

# WOODFORD COUNTY HIGH NEWSLETTER



Issue No 28

December 2019

## Headlines

While frenetically busy, December is a month that has always made me feel fortunate in my working environment. Christmas in schools is, quite simply, a lot of fun. It's a season associated with good cheer and traditional activities put an emphasis on community. It starts, for me, like clockwork, with our annual Christmas Concert. Without even leaving our place of work, we are treated to music and readings of exceptional quality. In the course of an ordinary working week, we share in the excitement of the senior students dressing our trees and of the most junior, resplendent at their first school disco. We catch up with the summer's leavers and we come together again and again in school: for Christmas Lunch, for a festive assembly and finally (and *noisily*) for a riot of a pantomime. Greetings are exchanged and gratitude is put on record. People of all faiths and of none exchange good will.

December has parents, as well as teachers, juggling an altered configuration of commitments: work-related, social and domestic. We adjust to the different balance of demands and we recognise the value - personal and communal - of social participation. We carve out time for it. Adults know, from experience, the importance of maintaining a sense of perspective and of varying our activities and our focus in order to do so. We also recognise the therapeutic role of altruism: how helping others, simultaneously helps us; how reaching beyond ourselves counteracts sometimes punitive introspection. Teenagers have yet to acquire lived experience of such truths, and thus they rely on the rest of us - parents and teachers - to act as role models and life coaches.

Some of you will be familiar with the PISA Report published every 3 Years. The Programme for International Student Assessment this year evaluated 79 national education systems by comparing pupils' scholastic performance in Maths, Science and Reading. It also explored pupil attitudes. The results, published at the beginning of this month, show mathematical performance improving significantly in England. However, the study also found that young people across the UK reported being less satisfied with their lives than in other developed countries.

As I have commented before, one has learned to approach such findings with caution. The concept of happiness or satisfaction is an obviously moveable feast for a start, and then what people will answer yes or no to when confronted with someone else's question is a very different matter from what they might have felt the urge to declare unprompted.

All the same, the fact that the findings resonate with the observations of educators nationally, should give us pause for thought.

It's not difficult to see in the world of 2019 a whole battery of potential threats to that contentment with their lives and selves that we would wish for our children as a routine blessing. The enormous potential of digital technology brings with it additional demands. The world outside the home: pressure from peers; the untruths of the internet or the darker tones of society; all now have the potential to intrude on young lives 24 hours a day. Furthermore, the immediacy of communication leaves virtually no time for reflection. No opportunity to develop a sense of perspective or to learn to ride the vicissitudes of the average day. It's small wonder that some young people struggle - that they are so hard on themselves. Educators and parents have their work cut out.

We've been working to learn from the latest research on how best to coach young people to manage the ups and downs of their lives. We've undertaken *Emotion Coaching* - a programme designed for the parents of teenagers but now recognised as useful to educators. More recently we've introduced girls to the principles of *Emotion Regulation* - still a work in progress. We've increased the capacity of our Pupil Welfare Team, training key personnel as *Emotional Literacy Support Assistants*. My own professional reading will tend to reflect preoccupations in school. Two publications by American Psychologist Lisa Damour, have been my recent focus: *"Untangled: Guiding Teenage Girls Through the Seven Transitions Into Adulthood"* (2016) and *"Under Pressure: Confronting the Epidemic of Stress and Anxiety in Girls"* (2019). Both are written for the guidance of parents and both are commended as worthy of your attention.

Closer to home the seasonal festivities I've enumerated for you have played their part in providing some relaxation. The upcoming holiday will give us all a chance to withdraw awhile into our families, shutting out (to some extent) reminders of the frenetic outside world. As we all beat that retreat, let me wish you a happy and relaxing holiday and a New Year that brings much you would wish for.

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



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## A Centenary to Celebrate



As everyone claiming a connection with the school knows, Woodford is an institution of distinctive character. It is forward looking educationally – as indeed it should be – but everyone joining us very quickly develops a sense of the place's past and thereby, an appreciation of the importance of legacy. The first statement read by a visitor to our website proclaims: *"Woodford's success is the result of striking a fine balance between tradition and innovation"* and those visiting the school for the first time see visual evidence of this even in its buildings. "The Centenary Centre" (2017) occupies the same site as the listed Georgian manor house where the school first opened on 29 September 1919.

Those swelling our ranks each September learn, within a month, what it is to celebrate a school birthday here. Formalities including the Parade of Banners, the Service and the Cutting of the Cake swiftly followed by a day given over to activities, of all kinds. This being the scale of our annual undertaking, planning a celebration to mark a Centenary was always going to be a challenge



## A Centenary to Celebrate (cont'd)

First up we had, of course, to commission the making of a banner for our 2019 Parade. Girls appointed to the Design Team worked with Mrs Bradnum (former teacher) to identify what they wanted to communicate about the school via the medium of textiles. In representing a Woodford education they balanced the traditional (books) with the new (the telescope in our Astronomy Dome) and they chose to represent harmonious diversity in the interlinking of hands. Our status as the *Sunday Times London State Secondary School of the Year 2019* is also recorded for posterity on our Centenary banner!



The activities offered to girls on a school birthday (and described in the pages of this newsletter) are transitory in nature so it seemed important this year to commission a few lasting memorials of the event. Two films were already in the pipeline. Mr Becket – whose entire teaching career was in the service of Woodford – directed a compelling documentary recording the contribution of staff members over the decades. A second film, produced by Year 9 students (and financed by the Heritage Lottery) interviewed scores of Old Girls recalling their memories of a schooling here. (This latter film can be viewed on our website.) Because we wanted our main memorial of the Centenary to be accessible to girls and to be part of their everyday experience of school, we decided to commission a sculpture. "Looking Forward", by sculptor Esther Neslen, comprises two bronze figures on the back terrace. A seated figure, in the uniform of current students, looks back over her shoulder to meet the forward gaze of a school girl in pinafore and hat. Or in reverse perspective, one of the school's very first pupils gazes over time and space at the Woodford girl of today.



## A Centenary to Celebrate (cont'd)



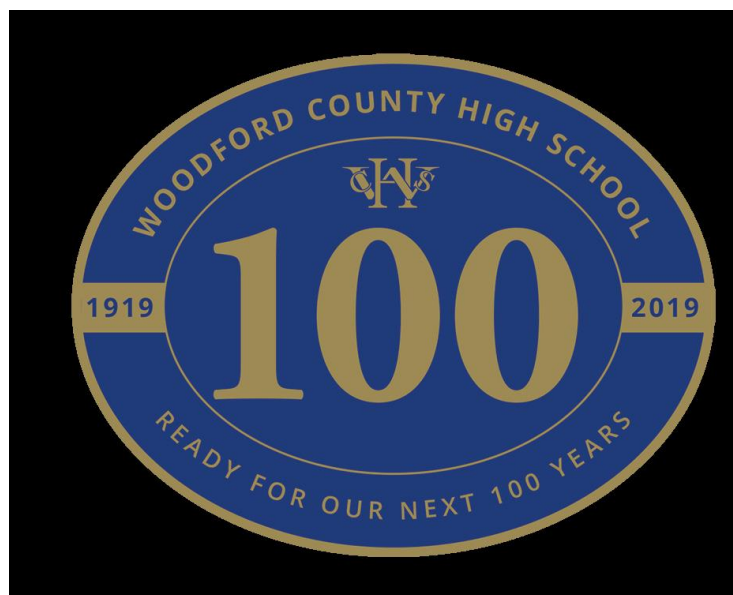
A sense of continuity is integral to the second physical marker of a very special birthday.



Our new honours board lists the 100 Head Girls of Woodford to date, leaving room for those to follow. The board was a particular focus, of course, for the 700+ former students who attended OGA Birthday celebrations here on Sunday 29 September. A small and industrious OGA committee laid on a superb event offering both lunch and afternoon tea, a nostalgic parade of banners and, of course, a birthday service. It was humbling to note the affection in which our visitors hold their former school and to learn just how far some had travelled to be with us for the day.

## A Centenary to Celebrate (cont'd)

Feedback from all quarters on our centenary celebrations has been warm and effusive. It seems we succeeded in meeting expectations and in fulfilling the task we set ourselves - to provide something memorable for everyone. It would not have been possible without the work and creativity of colleagues or the generosity and sheer hard work of friends and supporters of the school, most notably the Parents and Friends' Association (PFA) and the Old Girls' Association (OGA). Not only did they contribute to the planning and the running of all that is described above, they also – between them – covered in its entirety the cost of our big ticket items: the sculpture and the honours board. The Chair of the PFA, Rosemary Davis (a historian) in addition devoted 12+ months to the writing of a School History "Visions of Girlhood", published on 29 September 2019. In true Woodford fashion, the whole community came together to ensure a celebration worthy of the occasion.



We embark now on Woodford's second century. "Looking Forward", as always. The badges with which we presented both girls and staff on 27 September as a souvenir of the centenary confidently declare us "Ready for Our Next Hundred Years". Indeed we are.

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

## Young Reporter's Scheme - Lakavi Reports on School's 100<sup>th</sup> Birthday

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

On 29th September 2019, Woodford County celebrated its 100th birthday.

There were the usual rituals of the school parade, a service where the schools' songs were sung and various other activities in between which helped made the day as memorable and joyful as possible. A particular favourite of the school was the Woodford birthday cake bake off, in which many beautiful cakes were entered.



My personal favourite was the Year 8 Murder Mystery. A fictitious murder of one of the teachers had taken place. Various clues had been given to the Year 8's in order to find out which of the possible suspects had been the murderer.



Many of the past pupils who visited on the Centenary, experienced Woodford as it today and compared it to their own nostalgic memories.

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



All Woodford girls are familiar with the history of the school and how it began. The building itself is called 'Highams' it was here the building the Warner family lived. The grounds of the school were designed by Humphry Repton. The Main Lobby and the winding staircase were designed by William Newton and he designed Highams Manor, built in 1768 for Anthony Bacon MP. Newton had designed Greenwich Hospital and chapel previously and is responsible for many other designs in England.



Highams House has been through many hardships. It acted as a military hospital. In November 1914 it was converted into Woodford and Wanstead Military Hospital during World War I. It later hosted many famous people, including the local MP Sir Winston Churchill. By 1939 as no bombing had occurred, the conflict was called the 'phoney war' by the general public and students. Nevertheless the expected bombings were considered to be so unsafe, pupils were then relocated to Bedford Grammar School for the duration of the war



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

When they returned to Woodford, they noted that nothing dangerous had taken effect on the school. This is referred to in the book “Visions of Girlhood” written by Rosemary Davis, a past pupil (1962-1969) and current Chair of the Old Girl’s Association. This new school history was written in conjunction with the centenary.



Two bronze statues have been commissioned to mark the centenary. These show a nostalgic gaze of the centenary girl of today looking and admiring the girl of the past. Here, the 1919 pupil past is looking into the distance, trying to spot the Woodford girl of the future. This for me makes me consider whether the students of the past could ever have envisage of what their school would be like at 100 years of age, what opportunities the students of the future could readily claim and whether they would even be able to recognise the education experienced by past pupils. Reassuringly, the Woodford girls of today are always reminded of the school’s history in traditional events such as the Birthday Parade.



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

100 years ago, the school was created with the idea of preparing a girl with all things fundamental in order to achieve a brighter life ahead. A century ago, continuing with further education was on the minds of the Woodford girls, with only a small minority going to university. However, today, Woodford girls are almost guaranteed a place at university and with most students applying for STEM related courses. This is an impressive amount of progress but something that girls of the past could have only dreamed of.



Woodford, over the course of the century, has shaped the minds of academically able girls and has shaped new horizons for them. The school unashamedly encourages girls to reach their potential and will always be part of the best of their memories. Woodford girls of today are now the titans of their industries thanks to the motto of a previous Headteacher of the school, Miss Cleland who aspired for a Woodford girl to be ‘intelligent, generous, personable and enthusiastic’; a girl who is always willing to engage, to enjoy challenges and to contribute to the common good’ (Davis, 2019:267).

Woodford in its hundredth year is ready for the next 100 years of educating and shaping young girls ambitions and dreams into reality...

**Lakavi, Year 12**

## 100 Years on Game



As a celebration of Woodford County's 100<sup>th</sup> birthday, a group of us were assigned the task of creating Woodford's very own digital computer game for the students to play centred on the school and how it has accommodated its residents and visitors historically and the students of today.

