

WOODFORD COUNTY HIGH NEWSLETTER



Issue No 18 July 2016

Headlines

One of the important responsibilities of educators in this country, in their dealing with the young people in their charge, is to maintain a scrupulous neutrality in all matters political – and quite rightly so. A second responsibility (at least equally important – is to provide those same young people with leadership and guidance in matters moral.

It's with both of those principles firmly in mind that I broach a topic which at this time it would be peculiar indeed to ignore: the recent EU referendum.

About the political and economic repercussions of the outcome I have nothing to say. There will obviously be such repercussions but who knows what they will look like? Certainly not me, probably very few of the electorate in general and, I strongly suspect, not too many of those purporting to lead us. The public debate was characterised by an absence of any real discussion. Instead, the representatives of the two factions appeared content to slap each other Punch and Judy style with dire but unsubstantiated warnings. That's an educational point in itself in that it's an important part of our business to teach our students to recognise a properly reasoned argument when they see one, but it's not the point I most want to make here.

It will probably be a long time – perhaps years – before those new political and economic landscapes become clearly visible, but what can be said already – and indeed could and should have been said more forcefully during the debate itself, is that this referendum had the potential to do damage – and has indeed done so - on quite a different level. I'm talking about its cultural, social, and I would go so far as to say moral implications.

By this stage in the world's history we have evolved sufficiently to understand that bringing people together across divisions of race, gender, culture and religion purely and simply on the basis of our common humanity is a Good Thing whereas whatever tends towards isolation and schism is very definitely not.

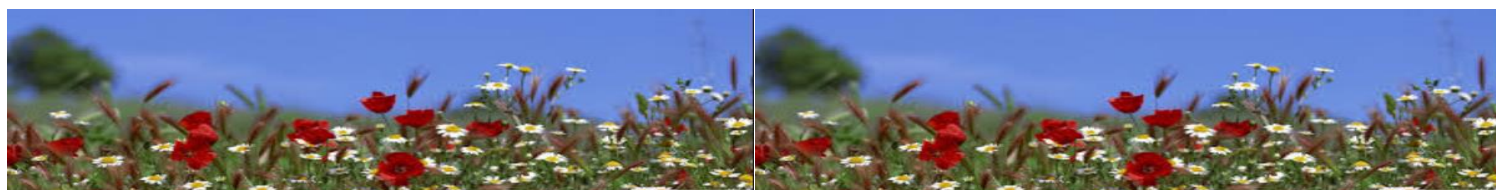
An interesting recent argument in the London Review of Books explained how the 14 official schools of the European Union have, set into their foundation stones, their common educational mission statement. As someone who once taught in a very similar school I found the text both moving and inspiring. Its vision was of a world in which young people '*without ceasing to look to their own lands with love and pride*', will come naturally to realise '*that they belong together*', acknowledging and celebrating '*all that is great and good in their different cultures*'.

We as a nation have just taken a step away from that vision, but I want you to know that here at Woodford we remain more firmly committed to it than ever.

In the light of all the above, it 'falls well', as the French say, that last week our 5th Co-curricular Day saw us celebrating the colour and energy of our multi-cultural capital city. You will be able to read about that event, and all the others that have enlivened this past term, in the pages of this newsletter.

At the end of a busy and productive year I take this opportunity to thank everyone for what our combined efforts in the interests of our students make possible. And I wish you all a happy, restful and restorative summer.

Ms Jo Pomeroy
Headteacher



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Why STEM is the place to be right now



This past year, I have been lucky enough to take part in the Imperial STEM Potential Programme (2015-2017). You may be unfamiliar with the term STEM (Science Technology Engineering and Mathematics) as was I when applying for the Imperial Programme at the start of year. However, I assure you that the term 'STEM' will become more common in daily conversations as the scientific, technological, engineering and mathematical discoveries that are continually being made shape the world of today into a future we never thought possible.

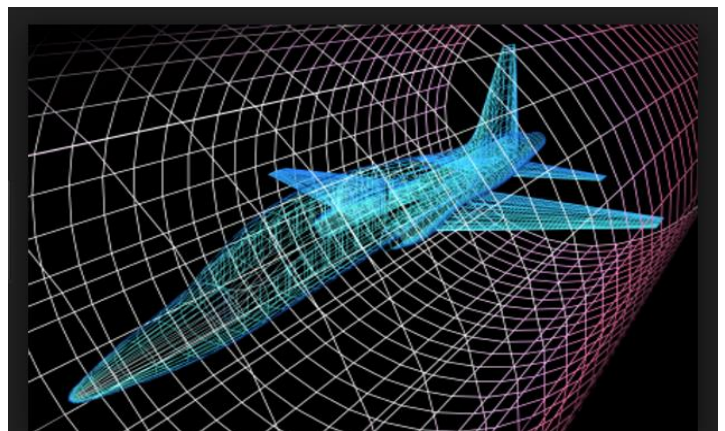
Attending the Imperial STEM Programme has truly opened my eyes to the importance of STEM subjects and perhaps more importantly the need for professionals in STEM fields. Every time I visit Imperial (we've had 4 workshops so far) I learn something completely new about our world; scientific discoveries that we would never hear of in school or on television, yet they are life-changing in their influence. We're constantly hearing of increases in global temperature and the latest impact of climate change all because we as a human race are unsustainable and will run out of energy... but what we don't hear is that intelligent people - scientists, engineers and mathematicians are working on solutions to these problems.



Currently, in California, scientists are mimicking nuclear fusion to create a star on planet Earth which would literally eradicate all of our energy problems. In New Mexico companies like Virgin Galactic and SpaceX are testing the



latest space planes to commercialise space travel; Google X, a research and development facility created by Google, is developing The Loon Project, a plan to provide free internet for everyone wherever they are thus making education universally accessible via the web. All of these ideas, I have been exposed to during the Imperial STEM Programme. We've been taught workshops by Jess Wade, who is a proud 'STEMette' (girls who do STEM), and numerous mentors, currently studying a variety of degree subjects (from Biology to Geology) at Imperial, including a fourth year aeronautical engineering student who also won the UK and International Space Design Competition, was part of the first ever British team to do so.



These people have completely inspired me and quite literally changed the way I see the world, and the future, forever. In fact, at the start of the year I was unsure about what I wanted to study at university; now though, I'm sure. I want to study Engineering and, in particular, Aeronautical Engineering. For me, the possibility of commercial space travel is mind-blowing, and to be able to work on making that vision a reality is a future I am most looking forward to. Because, I strongly believe, STEM is and will change all of our lives for the better and now we just need to spread the word and inspire more people to get involved.

Suhaa Mahmood Y12

Engineering opportunities at UCL



This year, from January to March, I attended an Electrical and Electronic Engineering programme at UCL. The programme, which is part of UCL's Engineering After School Clubs, consisted of four two-hour sessions on the basics of computer programming and circuits, culminating in us designing and making our very own LED light display. By 'us' I am referring to the 9 other boys and girls that were on the programme, all of whom were from different schools and some from places I'd never even heard of. The team of helpers at UCL was equally diverse and their Engineering know-how was certainly valued, especially when one of us made a mistake in our programmes (which happened quite often). Through the weeks, we saw ourselves putting A-level physics in practice to design something that we all see everywhere during Christmas, a light display.

The process was great fun: first designing the layout, then printing the circuit board and finally soldering our circuits together; I am very grateful to Elpida who organised it. In fact, I am even more grateful for this opportunity since I didn't apply for the programme in the first place. Originally, I had submitted an application for a Research Placement in one of the Engineering labs at UCL. I'm glad to say that I did get that placement as well, which will take place in the summer. In the meantime, I will need to decide between Naval Architecture (designing marine vehicles) and Aerodynamics (designing Formula One cars) for my Research Placement; needless to say, whichever research group I choose, I am looking forward to it.

Suhaa Mahmood Y12

The Astronomy Roadshow



Our experience of the Astronomy roadshow was spectacular and of great educational value. We sat in the 7 foot tall dome and were amazed by the incredible effects which included the stars and galaxies, and the constellations that were projected all around the inside of the dome. We learnt in depth about a star's life cycle and what one is able to see in the sky at different times of the year which was educational and very interesting, especially because of the excellent presenter. I very much enjoyed the stunning projections of certain stars, planets and constellations, as well as the animations such as the Type 1 supernova. The whole experience of having a presentation with such amazing effects was unique and truly intriguing.

Vanesha Mehta 10R





INSPIRE Essex Diana Awards

The Diana Awards were started in 1999 to carry on Princess Diana's Legacy by celebrating and empowering courageous young citizens who have acted selflessly to help others. It is with great pride that Woodford County High School had two students awarded a Diana Champion Volunteer Award in April 2016. Nita and Nisha Mandalia, Y13, have tirelessly volunteered since the age of 14 with Haven House. Their voluntary work has ranged from bucket collections, helping at events and fundraising. Notably, they helped raise over £8,000 through fundraising at the Financial Ombudsman Building and they gave up their Christmas Day to help entertain and provide company at a residence for the elderly. Their hard work and dedication is inspiring. Not only did they take on suggested voluntary roles, but they started their own initiative too. They collected old books that were going to be thrown away from Haven House and local schools and instead had them shipped to a school in need in Sri Lanka.



The awards ceremony was a fantastic opportunity to have their hard work celebrated and to hear other young people's achievements. The event involved an inspirational and moving speech from Tessy Ojo as well as performances from local pop stars, Faith from The Voice and the presentation of the awards by TOWIE star Ricky Rayment. Thank you Nita and Nisha for all your hard work towards making a positive change and contribution to the community, and I hope you in turn have inspired others to do the same.

Ms Estruch

Vellacott History Essay Competition

After hearing about the Vellacott History essay competition from Ms Heeks, I was initially overwhelmed. The list of potential essay titles, spanning different time periods and covering various subjects, from Sparta to the Great Depression, was exciting, but also daunting. When I eventually chose to write about the relations between the Ottoman Empire and European powers in the 16th and 17th centuries, I faced the new difficulty of researching, reading and making informed judgements about an area of history which was completely new to me.



However, as soon as I began to research the topic, I realised how rewarding an experience this was. Through my wider reading of various books, essays and articles, I was able to explore a whole new sphere of interest. In learning about the Ottoman culture and society and its relationship with Europe, I was able to educate myself on a complex and diverse empire.

Writing my essay not only helped me hone my personal study skills, such as analysis, the use of sources and independent research, but it also allowed me to develop a new outlook on history itself. It taught me to move past traditional narratives and to widen my perspective when learning.

I already felt a great sense of accomplishment for completing the essay, and to receive the joint runner-up prize of £250 was an unexpected bonus. I travelled to Peterhouse College, Cambridge on the 24th June with Ms Heeks and my father. After a tour round the college and a talk about studying history, the prizes were presented in the historic dining hall.

