



The Westcliff Diary

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FROM THE DESK OF THE HEADMASTER

WELCOME BACK

I hope the start to this new academic year finds pupils, parents and the School's Staff well rested and refreshed following the summer holiday break, and I would like to welcome you to this term's edition of *The Westcliff Diary*.

Westcliff Diary Events Autumn 2021

It has been quite some time since we have felt able to publish our usual Diary of forthcoming events and activities; the extended periods of lockdown and the many national restrictions in place meant that so many of our usual events could not take place last year and, as a result, we have missed being able to bring the wider School community together. That said, I commend the pupils and staff for their tremendous determination and creativity which was so evident throughout the last academic year – despite the obstacles, in so many ways the 'show went on' and a rich programme of extra-curricular activities continued, albeit in different formats for safety reasons. With thanks to talented colleagues such as Mrs Mumford, Mr Jeffreys and Mr Derrick we were even able to bring performances to pupils' homes through recorded Drama and Music.

In July this year, just prior to the end

of the academic year, it was with great pleasure that we were able to open our doors to a live audience once again, indeed for the first time since March 2020, for an evening of Music and Drama. This was quite a moment for the School, and we were delighted to see that, despite the fact that Covid-19 restrictions had been in place for the entirety of our Year 7 pupils' time at the School, and for much of the time last year's Year 8 pupils had been in their first year, new and talented actors and musicians in the Lower School had emerged and grown in skill and confidence. Equally, we were privileged to have the opportunity to enjoy one last performance from our outstanding Upper Sixth actors before they move on to Higher Education this year.

I would like to congratulate all the pupils who performed on that evening, and to thank Mr Jeffreys, Director of Drama and Mr Derrick, Director of Music, whose inspiration and dedication in working with the pupils made the evening such a success. I would also like to record the School's sincere thanks to Mrs Smith. Mrs Smith has supported WHSB Drama for many years through the making of the fantastic costumes for our pupils, which go such a long way towards creating the spectacular productions we have enjoyed over the years. Mrs Smith and her family are relocating to the north of East Anglia. We shall miss her, but she will be leaving having made a tremendous contribution

to our School community.

We very much hope our Drama and Music event in July was the first of many more live events to come. At the time of writing, it is difficult to know what might lie ahead in the course of the pandemic and what, if any, restrictions may follow. In the circumstances, and taking into consideration the Government's general feedback to date, we have decided to plan for a normal programme of events for the Autumn Term, and that is reflected in the Diary which appears on the back cover. Of course, it remains restricted to some degree, but nevertheless we want a return to as many of our normal activities as soon as possible. Should we find ourselves having to adjust our programme in response to further restrictions, we are now well used to doing so and we should be able to put alternative arrangements in place in such circumstances.

Arrangements for Teaching and Other Activities

One aspect of our educational and extra-curricular provision we missed greatly last year, due to the restrictions in place, was the scope for pupils to work together across Year groups. Opportunities for pupils to work with others who are both younger and older than themselves is enormously rewarding, educational and developmental, and it also serves to strengthen relationships and support networks within the School community. As the Government has signalled its intention to ease such restrictions and return to more normal working arrangements within schools, we are looking forward to being able to reintroduce some of those important aspects of our provision from September this year. We shall, however, monitor carefully the Government's guidance for schools and make any adjustments necessary, keeping pupils and their parents fully informed.



Expansion of Combined Cadet Force to include Royal Air Force Section

In May, we were delighted to receive news that Westcliff High School for Boys' has official approval to add a Royal Air Force section to our thriving Combined Cadet Force (CCF) contingent, making WHSB one of only a few State Schools in the country, and the first ever Cadet Expansion Programme, to hold a Tri-Service Unit. The School was the first in the UK to establish a CCF unit under the Government's Cadet Expansion Programme in the Autumn 2012, and we began with an Army Section of 25 cadets. This Section, originally a Detachment of Brentwood School's CCF, grew rapidly and gained its independent status as a contingent in 2015, and we were proud to establish our Royal Navy Section in 2018. We now train nearly 200 cadets, and we aim to recruit cadets to join our new RAF Section as part of the regular recruitment schedule this academic year.

We consider it a great privilege to receive outstanding support from the Armed Forces and the national CCF Programme in taking forward this important provision at the School. The CCF provides our pupils with opportunities to develop high level skills in areas such as leadership, teamwork, and problem-solving, as well as engaging in exciting activities and camps, and in supporting their local community.

Gaining a tri-service unit has been our ultimate goal for the CCF and we are very proud to have received this news.

I would like to offer my thanks to Major Jonathan Bleakley for his support and outstanding work in overseeing the CCF provision at WHSB, and to all the staff who also volunteer their time towards making this provision a success.

We intend to formally launch the RAF section with a special parade later this academic year.

The Impact of Covid-19 and Pupils' Wellbeing

The last academic year was particularly challenging for pupils, with much of their education having been delivered remotely. They faced unprecedented levels of restrictions and hygiene arrangements while on the School site, and much disruption caused by self-isolation and, in some cases, a loss of a family member due to Covid-19 infection. I would like to thank the staff at WHSB for their dedication, care and support for the pupils during those difficult times, and to the parents for their support and co-operation in adjusting to rapidly changing guidance and regulations.

I have no doubt that we, like others, shall be addressing the impact of the last 18

months for quite some time to come, and we shall continue to monitor pupils' progress, engagement and participation closely and offer support where we consider this is required. We draw new Year 7 pupils from a wide area, and are aware that their experiences of remote education during periods of lockdown are likely to have been varied. I would like to reassure those pupils and parents that plenty of support is on hand and you should not be concerned. Mrs Mumford has included information on the Pastoral System within these pages, and you are welcome to contact the Lower School Pastoral Office (LSPO) should you have any specific concerns or you require further information.

I should also like to thank Mrs Mumford and Mr Barber for their articles on matters of pupils' health, wellbeing and safeguarding. These matters are at the forefront of our minds during these challenging times and I hope you will find these articles of interest.



Home-School Communication

During periods of lockdown and remote education, it was necessary for us to establish a system of communication between School and parents which involved email correspondence. Clearly, this was unavoidable and we would need to return to similar methods of communication should a further period of lockdown or remote education prove necessary. However, under normal circumstances when the School is in operation on site, as is now the case, communications from parents should now revert to letter, rather than email.

Responding to letters gives greater levels of security, whilst also facilitating a more manageable and considered system of communication for the School and, ultimately, the parents. Therefore, from the start of this term, the School will not normally respond to queries or concerns communicated via emails, although parents are welcome to send a letter attached to an email for convenience.

Contingency Arrangements for Remote Teaching and Learning

In developing our plans for the Autumn Term, we have not anticipated a return to lockdown and remote education, but that does not mean, in these uncertain times, that we are not prepared for those circumstances should the need arise. Thanks to the tremendous efforts of staff, pupils, parents and governors during the periods of lockdown, the School adapted quickly in delivering and operating a full timetable of online teaching and learning, pastoral services and extra-curricular activities. We learnt a great deal from these experiences, including how we can enhance normal teaching arrangements on site with the use of technology. Should we find ourselves in a situation where remote teaching is once again necessary, whether for the entire School community or specific Year groups or individuals who are in self-isolation, our provision can be now readily adapted. I would like to thank Mrs J Williams, now appointed Project Lead for Remote Teaching and



Learning, for her excellent article for parents in this edition on supporting their son or daughter during periods of remote learning. Whilst we remain hopeful we shall not find ourselves having to work remotely this term, I know this article will be most useful to parents in the event that we find ourselves in that position.

In recent years we have invested in ICT facilities in classrooms, and that investment includes new speakers which, aside from significantly enhancing pupils' experiences of learning in the classroom, also supports their experiences of remote learning. We intend to continue with our investment in the School's ICT infrastructure as we further explore opportunities to extend and improve our teaching provision through technology.

Capital Investment in School Buildings

The School continues to work on the development of its teaching accommodation and other facilities and I am delighted to share with you the news that we have been successful in our bid to the Education and Skills Funding Agency (ESFA) for funds to complete a project to replace the heating system throughout the Main School Building. We have struggled with an outdated and failing heating system for far too long and we anticipate this £1.1 million project, which will begin during this academic year, will transform our teaching and learning environment.

Many of you familiar with the School's facilities, including many Old Boys and current male pupils, will know from bitter experience, the terrible condition of the East Boy's Toilet Block. This Toilet Block is external to the main building and was part of the original build, therefore being almost 100 years old! The condition of the toilets is something that is regularly raised by the pupils through Council

or other forums, and we urgently need to address this problem. We have bid to the ESFA for funds for replacement toilet facilities for both boys and girls on the east side of the School grounds for 6 years running, but without success. We have reached a point whereby we can no longer delay and shall have to find alternative ways of funding this project. The Governing Board is currently giving this matter consideration, however if any readers of *The Westcliff Diary* think they, or anyone they know, may be able to offer support, please do contact me as we would be delighted to hear from you.

John Brian Abraham, Old Westcliffian (1960-1967)

It was with great sadness that we received news in March 2020 that John Brian Abraham, Old Westcliffian, who attended the School from 1960-1967 had passed away. John held a great sense of affection for his School and the part it played in supporting his life beyond WHSB and we were honoured to accept his generous legacy gifted on his passing. In considering an appropriate way in which we might honour his memory and kindness, John's donation will go towards the fitted furniture for the Centenary Room. Our planned Centenary Room, which will double as a Conference Room, will include displays which remember the School's history and its former pupils, as well as providing an important educational and research resource for current pupils. Regrettably, this is one project we had to put on hold due to the more pressing priorities of managing the pandemic last year. We shall now await the completion of the new Heating project in that area of the School before fitting out the room, but nevertheless we hope to complete this project during this academic year.

Headmaster

SPEECH DAY 2020

As we were unable to hold our Annual Speech Day in 2020 due to the COVID-19 restrictions in place at the time, last term we held a number of special Awards Assemblies, in lieu of that event. This series of Awards Assemblies for pupils in Years 8-10 and the Lower Sixth provided a wonderful opportunity to celebrate pupils' academic and extra-curricular achievements, as well as their outstanding service to their community.

I would like to record my sincere thanks to Alderman David Norman MBE, Old Westcliffian, for providing a superb, thought-provoking speech to inspire the pupils and to share in their celebration, and I commend the prize-winners on their success. Alderman Norman will be known to many members of our wider School community, not only through his remarkable career and associated achievements, but also through his dedicated service to his community.

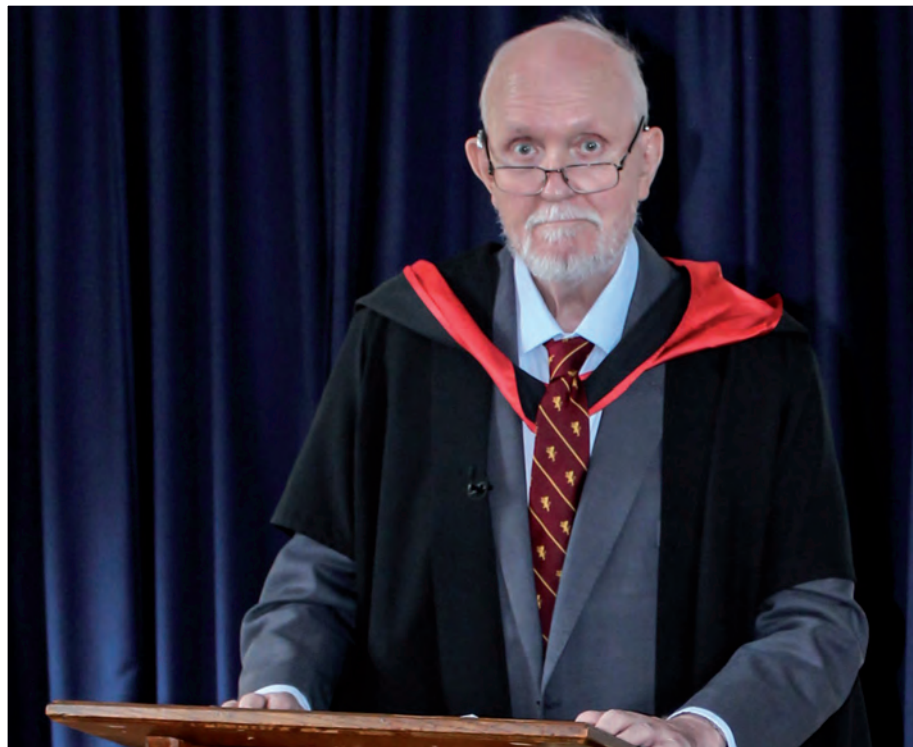
Alderman Norman has served as a Governor at WHSB for 11 years, and we are privileged that he – in true WHSB spirit – agreed to support us with such unusual arrangements last year, pre-recording his speech to secure a sense of occasion for the pupils and to ensure they could all share his message.

As Speech Day normally involves up to 900 attendees sharing the School Hall each year, this year we believe it is prudent to once again adopt alternative arrangements for the distribution of awards, as we did during the last academic year. We anticipate that Speech Day will return to its normal format in November 2022.

Centenary Speech Day Guest of Honour, Honorary Alderman David Norman MBE

David Norman was born in Leigh in 1943. His mother was a descendant of an Old Leigh fishing family and can trace her ancestry in Leigh back for over 300 years. David is proud of his Old Leigh heritage and attributes this to his lifelong interest in boats and fishing. He attended Leigh North Street Primary School and passed the "11 plus" and obtained a place at WHSB commencing in 1955.

He is first to admit he was not a model pupil; he describes himself as a 'bit of a rebel' much to the consternation of those who endeavoured to teach him and, subsequently, the Headmaster, Henry Cloke. He became politically active at an early age and proved himself a confident debater in the School Debating Society. He dropped out of the Sixth Form for



family reasons. He later regretted this saying 'just when it was getting interesting'. He became involved in Adult Education in his late teens. In 1965, he was elected to Southend Council: At the time he was said to be Southend's youngest ever Councillor.

He continued his studies whilst working for the local bus company and, at the age of 25, he was awarded a one-year full time TUC Scholarship for a Diploma Course in the Industrial Relations Department of the London School of Economics. After a period of working for the then, Labour Government's Prices and Incomes Board, he was successful in obtaining a Mature Student State Scholarship to enable him to take up a Degree course in Philosophy, Politics and Economics at St Peter's College Oxford where he obtained a Second Class Degree in 1973.

He had always aspired to a career in the Labour Movement. He unsuccessfully contested the Solihull Constituency in the March 1974 General Election. Shortly afterwards, he was appointed as a Research Officer by the Post Office Engineering Union. After four years in this role, he was promoted as General Treasurer (a post of Deputy General Secretary rank). He was to hold this post for a total of 23 years. Throughout this time, he was heavily involved in Adult Education both inside and outside the Union. He also served on a number of outside Bodies, notably the Industrial Tribunals. In 1998, he was elevated to the Employment Appeal Tribunal; a prestigious Crown Appointment. He also served on the Labour Party Committee drawing up the Low Pay Policy. He served on the Board of The Labour Weekly, 'Tribune'. Most importantly, he served for some 20 years as a Governor, including

12 years as Chairman, of the Ruskin Adult Education College in Oxford. He was awarded an Honorary MA Degree for Services to Adult Education by the Open University and, in 2017, was awarded an MBE for services to Ruskin College. In January 1991, his wife tragically died after a long illness, leaving him with a three year old daughter. He was a devoted single father for five years. In 1995, he met Jane, a Union activist and mature student, whilst he was giving a lecture. Jane came from his home town of Southend. They married in 1996 and David moved back to his home town after a 26-year absence. Nearing retirement from his "day job", he was quickly drawn back into local politics and he and his new wife were both elected to Southend Borough Council in 2001. He served for a further 19 years as a Councillor during which, at various times he was Labour Group Leader, Cabinet Member for Housing and Mayor in 2010/11.

Although now officially retired, he continues to serve as a Governor of WHSB. He is Chairman of the Trustees responsible for the Dunkirk Veteran Leigh Cockle Boat 'Endeavour'. He is President of the Southend Pensioners Campaign and chairs the Essex Asperger's Group, SAFE. When he retired from Southend Council in 2019, he was awarded the post of Honorary Alderman.

David and Jane between them are the proud parents of five children, nine grandchildren and two great-grandchildren whose company they enjoy whenever possible. They have a caravan in Aldeburgh, Suffolk where they spend as much of their leisure time as they can.

Headmaster

OUR NEW HEAD BOY AND DEPUTIES

It is with great pleasure that I introduce the School community to our new Head Boy, Sri Nivisan Loganathan, and his deputies, Ryan Jakhu and Toby Linsell. We welcome them to their new roles, following their interviews and appointment at the end of last term. I would like to record our congratulations to these students for their achievements in obtaining these important student leadership positions within the School. The selection process is highly competitive and their success is due not only to their superb performance during that process, but also to their significant contributions to the WHSB community during their time at the School, for example, through sustained participation and tremendous support for their peers.





Many students will know Sri Nivisan through his success with our Chemistry mastermind teams. He has also played an increasingly prominent role in the wider life of the School as a senior CCF cadet and a member of the School's drama company. Ryan has enjoyed exceptional academic success at School and will be known by many for his contribution to School publications, amongst other areas of extra-curricular life. Toby has been a stalwart of WHSB Sport for his entire School career and he has brought the School and himself considerable honour during this time. Like Sri Nivisan and Ryan, Toby has enjoyed significant academic success at School.

We wish Sri Nivisan, Ryan and Toby every success in realising their plans for their work as members of the Head Boy Team this academic year.



(Above) Our new head boy, Sri Nivisan Loganathan

Headmaster

			
	Sri Nivisan Loganathan Head Boy	Ryan Jakhu Deputy Head Boy	Toby Linsell Deputy Head Boy
Previous School	West Leigh Junior School	Hacton Primary School, Hornchurch	Plumberow Primary School, Hockley
Subjects at A Level	Biology, Chemistry, Mathematics, French	Mathematics, Further Mathematics, Economics, French	Mathematics, Economics, Biology, Chemistry
The most positive aspect of being a student at WHSB	The strength of the community and the strong support from students and teachers it provides	The support and encouragement to participate in a wealth of opportunities	Diversity of the student body and how it promotes understanding and tolerance
What I would most like to achieve in my new position at WHSB	To promote a safe environment where students value the wellbeing of others and themselves	To bring the different cohorts back working together post COVID-19 separation	To further the School's involvement with communities outside of the School
My message to our new Year 7 pupils	Endeavour to build positive relationships which will support and sustain you during your time at WHSB	Fully involve yourself in the School community and the opportunities available	Take time to settle into the School and to get to know yourself and others

ANNUAL SERVICE OF REMEMBRANCE

Thursday 11 November 2021, 8.45am



The Annual Service of Remembrance for the whole School is scheduled to take place on Thursday 11 November at 8.45am. The Service will run until approximately 9.40am and will include hymns, readings, prayers and music to remember the fallen. The Head Boy, Sri Nivisan Loganathan, will lay a wreath in memory of those from the School who gave their lives in both World Wars and in other conflicts. The School's Combined Cadet Force (CCF) will also participate in the arrangements for the Service. Parents are warmly invited to join us for this occasion (subject to any restrictions in force at the time), and seating should be reserved in advance using the Diary electronic reply slip, or by contacting the School if preferred.

ANNUAL FESTIVAL OF LESSONS AND CAROLS

Monday 13 December 2021, 7.30pm



For many in the School community, the School's Carol Service marks the beginning of the Christmas period and we missed this opportunity to gather together last December to share in our traditional service of Lessons and Carols. This December, we hope to see the return of this beautiful service and festive atmosphere in the School Hall.

This service will, of course, be subject to any guidance on gathering which may be in place at the time, but we warmly invite you to join us to share in some of the Christmas season's well-known Carols. This is always a joyful occasion and an opportunity for pupils, parents and staff to join as a community and sing together. Following the Service, those in attendance are invited to join us for mince pies and coffee. Parents are invited to attend and seating should be reserved in advance using the electronic Diary reply system.

SCHOOL ATTENDANCE

At the start of each new Academic Year I take this opportunity to remind parents and pupils of the importance of School attendance in relation to the continuity of education. I am delighted to report that, despite the challenges of last year, the majority of our pupils have maintained splendid attendance records and both they, and the School, take appreciable pride in their commitment. That was also evident whilst in periods of lockdown and remote teaching last year, during which engagement with teaching and learning remained high.

The School monitors attendance closely and parents will know from my presentations and previous communications that there

is sound evidence of a strong correlation between absence and lower levels of progress. The fast pace of lessons is such that an absence of a day or more can place a pupil in difficulty, as catching up on missed work can be challenging whilst endeavouring to keep up in lessons.

We understand that there will be exceptional cases to our general rule on School attendance, however parents should be aware that requests for leave of absence for holidays during term time will not be granted. Maintaining outstanding pupil attendance remains one of our top priorities at the School and we are most grateful for the continuing support of the WHSB parents in this regard.

Headmaster



EXAMINATION RESULTS

This year's A Level results are the best ever at Westcliff High School for Boys, with 33% of entries graded A* and 67% of all entries graded A* or A. In addition, an outstanding 88% of all entries were graded A*, A or B. There were many superb individual performances, with a number of students achieving three or more A* grades, including 17 students who secured four A* grades and a further 23 students who achieved three A* grades. Nine students have obtained Oxbridge places and many others will be undertaking courses at prestigious Russell Group Universities.

The School's GCSE outcomes are also amongst the School's best ever with 30% of all results achieving the top grade (grade 9) and with 80% of all results being graded 7, 8 or 9. Again, there have

been many superb individual performances and pupils, staff and parents should take considerable pride in these results.

We congratulate the students and staff on an outstanding set of results in 2021. The excellent results are particularly welcome given the significant disruption created by the pandemic since March 2020. These outstanding achievements reflect the commitment and resilience shown by the students and staff across the last two academic years.

Headmaster



STAFFING UPDATE

Farewells

I would like to take this opportunity to thank those staff members who have left us since the last issue of *The Westcliff Diary*, and to those who left us at the end of August, for their service to the School.

Mr Yeo, Teacher of Mathematics, left us at the end of the Spring Term for a new position and we wish to thank him for his service as a member of the Mathematics Department.

Somewhat belatedly, we would like to say farewell to Dr Francis who left us in August 2020. He contributed significantly to the School during his 17 years at WHSB. Dr Francis gave tremendous service, first as Head of German, and then as Head of Modern Foreign Languages. He decided to step down from that position in more recent years as he wished to teach part-time. Not only is Dr Francis a superb linguist, he is also a talented musician and he has also made notable contributions by accompanying our hymns at Assemblies, Services and School ceremonial occasions. We wish Dr Francis and his family a wonderful retirement.

The following staff left us in August 2021. We say farewell to Mr Chalis, Mr Browning, Mr Swindell, Mr Suragh, Miss O' Hara and Miss Margalait; all Old Westcliffians who know the School very well. These are intelligent and capable young men and women who recently attended WHSB as students, and who chose to return to serve as Teaching Assistants for one year. They all hit the ground running when they returned to the School last autumn, and have provided tremendous service in their roles, offering support to their colleagues and pupils at the School under some of the most challenging of circumstances.

We also give our thanks and best wishes to Miss House, who has provided superb service as a member of our School Reception team.

Miss Bryson has been with us for just two terms, teaching mainly Science, and Miss Smith has been with us for just one academic year as a History teacher. Each colleague has made valuable contributions towards the teaching of Science and History respectively. We thank them for their work. Both colleagues have enjoyed their time in teaching and we understand that they

now intend to move forward to take a postgraduate qualification in teaching. We wish them every success with their studies.

Mrs Young joined the staff in 2016 having previously taught at WHSB for two years earlier in her career. She is a highly capable mathematician with a flair for the subject. Mrs Young has always sought to inculcate high standards in her students. We thank her and wish her well for the future in her new part-time position.

Mr James joined us in 2015 as a well-qualified graduate with an interest in exploring teaching. It was soon apparent that he was a highly capable Biologist with a fine knowledge and understanding of his field. He has been able to encourage students to develop their interest in the subject and contributed to some of the very best public examination results enjoyed by WHSB students, particularly at GCSE level. He has also been a notable contributor to the wider life of the School, giving leadership and inspiration to the Chess Club, for example. He now leaves us to take up a promotion and we wish him every success in his new role.

Mr Neagus will be particularly well known

to pupils in the Middle School for his role as a Senior Progress Leader. In this role, he has worked tirelessly as an advocate for the pupils and also to ensure good relationships and a positive atmosphere within his cohorts. Aside from being a tremendous Progress Leader, Mr Neagus is a talented teacher of both History and Politics. He has a command of his subjects and has encouraged students to develop into independent learners. He has high standards and the students both admire and appreciate his relentless focus on improvement. Mr Neagus has also given outstanding service as a member of the School's Governing Board. An Old Westcliffian himself, he has tremendous affection for the School and that has always been in evidence. Mr Neagus, moves to an independent school to take up a senior position.

Mr Hill has been an outstanding servant of WHSB since he joined us in September 2012. He has a strong academic background and has used his command of his subject to both enthuse and inspire his pupils. As Head of Chemistry he has overseen the growth of the subject, particularly at Advanced Level. Aside from being an outstanding Head of Chemistry, Mr Hill has made a broad contribution to the School, including being a Housemaster. However, it is perhaps his contribution to the development of the School's CCF Royal Navy Section that is most notable in the field of broader contribution. Working alongside Miss Bailey, Mr Hill has grown the section and provided amazing opportunities for the Royal Navy cadets, including sailing at Grange Waters. He has been incredibly generous with his time. Mr Hill moves to another school to take on a senior position and we wish him every success in the future.

Mr Dowding is an outstanding Mathematician who has served the School well. He joined us in 2011 and, having acted successfully as Head of Department on a number of occasions, it was inevitable that he would ultimately take over the leadership of the Mathematics Department. He has gone on to give meaningful leadership to the department and seen it grow significantly in popularity, particularly at A Level. Many pupils will be familiar with Mr Dowding's excellent contributions to *The Westcliff Diary* and *The Westcliff Week*. He used these opportunities intelligently to inform and challenge pupils to think outside of the mathematical box, so to speak. Mr Dowding has also played a significant role in the wider life of the School and he has served the CCF with distinction. Mr Dowding moves to another school to continue his work in the leadership of Mathematics and we wish him every success.

It is with a heavy heart that we say farewell to Mrs Mumford our Second Deputy Head. She is an incredibly talented teacher and a gifted leader. She has always led from the front and has attended just about every event and activity we have held at WHSB during her time with us. She is a well-qualified engineer with a wonderful creative flair which she has used successfully, working on the School prospectus, School films and the School virtual tour website.

Mrs Mumford played a crucial role in our Centenary celebrations, particularly in our arrangements for the Gala Ball at the Cliffs Pavilion in February 2020. She has also overseen our Enrichment Days and ensured the programmes have offered our pupils a unique educational experience. She has been a champion of valuable curricular and extra-curricular trips, including pioneering the School trip to China.

All in the School know that Mrs Mumford has led our safeguarding team for many years. She has done so with great care and discretion. The role of the Designated Safeguarding Officer is challenging and one is never off call. Mrs Mumford has been tireless in her support for pupils and their families and has done so with little thought for her own convenience.

For many years, Mrs Mumford gave purposeful leadership to our Lower School Pastoral provision. She played a significant part in the development of our pastoral system and ensured that Lower School pupils felt supported and secure. She also did much to grow and develop our Westcliff Centre for Gifted Children (WCGC) activities, particularly with the development of the 'Go for Grammar' programme which many pupils at the School have attended across the years. This programme has helped to encourage many local children to consider the option of applying to join a Grammar school.

There is so much more I could note with regard to Mrs Mumford's contribution, such as been its enormous scale, including her leadership role in supporting other senior teachers with management responsibilities; however, suffice to say, she leaves behind a huge gap for our community to fill. Mrs Mumford returns to her native Northern Ireland to be closer to her family, although she will continue to have ongoing contact with the School in a newly created post of Director of Operations, and she will be visiting us from time to time. We wish her, her husband and family every happiness in their new home.

We congratulate Ms Parkinson on her retirement from her role as the

School's Bursar. Ms Parkinson has given outstanding service to the School during her 17 years as a member of staff at WHSB. She has held a number of posts during that time, including serving on the School's Senior Team for a number of years. Ms Parkinson was a well-qualified and experienced member of staff, with an exceptional knowledge of School finances developed across her years of service. Ms Parkinson was also involved in the School's conversion to Academy Status in 2010. I am pleased that Ms Parkinson is continuing to support our Finance Team during the transition period following her retirement this August.

Mrs Robinson, my Personal Assistant, left us at the end of August and she has specifically requested a low-key departure and I have promised to honour that request. However, I hope she will forgive me for taking this opportunity to thank her for 27 years of outstanding service to WHSB. I have always marvelled at Mrs Robinson's organisational skills and she has been a model of efficiency in everything that she does. Those who work closely with her will know that she has also held a range of responsibilities at the School, including the management of admissions. I count myself incredibly fortunate to have had such an outstanding PA and I am immensely grateful to her for her support and dedication.

Welcome to New Members of Staff

We are pleased to welcome a number of staff to the School since November 2020. Mr Rothon joined us as our Director Finance and Accounting. A highly experienced accountant with many years' experience in the private sector, Mr Rothon hit the ground running and has already contributed greatly to the work of the School. As a member of the Senior Team, he played a significant role in securing substantial additional capital funding from the Department for Education.

Mr Kennedy joined the support staff as our Director of Technology, overseeing all aspects of the Schools ICT and audio-visual infrastructure and, from September 2021, we are also pleased to welcome Ms Darby as our Bursar, and Ms Marr as our Sixth Form Café Assistant.

This term, we are also delighted to welcome a number of new colleagues to the School's academic staff. Dr Nolan and Ms McCarthy join the Mathematics Department, Mr Dex and Ms Oliver join the History Department and Mr Hiller joins the Religious Studies Department.

We are also delighted to welcome Mr North (Old Westcliffian) who joins the Economics and Geography Departments and Mr Williams (Old Westcliffian) who joins the Biology Department.

We are pleased to welcome back Mr Barnett who taught Mathematics at the School some years ago. He rejoins us as the Director of Middle School having previously held responsible curricular and pastoral positions at two other schools. Mr Dean joins us in September as Assistant Head: Senior Master Sixth Form and he will also be a member of the School's Senior Team. Mr Dean has previously held a senior academic position and has significant experience in the use of ICT within schools.

INTERNAL PROMOTIONS AND APPOINTMENTS FOR THE ACADEMIC YEAR 2021

At the start of this new academic year, a number of the existing staff will take on new responsibilities at WHSB. Some of these responsibilities have arisen as a result of appointments to newly created roles within the School, whereas others are due to opportunities resulting from colleagues moving on to pastures new. We are always delighted to see colleagues seeking opportunities for internal promotion and development and I am pleased to share details of the latest changes with readers of *The Westcliff Diary*.

