

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 fifth joint edition of the *Stamfordian* magazine. Although the Coronavirus lockdown has brought many hardships to students, staff and parents alike, we trust that, as the High School Song reminds us, 'time and thought and energy' has kept the Stamfordian spirit flourishing. This time spent at home has reminded us to be grateful for our families, friends and teachers. While the distance between us has increased physically, our relationships continue to thrive and, in some cases, have grown even stronger.

As part of the editorial team, we have been versatile and faced challenges that we haven't had to endure before. As a School and a team, we have adapted to unconventional ways of learning and communicating; ranging from online interviews and meetings, to virtual assemblies, and creative competitions within the house systems. Being behind the scenes of the magazine this year has been an amazing opportunity for us, as editors. It has taught us how to work as a team both virtually and in the flesh and has allowed us to communicate with a wide variety of people across the Schools. As adolescents, opportunities like these are extremely valued and will shape us as individuals for our futures.

Nevertheless, we have not forgotten the bustling and motivational atmosphere of the Stamford Endowed Schools. Looking back, it seems as though years have passed since we were sitting in our assemblies, enjoying delicious meals prepared by our chefs and travelling

around the world on our adventures with the Schools. We are even starting to miss the routine of school life, longing to return to our classrooms as soon as possible.

It feels necessary to thank all those who continue to make our Schools such a wonderful place to grow up, and to reminisce on in years to come. A huge thank-you goes to all of the SES staff: teachers, caretakers, cleaners, chefs, nurses, receptionists, IT technicians, admin, marketing, bursars, PA, SLT, gardeners, learning support, governors, Reverend, heads and Principal. The length of this list portrays the great level of hard work and devotion that goes into making Stamford, Stamford. But the next 100-plus pages that you are about to read would not have been possible without the dedication, support and creativity of the wonderful Miss Zahida Aziz-Khan, curator of the *Stamfordian* magazine for the last five years. Thank you for everything you have done, we are all so sad to see you leave. We wish you all the best for the future.

Stamfordians, continue to strive for excellence, even if the odds are against you.

Christ us Spede.

By Stamfordian Editors Eloise Quetglas-Peach and Caitlin Brown

The full *Stamfordian* Editorial Team of 2019/2020, who organised and collated all of the entries you are about to indulge in, includes; **Eloise Quetglas-Peach, Caitlin Brown, Miles Watson, James Mayhew, Sofia Welch, Darcey Sharpe, Asa Monahan and Sam Hughes.**

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FROM THE PRINCIPAL

The term 'Stamfordian Spirit' is regularly heard around the Schools, be that when celebrating successes in assemblies, to post-match discussions on the pitch after a challenging defeat; it has always very much captured the attitudes and philosophies adopted by all members of our Stamford community, from our staff and students to our parents and alumni. However, in no year previous has its presence permeated and been felt more than in 2020.

The past year has been affected not just by Covid 19, but by a fire that ravaged the Principal's house in the middle of June. Students, staff and parents alike have adapted to online teaching and quickly learned this new 'language' needed to interact and learn online. I find it remarkable to see the skills that have been learned in such a short amount of time – what feels like ten years learning in five months – and the development of skills that go far beyond just getting to grips with the apps and devices that make remote leaning possible.

This publication, which has been brought together by our students and completed virtually over 'Teams', summarises just some of the phenomenal achievements and success stories from the past academic year; however,

I feel that no one document could illustrate the full Stamfordian Spirit which has been on show.

During lockdown, all of us spent time learning about ourselves; about how we like to learn and interact. All of us learned to motivate ourselves to work and study at home, and manage our time effectively, away from our busy classrooms and boarding houses. Our whole community has worked hard on developing resilience, learning how to cope with bumps in the road, and taking personal responsibility for our health and happiness.

It is clear that, despite its challenges, lockdown has taught all of us some useful things, and as we move forwards to discover what normality is going to look like, we will hold onto all of these positive things and carry them with us. As I write, I cannot wait to have our community back at School to continue to learn and share together in the classroom in September. So in this most extraordinary of years, I commend the 2020 *Stamfordian* to you with all of the Stamfordian Spirit which it contains.

Christ us Spede.

MR W PHELAN



FROM THE HEADS



MR N GALLOP
STAMFORD SCHOOL
HEADMASTER

Welcome to the pages of an issue of the *Stamfordian* that reflects upon the exceptional academic year that was 2019-2020.

In a year characterised by dispute and controversy at large, School debates have never had it so good – and we welcomed student groups from many schools and colleges, as well as playing hosts to dozens of internal discussions, hotly contested deliberations and presentations which saw negotiation, debate and challenge over the issues of the day.

It was a year that saw our Sixth Form business, geography and economics students visit China, the band of the Irish Guards visit Stamford, Charles Dickens’ ‘A Christmas Carol’ performed to packed houses in the Llowarch Performing Arts Centre, and hugely stimulating visits from the likes of Lord Robert Winston and former hostage John McCarthy too.

We saw one of the biggest ever CCF Field Days, fantastic evening concerts featuring the Chamber Orchestra, String Trio, Big Band, Saxophone Ensemble and Cantare; the fabulous high of a superb dress rehearsal of ‘Legally Blonde’ – for which a cast, band and crew of more than 100 students across the Schools worked with staff for over six months; great performances from individuals and teams on the sports pitches, courts and fields, with our senior hockey boys winning though to the last 16 of the National Finals, unbeaten on their school circuit.

Despite the early closure of the School, there were some notable ‘remote’ highlights too. Virtual Chapel services and concerts were expertly put together by the Chaplain and the Music Department, as well as current affairs-based talks and presentations on Teams and Flipgrid.

It has been the strangest of ends to an academic year since we were required to close the School on Friday 20th March. Nevertheless, a huge amount of teaching, learning and academic endeavour occurred remotely, and it was heartening to hear from teachers, students, and parents just how intense and effective this process has been. But more heartening still to see boys and staff back with us in September.

Christ Me Spede.



MRS V BUCKMAN
STAMFORD HIGH
SCHOOL HEAD

Reading the packed pages of this edition of the *Stamfordian* only serves to highlight how much has happened in what has been an unprecedented year.

Like every year, 2019/20 has been a busy one. Our CCF celebrated success at the Regional Air Squadron Trophy competition, winning the command task, and coming sixth nationally. Trips were enjoyed at home and overseas, to Wales, China, Italy, the USA, to name a few.

Music and drama performance opportunities have been aplenty. Spectacular lunchtime and after school concerts, the Music Festival, and House Music brought students together from across the School to perform in the hall. Performances of a Christmas Carol and the one-night only “Legally Blonde” truly showcased the talent of girls both young and old.

We had sporting successes; wins at Regional, District and County levels in netball and hockey, medals of all colours at the East Midlands Schools’ Floor and Vault Gymnastics, gold for our team at the British Schools Fencing Championships, and individual successes in sailing, rowing, tennis and more, the list only goes on...

The House system came into its own this year; with virtual House meetings and competitions held weekly whilst the Schools were closed. I’ve thoroughly enjoyed helping to judge the phenomenal entries submitted from your lounges, bedrooms and kitchens, from the House photography and flag design competitions through to the chocolate themed bake off (where I only wish I could have sampled some of your amazing creations!)

Stamfordian spirit shone throughout the year with fundraising initiatives and volunteering; from our annual Evergreen Christmas party, ‘Amnes-tea Party’, Osprey Ambassadors, and Prefects Firefighters fundraiser, to our tremendous Charity Rock concert raising over £900 for Mind. During lockdown, the School supported the community through selling cakes, completing sponsored walks and cycles, and sewing items for NHS workers.

You can be justly proud of your achievements this year. We look forward to September when “these walls of grey” will once again ring with chatter and laughter.

Christ us Spede.





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ACAD

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



EMIC



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HDI-0440, Rk 130
HDI-0422, Rk 114

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ENGLISH LITERATURE

The Write Stuff

THE EMAGAZINE LITERATURE CONFERENCE PROVIDED THOUGHT-PROVOKING DISCUSSIONS ABOUT POETRY AND CREATIVE WRITING FOR SIXTH FORM STUDENTS.

English Literature students from Year 12 and Year 13 attended the eMagazine Literature Conference 2019, which is held annually and covers a variety of areas of the literary world.

Literature is not always to be taken so literally, and this was evident at the conference. In order to understand the more familiar side of novels, we have to shift our attitudes to what we are reading. There will be a common humanity weaved between all texts, which this conference brought to light. Throughout, it was interesting to find out how literature strongly connects us and is connected to the world around us – whether it be past, present or future. Overall, the talks were light-hearted with lots of humour and laughs, but they also challenged us as literature students to look at the deeper meanings and bigger pictures.

This was especially prominent in author Andrew Michael Hurley's lecture about the genuine importance of setting in the novel and how it shouldn't be overlooked or underestimated. We found it interesting how, for many authors, the choice of setting isn't a coincidence, or because it's familiar to them; instead, it has reasoning and purpose behind it.

It allows the author to shape the novel and its powerful presence can shape characters themselves and their choices. In this case, he argued that the symbolism settings create can be as important as the characters themselves, and the landscape can even foreshadow the whole novel. Some key examples he touched upon were about the inclusion of the setting's colour, mood and space, and how these can reflect the human psyche,

ultimately bridging the gap between fantasy and reality.

There was an emphasis also on poetry and the poets process in 'sculpting', as Ruth Padel put it; after all, the word poem stems from the Greek 'poiein' – to make. Padel talked to us about drafting a poem and the pressures of form. We got an insight into how she created her poem 'Capoeira Boy' from her initial inspiration on YouTube through to the final draft. She described the stanzas of the poem as rooms that the reader moves through, and compared the writing process with Michaelangelo's unfinished 'Prisoners'.

Later in the day we watched Raymond Antrobus and Theresa Lola in conversation. These two award-winning contemporary poets discussed their work, its origins and audiences. In particular, the two poets focused on the difference between poetry on the page and performance poetry. In addition, Raymond explained how the form and presentation of a poem influences the reader's experience. Theresa pointed out how a poem is different every time it is read or performed, as it provokes different thoughts and emotions.

Performance is a key aspect of much literature, and although in schools this aspect is often overlooked, it's actually a key element to how many writers intend for their literature to be received. Conor Short trained to be an actor and is currently a comedian, and showed us there was true comedy in Shakespeare, even within his plays which are categorised as tragedies.

In fact, Short even went on to remark that comedies can be deeply sad and usually the two can go hand-in-hand, as comedy is what can help us get through bad situations

and make them seem less serious. He said that the reason many people liked Shakespeare in the beginning is because they could have peace in the fact that whatever had happened to them that day, someone in the play could be having a worse day than them.

Indeed, Shakespeare purposefully shapes the dialogue in his plays to provide humour and wit. Techniques such as purposeful repetition of words can be comical and even involuntary mistakes by the actors can create humour.

The use of prose for humour is also more important than one might think. Prose can be used by an actor to convey the language in a way that is coherent to the character. Drunk or mad characters would slip in and out of prose to convey that they are waffling on about things out of their depth. Furthermore, Conor taught us that Shakespeare's dedicated iambic pentameter wasn't just to show off; it actually helped the actors learn their lines as it's easier to remember song-like lines with a rhythm to them.

In 'Hamlet', the actors acting as actors within the play are told to overact, and time their speech and volume at inappropriate times to create comedy. Conor even went as far to say that Shakespeare was responsible for a comedy revolution. Usually audience participation can lend itself to conversation and improvisation, especially as the actors had so many lines to learn. However, as unexpected audience participation was becoming less useful for improvisation and more problematic for Shakespeare, it inspired this movement for he was tired of fools interrupting and causing disruption of scenes, and lowly humour being rewarded with attention by his audience; he wanted the world to appreciate a more sophisticated wit.

Shakespeare set about combining clever digs at these types of people and their humour into his plays, which can also be seen in 'Hamlet'. Overall, 'Finding the Funny in Shakespeare' proved to be very entertaining for us too, as Conor got the EMC audience involved to show us what it would have been like to be one of Shakespeare's audiences.

The conference was summed up with another round of comedy performed to us by feminist comedian, Natalie Haynes. She chose to do a comic retelling of Homer's 'Iliad', an ancient Greek epic, managing to summarise 24 books within half an hour. There are key human themes that run even in this ancient text such as love, betrayal, friendship, romance, revenge and death, which links with even the most modern texts.

Natalie took us on a journey of this nine-year war story with a modern, light-hearted, feminist view on the events and made us realise we have the Greeks to thank for the foundation and importance of literature.

The eMagazine conference exceeded expectations and revealed a lot more about the subject we have chosen to study at A Level. It gave us a different perspective on many aspects of literature, from ancient texts to Tudor plays, right to the modern day. We learnt how poetry is important in modern life, and about awareness of other cultures and how others live their lives. We would definitely recommend this trip to anyone, whether studying English or not. We took a lot from this talk and now have a new light on literature.

EVIE ARMES AND MILLIE MUSION

PHYSICS

Lets get Physics, all!

SES PERFORMED ADMIRABLY AT THE SUPER PHYSICS 2020 COMPETITION.

A team from the High School placed third from 19 schools at the Super Physics 2020 competition, with the winners only two points ahead of them. Stamford's team, Sophie Farr, Olga Kryl, Anna Barsham and Ruby Sumner (all Year 9) entered the Super Physics competition, which is organised by the Institute of Physics and was held at Leicester Grammar School. Each team was required to complete six investigations, which involved making measurements and interpreting data, followed by a poster and verbal presentation.

It was an excellent opportunity for the students to demonstrate their skills, and encounter like-minded students from other schools. The investigation required insight, genuine experimental technique and care, and the evaluation questions were discriminating. Very well done!

DR AJ PATCHETT





PHYSICS

Marie Curious

A GROUP OF STEM STARS HEADED TO A UNIVERSITY OF OXFORD EVENT TO FIND OUT MORE ABOUT SCIENCE.

Having applied earlier in the year with guidance and support from Dr Patchett, we were honoured to receive a place at the 'Marie Curious' event hosted by the Department of Physics at the University of Oxford.

So a small, but jolly, group of Year 9 students got up bright and early on the first Saturday of February half-term, brimming with excitement for the day ahead. When we arrived, we were met by 80 other students who shared our wonder when we witnessed fascinating demonstrations using magnetism and liquid nitrogen to make things levitate, mathematics to help estimate the size of a needle, and even a practical where we tested the properties of different materials.

Our group's favourite part of the day was a question session with four female scientists. They were incredibly inspirational and urged us to persevere through any adversity we may face as girls interested in pursuing a career in STEM fields. We also got a tour around the stunning St John's college and got an interesting insight into university life.

Taking part in Marie Curious was an invaluable experience that I am incredibly thankful to Dr Patchett for advising us to apply for.

SOPHIE FARR

SCIENCE

Boost the Chemist

A DAY AT LEICESTER UNIVERSITY INVOLVED LEARNING ABOUT CHROMATOGRAPHY, SPECTROSCOPY AND OTHER ANALYTICAL SCIENTIFIC METHODS.

In January 2020, my Year 13 class got the opportunity to have a day studying at Leicester University.

We had been learning about practical methods used in chemistry to purify and analyse chemical compounds, and this trip allowed us to see and use some of the relevant apparatus in person. After a minibus ride and some difficulty with parking we finally reached the University, where we were split into two groups. This was very useful, as it meant our visit could be more focused, as well as giving us a chance to spend the day with students from other chemistry sets.

Firstly, we got a general tour of some of the equipment that chemistry students at the University have access to. The main attraction was seeing NMR machines (like MRI scanners in hospital), which were made of massive cylinders of iron that we were told to stay away from, due to their very powerful magnetism.

The machine works by measuring local magnetic fields around atomic nuclei, to create a graph/spectrum that we can use to identify the various parts in a compound. We got to see all the stages used to analyse a sample, from the loading mechanism of the machine to the hardware of the main computer and its output.

Our tour guide was especially helpful, and we were given the opportunity to ask her questions and learn about the principles involved from an expert in this area of chemistry.

After this, we got to do some practical work. Still in our two groups, we got to use a method known as 'infrared spectroscopy' to analyse a series of different compounds and match these mystery substances to a data sheet, enabling identification. After a couple of spills and mishaps, we were able to quickly solve these puzzles, working collaboratively as a group. We then moved on to a separation technique known as 'thin layer chromatography', where each of us received a different mixture and placed it on a chromatogram and then into a solvent, in order to see how many components there were in our sample.

To summarise, this trip allowed us to better understand when and how we would use all these different analytical techniques, therefore reinforcing what we were studying in our lessons, as well as being a good opportunity to spend time with our friends and our teachers discussing important applications in chemistry.

CHARLOTTE WREN



MODERN FOREIGN LANGUAGES

Bee winners

A TEST OF FRENCH AND SPANISH SPELLING.

This year, girls from Years 7 to 11 took part in the modern foreign languages spelling bee to earn points for their house. The two different categories were Spanish and French, and in our House, Cavell, we had a representative from each year group for both.

Many girls in Cavell were interested in taking part and we had many reserves at the ready in case of someone being ill or unable to do it. I loved taking part in the Spelling Bee as it gave me a chance to practice my language (Spanish) and it has improved my confidence in lessons no end. As I had to practise regularly and learn to spell the words under time pressure, I am now more confident in my spelling which has really improved my ability in written exams.

For Year 7, Tess Herdale was Cavell's representative for Spanish and Prathika Krishnakumar took the French words. The girls put out a really strong effort and the whole school were impressed with their confidence; it must have been an intimidating thing to do in their first year at the school. Everyone was behind them and it was lovely to hear people cheering each other on.

Romy Allison did Spanish for Year 8 and Penny Symonds did French. Once again, they were both polished and were exemplary models for Cavell. I represented Cavell for Year 9 Spanish and Tabi Findlay did the French. Although it was rather nerve-wracking, I feel my knowledge took over once I had started and Tabi did a fabulous job with French! Marianna Tuleja did Spanish for Year 10 and Amy Rule, French. I really admired them as they were required to spell words from their whole GCSE vocabulary lists and that is an extensive amount of content to learn! For Year 11, Isla Nasey was the Cavell Spanish representative and Freya Ibbott the French. Well done to everyone who competed!

Every speller put in their full effort and the enthusiasm was amazing. Each year group had a winner for Spanish and for French and all of the points were then added together. We are very proud to say that Cavell won overall and we are very proud of all of the students that got involved, as they only had one week to learn a large amount and they all made an impressive attempt! Thank you to Mrs Wilson for keeping morale up and the MFL Department for setting it up, running the competition, and doing all of the maths behind the final scores.

SOPHIE FARR

STEM

Launching careers into space

THE YEAR 11 PHYSICS TRIP TO THE NATIONAL SPACE CENTRE SHOWED THE SKY ISN'T THE LIMIT FOR GIRLS INTERESTED SCIENCE.

Eleven Year 11 students enjoyed a girls-only careers event at the National Space Centre in Leicester. At a plenary talk in the planetarium, Dr Alice Bunn, International Director of the UK Space Agency, described her experience of a career in STEM, and set the event off on its trajectory for the day.

In a series of small workshop environments, the students met young women already established in their STEM careers. Our students were struck by the breadth of possibility in space and related industries, from engineering solutions, to the use of satellite data, and even matters legal.

After lunch and a look around the exhibits, we were treated to a new film about the Apollo Space Programme, now 50 years distant. Brought to an end in the 1970s, long before our students graced the corridors of the Schools, this new generation must surely be the ones to pick up the fallen baton.

DR AJ PATCHETT



PSYCHOLOGY

About ourselves, and other things

WHY PSYCHOLOGY MATTERS, WHAT IT CAN TEACH US ABOUT OUR OWN THOUGHTS AND ACTIONS, AND WHY OTHER PEOPLE DO WHAT THEY DO.

Whether it be explaining how your memory works (Atkinson and Shiffrin), or why you would be willing to perform a 350-volt electric shock on another person, as in Milgram's study of obedience, the psychological world covers a diverse range of topics, many of which produce results which would startle you!

Through taking psychology I, along with many others, have learnt lots about myself and why we perform many of the actions we do. In some cases, the results can also be surprising, such as those seen through a Chinese researcher, Chun Siong Soon. He discovered that you make decisions subconsciously up to nine seconds prior to actually making the decision consciously. This came as a big shock to me – even if my subconscious knew about it nine seconds earlier!

But what is psychology and why do so many students develop such a strong interest in the subject? Psychology is a science which specialises in counter intuitive findings – these being findings which you least expect and often contradict common sense. After reading them you think: "Well how about that then?"

As the famous psychologist Paul Valery once said: "The purpose of psychology is to give us a completely different idea of the things we know best."

This highlights the idea that what may appear one thing could in turn be a complete juxtaposition of the reality. This concept is something which has captivated me and made me grow to develop a strong interest in such a unique subject. After all, there is no other subject in which you delve into the realms of why we form certain attachments or why we obtain and maintain phobias.

From a personal standpoint, over the period of time in which I have studied psychology, the attachment topic has interested me the most. The ideas behind the theories and the motives for people's work have shown a dark but transfixed side to psychology. These have caught my attention.

For example, one of the most controversial pieces of research to date could be considered the work of Harry Harlow, the US-born psychologist who spent a large proportion of his time doing ethically questionable experiments on monkeys. These involved separating the monkeys from their mothers and replacing them with surrogate mothers with whom they can't form proper attachments. This was all in the name of science!

Another, more jocund, experiment which sparked my interest in psychology as a subject was carried out by Asch, which showed that people would rather give wrong answers in order to fit in with the consensus of a group, even when the solution seemed obvious. This shows the influence of group norms on our behaviour, and is rather



interesting if you ask me! But these studies are only a small snippet into the illustrious world of psychology and there are many more innovative theories and studies to captivate the imagination.

SAM THOMAS

When it comes to having to choose A Level options in the summer before Year 12, it can seem like an overwhelming process. Often times we worry that we have made the right decisions, and when it came time for me to choose, I can confidently say that I did the right thing by choosing psychology as one of my options.

It is a subject that I had long been curious about, even before GCSEs. I kept the option of psychology at the back of my mind ever since Mrs Ware had given a talk to us about the subject, and the curiosity of studying it remained in my mind until it was time to choose my A Levels.

It is difficult for me to decide which topic in psychology is my favourite, because I can find many interesting aspects of each of them. We learn about many theories and studies, but one that really stood out for me was the Stanford Prison Experiment.

So many aspects of it make it so unique, such as how well known it is, how ethical procedures in psychology were stretched so far and most of all, how simple university students were able to assume roles in an experiment and carry out actions that they never deemed they could. Maybe the fact that there's a movie about it helps a little too!

I enjoy psychology because there's a real world aspect to it. Sometimes I'll sit in class and think to myself "so that's why people behave that way", or something along those lines. It helps to give a deeper understanding of the people around you, why they do what they do and think what they think. It can give you a fresh perspective on mental processes or situations that you never would have thought twice about.

Of course, not everything in psychology is light-hearted. So far, I have found that the topic of depression that we studied earlier this year had resonated with me more so than I expected. As anyone would expect, I found the topic to be mildly upsetting, which is an emotion

that I can truly say I have not associated with any school subject before. While I may have found the topic of depression a particularly difficult one to digest, it has been interesting to see just how much one aspect of the subject had resonated with me.

Psychology quickly became a favourite subject of mine at the beginning of Year 12 and has kept its place among my favourites to this day. No matter which topic we are studying, I manage to find something interesting in each of them. It's special when a subject can give you such a glimpse into the real world and allows you better understand those around you.

SOPHIA MATTERA

I have much enjoyed the first year of the psychology course. Many of the topics have caught my attention and perhaps one of the most compelling benefits is the understanding of real-life implications that give me greater appreciation for certain aspects of life.

Learning about developmental psychology has been valuable as it has allowed me to understand how important upbringing is and how damaging it is to a child raised in a poor environment.

Also, my knowledge on how to be a fully-functioning person who is driven and conscientious has been broadened when learning about depression and the humanistic approach, which is a more holistic viewpoint of psychological approaches. These topics have done this by showing me what motivates people, how important goal setting is and even a radical hierarchy that allows individuals to see how competent they are as humans.

In contrast, I now know how some people can be psychologically unhealthy due to neglect as well as bad parenting, and how exactly these issues have drastic long-term effects on the behaviour of individuals. I am now able to spot behaviour that suggests an unhealthy child and, more importantly, ways to avoid certain behaviours altogether if I am ever myself a parent.

My writing skills have also been challenged by the nature of having to think critically in a formalised way. The fact that some psychological theories are controversial means I've been able to form my own opinions, and formulate them into words to get my points across.

This is particularly useful in the issues and debates topics when comparing arguments. Improved writing has shown to be a useful skill in the fact it has made me more articulate in real life as well as on paper.

In addition, the wide range of studies that are in the contents of the course have been riveting such as the Stanford Prison Experiment. This experiment was designed to discover if the motive behind prison guard brutality was the guards naturally having sadistic personalities, or if the environment of the prison meant that situational factors were to blame, making an inherently good person domineering and aggressive.

Participants were randomly assigned to either the role of prisoner or guard in a simulated prison set up in the psychology department of Stanford University. The experiment became gripping when the guards became dehumanising towards the prisoners. The experiment reached a point where the prisoners rebelled and the events that followed were extremely shocking and interesting.

WILL BARKER



LANGUAGES

Spies at School...

A GCHQ-THEMED LANGUAGES DAY SAW SPYCRAFT AND LANGUAGES COMBINE TO SMASH A DRUG RING AND RESCUE KIDNAPPED TEACHERS!

We had the privilege of being invited to take part in a GCHQ themed day, organised by Business Language Champions, where we completed tasks to improve our language skills as well as find out more about life as an agent from GCHQ, and what having a job there would entail.

Three mixed teams of Y10 boys and girls from SES entered the competition representing German, Russian and Spanish.

In the morning the agents told us what they do and how you can get involved with being a secret agent for them. We were put into groups to learn small amounts of either the Chinese, Korean or Arabic language to help with our later tasks. The main task was to intercept a drug smuggling ring.

We were given several challenges to try to break the ring. We had to listen to a message to find out information about what the leader of the smuggling ring would be wearing, and what time we were to meet him. Then our teachers were kidnapped and we had to work through some code in order to free them, having to choose appropriate clothing from a pile in order to meet the ringleader.

As the only Russian team taking part, there were a number of extra challenges we encountered (such as not having a code wheel with the Russian alphabet on), but we made it through the day and presented our findings – in Russian – to two of the GCHQ agents. Although we were not placed in the overall rankings, we learnt a lot from the day. It expanded our knowledge of the world around us and the possibilities that language brings in the future. Our Spanish team did very well and came second out of 15 teams!

ISABELLE SHARPE & HAZEL BELL

CLASSICS

Devotion to knowledge

THIS YEAR SAW THE INAUGURATION OF THE LORD BYRON SOCIETY, TO CHAMPION CAUSES AND SEEK MEANING.

In the winter of 1820, the isles of Greece slumbered beneath a vast and foreign shadow. The memories were fading, as though Heracles, Leonidas, and Agamemnon themselves were trapped beneath the weight of alien oppression. The freedom so dearly bought, the legacy so scarcely won, crouched beneath the Ottoman yoke.

But by the summer 1821, the fires of history had awoken, stoked by 3,000 years of a relentless, driving love of liberty. Across the Cyclades, the Peloponnese, the Sporades, upon the lands of myth and fable, rebellion was born.

Yet, remarkably, it was not just Greeks who bled and died into the hallowed soil. The great schools and universities of England, France, and Germany suddenly appeared to empty, at least in one forgotten corner of the institutions. And London society, so often introspective, also appeared to have the cream taken off it.

So it was that the Hellenophiles marched. Teachers of classics, lovers of culture, curators of knowledge, and devotees to the ancients poured out of the western cities, and into the Greek ranks. Lord Byron himself, an icon of the Grand Tour, was there. Beneath a Greek sun he rode, bled, and died. All for someone else's country.

No sooner had the smokes and screams of the 19th century cleared, war again loomed. In 1941, as the snows melted across Crete, the Fallschirmjäger hovered over the mountains, paratroopers bent on Hellenic suppression. As the flag of fascism was raised, the call was again heard in England. Men young and old remembered those ancient learnings, that classroom toil, confusing their Socrates with their Seneca, muddling their Herodotus with their Heraclitus, merging their Cicero with their Plato.

Yet, those seeds planted deeply, and rooted surely. They drop what lives they have gained, bid farewell to the home they know, and offer themselves to the cause. Patrick Leigh Fermor, that paragon of polyglottic precision, the future darling of London society, now trod through the wilds of Crete, Englishmen and Cretans at his back, hunting, rescuing, yearning, and sharing. All for someone else's country.

The Schools' Lord Byron Society was formed on November 11th 2019. As far as devotion to knowledge can have a mission statement, it is summarised above: there is something so precious, so ethereal, so essential about beauty and wisdom, so worthy of preservation, that our lives are forfeit before it. When the land of antiquity was threatened, over 2,000 miles away, a resonant pulse beat at the drum of their hearts. Radical, is it not, that there are beauties in this world worth dying for?

I am not advocating that we all die for a cause; that would miss the mark of the society's ontology. It is not the belligerence or bellicosity of those stories I wish to convey. Rather, to ponder why someone would give their life. Indeed, it seems that there is something in philosophy,

poetry, art, music, painting, and language greater than life itself.

It makes one consider why, when so many of our contemporary icons splurge their wealth on the insubstantial; Cosimo and Lorenzo Medici would bankrupt themselves and Florence for the sake of Botticelli, Da Vinci, Michelangelo, Donatello, and many more. Why, when the weight of empires stood against him, Wilberforce held his ideals higher than himself. Why, when our culture can seem at its vacuous, vapid, insipid peak, our longing for meaning and beauty only grows.

It is in that space, the wondrous space, that we sit. And perhaps we may dare to dream that in our own modest journeying, some flicker of the Renaissance may return. It is my hope that, as Stamfordians look upon the works of old at the Lord Byron Society, it will be as when Wyatt read Petrarch, Betts met Holbein, Thin sketched the Duomo, or Tallis pondered Spem in Alium.

We meet fortnightly, on a Monday. All SES students from Years 11 to 13 are welcome, and we have sterling representation from all three years across both schools. Depending on the Schools' calendar, we can expect over 50 attendees at our best, and around 25 at the busiest times. At our meetings, a variety of staff will talk on their chosen subject. Titles have included How to Read a Painting, The Philosophy of Socrates, The Life and Legacy of Marco Polo, A Brief History of Venice, An Introduction to Houseman, A History of the SAS, The Works of Van Gogh, An Introduction to Pastoral Poetry, The Psychology of Killing, An Critique of New Atheism, An Overview of Greek Tragedy, A History of Florence, An Analysis of Patriotism, The Psychology of Insanity in Painting, and The Life of Patrick Leigh Fermor.

MR O D GENT



CLASSICS TRIP

When in Rome, and other places

A TRIP THAT GAVE CLASSICISTS AN UNFORGETTABLE INSIGHT INTO ROMAN CIVILISATION.

The Classics Department has gone from strength to strength throughout 2019-20, and one of the most exciting events for the Stamford Endowed Schools' students was the Easter 2019 trip to Rome and the Bay of Naples.

Stamfordian classicists from both Schools boarded the coach at midnight, the excitement palpable in pupils and teachers alike. Who can tell what each will have learned, reasoned, uttered, or wondered? School trips are, after all, a type of pure education.

Bleary-eyed, we reached Gatwick, stowed baggage and ascended the plane, where we watched the crew perform their ritual, wondering if this will appease Jupiter, as we accelerate towards his realm, the sky, untormented by deities.

After a few hours we glimpsed Naples cowering below the mountainous Vesuvius. We were soon on the coach amidst the chaos of Campanian driving, ably navigated by our intrepid driver. We reached the Amalfi coast and enjoyed the first taste of Italy, lunch amid the paradise of colourful houses, dazzling waters and echoing streets, before departing for our Sorrento hotel.

Our first full day in Italy began as we set off, sun hats poised, for Herculaneum. The best preserved of the Roman towns covered by Vesuvius' eruption, in Herculaneum more was preserved of the town's organic life – even beds and doors. We toured the city's narrow streets and houses, saw the remains of a first century ship, and the preserved skeletons in the boat sheds by the beach, then the delicate paintings in wealthy houses, and the baths and theatres where Romans would spend their leisure time. The classics teachers explained how the town was then, lively with the bustle of a busy port.

Next was the origin of all this destruction; Vesuvius itself. We wove our way up the coiling ascent, parked and joined the walkers heading up the slope. At the volcano's crater, the Bay of Naples before us, we could contemplate the ease with which human civilisation was swept aside in a single day in 79 AD. Back down to Naples, the Archaeological museum awaited us, full of the treasures found in the area, including the great statue of Hercules and the mosaic of Alexander the Great. The classics students enjoyed seeing the great works depicting the myths they had studied.

The next day, we explored Pompeii, where we discussed the lives of the Romans in this holiday town and its grand houses, the palaestra, the amphitheatre, its theatres and baths laid out between perpendicular streets, among the sloping tumble of gateways, and the solemn brutality of the gladiator school. The students saw the famous houses,



the forum and many places studied back in Stamford, many seeing them for real for the first time.

We headed north to Rome the next day, stopping at Tivoli, Hadrian's country retreat, with sculpted gardens, arena and a moated study where he could be isolated from friends and enemies alike. Glimpsed from afar, Rome's seven hills looked back.

The impact Rome has on classical students is unforgettable. Around every corner we find amphitheatres, triumphal arches and temples, as columns march by and our footsteps trace the shadows of the ancients. Here Caesar fell, there Vespasian built, Trajan levied, Augustus mustered, and Nero plotted. On evening walks to the Via del Corso, the students saw Rome by night and the incredible art of many Renaissance churches.

We began our exploration at the Colosseum, another important building studied by the pupils, and a sobering reminder of cruelty and grandeur. We imagined the gladiator fights and deaths which the Romans enjoyed, contemplating the differences and similarities to us today.

From there to the Forum, we spent the afternoon amongst the temples, houses and rostra, and to the Palatine Hill where the homes of the Caesars were built, the power which governed an empire groaning beneath our feet. We finished with a 'chariot race' at the Circus Maximus, a truly competitive event!

The next day we again explored Rome on foot, visiting the great Ara Pacis and the mausoleum of Augustus, built to commemorate the greatest and first Emperor who brought an end to the Republic and set up the Roman Empire. Our journey back along the banks of the Tiber included a visit to the Vatican and St Peter's Square. On our final evening, the students enjoyed a party and celebrated their new-found friendships.

As the trip drew to an end, and we boarded the plane to England, we contemplated how we had caught a glimmer of that great and illusive thing: civilisation.

MR O D GENT & MR A D SMITH



ENGLISH LITERATURE

Boxing Clever

A MACBETH THEATRE WORKSHOP HELPED WITH UNDERSTANDING THE SCOTTISH PLAY FOR GCSE STUDENTS.

In February, Year 11s participated in a Box Clever Theatre event as a way of bringing to life to the revision of their GCSE English Literature text ‘Macbeth’.

The theatre company performed the Shakespeare play in an integrative workshop performance where the audience of students were very much involved in the story, performing roles as extras and minor speaking parts.

The company took the original Shakespearean text and adapted it, retaining key quotes, while also using modern English to make it much more accessible for students. The use of a witch character as the narrator also allowed students to get a more in-depth understanding of the characters’ psychological makeup and motives.

Getting the students up on their feet, so that they could become part of the performance, as opposed to being passive observers, was certainly a highlight which added to the enjoyment factor and aided students’ retention of the material.

One student in the workshop said: “The Box Clever event wasn’t what I was expecting, but I really enjoyed it! With the modern English being woven into the actual play, and the actors having us jump up on stage, you didn’t know who was going to be chosen next – it was a really different and fun way of learning. I hadn’t really thought about the wider context of each quote that I was learning previously, and now I’ve realised I’ll have to do that to help me understand them a little better.”

MS Z AZIZ-KHAN



SPELLATHON

Spell blinding!

A TOUGH AND NERVE-WRACKING COMPETITION.

My House, Cavell, were very successful in the House spellathon this year with the following girls from Years 9 to 13 taking part to achieve first place overall: Tabitha Findlay, Ellen Tong, Izzy Reading, myself and Sophie Golland, who Cavell would once again like to say thank you to for putting themselves forward, for what is often such a daunting competition to take part in.

