

# WOODFORD COUNTY HIGH NEWSLETTER



Issue No 26

April 2019

## Headlines

In putting together, as I do three times a year, introductory remarks for this newsletter, I tend to focus (as is natural for a headteacher I guess) upon whole-school matters: upon what unites us as a community; the things we are and do and represent *collectively*. But it does no harm at all to remind ourselves, once in a while even if not at every moment of every day, that communities are made up of people, and that consequently it is in large measure the separate efforts and achievements of those people that combine to define us as an institution. Which is why I make no apology on this occasion for allowing the limelight to fall upon three of our number who in their different ways have achieved significant recognition quite independently of us in the wider world beyond these gates, and in so doing have brought great credit, not merely upon themselves individually, but by reflection upon the School to which they belong.

You will read, in the pages of this newsletter, about the extraordinary robotics project which made Naomi Olubodun (Year 11) a prize winner in *Talent 2030* – a national engineering competition for girls. Spurred on by a pressing environmental concern, Naomi drew upon learning in a number of disciplines, and employed a wide range of skills, to design O.M.E.G.A.R. An impressive achievement indeed.

It will be no surprise at all to the many of you who attend concerts and recitals at WCHS to learn that one of our music teachers could be the recipient of a National Jazz Education Award. The Camden Music Hub's *Youth Jazz Band*, which is conducted by Kate Hannent, was in March awarded the *Will Michael Jazz Education Award 2019*. Our congratulations to Kate and the group of musicians she leads.

## Headlines (cont'd)

Finally your eye will be drawn to the 2019 national poster campaign for sea cadets. Resplendent in the dress uniform of a Marine Cadet, Laurelle Brant (Year 12), kicks off the recruitment drive promoting '*Courage – To do what we know is right*'. It's not hard at all to see why Laurelle's drive and commitment saw her singled out for this honour.

One of the functions of a newsletter like this one is to illustrate the diversity of talent, of interest and of ambition within our school community. Focused on the pressing business of learning in each and every timetabled lesson, it's all too easy for educators to be oblivious to what makes students tick out of school. Equally our students wouldn't be the first to assume that the role they see their teachers fulfil in the classroom defines their entire existence. Newsletters, prizegivings, assemblies and our flat screen displays around the school showcase achievements, but they also highlight possibilities. Woodford, after all, is brim-full of role models.

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

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



Contents	Page	Contents	Page
UKMT Challenge 2019	3	'Oedipus Rex' at Bloomsbury Theatre	18
Haven House School Enterprise Project	3	GCSE Food Preparation and Nutrition Practical Exams 2019	18
Period Poverty Campaign	4	'Orestes' at the Barbican	19
On Parade: Woodford's Lance Corporal Kicks off the 2019 Sea Cadet recruitment	4	Camfed Charity Garba	19
Bags of Warmth	5	Robotics Challenge	20
Science Ambassadors	5	Woodford won the Teamwork Challenge out of 15 other schools!	20
Woodford students tackle the Linguistics Olympiad	6	Noor B (10R) represents Woodford at Jack Petchey <i>Speak Out!</i> Challenge	21
Globe Visit	6	Psychology Visit – the Museum of the Mind	22
Wonder Women of Redbridge	7	Parliament Visit	22
The Life and Times of Sylvia Pankhurst	7	2019 McWhirter Conference	23
Latin Spelling Bee at Chafford Hundred Academy	9	Interview with Kavita Patel, Head of Economics, on her research project	24
Karl Marx Walk	9	Youth Travel Ambassadors New Campaign	25
European Headteachers' Conference 2019	10	National Engineering Competition for Girls	26
STEM : British Science Week 2019	11	A little bit of space came to Woodford!	28
STEM: Poster Competition	11	Year 9 Energy Island competition	28
STEM: The Bright Ideas Challenge	11	Girls' Under 13 European Title @ Scottish Junior Open, Edinburgh	29
STEM: BP Ultimate STEM Challenge (Year 7-9 national STEM competition)	12	Bank of England: Bank, Camera, Action	29
STEM: IET Festival (Y10 & Y12)	13	Governors' Report – Mr Sidney Bright	30
STEM: Race for The Line 2018 – 19 (Year 7 national STEM competition)	15	Stubbers – Silver Badge team 2019	31
STEM; Harry and Margaret Kroto Prize for Innovative use of Technology in Science Learning (11-18 International STEM Competition)	16	Brain Day Highlights	32
STEM: Year 7 Science Club	16	Chemistry in Action Trip	32
MUSIC NEWS: Spring Concert 2019	17	Classical Civilisation Study Day at Brentwood School: <i>"Et ipsa scientia potestas est"</i>	33
MUSIC NEWS: Music Recital,	17	Promoting Equality	33
MUSIC NEWS: World Day of Prayer	17	Borough Swimming Success	34
MUSIC NEWS: World Music	17	London Youth Games	34
MUSIC NEWS: Festival, K. Hannent: Will Michael Jazz Education Award 2019	17	Borough Netball League 2018 - 2019	34
		World Book Day 2019	35

## UKMT Challenge 2019



On the 5<sup>th</sup> March, four students went to Bancrofts School and achieved an admirable 9<sup>th</sup> place in the Regional Finals of the United Kingdom Mathematics Trust Team Maths Challenge. 29 schools participated in the event, and it was a hard test of logic, communication and teamwork.

The team was made of 4 students: Polina and Meera from Year 9, Katelyn and Fatima from Year 8. We prepared long and hard for event, spending lunchtimes practising for it with Ms Siddique. After a term of preparing for the event, the time had finally arrived to participate in the Regional Finals.

We walked to Bancrofts, where we met 28 other schools who were just as enthusiastic as us. We put all our energy into each round, and our relentless efforts were rewarded. Bancrofts School came 1<sup>st</sup>, King Edward VI Grammar school came 2<sup>nd</sup> and University College School came 3<sup>rd</sup>. However, we came 9<sup>th</sup>, doing better than 20 other schools. We hope that next year's team will do their best to match or to surpass our efforts.

**Fatima 8E**

## Haven House School Enterprise Project



Woodford County High School is one of the six schools participating in the enterprise challenge to raise funds for Haven House. We are part of the pilot Project. The team was given £50 seed capital provided by Galliard Homes, to plan and facilitate the first event. Taking the profit from this event, the team planned further fundraising activities, reinvesting some or all of their income each time to reach the target of £1500. The team is led by Year 12 students and other members are from year 7 and year 9. Students have so far organised cake sale, Valentine's Day Fair, Mother's Day raffle, candy sale etc. to raise money. Each member of the team has taken up role as marketing coordinator, finance and resource manager, purchase manager etc. They also had mentoring from experts at Galliard Homes. Students have enjoyed being part of the team and have learnt leadership and organisation skills.



**Areeba, Year 12**

## Period Poverty Campaign



The Rt. Hon. Iain Duncan Smith MP

Carys and I recently became interested in the issue of period poverty and breaking the taboo that surrounds periods. At the beginning of January, we sent an email to our local MP, Iain Duncan Smith, asking what could be done about this issue and describing ways in which we had already started to tackle it. By the beginning of March, he responded saying he liked our ideas and queries, and he asked to meet us, along with a few other class members who would like to support our cause. He contacted Ms Pomeroy and they soon arranged a date for the meeting. The date that was decided was Friday 22<sup>nd</sup> March, at 2:00. At the end of lunch, before he arrived, we all planned what was going to be said and what questions were going to be asked.

We started off by thanking him for coming, then presented the campaigns that the feminist society has already been running in school. The feminist society, have made collection points around the school for sanitary items to be given to homeless shelters, however many students are unaware of this. We continued our argument by stating that sanitary items should be free in hospitals, especially since men are given items such as razors. After this a couple of our peers, Hannah and Kueene, spoke about ways to raise awareness and Tahani told him about an own experience of the taboo surrounding periods. We finally ended with questions. By the end he invited us to meet Penny Mordaunt, Minister for Women.

## Period Poverty Campaign (con't)

Asking the peers that came with us, they all gave good feedback. Kueene and Hannah said that “meeting him was effective for the cause” and Marziya, who asked whether sanitary items would ever be free, said that she “received a well-explained answer”, however she would have liked “sanitary items to one day be free for all rather than only specific people, but this result shows that progress is being made in parliament.” Iain Duncan Smith also said that he would raise this issue in parliament as it has already been mentioned by other people, and that after Brexit, there would be no reason to keep EU tax laws.

**Qaisara and Carys  
House Librarians and Social Activists**

## On Parade : Woodford's Lance Corporal kicks off the 2019 Sea Cadet recruitment campaign



Laurelle (Year 12) cuts a striking and authoritative figure on parade in the dress uniform of a Marine Cadet. Following an intensive residential assessment weekend at the end of March, she was awarded the highest graded pass, called a credit pass. She is now a non-commissioned officer - a member of the armed forces who has achieved the rank of officer by rising through the ranks rather than by receiving a commission. Laurelle is now addressed as Lance Corporal. The London Area District Officer personally visited her detachment to present Laurelle with her rank slide & chevron at the ranking ceremony. Well done Laurelle. We take pride in your achievements.

**Ms Jo Pomeroy, Head Teacher**

## Bags of Warmth – Monday 11<sup>th</sup> February

Khalsa Aid is a humanitarian charity which helps in war zones and areas where basic needs are not met. They are willing to help anyone and everyone. Langar Aid, a branch of Khalsa Aid, is devoted to feeding the world and looking after people. This winter, they did a project to help people currently suffering from homelessness. As we all know, winter can get pretty cold, imagine being at the mercy of the weather all day and night! This winter 256 bags were made and distributed. On top of that, 600 duvets and pillows were donated to the Salvation Army in Ilford.



### Our Work

With the help of family and friends, my brother and I created 30 bags. 10 were for females and 20 were for males. We received generous clothing, hygiene and shower products. We also went to various shops and bought hats, scarves and gloves. When packaging day arrived, my family and I formed a production line. We added shower products, Vaseline, wipes, clothes and lots more. The bags were distributed in Ilford a few days later and truly gave some warmth to rough sleepers in the local area.



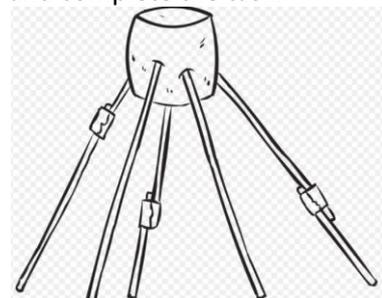
Simrit, 7B

## Science Ambassadors

On Wednesday 13<sup>th</sup> March, we had the pleasure of hosting Year 2's from Churchfields Primary School for a Science Fun Day! 10 of us, as Science Ambassadors supported them in interesting activities in all aspects of Science.



