

WOODFORD COUNTY HIGH NEWSLETTER



Issue No

July 2015

Headlines

Every season has its adjective. It would be surprising if anyone needed telling that the one for autumn is autumnal but the others are a bit more obscure. Probably quite a few of my readers will know that spring things are vernal, and perhaps even that winter ones are hibernal, but I'm betting that it will come as news to most of you that summer's adjective is estival. I'm not telling you this for any particular reason except, perhaps, that it doesn't seem altogether a silly idea if the headteacher's newsletter contains the occasional educational ingredient.

Anyway, summer is now officially here as of the 21st of June and that's something to celebrate if you can get past the slightly depressing thought that this means that the nights are already drawing in. So we've now had Glastonbury (an estival festival, no less) and as I write Wimbledon is well underway and also the Tour de France although not, alas, with a Woodford stage this year. These, of course, are landmarks in the national and international sphere but within the school there are similarly events which infallibly remind us where we are in the cycle of the year: our annual Arts Festival, our Leavers' Day (and its converse the induction of September's new intake), the Summer Production, Co-Curricular Day and, at the very end of term, Sports Day.

For school children of all ages what the summer brings is a sense of liberation from uniforms and school bags, timetables and homework. They are afforded the freedom to accentuate their individuality in other ways, to pursue personal enthusiasms, to expand their horizons through travel or activity in the community. Or quite simply through reading, or walking, cooking or talking. Government ministers from time to time flex their muscles and talk of reducing the length of *les grandes vacances*. To do so, would in my opinion, be to underrate its significance in the development of our young people. The clean break for the summer serves to mark important transitions: from primary to secondary school, from GCSE to the Sixth Form, from Woodford to the world of Higher Education and employment.

It gives shape and rhythm to life in school. And on an individual level its impact can be enormous. When students return in September many of them will have grown or matured in ways that will surprise both parents and teachers. Experiences and responsibilities outside school will have added to their sense of who they are and who they want to be. The girls in Years 11 and 12 participating in *The Challenge*, for example, will be discovering new capabilities and resilience in themselves but the same will be true for those whose summers see them supporting family members or exploring their roots at home or abroad.

This newsletter will, I hope, give you a flavour or what has been a busy, innovative and colourful few months. The term that started with a Mock Election ended with our first "World of Work Day" when 26 former students joined us to run interactive sessions designed to get girls thinking creatively about their futures. Our impact locally as a *Digital Schoolhouse* has been considerable and this was recognised by our involvement in a documentary compiled on the subject last month. Work to spruce up our school library has culminated in a Book Week and some inspiring workshops with authors and poets. Year 11 may have been on study leave for a good chunk of the term but they've not been overlooked either. We've had very positive feedback on our launch of *GCSEPod*, an on-line revision tool, designed to support their preparation for exams.

So now I bring this estival newsletter to a close by congratulating everyone in the school community for what our combined efforts have made possible this year and wishing you all a well-deserved and restorative summer holiday.

Ms Jo Pomeroy
Headteacher



Contents

Page

Year 12 visit to Geneva	3
DNA finger printing at Imperial College London	4
The Arkwright Scholarship – Engineering and Technical Design	5
Digital Schoolhouse Project	6
A Visit to the New Designers Exhibition	6
Summer Production 2015 “Hello Dolly”	7
Apps for Good	8
Year 8 visit to Bletchley Park	8
A visit to see FORENSICS <i>The Anatomy Of Crime</i>	9
Former Psychology Student returns to WCHS	9
World of Work Day at Woodford County High School	10
National Women in Engineering Day	11
GSCEpod ...a new revision tool for Woodford Students	12
School guinea pigs	12
Disaster Emergency Committee -Nepal	12
Year 9 project with <i>Future First</i>	13
Redbridge School Fairness Conference	13
Aspiring author publishes first book	14
Year 10 Art Workshop	14
Year 7 and Year 9 visit to Royal Observatory Greenwich	14
Sutton Trust USA Programme	15
Cross Curricular Visit to Berlin	16
Annual Arts festival	16
Reading Week 2015	17
Lets Think in English	17
WCHS Classics Department wins Award	17
The Redbridge Book Awards	18
Visit to Citi Bank by Year 9	18
Teach Through Music	19
Joint Concert ICHA and WCHS success	19
Year 7 explore Carnatic and Western Music	19
Learning Greek for Year 10	20
The Library Roundup 2015	20
Geography Departments Summer 2015	22
General Election	23
Spiritual Photographic Competition July 2015	24
Memorial Garden	24
Busking Friday	25
Duke of Edinburgh	26
After School Clubs	27
Inter-house Dance	27
WCHS Sports Profile	27
Outdoor Adventurous Activities visit to Fairlop Waters	28
Year 7 Borough Cross Country	28
Interform Rounders	29
Borough Athletics Results 2015	30
Borough Rounders Results 2015	31
Woodford get the hat-trick and other Sporting Achievements.	32
Sports Day	33
Staff Leavers	34

Year 12 visit to Geneva

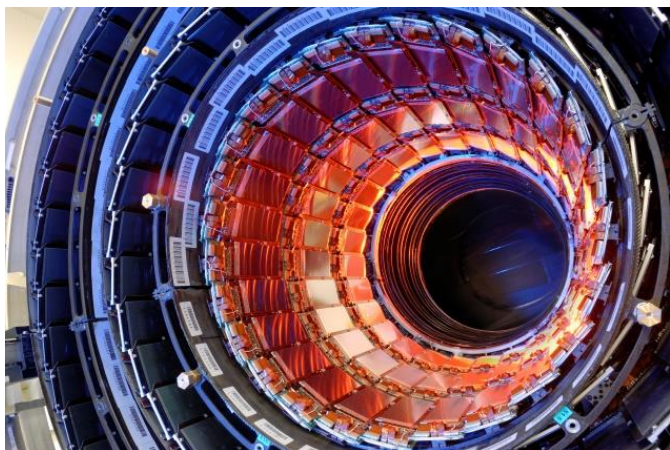
During our two-day trip to Switzerland, our objective was to learn about what research is conducted in the famous CERN particle physics laboratory and how. We also visited numerous other sites and attractions including the United Nations Headquarters and the International Red Cross and Red Crescent Museum.

We arrived at Geneva on a sunny Friday afternoon and went to CERN where we were lucky enough to be given a guided tour by some of the scientists. CERN is one of the world's largest and most respected centres for scientific research. It is based on the French- Swiss border near Geneva. Switzerland is known for being a neutral country throughout history.

At CERN, physicists and engineers use the world's largest and most complex scientific instruments to study fundamental particles. The particles are made to collide together at close to the speed of light which gives clues about how they interact, and provides insight into the laws of nature.

The instruments at CERN are purpose-built particle accelerators and detectors. Accelerators boost beams of particles to high energies before the beams are made to collide with each other or stationary targets. Detectors observe and record the results of these collisions.

CERN is also popularly known for its diversity. It brings together people from around the world to pursue a common interest, a crucial element that has contributed to lab's success.



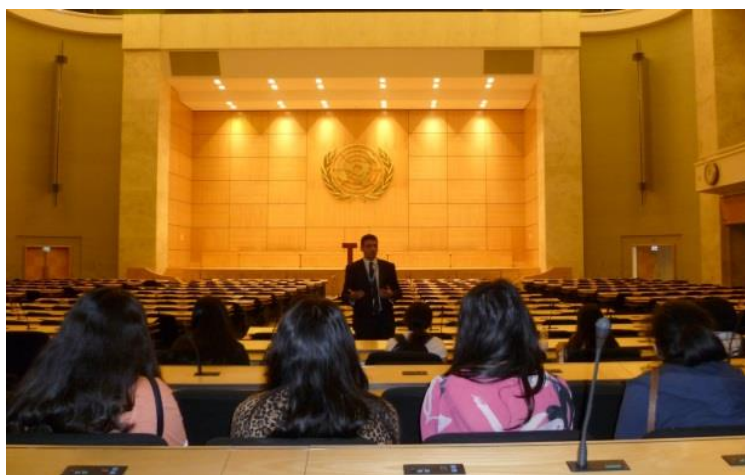
The Hadron Collider forces particles to collide



The Globe of Science and Innovation

After the unfortunate delay and hectic journey to actually get to Switzerland, going to one of the largest lakes in Western Europe, Lake Geneva, in the evening was an instant tranquilliser. This created a perfect balance between city and country. Towards the end of our trip we got a boat from one side of Lake Geneva to the other.

Whilst we were in Geneva, we visited the International Red Cross and Red Crescent Museum. We were also lucky to have a guided tour around the United Nations headquarters. The building was given to the City of Geneva in 1890 by Gustave de Revilliod de la Rive. It was given to the city on three conditions, one of which allowed peacocks to roam freely on the grounds (we were lucky enough to see some ourselves!)



The Assembly Hall at the UN

Despite the exhausting five-hour delay at the beginning our trip was interesting and enjoyable, especially at CERN and the UN.

Rakshinda Bhamber 12GB and Nishma Dattani 12SJ

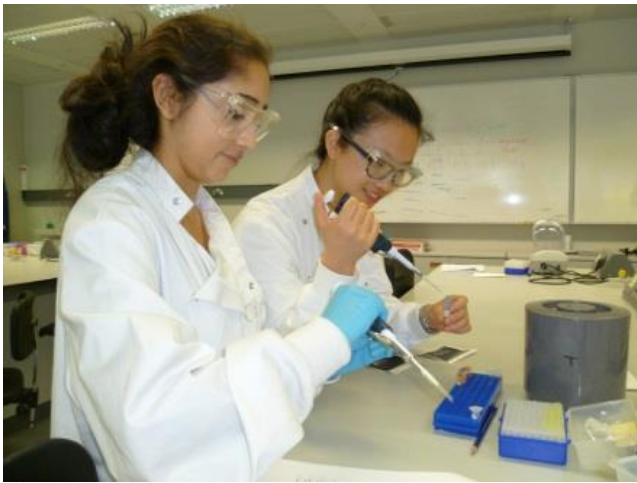


DNA fingerprint from five bacteria and one unknown

DNA Fingerprinting at Imperial College London

Ever wondered how DNA is used to identify people in forensic science or for paternity tests? Ten Y12 students were lucky enough to have an opportunity to discover just that at the impressive laboratories of Imperial College London. The students were given five samples of bacterial DNA and one unknown. They had to digest each sample of bacterial DNA using enzymes and then separate out the samples using gel electrophoresis. From this they could then compare the pattern of the five bacterial DNA samples to the unknown to identify which bacteria it came from. Can you identify which bacterial sample matches the unknown?

The girls were given hands on experience with pieces of equipment that university students and research scientists work with and were taught how to use them with precision ranging from a centrifuge to a Gilson pipette.



