



WOODFORD COUNTY HIGH NEWSLETTER



Issue No 27

July 2019

Headlines

Parents, like educationalists, will be accustomed to working simultaneously within three distinct year structures: the Gregorian (from January), the financial (from April) and the academic (from September). January is so-called for the Roman God Janus, depicted as having two faces, looking to the future and the past. In school it is the summer term that sees our gaze divided thus: we bid farewell to Year 13 the week before we greet the incoming Year 7; we celebrate the contribution of departing staff whilst inducting new colleagues; and we take stock of the distance travelled, whilst increasingly focused on the road ahead. This year our approaching centenary (29 September 2019) heightens this dual faceted perspective. As we prepare for our festivities, it's an entire century we see reflected in the rear view mirror.

We've had this milestone in our sights for a while of course. On 29 September 2017 we formally opened *The Centenary Centre*, an £11.5 million STEM facility equipping girls for careers unthinkable a century earlier. It was serendipity, rather than design, that saw Woodford named "*London State Secondary School of the Year: 2019*" by the Sunday Times, but to have our school so conspicuously celebrated – in this year of all years - is a matter of great pleasure to all of us. And those founders who, in the aftermath of a World War, had the vision and tenacity to establish a school here for the education of girls, would surely have taken no less pride in the coincidence of this accolade with our upcoming centenary celebrations.

We will celebrate the Centenary with girls on Friday 27 September. The parade of banners that launches each and every birthday will see girls follow in the footsteps of ten decades of their predecessors.

Headlines (cont'd)

The School Birthday Service with its readings and hymns follows a liturgy devised years ago and the Silver Badges, while novel in their choice of topic, uphold in their presentation a further tradition which has withstood the passage of time. After the judging and eating of a great deal of cake, activities then occupy the rest of the day: outdoor activities at Thriftwood and Gilwell Park, bowling, a puzzle challenge, a murder mystery and many others.

On the actual day of the Centenary, the school – thanks to the endeavours of the Old Girls' Association - opens its doors to former students from every decade since the 1940s. In preparation for these two celebrations at the end of September, a School History ("*Visions of Girlhood*") has been written, a film professionally edited, banners sewn and a commemorative sculpture cast.

Being part of the school community at this prestigious point in its history is a privilege we share. The birthday is always enjoyed by the girls. We hope this year it will be especially memorable for everyone involved.

In the meantime, however, there is a holiday to be had. I take this opportunity to thank everyone for what our combined efforts in the interests of our students has made possible. As our 99th year draws to a close, I wish you all a happy, restful and restorative summer.

Ms Jo Pomeroy
Headteacher



CONTENTS

Article	Page	Article	Page
The Design Museum: GCSE Design and Technology	3	Redbridge book awards at Woodford	33
Year 10 Visiting speakers – The World of Work	3	Video Conferencing	33
MFL 9F visit to Boulogne	4	Wonder Women of Redbridge – Oral History	34
Year 9 Onatti Play	4	Sports Day 2019	35
Staff Research	5	Fun at Fairlop	35
Year 7 International Fiesta	5	WCHS Year 7 Athletics Team Champions	36
Bletchley Park Visit 2019	6	English Schools Athletics Cup	36
What Makes a Better Internet	7	Online e-Safety Mark Award	37
Creative Technologies: Berlin 2019	8	Year 12 Student goes to Eton College	37
Facebook Academy	10	After School Clubs	38
STEM @WCHS Summer Term 2018-19	11	Busking Thursdays	38
Girls Who Change The World (STEM competition)	11	Co-Curricular Day	39
Harry and Margaret Kroto Prize	12	First WCHS/ICHS Year 11 Prom	40
Year 12 Physics Visit to Geneva	12	Jack Petchey Award Winners 2018 - 19	41
Year 7 Visit to Royal Observatory Greenwich	14	Leavers' Gallery	42
Member of Youth Parliament for Redbridge	14		
Salters' Festival of Chemistry	15		
Year 12 Classics Visit to Natalie Haynes Talk	16		
Sporting Success - Basketball	16		
Bronze Duke of Edinburgh Expedition	17		
Interform Rounders 2019	18		
Geography Department Summer 2019	19		
Colchester Zoo	20		
Year 8 Computer Studies 'Apps for Good'	21		
Arkwright Engineering Scholarship	22		
Race for the Line Rocket Cars. Regional Finals	22		
A Level Biology Enrichment	23		
Year 10 Classics trip to The British Museum	23		
A Year in French	24		
Haven House Enterprise Project	24		
Music Extra-Curricular	25		
The Music Man	25		
Newquest's Young Reporter Scheme	26		
Wellcome Collection Visit	26		
Step Up to the Plate' CBBC TV Competition	27		
Article published for RIBA website	28		
Summer Showcase 2019	29		
Interform Mathletics 2019	30		
Summer Production 'The Music Man'	31		

The Design Museum: GCSE Design & Technology

Year 10 GCSE Design & Technology students visited The Design Museum on Friday 12th July.



Students had the opportunity to look around 'Designer, Maker, User', the museum's permanent exhibition, which illustrates how a dialogue between these three key people underpins the creative processes of design. They also experienced the story telling power of architecture, through an exploration of seven monumental projects from celebrated architect Sir David Adjaye OBE, in an exhibition called 'Making Memory'.

During the visit, students gained a wider understanding of design, and learnt that it is the ability of the designer to understand our needs, both practical and emotional, which sets them apart from other creative professionals. The visit supported the work that students are currently engaged in for their GCSE projects.

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



Mr Baines.
Creative Technologies Department

Year 10 Visiting speakers – the World of Work



As part of careers education, year 10 students heard talks from 4 women in the workplace (three lawyers and a PhD student). One of the speakers was Serena Kerna, who has jointly established a programme with her sister, Discover2Dream, to increase awareness amongst young people about the range of career options on offer to them. Serena was able to share her experience of working as a lawyer alongside establishing a music career. As part of the workshop, students had an opportunity to ask questions. Students asked pertinent questions to the speakers and the discussions provided plenty of food for thought. <http://www.discover2dream.com>



On a Tuesday early in July, Year 10 was given the opportunity to think ahead and anticipate what life after university may be like. Four speakers visited Woodford County to talk to Year 10 about the possibilities for the future. It was a wonderful opportunity for students to discuss their ambitions and potential career paths with people of a variety of different ages, backgrounds and sectors. As a year group, we were given an insight into the different types of jobs that are available to us as we advance into the realms of adulthood, and this experience allowed us to explore and ask questions about A-Levels, universities and the workplace in general. This was an eye-opening experience for the entire year group – being given the opportunity to learn about different areas of expertise was something that benefitted us greatly and something that we will surely keep in mind as we progress into adulthood.

Saarah, Year 10 & Miss Heath, MFL Department

Modern Foreign Languages: 9F visit Boulogne (June 2019)



Every year, year 9 students visit Boulogne for the day as part of their French studies. One student in 9F writes about her experience.

On the 17th of May, our form group, 9F, had the opportunity to visit Boulogne in the North of France. As a group of 27 students and 3 teachers, we took the journey by coach and euro star to visit Boulogne Sur Mer (the largest aquarium in Europe), the Notre Dame de Boulogne, the town centre, a market and a shopping centre, as well as the Chateau, which was part of the fortifications around the city. We all greatly enjoyed exploring the aquarium with its great variety of species. We then learnt a lot about France and specifically the city of Boulogne as Miss Heath guided us through the town, telling us about its history, such as a story about a French Egyptologist who had a statue erected in his honour. We also got to shop in the market and shopping centre, and were all very proud of ourselves as we were all able to speak in French to buy the products we wanted and ask questions about them. After a long and exciting day, we finally returned to school at about 8 pm with plenty of new and fascinating stories to tell at home.

Polina, Year 9

Year 9 Onatti Play

Year 9 and 10 students were treated to a performance entirely in French by two French actors. The play, entitled “La Salles des Énigmes” (The Escape Room) featured two friends who managed to find themselves locked in an escape room, with little idea as to how they could easily escape. Thankfully, the Woodford students were able to lend a helping hand, with impromptu performances from a number of the students alongside the French actors. Throughout, the students were drawing on their French knowledge to help them work out what was happening, and students were all relieved to see that the characters managed to work their way out of the room. One year 9 students writes in French about her experience of the play.

La française pièce – « La Salle des Énigmes »

Récemment, certains étudiants ont regardé une pièce de théâtre en français, qui s'appelle « La Salle des Énigmes » de la compagnie de théâtre 'Onatti'.

La pièce était entièrement en français, et il s'agissait de deux personnages, Marie et JérémY, que se trouvaient dans une pièce d'évasion. La pièce était à la fois drôle et éducative – il y avait des chapeaux et autres objets volant dans le public à un moment dans la pièce !

Bien qu'il soit entièrement en français, nous pouvions comprendre l'histoire car les acteurs parlaient lentement, et beaucoup de phrases étaient des phrases que nous connaissions déjà. De plus, la pièce était interactive et deux étudiants ont même eu la chance de monter sur scène.

Dans l'ensemble, la pièce était intéressante et a permis aux élèves d'écouter un français authentique, ce qui a été une expérience utile pour les élèves.

Merci au département de langues pour cette expérience !

Vishalinne, Year 9

Staff Research



The research work amongst staff within the school continues to thrive and teachers have continued to be

What makes feedback: manageable, meaningful and motivating?

To craft teacher feedback that leads to learning, put yourself in the student's shoes.
Brookhart (2007)

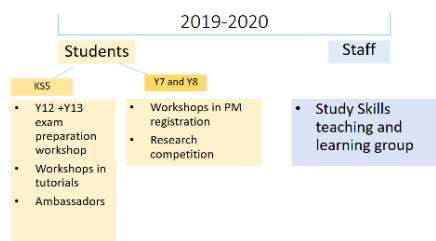
committed to research as a means of developing their practice. Research has varied from looking at effective feedback, best practice on teaching essay-writing skills, research into the use of textbook resources, increasing understanding as to how to help students develop their ideas in product design, the effectiveness of the incorporation of film projects within MFL and the teaching of study skills to A-Level students.



The staff pedagogical library is always being updated and of note recently are books which focus on the understanding of cognitive science and

how this helps us know how we learn. For example, a greater understanding of how memory works can significantly support teachers. Unless something is part of working memory, it will be forgotten – and this has implications for lessons day-to-day but also as teachers help support students with their revision.

Opportunities arise next term to implement some of the findings from research this term as well as continual drawing on existing resources to inform practice.



[Plans for a study skills programme which involves staff and students]

Miss Heath, Research Coordinator

Year 7 International Fiesta

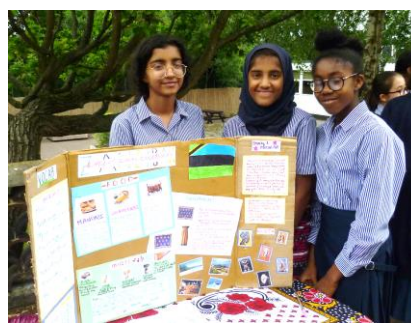


A sunny lunchtime, enthusiastic year 7 students presented cultures and languages to the school community. Visitors to the event came away enriched in their knowledge of other languages and cultures.

Many congratulations and thanks to the participants. We look forward to hosting the International Fiesta 2020.

MFL Department

One participant writes about her experience:



The International Fiesta took place on Monday 15th July 2019. It was a festival of languages and cultures. Many year 7 students and I set up stalls to teach others about one or more

cultures or languages. My friend and I set up a stall that explained Indian and Hungarian culture and we also taught basic phrases in Hindi and Hungary, the official language of India and Hungary. In addition, I also brought in some traditional Indian sweets- Kheer (Rice Pudding). As well as providing Information on the countries and a Basic Phrases in Hindi and Hungarian, I also wore and brought some regional dresses of India, exempli gratia: a Punjabi Patiala Salwar and a South Indian Lehenga. Overall, the entire experience was very experimental and amusing.



Ridhima Pal 7C

Bletchley Park Visit 2019



A group of 50 year 8 students had the opportunity in June to visit Bletchley Park, based in Kent. It is the home of the Codebreakers and a vibrant heritage attraction and museum.

Despite the weather being miserable and murky, we made our way to Bletchley Park. Our journey began by learning the fascinating world of coding. We were taught this by an expert, who taught us many methods of coding used in World War 2. Although, we had been taught about the Morse code in school, we had learnt in much more depth and we also had a go trying to solve some.

We were also given our own booklets filled with interesting problems and codes to solve under a few minutes. We had managed to solve many problems which led us to the final answer about a famous code breaker. The experts had amazed us with their knowledge and a real life code breaking device that was brought out and we were taught about all the features of it and how hard it was to decipher all those messages from the enemy in World War 2.

After the intriguing session with the expert, we wandered around Bletchley Park and were amazed by the numerous green huts. Wondering what these were, we led ourselves inside and saw many rooms leading down a passage. As we entered a room, it was filled with an old typewriter and there were uniforms that were actually used in the days.

Bletchley Park Visit 2019 (cont'd)

After lunch, we had a brilliant tour guide who showed us around Bletchley Park. We were amazed about this great wall filled with famous codebreakers names as well as some whom worked at Bletchley Park.



