

WOODFORD COUNTY HIGH NEWSLETTER



Issue No 20 March 2017

Headlines

I heard on the radio, a week or two ago, an item in the most recent in that seemingly endless series of 'how happy are we all?' opinion polls with which researchers from a wide range of institutions regularly present us. This one was about young people, and according to the report a significant majority of the teenagers questioned confessed to a condition of general or frequent unhappiness in their school lives.

Of course, one has learned to approach such findings with caution. The concept of unhappiness is an obviously moveable feast for a start, and then what people will answer yes or no to when confronted with someone else's question is a very different matter from what they might have felt the urge to declare unprompted. All the same it's not difficult to see in the world of 2017 a whole battery of potential threats to that contentment with their lives and selves that we would wish for our children as a routine blessing. One thinks of the increasingly pervasive intrusion of the internet – and especially of social media; of the ever-more-heavily-promoted association of material good with inner well-being; of inactive lifestyles and unhealthy diets; and of how a sound-bite, screen-based culture militates against rigorous thought and depths of understanding.

All of these are dangers which, to the extent which it lies within their power, schools of true excellence strive constantly to counteract, and I hope it will not seem presumptuous if I place Woodford, as without hesitation I do, firmly in that category. Our commitment to instilling and developing in our students the basis for life-long happiness takes a variety of forms, but a unifying factor amongst these is the idea of an education as extending beyond the strict boundaries of the curriculum. It is therefore with both pleasure and pride that I find myself able to highlight several really outstanding achievements and initiatives which have come about since I introduced the last edition of this newsletter.

Many of you by now have had the chance to admire the "Music Excellence London Award" on display in the front foyer. As you will have gathered, Woodford is the secondary school singled out for this honour in 2017. We were invited up to City Hall earlier in March and Katie Hasler accepted the glass trophy from Darcy Bussell. It seems entirely fitting to me that Woodford's achievements in Music should be singled out in this way. Quite apart from what goes on in

curriculum lessons there has been a transformation in the provision of extra-curricular music in the last few years. It's a real privilege to attend all the concerts and recitals and to see the enjoyment of everyone taking part.

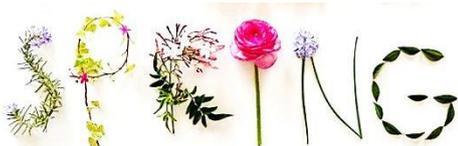
That happiness and wellbeing are intimately linked with physical activity is a doctrine which tends these days to be preached rather more often than followed. At Woodford, however, the new "Healthy Habits" initiative on the part of the PE Department is giving our girls the chance to get their days off to an active start by engaging in a programme of high intensity but non-competitive exercise. Take-up has been impressively strong and classroom teachers are already beginning to notice positive effects in the students concerned.

Another notable achievement this month has been in the field of STEM (Science, Technology, Engineering and Maths). A group of six year 12 students won this year's national "Talent 2030" engineering competition. The girls presented their project and picked up their prize at the Big Bang Fair at the NEC in Birmingham.

What girls will have discovered for themselves in working together to rehearse musical performances or to crack engineering challenges is that the very focus and engagement such projects entail are in their own right powerful contributors to well-being and to happiness. It is very much for this reason that three years ago we launched our varied and hugely popular afterschool activities and, just last year, introduced leadership programmes for students in Key Stages 3 and 4. Now, as excitement grows over the hand-over in July of our new "Centenary Centre" we're working to gain sponsorship for an entirely new STEM venture. We'd like our new outdoor classroom (a roof top terrace) to be equipped with a tracking telescope and a digital astronomy dome. Astronomy by definition encourages a sense of perspective. What better opportunity than to lose oneself in wonder at the scale and complexity of the universe.

You can read about all these events and projects, and others besides, in the pages of this second newsletter of the year. As the term comes to an end I congratulate everyone on their undertakings and their achievements and I wish your daughters and yourselves a happy, restful and (let's hope) sunny Spring holiday.

Ms Jo Pomeroy Headteacher



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UKMT Intermediate Maths Challenge

This term the year 9, 10 and 11 students completed the Intermediate Maths challenge set by the University of Leeds. The UKMT Individual Maths Challenges are lively, intriguing multiple choice question papers, which are designed to stimulate interest in maths. The papers contained 25 multiple choice questions. Of these, the first 15 were more accessible whilst the final 10 provided more food for thought and the students were even docked marks for an incorrect response.

The students were incredibly successful and achieved the following number of awards:

Year	Gold	Silver	Bronze
9	1	12	36
10	2	21	33
11	11	21	34

Particular congratulations go to the following students who qualified for the next round of the competition:

Year 9
Jasmi Sivakumar Thusika Tharmarajah Sana Hussain
Year 10
Grace Lee Janusha Uthayakumar
Year 11
Divya Patel Thivieja Kirupananthan Vidya Divakaran Mahnoor Shoaib Erin Kyei Harleen Athwal Nikita Shah Shreyasi Banerjee

Here is an example of the type of question that the students were faced with towards the end of the paper:

The n th term in a certain sequence is calculated by multiplying together all the numbers $\sqrt{1 + \frac{1}{k}}$, where k takes all the integer values from 2 to $n + 1$ inclusive. For example, the third term in the sequence is $\sqrt{1 + \frac{1}{2}} \times \sqrt{1 + \frac{1}{3}} \times \sqrt{1 + \frac{1}{4}}$.

Which is the smallest value of n for which the n th term of the sequence is an integer?

- A 3 B 5 C 6 D 7 E more than 7

Mr Paine
Head of Mathematics

Silver Badge Team Building

On Friday 17th March, Woodford's newly elected Silver Badge team enjoyed a fun-filled day of activities at Stubbers Activity and Adventure Centre. For once, the weather looked as though it was going to be smiling upon us, and the girls were in high spirits and full of



anticipation for the day ahead. The morning was spent participating in a range of team building activities and the team got things underway with their first challenge – balancing the entire group on what can only be described as an enormous see-saw. Rather more complicated than it sounds, the Silver Badges rose to the occasion by communicating with one another and this will certainly set the girls in good stead for working together as a team in the near future. By far the most terrifying activity of the day was the high ropes,



especially as the wind had started to pick up. It was impressive to see their confidence growing with each lap, and by the end, they were even setting each other challenges to test themselves further – going around with one foot, or even backwards! It was fantastic to see how the girls worked as a team, shouting out words of encouragement in order to help the others to overcome their fears. After lunch was tunnelling, the most popular activity of the day, and it was thoroughly enjoyed by all. A great day was had by the entire team and it proved to be a positive experience that will no doubt help them to shoulder their Silver Badge responsibilities.

Ms Douek
Head of KS5

International Women’s Day

On the 8th March, Woodford marked International Women’s Day, through a series of events organised by the School Council. These events included assemblies, to highlight inequalities like child marriage that young girls around the world encounter. We also fundraised for the charity – Plan International, to do our part to address these issues.

School Council representatives in Year 11 and Sixth Form had the opportunity to deliver an assembly, about women’s rights, to key stage 4 on the 1st March. Issues such as child marriage and female genital mutilation were explored, to emphasize that the oppression of young girls is still prevalent, in some communities around the world. The gender pay gap in the UK was also discussed to show that, even though our community has progressed considerably in terms of women’s rights, there is still more to be done. For the assembly on the 2nd March, Laura Coffin (a Community and Fundraising Officer at Plan UK) kindly agreed to come in and speak to us about the work of Plan International. She shared her first-hand experience of how the money raised would go to help young girls like, Latifa. At the age of 15, Latifa was forced into a marriage but Plan was able to help her gain



Latifa 14

her independence when her husband left her, by training her in business skills. This gives her hope that her young daughter will not have to share the same fate as her. Ms Coffin thanked Woodford for choosing to support Plan, as we are not only changing the lives of women but their future generations, as well. Motivated by these assemblies, nearly all Woodford girls took part in the non-uniform day on 8th March, raising a total of £578.64. Some girls even took part in the walk to school initiative on the 8th, to put themselves in the shoes of young girls who may have to walk for miles to receive an education.

We would like to thank everyone who contributed to the



fundraising events on International Women’s Day. Your contributions will positively impact the lives of young girls around the world. We hope that in the future, Woodford will continue to mark this day.

