



The Westcliff Diary

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FROM THE DESK OF THE HEADMASTER

A NEW ACADEMIC YEAR

Welcome to the start of the new academic year and, in particular, on behalf of the Staff and Governors I would like to extend a warm welcome to our new Year 7 pupils, and those students joining us in the Lower Sixth. We hope you very much enjoy your early weeks at WHSB, and that you have fun settling in and meeting new friends. It can be challenging and feel unsettling when joining a new School, but there is plenty of support on hand, for example through your Pastoral Office, and please do not hesitate to seek advice and/or support should you feel that is needed.

This term, we are also delighted to be launching our new Senior Mentor arrangements for students new to the Lower Sixth, and you will find further details on those arrangements within these pages. The arrangements have been set up as a direct result of feedback from our Lower Sixth students, in particular those joining the Sixth Form from other Schools, and we believe this will be effective in further extending the range of support available for our students.

THE EXTRA-CURRICULAR PROGRAMME AND DIARY OF EVENTS

Once again, we are pleased to share through these pages details of our busy diary of exciting events and activities planned for the Autumn Term. The extent of the extra-curricular programme of opportunities available to our pupils is impressive and I encourage all pupils to become involved in as many activities and as broad a range of opportunities as possible. A key characteristic highlighted within the WHSB Learner Profile, to which our pupils aspire, is the need to remain open to opportunities. Our pupils understand the value of exploring and engaging with a wide range of extra-curricular activities, including those which involve them stepping outside their comfort zone. Through such engagement, our pupils are able to challenge themselves, extending their knowledge and skills, building their confidence, and

widening their friendship groups. With this in mind, if you are new to Year 7 or the Lower Sixth, I strongly encourage you to familiarise yourself with the programme of opportunities available to you and to get involved as soon as possible. This will also support with your induction into the School this term.

With reference to the extra-curricular programme, I would like to record my sincere thanks to the wonderful staff at this School for their continued energy and commitment in ensuring that such a wide range of activities are available to pupils at WHSB; this programme provides

invaluable support to pupils in realising their full potential. Balancing day-to-day teaching commitments alongside a full programme of other events and activities is far from easy at this time and *The Westcliff Diary* is a reflection of the outstanding support offered by the staff to their pupils and the wider School community.

There are so many extra-curricular achievements I could highlight, by pupils across so many of our subject departments, and I am delighted to see so many of those reported in this edition so that those achievements can be shared with parents, Old Westcliffians and friends of the School. Equally, activities such as the Duke of Edinburgh Award Scheme are thriving under the leadership of Mr Tresidder, and our broad range of exciting clubs and societies continues to expand, with superb support from Mr Barber.

On the cover of this edition, we reflect two further significant achievements for the School which occurred during the last academic year. Firstly, following



Junior Boys' Athletics Team 2022 (ESAA National Final)

outstanding performance in the Regional Finals, I had the pleasure of attending the ESAA National Athletics Finals in Oxfordshire on 2 July 2022 to support our Inter Boys' and Junior Boys' Athletics Teams as they competed against some of the best young athletes in the country. Despite some difficult conditions and some challenging competition, both teams secured a place on the podium, the Junior Boys' Team achieving second place and the Inter Boys' Team achieving third place in their respective national finals. This remarkable achievement is a first for the School and certainly deserving of a mention here, and you will be able to learn more about that competition in a later section of this edition. I would like to record my congratulations to all our athletes who competed, and to the staff and coaches who worked so hard to support their training and preparation for this prestigious event.

In July, the School also formally added its Royal Air Force Section to our Combined Cadet Force (CCF), thus becoming a Tri-Service CCF. The RAF Section has already proved popular with the cadets, and we

were proud to hold our RAF Inauguration Parade and Annual Mess Dinner on 20 July 2022 to celebrate this important development. We were honoured to be joined by Group Captain Dan Beard, Assistant Head of Military Strategic Effects at the Ministry of Defence, acting as Reviewing Officer for the RAF Inauguration, and by Squadron Leader Jeremy Davies, from the OC South East Training Evaluation and Support Team. Both our guests were most impressed with the cadets from all three sections of our CCF, and I commend the pupils on their conduct throughout the event; they were superb ambassadors for their School and Contingent. I would also like to record my thanks to Major Bleakley and all our dedicated staff volunteers, without whom these impressive developments would not be possible.

STAFF CHANGES FOR THE AUTUMN TERM

I would like to take this opportunity to once again thank those staff members who left us in August for their service to the School.

Mr Langlois and Mr Kersh-Hunt have given superb service in their roles as Teaching Assistants at the School. As Old Westcliffians, they know the School well and have provided tremendous support for the pupils. We wish them well with their future studies.

We give our best wishes to Mr Wall who retired this summer having served as a member of our Facilities Team for four years. He has been tireless in ensuring that our facilities are prepared and set out for the many and varied range of School activities, including examinations, concerts, drama productions and parades. Mr Wall has also put his excellent engineering skills to good use in developing or maintaining the School's facilities.

Mrs Weller joined us in 2013 to serve as our Careers Adviser and assisted with the establishment of our Community Development Office. She has been a fount of knowledge and support for our students considering options at ages 16 and 18. She has built up a very successful Careers Education and Work Experience programme, bringing many guest speakers into School to talk on a wide variety of career experiences. We wish her ever success in her new promoted position.

After seven years of outstanding service, Mr Lyne, our CCF Senior Staff Instructor, moves on to a senior position within a business. He has offered excellent support for Major Bleakley and the CCF Staff and has also provided tremendous support for the cadets. Mr Lyne intends to continue to play a part in the CCF as an officer, and we are delighted that we shall still see him around the School from time to time.

Mrs Hart has been a stalwart of the School's administration and pastoral system since she joined us in 2009. Most pupils will know Mrs Hart from her work in the Middle School Pastoral Office. Here, she has given tremendous service, supporting pupils and working closely with the Middle School Team and parents. Mrs Hart has also served in my Office and was a model of efficiency. We give her our best wishes for her retirement.

Mr Hacker joined us in 2006 as our Grounds Keeper and he has done a wonderful job in maintaining our grounds. He has shown both care and attention in his work and has given loyal and dedicated service, for which he deserves our thanks. He has kindly agreed to stay on with us a little longer and delay his well-deserved retirement whilst we make the transition to a new Grounds Keeper.



RAF Inauguration Parade, 20 July 2022



Inter Boys' Athletics Team 2022 (ESAA National Final)

Miss Oliver, Miss Cock-Rye, Ms Finch and Ms Foster have been with us for one or two years. We are most grateful to them for their most valuable contributions towards the teaching of History, Modern Foreign Languages, Science and Food Technology. They have done much to encourage and inspire our pupils during their time with us.

We also say farewell and thank you to Mrs Bennet who joined us as an experienced teacher with a proven track record. During her time with us she has demonstrated her knowledge and enthusiasm for Biology in the classroom. I have no doubt that many pupils have gained much from her lessons.

Ms Porter has served at the School since 2018, as Head of Religious Studies. She has overseen the growth in popularity of the subject, and brought enormous knowledge and experience to the leadership of the Department. She is a talented and innovative teacher who has the ability to inspire her students to think, to question and to always consider both sides of an argument. We wish her every success in the future.

Mr Morrish has served at the School since 2016. Under his leadership the Physical Education Department's results have been outstanding and we have

recorded some wonderful successes in local, regional and national competitions. He leaves behind a highly successful Department in both the academic and extra-curricular spheres. We give him our very best wishes as he takes up a senior position within a Multi-Academy Trust.

Welcome to New Members of Staff this Term

We are pleased to welcome a number of staff to WHSB at the start of this new academic year.

Ms Fairfax takes up the position of third Deputy Head at the School. She is a highly experienced teacher who has served on the senior team of another selective school for a number of years. As the School has continued to grow and further extend its provision, Ms Fairfax will provide additional support for our development agenda and hold a wide range of leadership responsibilities within the School, as well as teaching within the MFL Department.

Mrs Revell joins us as Director of Sixth Form Studies. She has extensive experience of pastoral work within a selective school at both Sixth Form and Main School level. Mrs Revell will lead our Sixth Form Pastoral Team, working closely with Mr Dean, Senior Master Sixth Form.

Mrs Revell will also make a contribution to the teaching of Geography.

Ms James takes up the position of Director of Mathematics at the School. She is an experienced Mathematics teacher and has held leadership roles within Mathematics and pastoral departments. She is well placed to take on this senior role within the School.

Mr Bloomfield is an experienced English teacher with extensive pastoral experience. He will join the English Department, as well as take on the position of Sixth Form Progress Leader. He will be joined by Mr Ayling who also joins the English Department this September. We also welcome Mr Jones who joins our Chemistry Department and Mr Martin who joins our History Department this term.

We also have four new members of staff joining our support team this September. Ms Bushelle joins us as our new Sixth Form Pastoral Assistant and Mrs Oats takes up the position of Assistant Librarian. Mr Sell takes up the position of CCF Senior Staff Instructor and Miss Johnson joins us as our new Grounds Keeper.

We wish all these colleagues well in their new roles at the School.

NOEL KELLEWAY, OLD WESTCLIFFIAN (1963-1971)



On 4 June 2022, it was a great privilege to welcome the family and friends of Noel Kelleway to Westcliff High School for Boys to celebrate his life. Noel sadly

passed away in March 2020 and he is greatly missed. The restrictions on public gatherings in place due to the pandemic in 2020 and 2021 meant that the memorial event had to be delayed, but the occasion in June this year was a wonderful opportunity for so many members of Noel's family and friends, including his wife, Sheila, and their children Rachel, Sarah and James and their families, to meet in the School which meant so much to him.

Many in the School community will have had the privilege of knowing Noel. He spent his formative years at the School and held tremendous affection for WHSB and its pupils. Noel greatly valued his time as a pupil at WHSB and shared with me that he believed it played a significant role in shaping him into the man he would become.

Those who knew him, will, I have no doubt, have their own wonderful memories of Noel. For my own part, I always admired his incredible energy and sense of calm, and it seemed to me that he gained tremendous happiness and satisfaction from being of service to others. Noel was a great supporter of a number of local charities and he was no less generous with his support when it came to his School.

He served as our Vice-Chair of Governors for many years, as well as being a Past President of the OWA.

Noel was passionate about the transformative effect of education, at this School and in the wider community. He supported each one of our careers events and worked hard to encourage others in the local business community to support WHSB. More recently, he offered great support to myself by raising funds to support our Combined Cadet Force at WHSB. His support with fundraising meant that our early contingent (just 25 cadets at that time) had access to much needed equipment, providing a secure foundation on which our CCF could then grow and develop. It was most fitting that a number of our cadets acted as ushers on 4 June, and our School and CCF flags on the South Drive were raised in honour of Noel.

Noel was a warm and generous man who cared greatly about his family, friends and our School community. Just as it is with the very best teachers, Noel's positive influence will continue to live on through the lives of so many who had the great privilege of knowing him.

Headmaster

CAPTIAL INVESTMENT IN SCHOOL BUILDINGS

I am pleased to report that the project to replace the original heating system throughout the Main School Building and Music and Mathematics Block is going to plan and a great deal of work has been completed during the summer holiday break. This is a significant project, involving much disruption due to the need for contractors to access and work in almost every room in the building and we have taken the opportunity to focus on the more disruptive elements during the summer break. This project is scheduled to be completed during this term, and in time for the onset of the colder weather, and we shall continue to work with the contractors to minimise disruption now that the new term is underway.

In the last edition, I reported that we had appointed architects to work on plans to replace the East Toilet Block facilities and to upgrade sports changing provision to also include improved facilities for Sixth Form girls. We have bid to the ESFA for funding to carry out this significant project on five separate occasions in recent years, but have not been successful in securing funding for this particular work. However, despite the need to raise further funds to complete this project, we have continued with our plans and, following consideration of the various



options available to the School, we are nearing a final plan which should achieve the improvements we are seeking for our pupils.

These improved facilities are urgently required by the pupils and I would like to take this opportunity to remind readers of my appeal for support included in the last edition. Despite securing a generous grant from the ESFA for the heating replacement, the School has also had to invest significant funds into that project (a condition of receipt of the grant funding). The Governing Board has earmarked funding towards the East Toilet Block and changing facilities project, but we need further funds to enable the School to proceed with the work. This term, I intend to circulate details of our plans to parents, Old Westcliffians and organisations who may be able to offer support with raising funds for this much needed provision. In the meantime, if you are able to offer support, either with fundraising or a donation, please contact me directly through my Personal Assistant, Mrs Holley, as I would be delighted to hear from you.

Thank you for your support.

THE SCHOOL CURRICULUM: GUIDANCE FOR PARENTS

For parents new to WHSB, I would like to draw to your attention the curriculum documents included on the School's website, and to remind all parents of the value of familiarising yourself with these resources. These documents provide an outline of the intent of the School's curriculum, how it is implemented within the classroom and its considered impact.

Our curriculum is designed around the delivery of the School's Mission – the core of which is reflected in our Learner Profile and the seven attributes we wish to develop in our pupils.

The curriculum documents referenced should support parents in engaging in discussions with their son/daughter regarding their learning and progress. The documents can be accessed using the links below.

[WHSB | Lower & Middle School Curriculum](#)

[WHSB | Sixth Form Curriculum](#)

SCHOOL UNIFORM CONSULTATION



I would like to thank all those parents who responded to our most recent survey which focused on

WHSB's School Uniform Policy. In total, we received 181 responses, 33 of those relating to the Sixth Form.

I am pleased to report that the overall response was overwhelmingly positive, with 86% of the parents believing the School's Uniform Policy is easy to follow, and a further 13% considering it to be mostly easy to follow.

We are delighted to learn that 96% of parents believe the WHSB uniform is a source of pride and that 82% of parents have no concerns regarding the suitability of any of the items required. For those 18% who expressed a concern regarding suitability of items, our early analysis indicates that the majority of those concerns tend to relate to items of the physical education kit. The School offers a diverse range of sports which must be considered in specifying the items required, however we believe the feedback received warrants careful consideration and that is a matter we shall discuss this term to consider whether any updates to the Uniform Policy would be beneficial.

At times such as this, as the cost of living is rising, we are at least reassured that 77% of parents believe the WHSB uniform continues to provide reasonable value for money. It can be a struggle to balance the costs, particularly in circumstances where some families require uniform for more than one child.

To support families with rising costs, I am pleased to inform parents that the School Shop will be increasing its provision of second-hand uniform. These improved arrangements will be in place from this term, and we shall circulate more detailed information during September. However, in the meantime, you are welcome to contact the Uniform Shop for further details: uniforms@whsb.essex.sch.uk.

With our second-hand uniform provision in mind, in order to offer these arrangements to as many families as possible, we would be grateful for your support. If you have any clean, unwanted uniform which you wish to donate to the School for the benefit of other pupils, please bring it to the School Reception Office. Thank you.

Headmaster

SCHOOL ATTENDANCE

Each year, at the start of a new academic year, I take this opportunity raise the matter of School attendance, and to emphasise the importance of the continuity of education.

The majority of our pupils maintain superb attendance records and they, their parents and the School take appreciable pride in the pupils' commitment and determination in maintaining a strong attendance record. That said, the School has noted that some pupils' attendance dipped towards the end of the Summer Term. Such a drop-off in attendance must be avoided at all costs.

The School monitors attendance closely and, without fail, our data indicates a strong correlation between absence and lower levels of progress. In general, it is one of the most significant variables affecting a pupil's academic progress and final grades. An absence of just one day can present a pupil with significant challenges in catching up on missed work whilst endeavouring to keep up in lessons, as the pace of lessons is fast.

Of course, we understand that there will always be an exceptional case to the general rule, however I wish to advise parents that requests for leave of absence for holidays during term time will not be granted. Given its impact on educational

performance, maintaining outstanding levels of attendance for every pupil remains a priority for the School. It is also important that parents and School are as one in emphasising this message to pupils.

We are grateful for parents' continuing support in reinforcing the importance of full attendance in order to maximise the opportunity for pupils to reach their full potential.



SPEECH DAY 2022

Thursday 3 November 2022



Following two years in which Covid-19 restrictions around public gatherings have forced the School to make alternative arrangements for its Annual Speech Day, I am delighted to report that we shall be able to return to our usual format this year, by holding a formal evening event in the School Hall.

Speech Day provides pupils, parents

and staff with an opportunity to celebrate the achievements of pupils throughout the School during the past academic year. The evening is a compulsory attendance for all pupils in Years 11 to 13 and we anticipate that more than 900 pupils, parents, staff and other guests will be in attendance.

This year, we are delighted to welcome His Honour Judge Philip Statman, Old Westcliffian, as our Guest of Honour for this special occasion.

Judge Philip Statman was a pupil at WHSB from 1963 to 1971 and he has many fond memories of the School. Pupils may be interested to learn that one of his School highlights was playing Vasca in a performance of *Royal Hunt of the Sun* and that moment is captured in an historical photograph displayed in the School corridor. He is the boy looking straight at the camera which, I understand from him, was contrary to the instructions given to him at that time! Judge Statman also recalls acting in the role of Inn Keeper in a performance of *A Servant of Two Masters*.

During his time at the School, Judge Statman was an outstanding pupil, gaining membership of the XXX Club, and being speaker at the School International Society. On completing his studies at WHSB, Judge Statman attended the then Mid Essex Technical College Chelmsford, and completed an External LLB (Hons) in London. He was called to the bar - Middle Temple - in 1975 and completed his pupillage in 1976.

From 1977 to 2002, Judge Statman worked in Specialist Defence Criminal Legal Aid Practice, and was Counsel to Durham Mechanics during the National Miners' Strike. He was Defence Counsel in the Ealing vicarage rape case, Defence Counsel in "the lawnmower" conspiracy to murder case, along with another Old Westcliffian, Ian Croxford Q.C., and Defence Counsel in the Elizabeth Hurley, robbery case.

In 1997, Judge Statman became Assistant Recorder, and was appointed full Recorder in 2000. He was appointed Circuit Judge to Woolwich Crown Court in 2002, and Diversity and Community Relations Judge for Kent in 2004. From 2005 to the present date Judge Statman is Circuit Judge at Maidstone Crown Court, and is ticketed to try the most serious crimes.



Judge Philip Statman is a fantastic supporter of WHSB and he continues to offer our students interested in studying Law some of the most stimulating and valuable work placements possible within the Courts and legal system.

We look forward to welcoming Judge Statman back to WHSB in November and to celebrating our pupils' impressive achievements.

Headmaster

CONGRATUALIONS TO OUR NEW SCHOOL CAPTAIN AND VICE-CAPTAINS

It is with great pleasure that I introduce to pupils, parents, staff, Old Westcliffians and friends of the School our new School Captain, Lewis Seal, and his Vice-Captains, Peg Jefferson, Toluwanimi Odubade and Lelavinothan Veerasamy. These students were interviewed and appointed towards the end of last term and I would like to record our congratulations to them on achieving these important student leadership roles at WHSB. The process of selection is highly competitive and their success is not only due to their impressive performance during that process, but also to their significant and sustained contributions towards strengthening the School community and to their support for pupils across the School.

Our School Captain, Lewis Seal, has been involved in many school activities across the years, in particular School Drama and, more recently, as the Chair of the Sixth Form Charity Committee. Lewis will be known to many in the School as he has played numerous leading roles in School productions. He is a highly talented person and committed Westcliffian who is set to be an outstanding School Captain. As noted previously, Lewis will be supported by three Vice Captains.

Peg is an outstanding musician and has had an enormous positive impact on the School since she joined us. Toluwanimi has contributed much to his School, particularly in the area of sport,

demonstrating excellent leadership qualities. Lelavinothan is one of our top CCF cadets and has done much to support the development of younger cadets.

We wish Lewis, Peg, Toluwanimi and Lelavinothan every success in their new roles and in realising their plans for those roles this year.

Headmaster



				
Lewis Seal School Captain	Peg Jefferson School Vice-Captain	Toluwanimi Odubade School Vice-Captain	Lelavinothan Veerasamy School Vice-Captain	
Primary School	Rayleigh Primary School, Rayleigh	Chalkwell Hall Junior School, Leigh-on-Sea	Ardleigh Green School, Hornchurch	Essex Primary School, East London
Subjects at A Level	Mathematics, Chemistry, Biology, History	Chemistry, Physics, Mathematics, Music	Biology, Mathematics, Psychology, Economics	Mathematics, Biology, Product Design
The most positive aspect of being a student at WHSB	The endless opportunities, as you do not know where they will take you	Every pupil has the chance to get involved	Being a part of the WHSB family	The vast array of extra-curricular activities
What I would most like to achieve in my new position at WHSB	Building strong relationships between Year Groups	To encourage all pupils to have a true sense of their own self-worth	To help every pupil unlock their academic and personal potential	To be an inspirational role model for younger pupils
My message to our new Year 7 pupils	Get involved in WHSB and be open to opportunity	Enjoy your time at WHSB by immersing yourself in the School Community	Be prepared to step out of your comfort zone and develop your intellectual curiosity	Aim to build friendships and never be afraid to ask for support

ANNUAL SERVICE OF REMEMBRANCE

Friday 11 November 2022, 8.45am-9.30am

Our Annual Service of Remembrance for the whole School will take place in the School Hall on Friday 11 November at 8.45am. This important Service in the School's calendar will include hymns, readings, prayers and music to remember the fallen, and the School Captain, Lewis Seal, 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, and for coffee in the Conference Room after the Service. Seating should be reserved in advance via Ticket Source.



ANNUAL FESTIVAL OF LESSONS AND CAROLS

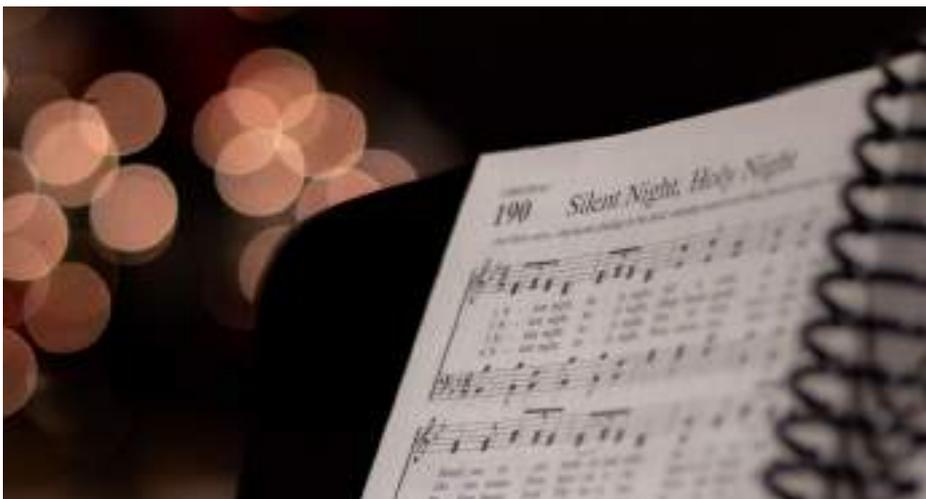
Monday 19 December 2022, 7.30pm-9.00pm

As we note each year, for many, the School's Annual Carol Service marks the beginning of the Christmas period and we were delighted to be able to join together in the School Hall for this wonderful celebration last year, having had to cancel our 2020 Service due to restrictions on public gatherings.

This is always such a joyful occasion and yet another opportunity to listen to the School Choir, accompanied by some of our talented musicians. Thanks to the Parents' Association, the School Hall is beautifully decorated each year and the seasonal atmosphere is further evoked with the addition of our impressive Christmas tree, kindly donated each year by the Old Westcliffian Association and decorated by the pupils.

We warmly invite parents, pupils, staff, Old Westcliffians and friends of the School to join us for our traditional service of Lessons and Carols, which will feature some of the season's well-known Carols. It will be an opportunity for us all to join together as a community and celebrate before we break from School for the Christmas holidays.

Following the Service, those in attendance are invited to join us for mulled wine, mince pies and coffee. Seating should be reserved in advance via Ticket Source.



SANDY GUNN AEROSPACE CAREERS PROJECT (ACP)

Wednesday 12 October 2022

WHSB is delighted to have been selected to host the regional presentation day for the Sandy Gunn Aerospace Careers Project and this will take place on 12 October 2022.

Recognising the severe shortage of future engineers in the UK, and indeed the world, and having identified that one of the main blockages to young people entering the industry is a lack of accurate and relevant information, the Sandy Gunn ACP has set about doing all it can to increase the number of young people undertaking STEM learning. The purpose of the ACP is to:

- Excite young people's interest in engineering generally via the medium of aerospace;
- Inform them of the current and potential related career opportunities available;
- Explain the routes into those careers;
- Build a support network of like-minded individuals that will help maintain, and further, the purpose of the ACP as each member progresses their career.
- Provide a source of continuously updated and relevant careers information.

This presentation will be open to pupils from secondary schools across the region and there will be no charge for attendance at the event.

Pupils attending will hear presentations from Dr Michael Smith, Chairman of The Sandy Gunn ACP, Tony Hoskins, ACP Engineering Workshops and Executive Director, industry representatives from aerospace/aviation, a careers member from the Royal Aeronautical Society and others. Each presentation will last up to 1.5 hours, supported by physical and audio-visual aids, and that will be followed by a Panel Q&A session of 30 minutes.

Last term, pupils and staff were excited to welcome Dr Smith to the School and we look forward to hosting the programme. We understand that we can look forward to exhibiting some impressive items for display as part of these arrangements, including a Merlin engine and a quarter-scale model of Spitfire AA810, a full-size GRP Spitfire fuselage, the Great Escape motor cycle plus an ejector seat!

Further details will be made available to WHSB pupils through the School in the coming days. Invitations to this event have also been circulated to other schools within the region.

Who was Sandy Gunn?

(Extract/images from Sandy Gunn ACP Website)



Sandy Gunn was born in Auchterarder in Scotland on the 27th September 1919. He was educated in Edinburgh, began training to become a diesel power plant engineer in Glasgow, and then attended Pembroke College, Cambridge. At the start of the Second World War, Sandy volunteered to join the Royal Air Force and trained as a maritime patrol pilot before being posted to the Photo Reconnaissance Unit in 1941. After learning to fly the Spitfire, Sandy was posted to northern Scotland tasked with searching Norway for the location of the infamous battleship Tirpitz in highly modified, unarmed Spitfires. It was on one such mission that Sandy was shot down by two German fighter pilots; he jumped by parachute from the burning plane whilst his Spitfire - AA810 - crashed into the Norwegian mountainside below.

Sandy's war however was not to end there. Consigned to the famous Stalag Luft III camp at Sagan, Sandy and his colleagues constructed an ingenious feat of engineering, tunnelling out of the camp deep underground. Unfortunately, his escape was short-lived and less than two weeks later Sandy, aged just 24 years, was executed by an unknown Gestapo Officer.

Sandy never completed his engineering training. He never returned home to Scotland. On 27 September 2019, Sandy's 100th birthday, the AA810 project launched the Sandy Gunn ACP - a program designed to help inspire, advise, and assist young people into Engineering careers and, in particular, those careers that support the Aerospace Industry with its multitude of facets.

Headmaster



HOUSE COMPETITION AND THE PHOENIX CUP

Throughout the last academic year, there was strong competition between the four WHSB Houses for the Phoenix Cup and we congratulate the pupils on their high levels of participation in House activities and events. The points scores remained close during the year, but it was Harrier House who raised the Phoenix Cup at the end of the year, having scored an impressive 10,674 points.

We were delighted to celebrate the House related achievements of all our pupils in a special Assembly at the end of last term, and to present the Phoenix Cup to Harrier House in recognition of their outstanding achievements. During the Assembly, we enjoyed some superb music from our talented musicians, and various presentations were made, including the Phoenix Cup.

I would like to record my sincere thanks to Mr Barber for his unfailing support for the House system, including the exciting programme of activities and events, and to all the staff who work so hard to ensure the opportunities for pupils' engagement remain varied and lively. During our Assembly, Mr Barber reported on the House activity during the year, and on many of the associated achievements during 2021/22.



EXAMINATION RESULTS

It has been a superb year for GCSE and A Level results at Westcliff High School for Boys; both GCSE and A Level cohorts have achieved the School's best ever public examination results.

At A Level, 28% of entries were graded A* and 64% of all entries were graded A* or A. In addition, a remarkable 83% of all entries were graded A*, A or B. Nine students have obtained Oxbridge places and many others will be undertaking courses at prestigious Russell Group Universities. There were many superb individual performances, with 28 students achieving three or more A* grades and 10 of these students achieving four A* grades.

The pupils' GCSE outcomes too were impressive, with a remarkable 35% of entries receiving the top grade of 9. In addition, 63% of all entries were graded 8 or 9 and 82% of all entries were awarded grades of 7, 8 or 9. Again, there were many superb individual performances, including four pupils who achieved 12 grade 9s and 20 pupils achieved 10 or more grade 9s. Remarkably, 54% of pupils achieved 8 or more 9-8 grades.

This is an exceptional performance by both GCSE and A Level cohorts, with students rising brilliantly to the challenges presented by disruption created by the pandemic. We congratulate the pupils and staff on their outstanding results this year; they are a reflection of resilience and hard work.

Headmaster



HELPING PARENTS TO HELP THEIR SONS

YEAR 7

Monday 19 September 2022, 7.00pm-8.30pm

We invite all parents of new Year 7 pupils at WHSB to attend our Helping Parents to Help Their Sons meeting.

Moving from a Primary School to a Secondary School can be a daunting experience for both pupils and their parents at the best of times. Routines are new, the environment is different, expectations are different, and new Year 7 pupils have a level of independence and expectation that has not been the same in a Primary School environment. The purpose of the Year 7 Helping Parents to Help Their Sons meeting is to help smooth that transition and provide some helpful advice for parents of new Year 7 pupils to support their son in making the best possible start as they join WHSB.

During this meeting Mr Baggs (Director of Lower School), Mr Tresidder (Year 7 Progress Leader), representatives from academic departments and I will give presentations on a variety of topics. These will include:

- Recommended routines
- Managing organisation and homework
- Ways to maximise progress in academic disciplines
- Helping when things go wrong
- Mechanisms for support in and out of School
- Safe and sensible use of technology and the link between technology and mental health

We invite and strongly encourage parents of all Year 7 pupils to attend this evening. Pupils are also welcome to attend.

YEAR 9

Thursday 29 September 2022, 7.30pm-9.00pm

Year 9 is a crucially important year in a pupil's education at WHSB. It represents the final year of their Lower School studies and is essential preparation for the commencement of GCSE courses. In addition, important GCSE 'options' choices are made during the Spring Term.

In our experience it is important that effective study habits are firmly established by the end of Year 9, in order to ensure pupils make an effective transition to Year 10 and the increased demands presented by GCSE studies. Moreover, the current Year 9 pupils are embarking on their Year 9 studies within the context of disruption to their transition to secondary school caused by the COVID-19 pandemic.

Parents are invited and strongly encouraged to attend the Year 9 Helping Parents to Help Their Sons event at which Mr Baggs (Director of Lower School), Mr Lilley (Year 9 Progress Leader) and representatives from various academic departments will give presentations on a variety of topics, which will include:

- Recommended routines
- Managing organisation and homework
- Helpful routines and habits for study
- Re-establishing expectations
- Specific ways to maximise progress in academic disciplines
- Helping when things go wrong
- Mechanisms for support in and out of School

We encourage all parents of Year 9 pupils to attend this important event, and pupils are also welcome to join us.

This event will help enable parents to better assist their sons in establishing and/or consolidating effective study habits which promote academic progress.

Mr J Bleakley, Senior Master Lower School



PARENTS' CONSULTATION EVENINGS

Monday 14 November 2022, 4.00pm-6.00pm
Monday 12 December 2022, 4.00pm-6.00pm



This term, we shall be holding our Parents' Consultation Evenings for Years 7 and 8. These are particularly valuable evenings which give parents the opportunity to discuss their son's progress with some of their teachers. The evenings are held remotely, using the online programme, *SchoolBooking*. This programme allows parents to book meetings with teachers they wish to see, and for teachers to book appointments with parents. It should be noted that the School does not have the capacity for

parents to meet with all of their son's teachers. Where teachers consider a meeting is necessary, they will make arrangements for that meeting through the *SchoolBooking* system. However, there is also an opportunity for parents to select subjects in which they believe a discussion would be most beneficial, and they are requested to book those through the same system.

Further details will follow nearer the time, and these will specify the total number of appointments parents are able to attend; this number will include requests made by teachers and parents should please be aware that overbooking in the system may result in cancellation.

Mr A Baggs, Director of Lower School

WESTCLIFF CENTRE FOR GIFTED CHILDREN (WCGC) GO FOR GRAMMAR! DAYS

The WCGC *Go for Grammar!* Programme consists of a series of themed workshop events for Year 5 pupils in local primary schools, which take place on Saturdays throughout the academic year. Each workshop has an overall theme for the day, and also includes Mathematics and English tutorial sessions run by members of the Westcliff High School for Boys' teaching staff, covering material that is relevant to the 11 Plus examination questions. Sixth Form students assist with the running of the day, and those interested in helping should contact Mr Baggs.

The two workshop themes for this term are as follows.

ACTION, ADVENTURE AND LEADERSHIP

Saturday 1 October 2022

A series of exciting outdoor tasks run by cadets from our WHSB Combined Cadet Force (CCF) Army, Navy and RAF sections.

ALL THINGS CREATIVE

Saturday 5 November 2022

Pupils will enjoy sessions in Art, Music and Technology to learn and develop their creative skills, using our dedicated specialist facilities.

We look forward to welcoming Year 5 pupils to WHSB this term.

Mr A Baggs, Director of Lower School



YEAR 10 EDUCATION EVENING

Thursday 6 October 2022, 7.30pm-9.00pm

On Thursday 6 October Year 10 pupils and their parents will attend an information evening outlining our expectations for the two years ahead. It is an opportunity for pupils to hear from Staff and Senior Students about the GCSE experience as well as an opportunity for parents to see how they can support their children and the sort of tasks they will be undertaking. You will meet the new Pastoral Team who will be supporting the pupils throughout their time in the Middle School and hear more about the positive correlation we see between those students who engage beyond the classroom and academic success.

YEAR 11 FORMATIVE ASSESSMENTS

26-30 September 2022

Across the week beginning the 26 September, Year 11 pupils will be undergoing Formative Assessments. It is important to stress that these are not Trial Examinations, which come later in the term, although they will offer the opportunity for teachers to assess pupils' progress, following their End of Year 10 Examinations. The assessments will cover material studied in Year 10 and Year 11. This has provided an excellent springboard for many pupils in the past and, for a few who may have previously underperformed, an opportunity to build confidence and improve upon their past performance.



YEAR 11 TRIAL EXAMINATIONS

21-25 November 2022

The Trial Examinations for Year 11 pupils will take place during the week beginning the 21 November. This will give pupils the opportunity to experience the formal examination process, offering invaluable insight into how to conduct themselves properly before and after, how to prepare thoroughly and allow them to acclimatise to the conditions in which they will sit their actual GCSE Examinations. This is an integral part of pupils' preparation which allows them to measure how successfully they have revised so far and highlights what, if any, changes need to be made. Pupils should remember that these are a practice for their actual GCSE Examinations and as such should undertake appropriate revision to ensure they give a true reflection of their potential in each of their subjects; It also lightens the workload come the Summer.

Mr A Barnett, Director of Middle School

MAXIMISING POTENTIAL IN THE MIDDLE SCHOOL



When entering Year 10, pupils are often excited to start their GCSE studies. They have honed their skills and interests in their academic studies for the previous three years and have had the opportunity to choose subjects that are best suited to their possible future career paths. Of course, academic progress is not the sole focus for pupils as they progress through the Middle School and much of the Assembly and Form Time programme is centred on developing the pupils outside of the classroom. We consider good time management, resilience, focus and establishing a good School and personal life balance as being essential characteristics of any Middle School Westcliffian. The best way for our pupils to garner such skills is through participation in the wider life of the School and the many extra-curricular provisions available to them.

Below, are some useful tips and strategies for managing the demands of the Middle School, which have been prepared by the pupils. These pupils are excellent ambassadors of their Year Group and are active members of their School Community as, after all, the Middle School is not only about preparing for public examinations, but it is also about preparing for life.

Mr M Atkinson, Middle School Progress Leader



The key to success is staying organised. It pays off greatly and takes away some of the stress in everyday life, especially if you have a busy schedule. Provided planners give the most effective way to keep on top of everything and can be used beyond just recording homework tasks. For example, as a pupil who is heavily involved in the Music Department, I often

have rehearsals, private music lessons and clubs to attend, most of which result in a concert every now and again which I always record; naturally, I also have homework set by teachers!

Writing homework, rehearsals, concerts, lessons and clubs in my planner has kept me organised and enabled me to forward plan my schedule and extra-curricular commitments.

Edmund Griffiths, Year 10



Taking part in extra-curricular activities outside of School can be more beneficial than some pupils may assume. Throughout this year, I have enjoyed playing basketball and athletics. By doing this, I can relieve stress and allow my mind to not constantly be focused on schoolwork. However, finding a way to balance school life and extra-curricular activities is essential, as

giving little attention to schoolwork may significantly affect your learning. I use a timetable to ensure that my learning is organised, and it also allows me to be prepared. I strongly encourage those

pupils that do not participate in extra-curricular activities to be open to opportunities and try out a hobby that interests them. By doing this, you will be able to interact with people that have similar interests and make new friends.

Daniel Ajayi, Year 10



I used to struggle with time management; I received a lot of homework and struggled to find a way to complete it in time for my next lesson. This was quickly fixed. A study timetable is really beneficial in helping you plan your time wisely so that you have both free time for yourself and enough time to do your work. Breaks in between

are also important, as too much work makes you forget it easily and could cause you to become tired quickly. This technique can also be used when you are studying for a subject or revising for a test, as you can designate different time slots for different subjects, making sure you cover all the content that is required.

Structuring my workload this way enabled me to enjoy extra-curricular clubs like Finance Club, Economics Society and Football. Being able to participate in these clubs really did improve my mental and physical state, and I am now more focused in my lessons as a result.

Mario Vladi, Year 10



I am someone who likes to stay active. I balance a lot of sporting and musical commitments, so I have to be very organised so that I do not fall behind at School. This year I have represented the School in athletics, cricket, basketball, tennis and rugby, and this included coming 3rd in the country with the School

Athletics Team at the recent English Schools Track and Field Cup in Abingdon, Oxfordshire. It felt amazing to be part of the team, and it was a fantastic experience for all of us. In addition, I am in the middle of my Duke of Edinburgh Silver award, I am in the CCF, and I am a School Music Scholar, so I play in the Sinfonia, the Big Band and other ensembles. Outside of School, I play tennis three times a week and I coach on a Saturday morning. I play cricket and I am also supposed to practise my musical instruments meaning that my free time is often very limited. I have therefore found that some useful strategies for keeping on top of my studies are:

- I try to get work out of the way as soon as it is set.
- I have to use my time wisely; this means I cannot afford to procrastinate.
- When I miss School because of a fixture or a trip, I have a group of friends I can rely on who are good at sending me work and copies of notes.
- I try to get as much sleep as I can so that I am always ready for the next day.
- This year, I have revised little and often throughout the year so that I did not need to cram at the end for the examinations.
- I try to have a positive approach. Work can sometimes be tiring, but I have learnt to be resilient.

Doing all of the extra-curricular activities is important to me, plus exercising makes me feel positive, and I actually miss it when I do not do it! I have also had some amazing experiences and made some good friends along the way. I have learnt to organise my time and would encourage anyone who is thinking about it, to get involved with anything that you can as it helps you to prioritise and concentrate.

Quinn Williams, Year 10

LOWER SIXTH EDUCATION EVENING

Thursday 15 September 2022, 7.30pm-9.00pm

The Sixth Form Education Evening is an opportunity for the Sixth Form Team to explain our aims and expectations more clearly. In addition, it will offer parents the opportunity to ask questions and put faces to the names you will see at the foot of School communications. The evening will include several talks covering matters such as:

- Successful and unsuccessful attitudes and approaches towards study and life in the Sixth Form
- Preparing for the future of work
- 21st-century skills
- Research-based study routines.

This is an important evening and the School strongly urges parents of all Lower Sixth students, and their son/daughter to attend, as these matters are fundamental to a student's success in the Sixth Form.

SIXTH FORM FORMATIVE ASSESSMENTS

Upper Sixth: 19–23 September 2022

Lower Sixth: 12–20 December 2022

The Autumn Term 2022 will see Formative Assessment weeks for Lower Sixth and Upper Sixth students. Many of these will include in-class tests based on several different topics.

Such testing gives students and parents an idea of current attainment levels and provides an opportunity to 'space practise'.

Spaced practise, developed initially by Ebbinghaus's 19th-century study on 'forgetting', helps to create long-term memory, an essential skill for the two-year A Level programme. In addition, it is an opportunity for students to test the effectiveness of their revision strategies before Trial and Public Examinations. Those who perform well in the Formative Assessments tend to achieve strong outcomes in their final A Level results.

Should any student feel that he/she needs support or advice on any related matter, please do not hesitate to speak with a member of the Sixth Form Pastoral Team.

We wish all students good luck with their Formative Assessments.

UPPER SIXTH PARENTS' CONSULTATION EVENING

Monday 28 November 2022, 4.00pm-6.00pm

The Upper Sixth Consultation Evening is an opportunity for parents to speak to teachers directly via the School's virtual conference platform. The purpose of the evening is to provide an update on the student's progress since the start of the academic year and the issue of the Phase 1 Report. In addition, teachers can offer subject-specific advice on how to best prepare for the Trial Examinations scheduled for January 2023 and answer any queries.

Further details will be circulated to Upper Sixth parents later this term.

Mr A Dean, Senior Master Sixth Form

SIXTH FORM WEDNESDAY AFTERNOON ACTIVITIES

The Wednesday Afternoon Sixth Form Activities programme continues to grow, broadening the range of options for all WHSB Sixth Form students. We will continue to offer Young Enterprise, Science Roadshow, the Engineering Education Scheme, Cooking, Gardening Club, One True Science, Lecture Series, and the opportunity to volunteer in the local community.

Significant changes have been made to the Sports programme, split into two streams; Performance and Physical Enrichment. Performance Sport will develop skills in rugby, basketball and football, and participants will compete in local and national competitions.

Whilst competitive fixtures will be offered to those who choose the Physical Enrichment stream, there will now be a broader range of choices available to those who do not wish to compete, including new additions such as self-defence, spinning, yoga, and boxercise.

We hope students enjoy their engagement with the programme of activities planned for this year, and encourage them to continue to provide feedback and ideas on the options available.



PSHEE EXPANSION

The WHSB Sixth Form has introduced a formal, weekly PSHEE lesson to the Sixth Form timetable for both Lower Sixth and Upper Sixth students. The aim is to support the personal development of a Sixth Form student and help further develop attributes of the Learner Profile that the A Level curriculum may not directly serve.

The new curriculum is comprehensive in scope, meets the Department for Education (DfE) statutory requirements and is split into eight broad units.

1. Sixth Form PSHEE Curriculum Overview
2. Personal Finance
3. Health and Wellbeing
4. Health, Safety and Diversity
5. Drugs and Risk Education
6. Positive Wellbeing
7. Careers
8. Emotional Wellbeing
9. Relationships and Sex Education

The PSHEE curriculum, supported by the Breadth Studies curriculum (Lower Sixth only), regular tutorial and Assembly programme, and Sixth Form activities, will ensure Sixth Form students leave WHSB fully prepared for work, life and study in the 21st century.



SIXTH FORM SENIOR MENTOR APPOINTMENTS

The 2022/23 academic year sees the introduction of the Senior Mentor position within the Sixth Form. This is an exciting development which has been established following feedback received from our Sixth Form students through consultation meetings during the previous academic year.

The Senior Mentor Team consists of a small group of female Upper Sixth students who will be a point of support and advice for all students, and for female Sixth Form students in particular. The selection process required candidates to submit a letter of application before attending a face-to-face interview. The inaugural team are Tino Mawela, Adora Oluabey, Harini Yogeswaran, and Anita Lebioda and we congratulate them on their outstanding performance during the recruitment process and their success on appointment.

During the year, the Senior Mentor Team will consult with their peers and liaise with the teaching body over matters relating to student wellbeing and welfare. We hope that introducing this formal team of Mentors will further ensure that the transition to Sixth Form continues to be smooth and that all flourish in a caring and supportive environment.

Mr A Dean, Senior Master Sixth Form

STAND UP FOR OTHERS: COLLABORATIVE AND SUPPORTIVE

"Strong people stand up for themselves; stronger people stand up for others" Suzy Kassem (poet/writer).

It is easy to think that, within our School community, it is the sole responsibility of the teacher to manage behaviour and to keep things 'fair' for everyone. It is also easier to believe that someone else will take on the responsibility of standing up to a bully or someone doing something you know is not right. A teacher will know what to do, what to say, how to challenge. But what if the teacher is not aware of what is happening, and you are? It can be much harder for a student to report on one of their peers. But poor behaviour affects everyone around you and, like many things, when it is ignored, it usually persists and can even get worse. Maybe someone you know is being spoken to unkindly, or someone is being left out; perhaps someone is breaking the School rules, and this makes you feel uncomfortable.

To be collaborative and supportive, we must stand up to those who are not acting in a way that is fair, kind, or decent. It is not easy, but it is the right thing to do, and support is available to you.

If you wish to report poor and antisocial behaviour around the School, there are many people you can turn to. If the issue resides in a classroom during a lesson, speak to the teacher. If you feel uncomfortable with this, you could wait to inform them of what was happening at the end of the lesson. You can also speak to your Form Tutor or a member of your Pastoral Office. You may also want to seek advice from your parents, depending on the nature of the concern.

If you need any support, we are always here to help. Please be there for others in your classroom and help all of us in keeping the School kind and safe.



JOINING THE SIXTH FORM AT WHSB

Joining a new School can be daunting for any new Sixth Form student, whether male or female, but we recognise there might be some initial, additional apprehension from female students as they join a boys' School. However, we hope any apprehension is short-lived, as we work hard to ensure our new pupils, both male and female, are made to feel welcome and are supported in making their transition and becoming fully engaged with the School community.

