

STAMFORD ENDOWED SCHOOLS

STAMFORDIAN

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A YEAR OF STUDIES, SPORT, DRAMA, TEACHERS, STUDENTS, HOUSES AND COMMUNITY



FROM THE STAMFORDIAN EDITORS

Welcome Stamfordians, to the sixth joint edition of the *Stamfordian* magazine. After a school year not fully completed on the school grounds, everyone is glad to finally be back on site. The resourcefulness of staff and students alike has only increased in these trying times. Entering the January lockdown with some sense of experience, our attitude to learning remained focused. Although it was more difficult for some subjects than others (teaching a frantic assembly drama class virtually proved more trying than an algebra lesson), students were able to communicate with staff, collectively finding ways around this virtual barrier.

As a member of the editorial team, it has been eye opening to showcase everything that the Schools have achieved despite many of the regular events and trips being missed. We have many essay-based students in the team who have been able to exercise their skills by editing articles sent in. In addition, having a Point of Contact for each section has allowed each to learn organisational skills through collating the publication's content. Innovation appears in the travel section, which would otherwise be rather disappointing if we stuck to its literal meaning this year – the furthest most of us have travelled is to Burghley Park for lunch. Instead, we decided to travel through time with the help of the Schools' Archives, to find out more about the various international trips, starting with the first to Paris in 1925. House activities have been ongoing virtually, proving nothing can deter

our House spirit. Our boarding community has written across the globe, telling us how their experience of learning virtually has been.

While the routine of school life has been disrupted, upon each return we have always been able to count on our cleaners, chefs, technicians, gardeners, admin staff, governors, heads, and principal to maintain the stability of our day-to-day. In addition, the nurses, pastoral team and teachers have helped to reassure us that this uncertain time will pass. And finally, thank you to Miss Pepper and Mr Regis who provided us with the opportunity to join the editorial team and practise our skills in preparation for our futures.

Stamfordian Editor Octavia Perna

This year's Stamfordian Editorial Team consists of a large student body who each specialise in certain subject areas, allowing us to have a more in-depth portrayal of life across the Schools:

Academic: Kitty Henderson, Olivia Cross, Angharad Jones, Frankie Silcock

Creative: Octavia Perna, Eve McClarnon, Hollie Wenlock

Community: Alexandra Brown, Annabel Roberts, Callum Gordon

Travel: Kristina Njeru, Frances Rigby, Lara Draskovic

Sport: Olivia Sansom, Charles Morris

House: Louisa Jaggard, Jacob Young

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FROM THE **PRINCIPAL**

As I write in September 2021, it is so exciting that we have weathered, I hope, the worst of the Covid storm and we are now getting back to normal. When we look back on what happened over the last 18 months, it was undoubtedly difficult. We all learnt a lot about ourselves and each other. What I learnt about Stamfordians was that despite the challenges, everyone did their bit.

It wasn't the usual round of theatre productions, fixtures, concerts and trips, and this publication is testament to what we did instead. Which was a lot. Things like Enrichment Week, online fitness classes – with daily 'Morning Moves with Matty' and staff yoga proving strong favourites – and the digital presentation of our 'The Show Must Go Online' series of productions, busy, but different.

Despite the inevitable disappointments that intermittent lockdowns have forced upon us, this year has seen no end of superb achievements. Our CCF started the year with one of its biggest ever intakes at Year 10. Participation in the Duke of Edinburgh's Award has continued, albeit without the camping, but students have been enthusiastically cooking outdoors, learning to pitch

tents, getting lost (and rained on!) during training and expeditions, and trying their hands at some axe-throwing and bushcraft for good measure.

Online concerts and Chapel services have kept our community feeling like just that: a community. And this community spirit has been shared with local charities and organisations through hundreds of generously donated Easter eggs, Christmas cards and presents sent to the Stamford Foodbank, local mental health charity 'MindSpace', and local care homes.

The House system, already well adapted to working in bubbles and online, served us well. And the second half of the year brought a return to competitive sport, which gave us a welcome injection of excitement following months of internal fixtures.

We sit here now, back to normal and would I say our Stamfordians have brought all they have learnt over the last 18 months back with them? Yes I would. We are a better school now than we have ever been.

Good job Stamfordians.
Christ us Spede.

MR W PHELAN

FROM THE HEADS



MR N GALLOP
STAMFORD SCHOOL
HEADMASTER



MRS V BUCKMAN
STAMFORD HIGH
SCHOOL HEAD

The extraordinary year-plus that is 2020/21 will live long in people's memories for a whole range of different reasons, few of them positive.

Yet these pages provide a wonderful insight into the true spirit and heart of a School and its students that, in so many respects, defied the doom and gloom of a world turned upside down, or locked down, and continued to thrive, despite the circumstances.

There are so many superb achievements. From the support for the town's foodbank, local mental health charity Mindspace, care homes and more – with hundreds of Christmas cards and presents, Easter eggs – to stunning dramatic performances; to record high numbers joining the Schools' CCF, to incredible efforts in sustaining our Duke of Edinburgh programme; to dramatic, musical and academic challenges risen to and prizes won – it is great to have seen and to be reminded of these. Well done to the editorial team for collecting and collating it all so brilliantly.

Many thanks to all the students, staff and families for supporting the School and each other so well.

Leafing through the pages of this latest edition of the Stamfordian, one realises that here is a community that did not want the year to be defined solely by global events. Where there was a will, there was a way – and Stamfordians, young and old, never failed to impress me with their ability to “keep the show on the road” despite a year when, at times, we all simply wanted to go to sleep until it was all over. Not only did we manage to keep our charitable fundraising and support going, we managed to go about our daily lives with all the usual trimmings: drama productions, fixtures, chapel services, concerts, CCF, the Duke of Edinburgh scheme and House activities. It was very much business as usual – but just different! Thank you all; it has not been an easy year and many have found it very frustrating – but the articles here demonstrate that the Stamfordian Spirit is very much alive and well “within these walls of grey”; here's to the future...

Christ us Spede.





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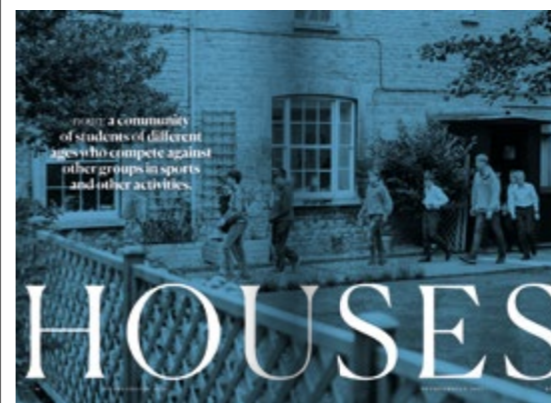
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adjective: **relating
to education
and scholarship.**

ACADEMIC

1532 Society: Academic Scholars

THE 1532 SOCIETY, MADE UP OF SCHOLARS FROM YEAR 7 TO 12, MEET ONCE A FORTNIGHT TO ENGAGE IN CO-CURRICULAR DISCUSSION, DEBATE AND CREATIVE THINKING. SCHOLARS FROM ACROSS THE SCHOOLS HAVE REFLECTED ON THEIR EXPERIENCES THIS YEAR

“I am yet to experience 1532 at its full capability, because of the coronavirus affecting what we have been able to do, but it has been a lot of fun nonetheless.

“We have looked at websites such as ‘Oxlore’ and made art with coat hangers, which was fun, as well as enjoyed introductions to Russian and German from Mrs Wray and Mrs Chauvaux.

“Online, during lockdown, we also watched videos of some Year 11 and Sixth Form students telling us about different topics – my favourites included ‘Troy’ and ‘how planes fly’. We also watched different live streams including our first Stamford Lecture, which was an exciting talk by Kevin Fong.

“After we returned from lockdown, we looked over our scholars’ logs, filled them in and compared them; it was really nice to see what my peers were doing.”

SINA MANI YEAR 7

“Way back at the beginning of Year 8, some of the Sixth Form scholars from Stamford School presented talks about subjects interesting to them. Lockdown struck once again, but we still continued to watch presentations recorded on Flipgrid for our online 1532 meetings.

“I enjoyed watching the presentations because they contained lots of information and I especially enjoyed the presentation about how planes fly as that is something I am very interested in.

“As we returned to school, we did lots of teamwork activities where we had to solve a series of riddles and we also had to come up with a new, futuristic type of device that could replace phones. More recently, some of us have done our own presentations to the rest of the group. They included big questions such as ‘Should 16-year-olds be allowed to vote?’, ‘Should we put more money into our prison system?’ and ‘Is capital punishment justified?’ I have really enjoyed listening to the presentations and also debating and giving my opinion on these subjects. For the last half-term we will be listening to some of the projects made by the Year 9 scholars, which they will present to us in upcoming meetings.”

RORY CULLEN YEAR 8



“I always enjoy going to the fortnightly 1532 Society meetings as it’s a place where my friends and I can discuss interesting topics and ideas. I like hearing other people’s opinions that might differ from mine and it helps me discover new perspectives.

“The recent scholar’s project I did on the Hong Kong riots was an interesting way to research more on a subject I really enjoy, as my uncle lives there and his lifestyle is very different from ours.”

JACK SCOTT YEAR 9

“In my time as a scholar at Stamford I have found that being a member of the 1532 Society is one of the privileges of being a scholar. The talks we are given from members of staff, older pupils, or even people outside of school open many doorways and offer us ideas for our future in and out of school.

“For example, just recently, the Year 10 scholars were treated to a talk from Mr Hyams (who went to Oxford University) and the assistant chaplain (who went to Cambridge University). This opened our eyes to the opportunities that both these world-renowned universities offer and gave us insight into life at these universities. We also watched a video sent in by an Old Stamfordian who has gone on to become a journalist in motorsport following Formula E.

“I thoroughly enjoy 1532 Society and find everything we do in the 40 minutes we have together very useful and inspiring.”

JOSEPH SIMMONS YEAR 10

“I have really enjoyed the fortnightly meetings. They have allowed me to feel a lot more prepared for processes such as selecting universities, university applications and writing a personal statement. Similarly, in Year 11, the talks on subjects really helped me make my A Level choices.

“This year I have also enjoyed preparing and presenting a talk on a topic of my choice. This allowed me to research a topic beyond the A Level syllabi in detail and become knowledgeable about material which interests me. Hearing others speak has also meant I could learn about other topics from my peers: for example, Oli’s speech on greed presented interesting views which I found intriguing, despite not necessarily agreeing with them.”

SAM HUGHES YEAR 12



CLASSICS

Celebrating Classics Success

IN THE WIDER CURRICULUM, THE POPULAR CLASSICS TRIPS TO GREECE AND ITALY HAVE NOT BEEN POSSIBLE THIS YEAR, BUT PUPILS HAVE STILL BEEN ABLE TO EXPLORE ALL ASPECTS OF THE ANCIENT WORLD IN THE CLASSROOM AND BEYOND

Classical subjects—Latin, classical civilisation and Greek—are becoming ever more popular across the schools, with more pupils opting to study them in recent years. We are particularly proud of two classics students at Stamford High School who have performed very well in national classical competitions this year – Sophie Farr in Year 10 and Kasia Middleton in Year 12.

Year 12 student, Kasia Middleton, entered and won the archaeology category of the St John’s College Classics and Ancient History Essay Competition 2021, held by the University of Oxford. The competition, which was open to all Year 12 students across the country, aimed to further independent research into the world of classics.

Students chose one of four questions for their competition entry, of which Kasia elected to answer: “In the ancient world, did the art express the same concern as the art of the autocratic regimes?”

All entrants were then invited to a virtual study day, where they could attend lectures from the tutors at St John’s College who judged the essays, and ask any questions that they might have about studying classics at Oxford.

With over 200 overall entries to all four questions in the prize, Kasia’s essay, exploring the arts of democracies and autocratic regimes, came out on top of entries for her question, winning the archaeology category.

Kasia is currently studying Latin, classical civilisation, English literature, and French at A Level, and plans to read classics and French at university, with the eventual goal of working on archaeological sites and in museums across the world.

Her full essay is available to read on the school website.
MR A SMITH

Over the Christmas holidays, I decided to take part in the Lytham St Anne’s Classics Competition that my Latin teacher, Mrs Wilson, encouraged me to take part in. The competition required me to record a 15-minute video on the topic of choosing one day in ancient history to go back to for 24 hours.

I chose to speak about the day that the Plague of Athens was eradicated, a plague that swept the ancient world in 426 BCE. In my entry, I compared the horror of the world with no knowledge of disease and contagion to the pandemic that we have all faced, still pressing despite our modern science. I spoke about taking inspiration from the stoicism of the Athenians, recovering from the Peloponnesian War and afflicted by a deadly disease, the cause of which we still cannot determine.

The competition gave me the chance to practise my public speaking skill, as well as making a niche topic accessible to a YouTube audience. Thank you to Mrs Wilson for supporting my entry and inspiring me to explore fascinating ancient history!

SOPHIE FARR



COMPUTING

Coding for the International Space Station – Mission Zero

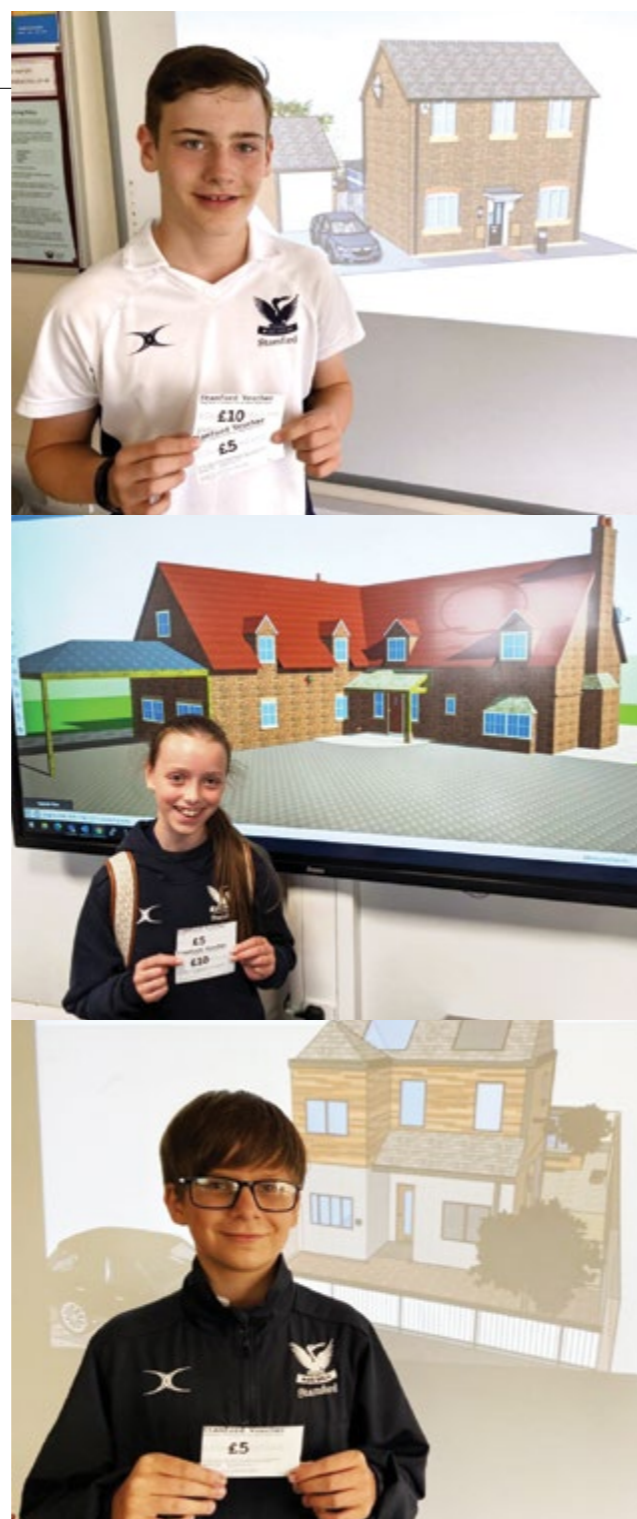
In early March 2021, the Computing Department entered all Year 7, Year 8 and Year 9 students across SES into 'Mission Zero' – a European Space Agency and Raspberry Pi Foundation challenge. Their mission was to "...write a simple program to take a humidity reading onboard the International Space Station and communicate it to the astronauts with a personalised message..." using an Astro Pi device.

The catch...? Students were only given one hour to complete and test their program before submitting it. If their program did not fully meet the Mission Zero requirements it would not be accepted or run.

In mid-March 2021, a total of 169 Stamford students from across SES Year 7 to 9 submitted programs which fully met Mission Zero requirements.

Between May and June all successful programs were run on the International Space Station's Astro Pi with individual certificates issued showing the location of the International Space Station during the time the program ran.

MATTHEW HEARN, JAMES SHAKESPEARE AND JOHN CLAYTON (THE COMPUTING TEAM AT STAMFORD ENDOWED SCHOOLS)



COMPUTING

Digital Design at Stamford

Over 170 Year 7 students were entered into SES Computing's annual 3D digital modelling competition, following this year's competition brief: "to model your house/home". Students created their models using SketchUp for Web.

The 'Top 10' were ranked by: Matthew Hearn (Head of Computing at SES) & Amy Lewin (Head of Fashion & Textiles at SES).

DEBATING

It's All Up for Debate

STAMFORD AMONG TOP 12 DEBATING TEAMS IN THE COUNTRY

Stamford Endowed Schools' Sixth Form debating team became one of the top 12 school debating teams in the country this year, after becoming East Midlands regional champions and taking part in the Finals Day of the English-Speaking Union Schools' Debating Mace.

Stamford's team, comprising Oliver Fraser and Harry Laventure, both in Year 13, and Kitty Henderson, Year 12, participated in the first round of the competition before taking part in the East Midlands Regional Championship on Zoom.

In the first round of the competition in January, the team faced five local schools, having prepared the motion: 'This House would ban job applicants from disclosing the names of educational institutions they have attended'. A special mention to James Farrow and Talvin Gill, both in Year 13, who stood in as a volunteer swing team when another team was required to drop out last minute. The motion facing this team was: 'This House believes that government economic policy should prioritise the collective happiness and well-being of the population over economic growth'.

In the Regional Championship, the team competed against three local schools, Oundle, Loughborough Grammar School and Brookfield Community School, debating the motion 'This House believes that national health decisions should be made by a panel of scientific experts rather than government.' Stamford's arguments won the day, taking them through to the Mace Finals Day in late March, where they participated in a full day of Zoom calls and prepared two more motions.

The Stamford team reached this stage of the competition two years ago and it was great to see the first ever SES team in the top 12 nationally. It's a shame that we didn't get a trip to London to debate in the ESU Headquarters at Dartmouth House this time, but the team thoroughly enjoyed the finals of the competition nonetheless.

Harry Laventure, first speaker in the team, commented: "It's a pleasure and a privilege to reach the Mace Finals. Having fallen at the last hurdle last year, there's a shared pride in the group at our improvement, and we are very much excited for the new competition it will bring."

The Finals Day took place in March, again on Zoom. The team were knocked out after the semi-finals against Malton School but presented a robust case on the motion: 'This House would impose criminal liability on individuals who fail to offer reasonable assistance to a person in danger' and Kitty was praised by one of the judges for her fantastic summary speech. The team were able to relax for the second part of the day, watching Wellington College win the title of ESU debate champions in a debate judged by Baroness Hale. Many thanks to Ms S Sharman and Mr S Hyams for their invaluable help in coaching the team.

MRS K LEETCH

DEBATING

Old Versus Current Stamfordians

OLD STAMFORDIANS AND EX-DEBATING CAPTAINS, TOM WATSON AND OSCAR DIXON-SPAIN, WERE AWARDED THIS YEAR'S OSWALD ELLIOTT CUP, IN A TENSE AND EXCITING DEBATE AGAINST CURRENT STAMFORDIANS, KITTY HENDERSON AND MILLIE MURISON

As part of SES Enrichment Week, we were delighted to be able to hold the Oswald Elliott Cup charity debate in the SHS Hall to raise money for local mental health charity, Mindspace. The debate took place in front of a live Year 12 audience, chaired by incoming Head Boy Sam Hughes, on the motion: 'This House believes that e-sports should be part of a 21st century curriculum for school sport'.

Judges Will Phelan, Nick Gallop, Mark Nasey and Sarah Sharman announced that there was only one mark between the two teams! The Oswald Elliott debating cup was named in honour of Oswald Elliott, an Old Stamfordian who gave his life during WW1 and was involved with the debating society while he was at school.

The debate was a great success and after a year where debating has often been online, it was wonderful to be able to welcome a live audience back to the SHS hall. In a year where Covid has taken a toll on everyone's mental health, we were pleased to be raising money for Mindspace; founded by Stamford GP, Dr Petrie, Mindspace has grown in size and scope over the last few years.

At a time when a number of schools are introducing e-sports fixtures and hiring e-sports coaches, the motion for the debate was right up to date and raised questions about the mental and physical health of young people and what sport is really about.

It was lovely to welcome back two Old Stamfordians to take part in the debate: Tom Watson, who has just completed his first year studying physics and maths at the University of Warwick and Oscar Dixon-Spain, who has just completed his first year as a medical student at the University of Liverpool. Tom

commented: "It was great to be invited back to school and to be able to debate in front of a live audience. The SES team spoke extremely well – I was very impressed and glad that the standard of debating has remained high. I'm glad that the charity debate has been able to resume after the pandemic, allowing us to raise money for a very important charity. I want to thank those who organised the event and took part for a very enjoyable afternoon."

MRS K LEETCH





The Iconic Design Collection

When Gretton, the building housing the Design Technology and English departments at Stamford School, was built in 2014, the naturally lit entrance foyer provided an excellent location to display GCSE and A level projects. Recent changes to examination board regulations have prohibited the display of work less than 12 months after submission for assessment. This is obviously a great cause of angst in the Design Technology department but we could do nothing to change regulations so considered how else to use the space.

We already had a small collection of products to illustrate aspects of design, but no dedicated space to display, so it was a logical step to repurpose the display area in the foyer for this purpose.

The use of OSB Board and chromed mesh panels provides a sophisticated but neutral background on which the products can be displayed. The collection grew rapidly; the Raleigh Chopper and Barcelona Chair were soon accompanied by contributions by the DT staff and purchases made by the department.

Some of these contributions may serve as indications as to the youthful distractions of the DT staff; from Miss Knott's 'Sony Playstation 1' (2000) to Mr Newton's Milton Bradley 'Big Trak' (1979), though Mr Holdsworth is adamant the his 'Philco Radio' (1946) was a loft find!

The collection is a deliberate talking point and has made a big impression on pupils and visitors to Gretton. Whilst not every product is necessarily a design classic, they have all been instrumental developments or commonly identifiable.

Some products help to illustrate social design, such as Trevor Baylis's 'Freeplay Radio', (1991). Harry Beck's 'London Underground Map' (1933) and Margaret Calvert's 'Men at Work Sign' (1957) illustrate the importance of graphic design, whilst the 'Raleigh Chopper' (1969) and 'Brompton folding bicycle' (1975)

show how alternative approaches can create groundbreaking designs. All products on the display are also represented on an information board which also has QR codes which link to videos about each product.

The display is to be a permanent feature in the department, though we look to continue expanding the collection, to enable product rotation and perhaps to have seasonal focuses on different product groups. The department will be delighted to receive any suitable donations to the collection; our wish list can be seen below!

