



Westcliff High School for Boys

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PROGRAMME OF FESTIVE CELEBRATIONS 2020

DECEMBER 2020





WELCOME

Twelve months ago, when planning and looking forward to our Centenary Year of special events and activities, we could not have known what lay around the corner for the School, the nation and the world. 2020 has been far from the year of celebrations we had anticipated, and this year we have faced challenges we could not have imagined at that time. We were delighted to officially launch the year with our fantastic Centenary Gala Ball in February 2020, but within the following month we found ourselves closing the School to pupils and staff and moving teaching and other activities online. Events were postponed and our planning shifted to the growing difficulties surrounding the pandemic. The months which followed could not have been further from the original plans we had in mind.

The challenges of COVID-19 continue, yet in future years when we pause to reflect on the events of 2020, I am confident that we shall not only feel a sense of pride in the way in which pupils, staff and their families responded to the immediate challenges faced, but that we shall also appreciate how that response has reflected the strengths of our School community, its ethos and values. We might even reflect that, if such challenges had to come our way, then 2020 was the year to face them; a demonstration and celebration of the very essence of Westcliff High School for Boys.

The weeks since the School reopened to all pupils in September have been like no other we have known at WHSB – confining Year Groups to separate zones for teaching and breaks, face masks and visors, weekly disruption of additional positive cases of COVID-19, sending groups of pupils home to self-isolate, staff self-isolating and broadcasting their lessons into classrooms from home, pupils dialling into lessons from their

bedrooms, restricted dining facilities, disinfecting classrooms. I could go on, but I could not let this opportunity go without acknowledging the superb commitment and dedication of the staff at WHSB. Their passion is for teaching and I know these unwelcome distractions are not something they would have ever anticipated when looking ahead to their career. Despite the uncertainty and concern, their commitment and support for the pupils has been unwavering and, on behalf of the School community, I offer our sincere thanks to all our teaching and support staff.

I must also acknowledge the resilience and determination of our pupils. The circumstances are not easy for them, and despite the efforts we make to provide them with as much stability and continuity as possible during these difficult times, many working practices and the general environment have been unfamiliar. The conduct of our pupils has been impressive and I commend them on their adaptability, resilience and general good cheer.

Finally, I would like to thank the Governors of the School and the members of my Senior Team - Mr Williams, Mrs Mumford, Dr Machacek and Mr Manning. The scale of planning and implementation of practices and measures to ensure the School can continue to operate effectively, and in accordance with continually shifting Government and Health Authority guidance, has been immense. Their support, commitment and flexibility has been superb and so much appreciated. In particular at this time, I would like to offer special thanks to Dr Machacek, Senior Master: Academic Studies, who will be leaving WHSB at the end of December to take up a post as Associate Director of the Isaac Physics Programme, as a member of the Physics Department at the University of Cambridge. Dr Machacek has made an outstanding contribution to the School during his six years at WHSB. He has given intelligent, purposeful and highly effective leadership to the Sixth Form and that is reflected in our results and in the popularity of the WHSB Sixth Form. He is a talented and inspirational teacher who has done much to inspire a love of learning in so many of our pupils. He shall be greatly missed, although we plan to stay in touch and continue to strengthen the ties between the School and the University of Cambridge. We thank Dr Machacek for his contribution and wish him well in his new role.

Our Festive Programme is the culmination of all that we have experienced in 2020, the positive response of pupils and staff to those experiences, and a reflection of

those characteristics I have summarised here. In short, the festivities must go on (albeit remotely) and we are delighted to share this seasonal celebration with you. I hope you will be able to join us for the online streaming of the events included in our Programme.

I offer my very best wishes and Season's Greetings to all pupils, staff, their families and friends of the School and I hope you have a well-earned and restful Christmas holiday.

A CENTENARY CHRISTMAS TREE

Pupils and staff at WHSB were delighted to receive the gift of a beautiful Christmas tree to celebrate the School's 100th Christmas, kindly donated by the Old Westcliffian Association (OWA).

The Christmas tree, standing at a height of 10 feet, is a Nordman Fir which has been locally and sustainably sourced. It was delivered to the School in late November and it has graced the School Hall in the weeks leading up to the Christmas break; it has been greatly enjoyed by the pupils and staff, and has lifted the spirits of the entire School community at the end of a challenging term.