Tech is an industry growing rapidly and you can learn to create an endless amount of projects. We used; different programs to build the game which not only allowed us to learn different skills but also allowed us to be as creative as we wanted and allowed the vision we had for our game to become a reality

Our vision was to create a game which travelled through all the stages our school has been through to the place it has become today. It starts off as a mansion home to the warner family before a spell as a hospital and finally our school today – Woodford County High School. We planned to have rooms in our game that represented places in all of these 3 stages. For example: bedrooms and kitchens in the mansion; wards and beds for the hospital; and classrooms and offices in the school. The player would have to navigate through these rooms collecting gold as they went through the hospital, mansion and school and would be given hints and clues as to where the gold lies. We had several characters throughout the game with whom you could interact to gain information about the school and riddles which if solved, would gain you clues. As a final touch we added the well-loved school song, 'follow up', which everyone seemed to enjoy.

## Virtual Reality Escape Room

During the course of a year, the digital leaders collectively worked together to code and create a game for our school's 100<sup>th</sup> birthday.



As a reward, the teachers in charge of the Creative Technologies Department invited us to participate in The Live Room Escape Game Experience. We split into groups and explored innovative concepts such as using Virtual Reality. This is a simulated experience that can be similar to or completely different from the real world. They applied this to the game, by creating levels of the escape room, interacting with other members of the group through the Virtual Reality headset. At the end, the groups came together and the highest scorer was announced. Essentially, the aim of the game was to escape all the rooms and levels in the fastest time. It was also an extremely beneficial experience, since we got to explore modern advanced technology relevant to today's growing technology industry, which also give us further experience using latest technology that will help us deliver our latest workshop on how to inspire the creative and positive use of Technology.



**Amina, Year 10**



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



### Woodford's First Quilting Workshop

To celebrate the school's 100<sup>th</sup> birthday, a group of twenty Year 10 students took part in Woodford's first ever quilting workshop led by Mrs. Jane Nairn, a retired barrister turned professional quilt-maker. Jane is part of a charitable organisation called Fine Cell Work, a charity who organises volunteers to go into prisons to teach sewing and embroidery to prison inmates. The inmates' creations are then sold via the charity, and the prisoners are allowed to keep 40% of the profits to send home to their families, or else save for when they leave prison. The charity plays a key role in prisoner rehabilitation: it empowers inmates by giving them a useful skill, aids emotional issues by acting as a meditative occupation, and provides them with a small income. After telling the girls all about her work with the charity and showing them some prisoners' work, Jane taught the girls how to use a simple but effective chain stitch. Each girl designed her own picture on an individual quilt square using washable ink, then stitched over the picture with different coloured yarn. The girls enjoyed a relaxing day with tea, squash, biscuits, and of course, cake! By the end of the day, everyone had succeeded in creating some really beautiful designs. Squares from this workshop are currently being quilted together by Jane to create one final piece entitled 'The Woodford Centenary Quilt' which will be proudly displayed in school in the New Year!



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



*'We had loads of fun designing and stitching our own little quilt squares. We also got to pick out borders for our squares from a selection of patterns and learnt how to stitch the borders on. We all ended up with beautiful squares with our initials on them, so that a piece of each student's work could be engraved in Woodford history. In addition, we had the opportunity to see and admire the work of prisoners from Brixton Prison, who had been taught by Fine Cell Work, allowing them to make profit, acquire a skill, and be rehabilitated. It was a very relaxing and enjoyable day, from which all of us left with a new and exciting skill!' - Polina, Year 10*



*'It was a lot of fun contributing towards a memento quilt for the school centenary. It was a very relaxing day in contrast to the hustle and bustle of our everyday school life, it was a very welcome change of pace!' Maddeline, Year 10*

*'I enjoyed the quilting because we could unleash our creativity. I found stitching a very therapeutic exercise, and we gained much satisfaction when we finished our designs. I think that it was a really good skill to learn. Personally, it would be great to do this again!' - Rachael, Year 10.*

**Ms Heeks, Head of History  
and Ms Nairn, English Teacher**



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

### Year 7: A Puzzle Challenge

For the school's 100<sup>th</sup> birthday celebration, Y7 were set a number of unique and exciting puzzles, which were both physically and mentally challenging and required the whole group's participation and teamwork.



Before starting the activity, each form separately changed into our own clothes (which were in house colours) and gathered in the

sports hall to hear the plan for the fun day ahead. The whole year group was split into the 4 houses, which were each then divided into teams of eight. We were introduced to the instructors for the day, who then took us out onto the field.

Across the field, there were lots of different tasks and competitions for each group to participate in. My group's favourite one was an activity called 'skis'. It consisted of ropes attached to two planks of wood, where four people put a foot on each, holding the ropes. Then, they all have to step at the same time to get to the end of the track, before the other team!



Everyone really enjoyed the day, and my group was really happy to hear that we won! (We collected the most points for teamwork and problem solving).

**Beatrice, Year 7**

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

### Centenary Photographs

It will not have escaped your notice that this year is Centenary of Woodford County High School, which opened its doors to girls for the first time on 29<sup>th</sup> September 1919. We therefore decided that this year, in addition to the five-yearly whole school photograph that was scheduled to be taken, we would take an additional one with a centenary theme.



Setting up a normal whole school photograph is a major task in itself. The photographers arrive early on the school field to set up their scaffolding and then all pupils (over 1100 now) and staff (over 100) assemble on the school field and mount the scaffolding in height order, with the Sixth Form arranged in the centre and the staff on the front row of seats. This whole process takes about an hour, and then the photo can be taken.

For days in advance we were keeping a nervous eye on the weather, hoping and praying that it will not foil us at the last minute. We were lucky this year and the whole venture went well, with girls participating patiently and in good humour.

Once the standard main school photo had been taken, we then had to prepare for the special 100 photograph. It was fascinating to watch the photographers get the girls into the right positions and then operate the drone with great skill in order to take the photograph. I am sure you will agree that the results were worth it.

**Mr Jenkins, Deputy Headteacher**

## Review of House Drama 2019



The time of year for House Drama has come upon us and left just as quickly, leaving quite a buzz in its wake. Once again, the four houses each put together completely different, but equally exciting productions to be judged over the span of two days.

On Wednesday 13<sup>th</sup> November, the lower school filled the hall with an excitement unique to House Drama only. Newton was the first act, bringing forth their hilarious, yet incredibly sweet rendition of “Matilda”. We were immediately greeted with a bold chorus and colourful costumes, making for a very promising start. The frustrated exclamation of “I’m a girl!” from Matilda when her father repeatedly mistakes her for a boy soon became a running joke, keeping the audience in peals of laughter. Interactions between the students of Miss Honey’s class and the infamous headmistress were the highlight of the production, as the audience, just like the students, cowered underneath Ms Trunchbull’s glare. It is safe to say, Miss Trunchbull stole the show, depicting the perpetually livid headmistress with pinpoint accuracy, which involved a healthy amount of shouting and



insults thrown. Matilda herself warmed the hearts of all watching, with her solo “Quiet”, a difficult song to sing, yet sung with ease. With the first production exceeding all expectations, Newton left the audience satisfied, and with greater anticipation of the next few shows. Now with high hopes to live up to, Warner followed with “Moulin Rouge”, successfully managing to navigate the complexity of the storyline. The hall was filled with “awws” and “ooohs” as we watched the development of a beautiful love story between Christian and Satine. The acting chops of the two young actresses behind the lead characters are commendable, as their partnership remains the driving force behind this production. We were further treated with a hauntingly beautiful duet from the pair, and an epic “The Show Must Go On” sung by the choir, which the orchestra accompanied beautifully. With the heart-breaking death of Satine in Christian’s arms, Warner brought their production, and the first half of House Drama to a close with the poignant ending: “The greatest thing is to love, and be loved in return.”

## Review of House Drama 2019 (cont’d)

Returning to seats after a short lunch break, Highams took to the stage with “Tangled”. An arrogant Flynn greeted the audience, and in true fairy-tale fashion, introduced the story of the lost princess. The use of all sorts of props, like the lanterns strung on poles, the lights in Rapunzel’s hair, the wig itself and the beautiful pink dress created the magical atmosphere that is present in all Disney productions. The tension between Mother Gothel and Rapunzel was palpable throughout the show, culminating in a fiery showdown when Rapunzel realises she is the lost princess. The orchestra kept the mood lively and cheerful with their accompaniments to “At Last I see the Light” and “When Will My Life Begin?”, with principle chorus harmonising beautifully in all songs. A moment worthy of goosebumps was when Rapunzel sings the bittersweet “Healing Incantation” to Flynn, as her hair lights up with gold. The slapstick sort of humour kept the audience giggling throughout the production, giving a much needed cheering up to all.



Repton was the final act with “The Nightmare Before Christmas”. Their incredible artistry was evident in “Jack the Pumpkin King’s”, and the chorus’ face makeup. The banter between Jack and Santa Claus as they handed their offerings to the judges set the mood for a comedic, yet profound production. Jack’s constant referral to Santa Claus as “Sandy Claus” created moments of amusement followed by the mournful “Sally’s Song” causing dramatic shifts in mood. In a breaking-the-4<sup>th</sup>-wall moment, the highlight was when Jack cheerfully plays “Jingle Bells” on the xylophone, and asks the conductor to play the tune, only to be met with dismal and dissonant chords led by an equally glum conductor. The dancers only uplifted the production with a display of well-executed choreography, synchronised acrobatics and tap dancing. Jack ultimately learns his lesson not to meddle with Christmas and embrace his own special day- Halloween.

House Drama 2019 raised the roof with the quality of every single production, and the time and effort put into each component to bring them to life. Bravo to the sixth form girls who put the entirety of each production together, and those who participated, as we look forward to forthcoming years of success and celebration of the four houses.

**Rashmi, Year 13**



## Art Department

### Year 12 Art trip: a Journey through the city of London

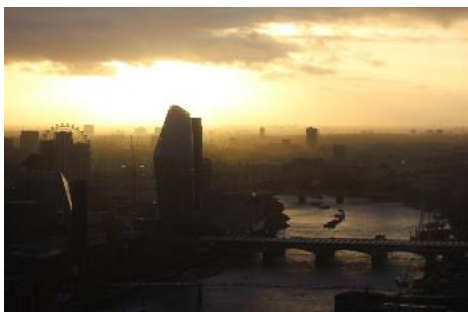


On the 10th of October, the year 12 A' Level Art students went on a trip around London to explore the city and gain plenty primary sources for our Art school project. Prior to the trip, we made our own material-bound sketchbooks to document the day.

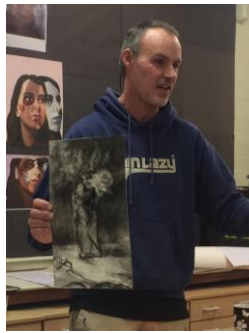


Firstly, we took the train to the Emirates Royal Docks and rode the cable cars to the Greenwich Peninsula while sketching and photographing the bird's eye view of London. From the Greenwich Peninsula we jumped a ride on the boat to Borough Market. The view from the boat was spectacular. The food at Borough Market was delicious and the atmosphere was lively, great for some quick sketches. After an hour of exploring we headed to the sky garden where we met the artist Jeanette Barnes who did a 30-minute masterclass with us. We then got to look around the sky garden and marvel at the views before attempting to sketch the skyline. It was a fantastic day!

### Jessica. Year 12 Art Student.



## Art Department (con't)



A massive thanks to our temporary Art Technician Mr Brandford, also a very successful Artist, who kindly gave up his lunch time to give a wonderful talk on Drawing and also promising the girls that it would also raise their grades up!!

### Semi-permanent Art installation:

#### *"100 years of objects"*



To celebrate the 100 years of the school birthday, 40 Gifted and Talented year 9 art students designed and realised a semi-permanent clay installation based on objects which marked each decade in the last 100 years. The students worked with local Ceramicist Mr Martin Chesterman and pupils can now enjoy the display on the wall of the back terrace of their playground. Many thanks to the History department whose historians researched key inventions like the Zip, the Tetra Pack, the crocs and so on.....

**Mrs Jerome – Head of Art**

## Art Department (cont'd)

### Life Drawing



On Wednesday 11<sup>th</sup> December a lucky group of students in years 10 and 12 got the chance to experience a professional life drawing workshop set up by the art department. In the workshop we got to experiment with colour

and technique to build up our technical knowledge by making a series of drawings ranging in size from A4 to A2. We had the chance to be creative in terms of composition and creative rendering of the artwork which really gave us a lot of artistic freedom. The day as a whole was very tiring but the experience we gained from drawing from a nude model is something everyone in the group was extremely grateful for.