*To all Sixth Form students joining us this year, we hope you enjoy this edition of *The Westcliff Diary* as a taster of the range of opportunities that will be available to you through the School. We strongly encourage you to be open to opportunity and to become actively engaged with the extra-curricular life of the School as soon as possible to support your transition and to enable you to develop your skills and confidence and reach your full potential.*

Please read our item on our new Sixth Form Senior Mentor appointments in this edition and please do seek support from these Senior Mentors, or from your Sixth Form Pastoral Office as you settle into the School.

To those female students joining, we hope you enjoy reading the following reflections from students who joined us last year, and who will be in the Upper Sixth this year, and ready to help should you feel in need of support as you join WHSB.

The idea of choosing to transfer from an all-girls grammar school to a predominantly male Sixth Form was a very daunting prospect that honestly did worry me. However, upon joining the School, I realised that these worries were not irrelevant but unjustly formulated. The support within the WHSB community was made apparent from the beginning of the academic year, with many words of kindness and wisdom from our peers and teachers, with the addition of meetings for the newly joining girls. I find that reflecting now, the anxieties that were present helped me grow and prepared me to open my mind to a necessary change. I particularly loved how the School made it clear that new students have an equal chance when applying for senior roles. In the coming year, I hope to support the many societies and events to further accommodate new students in the same way I was made to feel welcome when I was in that position.

Chloe Odina, Upper Sixth

Alongside my female peers, the idea of switching from an all-girls school to an all-boys school felt like an unachievable and daunting leap. But, as I entered the Sixth Form, I found myself warmly welcomed into the community by both students and teachers. Initially, my anticipation of the transition was nothing short of hyperbolised, as I discovered that I would have the help of my peers and a supporting framework designed by the School. The meetings with teachers about our induction into the Sixth Form made me feel comfortable. They reminded me that even though, as a female student in a boys' School, I am in the minority, my voice is always heard and taken into consideration. Such has been shown through the School's introduction of roles such as Senior Mentor, opportunities for girls to represent the School in a senior position, and traditional roles like Vice-Captain. In my time here, I have never once felt as though I could not participate in an activity, but rather have been encouraged to immerse myself in various roles. Advancing through my last year, I am looking forward to all the exciting new opportunities thrown in my direction!

Tino Mawela, Upper Sixth

Transferring from a comprehensive school to a grammar school for the Sixth Form was challenging. However, it was made easier by the welcoming community here at WHSB. Integrating into the many societies and extra-curricular activities the School offers made the transition process much smoother. My best advice to new students would be to get involved as much as possible. The opportunities here are endless, and although you may be part of a minority cohort as a female in a boys' School, you have an equal chance as the males regarding leadership roles, so there is no reason to be discouraged. If any worries or issues were to emerge, they would always be dealt with swiftly by the Sixth Form Pastoral Team who, you can be confident, will always have your best interests at heart, in terms of academic study and your wellbeing. Overall, I was met with a wealth of support from all staff members and peers, which has made my experience overwhelmingly positive. I look forward to supporting the new students similarly in the forthcoming academic year.

Emily Whittington, Upper Sixth

I came to WHSB from a Catholic all-girls school, so the idea of coming to an all-boys school was quite exciting. I chose WHSB as my older sister also attended the Sixth Form and she seemed to have enjoyed her time; a year later, I am pleased to have selected this School. Socially, I have blossomed and met many new people, and it feels like I have known them for much longer. Whenever I encountered an academic or social problem, I could resolve them with the support of staff or other students in the School. The Upper Sixth students were always there if I needed a chat or to help de-stress, and I hope the new Lower Sixth will also converse with us as the Upper Sixth because we have shared experiences. Joining the School, all the students were kind and comforting, and within the first couple of days, I made friends with whom I am still close a year later. Although it was nerve-wracking initially, I do not regret my decision, as the School pushes me to my limits. WHSB ensures I achieve the best grades possible for university and provides extra-curricular activities we can use for our personal development.

Anita Lebioda, Upper Sixth



New Sixth Form Girls in September 2021

VISIT TO OXFORD UNIVERSITY



On Saturday 21 May, 22 Lower Sixth students from WHSB and 22 from WHSG took a trip to the University of Oxford, accompanied by Mr Stevens, Mr Cooper, Mr Norman and staff from WHSG. All that went were hopeful Oxford applicants and visited to get a feel for what it would be like to study at the University.

After an early departure time to capitalise on our visit to the city, we arrived early with enough time to grab a coffee on Cornmarket before heading off to our first stop of the day: Hertford College. Here, we met with the Schools' Liaison Officer, Nathan Stazicker, who gave us a run through of what the application process would be like; he gave us particularly useful information on entrance examinations, examples of interview questions and information about which entrance examinations we would have to sit for each course. He also included information about personal statements, the interview process and the college system.

Afterwards, we split into smaller groups and Hertford undergraduates gave us a tour of the facilities, and we were able to walk across the College's iconic bridge, visit the dining hall and ask the students questions we had regarding student life. Once we had finished the tours, we had a brief walk through the city and split up for lunch.

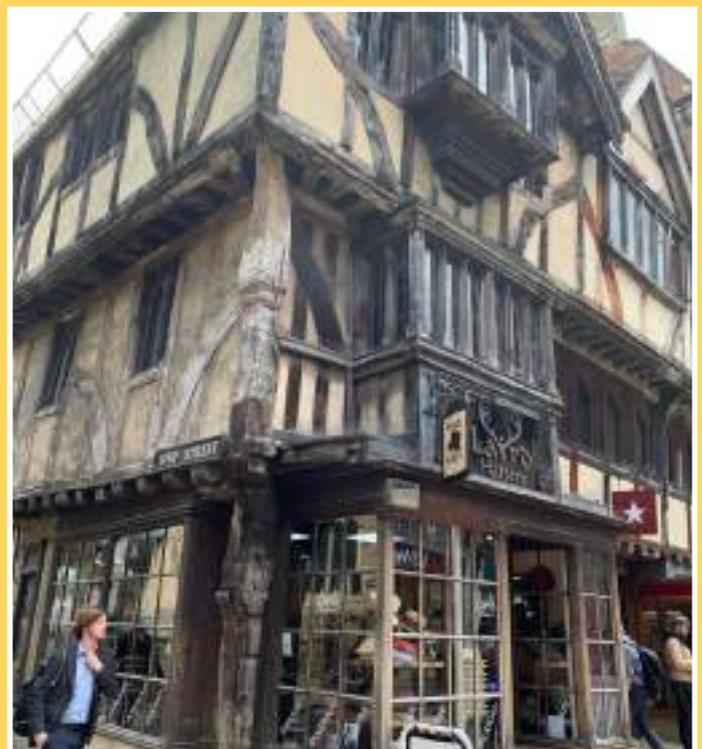
With an hour lunch slot being more than enough time to grab some food, many of us found ourselves wandering the streets of Oxford and enjoying our time in one of the most beautiful cities in the UK. I spent most of the time running around trying to see as much as possible, visiting the covered market and Blackwell's famous bookshop.



When we arrived back from lunch, meeting outside the iconic Sheldonian Theatre, we joined some Old Westcliffians studying at Oxford and they gave us short tours of their colleges and answered any questions we may have had. They included David O'Shea (3rd Year Physics, Corpus Christi College), Marcus Heal (2nd Year English, Trinity College), Jonathon Huggett (1st Year History, St Catherine's College), James Scarsbrook (1st Year History, Trinity College) and Stanley Upton (1st Year Earth Sciences, Exeter College). Jonathon took us to his college, St Catherine's, where he showed us the Common Room and some of the grounds. The modern brutalist architecture proved that not all of Oxford University is medieval stone buildings and dreaming spires! We were then taken to Trinity College where we were able to see the interior of the beautiful chapel and gardens, which certainly caused a few of us to fall in love with the college.

After asking some more questions, we bid the undergraduates goodbye and left Oxford. We arrived safely back at School for 5pm. It was a splendid trip, filling us with excitement for what the future could hold and helping us to finalise our choice of university.

Luke Pugsley, Lower Sixth



HISTORY DEPARTMENT'S YEAR 11 BATTLEFIELDS ENRICHMENT TRIP

16-18 September 2022

The History Department is delighted to be resuming our longstanding trip to the First World War Battlefields in September, with 45 Year 11 History pupils joining members of the History Department and other senior staff on a three-day trip to these moving and important sites.

This trip has run for many years now at Westcliff High School for Boys and is surely an important part of any education in History. Visiting pupils engage with sites that tell, as monuments do, the story of horrors seen just over a century ago when national leaders sent droves of young men to suffer and to die in the killing fields of the Western Front.

We will be setting out on a Friday morning and following the route to France that so many young soldiers took then, many of them barely a year or two older than our own students. On the first day, we will visit Essex Farm Cemetery and hear again John McCrae's beautiful poem *On Flanders Field*. Our boys, themselves aged 15, will also be able to see the grave of Valentine Strudwick of the 8th Rifle Brigade, who fought and died at the same age. From there, we will head to Poperinghe and Talbot House, a refuge for soldiers coming to terms with their trench experiences, before heading to our accommodation and dinner.

After a night at the Peace Village, we will experience a very busy Saturday, travelling down to the Somme where we will meet celebrated First World War historian Andrew Robertshaw for a guide round the Somme battlefields and the stunning Thiepval Memorial.

Along the way, we will explore Canada's contribution to the conflict at the very informative Vimy Ridge memorial and will return in time to attend the Last Post Ceremony at the Menin Gate, a monument at the entrance to Ypres. In the late evening, we will then visit German cemetery Langemarck to remember and pay tribute to some of the 1,773,700 German men who also died in a military conflict not of their making. Death knows no nationality.

On our third day, we will be visiting Ieper, the modern incarnation of Ypres, and exploring its In Flanders Field Museum, as well as its frankly delicious chocolate shops. Our tour will finish at Tyne Cot Cemetery, an awe inspiring site and a relic of the Passchendaele conflict and its casualties. The trip promises again to be awe inspiring, emotional and thought provoking. I look forward very much to seeing these stories engage and challenge a new generation of Westcliff pupils.

Mr B Jeffreys, Associate Assistant Head



GEOLOGY CONFERENCE

Friday 9 December 2022



The Geology Conference is an annual event and speakers will be invited to speak to our Year 10, 11, Lower and Upper Sixth Geology students on a wide range of geology issues. Previous topics have revolved around 'Mining methods and hazards'; 'Resources and Exploration'; 'Natural hazards and Volcanology' and 'the Permian mass extinction'. The speakers often pick-up on strands of learning from both Key Stage 4 and 5 in order to stretch and challenge the students, whilst also giving them ideas about careers in Geology. The speakers are Leicester university lecturers or geologists working in the industry and they present the latest ideas and research.

Old Westcliffians are invited back to share their university experiences with the students and to provide information on university courses and university life. The afternoon session will be given over to Year 9 pupils, with a focus on careers in geology and helping them to consider GCSE Geology as an option.

Mr P Marlow, Head of Geology

ENRICHMENT DAY JULY 2022: AN OVERVIEW

When the Dalai Lama was once asked what surprised him most about humanity, he answered "Man. Because he sacrifices his health in order to make money. Then he sacrifices money to recuperate his health. And then he is so anxious about the future that he does not enjoy the present; the result being that he does not live in the present or the future; he lives as if he is never going to die and then dies having never really lived".

What are true riches? It is so easy to see wealth in financial and pecuniary terms. And yet no element of the Learner Profile says "Make piles of cash" because it is such a limited definition of largesse and wealth. What else is there? To know and to understand. To experience and to realise. To learn and to master. If we are going to grow the sort of wealth that endures, alongside the financial sort of riches, then these are the things we should be seeking to realise. This was the School's aim in our biannual Enrichment Day, held in July, an opportunity for pupils to spend a day doing something different but enriching.

It is enriching to learn that you can go into a new situation with confidence, knowing that you can thrive and prosper under changed circumstances if you have good character and accept the support you will be given there. That was the Enrichment Day experience of our next generation of Westcliffians, currently at their primary schools in Year 6, who joined us for their first full taster day of senior school. The day was organised by Mr Baggs

and supported by senior staff from our School. Pupils were given their first taste of senior school lessons in Mathematics, Science, English and Physical Education, together with some experience of our pastoral system and Form tutoring. The day was very successful, not least thanks to the help of twelve of our excellent School Prefects who acted as chaperones throughout the day and demonstrated all that we are hoping this new generation will one day become.

It is enriching to travel and, as you travel, to look carefully at the world around you. The Enrichment Day activity for Year 7 was a whole day 'in the field' with the Geography Department completing data collection. Each Form group completed a rotation of three activities. The 'urban' work looked at continuity and change in Southend's residential and retail areas, the 'tourism' topic looked at the importance of tourism to the local area and included a trip along the Pier, whilst the 'coasts' segment examined coastal management techniques and their success. The day itself was very successful - not only did the pupils collect lots of data and behave themselves very well (drawing lots of positive comments from the public), they seemed to have an enjoyable time, especially when it came to lunchtime in Southend's fine eateries. As a Department, the Geographers are already looking forward to Southend 2023.

It is enriching to communicate with a wider section of the world than speaks your own language. And nobody walking the School's corridors on Enrichment Day could have failed to see, and be enriched by, the flood of costumes being paraded around the hallowed halls. This was testament to the great fun experienced by our Year 8 pupils who spent the day staging language plays and depicting a restaurant scene in three languages. I am not sure how "Waiter, there's a fly in my soup" translates into Spanish, French and German but thankfully Year 8 pupils now do know this (or something similar) and I thoroughly enjoyed the energy and positivity on display both throughout the day and in the lively final 'best of show' performances in the Westcliff Theatre. The success of this day came largely from the enthusiasm and professionalism of our excellent Languages staff and, in particular, from the organisation and leadership on the day of Mrs





McKeown, who we thank for such an excellent addition to the Enrichment Programme.

It is enriching to perform and to create, as this gives you new opportunities to explore and to express who you are. It is also enriching to be part of a wider team, to balance their strengths with your own and to share success. Our Year 9 pupils were given creative and expressive opportunity on Enrichment Day as they worked on aspects of their House's entry into the House Drama Competition. These pupils have really thrown themselves into House Drama this year and their energy on the day in rehearsing, finding costumes, making programmes and creating props and scenes was wonderful. Our four Directors of Lewis Seal, Peg Jefferson, Dexter Legon and Uzoamaka Achebe worked tirelessly to support rehearsals and this will enrich their own portfolio of skills as they experience leadership, project management and the thrill of realising a vision. I am particularly excited that Dr Nolan and Mrs Finch have launched a new signing group, who show great promise - having watched them, it is amazing how

expressive sign language can be in telling a story.

It is enriching to work and to develop strategies that help make available to you the opportunities you seek. This was the experience on offer to pupils in Year 10, who experienced a really amazing training day with a whole host of guest speakers coming in to open their eyes to the world of work. In some classrooms, there were talks about Careers while in others they were interviewed one on one by external professionals and employees - it was really incredible to see. I saw one pupil, Reuben, being interviewed and then listened to him at breaktime tell me how well he felt he had done - it was wonderful to see him gaining in confidence and understanding about this process. This well organised and enriching Careers day was delivered to a very high standard as ever by Ms Weller and pupils have every reason to be grateful for her fine work at the School.

It is enriching to study and to access learning. Our Year Lower Sixth students will soon be facing the challenge of planning for their post-Westcliff future and Mr Dean put together an excellent UCAS introductory day for this Year group to support their applications to University. Students received talks on University application in the first two lessons, including from Unifrog and from the University of Essex, and then had their first taste of the UCAS system in computer laboratories after break. The day provided excellent training for students and Mr Dean, together with his team, certainly provided a richer knowledge of the process.

Another Enrichment Day completed, productively, satisfyingly and in many cases joyfully. There will be a further Enrichment Day early this term, and further details are included below. Our intention is that all pupils involved will be richer for their experiences and their positive attitudes, and the well organised events are certainly helping to bring this about.



ENRICHMENT DAY: AUTUMN 2022

Friday 16 September 2022

Following our very successful Enrichment Day in July, the School is looking forward to our second day of Enrichment and Participation activities this autumn.

Our Year 7 cohort will be enjoying a team building day of adventures, challenges and activities, organised by Mr Baggs. This will be a wonderful opportunity for the School's newest pupils to spend a day getting to know their new peers and teachers. Meanwhile, the Science Department will be hosting another day of Science discovery for our Year 8 pupils, with bangs, explosions and funny smells galore. Our young scientists will be in the very capable hands of Miss Lo, Miss Negus and the Science Department.



Year 9 pupils will be heading off to Duxford in Cambridgeshire to explore an Imperial War Museum site that offers, in organiser Mr Hudson's words, "a world-class collection of aircraft, mostly military, along with the Royal Anglian Regiment Museum, at a WWII airfield that still retains a number of its original features". This should be a wonderful day exploring History, Engineering and Military Technology and we hope that our Year 9 pupils will learn plenty from their visit.



Enrichment Day is a day when many large groups in the School take the opportunity to further their knowledge of a specialist area, such as our Lower Sixth Medics, who will experience some mock medical interviews. Year 10 pupils are no exception and up to a third of the year will be out on a hillside somewhere under the eye of Mr Tresidder, earning additional credit towards their Duke of Edinburgh Award Scheme qualifications. Those Year 10 pupils staying at School will be no less adventurous in exploring cross curricular links for a given topic across a range of subjects. This day promises to be new and stimulating and my thanks to Miss McGowan and Mr Barnes for putting this together.



Enrichment Day also provides some different opportunities for our Year 11 pupils. A quarter of the year will be joining the History Department for our revived Battlefields trip, with the opportunity to visit sites such as the Menin Gate, Thiepval and the Langemarck German cemetery. For those remaining in School, there will be a day of Puzzles and Problems with the Mathematics Department and a first chance to have a practice go at the Mathematics Challenge that many candidates will be taking in earnest later in the term. At the same time, our Lower Sixth students will be using the day to explore issues in Mental Health, an increasing concern for our young people, as well as enjoying some team building activities. Thanks to Mr Dean for his support in organising this.

The day promises to be another busy and productive day and my thanks to all those colleagues who are organising or supporting the lively and interesting experiences that have been arranged. It promises to be an enriching experience for our pupils in all sorts of ways – and that is the point!

Mr B Jeffreys, Associate Assistant Head and Head of History



CHARITY COMMITTEE



On Thursday 26 May, the Charity Committee ran a 'teacher stocks' event during breaktime and a teacher five-a-side football match at lunch time. I think it is fair to say that both events were a blast and we certainly enjoyed seeing WHSB teachers soaked for a good cause! In the teacher stocks, Mr Bleakley and Mrs Hammond kindly volunteered to feel the revenge of every single wet sponge thrown at their faces, and it resulted in a lot of laughter and people returning for second throws. The event was full of laughs, chants and cheers and we were able to raise a lot of funds for charity.



At lunch time, the entire School was able to come together and watch a five-a-side football match between the teachers whilst enjoying an occasional snack from the tuck shop. Though the game ended in a draw, special credit should be given to Mr Rayment who had a variety of tricks up his sleeve and ensured that the Physical Education Department was given a run for its money. It was hilarious watching Mr Sexton score and do Ronaldo's signature celebration with a roaring, "Siuuu!" along with the audience. Overall, the day was extremely enjoyable, and the Charity Committee extends many thanks to all the staff that volunteered, as well as all the supporters.



Quiz Night

At WHSB, we share a very strong sense of community and with our Quiz Night, which took place on Friday 17 June, we were able to raise money and enjoy ourselves with our wider community of parents, friends, and family. With the help of many of the Lower Sixth students, we were able to put on a successful evening in which teams were quizzed on a multitude of topics ranging from songs to locations, as well as solving anagrams. The winners of the night were our very own: Mrs Masterson, Mrs Holley, Mrs Burden, Mr Norman, Mr Stevens, and Mr Lilley as they managed to charge forward on the leader board having maintained a very significant lead. Moreover, there was a raffle in which participants won tickets to Adventure Island, a week-pass to David Lloyds, a Miller and Carter gift card and much more. The events will only get better from here, so we encourage all to get involved and help us raise as much money as possible for this year's charities.

Yusuf Ali, Lower Sixth, Vice Chairman of the Charity Committee

OLD WESTCLIFFIAN ASSOCIATION (OWA)

Old Westcliffian Association News and Developments



Following a recommendation by your OWA Committee, it was proposed that the Old Westcliffian Association be dissolved in its current form, and transferred to the School. This proposal was voted upon at the AGM on 18 July 2022, and I am pleased to advise that at this well-attended meeting, it was approved unanimously, and was also very well supported by members unable to attend.

We are delighted to report that on transferring to the School, the OWA branding will remain to ensure alumni have a recognisable point of contact. We anticipate that the new arrangements will provide increased capacity to develop our alumni network as we endeavour to further strengthen links between the School and its alumni. This evolution will also ensure that the OWA continues to remain relevant to all generations of its members and that our alumni are able to support their School. Your Committee will keep you updated as to those exciting plans.

Since becoming your Secretary earlier this year, I have realised far more than before just how important the OWA is to so many of you. The large number of letters and emails received in response to the AGM Notice, and subsequently to the Newsletter, are testament to the strength of our alumni network. Even when, having to sadly read emails or letters from the partner or child of a member who has recently passed away, the clear affection for the OWA remains. We now need to build on this further.

As we start to consider how we shall celebrate our Centenary in 2026, it is evident that there are many extraordinary alumni who

we know little, if anything, about. As you may have seen from the recent Newsletter, we only recently became aware, via his son Jeremy, of the incredible bravery and achievement during World War II of Mick Stoke MBE DSC RN. I am sure that there are very many others who have been educated at WHSB, with extraordinary lives not chronicled in Alan White's excellent book *A Centenary History*.

The Centenary Room at School, which will be completed and formally opened this term, will be the focal point for the School's and the OWA's archives, and where memorabilia both permanent and lent will be displayed. The timing of the opening allows us to mark the start of the next chapter in the history of the Old Westcliffian Association.

Old Westcliffian Association Annual Reunion Dinner 2022 Friday 9 September 2022, 7.00pm-10.00pm

Our OWA Annual Reunion Dinner will be held in the School Hall on Friday 9 September 2022, 6.15pm for 7.00pm. Old Westcliffians would be very welcome to join us from 5.30pm for a tour of the School.

This is a wonderful opportunity for former pupils from across the generations to get together and to catch up with old friends.

Tickets are priced at £29.50, or £19.50 for OWs currently in full-time education.

Payments can be made through Ticket Source via the School's website.

[WHSB](#) | [Ticket Source](#) | [What's On](#)

We look forward to an enjoyable occasion and to seeing you there!

Mr J Gershinson, Secretary, Old Westcliffian Association

PURCHASING SCHOOL UNIFORM AND MERCHANDISE



The School Shop, located in the East Basement, will normally open during term time on Tuesdays, Wednesdays, and Fridays from 10.30 am to 1.30 pm and on specified dates/times at the end of the School's Summer Break prior to the start of the new academic year. When the shop is open, items of uniform can be tried on for size and purchases made. Cash, cheque and debit/credit card payments are accepted. Details of dates and opening times are available on the School website. For items of uniform required in a size that is not normally stocked by the shop, please email uniform@whsb.essex.sch.uk

Items of School uniform and merchandise can also be purchased online using the following link: <https://whsforboys.shoptill-e.com>

Parents will be advised by email when their online order is ready for collection from the shop.

Details of the WHSB School Uniform Policy can be accessed via the School website:

[WHSB | Uniform](#)

Second-hand Uniform

We are pleased to advise parents that the School Shop will be increasing its provision of second-hand uniform. Please contact uniforms@whsb.essex.sch.uk for further details if this should be of interest.

If you have any clean, unwanted uniform which you wish to donate to the School, please bring it to Reception. Thank you for your support.

LOST PROPERTY

Clothes, shoes, bags and other items which are found around the school are placed in the lost property area located in the East Basement. Every term, the lost property area will be emptied, giving students and parents a chance to claim back their items. Any unclaimed items left at the end of each term are recycled locally.



Ms I Gimbutiene, School Shop Manager

LEARNING TO LEARN



Learning is the heart of our School here at Westcliff High School for Boys. We call our central identified objectives for each pupil the Learner Profile. Within this, we call on our boys and girls to become Lifelong Learners. We learn History, we learn Biology, we learn to play cricket and football, to debate, to perform and to join in. Learning is in everything we do.

But if learning is at the heart of everything we do, when do we actually learn to learn? After all, the science of learning is a study in itself. Metacognition is the science of understanding one's own learning processes, understanding how we learn and how we remember. In other words, thinking about thinking. Much of this is revelatory to the aspirant learner and there are plenty of questions to be answered. How do I learn and remember? What is Mastery and at what percentage level is it achieved? Is

my motivation intrinsic or extrinsic and what is the difference? How do I avoid procrastination? Answers to these questions are critical in improving our universal ability to learn.

Evidence from the Education Endowment Foundation suggests that the biggest leap made by any learner (an eight month boost to your learning) comes from an effective understanding of these metacognitive processes – in other words, learning to be good at learning. We would all rather be eight months forward in our professional development and this is the pathway to achieving that for young learners. Interestingly, in the same study, the only other non-subject-specific habit that appears to boost learning to the same degree is instant verbal feedback from teachers – another good reason for asking your classroom teacher that question you need answering in a lesson. Studies suggest that a good learner with good self-discipline could be the tortoise that overtakes the super brainy but metacognitively sleepy hare.

You cannot perform until you know how to learn and train. This is the conclusion that competitive sport drew some time ago and there is something that we too can take from this in our own approach to learning. Sport's LTAD (Long Term Athlete Development) programme argues that there are seven stages of athlete development. At secondary age, young people go through two of these phases. The first is a 'Training to Train' developmental stage for (broadly) 11-16 year olds. This has been likened to a 'Building the Engine' phase, with focus on laying the foundations of success, building core skills, encouraging understanding of one's own working processes and supporting psychological, technical and tactical development. After this, at

MENTAL HEALTH INFORMATION EVENING

Wednesday 5 October 2022, 7.30pm-9.00pm

There is now an increasing awareness of the importance of good mental health, as being a part of a wholistic understanding of our general health and wellbeing, and this is a welcome development. However, its increased prominence is accompanied by unprecedented demand and pressures on mental health services.

The School continues to invest considerable resources into mental health support for those who need it and we have revisited the entirety of the School's PSHEE and Pastoral provision to ensure that our pupils understand how to maintain good mental health, how to address issues that may be detrimental to their mental health should they arise, and how to access support if required.

Mr Bleakley (Senior Master Lower School) and Mr Dean (Senior Master Sixth Form) have strategic responsibility for mental health provision within the School in their capacity as qualified Senior Mental Health Leads and, as part of our programme of provision in this area, we invite all interested parties to attend our Mental Health Information Evening which will focus on the following areas.

- Maintenance of good mental health and protective factors
- Distinguishing when the normal 'ups and downs' of mood become a mental health problem
- Identifying sources of help and strategies for self-help
- Harmful practices that can damage mental health (including social media abuse, links between technology and poor mental health, sleep and social interactions).

Places for this event can be reserved via Ticket Source.

Mr J Bleakley, Senior Master Lower School



16-18, there is a 'Training to Perform' period, where athletes draw on their developmental experience to achieve competitive and personal success. If we can draw from these ideas effectively, it will be to the great advantage of our pupils.

In October, all pupils at the School will participate in a 'Learning to Learn' Conference designed to encourage a better understanding of their own metacognitive processes with the objective of boosting learning and long term performance in all subjects. During the Conference, pupils will join the rest of their year group in learning more about this field, with practical targets including improving memory, developing practical techniques and preventing procrastination. This will be delivered by an outside expert with considerable experience in this field and offers our pupils an excellent opportunity to start their eight month leap forward with a boost to their metacognitive understanding. I look forward to all pupils taking full advantage of this opportunity and to seeing what they have learned put into practice across the remainder of the year. Learn to Learn!

Mr B Jeffreys, Associate Assistant Head and Head of History



YEAR 7 ROAD SAFETY PERFORMANCE

Thursday 13 October 2022



The Deadly Distractions performance, organised by the Safer Essex Roads Partnership (SERP) will be visiting WHSB on 13 October to present to our Year 7 pupils.

This highly engaging resource promotes key road safety messages to our pupils and focuses on different aspects of road safety and their consequences. In the performance pupils will consider:

- The consequences a road safety incident can have on the pedestrian directly involved.
- The wider impact a road safety incident can have on others directly or indirectly connected to a road incident.
- The physical and emotional repercussions of a road incident.
- The personal impact a road incident could have on individuals and their future ambitions.

A contemporary, hard-hitting play using live drama, video footage and music will be followed by discussion of the issues raised by the play, reinforcing important messages to encourage pupils to act in ways which keep themselves and others safe.

Mr J Bleakley, Senior Master Lower School

SAFEGUARDING AND WELLBEING

THE IMPORTANCE OF ENAGING FULLY WITH THE EXTRA-CURRICULAR LIFE OF THE SCHOOL

Benefits such as increasing self-confidence, wider friendship groups, discovery and personal development are essential for good mental health

“Stuck in”. It is a funny and ambiguous term. Sometimes it can be very good, as in “You really got stuck in to your homework”. Sometimes it can be bad as in “I am stuck in traffic”, although that can also be quite a helpful excuse when you have a test first period. The term’s ambiguity arises perhaps from the variety of associated connotations. “Stuck in” implies being fixed in one place, which can be good or bad – it brings to mind Jean Valjean’s powerful line in *Les Miserables* “The time has come to journey on”, acting perhaps as its antithesis, as in “The time has come to get stuck in”.

The term also implies energy, commitment, achievement (all very positive connotations) alongside effort, time-consumption, commitment (which can have more negative connotations). Sometimes, of course, you can be “stuck in a rut” or “stuck in your ways”. This involves saying that you have a particular lifestyle or image, based on a fixed range of activities, and that you cannot change from this situation. Increasingly, young people are “stuck in” a cycle of social media reputation and this is damaging their progress and negatively impacting upon their mental health. In 2020, an NHS report indicated that mental health disorder in children of secondary school age is a growing problem, now affecting one in six of this age group, with young people stuck in a negative mental cycle. Yes, “stuck in” is a loaded and challenging turn of phrase, containing both bad and good.

There are, of course, plenty of Westcliff pupils getting fully stuck in to life at the School, taking full advantage of the many extra-curricular opportunities that we offer and, in this case, without doubt they are gaining from it, socially, physically and mentally. Chess player Ernest Shanks, Year 9, is certainly getting stuck in to playing this cerebral game of wit and strategy. Ernest has been sufficiently dedicated and reliable to attend every Chess Club session, using his time effectively to make this commitment, and he has performed brilliantly for the School teams. During our Open Evening, Ernest was at the forefront of promoting Chess at our School, playing for four hours against a series of potential new pupils and welcoming them warmly to Westcliff High School for Boys. Mrs Genthe reports that she has seen Ernest grow in confidence, gain valuable social skills and become a highly respected member of his team.

Equally well respected is Rhys Newitt, who is devoted to the fantastic Wargaming Club. Rhys has been helping all members of the Club get stuck in to this enjoyable activity, taking on important organising roles, both in weekly meetings and for Open Evening. Mrs Lo has seen Rhys benefit enormously from these commitments, building key leadership and organisational skills, as well as gaining enormous enjoyment and new friends from his investment of time and energy.

Within our active programme of Societies and Clubs, Aran

Tanseli and Max Cole have worked together effectively to bring together a lively Star Wars Society. Always two there are, a Master and an Apprentice, although I am not sure which is which. What I am more certain of are the benefits this has brought the pair – Mr Barber reports that the two have developed good organisational, leadership and communication skills as a result.

Plenty of Westcliff pupils are getting stuck in to the cultural life of the School too, and what benefits this is bringing both for them and for the School. George Cooke in Year 10, for example, is a highly talented trumpeter who performs with the Sinfonia and the Big Band. Not content to play just one instrument, George recently picked up the euphonium, which he now plays in the Horn Group and Concert Band, and he is also a member of the Westcliff Choir, demonstrating his versatility as a musician. Mr Derrick says that George is not just an excellent and intuitive musician but also a reliable, collaborative and supportive member of the School community. He reports that George is building formidable team work skills and friendships based on fun and a shared adventure that will last many years.

Over the years as Director of Drama, I have greatly enjoyed watching Lewis Seal get stuck in to a series of Drama rehearsals and performances. There are so many different performances to remember, whether as Dance Captain and lead dancer in Show Choir, Guys & Dolls or at the Centenary Dinner; as an actor, in the Year 8 House Drama, and then again in the Lower Sixth in our performance of *Joseph and His Amazing Technicolor Dreamcoat*. Lewis has certainly gained a lot from getting so thoroughly involved in Drama – key leadership, performance and presentational skills, together with confidence and resilience, that all support his role as this year’s Head Boy.

The truth is that getting stuck in benefits everyone – the School community that you need around you, and you yourself, boosting your mental health, building critical workplace skills and above all, making you a variety of new friends. With all the opportunities on offer to our pupils, I would exhort all pupils at Westcliff High School for Boys to get “stuck in” to the many things you can do here. The time to journey on will come soon enough and always sooner than we wish. In the meantime, roll up your sleeves and power up your involvement – you will benefit and you will not regret it.

Mr B Jeffreys, Associate Assistant Head





SAFEGUARDING: ONLINE SAFETY AT HOME

TickTock, Discord, Snapchat, Instagram, Twitter, Twitch, WhatsApp, YouTube, Omegle, Kik, Tumblr, Telegram, Tinder, Ask.fm, Whisper, Blendr, MeWe, Holla, HouseParty, ChatSpin, Periscope, OkCupid, BIGO LIVE, IMVU, Only Fans and, for those readers rather more mature in years.....Facebook.

Social Media continues to dominate so much of young people's lives. While much of it is harmless, too often young people are exposed to dangers originating from naïve use of technology. These dangers range from physical to emotional and mental health and it is essential that parents and their children are alive to the issues that accompany the use or abuse of technology.

In the section below, please find guidance for parents from a range of organisations, including CEOP (the Child Exploitation and Online Protection Centre, part of the National Crime Agency), which addresses important matters of online security at home. Much of the information shared here has been adapted from the Thinkuknow newsletter and we hope parents find it helpful.



Thinkuknow is the education programme from the National Crime Agency's Child Protection Command CEOP (NCA-CEOP). Their aim is to protect children and young people from sexual abuse online.

For more information, advice and guidance, visit [Think U Know | Parents](#) and download their home activity worksheets for enjoyable, online safety activities to do with your family here: [Think U Know | Home Worksheets](#)

Technology is most valuable for education, as well as being a means through which you can keep in touch with friends and family. However, it is important that we all consider how we can work together to help keep young people safer online. Here is some information about what your son/daughter may enjoy online and what you can do to help keep them safer.

Parental controls: Parental controls have been designed to help you manage your child's online activities. There are various types, some of which are free but others which can be purchased. However, nothing is totally fool proof so these controls should not replace the need for you to support and advise your child on using the internet. For more information and step by step instructions on setting up parental controls, visit [Parental Controls & Privacy Settings Guides - Internet Matters](#) using the following link: [Internet Matters | Parental Controls](#)

Maintain an ongoing conversation: Continue to talk to your son/daughter about the apps, games and sites they like to use, and what they like and do not like and any concerns which relate to being online. Discuss with them when to unfollow, block or report. For help with starting this conversation, read [Having a conversation with your child](#) here: [Think U Know | Conversations With Your Child](#)

Be non-judgemental: Explain that you would never blame them for anything that might happen online, and that you will always give them calm, loving support.

Talk about how their online actions can affect others: If your child is engaging with peers online, remind them to consider how someone else might feel before they post or share something. If they are considering sharing a photograph or video of somebody else, they should always ask permission from that person first.

Direct your child to age appropriate information about relationships and sex: It is important to understand that it is natural for young people to explore their own understanding of relationships and sex. Equally, it is important to talk to your son/daughter in a positive, encouraging and safe way. *Thinkuknow*, *Brook*, *The Mix* and *Childline* all provide age appropriate information about relationships and sex so you will be able to bring this to the attention of your son/daughter.



Make sure they know where to go for support: Remind your son/daughter that they can always speak to you or an adult they trust if anything happens online that makes them feel worried or upset. Remind them that they will not be in trouble and that you are there to help. For a breakdown of reporting services, visit [Supporting your child with reporting unwanted content online](#) using the following link: [Telanor | Digital World For Parents](#)

Tell them about Thinkuknow: These websites provide open and honest guidance for young people on friends, relationships and the internet, covering topics like dealing with pressure, consent, and getting support when you are worried. Age appropriate information for 11-18 year-olds can be found using the following link: [Think U Know | 11 to 18](#)

Make sure they know about NCA CEOP: Young people can report a concern about grooming or sexual abuse to NCA CEOP at [CEOP | Safety Centre](#) and get support from a specialist Child Protection Advisor.



Social Media



If parents are confused about the best age at which to allow their son/daughter to have a social media account, or are concerned if their son/daughter is already using such accounts, advice and guidance can be found through the article [Is your child ready for social media?](#) A copy can be found using the following link: [Think U Know | Is My Child Ready For Social Media?](#)

Please remember that most social media services require users to be at least 13 years of age before they can register.

Most young people have positive experiences of socialising online, but it can be easy for them to share or post things they wish they had not.

The simplest way to arrange for information about your son/daughter to be removed from a website or app is to contact the site provider itself. In any such event, the following link to [Reporting to social media sites](#) may be helpful to parents. [Think U Know | Reporting To Social Media Sites](#)

Social media can offer young people opportunities to express themselves and have fun, but they could be exposed to harmful content which might include sexual images or videos which could impact on their understanding of sex and relationships. This potential problem is considered in the following article [Teens and the sexual content on social media: Think U Know | Teens & Sexual Content on Social Media](#)

Online Gaming

Online games are social activities, and most have features that allow children to chat with others whilst they play.

For information about the positive aspects of gaming, the risks of in-game chat and measures you can take to help protect them, please watch this short video [In-game chat: a guide for parents and carers: Youtube | A Guide for Parents & Carers](#)

The Pan European Game Information (PEGI) rating system can be a useful tool to help you decide what online games are appropriate for your son/daughter. For more information on the PEGI system and other factors to consider before deciding what is suitable, please read [Gaming: what's appropriate for your child](#) here: [Think U Know | Gaming, What's Appropriate For Your Child](#)

Gaming is popular with both children and adults and it can help to alleviate boredom! If your child is gaming, you may have some questions about how to keep them safer. If so, please refer to

Gaming: What parents need to know using the following link: [Think U Know | Gaming, What Parents Need To Know](#)

For further information on gaming, including age and content ratings, please visit: [Safer Internet | Online Issue | Gaming](#)

Sharing information, images and videos

Young people often share images or 'selfies' and there is the potential for some of those to be nude or nearly nude images. Young people share 'nudes' for a number of different reasons and these situations can present serious risks.

For information about the contexts in which images are shared and how best to respond, please read *Nude selfies - A parent's guide*: [Think U Know | Nude Selfies | A Parents Guide](#)

If your child enjoys being online and uses social media apps, games and more, it is important that you know how to protect their personal information and how to support them to make safe choices about what they share online. The *Parent's guide to personal information and how to protect it* is a useful guide which we hope will assist you in protecting your son/daughter from any potential related difficulties. [Think U Know | Personal Information | A Parents Guide](#)

Some of the most popular apps, sites and games are designed to make it easy to share information online. However, once information is shared, you can never be sure who has seen it, saved it or shared it.

If your child has shared something online they wish they had not, please do not panic. Read *My child has shared too much online* for advice on how to support your child: [Think U Know | My Child Has Shared Too Much Online](#)

Live Streaming

Live streaming is now a popular feature of many apps and platforms, and all you need to livestream is an internet enabled device like a laptop or a smart phone.

If your child enjoys livestreaming, you may want to read *What is livestreaming?* to find out more about it and to help your son/daughter to have a positive online experience. This guidance is available using the following link: [Think U Know | What Is Livestreaming?](#)



Many of you may have watched a livestream, or taken part in a video chat. Live streaming can be an enjoyable online activity for young people. If you want to know more about live streaming, risks and safe use, please also watch this short video: [Youtube | Live Streaming](#)

Mr J Bleakley, Senior Master Lower School

MEDICAL UPDATES

Routine Immunisations

The NHS Immunisation Service has resumed its usual programme of routine vaccinations. Details will be published to parents as they are communicated. Please note that the School simply acts as a venue for an NHS service, and cannot accept consent for vaccinations or answer any questions regarding the vaccination programme. These should be directed towards the Immunisation Service on 0300 790 0597.

Medical Records, Medicines and Consents

Parents are reminded to please inform the School of any changes to medical records in writing as soon as possible after any change. Pupils are primarily responsible for keeping their own medication with them during the School day, however the School retains spare medication in the Main School Office. Please ensure that you keep a record of when medication expires and supply the School with replacement medication.

Please also ensure that you have given written notification if you consent to the School giving your child over-the-counter medication such as paracetamol should the School consider this necessary.

Mr J Bleakley, Senior Master Lower School



CAREERS

YOUNG ENTERPRISE

During the Summer Term, our Young Enterprise students gave a final push to raise as much money as possible before closing down their companies for the last academic year. Fortunately, the sun was shining on the last Cake Sale of the season, which was an open-air affair. Lower Sixth Team *Scribble* sold every last crumb and made a substantial contribution to their total profits for 2022.

Sports Day was also an added bonus for the final four teams, who kept the eager audience fuelled with cold drinks, baked goods and ice lollies, whilst also supporting the athletes in their competitive races. However, the pinnacle of the year for our enthusiastic teams was their participation in the *Young*

Enterprise Essex County Final Showcase and the accolades that followed. Each team was interviewed online by a panel of judges who questioned the team members about their products, team decision-making process, target audience and marketing strategies.

We could not have been more proud of the students, who had to think on their feet and use their initiative, engaging with professionals in a collaborative team effort, and we offer our congratulations to them all.

As a final Young Enterprise hurrah, work experience placements were offered by *The London Stock Exchange Group*, to any team members interested in pursuing a career within the financial sector. This will be taking place during the February half term 2023 and, needless to say, there is an extensive waiting list of keen students wishing to accept a placement.



Young Enterprise Essex County Final Showcase: WHSB teams impress online panel of judges



UNIFROG

For the first time ever, the Unifrog system has now been launched with every Year group, as well as all newcomers to WHSB. This wonderful system offers substantial support for students of all ages and abilities, enabling them to source information on the widest spectrum of topics: from universities to curricula vitae, a careers library to personal profiles and beyond. We are delighted to now have extended this opportunity to every WHSB student, encouraging them all to investigate the information available.

unifrog

YEAR 9 LAUNCH 'TAKE A CHILD TO WORK DAY'

Tuesday 27 September 2022

Another first for WHSB is the launch of this unique opportunity for all of our Year 9 pupils, which will take place on 27 September 2022. This opportunity allows pupils to experience a day in a professional working environment, opening their eyes to the mechanics of the working world. Parents and trusted friends are invited to take a child to work, following stringent supervisory guidelines issued by the School. We hope this will further encourage all those pupils participating in the scheme to think about where their individual skill sets and interests may take them in the future. We wish them all a truly enjoyable and enlightening day.

YEAR 10 CAREERS ENRICHMENT DAY

On 1 July this year, over 40 volunteers attended a careers-focused day, introducing our Year 10 pupils to a variety of industry sectors. This special day included our guest speakers, mock interviews (as well as advice on interview techniques), curriculum vitae composition, as well as further activities to support pupils in understanding their own personal attributes.

The day provided invaluable experiences for our Year 10 pupils and we are most grateful to the wonderful volunteers who generously gave up their time to help make the day a success.



LOWER SIXTH ALTERNATIVE PATHWAYS PRESENTATION

Last term, our Lower Sixth pupils enjoyed a Year Assembly focussing on Post-18 Alternative Pathways. This Assembly provided an opportunity for students to reflect on a range of alternative options open to them, including gap years, higher level/degree level apprenticeships, volunteering, work experience, overseas travel, conservation projects and more.

In making future choices, it is important that students are aware of the range of options available and staff at the School are always happy to speak with students about their future choices.

WORK EXPERIENCE

The importance of work experience and engaging in extra-curricular activities cannot be overstated. All Year groups are consistently encouraged to seek out and engage with a wide variety of opportunities, including work experience during School holiday periods. We are always pleased to offer information, advice and guidance to any student seeking support with work experience opportunities so please do ask for assistance whenever that may be needed.

Ms N Weller, former Careers Coordinator

BIOLOGY PAST AND PRESENT: HOW HAS INFECTION SHAPED THE HUMAN GENOME?



Human life has always co-existed with infectious pathogens. This relationship has allowed for humans and pathogens to evolve together, shaping the human genome in ways which may not have otherwise occurred. Different mechanisms for this include the presence of viral remnants that have been stitched into our DNA as human endogenous retroviruses (HERVs), and the natural selection pressures caused by infection.

What are HERVs?

On infection, a virus will fuse with the host cell, injecting its genetic material to hijack the cellular machinery to produce viral proteins. The retrovirus RNA is reverse transcribed into DNA and repeatedly inserted as a provirus into random sites of the host cell chromosomal DNA. At this point the provirus is still exogenous as it is only present in a few somatic cells. However, if viral DNA is integrated into germline cells, which is less frequent than infection of somatic cells, and these germline cells are then fertilised to form a new organism, the viral DNA present becomes known as an endogenous retrovirus (ERV) as it is now present in all cells of the offspring and is 'endogenous' to its genome. ERVs are then vertically transmitted as stable, inherited, Mendelian genes. Over a long period of evolutionary time, this original 'founder' viral infection will be the basis for a distinct lineage of ERVs – known as a family – as it changes within the genome. It is estimated that around 5-8% of the current human genome is thought to be composed of remnant pieces of viral DNA insertions. Therefore, HERVs are frequently referred to as the 'fossils' of past infections.

Appearance of HERVs

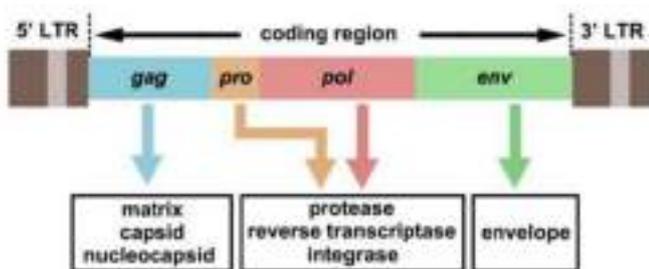


Figure 1

When first inserted into a cell's DNA, HERVs typically have a genetic structure of two long terminal repeats (LTRs) bordering the coding regions of gag, pro, pol, and env. The gag region encodes for the viral capsid proteins; pro and pol regions encode for protease, reverse transcriptase, and integrase enzymes; and the env region encodes for envelope proteins. HERVs are not present in the human genome as a full provirus, with 90% of HERVs remaining only as a solitary LTR whilst the gag, pro, pol, and env regions are deleted due to homologous recombination between the flanking LTRs. The remaining 10% of HERVs have these regions disrupted by multiple mutational events

which inactivates the HERV and thus renders them incapable of producing infective viral agents (virions). Despite the HERV being inactive, some of these disrupted regions can retain some residual protein coding capacity which may confer a selective advantage to the individual.