Picture Above and Right:

Chloe, Zara and Alice measuring exactly 10 μ l of restriction enzymes to cut up the bacteria DNA.



Zara, Tasnim and Alice's printed DNA fingerprint image.

After experiencing a day in the laboratories the girls were given a tour of the Biology Department. The PhD and academics research space took their breath away a vast open building focused around an atrium of desks and computers all attached to working laboratories. In addition, we had the privilege to see the £million Nuclear Magnetic Resonance (NMR) machine. This machine is used to identify the composition of compounds which can be used to research or medical diagnosis.



The whole team with their print outs of the DNA fingerprints

The students left feeling privileged to have experienced such an exciting and informative day. It has left many wanting to apply to this impressive University.

Ms Katie Estruch
Head of Biology



The Arkwright Scholarship

As an aspiring engineer, any opportunity to express my passion for the subject is greatly enjoyed. So upon hearing about the Arkwright Scholarship, I embraced the challenge with both arms. The Arkwright Scholarship Trust is a charity that awards the most prestigious scholarship of its kind in the UK; identifying and supporting future leaders in engineering and technical design.

I first heard about the scholarship from a friend whose brother is pursuing a similar career to mine. She explained that he had applied and

successfully obtained a scholarship! I was intrigued, so I researched further.

The official website had the details of the procedures and benefits of the Scholarship (some of which being £600 as well as a sponsoring company). The website also included helpful podcasts by examiners and scholars explaining the three main steps needed to obtain the scholarship; the application form, the aptitude exam and finally the interview.

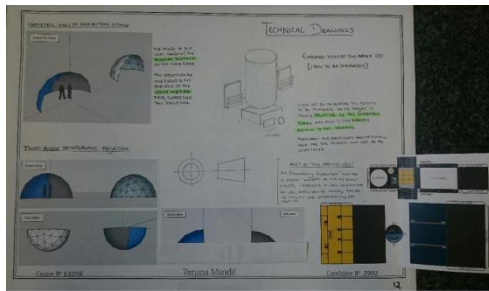
The requirements were that I had to be a Year 11 student, studying Design Technology and that my school was affiliated with the organisation (which it was not). So I hastily told Ms

Pomeroy of my endeavour and she was very supportive and helped with the affiliation of the school. After printing out all the necessary documents and contacting the right people, it was time to go about my application form.

With the help of various subject teachers and Dr Ashraff (who kindly helped me with the procedure), I started to fill in the somewhat extensive online form in which I had to sell myself. This included my extra-curricular activities, and detailed piece on a project I had done for my Graphics course as well as a reason to why I am interested in engineering.

Once completed and successfully sent, it was time to prepare for the aptitude exam. This combined with a successful application form would see my way into an interview, so I had to practice! Fortunately, there were past papers and exemplar answers on the website from which I could learn.

The exam itself was challenging but rewarding in the sense that it tested logic as well as creativity: how interesting could you make a design yet ensuring its functionality. The questions themselves were problems that were faced by engineers and designers. The paper consisted of four questions, two of which I had to answer. The first section asked for various sketches to satisfy a problem and the second section required a single detailed drawing. Within the hour time limit it was impossible to fully complete the questions, however the focus was to show as much of your technical capability as possible.



After a month of painful anticipation, the day of judgement came...as well as a big smile on my face upon hearing that I succeeded to the next stage and won myself an interview at Imperial College!

Now the hard work began.

Not only did I have to prepare for questions that the interviewers could ask but I also had to complete a project to bring in and discuss on the day of interview. So that month mainly consisted of me scooting around the DT room trying to assemble and complete my project as well as reciting an imaginary interview in my head. Such fun.

I had to add a few elements to my core project as it mainly focussed on aesthetics (due the Graphics course specification), however with time and dedication, I managed to spice up my piece with technical elements as well as extending my portfolio. All thanks to continual support from Ms Karavasilli.

The day of interview came as I put on my smartest attire and gave myself a mirror pep-talk. I was certainly more excited than scared.

Upon arriving at Imperial College I met the other candidates at that particular venue. From further knowledge there were over 1500 applications for this year's Scholarships and 750 succeeded to interview. I was then placed in a group with whom I had to do a team-building activity whilst we waited to be called for our interview.

The activity required us to construct a tent-like structure from plastic film. The tent should fit all (5-6) group members and would be inflated. The tent should remain inflated once the pump had stopped. After minimal planning and majority wrapping one another in plastic film, we constructed our masterpiece. Of course, our team was the only one who constructed a functional tent, so we won the challenge!

I was then called to interview.

I sat outside the room with my portfolio and project in hand as well as nervousness. But I was soon calmed by the friendly faces of my two interviewers who were incredibly complimentary and attentive throughout. They had asked questions I had prepared for as well as unexpected ones, but I answered them with as much confidence and passion as I could. They were impressed that I implemented technical design into an aesthetic-based coursework project as well as my planned career path. After the final 'well-dones' and 'best of lucks', I was seen out of the room.

Where am I now? I am a student who has not only gained vital experience in the engineering world but have also developed my speaking and presenting skills. I broadened my scope in technical design as well as improved my creative skills under pressure.

I am also proud to say I was gifted the title of a 'Recommended Candidate'. On the day of receiving my outcome I was very pleased to read that I was successful in the interview, meaning I had passed all the stages, all I am without, is a sponsor. I have until the 31st of August to know whether I have gained the full scholarship so I am still hopeful. But nevertheless I am very proud of my achievements of being the first Woodford student to try for the scholarship and I have greatly enjoyed the whole experience.

Tatjana 11W

Digital Schoolhouse project



With approximately 18 links made with local Redbridge primary schools, the development of a creative and innovative set of interactive Computing and Unplugged workshops, along with the acquisition of a whole host of trending Computing hardware...not to mention our

moment of fame with Edna Productions filming us for The Digital Schoolhouse's very own YouTube channel, I think we can safely say that Woodford's Digital Schoolhouse has had a very busy and successful year!



Throughout the course of the year we have had the pleasure of hosting a range of fun-filled Computing workshops tailored to the needs of Years 5 and 6 as well as the opportunity to work with primary school colleagues and organisations from industry to help with the

delivery of the Computing curriculum that all schools were required to embrace in September 2014.

The Digital Schoolhouse at Woodford is overwhelmed with the number of positive comments from all participants involved in the project and how appreciative everyone has been to have Computing specialists on hand to provide ongoing support. The whole experience of a DSH day was only made possible with the support of the Computing Department, the network management team, and school admin and catering staff. Likewise DSH facilitators are also grateful to have had the opportunity to work on such a dynamic project with the local community.

Following the success of the first year, we are pleased to announce that the DSH will be running for its second year in 2015 -2016 continuing to support primary schools. We hope to create further links with Redbridge primary schools and to also extend our services to primary schools in neighbouring boroughs. We look forward to the opportunities the coming year will bring.



"We have been thrilled to have Woodford County High School on board as a Digital Schoolhouse this year; and being the pilot year of the programme, it was critical to have the right schools. The passion and dedication from the school to deliver

this programme has resulted in outstanding successes overall and greatly supported the local primary schools with their delivery of the new computing curriculum. The Head of Computing's creative approach and adaptation of our materials has resulted in some innovative and highly engaging workshops that inspire pupils and teachers alike. It's great to know that the school aims to continue its outstanding work in this area next year."

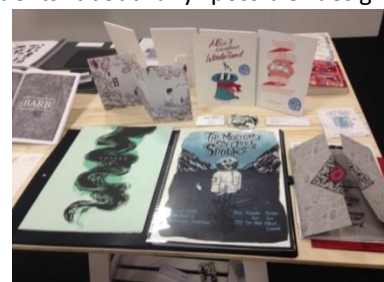
"Shahneila Saeed, Digital Schoolhouse Programme Director"

***Ms Nazneen Chadee
Head of Computing***

A visit to the New Designers Exhibition



Year 10 Graphics students were lucky enough to visit the New Designers exhibition at the Business Design Centre in Islington where many of the best design students from universities across the country are able to showcase their work. As we are about to begin our second coursework, we found this trip very beneficial as we could gain inspiration and motivation on beginning our next project. The Business Design Centre was very large, we decided that we had to explore the entire building to find the projects that suited us. It was interesting to talk to the university students about any possible design courses that we can consider taking in the future. The work was of a very high quality and sets the standard for what we are now aspiring to achieve in our own Graphics projects.



Romla Kadir 10H and Aaina Chopra 10H

Summer Production 2015 “Hello Dolly”



“Object: matrimony.” And the truth universally acknowledged from curtain up in Jerry Harman’s “Hello Dolly” seems to be that a single man in possession of a good fortune must be in need of Dolly Levi, matchmaker and entrepreneur.

The set of Woodford’s 33rd Summer Production placed us firmly in fin de siècle New York. Grand Central Station was our departure point for a plot line that led us back and forth between the elegance of hat shops and upmarket restaurants, the bustle and colour of the Fourteenth Street Association Parade and the more prosaic functionality of Horace Vandergelder’s Yonkers Hay and Feed Store. The verisimilitude and period accuracy of an impressive 3-dimensional set was perhaps particularly important in a musical whose central preoccupation (matchmaking) leads to the expression of opinions, from which now, thankfully, the world has moved on. A twenty first century audience does need to suspend views on marriage and the equality of the genders to appreciate fully the pace and vivacity of this musical but, that said, it’s a thorough-bred plotline to which we’re treated. The musical is based on Thornton Wilder’s play “The Matchmaker”, in turn derived from a Viennese farce “Einen Jux”. And it doesn’t stop there. A partiality to the work of Tom Stoppard leads your reviewer to point you to the 1981 play “On the Razzle” for a more recent rendition of the tale.

Dolly Levi (played in excellent voice and with considerable stage presence by Hannah McNaboe) is ahead of her time. She knows a thing or two about diversification and is quick on the draw with her endless business cards, advertising that she’s up to any task, anywhere.

*“I have always been a woman who arranges things,
For the pleasure and the profit it derives.
I have always been a woman who arranges things
Like furniture and daffodils and lives.”*

What she’s most intent on arranging is a marriage to Horace Vandergelder. (Elizabeth Carter captured something of the absurdity of this man in his search for a woman “*all powdered and pink, to joyously clean out the drain in the sink*”.)

In the course of the play, a number of more likeable characters have to get out from under this half-millionaire’s tyranny. His hapless employees (Arti Amin and Sonali Panasar in glorious double act) rely on unlikely ploys like exploding tomato cans until a chance confusion of purses in a swanky restaurant reverses their fortunes. Dolly works her magic for them too as romance blossoms with pretty hat makers Irene Malloy (wittily dubbed “*a millineress in her own right*” in Stoppard’s play) and Minnie Fay (engagingly played by Amrit Kambo and Magiesha Maheswaran). Meanwhile Horace’s niece Ermengarde (Namra Din) weeps on demand (brilliantly) because Vandergelder’s disapproval is thwarting her engagement to the dapper Ambrose Kemper (Hanna Procter).

