

WOODFORD COUNTY HIGH NEWSLETTER



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Headlines

Nowadays, we educators seem to talk a lot about partnership. It comes up in various contexts: schools working with schools; schools working with outside agencies; schools working with students, of course; but perhaps most of all – and arguably most important of all – schools working with parents.

I say “most important” simply because, of all these interest groups, a school and its parents are linked on what is literally a daily basis by their shared practical concern for the welfare and wellbeing of young people who may not yet be entirely equipped to look out for themselves.

Quite often (and I make no claim to be immune from this myself) we use the p-word on occasions and in contexts where what we hope to communicate by it is – not exactly nothing, but nothing terribly specific either. When, in welcoming the parents of a new Year 7 cohort, I speak to them of partnership, I hope that they will understand me to be emphasising that both they and we are stakeholders in their children’s education, and that I look forward to a productive and co-operative working relationship with them. What I am probably not doing, at such times, is highlighting any particular instance of what that relationship might consist of “on the ground”. Clearly two-way communication will have a lot to do with it, but even that, out of context, can sound a bit vague.

But however perilously close to cliché the word partnership may sometimes stray, the fact remains that it is absolutely central to the whole business of education, and every now and then events occur which remind us of that truth so unignorably as to stop us in our tracks. The recent case of the three British schoolgirls seemingly recruited by an overseas terrorist organisation is as conclusive an example of this as one could ever need.

The factors underlying this horrifying development will doubtless turn out to be many and complex and it is neither my intention nor my wish to attempt an analysis of them here. But the aspect on which public gaze has come to focus is one which falls squarely within this whole key area of partnership. In this particular case, the crucial channel of communication happened to be between *police* and parents, but that specific detail is not the thing that really matters. What does matter – and might do so on a life-and-death level – is the need for concerned parties to share information promptly, fully and with a careful eye to ensuring the message gets through.

One message we have been at pains to share with you this year is our joint responsibility for ensuring young people stay safe in their use of the internet and how important it is for both parties – parents and the school - to be perfectly clear of what is potentially at stake. Students in all year groups have had e-safety lessons but educating the girls themselves is not enough. The persuasive influence social media have on their lives is only now beginning to be understood. Parents - and those in loco parentis - need to be actively protective of teenagers on-line. The stranger-danger message and preventative measures associated with the primary school playground need to be translated into the wholly more subtle and pervasive context of the digital environment.

Adults seeking to manipulate young people do so increasingly by means of the internet and social media. This is true whether their aim is the sexual exploitation of children, ideological influence or at the extreme, recruitment to terrorist groups. Perpetrators prey on the turbulence of adolescent emotions and the grooming process employed preparatory to either sort of exploitation targets feelings of isolation, confusion about identity, conflict with authority at home or at school and so on. In short, the normal angst of adolescence.

I’m sure no parent followed the story of the Bethnal Green school girls without bewilderment, empathy for their families and a fair degree of anxiety. After all, how could *anyone* see such developments coming? In every institution except the one directly affected, the initial shock will have been followed very swiftly by awareness that those smiling intelligent faces on the front page could have belonged to students in any school at all.

The purpose of education is not to tell young people what to think but to equip them to think critically and independently. As they carve out their identities over the next decade, a variety of interest groups, philosophies and ideologies will do battle for their hearts and minds. But the very idealism, passion for causes and readiness to challenge institutional thinking which will be so important a resource for our society are also the things that unscrupulous individuals and agencies will seek to exploit.

In the face of that threat the form of partnership in place between us is very simple. We need to alert each other immediately at the first sign of any potential danger.

I hope that in the wake of this uncompromising message it will not seem out of place for me to wish you a happy and restful holiday with your family.

Ms Jo Pomeroy, Headteacher

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The Voice UK – Digital Live Lesson link – 11am Friday 13th March 2015

7N had the amazing opportunity to take part in a Computer Science lesson, which was webcast live into schools, called *The Voice Make it Live Digital*. The initiative was aimed at 9-14 year olds and the lesson covered: algorithms, sequencing, selection and iteration. The lesson was broadcast from the Big Bang Science Fair live in Birmingham. It was presented by Clara Amfo, the new face on Radio 1's morning show.



The programme had three inspiring special Guests:

1. **Lilly Kam** - coding mentor to The Voice UK's will.i.am
2. **Muki Kulhan** - the woman behind The Voice UK's App
3. **Dr Sam Aaron** - Live Coder from the University of Cambridge. Sam is the creator of Sonic Pi - an open source sound synthesiser for live coding and he created some live music by programming.



Students had the opportunity to develop their understanding of computer coding and how it should be used and they took part in completing sequencing tasks as part of the live lesson.

Students had a fantastic time and here are some views from 7N:

"After watching this, coding has become more interesting and exciting. I love how they are designing and making the app: using mini voice chair! Code has become more significant and special. It isn't a jumble of words anymore!"
Jessica Ceeney 7N

"I think computing is useful for the future and I would like to do coding at university because it looks really fun. It is useful to create games and music using code. Now I can use coding for everything".

Bhargavi Bavaharan 7N

"I thought that it was really cool and not at all what I expected. Coding and computing is simpler than I thought. Coding has changed a lot over the years. It was amazing and I really did learn a lot of things. It is a great job to do coding, plus you can earn a lot of money!"

Alishba Ahmed 7N 3



"After watching this live lesson now I understand that coding is part of a much bigger picture. I also understand that all the electric things we use and special effects wouldn't be here if it was not for coding. Our world would be a whole different place without coding. Coding is fun and amazing!"

Soumiah Jegatheswaran 7N

Year 10 Computing Certificates

At the end of the autumn term we were pleased to see the certification of the first group of Year 10 (10N and 10R) students who took part in the Key Stage 4 online Computing course.

The course is a series of enrichment classes held on Monday and Thursday lunchtimes. It is supported by the exam board OCR and enables Year 10 students to gain certification in Basic Computing skills (Unit 1: Hardware and Software, Unit 2: Logic and Programming) - as not only an opportunity to engage in the new Computing curriculum, but also to encourage girls involvement in Computing and Technology.

The topics cover areas not previously addressed by the ICT curriculum – Python programming, binary numbers, internal hardware, logic gates etc. Students are taught the theory and skills and sit two assessments at the end of each unit.

Computing and computer technology are part of just about everything that touches our lives from the cars we drive, to the movies we watch, to the ways businesses and governments deal with us. Understanding different dimensions of computing is part of the necessary skill set for an educated person in the 21st century. The girls that have opted to study this course have taken a very important step in appreciating the technological world in which they live.

