

**WRITING HER
OWN STORY**

Tessa Yates on her journey
to become an author

**HOW TO LEARN
FROM LEARNING**

SES teachers on brain function,
grit over grades and field trips

**THE SHOW MUST
GO ON-LINE**

How Covid-19 couldn't stop
the Legally Blonde show

**UP TO SPEE AND
DOWN TO LONDON**

News and events from around
SES and alumni communities

STAMFORD

THE MAGAZINE FOR SES ALUMNI & PARENTS

2020 ISSUE



Living in a materials world

Engineer
Emma Griffiths (OS 09)
is building the
new Range Rover

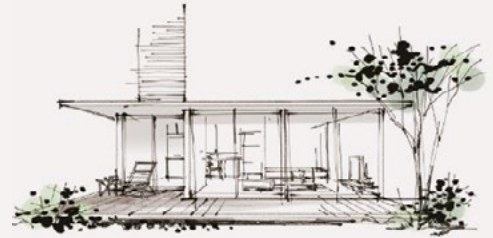
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STAMFORD

SES ALUMNI AND PARENTS - 2020

Published by SMC Creative on behalf of the Stamford Endowed Schools and distributed to members of the SES alumni associations and parents.

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Printed by:
Precision Colour Printing



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FROM THE PRINCIPAL

“We have had to learn to communicate in new ways, and to collaborate without the benefits of being together.”



This issue of *Stamford* magazine has been brought to you from dining room tables, desks in bedrooms, conservatories and home offices. The past few months have been affected not just by the Covid-19 pandemic, but by a fire that ravaged the Principal’s house in the middle of June.

Students, staff and parents have had to adapt to online teaching, and get used to an entirely new way of interacting and learning. The skills that we have all built up in such a short space of time are remarkable – it felt like 10 years of technology training in four months – and go far beyond just getting to grips with the new apps and structures that have made remote learning possible. During the lockdown, all of us spent time learning about ourselves, and how we like to learn and interact. All of us have had to motivate

ourselves to work at home and manage our time effectively, away from busy classrooms and offices. We had to work hard on developing resilience, learning how to cope with the bumps in the road, and taking personal responsibility for our happiness and health. We had to learn to communicate in new ways, and to collaborate without the benefits of being together.

As I write, we are preparing to welcome back all of our students – for a short time at the end of the Summer Term, and full time from September. We cannot wait to have them back in school – no matter how well they have risen to the challenges of the last few months, nothing beats learning and sharing together in the classroom. Even socially distanced, it is just so energising and exciting to be together as a community.

But the lockdown has taught all of us some useful things too. As we move forwards to discover what normality will look like, we hold on to all of those positive things, and carry them with us. Our Stamfordian Spirit is alive and well!

MR W PHELAN
Principal, Stamford Endowed Schools



Put together over multiple Zoom calls, numerous phone calls and countless emails between the editorial team and contributors, this year’s issue of *Stamford* came together almost entirely digitally and remotely because of the pandemic. Thanks to everyone who has helped bring it to life!

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UP TO SPEEDE

NEWS FROM AROUND THE SCHOOLS

Nobel Prize for Stanley Whittingham (OS 60)

An Old Stamfordian, Stanley Whittingham (OS 60), has been awarded the Nobel Prize for Chemistry due to his pioneering work on the lithium-ion battery.

The foundation of the battery was laid during the oil crisis in the 1970s, with Stanley working on methods that could lead to fossil fuel-free energy technologies. He started to research superconductors and discovered an extremely energy-rich material, resulting in a battery that had great potential.

Lithium-ion batteries are used globally to power the portable electronics used to communicate, work, study, listen to music and search for knowledge. Lithium-ion batteries have also enabled the development of long-range electric cars and the storage of energy from renewable sources, such as solar and wind power.

While at school, he won the Mayor's prize for mathematics, was a prefect and member of Willoughby and Ancaster Houses, and took part in hockey, cross country and sailing, before going to Oxford University.



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Photo: Dan Lepp

Equestrian team is jumping for joy

The Stamford Endowed Schools celebrated show jumping success after two teams were crowned Lincolnshire county champions, and qualified for the next stage, the National Show Jumping Championships.

The 105cm team, made up of Natasha Williams (Year 8), Jemima Hitcham (Year 9), Izzy Key (Year 10), and Sophie Golland (Year 12) won their class and defended their county champions title.

In the 95cm class, Natasha, Izzy, James Wagstaffe and Sophie scored first place, also qualifying for the Nationals.

To add to their success, three of the riders also qualified to compete at the prestigious international Royal Windsor Horse Show.

The team's co-ordinator, Jayne Wagstaffe, said: "What made this competition special is that all of the students, regardless of age or gender, compete at an equal level."



Stamford CCF commands and conquers

Fifteen students from across the Stamford Endowed Schools Combined Cadet Force (CCF) took part in the Regional Air Squadron Trophy competition, held at the Shuttleworth Collection, achieving sixth place overall, and first place in the Command Task.

Stamford's team competed against 20 other schools to complete the day's challenges, which involved a first aid assessment, Air Recce, Command Task, RAF knowledge test, drills and a shooting task using air rifles.

Flying Officer Mrs Amy Lewin, said: "The students all worked together so well. They were rewarded for their excellent efforts by coming sixth overall, and to top it off came first in the leadership based 'Command Task' element, which has earned them a wonderful trophy!"



Learning languages, how to be a spy, and rescuing teachers held hostage...

Staff at UK spy centre GCHQ took teachers hostage, and challenged pupils to rescue them, at a Modern Foreign Languages (MFL) event, hosted by the Stamford Endowed Schools.

More than 100 Year 10 students from eight schools were required to use their language skills to complete a series of complex puzzles and tasks.

The event, called 'The Word is Not Enough', was facilitated by six members of GCHQ staff, alongside representatives from Business Language Champions.

An introduction to basic cryptology and code-breaking set them up for their first task which involved students deciphering codes, working out clues and proceeding through tasks to infiltrate a drug smuggling ring. In an unexpected twist, the teachers were then captured and held hostage, requiring the students to complete

challenging tasks to come to their rescue!

After the main assignment, student groups presented for four minutes to a panel of business advisors and GCHQ staff in a language they were studying.

The Stamford Endowed Schools entered three mixed teams, speaking in German, Russian and Spanish. Stamford's Spanish team was awarded second prize, and presented with copies of a GCHQ puzzle book, which was signed by the Director of GCHQ.

Mrs Caroline Wray, Head of Russian at Stamford School and co-ordinator of the day, said: "This was an outstanding day; it was challenging, lots of fun and really interesting, with excellent language work by all!"

"It was great to hear how important modern foreign languages are in the world today, and discover the opportunities open to our students."

Brooke joins the Squad

Stamford High School pupil Brooke Fleming (top, centre of image) has landed a leading role in a new drama series which has been hailed as the new Stranger Things – the Netflix global smash hit.

Brooke (Year 10) stars in the Amazon Prime series 'The Luna Squad', which follows a group of children on the adventure of a lifetime.

Brooke said: "It's really exciting. This is definitely the biggest part I've ever had."

"The filming has been a lot more professional than I'm used to but it's also lots more fun. I got on really well with the other children in the squad."

The 14-year-old is a drama scholar and has performed in school plays as well as appearing in a selection of short plays and promotions videos, but this is her biggest role to date.



The series tells the tale of Brooke's character Ashley, who finds a mysterious map inside an old comic book, following a breaking news story about a UFO sighting.

Super science team wins engineering trophies

A team of five girls from Stamford High School won two virtual science-based competitions, coordinated by the Royal Academy of Engineering and the British International Education Association (BIEA).

The School's team, 'The Stamfordians', is made up of Sophie Farr, Anna Barsham, Olga Kryl, Ruby Sumner and Millie Hindmarch, all Year 9 students.

In May, the team won the national '#Engineers in the Making' competition, held virtually by the Royal Academy of Engineering, for their concept of an app using electroencephalogram readings (monitoring of electrical signals in the brain) to detect epileptic seizures.

The BIEA 'Save Our Shores' competition required more than 100 finalists, from 30 countries, to design an amphibious vehicle that could travel on land, mud and in the sea to help solve the plastic pollution problem. The Stamfordians' design, made from aluminium, won in the age category of 12-14 years.

Gareth Davies, Grantham and Stamford MP, visited the team to learn about one of their projects, which uses artificial intelligence to assist the visually impaired.

Earlier in the year, the team also participated in the nationwide 'Super Physics 2020' competition, scoring an impressive third place.



It's all in the Mind

Students and staff from across SS and SHS joined together to showcase their musical talents at the Schools' annual 'Charity Rock' concert. House, staff and student bands performed, with the concert raising more than £900 for the mental health charity Mind.

Thanks to Jonny Breeze for use of his images. To see more of Jonny's photos please visit:
<https://jb-photos.orangehouse.co.uk/>

Time for tea? And a towel too?

Katie Cardew has teamed up with the Stamford Endowed Schools to produce a new range of merchandise.

The quintessential nature of Stamford is represented no better than through the designs of Katie Cardew, whose illustrations, full of personality, colour, and humour, reflect the uniqueness and beauty of Stamford's Georgian architecture.

As a local artist Katie's designs are inspired by rural life in Rutland, as well as her travels around the globe, with each of her products being produced in the UK using local manufacturers where possible.

Working alongside SES, Katie has produced a series of homeware and gift products, capturing the essence of the Stamford Schools. The full range of Stamford merchandise includes mugs, tea towels and teddy bears, as well as outerwear, a shopping bag and an umbrella.

To view the full range, Google 'Stamford Endowed Schools Merchandise', visit the SES website, or drop into the School Shop at 36 St Paul's Street, Stamford.





Helen Richardson Walsh MBE coaches and presents to students

The Olympic gold medal-winning hockey player, Helen Richardson-Walsh MBE, visited Stamford High School to coach and inspire young hockey students and sports Scholars.

Following a coaching session, Helen gave a presentation focused around the topics of confidence, striving for your best, and using mistakes as catalysts for progress.

Mark Nasey, Director of Sport and Performance at the Stamford Endowed

Schools, said: "The Schools welcomed inspirational sportswoman Helen to share her wealth of experience with our students.

"Helen put the girls through their paces on the hockey astro, and then presented to the players, sports Scholars and staff, delivering powerful messages around setting goals, backing yourself, aiming for the moon and celebrating all that we are good at. It was truly inspirational!"

Championship gold again for Charlotte

Charlotte Bolton (Year 12) has added to her growing record of rowing achievements, winning gold alongside her team in the U18 Mixed Relay at the British Rowing Indoor Championships.

The Isle of Ely Centre J16 Team competed in the championships at the Olympic Park Velodrome in London against 11 other teams from across the United Kingdom.

Charlotte additionally competed in an individual event for J16 Girls, placing her as the seventh-fastest girl in the country with her row of 2,000 metres in just under seven-and-a-half minutes.



George is a Master Chef

George Worthington (Year 9) won the East District Final of the Rotary Young Chef Competition.

Each student was required to prepare a three-course healthy meal, comprising of a starter, main course and dessert, for two people, costing under £20, in a two-hour time frame.

George's winning menu consisted of a starter of Moroccan stuffed sweet peppers served with a wedge of charred lemon, Moroccan vegetable tagine served on a bed of mint and spring onion couscous, followed by sticky toffee pear pudding served with vegan custard, and accompanied with a Moroccan mint green tea.



Success on the floor and in the air

All six teams from the Stamford Endowed Schools achieved podium positions at the East Midlands Schools' Floor and Vault Championships.

The regional gymnastics competition, which also acts as the qualifying event for the National Finals, was hosted by Stamford Junior School.

Four of Stamford's teams won gold and advanced to the Nationals, to represent the Stamford Endowed Schools and the East Midlands Region;

the Under 11 Girls A team, Under 11 mixed team, Under 19 Girls team and Under 19 Boys team. The Under 11 Girls B team also performed well, winning silver, with the Under 14 Girls team securing bronze.

The Under 19 Boys team scored the highest team total of the day, making Stamford Endowed Schools' history as the first ever senior boys team from the Schools to advance to the National Finals.



Photo: Newflox / Sam Taylor

“Acting in Sex Education has taught me a lot.”

Sex Education’s **George Robinson** (OS 17) talks about acting, intimacy, and spinal cord injury.

Old Stamfordian George Robinson (OS 17) has made his Netflix debut, starring in season two of the British comedy-drama, ‘Sex Education’.

Having acted throughout his time at Stamford the part of Isaac, a dry humoured, sarcastic, and mischievous troublemaker who plays the ‘vulnerability card’ to get up to

his antics, jumped out at George. In an interview with the Back Up Trust, he recently commented: “My Agent sent me the role of Isaac. I was aware of Sex Education, but I hadn’t actually watched it. But as soon as I read the character description, I instantly knew who he was and how I wanted to play him. It just clicked, so I applied.

“Netflix got back to me and invited me to read for the role. I thought I would just go in and just be me. If they liked me I would get the role, if they didn’t I had nothing to lose. I thought it was mad that they even considered me. The role of Isaac was originally written as an amputee, but they said they would re-write the character based around the disability of the successful applicant. So when I was successful in the audition they wrote him as having a spinal cord injury.”

He continued: “Acting in Sex



Education has taught me a lot. Playing Isaac has helped me be more confident and comfortable in myself. I feel that sometimes I can be chasing other people’s approval, but Isaac is more than happy to just be in the moment and live his true self. It’s taught me a lot more self-assurance.”

George recently returned to the Stamford Endowed Schools to speak at the Sixth Form Formal Charity Dinner, giving an inspirational speech about his life, disability, and opportunity.

The evening raised £400 for the Matt Hampson Foundation, a charity that has been supporting George since 2015, when he was injured playing rugby on a school trip in South Africa.



Students awarded at Rutland Youth Open Art Exhibition

Two students from the Stamford Endowed Schools have been awarded 'highly commended' at the Rutland Youth Open Art Exhibition, themed around 'Into the Light'. Young artists, between the ages of 11-18, living and being educated across the county were invited to submit their works in the mediums of painting, drawing, ceramics, sculpture and textiles, with the exhibit being displayed at the Rutland County Museum.

Following a presentation of students' works at the Stamford Arts Centre, Evie Joyce, Year 9, and Alex Timson, Year 12, had their works, titled 'Reflection' and 'A moment in time' respectively, selected for the display.



Osprey Ambassadors

Four Year 7 pupils from the Stamford Endowed Schools have been selected by the Rutland Osprey Project Educational Team to become 'Osprey Ambassadors' for the Schools, following a talk to nearly 90 students highlighting the importance of the osprey, and the beneficial resources of the Rutland Water Nature Reserve.

Stamford Schools' ambassadors, Maliha Mirza, Evie Hodgson, Finley Sowden and Elyse Chan Chung have since visited the Rutland Water Visitor Centre, following news that the first osprey of the season returned to the nests. The bird is one of the site's regular breeding females, who has been visiting Rutland Water for many years.

Leahanne Ditchburn, Head of Year 7 at SHS, said: "Being outdoors, enjoying the fresh air, exploring our surroundings and seeing nature first-hand is so important for us both mentally and physically."

"It was a privilege for us to listen to members of the Rutland Osprey Education Project talk to us about our spring and summer visitor, the magnificent osprey, and an exciting opportunity for our new Osprey Ambassadors."



Batting star Joey goes from strength to strength

It's been quite a year for batting prodigy Joey Evison; the youngest cricketer to play for Notts since 2001, England U19 World Cup appearances and a professional contract too.

The Sixth Form pupil played his first game for Nottinghamshire last year aged only 17, and scored a very composed 45 on debut against Warwickshire.

In the winter, alongside his studies, he joined up with England just before Christmas for a tri-series tournament that would decide who made the squad for the World Cup in 2020.

An 18-ball half century against Sri Lanka secured his place, and although England didn't make it out of the group stage at the finals in South Africa in January, winning the Plate tournament gave Evison valuable experience.

Nottinghamshire Head Coach, Peter Moores, had plenty of praise for the young batsman as he signed his professional contract: "Joey's certainly a real talent – that's been there for everyone to see for a while."

"It's exciting for him and for the club

because he seems to have that ability to step up to new levels of cricket and adapt.

"That's a difficult skill for anybody, particularly when stepping into the first-class game as Joey did on debut.

"Not just because of the runs he put on the board – but also the way he went about it, batting in the top six – was hugely impressive.

"He's been playing good cricket across different levels for a while and now is his opportunity to do that at the professional standard and try to move his game forward."



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“I am passionate about the town of Stamford and the place of the Schools at the heart of the community.”

Nick Rudd-Jones, Chair of Governors, explains the roles and responsibilities of the Governors and plans for developments at the Schools.



I have been the Chairman of Governors of the Stamford Endowed Schools for a year now, and I have enjoyed every moment of it. It is a privilege to work with such a talented, committed senior team and to appreciate the excellence of the teaching and operational staff as they go about their work.

My role is to chair the Governor group, 15 of us in total, each offering an expertise in a particular field and all sharing a love for the Schools and a desire to give our time to help them thrive and continue to evolve. We are also cheerleaders for the Schools in the wider community just as you are!

The main duties and responsibilities of Governors are to determine the overall direction and development of SES through good governance and clear strategic planning, promote and develop the Schools, provide support and challenge for the Principal and senior leaders, ensure that the

Schools function within the legal and regulatory framework of the sector, maintain sound financial management, and to act in the best interests of the Schools, beneficiaries and future beneficiaries at all times.

I am passionate too about the town of Stamford and the place of the Schools at the heart of the community. We are the largest employers in the town and take great store in strong community relationships.

I have run a publishing business in the town for the last 18 years, and both my boys went to the Schools. Although very different personalities and having very different interests, they both thrived here, and that is what made me first take notice of the unique qualities that the Schools possess, that genuine interest in each child as a unique individual and how their ‘fires are lit’.