Dolly, of course, overcomes all these obstacles to wedlock. She even gets her own man after setting him up with his avaricious equal, the frightful Miss Money (Zoya Khan).

It’s testimony to the pace of the show that we’ve no time to stop and wonder why she wants him. Then as the musical reaches its finale the moral of the tale is reinforced. “*Money*”, we’re told, “*is like manure. It’s not worth a thing unless it’s spread around encouraging young things to grow.*”



By curtain down four happy couples are dancing on the stage celebrating the moment it took “*to be loved a whole life long*”. Costumes and choreography were central to this production. The show piece number that opens the second half in the Harmonia Gardens Restaurant with the much anticipated “Hello Dolly” saw lightening waiters in red and black criss-cross the stage, silver salvers in hand to meet the exacting expectations of their Prussian Maître d’ (Akua Bonsu). If the necessity for the precision of a military tattoo wasn’t enough to concentrate on they also turned their feet to tap dancing to the delight of their audience.



This was a show that kept its back-stage crew on its toes. The set was multi-level, scenery changes were heavy duty and even on an evening when trains were stationary all over London, an Interstate Rail train had to appear on time to ferry its passengers from Yonkers to New York. All this was seamlessly accomplished. And a fine orchestra was on hand to sustain the pace, energy and vivacity of this high speed comedy. In true show business tradition the show went on despite the broken foot of its musical director, Katie Hasler, who conducted, from seated position, with energy and precision.

“*Isn’t the world full of wonderful things?*” remarks Cornelius Hackl, transformed from resentful employee to enamoured romantic. For audience members, Woodford’s 33rd Summer Production was evidence enough. We are grateful as ever to Miss Hall and Miss Chapman and their loyal band of staff and students, past and present, for another highly entertaining evening of musical theatre.

**Ms Jo Pomeroy
Headteacher**

Apps for Good

Apps for Good is an open-source technology education program that partners with educators in schools to deliver this course to young people aged 10-18 years. This was the first year that Woodford girls took part in the Apps for Good scheme.



Apps for Good

Year 8 students were teamed into groups of 4-5 to work together to find out about real issues that mattered to them and then try to resolve these issues by building a mobile, web or social app. Through Apps for Good, students learnt



about the key concepts behind new product development whilst building on their enterprise skills. There were five main stages that each team worked through; idea generation, technical feasibility and programming to product design, deciding on business models and marketing.



Students were extremely motivated and inspired by Apps for Good. The course taught students the fundamentals of the digital world and developed their problem solving, creativity, communication and team working skills. With a focus

on solving real issues that matter to our students, they learned how to create an app using online software, AppShed.

One of the most exciting aspects of the course was connecting with expert volunteers. These were technology professionals and entrepreneurs who helped bring the real world to the classroom for the students. Each Year 8 class had the opportunity to have a one-hour videoconferencing mentoring session. Each team shared their app idea, asked questions and received feedback on how to improve their idea. These sessions really made the lessons live and the classroom was full of motivation and competitiveness, it was incredible to watch.

Students came up with some very interesting apps which tackled a broad range of issues, from homework timetables, how to keep fit, health issues, car parking issues, cookery and many more. Apps for Good brought a new dimension to the classroom which really inspired and got the students fully engaged and passionate about Computing.

Ms Saphina Siddiq
Teacher of Computing

Year 8 visit to Bletchley Park



On Wednesday 22nd April 2015 a group of 30 Year 8 students had the opportunity to visit The National Museum of Computing located on the heritage site, Bletchley Park...home of the codebreakers. The independent charity houses the largest collection of functional historical computers in Europe including a rebuilt Colossus, the world's first electronic computer.



The girls who attended participated in a range of activities from tours of the First Generation Gallery where they were able to see and experience a range of first generation computers, a talk on Colossus the world's first electronic computer, interactive learning on Women in Computing, programming in C using BBC Acorn computers to create the Snake game and also have a dabble at using some antique gaming equipment.

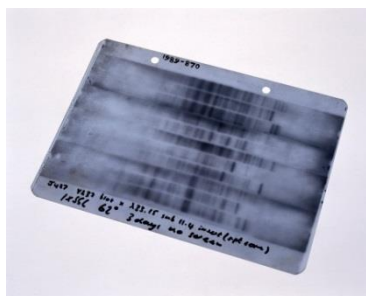
It was an insightful and enjoyable day for all who attended and representatives from the Museum were very impressed with the girl's enthusiasm and willingness to participate.

Ms Nazneen Chadee
Head of Computing



**A visit to see
FORENSICS
*The Anatomy
Of Crime***

A group of 15 Psychology A level students from Woodford visited a major exhibition on forensic medicine at the Wellcome Collection on Friday 19th June. The show took the visitor on a fascinating, and unsettling journey, from crime scene to courtroom. We learned about the delicate process of recording, collecting, analysing and presenting the evidence that secures justice for the victims of crime.



Rich in visual, historical and artistic material, the

exhibition explored our understanding of decomposition through the work of forensic entomologists whose understanding of the life cycle of the fly offers unexpected clues as to the time and place of death. Our response to the signs of decay was considered through visual art, including the exquisite 'Kuso zu' sequence of 18th century Japanese watercolours detailing the physical deterioration of a dead noblewoman in nine paintings, and 21C American photographer Sally Mann's arresting portraits of open air 'body farms' in Tennessee, where corpses are laid out in different outdoor settings for the purposes of study.

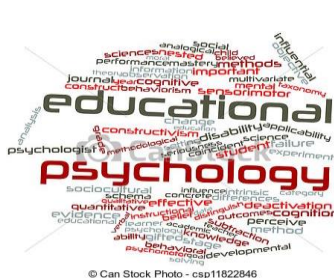
Edmond Locard founded the first police crime laboratory in early 20th century Lyon and his simple theory that 'every contact leaves a trace' remains a guiding principle in forensic science today. Exhibits explaining the trace evidence techniques of blood and poison analysis that have made traceless crimes visible, were placed alongside photographs taken by Bertillon, the pioneer of mug shots as well as Edward Henry's original fingerprint classification kit. We also saw Leicester University based UK scientist, Alec Jeffreys' first genetic fingerprint, a simple procedure, which has revolutionised crime detection.



The reconstructions of movement and identity required in the absence of bodies following mass killing and genocide, was the subject of some moving art works. A newly commissioned film installation by Šejla Kamerić, projected in the refrigeration unit of a morgue, highlighted the ongoing search for identification and justice of massacre victims in the 1992-95 Bosnian war. These unsettling pieces trace different and urgent searches for justice, in the face of personal and political atrocities.

Ms Liebeskind.

**Ms Liebeskind,
Head of Psychology**



Former Psychology Student returns to WCHS

Kavita Solder studied A level Psychology at WCHS. She left in 2007 to study Social Psychology

at Loughborough University. How did she find herself back at school one Wednesday afternoon on April 1st? Ms Fearnham had sent me a link to Futures First an online network of alumni, which is how I had discovered that one of my former psychology students was now studying to become a chartered psychologist and was busy working in Devon to help improve the educational chances of young people in the West Country.

When I knew Kavita, besides her growing interest in Psychology, she was also passionate about running. Usually she would arrive promptly to Psychology lessons, her hair tied back in a ponytail, dressed in her running gear, ready to go training as soon as school was out. I remember thinking that her active interest in sport would not only make her a very fit person, but also give her the kind of mental resilience she would need if she were to go on to become a working psychologist.

Kavita kindly replied to my email, and agreed to come and speak to students at Woodford now, about her own journey into working Psychology. A group of interested pupils from years 13, 12 and 11 learned that Kavita's professional marathon had taken her through being a Graduate Learning Support Assistant in an Autistic Unit, teacher training at Brunel University, and several years of teaching a Year 4 Class in Redbridge, before being accepted to study and work as an Educational, Child and Community Psychologist based at the University of Exeter.

Among some of her top psychological moments, Kavita included the completion of her undergraduate dissertation which explored the links between levels of self-esteem and the amount of information disclosed on social networking sites; and more recently conducting her first dynamic assessment as a trainee Educational Psychologist.

As a group we experienced the flavour of the dynamic approach participating in a complex figure drawing exercise, and some standard coloured blocks and sticks tasks. Kavita demonstrated assessment exercises with a simple starting point, by asking Woodford girls to step forward to take some of the tests. She showed us how these could be developed to levels of greater complexity to assess the cognitive development of children. Talking about her own case studies, Kavita gave us fascinating insights into the relationship dynamics between herself and some of the young people she has worked with in her role as an Educational Psychologist.

We hope to see her back at Woodford to talk more about her PhD research, and maybe to conduct some psychological experiments on Woodford County High School students!

Ms Liebeskind
Head of Psychology

World of Work Day at Woodford



On a Monday in mid-July Woodford students dressed not for school but for a professional work place. The timetable was suspended and 26 former students returned for the day to run activities and challenges connected with their jobs. All

students registering for the Careers Conference in the Sports Hall received a bright coloured conference bag filled with gifts donated by the school's suppliers.

Alumni spoke to them not only about their working lives but about their career paths to date, about opportunities and challenges and about maintaining a work / life balance. Students also

participated in two of eight work place scenarios, designing advertisements, tackling international development problems, fulfilling photography assignments, assisting with police investigations and so forth.



Woodford's 4th Co-curricular Day was designed to get girls thinking creatively about possible career paths and developing skills in networking and presentation. The idea started with the School

Council who wanted girls in the lower years to have the sort of opportunities we've been providing for Sixth Formers.

In a plenary assembly at the end of the day girls bubbled with excitement about what they done. One student said "I don't get a chance to meet people like this outside school. It was a really great day."

In keeping with our focus on Careers Education and Guidance, the parents of Year 10 students took their daughters to



work with them. This preliminary insight into the work place should be useful preparation for full work experience in a year's time. Year 12 students, in addition to facilitating the conference for younger students, attended talks about particular career areas, about apprenticeships and about gap years.

The school was supported in organising the day by "Future First", an organisation which seeks to build an active alumni community for every school. Former students clearly enjoyed their visit and their support of their successors was much appreciated.



Ms Jo Pomeroy
Headteacher





National Women in Engineering Day

On Tuesday 23rd of June, a group of year 9 students had the opportunity to attend a "Women into Engineering Day" at University College London.

The day was organised by the engineering department at UCL and gave the students a detailed insight into the world of engineering. The day started with a question and answer sessions with a panel of well renowned engineers which helped to explain the different types of engineering and to detail what life as an engineer is really like.