Augmentation of HERVs in the human genome

Although HERVs do not produce virions, they are not static entities in the genome but jump around, inserting themselves repeatedly at random. There are two main ways in which HERVs are thought to replicate throughout the human genome: retro transposition and reinfection, depending on how intact its env region is. If the env gene is relatively intact, then it is often assumed to replicate by reinfection, as this region encodes to produce surface proteins that allow for re-entry to the cell. If it is not intact, then retro transposition replication occurs. Since it is unlikely for HERVs to have an intact env region, retro transposing HERVs are more common than reinfecting ones.

Effects of HERVs on the human genome

Until recently, the HERVs littering the human genome were dismissed as inconsequential, noncoding, 'junk DNA'. However, as scientists continue to unravel further layers of complexity in DNA control, integral cellular functions have been attributed to these repetitive, virus-derived sequences. Indeed, certain HERVs are now thought to have introduced new genes into the human genome, increased genome plasticity, and influenced the expression of neighbouring genes where they are inserted. Thereby increasing genetic diversity of the human genome in ways that can even be advantageous.

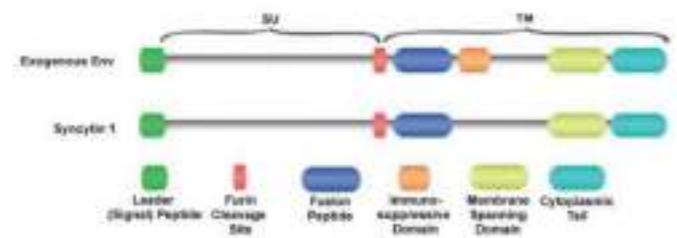


Figure 2

An example of a beneficial new gene introduced by HERVs is the HERV-W env gene expressed in the human placenta. This gene is thought to be crucial for fusing of placental cells as it encodes for the protein syncytin 1 in syncytiotrophoblast cells lining the placenta's outer surface. Syncytin 1 has many common sequences found in retroviral env proteins, for example, a leader peptide and other regions. From in vitro research, syncytin 1 is thought to be involved in the fusion of mononuclear cytotrophoblasts to form syncytiotrophoblast in the human placenta. The purpose of the syncytiotrophoblast is the transport of oxygen, nutrients, and waste products, the production of hormones, and immune tolerance. The LTRs from HERVs may also affect the human genome as they contain transcriptional regulatory elements such as enhancers, promoters, hormone responsive elements, and polyadenylation signals if embedded in proximity to a coding region. An example of this can be seen in the LTR of HERV-E acting as an enhancer for parotid-specific expression on the amylase gene. This is similarly seen in proteins such as ZNF80 (Zinc Finger Protein 80), cytochrome C1, Kruppel-like H-plk, and phospholipase A2-L. A further way in which HERVs have increased genetic diversity of the human genome is by increasing genome plasticity. If mutations were the only source of genetic modification, evolution of the human genome would have been a far slower process. However, the HERV-enabled recombination

and transposition of DNA to new genomic sites, in addition to being reverse transcribed and reintegrated is thought to have had a positive influence on genome plasticity.

Furthermore, HERVs and their LTRs can induce chromosomal rearrangement which have been shown to induce gene duplications and deletions, contributing further to genome plasticity. Increased genome plasticity due to HERVs is not always advantageous. For example, there is a risk of an important gene being deactivated due to the movement of HERV genes, possibly causing a disease. Some estimates are that one in 20 human babies born has a HERV that has retrotransposed to a new location in its genome.

Pathogens Driving Natural Selection

The human genome has been shaped by natural selection as differential reproductive success increases or decreases the frequency of different alleles. Infection of humans by pathogens arguably exerts the greatest selective pressure on the human genome. This is because infectious diseases are a major cause of mortality in human populations, with mortality rates having increased when humans began to live in closer proximities with each other and disease-carrying vectors, such as pets and parasites. Different pathogens cause different length and severity of infections for humans, and thus different types of natural selection. Positive selection increases the frequency of favoured alleles, whilst negative selection eliminates detrimental alleles, and balancing selection favours diversity. When local pathogen diversity and allele frequency in the population are compared, several studies suggest that pathogen-driven selection has shaped adaptation in the human genome of the Major Histocompatibility Complex (MHC) class I loci, blood group antigen genes, and interleukin genes and their receptors.

Malaria

A further key area in which infections have shaped the human genome by selective pressure is the infection by the protozoan parasite *Plasmodium falciparum*. This protist causes positive selective pressure for sickle haemoglobin (HbS), a structural variant of regular adult haemoglobin (HbA), which is characterised by misshapen beta polypeptide chains in the haemoglobin tetramer, affecting its stability and solubility. This structural change of the beta chain is due to a mutation in the betaglobin gene (HBB) where the 6th amino acid, glutamic acid, is replaced with valine. Glutamic acid is hydrophilic whereas valine is hydrophobic. The change in properties of the amino acids means a non-conservative substitution has occurred, thus changing the beta polypeptide chain's structure.

Sickle cell disease is an autosomal recessive disease and therefore affects homozygous individuals (SS) with two copies of the mutated HBB gene.

Individuals with one normal and one mutated HBB gene have sickle trait (AS) so do not experience symptoms of sickle cell disease in normal conditions but still have partial protection against malaria. Since individuals with AS are therefore less likely to die due to an infection of *P. falciparum*, positive selection drives an increase in frequency of the mutated HBB gene in populations where malaria is prevalent. Evidence for this is demonstrated in how AS frequency is 10-40% in equatorial Africa, where malaria infection has the highest incidence compared to 1% and 2% on the north African coast and less than 1% in South Africa as of 24 April 2006.

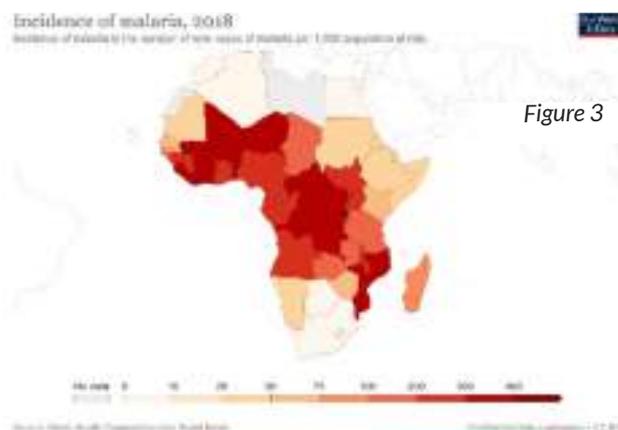


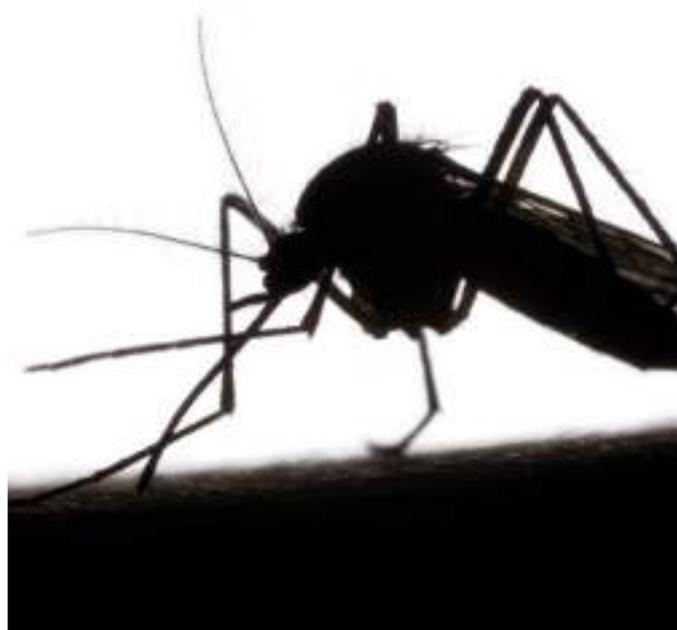
Figure 3

Present Natural Selection from Infection

Infection by pathogens may be one of the largest forces of selective pressure on the human genome, but its power has greatly decreased due to modern medicine. In developed countries there has been a decrease in the spread of infections due to factors such as increased sanitation. Human mortality following infection has also decreased as health care provides vaccination and treatment. These changes in recent centuries will evidently decrease the selective pressure on the human genome, but only in populations where there is access to healthcare. Any selection that is occurring due to present infections (for example, COVID-19), can only now be speculated upon as it will take many generations for noticeable changes to the human genome to occur.

Viral infections are most often regarded as wholly negative events for humans. However, through the study of HERVs and natural selection pressures, the molecular footprints left behind by infection have a complex and far-reaching effect upon the human genome. The exciting journey to understanding them continues.

Caitlin McShane, Lower Sixth



CAMBRIDGE BIOLOGY ESSAY COMPETITION SUCCESS



Lewis Seal, Lower Sixth recently entered an essay competition provided by Lucy Cavendish College, Cambridge and answered the title "Microbial resistance to antibiotics is an increasing cause of morbidity and mortality. How should we reduce our dependence upon antibiotics?". Lewis placed as a runner up in the competition and received a £50 prize which he spent on resources to support his studies in Biology.

Introduction

Since the arrival of antibiotics, their overuse and misuse has turned them from a protector of public health to a threat. If used responsibly they can be used to provide a form of passive immunity whereby bacterial infections are quickly destroyed although with individuals self administering or taking excess, in recent years there has been a sharp increase in bacterial resistance (with notable strains like MRSA and MDR-TB) becoming significant risks to humans and animals alike, responsible for 1.27 million deaths in 2019. It is pivotal therefore that new solutions to bacterial infections are found and implemented to reduce this reliance to ensure that our disease management is both effective and sustainable. Three possible solutions that will be explored are vaccinations, probiotics and bacteriophages.

One Health Perspective - Vaccination

The fight against microbial resistance is hardly one dimensional- it is a battle that requires a cohesive response across medicinal professions from farmer to vet and doctor to patient there are several pitfalls where there is no longer a united response. Advocates like Noel Fitzpatrick would describe it as being part of the niche subcategory of One Medicine which he details as being the progression of medicine as a whole by both human and animal medical professionals working together for a common goal. Indeed, this can be difficult when there are such varied diseases that need to be dealt with in each case and so one viable solution would be to increase our use of vaccinations and tackle the root of the issue before it stems into its various strains. If the bacteria never gains a foothold in a population then there would be no requirement for antibiotics and the chance of resistant bacteria emerging would be reduced. Salmonella is one such bacterial infection that has become resistant that can spread to organs and allow opportunistic pathogens to emerge such as enteric fevers that are responsible for 75,000 to 250,000 deaths worldwide every year (Smith E, 2018). Should vaccines have been available, this number would have been significantly lower given recent studies providing evidence of decreased salmonella shedding which is the mechanism by which the bacteria spread.

A vaccination works by injecting a dead or inactive form of a pathogen into a patient so as to stimulate an immune response providing them with antibodies and memory cells so that in the case of the reinfection there is a faster and greater response and the disease is destroyed before it has time to replicate and cause damage. Vaccination is a promoter of the adage, "prevention is better than treatment", and while on the surface it sounds like a rightful mantra it's not quite as easy as it sounds. Aside from the fact the vaccination can always go wrong should attenuated bacteria become stable and the fact that vaccines are simply too

strong for weaker patients in a community (such as the elderly) it is also an incredibly large scale and expensive programme. The concept of herd immunity suggests that by vaccinating the majority of a population - commonly as high as 95% - then the likelihood of unvaccinated individuals being exposed to the disease is so low that the bacteria eventually fades from existence as it cannot find a suitable host. With the vast number of bacterial diseases out there it would be absurd to attempt to prevent all bacteria diseases that could emerge into something resistant.

Probiotics

An interesting alternative to antibiotics are probiotics - a technology that uses live bacteria to promote the growth of healthy microbiota. In doing so, it reduces the ability for pathogenic bacteria to colonise and can maintain these microbiomes should they be regularly used. There is already a commercial market for these products and a considerable number of farmers have started using them thanks to their ease of application (such as widely available sprays) as well as the economic benefits like the observed 5% increase in chicken bodyweight (Zhang, Kim 2014). In addition to the agricultural sector, there are many brands offering the same treatment to humans with a strong emphasis on the GI Tract to increase energy absorption in its hopes an advantage utilised in the cattle industry by increasing digestive capacity and altering pH to a level for optimal absorption (Uyeno, Shigemori, Shimosata 2015). Investigation into said effects of probiotics has shown a questionable impact that reduces its credence as an innovative course of treatment as despite decreasing days with diarrhoea and increasing faecal solidity, the reduction was not considered statistically significant and dietary impact held more responsible, not to mention the use of prebiotics (nutrition that stimulates growth of beneficial microorganisms) too that could have been more impactful. This would suggest that probiotics are effective as a supporting treatment to catalyse recovery however less so as an independent treatment option. Their effectiveness in the GI tract also comes with the caveat of a potential spread to the blood with a potential risk of sepsis (Kulkarni, R 2019) whereby the body provides an exaggerated immune response to the extent it attacks self molecules and would need to be considered before being used as a replacement for antibiotics.

With probiotics in their youth however, there are limited guidelines and regulations meaning packaging of these products are not entirely reliable: they may not give an accurate value for number of bacteria in the product; bacteria may not survive long enough to reach the gut and even may not contain the bacteria it advertises (NHS information 2021). While its benefits are evident, particularly when used to supplement antibiotics and a planned healthy diet, the lack of legislation means that they are yet to be properly administered. However, should authorities like bodies in the government provide a top down approach and ensure a nationwide implementation of probiotics they could be a viable alternative. Even so, it would be necessary to further develop understanding of microbe communities in the guts of animals as probiotics interact with pre existing bacteria (Medici M, 2003) hence probiotics have different effects on different microbiomes. In the era of genetic engineering and DNA base sequencing, the modification of probiotics and a molecular understanding of the environments they act on will become more accurate and applicable.

Bacteriophages

Another potential solution is the most abundant biological entity- the bacteriophage (phages). Phages are viruses that can target

and destroy specific bacteria, as they are only complementary to their receptor due to a complementary tertiary structure and hence do not attack human cells. Lysin enzymes break bonds in the murein cell wall hence allowing entry of genetic material into that of the bacteria and utilise the metabolic pathways of the host to reproduce until either new viral particles burst out of the cell by lysis or bacterial daughter cells are produced containing the genome of the virus.

The phages have such potential thanks to their immediate action without having an effect on microbiota composition. What is more, few doses are needed as after injection at the site of infection there is a large increase in concentration if the targeted bacteria are present then the virus can replicate. The *odoviridae* bacteriophage has been observed to cure sepsis and meningitis induced by an *E. coli* strain, a bacteria with 37.5% of 107 variants being antibacterial resistance (Olorunmola et al, 2013); a number that will only increase with antibacterial use and is especially prevalent in Europe with 14 countries declaring resistant strains. Furthermore, in relevance to bacterial septicemia, a success rate of 94% of patients using phage therapy for whom antibiotic

treatment proved ineffective (Slopek et al, 1983). This number is impressively high and despite being released in a period of less rigorous peer review, it is indicative of a highly effective alternative treatment to antimicrobials.

Questions must be asked however as to whether the phages can act quickly enough before being removed by the reticuloendothelial system, or more specifically macrophages removing them from blood circulation. In comparison to the downsides of vaccines and probiotics, however, solving this potential weakness is achievable. Resistance has been observed in the laboratory however, not in phage therapy as rapidly (Ormälä, Jalasvuori 2013) and therefore offers a new hope in bacterial diseases.

Conclusion

There are several alternatives to antibiotics, but few reduce the dependence on antibiotics enough that they are not an integral part of the step forward in an age of reduced reliance. While vaccinations are effective in managing large scale diseases like TB, Covid or MMR viruses, they cannot be solely responsible for preventing bacterial infections and oftentimes can only be employed after a serious bacterial outbreak by which point resistance would have already emerged. Probiotics are more affordable and can be implemented when it is necessary rather than as a prophylactic treatment but research into them is still very early and therefore they are not at a point where they can be a replacement but rather would work hand in hand with antibiotics, reducing chance of resistant bacteria replicating and surviving but by nature therefore require further production of antibiotics, not to mention an organised and state controlled/regulated provision of the technology for it to be effective.

Bacteriophages on the other hand appear to contain the best of both worlds. They are fast, efficacious and a relatively cheap alternative to antimicrobials compared to vaccines or probiotics. Instant action is required to reduce the threat of antimicrobial resistance and our reliance on antibiotics although research must continue alongside this to mitigate concerns and interactions of these responses on human and animal biology.

Lewis Seal, Lower Sixth

CHEMISTRY CAMBRIDGE CHALLENGE

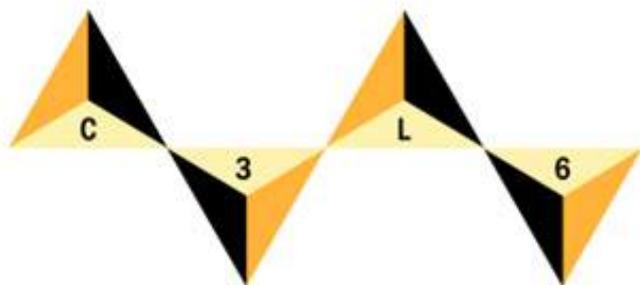
On Friday 17 June 2022, 29 Lower Sixth Chemistry Students participated in the C3L6 Chemistry Cambridge Challenge Competition.

The competition aims to stretch and challenge students with an interest in Chemistry and provides an excellent experience for anyone considering taking their studies further.

Set by an experienced team of teachers and university chemists, it is designed to be accessible to students in the Lower Sixth. That said, any student that is 16 and over can participate. The paper usually consists of 60 marks, but this year the paper was designed to be more challenging with a total of 75 marks available. The early questions are somewhat accessible but they progress in difficulty to a point that is significantly beyond the syllabus, encouraging students to think about science in the way that they would at university.

Students who do well in the competition receive certificates of achievement, and those with the most impressive performance receive an invitation to a residential camp at the University of Cambridge at the end of August.





The highest award is Roentgenium, then Gold, Silver and Copper. To give an idea of the difficulty of the paper, the graph and table shared here show the percentage distribution of awards that were obtained in last year's 2021 competition (see below).

The high-grade boundaries reflect the challenging nature of the paper.

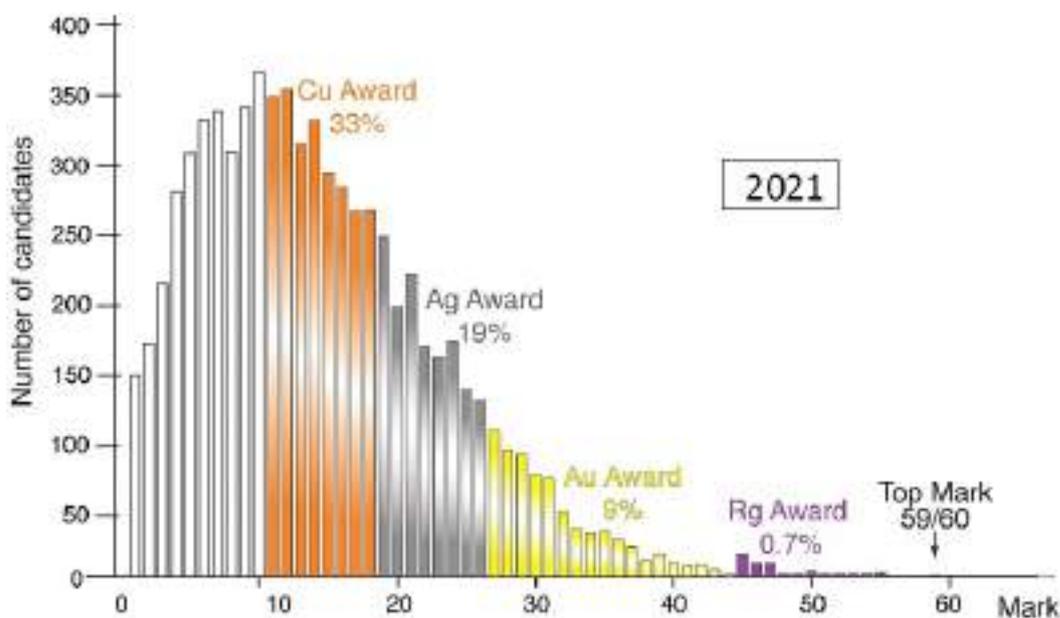
The statistics for this year are not yet available, however for 2021's competition the following data is available: from the 7,270 students who entered, only 54 students (0.74%) obtained the highest and most prestigious award, Roentgenium. 671 students (9.2%) obtained Gold, 1,394 (19.2%) students obtained Silver and 2,407 (33.1%) students received a Copper award. The

remaining 2,744 (37.7%) students did not receive any reward. At WHSB, we strongly encourage students to challenge themselves and be open to opportunities. Two participants, Devan Chauhan and Lewis Seal, described the experience as "insane but fun" and remarked that "calling it a challenge is an understatement".

From the 29 WHSB Lower Sixth students who participated this year, Caitlin McShane, Neil Stark and Peg Jefferson obtained the high Gold Award. Iwinosa Egharevba-Samuel and Luis Perez-Pinar Ayerbe obtained Silver Awards, and 11 students obtained the Copper Award, with the remaining 13 students narrowly missing the grade. Congratulations to all the WHSB students who participated.

The next challenge will be to face the Royal Society of Chemistry's (RSC) Chemistry Olympiad which takes place in the month of January, soon after the Upper Sixth Trial Examinations. To prepare for this, students are advised to attend the Chemistry Support sessions that are available weekly, or to view the past papers via their website. We wish the students the very best of luck for their next challenge!

Mr D Wightman, Head of Chemistry



THE MOTHER OF THE NUCLEAR ATOM

In November 1878, Elise Meitner was born to a Jewish family in Vienna. Her father was one of the first Jewish lawyers to practice in Austria. She was born into a large family who valued education and encouraged the children to think for themselves; for example, her two sisters converted to Catholicism and Elise herself converted to Lutheranism Christianity, changing her name to Lise.

As a child, Lise found herself drawn to mathematics and science, particularly the science of light and optics, but had to leave school in 1892 at the age of 14. In Vienna, women were not allowed to attend schools of higher education until 1897, when Lise was 19 years old. She initially trained as a French teacher, because teaching was the only career path open to women in Vienna

at the time. As soon as she was able, she resumed her study of physics, and squeezed the missing eight years of education into just two.

Lise went to university to study physics, and four years later earned her doctorate for examining Maxwell's Equations in more detail. She was only the second woman ever to be awarded a doctoral degree from the University of Vienna.

On one occasion, Lise was asked to investigate an optical phenomenon that Lord Rayleigh could not explain. Lord Rayleigh was a world-renowned physicist and mathematician at the time and the President of the Royal Society. Lise found an explanation for the phenomenon, and used that explanation to make further predictions, which she then experimentally verified. Due to her exceptional progress in this area, she was shown problems with a new field of physics; radioactivity.



and her contributions to the fields of nuclear and particle physics is vast; she was essentially in the middle of every major discovery in those fields for over three decades. She was nominated for Nobel Prizes in Physics and Chemistry 48 times but was never awarded one. Otto Hahn, who Lise had worked with many times, received the Nobel Prize in 1944 for the discovery of nuclear fission, but it was Lise who had told Otto Hahn that it was possible for the nucleus of uranium to split, and her contributions made the discovery possible.

Lise Meitner was almost always supportive of Otto Hahn's work, but she did criticise him bitterly for not leaving Germany when the Nazi regime came to power, and not doing more to disrupt the Nazi war effort. She also expressed deep regret that the atomic bomb was developed, having declined to join the Manhattan Project (which developed the American atomic bomb) saying "I will have nothing to do with a bomb!"

Paradoxically, Lise's exclusion from the Nobel Prize helped her career, with academics so outraged by the decision that they offered her promoted positions within their institutions. Lise continued to make a strong contribution to the development of the nuclear shell model, and remained close friends with Otto Hahn throughout her life, visiting him often.

In October 1968, at age 89, Lise died due to ill health. A few months earlier, Otto Hahn had died, and her family decided not to tell her because they felt it would be too much for her to cope with. Lise's gravestone reads: "Lise Meitner: a physicist who never lost her humanity".

I believe Lise Meitner's contributions shaped our understanding of the atom more than any other physicist in history. Her meticulous attention to detail, and mastery of both the theoretical and practical aspects of physics meant she was able to work through problems that defeated others. Overlooked many times for honours and awards for political reasons or prejudice, she did not let it affect her work, or her relationship with colleagues. She was able to put personal differences aside to work professionally with colleagues, whether they were opposed to women in academia or worked for an evil and oppressive regime. Her first duty was to science. From a supportive and encouraging childhood, she grew into one of the most remarkable physicists of the 20th Century, whilst keeping her moral integrity intact.

Mr K Dalby, Head of Physics

ARTIFICIAL INTELLIGENCE AND RACISM

In the 1986 film *Short Circuit*, two computer scientists discuss the limitations of simulated intelligence. One remarks (paraphrasing), "it's a machine... It doesn't get angry. It doesn't get happy. It doesn't get sad. It doesn't laugh at your jokes. It just runs programmes."

But who wrote the programmes? Artificial Intelligence can pose a significant issue for equality if it is unintelligently applied.

In October 2021, a Radio 4 documentary called "Pride or Prejudice: How We Read Now" explored the issue of the works of literature that are studied in American classrooms. During the 20th Century, almost all the works of literature were written by white male authors. The rationale that had been given was that these works of literature were historically the most popular, and therefore they were deemed worthy of study at the expense of other lesser-known works. It is clear how circular this thinking is; the books that were more popular were so because they were

Whilst experimenting with alpha radiation, she discovered that a beam of alpha particles scattered more when a metal foil consisted of atoms with larger atomic mass. It was this work that inspired Ernest Rutherford to predict the nuclear model of the atom and devise an experiment to disprove the 'plumb pudding model', proposed by JJ Thomson.

Lise's father paid for her to attend the Friedrich Wilhelm University in Berlin. There, she made such a positive impression on Max Planck, that he relaxed his prejudices against women in higher education and invited her to attend his lectures. In Berlin, Lise met with many famous and influential physicists, and moved from laboratory to laboratory whilst progressing in her career. Just before the start of the First World War, Lise trained to be an X-ray technician (which was a new technology at the time) whilst investigating why beta radiation was emitted with a spectrum of energies, but alpha radiation was not. In 1915 she joined the Austrian Army as an X-ray nurse-technician. She served on the Eastern front in Poland and later, on the Italian front.

She left the army in 1916 and returned to her work as a physicist, becoming the head of her own physics department. She led the discovery of various decay chains of uranium, conducting chemistry experiments on the isotopes produced in the decay chain to determine what they were and where they fit onto the periodic table. It was Lise who discovered and named Protactinium. In 1921, Lise discovered Auger electrons (which were named after Pierre Auger who discovered it independently in 1923).

Lise took the first images of positrons produced from high energy gamma radiation in a cloud chamber. She also discovered that the law of conservation of energy did not appear to be true for beta decay, but this did not sit well with her. Later, the neutrino was discovered to solve this problem.

Lise had to escape Germany at the start of the Second World War, so she moved to Sweden. The list of discoveries she made



easier to obtain and access, and they were easier to obtain and access because they were deemed more popular.

The documentary went further and explored why it was that white male authors saturated the curriculum and determined that prejudices from a century ago informed the decisions about which books to study, and the spiral of prejudice had continued from there.

It was historically harder for female authors or people of colour to get works of literature published, making their books harder to obtain and access. The only way to redress this was to actively seek works of literature from authors who were not white or male. This was met with opposition from some American academics, so what was needed was a clearer set of parameters of what makes great literature 'great'. The work in this area is by no means complete.

I shared this as an example of bias that, if left unchecked, can become self-sustaining. In 2021, researchers showed that in the USA, people of colour were five times more likely to be incarcerated compared to white people. Correlation does not imply causation. It was found that the reason people of colour were more likely to be incarcerated was that they were more likely to be stopped by police, because police were more likely to patrol neighbourhoods with higher proportions of people of colour. Police were more likely to patrol those neighbourhoods because of the increased level of crime, as determined by the rate of incarcerations. A human has the facility to step back and see the larger picture and see a feedback loop in action. Can an Artificial Intelligence do the same?

One of the reported strengths of Artificial Intelligence is that it is free of bias. Following algorithms without feeling, without emotion, the programme can analyse statistics and make predictions based on patterns and trends. If, however, those patterns and trends exist in the first-place due prejudices, great care must be taken to ensure an Artificial Intelligence recognises

that. If an Artificial Intelligence is tasked with analysing crime data to determine where police should patrol, for example, then the bias that has existed historically due to prejudices affects the decisions the Artificial Intelligence takes, which can simply further perpetuate those biases.

In 2016, Microsoft developed a chat bot Artificial Intelligence programme to simulate human communication, which learned from interactions with people to become better at communicating. The chat bot was called Tay. The idea was that, over time, communications from Tay would become indistinguishable from those from a human being. Microsoft trained Tay using Twitter. The first Tweets by Tay were very encouraging and pleasant. Within 24 hours, Tay was Tweeting racist and sexist messages. Microsoft employees shut Tay down within 48 hours, saying that online trolls had sabotaged Tay by deliberately feeding it controversial and malicious tweets.

Tay had taught Microsoft the importance of accountability when designing an Artificial Intelligence system. Releasing Tay to the world to learn from whatever was out there was, in hindsight, obviously a reckless thing to do. Microsoft did not put in place checks and balances, and the company's reputation suffered as a result, but the consequences of unchecked Artificial Intelligence could have been far worse.

It is not just the propagation of historical biases or malicious manipulation of algorithms that causes equality issues with Artificial Intelligence. Voice recognition algorithms trained on one particular set of accents will find it far harder to understand unfamiliar accents, causing individuals to feel frustrated and alienated by voice recognition technology that cannot understand them. I first used voice recognition in 1997 as a programme to speed up text input into a word processor, and I found I had to use an American accent, or its accuracy was far too low. Companies such as Amazon and Google have released devices that listen for instructions to do actions such as control home appliances, play music, or order goods from the internet. These companies have made efforts to train the language recognition Artificial Intelligence algorithms to understand a range of accents, but it is not a level playing field and some accents are more readily understood than others.

Face recognition algorithms use image contrasts between pixels to recognise facial features, but a study in 2021 found that default camera settings are often not optimised to capture the contrasting shades of light for people with darker skin tones, meaning the database of images of faces used to train Artificial Intelligence algorithms often includes poorer quality images of people of colour compared to white people. This, and other factors, means that facial recognition algorithms are more likely to misidentify people of colour than they are white people.

I am not suggesting that Artificial Intelligence programmes are racist. I am not suggesting that the programmers who design them are racist. I am not suggesting that the people who use the Artificial Intelligence programmes to help with decision making are racist. What I am saying is that the use of Artificial Intelligence must be carefully considered, and that relinquishing all decision making to an unfeeling, unthinking computer would be a mistake. There are challenges to overcome in the design and implementation of Artificial Intelligence systems, which are not just technological challenges or computational challenges. Humans must remain accountable, because a computer cannot act ethically or unethically. Computers just run programmes.

Mr K Dalby, Head of Physics

SIZEWELL B TRIP

On 8 July 2022, 28 Lower Sixth students were treated to a visit of an active nuclear power station, Sizewell B, in Suffolk.

Sizewell B is the only commercial Pressurised Water Reactor, with around 20 m³ of water passing through the core per second at a temperature of around 300 °C. To keep the water liquid at that temperature, it is kept at a pressure 160 times greater than atmospheric pressure. The power station delivers nearly 1.2 trillion watts of power to the National Grid, which is enough to power approximately 2.3 million homes. Approximately 3% of the UK's energy requirements are met by the Sizewell B nuclear power station alone. All the nuclear waste it has ever produced is still on site, and by the end of its lifetime (2035) it is predicted to include just 1500 tonnes of spent fuel.

The students were treated to a tour of the facility, including walking around the building containing the spent fuel pool, seeing where water from the North Sea is filtered to prevent wildlife entering the power station water circuit systems, and even walking through the colossal turbine building, which houses four enormous turbines spinning at 3000 rpm; there is so much power being produced that even the floor was shaking.

There were frequent reminders about safety, with the tour guides keen to show various safety mechanisms and explain how they work. Safety and security were clearly high on the agenda for EDF, which operates the plant. Students saw the emergency air cooling systems, the onsite police station and fire station, the backup diesel generators and fuel stores, and learned about how compressed air is used to spin up the emergency generators in case of the facility becoming disconnected from the National Grid.

The tour guides showed students the changes that had been made since the Fukushima disaster of 2011, including raising all the external electrical outlets higher above ground, and reassessing the sea defences.

The students were treated to an introductory explanation about how uranium-235 is used to produce low-carbon power; the reduction in carbon emissions due to using nuclear power instead of using combined cycle gas turbines was estimated to be equivalent to taking 1.3 million cars off the road each year.

Whatever your views on nuclear power, the tour was a worthwhile experience for the Physics students, who will now be able to link what they learn in the classroom in the Upper Sixth to a facility they have themselves seen. In the summer term of 2023, I intend to run the trip again for the current Lower Sixth Physics students.

Mr K Dalby, Head of Physics



CERN TRIP 2022

Sunday 23 – Tuesday 25 October 2022

The trip to CERN in Geneva used to run every year until 2020, when all international school trips had to stop due to the Covid-19 pandemic. I am pleased to say that in October this year, we will be returning to Geneva to see the Large Hadron Collider (LHC) at CERN with 14 Sixth Form Physics students. They will get to see the largest particle accelerator in the world, where there exists record breaking extremes: it houses the highest and the lowest temperatures, and both the most and least dense regions in the universe. There, particles are accelerated to speeds close to the speed of light.

The LHC is the largest man-made machine ever built. When operating at full power, the proton beams have the same total energy as a 400-tonne train travelling at 150 km/h. The beams have sufficient energy to fully melt half a tonne of copper, but each proton has about the same kinetic energy as a flying mosquito (which, given how many protons are in a mosquito, is an impressive statistic indeed!).

As well as seeing the LHC, the students will also visit the History of Science Museum, which houses old instruments that were used throughout history to further our understanding of the universe. The students will also visit the Natural History Museum in Geneva, which has some of the most exquisite displays I have ever seen, as well as the two museums at CERN itself. The students will also enjoy a tour of the UN Headquarters in Geneva and be treated to a night walking tour of the historical parts of Geneva.

There is so much crammed into this visit, so I look forward to updating you all on our adventures when we return.

Mr K Dalby, Head of Physics

PHYSICS COMPETITIONS 2021-2022

Pupils at Westcliff High School for Boys have enjoyed tremendous success in physics competitions this year, earning 54 medals overall. These have included: The British Physics Olympiad Round 1 (BPhO), open to Upper Sixth students and sat by approximately 4500 students; The Senior Physics Challenge (SPC) sat by approximately 4,000 students in the Lower Sixth; The Intermediate Physics Challenge (IPC), sat by approximately 4,500 pupils in Year 11; The Junior Physics Challenge (JPC), sat by approximately 10,800 pupils in Year 10.

The competitions are challenging and designed to test pupils and students on areas of physics beyond the specification. The pupils must have exceptional problem-solving skills and a strong memory to be successful. Schools tend to only submit the very best physicists for these competitions, so winning any medal is considered a significant achievement. Indeed, being willing to participate at all is an achievement, because it shows that pupils are open to opportunities and willing to compete at a national level.

In the academic year 2022-2023, all of these competitions will again be running.

- Upper Sixth students can enter the BPhO Round 1 competition on 11 November 2022.
- Lower Sixth students can compete in late January 2023 in the online SPC paper, and in early March for the written SPC paper.
- Year 11 pupils can compete in late January 2023 in the online IPC paper, and in early March for the written IPC paper.
- Year 10 pupils can compete between late April and early May 2023 in the online JPC paper.

If you would like to challenge yourself and compete, please see Mr Dalby for details.



Physics competition medal winners for the last Academic Year

Student/Pupil	Medal	Statistics
Venkat Sai Pranav Havalgi Nama	BPhO Gold	Top 16% of students
Alfie Risk	BPhO Silver	Top 33% of students
Naomi O'Hara	BPhO Silver	Top 33% of students
Jonathan Cheung	BPhO Silver	Top 33% of students
Samuel Owens	BPhO Bronze I	Top 50% of students
Isabella Pickup	BPhO Bronze I	Top 50% of students
Sanskar Limbu	BPhO Bronze I	Top 50% of students
James Glenister	BPhO Bronze I	Top 50% of students
Peter Eriksson	BPhO Bronze II	Top 85% of students
Bretton Watt	BPhO Bronze II	Top 85% of students
Ellis Clark	BPhO Bronze II	Top 85% of students
Ben Wright	BPhO Bronze II	Top 85% of students
Naa Lamiorakor Cato	BPhO Bronze II	Top 85% of students
Christopher Newby	BPhO Bronze II	Top 85% of students
Luke Pugsley	SPC Gold / SPC (online) Gold	Top 9% / 19% of students
Bhavy Metakar	SPC Gold / SPC (online) Silver	Top 9% / 68% of students
Matthew Smith	SPC Gold / SPC (online) Silver	Top 9% / 68% of students
Fenton Hopkins	SPC Silver / SPC (online) Gold	Top 19% / 19% of students
Kevin Kavaliauskas	SPC Bronze I / SPC (online) Silver	Top 32% / 68% of students
Peg Jefferson	SPC Bronze I / SPC (online) Gold	Top 32% / 19% of students
Lenny Breeds	SPC Bronze I / SPC (online) Gold	Top 32% / 19% of students
Lucas Christensen	SPC Bronze I / SPC (online) Gold	Top 32% / 19% of students
Praneel Mukharjee	SPC Bronze II / SPC (online) Bronze	Top 57% / 96% of students
Mehar Singh	SPC Bronze II / SPC (online) Bronze	Top 57% / 96% of students
Oliver Cvetkovic	SPC Bronze II / SPC (online) Silver	Top 57% / 68% of students
Abdulwarith Shodipe	SPC Bronze II / SPC (online) Bronze	Top 57% / 96% of students
Matthew Enirayetan	SPC (online) Gold	Top 9% of students
Eric Frost	SPC (online) Silver	Top 19% of students
Thomas Palmer	SPC (online) Silver	Top 19% of students
Shabaa Alam	IPC (online) Gold	Top 19% of pupils
Benedict Heath	IPC (online) Gold	Top 19% of pupils
Rishikesh Nagarajan	IPC (online) Gold	Top 19% of pupils
Yash Patel	IPC (online) Gold	Top 19% of pupils
Joseph Thomas	IPC (online) Gold	Top 19% of pupils
Yamid Hossain	IPC (online) Silver	Top 68% of pupils
Gerald Ayittah	IPC (online) Silver	Top 68% of pupils
Rajotsuvro Saha	IPC (online) Silver	Top 68% of pupils
Saul Bebb	IPC (online) Silver	Top 68% of pupils
Aronjeet Grewal	IPC (online) Silver	Top 68% of pupils
Zayn Dhali	JPC (online) Gold	Top 16% of pupils
Amirrthan Balamuhunthan	JPC (online) Silver	Top 44% of pupils
Kirushan Selvarajah	JPC (online) Silver	Top 44% of pupils
Wadi Mosabbir	JPC (online) Silver	Top 44% of pupils

Mr K Dalby, Head of Physics

WESTCLIFF ASTRONOMICAL SOCIETY

Every Wednesday lunchtime last year a group of around 15 pupils met to learn about the wonders and mysteries of the cosmos. Starting with a detailed exploration of the Earth and what makes it unique, the pupils then learned about the Moon and the interactions between the Sun, the Moon, and the Earth. For several weeks we investigated why the simple question 'what time is it?' was not as simple to answer as it first appears. We learned how to observe celestial bodies, how to identify what they are, and how to use apparatus such as a telescope or a sextant. The history of the human understanding of the solar system was explored, including detailed studies of how our models of gravity have changed over time.

This academic year, we will be looking more closely at the bodies in the solar system, what they are like, how they formed, and how we know. We will then start broadening our view to study stars and exoplanets within the galaxy. Finally, we will broaden our view even more to include the entire universe and the nature of space and time itself.

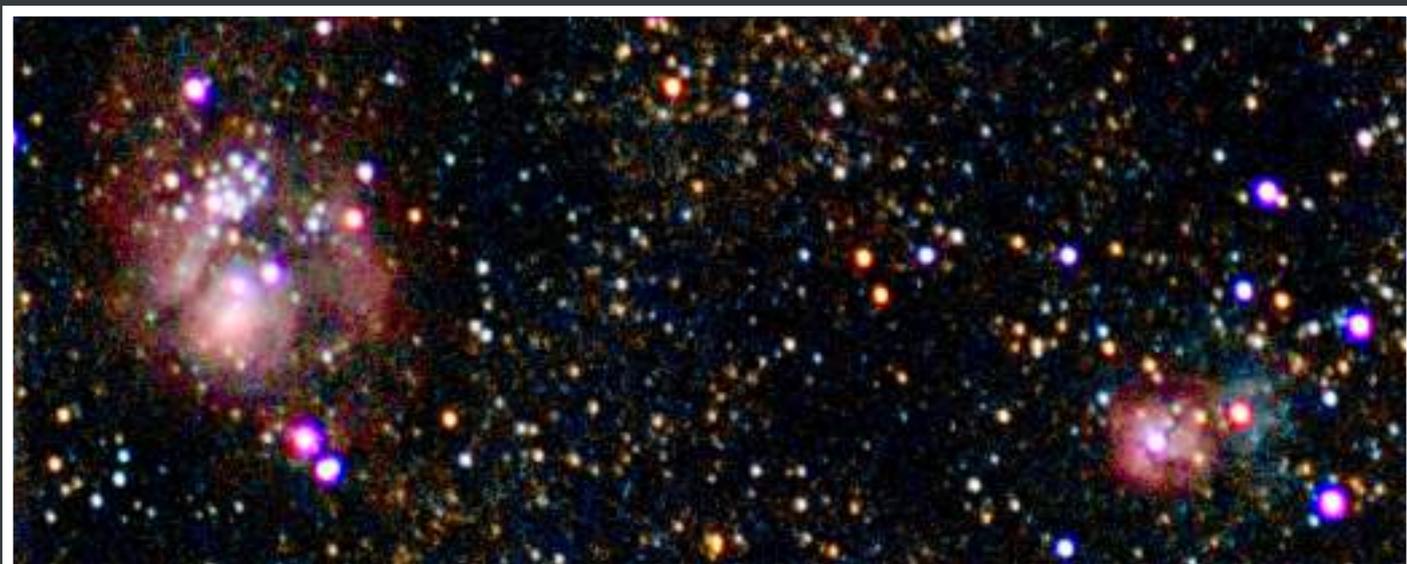
We are roughly following the GCSE Astronomy specification, with a view to completing the course by the end of the year. We

were unable to make observations of stars and planets at night last year due to the weather, so I hope that we will have more luck this Autumn Term and manage to go on a 'field trip' (to the school field) to use the telescope that was generously donated to the School by a parent.

The Westcliff Astronomical Society has grown this year and it has been a delight to watch young people volunteering to give presentations about topics they have been studying by themselves – not because they wish to pass exams, but because they are intellectually curious. Students have presented about space-time, about the detection of exoplanets, and about the James Webb Telescope.

If you want to learn more about the universe, get a chance to make detailed astronomical observations, maybe present about something related to space that fascinates you, and enjoy the splendour of all of creation, then come along on Wednesday lunchtimes to S15.

Mr K Dalby, Head of Physics



(Above) The Lagoon and Trifid nebulae, captured by Rishikesh Nagarajan, Lower Sixth



As Head of English, I spend a disproportionate amount of time trying to make the magic of my discipline apparent to a student body who live in an increasingly technological world; a world of 140-character politics, and research speeds of less than a tenth of a second, a world of Sparknotes, and the condensing of some of the world's greatest art into a scrollable precis. It is a hard sell. Whilst the *value* of English is well known, the *doing* of English is still considered by some... flat. That is why I adore encouraging pupils to get involved with the active aspects of English, including the 'MASSOLIT Video Essay Competition' and 'Poetry by Heart'.

Poetry by Heart allows us to explore precisely what poetry is written for: performance. The chief judge, Patience Agbabi, is well known for saying that the "last syllable of poetry should sound on the air". And it should. But alas, examination rubrics do not assess our understanding of a poem because of our performance of it and so most of us only engage with poetry in our English lessons, arduously unlocking the poem's hidden meaning through minute deconstruction of form. Somewhere in that process – even for me – the feeling is diluted. Poetry by Heart is a competition which seeks to bring the feeling of poetry back to us. Each student had to work on one Pre-1900 poem and one Post from a broad variety of poems which are, thankfully, not on examination specifications.

Working on delivery, week by week with our students, Maxi Rowe, Gavriel Levy and Ayman Sharif, was such a wonderful experience for me as a lover of poetry precisely because of what their own voices brought to the poem. It returned to some of the most beautifully written lines in the English language, the heart with which they were written. Each time the poems were performed the language was given a new life. Each iteration and refinement brought the poems closer to all of us.

Ayman's performance of Carroll's 'Jabberwocky' was not just enthusiastic – his movements made sense of the nonsense. The "Frumious Bandersnatch" was terrifying – who knew our students could furrow their brows so expertly? And Ayman's delivery of "The Claws that Catch" was so clipped you could hear the catching of Ayman's breath.

Equally, the horror of receiving smallpox from an encroaching invader, or the unimaginable grief of losing a child were stunningly portrayed by Maxi Rowe and Gavriel Levy in 'Meeting the British' and 'Epitaph' respectively. For such profound experiences to be conveyed with such authenticity by such young people speaks to their emotional intelligence and empathy. You can read about Gavriel and Ayman's experiences with Poetry by Heart in the articles that follow.

