

# WOODFORD COUNTY HIGH NEWSLETTER



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## Headlines

In recent days several news items and at least one documentary have centred upon the remarkable odyssey of the space probe Voyager 2. The story particularly captured my attention because it chimed in with my excitement at the installation of an astronomy dome on the roof of our own Centenary Centre. After a few small teething troubles, the dome, whose acquisition was made possible by a successful science bid to the *Wolfson Foundation*, is now fully operational, and ready to inspire students through the window it opens on the unexplored vastness surrounding this “marbled bowling ball” on which we live.

Voyager’s saga is epic in every way. Launched over 40 years ago, on a study mission to the outer planets, it completed its original errand roughly a decade later, and since this has been allowed to pursue a trajectory that takes it out into interstellar space and eventual - and in theory eternal - orbit around the centre of our galaxy.

The exact definition of the solar system’s boundary seems open to debate, but there is general agreement that the probe crossed the line sometime in November, thereby becoming only the second manmade object, six years after its sister Voyager 1, to venture into that space between the stars. The figures involved are almost too large for the mind to take in. Both probes are now well over ten billion miles away from us and travelling at more than 30,000 miles an hour. But the time which must elapse before, having left our sun far behind, they approach another star, is estimated to be another 40,000 years. Consider: the Prophet Muhammad walked the earth about 1500 years ago; Jesus 2000; Buddha and Zoroaster, 2,500.

Yet these great landmarks in the spiritual and cultural history of our species are made to seem events of only yesterday when measured against what Thomas Hardy called “the stellar gauge”. Astronomy, says a character in Hardy’s novel *Two on a Tower*, “makes you feel human insignificance too plainly.”

I’m not sure about *too* plainly. It does no harm at all to retain a *Google Earth* perspective on humanity as a whole and all the things we do. But equally, it’s not a bad idea sometimes to ‘think local’: to reflect, for instance, as we come to the end of this one particular term, in this one particular school, upon the memorable individual moments that have enriched and enlivened our lives together over the past three or four months. Our 99<sup>th</sup> School Birthday Celebrations spring to mind, this year including a re-enactment of the suffragette campaign that led to votes for women a century ago. We were treated to an outstanding performance of Euripides’ *The Bacchae* in our Greek Theatre, we benefitted from our first involvement in the Design Museum’s national design competition ‘Design Ventura’ and valued the opportunity in September to invite the public to mark the 250th anniversary of our listed building during *Open House London*.

And then, at this time of year which holds special significance for people of many different backgrounds and beliefs, it’s a great thing to withdraw for a while into that microcosm called the family, shutting out for a few days the reminders of a frantic outside world – or at least such reminders as cannot reach us through the window of a television screen. And as we all retreat into those separate little universes, let me to wish you a happy and relaxing Christmas and a New Year that brings everything you would wish for.

**Ms Jo Pomeroy**  
Headteacher



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## Economics Inspiration Day



On 24<sup>th</sup> September 2018, budding economists at Woodford County headed over to Ilford County to take part in the Economics Inspiration Day. It was organised by our teacher, Mrs. Patel. The day was intense and packed with a range of workshops, from talks by alumni to exam preparation and revision tips and tricks.



In the morning, we had Q&A sessions with former Ilford County students who studied or are currently studying



exciting career prospects they gained having studied the subject at degree level.

Economics at top UK universities such as Cambridge, UCL, King's and LSE. This was a very useful opportunity as we got to learn about their experiences studying Economics and the

From investment bankers to journalists, it was evident that the skills gained from studying Economics would equip us to enter any career route we want to. We also learnt how to make a competitive application for Economics at top universities and of the many things to make ourselves stand out and equally, clichés to avoid in our personal statements (No one will believe that you have had a passion for Economics since you were 4!). Through the session, it was clear to see their passion for the subject and seeing their motivation and hard work to succeed in their academia truly made us aspire to do the same.

In the afternoon workshop, we went through focused exam preparation, albeit our exams being a relatively long while away, we learnt that revision was a continuous process and organisation was key. However, the techniques learnt could be applied to any subject; firstly, to plan and organise; secondly, to prepare for both year 1 and year 2 content; and thirdly, do exam practice! Despite being quite straightforward and simple tips, integrating them into our daily routine was imperative. But I think the most important advice we received was to approach our studies with a positive attitude through which revision becomes an easier and enjoyable process. We ended the session by taking the time to reflect on our own progress in both Economics and our general A Level studies and what changes we needed to make to ensure we achieved the top grades and made ourselves proud.

Overall, the day was indeed inspiring and I hope it becomes one of many Inspiration Days for Woodford girls. Having just embarked on our final year of A Level studies, the day was a much needed boost to refresh and remind us to continue to work hard and persevere in this year, so that next year, we can start a new and exciting journey studying whatever we choose to pursue at higher education.

**Eza, Year 13**



## Guatemala and Belize Expedition 2018

This summer, we were fortunate enough to visit Guatemala and Belize on our expedition. Prior to our departure, we spent a year and a half planning and preparing for our trip. The first stage of training took place in the school where we slept overnight in one of the maths classrooms and planned our itinerary from start to finish. This left us excited for the next stage – camping in the South Downs. We learnt how to cook over an open fire and put up tents. Above all, we finally got to know each other through games which involved pitting one half of the group against the other. It is safe to say things got competitive!



After our GCSEs, the day we were waiting for finally arrived – we set off to Belize! Our first phase was in fact across the border in Guatemala where we stayed for 5 days at an animal rehabilitation centre called ARCAS. ARCAS is a non-profit Guatemalan NGO formed in 1989 by a group of Guatemalan citizens. They work on rehabilitating animals and releasing as many as possible back into the wild.

We were lucky enough to work with exotic animals such as spider monkeys, jaguars and toucans.



It was mesmerising that we were staying and working in the middle of a jungle, where wild monkeys would often show up during meal times. Essentially our tasks involved us being locked in cages with these wild animals, feeding them and keeping their temporary home clean and clear. One of the most difficult aspects of our job was to remember not to talk to the animals as they are unable to thrive in the wild once released if they are too familiar with humans. Unfortunately this was made even more difficult for us as one of the parrots took a liking to one of the members of our team and constantly shouted out 'Hola' in the most flirtatious tone.



After our shifts we visited the beautiful island of Flores where we relaxed for the rest of the evening and went to explore the local shops and tried Guatemalan food. We also spent some time relaxing and swimming in the beautiful lake just as the sun was about to set.

## **Guatemala and Belize Expedition 2018 (cont'd)**

After finishing our time at ARCAS and sadly saying goodbye to all the animals, we started phase 2, trekking! We set out on our journey through the jungle where we saw many exotic birds. The weather was like nothing we have ever experienced before! We were soaked by the torrential jungle rain but this didn't dampen our spirits. On our way through the jungle we also visited Mayan ruins which were challenging to climb up but the breathtaking views at the top were well worth it! After the two hardest phases of volunteering and trekking, we finally started our favourite phase – R&R! The highlights of this phases included visiting a chocolate factory where we tried our hand at making our own Belizean chocolate. We also visited a chili factory where we challenged the leader to a competition to see who could consume the hottest chilli product. It is safe to say that many of us were left red faced and gasping for milk but the good news is that we won! Probably the most amazing experience was when we went swimming in the Rio Frio waterfall in the area of Mountain Pine Ridge. We spent our evenings cooking our own dinners and relaxing in the hammocks where pranks were pulled. Our remaining days were spent simply visiting the local markets and playing with the local children in the village centre. We loved trying all the restaurants and one of the restaurant managers even taught us some of his dance moves on the street outside his restaurant. Our last day involved travelling up to Belize City where we spent the night in a nice hotel and dined at the Radisson.



We will never forget the valuable skills we gained, such as resilience when faced with problems (like when our expedition leader fell ill and was taken to hospital and we had to carry on without him) and independence as we had to organise the entire trip, such as buying food, booking accommodation and arranging transport. This was a once in a lifetime experience. Not many teenagers can say that they helped rehabilitate animals to be released back into the wild, trekked through the jungle to climb up breathtaking ancient Mayan ruins, made their own chocolate, swam in a waterfall or danced in the streets of Belize with the locals.



We would like to take the time to thank the school and Ms Patel and Ms Athman for providing such an amazing opportunity for us.

**2018 Expedition Team**

## Politics Talk At Ilford County High School



Dr James Strong is an academic from Queen Mary University of London. Year 12 and 13 Politics girls joined their counterparts from Ilford County High School on Wednesday 21<sup>st</sup> November to hear him speak and ask questions. The very topical issue being discussed was Brexit and the British Constitution and, as you can imagine, there was plenty to say on the matter.



Dr Strong not only gave an engaging and very useful talk, he also stimulated debate among the participants, and I am glad to say our girls made significant and telling contributions. All came away feeling they had had an enjoyable morning, had learned a great deal – but were no clearer on where we are going to end up when the Brexit dust settles. However, we can't blame the latter on the good Doctor!

**Mr Jenkins - Deputy Headteacher**

## Year 7 Sleepover



The year 7 sleepover took place in the 6<sup>th</sup> form block and everyone arrived with their parents. Soon afterwards, I was chatting away with my friends and I faintly remember the parents slowly disappearing! Suddenly, we were called by the 6<sup>th</sup> formers, who had come to help run the sleepover, to play some games. After the games, we feasted on pizza! The meal was enjoyable, and it was probably the best part!

Before we slept, we watched a movie called 'Moana' and it was still interesting even though I've watched it a few times before – but what made it even more fun to watch, was that I was watching it with my friends. Afterwards, we watched 'Mamma Mia!' which was even better. I had never seen it before and it was two hours long! Some people were already sleeping by the time it was half way, so it was quiet, and I stayed up to enjoy the rest of the film.

After two movies it was time for us to get to sleep, but for most of us who saw the end of the second film, sleep refused to come, even though it was very late! I for one, just couldn't get to sleep easily because I didn't bring my mat, but I was nice and warm.

When we were all awake, we got changed and started packing up. It wasn't really that hard for everyone else, but I couldn't manage to stuff my sleeping bag into its sack! After so many attempt, I just gave up and packed the rest of my belongings into a corner and sat down for breakfast!

The breakfast was good, I mean really good. We had an option of toast, cereal or both. The toast was particularly nice, but sadly it finished (RIP toast). We barely finished the breakfast before the parents started arriving to pick us up and one by one we departed. The sleepover was great and it is packed with loads of fun!

**Joy, Year 7**

## Mark Evison Foundation



The Mark Evison Foundation's mission is to promote the personal development of young people through the undertaking of challenges. They invite young people to create and plan projects which are personally challenging. Such projects develop confidence, strength, resilience and breadth, as applicants take independent ownership of something they are keen to do. Applications

are self-designed. The Foundation provides the mentoring and the funding for accepted projects. Applications must be created from scratch, well outside the individual(s) comfort zone, non-curricular and non-commercial. Afterwards, networking opportunities are offered through the Foundation's alumni scheme.

Below are two reports highlighting the challenges the students faced in order to deliver their projects. You can read more on the Foundation's webpage: <http://www.markevsonfoundation.org/>.