ICONIC DESIGN PRODUCT WISH LIST

- Haynes manual (Mini / Land Rover)
- Victorinox 'Swiss Army Knife' animated shop display
- Original Space Hopper
- Sinclair C5
- Jerrycan
- GPO 332 telephone
- Apple products (especially iPhone 2G)
- Alessi Michael Graves kettle (1985)
- Little Tykes Crazy Coupe
- Scalextric
- Singer sewing machine
- Early mobile phones
- William Morris wallpaper samples/ reproductions
- Original Sony Walkman
- Trunki
- 1980s Boombox
- Original Levis 501 jeans
- Dieter Rams Braun products
- Anglepoise Lamp
- JVC Videosphere TV
- Old irons
- Old electric drill (metal casing)
- Sony MiniDisc
- Gramophone
- Edison Cylinder
- Clarence Cliffe pottery
- Olivetti Lettera 22 typewriter
- ECKO Bakelite radio
- GEC desk fan (1930)

DESIGN TECHNOLOGY

Walls Come Tumbling Down

Students at Stamford School let battle commence during Enrichment Week, creating siege weapons across in the Design and Technology Department. With just two hours to design and build their weapon, students then had to attempt to destroy Mr Newton's castle.



ECONOMICS

Economy of Thought

On the 26th March 2021, two teams from Stamford Sixth Form participated in the 'Cambridge University, The British Economy after Brexit' competition. Team One was the boys' team which consisted of Sam Hughes, Ciaran Dolby, Thomas Brown, Josh Wells and Vincent Cheung. On Team Two we had Mary Butler, Polina Whiteford and Eve McClarnon and both teams answered the question 'The March Budget provides for continued massive financial assistance to stimulate the economy, helping to lift it out of the Covid-19 recession. What might happen if the stimulation is too much?'

This involved initial consideration of all the factors that could be included in our answer. As a team of girls, we met to brainstorm any ideas we had. This included watching the presentation on the British economy by Professor Tony Cockerill- which covered ideas about: The behaviour and performance of the British economy before and during the Covid-19 pandemic; Appraisal of the economic and financial measures to confront the pandemic; Assessment of the outcome of the Brexit negotiations at the end of the transition period; and Prospects for the economy.

Collectively, we condensed our notes around our chosen question, from Professor Cockerill's presentation, along with our own subject knowledge. Then we outlined a script that we had prepared to use in our final presentation. The competition required us to perform a five minute video response to our question, which involved two of us speaking and delivering our presentation.

Once we had our final version of the script, as a group, we practised several times to ensure our timings were correct and we effectively communicated the answer to our question. When the competition started, we watched all the other teams perform their responses before beginning our presentation.

In our presentation we covered topics including: the effect of Government spending on debt, inflation, zombie companies, furlough, increasing unemployment and future tax raises. The presentation was judged by a panel of guests, including economists with Cambridge connections, current and former students, as well as economic staff members from participating schools.

We then contributed to a monitored Q&A session and after the competition we participated in a quiz. The whole competition was a great experience; it helped develop our wider knowledge of economics and provided an opportunity for us to work with people we do not normally work with in lessons!

KITTY HAWTHORNE AND ELLA SPRADBURY

EDTECH

Taking our Tablets for a Digital Future

In September, all senior school pupils will be issued a Surface Pro 7+ device to use in class and for preparation for school tasks at home. This exciting initiative is part of a natural progression of technology integration in school for many years. Staff have enjoyed the reliability of the Surface devices for many years, and the upgrading of computer rooms across the Senior Schools, coupled with the use of iPads and Surface devices at Stamford Junior School, means that students have been developing their digital fluency for many years. Creative iMedia was introduced at GCSE this year, and this will naturally lead to an A Level course in September 2022. Minecraft and Coding Clubs are popular extra-curricular activities.

Forward thinking pre-Covid lockdowns had seen the Schools moving to Microsoft Teams and OneNote; therefore, the shift to remote teaching, although a challenge to staff and students alike, wasn't the leap into the unknown that many schools experienced. Mistakes

were made, lessons were learned, and teachers modelled the qualities that they attempt to develop in their students: resilience, adaptability, accepting failures and learning from mistakes. Seeing the learning journey my colleagues experienced during the remote teaching phase of the last 18 months was truly inspirational. Breakout rooms allowed online collaboration. Flipgrid enabled student narrated presentations to be shared. OneNote and Teams Assignments allowed timely feedback. Formative assessment via MS Forms, Quizzes, Quizlet, Blooket or Kahoot allowed staff to monitor understanding and adapt teaching accordingly. Quality

digital resources could be used at leisure at home, with recordings of lessons allowing for recap and inclusivity for all learners. Central to this were the strong personal connections between staff and students, with quality teaching embracing the advantages of technology and enabling progression despite the challenges. Obviously, online or hybrid teaching is less preferable to face-to-face teaching, and being back in the classroom has been a joyful experience we all missed. However, the skills we have collectively developed and the opportunities that digital technology has provided in a Covid world, allowing connection, innovation and collaboration, has meant that the "online genie is out of the bottle and will not go back in" (Professor John Domingue – Open University). Technology provides a transformational educational tool to support and enhance the learning process.

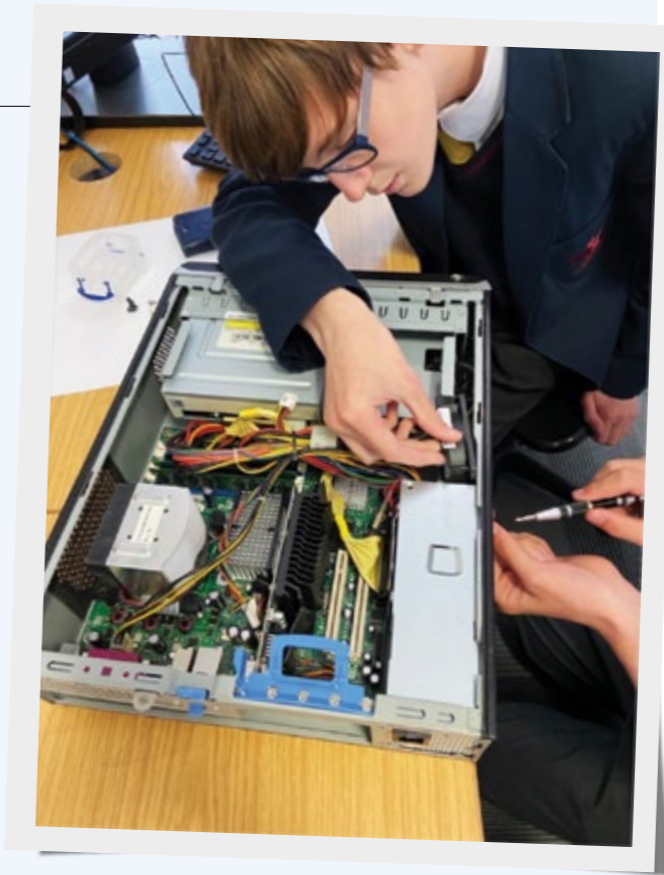


The Learning and Work Institute claim that less than 50% of UK employers feel that school leavers have sufficient digital skills and 76% of firms believe that a lack of digital skills in their workforce will affect their profitability. Therefore, Digital Literacy is not only crucial to improving the quality of explanation and modelling in class, allowing for student practice, improving feedback and assessment for school, but the embedding of these habits for our students' higher education / lifelong learning journey is essential as they progress to become the future workforce.

Sir Kevan Collins, the former Chief Executive of the Education Endowment Foundation and latterly the Government Education Recovery Tzar, said in a recent report: "The question is no longer whether technology should have a place in the classroom, but how technology can most effectively be integrated". This is our challenge for the future. We want our students to be independent and curious learners so that they are prepared for challenges of the future. At the Stamford Schools, we value the 4Cs of collaboration, critical thinking, creativity and complex problem solving, and we firmly believe that integrating technology use into our teaching and learning will be hugely beneficial in developing these skills. As the US Secretary of Education (in the Obama Administration), Arne Duncan said: "Technology alone isn't going to improve student achievement. The best combination is great teachers working with technology to engage students in the pursuit of the learning they need".

We are also firmly focused on the importance of digital citizenship. Social and emotional wellbeing complements academic endeavours and we are using PASS (Pupil Attitude to Self and School) surveys to identify barriers that are negatively affecting attainment. We need to have students who can identify bias and research effectively to be mindful of the ever-present pitfalls of Fake News. Our Learning for Life / RSHE programme (formerly known as PSHE) allows our students to consider their rights and responsibilities as digital citizens in our social media dominated world. All devices will have filtered internet access at home and school, which will monitor use to ensure that only safe content is accessed by our learners. Responsible use of digital technology is a vital lesson for all in today's world.

The IT department have been phenomenal in upgrading the WiFi infrastructure across the schools so that we are ready for using devices in class from September. A device trial running last term across the



Senior Schools has helped shape the direction of the device process, and the students involved have been extremely helpful with their feedback. Our Digital Leaders, students with an interest and passion for digital technology and its applications, will be supporting their peers and representing their class in creating a code of conduct for the device use and E-Safety. We look forward to our new digital house competition, where students who complete their Microsoft Innovative Educators (MIE) badges gain points for their respective School's house trophy (a digital version of the Reading Passport).

Staff have put in a phenomenal amount of work during an extremely busy period of internal examination assessments. During this time, they have also been attending digital training courses in their own free time and working on integrating activities to their Schemes of Work in line with the opportunities of devices in the classroom. The departmental Sharepoint sites, a central repository of resources, have been updated for next term and the discussions around innovation and how best to utilise technology in the learning process have been extremely affirming.

With the dates of device issue reserved in the diary for the week before the start of term, see the MyStamfordIT web page www.mystamfordit.co.uk for Frequently Asked Questions and help advice. We look forward to the new academic year. It will take some readjustment for all, such as students remembering to charge devices at home ready for the next day. However, the prospect of integrating the benefits of EdTech (like digital inking etc) is an exciting opportunity for teaching and learning in the Stamford Schools. We are fully aware that the examination system is dominated by handwriting assessments in school halls; we are not looking to replace pen and ink, but instead to complement its use by using technology at the appropriate time for the appropriate tasks.

MR BREWSTER - ASSISTANT HEAD, TEACHING AND LEARNING

LOWER SCHOOL SCHOLARS

New Avenues of Learning

IT HAS BEEN A YEAR THAT HAS SEEN CONSTANT COMPROMISE, PIVOTING THE EXPLORATION OF NEW POSSIBILITIES OF LEARNING FOR OUR LOWER SCHOOL SCHOLARS

From the dark days of the winter lockdown emerged a plethora of online opportunities which the scholars have discovered. These included: free online access to the Arts (ballets/opera etc through the generosity of the Royal Opera House), sciences (through lectures by the Science and Natural History museums along with a host of inspirational regional hub museums) and humanities via activities shared by the British Museum amongst others.

We also engaged in spirited online debates, some of which went on via Teams for several days, including one most memorable discussion on whether the age of a country's leader mattered. Another, based around one of the BBC's 100 women films, explored the thinking around Finland's all female leadership team and whether it was as egalitarian and progressive as it seemed...

Over this time, the members of the Lower School Scholars' Society continued to write up summaries of their own extra- and supra-curricular research and activities in the form of their Scholars Challenge articles in their scholars' record books. Activities and research explored and shared with the Head of Lower School Scholars included Geocaching in the local area, research into the surgery known as a hemispherectomy and individual responses to the artwork of Gideon Rubin. It is hoped these records will positively inform the writing of glowing future personal statements for all these students.

Also during the spring term, many scholars contributed to the Greatest Invention assembly, where they championed their 'Greatest Invention' which was then voted on by the rest of the school body. Superbly argued suggestions such as the hypodermic needle, the humble fish and chip dinner and the Human Rights Act all finally, narrowly but somewhat predictably lost out to the invention of the chocolate bar!

At this point I must make particular mention of our magnificent group of Year 10 scholars who have made it their mission to expand their horizons through entering competitions during lockdown. Last summer, Anna Barsham, Millie Hindmarch, Olga Kryl, Ruby Sumner and Sophie Farr won an international STEM competition organised by BIEA (the British International Education Association) with their design for an amphibious vehicle that finds and digests plastic.

MRS R PETERSON

ENGLISH

Is the School Library a Dinosaur?

The last year has been interesting for all sorts of reasons, and the school library has been no exception - from reducing the contact students can have with the books and limited access to the library (for obvious reasons) to an increase in general reading habits. You would not usually expect one to go with the other, but lockdown has had an impact on reading, especially in the younger years.

Two years ago the English department, in partnership with the library at Stamford School, reinvested in the Reading Passport programme for Years 7 and 8. Armed with a strong desire to push reading for pleasure and a healthy budget for reward, little did we know then what was to come.

The Reading Passport is a programme to encourage students to read by promoting books through prizes; from merits and House credits to badges and pizza parties – the more a student reads, the bigger the prize awarded. Every book read by a student, and interviewed by a member of staff, is awarded a merit and since September 2020, over 1800 merits have been awarded and 30 pizza party invitations sent out – way above expectation and truly budget busting!



The first lockdown in March 2020 provided students an opportunity to develop existing hobbies and pursue some new ones. The last lockdown saw students return to

an old pastime – reading! In the four-week period of September 2020, 246 interviews were completed with Years 7 and 8. Compare that with the 354 carried out in the four weeks after the return to school in March 2021, a much shorter period than the first one – thankfully, the number of books read increased by almost 50%!

Perhaps looking at what the students are reading gives an indication of why such an increase took place. Fantasy, Crime, Mystery and Humour all feature highly in the pattern of borrowing – escapism from the reality which surrounds us? *The Midnight Library*, *Thursday Murder Club*, *Hitchhiker's Guide to the Galaxy* and Agatha Christie have all left gaps on the shelves for most of this term, as well as the ever-popular Cherub Series and the Alex Rider books.

Whatever the reason for this increase in reading, it has made for an interesting time in the school library and certainly given the space a prominence in the students' lives. The challenge of engaging students in unsettled times has been outweighed by their willingness to embrace their Reading Passports. We can take pride in the fact that reading is on the up at Stamford School.

More phoenix than dinosaur!

MRS SINGER (STAMFORD SCHOOL LIBRARIAN)



MATHS

All Things Maths

THIS YEAR'S WINNER OF THE PRESTIGIOUS MCKENZIE MATHS PRIZE REFLECTS ON HIS LOVE FOR THE SUBJECT

Maths has been my favourite subject since I was first introduced to it as a child. I've always enjoyed the idea that the entire universe is defined by maths and its rules. Maths is the purest form of science; it is the core of every subject that I have ever studied.

When I finally got to secondary school the maths started to get really interesting. I loved everything about algebra and geometry, finding patterns in numbers to create elegant formulas or deducing equations from random shapes – it was and still is what gets me excited. In Year 8 I decided that maths was my passion and what I wanted to do.

I began to watch hundreds of videos on different YouTube channels on almost every part of maths (I highly recommend 3Blue1Brown for in-depth looks at different aspects of maths). During the first lockdown, I used to spend my downtime doing maths. I learned all sorts of tricks and tried many fun puzzles. In the future I plan to study Pure Mathematics at university and then go on to study it for a living.

HARVEY MORSE

ENGLISH

Musing on Macbeth

BOX CLEVER THEATRE COMPANY ARRIVED AT STAMFORD TO DELIVER A FUN-FILLED WORKSHOP ON THE SCOTTISH PLAY. TWO GCSE STUDENTS REFLECT ON THE DAY

I think I speak for everyone when I say that the actors from Box Clever Theatre Company made the Macbeth workshop an exciting day for us Year 10s. We started the day by watching different scenes from Macbeth that had been adapted by the theatre company. Many of us found these quite comedic!

After quizzing us on our knowledge of the play, where we surprised the actors with our amazing understanding, we split up into four separate groups to further our discussions. Each of the actors had 10 minutes with each group to set up a debate. My group were asked the question: "Is Lady Macbeth responsible for all of the death in the play?" As you can imagine, this question set off a heated debate which we all thoroughly enjoyed. Another question was: "Are the witches to blame for all the murders that Macbeth orders?" Again, a debate followed and everyone got stuck in, including Mr Turnham.

We then went back into the OE Hall and watched a couple more of the scenes that the theatre company had produced. These were obviously extremely well-choreographed and inspired a lot of us to do what we did next. We split up into our groups again and went away to recreate two scenes from the play. We were tasked with directing and performing these. The process was very enjoyable and it seemed as if everyone was pitching in with brilliant ideas. My group created our own adaptation of the scenes of Duncan's death and the three witches' second prophecies to Macbeth.

We were then taught how to stage fight - socially distanced, of course! It was clear how much fun this was, as everyone was bringing out their inner Bruce Lee. As we neared the end, the audience were allowed to start chanting and shouting encouragement for their chosen team. This created a brilliant atmosphere in the hall which topped off a tremendous day of Macbeth.

JOE SIMMONS



As part of the workshop, we were presented with a more concise and modern adaptation of the play. Throughout the morning, we were shown various major and impactful scenes from the play, focusing on scenes such as Act 1 Scene 3, where Banquo and Macbeth meet the witches, as well as Act 1 Scene 7, where Macbeth and Lady Macbeth quarrel over Macbeth's cowardice and the scheme for King Duncan's later murder.

The acting for all these scenes focused on four actors, one of whom played cinematic melodies and beats, which added changes of pace, as well as undertones of tension. The actors interacted with the audience, bringing students from the crowd to play amusing parts and shout key lines from their seats. By often breaking the 4th wall and incorporating the stairs and seating area into their stage and workspace, they cleverly placed the audience closer to the action. This made us feel more involved and able to understand exactly what the character was really feeling at that moment due to the audience being able to see the facial expressions and mood of each character close-up. In between the scenes, we were quizzed about the characters and their motives.

Throughout the performance, the script broke away from the original Shakespearian lines with more contemporary and colloquial undertones, allowing an easier understanding of what the characters really meant in the lines. This lively, interactive, and energetic performance kept the audience on their toes and firmly engaged with the play. I think that everyone who saw the performance definitely took lots away from it, whether it was a deeper understanding of the characters or, at the minimum, an insight into how the play is presented live. I really enjoyed the production and feel that I especially understand Banquo's emotions in the play much more than I did before.

ROHAN ALEXANDER





GEOGRAPHY
Geographers In Action

YEAR 12 GEOGRAPHY STUDENTS VISITED BURGHLEY PARK IN PREPARATION FOR THEIR NEAS (NON-EXAMINED ASSESSMENTS) TO INVESTIGATE INFILTRATION RATES



GEOGRAPHY
Worldwise Quiz

BEFORE CHRISTMAS, THREE TEAMS OF ENTHUSIASTIC YEAR 10 STAMFORD HIGH SCHOOL STUDENTS TOOK PART IN THE WORLDWISE GEOGRAPHY QUIZ

After weeks of preparation, including practising questions and improving our general geographical knowledge in lunch time sessions, we all gathered after school with an assortment of cakes and soft drinks to put our knowledge to the test.

The quiz consisted of an alphabet round, where we had to answer a question for each letter, as well as map skills, naming rivers and guessing the place from tiny picture clues. We all thoroughly enjoyed the experience and I personally found that taking part in the quiz has aided my GCSE geography through learning a plethora of new facts and renewing my passion for the subject. It also allowed us to improve our general knowledge and learn about the physical and human geography of the world we live in.

The Stamford High School "A Team", including Sophie Farr, Annabel Davies and Anna Barsham, ranked fourth, and the B and C team, including Hannah Watson, Emilia Nico, Ruby Sumner, Harriet Searle, Tabi Findley and Olga Kryl also scored very highly. Unfortunately, we narrowly missed out, by only a point, from having placed on the leaderboard. Everyone who participated across all schools performed exceptionally, considering the standard of the students involved.

We would like to thank Mr Smith, Ms Moody and Ms Jones for preparing us to do so well in the competition, and also rewarding us with many edible treats! The quiz was a great experience to compare our knowledge to other local schools and allow us to practise the skills we learn in lessons in a practical and competitive way. It was a really enjoyable experience and we all learnt so much, and will be able to carry these teamwork skills through to the future, along with happy memories and many laughs.

SOPHIE FARR AND HANNAH WATSON



ENGLISH
A Poetic Society

KASIA DISCUSSES WHY SHE IS PASSIONATE ABOUT THE LORD BYRON SOCIETY, AND WHY YOU SHOULD BE TOO...

Our school is wonderful. Here, in your extra time, you are given the opportunity to compete in sports, sing in choirs, play in orchestras, act on stage, trek on DofE, and so on and so forth. But where to go if your passion is Renaissance culture? Perhaps Rococo art? Or the politics of Rome in the 1st century AD? Lord Byron Society would be delighted to have you.

Each session, we develop our cultural capital, taking in lectures that range from the Arthurian legends to the life of J.M. Barrie, from the expeditions of Marco Polo to the poetry of A. E. Housman.

There is no better place in the corridors of Stamford to discover animation, passion, fascination, and joy. For an hour, we can transport ourselves, with that genuine love of learning, so valuable to a young student, to places and topics that bring us the most delight in our studies. For me, this was Pompeii and its beautiful art, and I was truly touched by the enthusiasm my peers showed me when I discussed it with them. This is the essence of the society: a space in which you can share your passions openly and comfortably with the full support of like-minded individuals.

As the society grows and flourishes, the student body is encouraged to step up and share what they find beautiful, or simply to sit and give an audience. We believe that ventures such as science, medicine, and engineering are admirable, and must be treated as such. Indeed, they keep us alive. But what gives the life-saving powers of science a purpose? What is it to be alive? Art. Poetry. Culture. Beauty.

Lord Byron Society extends its hand to any fascinated, enthusiastic, and passionate student, and welcomes them, with an unfading earnestness, to discover what it is to be alive.

KASIA MIDDLETON

HISTORY

Historical Creativity in Lockdown

YEAR 7 AND 8 STUDENTS AT STAMFORD HIGH SCHOOL ROSE TO THE CHALLENGE OF LOCKDOWN LEARNING BY HARNESSING THEIR CREATIVITY AND PRACTICAL SKILLS



Year 7 students were given the challenge of researching the development of medieval castles and were then tasked with creating their own version at home. Students used 'Active History' to gain knowledge of the plethora of defensive features boasted by medieval castles, from crenellations to the infamous 'murder holes'. They then designed their own castles to showcase these features. Students used a range of media to produce the castles; and the creative thinking applied to the task impressed the History staff who loved looking through the contributions. Some reignited their love of childhood classics such as Play-Doh and Lego; others made the best of their household's recycling; some used their digital skills on programmes such as Minecraft; and we, of course, had some edible versions! It was a shame that we could not taste test those in Bake-Off style!

Year 8 students also got to showcase their artistic flair. Students completed a unit on the portraits of Elizabeth I, who was a master of her public image. The students then chose another famous Tudor figure to create their own portrait of. Popular figures included the six wives of Henry VIII, explorer Sir Francis Drake and Elizabeth's cousin and sometimes nemesis, Mary Queen of Scots. Local figure, Robert Cecil, was also selected by some. They carefully researched the life, passions, and achievements of their figures to select the symbolic features of their portraits. Again, staff loved the range of media and techniques utilised by the students, ranging from traditional drawings to digital images and even costume curation. There is no doubt that our Key Stage 3 students made the best of the resources their homes could yield during a time when we all had to stay at home.

MS S SHARMAN

POLITICS

Illuminating Blogs

MR TUCK SELECTS THIS YEAR'S STANDOUT POLITICAL AND CURRENT AFFAIR PIECES FROM THE SCHOOLS' BLOG

Politics is thriving at the Stamford Schools with record numbers taking Politics at A-Level. High Performance Learning is central to the department's pedagogical practice and there has been a real focus in developing students' intellectual confidence.

Students have been taught research skills and regularly blog on political topics and current affairs with precision and clear evidence of critical thinking. Here are excerpts from some of this year's standout posts:

James Farrow, 'Understanding Locke'

He [Locke] promoted individual liberty – a theory where people have freedom from laws which are acting above the province of governmental power. As such, there was to be freedom of expression. This a requirement of Locke's new government. Religion was prolific, as of 1534, when Henry the VIII began the Protestant Reformation. England, a now Protestant country, adopted it quickly and reverently; any attack on the monarch was very illegal. Lèse-majesté, or making critical remarks about the monarch, was a crime. Freedom of expression would make Locke's remarks legal but were still frowned upon. It explains why he advocated the first Enlightenment line of thought.

Darcey Sharpe, 'Should military service be mandatory?'