Senior Leadership Appointments

I am delighted to inform the School community that Mr Manning will take on the position of Acting Second Deputy Head following the departure of Mrs Mumford. Mr Manning is an experienced Senior Leader, having served

as Assistant Head for a number of years on the School's Senior Team. In addition, Dr Shepherd (Head of Geography and Geology), Mr Jeffreys (Head of History and Director of Drama) and Mr Derrick (Director of Music) will take up senior positions as Associate Assistant Heads for the academic year 2021-22. Dr Shepherd will be taking a leadership role within the field of Teaching and Assessment, and he will also offer support with the oversight of arrangements for the School's Ofsted training and preparation. Mr Jeffreys will take on leadership in the area of Pupil Participation, Co-Curricular Developments, Community Cohesion and Pupil Voice. Mr Jeffreys will be supported by Mr Morrish, Director of Sport, with this important area of the School's provision. Mr Derrick will take on leadership responsibility for the development and promotion of Independent Learning at the School. He will also review and develop our Scholarship programmes and the provision for the most able pupils.

Mrs J Williams (Staff Tutor), will take on responsibility for supporting the induction of new Sixth Form students into the School. She will liaise closely with the Sixth Form Pastoral Office to ensure that students are supported as they make the transition to the School and that students are encouraged to take up the many and varied opportunities offered by the School. Mr Dalby (Head of Physics) will also take on additional responsibilities, supporting Mr Manning with work associated with curriculum innovation, design and delivery.

Pastoral Leadership and Management

This September, a number of staff will take on new responsibilities within the School's Pastoral system. Mr Baggs will take over as Director of the Lower

School, Mr Tressider will take over as the Progress Leader for Year 9, while Mr Lilley has been appointed Acting Progress Leader for Year 8 (covering during Mrs Dowding's maternity leave). Ms Bailey will join the Middle School Pastoral Team, working as Year 11 Progress Leader, and she will be joined by Mr Atkinson who will take the position of Year 10 Progress Leader. Ms Gellard will join the Sixth Form Pastoral Team as the Progress Leader for Year 12. In addition, Ms Wajgensberg will take up the position of School SENDCo.

Departmental Leadership and Management

This term, we also see the following staff taking on new responsibilities within the School's academic provision. Mr Wightman will take over as Head of the Chemistry Department and Mrs Glassock will take on the position of Head of Art. Ms Lo will assume the position of Lower School Science Co-ordinator and Ms Finch will take up the position of Lower School PSHEE Co-ordinator. Following Mr Dowding's departure, the School is continuing to seek a new Head of Mathematics. In the interim, Mr Manning (Acting Second Deputy Head) and Mr Bleakley (Assistant Head: Senior Master Lower School) will oversee the Mathematics Department. In addition, Mrs Hammond will take responsibility for Sixth Form Mathematics and Mr Lo will take up the position of Lower School Mathematics Co-ordinator. Mrs Schofield will take up the position of Assistant Librarian.

I would like to take this further opportunity to congratulate these colleagues on their appointments and to wish them every success with their new responsibilities at WHSB.

Headmaster



DR MACHACEK ELECTED BYE-FELLOW, FITZWILLIAM COLLEGE, CAMBRIDGE

Dr Machacek, who left WHSB in January 2021 to take up the position of Associate Director of Isaac Physics at Cambridge University, has been elected bye-fellow of Fitzwilliam College. Dr Machacek is very much looking forward to teaching physics to undergraduates at the College from this term, and introducing new students to areas of Physics such as Special Relativity, the Maxwell equations of electromagnetism and the Schroedinger equation of quantum physics. On behalf of the School community, I would like to congratulate Dr Machacek on this prestigious appointment, and I am delighted that he maintains a close association with the School following his outstanding service at WHSB as Director of Sixth Form.

Headmaster

MR DALBY RECEIVES ISAAC EXPERT TEACHER AWARD

On Saturday 10 July, I had the great pleasure of attending the Isaac Physics Awards Ceremony. Isaac Physics is a programme operated from the University of Cambridge and funded by the Department for Education. Its staff provide an online learning platform and events for Physics students and teachers. Mr Dalby has assisted the Isaac programme for a number of years and I am delighted to inform the School community that he received an Isaac Expert Teacher Award at the Ceremony. We congratulate

Mr Dalby on his prestigious award, which is greatly deserved for his support of Physics students at WHSB and across the country.

Headmaster

AN UPDATE ON REMOTE TEACHING AND LEARNING PROVISION

At time of writing, having experienced a difficult year of extended periods of remote teaching and learning, as a community we are looking forward to a return to some kind of normality this year. However, with these uncertain times, we recognise that we do also need to be prepared to switch to remote learning at very short notice and, should the need arise, we will continue to assist parents with guidance on how best to support your child if he/she has to spend some time learning at home. We hope the following guidance is helpful for our new Year 7 and Upper Sixth parents in particular, whilst also serving as a useful reminder to all WHSB parents. We are also considering how we might continue to use some of the new technology we adopted to enhance our teaching and learning provision in the future.

We are proud of our remote provision and consider that it is a strength. As many know, during the first National Lockdown in March 2020, we made the transition to *Microsoft Teams* overnight. As a teaching staff, there was a huge amount we had to learn, but *Teams* for classes were established quickly, and high-quality work was provided for all pupils from the start; the continuity of our pupils' education was vital. Upon our return to School in September 2020, we adjusted to the 'New Normal' and teaching staff became

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increasingly adept at teaching classes with some students in live attendance and some students connecting to the same lesson from home. In the second full National Lockdown (January 2021), our remote provision essentially saw us teaching the normal full timetable from home. Students were registered as normal, then attended all of their lessons throughout the day, which were taught live by teaching staff. Teachers and students alike became more confident in using the full range of features that *Teams* can offer. Through the Summer term 2021, students largely attended school as normal, but if they were self-isolating, they were able to join in their lessons from home, or work was set via *Teams*. Additionally, in many instances, staff at home self-isolating have been 'beamed' into classrooms, with support from our team of Teaching Assistants and, again, this has allowed our students to access their usual curriculum. Students and staff have been swift to learn and resilient in the face of difficulties.

Parents can therefore be reassured that if we do have to send small numbers of students home this term, or indeed full cohorts, or if we entered another period of National Lockdown, we are in an excellent position to be able to switch to a full remote learning experience for all students. However, we also acknowledge that Remote Learning will not be here forever. In September, whilst *Teams* will remain a feature of our provision, particularly for sharing resources with students, we anticipate a return to more traditional ways of working. Homework Diaries will make a full return, and we hope to return to a more familiar pattern of work using traditional exercise books



and textbooks. Therefore, it would be helpful if parents could support teachers in encouraging our students to return to good working habits. This includes keeping tidy and neat notes in their books and folders. Please do look in your children's exercise books and folders and if presentation and pride have slipped, please encourage him/her to take the necessary steps to improve.

If students do find themselves working at home, there are some tips below which we have published previously. Parents of pupils in Year 7 and the Lower Sixth will want to acquaint themselves with this guidance, and they will serve as a refresher for parents of pupils in other Year groups.

1. Is your child in a good routine?

During any period of remote learning, pupils follow their usual timetable. It can be helpful to talk to them about what is coming up that day and, at the end of the day, it can be beneficial to discuss what has been learnt. Giving pupils an opportunity to talk about what they have covered can help knowledge to stick better.

2. Does your child have peace and quiet?

If they are working at home, your children need a quiet place to work, and they will need an internet-enabled device as they access their lessons through *Microsoft Teams*. If they have access to a laptop, they should not need continuous access to their mobile phones during lessons, and indeed phones can provide a distraction. *Teams* is easy to navigate, and your children can easily show you their different *Teams*, the files contained therein and any assignments they have due.

3. Does your child participate in lessons?

Pupils can participate best when they have a working microphone, so if your son/daughter has to work from home, please ask whether they are having difficulties with their microphone. Where students are able to communicate and contribute through speaking to their teacher and their classmates, they will gain more from the lesson, but they will also benefit from interacting with their peers. Teachers use *Breakout Rooms* for group work. Students without microphones cannot participate in these tasks and may have to complete other work.

4. When you pass your child's room, are they being passive or active?

Many of our pupils enjoy participating actively in online lessons through putting up their virtual hands and posting comments in the *Chat* when asked to. However, some pupils can tend to adopt a much more passive approach to learning to the extent that it can be difficult to know whether they are actually still present! If your child is at home, please encourage them to participate as actively as possible as this will ensure they make progress. The teacher-student relationship is important, and communication is

a key part of that. Please support us by encouraging your child to play an active role in lessons.

5. Has your child been submitting their assignments on time?

During periods of remote learning, *Teams* will be used as a mechanism for setting and collecting work.

6. Is your child using their normal resources to support their learning?

When lessons are online, some pupils can forget that their textbooks contain a wealth of material, models and answers. These books are usually a better source than the Internet. Please encourage your son/daughter to continue to use their usual class materials.

7. If your child is struggling, have they spoken to their teacher?

During remote learning, please encourage your children to communicate with their teachers, for example if they are struggling with work, or if they miss a deadline. This can prevent the need for calls home. Pupils can email teachers, or contact them through the *Chat*, but this should usually be done during the School day, and teachers will not routinely respond outside of the School day. During periods of lockdown, parents are asked to telephone or email the relevant Pastoral Offices.

8. Does your child have healthy habits?

Parents can continue to encourage students to adhere to a routine, and this includes ensuring that students are up in time to have a wash and eat breakfast before registration. Please also encourage your son/daughter to take outdoor exercise every day, to limit evening screen time, and to ensure they get an appropriate amount of sleep. The School recommends that pupils should not have electronic devices in their bedrooms overnight.

9. Does your child need to be absent from learning?

If your child is unable to attend lessons because they are ill or have a medical appointment, this still needs to be communicated to the Pastoral Offices in the usual way.

10. Could your child participate in clubs?

During our two last full Lockdowns, we had a wealth of extra-curricular clubs on offer. Please encourage your child to get involved! Just because we might be physically separate, we can still connect as a community.

Parents are encouraged to read the fuller guidance regarding Remote Learning which is on the School's Website.

Mrs Joy Williams, Senior Teacher/Staff Tutor and Project Lead for Remote Teaching and Learning



SHAKESPEARE IN ACTION

After the COVID-19 difficulties of the last 18 months, the English Department was delighted to welcome the external drama group *West End in Schools* to work with Year 7 pupils. The workshop, entitled *Shakespeare in Action*, was focused on the comedy of *A Midsummer Night's Dream*.

Using a range of games and exercises, all pupils participating experienced how to develop physical comedy techniques, comic timing and even, Elizabethan dancing!

Led by Josh, a highly energetic and enthusiastic Shakespearian actor, the boys enjoyed a wonderful day; there was lots of laughter and fun had by all. After a year in which social interaction was limited, it was fantastic to see the confidence and self-belief in our pupils as they worked in the Westcliff Theatre. Drama often requires people to move out of their comfort zone and the respect that the pupils showed for one another was exceptional. Feedback from the pupils was most positive.

Thank you to all who supported the day and helped to make Josh feel welcome. He was most impressed with the pupils and the School, and we hope we shall be arranging similar workshops in the future.

Mr T Keenan, Lower School English Co-ordinator



OLD WESTCLIFFIANS ASSOCIATION ANNUAL REUNION DINNER

Friday 10 September 2021, 7.00pm

Our Annual Old Westcliffian Association Reunion Dinner will be held in the School Hall on 10 September, 6.15pm for 7.00pm. Tours of the School will be available from 5.30pm, including an opportunity to view a series of almost 40 vignettes depicting aspects of the School's history, displayed in the Main School Building to celebrate the School's Centenary in 2020.

We look forward to a fun occasion and an opportunity to catch up with old friends. If you have not been before, why not join us this year!

Tickets are priced at £29.50, or £18.50 for OWs currently in full time education.

Payment can be made through TicketSource via the School's website.

<https://www.ticketsource.co.uk/whsb/owa-annual-reunion-dinner-2021/e-yymvxd>

Mr T Birdseye, Secretary, Old Westcliffian Association



The School's Online Shop offers many usual items of School Uniform, as well as a range of School merchandise which can be purchased as gifts



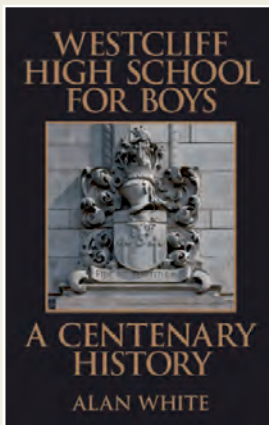
★ CHRISTMAS ORDERS ★

Whether you are looking for a special Christmas gift, such as the WHSB History Book by Dr Alan White or a Centenary tie, or a stocking filler, such as a WHSB Mug or Pen, we can assist you through the WHSB Online Shop. Items purchased may be collected from the School, posted to your home address, or posted directly to an alternative address with your personal gift message.



Visit us at <https://whsforboys.shoptill-e.com/>

WESTCLIFF HIGH SCHOOL FOR BOYS A CENTENARY HISTORY



As part of our Centenary celebrations in 2020, we were privileged to have the opportunity to access the story of Westcliff High School for Boys, captured so brilliantly by Dr Alan White, former Teacher of History and Deputy Head at the School, and author of a number of books on twentieth-century European history.

“This book is first and foremost a narrative history of the School's first hundred years. It does not, however, confine itself to story-telling: it seeks as well to provide explanation and analysis. In particular, it has things to say about continuity and change in the life of the School, and also has perspectives to offer on the significance of key individuals and the role of chance and contingency in the School's history.”

Dr Alan White

Westcliff High School for Boys: A Centenary History
£19.99 + Postage and Packaging

CENTENARY TIES IN SILK OR POLYESTER

Having completely sold out earlier this year, we are delighted to report that this item is now back in stock and available to current pupils, Old Westcliffians and, of course, their families and friends purchasing these items as festive gifts.

As the School was closed to many pupils for a number of months during 2020, pupils will be permitted to wear their Centenary tie in place of their usual School tie throughout the 2021/22 academic year should they wish to do so, after which they will be reserved for special occasions only.

Centenary Tie (Silk) £20.00; Centenary Tie (Polyester) £8.00



Each item ordered helps to raise much needed funds to support the education and extra-curricular provision for current pupils attending the School.
Thank you for your support!



BREADTH STUDIES AND THE EXTENDED PROJECT QUALIFICATION

Students in the Upper Sixth have been busily undertaking research for their Extended Project Qualification (EPQ) dissertation over the summer holidays. This is an extra, voluntary qualification aimed at our most able and independent students. It is worth half an A-Level in terms of UCAS points and it helps our students gain access to some of the most competitive Russell Group universities. This includes universities such as Oxford, Cambridge, UCL (University College London), Imperial, LSE (London School of Economics) and Southampton, for example. The EPQ tends to attract students that are thinking of studying highly competitive degrees such as Medicine, Veterinary Medicine, Dentistry, Law, Geography and Economics. Students may also choose to undertake an EPQ on a subject that they do not study at A Level, such as Archaeology or Engineering, for example. Not only does this allow a student to learn a new area of study, but it can also provide useful evidence to Admissions Tutors to demonstrate that students are serious about studying a subject in which they do not have an A Level qualification. Learners develop their own title, which is usually in the form of a question. They then try to answer that question using a wide range of academic literature to support their discussion and analysis. We encourage students to choose an area of study that they are passionate about, and ideally related to the subject they are considering reading at university.

Students learn to read and write critically, as well as how to reference material using either the Harvard or Oxford referencing system. In addition, it is an opportunity for them to build upon the skills that they have developed in their Lower Sixth Breadth Studies course. Projects cover a wide variety of topics. Recent studies have included Renaissance Art, Cancer Treatments, Economic Theories, The Death Penalty and Global Warming, to name but a few.

If you are in the Sixth Form and have questions about this qualification, then please do speak to me.

Mr R Barber, Head of Breadth Studies

UCAS AND PRIORITY APPLICANTS PROGRAMME

COVID-19 has inevitably impacted the UCAS process and the usual support we have been able to give to Sixth Form students in this regard. Over the past year, much of our UCAS Application guidance – filling out the form, writing personal statements, preparing for tests and interviews – has had to be conducted online. The universities themselves have held their Open Days and Interviews online, while pre-interview tests became

SIXTH FORM NEWS

computer-based, though still conducted in School. We have continued to recommend students for University Study Days; supported applications for Headstart and Sutton Trust Summer Schools; Oxford's UNIQ Summer School; nominated Sixth Formers for residential courses at Villiers Park; and encouraged participation through London University "Taster" Courses and various Masterclasses hosted by Universities. Inevitably, these have almost invariably had to take place remotely, and unfortunately we were unable to take the entirety of the Lower Sixth to the UCAS University Superfair last year. Nor were we able to invite parents of the Lower Sixth into the Hall for our customary introduction to the UCAS process. We look forward to the return of both these regular fixtures in this new School year (subject to there being no related restrictions resulting from the pandemic), together with our customary tours of Oxford and Cambridge in the Spring Term.

We were able to hold our annual Oxbridge Conference in July. We welcomed Dr Philip Howell from Emmanuel College – our Cambridge link college – to talk to Lower Sixth aspiring Oxbridge applicants. No fewer than 14 Old Westcliffians, who are current students of Oxford or Cambridge, ably supported him. We were also able to pass on important information to our students, such as financial arrangements, bursaries and grants, kindly provided by Hertford College, or Oxford link.

For five years, we have worked with the not-for-profit organisation *The MedicPortal* to help prepare aspiring Medical applicants. They delivered their training sessions for the BMAT and UKCAT in-person in 2020 and remotely in 2021. We are hoping to develop a similar connection with *The LawyerPortal*.

The numbers of "priority applicants" – so named because applications for Oxbridge and Medicine, Dentistry and Veterinary Science have an earlier UCAS deadline – have increased in recent years. The School is committed to continuing to support our Sixth Form students' ambitions and aspirations as best we can, however support from parents who are doctors or lawyers is always greatly appreciated. If any parent considers s/he can assist in this regard, please contact the School.

Mr R Stevens, Head of Politics

CAREERS: YEAR 11 TRANSITION TO SIXTH FORM

Preparing for post-16 studies and career choices is always a significant step for any pupil. However, with the COVID-19 restrictions, last year's Year 11 pupils were denied a number of face-to-face activities and events during the past year. These





Year 11 transition: Pupils conducted mock interviews and offered constructive feedback



would have helped to equip them with the information required in order to make personal decisions in good time for their transition to the Sixth Form.

Fortunately, our colleagues at Connexions continued to visit the School during the past academic year and they met each student on a one-to-one basis. They were able to conduct meaningful and tailored meetings whilst, of course, remaining 'COVID safe' within a ventilated and sanitised interview room.

Once the Year 11 assessments were concluded, a plan of action was agreed upon to deliver a condensed version of careers information that provided advice and guidance for pupils. In addition, we were fortunate to welcome an external guest speaker, Adam Berry from HSBC Bank, who appeared live on a Zoom session to talk about his incredible personal career pathway that began at the age of 14. The pupils were able to draw on his reflective approach towards his career, as he shared his wealth of experience and identified areas in which he could have improved with hindsight.

One of the key aims of the sessions was to introduce the pupils to the world of Unifrog and to familiarise them with the plethora of tools available at their fingertips. These include personality profiles, UCAS advice, subject choices, university comparisons and CV building. These pupils are the first Year group outside the Sixth Form to have been given this fantastic opportunity and it certainly stands them in good stead for their post-Year 11 choices.

On a rotational daily basis, groups of approximately 30 pupils met in the Sixth Form building, utilising the Sixth Form canteen for the first time and meeting with Mrs Holley from the Sixth



Form Pastoral Office. Following registration, pupils engaged in a morning of CV preparation, interview tips, social media advice, work experience guidance, recognising core/transferrable skills, and the ability to demonstrate them on interview or application forms (among many other scenarios). The pupils conducting mock interviews with each other concluded these sessions by either hiring or firing the interviewee - of course, substantiated with constructive feedback whatever the outcome!

Each pupil was encouraged to prepare his CV in a user-friendly layout, with comprehensive advice on what to include and, more importantly, what not to include in order to create the best possible first impression to a potential future employer. These documents provide a foundation upon which the pupils can build, adding additional educational achievements, work experience and personal achievements as they progress through their post-16 studies.

Ms N Weller, Careers Advisor & Community Development Officer

THE SCHOOL LIBRARY



It is fair to say that the academic year 2020/21 was an unusual year in the history of Westcliff High School for Boys. Staff and pupils have had to change how they teach and learn, as lessons are bounced between zones and home.

The School Library has certainly experienced strange times as it has been closed to most of the School, to allow it to be designated as part of the Year 12 study zone as required by COVID-19 restrictions at the time.

Since I took over the role of School Librarian last September, I have fully appreciated the challenges faced by all those in the Education sector at the moment, as the Library has faced those of its own.

The Library was beautifully refurbished last summer, with the wooden shelves re-varnished, ready to be adorned with the latest books for our pupils. However, COVID-19 was a complication that prevented the rest of the School from appreciating the fantastic resource available to them, and this vital part of the School has had to sit on the outskirts for the past year.

In response to the restrictions, we set up a 'click and deliver' service, allowing pupils to reserve a book and have it delivered to their Form group. As a new member of staff, my heart has been warmed by the uptake of this service, particularly from the Lower School pupils. There is rarely a morning that we have not found ourselves hopping from Form room to Form room with a pile of books to deliver and a box for collections. Most rewarding is to see our Year 7's enthusiasm for books, despite having never had the opportunity to set

foot in our Library.

We certainly have a School full of keen readers.

It is always a pleasant surprise to be stopped in the corridor by a pupil wanting to talk about their latest read or asking about a specific book. I am happily adding new books to our shelves and updating our Library website in order to feed their reading habit.



One of our highlights has been running a small online book group named The Westcliff Reading Explorers to shadow the CILIP Carnegie medal. The nine pupils involved spent six weeks reading as many books on the Carnegie shortlist as they were able to before discussing the books, sharing their reviews and voting for their winner. The reviews have been a delight to read and some interesting debates have taken place about each book. I am looking forward to making this a regular annual activity, as well as setting up other book groups throughout the year.

Meanwhile, I countdown the days until we can open the Library doors to the whole School again and say, 'Welcome back, readers!'

So thank you for using our Library during the last year, whether you are a Year

12 student who has used the space for studying, a Year 7 pupil who has regularly requested books, or a Year 9 pupil who has chased me down the corridor to tell me what you thought of the latest book you borrowed.

It means a lot to your Librarian to hear your joy of reading.

Mrs H Murrell, School Librarian

THE WESTCLIFF READING EXPLORERS

One of the highlights of a Librarian's calendar is the CILIP Carnegie Medal. Set up by the Chartered Institute of Library and Information Professionals, the Carnegie Medal was established in 1936 in memory of Andrew Carnegie (1835-1919), an Industrialist and philanthropist who founded over 2500 libraries around the world. The Medal is awarded by CILIP every year to a book for children and young people that creates an outstanding reading experience through writing. The winner is decided by a panel of judges and previous winners include C.S.Lewis, Neil Gaiman and Philip Pullman.

The award spans over a number of months as a longlist is whittled down until we are presented with a shortlist of eight titles. We then have two months to review the shortlist and shadow the awards with our pupils before the voting takes place and the winners are announced.

Our School set up a small group of readers, known as Westcliff Reading Explorers to shadow the awards and review the shortlist. This has resulted in some fantastic online discussions, debates, and entertaining reviews, as the readers found themselves discovering books that they may not have picked up in usual circumstances. With such a variety of writing styles, themes and reading ages, this has been a wonderful list to get our teeth into; from verse novels to short stories, to historical fiction; our readers have approached the challenge enthusiastically and provided some truly honest feedback.

The winner of the Carnegie Medal was *Look Both Ways* which is an enjoyable collection of short stories designed to provide a brief insight into the lives of different pupils and make you think more about what other people might be going through at home. The overall winner for the Shadower's Choice award (voted for by schools around the country) was *Run Rebel*, one which we agree was worthy of

doing well.

I would like to say a big thank you to our Reading Explorers: Gavriel Levy, Surajgagan Murarisetty, Karthikeya Lella, Zarrar Ahmed, Sai Shubam Ananthula, Venkata Marpuri, Philip Kanneh, Oscar Wolanski and Rithva Ramesh.

Here are some of the reviews from our reading explorers. I hope you enjoy them and possibly feel inspired to read and review a book yourself.

Mrs H Murrel, School Librarian

Experiences of Westcliff Reading Explorers



At the start of the Summer Term, I joined the Westcliff Reading Carnegie shadow group. The aim of this group was to read a series of books and then write some reviews about them. We

also had to consider whether we liked the book or not, and consider which age group it was most suited for.

Overall, I have read five of the books. These books were: *Look Both Ways*, *The Girl Who Speaks Bear*, *The Girl Who Became A Tree*, *Clap When You Land*, and *Echo Mountain*. Each of these books had different themes and focuses; for example *Look Both Ways* mainly looked into peoples' emotions and actions when

school has ended, whereas *Echo Mountain* focuses on misconceptions and the issues of judging someone by their appearance.

I also had to select one of the books that I had read as the winner and I chose *The Girl Who Speaks Bear* by Sophie Anderson. The book consisted of many myths that all linked to Yanka (the protagonist) and who she really is. I particularly enjoyed it when the battle raged between Yanka and her friends against a fire dragon!

Overall, this group has given me the chance to try books that I would not usually consider reading and I hope to do similar activities next year.

Sai Shubam Ananthula, Year 7

Run Rebel: A Review



Run Rebel is a verse novel by Manjeet Mann, and a book I was immensely excited to read. It was described as the story of a young girl standing up to her abusive father, and fighting for her freedom

and independence in the only way she knows how: on the running track.

Here are some points that are important to understand for the rest of my review:

1. The story was broken up into titled poems, ranging anywhere from four pages to two lines. This allowed for gorgeous

descriptions of buildings and characters, internal dialogue and thoughts, but at some points makes the story fractured and hard to follow. It also leaves the story prone to tone shifts sharp enough to give you whiplash!

2. I read the full book, and trigger warnings for what it covers, and what this review covers, are as follows: Swearing, domestic abuse, violence and bullying. The book started almost painfully slowly. I was tempted to give up so many times during the first 70 pages. However, I continued reading and, by the end, my opinion of the book was completely changed (well, almost).

The prologue sets up a dark tone (quickly abandoned) by introducing readers to the true nature of Amber's Father. Little tidbits about Amber's troubled home life are woven throughout the story, and the poems describing how the world and her troubles melt away whilst running make for a compelling and beautiful read. For example, there was a four-page poem called "Privilege", which was both eye opening and moving; the first hints at the quality of the book in those painful 70 pages.

After that, the story picks up pace and artfully weaves the school plot with Amber's home life. It does not shy away from heavy emotions, and shows how everyone has good and bad in them (although in the case of Amber's abusive Father, that good is rare). Amber takes her anger out on innocent people throughout the course of the book, becoming the type of bully one would expect to see in a cheesy teen movie. However, by the ending, she seeks to make amends for her actions, demonstrating the consequences of projecting her issues and that her victim does not have to forgive her.

Amber's description of the deterioration of her relationship with her sister, Ruby, was heartfelt and genuinely made me emotional, as was the stellar depiction of a panic attack in poem form on page 112. The fact that this book was a verse novel was damning at times. For example, Amber has a crush on David and upon reading her inner monologue about how glorious he is for pages upon pages (when it made no difference to the overall plot) it really started to grate on me! I will include a further example that also made me want to hit my head against a wall; if this was what the author was aiming for, then I commend her on her success! Perhaps I could sit through the pages and pages about David if he actually had depth to his character. The book constantly references that 'David is different from other boys', but there is no evidence to back up this claim! He is emotionally inept and misjudges almost every interaction,



always seeming to do the wrong thing in a way that I think is meant to be endearing but falls short of the mark.

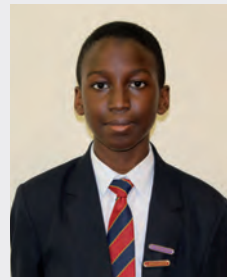
This said, the slow build up to Amber's mother and sister standing up to her abusive father is one of the most satisfying things that I have ever read. The author perfectly mirrors the eight stages of a revolution, the topic that Amber is studying in school, with this gradual overthrowing of her father from his position of power. It is expertly written and truly poetic.

In short, this is not something that I would have sought to read under usual circumstances as it is far from usual 'go to' genre. If you had told me, when I was still reading the first 70 pages of the book, that I would actually enjoy this, I would have laughed. This grounded verse novel was a fascinating read, albeit a little frustrating at times. As I close off this review, I want to briefly apologise to my friends, who had to listen to me complain about this book for a good three days, followed by me raving about the brilliance of its ending for a few more!

I give this book a solid 3.5 stars. Check it out if you are willing to wait through a slow build up for the promise of an immensely satisfying ending!

Gavriel Levy, Year 9

The Girl Who Speaks Bear: A Review



dying with laughter.

Truthfully, I have never really been into reading. Most books just do not pull me into the story, keep me engaged, have me on the edge of my seat in suspense, or have me literally

Something has changed though. A lot has changed. My opinion about reading is slowly changing for the better. Ever since starting at Westcliff High School for Boys, I have had the chance to read books of far higher quality; *The Girl Who Speaks Bear* being one of them. *The Girl Who Speaks Bear* is a book that I would recommend to everybody who can read. It was completely within my favourite genre of book (comedy with a little action thrown in) and it really impressed me. I think that this book is so far reaching that everybody, no matter what you like to read, can enjoy it.

The book is a fiction story about a 12-year-old girl named Yanka, who has always wondered why she was so different from everybody else in her village. When she falls from a wall, she

becomes unconscious and wakes up with bear legs. That, along with her newly discovered ability to talk to animals, encourages her to set off into the forest to learn about her past, with a very dramatic experience with twists and turns along the way. The ending comes as a surprise that will have everybody shocked, yet amazed.

As you read the book, you can spot a little of everything! There are action and fighting scenes, such as when Yanka and Mousetrap have to fend off a pack of wolves. There are many tragedies, such as the loss of Yanka's best friend and how she comes to terms with this. There is plenty of fantasy, for example there is a talking weasel and a fire dragon, but you are so engrossed in the book that you just go along with it! The author does a great job of keeping you engaged in the story by mixing all of these aspects to make a spell binding plot.

No wonder this book was shortlisted for the CILIP Carnegie Award. It is truly a blessing that I, or anybody, has an opportunity to read this book and, when you do pick it up, I promise you will not regret it!

Age Rating: 9+

Book Rating: 98/100

Philip Kanneh, Year 7



“WHSB OFFERS A PLETHORA OF OPPORTUNITIES FOR OUR PUPILS TO EXPLORE THE WIDER DELIGHTS OF LITERARY PURSUIT”

The Guardian recently released an editorial piece (The Guardian view on English language and literature: more, please) that grabbed the thorny issue of English teaching in both hands and questioned what we are truly teaching the next generation by solely pushing STEM subjects and moving towards vocation only education. Whilst Gavin Williamson's mandate that “for too long technical and vocational education has played second fiddle to university” was met with applause, it did not detract from the limiting experience Williamson outlined as valuable at university and that students should avoid “dead-end-courses” and focus on vocational ones. I am certain this will go some way in ensuring that the Government's employment targets are met, especially if all students enter university. It is an important gateway to a secure job, but it does suggest that our young people are now glorified factory

fodder, moving down the conveyor belt of life through qualification after qualification only to drop off the end of the production line into a neatly packaged box labelled 'Job'.