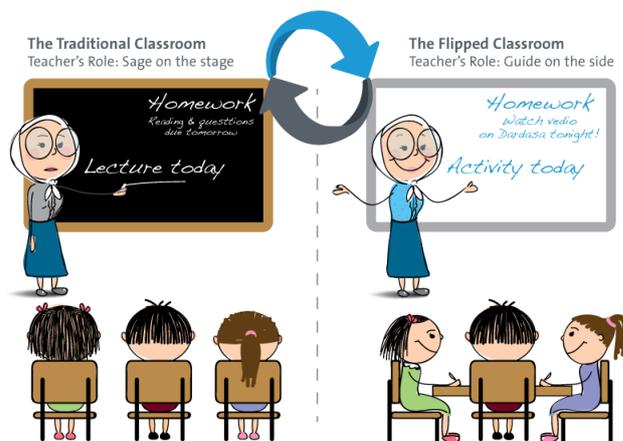
Riya Abraham
Head of School Council

Redbridge Open Schools Fortnight

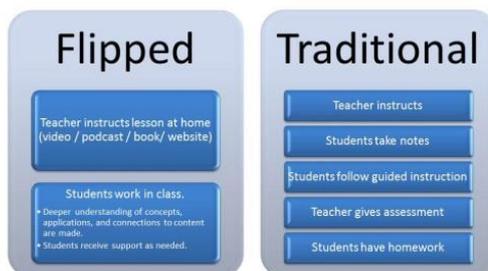
In early March Woodford County High School took part in the Redbridge Networked Learning Community (RNLC) Open Schools fortnight. Teachers from all secondary schools within Redbridge were invited to sessions on the teaching of Non-Fiction Reading and Writing, which was led by Gemma Charlton in the English department, and the effectiveness of flipped learning, led by Katie Estruch in the Biology department.

Within the flipped learning session teachers were invited to observe a lesson, discuss opinions with a student focus group, take part in a workshop of flipped learning activities and attend a presentation of the research Katie Estruch has conducted on flipped learning. This was an excellent opportunity to share the collaborative investigative research that is being conducted this year with the support of CamStar, University of Cambridge. In the Non-Fiction Reading and Writing session, English teachers from across the Borough discussed resources and sequences of lessons developed by the English Department at WCHS. These had been developed with the view to keeping students engaged and motivated whilst building their confidence in developing some of the skills needed for the new 1-9 GCSE syllabus.

Mrs Charlton
Head of English



Flipped VS Traditional



The Taming of the Shrew at Shakespeare's Globe Theatre

Friday 10th March 2017

11:35AM – Period 3: Year 8 left the lesson halfway through to begin boarding the coach. Conversing among ourselves while waiting to board and filled with anticipation, we were eager to experience what promised to be an interesting journey.

We were keen to see the great Globe Theatre and watch a live performance of the play, played out in a similar way to the way it would have been performed in the Jacobian and Elizabethan eras. Light-headed with excitement, I stepped on to the coach and took my seat, feeling prepared for the journey ahead. It was a fairly entertaining bus ride, with the class 'clowning around' and the occasional singsong. Even the teachers were enjoying the trip; I could see them chatting and laughing together.

As we neared our destination, the sights I saw entering Central London, were magnificent. Towering skyscrapers of glass, in seemingly impossible shapes and sizes, made me admire the engineering of our time, but also appreciate how far we have come, from the simplicity of wooden houses to great glass monuments. We also passed many famous London landmarks as we walked to carry out the first activity of our trip - to have lunch! We settled in a courtyard not far from the Globe, and were given just under an hour to eat and entertain ourselves. I sat down and ate with my friends, we finished our food quickly and were looking for ways to cure our boredom – not that there is much opportunity to be bored anywhere in London. A young teenage singer was just across from our eating area, and soon he was crowded by Woodford girls. Due to his ability to play many popular songs, he became quite the celebrity, with a few girls going up to him to take a selfie every so often. We also listened out for Big Ben striking one o'clock from across the Thames.

Soon, it was time for us to make our way to the Globe Theatre. We said our goodbyes to the singer, and to the hungry pigeons that had been foraging through everyone's lunch, looking for scraps.

After walking for a few minutes, we arrived outside the theatre and waited to be allowed in. Light-headed with excitement, I walked in to see the theatre filled with schools. The theatre was an open air theatre, without a roof, so everyone could see the sunny blue sky above. The thought of kings, queens and countless others doing the exact same thing many years ago was amazing. I did not mind standing, as I was near the front and had a suitable view of the stage.

The play soon started, but the beginning scene was rather confusing. However, the play became clearer as it progressed. I enjoyed the play, even though the modern

take on the comedy did not work every time. On the other hand, the play was very good-humoured and light-hearted. One scene that really worked well was when Petruchio had tied Katherina to a rope and was dragging her along as it was amusing but also quite symbolic. I am aware of the gender inequality problem posed in this story, but on a lighter note it can be seen as Petruchio taming Katherina to become polite and well-mannered through cruel kindness.

It is a comedy, and the Globe Theatre performed it very well to make it amusing and appealing to our age group. The props and costumes were very impressive, and the acting was very good. It is always amazing to think about how the actors memorise so many lines and deliver them perfectly, no matter how hard they are, and this time was no different.

Everyone thoroughly enjoyed the play, even though our legs were beginning to go numb from standing for so long. The coach ride to the Globe was very short, only about an hour, and the journey back to school was no different. Overall, the trip was enjoyable and educational, a real treat in my opinion. I hope this great opportunity will be available to all future students.

Mahum Saeed 8W



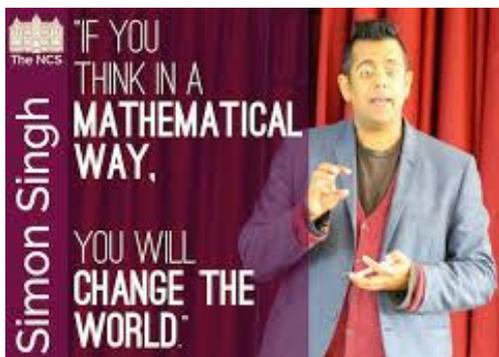
Maths Fest 2017

After the success of Maths Fest last year, the Maths department again organised a visit to Maths Fest for 2017. The line-up of speakers was enough to be excited about, with famous names such as Simon Singh and Matt Parker, alongside other less familiar ones yet we still couldn't wait to meet them. The talks kept us enthralled throughout the day, not to mention our host - Matt Parker - who had an endless stream of maths-related puns and jokes. We were also very excited to see Eugénie von Tunzelmann, who was a main special effects artist for Interstellar, the Dark Knight trilogy and several Harry Potter films. It was inspiring to hear how her achievements came about - often as a result of her many outlandish and unconventional tattoos. Her talk also emphasised the importance of enjoying maths, a point which everyone at Maths Fest could relate to since that was the prime reason for us being there. Two of us Year 13 students, Megan and Suhaa, had the chance to do our own maths presentation which involved proving root 2 is irrational. Although it was nerve-wracking to speak in front of so many people, we enjoyed the opportunity to share one of our favourite bits of maths. This was part of the Maths Slam run by Maths Fest, in which other schools took part as well. At the end of the day, everyone had the opportunity to meet the speakers and, it's fair to say, several calculators were signed in the process. Overall, Maths Fest was a great experience and we would encourage anyone who enjoys maths to visit next year and consider entering the Maths Slam yourself.

By Suhaa Mahmood and Megan Ward (Year 13)



Matt Parker
Stand-up Comedian
and Math Communicator

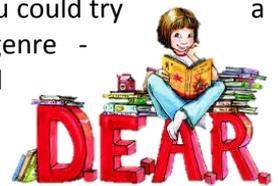


World Book Day

World Book Day took place on Thursday 2nd March and the whole school dressed up as their favourite book character in exchange for a £1 donation. We had a mixture of everything, from mad hatters to mad march hares; Dorotheas to caterpillars. It was a crazy day filled with fun and even the staff dressed up! The money received went towards Book Aid International, which supports libraries in countries with extreme



poverty. In turn, every student was given a £1 voucher to spend on a book of their choice. The Library was the hub of activity on the day. There was a quiz on "Who Said It: Famous Feminist or Disney Princess?", "Blind Date" where you had to borrow a wrapped book from a box so you could try a different type of book or genre - different to what you would normally read. There was a box of "Literary Fortune Cookies" with famous quotes, a "Word Wall" inviting comments about our all-time favourites and finally, at Form time, the whole school Dropped Everything And Read (DEAR) for 30 minutes.



Redbridge Book Awards



The teen shortlist
Redbridge Book Awards 2017

The Awards are proceeding well. Students from all Forms have been offering their criticism and feedback and the short list has been confirmed via a

Eurovision style voting process with other Redbridge schools. We meet once a week to discuss the books and some of our book reviews can be found in the foyer. So if you are interested go and have a look as it might give you an idea of what to read next. We are working towards the Awards Ceremony to be held in June at the Town Hall, where we will meet the authors and choose our ultimate winner.

Deborah Akinwunmi, 10H and Veia Zanelli, 7D

Talent 2030

National Engineering Competition

Inspired by last year's effort in the Talent 2030 National Engineering Competition we, a group of aspiring STEMettes, set out to take on the same challenge. Our task was to tackle one of the greatest problems faced by engineers in the 21st century and provide an innovative solution.

