

WOODFORD COUNTY HIGH NEWSLETTER



Issue No 23 March 2018

Headlines

Driving each morning past the statue of Winston Churchill on the Green always seems in its quiet way to be a special event: a regular reminder of this place's unique connection with so eminent a figure in recent British history. But passing the photograph of him in the entrance hall brings the association even closer to home, for in 1954, still during the period of his premiership, Churchill visited the school on the occasion of his 80th birthday to be presented by his constituents with a portrait of his wife Clementine. Whatever people's politics that must have been an exciting moment for all connected with the school – as must have been, in an earlier year (1925), his opening of the school fete.

Why the nostalgic retrospection at this particular time? Because a couple of weeks ago I received notification that we were to receive a visit from a political VIP whose identity could not at that stage be divulged. The degree of secrecy, coupled with a suggestion that the visitor might be female, encouraged a conjecture on our part which you will readily imagine. Whether by mis- or dis-information, however, we had been deceived: the gender of the mystery guest, we were soon informed, was not female at all. It followed that the prime minister would not be heading our way. On the other hand, *a* prime minister would.

Many of you – notably those with daughters in Key Stage 4 – will be aware of the National Citizen Service (NCS for short). This programme was instituted in 2009 to give 16 – 17 year olds a chance to develop the skills needed to be active and responsible citizens, to mix with people from different backgrounds and to start getting involved in their communities. The four phases of this summer holiday undertaking are: 1. Adventure (a 5 night residential at an activity centre), 2. Discovery (skills development in a university environment), 3. Action (a community project) and 4. Graduation (the celebration of achievements). Uptake at Woodford is enthusiastic: 65% of Year 11 participated last year.

In the days before his occupancy of No.10, David Cameron MP was closely involved with the creation of the NCS : an association which, since relinquishing both of those offices, he has pursued with redoubled vigour as its Chair of Patrons.

Wanting feedback, therefore, from some of the Scheme's beneficiaries, and noting that the level of uptake here at Woodford was several times the national average, he settled upon us as meriting a visit, which he duly paid on Wednesday of last week, the 21st March.

David Cameron took to the stage to promote the programme, urging girls to get involved and to make a difference, potentially changing themselves and changing their country. He answered questions before handing over to the NCS presentation team and joining a smaller group of NCS graduates in the School Library. Year 12 students evaluated their involvement in the programme, fielded questions about their future ambitions and quizzed the former Prime Minister about life after No.10. (You can read a student account of the visit in this newsletter.)

I hope Mr Cameron was impressed by the girls. They certainly impressed me, tempering confidence with courtesy even when delivering a curveball question about the Brexit referendum. The NCS programme is a textbook example of the outward-facing activities we work so hard at encouraging our students to become involved in, and of the way in which, presented with a challenge, they so regularly shine.

And of course this newsletter is brim-full of such achievements. Girls have sung this term in both the Festival and the Royal Albert Halls. Year 10 students spoke out in the Jack Petchey competition and Adchaya, as Redbridge winner, is now preparing for national competition. Participation in STEM grows apace: Year 7 have been racing rocket cars, a Year 10 team are building an actual rocket and for the third consecutive year we have finalists in the Talent 2030 Engineering competition.

You can read about all these events and projects, and others besides, in the pages that follow. As the term comes to an end I congratulate everyone on their undertakings and their achievements and I wish your daughters and yourselves a happy, restful and (let's hope in part, at least) sunny Spring holiday.

Ms Jo Pomeroy
Headteacher



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Lord Peter Hennessy Visit

The Year 12 Politics class was joined by a number of interested Year 11s in welcoming Professor Peter Hennessy (Baron Hennessy of Nympsfield) to talk to them about the role of the Prime Minister.



Peter Hennessy is a leading constitutional expert and has enjoyed a wide and varied life. As well being an academic and now a serving member of the House of Lords, he was also a journalist on The Times for many years and still works as a broadcaster and writer.

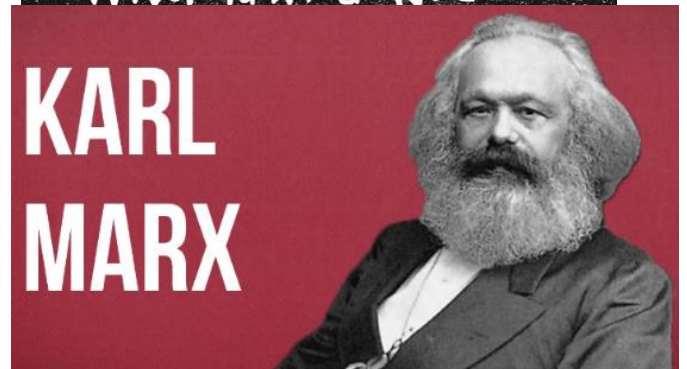
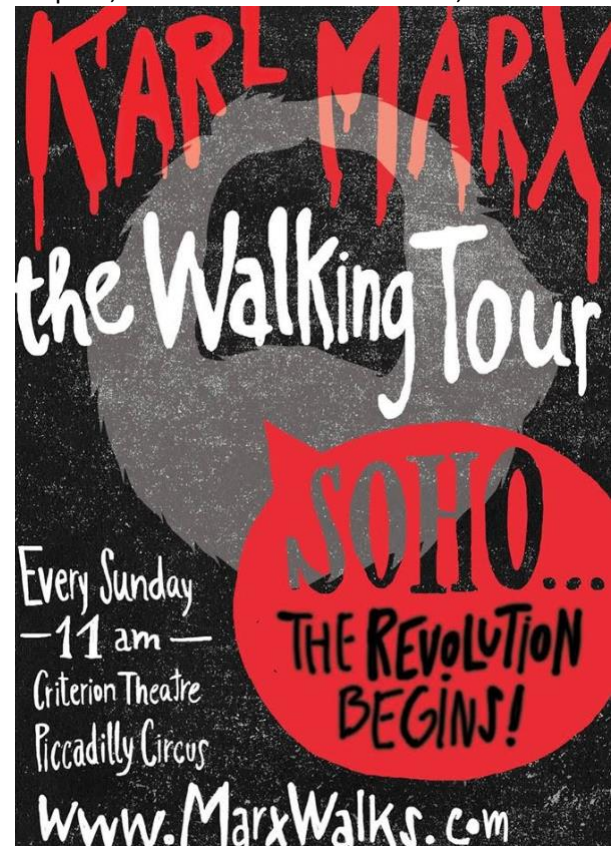


As well as giving an interesting talk on the post of Prime Minister, Professor Hennessy was happy to take questions from the girls and he both amused and fascinated them with a series of anecdotes linked to all things political – including John Major's socks! It was a thoroughly entertaining (and educational) hour and we are delighted that he has agreed to pay us a return visit next year.

Ms Horner
Head of History & Politics

Karl Marx Walk

On 23rd January the Year 13 Politics class and Mr Jenkins walked in the footsteps of the German political philosopher, and founder of communism, Karl Marx.



A Level Politics students study Marxism as part of their political ideology unit. Having a chance to see where Marx lived and worked, held meetings and agitated for revolution, really helps to bring the subject alive. The 3-hour walking tour is led by a guide, who explains the historical context of the time, as well as Marx's main ideas. Luckily the girls already have a good idea of what is meant by Dialectical Materialism and Surplus Value, so that probably helps! Nevertheless, it was a highly enjoyable tour. It certainly makes you see Soho in a different light.

Mr Jenkins
Deputy Head Teacher



UCL Holocaust Beacon School Professional Development

WCHS has been awarded Holocaust Beacon School status 2017 to 2018 by the UCL Centre for Holocaust Education, and as such our staff have benefitted from exceptional professional development opportunities this year. Two such occasions took place this term; in February Dr Tom Haward from UCL delivered an after school session entitled 'Authentic Encounters' to 18 teachers across a wide range of departments, all keen to improve their knowledge of the Holocaust, as well as gain insight into the most up to date research into students' understanding of Genocide and access to new pedagogical approaches.



Further to this, WCHS organised and hosted their own Professional Development day on Holocaust Education at UCL in March, which was attended by

20 teachers from a range of schools in London and the South East. The day comprised diverse sessions relating to Holocaust Education delivered by the UCL Centres' professors, and was of outstanding quality. Indeed, many of those in attendance commented on the superb standard of CPD provided and the high quality of academic debate the sessions engendered. Miss Keith and Miss Horner are currently developing the History scheme of work to incorporate the excellent resources and practices acquired as a result of this training, and students in PSHCE, R.S, History, Politics, English and MFL in particular are currently benefitting from this comprehensive work on teaching sensitive subjects and educating to prevent discrimination and prejudice in the future. Miss Horner will be travelling to Poland with the UCL Holocaust Beacon School Project at the end of April, and will look to further embed knowledge of this vital aspect of History into the curriculum at WCHS in the coming months.