The subject and practice of compulsory military service was once something that was instituted by the majority of countries around the world, but in the last fifty years a significant portion of those participating countries no longer operate compulsory call ups for young men and women. It is quite common in some countries for members of the older generation to depreciate the absence of National Service training, with the consensus appearing to be that the older generations believe that younger generations have lost the respect and discipline that military service can provide. So, taking both sides of the argument into account, should military service be reinstated in all countries as a mandatory coming of age requirement?

Sam Hughes, 'The efficacy of having a referendum'

One positive aspect of a referendum is direct democracy. In a referendum the public's view is clearly articulated and not distorted by those who represent them. For example, in 2016 only 160 members of parliament voted to leave the EU whilst 486 members of parliament voted to remain. However, 406 constituencies voted to leave with only 242 voting to remain. This shows that the majority of MPs did not vote the same way as the people they represent voted, highlighting why direct democracy through a referendum was far more successful than leaving it to the house of commons to decide. In all, a referendum allows the public to represent themselves through direct democracy.

Ella Spradbury, 'Should illegal immigrants entering the UK be treated as criminals?'

Currently in the UK, when entering for the foreseeable future (or longer than six months), from a foreign country, you must present a VISA. However, this is a lengthy process, it is expensive and must be applied for at least two months prior to entry. Does this system account for the people who fail to comply with these regulations, due to an urgent or unexpected exit from their home country? Quite simply, no it does not. Instead, our country labels these people 'illegal' – for many this becomes a passive synonym for 'criminal'.

All blog posts published in 2021-2022 can be viewed on the school blog page here: <https://stamfordendowedschools.edublogs.org/category/politics>.



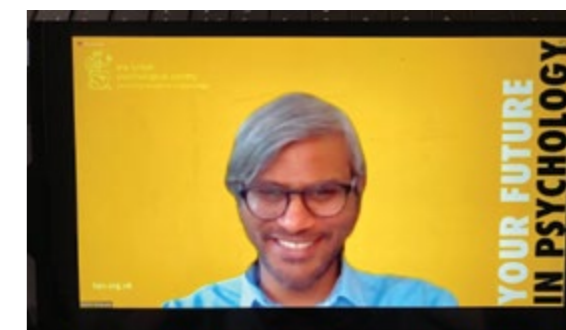
PSYCHOLOGY

Tricking the Brain

THIS YEAR OUR A LEVEL PSYCHOLOGY STUDENTS ATTENDED AN ONLINE CONFERENCE WITH THE BRITISH PSYCHOLOGICAL SOCIETY, LISTENING TO A NUMBER OF TALKS FROM EXPERTS IN THE FIELD

The online conference held by the British Psychological Society offered an interesting and unique insight into different areas covered in psychological research. Being aimed particularly at A Level Psychology students, intriguing talks were held by several professors in the field of psychology which were both engaging and easy to follow. The programme began with a welcome from the president of the BPS, Dr. Hazel McLaughlin. Following this was a talk about false memories by Dr. Robert A. Nash, a presentation on psychology and addiction by Professor Matt Field, and a talk on the psychology of inequality held by Dr. Nikhil Sengupta. After a quick lunch break, the programme continued into the afternoon with a discussion about psychology at university, a presentation about schizophrenia, held by Professor Veena Kumari, and the day was finished off by a Q&A involving the speakers of the day's programme.

Having these lectures focused on topics within the A-Level curriculum allowed for the consolidation of



previous topics studied in the course, such as memory, and allowed a more in-depth insight into topics being studied currently such as addiction and schizophrenia. This served as an effective boost to topics studied in the classroom and allowed exploration into theory and research which is not studied in the A-Level curriculum. One particular talk I found interesting was the talk held by Dr. Robert A. Nash on false memories.

In this lecture, Dr. Nash discussed his own research into creating false memories in participants, by providing them credible but false evidence of how they behaved. This was done by showing the participants digitally doctored videos of them completing tasks that they never actually carried out. He found that what you remember depends heavily on what you believe to be true rather than relying on the accuracy of your own memories. This study was very thought-provoking to us as this research can tie into certain elements studied in the Memory topic of Year 12, but still offers extra theory which isn't explored in the curriculum. This was a common theme throughout the various lectures held during the conference, which is why these talks so effectively go beyond what is studied in the classroom.

In summary, this conference provided an interesting insight into areas studied in A-Level Psychology, delivered straight from researchers and professors themselves. It has proved to be beneficial to all of the students in attendance who are looking at studying Psychology at university and beyond.

SOPHIA MATTERA





SPANISH

Spanish Exchange Report

IN A YEAR UNLIKE ANY OTHER, THERE HAVE STILL BEEN MANY SUCCESSES TO CELEBRATE IN THE SES SPANISH DEPARTMENT

In February 2020, the Spanish department visited Spain for a week on the Exchange. After a long journey, we arrived in the northern city of La Coruña at nearly midnight and were whisked home by our Exchange partners. In the morning we attended the first lesson of the day with our partners before going out to an aquarium (the highlight here being a shark skulking through an enormous tank surrounding a viewing room) and the house where Pablo Picasso lived for a few years as a child.

The next day we all ate too many churros with thick hot chocolate for breakfast after listening to the head of the Spanish school talk about the school's history, and how Picasso studied there for a couple of years in the 1890s. Afterwards we had a science-based morning, going to the "House of Science", a light-hearted museum containing lots of somewhat educational games and activities, and its resident planetarium. This last bit was treated as a rudimentary nap time by some in the group, an incident I'm blaming on the big breakfast! Then we had the rest of the day and the weekend free to spend time with our Spanish families. We

took part in fun activities including going go-karting in the shopping centre and visiting Cape Finisterre ("Finisterre" literally meaning "Land's End"), the most westerly point in Spain.

On Monday we enjoyed more lessons in the Spanish school before going on a trip to the nearby city of Santiago de Compostela. The main attraction was the cathedral, which is the destination of one of the biggest Christian pilgrimage routes in Europe.

On the next day we travelled southwards to the stunning Rías Baixas, a series of sections of sea extending inland, like huge rivers. We spent the day admiring the beautiful views along with the pretty architecture. On our final day we went to the famous Tower of Hercules, a surviving Roman lighthouse. Our legs hurting from the absurd number of stairs, we climbed to get to the top. We had a last look around the town before making our goodbyes and boarding the plane back to Britain. Sadly, our Exchange partners were unable to make the return trip here, due to the pandemic.

ROBERT COUCHMAN

MODERN FOREIGN LANGUAGES

Drama Competition

In January 2020, a group of Year 12 and Year 13 pupils attended the Business Language Champions Modern Foreign Language drama competition and spent a day working with pupils from other schools to produce a short play in their chosen foreign language. There were stand-out performances by Eloise Quetglas-Peach and Heidi Hooper who were awarded "best play" and "best comedy performance" awards.

The Stamford Endowed Schools team comprised of 6 Year 12 students; Eloise Quetglas-Peach, Lizzie Clark, Robert Couchman, Lottie Pike, Thomas Skillen and Lidia Curtis, alongside Heidi Hooper, Year 13.

Lizzie Clark, Year 12, said: "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."

SPANISH

Lockdown Spanish Day

Away from the classroom during lockdown, JJ Harrison, Year 13, had a themed Spanish day that involved reading a Spanish book, watching Spanish TV and even preparing his own paella. Whether in school or at home, it appears there is always time to indulge in a dose of Spanish culture!

MODERN FOREIGN LANGUAGES

Language Winners

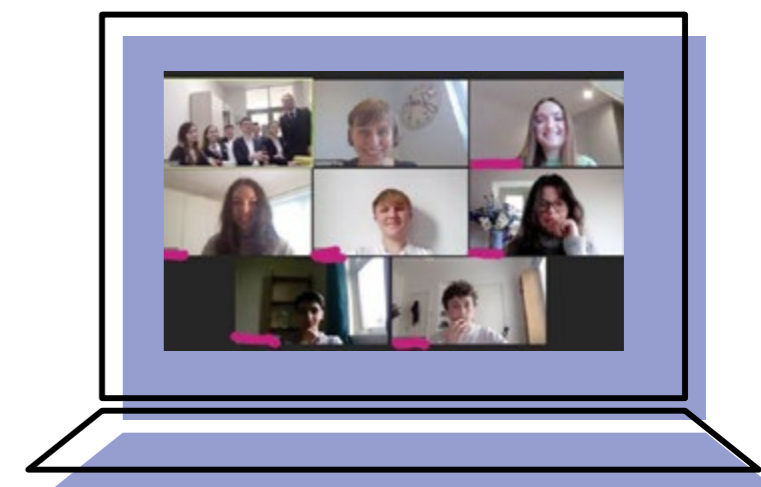
Winner of national Modern Foreign Language essay competition

Lottie Pike, Year 13, won the national Independent Schools' Modern Languages Association original writing competition with her poem based on the painting "La cargadora de Flores" (The Flower Carrier) by Mexican painter Diego Rivera.

Winner of national translation competition

In October 2020, Mrs Rubio told our Spanish class about a translation competition being run by the University of Sheffield. I entered and was given a passage from a Spanish newspaper to put into natural-sounding English. In January I received an email saying that I was one of the 10 winners of the competition. Along with some feedback I was offered a place in a translation workshop (held online) later that month as part of my prize. The workshop took participants through several different methods of translation and when to use them, before moving on to discuss how Spanish authors tend to use the language and how to render these aspects of a text in English. Finally, we split off into groups and tried applying what we'd learnt to a new text.

ROBERT COUCHMAN



RUSSIAN

A Zoom Call with Primakov Gymnasium

Studying A Level Russian only got better when we were given the opportunity to practise our speaking skills with some students from Russia. On 13 January 2021, Mrs Wray and Mr Gloucester, a former teacher from the Stamford Endowed Schools, kindly arranged a Zoom call with Primakov Gymnasium, a school in Moscow.

Mrs Wray asked us to prepare questions before the call concerning the topics we had recently studied. For example, we prepared questions asking about the circus, dance, music, and inevitably, Covid-19. Although we knew what questions we were going to ask, when the call started it was very daunting. All the Russian students were gathered in one classroom with their teachers, while we Stamford students had joined the call separately from our homes. Despite this, once we all started asking questions, we all felt more relaxed and it became very enjoyable.

Something I found very interesting was comparing the rules and regulations of Covid-19 between England and Russia. We were all in different situations; as English students we were all online, while the Russian students were all together in a classroom. When discussing the topic of music, we all discovered each other's favourite artists and our current favourite songs. My classmate Asa even performed a piece for everyone on his guitar!

Learning about the current cultural views of young Russian people is very important for our general knowledge of the country as it will assist us in our speaking exam next year. The whole experience was very rewarding, and a very effective way of learning during these times of Covid-19. I hope there will be another opportunity to contact Primakov Gymnasium again in the next school year.

LILIANA PATTERSON

CHEMISTRY

Science is LIT

FROM SCREAMING JELLY BABIES TO EXPLODING CANNONS AND HYDROGEN BALLOON INFERNOS, ENRICHMENT WEEK WENT OFF WITH A BANG!

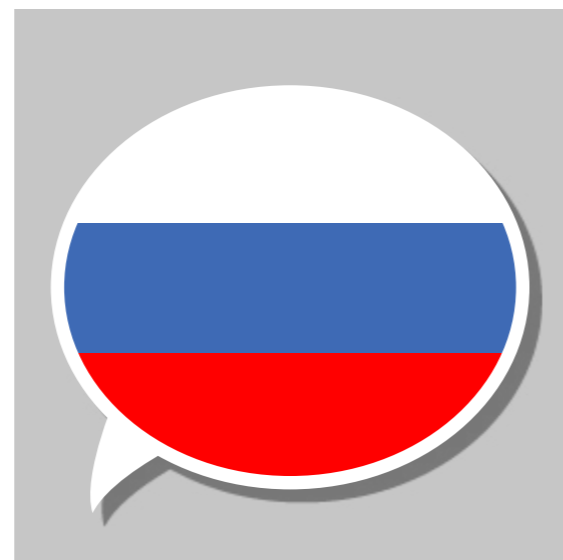
During Enrichment Week, Year 10 students witnessed colours, fizzes, and bangs in an exciting hour of Chemistry with Dr Webster, Mr Sekhar, Mr Poole, and Miss Riley. Highlights of the day included a screaming jelly baby, seared to its death in molten potassium chlorate; Dr Webster's 'exploding cannon' which, alongside the attention-grabbing sound, displayed some very impressive lilac flames; and a mountain of 'elephant's toothpaste' resultant from some over-enthusiastic quantities of reactants mixed by Miss Riley. The pupils also enjoyed the infernos from hydrogen balloons and methane bubbles being combusted, the latter sacrificing some of the hairs on the back of Mr Sekhar's knuckles, but worth it nonetheless!

Students also had the opportunity to complete a couple of practical activities, both of which stimulated much fun and enjoyment. The first of these included slime-making with PVA and borax, but there was an added rivalry of producing a flexible and durable enough slime that could withstand a race to the table before snapping. Pupils held the slime at shoulder height, between their two fingers and thumb and awaited the flow of their slime, with gravity, to define their destiny. Winners in two of the groups were a little ambiguous, but Eva Baker came through a clear champion in our second group; very well done to Eva! We discussed how the ratio of borax to PVA had an impact on the consistency, and pupils established that too much borax produced a 'putty' which lacked the mobility required to win the race.

The second activity involved flame tests of different metal ions and observing the colour flame. Copper of course was the most impressive with its vivid blue green which appeared to induce much awe and wonder. Students also took this opportunity, once they had established the characteristic colours of the individual metals, to make their own flame rainbows, where a multitude of metals were mixed and iron filings added, to produce an array of colours and sparklers. Thank you to all of Year 10 for their enthusiasm during the activities.

Lastly, a huge thank you to Mr Poole, our esteemed and dedicated lab technician, who provided all the equipment and reactants to facilitate a pleasurable and exciting day for all!

MISS P RILEY



RUSSIAN

Found in Translation

During the autumn term, I entered a Russian translation competition run by the University of Sheffield, where I had to translate a very challenging piece of literature. The extract was taken from a novel called "Churov i Churbanov" by Kseniya Buksha, which is based on the appearance of a doppelganger with an identical heartbeat. I signed up for the competition because I thought it would be a good opportunity to expand my vocabulary and work with some Russian literature, something I had not previously done:

I was delighted to find out that I had been selected as one of 10 winners of the competition based on the accuracy, fluency and interpretation of the text in my translation. Not only did I win a prize of a £25 book token, but I also received an invitation to take part in a virtual translation workshop, involving academics, students and alumni who work in translation-related fields. This was a great opportunity to work with people who share a similar interest in languages and was very useful too! They explained what makes a good translation and how to make it more fluent, by not directly translating from one language to another so that it makes sense. We were also given examples where we had to discuss which translations were better and why. There was then the chance to ask questions at the end.

Although it was done virtually, the competition was a good experience and I would definitely encourage other students to enter similar competitions; it definitely provided helpful tips for future work with languages.

POLINA WHITEFORD

COMPUTING

Students Reach Semi-Final of CyberFirst Competition

A team of students from Stamford High School reached the semi-final round of the 'CyberFirst Girls Competition 2021' for their achievements in a collection of cyber security, networking, cryptography, and coding challenges.

Over 1600 teams entered the competition, with just over 100 reaching the semi-finals. The students were ranked 16th overall, putting them within the top 6% of entrants.

The national competition is run annually by the National Cyber Security Centre in three rounds: an online qualifier, to identify the top teams in each region, a semi-final and the grand final.

Only one team from each school in the competition were able to reach the semi-finals. Maggie M, Emily D, Emily P and Georgina P finished the qualifying round within the top 21 teams of the South East region, which was entered by all of Year 8 in teams of 3 or 4.

The challenging competition is designed to inspire young women to consider a career in cyber security. Through the challenges, students have developed resilience, teamwork, communication and independent working, and practised their research skills, by investigating specialised fields as additional research for some of their questions.



Head of Computing, Mr M Hearn, said: "This is the third year that Stamford High School have participated in the CyberFirst Girls Competition. Last year we came 2nd at our regional semi-final, and this year we're hoping for another amazing achievement. Our semi-finalists have been readying themselves over the last few weeks, and I am confident they will give it their all and make Stamford proud."





adjective: **relating to or involving the use of the imagination or original ideas to create something.**

CREATIVE

ART

2020-2021 Showcase of Student Artwork

IN A YEAR WHEN ART GALLERIES HAVE HAD TO CLOSE THEIR DOORS, THE PANDEMIC HAS REMINDED US JUST HOW VITAL THE CREATIVE INDUSTRIES ARE

The Art Department at SHS continues to be very proud of the high levels of creativity shown by our students. While we have been in school the students have continued to be very engaged with their studies and constantly surprise us with their original ideas and creative thinking. This year we have seen fabulous work being produced from Years 7 to 13 in a range of media including printmaking, ceramics, card-building, silk painting and batik.

Because of our students' dedication, we were also able to carry on with our normal scheme of work throughout lockdown, only adapting things slightly. We were extremely impressed by the standard of work the students produced, including making card masks in Year 7 and completing 'Surreal' and 'Music' outcomes in Year 9.

Despite being carried out in year group bubbles, we have been able to continue with our Scholars' workshops and have seen some very impressive artwork being made in these sessions, including figure drawing, silk painting and puppet building. It was also lovely to see so many students apply for the art scholarships this year, particularly in Year 8, and to see how enthusiastic they were about the world of art.

Although many of our older students have taken full advantage of the virtual gallery tours and workshops available to them online, we do look forward to resuming our regular gallery trips and our overseas residential trips as soon as it is safe to do so.

In a country where the creative industries are so important and vital to our economy it is wonderful to work with so many students who have the confidence to express their thoughts, ideas and originality through their artwork.

MS D ASHLEY



Enrichment Week



Creative Writing

OLIVIA TEBBS' IMAGINATIVE WINNING ENTRY FOR THE SHS CREATIVE WRITING COMPETITION TELLS OF A CYBER-DYSTOPIAN WORLD...

Earth is an app

Rory ran. He could feel the breath of his pursuers on his bobble hat, he couldn't stop, not now. Ok so how did this happen? Well in Rory's home, Cyber Valley, there was only one rule, apart from follow the law of course. That one rule was simple: never EVER break a screen. This was a common rule on Earth. The year 2090 had ended in machine wisdom. Breaking a computer was like murder. Of course if you did you'd be pushed inside the pixelated world of computers, trapped in the search bar of the great Google. You couldn't get out. EVER. Eternal life in a spacebar is nice and all but Rory wasn't into that. Turning the personal hotspot off his computer and chucking it out the window was nothing? No. It was something. Real something. The dirt plains outside the valley hurt his feet. They were gaining. Oh iPhone! (iPhone was the modern phrase for no) "Well." He thought. "I guess I will be pixelated now and clicked over and over and over like that weird magnifying glass in the corner." Now he felt sorry for it. Without thinking he turned. Why? It was so stupid! Heading back to Cyber Valley could have been the worst thing possible at this moment. Plus, he was in the path of about 10 people armed with computer programming tools. Oh and a few robots. Glass shattered. His ears rang like fire. Black. Nothingness.

Rory shook his hand. He pulled out the last piece of glass. He had smashed the screen. He knew he shouldn't be here. He was outside his app! Yes, Earth is an app. He had been trapped in there by the pixels but it is so well animated you can't tell you're in a computer. Now he'd done it. He'd passed the Fourth Wall. You know, where everyone watches you. That little figure on the screen. Now he was amongst giants. And a cricket bat. Aimed at his face. Oh wait. If Cyber Valley isn't here how is he still pixelated? Something hit him. He was forced through a barrier block. Now there was white. Black letters popped up all around him. "Where is Cyber Valley?" Rory was in the spacebar. No! It couldn't be right.

A dream? No. He was still here. In a white expanse of Google. He was being dragged. An arrow pointed at him. He was being moved into an app. His bobble hat was still on! It was square? He was square? "Intruder!" came a voice. "Don't come into my base, oh! and please leave my diamonds alone", Rory gulped. He was in a new game entirely! Not Earth but Minecraft!

So that's how he got here. Weird right? Yeah. I thought so too, typing this from a screen. Rory isn't in a bad spot. His pursuer isn't in creative. Or are they?

OLIVIA TEBBS

The Map-Monster

Daniel held the map searching for clues, but the map suddenly... No, the monster, began to grow at a rapid pace. The huge city on the map began to move towards the place where the eyes would be on a human, and then split into two. The topmost corners of the parchment began to scrunch themselves up into arms, encasing Daniel in a ring of scrunched up parchment. The bottom-most corners began to do the same thing, growing so long it forced Daniel to drop the map. A couple of roads began to shuffle across the fields to form a mouth, grinning as the rest of the vast body assembled further. The upper parts began to bulge out to form a huge forehead; the lower and middle parts started to evolve into a chest and torso, with eight equal squares bulging to form an eight pack. The map monster stepped back from Daniel, making a scrunching sound as it coughed and spluttered repeatedly as the rest of the body continued its final assembly...

HARRY AITCHISON



DRAMA

Treading the Virtual Boards

As a department, we are proud that over the most challenging period for the Arts since the Second World War, we were able to continue to provide creative, cultural and collaborative opportunities for our talented and enthusiastic students. Throughout the pandemic, we maintained our busy extra-curricular programme, moving to online or bubbled rehearsals.

In ever-changing and uncertain times, with theatres dark, stages bare and seats empty, we unveiled our "The Show Must Go On(line)" programme, a series of virtual performance projects. The culmination of the following term and a half's work led to the launch of "Theatre Thursdays", a series of weekly project releases onto our MS Stream platform.

Our annual Showcase of Dance, this year based on the story of Peter Pan, continued to rehearse throughout the second lockdown, with students from Years 7 to 13 devising choreography and fine-tuning their technique 'together' through MS Teams. A company of boys and girls from Years 7 to 9 developed, and remotely recorded, "Saturn Base Nova", a devised piece based on an ill-fated mission to Saturn and its moons. This performance was a new initiative for the department, being entirely created, recorded and edited through MS Teams. The nature of the online performance also meant that we could have a much larger cast than we would normally have for a production.

Our two Year 10 to 11 productions, melodrama "The Marriage of the Mismaid Minor" and murder mystery parody "Death on the Train", were hybrid projects, rehearsed face-to-face in bubbles and recorded in studio settings, before being edited and streamed to the school community. By distributing our work virtually, it allowed us to share the work with a much wider audience than if we had performed live. These projects have also demanded new skills from the students, exploring acting for camera and the challenges posed performing with no live audience response. We continued our online release programme with the "Throwback Theatre" series, sharing content and memories of shows from the past 12 years.

Alongside these productions, our Drama Scholars were working on a series of performance 'challenges', including one inspired by the words of Charles Caleb Colton, "Imitation is the sincerest form of flattery", performing extracts, designing sets, re-imagining posters, and critically evaluating the successes of inspirational pieces of art.

We look forward, with hope, to the buzz of backstage, the anticipation of the dimming of the lights, and that magical shared experience between the artists and the audience. The past year has challenged us in ways we could not have foreseen, but we emerge even more passionate about the work that we do and the students we collaborate with.

MSC HILL





SES CHOIRS

Changing One's Tune

SES CHORISTERS HAVE BEEN WORKING HARD TO NAVIGATE COVID RESTRICTIONS

This has been a very challenging year for our choirs. With the government-imposed restrictions due to the pandemic, we have needed to address how our choirs could safely gather and make music together. It is widely known that singing is very good for our wellbeing, and so making sure that we could continue running our rehearsals was imperative. The choirs, which are often made up of many year groups, had to be reconfigured into key stage bubbles, which changed the choir size and rehearsal times completely. Socially distanced choirs in well ventilated rooms became completely normal, but most importantly, our choirs carried on making music together. This approach was adopted for all year groups, and all pupils were able to be part of a singing group specific to their bubble, even if it meant the numbers were small.

Choral singing is all about teamwork: singing harmonies in tune, working on blend, having fun, and earning that important sense of achievement. Choral singing also combines articulation, breathing, memory, posture, and communication. These aspects take time to perfect and we're always in a 'work-in-progress' position, but we do enjoy the journey.

