

WOODFORD COUNTY HIGH NEWSLETTER



Issue No 12 July 2014

HEADLINES

Summer – the time of year when I sit down to compose this third and last newsletter – is also, for understandable reasons, a big season for sport. Along with the standard menu of test matches and Wimbledons, Open Golf Championships and Tours de France (voir plus bas) there is usually at least one global event which takes place on a longer cycle. This year, there are two.

You won't need me to draw your attention to the fact that the football world cup has been going on (some of you may be thinking: and on and on) in recent weeks. But in the wake of a tournament which seems to have infected the entire planet with what a tabloid newspaper, quite wittily for once, called Saturday Night FIFA, a further fortnight of world class competition will be beginning more or less at the moment when you read this. I am referring to the 20th Commonwealth Games.

These are not quite the Olympics, of course. They don't last so long or encompass so many sports, and eligibility is restricted to certain areas of the globe (though those areas do amount to a quarter of the earth's land surface and house a third of its population), but among the stars on view will be some of the greatest currently competing, including you-know-who if he can get himself fit. And this time it's happening in Glasgow which adds interest. But my theme here isn't really the Games so much as the Commonwealth, and if this particular sporting occasion is often described as having a family atmosphere, then that's because in a sense a family – albeit an unusually large and eclectic one – is precisely what the Commonwealth always set out to be.

The origin of what is now called The Commonwealth of Nations (formerly the British Commonwealth) may not seem all that auspicious from a contemporary liberal perspective. It's an organization that would never have existed in the first place had there never been a British Empire, at the moment of whose disappearance it came into being – so it's understandable that some might see in it a desperate attempt by a former colonial power to hang onto its ill-gotten glory.

The evidence, however, suggests otherwise. Over the 65 years of its existence there's been no shortage of countries (currently 53 of them) keen to remain a part of what is a purely voluntary association. Indeed some have actively sought to *join* it, including at least one (Mozambique) which was previously an overseas province of a *different* colonial power.

The nice thing about the commonwealth is that, by contrast with almost every other intergovernmental organization these days, it really doesn't appear to exist primarily for anybody's economic gain. The condition of membership is support for a number of principles which it would be hard for anyone to disapprove of – look them up if you don't believe me – and that's the lot, apart from a built in celebration of cultural diversity. In a school like this one, I think we can claim to know a bit about that.

The activities of the term just finishing here, which you'll read about in this newsletter, demonstrate the number and variety of individuals who pool their resources at Woodford for the benefit of our students and the continuance and development of a community we value. This was evident in the activities dreamed up for our Co-curricular Day on 4 July, marking for our students and our collective history the fleeting passage of the Tour de France across our threshold. It was evident also in the energy and creative flair of our second Summer Arts showcase, curated by students to the great enjoyment of their audience. And perhaps nowhere is the family feel - so particular to this school - as evident as in the tradition of the Summer Production bringing former and present staff and students together in a common pursuit.

As students and colleagues settle to a long summer in the company of their *immediate* family, I take this opportunity at the end of a busy and productive year to thank everyone for what our combined efforts in the interests of our students make possible. And I wish you all a happy, restful and restorative summer.

Ms Jo Pomeroy

Headteacher



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Washington Visit



In April of 2014 Woodford's History department undertook its first visit to Washington. Having taught American History at GCSE for many years we were all very excited by the possibility of actually enabling students to explore first-hand the political and historical geography of America's capital city. This was most definitely an educational visit which made clear to all the importance of fieldwork for History students. The experience of walking around America's capital city will have tired most Woodford girls out but in doing so they will have had a genuine insight into the way in which cities are of vital importance as places where buildings, memorials, museums and galleries all combine to tell a story about a country's history and perhaps more importantly about how a country wants its history to be perceived.



The first day of the visit involved a walk down Pennsylvania Avenue to the Congress building and a visit to the Library of Congress and the Supreme Court. Woodford girls were impressed by the scale of the buildings and inspired by the way in which our two expert guides were able to weave the importance of each building into a wider explanation of how the American Political system actually worked and was different from our own. If politics was the emphasis of the first day then history was most definitely on the agenda for the second. The guided journey through the city's important memorials was an ideal opportunity for the girls to consolidate their knowledge of the importance of MLK and the wider civil rights movement in America's history. It also gave them a chance to place this particular episode in American history in the context of a longer historical journey which took America from Abraham Lincoln's emancipation proclamation in 1863 through to MLK's 'I have a Dream' speech which was made in front of the Lincoln Memorial in 1963. Standing on the actual spot where this iconic speech was delivered proved to be one of the highlights of the visit and a great photo opportunity.

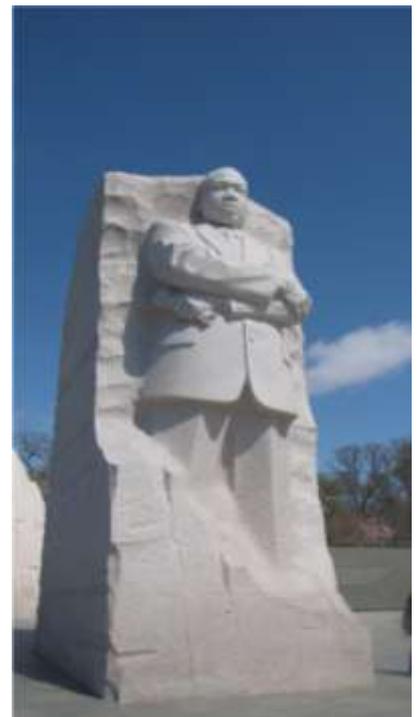
In between all the walking we had time to consume copious amounts of pizza and do our bit to boost America's ailing economy by doing some shopping at Macy's and Forever 21. We look forward to future visits to Washington.

Ms Quinn – Head of History and Politics

Photo above left:
WCHS Students
outside the Senate
Building.

Photo right: Martin
Luther King Memorial

Photo left: The Lincoln
Memorial



Deputy Member of Youth Parliament



In October 2012, I discovered that our borough has a youth council. The role of the youth council is to help make positive changes, particularly for the youth in the borough. I was extremely interested by the idea of the council and became regularly involved. I stood for election to become an MP for the borough as a young person. There were over forty nominations and we were interviewed by a panel of young people. Then we wrote a manifesto and pledges of what we would like to achieve. Over ten thousand young people voted and there were ten candidates that stood for election. The election results were announced by a councillor who was the cabinet member for children's services in the London borough of Redbridge at the time. I found out that I had become one of the MPs and I was to be a DMYP – Deputy Member of Youth Parliament. My role now included voicing the views and wishes of the young people in my borough, aged 11 – 18 (and up to 25 with disabilities) as well as representing my borough at regional and national meetings and conferences. I was the DMYP from March 2013 till March 2014. I was the youngest MP to have been elected in the borough and I had a huge responsibility to fulfil. However, I stayed motivated and committed and made my way through the year. I worked individually as well as uniting in a group of 4 – 2 MYPs and 2 DMYPs.

When running to become a MP for the borough, I attended a public speaking workshop which instructed a group of young people on tips when doing public speaking. We were also given activities which boosted our confidence as were placed on the spot to talk about an issue for a minute. It challenged us but benefited me as I

found it helped when campaigning. I can use this skill if I become a youth ambassador as it has given me confidence to talk to other young people and adults.

In May 2013, a young cabinet was formed. The role of the young cabinet is to shadow the adult cabinet and make informed decisions about positive changes that need to be made, as well as to lead the youth council. I became the Cabinet Member for Children's Services. Therefore I attended and still continue to attend meetings with the Director of Children's Services in the borough and other highly profiled figures.

As a DMYP, I wanted to represent young people but also to give them their own individual chances to express their concerns. Therefore I organised a debate with the youth council in order to achieve this. I led the youth council but also worked cooperatively. The debate took place and was very successful. It was in the style of the Question Time debate and councillors that represented the four political parties in our local authority were present. They answered questions in turn from the audience and were very impressed by the turnout. The town hall chamber was full and it showed how young people care about the society in which they live. The council commended the youth council after the event, and in return gave us £100,000 to spend on the three major priority issues that concerned young people in the borough – youth unemployment, safety and mental health wellbeing. I was satisfied with how the event ran as I never thought it would have been as successful.