Lydia 12BQ



Y12 'Build My Brand' workshop

This July, our Year 12 students were offered the chance to take part in a 2 hour workshop designed to provide greater insight into the world of work and boost employability skills. This opportunity was provided to our students through Future First working in partnership with IGD - the Institute of Grocery Distribution. 1 in every 7 jobs in the UK are in the retail food and consumer industry and many of our alumni have carved very successful careers in this sector working for leading brands such as Nestle and Mars.

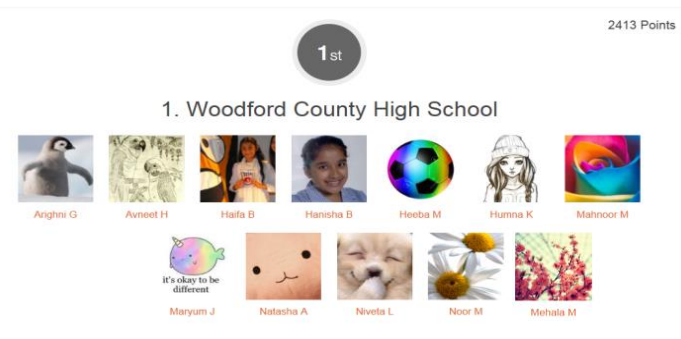
The aim of the workshop was for students to build their self-confidence and communication skills, take part in decision making activities and improve their performance in an interview. 4 volunteers from the industry came in to run this workshop with our students. All at different stages in their careers and working for leading brands themselves, their wide-ranging experience in marketing, innovation management and trend analysis ensured that our students received first rate information and guidance that will help them to engage more confidently in an increasingly competitive and fast moving graduate job market.

The students who took part all agreed that they had learnt a lot from the workshop and that it had been a really interesting and enjoyable session.

Ms Fearnhamm
Head of Sixth Form

Childnet Digital Leaders Update

We, the Childnet Digital Leaders, entered a film competition in June. We made a short film called Shine Online, which is the story of a galaxy full of stars, using Instagram. The main



character, North, was being cyber bullied on this form of social media by the Evil Queen. The other characters, apart from the bully, comforted North and helped her pull through her tough times.

We learnt how best to deal with the negative side of the digital world as part of our Childnet Digital Leader training- we are pleased to announce we have now all fully qualified! We have also claimed the top spot on the CDL 'Leader board', which ranks schools in terms of how they are doing in terms of training and completing various tasks.

Since completing our training we have made a collection of posters and leaflets to share what we have learnt with other students in school. You'll find all of these on our CDL notice board on the History staircase and some in this newsletter, including our 5 top tips for summer.

We're also giving you some advanced warning: A new system called TooToot is being launched in September; it will allow students to confidentially share serious concerns with members of senior staff via the internet. More to come on this in September.

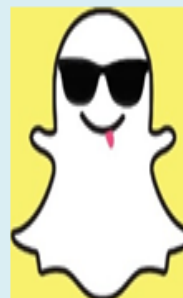


Ms G Irwin



5. General Conduct

1. Before signing up for anything **read the rules**.
2. If you have **nothing nice to say, don't say anything at all**. If you're being bullied, block and report!
3. Sometimes, you might post "mugshots" of your friends, justify it by saying "it's just a joke" and refuse to take it down. You can in fact be **arrested** for cases like these so don't do it and remove it if you have in the past!
4. When out and about keep your technology in your pocket and **hidden** as someone riding on a bike can have eyes for your phone.
5. It isn't a good idea to share where you are on holiday as it **advertises your empty house** to burglars.



5 Top Tips To... STAY SAFE IN SUMMER



It's finally the time we've all been waiting for... summer!

Do you know what risks you could be prone to?

Here's all the information you need to know about how you can keep yourself and your beloved devices safe this summer.

1. **Geo tagging**

2. **Viruses**

3. **Cyberbullying**

4. **Privacy settings**

5. **General Conduct**

Woodford achieves ISM Bronze Award for GCSE Music



Woodford has been awarded the Incorporated Society of Musicians (ISM)'s Bronze Award for GCSE Music based on our Summer 2015 results. The ISM's awards recognise schools where a significantly higher than average proportion of pupils achieve a grade C or above at

GCSE Music – and the Bronze award is given to schools where this is the case for more than 10% of all GCSE entries.

We are proud to have achieved national recognition for our excellent results in GCSE Music, and our significant uptake in the subject (it is of note that the national average uptake for GCSE Music is just 7%). While many schools around the country are, due to budget cuts and curriculum reform, considering placing less significance on Music and the Arts, Woodford is pleased to be bucking the trend, and ensuring that all students have access to a high quality Music and Arts education.

Woodford Musicians in Manhattan Musical Masterclasses

Throughout this academic year, the Music department has been fostering a new relationship with the Manhattan School of Music, through a series of online masterclasses and workshops delivered via video-link. These workshops, arranged by librarian Ms Horn in conjunction with Miss Hasler, have enabled



numerous A Level and GCSE Music students to receive one-to-one tuition on their instruments (and voices) from leading professionals in the New York music scene.

Students have benefited from high-level coaching, pushing them beyond the bounds of their 'normal' music and instrumental lessons, while ensemble workshops have also enabled the Brass Band and the cast of this year's Summer Production ('Anything Goes') to learn new ways to hone their performing technique. We hope to be able to continue this relationship next year!

Ms K Hasler, Head of Music

Learning Classical Greek

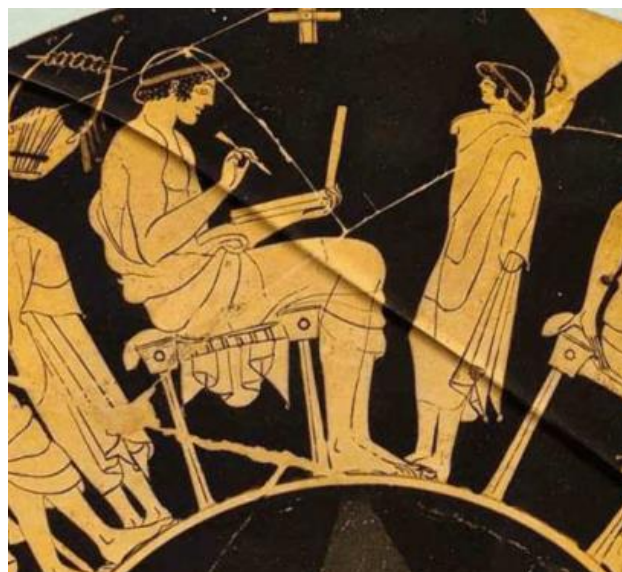
This time last year, we and a handful of other students were selected to learn the fundamentals of Classical Greek. The course was riveting and opened our eyes to the ancient language itself and the literature of the intriguing civilisation.

What we found most fascinating (and challenging) to learn was the ancient Greek alphabet, which was completely unknown to us all. Having learnt the unfamiliar alphabet from scratch, we were thrown into learning new grammar and vocabulary to finally be able to translate entire sentences and even Greek texts. Not all of the course was completely alien to us due to the grammatical aspects it shares with Latin, which allowed us to compare the languages and use them to help one another. In addition, the derivations of English words became clear in the process, for example hippopotamus translates literally as river horse, and calligraphy originates from the Greek for beautiful writing!

We also read Book 10 in Homer's 'The Odyssey'. The story, which revolves around Odysseus having to outwit the cunning goddess Circe, was both a terrific read and also an introduction to popular literature during the Classical period.

We leave the Ancient Greek course not only with an Entry Level qualification, but also with a newfound understanding and appreciation of the Ancient Greeks and their beautiful language. Many thanks must go to Mr McClelland and Ms Douek for giving up their time to teach us during the year.

Vidya Divakaran and Erin Kyei, 10W



Chinese Cookery Competition



Back in May I entered a teachers' Chinese cookery competition at the Ming-Ai Institute where I have attended cookery courses over the last few years. To start the day chef Jeremy Pang from the School of Wok demonstrated four dishes to the ten participants, which we then cooked ourselves using the skills that Jeremy had taught us. This was just a warm up. At lunchtime we sat down together to enjoy the food we had cooked trying hard to fight off the nerves for the competition.



In the afternoon the real fun began – the competition where the three winners would be taken on an all expenses paid trip to Hong Kong! I'd decided to cook chicken breast with green peppers in a blackbean sauce as my own dish and I was given broccoli stir fry beef as my compulsory dish. You could almost hear a pin drop in the busy kitchen as the teachers were so engrossed in the preparation of their



entries. I tried not to panic as the judges wandered around the kitchen whispering to each other whilst scrutinising each contestants work. Points were awarded for aroma, taste, colour, creativity and health value and I felt satisfied that my dishes ticked all of these boxes. Looking around at the other teachers' dishes I could see that the standard was high, but I had given it my best shot and knew I was in the running.



After tasting all the dishes, the judges left us to discuss and chalk up individual scores for each dish and then it was time for the results. They commented that the competition was fierce and were impressed by the high level of skill that they had seen. As they read out the names of the three winners, mine wasn't included and my dreams of a trip to Hong Kong quickly evaporated. However, I had such a good day and have impressed family and friends with my Chinese creations a few times since.

Miss Athman Head of Food and Nutrition



An Audience with Grayson Perry

On the 7th July, we had the pleasure of meeting London based artist Grayson Perry. Though at first glance, he struck us as somewhat odd, dressed in rather shocking neon green attire, as soon as he began his talk, we found ourselves feeling unexpectedly at ease, listening to his ideas on identity and how it shapes our future careers.

What struck us most as both art and psychology students, was the concept of identity itself. As young people trying to find our unique selves amongst a sea of people, the topic of being original and standing out from the crowd is a rather pressing one. At this point in our lives, almost every decision we make is shaping our identity regarding our future career. Being able to show ourselves as “different” to other people is something we are constantly thinking about, in order to secure a place in university, in the work world and so on.

In order to keep up with all the pressures to retain a sense of individuality in everything that we do, Grayson Perry proposes that if we reflect off our immediate surroundings and the collective minds of those around us – if we ‘keep it local’, as he says – originality, if we are lucky, will be a by-product of whatever we choose to create. And if what we create is something deemed unoriginal, Perry, though privileged and successful enough to be able to say this, offers an alternative: Rather than building an identity to be accepted by a person, an institution, or whatever else it may be, he suggests that perhaps we should make our own space for ourselves in this world.

And thus, we came to the end of his talk, brought to a close with the question most fundamental to what it means to be human – Who are we and what do we want? We may never have an absolute answer to these questions, but even if we cannot put it into words, what we do and what we create is in itself a manifestation of who we are and what we want, and through the journey of doing and trying new things, we will inevitably shape our own future.

We found the visit invaluable. At a turning point in our lives where our

future prospects preoccupy us, Perry states that matters to do with our identity are something we are all trying to figure out, but going out and taking action, without a doubt, is something that will bring us one step closer to revealing who we are and what we want.

Kasturi and Karishma
A level Art and Psychology students

Annual Redbridge Maths Challenge



On the 4th of July 2016, Shreya, Divya, Deborah and I represented our school at the Redbridge Team Maths Challenge at Oaks Park High School.