Luckily, we were able to roam around the main building of Bletchley Park. All the rooms were filled with so much historical information and we were shocked by how hardworking people were back in those days. The tour was amazing leaving us to see the final bit of the tour, which was absolutely jaw dropping.



We were led to a neon room filled with lots of informative tabs and bright lights. There were many activities to join in with. Sadly it was the end of the day, and it was time to come back. Bletchley Park was an amazing experience.

Carine & Nivetha, Year 8
Ms Siddiq, Creative Technologies Department

What Makes a Better Internet?



WHAT WE DID

Recently, we, the digital leaders, took part in the 2019 Childnet Film competition. This year's theme was: 'What makes a better internet?' and as soon as we found out about this, we got right to work. In this article, we will discuss the behind the scenes of making the short film and how we were placed 6th out of over 100 schools in the UK.

Overall we came 6th out of 123 schools and are extremely proud. The level of effort this year was very high, and our take on 'What makes a Better Internet?' will be featured on the childnet website.

RESEARCH

After a lot of researching and brain storming, we decided to make the short film derivative of 'A Christmas Carol', where Trooge, the ghost of tech past, present and future meets a student who complains about the internet. The characters travel back in time to discover how life was very different to now and how we should appreciate the resources and advancements we have made with the creation of the internet. In that, we linked the idea to the theme by discussing how the internet could be better for the future, as shown in the end scenes of the short film.

What Makes a Better Internet? (cont'd)

COLLABORATING

In order to begin making the film, we had to assign different roles for different people so that we could work on all aspects, making the short film as good as possible. There was the research team, the story team, the film team and the editing team. A lot of people worked in multiple teams as some had many useful skills to benefit the rest of the team.

Essentially, our answer to what makes a better internet is gratitude for the past. This is why our filmed was inspired by 'A Christmas Carol.'

FILMING

Students in multiple teams all contributed their own efforts. Some brought in cameras and microphones and many of us shot scenes from different angles to create a professional appearance. Some digital leaders took the role of script writing, collaborating and improving as we went along. Something interesting the script writing team did was adding a comical aspect to the insightful video. We even had extras to add to the realism of our video, and they acted silently in each scene which, we feel, really enhanced the quality. As we were under time constraints we didn't manage to create costumes for the actors to wear so hopefully we resolved this issue through clarity in the script. In addition to this, we also had props which helped to understand each time period and also added to the comedy.

Amina & Miriam, Year 9, Digital Leaders

Creative Technologies: Berlin 2019

Creative Technologies offered their first ever overseas visit to Berlin's key educational Computer Science, Technology and Engineering sites. The tour was designed to support our curriculum plans for Computer Science & Technology students and to enhance hands on learning experiences within the school. Germany is the biggest exporter of technology in Europe and the purpose of this visit was to inspire and educate our students about the history and application of the Creative Technologies subjects. The main places visits were to:

- BMW Motorcycle Plant for a 2 hour guided tour
- German Museum of Technology for interactive learning & hands on experiences
- Game Science Centre, a small, interactive museum run by a team of game developers
- Computer Spiele Museum & the "Computer Games: The Evolution of a Medium" exhibition
- BT Tower

Here are some accounts from the students on the visit:

Day 1: Started off by arriving at school by 4:30am and getting onto the coach to make our way to Stanstead airport. Boarding on the plane, we felt nervous, but that is also the moment when the excitement really kicked in as we knew that the next three days would be full of a new experience.

Once we landed in Berlin, we were accompanied by this hilarious tour guide, he made us feel very welcome in the short time he spent with us. It did not look too different to Britain, but you could most definitely see the difference in terms of lifestyle. It smelt less polluted and there were high numbers of people on bikes and electric scooters which was very refreshing to see.



Creative Technologies: Berlin 2019 (cont'd)

We took the train to Alexandra Platz, it was quite busy but expected as it was one of the main shopping spots in Berlin. Once stopping for lunch, we walked a two minutes distance to the TV Tower. It was so tall and big. Everyone loved it, to get up we had to take a lift once getting to the top we could pretty much see everything. The view was outstanding.

After leaving the TV Tower we went back to the hotel for a well-deserved rest. Once fully rested, we set out again to visit Checkpoint Charlie. Then went for dinner at Potsdamer Platz where we all had dinner at Vapianos. It was so nice to eat and talk with everyone especially people from other forms or year groups. On our walk back to hotel, we visited Brandenburg Gate, one of Berlin's main historical attraction.



Day 2: We woke up bright and early at 7:30 am and got ready for the day ahead of us. We had a nice continental breakfast and received our briefing for the day then we were off on a coach to the BMW motorcycle factory. Once we entered the building we saw so many different models of so many different motorcycles. We then went on a guided tour. The tour guide really opened our eyes to the world of design and manufacturing.

Creative Technologies: Berlin 2019 (cont'd)

After the guided tour we headed to the Alexandra Platz once again for lunch and after having a nice relaxing lunch, we took the coach to the Computer Spiele museum. Once we arrived and entered, I felt like we were entering an entire different world there were so many games and innovations and time flew by so quickly when we were in there and we all bonded so well.



After that we boarded the coach once more time and took it to Potsdamer Platz for dinner.

Anjola, 9F



Day 3: On the third and final day, we spent the day looking around museums. First of all we travelled on foot to the Deutsches Technik museum. It was very interesting. Following this we headed to another museum: Computer Science museum which, although small, had a number of games and simulations free for our use.

On a whole the trip was great fun, where we made new friends. Thank you to Ms Siddiq and Ms Malik for taking us!

Tania & Alice, 9A

Creative Technologies: Berlin 2019 (cont'd)

I found the trip very interesting and exciting. It gave me a chance to travel to a new country with people I didn't know very well and make new friendships. The resources for creative technologies in Berlin were endless. The BMW factory was fascinating. The German donor kebabs are the best meal to eat in Berlin for anyone who wants to go. I would just like to thank Ms Siddiq and Ms Malik for taking us on an unforgettable trip.

Arooba 9E

The trip to Berlin helped me find a new interest in engineering because we went to the BMW plant. I found the different sectors of production and designs to be inspiring. It was also very fascinating to find that most of the intricate components were produced by programmed robots, who worked extremely fast - much faster than any human could.

Rubie, 9C

As a year 12 student, I must admit that these 3 days were the most informative yet exciting experience I have ever had with the subject Computer Science. Due to the Berlin Visit, I was able to explore parts of Computer Science that I never knew existed. For example, we had visited the Game Science Centre consisting of games based on virtual reality which made me realise how Virtual Reality is the next big revelation in Computer Science. Without this trip, I would not have been able to realise how much of an impact Computer Science has in the real world.

Brinda, Y12



My favourite part of the trip was the visit to the BMW factory where we got to see how motorbikes are manufactured. This showcased just how meticulous the company have to be to deliver quality products. I also enjoyed the visit to Checkpoint

Charlie, the former border crossing between East and West Germany during the Cold War. There are still remnants of the time period; parts of the Berlin Wall have been preserved and the American and Soviet flags still fly at the Checkpoint. Overall, our visit to Berlin was really enjoyable. Thank you to the Computer Science Department for organising a wonderful trip.

Deveena, Year 12

Organisers: Ms Hossein, Ms Siddiq, Support Teacher Ms Malik

Facebook Academy

On Monday 8th July, I arrived at Facebook headquarters at Brock Street. I had the amazing opportunity to attend Facebook's work experience academy for the whole week and was very fortunate that Woodford allowed the time off.

The first day began with me arriving half an hour early. The staff greeted me with a friendly smile, however I was still nervous; anticipating what lay before me for the week ahead.

Eventually two other students came and the staff brought us to Facebook's impressive canteen. It was a buffet with a lot of yummy food.

Once, all 20 of us had gathered in the canteen, the head staff, Jordan, told us he would be hosting this week's event. He then took us to the 8th floor which was the Virginia Wolfe room.

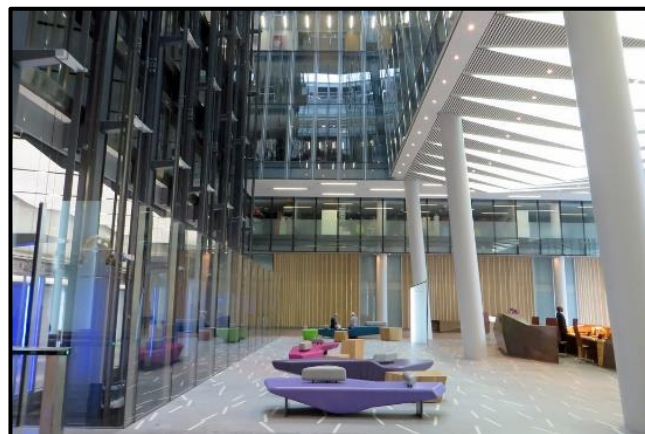
I noticed that all of Facebook's floors have a specific theme. One of the themes were 'Breakfast' the Virginia Wolfe room was on the 'Inspirational Women' room, which we attended for the majority of the week.

Phillippa Hunter, one of Facebook's recruiters introduced us to Facebook. She told us about her story of getting into Facebook and how much she loves her job.

She took a look at our CVs and helped us to improve them. Phillippa gave us valuable tips of what to include and what not to include. Her statistics of recruiters only taking 6 seconds to read a CV, which gave us pause for thought. A lot of her team members also helped us during this session.

Later, that day, we were met by Danielle and Kate from ChildNet about our brief of 'Self Identity Online', and our task to create a module for them in groups.

We were divided up into small groups for this project and had a quick ice-breaker. We started



brainstorming our initial ideas. During the week, we developed these ideas with help of the Staff at Facebook.

The second day was spent at Facebook Blueprint in their Rathbone headquarters. We played on the Oculus VR developed by Facebook. We were taken into a room with a lady called Laura, who began to teach us about advertising with Facebook's marketing tools. She taught us how we could take it to Instagram and explore with other platforms.

For the rest of the week, we talked to people from Facebook's Creative Shop, who helped us refine our creative advertising skills to develop our ideas for the brief from ChildNet.

My team decided to include new ideas whilst still keeping on ChildNet's platform, whereas other groups went on to promote their ideas on Instagram despite the age guidelines.

When Friday approached, Danielle and Kate returned, ready and eager to see our presentations. My team came second, we were all happy with how our advertising skills had grown over that week. We had our graduation lunch, and said our goodbyes to Facebook. It was a very valuable, unforgettable experience!

**Maryam, Year 9
Digital Leader & Champion**

Childnet
**Digital Leaders
Programme**

STEM @WCHS Summer Term 2018-19

BP Ultimate STEM Challenge (Year 7-9 national STEM competition) – National Final

Having entered this popular competition and made the national final, Jia and Simrit of 7B presented their novel solution to a real life problem to a panel of experts at the Science Museum. Their idea, a partially disposable mouthguard which is made to be tailor fitted to its user, was brought from a simple concept into an actual prototype which panellists and other finalists were able to try out at their stand. Accompanied by parents and Miss Zakir of the Science department, Jia and Simrit impressed with their creative problem solving skills, articulacy and maturity in presentation and sheer enthusiasm. Whilst they did not win, it goes without saying they deserve huge congratulations for their fantastic work and for reaching the national final. They were amongst approximately the best ten groups in the country, despite being amongst the youngest. Really well done!



Mr T Le, Teacher of Physics & STEM Co-ordinator



Girls Who Change The World (11-14 national STEM competition for girls)

<https://www.stem.org.uk/girls-who-change-the-world>



On the 8th of May, Aaranya, Marija and I were thrilled to find out that we qualified for the national final of the Girls Who Change the World STEM

competition. The competition was all about how we could use A.I. to make a difference to the world. For our entry, we had to fill out a form on how A.I. could support patients suffering from anorexia, which was then emailed to a panel of judges from IBM, Disney and STEM Learning Ltd.

The next week, Aaranya, Marija, Mr Le and I all attended an Education Day that was held in London. After presenting our idea to the other nine finalist teams, we got to learn about what A.I. really was and how it could help the world. We also worked with two IBM mentors who helped us progress our idea into a prototype. And on top of that, we were filmed by Disney for our accomplishment, which was an extremely enjoyable experience.

After finding out what was needed to win the competition, we all worked hard to finish: an 11 page report, a video, a presentation with a script and a working code for our solution. And so, on the 4th of July, we set off to the finals with Miss Zakir - and even got to see King's College London on the way. After some fun activities revolved around A.I. and STEM, we presented our solution as well as our journey while taking part in the competition to the judges and the film crew. It was quite successful, seeing the judges impressed by our work. In the end, we did not win, but we had such a fun time taking part and were definitely satisfied with what we achieved. We hope to take part in more STEM competitions in the future.

Thank you to Mr Le and Miss Zakir for their help and organisation!

Nasiha, Year 9

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

Last term, WCHS submitted an entry for the above competition, revolving around the creation of a video about any STEM related subject matter. Judges based scoring on: academic content, use of technology, communication and presentation and ambassadorship for learning and science. WCHS' entry, titled "How did WOMEN change SCIENCE?" was created by Nabeeha and Zahra of 10H, linked below:

<https://www.youtube.com/watch?v=ricSa1Xvn9U>

Pleasingly, the competition organisers the University of Sheffield awarded Nabeeha and Zahra's entry **joint 2nd prize**, an incredible accomplishment given the international scale of the competition. The students and the school were awarded a cash prize, which will be put towards further STEM enrichment provision at the school. A huge congratulations to Nabeeha and Zahra!