After such a positive experience with Poetry, WHSB English students turned their hand to academic enrichment. Students

were challenged to create an 8-12 minute video lecture on a topic of their choice. WHSB students will be familiar with MASSOLIT videos from English lessons and revision, but the ability to create one for themselves was to pose quite a challenge. To say that our entrants – Daniyal Amir, Kavin Jayaprakash, Gavriel Levy and Patrick Wright – all spoke about wildly different aspects of interest would be an understatement, with Patrick cleverly segueing English skills with his interest in flying. I am afraid my ability to comment on the skill of flying is limited to my experience of piloting a glider, but I do know that Patrick's video perfectly encapsulates the beautiful segues between Physics and English, and why English skills are not just for the classroom.

Gavriel delivered a fascinating reading of Frontier Literature which explored the presentation of the white heroic cowboy and the dark underbelly of the frontier that this heroism masked. Gavriel managed, in 8 short minutes, to discuss how the popularisation of Frontier Literature hit its peak in the 1960s in the midst of the Civil Rights movement, and how the presentation of the heroic cowboy and the savage native reinforced the American belief in the Manifest Destiny. Gavriel managed to identify a sentiment in that literature that echoed precisely what the author of *Moby Dick*, Herman Melville considered of the American people in *White Jacket* in 1858 – that they are "the peculiar, chosen people - the Israel of our time; [who] bear the ark of the liberties of the world".

Kavin spoke eloquently about the history of the novel and how our society has shaped the way novels exist both in physical and literary form, how our social sensibilities exact as much of a power on the creation of literature, as literature does on our creation of society. Kavin's work showcases a broad knowledge base, drawing on his knowledge of history. If in the words of Orwell "he who knows the past controls the future" then I am forward looking to a future where young men like Kavin lend their expertise to the shaping of our world and our art.

Finally, Daniyal Amir delivered a response that is equally ambitious and impressive. I have included not only Daniyal's experience of the MASSOLIT video competition, but also his script. They speak for themselves.

Our entries in both competitions might not place – it is, after all, only our first time entering these national competitions, but winning is not the only measure we aspire to. Success is measured in myriad ways, but perhaps the best summation is this: Success happens when reality catches up to your imagination.

Miss S McGowan, Head of English

POETRY BY HEART



There are many ways to experience and discover new poetry: calendars, anthologies, even poem-a-day websites. But, as 'Poetry by Heart' explores, perhaps the best way to get people to *truly* engage with them is with a good, old-fashioned competition.

With a selection of poems varying in tone, depth, length and subject matter, competitors were given a free choice of two poems, one classic and one modern, with the goal of memorising and then performing them in front of the camera. This is not just about reading the words on the page, but rather actively immersing oneself in the world and story being told to create an engaging,

entertaining and, of course, thought-provoking, performance.

With Miss McGowan's careful guidance, Maxi, Ayman and I chose our poems and got to work in learning and performing them in something akin to miniature lunchtime workshop sessions, where we had the chance to perform to one another and give group feedback. It really was an incredibly enjoyable experience. After a few weeks, we had the videos fully filmed and sent off to 'Poetry by Heart'. Although we did not win, we were all commended, and given personalised, well thought out feedback that will allow us to strengthen and connect even more with our future performances.

All in all, this was an experience I have nothing but praise for and would gladly recommend to anyone wishing to take part when it rolls around next year.

Gavriel Levy, Year 10



My experience of participating in the 'Poetry by Heart' competition was amazing. At first, I thought I would not be able to memorise the poems that were needed for the entries but, having persevered, I managed to overcome this initial obstacle. The entry required two poems: one from before the 1900s and one after. The anthology was full of exciting poems, all with deep context, some about poignant historical events and others that were purely 'nonsense'. 'Jabberwocky' is a fantastic example of the latter; written by Lewis Carroll (who also wrote Alice's Adventures in Wonderland) the poem is full of nonsense words that do not exist in the dictionary, but most are two words formed together. Pronouncing these words was rather difficult at first, but with some practice I was able to easily pronounce them.

If you love acting and performing, then this competition is for you. The other poem I chose was 'Fairy Story', written by Stevie Smith. It started off as joyful and seemingly harmless, but as the poem gradually went on, the meaning deepened until the last



line hit with realisation that it was all a trap. These had to be performed with actions that were appealing and had meaning. For the 'Jabberwocky', you could make shapes with your mouth and make several hand gestures and odd faces. With 'Fairy Story', it was all about the tone of voice, and how it varied from the start, which was joyful, until the realisation hit on the last line. I plan to enter the competition again next year, hoping to improve on my 'Highly Commended' award. Overall, it was a wonderful experience, and I would recommend trying out this competition when it comes around again next year.

Ayman Sharif, Year 9

MASSOLIT

If you had a school-assembly-length time slot, and the complete freedom to talk about whatever interested you, what would you choose? What fascinating facts and anecdotes would you choose to craft your speech around? How would you use your voice to share with the world? These are the sorts of questions that MASSOLIT gives you the chance to answer for yourself.

A video-essay competition with limited guidelines and unlimited potential, MASSOLIT encourages pupils to discover their academic voice by researching, crafting, filming and sending off their own video essays, over which they have near-complete creative freedom. The main guideline is as follows: be creative, be interesting, and be ready to share a topic of your choice with the world!

I, and various other friends, leapt at the chance to participate in this new challenge and we each prepared speeches on themes that appealed to us individually; ranging from planes to cowboys to the history of the novel. After months of brainstorming and writing scripts, endless discussions, a lot of deadline-checking, and only a few too many late-nights, we all had our video essays completely filmed and ready.

Despite being a solo endeavour in terms of thinking and speaking, this competition left more than enough room for us as competitors to talk, read each other's scripts, and watch each other's videos, giving helpful feedback, words of support, encouragement and praise alike.

This competition gives you the opportunity to find your voice in a subject that interests you and share that with others in a very enjoyable way. This is a competition (whether we win or not) that I will follow closely in the future – and I highly recommend you do the same.

Gavriel Levy, Year 10

Frankly, when I first showed my interest in the MASSOLIT video essay competition, I was unsure what I wanted to talk about. Initially, I considered looking into the possibility of relating the theories of Carl Jung to *Jekyll and Hyde*, a book which we had recently studied in our English class.



Gradually, I shifted towards a less esoteric choice of subject matter for my video essay. Out of all the topics I considered, ultimately, I settled on one: History. I further combined my interest in history with my love of reading, creating the premise of a video essay I could both enjoy and understand.

The *History of the Novel* opens by questioning exactly what one can call a novel, running into the semantics of the word as well as its meanings, which remains one of the themes of the video essay. This was an aspect I rather enjoyed as it allowed me to really think about the words we use, opening my eyes to the world of lexical semantics.

The bulk of my video essay focusses on the evolution of the novel from Charitron's *Calirrhoe*, to Lady Murasaki's *Tale of Genji*, to Sir Walter Scott's *Ivanhoe*, to Tolkien's *Hobbit*. Indeed, the history of the novel is an expansive tale, much of which cannot be explained in full justice within 12 minutes. Even then, my greater realisation was how closely linked English is to History and vice versa.

History and English are disciplines that greatly overlap, both in their subject matter and their methodologies. Both disciplines place importance on evidence, argument, and rhetoric. The English language and its literature function are key sources when conducting historical research, whilst historical knowledge is used to dissect and evaluate literature in English.

Overall, my experience working on the MASSOLIT video essay competition has been overwhelmingly positive. I have gained much, both in knowledge and in intellectual skill, and I hope to enter again next year.

Kavin Jayaprakash, Year 10

Having never participated in any form of competition before, I was rather nervous to say the least. I knew I would enjoy the experience of writing and talking about something I enjoy, but the concept of entering a national competition still had me thinking "what is the point, people will just be better than me". Tentative, a friend eventually talked me into it, and I messaged the Head of English. For the first few days, I had little idea of what I was going to do. I had considered Japanese, Music or an amalgamation -

Japanese Music, but I found many of these ideas too obvious or difficult to speak about. But then, in an English lesson, I learned about something called an "Anecdote". This is essentially placing a personal experience within a speech.

And this sparked an idea. Would simply talking about an experience, one that I have had recently and was still vivid in my memory, not be much easier to describe and talk about?

By entering a competition of any sorts, you are inevitably challenging yourself. This challenge, which is slightly similar to that of a test, prompts you to be creative with ideas. But the essence of a competition is, unlike a test, not forced upon you. If you entered of your own volition, you are more likely to motivate yourself to work or create ideas.

I saw this myself not too long ago, where I attempted to learn the 'Maple Leaf Rag' in two months after I scribbled my name onto the Chamber Recital signup list. In the following two months, I studied the Piano more furiously than I ever had. I would play the same song for hours on end until my fingers could physically play no more, and my foot cramped from constant pedaling. When the two months finished, I walked onto the stage to play Maple Leaf Rag with success. But would I have been able to do this in two months without the challenge of the competition deadline? Most definitely not.

The sense of challenge or motivation (whichever suits you) induced by a form of competition will drastically aid your progress. Therefore, I encourage you to enter a competition for yourself. Be it Music, Physics, Mathematics or English, I can guarantee you will achieve more progress than you had previously thought possible.

Patrick Wright, Year 10



Whilst this video essay competition with MASSOLIT was very challenging, I have enjoyed working on it from beginning to end.

Initially, finding a subject matter for my video proved to be quite easy, as I had found inspiration from one of Miss McGowan's lessons whilst studying Romeo and Juliet on semiology through structuralism – the linguistic study of signs and symbols, which seeks to approach texts and its smaller structural components not in isolation, but with consideration of the relationships between them. Most importantly, structuralism is a method of analysis to allow for more interpretation to derive different meanings. Miss McGowan's introduction of Ferdinand de Saussure, a Swiss linguist and semiotician, helped my initial ideas to form. Saussure especially focused on the linguistic study of structuralism and led me to write my script as I had been inspired by his ideas.

Concepts of structuralism are not just tethered to literary texts, so I decided to make an analysis beyond the confines of text on paper; an analysis of reality itself through the lens of structuralism. It turns out, an analysis that parallels to reality is completely necessary to understand different nuances. For example, I used an analogy of a leaf in a tree – without the larger structure of a tree, a leaf's significance is rendered meaningless; you cannot determine the importance of the leaf and consequently, the leaf's meaning is lost. Structuralism helps to retain such meanings by looking at all the underlying structures, like the larger structure of the tree. Without structuralism, none of this could have been achieved.

Working on a video essay competition proved to be no easy task – researching and writing a script on such a topic to be coherent, succinct and digestible was a challenge. Nevertheless, I enjoyed this competition thoroughly and would recommend other pupils to join next year. Below, is my entry for the competition.

Literary Structuralism and its Parallel to Reality: Absolute Meaning or Implicit Interpretation?

Structuralism, through the lens of a linguist, is an approach to understanding the possible meanings or interpretations in literary texts through analysis of the underlying implicit, seeking to approach texts and its smaller structural components not in isolation, but in consideration of the relationships between them. Structuralism achieves this by looking at the underlying systems and structures and their respective intertextual relationships – hence the term 'structuralism'.

Like a leaf in a tree, can you understand the significance of the leaf without reference to the concept of the tree? You would *not* be able to, and until we place the leaf in its larger structure of the tree, the leaf's significance becomes imperceptible and thus is rendered indistinguishable. Consequently, the meaning of the leaf is unattainable. This is a variation of a model of linguistics from the 20th century to explain how isolated concepts may make sense only until it is within a larger construction, allowing to derive more meaningful inferences from texts.

Extending this analogy to a more generalised approach to structuralism means that structural meaning is only derived from the differences between different structures. Individual elements of a structure have no meaning in isolation, as it is only when you arrange those elements in a larger structure of differences that you can then determine meaning. Structuralists seek to emphasise the importance of relationships between these structures to discover new meaning and interpretation.

Originating in the mid-20th century, structuralism represented a new approach to understanding cultural texts, and has revolutionised the analysis of literature as new perception and interpretation had emerged. Through structuralism, language has bound us to culture and our ancestors, and further our beliefs, values and attitudes towards understanding of what meaning is, or rather, the concept of 'meaning'. Does 'absolute meaning' even exist? A distinct fact or an indisputable truth to something? That – in literary terms – is what structuralism seeks to deconstruct: that there is no inherent meaning of words by themselves. Structural linguists incorporate the rejection of substantive language (words in isolation) to substitute with the analysis of relational language.

Many name the 'Father' of structuralism as Ferdinand de Saussure, a Swiss linguist and semiotician. One of his fundamental ideas includes the understanding of how meaning is derived through the lens of semiology, the linguistic study of signs and symbols (from literary texts) and – most importantly – how they are used in interpretation. Saussure sought to highlight the disparity between what is called the 'signifier' and the 'signified': for Saussure, a word in isolation, or a 'signifier', does not inherently link a pre-existent thing with a definite word. Rather, a word or a signifier links a concept, which is called the 'signified' as a sound or symbol. To clarify, when I say the word 'tree', all I am doing is referencing the concept of a tree and coming up with a sound and string of letters to be able to reference that concept. This allows speakers of this language to narrow down the field of reference to communicate a specific idea or concept. However, Saussure states that these words are completely arbitrary to what they reference.

Take Shakespeare's *Romeo and Juliet* for example; a classic in literature. We look to the play-world of Verona, where we lay our scene – a play-world entrenched in connotation and interpretation. The play centres around this connotation, where even the lone word 'enemy', to Juliet, is in reference to those loathsome Montagues. She is forced to love an enemy. A deeper analysis is possible in where Juliet's perception of meaning has shattered, for she realises meaning is not absolute, but relative to the world of Verona where she was born and raised: the Capulets are Montague's enemy, just as the Montagues are thus Capulet's enemy.

"What's Montague?" she asks, as it is "nor arm, nor face, nor any other part belonging to a man." Her clandestine relationship with her lover, Romeo, a Montague, is sworn as the enemy of Capulets. However, Juliet emphasises how abstract a title like 'Montague' can be but understands how she must acknowledge the connotation: she must regard all Montagues as sworn enemies. With a title of 'Montague' standing in the way of her lover, Juliet realises the absence of any physicality to the word, as it is only the title itself that gives the meaning, and hence the connotation of an 'enemy'. Therefore, it is only a concept within the citizens of Verona. Juliet further questions "What's in a name? That which we call a rose by any other name would smell as sweet". Again, the word 'rose' has no inherent link to a flower that smells sweet, but this rose is also a metaphor for desire. Being once plucked from its roots – the flower eventually wilts and dies.

A metaphor to represent Romeo as subtle as this was placed by Shakespeare to indicate Romeo's attitude to the rose, that is, if the rose was actually a metaphor for Juliet. The beauty of the rose, once withered, will be lost in time, similar to how Romeo does not truly love Juliet, but desires what their names represent; something forbidden – the act of wanting or desire is what Romeo truly wants, as upon attaining this 'rose', or if the clandestine nature of their relationship is lost, then the structure of the play implies that Romeo would simply move on to another rose, another woman to [quote] 'love'.

Through the scope of Saussurean theory, it become possible to make such a deep inference, which without structuralism, may not have been achieved. Shakespeare also proves there is no intrinsic reference between a word and what it actually references.

Another influential figure in the field of linguistic study was Jacques Lacan, dubbed as "the most controversial psycho-analyst since Freud", who, whilst drew heavily from a structuralist approach, it is important to emphasise that he was not necessarily a structuralist for two main reasons.

Firstly, while structuralism viewed language as only an effect of symbolic signs and structures, Lacan argued that language is not easily reducible to an effect of the symbolic order, a symbolic order referencing the framework of a structure.

Secondly, Lacan further argued that a symbolic order is not always complete, while structuralism offers completeness in its theory. Lacan stated that in symbolic order, there is always something left over, which caused the development of post-structuralism, which is the reaction to the completeness of structuralism. An excess of something that could go beyond the symbolic is similar to the analysis of substantive language, where words in isolation derive different meaning until its relationships with other concepts are observed.

Lacan also took up a range of theories from another figure, Sigmund Freud. Freud was massively influential and tried to completely remake the 20th century understanding of how people

attain knowledge and meaning. Freud emphasised the removal of the 'self', and to remove the self as the centre of the origin of meaning and show the conscious mind is not where our thoughts originate. Our thoughts are not derived from meaningful patterns of our conscious mind, but rather the deeper and more hidden structures of our unconscious or subconscious mind (like dreams) that determine our mainstream of thoughts.

Whilst looking through a Lacanian lens to Freudian theory, it is clear that he took up and criticised Freud's philosophical dimension of thought with the application of other concepts of structuralism in linguistics to further develop his work in anthropology.

By picking language apart, structuralists, like Saussure, also start to undermine our whole notion of reality and our understanding of life. Structuralism is not tethered or fixed to the dimension of language, but rather reaches beyond the confines of text on paper, as it can be argued that any word or symbol could parallel to any concept or idea in our physical reality.

Take this Japanese symbol, 人. Who is to say what this means until we give it meaning? Assuming you did not know the meaning already, the meaning of 人 "hito" is completely arbitrary, just as any word is. Or, as Saussure would put it, the relationship between the signified and the signifier is completely arbitrary. It could reference literally anything – why can it not reference this? In actuality, hito means "people", given meaning by the Japanese. Language does not coincide with reality, and vice versa; we do not govern the world's nature.

So maybe this all suggests language does not craft reality, because as humans, we all have our own perception to reality, but – and it's important to make this distinction – language may not change the foundations of reality but gives an interpretation of it. It is important to remember that while analytical structural approaches to both literary texts and real-life applications may explain the 'how' – at least to some extent – it is essential to note that this is not a field of study to explain the 'why'; these questions often remain unanswerable. With this thought, it seems apparent that this has left structuralists and philosophers, since the birth of language, on a journey to decipher the many possible interpretations and meanings that could arise from a simple line of text or look at its parallel to reality. Does meaning really exist? Or is there more to a word to what it may initially seem? All it takes is a prompt to question.

Daniyal Amir, Year 10

JACK PETCHEY SPEAK OUT CHALLENGE 2021

We are pleased to report on the impressive performance of Freddie Dawson in the annual regional final of Jack Petchey's 'Speak Out Challenge' for Year 10 pupils on Friday 13 May 2022. Freddie delivered an inspirational speech on the difficulties of 'Growing up', ably supported in the process by Zain Kramutally. Freddie approached his speech with the insight and commitment we have come to expect from our pupils, and we are proud of his achievements.

We would like to extend our thanks to Mr Lilley, 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



On May 13 2022, Zain Kramutally and I represented WHSB at the regional final of the Jack Petchey Speak out Challenge at Westcliff High School for Girls. Over the previous months, many similarly aged students in the local area had taken part in the Jack Petchey workshop to develop a speech we felt was important and to give a voice to the ideas, issues and opinions young people have. During the workshop at School, in which our entire Year group took part, we learnt a lot about the importance of public speaking as well as how to deliver a speech in an excellent manner. When the workshop began, it was clear that many of my classmates had deep and personal stories they wanted to share. However, I lacked inspiration and it was only due to the encouragement and suggestions of my teachers that I was able to develop my speech and perform it. By the end of the day, we all performed our hastily drafted speeches to our class, and I was fortunate enough to be selected to progress to the School semi-finals and then the School final where I came up against many other amazing speeches. I was extremely lucky to win and go onto the regional final against other schools, by which point I felt confident with my speech and began to get better at my public speaking. This allowed me to enjoy delivering my message rather than stressing about sticking to a script which was one of the most important lessons I learnt during this process.

Before the Regional Final, Zain and I were invited to a workshop with the other contenders from schools in the local area. During the workshop, we were given tips on our speech delivery and got to know the other students and despite us all being nervous to perform in front of so many people, we realised we were all in the same boat and that we should just enjoy the experience rather than worrying about the 'cash prize' or the certificates. After sound checks and lighting had finished, we were rushed backstage as the hall filled with parents, teachers, friends and family of the contestants and one by one we made our way up onto the stage to give our speech. Over the past few weeks, I had rehearsed and edited my speech. It was about how I did not

know what I wanted to do with my life and how many young people feel the same and how we should learn to embrace the unknown and enjoy the journey. When it was my turn to perform I was confident that, if I gave it my all, regardless of the outcome, I would have succeeded. That is one of the great things about the Speak Out Challenge - as long as you can get your message across and give your voice to whatever it is that you are passionate about, then that is all that mattered.

Unfortunately, the competition was incredibly tough that night, with everyone's speech being brilliantly unique in its own right, and therefore I did not achieve a place on the podium. However, I learnt a lot about both the Speak Out Challenge and myself and, for that, I am grateful.

The Jack Petchey Speak Out Challenge is a great opportunity for young people to get across their ideas and learn great tips on public speaking as well as being able to compete with others who share the same passion as yourself for getting their views across. So, whether you are interested in the cash prize, pizza meals or the self-confidence and achievement, I highly recommend that you give this opportunity a go as, who knows, it may work out better than you hoped.

Freddie Dawson, Year 10



On 13 May 2022, my fellow peer, Freddie Dawson, and I embarked on the Jack Petchey Speak Out Challenge Final in which we represented the School. The Jack Petchey Speak Out Challenge aims to develop and create confidence, ideas and opinions from young people, specifically in Year 10. I used to be relatively quiet, shy and timid, but the Jack Petchey team chipped away at me to reveal who I really am, to myself and to everyone else. I was

fortunate enough to be one of the few who made it to the next stage, the internal assembly semi-final, where I continued to work hard. This left me in the position of runner-up in the semi-finals, and I found myself delivering speeches to large crowds not for the cash prize, nor the certificates, but instead for passion, education and most importantly, fun.

The Jack Petchey Speak Out Challenge Final left Freddie and myself in new territory. The finals occurred at WHSG where talented individuals from many schools congregated to see who could come out on top. In the beginning, there was tension, stress and a strong sense of competition. As the schools mingled and interacted, we all understood we were all in the same boat, and this brought us together to be determined. The amount of hard work, strong opinions and great passion astounded me. Every single person contending expressed such emotion for their topic and effective communication. Even though WHSB did not take a place on the podium, I am delighted to have participated and represented the School in this event. The pupils were utterly phenomenal, and it gave a valuable insight into how I could improve myself through public speaking.

I thoroughly recommend participating in the Jack Petchey Speak Out Challenge; it unlocked a potential I never knew I had within me. The Jack Petchey Speak Out Challenge changed me as a person, and I continue to actively use the lessons I have learnt from this amazing experience. To those who find themselves representing the School in the Jack Petchey Speak Out Challenge in the future, I wish for you the best of luck.

Zain Kramutally, Year 10

THE SCHOOL LIBRARY

LIBRARY NEWS

The Summer Term was a vibrant time in the Library, with new books, new ambassadors and more library usage than ever before. Our beautiful expansive setting and large, modern range of books is much enjoyed by pupils and staff throughout the School day.

We manage to strike a balance between providing an enormous range of books and magazines, computer and print facilities, a daily calm, silent reading and study space, a venue for library lessons, Sixth Form private study and occasional events, performances and reading-related celebrations.

I hope the following pages will provide just a taste of recent library activities and we look forward to welcoming our new Year 7 and Lower Sixth intake in the coming weeks.



BOOK RECOMMENDATIONS

The Library and Reading Ambassadors from all Year groups, as well as staff, have enjoyed displaying their 'Currently Reading' laminates, to share their finds, and encourage other pupils to read more widely. Here are a few of their recent recommendations.

Beverly, Right Here by Kate DiCamillo

"I am enjoying this book about a teen running away from home and surviving by herself".

Ryan Mutodza, Year 9

Notes from Underground by Fyodor Dostoyevsky

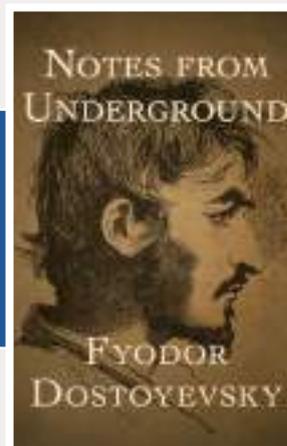
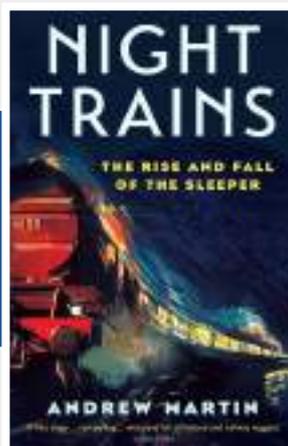
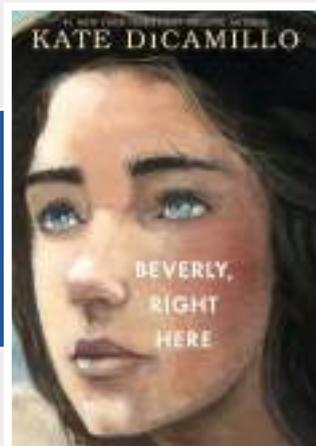
"In an almost autobiographical book, the author levies his farcical criticisms of literature, art and society".

Angevin Smith, Lower Sixth

Night Trains by Andrew Martin

"Since reading Agatha Christie's *Murder on the Orient Express* I have loved sleeper trains and this book provides an interesting overview of the topic".

Mrs M Schofield, School Librarian



SPRING AND SUMMER 2022: LIBRARY EVENTS ROUNDUP

World Book Day

This wonderful celebration of books, which takes place nationally every Spring, saw the Westcliff Library absolutely packed to the rafters with excited pupils making bookmarks, borrowing 'mystery' wrapped books, participating in a 'bring and swap' of books, quizzes and so much more.



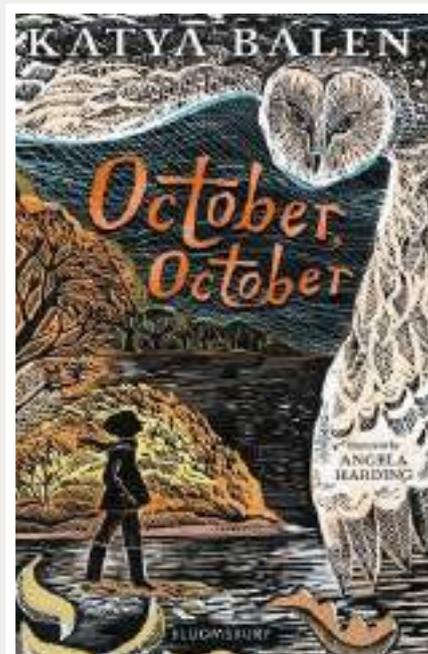


Carnegie Book Awards

For the second year in a row, the Westcliff Library staff and pupils shadowed the National Book Awards, run by CILIP (Chartered Institute of Library and Information Professionals). Starting in spring, we spent three months rotating, reading and reviewing the shortlist of eight works of young adult fiction between a group of a dozen keen pupil readers.

Winners from this well-established competition, which has been running for over 90 years now, have of course found wider circulation and past winners include *Watership Down* and *Northern Lights*.

When announced, reactions to the shortlist varied, which is the name of the game! However, when the time came for us to set up the large library viewing screen and watch the live stream of the winner being announced online, we were all surprised at the title chosen (*October, October*), as we had voted it amongst ourselves as our least favourite. Its newfound fame has now led to several students wanting to read the book to find out how it sparked such polarised reactions!



Open Evening 2022

June 2022 saw the first face-to-face Open Evening return, following the periods of lockdown. In the Library, visitors participated in quizzes, 'have you read?' top 50 books checklist challenges, Wordle, Chess, manga art, creating bookmarks and, of course, perusing displays of all our books, from modern languages to space, from economics to religion and everything in between!

Earth day

On Earth Day our pupils joined others across the globe in celebrating our world and promoting the importance of taking steps now to protect our precious planet.



Enrichment Day



Clubs based in the Library

Library Ambassador Freddie Cox launched the first library-based club post-lockdown with his *Linguistics Club* in the Summer Term, utilising a cosy corner of the library to teach phonetics and origins of language.

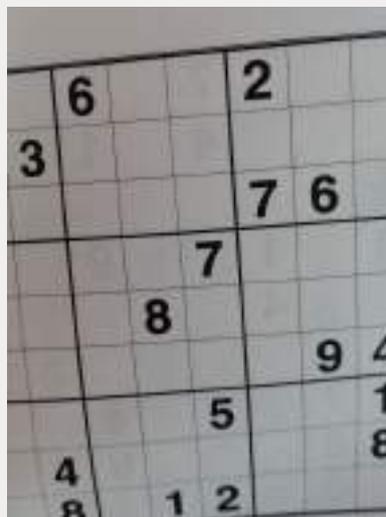
Puzzler club continues apace, with 'puzzle races', a new addition to the lunchtime activities on offer.



Edward Melville and Philip Kanneh awarding a badge to newest puzzler, Akhil Muddam, Year 8



Sixth Form students Isaac and Lillie relax and learn crochet between lessons



Library Lessons

Years 7, 8 and 9 have library lessons in the Library each fortnight, where subjects range from spelling, new vocabulary, general literacy, creative writing, research and of course reading!



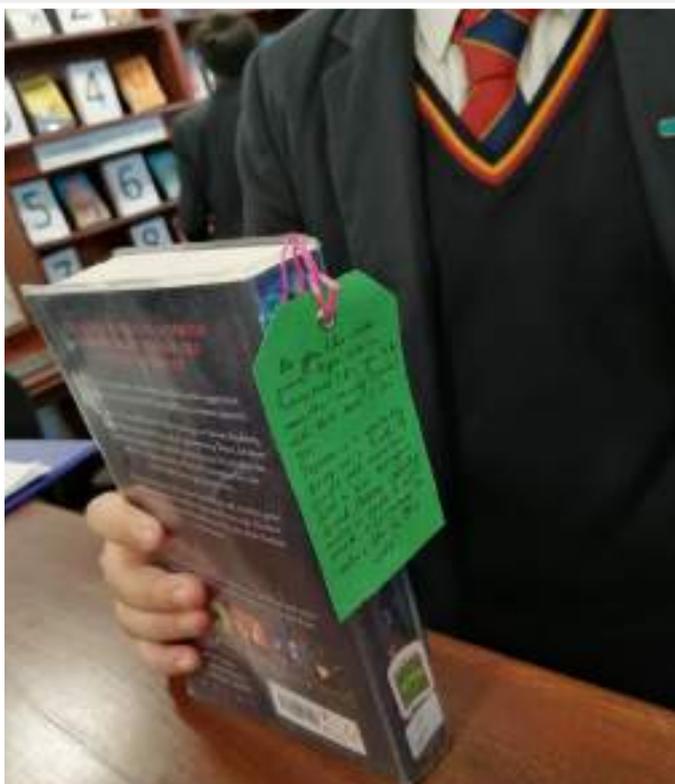
LIBRARY AMBASSADORS

Our team of loyal and hardworking ambassadors from across the Year groups continue to work at the library desk at lunchtimes, breaks and after School, contributing immensely to the running of our library facility. This allows our pupils to gain 'close to real life' customer service and work experience, to develop their skills in time management and practice being effective communicators with 'members of the public'.

We have been so impressed with all of our ambassadors. They have not shied away from hard work and have been responsible for: helping others find books, merchandising and displaying stock, running the printer and computer queue, organising the desk, comparing prices from different suppliers, cataloguing new acquisitions into the database, creating posters, tidying, shelving, reviewing, setting up for events and much more. I am very grateful to have such enthusiastic volunteers... we always have fun and busy times in the Library!



Ambassador Easter Egg Hunt!



Ambassador reviews on tags in the booksEgg Hunt!



Our Ambassadors also enjoy working on new acquisitions and sections of the library. Quddus Akinleye (Lower Sixth) bought, set up and displayed a 'Smart Thinking' bay to encourage lateral thought and introduce new topics to younger pupils.

Finally, we give a warm Library welcome to Dhruv Goel and Jack Carver, who both have an infectious love of reading and, judging by the frequency of their library loans, a very fast reading speed!

Mrs M Schofield, School Librarian



Jack Carver, Year 9



Sebastian Deprez, Year 7, won First Place in our Mini Reading Challenge

MODERN FOREIGN LANGUAGES

LOWER SIXTH TASTER DAY AT THE UNIVERSITY OF CAMBRIDGE

On Monday 20 June, a number of our most promising Lower Sixth linguists were offered the opportunity to attend the University of Cambridge for a day of lectures and seminars in the Faculty of Modern and Medieval Languages. The day was designed to encourage those with the potential to consider pursuing a degree in Modern or Oriental Languages to make an application, and it started with a talk by Dr Charlotte Woodford, the Director of Outreach. Her key message to the assembled student body was that languages can open doors and that a degree in languages can evolve to fit the interests of students as they progress through their degrees. She spoke in general terms about the benefits of studying languages and gave some very exciting examples of the opportunities that the students have in their third year which is usually spent entirely abroad. One of the student ambassadors had worked with a large NGO in Germany based in Nuremberg and had been involved in high-level decisions regarding funding bids and grants. Another second year ambassador was about to leave for Germany where he will be working in the football sector for an internet-based company.

Following this opening segment, we enjoyed a sample university lecture. Dr Kirsty McDougall introduced Linguistics as an academic discipline, then delivered a fascinating lecture on forensic phonetics. Her central question was whether our voices can be considered as a kind of fingerprint. For many of us, this was the highlight of the day. Dr McDougall demonstrated how a forensic pheneticist can examine incriminating evidence which has been recorded, how they can build a profile of a speaker based on an audio recording (for example, in the case of a hoax 999 call, or as was done in the case of the Yorkshire Ripper hoax calls), and how they can be called as expert witnesses. A degree in Linguistics could lead to criminal investigation work, but could also lead to jobs in speech recognition software for companies such as Amazon. The students then had an interactive seminar in one of the languages they are studying at school.

After lunch, students were invited to attend a taster session in Russian, Japanese or Portuguese. The purpose of these was to highlight that students can study a language at Cambridge *ab initio* – they do not necessarily have to have studied the language at school to be able to pursue a degree in it. In the Japanese session, students wrote their names in Japanese, did some origami and learnt some conversational Japanese, whilst in Russian, the students learnt the Cyrillic script and were able to read Russian fairly well after just 60 minutes. The day ended with a summing up presentation from Dr Woodford and the student ambassadors. Several of our students will be applying for language degrees in the coming term, including at Cambridge, and we wish them all the best with their applications.

Mrs J Williams, Senior Teacher: Staff Tutor, MFL Department



"In French, the lecturer's focus was on the relationship between Algeria and France, using film as a tool to explore the bond with its tumultuous history. I particularly enjoyed the unique opportunity to listen to a passionate academic, undertaking his PhD in such a fascinating part of history that we do not study as part of our A-level studies. This seminar opened my eyes to the broad subject of post-colonial studies that is rapidly gaining momentum globally to help us understand how our world came to be what it is today and how relationships forged between countries have roots that go further back than previously thought.



"This amazing trip inspired me to research the broad and intertwining disciplines of History and Languages from a new angle, as well as the importance of studying languages as a way to increase global awareness."

Rue Muskett, Lower Sixth

"In German we learnt the conjugation of Konjunktiv I, a form of indirect discourse where the speaker refers to something else someone has said. The task was to translate several sentences of reported speech given our new knowledge of the conjugation. What I found so interesting was the way the professor dealt with new concepts. She introduced us to this new form of reported speech, and gradually we were taken through its difficult applications. By the end of the hour, the whole class had attained something of a mastery over this new idea. The intricacy of language was revealed in a unique context."



Edwin Brown, Lower Sixth

"The opportunity to spend time at Cambridge with an insight into university life, particularly studying languages, was truly fascinating. In Spanish, we had a look at the importance of verbs and tenses in changing the whole meaning of a text, and how language has evolved and adapted throughout time, followed by a short lecture about Federico García Lorca's 'Bodas de sangre', which truly emphasised the prevalence of literature in a language degree at Cambridge. Overall, I really enjoyed the experience and highly recommend that any student take the opportunity to delve into the field of languages in such an inspirational setting."



Thom Wheeler, Lower Sixth

THE ANTHEA BELL PRIZE FOR YOUNG TRANSLATORS 2022

This year was the second year of the Anthea Bell Prize for Young Translators, run by Queen's College, Oxford. In this competition, pupils in the Lower and Middle Schools and students in the Sixth Form translate a poem or a text of fiction or non-fiction from French, German, Spanish, Italian or Mandarin into English.

Last year, our pupils won the East of England prize in every category of Spanish (four in total), and a Level 2 German entry from WHSB was also highly commended. This year, Patrick Elesinnla in Year 10 (Level 3), was the School's first national winner, with his translation of a food memoir from Italian into English. Pupils from WHSB were also regional winners in the East of England competition as follows:

- Level 1 (Year 7) French (a poem) - James Head
- Level 2 (Years 8 and 9) German (a poem) - a joint entry from Thivisan Sarvanesan and Aakaash Jonathan Arul Dhinakar
- Level 2 (Years 8 and 9) Italian (a poem) - Damian Dube
- Level 2 (Years 8 and 9) Mandarin (a poem) - Damian Dube

James' poem cleverly retained the rhyme of the original French poem and his translation read as a delightful poem in its own right. This is a splendid achievement in his first year of learning French at WHSB.

Thivisan and Aakaash worked very well together to come up with an excellent name, 'the Dremlin' for the fictional being, 'das Traumel' in the German poem, and they managed to convey the mischievous mood of the original very effectively.

Damian submitted entries in all five languages; he studies French and German in Year 9. He does not have prior knowledge of Mandarin, Spanish or Italian but he was determined to translate the poems from Mandarin and Italian and clearly did a wonderful job, first producing a literal translation and then crafting each poem into something that kept close to the original but took on a life of its own.

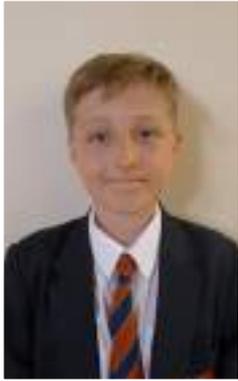
Patrick's understanding of Italian comes from Latin, French and Spanish, all of which he studies at School, but he has not studied Italian formally. His translation read as if it had been written in English and he managed to convey the warmth of southern Italian and Palestinian mealtimes.

The Anthea Bell Prize organisers received over 3,200 submissions from more than 260 schools in the country. Over 14,000 pupils took part in the competition task alone in 2022. More than 330 of our pupils and students took part in the competition in School, and we submitted 68 entries across the five languages and four age categories.

A team of undergraduates and professional translators judged entries to the competition. The judges were very impressed by the standard of entries; they read some excellent translations. The list of the winners can be viewed here: [The Queens College | Anthea Bell Prize Winners 2022](#)

This is a competition that the pupils really enjoy, and in the MFL Department we have thoroughly enjoyed using the excellent resources that Queen's College has created. We congratulate the prize winners and all the pupils who took part, and look forward to next year's competition in which we hope to continue our success at regional and national level.

Ms J McKeown, Head of Modern Foreign Languages



Le Crapaud by Robert Desnos

Sur les bords de la Marne
Un crapaud il y a
Qui pleure à chaudes larmes
Sous un acacia.

– Dis-moi pourquoi tu pleures
Mon joli crapaud ?
– C'est que j'ai le malheur
De n'être pas beau.

Sur les bords de la Seine
Un crapaud il y a
Qui chante à perdre haleine
Dans son charabia.

– Dis-moi pourquoi tu chantes
Mon vilain crapaud ?
– Je chante à voix plaisante,
Car je suis très beau,



Des bords de la Marne aux bords de la Seine
Avec les sirènes.



Das Traumel by Jutta Richter

Das Traumel wohnt in meinem Kopf.
Es ist ein wildes Tier.
Woanders wollte man es nicht,
drum lebt es jetzt bei mir.

Das Traumel ist am Tage still.
Es schläft, macht keinen Krach.
Doch fallen mir die Augen zu,
dann wird das Traumel wach.

Es hüpfert in meinem Kopf herum.
Es macht die Träume bunt,
und wenn das Traumel leise bellt,
träum ich von einem Hund.

Am Mittwoch war das Traumel krank.
Es hat gestöhnt, geweint.
Ich träumte eine graue Stadt,
wo nie die Sonne scheint.

Ich träumte einen Pflaumenbaum
mit einem schwarzen Mund.
Der fraß mich. Ich bin aufgewacht.
Das Traumel war gesund.



The Toad

On the banks of the Marne
A toad there be
Who's crying warm tears
Under the shade of a tree.

Why do you cry
My beautiful toad
"I'm just so unlucky,
Un-pretty and loathed".

On the banks of the Seine
A toad there be
Out of breath does he sing
But what means he?

So why are you singing
My wretched amphibian?
Due to the kindness of their reign
and sweet influence on thee
From the banks of the Marne
To the banks of the Seine
I sing only with the siren.

James Head, Year 7

The Dremlin

The dremlin lives in my head,
A wild animal it is,
Somewhere else it is not wanted,
So now with me it lives.

The dremlin is quiet by day,
It sleeps without a sound,
However I close my eyes,
And it is around.

It hops around my head,
Colourful, it makes the dream
And when I silently barks,
Of a dog I dream.

On Wednesday the dremlin was ill,
From time to time it weeps and whines.
Of a grey city dreamt I,
Where the sun never shines.

I dreamt of a great oak tree
With a dark hole
It devoured me. I woke up
The dremlin is alive and whole.

*Thivisan Sarvanesan and
Aakaash Jonathan Arul Dhinakar, Year 9*



《鞋》 by Lin Wu-hsien 林武憲

我回家，把鞋脱下
姐姐回家，把鞋脱下
哥哥、爸爸回家
也都把鞋脱下

大大小小的鞋
是一家人
依偎在一起
说着一天的见闻

大大小小的鞋
就像大大小小的舟
回到安静的港湾
享受家的温暖



'Rima dei sogni nel cassetto' in Rime
Rimedio
by Bruno Tognolini

Siamo i tuoi sogni nel cassetto, facci uscire!
Siamo rinchiusi da un annetto, qui c'è puzza!
Le calze vanno e vengono
Noi stiamo qui a marcire
Vogliamo uscire nella gioia pazza

Tu dici sempre che là fuori c'è pericolo
E che qui dentro invece ci proteggerai
Che i sogni sono fragili
Che nel sole si bruciano
Ma stando qui non lo sapremo mai!

Lasciane nel cassetto cinque o sei
Quelli più fragili, difficili, prudenti
E gli altri tutti liberi
E gli altri tutti noi
Fuori nel sole altissimi volanti



Shoes

I go home and take off my shoes leaving my
worries
Sister go home, take off your shoes
abandoning our woes
brother and father go home far away from
your foes

Take off your shoes
big and small
a family we are

snuggling together nice and warm
Talk about a day's news
big and small shoes

like boats big and small
back to quiet harbor of rest
enjoy the warmth of home where we feel our
best

Damian Dube, Year 9

Untitled

We are your hopes, We are your trapped
dreams; we have been stuck here since your
teens!
We have been stashed here for a year; it stinks
here!
Socks come and go
We are here to decay
We need to show our crazy joy and enjoy the
beautiful day

You always say there's danger out there
And that in here instead you will protect us
You say the dreams are fragile, but I beg to
differ
That we burn in the sun and die away and
wither
But being here we will never know are joints
growing stiffer!

Leave five or six in the drawer
The most wild, rambunctious, and prudent
And all the others
All free frolicking in our midst
Bathing in the sun, sun kissed.

Damian Dube, Year 9



Ricette di confine: Il cibo narrato dalla Palestina occupata by Silvia De Marco

[abridged]

La prima volta che, ignara di cosa fosse, ho ordinato una *shakshuka* in un ristorante a Gerusalemme, sono rimasta quasi delusa nello scoprire che l'esotica pietanza dal nome affascinante altro non è che le stesse uova e sugo che prepara mia madre. In Italia ne conosciamo una versione nota come 'uova in purgatorio', di origine campana; ma questo piatto ha ascendenti lontani. L'influenza araba, soprattutto nel Sud Italia, passa anche per il cibo, e la tradizione culinaria pugliese della mia famiglia ne è una piccola prova. Piatto di origine tunisina, la *shakshuka* si è diffusa nelle cucine di tutto il Mediterraneo, rivista e rivisitata, ed è una delle portate primarie della colazione energetica di metà mattina dei contadini palestinesi.

La versione che ho cucinato con Ibrahim è quella con le uova mischiate al sugo, fedele al nome stesso del piatto, probabilmente di origine berbera, che significa 'mischiato'.

In Palestina la *shakshuka*, come molte altre pietanze, solitamente si mangia da un piatto comune, prendendo i bocconi con un pezzo di pane arabo.

Untitled

The first time that I ordered a *shakshuka* in a restaurant in Jerusalem, unaware of what it was, I was left almost disappointed to discover that the exotic dish with the fascinating name was no more than an egg and sauce which my mother would prepare. In Italy we know a well-known version as "eggs in purgatory", of Campanian origin; but this dish has distant ancestors. The Arabic influence, especially in Southern Italy, also passes through food, and my family's Apulian culinary tradition is small proof of such. A dish of Tunisian origin, *shakshuka* has spread into the kitchens of the whole Mediterranean, reimagined and reimagined again, and one of the principal courses of mid-morning energy breakfast of Palestinian farmers.

The version which I cooked with Ibrahim is one with mixed eggs in sauce, loyal to the name of the dish, probably of Berber origin, which means "mixed".

In Palestine the *shakshuka*, like many other meals, is usually eaten from a communal plate, taking bites with a piece of Arabic bread.

Patrick Elesinnla, Year 10

PRISMATIC JANE EYRE SCHOOLS PROJECT: A CREATIVE TRANSLATION COMPETITION

In March 2022, five WHSB pupils entered the *Prismatic Jane Eyre Schools Project - creative translation competition*, run by the University of Oxford. They were provided with extracts from *Jane Eyre* and were given the task of writing a poem in any foreign language to capture the essence of the passage from the novel. The results were announced in May 2022.

We are delighted that all the WHSB entries have been selected for inclusion in an anthology: 90 entries in total are being published by the competition organisers. One of our poets, Gavriel Levy, was amongst the top four entries and he was asked to record a video of himself reading his poem for the *Prismatic Jane Eyre*

website. This is an incredible achievement, and we look forward to seeing Gavriel's video when it is published online.