On behalf of the pupils and staff I would like to offer our sincere thanks to the OWA for this generous donation. I would also like to offer my special thanks to Mrs Mumford for devoting her time and remarkable creativity towards developing the Centenary theme for our tree which she describes for us below. I congratulate Mrs Mumford and the talented pupils of the Design & Technology Department on the beautifully decorated tree which has been enjoyed by all.

Headmaster

DECORATING THE CHRISTMAS TREE

This wonderful tree has been decorated by the staff and pupils of the Design & Technology Department, with the School tie colours inspiring the colour scheme, as deep red, navy blue and old gold decorations spiral the branches. As well as 100 tiny reindeers prancing through the tree and velvet ribbon bows, the Year 7 pupils made decoupage baubles during their Technology lessons, which involved painstaking cutting out of motifs before applying them to the baubles. Year 8 pupils have designed snowflakes using 2D Design, building upon the Computer Aided Design skills they have

been learning during their lessons. These designs were then cut out of white felt and strung with ribbons ready for the tree. Year 9 pupils have created a range of decorations, including salt dough festive shapes, laser cut MDF baubles and golden felted stars.

The students in Years 10 - 13 have entered designs for a 3D printed tree 'topper' with the winning design selected by the Headmaster for this most special of trees.

Whilst the labour is free, the materials have been kindly sponsored by the Parents' Association.

Although we may have had the assistance of the Computer Aided machinery in the Technology Department for some of the decorations, each one has been individually designed and the overall effect of these bespoke ornaments is stunning.



Mrs K Mumford, Second Deputy Head



The pupils' handmade decorations adorn our Centenary Christmas tree presented by the Old Westcliffian Association to celebrate the School's 100th Christmas



AUTUMN TERM 2020

RETURNING TO SCHOOL AFTER LOCKDOWN

After almost 6 months away from School, the atmosphere upon returning was one of excitement. The chance to reconnect with friends brought a sense of familiarity to the incredibly unusual situation that we are in. Despite anxieties regarding what the future holds, WHSB students were able to quickly embrace new school routines, allowing for a safe environment for all pupils. Moreover, resuming face-to-face teaching has provided a sense of security for students preparing for potential summer examinations.

The most challenging aspect of returning to School was getting back into the daily routine. With many students travelling quite a distance, early mornings have been a difficult and sudden contrast to our schedules over the lockdown period. This, coupled with the new rules regarding public transport, introduced yet more change. As these difficulties continue, I urge all students to remember the importance of getting sufficient sleep each night. This will ensure you can put one hundred percent of your efforts towards not only your studies, but in all areas of your life.

During my seven years at WHSB, these have been the most daunting set of circumstances thus far. In spite of this, I must say the School has dealt with the situation extremely well and there was a smooth transition from online schooling. The massive effort from teachers and students alike has meant no matter what the future holds, we will be ready to manage it accordingly.

Ademilola Adeyeye, Deputy Head Boy



Embracing new and safe routines ensured some normal activity could resume: Year 10 House Rugby, October 2020

PREFECT ACTIVITIES

Normally, the end of the Summer Term in the Lower Sixth would be an opportunity for prefects to receive some training, gain some experience and a feel for what the role of prefect involves. This year, the prefects were thrown in at the deep end, and they arrived on the first day of the Upper Sixth having to contend with lost Year 7s (albeit socially distanced!), a new 'zone' system and, of course, the Lower Sixth students who had never seen girls before. But we got off to a great start and everyone carried out their duties; an excellent beginning to what we knew would be a strange year.

The prefects followed up this initial success with the Lower Sixth team-builder day, a chance for the Lower Sixth students to break the ice and get to know each other a little better. Haran gave us the run-down of activities and our roles, and off we went. The prefects set up the different activities, including dodgeball, softball, Danish long ball, and tug of war. Armed with our dodgeballs, bats, tennis rackets, ropes, and buckets of hand sanitiser, we set up on the field. Once again, the prefects put on an excellent show. The activities ran smoothly with plenty of healthy competition across the field and in the Sports Hall despite the pouring rain. Overall, with the positive attitude of the prefects, and with the Lower Sixth students embarrassing themselves, there was a good atmosphere, and the afternoon was a resounding success.