The next group of students enrolled on the course will receive certification before the spring half-term break.

By Ms Chadee
Head of Computing

Year 9 cohort visit to Tate Britain

In the last few weeks of February this year, Year 9 were taken to the Tate Britain by the Art Department. We toured through the galleries, stopping for a few minutes at a time to sketch the nearest sculpture, drawing or painting that happened to catch our eye.

We visited the Henry Moore exhibition, where we marveled at the simplistic yet intriguing sculptures depicting the different values of friendship and family. We also looked at the works of Turner, a fascinating painter obsessed by landscape and light. His paintings were truly mesmerizing. For a hopeful future art student, this experience felt like a new door opening.

A lot of people in my class have now chosen Art as part of their GCSE options and I have no doubt that this eye-opening trip may have influenced some to take their Art as a serious profession. I have heard many people say to me that what Art does for people is wonderful. I have also had many people tell me that, even though Art is not to be overlooked, it won't help me in the future. I beg to differ. At my age, we are just beginning to find ourselves. I have always found Art to be one of my favourite subjects. If this one subject can bring me so much happiness then why should I let it go? If something makes me happy, I should hold onto it, shouldn't I?

I can spend all my life weighing up the pros and cons of taking this subject for GCSE or A Level, but honestly, I couldn't care less. It makes me happy and that is all that matters for now.

As one of my favourite authors wrote:

"You have to believe there are kisses and laughs and risks worth taking".

By Zoha Ahsaan-Ali 9H

Expanding our artistic horizon



To launch the G.C.S.E art exam paper 2015 on " Apart & Together ", the AS art exam paper on " Relationships " and the A2 exam paper on " Flaws, Perfection, Ideals, or compromises ", the Art department took their students to several galleries to motivate them and generate ideas. We visited the Barbican with the sixth formers to see an exhibition of the personal collections of artists. The Parasol unit and the Miro contemporary galleries were another wonderful source of inspiration.

Here is Rojah's account of her visit to the Tate Britain:

"Both Year 11 GCSE Art groups visited the iconic art museum 'Tate Britain' in Central London. Situated in an eclectic, urban setting, the museum provided us students with a deeper insight into some of British artists' most celebrated artworks, as well as a wonderful day out!

The day was split into two main chunks, tours through the museum being given by our GCSE art teachers Mrs Jerome and Miss Campbell. Each teacher took us on a journey through a vast and mysterious spectrum of art genres, including Donald Rodney's 'The House of my Father'. What was most captivating about the Tate Britain was the sheer volume of exhibitions, particularly when considering that the artwork displayed touched on both prominent social issues of British society and simpler rhetoric of life.

The visit assisted us in exploring and developing our ideas for our GCSE exam theme "Apart and Together". The in depth research of inspirational artists such as Antony Gormley and William Blake kindled our imaginations and inspired us to explore unconventional routes in art and perhaps conveying messages through this form. Overall, our time at the Tate Britain was truly valuable in expanding our horizons and helping us to achieve the best possible grade in August 2015."



Sketchbook double page by Anjali Ramdhian, 9R

By Rojah Thayabaran 11H

A week of Art at the Villiers Park

From the 2nd to the 6th of March, Villiers Park held a course for art students who were interested in exploring their subject further. The course was very intensive and I learned to experience studying Fine Art at Art school, but also how to develop and improve my approach to my work. It opened up my eyes to all the possibilities that taking Art can give you. For example we visited an undergraduate illustrator's open show and I also received a lecture from an Art Critic. So we were exposed to several different aspects of the Art world during the week. What I enjoyed the most was working in an environment full of creative people as I found that this not only affected the quality of my work, but it also extended the topics of our conversations. Whilst we did get help from mentors, we were given a lot of independence and the opportunity to develop our projects as we wished using our own judgement. It was a great opportunity to see what it is like to study Art, without the pressures of balancing it with other subjects. This is probably why I was able to do so much work in such a short space of time.



By Jahba Year 12 Art student.

Architecture Talk Invitation at Ilford County School

As someone who previously had not been entirely sure about my future career path or where I wanted to study at university, this talk (held at Ilford County High School) really inspired me to look further into the possibility of studying Architecture. It made me realise how vital studying art for Architecture, whereas I might have prioritised engineering and maths. On the contrary, I learnt that there is an emphasis on the design process for buildings, much like the development required in the process of making art work. This talk focused on one of the most prestigious architecture facilities in England, the Bartlett School of architecture. Their course specifically prioritises practical work such as model making and drawing up designs. The talk highlighted how creativity is an essential skill for a respected career such as architecture. I also learned the necessity of creative mind as creativity is necessary in a fast moving society like ours.

By Jabaa Nawar, Year 12 Art student

Year Eight Students Visit the Globe Theatre



On the 6th of March, the whole of Year 8 attended a matinee performance of 'Othello' at the Globe Theatre as

part of *Playing Shakespeare* 2015 project. Unlike other performances of Shakespeare's plays at the Globe, *Playing Shakespeare* is the Globe's Education project for London schools created specifically for Key Stage 3 students and supports the teaching of English at KS3 and KS4.

It was a very successful visit during which all Year 8 students widened their appreciation and enjoyment of Shakespeare's work and found the experience of watching a performance at the Globe theatre exhilarating. Padma Arya said: 'My visit to the Globe theatre was definitely a very memorable one. I found the acting to be superb and every emotion, whether anger, fear or joy, was presented with clarity and precision. At first, we were slightly disappointed when we realised we had to stand up for the entire performance, but soon we found it was worth it because it enabled us to view the actors' expressions close up and we were even given flags to wave when Othello arrived on stage! The experience taught us a lot about acting on stage in front of a large audience.' Another student, Homaira Malik, also found the performance cleverly entertaining and educational, 'An aspect of the performance which struck me the most was that before the performance was over, certain cast members spoke to us and this created an exciting atmosphere. I was especially drawn to the character of Iago, as he gave the impressions of a mastermind. It was exciting to watch how he ended up.' Reflecting on her experience as an audience member, Janusha Uthayakumar said: 'I never expected it to be shown in the way that it was. There were actors soaring downwards on zip wires and when actors were 'stabbed', it seemed as though blood was pouring out of them. All special effects were superb, which made the audience fully engaged with the performance. It was my first time seeing a play in a theatre and I will surely want to see one again.'

