

WOODFORD COUNTY HIGH NEWSLETTER



Issue No 19 December 2016

Headlines

In the days when what we now call the Commonwealth was still known as the British Empire, the poet Rudyard Kipling, whose career within that Empire took him at one time or another to live and work in almost every corner of the globe, wrote a poem – amongst his least familiar ones – entitled *Christmas in India*, in which he speaks for all those, be their estrangement voluntary or otherwise, who find themselves far from home at a time when friends and family are traditionally celebrating their togetherness. “*At home, they’re making merry, ’neath the white and scarlet berry,*” he muses. “*What part have India’s exiles in their mirth?*”

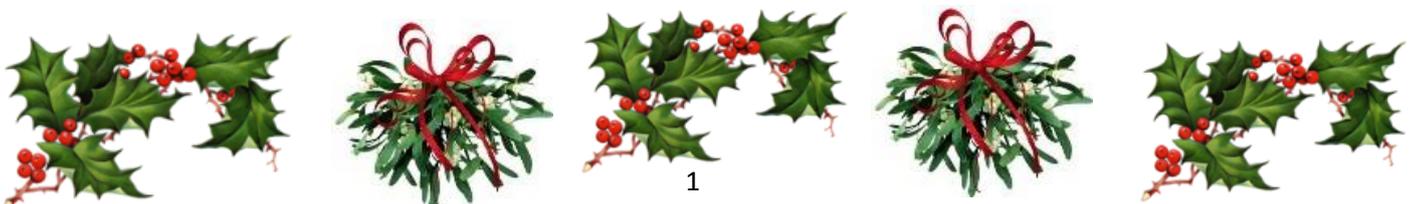
Well, the colonial era as Kipling knew it is a thing of the past, as reflected in the huge number of new independent states that have come into being in the eighty years since his death. But technology has shrunk the globe itself to a fraction of its former size, whilst also creating more and more reasons for more and more people to relocate to other parts of its surface. So the essence of exile is still very much with us, even if we don’t necessarily always call it by that name. Of course, for many of these expatriates – to use the word we’re more likely to reach for nowadays – a seasonal reunion with their nearest and dearest is as easy as purchasing an increasingly affordable airline ticket. But there are a multitude of others who, for reasons to do with the escalating tendency to conflict in our supposedly civilised world, have no realistic alternative to abandoning their homelands, and no foreseeable prospect of return.

This October, I was offered the opportunity to be part of a working group assembled by the US State Department. Quite apart from being a great honour, it was a thoroughly exhilarating experience, not least because a remarkable freak of timing set us down in Washington in the week before a Presidential election, and in Minnesota the week *after* that state’s most famous living son was awarded the Nobel Prize for Literature.

But it was in other ways profoundly sobering, for the theme under discussion was the challenge presented by the ever-swelling tide of refugees seeking asylum in so-called ‘free’ countries the world over. More specifically our focus was on what communities, and schools in particular, can do to improve the life chances of children who have been uprooted from all that is familiar to them and who, in all too many cases, have seen and experienced hardships we can barely imagine. As you will readily imagine, no neat solutions to these issues emerged from our deliberations, but it was salutary in the extreme to hear colleagues of other nationalities explain situations always similar without ever being quite identical to those we face here in Britain. And especially, given just how much distrust and antagonism can be generated wherever people of widely-differing cultures and backgrounds encounter each other in fraught circumstances, it was inspiring to see the efforts being made to make a positive difference. I think it will be some time before I shall fully have processed everything I learned in the course of that fortnight, but what above all dominated my thoughts as I flew back eastward was our micro-community here at WCHS, and how miraculously harmonious it manages – has *always* managed - to remain, almost all the time. It’s worth holding onto that thought whenever the rare moment of friction arises, as in a world of mere mortals such moments occasionally must.

The pages of this WCHS newsletter tell the story of a busy and creative term. Students and teachers alike, however proud of what together we have achieved, will appreciate the arrival of the holidays. In concluding I hope that this festive season will be a happy and a peaceful one for you and your family. We look forward to welcoming your daughter(s) back to school on Tuesday 3 January 2017.

Ms Jo Pomeroy
Headteacher



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Your Governing Body

Like every maintained school in the country, Woodford has a Governing Body whose role it is to provide strategic leadership and accountability. Governors are one of the largest volunteer forces in the country and have an important part to play in raising school standards. WCHS has 15 governors: five have children in the school and are elected by the rest of the parent body, seven are co-opted on the basis of having particular skills or expertise required on the team, one is a representative of the Local Authority and two (including the Headteacher) are members of school staff.

Governors play a vital role in planning for the school's future and in decision making. It's their job to provide support, challenge and to play a part in balancing the interests of different stakeholder groups. To do this successfully they have to be known in the school community and to be regular visitors on site. Our governors support a wide variety of school events. You can meet them at concerts and plays, on formal occasions and at Parents' Evenings. (They each wear a badge to make them easier to spot!) There are link governors in many areas (for example for safeguarding and for Special Educational Needs) and some support initiatives closely aligned to their interests (for example The School Council, or a particular subject department).

One of the objectives governors set themselves this year was to develop further means of communicating with parents – and a regular column in our termly newsletter was one such ambition. So we hope, over the coming terms, to use this column to introduce you to our governors and to some of the ways in which they work to support the school.

Two governors kick off the project here: one a governor of many years' standing, the other a former student who took up role in September.

Ms Jo Pomeroy, Headteacher



Patsy Whiteside, Community Governor

I have been a governor at Woodford County High School for Girls since 1990; first as a parent governor, then a co-opted governor and now a community governor (by the way, the last two are the same thing, the government just keeps changing the terminology).

I have seen a number of changes, some of which I would like to share with you.

First, the Governing Body itself, which has been formed and reformed by successive governments. The Local Authority's role in education has been substantially eroded over the last 25 years. When I first became a governor the contracts for catering and the maintenance of the building and grounds, as well as many other aspects of school life, were in the hands of the Local Authority. The introduction of compulsory competitive tendering and the devolved budget have ensured that those functions are now carried out by companies of the school's choosing. Whereas at least four of the governors of the school were appointed by the Local Authority, now there is only one, reflecting the diminished role played by the Local Authority in the running of the school.

Secondly, the teaching in the school has been strongly influenced by the introduction by the government of the National Curriculum and subsequently the Ebac, which have very largely dictated what, is taught in schools. Fortunately for Woodford the academic curriculum already pursued in the school has chimed with the government's direction of travel.

Thirdly, the parent body. It seems to me that many parents today are very much involved with the education of their daughters, which is good, but no longer see the school as a place where activities are pursued which do not lead to a certificate of achievement. I am old-fashioned enough to think that there is a good deal to be learnt at school which cannot be written on a piece of paper - co-operation, teamwork, supporting and being supported by your peers, daring to try something new - most of which occur outside the academic curriculum. Fortunately the teachers are aware of, and encourage, the girls' development in these areas.

And finally, the girls: they are, as they have always been, a bunch of highly intelligent, articulate, confident young women who will undoubtedly go on to make their mark in the world and encourage the next generation of women to achieve their full potential. That, surely, is what Woodford is about.

Mrs. Patsy Whiteside, School Governor

Dal Channa **Co-opted Governor** **Woodford County** **High School**



I joined Woodford County High School's Governing Body in June 2016. I am extremely grateful to the School for entrusting me with the responsibility of working with staff and pupils to realise the School's vision and strategy.

I am especially excited about this new challenge as I am a former pupil of the school. I attended Woodford between 1997 and 2004 during which time I saw seven school birthdays (at the last of which I was fortunate enough to speak on stage as a Silver badge!), sang and/or played the piano for several Warner House Dramas (winning the competition in 2003!) and made countless friends for life.

Upon leaving Woodford, I attended Cambridge University where I read Modern & Medieval Languages specialising in eighteenth and nineteenth century French and Italian literature. I spent my third year working in Paris before returning to Cambridge and graduating with Honours in 2008. Soon after graduating, I joined Accenture, a Technology Consulting firm, where I have built my career in Payments Technology. I help businesses improve, upgrade and replace the systems they use to process payments. This can be anything from traditional cash and cheque to the newer forms of payment e.g. PayPal, ApplePay, contactless card. I run a team of 150 technology professionals (designers, coders, testers) across India and the UK and I split my time across both locations. Working across both cultures is fascinating and I always come away from each trip with a sense of humility and appreciation for the work I am able to do and the opportunities I have.

Woodford gave me the best start in life; the staff, pupils and community provided the encouragement I needed to apply to Cambridge, to aim for the top and to pursue what I loved and enjoyed studying. I am indebted to Woodford for instilling a strong work ethic in me which I exercise to this day in my job.

I returned to Woodford in 2014 and was fortunate enough to tell my story on stage at a Careers Fair. Speaking to pupils afterwards, I was proud to meet such positive, eloquent and intelligent young women. I subsequently applied for a Governor position because I not only enjoyed giving back to the school community, I am passionate about helping future generations of Woodford girls aim high and practise what they love. There is so often an expectation on our girls to conform to traditional academic and career paths and not doing is considered tantamount to failure. I am a firm believer that this is not the case, that there are numerous ways in which academic and career success can be realised and I am keen to pass this onto our girls.

I was delighted when the School offered me a Governor position and membership of the Curriculum and Pupil Welfare Committee. At this exciting time where we are in the process of increasing our student population, I will support and participate in key decisions around upholding and monitoring our high quality curriculum and teaching standards. Maintaining a positive working and living environment is key to the girls' success and I am excited to take part in and support this growth. Having spent only limited time as a governor, I am struck by the sheer amount of out-of-hours work completed by the staff in preparing for and presenting to the Governing Body in order to help us make informed and pivotal decisions in the running of the school. I have also had the pleasure of meeting several members of Year 12 during the School's recent 'Open House' event and I am extremely impressed with their enthusiasm, openness and capability.

In summary, I look forward to working with the Governing Body, staff, pupils and parents and I am excited to spend the next four years serving the School I hold so closely to my heart.

Ms Dal Channa, School Governor



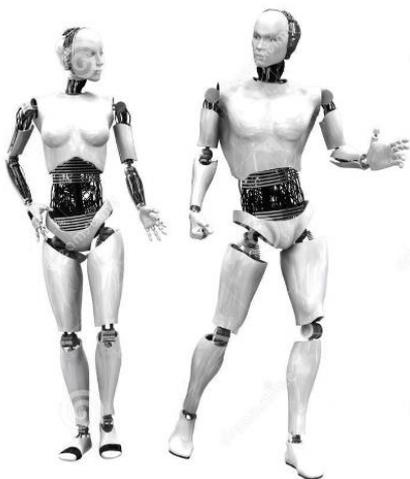
EPQ (Extended Project Qualification)

Over sixty Year 12 students have spent this term embarking on their EPQ, an extensive piece of research that they are completing as part of their Sixth Form study. Amber Noushad (12MH) discusses her experiences below.