Nicole, Year 10

## Fun @ Thriftwood



Thriftwood was an amazing adventure to embark on as year 11's. It was the perfect way to practice team building exercises with each other in celebration of our school's hundredth birthday. My group was able to compete in the activities such as sky high, rock climbing and zip lining.

Sky high consisted of climbing up a rope ladder and walking across a high wooden beam at the top while strapped to a harness in case you fell. This really challenged us to conquer our fears and as a team we all supported each other during each turn. Now having conquered sky high, rock climbing forced us to put total trust in our friends as they held the very rope that we were dangling from. But it gave us a sense of responsibility and we felt a new found trust with each other after that experience. Rock climbing also gave us an opportunity to fly to the ground like superman. The last activity, my personal favourite, was zip lining. This was the perfect way to end the day, challenging each other to complete different poses as we zipped down the line and aiming to land on our feet and not in the mud at the end. Thriftwood was definitely an amazing experience I did not regret and I hope it continues for all Year 11s to come.

**Aruba, Year 11**



## School General Election

On the day of the general election we had our very own vote here at Woodford County High School. The campaign had begun on the same day as the real one, with nominations submitted by 14<sup>th</sup> November. Following the nomination process, eight candidates emerged. Four of these were from mainstream parties (Conservative, Green, Labour, Liberal Democrat) and four were independents. The candidates' ages stretched from Year 8 to Year 13.



There followed a robust campaign. Not only did the different parties put up posters around the school and canvass prospective voters, they had to defend themselves at two lunchtime debating sessions and address two assemblies. All of the candidates also paid a visit to Bancroft's School where they asked questions of the Chingford & Woodford Green candidates, Iain Duncan Smith, Faiza Shaheen and Geoff Seef.



## School General Election (cont'd)



On election day, the polling station was busy. The A Level Politics students administered the voting, supervised by Mr Jenkins. When polling ended at 2.10pm all hands were on deck to carry out the count in time for the announcement of the results in the Sports Hall.

As an experiment, we counted the votes using two different systems: the Alternative Vote (used in Australia and rejected as a voting system in a referendum in the UK in 2011) and our normal system, First-Past-The-Post. Interestingly, the same candidate won on both systems, although it took a lot longer to reach the result using AV because of the need to count different preferences.



**Mr Jenkins, Deputy Headteacher**

## School General Election (cont'd)

Here are the results:

### THE AV (ALTERNATIVE VOTE) COUNT

Total Votes Cast: 684 Spoiled Ballots: 26

The Winner required 343 votes (50%+)

Candidate	Party	Round 1	Round 8
Maddeline	The Future Party	204	343
Samiksha	The Conservative Party	39	
Nabeeha	The Gopnik Group	22	
Maryum	The Green Party	98	
Zahra	The Liberal Democrats	69	
Achiya	The Labour Party	131	242
Aisha	Students Union Party	42	
Aniya	The Vision Party	79	

How it works:

- In Round 1 all first preference votes are counted. With no-one achieving 343 votes, the bottom scoring candidate is eliminated and their second preferences added to the other candidates' tallies. This continues until there is a winner, or until all second preference votes have been counted.
- If, at this stage, no-one has reached 343 votes, all the eliminated candidates' third preferences are counted and added to the tallies of the two remaining candidates. This is what happened in Round 8.

## School General Election (cont'd)

### THE SIMPLE PLURALITY (FIRST-PAST-THE-POST) COUNT

Total Votes Cast: 700

The Winner requires more votes than any other single candidate. Spoiled Ballots: 9

Candidate	Party	Votes	%
Maddeline	The Future Party	194	27.7
Samiksha	The Conservative Party	44	6.3
Nabeeha	The Gopnik Group	23	3.3
Maryum	The Green Party	100	14.3
Zahra	The Liberal Democrats	77	11
Achiya	The Labour Party	139	19.9
Aisha	Students Union Party	39	5.6
Aniya	The Vision Party	84	12

Maddeline was delighted with her victory, which was well-deserved. As part of her prize for winning she will accompany the Year 12 trip to Parliament in March. However, I would like to congratulate all the candidates on their hard work, eloquence and confidence in presenting their platforms. There was a real buzz around school while the election was on and many, many girls benefited from the opportunity to listen to the arguments and participate.



Mr Jenkins, Deputy Headteacher



## Extra-Curricular Clubs

Our programme of extra-curricular clubs continues to go from strength to strength.

Many old favourites continue to be popular: arts and crafts, self-defence cooking (both basic and advanced – always over-subscribed), dance, drama, textiles, henna, jewellery and nail design. These have been augmented this autumn by new or more occasional activities, such as jiu-jitsu, film-making, hair styling, cake and cookie-making, knitting, Mandarin and music theatre. This mix of activities would not be available were it not for the hard work and dedication of Ms Dawson, to whom I would like to extend my thanks once again.



**Mr Jenkins - Deputy Headteacher**

## Politics Talk At Ilford County High School



Dr James Strong is an academic from Queen Mary University of London. Year 12 and 13 Politics girls joined their counterparts from Ilford County High School on Wednesday 16<sup>th</sup> October to hear him speak and ask questions. The very topical issue being discussed was Brexit and the British Constitution and, as you can imagine, there was plenty to say on the matter. Dr Strong not only gave an engaging and very useful talk, he also stimulated debate among the participants, and I am glad to say our girls made significant and telling contributions. All came away feeling they had had an enjoyable morning, had learned a great deal.

**Mr Jenkins, Deputy Headteacher**

## Digital Leaders



We have an amazing group of Digital Leaders, which includes a Digital Champion and now a Digital Ambassador. Digital leaders, here at Woodford County contribute significantly on the education regarding everything digital for the students. There are part of a huge organisation Childnet, a non-profit organisation which teaches children about how to stay safe online. Digital leaders complete modules to meet the high standards and qualifications required to deliver presentations and workshops for the school. Our Digital leaders have prepared and delivered PSHE lessons to all Year 7 forms, on the topic covering Digital Footprint and importance of using Social Media site safely. They also worked on Online Safety Tips, which is a page included in the new school planners. Digital Leaders are currently working on putting together a sequence of workshops which will be delivered to KS3 students on how to inspire the creative and positive use of Technology.

**Ms Hossain, Head of Creative Technologies**

## Childnet Digital Youth Ambassador Trip

### DIGITAL CHAMPIONS

Digital Champions are ambassadors for the Childnet Digital Leaders Programme.

Childnet's Digital Champion team has been quite busy in reviewing applications for additions to the team. They have had the chance to review some of these applications and be a part of the whole process, picking out who was most suitable for a Digital Champion. Digital Champions were part of an interview questionnaire with employees from Roblox and Snapchat in regard to internet safety and what they do to combat it. Also, the Digital Champions have been busy having talks about Safer Internet in places like Brussels and London. They are currently working on having industry talks with companies and collaborating with them to research more on about what they can do to create an interactive platform for Digital Leaders.

**Maryam, Year 10**

## Childnet Digital Youth Ambassador Trip



Recently, I applied to become a Childnet Youth Ambassador and was overjoyed that I was successful.

There are 10 Childnet Youth Ambassadors from across the UK who make up the Childnet Youth Advisory Board who have a passion for making the internet a safer and more positive place. One main problem we are trying to combat is sexual harassment online and we are doing this through project deSHAME. We aim to tackle peer-based online sexual harassment among 13-17-year olds by empowering local communities including schools and police to work together to increase reporting among young people. Our plan includes making educational resources for teachers and police to deliver prevention and response strategies and learning how we can equip parents to support and educate their children on this by adapting the messages to suit a younger audience.

On the 15-17<sup>th</sup> of November, I went to the project deShame residential, where the other 9 digital youth ambassadors and I discussed our ideas and began making our resources. On the first day, we all got to know each other, which I found really interesting! After this and establishing some ground rules, we completed an exercise where we responded to some answers provided on a survey conducted by Childnet to primary school children, on the topic of having an online presence and why some people do bad things online.

## Childnet Digital Youth Ambassador Trip (cont'd)

We discussed whether we agreed with their statements, and we did it in a talk show style! For our hard work, we went to Pizza Express and made our own pizzas!

On the second day, we had a full work day, where we brainstormed and actually began planning for educational resources for parents and children. As we were working, a previous member of the Childnet Youth Advisory Board, named Reece, visited us and gave us some advice. One of the engagement activities was to make a 'tube line of life' where we marked certain milestones, we experienced in our lives so far, including getting a new phone and getting social media. It was interesting because we found out that the majority of us got social media when we were younger than the age restrictions on those apps, emphasising what a huge part social media plays in a young person's life. After this, we went to the Facebook headquarters in Rathbone, London, where we spoke with a worker who previously worked with Childnet! We asked for her opinion on censorship, deep fakes and for any advice on our resources, which was extremely useful.

On the final day, we made presentations on what we've learnt and proposing our ideas for the resources to our parents, a previous member of the Childnet Youth Advisory Board



and Will, the CEO of Childnet. We received a lot of positive feedback and had a conversation with the parents and how they felt about the topic of sexual harassment. Overall, I really enjoyed this trip and I cannot wait for the resources to be used nationwide.

**Miriam, Year 10**



## Widening Horizons Evening

### A Level Options Evening

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

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

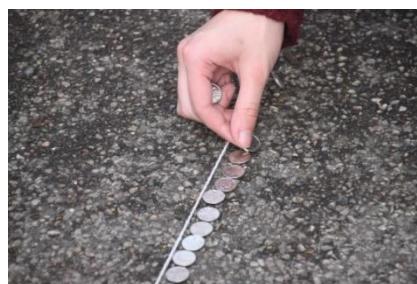
However, that word balance is an important one, and sometimes not enough consideration is given to the value of studying the Arts, Humanities and Languages at A Level, either combined or as part of a more mixed academic diet that complements the sciences and maths. The aim of the Widening Horizons part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

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

**Mr Jenkins - Deputy Headteacher**



## 5 Penny Race



During lunchtime on Thursday 10th October, students hurried down to the back terrace laden with jars, purses and containers brimming with 5 penny pieces.

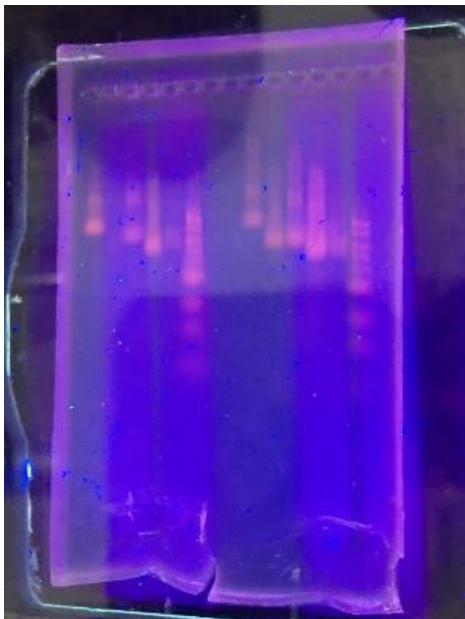
As always five penny fever took hold of the four Houses, and our girls ran around frantically competing to be the house that completed the greatest number of lines made up entirely of five pence pieces. The atmosphere was electric, and as ever we were astounded at how much money they were able to raise in just under one hour. It was a fiercely fought race this year, with Repton and Highams neck and neck for much of the race, but in the final minutes the title this year went to Highams house, and in total the school raised a whopping £2,347.97 for Leukaemia and Lymphoma Research – a staggering achievement! The cheque has been sent to Bloodwise and we know that they are delighted to have received our donation. The event is held every year in memory of Kim Holdstock, a student who passed away from Leukaemia in 1988, and over the years that we have been holding the race in her honour, Woodford has raised a staggering £48,649.97. If the girls continue to perform like this, next year should see us hit an astounding £50,000. Well done, girls!

**Mrs Easton, Classics Teacher**



## Science @ WCHS

### AMGEN Biology News



A few months ago, the University of Hertfordshire provided all year 13 biology students with the amazing opportunity of making our own genetically modified plasmids – and let me just say, it was absolutely fantastic! The practical lasted a few lessons and began with us simply restricting a plasmid. We then went on to building our own recombinant plasmids, each with different genes, eventually ending up with recombinant plasmids with a RFP (fluorescent protein) gene. The last stage of the practical was the gel electrophoresis (pictured above). This is a procedure that separates fragments of DNA based on size, so it allowed us to see the results of all the hard work we had been doing which many of us found fascinating. The whole process allowed us to gain a hands-on experience of what the biotechnology industry can be like and what it involves. We were able to use professional equipment and practise some of the procedures and techniques that are commonly used in the industry every day. Carrying out the AMGEN biotech experience taught me so much about an industry I didn't realise I knew so little about and even helped me really understand some of the difficult concepts in A level biology that I was not able to fully grasp before – not to forget, we also had a lot of fun! For this reason, I know most other year 13s will agree with me when I say it was hands down one of the most insightful, helpful and enjoyable experiments we have done so far. Thank you to the Biology department for organising it all!