In March 2014, my term of being a DMYP was to come to an end. However, I felt my responsibility was rewarding and so I stood for re-election. I was re-elected and found out it was the first time this had happened in the borough. My new pledges include improving transport in my local area and increasing competitions between schools. I also listened to the results of my youth debate, which was my pledge from the previous year, and decided to pledge to improve links between police and young people to increase the chance of their voices being heard.

In May 2014, I was then re-elected to become the Cabinet Member for Children and Young people. I am currently working on projects in a group to improve careers advice given to young people in my local area. I am meeting with the MP for Ilford North - Lee Scott – to discuss issues surrounding transport and in particular I would like to try and arrange for another 679 bus after school. I would also like to address the issue of the quick changing traffic lights outside of our school. I am hoping to meet with MP Iain Duncairn Smith soon to discuss the issue and see if we could meet at school, empowering students and allowing them to voice their opinions.

I would like to finish off by saying how grateful I am to those who voted for me and how delighted I am to see such a great turnout in the number of people that voted. Every vote received means one extra voice is heard! We are the next generation and we need to start acting now!

Redbridge Book Awards 2014

Visit to Town Hall on Thursday 26 June



Every year the Redbridge Schools Library Service organises the Redbridge Schools Book Award, where the students of every school in Redbridge are entitled to vote for the winner of the award.

This year we were tremendously lucky that the authors present were Kevin Brooks, whose nominated book was 'The Bunker Diary', Sharon Gosling, whose nominated book was 'The Diamond Thief' and Ali Sparkes, whose nominated book was 'Out of This World'. Kevin Brooks had

won the prestigious Carnegie Children's Prize earlier in the week and the rather controversial content of his book 'The Bunker Diary' had evoked a furore in the national press.

A group of nine year 7 and 8 Woodford Students were able to attend the Awards in the Town Hall in Ilford on 26 June, accompanied by Mrs Faid and Mrs Allen.

Their favourite part of the day was speaking to the authors and getting them to sign their copies of their books. The authors were very generous with their time and gave away signed posters and inscribed the books with personalised messages.

The other events of the day included a table quiz on the shortlisted book and an author panel where the authors spoke and answered questions.

The authors spoke about what first inspired them to write, how they plan and develop their stories, whether they choose to include real people and events, which of their books they are proudest of, what career they would choose if they hadn't been a writer, and, most controversially, the whole issue of books for children covering dark and unpleasant topics and not having happy endings.

The students were delighted to have attended and had a tremendous time. At the end of the day we discovered that the students of all the Redbridge schools agreed with the judges of the Carnegie Prize, as they, too, had voted Kevin Brooks' 'The Bunker Diary' as the day's winning book.



By Ms Allen

Visit to the Freud Museum



Freudian Slippers

Just one of the many Freud-related items we found in the Museum Shop

Our visit to the Freud museum on Thursday 26th June provided us with a valuable insight into Freud and his family's past. For those who are unfamiliar with Dr Sigmund Freud, he was a [neurologist](#) who became known as the founding father of [psychoanalysis](#). Psychoanalysis, also known as the 'talking cure' is a method of making hidden unconscious thoughts conscious, in order to solve conflicts in the mind.

As an Austrian Jew, Freud was forced to flee from his home country, and so continued his work here in England. His youngest daughter, Anna Freud, also contributed greatly to the field of psychoanalysis. It was in fact her wish for the house they lived in to be turned into the Freud museum, which is now packed with famous historical objects and family mementos.

To us, the most fascinating room in the museum was his consultation room which had been kept exactly as it was in Freud's last days. We saw his famous couch, on which his clients would have been told to lie down during psychoanalysis. An example of a very interesting case we came across was of the burning child. This dream was of a father whose child, who had just died, asked him, 'Father, can't you see that I am burning?' In fact, the child's corpse was really burning because of a candle that had fallen, in the room adjacent to where the father was dreaming of it.

We also discovered many fascinating facts about Freud as a person himself and learnt about his interest in the Ancient Egyptians from the many objects and figures in his consultation room. Next door to this room was 'The False Memory Archive' exhibition, which demonstrated to us how susceptible we are to false memories- memories that we believe happened but in fact had not. As a group we were all able to engage with this exhibition and think about our own personal experiences and false memories.

This trip to the Freud Museum has certainly left us intrigued about this extraordinary man and with an experience we will not forget!

By Sangavi Satkunarajah (12JS)
and Hannah Whalley (12KH)

Geography Department Summer 2014

Summer 2014 – NCS with The Challenge Network



As ever, the summer term has been a busy one for the Geography department! We have had glorious weather in both Herne Bay (with year 8) and in Rochester with year 7 – June has been very kind to us! Some photos of this year's trip can be seen below. The sunshine certainly added to the enjoyment had by all on the various trips, helped by the dedication of the students to learning in a new and different environment. Thank you very much to all parents for your voluntary contributions, they enable us to take the students out each year, building their skills as they progress through the school.

In other news, we will be launching a possible Iceland 2015 visit in the coming months. This will be open to GCSE and A-level students, and more information will follow next term.

I would like to take this opportunity to wish you all a happy and enjoyable summer holiday – but do keep an eye on the news! Geography happens all around us, every day; it is always great to see students who are able to apply real world examples to what they study in the classroom.

**Miss B Richardson
(Acting Head of Geography)**



The Challenge Network is the UK's leading charity for building a more integrated society and this summer 65 Year 11s and 18 Year 12 students have signed up for this exciting and enriching opportunity. Through a variety of physical, personal and creative challenges, young people develop their leadership, team work and communication skills whilst engaging with their community. The Challenge works in almost every school across London and is the largest provider of the Department for Education's National Citizen Service programme, which aims to provide young people with the skills and confidence to engage meaningfully with their communities.

Delivering NCS with The Challenge costs hundreds of pounds per participant, but due to Government funding, Woodford County High School students were given the opportunity to secure a place on the programme for the all-inclusive price of £35.



You can visit www.the-challenge.org for more information about the programme, or contact Cardy Lee, the local Schools Coordinator, at cardy.lee@the-challenge.org or 07785 627 467.

"Having taken part in The Challenge last summer, I can honestly say it was the most memorable experience I have ever had. It's amazing how spending one week hiking, camping, canoeing and doing an insane assault course with a group of strangers can make it seem like you've known them forever! Being thrown into the deep end from the very beginning greatly developed my confidence, as being independent as well as a good team-player was vital. Not only do you grow as a person, but you even give back to the community by raising money for your chosen charity, which was incredibly rewarding. If I was given the opportunity, I would most definitely do The Challenge again. I still find it difficult to believe that something so low-cost gave me invaluable memories, new skills to put on my Personal Statement and lifelong friendships; whether you go it alone or with your friends, I guarantee you'll also have an unforgettable summer with NCS!"

Serena Sidhu, Year 12, Woodford County High School

**Miss Hossain
Key Stage 4 Coordinator**

Junior Mathematics Challenge

At the beginning of the Summer term students in Years 7 and 8 participated in the Junior Mathematics Challenge which is run by the United Kingdom Mathematics Trust and is aimed at the top third of pupils in Year 8 or below in England and Wales. Our students achieved a truly amazing number of successes, gaining one hundred and forty-five awards in total. These certificates consisted of sixteen Gold awards, sixty-five Silver and sixty-four Bronze.

Grace Lee was awarded the certificate for Best student in Year 7 and Harleen Athwal was awarded Best student in Year 8 and also Best in School.

Our congratulations extend to all our award winners in both Years 7 and 8 and all participants are to be congratulated for their efforts in demonstrating their mathematical ability by answering up to twenty-five challenging questions in one hour.

**By Mrs Y Thompson
Head of Mathematics**

Redbridge Team Maths Challenge

On Wednesday 25th June 2014, we took part in a Team Maths Challenge with Tejal and Ramisha from year 9 against 9 other schools in Redbridge at Oaks Park High School. After 3 practice lessons at lunchtime with Dr Yang, we felt prepared for the challenge ahead. The challenge began with a starter which we completed with the help of Dr Yang. Once the challenge officially started we were left on our own to complete a 15 mark question in 20 minutes and then 15 questions in an hour. The questions varied in difficulty and marks. We were offered food which provided us with energy. In the 1 hour paper, the term 'score' was used and we were unfamiliar with this. It was not until after the challenge that we discovered it meant 20. Despite this we managed to come 2nd, beating Ilford County who came 3rd. We found the experience enjoyable and hope that we will be given opportunities like this in the future.