In contrast, the humanities seek instead to broaden a student's approach – not just to employment – but to life. Former HM Inspector of Education, Simon Clements, commented that:

“over 60 years ago in 1966, American, Canadian and English teachers met at Dartmouth in New Hampshire to determine the nature and practice of English teaching. Their deliberations were published under the title of Growth Through English. So growth, not measurement, was seen as the heart of English teaching. It still should be, and in some classrooms still is, despite political pressures.”

As Head of English at WHSB, I am proud to say that growth is at the heart of our teaching. WHSB offers many opportunities for our pupils to explore the wider delights of Literary pursuit: be that our annual entry into Jack Petchey's Speak Out Challenge (led by Miss Ives), Mrs Koutas's Creative Writing Club, Mr Lilley's Lower School Poetry Slams, Mr Keenan's Screenwriting Club or Miss

Bailey's English Speaking Union (ESU) and Debating Team, all of our teachers contribute to the holistic growth of our pupils outside of the confines of the curriculum. Mrs Murrell, our School Librarian, also leads a Lower School CILIP (Chartered Institute of Library and Information Professionals) Book Club that shadows the Carnegie Prize, and I lead the Upper-School and Staff Book Club, Bibliophiles. In addition, our extra-curricular provision this year will include trips to The Globe, a theatre trip to Canterbury, and our Sixth Form Shakespeare Screenings.

The Guardian Editorial pointed out that:

“English language and literature are now among the UK's most successful exports; passports to work and life across the globe. English graduates are found throughout the creative industries, in law, the civil service, diplomacy, advertising, politics; they are entrepreneurs, teachers, digital innovators – all areas where the skills of critical analysis, lateral thinking and flexibility are prized.”

It is with pleasure that I lead a team that helps open the doors to the world for our students who are, without doubt, some of the “UK's most successful exports”

Ms S McGowan, Head of English



BIBLIOPHILES

Bibliophiles will meet this term every other week on Wednesday to discuss a text that we have all read. Our first three reads will be:

J.D Salinger 'For Esme – With Love and Squalor'

This was conceived as a tribute to those Second World War veterans who in post-war civilian life were still suffering from so-called "battle fatigue" – post-traumatic stress disorder. The story also served to convey to the general public what many ex-soldiers endured.

Gabriel Garcia Marquez 'A Very Old Man with Enormous Wings'

In a small town, an old man with wings washes up on shore. There are many ideas about what he is and where he is from. A couple takes him and locks him up on their property.

Ronald Dahl 'The Landlady'

One of Dahl's lesser known texts, 'The Landlady' won 'Best Short Story Mystery' at the 1960 Edgar Awards. A young salesman stays at an eerily quiet, but seemingly perfect, bed and breakfast.

Ms S McGowan, Head of English

LOWER SCHOOL CREATIVE WRITING

"And by the way, everything in life is writable about if you have the outgoing guts to do it, and the imagination to improvise. The worst enemy to creativity is self-doubt." Sylvia Plath

The last Academic Year has seen some wonderful exploration and success in Lower School creative writing, with opportunities from the Lower School Creative Writing Club being warmly embraced by younger pupils. Due to previous COVID-19 restrictions, whilst Year 7 pupils have met in person every week, Years 8 and 9 have participated from home via *Microsoft Teams*. If we might have anticipated that this would have an impact on engagement, nothing could be further from the case, and it has been a

delight to see pupils throw themselves enthusiastically behind a variety of competitive writing opportunities, including the following:

My Twist on a Tale: Everyday Heroes, a challenge of writing between 20 and 1000 words, creating narratives about people who have made a difference in pupils' lives;

Workhouse Voices, a National Archives competition for which pupils read a range of letters detailing contemporary experiences of Victorian workhouses and subsequently created their own historical fiction;

The **Young Writers: Unsolved** competition, a mini-saga challenge opened to the whole of Key Stage 3;

The **English Department Short Story** competition on the theme of 'connection';

In conjunction with the Art Department, the Planetary student anthology competition, **Words and Pictures for Your World**, which invited submissions of poetry, traditional artwork and original photography based around five categories aligning with the 17 UN Sustainable Development Goals.

What has been so fantastic to see is that even across such an unprecedented and uncertain year, Lower School pupils have risen to the challenge of trying new things, and have enjoyed participating, sharing, and achieving in a creative field.

How to Write

"You can, you should, and if you're brave enough to start, you will." Stephen King

At Lower School Creative Writing Club, we operate on the principle of the 'writing sprint': a focused burst of writing for a fixed period of time – in our case, 15-20 minutes. Just as regular exercise is good for your body, so, too, is regular writing stimulation an aid to imagination, flexible thinking, and the capacity for creative thoughts when they are needed most. This can be a great help for English Language

writing tasks: overcoming the dreaded 'writer's block' and that race against the tyrannical ticking of the second hand as you feverishly scribble the last few lines of your story climax. Perhaps even more importantly, it allows you to let your imagination run free: to write, just for the love of writing, unwrapping a gift to yourself of the ideas you bring into being that day.

Usually, we allow some time for the sharing of our work in each session; there is no obligation to read your writing aloud, and some of our members prefer to share their drafts online rather than in person. In both spaces, you will find a culture of encouragement and support, with excellent peer feedback that has really helped our members develop their skills and the quality of their work.

WORLD BOOK DAY LIVE EVENT

Interview with an Author



Victoria Schwab

In March, fifty pupils across Years 7 and 8 took part in the World Book Day event 'Victoria Schwab and Spooky Stories, In Conversation', tuning in to a livestreamed interview with the popular writer of Young Adult gothic fiction and posing questions about her working process. This proved a hugely popular event, especially as many pupils already had a familiarity with Schwab's work and were excitedly recommending



Lower School Creative Writing, Year 8



Lower School Creative Writing, Year 7

titles to each other via *Microsoft Teams*. Following the event, participants were asked to write a spooky story or review. Below you will find some of their responses, including Oliver Doel's brilliant short story, *Mrs Linden's Library*.

Student Voice: *The Victoria Schwab Talk*



On the 1 March, I attended a meeting which I was very pleased to be chosen for. The meeting was with a woman named Victoria Schwab, a New York Times

best-selling author known for her book series, *City of Ghosts*. We were told about Schwab's series, and how she thought of the settings and ghost stories told in the books. Schwab said that she had been to every setting in each book, so she knew the atmosphere of the places and she could be quite descriptive about them. Every ghost story in the books was a real ghost story that she had found on the web or been told. One example of this is the tunnels under Paris with human bones piled up into amazing structures that formed the setting for her second novel in her Series, *City of Ghosts*, called *Tunnel of Bones*.

I enjoyed learning about the series and about how Schwab imagined the ideas for the books. Overall, I thought that the meeting was splendid.

Tom Golding, Year 7

Further Opinions

"The horror.... the creepiness... the spine-chilling moments... the advice... the teeth-chattering awe! Absolutely smashing!"

Ryan Roopson, Year 8

"It was really inspirational, because it is cool to see how writers get their ideas all organised to make something."

Moez Musharaf, Year 8

"I think the main point Schwab was pointing out was that for the character to be more eerie than scary, you need to describe the character's presence and voice, not just the character's words."

Aaryan Vatsa, Year 8

"Sometimes books take dozens of drafts. I also liked when Schwab said she would rather take a long time as when she is done she cannot go back. I think she is a great motivational author."

Jodell Phister-Forsen, Year 7

"It was really inspirational for me to see Schwab's point of view and how she sees

her novels and what inspired her to write them. This has definitely inspired me to write a horror/ghost story."

Oliver Doel, Year 7

Read on, Writers!

"There's no better teacher for writing than reading... Get a library card. That's the best investment." - Alisa Valdes

Our School Librarian, Mrs Murrell, has confirmed that we do have several copies of *City of Ghosts* in the School Library, and will shortly have some further titles from Victoria Schwab for pupils to borrow, so try a new author this term, and see how it influences your own ideas and style.

YOUNG WRITERS' COMPETITION SUCCESS

In the Summer Term, pupils across Years 7, 8 and 9 were invited to participate in the National Young Writers Competition, *Unsolved*, which encouraged mini-sagas of 100 words within the crime and mystery genres. Astonishingly, from amidst 6,500 entries across the country, over 300 WHSB pupils had their work selected for publication, a spectacular achievement demonstrating the abundant creative talent the Lower School has to offer.

At the time of writing, many pupils are eagerly awaiting the arrival of personal copies of the Young Writers anthology *Unsolved: Mysterious Stories*, which is scheduled for publication on the 31 August, with top prize-winning names to be announced any day now. Congratulations to all of our very deserving writers who will have the pleasure of seeing their own work in print, some for the very first time.

GET INVOLVED

Lower School pupils wishing to pick up the baton for a writing sprint (or even a gentle jog!) should monitor School emails and Daily Notices for the latest news on competitions and meeting times. We cannot wait to see you and to support the writing that only you can create!

Mrs G Koutas, Teacher of English

LOWER SCHOOL CREATIVE WRITING:

Mrs Linden's Library

It was just another ordinary day in the faded Victorian seaside town of Gloomsville when Sophie Lockwood was browsing lazily around the bookshelves of Mrs Linden's library on the edge of the town, running her fingers along the dusty

leathery spines of the ancient books. Mrs Linden used to be the Headmistress of Gloomsville Secondary School and ten years ago, she decided to turn her enormous personal book collection into a library for the townsfolk to enjoy. Sophie thought Mrs Linden was a very mysterious and rather sinister character and was relieved to see that she was not in the library that day.

Sophie was just deliberating whether to curl up and read a book or go for a stroll along the beach, when the silence of the library was suddenly interrupted by the sound of someone bursting through the door and running towards her. She spun round and was shocked to see her friend, Jack, frantically searching the bookshelf in front of her. He had a look of terror on his face; a look that she had never seen before.

"Jack!" she whispered. "It's me, Sophie! What's wrong?"

Jack was startled and whispered back in a state of panic, "Sophie! Thank goodness you are here! I desperately need your help! They're after me. They've come to get me. They want this book."

At that moment, he pulled out a large purple book from the bottom shelf. It was bound in leather and was inscribed with strange ancient looking lettering. He turned round, terrified, to make sure no one was after him, pressed the book into her hands and said, "Run! Run! Take this book home and keep it hidden somewhere safe in your room. I'll be back tomorrow, I promise. I'll explain everything then.

"Whatever you do you must not under any circumstances open it. It holds a deadly ancient curse! Go home now!" With that, Jack rushed out of the door and left Sophie dumbstruck. She rushed out to find him, but he had vanished into thin air. At that moment, Mrs Linden walked into the library. Her eyes zoomed in to the book Sophie was holding.

"Where are you taking that book young lady?" she asked with an air of suspicion.

"Nowhere, er, nothing" Sophie stuttered in a panic, as she pushed passed Mrs Linden and ran home.

It was not until Sophie was in her bedroom that she pulled the book out of her bag and looked once again at the bizarre text on the cover. Her head was a whirlwind of thoughts. What on earth is the book about? Why can't I open it? What the heck is going on? The temptation to look inside was unbearable so she hid the book under her pillow. That night, Sophie found it terribly difficult to get to sleep;



when she did, she had the strangest dream about walking through a forest where the trees came to life and slowly twisted their branches around her arms.

Sophie didn't realise that while she was dreaming, her fingertips were touching the book under her pillow...

The next morning, Sophie woke up as the sun started to rise. Jack promised he would come back today and explain

everything. What time would he come? Sophie was desperate for Jack to come and take the book from her, because by now, it was making her very afraid. Then a voice in her head started whispering, "Open the book. Open the book." Sophie's fingertips were burning. She could stand it no longer. With a sick feeling in her stomach, she opened the cover. At that moment, she saw with horror that vines and leaves were shooting out of the pages, twisting and curling around her arms. She felt sick and dizzy. Her heart started racing. Then suddenly, there was a loud knock at the door. Sophie cried out, "Jack thank goodness you are here! Help me!

It's the book! I'm so sorry, I didn't mean to open it..."

She stumbled over to the front door, the pages of the book twisting around her chest. She had just enough strength to open the door.

"Jack!" she cried.

But it wasn't Jack standing there. It was Mrs Linden. And standing next to her was a man in a long black cloak, pointing a knife at Sophie's neck...

Oliver Doel, Year 7

POETRY COMPETITION

On the 20 May, Year 8 pupils took part in a Poetry Competition, in which they created poems on the fitting theme of *Freedom*. The range of interpretations on the theme ranged from freedom of speech to freedom following lockdown – the variation ensured that the competition was rich with different styles and ideas. Evidently, freedom is such an important topic for consideration, not just as a result of our own recent experiences during lockdown, but also given the current political landscape and the fragility of human liberty in certain regions of the world. It has been pleasing to see the selection of poetry that has been created by the Year group, and well done to everyone who took part in the competition – there will be more competitions taking place over the coming year.

We are delighted to share with you here the work of two of the finalists who were selected.

Mr S Lilley, Teacher of English

"POETRY IS LANGUAGE AT ITS MOST DISTILLED AND MOST POWERFUL."

RITA DOVE.



Freedom

*The world is a dangerous place,
Not every place has a democracy.
Ruining other's freedom is a disgrace,
We shall have no hypocrisy.*

*Freedom is not all about you,
Freedom means something else,
It may be something new,
But it's not all about the wealth.*

*Let us walk in the path of kindness,
Let us pursue our aims and goals,
Being rude to each other is meaningless,
We all have the same roles.*

*Our brains are filled with different thoughts
and they swarm with the thoughts of
freedom,
Religion, Voting, Freedom of Speech,
Exploring,
As long as we do not ruin anyone else's aims
and goals,
We have achieved it, freedom.*

Ayman Sharif, Year 8



Freedom

*After so long,
The doors open up;
we as a people see
the light creeping in -
we welcome it in.*

*Finally after so long the time gives some joy
From what it sucks away,
The blood sweat and tears,
Drains away with less fears,
of the future overwhelming running us over,*

*But what we realise
After all the silence
we crave forgiveness
of what we didn't do
of all the times we forgot.*

*Now we are back,
burdens falling off;
we aren't only free,
better we can be,
from hiding away
to flying above the clouds.*

*Freedom can make others free
only if we strive to be together
Forever because freedom can be
whatever we want it to be
Because we are*

Free

Theodore Back, Year 8

JACK PETCHEY'S SPEAK OUT CHALLENGE 2021

The English Department is very pleased to announce another success in the annual regional final of Jack Petchey's *Speak Out Challenge* for Year 10 pupils on Thursday 27 May 2021. Henry Key in Year 10 secured a well-deserved third place with his inspirational speech entitled *Judging a Book by its Cover*, in which he challenged us to avoid making quick judgements and, instead, consider the story behind the

person. Likewise, Isaac James delivered a thought provoking speech on society's perceptions of mixed race. Both pupils approached their chosen topics with the maturity, sensitivity and compassion that we have come to expect of our pupils and we are proud of their achievements. I would like to extend my thanks to Mr Lilley for his continued support and involvement in the Jack Petchey's *Speak Out Challenge* and the other members of the English Department for their dedication and support to all participants

in the workshop and subsequent competition.

Miss C Ives, Teacher of English

I had come across Jack Petchey a few years ago as I was fortunate enough to win an award with my Cricket Club. However, at the time I did not think much about the name behind the award until I was asked to participate in Jack Petchey's *Speak Out Challenge*, which made me interested in finding out who Jack Petchey is and why

he created these awards.

I discovered that this inspirational character was born (1925) into a working-class family in Plaistow, Essex; this nonagenarian lived in the East End of London and left school at the age of 13, with no qualifications. Following his wartime service with the Royal Navy, he bought a second-hand car to start work as a taxi driver and then diversified into a car hire/sales business; the profits from which he successfully invested into property with the investments amassing a multi-million-pound fortune. He enjoyed Football and was appointed director of West Ham FC in 1978 and bought Watford FC from Elton John in 1987; in 1994 he resigned as Chairman and sold it back to the entertainer.

In 1999 he created the Jack Petchey Foundation to inspire young people from East London and Essex to partake in exciting projects and programmes with a view to rewarding them for their efforts. This had led him to be awarded a CBE and, later, a knighthood.

One of the schemes the Foundation supports is Jack Petchey's *Speak Out Challenge* which I had the privilege of representing the School in, alongside fellow student, Isaac James. The scheme looks to give confidence to Year 10 pupils with public speaking. Sixty pupils were invited to a workshop at School to learn techniques in building critical communication skills including: how to choose a subject on which to speak, how long it should last and how to present the speech (which is more technical than you



Jack Petchey's Speak Out Challenge 2021

would have thought). From this, the four strongest speeches were chosen to go through to the School final.

Both Isaac and I were chosen from worthy competitors to compete in the regional final. Due to the impact of COVID-19, we attended a further workshop virtually, with eight of the finalists from the other schools in preparation for performing and recording our speeches.

The regional final was also held virtually, so we all had to submit our speeches by a predetermined date. On the day of the final, we logged in at home to hear the speeches which were on a variety of subjects, all of which were inspiring and

moving. The judges marked the speeches in real time and the host was informative, explaining the process as the evening progressed.

When the results were announced I was proud to have been placed third as the two speeches in first and second place were outstanding and certainly deserved their podium places. I would recommend that anyone given the opportunity to partake in this scheme do so. From my experience, those who join in with this programme will improve their self-confidence, public speaking ability and the ability to convey their message effectively.

Henry Key, Year 10

SCREENWRITING CLUB

I am often asked what career paths are available for students and graduates of English and my answer is always the same; anything you like! Such is the nature of the subject, and its transferable set of skills, students really do have a wide range of options as they follow the subject through to Higher Education.

However, one area in which English qualifications hold a high premium is in the Arts sector. Worth over £6 billion to the UK economy per year, there has been an enormous amount of coverage on the financial implications brought upon the industry by COVID-19. Yet, as always, the Arts finds a way to evolve and remain relevant; the surge of live streaming theatre was a particular highlight in what has been a dark year for the livelihoods of those in the creative industries. Slowly but surely, the industry is rising again.

Within the Arts sector, one of the most vital and exciting areas available to graduates of English is the Film and Television industry. We have some of the best studios, technology, and writers in the world right here in Britain. Within the world of Film and Television, there is now an enormous demand for 'script content' - the rise of streaming giants such as Netflix and Amazon (both with UK divisions and newly purchased studios in Britain) means that there is never a better time to be involved

in script production. Be it script or screen writing, editing or development, the ability to be involved in storytelling through an understanding of how to use the English language is a very marketable commodity in an uncertain global job market.

My own experience is worth sharing here. Four years ago, I met a film script editor through a friend, and he encouraged me to write screenplays. Although I had never done this before, I was determined to try it. I purchased the industry standard package (for those interested, Final Draft) and got to work on a story a friend and I had conceived of a few years before.

Using skills I had acquired through English studies (such as plot design and structure, dialogue and character development), we produced a decent first effort - a 120 page screenplay (one page equals one minute of screen time) which was read by industry professionals and actors. To hear that Anthony Horowitz, Morgan Freeman and Sandra Bullock have read your work is quite a strange experience!

Gaining a love for the form, I then rattled through some more scripts in different genres - short films, plays and television dramas, ranging from stories on Spies, Footballers, Prisoners of War, as well as an adaptation of works by John Steinbeck and a biographical treatment of Sir Thomas More. My work has attracted interest from around the world and opportunities are

always opening up in some form or other.

I have run a Screenwriting Club at the School for three years and it is always a delight to see what the pupils do next; some have made films, applied to study Film at University, and even learnt a little more about writing and storytelling. It has been a joy to be involved in this activity.

It is an industry that requires a broad skillset - one day you could be working as part of a writing team, the next, flying solo, or editing somebody else's work. The creative buzz may be overflowing one week, then the next, nothing at all. The phone may ring off the hook, or not for months. As much as you need creativity and passion for storytelling, you need patience and focus too.

Given the sheer financial outlays involved in film making, script writers could be expected to make anywhere in the hundreds and thousands of pounds if they have a marketable idea, however, at first, working your way into the industry might be less lucrative but essential for building contacts and networks. Yet, given that the UK has such a powerful voice in global entertainment, it is an industry I would fully recommend getting involved in at any level you can.

My advice for aspiring writers is to be prepared to have to write less than satisfactory material at first; anything is better than nothing - it may hold a nugget of dialogue or story that could be the best idea ever in a future draft. I tend to spend a month or so writing the story line, focusing on structural clarity. A screenplay is generally presented across three acts - Act One is the setup, which then spins into Act Two via the first plot point (around 25-30 pages in). The next plot point comes at around 60 pages in (also known as 'the mid point') and again, shifts the story towards the Third Act plot change, which takes place at 90 pages in and drives the story to the end. Once the story is set, I have my markers and can begin writing. The script can start to be written at this point, and I will produce the first draft, ensuring the structure is sound and solid, after two weeks or so.

The second draft develops character: what goals do they have? What are their motivations and how will they deal with the challenges and conflict facing them? Will they grow as the story grows? Finally, the last draft makes sure that the dialogue is realistic and fast moving - unless it is a major speech, dialogue is kept to a maximum of two to three lines. I will keep my off-stage descriptions clear and crisp (and in the present tense - for example, 'he sprints with purpose and conviction'). You certainly need a variety of active verbs and varied vocabulary - my first drafts tend to include a lot of characters 'nodding', 'smiling' and 'looking' but these can be corrected as the final draft is tinkered with (see - I told you that you need a variety of words - how good a word is tinkered?).

Once you have your final draft, it is most important to ensure somebody else reads it. They will help you to see little errors, plot holes and to have constructive conversations about development. Scripts are never finished and you need to understand perfection is not always an option; you are the creator at that moment and should try not to take anything personally.

There are many script writing competitions available and I would recommend entering as many of them as you can, as you generally receive professional feedback. There are many ways to get work read but you must be patient and learn that rejection can be your friend and that working through a list of projects is vital; keep working, keep writing is my motto. Create a large portfolio of diverse work and you will be infinitely more marketable than someone who just works in one genre or field.

Screen and Script writing is an excellent career and holds endless possibilities across multiple formats and global markets. It is also fun and satisfies the human desire to share and tell stories - I could not recommend it highly enough.

If you are interested in Screenwriting Club, it will be running this academic year - keep your eyes open for dates and times.

Mr T Keenan, Lower School English Coordinator



MATHEMATICS

MATHEMATICIAN SPOTLIGHT

Maryam Mirzakhani (1977-2017)

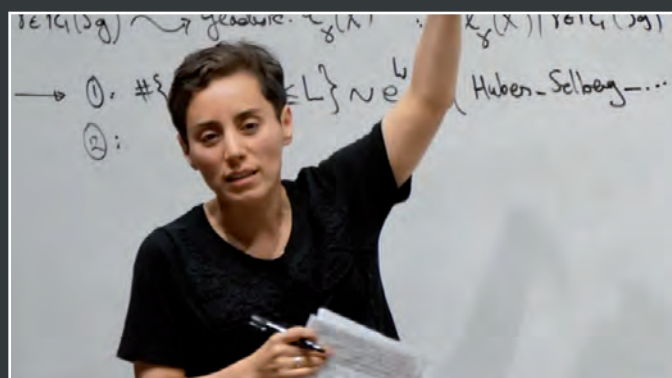


Maryam Mirzakhani was an Iranian mathematician who is most famous for recently being the only woman awarded with the Fields Medal, one of the most prestigious awards in Mathematics. She was a Professor of Mathematics at Stanford University in California, as well as being called one of the "Brilliant 10" – one of the top young minds in Mathematics.

The Fields Award honoured

Maryam's work in Riemann Spaces and their corresponding Moduli Spaces. Although it is hard to describe exactly what work she completed for this prize without going into University level Mathematics, possibly the best analogy that can be offered is the following.

Maryam Mirzakhani studied (among other things) Pool Tables. In the typical mathematical fashion, she did not just study a table, but she studied the universe of all possible pool tables. She studied what would happen when, in this universe, two Pool Tables collided, asking where the balls would go and what governs their motion. The kind of dynamics she studied did not directly relate to balls moving either, but instead imagine the Pool Table warping itself in a way that is governed by a set of rules, moving the balls as it warped. In this model, it becomes clear that understanding the motion of every ball on every table becomes almost impossible, but you can spot patterns and typical behaviours instead, as well as the way in which one Pool Table's twisting, affects the other Pool Tables around it.



"I don't have any particular recipe for developing new proofs. It is like being lost in the jungle and trying to use all the knowledge that you can gather to come up with some new tricks, and with some luck, you might find a new way out."

Maryam was an honest and humble mathematician, and she often called herself a "slow" mathematician. She believed that you had to spend time and energy to see the beauty of Mathematics, and she expressed this by solving problems in a series of doodles. She would draw a picture and doodle formulae relevant to her current problem around it until she found some inspiration.

Mr M Dowding, Former Head of Mathematics

MATHEMATICS CHALLENGES

Although the Mathematical Challenges in which pupils in Years 8, 11 and the Upper Sixth normally participate were unable to take place last year due to COVID-19 restrictions, with the easing of those restrictions we anticipate that they will be running again in the next academic year.

For those pupils keen to do well in these competitions, and to possibly progress to the international rounds, it is worth taking the time to practise some questions. There will be many opportunities to do so, and I have selected three example questions below which you may wish to attempt. You can find a wealth of material for the various challenges on the UK Mathematics Trust (UKMT) website.

If you are interested in learning more, please talk to your Mathematics Teacher or join the Mathematics Society. There is plenty of material for you to work on and it is a good way to keep your mind active and to practise your problem solving skills.

Junior Mathematics Challenge (JMC) Question (Years 7 to 9)

The JMC runs every April, so keep an eye out for the JMC in April 2022.

I begin with a three digit positive integer. I divide it by 9 and then subtract 9 from the answer. My final answer is still a three digit positive integer. How many different positive integers could I have begun with?

Intermediate Mathematics Challenge Question (Years 10 and 11)

Keep an eye out for the Intermediate Mathematics Challenge in February 2022.

Andrew calculates that 40% of 50% of x is equal to 20% of 30% of y , where $x \neq 0$. Which of the following is true.

$$\text{A } y = \frac{2x}{3} \quad \text{B } y = \frac{4x}{3} \quad \text{C } y = 2x \quad \text{D } y = \frac{8x}{3} \quad \text{E } y = \frac{10x}{3}$$

Senior Mathematics Challenge Question (Sixth Form)

Keep an eye out for the Senior Mathematics Challenge in November 2021.

The number $16! \div 2^k$ is an odd integer. Note that $n! = 1 \times 2 \times 3 \times \dots \times (n-1) \times n$. What is the value of k ?

TEAM CHALLENGES

Team Challenges are available during the year for the various Key Stages, so make sure you listen out for invitations to the trials for these teams. You may want to find three friends to make up your team already!

For further information on the Team Challenges, please talk to Mr Lo for Lower School Challenges, Mr Rahman for Middle School Challenges and Mrs Hammond for the Sixth Form Challenges. Material for these Challenges is also available on the UKMT website.

STUDENT MENTORING

The Mathematics Department continues to run a successful pupil-to-pupil tutoring scheme over lunchtime and break time. If you wish to sign up for this scheme, either as someone who can help mentor another pupil, or someone who needs help themselves, please talk to your Mathematics teacher.

We can accommodate pupils from Year 7 to the Upper Sixth in both Mathematics and Further Mathematics, so if you are having any problems with any of your work please feel free to ask for help.

The sessions with your mentor are designed to run across the year but the scheme is flexible to suit your needs. If you are having a particularly tough time this term as there is a lot of work on Algebra, for example, then we can arrange support from a mentor for a short period instead.

If you wish to sign up as a mentor, we are accepting applications from pupils in Years 10, 11 and the Sixth Form.

Mr M Dowding, Former Head of Mathematics

SIXTH TERM EXAMINATION PAPERS (STEP) SUPPORT

Sixth Term Examination Papers (STEP) is a set of extra examinations completed by pupils who wish to study either Mathematics, Computer Science or Engineering at the top universities, namely Warwick, Cambridge and Imperial. It consists of three, 3-hour papers, STEP I, II and III. Each paper consists of eight pure mathematics questions and five applied questions (mechanics and statistics). Only your best six questions are marked.

For pupils who want to study Engineering only STEP I is needed, but since I have aspirations to study Mathematics at Cambridge, I must take only STEP II, and III. The first STEP paper is challenging but only knowledge of A Level Mathematics is needed; for STEP II and III you need knowledge of the Further Mathematics A Level course.

Even though additional content is not actually needed to complete the paper, the problems are much more challenging than those found in A Level Mathematics and Further Mathematics. Each question is worth 20 marks and may take between 30 minutes to an hour to solve, compared to A Level questions which take up to 15 minutes. However, it is rewarding when you complete a STEP question because of the pure difficulty of the question, and often the solutions are very elegant in themselves.

Every Wednesday at lunchtime, a group of us reviewed the STEP question(s) we had been working on over the previous week. I have found that with STEP, the only way to improve is by completing many problems because you need to get a feel for the types of questions they ask. I have felt that my mathematical problem-solving abilities have been significantly improved by completing STEP questions, and I recommend that any Lower Sixth students who wish to study the mentioned subjects at the top universities should focus on STEP questions to ensure they can fulfil the offer of their chosen university.

Mr Dowding says, "Anyone who is looking to take an extension award at Mathematics A level for the University entrance should contact Mrs Hammond for additional materials and support. It is worth Lower Sixth students pinpointing their preferred universities as soon as possible, as the earlier you can start with completing this material, the better the position you will be in."

Zachary Ward, Upper Sixth

QUESTION AND ANSWER SESSION with Dr B Mukherjee, Senior House Officer

On Friday 2 July 2021, Dr B Mukherjee hosted a question and answer session for Year 9 pupils who are interested in medicine and who have prospects to study Medicine at university.

Dr Mukherjee took a break from being a Junior Doctor to compete in the beauty pageants Miss England and Miss World; she was crowned Miss England 2019 and still holds the title as the pageants are delayed due to coronavirus. In response to the pandemic, she returned to her old hospital, the Boston Pilgrim Hospital, Lincolnshire, to help her former colleagues. She is currently in her Foundation Year 2 with the University of Nottingham (foundation years are completed after graduating with a medical degree) and is a Senior House Officer (non-

consultant doctor).

The pupils were incredibly enthusiastic, asking a variety of questions from Dr Mukherjee's personal journey and her views about the coronavirus and waiting times, to advice for work experience and applying to university. The pupils are commended for thinking about their future prospects so early on and it is important their interest in Medicine be nurtured in order to help prepare for their eventual applications to Medical School.

I would like to thank Ishan Mayor (Lower Sixth) for arranging the session and I would strongly encourage any pupil in Years 7-11 to attend the Junior Medical Society for more exciting opportunities to explore their interests in medicine.

Miss E Lo, Higher Education Advisor for Medicine



BIOLOGY CHALLENGE 2021

Every year, the Biology Department runs the annual Biology Challenge to stretch our most able biologists in the Year group. The Biology Challenge is an international competition that stimulates curiosity for the natural world and encourages pupils to take an interest in the Sciences outside of school. Questions are set on the School Curriculum, but the competition also rewards those pupils whose knowledge of the subject has been increased by reading books and magazines, watching Natural History programmes, taking notice of the news and media for items of biological interest, and who are generally aware of our natural flora and fauna.