Throughout this year we have aimed to include a variety of genres to provide something of interest for everyone. There have been action songs, especially with Vocini, who, at 8am on a Friday morning, have bags of energy. We have worked on part singing which helps

everyone develop their score reading and listening skills, especially important for the mixed Sixth Form Choir. This choir has also developed a sense of teamwork when singing rounds, made up of many different tunes that all fit together harmonically. Vox has had great fun developing their rhythmic skills singing rock and roll, and even adding some dance moves.

All rehearsals have been delivered with high levels of safety in mind and have closely followed the government guidelines for sanitising hands and keeping socially distanced. We have been able to keep our strong choral tradition alive and well, and we look forward to developing this further in the future when restrictions are lifted.

Chapel Choir has been working hard during lockdown. Not being able to sing together has put a strain on the students but they have risen to the challenge of providing leadership for the Schools' Chapel Services. Each week during lockdown students were sent a recording of the organ part for the week's anthem and hymns. They would then send back their recordings to be mixed with their fellow choristers before the service was put together. A mammoth task over such a long period. Normally the choir would only sing around 27 times a year if we were in school, but during the pandemic they produced hymns and anthems every week.

Once back at school we have not been able to meet as a whole choir due to bubbles. Undaunted, the choir has been meeting in smaller bubbles and recording as before but now in groups rather than individually to provide the music for our services. So, all the anthems and hymns you hear in our streamed services are in fact five separate choirs all put together. The students have shown a great deal of resilience and perseverance to make this happen and should be congratulated on their professionalism and dedication to their role in the Chapel Choir.

MR G TURNER



MUSIC

Music to Our Ears

THE MUSIC DEPARTMENT HAS ENDEAVOURED TO BE 'BUSINESS AS USUAL' OVER THE PANDEMIC

As soon as lockdown began the Instrumental Music Teachers leapt into action to deliver online music lessons, almost without a break. Individual teachers, through the wonders of Teams, beamed into the students' living rooms to deliver individual music lessons. Through the trial and tribulations of technology both students and staff worked very hard to maintain the contact and progression of our students in their musical endeavours. For many students these lessons were a welcome old normality and many thrived during that time.

Our new flute teacher, Mr P Ghilglia, reflects on his first year of teaching with us: "Teaching flute during the pandemic has proven to be less problematic than I would have expected. Of course, being unable to share scores easily or play much, if at all, to my students as well as getting used to the traffic noise coming through the open windows has not been easy, and online teaching during lockdown has proven challenging because of the imperfect nature of Internet connections.

"But I also found I learned a lot from this situation. The inability to demonstrate much with my instrument meant I had to find better words to describe what my students needed to do in order to improve. During online and in-person lessons my pupils learned to better

listen to their own playing and be more analytical and imaginative. This was in part because I avoided demonstrating concepts and musical phrasing too often, concerned as I was about the internet connection warping or deforming my playing and therefore confusing the listener or, worse, risking spreading the virus through my flute playing during live lessons. I therefore adapted my teaching to the situation, approaching musical and technical ideas from a more theoretical and descriptive perspective, which in turn helped my pupils better engage their imagination and creativity when faced with the many challenges of music making.

"Drawing conclusions on this past year I would say I am satisfied with what we have managed to overcome and adapt to so far, and I am overjoyed with how my pupils have improved; passing their exams very successfully, while also performing in numerous recorded concerts and ensembles. No matter the situation or the medium, music always has a positive effect on our lives and I am grateful for the opportunity to transmit this passion to the brilliant students of the Stamford Endowed Schools. One can and must learn from every situation, and this year has brought us big challenges that I am proud to say my students have faced remarkably well."

MR P GHILGLIA

MUSIC

Standout Student

A STUDENT AT STAMFORD SCHOOL HAS BEEN OFFERED A PLACE TO STUDY AT THE ROYAL COLLEGE OF MUSIC JUNIOR DEPARTMENT



Oliver Mollett, Year 11, auditioned with voice for a place in the Royal College of Music Junior Department, and has accepted his place, studying voice as a first instrument of study, and guitar as a second.

Oliver will have the opportunity to sing in the RCMJD Chamber Choir and the Parry Voices – an elite vocal group exclusively for first study singers, who sing regularly at the Royal Albert Hall and the Purcell Room. He will have one-to-one vocal lessons, guitar lessons and play in guitar ensembles.

An active musician at SES, Oliver has participated in the Chapel Choir, Year 10/11 Boys Choir, and Choral Society. His other musical passions include the piano and acoustic guitar. In the Schools' latest two Senior School productions, Legally Blonde and Hairspray, he played the bass guitar.

Oliver is really looking forward to rehearsing and performing with other musicians of a similar age and calibre. All of his teachers here at SES have congratulated him and wish him well in all of his musical endeavours.

We believe that this offer is a wonderful affirmation of Oliver's musical giftedness, and we will continue to assist and encourage him in his well-deserved place at the Royal College of Music Junior Department.

MR D MCILRAE

DANCE

Dancing Digitally

STUDENTS ACROSS THE SCHOOL PERFORMED THEIR ANNUAL DANCE SHOWCASE, THIS YEAR RECORDED AND SHARED DIGITALLY ON MICROSOFT STREAM



It became clear very early in the planning for the Dance Showcase that to enable the show to go ahead this academic year, each dance would have to be rehearsed and performed separately in carefully organised bubbles, then filmed and edited to form a show that we could share.

Rehearsals started on the school site. However, once lockdown was introduced, I was determined that the efforts of all involved would not go unnoticed and dance rehearsals resumed on Teams.

It was a delight to see the determination of the students cheerfully joining remote rehearsals after a day of lessons, finding any space available to rehearse regardless how small. It was also lovely to see the occasional wave from parents as they passed through their child's rehearsal space!

Once back on site, all involved were excited to receive the nod for the filming to go ahead. Everyone pulled together to make the show achievable; students polished their performances, teaching staff offered to help, extra cleaning was put in place and the additional time required for filming and editing each dance was found, enabling us to produce the show.

The Showcase is based around the story of Peter Pan and can be watched on Microsoft Stream, where you can see students new to dance proudly performing alongside more experienced performers. Well done to all students who have been involved!

MRS N WATSON





DRAMA

Performing in a Pandemic

SES DRAMA STUDENTS SPENT THE AUTUMN TERM REHEARSING IN THEIR SIXTH FORM BUBBLE FOR THE UPPER SCHOOL PLAY



Our Country's Good is a play that explores, through historicisation and epic theatrical devices, the power and importance of the arts; it suggests that the transformation of individual lives, of the hearts and minds of audiences, and even of the attitudes of entire societies, is at the centre of the Theatre's power and purpose. Governor Arthur Phillip's advice in the play suggests that "The Greeks believed that it was a citizen's duty to watch a play. It was a kind of work on that it required attention, judgement, patience, all social virtues" and Second Lieutenant Ralph Clark goes on to advise his convict company that "The theatre is like a small republic; it requires private sacrifices for the good of the whole". But it is Liz Morden, described as "Lower than a slave, full of loathing, foul mouthed, desperate" who perhaps shows us the essence of what this play and theatre itself is capable of, when she speaks with such passion to her gaolers having avoided being hanged, and conveys the emotional heart of the play: "Your excellency, I will endeavour to speak Mr Farquhar's lines with the elegance and clarity their own worth demands."

The process of rehearsals and the development of our production often felt difficult, as we navigated self-isolation, lockdowns and ever-changing rules and regulations, but we were reminded through Wertebaker's modern classic, that theatre is not just an industry, but is in fact at the heart of culture, civilisation and our essential humanity. We were incredibly fortunate at SES to be able to rehearse in our Sixth Form Bubble and spent ten weeks of the Autumn Term doing just that.

Several of the actors involved in the show put into words their thoughts about having been able to rehearse and perform this classic show in spite of all that seemed against us. I'll leave you with a selection of their words below.

MS A DAVIES AND MR J RUSHTON

'OUR COUNTRY'S GOOD' FROM THE PLAYERS



Charlie Weavers-Wright Year 13

Second Lieutenant Ralph Clark
Where do I even start?! Our Country's Good was by far my best experience of 2020. After such a disappointment with Legally Blonde being cancelled literally last minute, I felt extremely fortunate to be able to have a part in what was by far one of my favourite productions. I can't begin to tell you how amazing it is to have been able to play the main part of what was such a memorable final performance. Even the rehearsals, which were unbelievably insane and hectic at times, were appreciated that little bit more, making the whole thing just incredible. I have to say the rehearsal process felt completely different this year as well. I genuinely looked forward to each and every rehearsal, as they provided the biggest distraction from the chaos that was going on around us. Drama has always been by far the best part of my school life and this year it meant a whole lot more.

Chloe Tinton Year 13

Mary Brenham
Our Country's Good provided me with the best thing I could've asked for during these crazy times: a distraction. Being able to be a part of this production was the most hectic, but incredible experience I ever could've dreamed of. Even though it was my last production at school, I did not feel cheated or like I was missing out on the full extravaganza experience that is SES Drama. If anything, it was my favourite of all 6 plays that I have taken part in, because it made me appreciate every rehearsal that much more, as opposed to just remembering the shows.

The rehearsal process itself didn't feel like a heavily weighted commitment anymore because I was genuinely looking forward to each one. It seemed to be the only part of school life that remained relatively familiar to 'pre-COVID' times. And since we all went in not knowing what the outcome would be, I don't think any of us were counting down the rehearsals until the big show nights because each rehearsal alone was a blessing!

Eloise Quetglas-Peach Year 13

Duckling Smith
"The show must go on". This has become something more than just a saying; it has become something which truly motivated and encouraged me. As a cast, we quickly bonded and supported each other as the worry of not being able to showcase our hard work lingered in the back of our minds. However, we made sure that we remained positive and made the most of every single rehearsal that took place as it was a miracle each time all of us could be together and perform in our weirdly wonderful and thought-provoking production. This play was particularly fitting to the current situation as it emphasised the great importance of theatre. One character that I believe encapsulates the amazing qualities of theatre is Arscott, when he proclaims: "When I say Kite's lines, I forget everything else...I don't hate anymore." This was why I felt very grateful for being a part of the play as each time we performed as a company, we were able to forget about the horrors of the virus and it meant that we could truly live in the moment.

Angharad Jones Year 12

Understudy/Duckling Smith
I think Our Country's Good was such a wonderfully apt choice for this year's Upper School play because, just like us, the convicts escaped from the difficulties they faced and were united through theatre. And, even though we had a small audience, we had one, and we were so lucky to enjoy that taste of normality. Also, to just be able to rehearse and spend time around the Year 13s, who I think lots of the younger drama students, like me, look up to, and to be able to perform with them in their last show at Stamford was amazing. They're all such brilliant actors and great people.

MUSIC

Student records song at Abbey Road Studios



Year 7 student Honey F was selected, along with 19 other Forces children, to record the song 'Welcome Home' at Abbey Road Studios, famously known as the producing home for The Beatles, Ed Sheeran, Adele and many other famous artists.

noun: a group of people
living in the same place
or having a particular
characteristic in common.

COMMUNITY



BOARDING

Boarding During the Third National Lockdown

THE PERSPECTIVE OF STUDENTS AT STAMFORD SCHOOL

Loren: When I first arrived in the UK after the Christmas break I had to isolate for ten days and, rather than being stuck in a single room for that period, I was given the opportunity to isolate in the junior boarding house (which was empty). I had a lovely ten days with Matron Tamar, Mr O'Neill and Miss Davies, who went out of their way to make our time quarantining more enjoyable. The staff were very thoughtful, and we had a great time celebrating Armenian orthodox Christmas - since four of the boys who were isolating with me are from Armenia. Everyone had a great time, but it doesn't end there. After our quarantine period, we moved back to the senior boarding house where there were quite a lot more of us, meaning more fun.

Phil: I came back to the boarding house as one of my parents is a key worker with the NHS and I also thought I'd be more productive at school. It was a bonus that some of my mates were back too. Personally, I really enjoyed boarding during lockdown. It felt like a privilege because not everyone was able to do it, and so I had to make sure I was making the most of my time.

Loren: I would describe nine weeks as a lengthy period, but this one flew by. Which is probably due to the way we spent it...trying out different foods from around the world; matron telling us stories and preparing snacks for us; playing board games; watching films; building snowmen and throwing snowballs; not to mention Mr Davies' crystal maze game night - that was a lot of fun.

Jack: For most of us, though, it gave us the chance to re-engage in social interactions that we had been lacking, and had missed during the time that we had been away, camped in our home bedrooms. It was great to see people that we had all gotten so used to living with; people who we had not seen in a long time. Being back in boarding also meant there were meal times to be kept and meetings to attend which provided a structure many of us craved and this made our days more productive.

Jack: I think the experience of being at Browne House during the lockdown period was highly valued by all the



boys that were living back at the house. We understood that some people were not able to make it back to the house, and this made us appreciate the position that we were in and how privileged we were to be able to interact with many of our closest friends that we had not seen for a long time. I think it also made us appreciate friendship on a wider scale, not just during the lockdown period. Reuniting with many friends made it evident that friendship is very important to all of us, no matter the circumstance.

Phil: When I came back the boarding staff didn't put too much pressure on me, as many of us already felt worried and under a significant academic burden. There was always someone to talk to and there was a different member of staff on duty almost every night so it was a breath of fresh air.

Loren: I feel like the staff members would have been there for you in case you needed someone to listen to you or have something that is bothering you. The overall atmosphere of the boarding house was pleasant and not as busy as usual.

Jack: Upon returning to the house, we were very much supported by the other boys but also the teachers and tutors who we have come to establish great relationships with. There was a potential for the reintegration back into boarding to be difficult and challenging for some, but allowing time for people to talk and for social relationships to be rekindled smoothed out that process.

Phil: It didn't take a lot for us to enjoy the experience whilst in lockdown, as being with the boys from school was a lot better than being stuck at home alone with your school work.

Loren: I enjoyed being in a house with 15 to 20 people and I feel my nine weeks were well spent; I would wish anyone to have the same experience.

Jack: National restrictions did mean that some things simply could not be done. However, this did not stop the boys from having fun although, on reflection, we think that it was not the organised activities that were most valued but rather spending time with each other that held the true meaning of fun amongst the boys.

Loren: Even though the circumstances of a global pandemic were not great, time is spent well if you are around the people you like, doing the things that you like.
LOREN TRSTENJAK, PHIL TANDOH AND JACK TAYLOR



PASTORAL

Year 9 'Become Modern Gentlemen'

Year 9 students at Stamford School have been learning a variety of skills in their 'Becoming a Modern Gentleman' sessions, held by Miss Woodward. In one session, students learned how to tie a bow tie, a Windsor knot and fancy Café tie knot; in another they learned how to write in 'fake' calligraphy, write thank you letters and write and send formal and casual emails and also learned how to properly polish shoes and iron shirts.

CHAPEL

Spreading the Word

WITH NEW COLLECTIVE EFFORTS TO MAKE COMMUNAL WORSHIP POSSIBLE, CHAPEL HAS REMAINED AT THE HEART OF THE SCHOOLS' LIFE

When the various lockdowns came and went, and as new restrictions were applied, we all knuckled down to find new ways to do things.

At the beginning of the school year, we were joined by Mr B O'Neill as the first Assistant Chaplain at the Stamford Endowed Schools. Mr O'Neill joined us as a languages graduate and has been leading chapels, taking assemblies, speaking in Sunday worship online, and set up the Chaplaincy Twitter account.

If we couldn't gather together physically, we were still a community spread across the country and into various parts of the world. What we held as important still mattered and circumstances were not going to take that away from us. It was important that assembly and Chapel still ran. It was timetabled into tutor session and assembly times and Sunday services went online.

We were all learning new skills, fast. I found out how to work auto-cue, and my video editing skills rocketed. Fortunately, the SS Film Club had been using a new video software. We got the Pro version, and we were away! Before long, what had taken half a day to produce, turned into half an hour!

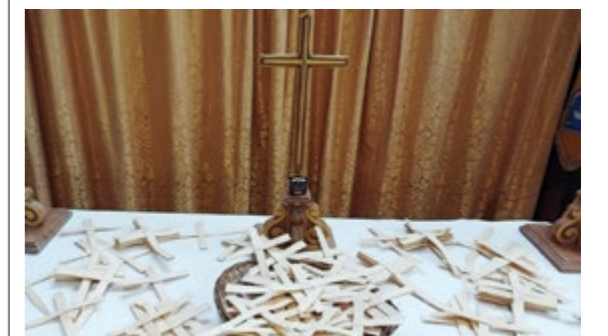
Mr G Turner had Chapel Choir rehearsing and recording online, week in, week out, to bring new hymns and anthems to our services. While Mr J Wood worked on the production each week. The Marketing Department put the services online and the number downloads has been overwhelming.

So, to a large extent, the world changed, but we remained constant. Our message of what makes a community, why everybody matters, and worship being at the heart of our community - these didn't change. Now that we are back, we are doing things in different ways as we bubble up.

The Top 3 at Stamford High School read and led prayers at assemblies. At Stamford School we have weekly Chapel in bubbles, but we see everyone. Next year will be different again, with Chapel about to take on new forms.

A celebration that was missed last year, in the middle of the pandemic, was the 800th anniversary of worship in the Chapel. The Schools have been here for nearly 500 years. Much has come and gone in that time. However, the messages of hope, love, grace and forgiveness are still here, and just as important as ever.

REV M GOODMAN



SAID COMMITTEE

Diversity and Inclusion

THE TUMULTUOUS EVENTS OF 2020-2021 HAVE LED TO THE CREATION OF THE STUDENT-BASED COMMITTEE, STAMFORD ALLIES FOR INCLUSION AND DIVERSITY (SAID)

My own passion for diversity and inclusion led me to train as an RE teacher. I grew up in a family that was generally agnostic, but with a staunchly atheist father. This led to my fascination with different religions – I wondered at all the variety of beliefs and festivals people had which was so different to the indifference of my own upbringing. My views on inclusion stemmed from there. We all have different beliefs and ideas, but that does not mean we must be divided by those differences.

This is the function of SAID. It is a student group, facilitated by me, who are passionate about education and raising awareness on a range of diversity within the Schools – whether it is religious beliefs and practices, cultural appreciation, sexuality and gender, disabilities or mental health. We want our Schools to be a place where everyone feels welcome and included, where we feel free to share our cultural or religious practices, or where we feel safe to ask questions so we can learn and understand more about each other. School should be a place where we learn but also where we lift each other up and cheer each other on. We feel we can help do that by getting the conversations started – even if the conversations might be difficult to begin with.

So far this year, we have celebrated Black History Month (October), Transgender Awareness Week (November), as well as the religious festivals of Holi, Passover, Ramadan and Eid. We have also hosted our first event in recognition of International Day Against Homophobia, Biophobia and Transphobia (IDAHOBIT), by encouraging staff and students to wear rainbow socks to show solidarity with the LGBTQI+ community. We aim to expand our roster of events and celebrations in the future so we can include as much as possible – remember, we want everyone to feel included!

The SAID group have also created our very own Newsletter – written by the students of the SAID committee and distributed to students, staff and parents. Pesky COVID has interrupted our publishing a bit this year, but our ambition is to release an edition every half-term. This way, everyone can learn and be informed and feel celebrated. We hold weekly meetings (so far on Teams!) so we can discuss upcoming events and share ideas about how we can share information and celebrate them, as well as the newsletter articles and even more recently, our very own Instagram account (feel free to follow us! Find us @said_stamford_schools).

A parting thought on inclusion and diversity: for me, inclusion is neatly summed up by the Golden Rule – treat others as you want to be treated. Humans do not come to a consensus about many things in life: from the small (Galaxy Vs. Dairy Milk?) to the much bigger things (is there a God? Why am I here?) But this does not mean that we cannot live alongside each other, learn from each other and be a cohesive, caring community. In a world where you can be anything, I challenge you to have courage, and be kind!

If you have read this and feel inspired to help us in our mission for inclusion, contact Miss Docherty to join our SAID committee – we'd love to have you!

MISS K DOCHERTY



TRAVEL

Distance Learning

WHILE REMOTE LEARNING BECAME THE NORM THIS YEAR, FOR MANY THIS MEANT BEING THOUSANDS OF MILES AWAY FROM THE STAMFORD CLASSROOM. STAMFORDIAN EDITORS, KRISTINA NJERU AND FRANCES RIGBY, INTERVIEW INTERNATIONAL STUDENTS AT SHS TO LEARN MORE ABOUT THE COUNTRIES THEY CALL HOME



Zoe Ayonote

What country are you from?

Abuja, Nigeria

Tell us a little about your country

The weather is beautiful, with an interesting culture and amazing food, which I love.

How did you find remote learning?

Whilst I was doing remote learning, I felt a range of emotions. Although I was very happy that I got to spend quality time with my family, as I rarely see them, I struggled and felt that I was out of the 'Stamford bubble' being on the other side of the world. I enjoyed remote learning because it taught me how to be independent and work efficiently without relying on my teachers as much.

Rasmus Ros

What country are you from?

Hong Kong, China

Tell us a little about your country.

Hong Kong is a city with a population of over seven million people. It is known for its beautiful skylines and diverse food and culture.

Chloe Mak and Sophia Cheung

What country are you from?

Hong Kong, China

Tell us a little about your country

Hong Kong is a city located in China. It has had high Covid restrictions since the very start of the pandemic, which makes overseas studying much harder. We've been doing online lessons in Hong Kong from the end of November to the end of March right before the Easter holidays. It's been really hard considering the 8-hour time difference and the bad internet.

The good thing about online learning from abroad is that we didn't have to wake up really early for lessons as they start at 4:45pm every day in Hong Kong, but the downside is that our lessons lasted until 12am. After doing our homework or packing up, it would be really late for bedtime. However, we managed to cope with it enough to learn as much as possible, and the teachers have been really considerate about the huge time difference and help us in any way they can.



CCF

Army

THE ARMY SECTION HAVE CONTINUED TO FOLLOW THEIR MANTRA OF 'ADAPT, IMPROVISE AND OVERCOME'

Despite the restrictions faced this year, we have still been able to run a very successful programme within the Army Section of the CCF. The Covid pandemic has obviously created a range of challenges, but through steps such as quarantining of kit and providing separate 'bubbles' for SHS and SS cadets whilst training, we have still been able to achieve a great deal. The year started in a positive way, when we welcomed 60 new cadets in September to the Army section.

Trying to stay outside as much as possible, fieldcraft training was provided for our Year 10s each week, focusing on camouflage, shelters, and movement, along with drill, navigation, and military knowledge lessons. Our Year 11s have completed drill and signals training and impressed us with their performance in a stretcher carrying exercise and march and shoot competition.

In the autumn term, every Year 12 cadet was able to complete a Cadet Forces Instructional Techniques course, to enable them to assist with leading training and to run their own lessons. They have been a huge help to Year 13 NCOs, providing command tasks and lessons on fieldcraft, drill and much more.



Additional weekend courses also ran this year to allow opportunities for cadets to pass their Weapon Handling Tests. These weekends were very popular, and places quickly filled, with most cadets now qualified to safely operate these weapons. Many thanks to WO2 Howard and Sqn Ldr Heyworth for delivering all of these courses.

Our annual intersection orienteering competition, 'Operation Dark Compass' at Burghley Park had to be replaced by 'Exercise Moonlight Meander' held in December in the school grounds. Here, Year 10 and 11 cadets put their navigation skills to the test in a timed orienteering exercise. This was particularly challenging in the dark, after a day of heavy snow. However, the cadets persevered and showed how much they had already progressed. The winning pair from each group were grateful to receive their own 'smug mugs' (aka a flask!) as a prize.

This year we have repeatedly been impressed by all the cadets' progress and willingness to get involved in all the opportunities the CCF has provided for them. The whole Army Section is very grateful to all the CCF staff and Sixth Form NCOs for maintaining a high standard of training throughout the year, despite the challenges of the last 12 months.