By Sanjana 10R & Serena 10R



Congratulations to Tejal (9W), Ramisha (9W), Serena (10R) and Sanjana (10R), who represented Woodford County High School at the Annual Redbridge Mathematics Team Challenge and won the second place!

Maths Department

The Society of Biology's Challenge.



This year, for the first time, Woodford entered 25 year 10 students for the Biology Challenge organised by the Society of Biology. The aims of the competition are to challenge and stimulate gifted students in years 9 and 10 with an interest in Biology to expand and extend their talents. In assessing knowledge and understanding of Biology which includes material from outside of the GCSE syllabus, students are able to pit their wits against talented students from other schools. A total of 32,500 students entered the competition and the top 5%, 10% and 15% of participants were awarded gold, silver and bronze certificates respectively.

Our congratulations go to the following students

Awarded a gold certificate

Anjana	Kumar
Priya	Patel
Aniqah	Hossain

Awarded a silver certificate

Inova	Lee	Subatheena	Vimalanathan
Aarthi	Thangavel	Aiza	Hameed
Sanjana	Makhija	Sunita	Ramani
Rojah	Thayabaran		

Awarded a bronze certificate

Lina	Deng	Irum	Hasan
Nabeela	Farooq	Harshita	Vykuntam
Saba	Shakil	Chetana	Chava
Biruntha	Vasanthan		

Biology Department.



The London Marathon (Reprise)

I had assumed that I would only ever attempt one marathon.

When I ran the London Marathon in 2013, it didn't go according to plan. I got cramp. It hurt! I finished more slowly than I had expected – 4 hours and 38 minutes rather than the sub 4 hours I had hoped for. As I hobbled along the Embankment, I remember thinking, "I'm never doing this again."

Nevertheless, 10 days after the race had ended, I found myself logging on to my computer to enter the ballot once more. Not only that, I also contacted the Royal National Institute for Blind People (RNIB) to see if I could run using one of their charity places. I got my place! I was pretty sure I could do a better job on the second time around.

Things never go entirely according to plan. My body began to protest. In May I felt the start of what was to prove a long injury to the Achilles tendon in my right ankle; I didn't run properly from the middle of June to the beginning of September. My comeback was when I accompanied our girls cross country team to their fixture at Claybury, and ran home afterwards – very slowly. My weight, down to an impressive (for me) 11st 2lb in April, was back up to 12st. It was going to be a long haul.

I'd learned from my previous experience about my training. Start earlier; run slowly; run more, longer distances. In theory – fine; in practice – I didn't really get going until the middle of January! I did, though, manage to run at a slower pace, which meant that I could keep that pace up for longer. I ran 3 distances of over 20 miles, so though I wasn't really as fit as I had been the previous year, I was better prepared.

The big day came; it was warm. My sons bid me farewell near the start and then went off to encourage me at various points on the route. The crowds were immense all the way around the 26.2 miles of the course. "The loneliness of the long distance runner" is not really true on London Marathon day. I reached the Isle of Dogs, scene of my near collapse last year, but managed to carry on at my regulation pace. I ran continuously for 4 hours, 23.5 miles, before I felt the pangs of cramp. It was nowhere nearly as bad as last year, but it did slow me down. That's when the crowd lifted me. My RNIB running vest had my name on it. Suddenly everyone was encouraging and calling out my name as though they had known me for years. Buckingham palace came in sight, and I made it. 4 hours and 48 minutes – slower than last year, but, strangely, I felt that I had run it better.

At the RNIB reception afterwards, there were a team of masseurs to pummel my weary legs. That was good; it meant I could walk down stairs the next morning.

Once again I had managed to raise well over £1000.00, taking my total for the two years close to £3000.00. I would like to thank all those members of the Woodford family for their significant donations to the RNIB.

Mr Phillips

PS I have now officially retired from marathon running (though not from running)

Jacqueline Wilson 'visits' Woodford



Monday lunchtime and form time on 30th June saw the whole of Year Seven and several girls from Year Eight gathered to watch a Puffin Virtually Live worldwide webcast, in celebration of Jacqueline Wilson's one hundredth novel, *Opal Plumstead*.

Woodford Year Sevens showed themselves very knowledgeable about Jacqueline's works, during the quiz, then listened attentively as the author talked about her writing and gave eager future writers some tips. Wilson also answered questions from a range of schools, and read an extract from her new novel.

Many of Year Seven (and some staff!) participated in the 'draw-along' with Nick Sharratt, as well as enjoying an interview with Phoebe Thomas, who is to play Hetty Feather in the upcoming stage version. Some of our students were excited about the staging of *Hetty Feather*, seeing it as "a show that should not be missed!"

This short event was much enjoyed – it was a great opportunity to inspire both readers and writers; with luck, we may be able to have more of these 'virtual visits' from popular authors in the future!

Ms Faid, with thanks to Rashmi Banerjee, 7H.

New School Map



Lina 10N designed a map of the school that folded into a handy pocket size as part of her GCSE Graphics Course. The map was very clear and a great design so Lina was asked if we could give one to each of our new Year 7 students on induction day. Lina was very pleased to do this and was very happy to see her map in use. Lina insisted on cutting and folding each one individually to make it just right. The new Year 7 students really enjoyed opening them up and using them.

**Mrs Greenfield
Assistant Head**



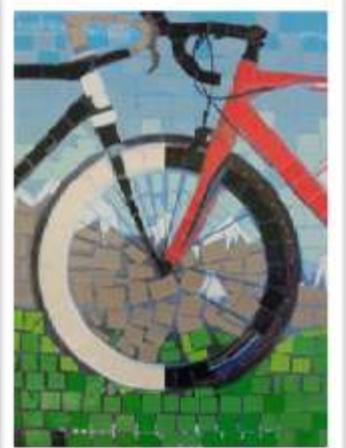
Tour de France 2014 Friday 4 July: Woodford prepares

18 months ago when it was announced that the 101st Tour de France would pass our gates en route to Central London, the theme of our 2014 co-curricular day readily suggested itself. Plans for the day to coincide with Essex leg

of the race had eventually to be abandoned and the activities brought forward to Friday 4 July. This served, however, to increase understanding of the race (its route and its history) and to build anticipation. Students in Years 7 – 10 came to school in red, white and blue at the request of the School Council who were raising money for Haven House. Lessons all day focused on the theme. Students gained an insight into the structure, history and geography of the event. Cycling controversies were debated, music composed, banners designed and mosaics pieced together. A stunt cyclist from *Team Extreme* drew an appreciative lunchtime audience on the back terrace and girls applauded the good fortune of those who won prizes donated by Harrison's: a bike and an i-pad mini.



Creativity was apparent, as ever, in the time-line of bicycles created by the Art Department for the front lawn. Aerial cameras, it was hoped, would pick up on our contribution to a significant moment in local history.



Friday 7 July: Woodford Welcomes the Tour de France



Students and teachers, liberated for the day, joined the crowds lining the High Road to cheer on Tour de France cyclists as they whistled by. Banners on the gates, designed by students and manufactured in the Design Technology Department, caught the attention of the local press. It's

less certain whether the helicopters overhead picked up on the art work on the front lawn but we were more than happy to play our part in local celebration of this international event.

Promotional vehicles and floats, scattering sweets and cracker-like favours, kept the crowds amused as they waited. And waited. The gendarmerie were out in force, and "Tour Makers" (a lime green version of the 2012 Games Makers) did their best to keep an itinerant crowd from coming a cropper as those with the fidgets meandered back and forth at designated crossing points. A sudden shower of rain later, the jungle drums started. "Epping High Street" it was rumoured, "Epping Forest". Then suddenly it got noisy.

Helicopters hovered overhead and a cavalcade of police motor bikes heralded the two breakaway



cyclists out in front. Then finally, in a flash of colour and a whirr of spokes, the peleton. The world's best cyclists straining every sinew as they sped down the High Road. Woodford's leg of the Tour de France, all over in a thrilling instant.