First off, we introduced Physics as a starter, with a competition to see who could build the tallest tower using only 10 marshmallows and 5 sticks. Although, it was hard to resist the delicious treats, Year 2 students managed to take control and complete the task.



Next, we had a Biology practical, involving the science behind our brain. This involved setting the pairs against each other to see how long it took to read the words coloured colours than to read the colour of the coloured colours. Eventually, we all reached a conclusion to explain why one took longer than the other.

Switching up, we tapped into our creative side to show them the science behind pen dye using chromatography. This reeled them in as many successfully made a troll doll head using felt tips and just water. However, before ending, we demonstrated the 'Elephants Toothpaste' practical, even though some students thought it was actual toothpaste!

Finally, we gave a shout out and a thank you to Miss Ahmed and the Science Lab technicians for making this special day happen.

Maria 10N

## Woodford students tackle the Linguistics Olympiad Globe Visit

How would you decode a Welsh bus timetable or decipher a brochure in Vietnamese? For the second year running, year 12 students of French have taken part in the national competition at advanced level. The Olympiad encourages students to use problem-solving skills to solve linguistics-based challenges. In completing these challenges, students have come to realise the wide-ranging skills used in learning languages.

It is pleasing to be able to award certificates of participation in this event to:

<b>Anngely 12 SJ (highest in the school)</b>
<b>Jessica 12KE</b>
<b>Koushiki 12KE</b>
<b>Oluwatobiloba 12JMC</b>

**Miss M. Heath**  
**Assistant Curriculum Leader MFL**

**Koushiki 12KE**, writes about her experience:

In February, three other Year 12 students and I took on the challenge of the UK Linguistics Olympiad. To say that it was difficult would be an understatement, however, it was one of the most fun and interesting challenges that I have participated in. The two and a half hour paper consisted of a total of six questions, and each of them in a different language. It was up to us now, to work out the nuances and intricacies of each of the languages in order to answer the questions. The Olympiad itself took a ridiculous amount of concentration, and I can safely say that my brain felt like jelly by the end of it. However, the challenge itself was fun and enjoyable that I have to admit that I would love to take it on again.



**The United Kingdom  
Linguistics Olympiad**

In March 2019, the whole of Year 8 attended a matinee performance of *Romeo and Juliet* at the Globe Theatre as part of the *Playing Shakespeare* 2019 project, one of the longest running education projects. Unlike other performances of Shakespeare's plays at the Globe, *Playing Shakespeare* is the Globe Education's project for London schools designed especially for secondary students to support their study of Shakespeare at KS3 and GCSE level.

We are immensely proud of our students' exceptionally advanced appreciation of the Globe Theatre and the performance of *Romeo and Juliet* at such a venue, as there are many advantages of watching the play in a modern reconstruction of Shakespeare's Globe built on the site of the original theatre. As Karis-Joy (Y8) observed, 'I feel lucky to have watched one of history's greatest tragedies [at the Globe]. I learnt about life in Shakespearean times and I felt fortunate to be sitting down, as students from other schools had to be 'groundlings', meaning that they had to stand in the middle, even when it rained!' Many students agreed that the stage was used to its full potential, especially in the balcony scene when The Prince was lowered down on rope from the ceiling. Echoing the opinions of other students Aranie (Y8) said, 'It was an amazing experience. The insides of the theatre are elaborately decorated, with beautiful patterns on the wooden walls.'

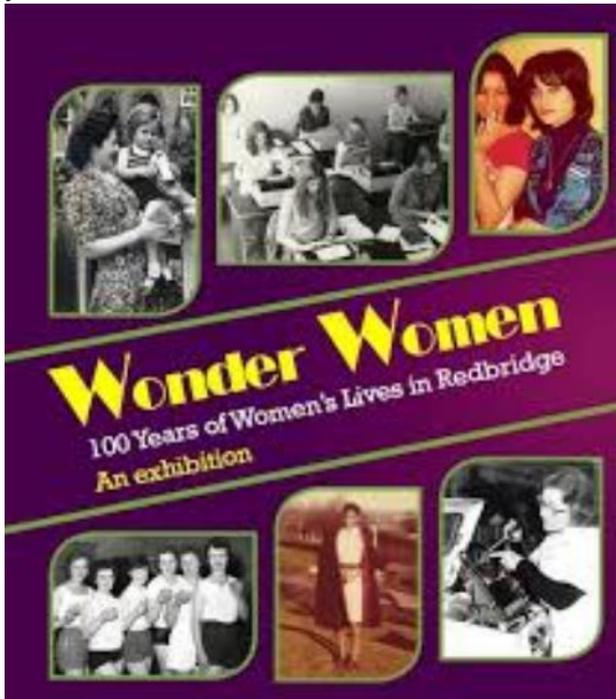
Year 8 Woodford girls and members of staff were fully immersed in the thrilling 100-minute performance of the play. Mature in reflecting on their experiences of the play, students praised the quality of the performance and recognised what made the play so special. 'I liked the dancing and the music because it added a modern twist to the play. I also think that the interpretation of Mercutio was very interesting and made the play more enjoyable for the audience because an aspect of comedy was added to the classic romantic tragedy'. All agreed that it was a well-adapted play, using elements of comedy from modern-day life, which made it also easier to understand. Acting was discussed amongst the students who quickly agreed on The Nurse and Mercutio as their favourites. Similarly, students found the innovative use of props exciting: 'The play itself was very interactive, and the props and costumes matched the characters'.

On the whole, there was a very positive reaction to the play, with on students stating that 'it was more interesting than she expected it to be'. We hope that we shall continue the visits to the Globe in future years as this is an invaluable opportunity to widen our students' appreciation and enjoyment of Shakespeare's work.

**Ms J Starcevic, English Teacher**

## Wonder Women of Redbridge

As part of our partnership project with Redbridge Museum and the Sylvia Pankhurst Society, funded by a Heritage Lottery Fund grant, a number of exciting events took place during the Spring Term. This project celebrates 100 years of the Wonder Women of Redbridge so it was natural that the museum approached our school to be partners in the project.



On 31st of January a group of Year 9 pupils and their families attended a Private View of the Wonder Women exhibition at Redbridge Museum. They were able to view the beautiful silk banners which they made at the School Birthday. These banners highlight the issues that the students believe are most pressing for young women in the 21st century. The Mayor, representatives of the Heritage Lottery Fund, Miss Pomeroy, Mrs Christie, Miss Keith, Mrs Jerome, Mrs Liebeskind were all able to attend and see the amazing work produced by Woodford students.

On the 27th of March 12 Year 9 students completed oral history and film making training for the next part of the Wonder Women Project, a short film interviewing Woodford County past students from over the decades. Filming will take place in April and the film will be completed in time for the school's 100th birthday. Our Year 9 team will interview past pupils detailing their experiences of Woodford County over the last 80 years. The film will be completed in time for our 100th birthday celebrations.

## Wonder Women of Redbridge (con't)

And finally, three of our sixth form historians have been critiquing the website of the Sylvia Pankhurst Society to help the Society with their website relaunch. As part of this they were lucky to be able to interview Sylvia Ayling, historian and Sylvia Pankhurst expert, about what made Sylvia Pankhurst such a notable resident of Woodford and why her memorial is on the High Rd.

**Nikki Christie**  
History Teacher

### The Life & Times of Sylvia Pankhurst



In the High Road, Woodford Green, opposite the Horse and Well pub, stands a small stone monument behind a patch of grass. It takes the form of a descending

torpedo bomb on top of a plinth surrounded by metal railings. It was unveiled in 1935 for Sylvia Pankhurst as part of her campaign on behalf of Haile Selassie, Emperor of Ethiopia whose country had been invaded by Italy at the behest of the fascist Dictator, Benito Mussolini. The inscription on the plinth is intentionally ironic, being dedicated to those in the League of Nations (forerunner to the UN) who in 1932 upheld the right to use bombing aeroplanes leading to millions of civilian deaths in the 20C.



**Pankhurst Peace Monument**

## The Life and Times of Sylvia Pankhurst (cont'd)

Above all Sylvia Pankhurst is associated with the early 20C struggle for Votes for Women, initially with the militant WSPU (Women's Social and Political Union). Sylvia's ELFS (East London Federation of Suffragettes) broke away as a separate peaceful campaigning group, which adopted a bottom up approach for as she reasoned 'Behind every poor man is an even poorer woman. I want that poorer woman to stand up for her Liberty.' She persuaded Herbert Asquith, the Liberal Prime Minister to receive a delegation of working class women who told him how valuable a vote for parliament would be for them. This moment in history is captured in the recent film Suffragette starring Carrie Mulligan.

From 1912, Sylvia's East London Federation of Suffragettes and her supporters had worked tirelessly to provide many social projects of benefit to all but especially to mothers and children throughout what became catastrophic times. She published a weekly newspaper called Women's later Workers' Dreadnought, in which women saw their own experiences recorded in print acknowledging their needs and difficult circumstances.



Her father, Richard, had advised his daughter - 'If you do not serve others, you will not have been worth the upbringing.' He wanted all women to have the right to vote, and encouraged his daughters to become educated women. In 1928 all adults over 21 were given the right to vote in parliamentary election. At last the vote was attached to liberty and life and not to property. Sylvia named her only child and son after her father, Richard.

## The Life and Times of Sylvia Pankhurst (cont'd)

Sylvia Pankhurst was the first woman in British History to own, edit, manage and run her own newspapers: Women's later Workers' Dreadnought from Spring, 1914, the First World War breaking out in August, and New Times and Ethiopia News, printed five years before the break out of the Second. On the first, she employed an Afro-American journalist, Claud MacKay. In one of her leading articles in NTEEN, she supported Winston Churchill's belief that the Chamberlain policy of Appeasement was no way to combat dictators like Hitler and Musollini.

Critics dubbed Sylvia England's Greatest Agitator, but she preferred to think of herself as 'A citizen of the world who owns no barriers of race or nation'. In her 70's Sylvia left Woodford, emigrating with her son, Richard to Ethiopia, she set up a Social Service Society and raised funds for the first teaching hospital there. She died in Addis Ababa in 1960 and lies buried amongst the Heroes of the Nation. Her granddaughter Helen, born in 1964 is following in her grandmother's footsteps. She published a book in 2018 entitled *Deeds not Words: The Story Of Women's Rights Then And Now* continues to call for women's rights under the name of Pankhurst.