**Alizah, Year 13**

## Science @ WCHS (cont'd)

### School Physicist of the Year 2019 – UCL & the Ogden Trust

As part of Woodford's connection with the Ogden Trust, a charity who aim to develop the profile of Physics teaching and learning across England, we are able to nominate a student from year 7 and 10 as school physicists of the year. This year, we are thrilled to nominate:

- Shaira (8D) "for her infectious enthusiasm for Physics which permeates into all her work and contributions to lessons, and for the overall positive impact this has on her peers"
- Lily-Belle (11W) "for not only her academic ability but also her incredible enthusiasm, perseverance and willingness to work hard which has contributed to her continued development as an exceptional physicist".

Well done to both students. Below, they account their experiences at the awards ceremony, hosted at University College London.

*When I first got there it was awkward because I didn't know anybody, but eventually I met a lot of interesting people! It was fun seeing what other people who also loved Physics thought. There was a very interesting talk but if I'm being honest I understood like 2% of it but it was fun anyways! We got to see a mini particle accelerator, as well as smaller physics related stalls where you could see new things such as glasses that split light into separate individual rays. Overall, it was a great experience and it had definitely made me realise how much and why I love physics.*

**Shaira, Year 8**

*On the 16<sup>th</sup> of September I visited the Institute of Physics to receive a certificate for the 'School Physicist of the Year 2019'. At the ceremony we were fortunate enough to be*



*able to listen to a talk from particle physicist Dr Andreas Korn, from the UCL Department of Physics and Astronomy, who talked about The Large Hadron Collider at CERN. He even brought in miniature version of a particle collider to demonstrate particle physics in action. Overall it was a very rewarding and informative occasion, which has encouraged my interest in Physics.*

**Lily-Belle, Year 11**



## Science @ WCHS (cont'd)

### Physics @ Work Exhibition – Cavendish Lab, Cambridge



On Thursday 19<sup>th</sup> September, 45 students from Year 9 attended the 'Physics at Work' exhibition at the University of Cambridge, a three day event that aims to encourage 14 to 16-year olds to engage with the wide variety of ways physics is used in real world applications. Students attended six different workshops/presentations, each specializing in a different field of study or industry. Here are some accounts from the students:

*The first workshop was experimenting whether a ping pong ball could tear through a piece of paper. A vacuum was attached to a long tube which the ping pong ball was in. A piece of tape was acting as a barrier between the air from the vacuum and the tube, however once this tape was pierced, the air flow forced the ball to tear through the paper. We then learnt about the physics behind it.*

*The second session was very engaging and its main focus was how robotics is used in the world today. Two MathsWorks programmers brought in a robot programmed to follow a line using a sensor. This sensor enabled it to distinguish the line from the paper and due to this, it followed the track around.*

*The third workshop was predominantly based around Newton's Laws of Motion and how that can be applied in experiments today. After discussing several equations used to calculate different things, the presenter stood on a bed of nails which showed us that, in order to be safe, the force of his weight had to be equally spread out across the surface area of the nails.*

## Science @ WCHS (cont'd)

### Physics @ Work Exhibition – Cavendish Lab, Cambridge

*After a short break, we continued onto our next experiment. The next workshop was on the subject of the big bang and the formation of stars. It consisted of an abundance of information relating to the topic and future theories about space. As it was given from an expert's point of view, a PhD student from the university, it was a fulfilling experience for those interested in astrophysics.*

*Next was a lecture to do with the British Antarctic Survey (BAS), which is an institute which 'delivers and enables world-leading research in the Polar Regions'. It was led by a researcher who had been previously visited Antarctica for 18 months! He shared his experiences in Antarctica with us and conducted a demonstration with a machine that was used in his trips. In addition to this, he also explained the technology to transfer weather information to us in the UK.*

*Our final workshop was led by Rolls Royce, where we were stunned to find out that they don't actually make cars, but mainly engines. The Rolls Royce cars we know about are now actually made by BMW, they just kept the name due its reputation. We assembled our own model jet engine using the parts given to us and then talked about their purpose within the engine. We had a discussion about using nuclear energy and how Rolls Royce currently utilizes it in their ships. To end the session, they explained to us their future ideas, which focuses on sustainably using natural resources.*



### Riya & Simra, Year 9

*One of my favourites was the superconductivity workshop which explained that at a very low temperature, like that of liquid nitrogen, magnetic field lines pass through superconductors instead of around them. This therefore meant we could get involved by picking up a superconductor in liquid nitrogen with tongs and place it on a big magnetic field track. When placed on the track the superconductor levitated and moved around it – the basic idea as to how the Maglev trains work in Japan. Another good workshop we had was one about a company called Domino Printing that printed expiry dates on different everyday items using high tech machines. We all got our own pen and pencil with our names printed on them.*

### Maya, Year 9

## Science @ WCHS (cont'd)

### Physics in Action – A Level Conference, London



On 12<sup>th</sup> November, the A-Level Physics students from Year 12 had the opportunity to attend a conference in central London aimed at showcasing how Physics can be put into action, demonstrating not only the wonders of the subject but also its diverse real life applications. From compelling talks from the Institute of Cosmology and Gravitation and the National Physics Laboratory, to insightful personal stories from a smart building engineer and a popular physics YouTuber, the conference proved engaging, inspirational and thought-provoking. There were even interludes from a UCL Chemist and an acoustics engineer who offered a literally visual insight into how the human body generates sounds of varying frequencies. Below are some student reflections:

*I really enjoyed Ozak Esu's speech. As someone who is interested in doing engineering in the future, I was glad she was an engineer. She helped me to understand that even though you might have a certain plan for yourself, life can take you to any path. She was born and raised in Nigeria and predicted extremely high A-Level grades. However, she did not make these grades she needed and ended up having to make several calls to universities to see who would take her. Yet, despite all of this, she is an engineer working on smart buildings, designing them to suit the customer's needs. Her work helps create a greener world and has a huge contribution to protecting the environment. This has showed me the broader impacts that working in STEM fields can have. I found her talk especially interesting as it was about a new way of designing buildings that follows a more tailor-made approach. She also enlightened us to the different options of various engineering types and routes of study, which has made us all think more about what we want to do in the future. Overall, I think it was a really good talk which allowed me to see and understand from someone who has gone through the real life process of becoming a successful and inspirational engineer.*

**Alice K**

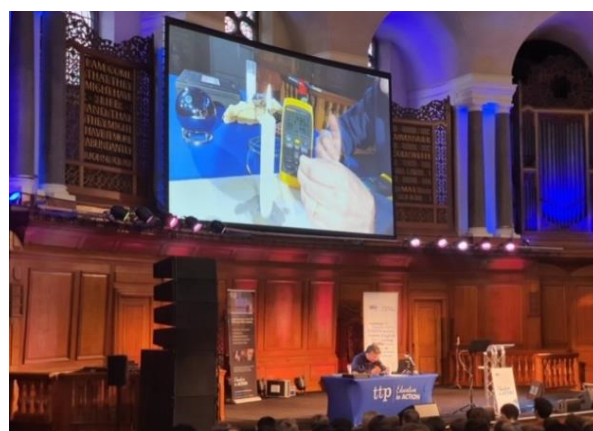
## Science @ WCHS (cont'd)

### Physics in Action – A Level Conference, London



*Try making a loud whisper or loud high-pitched 'I' sound- as we learnt, you can't (at least not without the help of technology). We learnt that the thickness and movement of your vocal chords prevent you from making these sounds, however, with an understanding of acoustic physics you can design instruments to make this possible including speakers and sound diffusers. These can then be implanted to help many people, such as opera singers, reach these notes.* **Hanisha B**

*Michael de Podesta from the National Physics Laboratory introduced to us the 7 Base SI Units; metre, second, kilogram, mole, candela, ampere and kelvin. He showed that every other unit of measurement can be derived from these 7 fundamental units, whilst also proving that any combination of letters or words can be used to represent these units, through his own set of units which were named after his own family members! These units have been around for a long time, but now some of them require redefinition.* **Muriel O**



**Mr Le, Subject Leader Physics**



## Prizegiving 2019



Our annual celebration of the girls' achievement took place on Thursday 7<sup>th</sup> November. There was the usual range of academic awards, plus a number of Service Prizes for girls who had made significant contributions to the wider life of the school or local community. For our ex-GCSE girls, this year awards were given to those who had achieved seven or more Grade 9s at GCSE. This was an amazing 28 girls.

This year's prizegiving speech was given by Dal Channa. Since leaving Woodford, Dal has worked in the business sector and has travelled the world as a project manager, a challenging and stimulating job. As well as congratulating the girls on their achievements, Dal also urged them to take advantage of all the opportunities that studying at our great school presented them with. Her marks were received with great appreciation by the audience, and Diana Hysenaj, Head Girl, gave a gracious vote of thanks.



## Prizegiving 2019 (cont'd)



The evening was wound up with a speech by the Mayor of Redbridge, Councillor Zulfiqar Hussain, who not only declared how much he had enjoyed the evening, but also spoke of his struggle against adversity to reach the position of eminence which he now enjoys. The evening was rounded off by a convivial gathering with refreshments in the dining hall.

**Mr Jenkins -Deputy Headteacher**

## Experiencing the State of Hypnosis at the Psychology & Science Conference



Early in December Year 12 Psychology students had the unique opportunity to attend the Psychology & Science conference. The highlights of the day include eminent psychologists who besides their academic training, specialise in entertaining students with their speciality, including dance, magic and hypnosis. This year, one of our Woodford girls - Achiya - was chosen to be hypnotized.

Andrew Newton is one of the UK's most skilled hypnotherapists and teachers, and besides demonstrating his skill was able to tell the audience about the process of leading his participants into the deep state of relaxation typical of hypnosis.

### Ms Liebeskind, Head of Psychology

Here Achiya describes for us what it actually feels like to be in a state of hypnosis...

"1,2,3... Go to sleep." A firm yet comforting press to my forehead and I was separated from my surroundings; my body was slumped physically whilst I felt my consciousness slipping deeper and deeper into the floor almost guided by gravity as the hypnotist made me constantly aware of what was to come. I found myself trying to break away from his control, I could feel the heavy hand of fatigue firmly pressing me deeper into the floor as I fought to regain control. It felt as though my body was asleep but my mind and brain were awake and completely aware and were at a loss to exert control, which was completely juxtaposed by the ultimate relaxation that I felt myself being drawn to by Andrew Newton's soothing voice. An unforgettable and surreal experience, giving an already fun and informational trip a funny and bizarre ending.

**Achiya, Year 12**

## Resilience Day with Anthony Bennett

The man who was resuscitated 12 times, Anthony Bennett, came to our school to speak to us about his story and the importance of resilience, his speech was not only inspiring but also motivational from beginning to end.



One thing he spoke about in particular that has stuck with me are the two voices in your head which



he described as 'the dreamer' voice that is constantly pushing you to fulfil your goals, creating

ideas and opportunities in order to achieve those goals. The second being 'the puller-back' voice that is the psychological blocker that keeps you from completing certain things by making the negatives seem like they outweigh the positives. This has enabled me to try and focus on my dreamer voice and also make the ideas that voice brings come to life.

Some of us had the chance to interview him directly which was an absolute pleasure. One of the main things that was really inspiring to me was the idea of building blocks. He explained how there was a time in his life he kept falling down from certain blocks of his life with highs and lows. However, he decided to keep going and every time he fell, he would rebuild the building block steps and kept going to be happy and said to himself 'Yes I made it to the top'. It was inspiring to see that after a long journey fighting for his life he maintained that determination and motivation, even when he had some gloomy days.

It has enlightened and motivated me as a Sixth form student to keep going and not give up after 'not getting a good grade in a test' or 'finding a certain topic difficult', but instead taking a step back re-evaluating and building upon those small setbacks. I would just like to say, it was an absolute pleasure to hear Anthony Bennett's story and interview him.