Hearing about the exciting projects that the engineers had been involved in engaged all in attendance. From working with Bill Gates in sub-Saharan Africa, to presenting "Everyday Miracles" on the BBC, the girls learned how dynamic a career in engineering can be. After the Q and A session, it was time for the speed networking part of the day. Students spoke to a whole range of engineers about different projects they had been working on. The engineers even demonstrated some of their engineering work to the students and gave them advice on how to become a successful engineer.

Overall, the students found the day very informative and interesting. The students came back to school with a much greater understanding of what a career in engineering involves and with eagerness to be the next great engineers of our time!

Mr Donohue, Head of Work Related Learning

Women into Engineering Day with Kier

Serendipity played a part in the scheduling of a presentation to the School Council on "Women into Engineering Day". Kier, the contractors for the school expansion project, showed girls 3-dimensional representations of the proposed development. Councillors quizzed them on issues including the eco-friendliness of the design, the circulation of students around the building and the likely impact on school life while construction is underway. The design manager and structural engineer on the project – both young women – then talked to girls about their route into the profession and about the sponsorships and encouragement available to support girls to become engineers. It was an interesting and informative session and students rose well to the challenge of specialist vocabulary and the technical nature of the subject under discussion. We'd love to see some Woodford girls carving out careers for themselves in engineering.



**By Jo Pomeroy
Headteacher**

GCSEpod...a new revision tool for Woodford Students!

This year Woodford has subscribed to GCSEpod, a new and innovative revision tool that students can access in school, at home and on the go via a smart phone. GCSEpod is a resource students can use to support their learning and revision; it breaks subjects down into manageable chunks, using audio and visual effects to bring information to life in over 3500 different 3-5 minute podcasts. GCSEpod has been very well received by students; since its launch just before Easter, Woodford students in year 10 and 11 have streamed 9968 podcasts and downloaded a further 3219 podcasts to watch later.

Here is what some of our students have to say about GCSEpod: *"GCSEpod has been one of the most valuable revision tools I have used so far."*

"Concise, specific and genuinely entertaining...GCSEpod made revision seem like a less tedious and time consuming process"

"I can learn and revise things at my own pace. I can pause, rewind and watch podcasts again, as well as being able to download them."

"Being able to revise whilst travelling was always a problem for me...since GCSEPod was introduced to us, I can download any Podcast I want and watch and listen so I don't have to take out textbooks and find the correct pages on the go."

"The podcasts have a good balance of text and diagrams. This meant that I could recall information more easily by remembering the image or diagrams surrounded by labels or keywords."

"I would certainly recommend this site for teachers and students alike"

Students can access the site by going to www.gcsepod.com. If it is their first visit they will need to click on the turquoise tab that says 'NEW HERE? GET STARTED', select pupil, and complete the information. They will then need to set up their own username and password (they should make a note of this somewhere) and then they are ready to go. Podcasts are added and updated regularly so keep checking back. We hope students will find GCSEpod a useful tool as we go into the next academic year.

Miss Irwin
Key Stage 4 Co-ordinator



School guinea pigs



Picture above: Guinea Pigs Cinnamon and Spice.

Picture below: Mr Gurnett and Mr Leo with the guinea pigs.



In the past year, WCHS has adopted some Guinea Pigs named Cinnamon and Spice. They have proved to be a delightful addition to the school community.

A number of students have helped to care for them during breaktimes and lunchtimes. The girls have been keeping a diary of their diet and health. Mr Gurnett and Mr Stimson kindly constructed an outdoor run for them, so during the day they can be found happily munching on grass outside the science labs. If the weather is poor, they keep warm in their indoor cage which is located in Mr Leo's classroom, no doubt listening intently to his Physics lessons!

Mrs Coomber, Premises Administrator

Disaster Emergency Committee - Nepal

Thank you to everyone who helped the Geography Department raise a whopping **£998.80** for the Disaster Emergency Committee Appeal for the Nepal Earthquake. The additional non-uniform day, cake sale and generous donations will make a huge difference. Thank you to 7R for doing an amazing job with the cakes and collections



Ms Richardson, Geography Department



Year 9 project With *Future First*

Being Year 9 students, my classmates and I were lucky to participate in a research project held by *Future First*, an alumni organisation that helps young people across the UK achieve their potential. This year, the project consisted of being taught by two ex-Woodford students: Ms Lucy Kirkwood, a successful playwright; and Ms Nathalie Richards, the CEO of EduKit.



Lucy Kirkwood

After studying Shakespeare's play *Much Ado About Nothing*, Ms Kirkwood taught two English lessons to our class, alongside Ms Starcevic, to aid us in writing dramatic monologues for one of the characters in the play. We began by analysing different quotations from the play in small

groups, which led to a thought-provoking class discussion guided by Ms Kirkwood enabling us to understand the characters in more depth. Ms Kirkwood then used her expertise in playwriting to explain techniques used to compose effective monologues. She explained the different reactions of each character and advised us on how to show different emotions through speech. Following Ms Kirkwood's instructions, we selected our favourite quotations and used them to produce fantastic monologues; some of them were bursting with humour and others with great anger and grief.

During the second half of the Summer Term, the current CEO of EduKit, Miss Richards, taught two English lessons to 9W about an array of non-fiction writing. In fact, Miss Richards brought in an article of her own as an example for us to use. We had been studying a play written by Terrence Rattigan, *The Winslow Boy*. It is a work of fiction based on the case of a young boy, George Archer-Shee, set in the early 1900s. A mock-press conference, in which six students acted as the characters from the play, was held in class.



Nathalie Richards

The other twenty four students acted as journalists and interviewed the characters in order to form a piece of non-fiction for a chosen audience. During the second lesson we wrote our non-fiction pieces taking on board all of Miss Richards's useful advice. The end results were as brilliant as they were in Ms Kirkwood's lessons. Entertaining gossip columns were written alongside informative reports and witty comics.

Overall, having two former students teach our class was great fun and we all learnt a huge deal. We were shown that fiction and non-fiction could both be creative, and we were able to develop our skills further. It was a privilege to meet Ms Kirkwood and Ms Richards, as they not only helped us develop our skills in English but also provided aspiring writers at Woodford with an insight into what writing is like in the real world.

Overall, having two former students teach our class was great fun and we all learnt a huge deal. We were shown that fiction and non-fiction could both be creative, and we were able to develop our skills further. It was a privilege to meet Ms Kirkwood and Ms Richards, as they not only helped us develop our skills in English but also provided aspiring writers at Woodford with an insight into what writing is like in the real world.

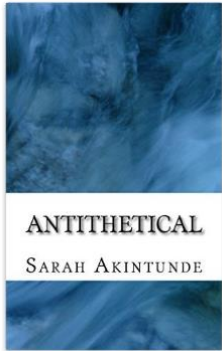
**Year 9 Students and Ms Jasmina Starcevic
English Department**

Redbridge School Fairness Conference



On Thursday 9th July, Miss Irwin took ten Year 10 students to Beal High School to participate in the Schools' Fairness Conference. At this, the first conference the Redbridge Fairness Commission, aimed to find out what students in the borough deemed fair or unfair in society and how we could address these issues in Redbridge. The event was hosted by organisers of 'The Spark' (who are also organising a free week long programme of activities concerning social justice). We started by discussing general injustices internationally before moving onto more local issues. In an activity called 'Spectrum Lines', we were asked to show our standing on how fair we thought the world was and debated this with other participants. By the end of the conference we concluded that our priorities as a Borough were to promote community cohesion between different generations as well as providing more work experience opportunities for the youth.

By Eugenia Sarpong 10N, Hannah Procter 10H, Zaynab Ahmed 10H, Sonali Panesar 10R, Ashley Singh 10N



Aspiring author publishes first book!

8N was really proud and impressed when Sarah Akintunde announced that she had published a book (written when she was 12). She produced the book during form time to the great excitement of both her classmates and form tutor. Sarah kept her cool despite all the excitement around her and added it had taken her a month to write

the 292 page book.

Its title is 'Antithetical' and the back cover reads: 'In a desperate effort to stifle the worst aspect of human nature –desire- the government has created Circles: round, impenetrable areas, which the inhabitants are forbidden to go beyond. As the government hoped, this restriction hugely lowered crime and wiped out war.

But what the world's previous leaders didn't hope for was the Antithetical. With supernatural abilities viewed as the most sinister thing existing, these Antitheticals are constantly hunted and instantly imprisoned, whether innocent or otherwise. Their collective name is spoken only in whispers. The Antithetical have never bothered Isaac's or Isolde's personal lives, but that is drastically about to change.' ISBN 9781508548805

We wish Sarah well for her aspiring career as an author.

Dr A Maldjian
8N Form tutor



Year 10 Art Workshop

Year 10 art students have worked with artist Fenella Magnus at the William Morris Gallery recently, examining closely the work of Yinka Shonibare and its connection with William Morris' political ideas. The girls explored their "Cultural Identity" through creative experimental textile based work. Their fabric square pieces will contribute towards a large sculptural dress outcome on show soon.

Ms Jerome
Head of Art Department

Y7 and Y8 visit to Royal Observatory Greenwich



This Summer term the Science department took the whole of Y7 and Y8 to visit the Royal Observatory at Greenwich. This was a fantastic opportunity for our girls to experience such an extraordinary historical site, where they learned about space exploration but also about researching our own Earth. In fact, the Greenwich Observatory was set up to improve British maritime navigation.

At Greenwich our students

were very enthusiastic and participated fully in the workshops. The Planetarium shows were very inspiring and the astronomers there were very helpful in trying to answer all the questions our girls had.

We were very lucky with the sunny weather which meant we could have a picnic in the lovely park, relax under the shade or play games on the grass. We were also able to walk under the Thames. We crossed beneath the river via the Greenwich Foot Tunnel, which is an experience in itself. On one of the days an Old Girl recognised our uniform, which the girls wore very proudly.



Dr J Metelo
Science Department

Sutton Trust US Programme

America. The very word conjures a, rightfully so, varied reaction; but since I was a little girl, I associated the land of the free with my future, at least in some small way. It is with this realisation that I decided studying in the US was a dream I was willing to pursue. However, the task of actually applying to the US for many international students can seem daunting and, to some degree, futile.



After having attended a number of American university fairs, college outreach evenings and spending the summer of Year 11 researching online, one lead struggled to rise out of the blur of information and advice: the Sutton Trust US Programme. With a few taps and clicks, I found myself scrolling down the US Programme page, seeing numerous success stories of students from all over the UK attending some of the most renowned institutions in the US. I wanted to be one of these.