This year, of the 40 pupils who entered from Years 9 and 10, WHSB achieved an incredible 11 Gold Awards, 8 Silver and 8 Bronze. The Gold is reserved for the top 5% of entries and demonstrates a very high level of attainment. We offer our congratulations to those pupils who achieved these special awards and to all who participated. Our Gold Award winners are: Yashwasin Voladri, Sadman Rahman, Charlie Kaye, Tommy Ballam, Benedict Heath, Henry Key, Thanishq Munogoti, George Odina, Ronith Varatharaj, Toby Brown and Yuvraj Kambo.

Mr S Marriot, Teacher of Biology



BRITISH BIOLOGY OLYMPIAD

The Biology Department is proud to report success at the British Biology Olympiad (BBO) which ran earlier this year.

The BBO challenges and stimulates students with an interest in Biology to expand and extend their talents. It enables students to demonstrate their knowledge and to be suitably rewarded with publicly recognised certificates and medals. In addition to encouraging and rewarding pupils in their studies, the BBO is the first stage in selecting a team to represent the UK at the International Biology Olympiad (IBO). The IBO seeks to challenge, by both theory and practical tests, some of the top pre-university Biology students in the world, with over sixty countries taking part.

This year saw WHSB students, Alexander Giffin, Henry Ferries, Sri Nivasan Loganathan and Sri Haran Loganathan, achieve a Gold Medal. The School also achieved four Silver and three Bronze Medals, and nine Highly Commended and two Commended places, which were some of the best results we have achieved in the Olympiad to date. This is an outstanding achievement and shows the progress that students have made in their understanding of the subject.

Mr K S James, Teacher of Biology



LOWER SCHOOL SCIENCE CLUB

The Lower School Science Club is a mainstay in the School's Extra-Curricular programme and provides our younger pupils with an opportunity to discover and explore their interests in the world around them. We explore subjects that are both on and beyond the curriculum and enrich learning through practical experience. The club meets biweekly and is organised by topic. Each Half Term we conduct one Chemistry related experiment, one 'life' related investigation, and run an engineering challenge.

Our challenges have included building a trebuchet from lolly sticks and elastic bands, and making a bridge from paper straws that can withstand the most weight. Chemistry experiments have included making sherbet and plating coins. In Biology, we have extracted DNA from fruit, sampled and grown bacteria from our environment, and explored optical illusions. The image shown below demonstrates the Moiré effect. The small, almost imperceptible, rapid movements our eyes make (called saccades) normally get smoothed out by the brain to give us a single picture. In specific circumstances, these can be responsible for us perceiving motion when there is none. See what happens if you stare at a single point on the picture, and compare this to what happens when you shift your focus on the image from one side to another.

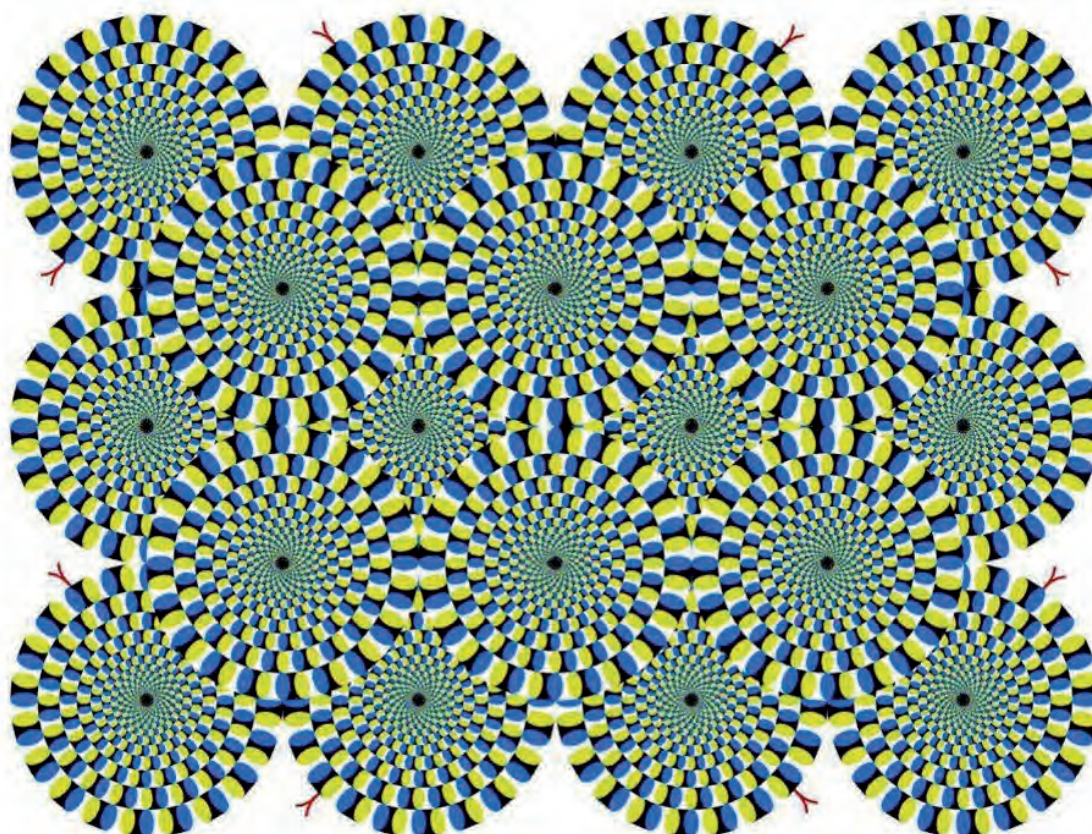
This year, the Club was conducted quite differently due to the pandemic. Nevertheless, lockdown did not deter our science prodigies from carrying out practical experiments. A topical task of making a snow volcano (right), extracting 'plastic' from milk (right) and creating a bug hotel (top right) were carried out during the Lockdown. We are pleased to share some of the pupils' work here.

If any of the above interests you then come along this year and indulge your passion for Science!

Mr S Marriott, Teacher of Science



Lower School Science: Hristo Lesev (above), Alexander Kelleway (below left), Sam Crabb (below right)



THE ROYAL SOCIETY OF PATHOLOGY'S PATHOLOGY WORKSHOP



Doctors and Scientists working in Pathology are experts in illness and disease. They use their expertise to support every aspect of healthcare, from using innovative genetic technologies to treat patients with life threatening conditions, to guiding doctors on the right way to treat common diseases.

On Tuesday 25 May 2021, 35 Lower Sixth students took part in a Pathology Workshop hosted by the Royal College of Pathologists. They are a professional membership organisation with a charitable status, first recognised in 1963, with over 11,000 members worldwide. Usually, this Workshop would have been conducted in person, however it was delivered virtually as an alternative this year due to the COVID-19 pandemic.

I built a greater understanding of the pathological mechanism and the 17 different specialties within Pathology, all of which are vital in the understanding of medicine. Some examples include cellular Pathology, clinical biochemistry, haematology and medical microbiology. For example, if your blood does not clot properly, it would be a hematologist that would see you and offer treatment. Together, they are involved in the majority of all diagnoses, as well as playing an important role in disease prevention, treatment and monitoring. This highlighted the importance of communication and teamwork in a multitude of settings and also gave me a chance to develop a greater understanding of the various routes into pathology, as well as its wider significance.

Given the current circumstances, I was especially grateful to be given the opportunity to explore new areas of medicine and be introduced to new terminology and information in this workshop. The programme was delivered in an organised manner, where we were first introduced to The Four Pillars - the fundamental basis of ethical principles of the NHS, proposed by Beauchamp & Childress in 1985. We explored the importance of patient autonomy and the challenges presented due to the existence

of these pillars and questioned if it would ever be okay to act on your own behalf without consent. The importance of fully informed consent was stressed and it was emphasised that patients should be provided with background information about their diseases or treatment choices in order to make a rational decision.



Though the element of direct communication with the hosts was limited, I found that the course was actually very interactive and engaging. It involved many quizzes, presentation slides and a booklet with a summary of information. Towards the end, we also had the opportunity to put questions to the host and complete a reflective task. I am very glad I took part in this Workshop alongside my peers, as it gave everyone the chance to have open discussions and hear a different perspective in proposed hypothetical situations. Even touching on Problem Based Learning gave me the chance to experience what learning at a higher level would be like, as it zooms in on the importance of student learning and progress. The style itself is completely different to how we are taught at School, and is carried out in smaller groups instead, which gives us the chance to learn from our peers and share our knowledge.

The knowledge of various medical conditions, key values of the NHS and the focus on the Human Tissue Act are just some of the topics that sparked my interest and encouraged me to undertake wider research into the retention of tissues outside of diagnosis. These are just a few of the outcomes as a result of taking part in this Workshop, and this has only encouraged me to take a step further towards a career in Pathology.

I would like to thank Miss Lo and the leaders of the Healthcare & Medical Society, Vickyat Ravula and Arnihan Sarveswaran, for organising the workshop with the Royal College of Pathologists. I would definitely recommend anyone considering a career in medicine or healthcare to attend this workshop in the future!

Keerthika Kandarathinam, Lower Sixth

THE DISCOVERY OF PENICILLIN



In the last year, the extraordinary speed at which the COVID-19 vaccine has been produced and rolled-out prompted me to think about the most important medical discoveries in history. Vaccination is, of course, the first that generally comes to mind, but then I thought about anesthesia and how operations that were once painful and traumatizing could now be carried out with relative ease. My final thought was the discovery of antibiotics. After just over 75 years of penicillin's clinical use, the world can see that its impact was immediate and extensive. In 1928, a single fortunate event in Alexander Fleming's laboratory changed the course of medical history.

The Initial Discovery

Penicillin was the first effective antibiotic that can be used to kill bacteria. This meant that cures for serious infectious diseases were possible even when the diseases had progressed. Penicillin was first noticed back in the 19th century, but it was Alexander Fleming who realised its importance in 1928. During the First

World War, he saw that antiseptics were unable to prevent infections, especially in deeply cut wounds. He decided to try and find something that could kill the bacteria which caused the transmissible infections in the trenches.

Penicillin was discovered almost by accident. When he returned from his holiday, Fleming removed the tops from some old petri dishes and noticed that the bacteria he had grown were being killed by a mold that he learnt was penicillium (a fungus that produced a compound that destroyed bacteria). He used the word antibiotic to describe penicillin (the active compound). However, Fleming did not have the money or support to continue his research into penicillin and research was stalled for almost a decade.



Ernst Chain and Howard Florey

In the 1930s two scientists from Oxford University, Ernst Chain and Howard Florey, took up the challenge. In 1939, due to the war effort, they were given extra funding from the Government. Initially, testing and mass production proved difficult but penicillin was finally rolled-out on mass in 1943. By 1945, the US army was given two million doses per month.

In the 1940s and 1950s, other antibiotics followed penicillin. They have been very successful in fighting infection, but since this point, another problem had arisen. When doctors gave their patients antibiotics all too frequently, resistant strains began to arise. We struggle with treating some of these strains even to this day and are ever searching for more treatments. Although now we see the problems, without this discovery which happened by chance, many of us would not be alive today. So, let us remember Alexander Fleming, the Father of Antibiotics, as our scientific and medical community embark on their newest challenge.



Kirushan Selvarajah, Year 9

ROCKETRY COMPETITION

Wednesday 15 September 2021

It has been a few years since Westcliff High School for Boys entered the UK Youth Rocketry Challenge, but in the Summer of 2021 a team of Year 7 pupils (Edward Melville, Noah Murphey-Brown, and Thomas Bell) asked if they could compete. The competition involves the pupils designing, building, testing and launching a rocket by themselves. The rocket that the pupils design must recover by parachute, delivering a raw hen's egg as high as possible and safely back to Earth without any cracks or other external damage. To qualify for the competition, the pupils' rocket must reach a minimum height of 244 metres (or 122 Mr Dalbys). The deadline for qualifying is 15 September, with the national final taking place on 7 October.

The time scales are short, but the Team is committed. They are supported by Mrs Hadley and Mr Wright, who are not allowed to advise or assist the Team, but can help them acquire the necessary materials to build their rockets. We are all looking forward to seeing how the Team gets on in the Autumn Term.

Mr K Dalby, Teacher of Physics



**UK
ROC**

THE ROYAL SOCIETY OF CHEMISTRY OLYMPIAD

On the cold afternoon of Friday 22 January, a handful of Lower Sixth chemists sat the Chemistry Olympiad; an international competition, run by the Royal Society of Chemistry (RSC), that is designed to test the best, brightest and the slightly barmy chemists. It consisted of a 2-hour examination, focusing heavily on the practical applications of Chemistry to the real world. Just like the Cambridge Chemistry Challenge completed last year, once again, we faced the challenges of this examination being conducted remotely. Nonetheless, our small band had remained enthusiastic throughout the lead up, preparing intensively with the encouragement (slight coerciveness at times!) of Mr Hill. It was evident that all of us were eager to participate; it would be a great opportunity to demonstrate our ability and understanding of Chemistry beyond the A Level curriculum. With only a few months to go until we hopefully move on to further our education at university, our interest in competing was simple; provoke our understanding and challenge our limits, recognising in the process that whilst our study of A Levels might be coming to a close, our learning does not.

The Olympiad this year consisted of six questions, each designed to rigorously exercise our understanding of physical, inorganic and organic Chemistry beyond the confines of the A Level syllabus. The test itself was confounding and covered topics which were difficult to understand initially but, simultaneously, very interesting and each with a tentative link to an area of Chemistry we were familiar with from our previous studies.

One question, which I am sure we all found both gripping and absurd, focused on the former US President, Donald Trump, and his strategies for preventing and treating COVID-19 infections (which most medical experts dispute). The question itself centred around hydroxychloroquine, a disinfectant President Trump claimed to have personally injected in May 2020. After boldly claiming to the public that this would prevent the population from becoming infected with coronavirus, President Trump, quite ironically, tested positive for COVID-19 a few months later! After this brief introduction, the question then revolved around the synthesis of hydroxychloroquine from various complicated and intricate organic pathways, none of which we were familiar with. It required a lot of logical thinking and problem-solving skills; skills that

have been developed recently during our A Level NMR lessons. Chemistry more broadly, has in the Upper Sixth relied on synoptic and 'out of the box' thinking to make links between topics, a cognitive process which I am sure will aid us as we make the transition into higher learning.

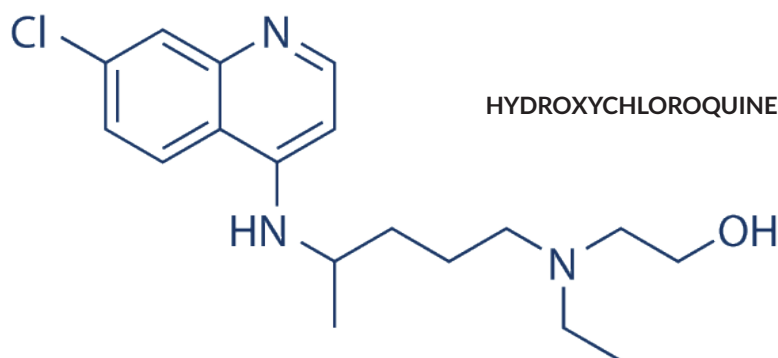
Another topical question focused on 'social distancing' within molecules. It introduced a new type of stereoisomer - a conformational isomer - that differ in their 3D arrangement in space, just like geometric and optical isomerism which we had previously encountered. What makes conformational isomers different is the way in which they are characterised; the angle made between C-H or C-C atoms in the front carbon and the back carbon atom of a molecule. As if interpreting this new information was not difficult enough, we were then asked to identify the relative energy levels of each conformational isomer based on their dihedral angle, whether they be staggered ('socially distanced') or eclipsed. The question continued into physical chemistry, as we were asked to apply our very recently acquired knowledge of conformational isomers to the Law of Thermodynamics (which we had studied prior to Christmas in Chemistry), calculating 'free' energy changes between different conformers in butane.

These are just two of the six questions which stretched our knowledge to the limit and, although we had mixed feelings on our performance, we came out of the examination with a greater awareness and appreciation for the application of Chemistry to industry, something which the A Level syllabus does not dwell on for too long. It also highlighted how the knowledge we learn in School lays the foundation for science and innovation that is used to solve health, environmental and economic problems we face worldwide. I believe this experience was challenging yet inspiring for all of us who participated, and I strongly urge all those passionate about Chemistry to participate when the opportunity arises for you in the future.



Finally, I would like to take this opportunity to thank Mr Hill, Head of Chemistry, and all of our Chemistry teachers for the support they offered in the run up to the Olympiad, including the time taken to organise the remote setting, invigilation and marking of the paper, whilst also delivering live lessons to all of their classes concurrently.

Vick Ravula, Upper Sixth



Results 2021

It is my absolute pleasure to inform the School community that this year marked our best ever performance in the RSC Chemistry Olympiad with 1 Bronze Award, 3 Silver Awards and a stunning 5 Gold Awards. Nandini Yadav won Bronze for her achievements, with Farhan Hossenbux, Joe Hunt and Sailesh Kandasamy achieving impressive Silver Awards, placing them in the top third of entries. Gold Awards were won by Sammy Joujou, Sri Loganathan, Stanley Upton and Vick Ravula, placing each of these students in the top 9% of students nationally. Our special congratulations go to Nivasan Loganathan who, despite having completed less than half the A Level Chemistry course, outperformed all our Upper Sixth students, to achieve our highest Gold Award, placing him in the top 2% of entries nationwide.

Whilst many of this year's entrants have now departed WHSB, we offer our congratulations to them for their excellent performance and enthusiasm. If you are looking to prove your own Chemistry prowess, there are National Competitions that run for pupils from Year 9 to the Upper Sixth. Please speak to your Chemistry teacher or Mr Wightman, our new Head of Chemistry, for further details.

Mr D Hill, Former Head of Chemistry

TOP OF THE BENCH CHEMISTRY COMPETITION

Chemistry Mastermind and the subsequent Top of the Bench competition are prestigious events organised each year by the Royal Society of Chemistry. The Competition hopes to inspire pupils to participate and engage with the world of Chemistry. This is an excellent opportunity for pupils with an interest in Chemistry to develop their skills and to challenge themselves further.

The 2020 Chemistry Mastermind Competition saw WHSB win

the regional heat and gain entry to the Top of the Bench final competition (which was rescheduled to be held in 2021). In School, Jamie Stead (Year 11) and Gerald Ayittah (Year 10) continued their preparations to represent WHSB. During this time, Year 9 pupils competed in a House Competition to complete a quiz using their Chemistry knowledge and applied this to new and abstract ideas. Merlin House was ultimately the winning House, and George Odina (Year 9) and Jathejan Jayaharan (Year 9) were recruited to join the Team.

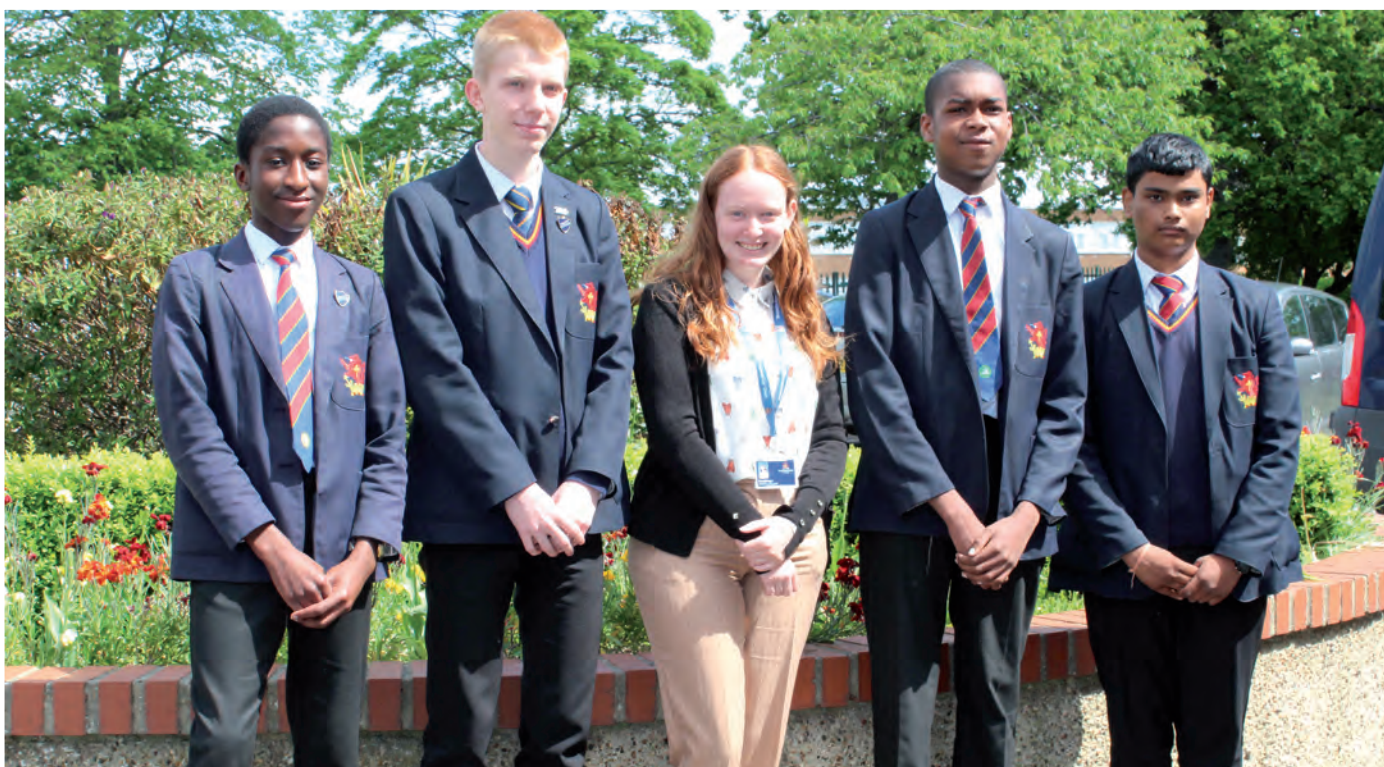
The Team then spent a number of weeks preparing, with an emphasis on the Periodic Table; the theme of this Year's Competition. They completed a number of challenges: cryptic challenges, double meanings of words in both Chemistry and the everyday world such as 'concentration' and 'noble', testing their memory of common names of compounds, and completing a number of more traditional Chemistry tasks.

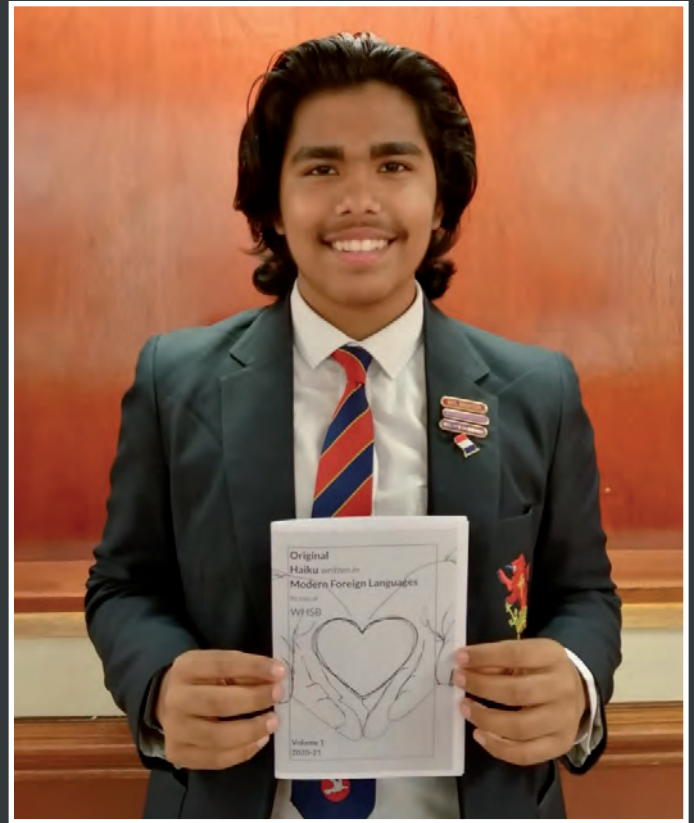
The Competition this year took place online, where each pupil was required to complete an individual assessment of which there were two sections. The first was a multiple-choice question such as 'which element was used in the original streetlamps?', and the correct answer was sodium. The second section then consisted of application questions with many based on Quantitative Chemistry.

Jamie, Gerald, George and Jathejan finished in an impressive sixth place overall. The Team should be incredibly proud of their achievement, having competed against approximately 120 pupils from 30 schools across the UK and Belgium. They will also be pleased with having improved upon the result of the previous WHSB Team, which ranked seventh in the Competition the previous year.

I would like to take this opportunity to thank the Team for taking part, the Year 9 pupils who competed for a position in the Team, as well as my colleagues in the Chemistry Department for supporting these pupils during their lessons.

Miss B Negus, Teacher of Chemistry





(Above) Haiku Competition Winner Lakshya Kumar, Year 10

created for a contest of Haiku (a form of poetry originally from Japan) for pupils of any Year group to enter up to three poems in a foreign language. Previous years saw this contest run in liaison with our Spanish exchange school, however, this year all languages were invited.

A theme of 'Love' linked the contest together with the time of year, which was near to Valentine's Day. The entrants interpreted this theme in a wide variety of ways, encompassing hope, nature, time, loyalty, hobbies and personal identity. As a result, many unique entries were written, which have been gathered into a printed booklet for the participants and departments. To accompany the Haikus, Miss K Gellard, Teacher of Art, created beautiful line illustrations, two of which are shared here.

Haiku format is a 5/7/5 syllable rhythm for the three lines. Writing this in one's mother tongue would be challenge enough, but the entrants all proved very able in selecting relevant vocabulary in their chosen language, to fit the required rhythm and creating their desired atmosphere and meaning.

Judging the poems was a pleasure for the Modern Foreign Languages and English Departmental staff. The 'Haikuists' of all ages showed hidden depths of emotional maturity, as well as impressive language ability.

This first cross-language contest was such a success, that we intend to repeat it annually. Congratulations to the overall winner, Lakshya Kumar, joint second place winners, Hamza Maliji and Ethan King, and third place winner, Oliver Northfield. Lakshya wrote haikus in Hindi, Spanish and French, the first of which is reprinted here.

Mrs M Schofield, Assistant Librarian

Winning Haiku

ये कैसा प्यार है,
जो मेरा दिल छु दिया,
पलट अजनबी।

yeh kaisapyaarhai,
jo meradilchhoodiya,
palatajnabee.

*What kind of love is this,
that touched my heart,
turn around stranger.*

Lakshya Kumar, Year 10



ROUTES INTO LANGUAGES

Competition Success and Language Leader Scheme

The Mother Tongue, Other Tongue Poetry Competition is a multilingual poetry competition that celebrates cultural diversity and the many languages currently spoken in secondary schools in England. The Competition is organised every year by Routes into Languages East in partnership with Cambridge University's Faculty of Modern and Medieval Languages, the Cambridge University Bilingualism Network and Murray Edwards College, Cambridge. Routes into Languages works to promote the take-up of languages through co-operation between universities, schools and colleges in England.

In the Summer Term of 2020, the Modern Languages Department publicised this year's competition, and many pupils in the Lower and Middle Schools wrote poems in their own mother tongue, or in one of the languages they are learning at School. We were delighted that a number of our pupils were shortlisted, and invited to attend the awards ceremony at the University of Cambridge. Our shortlisted poets were Daksh Yadav, Jahnuzan Vakessian and Quinn Williams. We were delighted that all three were able to attend the online celebration during lockdown, and that Quinn was awarded the Year 8 German prize for his poem, Corona. We were pleased to have so much interest again in this year's competition, and look forward to sharing news of any successes in a future edition of The Westcliff Diary.

In addition to the Mother Tongue, Other Tongue competition, and in association with the Routes into Languages project, next year we will be relaunching our Language Leader Award scheme for pupils in Years 10 and 11. These pupils will work together with teachers in Modern Languages to develop their leadership and mentoring skills in order to take a lead within our peer-mentoring programme and with a wider brief of supporting the Modern Languages Department. We are looking forward to a successful year with our new mentors.

Mrs J Williams, Senior Teacher: Staff Tutor / French Teacher

Corona

Es begann in China aber das ist so weit weg,
Obwohl es weit war, Obwohl es klein war,
Es wuchs und wurde zu einer globalen Angst,
Aber wir haben es geschafft, durchzukommen,
Restaurants öffnen und das Leben kehrt zur Normalität zurück,
Wir begrüßen die harte Arbeit aller, des NHS und der Ärzte.

Quinn Williams, Year 9

LEARNING LANGUAGES

Tips for our new Year 7 Pupils

It might seem daunting to learn two new languages at the start of Secondary School, but here are some ideas on how to master the basics in your first year. In Year 7, pupils become familiar with the sounds and spellings of the language, and they begin to learn about the French, German and Spanish culture through the topics that are covered. Their understanding of grammar develops as the year progresses, and they start to encounter tenses (other than the present) towards the end of the first year.

Here are some tips to help you to get started with your new languages; you will learn more about these tips as this term progresses:

- Look at your notes and use your textbook to recap your learning after each lesson.
- Ask family and friends to test you in advance of vocabulary tests and revise using the 'look, copy, write, check' method.
- Use websites such as Quizlet to practise vocabulary and structures. Your Languages teachers will make study sets for you to revise vocabulary and grammar from the textbooks, but you can also make your own study sets.
- Practise speaking the languages you are studying as much as possible and make sure you listen carefully to the pronunciation of your teachers and in the listening exercises. In French (unlike Spanish and German), not every letter is pronounced for instance.
- For pupils learning German, look for the similarities between English and German, and take care with spellings.
- In Spanish, the verb endings are vitally important as subject pronouns are not used in the same way they are in English, French and German. Learning conjugations by heart is a vital tool for success.
- In all three languages, take an active part in lessons and do not be afraid to ask questions.
- Get involved in Extra-Curricular activities and competitions organised by the MFL Department.

MFL COMPETITIONS IN THE ACADEMIC YEAR 2021-22

We have a busy year of exciting MFL competitions planned for this academic year, and below we share some of the opportunities pupils can look forward to in the Autumn, Spring and Summer Terms.

League of Champions: Vocab Express

October 2021 (anticipated date based on 2020)

All Year Groups can take part in the Vocab Express. It is an online competition in which schools and individuals compete against one another across fourteen different languages. The Vocab Express organisers award prizes to the top pupils; badges are also awarded to WHSB pupils who achieve impressive scores within the School.

Education Perfect Northern Hemisphere Languages Championships and Education Perfect Languages World Championships

November 2021 and March 2022 respectively

Again, all Year Groups can take part. These are also online competitions in which schools and individuals compete against one another across thirty-six different languages. Badges are awarded to WHSB pupils who achieve impressive scores within the School.

Spelling Bee

for Years 7 and 8, December 2021

The Spelling Bee this term will be an internal competition for Year 7 and 8 pupils who will be able to compete against one another in French, German and Spanish. There will be awards for the most correct spellings in one minute.

MFL and English Department Haiku competition

February 2022

Building on the success of this year's competition, the MFL and English Haiku competition will be back in the Spring Term. Winners will receive badges and prizes, with the winning entries appearing in a WHSB publication.

The Anthea Bell Translation prize

February and March 2022

In this edition of *The Westcliff Diary* You can read of the School's success in last term's competition. This translation competition (French, German, Spanish and Mandarin) run by Queen's College, Oxford, has four levels; Year 7 compete in Level 1, Years 8 and 9 in Level 2, Years 10 and 11 in Level 3, and the Sixth Form in Level 4. We encourage our pupils to participate and look forward to building on our success in the last academic year.