Ms Horner
Head of History & Politics

Lunch with Lords

Much of our infrastructure is the way it is today due to chance historic events so how would a city engineered for modern people look? 'Smart cities' and the inseparability



of science and the humanities were among the rich topics of the conversation Dr Metelo and I found ourselves in upon arrival at the House of Lords.

"The smart city project in Hampshire actually involves psychology. For example, thinking about how people in the community could support each other goes into the design," the CEO of the Institution of Mechanical Engineers told me before the event started. Time flew, as I am sure was the consensus among the scientists and engineers buzzing around, before we were called into the next room: an elegant marquee adorned with chandeliers, on a balcony overlooking the Thames.

Invited by the All Party Parliamentary Engineering Group, it became apparent the seating arrangement had been engineered. Separated from the four other Woodford girls at a table of ten, discussion with other students, engineers, professors, and Lords came naturally.

The points the speakers raised during the debate were considered and sobering. The topic, 'the practicalities of charging electric vehicles', called for the many hurdles we faced in reaching an emission-free country to be brought up. The conversation involved everything from the National Grid, batteries, and charging stations to automated cars, car-sharing and mindsets. There was one constraint followed by another, followed by several more. This is typical for engineers since innovating and problem-solving is at the heart of what they do but it was perhaps disheartening for young optimists to hear.

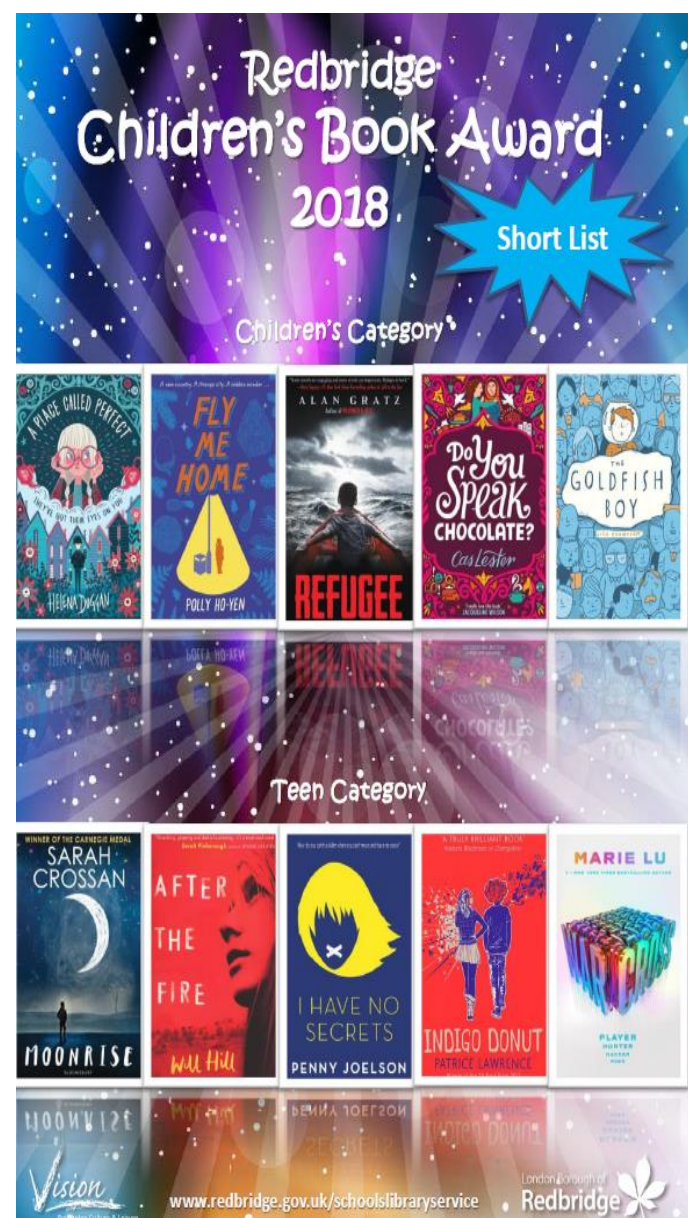
I suppose," the chairman concluded, "you all just need to solve these problems for us."

Ashley 13JH

Redbridge Book Awards

The Awards are proceeding well. Students from all Forms have been offering their criticism and feedback and the short list has been confirmed via a Eurovision style voting process with other Redbridge schools. We meet regularly to discuss the books and some poetry and short story competition entries can be found in the Library. All the books in the competition are available in the Library so go and have a look at what everyone is talking about. We are working towards the Awards Ceremony to be held in June at the Town Hall where we will meet the authors and choose our ultimate winner.

The contested Shortlist nominees of both Children and Teen categories are ...(drum roll please):



Spring Video Conferencing

The Spring schedule has been expansive this term. Some of the highlights include (if you are squeamish, look away!):



French Partnership

A small group but a good discussion and students spoke in a mix of English and French...Madam Heath



Really fun ... a language barrier but we understand each other so it was ... a cool experience... Year 7 student

The Summer schedule includes: Archaeology; Bio/Life/Natural Sciences; Architecture; Design and a Dragon's Den Style pitch to Henley Business School and many more. Finally, the Trans Atlantic Book Club wraps up for the year with a special guest speaker.

Mrs Horn, Librarian
Currently reading ... Warcross

'There Isn't More to Life Than Biology'



On one fateful Thursday, several Woodford students braved public transport, and trekked to the Emmanuel centre located in central London, arriving safely and on time for the talks (albeit slightly dazed from getting lost a few times).

The talk itself comprised of lectures given by university professors, a television presenter, and a newly qualified doctor- all of whom had truly fascinating things to share with us.

The day opened with a discussion concerning the development of drugs, and how ground-breaking therapies had been discovered, before moving onto the future of society's DNA, and the full impact that mutations can wreak. A short break followed, whereupon the talks were swiftly restarted with the various methods of revision which have been proven as effective through scientific research. Emerging infections and the threat they pose was explained and discussed by a university professor, which was then rounded off just before lunch. Afterwards, we received a presentation on the behaviour of animals, and why they act in the specific ways that they do, before the day was ended with a final talk on the sea- namely the different 'levels' the ocean is composed of, and the organisms that live at the very bottom of it (if you don't know what a *Kiwa hirsuta* is, then you're really missing out- hint: it isn't a rare variety of fruit).

All in all, the day was thought provoking, and certainly provided greater insight into the vastness of biological sciences.

Joely, Year 12

Physics in Action



A-Level students were given an opportunity to attend the 'Physics In Action' study day on the 7th of March. The day was very engaging and allowed us to see how the theory we learn in the classroom is put to use in the world (and even outside the world!) Becky Smethurst's speech how everyone in the world could take part in astrophysics using the website Galaxy Zoo and classify galaxies, planets and stars to help astrophysicists, was particularly new and interesting. Gemma Bale, a medical physicist, told us how she discovered a machine that could diagnose brain damage in new born babies using just light, and so pushed our prior knowledge of medical physics to new limits. We also had a materials engineering professor, Mark Miodownik inspire us to conserve our finite source of materials and even managed to convince some of us to stop upgrading our phone without needing to!



It is sometimes easy to lose sight of how the concepts we learn in our classrooms are used in the outside world but seeing how passionate physicists are understanding, hypothesising and changing our universe certainly allowed us to engage even more in lessons and think about the effect we could have on the world. We were also given a deeper insight into the many different career paths we could take with a physics degree. I would like to take this opportunity to thank the Physics department for organising this inspiring experience.

Vahgisha, Year 12

Science Week 2018



Woodford County High School celebrated Science Week in March with a range of exciting, different and collaborative activities for all years. Y7 raced rocket cars they had created and designed in science and D+T to find the winning design.

There was a range of webinars and talks in school linked to future careers such as chemical engineering, dentistry, automotive engineering run by an alumni dentist and a Cambridge engineering graduate.

CHEMICAL ENGINEERING

...very dynamic speaker ... a genuine lecture, entirely application based, Year 12 student

...gave a good introduction to the subject at degree level, Year 12 student

Continuous Steady-State Process

Example: A mixture containing 45% benzene (B) and 55% toluene (T) by mass is fed to a distillation column. An overhead stream of 95 wt% B is produced, and 8% of the benzene fed to the column leaves in the bottom stream. The feed rate is 2000 kg/h. Calculate the overhead flow rate and the phase flow rates of benzene and toluene in the bottom stream.