The event was split into two parts: the starter and the main group challenge. The starter lasted around 15 minutes, whereas the main challenge was one hour long. We were given word problems that tested our knowledge on a wide range of topics. We had to use the most effective methods to answer the questions, especially as marks were given for our working out. It was essential that we allocated roles to each individual but that we also worked as a team to assist each other.

The suspense was building dramatically as the teachers were marking our answers. However, much to our surprise, we came second out of eight schools! We lost out to first place by one mark but regardless, we are extremely proud of ourselves.

We all enjoyed participating in this Team Maths Challenge. Not only did we push ourselves to think about different strategies for each question, but we also gained skills such as teamwork and communication. We would like to thank Ms. Yang for giving us the opportunity to compete in this event and we hope to perform even better next year!

Janusha Uthayakumar 9N

Y7 explore space at the Royal Observatory Greenwich



This Summer term the Science department took Y7 to the Royal Observatory in Greenwich. This was a fantastic opportunity for our girls to learn more about space and the place we inhabit in the Universe, and all this in an incredible historical site and learning from the most inspiring astronomers!

In the Planetarium, well relaxed in the most comfy chairs, our students were taken on a journey from the Earth, our home, across the Solar System to Mars, then out to our closest star, and finally past the Milky Way and so many other galaxies all the way to edges of the visible Universe! They were very enthusiastic throughout the whole day and participated fully in the workshop on the seasons, moon phases, and eclipses.

And we were lucky with the weather which meant we could have a picnic in the lovely park and relax in the shade.

Dr J Metelo
Science Department



Rocket Science

This year, Woodford partnered with the Royal Horticultural Society, the UK Space Agency, and Tim Peake, the British Astronaut, to do some Rocket Science! In September 2015, 2kg of rocket seeds travelled from Baikonur, Kazakhstan, on board of the Soyuz 44S Rocket with Tim Peake, the British Astronaut, to the International Space Station. After several months in microgravity those seeds were brought back to Earth and were distributed to schools all over the UK. And at Woodford we won a pack of space seeds! 7H planted 100 space rocket seeds along with 100 other rocket seeds that had not been to space, let them grow, and then looked for any differences. We could not really find any strong differences between the two lots of seeds, so we added our results to the results of all other schools in the country. By increasing the numbers we may be able to detect patterns more easily. Will the seeds be different after having been in space for a few months?



Will the plants
grow more, less,
or the same?
What do you
think?

Dr J Metelo
Science Department

The Library Roundup 2016



Shakespeare's 400th Anniversary

On April 22nd the whole school became a Shakespearian set! Many thanks go to the staff and students who made the Banqueting Hall come to life, without your support and creativity the day would not have been half as successful.

Redbridge Book Awards

The Town Hall was fit to bursting with Redbridge students eager to meet some of our favourite authors; be entertained; inspired and get to hang out with other like-minded people who share the same passion for reading and storytelling. Special mention goes to Ayesha Ahmed who won the Teenage Poetry competition. Her winning poem "Am I Invisible" can be found on the Library Fronter page. Well done Ayesha, who is consistently on the prize winner's board for this event.

What a fantastically busy term in the Library. This is not an exhaustive list but some highlights have included:

Also found on the Library Fronter page are suggested Summer Reading Lists. Remember that your local library will be holding reading challenges throughout summer and many offer rewards to those who sign up. This Summer's theme is "**The Big Friendly Read**", which acknowledges Roald Dahl's colossal legacy to children's fiction, 100 years after his birth. It is also worth noting that he did write some very dark and suspenseful adult fiction, so there is something for everyone from Dahl. He will feature prominently throughout the next academic year.

The **Library Lunchtime Chess Club (LLCC)** went 'on tour' to Forest School to compete in our first inter-school friendly. Our talented and charismatic leader, Nilaa Subendran, was not let down by her protégé. Forest have been very quick in requesting another friendly in October, they're clearly rattled!

Finally, a brief mention of some of the unforgettable experiences that make WCHS such an inspirational environment of opportunity: Manhattan School of Music masterclasses; Psyche Fest and the visit of Dr Doug Cohen, jetting in from Vancouver to hold an Extraordinary Meeting to close the Psychology Festival; the enthralling Reading the World Project – always a work in progress; Goldsmiths University Creative Careers masterclass and so much more.

Wishing you a wonderful Summer,

Mrs Horn
School Librarian





A Level Physics trip to Geneva

The CERN trip to Geneva was definitely my favourite one this year. Granted I haven't been on many trips abroad, however I can safely say that, the CERN trip was organised very well. We (AS

Physics students) were excited even before letters had been sent out as we awaited a glorious weekend, sun-drenched in Geneva. The timing of the trip, although just before exams, was also great since it gave us a well-earned break from the workaholic lifestyles we'd adopted in our revision.

The excitement on the coach to Gatwick was palpable as we chatted away on a caffeine-high, eager to reach Switzerland. Whilst on the plane we enjoyed scenic views of the Alps from above and seeing it in person was truly unlike any photograph. The remarkable landscape smoothly transitioned from the coldest of environments at the peak of Mont Blanc to the warmest of fields, basking in the morning sun. Upon landing, we left the airport, whisked away by a high-speed train before a short ten minute walk to our accommodation. The hostel was in a prime location as it was close to the tram and train routes and the iconic Lake Geneva could be seen from our window.

We had only two days in Switzerland, so our time there was jam-packed. We visited the Red Cross and Red Crescent museums, toured the UN building, visited the famed lake and, of course, went to CERN. The tour of the United Nations head office was definitely one of the highlights as our guide led us through official UN meeting rooms and past high floor-to-ceiling windows that looked out onto the peacock gardens below.

As well as the UN office, we visited the iconic Lake Geneva and the 'Jet d'Eau' or giant water fountain located there. The setting was near-perfect as the sun sunk behind the Alps and the tranquil lake waters were an outstanding feature in many photographs. Moreover, the evening ended on a high because of the massive cycle parade that burst through the streets.



The visit to the large hadron collider (LHC) and to the particle detector called ATLAS, in particular, were the major features of the trip, as this was where we put the physics we had learnt into practice. Our guide talked us through the cutting-edge research going on at CERN and our time at the gift shop was spent buying T-shirts much like the one our guide was wearing, which had the Standard Model equation (of particle physics) on it. CERN was an amazing insight to the inner workings and early beginnings of the universe as the ultimate goal there was/is to discover the fundamental particles: the constituents of matter making up our universe.

It's safe to say we were all inspired by our visit to CERN and I hope the next group that gets to visit CERN will be equally as enthused.

Suhaa Mahmood 12KE



The Duke of Edinburgh Awards



The Duke of Edinburgh award is hard work. After completing the expedition, you would probably spend a whole day in bed, feeling hideous, barely able to walk due to your sore feet - however it is all definitely worth it! At the end of the day you receive a ton of good opportunities and a great experience that you will definitely not forget.

The DofE award is designed to encourage students aged 14 and above to take on a range of activities that develop skills such as leadership, perseverance, team work and communication. Not only do you gain new experiences and discover talents you never thought you had, The Duke of Edinburgh award provides you with skills and qualities that a lot of universities and colleges look for as part of their recruiting process.

The Duke of Edinburgh program provides a range of challenges as it includes various elements like: volunteering, physical activities, skills and the expedition, which is an excellent way to demonstrate these skills in practice. Including your DofE award achievement in your personal statement when you apply for universities, will ensure you stand out as a candidate.

Personally the expedition was one of the most adventurous activities I have undertaken in my life. Before talking to the leaders/assessors of our expedition, I was dreading the thoughts of walking for 6-7 hours and then sleeping in a tent outside in the cold. Luckily it wasn't anything like I thought it was going to be and the assurance and guidance from the leaders/assessors helped a lot. As you are working in a group, not only is the experience more fun, it also allows everyone to work together and contribute in map reading and many other roles which were needed during the expedition.

After gaining the bronze award, I want to continue and complete the silver award, hoping to hone more skills that will help me in the future.

Saumeya Kanesaratnam 10H

Busking Friday



We re-launched Busking Friday after the Easter break. This is an opportunity for girls to demonstrate their talents (usually of a musical nature) in the informal but attractive setting of our wonderful Greek Theatre.

Unfortunately the adverse weather has meant that we have been able to put on fewer performances than normal, although we are all keeping our fingers crossed at the time of writing for the final Friday before we break up for the summer.

We have had girls from a range of year groups performing this term. These have included:

- Sarayu Bacchu, 8H – acappella singing
- Fallen From Sanity, 8R – a new band on the scene and winners of this year's Battle of the Bands
- Shafiyaat Mahmud & Ardchaya Satheskar, 8W – acappella singing
- Paradox, 10W – now veterans of Busking Friday, performing several numbers as a four-piece band
- Shreya Banerjee, 10N – another stalwart of Busking Friday, performing in a duo
- Mr McClelland – performing a beautiful rendition of the little-known Beatles song "Blackbird"

There is always a good, appreciative audience for these events, who not only enjoy the performances, but support the girls in what can sometimes be their performance debut – a nerve-wracking experience.

**Mr Jenkins
Deputy Head**

The Yorkshire Three Peaks Challenge

The day for our challenge, 31st May dawned grey, overcast and with torrential rain. Not an auspicious start to our adventure. However, as we drove further north the skies began to clear and the rain gradually stopped. By the time we arrived in Horton on Ribblesdale the skies had cleared and the sun was shining. The first peak, Pen-y- Ghent, could be clearly seen from where we were staying and didn't look too bad..... from a distance.

The day of our challenge was dry but windy and was slightly overcast but the sun broke through periodically. We made an early start on our walk timing in at the café at 7.10 am and set off following the map to the start of the first climb. The climb started easily enough with everyone full of energy and raring to go but quickly became steeper and involved a certain amount of scrambling over the rocks. Low cloud prevented us from seeing the summit until we were nearly there and it was with a certain amount of satisfaction that we realised we were about half an hour ahead of schedule. We didn't stay too long at the top as it was rather windy and with the low cloud there wasn't much of a view. So off we went again down this time and headed off towards the next peak somewhere in the distance.

We had a brief stop after about twelve miles where we met up with the minibus and our driver Mr Stimson, restocked our bags with food and water and then set off again towards the Ribblehead viaduct of Harry Potter fame. Walking up past the viaduct we started the ascent of the second peak, Whernside, a very long, slow climb up the side of the peak with spectacular views over the Ribble valley. With a few brief rest stops along the way we eventually reached the summit in even windier conditions although the visibility was slightly better. Coming down was much quicker as the descent was very steep and had to be negotiated carefully.

Still slightly ahead of schedule we continued on our way towards the third and final peak, meeting up with the minibus again before ascending through a field full of sheep. The initial ascent was rather deceptive and lulled us into a false sense of security as we were suddenly faced with a near vertical climb up some very steep steps to take us near the summit. The summit was eventually reached with a scramble around the side of a rock face. By this time the wind had become very strong and the visibility had deteriorated so we didn't stop but headed down and realised we could finish within the twelve hours but would have to hurry!