Overall, our Year 8 students enjoyed the performative aspects of Shakespeare's craft and many expressed a desire to return to the Globe for yet another play by Shakespeare. **By Ms J Starcevic – English Department**

World Book Day Celebration



Marked in over 100 countries all over the world, World Book Day is an international celebration of authors, illustrators and reading. This year was its 18th anniversary and students and teachers at Woodford County relished the opportunity to come to school dressed as their favourite characters. It is clear from the pictures taken that many girls had put their creativity and imagination to good use!



The purpose of this non-uniform day was to remind students that, while they are fortunate enough to be taught in an environment where reading is considered to be the norm, other school children are denied access to the same literacy resources. This undermines their



ability to secure a future for themselves. All proceeds of the non-uniform day were therefore donated to Book Aid International.

Book Aid International is an admirable charity that works in 13 third world countries to try and raise the standard of education of primary and secondary school children. World Book Day was an opportunity for students to discuss the charity's accomplishments, as well as to raise awareness of the difficulties faced by children of our own age in poorer countries. It is with great pride that I can say we raised a total of £620 to be donated to this fantastic charity, and that we could not have achieved this without the contribution and efforts of everyone at Woodford County.

By Sara Shaida 12SDO



Wadham College Visit- Friday 27th February 2015



On Friday 27th February, 12 students from Year 9 were lucky enough to visit Wadham College, one of the 38 colleges that make up the famous Oxford University. After a very early start, we arrived at Wadham at around 10:30a.m. We began our visit by hearing from Emily Cannon, the Oxford



University Outreach Officer, about going to University and some of the courses that can be taken. We then attended a lecture on "The Modern City in 19th Century Literature". We were able to see how a variety of famous authors described more contemporary cities at the time, such as London and Paris. We learnt about the reactions of shock and awe from the people of the time at new inventions such as elevators, which we now consider completely ordinary. Nowadays we may dismiss them as being a lazy way of moving around whereas, back then, they were an exciting, fresh innovation. Later, we embarked on a tour of the university, where we saw different parts of the buildings, including the Great Hall and the Chapel, which are still in regular use after hundreds of years. We concluded our visit by splitting into 2 groups and visiting either the Natural History Museum or the Museum of the History of Science. Overall, it was a very enjoyable and informative visit to one of the world's best universities and offered us a valuable insight into university life.

By Amna Khawaja 9W

Senior Mathematics Challenge

Once again this November many of our Sixth form mathematicians took part in the Senior Maths Challenge organised by the UK Mathematics Trust. For ninety minutes our students demonstrated their logic and problem solving skills answering up to twenty five challenging multiple choice questions. Their efforts were rewarded with two Gold, fourteen Silver and a very impressive thirty-six Bronze certificates.

Hawa Sankoh was named 'Best in Year' among our Year 12 students and Mathanki Soorasangaram won the title 'Best in Year' for Year 13. The overall award of 'Best in School' was shared by Mathanki and Fion Tang, also in Year 13. We commend all of our Sixth form mathematicians who voluntarily participated in the challenge and look forward to many more of our Advanced Level students joining in next year. Many congratulations to all our certificate winners.

Intermediate Mathematical Challenge

In February all our students in Years 9 – 11 sat the United Kingdom Mathematics Trust Intermediate Mathematical Challenge. The challenge lasts one hour and consists of twenty five multiple choice questions which must be correctly answered by using logic and problem solving skills.

As a result of their fantastic efforts one hundred and fifty nine Woodford students were successful in gaining an award. In total seventeen Gold awards, fifty-eight Silver and eighty-four Bronze certificates were achieved by our students. The award for 'Best in School' went to Harleen Athwal in Year 9. 'Best in Year' certificates were given to Harleen, Sara Salim in Year 10 and Tatjana Mandil in Year 11. Harleen's score was sufficiently worthy for her to be invited to sit the Cayley Olympiad paper and twelve more students across the age range were invited to take part in the next round, called the Kangaroo challenge. These students have very recently completed the next stage of the challenge and we await their results with eager anticipation.

Our congratulations go to all our certificate winners and well done to all participants for their mathematical efforts.

Mrs Y Thompson
Head of Mathematics



Winning the Mark Evison Award

Last term 3 groups of Year 12 students achieved a Mark Evison Award. This was the first time that Woodford had worked with Margaret Evison to allow students in the 6th form to participate. One team came up with an idea that appealed very much to the Foundation Trustees and was awarded a full award of £500. Their idea was to put on a pantomime for the children at Haven House. Here is their account:

Winter Pantomime at Haven House

A challenge for us...a gift for others! When the idea of a pantomime was first brought up it seemed too ordinary to be funded by a foundation like Mark Evison. It is then we realised that just as this opportunity of being supported by the foundation is so rare for us, the pantomime should also be performed to an audience who might possibly never have experienced the spirit and joy of a pantomime before and so our plan was to bring a smile to the faces of a few ailing children at Haven House hospice.

It was not until we actually started carrying the project out that we realised the immense amount of organisation and planning that was needed. First things first, our pantomime, which was based on Snow White and the Seven Dwarfs, needed a fun and lively script. With all the dragons and potions and dungeons one could possibly fit on to fifteen pages, this script had all the elements of a magical and mythical fairytale that was bound to get the children engaged. The challenging part of writing the script was to ensure that we did not contain any words or phrases that could offend anyone as the pantomime was ultimately going to be performed to an audience with particular needs.

The next step was to find a talented cast. The plan was to get students from our own school to perform. We aimed to produce a pantomime with elements of great acting and singing but what really intrigued us was seeing students enthusiastically interact with an audience. After choosing a talented cast we held continuous rehearsals at school during lunchtimes.

It was tough but we practised until all the actors got their stage directions, lines and expressions coordinated.

The challenging part of the rehearsals was achieving a balance between the quirky expressions, the soulful singing and cheerful actions as we desired the children in high spirits yet not frightened by anything over-the-top.

From spreadsheets to maps to project logs, we had also to plan where we could buy colourful costumes and props that would do justice to our pantomime. We also had to manage a budget. But the real challenge was to actually go on a long 2-hour trek to central London in the freezing cold in search for our lighting for the pantomime!

We knew the day had arrived when the whole group started getting butterflies. *Will the actors get here on time? Hope no one forgets any of their lines! Have we got all the props we needed?* All these thoughts kept rushing into our mind. We had a re-run of the performance an hour before, got all the scene changes smoothly coordinated and the lighting and sound neatly set up and we were all set and ready to go....