In a year when everything is so different, we have needed a group of reliable, hard-working and adaptable prefects, and luckily, we have them. It has been especially important this year that prefects act as role models to younger pupils, as the pupils in the lower Years have had less of a chance to become integrated within the School. The prefects have been leading by example with impeccable uniform and politeness across the board. This year, being a role model also means a good level of personal hygiene which the prefects have also supported; plenty of hand-sanitising, mask-wearing and carefully keeping to one side of the corridor when walking around. The prefects are looking forward to continuing in our roles next term, and to putting our feet up for Christmas.

Joshua Seal, Deputy Head Boy



Pupils in different Year Groups are unable to mix: New Year 7 pupils attending their first Assembly at WHSB, September 2020

ACTIVITIES ACROSS THE SCHOOL

At the start of the academic year, we sought to ensure that the experience as a Westcliff pupil remained as close as possible to pre-COVID-19 times. Whilst this was, of course, never going to be an easy nor fully attainable task, the efforts of everyone following our return to School in the Autumn Term have been excellent in achieving this goal of bringing us as close as possible to being able to enjoy all that WHSB has to offer. With the aims of reinforcing the sense of community diminished by lockdown, integrating remote and school learning, and maintaining relationships between Year Groups for supportive collaboration, this has been well-achieved in the first term of our return to School.

It has been excellent to see the sustained commitment in the wide span of House events available, despite the fact that Year Groups have not been able to integrate. From House football in some Years, to some very peculiar events, such as 'Minecraft Bed Wars,' it has been fantastic to see continued engagement in the House System, which rests at the centre of our School community. In addition, the Combined Cadet Force (CCF) has begun training days on Thursdays after School, which allows older, more senior cadets to instruct those in more junior years (of course, outside, masks on, socially distanced!). This has been a great way of safely interacting between Year Groups, whilst also ensuring that junior cadets do not fall behind in their training. Another way that the WHSB community has been working to bring us all back together is through the excellent peer mentoring programme, now run by Miss Wajgensberg and Mr Lilley. This programme connects students in the Sixth Form with Lower and Middle School pupils, to provide an outlet for the stresses of studies and wider concerns for younger pupils. Peer mentoring was able to run remotely during the first half term and it continues to be developed to help students deal with their everyday worries or anxieties.

Of course, we could not forget about our Centenary Year! With ever so many amazing 100th anniversary celebrations planned for 2020, it was disappointing that we could only hold large-scale, face-to-face celebratory events for the first few months of 2020. With little opportunity to get together, it has been thoroughly rewarding that we have been able to collaborate and work together in small, different ways to make sure we have made the most of what has been a momentous year in the School's history. And of that, as a community, we should be proud.

Ethan Locke, Deputy Head Boy



Training for CCF cadets, October 2020

AUTUMN TERM 2020

PLANNING FOR THE SPRING TERM

As has been made clear through the paragraphs on the previous pages, the year thus far has been unorthodox to say the least – harsher lockdown measures came into force again this winter and whether or not these will continue into Spring is unclear. Rest assured, however, this will not crush the spirit of WHSB and hence the plans for the Spring Term are remaining strong. In terms of extra-curricular activities, the School of course plans to continue with its Spring Chamber Recitals (albeit, perhaps in an altered form), and the opportunity will arise for Lower Sixth students to perform in a production of a courtroom drama written by Andrew Moth, former Head of Economics, WHSB.

In addition, the prefect body and the wider School community will be glad to know that the Spring Term will hopefully bring with it the return of the Charity Committee! While the nature of the Committee's role may be different this year, the energy and optimism that the Committee brings will be vital to strengthening our community and the prefect body looks forward to helping wherever possible. This will be an incredible opportunity for Lower Sixth students to not only gain leadership and organisational skills, but also to give something back to the local community and help those who have been made vulnerable by these trying times.

So overall, I hope the School community understands the message that we ought to take forward into the Spring Term is one of optimism. The Christmas Break is a well needed one but the return to School in January should be seen as a fresh start with new opportunities and I look forward to the challenges and rewards that the new year will bring. Previous ideas such as Peer Mentoring and wider student body interaction are making the transition to Microsoft Teams and hopefully the creativity of WHSB staff and students will triumph over the restrictions we face. The Head Boy Team wishes all WHSB staff and students a happy and healthy Christmas break.