The first step was to choose which problem we wanted to tackle and how. We brainstormed a few ideas - from nuclear fuels to air filtration – and stumbled upon an interesting article “Could CO₂ be the green fuel powering tomorrow's cars?” The article suggested there was a way that we could turn CO₂ into a fuel to burn in cars, using a method such as artificial photosynthesis. We decided to research other methods currently being implemented to tackle the problems of fossil fuels and global warming, and how successful they have been, so that we knew what possible problems we may face when developing our idea.

The breakthrough in our research came when we found a research paper reporting how scientists had accidentally discovered a catalyst that could turn CO₂ into ethanol. Our ‘Eureka’ moment! Why not place this catalyst in cars? This way, we could turn the CO₂ produced from the current catalytic converter into ethanol, a fuel already compatible with most car engines; this could then be reused again by the engine! The catalysts use of nanotechnology allows the creation of optimal reaction conditions, namely low temperatures and low activation energy. The main positive from this was that a much lower amount of CO₂ would be released into the atmosphere, helping to decrease the effects of global warming.

Armed with our research, we put together our dissertation (which totalled over 30 pages!), and being the ambitious Woodford girls we are, we also put together a website – a concise and more friendly version of our research and solution.

The project took a lot of time and effort- staying after school, endless research and several late nights. In the weeks up to the deadline we worked non-stop to ensure that we submitted the best work possible. As the deadline loomed ever closer our nerves were in shreds, perhaps it was not the best idea to hold off submitting our project until the day of the deadline, yet there we were frantically making last minute changes to our dissertation that same morning.



Following what felt like months after submitting our idea, we received an email stating that we had been shortlisted and we were offered the opportunity to showcase our ideas at the Big Bang Fair held in Birmingham. We were overwhelmed and couldn't believe that all of our hard work had paid off, especially only 15 groups had been shortlisted in our age category from 700 applicants.



It struck us that we were in with a chance of winning the competition and the anticipation grew. Word reached our teachers and we were called to the Head Teacher's office to share our project. Later that day, we discovered that we had placed 1st in our age category. Our hard work was to be rewarded with a prize of £1000; £500 for the school's Science department, £500 for ourselves and perhaps even more exciting, a trip to Rolls Royce! On Saturday 18th March we made our way to Birmingham for The Big Bang Science Fair with Dr Ashraff. We were allocated a three hour slot in which we could discuss and present our project; we spoke with many people who were interested in hearing about our research. We crafted a model of our catalyst and produced posters to aid our presentation. This proved a valuable opportunity for us to exchange ideas with professionals in the industry, and after speaking to an engineer from Rolls Royce, we discovered that there were potentially several more ways our idea could be extended.

Aside from presenting, the event was a chance for us to learn about the latest technologies, speak to large companies and watch live robotics demonstrations and competitions. Our day at the Big Bang Fair ended with the presentation of our award and certificates. There were many enthusiastic students, just like ourselves, and talking to our fellow competitors about their competition entries left us thinking that the judges must've had a very hard decision choosing the winners. It was great to speak to other like-minded people and hear their opinion of the biggest engineering problems.

In coming years we hope that more Woodford girls follow in our footsteps and get involved in STEM. We would like to thank Dr Ashraff for all his help, advice, and for accompanying us to the Big Bang Fair.

**Aarti, Saima, Sara, Monica, Tejal and Sagaana
Talent 2030 Winners**

Year 9 trips to Boulogne

Our trip to Boulogne having previously been a Year 8 trip meant that 9N had been waiting over a year for this visit, and their anticipation had reached fever pitch by the time we set out on a dark February morning. Mercifully, the coach journey to Folkestone went without any hitches, and the weather, while chilly, was much brighter than might have been expected.

The itinerary was a familiar one; upon arriving in Boulogne we ate our packed lunches in the park, before going on to Nausicaa, one of the largest aquariums in Europe.

Students marvelled at the plethora of marine life on view, from clownfish and rays to sea lions and penguins, we were also able to watch a 4D video about coastal erosion. From there, we made our way to Rue de Lille where we were able to enjoy French desserts such as des gaufres (waffles) and des crêpes (all ordered in French, naturellement), and we stopped off at Auchan, a large hypermarket, on the way home, giving students (and teachers!) the opportunity to buy some French specialities for their loved ones back at home.

Pleasingly, our driver made special mention of how well the girls had behaved and the impeccable condition in which they left the coach – well done girls, and I'm sure you have memories which you will treasure for many years to come.

Mr Mawani
Teacher of MFL



9H account of Boulogne trip

Le 24 février nous sommes allés à Boulogne-sur-Mer en France avec Mademoiselle Heath, Madame Hawks et Madame Athman. Nous sommes parties de l'école tôt le matin, alors nous sommes arrivés à Boulogne à 11 heures. Premièrement nous avons visité l'aquarium. C'était très intéressant de regarder les descriptions sur les poissons en français plutôt qu'en anglais. Après, nous avons visité le centre-ville de Boulogne, où nous avons mangé de la nourriture française authentique. Après nous sommes allés au supermarché français avant de rentrer à l'école. Dans l'ensemble notre visite à Boulogne était un voyage amusant et agréable.

Janvi Parekh and Sarayu Bacchu 9H

Onatti German play

Year 9 pupils were treated once again to a play in German "Auf dem Campingplatz" performed by Onatti Theatre Productions.



'Two friends go camping. Jürgen is an experienced camper who is fully prepared for the night ahead.



However, Sonia is struggling to cope with a night in a tent and nowhere to plug in her hairdryer. Soon, they realise they had forgotten to bring any food and with no mobile reception they

face a long, hungry night.

Then, the arguments start...'

Year 9 thoroughly enjoyed the play and it was great to see some students interacting with the German actors. We look forward to next year's performance!



Mrs McGarr
Head of MFL

UKMT Team Maths Challenge

This year, Woodford County was represented at the UKMT Maths Challenge by four adept girls who each brought their own strengths to the team - Mathura with her speedy mental maths, Hannah with her efficient deciphering skills, Naomi with her in-depth algebraic understanding and Sofea with her knowledge of all things angle-related.

Consisting of four different rounds, the day began with working as a team to answer a set of ten tough questions, each of which required great skill, problem-solving and accuracy. They do not lie when they say it's a "challenge". Having scored lower in this round than we had hoped, we knew we'd have to work much harder for the following three. However, we kept the morale high and flew through the next round - the cross number challenge.

After completing the last two rounds, called shuttle and relay, we were drained, both mentally and physically, from the immense pressure and having to run up and down the vast hall. We knew we had performed to the best of our abilities throughout the taxing challenges and could only wait for our worthy position to be announced.



To cut to the chase, we placed 8th out of 30 teams. Bancroft School, King Edward VI Grammar School and Brentwood School came first, second and third, respectively. As the rounds on the actual day were composed of more challenging problems than anything we had ever seen before, we were content with

our position and saw it as a brilliant accomplishment.

If I were to suggest three top tips for next year's team, they would be the following:

- one of the answers is 2018 (99.999% guaranteed)
- know your square numbers, cube numbers, triangle numbers, etc. to save time
- have fun - you get to miss an entire day of schoolwork to do maths puzzles!! (faint cheer)

Competing in the 2017 UKMT Team Maths Challenge proved to be a great mix of excitement, stress, laughter and yelling (with encouragement) at each other. We are very grateful to our lovely teacher/mentor, Miss Siddique, for making all of this possible and giving us this amazing opportunity.

Sofea 9R

D of E Practice Expedition

On the weekend of 18th-19th March, forty Year 10 girls completed a practice expedition for their Bronze Duke of Edinburgh Award. With the help of D of E leaders, they navigated around Epping Forest and the surrounding area, camping at Gilwell Park. They met at Epping station at 9am, just as the sun started to break through the clouds and packed their rucksacks



with all their kit. They soon discovered that carrying everything you need to be self-sufficient including tents, food, clothes and a cooking stove can be quite



challenging! Nevertheless, all six groups were able to get to the campsite in time to pitch their tents and start cooking a hot meal before it got dark. On Sunday they quickly packed up their tents again and walked along a different route through the forest, back to Epping where their parents were waiting for them. The experience was exhausting but worthwhile. Resilience, self-motivation, teamwork and commitment were thoroughly tested!

Ms Rickard
DofE Coordinator

Volunteering with the Beaver Scouts

The 7th Epping Forest Beaver Colony is one of our regular Voluntary Service placements and they have been very pleased to have Sahiththiyah from Year 12 joining them this time around. Beaver 'Colonies' are the first and youngest section of the Scout Group and meet weekly where they are divided in to 'Lodges', to enjoy all that Scouting has to offer; being introduced to outdoor activities, having the opportunity to be creative, explore their local community and experience the excitement of a Beaver Scout Sleepover with their friends! Sahiththiyah



Investiture Time – young members of the Colony officially becoming Beavers by making their Promise

attends the weekly meetings where she assists with games, activities and tasks that the children undertake to earn badges and challenge awards. From helping Lodges to earn points (competition is fierce!), singing and playing games to practising for parades, the Beavers meetings are non-stop for an hour and a half and despite being exhausting, they are so much fun. Indeed one of our previous attendees, Maggie, enjoyed her time with the Colony so much that she has stayed with them and is training to become an official leader with the Scout movement, which just goes to show that you never know where your volunteering may lead!