### 'Escape'

We challenged ourselves to film and produce a short movie on drug awareness, as we believe that this is an issue many young people face today. We initially decided to create a film lasting 15 minutes however we had to reduce our film to last for 5 minutes in order to put our message about drug awareness across effectively and produce a realistic movie. We then set ourselves a time line to complete our tasks by. The first task was to write the script, which took a long time to complete as we needed to present our movie in a friendly way in order to be appropriate for younger viewers. Our next challenge was to organise our filming schedule and actually film the required scenes, which involved some team members going to London in order to collect our hired camera. During the filming process we faced a major obstacle as the camera we had hired produced film with poor quality picture and sound and so we had to improvise by re-shooting some scenes and filming the rest of it on our phones. We had originally planned to film over two full days however we underestimated the time it takes to film the scenes and so we added on an extra two days to the filming timeline. Once this was done it was over to the editing team to polish the final cuts and piece together the scenes to produce the movie.

The editing process was by far the longest one as we had to sift through several cuts of the same scene and pick the best one to use as well as leaving out several scenes due to the time restrictions.

We also had to cut the scenes down to enable the movie to flow more. In conjunction with this the music team started creating their own music using garage band on apple devices, to enhance the movie. Once the editing team had finished choosing and cutting the scenes, they moved on to other aspects of the movie, such as transitions and subtitles, to make the movie easier to follow. The final editing took longer than expected as we were not happy with our initial final product because we believed we could do better than that. After the final editing the music was added to the movie and we aim to upload it to Youtube so that we can spread global awareness about a very current issue facing the younger generations. Through this experience, we have developed our organisational skills when arranging the props needed and making a timetable convenient for all members of the team. We have built our self confidence in different areas such as editing and acting and enhanced our ability to work as a team. We have thoroughly enjoyed our experience in doing this.

**Nishanthika, Tulsi, Mathangee, Anjali,  
Kirthikaa, Ilana and Sasini Year 13**

### Peak District

We had never been on a trip alone before so the journey to the campsite was filled with anxious moments. All was well till we missed several stops and had to persuade the bus driver to let us travel for free to the correct location since we lost our way! The biggest challenge we faced in the first day was carrying our hiking bags and equipment because the sheer weight of all our equipment made our journey to the first campsite very exhausting. We had a very good experience cooking our dinner considering it was our first time using the cooking gas cylinder.

On the next day, we packed up our tents and we were off again to the second campsite. The walk with our backpacks taught us to persevere till we reached our goal, despite multiple breaks and groans. Luckily, we were greeted with beautiful views and a ray of sunlight upon the hills at our second campsite. The weather "celebrated" the beginning of our hikes with punishing rain that didn't stop and continued with strong winds until the end. We met grazing sheep and soon realised they didn't care about us! The walk was a challenging one but with each other's company we made it back in good time for dinner.

## Mark Evison Foundation (cont'd)

### Peak District

On the 3rd day, we aimed to hike to Kinder Downfall and back. We hoped that the hikes we had completed prior to this day would be helpful when hiking up what residents had quoted to be the 'steepest' and 'most difficult' hike in the Edale! As we ascended, we followed the map directions and asked many hikers whether we were going on the right route to ensure that we did not get lost!

However, soon after we coincidentally started talking to an ex-ranger of the national park, who said going to Kinder Downfall and returning to Edale would be too dangerous because we would be walking at night! We were faced with the dilemma of continuing or saving ourselves from being lost on a mountain peak at midnight! Therefore, using our maps we decide to change our route and return home by going through Pym Chair then Grind's Brook.

Several members of our group became extremely tired and developed blisters on the feet so we went at a slow pace suited to everyone. Even though it took long, the beautiful scenery made the hike worthwhile and we took every opportunity to take photographs.

When we had returned to ground level, a few of us, exhausted, decided to roll down the hills but we later discovered this was not the best idea as we stunk of the sheep faeces but the memory will remain forever!

Finally, on day 4 we completed our set hikes and explored Edale. The highlight was the team spirit felt when all 5 of us locked arms to help each other get across the river. It was a fun experience since we had never done anything so adventurous, which was an excellent way to end the challenge.

**Anjola, Ashmitaa, Preyantha, Sajana and Neaka, Year 12**

### Cooking for Syria

The Mark Evison Foundation, very kindly funded our Cook For A Cause Cooking Workshop which gave me the opportunity to put my passion project into action.



I chose to do a cooking workshop as I knew that it would provide my team with new challenges that we had never faced before thus requiring us to learn new skills. We had to learn how to cook Syrian food whilst also learning how to then teach others the recipe as well. This meant that we had to quickly develop our leadership and time management skills to ensure that the event ran smoothly. We also relished the opportunity to inform the students about the ongoing issue in our community which is the negative perception of Syrian refugees.



Planning the project allowed us to develop teamwork skills as we had to allocate different tasks and responsibilities to other members of the group, due to the fact that we had a massive sixth form life workload and also had to manage an event. Doing this also allowed us to become more independent in terms of our school work, as we had the responsibility of managing our school work. Further adding to this independence and better team working skills, was the fact that we had many tasks to complete on the actual day of our workshop. Demonstrating the recipe to the students required patience and leadership, which was a massive learning experience.

It was refreshing to see the students enjoy cooking in an academic environment where each student had the opportunity to learn more about the current refugee crisis. We were lucky enough to see the massive impact of our workshop, and hope that other students continue such work in order to make British society far more just.

**Surrayia, Year 13**

*They all did outstandingly well, coming up with unique ideas for a challenge, planning it all themselves and then undertaking them independently. They should be very proud of themselves.*

Kayleigh Rayiru  
Mark Evison Foundation



## Parent Governor Profile : Kate Ceeney



I am a parent governor and a member of the Curriculum and Pupil Welfare Committee at Woodford County High School. I currently have a daughter in Year 11, and another in year 9 at Woodford. We live locally, and are extremely happy that both our girls have the opportunity to attend such an excellent school as Woodford.

I initially became a governor because I wanted to be able to support Woodford to excel; not only in providing outstanding education for our children, but also an environment that encourages and supports children to achieve their very best, educationally. I want Woodford to produce strong, confident young women who are emotionally resilient.

My interest in promoting emotional resilience (healthy mental health) is due to my experience as a mother as well as my work as an integrative and cognitive behavioural therapist working with adults, families, couples and children. My work includes spending two days per week as the school counsellor in an all-girls' school in Waltham Forest. Working in a school with young girls who are struggling emotionally, gives me good insight into the needs and the struggles young girls currently face.

Growing up today seems to be much harder than before. Our young people face an increasing number of stressors, from schoolwork, exams, social media, and friendships, just to name a few. An estimated three children in every classroom suffer from a diagnosable mental health problem (1 in 4 if you include those suffering with emotional distress). In the last 10 years there has been a 70% increase in adolescents presenting to A&E for self-harm and suicide related issues. 1 in 4 adolescent girls suffer with depression.

Mental Health issues have been an escalating crisis for some time. The NHS Child and Family Mental Health Services are overstretched and have long waiting times. To give an example, in Waltham Forest the wait for an initial appointment can be up to 18 weeks and for therapy 12-18 months.

The Department of Health has found that, on average, children with higher levels of emotional wellbeing had higher levels of academic achievements and were more engaged in school. Given that children spend over 7,800 hours at school, this is an ideal environment to promote emotional wellbeing, and identify early signs of mental health problems. Young people deserve an education that prepares them academically but also emotionally; not just for their time in school, but also for the world they will enter when they leave Woodford.

Schools are required to be more than just a centre for learning. Early intervention, by school and parents, are key in terms of supporting young people. I am enthused by Woodford, which provides an excellent counselling service, as well as enrichment programmes and extra-curricular activities, which all help to promote positive mental health. In addition to this is the school's new medical facility, which includes a quiet space to support the girls from an emotional point of view.

I am very impressed with Woodford County High school - from the fantastic facilities within the new build, the impressive teaching and running of the school, the care and support of the staff, to the outstanding results and the excellent programme of events that showcase what the girls are up to and have achieved. Whenever I come into the school I am always impressed by the girls – how articulate and confident they seem. It is of no surprise that Woodford has very recently been named the London State Secondary School of the year. A big well done to all the hard work of staff, students, support staff and parents who help to make that possible.

**Kate Ceeney – Parent Governor**

## Digital Leaders @ Milbank Tower

### Facebook Community Boost on 23<sup>rd</sup> November 2018

We, Leya, Farisha and Eman were invited to the Facebook community boost hosted by Facebook at Millbank Tower in Pimlico. We had the great weather to soothe our nerves and it was a great success overall!

Jack Brereton, MP



It started with the train ride which felt very long, people from all over London were coming and going – as you can tell the train was extremely crowded!

We finally entered the building earlier than we expected and were warmly welcomed by the staff. This was when we met Caroline Hurst, the director of education at Childnet. We were given special lanyards stating our business here.

We were led to the VIP elevator and into the event hall with a picturesque view of the river Thames. We were gifted an Instagram pop socket, notebook and a pen. Then they offered us food and were given a tour around the building. We met people who are running various projects with their aim to help various communities.

Ben Bradley, MP Mansfield

Later on, the aim of the main event started. Various local MPs came through the door and we talked about how amazing it is being a digital leader is, what we have established so far and what our future plans are within our community.



We talked with various MPs, like Jack Brereton, Ben Bradley and many more. We discuss about digital leaders and they also gave us advice on what we could do to help our own communities more.

Fortunately, we had the chance to speak with the CEO of Childnet, Will Gardner. He complemented us on our work so far and he appreciated how well we were articulating when conversing with the guests. He even gave us advice on what we could do in the future and include our peers more through events like assemblies.



CEO of Childnet, Will Gardner

This event lasted up to 11.30am and to conclude, it was a once in a lifetime opportunity. Although we felt nervous at the beginning, we conquered our fear and were able to speak smoothly with the guests. It also helped that they were extremely friendly and informal with us about this topic of technology and how it affects society.

Towards the end, we were feeling more confident and got to learn more and how we can have bigger impact on our society. We would also like to think we influenced at least one of the MPs as he called us inspiring!

We would like to thank the CEO of Childnet and his team, including Danielle Antha and Caroline Hurst. We would like to thank Facebook for the event and our teacher for choosing us to participate!

Leya, Farisha and Eman, Year 9

Ms Siddiq - Computer Science and Electronics

*Credits: Anna = 'articulate' and 'picturesque' and 'writing'*

## The Long Walk Home

The long walk home non-uniform day was held on Friday 9<sup>th</sup> November. This raised money for Haig Housings 'The Long Walk Home', where 100 veterans walked 100 miles to commemorate 100 years since the end of the First World War. We raised an impressive £1,097.55! Thank you all very much for participating and Haig Housing sends their sincere thanks!



**Ms Hawks - Geography Department**

## Extra-Curricular Clubs

Once again, it has been a great term for extra-curricular clubs, and the girls really are fortunate in the number of activities to which they have access. Since September they have been able to attend after-school clubs covering Advanced Cooking, Arts & Crafts, Basic Cooking, Boxing, Dance, Drama, Floor Gymnastics, Hair Styling, Henna Art, Intermediate Cooking, Jewellery, Knitting, Mandarin, Nail Art, Self-Defence and Sewing Textiles. I'm sure you'll agree it is an impressive and eclectic mix. Next term many of these will be offered again and we are also adding Mobile Phone Film Editing, Fencing, Cakes and Cookies, Dream Catcher Course, Level 2 Self-Defence, Sign Language and Skincare. This mix of activities would not be available were it not for the hard work and dedication of Ms Dawson, to whom I would like to extend my thanks once again.