Mrs Laurane Turnbull



Olympic Legacy & Tour de France

Visit



Co-curricular day 2014 had a Tour de France theme and what better way to celebrate than to try our hand at some road cycling down at Lee Valley Velopark, home to London 2012 cycling. Woodford students embarked on a tour of the recently re-opened Queen Elizabeth Olympic Park. The aim of the day was to find out how the world renowned venue was used during the London 2012 Olympic and Paralympic games and examine the

legacy that has been left behind. Highlights included:

- Olympic Stadium, currently under re-construction before West Ham take up residence in 2016
- Aquatics Centre, now Tom Daley's training ground
- Acelor Mittal Orbital
- Copper Box
- Olympic and Paralympic symbols
- Velodrome



After the tour we had a quick stop to learn some Tour de France lingo before it was time to kit up and hit the track to find out who would be the lead cyclist and who would stay safe in the peloton.

Students got to grips with the ultra-light road bikes on the small circuit before zipping round the 1 mile purpose built road.

At the end of the day I was inundated with questions from students of when we could return for another session, so I think it's safe to say they enjoyed themselves. An excellent day of sightseeing, learning and cycling was had by all. To they students that took part, all that is left to say is "Chapeau".

**By Miss Irwin
PE Department**



Tour de France Lesson



After hot-footing it up the hill from our visit to the Queen Elizabeth Olympic Park, myself and Miss Keeling went straight into our final Tour de France themed lesson of the day. We wanted to give students a feel for how the tour operates in terms

of teams and educate them with regard to the terminology used on the tour so they could enjoy watching the 3 weeks of cycling action unfold.

Students were split into teams of six and allocated a Tour de France team, they were given a score board and bibbed up in team colours before heading down to the track to take on our mini race. Students had to cover two laps of the track as a team and nominate individuals to be their lead rider in the sprint and hill stages. It was a close run competition, with students demonstrating excellent team work and determination as they fought to secure one of the coloured jersey certificates. The following certificates were awarded:

The yellow jersey for the overall race winner:
Megan (Team Lampre-Merida)

The Green Jersey for the fastest sprint stage:
Aisha (Team Lampre-Merida)

The Polka Dot Jersey for the Queen of the Hill:
Megan (Team Lampre-Merida)

The Combativity award for the best team work:
BMC Racing Team

The Team classification award for the fastest 3 finishers:
Katusha Team

A huge well done to all students that took part!

**By Miss Irwin
PE Department**



Food Technology



fine food retail market in the country and attracts thousands of visitors every day including local people, restaurateurs, tourists and city workers that wander across London Bridge during their lunch break.

We spent the morning walking around the market and surrounding area with blue badge tour guide Rachel Kolsky. She talked about the history of the market and introduced us to some of the traders such as Klaus Kuhnke from Artisan Foods who produces sweet and savoury pastry products at his bakery in Whitechapel as well as delicious cakes. We also met Tom at Flour Station selling artisan bread, cakes and pastries all with a sourdough base. The company originated in the kitchen of Jamie Oliver's Fifteen restaurant. It was clear when they spoke to us that they were both extremely knowledgeable and passionate about their products.

We learned that there has been a market in the area dating back as far as 1014 with the current site opening in 1756. In the 1990's when the market was just wholesale and business was on the decline, a small group of traders saw the potential of a specialist food market selling to the general public. In the 1990's a growing revival in artisan foods led a few traders to start selling their wares on a Saturday morning once a month. Word spread quickly and soon the market was being held every Saturday. Many of those original stall holders remain at the heart of the hugely successful market as it is today.

The girls were given free time to browse the market and buy their lunch from the huge choice on offer as well as watch live cookery demonstrations in the seating area.



After lunch we visited Neal's Yard Dairy to learn about the cheese making process and sample a selection of cheeses and then on to chocolatiers Rabot 1745 for a short talk about how chocolate is made, along with a tempering demonstration. We had a really enjoyable day tasting lots of delicious food along the way. The fact that the sun shone brightly was the icing on the cake!

Mrs Rhodes and Miss Athman
Food Technology

Year 8 Visit the Cinema

Two year 8 classes walked to the South Woodford Odeon Cinema to watch the newly released film Pompeii. Erin Kyei (8W) and Divya Patel (8W) share their views on the film.

Pompeii:

It was a film about gladiators, Ancient Roman corruption, the budding love between Milo and Cassia and fireballs which conveniently fell about an inch away from the actors...

Pompeii: a historical disaster film. However, we'd call it TV romance film. It started with Milo, AKA the Horse Whisperer, breaking a horse's neck and Cassia was smitten. After a series of unfortunate (and equally ridiculous events) they ended up falling in love. After fighting a bunch of soldiers, running away to the hills (with absolutely no purpose) and more nonsensical events the volcanic eruption finally began.

Despite looking good, the eruption was very inaccurate. Vesuvius should have spewed ash, ash and more ash, but instead we get lava, lava and more lava with a sprinkling of ash and the occasional shower of fireballs. Not to mention the hurricane which did not really happen.

The film may have its bad side but the CGI volcano was extremely impressive in terms of visual detail – a beauty to look at. Overall, this film is a cliché and historically inaccurate but nevertheless entertaining, with a nice look at the volcano.

Divya Patel and Erin Nyei 8W



MFL Magazine: The Linguist

This term a selection of girls from years 7-10 produced articles in French and German on the Tour de France. Once again the quality of writing was high and there was a wide range of articles from wordsearches, quizzes to a longer piece on doping. The magazine was distributed to forms and it will be uploaded on to Fronter.

Next year the magazine will continue and we look forward to seeing new people involved.



TAFAL competition



Amber and Minaal (7W) volunteered to participate in the Teach A Friend A Foreign Language Competition at the beginning of July.

Teach A Friend a Foreign Language (TAFAL) was an excellent opportunity based in Woodbridge High School, not only to learn a whole new language but to share it. We produced a table display on China, showcasing elements of the Chinese culture and language. We also wrote and performed a script in Cantonese focusing on meaning and pronunciation, which we presented to judges who spoke the language. In total there were 52 groups taking part and there were 25 different languages. We feel proud that we were part of the experience. Although it was hard work setting everything up, we thoroughly enjoyed ourselves and to our delight we won 1st place.

Miss Heath – Modern Foreign Languages

Chess Club



At the suggestion of a parent, we have this year made professional coaching in chess available as an after-school activity. The club has been running for a term and has accommodated members ranging from complete beginners to a student playing tournament chess at competition level. We hope in time other keen chess players might follow her lead and choose to compete for Chess Federation Ranking.

Our chess coach, Julian, is an international master at chess himself and teaches both beginners and advanced players, at school and at professional level. Girls are fortunate indeed to have such tuition.

Self-defence Course

At the instigation of the School Council our second new after-school activity this term has been a self-defence course, commissioned in line with the priorities students identified. A popular pursuit, two cohorts of students have learned to recognise threats, reduce risk, and avoid attacks, applying effective self-defence techniques as a last resort. The final session of the course included Scenario Training and all concerned were intrigued by the suggested props list which included high heels and handbags! We are grateful to the course trainers: *Ewto, Essex*.



Ms Jo Pomeroy
Headteacher

Brunel University and the Dyson Exhibition

dyson

Brunel
UNIVERSITY
L O N D O N



As our year 11 coursework was only around the corner, we needed a few ideas to kick-start and inspire us. So, on the 12th of June, the Graphics department and our class went to the Brunel University in Southwark to see

how Graphic Design can be implemented in the work place.

The Dyson collection, founded by James Dyson who invents innovative vacuum cleansers, was one of the main parts of the day. We were given a talk by one of the workers giving us a background history on how Dyson got started. Surprisingly, it was no different to how Year 10s conduct their thought processes to come with a quality idea. It showed how recognising a problem or a gap in the market can help spark an idea. That idea if continued becomes designs for a new invention or piece and then the designs are made into prototypes. Unlike our prototyping stage, Dyson made over 2000 prototypes of one vacuum model to bring it to perfection. That was not in vain, as the particular model was one of the most successful, with the innovative use of 'cyclone technology'. This reassured us; even the simplest ideas could be one of the best.