With the end in sight everyone hurried down the hill across a very rocky hillside to eventually emerge near the railway station in Horton. A careful crossing of the line at the crossing point and we hurried to locate the café and post our finishing time. We all eventually made it two minutes inside the twelve hour limit. Tired but elated we went back to our accommodation to remove walking boots and socks and put on something rather more comfortable before finding some food at a local hostelry.



Many thanks to all who supported us especially Mr Stimson our driver, Mr Barnard for his support and his friends for paying for the minibus fuel, Mrs Rhodes for her encouragement and to all members of staff and friends who sponsored us. We have so far raised £1,196.83 towards the Duke of Edinburgh fund to help disadvantaged children take part in the scheme.

Mrs Smith – Science Department

Sigmund Freud Museum



On Tuesday the 21st of June eager Year 12 psychology students had the opportunity to visit the Sigmund Freud Museum in Hampstead. We were able to see the house that psychoanalyst Sigmund Freud and his family lived in after their escape from Austria in 1938.

Our journey to the Sigmund Freud Museum was quite long as it consisted of a tube ride in a carriage fully packed with 'hundreds' of sweaty people (standing closely side by side like tinned sardines) for more than 15 stops. However it was worthwhile as we were able to enter the house of Sigmund Freud, the founder of psychoanalysis. Admittedly, my initial response was not awe of the house but actually amazement about the bin outside the house. It was covered all over with orange stickers of Sigmund Freud's face!

While the bin was astonishing, Sigmund Freud's study was far better. The room was completely filled with antiques. There were vases of various shapes, small stone statues and other archaeological finds. However the most amazing feature of this room was Sigmund Freud's couch, which to most people isn't that amazing (as we sit on couches everyday) but to those who study psychology it is 'a must see'. His couch represents the beginning of psychoanalysis and the 'talking cure'. The 'talking cure' is the idea that neurosis can be treated through talking and 'letting it all out'. The room can be seen as peaceful but to many, especially in our class, the atmosphere of his study is extremely "creepy". I admit that if I were a patient of Freud's the idea of looking directly at a black death mask while I talk about my problems would seem very creepy, but this is how Freud had his study designed. The mask was apparently a joke on Sigmund Freud's part as he was commenting on human life and how we are going to pass away eventually so we might as well stop repressing problems in our unconscious and talk about them.



Freud's psychoanalytic couch

Anna Freud's room (Sigmund Freud's youngest daughter) was also spectacular. We were able to see her couch as she was also a psychoanalyst, however she had more child patients than Sigmund Freud. While her father may be known as the founder of psychoanalysis, her work also helped create this and she wrote papers and books on child psychoanalysis. When she first wanted to present her findings she found that many scientists dismissed her as they felt she was only following her father's footsteps to earn his praise. However her work later showed that this was not the case and she soon became influential in her own right. She even has a clinic, the 'Anna Freud National Centre for Children and Families', named after her.

The gift shop was also another highlight on our trip as they had little Sigmund Freud knick-knacks and funny psychology jokes and game sets.

I truly recommend the Freud Museum to anyone who wants to learn something new. It's a wonderful experience that is not just exclusive to psychology students.

Nazia Mahroof, 12SDO

Woodford Creates Change

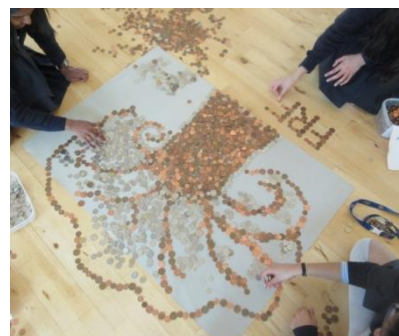


As part of our campaign to create sustainable and lifelong change, both locally and internationally, we, the Free the Children charity ambassadors, decided to use our Woodford ingenuity. Instead of the typical non-uniform days and bazaars, we wanted to get the whole school involved, and ensure every student could understand the difference they are capable of making in the world. We started small, but aimed big, using the idea that even the most apparently insignificant amount can have a massive impact. With a school-wide, collective project in mind, we organised a creative challenge for all of Woodford: make art and make a change, with change.

The idea was simple: using our spare change, every form was to make a collage, according to the allocated themes: animals, patterns, landscapes, food and buildings. There would be prizes for the most creative design. Unfortunately, the weather had a creative project of its own. The day of the collage competition, it rained, washing away the templates of the individual collages. Instead of dwelling on our temporary setback, we came together, armed with buckets, and visited each form to collect the masses of coins collected in preparation for the now cancelled event. Although people were disappointed that the weather had put a dampener on the collage competition, the response was nonetheless admirable, with forms having already decided on their chosen designs.

However, with the money we collected, we and some enthusiastic members of 7H, whose form had collected the most money created a collage of our own. Instead of a competition, we made a tree out of the coppers and silvers collected from across the years, as a joint effort. After all, money doesn't grow on trees, but change might.

We decided to bring the fundamental ideas behind Free the Children charity to Woodford itself. Free the Children is a charity operating on a basis of sustainability,



with Adopt A Village schemes in impoverished and developing countries, providing access to clean water and sanitation, education, alternative income streams, healthcare and food security to all. So we gave everyone the opportunity to choose: which change did they feel the most passionate about? By setting up charity buckets for each pillar, and voting for their chosen change, with their change, and using the money collected for the coin collage, we were able to raise £202.28, of which over £50 was in 1p and 2p pieces.

Thank you for everyone who showed their support and helped make a change.

Sahiththiyah, Saima, Sonali and Susie
Year 11



Preventing Food Waste

Free the Children state that one of the pillars needed in order to live a healthy and full life is food security. Yet as a school and as ambassadors we feel that donating food and money to support this pillar is not enough. Giving food yet wasting 50% of all we buy in the UK would solve nothing, and with this in mind our Free the Children ambassadors launched a local school campaign to reduce food waste.

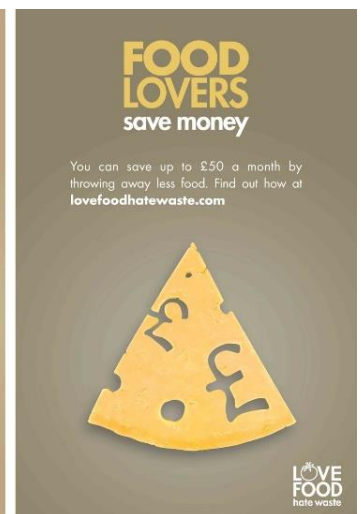
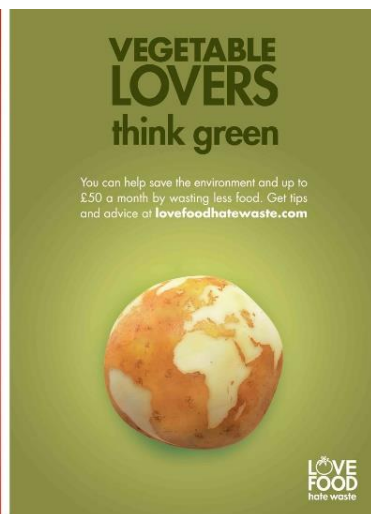
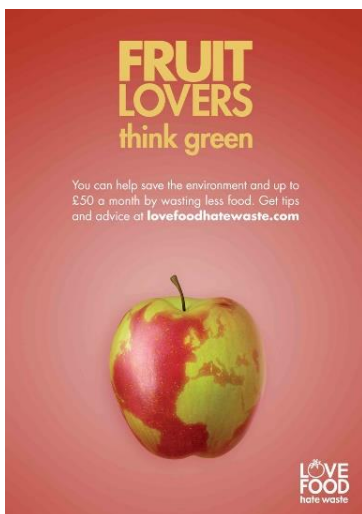
Looking at fairly recent statistics, the amount of food wasted in UK homes is startling, with 7.2 million tonnes of food and drink thrown away every year, wasting the equivalent of £50 every month. Surely, this money could be spent better elsewhere, and as a result, we decided to campaign against this.

As one collective group, we split into two (one group consisting of Taybah Crorie and Ankita Goswami, and the other including Mosfirat Nasreen, Charlie Alder and Joely Bennett) in order effectively to spread the word of food waste. We held classroom assemblies from Monday 23rd - Friday 27th, making people aware of shocking statistics and simple ways to reduce food waste in all stages of handling food, whether it is during shopping, storing, cooking, eating, reusing or composting.



Yet preventing food waste in every stage of our eating life can seem a task. In order to make wasting less food easier we extended an infinite challenge to students that can easily be implemented in our daily lives – to eat ‘trayless’! Eating ‘trayless’ means to eat without a tray in the dining hall. It has been scientifically proven that eating with a tray makes a person more likely to pile more food on to the tray compared to what will actually be eaten simply because it can be carried to a table. More often than not this extra food is wasted, kept in our lockers for another day and then past the point of consumption.

By Taybah Crorie 9W and Joely Bennett 10N





Salters' Festival of Chemistry at UCL

Four of the best practical scientists in Year 8 were selected to take part in the Salters' Festival of Chemistry at University College London. Isobel

Troni and Rosni Velani in 8N together with Zahra Malik and Hannah Zia in 8W travelled to London by tube with Mrs Adshead for an amazing day of science.

First, we took part in an experiment based on forensic science where we had to find out who had committed a murder using various analytical techniques. We tested a pen ink sample using paper chromatography and observed chemical reactions of substances found on the suspects and victim.

Later in the morning, we had to work out the exact concentrations required for a reaction to happen in exactly one minute – it was really tricky. We were then timed by the leaders to see which group was closest to a minute.

After lunch we had the most awesome demonstration from a 'mad' American scientist who showed us some breath-taking experiments. Finally he made us some ice cream in seconds using cream, raspberries, chocolate and sugar all mixed together with dry ice.

On the whole it was an educational yet really fun day.

Isobel Troni, 8N



Drugs line talk

We were privileged enough to have a wonderful talk about drugs and their effects.

I entered the talk with very little knowledge of drugs and their effects. The speaker walked in and talked to us about how he worked with people who were often addicted to different drugs and wanted to seek help. All of the stories were really shocking and quite an eye-opener. Although I had enjoyed the whole talk, there was one thing that stuck with me. What he did, was ask us, "Who likes chocolate?"

Naturally, most of us reacted in a way in which we got excited at the thought of chocolate. Our body language is what he picked up on. The fact that we got excited, our eyes widened and instantly smiled. All of this was similar to the body language of an addict who has heard some mention of drugs. This really brought to light on the whole situation of drugs, how easy it is to be addicted to drugs and how many people are exposed to drugs at such a young age. The whole talk left me with more of an awareness of the dangers of drugs and the frightening reality of how common a problem drug abuse actually is among the younger generation.