2000 kg/h	872 kg/h
0.45 kg B/kg	0.95 kg B/kg
0.55 kg T/kg	0.05 kg T/kg

Contains 8% of the B in the feed

72 kg B/h	1056 kg T/h
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System in the Context of Processes

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graph LR
    Input[Open or Closed] --> Separator[Separator Unit]
    Separator --> Reactor[Reactor]
    Reactor --> Output[Open or Closed]
        
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What is a Chemical Engineer?

- In-depth understanding Engineering and Scientific Principle
- Design, construction, and operate machines and plants that perform chemical reactions to solve practical problems or make useful products

Miss Patel and KS3 experimented on how high they could make their hair stand up using the Van de Graaf generator and Mrs Peters created the challenging science quiz for students to complete in form groups. Students and staff took on the sport science challenge



of running the distance to the bottom of the ocean across two lunch times with a podcast that tracked your distance and informed you of what seas creatures you would be amongst at the distance you had run so far.

Science Week 2018 (cont'd)



To celebrate a year of many successes, the week finale was a science fair in which students from the various STEM and



science clubs showed their impressive feats ranging from the BP challenge winners, CREST award winners and the Talent 2030 engineering winners than achieved 3rd place nationwide.



Ms Estruch, Head of Science

Bronze D of E Training Day



This year, 37 students in Year 10 are undertaking their Bronze Duke of Edinburgh's Award at school. With their practice expedition commencing on the first day of the Easter holidays, the participants came in on a snowy Saturday (17th March) to complete the necessary training and preparation. The training included tips for packing a rucksack, how to put up a tent and use a camping stove, safety, first aid, map reading, meal planning and route planning. With the bad weather, unfortunately everything needed to take place indoors, but with a bit of initiative, 'human tent pegs' were employed for the tent and a bit of imagination was used instead of lighting the stoves. We all have our fingers crossed for better weather on the expedition weekends!



Ms Rickard
Maths Department

Psychology: Brain Day



Dr Guy Sutton of Nottingham university medical school entertained the decade long tradition of brain day at WCHS when he came to speak with students on 20th February. Year 12 Biology and Psychology students had the chance to have an up close and personal experience with the marvel that is The Brain- No, not a human one. The sheep's brain however, was just as fascinating. The extraordinarily similar organ showed the evolutionary excellence of how far organisms have come, linking the path of the complexity in our brains with the simpler counterparts found in other organisms.

We were treated to presentations on various topics surrounding the brain, even venturing into year two degree level neuroscience. Dr Sutton was eager to inform us that each brain is unique and different at the neural level. All experiences and the wider environment around us sculpt a one of a kind brain. This makes neuroplasticity so captivating.

Amazingly, trivial tasks such as eating can have a profound effect on the brain. York University found that participants who ate a tablespoon of marmite compared to a control group of those who ate peanut butter were less responsive to visual stimuli. Dr Ben Carson removed a hemisphere from 3 year old Jodie to help cure her of Rasmussen's encephalitis, a disease which caused frequent seizures, a seizure every 3 minutes at its worst. Before the operation was even complete the remaining hemisphere began to rewire itself to take on the tasks found in the part that was removed. Jodie is fully recuperated and this operation was all possible due to the plasticity of the brain, especially at her young age.

Lastly, we were left with a powerful testament. A study found that education is a form of neuro protection. If that is not a reason to love education even more, I don't know what is.

Deborah
Year 12 Psychology Student

St Malo, Brittany Trip



From 8th to 12th of February, a group of Year 9, 10, 11 and Sixth Form travelled to the walled up, port city of St Malo, in Brittany, France as an opportunity to learn and experience authentic French conversation and lifestyle with our host families and learn about the Bretons' detailed history.

We had to arrive at 5:30am, to travel from the school to Dover and board a ferry, to Calais. Standing on the upper deck gave us plenty of picture opportunities and (cold wind). From Calais then on, the coach drove to St Malo, from 1:30pm to 7:30pm, with a short break for food, fresh air, gifts for our host families, and a brief snowball fight. At 7:30pm, we were distributed to our houses from our meet up spot, in a car park, and drove off to our host's houses, for dinner.

After arriving at our houses, greeting the host families, and unpacking what we desired, dinner commenced, we were fed a 3 course meal, very different to a typical English evening meal. There was a vegetable soup, the main course and fruit with mousse or a cheese platter, with Camembert, my personal favourite, and many more. Over the course of the evening, as our family spoke no English we had to speak in French, or broken French with actions if necessary. Our French skills were tested a lot but we managed and it was quite funny, as we had to use exaggerated actions to help us explain our words. We learnt a lot of grammatical and pronunciation techniques, which will be used in future French lessons.

The next day, we had a tour of the city and were given a little time to visit tourist shops and to eat. There is one chocolate shop which sells handcrafted pastries and opposite there is a shop that sells salted caramel in a jar. It tastes like Werthers Originals but in liquid caramel form. Next, we visited le Grand Aquarium, with a walk in a circular tank of sharks rays and many other sea creatures. The last event of the day was a visit to the beach, which had emerald water. Afterwards we went to a crêperie and had either plain, caramel or chocolate crêpes, which we didn't have to pay for with our spending money!

In the morning we travelled to Rennes, the capital of Brittany. The architecture has so much detail, the town hall and opera house made to 'fit' one another like a jigsaw puzzle. We then



visited a crêperie where we were taught how to make 'les galettes' which are savoury crepes with black flour. Some of us made our own attempts and failed, but they were still delicious. Afterwards we went to a chocolatier and ate caramel artisan chocolates and we then really appreciated the free time we were given to explore the town square which is tightly packed together similar to the buildings of home. As the rain started as we took the coach to Bourbonsais Zoological Park. The zoo was too big to explore in one day and the cold showers that left our feet drenched ended our day early. Funnily our host family made us galettes again when we got home - they were delicious.

Our last 'activity' day was on the 11th, where we visited Mont St Michel. It was quite a journey in the cold rain but the landmark looked like Disney Castle and many pictures were taken. We had a tour of the Abbey, a Roman architectural inspiration to us Latin students. We were given time to explore the area and if anyone likes vintage shops there are many in Mont St Michel to satisfy.

Later that afternoon we went to the Cinema St Malo le Vauban to watch 'The Greatest Showman' dubbed in French. As someone from England, it felt really bizarre to see the words not match the mouth movements and the actors' natural voices but regardless the movie was amazing, especially the soundtrack. The storyline is very moving for those who like dramatic musicals.

Our St Malo journey was coming to an end. We went back to our host families for dinner – I sang a French song for them and played my ukulele, which was quite nerve wrecking. I was very sad as I had enjoyed my time with them but in the morning we said au revoir after breakfast then met the coach and departed St Malo for Calais and the return to Dover.

The whole trip was a perfect opportunity to learn about French culture and experience something you can't do in a classroom. I am grateful for the opportunity and look forward to future trips.

Samia, Year 9

Stubbers with Silver Badges

On Friday 16th March, Woodford's newly elected Silver Badge team enjoyed a fun-filled day of activities at Stubbers Activity and Adventure Centre. Considering what the next couple of days had in store for us, we were incredibly lucky to have the sun smiling upon us, and the girls were in high spirits and full of anticipation for the day ahead. The morning was spent participating in a range of team building activities and the team got things underway with the 5 tyre challenge. With the building pressure of the clock against them, they had to work together to move all of the tyres from one post to another, ending with them all in the same order, and only being able to move one at a time. Rather more complicated than it sounds, the Silver Badges rose to the occasion by communicating with one another and this will certainly set the girls in good stead for working together as a team in the near future.



They then moved on to the spider's web, having to move the entire team from one side of the web to the other, without touching the ropes. This was certainly the activity that caused the most laughter.

Stubbers with Silver Badges (cont'd)

By far the most terrifying activity of the day was climbing wall. It was fantastic to see how the girls worked as a team, shouting out words of encouragement in order to help the others to overcome their fears.



STUBBERS ADVENTURE CENTRE

After lunch was tunnelling, and while dramatically described by a couple of the Silver Badges as 'traumatic', it was thoroughly enjoyed by all. A great day was had by the entire team and it proved to be a positive experience that will no doubt help them to shoulder their Silver Badge responsibilities.

Ms Douek
Deputy Head of Sixth Form

The Maths Challenge

Every year, students at Woodford take part in the Maths Challenge organised by the United Kingdom Mathematics Trust. The questions are multiple choice, ranging across many areas of maths, asking for the answers to problems such as 'Which of these integers cannot be expressed as the difference of two squares?' or 'How many three-digit numbers are increased by 99 when their digits are reversed?' These questions are designed to test every area of maths and provide a serious mental workout but it is also a good opportunity to practise maths problems that test problem solving skills. They require a combination of skills that are accumulated over many years of studying the subject and in general require a more creative approach to maths rather than set methods. The challenge is also a confidence test as the multiple choice format try to trick you so you have to be sure that you are right.