**Saron & Manpreet, Year 13**



## My Trip to Villiers Park



Over the October half term, I had the amazing opportunity of participating in a Villiers Park residential course. Villiers Park is a social mobility charity who provide bespoke programmes to students from the ages 14-19. The point of the programme is to provide a non-competitive environment to nurture students interest in a subject.

So on Monday morning, having squeezed a somewhat excessive amount of luggage into the boot of the car, I undertook the nervous car journey to Villiers Park, wondering about what the next five days would hold. Luckily, my worry was in vain and on arriving I was immediately greeted by a considerably spacious and equally comfortable room, I quickly warmed to the idea of calling it home for the next week.

Having been suitably spoilt already, I proceeded to introduce myself to the twelve other individuals I would spend the next five days with. I made friends with sixth formers from all around the UK. People from Greater Manchester, Cambridge, East Sussex, Wales. Even one who had taken the plane from Belfast, which put my one hour car journey to shame! Many of them grew up in villages and towns, quite at odds with the blare and bustle of Gants Hill, it was very interesting to meet and interact with young people who lived in very different environments to my own.

The course I took part in was about Cell Biology and Genetics. It was led by two tutors, both of whom were University professors. Professor Kimberley Hirst Jones from the University of East Anglia specialised in nutrition. She gave us several talks about the relationship of disease with health, particularly the importance of a Mediterranean diet, and taught us about the degenerative disease called Osteoarthritis.

## My Trip to Villiers Park (cont'd)

The second university professor, was Professor Guy Sutton from Nottingham University, whom I think of as the Stephen Hawking of Biology. He specialised in Neuroscience and had what seemed like all modern research in science committed to memory. It was fascinating to be taught by him about epigenetics, cancer, the function and dysfunction of the brain. We also watched him perform a brain dissection where he took apart all of the internal structures of the organ, and let us hold them!

Some of the other highlights of the course include my visit to the Wellcome Genome Campus and the Sanger institute. Home to some of the most ground-breaking research in genomics, the campus was a major contributor to the human genome project. In fact we were even given the chance to see some of the technology they used to map the human genome, and talk to the experts who were involved in the research. I also had the opportunity of talking to another expert, Dr Rob Kay, who works in the MRC Laboratory of molecular Biology, in Cambridge University. He told us about his work on micropinocytosis (how cells drink), and gave us an insight into what a career in scientific research would entail.

When we weren't learning about ground-breaking biological research, the thirteen of us spent our evenings watching The Apprentice and Bake-off on the TV or in the games room, where we played pool, Foosball and table tennis. And despite occasional ball which would bounce dangerously off the ceiling and make contact with a tube light, the entertainment facilities were loads of fun.

To conclude the week, we all gave presentations on the research we had been undertaking over the course. Mine was about the relationship of the tau protein with the development on Alzheimer's, but there were topics as diverse as Arthritis to the gut microbiome. It was very satisfactory to present and share all of the hard work we had put into our research over the past few days.

Overall, the Villiers Park residential programme was an unforgettable experience which has transformed my understanding of Biology and taught me things above and beyond the A-level specification. It has given me the confidence to pursue a career in science, and inspired me to continue learning about biological research outside of the curriculum.

**Zahra, Year 12**

## From Bauhaus to Our House!



To celebrate Woodford County's centenary, and The Bauhaus Centenary, year 10 students participated in a workshop activity this term, that linked The Bauhaus in 1919, with Woodford County High School in 2019; and allowed students to consider the priorities that designers had in 1919, and the priorities that designers need in 2019.



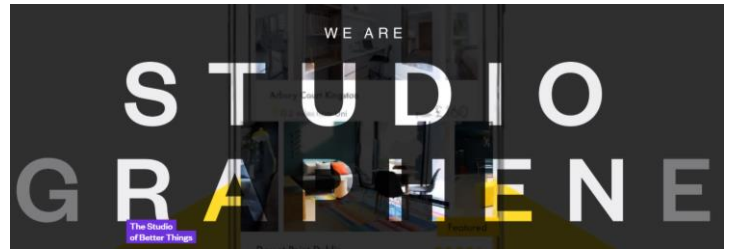
Working in pairs, students engaged in some 'old school' woodworking, to build a bird-nesting box, with the aim to design and make 'for good' rather than landfill; to do something positive to address the decline in species this century has seen, and help our struggling environment. The workshop activity resulted in a 'gift' of ten bird-nesting boxes, which will be installed around the gardens of Woodford County, to mark our centenary, pay homage to The Bauhaus, and hopefully help our garden birds to thrive.



The nesting boxes will be monitored during the spring, to assess how successful our efforts have been.

**Mr Baines, Creative Technologies**

## BIMA D-DAY with Studiographene



A group of 60 excited and determined Year 9 girls participated in the British Interactive Media Association's (BIMA) Digital-day on Tuesday 12<sup>th</sup> November 2019.



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

The day was hosted by **Studiographene**, a leading branding and digital marketing and technology organisations based in Central London, **Christine Brewis – Digital Marketing strategist, Jessica Mason – Digital Marketing Manager and PeterZinovieff – Product Manager**, led the girls in learning and using a range of digital skills in one day – from project management, researching, designing, group presenting, to debating and tailoring ideas to the needs of customer requirements whilst keeping in mind the fast changing pace of technological demands – it was a day full of creativity!

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

**Ms Hossein - Head of Creative Technologies**



## Year 10 Design & Technology GCSE



Year 10 Design & Technology GCSE students once again participated in the Design Museum's national design competition 'Design Ventura'.

This real world project requires students to respond to a professional design brief, to design a product for The Design Museum shop, to improve the lives of the chosen target customer. Working in teams, students engaged with the creative processes of design to generate innovative, creative ideas.

Creative solutions this year included:

- 'Blockades' A door stop to prevent young children trapping their fingers in closing doors;
- 'Bamboard' A board game to teach children about the importance of sustainability;
- 'Pixi Box' A product to help students keep their everyday items organized;
- 'Slip-It' A pencil case for students, which attaches to a folder to make it easy to carry;
- 'Earshapes' A handy headphone carrier, which helps keep the cable tidy.

Competition rules allowed only one team to enter the competition; well done to team 'Tessellations' [Anjola; Arooba; Maddeline and Alice]. Unfortunately, we didn't make it through to the ten shortlisted entries, but our experience with this project is now strengthening; keep your fingers crossed for us, for next year!

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.

the  
DESIGN  
MUSEUM



## Year 10 Design & Technology GCSE

TESSALATIONS

FINAL DESIGN

COST

SUSTAINABILITY

**'Cloud'**

This simple design is aimed at students and anyone who wants on accessory which is both decorative and functional

**'Train'**

This design is aimed at professional individuals who look for something that is formal and plain.

**'Tudor Rose'**

This design is aimed at anyone in general. This 'Tudor Rose' inspired shape can be popular

**MATERIALS: BAMBOO**

Gift by 4ft bamboo (Bamboo Supplies Ltd)

69.92 + 20% VAT = £83.90

243.84cm by 121.92cm / 34617.96cm<sup>2</sup>

Average size of EarShapes™ = 6cm \* 5cm = 30cm<sup>2</sup>

With £83.90 we can make (341617.96cm<sup>2</sup> / 30cm<sup>2</sup>) 11353 EarShapes™, which would mean in order to produce 1000 we'd only spend £70. Therefore to produce one we'd only spend 00.07p per ear shape on materials.

**3.0mm Moso Bamboo 1-ply NATURAL veneer (Hobart)**

45cm by 30cm = £3.15

45 \* 30 = 1350cm<sup>2</sup>

Average size of EarShapes™ = 6cm \* 5cm = 30cm<sup>2</sup>

With £3.15 we can make (1350cm<sup>2</sup> / 30cm<sup>2</sup>) 45 EarShapes™, which would mean in order to produce 1000 we'd only spend £70. Therefore to produce one we'd only spend 00.07p per ear shape on materials.

The only piece of information that is slightly harder to find would be manufacturing costs, chances are that the mass production of custom cut wood would be complete via laser but, for the individual it is rather difficult to get a quote on that.

**OUR PACKAGING**

When designing any products, as designers we are responsible for the life cycle of our product and where it ends up. This heavily affected our decisions when looking into what materials we could use for our products. With the store our planet is in, it is important to prevent as many products as possible ending up in landfill or our oceans. This is why we chose bamboo. Bamboo is a very fast growing type of wood, and with rates of deforestation happening faster than regular trees can grow back, it is important to consider how quickly we could access our source material without causing further damage to our planet. It is also biodegradable meaning when its life cycle is over and done with, it will not cause any further damage to our ecosystems.

Mr Baines - Creative Technologies

## Geography News

### Autumn 2019

We have had, as always, another busy term and start to a new academic year in the geography department. In September, we saw Miss West join us as a geography teacher causing the department to have 3 *full-time* teachers for the first time – all thanks to our expanding school. All of us are teaching across the three key stages as well as working together more generally to ensure your daughter receives a high quality geography education that is relevant and interesting.



## Geography News (cont'd)



Additional to our travels abroad, fieldwork has taken place more locally with our A Level students in Hackney (*as they developed their cultural and social geography understanding*) and with Year 11 who spent a day in the Walton-on-the-Naze area honing their fieldwork and enquiry skills (*in readiness of their exams next year*).

Over the Christmas break, please encourage your daughter to keep an eye on what's going on around the world; whether it be related to national or global politics, environmental issues, natural disasters, or anything else – all will relate to geography in some shape or form!



Just before the October half-term, we set off with 41 students, Miss Keith and Mr Baines on our seventh 5 day visit to Iceland. A selection of photos are seen here but, needless to say, we had a truly fantastic time and experienced our best weather yet!



**Mr Saxton, Mrs Hawks & Miss West, Geography**



## STARS Travel Seminar



In previous years, the first Youth Travel Ambassadors seminar of the year has been hosted in public halls or community buildings, however this year the event took place in our own school, here at Woodford. This meant that we had to help set up and the YTAs from Valentines, Oaks Park, Bancroft's, Caterham and King Solomon came to visit us as well as many travel and council officials. The event took place during the school day and during the day we planned and presented the campaigns we are going to carry out this year. We thank all the people involved who came to help us develop our ideas and create strategies to improve travel around the school.

Our campaign this year aims to improve behaviour on public buses and consideration for other passengers, the driver and teachers who monitor the buses after school. We also want to ask for another 679 bus in consideration of the mass overcrowding that student currently face. We plan to create a short film to help raise awareness about the anti-social behaviour going on in our school buses, this includes pushing, shoving and generally boisterous behaviour.

## STARS Travel Seminar (cont'd)



We met many TFL workers and presented our plan for this year to the schools that attended, plus many Tfl industrialists that dealt with the issues that we were facing. We, as a group, got our point across clearly and emphasised the need for a school bus and our events that we were planning for the school year. We used and improved our speaking skills, and had an unforgettable experience.

We were also commended for achieving a gold travel plan and awards in the STARS Leadership Programme, both awards we were extremely proud to receive after years of campaigning. Again, we thank Ms Greenfield for acting as our bridge to TFL officials and helping us succeed in our endeavours.



We hope for many more opportunities like this in the future where we can aid our community, and continue the success of our group, the YTAs.

**By Haya 10A, Aamukta 11R and Madi 11R**

## Meet Our Governors - Mrs Cat Brooker



I was elected as a governor at Woodford County High School last year; my daughter is in Year 10.

I am currently a Deputy Headteacher in a large Academy, and I was persuaded to apply to be a governor at Woodford County High by my

colleagues and governors at school. I am very fortunate and grateful to not only be a governor here, but also at the Ilford Ursuline Preparatory school which both my daughters attended.

It is an absolute privilege to be part of such a successful school. Many colleagues at my school have asked me why I decided to be a governor. For me, being a school governor is a challenging but hugely rewarding role. Being a member of a governing body gives us all the chance to make a real difference to your school, and to give something back. It is hard to imagine that the governors at Woodford County High are a small part of the quarter of a million volunteers governing schools in England.

My own background is Music and Performing arts: my late father was a musician (concert pianist and professor of Music) and I currently teach Music and Drama to A level in my school. I have resided in this area all my life, attending the Redbridge Music School, after which I went to university to study Music. I have performed in many West End shows (playing piano and flute) over the years which I enjoyed very much, but once I went into teaching this became quite difficult to continue. I am very passionate about all the arts: not only Music, but also Dance (I was a member of the Royal Ballet School for many years).

I take great pleasure in attending all the events I can at Woodford County High, and supporting your school. If you see any of the governors around your school, please do come and say hello! We all love to talk.