Over the last few months I have found that carrying out an EPQ has enabled me to not only develop my existing skills in areas such as independent learning and problem solving but to also learn new skills such as using research methodologies to investigate a particular area that I am interested in. After changing the title of my project a few times, I decided upon carrying out a dissertation with the title “to what extent could the sexual assignment of robots have implications on the healthcare sector?” With the help of my tutor

Miss Heeks, I chose this topic as it combined my interests in robotic developments in medicine and the role of gender in society. As my topic is quite obscure it has been challenging to find research that directly links to my topic but after piecing together

information from different studies I have been able to find the relevant data. Investigating a topic that you have chosen yourself gives you ownership of the project and I enjoy the freedom that an EPQ allows. The tutor group sessions each week and Thursday sessions in the conference room combined are there to guide and scaffold your learning, but you are gently reminded that you are in charge of your EPQ at the same time. While there is a significantly greater amount of freedom that comes with carrying out an EPQ, the project demands a large amount of time and commitment; nevertheless, I thoroughly enjoy my topic and I am looking forward to continuing with my EPQ project.



After-School Clubs

The Autumn term has seen the girls provided with a wide range of opportunities to pursue interests beyond the formal curriculum. Thanks to Mrs Cook we are able to offer an eclectic mix of sessions. Since September girls have been able to participate in the following activities:

Advanced Cooking, Arts & Crafts, Badminton, Beauty School, Boxing, Cheerleading, Cooking Club, Creative Technology, Dance, Drama, Fashion Design, Glass Painting, Hair Styling Henna Art, Knitting and Sewing.



All of these clubs are offered at a very reasonable price, and with financial support available for girls who may need it. The girls receive great enjoyment from participating in them, and they often offer some relief after the rigours of a day engaged in academic activity. Having said that, taking part in these clubs and widening their skills is an education for the girls in itself; at the same time they reap the benefits of recharging their formal academic batteries.

So, if your daughter hasn't participated in one of these clubs, think about giving it a go next term. What have you got to lose?



Mr Jenkins, Deputy Head Teacher

Amber Noushad, 12MH

Year 7 - Combined Product Design and Electronics Project



As part of the ongoing restructure of the Design & Technology, Electronics and Computer Science departments, now known as 'Creative Technologies', the year seven cohort have been engaged with a new project that attempts to marry the three disciplines.

Design, Technology, Electronics and Computing are merging constantly in the fast changing 21st century that our children have to contend with, the new year seven project attempts to reflect this.

Students on the Electronics unit this term have been constructing a model 'Merry Go Round' which has also involved programming and coding to operate systems and controls.

In Product Design the students have been creating a graphical, visual 'identity' for the Merry Go Round, which includes a backdrop and a canopy. Students have engaged with the interactive process of design and have learnt how to use traditional hand tools and processes, as well as computer aided design and manufacture.

The first delivery of this project is now drawing to a close and the attached photographs show the first combined result produced by Zeenath Lahrie of 7F and Mymuna Bushra of 7E.

Mr Baines, Creative Technologies

Google Expeditions Pioneer Programme



On Tuesday 11th October 2016, Years 7-9 and a few 6th form students had the privilege of embarking on journeys to the Galapagos Island, Mount Fuji, Antarctica, the great barrier reef...and that's just to mention a few...

These adventures left our girls fascinated and intrigued courtesy of the Google Expeditions Pioneer Programme, which allows teachers to take their students on virtual reality school trips across the universe. The programme brings lessons to life, allowing pupils to experience the wonders of the world, from the heights of Machu Picchu, through the alien landscape of Mars, to the beautiful Great Barrier Reef.



Through a simple kit comprising of virtual reality viewers and smartphones and the expertise of Google Expedition rep Andrew Whittingham, the girls were taken on an educational journey of discovery, enhancing their general and geographical knowledge. It was a fun-filled and exciting day for the girls allowing them to experience the world from inside the classroom.

**Ms Chadee,
Head of Creative Technologies**





BIMA D-DAY
Tuesday 15th November 2016



Chinese cookery demonstration

A group of 50 talented and enthusiastic Year 9 girls participated in the British Interactive Media Association's (BIMA) Digital-day on Tuesday 15th November 2016. D-Day is one of the UK's biggest Digital events which involve students from schools nationwide displaying their digital initiative, and design skills whilst working in groups on 1 of 4 challenges to design their very own piece of technology to help prevent cancer amongst teenagers.



The Ming-Ai Institute paid their third visit to the Food and Nutrition department at the end of November. The institute promotes Chinese cookery which is quick to prepare and cook, healthy and nutritious. The girls enjoyed an informative talk about Chinese culture followed by a chef's demonstration of Hoisin Chicken with crunchy vegetables. They then prepared and cooked their own dish which they were able to enjoy for their lunch.



The day was hosted by The Sunshine Company – a group of companies that form the sunshine family and who together seek to transform businesses through the power of entertainment and culture.



Tolu Farinto, Operations manager and Nathalie Gordon Senior Creative led the girls in learning and using a whole host of skills in one day – from project management, researching, designing, group presenting, to debating and tailoring ideas to the needs of customer requirements whilst keeping in mind the fast changing pace of technological demands – it was a day full of creativity!

The girls thoroughly enjoyed themselves and worked wonderfully in their teams.

Ms Nazneen Chadee,
Head of Creative Technologies



Miss Athman,
Head of Food and Nutrition

Visit to the Bartlett School of Architecture

On Saturday 3rd of December, KS4 and KS5 Art students who are considering a future in the Creative Industries visited the prestigious Bartlett School of Architecture in London. They attended a talk about the different courses on offer and possible career prospects. Jahba now in her first year at University, and a previous Woodford County student, welcomed the girls and showed them the facilities and students' work.

Mrs Jerome, Head of Art

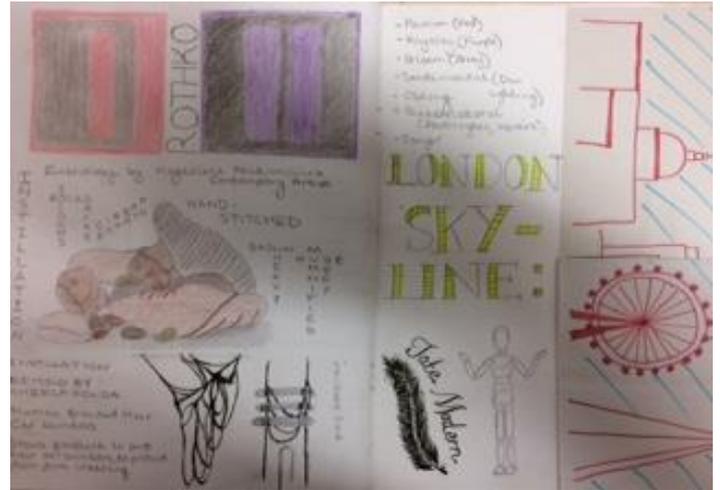
The Royal Academy Outreach Life drawing workshop:



A great experience which many of us in years 10, 11, 12 and 13 have enjoyed was the Life Drawing workshop taught by Paul Brandford. We explored the many different approaches to life drawing which encouraged us working faster, under pressure and improving the way we look at the world around us.

"I am sure that many people would have thought it to be awkward, but funnily enough, I found the experience completely natural".

Thebaanchaly Thevarasan, 10W.



Year 9 visit to Tate Modern:

All year 9 pupils visited The Tate Modern this term to celebrate the opening of the new wing. They particularly enjoyed sketching the breathtaking 360 degree view of London from the 10th floor, as well as attending talks from their art teachers on key pieces.



Year 11 printmaking workshop with Jeannette Barnes

Contemporary artist Jeannette Barnes visited the Art Department and delivered a printmaking workshop to all year 11 art students, exploring the materials and techniques involved in indirect monoprinting. She also shared her current practice on urban landscapes with the students. You can visit her work on her website:

<http://jeannettebarnesart.co.uk/>



Mrs Jerome, Head of Art.

Year 11 Trip to Borough Market



From gooey chocolate brownies to pad Thai noodles, Borough Market has a varied range of quality food of amazingly high standard. We had a great time, walking along the endless cobbled streets of the market where the legendary Diagon Alley was filmed and of course Bridget Jones Diary.



We started off the day at the Bread Ahead bakery, where we were given an interesting talk on the range of products they make, from their famous doughnuts to their delicious brownies – and of course bread! The bakery also runs

the Bread Ahead Bakery School, which offers courses for all kinds of baking and pastry skills.

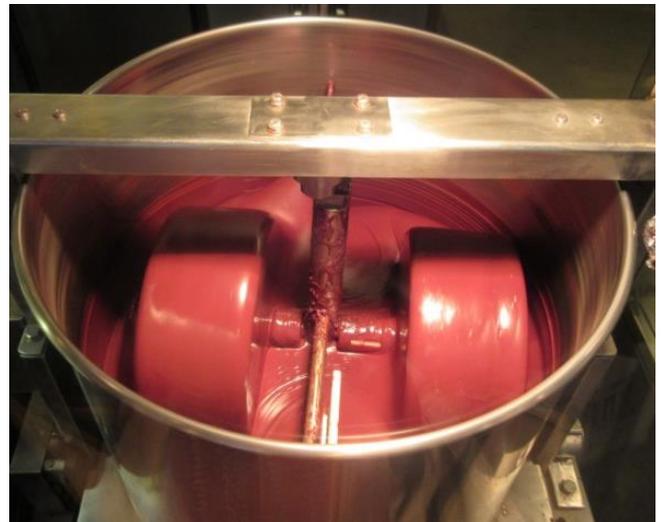
After visiting the bakery we were taught how to make our very own sourdough starters, by mixing flour and water with our fingers (yuk) and leaving it to ferment.



In Rabot we were given a very interesting talk on chocolate, where a chocolatier explained the origins of the beans and how chocolate is made. We were given roasted coco beans dipped in milk chocolate to taste.



We saw the process of breaking up the coco beans and afterwards we had the chance to buy their products, including chilli hot chocolate.



We passed many stalls, selling everything from lobsters to cheese and chocolate.



Miss Athman, Head of Food and Nutrition

German Christmas Markets – Weihnachtsmärkte, Dezember 2016

A new experience for Woodford students; a KS4 trip to the German Christmas markets over a weekend to enjoy this festive tradition whilst exploring the cities of Cologne and Aachen. Girls from 10H write about their experience.