Applying to the Programme was a process that fuelled my desire to study in the US. Unlike the sturdy UCAS application, this application (modelled on the American equivalent of UCAS, the Common Application) wanted to know me for who I am – not for my undying love for a chosen degree course. I truly felt a sense of accomplishment upon hitting the ‘submit’ button and could hardly wait for a reply.



So far, my Sutton Trust US Programme experience has solidified my ambitions for studying in the US. The immense support and advice that I have received, during both the Easter and June residentials, has definitely made me a stronger applicant in my opinion. Ranging from admissions exams and applications essays to how to choose a university and the fundamental differences in the two very different systems, the information presented to me has been invaluable. Furthermore, meeting like-minded students from all four corners of the UK has made what seemed like a solitary journey much more enjoyable.



This summer, I will be travelling to Boston with the Sutton Trust for a week, visiting the likes of MIT and Harvard as well as a selection of other prestigious institutions. Living on the MIT campus will certainly be the highlight of my summer, as well as having the opportunity to visit campuses I may be applying to in the autumn. I am excited to be taught by leading experts in their own fields and will aspire to seize the occasion with both hands.



More Information:

<http://www.suttontrust.com/newsarchive/sutton-trust-us-programme-2015-cohort-announced/>

Photos:

<https://www.flickr.com/photos/usukfulbright/with/17321853355/>



Cross Curricular Visit to Berlin



The recent trip to Berlin, run by the Art and German departments, also incorporating a historical aspect thanks to Ms Quinn's presence, was a most memorable and insightful experience. From the very start we were encouraged to think about Berlin's history which is what has shaped the city today. We saw how the Art and Culture of Berlin was influenced by events such as the Cold War and the Holocaust. The turbulent past of this city has influenced the attitudes people have towards overcoming it and we learnt that there was even a word in German which meant to come to terms with the past. We saw through the Modern and Contemporary Art the resilience of Berliners to move on and bounce back from the past. We learnt that there was even a movement in Berlin which sought to evoke 'nostalgia for the East' showing just how interlinked the Art and History of Berlin were with the character of the city and its culture. Different periods of history from the era of Kaiser Wilhelm to Soviet Occupation even shaped the Architecture of Berlin showing that Berlin is a city of both the old and new. It embraces its Art and History rather than hiding from it, which is what makes it such a vibrant and wonderful city to visit today.



Jahba Kausar, Year 12

Annual Arts festival



The Summer Arts Showcase 'Fusion' lived up to the expectations of the many who believed it might just be the best event of the year. A massive thank you goes to Mr Roberts and all the brass players who opened the evening with flair. Despite the theme of storms in the Senior Orchestra's selection of pieces, ('Thunderbirds' and the 'Thunder and Lightning Polka'), the weather was on our side. The atmosphere created by the aromas of freshly baked cakes, artistic performances and light chatter is unique to the Showcase – a mood all the talented musicians should be proud to have set. We're very grateful to Miss Hasler and the other teachers who made this event so successful.

Ashley Singh 10N

Thank you to all parents, friends of the school, family and staff who came to celebrate the talent of our students involved in the showcase 2015. The evening was an incredible success, displaying the vibrancy of a wide range performances- of classical plays and music, outstanding Art and Technology work and refreshments from the food Department. The curators rose to the challenge of "fusing" the different events to make it a most enjoyable memorable evening.

Ms S Jerome, Head of Art.



Reading Week 2015

This year's Reading week was organised by the English Department in conjunction with Ms Horn, Woodford's librarian. After last year's Reading Week, students requested that we



bring in authors to talk about their journey to becoming a writer. With this in mind, we organised for three authors to visit the school over the course of the week.

The first visitor was the poet, Adisa, who performed his poetry for Years 8, 9 and 10 in the Greek Theatre and held writing workshops with students in years 7 – 10. His lively and interactive performance went down a storm with students and his workshops inspired those students who attended to produce some beautiful work.

On Wednesday the novelist, Sita Brahmachari, gave a series of talks to students in all year groups about her novels 'Red Leaves', 'Kite Spirit' and 'Artichoke Hearts' amongst others. She also talked about her journey towards becoming a



writer, what inspired her and why she wrote for young women as her primary audience. In the afternoon, Sita, and a group of year 10 students, took part in a video-conference with

Woodbridge Secondary School in which she answered questions from students about some of the inspiration for her novels, their themes and her experiences as a writer.

As the week drew to a close, novelist Kate Eccles-Horn visited students in year 7 to discuss her novel 'Dogs don't Fly' and to talk about, and answer questions on, her experiences as a novelist.

All three authors also held book signings in the library at lunchtime where students were free to talk to them about their work one-to-one.

Alongside our visits from authors, students were also invited to the Great Book Swap and Sale on Friday lunchtime and invited to dress as a hero or villain for our non-uniform day in aid of the Literacy Trust. The English Department dressed as the fairies from 'A Midsummer Night's Dream' and asked students to speculate on whether or not they were heroes or villains.

All in all a very successful week which we hope will have inspired our students to both read and write more.

Ms Charlton, English Department

Let's Think in English

KING'S
College
LONDON

Let's Think in English is a project led by the Education Department at Kings College London. The model is based on a series of 30 lessons that are delivered bi-weekly to students in years 7 and 8. The lessons, which are based primarily on the discussion of poems, stories and other literature, are designed to further students' reading skills and their confidence in discussing their ideas in small groups and as a whole class.

Case studies on schools which have used the model have yielded very positive results. Let's Think in English has been found to improve students' written responses to literature as well as their written expression overall. There is also evidence that Let's Think in English can have a positive effect on students' performance in subjects across the curriculum.

This year the English Department introduced Let's Think Lessons in years 7 and 8. Students have responded very positively to lessons with 88% of those surveyed identifying that Let's Think lessons have helped them to develop their confidence in articulating their ideas verbally and 85% of students confirming that they felt that the lessons had helped them make progress in English this year. 100% of students said that the lessons should continue, confirming our view that they have enriched our syllabus and students' experiences of literature.

If you would like to find out more about the Let's Think in English model or would like to view their case studies, you can visit their website at <http://www.letsthinkinenglish.org/>.

Ms Charlton, English Department



Crowned with laurels Classics Department wins award

Woodford has been identified as the highest performing English

grammar school for girls taking 'Classical Civilisation' at GCSE. It's a popular subject here and taught in a department that also offers Latin and some Greek. Academic study is enriched by theatre trips and biennial visits to Greece and to Italy. The Greek Theatre in the school grounds provides a unique performance space for classical plays. We're delighted to be recognised as a centre of excellence for the teaching of the Classics.

Mr McClelland
Head of Classics

The Redbridge Book Awards

Every year, the Redbridge Schools Book Award, organised by the Redbridge Schools Library Service, takes place at Ilford Town Hall. Pupils of every school in the borough are able to vote for the author of the shortlisted book they found best to read.



Picture right: WCHS students participating in the Redbridge Book Awards Quiz

This year, six of the shortlisted authors were at the ceremony; they were: Keren David, Bali Rai, Kevin Brooks, Ashley Harrold, Polly Ho-Yen and Sita Brahmachari. This author panel provided pupils with advice on writing and explained how they had been inspired to write, answering many questions.

A group of Year eight and nine pupils attended the event on 25th June, accompanied by Mrs Horn and Ms Faid.

One enjoyable part of the day was the quiz. Although we did not win, we had fun participating. Another part we enjoyed was the book signing, when students could buy books and get them signed, and talk to the authors. We were incredibly lucky to be able to talk to them personally and they gave us ample time.

A special mention goes to Ayesha Ahmed in 8H, who was awarded second place in the students' writing competition. The results were announced at the awards ceremony. Congratulations, Ayesha.

Finally, this year's winners of the Redbridge Book Award were announced: the teen category winner was 'We Were Liars', by E. Lockhart, with 'Half Bad', by Sally Green in second place and 'Salvage', by Keren David. All in all, it was a wonderful day.

Rashmi Banerjee, 8H

Citi Bank Visit



On the 29th June, five Year 9 Woodford students had the opportunity to visit one of the world's leading financial companies Citi Bank at their headquarters in Canary Wharf. Citi provide services in over 101 countries globally and the whole trip was a huge privilege. Accompanied by Mr Mawani, we five set off from Woodford station in the morning and when we arrived in the Docklands, we were greeted by an impressive array of sky scraping buildings- the glass windows glimmering in the gorgeous sunshine. The day consisted of group bonding tasks, speed networking with the professionals, introspective portfolio building activities, debates, and a presentation on different sectors of a bank- all supported by the helpful and knowledgeable volunteers at Citi. It gave us all a whole new perspective on the financial world and changed all our ideas about what it would be like to work in a similar field, and I feel we all benefitted hugely. Our most genuine thanks to Ms Athman (Head of KS3) for organising the visit.

Shreya Banerjee, 9N



Teach Through Music



Throughout the course of this year, I have been involved with 'Teach Through Music' - a London-wide initiative concerned with making Key Stage 3 Music lessons more musical - i.e.

enabling all students to act as musicians in the classroom.

The initiative has comprised a wide-ranging offer of professional development opportunities, including seminars on progression in the music curriculum, conferences on how to work with external partners (such as orchestras and concert halls) to support music education in schools, and short courses on practical elements of music teaching. I have thoroughly enjoyed taking advantage of many of these - all free of charge and funded by the Mayor of London's Schools Excellence Fund and the Department for Education - and I hope that students have also enjoyed me trying out some new ideas in the classroom - a whole-class band project with 7R, for example, drew upon a course that I attended on ensemble composition.

I have also been fortunate to work as a 'fellow' for Teach Through Music - a post which has both involved mentoring less experienced Music teachers, and guiding them through conducting case study research into their own teaching practice, and which has given me opportunities to run workshops and present at several of the conferences this year.

Ms Hasler
Head of Music

Joint concert success continues

On Thursday 30th April Ilford and Woodford County met for their third annual joint concert, this year held at Woodford County. The concert opened with the Joint Wind Band performing Hello Dolly, a coincidental warm-up for Woodford's Summer Production, and Joplin's Easy Winners. This was followed by an enjoyable performance by Ilford County's Indian Ensemble, directed by Mrs Parmar. An element of friendly competition emerged as both school's choirs took the stage, the WCHS choir sung Bob Dylan's Make You Feel My Love and Whitacre's The Seal Lullaby followed by ICHS's rendition of Duke Ellington's Satin Doll. The two choirs then joined to perform The Blue Bird, We Shall Overcome and Waltzing Matilda. We were very impressed by Ilford Music GCSE class' performance of Omar Puente's Son Maniguero which has sparked our interests in creating our own GCSE music band to perform next year. Finally, the audience was treated to Serenade by Dvorak and the Capriol Suite performed by the joint orchestra. Overall, the evening was a great success.