Further information on the competition, including links to the other winning videos, can be found here:

<https://www.sheffield.ac.uk/rs/ecr/kri/jacobs>



Mr T. Le – Teacher of Physics & STEM Co-ordinator

Year 12 Physics Visit to Geneva

A few weeks ago, I had what I call one of the best weekends I have had in year 12, when I went to Geneva, in Switzerland. The idea was first pitched to me and the other A level students – around 25 of us at the beginning of the year. Despite the fact that Switzerland is the second most expensive country in the world, topped only by Bermuda, which meant that going for two days summed up to a lot, a huge percentage of us were sold. Geneva seemed exciting, for so many reasons – you had people who had the chance to have one of their lifelong dreams fulfilled: going to CERN, the 'heart of matter,' people who loved to travel, and simply people who thought a weekend away would be good for the soul.



The actual trip did not fail to live up to these expectations. We started off very early in the morning, with everyone practically sleeping on top one another, all the way

through to Geneva. But when we got to the airport everyone was far too fascinated to sleep, as we saw a new country, with new people. For me, the most fascinating part of a trip is seeing the people and the place, and how it differs from our own country. As we walked to our hostel, it seemed less modern than London – more traditional, almost like France or Germany. Then when we walked near the lake, the view was stunning; you had modern buildings mixed in with high hills and beautiful countryside, and far to the other side we saw Jet d'Eau, a jet of water about 30 metres high, originally created to aid with technical issues. We had some time, so we walked through and then went to go see the old UN building. It was beautifully historic, and the tour guide told us all about the history of the place. We even saw peacocks there – a gift from one of the countries, and learnt why the UN was actually here – because it was the 'centre of the world' according to our manmade map.

Year 12 Physics Visit to Geneva (cont'd)

While all the exploring of these places was definitely enjoyable, my favourite part of the trip was coming back from the UN and walking near the lake again, where we all sat down. The weather was cooler and it was very peaceful there, and it was one of my favourite parts because it was a sort of bonding experience, where we all sat down together and enjoyed each other's company, sharing our experiences and just taking in the view. There weren't very many of us, which made it a lot easier, and it was similar the next day, when we were walking on our way to the tram station, to get to the highlight of the trip – CERN

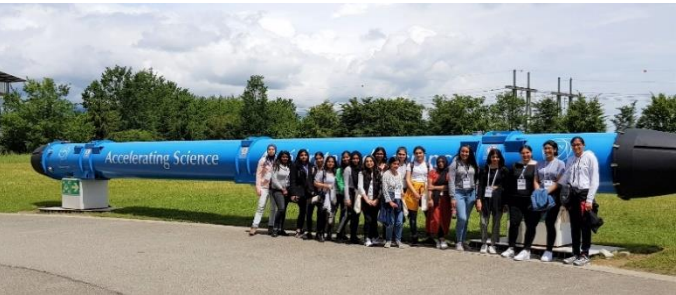


CERN was humongous. There was so much to do there. Personally, one of the most unforgettable moments there was the food we ate – absolutely divine and definitely worth the price! Of course, there was a lot more to it than just food. We had a tour guide who took us through it, and she was able to answer any questions anyone had, as she worked there, and so there were lots of questions asked, and many places seen, even though we couldn't actually go all the way in. No one left there without learning something new, which shows it was a fulfilling trip, on all of our parts, and the best way to learn about something is to actually see it.

Year 12 Physics Visit to Geneva – (cont'd)



Towards the end of our second day, it ended as it began – we were all insanely tired, and then found out our flight was delayed, which actually wasn't too bad – it was late at night so we had the whole airport to ourselves, and we ended the trip sleepy but happy. Geneva was one of those trips which I think I will remember for a very long time – not just for the educational purposes, but because it was our last residential school trip, and the company was unforgettable. You will not find one person who did not enjoy it.



Thank you to Mr Le and Miss Patel for taking us!

Amina, Year 12

Year 7 Visit to Royal Observatory Greenwich



The annual Y7 trip to the Royal Observatory in Greenwich was once again thoroughly enjoyed by all, from the stunning and informative planetarium show to the interactive workshops



and museum exhibits – and of course the gift shop! The planetarium was narrated by one of the amazing astronomers, a final touch to the fantastic show itself. We also took part in two space themed workshops,

run by other astronomers and postgraduate students, another strikingly enjoyable experience, teaching students about one of the few rovers to roam Mars’ surface, Earth’s orbit and the study of meteorites. This year’s trip was kindly organized by the Science Department’s Mr Le and accompanied by several staff, and is greatly appreciated!



Aisha, Year 7



Member of Youth Parliament for Redbridge

On Thursday the 14th of February out of 10 candidates I was voted to become the MYP. The 2019 Redbridge Youth Election, ran from Monday 4 February to Thursday 14 February 2019 and 12,539 young people took part. My name is Amelia Crie and I am currently in year 9. I have been a member of youth council since year 7 and decided I wanted to make a bigger change to the borough I live in, Redbridge. The three manifesto points I pledged were; mental health, period poverty, knife crime, I hope to make a change in the three points I have chosen.

Redbridge Recorder Brief THIS WEEK'S LOCAL NEWS H1



Since becoming an MYP I have been on the BBC news to talk about my opinions on Brexit. I have several articles on the Ilford recorder and “this is local London”. During the spring break I was invited to a 3 day residential at Swindon where I met MYP’S from all over the UK. I was only elected on earlier this year but I have already learnt so many skills including communication. I have decided to share the skills I have learnt and have started a Ted-Ed talk club within school.

I used to believe that my voice wasn’t important, but now I realize that it’s my future and I get to decide what happens in it. I hope to achieve more throughout my role as the MYP of Redbridge this year.



Amelia, Year 9

Salters' Festival of Chemistry



The science competition was held at UCL for year 7 and 8 students. There were teams from 20 other schools. We would be competing against different schools to complete the challenges set and hopefully win prizes. There was the Salter's challenge and the University challenge. Both had a specific time frame in which you had to complete the challenge and/or get you time checked. Each group from each school consisted of 4 members. The team from WCHS was selected by Ms Khan (KS3 Science Coordinator) based on the various skill sets that we could each bring to the team.

The first challenge was The Salters Challenge and we participated in this task to find out which scientist stole an element from the periodic table. Two clues were left from the perpetrator; ink and an unknown powder. We then had to work which given sample matched the ink and powder left. In this challenge we had to split up into two groups of two. One pair tested different unknown powders with multiple solutions to observe any changes. We successfully matched the correct powder to the sample we had been given. The other pair were given different inks to test whether it matched the original sample using chromatography. Then both pairs swapped to check the other's results to check if they were accurate. This task took time management and working as a team to be completed in the given time. It was exciting as a challenge because we got to take part in a forensic investigation, so there was a goal, to find the culprit. It was still difficult, however our combined effort led to us winning second place for the Salters Challenge!

The second activity we did was a practical for the University Challenge that involved the mixing of hydrochloric acid and sodium thiosulfate. We added the two in different measurements and we shook the flask so that they combine. The challenge was that it had to be done in exactly 1 minute without knowing the time. It was only after talking to Ms Khan that we discovered that this was an A level practical!

Salters' Festival of Chemistry (cont'd)

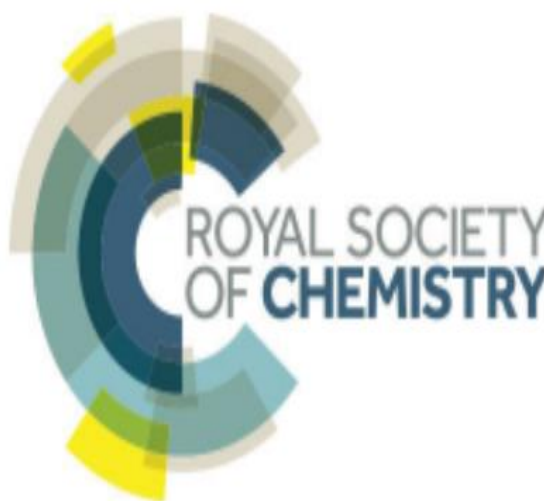
The labs were huge compared to the labs at Woodford. These labs could easily accommodate 100 or more students. Working in these labs gave us the opportunity to work with more elaborate equipment.

The final presentation of the day was a chemical magic demonstration with one of the professors.

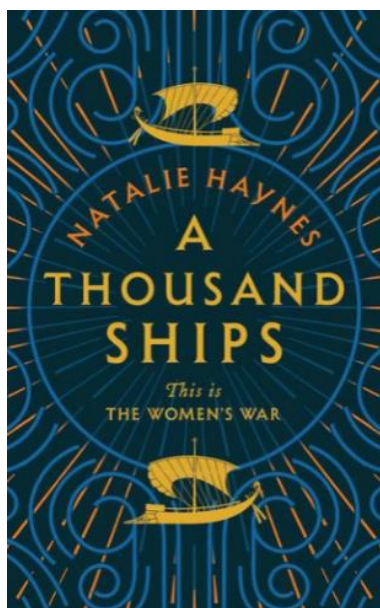
The professor demonstrated new experiments that we have never seen before. We were all in awe of what we were observing. He explained different concepts to do with states of matter, like how dry ice reacted in water and in plastic gloves. In his last demonstration he made a scientific tub of ice cream by mixing liquid nitrogen with an ice cream mixture. As a goodbye treat each school each received a sample of the ice cream.

To conclude, we had a great day were given an amazing and unforgettable experience. We developed our group work skills and learnt to persevere and never give up, even in timed conditions. As we left, we also received a package which had many mini prizes for all competitors and group members. These were pens, mini notepads and more. The second in place prize were moly mods which are now being used by the Chemistry department.

Edith, Year 8



Year 12 Classics Visit to Natalie Haynes Talk



As the school year was drawing to an end, a group of Year 12 Classical Civilisation students visited Kelmscott School in order to listen to Natalie Haynes' views on the Iliad, while also exploring the lack of mention of key female figures of the ancient world in modern works. Her book: 'A Thousand Ships' delves into the significance of women such as Penthesilea, an Amazon queen and warrior, and Helen of Troy, the Queen of Sparta. As

mentioned during the talk, these women perhaps deserve less scrutiny than they have faced and maybe even given more credit, particularly from modern readers. For instance, Helen is often blamed greatly for the cause of the decade long Trojan War due to her abduction by Paris, a Trojan prince. An argument that this was not the case is demonstrated by Natalie's mention of Euripides' Helen, where Paris steals merely a phantom image of Helen rather than the real Helen who was in Egypt.

Attending this talk has no doubt allowed those in attendance to think critically about those whose lives are perhaps not at the forefront of ancient Greek literature and also to listen to the effects of war on the underrepresented, in this case being women.

'A Thousand Ships' by Natalie Haynes is now available in the School Library



Jyothika, Year 12

Sporting Success – Basketball



On the 20th June 2019, Tunmise Year 10 here at WCHS, was selected to represent England's under 15 basketball team. The team had 5 games in 3 days and Tunmise said 'It was an opportunity of a lifetime!' On 21st June, Tunmise and her team mates woke up early to have a fuelling breakfast and by



1:30pm, they were out on court ready to play Denmark. The game started off tight but Tunmise and her team mates were able to pull it out the bag with a final score of England 56 – Denmark 43. Tunmise was the highest point scorer in this game with an incredible 32 points.

With not too long to relax after the game, the under 15 girls were ready to play their second match against Iceland by 7pm. unfortunately they lost by 5 points but the team held their heads high.

The next day, the team took on Berlin and won with an impressive score of 67:43. From here they



made it into the semi-finals – which was the furthest the England under 15's team had ever got in this competition. The faced Hungary in the semi-final and although they displayed incredible athleticism and teamwork they lost by 15 points. The team's final match was against Denmark and they were playing for 3rd place. Determined to win for their country and they gave it everything they had got. It was a tight march, neck to neck and tensions ran high. England won the game 66:64, scoring the winning points with 30 seconds to go. England came 3rd and it is the furthest the Under 15's team have ever come. Well done to Tunmise and all the team.

Ms H Baillie, PE Department

Bronze D of E Expedition, 13th-14th July

Fifty-five Year 10 students embarked upon the Expedition section of their Duke of Edinburgh Award this term, with a training weekend at school in the Easter holidays and an assessed expedition weekend in Essex in July. Unfortunately, the coach company that the company running the expedition had booked let them down and another coach had to be booked last minute. The girls were very patient while they waited and kept each other in good spirits. The expedition company sent them some pizza as a gesture of goodwill.



Once they finally arrived at the campsite in Skreen's Park, the girls navigated a circular route through the countryside. Some groups walked a lot further than others, depending on the extent to which they got lost!



Bronze D of E Expedition, 13th-14th July (cont'd)



Having put tents up, the groups set about cooking on Trangia stoves. The evening meal was a highlight for many, which is not surprising when they chose to make dishes such as delicious-looking curries and some even a three course meal. Everyone had plenty to eat and had lots of snacks left over at the end of the expedition. They didn't pack light!



