

WOODFORD COUNTY HIGH NEWSLETTER



Issue No 24 July 2018

Headlines

As we mark the centenary of the Representation of the People Act of 1918 it's appropriate, alongside the celebration of entitlements fought for and won, to take the measure of distances still to be travelled. There are, after all, many kinds of inequality. At the time of the Commonwealth Games this spring, for example, the gold-medal-winning British diver Tom Daley was quick to remind us that homosexuality remains a criminal offence in two-thirds of Commonwealth countries, with a range of attached penalties up to and including the sentence of death. Nevertheless, humanity continues slowly but surely to gain ground, and one of the most noteworthy events of this year, certainly as far as the emancipation of women is concerned, has been the acknowledgement in Saudi Arabian law of their right to drive. It is indeed a major victory for reason and for equality of status, and our Western incredulity at the fact that it should ever have been denied must not be allowed to diminish our sense of its importance.

Here in Britain, the Equalities Act of 2010 keeps us on our toes by drawing attention to the many different ways in which a minority (sometimes even a majority) may be the object of discrimination, and guarding against these is as sacred a duty in schools as everywhere else – indeed, perhaps even more so, for moral principles brought home to us in our youth may shape the course of our whole lives. You will be aware that here at Woodford we undertook earlier in the current academic year to conduct an enquiry into the forms of inequality to which our students considered the ethos of their school most vulnerable. This survey was duly completed, and I am pleased to report on two significant developments resulting directly from it: as from the beginning of the next school year, our uniform code will include specifications for trousers and also for an official Woodford headscarf / hijab, either or both of which may be worn by students of any age who so wish; in addition, though practical considerations preclude at least for the immediate future our offering a full-scale double menu in the canteen, our caterers have been asked to make available a halal sandwich option on a daily basis with effect from September.

These are concrete changes, but we continue to work steadily towards the raising of awareness in other areas. Regarding the issue of sexual orientation, your attention was drawn earlier this term to our then-upcoming LGBTQ+ awareness day, which proved to be a very worthwhile event, but you may be interested also to know that training has also been undertaken by our teaching staff in strategies for countering homophobic bullying.

As a girl's school we have found it extremely productive to work with *Fearless Futures*, a charitable organization dedicated to the empowerment of young women. Projects undertaken by them this year involved a group of a dozen Year 10 students, and another similar group of Year 12s, in activities designed to develop in them the skills and confidence required for leadership roles – an experience which they themselves then replicated for a larger group of their peers.

This leads neatly into the item which I have deliberately saved till last because I consider it especially remarkable. At a time when one regularly encounters individuals only too ready to advise others on putting world to rights but not noticeably active themselves it's a wonderful tonic to meet with genuinely spontaneous and effective action – and how much more so when young people are the ones responsible. It was therefore most heartening to learn that our student-driven feminist society, under the dynamic leadership of Anjum in Year 12, had made contact with the shadow home secretary Diane Abbott and instigated a meeting in Westminster with a view to gaining an insight into the situation of a woman of colour in British politics. Not content with this, they have further distinguished themselves by organizing a project whereby homeless women are provided with haversacks full of toiletries. I confess to being lost in admiration for both initiatives. If these are the kinds of thing of which the young are capable, then perhaps the human race is in rather less parlous a state than one is sometimes tempted to imagine.

On that positive note, it remains only for me, at the end of another busy and productive year, to take this opportunity to thank everyone for what our combined efforts with and for our students have made possible. And I wish you all a happy, restful and restorative summer.

Ms Jo Pomeroy
Headteacher

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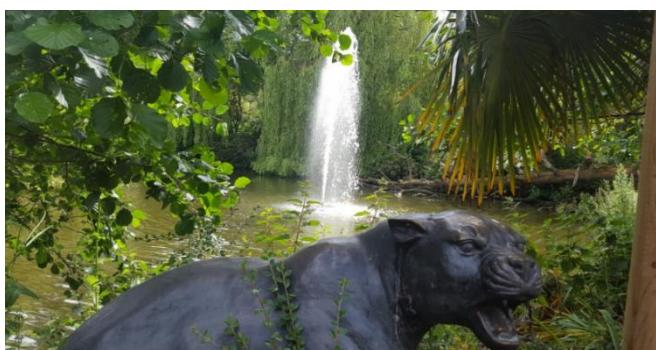
Biology Department: From Alligators to Zebras: Colchester Had It All

To say that the trip was fun is an understatement. It was a surprising success, especially for those of us who expected a boring trip to the zoo. Despite the constant heat and the pungent stench of faeces that accompanied certain areas it was a chance for all Year 10's to relax after a hard week of exams.



The most fun aspect was of course the Familiar Friends feeding centre where we got a chance to get up close and personal with goats, sheep and even chickens. Though *some* of us were more reluctant to be 'bombarded' with the harmless animals others were enjoying feeding the goats, some even facing their fears with their friends to stroke the wool of the sheep.

The environment at Colchester Zoo was beautiful, most of our Year 10's taking advantage of this to take modelling headshots. The tropical atmosphere, the greenery found everywhere, it shows how the zoo has done its best to not only create an enjoyable experience for us but also for the animals in the zoo to feel closer to home. A majority of us released the inner child within us (teachers included) though unfortunately the same cannot be said for the animals, still trapped in their cages.



Biology Department: From Alligators to Zebras: Colchester Had It All (cont'd)

The trip to the zoo was a reality check. We only ever see animals on Blue Planet, in books, maybe once when we were small. But this trip brought us back into touch with our common ancestors. We got to see these amazing animals, their differences, their similarities. But we also had a chance to evaluate for ourselves whether the basic institution of a zoo is ethically right. It's important to create awareness about the endangered species, especially the White Rhino which was hunted for its ivory horn. Is this caging animals for the sheer purpose of being a source of entertainment for humans justified?

An enclosure contained two tigers, in a box smaller than my room, and they barely had enough space to move. Our group was shocked at this, especially in comparison to the small red panda who had more than enough room. But we also got to marvel at the lemurs and the way they leapt around with their kin on their back. Some of us formed an emotional attachment. No seriously, some Year 10's would stay forever at an enclosure admiring the movement, cuteness, skill, size, beauty and scare factor of the animals. Others proved their bravery, especially those who were scared of the ducks under our tables when we ate lunch.



Regardless, whether you're scared of animals or love them Colchester Zoo had something for everyone.

Thabaniya, 10N

Rosalind Franklin STEM Conference 2018 at Newnham College

On Wednesday 28th and Thursday 29th of March, Yathumie and I along with over 90 year 12 students from several schools all over England were fortunate to attend a two day residential conference at Newnham, Cambridge. The conference was named after Rosalind Franklin who is famous for being one of the discoverers of the structure of DNA and had studied Natural Sciences at Newnham College. Over the two days we attended 4 lectures which were all followed by syndicate discussions where we further discussed what we had learnt in smaller groups and talked about some ethical questions that were raised.



We were treated very kindly with delicious meals, especially the three course dinner (with our name plates on the table!) and a comfortable bedroom for our night stay. All the lectures were based around STEM and the main purpose of these very interesting talks was to encourage more women into the science and engineering careers. Personally I absolutely enjoyed the third lecture which was presented by Dr Hugh Hunt and had the title 'Controlling the Climate: Can we refreeze the Artic?' From all these lectures we understood the passion people had and that there should be no limit to our education and curiosity.



It was a great honour to speak to the Principal of Newnham College who was very sweet and welcoming. We also had the opportunity to talk to students studying at the college and were given an Admission's Talk providing details of how to apply to Cambridge and of the expectations admission tutors have. Overall the experience was lovely and we are more than grateful for this opportunity. Thank you.

Ashaiyini, 12JPT

UKMT Team Maths Challenge

On the 20th April, four students returned to Woodford with their heads held high, having achieved an admirable place in the Regional Finals of the United Kingdom Mathematics Trust Team Maths Challenge.



Our team consisted of: Hana and Polina from year eight, and Hannah and Suhasini from year nine. The challenge took place this year at Cambridge University, and it was a test of mathematical, communication, logic and teamwork skills. We prepared long and hard for the challenge, spending our lunchtimes and train journey to Cambridge practising for it.



The Centre for Mathematical Sciences was full of other schools, and every student in the room shared a feeling of anticipation and enthusiasm for the upcoming contest.

When the results were in, we found out that we had come ninth place out of the thirty-three schools that had participated, which was a commendable achievement. We hope that next year's team will do their best to match or to surpass our efforts.

Suhasini, 9R

Year 12 Visit Anglia Ruskin University

On Monday 2nd July, a group of ten Year 12 students were invited to go on a tour of Anglia Ruskin University in sunny Cambridge. We were met at Cambridge station by Karen, a very pleasant Masters student from Malaysia, who is studying Zoology. We were then welcomed warmly by Rachael Cole, the Outreach Officer, who gave the girls a lot of interesting and useful information about Cambridge city and the university. The girls enjoyed a tour round the new buildings, and were particularly impressed by the brand new science labs, forensics department and art department. Since it opened, Anglia Ruskin has invested 45 million pounds into their new facilities, and offers a wide range of courses in the arts, computing, engineering, law, business, economics and many more. After exploring the university, the girls enjoyed lunch and a walk around Cambridge City Centre.



'I found the Anglia Ruskin Trip a very valuable experience. Although the university offers traditional subjects, I learnt that there is also a variety of more specialist courses on offer. While I appreciated the Outreach Officer's talk, gaining an honest opinion from a current student, Karen, made me feel fully informed about the university. I like that university life seems to be not only about studying, but gaining life skills too.'

Zara, Year 12

Year 12 Visit Parliament

On 23rd April the Year 12 Politics class enjoyed a fascinating day out at the Houses of Parliament. There was a lot going on! From the outset we had to rearrange our meeting point because Parliament Square was cordoned off for the unveiling of the new statue of Millicent Fawcett.

Having sorted out that little issue, we went inside and were given a tour, which included going into both the House of Commons and the House of Lords. The girls could stand at the despatch box, where the Prime Minister faces the leader of the opposition at Prime Minister's Question Time, and to this day it is still possible to see the dent made in it by Winston Churchill's ring.

Parliament Visit (cont'd)



The House of Lords is altogether more opulent and, of course, it contains the Queen's throne. Sitting on this – or indeed any of the seats - is strictly forbidden.

After the tour we made our way to the lobby, where we were met by the local MP, Iain Duncan Smith. The girls took the opportunity to quiz him on Brexit (for which he is a leading campaigner) and the campaign by the Labour Party to unseat him at the next election.



After lunch we went to the viewing gallery in the House of Commons to watch Defence Questions. The Secretary of State, Gavin Williamson, answered questions for longer than usual, and it soon became clear this was because the long-awaited statement on the Windrush scandal had been delayed. We saw Amber Rudd pop into the chamber, where Diane Abbot waited on the opposition front bench. Unfortunately we couldn't stay around until she made her statement – a shame, because she resigned shortly afterwards and this was her last Commons appearance as Home Secretary. All in all, it was a fascinating day which really helped to bring alive the A Level Politics course.

Mr Jenkins
Deputy Headteacher and Politics Teacher

Jack Petchey Awards 2018

Adchaya Performs in the Grand Final of the Jack Petchey Speak Out Challenge!



In our last newsletter, we reported that Adchaya Ithayarajah (Y10) had won the regional final of the Jack Petchey *Speak Out!* Challenge for Redbridge.

In early June, WCHS was thrilled to find out that, out of the 37 regional finalists, Adchaya was one of 15 chosen for the Grand Final, which took place on the 2nd July in the prestigious Cambridge Theatre in the West End (where the musical Matilda is usually performed!) in front of 1,000 people.

Ms. Moore, Mr. Lovett, Ms. Heeks and Mr. Huggins and I, along with an excited group of family and friends, watched with pride as Adchaya performed her final version of her speech: 'If Only We Were All Colour Blind' about her identity as a 'cultural hybrid.' Topics from other finalists included: living with autism, anorexia, knife crime, and experiencing the care system. Judges included Amanda Spielman (Her Majesty's Chief Inspector of Ofsted), Faisal Islam (Sky News Political Editor), Yasmin Alibhai-Brown (Journalist and Author) and several other famous faces.

As the competition was extremely fierce, in the end, Adchaya was not placed in the final four. She also had the very tough job of speaking first, which must have taken a lot of nerve. But she can rest assured that she did herself and Woodford extremely proud. She got down to the last 15 speakers from 19,800 students, which is an outstanding achievement in itself! All the finalists were awarded with trophies, and all were commended for the quality and flair of their speeches - and performing in front of 1,000 people is no mean feat!

We are so proud of Adchaya and all her achievements. We have no doubt that she will continue to inspire generations to come!

'Honestly, year 10 has been the best school year so far. Though I didn't win the Jack Petchey final, it was a truly amazing experience. I met two particular people who have grown to become two of my closest friends who I talk to every day. Best of all, I feel like I gained so much personally. I am a naturally confident person but I found an even newer confidence in myself and an ability to speak out to the world. The experience has made me someone who is willing to take risks, encouraging others to just go for it and say 'what's the worst that could happen?' I also realised that nerves only exist backstage; once you're on stage, you see hundreds of beaming faces and any nerves you had are swept away with the applause and cheers. There is no better feeling, no better validation than the proud smiles of your family, friends and teachers. The Jack Petchey grand final was a day I will always remember as the day I found my true ability to speak, my true ability to be myself. I feel so lucky to have had this incredible experience!'

Ms Nairn, English Department

Enabling Enterprise 2018

On 5th July - 4 Year 8 girls, Tiana, Lena, Elizabeth and Pearl from Woodford County High School travelled to Finsbury House, Liverpool street to take part in 'Enabling Enterprise' which is a company which teaches kids how to manage money and how it works. Travelling on the tube was a brilliant way to start our day in the business world.

The event was centered on Teamwork and staying positive, so each task we did had to use these skills, earning us points.



We met our first volunteer, Grace, and shortly afterwards we began our first ice breaker. The ice breaker was tough as we had to find unique things that our group and our volunteer had in common. However, there was a twist, we could not say things that you can see, for example wearing glasses. In the end we found a few things in common such as: we had all been to Rochester & we all liked running, earning us bonus and teamwork points.

We had an opportunity to ask questions about First State investments and what they do for people. Retail or Business customers give First State Investments money which they will then increase and make profits. This process was used in our second task.

In our groups we were given a customer, Dr. Taylor who would supply us with £250,000. We were given a range of her likes and dislikes, but the most important part of the task was generating profit. We were then given 6 companies she could invest in to generate profit, however each having their advantages and disadvantages.