On the evening of 9th of December, we excitedly set out from school alongside Frau Heath, Frau Irwin and Herr Mawani to Cologne, Germany. The journey through the night was filled with singing, giggling and very little sleep; the ferry was a definite highlight for most. We arrived the next morning at the youth hostel to drop off our luggage, departing soon after for a fun day packed full of activity. We started off the day crossing the 'Hohenzollernbrücke' weighed down with locks symbolising love all around the world. While crossing the bridge we caught a breath-taking glimpse of Cologne Cathedral, the largest cathedral in



Cologne Cathedral

Northern Europe. After visiting our first Christmas Market of the day and enjoying a warming mug of hot chocolate adorned with whipped cream, we proceeded to the "Stadtmuseum" (Cologne City Museum) to discover more about the fascinating history of the city. The day also consisted of a visit to the Käthe Kollwitz Gallery, giving an interesting insight into the artists perception of Germany's culture. Then we visited our second Christmas market of the day, enjoying a lunch of varying flavours from German style flatbread to warm churros.



Christmas Market



Woodford students in the Lindt Chocolate Museum

After losing several members of our group amongst the bustling crowds, keen to get their hands on some Christmas treats, we managed to regroup. A brief look around the famous perfumery was followed by a stroll through the picturesque old town. The next item on our itinerary was a much anticipated visit to the Lindt Chocolate Museum. After learning about the origins of chocolate and consuming many samples of various shapes and sizes, we left loaded with sweet treats for our friends, family and ourselves! Our final visit of the day was another Christmas Market and thankfully for our legs it was located right next to the chocolate museum. Here, we were entranced by the impressive skill of an oriental style calligrapher who artfully painted people's names onto a scroll, all within about two minutes. Walking back to the hostel from there, we eagerly rushed to our seats in the dining room for a well-deserved plate of tomato pasta. After a hearty dinner and total walking distance of 12-15km that day, there was no trouble with getting to sleep straight away.

The next day we woke up in time to see the sun rising whilst eating breakfast. Our final stop of the trip was yet again, another Christmas Market outside of Cologne in Aachen, the most western town in Germany. Purchasing many last minute gifts and stopping outside each stall to admire the beautiful crafted presents, we felt that this Christmas market was by far the most atmospheric due to the carol singing and aroma of the strudels, waffles and candy floss drawing us in. Cheerfully we boarded the coach, only to be faced with a gruelling journey home. Described as 'ein Volles Programm' by Frau Heath, there was definitely something for everyone. The trip was an amazing experience and a great opportunity to improve our German conversational skills.

Ella, Ayesha and Koushiki 10H

STEM at Woodford

Chemistry at Work 2016

In October a group of 28 Year 10 students had the



opportunity to go to the Essex 'Chemistry at Work 2016' Conference. It was a morning of talks and presentations organised by the Royal Society of Chemistry and the Institute

of Chemical Engineers, where our girls were introduced to a variety of careers that they can follow by pursuing their studies in the area of Chemistry. The event took place at the historical London Cruise Terminal, in Tilbury, Essex. Students met practising chemists, chemical engineers, biochemists, academic researchers and pharmacists that talked to them about their jobs and careers in industry, consultancy and academia. But the presentation that was most surprising and most enjoyed was about the waste industry, confronting us with the sheer amount of waste we produce both individually and as a community, and making us consider solutions for that waste by looking at it as a resource rather than just a waste.

Dr Metelo, Science Department

The IET Engineering the Future Festival: Inspiring the Next Generation

Organised by the Institute of Engineering and Technology, the Engineering the Future Festival took place at their headquarters in central London. 15 enthusiastic Year 9 students took the Tube



to this beautiful location overlooking the Thames and were introduced to a variety of applications of engineering and technology in everyday life. During the day, students explored several small science and engineering experiments, including taking a car apart and assembling it back again with astounding expertise! They also watched a very engaging presentation from Children's BBC science presenter Fran Scott, and took part in a workshop from F1 in Schools; in a limited time they had to design and F1 racing car, applying concepts such as drag and air resistance to their design, as well as ideas of safety, speed, and aesthetics. It was an exciting whole day of hands-on experimenting and better understanding of what engineering is all about!

Dr Metelo, Science Department

Fun with Flight

RAF Roadshow

This year at Woodford we were very lucky to have managed to host this exciting show put on by the Royal Air Force! The show was put on for the whole Year 8 in the Conference Centre. It built on the students' understanding of forces from Year 7 to explore the physics of flying, demonstrating how the physics they study in the classroom is an integral part of the work that engineers undertake in the RAF and other engineering organisations. The students saw demonstrations of drones flying literally on top of their heads, balloons, airships, and even a real jet engine! Alongside there was a showcase of careers in the RAF; we were privileged to have with us a head chef for the RAF who had worked on several missions abroad, on land and on board great ships, who was able to answer several questions from our students regarding the everyday life on board a cruise ship and different career options. The show was a great afternoon session full of stimulating demonstrations and loud bangs and roars!



School Science Prize

STFC Rutherford Appleton Laboratory

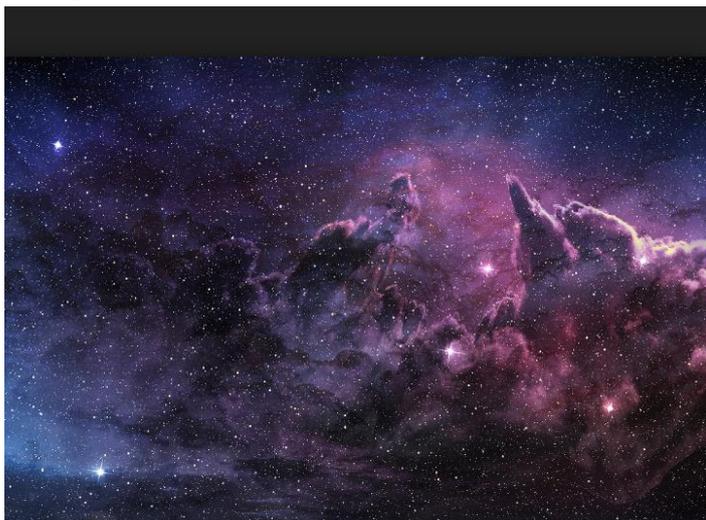
'Why I Love Science' essay competition, Y9

The Science Department and the whole school wishes to congratulate Sarayu Bacchu (9H) and Hannah Zia (9W) for having been selected as finalists for the Rutherford Appleton Laboratory School Science Prize. Sarayu and Hannah wrote two captivating and enthusiastic essays exploring their love for Science, and out of more than a hundred applications this prestigious Physics Research Facility in Oxfordshire selected theirs to be part of the 15 finalists! Sarayu and Hannah visited the Laboratory for an evening celebration where they were able to meet the scientists and engineers, explore a series of demonstrations, activities and give a two minute presentation entitled 'Why I love science'. They were also treated with a special behind-the-scenes tour inside one of their high-powered lasers, wearing clean suits and entering areas rarely seen by the public!

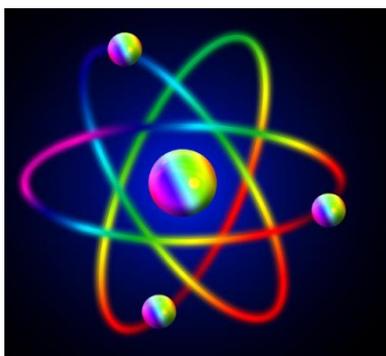
In recognition of their work, and to celebrate our shared passion for science, we publish both their essays in the school's Newsletter.

Dr Metelo, Science Department

Why I love Science



Science is a subject that spans from the study of the infinite space which is the universe down to the miniscule atoms that make up everything around us. Science is the subject that explains the world around us and it has an explanation for almost anything. As a person who constantly wants to know more about our existence and our world, Science has all the answers.



When I was younger, I never used to like science. I found it repetitive and boring. This was because I never had the chance to learn more in depth about this fantastic subject. However, when I started secondary school, all this

changed. I had the chance to go on many school trips and take advantage of the many opportunities present and this made me realise how much I loved the subject.

The best thing about science is that it is like an adventure. You have the clues from the theories and predictions but the fun really starts when you start the adventure and carry out the experiments and practicals!

One of the reasons why I love science so much is because of the endless questions waiting to be answered. From 'How was the universe created?' to 'Will the universe ever cease to exist?' science holds all the questions and the answers. Science also quenches my curiosity but also simultaneously produces a thirst to know more and more!

Science is a logical subject and everything makes sense. It is like a jigsaw puzzle where all of the pieces of information fit together and the end result makes sense. Another reason I love science is because it is an international subject. For example, the formula for finding

the velocity of an object is the same in the U.K as it is in Japan. It is a subject that can enable you to connect with people all around the world.



Without science, our world would be extremely different. In fact, science has an influence on everything we use. For example, the aeroplanes we use to travel from one country to another would have never been made possible without the laws that many scientists had developed before. These scientists helped change the world and science as a subject has opened my eyes and made me realise that one day I could be one of the people who change and improve the world with their inventions and ideas.



What inspires me the most is that the people who helped with all the technological advancements our world has experienced were just ordinary people like me. People like Marie Curie defied stereotypes and went on to change the world through science!

As science is such a broad subject, you can never get bored while studying it. There are constantly new developments and advancements which sometimes are too amazing to even comprehend!

In the future, I would like to work in the field of science to fulfil my dreams of helping change the world.

Science is more than knowledge, it is the universe.

Sarayu Bacchu, 9H

Why I Love Science

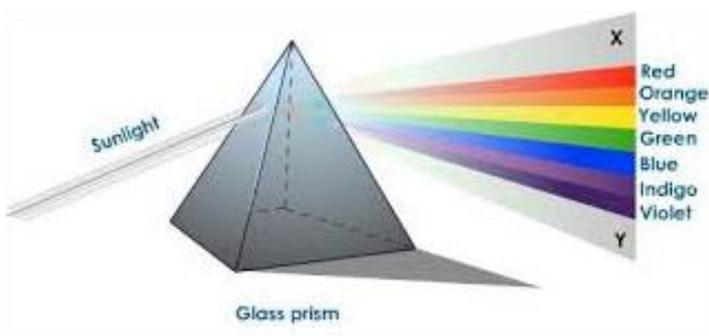
Man is naturally curious. Curiosity is a seed that, when planted and nurtured and grown, leads to such a refined way of thinking. That way of thinking is science.

Cutting off fundamental, curiosity-driven science is like eating the seed corn. We may have a little more to eat next winter but what will we plant so we and our children will have enough to get through the winters to come?

— Carl Sagan —

What I find so intriguing, is that science is just so simple. It is progress brought about by questioning our surroundings. If man had never questioned the shape of the earth, how could he have come to the conclusion that our earth is round?