Oxford University Flash Fiction (French and Spanish) and German Olympiad

March 2022

A number of writing competitions are offered by the University of Oxford for talented linguists. We have had success with these competitions in recent years, and the MFL Department promotes participation from our pupils when the new competitions are launched each year.

HAVE YOUR SAY

March and May 2022

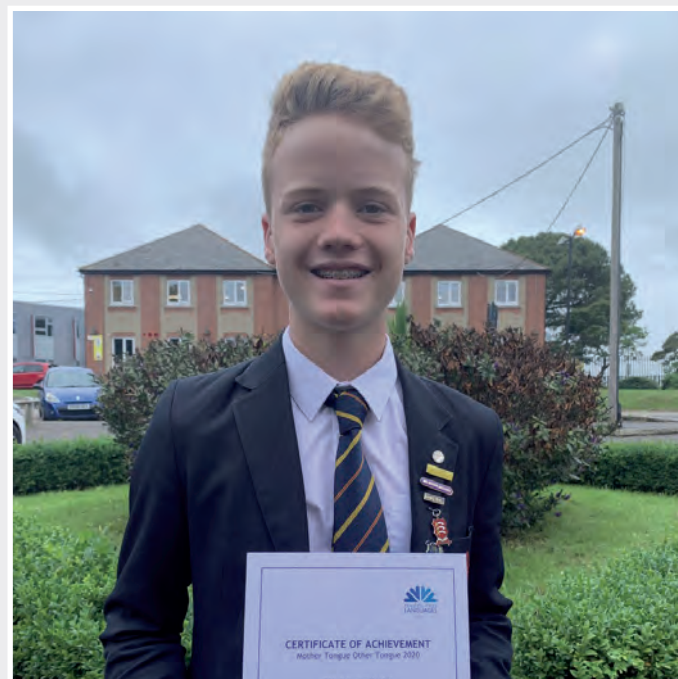
This is a competition against other schools, both locally and across Essex. Covid-restrictions permitting, WHSB will assemble pairs of pupils in Years 7-10 to represent the School. The competition involves memorising and completing dialogues provided by the Association for Language Learning (ALL) Essex.

Mother Tongue, Other Tongue

July 2022



This annual competition is run by the University of Cambridge. At WHSB, we have an excellent record of accomplishment for success in this competition. For the Mother Tongue category, pupils write a story or poem they remember being told as a child in their mother tongue (a language other than English), then they have to write a short text in English which explains why the poem or story is important to them. For the Other Tongue category, pupils write a poem in a language they learn at school.



Mother Tongue Other Tongue Winner 2021, Quinn Williams

The Stephen Spender prize

July 2022

This annual competition is another opportunity for pupils and students to challenge themselves by translating a poem from any language into English.

Mrs J McKeown, Head of Modern Foreign Languages

HISTORY

THE KRAY TWINS



Knife and gang crime in today's London represent one of the largest threats and topics of discussion of our time. What has been described as an 'epidemic' has taken the lives of countless inhabitants of the city, all for the pursuit of wealth and domination using any means necessary. While this surge in violence over the past decade has prompted some to look back on a simpler and more peaceful past

before the advent of social media and the infamous 'county lines', this notion is mistaken. For organised crime and gang activity has consistently proven to attract those seeking success through illicit means during the entirety of London's modern history, with the lives and activities of the Kray twins epitomising this desperate pursuit.

Ronnie and Reggie Kray were born in October 1933 in East London to a working class family of Irish and Romani descent. From an early age, the twins seemed not to shy away from violence, with both of them seeing much success in boxing bouts having enrolled at their local club at the age of 13. In 1952, the twins were called to complete their National Service. By then, however, their characters had been forged; they were subservient to no one and submission to higher authority was considered a humiliation. After just minutes in their new barracks, the twins punched and injured a corporal and fled. They

were subsequently recaptured, disciplined and given another chance. This proved futile, with the twins leaving the barracks repeatedly - even coming to Southend to get drunk and enjoy the pier with the authorities on their tail! The twins were inevitably later court martialled (after notably being held as some of the last prisoners in the Tower of London) and sentenced to nine months in prison at barely 19 years old.

Following their release, the twins embarked on their criminal careers that would bring them to the summit of the British underworld. The twins purchased a rundown billiards club in the East End which they renovated and managed to establish as a hub for the area's criminals. Respect for the twins grew massively as a result, putting them on a collision course with other groups interested in local criminal opportunities. Arguments, brawls and fully-fledged cutlass and machete fights erupted, yet the twins emerged victorious, giving them a reputation for their no-nonsense policy. With this reputation came opportunity: the twins were able to capitalise on the fear they had instilled to persuade local business owners to pay 'insurance', guaranteeing immunity from the Krays and protection from their rivals.

It was in 1956 that the Kray twins' dreams of a Chicago-style gangland operation began to materialise; their gang became known as 'The Firm' and the money received from their insurance scheme was used to purchase another building in 1957 - this time renovated into an illegal gambling club baptised as the 'Double R'. Surely enough, the new club was a hit, propelling the twins to new heights among London's celebrity scene. The violence did not stop here however, and the 'Firm' continued their intimidation of rivals and potential 'rats'.

In 1960, the twins acquired - through a mixture of bribery and intimidation - the upcoming 'Esmerelda's Barn', a club that



attracted personalities ranging from actors to royalty (including the Duke of Kent). From the Barn alone, the twins' income skyrocketed to over £40,000 a year each (over £1million in today's money), allowing Reggie to purchase a luxury penthouse in Chelsea and Ronnie to go on trips to the Canary Islands with his homosexual lovers. Their status and public image, too, continued to improve with their seemingly altruistic donations to cancer funds, old people's homes and hospitals granting them admiration and respect throughout London.

For the Firm's ambitions, the sky seemed to be the limit: plans for a housing development financed by the twins in Enugu, Nigeria, came close to fruition while the successful dealing of the press and politics gave them the sentiment of invincibility. This became clear in 1965, when a story (largely, in fact, truthful) published by the Mirror newspaper claimed that Lord Boothby (a member of the House of Lords) had been attending 'homosexual parties' with Ronnie. Once again, the twins dealt with the scandal in their typical fashion: journalists were intimidated, the accusations were vigorously denied and Lord Boothby used his political sway to turn opinion against the newspaper.

As with all great mobsters, it was only a matter of time before justice caught up with them. This turn of fate came in 1966. In the midst of a gang war with the Richardson brothers, whose activities centred on fraudulent businesses and the use of torture to punish and intimidate, Ronnie's condition as a paranoid schizophrenic got the better of him. Just as the violence and intensity of the war was beginning to settle down with the Richardson brothers in custody (after a former member had turned police informant), Ronnie, in a fit of rage, marched into the Blind Beggar, a pub in east London. Within the dimly lit pub sat George Cornell, a member of the Richardsons' gang who had had the misfortune of being heard insulting Ronnie Kray's sexuality. Ronnie approached George and shot a single round into his head, killing him on the spot. His corpse was left slumped on the bar and Ronnie left the scene as calmly as he had entered

it, later going into hiding and even managing to flee to Morocco for a brief period. Yet, trouble was not over and Reggie's mental state also began to deteriorate following the suicide of his wife later in 1966. Beset by guilt and blind hatred, Reggie turned to alcohol, losing any restraint he had left. A wave of violence came over Reggie: he shot a man through the leg for failing to pay back a debt, slashed a man's face for a minor dispute and shot another for insulting his dead wife. This wave of violence culminated during the night of 29 October 1967, when Reggie stabbed to death a member of the Firm named Jack McVitie who had failed to kill a potential witness in possession of incriminating evidence against the twins.

The police investigation into the twins was ramped up and after nine months of around-the-clock investigation, the twins were finally arrested in May 1968. Justice came down hard upon them and they were sentenced to life in prison without parole for 30 years for the murders of Cornell and McVitie. Thus ended the reign of the Krays.

The exploits of the Krays were in all respects remarkable: coming from humble origins, the twins built an empire sustained by gambling shops, nightclubs and above all, their unfaltering traits and personal drive. The twins are now considered Britain's most successful and notorious gangsters, with their enterprise spanning not just London, but other major cities (Birmingham, Leicester) and even abroad. However, in much the same way that the East End's Jack the Ripper has acquired a certain recognition, one must be wary of becoming over indulgent in terms of respect for the twins. Despite their family values and almost gentlemanly outward appearance, the twins were above all else ruthless mobsters and sustained by a desire for absolute supremacy of the underworld, a desire that would stop at nothing and retreat in the face of no one.

Jacques Robinson, Lower Sixth



WESTCLIFF DRAMA

This autumn, Westcliff Drama aims to bounce back from the pandemic lockdown with our Autumn production of John Buchan's *The 39 Steps* and preparation for our whole School festival production of *Joseph and the Amazing Technicolour Dreamcoat*.

It is no new thing for a Drama Company to be stopped from performing by medical necessity. When Sophocles wrote *Oedipus Rex*, a play first performed in 429BC, it was in the aftermath of a previous year plague (or *nosos*) so virulent that it brought Athens to its knees, curtailing life, culture and social activity. Echoes of this are heard in Sophocles' lines "*The god of plague and pyre / Raids like detestable lightning through the city, / And all the house of Kadmos is laid waste, / All emptied, and all darkened; Death alone / Batters upon the misery of Thebes*". There were no satyrs gambolling across the stage that year, no masked chorus lamenting and beating their breasts, no Thespis declaiming verse. And yet, Greek theatre bounced back to the glory of Dionysus with a flowering of festival theatre culture in the years that followed. Neither plague nor *nosos* can stop the pouring out and playing out of society's emotional and cultural expressive needs.

The Elizabethans were also no strangers to a bout of plague, living as they did in the latter stages of the English plague years, a time when the population was depressed in more ways than one. Once the buboes started breaking out again, London theatres were shut down and actors of the age packed off around the country to tour the provinces as strolling players. Shakespeare's plays are full of references to the horrors of plague – Lear crying into the storm "Vengeance! plague! death! confusion!"; Prospero invoking the "red plague" on Caliban; and, of course, the desperate cry from Mercutio "A Plague o' both your Houses!" One particularly virulent episode closed London theatre down completely from autumn 1592 to May 1594 and it must have seemed in that long blotchy summer of 1593 that theatre would

never return. However, it did and Shakespeare went on to stage his greatest works in the years that followed – Henry V, Julius Caesar and Hamlet in 1599-1600 alone. Theatre is triumphant in adversity, disease being the manure from which the flowers of creativity sprang.

Westcliff's resident company has already returned in part. The Summer Term saw our outdoor production of "*Around The World in 80 Days*". Jules Verne's famous novel was written in 1872 to explore the new possibilities of global travel in the age of steam, a sort of Victorian age steamy novel. Penned by an in-house writing team, this play adaptation explored the story of Mr Phileas Fogg and his new French valet, Passepartout, as they journey around the world in... well, you probably know how long. Our Westcliff version saw Fogg and Passepartout followed on their travels by a grand succession of idiots - no, that did not include the Director - but it did include two Scottish clowns who have robbed the Bank of England but lost the loot, a hapless Inspector who cannot make his arrest and an apparent Consul who may or may not be a diplomat. The play provided an opportunity for a last hurrah by Westcliff stalwarts Joshua Seal and Sri Haran Loganathan in the lead roles. With roles including Sky Masterson and Frankenstein's Creature, Joshua Seal has been a legend of the Westcliff stage and we wish him the very best of luck as he heads off to Cambridge's ADC to study acting with some History thrown in. Likewise, Sri Haran Loganathan has become the Clown Prince of Westcliff, and his comic roles as Nathan Detroit, Clown 2 and, well, Clown 2 again have always been a joy to behold. We wish him well at Cambridge in his study of Medicine, a fine opportunity for him to join OW James Quigley in the Cambridge Medics Revue. George Jefferson and Jemima Holliday also impressed in their last roles as a Consul and Australian heiress respectively, and will be no less missed. These four were backed up by a strong supporting cast, led by Lewis Seal as Inspector Fix, who proved themselves ready to step into the shoes of the four departing performers. A new year of productions will provide just that opportunity.







The 39 Steps

Tuesday 19-Thursday 21 October 2021,
7.30pm

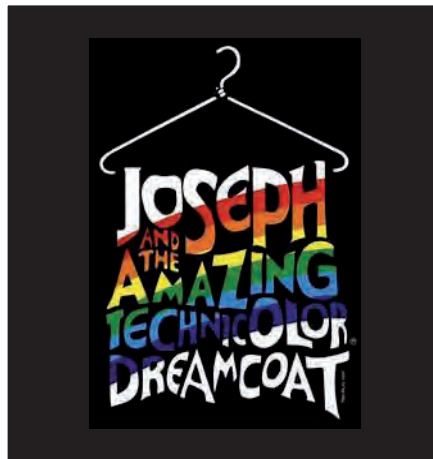


In the years leading up to the First World War, the British public developed a taste for “shockers”, the sort of trashy thriller or “dime novel” that drew on international tensions (such as the Anglo German Naval Race) and explored these as a setting for spy fiction. Bestsellers such as *The Great War in England in 1897* by William Le Queux and the 1903 classic *The Riddle of the Sands* by Erskine Childers exploited the popularity of the genre. Working for the British War Propaganda Bureau, and with a string of other literary successes to his name, John Buchan was determined to join in the fun. He produced a serial adventure story, *The 39 Steps*, that was published in Blackwood’s Magazine between August and September 1915, during the second year of World War One, with its medley of German spies, British action adventurers and assorted supporting cast. With Naziism on the rise in Germany, and fears of German Fifth Columnists at fever pitch, in 1935 the

book was made into a film starring Robert Donat and Madeleine Carroll. In recent years, it has resurfaced in the West End as a spoof version and it is this version that Westcliff Drama will be presenting this October in the School Library. Join a small but dedicated cast on the evenings of Tuesday 19 to Thursday 21 October 2021 and see the story brought to life by the next generation of Westcliff actors.

Joseph and the Amazing Technicolour Dreamcoat

Wednesday 23-Friday 25 March 2022,
7.30pm



At the same time, the Autumn Term sees auditions and rehearsals begin for our big Spring Production of Andrew Lloyd Webber’s musical *Joseph and the Amazing Technicolour Dreamcoat*. This will be performed in the School Hall on the evenings of Wednesday 23 to Friday 25 March 2022. Joseph was the first work to be generated by the collaborating geniuses Andrew Lloyd Webber and Tim Rice. Written for London’s Colet Court

School in 1968 as a 15 minute piece, the work has gone on to become a much loved and often performed production in schools, amateur groups and professional theatres. It would be straightforward to explain that Joseph is the story, from Genesis 37-50, of the boy with a colourful coat who becomes a favourite of the Pharaoh, but it would be a bit unnecessary, since everyone I have ever met has seen the show and knows all the songs. It is also tempting to analyse those songs in a bit more detail – for example, when Joseph says “Any dream will do”, what about the one where you dream you are eating a large marshmallow and wake up to find... will that one do? But it is not really a show to analyse, it is one to turn up and sing loudly and lustily along to, which we hope you will do when tickets become available later in the year.

Richard Hannay thought all was lost when he was on the run for murder. But, he ended up triumphant with the monocled baddies defeated and a new girlfriend in tow. Pharaoh thought all was lost in the seven years of plague. But, with Joseph’s “flair for economic planning”, Egypt sailed through its misfortunes with enough supplies to see the people through. And maybe that is the message of every show in one way or another. With a bit of careful planning, with courage and determination, and with a little good luck, the bad times can (almost) always be replaced by the good. It is often darkest before the dawn. Let us hope that this year the dark times have passed and we are at the dawn of a new golden age in all our activities. It is time to bounce back.

Mr B Jeffreys, Director of Drama

MUSIC IN 2020-2021

Music making was difficult last year, with most ensembles having to cease rehearsals due to the impossibility of cross-cohort practise. Nevertheless, we provided as much musical opportunity as possible under the new restrictions: The Treble choir was split in two in September 2020, with Year 7 and Year 8 rehearsing separately. They worked hard to prepare hymns in order to provide the regular worship through song we would normally share as a whole School each Monday and Friday in Assembly (pictured). The Westcliff Choir was split into five, with Years 9 – 13 each represented by their own group of singers. The Big Band had to bid a temporary farewell to its younger members, with the Sixth Form Zone accommodating enough musicians to keep a smaller band rehearsing (pictured). Unfortunately this was impossible for other ensembles such as the Sinfonia, String Ensemble and Concert Band, all of which drew from the talent of a range of Year groups and could not continue cross-cohort rehearsals.



It was truly heart-breaking to see the mixing of Year groups in musical clubs cease; a sad necessity of the regulations put in place to keep the School safe. It has always been gratifying to see friendships form between pupils from different Year groups, and to see the older students share their ability and confidence with those who are nearer the beginning of their musical journeys. And so, I was delighted to learn in the Summer Term that we were able to take the first tentative steps toward resuming making music as we always have – together as a community.

The Big Band was the first to begin cross-cohort rehearsals, welcoming Year 11 Sam Stiles back to the trombone section and adding two new members: Hector Bailey and Quinn Williams. The saxophone section was boosted by Maxi Rowe and Sam Rowson, while Josh Clarke, Daniel Weight and George Cooke added their sound to the trumpets. The final addition was drummer Jamie Knight. These fresh-faced and keen new members joined only to learn that they had to learn a full set of music in preparation for a Summer Concert – the first public performance since February 2020. Despite being under-rehearsed due to the disruption of lockdown, the band pulled together and produced an outdoor show to be proud of.

Meanwhile, the Treble Choir was reformed for our Awards Assemblies: The School was not able to sing *Jerusalem* and the National Anthem together, but our combined Year 7 and Year 8 choirs were able to do the School's Song justice, giving four rousing performances in a row at the start of July. The rota of Assembly performances was also re-established, with musicians such as Cho Man, Sam Johnston and Christopher Butler-Cole treating audiences to high-quality music.

The Chamber Recital is a regular termly opportunity for the best musicians of the School to show what they are capable of in solo

MUSIC



or small ensemble performances and I am pleased to say that the extended periods of lockdown did little to negatively affect the progress of the talented young people of WHSB. This was demonstrated by the Summer Chamber Recital, which was filmed in front of an audience of Year 7 pupils. They were treated to some exceptional performances from old hands such as Joseph Hankey and Rory Keeble, newcomer Josef Machacek, and leavers Finian Smith, Roxy Watts and George Jefferson, whose thunderous performance of Holst's Jupiter for two pianos with Mr Wood brought the house down (and nearly the piano!).

Maintaining the usual busy and challenging musical programme we enjoy at WHSB was made very difficult last year, but was it impossible? The resilience and flexibility of our pupils and students proved otherwise.

AUTUMN MUSIC PROGRAMME

Autumn Chamber Recital, Thursday 14 October 2021, 7.30pm
Autumn Sinfonia, Thursday 18 November 2021, 7.30pm
Christmas with the Big Band, Friday 3 December 2021, 7.30pm
Annual Festival of Lessons and Carols, Monday 13 December 2021 (please see page 7)

Autumn Chamber Recital

Thursday 14 October 2021, 7.30pm

The Chamber Recital is always an excellent opportunity for WHSB soloists to show what they are capable of and this term will be no exception. Audience members should expect talented performers from a range of Year groups, playing diverse music



from across the classical spectrum. This term's performers include Year 13 violinist Cho Man, a veteran of many concerts held in the Main Hall. Year 10 cellist, pianist and trombonist, Quinn Williams, will also be performing as a soloist. This concert will also be the WHSB debut for some performers, such as the Year 13 pianist, Naomi O'Hara.

Tickets are free of charge for pupils and cost £5 for adults.

Autumn Sinfonia

Thursday 18 November 2021, 7.30pm

This term, the Sinfonia Orchestra returns to the Main Hall with a bang, performing music from across the centuries and across the world. The BBC's 'Ten Pieces' initiative was established in 2014, with the aim of introducing young people to a diverse mix of music from the western canon. Our Orchestra will be taking a selection of these well-known works and presenting them to the Westcliff audience, guaranteeing a programme of at least some pieces that you will know and love.

The selection includes an arrangement of J.S. Bach's ominous and ornate Toccata and Fugue in D Minor, originally written for organ. The famous slow movement of Dvorak's New World symphony will also feature, originally written to celebrate his time in America, but since associated with the Apollo Moon Landings and, of course, Hovis bread.

Staying in America but moving to the 20th century, Copland's 'Hoe-Down' from the ballet Rodeo will have the audience stamping their feet, while the more experimental and minimalist John Adams' Short Ride in a Fast Machine will be a rush of force and momentum.

Excerpts from Elgar's Enigma Variations will be a warm, familiar sound to many, meant to depict the composer's various friends and family, but now often associated with the theme of remembrance, particularly the slow and stately 'Nimrod.' The explosive 'Finale' from Stravinsky's Firebird ballet will close the concert.

We are pleased to share the full programme here and look forward to seeing familiar and new faces in the audience for our first concert since March 2020. *Tickets are free of charge for pupils and cost £5 for adults.*

Autumn Sinfonia Programme

Rondeau from *Abdelazar*, H. Purcell

The Lark Ascending, R. Vaughan Williams

Night on a Bare Mountain, M. Mussourgsky

Enigma Variations, E. Elgar

Ride of the Valkyries, R. Wagner

Short Ride in a Fast Machine, J. Adams

Symphony No. 9, *New World*, Movement 2, A. Dvorak

Toccata and Fugue in D, J.S. Bach

Hoe-Down from Rodeo, A. Copland

Firebird, I. Stravinsky

Christmas with the Big Band

Friday 3 December 2021, 7.30pm

The festive lights may be twinkling, the tinsel may be sparkling, but the festive season has not really begun until the Big Band takes to the stage for their annual Christmas show. This anticipated event features the Westcliff Jazz Band and the Saxophone Quartet, among other groups, headlined by the Westcliff Big Band.

Expect to hear a set of recognisable hits covering a variety of styles, from James Brown to Guns 'n Roses, from Herbie Hancock to the White Stripes, this is an eclectic evening of funky music and Christmas crackers that should not be missed!

Reserve your tickets at a price of £8 for adults and £5 for pupils.

Mr T Derrick, Director of Music



AN ALBUM REVIEW

Standing On The Shoulder Of Giants (Oasis, 2000)



It is hard to select one defining album from the legendary Mancunian band, Oasis. From the timeless debut *Definitely Maybe*, the ever-enduring sophomore *Morning Glory*, or the Britpop-reviving *Don't Believe The Truth*. However, *Standing On The Shoulders Of Giants* is placed in the middle of these highlights, and has a background just as interesting as the music. Their fourth studio release in 2000, it came three years after the anticipated but underwhelming third album *Be Here Now*, and following the departure of two founding band members. The band remained out of the spotlight and guitarist and songwriter, Noel Gallagher, was looking for some inspiration after endless record sales, the closing of their long-time label *Creation* and the decline of the Britpop genre, leaving the band with little drive in the studio. One of the key problems of *Be Here Now*, he believed, was its bloated production and length.

This follow-up proved to be a drastic change. With more time for Gallagher to write and gain inspiration, the songs are more mature and the playing is vastly improved. With added samples, drum loops, synthesisers, mellotrons, reversed guitars and a first songwriting contribution from brother and lead singer, Liam Gallagher, on the song *Little James*, the album catapulted Oasis into the millennium, with more songwriting contributions from

across the new band, and modern psychedelic records unlike the stadium rock of the 1990s before it.

The title is a misquote from Sir Isaac Newton, which Noel noted down in a public house after seeing the inscription around a £2 coin, and the album cover is a composite of pictures of the Lower Manhattan skyline taken across the day and merged into one frame. Recorded in France under their own record label *Big Brother*, it was completed with the Gallagher brothers and drummer Alan White only. Noel Gallagher had to play almost every instrument on the album with little help from extra personnel, although famous record mixer Mark "Spike" Stent, helped Gallagher produce the record. Lead single *Go Let It Out* was the only song from the album to be included in their greatest hits compilation, Noel Gallagher regarding it as "up there with some of the best things I've ever done", in his characteristic non-nonsense attitude. Not to mention its hidden B-side *Let's All Make Believe*, which Q regarded would "carry the album to another star" if included as an A-side. *Who Feels Love* and *Gas Panic*, complete with drum loops, complex bass lines, flutes and Indian influences, are further highlights to the experimental nature of the album and were frequent live requests. Other singles such as *Sunday Morning Call* and *Where Did It All Go Wrong* are mid-tempo alternatives sung by Noel Gallagher, with reflective lyrics, and once again, brilliant production and songwriting. Noel Gallagher has always been good at writing melodies, albeit perhaps sometimes pinched from his idols, but here it is complemented by the surrounding timbre.

Standing on the Shoulders of Giants is the sixteenth fastest selling album in British chart history, selling over 310,000 copies in the first week, compared to 663,000 copies of the previous album in that time. *Familiar To Millions*, a live album recorded at Wembley Stadium, accompanied the release, featuring three tracks from this album, albeit to mixed reviews. *Standing On The Shoulder Of Giants* itself received generally positive reviews, however spent only 29 weeks on the UK album chart, the fewest of any of Oasis' albums. Both Liam and Noel Gallagher have praised and criticised certain aspects of the record. Excluding the expletives, Noel Gallagher has said the "sounds on the album are brilliant - it's just a bit different", and he regards some of the aforementioned songs in this article as "real, proper pieces of music". I see it as, at least, a transitional release for the band, carrying them away from their cemented Britpop fanbase and bringing them over to a changed band dynamic. More songwriting contributions from other band members, particularly with Liam Gallagher's more confident writing style, would diversify their output and challenge the fans to embrace something different.

Rafael Gamma, Year 9



ART AT WHSB

HARES ABOUT TOWN

"Hares About Town is a spectacular public art event in partnership with Wild in Art.... After entertaining and bringing people together, the legacy of Hares About Town continues as many of the sculptures will be auctioned to raise vital funds for a local charity Havens Hospices".

<https://www.haresabouttown.co.uk/>

We are proud to introduce "Piccolo" the Hare, designed by Jarad Bull-Mannan, Year 8. This Mondrian inspired design includes the WHSB Learner Profile and school colours. Jarad and his peers in 8N worked hard this year to realise the design. We hope you will agree it is marvellous and most striking. From 1 July our Hare has been on display, along with many others, in The Forum, Southend-on-Sea.

Jarad has also written a poem to accompany the piece:

"Piccolo
Piet Mondrian, Concrete art, 92 years ago, on the history chart.
Red, blue, yellow - colours combined, Rectangles, squares and straight black lines.
The school jumper's colours, I have used, And Piet Mondrian's style, I did choose.
7 elements of the Learner Profile, Each one - extremely worthwhile!
Celebrating WHSB's 100 years, Represented with these hares!

Jarad Bull-Mannan, Year 8

THE ART EXHIBITION

The Art Department's Exhibition last term celebrated the exceptional, thought-provoking Artwork created by Sixth Form Art students in the last academic year. This was a wonderful evening during which the School was proud to showcase the students' success, their skill and dedication to their work. Visitors to the Exhibition were extremely impressed with the caliber of the work.

We commend the Sixth Form students for all their hard work and effort during the past year. It was a rollercoaster of a journey, however they continued to think creatively, to explore media and evidence their exceptional skills through their Artwork. We are so proud of the students' achievements and are pleased to share some of the incredible outcomes of their work through these pages.

Miss K Gellard and Mrs C Glassock, Teachers of Art



ART COMPETITIONS AT WHSB

Over the last Academic Year, the WHSB Art Department saw some fantastic contributions to our competitions following the introduction of our Microsoft Teams platform, ArtHub: a central space online to share competitions, video tutorials, and great Artwork from our pupils throughout all Year groups. This was a valuable and popular space during the lockdown period, with fantastic communication between Year groups on the work being produced whilst at home. We also welcomed pupils participating in competitions and challenges outside of School, such as the International Comic/Manga School Contest, and Grayson Perry's Art Club.

This term, we look forward to once again introducing a competition for each Year group. A highlight is certainly the Year 8 Tonal Portrait Competition and, with thanks to the Parents' Association for their sponsorship, there will also be a Festive Competition whereby the pupils are tasked with designing WHSB's official Festive Card to be printed and sent to friends of the School.

In collaboration with the Music Department, this year we will be introducing a new competition for pupils in all Year groups to design the front cover of the Autumn, Spring and Summer Music concert programmes. Winners' artwork will feature on the cover page of the programme for each event.

We continue to encourage all of our pupils to share their work through ArtHub, and also to share with us any external competitions or challenges they find inspiring or exciting. We are extremely proud of the creative curiosity and independence of our Art pupils and look forward to seeing what they will produce during this new Academic Year.

Miss K Gellard, Teacher of Art

A STUDY ON THE WORK OF FRANCIS BACON



Francis Bacon was a figurative painter born in Ireland in the early Twentieth Century, known primarily for his highly graphic and emotionally charged depictions of the human form. The figures in his paintings often appear distorted and malformed, charged with anxiety and violence.

Bacon had quite a troubled childhood; he found himself moving house often, between Ireland and England, leading to a strong sense of displacement

and isolation that remained with the artist into his later life. He enjoyed dressing up as a child and was incredibly shy. His shy behaviour would consistently anger his father, to such a degree that the artist was once horsewhipped by the grooms at the stable the family owned. In 1926, he was thrown out of his family home after coming to blows with his father.

In 1933, Bacon produced his first painting that would attract the attention of the public; however, it was not well received. The piece, titled Crucifixion, consists of a white abstracted human figure affixed to a cross rendered in oil paint. This crucifixion motif would continue to appear in his later work, echoing his familiarity with Catholicism from his childhood in Ireland, and

potentially mirroring the violence surrounding Hitler's rise to power in Germany at the same time. This experience demoralised him intensely; he would begin to suppress his previous works and gave up painting for many years afterwards.

After visiting Paris in 1935, Bacon found a second-hand book containing detailed images of anatomical diseases of the mouth. This book would haunt him for the rest of his life, with the pictures of open mouths and bared teeth acting as the catalyst for many of his later artworks.

One such work is the triptych *Three Studies for Figures at the Base of a Crucifixion*, which is regarded by many to be his first 'mature' piece; Bacon himself regarded all previous works as irrelevant after its completion. The piece consists of three ghostly anthropomorphic creatures set against a stark vermilion background with simple black lines suggesting the shape of a room behind them, executed in oil paint and pastels. The piece contains many of the themes present in his previous work and was originally intended (as the title suggests) to act as a companion piece to a larger crucifixion scene. During this early period of his art career, he was incredibly self-critical (likely stemming from the abuse he received as a child) and would often destroy or paint over his earlier artworks. This triptych helped Bacon to gain confidence in himself, establishing him as a prominent artist almost overnight. It caused a sensation in the art world, as it did not fit into the preferred style of abstraction that was popular at the time, and as critic John Russell observed, "There was painting in England before the *Three Studies*, and painting after them, and no one can confuse the two."

In the next stages of Francis Bacon's career, he became increasingly interested in portraiture, being particularly inspired by Francisco Goya and African landscapes and wildlife. He began to produce abstracted figures set against flat coloured backgrounds, often arranged in diptychs or triptychs. In 1963, Bacon met George Dyer, who became the subject of many of his paintings.