Aarti Amin 10H and Zaynab Ahmed 10H

Year 7s explore Carnatic and Western Music



Picture above: Year 7 students perform on Western and Carnatic instruments

In late June, a group of twenty year 7 students had the fantastic opportunity to work with professional violinist, Preetha Narayanan, in a half-day composition workshop. Like many students at Woodford, Preetha has a wealth of experience in both the Western Classical and Carnatic music traditions, and workshop brought both of these together to explore how the two musical styles relate to each other. Students worked with Mohanam raga (or, in Western terms, a pentatonic scale) to compose melodies and chord sequences, using a 7-beat tala (or rhythmic cycle).



Photo above: Visiting musician Preetha Naranayan directs the Year 7 ensemble

After several hours' work, as well as a lot of fun musical activities, the outcome was a highly creative and exciting composition, which was performed to the rest of year 7 in a mini concert. The workshop was great fun for all involved - and hopefully gave students a better understanding of each others' musical backgrounds, and will encourage more of our talented instrumentalists to get involved in music at school!

Ms Hasler, Head of Music



Learning Greek for Year 10!

The idea of learning Greek appealed to us, as it would further our knowledge and understanding of the classical world. We had a lesson each Thursday after school, in which we would look at both the language and the background. We had to learn a whole new alphabet, which made us feel as if we were young children again. However, soon enough, we got to grips with the alphabet and began learning the basics of the language itself, before going on to read passages about people like the Locrians and their fascinating judicial system, in which the idea of “eye for an eye” was thoroughly embraced.

Greek was a relaxing, enjoyable after-school escape from the pressures of coursework and exams, until we realised there was an official OCR Greek Entry Level exam, in TWO WEEKS! Suddenly everyone sprang into frantic revision mode. Those who had Duke of Edinburgh challenge sat at one in the morning, pouring over verb tables like lunatics. However, in due course, the Greek exam was OVER and we celebrated a year of fun and frolics with a Greek-themed party. We were well supplied with pitta bread and hummus, with the occasional stuffed vine leaf. Ms. Douek and Mr McClelland certainly enjoyed this, as did we all.

On behalf of all the girls who participated in the Greek lessons, we would like to thank Mr McClelland and Ms Douek for making our experience so enjoyable (and for giving such a lovely addition to our university applications).

Ranmini Mudannayake and Antonia Pereira (10R)

The Library Roundup 2015

Investing in the Library

This year in the library has been a busy, but ultimately a very rewarding, one where real change is tangible. To highlight just a few of the significant events and changes is a difficult task but it would be remiss not to mention the generous contribution from the PFA to improve the fiction stock. The effects of this will be keenly felt in the new school year, with many of the requests now on the shelves to be enjoyed by staff and students alike. Also in partnership with the PFA, the “Book Sponsorship Scheme is going from strength to strength, with a very successful Year 7 Induction Evening. Thanks must go to Maryam Khan (7H); Avneet Hunjan-Kalsi (7H); Dilpreet Lalli (8N) and Year 13 House Librarians (now Old Girls), Nafseen Islam and Safiyya Dedat for their skilful bookplate designs. Opportunities to contribute to the scheme are always welcome; indeed our stall will be set up at events throughout, in the new school year. We will keep you posted.

Ms Horn, Librarian



The Library Roundup 2015 *continued from page 20*

Changes

The most significant physical change to the Library has been the redesigned footprint. The Reference Library (formerly The Junior Library) and The Library (formerly The Senior Library) have been rebranded and redecorated whilst the stock cataloguing continues into the new academic year. It is apparent that the changes have brought a crisp and welcoming academic environment to both, making them truly fit for purpose and function. This is evident in the positive feedback from staff and students but more importantly in the mixed usage of the rooms, with the sixth formers spending considerable time in both throughout the morning and afternoon, whilst all other year groups take advantage of the 'less formal' yet ordered activities, such as book clubs, quiet study and revising, during break times. Look out for a revised timetable of activities being held in the library in the new academic year.

Top of the list include the Redbridge Book Awards held last month, led by Ms Faid of the English Department. Since October a voluntary group of students has been working with others across the Borough to sort, weed and debate a huge selection of new YA fiction titles. The process culminated in the awards ceremony, giving students the privilege of 'grilling', chatting and applauding the motivating authors who attended. The girls' admiration of the authors' dedication to the young adult genre was apparent, but their honesty and openness when tackling a lively Q&A session that followed was genuinely respected by all those present. Special mention must also be made of Ayesha Ahmed (8H) whose second place in the Redbridge Poetry Competition was undoubtedly the highlight of the day for us. Her surprise, and our delight, simply demonstrates her obvious talent and modesty. We look forward to participating in this event next year as well as all manner of creative writing competitions. Stay tuned.



And finally ...

The recent notable collaboration with the English Department has been the success of Reading Week. This enrichment week was truly brought to life by the inspirational guests who entertained the girls throughout and included their participation in the two consecutive video conference events between us and other schools in Redbridge. This new facility located in the Library promises to open up the ability to share resources with other schools, but also a route for our students to access an ever-expanding educational (and entertaining) events schedule. This includes opportunities such as joining university lectures, drama and creative arts workshops and Q&A's with institutions and professionals in their fields of expertise. This resource is a growing enterprise and we are very fortunate to part of it – a truly exciting new tool available to the whole school community.



Wishing you a very sunny, happy and restful summer holiday.

Mrs Horn
School Librarian

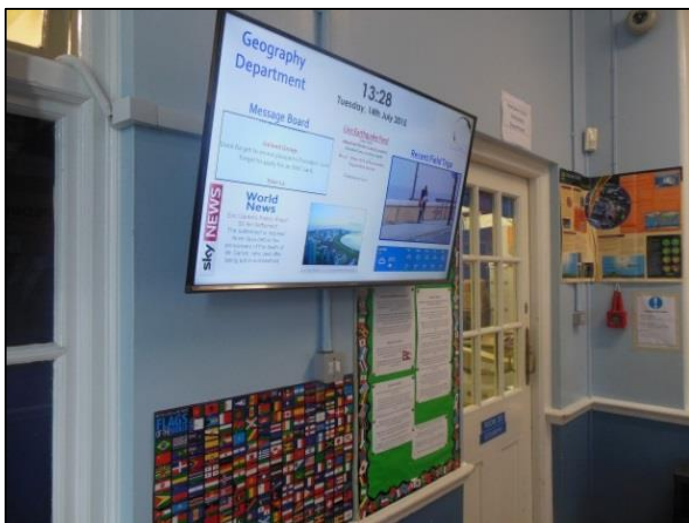


Geography Department Summer 2015

As is the case every summer term, the Geography Department has been out and about; completing fieldwork in Herne Bay, Rochester and various locations across East London. The weather has been reasonably kind to us and those taking part appeared to really enjoy the opportunity of getting outside of the classroom (*I think they liked the ice cream and fish 'n' chips too!*). Such experiences are invaluable in that they help to develop important teamwork and leadership skills and, of course, a range of primary data collection skills – the latter of which is a key focus of the new GCSE and A Level Specifications that are descending upon all geography departments from September 2016.



We have also been working hard to install our own digital signage screen outside of the geography teaching rooms and it helps to keep students up to date with live global news, up to date weather forecasts and details of the latest earthquake activity anywhere in the world. Important geography department messages and images of students taking part in recent fieldwork, are also displayed.



The next year is going to be another busy one with Miss Richardson and myself spending lots of time planning for the changes to GCSE and A Levels. The new Specifications look really exciting and they include aspects of geography very relevant to the 21st century world we live in as well as placing location and place knowledge at the heart of geographical learning. The Geography Department continuously tries to make links between the subject and different careers available to those in the world of work. If any parent feels that their own job demonstrates the importance of a successful geography education, I would love to hear from you. Allowing students to hear from people working in the 'real world' is really important and can help them appreciate what they are learning and why.



The photos here have been taken in the past term. Please make sure your daughters keep up to date of everything going on in the world over the summer holiday. Many thanks for your continued support.

Mr I Saxton
Head of Geography

General Election

The Seventh of May 2015 was, of course, the date of the UK General Election. To mark the event we ran a parallel election campaign in the school, although our final result was somewhat different from that of the rest of the country:

Taybah (8W)Conservative	60
Namra (10N)Green	187
Ashley (10N)Labour	177
Aasha (7R)Independent	34

Here are three of the girls’ recollections of taking part:

Aasha



Although I came last I do not regret putting my name forward. I had a new experience of debating and giving speeches to pretty much the whole school. I would like to thank Mr Jenkins and Dr Bradshaw for this amazing opportunity. I would also like to thank everyone that voted and to everyone in 7R for supporting me. Congratulations to the Green Party candidate, Namra Din.

Ashley

Politics can sometimes be likened to childish games. It should be said that the only reason I am infamously unbeaten at ‘Monopoly’ is because I haven’t played it enough. Our campaign had adventurous (yet completely clean) tactics, like making our mark by immersing the school in bright red posters immediately succeeding everyone’s two week break. Or dishing out facts on Brighton Council in rhyme during the debates. I would like to think that the weeks spent completely absorbed in the country’s General Election gave me the right words to impact my peers, albeit 10 too few.



In all seriousness, I took the election as a great opportunity to have some fun. The hypothetical campaign bus definitely went down the humorous route when it came to publicity, as you would know if you had seen my eye catching imitation of Ed Miliband and his bacon sandwich, alongside a variety of posters accompanied by ironic captions. In fact, it was taken to social media where I updated people on the campaign in photos on a surprisingly successful Facebook page. I even received a Twitter follow from Abby Tomlinson, founder of the ‘Milifandom’. By this point, I was inspired to get more involved.

Straight after thee school election results had been announced on the 7th, I was on my way to volunteer for the Party in Ilford North. Within school, I have so many people to be grateful for. Mrs Stone was a saviour for lending out bluetac to candidates and I appreciated all the helpful discussions with staff and students alike. There’s no doubt this Election got the school talking and I’m sure the fun and games won’t stop there.



Namra

I want to start by thanking everyone who voted for me and my amazing team members: Ananya, Zahra, Kat, Shankari and Sonika. Before the school election I had never taken any interest in politics. I had no idea how or who our country was being run by. I find it quite disappointing that people turn away from even hearing the word politics. As the youth of today we should be intrigued about the world around us as we are the generation that will change the world eventually if we contribute and play our roles in society.

I thought that Woodford girls would not be interested in politics, but I must say that I was wrong. I think we should applaud everyone who participated in the election, whether they took the time out to vote, participate by asking a daring question or by joining my Year 8 election fan club. The majority of the Woodford girls were engaged, which made this experience so much more enjoyable for everyone.