There is a trap, a stigma surrounding science. 'It's too hard'. The concept of our discoveries may be difficult to grasp, but these discoveries all began with questions. The one thing we fail to register is that these men and women who discovered gravity and elements and radioactivity, they were all human. The only difference between us, and them, is that they were willing to question things that they knew in order to work out the things they didn't. They were not lazy. They did not accept white light without fighting to discover the spectrum of colour behind it.



We do not understand the full extent of the opportunity we are being given at our schools. Although it may not seem like it, we are constantly being given the chance to grow confused and wonder and question. However, we choose to mentally limit ourselves by telling ourselves, 'I can't do it', often based on a single mark on a single exam paper.

I am so encouraged to learn more because I have been given the gift of a healthy mind. Who are we if we do not choose to exercise it? The basis of life on earth revolves around science and in a world where the truth is never given to you straight faced, you have to go out and search for the answers for yourself.

There is no doubt science is interesting, yet we live in the most ignorant of societies where people will dismiss the subject as 'boring'. Yes. Ice cream is boring. Science is something amazing waiting to happen, built on curiosity, the most powerful gift in human nature.

Advances in medicine have saved countless lives and will save countless more. Advances in technology have made our lives so much easier and will improve lives for generations to come. Advances in engineering and architecture have enabled us to live in a home that won't crumble under its own weight. Science is one of the only ways to make real, permanent change in the world.

These famous scientists we all hear about were not born genius, and neither are we. We simply try, and then we may fail or we may succeed. We are an unstable species but we are an intelligent species.

They say curiosity is a dangerous thing, but to not be curious is even more so. We were not put on land to be fearful of the water.



Our schools and our teachers plant the seed; it is up to us to nurture it. So interrogate your surroundings because, who knows, what is fiction today may be fact by tomorrow.

Hannah Zia, 9W

Library News

A day in the life of the Library is always hectic and this is good news. Establishing and fostering the ethos of an academic, vibrant, inspiring environment remain the objectives and I sense that these are being realised.

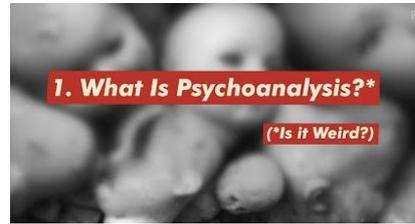


There remains an enthusiasm to utilise the space and facilities to the full and the added challenges of meeting the EPQ requirements make the Library an uplifting and productive space. Two stand-out events this term have been first, the return leg of the Library Lunchtime Chess Club against Forest School, championed by Nilaa Subendran. Second, the impressive new leadership of the Psychology Club undertaken by Isma Shahnawaz, who never fails to draw a crowd. Look out for the Redbridge Book Awards starting after the holidays. Enjoy!



Mrs Horn, School Librarian

Webinar with the Freud Museum – a first for Psychology Students at Woodford



September 2016 saw psychology students at Woodford taking part in a unique pilot project in collaboration with the Freud Museum,

London.

Back in the summer month of July, Stefan Manianski, Museum Education Director, launched a series of educational films about key ideas in Freud's thinking at a psychology teacher conference at Sussex University. Psychology teacher at Woodford, Ms Liebeskind made a proposal there and then, volunteering her students at Woodford to participate in a web-based feedback discussion about the film's content.

The Freud Museum were really keen to hear directly from Woodford girls about the impact the films had made on their thinking, as A level students are a target audience for the films, all of which can be found on the web (YouTube or the Freud Museum website).

A level psychology students at Woodford began by watching all four of the film "shorts" on the theme of *What is Psychoanalysis?* This included topics as controversial as the Oedipus complex, which students currently debate at A level, when they consider competing psychological explanations for gender development.

After solving a series of technical challenges, Mrs Horn, was gracious in offering the Library as the venue for this live conversation. Stefan Marianski and Ivan Ward, his co-director of education, spoke to the students at Woodford from Freud's study, which was extraordinary in bringing the famous couch directly into the line of sight of A level psychology students, who were privileged to debate his influential ideas with the Freud Museum staff that had funded and directed the recent films.

Six self-selected students volunteered to take part in the discussion about the films, answering a series of open questions about the films' content and the accessibility of Freud's idea in this online format. Ivan Ward gave Ms Liebeskind this feedback:

I thought it went very well, so thank you for setting it up. The students were great and the films had obviously made an impression, which is gratifying for us to know. If the students take something away with them the films have done their job.

Ms Liebeskind, Head of Psychology

Senior Team Maths Challenge



On the 24th day of November, two year 12s (Ashley and I) and two year 13s (Megan and Suhaa) were brought by Miss Rickard to regional heats of the Senior Team Maths Challenge (STMC), hosted

by Queen Mary's University at the Octagon.

All four of us were excited by the opportunity and, with the help of Mr Paine, had practised some questions beforehand. Although we did not have the weeks of preparation that we wanted ideally, we had the encouragement of all our maths teachers.

So, nevertheless excited at the opportunity to do some thought provoking maths for an afternoon, we set off on the 16th November.

The day at the Octagon at Queen Mary's started off great. After an opportunity to grab some lovely biscuits to give us an extra boost of energy, and a cup of tea if no-one noticed, we were ready for the first round, along with 36 other teams.

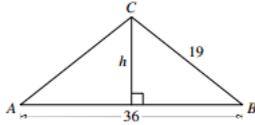


The host said a few words, and before we knew it we had started the first round - the Group Round. Lasting 40 minutes, we were given a booklet containing 10 questions, each worth 6 marks for a correct answer, or 0 for anything else (yes, there was no in-between). Our plan was to answer as many questions possible alone or in pairs, then work as a 4 on the hardest ones at the end. After attempting a few questions, we soon realised that these questions required a lot more thought, ranging from talking about twins in a

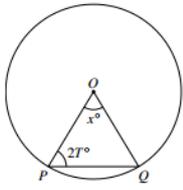
meeting or spiders trying to catch their next prey. By the end of the 40 minutes, we had given all the questions an attempt, some more successfully than others, and ended up scoring a mediocre 5 out of 10 (gaining us 30 points out of 60). Seeing as last year the team from Woodford had scored 7, our hopes of improving from then had gone and our aim was to just do our best in the next two rounds.

The second round - the Cross Number – was one that promised to be good fun. It worked just like a crossword, just with numbers (as implied in the name). However, in good STMC fashion, this was no ordinary cross number. Instead of working together, the across clues were given to two of us and the down clues to the same puzzle to the other two. Without being allowed to communicate to the other team unless it was to ask them to work on a specific clue, we had to fill in the whole grid within 40 minutes. There were three types of questions in the cross number; the first questions were ones with a lot of maths that we could solve straight away; the second type was questions with lots of solutions (therefore other solutions on the grid were used to deduce which solution was the right one); finally, the third type required us to know the answer to other clues, for example, 2 DOWN might ask us to work out 13 ACROSS + 16 ACROSS. However, do not forget that the down team could not see the across clues, so as you can see this could pose some problems for us! However, despite some tricky questions, we managed to get 57 out of 60, which lifted our spirits after a “not so good” first round.

Then the final round - the Shuttle Round. Last year we heard that the Shuttle Round was particularly difficult, so we were determined to do well this year. The round was comprised of 4 mini rounds, each of which was comprised of 4 questions, (but wait!) like the cross number, we again had to work in pairs, and were only given 2 of the four questions. The first in each set could be answered alone,

  SENIOR TEAM MATHS CHALLENGE 2015/16 REGIONAL FINAL SHUTTLE	A1 The diagram shows an isosceles triangle ABC with $AC = BC$.  Pass on the value of the <i>square</i> of the height h .
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Continued on next page

	<p>T is the number you will receive.</p> <p>The diagram shows a circle centre O and a triangle OPQ.</p> <p>The points P and Q lie on the circle.</p> <p>Pass on the value of x.</p>	A2
		

but the other 3 required the answer from the previous question in order to work out the answer. For example:

We tackled the questions with our minds focused and were able to gain a total of 49 points out of 60 getting full marks on two of the mini rounds, losing 5 points from one mini round and 6 points from the other.

Overall, we had really enjoyed our experience, but with not having done as much preparation as we wanted and facing a very tough first round, our hopes were not high when it came to the rankings between 37 schools across London. We all guessed we would be in the 20s, perhaps “29th”, and certainly nowhere near the impressive 9th from last year. After seeing the schools who came 3rd and 2nd and the winners go up to receive their prizes, we did not even want to find out our ranking, but were pleasantly surprised to hear that we came 4th! We were so shocked that we could not believe it at first but overall were very proud.

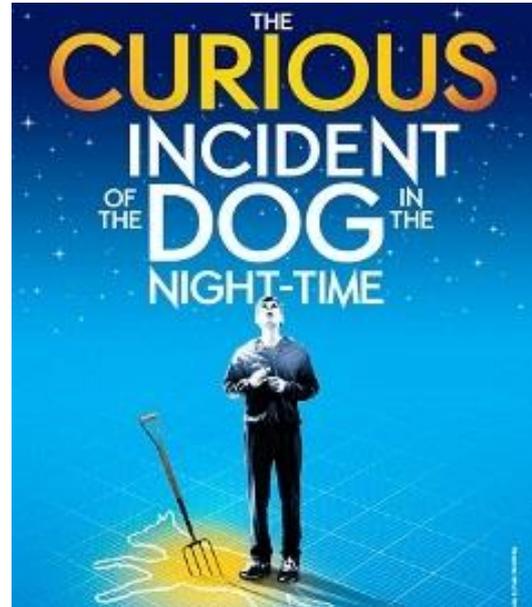
In general, the afternoon had been a great one, not only because of our achievement, but also because it was an opportunity for all of us to spend some time doing maths. Although the questions were difficult and required a lot of thought, coming to an answer gave us a great feeling, and to be able to achieve this as a team made it even more incredible. Overall the STMC was a great opportunity and we hope to do even better next year!



Tejal, 12KE

Maths Visit to the Gielgud Theatre

On Wednesday the 30th September, some exceptionally lucky students from year 9 and 10 got to visit the Gielgud theatre in London to learn in an interactive experience about the maths in both the play and book of ‘The Curious Incident of the Dog in the Night-time’.



We discussed a problem of probability where one of the members of the audience had a chance to win a toy dog. The puzzle was an adapted version of the Monty Hall problem; however, rather than three doors, there were five cups and you could originally pick three. The host then eliminated three that did not have the prize underneath and you could then stick with one of your original choices or switch. As the probabilities concentrate, see if you can work out the probability percentage. Another problem that we had to solve was based on the other person’s reaction. Two people had to face each other and party hats were placed on their heads. One of three hats could be picked, two were blue, and one was yellow. You have to guess what colour yours was. If you had yellow on your head then the other person would instantly know that theirs was blue. Their hesitation gives you the answer. My personal favourite was the appendix problem featured in both the play and book. The problem was, that there are three sides to a triangle, $2y$, y^2+1 and y^2-1 , prove that this is a right-angled triangle. See if you can solve it! Try using Pythagoras’s theorem. Overall, the experience was an extremely fun and learning day!