The narrators introduced the first scene. There was silence in the auditorium, *are they not liking it.* But then a laugh...and then another and then before we know it we've got all the nurses and children giggling at the cheeky dwarves, admiring the coy Snow White and gasping at the evil queen! The smiles of the children and the applause at the end were reward enough.



The experience showed us the kind of care the hospice provides for life limited children. The hard work we put into bringing the project to life was all worth it at the end.

By Mareeha Zaman 12MH

Voluntary Service

From care homes and charity organisations,



to primary schools and community run activities, Voluntary Service encourages our students to give their time to others in our local community.

Each year our Year 12 students take part by choosing a placement to attend once a week, where they spend time assisting and supporting in whichever way is needed.

One of our long standing relationships is with a local club for the sight impaired elderly. Girls here are received with open arms and form strong



bonds with attendees, enjoying a 'cuppa and a chat', or reading books to them and listening to club members relating their life stories.

At the other end of the spectrum some students choose to give their time to a local Beaver Scout group, helping to organise games and activities at the evening meetings. The Beavers are always excited to see new faces and enjoy being led in their lodges by our students.

Whilst our placements look forward to our students attending, we also know that our students very much

enjoy their time at their placements, often so much so that they chose to continue attending long after the programme is over!

By Mrs Stone, Voluntary Service Co-Ordinator



Year 11 pupils of German with their student



Year 11 German pupils have this year been "adopted" by a languages student at Queen Mary University as part of a scheme set up by SOAS. The student is in her third year at the university and she is studying French and German. As part of her degree course, the student is studying abroad this year in Germany and the Year 11 pupils have been in regular touch with her via email. In the messages the pupils have been able to find out more about life at a German university and the different experiences that living in Germany involves. The German pupils were delighted to see their adopted student on a brief visit back to the UK to continue discussions in person. The Year 11 pupils were able to ask lots of questions in German and the student was impressed at their level of enthusiasm.

By Miss Heath – MFL Department

Inter-House Quiz

Years 7, 8, and 9 took part in the Inter-House Quiz on 30th March 2015. In teams of 6, two from each Year Group, students answered 80 General Knowledge questions. Congratulations to the top team Warner 1 which scored 61 out of a possible 80 points. The team led Warner House to victory with a total of 809 out of a possible 1200 points.

By Mr. Becket, on behalf of the House Heads



AFTER SCHOOL CLUBS

By Mr Jenkins

The programme of after school activities continues to be popular, ably co-ordinated by Mrs Cook. This term, as well as seeing the return of popular favourites cookery (now including an advanced class) and chess club, we have also seen girls strutting their stuff in the dance classes and demonstrating their sporting prowess in badminton. Other activities have included, hair styling, martial arts, jewellery and nail art and in the summer programme we are offering archery, fencing, fashion design, textiles, Mandarin, calligraphy, up cycling – in short, something for everybody!

Big Cookathon 2015 After School Cookery Club



Early in March the Thursday cookery club took part in the Children's Food Trust's Big Cookathon 2015, the biggest mass cooking event in the country. The aim was to get children cooking a healthy meal together whilst having fun. Over a few days, thousands of people in schools, clubs, workplaces and family homes cooked a Speedy Biryani from scratch. The event was a huge success and the girls all took home their delicious chicken or vegetable biryani to share with their families. There is a photo of the proud cooks on the Children's Food Trust website.

<http://letsgetcookingathome.org.uk/bigcookathon-gallery?page=6>



By Ms Rhodes, Cookery Club Leader

CURRICULUM CHANGE FROM SEPTEMBER 2015

As you will know, the Government has introduced huge reforms in education since 2010, including some radical changes to the curriculum. The latter will start to come into effect this September. They will affect Woodford in the following ways:

Year 10

- **Computing.** We have already replaced IT in the Lower School with Computing. We will now be running GCSE Computing for the first time.
- **English.** We will start teaching the new GCSE (Graded 1-9), which no longer contains coursework and has a much stronger focus on British writers.
- **Mathematics.** This is also a new GCSE (Graded 1-9) and includes more content than the old GCSE, including some topics which are currently taught at AS Level. As a consequence Mathematics will be allocated an additional hour's teaching time per fortnight.

Please note that for 2017 entry into the Sixth Form students **must** have the new GCSE grades for English and Mathematics.

Year 12

The new linear A Levels will be taught in the following subjects from September:

Art	Biology	Chemistry	Economics
	English	History	
Physics	Psychology		

All remaining new A Levels will be introduced the following year, with the exception of Classical Civilisation, Mathematics and Politics, which will be for first teaching in 2017. This means that the current Year 9s will be the first year group to be taught the new A Levels in every subject.

Except for some changes to content, girls entering Year 12 in 2015 will notice no difference to previous years' students and all girls will sit AS examinations in all four of their subjects in 2016 irrespective of whether they are studying the revised A Levels or unrevised subjects.

By Mr Jenkins, Deputy Head



In February thirty Y13 Biology students started the Microverse project. Working together with the Natural History Museum, they will find out what microbes are living on the outside walls of our school buildings!

Microorganisms such as bacteria and fungi are exceptionally well adapted to living in harsh conditions. They will be able to thrive in extreme weather conditions: from direct sunlight to snow and ice, from having no water for weeks to pouring rain for days, and on bare surfaces like concrete, plastic, or glass. The Natural History Museum has started the Microverse project to investigate what communities of microorganisms are living alongside all of us in our built environment.

Y13 students took samples from 3 different external surfaces of the school buildings using sterile techniques. These were sent to the museum where they will be analysed by next generation sequencing.

Pictures: The external surfaces where samples were taken:



A – glass windows Dining Hall



B – External wall Dining Hall



C – 6th Form Block wall

We got confirmation that the samples arrived safely! In a few weeks we should have the sequencing results back so the students can then analyse them.

What do you think is living on the walls of our school?

<http://www.nhm.ac.uk/education/microverse/index.html>

By Dr Metelo – Science Department



Year 12 and 13 Visit to 'Antigone' at the Barbican

On Tuesday 17th March AS and A2 students of Classical Civilisation visited the Barbican Centre with Mr McClelland and Ms Douek to see an updated version of 'Antigone', a play studied in Year 11 and Year 13 as part of the GCSE and A2 courses respectively. As Sabah Hussain, suggests in her review below, this updated version of the play was not to everyone's taste. (JM)

Put most simply, this production is Marmite. If you harbour a love for independent films, artsy culture and adaptations with surreal contemporary twists, you might appreciate Ivo Van Hone's interpretation of this haunting, touching Greek Tragedy about loyalty, legacy and mortal and immortal laws. Or like Marmite, 'Antigone' can also leave you with a confusing, uncomfortable feeling that will make you question all elements of the experience.