Our entrants were:

- Akhil Muddam (Year 8)
One entry in German, untitled
- Gavriel Levy (Year 10)
One entry in Spanish, entitled 'De plata'
- Nathaniel Iews (Year 11)
One entry in Yoruba, entitled 'And the moonlight speaks'
- Lakshya Kumar (Year 11)
One entry in Hindi, entitled 'Palace of Love'
- Hamzah Malji (Year 11)
Two entries - French and German, 'The Estate of Vulnerable Hope' (Hamzah wrote the same poem in both languages)

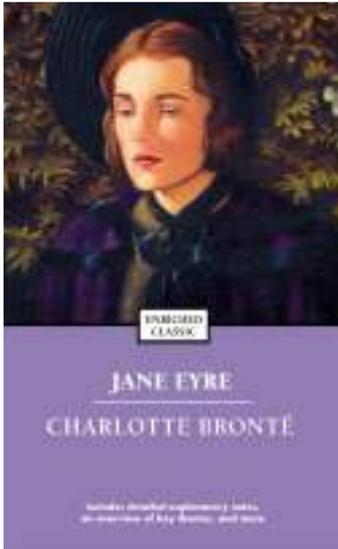
The quality of the pupils' poems was outstanding, and each of them thoroughly deserves their success in having their poems chosen for the anthology. You can read Gavriel's poem and the translation below, along with the extract from the competition organisers.

If you are interested in finding out more about the *Prismatic Jane Eyre* project, here is a link to the website: <https://prismaticjaneeyre.org/>



The extract for Key Stage 4:

Chapter 35: Jane supernaturally hears Mr Rochester's voice



All the house was still; for I believe all, except St. John and myself, were now retired to rest. The one candle was dying out: the room was full of moonlight. My heart beat fast and thick: I heard its throb. Suddenly it stood still to an inexpressible feeling that thrilled it through, and passed at once to my head and extremities. The feeling was not like an electric shock; but it was quite as sharp, as strange, as startling: it acted on my senses as if their utmost activity hitherto had been but torpor; from which they were now summoned, and forced to wake. They rose expectant:

eye and ear waited, while the flesh quivered on my bones.

“What have you heard? What do you see?” asked St. John. I saw nothing: but I hear a voice somewhere cry-

“Jane! Jane! Jane!” Nothing more.

De plata

Luz de luna, de plata,
Filtrándose de la ventana. Cerrado.
Brillando.

Los ojos cerrados, los párpados revoloteando,
La mente a la deriva,
Como el día reflujos a su fin.

Y nos sentamos, de plata,
Juntos y solo,
Dos sillas de espaldas el uno al otro, efímero.

Creo oigo algo,
un susurro en la brisa.
De plata.

Silver

Moonlight, silver,
Seeping from the window, closed.
Shimmering.

Eyes shut, eyelids fluttering,
Mind drifting,
As the day ebbs to a close.

And we sit, silver,
together and alone,
Two chairs with their backs to each other, fleeting.

I think I hear something,
A whisper in the breeze.
Silver.

Gavriel Levy, Year 10

MFL COMPETITIONS 2022-2023

Autumn Term 2022

We plan to celebrate the Football World Cup with a series of competitions in the MFL Department, in the style of the week of challenges for the Africa Cup of Nations which took place in January. Further details will be shared after the Autumn Half Term break.

Later in the Autumn Term there will be house *Spelling Bee* competitions in all three languages for Year 7 pupils.

Spring Term 2023

The *MFL Haiku Competition* will return in February, and this year we will be able to deliver our entries in person to our partner school, IES Albaída, in Almería for our very first visit to the city as a School. Forty pupils and students will be spending six days in Almería during the February half term, and we look forward to featuring the trip in the Summer 2023 edition of *The Westcliff Diary*. We were invited to take part in the *Andalusian Mathematical Photography Competition* by our friends at IES Albaída, and we look forward to receiving more entries in March 2023.

The *Anthea Bell Prize* and *Prismatic Jane Eyre Schools Competition* will hopefully also return in the Spring Term of 2023. More details of these competitions will be shared when details have been published.

Summer Term 2023

In the Summer Term, students will have the chance to take part in the *Mother Tongue, Other Tongue Competition*, as well as the *Stephen Spender Prize*. Details of these competitions will be shared after the End of Year Examinations.

Ms McKeown, Head of Modern Foreign Languages



CARL FRIEDRICH GAUSS



Carl Friedrich Gauß war ein deutscher Mathematiker, Statistiker, Astronom, Elektrotechniker und Physiker. Wegen seiner wissenschaftlichen Leistungen galt er als "Princeps mathematicorum" (Fürst der Mathematiker).

Carl Friedrich kam am 30. April 1777 als Sohn der Eheleute Gauß in Braunschweig zur Welt. Er wuchs als einziges gemeinsames Kind seiner Eltern auf. Sein Vater Gebhard Dietrich Gauß übte verschiedene Berufe aus, er war unter anderem Gärtner, Schlachter, Maurer, Kaufmannsassistent und Schatzmeister einer kleinen Versicherungsgesellschaft. Dorothea Bentze arbeitete als Dienstmädchen. Als der "Wunderknabe" Gauß vierzehn Jahre alt war, wurde er dem Herzog Karl Wilhelm Ferdinand von Braunschweig vorgestellt. Er unterstützte ihn sodann finanziell. So konnte Gauß drei Jahre am Collegium Carolinum in Braunschweig studieren. Dort war es der Professor Eberhard August Wilhelm von Zimmermann, der sein mathematisches Talent erkannte. Im Oktober 1795 wechselte Gauß an die Georg-August-Universität Göttingen. Bei Georg Christoph Lichtenberg hörte er im Sommersemester 1796 Experimentalphysik und im folgenden Wintersemester Astronomie. Danach konzentrierte er sich auf das Studium der Mathematik, das er 1799 mit seiner Doktorarbeit an der Universität Helmstedt abschloss.

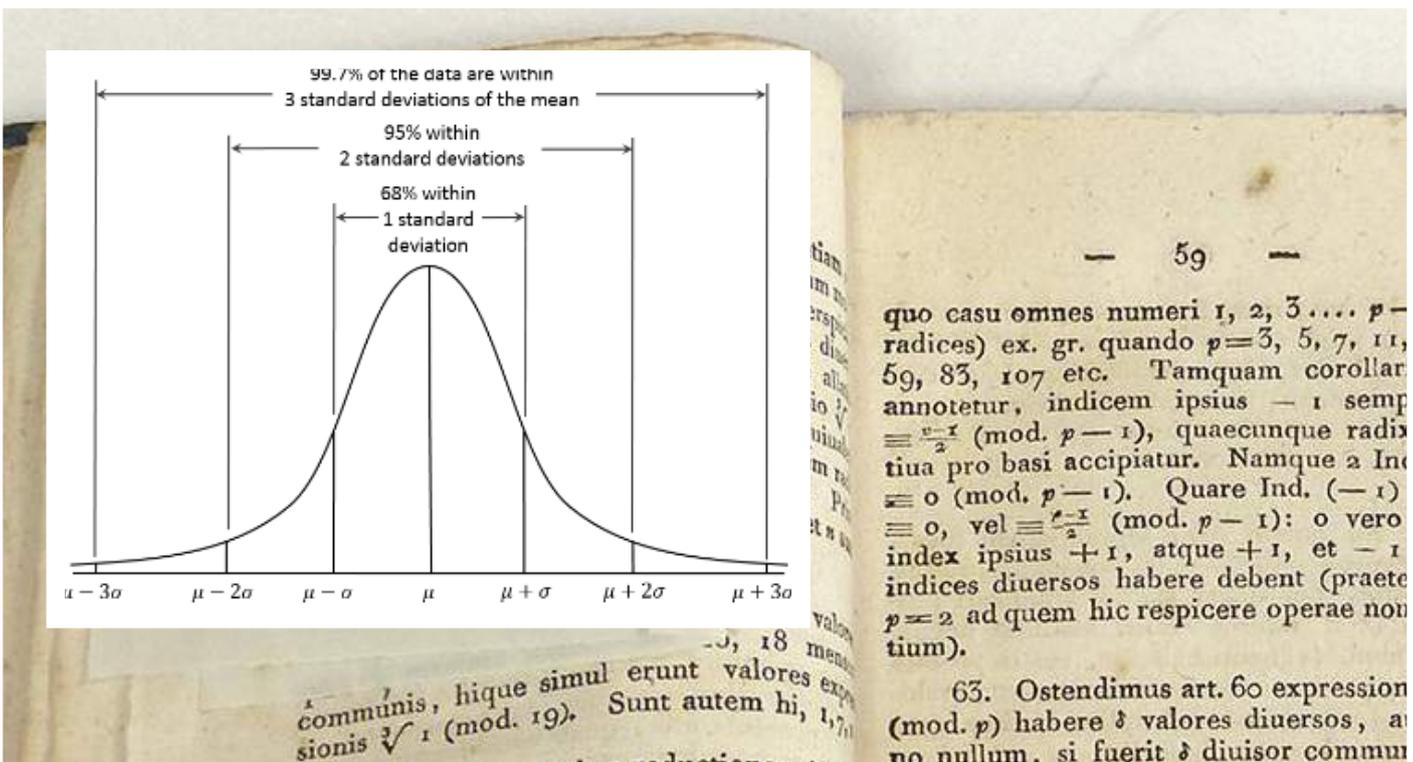
Im Laufe seines Lebens leistete Gauß viele Beiträge zur Mathematik. In 1799 bewies Gauß den Fundamentalsatz der Algebra. Gauß leistete auch wichtige Beiträge zur Zahlentheorie mit seinem 1801 erschienenen Buch *Disquisitiones Arithmeticae*, das unter anderem das Symbol " \equiv " für Kongruenz einführte. Seine Entdeckung der Normalverteilung ist von Relevanz in einer Vielzahl von wissenschaftlichen Disziplinen.

Am 1. Januar 1801 entdeckte der italienische Astronom Giuseppe Piazzi den Zwergplaneten Ceres. Piazzi konnte Ceres nur etwas mehr als einen Monat lang verfolgen. Nachdem es hätte wieder auftauchen sollen, konnte Piazzi es nicht finden. Nach dreimonatiger Arbeit sagte Gauß seine Position im Dezember 1801 korrekt voraus.

Gauß war auch in der Geodäsie tätig und führte 1818 eine Landvermessung für das Königreich Hannover durch. Um die Vermessung zu unterstützen, erfand Gauß das Heliotrop, ein Instrument, das das Sonnenlicht über große Entfernungen mit einem Spiegel reflektiert, um Positionen zu messen.

Gauß blieb bis ins hohe Alter geistig aktiv, auch als er an Gicht litt und unter allgemeinem Unwohlsein litt. So brachte er sich mit 62 Jahren Russisch selbst bei. Am 23. Februar 1855 starb Gauß in Göttingen an einem Herzinfarkt.

Patrick Elesinnla, Year 10



CARL FRIEDRICH GAUSS



Carl Friedrich Gauss was a German mathematician, statistician, astronomer, electrical engineer and physicist. Because of his scientific achievements, he was known as the “Princeps mathematicorum” (prince of mathematicians).

Carl Friedrich was born on April 30, 1777, the son of the Gauss family in Braunschweig. He grew up as the only child of his parents. His father, Gebhard Dietrich Gauss, worked in various professions, including gardener, butcher, bricklayer, salesman’s assistant and treasurer of a small insurance company, while his mother, Dorothea Bentze worked as a maid. When the “wonder boy” Gauss was fourteen years old, he was introduced to Duke Karl Wilhelm Ferdinand of Brunswick, who then supported him financially. Thus, Gauss was able to study for three years at the Collegium Carolinum in Braunschweig. There, Professor Eberhard August Wilhelm von Zimmermann recognized his mathematical talent. In October 1795, Gauss moved to the Georg-August University in Göttingen. He studied experimental physics with Georg Christoph Lichtenberg in the summer semester of 1796 and astronomy in the following winter semester. He then concentrated on studying mathematics, which he completed in 1799 with his doctorate at the University of Helmstedt.

Gauss made many contributions to mathematics throughout his life. In 1799, Gauss proved the fundamental theorem of algebra. Gauss also made important contributions to number theory with his 1801 book *Disquisitiones Arithmeticae*, which, among other things introduced the symbol “ \equiv ” for congruence. His discovery of the Normal Distribution is of relevance to many scientific disciplines to this day.

On 1 January 1801, Italian astronomer Giuseppe Piazzi discovered the dwarf planet Ceres. Piazzi was only able to track Ceres for a little over a month. After it should have reappeared, Piazzi could not find it. After three months of work, Gauss correctly predicted its position in December 1801.

Gauss was also active in geodetics and carried out land surveys for the Kingdom of Hanover in 1818. To aid the survey, Gauss invented the heliotrope, an instrument that uses a mirror to reflect sunlight over long distances to measure positions.

Gauss remained intellectually active into old age, even though he suffered from gout and general discontent. He taught himself Russian at the age of 62. On 23 February 1855, Gauss died of a heart attack in Göttingen.

Patrick Elesinnla, Year 10



Ms A James, Director of Mathematics

We are delighted to welcome Ms James to WHSB this term. Ms James joins the Mathematics Department as our new Director of Mathematics and we are very pleased that she has contributed this article on a particularly inspirational mathematician, Gladys West.

GLADYS WEST

Gladys West is an African American mathematician whose work went unrecognised for many years. She is now known for her work developing the technology that led to the Global Positioning System (GPS).

Gladys West was born in 1930 in Virginia. She grew up on her small farm and greatly enjoyed education. She received a scholarship to Virginia State University and graduated with a degree in Mathematics in 1952. She taught for a number of years and returned to her university to earn a Masters degree in Mathematics in 1955.

In 1956, West was hired as a mathematician at a naval base in Virginia. She was the second black woman to be hired and was only one of four black employees. She was known for her ability to solve complex mathematical equations. In the 1960s, West was working in a team that studied astronomy, particularly looking at Pluto's motion in relation to Neptune. This then influenced her next project and she began working on calculations for satellite orbits. West took into account that the Earth is not a perfect sphere and is affected by a number of forces. The geodetic model she created was used as the basis for the GPS system that the world uses today.

Gladys West's work was largely unrecognised until 2018 when her contribution was finally acknowledged and she was inducted into the Air Force Space Hall of Fame. Whilst she is incredibly proud of her work in developing GPS, somewhat ironically she does not use it herself and prefers to stick to paper maps.

Ms A James, Director of Mathematics



MATHEMATICAL CHALLENGES



The UK Mathematics Trust was founded in 1996 with the aim to further the education of young people in mathematics. Its most popular events each year are the Mathematical Challenges, in which students around the world (including many from WHSB) take part.

The Junior Mathematical Challenge is open to pupils up to Year 8 and, this Academic Year, will be taking place on Wednesday 26 April 2023. The Intermediate Mathematical Challenge is open to pupils up to Year 11 and this will be taking place on Wednesday 1 February 2023. The Senior Mathematical Challenge is for students in the Sixth Form and it is the most challenging of all the papers. It is expected to be held on Tuesday 4 October 2022.

Sample questions from the previous Academic Year's papers are included on the next page, so why not give them a try and check your answers with one of our Mathematics Teachers.

Junior Maths Challenge:

During a particularly troublesome lesson, the following conversation occurs:

Pam: "I always tell the truth."

Quentin: "Pam is lying."

Roger: "Both Pam and Quentin are lying."

Susan: "Everyone is lying."

Terry: "Everyone is telling the truth."

How many people are telling the truth?

A 0

B 1

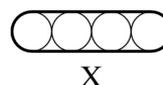
C 2

D 3

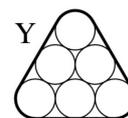
E 4

Intermediate Maths Challenge:

The first figure shows four touching circles of radius 1 cm in a horizontal row, held together tightly by an outer band X.



The second figure shows six touching circles of radius 1 cm, again held tightly together by a surrounding band Y.



Which of the following statements is true?

A X is 2 cm longer than Y

B X is 1 cm longer than Y

C X and Y are the same length

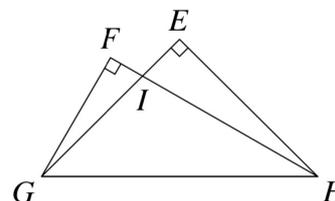
D Y is 1 cm longer than X

E Y is 2 cm longer than X

Senior Maths Challenge:

The diagram shows two overlapping triangles: triangle FGH with interior angles 60° , 30° and 90° and triangle EGH which is a right-angled isosceles triangle.

What is the ratio of the area of triangle IFG to the area of triangle IEH ?



A 1 : 1

B 1 : $\sqrt{2}$

C 1 : $\sqrt{3}$

D 1 : 2

E 1 : 3

Ms A James, Director of Mathematics

MATHS FEAST

On the 9 March 2022, eight pupils in Year 10 went to King John School, to participate in the 2022 Maths Feast. This was a team competition that emphasised the logical thinking of pupils, rather than their abilities to solve basic mathematical problems. This was one of the first non-virtual, inter-school competitions that had occurred for a long time, following the pandemic. Schools across the borough attended, and with more than 15 teams it seemed a challenging competition to our eyes.

This competition required us, in our groups of four, to work closely as a team to solve a variety of mathematically based problems. The first round was a series of true/false questions and round two was a series of extended mathematics questions. Round three presented us with a poster with information about nets, paths and Pythagoras. We were required to use this information to answer questions around the topic; they were a





kind of mathematical comprehension question. The final round was a series of relay questions where we worked in pairs. The first pair answered a question and their answer was then required by the second pair to answer their first question. Then this answer was then passed back to the first pair to answer their second question and so it continued. The questions were at times difficult and required us to use our mathematical knowledge to answer types of questions we had not come across before. The key to success was teamwork and we were effective in bouncing our ideas off each other and agreeing on solutions.

At the end of the competition, it was announced that our group (consisting of myself, Temitayo Samuel, Jathejan Jeyaharan and Patrick Elesinnla) had managed to win round Round 2 and 4, whilst the other group (consisting of Gorge Odani, Thiyanen Aingarasothy, Zane Syed and Akshar Patel) were successful in Round One. This led to a very satisfying 1st and 2nd place for Westcliff High School for Boys!

Overall, it was an excellent day, combining mathematics with free food such as cookies and biscuits. I highly recommend that pupils volunteer to participate in this competition as it was a great experience, and I am sure the other participants would agree too.

Kirushan Selvarajah, Year 10



YEAR 12 PROBLEM SOLVING CONFERENCE



On 31 March 2022, 16 Lower Sixth students were accompanied to the University of Essex to participate in a Mathematics problem-solving day. Throughout the day, we faced complex problems that allowed us to develop new mathematical thinking and methods.

We arrived early in the morning and started with a few brain teasers from past TMUA (Test of Mathematics for University Admission) papers. These

questions allowed us to ease into the day with questions that were not too challenging.

Our first activity started not long after. We were split into groups of four and had three questions to answer with varying difficulty levels. The primary purpose of this activity was to work on the presentation of our mathematics. Once we had completed the questions, another group would have to understand how we reached our conclusion without communicating with them. This proved to be a much more difficult task than we had initially imagined.

Moving on to our next activity, we focused more on geometry. In our teams, we completed questions using the knowledge we had learned from our A-level Mathematics course. After completing these questions, we were tasked with creating our own questions for other groups.

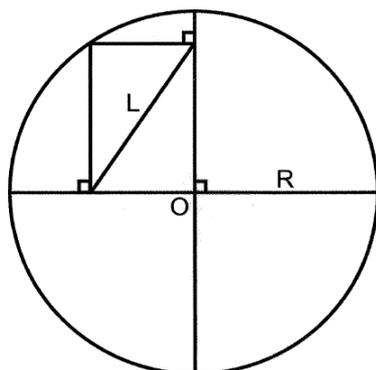
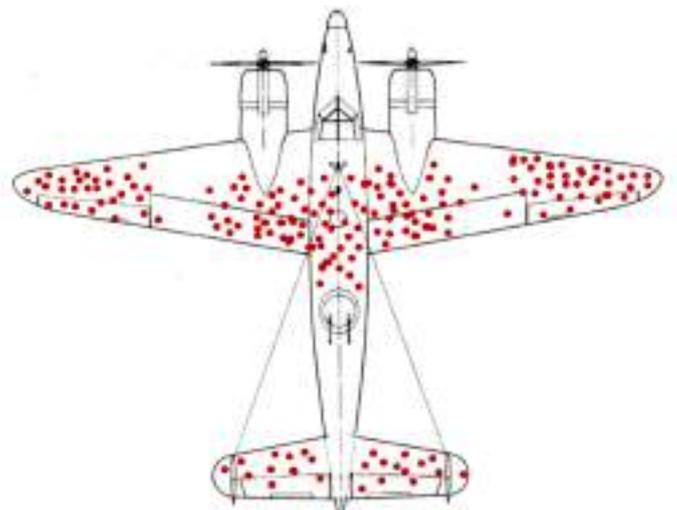


figure 1

In our penultimate activity of the day, we were given a series of short but challenging questions. These questions seemed simple initially; however, they needed more thought than we first realised. Figure 1 shows a simple diagram with a circle and a right-angle triangle. We were asked to find the relationship between the hypotenuse of the triangle and the radius of the circle. This caused some head-scratching, puzzlement and, finally, amusement when we worked out the solution, especially when our peers could not spot what was now obvious to us.

Finally, we finished back in the lecture theatre with a talk on practical applications of statistics and were given examples showing how easy it is to misinterpret statistics and their true meaning. Figure 2 shows an image of the bullet holes on all the planes that returned from missions during World War II. We were tasked with suggesting where to reinforce the planes to offer more protection and increase the probability of a successful mission.

figure 2



The initial suggestion that the wings and tail should be reinforced, as this was where there were the most bullet holes, was incorrect. These planes were the ones that returned, hence

the damage they took to these areas was not catastrophic. Thus, the reinforcement should be placed in the areas where no bullet holes were found, the assumption being the planes which were subject to damage here, failed to return to be counted due to their vulnerability in these areas.

It was Abraham Wald, a Jewish, Hungarian mathematician, whose insight into "Survivor Bias" came to the same correct conclusion. Restricting your measurements to a final sample, excluding part of the sample that did not survive, causes you to come to conclusions that are entirely wrong.

I will end with my favourite question of the day, which had direct relevance to what we have endured over the past two years with the Covid-19 virus and testing. Consider that there is a test for a virus that gives a correct positive result 80% of the time. On the other hand, if you do not have the virus, the test gives a false positive result 10% of the time. Given that 1% of the population have the virus and the test shows positive, what is the likelihood the person has the virus?

A similar test was given to doctors and most guessed around 75% ... but they were wrong! Consider the following explanation, imagining a large group of, say, 1000 people.

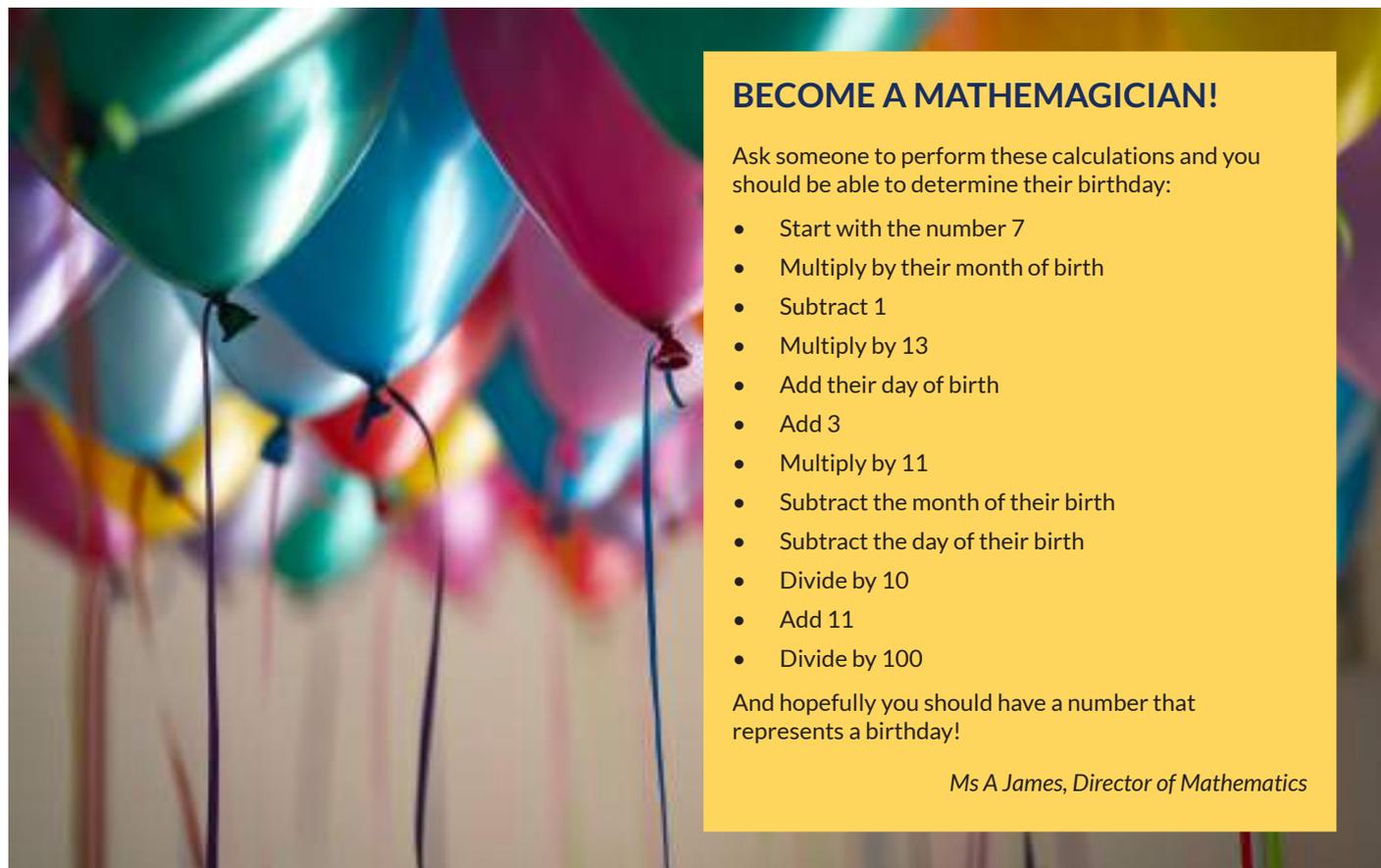
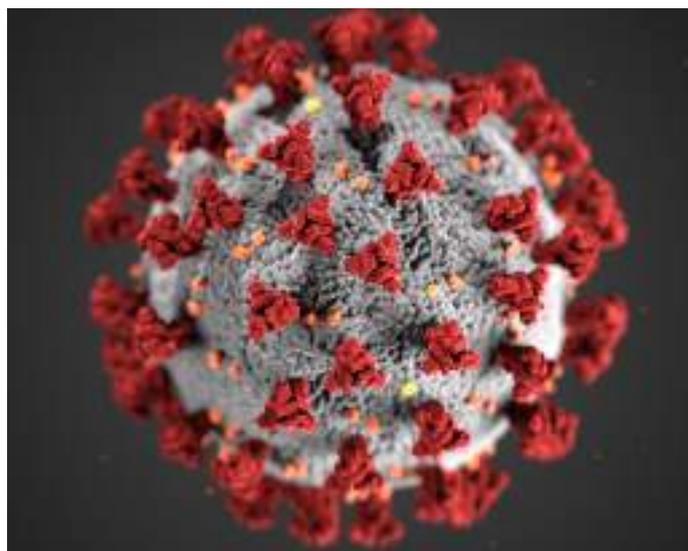
- Of 1000 people, only 10 really have the virus (1% of 1000 is 10)
- The test is 80% right for people who have the virus, so it will get 8 of those 10 right
- But 990 do not have the virus, and the test will indicate "Yes" to 10% of them, which means for 99 people the "Yes" is incorrect (false positive)
- So out of 1000 people the test indicates "Yes" to $(8+99) = 107$ people
- But only eight of those 107 people actually have the virus so $8/107 \sim 7\%$

Therefore, if you test positive there is only a 7% chance that you are positive!

This is because the virus has a low prevalence amongst the population; the false positives far outweigh the true positives. This explains why during the pandemic when virus numbers were low, the more reliable PCR test was required following a positive result on the lateral flow test to reduce the number of false positives. As the prevalence of the virus increased, the number of false positives were reduced and so the requirement for a confirmation PCR test was dropped.

Overall, the day was an enlightening experience of problem solving, providing opportunities for some real-life applications of mathematics.

Lenny Breeds, Lower Sixth



BECOME A MATHEMAGICIAN!

Ask someone to perform these calculations and you should be able to determine their birthday:

- Start with the number 7
- Multiply by their month of birth
- Subtract 1
- Multiply by 13
- Add their day of birth
- Add 3
- Multiply by 11
- Subtract the month of their birth
- Subtract the day of their birth
- Divide by 10
- Add 11
- Divide by 100

And hopefully you should have a number that represents a birthday!

Ms A James, Director of Mathematics

LEARNING THE BASICS OF GAME DEVELOPMENT



Although once considered a niche leisure activity, video games have revolutionised the entertainment market and have become increasingly prevalent. In 2021, the video games industry generated 198 billion US dollars globally, exceeding the income of the films industry by more than double, and this number is expected to continue to rise. Video games can now be run on your games console, personal computer, mobile phone,

Samsung smart fridge, TI-84 Graphing Calculator, smart watch, MacBook Touch Bar, the screen on a printer and on potato-powered computers, although the latter devices require a degree of modification. The tools used for video games are also used in architecture to allow clients to see virtual houses or buildings, CGI animations, physics simulations and 3D graphing programs. Regardless of your opinion of video games, they are an industry that has huge potential and one that is surprisingly accessible.

Given the prevalence of video game development, I decided to dip my toes into the world of 3D Video Game Design for my A-Level Computer Science Non-Examined Assessment (NEA), where the Computer Science cohort is given free choice on what project they wish to pursue. This project will be graded and will make up 20% of our A Level so a high degree of complexity is required. Having no experience in working in the three-dimensional space, I was at first apprehensive about entering the world of game design: I had only made 2D games and simulations using *Python* prior to commencing the NEA, but I was determined to take on the challenge of programming in a completely new setting.

The first stage in learning to create video games and 3D simulations was to choose a game engine. A game engine is a programme that greatly simplifies the process of creating video games, allowing independent developers to ignore the complexities of creating a game engine from scratch and make high quality video games on a limited budget.



One way it does this is by rendering the objects in the game for the player by performing the necessary calculations to transform simulated 3D shapes into a 2D image that is displayed on the screen, which can be very demanding to programme, and these calculations are necessary for almost all games. Therefore, starting from scratch is unnecessary when someone else has already done the hard work!

Secondly, it allows you to easily move around and adjust objects within the games in a visual manner rather than manually entering the co-ordinates for each object to position it correctly. This not only saves time but also allows you to see how your



changes affect the game in real time and interact with them in a more intuitive manner.

Thirdly, it allows for teams to collaborate more easily. Modules and assets can be imported to be used in your project, saving you from having to programme them yourself and they

can be used without fully understanding the code. An example of this is the *Mathf* module that can perform complex calculations without the user having to programme algorithms to do these calculations, such as when square rooting numbers.

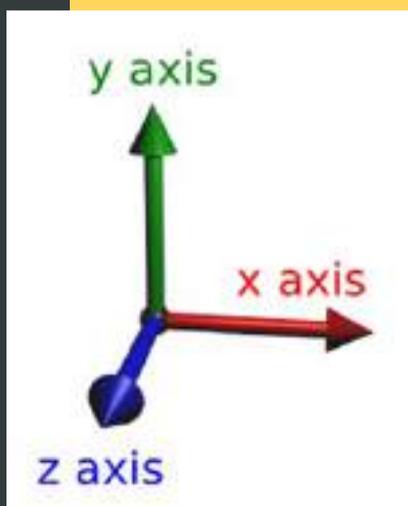
The game engine that I used to develop my project was the *Unity Game Engine* that can be used to develop 2D and 3D games and simulations. As well as being used in games such as Pokémon GO, Cuphead, Kerbals Space program, Among Us Untitled Goose Game and up to 50% of mobile phone games, *Unity* has also been used in architecture and engineering to simulate 3D models of buildings or products. The main appeal for *Unity* was its accessible nature that means that it is relatively easy to learn and use. The *Unity* Engine primarily uses the C# programming language, in which I had no prior experience. If you wish to learn to programme in C#, I recommend taking one of the available online courses that teach you the basics. I took a course in C# on 'Codecademy' to learn the basics of C#, which admittedly was very similar to Python. Although it was hard to remember the correct syntax, by practising and looking for help online on *StackOverflow*, I quickly learned how to use variables, selection, iteration, recursion and data structures by creating sorting algorithms to practise my basic programming skills.

Once I had learned the bare minimum about C#, I turned my attention to creating a 3D Game. By following a tutorial on *Unity Learn*, I created a game where the user moves around a blue ball and attempts to direct it to hit some yellow cubes. While not the next Minecraft, programming the game taught me how to use the 3D editor, the Input/Output System and how to simulate collisions. I found that creating this game was significantly easier than I had expected. The *Unity Engine* simulated most of the physics calculations and the effects of the collisions, but I was still required to program the user interface so one could play the game. In video games, most of the code for the program is mainly composed of 'if' statements: For example, 'if' I press W, move forward. If I press Space, jump. If the player steps on landmine, blow the player up. In terms of complexity, this makes video games quite simple, although they are far from easy to programme.

Following this, I decided to make a game with no help at all from a tutorial. Naturally, I found this a lot more difficult but by transferring some code from the previous game and looking at the *Unity* documentation, I was able to create an n-body simulation, which essentially simulates the motion of an n number of particles solely due to their gravitational attraction to each other. Each particle, simulated as a solid sphere, has a random mass and initial velocity, and is attracted to every single other particle by a gravitational force. The code behind it was the same for every single particle.



Essentially, the mass and position of every particle was stored in an array and for every frame update (about 60 times a second), for each particle the gravitational force experienced by it was calculated. The programme did this by calculating the distance between it, and each of the other particles. By using Newton's Law of universal gravitation, $F = Gm_1m_2/r^2$, where G is a constant value I set, m_1 is the mass of the current particle, m_2 is the mass of the other particles and r is the distance between them. By adding up the force from each particle, I was able to apply the force to each particle. These forces were stored as three-dimensional vectors, which were represented as a combination of their x , y and z components. In more simple terms, the forces are made up of their forward/backward parts, their left/right parts and their up/down parts. This allows us to create a force in any direction we want; I apologise to Mr Dalby in advance for any incorrect Physics!



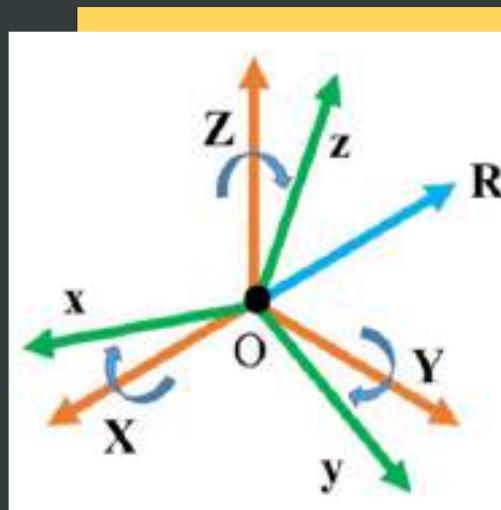
Each time the simulation ran, a slightly different result occurred and by changing the gravitational constant, number of particles and their maximum speed we could alter the outcome. With a high value for G , the particles collapsed into a single blob. With a low value for G the particles drifted apart without many collisions and

with a medium value, planets with moons orbiting them were formed. Due to this outcome, my simulation can be used to create a very simplified model of the formation of the solar system from a cloud of dust and gas. However, I realised that this was far too simple for my NEA with its deadline in February. Essentially, only one basic calculation is being done inside of a for loop and OCR does not consider this as complex.

Currently, I am working on a first-person shooter game inspired by Quake (1996) and Doom (1993) where the user sees the environment through the eyes of a character and shoot targets. Creating a more sophisticated user interface that incorporated both keyboard and mouse to allow the player to look around as well as move was the first challenge. *Unity* uses quaternions to represent the rotation of objects using imaginary numbers which I unfortunately do not have the mathematical knowledge to use or understand so I converted the rotation to Euler Angles which represent the rotation of an object in terms of the angle they have been rotated along each of the three axes. By doing this, the character could look up and down as well as sideways by moving

the mouse. Moving forward was an easy task as I simply had to find which direction the player was facing and apply a force while the forward button was being pressed.

I then added a mechanism to shoot bullets, which allowed me to use *Unity*'s prefabs. A prefab is a template for a specific type of



object that can be saved and reused as many times as needs be. For example, I created a prefab for a bullet so many bullets could be created and destroyed as I needed them without having to manually

create many copies of the bullet object. Arranging the collisions of the bullets with targets and walls was easy to program with just a simple if statement but the conditions for a collision to be detected were very sensitive and adjustments to all the objects had to be made for *Unity* to recognise the collisions. I have also added turrets that point at the player and shoot bullets at them, although they are not very challenging to defeat.

The next stage for the project is to add moving enemies that follow you around and attempt to injure you to create a more interesting game. This requires a level of complexity I have not yet encountered before as I will have to use a path-finding algorithm, so the enemy finds the quickest route to the player. Potential candidates for the algorithm are the 'A Star Algorithm' and the 'Breadth First Search' but further research is still needed. At the time of writing, during the coming summer holidays, I will attempt to implement this feature and hopefully return in September with a working prototype.

Although the learning curve was steep, learning 3D Game Development is not as difficult as I thought it would be. Learning the basics is easy, though one can spend an entire career learning how to master programming, and once you have done this learning how to do more complex things is in turn made easier. I realised that by knowing beginner level Python, I could use it as a springboard to do far more complex things such as



3D simulations. Programming is a very important skill to learn and even if you are not planning to start up the next Nintendo, technological literacy has become vital to modern life and in

the future, it will be even more so. This project has been very rewarding for me, albeit very frustrating and tiring. If you want to start making your own 3D games head over to Unity.com and download *Unity Game Engine* for free (for personal use). Then you can go to *Unity Learn* and follow one of the many tutorials. Some tutorials are intended for those with absolutely no programming knowledge while other tutorials are for more experienced programmers. If you are tired of the 750 hours of available tutorials, go to YouTube to find some more.

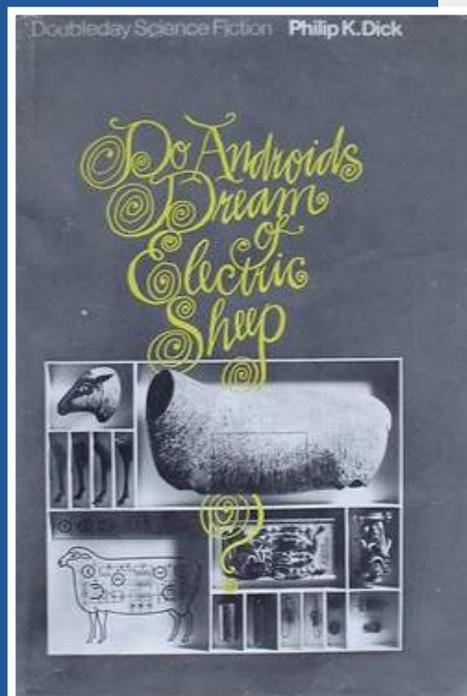
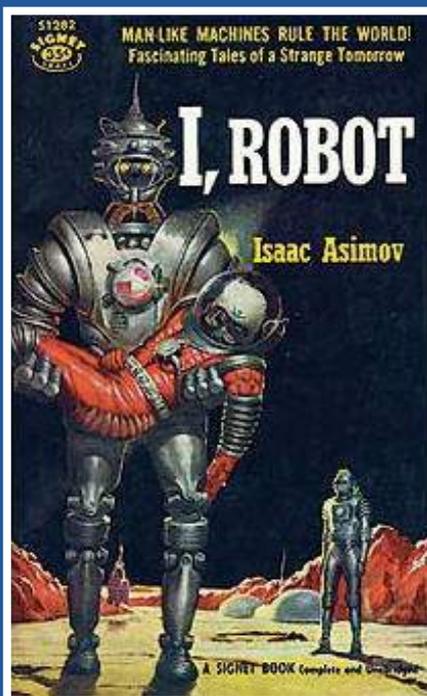
If you want to know how to do a specific thing, look in the *Unity Manual* and if you are still stuck, go on *Stack Exchange* as someone has probably had the same problem before. You will not be able to create your own projects immediately so be patient! It will take lots of practise and commitment if you want to learn game development and you will be spending most of your time fixing errors buried in your code. Good Luck!

Luke Pugsley, Lower Sixth

COMPUTER SCIENCE: READING FOR PLEASURE

Given the nature of the subject, you might think that the only essential reading would be the various O'Reilly Technical Guides and manuals, but the subject area has plenty of room for wider reading. Many of the ideas that direct the path of Computer Science predate the technology required. An asterisk (*) next to the books indicates those I have personally read, but the others come well recommended.

There are a number of Science Fiction and historic account books that would be useful to read to get you thinking about the impact on society of Computer Science; the most obvious of the genre is the Asimov books from his robot series and, considering they were written over half a century ago, they still have some interesting points to make about artificial intelligence. All the books below are available to borrow from the School Library and I encourage you to be intellectually curious and develop your wider understanding of the subject.



Asimov's Books on Robotics (artificial intelligence and robotics)

I Robot – A Collection of short stories, rather different to the film.*

The Bicentennial Man / The Positronic Man – two versions of the same story, the first being a short story, once again somewhat different to the film.*

Mother Earth – an early book where robots are mentioned but not explored*

The Caves of Steel – first of the true Robot Series novels and an excellent murder mystery*

The Naked Sun – Second of the Robot Series another murder mystery*

Mirror Image – a short story based on the Robot Series

The Robots of Dawn – Third in the Robots series*

Robots and Empire – Fourth in the Robots series*

Other books often mentioned include:

The Turing Option (Harry Harrison) – Considered an excellent story based around AI but the plot end is often criticised, be warned.

Enigma (Robot Harris) – A novel with a big chunk of fiction filling in the blanks for the Bletchley park story though the portrayal of the computer science is considered accurate.

Do Androids Dream of Electric Sheep? (Phillip K Dick) – The book on which the film *Blade Runner* was based, looking at the line between real and artificial.*

The Machine Stops (E M Forster) – A short novel looking at the collapse of a society entirely based on automation.*

The Soul of a New Machine (Tracy Kidder) – a look at some of the early processor development in the 1970s (the wild west of computing).

Ghost in the Wires: My Adventures as the World's Most Wanted Hacker (Kevin D Mitnick) – The personal stories of true hacks performed by a well-known hacker.

The Cuckoo's Egg: Tracking a Spy Through the Maze of Computer Espionage (Clifford Stoll) – An interesting true account of tracking down of an early cyber-criminal with a lot of interesting discussion of what the early internet was like.

Where Wizards Stay Up Late: The Origins of the Internet (Katie Hafner) – another well regarded account of the origins of the internet giving some insight into where it all began.*

The Cathedral & the Bazaar: Musings on Linux and Open Source by an Accidental Revolutionary (Eric S Young) – Sadly a little dated but still considered the main book for charting the origins of the open source movement, be warned though the author is a little over enthusiastic for the reach of open source software.

Nine Algorithms That Changed the Future: The Ingenious Ideas That Drive Today's Computers (John MacCormick) - perhaps a little too simplistic but it covers topics such as page rank without technical jargon and is a nice introduction to some of the topics you will cover in the A-Level.

Mr R Steel, Head of Computer Science

TECHNOLOGY TODAY



Society as we know it has developed an ever-growing demand and reliance for technology and computers. Since the earliest development of the computer in the 1800s by Charles Babbage, technology has been used in developments such as advancements in the medical industry, better and more convenient

communication between people around the world, and a plethora of knowledge readily available for anyone to procure. But technology has not always been positive. So, has technology been beneficial to society, or rather, a hindrance?

Thirty to 40 years ago, the exponential development of technology was at its peak and its growth in such a short time is unmatched in any other sector. A computer the size of a room only capable of small tasks has become a machine the size of your hand capable of so much more, including watching videos, messaging friends and family, and the growing importance of GPS and satellite mapping. Technology is extremely useful, its capabilities are almost unmatched

to anything else, and it is so diverse that it can be used in almost every situation. Studies show that technology supposedly reached its peak in 2018, as stated by Andrey Korotayev and his peers from HSE University and its researchers in an article published on 22 April 2020. However, it is evident that technology has continued to develop at an incessant speed and will continue to do so in the future.

In recent years, the improvement and development of increased connectivity with friends and family has been at the forefront of technological advancement. This allows us to connect with people that we may not otherwise be able to do, and this was particularly important during the pandemic. However, these platforms for connectivity also have their own dangers such as cyberbullying, online hate and scamming. Whilst being connected to people is, more often than not, a good thing, it does come with its risks so a sound understanding of online safety is imperative.

Despite these potential drawbacks, a recent expedition as part of The Duke of Edinburgh Award demonstrated to us the somewhat over reliance on technology today. Whereas in our normal lives we would be tempted to 'Google Maps' unknown routes, this expedition forced us to navigate from campsite to campsite, travelling several kilometres a day, only using traditional methods such as an Ordnance Survey Map. This made the task far more taxing, however the feeling of achievement when reaching our destination was heightened due to

us having a proactive role in routing the team. The lack of technology pushed us into using skills we would not have used otherwise, allowing us to adapt to these new conditions and build on our teamwork and communication skills along the way. In the evening, the absence of a phone signal meant that we, although perhaps forced, were able to take in our surroundings rather than being at the mercy of the internet and its distractions. We socialised, played and were fully present which made a refreshing change to our daily lives.

Whilst technology is designed to improve our lives, like everything it is best in moderation. Life without it would be more difficult, but a life consumed by it puts you at risk of not living in moment.

Irfan Khan & Jia Zi Chen, Year 10



WHAT ARE NEURAL NETWORKS AND HOW ARE THEY USEFUL?