Naomi Vince, 9R

School Birthday Year 11 go to Thriftwood!



Our school birthday this year was definitely one to remember! Thriftwood has probably been the highlight of our year 11 experience so far. Not only have we learnt the value of teamwork but we also got a chance to see our teachers in a way we never have before! We experienced many different activities and broadened our skill set with challenges such as

abseiling, shooting and rock climbing. We also had a thrilling time learning how to shoot an arrow as majestically as Legolas Greenleaf.

Dragging each other up the Jacob's ladder was a real challenge with the rain and gaps taller than us - yet we persevered and some of us even got to the top! Having to help each other to each step and then pull ourselves up improved our communication, trust, and teamwork.



Overall, at the end of this exhausting but worthwhile bonding experience, we were able to improve our physical abilities and persistence while having fun at the same time. It was a lovely break from the struggles of year 11 and put our minds at rest for the upcoming exams.

Arighni, Leah, Sugani, Naema and Vanesha 11R

School Birthday

During school birthday there were many activities which were arranged for us by the 'problem solving company'. We were split into house groups that weren't the same as our forms. Our group did many fun activities in the morning and afternoon sessions and my favourite was the human knot. It was competitive, but in a fun way as we got house points for how well we performed the activities. There was a winning team as well as a winning house overall. 'Repton 4' won the team event and Repton was the overall winning house, with Warner second and Newton in third place.

Ava Fletcher, 7D



Year 9 School Birthday Visit to Brick Lane & Spitalfields Market

On the 29th of September, all four Year 9 forms visited Brick Lane and Spitalfields Market to complete a range of activities as part of a School Birthday Activity. The day was extremely entertaining and once we had completed the parade and attended the assembly, we headed back to form rooms to get ready to travel by tube to Brick Lane. The journey was part of the adventure as we were all feeling really eager to travel together and to have fun outside school.

In Brick Lane, we completed tasks such as surveys, answering questions and talking to members of the public. We found it very enjoyable as it was fun to explore the area and learn information such as the history of Brick Lane. The tasks were amusing and kept us on



our toes as learning and finding out new things helped stretch our minds. The environment was very lively and full of excitement and we enjoyed experiencing a new place. A lot of us also went to the famous bagel shops to buy our lunch and we would definitely recommend them.

After visiting Brick Lane we had a bit of time to look around Spitalfields market and there were many shops and stalls selling a range of goods. Here we completed our



booklets before heading back to school. This visit enabled us to socialise with the other forms as we did not often spend a lot of time with them and also to explore a new place that many of us had never been to before. We could also tell from the other forms expressions that they really enjoyed the trip too.

Christa & Jashmiga, Year 9



Geography Department Autumn 2016

The highlight of the term was undoubtedly the department's fourth visit to Iceland. At the end of October 30 students experienced the wonder of thundering waterfalls, spouting hot (*and smelly*) geysers, crashing Atlantic Ocean waves and much, much more.



Whilst the rain didn't seem to stop at all for 4 out of the 5 days, the group of Year 11 and Year 13 students didn't let this stop them from returning to the UK talking about the trip being 'totally awesome'. In fact, there is a fair few of them that would love to go again it seems!

Mrs Hawks and I will be heading off again in October 2017 with yet another group of keen geographers; this time a group of 22 (current) Year 10 students will travel to the 'land of fire and ice'.

A huge thank you to all parents, involved in either this year's or next year's visit, for their support.



Apart from the chilly winds of Iceland, earlier in the term the department took the whole of Year 9 to Clacton-on-Sea (*see photo*) - for our annual investigation into the impacts of tourism – and to Bishop's Stortford, with the GCSE students, to collect important primary data for their Controlled Assessment.



Finally, our most recent 'outside of the classroom' opportunity was for our A2 geography students who spent a day listening to lectures relating to different processes and issues to do with 'plate tectonics' - all of which will no doubt help them enormously with their exams next summer.

Plans are already underway for a range of academic opportunities and fieldwork next term too, including: Year 12 (2 different days developing various fieldwork skills) and an essay writing workshop in school for A Level students and teachers from across the Borough led by a well-known author and ex-Chief Examiner.

Mr Saxton, Head of Geography

House Drama 2016

The Princess and the Frog'- Highams House



Highams put on an exceptionally lively production of the Disney classic 'The Princess and the Frog'. With a jovial orchestra, supporting a spirited set of actors, Highams seemingly had a masterful production from the get go. It wasn't until the play's loveable firefly Raymond lit up the scene with her illuminating costume, and the fatally adorable gator Louis entered, that the play no longer seemed masterful. It simply *was*.

An upbeat and refreshing musical helped immerse the audience into the play's introduction, as thick accents and a resourceful restaurant setting brought New Orleans to Woodford's doorstep. This, followed by ingenious costumes and delightful singing, left an aura of immense anticipation as the production began to blossom.

The very talented Tiana had her crown stolen by Highams' charming Dr Facilier, and firefly Ray with their dynamic death scene. The firefly's tragic death was both expected, yet shocking; the pair's deeply emotive performance prompting sharp gasps and unnerved cries from the audience.

Even though the death scene was ingeniously acted, it was the unwavering passion, and excessive charisma of Prince Naveen which deservedly stole the show. Dressed from head to toe in a tight green getup, this little frog bore the emblem of absolute self-belief. It's almost not enough to have her engaging, and confident performance described in words, when she's best described in the flesh, on that stage. The play was one of pleasant fun as the cast finished off with cheerful smiles, emphasised by equally warm applause from the audience. Higham's light-up costumes and joyful atmosphere certainly lit up the evening, leaving a genuine sense of admiration in the air.

Mawa Bibi Year 12

Beauty and the Beast' Repton House



Repton House put on a production of 'Beauty and the Beast' a fairy tale about learning to be accepting of all people, and most importantly about learning to love beyond superficial outward appearances. As far as creative plots go, Repton definitely had one and they performed the play with a delightful artistry that had every member of the audience smiling.

The play was introduced by narrator Akua Bonsu, telling about Beast and how he was transformed by a witch for not looking beyond exterior beauty. A wholesome moral for the audience to ponder; beauty is only skin deep. An enthralling dance by Brana Ahilan and Shylene Nigam depicted the Beast being transformed by a witch. The following musical rendition introduced us to the little town of Gascony. The singers were all brightly dressed and had loud vibrant voices that articulated the lyrics harmoniously and with vigour.

Many animated scenes followed. The chorus played a huge role in bringing the story to life, and their voices were resonant and melodious as the play spun Belle's narrative. Sonali Panesar was stunning in the role, beautifully presenting her character and delivering her lines with ease and clarity. The Beast was played by Grace Mo and she created a wonderful character that elicited sympathy as well as love from the audience with a misunderstood character yearning for affection.

Be our Guest' performed joyously by Lumière (Sugani Suganthan) and the chorus provided a grand showcase of the musical talent within Repton House. The orchestra, directed by Ellen Malpas was polished and their music mingled seamlessly with the play. Their rendition of 'Tale as Old as Time' romanticised the scene, their dancing and the music flowing effortlessly together. We were all swept away as they waltzed across the stage. Repton's cast members complemented each other in a well-rehearsed performance.

Stage properties were amazing, especially the rose in a cage which was handed to the judges at the beginning of the show. It is a quintessential part of the play and it looked delicate but well-crafted conjuring up images of the petals falling away to resemble time running out. Costumes in the production were fantastic and very similar to the costumes in the original film. The principal chorus and dancers were dressed in attention-grabbing garments (skilfully designed by Tara Dorrell) that brought the 18th century setting to life.

The lighting was a key element that set an ethereal mood. The scene of the Beast's transformation back into his handsome, human form was illuminated with eerie green light as the witch danced around him, giving the scene resonant symbolism.

In conclusion, the play was the epitome of success and left a bright and thrilling impression on me and on my fellow audience members.

Eva Maria Chacole, Year 12



Wicked' Warner House

'Wicked' (an adaptation of 'The Wizard of Oz') tells story of two friends who become rival witches.

The plot explores the idea that some people are born 'Wicked', and others have 'Wickedness' thrust upon them.

Performances were engaging, with a gripping introduction from Glinda, (Mathura Kuhendran). At times the lyrics of the chorus got lost beneath the orchestra but that leads to a more positive point; the orchestra were magnificent! Directed by Shenelle Wickramarathna, Rosanna Joseph, Tejal Malde and Eve Register, they played with a thrilling harmony and fluidity that really highlighted the musical talent throughout Warner House.

The scene of Elphaba's birth was especially well directed and was enacted humorously by Eve Register as Elphaba's Mother. The baby was delivered in a wheelchair which was rolled on stage containing a 'pregnant' Eve who creatively allowed the audience to deduce what was taking place. eliciting quite a lot of laughter from the judges themselves.

Elphaba, (Zahra Lahrie), was a multifaceted character, her voice melodious and powerful. Her solo 'Defying Gravity' soared beyond expectations as she hit all the high notes. Mathura Kuhendran as Glinda also demonstrated practised and effortless professionalism in her solos and storytelling.

The relationship between Elphaba and Fiyero, (Alizah Zakir) was indulgently romantic, soon becoming the audience's favourite 'OTP' or 'one true pairing' as I heard a member of the audience behind me shout with glee. Alizah's performance in male persona was so skilled, I could no longer see her as a girl, but truly as the man who was the object of both Elphaba and Glinda's admiration.

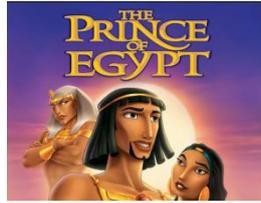
'Wicked' isn't an easy plot to condense and hence the time period of the witches' rivalry and friendship coalesced into just a couple of scenes making it at times difficult to understand but not less enjoyable and exciting.

The set was minimal but props such as the wheelchair were used well. In particular, Elphaba's hat, a symbol of her acceptance of her destiny and herself helped convey the true message of the play which I took to be the importance of belief in creating one's own destiny.

The play was a definite success and everyone (all year groups) seemed very proud of their performance. A sense of proud camaraderie made Wicked a pleasure to watch.

Eva Maria Chacole, Year 12

'The Prince of Egypt' Newton House



With a sensationally powerful orchestra, and impassioned on-stage performance, Newton's rendition of 'The Prince of Egypt' was of West End standard. It's almost impossible to capture in words the emotive

performance of every actress, and to an even lesser extent, the simple perfection of Newton's immensely accomplished orchestra. From the moment baby Moses is carried over a delicate sea of blue cloth towards the stage, to the end where he leads the Hebrew slaves to freedom, the audience were exposed to a production of enthralling theatre.