As we sat at the front of the hall waiting to be called up, we all encouraged each other and when each of us returned we were greeted by smiling faces congratulating us no matter how successful we had been, showing our true Cavellian spirit. We were each asked to spell three words which related to different subjects at school including maths, English, and home economics, some of which we had never heard of before, which made for quite the challenge!

Despite the difficult words thrown at us, all the girls representing Cavell pulled through and showed off their spelling skills to help the House. This year, just when we thought the competition had finished and the pressure had eased, one member of our Cavell team had to take part in a ‘spell-off’ as a tie breaker to determine the winning House, which she coped with amazingly and won, making us the overall winners of the competition.

The spellathon is a very difficult House competition to take part in; knowing that the entire school will be watching you and that there is nowhere to hide can be extremely nerve-racking, and so the girls participating needed a good combination of confidence and House spirit. Each competitors efforts are always greatly appreciated by all of their house, who are watching and urging them on eagerly. Hopefully we will be able to carry on our spelling success next year and defend our title as this year’s spellathon champions.

POPPY FLEMING



PUBLIC SPEAKING

Stamford Speaks

A YEAR 8 PERSPECTIVE ON THE PUBLIC SPEAKING COMPETITION.

The Stamford Speaks competition comprised three individual year group competitions. The focus of the second half term was on preparing for the competition, and all of Year 8 had dedicated this time to learning how to make a persuasive speech.

Near the end of the half term it was time for the class competition. After preparing and practising the speeches, we took turns to perform. It was quite nerve-wracking waiting to present my speech, on why we should eat more British food, and when I was done it was definitely a relief. After my class had finished their speeches, we found that I had got through to the final.

The final round consisted of five Year 8 boys, one winner from each set, and took place on the last Thursday before Christmas. We performed and supported each other well, along with some other boys who gave up their lunchtime to support.

It was a close decision for the judges, but overall I came out as the winner of the Year Eight competition; I was thrilled when they said my name! The prize for the winner of each year group got a Shaeffer pen, engraved with 'Stamford Speaks 2019.'

Overall, it was a fun, enjoyable event which enabled all the boys to practise a very important life skill.

FINN HEWITT

DRAMA & LANGUAGES

Stage effects

A SIXTH FORM TEAM SUCCESSFULLY TOOK PART IN THE 'ALL THE WORLD'S YOUR STAGE' COMPETITION.

On January 29th, a group of Sixth Form French students took part in the regional competition 'All the World's Your Stage' at Nottingham Girls' High School.

The event involved being separated into teams with sixth form students from other schools, and writing, acting, producing and directing a short play performed entirely in a foreign language.

The morning comprised various group brainstorming sessions to gather ideas for the play, and we undertook several 'ice breaker'-style tasks to enable us to get to know our teams before the performance.

Before lunch, we attended a short drama workshop where everyone was asked to act out different scenarios with a small group of other students. Although most of the groups performed in French, there were also teams presenting their plays in Spanish and German. After the groups had performed, a panel of judges marked the productions out of 20, and gave constructive feedback to the members of each team.

Once the plays were over, prizes for 'Outstanding Acting' and 'Best Production' were awarded. Eloise Quetglas-Peach from Year 12 took home the prize for 'Best Actress' with her brilliant impersonation of an elderly French grandmother. Heidi Hooper from Year 13 won the prize for 'Best Comedy Actress', leaving the audience in stitches of laughter at her hilarious imitation of a French pâtissier. Heidi and her team then went on to win the overall competition. Well done, Heidi and Eloise!

Overall, 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 highly recommend this experience. It presented many new opportunities and really helped me to step out of my comfort zone.

LIZZIE CLARK





JUNIOR DEBATING CLUB

Getting it off our chess

THE JUNIOR DEBATING CLUB DISCUSSED MANY ISSUES, INCLUDING BOARD GAMES AS SPORT AND THEIR FAVOURITE SMARTPHONES.

The Debating Club on Monday lunchtimes has continued to thrive this year, with a new crop of Year 7 boys delivering their maiden speeches.

Especially impressive was Charlie Sharpe, in his first debate on the motion of whether chess is a sport. The club hosts weekly debates on issues chosen by its members, with constructive feedback after every debate.

We've also tried more informal debates this year, with all members able to contribute their views in a discussion forum – a memorable one being the vexed question of "Apple vs. Android". It threw up some surprising statistics; no-one knew that Apple's share of the smartphone market is only 19%!

The club is also the forum for the initial rounds of the Year 9, Colts' and Sixth Form House Debating competitions and watching these is a great way for younger debaters to absorb new skills.

The Year 9 competition was of a good standard this year, with Exeter (Alex Lawrence and Milo Herdale) finally defeating Radcliffe (Sam Munro and Felix Morgan) in the final. The Colts' competition was close too, with two Year 10 teams, Exeter (Max Halden and Ellis Wren) again defeating Radcliffe (Charles Anslow and Jamie Broom) on the motion: "This House would not travel by plane."

My thanks to Mr Hyams, who has been a stalwart support this year and in particular, to outgoing debating captains, Tom Watson and Oscar Dixon-Spain, for their outstanding patience, loyalty and reliability during the last two years as debaters, judges and organisers. They will be missed.

MRS K LEETCH

DEBATING

Thinking time

THE ANNUAL SES QUESTION TIME AFTERNOON PROVIDED PLENTY OF OPPORTUNITY FOR DISCUSSION AND DEBATE.

On March 11th, the Sixth Form held its annual Question Time, an afternoon which provides an opportunity for students to acquire the ability to formulate an argument and present it to an audience of their fellow peers.

The event was chaired by Tom Watson and Sully Saleem, and unlike the previous year, there were no teachers on the panel! Instead, it was made up of Year 12 and 13 pupils, from both Schools, with a wide range of opinions and beliefs.

Topics varied from gender identity, the environment, censorship of explicit music, social influencers and whether the prefect and 'top three' system is outdated and what purpose it serves.

The latter, being the most personal to many, sparked some heated debate and certainly ruffled a few feathers. Throughout the Question Time, the audience were fully engaged and provided some thought provoking rebuttals and questions to the panel. It's a testament to how far debating has come in recent years at the school.

Overall, the afternoon struck the right balance and had a lively pace, with the audience and staff enjoying both the humour and controversy of the discussions.

SULLY SALEEM





SENIOR HOUSE DEBATING

Abolish private schools and dump universities, too

THIS YEAR'S COMPETITION WAS A HIGHLY-CHARGED AFFAIR WITH LIVELY, IMAGINATIVE ARGUMENTS - SOME OF WHICH WERE OF THE TURKEY VOTING FOR CHRISTMAS VARIETY...

Senior House Debating is always an event in the Schools calendar that musters a deep sense of competitive spirit. This year's competition saw Brazenose beaten by Radcliffe on the motion "This house would abolish private schools" in round one, and Ancaster emerging victorious by opposing the motion "This House believes that childhood vaccinations should be compulsory".

This put Radcliffe in the final as proposition and Ancaster as opposition, to debate the motion: "This House would not go to university."

The final was to be judged by ex-Deputy Headmaster Mr Chadwick, renowned at Stamford for his razor-sharp wit.

First speaker Tom Watson opened the case for the proposition by bringing to attention the plethora of 'useless' university degrees that exist. He then went on to talk about the financial strain that a seemingly mandated university degree might place on students from a less privileged background, and the strain the government experiences due to the student loan system that, in some cases, doesn't make back as much as was loaned.

Next up was Ryan Spall from Ancaster, who argued that there was no suitable alternative to studying academic subjects such as maths or sciences, and also that the removal of students from universities would mean that the research and development industry, that is so

centred around universities, would take a massive hit, stifling innovation in the UK.

The second speaker for the proposition, Charlie Owen, then continued the proposition's case, stating that the average student's time spent at university is far from being centred around academia and studying, as it is claimed...

He also went on to speak of the vast number of alternatives to a university education, citing that these were, in many cases, more useful and could provide an income while studying, therefore avoiding the 'student debt' problem.

Last but not least was Hal York-Forward, who underlined the existence of many practical degrees and specialist institutions. He argued about drama, dance and the arts and how without universities there would be no places for these to be taught and mastered by rising talent.

He talked about how the university process being not purely academic in nature was a benefit to the system, not a hindrance, as it allows students to grow as people and gain experiences that will stay with them for the rest of their lives.

Once all the speeches had been summarised and questions taken from the floor, Mr Chadwick took the floor to give his verdict. After some typically light-hearted rapport with the speakers, he praised all them for their ability to deliver their speeches, but awarded this year's trophy to Ancaster.

OLIVER FRASER

SENIOR DEBATING SOCIETY

Speaking Out

SOME EXTREMELY INTERESTING AND ARTICULATE DEBATES THIS YEAR, WITH ONE OUTLAWING RELIGION PROVOKING AN EXCELLENT DISCUSSION.

This year, the Sixth Form Debating Society welcomed speakers and spectators from New College, Stamford, adding a positive new dimension to our debates.

We also ran a series of 'unsafe space' debates, focusing on controversial motions in the school environment. One of the stand-out debates this year was "This house would outlaw religion", which saw debating captains Oli Fraser and Oscar Dixon-Spain on the opposition against two students from New College, Stamford.

The first speaker for New College started off by bringing to attention the argument that religion acts as a vehicle for extremist and radical views, which leads to unrest in society. He also went on to talk about how in history, and indeed in the present day, many conflicts have been held at the expense of religion.

First opposition speaker Oli then argued that radicalisation was always going to occur whether it be race or nationality, and in many cases people just use religion to mask their extremist views, and so those views will still exist with or without it. He also went on to talk about how religion instils morals and in many ways enforces the 'unwritten rules' of society.

The second speaker from the proposition went on to discuss how religion stifles scientific advancements now and in the past, and that within a society there is no need or room for multiple different world views and perspectives, and if we all were to adopt one then society would be much closer as a whole.

The case for the opposition was finished by Oscar, who presented the pragmatic side of the argument. He stated that this would be impossible to enforce because of how many people are religious, and that it would be impossible to tell whether people were still sympathetic to their religions, not to mention the outcry that prosecuting so many people would cause. In the end SES clinched the win due to a floor vote.

Overall, the Stamford Debating Society has been a great success this year. Thanks to this year's debating captains Chloe Smyth, Tom Watson and Oscar Dixon-Spain for their hard work and organisation. There is always a strong turn-out and we hope this can continue in the coming year.

OLIVER FRASER



DEBATING

Argue, meant

THIS YEAR'S ROUNDS OF THE ENGLISH-SPEAKING UNION SCHOOLS' DEBATING MACE WERE HARD FOUGHT.

Following the Stamford team's success in reaching the national final last year, this year's team had a hard act to follow. Our first debate of the competition took place in Stamford against Oakham School, where we proposed the motion: "This House would limit each person to one return flight per year."

With a compelling argument based on environmental issues, the team (Ryan Spall, Harry Laventure and Oliver Fraser) sailed smoothly onto the next round of the competition where we faced The Becket School at Loughborough Grammar School.

A convincing series of speeches opposing the motion "This House regrets the commercialisation of Pride" meant that we had reached the regional finals. They also took place at Stamford but only one of the four teams across two debates could go through to the national finals.

We proposed the motion, "This House would require tech companies to hand over personal information if requested by law enforcement agencies" and to our disappointment, the opposition engaged in as little mid-speech debate as possible, neither accepting nor offering points of information, which resulted in a rather flat debate.

While our speeches triumphed over our opposition, we won the debate but failed to make it through to the final round. Onwards and upwards!

RYAN SPALL

HOUSE DEBATING

This House believes...

STUDENTS FROM YEARS 9-13 JOINED FORCES TO DEBATE ISSUES OF LEARNING AND THE ENVIRONMENT.

Round 1: Cavell vs. Beale

I absolutely loved taking part in the House debating competition, as it offered me the chance to collaborate with a student from a different year group, improve my communication skills, practise my public speaking and improve my confidence. The rules were that there had to be one student from Year 10 or 11 and one from the Sixth Form. Even though I am in Year 9, I got the opportunity to represent Cavell and I thoroughly enjoyed working with Amy Evans from the Upper Sixth to present a well-rounded, extensively researched case.

Our motion for the first round was, "This house would restrict everyone to only one flight a year." For this round we were against Beale and they were very worthy opponents. Amy and I were on the opposition, and so we were arguing that nobody should be restricted. Some of our main points included how restricting flights would be detrimental for the economy of many countries, such as Cuba, that are reliant on tourism. Furthermore, the restriction may prevent families from visiting each other in emergencies and attending funerals and weddings. In addition, we mentioned how we should focus on improving air travel and making it more ecological rather than stunting our technological growth and moving back into archaic times. Our final point was that flying is a luxury that many families will not do annually anyway. Amy and I were thrilled to win the first round and we both found it an invaluable experience.

Finals: Cavell vs. Elliot

Amy and I knew that going into the final round would be a tough challenge. We were debating against other experienced orators and on an extremely complex motion, "This house would give equal prominence to arts and sciences in schools". We were the opposition and argued that sciences should be more prominent in our educational system. This motion was very subjective, and we had to think about the wording for a long time to ensure we could incorporate how arts and sciences are valuable in different ways, while still arguing that sciences are more vital to education.

Unfortunately, we were met by strong competition and we did not win the final round. Eliot's debaters were fantastic, and we couldn't have asked for better people to go up against in order to test our abilities and extend us. Nevertheless, Cavell was placed second overall which is a huge achievement and Amy and I both loved the whole experience. I was new to Stamford High School this year and I felt that getting involved with House activities such as these massively impacted how well I managed to settle in, as I gained confidence when presenting and debating in front of the whole school. Amy and I would love to thank Mrs Wilson for her help during the competition as having her there and cheering us on was a massive support.

SOPHIE FARR

HOUSE QUIZ

Generally knowledgeable

THE HOUSE QUIZ TESTED EVERYTHING YOU KNEW, AND MORE.

This year, despite some tough competition from the other Houses, the Cavell quizzers were placed a close second in the annual House Quiz with a team made up of four students from Years 10 to 13: Marianna Tuleja, Immy Dee, Poppy Fleming (myself) and Heidi Hooper.

Sitting up on the stage waiting for everyone to arrive and settle down, we all nervously reassured each other and tried to practise general knowledge questions, which definitely did not help to calm our nerves, but instead worried us more about everything we didn't know! After the first few questions, I think it is fair to say that we were quite worried we might not get any right at all and would embarrass ourselves in front of the whole school, but, thankfully, after overcoming our initial fear of even pressing the buzzer and with a combination of educated guesses, some general knowledge and a lot of luck, things started to look more promising and the race was on. Beale had got off to a good start, but, having got a few points and proving our worth, our nerves were gone and we were now determined not to go down without a fight. Our shaky knowledge of the United States was tested when we were asked to name states from their abbreviations, but,

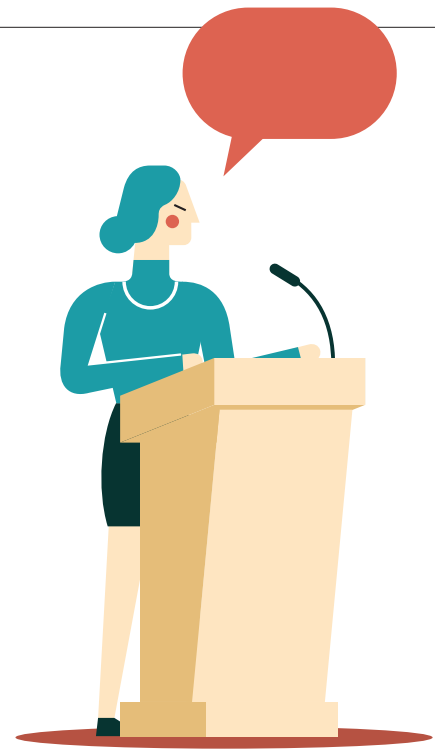
aided by knowledge from watching many television series and movies, we were very successful in this round, surprising even ourselves.

All our team members were vital and each provided answers to different questions on topics from history and the origins of sports to Lego and names of islands derived from Latin words and everyone's efforts were hugely appreciated by the team and the rest of

the House. The feeling of getting a question right, seeing the encouraging looks on the faces of the rest of the team and audience (especially Mrs Wilson!) and receiving a huge round of applause from the watching Cavellians made all the nerves beforehand worthwhile. We were trying as hard as we could, pushing ourselves to get as many points as possible to try to win.

It was an amazing experience which we all enjoyed and worked well together in. We bonded as a team in the short time we were on the stage and each found our own role to help in whatever way we could. We were all very happy and proud to have come second and have left some room for improvement for next year for a fresh team of Cavellians who I'm sure will perform just as well as, if not better than, this year's team and do their part for Cavell.

POPPY FLEMING



HOUSE PUBLIC SPEAKING

House public speaking

GROWING IN CONFIDENCE IN FRONT OF A CROWD.

This year, the House Public Speaking competition semi-final was won by Cavell House, but the final, however, was sadly cancelled due to Covid-19. The team spoke about gender inequalities which we thought would be very relevant to our audience which was made up of strong, motivated women.

This year our team was made up of three Year 9 students who have grown to love public speaking through our years at Stamford High School. Hannah Watson was our first speaker and she introduced our topic and summarised our key arguments; as the main speaker, my role was to explore the topic in greater detail; and Tabitha Findlay, our third speaker, explained what we thought our opponents would be likely to say and brought our ideas to a conclusion.

As a team we worked so hard together to write and learn a speech each within a small space of time to present to our peers. Each one of us has grown in confidence and our public speaking skills are ones that we will keep with us for the rest of our lives thanks to this competition. It is such an incredible feeling to be in front of an audience expressing our feelings and opinions. As terrifying as it may be at first, participating in this competition was truly one of the highlights of my academic year and, like Hannah and Tabitha, I was so disappointed that the final had to be cancelled. I would say 'Still, there's always next year', but sadly for us that isn't true, as House Public Speaking is just for Years 7, 8 and 9. We'll just have to try Debating instead!

ANNIE-MAY CANNINGS



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

CREA

A photograph of two young men in dark blue suits and ties, sitting at a desk and looking at documents. The man on the left is holding a pen. The background shows a classroom with a whiteboard and shelves. The entire image has a red color overlay.

ACTIVE



DRAMA

Ebenezer's good

DESPITE ILLNESS, BROKEN ARMS AND OTHER PRE-SHOW DRAMAS, THE DRAMA ITSELF, A CHRISTMAS CAROL, WAS A TRIUMPH.

A timeless classic that has many adaptations both on stage and screen, and is etched into most people's psyche as the true original 'Christmas story', the Lower and Middle School production of 'A Christmas Carol' was superbly brought to life by more than 50 cast and crew from Years 7 to 10.

Often when we think of Christmas, it is a Dickens-influenced scene that is presented in our imagination. One of cobbled streets, orange light flickering from lamp-posts and of gently falling snow.

We think of the importance of family and love, shown through the character of Tiny Tim (played by Oliver Timson). We think of the importance of compassion and

forgiveness as shown through the persistent, cheerful approach to Christmas by Scrooge's nephew Fred (Jac Crane). We think of the kindness and hope that we see in Bob and Mrs Cratchit (Seb Goold and Brooke Fleming). But ultimately it is a story about one man, Ebenezer Scrooge (James Davies), and his journey of redemption while noting the social injustices.

This is facilitated by the four ghosts who visit him; the first, his old partner, Jacob Marley (Logan Carter), who warns of three more (Romy Allison, Shalomee Gumise and Jacob Carey). This takes Scrooge through a journey of his past, present and future, allowing him to recount memories, think of past failings, see what people think of him now and how he will be remembered.

All this allows for Scrooge to see the error of his ways and see that it isn't too late to change (Dickens was a firm believer in the recent educational ideology of 'growth mindset'!).

The work ethic of the student cast and crew was commendable. They overcame many difficulties throughout the process but none more so than during the shows themselves. This production was hit with broken arms (plural), illness and even a moment where a show needed to be stopped due to a cast member becoming unwell on stage.



The professionalism and resolve these students showed was nothing short of exemplary. Parts were learnt overnight by two separate students (Millie Hindmarch and Annie-May Cannings) for two different characters and placed in the show with only 20 minutes rehearsal beforehand. What was amazing was their ability to not only remember those lines but to fit with the show's blocking.

Watching the other actors on-stage support this, together with the tenacity and professionalism of the newly cast actors was one of my proudest moments as a director and drama teacher. The students really did do a fantastic job of this production and it was enjoyed by a sold-out audience across four nights.

JAMES RUSHTON

“THE PROFESSIONALISM AND RESOLVE THESE STUDENTS SHOWED WAS NOTHING SHORT OF EXEMPLARY.”

DRAMA

Showtime: a crew perspective

FROM ENTRANCES TO EXITS, LIGHTING, POSITIONS AND SOUND, IT'S BUSY BACKSTAGE.

This year I was involved backstage as part of the crew for two productions. First the Lower School play which was 'A Christmas Carol' performed in the Performing Arts Centre in December. Secondly, I was involved in the Upper School production of 'Legally Blonde' which was performed in the Oswald Elliot Hall in March.

For 'A Christmas Carol' I was Assistant Director, directing alongside Mr Rushton and Miss Dewey. Here I mainly worked with individual groups such as the Cratchit family to block and refine their scenes.

For this production I was also Stage Manager, where I learnt new skills from Keir, our Theatre Manager, and Theatre Technician Lauren who studied stage management at the Bristol Old Vic Theatre School. Here I made sure scene changes were slick and everything backstage worked perfectly: props in place and actors where they needed to be. This play had some tough times trying to get scenes polished and refined, but eventually as is typical with shows, it all came together, and we pulled off another showstopper!

For 'Legally Blonde', among many roles, I was assistant to the directors. However, here it was a bit different as it was mainly singing and dancing, so I made notes on key features of the play in 'the book' (the bible of all shows where all detail is recorded) such as entrances and exits, positions on stage and physical appearances of actors on stage.

For this show I was also involved hugely with the technical side, working closely alongside LUX Technical who provided us with top-quality sound and lighting. I trained and worked alongside their professional lighting designer learning to design and plot the lighting, and eventually on the show night operating the lighting desk.

This is an intricate task where you have to watch the show, follow the script and ensure that all lighting cues are timed to perfection as so many of them coincide with sound cues from the band, or visual cues from the cast. Quite a tense time, but amazing fun too.

Working with LUX was an amazing opportunity and I learnt so many new skills. The equipment was top quality, and we were very lucky to be able to have it and use it to make the show even better. The production was amazing with an incredible cast, superb band and excellent crew. It was just a huge shame it was cut so short, but we performed our dress rehearsal to the best of our abilities and made ourselves proud.

Well done to everyone involved in both productions this year and here's to next year's productions.

JACOB YOUNG

HEADER ART

2019-20 Gallery

A YEAR THAT REALLY CHALLENGED PERCEPTIONS AND INSPIRED CREATIVITY.

Despite the obvious challenges that we have all faced this academic year, SHS artists have still managed to achieve great things in the art department. Students responded brilliantly to remote learning and congratulations and praise particularly go to Years 11 and 13 for working with focus and independence at home during such a vital time of their courses.

To begin the year, curator and artist Michael Shaw led a fascinating visit for the scholars around the Sculpture Gardens at Burghley House in September. Students were encouraged to question the role of curation and the impact it can have on an exhibit, along with the role that sculpture plays, particularly when exhibited in nature.

The autumn term included the annual life drawing weekend sessions led by the Art Department, giving A Level artists an invaluable opportunity to study the human form from direct observation and push them out of their comfort zones. This was reinforced by an all-day workshop with Chelsea School of Art-trained professional artist Scott Bridgwood, where students produced a collection of expressive and mature pieces that really assisted in informing their portfolios.

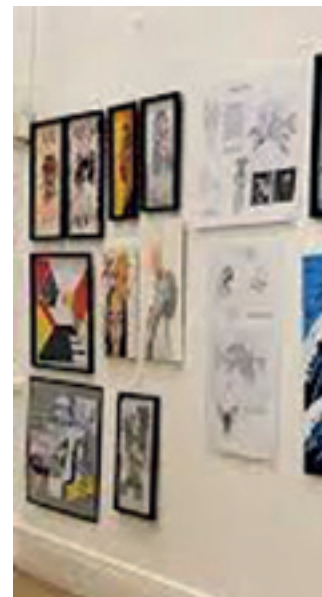
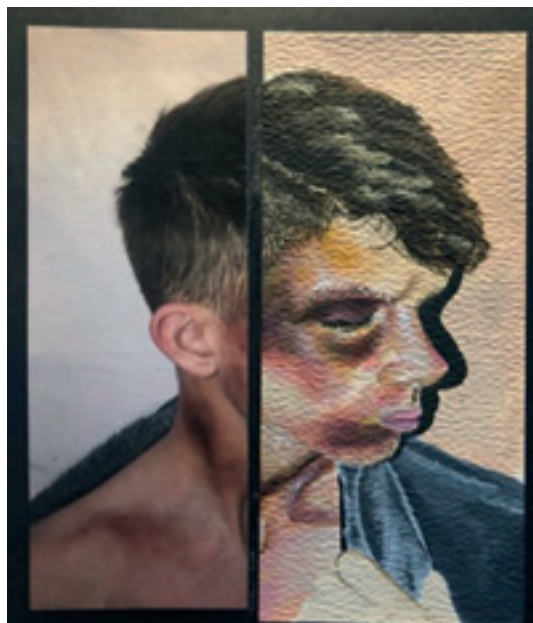
In November, GCSE and A Level students were given the opportunity to attend a fantastic series of lectures at Warwick University, held by a selection of incredible international artists and designers including ceramicist Ingrid Murphy, milliner Piers Atkinson (famous for his Vogue front cover pieces), prolific photographer David Montgomery and sculptor Cathie Pilkington. Such established artists inspired us all, making us all think about our practice.

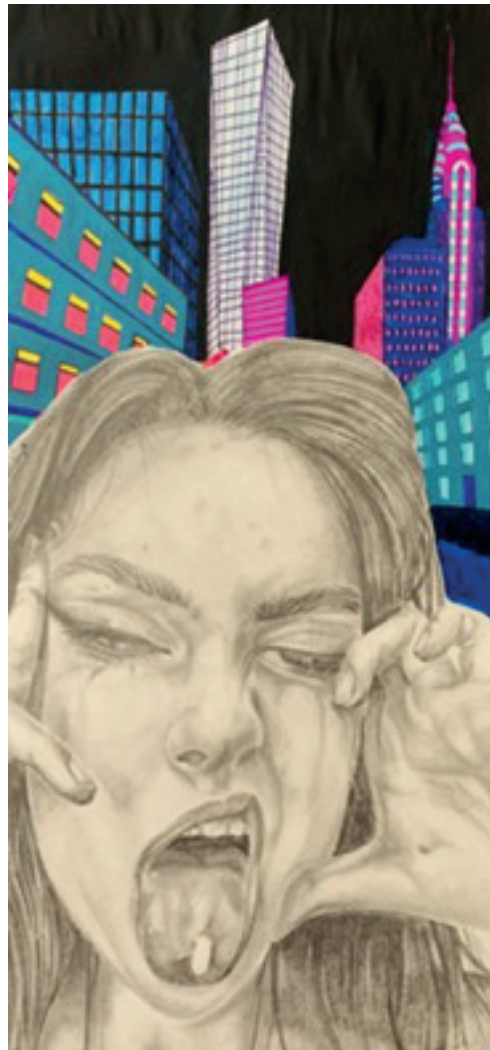
In February, a celebration of the previous year's GCSE work from SES was held at Stamford Arts Centre, giving not only students and their families an opportunity to view their work in a professional setting, but also the public. Their work was received with great admiration and awe, and the exhibit will now become an annual event.

A number of scholars and Year 12s were also entered for the Rutland Youth Open Art Exhibit held at Oakham Museum. Evie Joyce (Year 9) and Alex Timson (Year 12) both received highly commended awards.

Should you wish to see a full breakdown of the achievements this academic year, please do visit the SHS Instagram page [@stamfordendowedschoolart](#)

MISS KENWORTHY





Coronaververses

Cavell House have received many fantastic and illustrative poetry entries over the past term for our remote competitions. As such, we felt it was necessary to put our talented Cavellians' work on display and to give you a taste of remote learning as we have come to know it. From poems celebrating VE Day to navigating our new COVID-19 world, the girls in Cavell have really 'strived to excel' this term.

Saskia Haley, Year 7

It's like the plague has come again,
People are urged to stay 'til the end,
In the houses along the street,
Some dropping to the floor,
Some bored to their feet.

It's like the war has come again,
As people shelter in their house or den,
Hospitals crammed full to the brim,
Some will survive,
But some will give in.

Phoebe Richards-Reeves, Year 10

For 20 seconds wash your hands,
Change plans,
2-meter rule,
No school.

People are sick,
Adapting quick,
Stay home save lives,
Everyone panic buys.

Remote learning,
Social yearning,
Short on toilet roll,
Go out for a stroll.

Can't hug grandma,
She's being a star,
Thursdays clapping,
Afternoon napping.

Staying mentally healthy,
Getting exercise is the key,
Bake a cake take a photo,
Learning new skills give it a go.

Follow government advice,
Furloughed at what price,
What will happen I can't guess,
Stay home save lives protect the NHS.

'VE Day, Again?'

by Amy Evans, Year 13

We work the land like those before us;
We too dig for victory.
Selfishly, I yearn for my family
as we fight an enemy we cannot touch.
"Stay home. Protect the NHS. Save lives."
and it will come:
'Victory against Coronavirus' Day.
Will we too remember it fondly?

Heidi Hooper, Year 13

Roses are red,
Violets are blue,
We're still stuck at home
With nothing to do.

Sunflowers are yellow,
Daisies are white,
Some people find it hard
To stay at home and sit tight.

Grass is short,
Trees grow for a while,
When this is all over
I can't wait to see you smile.

Freya Ibbott, Year 11

Walking past the school, I remember
the last day.
Feelings were high: joy, tears and
anticipation
Were thick in the air. "What happens
next?" We all asked.
Nobody knew. Not even the teachers.

With vague lessons and teachers
joining the chaos,
The school had become a zoo with no
zookeepers.
We scoffed the fish and chips we were
given at lunchtime,
Giving ourselves indigestion in the
process.

Rushing through the corridors with our
hair down
And top buttons undone, we raced to
say goodbye
To our friends. This could be the last
time we see them
In weeks, maybe months. So we make
the most of it.

Now it is empty. Void of life. A soulless
place.
The windows are dark and cold
beneath my fingers.
It's hard to believe that it was once full
of friends
Hugging and laughing, people
enjoying themselves.

It's hard to remember any of those
things but
Soon this will be over. And we will want
to go
Back to school, even though this was
unheard of
A few months ago. And the laughter
will return.

**'An Ode from the Coronavirus'
by Sophie Farr, Year 9**

I never meant to hurt you,
Just to remind you all of what you have
neglected.
Family and friends had become
meaningless,
Heartless screens were mimicking your
loved ones,
Even emotions became repressed to a
selection of minute images.

Technology ripped all of you away from
my benevolent grasp,
Replacing it with judgement and
competition.
You had an insatiable urge to isolate
yourselves,
Choosing to encompass your lives in
machines, instead of people.
All I did was give you what you wanted...

Now you slander me, abhor my actions.
How was I supposed to know your words
were facetious?
Maybe I could've guessed by the
pretences you perform on social media.
Your worlds are full of falsity,
So I gave you all one universal focus.

I made you see outside of your
microcosms,
Experience threat and fear.
For the first time in a while,
You have been reminded of how
precarious your lives are.
How none of you are invincible.

My best decision was infecting the Prime
Minister,
Proving potency and prosperity are
worthless.
In the end, you are all reliant on each
other,
Something you should've realised long
ago.
Maybe then there would be no war,
poverty, suffering...

Before, you desired a life without
meaning,
Yearning for superficial fulfilment on the
internet.
However now, living online is no novelty,
It is your reality.
Your foreseeable future.

Perhaps now you will consider my wishes,
You will combat climate change,
Remove yourselves from your bubbles of
privilege,
Look to those worse off than you, treat
them as your family.
They are no longer "not your problem".

Finally, remember what I have taught you,
What your values ought to be.
You didn't learn after the Spanish flu,
So remember what matters:
Health, family, friends and community.

BTW, how's your FOMO now? Lol.



DRAMA

Frantic Assembly Workshop

AS PART OF DRAMA AND THEATRE A LEVEL, STUDENTS ARE REQUIRED TO WORK USING THE STYLE OF RENOWNED THEATRE PRACTITIONERS. **HETTA HILL**, YEAR 12 DRAMA SCHOLAR AND A LEVEL STUDENT, DISCUSSES OUR WORKSHOP VISIT.

Late last year, the Sixth Form Drama Department was honoured with a visit from Frantic Assembly's Marc Pouani. Frantic Assembly is a physical theatre company who specialise in physical theatre techniques, lifts and devising techniques, leading to a distinctive theatrical style in their productions.

As Year 12 drama students we've used the skills they taught us in our own examined devised pieces. Our class was very excited to gain experience from a professional who had been in multiple shows including the acclaimed Frantic Assembly adaptation of 'Othello'.

We began our day with warm-ups led by Pouani who expressed the importance of starting our day being energised and focused, which allowed us to create sequences more creatively and enthusiastically.

After this we began slalom running through a series of chairs with which we later employed a Frantic technique called 'building blocks', which incorporates other actions to make the sequences more complicated. This highlighted the importance of precision to successfully navigate the course without running into anything, and it translated to our performance work, as we have movement sequences that restrict the space on stage.

It was amusing for all, including onlookers, who were entertained by our frenzied running and attempts to stay composed, while also remembering all the details of the course and not falling over, laughing.

As teamwork is a massive factor in our own collaboration, we had to trust each other to successfully lift different members without the fear of being dropped. Pouani highlighted the vital point of working well together and being completely in synchronisation.

He set the task of creating a story of actions to perform in sync while moving in a specific style. It was tricky at first to synchronise with our team as we had to focus on ourselves and get the timing right, which often led to us stumbling in fits of laughter. It was frustrating at first but in the end it was satisfying to see how the groups produced pieces that fitted so well together.

We finished the day with a Q&A where Pouani passed on his experiences in the world of professional theatre and wished us luck for our future pieces that he influenced greatly. It was an amazing experience and has helped us all so much.



POETRY

It's a rap!

PERFORMANCE POET, AUTHOR AND RAPPER KARL NOVA CAME IN TO TALK TO YEAR 8 AND 9.

The talk started off with Karl introducing himself and he elaborated on his new book *Rhythm and Poetry* which was published in 2017. Karl told us about the Clippa 2018 award, in which he received first place.

Karl had a funny and confident personality, making the whole experience entertaining and thought-provoking as he really got the message 'poetry is for everyone' across.

We rapped along to a song of his and he also challenged us to listen out for how many colours he used in his verse. Rap, which we learnt stands for rhythm and poetry was an interesting area to find out about; as few people appreciate the link to poetry.

We played fun and interactive games and at the end we were given the opportunity to meet Karl, buy one of his books, and ask him some questions; overall a really good morning!

OLLY BILLINGTON

After the talk, ten pupils had the chance to take part in a workshop with Karl. As soon as we entered the classroom, you could tell it was full of energy. Karl was so welcoming and had a great sense of humour. We could ask him anything about music, rap and poetry and he knew everything that happens behind the scenes. We learned how much people get paid to write lyrics, and how much it costs to put a song together.

Karl really wanted the best for us and to give us a different perspective on poetry; we got to have a go at writing our own under his guidance. I think we were all very lucky to have Karl come and speak to us as a year group, let alone have a little class with him. I really enjoyed the day.

SAM MCCARTHY



DRAMA

An Elle of a show!

DESPITE THE RAPID ONSET OF LOCKDOWN, THE CAST AND CREW OF 'LEGALLY BLONDE' PUT ON AN INCREDIBLE FIRST AND LAST SHOW THAT WILL LIVE LONG IN THE MEMORY.