Learning a new song with an action routine!

Mrs Stone
Voluntary Service Coordinator

Have No Fear and Volunteer



As a Year 12 student, I thoroughly appreciate the encouragement that I have received both within and outside school to volunteer in my local area. Ghandi once said that "the best way to find yourself is to lose yourself in the service of others". A quote which I believe portrays a benefit of volunteering that is often left unrecognised. The benefit that giving up a few hours of the week has on volunteers themselves.

Every time we visit the place that we are volunteering at, whether that be a care home, primary school or a hospice, we are greeted with people of all ages who are genuinely happy to see a new face. To them, we as volunteers, are a break in their routine and just by sitting with them and listening to their stories, we can often gain a wealth of knowledge.



Every Thursday, I volunteer at the Woodford and Wanstead Blind Club and to say I enjoy it would be an understatement. Each member of the club has their own personality and a multitude of stories which never fail to capture my interest. On the first few days alone, I was able to congratulate a man who had received an award for his efforts in France during WWII and spoke to an old Woodford girl, Shirley Andrews, about how the school has changed since she was a student in 1945! It was so nice to hear about her time at Woodford.



Volunteering has enabled us to have a positive impact in our local community, whether that be by helping a child with a disability to build a lego castle or by putting a smile on someone's face as we tell them that we will be returning next week.

The thing that surprised me most about volunteering was how easy it was to help. There are dozens of places to volunteer that are a walking distance from our school. It is surprising how much of a difference a few hours of your week can make. So, whatever year you are in, now is the time to drop all of your fears and start to volunteer.

Alisha, 12SJ

Workshops with the English National Opera

Opera might not sound like everyone's cup of tea, so the seven of us who took part in ENO's 'Play the Critic' scheme weren't sure what to expect when we signed up, apart from a few basic ideas; we were going to watch an opera with a group of students from another school, and write a review of it with the help of some professional theatre critics. Luckily for us, this turned out to be a thoroughly enjoyable experience. The best part about the scheme was that we were encouraged to state our honest opinions on what we had seen, so the first production we saw, a dress rehearsal of 'The Pirates of Penzance', caused a divide between those who had liked the modern staging, and those who had really wanted to see an actual pirate ship.

After getting an interesting insight into the work of a professional critic, as well as some useful pointers for writing our own reviews, it was time to watch another opera independently, either the emotionally-charged 'Rigoletto' or a new opera of 'The Winter's Tale'. I personally found 'Rigoletto' very enjoyable, so I had the challenge of writing a very good review of it, which the critics had already warned was particularly difficult. However, my review was picked as the best of Woodford's submissions, so I got the chance to watch another opera, 'Partenope', on the press review night with the winner from the other school and professional critic Alexander Coghlan. There was a fascinating use of modern art and photography in the production that added a whole new layer to the baroque music. I think we have all been pleasantly surprised by how much we could engage with opera, and I for one will be looking out for more productions to go and see in the future!

Ellen Malpas 13BMc



A Winning Review of 'Rigoletto'

The curtains close four times during, but the tension doesn't stop rising until the final scene races to its tragic end. From the get-go, the audience is thrust into the smoky bars and back-alleys of Mafia-era Italy, a world of danger and underhand conversation, where Rigoletto, a joker in the pay of the womanizing Duke, must protect his daughter from the corruption of the outside world. Jonathan Miller's twice-revived production pierces the tenderest moments with irony, such as the heartbreaking duets between Rigoletto and Gilda (Nicholas Pallesen and Sydney Mancasola); a father's attempts to shield his daughter only result in her pining for freedom.

You have probably already heard the most famous aria of the piece, 'La Donna e Mobile', sung in this production as 'Women Abandon Us', by lyric tenor Joshua Guerrero, whose performance is convincingly seductive, although the lack of a really 'evil' antagonist is a little frustrating.

The other candidate for villain is Barnaby Rea's brilliant Sparafucile, an assassin who offers his services should Rigoletto feel the need to quietly bump someone off. This dark character, not surprisingly, fit so very well into the Godfather-esque setting, that he appeared to be just a man doing his job, if a sinister one that gets him frequently termed 'the devil'.

Much of the story is told via the confining staging: Gilda is a caged songbird; the lounging chorus hustle into tight gang-circles, and yet the open street scenes do not bring any respite. Instead, they encourage fear of what might be behind the next corner, underlining the tragedy of no real escape, Rigoletto unable to get out of his mind that 'the old man cursed me'.

Yet the production feels escapist; it is impossible to look away once we are drawn into this morbid world. You'll wonder if any other setting could do the music as much justice.

Ellen Malpas 13BMc



Quinn Kelsey in the title role with Anna Christy as Gilda in Rigoletto

Spring Concert

Spring has well and truly sprung after Monday's concert! This year's Spring Concert – which took place on Monday evening – was a great musical celebration to round off the term. The Big Band kicked off the evening with a bang, performing 'Sweet Sister Funk' and 'American Boy' (featuring Ashley Mudondo), while the Junior Band took us back to the depths of winter with their exciting rendition of 'Ski Sunday' before leading us into Spring with part of Vivaldi's 'Four Seasons'. Other highlights included Ellen Malpas' superb arrangement of 'Burn' from the musical Hamilton – which she conducted herself with the Senior Choir – and the Orchestra's collaboration with students from Ilford to performing an exciting trio of pieces including Wagner's thrilling 'Ride of the Valkyries'. Congratulations to all students involved!

Miss Hasler

Head of Music

Woodford receives the Mayor of London's School Music Excellence Award

Ms Pomeroy and Miss Hasler were thrilled to be invited to City Hall to receive the 2017 School Music Excellence



Award earlier this term. The Award, which was presented to one primary and one secondary

school from the whole of London, recognises Woodford's commitment to Music and excellence in both classroom and extra-curricular Music teaching. We're exceptionally proud to have all of our hard work acknowledged in this award – and Ms Pomeroy and Miss Hasler enjoyed meeting dance expert and ex-ballerina Darcey Bussell, who was presenting the award at the Mayor of London's Education Conference.

Miss Hasler

Head of Music

Recital Evening February 9th 2017

A great range of performances were heard at February's recital evening. It was wonderful to hear from Year 7 students, some of whom had only been learning since September, alongside our more accomplished senior

musicians. The music ranged from Scarlatti and Telemann to Carnatic fusion and power ballads. Two musicians, Malathy Nithyanathan 10H and Aniya Pramanik 7D, received "Musician of the Month" awards as their performances were the icing on the cake for their impressive musical endeavours.

The Year 8 Brass Band really rose to the occasion with their second and final performance since starting learning as whole classes in September. They showed musical discipline and ensemble skills, and were a real credit to Mr Gibson, our peripatetic brass teacher. Ankita Goswami 11N closed the evening in style – a vocal powerhouse interpretation of "I Have Nothing". An ironic title as she, and all the other performers, decisively proved that they all do have something - talent in spades!

Miss Hasler

Head of Music

Year 8 Brass Project takes centre stage amongst London's Music teachers

As part of her work as a Music Excellence London advocate this year, Miss Hasler had the opportunity to present at a



recent conference for teachers from all parts of London and the South East on the subject of

inclusivity in Music education. The case study that Miss Hasler chose to speak about was Woodford's Year 8 Brass Project – in which all students in Year 8 have the opportunity to learn to play a brass instrument for half the year, gaining instrumental skills as well as music-reading practice and a variety of performance experiences. The conference delegates enjoyed hearing about how the project has been successful at Woodford – as well as a few clips of recent performances – and several are now planning their own brass projects following the Woodford model.

Miss Hasler

Head of Music

Video-Conference with French school

All girls in Year 10 French classes have been invited to take part in a language exchange over video-conference. Meeting in the library every other week, Year 10 pupils have been listening and speaking French to Year 10 students in a French school. The pupils have met regularly with two Year 10 classes and have also had the opportunity to see a French school in action. Girls taking part in this project were invited to attend the BETT show to share their experience of using this technology in language learning. Some of the girls write about their involvement in this project:



On 27th January we were given the opportunity to go to the Excel Centre for the annual BETT show (British Educational Training and Technology Event). This

opportunity arose through our ongoing video conferencing sessions with a school in the South of France. Woodford County is the first secondary school in Redbridge to take part in this scheme. Through the video-conferencing we have learnt about French culture such as candlemass and shared traditions in our school. We also developed our listening and speaking skills.