Oscar-winning French actress Juliette Binoche undoubtedly portrays abstract emotions of regret, joy, contempt and hubris with gripping conviction, her performance providing a commentary on the importance of family devotion that can be applied to modern society. The omnipresent Chorus and seamless transition from scene to scene gave this professional portrayal the pace and atmosphere it deserved.

Woodford GCSE and A-Level students may be slightly unnerved at the alternative pronunciations of character names, like 'Cree-on' rather than our beloved 'Cray-on', and 'Poly-nike-ees' instead of our familiar 'Polynices', and the peculiar moving cinematic backgrounds may have seemed bizarre at the time, but upon deeper reflection could have lent itself to philosophical undertones.

While this production might not have been exactly what Sophocles intended when composing his tragedy in the 5th Century BC, the millennia-old story of a male-female power struggle can certainly move audiences and bring Classical tragedy to the modern age.

By Sabah Hussain Yr13

Cyclops – Greek Theatre

In November 2014, a group of budding young actors staged the gripping journey of the mighty Odysseus travelling through a mythical world. Some took on the role of being Cyclops while others became sailors joining Odysseus in his momentous journey.

Students studying Latin in 9W and 9R presented Cyclops, Book nine (from the Odyssey, an epic poem by Homer), to raise money for a local charity. Almost every lunchtime we actors and Mr McClelland's sister (Jo), who devoted hours of her time to help us, gathered to rehearse the play. Jo even acted in the play when one of our actors couldn't make it on the day! After lots of rehearsing and preparing we performed in the Greek theatre. We had a huge turnout, a great, welcoming audience who'd come out in the cold just to watch us late in December. We served mince pies and managed to raise lots of money for charity.

We will be performing the play again at Summer Showcase. Hopefully, we'll get the same sort of warm, welcoming audience. It was a great experience and brilliant to be a part of and we can't wait to share that with you again at the Summer Showcase. We hope to see you there!

By Erin Kyei and Divya Patel 9W

The AS Latin Conference

The AS Latin conference was a fantastic opportunity for us to put the texts we were studying into context. The day began with a talk from Ed Bispham from Oxford University who spoke about Pompei and the Third Mithridatic War. Using a map, he brought to life the events that led to Pompeius' appointment as the general for the war. However, the highlight of the conference was the talk given by Ingo Gildenhard who taught our very own Ms Douek at university. His talk focussed on the Cicero text we are currently studying and encouraged us to ask probing questions. The second half the day consisted of talks about Ovid's *Metamorphoses*, the verse section of our course. The talks allowed us to make discerning links between events in the part of the text we study and the story of Narcissus which precedes this. We also learnt about a critical reading which suggested that Acoetes, the sailor is actually Bacchus, the god of wine, which sparked lots of speculation within the lecture hall. Overall, the conference was a great experience as it allowed us to go above and beyond the curriculum and explore the texts more broadly.

By Katharine Nsiah Yr 12

Year 13 Classical Civilisation Aeneid Conference Visit

The Virgil conference was an invaluable talk we attended which focused on four particular areas and themes within the Aeneid. The first lecture we had was about Homeric elements within Virgil's Aeneid, which was an especially interesting lecture given by Professor Leigh from the University of Oxford. The lecture drew upon not only Homeric influence on language but also characterisation and plot too. Taking the 'Odyssey' and 'Iliad' sections of the Aeneid separately we were made to appreciate homage given to Homer in the Aeneid whilst also understanding divergence between the two epics through analysing specific passages. We concluded the session agreeing that Virgil's art is found on allusion and not simply a tired imitation of Homer's work. As Virgil defended, "It would be easier to steal a club from Hercules than a line from Homer."

Another lecture I found interesting was Virgil's purpose in writing the Aeneid and the allegations of Augustan propaganda. It was helpful to build on class discussion we had already had about the degree of propaganda or autonomy Virgil wrote with as we were able to focus on specific details where propaganda was more apparent in the Aeneid for example the parade of future Roman heroes in book 6 and Aeneas' shield in book 8.

By Naseema Khalique Yr 13

Legal Scholars

Two Woodford students have secured prestigious Dickson Poon Scholarships to fund their undergraduate studies at Kings College, London. The awards recognise students who demonstrate "academic excellence, leadership potential and life ambition". Nazia and Nishat both take the title "Dickson Poon Scholar 2015".

We congratulate both girls on receipt of this accolade and share the awarding body's confidence in their ability to make a positive difference to society and in their legal or other professional careers after King's.



Snaresbrook Crown Court

On Friday 6th February, Year 12 and 13 students aspiring to study law were given the opportunity to visit Snaresbrook Crown Court and have a valuable interview session with one of the Judges. Snaresbrook Crown Court is one of the largest Crown Centres in the country and had over 3200 cases just last year. Our session with the Judge allowed us to learn more about the type of cases he usually handles, the serious nature of some of the crimes and the special procedures for cases where children, or those who are more vulnerable, are involved. We then had the chance to witness a sentencing – the case overview informed us of the crime, the lawyer's rhetoric and argumentative techniques were interesting, and despite the defendant's remorseful behaviour and crying, the Judge had to take strict yet objective action, as a young person had been the victim. Some of our group then stayed to observe additional trials and watch the procedures of a busy Crown Court. The experience was a very useful insight into the career of legal work and what life might be like one day as a lawyer or judge.

By Neha Din 13JMC

Psychopathology Day

Woodford County Psychology students were lucky enough to be visited by *Dr Guy Sutton*, a neuroscientist and Honorary Special Lecturer at the University of Nottingham, for Psychopathology Day.



Dr Sutton (Pictured left) gave us a series of enthralling lectures on psychopathology, including historical conceptions of mental illnesses, genes and brain development and the relationship between mental disorders and criminal behaviour.

Going as far back in time as witch hunts and the earliest mental asylums, we went through the history and classification of mental illnesses. We learnt of the astonishing ways with which mental disorders were treated and the complications of diagnosing mental illnesses today.