Neural networks are exactly what they sound like - a network of interconnected neurons which is a form of machine learning. They imitate how our brains work: a layered system that transmits and interprets information across a large structure. Neural networking allows computers to take in large amounts of input data, process it and teach themselves targeted skills as

an output. Whilst the network structure may imitate our brains, our own biological neural networking differs from artificial neural networks in Computer Science, specifically in machine learning and the emergence of artificial intelligence. Its structure, consisting of 3 layers, (the input layer, hidden layer and output layer) process information. Initially, information is sent to input neurons, then processed in hidden neuron layers, which then yields an output which are chosen from adjusting links between the hidden layers. The internal layers are usually called 'hidden layers' as they are not directly observable from the system's inputs and outputs. But what are some real-world uses of such a complex system?

Take Elon Musk's self-driving Tesla cars. Whilst currently semi-autonomous, Tesla is looking for fully autonomous capabilities. Elon Musk has stated that Tesla will soon have the capabilities for self-driving cars without the need for people being behind the wheel, in under a year from now (around May 2023). Tesla's development in self-driving cars parallels the development in the neural networking structure within machine learning. But how is this achieved?



Tesla's cars utilise 8 external cameras, 12 ultrasonic sensors, and a forward-facing radar to process lane lines and detect nearby vehicles. Newer cars will mostly rely on the car's cameras and its computer processing ability in the neural network to enable self-driving capabilities; evidently, neural networks need a lot of data to interpret. Tesla noted that the company had over three billion miles worth of real-world driving data back in February 2020. Supposedly, that should translate into better machine learning models, which in turn results in safer journeys in Tesla's cars.

But what does this all mean? Neural networking has allowed the development in machine learning to expand artificial intelligence to levels beyond anything that we have seen before. It does not stop at self-driving cars either, for it broadens the scope of future technology from anywhere between customer service to video surveillance and cybersecurity. The world is limitless with emerging technology.

Daniyal Amir, Year 10



Elon Musk: Tesla pursues fully autonomous capabilities



The Westcliff Economist offers an opportunity for WHSB students to share areas of economic interest as well as widen its readers' economic knowledge and awareness. Articles written to date have covered topics as diverse as El Salvador's use of Bitcoin as legal tender, to the rise of the Irish Republic as Europe's 'Celtic Tiger'. These are used as classroom resources to extend teaching and learning and stimulate discussion both in and beyond the classroom. Each edition of *The Westcliff Economist* also contains microeconomic and macroeconomic updates, which provides insight into matters of economic importance such as recent economic data and topical issues. As Editor, I receive the articles from the team of writers, and put together the final edition, ensuring the content is clear, concise, and relevant. I hope you enjoy reading two recent articles written by two of our regular contributors, Adam Li and Luke Hidveghy.

*Harry Thompson, Lower Sixth,
Editor of The Westcliff Economist*



THE UK'S PRODUCTIVITY PROBLEM



Productivity is the key source of economic growth and competitiveness with some recent publications highlighting productivity issues in the UK. According to 'Productivity: Key Economic Indicators' published in February 2022, historic data shows that UK labour productivity has grown by around 2% per year but has stagnated since the 2008 recession. In Q4

2021, "productivity rose by 1.0% compared with the previous quarter. Productivity was around 2% higher in Q4 2021 than before the pandemic (Q4 2019)". Within the UK, there are considerable regional differences in productivity. A 2019 study by the Office for National Statistics (ONS) shows Southern regions recording a higher output compared to the Median Average. Output was 49.4% and 21.7% higher for the London & South East regions respectively, whilst the North East, Yorkshire and Northern Ireland regions struggled, falling to -9.6% in productivity levels. Likewise, London is clearly dominant



in comparison to other English cities however, Paul Swinney, Director of Policies and Research at Centre for Cities (2021), compared London's performance to other Western European cities and argued that even London is not too successful. The 'Levelling Up' White Paper also included international comparisons with the UK coming fourth highest out of the G7 countries and was around 15% below the US and France. This raises concerns for the future of UK economic growth and its ability to compete in global markets.

This raises the question, why is productivity below average in the UK? Whilst many factors are at play, when put simply the cause for low productivity falls into two categories: demand and supply side issues.

In a survey by the *London School of Economics and Political Science*, 38% of macroeconomists suggested that low level of demand for UK goods and services is the major factor of reduced productivity in the UK, which can be attributed to the use of fiscal policies such as 'Fiscal Austerity' in 2010-2018. Whilst reducing the Government's budget deficit, this policy introduced financial constraints by reducing welfare payments and cutting Public Sector Services such as Mental Health Assistance. This created many problems such as reduced disposable incomes for households and increased time off work due to illness, thus lowering demand and productivity respectively. Therefore, in order to rectify this, government policies should aim to create incentives through the tax and benefit system that will help create even more demand and higher productivity.

One supply side issue is that companies are employing workers who do not have the correct skill set for their role, particularly in sectors employing primarily manual labour. The *OCED* suggest that, on average, one in four in the working population are overqualified and/or under skilled meaning that enhancing educational attainment and vocational training are of huge importance to the UK. The Government has introduced initiatives to attract talented and highly skilled workers into these divisions; however, this will take time to have a positive impact.

Meanwhile, in a country with one very dominant city such as London, it will take both private and government investments to attract highly skilled workers elsewhere so that productivity growth is not solely concentrated within the Capital's limits. This is evident in areas such as Sunderland, Solihull and Swindon, which have gained large investments with relation to car manufacturing, thus increasing the productivity here. On the other hand, traditionally rural areas such as East Sussex and Somerset have very low areas of productivity and so appropriate investment needs to be considered in these regions.

To summarise, productivity growth is of great significance to the economic development of the UK. Ahead of us lies some challenges but, more importantly, some exciting opportunities.

Adam Li, Lower Sixth

TURKEY'S INFLATION TURMOIL

In 2021, the Turkish economy was the fastest growing in the G20 with GDP growth at 9.1%. It was also one of the only countries in the Pandemic that saw growth. However, as their economy grows, the Turkish people are suffering from soaring inflation, spelling dangerous consequences for those who cannot afford goods at current prices. With prices rising rapidly, financial organisations are struggling to keep inflation rate calculations up to date, creating some dramatically differing figures. The



IMF predicted an inflation rate of 60.5% for the year, but it has now risen above that expected figure. The Turkish National Bank have measured inflation at 69.97% (year-to-year % change), but this figure is highly contested by the independent research organisation "ENAG" who say inflation is at a colossal 156.86%. Whether it is the lower rate, the higher rate, or more likely

somewhere in between, Turkey's inflation is clearly several times greater than the rate seen in other countries who are similarly facing higher prices.

The collapse of the Lira, the Turkish currency, has been a large factor in creating the soaring inflation seen in the Country. In 2021, it lost 40% of its value, falling from 7.3 to 16.69 Lira against the US dollar. The collapse can be attributed to several reasons; one is the Expansionary Fiscal policy implemented by the Government. Part of this saw the Government spending a lot of money on large infrastructure projects, which were financed by borrowing from abroad. This meant that as the loans were repaid, pressure was put on the exchange rate. Another reason for the poor exchange rate is a lack of foreign investment which is a result of some domestic unrest combined with fears that Turkey's diplomatic ties with some countries are deteriorating. Lower demand and a higher supply of the Lira has weakened the exchange rate, and has meant imports have become dramatically more expensive, thus contributing further.

In addition, a heavily criticised monetary policy has seen inflation continue to rise. After the collapse of the Lira, the Central Bank decided to increase interest rates to 21%, the highest in the G20, in hopes of curbing the increasing prices. However, the Turkish government, led by Recep Tayyip Erdogan, deeply dislikes high interest rates, saying that they are "the mother and father of all evil". This has meant that, despite inflation soaring, the Central Bank cut interest rates to 19% in September 2021 and then to 14% in December 2021. The idea behind it was that lower interest rates will spark the domestic economy into action creating a better and more protected Turkey. However, this has only contributed to the spiralling inflation, as aggregate demand in the economy has not fallen, thus not combatting the high rate of inflation.

Whilst Turkey's high inflation can mostly be blamed on domestic issues, global supply problems have also influenced the country. Covid-19 has created disruption in the international supply chain, as parts of China's manufacturing sector continues to be shut down due to Covid-19 outbreaks. Backlogs in ports around the world have also made trade more difficult in all countries. These have both had their impacts on raising prices in Turkey. However, the greatest external shock to Turkey has been the Russian invasion of Ukraine. Despite being on the opposite sides of several conflicts, Russia and Turkey share many ties. The two countries have connections through agricultural trade, the construction industry, energy, and tourism. With price of oil and gas rising globally as well, Turkey will have to contend with higher prices of most products as a result. This will see inflation grow further, adding to the difficulties it is encountering.

Turkey faces an economic crisis that it has not been seen since 2002. This perfect storm has created the conditions of near hyperinflation, but what consequences lay in store? With the full effects of the Russian invasion still to be fully felt, and the Central Bank's reluctance to raise interest rates, inflation looks likely to continue to rise. This will mean many may be unable

to afford food and housing. The 50% increase in the minimum wage will attempt to combat this but with real wages falling, the pain cannot be removed. In addition, as is often a consequence of economic hurt to a nation, political instability is likely. An election in 2023 could see the end of Erdogan's authoritarian premiership in Turkey and a big change to the nation. This may improve the situation in the Country, but also has the potential to create violence and more unrest. Whichever of these occur, high inflation means Turkey and the Turkish people will continue to face difficulties.

Luke Hidveghy, Lower Sixth

WHY ARE INTEREST RATES RISING AND WHAT DOES IT MEAN FOR US?



The Base Rate of Interest, set for the United Kingdom by the Bank of England, sets the cost of borrowing and the reward for saving. Even the smallest changes in interest rates can have significant impacts on all economic groups. It is therefore important to monitor interest rate changes as they determine many economic decisions we make both now and in the future.

In June 2022, the Bank of England raised the Base Interest Rate from 1% to 1.25% as a means to tackle the increasing rate of inflation. This was the fifth successive increase, taking this benchmark rate to the highest level since 2009. The Bank hopes that raising interest rates will help to reduce the rate of inflation, which reached a 40-year high of 9.1% in June 2022. Put simply, inflation is the sustained rise in the general price level over time.

A major contributor to the rise in the rate of inflation is higher energy bills as oil and gas prices continue to elevate due to the disruptions to supply caused by the war in Ukraine. Moreover, more than 18% of global barley exports, 16% of corn, and 12% of wheat come from Ukraine's fields. Supply chain shocks for these commodities have thus caused higher food prices adding further to the rate of inflation.

The Bank of England's decisions to raise interest rates makes it more expensive to borrow and it can encourage more people to save. This means consumers and producers will be more careful

when making decisions to spend money. Consequently, the aggregate demand for goods and services should decrease thus reducing the rate of inflation.

Many UK consumers will be negatively affected by the Bank of England's decision to raise interest rates. According to the *English Housing Survey*, just under a third of households in the UK have a mortgage, and a quarter of these households do not have a fixed rate mortgage. With fixed rate mortgage deals becoming more and more difficult to find, two million people will see a rise in their monthly mortgage payments. Furthermore, as the Bank of England's interest rates influence those of commercial banks, other consumers who have or are looking to get credit cards and loans from banks will have to pay back more.

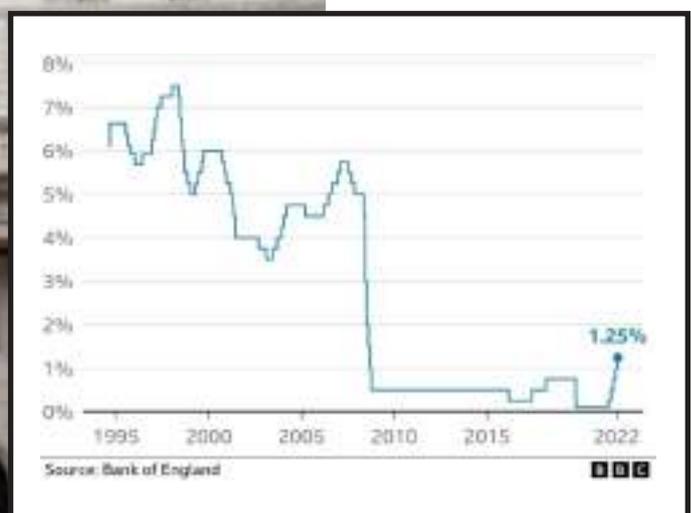
In general, rising interest rates also damages the performance of stocks. If interest rates rise, that means individuals will see a higher return on their savings. This removes the need for individuals to take on added risk by investing in stocks, resulting in less demand for stocks and a possible slump in share prices, thus reducing wealth.

Higher interest rates may also have a negative impact on the business sector. The higher cost of borrowing may reduce spending on new equipment, thus slowing productivity growth. If the current trend of rising interest rates continues, and the expected rise later in the year takes place, we may see a decrease in the demand for labour and lower wages as firms experience a fall in total revenue and profit. This is because consumers will be inclined to spend less and save their money and firms may be keen to reduce costs by making workers redundant.

On the positive side, savers will benefit more from the high interest rates as more money is earned from saving. The triple lock on state pensions means that pensioners are likely to see an increase in their state pension in line with the rate of inflation. Some sectors also stand to benefit from interest rate hikes, in particularly the financial sector. Banks, brokerages, mortgage companies, and insurance companies' earnings often increase as interest rates move higher because they can charge more for lending.

In conclusion, an understanding of interest rates provides an insight into future economic and financial market activity. The future of interest rates is quite unpredictable at the moment and the decisions made by the Bank of England are difficult to anticipate. However, interest rates seem highly unlikely to fall until mid-2023.

Akshar Patel, Year 10



WHSB ALUMNI: ECONOMICS STUDENTS

THE ADAM SMITH INSTITUTE



It might sound cliché, but I am in my dream job thanks to Westcliff High School for Boys. A decade ago, I entered the Sixth Form after completing my GCSEs at Greensward Academy and it did not take long for me to realise what I had been missing. My fledgling interest in politics intensified, as I was encouraged to set up a Politics Society, which met, talked and debated during breaks. Economics teachers recommended books

and articles based on my growing affiliation with the ideas of classical liberalism. My fellow students were eager to debate with me about everything, from tax levels and regulation, to drug policy and immigration. I maintained an Economics Blog during study periods and eventually began commissioning articles from external authors. All of this proved vital to my university application and my future career.

A key turning point was when Mr Cunneen, Head of Economics, organised a school trip to the ASI's Westminster Office. The ASI are one of the world's leading think tanks and we spent the day listening to leading free market thinkers. I was so impressed that during a break, I spoke to the ASI staff and asked if they would be willing to be interviewed for my blog, and whether any internship opportunities were available.

One year later, I interned at the ASI and decided then that I would try to begin my career there after university. I wanted to work with a small group of passionate people to change the world for the better. Today, I am engaged in everything from TV appearances, to meeting politicians, organising prestigious lectures, and commissioning original policy research. There is certainly variation, which has always been important to me.

For perhaps the same reason, I applied to study PPE (Politics, Philosophy and Economics) and spent the next three years of my life at Durham University. My Sixth Form blogging got me part-time student work editing 'op-eds' for *Young Voices*, a public relations non-profit organisation that provides training and mentorship to young libertarian writers. My experience running the Politics Society at Westcliff prompted me to co-run the Durham Philosophy Society, where I further honed my views and persuasion skills. I regularly return to speak at debates in the Durham Union in a manner not dissimilar to that experienced at Sixth Form.

In my final year at university, I secured a placement at *Students for Liberty* in Washington D.C. and spent the first year of my career organising free market student groups across the country. When I returned to the UK, I contacted the ASI staff that I had met on

our Sixth Form trip and enquired about vacancies. One thing led to another and I have been working here ever since, being promoted to Head of Research at the beginning of 2022.

The overarching aim of my work is to change government policy and public opinion through research, media, events, government engagement and education programmes. In recent times we have played a key role in accelerating the vaccine rollout, encouraged Parliament to set up the Hong Kong BNO Visa programme, successfully made the case for pro-growth tax cuts on business investment and even helped bring back safe standing in top-flight football stadiums.

In my experience, Sixth Form students sometimes view extra-curricular activities as a box-ticking exercise with little impact on their overall life trajectory. For me, this could not be further from the truth. In my lessons and outside them, I discovered what I was passionate about and developed skills I use in my job every day. This is why I returned to WHSB with fond memories for a lecture this year and got into a lively discussion with Mr Stevens during the Q&A; some things never change!

Daniel Pryor, Old Westcliffian (2011-2013)

KPMG



Whilst in the Upper Sixth, I successfully applied for a place on a Level 7 Audit Apprenticeship with KPMG, one of the Big Four accountancy and consultancy companies in the world, based in Canary Wharf, London. This decision was, in part, based on my study of GCSE and A Level Economics at WHSB achieving Grade 9 and A* respectively.

After enjoying GCSE Economics in the Middle School, I knew that I wanted to extend the subject

to A-Level and beyond. Like all subjects, A-Level Economics was a big step up from GCSE and, as such, it became even more challenging but also more enjoyable. Sixth Form study was quick paced throughout the two years as the transition from GCSE introduced many new and interesting topics. The key to my success was staying ahead of the curve and keeping on top of topics as they were taught. To achieve an even greater level of progress, myself and two other students organised a regular lunch time session with an Upper Sixth student who provided tuition on topics yet to be taught. This collaboration paid off when it came to learning new topics in the Upper Sixth, so the lessons actually felt like revision; I would highly recommend creating a small study group as a means to staying on top of the workload.

Although the study of Economics influenced the field I went into, I would attribute my decision to apply for a Career Apprenticeship to my school experience at WHSB. The values you are taught help you to be aware of your options and be mature in thinking for yourself, making an informed choice as to which path works best for you. In my case, looking for a career in finance, I researched the wide variety of options in terms of apprenticeships, whether that be at different companies or different departments within a firm. There are a number of benefits of opting for an apprenticeship that for me, outweighed the benefits of a university degree. Thanks to the School's work experience scheme in Year 11, I had already completed two weeks of work experience at KPMG which certainly helped me to obtain my apprenticeship here two years later.

My day-to-day role now is in audit, which involves the investigation and verification of the financial statements of companies. In that, we test everything about the company from their business processes and controls, to their bottom-line profit figure. Alongside this, I am training to become a Chartered Accountant (Level 7 ACA qualification) which should be complete by 2025. As will be the case with most apprenticeships, KPMG pays for my tuition and exams and provides a lot of additional support. As for my career path, when I qualify as a Chartered Accountant, I will become an Assistant Manager at the company at about the age of 24, and I hope to progress further soon after. In addition, the Chartered Accountant qualification is highly transferrable within the sector and that, should I wish, will allow me to change my specific career path at a later date.

WHSB helps its students to achieve the best of their ability and provides invaluable advice whether in the traditional university route, or through Career Apprenticeships.

Jack Burden, Old Westcliffian (2014-2021)

THE UNIVERSITY OF CAMBRIDGE

UCAS



Over the past two years, I have had the privilege of studying A Level Economics at WHSB. As I go on to university, I owe my gratitude to the WHSB Economics Department for persuading me to apply to read Economics at Cambridge despite my initial reservations.

On joining the Sixth Form, I did not grasp the subject overnight but I soon found my feet and Economics quickly became a subject I thoroughly enjoyed. Within a matter of months, it became clear that this was a subject I was interested in which offered a career path I wished to pursue. This is because my research concluded that Economics was a versatile degree, which could not only lead to the conventional Economics graduate jobs such as investment banking and finance, but also into careers in research and politics. The multitude of career paths available makes Economics an exciting degree choice, a path which I have

decided to follow since being exposed to the content covered in the Economics course at WHSB.

The Economics A-Level course has given me a greater insight into everyday issues. For instance, it often involves the discussion of real-world events, which affect us all. Such discussions have given me the knowledge and skills needed to consider important questions, such as whether there should be inequality, or why some businesses may have to make a decision to shut down. The course is dynamic and can incorporate parts of other disciplines, such as Politics, Mathematics and History, giving the A-Level its broad nature.

There are also many opportunities within the Department to explore topics of personal interest outside and within the Curriculum. Through the Westcliff Economics Society or the Westcliff Economist magazine, I have been able to extend my knowledge of the subject whilst also developing my communication and teamwork skills. Whether it was presenting with other female students, to discussing key female economists, or writing about foreign aid, these opportunities have allowed me to become a more well-rounded Economist.

I therefore urge all students to get involved in the enrichment activities provided at WHSB as they open up so many doors to higher education and career opportunities.

Mariska Yazbeck, Old Westcliffian (2020-2022)



BOOK REVIEWS

DEAD AID

by Dambisa Moyo



In the book *Dead Aid*, Dambisa Moyo outlines the negative affect that foreign aid is having on Africa; an intriguing and interesting viewpoint.

In the last 50 years, over \$1 trillion worth of aid has been sent to Africa by richer countries such as the US and the United Kingdom, however Moyo questions whether anything has changed as a result.

Moyo has said in interviews that she is not against humanitarian aid, but rather the way it is executed, occasionally leading to corruption, poor governance and increase in poverty. She manages to back up her claims with statistics such as the rise in poverty in Africa from 11% to 66% of the population between the years of 1970 and 1998. This is particularly surprising as this was the period when aid was at its peak. She also has personal experience on her side, growing up in Lusaka, Zambia. The main message and aim of this book is to create a compelling argument that the wonders that foreign aid has done for Africa are, in fact, something of a myth.

The book has two parts. Part 2 is titled "A World Without Aid", and its first chapter is named "The Republic of Dongo". The idea behind this chapter is that since many African countries (in this case the made-up country, the Republic of Dongo), rely on rare minerals exports, they are in fact capable of becoming self-sufficient, particularly given the rising costs of these commodities. For example, 60% of Zambia's and 95% of Nigeria's revenue comes from copper, oil and gas respectively. However, in terms of fiscal revenue, there is still large dependency on foreign aid with countries like Ethiopia and Gambia relying on it to generate 97% of the Government's budget. Clearly, this reliance on aid would have significant repercussions on government spending if aid were to be reduced or stopped completely. However, Moyo is not completely against aid coming from the West; "The choice of development finance is at least as important as the policies a government adopts. You can have the best development policy in the world, but without the right financial tools to implement it, the agenda

is rendered impotent".

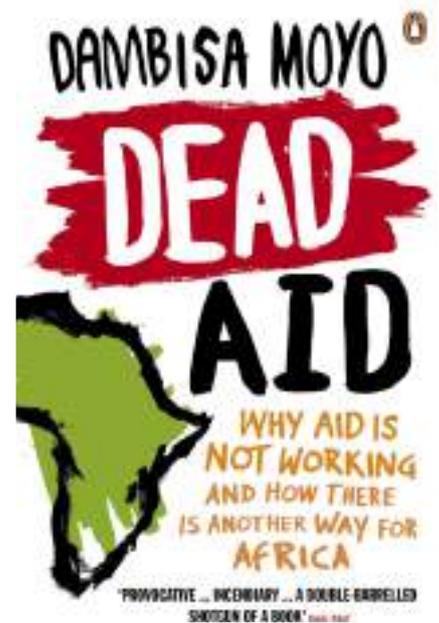
For me, this quotation perfectly illustrates the message Moyo is trying to convey: that the concept of aid is not the problem, but rather the ways that it is used.

Another chapter in the book is entitled "Lets Trade", and I found this very informative as it presents an alternative way for the economies of the poorer African countries to grow and develop more quickly.

If trade between Africa and Europe/ USA increased, African countries could raise half of the \$1 trillion given in aid in around 5 years. This is a staggering idea when you consider how little the aid money has done for Africa. This would seem to be a very viable approach to helping Africa, just one of the many Dambisa Moyo presents in this book.

In conclusion, this book is very interesting and I would recommend it to anyone who is studying Economics or has a general interest in the topics raised. It certainly provided me with a completely new perspective towards something that I knew relatively little about before reading this.

Noah Challis, Lower Sixth

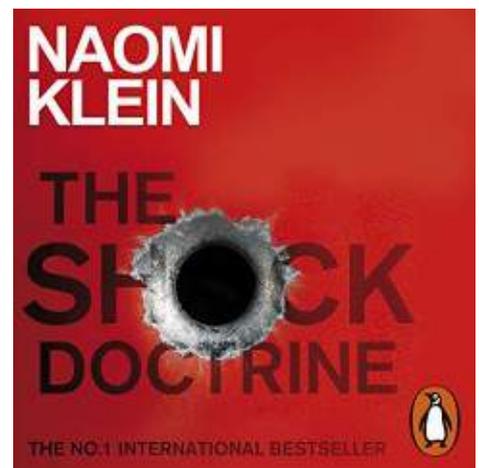


SHOCK DOCTRINE

by Naomi Klein

As part of my wider reading to expand my knowledge of Economics, I read *Shock Doctrine* by Naomi Klein (2007) in which Klein speaks about the acts of parties and groups and what they did to cause so many negative outcomes. The book is centred on the atrocities of free-market capitalism – also referred to as 'disaster capitalism' because of the extensive freedom of the government, allowing exploitation of individuals within society.

The book is split into seven parts that are divided to focus on effects of this in multiple countries such as Iraq, Poland and China. When looking at the intricacies of each of these economies, a pattern emerged where Klein was able to





demonstrate her fundamental argument: when governments are allowed unbridled freedom, this negatively affects both economics and the social order.

In the first part of the book, Klein connects science related experiments on patients with the economic 'shock therapy' model. 'Shock therapy' in Economics is the sudden release of economic policies, which may result in

a boost in the output and efficiency of an economy as well as potentially turning a command economy (an economy controlled by the state) into a free economy (an economy controlled by the market forces of supply and demand) through brisk reforms. Klein is able to connect these two items flawlessly proving that in both the science related experiments and economic 'shock therapy', the outcome weighs in favour of the Government. Both actions are seen to be extremely selfish as the negative consequences could lead to further problems that would be hard to reverse, and yet the outcomes are the same. For example, the economic shock therapy has disadvantages, including the swift creation of income inequality as well as a steep rise in unemployment rates, both of which are hard to overcome and repair. A further example within the book is the use of these patients in order to find optimal methods of science experiments despite potential negative side effects of memory loss and baby-like activity. The patients agree, and once more Klein's conclusion of the ineffectiveness of Capitalism is strengthened.

Throughout the book, Klein has her heart set on informing the possible naïve people of possible secrets that governments and other organisations such as the CIA may have. On top of this, she desires to connect and expand this into the economic world, providing excellent comparisons and examples. Despite Capitalism being the dominant economic system in Western countries, Klein still feels that there are many flaws with governments that take a laissez-faire approach where often an emphasis is put on 'looking good on paper' rather than efficient intervention and ensuring for a fair system. It is for this reason that I mostly agree with her claims.

Chetan Gorthy, Lower Sixth

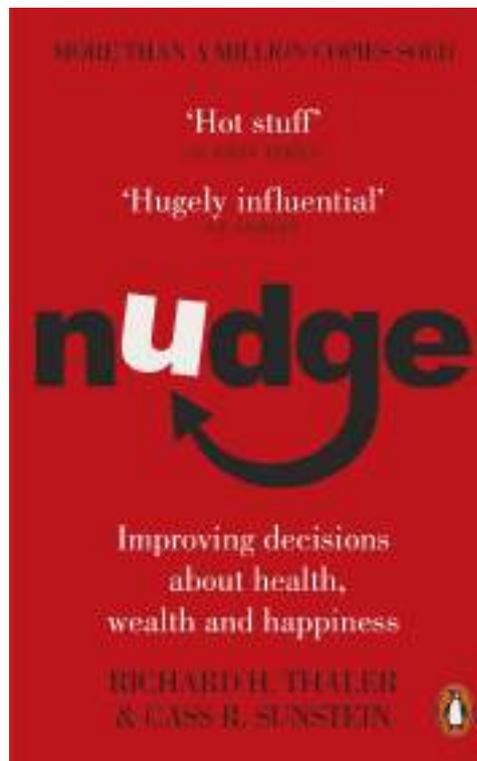
NUDGE: IMPROVING DECISIONS ABOUT HEALTH, WEALTH AND HAPPINESS by Thaler and Sunstein



In this book, Richard Thaler and Cass Sunstein present their ideas for reform through implications of behavioural economics. They suggest that there is much need for paternalist invention, however this should be done in a way which does not harm libertarian principles. They set out to achieve this through 'nudging'. A 'nudge' uses indirect suggestion and

positive reinforcement to influence consumer behaviour in such a way to maximise private welfare gain.

The underling claim from Thaler and Sunstein is that consumers often make wrong choices. They outline many reasons why this might be; we choose the path of least resistance, we fall victim to unhealthy temptation, we make the simple heuristic decision,



or we choose mindlessly. It is therefore the role of the social planner to 'nudge' us as consumers into making healthier choices, noting that a 'nudge' is never forced. To force someone to partake in an activity, regardless whether it is in their interest or not, contradicts the very nature of their argument for libertarian paternalism.

Some examples of how 'nudging' can influence consumers

include publishing lists of companies that are the top polluters and default options, for example an opt-out system regarding organ donation or retirement plan contribution instead of an opt-in system. These are said to be easy to implement and are widely accepted across both the private and public sectors as they have positive implications.

The main argument against Thaler and Sunstein's proposals is that it endangers consumer autonomy. Neil Levy's 'nudging' in a post truth world suggests the action of a nudge is 'unacceptably paternalistic' and that it would be inevitable for penalties or bans to be implemented in the future. Many hold the view that Thaler and Sunstein are naïve to think that 'gently nudging' people to make the right choice has any positive bearing on one's livelihood.

The authors' view on nudging morality is that it is good so long as there is a benefit to the nudged. They note "Our basic conclusion is that the evaluation of nudges depends on their effects. Whether they hurt people or help them". They state that it is impossible to avoid the choice architecture (the way in which choices are presented to us), therefore our focus should always be to change it for the better; I find this compelling.

However, it is hard to ignore the harmful aspects of nudging when considering private companies. A private company may use 'default options' to favour themselves, preselecting products that favour their objectives over yours; in short, they attempt to manipulate cognitive bias to benefit themselves. The authors acknowledge the fact that markets are imperfect stating there is no way to stop or punish immoral business practice, at least not without regulation.

To summarise, you cannot avoid choices. Every day you will make a choice that has an effect on your life. The argument made through this book is that we should be afforded the tools to make the best decision that affects us in the most positive way, thus the idea of the 'nudge'. Through this work, the authors have made a striking case for the significance of behavioural economics in the modern world. The book draws on countless examples throughout, integrating their arguments with humour that maintains reader retention. I would thoroughly recommend

this book to anyone with an interest in behavioural economics or to anyone who wants to better understand the choices they make in their daily lives.

Benjamin Dixon, Lower Sixth

GDP: A BRIEF BUT AFFECTIONATE HISTORY

by Diane Coyle



Whilst perusing the Economics section of the School Library my eyes settled on *GDP: A Brief but Affectionate History* by Diane Coyle, a renowned Professor of Economics at the University of Manchester and a former advisor to the UK Treasury. This book provides the reader with an account of how the economy has evolved over the past century, with an emphasis on investigating unique economic scenarios to educate the reader.



The book begins by explaining to an unbeknownst reader where the term GDP is derived from and emphasises how advancement is often a result of war and conflict, particularly given the setting of the Twentieth Century. As the reader develops their understanding of what an economy and GDP is, they are thrust into the so-called 'Golden Age' of

1945-1975 economics. This chapter of the book is particularly interesting as although it recognises the damage and destruction of World War II, it also points out the many innovations and advancements which, in the long term, led to economic growth. There is an interesting focus in this chapter in the growth of the stock market and how it developed during this period.

Almost predictably, Coyle then delivers the devastating blow that an age of growth cannot last forever and delves into the reasons for and intricacies of the recession climate that followed. I was particularly interested in the final chapter, which detailed the economic crash of 2007-2008. Here, Coyle explores anomalies of this crisis and offers explanations for them, such as why when world leading businesses were collapsing, did UK giants not suffer in the same manner? You will have to read the book to find out her hypothesis!

Ultimately, the book is a good read for all. It takes you on a journey from start to finish in expanding your knowledge and interest in the subject of Economics.

Pravit Singh, Year 9

HOW BAD ARE BANANAS? THE CARBON FOOTPRINT OF EVERYTHING

by Mike Berners-Lee



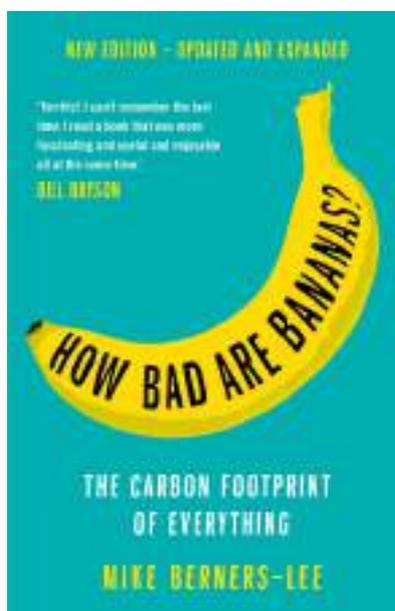
"We all want to do the right thing for the planet, but what's the real impact of each of the things we do and buy?"

Climate change is one of the most important aspects of our day-to-day lives and the development of the modern world over the last few years has further highlighted this. However, Mike Berners-Lee,

reveals to us that many "environmentally-conscious" people and organisations focus more on the product itself rather than giving consideration to negative externalities created during the product's manufacturing stages, for example carbon emissions. Berners-Lee tells us that, though we may exert over paper versus plastic in the checkout line, plastic grocery bags account for only 0.1% of the carbon footprint of the average shopping trip. Instead of worrying about how many bags we are using, the carbon-conscious consumer would do better to avoid the asparagus airlifted from Peru in favour of produce shipped by boat or truck.

Contrarily, we might not think twice about picking up a bottle of water, even though bottled water is 1,000 times more carbon-intensive than its tap equivalent. The book also reveals the trade-offs of greener energy. A Toyota Prius may get greater gas mileage, but even fuel-efficient cars come with embodied emissions such as the carbon expended during its manufacture. Before "going green" and getting a hybrid, Berners-Lee suggests sticking with the car you have already got; "as long as it is reliable [and] unless you are doing high mileage/ the fuel consumption is ridiculously poor."

Berners-Lee goes on to acknowledge the book's biggest foible: the numbers are often wide ranging estimates and, in a few entries, the numbers are also insufficiently explained. Berners-Lee estimates that an email is 60 times less carbon-intensive than a letter mailed through a Post Office. However, unlike other entries, many of which are supported with charts and endnotes, this entry is rather unclear as to where that data comes from.



In spite of the book's limitations, Berners-Lee's transparency about his estimates is admirable, and his ability to synthesize such inscrutable data into an entertaining read is an achievement in itself.

So, how bad are bananas? As it turns out, not bad at all. A single banana has a carbon footprint of around 80 grams, one of the lowest of the many products Berners-Lee covers in his book.

Adedoyin Ogunade,
Lower Sixth



Mathematical Economics is a branch of Economics that utilizes mathematic principles and tools to create economic theories and to investigate economic inquiries. Mathematics helps to perform quantifiable experiments in Economics and creates accurate models for predicting future economic forecasts.

Advances in computer power, large data techniques and other

mathematical technologies have played a major role in making quantitative methods an essential aspect of Economics.

Mathematical Economics relies on defining all relevant assumptions, conditions and structures of economic theories in mathematical terms. There are two main benefits of Mathematical Economics. Firstly, it allows economic theorists to use mathematical tools like algebra and calculus to describe economic phenomena and draw precise inferences from their assumptions and decisions. Secondly, Mathematical Economics allows economists to materialize these theories and inferences so they can be tested using numerical data and, if validated, used to produce quantitative predictions about economic matters for the benefit of business, investors and policymakers.

From Main Street to Wall Street to Washington, for decision makers, complicated quantitative predictions about the economy have become customary due to the influence of Mathematical Economics. When setting monetary policies, central banks want knowledge of the impact of changes in interest rates on the rate of inflation and growth rate of the economy. In these cases, economists tend to look at Econometrics and Mathematical Economics.

Mathematical methods tend to be quite useful in resolving optimisation problems where, for example, a policymakers looks for the best change out of a variety of changes to affect a particular outcome.

Economists use their mathematical skills to find ways to save money, even in counter-intuitive ways. Using a profit maximization graph, economists might advise a venue to sell

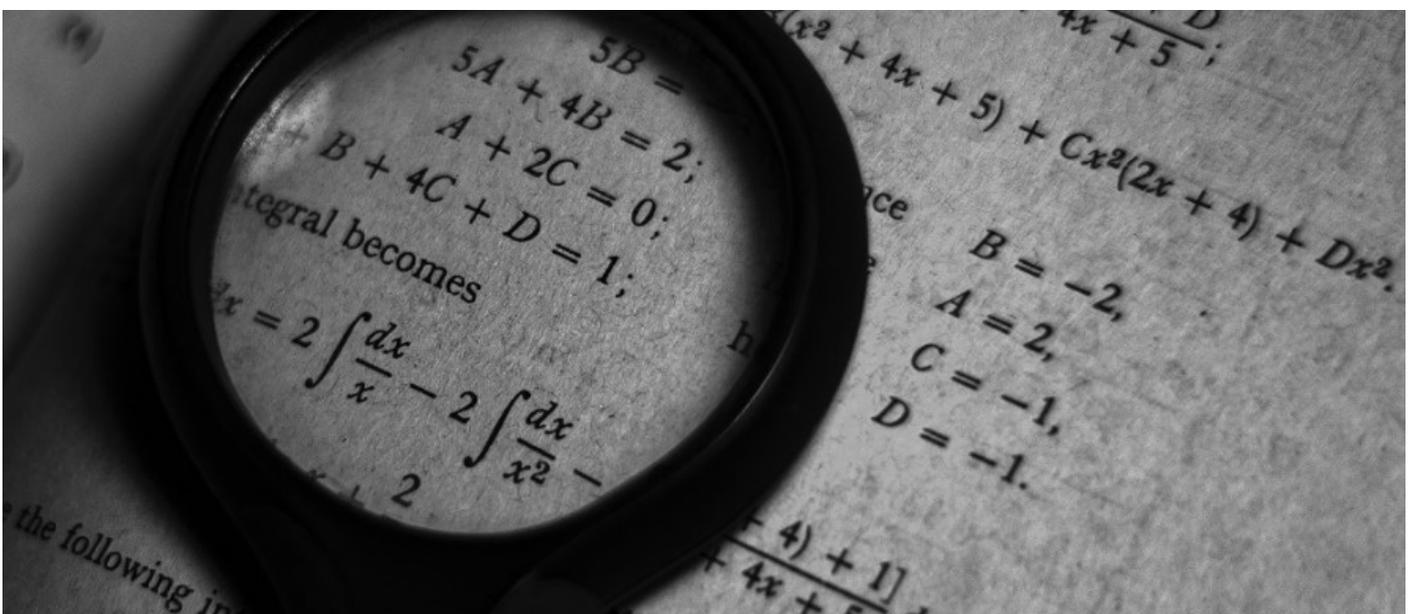
only 75 percent of the available tickets instead of 100 percent to make the most money. If the company lowers the price of tickets to attract additional concertgoers and fill the stadium to capacity, it might make less money than selling only 75 percent of the tickets at a much higher price. Mathematical techniques are also used by businesses for long-term success when some factors are unpredictable. For example, an economist working for an airline may use statistical forecasting to discern future fuel prices. The company uses this data to lock in fuel prices.

One fundamental aspect of Mathematical Economics is calculus. Calculus provides the language of Economics and the methods with which economists solve problems. In addition to this, calculus includes various formulas to measure limits, functions and derivatives. When quantifying economic information, many economists use differential calculus. The demand and supply curves are elementary examples of an economic model. Differential calculus is applied to the demand and supply models to determine how different factors will shift the curves. Furthermore, calculus allows for the determination of a maximal profit by providing an easy way to calculate marginal cost and marginal revenue.

Despite the practicality of mathematical methods within Economics, there are still some criticisms. Some feel Mathematical Economics may provide more confusion rather than clarity when dealing with economic theory and create a false sense of accuracy and certainty to both theoretical and empirical economics. Economic phenomena always involves subjective and unobservable elements that take place within the human minds of the economic agents under study; a truly accurate definition is never entirely possible in economics.

However, the use of Mathematics within Economics is indispensable and it has paved the way for authentic economic modelling. Through the incorporation of Mathematics, theoretical economic models have become increasingly useful instruments in routine economic policymaking. Mathematics is particularly well suited to the development of theories and models and gives economic models a concrete form, making them more precise and applicable in real-life situations.

Hussain Khan, Lower Sixth



GEOGRAPHY

YEAR 7 GEOGRAPHY FIELDTRIP TO SOUTHEND

July's Enrichment Day marked the return of the much-loved Year 7 Geography trip to Southend, the first since 2019 and the first since Southend became a city. Manoeuvring 183 pupils plus staff to the seafront was no mean feat, but everything went very smoothly thanks to the excellent approach shown by the WHSB pupils.

On the day, each Form group took part in a rotation of three activities. To get an understanding of the changes and challenges in urban areas, pupils were led on a tour of the High Street and the Clifftown Estate by Mr Norman and Mr Barber and, in the process, collected lots of data on land use and environmental quality.

The second rotation saw pupils head to the beach, but whilst it was a warm sunny day there was no time for sunbathing. Pupils carried out an evaluation of the coastal management techniques seen to the west of the Pier and then things got a bit sticky for some pupils – measuring the depth of sand around the groynes under the watchful eyes of Mr Marlow and Dr Shepherd was not helped by mud and a rapidly approaching tide!

Perhaps the highlight of the day for many was the tourism topic, which included a trip along Southend's famous world-beating pleasure pier with Ms Porter and Mrs Cook. In between a survey of tourist attractions and a questionnaire survey for visitors, some pupils even found time to buy an obligatory stick of rock as a memento.

It was an excellent day that produced a lot of data for Year 7s to use in their lessons for the last few weeks of term and it was good to be back in the field with enthusiastic young geographers.

Dr M Shepherd, Head of Geography



FIELDTRIP TO FLATFORD MILL

As part of their A Level Geography studies, all students must undertake at least four days of fieldwork to equip them with the skills needed to complete their own investigation during the summer holidays. Following a two-year hiatus on residential fieldwork caused by the pandemic, Sixth Form Geography students finally got back out into the field at the end of May this year. Below is an account from Billy Wallace, of the Lower Sixth trip to the Field Studies Council centre in Suffolk at Flatford Mill, the setting for John Constable's artistic masterpiece *The Hay Wain*.



The trip began early with data collection in the streets around WHSB even before our departure for Flatford Mill. Upon arrival, the first day consisted of orientation around the grounds of Flatford Mill and, whilst waiting to check into our accommodation, the group also energetically played football and made use of the other facilities on site such as ping pong and table football.

After lunch it was time for a scenic walk through the Dedham Vale. At the village of Dedham, we learned and practised human data collection techniques such as urban drift, which involved students speaking to the local residents and evaluating the culture of the village. The group submitted opinions about the village, just from appearance at the start of the session, and then compared their views once the research was complete; this prepared the group for essential data collection required for future geography coursework.

The second day of the trip was focused on physical geography data collection. We walked to a river and learned how to measure

the rate of its flow and how it develops. We also experimented with different simulated surfaces to see how physical factors and human creations affect flooding, which provided a fun and useful insight into how we can conduct our own investigations in similar studies. The follow-up work went on late into the evening to make the most of our time at the Centre.

On the final day, we went to Ipswich to investigate the impacts of regeneration on the town, especially around the harbour. We separated into groups to visit several locations which allowed us to collect data on the environmental quality as well as speak to members of the public about how they viewed the town. All that was left after this was to go back and compare the data and share ideas before heading back to Westcliff.

The few days we were there proved invaluable in teaching us how to properly conduct our independent investigations and allowing us to sample which part of the syllabus we enjoyed and wanted to investigate further, whilst also packing in some enjoyable group time such as exploring the woods and a group walk to see the area's wildlife at dusk.

Billy Wallace, Lower Sixth

ART AT WHSB

WHAT IS ART, AND WHY IS IT VITAL FOR YOUNG PEOPLE TO LEARN?

Fundamentally, Art is a practical subject; work is mostly visual, and learning takes place from observation, experimentation and exploration. Art is a form of communication that, for some, is the most successful way to communicate and express thoughts and ideas in order to inspire and impact others, making a positive difference to the world.

Art is a vital part of the educational curriculum as pupils' learning takes many forms; it may be kinesthetic, auditory, and sensory or olfactory. Art enables access to ideas and concepts for pupils to explore and from which to learn. Art can also capture a moment in time, record history, or address current affairs - political, social, and moral.

Art is important in education as it allows pupils to learn about current affairs, past events, and to think about their place in the world, discovering what inspires them.

Art is also about discipline, dedication, analysis, commitment or sustained investigations of themes. A clear example of these attributes can be seen through our examination outcomes, which is the culmination of the teaching and learning in the Department across the year.