Sri Haran Loganathan, Head Boy



Pictured: Head Boy Team, from left to right: Joshua Seal (Deputy Head Boy), Sri Haran Loganathan (Head Boy), Ethan Locke (Deputy Head Boy), Ademilola Adeyeye (Deputy Head Boy)

SETTLING INTO WESTCLIFF HIGH SCHOOL FOR BOYS

Three articles from new Year 7 pupils reflecting on their early days at Westcliff High School for Boys



If there is anything that has changed in my 7-week period at WHSB, it has to be my mindset towards taking the opportunities that have been provided by this amazing School. There are many things I have enjoyed about WHSB, and I hope that as we enter a new term, life at Westcliff gets better than it already is.

I was always excited about starting at WHSB, hearing all the good aspects this School had, and which I was enthusiastic to contribute to. However, for the first two weeks of School, I tried my best to keep managing my time carefully and even considered spending a whole term adjusting to life here before getting involved in any sort of extra-curricular activity. However, I could not resist trying out for drama, which was a big starting point for my involvement in School life.

I have taken part in numerous House Competitions already, because of my changing mindset. House Points have probably been the thing that has motivated me the most. I have tried my absolute hardest to get House Points and have earned plenty in this period of time. I am still yet to get a Demerit and am really working to ensure that I submit my homework on time. Even though my time here has been wonderful, I cannot hide that it has not always been easy, especially in such difficult times. However, even with the challenge faced by the subjects we learn and classmates, I have still tried my best and it has paid off in the end.

Overall, I have thoroughly enjoyed starting at WHSB. I have taken much interest in all my subjects, especially considering that I never got to study most of them in Primary School. I am very grateful for this level of education that I have received, because not many other people in the UK get this type of opportunity.

Philip Kanneh, Year 7



Before starting at WHSB, I felt a mixture of nervousness, apprehension, and excitement. I was so pleased to have earned a place but did not want to leave my junior school, particularly as we missed a lot of Year 6 due to the pandemic. Although I was very proud of my new School uniform, it felt strange having to wear a blazer and it was quite an experience learning how to put on a tie for the first time.

My first day at WHSB was both exhilarating and terrifying; meeting all of my new classmates, being given my timetable, finding my way to different classrooms and learning that my Student Planner will be my best friend for the next seven years! Everyone made me feel welcome though and it was much less intimidating than I expected.

My favourite aspect of School life so far has been experiencing a wider range of subjects, some of which I have never done before, such as Spanish and Technology. The thought of lots of homework was extremely daunting but I have found that the workload is manageable, as long as I stay organised and keep on top of it. However, it has taken a bit of time to get used to handing homework in online. Thankfully, using Microsoft Teams has become part of my daily routine. The software is quite simple to use and I like receiving feedback on my assignments from my teachers.

There are lots of extra-curricular activities available at lunchtime and after School. I have joined the Year 7 Warhammer Club, which is an activity that I have not tried before but I am very much enjoying. I also play the drums and am continuing with drum lessons once a week at School. Starting at WHSB has been a brilliant experience. There are so many opportunities to get involved in school life and I am looking forward to making new friends, learning new things as well as continuing with my current interests.

Hugo Mismar, Year 7



As a pupil at Westcliff High School for Boys, I feel that this school is by far the best school for me. This is particularly true because since lockdown I felt very nervous about getting back to school, especially as it was to a new secondary school. However, Year 7 pupils were given two weeks before homework was set, which helped us ease into the new expectations of us as new secondary school pupils.

WHSB has made me feel part of this community. I think that they have done an excellent job in managing everything and making it a safe environment to learn without being too stressful for the pupils. There have been so many opportunities given (even in this tough time) and they are still carrying on providing pupils with a feel for the normal extra-curricular life of the School with all the clubs on offer. I also attended a birthday celebration with the Headmaster, Mrs Mumford and Mr Bleakley and I was never able to do something that celebrated our birthday that wonderfully in my previous schools. I will remember this for a long time.