Thundering drums, emphasised by the rhythmic steps of Hebrew slaves walking towards the stage set a powerful scene, whilst an emotive narration from the play's high priest, Jethro, added to the captivating introduction. A classic lullaby from Moses' mother followed, where her harmonious vocals welcomed relentless applause from the audience. With such a beautiful introduction, and clearly meaningful script, the production's success was undeniable. And boy was it a success.

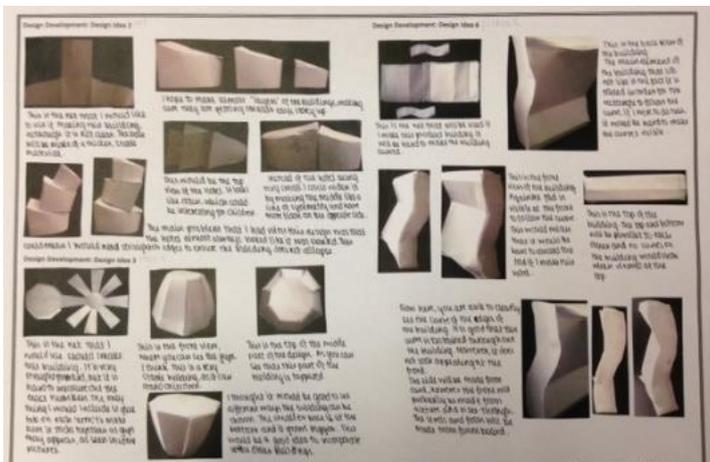
Moses' powerful execution of her role led to an utterly silenced audience as she prowled the stage; her clear devotion to her performance left a sense of awe in the atmosphere. In addition, the exquisite performance of dancing and singing from Miriam and the slaves made finding one sole highlight almost impossible. It was, however, the moment of freedom for the Hebrew slaves whose empowering ownership of the award-winning song 'when you believe' left Newton's skilful presentation more than just about house drama. It became political, moral, meaningful

Overall, I was inexpressibly impressed by the professionalism and intensity of the play. With an extremely accomplished orchestra to underpin the emotional dynamic of the play's story, Newton have achieved a house drama almost faultless in critique. I would like to applaud once again the actresses, the dancers and singers, the orchestra, and most importantly, the producers who toiled so hard to create such an impressive production.

Marwa Bibi, Year 12

The Arkwright Scholarship Trust is a charity that has been identifying, inspiring and nurturing the country's future leaders of the engineering, computing and technical design profession for 25 years and counting. With my passion for STEM subjects and there already being an Arkwright scholar in our school, I was aware of the benefits the charity offers; for this reason it was hard to decline the opportunity to apply for the scholarship.

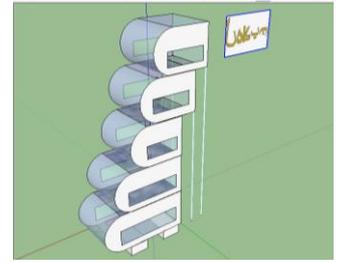
The first stage was to fill out an extended on-line application form, which consisted of describing the technical project that I was undertaking as part of my Graphics coursework. As well as this, I had to explain why I wanted to pursue a career in engineering, plans for higher education, personal qualities and interests, with an emphasis on leadership abilities. This, along with a supporting statement from Dr Ashraff, the coordinator, was to be sent off and marked by the selection panel.



The next stage was to prepare for a two hour challenging aptitude exam, which composed of two sections. Section A had open ended questions, where I had to provide three innovative solutions and create concepts to solve engineering problems. Section B required me to solve a specific engineering problem in detail, where I had to demonstrate my skills by producing a pioneering solution. Most of the technical knowledge that was needed for the exam was completely foreign to me, as we had never covered topics such as these, in our Graphics theory lessons. The only way to not be at a disadvantage was to spend after school sessions with Ms Gray, a super substitute teacher, ploughing through past papers over and over again. The extra research introduced me to a completely different perspective to the world; my mind had been immersed with cogs, pulleys and gears.

As I awaited the response from Arkwright, I continued with my Graphics project which was to make a prototype of a hotel that would be situated in a country susceptible to earthquakes.

I received an email stating that I was successful in my application out of 1,500 people who had applied. I had progressed to the interview stage, which would be hosted by Imperial College, a prestigious university



renowned for their engineering courses and contribution to technical research. As the day of the interview approached, I continually rehearsed potential interview questions in the mirror and aimed to master the art of hand shaking – after all, it was my first experience of a formal interview and selection process.

With the approval of Ms Pomeroy and Ms Gray, I was able to take my portfolio to the interview. Upon arriving, we were taken to a lecture theatre, given an introduction and assigned our tour guides, undergraduates studying at Imperial, who showed us the facilities. After lunch we were divided into groups for the team building activity. The task was simple: create a tent that would stay inflated for the



longest amount of time after the pump had been removed. Our design was similar to the structure of a baseball, in contrast to cube and ice-cream like structures, which other teams had designed.

One group at a time, we were called out – my group was third. We wished each other good luck as we were escorted to the interviewing room. The experience was no doubt daunting, but equally exciting. As I

explained my project, putting an emphasis on problem solving aspects, I was comforted by the smiles of the interviewers. I created extra documents to my portfolio to show how engineers would use base isolators at the foundations of the building to protect the hotel from earthquakes.

I was questioned on my interest in engineering and the interviewers got to know me on a personal level, as I spoke about hobbies, struggles and ambitions in life. Returning back to our area, my group and I continued to build our structure. There was time at the end to get to know one another also, where we bonded over our aims for the future.

Continued on next page

Arkwright Scholarship Trust *continued.*

The day as a whole was an amazing experience; it showed that people from all over the country, of all abilities, were able to pursue their ambitions.

The next three months was full of anticipation as I awaited the results, whilst studying for my exams. I received an email at first stating that I was a recommended candidate, and a few weeks later was told that I had successfully been matched to a sponsor, Nuclear Institute. Without taking the opportunity that had been presented to me, I would never have imagined calling myself an Arkwright scholar.



I would not have been able to complete the process if it wasn't for the continuous support from Tatjana, last year's scholar, Dr Ashraff and Ms Gray. After a rigorous selection process, I was able to be matched with a sponsor who can support me through my A levels and encourage me to pursue a career in engineering, with the help of a mentor. The process was strenuous, but I enjoyed every moment of it!

Since obtaining my Scholarship, I have been to a 'Nuclear Industry' awareness seminar, where I was able to meet other scholars and understand the basics of what problems nuclear engineers face. I also attended the Award Ceremony, where I noticed an increase in the number of future female engineers receiving their scholarships.

I hope to inspire more girls to take up fields in STEM related and engineering careers, whether it is Chemical, Mechanical, Aeronautical or Electrical.

Saima, Year 12



Open House London 2016



September brings annually a succession of busy weekends on site. First the 11+ testing (10 September this year), then *Open House* (25 September) and finally the Old Girls' Association Tea Party (24 September). All of these are demanding in terms of preparation. In the case of *Open House* the weekend is preceded by an afternoon of frenetic housework which has become known as the annual Open House tidy-up.

Open House continues to be a popular event attracting 120 – 150 visitors over the course of the afternoon. Girls in Year 12 acted as our equivalent of Blue Badge guides and did a fantastic job of welcoming the public and showing off the school and its buildings. This year they were briefed by governor Patsy Whiteside about Higham's service as a private house before, armed with information sheets, leading their tours. (Commentaries were, we thought, largely accurate, if embellished at times by familiarity with *Downton Abbey!*) Feedback from those who attended (local residents, former students and architecture enthusiasts) was very positive. The girls, as ever, were fine ambassadors for their school.

Sadly we won't be able to participate in Open House 2017 as it coincides with the 11+ weekend. Visitor numbers having been strong over the last 4 years, however, we hope

our absence from this laudable programme will be but a short one.



**Ms Jo Pomeroy
Headteacher**

Woodford's Christmas Concert starts the festive season with a bang!



This year's Christmas Concert was, once again, a celebration of all things musical from Woodford. From the Orchestra's energising *Dambusters March* which opened the concert, to its grand finale of *All I Want For Christmas Is You* – performed by almost 200 musicians simultaneously – the evening was a feast of musical fun.



For many students performing, it was their first experience of a Woodford Concert. The Junior Band, which features students from years 7-9, showed just how good our younger musicians can be, with a grand performance of the Renaissance dance *Danserye* as well as a moving rendition of *Walking In The Air*. Meanwhile, Woodford's newest ensemble, the Ukulele Club, performed a thoroughly enjoyable version of Vance Joy's *Riptide*, and many more new musicians took part in the WCHS Singers' calming *Mad World*.

A selection of festive readings, combined with carols, mulled wine and the twinkling lights of the Christmas tree, ensured that all those in the audience and on stage went away full of Christmas spirit! A huge thanks is due to all those who helped to prepare the musicians and readers for the concert – and to our ever supportive audience

The LPO bring GCSE Music to life at the Royal Festival Hall

In November, the year 10 and 11 GCSE music students took a trip to the Royal Festival Hall to watch the London Philharmonic Orchestra perform a concert titled 'Going Solo' – a journey through music history demonstrating how composers have used soloists alongside orchestras. Music ranged from Vivaldi's famous *Four Seasons* violin concerto to Schoenberg's expressionist *Peripetie*, which uses a range of soloists within the orchestra to bring out his jagged, atonal melodic lines.

The concert was a fantastic opportunity for students to experience the music in a 'real' performance situation – and to be guided through the works by expert presenter Rachel Leach, who pointed out key features and things to listen out for.

The concert finished with two pieces of film music – a genre that the LPO are famous for – the themes from *Out of Africa* and *633 Squadron*, which brought a rousing end to a thoroughly enjoyable, and educational, concert.

Picture below: WCHS Brass Band, perform Christmas carols at Stratford Station in aid of Haven House Children's Hospice.



Miss Hasler, Head of Music.

Jack Petchey Awards 2016

December marks the month of the London Borough of Redbridge Jack Petchey Award Ceremony. On Thursday 8th December I once again proudly made my way to Redbridge Town Hall to meet the Woodford winners and squeeze our way into the packed hall to celebrate the success of students across the borough.

Each winner was welcomed on to the stage and applauded while the reasons for the award were read out. There was also entertainment from students from across the borough. 6 of the 9 Woodford winners from the last academic year were able to attend and receive their Jack Petchey medallion.

Year 7 Sleepover



Tatjana 12JS



Suhaa 12KE



Samantha 12KH



Vidya 10W



Nivetha 13JH



Eugenia 11 N

I went to the year 7 sleepover, run by Mrs Hawks, Miss Harris, the PFA and the sixth formers (in the sixth form block) and it was great! I had a lot of fun, and I was able to make lots of new friends and meet new people!