Afterwards, we were made to carry out the designing stages ourselves as each of our groups was given a problem to solve with an invention. From sport and leisure to gardening, the only similarity between the tasks were that we were required to use only old Dyson parts left for us and a few other basic materials. Other schools were doing these tasks along with us, so despite us being told that this was not a competition, each group strove to create the most innovative and eye-catching invention. As my own group was posed with the problem of Sport, we immediately thought of what sports we do here at school. Badminton.

A problem we thought of was self-feeding. Especially for those who are practising for tournaments and do not have a partner to play with. Simple, yet a plausible problem. Some students from the Brunel University studying product design, came around to push our ideas and help us forward. After a rigorous thought process and discussion, we invented a fully-functional, colourful model of the 'Shuttle Shooter'.

After some discussion and fruitful teamwork (along with a hefty buffet left out for us) each group presented their ideas. Even the most overlooked problems were counteracted with amazing inventions. The small time frame we were posed with really pushed us to manage time effectively, thus creating remarkable inventions.

After the Brunel Students had heard our pitches and gave each of us something to work on, we were given a concluding speech about Dyson and the entire realm of product design. We were then able to wander through the other rooms and see the actual portfolios and products of actual Brunel Students. The products were fit for purchase with their amazing quality (with even the most simple materials) and since our title of our upcoming coursework was a 'high quality product', the univer students' projects placed a benchmark to what 'quality' meant.

Overall, I found the trip incredibly beneficial as we were taught the best though-process to create a quality product. We were also relieved as we managed to create decent inventions in the space of a couple of hours, which proved to us what we can make in our coursework time frame. Learning that the progression of now one of the best inventors of our time is similar to ours brightened up the prospect of our looming coursework.



By Tatjana Mandil 10W



New Designers Exhibition

The criteria for our current coursework piece are making a 'high quality product'. One immediately thinks of professional products when they think of 'high quality', however an aesthetically pleasing product can be made with even the simplest of materials. This was proved to us when our Graphics class went to the Business Design Centre in Angel to view the projects and portfolios of current product design university students.

The hall was filled with products, from healthcare inventions to theatre stands, catering for every category that we could choose from. What reassured us is that they were not massive prototypes made with rare materials, they were simple, practical and of a very high quality. The boards above each project depicted where the students came from and what problems they were trying to face. Some were ingenious inventions and we wondered why they were not yet on the market, some were on a smaller scale, fixing practical problems but still made us say "I would DEFINITELY buy that".

There was even a section from the Brunel University, which we had recently visited and I managed to catch one of the designers whom I saw the previous time.



He explained how his product evolved from the last time with the help of sponsorships. His idea was not one I would have been confident of, yet research and determination produced something that I and now new sponsors were awestruck by.

The theatre and costumes section of the exhibition was would be my personal favourite. Small scale stages of settings from plays and books were displayed along the corridor. Materials such as foam board or card were used as the base, nothing too extravagant, however the time and effort invested in intricate designs brought the projects to life. Costumes were placed on mannequins, inspired from well-known acts and others from the depths of the creator's imagination. The highlight of my day was that there was an entire project based on my favourite book. It was nice seeing the characters drawn, the costumes made and the setting in front of me. The book had been brought to life, but from a different perspective.

Walking around the various projects, skimming through portfolios and talking to the creators really put into perspective the nature of our task. It was easy, when you put your mind to it. The smallest idea, a passion, a problem, could spark one of the best projects, worthy of exhibition. We left prepared and inspired to achieve in into our next coursework piece.

Ms Karvasili – Head of Design Technology



Music Department

Talking our way into understanding

This year, in addition to organising the many concerts and recitals of the Music department, I have turned some of my attention to an educational issue which affects the whole school community: the place of student talk in teaching and learning. By carrying out a research project in this area, it has been my intention to discover both how talk and discussion activities are already being used in the school to enhance students' learning, and how we, as teachers, can provide more opportunities for productive talk in lessons.

A particular focus of my research has been the idea of 'dialogic' learning – a popular theme in primary school education which has very recently started to be considered in the secondary school context. Proponents of dialogic teaching assert that by learning through 'dialogue' – i.e. focused, meaningful discussions and debates, with peers and teachers – students can more fully understand the concepts that they are learning about, and can build useful links between ideas and subjects. All of which not only enhances students' learning in school, but also enables them to build thinking and talking skills which will be valuable to them throughout their lives.

Over the course of this year, I have discovered that there is already a strong culture of dialogic talk in many subjects that are taught at Woodford, and students are very open to learning through talk-based activities. With the help of a group of colleagues, I have designed and trialled a range of activities designed to promote dialogue in the classroom, which we have found to not only be useful and successful in terms of aiding learning, but also in building students' confidence to articulate their ideas with their peers and teachers. Now, in the final stages of the research project, I am collating a set of resources which I hope will be used throughout the school in future years to enable all of our students to build their talking skills.



Of course, as a teacher, the idea of asking students to put away their books and pens and spend a significant amount of lesson time just talking can be a little nerve-wracking – and of course not every lesson can be like that! But, based on all the work that I have done this year, it is my firm belief that talking is just as important as writing, listening and reading in lessons – and often more useful. In the words of two year 10 students, talk “opens our minds to new things and helps us to think outside the box”, “it opens us up to our own ideas... plus it’s really fun as well!” **Year 7 delight in Romeo and Juliet**



Earlier this term, 30 students in year 7 took a trip to the Royal Albert Hall to watch the English National Ballet's performance of Romeo and Juliet. The production of Shakespeare's timeless tragedy, which was staged in the round, featured a huge company of 120 dancers, actors and swordfighters performing Derek Deane's choreography to Sergei Prokofiev's impressive score.

The group thoroughly enjoyed the performance, and had fun on the return journey discussing the differences between the ballet and Shakespeare's original play – including a heated debate about whether Mercutio's drawn-out death scene was an accurate interpretation, or an over-the-top dramatic moment! As we left the hall, we bumped into a pair of ex-Woodford girls, who had also very much enjoyed the show – and were very impressed by the year 7s' enthusiasm for the ballet. We look forward to further visits to the ballet in future years!

Miss Katie Hasler – Head of Music

Ilford County and Woodford County High Schools Joint Spring Concert



On Thursday 8th May, the choirs and orchestras of both schools met for their second concert together, this year held at Ilford County High School, and the bar was raised yet again.

The concert showcased a true variety of music – from the opening fugue performed by the Ilford Brass Band, to an enjoyable performance of ‘Rag Bhupali’ by the Ilford Indian Music Ensemble, and a virtuosic performance of Nina Simone’s classic ‘Feeling Good’ featuring sixth form soloists and the senior choir from Woodford County High School. However, it was the joint orchestral and choral works which truly were the highlight of the evening, with a large number of musicians from both schools coming together to perform works including Handel’s ‘Zadok The Priest’, Bizet’s suite from the opera ‘Carmen’, and the ‘Romanze’ from Chopin’s first Piano Concerto, performed with impressive technical and expressive ability by Denys Ilyushenko, a sixth form student from Ilford County High School.



Yolanda Thompson - Music

Academic Taster Sessions

Aspiration Day

Wadham College, Oxford University.

On 21st May 2014, 15 year 8 students were given the opportunity to attend an ‘Aspiration Day’ at Wadham College, Oxford University. Students were given a chance to take part in an academic taster session; they met current students, were given a tour of the College and visited the Oxford botanical gardens.

Students were given a valuable insight into what life at University is like, this included talking to students about what university life entails, they heard about different courses on offer and listened to a talk about studying social sciences.



Exeter University

On the 30th June 2014 5 Year 9 students were selected to attend the Future Scholars Day at Exeter University, which is part of the Russell Group. Students had an early start to the day, travelling by train from Paddington station to Exeter St David’s. The day combined a general introduction into higher education with workshops covering a range of disciplines including social sciences, law, film studies and science. Activities were facilitated by University staff and students and were able to discover more about student life at Exeter.

Students that were lucky enough to have an opportunity to attend these taster days commented on how valuable the experience had been and how it changed their perception of University life.

Miss Athman – KS3 Co – Ordinator

Oxford Dreaming Spires

Year 8 were given the wonderful opportunity to visit the prestigious Oxford University, Wadham College, as part of an Aspiration Day. Throughout the course of the day we experienced an insight as to what we would like to study when we advance in the future.