Enabling Enterprise 2018 (cont'd)

The thing that made this task difficult is that the market is always changing. This meant that something may be worth a lot one minute, however a change made in the world (e.g. Brexit) may make this worth much less. However, whilst doing the task we did not consider this meaning our money dropped to £171,000.

Throughout the day, we would have many volunteers and our second volunteer, Jomoli, talked us through her job as a Risk Analyst. She explained that it was her job to ensure all problems that happened at First State had next time to be avoided and solved.

In the next two tasks, we would do the same, however being given new information. Considering new strategies and our previous mistakes we picked our new companies to invest in. Throughout this we earned several teamwork, staying positive and bonus points.

During this final task, the market changed again. However, this time it changed in our favour. At the end of the task we had a large total of over £1,000,000.

The hardest part of these tasks was picking how much money to invest in each company, as you could either split your money equally or you could favour a company that you thought would make more profit more money.

The final task of the day was presenting. We had 4 minutes to prepare which was quite challenging. However, with the help of our new volunteer, Anthony, we managed to create a presentation which went quite well.

The day was exciting providing us with many challenges and many thrilling activities where we learnt about finance in depth and we all took a lot from it.

Pearl, Year 8



Geography Department Summer

As is the case every summer term, the geography department has been out and about completing fieldwork in Herne Bay and Rochester with our Year 7 and 8 students.

The weather has been **fantastic** with every day giving us beautiful sunshine and high temperatures – something I don't think I have ever experienced in almost 20 years!



As is usually the case, the ice creams, sweets and chips went down very well indeed – students *and* teachers!



These trips are immensely important for the students with many of our youngest experiencing a level of independence never experienced before. The opportunity to work as part of a group, away from the classroom in an unfamiliar environment, is an incredibly valuable one and a great life skill. As well as these more discreet skills, students are developing data collection techniques such as land use mapping, questionnaires, measuring and surveying – all of which are essential when being assessed in at GCSE level.



Geography Department Summer (cont'd)

With Year 12 students heading off to Epping Forest at the start of the summer term to investigate the carbon cycle, you can see how busy everyone has been.



We are now busy preparing fieldwork and visits for next term to Walton-on-the-Naze for Year 11, local A Level studies and our 6th trip to Iceland with 44 Year 11 students.



Over the summer break it would be great if students could keep themselves aware of current news events as well as taking the time to think about the different environments they experience whilst out on day trips or during a family holiday. As always, your help in trying to facilitate this would be much appreciated.

**Mr I Saxton
Head of Geography**



Celebrating 250 Years of Our Listed Building: 1768 to 2018



Hopefully, you will have all seen our banner placed at the front of school letting everyone passing know the building is 250 years old this year. In school we have gathered a group of almost 40 '**Time Travellers**' who have been learning about the building's history using old maps, attending a talk from local historian, and ex-WCHS student, Georgina Green and attending a research workshop at Redbridge Museum with Mrs Christie and Miss Keith. The photo above shows how some of the Time Travellers have also had the chance to survey some of the school grounds using 'ground penetrating radar' in readiness of an archaeological project taking place at the end of term. The school thanks local amateur geo-physicist Ralph Potter for his time and effort so far this year.

In September, the school will participate in the Open House London Weekend (*Sunday only*) where the Time Travellers will act as tour guides. An afternoon event is planned with Year 10 and Year 12 art students showcasing (and selling) some original artwork and prints which use the architectural features of the building as a source of inspiration. The day will also involve some of our musicians performing pieces covering the 1768 to 2018 period. *Please make a note in your diaries.*

A further project has been to begin transforming one of the outdoor spaces in school; making it a more usable and attractive place to be. The former tennis court directly behind the original house will become home to 4 large planters and new picnic benches. With better access, it is hoped the space will be a welcome addition for the students. A gardening project at the end of term will see shrubs and plants added as well as flowers placed in new troughs along 'Repton's balcony'. We have been lucky to receive donations from the Bunnings store in Forest Road (Walthamstow) and Lancasters in Wood Street. *Please pass on the school's thanks if you find yourself shopping in either place over the summer.*

Celebrating 250 Years of Our Listed Building: 1768 to 2018 (cont'd)



With some new framed prints adorning the wall in the main building, and a permanent timeline being planned for the Autumn term, the school really is trying to mark this 250th celebration properly.

A final thank you must go to the PFA who have funded many of the projects you have read about here. These events are helping many students in the school develop an interest in aspects of history, architecture and archaeology that they wouldn't have otherwise had. It is hoped that this will continue next term and next year as the school begins to think about its own centenary.

*Mr Saxton
Time Traveller and Geographer*



Duke of Edinburgh Award 2018

This year's cohort were extremely unlucky with the weather for their expeditions, with snow on the training day, the wettest weekend of the year for their practice expedition and yet more rain on the assessed weekend. They are to be congratulated on persevering in difficult conditions with what is already a significant mental and physical undertaking even on a dry day. Having attended the practice expedition myself I can confirm that parts of the walk involved no option but to plunge into ankle or even knee-deep muddy puddles only to turn up exhausted to a wet campsite where the hot water wasn't working. Under the circumstances the decision was taken to shorten the second day of walking for the practice. I am pleased to report that all students who attempted the assessed expedition passed it. Alishba summarises her experience of the Assessed Expedition below.

Miss Rickard, Mathematics Department

Bronze D of E Expedition

Our D of E expedition was definitely an experience to remember. However, not everything turned out the way we had planned. There were no marshmallows toasted at a campfire or any campfire stories told, like you see in the movies. We weren't even allowed to bring our phones! All was great until the thundering clouds rolled in, bringing a fresh torrent of rain. We had to stumble through mud knee-deep while carrying bags as heavy as concrete blocks. This was a challenge that tested both our physical and mental capability.



"The Avengers" group on their assessed expedition

Duke of Edinburgh Award 2018 (cont'd)

Yet, despite hiking up treacherous hills, stomping through marshy fields and occasionally getting lost, we had gained skills and memories that I, unequivocally, believe will stay with us for the rest of our lives. Teamwork played a huge role. We supported our peers when they were feeling low and gladly serenaded them with songs that I'm sure the expedition leaders were thrilled to hear. Whilst trekking through the countryside we really appreciated the beauty and serenity of the landscape, like the fresh, woody scent of pine needles being crushed under our hiking boots. It was not until we were a part of the environment that we started to realise the importance of respecting the area around us. By the end of the expedition, we could read maps like the backs of our hands!



Team "Diversity" on their assessed expedition

Finally, being able to reach the campsite was a huge accomplishment. It showed that with great communication skills, perseverance and an abundant supply of sugary goods, we could complete the hike that at first had seemed so impossible. However, the best feeling of all was when hot food entered our stomachs from the dinner we cooked because it deliciously warmed us up and we could at last snuggle into our sleeping bags, giving a well-deserved rest to our aching legs.

I have to say for the most of us this was as close as we were going to get to breaking out of our comfort zones. It made me realise not to be afraid to leap into the unknown because at the end of the day taking risks and learning new skills is what life is really about.

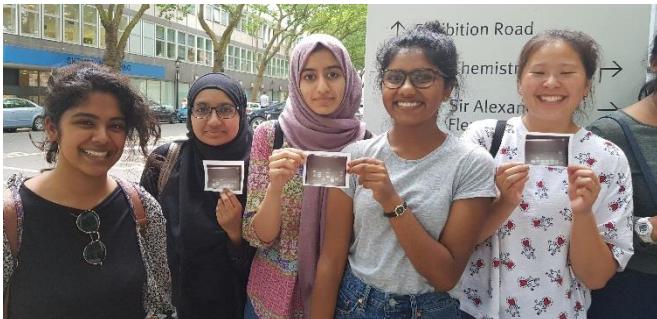
Alisha, Year 10

Year 12 Visit Imperial College Life Sciences Summer School



Ever wondered how DNA is used to identify people in forensic science or for paternity tests? Fourteen Y12 students were lucky enough to have the 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 sample. They had to digest each sample of bacterial DNA using enzymes and then separate the samples using gel electrophoresis. From this they analysed the patterns of the five bacterial DNA samples to identify which the unknown came from.



The students thoroughly enjoyed the practical, and also gained hands on experience with pieces of equipment that university students and research scientists would use. In particular, the use of the highly accurate Gilson pipettes to measure out microlitre volumes of liquids and the high speed centrifuge. Students had a mini lecture on 20th century vs 21st century genetics and how this will impact medicine over the next 50 years, as well as learning about the Life Science courses at Imperial College, Biological Sciences and Biochemistry.

The students left feeling privileged to have experienced such an exciting and informative day and it has left them excited about the prospect of studying Life Sciences at university.

Miss Estruch
Head of Science

Talent 2030 Visit to Rolls Royce

Talent 2030 is a National Engineering competition for girls, and this year's team was invited to the Rolls Royce factory, up in Derby, for an inspiring day of engineering!



Hue-Mai, Mehala, Bondhan, Grace, and Niharika learned first about the history of Rolls Royce and about the development of the jet engine. They got to see (and touch!) such important engines as

the Merlin which powered the Spitfire, the engine that powered the Concord, and the most recent Trent 900 that powers the double decker A380 and the Trent 1000 that powers the 787 Dreamliner. These huge monsters, of a fan diameter of over 3 meters, are sold for over \$35 million!

It was fascinating to better understand the role of engineers in problem solving. For example, they learned about the ingenuity of an apprentice that suggested using simple rubber tips instead of the complicated metallic heating systems at the tip of the fans of jet engines. This prevented frost simply because ice would not stick to the rubber, thus saving thousands of pounds. And they saw a Lego model of the Trent 1000 made by this year's Apprentices. They got to play with some 3D printers and robots, and at the end of the day they even got to experience the smelly cockpit of a WWII bomber and sit in the comfort of a 1930s Bentley-Rolls Royce.



Dr Metelo
Science Teacher

A Level Physics Trip to Geneva



excitement had spread across all sixth form physicists, already making plans and choosing roommates. It gave us a welcome reprieve from the impending doom of revision for our mocks and later our guide at CERN would tell us that Geneva had experienced endless weeks of biting cold and grey sludge-turned snow, only to flip instantly to clear blue skies and dazzling sunshine, just in time for our arrival.



overwhelming shadows of the mountains dusted with pure white snow across its peaks that seemed to glitter in the sunlight was a sight I don't think anybody got used to. At our hostel we settled in quickly, dumping our bags and getting ready to hit our first major stop: the United Nations.



As not only a politics student but a citizen of the world, the United Nations building was totally incredible; the moment of recognition struck

when we approached the gates where the towering flagpoles stood, the iconic image of the countless colourful flags rippling in the breeze as they always do on the news. We received an excellent guided tour of the building, and walking into the cavernous conference rooms, now empty, only made us wonder what transformative decisions could've been reached in any one of them.

A Level Physics Trip to Geneva (cont'd)

In the evening, we explored around Lake Geneva, taking record numbers of selfies and group pictures, and deciding that karaoke of old pop hits was the best way to express our excitement, likely to the dismay of any passers-by and of course, our teachers. The next morning, we went on a walk again, this time appreciating the city in bright sunshine and admiring the mini rainbow that had formed across the Jet d'Eau.



We then trekked to CERN, where we watched the experiments that defined our school physics knowledge unfold in various exhibitions; Entering the Globe of Science and Innovation (a mysterious wooden entity) we were entranced by a show that depicted the Big Bang in astonishing colour and light. Being toured through ATLAS and the Data Centre really showed us how scientists began to put together the pieces, of not only the beginning of the entire universe but also about the existence of fundamental particles – we even had a talk in the conference room where the discovery of the Higgs boson was first announced.

Overall the experience was fantastic and left us all with a huge insight into the vital work physicists have done over decades, as well as the inspiration in our minds that such hard work does lead to amazing achievements.



Sadia, Year 12

Primary School Science Visit

This summer the science department welcomed 40, year 2 students from Churchfields Primary school to give them an insight into secondary school science.



After an introduction to the application of science and science careers, the students took part in three mini challenges. Firstly, an engineering challenge to create the tallest, free-standing tower from 10 pieces of spaghetti and marshmallows.



The second challenge was linked to biology and psychology. The students completed the brain testing Stroop test, which requires students to read out the names of as many colours as possible in one minute, but the names of the colours are coloured incorrectly (**red, blue, yellow**).

The last activity introduced them to chemistry, by making trolls hair from the chromatography of felt-tip pens. The finale was a succession of whizz-bang chemistry demos by Mrs Peters. We are very enthusiastic about science, so the opportunity to share this with the local community and potentially inspire younger students into the sciences was a fantastic opportunity which the students thoroughly enjoyed.



Miss Estruch
Head of Science

The Brain Bee Competition 2018

The Brain Bee is a neuroscience competition held worldwide for secondary school students. After a challenging regional competition held at the Sainsbury Wellcome Centre in London, I was invited to participate in the 2018 National Brain Bee in Nottingham. First prize was a trip to the International Brain Bee, held this year in Berlin, so we were all keen to do our best! The day began with a small introduction, a MCQ paper testing our knowledge on a variety of neuroscience topics and a patient diagnosis paper. We were presented with 18 short 'scenarios' from patients who had a neurological disorder as well as the accompanying diagnostic test results. From this information, we had to deduce which disorder the patient had. After this tough round, Dr Wayne Carter, Associate Professor from the University of Nottingham gave an interesting talk on the effects of alcoholism on the brain.



The results of the first three rounds were then announced, and to my surprise, I had scored the highest! The final Q&A session for the top 5 was next. After this round, I was tied in first place. An intense tiebreaker ensued with many very difficult questions. Unfortunately, I just missed out on winning a place at the International Brain Bee, but was awarded second place. Overall, it was a rewarding experience that I really enjoyed and I have gained a lot more knowledge about the workings of the complex human brain!

Sarayu, Year 10

Psychobiology with Glasgow University

Psychobiology is the fascinating field of research that links physiological processes to our actions in the world. In other words, it is about the relationship between brain and behaviour. Psychobiology or biopsychology as we like to call it here at Woodford is now a major component of the Psychology A level that students sit at Woodford. This is why Ms Liebeskind and psychology students in 12A leapt at the opportunity to be part of a live webinar with a professor of Psychobiology from Glasgow University, Dr Heather Cleland-Woods in our very own school library.