It's an intense psychological challenge, especially when you get to the moment when you look down at the paper and your answer does not match any of the available options. In any case, the Maths Challenge is a great chance to gain satisfaction from solving problems that at first seem like an unsolvable Rubik's cube.

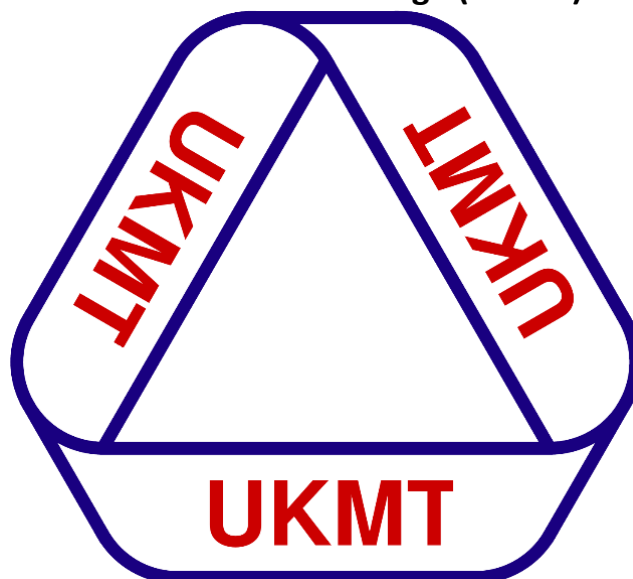
The Intermediate Maths challenge results

	Gold	Silver	Bronze
9	10	38	31
10	4	20	40
11	4	23	44

Year 11 Gold

Janusha Uthayakumar *	Padma Arya *
Avni Jani *	Dilany Sriranjani *
Sineha Sivasothy *	Deveena Kalaria *
Ayesha Ahmed *	Alizah Zakir *
Niharika Mudigonda	Olivia Ariarasa

The Maths Challenge (Cont'd)



Year 10 Gold

Jasmi Sivakumar **	Jessie Koon *
Thabaniy Sritharan	Siha Salim

Year 9 Gold

Samia Rashid *	Kreeya Shah *
Oviyah Ravikumar *	Nabeeha Deen *

* Qualified for follow on round (kangaroo)

* Qualified for follow on round (Hamilton)

Also qualifying for the follow on round from year 9

Mathura Kuhendran
Akchaya Thavarajasingh
Hannah Ahmed
Mithesha Mageswaran

Deveena, Year 11



The BLOODHOUND Project: Year 7

We need more engineers. Analysis by the Royal Academy of Engineering suggests that the UK needs more than a million new engineers by 2020.

Engineers are the people who can create practical solutions to the challenges we face in the 21st century.

The BLOODHOUND project is a global engineering initiative, using a 1,000mph world land speed record attempt, to inspire the next generation by, bringing science, technology, engineering and mathematics to life in the most exciting way possible. BLOODHOUND is the name of the rocket powered car that will attempt to reach 1000mph on land. In March year seven students experienced the excitement of this initiative as Woodford County participated in the national 'Race for the Line' rocket car project.



This exciting project allowed students to link Science, Maths, Engineering, Design and Technology and put their learning into practice by designing and making their own mini rocket cars. The students' efforts culminated in 'Rocket Car Race Day', when 45 teams competed against each other to see who could race for the line in the fastest time. Amongst mini explosions of rocket propulsion, exhaust smoke, and whizzing speed, the winners emerged triumphant!

Congratulations to the following Year 7 students, who will now be competing in the regional semi-finals at RAF Henlow in May: Hanna; Amara; Zara and Sampriti.



Product Design: Year 9

In February, year nine students enjoyed presentations by The Dyson School of Engineering and The Arkwright Trust. Both events were organised as part of an effort to raise awareness of the exciting and rewarding careers that are available in the design and engineering sectors.



The Dyson School of Design Engineering is the newest engineering department at Imperial College London. Design engineers are problem solvers, who bridge the gap between traditional engineering and design to create innovative solutions to modern challenges. Dr Leila Sheldrick delivered an inspiring talk, which helped students to understand what it is like to be a design engineer. The details of how one young female engineering student developed an idea to create a new type of insulation from chicken feathers, that is high performance, sustainable, flame retardant and biodegradable, was particularly inspiring and impressive.



The Arkwright Trust help to identify, inspire and nurture future leaders in engineering, computing and technical design. An Arkwright Engineering Scholarship is the most prestigious scholarship of its type in the UK. It helps to inspire and nurture school-age students to be the country's future leaders of the Engineering Profession. Woodford County have recently had two Arkwright Scholars and in both cases it was a project completed in Design & Technology at GCSE that formed the basis of their successful applications. Stephen Cornish [MSc CEng FIMechE] gave an inspiring talk about what it is like to be an engineer, how engineering can make a difference and how the work of engineers impacts our daily lives in innumerable ways.



The key underpinning word with both talks was design, a creative process of problem finding and problem solving and coming up with new innovative ideas and ways of doing things. Careers in the creative sectors of engineering, architecture and design are limitless in our technologically driven era and one of the first steps students can take to access these career routes is to study Design and Technology at GCSE level.

Mr Baines
Creative Technologies

Modern Foreign Language – German Play

On Wednesday 28th February, 9H and 9N had the delight of watching a play performed by the Onatti Company called 'Hausarrest'. The play was performed by two native German actors. The play opens with Finn and his mother as his mother scold him because of his grades at school being very bad and every single one of his teachers complaining about him. This results in Finn's mother storming out of the house after grounding him and setting him some household jobs to do while she is away.

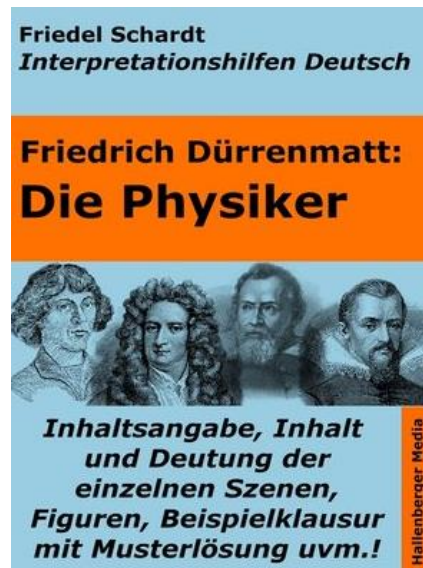
This doesn't stop Finn as he decides to cancel his plans with his "girlfriend" by telling her that he was ill, and invite another girl over to have fun because he thinks that she is cool. However, his "girlfriend" was worried so she decided to come over and hand him some soup and try to help him get better. The plot twists when another girl, the one whom he invited over, also arrived at his house. Finn had to try and keep the two girls away from each other so that he wouldn't be caught lying. It became participation theatre when the actors also invited Zahra to play the part of Finn's little sister as soon as the two girls heard another girl's voice. Finn also knocks out the cool girl by punching her and is convinced that he has killed her so covers up her body with a blanket.

The plot twists again when his "girlfriend's" best friend comes to Finn's house and confesses her love to him so now Finn is left juggling three girls but Finn's girlfriend's best friend quickly realises that both her best friend and another girl is there so she helps Finn drag the cool girl's body into the kitchen and also helps him get rid of his girlfriend. By the end of the play, we learn that the cool girl is no longer dead and found her own way out the house, as well as Finn's "girlfriend's" best friend.

By the time Finn's mother comes home, his clothes are all neatly ironed and put away because Zahra ironed them for him. All in all, the Onatti Company put on a great enjoyable show for us, the German itself was understandable and the costumes were incredible. I am still baffled as to how the one female actress played all three of Finn's love interests and his mother as well as how quickly she changed from one outfit to another.

Thansaja, Year 9

German Theatre and German film



A group of year 11 and year 13 students went to see the annual King's College London German Society play. This year the play was *Die Physiker* by Swiss playwright, Friedrich Dürrenmatt. The play raises many questions about ethics, science and responsibility and students found the experience to be thought-provoking. The historical context of the play – it was written shortly after significant advances in nuclear energy – clearly informs the content of the play but questions surrounding the role of science remain as pertinent in our society today. The play was performed entirely in German by students of the university with English surtitles, but due to some technical difficulties, these surtitles were not working, so students were forced to immerse themselves fully in the German text for the second act – very impressive particularly for the year 11 German students.