The entire company of 'Legally Blonde' – the cast, band and crew – will have gained immeasurably from their participation across the many months it takes to put on a show of this size and scale. While of course we all enjoy the thrill of each performance and the chance to show people what we have achieved, nothing can take away from the experience gained through the process of rehearsals, the skills honed (acting/singing/dancing/painting/crafting/playing...), the friendships made, the professionalism gained.

All of this means this is a show that will live on in the students' memories for ever, not least because of where we found ourselves on the evening of Monday March 16th, just days before lockdown was officially imposed and schools took on a new look online, when the dress rehearsal suddenly became both opening night and grande finale.

In the circumstances we were incredibly lucky to get that one performance out and to have as big and as appreciative an audience as we did. The students rose to the occasion with formidable professionalism. Their passion and commitment to produce the very best performance they could, knowing it was to be their only show, was thrilling to witness.

Rather than the traditional review, we thought it would be nice to have a window into some of the crazy stats and facts that sit behind the glitz and glamour of a show; so here goes:

Across staff and students there were approximately 170 people involved in the show from cast, band, crew, and front of house, to chaperones et al!

For approximately 50 cast members there were up to 150 costumes needed, as many had multiple changes.

Elle Woods (aka Darcy Johnson, Year 13) had about eight costume changes in the show – one quick change took approximately 30 secs with three wardrobe girls helping in the wings.

Fifteen incredibly realistic 'laptops' were made out of polystyrene by Lauren Bullimore (props manager among other job titles!) for the Harvard Law Students.

Boots the Chemist gave us free perfume samples and bottles to use in the 'Take it Like a Man' scene in the department store.

Each piano keyboard in the band had about 80 computer 'patches' on them to create the range of sounds needed for the show. Great examples of sounds required included:

70s porn organ(!)

Whoosh

Enya pipe sound

Total cast rehearsal hours from September to March of approximately 170 hours.

Crew hours far exceed this number – the unsung heroes of any show!

To light the show took 16 hours of plotting the show across one full Saturday, 11am-11pm.

Rehearsals took place for the cast in the Performing Arts Centre from September – February (Keir Spalding, our Theatre Technical Manager, marked up the stage space with tape on the floor to assist with blocking of the show). Post-set build at February half term, we moved



into the Oswald Elliot Hall where we boxed and coxed with Year 13 mock examinations. The band rehearsed in the ensemble room in the Music School (very cramped space to get them used to being in the pit).

Remember the old theatre adage of never working with children and animals? Well, we had two real dogs on set:

Lulu, a British Bulldog (aka Rufus!) was an old pro to the stage having already performed the role once before. Nicola Sandall, who also hired us some of our costumes, was amazing in bringing Lulu to rehearsals where she fast became a favourite, wandering freely among the whole company. This was particularly amusing when she took to exuberantly licking Oliver Mollet's bare calf whilst he tried to play the bass guitar!

Bindi, a Cavapoo (aka Bruiser) was brilliantly managed by Annabel Davies (Year 9) in the wings and off stage. A little less familiar with the smell of the greasepaint, she nonetheless rose very cutely to her one and only performance.

Memories? Too many to recount here but:

It has to be the dress/first/last night performance...

Seeing how Darcy Johnson literally became Elle Woods whenever she stepped on to the stage, be it in rehearsals or on show night. Such a talent!

Watching students like Libby Guttridge-Smith (Paulette Bonafonte) help the whole company navigate tricky choreography and put them through their paces in rehearsals to get it up to standard

Carrie Hill's amazing choreography as a whole, and watching Charlie Weaver-Wright (Kyle, the UPS Guy) performing the Irish Dance sequence was a particularly amusing highlight, also impressive was seeing the amazing Lauren Durose (Brooke Wyndham) act, sing and dance with a skipping rope. Never forgetting the Delta Nu's, who as a group brought so much energy and excellence to the stage whenever they were on, right from the opening bars of 'Oh my God' onwards

Harry Laventure's (Professor Callahan) hitherto unknown voice - he can sing! And Hal York-Forward blossoming on stage as the delightful shy boy Emmet Forrest as he won over Elle/Darcy.

Evie Baines' (Vivienne Kensington) top notes were spine tingling! Eloise Quetglas-Peach as the brilliantly feisty Enid Hoopes.

Pavel Gulnic's (Aleksandr Pavelic) sheer joy at being on stage.

Enjoying how the 'Frat Boys' (aka Browne House boarders) enjoyed their Spring Fling Beer Bash to the full!

Having Keir Spalding and Jacob Young dance 'Strictly-style' to help us with the focus and positioning of lights during our marathon lighting day/night.

Witnessing the professionalism of the student band under Giles Turner's leadership.

Seeing the stage crew switch into professional mode the minute the show started.

There really is 'No business like show business!'

ANNEKE DAVIES

(PRODUCER/ASSISTANT DIRECTOR)

HOUSE MUSIC

Pitch perfect

THE HOUSE MUSIC COMPETITION PRODUCED SOME FABULOUS PERFORMANCES.

The annual House music competition dominates the first half of term for all students at SHS. The girls of Cavell, the House of which I have been House Captain this year, have worked tirelessly in both senior and whole House choirs.

For senior choir, we decided to perform an Acapella version of 'Somewhere Only We Know', originally performed by Keane with harmonies based on the Glee adaptation. For Whole House we decided to perform 'A Million Dreams' from the film 'The Greatest Showman' to encourage the girls to follow their dreams. Both pieces were arranged by myself, and Helena Millet was a key member of our team by helping teach the harmonies in rehearsal, and being our piano accompanist on the competition day.

On the day all the hard work paid off with Cavell placed first in senior choir and second in whole House, resulting in the overall win. A special thank you must go to Helena Millet, Rosie Harvey, Darcy Johnson and Emma Morpeth for being a support team for both the Cavell House Captains.

HEIDI HOOPER



HOUSE DANCE

Rivalry, and friendship too

THE HOUSE DANCE COMPETITION IS ALWAYS CLOSELY FOUGHT, AND WINNING IS GREAT. BUT THERE'S MORE TO IT...

I consider House dance to be one of the highlights in the House calendar and I have been a fan of the competition since joining Year 7, when I remember taking inspiration from older girls in the House who enjoyed the competition.

Every year I have relished the opportunity to work with other members of my House, Cavell, to choreograph a dance. We enjoy the challenge of coming up with a different concept or theme for our choreography that we hope will give Cavell the edge in the competition.

We enjoy the camaraderie within our House and the friendly rivalry between the Houses, particularly Eliot because they are also competitive when it comes to House Dance. We came joint first with Eliot in our year group in Year 7 and Year 8, finally pipping them to the post in Year 9. We have all agreed that, if Eliot or another House win in Year 10, we will be happy for them because they are our friends, and, although we enjoy winning, friendship is more important.

We've found every opportunity to rehearse when members of our team were free during lunchtimes and after school in the Ancaster Studio or form rooms during the autumn term.

2019 was a great year for Cavell House dance because three out of the four year groups involved in the competition won. Although Year 10 is the last year for House dance, we currently have a strong team in both Year 8 and Year 7. Our wish is that House dance could continue right through to the Sixth Form. We would like to thank Mrs Wilson, House staff and our House Prefects for their support and encouragement. Go, Cavell – let's hope for another successful year in 2020-2021!

POPPY WATSON



DRAMA

Discovering a passion

PAVEL GULIN ZRNIC EXPLAINS HOW HE DISCOVERED A LOVE FOR THEATRE DURING HIS TIME IN THE SIXTH FORM.

When I signed up to do drama A Level at SES I embarked on a memorable journey which not only provided me with broad knowledge that can be implemented in my future professional life, but also marked my time at Stamford beautifully, giving me some of the best experiences I've had.

Coming to Sixth Form in Stamford from Croatia, drama and theatre studies was the subject that I had not previously studied. However, I have had affiliation towards drama, and the subject's programme sounded, to me, to be both creative and challenging.

Two years later, I can say that I learnt so much about the theatre arts from my super teachers, Miss Davies, Mrs Hill and Mr Rushton; through reading and discussing plays, exploring theatre practitioners and devising our own pieces, and I have also made some amazing friends - who were always ready for some action and fun in drama classes!

Drama trips to see live theatre performances were always thrilling as they brought us, the young theatre-lovers, together, giving us a special opportunity to see some of the best class performances come alive. I remember how super-excited I was when I entered huge Olivier Auditorium at the National Theatre in London for the first time, surrounded by my mates and waiting for the spectacular production of Shakespeare's 'Antony and Cleopatra' to start.

We saw how Ralph Fiennes (as Antony) and Sophie Okonedo (as Cleopatra) brought an ancient tragic love tale to the modern audiences, and even made it politically relevant today, as they showed that some political leaders can easily indulge in their own passions (for love, power, money...), while ignoring and causing problems in society.

However, one moment from that production stands out because it is something I have never seen in the theatre before. It was when Cleopatra pulled out a real snake out of the knitted bag and confidently put it on her breast which immediately shocked and awed the whole audience!

Drama at SES brought us to see profoundly different productions in order to show us all the variety of theatre performances ranging in styles, genres and themes; thus encouraging us to form our own opinions as to which kind of theatre we enjoy the most.



For instance I was totally over the moon when we saw brand-new musical 'Boy' in the dress by the Royal Shakespeare Company. It had some awesome tunes throughout and contained plenty of funny scenes which created a comedy, while also conveying important messages of freedom of expression.

What made the whole experience even better was that we saw it in Stratford-upon-Avon, the birthplace of the greatest dramatist, William Shakespeare. Towards the end of the musical, some of my friends and I were so carried away with the catchy music that we stood up at the last number and started to dance. It was such an amazing feeling that will stick with me forever as one of the best theatre experiences that I've had.

We have also seen some other productions such as 'The Lovely Bones' and 'A View from the Bridge' at Royal and Derngate Theatre, Northampton. Afterwards, we always had discussions with our teachers as part of our classwork, which I found really interesting and educational because we talked about the meanings and styles of the theatrical performances we saw. This could be later used in essays for parts of our A Level Drama exam, but it also helped us to construct our critical judgements on society more generally.

I've even had the opportunity to perform in the Schools' plays ('Twelfth Night' in 2019 and 'Legally Blonde' in 2020) which were some of the peaks of my time at Stamford. School productions brought both students and teachers together as we spent a lot of time in rehearsals which were key to the successes of the school productions. The atmosphere was enthusiastic and after months of intense rehearsals I felt like we grew into a big drama family. It is not surprising that our final shows were lively and joyful for both us and the audience!

DRAMA

The Luna Squad

BROOKE FLEMING (YEAR 10) WAS PICKED TO STAR IN A NEW AMAZON PRIME SERIES. SHE DESCRIBES WHAT HAPPENED NEXT...

I have recently been given an amazing opportunity. Over 5,000 young actors and actresses applied with just ten people being shortlisted to audition for each role, so I was really excited when finding out that I had been given the part of Ashley!

The Luna Squad is a new television series which came out Summer 2020. There will also be a comic based on the story and the lead cast have also formed a pop group outside of the programme to accompany the series.

The Luna Squad is described as being about “a young schoolgirl and budding explorer (Ashley) who finds a mysterious map inside an old comic book following a breaking news story, reporting a UFO sighting. Persuading her friends to join her, they go on a hunt to find the crash site, leading to them going back in time, having an adventure of a lifetime.”

With a crazy story line full of twists, a sort of modern-day Goonies crossed with Stranger Things style! My character, Ashley, has an adventurous background and has always shown an interest in space and what else might be out there, she is a caring friend who wants to figure things out for herself.

The locations we have filmed in have been pretty impressive from caves to comic shops and based on what I've seen of future sets it only seems like they are going to get better. We have begun to record the first single and have done some demo music video shoots which were a lot of fun, although a little cold when you're in a skirt with a massive fan blowing at you!

Since filming started, we have done fun interviews and fan videos for the programme's social media accounts that you can follow on Instagram, Facebook and YouTube. The Squad have also had various magazine and newspaper features including The Week Junior and Shout magazine. I'm really looking forward to getting back to filming!



“OVER 5,000 YOUNG ACTORS AND ACTRESSES APPLIED WITH JUST TEN PEOPLE BEING SHORTLISTED TO AUDITION FOR EACH ROLE, SO I WAS REALLY EXCITED WHEN FINDING OUT THAT I HAD BEEN GIVEN THE PART OF ASHLEY!”



SENIOR DRAMA

Chaos at Christmas

THE HOUSE DRAMA SAW LATIN VOCAB TESTS, DANCEFLOOR FIREWORKS AND THE SCHOOL DOORS BEING BLOWN OFF.

Although I dropped drama in Year 8, I have to say that taking part in House drama is always one of my highlights of the year. The prompt this year was ‘After all, there’s only one more sleep until Christmas’ and all four Houses took it into their hands to craft the funniest, most chaotic ten-minute productions they could manage.

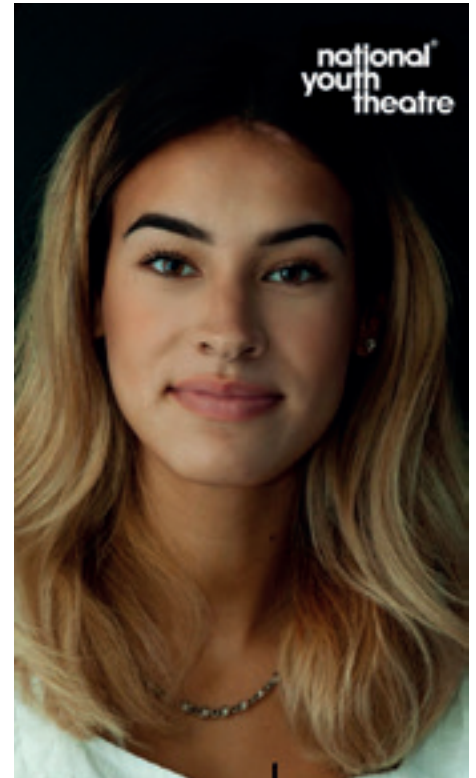
The Cavellians’ story began in Mrs Wilson’s (our Head of House) Latin classroom, where, despite the odd keen student, the atmosphere was less Latin-enthusiastic, and more Christmas-enthusiastic! After all of the students fail their vocabulary test, Mrs Wilson gets side-tracked by the Latin word ‘Christus’, meaning Christ.

This takes her on a trip down memory lane, reminiscing back to when she witnessed the birth of Christ! She recalls Mary and Joseph not being able to decide on a baby name and out of exasperation shouting ‘Christ!’, only for Mary to fall in love with the name; needless to say, an unconventional way to decide on your child’s name. Back in the Latin classroom, the next word to catch Mrs Wilson’s attention is a Latin noun meaning party. Yet again, this triggers a memory: her first ever party, which she hosted at Stamford High School last year on Christmas Eve.

This is where the plot thickens. As the teachers all arrive, the tension starts to rise as Mr Weeks (Head of Beale House) can’t help but speak passionately about Wales, but most of all his love for Beale. Mrs Wilson gets particularly fed up when he crashes the dance floor, chanting about Beale and creating all-round chaos. Enraged that he believes Beale is better than Cavell, she sends him home early. But the trouble doesn’t end there. Mr Weeks awkwardly returns moments later, confessing that he’s forgotten his key card, and after a moment of panic, the teachers realise they are locked in school on the night before Christmas.

After a trek around school, the chaotic night ends by Dr Webster (chemistry teacher and Cavell favourite) blowing off the doors to the school with a wild ‘covalent bomb’. Finally, when Mrs Wilson has finished reminiscing, she returns to the now moonlit Latin classroom, where her students are raring to go home and enjoy their Christmas. She dismisses them, only to find that nobody has a key card... Although we came third, I can truly say that this was one of my highlights of Year 12, and whether it was the ever-growing stack of pairs of glasses on Mrs Wilson’s head, or the House rivalry, our piece certainly gained a lot of laughs from the audience!

CAITLIN BROWN



DRAMA

Social success

MEGAN BOLTON, YEAR 12 DRAMA & THEATRE STUDENT AND DRAMA SCHOLAR, ON BECOMING A SOCIAL MEDIA INFLUENCER.

I began making TikToks around eight months ago, and just like everyone else I made them as a joke, due to the unlikelihood of my account actually becoming successful. However, with Covid-19 I found this an opportunity to create more content on a regular basis.

I began to create videos around the idea of ‘different types of people’ in certain situations. I found that this was my niche, as it involved a variety of acting skills, enabling me to take on the role of hundreds of different characters (people) that you might encounter in your everyday life.

I created this genre of video every two days, producing six videos in one day, which began to become very popular among my generation. I started to receive hundreds of thousands of views, which motivated me to continue with this genre as it appeared that people loved watching it as much as I loved creating it! My followers began to dramatically increase, and on April 5th I reached 100,000 followers.

Two weeks later, my follower ratio had massively increased once again to the point where I had gained 240,000 in under two weeks. This has been a massive eye opener for me, and so I continue to create regular content, using different makeup looks to present myself on the screen. To date I have 540,000 followers and over 20 million likes.

Other amazing opportunities have arisen from this and as a member of the National Youth Theatre, I had the Head of Social Media for NYT contact me asking me if I wanted to collaborate with them on TikTok as well as give a talk on a NYT Zoom call about my TikTok and how to become a successful TikToker.

This was a fantastic experience and had Paul Roseby, Artistic Director of NYT, compliment me on my skills as a screen actor as well as complimenting my comical approach to TikTok and life in general! I am currently undergoing a lot of collaborations with designer clothing brands and another with NYT.





DANCE

A dance wonderland

THIS YEAR'S SHOWCASE OF DANCE, ALICE'S WONDERLAND ADVENTURES, SAW SOME STUNNING CHOREOGRAPHY AND PERFORMANCE.

In January, there was another successful 'Showcase of Dance' - this year based on Lewis Carroll's Alice in Wonderland.

Throughout the autumn and winter terms, a cacophony of sounds could be heard coming from the Ancaster Studio. The space was alive, a hive buzzing with creativity, as pupils from Year 7 to 13 worked alongside one another, choreographing for the show.

The appointed choreographers worked closely with the remit and a given dance style to tell their section of Alice's adventures. A lyrical daisy-chain dance, a contemporary Hall of Tears using lengths of fabric, the croquet match presented as a Charleston and a Bollywood Caterpillar featured. We also saw a sassy, commercial Queen of Hearts and the Cheshire Cat was performed in the musical theatre style, to name just a few.

On the nights of the show, it was a delight to see novices debut their dances with composure and pride, alongside those more experienced dancers producing exquisitely executed pieces of choreography to help tell their part of the story. This year the show opened with a group of Year 13 boys and girls to set the scene on the riverbank.

Budding Year 10 choreographers expertly showed Alice waking from her dream near the end. This dance progressed to the county platform of the U Dance National Festival. There were so many lovely performances, too many to mention, so I can only congratulate the students on their achievements, hard work and commitment. They were a delight to work with and a credit to the School.



The dances were expertly lit by Keir Spalding, who sympathetically designed the lighting to both complement and interact with the choreography, and the projected images added a backdrop and visual context to the dances.

It was pleasing to see a high number of students involved again this year. Josephine Vie and Georgia Richardson in Year 13 have been stalwarts, choreographing and performing in dance shows throughout their school careers. The Showcase of Dance is testament to the wealth of talent at The Stamford Endowed Schools.

NICOLA WATSON



COMM

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

UNITY



CHARITY

A sense of (re)purpose

WITH AN ALARMING SCARCITY OF PROTECTIVE EQUIPMENT FOR THE NATION'S HEALTHCARE WORKERS, THE SCHOOLS' DESIGN TECHNOLOGY DEPARTMENT STEPPED UP TO THE CHALLENGE.

We regularly remind students of the hazards associated with social media, but the platform also allows for the rapid and free sharing of ideas, which has proved to be the stimulus for significant social, political, technological and economic changes. What started as an informal online collaboration among DT teachers and enthusiasts rapidly spiralled into an urgent response to a life and death situation, with surprisingly far-reaching consequences.

Opportunity in crisis

Late March, during early weeks of the spread of Covid-19, there was a sudden and unforeseen need for specific protective equipment that could provide far more effective protection than goggles and masks.

The despatch of our surplus PPE to healthcare centres was undoubtedly helpful, but the real need was for a substantial physical barrier between the faces of healthcare workers and the compromised environments that they were working in.

Cue: the ingenuity and innovation of design and technology teachers within our sector.

Design 138

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

The relative slowness of 3D printing meant that laser cutting was needed. Over ten days, 137 separate design iterations were envisioned, trialled and discarded as being impractical or unworkable, until version 138 rolled off the laser cutter. With its reduced number of component parts, the speed with which sheets of polypropylene could be precisely cut, and its ease of assembly, this was the most sustainable.

Demand and supply

The first 200 visors, made in the first 24 hours, were despatched to intensive care units (ICUs) and accident and emergency units in the region, with an

immediate and overwhelmingly positive response. The subsequent media wave saw further demand coming in instantaneously from many dozens of health and emergency organisations, all requesting visors.

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

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

Collaboration and coverage

By the end of the first week the School's design had been shared with more than 100 DT departments nationwide, with other manufacturing centres adapting the designs based on their own facilities and materials. Further refinement, and the great response of assembly-line teaching staff, meant that production at Stamford School, thanks to the many generous donations of materials from suppliers who rallied to the call, rose to the astonishing levels of more than 1,000 a day.

Media interest was extraordinary too, catching colleagues in the department entirely unawares. There was no end of fascination as to how a school had contributed to the protection of many thousands of the nation's healthcare workers.

The way that the department rose to the challenge was showcased on regional television and radio – East Midlands Today and Look North – and on national television with crews from Channel 4 and BBC's Panorama filming the production of the face visors and interview staff.

Needless to say, the objective was never to turn the school's DT Department into a mini industry of protective clothing manufacture in the fight against the virus. Instead, it was to plug the three-week long gap between the outbreak and spread of the virus, and the ability of the Government to meet demand. Requests for the school's visor designs came from many large manufacturing companies, the UK Government and the World Health Organisation too.

A word of huge thanks to the teachers who, throughout the Easter holidays, were in the school undertaking this enormously impressive and immeasurably beneficial task. Thanks to those that kept the department supplied with the vital materials, several of them using their own equipment, to cut and deliver component parts, or driving hundreds of miles to donate the much-needed polypropylene and PVC sheets to keep production going.

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

MR N GALLOP & MR S NEWTON



CHARITY

Fun Raising

LOTS OF INNOVATIVE, ENJOYABLE SCHEMES WERE DREAMED UP TO RAISE MONEY FOR CHARITIES THIS YEAR.

Although our charitable activities have, sadly, been curtailed by lockdown, there have been many stories about families donating materials for scrubs and for facemasks, and about families sending parcels (including chocolate) directly to key workers in the NHS.

Boys have told us about the cakes they have made, and the chats with grandparents and uncles and aunts. We have also been delighted to hear that Arran McIlfratrick raised £503 for Macmillan through his own '26' challenge. Over 26 days, he ran 111.28km (4.28km per day) and did 676 press-ups (26 per day)!

Charity representatives have also regularly discussed their experiences of lockdown through our regular meetings, which we hope have created a continued sense of endeavour and community.

The chosen Stamford School causes this year were mental health, cancer and the environment, with the specific causes including the World Wildlife Fund, MIND/Young Minds and Movember. Together with Stamford High School, it was also decided to continue our support of Stamford Foodbank and of the Evergreen Care Trust.

From now on, Stamford School and Stamford High School will also jointly host 20 children from the Friends of Chernobyl's Children, Helpston branch, for a day's activities in the summer term. This means that we shall be able to welcome not just a larger number of children, but girls as well as boys. All foodbank and clothing collections are also now jointly run.

Turning back to successes this year, a very good start was made with collections for Stamford Foodbank and for the Friends of Chernobyl's Children. Form and individual achievements included a Christmas quiz, run by George Tamblyn-Smith, a raffle by Archie Douglas, and a treasure hunt by Frank Gyamfi-Yeboah and 8CRH/8LJM.

There was also a fundraising Kahoot and a fundraising

penalty shoot-out. A brand-new initiative, involving boys putting their spare pennies into form jars, was also proving very successful. Other new ideas are in the pipeline for next year.

Beyond that, highlights have been the concert with the Irish Guards' Band and the school bands, which raised more than £1,500, of which £1,100 was donated to Dementia Care, Stamford Hospital. The Sixth Form also helped at the Evergreen Care Trust Dinner Dance fundraiser in October. Louise Marsh, founder of the Evergreen, wrote in praise of students. She said thank you for "providing such lovely young people to volunteer from the school. They did the school proud and were a joy to meet."

Su Fletcher from Evergreen also reported back on the complimentary remarks made with regards to the students' "hard work, cheerfulness and just what they brought to the evening as a whole. With little instruction they got on what was not an easy task in selling to a 'tough' crowd."

My warm thanks go to David Wisdom, Matthew Fraser, Caroline Allison and Elizabeth Guttridge-Smith.

In addition to these, I'd also like to thank the Sixth Form for organising fundraising tournaments, and the Year 12 woodwind and brass musicians for the £112 they raised for Hearing Dogs for the Deaf. Ben Briggs, Andy Kot, Thomas Mollett, Sophie Newport, George Chaplain and Charlotte Wren busked in Stamford High Street, together with Mrs McCrae.

Last but not least, this year's Movember – in which just Year 13 participate for their chance to grow a moustache – raised £700. Particular thanks go to Aran Anand for raising over £200, and to James Pridgeon and Charlie Foster for raising more than £100 each.

Finally, a huge thank you to all families, students, colleagues and other supporters.

MRS H CHEW AND MRS A SPARSHOTT

FOOD TECH

The Fabulous Baker Brothers

BROTHERS WITH A SKILL FOR BAKING HAD GREAT SUCCESS IN BOTH THE ROTARY YOUNG CHEF AND JUNIOR BAKE-OFF COMPETITIONS.

George and Matthew Worthington baked their way to success in the Rotary Young Chef Competition and Junior Bake-Off challenge.

George (Year 9) was crowned 'District Champion' of the Rotary Young Chef competition earlier this year, with the following rounds of the competition unfortunately having to be cancelled due to the Covid 19 pandemic. Matthew, also Year 9, progressed through the first stages of the Junior Bake-Off, participating in rounds virtually using video calls, and just narrowly missing out on a place in 'the tent'.

Rotary Young Chef Competition

The national 'Rotary Young Chef' competition comprises of four rounds (area, district, regional and national) and encourages young people to learn to cook healthy, balanced meals, develop their food presentation skills, consider food hygiene issues and strengthen their organisational skills, planning skills and ability to work under pressure.

George won the area district rounds, with the latter being held in Peterborough where, aged 13, George

was one of the youngest competitors, competing against some students as old as 17.

On his performance, George said: "The competition was fun and a great experience, the people from the Rotary Club were all lovely and helpful."

Junior Bake-Off

Junior Bake-Off welcomes students aged 9-16 and around 4000 applicants enter each year. Matthew progressed (remotely over Zoom) as far as the round just before the infamous 'tent'.

He said: "The last round was the hardest. I had to open a sealed recipe which they had sent in the post with a box of ingredients. Then with those I baked a ginger cake, and decorated it, in front of the camera in a Zoom call, while they talked to me continuously about the baking, as well as asking other questions – all in just 40 minutes! I completed the challenge, just in time!"

Reflecting on his experience, Matthew said: "Initially, I was gutted because I really wanted to get into the tent and be able to show them my skills, but then I realised how well I had done to get so far!"



ASTRONOMY

Festival of the Moon

THE NIGHT-TIME EVENT BROUGHT KEEN ASTRONOMERS FROM SCHOOLS ACROSS STAMFORD TOGETHER.

The new year started with the 'Festival of the Moon', held at Stamford Junior School on January 10th 2020. It was an unforgettable opportunity for young children and their parents to see January's full moon, called a 'Wolf Moon' and to see planet Venus through the telescopes and Skyview applications.

January's Wolf Moon coincides with a penumbral lunar eclipse. It was first out of four lunar eclipses happening in 2020. For those who forget about full Moon, a quick reminder: a full Moon happens about once every 27 days, when the Moon and the Sun are on exactly opposite sides of Earth. The Moon looks illuminated because we see the Sun's light reflected from it. We always see the same side of the Moon because its rotation period is the same as its orbital period. The full Moon is the same everywhere, but just appears in a different local time.

Only when the Moon, Earth and the Sun are perfectly aligned is a lunar eclipse produced.

Lunar eclipses do not happen every time the Moon is full; it is because the plane of the Moon's orbit around Earth is tilted. January's Moon passed through the outer region of Earth's shadow, called the penumbra. It's the reason why this Wolf Moon coincides with a penumbral eclipse.

We, members of the Astronomy Club, prefects and Old Stamfordians had the pleasure to assist Mr Jordan. Together we prepared and set up telescopes ready to observe full Moon, constellations and planets. We had lots of fun launching glowing rockets with younger pupils and their parents who came from SJS and other local schools to join the event. The hot chocolate was delicious and warmed us up for the whole evening.

SIMON SKARZYNSKI



CLIMBING CLUB

Rocks faced...

THE CLUB COMPLETED SOME EXCEPTIONAL CHALLENGES THIS YEAR, DESPITE THE POOR WEATHER.

There has been an influx of new people joining the club this year with Sophia, William, Ellie, Gannon, Ryan and Niamh all taking to the walls for the first time. They have made great progress in the weekly sessions at Peterborough and even though the year has been cut short they have learned all the basic skills they need.

Each year we try to get outside to the Peak District and climb at the weekends, but sadly the weather was against us and so we visited a number of massive indoor walls instead. Pinnacle Climbing Centre in Northampton and Big Rock in Milton Keynes both have walls which are more than 12 metres high, which is almost twice the height of our normal wall. Being so much higher than normal can make for a daunting climb if you are not used to it. A trip to The Climbing Station in Loughborough allowed some of the club to work on their bouldering skills. This is more focused on pure difficulty than the endurance on the large walls.

Our Christmas session took on a '12 Days of Christmas' theme, which was the brainchild of the senior club members. This meant the club had to complete 78 different challenges if they wanted to unlock their gifts.

It involved three legged climbs, the lords leap (not for the faint-hearted) and much more.

Finally, the senior members, Matthew, Bee and Eleanor, have all been lead climbing this year which is a much more difficult prospect than normal top rope climbing. It means they could take large falls and have to clip in as they climb up. They all took part in some extra sessions after school, travelling for more than two hours to perfect their lead and bouldering skills. These sessions became known as 'Pizza Climb' as that is what was on the menu after the session. Despite having to stop just as the weather was getting better in the spring, the club has made the most of the time available and will be back stronger next year!

M R E G S M I T H



D OF E

When the going gets tough, the tough get going...

THIS YEAR'S D OF E COHORT HAD TO CHANGE THEIR PLANS BECAUSE OF THE PANDEMIC, BUT THE RESULTS TYPIFIED THE STAMFORDIAN SPIRIT.

This academic year started off on a high for D of E, with SES being awarded a certificate for 4,381 hours of volunteering completed by our D of E students.

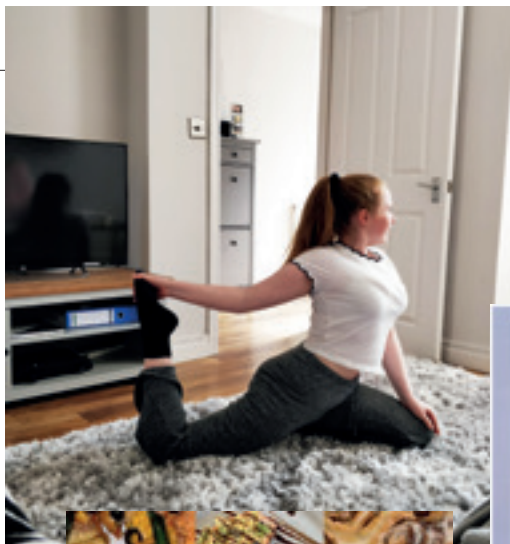
This sounds impressive on its own, yet when you put it in context, totalling over 1,000 hours more than the second-placed school in our area, it is simply incredible. Therefore, it is not surprising that when the world as we know it started to shut down our students did not stand idle.

Those who choose to take part in the D of E scheme do so because they want to push themselves and achieve something above and beyond the norm. To succeed, you must have focus, determination, resilience, persistence and flexibility. Whether it be on an expedition or when completing one of their sections (Volunteering, Physical or Skill), sooner or later you will have to stand up and be counted. Never has this been more evident than in the current climate amongst all the restrictions of lockdown.

When your 'Physical' becomes impossible because your rugby club shuts down, when the charity shop you had been volunteering at closes or when your school closes, and so do your drama lessons, what do you do?

There are only two choices. You can either sit at home, feel sorry for yourself and do nothing or you can stop looking at what you can't do, and start looking at what you can! This is the D of E way and it is also the Stamfordian way.

Across the school there have been stories of students swapping their activities so they can continue with the



goal they have set themselves despite these issues. Many people have swapped to doing physical training at home like Dylan (running) or Sophie (yoga). Eloise continued her drama skills by creating a theatre make-up look, writing reviews and recording a monologue, while Caitlin took to cooking, as so many of us have.

Students of all levels have found positive ways to continue their volunteering through online options such as Zooniverse, which supports scientific research. On top of this there have been those like Charlotte who have been helping support the more vulnerable in their local communities by providing deliveries and other services. While this has been the most difficult season we have ever had, the positive actions of all those who have adapted and continued are a great beacon of hope and a sign of great things to come.

MR E G SMITH

"For my skill section (drama and theatrical skills), I have taken part in the Drama Scholars Competition during lockdown where I created a theatre makeup look (Madame Thernardier from Les Miserables), I have written a theatre review about Frankenstein from the National Theatre and I have performed a monologue from Twelfth Night."

Eloise Quetglas-Peach, Year 12



EASTER CHARITY FAYRE

Stall orders

CHARITIES BENEFITTED FROM SOME CLEVER IDEAS AND GAMES AT THE EASTER FAYRE.

My House, Cavell, took part in the Easter Fayre in March alongside the other Houses. The Fayre was a great example of how the Houses can support the charity work that the school does. Students came up with ideas for stalls offering a variety of activities. These stalls included an Easter quiz, a raffle, Pin the Tail on the Donkey and an Easter egg gifting service. Students and teachers had the opportunity to run these stands and take part in activities on other stands from Cavell and the other Houses.

The raffle saw customers pick out tickets in the hope they would win Easter-themed prizes. 'Pin the Tail on the Donkey' introduced a hilariously fun activity to the Fayre with students watching their peers, more often than not, missing the donkey completely.

The process of designing stalls allowed students to exercise their creative skills, keeping in mind how to make the activities they offered look exciting to attract customers. Once they had lured their customers in, students needed to demonstrate their communication skills to win sales.

Although there was a great sense of unity as the Houses came together to raise money for the School's chosen charities, there was still a competitive element as each House pushed to make the highest profit. When the results came in, Cavell had raised around £120, the most money out of the four Houses, who collectively raised £340. The whole event was great fun, and on top of raising money there was the added bonus of moving closer to winning the House cup.

The money raised went to Parkinson's UK. This charity works to both improve the lives of people with Parkinson's Disease and progress towards finding a cure. The disease affects 1 in 37 of us during our lifetimes. The donations the charity receives are vital to the work scientists are doing to put an end to Parkinson's and Cavell is proud to have been able to contribute to this.

This event showcased the coming together of two sides of life at Stamford High School - charity and House. Everyone clearly enjoyed the event and being able to explore the creative ideas their peers had come up with.

EVIE ARMES



ROBOTICS

Battle Bot

UNDEFEATED IN THE REGION, STAMFORD'S ELITE ROBOT TEAM TOOK ON THE REST OF THE COUNTRY...

In January 2020, Stamford School's robotics specialists travelled to Corby, to participate in the First Lego League regional qualifier.

After a full day of robot battles and presentations, Stamford School emerged victorious. So elite is this team of four, they can only be identified by their names and faces. Louie Raybould, Yazeen Razaq, Isaac Solly and Finlay Hames impressed the judges with their teamwork, politeness, behaviour and robotic engineering throughout the day.

Their robot won every round of the competition, consistently performing each task to gain maximum points. The team also had to explain their robot and programming to a panel of engineers, answering questions about the design process. The final event saw the team present their solution to the problem of 'fatbergs' in sewer systems.