After some time being in school, our teachers have set us little tests to stretch our minds following a long period without studying and helping us to be able to apply our knowledge. These tests have actually helped many pupils to have fun while studying! The canteen has been fantastic and has fabulous food (especially the pizzas) which have helped us to eat a healthy balanced diet. Overall, I believe this school deserves all the respect it can get from us, and this has been the best school experience I have ever had.

Atef Ahammed, Year 7

A CENTENARY CHRISTMAS

*A celebration of the 100th Christmas at
Westcliff High School for Boys*

FESTIVE PROGRAMME

15 – 18 DECEMBER 2020

WESTCLIFF HIGH SCHOOL FOR BOYS: A CENTENARY HISTORY

Official Launch of the School's Centenary History Book, by Dr Alan White

Evening streaming: 7.30pm Tuesday 15 December 2020



CENTENARY MUSIC HALL

*WHSB's troupe of players brings the late 19th century tradition of Music Hall back to
life with some wonderful old songs, poems and pantomime sketches*

Evening streaming: 7.30pm Wednesday 16 December 2020 & 7.30pm Thursday 17 December 2020



A CENTENARY CHRISTMAS CELEBRATION

*A festive celebration of the 100th Christmas at Westcliff High School for Boys
featuring music and readings from pupils and staff*

Afternoon Streaming for pupils at the School to mark the end of term: Friday 18 December 2020

Evening Streaming: 7.30pm Friday 18 December 2020



To join us for these events please visit

www.whsb.essex.sch.uk/community/westcliff-high-school-for-boys-christmas-events/westcliff-high-school-for-boys-christmas



FESTIVE PROGRAMME NOTES

I have always had a sneaking sympathy for Paganism. Maidens dancing in the pale moonlight, garlands in their hair. Bearded sages muttering in a field while collecting mistletoe, easily mistaken for Geography teachers. There is something of the fantastical about it all, something of the Terry Pratchett. And the great Pagan Festival of Yuletide is another argument in its favour. This Norse festival was celebrated in late December, in the bleak Midwinter when frosty winds made moan. Amidst the darkness of the year, Yuletide offered the chance for huddled Saxons to look ahead to the brighter times of the Spring, when the gloom would be lifted and the harvest reaped. It was a time for Yuletide presents and the Yuletide feast, lit by the glow of a burning Yule log. Those canny Christians recognised the festive power of all this, rebranding the same traditions as the Christ's Mass, a time to celebrate their own version of new life and delivery from darkness in the birth of a baby boy. Bringing light to the darkness, in anticipation of the dawn.

It all seems to marry up with the Coronavirus pandemic does it not? A time of darkness and gloom, but with some hope of the rebirth of normal life in the Spring, just in time for our performance of Joseph and his Amazing Multicoloured Raincoat. And lest we forget, it is not just Yuletide and Christmas we celebrate, but also a birthday, the Centenary birthday of our School. A bit of a stinker of a birthday admittedly, with most of the parties cancelled, the guests sick in bed and no cake allowed - blowing out the birthday candles definitely breaches Government guidelines. But a birthday nonetheless and a time for presents, feasting and carefully controlled spontaneous outbursts of fun.

So here are those promised presents! An online feast of entertainment, packaged and wrapped and ribboned and delivered down your e-chimney by the cheeky little elves of Westcliff's staff and student body.

The first event is something for the history books, or rather something for the lover of history books, as Dr White presents his much anticipated History of Westcliff High School for Boys. We are also delighted to offer up our Centenary Festive Concert, a medley of Christmas songs, stories and readings that will be richer than a brandy soaked plum pudding. These events will celebrate WHSB now and then, and we hope that you will enjoy them.

Our Centenary Music Hall, is a party-load of old favourites to put a smile on your face. And so we approach the end of the School's Centenary Year. What a funny year it has been, in the sense of not being at all funny. But if every end marks a beginning, then this is not just the end of WHSB's first hundred years but the beginning of another hundred years of the School, with its unchanging tradition, its amazingly talented pupils and its bustling community activity. Now there is a prospect we can all celebrate. I hope you all have a Happy Christmas and here is to a prosperous, rewarding and COVID-defeating 2021.