## 5 Penny Race



During lunchtime on Friday 5<sup>th</sup> October, students hurried down to the back terrace laden with jars, purses and containers brimming with 5 penny pieces. As always five penny

fever took hold of the four Houses, and our girls ran around frantically competing to be the house that completed the greatest number of lines made up entirely of five pence pieces. The atmosphere was electric, and as ever we were astounded at how much money they were able to raise in just under one hour. The title this year went to Highams house and in total the school raised a whopping £2,309.08 for Leukaemia and Lymphoma Research – a staggering achievement! The cheque has been sent to Bloodwise and we know that they are delighted to have received our donation. The event is held every year in memory of Kim Holdstock, a student who passed away from Leukaemia in 1988, and over the years that we have been holding the race in her honour, Woodford has raised a staggering £46,300.

**Ms Douek - Classics Department**



**Mr Jenkins - Deputy Headteacher**

## 99<sup>th</sup> School Birthday Celebrations

I was very excited and very much looking forward to the fun activities planned for the 99<sup>th</sup> School Birthday.

First in the agenda was the parade. Heads held high we walked around the school. After the procession we changed into our own clothes, all sporting our house colours.



A smile on every face, we were led to the sports field, which was where the 'Problem Solving' activities were to be held. Some of them had very strange names, for example 'Global Warming', 'Golf Ball' and 'Caterpillar'. For each activity successfully completed points were scored. Time sped by and soon there were 10 minutes of despair as the activities were packed away.



Followed by another 10 minutes, this time of anticipation as the scores were added up! Sat in house groups on the grass we listened as the following words were uttered... and in first place is ....Warner Team Four!

Those in yellow around me burst into screams of celebration. I snapped back to my senses after the wave of shock that my team had won! Proudly my team and I walked forward to receive our trophy, I had such a great time on the school birthday and loved every minute. I wonder how they will top it next year!

**Saanvi, Year 7 (Warner Team Four Member)**

## 99<sup>th</sup> School Birthday Celebrations (cont'd)

### Wonder Women at the School Birthday



Woodford was lucky enough to receive a substantial grant this year from the Heritage Lottery Fund for a joint project with Redbridge Museum; celebrating a 100 years since the first women in Britain were granted the vote.

On the School Birthday the whole of Year 9 were involved in various activities related to the project. A group of 40 artists worked all day within the art department with a professional artist creating silk banners to hang at the Redbridge Museum Wonder Women exhibition.

The rest of the year completed a carousel of activities. During the day everyone took part in a dramatic re-enactment of the 1908 Women's Sunday March which was held after the Herbert Asquith challenged women campaigning for the vote to demonstrate their support. Girls also completed Heritage Workshops which taught them how digital research into the past is undertaken. They researched some of the old girls and also the life of Sylvia Pankhurst. Students also had the chance to create placards to carry to the re-enactment or to make newspaper account of Women's Sunday.

There will be a private view held at the Museum in January and a number of students and their families will be invited to attend this in the new year. Our partnership with the museum is ongoing with events planned for International Women's Day and training in oral history methods for students interested in taking part in a project interviewing Woodford's past students.

**Ms Christie - History Department**

## 99<sup>th</sup> School Birthday Celebrations

### Year 11 Visit Thriftwood

On school birthday, Friday 28th September, Year 11 went to Thriftwood, an activity centre in Brentwood. The day was filled with various challenges including climbing, Jacobs ladder, sky high, zip wire, problem solving and rifle shooting. The day was extremely entertaining as there were numerous different activities available to us and we were all keen to experience new things!

We were placed in groups of 12 and designated three tasks. The first activity that our (Hanisha and Ramisa) group completed, was Jacob's Ladder, the aim being to try and reach the top of the ladder, but after each rung, the distance to the next rung increased in distance. This meant that the higher we went, the harder it was to climb onto the next step. We all got into pairs and helped each other progress through the steps. There were a few nervous faces at the start, but all team members gave it a go, and three students even conquered the maximum height possible. An activity like this, enabled us to become more confident and the pride after coming back down and seeing how high you actually climbed was a memorable feeling.



The second activity our group took part in was rifle shooting. This involved firing at targets with a rifle, requiring good precision skills. Only one student managed to aim it directly on the bullseye in our group, but the challenge of aiming it correctly, and the battle of holding the gun correctly is something that we all took away with us.

We then went on to a problem solving task which we weren't keen on as we envied our peers gliding on the zip wire but, rather surprisingly, this task ended up being our favourite by far because it involved us working as a team. We were challenged tactically and our group came up with some very abstract ideas- like does a dog really need a head (which we learnt it does). We overcame the 'Spiders's Web' which consisted of tangled ropes attached to two trees which we had to get our team through. Eventually we successfully completed all the challenges and decided to make a human pyramid to commemorate our success as a team.

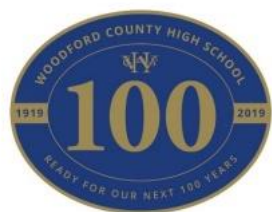
At Thriftwood, our (Christa and Jashmiga) group started off with zip-lining, which, to many of us, was foreign. Despite the fact that we were all nervous at first, the anticipation wore off as our fears soon diminished to the point where you could call us 'experts'. The next activity we did was the water rollers which we found was the best activity from the day. The fact that we got to go into the water rollers in a pair was entertaining to both our friends watching us and ourselves. Even though, we fell down many times, it was always fun to get back up! To end the day, we finished with rock climbing. Although, a few people were scared at first, we all got the hang of it and made it to the top.

The day was definitely well spent as we gained a memorable experience which we wouldn't have otherwise embarked on. Visiting Thriftwood enabled us to try new things which we have never had the opportunity to try before. The aspect of spending more time with our friends made the day even more enjoyable and the fact that the sun was shining throughout the day made our moods even brighter! In the future, we hope to have more opportunities to experience new things that provide us with the exuberance that Thriftwood gave us. We'd also like to thank the staff for taking us and leaders at Thriftwood for helping us during the day.



**Hanisha, Ramisa, Jashmiga and Christa, Year 11**

## London State Secondary School of the Year



In its Centenary Year (2019) Woodford County High School for Girls has earned the title "London State Secondary School of the Year".

The *Sunday Times* announced the accolade in its annual *Parent Power* publication (25/11/18), citing academic results, rates of improvement, the wider life of the school and its place in the community it serves as factors influencing the panel's decision. A *Parent Power* spokesman said:

*"On all fronts, Woodford County High looked the right school to recognise as our London State Secondary School of the Year."*

The award is fitting recognition for the work undertaken by bright girls and their skilled and committed teachers. Everyone in the school community contributes to creating a positive and supportive environment for learning. A busy calendar of extra-curricular activities ensures personal development extends beyond the classroom and encourages creativity as well as fostering girls' considerable potential as leaders.

To have our school so conspicuously celebrated is a matter of great pleasure to all of us. And those founders who, in the aftermath of a World War, had the vision and tenacity to establish a school here for the education of girls, would surely have taken no less pride in the coincidence of this accolade with our upcoming centenary celebrations.

**Ms Jo Pomeroy - Headteacher**



## Widening Horizons Evening

The 15<sup>th</sup> October saw us running our Widening Horizons A Level evening for the second time. The aim of the event is twofold: to inform parents and girls about how to apply to the Sixth Form and to think carefully about the process, and to encourage them to take as broad a view as possible of their option choices.

As a school, we have very high uptake in the science and maths subjects at A Level, and this is something we celebrate, especially since STEM (Science, Technology, Engineering and Maths) careers are often dominated by men. We feel we are doing at least something to help redress the balance!

However, that word balance is an important one, and sometimes not enough consideration is given to the value of studying the Arts, Humanities and Languages at A Level, either combined or as part of a more mixed academic diet that complements the sciences and maths. The aim of the Widening Horizons part of the evening is therefore to make girls and parents think carefully about all the options available to them at A Level.

In order to facilitate this, the school laid on workshops in all its non-science A Level subjects. These were wide and varied in nature, ranging from topical political discussions, economics and language exercises, talks by old girls in Classics and Latin and many others. It was a very well-attended event and the feedback we received from the girls and their parents was very positive. We are therefore confident that it achieved its objective of allowing all our Year 11 students to make a full, informed choice for their A Level options.

**Mr Jenkins - Deputy Headteacher**



## Science @ WCHS

### GCSE Science in Action

On Friday the 7<sup>th</sup> December, 30 students across Years 10-11 attended the GCSE Science in Action event held at the Emmanuel Centre in Westminster. After travelling to the venue by train, we entered a lecture hall where we would be for the remainder of the day. Throughout the event we engaged in many inspirational and fascinating sessions which included mind-blowing facts about astrophysics, material science, medicine and much more! We were encouraged to follow our dreams, especially by award-winning material scientist Anna Ploszajski, who explained the relationship between science and engineering, and shared inspiring stories from her own life. Another very captivating speaker was Greg Foot, who is a science presenter on TV, YouTube and Live. We learnt whether taking Vitamin C tablets really helped you recover from a cold, or whether antibacterial gel is better than washing your hands with soap, and the session was very informative. His talk was very thought provoking, challenging us to really scrutinise what we hear in the media and to investigate things for ourselves to determine whether they are fact or myth. We also learnt about some of Greg's science related works - for example, he has eaten his own flesh before! We also received a presentation from Marty Jopson, who has a Phd in plant biology but is very interested in physics. He showed us several experiments, including sticking feathers to a rubber chicken using static electricity. Overall, it was a very engaging, factual day, and it was extremely helpful as we learnt a great number of study tips and most importantly, we had a lot of fun. Thank you to Mr Le and Miss Estruch for taking us!



Zoha Year 10

## Science @ WCHS (cont'd)



### Talent 2030: National Engineering Competition for Girls

Well done to all students who submitted projects for this year's competition. Their task is easily said but not easily done – to identify an engineering issue in the world to then conduct research and create a solution for the problem. Winners across the different age categories in this national competition could win money both for themselves and the school – however the skills they will gain from this extended project will transcend any material gain. Don't worry if you did not get a chance to submit a project – there will be other opportunities later this year! For further inspiration, see reflections below from Nasiha (Year 9), who submitted a project tackling the worldwide crisis in HIV/AIDS.

*This year, I entered the Talent 2030 competition. After seeing posters being circulated around the school, I asked Mr. Le about the competition. I was advised to check out their website to find out more information, growing keener to enter. Talent 2030 is all about involving girls to overcome major challenges of the 21<sup>st</sup> century using engineering; I based my entry on HIV/AIDS and how we can cure the disease for good. HIV is a major issue around the world, yet it is a topic on which many are uneducated, which is not a positive thing, especially since it is something we need to be cautious about when we grow up. At the moment, there is no cure to HIV/AIDS, just ways that could possibly help to live with it (like diabetes). Therefore, in my research, I explored possible ways we could eliminate the virus as a whole (stem cells). After getting my final entry approved by Mr. Le, I sent it in and now I am waiting for those that made the shortlist to be announced in January.*

Mr Le - Head of STEM

## Science @ WCHS (cont'd)

### Year 7 Science Club

Thanks to a selection of volunteer sixth formers, the club is up and running this year, with so many enthusiastic year 7 students wishing to attend that the club is running on a two week cycle; one week for forms 7A-C and the next for 7D-F. Students have already been writing with fire and creating bath bombs, with a special Christmas activity wrapping up the first term. Keep your eyes open for posters around the Science department and on register boxes to find out what activities are coming up next!