At the BETT show, we were invited to speak and two Woodford students spoke to a captivated audience of exhibition attendees about their experience.



We also had the opportunity to learn about the use of technology in other areas of our education. We found this opportunity very valuable and look forward to the future video conferences.

Yvonne, Jessica, Najmo, Nafeesa, Zahra and Zainab 10R

Anyone wishing to take part in the project should see their French teacher or speak to Miss Heath.

When Winston met Winston



On a fine day, our very own Winston Bear took a walk to meet his namesake Mr Winston Churchill; Britain's Prime Minister for most of World War II. People all over the world know his name; he is particularly famous for his speeches and for his refusal to give in - even when things were going badly! Winston Churchill loved history and in his own life he, himself, made history.

At 7, Winston was sent away to school. He didn't enjoy his first school as the teachers gave out corporal punishment; Winston kicked his teacher's straw hat to bits after being beaten for stealing sugar. However he liked his next school as it was by the sea and here he learned to swim and ride horses.

But with this school came exams; Winston was so puzzled by one exam paper, he wrote his name - and nothing else! However, he passed the rest of his exams and in 1888 he went to Harrow School, a famous public school in London. Churchill liked reading and learning poems by heart, however he was not an ideal pupil as his writing was poor, he lost his books and he was often late for class! During his time at boarding school, Winston Churchill often wrote letters home asking for jam and cake as he felt he did not get enough to eat!

Mr Churchill became a man of great things; following a military career and positions in Government, Churchill became Prime Minister. In 1953 Mr Churchill was knighted, becoming Sir Winston Churchill. He was given the Nobel Prize for Literature, for his history books and enjoyed painting. In 1955, he gave up being Prime Minister but continued as an MP until 1964, when even though he was old and often unwell.

Now that Winston Bear has met Mr Churchill and found out what a varied an exciting life he lived, he has been inspired! Winston knows that despite not owning any shoes and having more facial hair than most, he too can become a part of Woodford's history, albeit just within the walls of Woodford County High School!

Mrs Stone – Photo Credit Shahalia 12JMc

Battle of the Bands

Every year, there are various opportunities to collaborate with and compete against our brother school, Ilford County High. This year's Battle of the Bands, which took place on 7th March at ICHS, was an opportunity to increase the rivalry between the schools, whilst appreciating talent from both.

After auditions in February, another month of practising, and sound checks on the day, the performances were ready to kick off.

The night saw a variety of pop and rock performances, lots of (mostly biased) cheering from both schools, and far too many cheesy puns from Ilford's compère. The performances were of course concluded by our own staff band, The Educators, who covered One Direction's History and made a tribute to the late David Bowie.



The results were incredibly close, WCHS Year 9 band Fallen Beyond Sanity took second place and WCHS Sixth Form band Apollo 8 grabbed 3rd place. Although we didn't win, ICHS band Ripchord's rock set, and particularly their very talented drummer, made

them truly deserving of the title and the grand prize - a box of doughnuts!

Thank you to Miss Hasler, Mr Emdon and Mr Dixon for organising the event.

Zaynab Ahmed 12

A Visit to Windsor Castle with the Redbridge Music Service

On 9th March Daveena 10N, Sarayu 9H, Shamie 8R and I were invited to perform at Windsor Castle in front of the Royal family's dinner guests as part of the Intermediate Choir at the Redbridge Music Service.



We were prepared with a repertoire including a wide variety of music, ranging from a Latin classical piece to a Gary Jules pop song.

On arrival at Windsor, after spending a good few minutes mesmerising over the wonderful view of the castle, we were taken to a practice room where we were informed of the very precise timings for the day. We were then escorted upstairs to the top of a stairwell where the choir were to perform for guests arriving for dinner.



After singing a number of songs, we were taken to the lounge where there were countless numbers of ladies in dazzling dresses. We were approached by the guests, one of whom was Sophie, the Countess of Wessex, and received a fair few compliments on our vocal talents. We then performed again

overlooking the dining area where the guests were settling in and although we were tired and very overwhelmed with what was going on, we all had an amazing time performing at such a prestigious venue. The evening was a once in a life time opportunity where we learned valuable skills both as musicians and young students.

Malathy 10H



RMS
REDBRIDGE MUSIC SERVICE

Borough Netball League 2016-2017

The Netball season has been an extremely successful one for Woodford County High school. The level of competition has been high in all age groups and all girls have trained hard in order to perform to the best of their ability.

The Year 7 netball team went on to represent Redbridge in the London Youth Games on 22nd March 2017.

Other great performances were seen by the Year 11 and Sixth Form teams who competed in matches against local schools.

**Year 7
1st Place**



**Year 8
2nd Place**

**Year 9
3rd Place**



**Year 10
1st Place**

**Miss Harris
Head of PE**

London Youth Games Final - Badminton

On the 30th November both KS3 and KS4 badminton teams entered the first round of the Centre Parcs National Schools Badminton Championships held at Bancroft's School.

After a competitive afternoon involving many games of badminton (both singles and doubles) Woodford's KS3

team lost out by just 1 game to our old rivals.



Bancroft's to finish a close 2nd. The KS4 team put up an extremely good fight, with some very difficult matches but unfortunately also lost to Bancroft's. A massive well done to all who took part.

KS3 Team

Jessie
Mia

KS4 Team

Keisha
Malathy

Shylene
Deeya
Nikita

Rhea
Vidya

Miss Harris Head of PE

Morning Fitness

This term saw the launch of the 'Healthy Habits' project before school on both a Wednesday and Friday mornings.

This club has proved to be very

popular with excellent attendance across all age groups. Students are

beginning to take an ownership and responsibility for their own fitness and are enjoying working out in a fun environment. Students learn numerous exercises that can be done at home and hopefully equip them with enough knowledge and information to continue a healthy and happy lifestyle.

Morning fitness



Miss Harris Head of PE

Brain Day 2017

On Tuesday 28th February, both Biology and Psychology students were afforded the opportunity to attend an interactive workshop run by renowned neuroscientist and lecturer, Dr Guy Sutton.



The session began with us looking at prenatal developmental disorders and the impact that they have on the prognosis of young children born with these rare genetic abnormalities. We then debated at length on the possibility of Tom Cruise having Holoprosencephaly, another prenatal developmental condition that in mild cases is characterised by the individual having a single incisor. Whilst our findings on this matter turned out to be inconclusive, we were in fact able to locate several key areas of the brain during our dissection of a young sheep brain, including the 'arbor vitae' which is found in the cerebellum - a name that the Latinist amongst us took



great joy in translating as the 'tree of life'.

We looked at the case of a young girl, Jodi, who had the entire right-hemisphere of her brain removed due to her having

a condition called Rasmussen's disease. This case demonstrated the amazing plasticity of the human brain, as her left-hemisphere began to take on traditionally right-hemisphere localised roles to compensate for the removal of the right half of her brain.

Following our break, we looked in depth at the notion of criminals having criminal minds and what the ramifications of this idea has in the court room when determining sentencing, the nature of the crime - whether it be involuntary manslaughter or murder and

even whether the individual would be found guilty or not.

Needless to say, all of those who attended Brain Day-whether as a Biology student or as a Psychology student or in some case as both found that it helped immensely in furthering our knowledge in our respective fields of study.

Akua Bonsu
A Level Psychology student

Peer Support Poster Competition



To celebrate Anti-Bullying month, the peer support team launched a poster competition during their November assembly. They aimed to raise the profile of this important issue at Woodford, by offering art prizes to the winners. There were 10 entries to the Make Woodford A Bully Free Zone poster competition (eight from Year 7 and two from Year 8). The peer support team and Mr Yogarajah gathered to judge the work, and they were very impressed by the thought that had gone into making the designs. After careful deliberation they chose the following students' posters to receive the two art prizes:



Safura Razi Siddiqui 7E



Kashish Gupta 8H

The girls received their prizes from Ms Pomeroy during KS3 assembly and Ms Liebeskind copied and distributed the winning entries to all tutors for display in the form rooms. A display of all the entries can now be seen in the front entrance hall. Well done to everyone who took part.

Ms Liebeskind
Peer Support Co-ordinator

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.

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. Two governors kicked off the project last term. Here two more give their perspectives of Woodford in its 97th year.

Mrs Jagrutee Jani, Parent Governor



Woodford County is a vibrant school and is a dynamic part of the neighbouring community. And as a growing school, it has even more potential to evolve and to extend its impact locally. The school currently educates 966 girls – the largest number in the school’s history to date!

Having joined the governing body in 2015, it is fair to say the year seems to have flown by with the ever-changing nature of the education sector and the level of change taking place. I work in *Cluster Bursar* at schools in another local authority and I am therefore familiar with the financial environment affecting schools. This has helped me to get to grips with understanding the finances but even then, the pace and level of change is substantial as are the opportunities to enhance what we do.