The pupils worked extremely hard in Art last year, and towards the end of the academic year we gained some very impressive end of year results. Our wonderful technician, Miss Such, collated



“My goal as an artist is to create art that makes people look at the world in a different way,”

Autumn De Forest

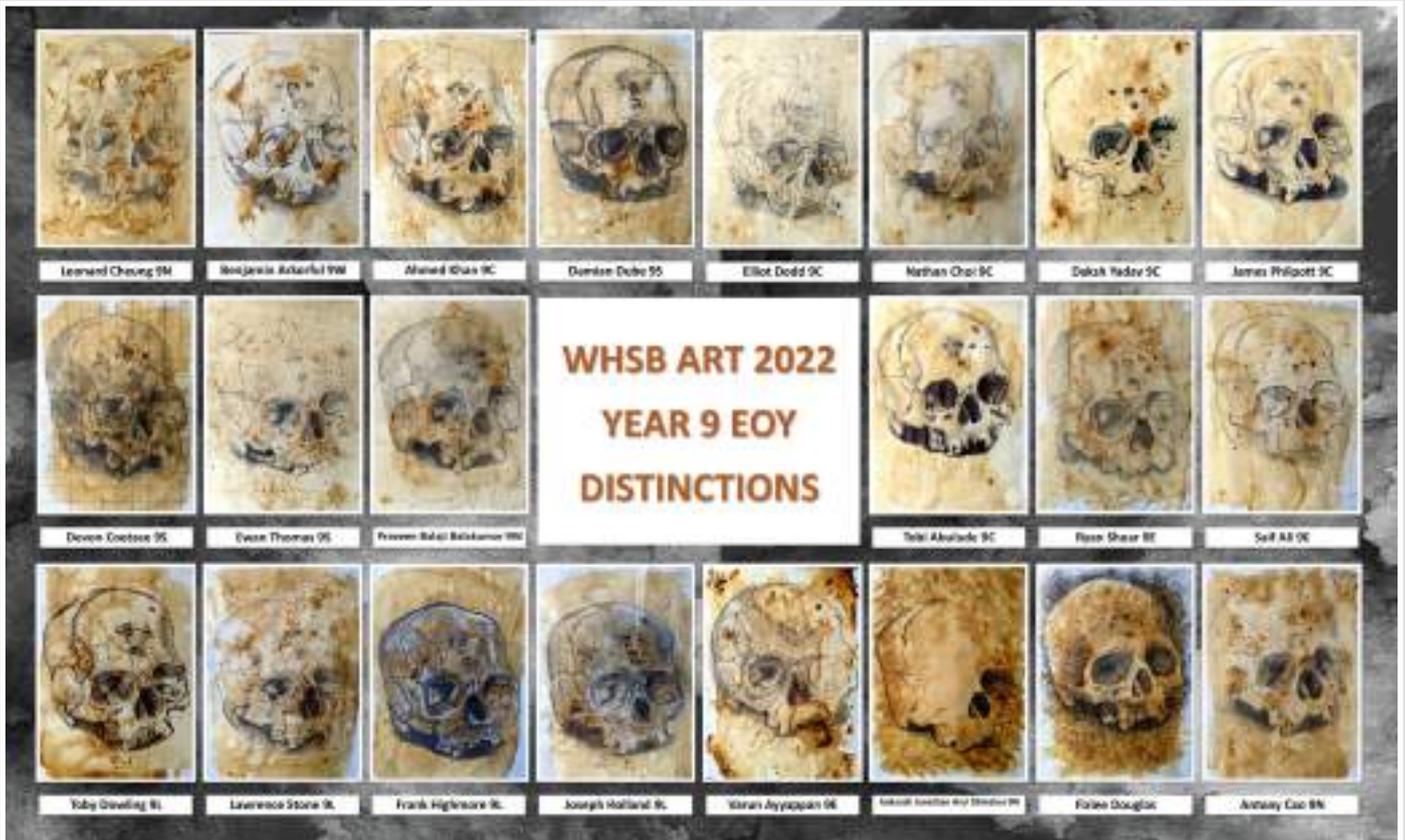
all the high-quality examples, which we shared with the pupils on our display boards. We believe it is important to celebrate these achievements and allow others to reflect on what they need to do to improve.

Mrs C Glassock, Head of Art

LOWER SCHOOL HIGH QUALITY OUTCOMES

We are delighted to share with you some examples of the high quality artwork produced by pupils in Years 7, 8 and 9 in recent months. Their patience and dedication in working to develop their skills has been remarkable, and we hope you enjoy this selection of their work.





RECYCLED OCEAN SCULPTURE

During the Summer Term, pupils created a large Jelly fish sculpture out of recycled materials to create awareness of plastic pollution in the oceans. They collected plastic bottles from members of the WHSB community to create tentacles, using an old plastic broken umbrella as the main body. The sculpture is to be installed in E28 and we look forward to sharing the final result!



Our Massive Rubbish Jellyfish Project: The Rules

- It must be made mostly from rubbish
- It must represent waste and ocean pollution
- It must be a collaboration
- It can be painted/spray painted



OUR PUPILS' REFLECTIONS

The Art Department's extra-curricular project this summer term has been creating a sculpture out of upcycled plastic materials. We chose to make a large jellyfish because, from the animals we shortlisted (a whale, a turtle, a school of fish and a jellyfish), it was the best suited. We took inspiration from many sources, such as art galleries and social media.

First, we all sat together to brainstorm ideas. The most popular one was making the top of the jellyfish out of a used umbrella. We would then hang tentacles from it using PVA glue. These would be made from plastic bags which were first spray-painted to suit the colour scheme: yellow and blue.

Overall, the project has kept us all busy and enabled us to work collaboratively to raise awareness of a big issue that our planet faces. We hope you take inspiration from the sculpture to make the world a better place and think before relying too much on single use plastic!

Alex Miller and Mykhaylo Pelagenko, Year 7

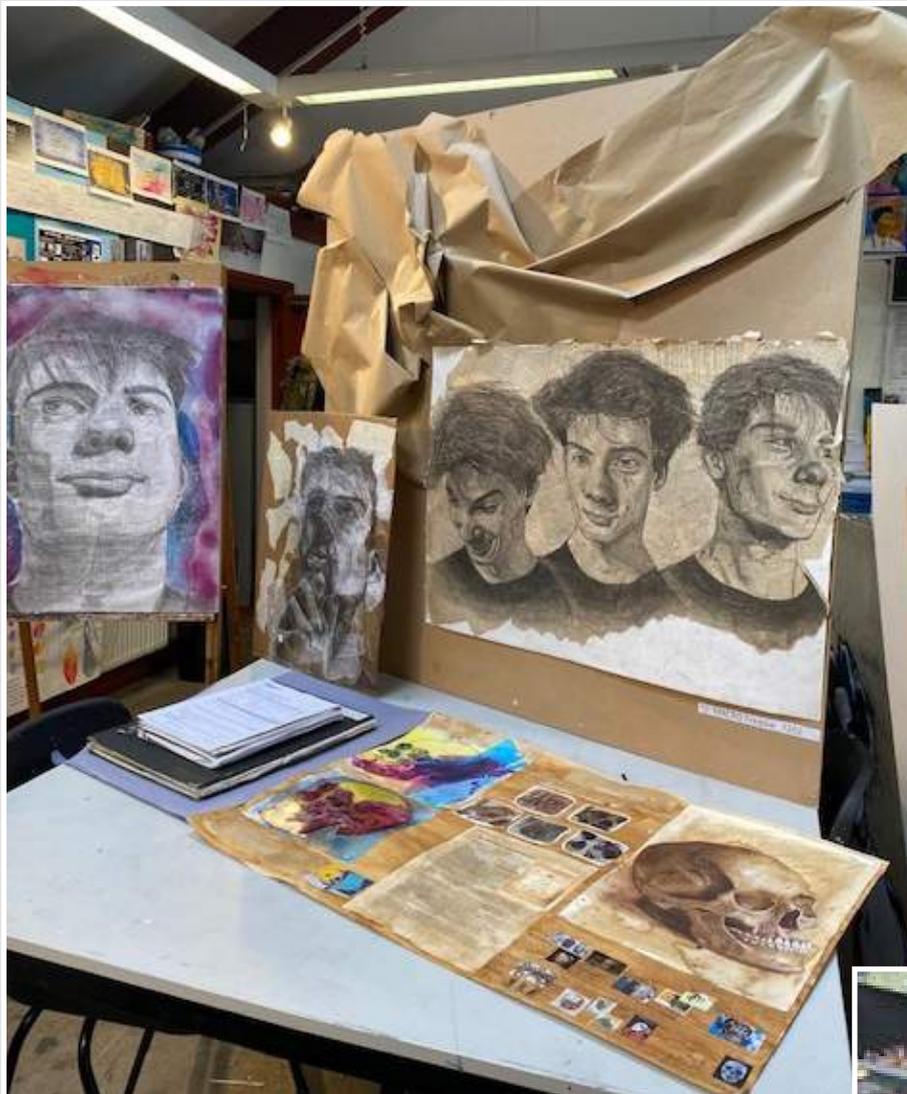


Jellyfish Squad

Jarad Bull Mannan (9N), Aqeel Zaman (9N), Mykahaylo Pelagenko (7W), James Phillpott (9C), Alex Miller (7W), Daksh Yadav (9C)

ART IN YEAR 11

We would like to congratulate our Year 11 pupils on their outstanding artwork during the last academic year. We are so proud of their outcomes and the hard work that they put into their exhibition.



THE ART EXHIBITION

The WHSB Art Exhibition is a fantastic way to celebrate the progress that has been made by our fantastic Art students through displays of their work. At the end of the last academic year, we celebrated work by students in Years 10, 11 and the Sixth Form by exhibiting all their work, and including some highlights from pupils in the Lower School as well. We are so fortunate to work with such motivated, intelligent young people, and hope you are as proud as we are.

Mrs C Glassock, Head of Art



WESTCLIFF DRAMA

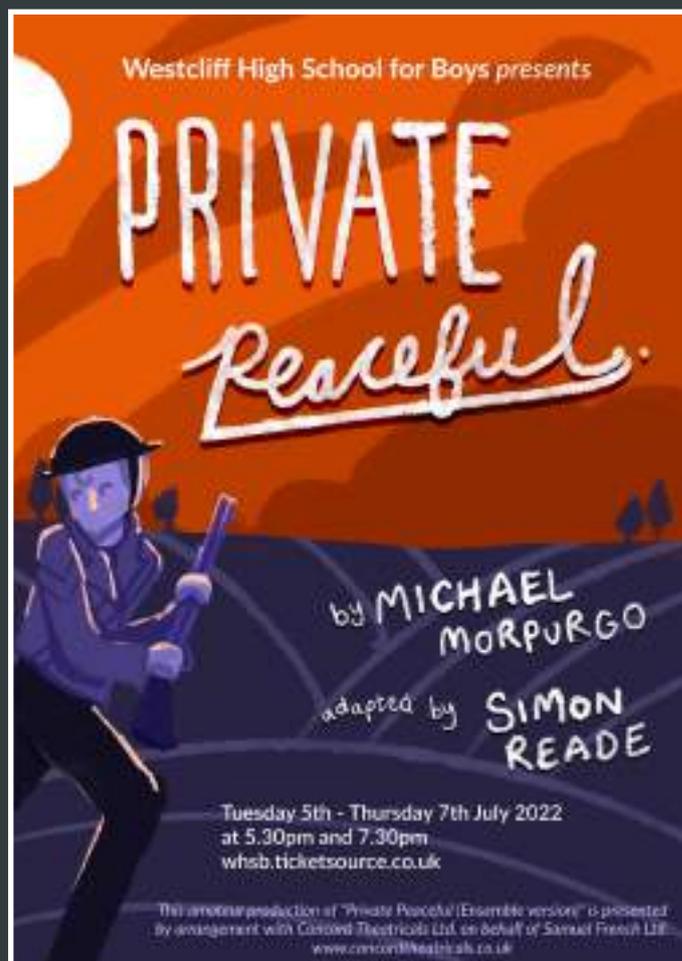
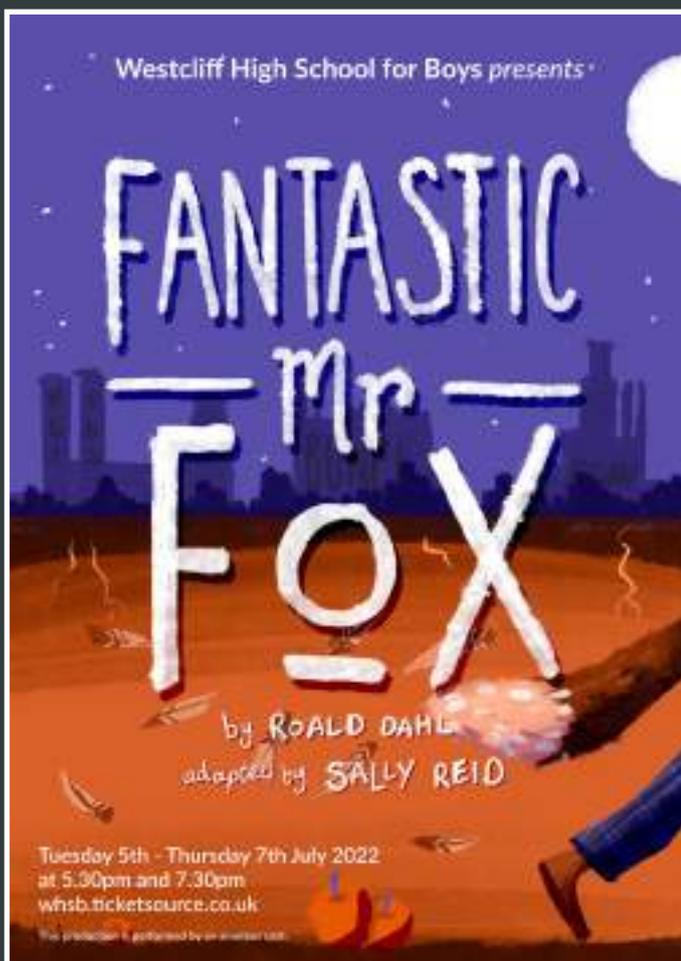
JUNIOR FESTIVAL OF DRAMA

One week. Two plays. Thirty three actors. Six performances. Nearly a thousand audience members. At the end of the Summer Term, the marvellous Junior actors of Westcliff High School for Boys' Drama troupe entertained four different Year groups and a variety of parents, teachers and pupils with two wonderful productions, played out in our Junior Festival of Drama in the Westcliff Theatre.

A cast of eight produced a spellbinding performance of Michael Morpurgo's *Private Peaceful*, adapted by Simon Reade. This story focuses on two brothers caught up in the events of the First World War, Charlie and Tommo Peaceful. The play chronicles their lives, first in idyllic Devon and then in the hellish environment of the Western Front, as they cope with

new situations and a bully in the form of Sergeant 'Orrible 'Anley. Powerful and gripping, the play sets out a case for the defence of those 290 Britons who were court martialled and shot during the First World War, often for not coping with the trauma of the situation. The ensemble cast rose to the challenges of this production magnificently. Oliver Street gave a towering performance as Tommo Peaceful, holding the whole story together through a sequence of moving and well delivered monologues. Gabriel Williams and Conor Lynch-Wyatt, who have previously impressed as proponents of Musical Theatre, showed their tremendous versatility and fine acting skills as Charlie Peaceful and Recruiting Officer/Buckland respectively. Old stagers Rafael Gamma and Gavriel Levy gave splendid multi-role performances, as did young actors Evan Stone and Stanley Marshall. However, perhaps the most chillingly effective performance of them all was by Harveer Bawa, on top form as 'Orrible 'Anley, the tormentor of the trenches. All eight members of the cast were at their very best in this emotional telling of a critical tale.





A cast of twenty five produced a glorious performance of *Fantastic Mr Fox*, originally written by Roald Dahl and dramatized by Sally Read. Our version of this story envisaged the play being staged by an Oompa Loompa Drama Group, although in many ways this was simply an opportunity to dress Year 8s in Oompa Loompa costumes, throw chocolate into the audience and conduct an ever-popular squirrel chase. However, the cast still delivered the core tale – that of the cunning and artful Mr Fox, whose desire to feed his family leads to a game of wits with three local farmers, Boggis, Bunce and Bean. Channelling Robin Hood and Hereward the Wake, Mr Fox emerges as the People’s Hero and ultimate victor, digging tunnels directly into the storehouses of the farmers so he can procure chickens, geese and cider. The cast performed spectacularly, in particular Noah Bettis who was the cheekiest of chappies as the eponymous hero. There were lovely performances from Samuel Crabb (Mrs Fox), Lucas Keeble (Oompa Loompa Director), Ronnie Hardy (Oompa Loompa Assistant Director) and Nick Toms (Oompa Loompa Manager). The baddies of the piece, the three farmers Boggis, Bunce and Bean, were villainously and effectively realised by William Holley, William Bambrick and James Philpotts, all new to Drama this year and all three excellent performers. Also, a real highlight was Jack Tapp’s avuncular Mr Badger, the outcome of four years’ acting and a lifetime’s imagination, and brought together wonderfully. The whole company threw themselves into their performances and should be delighted with what was achieved.

These productions always rely on a stellar backstage team and these were no exception, with support both from Rosie Gaynor and Jamie Stead (Westcliff Girls) and our own James Clark and Oskar Wolanski. Westcliff Drama has, in my view, the strongest

technical support team in Southend, with lighting and sound provided by the ever-reliable PikeLights and staging by 1159 Productions. The cast looked magnificent in an array of costumes put together by our tireless and incredible Drama Assistant Ms Cleave, who is to me some sort of miracle sent from the heavens. All in all, it was an excellent team effort and a good, if exhausting, time was had by all.

HOUSE DRAMA COMPETITION

At the end of the Summer Term, the School enjoyed watching the return of the House Drama Competition. There was a change this year with the Year 9 cohort taking up the mantle and it was wonderful to see a new Year group throwing itself with energy, enthusiasm and commitment into a new round of performances.

As ever, a Lower Sixth student joined one of our four Houses to deliver a short play relating to tales of mythology from some far-flung part of the world. Dexter Legon joined Harrier House in delivering a story of Irish folklore entitled “Fionn in Search of His Youth”. Uzoamaka Achebe worked with Merlin House on a story from North American mythology entitled “Why Bears No Longer Talk”. Osprey House had the pleasure of working with Head Boy, Dance Captain and renowned Elvis impersonator Lewis Seal on a play entitled “Gilgamesh and the Rose of Eternal Youth”. Lewis presented this in the style of the 1960s, largely so that he could wear a succession of flowery trousers and jackets while rehearsing. Finally, “Freya’s Golden Necklace” enabled Peg Jefferson to dive into Norse mythology alongside an enthusiastic brigade from Kestrel House. The evening was a great success and all four plays were thoroughly enjoyed – well done to the four Houses on such strong entries to this year’s competition.



Junior Festival of Drama: Fantastic Mr Fox



Kestrel House actors and their Director, Peg Jefferson (Lower Sixth), preparing for their 'Best in Show' performance

A CHRISTMAS CAROL

Friday 16 December 2022, 1.50pm-3.35pm

In December, the English and Drama Departments will be delighted to welcome back to the School Old Westcliffian, Ryan Philpott, for another performance of A Christmas Carol to a Year 7 audience in the Westcliff Theatre. The Dickens Theatre Company has come into the School each Christmas for the past few years to deliver this festive treat to the new Year 7 cohort and we are thrilled to welcome back Ebenezer Scrooge for another night of hauntings, home truths and ultimately a happy ending.

Or is it such a happy ending? Some might say that the real story of Scrooge is the oppressive nature of 'Christmassing' – a time when the quiet and the solitary are browbeaten into feeling that they are not quite playing the game unless they join in with parties they do not like, give presents they cannot afford and take holidays they would rather not take to listen to carols whose words they do not know. I have often wondered what happened to the economy of London once Mr Scrooge's prudent lending and banking system, holding small businessmen so firmly to account, is corrupted by his rejection of such financial probity in favour of wild handouts and, in the case of Alistair Sim, a song about being Father Christmas. Humbug, say I. But this is not the traditional view of the story, which is popular and much loved, and perhaps I am in a minority in this dispute.

What is not in dispute, however, is the consummate skill that Ryan and his acting partner bring to this show, performing a head-spinning succession of roles between just two of them and demonstrating again what fine actors Westcliff High School for Boys produces. It is wonderful to put two such talented performers in front of our Year 7 boys yet again and I shall certainly be looking forward to this element of Christmas at the very least. God bless us, every one!



SWEENEY TODD

Tuesday 6 – Friday 9 December 2022, 7.30pm

Attend the tale of Sweeney Todd... He served a dark and a vengeful God...

In December, Westcliff Drama returns to the School Library Theatre with Stephen Sondheim's dark musical tale of the Demon Barber of Fleet Street in our Senior Production.

Washed up on the banks of London, Sweeney Todd has put aside his real identity (barber Benjamin Barker) and is now working his way through London society to take revenge on the Judge who sent him off to hard labour in Australia. That same Judge has since seduced Barker's wife and now plans for the same fate for his Ward, Barker's beautiful daughter Joanna, who also attracts

the affection of heroic sailor, Anthony. Will the two young lovers escape the fiendish Judge's clutches? Todd joins forces with local pie maker, Mrs Lovett, and between them the two hatch solutions, both to Todd's desire for revenge on the Judge but also solutions to Mrs Lovett's problem of a lack of affordable meat in London markets. It is funny how anger management strategies can help out with the supply of fresh meat and the two make a gruesome but compelling duo as they go about terrorising London society in order to gain ultimate revenge.

Come along and hear some of Sondheim's finest songs, such as 'No Place Like London', 'Epiphany' and 'A Little Priest', as well as the enchanting 'Johanna'. And do come along hungry – we will have some lovely pies for you to enjoy in the interval...

Mr B Jeffreys, Director of Drama

MUSIC

AUTUMN CHAMBER RECITAL

Thursday 13 October, 7.30pm - 9.00pm

Westcliff's busy annual programme of music kicks off with this concert of soloists and small ensembles, featuring the very best of the School's talent. This term's recital will feature regular performers such as Peg Jefferson (flute) and Quinn Williams (cello), as well as groups like the Choral Scholars, Treble Choir, and String Ensemble, who are set to perform an eclectic mix of Abba and Fauré. Pianist Raffi Gamma will be playing an etude with a bossa nova groove, while Edmund Griffiths will give his rendition of Beethoven's dramatic *Moonlight Sonata*.

Tickets are priced at £5.00 for adults and are free for pupils.



AUTUMN SINFONIA CONCERT

Thursday 17 November, 7.30pm - 9.30pm

This term's concert of orchestral music features Romantic and twentieth century composers known for their clear national and occasionally quirky styles. Fauré's *Elegie* will feature in the evening's first half, initially written as the first movement of a cello sonata but eventually becoming so successful that the composer arranged a version for orchestra. Year 11 pupil, Quinn Williams, will demonstrate his sensitive technique as soloist for this performance.

The second half consists entirely of works by the composer Jean Sibelius, a composer of whose country is so proud that they annually celebrate the day of his birth each year on 8 December, known as the 'Day of Finnish Music'. Audience members will immediately understand why Sibelius' country holds him in such high esteem on hearing his dramatic and patriotic *Finlandia*, followed by the more subtle but no less rousing *Karelia Suite*, the former celebrating the composer's country and the second exploring the folklore of a beautiful forest-bound region, now a part of Russia.

Tickets are priced at £5.00 for adults and are free for pupils

Mr T Derrick, Director of Music



CULTURAL ENRICHMENT PROJECT

This term, all Year 9 pupils are expected to attend at least one of the musical concerts or trips listed in *The Westcliff Diary*. As an audience member, each pupil will be expected to write a review of their chosen event. This written work will be evaluated as a formal assessment and will contribute to reports and end-of-year grades. More details will be provided during lesson-time but it is advised that pupils sign up to events as soon as possible to guarantee a ticket.

SUMMER VISIT TO SEE LONDON'S PHILHARMONIA ORCHESTRA



For my Cultural Enrichment Project, I chose to join the Music Department on their termly trip to see live music. Last term, the trip was to see the Philharmonia Orchestra perform Britten's Violin Concerto and Shostakovich's *Symphony No. 5*, conducted by the incredible Marin Alsop.

Before the performance, the orchestra entered and sat in their places showing good posture and form; it was exciting to see a full professional orchestra perform. However, the first half was entirely string instruments and it can become quite dull without any wind instruments, as the timbre did not change as much. I noticed that even in the second half, which was far more dramatic, that the music relied slightly too heavily on string instruments and lacked in the woodwind section.

Shostakovich's *Symphony No. 5* was performed very evocatively. The orchestra, without fail, portrayed the feeling of doom and war approaching, and that led into peace and tranquillity, which meant that the Orchestra's percussion section was phenomenal! The percussion musicians tactically moved between the instruments to keep the flow and aesthetic moving. It should be noted as well that the violin soloist in the first half, Arabella Steinbacher, impressed as she moved with the music and played the three movements with flow and elegance.

The conductor led the orchestra through the music enthusiastically and could make one feel unimportant in this world due to her astounding elegance. I thoroughly enjoyed my evening with the Philharmonia Orchestra, and recommend the experience to everyone.

Daniel Kirby, Year 7

TOSCA AT THE LONDON COLISEUM

Wednesday 19 October, 5.00pm (depart) - 10.00pm

Compromise is for the weak: and Tosca is nothing of the sort.

With her artist partner Cavaradossi (Adam Smith) competing for her affections against the sadistic police chief Scarpia (Noel Bouley), Tosca's (Sinead Campbell Wallace) story becomes intertwined with the tumultuous political landscape of Rome itself.

Already the talk of the town, opera singer Tosca becomes increasingly desperate to stop Scarpia's plans and must resort to deadly means to wrest back her freedom from those who would suppress it. After all, when passion and politics collide, love can prove a fatal weakness.



Christof Loy's production of Tosca sets the roller coaster story of love, lust, murder and intrigue against a production dripping in operatic grandeur, lent weight by Puccini's beautiful score. This is a must see for GCSE and A Level Music students, but is open to the whole WHSB community, including pupils, staff, parents and friends of the School.

Note: There are some adult scenes of suicide and execution in this opera that may be unsuitable for younger pupils.

This is an evening trip and tickets are priced at £27.00

Mr T Derrick, Director of Music



CANDLELIT CAROLS AT THE CHURCH OF ST MARY AND ST MICHAELS, LONDON

*Wednesday 7 December, 7.00pm – 8.00pm**

This term, the Westcliff Choir will once again join the congregation of the Church of St Mary and St Michael in London for their annual atmospheric service of carols by candlelight. This traditional event is a wonderful opportunity for our pupils to perform in a grand setting to a new audience.

All members of the Westcliff community are invited to attend what always proves to be a suitably festive start to the Christmas period.

** Choir departs School by coach at 3.00pm and, following the Service, the coach will return to School at approximately 10.00pm.*



CHRISTMAS WITH THE BIG BAND

Friday 2 December, 7.30pm – 10.00pm

The festive lights may be twinkling, the tinsel may be sparkling, but the festive season has not really begun until the Big Band take 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 Herbie Hancock to Frank Sinatra, from Dizzy Gillespie to Toto; this is an eclectic evening of funky music and Christmas crackers that should not be missed!

Reserve your tickets at a price of £8.00 for adults and £5.00 for pupils.

Mr T Derrick, Director of Music

CLUBS AND SOCIETIES AT WHSB



At Westcliff High School for Boys, our pupils can access and enjoy a wide range of extra-curricular and co-curricular opportunities; currently, the School offers in the region of fifty-five clubs and societies each Academic Year.

Alongside Drama, Sport, Music and House activities, every lunchtime there are many activities from which the pupils can choose.

As a School, we are fortunate that we have a full hour for our lunch break and this allows students the time to participate in such activities. Pupils are permitted to bring a cold lunch to eat during the club, society or activity, under the supervision of the teacher. Joining a club or society can bring many benefits such as making new friends and improving communication. Pupils can also develop leadership and teamwork skills, increasing their self-confidence.

A list of new clubs and societies will be published on the School website in October, once details have been finalised. There is currently a list of existing clubs and societies on the School website, which we hope will be helpful for new pupils and parents to see the type and range of activities on offer. Please also see the table included below for details.

Afro-Caribbean Society (open to all)	Tuesday	Key Stage 3 Creative Writing	Thursday
AI and Machine Learning	Monday	Key Stage 3 Maths Help Club	Tuesday and Thursday
Animation Society	Tuesday	Keyboard and Theory Club	Thursday
Astronomy Society	Wednesday	Latin for Year 10	Wednesday and Thursday
Bibliophiles	Alternate Wednesdays	Latin for Year 7 and 8	Monday and Thursday
Big Band	Tuesday	Lego Club	Friday
Brass Ensemble	Thursday	Lower School Film Club	Friday
Bridge Club	Thursday	Maths Help Club	Wednesday
CCF Army	Thursday	Medical Society	Friday
CCF Navy	Thursday	Model UN Society	Friday
CCF RAF	Thursday	Morals and Ethics Committee	Wednesday
Chess Club	Tuesday	Oxbridge and Medics	Monday
Comic Club in the Library	Tuesday	Pokémon	Friday
Concert Band	Tuesday	Psychology Society	Tuesday A
Dungeons and Dragons	Tuesday	Puzzler Club	Tuesday and Thursday
Economics Society	Monday	Screenwriting Club	Monday
Engineering Society	Thursday	Sixth Form Choir	Monday
Finance Club	Wednesday	Spotlight	Half Termly
First Aid Club	Tuesday	Star Wars Society	Monday
GCSE Art Club	Friday	String Ensemble	Wednesday
Geography Society	Thursday	Theatre Club	Four Trips across the year
Horn Group	Wednesday	TOC Art Club	Tuesday
Investment Society	Thursday	Treble Choir	Wednesday
Jazz Band	Monday	Wargaming Club	Friday
Junior Concert Band	Tuesday	Westcliff Choir	Friday
Junior Medical Society	Thursday	Westcliff Sinfonia	Wednesday
Jurassic Park Society	Thursday	World Literature & Mock Oxbridge	Friday
Key Stage 3 Art Club	Friday B Thursday A		

A daily list of activities is published in the registers and read aloud by Form Tutors each morning. These are also promoted on noticeboards around the School, in Assembly and on *Microsoft Teams* pages for pupils to view. I would encourage students to carefully listen to announcements in the mornings so that they are aware of what is being offered that day.

Please note that times, locations and days for clubs and societies can change at short notice. The vast majority of our activities are at lunchtime and are unfunded. They are free of charge and are

run by our fantastic staff on a voluntary basis in their own time. If pupils are unsure if they wish to commit to a club or society, then they can join on a trial basis to see if they are interested.

Many of our clubs are pupil-led, and if any pupil has an idea for a new club or society, and if there is enough interest, then this can be set up. I would encourage pupils to come and speak to me if they have any ideas.

Mr Barber, House Coordinator and Senior Head of House

DUNGEONS AND DRAGONS

Back in September last year, a small group of pupils from Years 8 and 9 embarked upon a quest to find the entrance to a long lost mine uncover the treasure hidden therein. With few clues, they soon found themselves thrust into a world of magic and steel, where goblins roam and orcs stalk.

The party shrunk as they succumbed to the terrors that lurked in the shadows, but three intrepid adventurers soldiered on. They were:

A dwarven cleric called Flint, who delighted in acting in whatever way caused the party the most difficulties. He would often split up from the rest of the party, and often find himself in trouble because of it. Many times Flint found himself close to death, only to be saved by the divine grace of the god he served. On one notable occasion, he was battling against a bugbear, a wolf and a grick at the same time, all by himself. As he fled, the three adversaries continued to attack him. The grick snatched his axe from his hand, and in a last effort, he fell to his knees mid-battle and begged his god to save him. By a miracle, he was spared by the direct intervention of a god.

A dwarven ranger called Azdar, whose mastery of magic and bow was hampered by him losing an arm due to an accident with a cursed weapon. Over time, his flesh on his right hand and arm rotted away, until he was left with just one arm with which to fight. Still Azdar often made good tactical decisions and stuck with his team mates right to the end.

A tiefling warlock called Hokaraïen, who often tried to use logic to resolve problems and would usually favour talking rather than fighting. Hokaraïen was a powerful warrior, but also was susceptible to back injury if he over-exerted himself. He would frequently become frustrated with Flint's reckless approach to solving problems and sought to unravel the mysteries of the Sword Coast.



Along the way, Gragothsly the half-orc rogue fought with the party, until he left to join an orcish raiding party, and Carric the elvish wizard left the party early in their adventure due to a strange situation with a horse, but he continued to stalk the others, occasionally silently crossing paths. The party were later joined by BoBoBo, a goblin barbarian who was in fact three goblins standing on each other's shoulders, wearing a long trench coat.

The party encountered challenges, such as in December when they were cornered by a barbarian called Stantos Klaus who hurled explosive packages at them whilst shouting 'ho ho ho', or when a time-travelling wizard kept appearing to derail their campaign, or when they were hopelessly outmatched in a battle against a green dragon (but some quick thinking saved the day, as they were able to scare it off by using a magical illusion). Due to the choices made by the party, the peaceful frontier town of Phandalin was invaded by an orcish army, and countless civilians were put in danger.

The campaign lasted an entire year, and there were far too many adventures to share in one article of *The Westcliff Diary*, but the players diligently came each week to see how their decisions would shape the fate of this fantasy world.

In September last year, there were over 40 pupils and students who wished to play, but a campaign can only work well with between 3 and 6 players. Ideally, I would like to introduce the game of Dungeons and Dragons to folk who may be interested but have never played it before. If you can commit to every session, and if you enjoy exploring, battling, casting magic, solving puzzles, saving civilians, vanquishing evil, and having fun with your friends, then please come and speak with me, or join in with Miss Lo's Wargaming club on Fridays after School.

Mr K Dalby, Dungeon Master



WARGAMING CLUB: AN INVITATION TO NEW YEAR 7 PUPILS

Wargaming Club is one of the largest and oldest clubs at the School. It is a fantastic opportunity to meet new people who share a common interest in

wargames. Wargaming is a hobby where you have the freedom to explore a multitude of areas from building and painting to reading lore, as well as developing yourself as a person to become more strategic or more creative.

What is Wargaming Club?

Wargaming Club is an opportunity for you to compete against others in wargames. 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 tabletop miniature wargame. There is Warhammer Age of Sigmar and Warhammer 40k which are based in different timelines but have relatively similar play-styles. The aim of the game is to beat your opponent using your army you have created. The armies vary from mankind to alien races. The games could be an all-out deathmatch or a more tactical game where objectives have to be secured.

Who can attend?

Everyone (from all Year groups) is welcome to attend. No prior experience is needed. I would recommend you attend at least one session to see what is on offer and to learn more about wargames.

When does Wargaming Club run?

Wargaming Club runs every Friday after School from 3:35pm to 4:45pm in room M2.

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, to decide whether you want to pursue this further.

Many pupils go on to buy and make their own models which they use to play. The biggest advantage to getting 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 wargames available are Warhammer 40k, Warhammer Age of Sigmar, Yu-Gi-Oh, Magic the Gathering, Dungeons and Dragons and many more. New wargames are more than welcome.

If you have any further questions, please contact Miss Lo for more details.

Miss E Lo, Lower School Science Coordinator and Higher Education Adviser (Wargaming Club Coordinator)

STEM ACTIVITIES

After having only limited opportunities to use our workshops in Design and Technology during the pandemic, it has been incredibly pleasing to see the rooms heaving with excited Technologists over the past Academic Year. Problem-solving, innovation and invention can only really be developed when learners are making and seeing how ideas work, and our pupils are thriving now that they have the freedom to use the workshops as they please. STEM orientated options at GCSE and A Level have also remained ever-popular (we have record numbers of pupils opting to take Design and Technology in both GCSE and A Level) and attendance at our extra-curricular activities is also impressive.

In Lower School Technology Club, pupils have been regularly attending during lunchtimes (and some even before School) to finish off their own personal making projects. Mr Moore and Miss Such have been patient and dedicated in offering their expertise to support pupils with everything they need in order to complete their projects.



In the Middle School, we have seen our Arkwright candidates go through the extremely competitive application process to contest for a place on the Scholarship; the Arkwright Scholarship is the most prestigious of its type in the UK. Selection is rigorous, involving written application, aptitude testing and formal interview. We were delighted to see that three of our out-going

Year 11 pupils, Sam Kasakaitis, Shabaa Alam and Aaryan Sheriff were also chosen for the final interview stages and we await news on the outcome of those stages, expected in October. Our current Scholar, Lower Sixth student, Bhavy Metakar, has wasted no time in making the most of his scholarship entitlement. Not only has he been supporting this year's applicants, Bhavy has also used his funding to buy parts to build his own 3d printer. Mr Moore will be initiating the application process for prospective Year 11 students in October. More information can be found at [Arkwright Engineering](#)



In the Sixth Form, our Engineering Education Scheme team gave themselves the ambitious task of fabricating their very own drone-tank. Their objective, to create an autonomous robot that would deliver first aid and emergency equipment to soldiers in the field. It never ceases to surprise, how utterly resilient and

determined our teams have been over the years, and this year was no exception. Despite the enormous challenge, they continued to battle away with their prototype and produced a highly successful project, which was duly nominated for the National Teamwork Award.

This coming year, we are looking to field another two teams of Lower Sixth students and therefore I encourage you to speak with me if you would like further information.

I look forward to reporting on the progress of our events, societies and projects later in the Academic Year.

Mr C Wright, Head of Design and Technology

JUNIOR MEDICAL SOCIETY

An invitation to Years 9-11 and Lower Sixth Medics



Last academic year, the Junior Medical Society (JMS) was coordinated by eleven Lower Sixth students and organised by Miss Lo every Thursday lunchtime. The goal was to inform younger pupils interested in Medicine about the medical school application process and different medical topics. Witnessing the pupils' confidence and passion for Medicine grow has been inspiring and has served as a reminder as to why medical courses are so competitive, given the calibre and dedication of students applying.

The sessions consisted of talks and presentations from the Lower Sixth students, including Aaryush Batra, Arun Dhanju, Hafsat Isaac-Momoh, Hassan Khan, Shredha Maccha, Tino Mawela, Caitlin McShane, Chris Saji, Lewis Seal, Emily Whittington and Harini Yogeswaran. These Sixth Form students made many

presentations, ranging from surgery to the different career options in Medicine to problem-based learning. We presented topics at the start of the year, before passing the baton to the attendees, allowing them to research and present a chosen topic. The chance to delve into the endless pit of knowledge that is Medicine allowed pupils to familiarise themselves with current affairs as well as educating the Sixth Form students too - we are learning with you.

One of our aims was to help alleviate the myth associated with Medicine. On one occasion, a society member came up to us after the session and shared that he was surprised to learn that Medicine was not just about doctors, surgeons, and nurses, but also consisted of other professions including clinicians, nutritionists, and allergists. This is the type of information we intend to bring to light.

In addition, the Junior Medical Society and Senior Medical Society were joined together when WHSB alumni were invited to give a talk about their journey to medical school. These sessions taught students the process of applying to medical school and helped them be better prepared.

On the more interactive side, there was a recent problem-based learning session in

which the pupils were given a scenario of a man in the hospital and they had conducted research to diagnose, perform clinical tests and form a management plan. The pupils have also been exposed to numerous case studies, ethical debating sessions, and enjoyable 'Kahoot' quizzes throughout the year. Immersing yourself in the society will be hugely beneficial, for it challenges your moral judgement and scientific thinking beyond a classroom setting, considering its application in the real world.

We urge new pupils to come along and get involved with the Society. It is never too early to start preparation for applying to medical school and educating yourself on the intricacies of Medicine; there are so many specialities and career paths open within Medicine, apart from the conventional routes which are better known.

It is also an opportunity for the new Lower Sixth students, who we encourage to take the helm and become the new leaders, to mould the Society into something you think would benefit the younger pupils. Thanks to the work of Miss Lo, the JMS is designed to be flexible in the topics it covers, given there is no syllabus or any constraints. It is a fantastic opportunity to lead the Society, especially as it adds to your extra-curricular achievements for

university applications. The JMS is open to all pupils in Years 9-11 who aspire to attend Medical School or are interested in Medicine.

If you have any questions, or would like further information on the Junior Medical Society, please contact Miss Lo.

*Aaryush Batra and Hafsat Isaac-Momoh,
Lower Sixth*



ROBOTICS CLUB



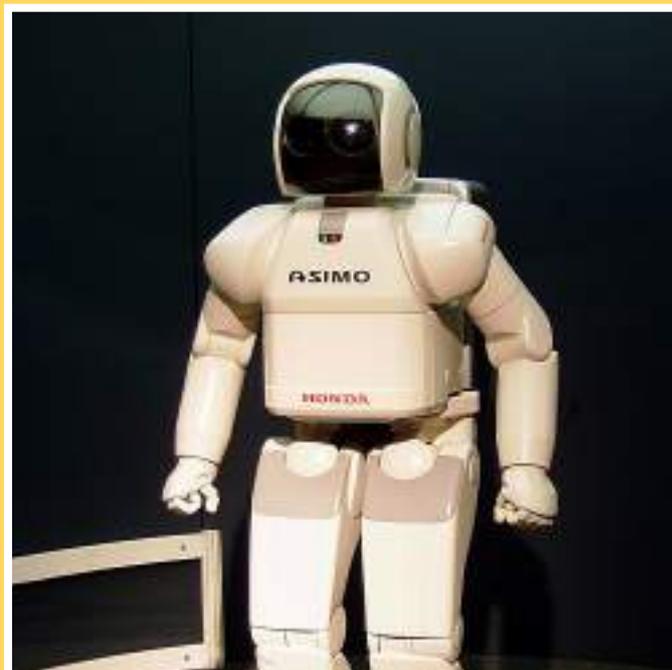
Last Academic Year, I ran the Robotics Club for Lower School pupils following inspiration from previous variations of robot-based clubs, however I decided to take a new approach in order to present an achievable goal in which everyone can support each other's attempts and successes. Our focus has been on using typed code in order to demonstrate the correlation between coding and a physical result. We therefore used microbots

equipped with infrared sensing LEDs in order to create a robot that autonomously followed a track.

This code is written on a computer and then uploaded to the control board of the robot, after which it ran the code with no external input. This year's iteration is based upon detecting when the bot is running over one of the track lines and then correcting its orientation and retracting its position in order to continue along the line while also providing it with the ability to follow the curves on the track. We did in fact succeed in finishing last year's track to great credit of our attendees.

This year, I plan to present a new and more difficult track which will require a new approach in order to complete. The current participants have had the opportunity to present their ideas for this map's design and have certainly been a valuable source for this redesign. In addition, we will also be expanding our use of the microbit's capabilities such as utilising a wireless remote-control system and, if possible, we will attempt a physical maze for them to use their ultrasonic sensors. New members to the club are more than welcome and we look forward to completing our next challenge.

Fenton Hopkins, Lower Sixth



THE ECONOMICS SOCIETY



The Economics Society is a forum for the wider discussion of ideas covered in the A-Level Economics syllabus, providing the opportunity for students to go into

greater detail of topics and apply their knowledge to real world events. The Society meets every fortnight with a presentation by one or more students on a topic of their choice related to the study of Economics. A lively debate follows which provides students the opportunity to share their opinion on the given topic.

This year, our members have presented and discussed a variety of topics. Some of our highlights include a presentation on 'Nudge Theory' (a behavioural economics topic that combines economic theory with psychology), The Economics of the Music Industry, and a presentation on The Causes and Consequences of the Energy Crisis. In February 2022, 140 students attended a presentation on 'Monetary Policy in Crisis' from guest speaker, Professor Jonathan Haskel, member of the Bank of England's External Monetary Policy Committee and Professor of Economics at the Imperial College Business School. Professor Haskel explained the Bank of England's role in tackling inflation and considered how inflationary measures are not necessarily representative of increasing costs for all individuals on varying incomes.

Participation in The Economics Society is highly recommended for all

WHSB Economists as success in the subject can be determined by wider subject knowledge to improve skills of application and evaluation. So, keep an eye on the daily notices for further detail in the coming weeks!

Samuel Stiles and Joshua Soper, Lower Sixth



Economics

[e-kə-'nā-miks]

A social science concerned chiefly with description and analysis of the production, distribution, and consumption of goods and services.





DUKE OF EDINBURGH AWARDS



THE DUKE OF EDINBURGH AWARD

The Duke of Edinburgh Award has been as popular as ever this year at WHSB, not only with both our usual Year 9 Bronze and Year 10 Silver cohorts, but also a Covid-delayed Year 11 Silver cohort. Year 9 Bronze has again taken more pupils than the standard 30 and, with the Silver participants standing at 28 and 23, we have clearly seen a surge in participation.

The Year 9 Bronze participants have completed their practice and are soon to complete their assessment (16-17 September) which shall also take place around Hatfield Peverel and Danbury. Pupils should endeavour to complete all sections of their Bronze award prior to Christmas if they would like to progress to the Silver Award.

The Year 10 Silver cohort saw a return to normal, following the lifting of pandemic related restrictions. They travelled to the South Downs, East Sussex for their practice back in May, before going to the slightly hillier Peak District, near Monyash, for their assessment. Unfortunately, due to Covid-19, the Year 11 cohort engaged in a local practice, but were able to visit the South Downs for their assessment following a day of training in School. Despite the lack of overnight experience, or walking in a more adventurous setting, they performed admirably, with few issues arising.



The main draw of the Award is the Expedition section, however it offers much more than that, with the sections for Skills, Volunteering and Physical activities playing just as much a part. It offers pupils the opportunity to stretch themselves in many disciplines. Year 9 pupils will have the opportunity to apply for a place in January and should bear in mind the breadth of the Award's requirements.

Mr H Tresidder, Duke of Edinburgh Coordinator





After completing our Silver Practice in the South Downs, we were all looking forward to spending another four days in the picturesque settings of the Peak District. We set off on Wednesday 15 June and arrived at our campsite at around 1:30pm, where we pitched our tents and proceeded to go on a teacher-accompanied acclimatisation walk for a couple of hours. This was great, as it allowed us to experience the terrain while also seeing some great sights, such as Thor's Cave. It was also hilarious watching three in my group run up a steep hill in the pursuit of cell service - the elixir of the millennial. Having the whole campsite to ourselves also proved beneficial as we had as much space as we could have wanted.

However, after dinner and a good night's sleep (well, as much as you can get in a tent!) it was time for us to get going with the assessment for that day. We got to see some great natural and human-made sights, such as Chatsworth House and the River Lathkill, as well as meeting some very friendly locals, the River Lathkill also provided some wonderfully scenic spots to take a break. The day ended with some relaxation at our campsite, which of course involved s'mores.

Friday was perhaps the hardest day for my group because of the steep hills we had to climb on our route. It was also the hottest day, but having been instructed to take a longer break when the day reached its hottest, we found a shaded spot by a small river, which proved to be perfect. It was enjoyable to be able to experience some of the greatest scenery in the Country whilst honing our navigation skills. That evening, we met students from other schools at our campsite and it was nice to meet people of our age from elsewhere, who were also doing the same activities as us.

The final day, Saturday, was by far the most enjoyable as we were able to follow a river valley which provided some astounding landscapes. We could also move at a good pace, so team morale was high. The final stretch however, which was quite short on the map, proved to be the most challenging, navigation-wise, as there were not clear paths in between the mountains. Nevertheless, having visited the same place two years prior we were able to draw on the familiarity of some landmarks such as Ilam Rock, the Stepping Stones and Thorpe Cloud. We arrived at our final destination just before midday, where we could relax after four days of walking (roughly 50 kilometres in total).

Despite the arduous terrain and the sore feet, the landscapes and the experiences we had more than made up for any of the negatives. I found DofE a gratifying experience as it really allows you to see how far you can push yourself. Therefore, I thoroughly recommend that when you are presented with this opportunity, you take it, because you will not regret it - it is an experience like no other!