Pictured: Sylvia Ayling, next to Pankhurst Peace Monument

Sylvia Ayling, Historian

## Latin Spelling Bee at Chafford Hundred Harris Academy



Seven Year 7 students took part in the regional Latin Spelling Bee competition at Chafford Hundred Harris Academy in east Essex in March. In order to compete for the Woodford team, the girls had to qualify through a series of nail-biting rounds involving spelling Latin words from the textbook, the Cambridge Latin Course Book 1.

The actual competition at Chafford Hundred, was a glitzy affair, with dance routines and songs to entertain the twenty teams and a series of stunning PowerPoints introducing the teams. There were a range of rounds, none of which actually involved spelling, but tested the girls' knowledge and understanding of the Latin they had learnt in Year 7. There was a 'minute to win it' round, pictures and sounds to be matched to Latin words and in the final round English to Latin sentences. The Woodford County High School team did extremely well to come second overall. It was a real team effort, with everyone putting in considerable effort and preparing very thoroughly. Special mention should go to Woodford's Lydia Lee who came joint first in the individual competition, an excellent achievement considering the number of students involved, some of which were Year 8s and 9s.

I'd like to thank all the students who participated in the competition at Woodford. It was a lot of fun and I can't wait for next year's competition.

The members of the team were as follows: Subah, Lydia, Zara, Brianne (Captain), Amaris, Keerthana, Oliwia.

**Mr McClelland**  
Head of Classics

## Karl Marx Walk



On 11<sup>th</sup> January the Year 13 Politics class and Mr Jenkins walked in the footsteps of the German political philosopher, and founder of communism, Karl Marx. A Level Politics students study Marxism as part of their political ideology unit. Having a chance to see where Marx lived and worked, held meetings and agitated for revolution, really helps to bring the subject alive. The 3-hour walking tour is led by a guide, who explains the historical context of the time, as well as Marx's main ideas. Luckily the girls already have a good idea of what is meant by Dialectical Materialism and Surplus Value, so that probably helps!



The walk took place just before Marx's grave in Highgate Cemetery was vandalised, but our tour guide, Heiko, informed us that in recent months he has been receiving increasing personal abuse from passers-by when conducting the tours – a sad indictment of our times. Luckily it all went smoothly for us on the day and the girls found it an interesting and enjoyable experience.

**Colin Jenkins**  
Deputy Headteacher & History Teacher

## European Headteachers' Conference 2019

A group of European headteachers and an American academic, brought together initially by a U.S. State Department project in 2016, reconvened in London at the beginning of March to learn more about the English educational system, focusing particularly on initiatives to promote equality and to remove barriers to success for underprivileged children, including refugees.

Woodford County was one of three schools visited. Delegates spoke highly of the Silver Badges (our senior prefects) who toured the school with them. They commented on the sense of community evident and on the focus and positivity of students. Our Digital Leaders ably demonstrated the technology in use in the innovation lab and our visitors sat in on the Widening Participation project in Music which enables every student in Year 8 to learn a brass instrument. In reporting to the U.S State Department at the conference's conclusion Woodford was described as having a "really welcoming climate with lots of activities designed actively to include students from different backgrounds."



The Library of Newnham College, Cambridge

From Woodford the group travelled with me to Villiers Park, Cambridge, to learn about the work of this educational trust in enabling access to top universities for gifted students from underprivileged or under-represented backgrounds. Some 23 Woodford students have participated in their *Inspiring Excellence* programme in the last 6 years attending residential courses on subjects across the curriculum including: "Hidden Histories", "Geographical Imaginations", "Language & Identity", "Mathematics: Chaos or Clear Cut?"



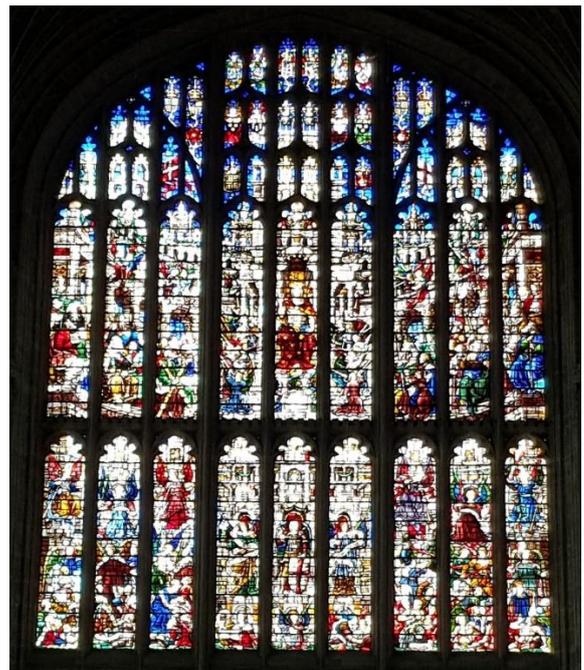
Ceiling of King's College Chapel, Cambridge

## European Headteachers' Conference 2019 (cont'd)

After a lunchtime visit to Grantchester, the group was fortunate to be given complimentary entry to King's College Chapel and a chance to marvel at its stained glass, at Rubens' *Adoration of the Magi* and at that beautiful ceiling. The afternoon ended with a visit to a Cambridge College. Founded in 1871, Newnham is the oldest college (anywhere) run by women, for women. It was educating women long before they were allowed to become full members of the university with the granting of degrees to women in 1948. We were greeted in the coffee shop by Zaynab Ahmed, a Woodford Girl who took up her place to study Classics last October. Dr Sam Lucy, who addressed the group, is Director of Admissions for all 31 Cambridge colleges. In addition to explaining the collegiate system she was able to alert us to what was to be breaking news the following day - that up to 100 places were to be made available under a new scheme as part of the effort to improve diversity at Cambridge.

A colourful and convivial end to a busy day for conference delegates was provided by attendance at Woodford's 2019 Charity *Garba*. Visiting headteachers took to the dance floor to join in the lively and very inclusive South Indian dance event. A fitting end to their day at Woodford.

**Ms Jo Pomeroy**  
Headteacher



Stained glass in King's College Chapel, Cambridge

# STEM

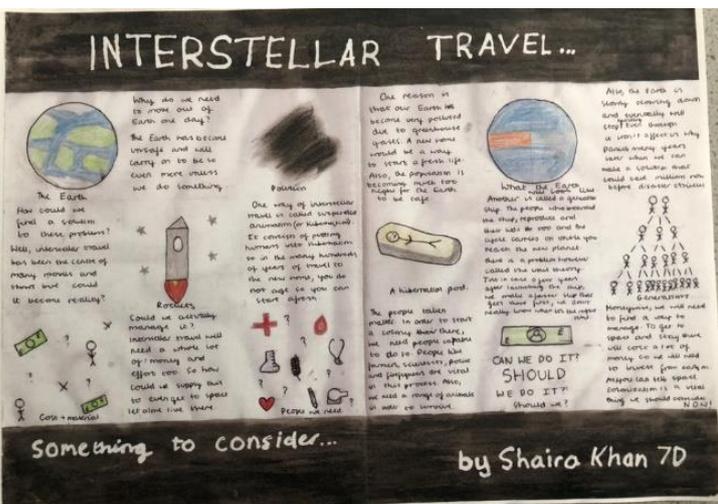
## British Science Week 2019

The theme for this year's British Science Week was journeys. Whilst we could interpret this as a celebration of where STEM has taken us throughout history, from the famous expeditions of Charles Darwin to the race to space, we could also consider the opposite end of the spectrum and consider what journeys lie ahead in the future. Where can STEM take us in the next generation? This is exactly what year 7 and 8 students considered and tackled head on during their British Science Week lessons this term.



## Poster Competition

In addition, years 7-9 were involved in the national poster competition sponsored by the Guinness World Records. The best five entries from the school were submitted. Congratulations to the following:



Tasnim (7F), Imaan (7C), Sajitha (7C), Shaira (7D), Miriam (9B).

# STEM

## The Bright Ideas Challenge

Year 7 students engaged with developing human habitats in space, inspired by the late Stephen Hawking's grand suggestion that we will soon need to colonise space given the unsustainability of life on Earth. In the summer term, the best entries from each form will compete in a year 7 competition to decide the best project.



Year 8 worked on projects to enter the national STEM competition run the Shell; The Bright Ideas Challenge. This promoted the development of transferrable skills relevant to the workplace, such as teamwork, communication and project management, as students worked together to come up with creative, affordable and clean energy solutions for the futuristic urban city. Entries will be submitted to Shell shortly after Easter and we look forward to receiving the results.



## STEM

### BP Ultimate STEM Challenge (Year 7-9 national STEM competition)



This year, students at STEM Club throughout Y7-9 have been developing projects to enter a national STEM competition run by BP, the Ultimate STEM Challenge. This tasks students to put their STEM skills to the test by reimagining a solution to an everyday real life problem. With minimal help from the sixth form STEM ambassadors, and virtually non-existent help from teachers, seven impressive projects were entered this year from WCHS. A big congratulations to the following teams who entered, particularly Simrit and Jia who have made the national final, to be held at the Science Museum in May:

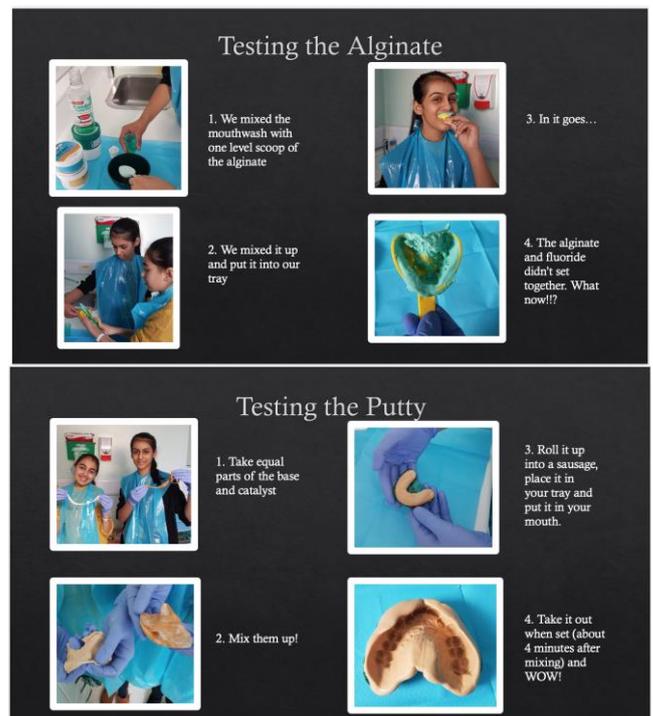
- Simrit and Jia (7B)
- Nasiha, Anna, Srideeksha and Anita (9A)
- Shriya, Ansini and Fatima (8E)
- Kulsum, Mubasshirah and Hanna (8A)
- Susangky (8F), Andria, Prabha and Maahin (8C)
- Aaranya (9A) and Jahura (9E)
- Keerthana, Shaira, Lydia and Renitha (7D)

Amongst their ideas feature modern compost bins which expedite bio-degradation, tailor fit and partially disposable mouth guards and a sachet which acts as a vehicle for administering diabetes treatments. National finalists Simrit and Jia from 7B account their project development below:

## STEM

### BP Ultimate STEM Challenge (Year 7-9 national STEM competition) con't

“We chose to make partly disposable mouth guards for safer and more comfortable contact sports. We chose this as we both have had experience with uncomfortable sports hot water moulding shields. We have also had experience with very comfortable yet ephemeral dentist made shields. We decided to base our project on the best of both: the comfort of dentist made shields and the ease of self-moulded ones. Our next steps were material study and idea development. We looked at different ways we could create the gum shield, eventually stumbling upon Alginate, which is currently used for dental impressions, we then thought back to our target audience (children)... so we decided we could add fluoride for a health benefit. Unfortunately, during the testing process at a clinical lab, we found this unsuccessful. So what to do now? We decided to go to our dentist and ask him some questions. He suggested putty and... it worked! Now we had to do branding and our product was ready! Gum shield... ease and comfort ... Back to School has never been easier!”