### Think Science for the New £50 Note – Bank of England

As you may have seen in the news, the Bank of England have asked the public to nominate inspirational British scientists to become the face of the new £50 note, to be launched in 2020. The students at WCHS have expeditiously taken to the internet to make their nominations, with the Bank of England releasing a list of eligible nominations received as of 26<sup>th</sup> November. In addition to 'household' names such as Stephen Hawking, Rosalind Franklin and Alan Turing, WCHS old girl Kathleen Lonsdale has been nominated. Kathleen studied at WCHS in the early 1900s and in her pioneering career in x-ray crystallography, discovered the structure of benzene. A-Level Chemists will know all about this important organic compound. Already with buildings named in her honour at University College London, the University of Limerick and Dublin City University, Kathleen now stands closer to even further recognition.

**Mr Le - Head of STEM**

### Mock Medicine and Dentistry Interviews for Year 13

On 20 November 2018, a team of around 15 spirited doctors and dentists dedicated their time to help Woodford's aspiring medics fulfil their career goals. They delivered a mock MMI (multiple mini-interview) for medicine and dentistry for the students to give them some practice and a flavour of upcoming interview scenarios. The evening was also accompanied by some of our own teachers who stepped in as additional interviewers, amongst them some who played a fantastic role as actors!



There were ten stations present in which each examined different aspects required in medicine and dentistry professions. This included communication skills, empathy, delivering bad news and teamwork, to name a few. These characteristics underpin the core practice of health professionals and the interview allowed us to develop and construct strong, concise answers to these questions. The doctors also prompted us to develop our answers in terms of originality and personal experiences that would make us stand out from the crowd to ensure our applications remained competitive.

One scenario involved role play in which an ornament of a friend's had been broken while we (the interviewees) had been housesitting. There were some angry responses from the acting teachers, which made it difficult to not snigger during the role play interview. I personally found it quite amusing to see the teacher's reaction and restrain myself from laughter. Another aimed to test communication skills which included explaining to patients what vaccination is and its effects.

All in all, the evening proved very beneficial and the comments and feedback received will stand as important notes that will ultimately allow us to better our performance during our interviews and thus land a place at medical school. We thank all the doctors and members of staff involved for supporting our career progression, including Mr Le, Miss Patel, Mr Howes and Miss Zakir. Also thank you to Miss Estruch for organising the event. Whatever career you are willing to pursue will indeed require a substantial degree of skills, if not all, parallel to those in medicine and dentistry.

**Sara, Year 13**

## Celebrating 250 Years of our Listed Building – 1768 to 2018



The last 12 months has seen our school community spend some of their time thinking about the 250 years of history lying within (and around) the walls of our main school building. An important element of this quarter of a millenia celebration has been the formation of a group of

interested students – *Woodford Time Travellers*. With a plan to introduce further activities for students in the New Year, overall, it has been a great opportunity for them to get involved in aspects of learning beyond the normal classroom.

Previous newsletters have detailed many of the activities offered to the students during the course of the year. This term, the Time Travellers took part in our Open House involvement and it was wonderful to see so many of them (alongside Year 12 volunteers) take on the challenge of guiding members of the public around the school building with so much enthusiasm. With musicians performing and artwork both exhibited and on sale, it was a perfect afternoon and lovely to welcome more than 100 visitors to the school.

A lasting legacy of our celebrations this year is the installation of a timeline along the wall between the main entrance to the school and Main Hall. Please take a look next time you visit us in school. It has been placed beneath a series of prints purchased to mark the 250th anniversary.

As we head towards 2019 I hope that we can continue next year with our investigations to better understand the construction, design and use of this building over the last 250 years. The past year has allowed the school to reach out to a number of different organisations and individuals in the local community that wanted to help us and it will be important to maintain these new relationship.

There is so much more still to be discovered – I'm sure!

**Mr Saxton - Head of Geography and Time Traveller**

## Greek Theatre Speech Day -Year 12 Classical Civilisation

Why were rituals so significant in Greek tragedy? What importance do foreign conflicts have within 5<sup>th</sup> century Athenian democracy, and how do these contextually support the plots of Greek plays? These were only some of the questions answered during the Greek Theatre Talk, which Year 12 had the opportunity of attending at the London Irish Centre in late November.

We were treated to four excellent speakers, all with rich knowledge of the classical world, and passionate presentations to match. The key topics they covered were: religious rituals, foreign worlds, the significance of the chorus, and the specifics of putting on an ancient play. Not only did we learn interesting facts – such as the presence of not just one, but at least five different types of chorus! - but we were able to draw links between the points presented and our own knowledge. Whether it was learning about the background of the Peloponnesian War, or the three other main festivals of Dionysus alongside the City Dionysia itself; by the end of the day, we had all enriched our own understanding of Greek theatre.

The day was enlightening. It was hugely informative, and we all came away with enhanced understandings of Greek theatre. It also served as a gentle introduction into university-style, lecture-based note taking, which will no doubt be useful for Year 12 in the future.



**Nurin, Year 12**

## Prizegiving 2018

Our annual celebration of the girls' achievement took place on Thursday 8<sup>th</sup> November. There was the usual range of academic awards, plus a number of Service Prizes for girls who had made significant contributions to the wider life of the school or local community. For our ex-GCSE girls, this year awards were given to those who had achieved eight or more Grade 9s at GCSE. The prize was awarded to 15 girls.



**Sarah Winman and Prizewinner**

To put this into perspective, only 732 pupils in the entire country achieved seven or more grade 9s at GCSE; twenty-seven of these were from Woodford. The total of 732 includes independent and public schools such as Eton and Winchester. Another way to look at it, is to say that out of the 3,000 secondary schools in England, the average number of students to achieve 7 or more grade 9s was 0.2.



**Sarah Winman**

This year's prizegiving speech was given by Sarah Winman. Since leaving Woodford, Sarah has gone on to be a successful actor and author. Her acting career has embraced both film and television, including popular programmes such as Prime Suspect and Casualty. Her first novel, *When God Was A Rabbit*, appeared in 2011 to critical acclaim and her most recent book, *Tin Man*, came out in 2017. Sarah delivered a wonderfully-pitched speech

celebrating the talents of the girls here at Woodford as well as the importance of persevering with the things that inspire us, even if at first we are unsuccessful. Sarah cited her own experience of writing her first novel, an endeavour which took years to come to fruition, but which was all the more rewarding and satisfying because it had been such a struggle to complete.

The evening was wound up with a speech by the Mayor of Redbridge, Councillor Debbie Kaur-Thiara, who declared how impressed she was with the girls and their achievements.



**Mr Jenkins -Deputy Headteacher**

## Psychology & Science

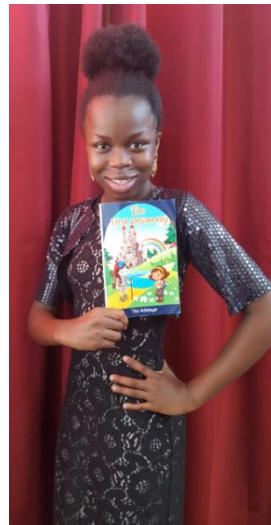
Year 12 Psychology students had the unique opportunity to attend the Psychology & Science conference on December 4th. The event was organised by prolific writer Cara Flanagan, author of our school textbook. Each year, she invites eminent psychologists who besides their academic training, also specialise in entertaining students with their speciality. Woodford students watched Oxford educated psychologist and magician, Oliver Meech conduct a card trick, seemingly predicting correctly the card choice of a random member of the audience. Meech also gave students an early Christmas present, teaching them how to make a coin disappear with three simple taps of a pencil. He explained how magic tricks involve the manipulation of attention, and showed the audience how the sleight of hand illusions are performed.



Gianna Cassidy, professor of music and digital design from Glasgow University, took a more academic approach, and demonstrated the way music can seemingly reverse the effects of dementia in elderly patients that she treats. The afternoon concluded with a spectacular demonstration of the power of suggestion. Hypnotherapist, Andrew Newton, skilfully selected 24 students from an audience of nearly 1000, to participate in his display of group hypnosis. The audience were amazed to witness their peers being sent into a deep state of relaxation and command at the whim of the hypnotist. Although one Woodford girl was selected to participate in the hypnosis, fortunately she was not sufficiently suggestible to undergo full hypnosis, and was able to watch the demonstration along with her peers.

**Ms Liebeskind - Head of Psychology**

## Year 7 Author



My name is Tito and I am 11 years old.

Once upon a time, I was a normal, little girl who never dreamt of becoming a published author. You can imagine my excitement to learn that I was now a young author. It didn't sink in for weeks and it felt like I was dreaming. The First Discovery is the name of the book and it is aimed at children roughly 6 – 8 years old.

### So, why did I write this book?

Well, to be honest, publishing a book never really crossed my mind. I've loved writing since I was 8 years old! It just happened, it was a real surprise!

Creative writing was just a hobby that I loved to do with my little sister. Never, in my wildest dreams did I expect this to happen and fast too, but it did. This goes to show that impossible is nothing! If you dream it hard enough and keep working at it, it will come true for you. Les Brown, a very motivational speaker and a huge inspiration to me, once said in one of his speeches: "You have something special! You have greatness within you! You can do more than you can ever begin to imagine!"

I would like to thank the founder of Grant A Smile – Joyce Obaseki for believing in me and to DVG Stars Publishers for helping publishing my book.

Never say never! It doesn't matter how young you are, what you have been through, where you are from or what age you are, always remember that your dreams are valid and what you believe, could change the world. And as I always say, DREAM BIG!



**Tito, 7F**

## **'Physics at Work' Visit to Cavendish Laboratory, Cambridge University**

On the Thursday 20th of September, 45 students including myself had the wonderful experience of attending the 'Physics at Work' workshop at the prestigious Cavendish Laboratory in Cambridge University. The point of this trip was to get an insight at university level physics whilst also learning and expanding our knowledge on topics which we have covered in school.



The day started bright and early at school for 7am to embark on the long drive to Cambridge. Once we arrived at Cambridge, we were sorted into groups who all had different talks and experiences. The first workshop that my group attended was on computational physics, where we understood how we can use computing to simulate physical scenarios whilst also building our understanding of physical equations and laws. Secondly, we went to a workshop about Cosmology where we learnt about the big bang theory and how our universe is expanding. This workshop was one of my favourites due to the fact I was able to learn about how stars and planets appear to be expanding, but it is the space between them which is expanding!

After we went to a workshop all about polymers. This workshop was very fun because we were able to experiment with varied materials such as plastic, making slime and even making scrambled eggs with ethanol! Even though it smelt quite bad, it was very fascinating. We then went to the 'Many Body Problems', about superconductors and how to use a sonic tractor beam - it was truly spectacular.



Penultimately, we had a workshop by the National Physical Laboratory, where we learnt about what they do, SI units and the properties of liquid nitrogen. I must say that this workshop was probably everyone's favourite because we walked through liquid nitrogen! It was very cold and felt wet, but in fact left our feet completely dry! Finally, we went to a workshop about explosions and how they are made. They even demonstrated an exploding wire, which was so loud and quite scary but interesting nonetheless!



We then had our lunch and left back for Woodford, and it was a wonderful day for us all! I would like to thank the physics department, on behalf of all the students and myself, for organising this very interesting trip for us all!

**Miriam, Year 9**

## Physics in Action



On the 28th of December, Year 12 and 13 students travelled to the Emmanuel Centre in Westminster to listen to five inspiring physicists discuss important scientific discoveries and some of the surprising applications of physics. The day commenced with Simon Singh outlining the lengthy but no less fascinating journey taken to learn the truth about the origins of our universe, and how the theory of the Big Bang came about.