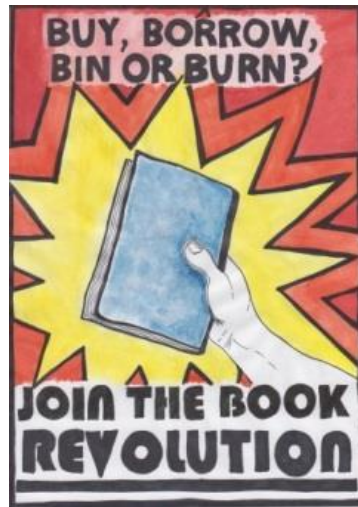
When discussing genes and brain development, epigenetics were introduced to us through an interactive animation. It showed how high-nurturing mother rats can actually cause chemical reactions in their pups that modify their gene expressions for the better. To help us to understand which parts of a rat pup's brain are affected in this process, we had the opportunity to see a sheep brain!

The day ended with a focus on Schizophrenia. *Dr Sutton* explained the symptoms and diagnosis of those with it through video case studies, which were fascinating. Afterwards we discussed the complexities of the underlying causes of the disorder and its links to criminal behaviour.

After experiencing Psychopathology Day, many of us developed a real thirst for studying Psychology at university. We found *Dr Guy Sutton* to be a most enthusiastic, engaging and inspirational speaker and eagerly wait to see him next year when he will be back to host Brain Day at Woodford!

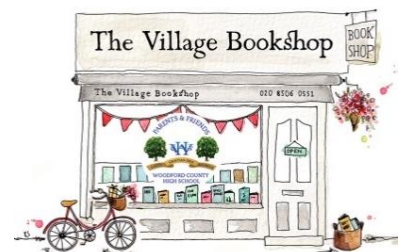
By Maria Robertson 12JH

Library News



The Revolution is overand calm is restored to the Library. Everyone who took part in the Book Revolution deserves recognition but there can only be one winner. The results have been finalised and the house points distributed. Many thanks for your support and now after the purge in the Library we look forward to offering some new

fiction titles, hopefully as a direct result of the Book Sponsorship Scheme which will be launched on 25th March at the Year 8 Parents' Evening.



As you have no doubt have already heard, this exciting new enterprise, partnered by the PFA and the Village Bookshop, can bridge the gap between staff and student requests for new, quality fiction. Look out for the 'fiction wish list' at scheduled school events throughout the next term and beyond

Whilst another busy term comes to an end, a select few students and staff will continue over the holidays to diligently read, discern and cast their votes on some new young adult fiction in preparation for the Redbridge Book Awards in June. This annual event gives the girls an opportunity to scrutinise the most recent offerings of some very famous authors and then grill them at the Town Hall.

Finally, **House Librarian recruitment starts now!** If you are at present in Year 10, 11 or 12 and would like to help out in the Library in the new term, please complete the attached application form and return to Mrs Horn by **Friday 24th April**. Application forms can also be found in the Library Room on Fronter.

By Mrs Horn, School Librarian

Musical talent showcased at Music Recital Evening

This term's recital evening saw a variety of impressive appearances by students from all year groups, covering a range of styles; there were performances on the piano, flute, tuba, and Carnatic violin as well as a number of singers, featuring varied composers such as Schönberg, Tiersen, and Bill Withers. The Woodford String Quartet gave its first in-school performance. Following their debut at the Christmas Concert, we heard more from the wonderful 8H and 8N brass band, led by our brass teacher Mr Roberts. There was even a showcase of our brand new drum kit by beginner drum student Zahra Lahrie. We would like to congratulate all the performers and hope to see them again next term.



Sixth form Music student Alexandra Prellberg with other performers at the Loughton Youth Music Festival.



Photo above: WCHS Singers at Women's World Day of Prayer Service.

By Hanna Procter and Zaynab Ahmed 10H

Woodford Rocks at the Battle of the Bands



Monday 2nd March was more exciting than a normal Monday could ever be. It was a night filled with musical talent, and the cheers of Woodford girls. The flashing colours of disco lights mixed with the wonderful melodies of Rock, Pop and Indie music at Woodford's first ever Battle of the Bands.

Ellen in 11R pictured above, the eventual winner of the audience vote, sang an original song, called 'Goodnight Beautiful'. The simple melody only served to highlight the heart-breaking lyrics, which brought many an audience member near to tears.

The night was rounded off by a spectacular performance by The Educators - featuring members of the teaching staff - that raised the roof and entertained the students, with everything coming together to make a night that won't be forgotten easily.

By Ranmini Mudannayake and Antonia Pereira 10R



Sixth Form Music student shortlisted for international song-writing award

By Caitlin Robinson 12SDO

The Amnesty International Youth Awards competition's purpose is to raise awareness about human rights, and to encourage young people to respond creatively to the issue. I'm really honoured that I was shortlisted and have now made it to the final three in my age category (upper secondary). I never expected to be, especially considering that I can't actually remember the last time I wrote a song for voice and piano! It's always wonderful to know that someone has connected with something you've written. I'm also rather nervous but excited that Kate Nash will be judging a song I've written as she's been a big influence for me for many years now.

The title of the song I wrote is 'Girl' and it was inspired by things I've heard in the news since I was a little girl, all about gender inequality and denied access to education. There are social conventions in certain places which completely limit and cut off a person's potential to grow and blossom in the way they could do if maybe their world was a different place. I'm also aware that inequality can affect both genders, and when I was writing it took me most of the morning to decide whether to say 'I'm just a girl', 'I'm just a boy', or 'I'm just human'.

It was strange writing the song because I myself can relate deeply to the mood of it. Perhaps this is a reminder that it is universal to feel happy or sad, or any emotion that you feel – but, whether we want to see it or not, we have an unconditional connection with people who need our help, and I believe that we should try our best to help them. That, or at least open our eyes to the situation, and have the heart to care.

Caitlin will be attending the Amnesty International Youth Awards prize ceremony during the Easter holidays, when she will find out how she has fared in the competition.

Silver Badge Induction Day

On Friday 20th March, Woodford's newly elected Silver Badge team enjoyed a fun-filled day of activities at Stubbers Activity and Adventure Centre. The day began well and the girls were full of anticipation about not only the day ahead, but also the eclipse. Suffice to say that we, along with the rest of London were left rather disappointed by the cloud cover, but this didn't dampen their spirits. The morning was spent participating in a range of team building activities, and after a few 'wobbles' they eventually managed to get every one of their team mates across the 'bridge' by communicating with each other.

Following this, the girls spent an hour underground, tunnelling, which they all seemed to thoroughly enjoy. The day's activities ended with the 'death defying' high ropes and it was fantastic to see how during the course of the day, the girls had really begun to work as a team, shouting out words of encouragement in order to help the others to overcome their fears. A great day was had by all and proved to be a positive experience that will no doubt help them to shoulder their Silver Badge responsibilities.