Mr B Jeffreys, Director of Drama/Head of History

A CENTENARY HISTORY

WESTCLIFF HIGH SCHOOL FOR BOYS: A CENTENARY HISTORY

Lecture by Dr Alan White, evening streaming 7.30pm Tuesday 15 December 2020

If you have been following the School's news recently, you will be aware that Westcliff High School for Boys: A Centenary History, the book by Dr Alan White which captures the School's first 100 years so brilliantly, is now available for sale.

In my early teaching career I had the enormous pleasure of working alongside Dr White while he held the position of Head of Sixth Form (having previously been Head of History, and later Deputy Headmaster) at Westcliff High School for Boys. I could think of no one better placed to carry out the important task of recording our School's history, ensuring it was both fascinating, informative and entertaining for readers and I was delighted when Dr White agreed to devote his time, energy and skill towards this important work for the School. On behalf of the entire School community I would like to record our sincere thanks to Dr White for this superb book which marks an important milestone for the School. As our 100th year comes to a close, we are privileged indeed to have this opportunity to access the story of WHSB and its development, and to reflect upon what has gone before to make the School and its community what it is today.

Details of how to join our online virtual Book Launch, which will include a lecture from Dr White, are included on page 8 and all are welcome.

Headmaster



Westcliff High School for Boys: A Centenary History, by Dr Alan White
£19.99 + postage and packaging

Available from the School's online shop:
<https://whsforboys.shoptill-e.com/>

WESTCLIFF HIGH SCHOOL FOR BOYS: A CENTENARY HISTORY

Schools, perhaps more than most institutions, live in the present. Their populations are transient and their institutional memories correspondingly short. During my teaching career at Westcliff I was as present-minded as anyone: at no point did I pay a lot of attention to the School's history. I was, of course, familiar with the footprints the past has left behind in the School building – the foundation stone by the main entrance, the honours boards, the War Memorial tablet, the benign presence (in stained-glass form) of H.G. Williams in the Main Hall – but I remained largely ignorant of the stories which lay behind them. Only when I started to research the School's history some three years ago did I begin to appreciate fully how rich and complex a history it was.

In the book I have tried to portray the history of the School in the round, giving due weight to both its internal life – the work (and play) of its teachers and pupils – and the external social and political context in which it evolved. Striking a balance between the two was a worry throughout the writing process: over-emphasis on the first and the book might have ended up as little more than a compilation of pen-portraits and anecdotes, over-emphasis on the second and it might have become a dry, not to say arid, exercise in political and administrative history. Whether the balance eventually struck is an appropriate or satisfying one is, of course, for readers to judge. I make no apology, however, for exploring at length the events surrounding the School's foundation and the various later attempts, four in all, to reorganise it out of existence. In both cases things might well have turned out differently from the way that they did: there could very easily have been no Centenary to mark.

Historical research can be a tangled business, one involving visits to multiple libraries in search of evidence, but investigating the School's history was comparatively straightforward. Much of the book is based on documentation to be found at two places: the Essex Record Office, where a cache of material relating to the first seventy years of the School's life was deposited in or around 1990, and archived files at the School itself, most of them relating to the years after 1990. Sifting through this material was an activity which called for a degree of patience: whole days went past in which nothing much of interest or value presented itself. There were too some anti-climactic moments. I had great hopes of the School's mid twentieth-century Log Books, theoretically closed by the Record Office to researchers for another forty years but made available for inspection following the intercession of one of the county archivists, an Old Westcliffian. In the event the anticipated treasure trove of information was anything but: after a few desultory entries, one by Henry Cloke (Headmaster, 1948-70) noting that he had caned three boys for persistent lateness, there were only reams of blank pages. Thankfully there were better days, notably those which offered insights into the career of Herbert Arthur Dowsett, the strong-willed, public-spirited and abrasive property developer who did more than anyone else to bring the School into being.

A final point: the book was written, as its title implies, as a history of the School, not as a celebration of it. So far as possible the evidence was approached with an open mind, not with a view to cherry-picking those parts of it which presented the School in a favourable light. Nor during the writing process was there a suspension of normal critical faculties. This is not to say that the School emerges poorly from the book. Quite the contrary.