Computational physicist Andrew Steele shared the physics of superconductivity which can be used to create super-fast, levitating trains; he demonstrated its power in exciting experiments using liquid nitrogen.

Kathryn Harkup followed with a sinister talk filled with dark humour on how one would go about creating Frankenstein's monster from the famous book by Mary Shelley. Fundamentally, she explored how it was discovered that electricity could be used to make deceased organisms move (a technique which was adapted to give us defibrillators).

Ceri Brenner discussed how the work she does using lasers could further and improve and refine nuclear power. As the world searches for alternative sources of energy, the advancement and improvement of current fuel sources has never held greater importance.

Finally, guitar physicist Mark Lewney examined the way in which we try predict the future. Modern physics tells us that even very basic systems cannot be predicted. He brought the day to a close with a rather impressive physics parody of Bohemian Rhapsody called '*Bohmian Rhapsody*', showcasing his brilliant guitar skills.

The event was interactive, capturing the interest and attention of all those who attended. The talk undoubtedly put into perspective the applications of physics and the drive to learn more about the world around us. The importance of collaborative effort was emphasised in all the talks; discoveries rely on the efforts of many to come up with creative solutions to problems and puzzles, constantly modifying and building on previous models in order to propel us further to the truth. On behalf of all the students, thank you to the physics department for organising such an incredible experience.

Deveena, Year 12

## BIMA D-DAY with DsgnCO ☺

A group of 60 excited and determined Year 9 girls participated in the British Interactive Media Association's (BIMA) Digital-day on Tuesday 13<sup>th</sup> November 2018.



D-Day is one of the UK's biggest Digital events which involve students from schools nationwide displaying their digital initiative, and design skills whilst working in groups on 1 of 4 challenges to design their very own piece of technology.

The day was hosted by **DsgnCo**, a leading branding and digital marketing and technology organisations based in Essex, **Jennifer Falawo** - Co-founder and Creative Partner (Director) and **Deborah Fakehinde** – Managing Partner, led the girls in learning and using a range of digital skills in one day – from project management, researching, designing, group presenting, to debating and tailoring ideas to the needs of customer requirements whilst keeping in mind the fast changing pace of technological demands – it was a day full of creativity!

The girls were a credit to themselves.

The winning team produced an inventive and very sophisticated solution to the Vodafone Challenge which has been submitted to represent WCHS in the national completion. More details of the challenge can be found here: [www.bimadday.org.uk](http://www.bimadday.org.uk)

*"We were fortunate enough to have the pleasure to share our knowledge and insight on the digital industry with 60 bright young students. We managed to change 90% of the students mind-sets on what they think and know about digital."*

#wedsgnco  
Ms Hossein - Head of Creative Technologies



## Design Ventura Competition: Student Perspective

### Be Strong Online Ambassadors

Design Ventura was a project that required teenagers to design a product for the Design Museum.



Our class took part in this amazing project. We had just started our Design and Technology GCSE, and this was the perfect project to kick start it and we all learned some new skills. For example I learnt about the power of simplicity in a product, which can make it stand out from the rest. It took lots of hard work and effort but our final designs and prototypes were definitely worth it.

Our team 'Pending Idea' was lucky enough to be chosen as the final design, which we submitted to the Design Ventura shortlisting board. Unfortunately we were not chosen, but that's not to say we weren't proud of ourselves, it was an achievement to have been able to finish this project.

A shout out to Mr Baines and the Design and Technology department for guiding us through this project and helping us achieve this much, thank you!



Kashish, Year 10 –  
'Pending Idea'

Early this year, 15 girls from Woodford County High School were invited to attend 'Be Strong Online Ambassador' Programme (from the Diana Award) at Forest Academy. The day was filled with discussions and activities related to 'Digital Life', the impacts it may have on young people and how to educate our peers on both the negative and positive aspects of it. The two representatives from the Diana Award started us off by questioning what qualities were required in a BSO Ambassador team. Working together, we came up with a variety of skills and circled the ones we were good at. Using this information, we were able to identify the strong points in our team and how we could use them to apply them to suit our roles. Another activity involved a quiz that put our knowledge to the test. Again, working as a team, we used clues to find the correct answers and figure out a secret message. In order to practise what we would be doing as BSO Ambassadors, we partnered up with another school and took turns to present a lesson from one of the Be Strong Online Modules that can be found on the website. To finish the day off, we studied different campaign ideas that we wished to relay back to our schools. Overall, it was an interesting experience for all of us and we hope to share our knowledge with our peers as we pledged under our new roles- Be Strong Online Ambassadors. We would like to thank Mrs Baillie and Mrs Moore for giving us this opportunity.



Eman, Year 9

## Geography News



Our biggest group yet – 44 students – set off to the *land of fire and ice* back in October once again. It was our 6<sup>th</sup> visit to Iceland and it was another successful visit overall.

The weather was mostly kind – *we are quite used to the wet, cold and windy weather now!* – and the students were wowed, as expected, by the thundering waterfalls, spouting hot (*and smelly*) geysers, a steep walk up to the crater rim of a volcano, crashing Atlantic Ocean waves and much, much more.

A huge thank you to all parents who supported this visit – the group really did have a fantastic time.

We are already booked in for the 2019 trip with 42 current Year 10 students preparing for a new Iceland visit taking in some of the amazing landscapes found in the west of Iceland, on the Snaeffellsness Peninsula.



The purpose of the visit was to develop a wide variety of data collection methods and think about the skills relating to geographical enquiry – all very important for their exams coming up next summer. Meanwhile, our Year 13 students were able to spend a day, last month, contemplating the place identities of contrasting locations – Hackney and North Weald Bassett – so that they could further consider fieldwork methodology as well as consolidate their own lesson learning.

Next term promises to be another busy time for all 3 of us in the department with fieldwork planned for Year 12 to Epping Forest and a new visit being organised for Year 9 geographers, to parts of East London, as they spend some of their lessons developing an understanding of the UKs 'post-industrial economy'.

As ever, your help in encouraging your daughters to keep aware of local, national and global news events over the Christmas break (*and how it might relate to their own geography studies*) would be much appreciated.



Apart from the chilly winds of Iceland, all of our Year 11 geography students got to experience the fresh air of the Essex coastline whilst on their fieldtrip to Walton-on-the-Naze.

**Best wishes**  
**Mr Saxton -Head of Geography**

## Geography News (cont'd)

### Alexander Awards

### Year 12 Fieldwork Summer School

Royal  
Geographical  
Society  
with IBG  
Advancing geography  
and geographical learning

Following a successful application earlier in the year, **Surrayia Bilal**, one of our A Level Geographers, was awarded a place on a fully funded week long residential field studies course. The Alexander Awards are run by the Royal Geographical Society and offer students an experience of high-quality fieldwork staying at the Field Studies Council 'Juniper Hall' site in Surrey. The following is her account of the week spent away...

*The Royal Geographic Society's Fieldwork summer school was a fantastic opportunity to widen my geographical knowledge whilst also having lots of fun away from home.*

*Through participating in the activities of the summer school, I managed to learn so much more about geography in a completely different manner to how I had learnt about the subject in my lessons. The majority of my geographical skills prior to this summer school had been very theoretical, with only a few fieldwork experiences however as I had a whole week allocated to putting my knowledge into action, I was able to learn a range of new skills. Further adding to this was the fact that I got to put my geographical knowledge into action in locations that I had never done so before, for example we spent a whole day at Brighton Beach conducting fieldwork on coasts, which is a topic we do not study at a level. In addition to this I also learnt more about topics, such as climate change and how to conduct an investigation on this issue which is an expansion of what I had learnt in school but in more detail. Similarly we were able to conduct physical and human geography studies with guidance to equip us with very important fieldwork skills; but to end the experience we also had the opportunity to conduct independent investigations to test the skills that we had been taught. The fact that I was able to conduct investigations of my own allowed me to get good practice for my A-level Geography independent investigation.*



*Aside from this being far away from London and home, it allowed me to have brand new experiences of living in the countryside and becoming more independent. This allowed me to make incredible friends whilst also catering for my academic curiosity. I had the opportunity to meet my peers from all across the UK, which was fantastic as I was able to learn more about how they learn geography and how this differs from my experience of geography.*

*Overall, this was an absolutely fantastic experience. In my opinion there is a lack of geographical summer schools available to those who genuinely enjoy geography which is a real pity as geographers have so much to offer. By having an experience like this one, I have not only become a better geographer but I have also gained life skills that I would not have had otherwise.*

**Surrayia, Year 13**



## UKMT Senior Maths Team



We recently represented the school in the UKMT Senior Team Maths Challenge which took place this year at Queen Mary University on 28<sup>th</sup> November. The competition was fierce with 39 schools participating in London alone in four person teams.

Naturally, we had to prepare ourselves for this as it is known to be such a challenging event, hence the name. We trained for over a month, twice a week with Ms Siddique, sometimes getting frustrated at our failures and then working hard to amend our mistakes. We combined our strengths and weaknesses and on the day we were ready to put our minds to it and try our best to beat WCHS' personal best of 4<sup>th</sup>. During our training we feared the shuttle round the worst as it was only 8 minutes for 4 difficult questions where the answer of one relied on the answer of the other. Unfortunately, this is the exact round where we fell behind on during the event itself however we all came to the same conclusion that the question was genuinely very hard. We flew through the other 2 rounds, managing to achieve percentages of 90% and 95%. This landed us in a great position of 5<sup>th</sup> place behind LAE at 4<sup>th</sup>, James Allen's and St Paul's Girls Schools at joint 2<sup>nd</sup> and of course the annual rivals Bancroft in 1<sup>st</sup> place.

We were incredibly proud of our achievement and we enjoyed the way it brought us together as a team and the excitement we had on the day, without of course the added bonus of missing school! If we could go back, tips we would give ourselves are read the question carefully and take it easy – don't overcomplicate it. We would like to take this opportunity to thank Ms Siddique for helping us prepare and get that far in the competition. We hope to attend again and look forward to making WCHS proud next year!

**Divya and Erin, Year 13, Dilpreet and Janusha, Year 12**

## Classics Visit to the Bay of Naples July 2018

After an intense academic year, the Classics department provided us with the opportunity to visit the bay of Naples and see all the places and pottery we had studied in GCSE or A-Level Classics.



We visited Herculaneum, an ancient local town neighboring Pompeii destroyed by the eruption of Vesuvius in 79AD. Compared to Pompeii excavations in Herculaneum have been much slower, however it provides an alternative lifestyle of the Romans; a wealthy seaside resort with elaborate villas as opposed to the less luxurious bustling city life of Pompeii. We spent several hours here, and enjoyed it despite the heat of the sun. Pompeii itself was also an interesting visit, and very enjoyable despite the lack of lunch options! We toured the site and were interested to see the *taberna* (inns on the side of the road that sold snacks) and the smaller accommodation that a less wealthy working person would have lived in.

Whilst the trip was informative, we also had a lot of fun. Early mornings were less preferable, but we also enjoyed authentic Italian pizza at a local restaurant. Our trip to the island of Capri was definitely one of my highlights, my group spent the lunch hour having fresh pasta in a restaurant overlooking the sea. Authentic pizza at a local restaurant was also a unique experience, and, despite the delayed flight on the way back, it was an amazing trip!

**Parisa, Year 13**





## Jack Petchey Awards 2018

Thursday 22<sup>nd</sup> November was the Annual Redbridge Jack Petchey Awards Ceremony at Ilford Town Hall. Six of last year's winners attended to receive their medallions and have their achievements celebrated by family, friends and all the other winners from across the borough.