## STEM

### IET Festival (Y10 & Y12 Visit)

Students in years 10 and 12 were invited to attend the Institution of Engineering and Technology's flagship STEM event, their EngFest (Engineering Festival), designed to engage students with inspirational engineering-themed workshops, get hands-on experience with cutting-edge technology and attend talks from the influential figures from the field. **Zoha (10W) and Aaliya (12JME)** account their experiences:

"On the 2nd April, a group of us attended the IET Festival, held at Savoy Place. At the beginning of EngFest, our school, alongside others, spoke with different companies, such as Airbus, Tesco and F1 School. We learnt about how STEM is used in Tesco and with Airbus we had a really fun opportunity to use VR headsets; some of us used them to see holograms of flying planes and whereas others experienced being in a cockpit of a plane whilst flying it. Next, we received a talk from Mike Ford, a chartered engineer, who spoke to us about bloodhound education, which was a lot about chemistry and the use of combustion and fuel. We then received a talk from Dr Chantal Nobs, a radiometric engineer, who spoke to us about nuclear energy. We also had the chance to work with IBM, a company notorious for inventing the barcode scanner, who taught us different things on online application Scratch. Overall, we had a very amusing and interesting day and learnt a lot. Thanks to Mrs Ahmad, Miss Zakir and Miss Malik for taking us!"

"EngFest is essentially an immersive engineering experience for students to enlighten them about the global impact of science and engineering as well as learn more about the cutting-edge technologies that have the potential to disrupt and shape our future. The day consisted of numerous interactive and mind-blowing talks, starting off with futurist and former zombie hunter (not literally), Brian David Johnson. His lively character seemed to wake up the crowd as he delved into the topic of artificial intelligence and where the world of technology will be in the next ten years. He talked about the revolutionary work he carried out as a futurist in technology where he literally predicts what the next big trend in tech would be. Not only does he predict the future, he also works alongside engineers to make this a reality. In particular he was involved in the making of smart TVs and told us that in his lifetime he had helped to design over 4 billion computer chips!

### IET Festival (Y10 & Y12 Visit con't)

A concept which he believes will become a reality soon enough is the integration of artificial intelligence into our everyday lives so that they not only act as sentient tools where they compute and connect but also sense and think like human beings so that they can interact with us in the way we interact with each other. It's basically Alexa but on a more personal level.



Bill Thompson, Technology writer.

The talks continued with technology writer, Bill Thompson, who explained the ethics behind technologies such as AI and how it plays a major factor in the development of such technologies. He talks about how ethics is considered in all stages, especially in the creation, function and outcome of such technologies. He was then followed by Laura Gemmell, who specialised in swarm robotics, a type of engineering based on the coordination of multiple robots. She talked about how the concept was actually built upon from the study of flock behaviour in birds and how they fly in a certain manner together. They were able to study and compute these mechanisms to recreate it in multiple robots. This further linked to the use of swarm robotics in medical treatment, particularly the use of nanoparticles to treat cancer. This is an upcoming idea that is still being worked on due to its complex nature, but a solution that will one day save the lives of many. We then took a break where we were able to indulge in the fascinating exhibition which was a mixture of informative and interactive stalls from a variety of companies in engineering. From manoeuvring robots to getting to see a real prototype of a Hyperloop pod, a revolutionary prototype of futuristic public transport, the exhibition was certainly something all the students marvelled in and got to appreciate the extraordinary creations of engineering.

## IET Festival (Y10 & Y12 trip con't)



Anita Sengupta, Professor of Astronomics

Then we returned to the talks, with professor of astronomy, Anita Sengupta talking to us about the exploration of Mars. It was fascinating to learn about the types of missions being carried out to learn about Mars and possibly work towards having human colonies on Mars. She was involved in the designing and engineering of the landing mechanisms for the Mars Curiosity Rover and talked to us about the search for evidence for life on Mars simply through the detection of water, hydrocarbons and minerals. This was followed by the fascinating science behind the revolutionary Hyperloop technology being developed. The technical manager of HYPED, Neil Buchanan, talked us through the sleek design of the Hyperloop pods and the basic science behind it. He explained that without the presence of air resistance the pod is able to travel at greater speeds and have a lower energy consumption. With the eventual success of Hyperloop, we would be able to travel from London to Edinburgh in less than 50 minutes!



## IET Festival (Y10 & Y12 trip con't)

To conclude the line of amazing talks was science presenter and author, Steve Mould, who is well known for his role as head scientist on Blue Peter.



He didn't necessarily specialise in engineering but he enjoyed the physics behind it as much as everyone else. He talked about his experiences as a child, where his curiosity got the better of him and he started to take apart and figure out the making of a toy robot. He also talks about how he accidentally discovered a cool phenomenon known as chain fountain or 'Mould

Effect', named after himself. It is a weird concept to think about but it is one that students in Cambridge went on to explain. What all these talks have taught young students like myself is that the possibilities within engineering are endless. Engineering is a key aspect in all parts of our lives and innovation continues to develop every day with ever-growing ideas of how technology can shape our future. It is our imagination that is a constraint to creating new things, and these talks were designed to show us younger students that even the craziest ideas turn out to be the next big thing. That if we can think of a crazy way to solve some of the world's biggest problems then there is always a way to make it a reality regardless of what other people believe or think. So, in the words of Brian David Johnson, 'change the story people tell themselves about the future they will live in.'"



## STEM

### Race For The Line 2018-19 (Year 7 national STEM competition)



For the second year in a row, WCHS have participated in the national competition run by The Learning Partnership. This has seen all 180 year 7 students involved in a cross-curricular project between creative technologies and science. In teams, students have applied their knowledge of air resistance and streamlining to design the profile of their rocket cars, which they then expertly crafted out of foam blocks in product design. This then culminated in a school race day, where each car was tested across a 20 metre track with the use of small rockets. The creativity, dexterity and enthusiasm displayed by all students was highly commended by all members of staff involved. A selection of the rocket cars, including the winners from each form, can be seen in the display cabinet just outside the main hall. Whilst congratulations are due to all participants, there could only be one winning team. With their rocket car achieving an average speed of 23.0 metres per second, Shaira, Kayla, Nyla and Keerthana from 7D won the school race and went on to compete at the regional finals at the Imperial War Museum, Duxford. Naming themselves as Team BainesLe (absolutely nothing to do with any teachers...), they share their experiences:



### CON'T Race For The Line 2018-19 (Year 7 national STEM competition)



“On 2<sup>nd</sup> April we went to the regional finals of the Race for the Line (Season 4) STEM competition at the Imperial War Museum in Duxford. We had a lot of fun - and sweated - in the making of our rocket car, which we only had one hour to do and without any adult help. Though we didn't qualify for the national final, we still had an amazing time, especially since afterwards we had a look around the fascinating museum. We got to go inside various aircraft, including a prototype Concorde and a plane which delivered food during the Berlin Blockade. However, we were so excited we missed the sign saying “start here” and went the wrong way but oh well! A special thanks to Mr Le and Mr Baines for taking us!”

**Shaira, Kayla, Nyla and Keerthana from 7D**

A big thank you also goes out to Miss Ford from the creative technology department for co-leading the project.



## STEM

### Harry and Margaret Kroto Prize for Innovative Use of Technology in Science Learning (11-18 international STEM competition)

Students throughout years 9-11 were invited to participate in an international competition involving the creation of a video on any STEM-related subject matter. The judgement criteria appeared concise on paper yet proved broad in scope: academic content, use of technology, communication/presentation and ambassadorship for learning and science. With only one entry permitted per school, three excellent teams developed well-polished videos displaying highly commendable levels of creative flair, technological expertise and, perhaps most importantly, a natural curiosity and passion for learning which transcends the school curriculum. These were:

Friendship is Magic... or Not? By **Nasiha and Haya (9A)**, Suhasini, Khadijah and Madeline (10R)

<https://www.youtube.com/watch?v=ESxxLXXyoGs>

Are we evolving backwards? By **Adchaya (11W) and Sarayu (11H)**

<https://m.youtube.com/watch?v=-RwiDh2TnPE&feature=youtu.be>

How did WOMEN change SCIENCE? By **Nabeeha and Zahra (10H)**

<https://youtu.be/ricSa1Xvn9U>



Based upon both a teacher poll and the public reception their videos received on YouTube, congratulations to Nabeeha and Zahra, whose video will be submitted into the competition on behalf of the school.

Well done to all participants.

## STEM

### Year 7 Science Club



Thanks to both the endless and infectious enthusiasm of year 7 students and able guidance of sixth form STEM Ambassadors, Lab 2 on a Wednesday lunchtime has continued to be a busy hub of creative experimentation fuelled by sheer curiosity. Experiments this term have included visualising convection currents in water bottles, creating rainbows and playing with messy volcanoes.



All STEM articles compiled by Mr T. Le, Head of STEM

## MUSIC NEWS

### Spring Concert 2019

A fantastic evening of a variety of ensembles and music genres were featured in the Spring Concert on Monday 1st April 2019. Students in all year groups were involved and performed outstandingly well. The concert was excellently supported with large audience numbers. The Music Department would like to thank all staff assistance that helped on the evening and in the preparation and, of course, congratulate all the students involved in the hard work and efforts they have put in throughout the year to achieve such a high standard of musicianship.