It is a privilege to serve as a Governor, and in these very challenging times it has struck me

more forcibly than ever how important is the bond between school, parents and student. This is inevitably tested at a time like this with very different teaching methods, and I admire the sheer grit and determination that the staff have shown to make the best offering possible in the circumstances. I am immensely grateful too for the parent support in these matters.

I have no doubt that there are positives too, new ideas, that will come out of this period in all our lives that we will adopt and make our Schools better still.

We have exciting plans for the development of the Schools in the coming years, including the further expansion of girls’ sport, the strengthening of Sixth Form facilities and the continuing roll-out of the ideal classroom.

Here’s to better times in the world and the steady re-opening of the town and the Schools.

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COMMUNITY

SES AND THE LOCAL AREA. BY JO PECK



Supporting Stamford

The close relationship SES has with the town and local area has been proven over the past year.

The Stamford Endowed Schools are, and have been in some shape or form, an integral part of the Stamford community for centuries in terms of outreach, partnerships, employment and the support of local initiatives within the town.

We recognise that receiving an education with the Schools is a privilege and that we all owe, and indeed want to offer, a significant level of support to our community.

'Becoming Stamford' is one of the Schools' key strategic objectives and as well as sustained collaboration between the three Schools, it also shows our commitment to continue and grow our collaboration with the town and to reinforce at every opportunity our symbiotic relationship.

The Principal of the Stamford Endowed Schools is an active member on the board of the Cambridgeshire Chamber of Commerce and our Director of Development and External Relations likewise with the Stamford Civic Society, both

organisations which work on sustaining the local economy.

In October 2019, the Schools launched the Stamford Card, which was formerly known as the Foundation Card. This encourages members of our community to pay £10 per month, which we commit to raising funds to support local children to attend the Schools regardless of their financial situation. In return, cardholders are able to access hundreds of special offers and discounts from many businesses (our partners) in and around Stamford.

Since December 2018, the Schools have also worked in conjunction with Shop Stamford, a local initiative supporting the many independent businesses in and around the town. This support has been in the form of offering sales and marketing expertise and sending communications to our various stakeholders such as parents, members of staff and local companies, as well as sharing relevant information with the Shop Stamford members themselves.



A specific example of this activity is a social media marketing campaign that we have been running since June 2020 to communicate details of the re-opening of the town following the outbreak of the Covid-19 pandemic. Individual traders have been profiled on our website, across all our social media channels and within targeted communications to parents and staff.

We have expanded our number of Stamford Card partners and made sure that cardholders are fully updated with enhancements to their subscription of the Stamford Card. The Schools supported the Shop Stamford late night Christmas shopping event in December 2019 by hosting a 'Stamford Card' themed gazebo along the High Street, where visitors could find out more about the scheme and sign up.

MAKING MASKS

When school closures coincided with an alarming scarcity of protective equipment for the nation's healthcare workers, our design & technology department stepped up to the challenge. First of all, we despatched our surplus latex gloves, aprons, sanitisers and goggles to healthcare centres and thus established that the real need was for a substantial physical barrier between the faces of essential workers and the compromised environments in which they were working.

Over several days, visor designs were shared and critiqued online, until prototypes began to be generated in what became a real-life case study in 'iterative design' – precisely the kind of challenge that our A Level and GCSE students are confronted with every year, though this time the timescale was shorter, and the stakes far higher.

With the likely national need for many thousands of these visors, the relative slowness of 3D printing meant that a solution involving laser cutting was needed. Over the course of ten days, 137 separate design iterations were envisioned, trialled and discarded as being impractical or unworkable, until version 138 rolled off the laser cutter.

With its reduced number of component parts, the speed with which sheets of polypropylene could be precisely cut, and its ease of assembly, version 138 proved to be the one that



“The first 200 visors, made in the first 24 hours, were despatched to Intensive Care units (ICUs) and Accident and Emergency units in the region, with an immediate and overwhelmingly positive response.”

was most sustainable. This final design saw visors made from a 0.8mm polypropylene headbands attached quickly by hand to curved 0.5mm PVC screens.

The first 200 visors, made in the first 24 hours, were despatched to Intensive Care units (ICUs) and Accident and Emergency units in the region, with an immediate and overwhelmingly positive response. The subsequent media wave saw further demand coming in almost instantaneously from many dozens of other health and emergency organisations, all requesting the visors.

By early April, after just over week of production, the school had received orders for over 12,000 visors from an enormous range of organisations including local paramedics, emergency services, police, pharmaceutical agencies and GP surgeries; from regional ICUs and emergency departments;

and from hospitals and healthcare trusts all over the country.

At the height of the demand, the school was receiving around 100 emails and messages every day with requests for the protective equipment. Indeed, dealing with the soaring demand became as big an occupation as the production of the visors themselves.

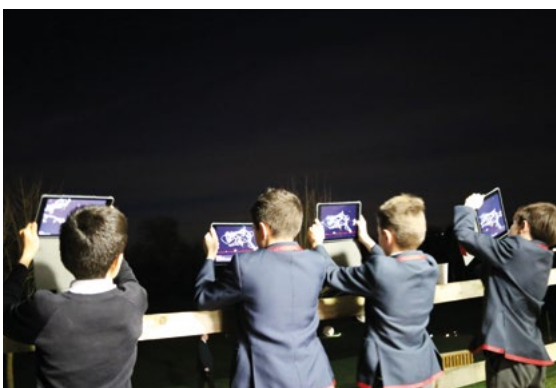
By the end of the first week, many other schools and colleges had swung into action too, and the School's design had been shared with more than a hundred design and technology departments nationwide. Such rapid distribution via social media also allowed for other manufacturing centres to adapt and innovate the designs based on their own facilities and materials. Further refinement, and the great response of assembly-line teaching staff, meant that production at Stamford School, thanks to the many generous donations of materials from suppliers who rallied to the call, rose to the astonishing levels of more than a thousand a day.

The school deliberately chose not to support this enterprise through any direct appeals for financial support, or by crowdfunding. Instead, by refocusing our existing skills within the department, by repurposing the machinery at our disposal, and through the generosity of suppliers and other material donors, we hope that we were able to make a positive difference to the lives of some very significant workers, at a very difficult time.

OUTREACH WITH PRIMARY SCHOOLS

In addition to this work within our town, the Schools offer outreach to, and work closely with, local primary schools:

- **Languages workshops** (Latin, Russian, German, Spanish, French). Delivered by teachers from SS and SHS: four to five weeks on Saturday mornings for those in Year 5 and 6 at Malcolm Sargent, St George's, St Gilbert's, St Augustine's, Bluecoat and Copthill.
- **Festival of the Moon** in January 2020: schools made planets from materials provided by SES and received 10 tickets for the event with an evening lecture for the children.
- **Little Genius Quiz** in April 2019 for Year 5: an evening event where buzzers were part of the fun and all primary schools in the area were invited.



Stamford Foodbank donation

When the Schools closed and were operating with minimal numbers of pupils and staff, open only for the children of key workers, a large donation was made to Stamford's 'Second Helpings', and Stamford Foodbank.

Volunteers collected car-loads of fruit and vegetables, pasta and rice, dairy produce including yoghurts, milk and cheese, and some meat produce from the Schools, which was later weighed, recorded and distributed to those in need.

Second Helpings volunteers cooked, boxed and froze meals with some of the goods, while the more perishable items such as yoghurts and fruit were donated to the Foodbank.

Established in 2015, Second Helpings aims to reduce food wastage by using locally sourced food from cafés and shops that would otherwise go to landfill, and is run by volunteers, working on a 'pay-as-you-feel' basis. They even remained open on a limited basis to support the community during the Covid-19 crisis.



Stamford Foodbank: Gabby Brewis

A Sixth Form student at Stamford raised money for the Stamford Foodbank through the sale of her commissioned artwork. Gabby Brewis (Year 13) used her time during lockdown to raise £280 through selling oil painting portraits of pets.



OS FUNDRAISING

The Fire Fighters Charity and Mind Matt Outen (OS 09)

Old Stamfordian, Matt Outen (OS 09), contributed to the fundraising efforts for The Fire Fighters Charity through the 'Leicestershire Fire and Rescue Service 'Meet in the Middle' Chief's Challenge 2020'.

Thirteen new recruits to the fire service walked approximately 20 miles in full fire kit on Saturday 25th July to raise funds, which were split between The Fire Fighter's Charity and Mind. Split into two crews, teams walked from the most easterly station in the county (Oakham) and the most westerly station (Ashby-de-la-Zouch) into Leicester city centre to meet in the middle at the Central Fire Station.

Matt said: "Unfortunately my dream of going to RMA Sandhurst post-school and commissioning as an officer in the British Army was shattered in the summer of 2009 by a serious knee injury sustained while racing motocross bikes.

"With a love of being active and very much the outdoorsy type, with a flair for business, I skipped university

and carved a career in the cycling and outdoor retail industries, working as a buyer at a number of well-known retailers. Later deciding that the office life wasn't for me, I took a couple of years out working for chalet companies during the winter in French ski resorts and working alongside a friend who runs a building and landscaping company during the summer.

"Last year, I decided to take a leap of faith and pursue a career in the Fire Service after realising I had more to give and wanting to feel a greater sense of purpose and pride in my work. Also to find that sense of community and belonging that the Armed Forces would have provided had I been able to join.

"I applied to join Leicestershire Fire and Rescue Service in September 2019 and began my new career in May 2020. I'm incredibly proud to be joining such a prestigious service and looking forward to serving the wider community, and in doing so, making its people and places safer."

PUPILS FUNDRAISING

Fire Fighters Fundraiser Sixth Form

Sixth Form Prefects at the Stamford Endowed Schools completed their challenge to travel 576km by foot, the length of the English Channel, to fundraise for The Fire Fighters Charity, following a fire which broke out at Stamford School on June 12th 2020.

Cumulatively the 48 participating students walked, ran and cycled far beyond their original target, achieving more than 1,000km before the end of the Summer Term. Their fundraising efforts matched this momentous number, with over £1,000 raised.

Discussing the fundraiser, Sophie Newport said: "After the fire at the School, the whole community was affected, and we all wanted to do something to help. The Fire Fighters Charity relies on volunteers and supports the fire appliances from Lincolnshire and Leicestershire that attended the fire – hence why we wanted to fundraise for them."

Sophie Mihill added: "There have been a lot of negatives lately, so this has been a really nice positive thing to do. It has brought the new Prefect body, who due to lockdown hadn't been able to work on a project together until now, and the community together and we've helped motivate each other."

Molly Fowler said: "We'd like to say a big thank you to everyone who has been involved, from those running and cycling to the people in the wider community involved with donations, and supportive family who have helped us along the way!"

Principal of the Stamford Endowed Schools, Will Phelan, said: "I'm incredibly proud of the accomplishments of our incoming Sixth Form Prefects, who have given their time and energy to raise such a large sum of money for The Fire Fighters Charity.

"I hope that this fundraiser goes some way in showing the Schools' gratitude to both the charity, and the brave fire crews who work and volunteer their time to keep us safe."





OS fundraising for NHS Charities Together Annabelle Wells & Amelia Hubbard

An Old Stamfordian has raised money for NHS Charities Together through sale of her posters. Annabelle Wells (OS 19) is currently studying Graphic Design at Leeds and decided to put her artistic skills to use.

She designed a series of A3 posters, sold at £7 each, with all profits being donated to the national charity, which links 250 UK charities together, who cumulatively donate £1 million a day to the NHS.

Annabelle said: "In these worrying times I wanted to do my part to help raise money for the NHS, so I designed these posters to show my appreciation for everyone risking their lives currently.

"I have been overwhelmed with the generosity of the people who have supported the charity and bought one."

Amelia Hubbard (OS 19) also fundraised for NHS Charities Together through sales of her limited-edition rainbow necklaces, bringing in more than £650. Originally setting out to sell 50 necklaces, she sold over 180, having donated 100% of the profits.

Amelia commented: "NHS Charities Together supports NHS staff, volunteers and patients in many ways including the longer-term mental health recovery of staff and patients who have been affected by the virus. This is something particularly important to me.

"I was aiming to sell 50 necklaces (thinking this was ambitious!) so I'm thrilled to be able to donate such a large sum of money to such an important cause."



Lockdown Podcast Alex Ismail

Alexander Ismail, a Year 13 student at Stamford Sixth Form, started a history podcast helping aspiring historians to keep learning through lockdown.

Called 'You learn something old every day' he launched 20-minute episodes five days a week to start, with a special sixth episode airing once a month. It can be accessed through his Twitter @learn_old and multiple platforms including Spotify and Apple music.

Alex said: "I've always been interested in history: as a little kid it took the form of dinosaurs and knights through to the Greeks and Egyptians. I'd owned almost every Horrible History book and could nearly recall them off by heart!

"In school I enjoyed learning about WW2 and found interests in the English Civil War and medieval history. My history teacher at Stamford Sixth Form, Mr Stamp, taught in a very engaging way – which made me want to go home and learn and read more – and I decided history was what I wanted to do!

"I decided to start a podcast because I couldn't find much that interested me that was already out there (apart from Dan Carlin's Hardcore History – for any serious history fans). So, I thought I'd do something that I'd enjoy – and hopefully other people will enjoy too – and get to learn a lot more history knowledge before I head off to university!"

Alex has recently completed an extended project qualification on the role of Newark in the English Civil War. He plans to study history at the University of Nottingham.

Class of 2020

Due to the Covid-19 pandemic, for the 2020 leavers the end of their time at SES was markedly different to any year before. **Rebecca Taylor** spoke to some of them about their experiences and how they coped.

The announcement of school closures due to the Covid-19 pandemic left the 'Class of 2020' at Stamford's Sixth Form with just three days to process the cancellation of their examinations and the ending of their school careers. While learning and post-school options preparation has continued from home, with the support of staff across the Schools, many Year 13s have used this extra time to support their communities, develop their skills and prepare for future studies.

We spoke to students from across Sixth Form to hear more about their experiences through this unique time.

Pavel Gulin Zrnic

"No-one ever thought that our lives could change so significantly in such a short period. Things and actions which were once considered normal seemed a distant past, as we had to adapt to the 'new normality' of our lives due to the lockdown.

"As an international student, I had to return to Croatia much earlier than expected, because of the border and Schools' closures. On top of this, two days after I came home to Zagreb, the city was hit by a series of strong earthquakes.

"Remote learning is something we weren't completely familiar with before, but has now been one of the crucial factors allowing us to keep track with the School and our A Levels. We've still had our lessons, but in different shapes – such as video calls – keeping the whole community together.

"Music has helped me to get through this situation; as a piano player, I set myself goals to learn to play new tunes – which felt relaxing and creative. I've found it important to stay physically active as well, going for bike rides and doing workouts at home.

"While waiting for the lockdown to end, it has been a time for us to reflect and take up something new, which we didn't have time before. I've started to write blogs on my various interests, and find they are piling up now!

"I'd would like to remember these times, not only as unsettled, but also as a time in which some new and completely unplanned possibilities arose."



Charlotte Wren

"I feel lucky, as my classes were quite a bit ahead and I had finished most of my courses, so it hasn't been too difficult to manage, learning-wise.

"I've been spending a lot of my time playing music – piano and flute – with my flute lessons done online. I've also been teaching myself guitar, and I love it! It's a nice way to de-stress and relax. I'm not good at art, but I've been doing that too – it takes a few hours and is relaxing, again.

"I'd been choosing between university in the UK or US, and I've chosen to go back to the US, as my family is moving back there. I might have chosen this regardless, but the current situation has been a deciding factor in my decision.

"When I was at school, I didn't really appreciate it enough, but there was so much that I enjoyed! I'm going to miss going to the common room and seeing my friends every day – we won't get that again. It ended so abruptly, but although it's tough, everyone is in the same situation, so there's lots of people to talk to about it."

"I'm going to miss the common room and seeing my friends every day."

Rachel Stapleton

"I started lockdown feeling full of adrenaline and decided to exercise every day, because the dopamine kick was fantastic. I completed a MOOC (massive open online course) and had so many plans for other online courses.

"I had my birthday in lockdown, and it was the best birthday I have ever had. I had a fantastically funny Zoom call, with everyone I knew making me laugh all night long, and I'm still grateful for everyone making my day.

"However, the cancellation of the exams left me frozen. I feel like I have no certain answer and won't for a long time. I don't know how to describe it in its full authenticity, but, imagine standing on a 10-metre diving board knowing you have to jump into the next part of your life, whether that's university or a gap year, but you have always been told it is up to you when you jump. Now you have been pushed and frozen in-between the board and the water, not knowing if the landing will be excruciating or painless.

"You can't remember in this moment if you have prepared enough to enter the water in the way that you'd always have planned."

Fergus Cato

"Part way through lockdown, at the beginning of May, myself and seven other members of Oakham Cricket Club embarked on a challenge to cycle and run the distance to the Grange Cricket Club in Edinburgh and back within seven days, which is a total of 674 miles.

"We did this challenge not only to keep active and positive throughout these unprecedented times but also to raise money for Oakham Foodbank, which happens to have the highest use per capita in Rutland, with the group raising over £1,500 in total.

"Each runner covered the equivalent to a marathon across the week, and bikers were required to total 100 miles. As a biker I split my 100 into five rides. Twice I rode 30 miles and another day I did 25. This meant on the remaining days I could do shorter recovery rides, totalling up to the required 100."



"I'd say to everyone to not take it for granted: appreciate every day of school life."

Bee Scoular

"A lot of my time has been spent just 'not stressing'. I am now kind of relieved that I don't have exams, but initially it was quite stressful – I had a 'what do I do now?' moment then, but there's a clear direction as to how we will be graded now, so I'm not too concerned.

"I've been trying to draw, as I want to make my own comics in the future. Before now, I'd never been able to sit down and learn anything in this way. I've been doing online courses and watching YouTubers that I look up to: they are designers and concept artists for video games. Now I'm drawing every day, which is so good.

