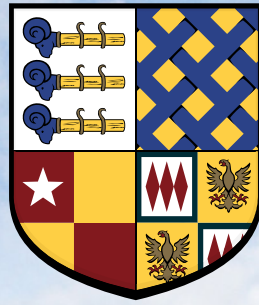
“The Old Stamfordian Club and the Stamford High School Old Girls’ Guild celebrated their Reunion Weekends in June, with more than 300 former pupils and staff returning.”



SAVE THE DATE
Reunion Weekend 2020

Saturday 13 - Sunday 14 June 2020

We would love to see you there! Keep an eye out for more details on the SHS OGG e-newsletter and OS Updates, on social media, and the alumni web pages.



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London OS Dinner 2018

7 NOVEMBER, 2018

By Will Joyce (OS 11)



November brings a particular highlight in the OS calendar – the London OS Dinner, held this year at the RAF Club in Mayfair on Wednesday, 7 November. The event is a crowd-pleaser and every year records strong support from OS working in the City, or jetting in from further afield.

This year, the 180th meeting was attended by 62 diners including our guest speaker, the Headmaster, who as always, delivered an insightful state of the union address. We also welcomed a strong turnout from OS 13.

The sprightly evening started in the American Bar by getting reacquainting with OS friends before heading to the grand dining room for a five-course silver service meal. OS enjoyed the loving cup ritual and between courses jackpot entertainment through a game of ‘heads and tails’ – won spectacularly by Matt Marshall (OS 13).

Drinks in the Cowdray Lounge followed until the early hours. The dinner was well supported by OS young and old, from leavers in 2018 to stalwarts who have been attending for more than 30 years.

It is a wonderful event and I would urge you to support us again next year. Finally, thanks must go to Ian Brassington, Paul West, Neil Paterson and Cam Park for their efforts in organising a delightful evening – we hope to see you in 2019.

SAVE THE DATE:

The 2019 London OS Dinner will be held at the RAF Club, Mayfair, on Wednesday, 16 October, 2019.



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OS Drinks at the Lansdowne Club

16 MAY, 2019

By Phillip Hoskins (OS 74)

Upwards of 50 former pupils gathered in the prestigious setting of the Lansdowne Club in London on the evening of Thursday, 16 May. Alumni from both Stamford School and Stamford High School were present, and it was pleasing to see alumni from both Schools across a fairly wide age range enjoying themselves.

With drinks and canapés served, former pupils were able to reconnect with old friends and make new connections. The wide-ranging camaraderie and friendship can only stand both the Old Stamfordians and the Old Girls Guild in good stead for the future, particularly as both organisations work more and more closely together.



City Networking

25 JUNE, 2019

Lloyds Banking Group, Gresham Street, London

This event brings together pupils with aspirations of City life with alumni working among the big names of London's finance and banking district.

Thirty-three pupils, twelve alumni and six staff from Stamford Endowed Schools past and present, gathered at Lloyds Banking Group's head office in London for an economics meet and greet.

Having been in London for the morning visiting different sites, Year 12 pupils from both Stamford High School and Stamford School joined alumni from 7pm at Lloyds' Gresham Street offices for a networking opportunity to ask their burning questions to those working in the City.

With views overlooking London, and drinks and canapés, the alumni obliged our pupils by answering their questions. Working in a speed-dating format, it ensured that pupils had access to insight from entrepreneurs, economists, corporate finance, tax, investor relationship advisors, and chartered accountants.

The venue was a fitting opportunity for pupils, and kindly offered by Old Stamfordian and chief financial officer at Lloyds, George Culmer (OS 81).



ATTENDEES:

George Culmer
Chief Financial Officer, Lloyds Banking Group
Nikola Dacic (OS 13)
Economist (Structural Economics Division) at Bank of England
Jessica Toyn (née Fox) (OS 10)
Associate, Marketing and Investor Relations at Calculus Capital

Matthew Pennill (OS 12)
European Economist at Morgan Stanley
Ros Price (OS 70)
Former Chief Investment Officer at Seven Investment Management
Peter Scott (OS 01)
Partner at Mudita Management
James McBain Allan (OS 06)
Partner at

Bishopsgate Corporate Finance | M&A Advisors
Lucie Alexander-Orr (OS 05)
Senior Manager at KPMG UK
James Chew (OS 80)
Regulatory Policy and Strategy at HSBC Holdings
Ian Brassington (OS 73)
Principal at Brassington & Co.

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Performing arts

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We invite you to explore some of our historic plays and look forward to forthcoming productions this academic year.

A CHRISTMAS CAROL

Y7-10 BOYS AND GIRLS

Tuesday 3 - Friday 6 December, 2019

Llowarch Performing Arts Centre

SES DANCE SHOWCASE:

ALICE IN WONDERLAND

Thursday 23 - Friday 24 January, 2020

SHS Hall

LEGALLY BLONDE

Y10-13 BOYS AND GIRLS

Tuesday 17 - Saturday 21 March, 2020

OE Hall



DATES FOR YOUR DIARY

2019 Autumn Term

Sunday 1 Sept	Boarders return
Monday 2 Sept	Term begins
Saturday 24 and Sunday 25 Sept	Sportsman's Weekend - SS
Wednesday 16 Oct	London OS Dinner - The RAF Club
Saturday 5 Oct	SHS, SS and SJS Open Day
Wed 9 Oct	Sixth Form Open Evening
Friday 18 Oct to Sunday 3 Nov	Half term
Tuesday 3 to Friday 6 Dec	A Christmas Carol (Y7-10 boys and girls) - Llowarch Performing Arts Centre
Friday 13 Dec	Term ends



2020 Spring Term



Sunday 5 Jan	Boarders return
Monday 6 Jan	Term begins
Saturday 11 Jan	Entrance examination day
Thursday 23 - Friday 24 Jan	SES Dance Showcase: Alice in Wonderland - SHS Hall
Thursday 13 to Sunday 23 Feb	Half term
Tuesday 17 - Saturday 21 Mar	Legally Blonde (Y10-13 boys and girls) - OE Hall
Wednesday 18 Mar 20	Discovery Morning at SHS
Friday 27 Mar	Term ends

2020 Summer term

Sunday 19 April	Boarders return
Monday 20 April	Term begins
Monday 4 May	May holiday
Thursday 7 May	OS London drinks - The Lansdowne Club
Friday 22 May to Monday 1 June	Half term
Wed 10 Jun	Discovery Morning at SHS
Friday 3 July	Y13: Leavers' Day
Thursday 9 July	Term ends



For further alumni events, please check the SES website, the termly and monthly e-newsletters and our social media.



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Vercingetorix

Donated to the Stamford School Archives by Mrs C Packer, he was a 'good wishes' gift to Bill Packer when up at Oxford. Then he was adopted by the Stamford School 1st XV as a mascot for some years, and returned to Bill's study, somewhat battered and ready for retirement.

Vercingetorix was the chieftain of the Arveni tribe, who united the Gauls in a revolt against Roman forces, making him a suitable mascot around which to rally!

Very important bears

The stories behind mascots with a long history of supporting the Schools.



Pooh Bear

Sandy Scoley (OS 63) informs us that the bear is called 'Pooh Bear', and was first seen in hockey team photographs in 1958. She remembers Pooh definitely had two legs in 1963, but rumour has it that the poor bear lost its leg during the '70s in a tug of war with Stamford School over the River Welland...

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