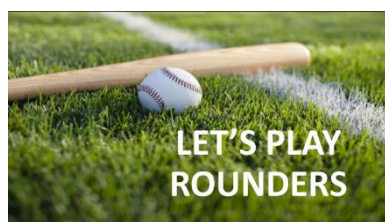
We all woke up early on Sunday morning to the sound of rain falling steadily on to the tops of our tents. Undeterred, the girls had their breakfast, packed up their tents and set off. The groups walked their planned routes, all but one arriving at the last checkpoint on time.



Some learnt a lot about themselves, a few learnt that they are more resilient than they thought, and one or two just never want to see a field of wheat ever again! They left with aches, pains and blisters but lots of memories. Well done girls.

Ms Rickard & Ms Malik, Mathematics Department

Interform Rounders 2019



Once again this year the Rounders Interform was a great success, with the weather definitely on our side. Year 7 – 11 all had a competition this year and over 350 students taking part. Games were fiercely competitive and played with good sportsmanship. All students involved played fantastically and represented their houses/forms with pride. A big well done and thank you to all those involved.

The results are as follows:

Year Group	Winners
7	1 st : D 2 nd : C 3 rd : F 4 th : B 5 th : A&E
8	1 st : D 2 nd : A 3 rd : C 4 th : F 5 th : B 6 th : E
9	1 st : F 2 nd : B 3 rd : E 4 th : A 5 th : D 6 th : C
10	1 st : Warner 2 nd : Repton 3 rd : Newton 4 th : Highams
11	1 st : Warner 2 nd : Highams 3 rd : Repton & Newton

Redbridge Pride 2019



On Friday the 5th of July 2019, the Pride Youth Ambassadors visited the Redbridge Drama Centre for a Pride event, with a selection of students from every school in the borough attending.

The day started with us entering the centre, where we saw the whole building decorated immensely in rainbows. From a rainbow balloon arch, to LGBTQ+ flags hanging from every chandelier, the day got off to a great start. The first workshop we attended was held by a drag queen called Meghan Reign. They performed a show for us, and then taught us about the history of LGBTQ+ rights – specifically the Stonewall Riots. This was one of the highlights of the day, especially since they were only 17 years old and went to Woodbridge.

The next workshop was held by two men, who discussed and helped us identify what changes we would want to make for the community to feel safer. The second workshop was about assumptions surrounding people of the LGBTQ+ community, and how we can stop people believing assumptions and stereotypes. The last workshop was centred on diversity, and the problems that people of the community face. A highlight of this was the personal stories told by two transgender women. It was quite eye-opening to hear about the struggles people face, especially transgender people, and the personal stories were very touching.

The whole group had a lot of fun that day. The atmosphere in the room was phenomenal, and it was a good learning experience for everyone. Overall, the day was very enjoyable, and we all look forward to making a difference as ambassadors next year!

Ms Baillie, PE Teacher & KS3 Co-ordinator

Geography Department Summer 2019



It has been another busy term for the geography department with both Year 7 and Year 8 students out completing fieldwork including land use mapping, environmental quality surveys, questionnaires and different physical geography techniques to investigate the process of 'longshore drift'. For many, many years we have made our way to Rochester and Herne Bay during the summer term - hoping for sunny days to help make the visits even more enjoyable. The photos here show some of our Year 8 students on the beach in Herne Bay and you can see that we were really blessed with wonderful weather. Rochester too was a great day for our Year 7s and, as well as their investigation into the impact of tourism, they were also able to enhance their history and religious studies learning with their visits to the Castle and Cathedral.

Once again I would like to thank all parents and guardians for supporting the geography department in our efforts to provide students with these 'out of the classroom' learning experiences. All 3 teachers work hard to offer, every year, our students so many primary fieldwork opportunities including **all** 540 girls in Years 7 to 9. These experiences are invaluable in that they help to develop important teamwork and leadership skills and, of course, a range of primary data collection skills – the latter of which is a key focus of both GCSE and A Level Specifications.

Geography Department Summer 2019 (cont'd)



Finally, I would like to thank Mr J Widdowson for all his hard work over the last 3 years. A large number of Woodford students will have been taught geography by him in Year 7, 8 or 9 and will agree that he is passionate about geography and full of knowledge about the world around us! Mr Widdowson is leaving school teaching to pursue his interests in fieldwork education and writing. We wish him the best of luck and offer him our best wishes.

Enjoy the summer break!
Mr Saxton, Head of Geography



Colchester Zoo

On Monday 24th June, 10R and 10W went to Colchester Zoo as part of our learning of Ecology. We made our way to the zoo at roughly 8.30 a.m. and arrived there at around 9.45 a.m. Our first task was to look for some of the endangered animals that were kept at the zoo. One particularly memorable animal was the orangutan. Orangutans are extremely endangered in the wild. The main reason is that their rainforest home is being cut down to make way for palm oil plantations, which is a very useful product used in many commercial items. This is causing severe habitat loss, which is causing the dramatic depletion in orangutan numbers.

The Amur leopard is also a critically endangered animal,



with an estimated 35 individuals left in the wild. While studying some of these animals, my group decided to take the 'train' which was giving a tour of the zoo. We got to see the lemurs, which were roaming free, and we were able to stroke them. The red panda was incredibly adorable and the same could be said about the sun bears, who are the smallest of the eight bear species. It was fascinating to walk around and learn new things about animals, such as the fact that armadillos are nocturnal. A lot of students also took the opportunity to feed both the elephants and the giraffes in the 'Africa' section of the zoo.

We were then given a talk, which focused on a variety of issues surrounding endangered species, what people can do to help species from going extinct and how to make these animals' environments safe habitats.

Colchester Zoo (cont'd)



Many animals are endangered and threatened with extinction. In the session, we learnt about the major threats facing endangered animals: habitat loss, overuse, pollution, and invasive species and poaching. This can be a real problem, as if one species is removed it can affect the whole community of animals; this is called interdependence. As the talk was based around endangered species and some of the reasons as to why they are endangered, we were given the chance to see real animal artefacts up close, such as elephant tusks and real animal fur coats that had been confiscated from poachers and people looking to sell them by the police. It was very enlightening to learn some of the shocking facts about endangered species, such as the fact that coral reef is one of the most important parts to the functioning of marine habitat and how it is slowly deteriorating.

It was a fascinating talk, yet it was also quite saddening. The session was ended with positive actions we could take to help endangered



animals, with a specific focus on what the zoo has done to help breed the animals and ensure their species don't die out. The talk was very informative in regards to captivity and the stigma surrounding it as they explained how slow the process was of getting animals from captivity back into the wild. It was also interesting to learn about sustainable use of palm oil by companies and how to look for seals that affirm sustainable use of their products.

Noor & Bushra, Year 10

Year 8 Computer Studies: 'Apps for Good' Competition



In Computer Studies during the spring term, Year 8 students engaged with a national competition project called 'Apps for Good'. This highly regarded competition required students to work in small teams to develop ideas for a new mobile phone app.

One team, 'Ovary Acting', were successful in reaching the national finals, which led them to attend an awards ceremony in central London, during which they presented their designs to professionals in the banking and technology sector in a Dragon's Den style pitch.



The day involved spending the morning at the prestigious offices of The Bank of New York Mellon, on the 49th floor of Canary Wharf; followed by the awards ceremony at the 'cool' 'Apps for Good' offices in Shoreditch.

The team's app idea, aimed at addressing period poverty and helping young girls all over the world to become more informed about their periods, is a topic which has attracted some media coverage recently, and certainly caught the eye of the dragons, as team 'Ovary Acting' were announced overall winner of their category.



A special thank you to Miss Siddiq and Miss Hossain, for setting up the project and providing valued support along the way; and well done to the rising stars: Carys; Kueene; Qaisara and Hannah of 8E; you did Woodford County proud girls!

Mr Baines, Creative Technologies Department

'Apps for Good' Competition Student Perspective (con't)

In March, as part of our computing lessons, the whole of year eight designed an app idea to solve a world problem. Our group decided to continue this project outside of lessons, by entering the



Apps For Good Competition. The Apps For Good Competition is a national competition that asks children and young adults to come up with problem solving apps. All of the different age categories each have their own competition. We began the day by going to the Bank of New York Mellon (BNY Mellon) to prepare our pitches, meet our competitors and gain experience of a workplace. We all took turns to present our pitches to volunteers experienced in the tech industry and receive feedback. We also had a tour across the 49th floor of the building and had a very nice meal kindly provided by BNY Mellon. Then we travelled with the fellow competitors to the Apps For Good Competition Venue, where we were able to enjoy ourselves before our pitch. We took this moment to attempt to play table tennis.

We then watched the other teams pitch before presenting our own pitch to the Dragons. We went through a nerve-wracking presentation before being asked questions. After we presented we went to have dinner, along with the other competitors. Finally, we ended the day with a market style experience. Here we had to set up a stall, and pitch our ideas to others, in the hope of gaining more votes for the People's Choice Awards. This lasted for almost three hours, in anticipation for the results to be announced. The awards started off quite uneventful with volunteers on stage giving their feedback on how the day went. Even though, we did not win the People's Choice Awards, the support we got from people during the market style pitch was very encouraging. Then we received the results from our judges. To our surprise, we won the Rising Stars Category and we came home happy and contented.

As a final note, we would like to hugely thank Mr. Baines and Ms. Siddiq, our computer science teachers, who supported us through this entire project. We couldn't have done it without them.

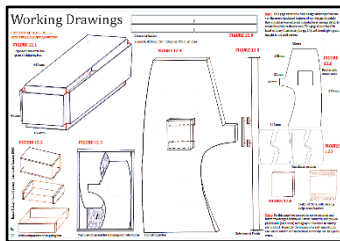
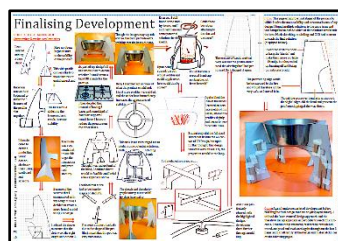
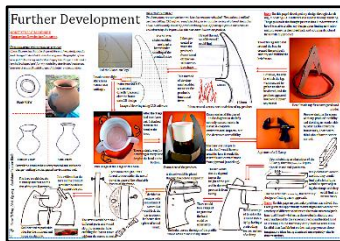
Qaisara, Carys, Hannah & Kueene, Year 8

Arkwright Engineering Scholarship



Congratulations to 11R student **Tiffany Aduk-Ogweng**, on being awarded a prestigious engineering scholarship by The Arkwright Trust.

Tiffany's project work for her GCSE in Design & Technology underpinned her application, and played a key part in her success by allowing her to demonstrate the key requisite skills of problem finding and creative problem solving, that all engineers need.



Drawings from Tiffany's D&T GCSE portfolio, illustrating her design for a product to help young people in developing countries to cook safely over an open fire.

We need more engineers.

The work of engineers impacts our daily lives in innumerable ways and **The Arkwright Trust** help to identify, inspire and nurture future leaders in engineering, computing and technical design.

Analysis by the Royal Academy of Engineering suggests that the UK needs more than a million new engineers by 2020. Engineers are the people who can create practical solutions to the challenges we face in the 21st century. The study of Design & Technology is a stepping-stone into the creative sectors of architecture, engineering, and design. If you are interested in studying Design & Technology at GCSE level, please contact Mr Baines.

Mr Baines - Creative Technologies Department

Race for the Line Rocket Cars. Regional Finals at RAF Duxford.



In the spring term, Woodford County once again participated in the national STEM 'Race for the Line' project, in which year seven students experienced and enjoyed the link between Science, Maths, Engineering, Design and Technology; and put their learning into practice by designing, making and racing their own mini rocket cars.



Woodford County once again reached the Regional finals and took a team of rocketeers to RAF Duxford on Tuesday 2nd April, to compete against other schools.

After building a new race vehicle, the team watched in anticipation, as excitement mixed with explosions of rocket propulsion, exhaust smoke, and whizzing speed, as each vehicle raced for the line! Regrettably, we didn't win; but we are building solid



experience with this project now and we'll hopefully be back next year for another go! The day included an opportunity to look round the impressive RAF Duxford air museum, which includes a fantastic display of flying machines.

Congratulations to the fab four 7D vehicle rocketeers Nyla; Shaira; Keerthana and Kayla. Also a big thank you to Miss Ford and Mr Le, for managing and delivering the project and organising the local race day in school.

Mr Baines, Creative Technologies Department



The Fab Four Vehicle Rocketeers, making and racing, with the help of the RAF.

A Level Biology Enrichment

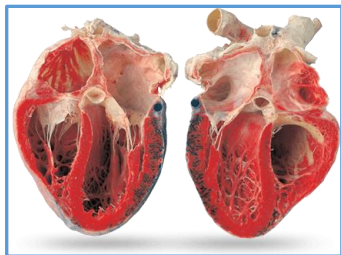
BODY WORLDS

Yr12 A Level Biology pupils had the opportunity to attend the Body Worlds exhibition in London on Monday 1st July. The primary goal of the exhibition creators, Dr. Angelina Whalley and Dr. Gunther von Hagens, is preventive healthcare. The Body Worlds exhibition contains real human specimens, including a series of fascinating whole-body plastinates as well as individual organs, organ configurations, blood vessels and transparent body slices.