## MUSIC NEWS (con't)

### Music Recital

*The music recital this year featured an exciting and eclectic range of musical groups from pop bands to stunning solo performances.*

*We thank all those involved and those who attended to support our concerts and look forward to the Summer Showcase and Summer production!*

### World Day of Prayer

*This year, St. Mary's church in South Woodford hosted the annual World Prayer Day service and a number of students from WCHS Singers supported the event by leading many of the hymns and performing a stunning version of John Rutter's famous song, "The Lord Bless You And Keep You". Each student received a carnation from the church to thank them for their efforts and participation. We hope to continue this tradition next year.*

### World Music Festival

*The school has a fascinatingly diverse range of musical cultures and we took the opportunity to display various styles of music at the Redbridge Music Services World Music Festival in March. Some of the items we contributed featured Latin music, performed by the Junior Band and Carnatic music performed by two of our superb veena instrumentalists. We hope to participate next time and perhaps we might see something similar being put on at our school.*

### Kate Hannent: Will Michael Jazz Education Award 2019

*On Wednesday 6<sup>th</sup> March Camden Music Hub was announced as the winner of the Will Michael award for Jazz Education, for outstanding commitment to gender diversity in jazz and engaging in cross-genre collaboration.*

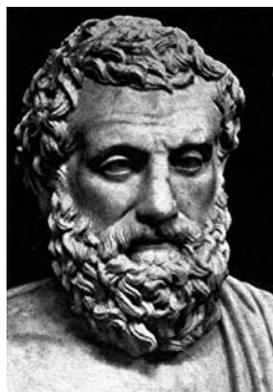
*The award was presented by jazz saxophonist Soweto Kinch to Kate Hannent who had coordinated the hub's Arts Council funded jazz projects across the borough, and represented Camden at the ceremony.*

We look forward to the Music Department's future involvement in both 'The Summer Showcase' (2nd July) and 'The Music Man' Summer Production (10-12th July).

**Mr Ashman-Jones**  
**Head of Music**

## 'Oedipus Rex' at Bloomsbury Theatre

On the 8th of February, our eager year 12 Classics class went to see the next best thing after a Broadway show, a Classics one. This particular play was called 'Oedipus Rex' starring the UCL Department of Greek and Latin at the Bloomsbury theatre. We had all thoroughly enjoyed the gory details of the play, having studied and imagined the protagonist, Oedipus, and his tragic downfall twisted with incest and fate. That being said, truly there is nothing more fascinating than seeing the characters you have analysed and discussed be portrayed so fantastically in real life. The play began slowly. I think we all had our own particular versions of the characters in our heads, therefore it was frustrating to see UCL put a different spin on it.



In the play by Sophocles, the chorus members were made up of Theban elders, who passionately supported their king despite the words of Tiresias, a clairvoyant. Whilst in UCL, the chorus were made up of plague victims, both dancing and singing in unison making the play unsettling to watch. I personally loved that UCL took a male

dominated play and gave an integral role to the women as the chorus, who remained on stage for the majority of the time, showing the effects of Oedipus' curse in a memorable way. My friend Hibah said, 'I felt my interpretation of Oedipus was completely reversed when we saw the production.' The play had taken the words written by Sophocles and created a sympathetic protagonist that was driven mad by the truth of his marriage and past.

The dramatic irony that came from Oedipus' destiny created an immense amount of tension and suspense and I remember Pairahvi physically sitting on the edge of her seat as the play reached its climax. Oedipus' heart wrenching scream after finding out the truth echoed around the entire theatre. At the end of the play we all agreed that the best part was the messenger speeches said by a dorky awkward traveller, who provided comic relief and a break from the depressing nature of Oedipus' fate.

**Alyssa, 12SEA and Santhana, 12NHO**

## 'Oedipus Rex' at Bloomsbury Theatre (con't)



Also we had all learnt the importance of dramatic irony and all in all watching the play we studied in detail allowed us to investigate different interpretations and experience it similarly to an Ancient Greek audience during the City Dionysia. Ultimately these plays were written to be performed, thus simply reading it does not do it justice.

## GCSE Food Preparation and Nutrition Practical Exams 2019

Early on in the spring term we had the second cohort of Year 11 students carrying out the new style GCSE Food preparation and Nutrition practical exam, Students had to make three dishes (with accompaniments) in a three hour single period. They also had to demonstrate a range of challenging practical skills from scratch in order to access the higher end marks. These skills included filleting a fish and de-jointing a chicken. I would like to congratulate this years GCSE Food and Nutrition class on the exceptional range of dishes they made, well done!



**Ms Athman  
Head of Food Technology**

## 'Orestes' at the Barbican



On the 22<sup>nd</sup> March, we were given the fantastic opportunity to see a production of Orestes at the Barbican, performed by a theatre school rather than university students like in 'Oedipus'. We had not studied Orestes and so the plot was unfamiliar to us, a short summary informed us about how Orestes and his sister were facing a death sentence for committing matricide, to which they hatch a terrible plot to alter their fate.

Upon arriving at the theatre, we are overwhelmed by the dark, particularly modern set, with fog trailing behind and two characters already on stage in almost a state of hopelessness. Having little to no knowledge of the story itself, we were entranced by each character, Orestes' madness, Electra's fear for her brother and their fate, with added tension from the ritualistic and chilling singing of the chorus. Orestes is not on our syllabus, but the production itself gave an insight into a modernised version of an Ancient Greek play, without the limitations of the Ancient Greek theatre, and an experience it first-hand rather than simply reading it.

Everyone was, honestly, on the edge of their seats as the play developed, with the two gory, bewitching messenger speeches, that narrated the horrific, violent scenes that occurred offstage. Compared to 'Oedipus', the unified singing and dancing functions of the chorus were more clearly seen, the chorus chant 'slash, slit, kill', stomping their feet creating a sense of foreboding as they anticipate the death of Orestes' aunt. I and everyone else was astounded particularly when the theatre was swallowed by darkness and part of the stage fell back illuminated by golden lights to showcase the god's coming down to solve and intervene in human affairs. (Like the 'deus ex machina' used in the Ancient Greek times, to hold up characters of the god's above the mortals.) The production was overall exhilarating and importantly allowed us to experience the emotions like an Ancient Greek audience.

**Alyssa, 12SEA & Santhana 12NHO**

## Camfed Charity Garba



Following last year's successful event, girls in Year 12 once again organised a Garba for the Camfed charity. The Garba is a collective form of south Indian dancing which anyone can join in, from novices like me to those who are more experienced performers. No minimum standard is expected (which is just as well), only a willingness to take part and have fun.

Everyone had a wonderful time and it was great to see participants from all generations – not only girls from all year groups, but their older and younger siblings, parents, cousins, grandparents and teachers. Ms Pomeroy even brought along visiting Headteachers, so it became a truly global event, with participants from as far afield as the USA, the Netherlands, France and Germany.

It was a hugely successful evening. I can't praise Nikita and Vanesha highly enough for how well they organised it. It certainly made my life a lot easier! Great fun was had by all, and the event raised £771.55 for Camfed in the process, who will donate the monies raised to the charity CRY. Hopefully we can host the event again next year and we hope many more girls and their parents, from whatever backgrounds, will want to attend.



**Colin Jenkins**  
**Deputy Headteacher & History Teacher**

## Robotics Challenge



This year, ten Woodford girls took part in the Robotics Challenge Competition, organised by Tomorrow's Engineers- a nationwide organisation which aims to inspire young people to work in engineering. Partnered with Rolls Royce and the RAF, this competition involved using LEGO MINDSTORMS EV3 sets in order to design, build and program a working robot which could be used to help societies prone to natural disasters. It took place in the RAF museum in Hendon.

The first challenge was to create and program a Robot to do a series of tasks, including collecting and carrying objects, driving up ramps and racing. Zoha, Elizabeth and Sian worked on building and programming. Each of these individual tasks required students to use their computational thinking as well as having the ability to problem solve and persevere. Students met with a programmer from Raising Robots (a partner of LEGO Education) who showed specific programming techniques using various sensors.



Arooba, Polina, Priya and Zeenath created a presentation and portfolio on how engineers can save lives and enhance humanitarian aid in natural disasters using certain technologies. Technology put forward was Drones. This was the second part of the Robotics Challenge. Students had to research the current uses of Drones and what could be adapted to better help humanitarian aid in natural disasters. Students presented their idea to one of the RAF officers, Michael Todd. He was very impressed with the presentation, saying *"it was very comprehensive and interesting and the ideas could be legitimately used in the future."*

**Ms Siddiq**  
**Creative Technologies Teacher**

## Woodford won the Teamwork Challenge out of 15 other schools! Trophy and Certificate was gain!!

The last challenge, was the Teamwork Challenge. Students were presented with a scenario where their plane had crashed and they were the only survivors. They received 15 cards depicting the objects that had been able to salvage from the rubble. These included a small water tank, shark repellent, a mirror, petrol, a fishing rod, food, and other necessary survival items. From these 15 items, they were given the challenge of ranking them from most to least important. After ranking them, their answers were compared to that of a coastguard's. Students were successfully able to complete the challenge.



**Ms Siddiq**  
**Creative Technologies Teacher**

**Noor B represents Woodford at Jack Petchey Speak Out! Challenge!**



Once again, WCHS was delighted to participate in the largest youth speaking competition in the world, the Jack Petchey *Speak Out!* Challenge. This competition involves thousands of Year 10 students from 37 different boroughs all over London and Essex competing to represent their schools in 37 regional finals. On Thursday 10<sup>th</sup> January, 31 Woodford students attended a workshop organised by the Speakers' Trust, which covered the nuances of speech writing and effective speech delivery.



At the end of this exhausting but fantastic day, five girls were shortlisted with a chance to represent Woodford: Madi Wilkinson, Natasha Dawson, Rokeebat Agaba, Noor Bashir and Lily-Belle Burden-Ting. These girls worked incredibly hard and after a fierce battle of words, Rokee was chosen as our reserve and Noor was chosen as our finalist.

**Noor B represents Woodford at Jack Petchey Speak Out! Challenge! (con't)**



On the Thursday 21<sup>st</sup> March, supported by an excited crowd of teachers and friends, Noor competed in the Redbridge Regional Final at Seven Kings School, hosted brilliantly by our very own Adchaya

Ithayarajah (Y11), who won the regionals last year. Noor delivered her speech, 'A Thousand Doors', with passion and clarity. Her speech delved into the complex decisions young people face regarding choosing a career (every 'door' being a different choice). Her speech was very inspiring, and she delivered a reassuring message, encouraging students to strive for their aspirations. Competition was fierce, and despite not being placed, we are so proud of Noor's achievement. She did Woodford proud!