After winning the Corby regional, the team travelled to Bristol at the end of February for the England and Wales national finals. The pressure at this event was immense, with 66 teams battling to qualify for a place at the World Lego League Championships.

Each round of competition was live-streamed on YouTube and the team managed to improve their score each round. Alas, they failed to make the knock-out stage but finished a credible 25th overall. Disappointed but eager to reach the world finals, the pupils are already developing their design process and programming skills, ready to slay all adversaries pitted against them next year.

MR J LAIRD



DIVERSITY WEEK

More than skin deep

A WEEK OF THOUGHT AND REFLECTION ON SOCIETY AND RACE.

Students across the Stamford Endowed Schools community celebrated School Diversity Week 2020, which was held virtually from 22-26 June. Each individual chose to explore and celebrate diversity differently across this week, and we have collated extracts from what some of them have said here.

To read the full articles, please visit stamfordschools.org.uk and search 'Diversity week'.

Peaceful protests

On Saturday 20th June Stamford town centre played host to a peaceful protest to support the Black Lives Matter movement. The protest began in Sheepmarket square, where people began to gather displaying their signs supporting BLM. People stood up to address the crowd and to talk about important matters, such as their own experiences of racism.

After the talks, we then marched through the High Street and back again, with chants of 'no justice, no peace' and 'black lives matter'. When we returned to the square, we took the knee in silence for 8 minutes and 46 seconds. This gesture is not only to pay respect and show solidarity, but it is to demonstrate how uncomfortable kneeling in that position for that long is, showing how determined the police officer was that knelt on George Floyd's neck, resulting in his death.

June has been an incredible month for activism – at a local level, Stamford Anti-racism Group has been founded. There is a Facebook group and I would encourage anyone who wants to take part in the fight against racism to join. Pride has also taken place and then even though we haven't been able to attend any physical celebrations, I have seen so much love and acceptance taking place.

The momentum for BLM and Pride is starting to slow down now but I really hope the messages we have learnt and the fight against injustice doesn't. Keep speaking up and fighting for your rights and acceptance, and if you have any kind of privilege – use it to help those who don't.

ELLIE LONGBONE, OS 2014

Words Matter

'Sticks and stones may break my bones, but words can never hurt me' is a total lie. Bones can heal, but emotional scars are far harder to soothe. Words matter. The language we use to explain ourselves shapes the perception that people have of us. Words shape our thoughts and by extension they shape the world that we live in.

With any cultural or societal reform, there are explosive moments where something triggers a demonstration or protest, there is the initial flurry of media coverage with calling out bad behaviour and the changing of icons to raise awareness and then, just like it started, it all appears to go away.

But here's the thing, it doesn't really. This is when the next stage, some would argue the hardest stage, of the revolution is fought. What it does is then permeate our thinking processes, and a new way of looking at things becomes part of our vernacular, and slowly but surely ideas shift and we wake up one day to find the world has shifted and changed for the better.

In this beautiful, colourful country of ours, this is the battle going on around diversity right now – a gentle but strong battle to shift people's mindsets and to recognise that the language we use has a far bigger impact than we might think.

MS AZIZ-KHAN

What is white privilege?

White privilege is understanding that, of all the struggles that everyone faces on a daily basis and throughout life, the colour of your skin hasn't been one of them. White privilege is the ability to be blissfully unaware.

If you don't like the label, use your white privilege, change it so that it becomes a symbol of ability and willingness to impose change rather than a symbol of centuries of both purposeful and non-purposeful oppression. Use your white privilege, don't be ashamed of it or deny it, accept it as a driving force that, if taken advantage of and used correctly, has the power to give all races the equality and privilege they deserve; so that one day it isn't a privilege, but a basic standard offered to all, regardless of their race.

CLEMMIE HITCHAM





Good intentions, bad results

In Britain, we have seen a huge change in our attitudes towards racist and discriminatory behaviour, to the extent that race is no longer seen as a noticeable difference between people in social, work, and day-to-day interactions. We should be hugely proud of the progress that we have made; however, I sense regression in our drive to be seen as progressive.

I sense we are being steered towards focussing on our racial differences once again. I sense we are being divided by our racial differences. Are we being told that 'black lives matter' isn't racist, but 'white lives matter' is racist? Are we now actively being encouraged to be racist, to tackle racism? This doesn't make sense to someone who was educated to not judge people based on their race, and to not treat people differently because of their race.

My overarching concern with the scenarios seen in the recent social unrest; the lack of multi-polar debate, the at times violent shutting down of opposing opinions and thoughts (regardless of how abhorrent or ill thought out) and the attempts to rewrite or deny context from history, is that certain thoughts and ideas fester and pressurise underground – and at some point these will burst out with likely violent and harmful consequences. Should we rather allow pressure out of the system by actively engaging in reasoned discussion and debate from all parts of the spectrum, allowing the weakest and most poorly thought-out ideas to be challenges and discredited, thereby allowing the most logical, evidenced and reasoned ideas to flourish?

MR SEKHAR

Forwards-backwards diversity poem

I wrote this poem in a way that when read forwards, starting at line one, gives a negative opinion on diversity – an opinion which of course I do not agree with – but when read backwards (starting at line 22) gives a positive opinion, which is my view on the subject. It is a metaphor for the journey to equality. Imagine my poem like a ladder.

Going down the ladder takes you to communities ruled by prejudice. However, going up the ladder takes you to diverse, equal societies. We decide if we are going to take steps going up or going down.

ANNA SMITH

Diversity is a horrible thing
 And don't you dare try to convince me that
 Our differences are what make the world a better place.
 When you take a closer look
 We live in societies full of prejudice,
 Even if
 We are trying to be better.
 The world should be split by gender,
 skin color, religion and so much more.
 Its not true that
 Everyone should have the same rights
 Because
 We will never all be equal.
 Don't tell me,
 The place you were born does not decide where you are going in life.
 I'm sure you can agree that
 Life is not fair.
 I will never settle for the fact that
 We are all one species, the human race.
 Discrimination is just a part of life
 And you will never hear me say that
 Our beauty lies in our differences not our similarities.

Being an Ally and actively anti-racist

The recent protests for Black Lives Matter have made me reflect on my passivity in previous years when other examples of police brutality and institutionalised racism were publicised. It has made me challenge my understanding of what it means to be anti-racist. I have always challenged members of my family or friends who express racist sentiments or slurs and have done for years. I had felt as though I was doing my part and comforted myself that this was enough, but it is not enough to simply acknowledge that racism is wrong and challenge it in our own immediate circles; we need to be allies and actively anti-racist. We need to educate ourselves more fully about the history of the country we live in, and consider the structures we are part of, which have allowed racism to continue and what we can do to change this.

It can be uncomfortable for us to reflect inwardly and consider the role we each may have played in the institutionalisation of racism in the UK. For me it was that in the past I have been too passive, I have been shocked and outraged at many things that I have seen or heard in the media – but I didn't do much to act upon it.

We need to tackle our shared history no matter how uncomfortable it makes us, because that it what is required to be actively anti-racist. I have ignored my privilege for too long and need to confront my own passivity and turn that into action, however small it might be, so that I am an ally rather than a bystander.

I would then ask you to do the same; be an advocate for change and be an ally. Lift each other up, have courage and be kind.

MISS DOCHERTY

CCF

RAF

FLYING EXPERIENCED FOR THE FIRST TIME, EXCELLENT LEADERSHIP AND FIRST PLACE AWARD AT THE REGIONALS.

The 2019/2020 academic year marked some fantastic successes for the RAF Section of the Stamford Endowed Schools CCF. Each year group completed and achieved many qualifications, enhanced their leadership capabilities and learned new key skills throughout the year, proving themselves to be a very impressive cohort for the RAF Section.

The Year 10s were very successful this year; each cadet successfully completed their Proficiency 1 exam to a very high standard, with some exceeding expectations and going further, completing their Proficiency 2 and 3 exams also.

This first exam granted all of the Year 10s the right to fly the Grob Tutor aircraft at RAF Cranwell – a luxury many of our Year 10s were able to experience for the first time this year. The Year 10s also began rifle training,

which is a very exciting skill to have and one which all of them thoroughly enjoyed learning.

The Year 10s also managed to reach a very high standard of drill in the short period of time we had with them and showed very promising leadership qualities over the last year.

The Year 11s were also successful. As maturing cadets, they learned more advanced drill and demonstrated their skills eloquently throughout this year. They all received their Heart Start qualifications, learning how to correctly administer CPR, bandage injured patients and correctly approach dangerous situations, learning how to calm down patients where necessary.

They also demonstrated strong leadership skills and qualities through the ample and various command tasks they had this year. These tasks included everything from crossing a shark-infested river using only tyres, to testing their memory using the memory box challenge, and using orienteering skills to complete the tasks. The success of these tasks caused many Year 11s to gain a promotion due to the strong leadership they demonstrated.

The Year 12s and 13s were exceptional over the past year. As the teachers of the cohort these cadets have been an exceptional group of leaders to the younger cadets. With many of these Year 12 and 13 NCOs completing prestigious leadership courses, such as EALT or ACLC, the younger cadets this year have certainly learnt by example from a fantastic group of NCOs. Their commitment and excellent teaching over the last year in all aspects of the RAF Cadet training was notable and very impressive.

A special mention must go towards this year's Royal Air Squadron Trophy team. The team, composed of cadets and NCOs from Year 11 upwards, did exceptionally well at this year's regional competition in December 2019. The team were fantastic, achieving places in the top 10 for all aspects of the competition. However, our most notable achievement was taking home the first place award and trophy for the Command Task section of the competition. This was a huge achievement for our team and one which we were all extremely proud of.

Overall, this year's cohort of RAF cadets have been exceptional and have demonstrated key qualities and skills in leadership throughout. I have no doubt that the coming years will be just as, if not more successful than this year. Well done RAF Section of 2019/2020!

CADET FLIGHT SERGEANT CHLOE SMYTH, HEAD OF RAF SECTION





CCF

Army

MANY NEW RECRUITS AND SUCCESS IN A MAJOR INTER-SCHOOL CCF COMPETITION.

The year got off to a good start with the Beckingham Summer Camp during the summer holidays. We stayed in barracks on the Army base, and activities included water sports, shooting and field lessons, all run by the Army.

The week culminated in a big competition with all the other schools and we were very successful; winning the shooting competition, the drill and turnout competition, and best overall CCF.

At the start of the autumn term, we welcomed more than 60 new Year 10 cadets, making Army the largest CCF section. Over the year, the cadets were taught first aid, weapon handling and maintenance, drill, along with field craft and military knowledge.

Cadets particularly enjoyed field craft, which focused on survival skills such as cooking, camouflage and constructing shelters. It also involved the strategic planning and carrying out of patrols, section attacks and ambushes.

These were always completed enthusiastically, especially

when smoke bombs and flash grenades were involved. Weapon handling and maintenance were also a key part of the syllabus. Cadets were taught how to fire a weapon accurately and safely, as well as how to strip down and clean it.

A highlight of the year was participating in the inter-section competition, 'Dark Compass'. This involved cadet teams navigating their way around the grounds of Burghley Park to find checkpoints and score points. Well done to the Army section, who were victorious!

Year 12s and Year 13s spent an amazing day at an airsoft and paintballing centre. We learnt key warfare strategies such as building clearance drills. We had the opportunity to test our new skills on each other and the teachers in a brutal game of 'team death match'. Mr Holdsworth was particularly enthusiastic!

The final event of the year was the CCF Inspection Day, which took place at Burghley Park. The Army section organised two stands for the competition; one being a command task, which tested leadership and teamwork, and the second, a stand testing memory and observation.

Overall, the Army section had another very successful and enjoyable year. Special thanks should go out to Capt. Davies and the rest of the staff, along with the NCOs for providing a great standard of lessons and activities across the whole year.

C.SGT FOSTER



CHARITY

Rock Stars

THE ROCK CONCERT RAISED MORE THAN £900 FOR THE CHARITY MIND.

After many weeks of organising the night of House and Charity Rock 2019, the night had finally arrived.

Multiple meetings had occurred with the Charity Rock prefect team in the weeks leading up to the event. Luisa Queiros designed an amazing poster and Heidi Hooper was in charge of the Facebook event page.

Behind the scenes, Emma Morpeth and Gareth Mok were in charge of the technical side of things, assisting Mr Spalding to help the night run smoothly. With help from Mrs Charles, Lucy Wattam and Gina Kilby were in control of the refreshments on the night, which added to the overall amount of money raised. Without David Wisdom and Hal York-Forward, no acts could have played, as they were in charge of the signing up of acts

and creating a set list. With a great number of Year 10-13 boys and girls signed up to come to Charity Rock, we had high hopes.

The audience was electric as the bands began to play. The support for each band was amazing and the crowd was having the time of their lives. At the back of the Oswald Elliott Hall, even the teachers were bobbing along to songs like 'Sweet Child of Mine' and Eliot Bratton's incredible DJ-ing skills. House and Charity Rock was in support for the nationwide charity Mind, and we raised more than £900 through ticket sales and refreshments, which is phenomenal, so our thanks go out to everyone who attended the evening and contributed to this amazing cause.

A huge thank-you goes out to Miss Halliday who led the prefect team in the right direction and was pretty much in control of the whole night – we couldn't have done it without you! On behalf of the prefect team and everyone who came to Charity Rock this year, we would like to say a huge "well done" to everyone who performed! They were all amazing!

BOARDING LIFE

Browne House

THE MOVE TO SIXTH FORM HAS NOT ONLY BENEFITTED THE BOYS OF BROWNE, BUT THE OTHER HOUSES TOO.

They say that education never stands still and that is certainly also true of Browne House. With the boarding community flourishing and numbers higher than they've been for many years, we were finally in a position to move to being a Sixth Form-only boarding house; still with a community of nearly 50.

As well as more than ten new boys joining our Year 12, we also welcomed in a new tutor in the form of Mr Jamie Thornley and a new matron, Debbie Shuttleworth, who quickly established herself as a fun-loving, adventurous spirit, always willing to try new things – especially when it involved ingredients to make cakes!

The autumn term is always a busy one with new courses to get to grips with, and boys involved in a myriad of activities both in, after and outside of school. It's often referred to as 'the rugby term' and with many of the boys involved in the sport at a high level, including six regularly training with the Leicester Tigers junior squads, there were plenty of opportunities for matrons Debbie and Jocelyn to test out their laundry skills (why do the first team play in white?) and the housemaster to try out some new culinary recipes on some willing 'victims', starving after their weekly late night training sessions.

But it's not all about the sport – and the breadth of activities the boys are involved in from D of E, to music and drama, to CCF, remains impressive. The move to Sixth Form-only boarding in Browne also gave more gravitas to the importance of working with the other houses, and it has been great to see the Sixth Form boys

academically and pastorally mentoring the younger boys in St Paul's and Byard boarding houses. That sense of community, of working together to support each other through the highs and the lows, is what sets boarding apart. We will be looking to build on this in the future.

Aside from the business of the school calendar, we also continued to engage in lots of events of our own. These included the annual trips to Alton Towers, paintballing, karting, shopping, Pizza Express and, who could forget, the annual Christmas formal dinner and now-infamous Christmas secret Santa with the obligatory inappropriate clothing gifts!

This year finished very abruptly in boarding on March 20th with the Government closing all schools because of the Covid-19 pandemic. Although the School would switch to remote learning, it isn't really possible to remote board, and for the Year 13s, some of whom had boarded since Year 7 or even in the Junior School, the end to their boarding life was sudden and unexpected.

However, these 'Coronials' are not forgotten and we hope to mark their graduation from School properly in the future. These final words are really for them: in the final Chapel on that eventful last day in March, the Headmaster talked about "moving the world" – moving the world towards a better future, in whatever field.

But also to remember that to make that happen, you need to be part of a team and all the best teams have members who are able to dig down deep inside themselves to help the person next to them, even when they, themselves, are struggling. Service and 'having your friend's and colleague's back' is what makes the very best, highest-performing, teams and nowhere in education are those skills, and that mindset, developed more than in a boarding community. Always be happy, always support each other and always seek ways to move the world.

MR WARE





BOARDING LIFE

Byard House

Boarding, and how it has changed me
JACK HAYS ON HOW LIFE IN BYARD HAS MADE HIM CALMER AND MORE ABLE TO ASK FOR HELP.

I have been a boarder since Year 5, which was five academic years ago this September. This has flown by due in large part to my love of the boarding community. In Year 5, I was welcomed by a lovely houseparent and staff member, called Mrs Cattell. She was very kind to me on the nights I was homesick, and thanks to her I do not really get homesick anymore.

In Year 7, I entered a new boarding house, Byard. Welcomed by Mr and Mrs Colley, I was in a room with two other boys, who I got along with well. It was this year where I met Matron Tamar, who has really helped me during my secondary school. Around half-way through the year, a member of my room left, leaving Jake and I for the rest of the year, which helped to establish us as firm friends.

In Year 8, the house welcomed a new houseparent, the lovely Miss Davies. Around this time came lots of new members of the boarding house, probably due to the renovation that occurred during the summer holidays! The house feels and looks really welcoming.

I will say that boarding has changed me a lot, especially in becoming much calmer away from my family and this has helped me during this lockdown, which cut my final year in Byard a little short. Boarding has also helped me realise that you have to talk to people if you do not feel good, because you cannot be helped if you do not tell anyone, and as one of the deputy heads of house, I like to think that I am now someone who the younger boys can talk to.

A great experience
JAKE DONEY HAS BECOME MORE INDEPENDENT AND RESPONSIBLE THROUGH HIS YEARS OF BOARDING.

Boarding at Stamford School is a great experience for anyone who decides to take the leap. It helps make a young person more independent and helps prepare them for future life. I am Head of House at Byard (Years 7 to 9) next year I will go into Year 10 and thus move into St Paul's House for my GCSE's.

Head of House at Byard means extra responsibilities; I am responsible for helping everyone out when Miss Davies is not on duty, being the liaison between the boys and Miss Davies, and leading by example. Head of House is a big responsibility and it was an honour to be selected to carry out this task.

I have my two Deputies, Jack and John, to help me out with my various tasks. These include being Santa for Christmas and giving out Secret Santa presents, doing charity work, helping with small admin tasks for the efficient running of the house and being a spokesperson for the boys.

As a Head or Deputy Head of house you must be kind and considerate, understanding and sympathetic, but you must also be strong and a good leader: you must be up for the task. As well as being Head of House I am also an international and military student. With my family being stationed overseas, I needed to come to a boarding school. At first I wasn't sure if I really wanted to go, but as soon as I got here I realised that it was the right decision.

Although it is hard for the first couple of weeks when you are trying to adjust, it gets better and you soon get used to life as a boarder. There are plenty of friendly staff and students who help you to fit in and adjust. Boarding helps shape who you are and what kind of person you are going to be in the future. It is an excellent opportunity that I thoroughly recommend.

BOARDING LIFE

Park House

SWEATEMBER, THE SUPPER CLUB, THE TEA AND CHOCOLATE SOCIETY, JUST DANCE - THERE'S ALWAYS SOMETHING GOING ON IN PARK LIFE.

After a jam-packed first two terms of the year, we were sorry to say an early goodbye to Park House boarders. The global pandemic and consequent closure of schools led to a rather hurried departure, with boarders rushing to pack and book flights to return home far and wide.

While Park House has been very quiet during the summer term without the usual lively buzz of our Sixth Form boarders, our marvellous maintenance team have swooped in to revamp the kitchen and shared areas, ready to welcome everyone back in September.

Kathryn Smith, a Year 12 boarder at Park House, encapsulates our 'Park Life' with a round-up of the year: "I have to say that 2020 has been an eventful year so far. However, the boarding spirit has not been lost along the way! Throughout lockdown, whether it is talking on our WhatsApp group chat, Teams meetings with some of the tutors, or the back-and-forth of emails, the boarders are still able to keep the same level of support as if we were back in our lovely house!

Over the 2019-20 academic year, Park boarders have taken many trips, danced at the annual boarders formal, watched movies, baked (lots and lots of baking!), made dinners for the rest of the house and much more.

The beginning of the academic year started with a bang. Park House welcomed the new Year 12s, ready to begin a new chapter of their Stamford Endowed Schools journey with lovely welcome afternoon tea in the conservatory for the girls and their parents, giving everyone chance to meet each other and the house staff.

Shortly thereafter, we were keen to begin the 'Sweatember', a 30-day challenge to exercise every day. We had fun keeping fit and making friends along the way by walking Daisy, one of our tutor's dogs who is brought along on Mondays, playing rounders in Burghley Park, going to the school gym and an embarrassing amount of Just Dance on the Wii, among other things.

Not only this, during the autumn term the boarders from across both the boys' and girls' Schools have the annual Alton Towers trip which is always popular. It is also a great chance for the boarders across both sites to be together.

Another opportunity that involves both the Sixth Form boys and Sixth Form girls is the annual Boarders' Formal, which is organised by the student heads of boarding across both sites. It involves a meal and a dance where all the teachers that are involved with the boarding houses are invited. A good night had by all!

Throughout the year, Park House has been on many trips such as cinema, ice skating and a spa day. The spa day comes during the spring term, after Year 13 mock exams and before A Levels begin (or were supposed to!), so it is a great chance to wind down, relax and enjoy a treatment of your choice. We have also enjoyed restaurant trips in Stamford, which have been a great chance to talk to everyone while being treated to gorgeous food



from local eateries. We occasionally even got treated to a takeaway at the weekends if we decided to have a cosy night in!

This academic year welcomed a new tradition we like to call 'Supper Club'. Our boarding Supper Club involves three to four girls choosing a themed night and making a meal for the rest of the boarding house, which we then eat all together in the conservatory at Park. It has been a great way to get to know the whole boarding house in a fun environment, as well as eating delicious food!

Park House always works hard to provide activities that are inclusive of everybody and give us chance to socialise and stay balanced while we work hard for our A Levels. Everyday there are evening activities such as crafts and sewing, the 'Tea and Chocolate Society', baking, watching films and just talking. We have also been lucky enough to have a Pilates teacher come in every Wednesday for an hour-long session before boarders' dinner, which has been both effective for our fitness and a chance to come together with St Martin's boarding house.

One thing that I have always cherished while I've been a boarder is the support we receive from the tutors and staff working in the houses. They are always there to provide a listening ear for any problems we encounter and offer great advice to overcome them. Whether you need a cry, a cup of tea or ways to relax, Mrs Smith and her amazing Park House team of staff have always got our backs!"

KATHRYN SMITH



BOARDING LIFE

Welland House

A HOUSE PARTICULARLY PRONE TO PUZZLING, AND SOME ENCOUNTERS WITH SCARY BEASTS TOO.

The year at Welland began, as usual, with welcomes to the newest members of the house. As they settled into the routines of the house, some team-based trips helped to forge new friendships. At ‘Spy Missions’ in Cambridge the boarders worked together to solve puzzles and work their way through the maze of tunnels. Competitive streaks were then raised the next week as we battled it out in Laserforce.

Election fever gripped the house early in the term as the boarders campaigned for the coveted Head of House position, and in a surprising coup, two Year 10 boarders swept to victory. Zoe Ayonote and Lilly Hadley-Pavitt won over the electorate with their humorous speeches and track record of organising fun activities in the house.

We continued our Sunday activity programme with more frantic mental and physical puzzle solving at Escape Rooms, with some record-breaking escape times as well as a few failures to beat the clock. The inflatable fun obstacle course at the Stamford School swimming pool was also tackled, before a more relaxing Lush workshop in the house gave the boarders a chance to make bath bombs and face scrubs.

The seasonal period saw one of the most ambitious Christmas decoration programmes the house has ever seen. The Christmas tree was resplendent in new colour-coded decorations, which banished our tatty lengths of tinsel to the staircase – but it wouldn’t have been Christmas without them making any appearance somewhere. As a house we went ice skating, Christmas shopping in Cambridge, to the cinema for our annual ‘Christmas-movie-and-McDonald’s Saturday’, and held our Secret Santa party in the house, complete with games, hot chocolate and a movie night.

In the New Year, we visited InflataNation for an hour of bouncy castles and obstacle course fun. The week after, the Exotic Animal Refuge visited us with a selection of cuddly mammals and scary reptiles. Although some of the girls were not too pleased to meet the tarantula and the boa constrictor, everyone enjoyed handling the animals and braved holding the terrifying ones as well as the lovable ones.

Unfortunately, the pandemic subsequent lockdown and Schools closure, meant an abrupt end to the year in Welland. As the boarders departed, the house was unusually quiet for the next two months. Easing of the lockdown and an empty house meant that refurbishments could be made over the latter part of the summer term, and the boarders will return to repainted dorms, a new kitchen and redecorated sitting room. We look forward to an exciting and re-energised start to the school year in September.

MRS E DEORAJ

BOARDING LIFE

St Paul's

A YEAR OF ACADEMIC CHALLENGES,
PLENTY OF BUZZING HOUSE ACTIVITY
AND THE ODD SOGGY PIZZA...

In true fashion with the St Paul's boarding house motto 'We walk by faith, not by sight', the boys have continued to discover new adventures and challenges, while holding onto their dreams. Wow, how has a school year passed so quickly, and so many factors have impacted on the lives of our resilient boys in St Paul's. As you are all fully aware, the dreaded acronym CV19 (and that is not a postcode for Chelmsford), brought an end to boarding back in March. Nevertheless, what a remarkable time the boys have had in school and more importantly in the house.

I remember the first day back in September; a mix of laughter, excitement and a few nervous moments. Our newly elected Head of House, Vincent Cheung, and his deputies Charlie O-S and Ollie Macintosh showed their qualities in settling in new and old to the house, along with a bit of guidance from Matron T.

The team of prefects were fantastic throughout the year, being allocated specific areas of responsibility including charity, house councillor, lead mentor, chaplaincy, activities co-ordinator and social secretary. These prefects energised the house at meetings, creating a positive feeling, and kept the spirit of the house fresh, as new beginnings materialised each week.

It was going to be a huge year for those embarking on their GCSEs and those that needed to complete the jigsaw pieces of their journey. No one could accuse the cohort of 2019/20 of not seizing their opportunities and making their mark on all aspects of academic life in St Paul's.

I always find selecting individuals or moments can be dangerous, as it's not always possible to include all the highlights in a few paragraphs. However, some memorable moments for me that come to mind were the continued success of Matron T's D of E cooking classes for the boys (although the honeycomb was too hard and the pizza a bit soggy - no names though Hugo!), the annual Fifa match of Mr Kersey v Elliot, which always attracted a crowd but never ended well for Elliot, and the annual cycle in Rutland, where at least one decides to go



further than they can achieve.

The socials organised within the house always reminded us of a special time, whether it was the annual Easter egg hunt, fancy dress at Christmas or celebrating the Chinese New Year with traditional treats. Special times bring special memories for the boys.

The hot topic of 'no news is good news' continues within the house, with the objective to share knowledge and encourage enthusiasm for fields of interest. Highlighted talks by students throughout the year consisted of time management in a busy boarding house, finding your niche in the 21st century and best preparation for exams. Next year we take this to a new level with the introduction of TED Talk week, so students will continue to transform into action what they have learnt and apply it in the classroom.

St Paul's is regarded as the house where boys tend to find their personality and grow. I have been exceptionally impressed with the house representation on the sporting front from rugby to badminton to climbing, or in orchestra or chapel choir, maths challenges or biology club, the number of prefects, school play, D of E or CCF, and the list goes on. You do not come into St Paul's to sit around; you're active, engaged and firing on all cylinders.

The Year 11s move on after two successful years in the house and I want to wish them all the best for when they embark on Sixth Form and make the move to Browne House. You have been brilliant and made my role so enjoyable. You have had some ups and downs, but made sure you have come through it with your head held high. Just remember: 'wherever life takes you, remember where you have come from, but most of all remember those that helped you get there'. Oh, and I will sort out the hoodies...

New staff also come and go, and I would like to thank a few staff members for their help and support while in St Paul's. Our very own Mr White is leaving us to join his new school as assistant housemaster and master in charge of cricket and hockey. He has been brilliant in all aspects of the house and I thank him for this.

Ms F Joseph who has been relieve matron, as well as assisting boys in the house with academic progress, has again fulfilled all my expectations and more. We wish her well for her new role as assistant housemistress - all the best.

Like every year it is the final comment from one of the boys and one in particular stands out for me: "It takes one to know one within this house - we're a rare breed but I love it."

MR A T KERSEY



WRITING

Brilliant blogs and virtuoso vlogs

MR TUCK PICKS HIS FAVOURITE CONTRIBUTORS AND PIECES FROM THE SCHOOLS' BLOG WEBSITE. READ ALL THESE BLOGS AND SEE MORE OF THE STUDENTS' WORK AT: www.stamfordendowedschools.edublogs.org

The Diversity Week blog

So many students got involved with this blog, and the subject matter is important too. What I liked best was that it really shows how knowledgeable the students are, and anyone who read this blog and followed the reading list the girls give would be very well informed.

Junior School blog

I love the Junior School and you never know what blogs they'll come up with. One I enjoyed was from William Gallagher in Year 5 on 'Strange Matter', which is a very complicated topic, but he really worked hard on it, and he knew his stuff, as I had a chat with him about it, and he really was an expert. Talking to his mum, he'd really got a lot out of making this blog, and it's great for students to have a safe digital place to find their voice.

Gibson Matikiti blog

Gibson's vlog of a song he'd recorded is another favourite. We put it on the blog and I played it through the speakers in the class. It was so good that I turned it up quite loud and we were all dancing away when a teacher came in and told us all off! It was worth it. When Gibson's a famous pop star, I like to think the blog will be a footnote in his career.

Rugby blogs

I've taught quite a few of the rugby boys in my time at the school, including three 1st XV captains. This year Bob Singer and I experimented making both blogs and vlogs, where I interviewed him and his team-mates before and after games. We really had a lot of fun, and I think that comes across in the videos. The other mention is for Mr Ray Jones. The blog is supposed to be only for students, as he used to take photos of his son Ryan Jones (who left in 2019) and the rest of the 1st XV. The pictures were so good I asked him if we could blog them.

Physics vlogs

Tom Watson did some great physics blogs, but he also helped me get vlogging off the ground and he did this brilliant physics one. All Tom's vlogs were very complicated, but I was grateful to him and I didn't want blogging just to be humanities-based and his really helped kickstart the science and maths vlogs. This vlog is my favourite and it was fun to make.

Drama blogs

During lockdown the drama students posted loads of vlogs of their performances. All of them were great, but the one I liked the best was Shalomee's WHO. She does a monologue from 'Gypsy' and she just becomes the character. Watching those drama vlogs makes you realise how talented the students are.

Ahren Bailey blogs

I like Ahren Bailey's blogs because he's already got quite a unique style and he's interested in lots of different topics. I could see him being a journalist and he's already developed a 'voice' which is difficult to do at his age. His blog on the royalties issues over the song 'Bittersweet Symphony' was like an article out of Mojo.

Lottie Pike blogs

Lottie blogs more than any other student in the School and she holds the record for the most submissions. Her blogs are on diverse subjects (and languages!) but they all have one thing in common: they're all excellent and well-researched. My favourite blog by Lottie is one she did about Hamlet and free will, which made me think differently about the play. Lottie's almost outgrown the blog now as she's got her own one and for me that is the whole point – we provide a safe place for students to find their voice, until they're ready to move on.



CHAPEL

Worship by wifi

DESPITE NOT BEING ABLE TO BE IN CHAPEL IN PERSON FOR THE LAST PART OF THE YEAR, THE CONGREGATION AND NUMBER OF SERVICES GREW.

The Chapel community is a broad community and it became a lot broader as the school year progressed. This year will be remembered as the pandemic year, but of course there was a lot of the school year before the lockdown.

There were the headline services at Advent, Christmas and Confirmation. There was our regular Chapel activity of weekdays and Sunday worship. We had some plans to try new services at the end of the summer term that are on hold. So, there are still somethings to which we can look forward.

But where some things at SES had to stop, Chapel wasn't one of them. We had a brilliant team of people who helped put the Sunday Services together. From the lockdown to the end of the summer term we offered a weekly online service, holding more services than we would normally do. The online take-up was terrific and so our Chapel community grew broader still, and we know that people were listening all over the country.

This happened because Mr Turner and the Choir managed to record some music before the shutdown, but mostly because the Choir, Mr Turner and Mr Brown recorded hymns and anthems online. The results were amazing. Each week members of Chapel Choir contributed to the music and were sometimes joined by former members of the High School and Stamford School.

With Mr Wood from the Music Department mastering all the recordings, Mr Turner recording the Chapel Choir and Miss Taylor and Mr Bates from Marketing getting the services online, we had a great team. Then there were the host of present and former SES folk who recorded readings and prayers and learnt how to use new recording software very quickly!

Hopefully it will not be long till we get back into the Chapel but we know what we can do if it isn't possible.

REV M GOODMAN

CHAPEL CHOIR

In the footsteps of musical giants

A MEMORABLE YEAR STARTED TOGETHER IN VENICE AND ENDED APART BUT COLLECTIVELY ONLINE.

Chapel Choir has had a busy, challenging and rewarding year but perhaps not typically. The year started with a tour to Venice for Chapel and Cantare.

It was a very special tour with many highlights. We packed in plenty. In the three days we were in Italy, we performed four times, and managed four cultural visits. No time for sitting around on a music tour!

Musically, the highlight may well have been singing in St Mark's Basilica in Venice. A building steeped in so much history surrounded by a city steeped in even more, that there is really no space here to do it justice.

On a purely musical front, to be able to perform in the same building that Monteverdi and so many others had before us was spine-tingling. We sang mass here in its intimate surrounds, which was very well received by a large congregation of tourists, locals and plenty of travelling home fans.

Or it could have been singing mass in the huge Sant'Antonio's Basilica, in one of the oldest university cities in the world. Or maybe being accompanied by the very organ that Rossini played in the beautiful town of Vicenza.

Culturally there was, as you would expect in Italy, much to be marvelled at. The glass blowing on Murano and the beautifully colourful houses, still vibrant even in the pouring rain. The visit to the Teatro Olimpico in Vicenza, the oldest covered theatre still standing. We were even allowed to sing in the 16th century auditorium. We haven't even mentioned the sights of Venice itself.

It was a fabulous few days. The students were, of



course, marvellous. Always on time, organised, helpful and flexible. In their performances, well prepared and professional. It was a real pleasure for the staff to share this experience with them.

Our timing was just right as well: the following week Venice was under four feet of water.

Back in Stamford we were straight into preparations for Christmas. This is always a busy time of year for the choir with eight services in December. The carol services were a delight and the choir performed extremely well as they always do.

Their new favourite thing is the carol singing on the stairs after the service. As always, somewhat under-rehearsed but full of the excitement and joy of singing their favourite Christmas carols and songs together.

Midnight mass is already such a popular event but only in its third year. A choir made up of current and past chapel members come together on Christmas Eve for a short rehearsal and mince pies before singing a service over the dawn of Christmas Day. Christmas jumpers are de rigueur for the event. It is a wonderful communal experience to see past and present members joining together for familiar routines and trying to out sing each other. It is quite an extraordinarily uplifting sound.

The Covid-19 outbreak has presented the Chapel Choir with unique challenges of how to maintain the Chapel as the spiritual soul of the schools. With the Reverend Goodman, the choir has quickly developed new skills and individual confidence to provide anthems and hymns on every Sunday since the lockdown, far more services than they would have, had we been in school.

It has been very gratifying for the singers to see just how many members of our community are tuning in to share in this short 45 minute act of coming together for a moment of mediation and thoughtfulness in an otherwise frantic and stressful time. I am in constant awe of the members of the choir as I see their individual recordings of each week's hymns and anthems come in to be mixed and sent out again.

Their dedication to their singing and membership of the choir is so impressive. It is clear they have missed singing together. Let's hope that we can get back to it soon.

MR TURNER



Remote learning

With the Schools closing in March due to the Covid 19 pandemic, pupils and staff quickly adapted to the new norms of online learning; virtual House competitions were held, remote sports days competed, and lessons learned over teams. Students from across the Schools have shared their experiences of school life from home with us here.

A change of pace, and more time...

Originally when I heard that school was closing, I was, like most I assume, quite excited for this change. I almost saw it as a break and I quite liked the idea of working from home with less chaotic mornings and a slightly more relaxed atmosphere.