In 1988, four years before his death, Francis Bacon completed a second version of his *Crucifixion* triptych. This version is over twice the size of the original, and the acidic vermilion background has been replaced with a deep crimson colour. The figures occupy much less space in the painting than the original, plunging them into a deep void. This second version clearly shows the despair and paranoia Bacon felt in his later years and realises the chaos that followed him throughout his life.



Francis Bacon, in many ways, fulfils the stereotype of the "tortured artist", which is a trope often associated with mental illness. The problem with this interpretation is that it can be seen to romanticise the mental health struggles that people go through, treating them as a necessary part of their creativity and artistic process. While there is no doubt that Bacon's extremely chaotic and turbulent life resulted in some incredibly effective and visceral artwork, it is important to dispel the myth that the success of an artist requires great levels of suffering, and that their artistic output is more important than their wellbeing.

"I would like my pictures to look as if a human being had passed between them, like a snail leaving its trail of the human presence... as a snail leaves its slime." Francis Bacon

Adam Hodges, Lower Sixth

ART EXHIBITION



Lewis Nash, Lower Sixth



Chloe Mullins, Upper Sixth





Hashene Madipola, Upper Sixth



James Higgins, Upper Sixth



Joseph James, Upper Sixth



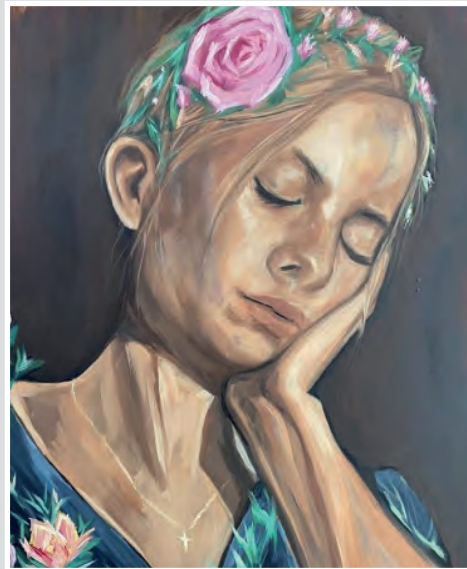


Casey Children Smith, Upper Sixth

Abina Nurse,
Upper Sixth



Trinity Gough,
Lower Sixth



Adam Hodges, Lower Sixth

DUKE OF EDINBURGH AWARDS

With the disruption caused by the pandemic, unfortunately last year's Duke of Edinburgh Award programme was derailed. However, with the restrictions lifted, the Year 10 cohort has managed to complete both their practice and assessment expeditions. During the periods of lockdown, we saw a higher level of participation in the other three sections, namely Skills, Volunteering and Physical, with pupils making the most of the extensive free time they had to hand. With the high completion rate from the Year 10 Bronze Award participants, many have chosen to move onto the Silver Award, which demands a greater commitment for all sections and more resilience for the Expedition.

Moving into 2021, with an increased number of applications from Year 9 for the Bronze Award, the decision was made to take 56 participants, rather than the usual 30. These pupils are currently choosing their activities for their Skills, Volunteering and Physical sections which are completed independently, either in School

or in the wider community. The pupils have also completed their practice walk, which took place around Hockley Woods and the surrounding area in July. This term, they will move onto planning their assessment expedition which will be based around Danbury from 16-17 September 2021. They should, therefore, be able to finish the award before Christmas in order to enable them to progress to the Silver Award.

From Wednesday 1 September, WHSB has become a Directly Licenced Centre, giving the School greater autonomy over our provision for pupils. I would, however, like to recognise the support offered by Southend Borough Council and, in particular, Mrs Parker, DofE Manager at Southend Borough Council, for their support during the past nine years that the award has been running at WHSB.

Mr H Tresidder, Duke of Edinburgh Coordinator



Westcliff High School For Boys & The DofE programme

The DofE is described as “many things to many people, supporting generations to successfully navigate adult life.... A life-changing experience. A fun time with friends. An opportunity to discover new interests and talents. A tool to develop essential skills for life and work. A recognised mark of achievement; respected by employers”.

We are delighted to run the DofE programme at WHSB as it supports the values of our Learner Profile, and encourages the development of pupils' self-esteem and confidence. They are able to work on essential skills and attributes which will support them while attending School and also in later life, for example, resilience, problem-solving, team-working and communication.



COMBINED CADET FORCE

Across the Country, there have been many false starts with Cadet Force's activity as the various services have endeavoured to re-establish a programme of training that fits within the ever-changing landscape of COVID-19 regulations. Trips have been repeatedly organised and then cancelled due to last minute changes in restrictions. Neither the Royal Navy nor the Army section has been able to function according to our usual expectations. This year, our cadets across both sections have demonstrated themselves to be superbly resourceful and capable, and they have maintained training (even online via *Microsoft Teams*) at a time when many Extra-Curricular activities were unable to take place. In the end, although neither section of the CCF was able to complete its usual residential trip, both the Royal Navy and the Army sections were able to conduct a number of day trips that functioned as a Summer Camp, and the Army Section was visited by Col Marc Godfrey, Col Cadets for 7 Brigade, during their camp.

Getting the RAF Section off the ground

This year we received the exciting news that the School had gained approval to add an RAF Section to the Contingent. Westcliff High School for Boys' Combined Cadet Force was the first to be established under the Government's Cadet Expansion Programme (CEP) in the autumn 2012. WHSB's CCF has grown from just 25 cadets in the Army Section, as a Detachment of Brentwood School CCF, to achieving independent status in January 2015. Following the later addition of the Royal Navy Section in 2018, the CCF has grown to its current strength of nearly 200 cadets. Having celebrated the School's Centenary in 2020, the School is proud to have now received official approval from Regional Command to add a Royal Air Force Section to its thriving contingent, making it the first CEP CCF to become a Tri-Service Unit.

We are very excited to welcome the new RAF unit to our CCF and the School plans to recruit new cadets to its RAF Section as part of our regular CCF recruitment schedule in the new

academic year. The addition of this Section is the culmination of nearly a decade's worth of work, fulfilling our goal of achieving a thriving Tri-Service CCF contingent at WHSB. We hope that this Section will open up the benefits of the cadet organisation to even more of our pupils.

The School plans to formally launch the RAF Section with a special parade during this academic year.

Farewell to two CCF stalwarts

This year we will say farewell to two superb Cadet Force Adult Volunteers (CFAVs) from our Contingent, both of whom have given sterling service and they will be sorely missed; both have been core to the success of the Contingent over a number of years.

Lt Dowding

Lt Dowding is the second longest CFAV in the Contingent, having joined the CCF just one year after its founding in 2012. He is the only other CFAV to have been part of the CCF when we were a detachment of Brentwood School's CCF. Lt Dowding joined the CCF having seen its extraordinarily positive effect on the lives of the cadets who were members of the Contingent. In addition to passing his CCF Basic Course with flying colours, he has qualified as an Obstacle Course Supervisor, as Range Safety Staff and as a DCCT Operator. Lt Dowding has been an utterly safe pair of hands who has offered perspective, energy and willingness to support in whatever way he is able. His cool-headed, practical and pragmatic approach, particularly on camps and field days, will be sorely missed.

Lt Hill

Lt Hill was a founder member of the CCF's Royal Navy section, and was quickly appointed as its Officer Commanding shortly before cadets were recruited in January 2017. Since that time, Lt Hill has helped to create, from a standing start, a thriving organisation in which cadets have gelled superbly well, have enjoyed each other's company and have had superb experiences at Naval establishments across the Country. It is simply the case





that, in a time of extraordinary change within the Royal Navy's CCF cadet programme, WHSB CCF cadets were able to receive a better and more hands on experience than the vast majority of CCF RN cadets across the UK because of Lt Hill's dogged determination and willingness to sacrifice for the good of the cadets. The Royal Navy's senior area instructor in the UK has described Lt Hill as amongst the best in the Country; he will be missed.

Maj JJ Bleakley, Contingent Commander

CCF Royal Navy

I joined the WHSB CCF Royal Navy at the end of Year 9. At first, I think it would be fair to say that I was not the most engaged member; I wanted to 'run before I could walk' without securing the basic skills. I looked up to the Year 11 and Lower Sixth pupils and, although they were going on trips, they too would contribute to the weekly activities that I was reluctant to participate in. They inspired me to start working harder in order to eventually be in their shoes.

After a few months, I had developed many new skills and the Navy certainly put them to the test! We were lucky enough to go to Grangewaters Outdoor Education Centre on a weekly basis, where we learnt how to sail a lightweight dinghy with confidence. I quickly learnt the mechanisms of the dinghy and understood how to navigate it at full speed, giving an exhilarating feeling of accomplishment. The experience became one that I would never forget but it was not all plain sailing; I am still working hard to get my RYA Level 2 Sailing Certificate which I hope to achieve soon. After these trips, we started to focus on building our skills which earned me the rank of Navy Cadet. I was officially part of the CCF Navy, and I shared a feeling of camaraderie with my team. We ended the year with two enrichment days in which we learnt how to participate in a field gun race, did archery, learnt how to use rowboats and participated in a team building activity in which we tried to carry an injured person from one point to another in a contraption that we made from parts that we were given. We enjoyed these days tremendously and I could certainly feel that we had all improved substantially as a group.

However, what most stood out to me the most was how we



had all learnt the importance of team work and problem-solving. Through our enrichment days we learnt how to appoint leadership, lead and contribute ideas equally as a team, all of which are important life skills that can be applied in the future.

None of these achievements would have been possible without the hard work and incredible dedication of Mr Hill and Miss Bailey who helped to establish the Navy section. I would like to thank them for their hard work and for the experiences that they have afforded us. I encourage everyone who wishes to gain similar skills in a fun and enjoyable setting to strongly consider joining the School's CCF Royal Navy section.

Samin Afshari, Year 10

CCF Army Section Camp for Year 10

On Monday 5 July, the CCF began a fun and educational week replacing the traditional Summer Camp. The week started off with the great experience of low-level fieldcraft which took place





in Colchester, entailing basha building, patrols and setting up a harbour area. We were fortunate to be taught by current soldiers from the Royal Anglian Regiment. The day was topped off with a competition between four groups, which included a patrol and setting up a harbour area, and with my group winning the Competition.

The original plan for the week had to be changed due to the wind making it impossible for us to travel to St Osyth to enjoy a day at the Aqua Park. Instead, we adapted and an expedition around Rochford and Hockley woods took its place and we planned our route around the area, reaching checkpoints as we walked. Unfortunately, the fun of the walk was cut short when the clouds opened up and we were drenched! I am sure many of us were glad to arrive back at the minibuses, ready to get back home to a dry change of clothes, but disappointed that we were unable to complete the tasks.

The CCF cadets stayed at School on Wednesday for a day full of team building activities. The day started off with a tug of war competition which was enjoyed by us all. We were given the opportunity to shoot air rifles and go up a climbing wall, as well as participate in command tasks (which helped build our team skills) and a relay race using rifles. All groups also participated in a drill competition which helped us to improve. The winning group of the day won a box of twelve Krispy Kreme doughnuts and, once again, through team work my group came first!

Thursday was the day that I am sure everyone attending during the week had been waiting for; we finally had the opportunity to attend the Aqua Park at St Osyth. I am sure I can speak for everyone when I say it was one of the most enjoyable days of the week. Groups were given the opportunity to go on the inflatable Aqua Park, as well as being towed along on an inflatable in the style of wakeboarding (which was the most fun part of the day, in my opinion). We also had the opportunity to go paddle-boarding and kayaking which was a peaceful end to the day.

The week ended back in Colchester, with a great day learning how to properly make fires in survival situations, learning new things about plants which could be eaten if necessary, and participating in a knife craft session. We learnt how to safely use the knives and pass them to each other and were shown different methods of carving wood. It was a great learning experience which ended with roasted marshmallows over the fire that we had built.

Overall, the week was incredibly enjoyable with a chance for us to enjoy many new activities and improve our team skills. Thankfully, on the field days, the ration packs were not all terrible and cooking our own food army style was a good experience for us all!

Harry Talbot-Deer, Year 10



CCF Army Section Camp for Senior Cadets

The trip began on Monday 5 July when Year 11 and Sixth Form cadets took minibuses to Colchester Training Area for a very informative survival day. We began by learning the different methods of starting a fire, including using solar energy, chemicals, pressure and friction, before perfecting our fire-making abilities with flint and a magnesium bar. We also learnt about the medicinal properties of lots of the different plants around the forest, as well as which were edible (and which were poisonous). This was followed by a quick break to eat our rations before starting our next section of survival training: knife crafting. This involved using a knife to carve a tent peg using different



techniques, which was much more efficient compared to a regular one, as well as how to use an axe.

The next day we learnt how to give orders and make a model of the School using natural resources, which we used to plan a defence against 'wild green blazers' which had decided to infiltrate our School. This covered planning how to approach,

in addition to the weather, terrain and equipment we would have. Afterwards, we took a short trip to the park in order to put our orienteering skills to the test by using our compass and navigation skills to find hidden stamps within the park, with each pair having to travel a different route.

Wednesday was undoubtedly the highlight of the week. The water sports were highly enjoyable, beginning with paddleboarding and kayaking, where we first got used to the water, before playing a few games like cricket, volleyball and tag. Obviously, this all occurred whilst many people capsized and fell into the lake! Following on from this was the inflatable obstacle course that proved to be harder than it looked. Its slippery surface meant falling down was very common, especially when it came to the races. Thursday's activities took place at School, and began with some rifle shooting in the squash courts. This was very exciting for lots of cadets, being their first time firing a rifle in over a year. We were quite rusty at the start but quickly got to grips with the air rifle and managed to get very good groupings on the targets.

After this, we proceeded to climb the climbing wall that had been set up on the South Drive. This proved to be something very different to normal cadet training and was a great experience, with one cadet climbing the wall in only ten seconds. To finish the day, the Lower Sixth Section and two Year 11 sections were put 'head-to-head' in a series of competitions, including tent building, a relay and drill competition. After maximum effort was put in by every cadet, inevitably the competition was won by the Lower Sixth Section who won themselves a box of Krispy Kreme doughnuts, courtesy of Maj Bleakley.

Next, we headed to Brentwood School in order to retrieve GP rifles for our weapons handling tests in preparation for the ranges the next day. We took part in our Advanced APC Shoot, which involved shooting at metal plates 100 and 200 metres away, which came up for short intervals. This was followed by a period of rapid firing at the target with a magazine of twenty rounds to see how many shots we could hit. This was a thrilling experience, but some results were unreliable after some cadets accidentally shot the target in the wrong lane!

I want to end by thanking all the Staff members involved in organising and running the camp despite the many hurdles it was necessary to overcome due to the pandemic. The Cadet Summer Camp is easily the most important event run by the CCF and we were lucky to be one of the very few cadet forces deciding to continue to run a camp in the Summer.

Eesa Khan, Lower Sixth



SPORTS AT WHSB

THE SCHOOL'S SPORTING PROGRAMME

The last academic year has been one during which showing resilience has been a prerequisite for sporting progress to occur. Our usual measure of sporting performance at WHSB is a combination of training attendance and sporting performance in competitions and friendly matches. Last year, due to the COVID-19 restrictions, we were unable to play any form of intra-School fixture until the Athletics and Cricket season began.

Regardless of this enforced absence of competition, that did not dampen the attitude of WHSB pupils who were certainly 'Open to Opportunity' to improve their sporting performance through excellent attendance at the practices that were run before, during and after School. What was particularly pleasing from a Departmental viewpoint was that, even though the pupils knew there were no matches on the horizon, they were enjoying the practices so much that the attendance last year was arguably better than it has ever been before! I must give credit to the Department's staff for ensuring that their practice sessions clearly delivered excellent technical expertise, whilst ensuring that there was enough of a competitive element to ensure pupils continued to attend.

This period of time enabled further strengthening of the foundational skills and tactics that are required for each of the sports that the School offers. This focus on skill development and tactical understanding has put the School teams in an excellent position for the next season. Nothing was wasted last year, it was stored and strengthened ready for the various sporting campaigns that we will be venturing forward with from September.

In the Summer Term, we were fortunate to be able to resume some competitive fixtures in Athletics, Cricket and Tennis. This brought about a great sense of School pride; for the Year 7 pupils this was their first opportunity to represent WHSB, and for our Year 8 pupils this was the first opportunity to represent the

School in the Summer sports that are offered.

Our Cricket programme saw great numbers in attendance at the training sessions that were offered after School. The number of 'new' cricketers that got involved in the extra-curricular Cricket this year was excellent, and this saw many pupils make their Cricket debut for the School, instead of the more traditional route of representing a club first. There were some good cup runs, with the Year 9 team getting to the Essex Cup semi-final, losing in a tightly contested match against Brentwood School. At the time of writing, all Year groups were in the latter rounds of the Borough Cup.

In recent years, the Athletic programme of the School has received National recognition for the performances, both in terms of outcomes and provision. This is evident in the Teams' successes in both the English Schools Athletic Association Track & Field Cup and the Borough Championships, and the fact that the National Physical Education magazine published a feature piece about the strength of our Athletic programme. Last year, we took a slightly different approach to Athletic matches, holding Year group matches against local schools in which four pupils were entered per event, meaning that a great number of pupils participated for WHSB.

Performances increased incrementally throughout the window of fixtures, which was the exact rationale for putting those fixtures into the diary. The predominant focus of the Athletic season is maximising the outcome of the ESAA Track & Field Cup. Last year, the format of the competition was altered due to the restrictions in place; instead of the traditional format of a First Round, then Regional Final, then National Final, this was a solitary round. The Intermediate Boys knew what they had to do... they had to secure the most points in the country to be crowned the best Athletic Team in the Intermediate Boys' competition. This brought the immediate pressure of a final where, without the first two rounds, there was little room for error. The pupils were a credit to the School, delivering an outstanding performance and scoring 576 points, achieving the highest score in the competition – once again, they are the best Athletic Team in the country. This is particularly pleasing as it



demonstrates that the pupils have continued to make progress despite the impact of the pandemic, and have secured their status as the best team. It is also harder to be 'the team to beat': they were setting the target, rather than beating it, and it takes a special type of character to embrace that pressure and have the attitude necessary to continue working hard to optimise the performance.

The Year 8 Junior Boys' Athletic Team had their first experience of the Track & Field Cup this year and rose to the challenge. They are aware of the growing reputation of WHSB in Athletics and performed valiantly to reinforce that reputation. Our pupils represented the School with an impressive attitude, delivering several 'Personal Best' performances – you cannot ask for more than that! We wish to make special mention of Lawrence Stone who ran an impressive 4.51, breaking his personal best by an incredible nine seconds! The Team demonstrated great unity and focus in order to perform as they did. When they reach Year 10, as the Intermediate Boys, we shall be watching with great interest as, currently, there are about twelve teams in the country within 15 points of each other! I am confident that, like the current Year 10, they will continue to work hard to place themselves in an even better position, as their dedicated work ethic and desire to improve is already in evidence.

This academic year has been unusual for society at large. It has been especially unusual for the Physical Education Department, as we are usually so busy with various friendly and competitive fixtures, both during the week and at weekends. However, we are all about looking forward and, with the welcome arrival of September, we are raring to go; we already have 40 fixtures in the calendar for September alone. The extra-curricular programme is the beating heart of the Department, as it injects an additional energy into the lessons and the practices. I know I speak for all in the Department when I say, we cannot wait to get back to doing what we love!

To all the pupils that were as committed to the Sport at WHSB last year as they were in normal times, well done on showing such integrity and commitment. You will be rewarded for that in your performances and experiences this year.

Mr T Morrish, Director of Sport

ATHLETICS: TRACK AND FIELD CUP

WHSB entered the Athletics season in an unfamiliar position where, not only Year 7 but also Year 8, had little-to-no experience within a competitive Athletics environment. Year 8 pupils were unfortunate enough to miss an entire Academic Year of Athletics lessons, training and competition due to the pandemic. However, a summer of missed opportunities fuelled a desire to learn and improve within our Junior Boys' Team; their commitment to morning, lunchtime and after School training sessions was second to none, and a serious display of what it means to be 'Open to Opportunities'.

The competitive Athletics Season took on a very different form this summer with the normal Track and Field Cup process being restricted to one big event. This restriction on the number of rounds combined with the lost time from the 2020 Summer Term meant that the Junior Boys' Teams' first official competition would be the biggest fixture of their short, WHSB sporting careers. Both the Year 7 and 8's dedication to training allowed us to organise numerous friendly fixtures prior to the big event; the eagerness of the boys to attend these fixtures saw us adding additional entrants to events which was a fantastic experience for us all. The Year 7 Team experienced their first true Athletics event through their Borough Trials, where they competed for an opportunity to represent Southend. All of the WHSB pupils performed exceptionally well, and Max Holliman, Matthew Agbole, Asaph Lawal, Oluwasemilore Mustafa and Anthony Odumosu, were the five pupils whose performances meant they were successfully selected to represent the Southend Borough. The Track and Field Cup is the most prestigious School Athletics event, one in which WHSB holds the National record for number of points scored at Junior Boys level. This reputation comes with some pressure to perform year on year, yet our inexperienced Junior Boys' Team took this in their stride and with ease. Their preparation through training and friendly fixtures allowed the Team to attend the event with confidence; they had put themselves in the best position possible to succeed. It is important to note that there are only 15 spaces available within a Track and Field Cup Team, and the pupils' attitude and personal integrity saw them pushing each other to reach their potential, session after session.





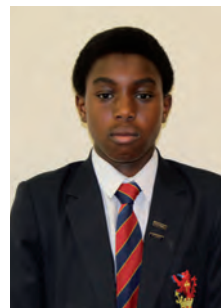
The togetherness and work ethic they developed as a team over the last term is a credit to every single individual involved. Although this Junior Boys' Team may not have broken the National Records they certainly displayed all of the characteristics a good Westcliffian possesses. The boys produced a total points score of 451, with numerous athletes posting personal best scores in order to push the Team forward. A special mention must be given to team captain, Daniel Osei-Poku; Daniel ran in the first event of the day - the Hurdles. He was in the process of setting a blistering time in order to get the Team off to a flying start when, unfortunately, he clipped one of the hurdles, taking a fall that saw all of the spectating pupils and staff gasp. However, where a large majority of athletes would have stayed down in order to seek medical attention, Daniel picked himself up and finished the race, scoring 10 points for the Team. The number of points gained from this act were irrelevant; Daniel showed courage, tenacity and leadership which not only motivated his peers, but which also gained the respect of the Inter Boys' Team who were also inspired by what they had witnessed.

A great sense of pride was felt by the Physical Education Department when established Inter Boys Athletes such as Captain Brendan Burgess, accompanied by Max Pitkin, Leo Wood and Ben Moruzzi, went to share some quiet conversations with Daniel, reassuring him and further developing his confidence. It clearly worked, as Daniel showed great resilience and went on to achieve a personal best in the Triple Jump.

These two Year Groups have the skill, drive and personalities that mean I have no doubt in saying they will go from strength to strength and experience sporting success in the very near future. Not only did the pupils perform well in their own events, but the way in which they conducted themselves was most impressive: being respectful to staff members running the competition, their competitors from other schools and each other. They did the WHSB PE Department, the School, and themselves extremely proud and should continue to strive for improvements and success throughout their School careers.

Mr S Greaves, Teacher of Physical Education

ATHLETICS IN YEAR 8



As the Athletics Seasons over the past two years were halted to the greater extent, the Year 8 Team have had limited practice and experience in large competitions. Over the last few months, the Year 7 and Year 8 Teams have trained extremely hard and the way they conducted themselves at the ESSA Athletics Competition was a credit to the School.

As the group of 14 pupils arrived at the Track, there were nerves amongst them since this would be the first time in two years they had competed at such a high level. Sporting new kits, they rallied themselves together, getting ready to give top performances. The Track Events started with the Hurdles to get the day out of the blocks. Matthew Agbolebe ran a fantastic race, starting his (and the Team's) day positively. Following the Hurdles, was the 1500m race and Lawrence Stone was incredibly strong, running 4 minutes and 51 seconds, which left everyone in awe. Other notable achievements were made, including Oba Ayegbe's 300 metres, Tobias Walton running superbly in the 200 metres, and Matthew Lindsay running the 100 metres in 13 seconds; a fantastic time. The Team was surpassing targets, gaining extra points in most races and valuable points for the overall score.

As we had our lunch break, the Athletes adjusted themselves to

the Field Events that would be taking place shortly. The Team showed persevering character in all areas, for example in the Triple Jump where, having received a foul jump initially, Kwasi Prakah-Asante jumped his Personal Best in the following jump, having received some reassuring words from Mr Morrish. Without a doubt, the Team rose to the occasion with some excellent performances. Oba threw a 28-metre Javelin, and Ivan pushed a shotput 11.35 metres. Leon Agu was a last minute addition to the Shotput squad, so his 10 metre throw was impressive. As the day ended, everybody cheered on the Relay (which was the final event); all the change-overs went smoothly, and the Team went through the race emphatically.

There were a few people who missed out on a team spot by a fine margin, but the people who were chosen proved they were there for a reason and performed to a high standard. As well as performing well, the group conducted themselves politely and in a good manner. None of this would have been possible without the dedication of the staff in the Physical Education Department who trained and supported both Year groups to high standards, despite having a limited opportunities to do so due to Covid-19. Overall, the pupils should be proud of themselves and come back this academic year with the same hunger and desire for success.

Daniel Osei-Poku, Year 8

ATHLETICS: THE ESAA COMPETITION

With the news that the 2021 School's Athletics Season would all come down to a single round in isolated regions, the Intermediate Boys' Team was unphased by the prospect of competing again. Unlike the previous two years, our Intermediate Boys' Team was now the team to beat after their 2019 success, where they scored the highest points total ever seen in English Schools Athletics history. The Team was almost identical in its members to 2019, with one exception; Nicholas Ostaszewski (Year 10) was still recovering from injury, so the ever-impressive Daniel Ajayi (Year 9) was selected to fill that rather large gap. The pupils could not wait to show the country what they could do again, but this time with the added pleasure of wearing their brand new Athletics kit.

On Wednesday 23 June, excitement was brewing as the Intermediate Boys' Team prepared for what would be their final competitive Athletics fixture at the School. Each of the pupils had been made aware of their targets and where we would like to be at the end of the day, with regard to points scored. Overall, I was delighted with how all of the Athletes had prepared in the months leading up to this one day of competition.

The Team began the day in the field, meaning that we had a superb opportunity to start with some big point scoring events. We were not disappointed and our 'resident postman', Noah Louis, delivered once again with an enormous Shot Putt of 14.51 metres. After a wry smile and a shrug of the shoulders, Noah had shown everyone once more how to break a School Record without breaking a sweat. Elsewhere in the field, our Triple Jumpers were as consistent as ever, with Donnell Amoako jumping an outstanding 12.68 metres and Kelechi Ogulado jumping an impressive 11.82 metres. Another outstanding performance in the Field came from Year 9 pupil, Daniel Ajayi, who jumped a '6cm Personal Best' in the High Jump with a height of 1.74 metres; this was made even more impressive by the fact that the bar was taller than he was! Our Long Jumpers were equally reliable again, with Dikachi Godwin jumping 6.14 metres and Al-Ameen Salaam jumping 6.00 metres. Overall, the Field had been relatively successful and if we played our cards right, we were on track to become the best team in the country once again.

On the track, it is no secret that WHSB has a plethora of Athletes that epitomise the term 'quick'. Looking to follow on from their excellent performances in the field, Donnell Amoako and Al-Ameen Salaam both set out to start fast on the Track with both Athletes running 10.80 seconds and 10.84 seconds in the Hurdles. Brendan Burgess then ran a gritty personal best of 38.2 seconds in the 300 metres, which kept spirits high in the WHSB camp. With all Athletes hitting or exceeding their Track targets, it all came down to our Relay Team. The Team, made up of Noah Louis, Jordan Omotayo, Max Pitkin and Ben Moruzzi, had to run an all-but-perfect race to guarantee we had more points than any other in the country at that time and... they did. With a time of 51.6 seconds, the boys had jumped to Number One in the country with one more competition left to take place in Kent.



On Friday 25 June, we received the news that, for the second time running (albeit by one point), WHSB were the best Team in the country. The hard work and dedication shown by the WHSB pupils during an extremely tough year is to be commended. In addition, their ability to perform repeatedly under serious pressure with such poise and calmness is truly exceptional. The hours of practice, the friendly fixtures and the tireless work ethic proved to be worth it once our score of 576 came to fruition; As both a Teacher and a Fan, I could not have been more proud of every single one of the pupils. We often speak about legacy and what they will leave behind once their time at the School ends; the WHSB Athletics Team of 2019 and 2021 have clearly cemented their place in the School's history!

Mr J Sexton, Teacher of Physical Education

Athletics: The National Champions



“The ESAA have found it necessary to postpone the Track and Field Cup in its usual format for 2021... There will be no National or Regional finals this year... meetings at County level will be offered between the 8 and 25 June with the results appearing on the website as Round 1/ County fixtures.”

The bus rolled in at Chelmsford Sports and Athletics Centre at 10.00am with the rejuvenated Inter Boys' Team ready to reclaim the National title by achieving the highest points score in the country. The WHSB Team would probably have scored the highest points in a catwalk contest, as their alluring new Athletics kit shone in the bright sunlight, whilst other schools looked in awe. Firstly, all our appreciation goes to the Headmaster, Mr Skelly, for approving such attire, and to the PE Department for enabling such an opportunity for all the WHSB Athletes to compete after tough and unprecedented times.

The day started with the Field Events (which were notably WHSB's strongest events) and the star performance on the field was Noah Louis who threw 14.51 metres in the Shot Put, which acquired 31 points. Meanwhile, Alameen Salaam jumped a Personal Best of 6.00 metres in the Long Jump, whilst Kelechi Oguledo jumped over a metre longer than his expected jump. These exceptional individual performances capped a strong effort in the Field as we finished the morning session of events.

It was clear that we needed to exert more effort on the track if we wanted to beat Woodlands' overall score of 574 points and, following an inspirational team talk from Mr Sexton, there were eight individual Personal Bests along with some truly outstanding performances. The ever-reliable Donell Amoako ran 10.8 seconds in the Hurdles, which was the fastest in the UK (again); Alameen Salaam followed up from a Personal Best in the Long Jump with a 10.9 second run in the Hurdles; and Obed Theo-Chinwo ran an exceptional 11.6 seconds in the 100 metres.

In the end, WHSB scored a total of 576 points, making us the highest point scoring Team in the country (again), and whilst it may not have felt as special as the Finals two years ago, the class of '17 has left a huge mark in this National and prestigious competition. A special thank you must go to Mr Morrish, Mr Sexton, Mr Greaves, Mr Atkinson, and Mr Morrart, without whom we would not have been able to achieve such success.

Onyedikachi Godwin, Year 10

CRICKET

Year 7



My experience with the Cricket this year has been very exciting and enjoyable. I have only been playing Cricket for a few years and when I heard there was a Cricket Team, I started to attend (although no experience is required to join). I have met many people that I was not friends with or did not know at first, but now I have a lot of new friends. I was picked to be the Captain and felt very proud of myself and honoured to represent WHSB, especially when fixtures started and we won our first game! We have since won subsequent games including a tough match against Thorpe Hall School, due to the hard work that we have invested. We have all improved our technique and performance due to attending the training sessions and also due to the dedication of the PE Teachers. I highly recommend that anyone, regardless of experience, comes and joins the Cricket Club as it is great fun.