From theatre to cinema, the German assistant, Anne Nickel, has run her second German film screening for German enthusiasts in years 10 and 11 as part of an after school session. This time round students watched a romantic comedy in German about a woman who falls in love – unknowingly – with a rock star. The film is light-hearted and the level of German was suitably accessible. The students enjoyed being able to watch a film entirely in German. Watching films comes highly recommended in developing language skills, so students who are interested in watching a film should look out for future opportunities.

**Ms Heath
MFL Teacher**

Woodford students tackle the Linguistics Olympiad



**The United Kingdom
Linguistics Olympiad**

How would you decipher a Vietnamese bus timetable or decode a Welsh brochure? These are the sorts of tasks that Woodford students have been tackling during their form time as part of the UK Linguistics Olympiad. The Olympiad encourages students to use problem-solving skills to solve linguistics-based challenges. In completing these challenges, students have come to realise the wide-ranging skills used in learning languages. For the first time, year 12 French students took part in the national competition, at the advanced level. Across the UK there were 1650 entries at advanced level and it was very pleasing to be able to award certificates of participation in this event to:

Yusra Ahmed 12MH

Kirandeep Dhanoa 12SDO

Ruba Khalil 12SPA

Atari Pillay 12SPA (highest in school).

Kirandeep Dhanoa 12SDO writes about her experience in French and English about sitting the Olympiad.

« L'Olympiade » est un examen de deux heures et demie qui teste vos compétences linguistiques. Il y a une variété de langues que vous n'avez jamais rencontrées auparavant. Par conséquent, vous devez trouver des modèles dans les lettres et les mots pour trouver les solutions. C'est une excellente activité pour développer vos compétences et pour vous aider à apprendre une langue. La chose la plus importante c'est que « l'Olympiade » est très amusante.

The Olympiad is a 2.5 hour exam which tests your linguistic skills. There are a variety of languages which you have never come across before. Therefore you need to find patterns in the letters and words to find the solutions. It is an excellent activity for developing your skills and to help you learn a language. The most important thing is that the Olympiad is very fun.

Would It Be Better If We All Spoke the Same Language?



Students from Woodford tuned in live to join academics from Oxford University discuss this question. The panel comprised of academics from the Languages department and one from the Maths department. During the discussion, students heard arguments about the value of learning languages and the transferability of knowledge across languages. The Maths tutor was keen to argue that Maths is a universal language and students were interested to be able to think of Maths in this way. The debate certainly raised as many questions as it was intending to answer but proved a stimulating afternoon for the participants as they engaged with these questions for themselves.



Borough Netball League

The Netball season has been another successful one for Woodford County High school. The level of competition has been high in all age groups and all girls have trained hard in order to perform to the best of their ability. Other great performances were seen by the Year 11 and 6th Form teams who competed in matches against local schools.



Year 7

Year 8



Year 9

Year 10



London Youth Games Netball

Training for Netball league games has been a great experience and built up our confidence when facing difficult teams. All the training then came into play when we played in the London Youth Games qualifying tournament on the 21st February. We headed down to Bancroft's Playing Fields to take on Oaks Park, Caterham, Mayfield, Bancroft's and Trinity High School in gruelling 14 minutes matches. During all the games, every team member played their best with excellent support from the substitutes on the side lines. Having only been at Woodford for a couple of months, going to our first tournament was nerve-racking for everyone, not knowing the level of difficulty we were about to face.



"We continued to play our own netball no matter what the outcome and that was one of the best things about this experience."

"Whether we won a game or lost it, there was always something to take and learn from the game."

Despite our nerves, we were able to push away those worries and came 3rd place overall in the tournament. We played some excellent netball and managed to win three games out of five. We won against Caterham 3-0, then we beat Mayfield 4-1 and Oaks Park 4-0. Sadly, we lost to Bancroft 6-2 and Trinity 5-1. Netball in Year 7 has been truly amazing and full of enjoyment and fun.

Natalia and Bambi, Year 7

Rounders Young Leader Award

Once again Year 11 students have had the chance to develop their leadership and management skills and become Rounders Young Leaders and Preliminary umpires. We were incredibly pleased that 87 students successfully completed one or both of the awards.

The Balancing Act

Maybe pursuing sport in a world so shrouded by academia isn't the way to go. At best, I'm unworldly and at worst, naïve. Either way I've been climbing for the best part of eight years and have chosen, to take my sport further into the realms of competitive climbing.

Being involved in such a diverse, and ever changing sport that is the making of some of the top athletes in the world, doesn't come without challenges. Ironically, to make it to the top means being prepared to fail and that means... falling. Falling on rock, falling on mats, falling with my foot still jammed into the hold, not to mention falling on top of some loon sitting beneath me.

Having a passion that is also a sport means a never-ending balancing act in trying to cram both training and schoolwork into a day before flopping into bed, only to get up again realising I haven't done my physio yet.



Recently, on Saturday in fact, I got on the podium again, for my overall performance in the national Youth Climbing Series. Surpassing all my expectations for this year, I have made it to the Grand Finals in Edinburgh. With still so much to train and to learn, I have found focus in goal setting and questioning. While my goals are big, I couldn't be happier with the support network of amazing people helping me to inch ever closer towards them.

Find your passion, set some goals and keep going!

Hannah, Year 10

Badminton

On the 30th November both KS3 and KS4 badminton teams entered the first round of the Centre Parcs National Schools Badminton Championships held at Bancroft's School. After a competitive afternoon with both singles and doubles matches, Woodford's KS4 team only just lost out to our old rivals Bancroft's to come a close 2nd. The KS3 team put up an extremely good fight, with some very difficult matches and went on to win and successfully went through to the Qualifiers for the London Youth Games at Redbridge Sports Centre on Tuesday 6th February.



At Qualifiers the KS3 team represented the borough of Redbridge and after playing exceptionally well – they went on to win the event and making it to the London Youth Games Finals.



The day of the London Youth Games then arrived and on Tuesday 20th March the KS3 Badminton Team returned to Redbridge Sports Centre to try to secure a place in the

National Schools Badminton Finals. The team fought very well and were up against some very strong competition. Unfortunately they did not make it to the final stages but they did finish an impressive 5th out of the 27 London boroughs that entered. Well Done.

Borough Swimming Success

The Year 9 swimming team: Shareen, Rebecca, Natasha and Tunmise made their way to a path of victory and to withhold our former title. Shareen came 1st in her heat for backstroke and Rebecca took a strong lead in breaststroke. Tunmise and Natasha matched this success, with both taking 1st place in their heat, with Tunmise on 50m fly and Natasha on 50 freestyle.

After all of our individual events, we all came together as one and took a great charge in our relay and won by a great lead. It was a great day that was made even better by being rewarded by placing 1st in the borough.

Tunmise, Year 9

‘Legacy’ Rule at Battle of the Bands

Six fantastic bands from across the school battled on Wednesday evening to achieve the audience’s votes, with Year 9 band ‘Legacy’ being crowned the winners after a stunning performance, that they look forward to repeating at the Redbridge Battle of the Bands on Saturday.



Year 7s ‘Rebels Without Cause’ came in second place for their confident and exciting performance, while Year 8s ‘Resonance’ were voted third, performing a nostalgic programme including Rick Astley’s 80s hit ‘Never Gonna Give You Up’. The evening was rounded off by an energetic performance from teachers’ band ‘Bad Grammar’, complete with a virtuosic guitar solo from Mr Jenkins.



The event was organised by a team of year 11-13 students in aid of the Nicaragua expedition which is taking place this summer. Well done to all of the organisers and performers for putting on a great evening’s entertainment!

Ms Hasler
Head of Music and Acting Head of Sixth Form

Woodford’s Big Band Shine at Youth Makes Music Festival



Having successfully auditioned last term, Woodford’s Big Band took to the stage at the Royal Festival Hall as part of Rotary International’s ‘Youth Makes Music’ concert last Thursday. The concert featured the best of young musical talent from across London, and Woodford were one of just a few schools selected to perform alongside a variety of borough-level ensembles.



Performing the hit song ‘Sway’ featuring vocalist Antonia Pereira, and ‘Give It Up’ (made famous by K.C. and the Sunshine Band), the Big Band held their own in an auspicious venue, and were praised by audience members and organisers for their energy and professionalism.

Ms Hasler
Head of Music and Acting Head of Sixth Form

Year 13 Visit to the Museum of London and the Hayward Gallery (Andrea Gurky photographer):



To kick off our exam paper titled 'Freedom and Limitations', the year 13 art class had the opportunity to visit the Museum of London and the Hayward Gallery to

look for inspiration and to find ideas which we could begin to develop as a project for the next 3 months.