### Jack Petchey News

I'm really delighted to report that our Jack Petchey Grand Finalist of 2018 Adchaya (Y11) was successful in her application to join the prestigious **Achievers Network**.

This is a youth engagement programme, made up of a series of training events including a weekend residential trip, where young people build and develop their confidence. Subjects include Self Esteem, Communication, Leadership, Listening and Negotiating, Peer Pressure, Time/Stress Management, and Study/Revision Techniques. Each young person is also given a mentor, who provides face to face advice and long term support. The network also provides extensive opportunity for voluntary work. It is a highly competitive network, and Adchaya is so excited to have been chosen!

More information here:

<http://www.jackpetcheyfoundation.org.uk/achievers-network>

Thank you so much again to all students and teachers who came to the Jack Petchey Grand Final in July and have supported her on her journey thus far.

**Ms Nairn - English Department**



**Ms Moore – KS4 Co-ordinator**

## New Jack Petchey Awards Winners



### Divya, Year 13

**Awarded in September by the Maths Department.**

Divya has been an excellent student in the Maths department. She represents the school in the Maths challenges (very successfully) and is part of the senior Maths team competing in the regional heat.



### Rivka, Year 9

**Awarded in October by the MFL Department.**

Rivka contributes in every lesson. She encourages others around her to do their best. She loves using as much target language as possible and generally shows a keenness to her MFL studies.



### Deveena, Year 12

**Awarded in November by the Music Department.**

Deveena has been a hugely committed member of many music department ensembles throughout her time at school, and has continued this into the sixth form. Deveena performs at a high standard and is always helpful with setting up and packing away after extra-curricular activities. Deveena is an excellent role model for other musicians in the school.

## Year 9 Visit the Tate Modern




My inner artist was inspired when we were told a visit was to be taken to the Tate Modern on the Southbank alongside the River Thames. As we literally sloped into the turbine hall, former cathedral of electricity, I was hit with the same feeling that greets me every time I visit. Sheer serenity. Spaghetti like neon lights spelt out "everything is going to be alright" as we stepped out of the elevator on the 10th floor for our first activity. Since we were working on a landscape project in our art lessons, this activity fitted perfectly. We sketched our way to the next activity where Ms Jerome discussed examples of Impressionist style artwork, including Monet's "Waterlilies" and Gerard Richter's abstract landscapes. A videography of the artist Marwan Rechmaoui showed how his work, such as photography, sculptures and paintings, were inspired by architecture and landscapes. After this we were challenged to use pencil, carbon paper and normal paper to create our own interpretation of Julie Mehretu's "Mogamma, a painting in four parts". Shortly after this, we were mesmerised by Peter Sedgley's dancing circles. Focusing on colour in this activity, we looked into how artists use colour to represent emotion and mood in pieces such as "The sick child" by Edward Munch. In free time I escaped to my favourite corner of the museum, enthusiastically dragging my two friends along. For any readers who have yet to visit possibly one of the most inspiring art galleries in the world, what are you waiting for!!!

**Deeya, Year 9**

## Teaching and Learning / Research Term 1

Behind the classroom doors in Woodford, teachers are doing much more than just teaching lessons, planning or marking: teachers at Woodford are actively engaged in refining their practice, reflection and research. As part of the school's ongoing commitment to excellence in teaching and learning, and the school's commitment to teachers as researchers (formally recognised through the school receiving the Research Mark by National Foundation for Educational Research in summer 2018), teaching staff continue to let educational research shape decisions about what happens in the classroom and in the school more widely.

### Staff Research Bulletin

**Research Bulletin**  
November  
**Homework**

[On homework] "The best thing you can do is to reinforce something you've already learnt"  
(J. Hattie, 2014)

**Key findings on homework**

- Homework has been shown to help students make **progress** more **significant progress** at secondary level over primary school. (Educational Endowment Foundation, Maths).
- Students have **different levels of support** at home and students do not necessarily have the access to the same **resources** as they do in the classroom. (Cusack)
- Quality** of homework is more significant than **quantity**. (Educational Endowment Foundation)
- Potential positive effects of homework** (as cited in Cooper et al.): **Academic**: better factual learning, increased understanding. **Non-academic**: self-direction, self-management, family involvement, students awareness between home and school.
- Potential negative effects of homework**: Lack of motivation, extreme tiredness, copying from other students, discrepancies between low and high achievers.
- Most effective** homework (Educational Endowment Foundation):
  - is **integral** to the learning (not as an add-on)
  - is a **short and focused** intervention
  - has a **clear purpose** of which students should be aware
  - has a **variety of challenge**
  - is dealt with / marked / given feedback quickly
  - can be done with the **limited resources and support** available outside of the classroom.

**Questions for reflection or discussion**

What was the last piece of homework I set? Why did I set it? Was this clear to the students? How can I communicate the aim more clearly to students? Was there enough challenge? How far in advance do I think about my homework? Could I plan some homework with a colleague to set for all of the year (8) classes?

**References / Further reading** (Articles can be found in O-JAL STAFF/Research at Woodford/Research 2018 2019/Research bank/Assessment and Marking/Homework)

Cooper, Robinson, Patall (2005): Does Homework Improve Academic Achievement? A Synthesis of Research, 1987–2003

Cusack (2014) Meanings of Homework and Implications for Practice, Theory Into Practice

Educational Endowment Foundation: <https://educationendowmentfoundation.org.uk/evidence-summaries/primary-schools>

Hattie (2014): Interview on the BBC, recording which can be found at: <https://www.bbc.co.uk/programmes/b0225246>

Last year, many staff carried out research projects and this year, many staff are choosing to embed the findings from the research and to respond to the recommendations of the research. Findings between departments have been shared and research informs practice across departments. A number of teaching staff are also

completing action research projects, some of which are an extension of projects carried out in the previous year. Projects this year include; evaluation of the effectiveness of a Geography textbook, departmental projects in Maths on independent learning in the sixth form, the effectiveness of using flipped learning in Science, the role of mindfulness within the school, development of essay writing skills in History, investigation into developing study skills and investigation of different forms of assessment in Economics, Maths and Psychology.

To stay abreast of educational research, staff receive regular research bulletins, containing key findings on given current issues, including effective homework and a summary of Rosenshine's key principles of instruction. Staff continue to contribute to a termly research bulletin written by staff for staff which showcases the research work and reflections on teaching and learning.

**Ms Heath - Research Coordinator**

## The Classics Department's Production of 'Bacchae'



This Autumn term, Woodford students were once again lucky enough to have the opportunity to take part in the Classics play, working with established actress and director Joanna Nevin to stage a production of Euripides's "Bacchae" in our very own Greek theatre. It was undoubtedly a success.

As a member of the principle cast, I witnessed first-hand how crucial the intense rehearsal schedule was to the outcome of the play; it encouraged us collectively to be disciplined and dedicated which made for an incredibly rewarding result! Performing in a Greek tragedy is in many ways different to House Drama, not in the least because of the rich historical and mythological context upon which these plays are built. However, we were lucky enough to have fantastic direction from Joanna, extremely well thought out costumes and props from Margaret McClelland, Mr McClelland to chase us up and organise things behind the scenes, and a pair of talented musicians to aid the cast in our effort to make the ancient Greek world accessible to the whole audience.

One way in which "Bacchae" remains accessible to modern audiences is the relevance of its key themes today, and throughout our production, we aimed to subtly underline the connection that the ancient conflict between native and foreign (as well as masculinity and femininity) has with modern attitudes; something which rings true to the thought-provoking nature of Greek theatre.

This production will hopefully also have been useful for students of Classical Civilisation, particularly those in Year 12 and 13 who study "Bacchae" as a part of their A-Level. In fact, we were glad to welcome the Classics Departments of many other London schools, whose overwhelmingly positive feedback stands as a testament to the distinction and passion that fuels Classics at Woodford.

**Shreya, Year 13**

## MFL Department News

### Visit to German Christmas Markets – Aachen December



The annual German Christmas markets trip was another success this year. This time 24 students and three teachers enjoyed exploring the city of Aachen, the western-most city in Germany, decorated with beautiful lights, with the smells of heisse Schokolade, and the famous Aachener Printen (local gingerbread biscuits) wafting through the narrow cobbled streets. During the busy visit, students had an opportunity to learn about the historic city – which was formerly the imperial residence of Charlemagne – through visiting the town museum, the Cathedral, and through a guided tour, auf Deutsch. Students also had a guided visit of the local town library where there was an opportunity to read some German books and magazines and students also completed a quiz set by a local bakery about the Aachener Printen. The remaining time was spent enjoying the stalls and lights at the Christmas markets scattered throughout the centre of town and the nice surroundings of the youth hostel. Students were excellent representatives of the school in Germany and impressed the locals with their enthusiasm to speak in German.

Ms Heath – MFL Department



A Year 10 student writes about her experience on the German Christmas market visit.



On the 6th of December 24 German students set out for an amazing experience over only three days! The weekend was packed with fun adventures which included visiting the Christmas markets, exploring new food, learning the history of Aachen, visiting new places. The highlight for me was the opportunity to speak lots of German and learning so many new words. We even had competitions among us which made the trip really enjoyable. Over the duration of the trip we visited 5 countries which included Switzerland, Belgium, France, the Netherlands and of course Germany. Many of us would agree that it was a once in a lifetime experience with friends and was definitely a memorable time that none of will forget. A special thanks to Miss Heath, Mrs Moore and Miss Gaskell for taking us on this amazing trip. Es war toll!



Kashish Year 10



## MFL Department News

### Year 9's Trip to Boulogne

Woodford students continue to grace Boulogne with their visits and the autumn term has seen two year 9 forms enjoying a day en France. As part of the preparation for the visit – which includes a visit to an aquarium – students learn the names for the fish in French, and they practise ordering food in a café or shop. When they are in France, they are able to apply their knowledge and see the fish in context. During the visits this term, teachers have again been impressed by the students' willingness to make the most of the opportunities to speak in French, to learn about French culture and to try new experiences.



**Ms Heath  
MFL Department**



### La visite à Boulogne sur la Mer

La semaine dernière, nous sommes allés à Boulogne. Boulogne est une petite belle ville avec une population de 42,476 habitants.

Nous sommes allés à Boulogne vendredi. La veille, j'ai bien dormi parce que j'étais fatiguée. Le matin, nous sommes arrivés à l'école (qui s'appelle WCHS) à six heures. Le père de mon ami nous a emmenés à l'école. J'étais très impatiente parce que toute la journée, nous étions en France.

A mon avis, je dirais que, d'un côté le voyage en bus était ennuyeux parce que c'était très longue mais de l'autre côté, le voyage était intéressant parce que le paysage était très beau.

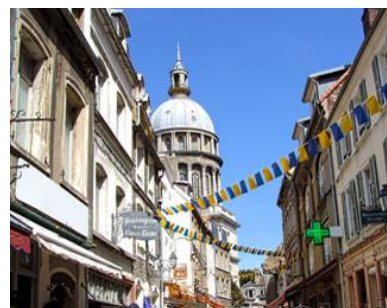


D'abord, nous avons mangé le petit déjeuner dans les jardins de Nausicaa. Le temps était beau et il y avait du soleil. Après ça, nous avons visité le Nausicaa qui est le plus grand Aquarium d'Europe. Nous avons vu beaucoup de poissons et un requin! C'était à couper le souffle!