Gabriel Chipperfield, Year 7

Year 9



This season, our Team has successfully made it to the Semi-Finals of the Essex Cup having defeated Beauchamps School. Our Team performed exceedingly well, especially Dylan Spink who took three wickets, and Isa Saeed who scored 30 runs (not out). Our adept fielding and bowling kept Beauchamps School to 98 runs, which we chased in under 15 overs. It was a fantastic display of both teamwork and commitment to the Sport; I

look forward to playing with the Team as we progress throughout the Competition.

Yash Kulkarni, Year 9



EXPERIENCES OF SPORT AT WHSB



When I first looked around the School, I was drawn to the Sports Hall and was greeted by enthusiastic PE Teachers. Since joining WHSB, I have been particularly interested in the High Jump; the PE Teachers have taught me to improve my technique and have pushed me to exceed my own expectations in the Sport. For new Year 7 pupils, it is very important to be driven and to be open to opportunities; it is important to try out different sports

that you may have never played before. Last year, I played Football, Rugby and Basketball in the Winter Term, and going to the respective clubs allowed me to practice my skills ahead of the PE Lessons.

On my birthday, there was a House Football Competition and I was chosen to be Captain of my House, Osprey. I really liked this opportunity as I was able to show my leadership skills and I enjoyed playing against my friends in a match. Although the Osprey Team placed third, everyone was smiling knowing that they represented their House and played Football. As a leader, I was proud of my Team and what they had accomplished.

Moving on to the Spring and Summer Terms, we were able to learn Athletics. I really enjoyed Athletics as there are so many

new sports, such as Javelin, Discus and High Jump; in particular, I really excelled in the Javelin. So far, I have represented the School in five competitions. It always feels really good to represent your School and make them and yourself proud. Recently, I threw my Personal Best throw of 26.69 metres in Javelin and this was only possible by being taught well and going to as many lunchtime and after school sessions as possible.

Throughout the year, I have loved doing sports at WHSB and have really been pushed to achieve high goals that I thought I could have never achieved when I joined.

Max Holliman, Year 7

WORLD CLASS SPORTING FACILITY INVESTMENT AT WHSB

In these unprecedented times and throughout the periods of lockdown, physical activity and School sport has been restricted in many ways. However, WHSB continues to invest in improving sporting provision at the School. In anticipation of an enjoyable season of Athletics, the new Cage, a world class training facility for practising hammer and discus throwing, was installed to support pupils in further improving and developing their athletic performances. This facility proved to be most valuable during training in the Summer Term and is a significant development for sport at the School.



SPORTS DAY 2021

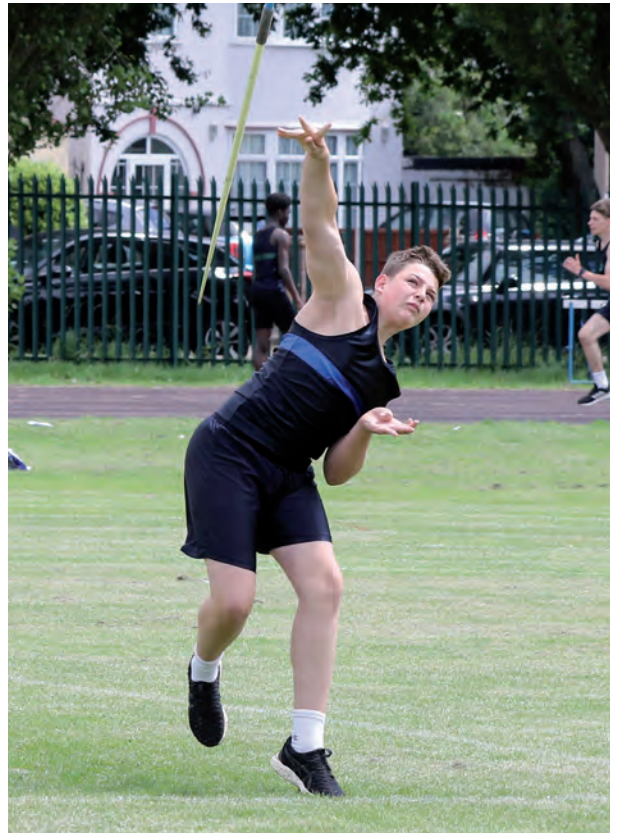
















HEALTH AND WELLBEING

THE LOWER SCHOOL PASTORAL STRUCTURE AND COMMUNICATING WITH SCHOOL

The Pastoral Teams at each stage of a pupil's education are key to facilitating strong communication between the School, pupils and their families. We are pleased to share the details of the Pastoral Structure here for the benefit of pupils and parents new to the School this year. Whilst we focus primarily on Year 7 in this section, similar structures exist in the Middle School and Sixth Form.

Lower School Form Tutors

The Form Tutor is the primary contact between parents and School for day-to-day matters. Your son will register with his Form Tutor each morning and afternoon, and his Form Tutor will instruct a weekly Form Period and a 50 minute Tutorial each fortnight. Communication with the Form Tutor would usually be by written letter. For security reasons, it is School Policy that teachers do not normally communicate with parents using e-mail. Alternatively, if the matter is an urgent one, for which a telephone call may not be appropriate, you should e-mail office@whsb.essex.sch.uk and your email will be forwarded to the appropriate member of staff for verification and a response.

Lower School Pastoral Office

Day to day administration of pastoral matters is managed in the relevant Pastoral Office, which deals with attendance, disciplinary matters and any pastoral issues concerning individual pupils. If your child has any issue which his Form Tutor is not in a position to address, he should report to his Pastoral Office.

Lower School Pastoral Tutor

Mrs Tyson, the Lower School Pastoral Tutor, will usually deal with telephone calls from parents to the School, make absence calls and oversee the day-to-day administration of the Pastoral Office.

Mrs Hart and Mrs Holley deal with similar matters in the Middle School and Sixth Form Pastoral Offices respectively.

The Progress Leader

The Progress Leader is responsible for progress, discipline, attendance and management of the Year Group and their Form Tutors. They present weekly Year Assemblies and organise the programme of Form Periods.

The Director of Lower School

The Director of Lower School manages Progress Leaders for Years 7, 8 and 9 and oversees their Year Groups. He oversees the transition programme for new Year 7 pupils and arranges the fortnightly 'Enrichment' periods. The Director of Middle School and the Director of Sixth Form look after Years 10 and 11 and the Sixth Form respectively.

Absences

Pupils are expected to be in School every day, outside of exceptional circumstances. All absences require written communication from the parent to the Form Tutor explaining the reason for the absence.

Illness

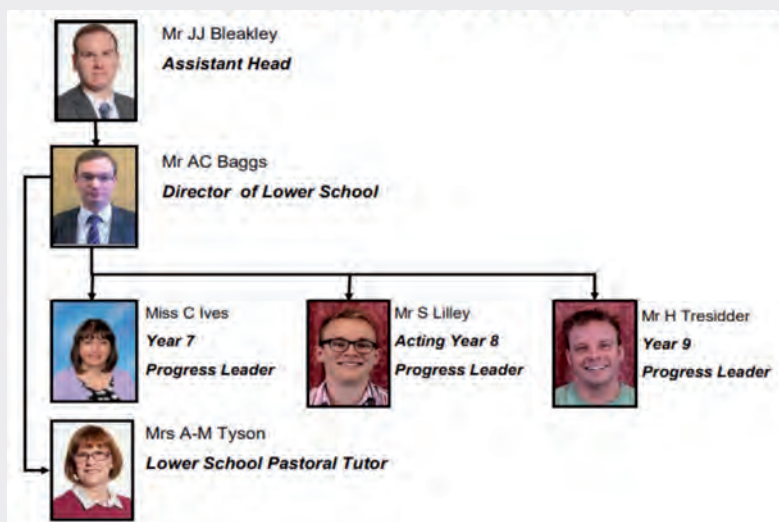
In the event of absence due to illness, you should telephone the School on each day of the absence (even for ongoing absence) and, on the day of your son's return to School, you should provide a note of explanation as to the reasons for the absence.

Planned

As soon as you become aware of the need for a planned absence, please write to your son's Form Tutor to request authorisation for the absence. The greater the length of notice the better. Authorisation, or otherwise, will be communicated in writing.

Mrs K Mumford,
Director of Operations (former second Deputy Head)

THE LOWER SCHOOL PASTORAL STRUCTURE 2021/22



PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHEE)

PSHEE in the Middle School

Our aim in Middle School PSHEE is to inspire and challenge students with a broad, coherent and worthwhile course of study. Pupils will develop as rounded individuals and contributors to society, the economy and the environment.

This academic year, we will continue to explore the challenges and opportunities that spiritual, moral, social, cultural, political and economic issues pose in contemporary society. This will include helping students to understand their rights and responsibilities as citizens of Britain.

PSHEE will continue to be tailored to our particular circumstances. Pupils will address the issues of personal responsibility, development of character, decision making, British Values, Prevent and Radicalisation, healthy lifestyles, financial capability and relationships with others, both as individuals and as members of a cohesive community.

The School has incorporated all recent statutory changes into the RSE Key Stage 4 curriculum. As students mature, they have a safe and structured environment in which to learn about positive and respectful relationships.

This year, they will cover issues such as:

- What is relationship abuse?
- Different ways abuse can affect relationships
- Ways to get help with relationships abuse
- How, and from where, to access support, and how to support a friend who may be experiencing abuse
- The importance of respect within relationships
- The risks in relation to sharing sexual images
- The implications, including legal implications, of sending or forwarding sexual images
- Examining different forms of attraction
- Developing understanding of the dangers of pornography
- Exploring the consequences of issues such as sexting and promiscuity
- Body image
- What is meant by 'consent', and what this means within healthy relationships
- Consequences of someone not receiving consent for sexual behaviour within a relationship
- Issues regarding FGM
- Miscarriages and the impacts on both men and women
- Forced marriages and inappropriate relationships



The content of School Assemblies and Form Periods will also continue to provide stimulus for further discussion and understanding of the Spiritual, Moral, Social and Cultural dimension, as will opportunities for pupil mentoring and involvement in the School Council and other pupil committees. We understand that for some parents it can be difficult to talk to your child about the sensitive issues we study at School. We have included some links below which provide advice for parents on healthy and unhealthy sexual behaviour in children and teenagers, including what to do if you are concerned.

<https://www.nspcc.org.uk/keeping-children-safe/sex-relationships/sexual-behaviour-children/>

This website from the NSPCC provides helpful guidance on the following areas:

- Inappropriate or unhealthy behaviour in a child
- How to talk to your child
- How to support your child

The NSPCC also has advice on children's mental health, which can be helpful if a child is struggling with depression, anxiety or self-harm.

In addition, the NSPCC offers guidance on talking about difficult topics with your son or daughter and this can be accessed using the following link:

<https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/talking-about-difficult-topics/>

This section of the website covers topics such as:

- Why it is good to talk
- Creating the right situation
- Starting the conversation
- Keeping the conversation going
- Listening to your child
- Talking about life changing topics

Mr R Barber, PSHEE Co-Coordinator



ACTION FOR HAPPINESS

During the difficult times last year, when the pandemic was causing so much disruption and distress, we continued to promote the Action for Happiness Campaign at WHSB as its practical, straightforward advice is accessible to all. The key to happiness is different for different people and the **GREAT DREAM** promoted by Action for Happiness sums up some actions that can support a happier lifestyle, and hence your wellbeing. Action for Happiness encourages everyone to take responsibility for their own happiness and promotes the following strategies which can be easily incorporated into your days.

Giving

Giving to others is valued by every major religion in the world and is one of the paths that can lead to happiness. This giving can be time, through volunteering, listening to another, donating money or toys, books or clothes to charity, or a present for a loved one.

There are many opportunities to Give while you are in School. Why not sign up to be a Peer Mentor, get involved in Charitable Activities, help with coaching younger pupils, become a Form representative, or join the School Council.

Relating

For many of us, relating and connecting with others during the pandemic and periods of lockdown and self-isolation were among the most difficult of challenges. Now that we are able to see and meet each other again, remember to stay connected with others who perhaps remain slightly more remote. Elderly relatives have embraced technology and are much more adept at using Zoom, Tiktok and WhatsApp. Remember to keep including them, even though you may be able to meet with friends face-to-face.

Opportunities to relate in School include getting involved in lessons, attending clubs to make new friends, joining a sports team, speaking to your Form Captain, Tutor or Pastoral Team, or extending your friendship to a pupil in need of help.

Exercising

Spending so much time indoors has certainly made people appreciate exercising outside and this is important for your wellbeing and happiness. Many people have had to become more creative in their exercise regimes and have developed new found interests such as wild water swimming, paddle boarding, parkour or skateboarding, to name just a few. Of course, many pupils are excited to get involved once again in their team sports, reconnecting with people and their normal exercise.

There are many opportunities to exercise in School, including Physical Education and Games Lessons, training sessions before and after School, as well as at lunchtime, walking or cycling to School or part of the way, and playing on the playground with friends at break and lunchtimes.

Awareness

Being aware of how you are feeling and how others are feeling can help you to be happier, even if you are feeling unhappy at that moment. The ability to recognise when you feel stressed or sad will help you to address the problem and find an action to make you feel happier once again. The School supports opportunities to develop awareness, for example during PHSEE lessons and Form Periods, speaking with a Peer Mentor, and School Counselling.

Trying Out

Every day sees a new challenge of some kind, be it a new topic in a lesson or a new bus route to School. Trying out a new activity or challenge improves your problem-solving ability and relieves the stress associated with becoming involved in new things in the future. As well as this, being open to trying out new activities may lead to a new interest, hobby or friendship. There are so many opportunities to try out new activities at School, whether it is talking to someone new in the playground, joining a club, society or team, or attending The Westcliff Diary events.

Direction

Having goals and direction can be very helpful in adding meaning and happiness to our lives. With a diverse spectrum of ages at WHSB, these goals can be varied. Year 7 pupils may be focussed on making new friends or being selected for the rugby team. Year 9 pupils are preparing for GCSE options, Year 11 are preparing for their GCSEs, and Upper Sixth students are considering their university choices. For some, they may already have longer term goals set with careers and ambitions in mind.

Opportunities to develop direction at School are many and are encouraged through our Learner Profile, PHSEE lessons, Form Periods, Counselling, Careers Guidance, the Unifrog careers platform, attending Careers Lectures, to name but a few.

Resilience

Learning through failing and bouncing back is a very important life skill and developing the ability to cope with challenging times will support your strategies for happiness. Many of the other actions for happiness will allow for failure within a safe and supportive environment. For example, learning a new skill, or playing a team sport will inevitably involve some mistakes, failures and defeats. These safe failures are a normal part of learning and will help you to develop and improve your skills, as well as developing coping strategies for life's bigger challenges. Opportunities to develop resilience at School might include applying to be a Prefect or Class Representative, joining the CCF, or the Debating Club, joining a sports team or auditioning for a Drama production.

Emotions

It is sometimes all too easy for negative feelings to become overwhelming. Looking for the good and positive in people, situations and things will help to counter those negative feelings. It is important to allow yourself to feel sad or unhappy about certain people or events and then to take action, adjust your thinking and do something you enjoy to lift your spirits and to help yourself back towards happiness.

At WHSB, talking with friends, your Form Tutor and Pastoral Staff, or engaging with PHSEE lessons and Form Periods, or School Counselling, all provide opportunities for you to develop your emotions while attending School.

Acceptance

It is all too easy to compare ourselves to others, especially in a perfectly worded, preened and polished world of social media. Nobody is perfect and accepting yourself and others, embracing those imperfections and differences, rather than striving for an unachievable ideal, can make you happier. This is not to say that we should not be seeking to improve ourselves, rather, this is accepting that we cannot have it all and nor do we really want it all!

Through Assemblies, PHSEE lessons and Form Periods at WHSB, and through new friendships and regular contact with your Form Tutor, Pastoral Team and/or School Counselling, there are many opportunities for you to work on developing acceptance.

Meaning

Being a part of something bigger than yourself can give meaning to whatever you are trying to achieve, and that meaning brings happiness.

Being a member of the School community, joining a team, attending or starting a club, becoming a Form Representative, House Representative or Peer Mentor, engaging with Charitable activities, the School Council, are all examples of becoming a part of something which brings greater meaning to your experiences.

For more information on the Action for Happiness Campaign, please visit their website <https://www.actionforhappiness.org/>

YOUR WELLBEING ROUTINE

It can sometimes be difficult to readjust to formal routines after the long summer holiday and so here are some tips to help you get back into your routines at School.

Have a good breakfast to start the day feeling fuelled up and ready to go.

Bring plenty of water to school. Dehydration can lead to a lack of concentration and headaches.

Enjoy a healthy lunch. Avoid the afternoon 'sugar crash' by eating a balanced lunch each day. Do not be surprised if the demands of the School routine make you feel more hungry than you do during the holidays. You will need to ensure you are taking in the calories you need.

Do your homework before relaxing. Completing your homework before you wind down for the evening will help you then relax, knowing your work is done.

Pack your bag for the next day as soon as you have finished your homework. This way, you are less likely to forget any homework or books in the morning, and it will mean you can have a longer sleep in, or more time to enjoy breakfast in the morning!

Review your notes from the previous lesson as you are packing your bag for the next day. Not only are you revising the material and so transferring it to your longer term memory, but you will also be helping to ensure the material is fresh in your mind, meaning you are better able to approach the lesson the following day.

Use a plastic wallet for each of your subjects. Keeping all the books needed for a subject in one plastic wallet makes bag-packing much easier, as well as keeping your books in good order.

Make sure you have time to relax each day by doing something you enjoy.

Set time limits on your use of technology. The School will set limited homework which requires the use of a computer or the internet. Social time on technology should be limited and avoided for at least an hour before bedtime.

Set limits on interactions with friends. Parents may remember having to ask permission to use the telephone, or to see a friend in the evening or at the weekend. It is normal to have limitations on seeing friends as everyone needs to have their own space.

Read a book before bedtime. Many studies have suggested that reading for pleasure is one of the most significant factors in social mobility. Moreover, reading is an excellent way to relax and unwind before bedtime.

*Mrs K Mumford,
Director of Operations (former second Deputy Head)*



HOUSE ACTIVITIES

HOUSE ACTIVITIES

Academic Year 2020/21

Last academic year, we held a wide variety of House events and I would like to take this opportunity to thank all the staff and pupils that made this possible. I wish to specifically mention: Miss Lo, Mr Sexton, Mr Lilley and Mr Rayment for their splendid work leading Harrier, Merlin, Kestrel and Osprey Houses. Despite the pandemic, a wide variety of events took place to cater for a range of interests. I would like to also offer my thanks the student House Captains and Vice Captains who helped to motivate pupils, and to everyone else who joined in. Below is a list of the House Events that took place in the academic Year 2021-2022.

House Cricket • House Year 7 Spelling • House Countdown • House Cartography • House Creative Writing • House Football • House MFL Cryptic Crossword for Sixth Formers • Year 12 House Thursday Form Quiz • House Rugby • House Fantasy Premier League • House Ditloids • House Impossible • House Chess • House Design an MFL Poster • House Rocket League • House Geogessr • House Halloween • House Bonfire Night Food and Festivities • House Festivals and Culture Diwali • House Remembrance Poetry • House Festive Cards • House Christmas Quiz • House Treasure Maps • House Cross Country • House Creative Writing • House Education Perfect • House German Crossword • House Mario Cart • House Halloween • House Chemistry Mastermind • House Super Smash Bros • House 'Keepy-Uppy' football challenge • House Mario Cart • House Rocket League • House Online Chess • House Chinese New Year Report • House Capital Cities • House Robert Burns Research Project • House Year 7 Mission to Mars Habitat Challenge • House Design and Create a Species • House Spanish/ Languages • House General Knowledge • House Easter Cards • House Camping • Only Connect Key Stage 4 • House Geography • House Harry Potter • Year 8 Poetry Slam • General Knowledge • House Gardening • House Athletics • House UEFA Euros • House Athletics • House Call My Bluff • House Sports Day

HOUSE UEFA EUROS COUNTRY COMPETITION

Year 7 pupils were busily participating in a House UEFA Euros Country Competition in July. Pupils were invited to research a country in Europe and present what they discovered about the culture and Geography. Well done to Samuel Crabb, 7E Harrier House, who was awarded first place for his presentation about Scotland (below, left). Thank you to all the students that participated in this event. House Points have been awarded for being 'Globally Aware', which is one of the attributes of the Learner Profile at WHSB.

HOUSE ACTIVITIES AUTUMN 2021

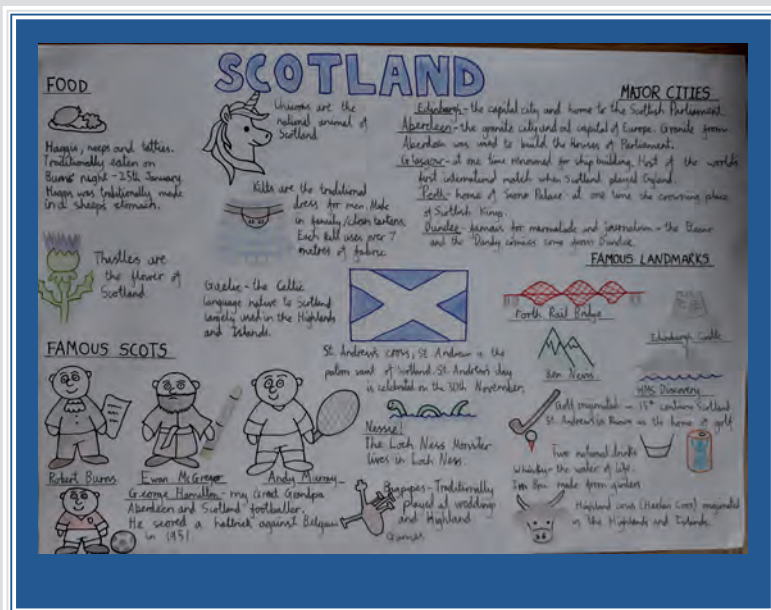
For the Autumn Term 2021, we plan to run the events below again:

House Cricket • House Year 7 Spelling • House Countdown • House Cartography • House Creative Writing • House Football • House MFL Cryptic Crossword for Sixth Formers • Year 12 House Thursday Form Quiz • House Rugby • House Fantasy Premier League • House Ditloids • House Impossible • House Chess • House Design an MFL Poster • House Geogessr • House Halloween • House Bonfire Night Food and Festivities • House Festivals and Culture Diwali • House Remembrance Poetry • House Christmas Cards • House Christmas Quiz • House Treasure Maps

Please see register notices, Microsoft Teams and information on the noticeboards for further details.

We are also aiming to run a range of new events. The House System is pupil-centred and, as such, we listen to feedback from our pupils. If you are interested in helping to run a House event, or have an idea for a new House activity, then please do let us know. We are willing to entertain any sensible suggestions! We would like to encourage you all to participate in as many House activities as you can. You will be awarded points for any events that you attend and these will go towards the overall totals. The House with the most points at the end of the Year will win the coveted Phoenix Cup, so the stakes are high! You will also receive bronze, silver, gold and platinum certificates when you achieve a certain number of House Points.

Mr R Barber, House System Coordinator



Scotland; Samuel Crabb, Year 7



House Festivals and Culture; Ahalyan Kirpananthan, Year 7



House Camping; Rafael Gamma, Year 9



House Festivals and Culture; Humanshu Amrachntha, Year 7



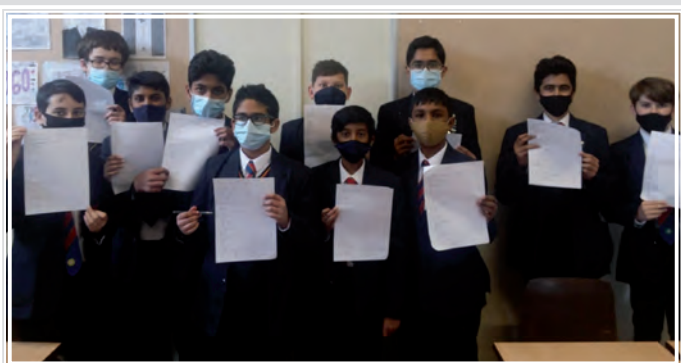
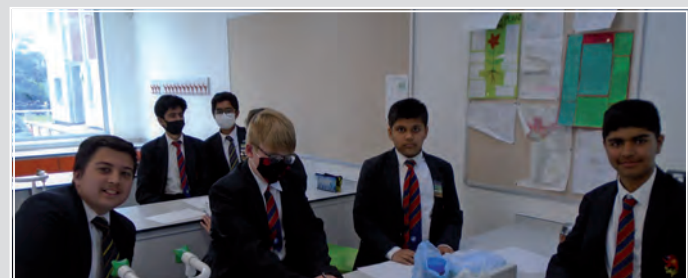
House Festivals and Culture; Aidan Lees, Year 7



House Camping; Aaryan Vatsa, Year 8



House Science, Year 8



House Harry Potter, Year 8



House Science, Year 8

FORM 7E BAKE OFF CHALLENGES

Banana bread was the most searched term on the BBC Food website in 2020. Supermarkets sold out of home baking items regularly with sales increasing by 49% in the first twelve weeks of the first lockdown. During lockdown, many people took to baking as an escape and a distraction from the difficult circumstances. I have continued this baking frenzy by challenging my Form group to bake during the holidays, tasking them to follow different themes. They have shown themselves to be open to opportunities and have been exceptional at baking their new and creative ideas into existence. Below, I am pleased to share the top three from each of our Bake Offs, as well as some other star bakes from across the year.

During the October half term break, the Form were asked to bake something that was Halloween themed; although other bakes not on theme were also permitted! Samuel Crabb made a 'Roadkill Rat', a rat constructed using marshmallows and Rice Krispies, with jelly sweets and strawberry jam acting as the bloody intestines, and Dawid Swiecki made a 'Mango Mousse Cake', a delicate sponge cake topped with a mango mousse and chunks of mango inside, and topped with a mango glaze. The winner of the first Bake Off was Lucas Keeble who made a 'Haunted House Cake' using vanilla sponges filled with jam and buttercream for the structure, covered in fondant. The spires were made using waffle ice cream cones.



During the February half term break, the theme was Pancakes, in honour of Shrove Tuesday. We had multiple videos of pupils flipping their pancakes at home, fortunately without disasters or broken frying pans! Jacob South made crêpes topped with fresh fruit, Samuel Crabb experimented with pancake art, a process whereby pancake batter is used in various colours to create designs when the pancake is flipped, Pirasham Pirapakaran made pancakes in honour of WHSB and Billy Wallace shaped his crêpes like a squirrel, using melted chocolate and sprinkles to create the visual of its tail.



Over the Easter holidays, the theme was Chocolate! Many members of the Form group took part with three different sets of brownies being baked and enjoyed! Samuel Crabb made three different recipes using chocolate, and came in third place with his 'Smartie Mini Egg Rocky Road'. Dawid Swiecki made a 'Chocolate Mousse Cake' with homemade chocolate strawberries on the side, using milk, white, dark and ruby chocolate. The winner was Jacob South who made a 'Milk Chocolate Cheesecake filled Easter Egg', a recipe that has grown in popularity in recent years.

During the Whitsun half term break, the theme was Celebrating Fresh Fruit. Pupils were encouraged to bake something containing fruit, decorated with fruit, or they were able to be more creative and experiment with fruit carving. Reuben Thomas took this opportunity to try carving apples into an 'Apple Swan', Samuel Crabb made a 'Strawberry and Caramel Pavlova', and Dawid Swiecki made a 'Fruit Terrine', with the cross sections of the fruit visible when it is sliced.

Although there could only be three winners of each Bake Off, there were plenty of fantastic bakes that were created by the pupils throughout the year. We hope you enjoy looking back at the various bakes made by Form 7E.

Mr A Lo, Year 7 Form Tutor



Chocolate Brownies Recipe

In honour of the Chocolate Bake Off theme, I have shared with you my own tried and tested Chocolate Brownie recipe for you to bake and enjoy at home. If you do give the recipe a try, please feel free to send your photos to Mr Lo via Microsoft Teams!

For the brownie batter:

150g margarine or unsalted butter
160g granulated sugar (you can use a mix of brown and white sugar)
100g bar of dark chocolate
3 large free range eggs
1 tsp vanilla extract
90g plain flour, sifted
25g cocoa powder, sifted
Pinch of salt
200g chocolate, chopped into chunks (can be a mix of milk, dark or white)

Instructions:

Preheat the oven to 160°C. Line a 20cm square tin with 2 strips of baking parchment that cover the entire length and width of the tin so the brownies can be easily lifted out.

In a large saucepan, melt the unsalted butter or margarine, granulated sugar and dark chocolate over a medium low heat,

stirring to prevent the chocolate from burning. Once melted, set aside to cool.

When the chocolate mixture has cooled down, beat in the vanilla extract and the eggs one at a time, adding the next one only when the previous one has been fully incorporated. After the final egg has been incorporated, beat the mixture for a good 45 seconds; this creates the great crackly crust typical of a good brownie!

Sift in the plain flour and cocoa powder and salt and fold using a rubber spatula until it has almost been fully incorporated. Add in the chopped chocolate (you can add any other fillings like chopped nuts, cacao nibs or Oreos) and fold through until the brownie batter is smooth and everything has been incorporated.

Pour the brownie batter into the prepared tin and use the spatula to level out the mixture in the tin. You can top the brownies with any topping you like – chopped nuts, Oreos, cacao nibs or even swirling peanut butter or Biscoff spread over the top of the brownie batter!

Bake the brownies for around 25 minutes until they are set on top, cracked and slightly risen. When you insert a skewer into the centre, it will come out slightly moist and unclean, this is normal (you may have also hit a piece of chocolate that has melted)!

Leave the brownies to cool in the tin for 10 – 15 minutes before lifting out onto a wire rack to cool fully before slicing up into 16 squares.

Mr A Lo, Year 7 Form Tutor



CLUBS AND SOCIETIES

During the last academic year 2020-2021, students at WHSB fully engaged with a wide range of extracurricular opportunities. Activities took place within bubbles or Zones, and online when learners could not be in School.

Many of the Clubs and Societies at Westcliff are organised by students, and come from Pupil Voice suggestions. We aim to run Clubs and Societies that students want to be involved in, with new ones created throughout the year reflecting student interest. They are supervised by unpaid volunteers in their spare time and are free of charge.

Joining a Club can bring many benefits, such as meeting new people. You could join a Club with a friend that has a similar interest to you, or just go along on your own. You will meet new people and make more friends. By working as a group, you will learn new skills. WHSB pupils tell us that they get better at time management, improve confidence and learn more about themselves. This self-awareness will help with life beyond School and with future careers. You could learn from other students by observing how others handle certain situations. This could improve your ability to multitask, generate ideas and support the School community.

Another major advantage of joining a Society will be to help you develop 'soft skills'. These skills relate to how you work and interact with your peers, how you solve problems and manage your work. This includes: teamwork, positivity, adaptability, communication, dependability, work ethic, motivation, problem solving, listening skills and critical thinking.

Soft skills are also known as 'people skills' and employers find these very important in the workplace. Some people can be

excellent academically, however, if they cannot manage their time effectively or work collaboratively with others in a team, then they may have difficulties when in employment. Joining or helping to run and organise a Society will help you improve and broaden those skills that you already have. This includes developing emotional intelligence, as you forge new relationships.