"I'm planning on studying biology at university, but I'm quite concerned: I want to go away to university and have some independence. I really benefit from the learning environment, so the fact that I might start my course online is worrying for me.

"I think for now, we've been lucky: we live somewhere really easy to get outside, and I'm thankful for that. We've had to 'bear with' people a bit more, and do the things we wouldn't usually. As I'm more free now, I've done little things to make sure everyone's calm."

Gina Kilby

"It's been strange, as in terms of school there's been no stress. A lot of us feel annoyed, especially when some of our coursework won't count and we couldn't show what we have worked towards. But I've worked hard over the two years of Sixth Form, and I really hope it pays off.

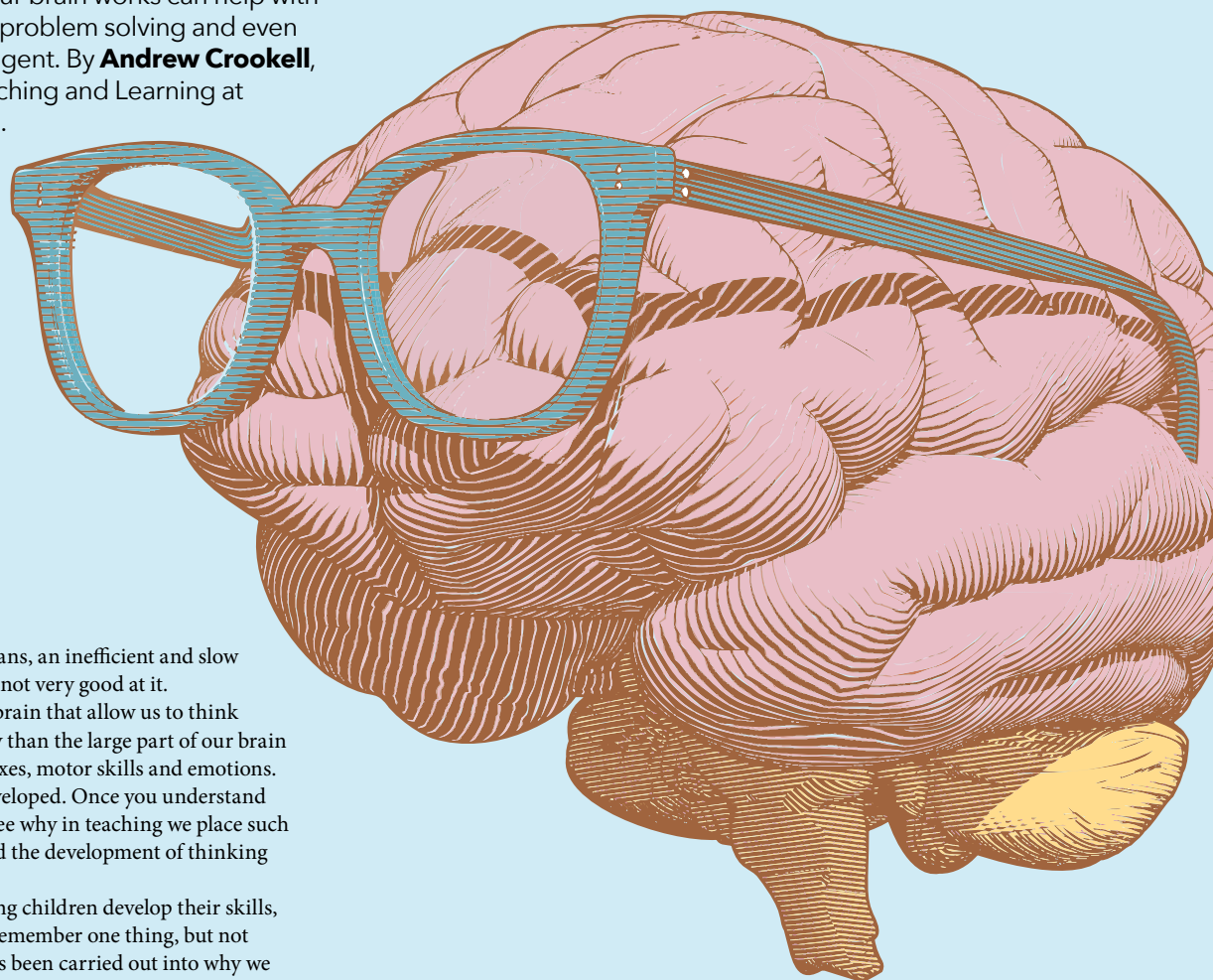
"I hoped to go to drama school in September and so my teachers encouraged me to film audition videos for younger students. I've actually made a YouTube channel, which I've wanted to do before. If this didn't happen, I wouldn't have started - because of exams - but now I've got so much time. I'm going to carry it on through university as I'd like the vlogs to look back on. No-one knew this would happen, but I'll be able to say: 'I was in a pandemic, and this is what I did'.

"I'd say to everyone to not take it for granted: appreciate every day of school life. If I could go back to Year 12, I'd have done far more and appreciated being with my friends so much more. This might not ever happen again, and that's a crazy feeling."



LEARNING TO LEARN

Understanding how our brain works can help with memory, knowledge, problem solving and even becoming more intelligent. By **Andrew Crookell**, Assistant Head of Teaching and Learning at Stamford High School.



Thinking is, for humans, an inefficient and slow process, and we are not very good at it.

The parts of our brain that allow us to think evolved much more recently than the large part of our brain associated with senses, reflexes, motor skills and emotions. They're just not as finely developed. Once you understand this predicament, you can see why in teaching we place such importance on thinking and the development of thinking skills.

Crucial to this, and helping children develop their skills, is knowing what makes us remember one thing, but not another. Lots of research has been carried out into why we remember certain things – why we can have vivid memories of a moment in time many years ago, while struggling to remember what someone said to us yesterday – and whether it is possible to influence this process.

The key is thought. We remember what we think about, and the more we think about it, the more we are to recall it.

The next step in the process is the way we think about things, because this determines what we will remember about them. So one of the arts of teaching is to facilitate how students recall details when they need to, such as in an exam or when writing an essay.

Demonstrations and practical work can be inspiring, great fun, and very useful. But they need to be carefully structured, otherwise the visual spectacle and method of delivering the knowledge can be more memorable than what was supposed to be learned, meaning the crucial knowledge is not easy to recall at a later date. I imagine all parents have had this conversation:

“What did you do at school today?”

“The teacher did this really cool demonstration where he put this metal thing in water and it fizzed and caught fire and we all screamed.”

“Why did he do that?”

“I don't know...”

One of the biggest changes in this area has come from developments in cognitive neuroscience – the study concerned with the biological processes that underlie the acquisition of knowledge and understanding.

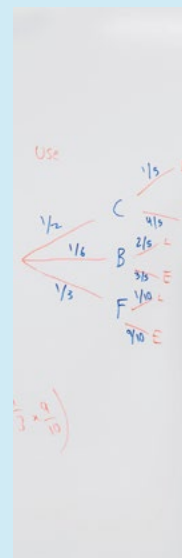
According to author and teacher David Didau, the purpose of education is to make children cleverer – a subtle shift of emphasis from providing an education to equipping students to benefit from an education, and developing a basis for lifelong learning.

American psychologist Carol Dweck's work has shown that intelligence is not entirely fixed. While some elements, such as capacity of working memory and speed of processing may be, other aspects that contribute to intelligence – efficiency of recall and depth of knowledge, for example, – are malleable and can be developed.

The result is that previous ideas about a fixed IQ appear over-simplistic, and with persistence, practice and the desire to do so, intelligence can be increased.

To make this work though, we have to overcome an all-too-common way of thinking: “Clever people don't have to work hard – they just ‘get it’ because they are clever.”

Plenty of children, and adults for that matter, think they are not highly intelligent and also reckon therefore that less



clever people have to work really hard to keep up. So they get themselves into a trap: they don't want to appear stupid so mustn't be seen to be working too hard.

That is a fixed mindset at work. It can grow into a fear of failure that greatly outweighs the rewards of success, so a student will not attempt any answers for themselves because of the possibility of getting them wrong.

Instead, they will listen attentively, make notes diligently, and wait for every answer to be presented to them while avoiding thinking for themselves at all costs.

We are very good at avoiding thinking. Many of the activities encountered in the classroom are planned with this in mind, and explicitly require individual and collective thinking. Ideally, teachers set up 'Goldilocks' problems – ones that are not too easy and not too hard, but just right.

The sense of reward from solving such problems is maximised because success is sufficiently frequent, but there is a meaningful sense of achievement because the problem was sufficiently challenging.

But there is an issue we have to consider when setting these tasks. Without the knowledge already in place, novices can't think in any meaningful way about the problem that has been set. It is normal to find direct instruction as the primary teaching method when learning new material, and problem-based learning used occasionally to aid recall and to revise material that has already been covered as they become more expert. So we come to the idea of expertise – the blend of subject knowledge with the skills, experience and ways of thinking.

When I am teaching chemistry, I am trying not only to explain the subject knowledge, but to train my students in what it means to be a chemist.

It has been shown that novice brains are different to expert brains, and it is not just the different depth of subject knowledge that makes this so. Understanding these differences gives us some insights into how to train brains towards expertise.

Cognitive load theory plays a notable part in this. Students often speak of knowing all the subject knowledge they have been taught, but not being able to see what to do when they read the question.

Teachers can struggle to see why this is the case, because the question seems completely obvious to them. The difference is that a teacher has seen and solved many similar examples before, whereas the whole of the question is new to the novice. As a result, a teacher only has to recall the previously-learnt strategy for solving such problems, whereas the student has to work out a strategy from scratch.

Given that the question probably includes some specialist language, and may require a sequence of logical steps to

“The key is thought. We remember what we think about, and the more we think about it, the more we are to recall it.”

formulate an answer, it is not hard to see how novices can experience cognitive overload, finding themselves unable to hold all the important aspects of the question and their answer in their working memory.

So how does a novice become an expert? The simple but challenging answer is practice. When we are practising something we have learnt, we are encoding its structure in our memory, thus strengthening the physical connections within the brain that make recall more efficient.

Teachers create the opportunities for required knowledge to be revisited sufficiently often for these connections to be made, but it is students' independent study that strengthens the connections and improves the speed of recall.

We facilitate this through frequent low-stakes testing, setting revision tasks for homework, and through training students in effective revision skills.

There has been a tendency to believe that in a world where everything we might need to know is available at a keystroke, the need for learned factual knowledge is diminished.

This isn't the case. Of course, our understanding of how brains and memory function are not the only significant factors linked to how we approach educational provision. Each generation of students differs in their expectations of themselves and how they will fit into the world around them.

Their fears and the sources of their anxiety have changed too, and this also impacts how we go about facilitating learning: it cannot take place effectively when more primitive needs (security or belonging, for example) have not been addressed.

As a result, our emphasis on pastoral care is at the heart of our academic philosophy, rather than a thing apart.

Pull all these elements together – that knowledge is enabling, practice makes permanent, learning needs to done in the right way and in the right environment – and we can learn to learn better, and think about things more effectively.

DEVisING BETTER REVisING CLEVER STRATEGIES FOR BETTER AND MORE SUCCESSFUL REVISION

The way many students prefer to revise is at odds with effective revision methods, and so many take rather longer over it than they need to, or make inefficient use of their time.

This is because we are predisposed to avoid thinking, if we can. So revision methods such as reading notes or textbooks, copying out notes, or making flashcards are all ways of avoiding having to think. They give the illusion of time well spent, but

without the benefits. It's classic displacement activity.

Another trick our thinking-averse brains play on us is to encourage us to revise material we already know. Revising a topic we are familiar with gives a sense of security – but we learn nothing new.

Students often start by reviewing notes and work their way through progressively, towards practice questions as the last stage. Fear of failure encourages us to do things this way round to

maximise marks, but such a strategy is easy, rather than efficient.

The right approach is to start with the practice questions, in order to determine which parts of the material we know well and which parts are not yet secure.

Then we can work on the bits we know least well. Approaching revision this way requires a lot more thinking up front, but ensures that the subsequent time is focused in the areas it is most needed.





A very dramatic development

Being involved in the arts is vital in developing understanding, communication, confidence, empathy and communication.

By Head of Drama **Anneke Davies**.

To quote Timberlake Wertenbaker: “It’s about discovering that you could do things you didn’t think you could.”

Having taught and directed the play from which this quote is derived, ‘Our Country’s Good’, for many years, I feel it’s one of the most important pieces of theatre ever crafted. Written in the ‘80s, this impassioned defence of the arts exemplified the humanising and redemptive power of theatre. This sentiment sits at the heart of why and how I think that dramatic pursuits are such powerful art forms in education.

As a drama and theatre teacher, I find myself frequently required to justify my existence to people who often don’t quite understand what we do – “Go on, pretend to be a tree!” – marks the frivolous, throwaway, I’m sure unmeant mocking comment, heard on a regular basis. Those of us working in the industry, however, know passionately and instinctively how vital, important and highly beneficial expression through drama is.

Our opinions are more than just hearsay, with extensive literature showing that participation in drama contributes to

significant social, emotional and developmental benefits.

Academics have repeatedly found that drama-based pedagogy, with a focus on storytelling, role-playing and inquiry, is demonstrated as positively impacting on achievement outcomes, attitudes towards learning and academic disciplines, and students’ intrinsic motivations too.

Communication is what I think is the source of the benefits gained through participation and viewing of the dramatic arts. As with each of the arts, drama allows students to express themselves, develop tolerance and empathy, and understand wider perspectives, all of which are essential training in the practical aspects of communication so very necessary in today’s 21st century, information-centred, world.

Such qualities must not be underestimated in the increasingly polarised culture in which we live, where the ability to understand others’ motives and choices is critical.



“Those of us working in the industry know passionately and instinctively how vital, important and highly beneficial expression through drama is.”

STAMFORD JUNIOR SCHOOL'S 'SPOTLIGHT PRODUCTION' - ALICE'S WONDERLAND ADVENTURES

You're never too young to get involved in the arts, as Stamford Junior School's Year 6 'Spotlight Production' of 'Alice's Wonderland Adventures' has shown. With every student across the year group getting involved in singing, acting and dancing, and the opportunity for solo parts providing a platform for the keenest students, the production wowed audiences of parents, fellow pupils and staff in the full Oswald Elliot Hall at Stamford School.



As said by Augusto Boal in his work developing the *Theatre of the Oppressed*, theatre is "a form of knowledge; it should and can also be a means of transforming society. Theatre can help us build our future, rather than just waiting for it".

Considering futures; as I write, I'm mere hours away from watching Old Stamfordian Declan Spaine appear in a play in London, and being involved in the SES senior production of 'Legally Blonde'. Seeing students develop, practice and perform their works are examples of the self-control, discipline and dedication required of them to pursue the dramatic arts, and of the co-operation skills they require to collaborate effectively.

I'll leave you with the pertinent words of Governor Arthur Phillip, from 'Our Country's Good': "The theatre is an expression of civilisation. We belong to a great country, which has spawned great playwrights, Shakespeare, Marlow, Jonson and even in our own time, Sheridan. The convicts will be speaking a refined, literature language and expressing sentiments of a delicacy they are not used to. And we, this colony of a few hundred, will be watching this together. We will laugh, we may be moved, we may even think a little."



STAMFORD STUDENTS WIN 'ALL THE WORLD'S YOUR STAGE' COMPETITION

Stamford's Sixth Form students haven't let language become a barrier within the arts. As winners of 'All the World's Your Stage', a national modern foreign language drama competition, six students created short comedic plays in French and Spanish, exploring themes relevant to their current studies.

Lizzie Clark (Year 12) commented on the benefits of pursuing theatre: "The day was a huge success and thoroughly enjoyed by everyone. It really helped to build our confidence, especially in speaking a foreign language. To those wishing to study, or who currently are studying, a foreign language, I would highly recommend this experience. It presented many new opportunities and really helped me to step out of my comfort zone."

Grit over grades?

Are we too risk-averse when it comes to learning and development? A bolder approach, and learning from failure, would reap better results in the long run, reckons Stamford High School Head of English **Mark Zacharias**.

Regarded by most as the NBA's greatest all-time player, Michael Jordan won six titles with the Chicago Bulls, and despite ending his playing career over 15 years ago, has a current estimated net worth of over \$2 billion. Perhaps somewhat perversely, he is also a vocal advocate for the power of failure, famously asserting that: "I've missed more than 9000 shots in my career. I've lost almost 300 games. 26 times, I've been trusted to take the game winning shot and missed. I've failed over and over and over again in my life. And that is why I succeed."

History is littered with similar stories from other hugely successful people. Take James Dyson, for example, and his acclaimed invention – the Dual Cyclone vacuum cleaner. In an interview with *The Times*, Dyson revealed that it had taken 5,126 prototypes to create a working device. He told the journalist that, "this was my advantage. I had the resilience to keep going when others might have given up. In fact, I wanted to fail fast, the quicker to learn. Failure is indispensable to success."

So how do these anecdotes relate to SES students, desperate to do well but perhaps fretting about what will happen if they flop? Or to the well-meaning parents who tell us that they don't want their children to be challenged as they "just want them to be happy"? Or to the teachers who avoid discomforting their pupils for fear that they will only add to their anxiety?

Our instinct may be to protect our children from the things that are causing anxiety, but according to Dr Lisa Damour, an American clinical psychologist and author specialising in the development of teenage girls and young women, this would be a grave mistake on our part.

"Dodging a perceived threat actually



feels good — in fact, avoidance works like an incredibly powerful and fast-acting drug," Damour says. "They [young people] will be relieved in the medium term, but they will be robbed of the feeling that they could have managed the situation."