I have really enjoyed it and taken the time to try out new things that I wouldn't normally do. I also feel that it has made me more self-motivated which could not have come at a better time than the year before I start my GCSE courses.

However, over the past few weeks of learning through Teams my feelings about this way of working have definitely changed. I feel that the thing that has surprised me most about all of this is the lack of socialising; I knew that I wasn't going to be seeing my friends as much as normal, but to begin with I just laughed about it and thought it would all blow over after the Easter holidays.

I am a very sociable person and although Facetime and the 'House Party' app are good, I have really missed seeing my friends every day at school and the aspect of collaboration and working practically together.

Other than friends something that I am really missing at school is the sports, especially because it is athletics season and that is such a huge part of my life. Not being able to do it has been hard for me, but saying that I have been doing as much exercise as possible to be ready for it when we do go back.

One thing I would say I am definitely not missing about school is how relaxed everything is. I love finishing at four and knowing that I don't have another hour-and-a-half of homework left. I have loved being able to relax and focus on doing things that I enjoy, whether that be netball shooting in the garden, hockey practice, writing a speech for a virtual competition or just watching a movie. If I could keep just one aspect of online learning it would be that.

Even if we worked more during the day but got less homework, I would really like that because I feel it has done me the world of good not having extra work to do outside of school hours, when I already have enough on my hand with sports and other co-curricular activities.

ANNIE-MAY CANNINGS

The view of the storm from abroad

Throughout the entire period of which the world, as such, has been on lockdown, many things have changed in my daily life. Typically, I would get up at 7am every weekday morning, eat breakfast and go to school. In the afternoon, I would either go back to the boarding house, or go to a sports training activity.

But then, in mid-February, the world first learnt of this strange new virus. The 'Coronavirus', they called it. At the time, myself and many others didn't think the virus would have that much of an effect on our lives. Oh, how we were mistaken.

On March 18th, 2020, Prime Minister Boris Johnson made the announcement to close all UK schools as of March 20th. This came as a relief to some, yet a shock to many. Being an international boarder, my immediate thought was: "Well, how am I going to get home?"

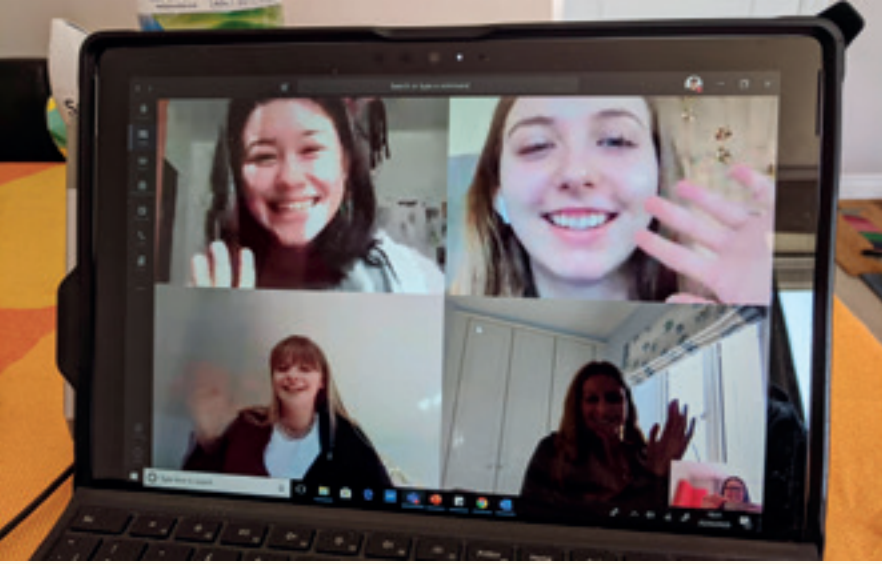
Luckily, my parents were able to secure a flight for me the coming Friday, so I was able to return home without an issue. Although, the real difference started to appear when I arrived home; everyone in our state was, and still is, mandated to wear a facemask, all restaurants are closed and daily life as I knew it had seemingly disappeared.

The new way of schooling also became very different, very quickly. It was almost as though the virus had appeared one minute, and the orders for staying at home had come in within days. Instead of being in school, being able to see your friends, and generally having the freedom to roam the campus, the student body around the world became isolated. Live lessons were conducted from bedrooms and offices, work was all done on a computer instead of any real time teaching, and the general feeling of school had gone out the window.

To me, this was the biggest change. As much as school is to do with learning skills and becoming qualified with GCSEs and A Levels, it is also very much to do with peer-to-peer interaction. Without this, school and the general learning environment, changes greatly. Hopefully, come September, the world is back to some sort of normality, but until then, we must isolate and bunker down until this very wild, interesting storm passes.

LOGAN CARTER





Learning about myself, and what I can achieve

Listening to the broadcast that told me I wouldn't have to sit my GCSEs was like watching a very carefully constructed building collapse into dust just as I was placing the finishing brick.

My first thought was what I should do about my homework, before promptly bursting into tears of shock, accompanied by a barrage of questions, interspersed with joy. It was incredibly difficult to comprehend how everything I had been so focused on, all my plans that had been laid out years before, that were just coming to fruition, were now all gone.

I scrolled through the 'GCSEs 2020' hashtag on Twitter in a futile attempt to find something reassuring until my eyes ached, and I went to bed that night very confused and insecure. I went to school the next day, asked questions no-one had the answers to, and left school on the Friday, covered in cheerful Sharpie but feeling thoroughly ghostly in myself.

Since then, so much has improved, and I have learned an awful lot about myself and what I can do if I put my mind to it. Remote learning was remarkably easy to adjust to, and everyone was so supportive, treating us all with such care that you might believe we were cracked plates.

I have always loved the community spirit at Stamford, but ironically, now so dislocated from it, never have I felt like I have such a part in it or been so supported in my 15 years at the Schools. Without the pressure of exams, I felt myself beginning to love learning again, and I think that has been the best part of this for me.

I've been using online resources provided with enthusiasm, and I am very pleased to have regained a passion for knowledge. I've loved participating in some house competitions also, and they have provided some much-needed variety and fun.

I have really missed my friends, and the most difficult part of all this has been the uncertainty. When will I be able to see my loved ones properly again? When can I go to school? When will there no longer be enforced distancing? I wanted a deadline I couldn't have, essentially.

But I have also been shown how privileged I am to have access to all the resources I do, outdoor space, Teams and FaceTime, and the most helpful and genuinely caring school one could ask for. I miss simple things, like my small locker room, the atrium on Fridays, and people's faces, but I have learnt so much, not least how grateful and proud I am to be part of a school like Stamford.

KASIA MIDDLETON

New hobbies and new projects – now for tennis!

Some of my most distinct memories of the coronavirus period were walking to and from School the week when lockdown was announced. Every morning we would get up and discuss what we thought might happen, in the evenings we rushed home to try and get the TV on in time for the Prime Minister's new announcements at 5pm.

When it was first announced we assumed it would be just for the one week and then everything would resume straight after the Easter holidays. I was excited about trying this foreign world of online teaching and especially about being in my own clothes for a couple of days!

Since then, I have been privileged to have received roughly two months of high-quality online learning. My teachers are always online to support me if needed, and I love getting the chance to see familiar faces over video. Some of my best memories have been catching up with my form and tutor and getting the chance to still work in groups and learn collaboratively over Teams. School ensured we all knew what we were doing, and I massively admire all my teachers for their diligence throughout this period!

Lockdown and online learning have given me the chance to explore my interests and really extend my learning. Through school I have been inspired to take part in a plethora of House challenges and I even got to do a project with the rest of the drama scholars as part of our enrichment. Having more free time has also allowed me to develop new hobbies and I have entered numerous science competitions and even won one and got into the finals for another!

A group of friends and I designed an app to monitor epileptic seizures which ended up winning the Royal Academy of Engineering's competition. Not only this, but my year group have been offered the chance to start the D of E program and I have thoroughly enjoyed learning British Sign Language, practising yoga and volunteering with the charity Kissing it Better online.

A group of friends and I have also created our very own magazine and blog, called Cellfie, aimed at teenage girls to inspire them to go into STEM fields. We even got the chance to do an interview with Dr Anne-Marie Imafidon who is the founder of the famous charity, the Stemettes.

Unequivocally, I miss the friendly faces of my teachers and friends, but I feel extremely lucky to have had such a well-rounded schooling experience during the Covid crisis. Many students in the UK have gone without any contact from their schools and I feel Stamford has ensured all its pupils have had as much normality as possible.

As I am writing this, I am very excited to be going into School tomorrow and be seeing my friends, form and even playing tennis for a bit! Although we have all undoubtedly been tested during this pandemic, we have also learnt independent learning skills, communication, time management and so much more which will be invaluable for our futures.

SOPHIE FARR

Cherishing those little, and special, moments

We found out that schools were closing on March 20th and instantly everything changed. Students were filled with feelings of apprehension, uncertainty and even excitement. Questions about what was going to happen next were spiraling in our heads.

Before, we were isolated in this vigilant bubble of the Schools' community. However, the silent killer got to everyone and shut us in the comfort of our own homes. First few days, I was familiarising with the remote learning environment; it felt tranquil and bizarre, the never-stopping drive and life within the walls of our school was absent.

I had much more free time on my hands and the work set was on a peculiarly extended timeline. Personally, my first instinct was to idolise my work. I spent hours making sure that every detail was perfect, although later on I realised that quarantine gave us a chance to improve our aptitude in more than just academics.

Scrolling through social media you would find people from all over the world making memes, posting pictures and filming their boredom in isolation. However, I felt quite motivated throughout the remote learning, I would push myself to do extra work, enter various competitions, participate in school functions and much more.

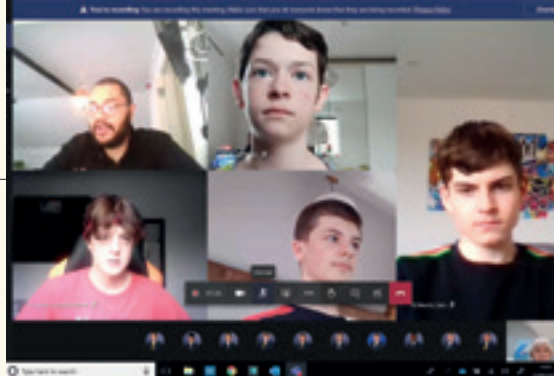
My friends and I devised an online magazine with an aim to inspire teenage girls to enter the world of STEM. As well, the freedom of not having any homework gave me the ability to practice music hourly, extend my knowledge in the form of research, engage with the news and simply enjoy my time reading a book. Lockdown seemed to be developing in an entertaining and placid way. There were moments I even forgot the feelings of a crowded place or a riotous classroom.

However, sentimental things like the Schools' gatherings, boisterous banter with your friends, and the rhythm of ceaseless school life was missing. I longed to see my friends once more and share my lockdown experiences with them. I missed having to travel to my locker after every lesson.

Even though I gained many new skills and abilities during quarantine, I lost things like school productions, a sponsored walk, and even Sports Day. At last, lockdown showed us the value of life, how the idea of normal can be easily destroyed. Quarantine taught me to cherish special moments, and never take a day for granted.

OLGA KRYL

"I LONGED TO SEE MY FRIENDS ONCE MORE AND SHARE MY LOCKDOWN EXPERIENCES WITH THEM. I MISSED HAVING TO TRAVEL TO MY LOCKER AFTER EVERY LESSON."



Counting myself as one of the lucky ones

Since lockdown was initiated, I've come to realise I am one of the lucky ones in terms of the school I go to and the subjects I have taken. I knew learning from the confines of my bedroom would be a challenge and since we've started remote learning, I've become gradually used to my new routine.

My subjects have allowed me to learn from home in an easier way than other students. I have my textbooks with much of the information needed. I can only imagine the struggle of those students taking predominantly vocational subjects like design and technology or art, where you need the facilities to fulfil your potential in the subject.

While we were still in school, I remember having a remote lesson in class when my teacher was at home and thinking: "this is what school will look like for potentially the rest of the year."

And yes, soon that became the reality. Having the ability to do virtual lessons is a great privilege and personally, the move online wasn't particularly difficult. We continued to learn content in a similar way and got assigned regular amounts of 'homework'.

However, to start, not everyone was doing live video lessons for the entirety of the session, and uploaded a PowerPoint with voiceovers alongside. This proved to be very helpful as you can go at your own pace and not worry about missing any content, and the addition of lessons being recorded has proven beneficial not only for the short term, but for when it gets to exam season next year, as those videos will be there to watch over again.

One of the hardest things is motivating yourself to do some exercise. Often, I've got work left to do and completing that is always a better prospect, so I put exercise off. Keeping active is very important, especially now because I'm no longer walking across town to get to lessons as I normally would.

I think something that I'd like to continue is the ability to have recordings available if ever I need some revision of a specific area of a subject, as teachers seem to have a way to explain things that you may not be able to decipher from a text book.

NATHANIEL SOLE-POTTER

Missing familiar faces. Not missing the drama!

I've always felt that School feels like home. It feels welcoming, comforting and familiar. I remember my mum told me once that whenever I drive past Stamford High School, even when I'm old with a family, it will always feel like home; even if it is online.

When I first found out that schools around the UK were closing, I couldn't quite believe it. The past 10 years that I've gone to school, not once have they had to close down and start remote learning – it hadn't even occurred to me.

I had every emotion you could possibly think of; I was happy because I could have all of this time to myself; I was sad because I felt so lonely; I was stressed-out because of all the tasks I was setting myself – the list goes on!

I think that some people had expectations of what lockdown was going to be like, but I didn't set any expectations for myself because we were in a global pandemic, and all I needed was to get my priorities right. I learned that even being in lockdown, I still found a way to overwork myself.

For me, being a perfectionist is something I'm trying to work on. But I have learned when to take breaks and that it's alright to let myself relax, watch a movie and not worry about work. We're never going to have this time again to lie in, organise our work or find a new hobby. Time to take our time – which is cliché, I know.

Honestly, I thought that everyone was going to be interactive and have their cameras on during live lessons, but surprisingly it was the opposite. I do feel bad for the teachers when they ask a question and no one replies, so I do speak up as much as possible because the teachers are learning how to teach us remotely, and it is completely new to them too.

Remote learning has so many positives, but with most things, it comes with negatives. For the first week I adapted to online learning pretty easily – just sitting down and doing my work, but then we had a three week break and that really put me off.

After the break I found it hard to concentrate and find a good way of learning that motivated me. For me, having creative lessons almost every day to then sitting at a computer for multiple hours of the day, really took a long time to get used to. A few weeks went by and I was finally getting into what felt like a routine again. The key was not to set yourself too many tasks or expect yourself to achieve things because everyone has a different pace they work at.

Now I message my teacher if I'm stuck or just want to communicate with them, and I put in the same amount of work and effort in that I would do if I were at school.

I would say the hardest thing about remote learning was getting used to not seeing people. I love surrounding myself with people – seeing familiar and different faces every day. I didn't struggle much with work, just the social aspect of it. I missed seeing people! Smiling at people in the corridor, laughing with my friends at lunch, however corny and cliché that may sound.

There's one thing I certainly don't miss about school and that is the drama! As girls we tend to gossip a lot (habit of nature I suppose) but there gets to a point where I don't care who's going out with who or who has got detention or not!

ZOE C

Learning to work together and adapt

It has now been more than 100 days since it was announced that we would be learning at home for the unforeseeable future. At the time there was much uncertainty about the productivity and the reliability that home schooling would provide.

There were also questions about whether we would go back to school before the end of the year and how long term this 'era' would last for. It seemed to be the common idea that we would be back to school within the span of half a term, but looking back that estimate did seem to be optimistic.

However, I and most other students rose to the challenge extremely well. After the Easter holidays it seemingly only took a matter of days to adjust to the new learning space. The teachers were learning just as we were and as the weeks went on (and my hair got more and more out of control) we had completely adapted to this new lifestyle. Live lessons and the ongoing House competitions kept us immersed in school life.

However, school wasn't the only thing that kept me occupied over this time of uncertainty. My parents have encouraged me to exercise daily, which I do if I get the chance. I've been calling my friends nearly every day and have recently met up with them to go biking and participate in other outdoor activities.

The hardest thing about remote learning has been learning to adapt to different situations, and in lockdown I've found myself becoming more and more independent. However, after entering the school again for the first time in months I realised that we are going to have to adapt back to the old way of living and relearn what it means to be an active Stamfordian.

This may take months and we don't know what lies ahead of us in September. We don't know whether we will be back full time or if schools will need to take a staggered approach. We don't know what rules will be in place when we go back to school, and we don't know when or even if school will ever be the same as it once was. However, there is one thing we do know, when we do go back we will all have to work together to learn, to amend, and to adapt.

SAM MUNRO



The odd becomes norm, the norm becomes alien

The coronavirus is a pandemic on a global scale; an omnipotent force which had sent the world into a state of paralysis as the news hyperbolized, while the few rationalised. The repercussions had detrimental and financial effects on all.

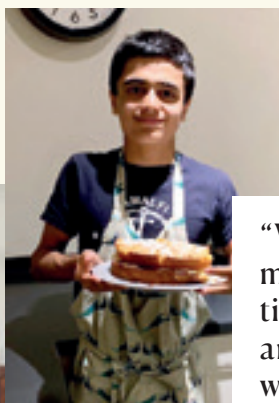
When coronavirus appeared, the world had made little to no attempt at any sort of isolation, control or resolution. But over the weeks it grew in an unprecedented manner. And then it made its presence felt in the UK. Eventually we all understood that changes were to be made, with the most impactful on the youth, and schools.

The initial shock was vivid, and the panic began to set in at the uncertainty of the future. The shock was short term as everyone settled in for the lacklustre days that were set out ahead of them. However, the days did improve as the odd became the norm and the norm became almost alien.

The new era of school presented its challenges but nothing ever beyond our capabilities. However, I cannot speak for those on the other side of the fence, burdened with the absence of any schooling for the duration, and this is when the community needs to acknowledge the privileges of its superior resources and share what we have to offer. This in my opinion is the most comforting thing about all that has happened, as it showed the community unite to help the less fortunate.

Family time has been precious, so while yes, the coronavirus has been negative in so many ways, it has been positive in quite a few too. It has been a reflection of the times we live in, for the better and the worst. Yet as we got put through our paces we found a way to thrive. I cannot wait to go back to School!

BENEDICT SNOWDEN



“What did Lockdown mean to me? More time with the family and the dog, welly walks, running, baking, virtual house competitions and of course remote learning. Loved it!”

HENRY MAHAN

Being a part of history, for better or worse

Normally I like to keep myself busy with clubs, meeting up with friends, dance classes and things like that, so when lockdown happened, I felt a bit lost. The main activity I did before lockdown was dance. When I found out I couldn't do that anymore I was devastated. Luckily the dance school I go to had set up classes via Zoom. I was a bit apprehensive to start with because one of the main reasons I love dance is the social aspect of it – seeing my friends and having a laugh, but in the end it was brilliant!

My friends and I would always really enjoy those classes because although we couldn't be together, we still saw each other, and it felt familiar – which I loved! My friends and I also did a weekly quiz via Zoom (the highlight of my week). Each week we choose a theme – movie villains, school uniform, sports, '80s and so on – then we each take it in turn to be the quiz master, making up funny quizzes and challenges.

Overall my lockdown experience has been unique. I doubt anything like this will happen again so I'm trying to take it all in, learn new habits, educate myself and be a part of history.

ZOË RICHARDSON



Juggling, teaching and lockdown

It's not just the students who have learned new things during lockdown. For his pupils, Spanish teacher Mr Voltan documented online his challenge to learn to juggle during lockdown:

“I didn't know how to juggle, not even with two balls, and at first I thought it was impossible. But I once read that optimism increases your chances in achieving what you put your mind to. I embraced the small steps I was taking, and focused on being very optimistic; moving forward, thinking, improving my knowledge, evaluating errors, learning from my mistakes, trusting the process and executing new ideas.

“My progress was huge. I've now learned new tricks with three balls, and can juggle with all kinds of sizes of ball: golf, cricket, hockey, tennis, soccer, rugby, basketball, and even a mix together! Onto my next challenge - I'm now a month into trying to juggle with four balls at the same time.”

REMOTE HOUSE COMPETITION

The benefits of social media

FROM INSTAGRAM TO TEAMS: SOCIAL MEDIA PLAYED A CRUCIAL ROLE IN RUNNING CAVELL HOUSE REMOTELY.

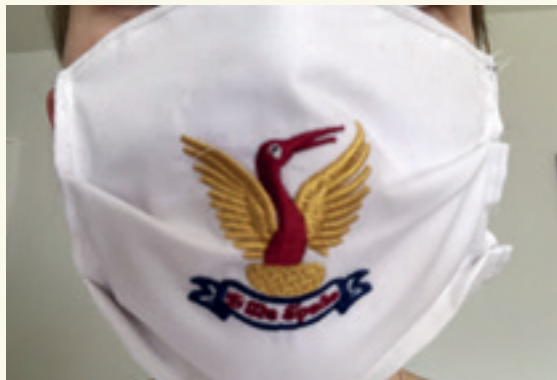
For many of our Cavellians, 2020 was to be a year of firsts and lasts: as Year 7 experienced their very first taste of House competitions and spirit, Year 13 were to say their last goodbyes to Cavell House which had carried them through their seven years at Stamford High School.

I think this is perhaps why I was so adamant to maintain a sense of House spirit once the school had shut its doors. The House system is an integral part of the school community and this should not have to change due to the current circumstances.

The first hurdle Heidi and I faced as ‘remote House Captains’ was ensuring that the girls in Cavell knew that we were still present and could be approached if needed. While we have a Microsoft Teams channel dedicated to Cavell House, it was the Cavellians’ Instagram account which allowed us to communicate with the House in a more personal way and, in my experience, many felt more comfortable approaching us on this platform.

Whilst the lower school were deeply familiar with the Microsoft applications, for Year 12 and Year 13 we first had to learn how to navigate Teams. By having not just one platform but two – excluding emails – we ensured that all of Cavell had equal opportunity to reach out to us and to get involved! From questionnaires to group polls, we have made sure that each and every one of our girls have the chance to make their voices heard.

Beyond this, my initial fear was that, despite having the means to connect with our House, we would find ourselves having to really push the girls to enter our remote competitions with little to no entries being submitted. This was far from the case. In week one alone of remote learning, Cavell received 54 entries – over a third of the House – for our spring-themed photography competition. Since then, our Cavellians have kept striving for success in our later challenges, coming first place in both weeks four and six, and with our other entries placed second or third most weeks.



The competitions each house entered were as follows:

- Week 1:** A photograph reflecting spring (e.g. your pet sitting in the garden or a view of nature from your daily walk).
- Week 2:** A bake-off challenge using any left-over Easter chocolate.
- Week 3:** Write a piece of poetry to reflect the current situation.
- Week 4:** Upcycle a piece of clothing or accessory from your wardrobe.
- Week 5:** Plan an obstacle course around your garden.
- Week 6:** Write a book review or recommendation.
- Week 7:** Design a House flag.
- Week 8:** Maths Challenge.
- Week 9:** Decorate a hard-boiled egg.
- Week 10:** Virtual Sports Day.
- Week 11:** Final week and the overall results!

The positive reaction we have received from Cavell regarding our remote competitions has been truly incredible and demonstrates just how vital social media has become to the smooth running of our society.

While we may not have been able to meet weekly nor attend all of our competitions to cheer all of our girls on, we have been able to create a new kind of House community and spirit from our own homes. We are living through a period of history like no other and, when looking back in the years to come, I will be proud to say how Cavell House did not slow down but kept striving to excel!

AMY EVANS

Questions for leaving staff

Mrs N Ingrams

What is your most memorable moment at Stamford?

There have been so many. So, I have decided to go for the one from which all the others stem: my interview. The lead music interviewer and I went to opposite music colleges and along with all the serious questions, much good-humoured joking about the merits of each college was thrown my way (think friendly rival sports teams), so I instinctively responded in kind. I remember walking down the SHS Music School corridor thinking that I had blown it and I had just better concentrate on the next interview I had lined up. Life would have turned out differently if I had not been offered the job at SHS. I knew I would get on in the department and snapped up the job! Without that memory none of the others would have been possible. I am still in contact with that person.

What three words would you use to describe your time at the school?

Inspiring. Evolving. Memorable.

What has baffled you about Stamford?

This has been the most difficult question to answer and I am baffled as to why - really! Perhaps the fact that I should, according to myths about age, walk much slower than students. However, the natural student speed around school is a different matter and I would not change this because it has given me a great way to explain tempo in music. Students are often, but not always, Adagio or Andante and I seem to naturally walk at Moderato to Allegro. That's the great thing though - we are all naturally different and we celebrate this - and that is not baffling.

What did you do before becoming a teacher / moving to Stamford?

That was a very long time ago! I was a music student at the Royal Academy of Music in London and then completed a year of teacher training at the Institute of Education at the University of London. I had four great years learning in central London.

What will you miss about the school?

This was the easiest question to answer. I will miss the amazing young minds and brains of my students. They never cease to amaze me every day and I learn so much from them as well as my teaching colleagues; we are all lifelong learners. Teaching is brilliant and there is no doubt I will miss it.

Favourite language/sporting personality?

I would love to learn Italian - so there's another thing to add to my list of things to do.

I can't play tennis, but I love watching it. For me, Roger Federer is an all-time great, a living legend in the sport. His grace of movement as well of spirit, as well as the intelligence in his playing and his training to adapt to his opponents and the various stages of his career are impressive. I have been watching Wimbledon Rewind this year and one day I might get to go to Wimbledon.

How do you take your tea/coffee?

The Music Department knows this one all too well and are probably shouting out the answer now. Green tea, no milk, no sugar. In a mug - you get more tea. Bliss!

Favourite curry?

Thai Green curry. The best I have had was in Alnwick a couple of years ago.

Plans after Stamford?

Use my extra time to continue to plant up my redesigned garden and then relax in it, reading the books that are stacking up and patiently waiting on my bookshelves. Practise my violin - properly. Make tai chi a daily part of life: it's great for wellbeing. Go for more long walks, during the week as well as at the weekend. That will feel weird to start with, but great too. Volunteer at an animal sanctuary - dogs would be great. There's much more on my list, but that will do to start with.

If you hadn't been a teacher, what would you have done?

I always wanted to be a teacher as I had such an inspirational violin teacher at junior school. I was so lucky to have had that life-changing teacher for all my years up to music college. But if not music teaching, then maybe my love of reading would have taken over instead. So, a librarian or something to do with book publishers.

Any stand-out individuals here at Stamford?

Anyone who can tell great jokes and teach at the same time. Which feels like everyone else, as I have difficulty remembering punchlines let alone how to get to them. Not funny! You all know who you are: admiration all the way.

Anything you want to admit to, knowing that you can't get into trouble for it now?

Very good question. When the cat's away the mice will play as the saying goes. I have once in two different departments (oh dear), strayed from the path and invented a really good teaching book and a course with titles, authors, publishers and companies for someone to pick up and research on their return if they thought it was good.

I thought there were enough clues to give it away but apparently not on both occasions. It was all light-hearted and involved some deserved payback in later meetings which was not picked up until well into the fictitious tasks given. Not in trouble and once a century is not bad!

Dr R Kersey

What is your most memorable moment at Stamford?

Using the interactive classrooms when they were first built.

What three words would you use to describe your time at the school?

Fun, inspiring, sociable.

What did you do before becoming a teacher/moving to Stamford?

Taught PE and coached lacrosse.

What will you miss about the school?

The department and the students I teach.

Favourite language/sporting personality?

James Cracknell

How do you take your tea/coffee?

No sugar with dairy free milk.

Favourite curry?

Thai green curry.

Plans after Stamford?

Work in fitness and health.

If you hadn't been a teacher, what would you have done?

Sport or clinical psychologist.

Miss C Clifton

What is your most memorable moment at Stamford?

It has to be when I was Housemistress of Junior Brazenose and we won the junior House drama competition. The boys had worked so hard rehearsing their performance over many lunch hours, and really deserved the win. It was also great to see the collaboration between the year groups, which is one of the reasons I think the House system is so important.

What three words would you use to describe your time at the school?

Very happy indeed.

What has baffled you about Stamford?

At first, I found it very confusing that staff were referred to by their initials in emails. It took me a good year or so to learn who was who!

What did you do before becoming a teacher/moving to Stamford?

I joined the school as a Newly Qualified Teacher back in 2010 when I had just completed my teacher training in London, and I liked it here so much that I stayed a decade. Before that I had studied for my degree at Nottingham University.

What will you miss about the school?

Everything! The people, the buildings, the staff workroom, the atmosphere, the view of the cricket pavilion from my classroom window as the sun sets on a frosty winter's afternoon...

How do you take your tea/coffee?

Not too strong, no sugar.

Favourite curry?

Definitely Jalfrezi!

Plans after Stamford?

I am moving back to my home town of Bedford to teach there and to be nearer to my family.

If you hadn't been a teacher, what would you have done?

Probably a florist, as I really enjoy arranging flowers and find it very mindful.

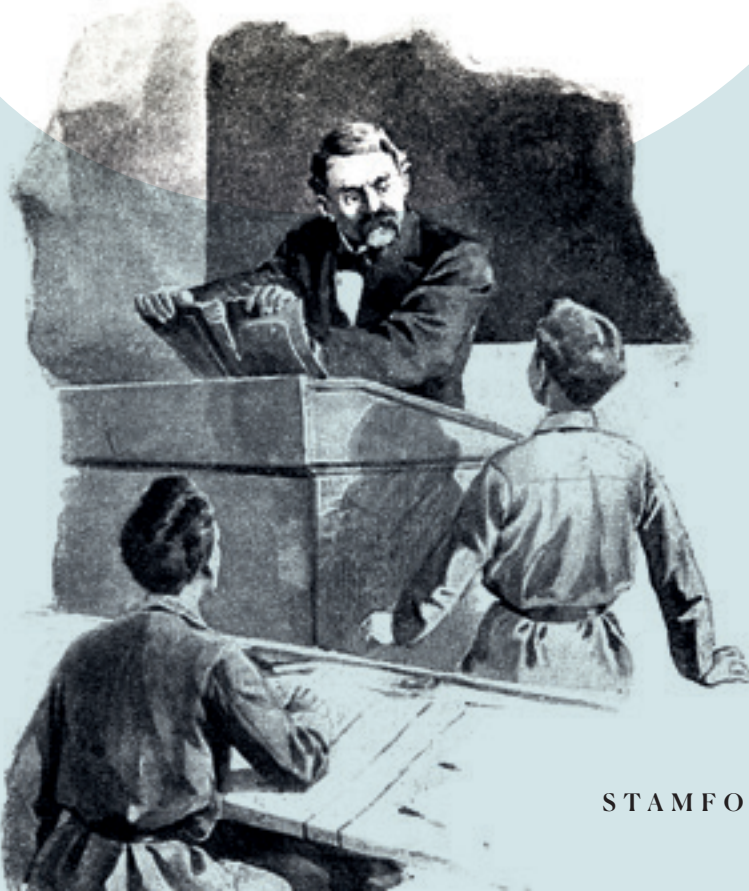
Any stand-out individuals here at Stamford?

Mrs Colley! She was Head of Year (and still is!) when I had my first Y7 form. I have lots of very happy memories of Y7 trips to Kingswood and the London and Lincoln trips with her.

Secondly, Mr Chadwick. We worked on the Stamfordian magazine together for six years. I will always remember the Christmas holidays spent with the Stamfordian team eating our lunchtime Subway sandwiches and cookies while trying to get the magazine finished!

Finally, Rev Goodman. He was my go-to person if I ever needed any resources or help.

“I WILL ALWAYS REMEMBER THE CHRISTMAS HOLIDAYS SPENT WITH THE STAMFORDIAN TEAM EATING OUR LUNCHTIME SUBWAY SANDWICHES AND COOKIES WHILE TRYING TO GET THE MAGAZINE FINISHED!”



Miss Z Aziz-Khan

What is your most memorable moment at Stamford?

Probably one that I can't share... because what happens in the staff room stays in the staff room! But one that I can share is rescuing a lost hedgehog one lunchtime in the dell. My first year, I taught in eight different classrooms and was always running around like a headless chicken, so finding this poor terrified hedgehog in the dell one break time, trying to escape the group of boys who were all standing around it, was a crystal clear moment in an otherwise blurry year.

What three words would you use to describe your time at the school?

Noisy, hilarious, busy and tractors – yes, I know that's four, but you get one for free.

What has baffled you about Stamford?

Stamford the town: how everything shuts at 5pm. I have lived in busy cities most of my life and so being able to walk down the High Street after work and it being virtually empty was a strange experience. Stamford the school: how boys are obsessed with tractors – I've learnt more about tractors in the last three years than I ever thought there was to learn. Still not quite at the point where I get the tractor jokes, but I'm getting there.

What did you do before becoming a teacher/moving to Stamford?

Before becoming a teacher, I worked in academic and children's libraries for many years. Before Stamford, I taught in schools in Malaysia, Bahrain and Birmingham.

What will you miss about the school?

The people; both staff and students, and the view from my classroom – my camera roll is full of awe-inspiring winter sunsets over the cricket field and pavilion, all taken from L30.

Favourite language/sporting personality?

My all-time favourite language would be Pashto – it's spoken in parts of Pakistan and Afghanistan and I'm semi-fluent in it. It's quite a guttural, rough sounding language so translating Shakespearean poetry into Pashto (something my family and I like to do) has some hilarious results. As for sporting personality? I'm really not into sports, I'm afraid.

“THE PEOPLE; BOTH STAFF AND STUDENTS, AND THE VIEW FROM MY CLASSROOM – MY CAMERA ROLL IS FULL OF AWE-INSPIRING WINTER SUNSETS OVER THE CRICKET FIELD AND PAVILION”

How do you take your tea/coffee?

I don't drink tea. I love strong sweet black coffee but am mildly allergic, so tend to avoid it most days. My drink of choice would be a hot Ribena.

Favourite curry?

I'm of Pakistani heritage so there probably isn't a curry I haven't tasted and loved, but I am a part-time vegetarian so probably my aubergine and lentil curry.

Plans after Stamford?

Initially, with the Covid-19 situation, I may be spending a few months in my home town of Birmingham. I'll be waiting for the borders to open up, so I can go take up my new post as Teacher of English and Drama and Head of Year 8 at an international school in Amman in sunny Jordan, which I'd like to point out to my Year 10 class is not a war-zone.

If you hadn't been a teacher, what would you have done?

I thought about becoming an architect, but the hours of maths put me off (sorry Maths Department!), but I do like data analysis so something with that probably. Or stayed in libraries, reading stories to little toddlers.

Any standout individuals here at Stamford?

The whole of the English Department, past and present – hardworking, misunderstood and ridiculously, ridiculously funny.

Anything you want to admit to, knowing you can't get into trouble for it now?

No, I'm too much of a goody-two-shoes, and besides, you never know when you might need a reference!





Mr A Cox

What are your most memorable moments at Stamford?

My first morning when I realised what a lovely school this is. When a member of a Year 12 group asked if it was OK for me to be teaching my son who was also in the group. Visiting a student who was doing work experience at a local undertaker.

What three words would you use to describe your time at the school?

Always very interesting.

What has baffled you about Stamford?

How compact the site is, and why anyone would leave. You do get to a certain age though...

What did you do before becoming a teacher / moving to Stamford?

I was a teacher in a state school. I taught 28 classes each week - a total of about 850 pupils.

What will you miss about the school?

Colleagues, pupils, learning and when I really feel I've taught something well.

Favourite language/sporting personality?

Spanish. I am learning it slowly but would like to be "fluido". I don't understand sport. Why can't they share?

How do you take your tea/coffee?

With milk, no sugar. Tea first, then milk, straight from a boiling kettle and allowed to brew for a few minutes before disposing of the bag. Ideally, with Ceylon leaves and a white porcelain teapot. If from a pot, you should pour both cups one after another, so they are of equal strength. Tea can be shared, but only if necessary. Coffee, if at all, white. Can be good but I'm no barista. If in doubt, tea.

Favourite curry?

Korma. Can go hotter but only with lots of orange juice and tea to follow.

Plans after Stamford?