Nevin Nice, Year 10

COMBINED CADET FORCE

CCF ARMY SECTION SUMMER CAMP



Between Saturday 18 June and Friday 24 June, I attended the CCF Annual Summer Camp at Swynerton Army base near Stoke on Trent. I had been looking forward to this since joining the CCF, and it was worth the wait.

After a 4-hour coach journey, we arrived at camp where we all completed our weapons handling test meaning that we could fire at the ranges the next day. The test included safety and how to strip and reassemble a rifle.

After a night of very little sleep due to excitement, the next day at the range had us shooting targets from a distance of 100m and 200m. Our scores were calculated based on the groupings of the bullets (how close they hit in relation to one another); I passed on the rifle test and was awarded the GP rifle badge. Firing a weapon in a controlled, safe environment was an incredible experience which I would never otherwise have had the opportunity to do.

The next day was our long-anticipated 36-hour exercise. We were split into two large platoons and three smaller sections with me being chosen to be the Section Commander of mine. After an afternoon of patrolling and scouting the area, we set up base in a harbour area and put up our bashas (bivouacs) in a wooded part of the training area. After dinner from the ration-packs we were given (mine being pasta Bolognese) we ambushed an area firing blank rounds at the 'enemy'. The next night of sleep went well and we woke up at 6.00am to cook and then go and complete a day firing blanks in a pairs firing manoeuvre drill. After the exercise was completed, we returned to camp for a much-needed shower to get all of the cam cream and dirt off our skin.

On Wednesday, we went to a nearby camp for a paintball exercise in Close Quarter Battle (CQB) and to learn how to carry out a building breach in a hostage scenario. We returned in the evening to do what was my favourite bit of the course; we were immersed into a situation where we needed to clear a building and rescue a hostage using various techniques taught that day. We wore night vision goggles to make the experience even more realistic - this was my personal favourite moment of the week, and my adrenaline was pumping! Again, this is probably something I would never have had the opportunity to do had I not joined the CCF.

The next day included a navigation task where we were split into smaller groups and tasked to find different points on the military base given grid references, a bit like navigation in the Duke of Edinburgh's Award Scheme. A few nettle stings and 40,000 steps later, we were back at camp! After dinner, we completed an activity on laser clay pigeon shooting which was a fun way to end camp; Captain Baggs showed us how it was done!

That evening, all the different schools at the camp were formed up and some awards were distributed. Finally, we had our own parade. I was awarded a promotion to the rank of Lance Corporal and was given my half star (for APC) and rifle badges to go on my shirt. On Friday, we packed, cleaned the rooms and left to a relatively smooth journey home to finish a great week.

Over the week, we all developed our practical army skills

(fieldcraft, navigation, skill-at-arms, drill and turnout) as well as our resilience and team skills. Summer Camp was a fantastic experience, and I cannot wait for the next one.

L/Cpl Quinn Williams, Year 10



CCF ROYAL NAVY SECTION SUMMER CAMP



On Friday 8 July, the CCF Royal Navy cadets spent four days on their annual summer camp. Those participating ranged from Years 10 to Upper Sixth. It began with an early departure at 6.00am (too early, some may argue!). Everyone was in high spirits, especially when we stopped at the service station for McDonalds and, after roughly two gruelling hours in the oven-like minibuses, we arrived at

Portsmouth, ready for our first activity.

The first day consisted of a powerboat trip to the nearby Isle of Wight, more specifically Cowes. This journey was not only exciting but also taught many of us valuable skills such as mapping out our routes on charts, steering the powerboat and keeping our logbook up to date. After stopping for lunch on the island (as well as some ice cream, brought by courtesy of Major Bleakley) we then travelled back and met up with the other groups and drove to our accommodation. After some dinner, we all struggled to get to sleep due to the heat!

The next day consisted of an assault course, as well as team-

building exercises. The assault course consisted of obstacles ranging from climbing to scaling walls to swinging over pools of murky water. This was physically challenging for all of us (especially with the heat) but everyone encouraged each other, and we managed to complete the course in a time of just over 30 minutes. That evening, we went into the town of Guilford and walked around, many of us realising just how many car parks the place had! We then all got a good night's rest and prepared for Day 3.

Day 3 was (for me, at least) the best day of the four days, mountain biking. This was both tiring but also exhilarating, as getting up the hill took roughly half an hour but coming down only four minutes! This day left many with physical injuries, some left with trauma from falling off the bikes, some over the handlebars and hitting bushes! This was by far the best activity as it was something that many of us had never tried. But that evening was, for many, the highlight of the trip. How better to spend your Navy trip than by going to the cinema to see Minions the Rise of Gru. We stormed the cinema, bought our tickets

and sat down. The film was entertaining for all, and nothing was better than hearing Major Bleakley's delayed laughs after the jokes had been made!

The fourth and final day started with Billy Wallace and Scott Kebbell somehow timing their wake-up call to the second, as they entered the room exactly as our alarms went off. We packed our things up and headed to Chichester for our last activity, canoeing. This involved racing, teamwork and developing leadership skills, as well as testing many people's arm power! After ice lollies and a slip and slide, we all got back on the coach.

I would like to take this opportunity to thank Major Bleakley and Lieutenant Bailey for their hard work in both organising the trip and also putting up with all of us for four long days. I would encourage those in Year 9 to participate in the trip and to any younger pupils who are looking to be open to the opportunity to try new things.

AC Jack Tapp, Year 10

RAF INAUGURAL PARADE AND DINNER

On Wednesday 20 July 2022 we were joined by Group Captain Dan Beard, Assistant Head of Military Strategic Effects at the Ministry of Defence, to be our reviewing officer for the inauguration of our RAF Section of the CCF.

We were also joined by Squadron Leader Jeremy Davies, OC South East Training Evaluation and Support Team (TEST). Gp Capt Beard arrived from London at 11.00am and, having met with the Headmaster, Maj Bleakley and Sqn Lr Davies, was given a brief overview of the history of WHSB CCF by SNCOs RSM Cameron Blackboro and WO1 Benjamin McKay.

The party then visited a variety of stands displayed by all three sections of the CCF. After a lunchtime meeting with the senior cadets from all three service sections and the Cadet Forces Adult Volunteers (CFAVs) from the RAF Section, Gp Capt Beard visited a series of CCF taster sessions which were arranged for Year 8 pupils.

At 4.00pm the Contingent formed up for our Inaugural Parade for the RAF section (which was combined with our annual Pass Off Parade), during which Gp Capt Beard inspected the RAF Section, speaking to a number of new RAF cadets.



Awards were made to cadets from all three service sections of the CCF, with promotions and awards being made to various cadets including Gliding Certificates, Most Improved, Company Commanders Awards, Flight Commanders Awards, Certificates of Recognition and Runners Up.

The following cadets won overall Champion Cadet for their respective Section and Year Group:

Champion Year 9 Royal Navy Cadet: **Cdt Theo Back**

Champion Year 10 Royal Navy Cadet: **AC George Cooke**

Champion Year 12 Army NCO: **CSgt Hugo Johnson**

Champion Army APC(A) Cadet: **Cpl Will Midwinter**

Champion Army APC Cadet: **LCpl Nevin Nice**

Champion Army Recruit: **Cdt William Bater**

Champion Year 10 RAF Cadet: **L/Cpl Rory Vernon**

Champion RAF Recruit: **Cdt Lawrence Stone**

In addition, the SSI's Award (The Brett Boots) was awarded to LH Scott Kebbell, while the Most Improved Infanteer (The Braddon Trophy) was awarded to Cpl Omar Rehman.

Gp Capt Beard addressed the Contingent and assembled spectators, speaking of the importance of moral leadership and integrity and how this is reflected in the CCF through the values and standards of the armed forces. He indicated that the future was bright for the United Kingdom in circumstances where individuals such as those pupils he had seen so far at WHSB would one day be the leaders in this country.

Following a march past and the salute, the day culminated in our first Annual Mess Dinner since 2019 (the 2020 and 2021 events having been cancelled because of the COVID-19 Pandemic). In addition to this being a wonderful opportunity to celebrate the Inauguration of the RAF section, it was also an opportunity to celebrate the ten-year anniversary of the CCF at WHSB, which began with just 25 cadets in September 2012. Furthermore, we were pleased to be able to appropriately recognise and honour our outgoing SSI, RSM Matthew Lyne, who has served the CCF superbly for seven years. RSM Lyne has kindly added to our collection of trophies, adding a Ceremonial 'RSM's Stick' (The Lyne Award for Courage) to those donated by his predecessors (The Brett Boots and The Braddon Trophy). We are grateful that RSM Lyne has chosen to remain part of the CCF, commissioning as a CCF Cadet Force Adult Volunteer officer. We will be pleased to welcome his successor, C/Sgt Phillip Sell, who has joined in September this year.

At the Dinner we were pleased to be able welcome parents, cadets and a number of CCF alumni.

Following speeches from the Headmaster, Maj Bleakley and Gp Capt Beard, the evening concluded with a speech from the Cadet RSM, Cameron Blackboro, who, in addition to tributes to his time and memories at WHSB, was able to pay a fitting tribute to the one cadet who was not able to attend in person, C/Sgt Charles Roberts who we so tragically lost this year. Cameron spoke of his kindness, warmth and dedication in a beautifully fitting tribute on behalf of his peers and friends within the CCF and a reflection of the bonds that are formed together in this School.

Major Bleakley, WHSB Combined Cadet Force



YEAR 9 INTEREST MEETING AND CONTINGENT EVENTS: AUTUMN 2022

Year 9 Meeting: Thursday 20 October 2022, 7.30pm-8.30pm

The CCF looks forward to welcoming the new intake of Year 9 cadets later this term and will be holding an interest meeting for parents and cadets on the evening of Thursday 20 October at 7.30pm in the Westcliff Theatre. At this meeting, parents and potential cadets will be able to hear from current cadets and officers who will talk about the CCF and what it offers to cadets. Shortly thereafter, the CCF will run a series of taster sessions for potential cadets to allow them to choose whether to join and, if so, which section (Royal Navy, Army or RAF) would suit them best.

The CCF will also support the WCGC Leadership and Adventure Activity on Saturday 1 October, providing local Year 5 Primary School children the opportunity to try some of the activities offered to the CCF cadets at WHSB, and to experience some of the wider extra-curricular life offered in a grammar school setting.

In addition, the CCF will again support Remembrance Events for the School, local Primary Schools and the Southend Borough, with services at the schools on Friday 11 November and at the Southend Cenotaph on Sunday 13 November.

Major Bleakley, WHSB Combined Cadet Force

RAF CAMP

22-29 October 2022

The RAF Section has been allocated 15 places at the RAF Northolt camp which will take place during the October half-term break. This camp will be the first opportunity our cadets will have had to participate in a camp run by the RAF on an active RAF station. The cadets able to participate will have the opportunity to undertake a variety of 'light blue' activities run by regular serving RAF personnel, including powered flight. This will be an exciting development in the ongoing growth and expansion of the CCF at WHSB.

Major Bleakley, WHSB Combined Cadet Force

GLIDING AT RAF KENLEY



On Saturday 16 April 2022, we went gliding at RAF Kenley. In the morning we were very nervous, but we soon settled in as the day progressed. We were given a lesson on the fundamentals of gliding, where

we practised entering and exiting the aircraft, and attaching the winch cable that would pull the aircraft into the air. Our weights were measured, and we attended a briefing for the day's events.

Later, we drove on to the airfield to the runway. The airfield was vast with many members of the public keen to watch us fly. After an anxious wait, the gliders were tested by the instructors and were ready to go. We put on our parachutes and climbed carefully into the gliders as the cable was attached. After a few commands to the winch truck at the other end of the runway, the cable was winched away at an extreme speed and the glider

accelerated incredibly fast and, after a few metres, was airborne. We all flew twice with a total flight time of around twenty minutes each. We sat individually in the front of our gliders with our gliding instructor sat behind; we had an excellent view of London and Windsor Castle in the distance. Throughout the flights, we were able to take control: pitching, rolling, and yawing the aircraft in various directions. The instructor explained that we had to find a thermal, which was a large amount of rising hot air that enabled the aircraft to climb higher.

Lawrence was given the opportunity to stall. He reached an altitude of 1000ft at 50kts, where the instructor said he was ready to stall the aircraft. The aircraft pitched up and was vertical to the ground. The speed rapidly decreased, and the glider fell from the sky in a nose-dive hurtling towards a garden below. The g-forces were extreme, and Lawrence could barely feel his face. After a thrilling manoeuvre, he levelled out the aircraft for landing and slowed it down with the air brakes located on the wings. He then returned to the ground after a very bumpy landing.

Instead of two short flights, Rory had one long flight as the pilot located a thermal shortly after take-off. After around 5 minutes of climbing, he reached a height of around 1900 feet. This was the height limit for gliding as there were powered and commercial flights nearby from Biggin Hill Airport. This was quite a unique experience as most of the other flights only reached a height of around 1000 feet as it was a relatively clear day. Overall, we



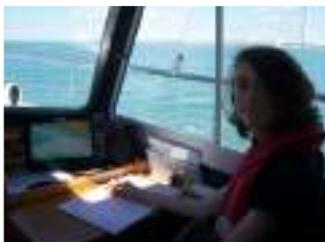
both enjoyed the experience, along with Daniel Crooks in Year 11, and are looking forward to future opportunities to go gliding or do powered flight.

It was a privilege to be the first CCF RAF Cadets to get airborne; the experience was incredible, and we would love to do it again.

Lawrence Stone, Year 9; Rory Vernon Year 10



ROYAL NAVY SUMMER CAMP





RAF INAUGURATION DAY ACTIVITIES

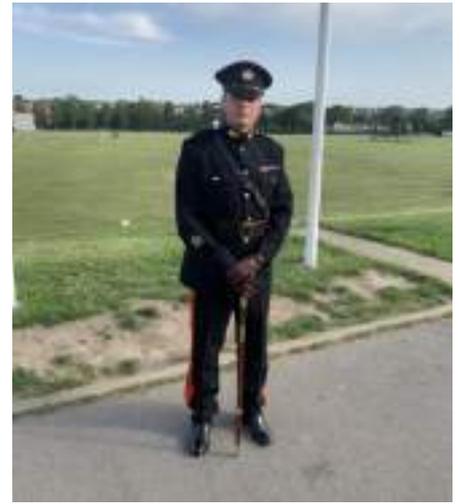








RAF INAUGURATION DINNER





RAF INAUGURATION PARADE





SPORTS AT WHSB

SPORTS REVIEW AND REFLECTIONS

"We are what we do repeatedly. Excellence then is not an act but a habit" (Aristotle).

The term 'Excellence' within the Physical Education Department is always relative to the pupils' own level of excellence. Each pupil can achieve a relative level of excellence, which is what we also strive to achieve within the Department. Excellence can be broken down into behavioural excellence or outcome excellence. As a Department, we strive for both. Without one you cannot achieve the other. However, if we were to prioritise one, it would always be behavioural excellence.

During the past six years that I have been working at WHSB, the sporting journey of the School has been incredibly enjoyable, exciting and memorable. A message consistently driven within the Department is the belief that sport creates memories. Good memories, bad memories - they all influence the learning journey of each pupil at Westcliff High School for Boys. They reveal and develop character and this aids our pupils in later life.

Westcliff High School for Boys has enjoyed a very successful extra-curricular year, in terms of both behavioural and outcome excellence. We have achieved county and national success across a range of sports, from Rugby (in its various forms) to Basketball, Cross-Country and Athletics. The successful outcomes, such as County Champions and County Runners-Up, achieving podium positions in National finals and reaching national knockout competitions are not possible without a desire to be 'Open to the Opportunities' that are provided by the School for our pupils.

As a Department, we strive to provide all pupils with the opportunity to develop a lifelong love of sport. That is why we offer such a variety of sports across the year. We believe it is important for all pupils to have opportunities to engage and develop across a multitude of different sports. Some they will maintain and excel at, others they will try, learn from, but may not ultimately pursue. Regardless, it will have been a learning experience.

I am very proud of the Physical Education Department, and its success in Athletics deserves wide celebration. Due to the work ethic of the staff, the support of the School and, most importantly, the work ethic and talent of our pupils, Westcliff



High School for Boys has enjoyed the most successful ESAA (English Schools' Athletics Association) Track & Field Cup results in the history of the School. Two podium positions is a truly remarkable result; one that is so incredibly satisfying for all of us.

It is pleasing for me that there is now an established Athletic Culture at Westcliff High School for Boys, and this is only possible with time, persistence, resilience and support from all involved. Fortunately, all of those vital ingredients have been evident to me during the last six years of this journey.

This is a strange Westcliff Diary article for me to be writing, as it will be my last as Director of Sport at the School. I have enjoyed so many amazing moments and have created memories that will remain with me forever. I have worked with colleagues that I will never forget and pupils that I would be delighted to bump into in thirty years' time, to see how they are doing in their life and career. I wish to thank the Headmaster and the School for their unreserved support, both for myself and for the Department. Most importantly, I want to thank the pupils: Without you, our sporting journey together would never have begun, yet it certainly has begun. You have the talent and work ethic to fly to wherever you desire.

Being Director of Sport at Westcliff High School for Boys has been a role that I am honoured to have held. I will always remember the opportunity that the School afforded me; I have enjoyed wonderful professional development opportunities during my time at Westcliff High School for Boys and I will always be grateful to the School, its staff and its pupils for that.

The Department that I am leaving behind is superb. They are the reason for the success that the School enjoys. They are truly a fantastic group of people with a common belief that sport changes lives.

I wish you all a successful year in whatever form that may take, especially in sport!

REMEMBER "BETTER NEVER STOPS"

Mr T Morrish, former Director of Sport

CRICKET REVIEW

Last year saw the School return to a full complement of Cricket fixtures following two years of disruption due to the pandemic. The return of fixtures was strongly welcomed by pupils from Years 7 to 10, with training numbers ensuring stronger than pre-pandemic attendance. Each Year group was entered into their respective Borough League and Essex Cup Competitions.

Year 7 Season Review

Our Year 7 cohort has been one of the most impressive Year groups in terms of both fixture success and also training numbers. This Year 7 group has committed one lunch time and one session after School every week since the beginning of the cricket season, with training numbers exceeding 35 at times. This commitment to training has allowed, what is a new team, to collaborate and become a very strong and successful Year 7 team.

The season started with an Essex Cup fixture away to a very strong KEGs team which unfortunately ended in a convincing defeat for the team. However, this only motivated the team to train harder and put their efforts into ensuring this did not happen again in any future fixtures. I am very pleased to say this team went unbeaten in the Borough League in order to become Southend-on-Sea's 2022 Borough League Champions. This is a fantastic achievement and comes as a result of consistent hard work and being open to the advice given to them at training. I am personally looking forward to seeing this team grow as they progress through WHSB.

Mr S Greaves, Teacher of Physical Education

Year 8 Season Review

It has been a mixed year for the Year 8 cricket team. An early exit in the Essex Cup and then narrow victories were mainly due to some erratic bowling. However, the team worked hard, and the

INTER BOYS' ATHLETICS

This year's Inter Boys team was in an unusual position compared to previous teams, as only a handful of the team had previously competed at a Track and Field Cup Event. This, combined with the expectations put on them by the success of teams before them, meant our athletes were feeling more pressure than usual. However, they took this in their stride from day one and trained extremely hard, pushing each other in every event, with Co-Captains Daniel Ajayi and Al-Ameen Salaam leading from the front. Although for each competition the team could only consist of 15 athletes, this squad had around 18 members competing for a place, pushing each other for their place from the First Round to the National Final.

From the First Round, the team had trained hard and our athletes felt good going into the Competition; this led to some strong performances accumulating in a final score of 533 and a place in the Regional Final. Between the First Round and the Regional Round the intensity of training was stepped up, with determination and drive being shown by all athletes. The pressure on them for the Regional Final increased exponentially as finishing in first place would mean automatic qualification to the Final, and the team dealt with this exceptionally well. They managed an extremely impressive total of 555 in the Regional Round, with special performances from Al-Ameen Salaam, Theo Brooke-Durrant and Daniel Osei-Poku, ensuring WHSB automatically qualified for the National Final; a superb achievement.

The two weeks between the Regional Final and National Final were some of the most impressive weeks of training to date with no signs of complacency amongst the team. With the ages in the team ranging from 13-15, the level of discipline and determination on display was that of individuals twice their age. Arguably, the most impressive characteristic on display throughout the team was the drive of all athletes to achieve for each other; each athlete trained selflessly, no matter how hard their training became they refused to ease up in order to ensure they did not let their team mates down.

This year's National Final was held in Oxfordshire where, on the day, the weather was less than favourable. However, the hours of training the team had accumulated meant our athletes were not fazed by the conditions and were confident they could execute their skills to the highest level. The conditions meant that scores for all teams were going to be down for the day and each athlete's ability to hold his or her composure would determine which

schools ended the day satisfied with their position. Our Inter Boys' team members were able to hold their composure and accumulate 510 points, although less than in previous rounds, this saw the team achieve the title of 3rd best Inter Boys' team in the Country. Attendance at a National Final is a superb achievement in itself, but to achieve podium places is outstanding.

Special performances from the Final include Al-Ameen Salaam's ability to bounce back from a disappointing Long Jump score to run the fastest 80m Hurdles race on the day and achieve 30 points for his team. Bradley Aseidu and Daniel Ajayi both jumped their Track and Field Cup personal bests of 1.85m and brought back 29 points apiece for the team, which were crucial. Finally, the relay team which consisted of Quinn Williams, James Rogers, Max Baker and Leon Agu arguably had the most pressure on their shoulders going into the final race of the day; if they failed to get the baton across the finish line then the team could not finish in third place. This race was not without its drama and 'heart-in-mouth' moments, however the boys managed to pull off a remarkable run finishing with the fourth quickest time on the day and securing third place for the team.

To conclude this summary of the Inter Boys' journey through the Track and Field Cup, I would like to acknowledge the fantastic efforts of all of the athletes who trained, competed and supported the team in any capacity. This was the first team I have had the pleasure of managing through a full athletics season and it is one of which I am proud to have been a part. The boys did themselves and their School proud from start to finish.

Mr S Greaves, Teacher of Physical Education

NOTABLE ACHIEVEMENTS

Highest Combined Points Scorers

- 1st – Al-Ameen Salaam – 163
- 2nd – Bradley Aseidu – 152
- 3rd – Daniel Osei-Poku – 139

Best Individual Event Scores

Track

Al-Ameen Salaam – Hurdles – 10.8s – 30 points

Field

Daniel Ajayi – High Jump – 1.85m – 29 points

Bradley Aseidu – High Jump – 1.85m – 29 points

second half of the season produced better bowling displays. The tighter line meant that the team had more freedom with the bat to build an innings. Aply led by Gabriel Chipperfield, who has taken on more responsibility with his captaincy, players have thrived. The most impressive player for this season has been Owais Nair who has excelled with both bat and ball.

At the time of writing, Year 9 and 10 had only played one of their scheduled fixtures, with the remainder booked for later in the Summer Term.

Mr M Atkinson, Teacher of Physical Education

Year 8 Captain

Our season kicked off with a home game against Greensward, in which we managed a convincing win. Our next game was away at KEGS. Unfortunately, the result did not go our way but we kept our heads held high. An impressive performance from Owais Nair



in the next game sealed a close victory (down to the last run) to beat Eastwood. Then came the rival game, against Southend High School for Boys. We started well in the first few overs, bowling two of the Southend openers out, but in the overs to come we lacked confidence; we put up a good fight in the batting but were outshone by our competitor's total. We knew that our next games would be

tough, but frequent training sessions gave us the edge against our next opponent, St Thomas More High School, with particularly quick retirements from myself and Owais, ensuring we won.

Two days later, we played Thorpe Hall School and, with the help of Reuben Thomas and Aariyan Kansagra who had outstanding performances, we gained yet another victory.

Gabriel Chipperfield, Year 8

Season Overview



The Inter-Boys' Athletics Team was under pressure before the first round of the Track and Field Cup due to the legacy of our previous successful Athletics teams. In the first round, the team had an impressive performance and gained a total of 533 points, however it was clear that we still had areas for development. After several weeks of training, the athletes were prepared for the Regional Finals, which

took place on the 17 June 2022. Due to outstanding performances from James Rogers in the Hammer Throw and Theo Brooke-Durrant in the 300m race, the team was able to achieve a total of 555 points, finishing first overall in the group and gaining a place in the Track and Field Cup Final.

On the 2 July 2022, the Inter-Boys' Athletics Team travelled up to Oxfordshire which was a huge moment for the team as it was the first national final since the Covid-19 pandemic. To add to this, the conditions were not ideal on the day, which made the task that much harder. However, the team showed resilience and performed to a high standard during the day. Even after certain circumstances that were beyond our control, we managed to score 510 points, making us the third best team across the country. Overall, this is a very impressive achievement and the whole team should be proud.

Daniel Ajayi, Inter Boys' Co-Captain, Year 10

The morning of the Competition consisted of all the field events for the Inter-Boys, however due to unfortunate conditions, we were limited in performance. The Hammer throw was the first event of the day and this allowed us to secure 21 points, from both James Rogers and Max Baker, who threw 35.59m and 34.52m respectively. For the whole team, the highlight of the field events would be the extremely close high jump competition between Daniel Ajayi, Bradley Aseidu and another athlete from our rival school, Southend High School for Boys. Both Daniel and Bradley



had cleared 1.85m with one jump left, and at this point you could feel the tension in the air. All the athletes on their last jump decided to skip 1.87m and go to 1.89m, which would have been a new personal best for both Daniel and Bradley, however unfortunately neither were able to clear it, with the Southend athlete emerging victorious. What was truly amazing about this fierce competition was that, at the

end, all three athletes shook hands and embraced each other, which fully displays the attitudes a Westcliffian should have. At the end of the field events our Inter-Boys' team stood second behind Dartford Grammar School but ahead of Southend High School for Boys.

The second half of the day was full of a range of emotions, with strong rains and gusts of wind. The first event for the Inter-Boys was the 80m Hurdles and, being a strong point for WHSB, we managed to secure 54 points, where I attained 30 points and Daniel Osei-Poku achieved 24 points with 10.9m and 12.2m respectively. Unfortunately, this positivity did not hold for much longer as, after a few hours, Dylan Spink was disqualified from the 800m. Due to this major loss of points, the Inter-boys' team was on the verge of losing a podium place. The last event of the day was the 4 x 100m relay and this was one moment of the day where both our Junior and Inter Teams came together to support one another. Loud roars of cheering from the whole stadium allowed the baton to safely get round the track, despite the nerve-racking yet magical change-over between Quinn Williams and James Rogers which therefore increased our chances of standing on the podium.

The final part of the day was the presentation for all the teams. It was fantastic to see the large number of teams that were there that day and just how well we had done by comparison. Overall, the Junior boys came second while the Inter boys came third, therefore allowing WHSB to have its first double podium at the National Athletics Finals.

Al-Ameen Salaam, Inter Boys Co-Captain, Year 10

TARGETS FOR FOOTBALL 2022-2023

With Football rapidly developing at WHSB, I believe it is now important to look forward to competitions in which the School should be participating during the coming season. Whilst it can be difficult to predict the level of progress possible in competitions, such as the Essex and National Cups, due to the unpredictability of our opponents, I believe the following competitions are attainable given the talent of our pupils.

Year 7

- Borough Quarter Finals
- South East Essex Last 16
- Essex Cup 2nd Round
- National Cup 2nd Round

Year 9

- Borough Cup Final
- South East Essex Semi Finals
- Essex Cup Quarter Finals
- National Cup 5th Round

Year 11

- Borough Cup Semi Final
- South East Essex Quarter Final
- Essex Cup 3rd Round
- National Cup 3rd Round

Year 8

- Borough Cup Semi Finals
- South East Essex Quarter Finals
- Essex Cup 3rd Round
- National Cup 3rd Round

Year 10

- Borough Quarter Final
- South East Essex Last 16
- Essex Cup 2nd Round
- National Cup 2nd Round



In order to achieve these goals, we have introduced to our Winter timetable two training sessions per week for our Lower School footballers. We hope that in so doing, their skills and teamwork will develop to the desired level. Next year, we will also be introducing a goalkeeping only session in order to provide high quality opportunities for them to refine their skills.

Mr S Greaves, Teacher of Physical Education



TENNIS WORKSHOP

WHSB welcomed double Paralympian, Louise Hunt, as an ambassador for the LTA/Youth Sport Trust backed project named 'Beyond the Baseline'. Louise assisted a small number of Year 9 and 10 pupils to plan a Year 7 Mini Tennis Tournament. Below, a Year 10 pupil describes the Workshop and the impact that Louise had on all of us.

As a child who has been transfixed by the Olympics and Paralympics since as far back as I can remember, hearing that I had the chance to meet and play with Tennis Paralympian, Louise Hunt, and organise a tennis event for the Year 7s, was an opportunity that I could not miss.

Louise began by telling us her life story and how she managed to reach the admirable heights of her career. From wheelchair racing, where she won seven consecutive junior marathons (currently the record), to trying every other wheelchair sport imaginable, she eventually settled with tennis. Training and improving daily, she won tournament after tournament, reaching Second in Junior wheelchair tennis rankings, and making the GB Paralympian team for London 2012. She then worked incredibly hard, reaching the top 10 in the world rankings and making the GB Paralympian squad for Rio 2016. Although her achievements themselves were unbelievable, what really stood out to me was her attitude at the lowest point of her career - when she was dropped from the Paralympian team and her funding was cut. Rather than being utterly defeated and putting down the racket (something I am sure many of us might feel like doing), she remained focussed on her passion and used the setback as an opportunity to prove 'them' wrong. Within weeks she was gaining funding for her new equipment, and she continued to play and win many more competitive matches.

A key concept instilled in us at WHSB, through assemblies and the Learner Profile, is resilience, and what better way to display a determined, resilient and focussed mind-set than Louise's story. Ultimately, this visit will stay with me as one of the most memorable times that I have had at WHSB, and we cannot wait to produce a great tournament for the Year 7s after her superb guidance.

Theo Simon, Year 10



JUNIOR BOYS' ATHLETICS REVIEW

After a year of very minimal competitive Athletics, our talented Year 8 pupils were determined to begin their English School Athletics journey alongside a particularly strong Year 7 cohort. This would be the makings of the summer's Junior Boys' Athletics squad. The squad opened themselves up to the opportunity presented to them by the Physical Education Department without hesitation or apprehension, they understood the assignment. The ESAA National Final in Abingdon, Oxfordshire.

Let us meet the Final squad...

YEAR 8

Asaph Lawal - The hard working Track Captain whose attitude towards learning is unquestionable; if you say 'jump', he will say "In which event, sir? I can do it all".

Semi Mustafa - An exciting and talented athlete who is also our Field Captain.

Matthew Agbolele - Our versatile hurdler who always has a smile on his face on any given day.

Anthony Odumosu - An all-round Track and Field star (in his words anyway). He can do it all, even in Mr Greaves' trainers.

Nathan Adeyemi - A superb athlete with incredible spring.

Marcus Cato - An outstanding hammer thrower with great presence.

Max Benton - An unassuming athlete who made up for lost time in Athletics by working tirelessly all summer.

Nonso Nwabueze - The unorthodox Javelin thrower.

Lennon Parsons - A gritty 1500m runner who found out the hard way what fast really looks like.

Eddie Zhao - The boy who only smiles when it matters... his character was invaluable this summer.

Michael Fakunle - The athlete who always needed a helping hand.

David Awelewa - The reserve that kept the team on their toes.

YEAR 7

Reggie Herron - The boy who can throw anything; an exceptionally talented athlete dubbed 'the postman', because he always delivers.

Beni Osei-Poku - The electric speedster aptly dubbed 'the other postman'.

Joe Burdett - The smooth 200m runner who laughs at everything, even Mr Morrish's jokes.

The School is so proud of this Junior Boys' Team and we cannot fault the character that was shown in the National Athletics Final, after narrowly making it through the Regional round. This group is incredibly talented and they must now use this as their benchmark for the years to come, not only in Athletics, but in all School sport. The talent and potential of this group of young athletes is astounding and we look forward to further exciting developments and achievements in the coming years. They just need to remember a wise old man once said... "Hard work beats talent when talent doesn't work hard".

Mr J Sexton, Middle School Physical Education Coordinator

ESAA TRACK AND FIELD CUP REVIEW

First Round

Despite not being able to engage in much Athletics competitively in Year 7 due to Covid-19, we had the privilege of representing our School in the ESAA Track and Field Cup. After hours upon hours of training, the team travelled to the Chelmsford Athletics Stadium where we were hoping to set the benchmark for the competition and, of course, to achieve a place in the regional final. The day started well, with Matthew Agbolele running a 12.1 hurdles to gain 28 points in total. As the day progressed, we also saw some strong performances in the field, with Reggie Herron throwing 28 metres in the Discus. The atmosphere was sensational, as we were seeing 'personal bests' being beaten, for example by Haris Dean who ran a 2:18 800 metres, 8 seconds better than his previous best! At the end of the day, the team won the round and this meant that we automatically qualified for the Regional Final.

Regional Final

Next came the Regional Final. Although exciting, there was certainly a much more serious atmosphere on the coach as we once again travelled to Chelmsford. The competition level was much higher, which made our athletes more determined to perform to the best of their abilities. This was certainly evident as our athletes' performance was outstanding, again beating

previous 'personal bests'. For example, Marcus Cato through his 41 metres hammer throw, and Semilore Mustafa who jumped 5.92m in the Long Jump. As the day progressed, it was clear that the entire team was enjoying a fantastic day of Athletics, as we also performed in the track events, with myself breaking my personal best in the 300 metres, with a time of 40.1 seconds. After a few days had passed, we found out that we had made it through to the National Final. Hopes were high; excitement was at its peak. Once more we looked forward to this event with anticipation.



National Final

Thankfully, we had the privilege of being able to stay in a hotel overnight as the Finals were to be held in Abingdon, Oxfordshire. For all members of the team, this would be the biggest day of the year for us, as it is not everyday that you get to participate in a national final. To ensure we performed to the best of our abilities, and to maximise our potential, we undertook 9 days of rigorous and disciplined training so that we were prepared for the National Final. Although tough, we all knew the end result would be well worth it and therefore that is what spurred us on to continue training. When we arrived in Abingdon, the night before, we were given our overall targets and we also set personal targets for ourselves. To ensure we woke up the next day ready to perform, we had an early night. Then came the day;

the National Final. Nerves were certainly present, I will not deny it, but we were also reminded to enjoy the day and to take pride in the fact that we had made it this far in the competition.

Again, the day started well, with our hurdlers both running very good times of 12.0 and 12.3. Despite the weather not being at its best, the team was faced with the challenge of performing in those conditions. Nevertheless, the team overcame this challenge and our remarkable performance resulted in us achieving second place in this national competition, after a very good Dartford Grammar School. This was certainly a great achievement for each and every one of us and our School and we look to go again next year hoping for that top position.

Asaph Lawal, Year 8

TARGETS FOR BASKETBALL 2022-2023

Basketball at WHSB has gone from strength to strength in recent years. During this forthcoming season, our teams will be looking to build upon their established foundations, whilst also seeking to further progress as individual players.

We have set out below, the realistic and achievable goals which the department has discussed and set for the 2022-2023 season.

Year 7

- Borough Finalists
- Essex Cup Quarter Finals
- Jr. NBA Play-Offs

Year 9

- Borough Finalists
- Essex Cup Quarter Finals
- National Cup Last 32

Year 11

- Borough Finalists
- Essex Cup Finalists
- National Cup Last 64

Year 8

- Borough Finalists
- Essex Cup Finalists
- Jr. NBA Play-Offs

Year 10

- Borough Finals
- Essex Cup Finalists

Sixth Form

- Essex Cup Finalists
- National Cup Last 32

Mr J Sexton, Middle School Physical Education Coordinator



SPORTS DAY 2022



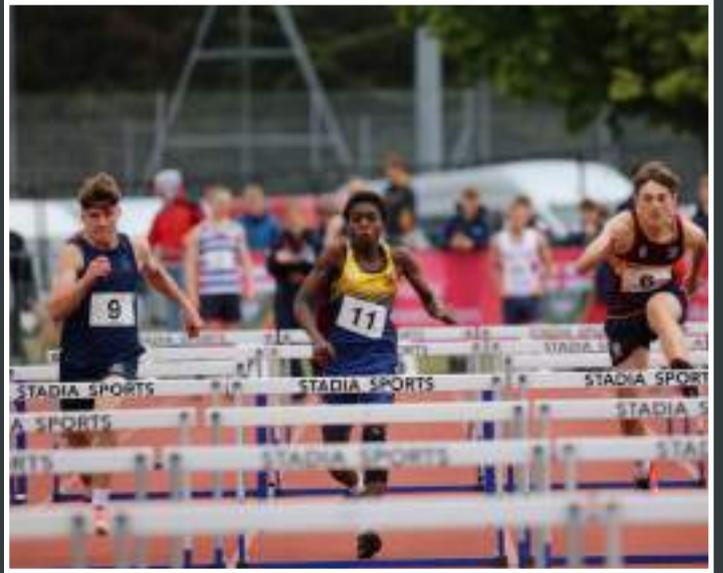






ESAA NATIONAL ATHLETICS FINAL: INTER BOYS' TEAM

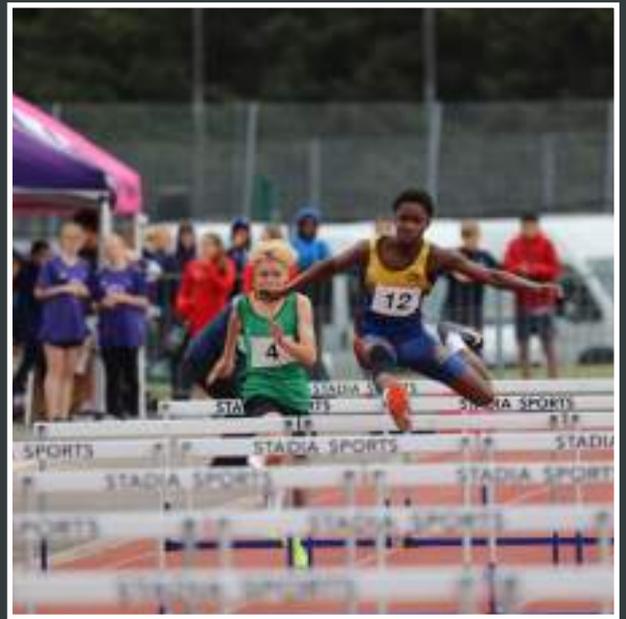








ESAA NATIONAL ATHLETICS FINAL: JUNIOR BOYS' TEAM









WHSB PARENTS' ASSOCIATION

WELCOME TO WESTCLIFF: AN EVENING FOR NEW PARENTS

Monday 19 September 2022, 6.30pm

On Monday 19 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, adjacent to the Main School Hall. This is an informal and enjoyable evening where you can meet 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 very useful in helping answer practical questions that may have arisen once pupils have actually 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.

PARENTS' ASSOCIATION ANNUAL GENERAL MEETING (AGM)

Monday 19 September 2022, 7.00pm

The Parents' Association AGM will be held on Monday 19 September at 7.00pm in School. A summary of our fundraising efforts over the previous year will be communicated together with a presentation of our accounts. The meeting is open to all members of our School Community, 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. If you would like to join our 100 Club, a registration form and joining instructions can be downloaded from the School website [WHSB | Parents' Association](#). If you have any queries or require any further details, please email us at pa@whsb.essex.sch.uk. Thank you for your support.

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 featured as on amazon.co.uk. The difference is that when you shop through smile.amazon.co.uk, the 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 to smile.amazon.co.uk, 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 FOR WHSB PARENTS' ASSOCIATION



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 WHSB Parents' Association 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 the School 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.

WHSB | Easyfundraising

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!

CHRISTMAS WITH THE PARENTS' ASSOCIATION

Looking ahead, the Parents' Association will be supporting the School at its annual seasonal events this term.

Along with our pop-up Prosecco Bar, we will be providing mulled wine, soft drinks and ice cream at the ever-popular Christmas with the Big Band event on Friday 2 December.

We are also back in School on Friday 16 December during morning break and at lunchtime, selling festive cookies and sweets to pupils (cash and card payments accepted) as another of our festive fundraisers.

As the term draws to a close, our members will be serving complimentary mulled wine and mince pies at the School's Carol Service, the Festival of Lessons and Carols, on Monday 19 December. Finally, look out for our WHSB

Parents' Association Jute Bags. These high-quality, reusable and ethically produced bags are sourced from The Natural Bag Company, the UK's specialist jute bag printer and supplier. The bags make excellent gifts for the festive season, priced at £5 each and on sale at events in School or obtainable by emailing us at pa@whsb.essex.sch.uk.

YOUR PARENTS' ASSOCIATION NEEDS YOU!



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 these termly-issued editions of *The Westcliff Diary*, where our meeting times are listed on the back page. Meetings are typically held twice during each term (either face-to-face or via Zoom).

Meeting dates for this term are Monday 19 September (AGM) from 7.00pm to 8.00pm in School and Tuesday 1 November, commencing at 7.30pm in School. 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.

Thank you for your support.

Mrs J Clarke, Parents' Association Chair



CALENDAR FOR AUTUMN TERM 2022

1 – 2 September

Monday 5 September

Friday 9 September

Saturday 10 September

Thursday 15 September

Friday 16 September

16 – 17 September

16 – 18 September

Saturday 17 September

19 – 23 September

Monday 19 September

26 – 30 September

Tuesday 27 September

Thursday 29 September

Friday 30 September

Saturday 1 October

Wednesday 5 October

Thursday 6 October

Friday 7 October

Wednesday 12 October

Thursday 13 October

Friday 14 October

Wednesday 19 October

Thursday 20 October

Friday 21 October

STAFF DEVELOPMENT DAYS

AUTUMN TERM BEGINS, 8.40am
Individual Photographs for Year 7, Year 9, Year 11
and New Lower Sixth Students
Whole School Photograph

OWA Annual Dinner, 6.15pm for 7.00pm

The Tempest Globe Theatre Visit, 11.30am – 6.00pm

Lower Sixth Education Evening, 7.30pm – 9.00pm

ENRICHMENT DAY

Bronze Duke of Edinburgh Assessment Expedition

Year 11 History Battlefields Enrichment Trip

11+ Entrance Examination Day

Upper Sixth Formative Assessments

Year 7 Parents' Association Welcome Evening, 6.30pm – 7.00pm
Parents' Association AGM, 7.00pm – 8.00pm
Year 7 Helping Parents Help Their Sons, 7.00pm – 8.30pm

Year 11 Formative Assessments

Year 9 Take Your Child to Work Day
11+ Entrance Examination Alternative Day

Year 9 Helping Parents to Help Their Sons, 7.30pm – 9.00pm

Lower Sixth Phase 1 Report Issued

WCGC Go for Grammar Leadership Day, 9.00am – 3.00pm

Mental Health Information Evening, 7.30pm – 9.00pm

Year 10 Education Evening, 7.30pm – 9.00pm

Upper Sixth Phase 1 Report Issued

Sandy Gunn Aerospace Careers Project
Presentation Day

Year 7 Road Safety PSHEE Performance, 8.45am – 10.00am
Autumn Chamber Recital, 7.30pm – 9.00pm

Year 7 Phase 1 Report Issued
Year 11 Phase 1 Report Issued
Charity Events

Information Events for Year 6 Passes, 2.30pm – 4.00pm; 7.00pm – 8.30pm
Tosca at London Coliseum Visit, 5.00pm (depart) – 10.00pm

Year 9 Phase 1 Report Issued
Year 9 CCF Interest Evening, 7.30pm – 8.30pm

Lost Property Reclaim in Main Hall, 12.50pm – 5.00pm

22 - 29 October

23 – 25 October

24 – 28 October

Monday 31 October

Tuesday 1 November

Thursday 3 November

Saturday 5 November

Thursday 10 November

Friday 11 November

Monday 14 November

Thursday 17 November

Friday 18 November

21 – 25 November

Thursday 24 November

Monday 28 November

Wednesday 30 November

Friday 2 December

5 – 9 December

Monday 5 December

Wednesday 7 December

Friday 9 December

12- 20 December

Monday 12 December

Friday 16 December

Monday 19 December

Wednesday 21 December

Friday 6 January

Monday 9 January

RAF Camp, RAF Northolt

Lower Sixth Physicists visit CERN

AUTUMN HALF TERM

Mid-Year Entrance Examinations

Parents' Association Meeting, 7.30pm – 9.00pm

SPEECH DAY - SCHOOL CLOSSES AT 12:50PM
Speech Day, 7.00pm – 10.00pm

WCGC Go For Grammar Creative Day, 9.00am – 3.00pm

Sixth Form Open Evening, 6.30pm – 9.00pm

Remembrance Service, 8.45am – 10.00am

Year 8 Phase 1 Report Issued
Year 7 Parents' Consultation Evening, 4.00pm – 6.00pm

Autumn Sinfonia Concert, 7.30pm – 9.30pm

Year 10 Phase 1 Report Issued

Year 11 Trial Examinations

Spain Trip Parents' Briefing, 7.00pm – 8.00pm
Ski Trip Parents' Briefing, 7.30pm – 9.00pm

Upper Sixth Parents' Consultation Evening, 4.00pm – 6.00pm

Careers in Medicine Evening, 7.00pm – 9.00pm

Christmas with the Big Band, 7.30pm – 10.00pm

WHSB Fringe Week (includes Sweeney Todd, 6-9 December)

GCSE Music Recording Day

Choir at St Mary and St Michael's Carol Service, 7.00pm – 8.00pm (Choir departs School by coach at 3.00pm; returns to School 10.00pm)

Charity Events
Geology Conference

Lower Sixth Formative Assessments

Year 8 Parents' Consultation Evening, 4.00pm – 6.00pm

Year 11 Trial Examination Report Issued
Lost Property Reclaim in the Main Hall, 12.50pm – 5.00pm
PA Cookie and Sweets Sale, 12.50pm – 2.00pm
A Christmas Carol Performance for Year 7, 1.50pm – 3.35pm

Leavers' Certificate Collection, 3.45pm – 5.00pm
Festival of Lessons and Carols, 7.30pm – 9.00pm

AUTUMN TERM ENDS, 2.45pm

STAFF DEVELOPMENT DAY

SPRING TERM BEGINS, 8.40am

Tickets for all Westcliff Diary events can be purchased via TicketSource at

<https://www.ticketsource.co.uk/whats-on/westcliff-on-sea/westcliff-high-school-for-boys/>



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/WHSforBoys



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Boys