Put simply, I would argue that we all – by which I mean the staff, the leadership, the students and the parents here – need to start recognising that grit matters as much as grades, and that difficulty and even the possibility of failure, are pre-requisites for effective learning. In the world of education, where 'success' can too often be defined by the letters or numbers that are awarded at the end of courses, risk (and its necessary bedfellow, failure) is to be avoided at all cost.

As *The Atlantic* reported in 2014, the grading system with which we are so familiar can "undermine learning and creativity, reward cheating, damage students' peer relationships and trust in their teachers, encourage students to avoid challenging work, and teach students to value grades over knowledge."

Perhaps it is time to reappraise our values and ask ourselves whether our current (and long-standing) approach to education is actually fully preparing our charges for the world that lies beyond the walls of SES.

There is, sadly, a growing sense that students today are more risk-averse than in the past. Researchers at Bath University have labelled this "the curse of perfectionism", and cite evidence that shows it has been growing for more than a decade. *The Times* Higher Education Global University Employability Ranking 2017 published the wish-list of leading recruiters in terms of the skills that graduates would need to succeed in the digital age. Two of the most desired character traits were 'resilience' and 'initiative', but the report showed that the gap between what employers want and what they believe they actually get is huge. *The Guardian* recently noted that three-quarters of human resources professionals are now using psychometric tests of skills, character and potential rather than just scrutinising CVs; indeed, the

Institute of Student Employers says almost a fifth of its members are testing strengths and attitudes only, not achievements.

But school students can too readily become nervous about being judged – which is perhaps unsurprising, given what they perceive to be at stake. Teachers of discursive subjects will attest to the problem of teaching children who will persistently avoid answering questions in case they get things wrong, or who don't like to admit they don't understand something because they are afraid they might look 'silly'. Instead of realising that asking questions is the only way to learn, they prefer to make no mistakes at all – and by doing so make the greatest mistake of all.

Why is this such a concern? We can probably all sense that the pace


of change around us is quickening all the time. Children face careers where they will have an average of 15 jobs, the majority of which haven't yet been invented, and in such a world, the willingness to take risks and to be resilient to the failures that are inevitable in life is surely crucial.

A recently-published research paper asserted that tenacity – a willingness to practise weaknesses and persevere when confronted by challenges – was, remarkably, a better predictor of success than IQ. Talent, it would seem, is only the starting point: it is what we do with our talents, and how we develop them, that makes the difference. As Angela Lee Duckworth, the psychologist who led the research, put it: "The thing that was revelatory to me was not that effort matters – everybody knows that effort matters.

What was revelatory to me was how much it matters."

The problem, however, is this: any student who is prepared to delve into the murky world of uncertainty and take risks has to then accept the possibility that things might go wrong – that they might well make mistakes and, heaven forbid, 'be wrong'. And yet such failures would not be reasons to give up; they should instead be embraced as opportunities to learn, to improve and ultimately, to succeed.

The final words here go to Matthew Syed, author of *You Are Awesome: Find Your Confidence and Dare to be Brilliant at (Almost) Anything*, who has perfectly summarised the point I am trying to make. He says: "Lives are seldom destroyed by giving it a go and messing up; the silent killer of aspiration is the inability to even try. This is not to champion failing for the sake of it. It is not a philosophy of defeatism. On the contrary, it is strategic failure, the surest pathway to growth. Children who understand these truths are far more likely to feel liberated from anxiety and to embrace fresh challenges. We may have different talents, different passions, different approaches to life. But the thing that most often holds us back is not a deficit of ability, but our own, self-limiting beliefs."



“Instead of realising that asking questions is the only way to learn, they prefer to make no mistakes at all – and by doing so make the greatest mistake of all.”





Field Days

In the digital age, with the world at our fingertips, it is still important to get outdoors and experience it for ourselves. Stamford High School Head of Geography **Mike Smith** explains how fieldwork continues to benefit pupils.





If challenged now to think back to your school days, what key moments would you remember? It quite often includes some sort of field trip or excursion.

Not just chatting to your friends on the coach, how uncomfortable the beds were, the fact that it rained the entire time, and the games you played when you thought the teacher wasn't looking, but think about some of the actual things you learnt – I'm sure you'll agree that the humble field trip has a lot to offer.

This is a lesson that applies to my subject, geography, but also to wider experiences. It's easy now to sit in front of a 4K TV with cinema sound, a computer, or even phone, and be transported to any location on earth in remarkably vivid detail.

With students now so incredibly adept at digitally accessing everything they need to know, school trips and fieldwork are more important than ever. I argue there's no substitute for 'boots on the ground', whether you're exploring Norfolk or Namibia.

In geography, fieldwork supports the curriculum by promoting knowledge, bridging the divide between the classroom and the real world, and it helps to reinforce students' understanding of geographical terminology and processes. Providing a means of contextualising students' learning and contributing to their cognitive development, it uses direct experience to raise achievement and provide deeper understanding by transforming two dimensions into three.

It is an essential component in the process of understanding a subject. Research has found that outdoor learning experiences were more effective for developing cognitive skills than classroom-based learning because it offers the opportunity to experience 'real' research, and in doing so, promotes the development of a wide range of different skills, many of which are transferable and useful throughout your life.

Being outdoors also allows flexibility, because not everyone learns in the same way. When we take classes on field trips, the very mouldable nature of the work can be adapted to suit the needs of many different learners – even more so than in a classroom.

These can include enquiry skills such as observation, data collection, data analysis, map work and investigation, as well as technical skills.

Teachers have also praised geography fieldwork for its contribution to the teaching of other key competencies, including communication and numerical skills. By appealing to different learning styles, fieldwork can also enable students to become better all-round learners.

Getting out of the classroom can help to develop a respect for the environment and facilitate experiential learning. Fieldwork offers an opportunity for students to develop their sensitivity to, and appreciation of, a wide range of different environments.

Enabling students to visit environments that they might not otherwise go to provides an important means of facilitating social inclusion. Some fieldwork strategies also place a strong emphasis on affective learning, such as those which are designed to develop a sense of wonder about an

environment. The concept of 'awe and wonder' is about feelings, impressions and experiences, about 'being' in a landscape and feeling a part of it. Such approaches may encourage students to explore their emotional responses to environments and help them to develop a sense of place.

Effective learning also entails an appreciation of values. Well-planned, safely-run, quality fieldwork can not only benefit students' learning, but ethical attitudes and personal development can be enhanced. There

is no substitute for 'real world learning', and when it comes to students empathising with different groups of people, field trips provide one of the best platforms.

By enabling students to develop their understanding of different perspectives on social, political or ecological issues, it allows them to clarify and justify their own values while learning to acknowledge and respect other people's values. It gives students the ability to see the wider social and ecological effects of environmental changes, thereby contributing to education for sustainable development.

It also has the potential to contribute widely to students' personal and social development. For example, they can learn the importance of taking personal responsibility for their learning while the challenges provided outdoors can help to build their confidence and resilience, and break down barriers between students and their peers, and between students and staff.

The opportunity to develop soft skills such as leadership, teamwork and communication, further contribute to students' personal and social development.

One of the greatest benefits for teachers on field trips is to nurture and develop the relationship they have with their pupils. By being with their learners outside the classroom, teachers can discover what makes each and every child tick and bring newly-found knowledge back into the classroom to further help students to progress.

If students get nothing out of fieldwork, if they don't enjoy them or learn something, then the whole purpose of them taking place would be obsolete, and a waste of time. So a lot of time is spent planning and delivering them.

Whilst you have read this, people have been exploring the extreme parts of our planet, from battling their way on foot across disintegrating Arctic sea ice in temperatures as low as -50°C, to hacking their way through dense, lush tropical rainforest in search of endangered plants and creatures.

Nearly every one of them will have taken their first steps into this wider world on school trips, showing that geographical fieldwork is still as relevant as ever in the modern world.

It is the geographical learning where it's actually happening that ignites the spark of interest and is central to the ethos, culture and pedagogy of geography; it is one of the most valuable learning experiences for students in the subject and it is often the highlight of an academic programme.

“Fieldwork provides deeper understanding by transforming two dimensions into three.”

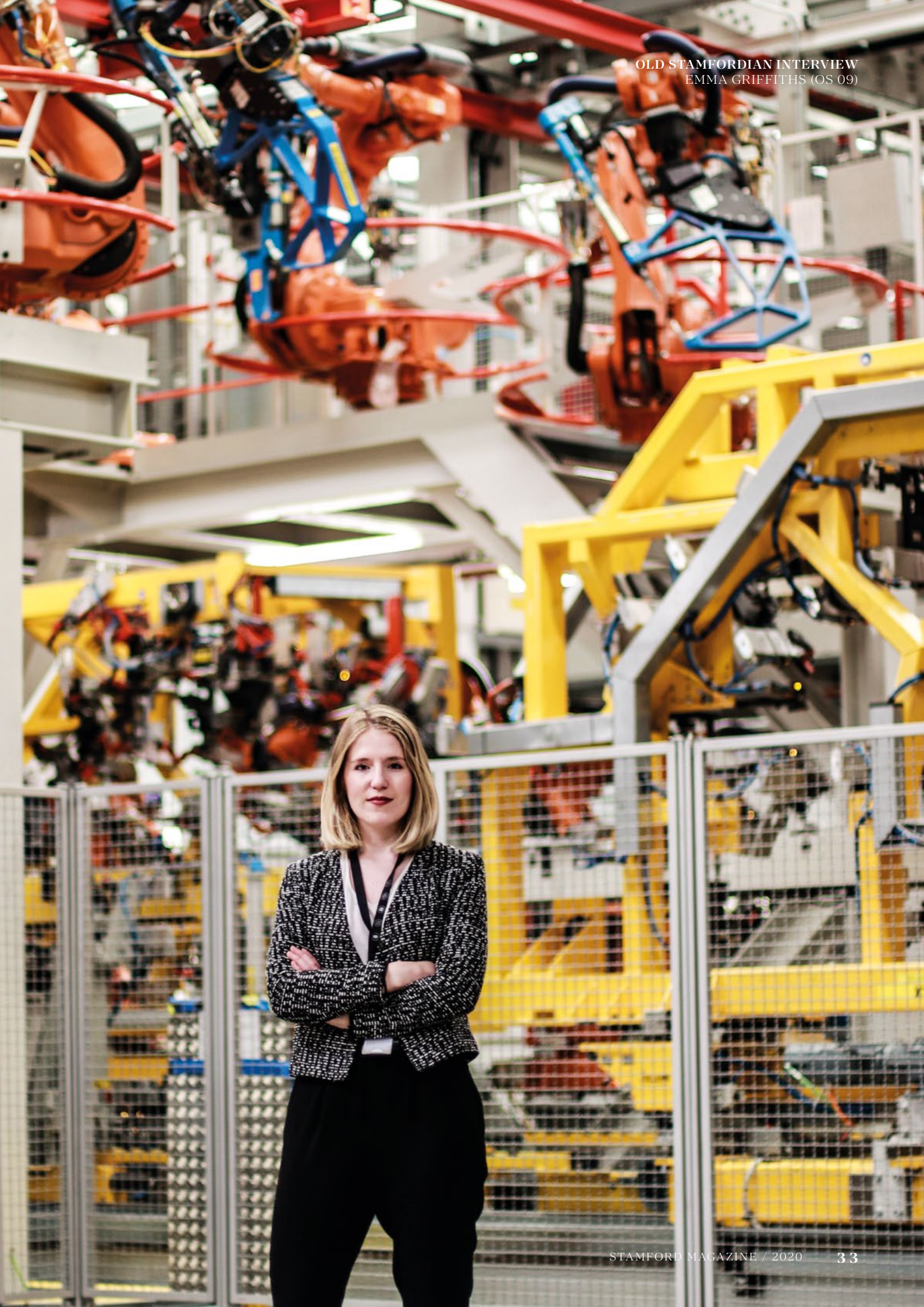
EMMA GRIFFITHS (OS 09)

At home on the Range

Emma Griffiths (OS 09) builds Range Rovers.
But how did this Cambridge engineering
graduate with no interest in cars end up in
such a male-dominated world?

By **Jo Peck**





With the percentage of female graduates studying core STEM degrees steadily growing, Old Stamfordian Emma Griffiths reckons a career in science for women doesn't just mean wearing overalls, and wielding a spanner.

While at SES, Emma developed a love for science, pursuing physics, chemistry, maths and history to AS Level, and continuing with physics, chemistry and maths to full A Level.

She continued to study maths, physics and chemistry in addition to materials within a BA (Hons) in Natural Sciences at Newnham College Cambridge, and loved it – with a Masters degree (MSci) in Materials Science following.

But it wasn't till post-graduation that Emma chose a career in engineering, taking a 12-month internship in a very diverse role working for a professional body for materials engineering (IOM3), later applying her skills within the business environment she thrives in today.

Currently working as a Senior Manufacturing Engineer at Jaguar Land Rover, Emma initially worked for the company in an internship project, and it was this that led her to gain entry to their graduate scheme, which takes on 300 graduates each year.

"I had no idea where I would end up when I left university. I certainly never thought I would end up in the car industry. I'm not a petrolhead, and was never interested in cars when I was younger. I love it for the challenges," she says.

"In hindsight now, the specific degree doesn't matter. It doesn't really matter what you do, but you must follow what you're interested in. Go and do a general engineering degree, and that can lead to working in all sorts of industries and allow you to go off in your own direction.

"What engineering offers you is process and rigour, structure and fundamentals, allowing you to work through a problem logically, and that discipline is very attractive to employers."

Ever since her days at Stamford High School, where she was highly involved in many co-curricular activities, including captaining the netball and tennis teams, leading Anderson House, joining in the orchestra, taking part in drama and the Combined Cadet Force, as well as achieving her Gold Duke of Edinburgh Award, Emma has carved her own path, and been aware that giving everything a go is an essential element of personal and intellectual development.

"I feel very strongly that SES aims to bring out the best in everyone, whether that was academic, sport, art, music or drama. And now, I feel like I am in a very similar, very outward-looking place, where there are all sorts of opportunities to stretch yourself and discover new things. The job came with an instant network and sense of community. The placements on the scheme also allowed me to live in the one location, rather than keep moving my life around, which was a draw for me!"

Emma reckons that it's the variety and evolution of her career that really inspires her. While it involves elements of technical debate, economic factors must be considered to run the business, and technical challenges are always cropping up to keep you on your toes.

When the new Range Rover is launched next year, she will have been heavily involved in how it was built. For five years, Emma has worked on the development of the new luxury SUV, using her materials expertise as Jaguar Land Rover looks to push the use and ways of joining aluminium, high strength steel and carbon fibre together.

"I knew pretty much nothing about joining materials in vehicles when I went to Jaguar Land Rover. I was put on the

"It constantly amazes me how cars are made: the logistical challenge is incredible, and the level of engineering is the same as aerospace."



ABOUT EMMA

- > Played netball, hockey and tennis
- > Captain of 1st netball and tennis teams
- > Head of House for Anderson House
- > Played violin in the orchestra
- > Achieved speech and drama gold
- > Participated in CCF from Year 10 to 12
- > Achieved Gold DofE



'MLA High' vehicle platform project, which includes the new Range Rover, and it's been great to see it go from concept to the factory floor," she says.

"It constantly amazes me how cars are made: the logistical challenge is incredible, and the level of engineering is the same as aerospace, but it's an everyday consumer item. So it's an exciting time to be in the industry, especially the move to electrification, and the new challenges around using lighter, more sustainable materials, and making the manufacturing environment more efficient."

Having worked on the development of the body structure for the new Range Rover, Emma has moved onto the challenge of how to build it in very large numbers. She is now working in industrial manufacturing, building the facility at Solihull that will produce the car. It's a much more 'hard hat' environment, as they fit the production line and the numerous, highly expensive robots.

"It's a building site at the moment," she says. "So in this environment you might not expect to see a woman and at

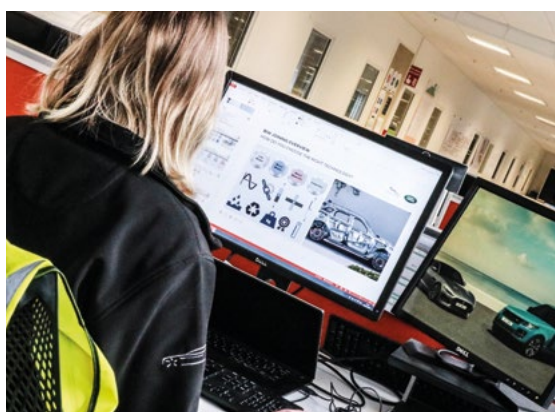
times I've been the only one. Ultimately though in this job, it is about results, and so you get noticed if you are doing your job right and well, not for your gender."

Gender stereotypes are something Emma is clearly passionate about, and she feels that more girls should have the opportunities to explore the male-dominated sciences and industries that she has worked in. But that work starts at a young age, she thinks.

"I think there needs to be focus in the fundamentals of more practical skills when girls are younger," she says. "If you just look at toys children are given, they are gendered and stereotypical. Boys gets tools and things like that to make stuff with and girls get to look after dolls. Even at that age, ways of thinking are being engendered and I really think that inherently you can be better through practice at a young age.

"Engineer is not a protected term in the UK, such as a doctor might be, but it is in Europe where it has more value and prestige and I think that's why there's a higher percentage of women taking up roles in the sector on the continent.

"But it is great to see that Stamford High School is really focusing on STEM subjects these days, and that girls will realise there are some really interesting, varied and rewarding careers to be had in engineering if you are a woman. Your role is to solve problems and at the moment there are so many problems to address, from environment and sustainability to medical engineering, and everything in-between. I hope to see lots of Old Stamfordians helping to solve these issues in the future."



JAMES ELLIS (OS 17)

TAKING A DIFFERENT ROUTE

Going to university is not for everybody, and as James Ellis found out, heading straight into the workplace after A Levels can bring great rewards.

By **Rebecca Taylor.**



It's not uncommon to leave school, college or university with muddled or uncertain plans as to what you'd like to do next.