It provides wide-ranging insight into the anatomy and physiology of the human body. Due to the sensitive nature of the exhibition photos were not allowed. Here are some comments and thoughts from the pupils who attended the visit:

"I loved being able to look at the bodies as a whole to see how all the systems interacted with each other"



"It was an experience that taught me so much about human life. "

"I could see every detail on the artefacts and was amazed by the impact some diseases have internally in our bodies even though everything seems normal on the outside."

"The plasticised bodies dotted around the exhibition made me really value the intricacy and mechanisms of the body."

"I was fascinated to see the stages of childbirth and real embryos."

Ms Sehmi, Biology Department

Year 10 Classics trip to The British Museum

On the 1st of July we visited the British Museum to expand our knowledge of ancient Greece and Rome in preparation for our GCSE's. We took a tube to Holborn and were lucky enough to walk through a pleasant and sunny London to reach the British museum.



Upon arrival we were split into groups and then taken on a guided tour by our teacher Mr McClelland. During this tour we visited numerous artefacts dating from Ancient Greece in the 5th century and the time of the Roman Empire. These included extensive depictions of famous myths such as the disturbing tale of Achilles and



Penthesilea, but also artwork that revealed the conditions in the ancient world for women. We were also fortunate to be able to see the friezes from the Parthenon in Athens, which illustrated scenes from the Great Panathenaic procession, held in honour of Athena, the patron goddess of Athens. Moreover, we were given the chance to present talks about certain artefacts, which we ourselves were interested in, thus providing us with an opportunity to further our own knowledge. Afterwards, we explored the British museum in our groups, taking many pictures of everything from statues to *kraters* and friezes. This allowed us to gain valuable insight into many classical sources, some of which we could apply to our essays. Overall it was a very enjoyable and informative trip.

Lily, Year 10

A Year in French

What we did in French this year

In French lessons, recently, we have been studying French poetry and literature. We have learnt about the life of Guillaume Apollinaire and his poetry with calligrams. We have also studied poems by Paul Verlaine and Jacques Prévert. Recently, we have been working on a play script for Cinderella and modernized it. For example, in some plays, Cinderella had been a victim of a forced marriage and she rebelled against it. We will be performing the play in the Greek theatre on Thursday the 19th of July. As a student who already enjoys French, this was my favourite part of the year. Creating the play script with my group was fun and enjoyable and we decided to turn Cinderella into a boy; and thus Cinderelliot was born. Our intention was to make our play inclusive and to represent different people from various backgrounds, for example, some of the characters were LGBTQ+.

Ce que nous avons fait en français, cette année:

« En cours de français, nous avons récemment étudié la poésie et la littérature françaises. Nous avons appris la vie de Guillaume Apollinaire et sa poésie avec des calligrammes. Nous avons également étudié des poèmes de Paul Verlaine et Jacques Prévert. Récemment, nous avons travaillé sur un scénario pour Cendrillon et l'avons modernisé. Par exemple, dans certaines pièces, Cendrillon a été victime d'un mariage forcé et elle s'est rebellée contre cela. Nous jouerons la pièce dans le théâtre grec le jeudi 19 juillet. En tant qu'élève qui aime déjà le français, c'était ma partie préférée de l'année. Créer le script avec mon groupe était amusant et agréable nous avons décidé de transformer Cendrillon en garçon; C'est ainsi que Cinderelliot est né. Notre intention était de rendre notre pièce de théâtre inclusive et de représenter différentes personnes venant de milieux divers, par exemple, certains des personnages étaient des personnes LGBTQ +. »

Fathema, Year 8

Haven House Enterprise Project



Haven House Children's Hospice is the charity organisation and provides care to life-limited children and their families at no cost to them. In association with Galliard Homes, Haven House initiated a pilot event of School Enterprise Project. Woodford County was one of the six schools. We were given £50 seed capital to invest and reinvest in various business ventures to raise money within 11 weeks. The team managed to raise £820. The team was excellent mix of 2 year 12s (Amna and Areebah), 4 year 9s (Priya, Mia, Ana and Mahrosh) and 2 year 7s (Ridhima and Lilla).

We attended Award evening at Redbridge Drama Centre organised by Haven House. Our school team was awarded

1. Best Presentation award
2. Most innovative Business Idea
3. Mentor's award to Amna Shariff

It was well appreciated that how our girls found their ways to make profit by making sure not to overlap with Charity Weeks (Other schools were able to run for all 11 weeks where as our team had 5 weeks available excluding Charity weeks).

Special thanks to year 7 girls that even though they were not part of official team of 6, they were great support to team and attended all meetings and events.

Ridhima was invited to give a speech and she was brilliant.

We have 2 trophies for school and one for Amna.

Ms Patel, Head of Economics & Careers Co-ordinator

Music Extra-Curricular

The majority of instrumental groups have been working hard over the term in preparation for the Summer Showcase event. The evening saw performances from Year 10 ensembles in addition to the regular appearance of the orchestra, junior band, string quartet, big band, brass ensemble and many other smaller groups of musicians. Auditions this year were extremely competitive so well done to all those managing to get a slot – there will be plenty of opportunities for others to perform in the new academic year.



Cubase Club

In addition, the brand new 'Cubase Club' has arrived at Woodford and is mostly student-led by Ritthigaa. It has proven popular with students interested in knowing more about music technology and production and in recognition of Ritthigaa's 10W, efforts, she has been awarded with a license to the Cubase software at home from the company.



The Music Man

An elite band of musicians were formed to provide the accompanying instrumental music to this year's Summer Production, "The Music Man". The music has proved to be very challenging and the girls have worked tirelessly and committed themselves to many long rehearsals to achieve a very high standard of musicianship. We hope the show was enjoyed by all and look forward to next year's fresh production choice!



Mr Ashman- Jones, Head of Music.

Newquest's Young Reporter Scheme

On the 27th June, I headed down to Newsquest's office in Quadrant House, Sutton to celebrate the completion of another successful year of the Young Reporter scheme.

Diana Jarvis, the journalist who co-ordinates the scheme, started the programme in 2008 to give students from across



Figure 1 Regent's Canal, London: photo entry for the photography category of the competition

London the opportunity to gain valuable insight into journalism.

Lasting from September 2018 to April 2019, the scheme required participants to write one article every month about news in the local area.

The scheme gave me a rare occasion to exhibit my own articles on Newquest's own news platform with access to a real audience, as well as helping to improve my writing skills.

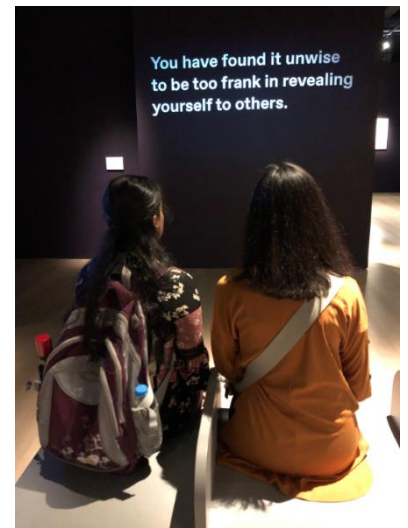
The yearly competition awards prizes to students in the following categories: breaking news, event, feature, interview and photography. There are also two awards for the top two reporters in each age category, and an Extra Mile award. At the award ceremony I received a certificate and a *Waterstones* gift card for being a winner in the photography category.

The scheme is an extremely rewarding programme which provides participants with skills which span beyond just the field of journalism, and will, needless to say, prove to be useful later in life, in both education and work.

Nazifa, Year 12

Wellcome Collection Visit

What can magic and conjuring tell us about the human mind? This is the question posed by *Smoke & Mirrors*, the exhibition that year 12 Psychology students are going to visit in late July. Exploring how our biases affect what we see and whether our senses can be hacked, the exhibition lays bare the methods that magicians have used to entertain audiences for hundreds of years. Human beings are easy to deceive by sleights of hand designed to distract their attention and contraptions built to confound their superficial assessment of a situation. Students of psychology are sensitive to the ethical dilemmas posed by the ease with which it is possible to deceive human subjects in the context of psychological research. Their teacher hopes the Wellcome visit will prove to be a discussion starter on the extent to which is permissible to manipulate the minds of hapless members of the public so as to entertain others.



Ms Liebeskind, Head of Psychology

Step Up to the Plate' CBBC TV Competition

Over the past few weeks, I had the incredible opportunity to take part in another CBBC TV show called 'Step Up to the Plate'. This show was completely different to the other show I took part in, as this time, it was a cooking competition. It was presented by Allegra McEvedy - most commonly known for presenting 'Junior bake-off' and owner of Leon restaurants. In addition, it was also co-presented by Fred Sirieix - most commonly known as a presenter for many shows including 'First Dates' and 'Million Pound Menu'.



I have always loved to cook and bake and the show gave me an opportunity to explore the career path of a chef and what it's like to work in a restaurant. I had never thought of pursuing cooking and baking as a career before the show, but Step up to the plate gave me a completely new perspective

Prior to the show, we had to prepare a lot of different things. For example, we had to create multiple menus from a certain set ingredients - a larder list. I also had to explore and find what equipment I could use. This all proved to be a lot harder than I anticipated because I frequently needed ingredients which I simply could not have. I really wanted to create something incredible. Both Ms. Athman and Ms. Rhodes helped me an incredible amount the entire way. By, helping me generate ideas, letting me borrow a lot of cookbooks, telling me when my ideas are a bit too crazy, giving me a lot of confidence to do my best and finally letting me take 'a few' minutes from their lunch time.



Step Up to the Plate' CBBC TV Competition (cont'd)

However, the show did bring a bit of stress. The hardest part was having to cook a difficult dish within 30 minutes to professional food critics. The hardest people to please when I cook, are my family - so cooking for food critics was...interesting.



My favourite part of doing the show was working in the professional kitchen and working with other chefs. I got to learn so much although it was very difficult. I also learnt so many skills which I didn't know before which I can maybe bring to my Food & Nutrition lessons next year.



I also got to do this with one of my friends, Amina, which made the experience a lot more enjoyable because we both got to talk about it together and share an incredible experience.

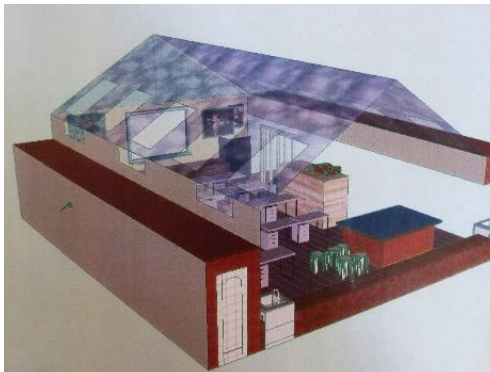


This opportunity took me to some amazing places cooking alongside some amazing chefs- including India's Finest Vivek Singh in his restaurant Cinnamon Kitchen. Also meeting some absolutely incredible people such as: Jordan Banjo, Perri Kiely, Angelica Bell, Millie Innes and the cast of the dumping ground.

I thoroughly enjoyed taking part in the show and would love to continue to do things like this. Now I definitely would consider being a chef as a career as I know quite a bit about it. 'Step up to the plate' airs this summer on CBBC.

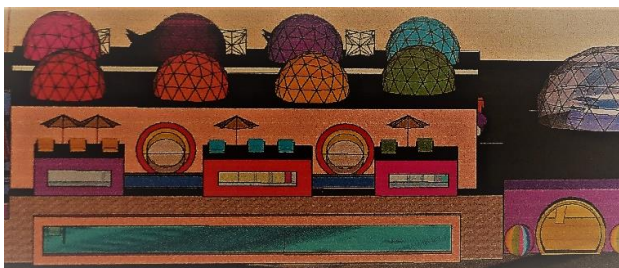
Pearl, Year 9

Article published for the Royal Institute British of Architecture (RIBA) website



In 2016 Woodford County High School's year 10 GCSE Art cohort collaborated with RIBA to redesign the art block in the most idealistic situation, with no money constraints! In partnership with Clear Architects, a Loughton based RIBA accredited practice, we initially met and presented the history of the art block, an old swimming pool in the old times! We discussed how the art rooms could be improved, and after voicing our strong views about the art block, ideas started to flow about how our creative space could be transformed to suit our needs. The Architects came to our school again to demonstrate on how to use 3D Sketch Up software, expressing our reasons for our choices in design.

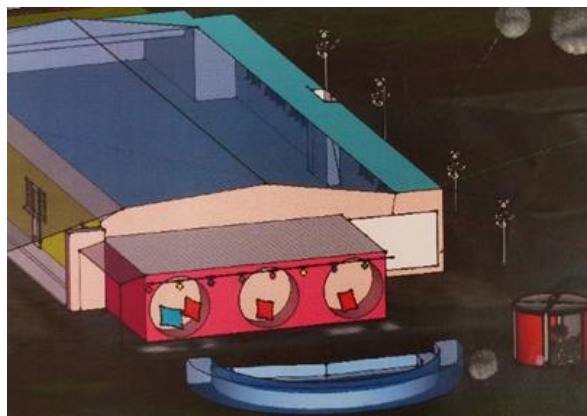
As a cohort we believed that our art block is dwarfed by the surrounding physical education and humanities



departments and so deemed insignificant in comparison to the grade listed school radiating with historical character. One student went so far to claim the art block was a neglected space! We aired our frustrations and converted our concerns into outdoor and indoor solutions by designing extended glass rooves, creating greener spaces, raising the roof and even transforming the space into a brighter, fun building; like Frida Kahlo's house and Julian Opie's artwork, via computer generated software.