**Mrs Cat Brooker**  
**Parent Governor**

## Haven House School Enterprise Project



We are one of the 8 schools in Redbridge participating in Haven House School enterprise Project sponsored by Galliard Homes. The team of 8 are participating includes 4 students from year 13 and 4 from KS3. They are planning various business events to use initial seed capital of £50 to reach a target of £1500. Mentors from Galliard Homes support them and attend meetings at Woodford once a month. Each girl in rotation leads a project and meetings to gain various skills. The project runs for 14 weeks with innovative business ideas. Year 7 girls will join in one of the business events to implement their business idea in January. Galliard Homes will be inviting our girls to a meeting in their board room in their office in London next month and will be offering paid work experience in the summer. Last year, the team won Best Presentation and Most Innovative Business Idea awards. The team is hoping to achieve various awards this year.



**Mrs Patel, Head of Economics & WRL Coordinator**



## Teaching & Learning/Research

Educational research continues to run through the teaching community at Woodford. A major focus of the research work this term has been on curriculum. The curriculum represents the heart of the learning and teaching within school, and covers everything from what students are covering in their lessons, their homework, to assessments.

With its importance in education, there is understandably plenty of educational research on the curriculum in its broadest terms. In aiming to integrate educational research more organically through decisions made within departments, teaching staff have been considering four key areas regarding curriculum:

- **why** we learn (engagement)
- **what** we learn (content)
- **how** we learn (with a particular focus on neuroscience / memory)
- **how** we test what we learn (assessment).

Research findings in all of these areas can strengthen convictions, or shape decisions about innovations for the curriculum in subject areas.

In particular, research regarding neuroscience and memory, of which there is now plentiful which is highly relevant to teaching staff, has led teaching staff to make decisions to help students remember material more long-term, and to help students themselves understand how their memory works. Further, research about engagement in learning shapes the way departments consider the holistic approach to learning.

Staff continue to have the opportunity to be involved in a teacher bulletin, a publication for staff by staff, concerning issues relating to educational research. The termly publication was recently issued to staff and included a book review, an interview with a teacher about life as a teacher-researcher and a summary of research on a form of assessment.

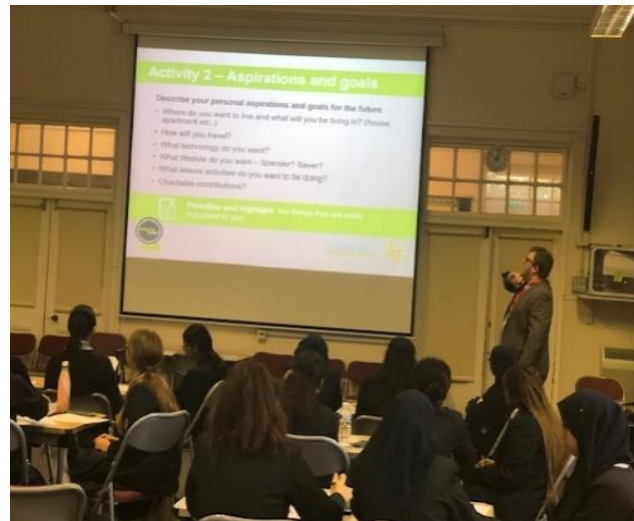
As teaching staff this term have had opportunities to reflect and analyse their approach to curriculum, next term will provide an opportunity to evaluate the success of a particular intervention and to evaluate the impact of the curriculum.

**Ms Heath - Research Coordinator**

## Finance Workshops

### Careers and Financial Awareness

Chartered Insurance Institute Personal Finance Society volunteered to present finance workshops for year 10 students. The Personal Finance Society (part of the Chartered Insurance Institute Group) are the leading UK professional body for financial planners and those in related roles. Workshops covered elements of financial education relevant to students' life stage. Themes included **My Future Finances and Understanding Attitude to Risk and How that Impacts Decision making**. These two sessions were delivered by Education Champions Mr. Anthony Phillips and Ms Catherine Johnson—professional members who are committed to giving something back to their local community. My future finances workshop included; the value of everyday expenses, personal long-term goals and evaluating goals according to a range of incomes. Making decisions and attitude risk included; why people may choose to take risks



with their money, understanding different types of financial risks and whether they carry a high, medium or low risk to an individual and understanding how insurance and other methods can be used to protect themselves against financial risks. Both the workshops were interactive and delivered through games and real life examples.

**Mrs Patel, Head of Economics & WRL Coordinator**

## MFL Department News

### Trip to Germany – Christmas Markets



Now in its fourth year, the annual Christmas market trip to the markets in Münster, North-West Germany again served as an enchanting experience for the year 10 students of German and their teachers.

Students travelled from school on Thursday evening overnight, to arrive to Münster's Jugendherberge, beautifully situated opposite the Aasee, a large lake. After having an opportunity to sample some traditional German cuisine, students visited the Friedenssaal, which was where the treaty to end of the Thirty Year War was signed. Students also visited the town museum, where there were able to explore the history the history of this university city, taking the chance to translate some of the captions of the objects on display. In the evening, students enjoyed their first experience of the Christmas markets where many students sampled traditional sweet and savoury treats, and enjoying their first taste of negotiating and buying in German.

The Saturday morning was an opportunity to test students' listening skills, as the group completed a lengthy tour in German around the city. Students went from here to the town library, and many found this spot in the Stadtmittle to be a peaceful and relaxing point, where they could read some of their favourite novels in German, or play some German games.

Over lunch, students experienced the Christmas markets by day. Developing their cultural experience of the city, in the afternoon students went on a tour of a Kunstgalerie, which houses an excellent collection of German art through the ages. In the evening, students were able to return to the Christmas markets, and many felt comfortable returning to a Christmas market they already knew.

## MFL Department News (cont'd)

On the Sunday morning, as students were travelling back, they stopped at "Dreilaendereck" just outside of Aachen, where Germany, Belgium and the Netherlands meet. Students were able to stand with one foot spanning two countries and their other foot in another, showing that it really is possible to be "three places at once".

As students travelled back to England, they were set the task of writing a poem in German as a response to the trip, and one group's poem is shown here....

Overall, students made a very good account for themselves as they were in Germany. Students showed a real willingness to speak in German, to engage with local Germans and to immerse themselves as much as they could with the culture.

### Ms Heath – Acting Head of Languages

#### Poem about the Christmas market trip

*Der Dezember fünf,  
war die Zukunft,  
Jedoch nicht mehr,  
Diese Reise war die beste,  
Eine Ablenkung zu meinem Test,  
Es war wirklich großartig,  
Frau Zakir war süß wie immer,  
Herr Le hat Deutsch gelernt,  
und Frau Heath war sehr energisch,  
Vielen Dank für alle.*

*Ich sah den Markt  
und die Stadt war schön,  
Die Jugendhause spass gemacht,  
aber schlafe ich nicht so gut.*

*Wir sind von England gefahren,  
und ich bin sehr traurig,  
aber auch gut,  
weil ich es nie vergessen werde.*

**Nasiha's (10A)**



## Year 9 Trip to the Language Show, London



**Students at the Language Show 2019**

It was an ordinary Friday for most of the girls at WCHS, however for thirty Year 9 students it was one of the most memorable moments. We went on an extraordinary trip to the language show; hosted in Shepherd's Bush. The Language Show was in an indoor spacious hall where there were multiple stalls about a particular language. One stall that we remember vividly was the Korean stall. The Korean Stall was very interesting as they showed us an app which teaches you Korean. This app makes learning fun as you learn Korean as well as enjoying the game. This means that you can learn more than 20 words in less than an hour! We also enjoyed the stalls about French and Mandarin. The French stall also had a similar concept as it had made its own app for us students to learn French in an enthusiastic way. And the at the Mandarin stall we learnt different Chinese characters by seeing how the pictures relate to the word and we learnt that in mandarin there are no tenses. We went to many stalls and each stall gave us a mini souvenir about their stall; mostly pens and tote bags. The part that we enjoyed the most were the talks. The talks were particularly interesting and we ended up going to a talk designed for teachers, on how to make language learning fun. Although it was for teachers, we understood it. This was a very interesting trip for the thirty of us and if we had the chance to go again, we would definitely take it. We never knew learning a new language could be so much fun.

**Pooja and Deeti 9F**

## Year 12 and Year 13 day at the BFI – London

We were given the opportunity to watch one of the films we will be studying in year 13 at the British Film Institute, 'La Haine,' which was extremely useful in preparing us to study it. The lecture was led by a university professor and felt very akin to an actual university lecture, which served as a good insight into what university would be like. The morning session was dedicated to teaching us about the development of French film, in order to better aid our understanding of the film's context. We were spoken to about the 'Nouvelle vague' translating to the 'new wave' which involved radical changes in the way films were made, developing from more rigid camera work to a range of different shots, as well as less scripted acting, in order to invoke a sense of rawness from the film itself. After this, we were shown a range of different French films, of which we analysed together and discussed the features of the nouvelle vague and the overall effects they had on the nature of the films. In addition to this, the lecturer spoke entirely in French which allowed us to become comfortable with hearing the language being spoken in a less restricted environment. The trip was also extremely enjoyable since it sparked our interest in the film as a whole, with many discussions being held as a result of the lecture itself. As a whole, the trip was very beneficial for us and we all look forward to studying the movie in more depth next year.

**Ms Gaskell, MFL Department**

## 30 years since the fall of the Berlin Wall

November 2019 marked 30 years since the fall of the Berlin Wall. To commemorate this historical event, students in year 7 – 11 discussed the



significance of this event during form time, and some students had an opportunity to discuss this during their German lessons. Students were asked to reflect on the experiences of those living in Germany at the time, and what different reactions there may have been after the wall came down. On Friday 8<sup>th</sup> November, sixth form students of German ran a lunchtime session explaining the events leading up to the fall of the Wall and some of the escape stories. Students were also able to look at newspapers from the time reporting the events and ask questions they may have had.

**Ms Heath, Acting Head of MFL Department**

## French lecturer from KCL comes to Woodford to talk about French at university



In November, year 10 – 12 students were treated to hearing from a lecturer of French literature from King's College London over lunchtime about studying languages at university. Students

were given an insight into the range of topics studied at university and the skills developed throughout a languages degree. As part of the talk, students were able to ask questions and these were a pertinent reflection to what students had heard. Students were given advice about what would help them most prepare for a university application in modern languages. At a time where fewer students nationally are applying for languages at university, this talk was very timely and students were very fortunate to have had this opportunity.

### **Rivka et Vishalinne (10C) write about their experience in French**

*« Mercredi 6 novembre, il y a un peu plus d'un mois, un représentant du cours de français au King's Collège de Londres (KCL) est venu à l'école, et nous a parlé des avantages et des avantages de choisir le français à l'université, en particulier à la KCL. Le français à KCL ne travaille pas uniquement sur la langue, mais intègre des études linguistiques et historiques. Le cours permet le développement de compétences analytiques et d'interprétation et nécessite une connaissance de base du français. Les connaissances de base en français fournissent les compétences de base nécessaires pour étudier la politique française - ancienne et actuelle ; Littérature ; film ; ainsi qu'une étude de la culture française ancienne et actuelle. Pour ceux qui préfèrent le côté linguistique des langues vivantes, KCL, tout comme les autres universités, propose un programme d'un an à l'étranger, où les étudiants peuvent étudier en France ou dans un pays francophone. »*

## MFL Department News

### Pen-Pal Schemes – Year 8 & 10 French



A pen-pal program has been established with a secondary school in northern France and our Year 8 French students have already exchanged a couple of letters with students of the same age in Amiens. Christmas cards are now on their way!

Amarah Amin shares her first impressions with us:

*I find this scheme very beneficial as I was able to communicate with a French person in real life. This gave me a real experience to broaden my knowledge and vocabulary when writing or reading the letters in class.*

Year 10 students of German have also had the opportunity to be involved in a pen-pal scheme with a "Gymnasium" (grammar school) in Bonn. Students have so far received one letter and have written a reply.

Katelynn and Iqra in 10A reflect on their experience so far.

*It's really interesting and fun. It feels very realistic and as it's a real life situation, it encourages us to speak and write better German. It also gives us experience with German speakers.*

**Ms Gaskell, MFL Department**



## STEM Careers & Employability



+On 4<sup>th</sup> December 2019, all year 11 students had an opportunity to attend an interactive talk on STEM careers. The guest speaker, Esther Wershof was herself a WCHS alumni. Esther left WCHS in 2010 and studied Maths at University. She has just finished her PhD and she is one of the Francis Crick Institute's cancer researchers. As a mathematician she thought she would end up working in the City, until she saw an advert for a job in academia. Now she works with biologists, using mathematical models to get a better understanding of how cancers spread. The body sees cancer as a wound, and sends fibroblast cells, which lay down collagen fibres, to "repair" it. The fibres often line up, serving as "highways" for the cancer to spread to other parts of the body. Esther studies the patterns of these fibres, hoping researchers could one day disrupt them. The session was inspiring for our students.