At first we were given an introduction to what a university is and consolidated our understanding of qualifications needed to enter any educational institution- GCSEs are very important to entering university. This was an interactive session where we put our views on what we thought an university should be like. We also explored own personal aims about what and who we aspire to be.

We were then taken to a lecture room where a student from Oxford introduced us to social science. She explained to us what social sciences are, why she enjoyed taking the subject in university and what she did during her projects. As well as that we were informed of problems people are facing today that we were not familiar with. Some of us were inspired by her speech and are now preparing to take on social sciences to find solutions to those problems.

Our last activity planned for us was a Q & A session where we interviewed current first year students from Oxford University. We were given the opportunity to ask questions regarding what they think of Oxford, how they manage the amount of work and what their experiences were like.

Overall, the day taught us the new possibilities of higher education. It definitely showed us that although we may have believed Oxford was an impossibility, we now see that Oxford is very accessible to us and really that with the right effort anything is possible.

Hannah Hekim and Vidya Divakaran 8W

Amnesty Youth Group



Woodford has a very proactive Amnesty Youth Group led by members of Year 12. They have recently received recognition for their work as one of the best new Amnesty Youth Groups in the country. Anne

Montague, Community Organiser (Youth) was very impressed with their entry and says that Amnesty 'will be featuring your group (and the film) on the website with details of what you did and why we short listed you so that other groups can be inspired by your achievements. We love the film and played it at our National Conference in April.'

Here Shalali describes their campaigning:

Hello there! We are Woodford County Amnesty Youth Group (part of Amnesty International, an international human rights organisation). Our youth group meets weekly to discuss various human rights abuse and to come up with creative ideas on how to campaign against them. Since the start of the year we have

created a poster with a huge finger print on it made up of smaller purple finger prints (symbolic of how women who voted in Afghanistan would be "marked" so the Taliban could later identify them and abuse them for doing so). This highlighted the importance of education for girls. We have also written to our local MP, Iain Duncan Smith, asking him what the UK government is doing to protect



women's rights in Afghanistan. Our questions were passed on by our MP to the foreign secretary, and we were extremely pleased to receive a detailed response from William Hague on this issue. We then sent cards of solidarity to "the Bolotnaya three" (three Russian men who were sent to prison for simply protesting



against Putin's rule) and finally we created a Silent Film on Free Speech which we entered for the Amnesty Youth Group Awards for the category "Best New Group" and we were the runner up nationally! We are delighted with this

achievement. Our intention was to make our Silent Film go viral, and you can help it become so by viewing it here: <http://www.youtube.com/watch?v=1S-BII21Q4c>

So why not join us in the new academic year?

Shalali Thakur
Amnesty Youth Group Leader

Year 7 Challenge Days – June 12th/13th



On the morning of June 12th the entire year group were welcomed aboard Woodford County's own airline departing on a long haul flight to Bangladesh. Unfortunately tragedy struck as the students found themselves involved in a simulated emergency crash landing only to re-emerge on a desert island faced with the supposedly simple challenge of surviving.

Girls were briefed and then given the next two days to work without the involvement of staff and within set groups to create a viable survival plan that would see them safe through the first night and then stay alive through the first week and then the first month.

The depth of research girls demonstrated was excellent and their invention and creativity were tested as they found innovative solutions to use the islands resources to make shelter, hunt with weapons for food and keep themselves healthy, clean and clothed.

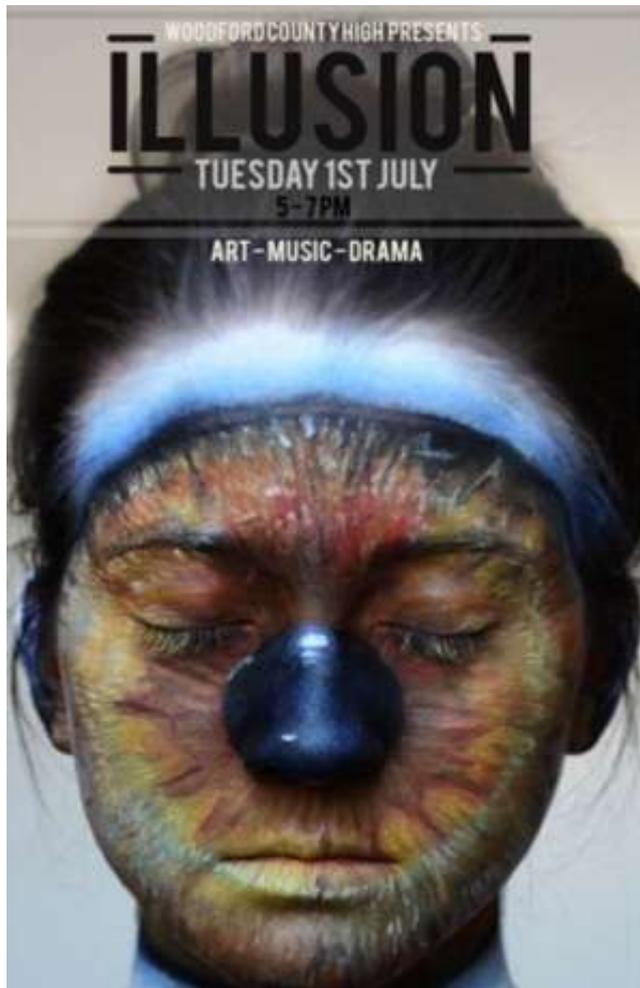
Girls also had to ration their use of ICT time and make difficult moral decisions when faced with peers falling seriously ill.

The days were designed to challenge year 7 and the staff supervising felt the girls excelled, creating genuinely viable survival plans.

The winners will be announced at the end of term cups and colours assembly.

Mr B Abbot and Building Learning Power Town

ILLUSION 2014



With a perfect Summers evening throughout, Woodford's second annual Arts Summer Showcase, Illusion, commenced with an captivating performance of Ovid's *Metamorphoses* in the enchanting surroundings of the Greek theatre.

It then flowed into a variety of wonderful music recitals from a range of performers and groups accompanied by the refreshments and delights of the food technology department. All this complemented by the ethereal and atmospheric backdrop of the Art and Technology departments work, which included work in a range of media from fashion, 3D work, paintings, drawings and films.

Once again the showcase created a vibrant, festival atmosphere and was the perfect platform for all things creative at Woodford County to be showcased.

A huge thank you to all staff and students involved and who made the show the success it was.

Mr Abbott
Head of Art

Picture right
Food Technology provided a feast of delights for the Summer Arts Showcase.



Pictures below:
A few of the art works displayed at the showcase



Sports Day 2014



Summer Production 2014

“The Sound of Music”



Appropriately enough, music took a lead role in story telling in Woodford’s 32nd Summer Production. The 1965 film which made Julie Andrews’ reputation (and saw me visit the cinema for the very first time) has secured a place in our

collective musical memory. The orchestral prelude, played with energy and a great deal of expertise by our in-house musicians last week, will have evoked iconic scenes for many members of its audience.

The lively opening orchestral score is contrasted by the pious and purposeful morning chant of the nuns of Nonnberg Abbey. Singing a cappella, the beautiful Latin harmonies and the calm purposefulness of this singing sisterhood went some way in our production to explain the initial attraction of a cloistered life for the young Maria, who’d grown up gazing down on the nuns in their convent garden. But our first encounter with the novice (played with striking sensitivity and fine musicality by Tsara Crossfill Morton) sets out the conflict central to her existence. It’s the drama and beauty of the mountain landscape that sets her heart singing, a fact that hasn’t gone unnoticed by the Abbess. Lara Janes-Walton’s religious matriarch recognises something of her younger self in the struggling novice, sympathetically prescribing teaching as the remedy for a problem like Maria.

Packed off as a governess to the seven children of a widowed naval officer, Maria finds herself in an environment scarcely less constrictive than the nunnery. Captain Von Trapp (played with straight spine and modulating severity by Grace Dillon) has been decorated for active service and falls back on military tactics when faced with lone parenthood. Uniformed children and a loyal yet irritated housekeeper (a finely judged cameo performance from Aleena Choudhury) are summonsed from the four corners of the house by means of individualised calls on a boatswain’s whistle.