*'I learnt a lot through this competition – I was able to enhance my speaking skills and learn how effectively to construct a speech. Jack Petchey was a truly amazing experience!'*

**Noor B, 10R**

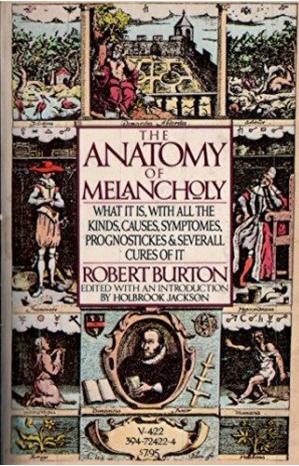


Next year, Woodford will be stepping up to the challenge once again and we look forward to hearing more inspirational speeches from next year's Y10 students!

**Ms. Nairn and Ms. Woods**

## Psychology Visit - The Museum of the Mind

Bethlem Royal Hospital was founded in 1247 and was the first institution in the UK to specialise in the care of the mentally ill. Situated within the hospital grounds, **Bethlem Museum of the Mind** was formally opened by artist Grayson Perry in March 2015. The museum cares for an internationally renowned collection of archives, art and historic objects, which together offer an unparalleled resource to support the history of mental healthcare and treatment. A –



Level Psychology students were fortunate to visit the Museum on a bright spring day in late March. Set in landscaped grounds, the Museum is currently showing a themed exhibition on the Anatomy of Melancholy. Robert Burton, the author of *The Anatomy of Melancholy*, thought that those afflicted with melancholia were “of a deep reach, excellent apprehension, judicious, wise and witty”, and in writing about the condition he believed he was holding up a mirror to society at large.

Today, we might refer to the symptoms of melancholy as indicating depression or bi-polar disorder or even Type 2 schizophrenia. Students at Woodford study the symptoms and causes of major mental disorders in their A level course, including depression and schizophrenia.

## Psychology Visit The Museum of the Mind

The famous frontispiece of Burton’s *The Anatomy of Melancholy* depicts some of the causes – solitude, hypochondriasis, religious mania, disappointment in love – to name a few. These themes were explored through the exhibition, and draw on Bethlem’s existing art collections, including famous artists such as Jonathan Martin and Richard Dadd in the nineteenth century; through Charles Sims and Madge Gill in the twentieth; to George Harding and Tracie Hodge in the twenty-first.

Psychologists and psychiatrists recognise a major depression might be triggered by loss and social withdrawal, as well as unreasonable beliefs about physical health. Arguably, this was recognised by Burton over 300 years ago. 21C doctors would now prescribe anti-depressant medication, however, Burton’s remedy was herbal, based on the borage plant and the hellebore flower!

**Ms Liebeskind, Head of Psychology**

## Parliament Visit

It was three days from Brexit Day and the Year 12 Politics class was due to first Parliament. Would we witness political fireworks? The answer was no. Although there had been a serious Government defeat the day before, and the first of the indicative votes on Brexit were taking place the next day, Tuesday was a relatively quiet day.



The guided tour got us off to a good start, and the girls enjoyed going into both the Houses of Commons and the Lords, although they had to resist the temptation to sit down on the green and red benches – this is strictly forbidden. They did, though, get the chance to walk through the division lobbies, which is where MPs go to vote. We then visited a couple of Select Committees at work, spying Iain Duncan Smith on the way as he discussed something (Brexit probably!) with a fellow MP. In one of the committee rooms we saw David Lammy MP making a strong case for tackling the sources of knife crime and social exclusion.

After that we saw the Speaker’s procession and then entered the viewing chamber of the House of Commons, where we witnessed the Health Secretary, Matt Hancock, answering questions. The debate was fascinating to watch and gave a real insight into how parliament functions away from all the usual fireworks. We ended the day by mingling with the Brexit protestors outside and getting a real flavour of the passions that have been aroused by this most divisive of issues. As girls went home they reflected on the fact that they had been in and around Parliament at a time of real historical significance – in the future they can truly say, “I was there”.



**Colin Jenkins  
Deputy Headteacher & History Teacher**

## 2019 McWhirter Conference

On the 12th March 2019, Diana and I embarked on our journey to Trinity College, at Oxford University, to attend the highly esteemed, annual McWhirter Conference. We had known very little about what we were getting into, prior to the event. All that we knew was that this conference brought together 80 other teenagers across the nation to discuss this year's political theme: Who should set the limits to free speech?



Shortly after arriving at our location, we were separated into our syndicate groups, which were led by academics in varying fields. With small groups, exceeding no more than 8 members each, Diana and I found ourselves immersing in bouts of intellectual discussion sooner than we expected.

The first speaker was Mr. Tom Harwood, a notable Young Conservative member renowned for his remarkable work with media outlets like the BBC, Guardian and BuzzFeed. Harwood's fundamental belief in entirely unrestricted free speech, whether it was seen in a traditional public space or digital platform, caused much controversy among the young members. These controversies were further debated and discussed in syndicated groups, where designated leaders challenged the students to expand their mindsets by posing complex questions.

Peter Thatchell, a well-known activist, infamous for being twice involved in the attempted citizen's arrest of Robert Mugabe, took the role as secondary speaker. He too, advocated for widespread free speech, but alternately called on our generation to challenge hate speech rather than suppress it, no matter the offence it causes. Many more agreed with his views, but Thatchell's views were put to the test when syndicate members discussed the implications of upholding this form of free speech in sensitive scenarios.

## 2019 McWhirter Conference (Con't)

That night, the conference organizers hosted a wonderful formal dinner, where we were privileged to be treated to a lovely meal, feasting with the college head, Dame Hilary Boulding, and after-dinner speaker, Mr. Keith Craig, whom inspired us all with his story on the tribulations he faced in seeking to attend Oxford University for his undergraduate studies, and further, working in the financial sector.

After staying overnight at the college, we had an early start to the day with a lecture from Dr. Robert Simpson, a fellow at the philosophy department of University College of London. He spoke of the role of free speech in educational settings, and whether this liberty should be restricted to better enable the academic purpose of such institutions. His speech gave significant members much food for thought. Dr. Adrian Hilton, a key policy advisor to ministers and shadow ministers, backed the allowance of all speech, including the derogatory. He described the "incitement to violence" as the current legal limit to free speech.

With each group having thoroughly discussed a range of ideas, we all appointed a speaker to present our views in the last activity of the conference; a student led panel, of whom we were to ask questions. Ms. Sharon Dodgson chaired this particular event not only highlighted the disparity of views that grew among all 80 members, but also our whole-hearted openness to different ideas and commitment to learning more about clashing perspectives.

With all farewells and goodbyes said to our newly found friends, our thank you's and expressions of gratitude to all those involved in the organising of this spectacular event, Diana and I headed back to our homes in London, with a new outlook on the world, fueled by the intellectualism, debate and passion inspired by the 2019 McWhirter Conference.

**Zahra, 12JMC**

## Interview with Kavita Patel, Head of Economics, on her research project



### **What's the topic of your research?**

I have chosen to research assessment and feedback and the impact this has on student progress.

### **Why did you want to do research on this topic?**

As I was working on the schemes of work, I was thinking about different types of assessment and considering what type of

assessment would be best as well as how often students should be doing assessments. For a while, I have been interested in trying a variety of feedback strategies. In my previous school (Ilford County) I looked at this topic as well and was able to share my findings with other teachers. I have a clear primary research group (my students) with whom I can investigate this topic further.

### **What research have you carried out on this topic?**

I have read some articles about this, including an article on TES about feedback.

### **What sorts of feedback do you currently use and what's your reasoning for this?**

All teachers use a variety of feedback techniques. For example, we use verbal feedback lots but I found that students often forget the feedback, so I always ask students to make a note of this in bullet point form. When students are working on a 8 mark question, we will discuss a model answer and ideas; I'm wanting my students to note down what they achieved, and what they want to do for next time.

I also encourage students to use peer assessment; the students learn a lot from one another. In a class of 18 students, for example, everyone may answer the question slightly differently. Encouraging students to peer assess makes the students more critical of their own work as well.

I've found it really effective to train the students to become mini examiners. I train my students to be able to annotate work and work like an examiner. If I did this all myself, it would take much longer. I've also found it really helpful to use a sheet with generic content.

## Interview with Kavita Patel, Head of Economics, on her research project (con't)

One style of feedback I've realised is not successful is ticking and giving marks without any comments. As teachers we need to find the right balance with our marking, so that it doesn't become a burden and that it doesn't affect our planning.

### **What are the next stages for you in your research?**

I will be handing out a questionnaire to my classes on the different feedback styles and gathering data on which feedback works best. I am planning to collate my data and share my findings with staff. I am also keen to compare my experiences of different types of feedback between the way the boys responded at Ilford and the students in Woodford. With my experience in an all boys' school, I'm also keen to look to think about gender differences and learning styles. However, I am planning to concentrate on assessment first. There's a lot in the topic on feedback, and I'm seeing that there's not one perfect solution; students may learn better from different types of feedback.

### **Thank you Kavita.**

Thank you.

*Interview carried out by M. Heath.*

## Youth Travel Ambassadors New Campaign



As YTAs, we always have a hard job to do. It's not too easy to persuade people to stop driving to school and start using the bus or another more eco-friendly mode of transport. As students who have to travel to school, we know that there are other challenging factors. I can definitely remember that in year 7, I used to get my parents to drive me to school because I was so afraid I would be late to school due to the traffic. However, I now get on the bus and get to school on time, which means it can be done.

Therefore, every year, we run a new campaign so slowly, we can see the results we want. This year, our campaign is all about the congestion on buses, especially our 'famous' school bus, the 679. This term is usually one of the busiest because we need to work out our campaign and then pitch it to Dragon's Den (for TfL, not the TV one) in order to get £250 out of it. Despite it already being a hectic term, we had the added pressure because we decided that we needed real core evidence that we have a real problem. Therefore, not only did we have to take surveys, not only did we have to work out our solutions, not only did we have to work out a budget and make a powerpoint, but on top of that, we made a film all about the congestion on our buses. The YTA Documentary. It was a lot of fun to make and film. When showing our documentary, we found that people were extremely satisfied with our hard work and thought it was quite funny. Nevertheless, they were still able to get the message across, which was that our buses are way too overcrowded, and we may possibly need another one. We want to make the bus a safe and fun way to travel to and from school, which is what our campaign is all about.