Travel round the remote parts of Spain, walk some of the Camino de Santiago de Compostela. Have a good think and then possibly train to become a celebrant.

If you hadn't been a teacher, what would you have done?

Before going to university, I thought I'd work for Marks and Spencer. Love their empanadas. From the moment I went to university, I wanted to teach.

Any standout individuals here at Stamford?

Yes; colleagues and family.

Anything you want to admit to, knowing you can't get into trouble for it now?

Certainly not.

Photo from a 2002 school magazine

Mr DF Williams

After a 33-year career at Stamford you must have some fond memories- could you give me your top 3?

Rugby tours to Canada, tennis trips to Eton and probably the best one was going to the ISTA tennis tournament with Will Bourne, where we got the opportunity to walk through the corridor with all the trophies that the players use to enter centre court at Wimbledon.

How did your career at Stamford start?

As a house tutor for Brown House and a PE teacher. I ran tennis and squash and did under-14 rugby for 20 years.

What is about Stamford that has prompted you to stay so long?

I really like the town; living here was great. I've also run two businesses here, the guesthouse and the care home. There's a good, active social life for the staff.

What is the biggest change you have seen at Stamford over your time here?

There were no computers in the school when I arrived. There has also been a huge increase in female staff. Sport has improved massively in terms of the level that Stamford is playing at. The rugby firsts would always play up against Uppingham seconds and the tennis and squash has gone from a minimal number of wins to being the dominant school in the local area on the whole for many years.

How would you describe yourself as a teacher?

Enthusiastic, demanding and determined.

How do you plan on spending your retirement?

Having beers with friends and former colleagues and playing more golf until my wife retires in 5 years' time, when we would like to go away to travel Australia, South Africa and New Zealand for a while.

What would you say you have learnt from being a teacher here?

Patience, also that most of the boys from Stamford grow up to be very nice people.

What's your favourite sport and who's your favourite sportsperson?

My favourite sport to play now is golf, when I was younger it used to be rugby, but my favourite to watch is still rugby now. My favourite sports person has got to be Muhammad Ali because of his wonderful talent and his shocking attitude towards the press, which had such an unusual effect on people because of his intimidating confidence like when he said things like "I am the greatest".

Who was your most gifted student and what heights have they gone on to achieve?

Tennis - Will Heighton from 8 years ago. He came in as a Year 7 and was a very small boy who was playing with a 6 foot 4 inches boy from Year 13, which made for some very entertaining matches where Will would be dominating the court by the end - much to the surprise of the opposition!

“SPORT HAS IMPROVED MASSIVELY IN TERMS OF THE LEVEL THAT STAMFORD IS PLAYING AT.”

New staff

Miss J Brown-Needham

Why did you become a teacher?

After studying fine art at university, I had no idea what I wanted to do. All I knew is that I wanted to move to London and try new things! I packed my bags one week after I finished my degree and worked as a makeup artist for three years. During that time, I discovered that I really loved working with people and enjoyed teaching others to be creative and confident. Teaching was the natural next step. It is a career where every day is different, you are surrounded by people discovering their creative talents, and I get to talk about art all day long. What is not to love?

What advice would you give to anyone wanting to join the profession now?

Be prepared to work very hard, be patient and do not give up. Oh, and get used to a room full of people staring at you!

What five words would you use to describe yourself?

Creative, optimistic, patient, easy-going, kooky

What appealed to you about your subject?

My main passions are drawing, painting and reading.

I think if you want to teach you should teach something that inspires and motivates you.

What were your first impressions of the Schools?

On my first visit to the Schools for my interview I can remember marvelling at the Schools' beautiful architecture and noticing how polite and friendly the staff and pupils were.

What's the worst thing you did as a student at school?

I can remember accidentally stapling my hand with a staple gun in DT. It was horrendously painful!

Something you wish your students knew about you.

I will list a few: I am only strict because I know you are capable, and I want you to do well. I am proud of all my students. Students can be very funny and sometimes I have to try really hard to keep a straight face. My age! Pupils always try to guess my age, and this has ranged from 18 to 40...

What's the scariest thing you have ever done?

I love horror mazes; I go to Scarefest at Alton Towers every year and do the scariest maze!

Teacher's pet or troublemaker?

Troublemaker

If I was the headteacher for a day, I would...

Make it a non-uniform day and have pizza for lunch!

What genre of music do you listen to? Who is your favourite artist?

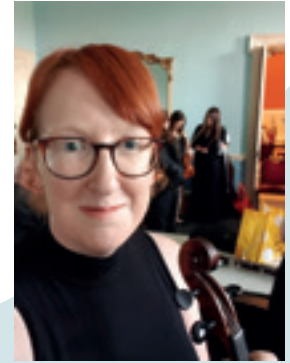
I like all kinds of music, but my favourite genre is rock. My favourite musician is either Pink Floyd or Cult of Luna.

Do you have any pets?

I have a rescue dog called Zack.

I wish someone had told me that...

It's okay if you don't know exactly what you want to be when you leave school. Half the fun of life is trying new things and finding out your passions.



Mrs A Svoboda

Why did you become a teacher?

I wanted a job that would never be boring, and teaching seemed like a good idea. I hadn't even thought about teaching until the final year of uni and all my friends were applying to finance and accountancy, which looked dull. It was the best, last-minute decision I ever made.

What advice would you give to anyone wanting to join the profession now?

To get some work experience in a school first. It is usually required for most teaching courses anyway but also will give you an idea of what the job actually entails. I'm not going to lie; teaching is a difficult and at times a thankless job, but it is also incredibly fun and very rewarding. Don't come into teaching for an easy ride or to make your fortunes!

What five words would you use to describe yourself?

Excited, compassionate, inquisitive, supportive and tired...

What appealed to you about your subject?

I love the certainty of maths and the beauty and elegance of proof. It annoyed me immensely as a student that as you progress through some subjects (I'm looking at you, science!) the way that you understood some aspects of it change as you learn more. This doesn't happen with maths. Maths is just maths and has been the same for thousands of years. I love how useful it is; how it is a language that describes everything and can be used to describe and model everything. I love the problem solving; coming to a question with no idea how to solve it, to slowly unravel the layers until an answer appears as if from nowhere.

What were your first impressions of the school?

After working in a few slightly tougher schools, after moving up here from London, I felt like I had finally come home. I remember my first Burghley gate duty and sitting by the wall in the sunshine looking over the beautiful trees and meadows and thinking it was frankly ridiculous that this was part of my job.

What's the worst thing you did as a student at school?

I definitely cannot tell you the worst thing I ever did. I do remember quite clearly painting both hands completely blue when I was in primary school and getting told off and crying a lot.

Something you wish your students knew about you.

That I can (almost) juggle with clubs. I have been able to juggle with balls since I was a kid but have been learning with clubs during lockdown.

Mr S McCormick

Why did you become a teacher?

I think I've always wanted to be a teacher. No two days are ever the same because young people have a fantastic ability to find humour and awe, and outrage in everything. Teenagers get a lot of bad press, but I think they're remarkable.

What advice would you give to anyone wanting to join the profession now?

Read. A lot. Also, don't be afraid to ask for help. It's the best job in the world so enjoy every minute of it.

What five words would you use to describe yourself?

Perhaps my colleagues are better placed to do this.

What appealed to you about your subject?

Although I teach English, I have spent much of my career teaching politics too (which is what I studied at university) so I feel a bit of a fraud trying to answer this question. The world of literature offers wonderful escapism, but it also teaches you humility, compassion and understanding. As a politics nerd, I think these are important qualities...

What were your first impressions of the school?

What a unique learning environment Stamford is. The diamond structure offers some really exciting opportunities and was very appealing to me. The buildings are fairly beautiful too.

What's the worst thing you did as a student at school?

Running through wheat fields... That's my story and I'm sticking to it.

Something you wish your students knew about you.

The important role my faith plays in my life.

What's the scariest thing you have ever done?

I'm fairly risk-averse and so have never done anything too daring. However, the most nervous I've ever been was just before I proposed.

Teacher's pet or troublemaker?

Both?

If I was the headteacher for a day, I would...

Double portions of dessert for all.

What genre of music do you listen to? Who is your favourite artist?

We mostly listen to Disney soundtracks in my house at the moment. It's an occupational hazard when you have two children under the age of four. There are worse things to listen to than Hans Zimmer though.

Do you have any pets?

No, although my children would both love a dog.

Mrs E Farr

Why did you become a teacher?

I never wanted to do anything else apart from teach English literature. I loved all aspects of English at school and found my teachers totally inspirational. How many people get to pursue a career that is also a hobby?

What advice would you give to anyone wanting to join the profession now?

Teaching gets a lot of negative press about long hours and low pay, but it is also very rewarding and gives you lots of time with your own children.

What five words would you use to describe yourself?

Content, organised, experienced, devoted mother.

What appealed to you about your subject?

The opportunity to discuss the books I love and encourage others to read them. Studying literature offers such insight into human nature that I sometimes feel it is like studying psychology and history too. Plus, it is never repetitive because we always get to teach new texts and writers.

What were your first impressions of the school?

Happy staff and happy children. A relaxed, friendly but purposeful environment in a gorgeous town.

What's the worst thing you did as a student at school?

Wrote 43 sides of A4 for my GCSE To Kill A Mockingbird coursework. When my teacher returned it saying, quite rightly, that it was too long, I was so upset that I ran out of school in floods of tears!

Something you wish your students knew about you.

I was once your age!

What's the scariest thing you have ever done?

The Leap of Faith waterslide in Dubai. You end up in a tube surrounded by sharks. A weird thing to do for someone who hates heights.

Teacher's pet or troublemaker?

Pet (I hope).

If I was the headteacher for a day, I would...

Create a compulsory school trip to the Bronte sisters' home in Haworth, Yorkshire.

What genre of music do you listen to? Who is your favourite artist?

This entirely depends on what I'm doing. If I'm cooking it's Ella Fitzgerald or light opera, if I'm getting ready to go out it could be anything from modern pop to Motown. I don't think I'm that selective as I really do love most music.



“WHAT A UNIQUE LEARNING ENVIRONMENT STAMFORD IS. THE DIAMOND STRUCTURE OFFERS SOME REALLY EXCITING OPPORTUNITIES”



TRIA

A person wearing a white Petzl helmet, goggles, and a dark jacket is climbing a snowy mountain slope. The background is a warm, orange-tinted sky. The person is looking down and to the right.

**verb: make a journey,
typically of some length.**

WEL

MOSCOW

Tsar trek

THE RUSSIAN TRIP TO MOSCOW AND ST PETERSBURG FEATURED GRAND SIGHTS, FUN ACTIVITIES AND SOME ODD FOOD...

THURSDAY

We departed from LMS car park bright and early for Heathrow Airport and after much travelling (including a four-hour transfer to Khimki by bus due to major congestion on the Moscow ring road) we finally arrived and went off with our exchange partners for our first night in Russia. Our first comment on arriving in Moscow was "Where's the snow?" and sadly, we did not see much, if any, of the white stuff during our visit!

FRIDAY

We met at Lenin Square in Khimki and admired Lenin's statue before travelling to Moscow, where we went to the Romanov Museum. We had a guided tour around the museum, which we discovered was the last residence of the tsars, and learnt about the way of life from centuries ago. We enjoyed lunch in a Soviet-themed restaurant and tasted some interesting food! Following this, we had an excursion round Red Square and continued on a bus tour to see some of Moscow's main tourist sites. We got to see Moscow State University, Sparrow Hills, Christmas markets and an impressive view of Moscow, including the new city and the Luzhniki Stadium where some of the 2018 football World Cup matches had taken place.



SATURDAY AND SUNDAY

We had two family days and the students in our group were treated to a range of interesting and fun activities, such as the Russian circus, the ballet, an international Ice hockey game, Moscow's aquarium, museums, and even go-karting. One of the most popular activities was ice skating, whether it was at Europe's largest ice rink or a small outdoor ice rink in the centre of Khimki, lots of students and their exchange partners did this and met up together.

MONDAY

We got up really early as we were spending the day in Saint Petersburg. We travelled on the Sapsan – like a bullet train – and the journey took four hours each way. Once in Saint Petersburg, we went for a bus tour around the city as well as visiting Hare Island, where the St Peter and Paul Fortress is situated. In the fort we saw canons firing to signify the time – it was very loud and made everyone jump!

We also visited two cathedrals which were interesting and very beautiful. We learnt about their construction and about some of the precious artefacts and paintings inside. One of them was called the 'Cathedral on the Spilt Blood' and was a memorial to Tsar Alexander II who was targeted by a terrorist on this spot in 1881, and later died in the Winter Palace.

We took photographs outside the Aurora battleship, important for its place in the history of the revolution, as well as in the very impressive Palace Square looking at the Winter Palace (Hermitage). We all took turns to rub Peter the Great's statue in the hope that it would bring us good luck too and visited the famous Bronze Horseman statue.

TUESDAY

The Russian and English students went to the cosmonaut museum. We had an amazing time seeing all the satellites and other interesting exhibits, such as the cosmonaut space



suits. We saw Yuri Gagarin's (the first man in space) space suit and we also saw Belka and Strelka (stuffed), the first dogs to go to and return from space alive.

In the afternoon, we did some painting at the impressive VDNKh exhibition ground and at the site of the big outdoor ice skating rink. We painted small Ded Moroz (Father Christmas) figurines, which was a fun and calm activity that everyone thoroughly enjoyed.

WEDNESDAY

On Wednesday we went inside the Kremlin walls, where we saw various cathedrals, palaces and monuments. Here we saw the Tsar Cannon, designed to fire cannonballs weighing 800kg, but in the end the cannon never fired. In addition, we saw many various and interesting artefacts in the cathedrals we visited. We also visited the Armoury – an amazing museum within the Kremlin where lots of expensive items are kept, ranging from carriages of kings and queens to the real Fabergé eggs!

THURSDAY

We woke up relatively early and travelled to the Khimki school, where we had one lesson with our exchange partners. The lessons we saw were either biology, maths, history, English or sport. Once this was over, we ate a quick lunch, said goodbye to everyone and departed the school, travelling back to the airport. At this time there was virtually no traffic, so we arrived at the airport and boarded our plane in good time. After the fun, but tiring, plane journey we arrived back at Heathrow, facing another long journey back to school, and after two hours in a minibus, we were home.

Overall, the exchange trip was very successful – everyone really enjoyed themselves and we would highly recommend to anyone given the opportunity to take it, no matter how good your linguistic skills are!

FABIEN DARBOST AND TED GENEVER



GERMANY

Exchange rated

THE 60TH GERMAN EXCHANGE CELEBRATIONS IN NOVEMBER 2019 MARKED A LONG AND FRUITFUL FRIENDSHIP BETWEEN TWO SCHOOLS.

This academic year the German Department celebrated a milestone: 60 years since the first German exchange with our partner school, Ernst-Kalkuhl-Gymnasium in Bonn, Germany. We believe that we are the longest-running exchange in the UK!

As usual, our German partners visited for a week in the autumn and enjoyed various excursions including Cambridge and Warwick Castle, before rounding off their visit with two days in London.

The German students also spent one morning in school attending some lessons with their partners, and in the afternoon the whole party went to Burghley House to celebrate the 60th anniversary. We started with lunch at SHS, followed by a guided tour of the house, as no visit to Stamford is complete without it.

The outgoing principal of the German school, Herr Heel, accompanied by his son and new principal, as well as the Headmaster of the school, Dr Drescher and his wife, arrived in time to join us for the afternoon. Following the tour, we enjoyed some coffee and cake in The Orangery. In the evening, many students also attended the 'Charity Rock' event with their partners before spending the weekend with their host families.

In the evening, the principal hosted a dinner to honour the occasion. Besides the German dignitaries, we were particularly pleased to welcome our guests of honour, James Chew with wife Joanna, Philip Chew with wife Nicki, and Helen Chew.

James' and Philip's late father, Mike Chew, founded the exchange in 1959/1960, and organised it for many years to come. During the dinner, Mr Phelan spoke about the history of the exchange and presented the German principal with Katie Cardew prints of SS and SHS. Mr Heel senior also delivered a short speech and presented SES with a statue of Ludwig van Beethoven, who was born in Bonn.

Our return trip to Bonn was scheduled to take place from March 27th until April 3rd, and planning was underway for day trips to Cologne, Koblenz and the beautiful Ahr-Valley. Due to the coronavirus, this part of the exchange unfortunately had to be cancelled, but we look forward to resuming planning as soon as possible.

MRS A CHAUVAUX



SCOTLAND

Winter has come ...

THE STAMFORD EXPLORERS MOUNTAINEERING TRIP WENT TO THE HIGHLANDS IN SEARCH OF CHALLENGE AND ADVENTURE. THEY CERTAINLY FOUND IT.

At February half-term, a small but hardy group set off on the full day's drive to Cairngorm National Park in Scotland, in search of winter, adventure and challenge. We found all three – and possibly more than we had bargained for.

After an early rise on day one of the action, we headed out of the youth hostel on frozen roads. Much to our excitement, it was snowing, and watching the snow smash into the windscreen as we drove towards the mountain got us all in high spirits. That was until we arrived at the snow gates, only to find them closed.

Not to be deterred, we decided to make the hour-long walk up the access road. After finally getting to the bottom of the mountain, we started to climb up a long ridge through all the fresh snow. This makes it hard going, as you can sink down and slip back almost as much as you go forwards. After another hour of slow progress, the wind started to pick up and we were forced to shelter behind some large boulders.

After a rest of sorts, we continued upwards until the wind started to nearly lift some of us off our feet. The ground turned to ice as we climbed, and it was becoming too dangerous to continue, so we were forced to turn back.

The next day we had a new objective: the 1118m Sgor Gaoith (Peak of the Wind). The path took us up through some magnificent pine forests covered in a fine layer of fresh snow, which made for an idyllic scene. As we got higher, the snow got deeper, and we were forced to swap the person at the front regularly, so they didn't get too tired

forcing their way through.

Only a few hundred metres below the summit, we entered the clouds and the challenging navigation of a white-out. With low light, snow covering the ground and clouds all around, it becomes impossible to tell direction or sometimes even if the ground is sloping or flat. Luckily, as we neared the summit there was a small break in the clouds which allowed us to catch a glimpse of the surrounding landscape and see the dramatic cliffs which fall away right from the top.

The cornices created by the blown snow grew out from the edge and added an extra danger for the unwary. After the obligatory summit photo, we started to head down via a different route. It is often quoted in mountaineering circles that more people come to grief on the descent than in ascent. This is due to people losing focus, being tired and the fact that descending can often be more difficult. Our





descent would certainly test our endurance.

The clouds came back and visibility dropped to nil, and almost at the same time, the winds picked up to around 60mph and it started to snow. The mountain was living up to its name! Our route out was straight into the face of the wind and without our ski goggles we would not have been able to see.

Ice started to form on everyone's faces and clothes as we struggled forwards, counting paces to keep track of distance. Eventually after a few hours of descent we finally reached the valley floor and the relative safety of the gentler exit path. I have to say that the day had been tough, and many people would have found it daunting. However, our crew of relative novices met that challenge head on, literally! After having proved themselves over the past two days, I felt confident enough in the group to venture into steeper ground with real consequences. We were up at 6am and leaving the ski centre car park before eight, heading into the iconic Coire an t-Sneachda valley. We put on crampons and then I gave everyone a briefing on how to deal with this steeper ground. Stay on your feet, trust the crampons and whatever you do, do not kneel or sit down! With waterproof trousers on a steep rocky slope, sitting down can mean a very quick slide to a not so pleasant end.

We had about 500m of steep ground to negotiate and the consequences of a slip would be very unpleasant. Swapping between different crampon and ice axe techniques we slowly made our way up the slope. As we reached the top, the clouds started to roll in, and heading down seemed the best course of action. On the descent we found a large bank of snow and practiced making emergency shelters in a blizzard. These can save your life if you get stuck out in the kind of gnarly conditions we found ourselves in.

The wind was howling and the snow swirled around us violently as the group dug into the bank to build their shelters. Bags left on the floor were covered in minutes by the raging snow. However, once inside the shelters everything becomes strangely calm and quiet. The snow muffles the sounds from outside, and once out of the wind in a confined space, the effect versus outside is quite incredible. Reluctantly we crawled out of the shelters and made for the minibus for the last time.

A well-earned all-you-can-eat-buffet at the local Italian was a welcome end to a tough few days. I have spent many years training in the mountains and developing skills to be able to lead these kinds of trips, and so when the weather closed in I knew what to expect. For those on the trip – Tomas, Oliver and William as well as Mr Gosden – this was new to them. I was incredibly impressed by how well they dealt with everything the mountains threw at us in what was, truly, a proper winter experience!

MR SMITH

SPAIN

Inspirational Iberia

A MEMORABLE TRIP TO GALICIA, IMMERSED IN THE SPANISH CULTURE AND LANGUAGE.

On the Wednesday before the spring half term, Spanish students from Years 10 to 12 embarked on the annual Spanish exchange trip to A Coruña, Galicia. After a late flight, arriving in Spain at around midnight, we all greeted our exchange partners and were taken to what would be our homes for the week.

The week was packed with amazing activities, ranging from visiting an aquarium to trying churros in a small café in the city. We also took many daytrips to different towns and cities in the local area, including Santiago de Compostela, Pontevedra and Cambados. On top of all of this, we also had the incredible opportunity of joining our exchange partners' lessons, with some having an easy time in English, yet some also having to struggle their way through a physics lesson taught entirely in Spanish!

As with every year, the trip was a great success, and everyone who took part was astounded as to how much their speaking skills improved in just a week away, completely immersed in the language. 'Muchas gracias' to Mrs Rubio, Mrs Pike and Mr Clift for making the trip possible – it was truly an experience none of us will forget!

LOTTIE PIKE



SNOWDONIA

Snowdonia, Windonia, Raindonia!

STORM CIARA HIT THE GEOGRAPHERS' TRIP TO SNOWDONIA, BUT DESPITE THE FLOODING AND POWER CUTS THEY WERE NOT TO BE DETERRED: IT PROVIDED EVEN MORE TO LEARN.

On the morning of February 7th, Year 12 geographers gathered, ready for the five-day field trip to Rhyd-y-Creiau Field Centre in the hills of Snowdonia. Despite the four-hour journey ahead and unpromising weather warnings, this didn't dampen the mood of the trip, with minibuses filled with music and laughter as well as promises of McDonald's at the service station.

The focus of the trip was to gain vital skills and information to complete our pending NEA (non-examined assessment) pieces and to experience first-hand the topics that we studied. It's always useful to visualise the features being spoken about, and this fabulous trip enabled us to do so.

Day 1

On the first day, we gathered and set off on our journey to the Conwy Valley. We arrived in the small town of Betws-y-Coed and set off with our questionnaires, designed using the Survey 123 app.

We were specifically looking at tourist attractions and the beautiful Afon Llugwy river running through the centre of the town. Once we finished investigating, we headed back onto the road and soon arrived at the Rhyd-y-Creiau field centre, where we were based for the upcoming days. After being greeted and spoken to by our centre coordinators, we all settled into our rooms before heading to dinner to refuel for our first evening lesson, from 7-8pm. This introduced us to the course and NEA requirements. It is safe to say we were all pleasantly surprised by the extra facilities for us to use, including a games room fitted out with a pool table, table football and a ping pong table. Even Mr Ramsey had a go and swept the floor with his skills!



There was also a common room fitted with sofas which came in especially handy when watching the Rugby World Cup match (even if there was the occasional power cut) and not forgetting the unlimited cups of tea and coffee keeping us going throughout each day.

Day 2

I think it would be fair to say this was our busiest day, filled with all things glacier. We travelled 30 minutes to the Nant Ffrancon Valley for a long hike up Cwm Idwal while being shown many different glacial landforms that we had only ever seen previously in textbooks.

Using the 'Skitch' app we took photos of the landforms we saw (such as truncated spurs, corries, u-shaped valleys and moraines) and labelled them with notes and information relating to the feature. This was harder due to the impending storm heading our way, with wind speeds growing by the hour.

The strengthening winds didn't deter our designated photographer Mr Smith capturing photos throughout our trip, even if it did feel like the wind was going to blow us all over. He even taught us the formation of a glacier through a dance! After our hike, it was back to the minibuses to travel to a roche moutonnee in the valley, followed by the Pentir esker and kame, where Wales lived up to expectations with the number of sheep in the fields running around and jumping over walls!

This day transferred classroom to reality for all students. Once we returned to the field centre, we spent time doing some statistical analysis (chi squared) and using this data to answer the enquiry question on the origin of deposits. Little did we know Storm Ciara was going to strike overnight...

Day 3

Storm Ciara caused us to wake up almost completely cut off to other areas. Caused by a jetstream from North America, the third named storm of 2019/20 produced heavy rainfall and gales up to 93mph, causing widespread disruption and flooding. Unfortunately, this left some of the centre co-ordinators unable to travel into the field centre, and the centre with flooded classrooms and power cuts.

We took this into our stride; starting the morning with plenty of tea and coffee in hand and a little improvisation from our fabulous teachers. With the whole field centre to ourselves we easily found the time to make the most of this and play '4040 homie', 'hide and seek' and even 'sardines'! As a group we all walked down to the River Conwy, which was heavily flooded with burst banks either side and such a fast flow that it was carrying all

sorts of debris. Mr Davies gave us an insight into the strong weather we were all witnessing first-hand.

After the last lesson of the day, it was announced that the Snowdonia Mini Olympics (organised by Mr Davies) was to go ahead that evening with students competing in five rounds, in teams, with the hope of winning edible prizes. We finished with a tug of war judged by the teachers, with Team Schist (Gracie, Grace, Felix, Oli and Will) claiming victory. It really was a great way to finish the day!

Day 4

Once the weather subsided, we travelled outside of the field centre to Llandudno, a coastal town in Wales. This links to the human geography side of the course – ‘changing spaces; making places’.

We were looking to see how the characteristics of a place are viewed by different groups. We collected primary and secondary data (resident and stakeholder perceptions of place, questionnaires, variations in housing, environmental quality surveys and crime rates, census information and super output areas).

We also carried out an environmental quality survey. We split into groups and selected the specific areas that we were going to survey; a joint effort to save time. We used the Skitch app to do some mind mapping and labelling of specific areas around the town, even though it was bitterly cold and started to sleet. We walked up to the viewpoint which had a beautiful view over the old Victorian sea-side town, as well as a few goats here or there!

Day 5

This was our last day at the field centre and despite being tired from having lessons during the day and in the evening, spirits were still high.

Even with a bit of snow (yes, we really had all weather types thrown at us!) we continued with research methods including storm plotting and interception experiments, and simulated these experiments using boxes that replicate different types of vegetation. After we finished our last lessons of the trip, we headed home after a long, but highly beneficial, week for our course.

After these invaluable five days in rainy Wales, we all have come away with the perfect toolkit to help us complete our NEAs, as well as clear memories of the incredible Welsh landscapes. Whilst we were there to learn, there was always time to relax and play games together. Everyone had a great time, even though the weather was not always on our side. Thank you to all of the teachers involved in organising this trip – especially Mr Ramsey and Mr Smith who we could not have done this without.

SOPHIE NEWPORT, GRACIE LOVETT-BRUNT AND GRACE KENDALL



USA

Going to America

THE SIXTH FORM ENJOY A CULTURAL TOUR OF WASHINGTON AND NEW YORK

An enthusiastic group of students from the Stamford Endowed Schools visited Washington and New York during the autumn term, to further their understanding of the history, politics, and culture of the United States of America.

The students began their tour by visiting the White House, and Congress at the United States Capitol visitor centre. A trip to Ford’s Theatre, the site of the assassination of President Abraham Lincoln, the Arlington National Cemetery and memorials, and the Holocaust Memorial Museum were noted as particularly powerful experiences.

An enjoyable road trip between Washington and New York started the second half of their trip, where Ellis and Liberty Islands, in the Upper New York Bay, gave views of the landmark Statue of Liberty. The 9/11 Memorial Museum, at the site where the Twin Towers once stood, proved unforgettable, with the museum’s dynamic blend of architecture, archaeology and history creating a truly moving experience. Students also participated in some sightseeing, exploring Central Park, the Empire State Building, Times Square and China Town.

Mr Tuck, Head of Politics at Stamford School, said: “Every student seemed to have a different highlight of the trip, with the most popular experience being on top of the Empire State Building, looking out over the New York City skyline at midnight! We all especially also loved the road trip as we saw so much of the country.”

CHINA

Chinese takeaways

THOUGHTS ON A REMARKABLE TRIP, SEEING THE VERY BEST OF A REMARKABLE COUNTRY.

In October 2019, during half-term, the business, economics and geography departments took a first-time trip for SES; we went to China. The group was made up of 36 Year 13 students from SES and four teachers, including one overly excited teacher (me!), Mr Roche, Mr Ramsey and Mrs MacAulay.

The itinerary was jam-packed with cultural and educational visits. We flew out to Beijing via Helsinki on Monday October 21st, and returned from Shanghai, again via Helsinki, on October 29th, and within that short time, we also visited Xi'an. Totally exhausting, but even more amazing.

Our time in Beijing included visits to some amazing 'bucket list' places. We visited the Temple of Heaven, Summer Palace, Tiananmen Square, the Forbidden City, and the Great Wall of China.

To walk along the Great Wall was particularly amazing, even if there were a million stairs to climb. We toured a Beijing distillery, a cloisonne factory, took a hutong rickshaw ride (Google it – it is quite an experience), watched a kung fu show, were hosted for lunch by a local family and went bargain shopping in some of the busiest retail zones of Beijing.

All of this was led by the wonderful Jason, our local guide, in addition to the close supervision of our superb national guide, Jeff, without whom we would have been utterly lost the entire trip. We ended our time in Beijing boarding an overnight 'sleeper train' (again, worth a Google) to our next stop, Xi'an.

Around 12 hours later, after one of the most 'interesting' experiences of our lives, we arrived in Xi'an. We had just a day and a night here but managed to squeeze plenty in with the support of our local guide, Andrew. We visited a local factory, followed by a trip to another 'bucket list' location, the Terracotta Army Museum; the warriors were amazing to see.

On the journey back we listened to the England rugby



game via a phone held up to the microphone on the bus, because satellite TV is banned and so we could not watch it anywhere. Our evening in Xi'an was filled with a cooking lesson learning how to make dumplings, which were delicious.

We visited a local supermarket and saw the array of foods they offer, while in search of snacks. On our way back to the hotel we saw some of the street dancing that Year 13 business student, Evelyn, had told us about. After a night none of us will forget in a hurry, Jeff included, we set off for Shanghai. This time we managed to escape what would have been a 17-hour sleeper(!), and instead got to take the high-speed rail.

Just six hours (ish) later, we arrived in Shanghai – the high-speed train was luxurious in comparison to the sleeper, and we saw much more of the country during the journey this time. The air seemed much clearer here, particularly compared to Beijing, which made the early morning running more bearable for the hard-core team of Katie, Sasha, Hugh and Mr Roche. We were greeted by our local guide, Jackie, with national guide Jeff still close by, as always!

We visited a silk factory to see and hear about the production techniques, we went to the Bao Steel factory (which is 4 times bigger than Stamford!) and also the Yakult factory, where we got to try the products too (video reviews are on the @rochonomics Twitter account).

Perhaps the highlight of our time in Shanghai, and potentially of the whole trip for some, was the Huangpu River cruise along the historic Bund area. The lights were incredible. Before we left, we managed to fit in some more shopping, causing many to challenge the zips of their suitcases, and one final meal – this time a meal of choice!





We may have eaten our body weight in much the same food for three meals a day, every day, but it was a once-in-a-lifetime trip, full of fun and memories that I think we will all remember for a long time to come.

MISS A B HALLIDAY

Here is what some of the students had to say about their time in China:

“It was such a good experience. Every day we visited so many different places. The Great Wall and the Shanghai boat cruise were probably the highlights of the trip. It was a great trip with a great group of people.” **Ben**

“My highlights of the trip are visiting the Great Wall of China (even with all the steps!), going to the Bund in Shanghai on the river and seeing all the lights, and going to the Summer Palace – and also turning 18 while I was there!” **Leah**

“The China trip was probably the best trip I have been on with Stamford School. We visited lots of different, incredible landmarks, we ate lots of different foods, which are totally different to the Chinese takeaway food types we get in England, and we really got to experience the culture.”

Angus

“Such a good trip. Was amazing to be able to experience the cultural differences in China, as well as the way businesses are structured and run. It was an amazing trip and I would definitely go back, especially to the fake market!” **Evie**

“The China trip was the best trip I’ve been on; it was amazing! The group of people that went were great because we all got on, which made it even better. I think I was the only one that thought this, but I really liked the food even if it was a lot of the same. It was so cool to see another culture. It created memories that will stay with me forever.”

Luc

“I had a great time. Travelling all over and seeing so many places in such a short space of time was exhausting but exhilarating.” **Millie**

“To walk on the Great Wall was a once-in-a-lifetime experience, which I will never forget. Seeing it first-hand was breathtaking.” **Archie**

“My favourite part of the trip was going to the Bund in Shanghai with the skyline all lit up. The Yakult factory was really helpful for our business studies as we got to see the process of making them!” **Zoe**

“What a wonderful experience, that I’m very glad I was a part of. Great company, even better staff, and the best tour guides. Experiencing a completely different culture, doing things I never thought I would, and eating things just as crazy. The best trip!” **Sasha**



USA

Science in Seattle

SIXTH FORM STUDENTS ENJOYED THE AAAS CONFERENCE IN THE USA.

A dozen students from the Sixth Form at the Stamford Endowed Schools travelled to Seattle in the spring term for the AAAS Science Conference, providing them a chance to pursue their curiosities beyond the curriculum.

In addition to attending the American Association for the Advancement of Science’s (AAAS) Conference, the group engaged in a host of cultural activities, from watching an ice hockey game, to visiting the Space Needle, monorail, zoo and aquarium.

Students noted one of their highlights as a speech given by Bill Gates, considering his foundation and reduction of the malarial cases in Sub-Saharan Africa.

George Bingham, Year 12 at Stamford School, said: “I would definitely recommend going on the AAAS conference science trip! Not only was there a wide variety of lectures on interesting topics, but I also had a great time going round Seattle. My favourite moment of the trip must have been either going to visit the Space Needle or looking around the Museum of Pop Culture.”

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

S P O



SPORT



SHS Hockey

NEW INDOOR SQUADS AND ADVENTURE DEEP INTO UNCHARTED WATERS IN ENGLAND HOCKEY COMPETITIONS.

The girls' season started with several days of pre-season; the 1st XI squad headed to Cardiff Met University for their annual tournament and the other squads played against more local opposition. The Cardiff tournament was a great way for the girls to get to know each other and to experiment with new tactics that we hoped to use during the term.

This is the first year we have entered teams into the Independent Schools Hockey League. All teams from U14 upwards played in the league against some very strong schools across the region, and this proved a tough challenge for all but something we plan to learn from now we have these consistent, challenging, fixtures.

With hockey at SHS improving in popularity and strength it was brilliant to hear of so many players representing local clubs and entering the England Hockey player pathway at academy centres, with three players

getting invited into performance centres; Alice Brownlow, Leonie Hart and Aggie Pennell.

For the first year, we also entered the National Indoor competition with the U18s. The squad had a steep learning curve in preparation and played well with and against the boys' squads. The regionals were a learning experience too, where we competed against some of the top schools in the country, and hopefully we will build on this in the coming years and introduce an U16 squad too.

We entered more teams than before into the England Hockey competitions where the U13s were crowned county champions, the U16 Bs competed against A teams in the U16 Tier 3 county competition and the 2nd XI competed against 1st XI's in the U18 Tier 4 regional preliminaries. The U14 A and Bs both found it tough against experienced sides at their respective regional prelims, but showed improvement throughout the tournaments.

The U16As enjoyed a good cup run beating Kimbolton and Framlingham to reach round three of Tier 1 but lost to The Perse. The 1st XI Lost to Rugby School in Tier 2, but made progress in Tier 3, beating Bedford Modern before losing to Oundle in a game in which they risked everything, including taking the keeper off.

MR D BUCKMASTER

SS Hockey

MORE PLAYERS, MORE TEAMS, AND MORE COMPETITIONS ENTERED: BOYS HOCKEY IS THRIVING AT STAMFORD.