In fact, 52% of school, college and university students surveyed have agreed that they 'have no idea what they want to do with their careers'.

Growing through his start-up roots to recent award nominations, Old Stamfordian James Ellis explains the introspection, perseverance and self-belief which have helped him to drive his career, and how he would have put himself in this category back in 2017, when he finished his education at the Stamford Endowed Schools and made the decision to develop his experience in the workplace as the first step, rather than university.

"Through the Schools' rugby community and boarding in Browne House with Mr Ware – which was an awesome experience – I'd learnt a lot, and I'd especially learnt a lot about myself. I didn't think university was necessarily attainable, or the right choice for me, so I went with what my gut said and what I thought would work. I accepted a job in a start-up company before I'd finished my A Levels, to begin straight after the summer.

"It was a local technology start-up in personal safety and I spent six months there, where I learnt a phenomenal amount. It was definitely hard work – I must have sent thousands and thousands of emails and made as many calls and received nothing back – but the small amount of traction I did get felt so rewarding."

With up to 60% of jobs in the current climate being found through the network you build around yourself, James' work didn't go unnoticed, attracting his current employer, Redgate, a provider of software for professionals working on the Microsoft data platform.

"I got a message from Redgate to see if I wanted an interview for their Sales Representative position – they'd heard about me and wanted a chat, so I went for it," he says.

"I had no sales nor tech experience, and several years into my career there they still, even now, joke that they really took a leap of faith with hiring me, but did so because they saw something there.

"I didn't think university was necessarily attainable, or the right choice for me, so I went with what my gut said and what I thought would work. I accepted a job in a start-up company before I'd finished my A Levels, to begin straight after the summer."

"I think that three things are important when entering the job market: the role itself, the industry and the money. Stretching for all three of these things at the age of 18 or 19 is unrealistic, and so I learnt it was important to determine which of these will drive you most.

"Once you know what drives you, you need to have the determination to then drive yourself to success. I've only gotten anywhere by working hard, listening and learning.

"Make yourself flexible to change, and when other people are in the room, listen to them. I quickly came to realise that at the start of your career, you're very much a blank canvas so you must appreciate that you don't know it all, and take the opportunity to learn. We've got some incredibly smart people at Redgate and they've shown me the path, but I was the one to have to put my head down and follow it."

Having worked for Redgate for more than two years, James has experienced fast growth within the company. Through working his way up to become a named account executive, he received a nomination for the Rising Star of the Year award at BESMA (British Excellence in Sales Management Awards). James was one of only nine finalists selected from thousands of applicants to be invited to attend the awards ceremony held by the Institute of Sales Management in Wembley Stadium at the end of 2019.

"The ISM awards were an amazing night. I didn't win but then that's understandable, the talent that I was up against was incredibly impressive.

"On the night I was able to meet so many people – and have been offered the opportunity to run a webinar for the ISM, sharing my experiences on how to enter the sales industry without a university background.

"Despite university being the right path for many people – I've never been stopped because I don't have a degree; and I think it's important that people know that going to university is not the only way to have a successful career."

ABOUT JAMES

What subjects did you study?
Politics, BTEC sports science

What memories stand out from your time at School?

While at school, I co-ordinated 'Musicality 2016' which brought together 3,000 people at the Peterborough Arena for a charity concert, requiring 12 months' planning and a near-50 strong team. We secured performers including Vernon Kay, B.o.B, Jay Sean, Scouting for Girls and Toploader to perform, with the money raised going to several charities; #TeamGeorge, Anna's Hope, the Matt Hampson Foundation and the Injured Jockey's Fund.

TESSA YATES (OS 06)

Write your own story

Tessa Yates now writes and illustrates her own books for children, but it took years working in other careers to finally understand this was her calling, she tells **Rebecca Taylor**.





Think back to *your* primary school days, when the chatter on the playground would be discussing what you wanted to be when you grow up: “Firefighter!”, “Astronaut!”, “Princess!” you would shout. But how many of you actually reach this aspiration?

Old Stamfordian Tessa Yates certainly has. Describing her career to date, from inner city working in London to teaching geography and economics, Tessa declares that she is now finally fulfilling that dream: as an illustrator and author of children’s books.

“When I was young I enjoyed being arty, but I was good at academia and so encouraged to pursue that – I never thought being creative could actually turn into a career.”

Following her A Levels, Tessa studied economics at the University of Cambridge, working for a big-name firm in London before becoming a teacher.



“Working in the City wasn’t for me. I thought teaching was fantastic, but I didn’t think this is what I wanted to do for the rest of my life. I’ve learnt so much along the way, and it’s made me even more grateful for what I do now. I think I had to work in different jobs to realise what it is that I don’t like doing, to discover what I do!”

And so that leads to the question, how does a childhood aspiration move to become your full-time career? The first step, Tessa suggests, is self-discovery: finding out what you are good at, and more importantly, what you enjoy.

“I was talking through my options with a friend, and they asked me what I liked to do when I was little. ‘Making comics and drawing!’ I said in an instant and the idea cropped up to make children’s books.

“It was the first time that I’d experienced that ‘lightbulb’ moment; a light went on inside of me and I thought, yeah, I’d love to do that.”

The second choice is how to get to where you want to be. While some careers have a more clear-cut path, the world of writing, illustrating and publishing can seem daunting to someone on the outside looking in.

“I was talking through my options with a friend, and they asked me what I liked to do when I was little. ‘Making comics and drawing!’ I said in an instant.”

“Once I’d made my decision, doubt flooded in about how I would do this; ‘Am I trained?’, ‘What steps do I even need to take?’, ‘Can I afford it?’, ‘Do I have the time?’. But I chose not to listen to those voices, and make the strong intention ‘I’m going to do this no matter what it takes’. This takes hard work and determination, a Stamford girl’s area of expertise.”

The decision is made, the plan is set, and the only thing remaining is to follow through with the action.

“I decided to spend a year working on my first book and then pitch it to publishers. I booked myself a table at a publishers fair to give myself a deadline where I knew I’d need a beautiful book to sell to people,” she says.

Tessa had to learn how “success comes to those who can delay gratification”. She knew it would be a long process and chose to enjoy every step, being proud of her progress along the way.

Tessa believes determination, ongoing learning and feedback are the driving forces to help you push through that time-based barrier.

“I had to take the mentality to keep finishing things; it was a very incremental process. I’d experiment and try something, finish it and then ask what others thought. Over time I looked back at my work and really realised that I’d gotten better and better, and after a year I’d finished the book!” she explains.

“I took the book to a children’s book fair in Bologna where we could queue up and to speak to top children’s publishers and get some feedback. They were brutally honest, but it was so useful to get expert advice on my specific project so I knew exactly what to do next.”

Tessa chose to use the platform ‘Kickstarter’ to get her book company off the ground. Kickstarter is the go-to funding platform for creators, allowing communities to come together to fund each other’s creative endeavours and become part of the creative process.



“I loved it – I think Kickstarter is a fantastic tool for new creators and working on the campaign was my favourite month of the year. Using Kickstarter was the first time that I received really positive responses to my work from people that I didn’t know. People bought my book from every continent around the world (except Antarctica!) which was incredible. This gave me the confidence to stop my teaching job and make books full time.

“I received double the funding that I needed which paid for a large print run of my first book, *Squirrel and the Three Bears*, and lots of my business expenses.”

One of Kickstarter’s core values is that creative expression is essential to a ‘healthy and vibrant society’ – a value which is shared by The Happy Book Company, Tessa’s entrepreneurial venture focusing on ‘happy books for happy people’.

“The biggest challenge has been distribution; a wholesaler will only stock my books if I’ve sold lots already, and smaller shops tend to only buy from wholesalers,” she says.

“I’m really glad to have done the entire publishing process myself. It’s opened my eyes to the challenges faced by all the different parties in the chain, from me as the writer, to the printers, and eventually bookshops.”

LOOKING TO START WRITING OR ILLUSTRATING? TESSA’S ADVICE...

“Draw every day. Keep a notebook with you and sketch all the time, whether you’re just waiting for the bus or on the phone. With practice, you’ll quickly see the improvement. Creativity often strikes when you’re not really trying. I’m amazed how much of my work went straight into my book from the sketchpad!”

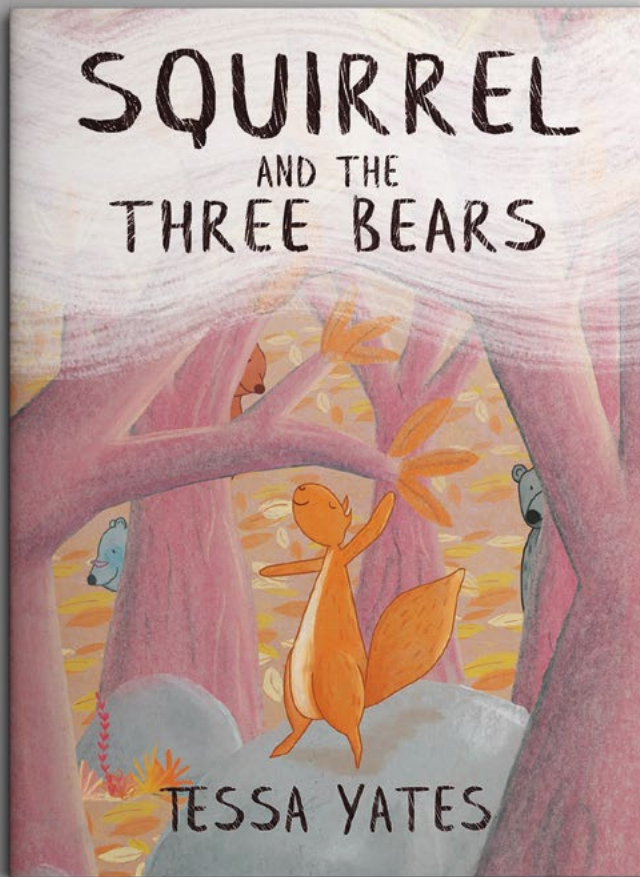
“Take a course – even if you study one, and decide you don’t necessarily want to take that route, it’s a wonderful way to pursue your art in a directive way.”

“Live a little! You need to have life experiences to write stories about.”

“Write about what you know; people will be interested in your life and relate it to theirs.”

“Self-confidence is important – but there’s a lot of truth in the phrase ‘fake it till you make it!’”





ABOUT
TESSA

Attended SJS (OS 99) and SHS (OS 06)

One of your favourite memories from school

Singing the School song!

Academic A Levels in economics, history and chemistry.

Co-curricular Lots of sport; netball, swimming, a bit of dance and athletics to name but a few, played the violin and was in the orchestra.

"I have really fond memories of my time at Stamford, and I'm still friends with the people I met there - I see them regularly. We did a lot at school, but it was never too high pressure, and we always had fun!"

"I had a few ideas in mind, but I found it most fun to work on a story that really correlated with my life."

Tessa's first book, *Squirrel and the Three Bears* was published in 2019, and follows the story of Squirrel who finds herself unprepared for the cold winter months. By being brave and reaching out to the winter professionals, the bears, Squirrel not only finds the help she needs, but the gift of friendship.

"When writing the book, I had a few ideas in mind, but I found it most fun to work on a story that really correlated with my life.

"I've always been very independent and not good at being vulnerable, but taking on this venture was a time when I needed to ask for advice. Through being vulnerable, magical things started to happen. I found that people were eager to help me out, and sharing their expertise made them feel good about themselves. I've made so many great friends in the process."

So what's next for The Happy Book Company?

"My second book, *The Girl who Walked to the Moon*, is

about believing in ourselves and trusting that we can really do anything if we truly put our mind to it – something I am starting to realise big-time by being on this journey," Tessa says.

"I'd like to find a traditional publisher to publish my books as I'd love to learn more from the industry experts, and see my books sold in more places and to make a Squirrel series. Long term, The Happy Book Company will publish books by other authors, all focussed on choosing happiness and celebrating being human. I'd also love to create graphic novels, wellbeing guides and books exploring artistic people's lives and the creative processes they've used to help them find happiness.

"Some people find it difficult to identify their emotions and deal with the beautiful challenges that life throws our way. We often don't know how to express ourselves, but the arts and creative projects can help us to do that."

> www.kickstarter.com/projects/thehappybookcompany/the-girl-who-walked-to-the-moon

> www.thehappybookcompany.com

VICTORIA MASKELL (OS 03)

Slaying the reptile

Hypnotherapist, mindset coach,
author and ex-SES pupil and teacher
Victoria Maskell explains how to
battle anxiety.

According to Mark Twain, 'In this world nothing is certain but death and taxes' but it seems this quote needs a bit of a modern day update to include anxiety. In light of the changes the world is facing today, more and more of us are experiencing anxiety in one form or another - and this anxiety often leaves us feeling out of control.

As human beings we are naturally predisposed to want to be in control, but anxiety is one of those sneaky feelings that can take over our bodies leaving us feeling like we are stuck riding a rollercoaster we didn't sign up for.

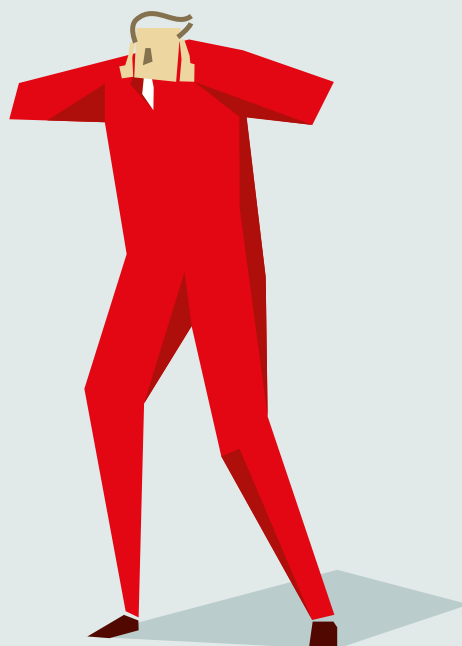
Why do so many of us experience anxiety?

If you've ever felt the racing heart, churning stomach and sweaty palms of anxiety you can thank your ancestors. In fact, you really should thank them because the anxiety they felt is the very reason you are here today to read this article!

In prehistoric times, our frontal lobes weren't developed to allow us to process situations in the way we now can, so we had to rely on something much more primal: our fight or flight response.

We have a built in danger detection system that's sole job is to keep us safe. Without it, our ancestors would have been eaten by lions or consumed poisonous berries and not lived to procreate and produce society as we now know it. In fact, if you've ever been called a pessimist or the kind of person who describes the glass as half-empty you would have done well in prehistoric times! It would have been the optimists who would have happily skipped out of their caves in search of new exciting adventures only to be picked off by the neighbourhood bear, not believing his luck!

Every time you feel those pangs of anxiety you can thank a part of your brain called the 'reptilian complex'. Every time you experience something, it starts to look out for situations and experiences that could cause threat to your survival. If it





spots something that you've experienced before, it launches into action. Unfortunately, this action isn't always well thought out. While the reptilian complex plays a vital role in survival, it's not the sharpest tool in the box. This part of your brain can't rationalise and can't take into account the passage of time.

Imagine the scenario: you are five years old and have the starring role in your nativity play. You're all set for a fantastic performance, when you set foot on stage and your mind goes blank. Nothing. No words come into your head and the audience begins to chuckle. You stay frozen to the spot with your teacher frantically mouthing words to you like a giant fish, but still nothing. Public humiliation, aged five.

To your conscious mind this event is in the past. Maybe you look back in your teens and laugh, maybe as an adult you can barely remember what happened at all. But for some strange reason you've always hated giving presentations. You find yourself with sweaty palms and having fitful sleep the night before.

Your reptilian complex has stored the idea that speaking in front of people is a threat (anything that ostracises you and threatens your role as part of the group is counted, because in prehistoric times being part of a group was necessary for survival) so it starts a powerful biological process to keep you safe every time it perceives this 'danger'.

The sympathetic branch of your autonomic nervous system is activated, adrenaline pumps through your body, your palms start sweating and your stomach churns like someone is washing up in it. Perhaps you even start avoiding these situations to prevent putting yourself through this process? That's what your Reptilian complex wants you to do – run away and survive.

Clearly, you know that giving a presentation isn't going to lead to death but while your reptilian complex is incredibly powerful, it doesn't have the gift of rationalisation. In fact, your reptilian complex has issued the order to 'fight or flee' well before you are consciously aware of it.

Your feelings of anxiety start about a 1/10 of a second before this information reaches your conscious mind, but don't be fooled into thinking this tiny amount of time has no impact. In that 1/10 of a second your neural activity has covered 50 metres of brain space, so when we become aware of the anxiety and try to rationalise it, we don't stand much of a chance.

“Every time you feel those pangs of anxiety, you can thank that part of your brain called the ‘reptilian complex’.”

But the good news is we don't have to resign ourselves to a powerless idea that anxiety has to be part of our daily lives. Whatever might be causing anxiety for you, know that it is valid and normal. But also know that you are not powerless to change the situation. There is a lot you can do to keep your reptilian complex in check.

Your best friend when it comes to tackling anxiety is a process called neuralplasticity. We have the ability to rewire our brains to help us reduce our anxiety and live a more stress-free life. Anxiety will always be part of the human existence because it is adaptive. It keeps us safe and away from danger, but the modern brain has gone into hyperdrive and creates the same feelings of anxiety for things that are either out of our control or merely a perceived threat rather than an actual one.

In my practice I use a powerful technique called Brainworking Recursive Therapy (BWRT) which often sees my clients going from a 10/10 for anxiety down to not being able to feel the negative emotion in as little as one session. BWRT uses the process of neuroplasticity to rewire your brain and allow you to replace negative feelings with your preferred response, which generally is any better feeling.

You can start the re-wiring process yourself from the comfort of your own home by using this simple technique. Identify a situation that causes you anxiety: exams, spiders, giving presentations, driving on motorways for example.