I remember when the time for the debate approached it was the MOST terrible yet thrilling experience of my life. Somehow I seemed to enjoy the burning sensation in my face as I stood on the stage trying to persuade Woodford girls to vote for me. The experience can be very daunting and there are many times when you can blank out but you have to keep going.

This opportunity benefited me as it eliminated my fear of public speaking. I gained friendships and it also felt great to finally stand out. I would like to thank Dr Bradshaw and Mr Jenkins for such a wonderful experience. This opportunity opened up another passion of mine which I never realized that I had. I hope teachers introduce opportunities similar to the mock election more often as it helps to boost your confidence up and contributes to how well you participate in lessons.

What I’ve learned from this election is that you can get all the A*s you need for your GCSE’s but if you can’t carry out simple conversations or if you don’t have the confidence to get your critical views across then you’re not going to get very far in life. Overall it was so much fun to prepare for and I am proud to be the winner of Woodford County’s mock election.

Mr Jenkins
Deputy Head

Picture right:
WCHS Election
Candidates



Picture left: WCHS Polling Station.

Spiritual Photographic Competition July 2015



Courage

There were a number of different interpretations of the five themes presented for each day of the week of the competition: Courage, Forgiveness, Wonder, Compassion, and Sacred.

Each entrant had to accompany their photograph with an explanation of how their photograph related to the theme.



Courage

Although some girls didn't always understand the meaning of some of the themes, others managed to make some novel interpretations.

The overall winner, with the best image in three of the five categories was Shobana Sivathevan in 9H who wins a £50 Amazon voucher.

Mr Becket, Head of Religious Studies



Sacred

Memorial Garden



The Woodford community is a large and cohesive one that encompasses, as well as its present cohort, all the students and teachers who have been part of its 95 year history. We also carry forward in our institutional recollection those students who, tragically, lost their battles with illness during their school days here. These students' photographs are displayed in the entrance foyer and they are remembered in the

memorial garden, designed in the 1920s. A priority as we plan for the expansion of the school has been to find a fitting spot to recreate this tranquil space. At Easter, our garden design company established a new garden of remembrance in the rose garden at the front of the school. Photographs of the first memorial garden, and the raised House Planting Bed next to it, have been taken for the archive and are included for your interest here. You can see both the original garden and the new one with the original plaques for the two students; Kim and Gemma. More shrubs are to be planted over the next months.



Ms Jo Pomeroy
Headteacher



The New Memorial Garden



Auric - Shreyasi (9N) & Romla (10H)

Busking Friday

Busking Friday was a new event introduced at the start of the summer term. Girls are given an opportunity to perform in the Greek Theatre at Friday lunchtimes. It has now become a Woodford institution with audiences regularly in the hundreds. This gives the girls a great opportunity to show off their talents and to hone their live performance skills and has proved a wonderful demonstration of the wealth of talent that exists among the girls.

Since Easter we have had a varied group of performers doing slots ranging from 5 to 20 minutes in length. To date these have included:

- **Paradox** (Shanuja Ampigaipalan, Vidya Divarkaran, Erin Kyei, Tahreem Mahmud and Divya Patel, all of 9W), who perform a mixture of their own songs and covers. These are the only group to make two appearances so far.
- **Auric** (Shreyasi 9N and Romla 10H)
- **Prem Nandhra** (Year 13), who played guitar and sang.
- **Ankita Goswamy** and **Sarmily Thanarajasingam** (both of 9N), who sang some popular songs accompanied by keyboards.
- **Jessica Ceeney** (7N), who bravely sang solo, only aided by a backing track.
- **Third Person Empire** (Sonika Panesar, Ranmini Mudannayake, Antonia Pereira), who sang two pieces accompanied by a keyboard.
- **Simran** (9R), who sang beautifully, completely unaccompanied.
- **Danielle** (9W), who played several solo pieces on the flute.



Simran (9R)



Danielle (9W)

The odd member of staff has also been known to make an appearance.



Picture above:
Mr McClelland holds the audience spellbound.

Picture right: **Mr Pearce** and **Mr Jenkins**

The girls in the audience always get into the spirit of things, singing along, clapping and giving encouragement to those performers who are finding their nerves getting the better of them. We are all now looking forward to the final performances of this term on 17th July.

Mr Jenkins, Deputy Head



Ms Hasler and Mr Pearce

Duke of Edinburgh

We were pleased to start up a Duke of Edinburgh group for Y10 students at Woodford this year. Part of Duke of Edinburgh involves taking part in an expedition. Here is one group's recount of their expedition.

By The Walking Dead

-(which we were at the end of the expedition)



Our Aim:

As a team, identify different team roles and rotate each day.



Day 1: The Arrival

We started our expedition straight away. We also got lost straight away. Despite having no idea where we were going, we foolishly carried on down a suspicious looking path. This was not our fault – the compasses that we possessed all pointed in different

directions. It's true. After asking a variety of largely unhelpful people, we found, Rob, who directed us in the right direction.

The Bad Beginning

Despite our rocky start, we found where we were meant to be going fairly quickly: Lingwood Commons. We didn't realise that the hill would be quite so steep, or that there would be about twelve hills in quick succession. Each climb was accompanied by the INCREDIBLY creepy sound of an opening door, which was very eerie in the silence of the woods. Paranoid and convinced that we were in some sort of horror story, we carried on.

After debating whether to eat Joni, (and eventually deciding not to), we found a long road, which seemed very important, but was also apparently not on the map. We invaded a cricket game.

Day 2: Part 2 of our expedition

We woke up to the freezing weather, and slowly, due to our numbness, packed our stuff to set off again. Making a fast start, we were en route on time until we got lost and went in a circle. We found the right route again and finally reached camp looking like 'The Walking Dead'



The Long Journey Back to Camp

Within 15 minutes of walking back to camp we found ourselves in immense exhaustion and took a break. Again although we were tired we got back up and kept moving. We were hot, tired and physically aching, yet we carried on. We may have got lost a few times and encountered sharp thorns, extremely steep hills and incredibly large dogs but they didn't stop us from continuing to pursue our journey. Eventually after 2 more

hours of carrying those extremely heavy back-packs we made it back to camp. That journey was certainly challenging and pushed us to our limits.

Obstacles we overcame

- Fear of getting injured from barbed wire
- Fear of sheep
- Fear of dogs
- Fear of horses
- Fear of getting shot

Antonia, Joni, Kasduri, Thaaruga & Arani (10R)



After School Clubs

By Mr Jenkins



This year saw the launch of our new After-School Clubs programmed, organised and co-ordinated by Mrs Cook. The activities have proven to be hugely popular, and the range of activities that girls have been given the opportunity to take part in has been impressive. This has included:

ARCHERY
CHES
FASHION DESIGN
HAIR STYLING
MARTIAL ARTS
SILVER JEWELLERY

ARTS & CRAFTS
COOKING
FENCING
HENNA
NAIL ART
UPCYCLING

BADMINTON
DANCE
FILM SKOOL
KARATE
SEWING
ZUMBA



It would take up too much space to write about all of these individually, but the girls have benefited from the opportunity to take part in a mix of activities encompassing intellectual, physical and creative skills. It would be invidious to single out any activity for special attention since they have all provided the girls with great enjoyment and enriched their experience of school and education more

widely. Well done to all who have taken part, and a special thanks to the instructors who have run the sessions and to Mrs Cook for her hard work and energy in promoting this programme and ensuring it has run so smoothly.

Mr Jenkins, Deputy Head



Interhouse Dance

They had practised and rehearsed and practised again, and finally the big day came along. On 21st April it was time for the Interhouse Dance Competition. Forms from Years 7 to 10 competed against each other to produce the best dance routines before an appreciative and extremely excited audience. In fact, I'm not sure which was louder – the beat of the dance music or the shrieking of the audience!

The number of girls participating in each form varied widely, as did the range of costumes on display, many of which had been created especially for the event. Each team performed to a medley of music, combining both solo performances and choreographed group moves.

The job of choosing the best dances was made very difficult for our judges, chaired by our dance club instructor, Emily. It was a close-run thing, with 10H producing a particularly impressive performance. However, the overall winners, judged best because of the variety and quality of their moves and the high participation rate, were 8H. Well done to them and to all the other girls who participated.

Mr Jenkins
Deputy Head

Woodford County High School Sports Profile Ramisa Khan (7R)

Karate



I have been doing karate since the age of 6 and I find it a great martial art to improve self-discipline whilst doing a lot of physical activity! Currently I am a brown belt with my next belt being a black belt. I have been able to train to such a level, that I am now a member of the Karate England National Squad. As a result, last October I was selected to

represent the country in the Karate World Championships in London, where I achieved third place. The reason that I was selected as the English representative is because in previous year I had done extremely well on the national circuit. During such progress, I have become the English National Champion and have won the British Championships. I really hope to continue my international career and with the next world championships being held in Slovenia in November 2015, it will be a great opportunity to solidify my position on the world stage!

Ramisa Khan, 7R

Year 9 Outdoor Adventurous Activities visit to Fairlop Waters



On the 5th of June, Year 9 went on an exciting visit to Fairlop Waters to go bell boating. Despite the grey beginning to the day, the weather began to warm up; even though we had been

fearful of the typical British weather ruining our day.

We were split into 3 groups of 10 and given life jackets and paddles. We took 5 minutes to learn the basics of holding a paddle and then we got into the bell boats. There was one instructor on each boat who guided us along the journey. Our first activity was a race so we could all get comfortable paddling. This activity tested how well we could all work in teams and pushed us to come up with strategies on the spot.



After our competitive race, we were given some tasks to do by the instructors. Firstly, we stood in the middle of the bell-boat (around 50cm in width) and were told we had to link arms. Baffled, we did as we were told, and were then told we had to go to the opposite side of the boat, without letting our hands tangle or letting go of each other. Our group used their problem solving and communication skills, and with encouragement from the instructor supervising us, found a successful solution.



After this we were told to take a seat on our boats and played 'Fruit Salad'. This game entailed 3 people, one on each boat, being assigned a fruit name. When their designated fruit was called out, each person had to get up and go to another boat; a slightly worrying experience, as the boats kept on wobbling. Overall, we, along with the rest of Year 9, found this an amazing experience, due to the enjoyable activities and all the new skills we learnt to achieve the tasks set. The slightly daunting thought of being in open waters was quickly replaced with excitement and anticipation, even for those who were more water-shy.

Arshia Bhatnagar 9W and Parisa Teli 9W

Year 7 Borough Cross Country

Woodford entered 2 teams into the Year 7 Borough Cross Country 2015, which took place on Wednesday 22nd April. We left Woodford in high spirits as the sun was shining brightly, arriving early to allow time for our lunch to settle but more importantly to get out and walk the course. By the time we made it back to our base, lots of other schools were arriving and we didn't have long to wait for the race to start.