Pendant l'après-midi, nous sommes arrivés dans la rue principale. Mes amis et moi avons marché haut et bas dans la rue. Il y avait une boulangerie, une crèmerie, une pâtisserie, une crêperie et des magasins de vêtements.



Nous sommes allés au hypermarché. C'était extrêmement grand! J'ai voulu acheter douze macarons – c'était 7 euros. J'adore les macarons!



Après ça, nous sommes retournés à l'école. Je pense que pour moi, le meilleur moment de la journée était quand nous sommes allés la rue principale. Je me suis bien amusée!

**Sumayyah, Year 9**

## Christmas Concert 2018



For many of us Christmas at Woodford starts not with the arrival of our trees, but with the annual Christmas Concert. There was not a vacant seat in the house (or indeed in the gallery) on the evening of Thursday 13 December. Our Music Department treated us to a varied and engaging programme of music, performed with warmth, skill and immense musicality by girls from Year 7 through to Year 13. As always, the 75+ year 8 students performing in the Brass Ensemble after only a term of tuition brought energy and seasonal cheer to the event. We had rousing music from the big screen with Adchaya's Glee Club, and 'Mamma Mia' performed by the WCHS singers and supported by a full orchestra. The Ukulele Club brought us "House of Gold", the Big Band gave a virtuoso jazz performance featuring some notable instrumental solos and Nikita James' beautiful performance of Bob Dylan's "Make you feel my love" provided a poignant change of tempo. The orchestra, directed by Ms L Court, demonstrated considerable skill and cohesion in their delivery of Haydn's Surprise Symphony.



After interval refreshments provided by the PFA the audience returned to a programme of festive prose and traditional carols. Confident, theatrical rendition of some nicely chosen literature focused us on all things festive and the audience joined enthusiastically in the singing of carols. We are grateful, as ever, to Miss Hall and Miss Chapman for rehearsal of the readers. Special thanks goes to the team of three part-time teachers who this term have been sustaining outstanding performance in the Music Department. Aided by colleagues in the Redbridge Music Service and ably co-ordinated by Miss Hannent, it was a truly outstanding concert they brought us this year.



**Ms Jo Pomeroy**  
**Headteacher**

## Music News

### London Philharmonic Orchestra Junior Artists Scheme 2018

The Junior Artists LPO scheme, is one that I was initially anxious about auditioning for. The auditions took place at the prestigious Royal Academy of Music which meant that on arrival, I was met by many students, as well as highly acclaimed professionals, making me even more fearful of my audition to come. When entering the auditioning room, I was met by three wonderful musicians, one of whom was being the co-leader of the LPO. I was asked to play two contrasting pieces, as well as a section of a Bruckner Symphony, given to me a few weeks prior to the audition. This was then followed by a short interview. Two weeks later, I received an email stating that I had been accepted along with 7 other musicians.

## London Philharmonic Orchestra

This course runs throughout the year and means that I get the opportunity to take part in amazing opportunities such as being mentored by a member of the LPO, and performing alongside members in concerts. It enlightens young musicians to the world of orchestral playing. Although I am far from the end of this scheme, I have thoroughly enjoyed it so far and would highly recommend it to anyone considering orchestral performance as a future career.



Jade, Year 13

## Christmas Jumpers



**Save the Children**  
CHRISTMAS JUMPER DAY

## Review of House Drama 2018

Tuesday 13<sup>th</sup> November was the date that marked the annual House Drama Festival, an event that had been eagerly anticipated by the whole school. All girls involved put on a brilliant display of acting, dancing and singing, excellently executed in a limited amount of time. Many note that the hardest aspect of House Drama is condensing fully-fledged musicals into approximately thirty minute performances, without losing the comedic and entertaining elements of the originals. Yet we, alongside many others who had the privilege to enjoy this year's event, will agree that all the Houses did an outstanding job.



The House that had the immense task of performing first was Highams, with their rendition of Disney's 'Moana'. Right from the beginning, the audience was treated to a vibrant display of colours; present in the costumes of the cast

and chorus, as well as the innovative props used both onstage and by the dancers. From the glistening shell of Tamatoa to the beautifully green appearance of Te Fiti, the costumes were an unforgettable aspect of Highams' performance. The dynamic, powerful singing from the members of the production, accompanied by the performance of the skilful orchestra, had the audience enthralled. And who could forget how comedic it all was? Heihei, Moana's chicken companion, was certainly a crowd favourite, with his overly-exaggerated gestures and amusing sound effects. As the first performance of the event, Highams had put on a tough act to follow.



The next house was Warner, with their version of the classic 'Footloose'. In short, it was astounding. The scene commenced with charged rock music, energetic dancing and enthusiastic singing, captivating the audience within seconds. The chemistry between Ren and Ariel was



convincing and sweet, and as their love blossomed on stage, so did the audience's wishes to see them conquer the odds – by the end, you could hardly hear yourself

over the cheers of the audience as they rooted for the main couple. (To be fair, you were probably cheering, too!) The splendour of Warner's performance came not from



individual components of the production, but through how all these

components came together in harmony. Although it was a fictional narrative, for those 30 minutes, it was seemed almost as if the struggle to bring back dancing to Bomont was real. 'Footloose' left everyone feeling surreal and heartened, yet also made everyone wonder: "How could anyone top this?"

After lunch, the event continued, with Repton's depiction of the timeless classic 'Grease'. The cast took acting to another level, with Sandy's performer executing an impeccable Australian accent, and all the other actors putting on authentic American accents. The dynamic of the cast complemented each other, helping to engage the audience by creating lovable and charming characters on stage. Their costumes helped establish the 60s feel of the play, with the Pink Ladies bearing cute, flared skirts and the T-Birds donning stylish leather jackets. With Repton's performance, the afternoon plays were off to a good start.



## House Drama 2018 (cont'd)



House Drama was brought to a close with the last performance of the day: Newton's 'Mamma Mia'. Newton started with a blast from the past when the chorus performed a rousing rendition of ABBA's classic single 'Honey Honey', to immediate cheers (and even some sing-alongs!) by the audience. The quick, witty dialogue between the cast unveiled the intimate details of Sophie's marriage in the most entertaining of ways, and the iconic duo, Tanya and Rosie, brought humour to the stage with their gaudy presence and scandalous comments. On top of this, the student who played the role of Harry became an absolute heartthrob through how he passionately declared his love and proposed to the protagonist, Donna, making for an exhilarating finale. It can be agreed that Newton ended this year's House Drama with a bang.



This year, every House had something to be proud of. From Highams' vivid costumes and Warner's spectacular acting, to Repton's charismatic cast and Newton's witty storytelling – it is safe to say the every single House delivered their very best for this year's House Drama Festival. Every girl who participated should feel incredibly accomplished, as all their efforts and hard work contributed to some truly stunning performances. As always, it was truly a pleasure to witness the sheer amount of talent Woodford has to offer, and we eagerly look forward to what next year's festival will bring to the stage.

**Nurin & Zahra Year 12**

## YTA Silver Award



This year, the YTAs ran a campaign based on cycling to school in order to sustain the environment around the school. First, we built up our campaign on the problems of



travel in our school, which was mainly the congestion on buses. We thought that the numbers could probably decrease if we encouraged more modes of travel. After building our campaign, we went to an event called Dragon's Den,

where we informed TFL about our ideas. We were then provided £185 to launch our campaign to the school.

After broadcasting our campaign to the school with an assembly, we got cracking on our ideas. We prepared a bazaar where students could enjoy cycling on our bikes or even make a delicious smoothie with smoothie bikes, which they could enjoy at lunch. We launched a banner competition for Yr 7 students on induction day as well as talking to their parents to allow them to use other modes of travel other than cars. This definitely helped since many yr 7 students use the bus to get to school instead of having their parents drop them off. We even made a notice board to portray all our hard work.

After all of this hard work, we were awarded a silver travel award from TFL themselves. We were very happy with the award and are now working on our next campaign, so we can aim for gold.



**Nasiha Year 9**

## Careers Fair

Careers fair was organised on 7<sup>th</sup> December 2018. The event was open to Year 10 and Year 11 as well as Year 12 students. It was whole day event including virtual stands, organisation stalls and speakers.

### Organisations and Universities stalls (Venue: Main Hall)

Economics alumni represented London School of Economics, Oxford and King's College London. They spoke to students about university preparation, course information, entry criteria and answered queries from all visitors. KPMG provided information on apprenticeship opportunities. Medic Mentors and London School of Dentistry gave an overview of medicine related careers. Prospects provided one to one guidance about career options.



### Speakers (Venue: Conference Room)



Dr. Siva, President of Medic mentor, gave an insight into medicine profession. "The medic talk was very engaging and informative. The audience was encouraged to participate in the discussion. The focus was on how to approach towards careers in medicine" – Year 12 student. The talk was attended by 80 students.

Ms Nikita Doshi, Senior Auditor in Technology Media Telecommunications at E&Y. "The Business talk was very useful as it changed our view on apprenticeships. It was well structured and very informative talk. The talk provided us with an interesting insight into life at work".



### Virtual Stands (Venue : Library)

Channel Talent coordinated with the Library to bring three universities (Bath, Northumbria and Glasgow) for online chats with student recruitment teams at each site. Students had an opportunity to gather information regarding courses, university life etc.

It was overall, a successful event with a lot of positive feedback from visitors and our students.

**Ms K Patel - Head of Economics**

## Library News

This term we have had more participants and more variety than ever in the video conferencing schedule. Highlights have included:



Naina spoke for 20 minutes about being the General Manager of a Tech Product Team and the role of women in the Tech Industry ... she took questions

### Career Talks Series for Year 9 to 11: Gender in the Tech Industry Friday 14<sup>th</sup> December @ 2.15pm to 3.15pm

I think it is **important** to connect to industry companies because it allows students to understand how these large companies function and broadens student opportunities/horizons .. Year 9 student.

I learnt that there are a lot more men than females in the tech industry. They travel a lot. They watch a lot of TV ... Year 9 student.



I learnt that even though there are many technology jobs, there's an 8:2 ratio between men and women and that's big. Year 9 student

It's important to have video conferencing because mostly I learnt what you're getting into from a first person POV ... Year 9 student.

It was helpful to speak to Bath; good run through of the admissions process and student life in general. I learned a lot about the town, student union as well as the structure of their courses...Year 11 student

### Careers Fair

Friday 7<sup>th</sup> December  
The Library hosted three virtual stands throughout the day, speaking directly to Glasgow, Northumbria and Bath universities about their courses and what life is really like at university.



This was an extremely helpful and informative session. I was given an insight into the required grades and preparation for my desired course, as well as an in depth overview of life studying at Glasgow...Year 12 student



Overall it was very helpful as the majority of questions I had about university life and university in general were answered very clearly. It provided me with more of an insight on how universities prepare you for a career whilst you are a student, the fees and the part-time work available on campus. It was useful as he explained university life very well, such as the accommodation, how it's like on campus and processes such as UCAS... Year 12 student

It was helpful to speak to an actual student of the university as they had first-hand experience of the admissions process and student life in general. I learned a lot about the Northumbrian student union as well as the structure of their courses...Year 11 student



It was great. I was given an insight into life at Glasgow and was shown the campus as well as being told about events which take place there throughout the year – such as various gigs and plays. I was told about the Scottish university system which is very interesting. I was shown what modules are available within the Classics degree course too as well as being shown what combined degree courses I can do. Glasgow seems great and I will definitely look further into it...Year 10 student.