Notice what would be the worst thing about this situation. What creates the anxiety for you? What are you worried might happen? Ask yourself a “what if up” question, such as “What if the exam goes really well?”, “What if I barely notice the spider and feel calm?”, “What if I feel confident giving the presentation and actually enjoy it?”.

Just asking yourself this question starts to shift your focus on to a better feeling thought and steers you away from the anxious scenarios being created in your brain.

If you want to take this to the next level, start including a visualisation into your daily routine where you see the scenario going exactly as you want it to.

This last point works particularly well because your subconscious mind doesn't know the difference between real and imagined scenarios. Usually people use this to their disadvantage and spend their time imaging all the things that could go wrong. This programs your subconscious mind to believe those worst case scenarios are actually happening and kick starts your fight or flight response and the dreaded anxiety.

By consciously choosing to think through the scenario going well, you are programming your mind that this is the reality, avoiding the heart-thumping, stomach-churning anxiety response we all dread and slaying the reptile in your brain.

If you want to know more about anxiety, mindset or techniques like BWRT, you can find more information at www.victoriamaskell.com or email victoria@victoriamaskell.com. Also check out “The Positivity and Prosperity Podcast” for more mindset and positive thinking information, or Victoria's latest book *The Science of Getting Rich - The Fast Track Version for the 21st Century*.

VICTORIA MASKELL

Dates studied at SES: 1991-2003 (Junior School Year 2 to SHS Year 13!).

What were you involved in at the Schools:

A Levels in biology, psychology and history. School Prefect, gymnastics team (Junior School until Year 9), dance reviews, school plays (Grease, Romeo and Juliet).

When did you work at the Schools and what did you do:

Maternity cover, psychology, then 2011-2017 psychology teacher and Head of Psychology.

What are your favourite SES memories:

Going into the staff room for the first time as a teacher was a surreal experience, after years of only seeing glimpses from the door in my time as a pupil at SES!



A life of service

Sportsman, surgeon, soldier: 'Eddy' Sandall's adventurous career spanned a tumultuous period of history where he excelled in every challenge he faced.

By SES Archivist **James Buckman**.

One of my favourite jobs as the SES Archivist is researching into the lives of students who attended the school during the Victorian era. I went through the admissions register covering the period 1874-1908, and for each boy, I took down his name and ran it through the Ancestry website.

I have pieced together this article on Thomas Edward 'Eddy' Sandall using material from the archive and from outside sources. Eddy was actively involved with the Old Stamfordians' Club, and so the magazines hold updates on his life. British Newspapers Archive and the digitised records of the Old Bailey enabled me to summarise the two occasions he was called to assist with police investigations.

During the 1920s, he wrote a book called *The History of the 5th Battalion, Lincolnshire Regiment*. This was the battalion Eddy served in during the First World War, and his book is a source of information for his experiences during the conflict. The photograph of Eddy with his football team was one of four pictures from 1882-7 which were donated to the school by his widow after his death in 1930. The other picture in this article, of him in uniform, comes from the Phillips Collection.

Thomas Edward Sandall, known to his relatives as 'Eddy', was born on Christmas Day 1869, the eldest of five children to Thomas Sandall and Constance Boémé. Eddy came from a family which was strongly associated with Stamford Grammar School. His father attended the school from 1848 till 1852, before becoming manager for the Stamford Branch of the Northampton Banking Company, which had been founded by his own father. Eddy was admitted into Stamford Grammar School on January 26th 1881. His brothers, Arthur, Robert and Herbert would also attend this school, while his only sister, Sophie, was admitted into Stamford High School.

From contemporary magazines, we know that Thomas was a keen sportsman during his time there. In the photograph on the right, Thomas (seated centre in the middle row) is the captain of the 1st XI football team in 1886. During the same year, he passed the first division for the University of London Matriculation Examination, by which time he had only just reached the minimum age at which candidates could enter for this assessment. In his diary, his father recalled that during the summer of 1884, Eddy was invited



to accompany his French master, Monsieur Marinier, to his home in France. The trip did not go down well. Eddy's hosts seemed to forget about their visitor, and he quickly became homesick. He made his way back to England by himself. During his last year at the school, Eddy was elected editor of the *Stamfordian* magazine.

When he left the school in July 1888, Eddy obtained a Marshall Exhibition which entitled him to a payment of £50 for three years. This enabled him to go up to study at St John's College, Cambridge. At university, Eddy's sporting activities continued. He rowed in one of his College Trial Eights, obtained his College Colours for Lacrosse, and played in the winning Scratch Six at Association Football. After he came down from Cambridge in 1891, Eddy went on to forge a career in medicine.

Eddy's first appointment was as House Surgeon and Physician at Charing Cross Hospital, and it was during his time here that he got involved with a police investigation. On June 12th 1894, a gentleman was assaulted by a group of five men. He was brought to Charing Cross Hospital in a dazed condition and suffering from concussion. Eddy was the doctor who received the victim upon his arrival. One month later, the case went to trial and Eddy was called to give testimony. The accused was found guilty and sentenced to 14 months' hard labour.

At the turn of the century, Eddy returned to Lincolnshire where he set up practice in the town of Alford. By this time, he was a married man, and had two sons and a daughter (two further daughters were born while the family resided in Lincolnshire). In 1906, he got involved in another police investigation. This one would turn out to be far more

complex than the previous one. On July 12th, a lonely widow was found at the foot of her bed badly beaten and burnt. The police wanted to determine whether she had been murdered or had committed suicide. Eddy and another surgeon of Alford examined the woman's body and identified several wounds on her head which were almost certainly the cause of death. Furthermore, they both concurred that the victim could not have inflicted these upon herself. However, the coroner's inquest ruled it to be a suicide. According to the records from St John's College, Eddy continued his practice as a doctor until 1910. It is possible he put that behind him to focus on a new career.

During his time in Lincolnshire, Eddy had been with the 3rd Volunteer Battalion of the Lincolnshire Regiment. In 1908, he was appointed to the newly formed 5th Battalion at the rank of Honorary Major. In May 1912, the Commanding Officer stood down from his post, and Eddy was appointed his successor. The Battalion's first assembly under his command was to serve as Guard of Honour for the ceremony of the opening of the new docks at Immingham by King George V. Two years later, Eddy and his Battalion were to be called into action.

During the summer of 1914, he was camping in Yorkshire, when he received a communication telling him that Britain had declared war on Germany. He was recalled to Lincoln for active service. Eddy was not the only member of the Sandall family to make a contribution to the war effort. His sister, Sophie, became a Voluntary Aid Detachment at the Stamford Infirmary during the first half of the conflict, and Herbert (the youngest brother), who had been living in Rhodesia for three years, joined the Royal Field Artillery in 1916.

In February 1915, Eddy and the 5th Lincolns were despatched to the frontline in Flanders. They were placed on guard in the front trenches for six months, and then on October 13th 1915, the battalion was employed by Sir Douglas Haig to storm the Hohenzollern Redoubt as part of the Battle of Loos. In his book on the battalion, Eddy said that the attack on the Hohenzollern Redoubt was a victory for the Battalion, but it suffered many casualties. Among them, Thomas took a wound in the leg. He went on sick leave from October 1915 till March 1916, and during this gap, visited his school and presented the prizes at Speech Day in December 1915. Soon afterwards, he achieved recognition for his service in the field.

At the start of 1916, Eddy was mentioned in despatches by the Commander-in-Chief in France, his name was published in the London Gazette, and he was appointed a Companion of the most Distinguished Order of St Michael and St George. At the invitation of King George V, he went to Buckingham Palace in March where he was decorated with the Badge of the Order.

In May 1917, after five years in charge, Eddy relinquished his command over the 5th Battalion. He was appointed to command the First Army Rest Camp, but less than year later in March 1918, was taken seriously ill and had to undergo emergency gastric surgery. As a result of this operation, Eddy was relegated to duties on the Home Front for the rest of the conflict; the last thing he wanted to do. After the war ended, he relinquished his temporary commission, and on his return to Lincolnshire, he was invited to unveil a memorial cross for the men of Alford who had lost their lives during the war.

Eddy moved to Oxford where he was appointed Deputy Commissioner for Medical Services under the Ministry of Pensions. In 1922, he wrote his book with the assistance of his middle daughter, Violette, who sadly died from tuberculosis in 1925. Weakened by his experiences in the war, Eddy contracted the same illness. He died on May 31st 1930 at the age of 60. His death was acknowledged by the Old Stamfordians' Club, and his final resting place is in Oxford.

“Eddy was actively involved with the Old Stamfordians' Club, and so the magazines hold updates on his life.”





120

students involved across cast, crew, band and front of house

30

staff members involved, including front of house

8

costume changes for Elle - one quick change taking just 30 seconds

150

costumes overall

THE SHOW MUST GO ON-LINE

No part of school life in 2020 went untouched from the Covid-19 pandemic, including the Schools' Senior Production of 'Legally Blonde – the musical', which became a last minute one-night show, as the dress rehearsal turned into the sole performance.

A tale of true toughens, it is a fitting match for the determination and resilience of the crew, cast and band to pull together their once-in-a-lifetime sole performance, which was then shown and celebrated through videos and photographs on social media.

Rebecca Taylor spoke to some of the cast and crew about their take on the Legally Blonde experience...



ANNEKE DAVIES

Assistant Director and Producer

“Students rose to the occasion with formidable professionalism in what were truly exceptional circumstances. Their passion and commitment to produce the very best performance that they could, knowing it was to be their only show, was thrilling to witness.

“We were incredibly lucky to get that one performance out, and to have as big and as appreciative an audience as we did. The entire company will have gained immeasurably from their participation across the many months it takes to put on a show of this size and scale. While of course we all enjoy the thrill of each performance and the chance to show people what we have achieved, nothing can take away from the experience gained through rehearsals, the skills honed, the friendships made and the professionalism gained.

“All of this means that, despite the circumstances we have found ourselves in, this is a show that will live on in the students’ memories forever.”

HAL YORK-FORWARD, YEAR 13

Emmet

“I played Emmet, Elle’s second love interest, but ultimately the one that is best for her, a man with a chip on his shoulder, who works for everything he has.

“The nature of the dress rehearsal will be a memory that I’m sure will stay with me for a very long time. The show that wasn’t meant to be a show was in circumstances that I doubt I will ever see again. We seemed to realise what was happening before the teachers, and it was all somewhat surreal.

“Throughout school we have been told about the idea of resilience, to the point where I feel the word can be overused. However, it would feel wrong not to use it in this situation.

“As I said on the night, this way of performing is neither better nor worse than our original plan, and in many ways, I stand by that. Usually, it is only the final night of a show that is remembered – the one with the highest energy – but I have never done a show with the sort of high energy as our one performance had.”

PAVEL GULIN ZRNIC, YEAR 13

Aleksandar P, and one of the Salon Boys

“Together with Director Carrie Hill, we developed the character of Aleksandar, a mysterious guy with a kind of dark and Mafia-connected history, who changes throughout the show, learning to accept diversity.

“I will always remember creative, enjoyable and funny moments we shared during rehearsals, and particularly that dress rehearsal – that turned out to be our only and final show in front of the audience. Although cancellation of the show, and the temporary Schools’ closure shocked and saddened us all, we were lucky to mark it with singing, dancing and performing, and the joy of the show became a source of strength in these uncertain times.”

12 hours’
rehearsals per
week for cast from
December to
March

Total cast spent
approximately
170
hours
each rehearsing,
with crew hours
far exceeding this

16
hours
to plot the
lighting for the
show across one
full Saturday





15

incredibly realistic 'laptops' made from polystyrene by Lauren Bullimore for the Harvard Law Students

Free samples and bottles provided by chemist Boots for the 'Take it like a man' scene in the department store

5 hours rehearsal per week for cast from September to December

JACOB YOUNG, YEAR 11 Assistant Director

"I came in as an assistant director alongside Anneke Davies and James Rushton, and was the lighting operator during the show.

"I want to thank LUX Technical, as they provided us with tech that no other school production has ever seen before – the lights we used are used in arenas such as Wembley and the O2 – and to say I've worked with them at the age of 15 is very special.

"Don't hold back and never doubt yourself. Drama is all about letting loose and showing what you can do. The thrill and excitement you get from it is like nothing else you will experience.

"My stand-out memory of rehearsing was when all the cast sang 'Oh My God You Guys' in a Yorkshire accent to send to Carrie Hill to give her our best wishes for her new baby. When watching, it showed how everyone comes together, and how much they all cared, and was also very funny!

"Thank you to everyone who was involved and made it so special. Here's to the next big production!"

GINA KILBY, YEAR 13

Serena, Elle's best friend, and a UCLA Cheer Team Leader

"I played Serena, an energetic sorority girl who is best friends with Elle.

"I've been able to meet so many amazing people - who I would never see during school time – and become lifelong friends with them. Through drama, the amount of people you meet, the bonds you make and the skills you learn are just irreplaceable.

"Our one performance is something I'll never ever forget. It was highly emotional, and the audience uplifted everyone to help us go out with a bang!

"Legally Blonde was my last ever show at SES and although it didn't end as we wished it would have, I think I can speak for all the Year 13s in saying that it was incredible. I can't thank the cast, crew, band and tech team enough for the amazing show we produced together."

**GERMAN EXCHANGE, BONN –
EASTER 1990
March 25th – April 4th**

THE INTREPID ADVENTURERS:
Rachel Spooner
Helen Shaw
Sara Wheldon
Caroline Duffin
Alex Hersee
Emma Dryden
Jon Bennett
Alex Hoening
Boris Aldridge
Alex Scott
Big Dom Goy
Ian Ford
Patrick Nicholson

Claire Taylor
Annabel Taylor
Helen Dermott
Fiona Bingham
Emma Williams
Tania Dawson
Anthony Taylor
Steve Smith
Philip Emberson
James Walsingham
Reggie Rushton
Richard Wheatcroft

Sunday morning came. We left Stamford at 4.30am and after being cooped up on the bus we were finally let loose to cause havoc!
On Tuesday, John, our driver, took everyone with colds, so we all hit a chemist. Anthony had to go one better and buy After Mr Culley's historical tour, we had go shopping and sight-seeing (although members were spotted stealing flags from stalls!!)
We all looked forward to Wednesday when we were to climb the Drachenfels, a nearby mountain. We actually went up by train this year, apart from Bennett who ran up. Mr C. was going to join but he did not want to show him up!!



Ernst Kalkuhl Exchange Trip 1988
This year saw the return of the effervescent Mr. Culley, who took Mr. Humphreys' place alongside Mr. Blackburn and Miss Nixon, head of the High School contingent. The journey there presented us with no problems and our two drivers, Mr. Blackburn and Mr. Culley, were almost a credit to the highway code. We arrived at the Ernst Kalkuhl Gymnasium thirteen hours after leaving Stamford and were despatched to our host families for the night. The next day, after an extremely short rest, a bemusing time was had by all when we accompanied our hosts into school and "participated" in some of the lessons. On Wednesday we were treated to the traditional tourist's guide to Bonn, which may have been less fascinating if it were not for the particular guide we were allotted. However, this was overshadowed by the trip to Cologne on Thursday, centred mainly around the cathedral and Saturn, the largest record shop in something-or-other. Mr. Blackburn very kindly gave prize money to the first boy and the first girl to the top of the cathedral tower. The ice-cream parlours in Cologne were also well-frequented, as there seemed to be one on every corner. In the olden days of the German trip, there was an annual five-hour walk over the seven hills near Bonn, but this year we could only manage one, called Drachenfels, which means Dragon Rock. There were no prizes for the first to the summit this time, but a trophy prize was won by our two St. Georges, Mr. Culley and Mr. Blackburn, who valiantly brought up the rear. That afternoon's football match against our German hosts was one of the main topics of conversation for several days beforehand and the atmosphere leading up to the game was one of almost tangible euphoria. We were expected to lose, and after our opponents emerged onto the car-park pitch in full team regalia we were ready to go back to England. However, we battled relentlessly against a strong opposition to win 3-2, which is, apparently, a rarity on the German exchange (to win, that is).
In the evening the school put on a play, "The Real Inspector Hound", which was performed admirably, particularly as it was spoken in English by some of the older students at the school. The weekend was spent with our host families, apart from a semi-organized trip to Phantasieland, the local Alton Towers. On the next day, Monday, our leaders took it upon themselves to



Some things never change...

The SES German exchange with Ernst-Kalkuhl-Gymnasium in Bonn has been taking place for 60 years.
By teacher of Modern Foreign Languages **Joe Youngs**.



To truly appreciate the remarkable longevity of the SES German exchange – now 60 years old and still going strong – one need only consider how life at SES has changed since the exchange began.

Teachers such as HAJ Tomblin and Major Lamb would smoke throughout lessons taught to 30 students while any contact between students from the two senior schools was strictly forbidden. One story tells of a boy being put in detention for talking to his sister while passing through the town.

Fast forward 60 years and a considerable number of things have changed – not least the two senior Schools' relationship – but other facets of school life remain similar. A language is still recommended as a core subject (six decades ago, both French and Latin were compulsory subjects) and Russian is still offered today, as it was then. The most significant constant is the exchange, however, with our partner school, the Ernst-Kalkuhl-Gymnasium (EKG) in Bonn.

This partnership remains tight and treasured, due in large part to the close links developed by participants in the exchange, some of whom now happen to form the leadership of EKG.

Ernst-Martin Heel, principal of EKG since 2001, was himself a participant in one of the early exchanges in the 1960s and has fond memories of his time in Stamford, which he was able to relive in November 2019 when he and his family, as well as EKG Headmaster Dr Ulrich Drescher, joined EKG's exchange group of nine boys and girls to celebrate the 60th anniversary at SES.

Many exchange stories were shared, not least between representatives of the Heel and Chew families. The teacher first in charge of the exchange at the Stamford end was Mike Chew, a highly-respected member of staff whose family remains closely linked to SES.