Psychobiology with Glasgow University

The collage includes:

- A group photo of students in a library setting.
- A diagram of the brain showing 'Structure' and 'Activity'.
- A diagram of blood flow in the brain.
- Four student quotes:
 - 'Informative, excellent session...Year 12 student'
 - 'Very useful insight into different imaging techniques of the brain...Year 12 student'
 - 'It was very good. I found the case studies quite interesting!...Year 12 student'
 - 'Definitely a good experience!...Year 12 student'

Our library is a wonderful location for a webinar, as the students are well-lit by natural light, and surrounded by books when they appear on screen. It was brilliant to be able to speak with Heather and her colleague at Glasgow, as students at Woodford had just started looking at biological rhythms and the way they affect our moods and behaviour in general. Professor Woods is a sleep specialist who is particularly interested in the sleeping adolescent brain. The webinar session functioned as an introduction to sleep science, addressing questions about why we need to sleep, why adolescents typically enjoy much more in the way of vivid dreams than older people and why sleep researchers still struggle to investigate the phenomenon of lucid dreaming because it is impossible to verify the sleeping subjects claims of control whilst fast asleep.

At the webinar Woodford girls were joined by groups from four other schools around the country, including our neighbours, and brother grammar school, Ilford County High School.

Ms Liebeskind
Head of Psychology

A new attraction at Thorpe Park designed by Y8s - Faraday Challenge Day



Once again this year Woodford hosted a Faraday Challenge Day. And this year the project was to design a new Thorpe Park attraction!



The Faraday Challenge is a national competition organised by The Institution of Engineering and Technology (IET) and sponsored by the Jack Petchey Foundation and designed to encourage more young people to engage with STEM (Science, Engineering, Technology and Maths) subjects. On the 2nd May, 12 of our Y8s in 2 teams competed against 2 teams from our neighbour Trinity Catholic School and 2 teams from Highams Park School. Students put on the shoes of real engineers and worked hard to propose the new attraction including a prototype solution for a part of their attraction. These were genuinely tough engineering problems and students clearly outperformed the teachers' team... who gave up when faced with the frustration of not managing the electronics!



All teams worked very well together and should be very proud of themselves for what they achieved! The team from 8A and 8B accumulated the most points and were therefore the winners of this Challenge! They did not get to go to Thorpe Park (this time!) but were invited to attend the Festival of Aspiring Engineers at the IET in central London, overlooking the Thames. Congratulations Srideeksha, Avneet, Jemimah, Scarlett, Amber, and Sarunathi!

Dr Metelo,
Science Teacher

Music Summer Term 2018

MSM STRINGS MASTERCLASS

'Greetings from NYC! It was my pleasure working with the three students again. The girls have made good progress in the past few months. Their music teachers are clearly doing great work with them, and I believe that they are all on the path to becoming solid violinists/violist.'

I would love to work with the students again sooner rather than later! Looking forward and please keep in touch.'

Roan Ma, Manhattan School of Music



MSM VOCALS MASTERCLASS

The teacher was very professional. It was inspiring watching singers learn so much. Year 10 student

It was helpful and the feedback that the teacher gave me for my vocal technique was extremely useful. Year 10 student

It was amazing. I learnt some things about the way I sing that I never knew before. I will work hard to improve. It was great! Year 10 student



Carnatic Music Workshop



Renowned violinist Preetha Narayanan led a workshop for a group of year 7 and 8 musicians with the aim of fusing elements of Carnatic and Western music into a new composition.

The girls created music themselves after being given just a rhythm and a 'Rag' (set of pitches) to work with. They composed, rehearsed and performed an entire piece within a Carnatic form, all within 3 periods! We heard from veenas, violins, flute, keyboards, vocalists and a harmonium. Special mention must go to some fantastic improvisation.

"I found it inspiring and enjoyable; it gave me a great opportunity to learn more about my cultural music and it was refreshing to see that so many of my peers enjoy and practice the type of music that I do" Gurkeerat 8E

"It was really interesting to see the similarities and differences between Carnatic and Western music ...Preetha only showed us a rhythm and gave us the opportunity to create the music ourselves. Overall it was a really fun experience!" Elizabeth 8E



Miss Hannent
Music Teacher

Year 10 Perform with LSO 'On Track'



The London Symphony Orchestra are well known worldwide, and they have been involved in many projects aiming to inspire and engage young musicians. As part of one of these projects, we were

involved in the composing and performing a newly commissioned piece for the orchestra. When we were told of this opportunity a few months ago, all 10 of our Music GCSE class were very enthusiastic, to say the least!

We participated in a series of composition workshops, where professional composer Kirsty Devaney gave us an insight into how she approaches composition, sharing her ideas and techniques. We initially started by exploring the themes of nature and the city and the sounds associated with them. Kirsty then used a combination of our ideas and the ideas from the other secondary school students, to create her piece, titled Urban Nature, which explores the complex and remarkable relationship between nature and the city.

In preparation for the performance, we had a two hour long session with a violinist from the LSO and one of the organisers of the project. It was very helpful in allowing us to understand how our individual parts 'slotted' into place with the parts of all the orchestra and other musicians. Fast forward a week or so, and on the 5th of July, we found ourselves at the Barbican Centre, faced with a jam-packed but certainly exciting day ahead of us. Not yet having heard what the piece sounded like with all the parts played together, we were a little anxious beforehand, but we came out of the rehearsals confident and eager. During the long break between our rehearsals and the concert in the evening, we participated in a Gamelan workshop at LSO St Luke's, quickly learning the parts and playing them on the traditional instruments.

Finally, came the time of our concert and members of our class could be seen front of stage with Adchaya, Nikita and Shreya on vocals, Kayley and Aura on keyboard, Shwetha and Jasmi playing the veena, Anchala playing Carnatic violin and myself playing the flute. Miss Hasler also participated, playing the clarinet. Many hours of work had led to this performance and the flowing and delicate but also the rhythmic and pulsating music, surely captivated the audience. Overall, it proved to be a very enjoyable, inspiring and unforgettable experience.

Sarayu, Year 10

Brunel University: Biomedical Sciences Taster Day

On Thursday 12th of July, 9 year 12 students visited Brunel University for a Biomedical Sciences Day, in which we received a talk about what Biomedical Sciences was like at Brunel, completed a series of practicals, and received a tour of the campus as well as the research labs.

We were first met by Dr Ronan McCarthy and Dr David Tree, who welcomed and introduced us to the University, and told us a little about biomedical sciences at Brunel, and were then escorted to a lab where we were to carry out a series of practicals.

The first practical involved us cutting DNA using an enzyme, which required us to use new equipment (multi-volume adjustable pipettes), and we then had to leave this in a water bath so the enzyme was at the optimum temperature to cut the DNA (37 degrees Celsius).



We were also shown a video on how to detect how many base pairs a person has, and this practical was also carried out in front of us, using the DNA we had all prepared earlier. This was actually quite interesting, as we were able to see how many base pairs the DNA that we had prepared had. The technicians helping us had prepared agar jelly and created wells in it. They then set this agar into an electric water bath that had a positive and negative side, and filled it with buffer to carry the current. We then dyed our DNA samples and inserted the DNA into the wells, and because DNA has a negative charge, it travelled from the negative side to the positive.

Brunel University: Biomedical Sciences Taster Day (cont'd)

We were also given the chance to extract our own DNA and take it home in little bottles that we attached to strings to make necklaces. We did this by using our saliva and cheek cells, breaking down the proteins and then removing said proteins using ethanol, and then let it sit on ice. After a while, there were long strands of DNA present that we extracted and put into the necklace bottles (fun!).



The highlight of the day was definitely when we were given an extensive tour of the beautiful campus and were allowed to see the many things that Brunel offers, such as: a gym, a spa, a sports facility, a huge library, many restaurants, a hotel on campus and an arts centre.

We ended the day by being given a tour of the labs and were given a talk on the different types of research that could be conducted in the labs and in different fields of biology, such as computational biology!

Overall the trip was very educational but at the same time a lot of fun and we thoroughly enjoyed the whole experience.

Ayesha, Year 12

Maths Beyond the School Syllabus

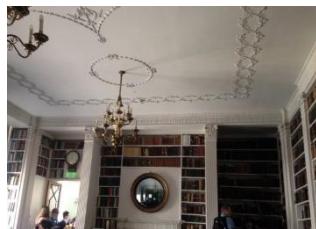


On 30th June and 1st July, the Maths Department nominated Mathura and I to attend a Maths conference in the Royal Institute, in Westminster, from 11am to 4pm. We went on separate days but both days had the same events. The day started with puzzles set out in the library for the students to try out, as well as socialising with others. After half an hour of maths related puzzles, the conference started.

The first talk, before lunch, was about ‘maths stopping epidemics’ and how working out the probability of epidemics spreading and viruses multiplying could significantly save individuals and populations. This talk was given by Professor Julia Gog, a Professor of mathematical biology at the University of Cambridge, and brought to light the practical sides of maths. After the inspiring talk, we had a lunch break, where groups of two or three completed a UKMT style maths quiz, for an hour. It was very difficult, but the winning team scored 40/42. After lunch, we had another talk, which included the physics in Schrodinger’s Cat and pendulums, but was mostly about paradoxes that are veridical (true, such as the Infinite Hotel), falsidical (false, such as Zeno’s Dichotomy paradoxes, in that if you take a stride and your next stride is half that distance, you will never reach your destination) or antimony (neither true or false, so if a barber shaves all who don’t shave themselves, does he shave himself etc.)

The second talk was more appealing to me, since it contained riddles, and paradoxes, which we were to solve, and it was more humorous and inclusive of the audience than the first, but they were both very fascinating for those with cognitive skills. Because I am a student, who enjoys riddles and the application of mathematics, I especially enjoyed the talks because it brought to light how maths can help the world and how it is more than numbers on a page. I enjoyed the entire event, and it achieved my expectations on a fun and informative level.

Samia, Year 9



Boulogne-sur-Mer Trip 2018

Early in the morning on the 22nd of June 9W met, half-asleep, at the school gates. We then made our way onto the coach and prepared for a lengthy journey, which took around two hours. The coach was full of karaoke and excited chattering. After arriving at the terminal we boarded the shuttle reached France within half an hour.

The countryside was lush and serene, the quaint cottages, picturesque. The weather was certainly sunnier than in England. The first thing we did upon arrival was to visit le Nausicaä Centre National de la Mer and see a diverse range of animals like sharks, turtles, penguins we even touched fish.

Afterwards we ventured into *la ville* where there were *crêperies*, *boulangeries*, *boucheries* and more. One of the most prominent and *captivant* buildings was *la cathédrale*, which had an intricately decorated dome and faded frescos. Overall the town was *très pittoresque* and had a very charming/quaint manner.

Towards the end of our day we explored the *supermarché* in the vast shopping centre. There were macaroons of every colour, freshly baked baguettes and of course a huge selection *de fromage*. They also had a large *poissonnier* to show the region’s speciality-fish. There was *le colin* (hake), *le cabillaud* (cod) and much more.

We returned to school in the evening, *fatiguées*, after a very enjoyable trip to very sunny France.



Lily-Belle, Year 9

Summer Production: Guys & Dolls



The criminal underbelly of New York Society so brilliantly drawn in Damon Runyon's short stories was vividly brought to life in Woodford's 36th Summer Production "Guys and Dolls". Frank Loesser hit a rich vein for a musical in juxtaposing the evangelists of a Salvation Army Mission with the drunks, gamblers and night club singers of downtown New York.



Characters as individually delineated in Runyon's prose by their dialogue as by their colourfully evocative names are 3-dimensional even on the page and readily spring to life on the boards. Constantly preoccupied with their present situation (tellingly, in 3 volumes of Runyon short stories, there's only one use of the past tense – clearly a slip of the pen), they communicate in an overstretched *argot* that instantly endears them to us. "What kind of doll," enquires Nathan Detroit suavely of his fiancée, "would go for a certain kind of guy which you would not think she would do so?"

The shift from page to stage, of course, provides a whole new medium for establishing the world Runyon's shady but essentially harmless characters inhabit. To the strains of the overture, a bustling tableau highlights the social diversity of Broadway, debutants and business men brushing shoulders with sparring boxers, pickpockets and beggars.



Summer Production: Guys & Dolls (cont'd)

And the very first musical number of the show, the ambitious 'Fugue for Tin Horns' (the voices of Adchaya Ithayarajah, Aamina Saleh and Samia Rashid overlapping masterfully in our production) contents itself with establishing character and environment. The plot can wait. But the transition in tone and tempo to a Salvation Army street mission advertises the dynamic of events to come. We learn of Nathan Detroit's dilemma before we meet him, and very soon thereafter the keystone of the plot is put in place: the bet, which if successful, will secure a location for 'the oldest established permanent floating crap game in New York'.

The warmth of this feel-good musical stems primarily from the two relationships at its heart and from the redemptive motif (here in duplicate) of the eventual domestication of the wild guy. Sky Masterson (Hannah Procter on impressive form) woos Sarah Brown, trainee salvationist, to win his wager, but suddenly finding himself in love with her, denies his success to spare her feelings. The female leads this week were particularly impressive. Antonia Pereira (as Sarah Brown) marked with finely observed modulation of expression and movement the conversion of an insecure evangelist to Bacardi and romance.

Grace Mo gave a sparkling and impeccably-timed performance as Miss Adelaide, the long-standing, long-suffering fiancée of Nathan Detroit. Betrothed for 14 years with no prospect of a wedding she's serialised a fiction of married life (5 children and another on the way) in letters to her mother and, as she revealed in a masterful rendition of a very demanding comic song, has developed a psychosomatic cold.



Summer Production: Guys & Dolls (cont'd)

As the production breaks for the interval, the romantic prospects of the two women look bleak. Sarah returns from Cuba to find the Mission commandeered for an all-night crap game and is only partially convinced by the more pragmatic reaction of fellow salvationist Arvide (played here in avuncular style by Noor Bashir). Arvide's attitude to Sarah's feeling for Sky is similarly down to earth: ("What do you want to get over it for? It isn't pneumonia.") And he rises triumphantly to the occasion by warning Sky "if you don't pay off on that marker I'll tell the whole town you're a dirty welcher".

Miss Adelaide, jilted on the eve of her elopement, vents her frustration with men in a spirited number with her Hot Box dancers but the underlying desperation is clear as she seeks advice from the male closest to hand: ironically, Sky Masterson. In no mood for niceties, Sky cuts straight to the chase: "Why is it the minute you dolls get a guy that you like, you take him right in for alterations?" It's a fair question, and we see that she has taken it on board despite her posture of continuing indignation.