Article published for the Royal Institute British of Architecture (RIBA) website (con't)

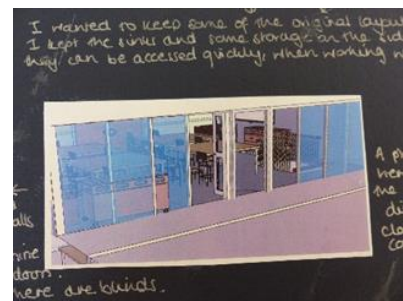
In 2018, Amber, Amaara and I, the Clear-RIBA ambassadors for the A-level art department carried the legacy forward and presented our architectural designs, the building strengths and weaknesses and plans to the school head teacher, deputy and the finance coordinator with the support of the Head of Art.



We talked, driven by our passion for the art block, understanding of the Visual arts and about the history of our school to present our thoughts on how the block can be renovated whilst withholding its historical charm.

It has been a fantastic opportunity to be able to communicate with a local architectural practice, allowing the three of us, all aspiring to study Architecture to understand the field

further by developing our 3D software skills, linked to CAD imaging. We hope to receive feedback from the collaboration resulting in possible outcomes that will support our learning and change the environment we so regularly inhabit.



Amaara, Amber, Anu – Year 12



Summer Showcase 2019

Thank you to all parents, friends of the school, family and staff who helped and came to celebrate the talent of our students involved in the showcase 2019. The evening was an incredible success, displaying the vibrancy of a wide range of music performances, outstanding Art and Technology work without forgetting the exquisite refreshments from the PTA. The curators rose to the challenge of putting together the different events to make it a most enjoyable memorable evening.



Inter-form Mathletics 2019

This was the first year the Mathematics department held the 'Inter-form Mathletics' competition. The forms in each year group had to compete with one another in three mathematically challenging rounds. Congratulations to all forms that had taken part, we hope you will take part again next year.

Here are some images of the winning form from each year group. Well done.



10N winners: Madhura, Zoe, Athavi, and Dinoja



9E winners: Elizebath, Thirushani, Jahura and Himsali



Inter-form Mathletics 2019 (con't)



8E winners: Fatima, Qaisara, Jolene and Ananthinie.



7D winners: Shaira, Brianne, Zara, and Lydia

Ms. S. Siddique, Maths Department

The Music Man

Woodford's 37th Summer Production brought us a revival of Meredith Willson's 1957 Broadway musical. At curtain rise, the audience found itself arriving in River City, Iowa, jolted about in the company of a train carriage full of garrulous travelling salesmen. Talking shop to the rhythm of the train on its tracks, they launched our 2019 show at a cracking pace: bemoaning the era of credit, the demise of the cracker barrel and the emergence of the modern departmentalised grocery store. This first number deftly establishes both the commercial drivers of the piece and the vulnerability of the salesman; always on the move, pedalling materialism for a living and dependent on a deft mind and a lightening quick tongue. A precarious existence. Your present reviewer was perhaps not the only audience member to watch their antics with a response tempered by echoes of Miller's "Death of a Salesman" (1949) and the dreadful exhaustion of the burnt-out Willy Loman.

A particular concern of these present salesmen is the reputational damage caused by one Harold Hill, 'The Music Man', who sells instruments and uniforms and the promise of wholesome, patriotic marching bands. Disembarking incognito from the carriage, Hill (Noor Yr 10, in confident form and good voice) sets to work on the good folk of River City, pedalling fears that the arrival of a pool table heralds the dissolution of the town's youth, and selling an impressionable crowd an alternative vision of seventy-six trombones catching the morning sun.

As counterpoint to the machinations of this musical imposter, the scene shifts to the domesticity of a piano lesson in the home of local librarian and music teacher. The synchronicity of actor and orchestra which impressed throughout this production was neatly epitomised in her correction (on a stringless piano) of her pupil's playing. Her mother (Meerab Yr 10, with Irish accent) is readily taken in by Hill's easy flattery but it is his kindness to Marian's troubled brother (Nyla Yr 7) that has Marian delay revelation of the fraud she was soon to spot.



Harold

The Music Man (con't)

Thus it is that Marian's quiet optimism about human nature becomes the catalyst of Hill's unlikely redemption. Mathura Yr 10 was compelling in her role, at no point more so than when singing (*Lida Rose & Will I ever Tell You*) in counter point to the eloquent harmonies of the wonderful Quartet (Thisali Yr10, Luckshika Yr10, Praise Yr10 and Mia Yr9).



Marian



School Board

Small town America is wittily brought to life in this musical in the repetition of Willson's 'patter' songs. The town's gossips and the attitudes they struck were a delight (*Pick-a-Little, Talk-a-Little*) as was the foot-tapping Shipooopi number. Further comedy came through the ludicrously expressed social aspiration of the Mayor's Wife (Zahra Yr12) and the ponderous reactions of her self-interested husband. (Impeccable timing by Mindy Yr13: "Just a minute, I don't have a son!")



Mayor Shin



Eulalie



Tommy

The Music Man (cont'd)



Eulalie ladies

"The Music Man" is on many levels a demanding choice for a school production. Beautifully realised sets (Mrs W Taylor) have to be supplemented by a train in motion and the much anticipated arrival of the horse drawn Wells Fargo Wagon. Costumes (Mrs G Pearce) add greatly to the characterisation both of individuals and of groups in this close-knit Ohio community.



Marcellus



Constable

Ultimately, however, it's the complexity and pace of the music in this show that sets the bar high. While not quite boasting the full complement of a Harold Hill band, the orchestra, conducted by Mr Andrew Ashman-Jones, was impressive both in its composition and its accomplishment.



Mrs Paroo



Amaryllis

The Music Man (cont'd)

The Music Man was no small undertaking and we are indebted to the team of staff, former staff and pupils, led by Miss Hall and Miss Chapman. An audience member who put pen to paper to laud the show and the efforts of everyone involved, summed it up well.



Winthrop



Zaneeta



Charlie

"I feel compelled to write to commend everyone involved in the truly magnificent show you put on. Not only was it impressive in its professionalism ... but it was also an outstanding example of a real learning experience for all the girls at your school. What impressed me most was the inclusion aspect – of the production being open to pupils of all ages."

Ms Jo Pomeroy
Headteacher



The Redbridge Book Awards at Woodford!



On the 28th of June I got to participate in the Redbridge Book Awards- but in our school library instead of Ilford Town Hall!

Most of us were either in Year 8 or 9 and the first activity we did was take the quiz. We were in two teams and it was Year 8 pitted against Year 9, with the host of Redbridge Book Awards, Nina Simon reading out the questions (she was very nice).

There were moments in the quiz where one of us actually knew the answer to a question, but more often than not we ended up getting the answers blatantly and ridiculously *wrong*. It made for a lot of laughs when our teams marked each other's answers! In the end, the Year 9s lost by one point.



After the quiz, Ms Simon announced the winners of the creative writing competitions, and quite a few Woodford girls were winners! The winning novels were also announced, *Me Mam. Me Dad. Me* by Malcolm Duffy won the Teen section *The Boy at the Back of the Class* by Onjali J Rauf won the Children's section. It was a very fun, jam-packed lunch hour and all of us found something to enjoy in it, especially the cookies!

Congratulations to our competition winners:

Junior Poetry **3rd Place to Lottie**, Year 7.

Teen Poetry **2nd Place to Sofia**, Year 11 & **Winner Hana**, Year 9.

Short Story Junior **3rd Place to Sabriyah**, Year 7 and **Winner Madeline**, Year 7.

Short Story Teen **2nd Place to Elsa**, Year 10 and **Winner Aysha**, Year 8.

"It was an honour to be part of such an event. We definitely enjoyed ourselves thoroughly and we will come back next year (if we're invited) hopefully. The quiz was fun and very competitive – although it was annoying that the Year 8's beat us!" Phabishana, Shasmitha & Srideeksha, Year 9.

Aysha, Year 8

Video Conferencing

We have continued to host a wide variety of Virtual Conferences for students of all ages.

Tips for Personal Statements with UEA

Wonderful webinar – lovely – informative lady went through all examples, it felt meaningful and personal...Year 12 student



Very informative webinar. I found the examples very useful...12 student

Definitely aids the process...Year 12 student

A very interactive webinar...this is where the school budget should go. Year 10 student

I liked the relevance to what we are currently studying and the wider contextual knowledge the webinar provided. The speakers were both interesting to listen to...Year 10 student



20th Century Dictators



I found the second talk especially interesting because it was nice to see how Britain's geography massively influences the political foreign policy of the country ... Year 10 student

The webinar deepened my understanding of topics that will appear in my GCSE exams as well as just generally strengthening my general knowledge. I really enjoyed the experience...Year 10 student

I received lots of information about biosciences and now have a great insight into how life at university would be like...Year 12 student



Bioscience Careers with Glasgow & Sheffield Universities

Wednesday 8th May 2019



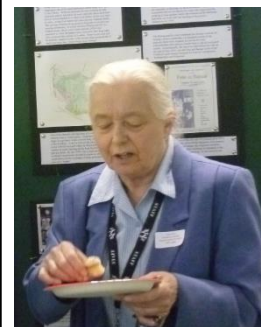
Found out more about the range of different degrees available within Biosciences...Year 12 student

Wonder Women of Redbridge – Oral History Project



As part of the Wonder Women project twelve year nine students were filmed interviewing Old Girls who had attended Woodford. We were privileged to hear from students of the 1930s and from every decade since. The stories which were told included tales of a school ghost and a disappearing snake; as well as reflections the changing expectations for further education. All the Old Girls talked had extremely warm memories of the school and found it hard to narrow their selection to one 'fondest memory' of the school. Our Year 9 were stuck by the values the Old Girls felt they had learned by being Woodford Girls and their resonance with the values of the school today. All the interview subjects were a great advertisement for female education and achievement, as were the Year 9 interviewers, who showed maturity and a genuine talent filming oral history. Our students then took part in a further editing day where they took important editorial decisions about the structure of the film and reflected on the appropriate musical choices for background music. We look forward to the release of the finished film in time for the School Birthday.

Ms Christie, History Teacher



Sports Day 2019



It was another successful sports day at Woodford this year. On a glorious sunny Tuesday all pupils in Year 7-10 took part in activities such as tug-of-war, 3 legged race, an obstacle course, the 50m skip, as well as the more traditional track and field events. With excellent support from sixth form pupils and staff the day ran without a hitch. Pupils had a fantastic time and showed great sportsmanship throughout with each house battling it out to become the Champions for 2019. It was a close run contest but there can only be one winner...Congratulations Highams



PE Department

Fun at Fairlop



Just before half term we visited Fairlop Waters as part of our OAA assessment. It was a really hot day and we were all very excited. When we arrived at Fairlop, Mrs Moore and Mrs Baillie split us into groups; there were 2 dragon boats, 3 bell boats and 2 katakanu's.



We were all given a life jacket and a paddle and then our instructors helped us into the boats. To be honest I was really scared, especially about falling in, but there was actually no need to be. It was so much fun! We all really enjoyed learning how to paddle using the correct technique and working as a team to put our newfound skills into practise and race the other boats. Even if PE isn't your favourite subject, it's great to just give it a go. You don't have to be amazing at it, the key thing is that you enjoy yourself, who knows you might discover a hidden talent.

Phoebe, Year 9

WCHS Year 7 Athletics Team are the new Borough Champions

Tuesday 11th June saw 17 schools from across the borough come together to compete in the Year 7 Borough Championships at Ashton Stadium.



Woodford County produced a team of 8 athletes who produced some amazing performances on the day. Not only did we walk away with the shield a total of 7 individual medals were also claimed. We were also the only school to score points in each of the 12 events.

Individual Results

Kayla 7D – Gold Medal - High Jump & 5th – 800m

Janna 7E – Gold Medal – Discus; Bronze Medal - 75m Hurdles

Katherine 7D – Silver Medal – Long Jump

Minette 7F – Silver Medal – Triple Jump

Zahra 7F – Bronze Medal – 1500m

Tito 7F – 4th 100m

Amanah 7E – 7th Javelin

Kate 7E – 8th Shot

Katherine, Janna, Kayla & Tito – Bronze Medal – 4x100m Relay

Kayla, Janna and Katherine were all selected to represent the Borough of Redbridge at the Essex Championships in Chelmsford Stadium which was a massive accomplishment and a fantastic opportunity for them to take their athletics further.

A huge congratulations from the PE Department.

Mrs Richardson, PE Department

English Schools Athletics Cup

Woodford County High entered a Junior athletics team into the English Schools Athletics Cup. The team consisted of 12 girls from years 7 and 8 each having to compete in one track and one field event to secure team points.

Wednesday 15th May the team travelled to Chelmsford Athletics Stadium to compete in the first round.

With it being our first year at the competition we set ourselves a personal target of 200 points with the aim of gaining experience competing at a high level competition but most of all to enjoy the day.

On the day Students exceeded all expectations gaining a total of 278points, which secured the team a place in the Regional Finals.