When going to Dragon's Den, we pitched our presentation along with 7 other schools. We explained what our problems were and what our solutions were. We also explained that we can't promote walking and cycling as a solution since most people don't live at a walking distance. We pitched for a precise total of £207.10, but we were given a bit extra since they rounded it up to £210! But that didn't mean our work was finished. In the same week, we immediately started working on our first solution, which was an assembly to all year groups. We gave our assembly the next week, which was very entertaining. We presented our hard work through our documentary and explained our solutions. We also announced the winners of our banner competition. After that, we made a timeline and to do list of what we are going to do next term so we are organised... Well, more organised than we already are. So, it was a very good term, to say the least.

**Nasiha Khan**



## National Engineering Competition for Girls



In December of 2018 I entered for the National Engineering Competition for Girls, the requirement set out by Talent 2030 was that I had to tackle a currently widespread issue. A competitor could choose to tackle this issue in any STEM field – i.e. medicine, engineering or robotics. In my case, I chose to reduce the amount of toxic plastics on beaches that’s destroying marine life and wildlife through the STEM field of robotics. I built a robot with the acronym name -O.M.E.G.A.R- (Ocean Marine Environmental Genius Autonomous Rover)

### What is O.M.E.G.A.R?

O.M.E.G.A.R is the ‘offspring’ of a previous rover I built, named E.M.R.I.C.H (Extra-terrestrial Rover Ingenious Cautious Heteronomous), EMRICH was a fun project of mine, built in 2016 that helped me demystify electronics, computer programming and mechanics.

E.M.R.I.C.H was never fully successful as it was weighed down by it’s overall mass and could barely move, nevertheless the project got me interested in robotics and broadened my understanding on the use of Single Board Computer (The Raspberry pi), Microcontrollers (Arduino), motor controllers, sensors, and actuators (motors and servos)

## National Engineering Competition for Girls

O.M.E.G.A.R was not too difficult getting off the ground literally, started in April 2018, I employed the use of a more powerful chassis, by then I’d acquired the skills and knowledge to build a robust working prototype.

A fully autonomous land rover designed to tackle the 21st century challenge of marine and beach litter (Helping the environment). My plan is to assist in cleaning up beaches and oceans of toxic waste harmful to marine life and the environment. I have decided to equip this robot with multiple A.I skills as I do not want to expose mankind to such substances that pollute our oceans.

### Why was O.M.E.G.A.R built?

The ; fully autonomous, semi-autonomous or rather, manually controlled by using a PS3 controller connected via Bluetooth. It shall aid humans to clean up and rid beaches of washed up plastics and waste, harmful to the environment and marine life.

### Is there a need for O.M.E.G.A.R?

Some jobs are much better done by robots than by humans. Most robots are used to do repetitive actions or jobs that are considered too dangerous for humans. With O.M.E.G.A.R however, it is indeed designed to carry out the job of removing toxic wastes from beaches that are considered too dangerous for humans. Although, part of my goal for O.M.E.G.A.R is to upgrade its capabilities - for example equipping the robot with computer vision and machine learning, in simple terms - A.I.

### How did I know where to begin?

Firstly, I bought all the components I thought I would need in order to build the rover. These consisted of; the black DAGU wild thumper - 6 wheeled - all terrain chassis, DAGU Robotic arm (with six degrees of freedom), the 9V battery, turret with 180 degrees rotation, Raspberry Pi 3 and 3 ultrasonic sensors. I later found that I would need to also buy a Raspberry Pi cam, a motor controller e.t.c.



## National Engineering Competition for Girls (Con't)

### The Big Bang Fair

After finding out that I placed Third in the national engineering competition, I also found out that I had to present O.M.E.G.A.R at the National Exhibition Centre (NEC) in Birmingham, which I was really psyched for. When I arrived at NEC, I was given my very own booth to display my project. Throughout the day I spoke with so many interested people who ranged from primary school kids to adults and were intrigued by the sight my O.M.E.G.A.R.



## National Engineering Competition for Girls (Con't)



### How is O.M.E.G.A.R going to be improved?

I do believe there are more things to be improved, one main improvement that is yet to be executed is that of implementing artificial intelligence in order for O.M.E.G.A.R to "learn". By this i mean given the opportunity to act with human-like behaviour and expand its capabilities for example face recognition software, complicated scheduling software, self-manoevring and more that falls under advanced A.I skills. Hence, i think that O.M.E.G.A.R can be improved.

Naomi 11N



[www.jntalent2030.weebly.com](http://www.jntalent2030.weebly.com)

## A Little Bit of Space Came to Woodford!



In February students from years 7 to 11 were given the opportunity to visit an exhibition in one of the physics laboratories. The physics department had successfully applied for the opportunity to borrow Moon and meteorite samples from the Science and Technology Facilities Council. Students that came to the exhibition could use hand lenses and magnaprobos to investigate the structures and magnetic properties of the samples. They were also allowed to hold some of the meteorites. Plaques were placed next to each of the samples so the students could read up on the origins of the samples. One meteorite was ejected from the surface of Mars following a hung impact another was ejected from the surface of the moon. Here are some quotes from students that attended the exhibition:



-“All the rocks and other items had amazing histories and it was really enjoyable to find out about them.”  
 -“We learnt a lot from them and it left us with many questions.”  
 -“I found out that the moon is not made of cheese!”  
 It was a wonderful and unique experience and an extremely useful learning tool if only to debunk the idea of the moon being made of cheese!

**Ms Patel**  
 Head of Physics

## Year 9 Energy Island competition



This half term all of the year 9 forms took part in a physics competition. In class they worked in groups to design an Island all of their own. They had to decide on the features of the Island that would allow a community to flourish. They had to research all of the different types of energy resources they could use

to generate electricity on their Island and justify why they selected two of these energy resources over the other options. They then presented their work in front of their fellow classmates with the aid of a 3D model and poster. One winning group was selected from each form to compete in a final inter-form round where an overall winner was determined by a panel of seven science teachers. Below are pictures of the models submitted by the final 5 groups and of course above is a picture of this year's overall winning form 9D – congratulations! –

**Ms Patel**  
 Head of Physics



## Girls' Under 13 European Title @Scottish Junior Open, Edinburgh

My name is Renitha and I am in Year 7 and I have been playing squash competitively since the age of 9. Currently, I am ranked 5th in UK for girls under 13.

In December 2018, I played the Scottish Open in Edinburgh. This is my first European title. The Scottish Open is a tournament which is categorized as a platinum event that attracts the highest ranked players from all over the world. It is a prestigious title to win.

I was seeded 3/4 in the draw. I felt the toughest game was in the semi-finals. I played against an unseeded Australian girl who beat the number one seed in the quarter-final. I lost my first two games, this put quite a bit of pressure on me. But after talking to my coach and my brother, I went back on court with my head held high, and won 3-2. In general, squash is a mental as well as physical game.

On the day of the finals, I warmed up well and made sure that I was focused. After a heated match, I won 3-0. Coming out of that court was probably the most amazing feeling that I have ever felt. I had been working toward this tournament for months and, finally, I had won my first big tournament.



I would like to say thanks to my coach, my supportive parents and my brother, for helping get to this position. I am hoping to carry on playing well and win many more titles in the future.

**Renitha, Year 7**

## Bank of England: Bank, Camera, Action



Winners for Most Creative Film

In December we had the opportunity to enter the Bank, Camera, Action film competition organised by the Bank of England. This year's question was "What will money be like in the future?" After researching and planning as a group, we decided to make a video where the future of money would cycle back to mirror the past - people would have to return to bartering. Bartering is the exchange of goods and services, giving people the ability to pay for things without using a currency - a method used before money was invented, and a method fitting for our post-climate change catastrophe world. Our 3-minute response came in the form of a shadow puppet show which told the tale of a girl having to barter to eventually obtain a golden pear - the ticket into the only place on Earth safe from radiation. As a result of all our hard work and the unique approach we took to convey this idea, we won the category for "Most Creative", and our video can be viewed on the Bank of England website. Overall, it was a really fun and learning experience to combine our academic knowledge with our art and media skills and we highly recommend taking part to any future economists. We thank our teacher to inspire and support for our venture.

Our winning prizes include a trophy, £25 Amazon vouchers for each team member and £600 for the school to purchase film equipment/s.

**Divya, Priyanka, Yushra, Natalie, Shree, Esher, Year 13**

## Governors' Report



I have been a governor at Woodford for over 20 years, an experience that has been both a pleasure and an enormous privilege. It all began for me soon after my daughter started in year 7 and I was persuaded to join the Parents' Association. A couple of years later after much fun, laughter and hard graft in the art of raising as much money as possible for the school, I stood for election as a parent governor and to my astonishment was duly elected. Subsequently, when my daughter left for university, I became a co-opted governor.

At first, it was a steep but very satisfying learning curve. I struggled (still do) to master the myriad of acronyms seemingly beloved within the education world – it's like learning a foreign language that's written in code – but going beyond that little difficulty my eyes have been opened to just what an outstanding school Woodford is, staffed by great teachers and support staff, with a superb leadership team and inspirational Head Teacher.

## Governors' Report (Continued)

That's not to say it's all been plain sailing. Probably the greatest challenges over the last 20 years have been presented by the endless changes by successive governments to curricula, exams, administration and budgets. When I look back on all of that, I'm immediately reminded of that famous quote by Ronald Reagan – "the most terrifying words in the English language are: I'm from the government and I'm here to help." Nevertheless, with all that governments contrive to present as their version of 'help', the school continues to flourish despite these many obstacles strewn across its path.

It has been my privilege to serve as a governor on 3 committees – strategy, finance and personnel. Whilst the notion of 'committees' is often ridiculed as mere 'talking shops' this is certainly not the case for schools, and Woodford in particular, as each committee acts as a non executive forum for supporting the leadership team and for decision making. At the same time, whatever the circumstances, all of us remain focused on the most important aspect, namely the well being and success of our students.

My current 4 year term of office expires shortly and I have decided that it's time to retire as a governor and make way for someone younger who can bring a fresh impetus to the role. I have no doubt that Woodford will continue to go from strength to strength.

**Sidney Bright, School Governor**



## Stubbers 2019

On Friday 15th March, Woodford's newly elected Silver Badge team enjoyed a fun-filled day of activities at Stubbers Activity and Adventure Centre. With the tail end of Storm Gareth upon them, the girls were incredibly lucky to at least have a dry day, if rather blustery. Wind certainly wasn't enough to stop this team, and the girls were in high spirits and full of anticipation for the day ahead.



The morning was spent participating in a range of team building activities, and a few were more than a little pleased to hear that the high ropes were no longer an option, on account of the weather. The Silver Badges had to work together in a number of challenges, rising to the occasion by communicating with one another – a skill which will certainly set the girls in good stead for working together as a team in the near future.