We headed into the boys' term optimistic after a good pre-season in the autumn term and success for the 1st XI indoor. With entering more teams into the England Hockey cups, and trying to play local schools on top of the weekend fixtures, it was a busy term where we enjoyed plenty of success across the teams with improved performances and results.

It is fantastic to be able to say that due to the strength of hockey at Stamford we have many players involved in local clubs at age group and adult level. We have also had players involved in the England hockey player pathway; Eddie Harper (England U21), Andrew Inskip, Ben Gould and Rafael Parker-Humby (U17 Performance centre).

Hockey at SS is proving ever-popular, meaning we are able to field more teams each year across the age groups, and we played a variety of fixtures in the ISHL, friendlies against local schools. The 1st XI were unbeaten in the regular season and were looking forward to their final game against Oakham to decide who would be the only team in the league with an unbeaten record, but this unfortunately got cancelled.

The U16's went to the regional finals having had a



mixed set of friendly results, but they represented the school well and improved as the day went on, although they didn't quite make the nationals.

The U18's felt confident heading to Norwich for their regional tournament but had a slow start. They improved during the day and qualified for the nationals – a first for SES – where they competed with the top schools in the country.

We entered more teams than ever into the England Hockey competitions. The U12s and U14s found it tough in their regional rounds, but displayed good determination. The U16 As also had a tough cup run, losing on flicks to penalties in Tier 1 and then to Uppingham in Tier 2, despite having the better chances in both matches.

The U16 Bs and the 2nd XI both enjoyed success at their regional prelims, qualifying for the finals. In both tournaments they competed against 1st XI's from other schools, and so this was a tremendous achievement.

The 1st XI enjoyed an unbeaten cup run in Tier 2 until it was cut short by Covid-19, beating Framlingham College where they played the best hockey Mr White reckoned he has seen any team play in SES colours, and then at Gresham's in the next round. For their season to be cut short and prevent them from potentially making the indoor and outdoor nationals is for many an extremely tough way to finish their school playing careers.

MR D BUCKMASTER



Rugby



The Far Side of the World

THE TRIP OF A LIFETIME: THE BOYS' RUGBY TOUR TO AUSTRALIA AND NEW ZEALAND DELIVERED SOME REMARKABLE EXPERIENCES AND EXCELLENT RUGBY.

So once more the next batch of Stamfordians, hungry for challenge and unique experiences, departed their home shores with their bags packed; ready for adventure on the other side of the world.

The squad had worked hard on their strength and conditioning and withstood the rain and heat of the English summer to prepare, so following a successful 2018-19 school season, hopes were high that this trip would give them the best start to the 2019-20 campaign. They headed off to Heathrow in the early morning hours in pursuit of sporting glory.

After a few muggy hours in Singapore, the squad touched down to the bright lights of Sydney and the wonderful night sky overlooking the harbour and the Opera House. The lads woke to early training in brilliant sunshine under the famous Harbour Bridge, to a splash in the Olympic Pool and a relaxing afternoon at the Olympic Stadium to watch the Roosters and the Bulldogs smash it up in the NRL.

Again, a training session at early doors preceded a brilliant jet boating session around the city before some surfing on the wonderful Bondi Beach (in the middle of winter!)

The boys then had their first set of matches against their hosts William Clark High School. Two superb games to get the tour going, with the twos ripping it from behind to win the game in the second half and the ones producing a commanding display of running rugby to end up with

a comfortable victory. Thankfully, no injuries either, and some great home cooking with their hosts on their 'barbies'.

After a spot of relaxing and 'stash hunting' in Sydney, it was time to move on. The challenge got a whole lot bigger and better as the boys hit the tarmac in Auckland for the second stage of their journey. The usual New Zealand welcome of 'four seasons in one day' provided the backdrop as morning training sessions were followed by paintballing in the bush, hot pools, water slides, a yomp up an extinct volcano and finally, an inspiring trip to the big schools derby between Auckland Grammar and St Kentigerns College.

Our first hosts, Massey HS, would provide a huge physical challenge and the first fantastic encounter with the haka. Both sides loved the experience and produced two stunning performances. A win for the ones and a thrilling 22-22 draw for the twos.

The squad then headed south to volcanic Taupo and Rotorua, and the land of the bubbling mud and geysers – much to the delight of all the geographers! On the way, they got to experience the thrill of the Huka Jet on the mighty Waikato River as well as a Māori feast and hāngī cooking on one of those truly memorable days. More fun followed in the glorious sunshine as the lads enjoyed the Whakarewarewa Thermal Reserve and the adrenaline-filled luge racing down the mountain.

From the tropical Bay of Plenty to the vineyards of Hawkes Bay, fixture three saw us visit Lindisfarne College, the scene of two previous battles in 2003 and 2011, where the boys had suffered at the hands of future All Blacks.

This was always going to be the real test of the tour and while neither side got the result they wanted, there were some superb aspects of their play against top quality opponents. The ones suffered their only loss of the tour





and the twos another thrilling draw, 25-25. The bruises soon banished as the boys enjoyed white water rafting on the Mohaka river in the winter sunshine – especially the ‘sheep rescue experts’!

The party travelled south to the farming capital of the North Island, Masterton, to stay and compete with Rathkeale College who would again provide a huge physical challenge. The twos played some really good rugby but just couldn’t contain the sheer weight of the opposition, whereas the ones produced a superb first-half attacking display and second-half defensive effort to take the victory by just two points, much to the dismay of the opposition and huge home partisan crowd!

As World Cup fever started to build with the All Blacks featuring on every news channel, radio feed and billboard, the party followed the steps of Frodo Baggins through the ‘Misty Mountains’ and on to the capital Wellington.

En-route, another testing physical challenge, as the lads took on the treetop Adrenaline Assault Course in the forests and hills outside the city. Never have certain boys been so quiet or certain quiet boys so noisy, as each player navigated the wires and ladders hundreds of feet above the ground. Some went very quiet indeed. But what goes on tour stays on tour, and they shall not be named as their knees knocked violently together, they closed their eyes and winced...

Following trips to Te Papa, the national museum, and excess retail therapy, the dark clouds encircling Mordor unleashed hell and thunder; lightning and torrential rain hammered over the mountains, creating an extraordinary backdrop to the final matches with our great hosts, St Bernard’s College. The twos lost an absolute tour classic at the death and the ones produced a stunning display of wet weather rugby to control the ball and end up 12-point victors, although unrecognisable in the mud. Both squads showing just how much they had developed.

Fifty-five tired and weary bodies boarded the plane home in brilliant sunshine and can look back on many unique and special memories. They stared down the haka, played some great rugby, tasted some different foods, saw many great landscapes, enjoyed many different emotions and most of all enjoyed the challenge of meeting so many new people.

They were a credit to the Schools and I am certain they would all agree on reflection, it was “the trip of a lifetime!”

Thanks to all the boys for their efforts but most of all Masters Esson, Forward, Gent and Voltan for their commitment to the cause.

MR D J LAVENTURE



7’s inspiration

ENGLAND 7’S COACH INSPIRES SES STUDENTS

England 7’s coach, Mr Charlie Hayter, visited the Endowed Schools in September, to inspire and motivate SES students; sharing his tips and tricks to becoming successful within sport with Stamford’s eager sports scholars.

Alongside his talk on ‘what it takes to succeed’, Charlie also supported the Junior School Rugby Festival and ran a ‘come try it’ session, encouraging budding sportswomen to take up the sport. The session focused upon attacking and defending space, game awareness and decision-making; providing the opportunity for lovers of the sport and first-time players alike to experience Olympic level coaching.



Hockey points

HELEN RICHARDSON WALSH MBE COACHES AND PRESENTS TO STUDENTS

The Olympic Gold Medal winning Hockey player, Helen Richardson Walsh MBE, visited Stamford High School to coach and inspire young Hockey students and sports scholars.

Following a guest coaching session, Helen gave a presentation that was focused around the key topics of confidence, striving for the best, and using mistakes as catalysts for progress. She culminated her speech by sharing the quote, by Norman Vincent Peale, that she has used as her ongoing inspiration throughout her career: “Shoot for the moon. Even if you miss, you’ll land among the stars.”

Table Tennis

AN ANTICLIMACTIC SEASON, ENDING JUST AS STAMFORD WERE POISED FOR A TILT AT THE TOP OF THE TABLE.

As with so many winter and spring sports, the global Covid-19 crisis curtailed the table tennis league season as it approached its conclusion. When the committee made the decision to cease play, the Stamford team stood fifth in the league (with a game in hand), with only three teams having beaten us all season. With Ryan Chung having left us last year, a greater onus was placed on the bat of Jamie Anderson and he stepped up to the table wonderfully. Many of his singles matches against doughty veterans went to a fifth and final end, and, to his credit, he won more of these than he lost.

Jamie also plays in the National Cadet League and his progress was noted at committee level, where the season's recipient of the Fred Fenton Trophy (for improving players) was discussed shortly before the enforced break.

The Fred Fenton Trophy is one of the very few that LHW hasn't won in his Stamford and Rutland career. Fortunately for us, his standard has remained consistently high over recent years and improvement will be tricky. Last season he was close to winning the Averages Trophy; this season, he was top of the table with just three or four tough singles matches to play. As I type, we remain unsure whether the season can be completed, but he has been the outstanding performer once again with a win percentage at 95%.

RJBH continues to test his temperament with too many close matches, but his average hovers around 75% which he is happy with. GAB played some matches in his debut season and will bring that important experience to the table next year. He has overseen the Saturday morning sessions with RJBH and does an excellent job with the regular attendees.

Andy Walton continues to support the team and plays whenever he can. He joined the team for the semi-final of this season's Ketco (handicap) Cup, but, sadly, we were all outgunned.

There remains a sense of anti-climax about the 2019-2020 season but, all being better, we will dust the bats down in September and "go again".

MR R HENRY



Basketball

GROWING IN STATURE EVERY YEAR, AND AGONISINGLY CLOSE TO BEING CROWNED COUNTY CHAMPIONS.

Following on from a successful year in the 2018/19 season, which lead to a county cup final and a very good winning record, the 1st X had very high hopes for the season, even after losing their starting point guard from the previous year.

There were a lot of new faces in the team ranging from big boys entering the Sixth Form to the young and excited Year 10s ready to prove that they belonged in the team. After blitzing through the first four games, winning two of them by more than 50 points, but losing the fifth against a very strong Loughborough side, the team were heading into the county cup final for the second straight year with confidence, ready to face the defending champions Carres.

The team, led by Joe Carter, knew that the game would be tough, especially for ex-Carres pupil Bobby Singer who was wanting revenge from the previous year, and the stakes were high for all. The game started off strongly, with Rory Flack and Harry Jennings crashing the boards, and Carres not having an answer for the big men.

After building a lead of eight points going into the half, and Harvey Ratcliffe and Joe Carter knocking down their three-point shots with ease, the team's chances of winning were high. However, in sport there is always a tale of two halves, and in this case Carres came out of the blocks very quickly, and

with three of the starting V in foul trouble, Carres were able to open up a lead.

Learning from the year before, the boys knew they still had time to make a comeback, and with the younger boys stepping up they were able to bring it back to a tie game. In the end the bounce of the ball didn't go the way of our team, and with a few debatable calls down the line not going in our favour, it was yet again a two-point loss to Carres Grammar in the final.

Although this was a defeat that was hard to take, the boys held their heads up high and walked out of that gym pleased with the effort that they gave. There were two more games after this county cup final, a win against Uppingham and a close defeat to Loughborough, showing the improvement throughout the year as the boys took the game down to the wire after a 17-point loss earlier on in the season.

The progress of this team has been, yet again, impressive, building on the improvements made in the season prior and ending in a positive set of results with six wins and three losses, with total of 162 points difference in favour of the team in nine games. With fixtures already in place for the next year it will be interesting how well this young team can do, and whether or not they can finally get a win against Carres in the final.

JOE CARTER



Badminton

A WELL-DESERVED CORONATION FOR AN EXCELLENT SQUAD...

The Sixth Form badminton squad have had an excellent year. They have played mixed matches against Uppingham, Oundle and Oakham, and 'boys only' matches against Bedford School. It has been very pleasing to see the improvement in technique and ability from all the players throughout both the first two terms; we have gone from strength to strength since the start of the year and finished at a very respectable third place in our East Midlands League.

This is due to the players really putting their all into every game and into our Thursday night squad training sessions, and I will always remember the session whereby our coach got everyone warming up to dance music. I am proud of how the players, when off the court, have supported each other throughout the season, while also discovering a strange obsession with coronation chicken sandwiches.

Notable overall performances have included beating Oakham School rather convincingly on every occasion, and the wins the second team procured from their meetings with Oundle. Our most challenging rivals have been Uppingham and Bedford. Unfortunately, we were unable to complete our final match against Oakham on March 24th 2020, due to the beginning of Covid-19 lockdown restrictions.

For the girls, Cristine Lui, Mollie Bicknell and Poppy Fleming won the most games, with Mollie also scoring the most overall points for the team (392) and Holly Klimes coming in second (391).

The boys who must be congratulated for winning the most games throughout the season are Gareth Mok and Tom Skillen. In terms of overall points won, the top scorers were George Hooper (352) and Michael Leo (322).

Michael Leo and Heidi Hooper (the captains) have done an absolutely splendid job in organising and motivating the team each and every week; I am very grateful for their help and support, and wish them all the best for the future.

I also want to say a massive "well done" and "goodbye" to the rest of the Year 13 squad; George Hooper, Gareth Mok, Arun Anand, Vishil Patel, Curtis Whittle, Zak Ellis, Cristine Lui, Holly Klimes and Katie Rickett. Thank-you for everything you have done for Stamford badminton – it's been a blast! Make sure you keep playing.

I very much look forward to seeing how the squad develops next year, with our Year 12s 'transforming' into Year 13s and a fresh influx of new Sixth Form players from Year 11.

MR M SMITH



Cross Country

ON FORM OFF ROAD, STAMFORD STUDENTS QUALIFY FOR CROSS-COUNTRY COUNTY CHAMPIONSHIPS.

More than 20 students from the Stamford Endowed Schools qualified for the Lincolnshire county cross-country championships, held at Burghley House in January.

Students from across all years of the Schools raced at the county cross-country qualifiers at Belton House in November. The course, mainly run over grass, was tackled in wet and muddy conditions. Students entered several races, dependent on age, with higher difficulty and longer distances being run as the age categories increased.

Mrs Anne Millinson, Stamford High School coach, said: "Out of four intrepid teams from SHS, the Senior and Inter girls all qualified. Great resilience was also shown by some of our junior girls, who all finished despite acquiring injuries."

Mr James Mitchell, Stamford School coach, said: "The students competed in proper cross-country conditions, with streams and puddles across the course. It was wet, windy and very challenging. All runners did brilliantly well, with so many qualifying for the next round.

"A special mention must go to Riley Vines, Year 7, who won his race; Imogen Dee, who came second in the inter girls; and Sam Hughes, Year 11, who came second in his age category."



Equestrian

MORE SHOW JUMPING SUCCESS AT THE NATIONAL CHAMPIONSHIPS.

The Stamford Endowed Schools have celebrated Show Jumping success, after two teams became Lincolnshire county champions, and qualified for the National Show Jumping Championships, held at Hartpury College in April. To add to their success, three of the students additionally qualified to compete at the prestigious international Royal Windsor Horse Show in May.

Seven students entered the competition, held by the National Schools Equestrian Association (NSEA) at Epworth Equestrian, competing in three classes across a highly technical course.

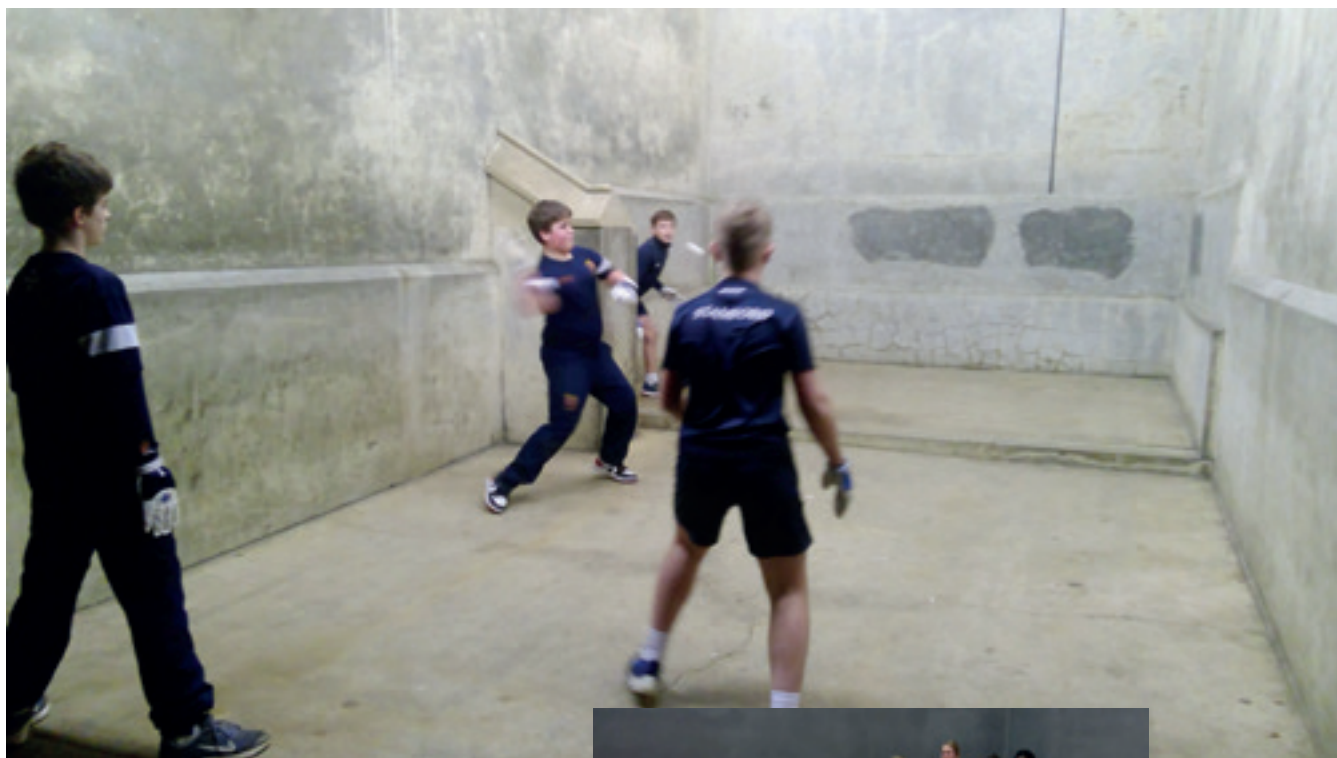
The 105cm team, made up of Natasha Williams, Year 8, Jemima Hitcham, Year 9, Izzy Key, Year 10 and Sophie Golland, Year 12, won their class, therefore qualifying, and defending their county champion

title. James Wagstaffe, Year 10, scored a well-deserved third place individually.

In the 95cm class, Natasha, Izzy, James and Sophie scored first place, also qualifying for the Nationals, and winning them a well-earned place at the Windsor Horse Show. Henry Wharton, Year 10 scored an individual fifth place.

Tom Wagstaffe, Year 8, Natasha and Henry entered the 85cm class, coming third as a team with Tom scoring fourth individually, and Henry achieving sixth.

The team's co-ordinator, Jayne Wagstaffe, said: "What made this competition special is that all of the students, regardless of age or gender, compete at an equal level. All pupils rode brilliantly over a technical course and should be hugely proud of their achievements!"



Fives

A NEW OLD GAME IS BECOMING VERY POPULAR AT SES, WITH SOME STRONG RESULTS IN COMPETITION TOO.

Fives, a court game similar to squash but played with gloved hands rather than a racquet, was once played around the buildings of Stamford School, and has successfully been running again since 2018, with pupils practicing on the school's squash courts. The version called 'Rugby fives', named after the public school, involves four straight walls, slightly smaller than a squash court.

Girls and boys from Years 7 to 10 have participated in the fives activity after school on Tuesdays and Fridays throughout the year. We have also played successfully in various tournaments and matches, including mixed boys and girls matches at Rugby and Oundle schools. Last season, the boys and girls U13 and U14 teams also competed in the Midlands Regional Tournament at Bedford School, the Rugby Fives Boys' Nationals at St Paul's in London and the Rugby Fives Girls' Nationals at Marlborough College in Wiltshire.

There were two particular highlights of the 2019-20 season, at Cambridge and Uppingham. In October 2019, six girls and six boys played a mixed doubles competition organised by the Rugby Fives Association at the



Cambridge University courts. Each Stamford girl (from Year 10) partnered a Year 8 boy, and all the players had a great day competing against pairs from the University and also Bedford Modern, Durham, Rugby and Alleyns schools. Zara Pollock and partner Chase Burgess played particularly well and won the Lady's Bowl, which was essentially the second-tier trophy, beating a Rugby pair (pupil and coach!) in the final.

In February 2020, the Year 8 boys entered an U14 Tournament at Uppingham School, called the Thring Trophy. This was playing 'Eton fives', which is a variety where the courts have a large buttress on the left-hand wall, a step and various ledges. It is an exciting version and, as there is not a back wall, the parents and other spectators certainly felt in the action! Again, the pairs fought valiantly, learning quickly how to play this new version of the game, against pairs from Oakham, Uppingham, Ipswich and Shrewsbury. The top pair, Chase Burgess and Cameron Drutman, did fantastically well to reach the final, which they lost to the more experienced top pair from Shrewsbury.

Sadly, the season was curtailed by the pandemic, and so the boys and girls were not able to compete in the Nationals. However, next season they are aiming for more trophies, and we even dream one day of having our own fives courts in Stamford.

MR A D SMITH



Fencing

FIGHTING TALK FROM THE FENCERS AT STAMFORD, AND BRITISH CHAMPIONS FOR THE U13 GIRLS.

Fencing is flourishing at both the senior schools with success being achieved across the board. Meeting after school on a Friday, the students have worked hard with their coach, Chris Howser, to learn new skills and refine techniques.

The season started off incredibly well in the autumn term with several individual successes for Alex Simmonds, Rory Dresner and Sophia Harper, and medals being gained at national and regional competitions. The term culminated with an internal competition where all fencers, both boys and girls, competed against each other, which proved surprisingly competitive.

The spring term was eventful, with the fencers gearing up to gain a coveted place in a Stamford team for the British Schools Fencing Championships, held in Rickmansworth. This annual event hosts 160 teams from schools around the UK, showcasing some top-level fencing, and is regarded as the pinnacle of team fencing for youngsters and future stars. Little did we know then that this would be the last time fencers would be able to compete before the Covid-19 pandemic struck, replacing handshakes with elbow pumps at the end of matches.

The Schools fielded four teams at this championship with a boys and girls team for the U11 and U13 age-groups. With a 7.30am Sunday check-in time for the U11 boys and girls and boys U13 events, it was a logistical achievement just to ensure the teams arrived on time, as we had to leave Stamford at 4.30am.

The Stamford U13 girls fencing team, made up of Lena Cartwright, Sophia Harper and Tessa Herdale returned as British Schools Fencing Champions 2020. The team fenced well and in the deciding match against Millfield School, well known as one of the best sporting schools in the country, the Stamford girls dominated the match from start to finish with Lena's strong attacking, Sophia's great point control and Tessa's all-round solidity securing a very impressive 45-22 score to become the Under 13 British School Team Epee Champions.

Stamford School's U13 boys team comprising Rory Dresner, Ethan Mitchell-Clark and James Simon worked well together, despite missing some of their other strongest fencers. They fenced admirably to beat a Latymer boy's team in the round robin stage and a fairly tight loss against Wetherby to reach the quarter finals mid-field in sixth seed. The quarter-finals draw was unkind, having to fence the eventual champions, Hill



House School, to finish in a respectable sixth place. This team will be fencing in the same age category next year so will be in contention for a medal.

While Covid-19 has interrupted the majority of sporting activities, the fencers have shown their commitment and dedication to the sport over the summer term. Thanks to Mr Howser, the fencers have been able to enjoy fencing sessions outdoors with the support of Burghley House, which will certainly go down in the history books.

Chris Howser is extremely proud of the excellent sportsmanship and performance of the fencers and is excited to see what is in store for the club next September, due to its increasing popularity. While fencing is an 'optional extra' at SES, we are starting to make waves against other schools who include fencing in their main curriculum. Watch this space.

Swimming

NATIONAL RECOGNITION FOR STAMFORD SWIMMERS IN A NUMBER OF DISCIPLINES.

In November, four young swimmers from Stamford School had the opportunity to compete in the 2012 Olympic Pool, in the English Schools Swimming Association (ESSA) Secondary Team National Championships, having qualified in the top 15% at the East Midlands trials.

George Stevens and Rufus Bennett (Year 7) alongside Miles Starbuck and Ryan Weise (Year 8) formed the team and competed in both the Medley and Freestyle Relays, travelling to the London Aquatics Centre in November for the finals. The team came 27th in both races, out of almost 200 schools competing in the overall championships.

Amie White, Director of Swimming, said: "It is an outstanding achievement for these boys to have made it through to the national finals, against some strong competition across the country. Both myself and the Schools are immensely proud of their achievement."

"This is the third year in a row that the Year 7 boys have competed at the ESSA, previously competing in Primary Nationals, and so it was fantastic to watch them team up with the two older boys to compete in such a prestigious pool. As the first time some of the boys have raced in a 50m pool, this was a challenging, yet rewarding, experience that will stay with them for a long time to come."

Miles Starbuck (Year 8) competed in the ESSA (English Schools Swimming Association) Inter-divisional Championships in March, at Ponds Forge International Sports Centre in Sheffield.

Miles was chosen to be captain of his Junior Boys team for the event. He was selected as one of the fastest swimmers from East Midlands Schools, representing the region in both the Junior Boys 200m Freestyle, Junior Boys Medley Relay and Junior Boys Freestyle Relay.

Amie White, Director of SES Swimming, said: "Making the East Midlands team is a huge achievement, and one that the Schools are very proud of. Miles put in a great swim against very tough competition from the rest of the country - an experience he will never forget"

Bruce Dee (Year 8) was awarded the title of Kettering BC Disability

Sports Person of the Year in November, for his phenomenal swimming achievements.

In the past year alone, Bruce won over 15 medals; having won six gold medals alone within the S6 category at the Activity and Alliance and Swim England National Para-Swimming Championships, held in Manchester.

In the summer of 2019, he scored high placings competing at the Swim England National Summer Championships in Sheffield. The early spring brought a fantastic seven medals in the S6 category at the Junior National Para-Swimming Championships in Sheffield. The British Para-Swimming International meet in Glasgow then brought a fourth place position in the mixed classification open age 50m Butterfly final.

Up against three other talented para-athletes, Bruce expressed his surprise at winning the sports personality award: "It was a great night with lots of awards going to lots of brilliant athletes. I was very shocked to win, and I'm looking forward to going to the Northamptonshire Sports Awards in November!"

Eight swimmers from the Stamford Endowed Schools also swam in the National Bath and Otter Cup in March, which was held at the London Aquatics Centre.

Students competed in a multitude of events, with the boys narrowly missing out on a place in the finals by only a few places, after competing in the 4x100m Freestyle relay, and 4x50m Medley relay.

Our young team of Stamford High School girls swam well against some very strong schools, in the 4x50m Freestyle relay, and 4x50m Medley relay, gaining invaluable practice for their future competitions.

Director of Swimming at the Stamford Endowed Schools, Amie White, said: "This year we had one of the strongest teams we have taken to the Bath and Otter Cup. The swimmers all swam so well and narrowly missed out on finals. Most of them have many more years of Swimming at Stamford so it will be great to see how they get on in the coming competitions."





Sailing

WINS IN NUMEROUS CATEGORIES ILLUSTRATED STAMFORD'S STRENGTH ON THE WATER.

The captain of Stamford Endowed Schools Sailing Team, Alice Lucy, Year 13, won the U19 British Youth Sailing Team Racing National Championships, held in Oxford in October.

Several teams encompassing Stamford Endowed School's students entered across the Junior and Youth categories. Caleb Jelf, Year 10, raced with Rutland Gold within the Junior category and battled against intense rain and winds to claim a respectable bronze position following a 'winner takes all' single race final. Oliver Fraser, Year 12, led Rutland Blue alongside fellow Sixth Former Mattias Morgan, and Ellie Hattam and Isabel Leetch, both Year 10. The team finished a highly commendable 6th place, with Year 11 student David Turner representing Rutland Purple, close behind in 12th.

The 2019 RYA Eric Twiname Team Racing Championships were held at Oxford Sailing Club, with the committee turning around 250 races on day one for the 54 competing teams.

Sailing for team 'Rutland Green' in the Firefly, Alice and her team came top of the initial round robin league, against tough competition of 23 teams. A win against Winchester 2-0 in the final scored them their gold place title.

Commenting on her winning experience within the championships, Alice said: "I am really happy with the entire team's performance. Having entered this competition for three years in a row, our results have got better and better. With this being my final of entry, I am so glad to have won and to therefore go out on a high!"

Jess Nelson, Year 13, enjoyed a summer of sailing success in 2019 too, alongside her partner Hannah

Roberts Straw. Upon achieving the Welsh Ladies Youth 29er Champions title, the pair went on to achieve third place in both the Ladies Trophy and Eurocup, at the National 29er Championship. Rounding off an outstanding summer, the pair accomplished third British Ladies boat in their final tournament racing together, in the beautiful Lake Garda, Italy, at the 29er European Championships.

The Welsh Youth Championships formed Jess and Hannah's start to the summer. The Championships offered a two-day sailing event in North Wales, designed to test young sailors' improvements following coaching across the winter and spring. With race results of 3, 1, 2 on Saturday, placing the pair in the lead overnight, and 5, 3, 3 on Sunday following challenging race conditions, the team emerged victorious, becoming the Welsh Ladies Youth 29er Champions, and second in the overall Welsh Youth Championships.

The week following saw the teams second event of the season, at the National 29er Championships, a two-person high performance sailing skiff. After a successful first day, the pair achieved tenth out of the 55 competing boats. Despite large sea swells and choppy conditions, the students achieved a rewarding third place overall in both the Ladies Trophy and Eurocup.

As a fitting triumph to end their time sailing together, 28th August brought the 29er European Championships in Italy. The British Sailors came home with the Nations Cup, with Jess and Hannah contributing through their second-place position in their final race together. Hannah has now moved to Exeter University to pursue her academic studies, and Jess is working alongside a new partner.

Jess continued her training in Weymouth with her new partner, whilst studying for her A levels at SHS. Having been a member of the GB Youth Sailing Squad for the past two years, she has been working to hone her racing skills to exceed on the international stage, with the intention of successfully competing at World and European Championships, following a pathway to Team GB.



Netball

DISTRICT TITLES FOR BOTH THE U14S AND U19S.

In October, Stamford High School's U14 netball team travelled to Sleaford to participate in the District Netball Tournament. Up against strong competition across the Lincolnshire area, the team played five games, achieving consistently convincing wins, to be crowned the District Champions.

Commenting on their performance in play, Miss Simeone Compton, the U14 coach, said: "It was an amazing effort from all the team. They really showed their drive and determination throughout the whole tournament, with everyone getting ample court time."

Stamford High School's U19 netball team won the sought-after title of 'District Netball Champions', having competed on October 16th within an inter-school competition. With four consecutive wins against Carre's Grammar School, Kesteven and Grantham Girls' School, Priory Ruskin and St George's, the team emerged victorious and subsequently qualified for the County Championships in November.

The team remained undefeated in the U19 Schools' Netball Tournament, marking their fifth consecutive win in the championships and qualifying them for the regional tournament round which occurred in January.

Jessica Wilkinson, Captain of the netball team, commented: "We have had a lot of tough matches in this tournament, and I am so impressed with the determination that each individual has shown; working all so well as a team."

Tennis

THE SEASON THAT NEVER HAPPENED, BUT MUCH WORK AND PRACTICE HAS GONE ON IN THE BACKGROUND THAT LAYS A FOUNDATION FOR NEXT YEAR.

The Covid-19 crisis halted the competitive tennis season before it even managed to get started. Months of hard work for those that attended pre-season training seemed all but wasted, but we look forward to seeing the benefits of the extra training, next year.

Of course, the cancellation of the annual, ISTA tournament at Eton College meant that Anabelle Dallas and Ella Moger retain the Loveband Plate. We are pleased to also see that Chase Burgess's hard work at home has put him in a great position for the 2020/21 season!

Mr Selvidge comments on how delighted he is to be able to coach so many Stamford boys and girls both during term time and in the holidays. With Mr Selvidge assuming the role of head professional across SES, it's been fantastic to see every Year 7 across Stamford School and Stamford High School receive a full half-term of coaching! Moving forward, we hope to see the same for every Year 6 and Year 8. Winter training continues next year, running from October, and we also look forward to seeing our boys and girls represent the school in the LTA leagues and of course, back at Eton in the summer of 2021.

Well done to all of you who've shown such great commitment to your tennis. It won't be for nothing and we will all be back on court again soon.

MR B KIRKPATRICK





Gymnastics

PODIUMS FOR EVERY TEAM AT THE REGIONAL CHAMPINSHIPS.

Teams from across the Stamford Endowed Schools celebrated their success after their performances at the East Midlands Schools' Floor and Vault Championships, with each of their six teams having achieved a podium position.

Stamford Junior School hosted the regional gymnastics competition which also acts as the qualifying event for the National Finals, held in May.

Four of Stamford's teams won gold and advanced to the Nationals, to represent the Stamford Endowed Schools and the East Midlands Region; the Under 11 Girls A team, Under 11 mixed team, Under 19 Girls team and Under 19 Boys team. The Under 11 Girls B team also performed well, winning silver, with the Under 14 Girls team securing bronze.

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



Rowing

GOLD AT THE BRITISH CHAMPIONSHIPS FOR CHARLOTTE BOLTON.

Year 12 student Charlotte Bolton competed alongside her team in the final of the 2019 British Junior Rowing Championships, winning a gold medal for the Isle of Ely in WJ16 Quad.

Her success added to an already impressive track record of achievements where she won a gold medal and set a new GB record in the mixed junior relay at the British Rowing Indoor Championship (BRIC). This followed her title of women's junior national champion with her partner Poppy at the junior national rowing championships in the preceding spring.

Adding to this growing record of achievements, she won gold alongside her team in the U18 Mixed Relay at the British Rowing Indoor Championships in the autumn term.

The team competed with focus and determination to win gold, breaking their current Championship record for the second year in a row within the J18 category, by rowing 2,728 metres in just eight minutes.

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

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

Athletics

TRI-UMPHANT GOLD FOR TOM HATTEE AND A GB AGE GROUP TEAM SPOT SAM HUGHES.

Year 11 pupil, Tom Hattee, alongside his team, has swum, cycled and run his way to victory, winning Triathlon gold for the East Midlands in the British Triathlon School Youth Games, held in August 2019.

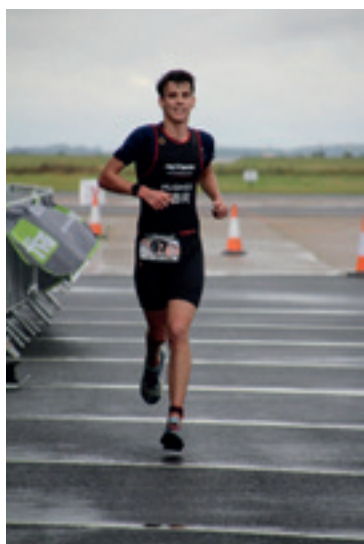
Against tough competition in the National Super Series Race held in Llanelli the previous May, Tom was selected for the East Midlands Squad, going on to compete against 11 other regional teams in the British Triathlon School Youth Games, held in Parc Bryn Bach, Wales.

The School Youth Games, funded by the Sports Youth Trust, takes a dual-focus approach with its athletes, facilitating competition whilst providing education surrounding performance athletics for both parents and pupils.

Sam Hughes, Year 11, has also run and cycled his way to success, achieving second at the European Age Group Duathlon Qualifiers, held in Bedford on the 13th October 2019. This achievement deservedly won his place to compete for Great Britain within his age group team at the Duathlon European Championships, 2020.