By Ms Douek, Deputy Head of 6th Form

Spring Production – Student Report



After weeks of auditions, rehearsals and the tense wait for costumes - the day had finally arrived. A sold out show. Tuesday's preview had people buzzing with anticipation for the full production and had us quietly confident for the outcome of all our hard work.

Ghagra was a story based on Shakespeare's 'Romeo and Juliet' set in the heart of Walthamstow, the two lovers had to overcome many a barrier in order to pursue their love. The story, told through dance and narration, was a success and we were very proud of our committee and all those who took part for putting on an amazing show.

With a packed out audience and donation buckets littering the hall, we managed to raise £1,704.76 for the Royal Marsden Hospice. We would like to thank all the parents and staff for their support throughout the running of this production.

Taking part in the annual production for the last seven years has been an amazing experience and we only hope that the drama, colours and the legacy that is Spring Production continues long after our departure, and we wish our successors the best of luck.

**By Natasha Patel and Shaleen Sayani Yr 13
Head of Spring Production Committee**





Holocaust Workshop feedback

Zahara's story

The event was very informative and was a breath taking experience. Zahava's story of her family pushing through the tragedies of the Holocaust was an inspirational one and a great eye opener for us all who attended. Not only did we learn in more detail the specificities of certain horrors of the Holocaust but we were able to understand the troubles and feelings of the people who experienced those tragic years in Europe. It certainly helped us develop not only a sympathetic and emotional viewpoint for those like Zahava and the Kanereks, but also an explicit understanding of events that you could not read from a text book.

We are very grateful to Zahava and her daughter for sharing with us the story and King Solomon High School for hosting the event as we thoroughly enjoyed it and learned much from it.

By Tamara Fawzi 12SDO Aishwarya Kalra 12JS
Shalini Chadha 12SDO Natasha Atam 12JS Mathura
Suntharalingam 12js

To remember and to respect

Attending the Holocaust talk was a truly eye opening experience. Although I have learnt about the tragedies under Nazi reign in school, witnessing someone who had survived through the oppression was inspirational and I learnt about the strength in a family unit. It highlighted for me the liberties that we have and the basic human rights we should stand up for which, in the case of the woman, were cruelly taken away from her. It was amazing to see how the speaker and her loved ones had overcome such difficulties, and the first hand description of the horrors was a reminder of the sheer scale of the Holocaust, and how important it is to remember and respect everyone effected, and to appreciate every moment. It taught me that we must prevent such events from occurring again.

By Sheena Shah 12BM

A Mother's Story

The holocaust memorial day, on the 27th of January is a national commemoration of the liberation of Auschwitz concentration camp in 1945. I was able to participate in the remembrance of those who suffered in the Holocaust, under the Nazi persecution, by attending the national Holocaust Memorial Day seminar and workshop at King Solomon High School.

I was privileged to meet and hear the stories of an inspiring survivor, Lady Zahava John. The 21st of January, the exact day of the memorial workshop, marked the 70th anniversary of Lady John's own liberation from Bergen-Belsen concentration camp. Her moving story included her mother's pain at having to give up her sixteen month old son to the Dutch resistance and the hysterical plea which Zahava herself made leading to her family remaining together on the journey and in effect saving all their lives. I was able to see the original artefacts which were collected by her mother during her life, for example the yellow badge which she had to wear constantly.

From discussions after the speaker's talk, we understood the importance of just one hero's role in saving a life. Lady Zahava's positive outlook on the world and future, without dwelling on the past was truly encouraging giving us a strong message always to look forward with hope and optimism.

By Ginevra Okoye 12JP





Woodford Girls Attend Model United Nations at Highgate Wood.

In March this term eight year twelve girls attended the Model United Nations conference at Highgate Wood School in North London. This is an event Woodford girls have been participating in for a number of years but the topic of this year's conference, Women's Rights, was of special significance. The conference began with an inspiring and thought provoking speech by Laura Bates founder of the Everyday Sexism Forum. During the day participating Woodford Girls had a chance to involve themselves in a range of lively debates on topics ranging from women's education in Afghanistan to human trafficking. Much hard work had gone into researching and writing some excellent position papers and it was evident that those girls involved really mastered their topics and were capable of contributing to discussions in a constructive and well informed way. By the end of the day some very interesting and well crafted resolutions had been drawn up and a great deal will have been learned about the kind of skills required to work in a 21st century institution such as the United Nations. This will have been a valuable experience for the girls involved and we hope that in the future many more Woodford Girls will want to get involved next year.

By Ms Quinn, Head of History



Grammar Schools' Conference at WCHS

On Friday 6 February a group of girls' grammar school heads met at Woodford. Representing similar schools the length and breadth of the country, these senior educationalists had plenty to talk about. Woodford led a number of best practice sessions including input on the new computing syllabus and on engaging girls in programming. Speakers from *Decoded* and *Stemnettes*, two organisations promoting opportunities for girls in technology (and actively supporting us here at Woodford), contributed to our programme.



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DIGITAL ENLIGHTENMENT

We also showcased our success in engaging former students to work with current Woodford girls, and talked about a summer project with *Future First* (of which, more anon). Discussion focused on curriculum change, assessment after levels and the challenge of balancing budgets in straightened times. School Councillors led tours of the school for our visitors, all of whom declared themselves to have enjoyed the day they spent at Woodford

Ms Pomeroy

Woodford County High School Sports Profile

Annali- Year 8 Tennis Star!



Annali has twice been runner up in national tournaments.

She has represented Great Britain U14s in an international match against France and has represented GB twice in 2 European tournaments. She will also be representing GB in an U16s tournament over the Easter period.

She currently plays for Essex U18s and has been in the squad for the adult team.



Redbridge cricketers 'can inspire the rest'



Redbridge's girls (four of whom are girls from Woodford County High School) have qualified for the finals of the London Youth Games indoor cricket event at Lord's

Redbridge young female cricketers joined the boys in the final at Lords. The borough squad, from Year 8 and below, remained unbeaten during their indoor cricket qualifying competition at Harrow Leisure Centre.

The Redbridge girls beat their Hackney and Harrow rivals in an impressive all-round team display and made it through to the finals at Lords.

At Lords



Redbridge won silver in the girls' indoor cricket final at Lord's

Redbridge girls' team battled to a brilliant silver medal, while the boys took home a bronze from the indoor finals event.

In the quarter-finals they took on Richmond and did well to restrict them to a score of 61, before chasing down the total with a couple of overs to spare. Hammersmith were skittled for just 25 and it took the girls no time at all to book their place in the final. They played against Bromley scoring a good 87 against them. Bromley knocked the runs off, but silver was a good result.