It was good and it would have even better if there was more time to debate. It would be fantastic if [the lecturer] could come and discuss this more deeply...

Tuesday 6<sup>th</sup> November @ 14:30 – 15:30

### A critique of modern UK attitudes towards the Human Rights Act with Goldsmiths University



The webinar was very interesting, the lecturer engages with the class well. It gives me more insight into current affairs...

I really enjoyed the webinar! It acted both as a consolidation of my current studies but also pushed my intellectual ability to question the current laws in place. It really bolstered by interest in pursuing law further at university ...

Interesting ... a real eye opener.

An interesting webinar, look forward to future ones ...

This has been a useful webinar and has helped give an insight into human rights law

### Law Webinar: Rights as Products with a 'Use-by-Date'?

### ECONOMICS: EXTERNALITIES AND GOVERNMENT INTERVENTION

THURSDAY DECEMBER 6 @ 11:10 - 12:10

In this webinar, Glasgow, Sheffield and Bournemouth Universities covered three punchy, topic based 'micro' talks within an overall session theme of Externalities and Government Intervention.

Glasgow addressed the economic issues relating to smoke-free public places.

Sheffield considered the question, 'to what extent do minimum wages influence costs, productivity and employment (includes labour market failure)?'

Bournemouth explained 'Why Only Markets can Protect the Environment'.

I thought the webinar was very beneficial as it was over topics that we are currently studying...Year 12 student



It was good and linked to our economics lesson well.... Year 12 student

Targeted to A Level spec...clear and structured talks ...

Christopher (Bournemouth) was well spoken and understandable....



And finally...

The wait is over, the Redbridge Book Awards starts in January...see the Library for details on how to sign up.

Happy Christmas,  
**Danielle Horn, In the Library**  
Currently reading ... Rotherweird

## Leavers' Gallery

### Harriet Chere



Harriet's application for a Maths teaching role, some 18 months ago, certainly commanded our attention. Qualified both as a teacher and as an engineer, her career to date had criss-crossed both professions and at the time we met her the day job necessitated high vis and a hard hat as she finished a large construction project on the O2 arena site. Even her previous

teaching experience was out of the ordinary: both very local (Trinity High School) and exotically far flung (The Cayman Islands). The pragmatism with which she spoke about the dual facets of her working life went a long way to explain what made a high level of achievement in both fields possible. It was immediately clear that the person in front of us combined an academic interest in Mathematics with an excitement about its practical application. She also actively relished the change of context: from building site to classroom, from adult teams to young learners. In short, she seemed to us the very embodiment of the *STEM for Girls* ambition and as such was an excellent role model as well as – very evidently - a fine Maths teacher.

Harriet settled quickly into our strong and cohesive Maths team teaching classes across all three key stages. In the classroom she has built an excellent working relationship with the students who clearly trust her to guide their learning. She is always looking for ways to show students how their mathematical skills can be used to solve problems linked to a real world context. Outside the classroom she is readily available to support individual mathematicians. Girls have particularly appreciated the twice weekly lunchtime club she set up to bolster learning when girls are finding maths a little tough going.

Having joined us in 2017 on a part-time contract (it's no secret that building projects overrun), she very obligingly increased her hours at the start of the current academic year to help us accommodate our expanding roll. Both she and we anticipated her association with Woodford extending into the future but sadly for us a school in the Cayman Islands, with the first-hand experience to know a good thing when they'd seen it, came recruiting. Harriet returns to the Cayman Islands to Head a Maths faculty. We wish her every success with this venture.

## Leavers' Gallery (cont'd)

### Claire Coomber



Claire's role, combining responsibilities as our Premises Administrator with working on the cover team, has put her in direct contact with a broad spectrum of colleagues, of outside contractors and of students. She has been the go-to person when facilities need attention or resources need to be improved or augmented. Her tenure included in its entirety the

building of the Centenary Centre and the subsequent refurbishment of the South Wing. Claire, like many of us, had to learn on the job and call, again and again, on well-honed problem solving skills rather than previous experience of the matter in question. She had also to weather the anxieties and frustrations of other colleagues as staged movements between accommodation rolled out, one by one across the site. That she did so with good grace and sustained humour testify well to an aptitude for the School Business Management career to which she aspires. While with us at Woodford she has achieved the Certificate of School Business Management (CSBM) and she steps down from her role now to make time to study for the Association of Accounting Technicians (AAT) alongside parenting a young family.

A strong team player, Claire nevertheless cuts a distinctive figure in the School Office. Who else, after all, propels herself to school on scooter, has orange as the accent tone for desk accessories – and entertains of all with tales of how impatience at her off-spring's noisy ingratitude for hastily purchased supermarket advent calendars was rapidly replaced by parental guilt on finding that it was pet treats they were munching through!

Claire's energy, humour and resourcefulness will be much missed in the office. Happily she will not be absent entirely, however. In true Woodford fashion she leaves only to return and will continue to support us with our ad hoc cover needs in the New Year. We wish her every success with her professional studies – and we trust this year her now cautious children are munching through chocolate, not cat nip, in the count-down to Christmas.

## Leavers' Gallery (cont'd)

### Jill Simister



Over the last 14 years Jill's service to the school has far exceeded the duties specified for her Accounts Assistant role. Arguably too, it's not the tasks she has taken on, so much as the manner in which she has done so, for which we are indebted. She has involved herself fully, proactively and generously in the work of the school and taken

genuine delight in its successes, big and small. We will miss her.

A great deal has changed both in education itself and in the systems supporting it, since Jill took up post. The school has grown in size, technology has advanced beyond what could have been imagined then, and the responsibilities of educators continue to be augmented. In her role she has adapted many times over to the school's changing needs and mastered a succession of new processes. Long gone, for example, are the days of children arriving at school with dinner or visits money in their gloves!

Jill's attention to detail, her accuracy and her commitment to getting things right have supported strong financial management here. Administrative support of visits has been crucial to their success and Jill's support of teachers leading visits – especially those venturing abroad – has been much appreciated by colleagues.

In administering the work of the Redbridge Music Service at Woodford, Jill has contributed in no small way to the scale of our achievement in Music these last few years. The strength of the relationships she has built with our peripatetic colleagues has served us well and Jill's investment in this aspect of the school's work, and the pride she has taken in it, has been reflected in her active support of concert after concert.

Jill's role in the Woodford community, in short, has had a significance far beyond any of the responsibilities listed in her job description. Not only, in executing her role, has she always demonstrated in full the values we subscribe to as a school, she has also always shown immense kindness and concern for every child, parent or colleague with whom she has interacted. She has made a positive difference to the experience of others every day she has come in to work. And in the final analysis, what that's more important could be said of any of us than that?

## Leavers' Gallery (cont'd)

### June Thompson

June has been associated with the school for over 30 years. Over that time she has made a real difference to the daily experience of generations of Woodford girls, contributing to their wellbeing before the phrase even came into existence. June joined WCHS as a Kitchen Assistant in 1986 and went on to take full responsibility



for catering as the school's Head Cook before deciding to reduce hours and go part-time. Since 2003 she has been part of the midday team, ensuring orderly canteen arrangements and keeping a watchful eye on girls at recreation. She struck the necessary balance between having high expectations of behaviour but interacting with warmth and humour with our clientele. She and her husband both embark on retirement in 2019 – and do so with our very best wishes.

### Linda Court



Woodford's close partnership with the Redbridge Music Service has served us well over the years and, indirectly, came to our rescue yet again when we needed at short notice to appoint a part-time music teacher last January (when Katie Hasler stepped into the Head of Sixth Form role).

Networking is as important in education as it is elsewhere. Through her sister Carol Bowerman, who covered the role of Head of Music at Woodford for two terms in 2012, we were introduced to Linda Court. We were fortunate indeed to secure the services of an ex Head of Music at Woodbridge High School. Linda brought with her considerable skill and expertise, and a career's worth of relevant experience. More importantly she brought enormous energy and infectious enthusiasm. Students immediately responded to the warmth of her approach and to her innate belief that everyone can make music and everyone will benefit from doing so.

Linda was immediately in her element at Woodford and readily agreed to extend her contract through the autumn term in the interregnum between one Head of Music and another. Her achievements here were spectacularly showcased in last week's Christmas concert. We bid her a farewell now confident that her association with Woodford, in one form or another, will continue. It surely must - she clearly belongs!

## Leavers' Gallery (cont'd)

Jenny Milway



Musicians are creative, energetic people and (excuse the pun) often have many strings to their bow. Timetables that would be impossible to fill in any other subject, often sit well with professionals who perform, or run ensembles, or whatever. When we found ourselves in July with really very specific timetable needs in

Music (needing a teacher exclusively for Mondays), that theory was really put to the test. But our optimism was rewarded, and Jenny Milway took up post for a term.

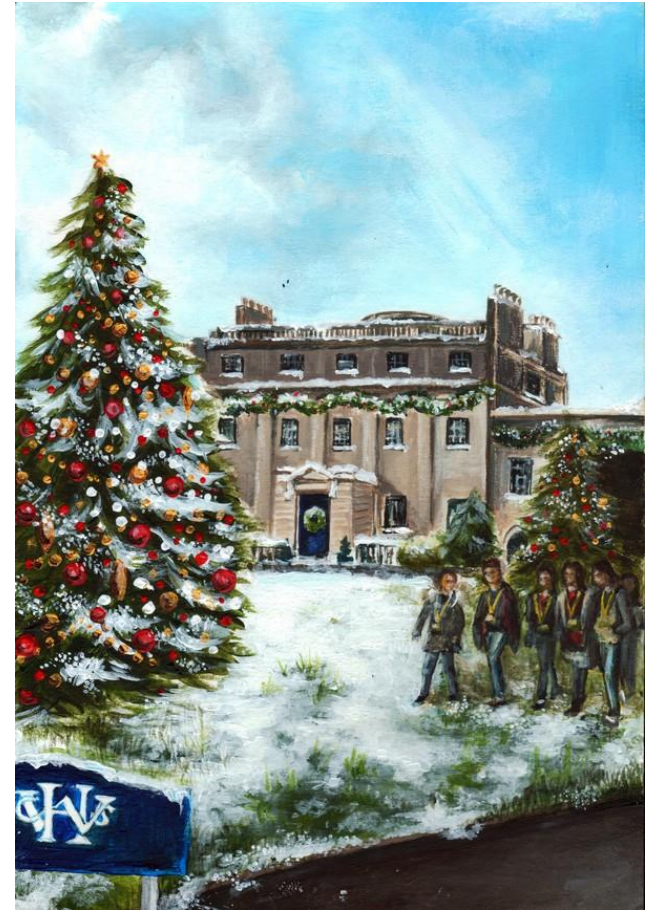
In fact, our modestly sized job sat very well with Jenny who juggles a young family with running a small business from home. Working alongside Elsa, our RMS brass teacher, "the Monday Girls" put a focus on teaching with a very practical focus. Our Christmas concert last week demonstrated to the success of their undertaking. It's testimony to the professionalism of everyone in the department that such a repertoire of music could be brought together to usher in Christmas at Woodford - not least because our Monday Girls were only introduced to their Tuesday – Friday counterparts on the day of the concert itself.

We are immensely grateful for Jenny's work with us this term and trust she will stay in touch.



## Woodford Christmas Cards 2018

Amaara Year 12



Karishma, Year 12

*The staff and students of Woodford County High School wish everyone in the wider school community a very Merry Christmas and a Happy New Year.*