POPPY FLEMMING AND MR N DAVIES
(HEAD OF ARMY SECTION)

CCF

Enrichment week fun

THE CCF ROYAL NAVY SECTION TOOK PART IN A SERIES OF ACTIVITIES OVER ENRICHMENT WEEK

On the Monday of Enrichment Week, Group A went to Rutland Water to sail. However, it was too windy... so they were able to try out the power boats. Cadets were, at first, a little disappointed that they couldn't sail, but once they found that they were able to drive (at very fast speeds), it became a great experience. Some cadets even took the opportunity to jump in the water despite the freezing cold temperatures!

Group B spent their first day orienteering at Irchester County Park. It was a drizzly day but not too cold; all cadets completed the course and the three cadets who were first back were very pleased with themselves as they found all the clues.

On Tuesday, Group A went to Go Ape in Coventry. Here, they did the treetop challenge. It was like an obstacle course in the air. Walking through the treetops, with only a harness to hold them up, led to an adrenaline-rich experience. Although some people were a little scared about the heights, all cadets encouraged each other so that everyone took part and overcame their fears!

Group B were at Rutland Water on the Tuesday. Luckily, the weather permitted them all to sail this time. Throughout the day they learnt how to assemble the boat, steer it, and control their speed, and ended the day by navigating their way around a triangular course. They made tremendous progress during the day and, although there were plenty of capsizes, that was all part of the fun.

On the Wednesday, Group B and Group A swapped activities, with Group B climbing the heights at Go Ape and Group A back on the water.

We are all so grateful we were able to take part in these activities and everyone had a lot of laughs. Overall, it went swimmingly!

LUCY BARBER

CCF

Navy

THE NAVY SECTION HAS TAKEN EVERY OPPORTUNITY TO GET OUTDOORS AND DEVELOP THEIR PRACTICAL SKILLS

The Royal Navy Section would normally have been enjoying sailing, paddle boarding and windsurfing on Rutland Water for a sizeable proportion of both the autumn and summer terms but, sadly, that has not been possible this year due to the restrictions that have been necessary.

All training this year has taken place on the school site, with the senior cadets supervising and guiding Year 10 and 11 cadets to develop their practical skills in piping, ropework, buoyage and their knowledge of the IRPCS, so that they each passed the next of their Royal Navy syllabus qualifications. I am delighted that all Year 10 RN cadets have passed their Ordinary Cadet qualification and have now progressed onto the 1* course. Similarly, all Year 11 Royal Navy cadets have passed their Able Cadet

1* qualification and are now working

towards their Able Cadet 2*.

In the autumn term, all Year 12 cadets passed a 'preparation for teaching' course run by our Schools Staff Instructor, Sgt. Maj. Howard, and have since also passed their Able Cadet 2* qualifications. This group of very capable cadets have just taken over as senior NCOs for the coming twelve months, and now take responsibility for leading the delivery of teaching for younger cadets, which should see them progress to their Able Cadet 3* qualifications.

Our senior Year 13 NCOs this year have been a delight to work with; they have enthused the younger cadets with their encouragement and impressed Officers with their willingness to pitch in with whatever task was needed. We will miss their cheerfulness and wish them every success for the future.

MS L JOHNSON
(HEAD OF NAVY SECTION)



CCF

RAF

COVID RESTRICTIONS DID NOT HINDER THE AMAZING TRAINING AND OPPORTUNITIES THAT HAVE TAKEN PLACE IN THE RAF SECTION THIS YEAR

New recruits have been busy learning how to prepare their uniform, understanding the history of the CCF and RAF, with many a lesson on how to perform drill, working as a team for command tasks and having fun on Sunday's weapon handling and shooting. Our Year 11 cadets didn't get lost with some night navigation, they have been brushing up on their drill skills and also enjoying some leadership training.

The Year 12 cadets have been lucky enough to undertake survival training which involved making a shelter from a parachute, making fires to keep warm as well as enjoying a happy afternoon session cooking seabass and s'mores over an open fire. The Year 13 cadets have been amazing in teaching the majority of these sessions and leading by example all year. Despite everything, it's been a superb year's training.

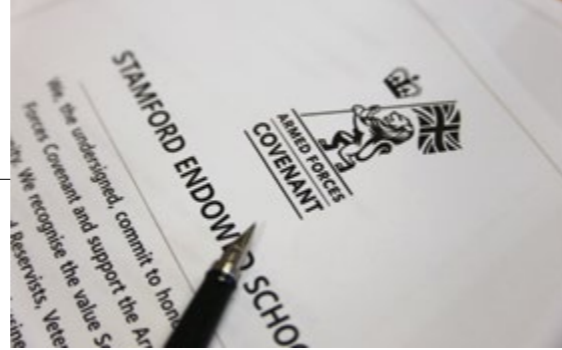
MS A LEWIN (HEAD OF RAF SECTION)



CCF

CCF Donate Ponchos to New Leaf Triangle

The Stamford Endowed Schools' Combined Cadet Forces have donated their surplus ponchos to New Leaf Triangle, a community interest company which provides a fun, supportive and stress free, natural learning environment to help individuals of all ages 'grow' and cope with life's challenges.



CCF

Armed Forces Covenant Pledge

The Stamford Endowed Schools have formally pledged their commitment to supporting current and former members of the Armed Forces.

Principal, Will Phelan, has signed the Armed Forces Covenant, which demonstrates the Schools' commitment to fair treatment for those who serve, or have served, in the Armed Forces.

The Covenant supports serving personnel, service leavers, veterans, and their families, and ensures that they are treated with fairness and respect in the communities, economy, and society that they serve.

CCF

Cadets Receive their 'Master Cadet' Badges

Eight students in the Combined Cadet Force at the Stamford Schools have received their 'Master Cadet' badges, the most prestigious award that cadets are able to achieve.

Sixth Form students: A Bird, L Swanick, S Evans, E McAnally, C McQuade, D Turner, O Fraser and T Needham, all from the RAF section, were awarded their badges by Principal, Mr W Phelan, in mid-May.

Each cadet had to excel within 3 exams from the Proficiency 2 syllabus and 3 exams from the Proficiency 3 syllabus, to achieve their badge, all of which were completed via self-study in the cadet's free time.

The exams covered topics including air navigation, aircraft handling and flying techniques, advanced radio and radar, and avionics and electrical systems.

This is the first time any RAF cadets at the Schools have received the 'Master Cadet' badges. Congratulations to those who received this award.



'Happy Meals' Competition

THE 'HAPPY MEALS' COMPETITION ENCOURAGED STAMFORD FAMILIES TO COOK AND SHARE THE DISHES THAT MADE THEM SMILE THROUGH LOCKDOWN DURING FEBRUARY 2021.

The 'Happy Meals' competition encouraged Stamford families to cook and share the dishes that made them smile through lockdown during February 2021. There were a phenomenal amount of varied entries showing an incredible amount of hard work from each of the pupils involved. Well done to everyone who entered, and special congratulations to winner, Poppy D, and runner up, Freddie M!



D OF E

Still Exploring, Still Adventuring

MORE THAN 100 STUDENTS RECEIVED AWARDS THIS YEAR

Students from across the Schools have still been able to enjoy their DofE expeditions this year, which have been adapted to the fit the Covid-19 restrictions in place at the time.

Students were presented with their awards in a virtual awards ceremony. 74 Year 11 students were presented with their Bronze awards and 46 Year 12 students were presented with their silver awards. The awards ceremony was hosted by Director of Outdoor Education, Mr E Smith, and celebrated the fantastic achievements of all the students.

Mr Phelan praised all those involved: "It gives me great pleasure to congratulate each and every one of you on the fabulous job you have



done in achieving your DofE awards. Now that's no mean feat at the best of times, but given a year which has seen disruption and difficulty time after time, it is a really significant feat, so very well done!"



BUSHCRAFT

Beating About the Bush

MORE THAN 90 STUDENTS HAVE LEARNED SURVIVAL SKILLS

Students across the Schools have been enjoying bushcraft sessions after school, learning survival skills and enjoying time outdoors.

Over 90 students from Years 7-9 signed up for the co-curricular sessions, which were run in ‘bubbled’ groups, led by Mr E Smith, Director of Outdoor Education, and Mr P Nicholson, Bushcraft Instructor.

Mr E Smith said: “In their sessions, the students learnt basic fire lighting, using flints and steel. Their task was to collect materials and make a fire that would last them long enough to toast some marshmallows!”

CHARITY

Read All About It

THIS YEAR’S READATHON HAS SEEN YEAR 7 AND 8 STUDENTS AT SHS RAISING LAUDABLE AMOUNTS OF MONEY FOR CHARITY

Year 7 and 8 at SHS have taken part in a 2-week sponsored Readathon to raise money for the Read for Good Charity. This charity provides brand new books and storytelling sessions for children in hospitals across the UK. They do this by encouraging students in schools to read and raise money at the same time. Our students could read anything they wanted, from books to magazines, audio books to recipe books—whatever they enjoy! This is a great event as it gives the students a brilliant excuse to drop everything and get reading for a good cause.

Students have raised £784 this year for Read for Good. Well done to all who took part!

Here is a book review by Tessa Herdale (Year 8), who took part in the Readathon this year:

During the SHS Readathon Challenge, I read ‘The Strange and Beautiful Sorrows of Ava Lavender’ by Leslye Walton. The book follows Ava Lavender, a girl born with wings. The first half delves into her family history, and the second follows Ava in 1940s America, when she is in her late teens. A lot of the book focuses on the family’s often tragic love lives and sorrows. The book is written in a magical realism style, meaning it is the world we know, but with magical elements, like Ava’s wings.

Overall, I really loved this book! It was not quite like anything I have ever read before, and the plot could be quite erratic and strange sometimes. The book is full of whimsical language and descriptions. I would recommend it to anyone who likes realistic fantasy books, like Phillip Pullman or Harry Potter.

My Rating: ★★★★★
MS K STEWART (SHS LIBRARIAN)

CHARITY

Charity and Community at Stamford School, 2020-21

“When written in Chinese, the word ‘crisis’ is composed of two characters – one represents danger, and the other opportunity” (John F Kennedy).

It seems no exaggeration to say that, for charities the pandemic has endangered their ability to raise funds and to reach out to a world that has a more demanding need for support than ever. For charity activities at Stamford School, this made more urgent, and even slightly desperate, our initial locked-down feeling that we would be able to achieve very little this year. Gone were visits to care homes, cake sales, casual clothes days, parties for the elderly and the annual visit by children from the FOCC! However, this suddenly empty horizon did not prove to be the desert we had anticipated – and in fact, together with our counterparts at Stamford High School, we found opportunities that would have previously gone unexplored. Every child has, more than once, been involved in charity activities; in addition to which, there have also been some shining individual achievements. That said, some year groups were, for logistical reasons, inevitably less well-represented at our charity meetings and we hope they will be more involved in the forthcoming year.

Quickly establishing the principle that every event would (ideally) be replaced by a ‘non-COVID’ alternative, we focused on supporting local charities, primarily the Evergreen Care Trust and Stamford Foodbank. The SES Stamford Foodbank Harvest collection collected 495kg of food, while at Christmas students donated shortbread and other gifts for the members of Evergreen and for Evergreen carers and volunteers. Between them SHS and SS donated around 500 Yule-tide presents! Apart from the fact that these touched the hearts of many of the recipients, this project meant that the whole school was involved in making things together for their community. Some rather lovely cards and interesting poems were produced and students put their wrapping skills to good use.

Maintaining the Evergreen link, students also gave Easter eggs to volunteers and carers. In fact, there were enough eggs to provide a good supply to Tixover Care Home, Mindspace Stamford, and Second Helpings, too! Around 480 eggs were donated jointly across the Schools. As with the Christmas gifts, this was welcomed by many within the community. To round the year off, students undertook a fitness challenge for Evergreen, raising around £1,300 across the Schools.

At a more personal level, Stamford School students also organised a fortnight of kind acts closer to home – for family, friends and fellow students - in the run-up



to Valentine’s Day. This event was also strikingly well supported by staff, with Mr Brown found worthy of his own accolade for his daily acts of kindness.

As regards individual achievements, members of Y13 raised sums of from £55 to £155 for MOVEMBER, with Josh White, Raj Rajani and Sam Potter being particularly noteworthy. Edward Winstanley and James Ryder also raised over £200 by a mile-a-day marathon and other boys raised monies for the Evergreen through quizzes, raffles and a tombola. Thanks go to George Tamblyn-Smith, Archie Douglas and Charlie Sharpe. Much more recently, Sam Marshall and a friend have completed an amazing 12-hour, 101-hole golf round, raising over £4,000 for the local cancer well-being service at Peterborough Hospital. International causes were not forgotten, with a Christmas Jumper Day raising funds for Save the Children, while The Toilet Twinning venture received £1,000 from monies raised by the Tuck Shop when it was under the leadership of Logan Carter, Charlie Anslow and Is’haq Saleem.

None of this is to say that we have replaced all the personal contact – and fun - that has in the past been realised through our charity activities, but we end the year proud of what has been achieved. We are especially delighted to see the return of the Y12 Charity Debate in aid of Mindspace Stamford. Finally, our thanks go to our counterparts at SHS and SJS, to all staff, to parents, and to our fantastic Year 12s, Aaron Bird and Andrew Inskip, as well as to William Donaldson, for their dedication and leadership.

MRS CHEW, MRS SPARSHOTT



SHS CHARITY

Pillars of the Community

LOTS OF INNOVATIVE SCHEMES WERE DREAMED UP IN PARTNERSHIP WITH SS THIS YEAR TO RAISE MONEY FOR THE MOST VULNERABLE IN OUR LOCAL COMMUNITY

Coronavirus continues to have a major impact on charity events nationally and the activities of the Charity Committee at SHS are no exception. With the Charity Committee covering all year groups, physical meetings were not practical to hold face-to-face, and social distancing rules meant we had to reassess how we operate. We were not able to hold the usual fundraising events or our annual Christmas Tea Party, and we could not have face-to-face meetings.

So, we found ourselves looking towards how we could support the vulnerable in our local community, Stamford town. We also used this as an opportunity to further extend the work we started last year to enhance the sense of community within the Stamford Schools by collaborating on joint events wherever possible. We look forward to doing more joint committee events once social distancing eases. Plans are already being considered for joint fundraising and giving of time to activities to support the community more.

Most activities this year were non-monetary and at SHS we utilised House time and some Saturday mornings for all year groups. In a joint venture with SS students, we donated and wrapped over 400 presents (shortbread) for members and over 100 presents (small gifts) for carers and volunteers at Evergreen Care Trust. These were accompanied by 600 handmade cards. This replaced the Christmas Tea Party usually held at SHS, which was greatly missed, and we received an overwhelming number of thank you cards and emails from people who were moved by knowing that we are thinking of them.

An Easter egg collection for Evergreen Care trust by SS and SHS jointly allowed support for the wider community. This included the Evergreen Care Trust, Tixover Care Home, and Second Helpings. Approximately 480 eggs were donated and again this was much appreciated within the community. In collaboration with Pop Up Art, we were invited by Evergreen to design cards to accompany their soup deliveries to the 18 most vulnerable members.

Some monetary giving was possible, however, with our regular Poppy Appeal raising approximately £400, as well as Christmas Jumper Day in aid of Save the Children. The latter was another joint venture for SS and SHS, with a total of £349 raised.

In February, the SHS House Team ran a sponsorship challenge in honour of the inspirational Sir Captain Tom Moore. Students were challenged to complete a socially distanced sponsored century of something. For example you could do 100 laps of your garden, 100 minutes of reading, 100 minutes of dance or listening to music, whatever they enjoy!

All money raised was donated to the Captain Tom Foundation which aims to combat loneliness, championing education and equality, plus continuing support of our wonderful NHS carers and frontline workers. The Foundation supports MIND, The Royal British Legion, and a number of NHS Charities. The final total raised was £120.

One standout contributor this year has been a Year 12 student, Ella Bevis, who has been sponsored to shave off her hair, raising over £1000 in donations. This is to help raise funds for Cancer Research and her hair will be donated to The Little Princess Trust who provide free real hair wigs to children and young people, up to 24 years, who have lost their own hair through cancer treatment or other conditions.

MS J DICKSON AND MS K ALUZZI
(SHS CHARITY CO-ORDINATORS)

BOARDING LIFE

Browne House

IT'S AMAZING WHAT YOU CAN GET UP TO WHEN CONFINED TO THE SCHOOL GROUNDS...

COVID-19 has thrown a whole new set of challenges at the boys and staff of Browne House, however, Mr Ware and the team have made the absolute best of the difficult circumstances. In the early weeks of the academic year, Browne House saw its first internal lockdown. Despite being isolated, with only the garden space as a place for fresh air, the boys made the most of it. During these few days the boys came together and played hours of 'backgarden' cricket and a variation on the football wall-game, allowing the Year 13s and Year 12s to bond and those new to the school to settle in and meet new friends.

The current situation took a toll on the weekend activities for the boarders, meaning for several weekends an external activity was not possible. However, Mr Ware did his absolute best to keep the boys entertained by bringing the activities to the School. Activities such as laser tag around the Lower Middle School and the inflatable in the sports centre were great hits for the boys. During the latter part of the year, weekend plans were able to go ahead featuring go karting, paddle boarding, a very wet day at Alton Towers and the cinema.

The boarders' formal dinner was not able to happen this year which was a shame for the boys and the Year 13s in particular, but this did not stop Mr Ware and the Browne House staff, who instead organised a Cheese and Wine night for the boys involving a great selection for the boys to taste. Thursday evenings in Browne treated the boys to some excellent cooking done by Mr Stephenson and Mrs Kedzlie, including some fabulous desserts and the boys' favourite, Korean chicken and rice!

Near the end of the school year, the Year 13 boarders were able to enjoy a formal meal together in the OE Hall, where they shared many fond memories of their time at Stamford as well as celebrating their achievements across the full range of co-curricular and academic opportunities available at the school. We wish each student every bit of Browne good fortune as they move on to the next stage of their lives, as well as to Mr Voltan and Mr Thornely who leave Stamford for pastures new.

SEB PORTER (HEAD OF HOUSE 2021/22)



BOARDING LIFE

St Paul's House

FAST LAPS, WATER FUN AND BUILDING FRIENDSHIPS... FUN WAS HAD BY ALL

The key behind all that is achieved in St Paul's boarding house is down to the connectivity, high standards, inclusive atmosphere, and caring environment, nurtured through the support from all those involved. So, what is it about St Paul's that makes it stand it out from other houses? Firstly, it's the learning journey to becoming young independent men, but above all it's about our students making the most of their abilities and contributions to the community around them.

The summer of 2020 marked the end of an era for some, but new beginnings for others, with with some good GCSE results for those pupils that were moving into Browne House in the new academic term. Congratulations particularly go to Ben S, Charlie R and Howard T.

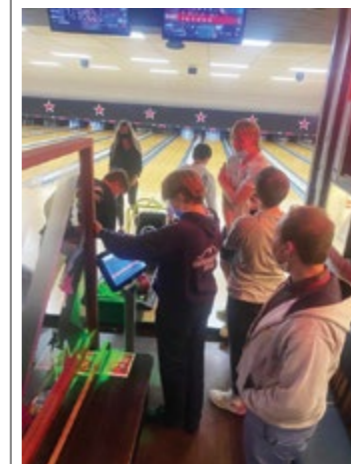
As the new arrivals come to their new home, a new House team was established with Logan C (Head of House) and his two deputies in Ben F-J and Andrew T. The first weekend is always a memorable one in creating bonds and memories, seeing just how well everyone is connected, especially for those from far afield like Artem from Russia or Chris from Mexico. The spirit and camaraderie grew strong through the variety of events the boys embarked on during the year, including karting, airsoft and aqua park.

The supporting of one another is essential and the mentoring scheme for the younger pupils has been fantastic, especially Teddy C's work with Byard pupils. But it is the informal networks that underpin St Paul's; with careful attention to everyone's wellbeing, a

work hard, play hard culture when it comes to academic drive, or when we could participate in summer or House fixtures, along with the willingness to celebrate everyone's success.

It is a unique house to be part of and one that the boys see as their home or sanctuary. As the departing Head of House said: 'I think St Paul's encourages us to be ourselves, relish our individuality but at the same time have a sense of belonging through the excellent support of the tutors and matrons in the house'.

MR KERSEY





BOARDING LIFE

Byard House

PLENTY OF COMPETITION, FROM FOOTBALL TO PHOTOGRAPHY

It's been a memorable one for sure! I couldn't be more proud of how the Byard boys have bounced back again and again in this year of adversity. Be it our brand new, fresh out of the box Year 7s, getting used to a new school amidst the ongoing pandemic, or our fabulous Year 8s and Year 9s, who have taken it all in their stride; they have all impressed me with their Stamfordian spirit time and time again.

The House has been led brilliantly by Year 9 G Gibson, ably supported by his year-mates O Salt and B Barnes, for whom we have named the Byard House teams in perpetuity, for our annual House Competition – the inaugural cup will be awarded this year. Our House competition, led by Mr Di Cataldo, our amazing Assistant Housemaster, has included competitions from the sublime to the ridiculous with classic team sports such as 5-a-side footie, or a spot of water polo, to photography comps, paper aeroplane design and an orienteering treasure hunt around the school grounds – all of which are designed to foster



House spirit and a healthy spot of competition!

This year sees us say a fond farewell to some of our House Tutor teams moving to pastures new – they have all been a brilliant part of what makes our house so homely and happy, and we will all miss them terribly; our thanks to Miss K Woodward, Mr L Emerson and Mr T Backhouse, who will always be welcome to come and hang with us in the foyer! We look forward to breaking in some newbies next year!

Byard House briefly played its role in the pandemic as a quarantine base for some of our older international students unable to travel home, and it was lovely to be able to host them through the darker days of winter, at the height of the second lockdown – they thoroughly enjoyed the kindness of resident tutor Mr O'Neill and Matron Tamar, who were part of our team throughout this period.

There have been so many notable events across the year which you have hopefully caught up with on Twitter (@SS_Byard) or on Instagram (Byardians), where we have continued with our annual pumpkin carving, Secret Santa, Fineshade Woods walks, cycling, paintballing, punting and so much more - watching our boys grow, mature and develop into fine young men, brilliant Byardians and successful Stamfordians.

Roll on 2021/22 where we can do it all again, uninterrupted!

ANNEKE DAVIES, BYARD HOUSEMISTRESS



BOARDING LIFE

Park House

WHAT A YEAR! OUR SIXTH FORM BOARDERS HAVE SHOWN REMARKABLE RESILIENCE IN A YEAR MARKED BY UNCERTAINTY

For international boarders, it has been especially challenging; travel restrictions have made it difficult – sometimes impossible – to return home to family during school holidays, or to return to school during term time. Nevertheless, Park House has remained open throughout the academic year, and we even managed to enjoy ourselves along the way!

Lockdown life didn't limit the fun in Park House. Can't go to parties? Organise your own! Boarding was the best place to be in the midst of a global pandemic, with a ready supply of friends and activities in the same household. Saturday Night Socials kept spirits up during social restrictions in the autumn term. Our calendar included a 'Pub' quiz, mocktails & Great Gatsby Night, karaoke, a bonfire party, 18th birthday celebrations and our annual etiquette evening. Riding segways through Sherwood Forest was a favourite for all, although we have to admit that skill levels were varied! We rounded the term off with a trip to see the Christmas lights at Belton House and creation of some spectacular gingerbread houses – truly works of art!

Friendships and culinary skills were honed at our ever-popular Park House Supper Club nights. Cooking our way through Covid, we've created delicious pizzas, paellas, sushi and stir-fries. We have some super chefs in the making and it's fantastic to see our Sixth Formers developing their independence, ready to fly the Park nest. Sunday morning brunches have been the highlight of the week, providing not only the best smoothie bowls in Stamford, but a special time to relax together as a Park House family.