Maria, of course, works her magic, winning over each of the children in turn. Liesl (Herkiran Kambo) finds in her a sympathetic counsellor for her teenage angst, Friedrich and Kurt (Ashley Singh and Sonali Panesar) develop traits of chivalry, Brigitta (Miduna Karpak) quells the mischief of Louisa (Priya Patel) which has sent many a previous governess packing, and Marta and Gretl (Annali Olivelle and Aamina Saleh) as the babies of the family, revel in the affection they’ve been robbed of by their mother’s death. They are all given back their childhood.

The line of children reluctantly stepping forward at their father’s military style roll call is replaced after a singing lesson from Maria by a row of bobbing heads playfully representing the keys of a piano (Do-Re-Mi).



Moved by the return of singing to a house silenced by mourning, the inevitable happens. The Captain, erstwhile engaged to his social equal Elsa Schraeder (portrayed with impossible elegance by Zofia Duffy) finds himself drawn to the would-be

nun who has brought life and joy to his household. As Maria struggles to reconcile spiritual love with the more human kind, notes of a bleaker and less tractable struggle surface in this 1938 Salzburg household. Anschluss – the annexation of Austria by Germany - intrudes on this Austrian home first in the “heil” with which Rolf (Sunita Ramani) greets Franz (Gausalija Sivathasan) and then through the telegram ‘offering’ a Commission in the German navy. Eschewing the pragmatic compliance of Elsa and of Max Detweiler (Shironika Vaityanaden), Maria and the Captain hatch a plan and the music that now binds the Von Trapp’s together becomes the means of their deliverance.

In a production characterised on the one hand by the warmth and humour of domesticity and on the other by the spiritual calm of the abbey, the shift in mood as the school hall became the auditorium of the Kaltzberg Concert Hall was sudden, tangible and chilling. Nazi guards posted at our exits with flash lights at the ready, we applauded as if under duress the reprise of earlier songs, knowing only too well that the children’s farewell saw them leaving not for their beds but for the uncertainty of an escape over mountains to unoccupied Switzerland. And the final scene of the production, as the nuns cover for the family cowering in the cloisters, provides little let-up in the suspense. Unusually for a musical, perhaps, we rely on the biography of the real Von Trapp family, for an assurance that this war time drama has an eventual happy ending.

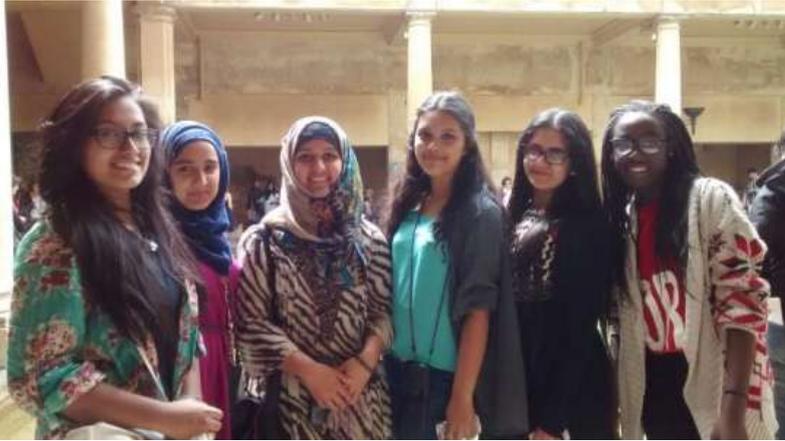
Music and drama were woven seamlessly together in the direction of a production which told its tale with colour and conviction. Evoking the wide open spaces of the Austrian Alps on the Woodford stage is no mean undertaking, but beautifully painted backdrops assisted our imaginations. Curtains became costumes in the course of the show, and the dull uniformity of nun’s habits was contrasted by the gowns of dancing socialites and the silks of

Maria’s wedding trousseau (prompting school girl tittering among the nuns who discovered them). Music and singing (directed by Miss Hasler) were superb throughout and the addition of an accordion (Mrs Carpenter) provided local authenticity. Miss Hall and Miss Chapman, supported by a tight backstage team of staff and students, both former and current, are to be congratulated on another compelling show. Audience members, one of whom told me this was the 31st of their oeuvre he’s seen, might well include the summer production in a list of their favourite things.



Ms Jo Pomeroy
Headteacher

Latin Visit to Bath



On Tuesday 8th July, Yr 10 Latin students visited the historic city of Bath.

Having heard so much about Bath in Latin lessons and outside of school, we were eager to see the city for ourselves. Although we had high expectations, we were not disappointed.

We arrived at school at 6:45 in the morning prepared for the long journey ahead. After the battle for the back seats on the coach we left school. Towards the end of a 3 hour journey, as we approached the city, beautiful buildings began to appear on the skyline amongst the tiny cottages and farms, which we weren't used to seeing in London.

The Roman city, which had been mentioned so many times in our Cambridge Latin Course textbooks, definitely lived up to its description. Bath Abbey towered above the other buildings and was the first one we saw when we left the coach.



The Roman Baths, however, were the most memorable part of the journey for us.

In the Roman Baths, we were all given audio tour devices so that we could hear information as we explored the Baths. This made the experience informative as well as being enjoyable. The displays shown in Bath really helped us gain a better understanding of Bath and how people lived in the era which we learn about in our lessons.

The Baths were very busy as many tourists came and visited the town in order to capture the breath taking views that surround the town. Of course, even outside the baths themselves, we were reminded of the lifestyle that people led, as tourists were being transported by a horse and carriage along with the iconic building style that was accommodated at the time the baths were built.

As well as seeing different artefacts from the past, like Gorgon's head which watched all who entered the temple, we had the opportunity to try some unusual tasting spa water. It contains 42 different minerals. Despite the healing powers, many of us were not too fond of the taste.

Overall, the visit was a great way for us to visualise what we learn about Roman culture in an enjoyable way and everyone had a great time.

Aiza Hameed and Abbeyramei Nirmalakumaran (10H)



Nismo Lab Experience: Part 1



On Friday 20th June, the A Level Physical Education students visited the Nissan Innovation Station in the O2, North Greenwich. We went along for the 'Nismo lab experience'; an opportunity to enter a replica of the lab Nissan have at Silverstone Race track to support athletes in the run up to 'race day'. Students got to test their reactions on the Batak wall and compare their results to the Nissan Athlete. At the moment they are falling a little short of the 115 target but 8 weeks of fitness training for their coursework should see them improve. All students stepped onto the Bio-electrical impedance scales and received a print-out showing their body composition and hydration status; an odd experience but a fantastic chance to utilise cutting-edge technology to gather data for their coursework. Students then got to work with Nissan staff to complete a full analysis of their results and discuss how they compared to an athlete. We also viewed some video footage explaining how Nissan's ever advancing technology is being used to support Team GB athletes in the run up to 'Rio 2016'. This gave students an invaluable source of contemporary applied examples of the use of technology in sport to support athletes and facilitate those make or break marginal gains. Students are looking forward to our return visit after the 8 weeks of training to monitor their progress.

Miss Irwin



Interform Rounders 2014

After the success of the Interform Netball earlier this year, it was decided that we would introduce a Rounders Interform for the summer term. Luckily the weather was extremely kind to us over the 4 weeks and all games were able to take place on the school field as intended. Over 300 students took part across years 7-10 and the games were fiercely competitive. All students involved played very well and represented their forms with pride. A big well done and thank you to all those involved, especially those students who came out to help us umpire games and organise the teams.