By Nafeesa Aziz 8R



National Schools Badminton Competition – East London Round



On 10th February the Key Stage 4 team successfully went through to the East London round at the Copper Box in February. After wins against Chislehurst & Sidcup, Sarah Bonnell and Eastbury we lost out against Sacred Heart 3v2.

The day was made a great success by 25 Woodford Students in attendance as badminton officials. Badminton England was really pleased with all of their efforts in helping the competition, so well done! **By Miss Bufton, Head of PE**



Pictures above and right. KS4 team; Saranya, Suhaa, Rojah and Marla



Year 9 Badminton Tournament



On Wednesday 11th March the sports hall played host to the annual Year 9 Badminton tournament; an opportunity for students to compete against their peers. Fourteen Year 9 students battled it out over four courts to try and secure a place in the final.

Overseeing the action were our Year 11 GCSE PE Badminton officials, a last opportunity to put their skills into practice before the GCSE moderation day. Games were tight but there could only be one winner.

The final results are as follows:

- 1st Place: Rhea
- 2nd Place: Vidya
- 3rd Place: Anjali
- 4th Place: Sasini

Congratulations to all those students who played in the tournament!

By Miss Irwin, PE Department

London Mini Marathon

At the Olympic Park, on Sunday 8th March, there was a mini marathon. It was a trial-marathon for the real Virgin Marathon aimed at young people, aged 11-17, who wanted to run and have a taste for long distance running. I arrived at the Olympic Park at 10.15; the girls' under 13's race was at 10.30. The Redbridge Mayor and his wife were there too. It was actually very warm and sunny outside, which definitely had an affect on mine and everyone else's running.

The race was near the Copper Box Arena (not inside it!). The races started at the cycling path, you ran round to a bridge and crossed it, past the cafe, the border of the Athlete's Village, round a narrow path and back to the start. This was repeated 4 times. The whole race mounted up to a total of 5km.

The first race was the under 13's. Watching them run was painful enough, it looked rather tiring so I, and many other prepared girls, started warming up and stretching. It took a while for the boys to finish, but by the time it was 10.25, the clouds had cleared and the sun was beaming on the Olympic Park. This meant that my opponents and I had a tougher challenge than the distance; the heat.

Once the boys finished running, the girls lined up. Many girls got last minute chats and tips from their coaches. I was relying totally on Miss Irwin's tips and my own natural ability.

When the race started, many girls sprinted off and started pushing and shoving each other. Using the long stride technique, I managed to get in front and reach 4th place. It was a struggle in itself, and I had only run 100metres. After 3 laps of pushing, overtaking, falling, sun burning and sweating, I was finally on the last lap. This lap is the one that threw me down 2 places. You see, where the marathon was, the place was still open to the public, who were unaware of a race. A child on her scooter decided to tootle in front of me, with her mum and the son and then the dad. They weren't in a hurry either. Then, 2 girls overtook me because of that family. No apologies from them. With all the strength that I had, I paced it down the funnel and ended in 6th place in a time less than 25 minutes. As I finished in the top 10, I got into the REAL 10km Virgin Marathon. It was "totally worth it"!

By Laurelle Brant 8W

Year 8 Parkour & Street Dance



This term the Year 8 Dance block was given a make-over and the genres of parkour and street dance were introduced. In the Parkour lessons, the students were given the opportunity to convey stories and express emotions through dance as well as work on how gestures can influence performance. These Parkour lessons were then followed by four weeks of Street Dance, with students choreographing their own routines to Mark Ronson and Bruno Mars' song 'Uptown Funk.' The girls showed great originality and enthusiasm for this and there were many dance moves that even Bruno Mars himself would have been proud of. Well done to all of Year 8.

Year 8 Netball – League Winners



Big congratulations to the Year 8 Netball Team who have retained their title as the Borough League Winners. Their dedication and hard work in training and matches paid off and all of the girls played exceptionally well throughout the season. They have once again been a credit to themselves and to the school. Well done to Ella, Annali, ChiChi, Hana, Avani, Dilpreet, Malathy, Maleeha, Deborah and Abinayaa.

By Miss Keeling, PE Department

Netball league 2014-2015



Year 7 3rd Place



Year 8 – 1st Place (see article)



Year 9 6th Place



Year 10 4th Place



Year 11 Squad



6th form Squad

Miss Bufton, Head of PE

Group 1			
Kanini	Hannah	11H	Y
Mahmood	Suhaa	11H	Y
Meisuria	Keesha	11H	Y
Patel	Minal	11H	Y
Subendran	Nilaa	11H	Y
Thayabaran	Rojah	11H	Y
Ariarasa	Talisha	11N	Y
Karikari Sarpong	Eunice	11N	Y
Manogaran	Luxsheni	11N	Y
Shah	Aamina	11N	Y
Onyiuke	Adaeze	11R	Y
Farghaly	Magda	11W	Y
Geekiyange Don	Ayesha	11W	Y
Mandil	Tatjana	11W	Y
Mohammed	Sabah	11W	Y
Group 2			
Nesar	Chanel	11N	Y
Parker	Gemma Lee	11N	Y
Rameshkumar	Abisha	11R	Y
Shoaib	Maheen	11R	Y
Group 3			
Belcastro-Wickett	Helena	11H	Y
Gopalakrishnan	Malaviga	11H	Y
Lakhan	Marla	11H	Y
Perinbanathan	Agshaya	11H	Y
Ahmed	Taseen	11N	Y
Hale	Lydia	11N	Y
Sheehy	Dearbhail	11N	Y
Ramani	Sunita	11R	Y
Yousaf	Aamina	11R	Y
Gunamal	Nikita	11W	Y
Pawar	Avaneet	11W	Y
Sooriyakumar	Asha	11W	Y
Vimalanathan	Subatheena	11W	Y



Rounders Young Leader Award

Congratulations to the following students have successfully completed their Rounders Young Leader Award and Preliminary Rounders Umpire Award

Group 4			
HOSSAIN	Aniqah	11H	Y
Farooq	Nabeela	11N	Y
Hasan	Irum	11N	Y
Shahnawaz	Isma	11N	Y
Khalique	Tahsin	11R	Y
Group 5			
Ahmed	Maryam	11N	Y
Ilyas	Iman	11N	Y
Shakil	Saba	11N	Y
Sivakumar	Krishnavi	11N	Y
Ashraf	Stacey	11W	Y
Nakkeeran	Sangita	11W	Y