The education of the students of Woodford County is of the uppermost importance to all of us at the school. As a governor and working with other members of the Governing Body, we help to ensure that the school is doing its utmost to educate well, and that there is also a clear commitment to looking after the social and economic health of the children, families and staff of the school.

The role of the Governing Body exists to oversee various strategic aspects of the school. It has a responsibility both to support and to challenge. For example, the

Governing Board looks at the vision and ethos of the school and determines whether the internal running and the external profiling of the school is in keeping with the stated aims and objectives.

As a finance professional, I am a member of the Finance Committee which has responsibility for the careful financial management of the school. This committee reviews and agrees the annual budget for the day to day running of the school ensuring the school operates within financial budgetary constraints. The Committee meets regularly to review the actual financial performance against the budget and reports each term to the main Governing Body. The Finance Committee takes a prudent view of the school’s finances and is conservative in its decisions around the financial management at the school. I’m pleased to say the school’s financial position is sound and we monitor performance carefully to meet our targets.

An exciting recent development is the construction of our new teaching block as the school approaches its centenary (2019). This block is associated with the school’s expansion and will be completed by July 2017. The new facilities will include science laboratories, classrooms, computing facilities, an additional changing room for PE, a staff room and study facilities for Sixth Form students. We are also refurbishing the main school building, which will result in additional accommodation for Food Technology and Computing. These are some of many exciting developments. We truly believe that with improved facilities, and excellent staff led by the Leadership team and supported by the Governing Body we can ensure all girls attending the school will achieve their full potential.

Jagrutee Jani

Mrs Tanya Stoton, Co-Opted Governor



I was very happy to be appointed as a Co-Opted Governor in 2016. I was interested in becoming a governor because I had very fond memories of my time as a pupil at the School, from 1996 to 2003. I benefited so highly from my education that I really

wanted a chance to use my skills and experience for the good of the School. A Co-Opted Governor is not required to have any existing role or link with the School but we are required to have the enthusiasm to make a positive contribution and be prepared to commit several hours of time.

As a Governor I am part of a very important team, the Governing Body. Our role is about overseeing the success of the School and providing constructive support and challenge and working closely with Headteacher and Staff to shape the future of the School. We decide the key issues that will raise standards, the priorities that will support pupils to reach their full potential, and how to allocate resources to ensure that these aims are met and we monitor progress. We do this by regularly meeting all together and more often within a subcommittee, of which there are four. I am on the Curriculum and Pupil Welfare Committee and the Personnel Committee. Our meetings take place either first thing in the morning or in the evening and we meet in the Library or Ms Pomeroy's office.

Upon leaving Woodford I studied Politics and Theology at Bristol University. Thereafter I studied Law and became a Barrister, after spending a year working for the film studio, Paramount Pictures, in the legal department. Then I joined Chambers and developed a practice in criminal prosecution and defence. I appeared daily in court in London and the South East, gaining expertise in cases of violence, dishonesty, sexual offences, firearms and serious youth offences. I feel very grateful for the excellence of the all rounded education I received at the School for giving me the confidence, academic discipline and work ethic to have been able to thrive as a Barrister. At present, however, I do not spend my days addressing juries as I have a baby. I am very grateful to my kind governor colleagues in putting up with my little son playing and crawling around in the background in the early morning meetings!

I hope to participate in many careers and alumni events and offer advice and mentor Woodford girls considering going into law. I have been at the receiving end of such support during school and university I greatly appreciate the importance of such activities. These are exciting times for the School; as we are approaching the centenary anniversary the School has started increasing the yearly intake by 50%. A further 60 girls per year - on year - for the next six years has meant that several more teachers have to be recruited and new premises be built. Such confidence in the School is surely a testament to the long established success of Woodford and ultimately the hard work, talent and ambition of the Woodford girls. I am very excited to be spending the next four years being a Governor and serving the School.

Tanya Stoton

UCL Donates Lab Equipment to the Science Department

This year Christmas arrived in January to the Science Department! Several thousand pounds worth of lab equipment were donated to the school by the UCL Great Ormond Street Institute of Child Health.

This equipment came from biomedical research laboratories from the UK Research Council that were located in Mill Hill.



**GREAT ORMOND STREET
INSTITUTE OF CHILD HEALTH**

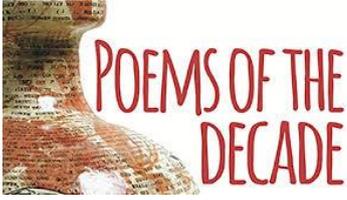
These laboratories have now moved to an impressive new building in Kings Cross right behind the British Library (it's well worth a visit!) and we were very lucky in that the UCL Institute of Child Health collected any extra equipment and generously donated it to the school. This included two high precision scales, several micropipettes, electrophoresis gel tanks, three water baths, two centrifuges, and even an inverted contrast microscope!

All this equipment will allow teachers to deliver even more exciting practicals in lessons, and enable students to access state-of-the art equipment and science.

Thank you once more to the UCL Great Ormond Street Institute of Child Health.

**Dr Metelo
Teacher of Biology**

'Poems of the Decade' Poetry Conference



On 1st of February, a group of A-Level English students from Years 12 and 13 travelled to Cambridge University to attend a poetry conference on the anthology of poetry, 'Poems of the Decade'. The lectures were led by English Literature Professors from the University of Cambridge. We travelled from Liverpool Street Station as a group and arrived at the University for a day of poetry analysis and insightful discussion about the poets and their work.

We started by looking at a poem entitled 'Eat Me', by Patience Agbabi, a poem that instantly caught our attention thanks to its intriguing tone of voice and ambiguous implications on the controversial topics of abuse, obesity and even cannibalism. Following this, we were introduced to a range of poems from the anthology including, 'Chainsaw versus the Pampas Grass', 'The Gun', 'The Many Distances I've Travelled' and 'An Easy Passage'. The analysis of the poems encouraged us to open our minds to a range of different readings. The speakers were extremely engaging and often opened up the floor for discussions that helped us form clear ideas and also gave us the confidence to share them with the room. There were students of our age from other schools who shared some insightful ideas, but the Woodford girls most definitely held their own and received encouraging feedback from the professors.

Attending the conference gave us a very helpful and informative idea about sitting the poetry paper for the real A-Level exam and how we can tackle any issues that we may come across.

The jump between studying poetry at GCSE and A-Level is vast and rather difficult; however professors told us that, with hard work and perseverance, it will become a lot easier to manage. We realised we would come across difficult material, but hearing the experts dissect it and praise our ideas occasionally, gave us the right amount of self-assurance that, as we broaden our horizons, we would learn to do it well ourselves.

Most importantly, we enjoyed ourselves immensely, as it was a very enjoyable experience, we will be sure to call upon when we sit our exams this year and next.

Many thanks to Mrs Charlton for organising the trip for us; here's to many more such enriching trips!

Eva Maria Chacole 12JMC

Faraday Challenge Day

To mark British Science Week, this year Woodford hosted a Faraday Challenge Day. The Faraday Challenge is a national competition organised by The Institution of Engineering and Technology (IET) and sponsored by the Jack Petchey Foundation and designed to encourage more young people to engage with STEM (Science, Engineering, Technology and Maths) subjects. On 16th of March, 18 of our Y8s, in three teams, competed against three teams from our neighbour, Trinity Catholic School. Students put on the shoes of real engineers and worked hard to come



up with solutions to improve the performance of the America's Cup Boat Race British team. They had to research, design and make prototype solutions which

included programming the BBC Micro:bits. These were genuinely tough engineering problems and students clearly outperformed the teachers' team – teachers only just about managed to prepare one (almost) working product!



All teams worked very well together and managed to create two products and present them successfully to the Challenge Leader. The Woodford team from 8W accumulated the most points and were therefore the winners of this Challenge! In recognition for their commitment and following their success, they are invited to attend a celebration event in partnership



with the Jack Petchey Foundation in July at the IET in central London, overlooking the

Thames. Congratulations 8W! All participants (including teachers) should be very proud of themselves for what they achieved!

Dr Metelo
Teacher of Biology

BP Rocket Competition

The BP Ultimate STEM Challenge is a yearly national competition for students to research, develop and improve engineering solutions. This year a group of very enthusiastic Yr12s took up the lead and organised a STEM Club for Yr8s for them to tackle this year's challenge: design the most efficient rescue rocket.

The club started in the Autumn Term and finished this term with the submission of the entries to the national competition. Over these months Y8 students from different Forms learned about water-powered rockets, applied their knowledge of physics and flight to their projects, identified and chose what variables they wanted to test and came up with some very creative designs for their rockets.