Dr Alan White, Author



*Outings: a WHSB School visit to Oxford, 1926
Reproduced by courtesy of the Essex Record Office (E/E 23/18/7)*

CENTENARY MUSIC HALL

Evening streaming 7.30pm Wednesday 16 December & Thursday 17 December 2020

Music Hall as a tradition dates back to the 1850s when enterprising publicans realised that bringing in some entertainment would boost sales at the bar and lift their profits. That was in the good old days, of course, before entertainment was written off as being economically unviable. The success of this package led to the public houses being redeveloped as concert halls, with stages at one end and bars at the other. Soon up to a thousand people sat in these halls, entertained by variety acts who raced in Hackney carriages from venue to venue, delivering their song and dance act on a variety of bills. By the time of the School's birth in 1920, the age of the Music Hall was fading but there is a beginning in every end, and Music Hall was no exception. The genre was to spawn a century of British entertainment, inspiring seasonal pantomime, musicals like *Oliver!* and variety hall acts. Today's TV comedians can track their acts back to the great Music Hall comics like Max Miller, Arthur Askey and Ken Dodd. Television shows such as *Britain's Got Talent* are a reincarnation of the form, bringing *The Good Old Days* to a new young audience. If variety is truly the spice of British entertainment life, Music Hall theatre was a Victorian Vindaloo, an explosion of music and showmanship. And WHSB's Centenary Music Hall brings this form back to life, with wonderful old songs like *O O Antonio*, *Daisy Bell* and *Down At The Old Bull And Bush*, together with some glorious poems and pantomime sketches, all brought to life by WHSB's ever reliable troupe of performers from all Year Groups.

Programme

London Dance Medley (Sixth Form Students)

King Rat (David Jackson, Upper Sixth)

Music Hall Medley (Year 7 pupils)

Music Hall Medley (Year 10 pupils)

Dame sketch (Sixth Form Students)

Music Hall Medley (Year 9 pupils)

Ugly Sister sketch (Year 11 pupils)

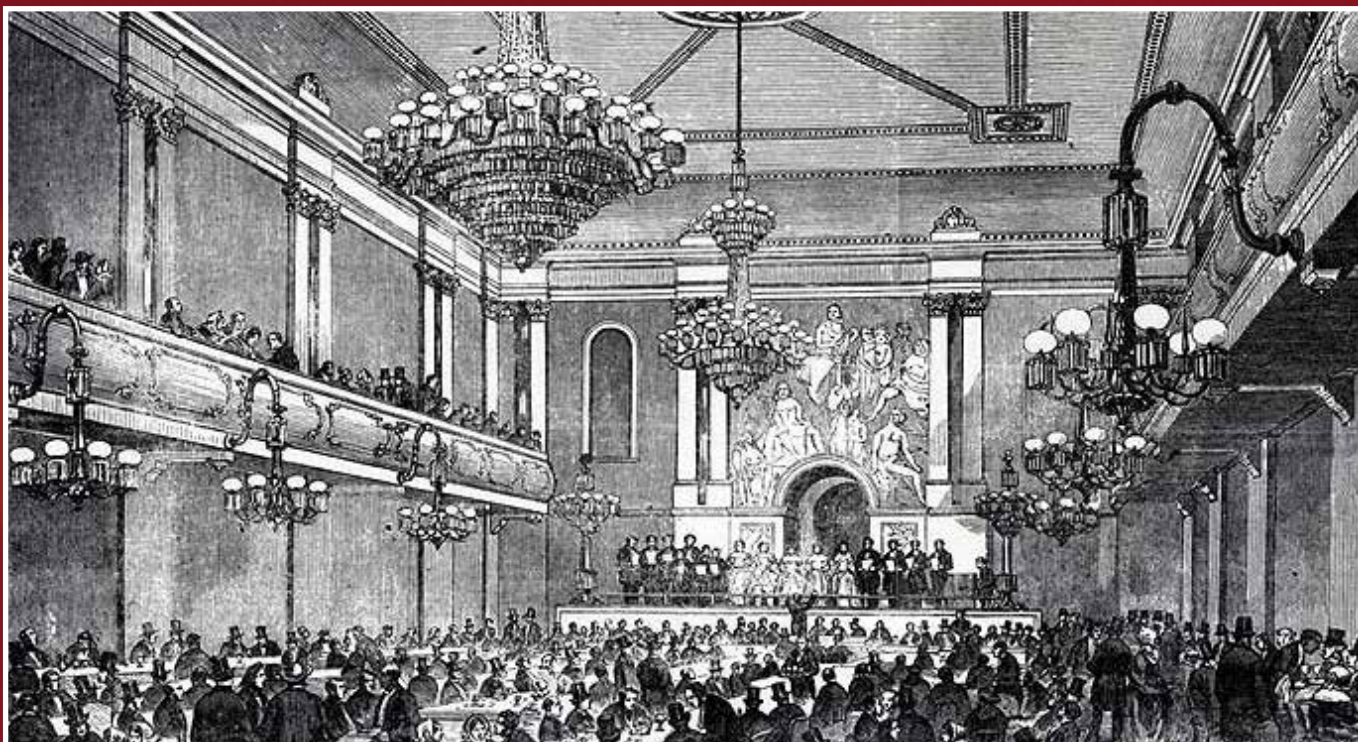
All At Sea (Sixth Form Students)