## Stubbers 2019 (con't)

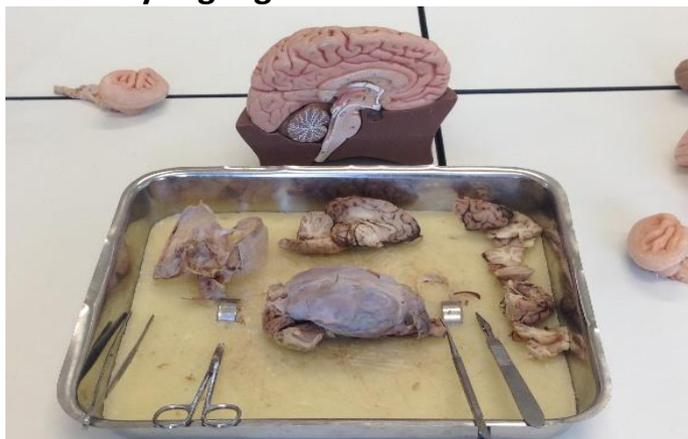
The second activity saw the girls on the indoor climbing wall. For those who were happy that the high ropes were no longer an option, their fears were quickly realised once more! The girls worked incredibly well as a team, supporting one another with words of encouragement, and offering helpful advice as to where best to place their feet on the wall – no mean feat considering the height differences in this team!



The final activity was one that we have never tried before, and the Silver Badges seemed to thoroughly enjoy it - Pioneering. It was fantastic to see how the girls worked as a team in order to build their tepee, and after seeing what they were able to produce together in such a short space of time, I feel confident that this team would fare well on a desert island! A great day was had by the entire team and it proved to be a positive experience that will no doubt help them to shoulder their Silver Badge responsibilities.

**Mrs Easton**  
**Deputy Head of Sixth Form**

## Brain Day Highlights



On Wednesday 27th February, Dr Guy Sutton visited Woodford to deliver his annual seminar on neuroscience we fondly refer to as Brain Day. The day was an enlightening experience. The brain truly is one of the most fascinating parts of us. One incredible thing I learned was the fact that the brain is plastic. This means it is constantly changing, and I don't mean every couple of months, but on a daily basis. In fact, as you are reading this, you are no longer the person you were yesterday due to the changes that took place in your brain the night before. Indeed, Dr Sutton referred to human beings as works of art at a brain level, being constantly sculpted by our environment.

The day began with a more biological perspective and ended on a more psychological note. Above all, the brain dissection was revolutionary and provided us with a physical means by which we could assess this multifaceted organ on a first hand basis. We were able to view and hold major parts of the brain, such as the meninges and hippocampus. We learned about the role of this piece of tissue in the formation of memories, and it seems incredible that it is so small and fragile.

However, the highlight for me and many of my peers was definitely learning of different case studies, particularly that of criminals. The consequences of even subtle shifts in the brain's structure were endlessly fascinating. The day was thoughtfully set out to provide us with an insight into university style lectures and Dr Sutton's lively, interactive and enthusiastic presentation made the day incredibly enjoyable as opposed to what may be expected of a lecture.

I would thoroughly recommend it, especially as a form of academic enrichment for future biologists and psychologists.

**Afrida, Year 12**

## Chemistry in Action Trip



On Tuesday 5th March, a group of Y12 students alongside Mrs Ahmad attended the 'Chemistry in Action' conference in Central London. The day consisted of interactive lecture-style presentations by speakers from a range of professions, such as chemical engineering. One particular favourite included lecture one, whereby marshmallows were used to depict the bombardment of a nucleus with neutrons to encourage nuclear fission. This visual representation was not only easy to understand, but incredibly entertaining. Another favourite seemed to be the following lecture, which enlightened us to the prospect of finding and creating new elements in the lab - something we did not realise was so within a realm of possibility. However, I personally found myself intrigued with the concept of chemistry being intertwined with computer science, using logic gates and programming to determine colour changes due to reversible reactions.

Overall, the conference provided a gateway for us to discover a wider range of careers related to chemistry - it is seldom just working in a lab, and even if it is, the opportunities are endless and enticing. Choosing a chemistry pathway could have a large scale impact on countries across the globe. Nevertheless, what I'm sure was most appreciated by students in the present was the talk on exam technique by a former AQA A Level examiner; this was particularly useful as the advice was targeted directly at a cohort like us. The whole experience was academically and creatively enriching and thoroughly enjoyable.

**Afrida, Year 12**

## **Classical Civilisation Study Day at Brentwood School: “Et ipsa scientia potestas est” Promoting Equality**

Earlier this term, a group of Year 13 Classicists were given the opportunity to attend Brentwood School’s A Level Study Day, which was comprised of three lectures across core Classical Civilisation modules as well as a seminar which led to collaborating with students from other schools all over London; an incredibly worthwhile experience.

The first lecture was given by Armand D’Angour, Professor in Classics from Jesus College, Oxford, on the subject of ‘Love and Relationships’. As a crucial element of the new OCR Classical Civilisation A Level is modern scholarship, our class felt enriched by the breadth of his knowledge as well as the inspiration behind it, taking away an understanding of how Sappho (nicknamed the ‘Tenth Muse’ by Plato) influenced Latin love poets and the way in which common themes in ancient love poetry have survived to this day: think “Love is a Battlefield”!

One of Britain’s most well-known Classicists, Professor Edith Hall, presented a fascinating overview of Ancient Greek tragedy, touching on how it originated, how it was brought to the stage and how she defines the theatrical experience.

Peter Jones, renowned for his work on epic literature, intrigued us all with ancient Stoic, Chrysippus’ analogy for Fate: an ox, pulling the plough, cannot be swayed from its course; attached to this ox is an extended rope, to which you are tethered; thus, you have the free will to explore and move about, yet you will ultimately move in the direction of the ox- or, in other words, destiny. Jones’ insightful discussion on the role of Fate and heroic values in epic will surely aid us in our understanding of our set texts.

Following this, we joined a member of Brentwood’s Classics department for a seminar on the comparative styles of epic poetry. This led to a thought-provoking interschool debate on the nature and purpose of epic; something we were all glad to be a part of.

We all thoroughly enjoyed the opportunity to listen and interact with some of the celebrities in the world of Classical scholarship, as well as meeting other students who are also hoping to study Classics at university. We would like to thank Brentwood School for their hospitality in organising such a beneficial day. Our thanks also go to our teachers for accompanying us- a special mention must be awarded to Mr McClelland’s outstanding minibus manoeuvring, with Mrs Easton’s help, of course!

**Shreya Banerjee (13SMA) and Vidya Divakaran (13NHO)**

Last year, with the help of trained sixth form leaders, we launched our Equalities Project by asking girls to consider how our school policies and practices reflected not only the requirements but the spirit of the 2010 Equalities Act. Their priority issues resulted in the introduction of trousers as a uniform option, and the provision of halal sandwiches in the school canteen.

As is frequently the case when working with smart, principled students, once the issue had been highlighted, girls have found their own ways to work for greater equality in areas which are particularly important to them. You will be reading about several such initiatives in this year’s newsletters.

**UNLEARN  
INEQUALITY  
TRANSFORM  
THE WORLD**



Our central focus currently has turned to Equalities Training for staff. Feedback on workshops delivered by *Fearless Futures* in January was very positive. Asked to identify the best thing about the training, colleagues spoke of “raising awareness and opening the space for important discussions to start”, of “being able to be honest and open and understand others feel the same”. Early identification of areas warranting further discussion included looking at the limits of curriculum content and its lack of representation, being aware of the current rise in white supremacy narratives and its impact on members of our community, and working to help everyone identify and unlearn the unhelpful narratives that – often unwittingly - preserve inequalities. Support colleagues will be undertaking the same training in June. Thereafter we will be looking to plan the next practical steps in our drive to promote genuine equality here at Woodford.

**Ms Jo Pomeroy  
Headteacher**

## Borough Swimming Success

The swim team of Woodford County took part in the borough swimming gala at Fullwell Cross on Thursday 14<sup>th</sup> February. We faced some tough competition with a wide range of schools from across the borough competing. We did extremely well in the relay events, taking the lead and winning them. We also performed excellently in the individual events, winning the 50m butterfly and 50m breaststroke. The final outcome was that we won the competition overall for the Year 10 category. Furthermore, the Year 11 competitors also put in a tremendous amount of effort when competing in both the relay and individual events. The whole experience was incredibly enjoyable, creating a sense of community within the Woodford swim team and teaching us qualities, such as sportsmanship. This gala managed to bring out the competitive side in many of us but most importantly it was a fun experience.

**Natasha Dawson and Shareen Nanan 10W**

## London Youth Games



On the 26<sup>th</sup> March the Year 7 netball team represented Redbridge at the London Youth Games at Redbridge Sports Centre. The team fought very well and were up against some very strong competition. After a busy day full of fixtures they managed to finish 17<sup>th</sup> out of 32 Boroughs.

Well done to the Year 7 Netball Team.

**Mrs Stainsby-Harris, Head of PE**

## Borough Netball League 2018-2019

The Netball season has been a successful one for Woodford County High school with high attendance at both recreational and squad training. The level of competition has been high in all age groups and all girls have trained hard in order to perform to the best of their ability.

Fixtures started in September, with the final games being played last week.

The Year 8 and 9 teams both won their league but we are still awaiting final results for Year 7 and 10.

Year 7, 8 and 9 also entered the Netball District Tournaments with some stiff competition and some very close matches. Year 7 finished 2<sup>nd</sup>, only losing by one goal in the last 30 seconds, Year 8 finished 3<sup>rd</sup> and Year 9 finished 2<sup>nd</sup>, again only losing by one goal to Bancrofts.

**Mrs Stainsby-Harris, Head of PE**

Well done to all girls who represented WCHS in netball this year.

## WCHS Netball Teams



Year 7



Year 8



Year 9



Year 10

## World Book Day

On Thursday 7<sup>th</sup> March we celebrated World Book Day in the Library and around school. Everyone dressed up in amazing costumes and we had a costume competition in the library. Our theme was Literary Duos and winners got prizes. There were some great competitors including characters from *The Book Thief* by Markus Zusak and *Alice in Wonderland* by Lewis Carroll. Qaisara and I ran a stall in the Library where you could swap a one pound voucher for an old library book that you got to then keep. Several people went home very happy after that! We also had a blind date with a book and a quiz that lots of people competed in.

When interviewing people, Myoori Jeyapragash told me "I really enjoyed dressing up in a big group as 10 of us all went together as Shadowhunters and it was nice to do this together." Aafaf Mulung also said "Dressing up made the day much more interesting, especially the lessons because it was fun and you got to wear what you wanted rather than school uniform." Overall everyone really enjoyed World Book Day and I can't wait to do it again next year!

**Carys Bonell 8E, House Librarian**