Of course the best part was when we all went to the field to test our rockets! In the middle of some frustration and lots of muddy shoes, our students managed to successfully launch their water rockets! Overall, the team that managed to collect the most points thanks to their commitment, enthusiasm, and final presentation was the team from 8N. This was also the team that managed to launch their rockets the highest



(including a rocket on top of a very tall tree). Thank you to the Y12s that led the project and well done to all the Y8s that took part.

Dr Metelo
Teacher of
Biology

Making Memories

In response to their visit to the Wellcome Trust Collection in London our Year 12 enrichment class have decided to make **ArT** and curate their own exhibition in the Reference Library. After discussing key paintings in the history of Art, they set themselves the challenge to work under the theme "Making Memories" and answered to it brilliantly!

Ms Jerome
Head of Art



WE Day March 2017

On Wednesday 22nd March 2017, the Free the Children Ambassadors attended WE Day at the SEE Arena, Wembley for an event that brings together world-renowned speakers, A-list performers, and tens of thousands of other young people to celebrate a year of action that transformed communities and changed lives.

The whole day was filled with inspirational speeches and live performances by celebrities. One of the most inspiring



speeches was given by Kate Winslet, she told us about her journey through life and how she had to face and overcome many

problems in order to get to where she is today.

We also had the fantastic opportunity of meeting Jessie J who performed 'Price Tag' and 'Who We Are' and also encouraged the twelve thousand children sitting in the arena to follow their dreams. We were lucky enough to meet Connor Maynard too, who also performed on stage. We met many pupils from other schools who told us about what they were doing to raise money for the charity. The whole day was filled with inspiration; listening to people who had struggled in their journey to succeed, they encouraged us to follow our dreams, no matter which gender or race we are.

Sanzidah Ali 9W



Member of Youth Parliament for Redbridge

The UK Youth Parliament provides opportunities for 11-18 year olds to use their elected voice to bring about social change through meaningful representation and campaigning. Our student, who was elected in February tells us about her journey:

As someone who had always been intrigued by politics and current affairs, being a member of the Redbridge Youth Council had been an insightful and a very enjoyable experience. I found that the Redbridge Youth Council was an amazing platform for me to voice the issues that young people like myself face while also educating myself on other important and prevalent matters in my local area. I also understood that, if I wanted to have an even more active role in addressing these issues as well as voicing them to a greater audience, the role of Redbridge MYP – Member of Youth Parliament- was the best possible opportunity.

I found that you could not get through the process to obtain this role, without putting in the effort and being passionate about your points. It encouraged me to look more deeply at the issues that I was addressing and enabled me to think ahead on how I would go about tackling these issues. You definitely had to be sincere about your points, and demonstrate your passion in order to get through it!

In terms of priorities in my role as the Redbridge MYP, I am definitely hoping to carry out my manifesto points; my point aimed at our area specifically is to encourage businesses to develop closer links with schools so that we can have more work experience opportunities, while also making us more aware of existing programmes that these businesses offer. My other point, which I believe should be addressed nationwide, is the need to implement a curriculum to prepare students for their adult lives, in schools. I will also raise awareness on the top 'Make Your Mark' consultation issue; racism and religious discrimination; it is such an important issue to address all over the world, and I believe that we would be taking a step in the right direction by tackling this in our local area.

Magiesha Maheswaran 12JS



GI STEM

Girls in STEM took place on Tuesday 7th February 2017 at the London Royal Institution, Mayfair with ten Year 9 students and accompanied by two Sixth Formers. This is the largest technology event for girls and is held UK wide. The event is in partnership between Stemettes and Accenture. The Stemettes and Accenture launched a fantastic new initiative in 2013 to help inspire girls between the ages of 11-13 to consider studying STEM subjects and to pursue a career in technology.

The objectives of the day were to:

- teach girls how to control hand made vehicles with code
- raise the profile of STEM
- advance Accenture's Technology for Girls Programme

The day started at 8am and Woodford was the first school there! We first had a tour of the innovation lab, which consisted of various organisations showing what they do.

The girls on a team building exercise to create a tall tower using rolled newspapers! Organised by Jeremy King, who helped build part of the M25!



Trying out an astronaut suit

using Appshed and simple programming skills making it move forward, back and rotating at certain angles. Throughout the rest of the day, students took part in various short workshop and challenges.



One of the groups took part in the Windmill challenge and won the competition. The day was pack with full of excitement that

our students fully enjoyed and were inspired by. It was also an opportunity to meet other girls from other schools and enhance their social and confidence skills.

Ms. Siddiq
Teacher of Computing



Year 9 listen to talk by Association for Vertical Farming

After the welcoming and opening, by various speakers and inspiring girls into STEM, the girls were split into groups into different schools and worked on the first workshop which was to build and program a car. Students built a car out of cardboard and out the circuit together using Arduino. They programmed the car



Here we see one of our students taking part in a science experiment!

GI STEM Event from a Stemettes' Perspective

As many Woodford girls are veering towards STEM (Science, Technology, Engineering and Maths) subjects as potential career paths, it is vital to understand the importance of women in such fields in a world where our lives now revolve around technology.

I am no stranger to this gender imbalance, as an aspiring Aerospace Engineer myself. However, I have been fortunate enough to have taken part in many schemes and activities throughout my academic career to not only motivate myself to continue with my passions, but to also provide more opportunities to other Woodford students who may be interested in a similar career. For example; I was thrilled to see several teams enter the Talent2030 Engineering Competition for Girls this year after Woodford's previous success.

The GI STEM Event was, no doubt, another inspiring way of introducing the world of STEM to young girls, but this time, focussing primarily on the dire need for more women to pursue such fields. I and another Year 13 student, Benita Bahra, were lucky enough to accompany a group of Year 9 computing students on the day. The Event was held at the Royal Institution in London, a place famed for technological advances.

Our early departure was definitely worth it as we were able to roam around the Institution's 'Innovation Lounge' as soon as we arrived. And this is where the highlight of my day came; I got to wear an astronaut suit (every physics student's dream, right?). The day progressed with talks by Accenture and the Royal Astronomical Society (with Mexican waves in between them). The Stemettes held a coding workshop in which we were able to assemble and program our own robotic car. Despite the few technical hitches along the way, it was an incredibly fun task and truly showed the capacity of coding. Another hands-on experience we had was constructing a wind turbine out of limited materials and within a very short time frame. It was a very good taste of how demanding some projects may be, but even the most innovative designs can be made from the simplest materials. The best turbine, as chosen by Accenture themselves, naturally came from a Woodford team. But it was lovely to see the creative elements and team work from all the schools.

But as an older student, who is already so engrossed in STEM, I was not expecting to be as inspired by the talks as some of the younger students. But how wrong I was. The GI STEM Event brought so many new perspectives and ideas surrounding STEM; most notably during the panel

talk with several influential women, including the newly elected EU Digital Girl of the Year, who is only 16 years old. They discussed how STEM shapes the world in which we live, a fact that a majority of us know. But those involved in STEM manufacture a world for themselves. A shocking example is that of the air bag in vehicles. The five men who created the first air bag built it according to their own bodies, the male body, which is why air bags are so dangerous for women in collisions, as they were simply not designed for them. This not only put into perspective how influential STEM can be, but also why there is such a desperate need for women to join these fields – because we deserve to shape our world too.

And it is opportunities such as the GI STEM Event that expose young girls to this idea that they, quite literally, have the world in their hands and how STEM subjects will not only provide them with an exhilarating career but also render them capable of changing our environment for the better.

I would like to thank Ms Chadee, Ms Siddiq and Ms Fearnham for organising and accompanying us on this truly eye-opening experience, and I cannot wait to see more of these bright Woodford girls immersing themselves in this ever-changing field.

Tatjana Mandil

A Year 13 STEM Fanatic

Inter-House Quiz

On 28th March 2017, Years 7 and 8 took part in the Inter-House Quiz. In teams of 5, (3 from our expanded Year 7 and 2 from Year 8) students answered 80 General Knowledge questions set by Mr. Becket who acted as Quizmaster.

Congratulations go to the top teams Highams 8 and Newton 8 who both scored 64 out of a possible 80 points. Repton House were victorious again this year with a total of 861 out of a possible 1200 points.

Mr Donohue, Head of Highams House

Ms Hasler, Head of Newton House

Ms Douek, Head of Repton House

Mrs Hawks, Head of Warner House



Youth Travel Ambassadors win £250 for the school UCAS EXHIBITION

Earlier this month we, the Youth Travel Ambassadors from Woodford County High School for Girls, had the opportunity to pitch our ideas for campaigns that we would like to run in school to improve the way that students travel to and from school. We travelled by bus to the Isaac Newton Academy where we along with four other schools presented our ideas on how to make the school journeys of our peers better to a team of travel experts.

Upon arrival we were greeted by the panel of judges who considered our many future proposals. The Isaac Newton Academy supplied us with refreshments including tea and coffee.



We received a cheque from the judges.

While the judges were making their decisions we interacted with students from the other schools in attendance in order to hear a range of opinions and to better understand each other's campaigns.