By Mathuza Senthivel

9R

"With our vast experience of working in the drug field, we use sensitivity, honesty and respect to get the message across to the students just how dangerous the drug lifestyle can be. I believe an impact is being made on the students, judging by the feedback that has been received from both students and teachers.

Throughout all the workshops students asked relevant questions, and that evidences to me that they are taking on board the content of the workshops, as well as enjoying them. They also showed an enthusiasm to want to learn more about the subject"

Steven Mervish (speaker and founder of Drugline Education)

Geography Department Summer 2016

As is the case every summer term, the geography department has been out completing fieldwork in Rochester (Year 7) and Herne Bay (Year 8). The weather we experienced, for once, was very kind to us and those taking part seemed to really enjoy the opportunity to get outside and apply their learning (*I think they liked the ice cream, sweets and fish 'n' chips more than anything else though!*) These 'away from classroom' experiences are invaluable in that they help to develop important teamwork and leadership skills and, of course, a range of primary data collection skills – the latter of which is a key focus of the new GCSE and A Level Specifications that are descending upon all geography departments from this September.

These curriculum changes are going to be keeping Mrs Hawks and I very busy over the next 24 months but we are excited to be getting the opportunity to refresh out GCSE and A Level teaching with subject material that reflects that which is taught in Universities across the UK.



Next term the geography department will welcome a new part-time teacher – Mr Widdowson – who will be helping us deliver the Year 7 and Year 8 curriculum. Mr Widdowson is a very knowledgeable geographer having written numerous textbooks over the years. In addition, he has a great deal of



experience planning and delivering geography fieldwork. We are very much looking forward to him joining us and I am confident the students will get a lot from his teaching.



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

Mr I Saxton
Head of Geography



Fairlop Waters



The Year 9 boating trip to Fairlop Waters was a great experience for us to build our teamwork and leadership skills. All students had a go at boating in either dragon boats or katakana canoes. We started off the session by going over the safety precautions and were fitted into life jackets. Our instructors for the day explained to us how to start, stop and rest the boat using our paddles. Throughout the session we raced against other teams and, although there seemed to be a clear winner, everyone worked as a team and put all their effort in. At the end of the day we were left soaking wet but the lovely weather came to hand to dry us off. The challenge proved to be a very strenuous one and definitely tested our physical ability but with the guidance from our instructors, teachers and each other, the boating experience was very enjoyable and is something that I'd love to try again.

By 9H



Royal Academy A Level Summer Showcase 2016:

Selected from over 2,000 submissions, the A-level Summer Exhibition Online is a showcase of Britain's best young artistic talent.

This year, 1,400 aspiring artists attending sixth form colleges or schools, submitted their work to the *A-level Summer Exhibition Online 2016*.

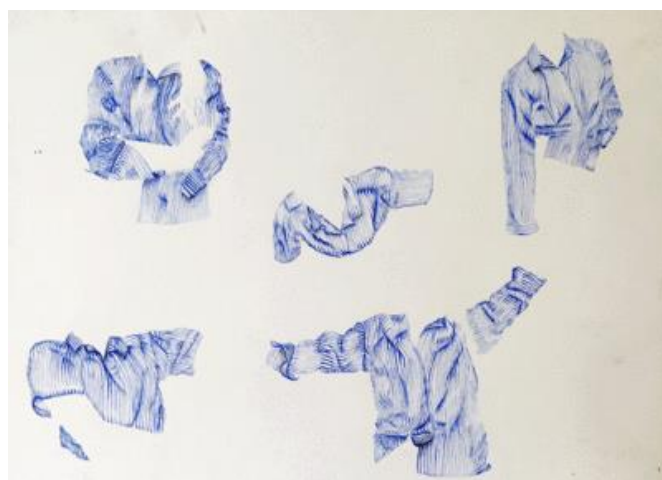
Only 46 exceptional works of art were selected by Royal Academicians.



Paavan,
Self Portrait - Monotype

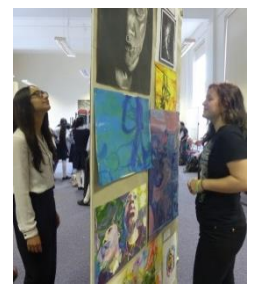
Congratulation to Paavan and Gemma, two of our Sixth formers who were selected to be part of the 46 winners on display :

<https://www.royalacademy.org.uk/exhibition/a-level-exhibition-online-2016>



Gemma Parker,
Llivorem- Watercolour.

SUMMER ARTS SHOW CASE



Thank you everyone,

Parents, friends of the school, family and staff who helped and came to celebrate the talent of our students involved in the showcase 2016. The evening was an great success, displaying the vibrancy of a wide range of beautiful performances and outstanding Art work, without forgetting the exquisite refreshments from the Food and Nutrition Department. The curators rose to the challenge, bringing together the different events to make it a most enjoyable and memorable evening.

Mrs Jerome, Art Department

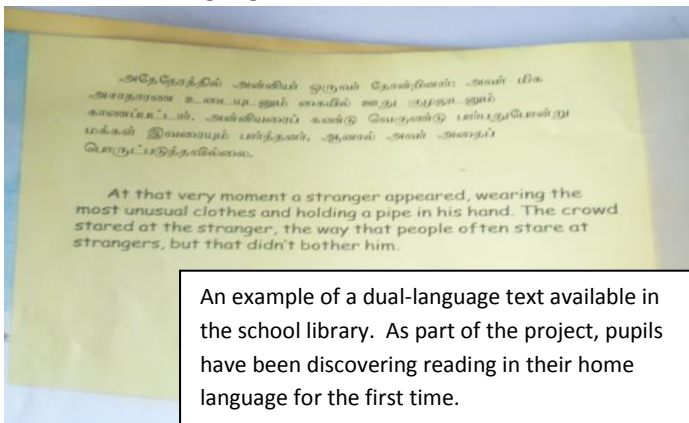


Year 9 Multilingual Reading Project



An example of a dual-language text available in the school library. As part of the project, pupils have been discovering reading in their home language for the first time.

Throughout the year, year 9 pupils have been involved in a multilingual reading project. The aim of the project was to draw on and to celebrate the linguistic diversity within the school through reading as well as to encourage greater awareness of the benefits of reading in a range of languages. As part of the project, year 9 pupils have been encouraged to read texts in any language they know; languages they are learning at school, languages they speak at home. Pupils have also had an opportunity to use the school library during their language lessons and have made the most of being able to borrow and read texts from the updated languages section of the library. The languages section in the library has a wide selection of texts in a range of languages and also includes teacher recommendation of texts they have read either in translation or in another language. Pupils have been keeping a record of their multilingual reading in their logbooks and they have had an opportunity to share their reading during lesson time. This was the first time that this project had been trialled and feedback from pupils has been positive. Girls in 9R share their comments on the project; may their experiences inspire you to read over the summer – and perhaps try a text in another language as well.



An example of a dual-language text available in the school library. As part of the project, pupils have been discovering reading in their home language for the first time.

Miss Heath, MFL Department

Comments from girls in 9R:

Brama Ahilan 9R

"I found this task very interesting and fun as it gave me the opportunity to explore my home language (Tamil). I also read in French and Latin which I thoroughly enjoyed and this also helped me develop my reading skills in other languages. I originally thought that this would be very hard but I started with the basics and eventually progressed with the occasional assistance from my dictionary!"

Shivani Amin 9R

"I enjoyed reading some books in my home language, Gujarati partly because I don't read in other languages that often. It was really interesting to be able to compare some of the stories I've read in English with the Gujarati and French versions."

Santhana Kanapathippillai 9R

"At first when the reading project was mentioned I was shocked. I thought it was going to be difficult and it would be hard for me to enjoy the stories. It was quite the opposite. I learnt different ways to write French sentences to emphasise feelings and discovered everyday vocabulary in Tamil that I had never really even known. It opened up a variety of interesting topics and I could experience an even wider range of culture and language."

Mathuza Senthivel 9R

"To be frank, at first I thought it was going to be boring however I was proved quite wrong. I really enjoyed it because although I thought I would struggle with reading in a range of different languages, I actually found it moderately challenging but when I got over my many obstacles it was satisfying to finally finish the books and complete my challenge of reading in different languages"

Neha Rawther 9R

"The French texts weren't hard to translate as there were cognates and pictured that helped me throughout the book. Even though I'm very fluent in Malayalam, I learnt more words that I didn't know before and I found it exciting to read stories that my parents and grandparents grew up with."

Maham Saleem 9R

"I found that the multilingual reading project was an interesting way to learn about other cultures and traditions. When I was doing the reading project, I was surprised by how engaging it was to read in other languages, especially because of the determination put into the reading and the satisfaction you feel after having read the story. I found that it was a great way to become more fluent in a language that you are learning because you learn a larger range of vocabulary and phrases."

Amaara Omer 9R

I enjoyed the poem; "l'amour du mensonge" by Baudelaire as it has a very powerful message. There is some difficult language but reading within the context of the poem helps to understand the words. The poem translates to "the love of the lie" and it talks about your beauty within, wearing a mask or being natural. It had a deeper meaning to the poem which I enjoyed. I find the last line very powerful "masque ou décor, salut! J'adore ta beauté." This line is saying they accept everyone's beauty and don't judge anyone, which I found very powerful.

After School Clubs



Following its successful launch last year, our after-school clubs programme continues to go from strength to strength, thanks to both the interest of the girls, and the sterling efforts and expert organisational skills of Mrs Cook. Since Easter girls have been able to participate in the following activities:

- Advanced Cooking
- Advanced Hair Styling
- Advanced Photography
- Beauty
- Board Games
- Boxing
- Cakes & Cookies
- Chess
- Cooking Club
- Dance
- Drama
- Fashion Design
- Floor Gymnastics
- Henna Art



Girls modelling leisure wear they made

All of these clubs are offered at a very reasonable price, with financial support available for girls who may need it. I am sure you will agree this is a wonderfully eclectic mix of activities, and the girls have thoroughly enjoyed taking part, developing skills and interests that we are unable to offer as part of the regular academic curriculum.



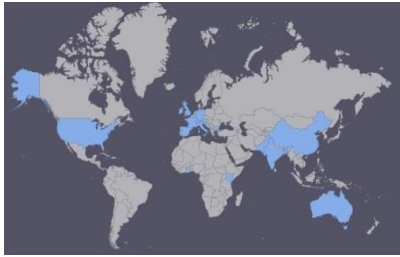
Plans are already advanced for the next half term's activities, with some courses already fully booked.

Mr Jenkins

Co Curricular Day

Our theme for this year's Co-Curricular Day, held on 11th July, was Multicultural London. This was a chance for us all to celebrate the richness and diversity of the wonderful city in which we live, much of which is reflected in the composition of our student body and staff.