The action then shifts from the girls to the cause of their woes – The Crap Game. A sewer is the venue settled on and again Loesser establishes the febrile activity of the event before advancing the plot. Set design (Mrs W. Taylor), accomplished throughout the production, was brilliant in this scene, enormous pipe work providing the murky back drop for the brilliantly choreographed Crapshooters' Dance. Big Jule (Luckshika Sutharsan) pleased with his rationale of spot-less dice ("I remember where the spots formerly were") and the wonderfully named Harry the Horse and Angie the Ox (Praise Sorinola and Sasini Seneviratne), characters physically awkward, no doubt, on the streets of New York, are fish in water here.

Summer Production: Guys & Dolls (cont'd)

If the audience hadn't already recognised that Nathan Detroit lacks the malice for serious criminality, this is the scene to set the record straight. Arti Armin portrayed with warmth and humour Detroit's wary deference towards Big Jule.

And by this point, the audience can be pretty assured that all will be well. As in all first-rate comedies the pace of restoration is rapid. Masterson rolls the dice to honour his wager to Sarah and 12 or more assorted sinners duly troop into the Mission for the Thursday Night Prayer meeting that is to determine its continuance. And the scene confirms what we've suspected all along, that Nathan and his ne'er do wells are ripe for redemption. In a warmly comic scheme reminiscent of a class room Nathan has them doff their hats, confess their misdemeanours, and promise to try harder. Nicely Nicely Johnson (Adchaya in her element) throws himself into the task, raucously evoking a dream of heaven's gate in a spirited rendition of "Sit down, you're rockin' the boat". The dissimulation works, General Matilda Cartwright (Meerab Ghani) agrees to reprieve the mission, the salvationists save the sinners from the ever-pursuant police (notably Cheyenne Socrates as the dogged Lt. Brannigan), Masterson owns up to the Cuban wager and even Detroit sets himself to righting things with Miss Adelaide.



Summer Production: Guys & Dolls (cont'd)

Sisterly solidarity in the face of love's absurdities is celebrated with the reprise of earlier songs interwoven in an engaging duet. "In love, you've simply got to gamble", the girls agree, neatly uniting the musical's twin motifs. The newest Salvation Army recruit, Sky (nee Obidiah) Masterson, enters, resplendent in uniform and in our production actually playing the euphonium (bravo, Hannah!) to report one marriage and perform another. The show comes to a rousing finale concluding that whatever nonsense and mischief a man may get up to "it's better than even money / that the guy's only doing it for some doll."

A top-rate musical, "Guys and Dolls" is a demanding choice for a school production. Our back-stage team dealt admirably with complex set changes and with keeping the cast on cue even on the night when football scores threatened to distract. Costumes (Mrs G Pearce & Mrs Y Cooper) made credible gamblers or salvationists of school girls, captured the glamour of the Hot Box Singers and reached a pinnacle of achievement in the multiple transformations of Miss Adelaide.

The music in Ms Hasler's sixth and final summer production must be singled out for particular praise. Two rapidly paced overtures previewed what was to come as the soundtrack moved from mission hall to gambling den and from New York to Cuba. The cast sang out in fine voice, confident in the support of their orchestra. They were not let down. So precise was the musicianship that even a roll of the dice was rendered audible by an alert percussionist.

A production on this scale of so well loved a musical is no small undertaking and we are indebted to the team of staff, former staff and pupils, led by Miss Hall and Miss Chapman, with the vision and tenacity to take it on.

**Ms Pomeroy
Headteacher**



Busking Thursdays

A fixture of our summer terms is the bi-weekly Busking Thursday, where girls have the opportunity to perform at lunchtime in the informal atmosphere of the Greek Theatre. This year they have also had the opportunity to buy themselves an ice cream or ice lolly, courtesy of the PFA – much appreciated in the recent hot weather!



As usual we have had an eclectic mix of acts from across all year groups putting on performances. We've had solo acts such as Maddeline in 8F, Maya in 7F and Tahreem in 12MDO, all of whom should be applauded for standing up in front of a large audience and giving such engaging performances.

Then we had a number of groups, not all of whom appear to have decided on a name for themselves. These included Legacy from 9W, Contagion (Year 7), Vox (10H), Nameless (9H) and Resonance (8D). Even the odd teacher participated. All the girls were impressed by the guitar and vocal talents of Mr McClelland, but were disappointed that he was too shy for an encore. And as for the staff band, Bad Grammer (sic), well suffice it to say that soon school will be out for the summer!



**Mr Jenkins,
Jammer and Deputy Headteacher**

Celebrating Teacher Research at Woodford

A warm evening in late June saw the culmination of a year's worth of classroom-based action research by Woodford's teachers as we held our second annual teacher research conference.

Throughout the year, teachers have been working in 'research groups' focused on five aspects of teaching and learning: differentiation, assessment and marking, student leadership, innovations in sixth form teaching and teaching sensitive issues. Having identified focus areas within these aspects, teachers have been carrying out action research in their classrooms with the aim of trying out new teaching techniques and learning styles in order to find ways to improve their practice.

A huge range of projects were undertaken with a variety of findings – some of which include:

- Peer Mentoring in Year 8 English lessons improved students' confidence, motivation and academic progress
- Morning fitness classes can help to improve students' self-confidence and body image perception
- 'Flipped Learning' techniques in Year 9 Science allowed teachers and students more time to focus on higher level skills in lessons
- Student Leaders in Year 8 Music lessons enabled students to feel more confident and make progress as brass players
- The introduction of Year 10 'Pride Youth Network' ambassadors has resulted in an increased awareness of LGBT+ issues and a decrease in LGBT+ words being used in a negative way across the school.



The 'Celebration of Teacher Research' conference in June enabled staff to share and celebrate the research carried out this year – and we look forward to building on our new understanding and

knowledge in the next academic year through a continued focus on improving Teaching and Learning. More information can be found in the 'Teacher Research Bulletins' which are available on the school website!

Miss K Hasler
Teacher Research Co-ordinator

MFL: International Fiesta Day



linguistic aspects of their chosen culture. All participants had been encouraged to work with someone who did not know as much about the chosen culture and the activity was designed to promote sharing of knowledge as well as to promote and celebrate the linguistic and cultural diversity represented within the



school community more widely as members of the school community visited the event. Stalls included Italian food, a Hindi lucky dip, home-made Welsh cakes, an introduction to the Arabic alphabet, an introduction to Urdu and a Swahili dialogue.

The participants all enthusiastically presented their chosen cultures and visitors to the event came away enriched in their knowledge of other languages and cultures.



Many congratulations and thanks to the participants. We look forward to hosting the International Fiesta 2019.

Miss Heath
Acting Head of MFL

Fairlop Waters



On a hot summer's day in mid-June, my class, 9R, and another class, 9W went on a school excursion to Fairlop waters in order to complete our OAA assessment, where we developed our team work and leadership skills, through the form of rowing in teams. We left from school after our second lesson, and began our walk to Woodford station. From there, we took the tube to Fairlop station, and walked to Fairlop waters, the weather seeming to become hotter and sunnier by the minute. We then took a brief lunch break, tiredly flopping down on the fields, as we ate our various sandwiches and crisps.

After lunch, we arranged ourselves in our groups of 10, each person was given a life jacket. We were handed our paddles as we nervously walked towards the canoes, anxiously getting in the boats. It was when we were in the water, a wave of excitement suddenly hit. In my group of 6, all suddenly became determined to win the various boat races, and to master controlling the boat together, as we squealed with excitement at the realisation that we were all going to be rowing in the water, together.

Throughout the rowing experience, it was clear that teamwork was essential; if we didn't co-operate, the boat would capsize and would result in all the team members covered in algae and soaked in dirty river water. This, fortunately didn't occur, as all the teams were able to work together, to turn the boat in the right direction by the two sides of the boat rowing in different directions, the side where we were wanting to turn, rowing forward. We were also able to accomplish each member rowing in complete synchronization, whilst simultaneously screaming '*row, row, row your boat, gently down the stream*' at the top of our lungs. My team, being on one of the two smaller boats, was able to win the race against the other smaller boat, our efforts resulting in victory.



Overall, the visit provided us with the ability to overcome fears, work effectively in teams and accomplish a goal, and improving our communication skills, whilst having fun throughout the whole day. It was a trip which I thoroughly enjoyed, and would love to experience again!

Meerab, Year 9



At the beginning of the year as YTA 's our accomplishments were limited to having prepared one musical themed workshop which we delivered to the Year 7 forms. Despite that, we started the year with a large agenda of things to do. Unsure of whether or not we would actually accomplish the huge task in front of us, we began straight away.

After many lunchtimes, bike locks, planning and being stressed we presented our introductory assembly to tell the school about our campaigns. It was a huge success, those present still remember a certain "woodford girl" from our spectacular role play.



Once the school knew about our plans. We presented our ideas to TFL members and earned £200 for our projects. We decided to make a notice board to tell people about activities on our beautiful calendar. Soon after, we began planning our events.

We hosted a Cycle Bazaar, gave out cookies and people got to make smoothies by cycling on a stationary bike. Many students enthusiastically participated in our bike races.

Also we presented speeches to the new Year 7 students and their parents about the benefits of sustainable and active travel on school journeys. Overall I think this year was very successful. I hope our future campaigns will be just as victorious.

Aamukta, Year 7



Race for the Line Rocket Cars: National Finals at RAF Wittering



As a result of their fantastic win at the regional finals earlier in the year, Woodford Counties' fab four vehicle rocketeers participated in the National Finals at RAF Wittering on the 28th June.

Competition was tough, with 57 schools competing for the top position. High tension and excitement mixed with mini explosions of rocket propulsion, exhaust smoke, and whizzing speed, as each vehicle raced for the line! Regrettably, we didn't win; but we did achieve 36th place out of 57, and considering that this is the first time Woodford County has competed in this competition, this is a dignified result! The day included jaw dropping, inspiring air displays by a WW2 Spitfire, a modern Typhoon fighter jet and a grand finale display by the Red Arrows.

Congratulations to the fab four vehicle rocketeers Hanna Abraham; Amara Bhachu; Zara Dar and Sampriti Patro; we may need to call upon you to act as design consultants for next year's entrants!

This exciting STEM project allowed students to understand the connection between Science, Maths, Engineering, Design and Technology. The study of Design & Technology is a stepping stone into the creative sectors of architecture, engineering and design; if you are interested in studying Design & Technology at GCSE level please contact Mr Baines.



Mr Baines
Teacher of Product Design

Race for the Line Rocket Cars: National Finals at RAF Wittering (cont'd)

As my team won the race for the line regionals competition, we qualified for the RAF National Finals. The competition took place at RAF Wittering, so we had to leave at 7:30. It was a 2hr journey and schools from all over the country came to take part.

We had an hour to build our car using tools such as heat cutters and sandpaper. We were amazed by the size of the hangar. There was also a royal guest, HRH the Countess of Wessex. Afterwards a coach took us up to a field, so we could race our cars.

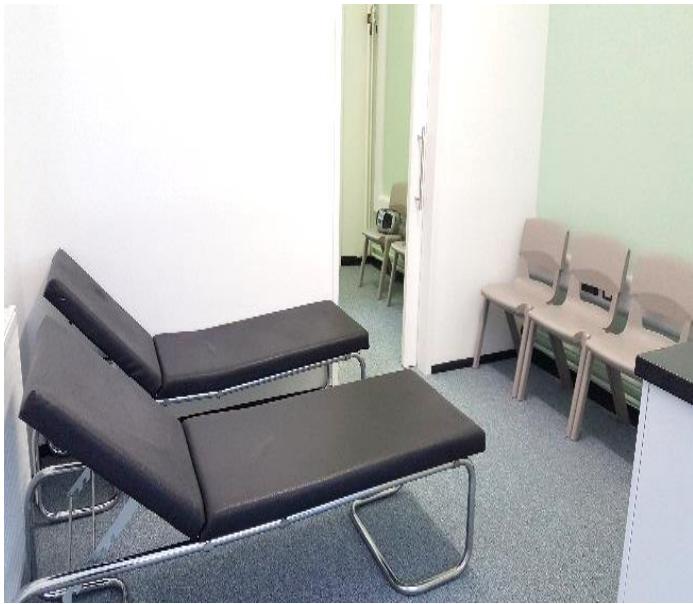
While racing our cars, we saw aircraft like the second world war Spitfire flying in the air and performing tricks. Our favourite aircraft was the Typhoon. It ran on fire and created a deafening noise. After all the cars had been raced we anxiously waited for the results. Although we didn't come in the top three, the surprise they had next was better than winning; a display by The Red Arrows! In my opinion that was the highlight of the day. We were lucky enough to see them do many tricks like the Tornado, the Phoenix, the Arrow and the Apollo. Overall it was an amazing day, which we all enjoyed. We were all inspired by the events of the day.



The Fab Four Vehicle Rocketeers: Zara ; Amara ; Sampriti and Hanna.

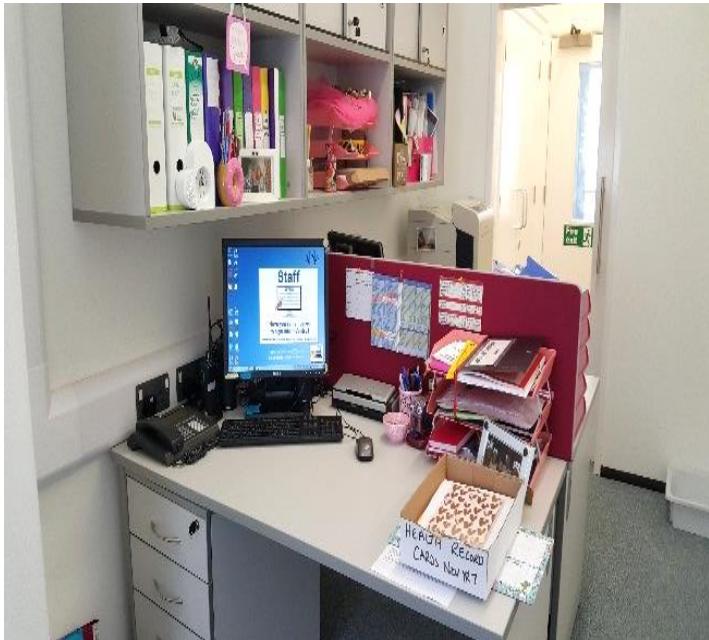
Hanna, Year 7

New Medical Suite



Our new medical suite is now up and running on the South Corridor in SG6. The suite comprises of a waiting area, medical office, medical room with bathroom and a quiet area for when girls need a quiet space. All girls feeling unwell or requiring first aid will now be asked to visit the new medical suite.