Also exchanged were thoughtful gifts. At a celebratory dinner, SES Principal Will Phelan presented the German party with a set of specially-commissioned Katie Cardew prints and received in return a piece of Bonn's history, a small statue of Beethoven (born there in 1770) – one of hundreds installed in Bonn's central Münsterplatz in May 2019 as part of an art installation.

These gifts were symbolic of the deep affection that remains between the schools and there is a strong desire on both sides to maintain and develop the link, as EKG's report of their 2019 trip stated.

Highly valued it should be, too, given the benefits it offers our students of German. Participation in an exchange is an unrivalled opportunity – at least while at school – to immerse oneself in another culture and expose oneself to a foreign language. To use a terribly clichéd phrase, it pushes pupils out of their comfort zones and challenges them to make new friends in an unfamiliar environment and to test certain skills (linguistic, communicative) in a true, real-life context.

This exchange can see the hard work done in the German classroom put to use in everyday life in Germany itself. Furthermore, in this post-Brexit world, maintaining links with Europe remains vitally important so that we might continue to understand and appreciate each other culturally. Michael Perkins, an Old Stamfordian (OS 63) who took part in one of the first exchanges, firmly believes that taking part in an exchange means “you understand how foreign nations think” and that “speaking a foreign language is necessary to fit into the world”.

Michael, along with fellow Old Stamfordian John Farren (also OS 63), was kind enough to share his experiences of the early days of the exchange with current SES Head of German, Annette Chauvaux, and their tales provide an interesting backdrop to the exchange experience of our students nowadays.

In the early 1960s, the school did not run many trips and the exchange was thus an exciting opportunity – it remains so, of course, but as one of many exciting school trips on offer – and the participants would make their way to Bonn via ferry and train, whereas today's students fly.

ERNST-KALKUHL-GYMNASIUM (EKG): A FAMILY AFFAIR

Founded in 1880 by the titular Ernst Kalkuhl, a teacher with experience of private education in England and France, EKG is a rare German private school.

Officially recognised by the state in 1891, EKG has always identified as both a secondary school with deep roots in the Bonn area and a boarding school with an outward-

looking, international ethos.

The school has remained in the hands of one family throughout its history, although the name Kalkuhl died with Ernst in 1918. His son-in-law, Dr. Franz Heel, took on the leadership of the school until his death in 1957.

His son, Karl-Ferdinand, assumed

the leadership role and oversaw the school's transition into a co-educative institution from 1972 onwards.

The current leadership – brothers Ernst-Martin and Franz Christoph Heel – began in 2001 following Karl-Ferdinand's death.

Ernst-Martin plans to retire soon and his son, Nicolas, will take on responsibility.



The general structure of the trip remains similar; a short amount of time (just one day of the 1960s trips) is spent in lessons at EKG, while the rest of the time consists of various excursions. These regularly include trips to Cologne (and its magnificent cathedral), Düsseldorf, Koblenz and Bonn itself, capital of West Germany for the first 30 years of the exchange's life. More recent exchanges have included visits to the Haribo (Hans Riegel, Bonn) factory shop (Werksverkauf) and days at the theme park Phantasialand.

Such excursions require a thorough risk assessment these days but, Michael and John assure us, there was not so much interest in health and safety in the early 1960s. Life on the exchange was also different. Nowadays, it is straightforward to keep in touch with people back home and let them know how it's all going, but Michael and John recall simply sending a postcard home upon arrival (and maybe another later in the trip to ask for more money to be sent their way!) and then surviving perfectly happily without any more contact.

What resonates when former participants recall their experiences is the strength of the bonds that are forged during an exchange and we should be aiming to strengthen these bonds in this age of social media and smartphones; a week's hosting and a week's stay can be followed up by frequent interaction via Facebook, Instagram, Snapchat, WhatsApp and more, and it's in these interactions that lifelong bonds can be forged.

After all, if David Baines and Karl Victor – the very first SES-EKG exchange partners – can still be friends 60 years on, surely our pupils, in a world as open and connected as the one in which they are growing up, can develop equally strong international bonds.



TRIP TO GERMANY

THIS SEPTEMBER, for the second year in succession, a party of about twenty boys paid a return visit to the Oberkassel Gymnasium near Bonn, under the direction of Mr. Chew. The weather was reasonably kind and on the whole did not spoil our planned excursions.

The holiday this year was in many respects better than the previous year's, as less time was spent in visiting the stately homes of Germany and more in sight-seeing things which had a more popular appeal to the majority of boys. However, we did visit some of the more interesting castles and mansions. Koblenz, Cologne, and the Eifel were all visited, and everyone regarded as of great value a look round a wine-maker's, where free wine proved to be a most enjoyable climax. General de Gaulle was seen in action by many of the boys and a debate was held against the Oberkassel School, in English, when the honour of the School was upheld.

Our thanks go to Mr. Chew for a highly entertaining and memorable holiday, and it is hoped that they will be continued for some time to come.

J. S. BROWN.

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**“Don’t over-think careers.
You can move and shift.
I’ve gone from Army to
property research, to
property management,
valuation, agency,
compulsory acquisition,
asset management, fund
management and investment.”**



MICHAEL HOLLOWAY (OS 90)

A HOME WITH A NEW VIEW

From 14 years old, Michael Holloway was destined to join the Army, but a last minute failed medical saw him enter land management instead, and he's never looked back.

By **Rebecca Taylor.**

When did you attend the Schools, and what did you study?

I was a 'lifer'. I started at the Stamford Junior School in 1977, moving to Stamford School in 1980 and finishing in 1990. I did two O Levels a year early in my Upper Fourth year and then 8 GCSEs and an AO Level in Fifth form – the first ever GCSEs – and then three A Levels (maths, economics and history) in my Upper Sixth.

What co-curricular activities were you involved in?

I was in the 1st XV rugby team as well as county, Three Counties and East Midlands rep teams, 1st XI hockey and indoor hockey teams, athletics team (javelin and discus), basketball team, Duke of Edinburgh (Bronze to Gold), CCF (Head of CCF and Army Sixth Form Scholar), 1st orchestra and Choral Society.

What was your 'stand out moment' from your time at Stamford?

There are actually two that hard too hard to chose between: the rugby tour to Australia and the school exchange to St Albans in Washington DC.

Were you a day boy or a boarder?

I was a day boy, but stayed at Northfields (a Junior School boarding house in those days) on a number of occasions and often joined borders for dinner. Toast and jam in a friend's study in Byard (a senior boarding house then) in morning break times was always a favourite.

What encouraged you to enter the property field?

I fell into property really. At school I was an Army Sixth Form Scholar and then a bursary at university. So from about the age of 14, my career path was mapped out with the British Army. That was until the week before I took my university finals and failed the army medical!

I was studying Agricultural Economics and as a tenant farmer's son in Rutland I knew numbers and I understood the landlord/tenant relationship. My father suggested I apply to a Land Agent.

I was really lucky to get a job with Savills at their head office in London to work as an analyst in their research team. This gave me a great exposure to their agents all over the UK as I undertook regular rent and land value surveys to compile an index.

I really enjoyed the relationship aspect to property and soon knew that I wanted to become a Chartered Surveyor. To do that I needed to go back to university to get a degree that was recognised by RICS.

I completed my M.Sc. in Estate Management and then headed back to Savills in Cambridge and also a stint in their Stamford office.

From there I headed back to London for a role in DTZ's Pension Fund team and then GE Real Estate. It was GE that

asked me to transfer to NZ to set up their NZ Real Estate business. I have been here 16 years now and love it!

What do you do now?

I work for a property company. We are listed on the New Zealand stock exchange, which is similar to the London Stock Exchange, if a little bit smaller! That means that the owners of the company are shareholders. Some of our shareholders are large institutions including Crown investment entities and major banks, but also mum and dad Kiwis.

We are New Zealand's largest listed property company with properties valued at over \$3.3 billion, specialising in large mixed use centres, similar to Westfield Stratford or Canary Wharf.

My role is GM - Property Investment. I am responsible for the investments and divestments that the company makes. That can include buying properties, selling properties and overall strategy.

A new sector I am currently investigating is 'build-to-rent' residential properties to compliment our shopping centres and offices in one large complex that includes train and bus stations all at an interchange for New Zealand's busiest motorway and a major arterial road.

What has been the stand-out moment of your career?

I am loving my current role, especially the build-to-rent research, as it may lead to part of the solution to Auckland's housing supply crisis. It could be a major turning point for the company and for Auckland as a whole, impacting the lives of thousands of people. If I can get it right, it will be tremendously rewarding.

However, to date, a major win for my team was to win the Royal Institution of Chartered Surveyors NZ Fund Management Team of the Year in 2014. It was really flattering to be recognised by our peers for the work we had done for our investors.

What would be your top tips for someone looking to enter your field of work?

If you are decent with numbers (not a quant, but things like present value of money, compound interest etc.) and good with people, property could be for you.

Don't over-think careers. You can move and shift. I've gone from Army to property research, to property management, valuation, agency, compulsory acquisition, asset management, fund management and investment. It has never been a straight line, but all the twists and turns in my career have built a broader experience that I can apply to many situations.

Property is about people – places people live, places people work or places people shop – if you can put yourself in their shoes and understand what they want you'll understand what makes some properties better than others to meet their needs.

John McCarthy
MBE, before his
Stamford Lecture



“John McCarthy really emphasised that you can do whatever you want to do, and to not let anything hold you back!”

Before his Stamford Lecture, Year 13 students Chloe Smyth and Freddie Pacey spoke to **John McCarthy MBE** about his time being held hostage, and his life since. SES Community Engagement Manager **Natalie Pretsell** asked them what they learned from the experience.

Photography: Adam Shorrock

Chloe Smyth and Freddie Pacey, two Year 13 students from the Sixth Form, took the opportunity to interview John McCarthy CBE, the renowned author and journalist, known for being Britain's longest-held hostage during the Lebanon Hostage Crisis, when he visited the Schools in October 2019.

John visited the Schools as part of the ongoing public 'Stamford Lecture' series, and discussed the topics of resilience and self-motivation through a descriptive narrative of his time of incarceration.

The eagerness of both Chloe and Freddie to fully understand John's mindset and how things had changed for him following his experiences was clear. We discussed how conducting the interview not only helped them develop their journalistic skills, but how it had an impact on them personally.

Despite meticulously planning and preparing sets of interview questions and conducting hours of individual research prior to meeting John, 'on the day' variability inevitably led to a change of approach. Both were swept away by John's ability to recall his memories in such an astonishing and inspiring way, leading them to drop the formal questioning and adopt a freer flowing line of conversation.

"I had never interviewed anyone, so I tried to prepare before and watched a speech that he had given, to think 'If this was me, what would I want to ask?'. But I wish I hadn't watched the video before, as it was so much better hearing it in person, one to one – his speech was so inspiring," Chloe said.

They were in awe of how John was able to naturally recall the series of events and experiences, being so open and honest



with such sensitive memories. Chloe and Freddie said John was able to capture an audience in an instant, having them in the palm of his hand whilst he spoke, with each seeing the benefits of the Stamford Lectures and interviews in widening horizons for young people to get involved in.

Chloe said: "The way you inspire young adults is through people – seeing and speaking to the person: that's what is really key and important.

"I wish there had been more students watching, the crowd was mainly older – with people who remembered him. It would be great to get him back to talk, as I've never been so moved by one person."

Both Freddie and Chloe highlighted the use of humour in the stories told by John, which not only eased their interview experience, but helped them capture his personal experiences.

Chloe said: “John would talk about things with a seriousness then go into something light and funny in his story. He showed so much resilience and strength despite knowing this didn’t happen to people every day.”

John’s lifelong emphasis on humour was expressed as playing a key part in keeping him going through the toughest of times, reiterating the importance of friendship and connection in times of hardship.

Freddie added: “My favourite part was him sharing how he didn’t know how he would have coped without his friend Brian Keenan. He really went into the emotional and psychological effects of that. He spoke of becoming an optimist because of the experience, and how having a sense of humour got them through it.”

The conversation of John’s story of captivity naturally reflected on a discussion of society today. John’s emotive story, in which he openly expressed feelings of isolation and helplessness, somewhat parallels the feelings of many in 2020, with Chloe describing the lockdown as “the Sunday that never ends”.

“John had an ‘it is the way it is’ view and that’s the outlook I’m going for. His point was that you never know what is going to happen, so try to see the light in the dark, and I took a lot from this.

“I’ve taken the stance of ‘there’s no point being upset because there are so many worse places that I could be than in my bedroom reading, or out for just one hour, I could be where he was,” she says.

“My favourite part was him sharing how he didn’t know how he would have coped without his friend Brian Keenan. He really went into the emotional and psychological effects of that.”

Learnings from meeting John have certainly left a lasting impact. We shared encouraging conversation about channelling negative feelings into building a sense of achievement, through actively putting their minds to something until completion, and using this opportunity of the time that we have all been given with optimism, to make something positive.

Chloe said: “Instead of getting upset about being at home I’ve been running and doing workouts and am really enjoying it. I’m enjoying having time to read – just like John did. I’d never read Harry Potter so now I’m reading through those – I’ve read four and proud! I’m trying to use his optimism.”

When asked what the weirdest thing was that had changed in the world following his time in captivity, John had spoken about the invention of the Internet. Despite knowing computers must have changed in the five years he was held hostage, he had found it amazing just how much technology had moved on. Chloe and Freddie once again found themselves reflecting on this in the current circumstances, with technology now becoming a key means to keep in touch, build relationships and continue to learn.

With technology now so intertwined with our social, emotional, and working lives, they found it hard to think of where we would now be without it, as John was without it during his experiences.

Reflecting back upon their learnings from their time with John, Freddie and Chloe both spoke with a sense of hope about what the future could bring, the importance of preparation and the skills of adaptation which they will take forward into future careers and learning.

Freddie said: “I’ve never known what I wanted to do with my life, but now I have more of a positive outlook in general and am more relaxed.

“I’ve now got a better perspective on how to handle situations: I know that if my grades are not as good as they could be, I can now look at what will help me positively move into the next stage of my life.”

Chloe noted: “I’ve always known where I want to go and what I want to end up doing with my career. I want to be a pilot in the RAF and have always been a bit afraid, but he has given me more confidence. He really emphasised that you can do whatever you want to do, and to not let anything hold you back!”

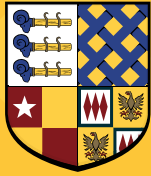
Stamford Lectures occur three times a year, and are free of charge, run as part of the Stamford Endowed Schools’ commitment to supporting lifelong learning within the local community. To find out more about future lectures, and to book your place, visit www.stamfordschools.org.uk





John McCarthy MBE, with interviewers Chloe Smyth and Freddie Pacey





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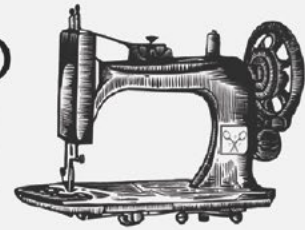


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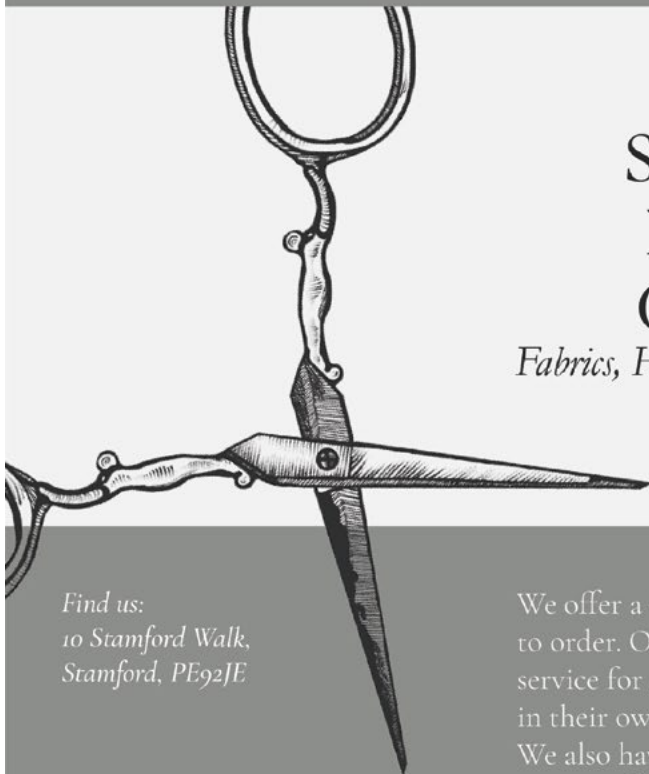
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EVENTS

THE YEAR AT SES



London OS Drinks

THE RAF CLUB, LONDON, 2019

Words: Will Hetherington (OS 95)



This was my first London OS dinner, writes **Will Hetherington** (OS 95). I was heavily involved in organising the OS rugby for a good 10 years after I left school and have fond memories of trying to tackle England full-back Simon Hodgkinson in one of those matches. He wasn't known for his running game at international level, but I can tell you it was too good for me at Sunday morning level. I also met and made lifelong friends with the likes of Mark Watters (OS 88) and many others during those OS rugby days.

But since that time I haven't been too involved in OS activity, despite living in Stamford. So when my good friend and fellow ex-boarder from Byard House, Ed Jones (also OS 95), invited me to attend this dinner, it was a pleasure to accept. My brother, Alastair Hetherington (OS 93), and fellow 95 leavers Chris Pask and Richard Wallace also joined us there.

From the moment we arrived and enjoyed a couple of drinks in the American Bar it was clear there was a friendly and relaxed atmosphere, with plenty of much younger OS than ourselves mixing readily in the multi-generational environment. The RAF Club on Piccadilly is a perfect venue for this event, and not just in terms of geography



with its proximity to Green Park underground station. It is impeccably maintained, and many from my era at Stamford School had fathers who were serving in the RAF at the time, so there is added pertinence.