The Museum of London provided plenty in the way of historic artefacts and of particular interest were pots with 'faces' from 60BC which reminded us of the work of Picasso, which would have been considered to be avant-garde for their time. Our class began to discuss how many great artists were often not accepted by society at the time in which they were living, and how this acted as a limitation on the artist. The artefacts also reminded us of the limitations of the ageing process and how often artwork can outlive its creator, which was an idea developed further by Anjana as she went on to explore ageing using creases as a metaphor in her paintings. We were all intrigued by the range of exhibitions in the Museum, such as the Suffragettes, urban reimagining of the future of London, looking in particular at the influences of technology and also the design of the Olympic Cauldron, which London was home to at the 2012 Olympics. Visiting the Museum provided us with a rich source of drawing material and helped us to broaden our approach to our projects.

After visiting the Museum of London, we then made our way to the Hayward Gallery, Southbank Centre to see an exhibition on Andreas Gursky, a famous contemporary photographer. The exhibition was a retrospective of his work so far and as a class we found that we could see how his early work influences his work today, such as taking pictures from a bird-eye perspective and focussing on abstraction, and looking at the patterns within the subject matter. We found that there was a sense of freedom emerging in Gursky's later works, as some of the works were satirical and also through the growing scale of the work. We were fascinated by the quality of his photographs as they were of such a high resolution and the colours the artist used.

This led a discussion about how colour theory plays a part in even photographers' work and how important it is to the outcome of the final image. The visits to each of the galleries helped us enormously in starting off our exam paper and the year 13 art class would like to thank Mrs Jerome for taking us.

Maya Year 13

Cambridge Music+ Programme – A Student's Perspective

*Throughout the last two terms, two A Level Music students – **Jade-Ellen Brown** and **Sophia Kannathasan** – have been traveling to the Southbank Centre regularly to take part in Cambridge University's Music extension programme – Cambridge Music+. Jade writes about her experiences below...*

On signing up for the course, I was certain that it was not something that I would be chosen to join. However, I received an email soon after stating my acceptance, which left me with a feeling of both elation and apprehension. I was mainly fearful of having to attend lectures that would have usually been given to first year university students as I was unsure that I would be able to understand the content taught. This worry did not last long as after arriving for my first Southbank session, I was automatically put at ease and my apprehension rapidly turned into enjoyment. After the six Southbank sessions, I felt that I had acquired a huge wealth of knowledge that I hadn't known previously. Next came the residential in Cambridge. We stayed in Queen's College which was just a five minute walk from the Faculty of Music. We had several tours of the colleges and were introduced to the music library (which had a huge amount of music for every instrument!!!). We then had a composition workshop, a Medieval Chant lecture and a Performance Studies lecture, which I thoroughly enjoyed as every lecture was a chance to look at music from different perspectives evoking many debates among us as a group. This enabled us to grow closer and form new friendships.

I would highly recommend, this course to anyone that is thinking of studying music as it has been an amazing platform for learning and experiencing possible life as a music student. I now know more about topics ranging from ethnomusicology to music and science. Music was not a subject that I was contemplating studying at university at first, but it is something that I am hugely considering now!

JLCYO – A World-Leading Young Jazz Band – Visit Woodford



Woodford students from all year groups were fantastically lucky on Monday to have the opportunity to enjoy a concert by the Jazz at Lincoln Centre Youth Orchestra – one of the world’s best young jazz bands, based at the Lincoln Centre in New York.

The band are currently touring London, performing at a few selected schools, as part of the Jazz at Lincoln Centre’s residency at the Barbican this week. Students enjoyed a professional-standard jazz concert – complete with some inspirational improvisation – as well as a Q&A session with director Tatum Greenblatt. We hope that the concert will have inspired students to get more involved in jazz at Woodford – through joining the Big Band or Junior Band – as well as to keep up their own instrumental practice as they aspire to similar greatness!

Funk in the Forest

In the festival I played the clarinet with Funk in the Forest, which is a group in the Waltham Forest Music Service. In the performance there was me, two saxophones, a trumpet, a violin, a bass guitar and a drum. We went to the Union chapel to perform two pieces. The first piece was 'Cornbread' and the second one was 'Forget You'.

Before the performance we had a little time to warm up and then we went on stage. I was nervous at the beginning but then I got used to it while playing. The pieces went very well and after we played we watched the other performances. After all the performances had finished we got feedback from the judges who watched our performance. I liked that we got feedback as in many concerts or performances you aren't told what you did well or could do better.

Safya, Year 7

Woodford’s choirs shine at Royal Albert Hall Festival



The biennial Redbridge Schools Choral Festival took place in early March – this year featuring 92 (yes, 92!) Woodford students singing centre-stage at the Royal Albert Hall. As always, the choirs from a host of Redbridge primary and secondary schools did themselves proud in their performances of a wide variety of musical styles, from the popular (a ‘Motown medley’) to the classical (‘Dies Irae’ from Verdi’s Requiem), with a wide range of new commissions thrown in for good measure (local teacher Chris Wilcox’s ‘Hundred Years Suite’ being the highlight of the concert for many).

Woodford’s singers were praised for their well-rehearsed and confident singing that, in the words of Mr Roberts, Head of Redbridge Music Service, ‘held together’ the secondary choirs – and Miss Hasler would also like to thank all the girls who took part for their hard work in preparation as well as their professionalism on the day. Not to mention the enterprise of the Woodford Soprano section in starting the Mexican Wave in the interval!

Ms Hasler

Head of Music and Acting Head of Sixth Form



Woodford's Spring Concert Leaves Audience 'Dancing In The Streets'!



The end of term saw the annual Woodford Spring Concert, this year a high-energy and fast-paced celebration of Woodford's musical talent. From the Senior Choir and Big Band kicking off the performance with the aforementioned Martha and the Vandellas song, to the grand finale of 'We Are Family' performed by the joint WCHS Singers and Senior Choir, students from all year groups demonstrated superb musicianship throughout the evening.

Notable performances included Adchaya Ithayarajah's dramatic performance of 'Skyfall', the Djembe Ensemble's rousing 'Kpanlogo' – complete with energetic improvised solos – and Jade-Ellen Brown's moving 'Swan' from the Carnival of the Animals. The year 8 Brass Band, made up of all of 8B, D and F, impressed with a performance of Queen's 'We Will Rock You' – particularly significant given that they have only been learning their instruments for 5 weeks – while more brass players shone as the Orchestra opened the second half of the concert with a suite of John Williams' music from Star Wars.

Opportunities were taken throughout the evening to recognise the significant contributions of our departing Year 13 students, for whom this will be their final concert – thank you to Aarti, Antonia, Ashley, Eve, Grace, Hanna, Ranmini, Sara, Saira, Shankari, Tejal and Zaynab for all their hard work in the Music department throughout their time at Woodford.



Ms Hasler, Head of Music and Acting Head of 6th Form

'Potted Biography: Sidney Bright



I became a governor at Woodford County High School more than 20 years ago. My daughter started in year 7 and my wife and I joined the Parents' Association. I recall it being great fun and with my accountancy background soon found myself in the job of treasurer. Oh the joy of counting masses of coins after a successful fete!! Anyway, someone persuaded me to stand for parent

governor at one of those periodic elections and to my surprise I was elected.

So there I was suddenly caught up with the jargon and myriad acronyms beloved of the educational establishment and trying very hard to get up to speed as quickly as possible. (I don't mind admitting that I still struggle with it – 'jargon and acronyms' is one of the great growth industries). However, what I discovered as I began to understand more about school governorship, and particularly as I learnt more about Woodford, is just what a marvellous school it is and how being a governor is a wonderful way of contributing in a non-executive way to the standards and ethos of a remarkable institution.

When my daughter left for university and my role as a parent governor thus ended, I was asked to stay as a co-opted governor, so here I still am. It has been a privilege and pleasure to be a governor over all these years alongside many other people equally dedicated to Woodford. Sometimes it can be cut and thrust in discussions, but unfailingly courteous and always seeking the best for the school. As a governor one can ask for no more, but in my time the school has also been blessed with two outstanding leaders. First there was Helen Cleland and now there is Jo Pomeroy, both superb head teachers.

Currently, I am vice-chair of governors and I serve on three committees – strategy, finance, personnel – so plenty to get one's teeth into. I am also chair of governors at New Rush Hall which is a special school in Redbridge and I am a trustee of a relatively small registered charity engaged internationally in the educational field. I have retired from professional practice, but there's no rest as my wife and I frequently find ourselves looking after our two boisterous grandsons. When I can tear myself away from all this volunteering, I like to indulge in games of indoor bowls and trying to improve at playing bridge.

Adchaya Wins Jack Petchey Title!