Post-Christmas, lockdown came as a surprise with some students already back in boarding before the announcement was made. Park House suddenly became home to a new group of boarders, as other houses remained closed, and we welcomed all SHS Year 7-13 boarders. Remote learning was accompanied with



rigorous hygiene standards, regular Covid testing, and a reduced team of staff. Careful planning combined with good luck managed to stave off any illness, and we had an unexpectedly lovely time, thrown together as a new household. Friendships were forged and cheered us through the wintry months of January, February and early March. Snow days kept us entertained (the first experience of snow for some international students!), as we enjoyed sledging and building snowmen. We made the most of the outdoor firepit, huddling around for hot chocolate and toasted marshmallows. Burghley walks, arts and crafts, board games aplenty and - best of all - the Park Spa, brightened the cold days and even made lockdown enjoyable! Boarders who remained at home during lockdown kept in touch via weekly House Meetings on Teams, and it was great to see everyone sporting their Park House hoodies on screen!

As restrictions eased, we resumed more adventurous Sunday outings in the summer term, enjoying karting, Inflata-nation and the Rutland Aqua Park. Year 13 dealt admirably with the challenges of Grade Validation Assessments, revising together and supporting each other throughout. We bade a fond farewell to them over a Leavers' Dinner at Cloisters and wish them the very best as they move on to the next step. For some, this year marked the end of 9 years boarding at the Stamford Schools and they will be missed, but we know they are well prepared to move onwards and upwards.

Although the activities and events in boarding are great fun, what makes Park House truly special for those who live here is the sense of community and belonging. Huge thanks go to the wonderful team of staff, whose warmth and wisdom support our boarders (and the Housemistress!) on a daily basis. Always ready to lend a listening ear, we couldn't do without them. Special thanks must go to those members of the Park team who leave us at the end of the school year: Resident Graduate, Miss Spark, leaves us to take up her first job as a Newly Qualified Teacher in Wiltshire; Mr Wade is re-locating to Edinburgh; and Mr Smith steps down as Tutor (although we'll still see him in the Classics Department and on the Fives court). We wish them well and will remember them fondly for the time and energy they have contributed to the Park House family.

MRS A SMITH



BOARDING LIFE

St. Martin's House

FROM ESCAPE ROOMS TO EASTER EGG HUNTS, IT'S BEEN AN EVENTFUL YEAR FOR ST. MARTIN'S BOARDERS

suffice to say that this has been an incredible year at St. Martin's boarding house. A first-time entry into this beautiful home-from-home for fifteen fresh-faced Year 7 and 8 boarders. We certainly got the year off to a bang with activities galore keeping the boarders entertained, not only during the weekday evenings (after prep of course), but jam-packed weekends too with team sports on Saturday and great trips on Sundays which included: The Escape Rooms, paddle boarding, cycling, bushcraft, bouncy castles and Halloween and Christmas preparations.

Breaking for Christmas slightly early as Covid started affecting year groups allowed the girls to go home for the Christmas holidays and enjoy their much-needed family time.

A bit of a false start to the spring term saw a few boarders returning for literally two days before the next lockdown, and the spring term was cut short, leaving the boarding house quiet and lifeless. However, that did not stop the pupils from enjoying lots of fun activities on their return in March, even if these activities were closer to home. These included outdoor laser tag, Easter egg hunts in the gorgeous walled garden, swimming, and ice cream, lots of ice cream!

The summer term has been filled once more with a plethora of trips to Brancaster beach, Twinlakes Theme Park, Thorpe Park, Go Ape nets adventure, and the fun never stops! An incredible year to say the least, and let's not forget to mention that in amongst all of this, the boarders have still been managing full days of learning whilst navigating the complex challenges that the Covid pandemic has brought to boot.

Wishing the Year 8 boarders all the best as they move into Welland next year, and a huge warm welcome to our prospective Year 7s joining St. Martin's in the autumn term!

MS D SMITH



BOARDING LIFE

Welland House

MRS E DEORAJ'S FINAL YEAR AS HOUSEMISTRESS AT WELLAND HAS CERTAINLY BEEN A MEMORABLE ONE

After the disruption of the previous school year due to Covid, old and new boarders arrived in September keen for a fresh start and a return to some normality. Unfortunately, our hopes were quickly thwarted and the House endured two isolation periods. Thankfully, being together as a House made the isolation bearable and the girls enjoyed the novelty of doing their schoolwork and having all meals in Welland. This staved off cabin fever, but sadly prohibited any trips, social activities and sporting commitments.

After the half term, the House divided into two halves in an attempt to avoid House-wide lockdowns, but the girls did their best to remain positive despite the unusual atmosphere and separation of year groups. Thankfully, the House was reunited for the annual Christmas party, which provided an upbeat end to a challenging term. Karaoke, Secret Santa and Christmas-themed games were organised by the Heads of House for everyone to enjoy.

Any hopes for a smoother start to the spring term were quickly dashed as boarders returned and then promptly departed again as the UK entered another lockdown. The House reopened with just three weeks before the Easter break, but it was a nice opportunity for everyone to see each other after so long. Without any possibility of trips, we hired bouncy castles and an inflatable obstacle course for an afternoon of outdoor fun.

The summer term, and the gradual lifting of lockdown measures, allowed the House to return to some normalcy. Trips began again, starting with the House's most competitive karting session to date, with crashes galore and a lot of frustration taken out on the track. A more mellow weekend after that saw the House take to the water on giant swan pedalos and try archery. Boarders then had the chance to walk alpacas at a local farm, though often it was more a case of the alpacas taking our boarders for a walk! The friendly but feisty creatures pulled us through fields for an hour before we stopped to feed them their favourite snacks – carrots.

The new spaced-themed, neon crazy golf course in Peterborough was our next trip, followed by escape rooms, punting and shopping in Cambridge, and a long-awaited return to the cinema. Sad farewells were said between boarders and housemistress Mrs Deoraj, who leaves the House after seven enjoyable years.



Questions for leaving staff

Mrs Millinson

What has been your most memorable moment at Stamford?

My favourite memories were taking part in an SES production of Godspell, staff running challenges and in more recent years, spending time with the department and the biologists on the wonderful field trip which always generates a huge number of amazing memories.

Who will you miss most?

There are loads of people who I will miss but Mr Porteus, Head of Science/Biology at SS is the person who I will miss the most. I have known Mr Porteus for so long and we have worked side by side to develop and support biology across the Schools. There will doubtless be those who disagree, but I think if there was a prize for the HODs across the school who work best together it would go to us! We have supported each other through tough times and celebrated the good times; we are two halves that tessellate together and I will miss him enormously!

What is the naughtiest thing you have done during your time at SES?

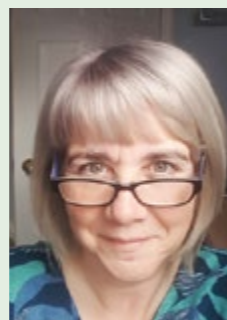
I am a paragon of virtue; I have always behaved impeccably. However the naughtiest thing I have ever done was to use Mrs Moody's Geography Department mug and constantly get other staff to pose with it whilst drinking a coffee – and then send Mrs Moody a picture.



Mrs L Johnson

What has been your most memorable moment at Stamford?

Too many to list but one of the great things about SES is the opportunity that we have, as staff, to get involved in extra-curricular activities and to work with some fantastic colleagues and students. I really enjoy the camaraderie of CCF and am very pleased that I will be continuing with that next year. My favourite memories with CCF include going on exercise with the Army Section, WW1 battlefields trips to the Menin Gate with CCF cadets, and trips to Bisley with the shooting team. I have also loved being part of the SHS staff band (with Dr Crookell, Mrs Bennie, Mr Clift, Mr Williamson and Mr Dawson).



Rehearsals were always so much fun and none of us minded making spectacles of ourselves in public.

Who will you miss most?

Really hard to nominate one person when you work with such great people but, obviously, the lovely Maths Department have to be top of the list; we all get on so well, and it is great to have been a part of that team. Luckily, I am still going to be around school next year doing CCF, so I won't be losing touch with too many people.

What is the naughtiest thing you have done during your time at SES?

Apart from helping Mrs Rackham to drink Mr Phelan's prosecco??? The silliest thing I've probably done was falling off the Hall stage just before the start of a staff band concert. In those days there were steps either side of the stage, with a curtain that hung down in front. I was getting a bit over-excited/ nervous backstage, forgot that the steps started before the curtain and plunged headfirst down the flight of steps; a few students told me afterwards that they thought I'd killed myself. I ended up with a massive bump on my forehead and a black eye that lasted for about a month!

Miss A Nicholson

What has been your most memorable moment at Stamford?

Probably my first (and only – thanks Covid!) Burghley Run. I ran with Reception students and they were buzzing to run in front of the whole school!



Who will you miss most?

I will miss the PE Department most... we're not capable of getting coffee without each other!

What is the naughtiest thing you've done during your time at SES?

Christmas Party antics... I'm not sure I can say anymore!

Dr N Webster

What has been your most memorable moment at Stamford?

At my age I forget things more quickly than when I was younger. From a personal point of view, it would have to be the time I taught my middle daughter, Abigail, for A Level Chemistry. I am obviously biased, but she was and still is a vibrant, intelligent young woman with great integrity, although she could be a bit loud in class! From a Head of Chemistry point of view, it would be when we ran a taster fortnight for Miss Riley back in 2019 to give her experience of life as a teacher; I distinctly remember Mr Sekhar saying after two days, "She's such a natural at teaching." Two years later, after a lot of hard work by all, we now see how true his comment was. From a teacher point of view, it would have to be the moment when a student in Year 11 had the boldness to challenge me over why water broke the trend/pattern I was trying to get the class to learn. It started such an

amazing discussion, gave rise to some detailed learning WAY beyond the course and taught everyone that the ability to think critically about what we learn is such a valuable skill.

Who will you miss most?

No favourites here! We are all in this job for the students; to work with some for five consecutive years has provided so many memories, including successes to celebrate, failures to overcome and crazy things to laugh about, and has been one of the great privileges in my



career. But being part of a team is also wonderful too: obviously firstly the other members of the Chemistry Department, but also the rest of the teachers, the cleaners, the technicians, the caterers and the caretakers, to name just a few. Everyone is needed and valued by us all.

What is the naughtiest thing you have done during your time at SES?

You are probably asking the wrong person here- one member of staff even teased me for being such a Puritan at heart (look it up if you don't know who they were), which was probably true and a gentle but well-deserved rebuke. But no one is perfect; perhaps it has been the persistence in wearing jumpers every day instead of jackets - it was all due to the daily cycling, honest! Or maybe the extra food I managed to acquire when working late on Saturdays.

Miss T Bennie

What has been your most memorable moment at Stamford?

This is a tough one. How do you choose from over 20 years of memories? I think my favourite event in the school calendar is the House Music competition. The whole school spends weeks rehearsing the Whole House song as well as senior and junior choirs. The competition has evolved over the years but the feeling on the day remains the same: everyone singing their hearts out, looking smart and wearing their school uniform correctly, for once, and then the scream that raises the hairs on the back of your neck stand up. I hope when the restrictions are eased that this event is put back into the calendar. The best day of the school year in my opinion.

Who will you miss most?

This one is easy - my department, but especially Mrs Gossel who has been a very dear friend for years and years. I remember the first time I saw her was at my interview. She was in her Textiles room sat at the desk as she was pregnant. She gave me a lovely big smile and I knew this was a place I could be happy.

What is the naughtiest thing you have done during your time at SES?

A few years ago, the teachers put on a staff musical of Godspell and we each had a song. My song involved walking from the back of the hall to the stage singing a sassy little number. I absolutely loved it and each night I got a little more confident. On the final night the principal at the time, Dr Mason, was sitting on the front row and as I reached his aisle, I put my feather boa round his neck, perched on his knee and said "you gonna give me a raise, mister". The whole audience roared. That was about as naughty as I get.



I have loved my time here and met so many wonderful people, staff and students. I am looking forward to my new adventure in the Highlands but will never forget you all and will cherish my memories at SES forever.

"I HAVE LOVED MY TIME HERE AND MET SO MANY WONDERFUL PEOPLE, STAFF AND STUDENTS"

Mr Hodgson

This summer, Mr Jon Hodgson retires having taught at the school for 32 years. Over that time, he has taught geography but also held many other roles in the school. He arrived at the school in 1989 as a teacher of geography, sport and a boarding house tutor in Browne House. ‘Since joining the school in 1989 I have been able to do so much, and I have enjoyed (almost) all I have done. It has been a wonderful journey which has allowed me to have a go at all sorts of things – taking on many different roles. In that time, I have been a boarding house tutor of Browne House, day housemaster of Ancaster, Head of Year (9), Housemaster of Byard (now St Paul’s and Byard), Head of Middle School (Y10 and Y11) and Senior Master.’

As well as the above, Jon has been Head of Boarding at Stamford School and overseen several very successful inspections, as well as safeguarding and trips. Elsewhere he has been involved with admissions and school liaison, overseeing changes in admissions and running Open Days, discovery mornings, entrance exams and scholarship days.

Of course, Jon loved everything outside of the classroom. In sport he ran several rugby sides – including helping with the first XV, ran the swimming, golf, helped with tennis, athletics, and cricket on occasion. Along with this there were so many trips, including tours to New Zealand, South Africa, Canada, Barbados, Sri Lanka and the water sports, Battlefields and ski trips too. And with the Geography Department there have been so many field trips, including to Iceland, France, Switzerland, Wales, Cornwall, and the USA.

Jon will be much missed as an outstanding colleague: his calmness, exemplary support for the boys, the school and staff; his good humour, patience and listening skills are the hallmarks of the fabulous teacher and schoolmaster that he will be remembered as. His appointment to the Old Stamfordian Club Committee means that he will happily remain in touch with the School for some time to come.

We wish him a very happy retirement.

All time favourite memory?

Too many to pick one – but I will have a go. Really hard to single one thing out after 32 years but what springs to mind is probably my time as a boarding house master, sitting doing the crossword while the boys relaxed. Also – all the trips, but I do remember staring at the stars in the Massive Central, France on the geography fieldtrip at the end of a very long day in the field.

Who/ what will you miss the most (pupil or staff)?

I think I will miss the conversations ‘on the wall’ by LMS car park with anyone who had a moment to spare.

Naughtiest thing you have done during your time at SES

In my early years I did use to hit golf ball from a flat roof outside a Browne House tutor flat onto Mainfields! Also – apparently, I once went to do some photocopying and came back with a haircut – this, of course, never happened!



Mrs E Wenban

What has been your most memorable moment at Stamford?

I have many precious memories of happy times with various form groups over the years. I have recollections of an ‘8AEW’s Got Talent’ shows, various end of year picnics in Burghley, and lots of games and laughter in many form times.



Who will you miss most?

I would say that I would miss lots of my colleagues, some of whom I have known for many years, but actually I hope I will continue to see many of them, just swapping coffee in the staff room for coffee in a coffee shop.

What is the naughtiest thing you have done during your time at SES?

The naughtiest thing I have done? I’m not sure!

“I HAVE RECOLLECTIONS OF AN ‘8AEW’S GOT TALENT’ SHOWS, VARIOUS END OF YEAR PICNICS IN BURGHLEY”

Mrs Husbands

What has been your most memorable moment at Stamford?

Hard to pick just one from so many but probably the singing of the School Song by the whole school at the end of year assembly!

Who will you miss most?

Everyone..! The wonderful staff, especially the awesome Physics Department of Mrs Wenban, Dr Patchett, Mr Panesar and Mr Dawson, and the amazing students (I daren’t pick anyone out or I will get in to trouble...!)

What is the naughtiest thing you have done during your time at SES?

I’m a fairly compliant sort of person so try not to do naughty things deliberately. I have been known to go the wrong way in the one way system – shock horror! Or maybe, not being able to get a seat at the Year 13 Leavers’ Day one year so spending a very pleasant afternoon in a pub garden with colleagues in the same situation...

Mrs A Rackham

What has been your most memorable moment at Stamford?

Several years ago, I broke my shoulder a couple of days before returning to school after the summer holiday. A few days later, in considerable pain and with limited movement, I boarded a double decker bus with Year 10, bound for the First World War battlefields. The girls were brilliant as constantly changing weather conditions meant coats etc on and off all day. They helped me and always insisted that I had to get off first wherever I was sitting in the bus. The thoughtfulness and excellent behaviour of the girls continued back at school, carrying my resources, opening doors, and patiently waiting whilst I wrote on the whiteboard with my left hand. A fine example and a lasting memory of the spirit of school and the values of respect and kindness that the school embodies.

Who will you miss most?

A very difficult question to answer as there are many students and staff I will miss. In particular, I will miss Mrs McEnery as we have shared an office for the last few years. It was lovely to be back in person after remote learning and, though we will keep in touch, I will miss her no-nonsense approach and wicked sense of humour.

What is the naughtiest thing you have done during your time at SES?

Ooh what a question! After 18 eventful years several occasions come to mind: including drinking Mr Phelan’s prosecco, along with telling my class I broke my shoulder paragliding in Turkey and being believed!!! However, my favourite ‘naughty’ story is diverting the driver of the school laundry van, aided and abetted by Mrs Johnson, to my house to collect a life size model I had made of a bog body. After making it, I realised it would not fit in my car! Mr Bog was for a Year 7 History mystery lesson. Mr Coles, who was the Head of English at the time, caught wind of this, and tongue in cheek started a rumour that a body had been found in the toilets! The men nestled the body in the boarders’ sheets and smuggled Mr Bog in the back door. The maintenance operatives made him a wooden coffin and he is secretly buried in the Clarke building to this day!



Mr Emerson

What is your all-time favourite memory at SES

My favourite memory of the school would be the fantastic drama trips to the theatre, from The Royal Shakespeare Company in Stratford, to the Hippodrome in Birmingham.

Who/what will you miss the most (pupil or staff)?

I will miss the brilliant Drama Department, with their quick wit and extensive knowledge and expertise! I will also miss the wonderful boarding community and students.

What is the naughtiest the thing you’ve done during your time at SES?

I’m sorry to say but I committed the appalling act of taking a hot meal AND a sandwich from the dining hall for my lunch.

Mr Voltan

What is your all-time favourite memory at SES

It is absolutely impossible to choose one favourite moment when these three years have been amazing from the first day to the last one. I will have to choose lots: the entire rugby tour to NZ and Australia with Sixth Form, the Year



9 rugby tour to Scotland, watching the final of the Rugby World Cup and then playing, the cold camping with Year 7 in the Peak District, the rugby cup games with Year 10 in Bromsgrove, the amazing chat at the end of the year with Mr Colley and the U15 with some of them in tears after playing an incredible game, the basketball semi-final that we won in the last one minute with the 1st team, the basketball training session with the passionate Year 10s, the boarding leaving dinner at The George, or the recent one at school, the engaging conversations

with boarders and lots of fun lessons where students were engaged in playing competitions.

Who/ what will you miss the most (pupil or staff)?

This one is an easy one. It is definitely students. I came into education not because of staff, but because of students. This is a job where we spend most of our time with students. Nothing makes me happier than learning about them, exchanging ideas, culture, debate, interests, observing their evolution, how they grow up, how they develop, how they reflect, how they solve a problem, basically how they become incredible human beings. Moreover, how passionate they are about a sport, art, music, or any other subject.

Naughtiest the thing you’ve done at SES?

Another hard one, I did not do many naughty things I don’t think... or I already forgot them! Maybe a few times I put some weird things in Mr Kersey’s or Mr Di Cataldo’s pigeonhole just to confuse them. I think they might find out today that it was me... because I never said it. On the rugby tour to Australia, we also liked to have long debates with Mr Esson, Mr Laventure, Mr Gent and Mr Foward – so just for the fun we gave controversial opinions just to create hot debates.

New staff

Mrs L Gregory

What made you want to become a teacher?

I knew I wanted to teach from a young age. Growing up, my father was a teacher and regularly regaled us with entertaining stories about his time in the classroom. I have been fortunate to teach in a variety of schools including primary and secondary, special needs schools, and mainstream. My students have taught me: never limit expectation or potential, and to remember a sense of humour.

What is your favourite memory from secondary school?

My best memory of secondary school has to be my favourite teacher. She was an energetic, newly qualified English teacher, who breathed life into literature, and made learning accessible and infectious. It was her that inspired me to study the subject at A-Level and at university.

If you weren't a teacher, what would you have done instead?

Following university, I opted to work in London before commencing my PGCE teaching qualification. I worked as an account manager for an internet design agency and as a retail buyer for a live television shopping channel. As interesting and fulfilling as these roles were, nothing can beat the start of a school year, meeting new students, and empowering life-long learners.



Mr Regis

Why did you become a teacher?

This would be a great opportunity to praise my superiors and explain how Mr Mills ignited my love of literature, or that Mr Brown's kindness showed me how inspiring teachers could be. But I won't. Sitting behind a screen all day is anathema to me, so a job that lets me interact with a range of brilliant minds, where each day is different to the one before, and I can feel genuinely proud of the differences I can make are what appealed to me. Plus the holidays are pretty good.



What was your favourite memory at secondary school?

I should probably be careful with answering this one. Is there a statute of limitations on misbehaviour? Brazenose winning House Singing for the first time in forever with 'Teddy Bear's Picnic' was a highlight, but being the first boy to hold the title of 'Home Economics Prefect' was a great honour. Why this caused an eruption of laughter during assembly I still don't understand.

What would you have done if you weren't a teacher?

With my Home Ec credentials, maybe a chef? Otherwise I may have tried my hand at advertising or marketing. It's honestly hard to think of an alternative, as teaching felt like such a natural fit.

Miss C Fletcher

What made you want to become a teacher?

I originally applied to be a primary school teacher and switched courses last minute to be a PE teacher. After completing my first placement in Scunthorpe I knew that teaching was the career for me! I really enjoy the challenge of every day being different and getting to work with both fantastic staff and pupils.

What is your favourite memory from secondary school?

I have lots of very fond memories of secondary school. My favourite memory though was performing the Ho Down Throw Down in the school talent show. After all that practice, I still can't dance!

If you weren't a teacher, what would you have done instead?

When I was younger, I always remember saying I wanted to be an ice cream man. Mostly because of my sweet tooth. Watch out Gino... I am a Smooth Cream-inal.

Mr Ben O'Neill

I joined Stamford Endowed Schools at the beginning of this year as Teacher of German and Assistant Chaplain. I am a Resident Tutor in Byard House, and am set to complete my PGCE as part of the school's Graduate Teacher Programme next year.

Prior to this, I studied at Peterhouse, the oldest college of the University of Cambridge, for four years, one year of which I spent as a Visiting Student at the University of Vienna, where I completed research into Medieval German monastic texts. My degree at Cambridge was in Modern and Medieval Languages with Classics, specialising in German and Latin, and I graduated mid-Covid with first class honours. I am originally from Durham, where my family still lives, brought up under the shadow of the finest cathedral in the land, and a former student of Durham School.

I have been involved in Church from a young age, reading, leading prayers, and helping at the Altar. I was an active member of the local parish church as a student, and spent one year at the Anglican Chapel in Vienna. The Chapel is very much at the heart of Stamford School, and has been a place of prayer and worship for 800 years. I think that it is more important than ever for students to have a chance for calm, quiet, and reflection, in the middle of the very busy days that we have here. Doctors and psychologists believe strongly in the importance of silence, meditation, and contemplation for our general health and wellbeing – only the Christian faith got there centuries before! It's also so easy at school to put subjects – and ourselves – into boxes, but having a Chapel reminds us that we are all inter-connected, and exist not as individuals, but in communion with each other, and with our forebears throughout the ages. The message that God, in Jesus Christ, shared our humanity, therefore, can relate to whatever we experience – both good and bad – is as relevant today, as it was when the Chapel was first built in 1220.



I love teaching German – the joy of languages is their breadth. I can go from teaching the vocabulary of pets and home, to the history of the Berlin Wall and Reunification, to literature to a sixth form class, all in the course of a day. So few students learn languages to a high level, and yet they can be so beneficial in so many walks of life, from industry, to technology, to business and marketing.