Woodford lined up on the start line along with 180 other girls from the Borough, it was going to be a tough competition but we knew the route and were raring to go. It is a long 2km race around the lakes and down the overgrown paths of Wanstead Park.



Woodford ran well, with Zaina Ahmed and Sarayu Bacchu finishing in the top 25; completing the course in less than 13 minutes! Abi Falana was not far behind finishing 26th overall. All the Woodford students finished in the top 90 runners!

In the end, Woodford finished 5th out of 14 Schools, behind Trinity, Wanstead, Bancrofts and Woodbridge.

All the Students involved should be very proud of their efforts!

**Miss Irwin,
PE Department.**

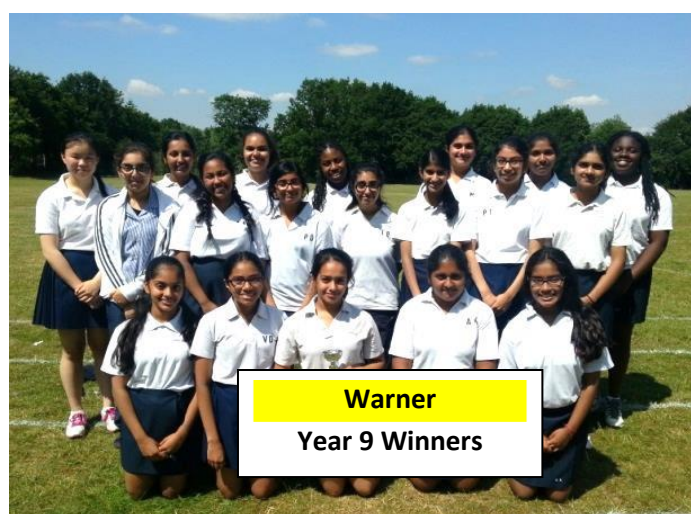


Interform Rounders

Once again this year the Rounders Interform was a great success. 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 the games and organise the teams.

The results are as follows:

Year Group	Ranking
YR 7	1 st – Warner
	2 nd – Highams
	3 rd – Newton
	4 th – Repton
YR 8	1 st – Highams
	2 nd – Newton
	3 rd – Warner
	4 th – Repton
YR 9	1 st – Warner
	2 nd –
	Newton/Highams
	4 th – Repton
YR 10	1 st – Newton
	2 nd – Repton
	3 rd – Highams
	4 th – Warner



Ms Bufton, Head of PE

Borough Athletics Results 2015

Girls have competed well to improve their place on the athletics top 10's, and a decent run of weather has meant Woodford girls have been able to take on the challenge of a whole range of track and field events. Extra athletics coaching at lunch time has seen girls make vast improvements and we have been especially pleased with the large turnout of year 7 girls, all eager to try out new events.

The Borough Athletics took place at Woodford Green athletics track over two days, with the Year 9 & 10 competing on Wednesday 17th June and the Years 7& 8's competing the following week. The weather for both competitions was lovely and sunny and Woodford girls enjoyed watching events and cheering on their friends as they ran past in their blue hooped vest.



The following girls did exceptionally well in their events:

Year 7

Jessica Ceeney 3rd place in the Triple Jump

Year 8

Anu Sofuyi 3rd in the 200m

Laurelle Brant 3rd in the 800m

Annali Olivelle 1st in the 1500m and 3rd in the Long Jump

Anu Sofuyi, Laurelle Brant, Annali Olivelle and Rea Robinson 2nd in the 4x100m relay

Chi chi Onyuke 1st in the Shot putt

Dilpreet Lalli 2nd in the Discus

Malathy Nithiyananthan 1st in the Javelin

Year 9

Harleen Athwal 2nd in the Hurdles

Year 10

Eve Register 1st in the 100m and 3rd in the Long jump

Hanna Procter 2nd in the 200m

Aisha Rana 2nd in the 300m

Eve Register, Simi Ayeni-Yegbe, Joni Griffith and Saima Syed 1st in the 4x100m relay

Eugenia Sarpong 3rd in the Discus



Ms Bufton, Head of PE

Borough Rounders Results 2015

We have seen a scorching Rounders season with all intended games being played. Each year group has taken part in a series of friendly rally nights playing against other schools in the borough. These culminated in a finals night for each team in year 7-10. Woodford students have worked hard in curriculum time and at the extra-curricular clubs to hone their skills and develop their teamwork. The final borough competition results are as follows:



Ms E Bufton, Head of PE

Woodford get the hat-trick!

Congratulations to the year 8 girls who have dominated Borough Competitions winning the Netball league, Rounders Tournament and Borough Athletics.



Borough Athletics



Rounders Tournament



Netball League

Other Sporting Achievements of the Year

Redbridge Satellite Netball Team

Malathy Nithiyananthan 8H

Redbridge Athletics Team-Essex County Championships

Mynaa Subendran-Junior Girls High jump
 Nilaa Subendran-Inter girls Triple Jump
 Eugenia Karikari Sarpong-Inter girls Discus
 Eunice Karikari Sarpong-Inter girls Discus

London Mini-Marathon Redbridge Team

Laurelle Brant 8W-132nd Place out of 303.
 Arshia Bhatnagar 9W- 219th Place out of 248.
 Megan Bradley 10H-187th Place out of 296.

Ms Bufton, Head of PE

Sports Day



Despite the showers at the start of the day Woodford girls began the 800m with great determination and the “this is good running weather” attitude adopted from Miss Bufton.

At 10am the whole school came down and spirits were high with

Mr Saxton starting up a Mexican wave in the Repton camp, Highams prefects quickly turning up with their banners and as the event progressed the traditional Warner chant could be heard getting louder.

Woodford girls ran, threw and jumped their little socks off. The tug of war, skipping, obstacle and three legged races displayed some interesting techniques including one race where all 3 legged competitors lost their balance and fell just as they crossed the finish line.



The event closed with the relay races, demonstrating what a powerful force Woodford have become in the Borough athletics. The traditional staff v 6th form race was so popular we even had a late entry team from a combination of past pupils and Mr Mackie. In the end after a close race, the 6th form triumphed again.



Staff Leavers



Kevin Thompson

After stepping in to cover a short-term staff absence last year, Kevin stepped up again this year when we found ourselves facing a staffing crisis in Chemistry. He fitted readily into the department, drawing on his considerable experience to deal with the challenge of adopting classes mid-year. Doubtless he has taken a quiet

professional pride in working alongside a scientist for whom, at Higham's Park School, he formerly acted as form tutor. We are very grateful to Kevin for his readiness to help us out, for his collegiate and flexible approach, and for his commitment to doing the very best for his students.



André Maldjian

Dr Maldjian, as his classes will know, is no ordinary teacher. A biochemist and philosopher by education, his arrival at Woodford 8 years ago revealed his talent as a linguist (he speaks Italian and Mandarin as well as French and English) as well as marking the start of a career in education. Unmistakeably French, he's flies the flag for all things Gallic. The annual day trip to Brittany - a veritable rite of passage in Year 8 - has ensured all

Woodford students have had an introduction to his homeland. He's borne the early starts and the long coach journeys with fortitude. Indeed his memories of Woodford will be peppered with anecdotes of trips abroad. Girls will remember him for his extravagant antics in in the annual pantomime, and for the warmth and humour which characterises his teaching. We wish him well in his new role in Hampstead.



Nesrina Muhara

Routes into teaching have proliferated in recent years leading us for the first time to recruit through the *Schools Direct* route. It's a training programme that demands a lot of both parties. New teachers throw themselves in at the deep end, learning on the job without the gradual acclimatisation

that eased most of us into the profession. Equally the employing school takes full responsibility for an apprenticeship in teaching. Nesrina impressed us from the start. Her qualifications testified to her considerable subject expertise. What made us sit up and pay attention though was her ability from the outset to scaffold the learning of her students. We've really enjoyed working with her. We wish her well in first teaching job. Her new school has chosen well.



Lisa Hewitt

Lisa joined our Maths Department 18 months ago, initially to cover the maternity leave of a colleague. She settled quickly, establishing strong relationships with classes who recognised her determination that they should succeed and responded well to the calm purposefulness which characterises her lessons. Lisa's been very generous with her time and is often

seen sitting in the foyer after school, working patiently with students until they have mastered something that's been proving an obstacle. We've valued Lisa's contribution enormously and hope she will stay in touch as she ventures into pastures new.



Suzanne Bradnum

We consider ourselves very lucky that a trajectory that took Suzanne from North Wales to Oxford then brought her to Woodford. She's flourished here and the honorary accolade of being a "true Woodford girl" sits well with her. A talented teacher and a gifted mathematician, she's built the resilience of our students as mathematicians and inspired many to follow her example and study the subject at university. But in her years here she's also had an influence that has extended

well beyond the Maths Department. She's never been slow to support other colleagues in their endeavours and has been instrumental in both the traditional (the birthday, the summer production) and the innovative (cross-curricular days, the new website, and so on.) It was no surprise really that Suzanne's decision, at the end of her maternity leave, was to devote the next few years to motherhood. Jessica is a lucky girl and we wish the whole family well as they relocate to Colchester.

Emma Bufton

Emma took up the mantle of Head of PE shortly after the school was granted Lottery funding for the construction of a new sports hall. This gave her a voice in the design of new facilities and in planning the augmented curriculum they would facilitate. The A-Level was introduced under her leadership and she's shown commitment to widening participation and broadening the sports and recreation offer. A particular area of focus has been promoting student leadership. She instigated the Sports Leaders' Award with Year 10 and has supported students to act as umpires and officials at a number of tournaments. Several of our older students were encouraged to act as Sports Ambassadors at the 2012 Olympics in Stratford. Emma has high expectations and has a good understanding of adolescents. When asked to step into the Key Stage 3 Co-ordinator role to cover for a temporary absence she did so with complete professionalism. She leaves us now to take up a role at the British School of Brussels. We wish her well in a new school and a new city.



Karine Harrington

Karine joined Woodford as Head of Modern Languages in 2004. Languages flourished here under her leadership. A grammar based approach to the learning of languages was enlivened then, as now, by pacey, interactive teaching in the classroom. Academic study was complemented by a colourful range of extra-curricular activities and school visits. Karine left us in Dec 2011 to seek

employment closer to home, her daily commute having become impractical. We were delighted two years later when, her daughters that bit older, she re-joined us on a part-time basis. An educationalist through and through she has been active in developing her career and supporting the teaching of languages beyond the school. Editing French text books and running professional training courses have been a recent venture. Her skills in teacher education were recognised last year when she was appointed a *Specialist Leader in Education* (SLE). We have benefitted enormously from her enthusiasm and expertise and wish her well as she leaves us to build her impact in that role.