The duathlon encompassed a 5km run and 20km cycle, followed by a final 2.5km run. Racing within the Under 20s age category, despite being just 15, Sam was required to achieve a top three position out of seven fellow athletes within his age bracket to be eligible to race for Great Britain.

Despite challenging weather conditions, Sam came first out of these seven competitors, and second overall at the under 20s level. Sam's resilience and drive proved further testament to his success, whereby following his first run, a bike crash and mechanical issues critically took nearly



two minutes out of his race. As the last of three qualifying races in 2019, it is a huge achievement for Sam to have gained his spot on the GB Age Group Team.

Over the past three years Sam has seen increasing progress within his sporting career; perseverance allowed him to achieve top ten results throughout 2017, despite a long-standing injury, yet 2018 unfortunately led to further hamstring damage and an inability to enter for the National qualifiers.

Undeterred by previous injuries, Sam qualified for the British National Triathlon series in 2019 and raced alongside top athletes at his age category and higher, achieving top forty places on three occasions. He has additionally recently been selected for the East Midlands Development Squad, providing him access to fantastic training facilities at Loughborough University.

Speaking about his experience racing, Sam commented: "I am especially self-motivated and determined and I now believe that it is starting to show in my performances. Last winter, I raced lots of cross-country events getting to English Schools Championships for the second time, as well as achieving both fourth at the County School Championships and third at the County Club Championships.

"In the European Age Group Duathlon Qualifiers, the racing conditions were horrible; it was very windy and pouring with rain. The amount of still water on the course might be why I crashed, as the course was very exposed to the elements!"



HOU



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

HOUSE



Anderson



2019-2020 has been my first full year as Head of Anderson House and what a year it has been. Libby Guttridge Smith and Lucy Wattam have been fantastic House Captains and brilliant role models to our younger Anderson students: I couldn't have imagined two better leaders to help me steer the Anderson ship.

There have been many highlights over the past 12 months, but one of the best days of my teaching career so far has to be our victory for the whole House song in the House music competition. So much hard work and preparation had gone into the performance of Olly Murs' classic tune 'Dance with me tonight' and it truly paid off. I will never forget the judge's comment of 'What a sound!' reflecting just how much energy and effort every member of the House had put into that performance.

House bake-off was another highlight, and another victory for Anderson, with some really delicious and skilful bakes. Millie Wright winning overall for the second year in a row was the cherry on top of the

icing, on top of the showstopper (not to mention the outstanding effort from our Anderson staff members – congratulations Miss Docherty and Miss Sparks!).

Anderson House spirit was never more evident than during the House quiz, and while some people may wish to swiftly overlook this event (coming last and answering that one crucial question – well done Zoe Ayonote!), I like to see it as an example of our careful consideration and constant striving for perfection unfortunately holding us back, and enabling others to beat us to the buzzer. The fact that our team did not give up and walked away with smiles on their faces again just goes to show the resilience and positive attitude of Anderson students!

Once we moved to remote House challenges, we continued to enjoy successes, winning the spring photo competition. I would like to both thank and congratulate those Anderson students who have consistently engaged with the remote challenges: it has been great to be able to keep in contact and keep seeing all ways they are continuing to support their House.

I'm looking forward to enjoying future successes and competitions next year!

MRS K M ALUZZI



Beale

This year for Beale has been both eventful and enjoyable. We have had a range of success, from winning the annual senior House drama competition and general knowledge quiz to coming our usual third place in other House competitions.

Throughout the year, Beale House has maintained enthusiasm and continued to impress us with their ideas, knowledge, and eagerness. We also introduced a new trophy, given to us by the previous House Captains Lara Monahan and Lily Borley.

‘The Beale House Spirit Award’ embodies everything the House is about; being inclusive, trying hard and having fun. So far this year there have been two well deserving recipients – Evy Dickie-Meadows and Jess Westwood – both awarded for outstanding contributions to House activities.

The year began with House singing. We chose to sing ‘Shine’ by Take That as our whole House song and ‘Put your Records On’ for our senior song. We may not have taken the win but the judges’ comments about our smiles and volume made us feel like winners!

The girls of Beale have succeeded in many events this year, including House dance, House bake-off and House debating. Another highlight of the year was the general knowledge quiz. Beale took the win by miles, and we could not have done it without Angharad Jones, Alice Patterson and Scarlett French-Pepper. Our academic



achievements didn’t go unnoticed either as we won the Merit Cup!

As the Christmas holidays drew closer, the annual senior House drama competition was in full swing. The title was ‘After all, there’s only one more sleep ‘till Christmas’, and with a cracking storyline in place, we took the win. A special mention must go to Lucy Porteus for her amazing Vicky Pollard impression.

We had a fantastic start to 2020 with the Easter Fayre which raised lots of money for the school’s charities and senior debating in which Millie Murison and Kitty Henderson performed admirably.

We also competed extremely well in the junior public speaking competition where Millie Hindmarch, Maliha Mirza and Makayla Collery acquitted themselves admirably. An additional thank-you should go out to our spellathon and MFL spellathon contestants who volunteered to stand up in front of the whole school, which is an extremely daunting task. A special mention goes out to Vicki Sims who competed in both competitions for us.

Beale then competed in various House sports such as netball, football and hockey, in which we came first. Sadly, we were unable to compete in the Burghley Run, where we would have shown our strengths, and I am sure we would have won!

During the lockdown Beale continued to show their true pride and commitment by getting involved in weekly challenges including writing poems, up-cycling items and making their own ‘Ninja Warrior’-style obstacle course, which naturally, we won!

One of the challenges was to take a photo reflecting spring, and a special mention goes to Grace Kendall who kept spirits high with her beautiful photo of a metal spring.

We couldn’t have done any of this without our Head of House, Mr Weeks, who continually uplifted the spirits of the House and was quite happy to resort to bribery and blackmail – in a good way – to encourage house participation. Finally, good luck to Grace Kendall and Chloe Tinton on taking over our roles as House Captains for the new school year.

GINA KILBY AND LAUREN WATKISS





Cavell

Little did we think at our first House music rehearsal back in September 2019 that we would be ending the House year decorating hard-boiled eggs and designing obstacle courses in our back gardens!

At the time of writing this article, we still don't know which House will win the coveted House Trophy. I can say, however, that, under the strong leadership of Amy Evans and Heidi Hooper, Cavell has had a really fantastic year.

We always associate the first half of the autumn term with House music, but we shouldn't forget that the first event is actually the Year 7 House Activities afternoon.

Winning House music always gets you off to a good start, so we were thrilled with that first success of the year. In the second half of the autumn term, we added two more first places to our record in the form of House dance and the spellathon. We were very happy also with our second place in the House quiz, and the senior drama team had great fun trying to see how many pairs of glasses Caitlin could wear! Our bakers produced some amazing creations in the bake-off, and, although we were placed fourth, I'm sure that their tasty bakes were very much enjoyed at home!

We had further success in the spring term, coming first in the inaugural modern foreign languages spelling bee, second in debating and winning the first round of public speaking. We also raised just over £120 for Parkinson's UK at the House Easter Fayre. Coronavirus then put an abrupt end to our usual House calendar, but the strong Cavellian spirit shone through in the programme of remote competitions, our record number of entries being an amazing 54 for the photography competition.

Amy and Heidi have been truly outstanding House Prefects, and I would like to extend my heartfelt thanks to them for all their commitment to Cavell House. Thanks are also due to the six Year 12 Assistant Prefects, who supported Amy and Heidi throughout the year. Fingers crossed that it is Cavell's turn to win this year!

MRS V WILSON





Eliot

Yet another fantastic year for Eliot House with excellent participation and commitment shown across all competitions. Our fantastic House Captains Lauren Durose and Lilly Dodds have led the House with tremendous dedication and showed themselves to be excellent role models and motivators across many competitions, which was particularly evident in the notoriously difficult House music competition, where they received the Conductors Cup for all their hard work!

Eliot continued to demonstrate excellence throughout competitions with wins in both the senior debating and junior public speaking this year. The dynamic duo of a regular Eliotian debater, Chloe Smyth and debutant Lottie Bussey fought their way to a comfortable win with an excellent display of confidence, teamwork, and skill.

Alongside the success in the senior section, there was also dominance seen within the junior public speaking competition with Olga Kryl, Mimi Barsham and Carys



Price all playing a vital part in what was a passionate and flawless display from the team.

In other competitions, Eliot came a close second in House dance, displaying some meticulous routines and the infamous House music competition with a breathtaking performance of 'Falling in Love With You' from the senior choir, alongside a marvellous rendition of the ultimate classic 'Don't Stop Me Now' by Queen. A huge well done and thank you to both Lilly and Lauren alongside all the senior choir and dancers who worked extremely hard preparing for both competitions.

This year has also seen the introduction of additional House competitions with Eliot continuing to embrace opportunities to showcase their skills. A particular highlight of the year for me was Eliot's success in the newly formed House Fundraising Fayre where we managed to fundraise a grand total of £111 for Parkinson's UK.

Creativity was seen throughout the year groups with all kinds of stall creations, including mocktail stalls, sweet stalls, tombola and a very successful 'Sponge the Teacher' stall. The Eliotian spirit was still evident even throughout remote learning with some excellent entries and wins across competitions including the renovation of the house flag and the chocolate bake-off – a big well done and thank you for all of the wonderful entries.

Another year has passed, and it has been an absolute pleasure to lead such a marvellous House, and work alongside two fantastic House Captains, Lilly and Lauren. Although we did not have the opportunity for an official goodbye, you have done an excellent job and will certainly be missed. Good luck with everything in the future and bring on next year – let's go Eliot!

MISS LEDDY



Ancaster



Junior

I have captained Ancaster House this year and really enjoyed it. We have a really good bunch of boys that bring different aspects to our house, and they were all willing to try anything.

Our year started with two wins: Year 7 relays and chess. This gave us a good platform to build on and we were out in the lead - however, being from Ancaster we let it slip. We did well in events, getting thirds or seconds, but not many first places and this allowed Radcliffe to take the lead early on. However, during this slump, we smashed all the tug o' wars out of the park! Next was swimming, it was a double pointer and it was key to do well if we wanted to get back into the competition. We came second and got six points, putting us back in the mix. We broke up for half-term and came back refreshed. We then had various rugby competitions which we did quite well in. Again, lots of seconds and thirds, and were maintaining a solid position in the table.

TED COEN

Vice-captain here! Our only football match of the year was a respectable second place before the big double pointer, House drama. Four brilliant performances saw Radcliffe come out on top with Ancaster close behind in second, before we moved onto the second big event of the spring term: House music.

The boys put in a massive shift in endless rehearsals and preparations to land us in first place overall in the competition, winning the House song and one of the ensembles, while coming second in the other ensemble.

The ensembles were 'I'll Be There for You' and 'Friend Like Me' and the main House song completed our friendship theme with 'Lean on Me' by Bill Withers, which I conducted!

As well as this, an amazing effort was put in with the individual music competition with special commendations to all the new Year 7s, who we had to convince to enter, but who still put on a show and contributed points that helped the team win. On from music to squash; this was one of the last events we had at school, and so a second place wasn't bad. The Year 7-8 C/B then successfully smashed their final event in the hockey competition. In the first of the online events, the Year 9 quiz team finished second, with Year 8 and 7 collecting some valuable points as well.

HUGH SEARY

As the other vice-captain of Ancaster, we had to endure strange times with online competitions once we hit lockdown, which saw the creation of a new competition: virtual penalties. We finished with strong positions in this competition with two second places.

On to the ACT competitions; with a little bit of persuasion from Mr Di Cataldo, through various emails and messages on Microsoft Teams, we dominated the other Houses with outstanding first places in both Year 8 and 9, closely followed by a narrow second place in Year 7. As a House we were quickly adapting to the change and pushing hard to try and catch Radcliffe. I am proud to say that the boys who participated did exceedingly well in the tennis skills competition, showing their ability across the sports. With a first and second we were racking up the points on the court.

In fantasy cricket we were guessing and using knowledge to put ourselves in a very strong position, maintaining close rivalry with Radcliffe and putting on the pressure. We had the best cricket catch competition shortly after this, in which we came first again in all three years, collecting a massive 12/12 points, prior to the Dr Who competition where we came second, behind the ever-persistent Radcliffe. For the diversity of events and ingenuity in these competitions, we would like to thank the teachers who judged and created them.

DYLAN TURNELL

To conclude this year's extremely challenging house competition, we had the Wimbledon prediction competition (in which we finished first in Year 7), the 'recreating a sports moment' competition (which saw us reign victorious in Year 8) and of course, the virtual Sports Day.

With Radcliffe having one hand on the trophy, it was always about finishing strong regardless for the boys in red, and after several virtual House meetings, the Ancaster boys insisted we still battle until the very end in order to show the spirit of the reigning champions.

Following many emails, virtual meets and teams chats from their Housemaster, across the penultimate week of term the boys entered endless amounts of sports events and put in the maximum amount of effort to try and close the gap on Radcliffe. The hard work paid off, because Ancaster won Sport's Day in Year 7, 8 and 9 and ended on a fantastic high, despite missing out on the trophy overall.

This year has been a very interesting one and things could have easily gone a very different way, but it's been an amazing learning curve for all.

The position of second place will have to suffice for this year. However, every boy in my eyes is a winner and nothing compares to the effort and dedication of the Ancaster boys when the House competitions come around. Here we go again for next year!

MR DI CATALDO

Senior

It was a titanic sporting contest that had raged for months, but had ended in a tie. I am not referring to the 2019 Cricket World Cup, but the SS Senior House competition. So it was, that after three terms of 50 diverse tournaments, Ancaster and Radcliffe finished exactly level on points.

Unlike in the World Cup, there was not to be a tiebreaker; although I had suggested to Mrs Blissett that we might find a way of deciding an overall winner. I declined her challenge - a personal wrestling duel in jelly - on the grounds of the indignity.

Secretly, I was fearful that she would fight dirty, and I was likely to lose. Ultimately, a dead heat was a fitting conclusion and a deserved way for Mrs Blissett to end her tenure as Radcliffe Housemistress; during her time in charge, Radcliffe had been transformed from game also-rans into formidable competitors. She will be missed.

It should also not be forgotten that Exeter (under Mr Kirkpatrick) had finished only a couple of points behind. Indeed, for much of the year they had made all the running, only to be pipped at the last. It was the closest overall competition in memory. To select highlights or outstanding individuals is challenging, and seems unfair on those not mentioned, but on a year group basis, I must make an attempt.

Ancaster Year 10 began the year by coming last in the Five-a-side Football, Basketball and Chess. But after Christmas they came storming back by winning the Swimming Gala, Burghley Run, Badminton, Six-a-side Cricket and the Speech Day Athletics. Among others, great credit goes to Will Baker, Tom Brown, Tom Dancy, Oli Macintosh, Ben Saunders, Sinan Senol and Thomas Upton. Year 11 had spent most of the 2017/18 campaign on the wrong end of a series of severe beatings. However, they bravely hung in there, enthusiastically fulfilling all their commitments. It is said "every dog has his day", and so it was that they won the Table Tennis, Chess and (even more incredibly) the Burghley Run. This represented a remarkable turnaround and their contribution was crucial in our overall success. Tom Hill, River West-Gomila, Dennis Zeng, Charlie Weavers-Wright, Sam Thomas, Daniel Smith, and Hue Jones all made valuable contributions.

The Lower Sixth proved to be the engine-room of Ancaster: talented and utterly reliable. It was they who started our revival with morale-boosting wins in the Rock and Drama contests: David Wisdom and Hal York-Forward were instrumental in those victories. There are virtually no passengers in this year group. Their efforts reached a triumphant crescendo on Speech Day, when they dominated the senior athletics: Harry Smith and Ryan Spall were among the key performers.

The Upper Sixth will all have moved on and probably won't be reading this report, so I will take the liberty of not detailing their contribution to our overall victory (albeit shared), which was all the more pleasurable because it was unexpected.

MRT JONES

Brazenose

Junior

We were delighted to welcome the new Year 7 members of Brazenose in September who got straight down to business in their inaugural events of relays and tug o' war, achieving third place overall and showing real team spirit and determination. Year 9 tug o' war followed, and was led by the anchor Will Rouse, and backed up by the powerhouses Lachlan Peck, Ted Charlesworth and Alfie Davies. Victory was never really in doubt!

As the temperatures cooled, events moved indoors and auditions for the House drama competition took place. The theme was to reflect the moon landings in 1969, and our team of Year 7-9 boys worked tirelessly at lunchtimes under the expert guidance of House Captain Will Delaney in the run up to the competition in December, to incorporate the limited permitted dialogue into a piece that involved physical theatre and even some (very tuneful) singing.

The autumn term also saw successes for Brazenose in the chess, general knowledge and maths problem solving competitions, with second place overall achieved in all three. The best part of all of these competitions was seeing boys from all three year groups working so well and supportively together. Back out on the muddy sports fields, the Year 8 rugby team won an excellent and well-deserved first place, showing real grit and determination.

As the spring term began, our attention turned to the music competition and our weekly house meetings started to resemble choir rehearsals as we belted out our rendition of 'Rule the World'. The build-up to this competition also meant that many members of the House spent several lunchtimes per week in the Music Department, perfecting their performances for the Year 7-9 ensemble and the Year 9 band competitions.

On the day of the music competition, the Year 9 band – Will Delaney, Zak Scarborough and Henry Tipping – took to the stage to perform their acoustic version, complete with three-part harmonies, of John Legend's 'All of Me' and their hard work paid off as they came first. Second place in the Year 7-9 ensemble was deservedly

awarded to Brazenose for their crowd-pleasing rendition of 'Seven Nation Army' with amazing vocals from the front man Sammy Chesworth.

In sporting events that term, Jamie Anderson led the table tennis A team to victory as well as captaining the squash competition, and the Year 7 and 8 hockey teams enjoyed a windy Saturday morning on the astro.

We were then ready to prepare for the summer competitions on the tennis courts, cricket pitches and athletics track, when things took an unexpected turn. As we adjusted to life at home, House competitions continued, and the boys quickly adapted to the new 'normal'.

Quiz teams were assembled and the Year 7 team of Ellis Barnes, Fraser Barclay, Sammy Chesworth and Noah Fell came a very close second. House football became a virtual penalty shootout which was won by Year 8 and House tennis was replaced by a tennis skills competition and virtual Wimbledon competition, both of which were won by Year 9. In lieu of House cricket, the boys entered best catch and fantasy cricket competitions and there was success for all three year groups across these challenges.

In May, the ACT competition invited the boys to show off their creative talents through photography, story writing and baking, and the entries came flooding in. The Year 7 boys came first overall and Year 8 and 9 both finished second.

The main event of the summer term, Sports Day, actually lasted a whole week and the traditional events were adapted so they could be completed from home – shot put became press-ups and high jump became burpees. There were many entries across all year groups, but special mention must go to Stan Armes in Year 7 for entering all bar one of the categories.

The House was led expertly throughout the year by Will Delaney and his deputies, Isaac Fell and Henry Tipping, who all did so much to motivate and encourage the other members of the House. Though it wasn't the year any of us expected it to be, the Brazenose spirit remained strong and overwhelmingly positive, and we can reflect on a very productive year.

MRS C PIKE





Senior

Picture a scene, in slow motion, of smiling faces and clapping hands as loud cheers raise the roof of the Oswald Elliot Hall. It was 3.40pm on Friday, October 18th and Brazenose had just been announced the winners of the inter-House unison competition.

One hundred and two boys caught in the sudden glare of victory rose as one, staring at each other in disbelief, feeling shocked, bewildered and proud all at the same time. There were whistles, fist-pumps and mouths wide open in disbelief. This was a long-awaited moment of jubilation and ecstasy that we were never certain would come. Seven weeks of apprehension and awkward rehearsals had come to fruition. Half-term was officially seconds away. The stresses and strains of school life evaporated into the ether. Nothing else mattered. We sang 'Million Dreams' but all we needed was one – and we got it. We had not won the unison since 'Wagon Wheel' in 2016. Broadway beckoned (or more likely this was just our fifteen minutes of fame, but we were going to milk it for all it was worth).

For our success, credit must go to the greatest showman, Matthew Fraser. His masterly grip of honing the vocal talents of 102 pressed teenagers is to be commended. Like walking a tightrope, there was a real danger of falling into the depths of House music shame for another 12 months, and having to suffer the incessant reminders of our failure. But not this year. This time we pulled it off.

Thanks must also go to the selfless bravery and dedication exhibited by Caleb Jelf, Archie Barnes, Toby Dalrymple and Andy Kot for their performance of '1,000 Nights' by Ed Sheeran as part of the ensemble. Although they did not win, the part song's 'Uptown Funk' performance was nothing but infectious enthusiasm and it truly made everyone come alive. I must thank: Hugh Dalrymple, Barnaby Thomas, Sasha Barker-Pilsworth, Fergus Cato, Lewis Ingamells, Pavel Zrnic, Will Andrews,



Archie Adams, Angus Laughton, Eddie Wurr, Adam Johnson, Kieran Calnan, Jamie Bishop, Andy Kot and Matthew Fraser.

Who would have thought that while Brazenose stood on the stage soaking up the applause six months later a deadly disease would rapidly spread around the world, changing our lives irrevocably. At the time of writing, we will be going back to school in September (2020) but the annual House music competition will probably not be the same again until we no longer need to socially distance.

My thanks go to all those members of the House who contributed in some way shape or form to the various activities throughout the year. There was the football, swimming, chess, badminton, debating, table tennis and many others. Some events were even hastily improvised during lockdown, such as cooking. We had quite the purple patch early in the year with a string of wins including Years 11, 12 and 13 football, and Years 10, 12 and 13 table tennis. No doubt sensing their time at Stamford was nearly over, Year 13 dug deep and also won the racquetball, and were joint-first in chess. Alas, lockdown put paid to any chances of annihilating the other houses on the astroturf, but that will just have to be for another time.

Finally, I want to say thank you to the outgoing House Captain Archie Adams and deputies Andy Kot and Eddie Wurr, who have all been a tremendous help and inspiration to others. The appointments for 2020-21 are: House Captain Cormac Calnan, and deputies George Wightman and Ewan Laughton. Semper fi.

MR DEXTER

Exeter



Junior

While this year hasn't been the most successful for Exeter, it has definitely been one of the most enjoyable. We have taken part in many events, coming away the victor in a respectable number of them.

Our first win was early in the academic year: a battle of wits in general knowledge which we won overall. This was followed by the House debating competition where Alex Lawrence and Milo Herdale won in an intense final watched live by the whole of Year 9.

Later on in the year, we won the Year 7 and 8 hockey A, who skilfully beat the other houses on a chilly Saturday morning. As the Lower School eagerly waited for the coming House events, the Coronavirus pandemic occurred, shutting everything down of course, meaning no house events could be done in real life. So, we took to Microsoft Teams and this is where we gained our next and final two victories. These were the Y7 virtual penalties and the Y8 fantasy cricket!

Being the House Captain, I feel a real sense of togetherness with the other Exeter boys, due to the interaction, jokes, and a collective determination to win. Despite this year being unfortunately cut short, I think it has been successful, the main thing being that we have enjoyed every step along the way – something impossible without the huge contribution from Miss McKenna and Mr Stamp.

ROHAN ALEXANDER



Senior

The start of the year brought with it the usual excitement from the senior Exeter boys at the thought of another shot at the prestigious House trophy. After last year's fiercely competitive summer term, the new Year 13 leadership of Matthew Rothwell, Caius Headley and Freddie Pacey were well and truly fired up to ensure that the top spot was Exeter's!

The five-a-side football tournament is always hotly contested. Boys channel their inner Ronaldo and some of the skills on show were very impressive. Unfortunately, the Year 13 squad of Ben Hardwick, Mark Davies, Josh Heyworth, Alexander Large, Tom Nottingham, Caius Headley and Harry Tidswell just could not convert, despite their abundance of talent and flair. The Year 11 squad that did so well only one year previously of Wallace, Shah, Mitchell, Brake, Larter and O'Flathery could not quite fend off a well-drilled Brazenose unit in the final and had to settle for second place.

The youngest members of the senior division started their campaign very strongly with Fletcher, Goold and Owen all bagging multiple goals throughout their campaign. The 'Klopp-esque' style leadership of young McKeivitt helped edge the Year 10 squad to victory. The Year 11 table tennis squad fought bitterly hard throughout the course of their competition and in the dying breath of the final round, salvaged an emphatic victory against Radcliffe to secure an extra half point, splitting third place with the boys in yellow.

Of course, the marquee event of the first half of the autumn term is the House music competition. Exeter veered away from their usual high tempo back catalogue this year and replaced it for the calm classic of Elton John's 'Your Song'. Weeks of practice and dedication come down to four minutes of harmony on the stage, and what a performance they gave. Described as 'moving' by some spectators, the Exeter boys gave it their all, conducted by Freddie Pacey within perfection.

The ensemble lead by Benjamin Briggs gave a truly inspirational rendition of 'Gonna Fly Now', of Rocky fame. Asa Monhan and Samir Shah led another chilling performance in the art song. The rendition of 'Sign of the Times' was superbly executed and deserved the applause they received. Incredibly and somewhat confusingly, Exeter managed only second place in what was a very high quality competition. The scores at half-term were tight, with only a single point separating second place Exeter and first place Brazenose.

The second half of the autumn term concluded the five-a-side football tournament. The Year 12 squad that had had so much success in their formative years could not quite do the business this year, falling short of the mark on the pitch, but of course, full of the usual cheer and excitement of it.

The Year 10, 12 and 13 competitions were very well contested throughout the final weeks of the Autumn term. A stellar performance from the Goold brothers in Year 10 kept the boys in green off of the bottom of the table, finishing third.

The senior boys did not disappoint either with flawless performances from Agnew (Year 12) and sports captain, Headley (Year 13) earning second place in both tournaments, narrowly falling short of a reinvigorated Ancaster. Basketball, usually an Exeter favourite, had very different headlines this year. It was clear to see the hard work Mr DiCataldo had put in with his squads – obviously not containing any of the Exeter boys.

However, in true Exeter style, the boys marched on and, through sheer grit and determination, salvaged two points in the Year 10 and 11 competitions, respectively. The senior basketball tournament told a very different story. Rory Flack, Exeter's MJ went head-to-head with Ancaster's Bobby 'Magic' Singer in Stamford's very own 'Last Dance'. A tense final between the reds and greens saw point after point show up on the scoreboard but in the dying seconds of the game, Flack took it to the rim and converted, leaving Ancaster behind, and securing all four points. The annual charity rock event, in aid of Mind, was another superb display of musical talent. Exeter finished the autumn term in second place.

The spring term, often a favourite of the Greens, proved fruitful in results. Exeter took first place in the Year 11 racquetball, Year 11 and 12 badminton, the Year 12 pub games and a joint win in the Year 13 chess tournaments. Exeter also smashed the blue riband events of the term, taking all six points in the senior swim gala and Year 10's Halden and Wren planning and executing a well-balanced debate, proposing the cessation of travelling by air!

A narrow defeat on the hockey pitch gave the House a healthy lead but Ancaster were hot on the heels of the Greens. Everything was set for an exciting Sports Day finish, but then, quicker than Rory Flack moving around the basketball court, Covid-19 put an abrupt end to the house competition. My thanks to all of the Exeter boys for their continued hard work, support and commitment to the House. We will be back!

MR B D KIRKPATRICK



Radcliffe

Junior

This year Radcliffe has had good success in the Year 7 House events. There have been outright wins, and even double point wins in drama and swimming. The double point wins were significant steps towards our current position at the top of the junior House placements. There were plenty of other achievements too...

On the first day of the new school year, we got off to a quick start (pardon the pun!) in the Year 7 relays. In the end we finished second after a close finish in the last sprint.

The next tournaments, tug o' war and rugby, were a couple of weeks later. As always, Radcliffe were up to the challenge and both of our rugby teams were unbeaten. This good form continued into the tug of war where, with Tony Chen at the anchor, we were a formidable force. Again we were unbeaten. The house football followed next with Ewan Gordon as our goalkeeper, and Blake O'Sullivan as our star outfield player. We competed well, and again we ended up winners!

The House music, one of the most important events in the calendar, was a little tougher. Finlay Mitchell performed as Freddie Mercury, and Connor McNaughton, William Bews, Ewan Gordon and Edward Cowin made up the rest of the band. They performed a mashup of 'A Crazy Little Thing Called Love' and 'We Are The Champions'. We all thought they were incredible so the judges' scores came as a disappointment when they were placed third.

Then the lockdown hit. The first lockdown event was the online quiz. Rufus Bennet and Finlay Mitchell were both on top form and answered their way to the top spot.

In the tennis skills competition Charles Sharpe took second place in the Year 7 category, which meant Radcliffe finished in second place overall, while Finlay Mitchell and Barnaby Dring both put in great entries in the cricket catch competition to help Radcliffe to another second. The Fantasy Cricket competition provided Radcliffe with another first place with Charles Sharpe taking the top spot for Y7. Radcliffe also won the Year 8 and 9 events too.



With the end of the year drawing closer, Radcliffe were getting closer to winning the trophy. The Doctor Who competition came next, and it was one of the last events of the school year. Again, we put in another fantastic performance and we were crowned overall winners.

Hopefully, we speak for all the boys when we say how much we have enjoyed this year. We want to give a special thank you to Mr Jordan and Mr Stamp for all they do to support us and the house. They are the driving force behind our success, and the reason why the house events have been so enjoyable.

CHARLES SHARPE AND FINLAY MITCHELL

Year 8

In Year 8 we came first place in the autumn merits standings, along with a second-place finish in chess and the tug o' war. This was added to by an amazing first placed finish in maths problem solving. In Rugby, a determined Year 8 Radcliffe side also came third in house rugby, as well as first in Year 7 and 8 touch rugby.

Now we move on to one of the highlights of the year for Radcliffe. An incredible performance in House drama gave us first place and double points. Two of the star performers in this came in the form of Year 8 boys Jack Thory and Bruce Dee. There were even more impressive performances by Year 8 in the second half of the year as well. First placed finishes in the Year 8 online quiz and tennis skills competition were added to by a third-place finish in the Act competition.

Towards the end of the year, the Radcliffe Year 8 boys put in more sparkling efforts despite the challenges faced by lockdown and the coronavirus situation. A second-place finish in the best cricket catch was followed up by an incredible first place in the 'Doctor Who' competition, in which it is worth noting that Radcliffe also won in Year 7 and Year 9. Overall, I think that the Radcliffe Year 8 boys have shown great determination and resilience, and good results in every area racked up an impressive points tally.

THOMAS SIRIGNANO

Year 9

Ever since I was elected House Captain, I have been blown away by the hugely inspiring attitude of the Radcliffe individuals, and this year in particular has been outstanding. As well as the involvement, the quality of the entries and performances were of an extremely high standard. The lockdown has not been in our favour, but Radcliffe has not been deterred by this challenge. Instead we have become stronger than ever, and have seen even more people than before stepping up to the mark and showing a real thirst for the House cup.

Whether it was maths, rugby, art, photography or even baking there was something to flick everyone's switch. This is key to bringing about a more diverse and inclusive culture at the school, one in which everyone's talents are valued equally by all.

I am very proud to say that almost everyone in Radcliffe has managed to contribute during lockdown and the sports day entries were through the roof. What was great to see was that as the finish line approached, we did not take our foot off the gas and entries continued to pour in!

I am also extremely proud of the people who took it upon themselves to get in touch with others and do whatever it took to get them involved. I found this truly remarkable; it has been clear to see the passion and grit across the house to bring the trophy to Radcliffe's mantelpiece.

To end with, I feel hugely privileged to have been Radcliffe's House Captain this year. I also have much to thank Joe Simmons and Sam Munro for, they have been excellent deputies and shown true Radcliffe colours in this time of Coronavirus and uncertainty. We stand here on the shoulders of giants, those generations who have gone before us; and you have done them proud. We have finally won the House cup, due to your pure grit and persistence!

HENRY MAHAN

As Housemaster I would like to give a special thanks to the deputies and captain Sam Munro, Joe Simmons and Henry Mahan. It was a great moment for Henry to lift the cup for Radcliffe. Joe Simmons was awarded his 40s credit badge and the House Shield for his exemplary service. Charlie Vickers and Matthew Worthington also deserve a special mention for gaining their 40s credit badge.

Oakley Frost has been appointed head of Radcliffe Junior House and his deputies are the extremely able Thomas Sirignano and Chase Burgess. I would also like to mention that Ethan Mitchell Clarke will be in charge of chess and general knowledge and the multi-talented Teddy Cowin has been appointed Director of House Music for Radcliffe.

I would like to thank Mr Stamp, the House co-ordinator, for working so hard at putting together a varied programme of events particularly during the lockdown. I am grateful to the other housemistresses and housemasters for being supportive and always good-natured, even though this is a competition. It has been an amazing year for all the Houses and watching the events whether we win, lose or draw, I always feel proud to be part of the Stamford School House system.

MR JORDAN

Senior

It has been a highly enjoyable first year as Housemaster of Senior Radcliffe. One thing that has struck me during the year is how much the boys enjoy representing their House and being part of a team with their friends. The camaraderie is second to none and the enthusiasm is endless. Although we may not have topped the points table this year, participation levels were extremely high and there is a wealth of leadership among the boys.

There were battles galore with our rival houses, and listed below are the notable Radcliffe victories:

- Year 11 table tennis
- House music ensemble
- Year 11 basketball
- Year 11 chess
- Year 13 chess
- Year 10 hockey

Undoubtedly, the highlight event this year was the music competition. The whole House came together to sing 'Sweet Caroline' By Neil Diamond, in the unison contest. There was a palpable spirit as the boys sang with energy and style. They were remarkably in tune as well – those final practices making all the difference to the final performance. The ensemble was deservedly won by Radcliffe. The two pieces played were 'Take Five' (David Turner, Sean Doody, Oliver Mollett, George Chaplain) and 'Cantalupe Island' (David Turner, Sean Doody, Oliver Mollett, Oliver Lewis). The part song saw Mansell Harvey, Tomas Morrison, Thomas Mollett and Oliver Mollett singing a delightful version of 'Only You' by Yazoo. Gareth Mok and Chris Green were particularly influential in the way they led the whole of the House for this competition and deserve much credit for this.

The Year 11s enjoyed success in three competitions, and they achieved this with a vast number of players within various squads. For example, the table tennis squad comprised of eight boys who all rotated each week to make up a team of five. The basketball team were like an NBA outfit with stars left on the bench during some matches. This was great to see and is indicative of both the House spirit and the willingness of talented sportsman to step aside and let everyone be part of the team.

Congratulations to our chess team too, who were very tactical and cunning, led by captain Tomas Morrison.

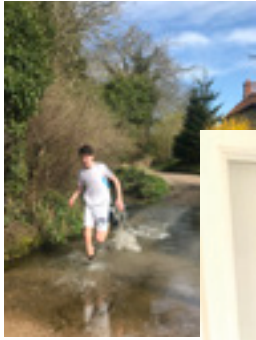
The Year 10 hockey team got their just rewards just before the lockdown, with a resounding victory on the astro turf. There have been some excellent performances in Year 10 and I am sure they will get a few more wins in years to come.

I would like to thank everyone in the house for all their efforts and representation. Thank-you to the staff who have supported various events. The house would not be the running success that it is without the leaders within it. My heartfelt thanks to Connor Butterworth for leading the House so passionately, and to Gareth Mok and Oscar Dixon-Spain who were Deputy Heads of House. All three boys have led by example and inspired others to get stuck in and be part of such a special House.

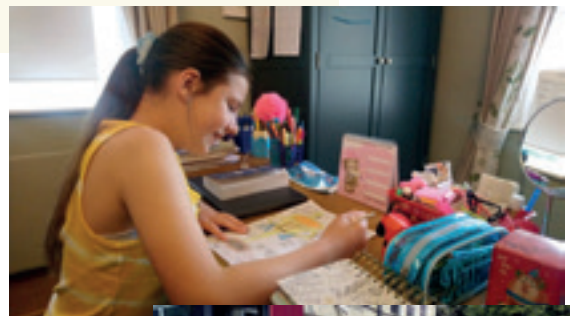
MR C ESSON



HOUSES



The Covid 19 Scrapbook







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