When I was offered a position at Stamford Endowed Schools, combining teaching and chaplaincy, it was too much of a perfect fit to resist. The best thing about working at the Stamford Schools is undoubtedly the people. We are very good schools, but also don't take ourselves too seriously, which is an important quality. Small class sizes, and individual support through the houses and pastoral system, mean that we really do feel like a family here. Outside of teaching, I enjoy music (in a variety of forms), reading, good food, travel, though not so much recently owing to the pandemic, as well as chess, walking, and cycling. I used to row at school, but being not a great morning person meant that I failed to enjoy this aspect of university life!

Mr J Clayton

What made you want to become a teacher?

I became a teacher after a varied career in the Civil Service, the IT Industry, and the NHS. I've done almost all jobs you can think of that would need a computer – helpdesk, network administrator, database manager, websites programmer – and realised that everything I've done could be used as practical examples for where you'd need that in the real world. I'd been volunteering as a Cub pack leader and discovered that I loved working with kids; becoming a teacher was the next logical step. Best career move I've ever made.



What is your favourite memory from secondary school?

Best memory from secondary school? Finding out my English teacher was a fan of The Hitch-Hiker's Guide to the Galaxy and reading out a section as part of a book report. I'm still almost word-perfect on that piece. Also, the friends I made in the school library, bridge club, and meeting the woman who would become my wife many years later.

If you weren't a teacher, what would you have done instead?

I would probably be up to my eyeballs in website code if I weren't a teacher. I love programming, love the technical and mental challenges it brings, and I keep my hand in on some of these things to keep my skills alive.

Wilson the Pastoral Pup

The Stamford Schools are welcoming their new and popular 'Pastoral Pup' who forms part of their evolving pastoral programme.

The new puppy, Wilson, has joined the Schools and is living between his staff handlers whilst being socialised, and gradually introduced to his new surroundings. As a wellbeing dog, Wilson will support students pastorally. Extensive research has shown that wellbeing dogs have a positive effect on student mental health; students can easily empathise with animals in ways that aren't always as easy with peers or teachers, helping to develop their emotional wellbeing.



Wilson is very energetic and often has the 'zoomies' in the evening. He loves going on walks and meeting other dogs. He's very friendly and loves to give people a good cuddle and, on occasion, a kiss!



Enrichment Week

STUDENTS ACROSS THE STAMFORD SCHOOLS ENJOYED 'ENRICHMENT WEEK', HAVING TIME AWAY FROM THEIR ACADEMIC TIMETABLES TO PARTICIPATE IN AN EXCITING PROGRAMME OF CO-CURRICULAR ACTIVITIES







noun: an activity involving physical exertion and skill in which an individual or team competes against another or others for entertainment.

SPORT



Lockdown Sport at Stamford School

As with most of school life, the pandemic knocked inter-school sport for a BIG six runs this year. National governing bodies such as the RFU, ECB and England Hockey did their best at creating versions of their sports to keep young people engaged, healthy and active but the prospect of competitive, inter school sport on return in September was always a “long shot”. Did this deter our sporty Stamfordians, however?... don't be silly! Super Saturdays to the rescue!

Years 7, 8 and 9 took part in an excellent series of house sporting showdowns in the autumn term. Cricket, touch rugby, basketball, and swimming teams represented their houses across the junior year groups. Week in and week out, teams of players scattered Springfields, Mainfields, Astroturfs and sports halls, boldly and proudly wearing their house colours. It may not have been traditional Saturday sport but without a shadow of a doubt, every single boy competed for their house as though it was a cup final or local derby.

The senior boys engaged in pre (and post) season training. Rugby, cricket and hockey squads attended on a weekly basis to ensure that, when the dust settled and they were allowed to do what they loved again, they would be ready. A true display of leadership and passion by many was evident, with Captains and Vice Captains

motivating their peers as well as they would do whilst wearing their team shirts.

As we slowly move out of multiple lockdowns and everyone begins to reflect on the changes that they have had to make through this testing and difficult time, we are reminded of exactly why we love sport. It has afforded us an opportunity to be together in a time of solitude. It has encouraged us to work collaboratively and in person, when the world moved into an exclusively digital era and, most importantly, it reminded us of what having fun feels like when we were all so confined in the walls of our homes, as lovely as they are, I'm sure!

Of course, these events would not have been made possible without the hard work of many people. Firstly, thank you to the hard-working house staff, Mrs Pike, Miss McKenna, Mr Jordan, Mr Di Cataldo and of course, Mr Stamp for the time they gave to organising their houses into teams and directing them. Thank you too, to all the staff who umpired, refereed, organised, and coached; thank you to the parents, who remained a loyal taxi service throughout, despite not being allowed to even watch their sons. Finally, thank you to the boys, who attended with such enthusiasm and passion, every Saturday – you make school sport awesome. Keep it up!
MR B KIRKPATRICK, HEAD OF SPORT



New Mental Skills Curriculum at SES

In the summer of 2020, the Stamford Schools were invited to join a group of dynamic, forward thinking schools in a bid to design and implement a curriculum of mental skill development to be taught to young people. The thinking really was simple- we teach our boys and girls how to hit a ball, how to tackle and how to shoot, so why not teach young people the skills needed in order to deal with pressure, set goals effectively and form their identity...

Founded by the current mental skills coach of the Super Rugby Waikato Chiefs, Aaron Walsh, the select groups of schools met (via Zoom, of course) on a weekly basis to compare research and findings as well as articles, podcasts, readings and TED talks. The process was endless but the end result was amazing. A full, seven-topic, curriculum was created based on the most up to date and innovative research. The topics were designed based on the needs of young children;

- **Identity vs Insecurity:** Encouraging young people to consider what makes their identity so unique, and how to counter insecurity,
- **Outcome vs Process Goal setting:** Ensuring young people consider the how and the why of setting goals,
- **Freedom vs Fear:** Developing healthy and positive relationships with failure.
- **Walking towards vs Walking Away:** Using pressure as an advantage,
- **Inner game vs Outer Game:** The process of training both the mental and the physical,
- **Courage:** The art of leading life courageously,
- **Authenticity vs Compromise:** The importance of maintaining and staying true to your values and beliefs.

The uptake and the engagement from the pupils at the Schools was outstanding. Lessons have been taught both practically and in group discussion, with boys and girls expressing their own, thought-provoking opinions on how the pressures of their busy lives affect them and how they would use their newly learned skills. We are thrilled to be able to say that the mental skills curriculum is now fully integrated into Sport Scholars' programmes at both Stamford School and Stamford High School and the Year 9 wellbeing programme at Stamford School. As with any part of school life, we continue to develop all pupils holistically. We look forward to seeing the pupils use their newly learned skills as they develop.

MR B KIRKPATRICK

SES Hockey



The season that never happened, but with the promise of a new pitch and pavilion, motivation and momentum has remained high

The pandemic could have easily stopped the hockey programme, but thanks to both the students' and staffs' continued enthusiasm, we have continued to make progress. We came back in the autumn and were luckily able to train, and despite being unable to play fixtures, the students kept up their motivation.

We weren't so lucky during spring term however, and we had to be more creative in order to continue providing opportunities to play. We started the weekly newsletter where we shared technical, tactical, athletic development, and umpiring advice, as well as round ups of international matches and league matches from around the world. During Games sessions we held meetings on Teams where we continued to share advice and set challenges for the students. Students then went away to practise their skills and send in their videos to show the coaches and get help if needed.

We were fortunate to get one game for the SHS leavers against an Oundle leavers team, before they left. It was fantastic to be able to give this opportunity to the students and to see them play one final time. The game was played in a competitive yet friendly spirit by both teams and despite neither team having played much at all throughout the year, there was some really good hockey on display.

To finish the term, we have been able to plan an SES leavers versus parents and staff team, which I'm sure will be hotly contested.

We have also received the amazing news that the new pitch and pavilion will go ahead. Having two pitches at Kettering Road is going to make a tremendous difference to the hockey programme and will allow us to continue to improve the opportunities we offer to the students.

MR BUCKMASTER



Towards the end of the Spring term, a change on Government guidelines saw the return of contact rugby, so it was brilliant to see players of all ages and standards representing their local clubs.

On the representative front, plenty to be proud of. Well done to George Coen who played for Irish Exiles U18s. Well done to Matty Arden, Will Baker and Rory Ward (1st XV Skipper) who were part of the Northampton Saints U18 Academy programme and well done to Cormac Calnan, Jack Taylor, Anthony Pedlar, Jack Venum, Phil Tandoh and Seb Smith who were part of the Leicester Tigers U18 Academy Squad. Hats off to Seb, Phil, Matty and Cormac who were pulled into the England 18s training squad. We wish the best of luck to Matty who has signed to go professional with Saints, Seb has signed with Tigers and Phil has signed with Top 14 giants Stade Francais.

To the Upper VI, the leavers: Well, what can we say? A superbly talented year group who played with huge spirit and heart who, whether on Stamford's fields or Sydney or Auckland, played the game in the great Corinthian way it was intended to be played. We thank them all and wish them luck in their future.

MR LAVENTURE



Rugby

SO HOW DOES ONE REPORT ON THE "SEASON THAT NEVER WAS?!"

2019-20 was an outstanding season for rugby at Stamford School. Once again the playing fields of Stamford were witness to the usual endeavour as the boys gave all for their school.

2020-21 looked like it was not going to be any different, with hordes of players, hungry for learning and competition, ready to compete with the Spede bird proudly on their chest. Tragically, this opportunity would be taken away from them as the pandemic continued to change our lives.

What can be said, however, is that the boys attacked every opportunity with the usual zest and vigour befitting a Stamfordian. The players from Year 7 to the First XV embraced the opportunities to develop their game sense and skill sets.

All the year groups enjoyed inter-school leagues and touch competitions, including the variations of invasion games, with "Essonball" now firmly embedded in the lower and middle school curriculum. The boys enjoyed Strength and Conditioning challenges and sought a better cerebral place whilst enjoying Yoga in the middle and upper school.

Sadly, despite the best efforts of England Rugby and all those at school, we were unable to fulfil any fixtures but we can be sure of one thing: all of the players can be proud of their efforts and resilience in such frustrating adversity! They should all look forward to next year with the same enthusiasm and determination, and I am confident the Spede Bird will fly even higher!



SHS Touch Rugby

The end of lockdown finally allowed the SHS touch rugby season to start in May 2021. The first sessions were somewhat interrupted with the range of weather from sun through to thunder, lightning and lots of rain but this didn't dampen their spirits and numbers started to increase significantly with popularity for rugby growing among their peers. For the High School, the opportunity for students to take part in touch rugby for over 25 years has been well received. Ability in the team has ranged from having never picked up a rugby ball to playing regular club rugby, which has really supported the team to grow as a whole.

Throughout the sessions, students have developed not only their direct skills in playing rugby, but also their communication and team work skills. They have learned the importance of working together, sharing their knowledge and ideas and encouraging others. These are all fundamental values to being a Stamfordian. Their

enthusiasm and energy have been second to none and in the three months of playing so far they have made great progress.

It has been a real pleasure to volunteer with this group of students who have certainly brought the fun, laughter, pace and commitment to the rugby cause!

Thanks to all the students for their efforts, and also to Mr Gonzalez Mendia for leading the coaching each week and providing activities which enable learning and fun at the same time.

We look forward to nurture future years of more rugby at SHS and watch this space! Plans are in place to develop further the links we have with local clubs and we look forward to seeing the students competing in different formats in the autumn.

"The students have fully embraced their introduction to rugby and have participated with great enthusiasm whilst learning new skills"

MRS N PRETSELL
(STAFF VOLUNTEER TOUCH RUGBY COACH)

SES Fives

FIVES HAS CONTINUED TO GROW IN POPULARITY AT SES WITH A BUSY YEAR OF TRAINING



Back in 2019 the fives players from SS and SHS competed in regional and national competitions, and the U13 and U14 teams played against Rugby School in January 2020. They even managed a tournament, reaching the final of the Eton Fives “Thring Trophy” at Uppingham in February 2020. But since then, of course, competitive games and tournaments have been on hold.

However, we were determined not to lose the momentum and as soon as the players were able to get on court again in Stamford, players from both schools in Years 7 to 11 were busy practising again.

In fact, the extra sessions which Stamford School were able to put on at weekends in the autumn term of 2020 were full across all year-groups from Years 7, 8, and 9. The word has spread about the fun to be had playing fives and it has continued to be popular throughout the spring and summer term of 2021.

We even managed, in late June 2021, to have some practice time on the courts at Oundle. Once competitions can be held again, players from both Schools are aiming to compete in the National Schools Tournament held in London in August 2021. We are aiming to enter teams into U13 and U14 tournaments from both Schools, and hopefully an U16 Team from SHS.

So overall, fives has continued to thrive during this difficult year and the players still hope that one day we will be able to play on bespoke fives courts at Stamford. Meanwhile, we cannot wait to get back to playing competitive fives regularly again.

MR A SMITH

Cricket



SS vs SHS Cricket Match

Stamford High School took on Stamford School in an intense Under 12 cricket head to head.

Being deemed one of the ‘most important matches of the season’, an even split of 15 students on each team made the match all to play for.

Mr Hyams, Teacher of Classics and SS team coach, said: “There’s no rivalry quite like boys vs girls and the Under 12 match was hotly contested.

“Both teams really gave it their all and it was brilliant to see an “internal” game inspire such strong performances and enthusiasm from our students. I really hope it becomes an annual fixture!”



Cricket is the name of the game for Staff

With outdoor adult sport ‘back on the menu’ following Covid-19 restrictions lifting, the Stamford Schools’ Staff cricket team took to the pitch for a tight match against Witham.

Captain Murphy reflects on their recent game against Witham: “We scored 166 runs in our 20 overs – Hancock, Lang, Slack and Roche all retiring once scored 30, with Newman not out on 22. Sadly, Witham got these runs with a few over to spare.

“However, it is not the winning nor losing that matters, it is all about having a bit of fun and a chance to play rather than coach.”

Basketball

It feels as though the latter stages of the last academic year and the early stages of the current one merged into one over the past 18 months or so and with that, some basketball was played by boys who one minute were Year 9 and are now almost Year 11, as well as boys who had only joined the Sixth Form for a few months before now, having departed from school.

Captain Joe Carter, who has held the title for 4 years after his debut season in Year 9 amongst a team full of Sixth Formers – played his final game in the summer term with his head held high and one final 3 pointer after experiencing great success during his time at the School, with Tom Palmer and Harry Laventure also bowling out having played first team since the middle school.

The sport also loses two huge characters in Mr Voltan and Mr Backhouse this year, who have not only been companions and great help, but leaders and inspirations to the boys who have valued their presence at training sessions, on courtside and on bus journeys. Mr Voltan’s Argentinian flair combined with the independently educated swagger of Mr Backhouse will be missed by many on the basketball circuit, I am sure.

Despite many departures, the future still looks extremely bright for next year with Harvey Ratcliffe set to take over the responsibility of captain, with the help of the experienced boys Billy Harris and Bruce Ayonote behind him moving forward, as well as an extremely keen group of Year 10 pupils moving into Year 11 who already have fantastic chemistry after winning a series of games in the summer term, as they finished their first year in Middle School. Lachlan Peck, Alistair Dresner and John Lin lead the year group after all making their first team debuts at the end of their time in Year 8 and starting places on the first team sheet next year for the three boys look guaranteed after the success and dedication they have put into their basketball over the past few years.

Watch this space...

MR D CATALDO



Fencing

SUCCUMBING TO YEAR GROUP BUBBLES, FENCERS AT STAMFORD HAVE TAKEN ADVANTAGE OF OPPORTUNITIES AWAY FROM THE SCHOOL ENVIRONMENT

Fencers from the school have had a challenge to continue with the sport over the year, with the Senior School clubs succumbing to year bubble regulations.

Many students have, however, been taking advantage of fencing opportunities outside of the school environment, within the various Covid regulations. Whether it has been practising at home using a target, attending outside sessions at Burghley House in summer 2020, having one-to-one lessons in local village hall car parks over the winter, joining groups of 6 in village halls, or since May’s lockdown relaxations, attending near full scale community evening club sessions, pupils have found a way to continue their fencing and develop their skills.

With the return of competitions over the summer, the 2021-22 year gave fencers from the Schools huge opportunities as they were able to train for much more of the past year than many of their compatriots at other schools and clubs.

With the return to competitions over the upcoming summer we are looking forward to seeing many of our students competing at regional, national and even international events going forward.

MR C CHOWSER



Swimming

MUCH WORK AND PRACTICE HAS TAKEN PLACE THIS YEAR TO LAY THE FOUNDATIONS FOR SUCCESS NEXT YEAR

What a simply crazy year it has been for our swimmers. However, if ever there was a time to use the phrase “adapt and overcome” this would be it. Experienced with the challenges lockdowns brought, our swimmers did not stop learning or working and joined coaches for weekly Teams fitness sessions.

As a result, the swimming family grew ever closer, with daily updates and weekly challenges meaning that the return to the water was going to be better than ever. And it was. When we were finally allowed back in to the water we were at full capacity (under the new restrictions).

Although we were still not able to attend or host competitions, this did not stop the team from putting in a solid effort in the pool. On a reduced timetable, everyone was putting in their best effort to make the most of their time in the water and it has been evident that the continued efforts throughout the lockdowns have kept the passion and drive alive. It is safe to say that everyone is truly “buzzing” for normality to resume and get back to doing what the team do best!

MISS A WHITE

Squash

Despite the difficulties we have had over this last year there has been some fantastic squash played at the Schools. While the students haven't been able to play any inter-school matches, it has given them a great opportunity to spend more time focusing on their technical improvement through doing more practice exercises and using skill challenges to improve their overall ball control and quality. They have also been able to spend more time discussing tactics and individual game plans to suit the players' strengths and identify areas they need to improve on.

A real positive is the enthusiasm and improvements we have seen from the Year 7s who are mostly new to squash; it will be very exciting to see how these players will continue to develop over the next few years. Across all years we have run a number of inter-year matches, round robins and mini tournaments, which have been played with a huge amount of determination and friendly rivalry and we can't wait to see the children compete with players from other schools next term.

MS BAILEY



Golf

GOLFING FOR CHARITY

On the summer solstice, Monday 21st July, I woke at 3am to pack my clubs ready for a Charity Golf Challenge Day.

Due to 12 months of lockdown many charities suffered as events had to be cancelled because of the pandemic. Leo, who is Junior Captain at Elton Furze Golf Club, and I decided we'd like to help raise funds for the Golf Club's chosen charity – Cancer Well-being Care Centre at Peterborough City Hospital. So we set out to complete the 101 golf holes in a day.

We teed off at 4am, we completed 5 rounds and 11 holes, finishing at 5:45pm and walked 38.2 miles. I completed the round taking 403 shots and Leo took 426. I even managed to Eagle the 101st hole! The money kept going up every time we teed off, which really spurred us on as it is such a wonderful charity to support. We aimed to reach £1500; so far we are at £4,352!

I started playing golf four years ago and began competing two and a half years ago. I have had coaching with Aaron Jones at Thorpe Wood and have been competing for Cambridgeshire County for the last two years, British Junior Golf Tour and more recently for Stamford School. It's a great game that anyone can play and the courses locally are so good!

SAM MARSHALL



Students compete in 'quad-angular' golf match

Students from Stamford School have participated in the annual 'quad-angular' golf match, against local schools, Oakham, Uppingham and Oundle.

Mr A Kersey, Head of Sport at Stamford School, said: “What a superb afternoon at Luffenham Heath, hosted superbly by Uppingham. The team came a respectable 3rd in a very competitive fixture. Final scores were Oakham – 334, Uppingham – 319, Stamford – 286 and Oundle – 259.”



Tennis

CHASE PLAYS FOR THE COUNTY CUP

Chase Burgess, a Year 9 pupil at Stamford School, has performed excellently at the tennis County Cup.

Chase faced players of a higher rank than himself with determination, even playing against the number 8 ranked national player. Chase was praised for two match wins and a ten point shoot-out, however two tight matches, going to third set tie breaks, unfortunately led to losses. Chase has also been recognised by the Lawn Tennis Association as being ranked 1st in the county of Lincolnshire, after a successful year of play. Well done Chase for your impressive performance!



Sailing

Oliver and Harry win Gold at Club Championships

Oliver McKee, Year 7 at Stamford School, and his teammate, from Catmose, have won a number of races within the Rutland Sailing Club's Championships over the first weekend of September.

The pair came first overall in the fifty boat strong race, beating even the adult pairings. They won several trophies including 1st Dinghy, 1st Under 12s and 1st Under 15s, and their name will now be added to the club's display board in perpetuity, alongside the names of former Olympic squad sailors.

Students win RYA sailing Championships

Two students from the Stamford Schools have won the RYA Women's Team Racing National Championships.

Year 11 students Isabel Leetch and Ellie Hattam represented the Rutland Sailing Club Youth Team, which also includes team Captain and former SES Sailing Captain, Alice Lucy (now Sailing Captain at Loughborough University).

More success for Stamford Sailors

Issy Leetch, Year 11 at Stamford High School, alongside her partner Sol, who attends UCC, has been awarded the prize for First Junior team at the 29er Grand Prix at Weymouth and Portland National Sailing Academy.

The pair took part in the 29er dinghy – designed for young adults), competing among 73 other boats across a weekend in September.

SES Tennis

AFTER 12 LONG MONTHS OF NO COMPETITIVE TENNIS, IT WAS FANTASTIC TO SEE THE BOYS AND GIRLS BACK ON COURT

The term started with three days of pre-season training, run by head professional, CJ Selvidge. Once the dust and rust was blown off the strings, it was evident to see that the players were ready for the term ahead. With the pandemic still at large, a geographically bubbled fixture card between local schools was created to give the pupils the best opportunity of playing inter-school sport again. Home and away fixtures against local rivals, Oundle, Uppingham and Oakham Schools, provided the senior pupils with an opportunity to get back into the swing of things, whilst the junior section of the Schools played Witham Hall, Laxton Junior and Oakham, for some this was their first experience of competitive sport as a Stamfordian, let alone tennis- what a great job they did!

With both Stamford School and Stamford High School senior first VIs sporting relatively junior teams, the growth and development was simply outstanding. Led by senior captains Annabel Dallas and Will Barker, the senior squads took on the challenge of a competitive season. During what is both a stressful and, more recently, confusing period of examinations, being able to field three senior teams on a weekly basis demonstrated the commitment and desire of the senior teams.

The Middle School teams at Stamford High and Stamford School gave us great confidence in the future of tennis at SES. Up and coming super stars Eva Stones, Claudia Packer, Jamie Anderson and Nicolass Holtzhausen pushed for senior team sports throughout



the year and we look forward to seeing their offerings next season. Again, commitment and perseverance headlined the show, with a combination of 30 boys and nearly 50 girls involved in the Middle School squads throughout the season. A huge thank you to Miss Smith, Miss Leddy, Mr Kersey, Mr Buckmaster and Mr Voltan for their commitment and coaching throughout the season.

The junior ends of the Schools fell just on the wrong side of Covid with an unusual lack of Saturday competitive fixtures. A series of mid week contests against Witham Hall, Oakham and Oundle School gave all of the juniors their first taste of competitive tennis, and we look forward to seeing more of them in the future. A special congratulations to all the boys and girls who attend Saturday morning training on a weekly basis, your commitment to developing has not gone un-noticed, thank you to Miss Naismith and Miss Short for their pearls of coaching wisdom!

Thank you to Mr CJ Selvidge. It is hard to believe that Mr Selvidge is completing his third year as head professional coach at SES, with two of the three seasons crippled by Covid. Mr Selvidge has taken the level of tennis to new heights at SES and we look forward to seeing the next level! Congratulations to Mr Selvidge and his partner Celia, who welcomed their first child in May.

Thank you to all tennis parents and players for your continued support.

MR B KIRKPATRICK, DIRECTOR OF TENNIS



Athletics

With no athletics taking place last summer, it was brilliant to see so many Stamfordians back running, throwing and jumping. With the inclusion of Saturday events for the first time in many years, the season was a busy one.