As preparation for the day, girls in Years 7-9 prepared attractive Welcome signs in a variety of home languages and these now adorn the entrance hall and dining room. Girls



and staff were also surveyed about ancestry, producing some fascinating insights. Here is one of the maps produced, illustrating the birthplaces of the girls and staff who

responded:

On Co-Curricular Day itself Key Stage 3 girls took part in three different activities:



Year 7 were challenged to create a "Sandwich For London". They not only had to make the sandwich, but had to devise a marketing campaign, financial strategy and

packaging in order to sell it, which they then pitched to our own "Lizard's Den". Teams of girls could be seen beavering away at their projects, shooting promotional videos and practising for their big moment in front of the Lizards. All were impressed by the standards the girls achieved, and by the winning presentation of a group of girls from 7W.

Year 8's project was very different. They spent the early part of the day in the Art, Psychology and Technology Departments making Sails which reflected their origins and personality traits. Many fascinating and touching stories came to light during the day, and the quality of some of the artwork produced was exceptional. In the afternoon the girls made boats for their sails, with the aid of the Science Department, which they then tested by floating them in a specially commissioned paddling pool. It was a lot of fun, although the girls generally proved themselves better artists than sailors!



Year 9 spent most of the day in Shoreditch, and area of London rich in history and culture. Following a visit to Spitalfields Market the girls explored Brick Lane, taking in the evidence that still remains of the religious and ethnic groups that have lived in that area over the centuries, as well as enjoying the vibrancy of the street as it is today. Some were brave enough to sample the delicious food produced in the area, and all enjoyed visiting the magnificent Church, designed by Nicholas Hawksmoor to replace the one destroyed in the Great Fire of London. The girls returned to school and finished the day with a plenary session led by the English Department.

All in all it was a wonderful day, in which all the school's



academic departments played a part. The success of the day owed a great deal to the hard work and commitment of the teachers who took a lead role in organising each year group and devising interesting, engaging and yes, educational activities for the girls to participate in.

Mr Jenkins

WCHS Digital Schoolhouse 2014 - 2016



Since 2014 Woodford County High school has been providing Educational Computing workshops and professional development to primary schools in Redbridge and surrounding local boroughs. Following the ICT National curriculum becoming obsolete and replaced with Computing, there had been significant commotion in regards to the skills required to teach the subject especially by non-specialist primary teachers.

The Digital Schoolhouse founded by Mark Dorling provided the perfect opportunity for specialist Computer Science teachers to share their knowledge and skills and support local feeder schools.

WCHS was selected to be one of 10 Satellite schools to provide tailored Computing workshops to primary school children. From the 1st workshop delivered in September 2014 to the last one of this summer term, it has been a complete success with nothing but positive feedback.



Being able to play a pivotal role in closing the skill gap between the transitions from Year 6 to Year 7 has been a challenging journey for all those involved in Woodford's Digital Schoolhouse and for visiting participants. From structuring a full and interactive day, producing creative and engaging resources, finding ways to use some of the



most up to date technologies, delivering animated workshops , hosting international delegates as part of the INTEL Education Conference to making multiple links with industry has all contributed to the exciting and inspiring experience the project provided.

The success of the first two years of the project has led it to expand nationally with more secondary schools signing up to become satellite schools – opening up more opportunities for primary schools to receive tailored workshops delivered by subject specialists.

However, following 2 years of having the privilege of reaching out to our community, and creating links with many of the local schools, Woodford's time as a Digital Schoolhouse has now drawn to its end. Although we will still be contributing to the project for training purposes and offering our input as experienced DSH teachers, we will no longer be operating as a satellite school delivering workshops.

It has been a wonderful experience to all those involved and I am sure that the newly found satellite schools will have just as much satisfaction and fun as we did with the project.



Ms Nazneen Chadee
Lead Teacher WCHS DSH
Head of Computing

Woodford's Teach A Friend A Foreign Language



One lunchtime, F2 classroom was transformed into a hub of multilingualism for the Woodford "Teach A Friend A Foreign Language" competition open to all year 7 pupils. Girls who speak another language were encouraged to teach it to a friend. As part of the competition, pairs of girls were expected to perform a dialogue in their chosen language and to create a stall, showcasing a culture where the language is spoken. A wide range of languages was represented at the competition including Cantonese, Greek, Japanese, Malay, Sinhalese, Tamil, Urdu and Yoruba. Girls also dressed in traditional costume. After careful deliberation by the judges, the results were announced and the top two teams, Madeleine and Thisali in 7R and Cheyenne and Asshini in 7N were selected to represent the school at the borough-wide competition at Woodbridge school.

The Woodford competition demonstrated the multilingualism and multiculturalism within the school community and all girls involved showed a great willingness to help recognise this.

Many congratulations to all girls involved:

Khadijah and Maryum 7R
 Ramsha and Abisha 7N
 Ria and Mathusiga 7N
 Tumise and Arthavi 7N
 Kamdi and Sabha 7R
 Reese and Dinoja 7N
 Amber and Hannah S 7W
 Luckshika 7H and Miri 7W
 Zahra and Faeqah 7H
 Zoe and Gia 7N
 Lilly and Harini 7W
 Nephele and Saumya 7H

Miss Heath, MFL Department

Teach a Friend a Language (TAFAL 2016)



Once again, year 7 students were given the opportunity to enter the TAFAL competition, in which one student teaches a classmate a little of the language which she speaks at home, culminating in the performance of a sketch in that language. After impressive performances in the Woodford round, Madeline and Thisali (7R) and Cheyenne and Asshini (7N) were selected to go to Woodbridge High School for the final round on July 14th. It was clear that a lot of effort had gone into the various stalls and costumes, and Woodford's were no exception. Madeline and Thisali had donned matching traditional Sri Lankan outfits for their performance in Sinhalese, and provided coconut water, Ceylon tea and a variety of snacks, while Cheyenne and Asshini's stall was adorned with a Polish flag and also offered traditional Polish food to anyone who stopped by.

In the final reckoning, Madeline and Thisali (pictured below) did fantastically well to win 3rd place in the secondary school category. Congratulations to all who took part, and we look forward to attending again next year.



Miss Heath, MFL Department

TEAM LONDON- Free the Children campaigns at Woodford County High School

This academic year pupils at Woodford County High school were able to take part in a Team London Young Ambassador Programme- *Free the Children*. *Free The Children* is an international charity and educational partner that believes in a world where young people are free to achieve their



fullest potential as agents of change. Founded in 1995 by international child rights activist Craig Kielburger, *Free the Children* has a proven track record of success. The organisation has received the World's Children's Prize for the Rights of the Child, the Human Rights Award from the World Association of Non-Governmental Organizations, and has formed successful partnerships with many businesses, government agencies and educational organisations across the world.

During the autumn term, Miss Athman and Miss Irwin presented assemblies to KS3 and KS4/5 outlining the *Free the Children* young Ambassador programme to help promote and develop leadership skills amongst our students. Over two hundred application forms were received from KS3, KS4 and KS5 students, after much deliberation 54 students were selected. The *Free the Children* ambassadors were given the opportunity to select campaigns they were most passionate about in order to plan and prepare ideas to promote social change.

Our first campaign kicked off in December WE ARE Rafiki. The first campaign group had to research the cause Rafiki is Swahili for friend, each bracelet sold provides a source of alternative income for the maker back in Kenya. After pitching to each from group, the group managed to secure 117 sales, raising £585.



The second campaign in January- WE Won't Rest looked at raising awareness around homelessness. In order to raise awareness the campaigners completed form assemblies, created posters and £231.19 was raised through a 3 hour sponsored 'camp out' on the school's front lawn in very cold weather. The ambassadors collected bags upon bags of warm winter clothing and toiletries for the Redbridge Assessment shelter, who were delighted to receive them.

Students from Y7-11 came together to carry out the 'We Bake for Change' campaign. This global campaign aimed to raise money and awareness for the families that live in developing countries all around the world. To fundraise students had various ideas; raffle for a baking hamper, a bake sale where a large amount of goodies were whipped up by the keen chefs in our team, after school. Overall £353.60 was raised for this campaign.

Our Ambassadors were lucky enough to be selected to attend WE Day at the SSE Arena. This was a celebration of the young people in London making a difference in their local and global communities. Students felt inspired after hearing talks from a range of inspirational speakers.

The *We Create Change* ambassadors decided to use their Woodford ingenuity by setting up charity buckets for each *Free the Children* adopt a village pillar, money collected was then used for a coin collage, students were able to raise £202.28, of which over £50 was in 1p and 2ps!

Free the Children state that one of the pillars needed in order to live a healthy and full life is food security. *Free the Children* ambassadors launched a local school campaign to reduce food waste by educating students and staff awareness through form assemblies and posters

Free the Children's educational programme has empowered our girls to impact positive change in their local and global communities. Congratulations to all the students involved and many thanks to those who supported them!

Miss Athman and Miss Irwin

Summer Production 2016

Those with tickets for Woodford's 34th Summer Production joined passengers (legitimate and otherwise) boarding the SS America for its 1933 transatlantic crossing from New York to London. The ship's captain, conscious that celebrity sells, welcomed guests, flanked by press photographers: a millionaire tycoon, a society debutante, her mother and her English aristocrat of a fiancée, a gangster and his moll and an evangelist turned night club singer (complete with backing group). If that wasn't already a cast to conjure with, in the minutes before a blast of the ship's horn signalled we were on the move, we clapped eyes on the ship's stowaways – a hapless Wall Street broker disguised from his on-board boss to win back the debutante seduced from him by riches, and Public Enemy Number 13, "Moon Face Martin", evading the long arm of the law in the guise of a Reverend gentleman. The die was cast: we were in for a comedy of errors, a nautical farce where boy pursues forbidden girl amidst a confusion of entangled relationships, mistaken identity, and incompetent criminality.



"Anything Goes" premiered over 80 years ago shortly after Franklin D Roosevelt became President. His election promise, of a New Deal which would lift America out of the grips of the Great Depression, sounded for many a note of much longed

for optimism. Cole Porter's musical caught the mood of the moment – casting its audience adrift from troubled shores and offering a glimpse of buoyant high society, troubled by no more than a bit of aft deck nonsense. And it was this upbeat frothy mood, with slapstick comedy and

deft delivery of P G Wodehouse's word play that swept up on its crest a Woodford audience wearied by a year's hard graft and in need of little coaxing into holiday mood.

Some confident ensemble playing swelled the show's big numbers and populated the vessel with gingham-clad

school girls, sea-legged deck ratings and Chinese gamblers, robbed of all but their long johns by a game of strip poker and left peering comically about themselves, meerkat-like from the boat deck.