The results are as follows:

Year Group	Ranking
7	1 st – Highams 2 nd – Repton 3 rd – Newton 4 th – Warner
8	1 st – Warner 2 nd – Newton 3 rd – Higham's 4 th – Repton
9	1 st – Warner 2 nd – Newton 3 rd – Highams 4 th – Repton
10	1 st – Highams 2 nd – Newton Joint 3 rd – Repton & Warner

Badminton Young Officials Course

On 2nd July 17 students took part in their Badminton Young Officials Award. Following this training they then completed their qualification at the Year 8 Badminton Tournament. Congratulations to the following girls:

Arif, Afraa	9W
Sivapalan, Shaiithiya	9W
Bradley, Megan	9H
Rovinson, Ashvini	9R
Malde, Tejal	9W
Belcastro-Wickett, Helena	10H
Yu, Songyan	BM
Suvarna, Maya	9H
Ainkaran, Sahiththiyah	9W
Karikari Sarpong, Eugenia	9N
Rana, Aisha	9H
Griffith, Joni	9R
Kandasamy, Arati	9R
Shah, Devika	9R
Kanini, Hannah	10H
Chadha, Jaanika	9N
Jyoti, Jagriti	SDO

Miss Keeling



Year 8 Badminton Tournament

On the 8th July, 16 students from Year 8 took part in the Woodford County High School Year 8 Badminton tournament; a chance to play against their peers and find out who was the top player in the year. It was also an opportunity for the 17 students from Year 9-13 who completed the Badminton Young Official course in the previous week to put their new found umpiring skills into practical and complete their assessment. Games were won and lost by fine margins but at the end of an hour and a half of play we had the final results:

- 1st place: Rhea Chokshi
- 2nd place: Vidya Divakaran
- 3rd place: Anjali Shah
- 4th place: Shree Ramesh

Well done to all those involved, an excellent evening of Badminton!



Year 8 Borough Rounders Tournament

Despite the threat of rain, on Wednesday 9th July Woodford played host to 11 schools from around the borough for the Year 8 Rounders Final Tournament. There was 4 pitches of action with some huge hits, cracking catches and superb stumping at the posts. The Woodford girls played with enthusiasm and managed to place 5th overall, getting knocked out of the competition in the quarter finals by the team that went on to win. The following students put in exceptional performances: Nazneen Aziz and Natalie Vriend.

Miss Irwin



Rounders

Woodford girls have had a fantastic rounders season with the year 9 & 10 teams taking on schools from across the Borough and into Waltham Forest. They have batted well and defended fiercely to keep the oppositions points to a minimum.



Year 7 Rounders Team, 1st Place in the Borough.

Year 8 Rounders Team, 5th in the Borough



Year 9 Rounders Team, 4th in the Borough

Year 10 Rounders Team, 3rd in the Borough



Borough Athletics 2014

Wednesday 25th June brought sunshine and success for some of Woodfords athletes as they made their way to Ashtons for the borough Athletics competition. Nineteen Schools entered teams from Year 7-10; Woodford girls ran, jumped and threw in an effort to secure points for their team.

The following girls did exceptionally well in their events:

Out of 19 schools competing the overall scores from the Borough athletics were:

Year 7

Annali Olivelle- 1st 1200m
Chiagorziem Onyiuke- 1st Shot putt
Rea Robinson-2nd High Jump



Year 7 Athletics Team= Joint 3rd in the Borough

Year 9

Jaanika Chadha-1st Javelin
Simi Ayeni-Yegbe, Joni Griffith, Saima Syed & Hanna Proctor – 2nd Relay



Year 9 Athletics Team = 4th in the Borough



Year 10 Athletics Team = 2nd In the Borough

Year 10

Eunice Sarpong – 1st Discus,
Rojah Thyabaran -3rd 100m and Long Jump
Nilaa Subendran -3rd 200m and Triple Jump
Ada Onyiuke -2nd High Jump



Year 8 Athletics Team – Achieved their personal bests!



Leavers' Gallery

Mrs Sue Hampson



Sue joined us in May 1997 as Teacher in charge of Biology and was promoted to Head of Science a decade later. The department has flourished under her leadership. "Consistency, with room for individuality across the department" was her stated aim and such a philosophy has given scope, ambition and creative freedom to a succession of departmental colleagues. Sue has dealt pragmatically with seemingly

endless curricular change. She is far from complacent and under her leadership, triple science has been rolled out across the cohort, with consistently strong results. An outstanding teacher, her enthusiasm for Biology is evident to all and reflected in the number of her students who have gone on to read natural science, medicine or pharmacy at university. Sound judgement and high expectations tempered by empathy have made her a valued and much liked Sixth Form tutor.

Over the years, Sue has contributed to a range of activities beyond her departmental remit. She's led ski trips, accompanied a number of foreign visits, and volunteered as a Woodford guide to Open House, London. We are sorry to lose her but she won't be far away as she leaves us to take up a teaching post at Bancroft's.

Mr Ben Abbott



It's quite a legacy Ben leaves behind him after just 2½ years as our Head of Art. He's led a talented, creative and innovative departmental team, committed to supporting the individuality of students' work and to celebrating creativity in all its forms. An advocate for both students and colleagues, he successfully challenged punitive external GCSE moderation last year.

Ben has been the instigator of several high profile projects including those associated with School Birthday, the Olympic Week, our 2013 Fiesta, and, perhaps most significantly of all, the wonderful Summer Showcase. An educator through and through he's sought to influence the learning of students beyond his subject through his co-leadership of a *Building Learning Power (BLP)* project which this year resulted in two creative learning days for Year 7 students. His ambition to influence teaching and learning on a broader stage sees him leave us to take up a well-deserved promotion as Assistant Headteacher of Mark Hall Academy. We wish him every success.

Ms Frances Thorp



Frances joined us in 2010 to cover a one-year maternity leave and then we were delighted when she returned in September 2012 as a permanent part-time member of staff in the English department. A voracious reader, Frances' obvious love of literature is infectious and the girls have all benefitted from its transference. High level discussion of ideas and issues is

a staple component of her lessons supporting students to develop both socially and intellectually.

A keen musician, Frances regularly sings with the staff choir and this year, sang with a 70-strong Woodford choir in the Royal Albert Hall. Viola to chin, her guest appearances with the school orchestra have been much appreciated. She's led visits to the Globe and The National Theatre and shown a particular interest in the developing career of Lucy Kirkwood, playwright and former headgirl of Woodford. Frances retires now, at the same time as her husband, in order to travel and to see more of her young grandson. We wish her well.

Mrs Yolanda Thompson



Yolanda's reputation in Redbridge as a peripatetic singing teacher was already well established when we interviewed her in 2012 and her subsequent appointment prompted tangible envy in neighbouring secondary schools. In her two years with us her contribution to the musical life of the school has been exceptional. Parents, staff and governors have witnessed the girls' achievements and their evident enjoyment of singing under her

direction. Inspired herself by the ability of singing to transform lives and build confidence, she's a knack of choosing music that does just that. Girls radiate back the warmth and joy they see her take in their achievements.

A Redbridge girl herself, she's graduated from being the first child soloist in the biennial Royal Albert Hall Concert to its conductor. A professional singer of considerable experience, her particular interest in African and Caribbean music was put to our service at last July's "Fiesta". Yolanda is leaving our classroom staff to spend more time with her young family but we are delighted that she will continue her association with the school and its choirs through the Redbridge Music Service.

Leavers' Gallery

Miss Lucy Harrigan



Lucy joined us as an NQT in 2012, reducing to a part-time contract from September 2013. During her time at Woodford Lucy has made a valued contribution not only to Science and Biology (including co-ordinating a spectacular 3-day visit from the Science Museum in the Autumn), but also to Geography teaching. Her extensive experience of ecological projects has given her lessons a very practical focus and she has been well placed to relate

students' learning to the world in which they live. They, in turn, have developed a deeper understanding of our duties of stewardship of the environment we inhabit.

A sessional environmental education officer for *ecoACTIVE* and the *London Wildlife Trust* before she joined us, Lucy leaves us to extend her experience of working for organisations with an environmental focus. We wish her well.

Mr Jonathan Livermore



Jonathan joined us in July 2013 through an agency when we had been unable to make an appointment to a permanent Maths teacher vacancy. We were fortunate in appointing Jonathan for this year. He hit the ground running, rapidly establishing high expectations and a positive working environment in his lessons. The value students have placed on his teaching has been evident in their offers to write his references or petition for his continuation at Woodford! However, Mr Livermore is

looking forward to his next post at Trinity High School, just along the pavement from us in Woodford Green. He leaves with our very best wishes.

Mrs Mary George



Mary joined us from King Solomon's High School in September 2013 on a one-year full-time contract to teach Chemistry. We were very fortunate in this appointment and both students and colleagues have valued her work. She's been keen to involve herself in the wider activities of the school, enjoying both traditional events such as the school birthday and some of the year's innovations such as the partnership with the Science Museum. Changes

in staffing mean there is no further full-time requirement in Chemistry from September 2014 but we wish her well in her next appointment at Sarah Bonnell School.



We wish all members of the
Woodford community a
wonderful Summer!