**Mrs Patel, Head of Economics & WEL Coordinator**

## STEM Careers Workshop



On the 1<sup>st</sup> of November interested year 12 and 13 students took part in a STEM Careers workshop as part of IGD's Feeding Britain's Future programme. IGD is a research and training charity that helps grocery and food supply chain better serve the public. The workshop was delivered by volunteers from all aspects of the food industry, from Area Managers to Shopper Insight Analysts. Participants had an opportunity to talk to all of the volunteers and listen to the pathways they had taken into the food world; all were unique and demonstrated that if you have the passion and enthusiasm for the job that you are applying for, your previous educational background doesn't necessarily matter. In addition to learning about the different sectors and roles in the food and grocery industry, students also developed vital skills needed when applying for jobs and apprenticeships. This workshop was highly valuable as it shed light on an industry where STEM is vital, but often hidden. It allowed students who are considering a career in STEM to widen their horizons and realise that there is more to STEM than laboratory experiments. It was an excellent opportunity to meet industry professionals and be inspired.



**Mrs Patel, Head of Economics & WRL Coordinator  
& Mrs Peters, Science Department**

## Music News

### Trinity Laban Music Conservatoire Set Works Concert for GCSE Music Students on 28<sup>th</sup> November 2019



We didn't really know whether to expect a professional concert or a laidback and fun concert on the coach but it was a very nice surprise to find that the concert was very comfortable and that the performers weren't too far away from our age!

Before the concert, we had debated whether or not Steve Reich's 'Clapping Music' really counted as music but after hearing the actual piece we were all amazed at how melodic it sounded even though it was just clapping. We didn't think to argue whether or not it was music again. Apart from the clapping, there were so many other pieces which left us giving loud applause, such as William Good's 'Land of Plenty' which was accompanied with the documentary it is actually played with. Then Beethoven's 'Pathetique' Sonata which had so many repeats we never thought it would end.

The concert and all the musicians' dedication really did stay in our minds for the next couple of weeks, along with the pain our ears felt the day after and definitely won't be forgotten throughout the rest of our Music GCSE.

**Elizabeth & Varshni, Year 10**

## Music News (cont'd)

### Christmas Concert 2019



The Christmas concert this year featured a third more participants than previous years demonstrating an exciting growth in the musical life of the school that co-incides with a huge uptake in music at KS4 level this year.

The Christmas Concert featured all musical clubs in the school showcasing all the hard work they have put into their rehearsals since the beginning of the calendar year. A special mention to the staff choir and newly-founded recorder club. The Brass Band is growing in numbers and we anticipate a very successful year to come with some splendid performers in every year groups across the school. We thank all those involved and those who attended to support our concerts and look forward to the February Recital Evening and Spring Concert!



**Mr Ashman – Jones , Head of Music**



## PE Department News

### Borough Champions Badminton

On Thursday 14<sup>th</sup> November 2019 the KS3 and KS4 local round for the Badminton National Competition was held at Woodford County High School. Pupils faced teams from Bancroft's and Woodbridge High School. Despite this being held on the same night as House Drama the teams were focused on the task at hand. WCHS entered 2 teams for both age groups with the KS3 teams finishing 1<sup>st</sup> and 2<sup>nd</sup> and the KS4 teams finishing 1<sup>st</sup> and 3<sup>rd</sup> highlighting our dominance in the Borough. The winning teams from both age groups have progressed to the regional round held at Redbridge Sports Centre on Tuesday 21<sup>st</sup> January 2020.



KS4 winning badminton team

KS3 badminton teams (First and Second place in the Redbridge)



### Swimming – District Swimming Champions!

The Redbridge secondary swimming gala was held at Fullwell Cross on Thursday 21<sup>st</sup> November 2019 for Y8 – Y13 pupils. Woodford County High School entered a team for each age group. Pupils in Y8 and Y9 had to complete 25m races in butterfly, backstroke, breaststroke, free style, a medley relay and free style relay.

## PE Department News (cont'd)

The Y10 and senior teams completed 50m individual races followed by 25m relay races. As individuals and teams the girls excelled themselves. The Year 8 team placed 2<sup>nd</sup>, Year 9 placed 2<sup>nd</sup>, Year 10 placed 1<sup>st</sup> and seniors placed 2<sup>nd</sup>. As a result Woodford County High won the district swimming gala for the first time since 1992.



Redbridge swimming champions 2019

### Cross Country

On Thursday 31<sup>st</sup> October 2019 the District Cross-Country competition took place at Fairlop Waters. Woodford County High School entered both Junior and Inter Girls teams where the students competed against multiple schools within the borough in the 2km and 3km races, respectively. All twelve students performed really well both as teams and individually. The junior girls team finished in 3<sup>rd</sup> place (Katie, Kosom, Carys, Minnette, Kayla, Zahra, Yenime and Willow) and the inter girls team finished in 2<sup>nd</sup> place (Rebecca, Rachel, Shareen and Natasha).

Katie finished as the junior girls champion and Yenime, a Year 7 student, finished individually in 6<sup>th</sup> position. This was out of a total of 87 girls across Years 7 - 9. All of the inter girls performed fantastically and individually placed in the top 11.

Six of the WCHS students (Katie, Yenime, Rebecca, Rachel, Shareen and Natasha) successfully qualified for the London Youth Games competition at Parliament Hill. Four pupils took up the opportunity to represent Redbridge at Parliament Hill and all performed extremely well with Redbridge finishing 8<sup>th</sup> out of 32 London Boroughs.

**Ms Brosnan, Head of PE**

## Taekwondo Poomsae championships 2019



On Sunday the 1<sup>st</sup> of December I took part in the British Taekwondo Poomsae National Championships held in Worcester. In my category there were 10 competitors and I came first winning the gold medal thereby becoming the national champion for my age group. I later discovered that there were only two competitors (including me) that scored over 6 points that day. I have been doing taekwondo for almost two years. Taekwondo is a form of martial arts originating in Korea. Poomsae involves different patterns consisting of set kicks, punches and blocks and requires extreme accuracy and focus. I enjoy taekwondo because I have made many great friends along the way whilst helping me to become very fit with a healthy mindset.



Hannah 7F

## Year 7 Sleepover

The Y7 sleepover was an amazing event which brought us together and the wonderful PFA ensured that all the students had the best time possible.

The sleepover was a fantastic opportunity to hang out with your friends and have some fun. The food was also a very good value for money. The pizza with garlic bread and dips was a popular favourite! The breakfast menu was just as good: with croissants, toast and cereal. The food was served in good-sized portions: not too much and not too little.

The staff, 6<sup>th</sup> formers and PFA members helped make the sleepover what it was. A special thanks to Mrs Hawks and Ms Keith for looking after us excellently. The 6<sup>th</sup> formers also deserve credit for organising games such as splat which were greatly enjoyed by all the pupils and staff. The PFA were also very helpful with the food.

The entertainment was exceptionally good. The movies and games were very enticing and would keep us occupied. The movies "Mulan" and "Mamma Mia" were very humorous and enjoyable. The games that were organised also helped us to interact with other pupils in our year group.



Overall, I think that the sleepover was a great experience for the whole of Y7. I believe that it was a great value for money and I would recommend this once-in-a-lifetime opportunity for the future WCHS Y7s!

Sujaya 7A



## Department of Economics

**Janusha Uthaykumar (Year 13) placed second in the John Locke Institute Essay Competition.**



The John Locke Institute is made up to teachers from both the University of Oxford and Princeton University, USA and they run many programs for students, such as Summer Schools, to challenge students and build their passion and enthusiasm for their subject. This year, they had a range of questions for 7 different subjects. Janusha chose to do the question "What does economics tell us about the benefits and costs of immigration? What policy should we adopt?"

Around 1000 essays were submitted overall and there were essay entries from 68 different countries. Essays were assessed by examiners from Oxford, Cambridge, Princeton, Harvard, Chicago and NYU Law School. Janusha was invited to a Gala Dinner at New College, Oxford, where she was able to meet other shortlisted students and discuss essay entries. At the end of the dinner, she found out that she had placed second for the Economics Essay Competition. Many congratulations to Janusha.

Here is a link to the prize results: <https://www.johnlockeinstitute.com/copy-of-2018-essay-prize-results-al>

Here is a link to the shortlist: <https://www.johnlockeinstitute.com/2019-essay-shortlist>

**Mrs K. Patel, Head of Economics & WRL Coordinator**

## I Spoke in the House of Commons Chamber

On The 8<sup>th</sup> of November I took part in the annual UK Youth Parliament house of commons sitting. In this sitting Members of Youth Parliament from across the UK, who have been elected, take part in an annual debate in the House of Commons chamber, chaired by the new Speaker of the House of Commons sir Lindsay Hoyle. They debate five issues chosen by a ballot of young people from across the UK and then vote to decide which two issues should become the UKYP's priority campaigns for the year ahead.



As a Member of the youth parliament, I got the chance to be a part of this once in a lifetime opportunity. As you may or may not know only MP'S and MYP'S like myself will ever be able sit on the green benches. I had been looking forwarding to this sitting the whole year and it was like a dream come true. It made me realise that all my hard work was worth it, and I was honoured to represent the young people of Redbridge in the house of commons. Just being part of the sitting was an amazing opportunity, but I am



delighted to announce that on top of that I was chosen to speak. I represented London in the house of commons on the topic, the curriculum for life which I am strongly passionate about. Although it was a short speech, I received a standing ovation and I am very grateful I was chosen



As the sitting took place during purdah all press will be released on December the 13th after the general election , my speech along with the whole sitting will be uploaded making it available for public to see .This sitting motivated me to continue with my period

poverty campaign and I hope to make even more positive change for the youth of Redbridge.

**Amelia, Year 10**

## Library News

### Video Conferencing

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

### Political Ideologies in Action

Tuesday November 26<sup>th</sup> @ 11.10 to 12.10 in the Library

Excellent linking of climate change with political ideologies – food for thought and can be applied to many other political issues. *Very interactive session; enjoyed hearing of the views of other schools.*



The level of engagement and the cross referencing of a range of ideologies was intriguing.

The topic was very enjoyable and the pauses for discussion made it more engaging.

I really enjoyed this webinar as it allowed for an alternative perspective on climate change.

### Economics: Externalities & Government Intervention

Tuesday December 3<sup>rd</sup> @ 11.10 to 12.10 in the Library

The talk was very useful and very much widened my knowledge about externalities by specifically relating it to real life situations. The webinar was very detailed and interactive which made it even better. Dr Patel explained the economic problems very well, specifically the externality graphs. This webinar helped me also prepare for the upcoming test by thinking like an economist.

The lecturer was really engaging and passionate. Useful graphs and explanation. The examples provided complimented the webinar well.



Used a lot of helpful examples that helped to further my understanding of externalities and help understand the content more. Really good pace and technique of explanation. Wide variety of examples and application of externalities in real life situations.

I found the webinar extremely useful as it linked very well with the topics learnt currently in our lessons. It was also very interesting to see the different case studies on the powerpoint slides and the various real-life scenarios in which our subject knowledge can be applied. The discussion on behavioural economics was also fascinating.

A very informative webinar that helped inform classwork and make the A Level economics content be understood more clearly. The speaker was engaging and helped encourage more 'out of the box' and problem solving thinking.

### Black History Month Chris Lubbe on Apartheid

Thursday 31<sup>st</sup> October, 2.30 to 3.15 in the Library



The webinar was very engaging. I had found Nelson Mandela's teaching of 'ubuntu' (Ubuntu: African philosophy meaning oneness) very interesting and also the progression of equality in Africa from the perspective of Chris Lubbe. I found it a very educating and enlightening experience.

It was very profound and about an area of history I didn't know much about. I enjoyed it.

I found it very interesting how he said forgiving what people do to you is the best way to make the world right. The whole thing was very interesting and gave me a lot of insight into apartheid and people's actual lives when it was going on.

I found the talk very useful and motivational. It was very informative of firstly the background of South Africa and the segregation that tore the country apart. It was inspiring to hear about Nelson Mandela's story and how he changed his country. Chris gave great advice on how to take this and use it in our lives today. A very memorable talk.