At first, we played Wink Murder, chosen by the 6th formers. It was very funny, as there were some *very* dramatic death scenes!! After that we tried to keep silent, but not for long as we soon decided to dance and sing along to music until the pizza came!

The pizza took *ages* to come, but in the end, it did! We had the choice of either mozzarella or veggie pizza, and wedges too! The end table got the scraps of everything!

After our mini feast, we had time to change, brush our teeth and text our parents' goodnight, then we had a vote on what movies we wanted to watch. It was between a range of movies, but the top 2 voted movies were Inside Out and Frozen! During the movies, we were passing around popcorn and biscuits. It was the best night EVER!!!

In the morning, we brushed our teeth and ate breakfast. There was a LOT to choose from. We had toast, croissants and mini boxes of cereal.

I had so much fun, and I hope future Year 7's will have as much fun as I did!!!

Cassia Agyeman, 7A



All the Woodford Winners 2016

I take this opportunity to once again offer my congratulations to all the award winners for 2015-16, you should be very proud of your achievements!

Miss Irwin, Jack Petchey Co-Ordinator

Careers Fair



Wednesday 19th October saw Mr Donohue's new style Careers Fair arrive at Woodford County High School. With representatives from companies far and wide, and guests from

the Royal Navy, Barts Cancer Institute and of various universities; girls in Years 10, 11, 12 and 13 all had the opportunity to attend the fair and speak to our visitors about how to prepare for a career in their particular industry.

Our students were given plenty of advice regarding what to expect from careers in various areas, with many students finding out that some careers are not quite what they anticipated. From Engineering to Human Resources, and Risk Analysis to Data Science there are many roles in every industry - banking isn't all about counting coins and a career with the Navy doesn't mean you will have learn how to steer a boat!



Our guests gave recommendations on which subjects were beneficial for careers related to industries in design, research, ophthalmology, construction and banking to name but a few; they also spoke about the

type of degrees that would enable the students to pursue careers in their chosen fields. Our girls gained an interesting insight into a range of different occupations and embraced the opportunity to speak to some ex-Woodford students who had attended to impart information on their experiences at University and the courses they had undertaken, which included Classics and Law. The girls were able to ask questions about University life and what to expect when studying for a degree.

A very valuable source of information of which the girls made

great use! The day was declared a success and our students very much enjoyed the opportunity to gain a glimpse of what their future world of work may hold.



Mrs Stone, Work Related Learning



World of Work Day 2016: A day-long venture into the ever-changing world of startups

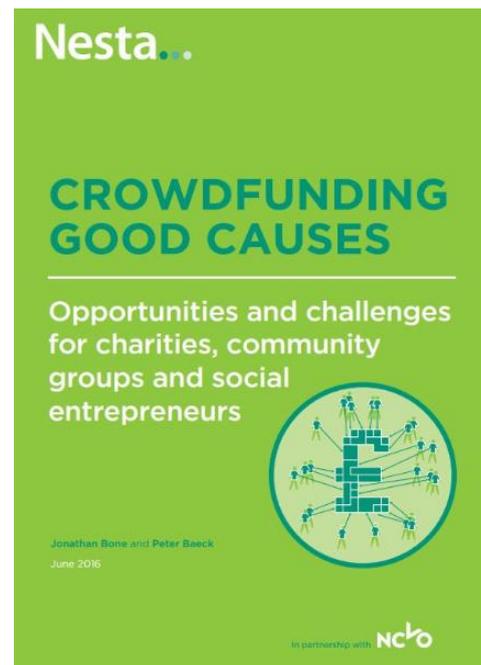
As part of this year's World of Work Day, I shadowed Rajeeb Dey MBE, the Founder and CEO of Enternships.com, a platform that connects students and graduates to jobs and internships, many of which have an entrepreneurial twist.

The fast-paced nature of entrepreneurship is striking, and I couldn't help but feel you need the flexibility of an acrobat to succeed! With the desk often taking the form of a duffel bag, this is certainly not the career path for those who crave continuity. But most intriguingly, I found that while everyone was swinging from vine to vine in this wildly creative environment, there was a natural cohesion between all team members.

Regardless of one's role in the company, I learnt that it is absolutely crucial to be able to communicate what you are working on to the rest of your team. Often colleagues have very different academic backgrounds, but I was amazed by the way everybody translated their developments into a language all the team members could follow. From chemistry to history, web development to economics, the office is like a motherboard where all the components communicate, with the result a whirring machine of productivity and efficiency.

The first expedition consisted of a business breakfast co-hosted by Nesta and the Entrepreneurs Network. 'Scaling Together': an impressive panel compiled of some of the leading members of the entrepreneurial community, ranging from CEOs to Growth Builders, and Corporate Affairs Directors. After tentatively reaching for a croissant from the breakfast table, I slipped into the chair beside Raj (myself without a nameplate), very aware of my status as 'Guest'. A circle of brief introductions opened my eyes to the faces behind the names of some of these corporations, and the sheer amount of experience around the room loomed ahead of me like a crag.

Picture below: **Rajeeb Dey MBE**



I was held in the curious silence that comes hand in hand with awe, as the discussion visualised the concepts behind procurement processes and the corporate groups' interests in start-up accelerators- at least for an amateur still picking up the jargon. Needless to say, the room was a sponge of information during those 90 minutes and I did everything in my capability to absorb a great deal - though the only explanation for the shaky handwriting in my notes was my overwhelming nervousness! The morning passed quickly, and I also found that the croissant was also of the finest quality.

In a silent struggle to keep up with Raj's fast pace, we arrived at our next meeting just on time - which was a one-to-one meeting at the law firm 'Jag Shaw Baker'. I was over my head with long words and short abbreviations which were unfamiliar to me, however the relaxed and friendly environment made the experience a very valuable one, where my questions were clearly answered! I had, for a long time, been lead into a misconception that corporate or business work was restrictive or monotonous, but the biggest takeaway for me was that this is not true, and there are faces and vibrant personalities behind every hidden curtain.

In short, the whole day was a new experience and it opened my eyes to the versatility and openness of work in or with a startup business. I'm extremely glad to have spent World of Work Day 2016 in an ever-changing environment- where there is so much to learn from.

Shreya Banerjee, 11N

Nepal Expedition Summer 2016



On the 16th July, after over a year of planning and preparation, a team of 16 Woodford students were ready to set off on the adventure of a lifetime. We flew into Kathmandu, Nepal and were thrust straight into the heart of the monsoon season; it took our boots several days to dry out after wading through the flooded streets. To our surprise, the rest of our trip was mostly dry.

The 18 day expedition was broken into three phases: project, physical and cultural. As a group, our favourite was the project phase. We volunteered at Mahendra Shanti School in Balkot, Bhaktapur and worked to improve the school environment for its students.



On the first day of the project we painted and decorated a classroom. The teachers and students were so pleased with our work that they asked for more classrooms to be done, and over the course of our project we repainted 4 rooms and fully refurbished another. Despite all the time we spent up to our elbows in paint, we had ample opportunity to get to know and spend time with the students and it was their company and support throughout the project that made it even more worthwhile.



After the project we spent some downtime in Kathmandu before heading to Pokhara in preparation for the physical phase of our expedition. We had planned to trek for 4 days through the Poon Hill region and spend our nights in tea houses. Our days were spent powering through the climb and admiring the spectacular views. Our nights were spent relaxing, playing cards and devouring some of the best *momos* (dumplings) of our whole trip. We easily became accustomed to having a trail of dogs behind us as we walked; our favourite was a dog we named Cleo, who stuck with us the entirety of the descent.

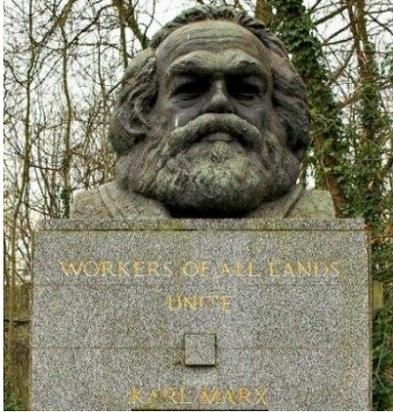
Our return to Pokhara marked the beginning of the cultural phase which we welcomed with a traditional Nepali *thali* for dinner. We spent our remaining time in the town exploring the caves and waterfalls, and even ventured onto the lake with self-steered paddle boats. When we got back to Kathmandu our guide from the trek graciously offered to show us around the city; he took us to see sights such as the Monkey Temple and Durbar Square.

The 18 days flew past and before we knew it, it was time to come home. It was an experience we will never forget and we would like to thank the school for giving us such an amazing opportunity. We'd especially like to thank Miss Keeling and Miss Patel for all of their support leading up to and during the expedition.



Aarti Amin & Zaynab Ahmed Year 12

Politics Walk



Finding interesting and engaging super-curricular activities related to the A Level Political Ideas UNIT can be something of a challenge, so I was intrigued when I heard about a Politics Walk in central London that was directly related to what I was teaching the Year 13 girls in the Autumn term. I decided to give it a go, and I'm pleased to say it went extremely well. To their own surprise, the girls found it immensely enjoyable too!

The walk focused on the life and works of Karl Marx, one of the key political thinkers that we study in A Level Politics. As you probably know, Marx spent nearly all of his adult life in London, where also wrote his most famous books, including *The Communist Manifesto* and *Das Kapital*. Our knowledgeable guide showed us around Marx's haunts, while entertaining us with engaging stories about his life, the historical context in which he wrote and explaining further some of his key ideas.



We finished at the old British Library reading room in the British Museum, where Marx did much of his writing. Our guide, Heiko, was so interesting that several tourists in the Museum tagged along for this leg of the trip! The three hours had flown by and the girls were eager to hear more, but sadly our time was up. We will certainly be repeating this visit next year, and my search has now begun for similar treats on other political ideologies.

Mr Jenkins, Deputy Head Teacher

Debate club



Available to all years
Every Wed lunchtime 1:30
Flats

**AMNESTY
CLUB** 

On the 24th of November, Woodford's very own *Debate Society* had a grand re-opening, with the motion: **"This house believes that Donald Trump will make America great again"**

The debate was both an exciting and energetic one, with enthusiastic speakers and an interactive audience. Seeing as the motion was highly controversial, the debaters had a lot to say. After the main debate had finished, the discussion was opened to the audience to question the debaters or contribute additional facts and opinions. This was a great opportunity for both the debaters and the audience to practise their debating skills, as well as their public speaking skills.

It is important that pupils today have all-round, impartial knowledge about the controversial matters of today. The debate encouraged those in the audience to view the motion in a more informed way, being exposed to lesser-known facts and statistics- therefore enabling them to see beyond generic statements and opinions. The debaters also had much to gain from this event, such as acquiring extensive knowledge about Trump's socio-political/economic agenda through independent research.