Miss Clarke and Mrs Cook have now relocated to the medical suite so please visit them there when needed.



Miss Clarke, Health and Welfare Administrator

Summer Showcase 2018

Thank you to all parents, friends of the school, family and staff who helped and came to celebrate the talent of our students involved in the showcase 2018. The evening was an incredible success, displaying the vibrancy of a wide range of music performances, outstanding Art and Technology work without forgetting the exquisite 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 Jerome
Head of Art

The Young Reporter Scheme and Awards Evening

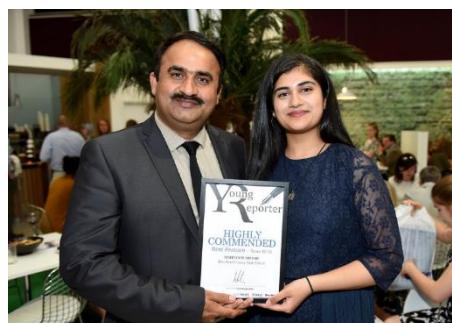


This month and uploading a photograph taken by yourself with the article. This workload, however, is not stressful since the time frame in which each article must be uploaded is generous, and the nature of the scheme is such that you are encouraged to explore journalism extensively. For example, some participants interviewed individuals and developed their interviewing skills in this way; others reported on breaking news and events happening in their local areas.



I entered the 'Feature' category of the competition and won a "Highly Commended" prize for my article on the effect of littering on Ilford, titled "The Impressions We Leave on Ilford". I attended the awards ceremony in Sutton where each winner was handed an elegant framed certificate as well as a signature 'Young Reporter' hoodie, and then winners and their guests proceeded to the buffet hall for lunch, which was filled with tasty snacks.

A professional photographer was present on the day, to take a photograph of you and your prize, as well as a photograph of you with your guests and family. The evening was extremely enjoyable. Overall, the Young Reporter Scheme has given me a platform to express my ideas and views on, and I have also been able to enjoy the creative side of writing through the scheme. It has been an extremely enjoyable experience and I would definitely recommend the scheme to others.



Mahnoor, Year 10

2017-18 CREST Awards

This year 30 Woodford students completed and received their CREST Awards from the British Science Association. CREST awards are the only nationally recognised accreditation scheme for project work in science, technology, engineering and mathematics (STEM).



A group of 12 Year 8 students completed their Bronze CREST projects during the Faraday Challenge Day designing a new attraction for Thorpe Park. They all managed to work well as a team and produced amazing suggestions for the attraction, all while taking into account constraints of the site as well as abiding to the brief and considering the entertainment of the public while waiting for the rides, catering for the whole family, and being mindful of people with disabilities.

Earlier in the year another group of 13 Year 8 students had been busy in our lunchtime STEM club investigating innovative ways of growing plant 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. And for their work they were awarded the Bronze CREST Award.

Finally, the Talent 2030 team was awarded the Silver CREST Award for their research project focussed on water purification and water management: "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!"

All students should all be very proud of the high quality projects they have produced.

Dr Metelo
STEM Co - Ordinator

St John's College Classics and Ancient History Essay Competition –Woodford Success

This year I was fortunate enough to receive the Essay Prize for the St. John's College, Oxford, Classics and Ancient History Essay Competition 2018 in the Philosophy category. My entry was in response to the question: "I know nothing except that I know nothing" Is it possible to teach if you do not know anything? This question fascinated me the most simply because of the wording- it seemed as if it had been written to deliberately confuse you, so I became determined to find an answer. After reading Plato's 'Apology' and researching into the depiction of Socrates in Plato's works in general, I produced the following premises:

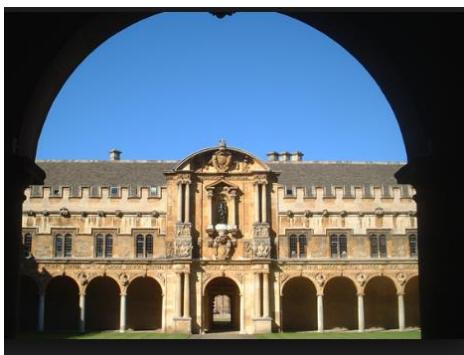
- 1) Socrates knows nothing
- 2) Socrates teaches
- 3) Thus Socrates teaches whilst knowing nothing, so the statement is proven correct

As ludicrous as it may sound that the world's most famous philosopher may not actually know anything, it was a concept I had to learn to accept. We, as humans, cannot definitively know anything (at least, that's what I based my essay on).

After the results were revealed, all 156 entrants were invited to attend a study day held at the college. The informative day consisted of 4 lectures, all of which were linked to the theme 'Interaction with the gods' and given by the college's professors.

To all students starting Year 12 in the new academic year, I would highly recommend entering an essay competition, regardless of whether you have any former understanding of the question you personally find intriguing. As Socrates (allegedly) says, "A life without examination is a life not worth living".

Vidya, Year 12



Rodin and the Art of Ancient Greece



A few weeks ago I was browsing through a newspaper when I came across an article on Rodin's Classical art exhibition which had been given a rating a five stars. I was immediately intrigued and as it happened a school trip had been arranged to see this very exhibition at the British Museum! Being an exhibition on "the art of Ancient Greece" it was a great opportunity for both Classicists and the A level Art students to pay a visit and see classical sculptures in a new light. His most renowned sculpture was the first to be seen, "The Kiss", and this depiction of a man and woman having an affair is believed to be representing a pair of adulterous lovers from Dante's Inferno however as pointed out by our art teacher, Ms Jerome, the potential inspiration for this work could have been Rodin himself with his mistress, Camille Claudel. As well as his iconic sculptures, such as The Kiss and The Thinker, the ancient Greek sculptures which Rodin was inspired by were also displayed, such as an image of a centaur fighting a lapith and another of Athena wearing the Parthenon on her head as a crown which could be interpreted as her giving birth to the temple just as she was born from the head of Zeus. Whilst the classics students linked the sculptures to familiar Greek myths, the artists in the group made astounding attempts to draw the sculptures and bring them to life in their sketchbooks.

However the exhibition did not mark the end of the day as anticipation was built towards Mr McClelland's tour of his five favourite classical objects in the museum. This included the distinguished Rosetta stone, the rather shocking Warren cup which was actually used during dinners, a bronze statue of a bull and an acrobat which evoked a discussion about the fairness of bull fighting, as well as a statue of the head of the emperor Augustus who was said to be looking stern and determined although most of us interpreted his expression as him looking a little worried. We all viewed the items along with Mr McClelland's insightful commentary and descriptions of them with great interest and when taking a trip to the museum again I will be sure to come back and revisit the objects on the tour after finding out so much about them. We would like to thank Mr McClelland for organising the trip and Ms Jerome for accompanying us on this enjoyable day out.

Safa, Year 12

Visit to The Design Museum



On Tuesday 15th May, a group of year 8 students visited The Design Museum in Kensington. After a train journey to London, we arrived

at the contemporary looking Design Museum. The first thing we all seemed to notice was the stunning architecture within the museum itself and the huge display which continuously transitioned from the words 'Designer', 'Maker' and 'User'.

We started off the day by looking through the 'Designer, Maker, User' exhibition. The exhibition explored the evolution of design and had many interesting displays, which helped us to understand how each role affects the production of an object. For example, a display of the evolution of computers and radios proved to be popular for many, showing us the huge advancement technology has made.

Another notable display was a compilation of 200 objects that were voted 'important' by the public and displayed to show the connections consumers have with everyday objects in their lives and how they shape us. This included a diverse variety of objects such as a £5 note, a pair of jeans, a hover board, a Bible, a typewriter and an IKEA bag.

We then attended a very informative workshop. We were first of all told to try and figure out what the strange looking objects on the table were. After a long time of discussing, sketching and thinking, we were finally told what each object did. One of the objects we found very smart, was a chewing gum disposer. After it has been used, the whole thing (including the gum) is then recycled and reused to make new products such as wellington boots. Another strange object was a metal alien/spider-looking object, which turned out to be a lemon squeezer, which the designer also said was designed to start conversations. This then led us on to identifying form from function and which one is more important in certain products.

We then finished off the workshop by choosing an everyday object and designing a strange, unique version of it, deciding ourselves whether form or function was most important in our design. After this, we headed to the gift shop quickly and were lucky enough to sit in the sunny Holland Park for an enjoyable lunch.

Zeynah & Amala, Year 8

Visit to The Design Museum (cont'd)



Budding year eight product designers visited The Design Museum during the spring term, as part of their Product Design studies; whilst Year 10 students enhanced their Design & Technology GCSE studies with an end of year visit.

Students enjoyed the museum's permanent exhibition 'Designer, Maker, User', and learnt about how a dialogue between these three key people underpins the creative design process. During the visit students gained an understanding of design from the perspectives of all three and learnt how designers respond to the needs of makers and users, how users consume and influence design, and how revolutions in technology and manufacturing transform our world.

Students participated in a 'Handling Collection' workshop that involved learning about products through handling and analysis. This required students to carry out product analysis; discuss and make observations; evaluate objects; draw objects and respond to a design brief. Through these thought-provoking activities, they learnt that it is the ability of the designer to understand our needs, both practical and emotional, which sets them apart from other creative professionals.

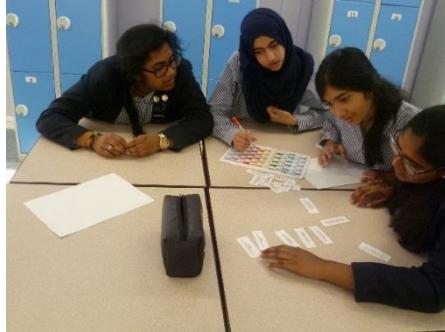
Beautiful weather allowed a picnic lunch in Holland Park, rounding off a great visit that everyone enjoyed.

The study of Design & Technology is a stepping stone into the creative sectors of architecture, engineering and design; if you are interested in studying Design & Technology at GCSE level please contact Mr Baines.

Mr Baines, Teacher of Product Design

Intelligence Corps Workshop

Acting under pressure, making best judgement calls, using language skills to gain information, drawing on wider context to help make decisions: all of these activities form part of the bread and butter of work at the Intelligence Corps, a wing of the British Army responsible for gathering and analysing intelligence for security purposes.



Year 10 students had an opportunity to learn more about the Intelligence Corps and specifically how the knowledge and understanding of languages form an integral part of the success of their work. Two members of the Intelligence Corps presented their journey to working at the Intelligence Corps and the way in which they have been able to develop their language skills to be able to carry out significant information gathering work. The presentation of their work prompted the year 10 students to ask pertinent and interesting questions to our guest including how quickly they had been able to learn other languages, in what ways their languages had helped them in specific contexts and the issues which arise when translations are incorrect. The answers enabled the students to recognise and appreciate how valuable their language skills could be.

As part of the workshop the year 10 students were also required to try to demonstrate some of the skills used within this field of work. The students were set a fictional scenario and drew on their problem-solving, analytical and teamwork skills to make decisions about a fictional scenario. The groups were forced to consider different points of view whilst also recognising the need to come to the best judgement. Groups were impressive in the way they worked together and looked at the information presented to them.

The students made a very good account for themselves and for the school and the workshop enabled students to experience a practical, exciting and new way of applying languages to a real-life context.

**Miss Heath
Acting Head of MFL**

Year 7 Science Visit – Royal Observatory Greenwich



On the 6th of July, 7A, B and C went on an extraordinary science trip to the Royal Greenwich Observatory as part of doing some astronomical research and a fun learning experience. 7D, E and F had gone on the same trip two weeks earlier. After an hour's coach journey, we arrived at a nearby area of the observatory only to be welcomed by a stunning view of Greenwich. Once the photos were taken we approached the astounding observatory museums and galleries flooded with interesting facts, figures and history. As we walked across the stone floor, we came across the Meridian Line, a vast amount of people taking creative pictures of the line of which one side has a different time to the other yet, they both look the same. The line is also known for establishing GMT (Greenwich Mean Time).

We were assigned booklets and instructed to gather information on the museum, in particular astronomically linked artefacts, machinery and detailed data. Whilst travelling in the museum we followed the Meridian which took us to an elegant and large historical expanse where we participated in a workshop about exoplanets (planets that are outside of our solar system). We were then directed to the famous, huge telescope. After we had lunch and an ice cream in the park.

After lunch we watched a narrated display of our universe in the magnificent planetarium. During the presentation, we learned about two planets in our solar system, Mars and Jupiter and our galaxy (the Milky Way). Within the 200 billion galaxies of our universe, scientists are yet to discover any planets that can sustain life, although statistically they probably exist. Thank you to Dr Metelo, Mr Le and all the staff and sixth formers for organising the visits.

Maahin, Year 7

London-East Ogden Trust Partnership

Throughout the last academic year, the Physics Department have been networking and collaborating with various secondary schools involved in the London-East Ogden Trust Partnership. The Ogden Trust are an incredibly generous charity, set up to support the teaching and learning of Physics. Whether it be students in secondary, sixth form or even undergraduate education, or teachers aiming to raise the profile of Physics in their schools, the Ogden Trust widely supports physics education nationwide. On a personal note, they have previously supported my education for numerous years, and so it was with great satisfaction that Woodford have joined this partnership. Through collaboration with local schools, we as an educational community can enrich the physics education our students receive – all made possible by the Ogden Trust.

With hopefully more to come next year, here are some events that have involved the Partnership.

IOP Science Ambassador Scheme Training Day



Taking part in the Science Ambassador training event was an enriching, fun experience. Along with a range of students from other schools that we'd just met, twenty students across Year 9 completed a day of workshops developing team building, presentation and confidence skills. Amongst these activities were engaging with and practising a series of interesting experiments, such as one involving scraping crystals from nappies and putting them in water to showcase how they expand for babies. The end goal was to choose one demonstration to then perform to the rest of the trainees at the end of the day.

This involved developing our understanding of the science behind the experiment as well as obviously devising and rehearsing the group presentation. Overall, the day was a lot of fun as we stepped out of our comfort zones and expanded our skillsets, many of which can be transferrable to other subjects that we do. We look forward to whatever we may do in future years as Science Ambassadors at the school!