An incredibly inspirational webinar. I am extremely grateful to have spoken to and asked Mr Lubbe questions. Thank you so much for the opportunity, as I intend to be a civil rights lawyer and make a change. I will always remember this. Is there any way in which I could contact Mr Lubbe to further discuss with him?

I found his presentation very interesting and eye-opening as I wasn't aware of the level of discrimination that people in South Africa had faced in the past. By sharing his advice with us, I think that Chris has taught us many things about being a community and the problems that segregation can lead to.

## Library News (cont'd)

### Centenary Time Capsule



To celebrate the centenary year at Woodford, the Silver Badge team wanted to immortalise the history of our school from the past to present time, capturing the energy of our wondrous thoughts, ambitious ideas, , demographic, humour and values in both a physical and digital time capsule. The capsule will be archived to be opened by future students informing them of the school as it stands suspended in time, reflecting, most importantly, the *Woodfordian* girl legacy. What will they think of us, and how will it compare to the school then?

The digital archive is to be opened by decoding a computer algorithm- so computer whizzes and curious students alike, get cracking! The physical time capsule will contain photographs of house events, house committees, this year's full school photo, snippets of the current school uniform, an art sketch of the centenary centre and much more. Think of it like a time travelling looking glass but for the benefit of the future cohort of our school; girls we will never know but will uncover a piece of our lives, here at Woodford during its 100<sup>th</sup> year.

The physical archive will be kept with the intention of opening the capsule 40-50 years later at a school birthday, perhaps, who knows? All students are eligible to be involved by speaking to the Silver Badges, Ms Horn or the House Librarians to offer your ideas of what to put in the time capsules. We urge you to participate in the collaborative effort of creating the archives, so be creative, imaginative and bold! Let the capsule reflect *your* Woodford career.

**Silver Badges 2019/2020**



## Library News (cont'd)

### The Woodford Nightingale



During my time at Woodford one thing that I have always cherished is the unique sense of humour our community shares. No other school gets to embrace the challenges of running for the 679, or squatting 100 times during Christmas service, or even the art of tying one's hair up with one hand when spotting a teacher round the corner. Something

that has always shocked me was that this creativity of the students has not been documented in a school newspaper. This is when the idea of The Nightingale was created.

The purpose of the Nightingale is to create an independent newspaper completely student run. Something that gives a voice to all years ranging from year seven to sixth form. Students can enter in articles that they feel passionate about or simply something that they enjoy. It is a bi-annual publication that will be distributed around the school as well as copies being kept in the library. The newspaper covers current affairs, film and media as well as school events all from a student's perspective. I look forward to sharing these new and exciting editions this year!

**Megan Year 12 (Editor-in-chief)**

### The Redbridge Book Awards 2020

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



Merry Christmas to you,

**Mrs Horn**

**In the Library**

**Currently reading ... Exodus**

## New Jack Petchey Awards Winners



**Zoha, Year 10**

**Awarded in September by the Creative Technologies Department.**

Zoha has demonstrated excellent knowledge and motivation do very well in Electronics. She has shown a keen interest and consistently does her best to strive for excellence. Zoha took part of the Robotics Challenge, which is part of Tomorrow Engineering and led her team to successfully completing the challenges. She showed commitment and attended every lunchtime and after school session to work through the challenges. Zoha has consistently achieved top marks in exams and class tasks and demonstrated a positive attitude to learning throughout the carousel.



**Ella, Year 13**

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

Ella has shown an excellent level of commitment to her study of English (which she hopes to continue to degree level) over the past year. Her involvement in lessons is exemplary and she took the time to attend an Eton Summer School to enrich her knowledge of the subject.



**Harriet, Year 10**

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

Harriet is consistent in the effort she puts into her learning and she is always willing to volunteer answers, opinions and thoughts in each and every lesson. She clearly possesses a love of learning and appears especially passionate about the natural and human world around her. As a result, she is highly attentive in geography lessons, works to the best of her ability at all times and achieves at a high level always. Harriet is a very generous and caring person; taking the time to help all of her classmates improve their own knowledge recall skills by setting them quizzes and tests during their free time. Harriet is a deserved winner of the Jack Petchey Award for Geography.

**Ms Hawks, Jack Petchey Co-Ordinator**

## MMI ( Mini Multiple Interviews) Event Report



As part of the process of applying to medical and dental schools there are interviews. There are two types of interviews, panel or multiple mini interviews also known as MMI. Ms Khan had kindly arranged a mock MMI so when attending an interview in the future we would be more prepared. Ms Khan had put in a lot of hard work and managed to get medical and dental students, junior doctors, GPs, consultants, surgeons as well as individuals that were currently involved in the medical interview selection process in a number of the London Universities.

The preparation before the interview was intense as we were advised to treat the mock like a real interview. Finally, the day of the mock MMI had arrived, tension and nerves were high. As 60 students we were representing our school as well as ourselves in front of those in the positions that hopefully, we will be in the future. The evening, which was run by a number of staff and year 12 helpers had begun at 5 o'clock. We registered ourselves and stuck our name tag on our formal shirts and received the sheets where our performance in each interview would be assessed from a scale of 1-5. We were divided into two groups. One of the groups started off with the interviews and the other with a presentation by junior doctors. As the first group we walked into the hall with nerves but also a sense of determination and sat in our designated seats. The alarm which signalled the start of the interview had gone off. We shook the hands of the interviewer, introduced ourselves and the interview had begun.

## MMI ( Mini Multiple Interviews) Event Report (cont'd)

The questions at each of the stations were challenging, thought provoking and diverse. They included role plays, ethical scenarios, tasks and questions which related to our personal interest in Medicine and Dentistry.

The questions were devised by Ms Khan to provide challenge, stretch and to ensure that we were thoroughly tested which we unquestionably were. The interviewers assessed us on both our communication skills as well as the content of our answers. At each station we were under pressure, under timed conditions and had to think fast and respond effectively.



Then the alarm went off which led to the interviewers giving constructive feedback to enable us to improve. The feedback that we received after every station was tremendously helpful as it allowed us to reflect on our performance so that we could learn how to expand and develop our responses when it really would matter.

And off to the next station we went. The mock consisted of 8 stations lasting 5 minutes each which had flown by quickly as we were consumed into each of the interviews.

At the MMI stations we were interviewed by a variety of professionals with a wide range of expertise. These included consultants, surgeons, medical students, dentistry students and GP's as well as individuals that were currently involved in the medical interview selection process in a number of the London Universities. The setup of the MMI stations was reflective of how actual MMI interviews would be, hence allowing us to become familiar with the situation that we would later have to face.



## MMI ( Mini Multiple Interviews) Event Report (cont'd)



After we had completed all the stations we had a talk from the dean of a medical school as well as a medical student in her 5th year involved in the interviews. A lot of great advice was given that would prevent us from making catastrophic mistakes in the interviews. We headed out of the hall and had a small break. The interviewers also had a break and were provided with food and drinks that had been organised by Ms Khan.

The break was up and off to the presentations we went. The junior doctors which included an ex- Woodford student had prepared a presentation for us outlining key areas to research and key organisations to know such as the General Medical Council. Then we had a Q and A session which various questions were asked understanding their journey and their current experiences being a doctor.

The presentations were engaging and very informative. We were given tips on how to effectively approach Medical school interviews. The presentations gave us valuable information and shed light on the importance of having knowledge on a range of medical issues from medical ethics to current medical affairs and research. We were taught about the different kinds of interview processes and the techniques and strategies we can employ to help optimise our performance in the real thing.

The evening had come to an end successfully. This evening has given me a new perspective of being a doctor as well as providing a true insight into the way that MMI interviews take place but also how to approach them with confidence.

**Ramyaa Year 13**

## Classics visit to Greece (July 2019)

As soon as we approached the land, rocky terrain from a bird's eye view built anticipation in us, and we stepped out. The warm Mediterranean air graced our features; we knew we were on holiday.



The first two days we had the privilege to spend in Athens, we aimed to immerse ourselves within our curriculum, understanding as much as possible about Ancient Civilisation from the heart of the nation itself. Equipped with our layers of sunscreen and two litre water bottles, we set off to venture to the world-renowned Acropolis, a fundamental aspect of our Women in the Ancient World, specifically Religion, studies. The Acropolis is the apex of the city and placed upon it is the great temple of the Parthenon, dedicated to the city's patron goddess, Athena. Our knowledgeable tour guide took us to the Acropolis Museum, where the friezes from the temple were taken and preserved – though only some of them reside in Athens itself, and the rest are housed in our own British Museum. Another highlight of Athens was the famous man made, brilliantly azul Corinth canal, also known as the Isthmus Canal, built to link Grecian mainland to the Peloponnese.

After Athens, we headed due south to Tolo. Coupled with its close distance to Ancient landmarks, such as Epidauros; the sanctuary of the god of medicine Asklepios, and Mycenae; the ancient Peloponnesian city, Tolo was also a beautiful town. The hotel was quiet and serene and in the neighboring town of Nafplio, we had the freedom to wander down the high street and buy as many souvenirs as our Euros could provide. One of the highlights of the trip was nature itself; wading around in the waters of Tolo and watching the sunset dissolve into stars was incomparable.

Overall, the excursion not only broadened our academic horizons but also exposed the beauty of Greece and was undoubtedly the highlight of our summer.

**Noor and Meerab, 10R**

## Leavers' Gallery

*Early in January we will be bidding farewell to two support team members who – like all their technician colleagues - play an invaluable role in supporting delivery of the more practical elements of the curriculum.*

### Neil Gurnett, Physics Technician



Over a period of eleven years now, the Physics Department has had in Neil not only a very knowledgeable scientist, but also their very own Mr Fix-it. An engineer in his former life, Neil was new to the working environment of a school when he joined Woodford and from the first he

has taken a very creative and hands-on approach to his role. His willingness to take things to pieces and figure out the workings in order to repair and to service will have saved the Science Department a fortune over the years. This skill has also, of course, supported Physics teachers in tailoring the curriculum very precisely to the needs of our students. Things have been made to order. A creation that particularly stands out in the memories of his colleagues was *Planks Constant* equipment (*you may well ask!*) – evidently a wondrous mechanism of lights and resistors constructed right here in his prep room.

Neil has seen enormous change in over a decade at Woodford. Most particularly, of course, he was part of the team that oversaw the move from our South End labs into our purpose built STEM facility for September 2017. We are enormously grateful for the planning and the sheer hard work that effected so seamless a transition. Neil will be hard to replace but his successor will benefit from a meticulously organised set-up in Physics.

Neil's colleagues will miss his humour, his industry and his kindness. He keeps a very tidy prep room. Really VERY tidy. Colleagues remiss enough to leave a dirty mug lying around find themselves issued with a red card. (A5, pre-printed for the purpose.) He has yet, I'm told, to present the much coveted Clean Cup Award.

Out of school Neil loves the outdoors and is a keen cyclist and walker. He has navigated a difficult journey to work to be part of the Woodford community and leaves now to work much closer to his home, in the school his children attended. Our loss will be their gain. We thank him for his work here and wish him well.

## Leavers' Gallery

### Adrian Monks, Creative Technologies Technician



Adrian joined us some 18 months ago. when our previous technician's experience in post inspired her to train with us to teach. His job description is a varied one, bringing with it the challenge of working in a number of areas and with a variety of colleagues. Primarily he provides practical support to the teaching of Design Technology: Product Design and Electronics. Extensive training on a variety of heavy duty equipment is a pre-requisite. The Person Specification for the job ought also to reference quick reflexes and an aura of calm – a small (card) fire in our magnificent laser cutter stands out in departmental memories of early experiences in role. Adrian has worked with care and precision to prepare for a variety of practical projects in DT. His support of the inspirational Bauhaus Project for the Centenary was crucial to its success. (You can read about the undertaking elsewhere in this newsletter).

Adrian works also with the Computing Team within Creative Technologies. Thus his time here has familiarised him with the wizardry of our Innovation Lab: the robots, the drones, the 3D Printer and the gaming equipment. Probably the ideal job in the minds of many a teenager!

Out of school, Adrian's interests and commitments are remarkable in their range and longevity. He is both a ceramicist and a painter. He serves as a lifeguard and also, somehow, finds time to take a keen interest in gardening. Most remarkable of all is the 41 years' service he has given to Whipps Cross Hospital Local Radio. We thank him for his work here and wish him well with such undertakings.





# Woodford Christmas Card 2019

## Designed by Isobel Troni Year 12



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