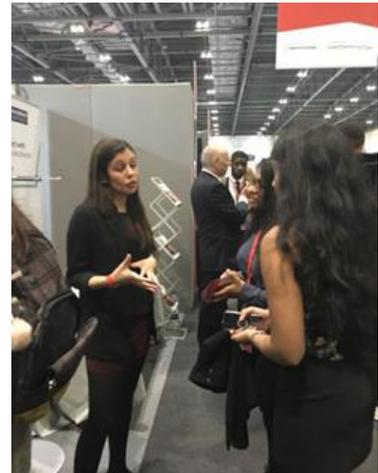
Before we were told if we were to win the money or not, the judges gave us their feedback and own ideas. Fortunately they liked our pitch a lot, thought we made valid points and gave us a cheque for £250.

We are looking forward to using this money to run our better travel campaigns. We would like to thank Mrs Greenfield and Hannah Steele (the TfL representative who worked with us over a number of weeks) for all their help.

Madeline Wilkinson 8R

On 27th March, students in Year 12 attended the London UCAS Higher Education Exhibition. As well as getting in front of admissions staff and subject specialists from hundreds of universities, we had the opportunity to learn more about the alternative options to university, including apprenticeships, internships, gap years, and volunteering opportunities.

As a result of this information and guidance, Woodford girls are in an excellent position to make informed decisions regarding our post 18 options and we were able gain



advice from the experts to help with our applications. One of the more entertaining sights at the event was seeing Woodford girls standing in a glass box, trying to grasp red pieces of paper that represented 'opportunities' that were being blown around the box. Although this was undoubtedly comical, it also served as a reminder to students that valuable opportunities are all around us and that we should make the most of them if we are to succeed.

**Akua Bonsu Yr12
and
Mr Donohue
Head of Work Related Learning**



International Chemistry Olympiad 2017

Congratulations to Iman and Anisha in Year 13 who both recently competed in the Royal Society of Chemistry's 49th International Chemistry Olympiad 2017.

Both girls were very strong candidates and successfully completed Round One.

We are pleased to announce that our students were awarded a Gold Certificate and a Silver Certificate!

Many congratulations to both girls for achieving a fantastic result in an extremely challenging competition.



Fearless Futures

We thought 'Fearless Futures' was an interesting and fun experience that allowed us to hear others opinions and discuss our own, on world issues and topics such as social justice, empowering women, challenging gender stereotypes and the LGBTQ+ community. The eight week scheme helped develop self-confidence and boosted our self-esteem in a comfortable and safe environment under the guidance of our Fearless Futures 'trailblazer' Jada.

Jada used discussion and interactive, eye-opening activities such as 'power pennies', the privilege walk and the masculinity and femininity towers to get us talking about the topics. This programme has made us more aware of the gender gap and the differences in privilege.

The first six weeks were spent preparing us to lead a workshop for 32 Year 8 students; this gave us an opportunity to bring together everything we had covered and share it with the younger students. It was intriguing to see their reaction and their engagement towards the activities.

Here's what Dhanisha in Year 8 had to say about the scheme...

In today's society, women often face many adversities and it is important to remember that no matter what gender we are, we are all capable of achieving our dreams. The workshop helped many of us realise that there are problems out there that have to be addressed. As young women, we have the power to shape our own futures and become whatever we want to become. Our gender is no barrier to our hopes and dreams. A group of Year 10 students had kindly taken time out of their day, to create enjoyable and interactive activities for us. Instead of directly telling us facts and giving us long motivational speeches, the group had created activities that made us think and question why women are sometimes treated in an unjust and undignified manner. Each activity was unique and thought provoking but shared the common theme: social justice for all. We debated each side of the opposing views, thus gaining an insight into tackling problems.

In conclusion, the workshop motivated us to help break gender stereotypes and become confident and self-assured young women.

The entire programme provided many of us with the boost we needed, we now have a more extensive knowledge of the world and the confidence to voice our opinions.

Alyssa 10R, Aamina 10W, Areebah 10R and Ella 10H



There is no social mobility without gender equality. To accelerate change, let's tackle the root causes, not the consequences.

Amnesty International Youth Conference 2017



On Friday 24th of March, five members of Woodford County's Amnesty Youth Group attended the 2017 Amnesty International UK Youth Conference. During the first speech, given by Anne Montague (the wonderful woman who

had organised this event), I came to find out that this conference was the first youth conference Amnesty International had hosted in 12 years. I asked myself: what had given Anne the incentive to host a youth conference particularly this year? As the day went by, we got to hear both inspirational and informative speeches from various humanitarians, along with some highly useful workshops. Throughout all the excellent speeches and workshops, we gained a much fuller understanding on current adversities - with an extra emphasis on the refugee crisis. These crises are far more substantial than the media makes them out to be, which is why Anne decided that this year it was time to finally address the situation by informing young people about the circumstances and inspiring them to make a change.

Through the day, we heard speeches from notable humanitarians that work for Amnesty, such as Tom Hughes, Steve Symonds, and Kate Allen - who spoke about the refugee crisis the world is facing today. The message they were trying to get through to us was pretty clear; the refugee crisis is far worse than it appears and we need to do everything we can to help. Tom Hughes spoke about Amnesty's 'I Welcome' campaign; a campaign that enforces Amnesty's belief that all countries can help protect refugees through a solution called *resettlement*, and other safe and legal routes. Resettlement can protect those refugees who are most vulnerable - people who have been tortured, for example, or women at continued risk of abuse. Safe and legal routes are other "pathways" to safety that governments can open up in emergency situations, such as the Syrian refugee crisis. For example, they can offer:

- family reunification - this means refugees can join close relatives already living abroad.
- academic scholarships and study visas, allowing refugees to start or carry on studying.
- medical visas, to help someone with a serious

condition access life-saving treatment.

Opening up these opportunities for many more refugees will allow them to travel to new host countries in a safe, organised way, which Amnesty aims to initiate through their 'I Welcome' campaign. Additionally, the campaign calls for countries to share responsibility; by agreeing to share responsibility for protecting refugees, governments can show true leadership, invest in people's lives and futures and bring out the very best in all of us.

After these speeches, everyone was feeling inspired to make a change. But the question was: how?

This is where the workshops came into play. After the speeches, our group attended the 'Working with Your MP' workshop, which gave us tips, tricks and motivation on lobbying, emailing and visiting our local MP. Before this workshop, I would never have thought that I, as an individual, could make a real difference to the refugee crisis, but after this workshop my group and I were feeling far more confident - because now we knew *how* to make a difference. The second workshop was about how to host a successful youth group, where we were advised to hold more assemblies, fundraisers and creative PR stunts to raise awareness on global issues damaging human rights.

Overall, the event as a whole was really and truly beneficial; not only have we gained a wider understanding on the refugee crisis, but we now understand how we, although it may not seem like it, *can* make just as much of a difference to the world as adults. Today's youth is the next generation, but the world needs us *now*; even before we become adults. Now is the time to act!

**Afreen Mirza, Husna Memon,
Nabihah Rahman, Ramisha Khan, Namra Din**



Fond Farewells



Dr Christopher Bradshaw

Dr Bradshaw joined Woodford in January 2004 and has taught History to all year groups and A Level Politics. With a doctorate from St Andrews, he is a widely read Historian with excellent subject knowledge and a passion for his subject. Students of all

ages, while acknowledging his high expectations, enjoy his lessons, which are enlivened by the breadth of his interest and the depth of his knowledge. They respect his intellect and respond warmly to his humour.

As a tutor, Dr Bradshaw has always taken an interest in the welfare of his form and has contributed to the wider life of the school, including the staff choir. He has during his time here headed one of the four houses and has been actively supportive of student enterprise and activity within this system. Girls will miss his memorable performances in the Christmas pantomime and those cameo roles in the annual murder mystery.

We say goodbye to Dr Bradshaw this term and send with him all our good wishes as he moves to a promoted post (Head of Department) in a school on the other side of London.



Mr Gerry Leo

It is ten years since Mr Leo joined us as a Head of Physics and 2i/c of the Science Department. Students like and respect him and this helps them to tackle increasingly complex work

Mr Leo has excellent subject knowledge and is very passionate about Physics. He has been fundamental in promoting Physics to girls and has set up or supported a wide variety of school visits. Senior students have visited Cern in Geneva; younger ones will remember visiting the Cavendish Labs at Cambridge, Greenwich or GCSE Live. He has coached and mentored some very fine physicists including those who have subsequently studied the subject at Oxbridge colleges. Students in all year groups like and respect Mr Leo and this helps them to tackle increasingly complex work.

Outside of the classroom Mr Leo has been very active in coaching lunchtime football. He has been a form tutor throughout his time here and many students have appreciated the support he has given them.

Mr Leo leaves us to pursue his many personal interests. We wish him all the best for the future.