Haniya, Minahil, Samia, Kamdi, Danisha, Year 9

British Physics Olympiad – Year 10 Challenge

In June, the entire cohort of Year 10 students completed the British Physics Olympiad challenge – an online test designed to test general physics knowledge and problem solving abilities. Knowledge of eminent physicists was also tested – although one would be hard pressed to find somebody who cannot recognise Stephen Hawking! From a cohort of 120, our students performed admirably, obtaining 24 Bronze Awards, 10 Silver Awards and 6 Gold Awards. Well done to all that participated!

Miss Patel
Science Teacher

School Physicist of the Year

As an Ogden Trust partnership school, Woodford were able to nominate one Year 7 and one Year 10 student for the award of School Physicist of the Year. With an abundance of distinguished, motivated and enthusiastic students, it was undoubtedly a difficult task in selecting our prize winners. Along with guests, prize winners were invited to an awards ceremony at University College London, celebrating the success of students across schools in London.

Well done to the following for their hard work throughout the year, culminating in their nominations:

Carys, Year 7 & Hiba, Year 10



5K Velo Park Run



On Saturday 28th April 2018 over 50 girls participated in the 5K Run at the Velo Park in Stratford. It was a fantastic morning, with perfect weather conditions. Everyone put in a remarkable effort and completed the run with a smile on their face.

Students then enjoyed a guided tour of the Velodrome.

A total of **£1,557.81** was raised, which will be shared between the PFA and the PE department to fund new equipment. A massive thank you and well done to everyone who participated.



Miss Harris, Head of PE

French Onatti Play



On Friday 29th June, year 9 students had the pleasure of watching a French play presented by two extremely talented actors from the Onatti theatre troupe. The performance was not only engaging and interactive, but was also educational as it covered the many topics and tenses covered throughout the year. This, along with the fact we had previously look at an extract of the script in class, made the play quite easy to follow.

The outline of the play was quite simple. It featured six teenagers who all lived on the same street and the ins and outs of their absurd and surprisingly funny lives! They included Hugo, 'the perfect teenager', Sam, Marion and Camille who is the biggest ever Justin Bieber fan.

Overall it was really enjoyable and a fantastic way to end a long week!

Zahra, Year 9



The National Museum of Computing



A group of 45 Y8 students had the opportunity to visit the National Museum of Computing based in Bletchley Park. It is a museum of 'computing' not just 'computers'. The museum houses the world's largest collection of functional historic computers, including the rebuilt Colossus, the world's first electronic computer, and the WITCH, the world's oldest working digital computer.

Students were able to see 70 years of computing in progress. They had plenty of opportunities to explore and get hands on to learn about: software, what each computer was originally used for, and the people involved in its development and use.

The visit included:

- a visit to the Tunny and Colossus gallery
- a visit to the WITCH and Edsac gallery
- tours of the Museum, PC Gallery & Large System Gallery
- Acorn BBC computer room Activity
- Turning Test Hub Activity



Students were fully engaged, excited and involved throughout the day. They were able to link the real world scenarios of computing with the subject at Woodford County High. Here are some views from couple of students:



The National Museum of Computing (cont'd)

Part 1

On arrival, immediately the staff introduced everyone to the history of computing, using real life pieces of technology ranging from a brick phone to an Apple tablet, bring the history of computing alive.

There were many changes throughout the timeline of technology, but the main one taught is that storage gets smaller and bigger as the world of coding and software creations increase. In support of this they acquired, conserved, restored and reconstructed historic computing machinery for, display, demonstration and research.

At this museum, the importance of AI and its everyday use was highlighted when the girls were tested with a piece of code that could be changed to create different answers and to be more human like.



This then led on to the girls participating in the Turing test, courtesy of the well-known Alan Turing who saved potential lives with his invention of the 'enigma', and gave an insight into how codes could be used to help everyday lives.

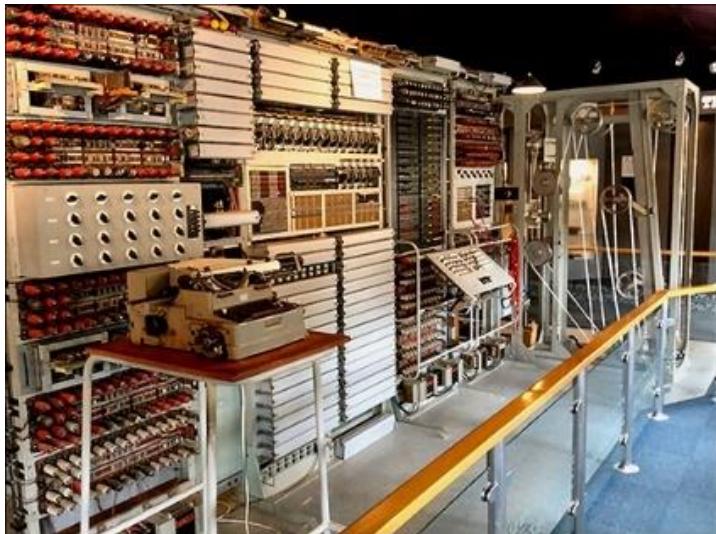
At the museum, they also taught how to code on a much older computer which was provided by BBC from the late 1900s, in order to achieve and activate a snake game – which was extremely engaging and competitive and well worth the lines of code written by the girls.

The National Museum of Computing (cont'd)



Everyone stumbled in the code at least a few times, but that taught the importance of patience, time and care when working in the computing industry.

Amina, Year 8



Part 2

Learning about the history of computers has got to have been one of the most interesting experiences in my life. From learning the origins of computing to seeing them work first hand, it was an unforgettable experience. The main areas we looked at were the Colossus and the WITCH Computer.



The National Museum of Computing (cont'd)

We learnt that Tommy Flowers spent eleven months designing and building Colossus at the Post Office Research Station, Dollis Hill, in North West London. After a functional test, Colossus Mk 1 was delivered to Bletchley Park in late December 1943 / January 1944, was assembled there by Harry Fensom and Don Horwood, and was working in early February 1944.



We also learnt that the use to which the Colossi were put was of the highest secrecy, and Colossus itself was highly secret, and remained so for many years after the War. Colossus was not included in the history of computing hardware for decades, and Flowers and his associates were deprived of the recognition they were due for many years.

After this, we looked at the WITCH Computer which was the world's oldest original working digital computer. We learnt that in 1949 plans were drawn up for a machine to automate the tedious work performed by teams of bright young graduates using mechanical calculators. Simplicity, reliability and unattended operation were the design priorities. Speed was of a lower priority.

I really recommend going to the National History of Computing because you can see how computers developed from extremely large machines to hand held devices!

Miriam, Year 8

Visit to the Houses of Parliament to meet Diane Abbott with the Feminist Society



On the 6th of June, eight Year 12 students who are interested in politics and/or considering pursuing a career in the field had the privilege of being invited to the Houses of Parliament by shadow Foreign Secretary, Diane Abbott. The trip was organised by the school's Feminist Society as part of an initiative which aims to inspire students to enter traditionally male-dominated fields by putting them in contact with women who have already excelled in their respective practices.

The day started with a trip round the Houses of Parliament, where we were taken through the ceremony preceding the annual Queen's Speech, though movement was limited due to our visit coinciding with the weekly Prime Minister's Questions. While this cut short our time in the House of Commons, it did mean we were treated to seeing the BBC politics editor, reporters and cameras in the lobby, and were lucky to catch glimpses of such figures as Jeremy Hunt, current Foreign Secretary. After our tour, we were escorted to a room in Portcullis House where we were able to ask Ms Abbott questions about life as a woman in the public eye, her feelings about intersectionality and how her background has affected her professional life. This was particularly relevant as Westminster was being rocked by the Windrush scandal, a topic which the PMQ session of the day had revolved around. The question of female involvement in politics was also pertinent, with this year marking the hundredth anniversary of women winning the vote. Although she initially seemed reserved, as we continued to ask more and more questions, we realised that the MP was thoughtful, passionate and incredibly accommodating, as our planned half hour soon spilled over into almost an hour of questions.

Overall, we all thoroughly enjoyed our visit and the experience was one that left us hoping to follow in Ms Abbott's footsteps one day.

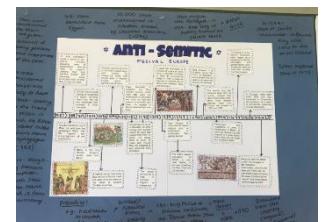
Anjum, Year 12

Holocaust Beacon School Report

This year Woodford County High School has been a 'Holocaust Beacon School' in conjunction with the UCL Centre for Holocaust Education. This has enabled staff and students to benefit from high-quality resources and training opportunities the UCL Centre offers. The History and RS departments have used these resources to implement new schemes of work and the related research project and accompanying student surveys suggest that student understanding of this pivotal aspect of History has been greatly enhanced as a result. Further to this, Miss Horner has also led training of other teachers at twilight CPD sessions with the UCL Centre as well as being filmed for a joint project between Yad Vashem and UCL as a result of her work on this project.



There can be no doubt that the Holocaust Beacon Project's emphasis on unpacking student misconceptions of the Holocaust, based on the thorough research they have conducted nationally, has helped us to enhance the Holocaust Education provision at WCHS. These comments from two Year 9 students illustrate the impact the project has had this year and we look forward to building on these achievements in the future.



"Reading about stories and case studies, like Leon Greenman and his family, contextualises the Holocaust and makes it more powerful than seeing piles of bodies and statistics. They should be seen as people rather than victims."

"Our booklets where we write our understanding of each topic before and then after we have learned it is very effective; you can clearly see how much you've progressed. It makes you feel you are getting a deeper understanding of each part of the Holocaust."

Miss Horner
Lead teacher; Holocaust Beacon School Project
Head of History and Politics

Postcards from the Salters' Chemistry Festival

16th May 2018, University of East London, Stratford

Dear 7D,

I came to East London University and to the Salters' Festival. I did LOADS of experiments, e.g. cool down a crystal!

Ashvika

By the time you get this, I'll be at Woodford. Today we went to East London University. I unfortunately spilled Universal Indicator die! No, I wasn't poisoned! In the afternoon, we had to mix citric acid and sodium hydrogen carbonate and make 10.5°C. Samhita and I reached 11°C but the judge didn't see it and insisted we had only reached 13°C. We didn't win but I had an awesome time NOT annoying Yashfi.

Arani

Today was really fun and exciting. East London University inspired me to get a degree in Science. When I grow up, my aim is to become a scientist.

Samhita

This is Yashfi speaking from Planet Earth. Today three other Earthians (humans) and I went to the Salters' Festival of Chemistry at the University of East London, Stratford Campus I ended up bringing a bunch of things such as my two pencil cases and 3 packs of colouring pencils that went to waste. We even had to do the postcards in the end!

Yashfi



A New Attraction at Thorpe Park Designed by Y8s

Once again this year Woodford hosted a Faraday Challenge Day. And this year the project was to design a new Thorpe Park attraction!



The Faraday Challenge is a national competition organised by The Institution of Engineering and Technology (IET) and sponsored by the Jack Petchey Foundation and designed to encourage more young people to engage with STEM (Science, Engineering, Technology and Maths) subjects. On the 2nd May, 12 of our Y8s in 2 teams competed against 2 teams from our neighbour Trinity Catholic School and 2 teams from Highams Park School. Students put on the shoes of real engineers and worked hard to propose the new attraction including a prototype solution for a part of their attraction.



These were genuinely tough engineering problems and students clearly outperformed the teachers' team... who gave up when face with the frustration of not managing the electronics!

All teams worked very well together and should be very proud of themselves for what they achieved! The team from 8A and 8B accumulated the most points and were therefore the winners of this Challenge! They did not get to go to Thorpe Park (this time!) but were invited to attend the Festival of Aspiring Engineers at the IET in central London, overlooking the Thames. Congratulations Srideeksha, Avneet, Jemimah, Scarlett, Amber, and Sarunathi!

Dr Metelo
STEM Co-ordinator

PRIDE YOUTH NETWORK

On the 18th of April, we went to the Pride Youth Network Conference 2018 at Goldsmith's University where many PYN ambassadors met and undertook a series of workshops to help facilitate the PYN's goals in creating LGBTQ+ inclusivity in schools. The whole conference was organised and funded by 'educate and celebrate' – the founder of which is Dr. Elly Barnes who led the conference. Upon arrival, we attended a talk where we were introduced to the team who organised the conference as well as being informed about the aims, events and the promotion of inclusivity. When the introduction had finished, we were given a workshop in 'talking about LGBTQ+ issues and faith' led by Anna Carlile. We discussed the obstacles people who are in the LGBTQ+ community and have faith can face and how they overcome these obstacles. We also explored how faith and sexuality can juxtapose but also work together. We then took part in the 'social media and digital pride' workshop led by Charlie Mather where we learnt about how social media can act as a platform to speak out about LGBTQ+ matters. After this workshop, we discovered different ways in which we could utilise our writing skills - led by Katherine McMathon - to express our opinions about LGBTQ+ issues. Our last workshop was about LGBTQ+ activism guided by Ay and Tea where we looked at influential individuals such as Bob Marley, Emily Wilding Davison, Marsha P Johnson and Nelson Mandela. We found out about how they fought for civil rights and looked at work being done by young political activist Emma Gonzalez. At the end of the day, we received an award for meeting the PYN targets back at WCHS.



Pride Youth Network (cont'd)



On May 17th, the PYN organised a charity event for 'Stonewall' and 'Educate and Celebrate' to raise awareness in Woodford about LGBTQ+ community and to combat homophobia, biphobia and transphobia within our school community. Though it took careful planning, we managed to create a giant rainbow flag out of students who wore the different colours of the LGBTQ+ flag. We organised a bake sale known as 'EduCAKE and CeleBAKE' in which a variety of students across the student body helped to make a number of baked goods like rainbow cupcakes. We sold rainbow laces (as part of the 'Make Sport Everyone's Game' campaign) and created activities such as lucky dip, guess the bear name (it was Benjamin) and guess the number of skittles in a jar. Overall, it was a very successful day and it was very enjoyable and informative for everyone.



The PYN were very fortunate to be able to go to the Redbridge Drama Centre for the 'Redbridge Schools Pride'. We all had a wonderful time and we learnt a variety of new things. We were joined by other schools from the borough and the atmosphere was very relaxing, allowing us to share our opinions. There were different workshops from 'Just like us' and 'Diversity Role Models' and a keynote speech by Wes Streeting MP. We learnt about different LGBT+ issues and PRIDE and how to be more respectful and inclusive.