Debating positions are currently open to 6th form students, who should attend the next debate in order to sign up. All in year groups 9-11 are encouraged and welcome to attend the meetings, currently held in Lab 6 at 1.30 on Thursday lunchtimes in Week A. Here you can vote for the side you think is the most persuasive, as well as contributing to the discussion and gaining a wider understanding of the issues raised in the motion.

Afreen Mirza, Year 12 -Senior Debate Committee

“Topping Out”

Dress code: and absolutely no skirts!



On Wednesday 19 October we were invited to attend a “Topping Out” ceremony on the third storey roof of the new Centenary Centre. One or two of us new to the world of construction queried whether celebrations were a trifle premature, there being at that point neither walls nor windows in place. A potted history of the Topping Out ceremony put us right. This longstanding tradition marks the construction of a building reaching its highest point and allows one group of builders (here those responsible for steels and for concrete) to celebrate their achievements before a new team tackles the next stage. So it was that on a (thankfully dry) afternoon in October, accompanied by project manager Gemma Rees and a senior Kier executive (and followed by a file of builders in hard hats) we climbed temporary stairs to the very top of our new building. There the “final” spade of concrete was laid (several times over, if the truth be known, to satisfy the demands of an assortment of professional photographers). We then toured the site before, at a reception held at the Rugby Club next door, having a chance to thank the men who have been working so hard on this new facility for the school.

After so many delays and frustrations in the planning stages, it’s exciting indeed to see the pace of progress now. All is on target and we look forward to moving into the new building for September 2016.

Ms Jo Pomeroy
Headteacher

Kier Site Visit

On Friday 25th November, some members of staff alongside students from the School Council were



given a tour by the Project Manager, Gemma Rees and her colleague John Paul, of the Kier building site where the new school building, due to open in September 2017, is currently under construction.

We were led into the offices where we took precautionary measures by getting into our safety gear and we then walked out onto the building site proper. We were guided through the unfinished development and Gemma pinpointed what classrooms will be located where and what was still to be built. The building itself will provide new laboratories for all the science subjects, plus new classrooms for Maths, Psychology and Economics. Gemma enlightened us about what students should expect to see in the future and answered our numerous questions regarding the different building materials, such as plasterboard, that were scattered around on site, plus on any structures that we walked by but didn't quite understand.

Although the building is not yet finished, it wasn't hard to use our imaginations to see the potential that this building holds for future Woodford girls. It was especially upsetting for the year thirteen girls that came along on this tour knowing they were not going to be able to use these marvellous facilities themselves! However, there was a lot of excitement among the younger years who will have the opportunity to be taught in these carefully designed classrooms in the school year beginning September 2017.

The construction of the building is right on schedule and will be named in celebration of the 100 centenary Woodford County High School, although strictly speaking that doesn't occur until 2019. It is certainly a very exciting addition to the school. Hopefully it will serve future generations of Woodford girls just as the older school building has for the many decades served those who studied here in the past, inspiring young girls to achieve great things.

Gabriele Kurpyte, Year 13

Chemistry in Action Study Day at UCL

This year, Year 12 had the amazing opportunity to attend the Chemistry in Action study day hosted at University College London on the 17th of November. The stimulating and engaging programme introduced us to some of the newest cutting-edge research on Nanotechnology and even the future of Green Energy Materials. We explored the science behind beer, the wonders of Mercury, and not to mention a crash course on using Poison for Murder!



Now, having just read that, you might be thinking to yourself, 'Ha, what a joke! Surely they never actually got taught how to murder with poison', but, prepare to be surprised for the majority of Year 12 now know the lethal dosage of arsenic trioxide needed to kill an unsuspecting victim (which by the way is about 2/300 mg)...and how to get away with it! That is, if we were in the 18th Century of course. Thanks to Dr. Kathryn Harkup, author of the book



'A is for Arsenic', we discovered that many of the compounds which we now identify as poisons today were once found on pharmacy shelves and prescribed as medication by doctors. She examined and explained four such 'medicines' and divulged

some of the killer case studies associated with those substances, which both fascinated and alarmed.

After that incredibly interesting, yet somewhat disturbing talk, we moved swiftly onto the next speaker who explained some of the newest developments related to Green Energy Materials. Prof. Saiful Islam used 3D atomic-scale modelling, enhanced by the 3D glasses we all wore, to explain how current lithium batteries worked. He then compared this to the new crystalline materials they are researching at the University of Bath.

The next speaker, Melissa Cole, revealed the science behind the fermentation and flavour of beer. She went

into depth, about how our taste buds and palate worked and how our sense of taste was strongly dependent upon our sense of smell. Being an expert in beer tasting, she also explained how despite having similar brewing methods, different grain from different areas of the country affected the way beer tasted.



Dr. Andrea Sella began his talk with a humorous story about his first encounter with Mercury, which involved him being caught with his entire forearm stuck in a vat of the liquid metal. He explained how this immensely dense metal was his favourite of all the elements on the periodic table, going through many of its properties one of which was that Mercury is the only metal which can amalgamate with Gold. He even explored the possibility of bringing mercury 'to life', which, I'm sure, appealed to many of the science fiction fans in the audience.

Finally, we were introduced to the very tiny world of nanoscience where Dr. James Gallagher explained some of the most exciting new research in the field. He displayed developments in drug delivering nanomaterials by first demonstrating how impractical mini robots would be using a life-size drone which he flew around the stage, which was thoroughly entertaining. He then went on to demonstrate how much more effective and practical a nano-sized gold fullerene would be at delivering drugs using a giant spherical contraption.

All in all, the highly entertaining, memorable and thought-provoking presentations inspired and encouraged us to go further and widen our knowledge in the topics that really interested us. We thoroughly enjoyed the day and would like to thank the Chemistry Department for organising the trip for us.

Nabihah Rahman, 12BM

Made Brighton and Brighton Art Fair

Miss Dhiman exhibited her work at Made Brighton and Brighton Art Fair. This year it included 50 designers and 50 artists. It was an opportunity for Miss Dhiman to network and sell her creations. There was a great variety of work on display. As a consequence Miss Dhiman returned with plenty of ideas to share with the Woodford Girls



Miss Dhiman's display stand, at the Made Brighton and Brighton Art Fair.

The Lion King



When we went to watch the Lion King musical, the theatre was crowded and we patiently waited for a spectacle to appear. As soon as the characters came on stage, we were shocked at how innovative, impressive and breath-taking the costume designs were. The level of detail in the costumes and make up is staggering. The dancers had such energetic choreography making you forget you are watching humans. In our opinion there is simply nothing better, than watching Lion King on a production level and see the stage come to life. We listened to all of the set pieces from the opening section, where the animals come together to celebrate "The Circle of Life".



We particularly enjoyed watching Zazu, King Mufasa's advisor. His movements and vocals were convincingly bird-like to match his hornbill puppet. Zazu had a fantastic relationship with the two young actors playing Simba and Nala; the trio's on stage chemistry carried the show well. We all agreed The Lion King was an outstanding creative and emotional musical.

Preyantha, Geerthiya, Danika & Thiviejaa
Year 11

The Classics Play –Antigone, by Sophocles



This year the Classics department chose to put on a performance of *Antigone*, a Greek tragedy written by Sophocles. The play was directed, as in previous years, by Jo Nevin, Mr McClelland's sister. Our cast consisted of no more than thirty students from years 9 to 12, including musicians and a backstage crew. As actors, Jo pushed us to a more professional level, and we worked tirelessly over six weeks to explore our characters and bring the play together. *Antigone* was debuted at lunchtime on 18th October to a crowd of students and staff, who filled the Greek Theatre despite the chilly weather, and performed after school to parents and other schools.



The play seemed to be well received and enjoyed by all, and some people claimed to have been made teary-eyed by the tragedy. We'd like to thank Mr McClelland and Jo for all their hard work in organising the Classics Play this term and making it the success that it was.



Zaynab Ahmed (12SDO)

Cross Country



The Autumn term proved to be very successful for Woodford in a variety of Cross Country events.

The Woodford League competition consisted of three races, two of which took place at the very hilly Claybury and the other at Ashton Playing Fields. The year 7 and 8 team performed consistently well over the 3 weeks, with fantastic effort from everyone. The team went into the final race on 13th October leading, with Trinity only a few points

behind. It was a close race but Trinity just managed to take 1st place. The year 9 and 10 team worked equally as hard trying to complete the race as quickly as possible, finishing with some excellent placing. The teams finished as follows:

Year 7 and 8: 2nd Place

Year 9 and 10: 3rd Place

The following girls put in particularly good overall performances:

Year 7 and 8

2nd Place: Rebecca Armstrong

4th Place: Tunmise Salu

5th Place: Natasha Dawson

Year 9 and 10

3rd Place: Laurelle Brant

On Monday 7th November a junior, inter and senior team made their way to Wanstead Park for the Borough Cross Country. After excellent performances in the Woodford League students were particularly motivated to perform well in this race, despite being a very cold Autumn day. It was another close race around the lakes and Woodford gave us performances to be proud of.

Year 8 and 9 (Juniors): 3rd Place

Year 10 and 11 (Intermediates) 4th Place

Year 12 and 13 (Seniors) 2nd Place

Miss Harris, Head of PE

Inter-House Netball 2016

This year once again over 300 students took part in the Annual Netball Inter-House Competition – whether that was playing, umpiring or coaching. The year 10 Sports Leaders were especially helpful and proactive this year and did a brilliant job of setting up trails and training sessions. All games showed great skill and determination from the players and matches were all highly competitive. Those playing put in 100% effort and enthusiasm in order to gain points for their house and as we were extremely lucky with the weather – all games went ahead as planned. The competition was a great success and a big thank you to Mathumie and Aarti in the 6th form for their help umpiring and to the Year 10 Sports Leaders who organised the teams. Well done to everyone who took part and the results are printed below:

Year 7	Combined A & B Team Results: 1 st – Newton 2 nd – Warner 3 rd – Highams 4 th – Repton
Year 8	Combined A & B Team Results: 1 st – Highams 2 nd – Warner 3 rd – Repton 4 th – Newton
Year 9	Combined A & B Team Results: 1 st – Warner 2 nd – Newton 3 rd – Highams 4 th – Repton
Year 10	1 st – Highams 2 nd – Newton 3 rd – Repton 4 th – Warner
Year 11	1 st – Warner 2 nd – Highams 3 rd – Newton 4 th – Repton

Miss Keeling, PE Department



Design by Shreena Patel, Year 12

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

Our two 2016 Woodford Christmas Cards were designed by Shreena Patel and Husna Memon in Year 12.

Introducing Winston, the Woodford Bear.



Design by Husna Memon, Year 12