The Ship's Captain (Ellen M) amidst the chaos, maintained both naval decorum and a credible American accent while taking it all in his stride, adapting the liturgy of a funeral service to accommodate an on-board wedding. Wall Street

Executive, Elisha Whitney, meanwhile (Elizabeth Carter and Ashley Singh alternating in this role) propped up the ship's bar for the duration of the voyage before emerging on uncertain legs, as England hove into view, as a suitor for Mrs Harcourt. Reno Sweeney's glamorous backing singers *The Four*

Angels (Zaynab Ahmed, Ankita Goswami, Simran Kambo and Antonia Pereira) simpered and flirted with the complicity of cabin mates while Bonnie Latour (Akua Bonsu), the gangster's moll, commanded attention physically and vocally as she demonstrated (in the *Heaven*



Hop) just how she kept her man in thrall. The crook in question, Moonface Martin (Sasini Seneviratne), clinging all the while to his place in the criminal ratings, betrayed a sentimental handicap when incarcerated in the ship's brig with the despondent Billy

Crocker:

*"When your instinct tells you that disaster
Is approaching you faster and faster
Then be like the blue bird and sing
Tra La, Tra La, Tra La."*

Meanwhile, above deck, English high society is contrasted to comic effect with its American equivalent in the lacklustre betrothal of the rich but foppish Aristocrat Sir Evelyn Oakleigh (Hanna Procter) and his rather more knowing (and socially aspirational) debutante, Hope Harcourt (Magiesha Maheswaren). Thus, while, jotting down Americanisms in his notebook, in between performing the hilarious programme of exercises which he imagines to be *de rigeur* on shipboard, he entirely fails to notice Hope's arch conspirings with her lover under the nose of her matriarchal chaperone (Radia Mustafa).

Summer Production 2016 *continued*

Even amidst so much talent two performances in particular deserve special mention. Aarti Amin, as the enamoured Billy Crocker, demonstrated considerable on-stage versatility not only in carrying off a dizzying sequence of disguises (one actually donned on stage as a fur tassel purloined from Mrs Harcourt's bag becomes an instant moustache) but also in transitioning between the versions of himself brought out by conflicting on-board relationships. An artful dodger of a stowaway, Billy successfully evades his employer. Later, as the upbeat side-kick of a night-club singer he skilfully side steps her amorous advances without sacrificing a friendship (*"I get a kick out of you"*). And for all the tom-foolery with which he wins back his woman, one glimpses the romantic uncertain of success (*"All through the Night"*).

Reno Sweeney, an American evangelist turned night club singer is a compelling figure in the confines of a cruise ship and demands a commanding performance in the context of a school play. Amrit Kambo rose to the challenge displaying an impressive range of vocal styles from playful flirtation (*"You're the Top"*) to breezy hedonism (*"Anything Goes"*) and full-throated evangelism (*"Blow, Gabriel, Blow"*). An assured stage presence was supported by skilled choreography masterminded by Amrit and by her sister, Simran (one of Reno's Four Angels).

The show's imposing set, originally designed by Mrs Taylor - a boat deck with cabins on either wing and a deep and gloomy brig - emphasised the compression of life aboard a cruise ship. Costumes (Mrs Cooper) conveyed the aspirations of paying passengers as well as ensuring Reno Sweeney and her backing singers made a suitable splash. An experienced back stage crew kept from our notice a sequence of off-stage mishaps (a sprained ankle, just for starters) and lighting and sound effects were used to theatrical effect throughout.



"Anything Goes" is an ambitious undertaking for a school production, not least because of the musical demands it places on its orchestra. Under the direction of Katie Hasler, a twelve piece

ensemble of brass, string, woodwind, keyboard and percussion led us breezily through the score, at its most extravagant, perhaps, in prelude to the second act but masterful throughout in setting the pace of dance and song sequences and wittily reprising the action on stage as a Salvation Army band emerges for *"Blow, Gabriel, Blow"*.

Sadly it was only modest audiences that turned out to be entertained by a show that begs to be clamorously acclaimed as *"delightful, delicious, de-lovely"*. Lest the title of the piece be taken by those not there to witness the contrary, to imply a slipshod attitude to theatrical undertakings, I can testify that Woodford's 34th Summer Production lived up to the exacting standards we have come to expect of Directors Miss Hall and Miss Chapman. An uplifting evening of musical theatre, and a fitting prelude to the holiday season.



Ms Jo Pomeroy
Headteacher

GCSEpod...10,000 podcasts and counting...



You may remember reading previously that Woodford has subscribed to GCSEpod, a new innovative revision tool that students can access in school, at home and on the go via a smart phone. GCSEpod is a resource students can use to support their learning and revision; it breaks subjects down into manageable chunks, using audio and visual effects to bring information to life in over 3500 different 3-5 minute podcasts.

So far this academic year Woodford students have watched a staggering **10,915 podcasts** on GCSEpod.

All students in Year 10 and 11 should have signed up by going to www.gcsepod.com. If it is their first visit they will need to click on the turquoise tab that says 'NEW HERE? GET STARTED', select pupil, and complete the information. They will then need to set up their own username and password (they should make a note of this somewhere) and then they are ready to go. New material is published on the site regularly. If you would like to know how you can support your daughter please look at the following page: <https://www.gcsepod.com/parents/>

I hope your daughter finds this resource helpful as she prepares for her GCSE exams.

Miss Irwin

Sports Day 2016



On Tuesday 12th July 2016 Woodfords annual sports day took place. We were fortunate that the weather managed to hold off for the running events. All houses displayed fantastic support and talent during these events and as a result the competition was still all to play for going into the throwing events with 3 points separating 1st and 4th place.

Unfortunately the weather didn't hold out for the afternoon and the PE department had to rearrange the throwing events and long jump for another day. After the field event scores were added to the 'running total' there was a clear winner. The overall results are as follows:

4th Repton = 195pts

3rd Newton = 237pts

2nd Warner = 253pts

1st Highams = 262pts

Well done to everybody involved.

The PE department would like to say a huge thank you to all staff who helped out during sports day.

PE Department

LEAVERS GALLERY

Gordon Becket



Gordon's service to Woodford has spanned three decades. He joined the school as a newly-qualified teacher in 1984 and found himself leading the Religious Studies Department within a year. He has worked with four headteachers and a number of very loyal departmental colleagues. Innumerable Woodford girls have enjoyed his lessons and benefited from being challenged to think for themselves and to engage in

constructive, thoughtful debate about a whole range of issues, religious and secular.

He's seen significant change both in education nationally and in this particular school. He's also had an impact on the teaching of Religious Studies beyond our school gates. He's worked collaboratively with teachers in Redbridge and further afield both through SACRE (the *Standing Advisory Council on Religious Education*) and in the sharing of resources and teaching methods online.

As Head of Religious Studies he has sought to make students aware and respectful of other world views. RS classrooms here, in supporting constructive debate and active listening, have helped develop in students the ability to think critically and to form confident opinions and values of their own. Girls have enjoyed his subject, they see its relevance and they appreciate its importance. They've also excelled in public examinations. The skills and the understanding they've acquired will serve them (and society) well as they proceed into adult life.

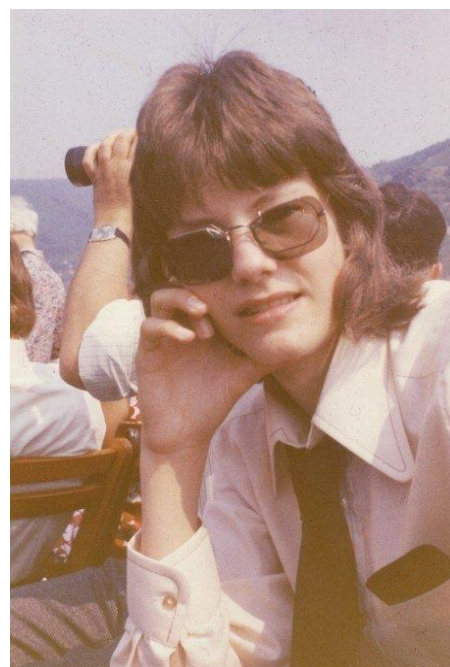
Gordon's length of service has given him an (almost) unique insight into the evolution of WCHS over 30+ years. But he's not been a spectator. He has served the school in roles as diverse as teacher and governor, web master and "*Senior Mid-day Supervisor*"! (1986) Woodford has, as he's always been quick to acknowledge, played an enormous part in his life but equally, he has played a significant role in shaping the place it is today. Gordon's contribution to the school has been broad and generous. He was an early adopter of ICT and initially led staff training in this area.

He designed and maintained the first WCHS website.

A talented photographer, he has captured the variety and vitality of 33 years of school life for the archive and his pride in the school, its buildings and its population has always been evident. He has sought to represent his colleagues both as NUT rep and as Staff Governor. And it's been lovely to see each September how pleased former students are to meet him at the Open House event.

A commitment to education in its widest sense has been evident in his work as Head of Higham's House, since the inception of the house system in the late 1980s. Events such as the 5-penny race (so simple and yet so effective) have become part of the fabric of the school year. Several generations of Sixth Form students count themselves lucky to have had him as a tutor supporting their applications through UCAS.

Gordon stands down this year from his roles as Head of RE, staff governor, Head of Highams and NUT rep to start a phased retirement. Happily he is to maintain an association with the school and will be teaching part-time, a couple of days a week, in the coming year. We wish him well with his plans for travel and for active participation in his local community, right here in Woodford Green.



Mr Becket – when he was at the 'other' W.C.H.S

Brenda Quinn



Woodford was Brenda's first teaching appointment when she took up post at the turn of the millennium. With no fewer than three degrees (including a doctorate) to her name, her engagement with her subject and her mastery of it quickly translated into inspiring and highly effective classroom teaching. She is a first rate historian and a skilled educationalist with a very sound

understanding of how young people learn. She helps students to enjoy the discipline of History as well as the content and to develop transferable skills in analysis and critical thinking. At A-Level she teaches both History and Government and Politics and students respond very readily to her high expectations of them. Girls respect her knowledge and her intellect and they enjoy and value her lessons.

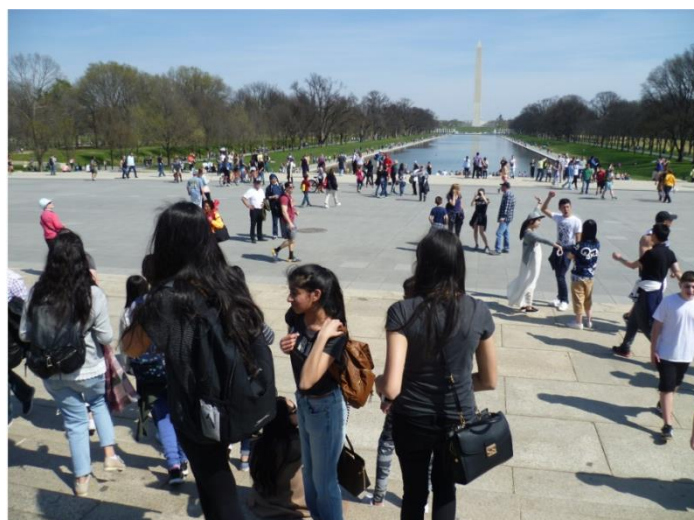
The History Department, led by Brenda since 2010, might be said to bear her stamp. Historical figures and quotations painted directly onto walls establish the academic discipline and engage immediate interest. Books and artefacts form a natural part of the landscape and, along with films and photographs, music and journalism, they are referenced frequently in lessons that encourage developing historians both to interrogate and to empathise with those who went before them. In a close departmental team, collegiate working practices foster open debate. Brenda is quick to recognise the skills and interests of those she works with and has actively advanced the careers of more junior colleagues.