We also had a disco and a talent show. Adchaya took part in the talent show and wrote her own song about pride. The song was amazing and she won! We are all so proud of her.

We had such an amazing time and we hope to do this again next year. We would like to thank Mrs Moore and Mrs Baillie for providing this opportunity and supporting the PYN.



WCHS Pride Youth Network Participants

STEM Wolfson Grant



The first year in the Centenary Centre has been an exciting one for science, not only because of the brand new state of the art labs, but also because of the resources the Wolfson Grant has enabled us to purchase. Due to the hard work from staff, extensive provisions and focus on STEM at Woodford County High School, we were successfully awarded a grant from Wolfson. This supported us in equipping all the new labs with practical equipment and enriching student learning further with class sets of heating mantles and high specification LED microscopes. This summer the final, and most exciting, items are being installed.



STEM Wolfson Grant (cont'd)

We feel very privileged that grant has enabled us to purchase inspirational and creative wall art for all three science corridors, a greenhouse for the roof terrace to bring plant biology to life whilst also opening up cross-curricular opportunities with art, food technology and more. Finally, the roof terrace will also be home to the state of the art astronomy dome and telescope which will facilitate extracurricular clubs in school, within the wider community and allow us to offer Astronomy GCSE. This is a very exciting time for science at Woodford County High School and we look forward to seeing where the fruits of this generous Wolfson Grant take us.

**Miss K Estruch
Head of Science**

The Great British Bake off Stand up to Cancer cake sale



The Food and Nutrition department hosted a cake sale back in March to raise money for Cancer Research UK. With the help of Food and Nutrition students the department baked brownies, lemon drizzle, coffee cake, cupcakes, carrot cake and chocolate tray bakes. The bake sale proved extremely popular and £253.67 was raised in the space of 20 minutes. Thank you to staff and pupils for their generosity!

**Ms R. Athman
Head of Food and Nutrition**

Co-Curricular Day 2018

Girls and staff had a wonderful time on 17th July as they sampled the delights of Co-Curricular Day. There were activities galore for them to enjoy, themed roughly around the 250th Anniversary of our wonderful main building, Highams House.

Our **Year 7** girls were able to choose from a range of activities, with most of them sampling three during the course of the day. These were:



Planting & Gardening. Among other things, this group of girls created beautiful displays in our new planters, built as part of our sprucing up of the old tennis courts. They also created some wonderful hanging basket displays on the rear balcony.

Codebreaking & Wearable Tech. This consisted of a series of challenges and puzzles utilising the latest digital technology and the wonderful new facility of our Innovation Lab.



Tilemaking & Stencilling.

Girls created designs with an 18th Century theme. The titles that they have produced will be incorporated into future displays and structures being created as part of our 250th anniversary celebrations.



Co-Curricular Day 2018 (cont'd)

Re-Enactment.



We dug out some old photos, some dating back as far as the 1920s, and it was the girls' task to find the locations and recreate the original photographs.

Food. Girls made lemon and mince pies following an 18th Century recipe. They were delicious!



Drama.

Improvisation galore as girls created their own short plays.

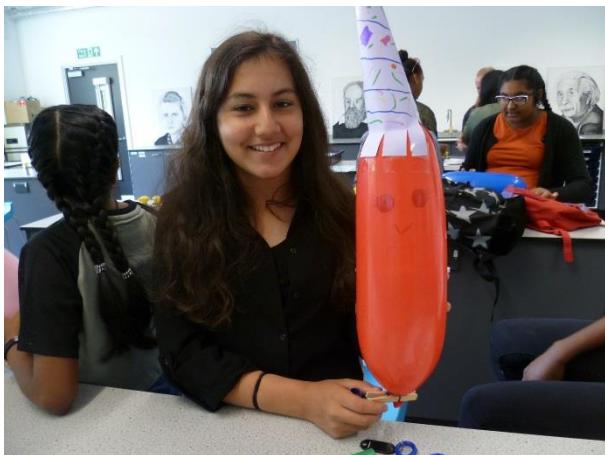
Archaeology. The West Essex Archaeology Society dug a series of test pits on the back lawn which the girls then excavated. We await the full report on their finds, but they included several coins and utensils and at least one bone.



Dance. Coaches from the Wright Rhythm School of Dance were in to train our girls in how to make the best of themselves at an 18th Century ball.

Co-Curricular Day 2018 (cont'd)

Balloon Rockets. Girls had to use their ingenuity to see which of them could create the fastest and most aerodynamic balloon rocket.



The 18th Century was also the time when travelling circuses made their first appearances in Britain, so **Year 8** got to learn some circus skills, including juggling and plate-spinning. Circus Sensible were on hand to deliver fun, interactive workshops, culminating in a highly entertaining show at the end of the day.



Co-Curricular Day 2018 (cont'd)



Year 9 went out for the day. Half of the year group went to the Victoria & Albert Museum and South Kensington, where they learned a great deal about mid-18th Century architecture and fine art design. The other half visited the Museum of Childhood and Bethnal Green, this time focusing on 18th Century toys.



other activities to help them to wind down at the end of a busy academic year.

As you can see, there was a huge amount on offer. The girls had a great time and I'd like



Finally, for **Year 12** it was a day of relaxation after a stressful first Year of A Levels. They and the lucky staff who were involved were able to do yoga, tai-chi, cake decorating, art therapy, meditation and a number of



to express my thanks to all the staff who organised events and made my job in co-ordinating the day that much easier (if not exactly stress free!).

Mr Jenkins
Deputy Headteacher

Redbridge Book Awards 2018



On the 28th June 20 of us Woodford girls went to the awards ceremony at the Town Hall. When we got there, there was an opportunity to buy books and get them signed by the author, which I personally thought was amazing. We enjoyed the author Q&A and I got the chance to ask Polly Ho-Yen two questions, one being: 'if you could choose to meet one fictional character who would you meet?' She was a very good speaker and responded with very interesting answers to all our questions. We also had a quiz on the shortlisted books which I thought went quite well. The day drew to a close shortly after the winning authors and the poetry and short story competition winners were announced. We did very well in these competitions with Arani, Carys, Ansini, Faeqah, Hannah, Kulsum, Tasnia, Amber, Fatima and Aysha winning prizes. I think that the Redbridge Book Awards was a fun and amazing experience which I would gladly participate again.

Mehreen, Year 8

Video Conferencing Highlights

TransAtlantic Book Club



The TransAtlantic Book Club was created initially to encourage girls to read outside the box and to meet

and explore the school life of others outside of the UK. When the idea was proposed, the response was overwhelming and the girls totally indulged. Their enthusiasm and intelligence made the club a wonderful experience, and regardless of any practical setbacks, it was totally worth the while.

Katherine, Year 12

Video Conferencing Highlights (cont'd)



Professor Mary Beard in Conversation



Journalism: How to Write with Kate Morris of Goldsmiths' University



STUDYING DESIGN AT UNIVERSITY



The webinar was really interesting and I had a real insight into what different design courses there are....Year 10 student

Already looking forward to another busy year of building upon the partnerships we have already made and seeking out new opportunities for all students to participate in video conferencing.

Mrs Horn, in the Library

Innovation on the Horizon



After two years of planning, designing, researching...reviewing, redesigning, further researching, trialling and testing...the echoes from the reactions of those who attended the launch of our new colourful, brightly lit, sparkly new digital playground will no doubt ring for some time.

"This can't be real...it's another dimension!!"
Sixth Form student

The launch of the innovation lab took place on Friday 13th September 2018 and was done in traditional Tech World style everything top secret, a buzz created a few days before to get the minds ticking, invitations sent out; And on the day ...cakes and sweets to awaken the child in everyone, an introductory speech and then the doors opened....



Guests walked into a room with lit up drones in the air, the sound effects of Marvel characters huffing and puffing whilst crushing enemies in the Xbox game, girls

competing in a western standoff whilst using the Nintendo switch, giggles at demos of the virtual reality headset as they saw arms flailing into air as the user had stepped in to a virtual world oblivious of their physical surroundings, flashing LED lights, wall-art that zoned the room into a gaming and robotics arena– not to mention a private tai-chi session led by our very own robots!

Innovation on the Horizon (cont'd)

The introductory part was phenomenal, and the Creative Technologies team couldn't help but beam at the how everyone was struck with awe and excitement....Stage 1 mission accomplished.



Nobody shied away from experimenting with the equipment and plenty walked away, not only with a goody bag, but with having experienced a particular piece of technology for the first time...a privilege for us to be able to offer them such an experience.

The feedback from the day was nothing but positive:

"WOW WCHS! This is absolutely fantastic!! Well done in awakening the passion and positive possibilities...#These girls can #This girl can #WCHS girls can!!"

Mrs Brant (Parent Governor)

"A wonderful and inspirational place for thinking, fun and play!"

Ishi Bansal (Parents and Friends Association)

"Absolutely incredible and inspiring! So fun and indeed it sparks creativity!"

Anjali, Year 12



"I really love everything about this lab because it's eye-catching and extremely fun to explore. I also like how it appreciates the creative side of people."

Aisha, Year 10

"Your ideas are valuable. Look after them and develop them"

Mr Baines, Creative Technologies Teacher

Stage 2 of our project will entail devising plans to allow not only Woodford girls to experience and use the innovation lab, but to also extend use of our advanced technologies to surrounding schools and contacts, enabling us to develop our links within the community.



The Innovation Lab has been an exciting project to nurture and develop and we look forward to it being a contributing inspiration to the creativity and imagination to those who experience all that is in it. Exciting times to come...watch this space!

Ms Hosseini
Head of Creative Technologies

Netball Success...



I've been playing for Essex Open netball club since I was 12 years old. Playing for such a competitive team brings you a lot of opportunities such as trialling for franchise teams such as Surrey Storm, which was the opportunity I was given this year.

All my hard work at training culminated in 14 minutes to prove myself on court.

I entered the sports hall at Barking Abbey School and fear took over me as I peered around to see the competition I was going to be facing. Yes, I was the smallest player there, but this made me that much more determined to go out and prove myself and show what I could do. As I registered my name my hands were trembling with fear. I looked through the list of names, to see there were 100 other girls' trialling for the team.

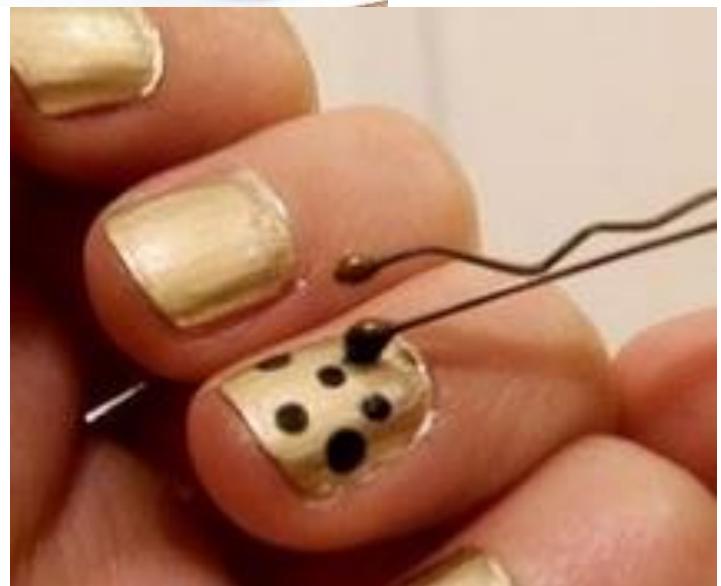
This was only the first part of the trial but probably the most important as this was where 100 players was going to be cut down to just 20. They read out the first line up and I was put as a Centre, my first position. So game face on I went out on court and knew that if I wanted to pass these trials I had to go full out and that's what I did. For the other two games I was put on as WA and GA, even though they aren't my main positions I knew I had to go out hard and fighting. The first day of trialling was over; my face was flushed and I was exhausted, but I knew I had given it my all.

Waiting to get the results was awful, it took about a week for them to get back to us. I was terrified, just waiting for those 2 lines that determined whether I had made the cut or not. I awoke to my mum telling me that I had made the team. Every training session, the hard work, the tiredness, the pain all felt worth it just to see the line "Zaina has made it to the second round of trials" and now I'm training and ready for those trials in a months' time.

Zaina, Year 10

Extra-Curricular Clubs

Our great range of clubs continues to go from strength to strength. As well as old favourites such as cooking, badminton and nail art, we have also offered new activities, including cricket and football. In addition, most of the girls in the drama club who chose to take the LAMDA exam achieved a Distinction. Congratulations!



New clubs this last term, football, cricket, skin care. New clubs coming up, include: fencing, Arabic language, archery, basketball

Mr Jenkins
Deputy Head Teacher

PFA Headlines

The Parents and Friends Association (PFA) has had a busy year, which has been successful in raising money for the school and in providing enjoyable activities for the girls.



At the AGM in the autumn term the PFA handed the school a cheque for £25,000 for the establishment of an Innovation Lab. This marked the completion of a two-year fund raising effort. The

actual establishment of the Innovation Lab required first the completion of the old Science Labs refurbishment and then the purchase of the latest equipment. This exciting new space launched just before this newsletter went to press. I am sure the opportunities it offers will be a source of stories in many newsletters to come.

In order to produce its income the PFA undertakes a range of activities. Those that raise money and provide an enjoyable experience for the girls directly are particularly satisfying. During the year various parents and friends of the school helped to organize the following: a year 7 sleepover, a school disco, a movie night each term and a 5K fun run in the Olympic velopark.

There have also been Cake Sales and – an innovation this year – the selling of ice-lollies in the bi-weekly summer busking sessions in the Greek Theatre (itself a beneficiary of previous fundraising activities). Coupled with the glorious summer weather this has been very popular.

The PFA also interacts with the community outside the school and our most important fund-raiser is the Winter Boot Sale which this year raised nearly three and a half thousand pounds. In addition, the school was a beneficiary of the Waitrose Community Matters funding boxes in March.

Overall, as we approach the end of the year the PFA will have raised over £13,000 to support the school. The school's 100th birthday next year provides a strong motivation to continue the good work. If you would like to help please contact pfwchs@yahoo.co.uk or see details of next meeting in the weekly newsletter next term.

**John Pereira
Secretary**

Sports Day

On Monday 16th July we held our highly anticipated annual Sports Day. As usual, it was an extremely competitive event, with students putting in every effort in order for their house to succeed. It was a very hot day and the girls performed especially well considering the conditions. After completing the track events before lunchtime the results were close with just 8 points between 1st and 2nd place, with Highams leading. However, the afternoon of field events was crucial with girls once again putting in some excellent performances in the summer heat. It was Warner who triumphed as the overall winners this year.