The season kicked off at the Oakham relays and it was great to see the students back on the track. The top performances of the day went to James Egerton, Charlie Vickers and Elliot Long who won the Dreilauf relay. This is a continuous 4-minute relay that really tests the stamina of the competitors. Both the Years 9 and 10 teams performed superbly well and set themselves up for the rest of the season.

Following this, it was the turn of the junior athletes. Starved of competition last year, the Year 7s could not wait to get going. Sam Bull dominated in the 100m and 300m, winning every race he entered against other Year 7s. In the longer distances, Tom Hughes showed that hard works pays off, winning several 800m and 1500m races. Both boys have a very strong future in the sport. In the field events, Wyatt Bryson jumped further and further in the long jump and Charlie Burrows discovered his javelin talent. Most important was the number of boys competing and representing the School for the first time, often in events that were new to them. The boys were always willing to step up at the last minute if they needed to and always gave their all. The Year 7 team won three competitions at Oakham and showed that everyone and every performance counts.

With athletics now an option for Sixth Form games, more students were representing the Schools than ever before. Ben Lee showed his promise in the sprints, and George Barber and Mansell Harvey never let stronger or faster competitors put them off. Jamie Nel once again ruled the skies, winning every javelin competition he entered.

The Year 9 team, led superbly by Oliver Parkinson, showed real promise across the range of events. In the sprints, James Hector and Charlie Gunn showed their raw speed. Henry Clifton worked on his 300m, a very tough distance to sprint. Oliver Spoor showed his versatility on both the track and in various field events. Ed Delaney and Oliver Cengarle Desforges won shot put and javelin competitions, multiple times.

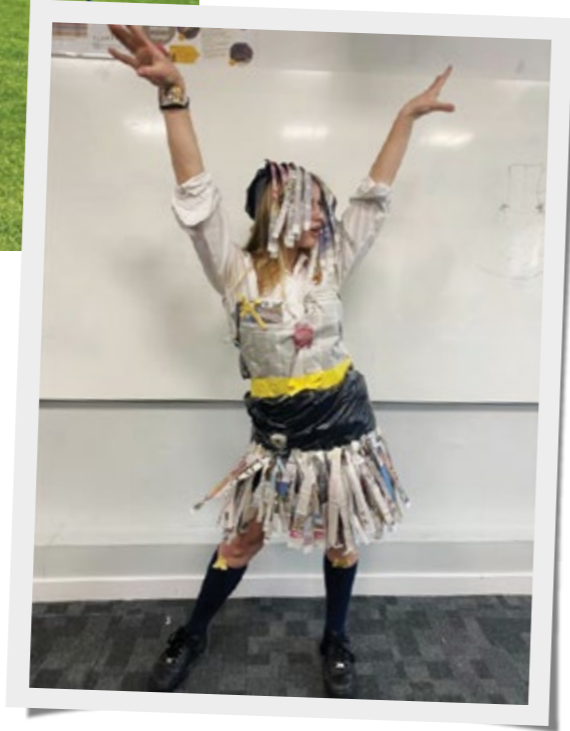
The Year 10 team often faced older opposition, but they did not let this faze them. Elliot Long and Dylan Turnell did very well in the 400m and 800m respectively. Andrew Tafeni showed his spring in the high jump, and the sprints were always well contested with a wide range of boys running.

Most importantly for me was seeing the students enjoy being outdoors and competing, having been starved of opportunities for so long. It was really refreshing to see. I know the future of athletics is very bright at Stamford and with more events running next year I am sure we will see boys reaching new heights in the sport and representing the county soon.

MR J MITCHELL

noun: a community
of students of different
ages who compete against
other groups in sports
and other activities.

HOUSES



Anderson

This year has undoubtedly been a whirlwind for us all. Despite quarantine and social distancing rules being applied we drove forward and continued with our House events. In a desperate attempt to take part in House Cricket, the sports teachers organised for us to be able to play as soon as possible, with Anderson coming out on top! It was an enjoyable time for all Houses to come together and play against one another as a bit of fun with hidden hopes to score as many runs as possible.

Unfortunately, due to Covid-19 restrictions, we were unable to hold one of our most competitive House competitions: House Singing, which lights up the hall and lifts everyone's spirits. However, even without our main House events, the teachers were able to organise activities which we took part in as year groups, leading to lots of fun and laughter. Most recently, we took part in House Fashion with Anderson House coming first overall. Sadly, I think nobody found being filmed cat walking down a school corridor anywhere near as thrilling as strutting down the centre of a crowd in the gym, but we made do with the circumstances and carried on creating unique fashionable festival outfits!

Lastly, we took part in a House Tik-Tok competition with efforts to create the 'trendiest' video we possibly could. Different Houses did different things, such as including teachers and even making up their own dances. We are all waiting in anticipation for the results.

Regardless of the new and unusual circumstances we never thought we would have to face, House events have been entertaining and a brilliant chance for everyone to combine as one; putting their best foot forward and trying their hardest.

PHOEBE ONGLEY



Beale

This year, Beale have adapted to the Covid restrictions, partaking in various online and year group activities, all the while keeping high spirits but maintaining a competitive edge. The events consisted of a wide range of competitions with some favourites being: House Dance, Fashion, Drama, and many sporting events. Bealians were keen to get involved with everything and all gave 100% whilst taking part.

During online school, we took part in two wellbeing challenges, where we were advised to step back from our screens and track our steps. In the first walk Beale came first with 150.29 miles combined (equivalent to walking to Doncaster and back) and in the second walk we came second with a total of 121.5 miles combined (equivalent to walking to Worksop and back). This was a great virtual

event which motivated us to get out and get competitive.

In school we were able to have House meetings in our year groups which allowed us to compete in small team events. House Fashion was a favourite for many, where we used recycled newspaper and binbags to create sustainable festival themed outfits. Sport events managed to take place during Games lessons where we managed to play a wide variety of different sports such as netball, hockey, cricket and many more. Participation was very high which was great to see.

Without a doubt this year has been strange for all of us, but the hard work from the House Prefects and House staff allowed us to carry on participating and enjoy House activities. So, it goes without saying: a big thank you for their hard work!

EVIE SANDERSON

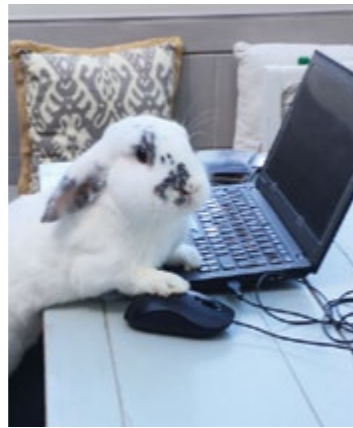


Cavell

It has been a very strange year to be House Prefects. With no Whole House assemblies, and competitions being either modified or cancelled, we have remained so impressed with how our Cavellians have kept up House spirit.

We started off the autumn term with weekend sports competitions, including swimming, netball and badminton, and were very grateful to everyone who stepped in at the last minute to support the House in true Cavellian style. Even though we didn't always win, our teams never gave up and it was great to see all the year groups getting back into competitive sports again.

House Drama followed soon after with a slight change to previous years. However, this did not stop us from having fun and fulfilling the different prompts we were



given to create some great stories. After a wobbly start in the House Quiz, our Sixth Form team made a great comeback and placed second overall to win us some more House points. We came second again in the Christmas Bake Off which saw a large number of Cavellians showing off their amazing baking and decorating skills to create some amazing cakes.

After Christmas came another lockdown, but this still did not stop the House activities as we managed to provide virtual competitions for everyone to get involved in. After a slightly less promising start, coming fourth in the virtual jigsaw competition, we got back on our feet to take some pictures and came second in photography. We managed to keep fit as well as reach victory as we won the step count competitions, making it (virtually) all the way to Matlock and back with over 300,000 steps! We came third and fourth in the book cover and world map competitions and managed another first in the Maths Bake Off with even more amazing entries that we thought looked delicious!

No one knew what this year was going to be like, but we are so pleased that we were able to carry on with some House activities and keep up the Cavellian spirit. Special thanks go to all the House staff, but especially the legendary Mrs Wilson for relentlessly encouraging everyone to get involved with countless messages and puns. Thank you for a great year everyone and let's hope the next one can be even better!

POPPY FLEMMING



Eliot

When the pandemic took hold in March 2020 and we all began remote learning, the House Leaders had to be creative setting House competitions. As such they have since been both virtual and in person, once we were able actually be in school.

We have been encouraged to take part in a range of new and different competitions, such as the 'designing an egg' and an 'upcycle of clothing or accessory competition'. Others included the Spring Photography competition, Maths Challenge, Book Review, and baking competitions. One of my favourite activities was the Virtual Puzzle Competition. This was an online puzzle that we were challenged to complete in the quickest time possible. Eliot performed well and managed to secure 2nd place overall!

One of the main House activities over the lockdown was the house steps challenge, which was completed within wellbeing afternoons. All year groups had the opportunity to use the wellbeing afternoon to partake in



an exercise of their choice and count their steps. By the end of the afternoon the Heads of House collated all the steps together to form a grand total and subsequently a champion was crowned. In the first steps challenge that we participated in, Eliot House came an impressive second, completing 264,216 steps in total.

We also had lots of fun taking part in the 'Head of House Smile Photography Competition' which had entries ranging from dressing up our pets with funny accessories, such as feather boas or glasses or doing silly things in the snow, like creating snow angels using our arms and legs. The 'Spring Photography Competition' encouraged us all to get outside and take photos as the season began to change from winter to spring. The 'Chocolate Baking Competition' was as popular as ever, and our many impressive entries helped to secure a first place for Eliot! The house flag kept us in the top spot.

Once face-to-face teaching resumed, House activities began to run as normal for the Year 12s and saw traditional competitions such as House Netball and Hockey return. Eliot's netball team came out in style with the face paint and kept spirits flying despite the poor weather.

HARRIET SHARPE AND GRACE BEADSLEY





Ancaster

Junior

The Ancaster boys experienced a weird yet wonderful year of House events, both in school, remotely and then back in school again this year with the success of the House varying from event to event.

The Year 7 cohort demonstrated what a fantastic group of newbies they were from the very first event until the final day, and there is lots of confidence around how important they will be as the middle year group moving into next year. The Year 8 boys excelled with their energy in various events and there were some fantastic individual efforts particularly from Joe Streather and Finlay Hames in the ACT Competition.

We said farewell to some die-hard Ancasterians in Year 9 who did not allow the circumstances to hinder their efforts and leadership throughout the year and there will certainly be a mark left by House Captain Finn Hewitt who finished his time in Lower School Ancaster with a whopping 65 credits, earning him the reward of half colours.

Overall, it is another year without a first place finish for the boys in red but we won't forget the last time the year (and competition) ran in full, as we were victorious. Rest assured, when we return to normal in the academic year 2021-22, we will regain our rightful place at the top.

MR DI CATALDO



Senior

In a year that has continued to serve up challenge after improbable challenge and that has seen unprecedented use of the word 'unprecedented', the normal calendar of House activities has been dramatically affected. Staff and students have rallied to provide events that fit the ever-shifting sands of Covid requirements and have remained enthusiastic and cheerful throughout as we have been in School in person, 'locked down', 'opened up' and back again.

During this eventful year, I have taken over the reins from Mr Jones after his long and successful tenure as Housemaster. I know the boys have greatly enjoyed his leadership of the House and characteristic humour over the years. I look forward to getting to know more of the boys myself as things get back to normal in the coming months and to filling those notable shoes.

So in an environment of change and disruption, the students of Ancaster acquitted themselves well in a number of sporting and intellectual challenges. Key among these highlights for the year was the Sixth Form debate, where Talvin Gill and James Farrow spoke persuasively against Exeter in opposition to the motion 'This House would legalise all drugs'. Unfortunately, the eagerly anticipated Ancaster versus Brazenose final could not take place and the overall spoils were shared.

Public speaking was also a strength in Year 10 later in the year with a new competition launched by Mrs Leetch, 'Stamfordians Speak Out'. Making use of Flipgrid, one of several IT developments from lockdown, students were invited to record themselves speaking on a subject they felt passionately about. Ancaster triumphed overall with first place going to Henry Andrews ('Heading in football'), and joint second place going to James Davies ('The Future') and James Ryder ('Drones'). Congratulations to those involved and a strong line of speaking succession (a 'line of argument'...?) has clearly been established.

The return to school in the autumn term was a welcome one, but necessary restrictions meant that one of the cornerstones of the House competition, the singing, could not take place. We were able to conduct some sport at this time, however, in a lunchtime programme of football and badminton for Years 10 and 11, followed by chess. All competitions were fought with a fierce and thoroughly entertaining enthusiasm, even when results did not always go Ancaster's way.

Year 11, under the organisation of Anshul Banerjee recorded football wins over Brazenose and Radcliffe (Anshul Banerjee, Billy Harris, Matt Linsell, Anu Mitchell, Hugo Porter, Harvey Seary, Ashton Stephenson). Several of the same team then demonstrated their tactical mastery a few weeks later in the chess competition, recording another two wins out of three against the other houses (Finn Blackmore, Ben Foster-Jones, Anu Mitchell, Hugo Porter, Ashton Stephenson, Saymon Zeng).

In Year 10, wins in badminton (Henry Andrews, William Dymond, Maheed Hussain, Elliot Long, Yaseen Razaq, Simon Skarzynski) and some impressive chess (Henry Andrews, Teddy Cohen, Yaseen Razaq, Sebastian Stephenson, William Taylor) made up for some valiant but close defeats in the football.

We were again able to provide sporting competitions later in the year over several Saturdays of 'March Madness' which saw excellent levels of participation in all senior year groups. Our strongest performances were in the three hockey competitions, with some mixed results in touch rugby. We also played some football, though won't be expecting any phone calls from Gareth Southgate any time soon!

My thanks must go to all the boys who helped organise teams, encourage and enthuse over these weekends, even when the rain was horizontal, and who were excellent representatives, playing in the right spirit – win, lose or draw.

MR P TURNHAM



Brazenose



One of the biggest and the best opportunities for House points is the 'ACT Competition'. This House event consists of seven categories. The ACT competition encourages creativity and thinking outside of the box. This year's theme was "Bouncing Back" and was the first full House event since our return to school. Some of the categories included baking, photography and art. Every single boy from Brazenose did at least one entry, and this effort really helped as you get points for entering even if you do not get first. As we were in lockdown for most of the year, the ACT Competition was key and thanks to all the boys' effort we did well. The competition was toughly fought in Year 7, in Year 8 we came second, narrowly missing first, and in Year 9 we came third. Considering the lockdown, it went very well, and we are glad that so many people put in so much effort.

We all tried our best in the sporting aspect of this year, and we think the results reflected this.

MRS C PIKE

Junior

To kick off an unusual year, there was an unusual event: 'SUPER SATURDAYS'. Run over two consecutive Saturdays, these were the first sporting events of the new school year and they started off really well for Brazenose, coming second in the cricket overall. Touch rugby was next, and the Super Saturdays consisted of so many more sports. It was a fantastic way for every member of the House to be involved after such a long period at home. Next came the tug of war, in which we were placed third overall.

Before we were back to learning from home, there was time for the 'General Knowledge Competition', Year 7 and 8 Chess and the Year 9 Debating Competition, in which Adam Dodd and Henry Sacks qualified for the finals and came a very close second place overall.



Senior

Except for a brief moment towards the end of the summer term, returning to school in September 2020 was the first time most had stepped back into a classroom since March. Reacclimatising to COVID-compliant school life meant we couldn't resume a normal House programme, but we still managed to arrange a number of activities – all socially distanced and well-ventilated, of course.

Alas, there was to be no House Music Competition this year, but we did kick off with some excellent football matches. Re-engaging in outdoor sport was a welcome relief from months of indoor online learning. The colts spent the first few weeks in the glorious sunshine, during which the Year 10 team seized a confident victory.

Badminton was the next competition. Our Year 11 team triumphed over the other Houses with some skilful racquet play. Of note was the Sixth Form debating competition in the autumn; both Olly Fraser and Harry Laventure did a sterling job representing Brazenose.

During our brief lockdown in the spring term of 2021, activities were greatly reduced but well done to those who entered the online 'Stamfordians Speak Out' debating competition and the Saturday morning games competition in March, where we won the Sixth Form football and rugby, and Year 10 football and rugby.

We finished off our activities with a sports day lite at the end of the summer term during Enrichment Week. The Year 12 relay races felt like they were on the hottest day of the year, with some of the boys struggling in the heat, whereas the Year 10 events the following day saw some excellent races, especially from Isaac Fell and Henry Tipping in the 1500m, and Will Delaney who could give Usain Bolt a run for his money.

We say farewell to our outgoing House Captain, Cormac Calnan, and his deputies George Wightman and Ewan Laughton. And we welcome Robert Williams as the new House Captain, along with his deputies Ciaran Dolby and Joe Evans. We all hope 2021-22 will bring better times. Fingers crossed.

MR DEXTER

"THE COLTS SPENT THE FIRST FEW WEEKS IN THE GLORIOUS SUNSHINE, DURING WHICH THE YEAR 10 TEAM SEIZED A CONFIDENT VICTORY."

Exeter



Junior

During this academic year, Exeter has been put through hard times (and so has the rest of the world) yet we have managed to pull through, coming in at second place. However, at the time of writing we hope to take back the lead through Enrichment Week events, including sports day, and many more fun activities that we can get involved with. This year the House Captain was James Laud and the two Co-Captains, Oliver Cengarle Desforges and Frank Gyamfi-Yeboah.

This year the new Year 7s have come in strong. Here are some of their great results: 1st General Knowledge, 1st in House Hockey, 1st in House Football and 2nd in the ACT Competition, only just behind Ancaster. Overall Exeter Year 7 students have had a great year and have contributed a lot to Exeter House. We hope they have a

great time in Year 8. The Year 8s have also performed very well and have pushed themselves to the limit. They have succeeded in a lot of events such as: 1st ACT Competition, 1st House Chess, 1st General Knowledge and 2nd House Hockey just to name a few. The Year 8s have really excelled and have helped Exeter succeed this year.

Finally, Year 9 have also excelled and performed the best on events such as: 1st House Tug of War, 1st House Swimming, 1st House Football, 2nd General Knowledge and also 1st ACT Competition (by a fair distance!) They have set a good example to all Year 7s and 8s.

We hope all Year 7s and 8s will perform as well, if not better, next year, and that the Year 9s continue their excellence in the upper house...and that Covid goes away soon!

MISS MCKENNA

Senior

I have really enjoyed my role this year as Senior Housemistress at Stamford School and green is a very lucky colour in Italy, so let's hope it bodes well! It has been great to see a different side of the boys and get to know them all. Despite the restrictions and difficulties, we have had a fun year. A massive thank you to our Year 13 House Captain Sam Potter and Deputies Seb Smith and Oli Lewis.

The Saturday morning hockey, rugby and football matches earlier in the year were exciting to watch but extremely cold as a spectator! However, it was so rewarding to see the enjoyment on the boys' faces after finally being allowed to play team sports again. Congratulations for winning the Sixth Form Hockey. Without the help and leadership of Sam Potter (House Captain) we would not have had such a strong Year 12 and 13 team. Well done to Rory Flack, Eliot Bratton, Joseph Carter, Daan Jazet, Oliver Beech, Louis Ongley and Jacques Harrison.

Ben Goold was an absolute star organising the Year 11 boys, who formed a superb team with great communication and teamwork. They won both the House Football and Rugby! A huge bravo to: Angus Owen, Archie Fletcher, Ben Hillyard-Smith, Will Brentford, Sam Bird, James Wagstaffe, Joe McKeivitt, Sammy James, Oscar Kendall, Saleem Is'haq and Sorn Sodhi.

The Year 10 team was also a force to be reckoned with! A special thank you to these boys: Ben Beech, Fin Dennett, Luke McKeivitt, Dom White, Hugo Carter, Rohan Alexander, Tom Glencross, Charlie Plant, Louie Raybould, Milo Herdale, Sam Bird, Sam James, Luca Harrison, Harry Wallace, James Egerton and Ali Jordan.

Years 10 and 11 House Chess was an intense watch, and the concentration and tactical thinking can be seen in the photos. Well done to all the boys involved.

A special thank you to the talented Asa Monahan in Year 12 for the beautiful guitar solo he played for us in

assembly this term, a name for us to remember, I think!

A massive well done to all the boys in my House for conducting themselves so well this year at Sports Day and thank you for all your contributions. A special mention to James Egerton for beating the school record for the 100m: super proud! Thank you to all the staff who make the House events possible, particularly the PE Department and to the other three Housemasters who have supported me this year with my role. There has been a fair amount of healthy competitiveness and camaraderie amongst us. I am so grateful to have worked with such an amazing House and look forward to the next House competition: singing (and maybe a few dance moves if allowed!) So please get practising ready for our next challenge in September.

Have a wonderful summer, senior Exeter boys, and keep safe!

MS R M NUZZO



Radcliffe

Junior

Ever since I was appointed Radcliffe House Captain, I've been stunned by the passion and dedication of the Legends of Radcliffe House. In the first few events, we started off extremely well by winning both of the first Super Saturdays and carried on a good run of form until the lockdown. We built on our lead in the lockdown and were kept afloat by star members of our house e.g. Alex Bogan from Year 7, Charlie Sharpe from Year 8 and Thomas Sirignano (House Deputy) from Year 9, who we sadly saw exit the doors of Radcliffe House after being a key contributor to our previous success.

Since we returned, we have had a slow restart which has made it harder for us to finish the job off. I've had an amazing year as the Radcliffe House Captain and have had many memories come with it, that will always stick with me. Hopefully we can see it through and get the job done to lift the trophy.

OAKLEY FROST

Even though this academic year has been hugely disrupted due to the pandemic, the Year 8 members of Radcliffe have continued to perform well, both in the 'remote' and 'in school' competitions.

Rather than the usual tug of war to start the term, this year the House events kicked off with the Super Saturday tournaments. Off to a strong and determined start, Radcliffe took home the maximum points on both days. Then came the Chess competition, where the Year 8s did their best to out move their opponents and took home a pleasing second place. The General Knowledge Quiz followed and again we performed well to take home another second place.

As the second half of term swung around, we had the House Hockey tournament and, whilst we tried our best, came away with a slightly disappointing third place. As restrictions were lifted slightly, we were able to participate in the Tug of War, where we came joint second place. This was the last competition of the term.

Thank you to Mr Stamp and Mr Jordan for their excellent help and encouragement, especially through all the struggles that this year has presented us with. We could not do it without you!

CHARLES SHARPE

The 'Blue Army' has had an amazing year. Win, lose or draw, the boys always give it their all. I would like to give a special thanks to Renaissance man Finlay Mitchell who is leaving this year. One of Radcliffe's ultimate all-rounders who took part in drama, singing, sport and, well, just about anything that was a competition! Radcliffe's special son: we salute you. Special mention again to Thomas Sirignano. He was an awesome House Deputy. When Radcliffe House needed him, he always answered the call!

MR JORDAN



Senior

It has certainly been a different year for Radcliffe House but the spirit amongst the boys is well and truly alive. As the year ends, we must thank our departing Head of House, Seth Astley, for all he has done to lead and inspire the boys in blue. He has been well supported by Harry Jennings and Oliver Sturnham, and I am only sorry that this trio were not able to do more together as a team.

Perhaps the two most memorable events in the Sixth Form were the football and hockey tournaments. The latter was a famous victory for the House. The football did not bring about the desired result, but the camaraderie was second to none and the presence of many rugby players in this team made for some interesting spectacles.

Hockey appears to be the strong sport in Radcliffe across the Year Groups. Year 11 won their league and Year 10 finished an admirable second to our Ancaster rivals.

As the sun shone in the penultimate week of term, the House took part in various relays and athletics events. Such was the hunger in Year 12, we won gold in the combined relays competition. The commitment and passion were there to see, and such was the endeavour that more than one person was sick from oxygen debt. The team always comes first in Radcliffe and this was a fine example of sacrifice and selflessness.

My thanks must go to all the leavers who have represented the house with pride over the years. Covid will come and go, but it is the legacy of these leavers that will prevail.

MR ESSON



Sports Day





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