This year, WCHS participated in the Jack Petchey *Speak Out!* Challenge for the first time. This is the largest youth speaking competition in the world and has now trained over 143,000 Year 10 students from 37 different regions all over London and Essex. On Thursday 8th March, 32 Woodford students attended a workshop organised by the Speakers' Trust, which covered the nuances of speech writing and effective speech delivery.

At the end of this exhausting but fantastic day, two girls were chosen to represent Woodford: Zahra Malik (reserve) and Adchaya Ithayarajah (finalist).

We are delighted to announce that on Thursday 22nd March, supported by an excited crowd of teachers and friends, our



finalist Adchaya was crowned the overall winner of the Redbridge Regional Final. She was awarded first prize with her speech entitled 'If Only We Were All Colour Blind' about her identity as a 'cultural hybrid,' which can now be viewed on YouTube

(link in the title of this article).

Adchaya Wins Jack Petchey Title! (Cont'd)

'I was so delighted to have been chosen to represent Woodford. At the start of the final, a video was played about Jack Petchey. The last words were: 'If you think you can... you can' - those words were ringing in my head throughout the entire competition. I loved all the supporters from Woodford - I couldn't stop smiling. It was an absolutely amazing experience not only to win but to learn so much about public speaking. I couldn't have done it without two certain teachers who helped me so much. I am eternally grateful.'

Adchaya



Adchaya may now be shortlisted for the Grand Final, which takes place in the Cambridge Theatre in the West End in front of 1,000 people!

We wish her the very best of luck - watch this space!

Ms Nairn
English Department

Fearless Futures 2018

We were two of the 14 lucky year 10 students who were given the privilege to take part in an eight week programme run by the organisation Fearless Futures. Over the eight sessions, we tackled many challenges; including working alone to discover our comfort zones and working together to understand stereotypes and the importance of challenging and overcoming them.



We explored different tasks women, of all ages, undergo in modern society including; social stigma, not only regarding gender but ethnicity, nationality and also personal characteristics, such as build and presumed capability. As a group, we discussed and debated these topics and deeply considered the impact they could be having, not only today but for future generations too.

It was very interesting to listen to other people's perspectives on various features of society, including gender differences and social stigma. What was even more fascinating to find out was that most, if not all, of us seemed to share similar opinions and beliefs. Working together made us understand more about the people around us, as well as empowering us and giving us the confidence to speak up and voice our opinions and let our views be heard.

On Friday the 16th of March, our group were fortunate enough to hold a workshop for a group of 30 year 8 students. This was the culmination of 6 weeks of workshops and preparations. We divided ourselves into three leading teams, each centring on something we had learnt, and challenged, in the previous six weeks. The three activities which we led were:

- 'Samoan circle'-when a few people from a group were given a controversial statement and discussed their views on it, while others outside of the circle could 'tap in' and voice their own opinion.

Fearless Futures 2018 (cont'd)

- 'Girl and Boy Pressures'-where the students taking part had to write down the pressures they face as young women and the pressures they believe are imposed on boys, and then discuss a person who they know who has not conformed to these stereotypes.
- 'Coin Game'-where the students were split into different categories, with different circumstances. The objective was to pick up as many coins as possible from the ground, but some people were only allowed to use paper to shovel the coins, and others could demand others to hand over the coins. The students were asked after to discuss their thoughts on the game and how it relates to real life scenarios where some people are disadvantaged.

The workshop was very enjoyable, primarily because it gave us a great opportunity to incorporate our learning into a real-life situation. The workshop not only provided us with an opportunity to be confident and lead but also provided us with an insight of what, perhaps, it feels to empower other people – particularly those younger than us.

It has been a great experience to be part of the Fearless Futures Programme as it made us very aware of the power we have as young women and how we can use this to overcome stigma, discrimination and stereotypes. Working as a small community emphasized the importance of teamwork, listening skills and building on others ideas – together – to create a much powerful outcome. This workshop gave us more confidence and pride, than we had going into it and will no doubt benefit us in as we go forwards in life.

**DEAR
TMRW.
BRING
IT ON...**

Maryam & Avneet, Year 10

National Citizenship Service (NCS): Now is our Time

On Wednesday 21st March 2018, a very notable person visited us at Woodford County High School. He had 5 people to walk with him everywhere he went. Corridors were temporarily removed from use to make sure his welcome was conducted well. It wasn't long before everyone at school became suspicious and year 11 were in for a big surprise.

The day before, year 11 were gathered in the conference centre and told of a special visitor coming to the school the next day. All we knew was that they were coming to promote and talk to us about NCS-The Challenge. Naturally,



from then rumours began spreading of all sorts. Was it royalty? Or perhaps a YouTuber? No one had a clue but expectations were certainly set high. On the morning of the 21st, we all sat waiting impatiently in the hall with senior staff in their most formal attire! I had done my research regarding the NCS so already had a strong inkling as to who it could be. Ms. Pomeroy took the stage, with everyone waiting to hear who the mystery person was. 'I would now like to

welcome our former prime minister, The Right Honourable Mr David Cameron.' Wow. Immediately, everyone's minds were buzzing in abundance of disbelief, as Mr Cameron took the stage.



As Prime Minister, David Cameron himself formally approved NCS funding in 2010 and since then he has backed the service fully, clearly shown through the passion evident as he spoke.

National Citizenship Service (NCS): Now is our Time (Cont'd)

He talked of the various skills involved in NCS such as leadership, teamwork, social skills and above all confidence in a well-prepared speech. A particularly memorable story was of a mother who spoke of her two boys. One who was shy, shut up in his room all day and hardly ever spoke to his parents and the other who was outgoing, social with his parents and had many friends. Being told then that the mother had been talking of the same boy before and after NCS involvement, really put into perspective how much of a difference involvement makes. 'The Challenge' is a national program split into three sections, adventure, discovery and social action, all of which aim to challenge you and your group (12 people you have never met before). Many of my friends and family who have taken part in this program, couldn't put into words how much it helped them. NCS had an uptake at Woodford of 65% last year – considerably higher than the 1 in 6 figure quoted for participation nationally.



I (and a few others) had the amazing opportunity to ask Mr Cameron a question about this program and what he believed was its most important section. He spoke of the many benefits associated with the various activities and how the students he talked to spoke of the impact of meeting new people and of developing skills to use in the outside world. The whole year group were shocked at his spontaneity and ease of response! This motivational speech really put me in a place to consider the summer challenge, especially as many across the year group have already signed up just one day after this memorable visit by Mr Cameron. All it takes is a 'Yes'.

Dilpreet, Year 11

Globe Visit – ‘Much Ado About Nothing’

On the 26th of February, 8D, E and F went to the Globe Theatre to see a production of Shakespeare’s ‘Much Ado About Nothing’. Braving sub-zero temperatures, students were treated to an excellent performance of the play by the RSC.



The performance was put on as part of the ‘Playing Shakespeare’ project. This is an annual initiative that has been running for over ten years and Woodford students have been lucky to have seen plays as diverse as ‘Romeo and Juliet’ and ‘Macbeth’ through the scheme.

Unfortunately, due to the ‘Beast from the East’ the performance that 8A, B and C were due to attend was cancelled. We are hoping to replace this visit with another in the Summer Term or early on in the Autumn Term.

Ms Charlton
Head of English

GCSE Food Preparation and Nutrition Practical Exams 2018 (Cont’d)

Students had to demonstrate a range of challenging practical skills from scratch in order to access the higher end marks. Some students also demonstrated the skill of filleting a fish and de-jointing a chicken.



GCSE Food Preparation and Nutrition Practical Exams 2018



Early on in the spring term we had the first cohort of Year 11 students carrying out the new style of the GCSE Food preparation and Nutrition practical exam, students had to make three dishes (with accompaniments) in a three hour single period.



Ms Athman
Head of Food & Nutrition

Year 8 BP Ultimate STEM Challenge



Over the past few months Year 8 students have been busy in our lunchtime STEM Club investigating how to grow plants with reduced amounts of water. As part of the BP Ultimate STEM Challenge, teams researched different solutions, came up with innovative designs, and tested some proposal to improve growth while

decreasing water consumption.

All five teams presented their work to a panel of Science Teachers and then to the whole school in the Science Fair, during Science Week. For their impressive work



they were all commended with prizes for Creativity, Scientific Method, Team Work, and Passion for STEM, and they have all achieved a CREST Bronze Award.

Congratulations to the overall winners 2018: Safura and Malaika!