Working in a team puts you in new situations, where you will have the opportunity to give advice and take advice from others. You will also learn practical experiences in a secure environment, where it is safe to make mistakes, as others are there to support you.

Below is a list of Clubs and Societies from last year. We are looking to organise the same Societies again this year and hopefully run even more as restrictions ease. For the most up-to-date information, please listen carefully to register notices, read your e-mails, and look at *Microsoft Teams* and the numerous noticeboards around School.

Please do try to get involved as much as you can in the extracurricular side of School. In addition to these Clubs and Societies, we also have a wide range of House, Sport, CCF and Music opportunities available. If you would like to help set up a new Club or Society or assist with an activity, then please do not hesitate in letting us know.

Mr R Barber, House System Coordinator

Despite the restrictions, many of our Clubs and Societies continued throughout last year:

Year 7 Astronomy Club

Year 7 Latin

Chess Club

Bibliophiles Key Stage 4 and 5 and staff.

Year 7 Wargaming Club

Year 8 Wargaming Club

Year 9 Wargaming Club

Year 10 Wargaming Club

Year 11 Wargaming Club

Wargaming Online

Year 7 Film Club

Psychology Film Club

CCF Navy Section

CCF Army Section

Year 13 Medics and Dentists

Economics Society

Year 8 Gospel Choir

Harry Potter Society

Psychology Society

Psychology Society Year 12

Psychology Society Year 13

Poetry Society

Art Society

Economics Society

Mario Cart

Year 11 Screenwriting Club

Minecraft

Dora and Diego Appreciation Society

Creative Writing

Mathematics Help Club Year 13

Mathematics Help Club Year 12

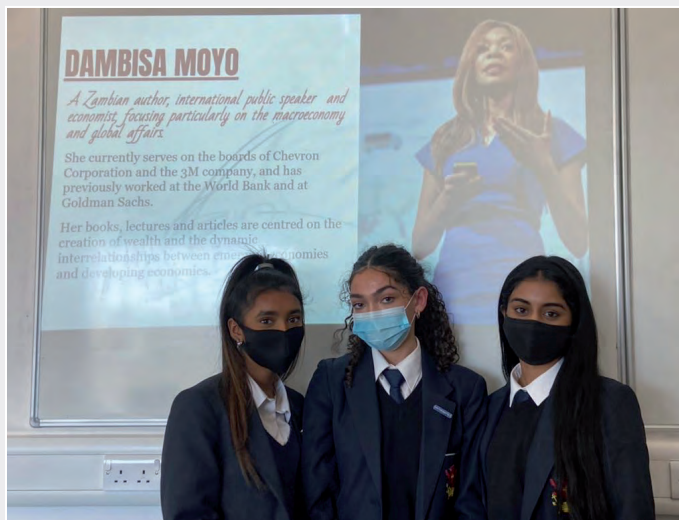
Investment Society

Conspiracy Theories

Geography Society

THE ECONOMICS SOCIETY

Lower Sixth students, Ryan Jakhu and Ismail Quasem, founded the Economics Society in September 2020. Based upon a desire to share their passion for Economics with others, both present topical lectures once per week drawn from current affairs with links to the Economics Advanced Level Specification.



The Society attracts a significant number of Sixth Form economists each week who listen to and debate topics including game theory, the stock market and global poverty. Apart from Ryan and Ismail, other students have also presented to the Society. Rameen Sharif presented a very interesting book review on Thomas Piketty's *Capital* which explored the causes and consequences of inequality. Nikita Nanu, Mariska Yazbeck and Keerthika Kandarathinam jointly presented a lecture on female economists with a particular focus on the work of Zambian economist and author, Dambisa Moyo. Daniel Aloba and Semi Bamidele led a discussion on contestability in the groceries market using new entrants into the market, Dija and Getir, as their examples of innovative disruptors. In addition, Cho Man, Toby Linsell and Andreas Mouton presented their case study on growing levels of inequality in Sweden.

In April 2021, the Society was pleased to virtually host Sir Charles Bean, former Deputy Governor for Monetary Policy at the Bank of England and current Professor of Economics at London School of Economics. Sir Charles delivered a very interesting presentation on the macro economy and answered many questions from the students on the projected trajectory of the UK economy following the external shock of Covid-19.

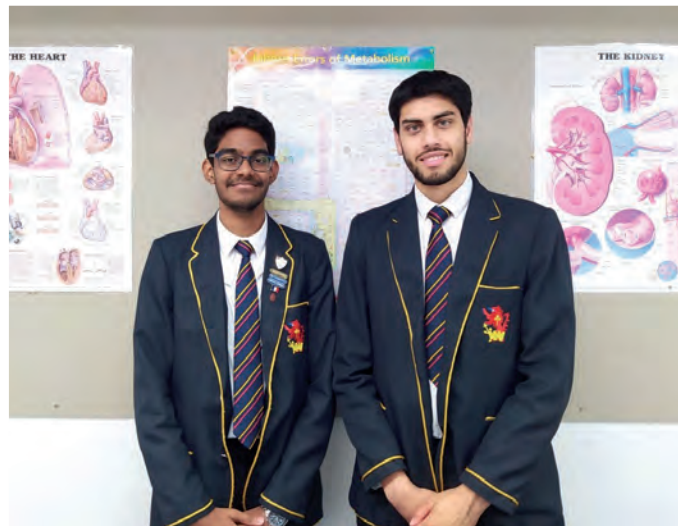
The Economics Department would like to thank Ryan and Ismail for their ingenuity and for leading lectures, and to the regular attendees who made the Economics Society such a terrific addition to extra-curricular life at WHSB in the 2020/21 academic year. Ryan and Ismail hope to expand the Society this academic year to include both the Lower and Upper Sixth economists and non-economists alike.

Mr P Cunneen, Head of Economics

WHBSB JUNIOR MEDICAL SOCIETY



During the lockdown this year, many people struggled to find something fun or interesting to do to help to occupy their time. Many people wanted to go out, learn new things and go into new professions to help to tackle the pandemic. An important example of this is Medicine, due to the large role that it has played in providing a vaccine and a way out of the restrictions. To account for such a large field like the medical sector, the School



introduced us to the WHSB Junior Medical Society; to me this was the best thing that happened during the lockdown and it continues on *Microsoft Teams* every week.

I have learnt a variety of topics in great detail, such as the brain, surgery and cancer. We all had so many questions to ask and the leaders and members supported each other, making sure that every question was answered and that everyone understood some of the complex information involved. The Society also provided us with plenty of opportunities, for example, signing up for surgical work experience, including learning to do sutures which I am very much looking forward to!

Overall, the Junior Medical Society was very helpful in my learning more about complex biology, and it has provided us with many opportunities and helped us to understand more about medicine in general.

I would like to thank the leaders of the Junior Medical Society: Zeeshan Hossain, Nivasan Loganathan and Ishan Mayor for creating the resources and answering our questions. I would like to thank Miss Lo for overseeing the Society and providing us with work experience opportunities.

I highly recommend that any pupils in Year 7 to 11, especially if you are interested and/or considering applying for Medicine at University, join the Junior Medical Society. If you would like to join, please speak to Miss Lo.

Kirushan Selvarajah, Year 9

HEALTHCARE AND MEDICAL SOCIETY 2020-2021

For all aspiring doctors, nurses, dentists and healthcare professionals, the Healthcare and Medical Society is a cornerstone of extra-curricular life in the Sixth Form and, despite the barriers put up by the pandemic, it has continued to thrive and provide invaluable knowledge and experiences to all of its members.

At the start of the academic year, whilst restrictions were minimal, we were able to give weekly presentations, led by the Lower Sixth, about topics of interest and current NHS talking points. Outside of COVID-19, these included the ethics of organ transplantation, the science of sleep, the underfunding of mental health services and the future of prosthetics. This gave Lower Sixth students an excellent opportunity to further their interest in medicine, develop personal statements and improve key skills in public speaking and discussion.

Then, whilst we were at home, we had the chance to learn about the application process for medicine and related courses, and practise for the crucial medicine entrance exams (UCAT and the BMAT).

In presentations delivered by the Upper Sixth leaders, Vickyat Ravula and Arnihan Sarveswaran, we learnt from first hand advice about the procedure, both generally for university and

specifically for these courses. Speaking to current Upper Sixth students, these proved to be vital in preparing for those extra hurdles in the medicine application process, despite having to be conducted over *Microsoft Teams*.

Once we returned, the leaders of the Healthcare and Medical Society were able to invite some guest speakers. These started in the form of first year medicine students, giving their testimonies of life at medical schools, such as Queen Mary University of London and University College London. These really helped to remove any anxieties about attending medical school and cleared up the misconception that you lose a social life whilst there. In addition to this, we had an amazing experience when we were able to 'beam in' representatives from the Royal College of Pathologists to speak about their area of expertise and its importance in medicine.

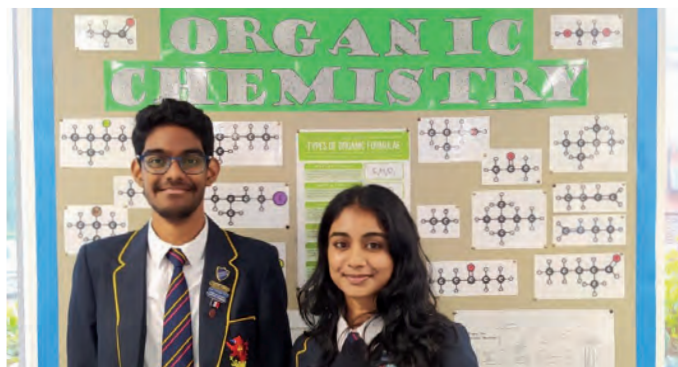
For the upcoming academic year, Keerthika Kandarathinam and I have been given the privilege of leading the Healthcare and Medical Society. Hopefully, with restrictions lifted, we will be able to invite speakers to the School and restart weekly face-to-face meetings during lunch times. We hope to continue with the tradition of presentations, written and delivered by Lower Sixth students, to discuss hot topics and prepare aspiring medics for the dreaded medicine interviews! Finally, we would really like to organise some trips and visits, such as a day at Southend University Hospital, in order to provide an insight into working as

a healthcare professional in the NHS in the current climate.

We hope to see you all soon and help you in becoming strong, well-rounded applicants for any medicine or allied subject course or, for non-medics, in simply developing your knowledge of, and interest in, medicine and health.

If you are interested and want to find out more, please speak to Miss Lo.

Sri Nivasan Loganathan, Upper Sixth



WARGAMING CLUB

Wargaming Club was presented with significant challenges during the academic year 2020-2021; in conjunction with the rest of society, COVID-19 impacted how Wargaming Club could operate. Usually, the club fosters the support of younger pupils by older pupils, teaching them how to play games as well as developing friendships and interests within Wargaming and its community.

In response to the restrictions, each Year group attended the Club fortnightly, remaining within their respective zones, meaning that pupils were only able to interact and play games with other pupils in their Year group. The pupils in Years 8-11, albeit disappointed they could not interact with their peers, continued to enjoy the hobby with regular attendance.

It was pleasing to see the significant interest in Wargaming Club amongst Year 7 pupils, with many already into card games such as Magic the Gathering and Yu-Gi-Oh. A small number of pupils had already heard of Warhammer 40k and Warhammer Age of Sigmar and it was encouraging to see a large majority wanting to learn more about Warhammer.

We were fortunate to receive a free starter hobby box from the Warhammer Alliance, a section of Games Workshop which organises School events, and this included magazines to teach newcomers the basics of the hobby; from the lore, to building, painting and playing. Pupils had the opportunity to build and paint models for the very first time, developing their hobby skills ready for when they obtain their own army.

Ultimately, Wargaming is a social hobby and I commend all pupils who have attended Wargaming Club for their integrity



and perseverance, despite a difficult year rendering it almost impossible to play games. We can be hopeful that restrictions will ease and pupils from all Year groups can interact together to bring back the sense of community the club has always promoted.

Frequently asked questions

What is Wargaming Club?

Wargaming Club is an opportunity for you to compete against others in war games. Wargames are strategy games that deal with military operations in real or fictional settings. These games require you to be adaptive to your opponent's gameplay, but there is also an element of luck.

What is Warhammer?

Warhammer is a table top miniature war game. There is Warhammer Age of Sigmar and Warhammer 40k which are based in different timelines and settings but have similar play-styles. The aim of the game is to beat your opponent using the army that you have created. The armies vary from mankind to alien races. The games could be an all-out death match or a more tactical game where objectives have to be secured.

Who can attend?

Pupils from all Year groups are welcome to attend. No prior experience is needed. I would recommend you attend one session to see what is on offer and to learn more about war games.

When does Wargaming Club take place?

Wargaming Club takes place every Friday, 3.35pm-5.00pm. Further information will be released to take into account any ongoing restrictions.

Do I have to bring my own models?

You do not need to buy or bring any models. The Club has many models which you can use to try and learn the game, and to help you to decide whether you want to pursue this activity further.

Many pupils go on to buy and make their own models which they use to play. The biggest advantage of owning your own models is that you can create a backstory for them and design them to suit you.

What games are played at Wargaming Club?

Currently the war games available are Warhammer, Yu-Gi-Oh, Magic the Gathering and Dungeons and Dragons. New war games are always welcomed.

If you have any further questions or would like more details, please see Miss Lo.

Miss E Lo, Teacher of Chemistry

CHESS CLUB

During lockdown, Chess Club has been very active with many of our pupils across the Year groups participating in the 'WHSB Tournament Arenas' and the 'Inter-School Mammoth Team Battles' where competition was fierce. Tournaments had taken place on Lichess, a free Internet Chess server, where anyone can play chess online. This is an excellent solution for running Chess Club, as there is no need to make contact with the other person when playing. Members can even message others during the game and can request to play at any time of the day.

Lichess not only supports traditional chess but also offers other variants such as 'Blindfold' and 'Atomic Chess' for the more adventurous players. It is an excellent tool for competitive players as they can improve memory and problem-solving skills by utilising the tricky puzzles and computer analysis. I look forward to Chess Club resuming this academic year and participating in even more fun and exciting games.

*Jonathan Cheung, Chess Captain,
Lower Sixth*



YEAR 7 CONSPIRACY THEORY CLUB

The Conspiracy Theory Club has been an absolute delight to run and a fantastic opportunity for the pupils to think critically about the world around them. We have heard theories from across the world - and even beyond! The Apollo moon landings to the validity of Shakespeare's work have all been scrutinised. The pupils are always encouraging each other to form, explain and defend their own opinions. This is a vitally important skill and one that I hope will give the pupils greater confidence in themselves and their voices. The Club is indeed a welcome place for weird and wacky ideas - and we certainly have heard a lot of them!

Many thanks go to our fantastic Lower Sixth contributors: Ethan Ng, Charlie Gutteridge, Jacques Robinson, and Thomas Hunt, who have had to manoeuvre COVID-19 regulations in order to deliver their presentations remotely. We have also had some brilliant contributions from the Year 7 pupils, with special mention to Oliver Street and Josef Machacek for their work on the moon landings. All our attendees have arrived at Conspiracy Theory Club with an open-mind and an enthusiastic spirit, and for that I thank you all!

Miss E Smith, former teacher of History



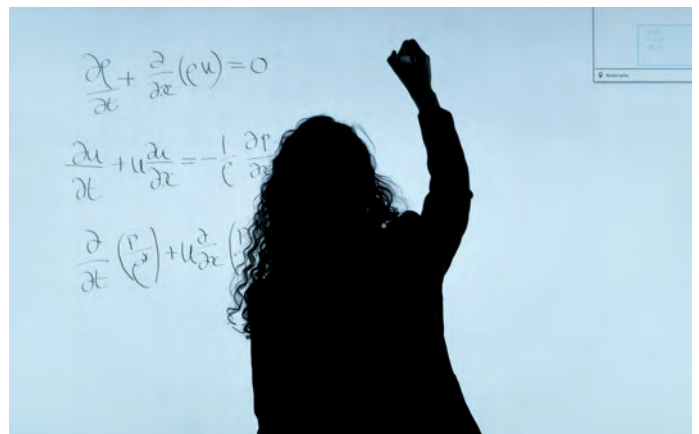
MATHEMATICS SOCIETY

The year 2019 marked a significant development in the WHSB Mathematics Department with the start of the Mathematics Society. Its goal was to provide the most talented Mathematics students in the School with an excellent opportunity to learn off-specification ideas in Mathematics, such as Game Theory, the Fibonacci Sequence and Golden Ratio, and the Pigeonhole Principle. Having a fundamental understanding of the higher-level principles that underpin what is learnt during Mathematics lessons in the Lower and Middle Schools helps to reinforce pupils' examination capabilities and will help them when applying to universities.

Across 2019 the Mathematics Society was a huge success, with many talented pupils attending each Wednesday lunchtime in two groups; Years 8-9, and Years 10-11. The pupils received tailored sessions for each group which catered for the different stages in their learning and capabilities. Students hand-selected from the Sixth Form took turns in teaching the younger pupils concepts to strengthen their overall knowledge of Mathematics, and even other applied areas including Economics and Physics.

The session on Game Theory is such an example. This is the study of the mathematics behind the choices that rational decision-makers make strategically in response to certain conditions, and how these can be turned into models and probabilities that form the scientific part of behavioural economics. Highly valuable for not only Mathematics pupils, but also Economics pupils, this is but one example of the topics taught during the course of one Wednesday lunchtime.

It is often underappreciated how important it is to understand 'why'; this often helps in applying concepts and usually leads to a



greater interest in Mathematics and learning in general. This will hopefully drive these pupils to even greater heights as the year, as the Mathematics Society continues.

Why not try these example questions?

1. Game Theory

If you are at a 500m long beach and there are two ice cream vans, where will they be positioned? The second van can move depending on the position of the first van.

2. Pigeonhole principle

There are 10 points in a 3cm x 3cm square - show that there are always two points that are a maximum of $\sqrt{2}$ cm apart.

During the COVID-19 restrictions of 2020, the Mathematics Society took to *Microsoft Teams* to survive. Numerous people posted interesting articles and problems, with many pupils taking part in trying to solve these problems.

Starting again this year, we wish to see this Society meeting regularly again in School. We are looking for experienced Sixth Form students to lead the Society meetings in the first instance. This is a rewarding experience, and also a great accolade to include in any Personal Statement, especially if you wish to study a heavily mathematically related subject at university. You will be presenting weird and wonderful ideas to younger pupils, which in itself means you will have many interesting topics to talk about in a university interview.

We also require eager pupils from across Years 7 to 11 who are keen to learn beyond the syllabus. Please note that the material we are learning will be difficult, so you will need to be a capable mathematician!

If you have an interest in Mathematics beyond the curriculum and would like to attend the Society then please email Mr Lo for further details.

Luke Swain, Upper Sixth

ASTRONOMY CLUB

In September last year, the Astronomy Club started up again for Year 7 pupils. Pupils learned about the Earth; the lunar disc; how the Earth, Sun and Moon interact to produce effects here on Earth; how to observe celestial bodies in the Solar System and beyond; early models of the Solar System; and, most recently, what our current models of the Solar System are. Pupils were treated to presentations rich in beautiful images from the furthest reaches of space, coupled with complex mathematical puzzles to solve.

During the partial solar eclipse this year, a small number of Year 7 pupils from the Astronomy Club had the opportunity to view the event through a reflecting telescope with a solar filter fitted.

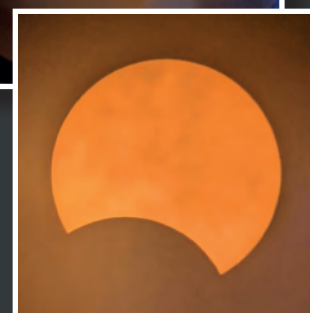
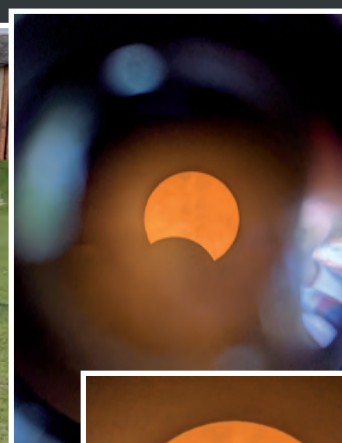
Pupils were able to focus the telescope themselves and use it to take photographs of the event, which they then shared with each other on *Microsoft Teams*. After the picture was shared on the School's Facebook page, Brighton Astro (Brighton and Hove's Astronomy Club) generously donated some toys for us to play with; including a 3D printed sundial where the gnomon casts a shadow that projects a digital image of the time, and a heat protector cover of an intelsat satellite, amongst other things.

The WHSB Astronomy Club has been asked to create and perform an experiment using the satellite heat protector and feedback the results to Brighton Astro.

During the Spring lockdown, the Astronomy Club went online and continued to meet and learn about the wonders of the final frontier. A guest speaker, who is an amateur astronomer who takes spectacular photographs of deep space objects, had agreed to meet with the group to discuss how to capture and process the photographs. However, due to issues relating to the lockdown, this has had to be postponed.

This academic year, I am hopeful that the Astronomy Club can be opened up to a wider selection of Year groups. In the future, when it is safe and possible to do so, I would like to arrange a trip to the Jodrell Bank Observatory in Cheshire to see the Lovell Telescope (the third largest radio telescope in the world). We also intend to invite guest speakers to the School, and possibly to offer GCSE Astronomy as an extra-curricular qualification to pupils who are particularly interested and motivated to study the subject further.

Mr K Dalby, Teacher of Physics



PARENTS' ASSOCIATION

WELCOME TO WESTCLIFF: AN EVENING FOR PARENTS NEW TO THE SCHOOL

Tuesday 21 September 2021, 6.30pm-7.00pm



On Monday 20 September, before the School's Helping Parents to Help Their Sons Year 7 Education evening, the Parents' Association will be hosting its annual "Welcome to Westcliff" event for all those parents new to the School. Parents' Association members will be serving refreshments in the Screens Area which is adjacent to the Main School Hall. This is an informal and enjoyable evening during which you will have the opportunity to meet with the Headmaster and members of the WHSB staff. You will also have the opportunity to network and socialise with other new parents. In previous years, this Welcome Evening has proved particularly useful in helping to answer practical questions that may have arisen once pupils have joined the School. Contact can be made with other parents whose children are in the same Form Group and with those who live in the same locality. The evening is free of charge to attend, and we look forward to meeting you.



WHSB PARENTS' ASSOCIATION AGM

Tuesday 21 September 2021, 7.00pm-8.00pm

The Parents' Association AGM will be held on Monday 20 September at 7.00pm in the School's Lecture Theatre, room W31 (or via Zoom should Covid-19 restrictions dictate). A summary of our fundraising efforts over the previous year will be communicated, together with a presentation of our accounts and

the voting of Committee post-holders for the new Academic Year. The meeting is open to all members of our School Community and we look forward to seeing you.

PARENTS' ASSOCIATION 100 CLUB: MONTHLY PRIZE DRAW

Established in 1996, our Parents' Association 100 Club has raised thousands of pounds over the years, enabling us to provide many items beneficial to the School. With the passing of each School Year, the Parents' Association loses members of the 100 Club as their sons and daughters leave WHSB. Therefore, it is vital for new members to become involved. For a monthly contribution of just £5, members of the 100 Club (who must be associated with the School) are entered into a monthly draw to win a cash sum, currently in the region of £150. Lucky winners will receive a cheque from our PA Treasurer. If you would like to join our 100 Club, a registration form and joining instructions can be downloaded from the School website <https://www.whsb.essex.sch.uk/pa>.

If you have any queries or require any further details, please email us at pa@whsb.essex.sch.uk. Thank you for your support.

SHOP ONLINE AND RAISE FUNDS FOR THE SCHOOL WITH AMAZON SMILE



When you shop on Amazon Smile <https://smile.amazon.co.uk/>, money can be donated to WHSB's Parents' Association at the click of a button and at no cost to you. Amazon Smile is a website operated by Amazon that allows customers to enjoy the same wide selection of products, low prices and convenient shopping features as on [amazon.co.uk](https://www.amazon.co.uk/). The difference is that when you shop through smile.amazon.co.uk, WHSB Parents' Association receives 0.5% of the net purchase price. Simply use your regular Amazon account details to log in at smile.amazon.co.uk. On your first visit, you are asked to select a charitable organisation. Choose or search for Westcliff High School for Boys Parents' Association. Once selected, shop as usual and 0.5% of your net purchase price will be donated to the Parents' Association.

EASYFUNDRAISING

Easyfundraising is a shopping directory listing some of the UK's favourite online stores including Amazon, John Lewis, Marks & Spencer and over 2,000 others. Just use the links on the Easyfundraising site whenever you shop online and, at no extra cost to you, the PA will receive a free donation of up to 15% from every purchase you make. It really is that simple and it is completely FREE to register. You will not pay a penny more for your shopping when you use the Easyfundraising site. In fact, you can even SAVE MONEY as many retailers offer discounts, special offers and even 'e-vouchers' exclusive to Easyfundraising. If you shop online anyway then why not raise valuable extra



funds for us by using this fantastic scheme. All you need to do is visit www.easyfundraising.org.uk and, when you register, select Westcliff High School for Boys as the organisation you wish to support: <https://www.easyfundraising.org.uk/causes/westcliffhighschoolforboys/>. The more members of our School Community who choose to support us in this way, the more money we can raise for the School. Our thanks in anticipation!

FESTIVE FUNDRAISING AND GIFTS



Looking ahead, the Parents' Association will be sponsoring the School's annual Festive Card Competition, in collaboration with the WHSB Art Department. Pupils from all Year Groups will be invited to submit their Artwork, from which the winning design will be chosen by the Headmaster and members of the Parents' Association. The prize will be a £50 gift voucher to spend online at either the Royal Academy or Tate online gift shops. Packs of cards designed by the winner will be available to purchase by members of the School Community via ParentPay to raise money

for the School. Details of how to enter this competition will be communicated shortly.

A new fundraiser for this Year, will be the Parents' Association Calendar for 2022, again in collaboration with WHSB Art Department. Further details will follow, with the calendar being available to purchase via ParentPay in the run up to the festive season. An excellent gift for family and friends!

Look out too for our WHSB Parents' Association Jute Bags, priced at £5 each, on sale at events in the School hosted or supported by the Parents' Association, or by emailing us at pa@whsb.essex.sch.uk. These high-quality and ethically produced bags are sourced from The Natural Bag Company, the UK's specialist jute bag printer and supplier. Another excellent gift for the festive season!

YOUR PARENTS' ASSOCIATION NEEDS YOU!

Tuesday 28 September 2021, 7.30pm

Tuesday 9 November 2021, 7.30pm

Why Not Join Us? We always welcome and actively encourage WHSB parents, particularly those who are new to the School, to come along to our meetings to get to know us and to find out more about what we do. We do not expect a huge time commitment from people and many of our active members help out at just one or two events per year. You can find out more about the Parents' Association, our Committee Members, and the items and projects that we have funded, on the School website and in the termly issued Westcliff Diary, in which our meeting times are listed on the back page. Meetings are typically held twice during each Term (either via Zoom or face-to face, depending on circumstances resulting from the pandemic).

Meeting dates for this term are Tuesday 28 September and Tuesday 9 November, commencing at 7.30pm. Please email us at pa@whsb.essex.sch.uk if you would like to attend or to add your email address to our distribution listing for news, information and Parents' Association Meeting Minutes. Alternatively, you can reach us through the School Office.

Mrs J Clarke, Chair of the Parents' Association



CALENDAR FOR AUTUMN TERM 2021

Wednesday 1 September	STAFF DEVELOPMENT DAY	19-21 October	The 39 Steps Senior Drama Production, 7.30pm-10.00pm
Thursday 2 September	AUTUMN TERM BEGINS, 8.40am	Thursday 21 October	Year 9 Phase 1 Report Issued
Friday 10 September	OWA Annual Dinner, 7.00pm-10.00pm	25-29 October	AUTUMN HALF TERM
Wednesday 15 September	HPV 1 Vaccination - Year 8, 9.00am-1.00pm	Saturday 30 October	A Midsummer Night's Dream at The Globe, 12 noon-6.00pm
Thursday 16 September	Sixth Form Education Evening, 7.30pm-9.00pm	Monday 1 November	STAFF DEVELOPMENT DAY
16-17 September	DoE Bronze Assessment	Tuesday 9 November	Parents' Association Meeting, 7.30pm-9.00pm
Friday 17 September	Enrichment Day	Monday 15 November	OWA Committee Meeting, 7.00pm-8.00pm
Saturday 18 September and Monday 20 September	11+ Entrance Examination Days	Thursday 11 November	Remembrance Service, 8.45am-9.55am Sixth Form Open Evening, 6.30pm-9.00pm
21-27 September	Upper Sixth Formative Examinations	Friday 12 November	Year 8 Phase 1 Report Distribution
Monday 20 September	STAFF DEVELOPMENT DAY	Monday 15 November	Year 7 Parents' Consultation Evening, 4.00pm-6.00pm
Tuesday 21 September	Year 7/New Lower Sixth Welcome Evening, 6.30pm, followed by Parents' Association AGM, 7.00pm Year 7 Helping Parents Help Their Sons, 7.00pm-8.30pm	Thursday 18 November	Autumn Sinfonia Concert, 7.30pm-9.00pm
Thursday 23 September	Year 10 Education Evening, 7.30pm-9.00pm	Friday 19 November	Year 10 Phase 1 Report Issued
28 September-4 October	Year 11 Formative Examinations	22-26 November	Year 11 GCSE Trial Examinations
Tuesday 28 September	Parents' Association Meeting, 7.30pm-9.00pm	Monday 29 November	Upper Sixth Parents' Consultation Evening, 4.00pm-6.00pm
Thursday 30 September	Year 9 Helping Parents Help Their Sons, 7.30pm-9.00pm	Wednesday 1 December	Careers Evening, 7.00pm-9.00pm
Friday 1 October	Lower Sixth Initial Indications Report Issued	Friday 3 December	Christmas with the Big Band, 7.30pm-10.30pm
Saturday 2 October	Romeo & Juliet at The Globe, 12 noon-6.00pm	13-17 December	Lower Sixth Formative Assessments
Friday 8 October	Upper Sixth Phase 1 Report Issued	Monday 13 December	Leavers' Certificate Collection, 3.45pm-5.00pm Carol Service, 7.30pm-9.00pm
13 & 14 October	Years 7-11 Flu Immunisations	Thursday 16 December	Year 11 Trial Examination Report Issued
Wednesday 13 October	Information Events for Year 6 Passes, 2.30pm-4.00pm; 7.00pm-8.30pm	Friday 17 December	AUTUMN TERM ENDS, 2.45pm
Thursday 14 October	Year 9 CCF Interest Meeting, 7.30pm-8.30pm Autumn Chamber Recital, 7.30pm-9.00pm	Tuesday 4 January 2022	SPRING TERM BEGINS, 8.40am
Friday 15 October	Year 7 Phase 1 Report Issued Year 11 Phase 1 Report Issued Lost Property Reclaim in Main Hall, 12.50pm-5.00pm		

Tickets for all Westcliff Diary events can be purchased via TicketSource at <http://whsb.ticketsource.co.uk/>

Kenilworth Gardens | Westcliff-on-Sea | Essex | SS0 0BP | 01702 475443



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