Classroom learning in History and in Politics has been actively supplemented by a range of trips and activities. Woodford girls will all remember the rite of passage that is the Rochester trip in Year 7. Residential trips have included those to the Battlefields and to Moscow, to Berlin, Paris and to both New York and Washington. Woodford teams have also been highly successful in competitions such as the Model United Nations (winning Best Delegation in 2016).

As a Sixth Form tutor Brenda has supported girls' progress and aspirations and their applications to university. She's also contributed to Citizenship education for the lower years.

Brenda's sixteen years of service at Woodford might be characterised by the integrity of her educational vision and her readiness to step forward to do what she feels it is important should be done - spotting when there's a gap and quietly, generously, getting on with whatever is necessary.

Brenda has worked with loyalty and integrity in the interests of the girls, her colleagues and the school. She is enormously respected by everyone in our community and will be much missed. We wish her the very best as she takes on her next challenge.



Washington Visit 2016 - The girls had to walk very fast to keep up with Ms Quinn on these visits.



Keith Barnard

When Keith joined us as Woodford's first School Business Manager in September 2011 he had no experience of working in a school environment. What he brought with him, in addition to financial expertise, business acumen and a deft hand with an excel spreadsheet, was knowledge of practice in the

commercial sector. We felt we would benefit from his experience outside education and that has certainly proved to be the case. Keith joined us from Geneva where he'd responsibility for business auditing on an international level. In a period of considerable financial constraint for schools Keith's calm and pragmatic approach to budgeting has been invaluable. We've called upon his broader business background constantly and his calculations and projections have supported strategic planning at all levels. He's inspired confidence and loyalty in his line management of support staff and everyone has warmed to his readiness to get on with whatever needs to be done, from supervising the canteen to doing a bit of DIY or mucking in with the caretakers at a busy moment.

A school must have been a very unfamiliar environment after an international career in audit but Keith has shown a commitment, from the first, to understanding and advancing our educational aims for the girls. He has involved himself in every aspect of the school's work and brought into discussion not only experience and knowledge from his former career, but also his priorities and life skills as a parent. Collegiate in approach, he's been actively supportive of senior colleagues who have appreciated his humour and friendship as well as his professionalism. Now, with construction work underway on the site, a particular debt of gratitude is owed for his very significant contribution to our bid to expand the school. We've all learnt a lot (and aged a bit) in the process. It will be a matter of importance, then, that Keith is on the guest list when we are in a position formally to open our new facilities.

Keith's retirement will give him more time to enjoy with his family and to devote to the rescue dogs (an enormous mountain breed) to which they are all devoted. We wish him and his household every happiness.

Iain Mackie

Iain joined us from the girls' grammar school in Stratford-upon-Avon in September 2012. At interview he impressed with his ability to interest scientists and non-scientists alike in his subject and his work since then has demonstrated real academic rigour and enthusiasm as well as an



ongoing engagement with pedagogy. He has worked tremendously hard and initiated a variety of activities and methods of working to support the progress of Woodford girls. His students - particularly those in the Sixth Form - demonstrate clear respect for his subject knowledge and for his high expectations of them as developing scientists. Iain has been generous with his time in providing interventions and in laying on the enrichment activities which enliven and enhance classroom learning. A significant project this last year, promoting STEM through the CREST Awards, is particularly appreciated. Not only did Iain propose the initiative and lead on it with students, he also sourced the funding (through sponsorship) to do it to the standard to which he saw it should be done.

In addition to his professional work here he has contributed a great deal to the wider life of the school. It's been community spirited of him to have chaired the Staff Room Committee and to have done so with such common sense and good humour. He has participated in all manner of sporting events (a competitive streak in evidence) and supported a whole host of other initiatives. He will be much missed in the Science Department and throughout the wider school. Witty by nature and pithy in communication, we were reminded at our leavers' celebration of some of his more memorable e-mail communications over the years - only to be told, by Iain, that we should see the ones discarded as drafts!

Iain leaves us to return to the Midlands from whence he came and to take up a promoted position in one of the prestigious King Edward schools. We congratulate him on a well-deserved promotion.

Sheena Patel



It is five years since Sheena joined us as a newly qualified teacher. She has always had high expectations of herself and of her students and she settled quickly and confidently to classroom teaching, showing a high level of self-reliance for someone so new to the role.

The hard work she put into

preparing lessons saw her teaching develop quickly. Students like and respect her and this helps them to tackle increasingly complex work, confident that their teacher will scaffold their learning and support their progress. Sheena has a calm and measured approach in the classroom and this, combined with a commitment to following issues through, has supported strong behaviour for learning in her classes. Students know where they are with her and are keen to gain her respect.

Sheena has been a very strong form tutor and this has been actively appreciated by the girls concerned, all of whom (as was evident last week) are very sorry to see her leave. An appreciation of education in its broadest sense has been evident in her support of a variety of school events and, in particular, a number of residential visits. She initiated the very successful annual visit to Cern (Switzerland) and has accompanied visits elsewhere in Europe. However it is the expeditions which most stand out on her Woodford CV (as in the lives of those who have taken part) – and she has our thanks both for the 2013 visit to Cambodia and for her leadership of the current expedition to Nepal. Students are extraordinarily lucky to have teachers willing to support opportunities of this sort – adventures which will actively change them and which they will remember for the rest of their lives.

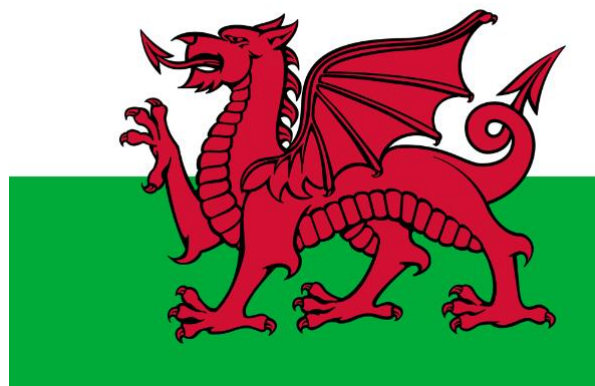
Sheena leaves us to take up a promoted post in a Surrey boarding school. We wish her every success as she furthers her career.

Stuart Phillips



Since Stuart joined us on the teaching staff at Woodford he has made a valuable and much appreciated contribution in three separate departments, balancing the demands of each calmly and equitably. His flexibility in terms of contract hours has been much appreciated as has his willingness to step in at moments of difficulty, donning a yellow jacket to direct traffic or assisting as a situation demands.

A former headteacher, Stuart is quick to realise what needs to be done and when. He has involved himself fully in the life of the school, singing with the staff choir, accompanying school trips and taking an interest in his students' achievements outside the classroom. They in turn have been impressed by the initiative, energy and creativity evident in his fundraising, whether training for the marathon (year after year) or sporting a Movember moustache. Colleagues have benefitted from his love of all things Welsh particularly when it's his skills in bakery that he's employed to promote his homeland. Stuart leaves us to join his wife (another former headteacher) in retirement and has enviable plans to travel over the next twelve months in pursuit of his sporting interests (to both New Zealand and South Africa). He does so with our very best wishes.



Laura Morris



It is hard to believe now that when Laura joined our PE Department back in September she was new to Woodford, new to teaching and newly resident in London. (She hales from Buxton.)

A bubbly, enthusiastic personality she immediately impressed at interview and we

already then had a notion of how well she'd take to teaching and would gel with our PE team. We have not been disappointed. A focused and talented sports woman herself (she plays netball for Leyton), she has it seems an innate understanding of what inspires the most talented of our competitors and of what builds the confidence, enthusiasm and resilience of others.

Just by being herself she's been a highly influential role model for our girls but she's also worked with diligence, insight and a high level of professionalism to increase their understanding and bring on their performance. The introduction of coaching cards, for example, was her inspiration, equipping students to coach each other on the court, track or field, increasing participation and developing a whole range of skills and competencies.

We're sad indeed to lose Laura at the end of a one year contract but we wish her well as she develops what is clearly to be a very successful career in education.

Dave Mitchell

A versatile and highly accomplished musician, Dave joined us (part-time) two years ago. He has, throughout this time juggled commitments here with work for the Redbridge Music Service



(RMS) and he leaves us now to rationalise - and begin to reduce - these commitments. We will miss him.

We've witnessed some extraordinary developments in the musical life of the school and in the achievements (solo and ensemble) of our students. Dave has worked closely and supportively with Katie Hasler, Head of Music, in a very creative partnership. We have been inspired by his musicianship and by what his belief in our students and their capabilities has made possible. In particular it's been wonderful to have a composer on the team and for girls to know they have been part of something fresh and new.

In a small department, it's particularly important that colleagues work in a mutually supportive and enriching way. A lot can be learned from watching the way our two music teachers have worked together at concerts and the unobtrusive way in which they support student performances. We've enjoyed every recital and concert enormously, marvelling at the speed at which our complement of instruments, our rates of participation and our repertoire of music have grown. Dave himself is an accomplished classical pianist and a professional jazz musician as well as a composer for schools and young people. And he plays all manner of instruments: piano, saxophone, guitar, violin and percussion to name but a few.

Happily Dave is not to be a stranger to Woodford. As our assigned RMS piano teacher, he will continue to contribute to the development of our musicians. We wish him well.



Elisabeth Chartinier

A native French speaker, Elisabeth has this year supported the work of the MFL Department, teaching students in Key Stages 3 and 4 and supporting their development in all four language skills: Reading, Writing, Speaking and Listening. Girls have

benefitted greatly from hearing French as *it is spoken* and will, I hope, have some appreciation the extra mile Elisabeth has routinely travelled to support their confidence with a foreign tongue and their enjoyment of language learning. We've found Elisabeth a diligent and solicitous colleague and are very sad that ill health has prevented her ending the summer term with us. She is recovering now and has our very best wishes as she does so. We will miss her.



Paulina Gray

We were fortunate indeed to have Paulina join us in January when our previous Head of Technology, Jane Karavasili, took early retirement. It's tricky join in a school mid academic year and the challenge is greater still when you are the sole teacher of a subject in so specialist an

area. A skilled and experienced teacher of Design Technology, Paulina took all this in her stride, evaluating where students (in Key Stages 3 and 4) stood in terms of progress through programmes of study and planning accordingly. She was quick to win the confidence of Year 11 girls as they finalised their coursework and pro-active, as well as professional, suggested and subsequently enacted a change of syllabus for Year 10. Her workshop is a busy, creative and orderly place and it hums with activity. The Sixth Former who delivered a vote of thanks on behalf of the student body at the end of term spoke about how she'd been a strong, skilled and independent female role model for them. That's a legacy of which she can be proud.

Our best wishes to everyone in the Woodford Community for a wonderful Summer holiday.