Dr Metelo
Head of STEM

Talent 2030 and Big Bang Fair

This is the third year in a row that Woodford students have participated in the Talent 2030 National Engineering competition for girls. For the third time our students were selected as finalists and got to present their project at the Big Bang Fair in Birmingham! This year the project focussed on water purification and water management, and it was awarded a very impressive 3rd place:

"Great quality website, a lot of great effort and work! Excellent use of images/sketches, multi-media sources all referenced. Demonstrated a lot of enthusiasm and a deep sense of understanding and appreciation for the problem of the water crisis. True empathy for the issue was clearly demonstrated which is a great motivator for tackling the issue. Great work! Keep up the work and good thinking for problem solving. Well researched information and excellent research methodology."



Congratulations Hue-Mai, Mehala, Bondhan, Grace, and Niharika!

The project also achieved a Silver CREST Award:

"This is a well researched project that you have clearly put a lot of time and effort into and I'm pleased to award you a Crest Silver Award. The website you created to present information is impressive with good use of media and research to support your points. Well done!"

Dr Metelo
Head of STEM

Camfed Charity Garba

Two of our Year 12 girls, Nikita Shah and Vanesha Mehta, organised a Garba for the Camfed charity. In case you are wondering what a Garba is, I think of it as a south Asian form of barn dancing! A group of professional musicians came into school and performed in the hall.



The job of the audience was to dance and enjoy themselves. No specialist dancing knowledge was required because both the band and other members of the audience showed the novice what to do. Even I was able to participate – and my dancing skills are normally the source of a great deal of hilarity.



Camfed Charity Garba (Cont'd)

Everyone had a wonderful time and it was great to see participants from all generations – not only girls from all year groups, but their older and younger siblings, parents, cousins, grandparents and teachers. Even the teachers got involved – in fact Dr Metelo got so caught up in it the rest of us barely saw him all evening.

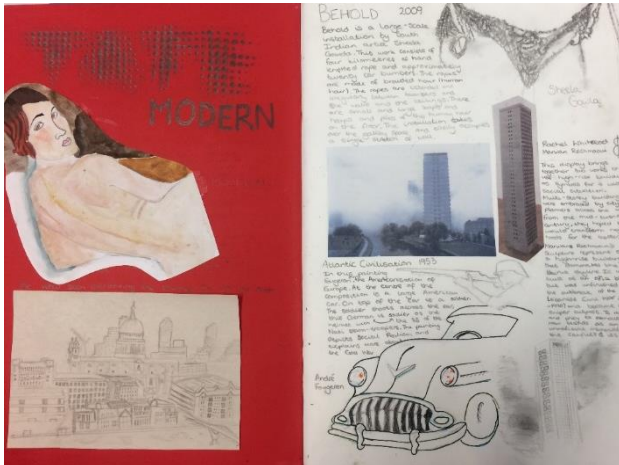


It was a hugely successful evening. I can't praise Nikita and Vanesha highly enough for how well they organised it. It certainly made my life a lot easier! Great fun was had by all, and the event raised over £1,000 for Camfed in the process. We'd love to host it again next year and we hope many more girls and their parents, from whatever backgrounds, will want to attend.



Mr Jenkins
Deputy Headteacher

YEAR 9 & YEAR 11 TATE MODERN VISIT:



Recently in art we went on a trip to the Tate Modern London to explore further our project on landscape. Year 11 went too to launch their exam paper on fragment at a different time than us!



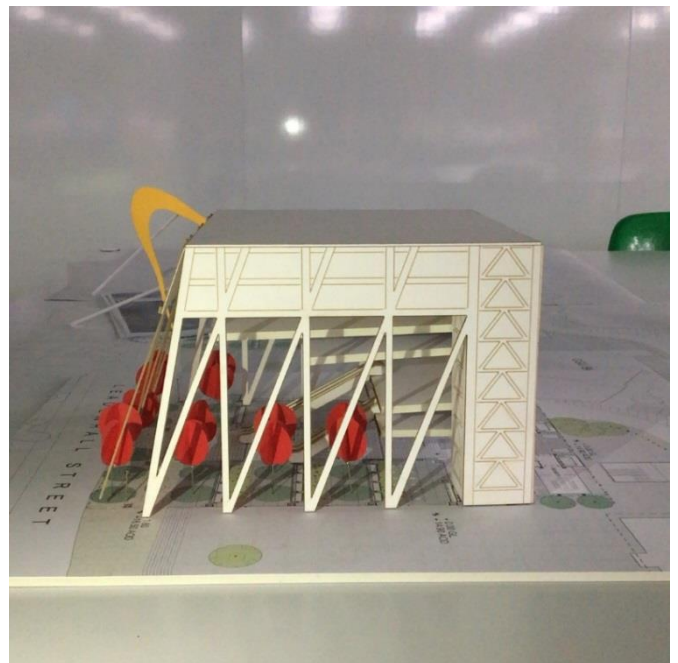
This was one of my most enjoyable trips as it helped to widen my knowledge on art in a more creative visual way. To be able to see all the exhibitions, the art pieces and the meaning behind them was really intriguing. It helped us to really see the depth and reasoning behind pictures. All the pieces of art were absolutely beautiful and it was a valuable experience that we could share with our friends. We explored the museum and saw many different types of artwork, mainly focussing on landscapes as it was part of our art project at school. The artists represented these topics in such ingenious ways, but most of all the trip really inspired us to go out of our comfort zone and explore the more innovative ways in which we could present and look at our art focusing on the wider perspectives. The trip was also really informing as we learnt about the artists and their backgrounds, such as Monet who had poor vision due to a cataract. This led his painting turning out more abstract.

Gia Mannan 9N








OPEN ACCELERATE

In the last 6 months, Mahira Uddin, Leah George and Vishnavee Shanmugarajah (12 SJ) have attended *Open Accelerate*, programme run by open city in partnership with the Bartlett School of Architecture. The aim of the programme is to help students to apply to university. The 3 students embarked in a Series of workshops to develop their skills while being mentored by architects from prestigious practices like *Roberts Hirk Harbour*. The programme resulted in an amazing exhibition in the foyer of The Bartlett School of Architecture 20-23rd of March 2018.



Mahira Uddin model on display in the foyer of the Bartlett School of Architecture.

Jack Petchey Award Winners 2017-18

<p>September</p>  <p>Nabihah 13MDO Awarded by the Science Department</p>	<p><i>Nabihah is not only a positive, polite and incredibly helpful student, she has also contributes too many extracurricular activities. She help run the STEM club for Y8s, in which students made rockets. She took part in the Talent 2030 competition and designed a robot to measure vitals at home as a solution to over worked GPs. She has been a key coordinator with the Medic Mentor company, arranging a school MedSoc involving mock interviews and weekly presentations. She took part in the Nancy Rothwell art/science competition and drew an Angle Fish which she annotated. After attending UCL for a Biology in Action day, she volunteered to write an article about it for the school newsletter. To demonstrate her ability, she took part in the Intermediate Biology Olympiad as well.</i></p>
<p>October</p>  <p>Eza 12MDO Awarded by the Economics Department</p>	<p><i>Eza has made an excellent start to the 6th form after joining from another school. She regularly shows initiative by handing in additional questions that she completes in her own time. She has also set up an Economics Society at school which takes place every week. She is an excellent ambassador for the subject and always come to lessons prepared and enthusiastic.</i></p>
<p>November</p>  <p>Vishnavee 12SJE Awarded by the Art Department</p>	<p><i>Vishnavee has demonstrated that she has made the academic jump from GCSE to A' Level Art by becoming an even better independent learner at A' Level while managing four A'Level subjects. She is currently making considerable progress, to the point that she has been leading the group with her collograph outcome. Vishnavee has been a supportive member of art dept. she designed the school Christmas card for Ms Pomeroy and has been pro-active by applying and committing to an architectural programme on a monthly basis. Vishnavee has been a very committed tutee in her form, playing an important part in her form assembly on Thanks Giving.</i></p>
<p>January</p>  <p>Safa 12SDo Awarded by the Classics Department</p>	<p><i>Safa has been an incredibly enthusiastic and passionate follower of the Classics during her time at the school. After studying texts, she is eager to provide interesting resources to assist our teaching of them such as her Iliad in emojis. She has also helped to run the Classics Club with interesting activities on topics involving mythology and Greek heroism. On top of this she has helped to promote the subject through her attendance the Widening Horizons Evening where she talked to students about Classical Civilisation at A Level.</i></p>
<p>February</p>  <p>Sumona 11H Awarded by the Food & Nutrition Department</p>	<p><i>Sumona is a student that has shown dedication and commitment to her studies in Food and Nutrition since Year 7. Her enthusiasm in the lessons is a testament to the outstanding practical work she has produced during year 10-11. Sumona has never failed to meet a deadline which demonstrates her commitment to learning and her impeccable work ethic.</i></p>