Amanda 8A - Katie 8A - Kosom 8A - Safya 8A - Sampriti 8A - Selena 8B -
Israelle 8C - Elena 8D - Katherine 7D - Kayla 7D - Janna 7E - Tito 7F

A huge congratulations from the PE Department.

Mrs Richardson, PE Department

Online eSafety Mark Award

Woodford County High School receives award for Online Safety



On the 18th June 2019 an assessor from the South West Grid for Learning visited Woodford County High School to review the school's e-safety provision. The Assessor met school teaching and non-teaching staff, parents, Governors and students and was very pleased to find that the school provides a high level of protection for users of digital technologies.

The South West Grid for Learning Trust provides the internet connection and a range of other services to schools across the SW region and is in the forefront of national developments in e-safety. With Ofsted focusing more and more on safeguarding standards, many schools are now applying for the E-Safety 360 standard to demonstrate their commitment to do more to protect young people and staff.

To apply for the 360 degree safe E-Safety Mark, schools have to reach a series of benchmark levels when they complete the online self-review. The evidence is then verified by a visit from experienced Assessors.

Schools are expected to show that they have provided a high standard of e-safety education and awareness for all staff, students and also for parents and carers, to ensure that these users of the new technologies can be safe online – whether they are in school, in their homes or out and about using mobile phones or other handheld devices.

Following her visit, Assessor Louise Wade reported, "*It was an absolute pleasure visiting Woodford High School there are many areas of strength within Woodford County High School. A major strength is the Headteacher, staff and wider school community's total commitment to keeping pupils safe whilst at the same time educating them to take responsibility for their own safety in the digital world. This is enabled by the excellent monitoring and reporting systems. Congratulations on your accreditation. It was well deserved. Please pass on my thanks and congratulations to governors, staff, parents and pupils.*"

**Mrs Del Giudice
Network Manager**

Year 12 student goes to Eton College



This July, I was lucky enough to have the chance to spend two weeks at the intensive Eton College Universities Summer School.

As it was for English Literature, everyday we had several immersive, specialist sessions interspersed with tripods to the Globe, Milton's Cottage and Thomas Gray's Memorial.

We enjoyed a sunny day in London to watch Shakespeare's 'Henry IV Part 1' and everyone thoroughly enjoyed the break from lessons as well as the authentic experience of being groundlings in the pit. The specialist sessions covered texts all the way from Chaucer's 'The Wife of Bath' to T.S. Eliot's 'The Waste Land' and also more technical workshops on poetic rhyme and metre. One of the best parts of the experience was being able to meet many other like-minded people with the same passion for their subject, as well as the fun of university style living.

Although it involved lots of work and late nights, the course taught me vital independent learning skills as well as time management skills that will be useful in the future regardless of what I do. The tutorials allowed me to meet even more new people and we debated current affairs topics as well as watching lectures every evening on a range of intriguing topics such as the history of art, and the science of perception. As well as this, daily recreation allowed me to make even more new friends and take a break from working.

It was even an amazing experience to study in the beautiful school library which is modelled on the Bodleian Library in Oxford. I would encourage everyone to apply to this programme as it has been a hugely beneficial experience for me.

Ella, Year 12

After-School Clubs

Our After School Clubs continue to go from strength to strength. Ms Dawson has now been at the helm for five years and a number of clubs have become established favourites. Girls come back again and again to do cooking, take part in drama and dance, to play badminton and to create some wonderful items in the arts and crafts sessions.

But Ms Dawson is always looking to extend the repertoire, and over the years additional activities have been added that have also become firmly established – self-defence classes, boxing, hairstyling, henna, jiu-jitsu and calligraphy to name but a few.



Dreamcatchers



Calligraphy



Henna Art

This year we've seen other great new activities established. Football has become a regular feature, and with the success of the recent Women's World Cup, I'm sure this will continue to be popular. Cooking remains the

great favourite though, and this why the

offer in this area has been expanded to include Tastes From Around The World and Street Food.

It's an eclectic mix. In short, there's something for everybody. The girls that participate really enjoy themselves and I'm sure they will continue to do so next year, when we look forward to seeing some of our regulars return, but also many new girls taking advantage of the wonderful opportunities on offer to them.

New clubs this year were:

Dream catcher course.

Fencing.

Film editing.

New clubs for next year are:

Musical theatre workshop.

Pilates.

Mr Jenkins, Deputy Headteacher

Busking Thursdays



It's the summer term, so it must be time for busking! Or so we thought. Unfortunately the weather had other ideas and three of our busking sessions had to be cancelled because of torrential rain. We were also plagued this year by technical problems and equipment failure! Nevertheless, a number of girls were still able to rise to the occasion and produced some great performances.



Performers covered a range of ages, with many girls in Years 8 & 9 participating, sometimes as solo singers, often in pairs and occasionally in groups. We also had the pleasure of hearing the lovely voice of Zahra in Year 12. The first and last sessions were book-ended by the staff band, *Bad Grammer* and the whole event was made even more enjoyable by the presence of the PFA selling ice lollies.

Mr Jenkins, Deputy Headteacher

Co-Curricular Day



There was a huge range of activities on offer in this year's Co-Curricular Day, which was loosely themed around the 100th Anniversary of the school. Year 7 participated in a carousel of activities, which included playing games of yesteryear on the school field, reviewing old films and TV programmes, acting, dancing and producing a montage to commemorate the centenary. The girls who produced the best montages from each group then spent the afternoon putting their work to music, again employing sounds from the past 100 years. The winners, chosen by Mr Ashman-Jones, were Linh and Janna in 7E, Shaira and Madeline in 7D and Zareen, Holly and Zahra in 7F. As well as receiving a prize for their efforts, these montages will be on show on the School Birthday and Open House.



Year 8 spent more time on their activities, but with some wonderful results. One group of girls produced sculptures based on inventions of the past 100 years. These will eventually become a permanent fixture on the back terrace.

Co-Curricular Day (con't)



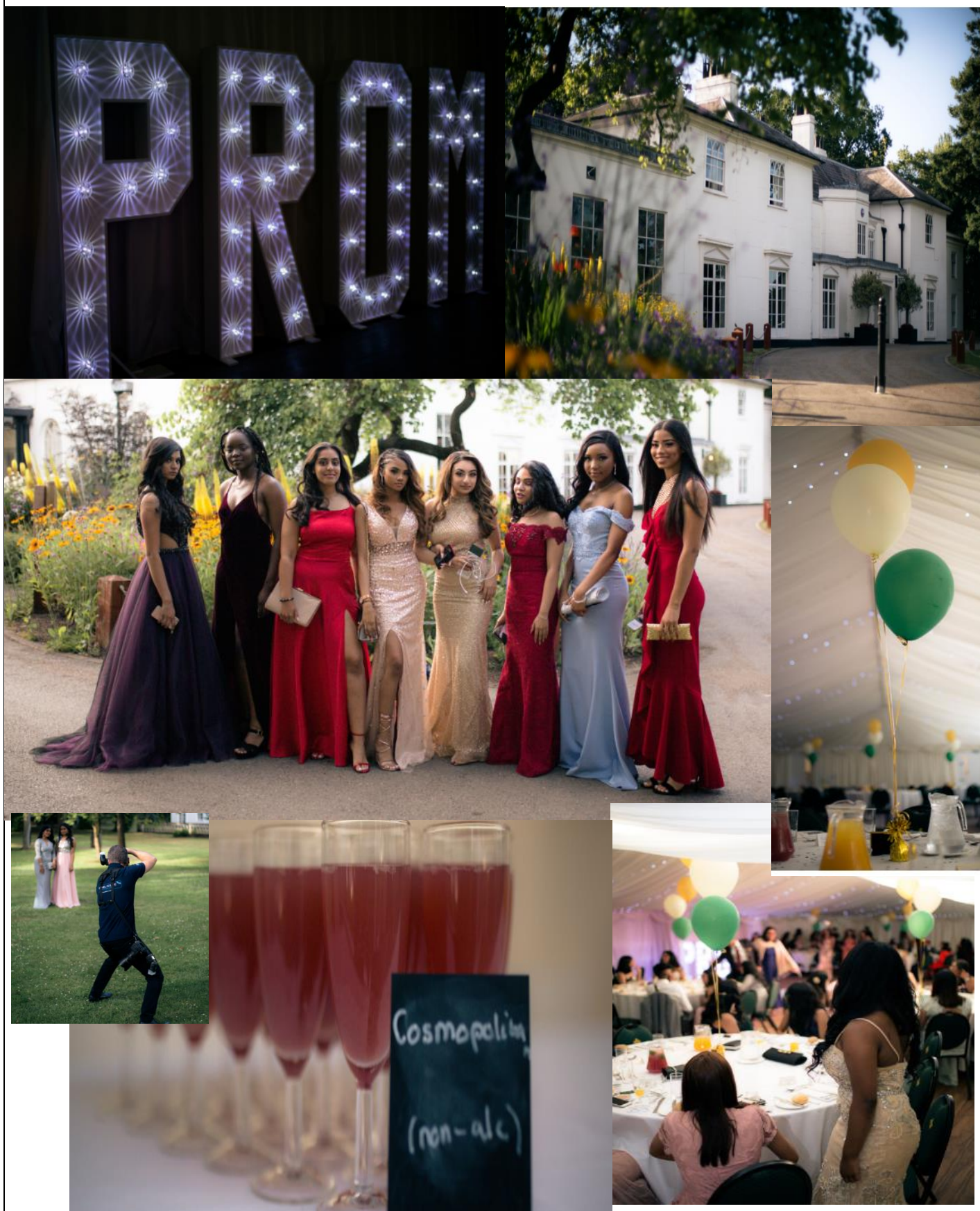
Other girls participated in archaeology, a treasure hunt focused on the school's historic features, a visit to the local Highams Park and producing a display for Open House. The winners of the display competition were Anum, Aychar and Shriya in 8E and Selena in 8B. Another group of girls produced buns and sold them for charity – the revival of an old Woodford tradition. Finally, 45 students participated in a conservation project which involved improving the grounds and woodland and replenishing and improving our existing garden areas. They all did a wonderful job and the fruits of the labours can now be enjoyed by the whole school.

There were three great Year 9 trips on Co-Curricular Day. Sixty girls went to the Imperial War Museum where they completed a documentary-making challenge. A further sixty clambered aboard the HMS Belfast, where they learned a great deal about the Royal Navy in the Second World War as well as the meaning of the term poop deck! The remaining sixty girls went to the Victoria & Albert Museum and carried out an investigation of changing fashion across the past century.





None of these events would have been possible without the hard work and commitment of the staff. All worked hard on the day, but I would particularly like to thank the following for devising and organising the activities: Mrs Richardson, Ms Senyah, Mr Paine, Mr Ashman-Jones, Ms Jerome, Mr, Saxton, Ms Dawson, Mrs Karavisili, Mrs Rhodes, Mr Widdowson, Ms Liebeskind, Miss Heath, Mrs Charlton and Mr Lovett. We couldn't have done it without you!

Mr Jenkins, Deputy Headteacher

First WCHS/ICHS Year 11 Prom 5 July 2019 at Gilwell Park



Jack Petchey Award Winners 2018-19

Month & Awarding Department	Winner	Reason for awarding
September- MATHS	 <p style="text-align: center;">Divya 13KPA</p>	<i>Divya has been an excellent student in the Maths department. She represents the school in the Maths challenges (very successfully) and is part of the senior Maths team competing in the regional heat.</i>
October- MODERN FOREIGN LANGUAGES	 <p style="text-align: center;">Rivka 9C</p>	<i>Rivka contributes in every lesson. She encourages others around her to do their best. She loves using as much target language as possible and generally shows a keenness to her MfL studies.</i>
November-MUSIC	 <p style="text-align: center;">Deveena 12SPI</p>	<i>Deveena has been a hugely committed member of many music department ensembles throughout her time at school, and has continued this into the sixth form. Deveena performs at a high standard and is always helpful with setting up and packing away after extra-curricular activities. Deveena is an excellent role model for other musicians in the school.</i>
January-PHYSICAL EDUCATION	 <p style="text-align: center;">Zaina 11W</p>	<i>Zaina has always been a real ambassador for sport, she has represented the school in netball, cross-country, athletics, rounders and swimming and sets a fantastic example for those around her. She completed her sports leadership award and has gone on to use her skills to umpire in the school interform netball competition. Zaina has also been successful in getting through the rigorous trial process to gain a place on the surrey storm squad, an achievement she should be really proud of.</i>
February- RELIGIOUS STUDIES	 <p style="text-align: center;">Shwetha 11W</p>	<i>Shwetha has been an incredibly supportive student over the last 5 years. She has always been willing to support other students in her class with their learning. In addition to this Shwetha has been active in helping to showcase the department to other students and to help increase uptake at GCSE. She has done this through continued involvement in events like open evenings, and year 9 options events.</i>

Jack Petchey Award Winners 2018-19 (Con't)