**Miss Harris
Head of PE**



Katie Hasler

Katie, is without question an outstanding practitioner in her field and we owe her a great deal. In her 6 years with us she has transformed the musical life of the school, building an award-winning department that is fully inclusive, achieves very high

standards and contributes not only to the wider skills of our students, but also to their enjoyment of school. She has given Woodford girls access to all manner of opportunities and it has been a joy to watch them develop from their tentative debut at a school recital to performing in venues like the Festival and Royal Albert Halls. They have been exposed to musicians of extraordinary talent from a wide range of genres and with our student population thus inspired, we have seen the repertoire of our concerts and the depth of orchestral performances increase beyond measure. A highly skilled musician herself (she seems only to have to pick up an instrument to play it) Katie is very clear about the value of music in the development of young people and of the significance of her subject, and of music making, in an overall education. It is a considerable legacy she will leave behind her.

An educationalist through and through, Katie has always demonstrated a confident understanding of what constitutes good teaching and learning and she has kept her practice, and that of her colleagues, fresh by actively engaging in educational research. This started with "*Teach through Music*" and has continued in her championing this year of research throughout the school. All this would not have been achieved without the optimism, energy and determination that Katie brings to her work. I have had particular reason to be grateful to Katie this year for her willingness to step up to the role of Acting Head of Sixth Form in Emma's absence. Katie demonstrated very good judgement in this role, working supportively with Nikki Myers and providing a very good role model for our students. The Leadership Team has benefitted from her input and in juggling so many conflicting demands with humour and pragmatism she has certainly shown herself ready for the challenges of the Assistant Head role to which in September she will progress. We will watch her career progress with interest.

Joāo Metelo

Joāo's introduction to Woodford was as a PGCE student from mid October 2013 to February 2014. His potential as a teacher was very quickly apparent and we were delighted to sign him up as a newly qualified teacher the following year. Joāo's level of mastery of two scientific disciplines is in itself rare and he demonstrated considerable flexibility, commitment and diligence in getting to grips with syllabus requirements in both Biology and Chemistry. His enthusiasm for science and scientific research is readily communicated to students who benefit from the links he guides them to draw between theory and the scientific phenomena they see in their everyday lives. His use of practical science to explain key points enlivens lessons and through careful planning, skilled differentiation ensures all make good progress.



As STEM Co-ordinator Joāo has been highly successful in raising the profile of these linked subjects and has done much to encourage girls to consider careers in areas they might otherwise not have considered. Through positive collaboration with colleagues, he widened access to STEM initiatives with, for example, girls in Year 7 racing rocket cars, girls in Year 8 winning the Faraday Award, those in Year 10 completing Crest Awards, and Sixth Formers being shortlisted for (or winning) the Talent 2030 competition year after year. It's been particularly pleasing, this past couple of years, to see the increased number of departments working productively together in this area. Joāo's support for Woodford over these past few years has been warm and positive and has certainly exceeded the requirements of his job description. An example being that through his own initiative, in 2017 our science department acquired high specification equipment no longer needed by University College, London. He has delighted students with his contribution to popular activities and traditions, starring in pantomimes and murder mysteries. Cultural interests and an instinct to support the ventures of his colleagues or students has seen him singing with our choirs and learning the basics of South Indian dance at this year's Garba event.

As Union Representative this year Joāo represented the views and concerns of his colleagues clearly and honestly, engaging in balanced and pragmatic exploration of how things might be moved forward positively.

Given Joāo's ambition to secure work in warmer climes for 2018 2019 we are all delighted by his appointment to The American School of Tangier. It sounds a fascinating opportunity both professionally and personally. He takes with him our good wishes and we look forward to hearing about his adventures over the years to come.

Leavers' Gallery 2018 (cont'd)

Mark Donohue



Mark started his teaching career as a NQT at Woodford on the day the author of these pen portraits started hers as a Headteacher. It has been instructive to see the way in which Mark has taken responsibility for developing his teaching skills and progressing his career. He's achieved a very great deal. Economics results, for complex reasons, can be

prone to fluctuation and Mark deployed a great deal of intelligence, energy and stamina in determining the strategies which over time have raised and stabilised performance in the subject. He has worked with vision, loyalty and integrity in the interests of the girls, his colleagues and the school and is deservedly respected by everyone in our community.

Mark is a first rate Economist and a skilled teacher with a very sound understanding of how young people learn. He instils in his students an interest in Economics (and therefore current affairs) and an understanding of the need to consider both the detail and the big picture. Girls respect his knowledge and they enjoy and value his lessons. Mark has dealt very well with the challenges of being a one-man department. He's networked both with outside agencies and with local Economics teachers. His support of colleagues and their initiatives has been considerable and has prevented the potential isolation of being a (very) small department. As a tutor he's been a very effective mentor and has encouraged girls to involve themselves fully in school activities. Mark has also done a great deal to provide quality resources for PSCE lessons.

A particular thank you is due to Mark for all he has done to develop CEAG here. He has always sought to build and develop delivery in this area and he has transformed our provision. Engagement with alumni has been a particular strength, providing role models to showcase career possibilities and to raise aspirations. Mark has, single-handedly, maintained our *Investors-in-Careers* status, recognising the role of external evaluation in developing the service we offer. In short, his contribution has been considerable and he will be much missed. I take this opportunity to congratulate him and to wish him well in this next stage of his career at Marylebone School.

Caroline Horner

The fact that this is the second post Caroline has resigned at Woodford is not as unusual as it might be elsewhere. We were very pleased to have her re-join the staff as a middle leader two years ago. Caroline is a first rate historian who readily inspires interest in the subject in her students.

The last two years have, of course, been characterised by curriculum change and she has worked creatively with her colleagues to devise programmes of study which meet the new requirements and challenge girls to develop the necessary critical thinking skills. Caroline has demanding standards which raise the aspirations of her students and instil in them a respect for scholarship as well as a love of her subject. She has a very intelligent understanding of how young people learn, she makes forensic use of data to support progress and – above all, she's closely acquainted with the girls and their learning journeys. They, in turn, respond very well to her expectations.

Woodford's involvement in the Holocaust Beacon Schools programme this year is something of which we should all be proud. We are all familiar with Caroline's aversion to tokenism, generalisation or sensationalism and have valued her partnership with UCL and her guidance in research into the effective teaching of sensitive subjects. It is quite a legacy she leaves behind her in this area and we are grateful for her commitment to a full handover to ensure that learning continues to impact on practice here for years to come. Caroline has more to look forward after Woodford than a new teaching position at Forest School. She gets married next year. We wish her well with wedding plans and the continued development of her career.



Leavers' Gallery 2018 (cont'd)

Naomi Campbell



Nine years at Woodford represent a considerable period of service. Naomi joined the school as an NQT in 2009 and has been the constant in the Department throughout that period, working very productively with no fewer than four Heads of Department over that time. All of them have rated her expertise and professionalism very highly indeed. She has contributed

actively to curriculum development in the subject, showing a particular commitment to personalisation: to ensuring the curriculum has the breadth to allow everyone to discover and develop their particular talents. Her planning is diligent and her teaching has been creative, engaging and highly successful. Small wonder then that girls enjoy her lessons so much. Projects in photography and a particularly striking school garden installation stand out in the memory but her artistic undertakings with students have been very varied indeed.

An understanding of the holistic nature of education has been evident in Naomi's contribution beyond the classroom. Her contacts in the artistic world have welcomed our girls into their studios, providing a compelling insight into the working life of an artist. Naomi is one of very few form tutors to have taken her form right through their secondary education from Y7 to Y11. She has been a particularly effective mentor in this role, blending high expectations and personalised support when coaching and guiding the students in her charge. Her form group's assemblies are reliably among the most memorable of the annual calendar. Events such as school birthday activities and co-curricular days have benefited from her generous and creative input. Naomi also invested a great deal in the Year 8 resilience training which she instigated. That she recognised the potential impact of such a project, and undertook the necessary research to run it, speaks volumes for her understanding that wellbeing is a foundation for academic success in school.

Naomi's last year at Woodford has brought both motherhood (to son Jura) and the much wished for return to her native Scotland. We are delighted that things are going so well for Naomi and that her brief return South will enable us, with her, to "tak a cup o' kindness yet / For auld lang syne".

Sharon Elphick

Sharon joined us last September to cover Naomi's maternity leave. A relative newcomer to teaching, it was only three years ago, after a distinguished career as both an artist and a gallery owner, that Sharon decided to apply her skills to education, and enrolled to teach through *Schools Direct*. Her own artistic output is extensive and varied encompassing ceramics, collage, photography, portraiture, printing 3D and even digital art. Sharon describes herself as an artist teacher and is committed to challenging pupils to experiment, take risks and work independently, developing their critical thinking.



Sharon worked closely with the Year 12 curators of the 2018 Summer Showcase to stage a striking and engaging exhibition of student work. Our artists found their inspiration in different places and were creative in their exploration of themes from the very personal to the political. Girls must have been delighted to see their work so professionally mounted. Visitors, without exception, were impressed by the scope, coherence and skill of the oeuvres on show. We are immensely grateful to Sharon for her contribution to the art department in Naomi's absence and for the projects she has supported during the latter part of this term. She leaves us with our very best wishes for future undertakings both artistic and educational.

Charlotte White



We were very fortunate in appointing Charlotte who joined us last September on a part-time contract to teach German for this academic year during the maternity leave of Lucy McGarr. It's immediately apparent on talking to Charlotte that she has enjoyed teaching at Woodford. She certainly fitted in immediately and made a really positive impact on the learning of our students. Her impact on the school has been considerable for a colleague with a comparatively small timetable. I know Mary Heath (Acting Head of MFL), like me, has really valued her input to the department, the energy and commitment with which she teaches and her professional and supportive work with departmental colleagues. We have much enjoyed working with Charlotte and wish her and her young family well for the future.

Leavers' Gallery 2018 (cont'd)

Gurdip Chana



Gurdip has achieved a great deal here since she joined the staff as an NQT in September 2014. We were delighted to appoint an applicant with her level of qualifications and girls have certainly been lucky to have been taught by so skilled a mathematician and so committed a teacher. Gurdip prepares carefully for her

classes and girls make very good progress as a result. She has been industrious in her role as KS3 Maths Coordinator, devising and sharing schemes of work with colleagues. Her leadership of the introduction of *Clevertouch* screens in Maths, building the confidence of teachers in their use, has also been invaluable to the team.

Consistently supportive of the ethos and values of the school, Gurdip had an impact beyond her department too. She has been a conscientious form tutor and has shown considerable energy and determination in getting the environmental project off the ground. She will be missed.

Maria Zhiri



After invaluable public service in the NHS (she is a qualified and experienced mid-wife), Maria joined the English Department as a NQT last November to cover Jasmina's maternity leave. Joining a busy department mid-term is no easy feat but approaching the challenge with a great deal of hard work and good will, Maria settled to the task of getting to know her

classes and the programmes of study on which they were embarked. Receptive to support and warm and helpful in her dealings with departmental colleagues she fitted in quickly, weathering the challenges of an induction year as well as the uncertainties of the new GCSE and its assessment. We wish her well in her continued career development. She will be missed in the department and beyond.

Gordon Becket

A final goodbye to Gordon! Gordon did of course formally resign from Woodford at the end of the summer of 2016.

For the past two years however, we have been grateful that Gordon has maintained a small timetable of RS teaching through the early stages of school expansion.



With an association of over three decades, Gordon has by his own admission, a deep-rooted connection with the school and many of the people within it. Happily he is not intending to sever his contact with Woodford completely. The full-retirement for which Gordon now leaves us has been well earned. It leaves him free to indulge his love of travel without term time constraints. We wish him many happy returns!

Dave Mitchell

Dave joined Woodford in 2014 as a part-time teacher of Music and then in 2016, as he began gradually to reduce his work commitments, he continued to support our students as a peripatetic teacher through *Redbridge Music Service*. Thus he's another teacher leaving Woodford for a second time.

Dave has always worked closely and supportively with members of the music department in a very creative partnership. We have been inspired by his musicianship and the girls have appreciated that they have been part of something fresh and new when they've performed the compositions he has written especially for them.

Dave has decided now is the time to commit fully to his interests beyond his work in schools. He and his wife are 'jumping land', so to speak to explore European canals on their new barge home (complete, of course, with the requisite piano.) We wish them well on this enterprising adventure.

Leavers' Gallery 2018 (cont'd)

Joel Huggins



Joel joined us as a newly qualified teacher only two years ago but such has been his energy and commitment that his contribution belies that length of service. Previous experience, including that abroad, equipped him well for classroom teaching.

Joel is an energetic, enthusiastic and engaging teacher. He has high expectations of students. They in turn like and respect him and achieve very well. His colleagues applaud his lesson preparation and I have seen for myself the effectiveness of marking which is detailed and helpful and strikes a good balance between giving praise and identifying targets to support further improvement. As Acting 2 i/c Languages this year he has shown himself to be organised and proactive and, I know, very supportive of Mary Heath. His work as a tutor is characterised by good judgement in dealing with a variety of situations and by the ability to respond to the needs of the children in his charge.

His contribution to activities outside the classroom is much appreciated. Joel successfully recruited to a languages exchange programme earlier this year, an experience from which participating students will have benefitted on any number of levels. The environmental project he co-led has been well received by students and has drawn their attention and ours back to responsibilities of stewardship for our environment. A strong team player with a ready sense of humour, Joel is a popular member of staff, liked and trusted by everyone with whom he works.

His plans for travel and work abroad sound very enterprising and we wish him well in this next stage of his career.

Yasmin Mozumdar

Yasmin joined us last September on a one-year contract to teach Maths. Yasmin settled in very quickly and from the first contributed in a team spirited and positive way. She clearly values her subject, enjoying the interaction of a classroom and working very hard to support the progress of her students, building their confidence and enjoyment in

the subject. I know her work in the department this year has been highly valued. A particular ambition on joining us last September was to gain experience of Sixth Form teaching and I'm pleased that supported by her maths department colleagues, this has been a wholly positive undertaking for her.



The year has been a memorable and particularly busy one for Yasmin who was married in April. The project management skills she applied to the occasion will stand her in very good stead as she furthers her career in education. We have really enjoyed working with Yasmin here and are delighted that she has secured the job of her choice at Barking Abbey School. We wish her the very best with this next step in her career.



We believed ... It's Coming Home