When we were called to dinner in the Ball Room, after one of the shortest and most efficient AGMs I have ever witnessed, it was a pleasure to sit with Liam Tebb and Neil Paterson (OS 85) on one side and a friendly group of younger OS opposite who had also been in Byard House.

After a silver service meal the Headmaster, Mr Gallop, spoke to us all about the success the school is currently experiencing academically, and across a wide range of extra-curricular activities. One particular highlight was the then very recent news that Sir Stanley Whittingham (OS 60) had just been awarded the Nobel Prize for Chemistry for his work on the development of the lithium-ion battery.

With some 60 people in attendance it was a tribute to the skills of London OS chairman, Ian Brassington, that the tone was just right all evening: just formal enough but not socially restrictive. After all the whole point is to meet as many other OS as possible. And did I mention the Loving Cup? Of course it was passed around, but I'm not sure I even know what was in it.

I gather the evening went on well into the night in the Cowdray Bar but my carriage was waiting, so that will have to wait till next time...



EVENTS



“Mr Gallop spoke to us all about the success the school is currently experiencing academically and across a wide range of extra-curricular activities.”





OS on screen

OS 90 REUNION

The venue for the OS 90 reunion was Zoom, with the result that it was a far more global affair than other events.

Stamford reunions offer the opportunity each year for many to come back and visit their former School, see fellow classmates and members of staff, and indulge in the nostalgia of school days gone by.

With the Covid-19 pandemic putting a halt to visits this year, a number of Old Stamfordians from 1990 who would have been celebrating their 30-year reunion decided to try something different and take it online.

Having sent the message out through their Facebook page, which they use to stay in contact throughout the year, they had a very positive response from those wanting to be involved.

The Development Office supported in organising the Zoom meeting and then it was over to the class of 1990 to enjoy the experience. Nicky Lambert (OS 90) commented on the evening: "The fabulous Zoom meeting which the Development team helped set up had people popping in and out for two-and-a-half hours, linking people across the world."

The virtual meeting was a truly international reunion.

Classmates attended from across the globe with people dialling in from as far as Tasmania and the USA, regardless of their time zone, with one member commenting that despite it being 4am they were determined not to let that dampen their party spirit!

Glasses were raised, laughs were shared, and memories discussed well into the evening, with more than 60 alumni in attendance. While cancellation of the reunion seemed an initial challenge, all welcomed the use of technology to make this one of the most far reaching and accessible reunions of our Old Stamfordians to date.

The Schools have more than 440 OS registered with them as living abroad, spanning over 50 countries. If you'd like to arrange a virtual reunion for your class at the Stamford Endowed Schools, please contact the Development Office by emailing oldstamfordians@ses.lincs.sch.uk and they will be happy to arrange this with you.

“Glasses were raised, laughs were shared, and memories discussed well into the evening, with over 60 alumni in attendance.”

Dates for your diary

TERM DATES

Stamford Term Dates For 2020-2021

2020 AUTUMN TERM

Boarders return Sunday 6 September
Term begins Monday 7 September
Half term Friday 16 October (end of school day) to Sunday 1 November (inclusive)
Term ends Friday 11 December (end of school day)

2021 SPRING TERM

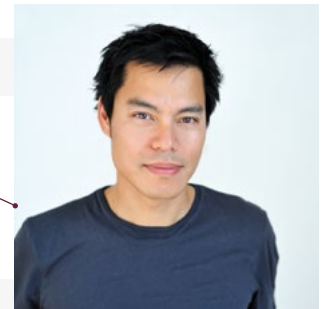
Boarders return Sunday 3 January
Term begins Monday 4 January
Half term Thursday 11 February (end of school day) to Sunday 21 February (inclusive)
Term ends Thursday 1 April (end of school day)

2021 SUMMER TERM

Boarders return Monday 19 April
Term begins Tuesday 20 April
May Bank Holiday Monday 3 May
Half term Friday 28 May (end of school day) to Sunday 6 June (inclusive)
Term ends Thursday 8 July (end of school day)
Year 13 Leavers' Day Friday 2 July

ALUMNI EVENTS

Heritage Open Days September 12, 13, 19, 20
OS Boston Lunch September 18
Stamford Lecture: Ben Thompson October 8
Stamford Lecture: Kevin Fong January 29
Reunion weekend June 11, 12, 13



ADMISSIONS DATES

Looking for a place at one of the Stamford Endowed Schools? We would love to hear from you, and the Heads welcome meetings with families for a personal visit and individual tour of the Schools. Contact admissions to book the below dates, on 01780 750311 or admissions@ses.lincs.sch.uk

AUTUMN TERM 2020

Wednesday 16 September
 Thursday 17 September
 Tuesday 22 September
 Saturday 3 October
 Wednesday 7 October
 Saturday 10 October
 Wednesday 11 November
 Thursday 12 November
 Tuesday 17 November

Discovery Morning: Stamford High School
Discovery Morning: Stamford School
Discovery Morning: Stamford Junior School
Open Day at Stamford High School and Stamford School
Sixth Form Open Evening
Open Morning: Stamford Junior School
Discovery Morning: Stamford High School
Discovery Morning: Stamford School
Discovery Morning: Stamford Junior School

SPRING TERM 2021

Saturday 9 January
 Tuesday 2 February
 Tuesday 9 February
 Wednesday 10 February
 Tuesday 9 March
 Wednesday 17 March
 Thursday 18 March

Year 7 Entrance Examination Day
Discovery Morning: Stamford Junior School
Discovery Morning: Stamford School
Discovery Morning: Stamford High School
Discovery Morning: Stamford Junior School
Discovery Morning: Stamford High School
Discovery Morning: Stamford School

SUMMER TERM 2021

Tuesday 11 May
 Wednesday 19 May
 Thursday 20 May

Discovery Morning: Stamford Junior School
Discovery Morning: Stamford High School
Discovery Morning: Stamford School

All events may be subject to change or cancellation, dependent on circumstance regarding Covid-19. For full details, please check the SES website, termly and monthly e-newsletters and social media.

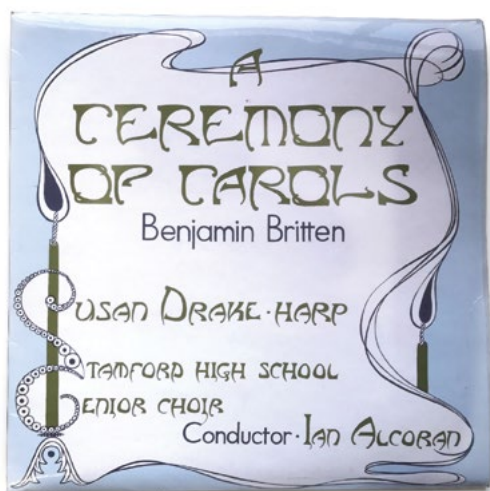
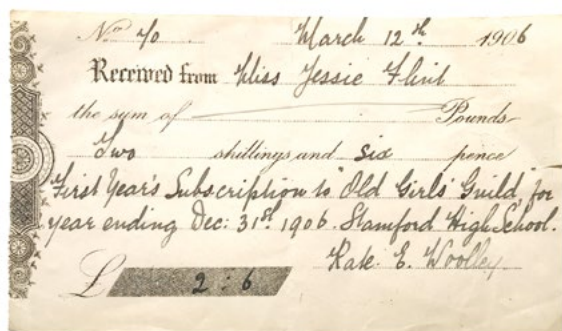
We will meet again

In 2020, the Reunion Weekend had to be cancelled, but this time-honoured event has a long history, recorded in the School archives, and will be back in 2021. Perhaps it's time to relaunch the Flannel Dance!

OGG Socials

The Old Girls' Guild was established in 1905 by Miss Priestley (Headmistress, 1905-9), with the aim of enabling the school alumni to keep in touch with each other.

The earliest known reunion took place in May 1907, the year of SHS's 30th anniversary. Across five days, the current students gave a performance of 'Persephone' and a concert was given by the Old Girls. On Sunday, May 19th, a service was held in the School Hall, and the celebrations ended with a Garden Party and a Tennis Match between past and present girls.



OGG CENTENARY PARTY (1977)

In 1977, Britain celebrated the Queen's Silver Jubilee. SHS marked the occasion with a concert, 'Music for Pleasure', but it was planned to mark two anniversaries: the Queen's and the centenary of the High School.

The concert started with 'The Arrival of the Queen of Sheba' by Handel, which was followed by the School's first record: a selection from 'A Ceremony of Carols' (1942) by Benjamin Britten. The record went on sale along with glass goblets, china mugs, tea towels, photographs and

postcards as souvenirs to mark SHS's centenary.

More than 200 Old Girls and staff attended the occasion and saw Miss Medcalf (Headmistress, 1967-77) blow out 100 candles spread over five cakes.

Debra Grice (OS 79) recalls: "I was in Upper Fourth. I remember being filmed doing a gymnastics display (but never saw the film) and the exhibitions of artwork and so on from the school's past."

"It was the only time I recall a whole school photo being taken."

OS Socials

The first Old Stamfordians' reunion took place on April 16th, 1889. The Committee chose the day because it was close to Sports Day at the School; most of the alumni preferred to revisit their old School to attend such occasions.



CRICKET

Cricket became part of the OS Reunions during the headship of Edwin Lovegrove (1907-1913). These photographs depict an OS match which took place on May 23rd, 1993. The newly refurbished cricket pavilion was opened as a memorial to Basil Deed (Headmaster, 1947-68). The ceremony was attended by the renowned cricketer, MJK Smith (OS 51).

FLANNEL DANCE

The first OS Flannel Dance took place in 1931. After the Second World War, it became an important part of Reunion Weekend until it was phased out during the 1960s. This event was often held in the School Hall on the last day of the Summer Term to celebrate those who were leaving the School.

Jon Nickerson (OS 52) remembers: "It took place on the Saturday evening of Reunion Weekend and it was an occasion for Old Stamfordians to dress up in their white Flannel trousers and OS Club or cricket colours blazers. A goodly cross-section of club members would attend, with a predominance of recent leavers – and pupils who were about to leave School either having just joined or about to join the club.

"There was always live music, it was a wonderful social event and very popular. I might add that there were always a great many wives and girlfriends from the Old Girls' Guild.

"In my last two years at School, in 1951 as a Senior Sixth Former and in 1952 as Head Boy, I was co-opted to the OS Committee to help with the organisation of the Flannel Dances.

"Reunion weekend was always followed in those days by OS Cricket Week. There was never a shortage of players wanting to be part of this. We used to play against the likes of the Lincolnshire Gents CC, the Leicestershire Gents CC, and there was always one match at Skegness – a great fun day, but very competitive cricket of course."



OS REUNION 2012

In 2012, Colin Dexter, author of the Inspector Morse novels, visited his childhood school where he gave a talk to the Old Stamfordians.

NC Dexter went to Stamford School from 1941-9. He was a Lance-Corporal in the CCF, a School Prefect and Head of House. He also won the House Colours for Rugby (see picture). His contemporaries included Engalnd cricketer MJK Smith and actor Neil McCarthy (OS 51).

Maggie Smith (OS 49) says: "I was part of his 'gang' – called The Young Players, started by the mother of one of the SHS students. We produced plays, had a choir and performed for parents and friends. His brother, John, led the musical section. I was lucky enough to be invited to his Memorial Service in Oxford. Colin was always cheerful and more clever than any of us."

On the Home Front

75 years after VE Day, **James Buckman**, SES Archivist, looks at how SES life was affected during WWII.

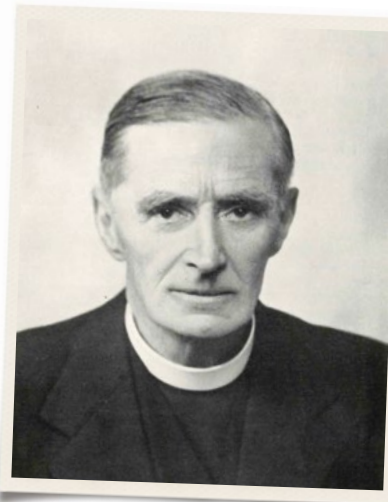
Stamford School

“The peaceful little town of Stamford saw by day column after column of army lorries driven by steel-helmeted troops, and by night the sky was streaked on all sides with the thin beams of searchlights. The whole world was in a turmoil.”
The Stamfordian, Autumn 1938

Although the above statement was written before the war broke out, the people of Stamford had already had their first intimations that the Second World War was coming. The boys of Stamford School went out to the playing fields to dig trenches.

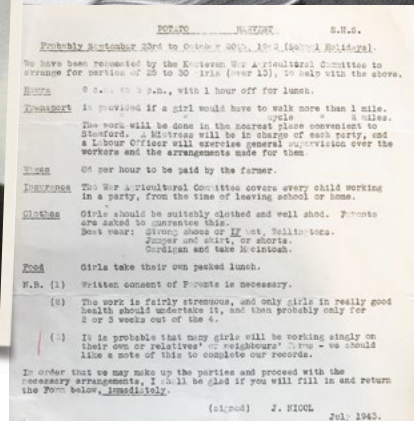
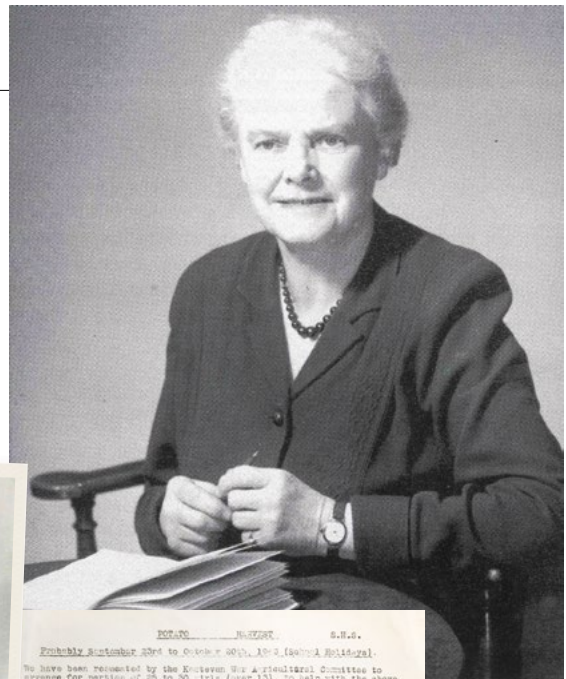
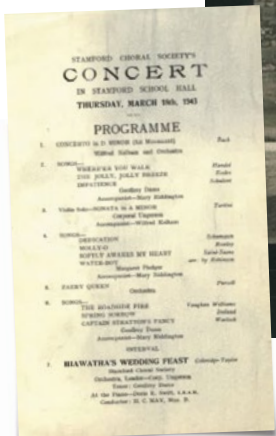
Contributions to the war effort

Stamford School pupils contributed to agricultural work. Between 1940 and 1942, the Rev. Thomas Wright (*below right*), one of the assistant masters organised groups of ‘land boys’ to help farmers on summer afternoons with hoeing and harvesting their crops. The boys were paid five pence for every three hours’ work.



VE Day

“VE Day was not without celebration in Stamford and School House gave vent to its feelings by burning an effigy of Hitler on top of a large bonfire.”
The Corps, A.T.C. and Scouts participated in the Victory Parade and attended a service of Thanksgiving Service at St Martin’s Church. The then-headmaster of Stamford School was Canon Day, who had also seen the School through the First World War.



Stamford High School

At the start of WWII, Stamford High School had to accommodate two schools under one roof. Firstly, there was students from the Mundella School in Nottingham, and then students from the Camden School for Girls, North London. The SHS girls nicknamed them ‘The Greenflies’ because of the colour of their uniforms.

Transport links were disrupted, and air raid sirens would interrupt lessons, forcing the girls to take shelter in the changing rooms and the cloakroom. Paper rationing forced the SHS magazine to cease publication for six years.

Contributions to war effort

Like Stamford School, there were occasions when SHS girls gave up school holidays to help with agricultural work. In 1940, 30 girls from the age of 16 upwards responded to an appeal for volunteers to form an auxiliary force in the Women’s Land Army.

Women teachers were also called up to participate in vital war work. In 1942, the School Secretary, Margaret Elizabeth Ash, was called up. But Miss Nicol, the Headmistress (*pictured above*), felt she was a key member in the administration of the school and losing her would seriously handicap its work. After three months of correspondence, she eventually had this deferred.

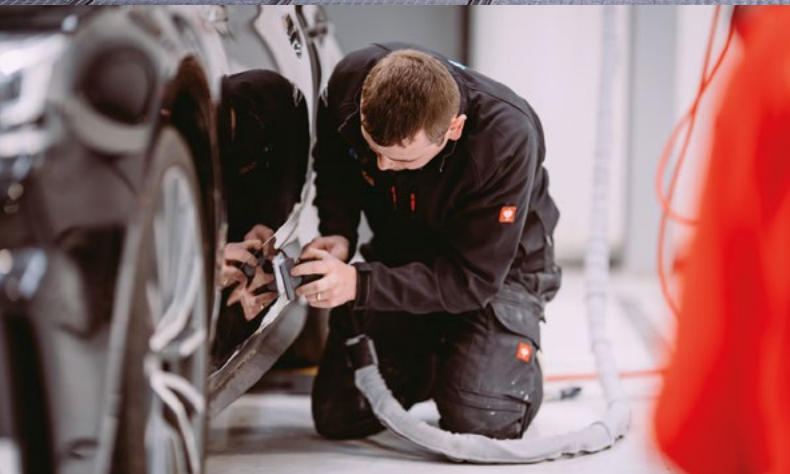
VE Day

To celebrate VE Day, the SHS girls were given a two days’ holiday on May 8th and 9th, the days on which the people of Britain came together to celebrate their victory.



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