March-SCIENCE	 <p style="text-align: center;">Naomi 11N</p>	<p><i>Naomi has shown an ardent passion for science, bringing an undying enthusiasm to all she does. This has culminated in her very impressive STEM project; O.M.E.G.A.R – Ocean Marine Environmental Genius Autonomous Rover – which she independently entered into the Talent 2030 National Engineering Competition for Girls, finishing in third place. Whilst irrefutably impressive in its own right, what transcends this award is the amount of independent research and commitment Naomi has put in across 2-3 years, all stemming from her inherent and noble desire to develop a solution for the worldwide environmental problem of plastic wastage. In addition to this, the technical abilities cultivated in developing her robot has impressed professionals within the field. Naomi has unsurprisingly proven to be an excellent role model to her peers and an exemplary ambassador for the subject in school, evidenced by her presentation of her project to the WCHS Digital Leaders.</i></p>
April-PSYCHOLOGY	 <p style="text-align: center;">Nafisa 12SJe</p>	<p><i>Nafisa is an outstanding psychology student, she is always prepared to go the extra mile in all that she does. Nafisa was especially interested in Brain Day, and engaged actively with Dr Sutton. She has successfully volunteered to be a peer supporter and has shown initiative by running the Psychology Club.</i></p>
May- ART	 <p style="text-align: center;">Hanisha 11R</p>	<p><i>Hanisha has made outstanding progress in Art since the end of year 10. Her coursework final piece is so ambitious and such a fantastic and quirky idea that it will be re-created as a mural for the art block in the long term. She has also pushed the art department by encouraging the Head of Art to introduce oil paint to her very able art group for the art exam this year, facilitating development of the department and her peers.</i></p>
June-CLASSICS	 <p style="text-align: center;">Maham 12Sea</p>	<p><i>Maham has been such an enthusiastic ambassador for Classics. She was a very dedicated member of the cast during the Classics play ('Bacchae') this year, taking on board all feedback with maturity and helping out whenever she could. She has also independently entered a Classics essay competition and is a very enthusiastic member of the Year 12 Classics Class, sharing her interesting research with the rest of the class and making points that help to generate discussion. She came on the Bay of Naples visit last year, during which she showed an infectious intellectual curiosity for the sites we visited. She will also be coming on the Greece visit this summer. She was a very keen member of her Classical Greek class when she was in Year 10.</i></p>

Leavers' Gallery

Dulari Mehta (15/3/2017)



Dulari originally joined us in March 2017 via an agency to help fill a teaching vacancy for the rest of that academic year. However, circumstances changed as so often they do, and we were delighted that Ms Mehta subsequently joined our employment as a fully-fledged member of the teaching staff.

Dulari has always worked with great commitment in the Science Department and been fully and actively supportive of the ethos of the school. Her diligence in teaching Key Stages 3 & 4 here has been much appreciated. Students have enjoyed her well-prepared lessons. Careful use of attainment data has enabled her to cater very effectively for differing abilities, ensuring progress for all. Girls have responded well to the warmth of her classroom manner and the consistency of her approach.

Colleagues in the Science department have very much appreciated the role she has played in the development of resources, and, of course, her friendship. We are sorry that Dulari is to leave us now, we wish her and her young family well and we hope she will stay in touch with us.

Leavers' Gallery (cont'd)

Brendan McCallion (1/9/2016)



Brendan joined Woodford as Head of RS in September 2016.

Strong and consistent examination results, these past two years, have reflected both his leadership of the department and the teaching within it. Brendan's obvious passion and vision for the subject has engaged and developed students. Increased uptake at GCSE and A-Level has followed.

At Woodford we devote significant time to core RS throughout KS3 and KS4 because we believe strongly in its role in honing critical thinking skills in our students and in its relevance in developing their social, ethical and philosophical thinking. The RS team led by Brendan is particularly talented at engaging girls in open, respectful and meaningful discussion of sensitive issues and, when necessary, at supporting young people in responding to trauma whether local or international.

During his time here Brendan has been a Sixth Form tutor and has contributed to a variety of student led activities. Memorably he has led a number of assemblies, typically focusing on aspects of social justice.

Brendan leaves us to consider other options outside of teaching and we wish him well as he plans his next steps.

Leavers' Gallery (cont'd)

Alex Lovett (1/9/2016)



We were delighted when Alex joined the English Department as an NQT in September 2016. The considerable potential he demonstrated at interview has been realised in his lessons since to the obvious benefit of the students in his charge. Girls respond well to his high expectations of them and are clearly inspired by his enthusiasm for his subject.

Alex takes a keen interest in pedagogy and its translation into classroom practice. Our English team here are talented, committed and ambitious and Alex has played a full and much appreciated role in that Department.

As a form tutor Alex sought both to personalise provision for individuals as well as actively to foster a sense of community among the group. Taking on the SENCO role after a year in post was a major undertaking and he worked with great focus to balance study for the National Qualification against his responsibilities in school.

Alex now moves to a new home and a new school in Kent. We wish Alex all the best.

Leavers' Gallery (cont'd)

Sumaiya Siddique (1/9/2016)



Sumaiya indicated many months ago that she and her husband were seeking teaching jobs abroad in order to fulfil that ambition before acquiring commitments that might make such a plan unworkable. Sumaiya joined us as a newly qualified teacher, so it is with us that she has honed the teaching skills that she now takes abroad.

Sumaiya came to us as a very well qualified and confident mathematician with a good mastery of her subject which she has subsequently put to good use in the classroom. She has benefitted, of course, from working in a strong and experienced department and has forged strong relationships with her colleagues here.

Sumaiya prepares her lessons carefully, differentiating for varying levels of ability. Her questioning skills have developed markedly since she joined us and in particular, her aptitude for predicting likely misconceptions and devising effective teaching approaches to deal with them. Students in her classes work calmly and with focus and clearly have a high level of confidence in her as their teacher

In addition to her work in the Maths Department, Sumaiya has been a successful form tutor and has supported her form's participation in a whole range of school activities.

We are delighted re to learn that Sumaiya and her husband have both secured positions in the same school and we wish them both well as they now prepare for work in the Middle East and for the adventures that lie ahead of them.

Leavers' Gallery (cont'd)

Rita Lindsay (October 2017)



We were very fortunate to employ Rita to cover a one-year maternity leave in the MFL department and Rita was another member of staff that saw her association with the school extend beyond that for a further year, taking on some English teaching in addition to French.

Rita was aware when she joined us in 2017 that we were a school in the throes of expansion and the flexibility that she has offered us during her time here has been invaluable in accommodating our growing timetable. We are grateful for her consideration of that.

Rita gave us good notice of her plans to travel next year. We hope the itinerary is coming together and wish her luck with her undertakings henceforward. She will be missed at Woodford.

Roy Taylor

Following his retirement as a Deputy Headteacher Roy joined our team of cover supervisors in January this year. We were fortunate in having such an experienced teacher joining the school to fill the gap of absent colleagues. Roy has now decided to commit full-time to retirement and we wish him well for the future.

Leavers' Gallery (cont'd)

Steve Paine (1/9/2015)



We were very lucky to have Steve, an exceptionally talented teacher and a gifted mathematician, join us in 2015. Steve has a real belief in our students' potential which builds their confidence and raises their aspirations. Girls have responded well to his high expectations of them and valued both the consistency of his approach and the honesty of his advice and guidance.

An Acting Head of Sixth Form for a period in his previous school, Steve brought considerable experience, skill and wisdom to the role of Sixth Form tutor here. He is proactive about improving practice and supporting positive development in the school in general and it has always paid to listen carefully to his ideas and observations. He is an educationalist through and through. He knows the importance of the job he does and the impact each one of us can have for good on the young people with whom we work. It follows then that he never gives anything he does less than his best.

Steve has been generous with his time and enthusiasm contributing to a wide range of activities. Colleagues and students have followed his ballroom dancing commitments with interest and appreciated the chance (however ineptly) to take to the dance floor themselves, under his tuition. You can read, in this very newsletter, about his experience in the National Ballroom Finals in Blackpool earlier this year.

Steve has secured a Head of Department role closer to home enabling him to maximise time with his family. Our loss is most certainly his new school's gain. We will miss Steve and hope he will stay in touch.

Leavers' Gallery (cont'd)

Sheena Patel (2011-2016; 2017)



Sheena is one of a select band of returning teachers to Woodford. Sheena first joined us in 2011 and gave us 5 years' service as a teacher before re-joining us in 2017 and swiftly being promoted to lead our Physics Department. In this role Sheena has worked terrifically hard to ensure consistency of teaching in her team and to support the progress of students studying her subject.

Being a form tutor has always been important to Sheena and throughout her time here she has approached this responsibility with great commitment, creativity and compassion. Sheena has also contributed a great deal to enrichment activities, leading summer expeditions as well as trips to Cern. Her generosity in supporting such opportunities for the girls is much appreciated.

We are sorry indeed that Sheena is leaving us to consider career fields outside education. We wish her well in her exploration of opportunities and hope she will stay in touch so we know how she is faring.

Rosie Worth (PE)

Having joined us this June, Rosie has only been here a very short time. However, we have quickly become accustomed to the fast pace at which she moves around the school and the general impression of energy left in her wake!

We were fortunate to acquire so committed a colleague at such short notice. She takes our thanks and best wishes with her.

Leavers' Gallery (cont'd)

Gurdeep Sahota (2018)



We were very lucky to appoint Gurdeep on a part-time basis to cover a maternity leave in 2018.

Gurdeep settled into the Science and more particularly the Chemistry team very quickly. Students and colleagues have appreciated her support, skills and confident teaching. Her ambition on joining us was to extend her experience of Sixth Form teaching. She has done so with industry and sure footedness which has impressed us all.

We are pleased that Gurdeep has secured a new position for September and we wish her well for the future.

Laurane Turnbull (1997)



Laurane has been running The Sports Leaders' Programme for several years now. This scheme has provided a really valuable opportunity for girls to deepen their understanding of the workings of a sport as well as giving them real experience of the organisational, decision-

making and people management aspects of leadership. Students here have benefitted from her input and her advice and guidance has been valued by the PE Department.

We are confident that stepping down from the Sports Leaders' role won't be the end of Laurane's association with the school. As a former student and teacher and with a centenary to celebrate in September, we look forward to seeing her gain later this year.

Leavers' Gallery (cont'd)

John Widdowson (September 2016)



In an expanding school, we've needed to grow our teaching team annually: in some subjects by awkwardly small increments. We were in just such a situation with Geography when Iain recalled an expression of interest he'd seen previously from a local Geographer. That's when we met John Widdowson who'd swapped the classroom for an outdoor environment some years previously, setting up a specialist company delivering field work in the subject. John impressed us immediately with his obvious passion for the subject, with the way his academic and travel interests complemented one another and with the flexible way he moved between teaching, practical Geography and the writing of text books. A warm and genial individual, he fitted immediately into our close knit Geography Department, bringing expertise in field work and settling readily back into a part-time teaching role. He's helpfully increased his commitment each year to support the department's needs. The school's need this year for a full-time Geographer coincided with his wish now to reduce his commitments in retirement and to focus more fully on the business. The change in examination specifications has kept educational authors busy in recent years but now he has in his sights a publication of a more specialised nature. Ask him about it. The eclectic nature of his undertakings even in his time at Woodford has produced some interesting opportunities (for example a lecture tour in Japan), so whatever he goes on to do next, we can be sure it will be both varied and interesting. We wish John well. With his text books in established use here, he'll continue to be part of a Woodford Girl's geographical education.

Leavers' Gallery (cont'd)

Sharon Powell (2006)



The school's examinations function has been in very good hands in the 13 years since Sharon has been in post at Woodford. Understanding fully the absolute necessity for exams processes to be clear, consistent and accurate, she's been fully proactive in the role, and her high standards of organisation and of probity have built confidence in everyone working with her here.

Sharon has made a considerable contribution to the strategic development of the school. She's been an invaluable project team member when we bought the 11+ in house and again through the enormous curriculum shift over the last four years as we've moved from modular to linear A-Levels and from one GCSE system to another.

Sharon gave us very good notice of her intentions to retire this year, facilitating the appointment and training of our new Exams and Data Administrative Officer in what is a critically important role in the school. I'm also immensely grateful that she will be seeing through the 11+ process 2019 before she stands down.

I know Sharon is looking forward to retirement and the chance for much valued time with her granddaughter and plenty of scope for travel and leisure. However, we are delighted that she will maintain links with the school to provide advice and assistance to her successor during her first year here.

Leavers' Gallery (cont'd)

Michelle Hyde (English) Agency (2019)



Michelle had accompanied her husband on a business trip to the UK and we were the fortunate school she alighted upon for her first U.K teaching role. She settled seamlessly into our English Department instantly engaging her students in their studies in literature and in Language and gaining their trust and respect. She returned to her native Australia at the end of June and left with our thanks and best wishes.

Leavers' Gallery (cont'd)

Elisabeth Chartinier (MFL) Agency (2019)



Having previously been with us for a year in 2015-2016, Elisabeth returned to the MFL department to cover a temporary vacancy earlier this year.

We are grateful to Elisabeth for the care and attention she takes in preparing and delivering her lessons and we wish her all the best for future plans which include further undertakings in Higher Education.

Thomas Dewhurst (Maths)

Tom joined us in May. We were very fortunate to be supported by someone of his experience at this late point of the year and we are grateful for the commitment he has demonstrated during his short time here. We hope he takes happy memories of Woodford with him and we wish him all the best for the future.

We wish everyone in the WCHS community a safe, relaxing and enjoyable summer.