Jack and the Beanstalk (Year 9 pupils)

Three Little Pigs (Year 7 pupils)

The Fabulous Seal Brothers

If I Were Not Upon This Stage



CAST

James Quigley, Old Westcliffian
 Joshua Seal, Upper Sixth
 George Jefferson, Upper Sixth
 Jemima Holliday, Upper Sixth
 Sri Haran Loganathan, Year 13
 David Jackson, Upper Sixth
 Jack Hudson, Lower Sixth
 Nivasan Loganathan, Lower Sixth
 Lewis Seal, Year 11
 Dexter Legon, Year 11
 Thomas Palmer, Year 11
 Jacob Guyler, Year 10
 Toby Brown, Year 10
 Barney Sanders, Year 10
 Pablo Cox, Year 9
 Rafael Gamma, Year 9
 Jack Tapp, Year 9
 Freddie Dawson, Year 9
 Ruben White, Year 9
 Oscar Palmer, Year 9
 Harveer Bawa, Year 9
 Ronnie Hardy, Year 9
 Gavriel Levy, Year 9
 Kareem Sayed, Year 9
 Alexander Kelleway, Year 8
 Tommy Williams, Year 8
 Aakash Dhinakar, Year 8
 Noah Bettis, Year 7
 Toby O'Rourke, Year 7
 George Beer, Year 7
 Thanajan Jeyaharan, Year 7
 Benjamin Toms, Year 7
 Ewan Boxall, Year 7
 Oliver Street, Year 7
 Evan Stone, Year 7
 Suhasvarma Chekuri, Year 7
 Conor Lynch-Wyatt, Year 7
 Ewan Daltrey, Year 7
 Jaidan Benning, Year 7
 Tristan Ginsberg, Year 7
 Peter Nimalan, Year 7
 Nicholas Toms, Year 7
 Srijan Kandibanda, Year 7

Chairman
Dancer, Idle Jack
Dancer, Dick Whittington
Dancer, Idle Jill
Dancer, Dame
Dancer, King Rat, Pirate King
Dancer, Cat
Dancer, Pirate
Dance Captain, Ugly Sister
Ugly Sister
Fashion designer
Song and Dance man
Song and Dance man
Song and Dance man
Singer, Dancer
Singer, Dancer, Narrator
Singer, Dancer
Singer, Dancer
Singer, Dancer
Singer, Dancer
Singer, Dancer
Singer, Dancer
Singer, Dancer, Narrator
Singer, Dancer
Poetry reader
Poetry reader
Poetry reader
Dancer, Pig 3
Dancer Pig 2
Dancer, Wolf
Dancer, Poetry Reader
Dancer, Poetry Reader
Dancer, Poetry Reader
Dancer, Narrator
Dancer, Narrator
Dancer, Pig 1
Dancer, Little Red Riding Hood
Dancer, Poetry Reader
Dancer, Poetry Reader
Dancer, Poetry Reader
Dancer, Poetry Reader
Dancer, Poetry Reader
Dancer, Poetry Reader

Technical Crew:
 Lighting Design:
 Artwork:
 Costumes:
 Sound:
 Choreography:
 Musical Director:
 Director:

Jack Thorn, Jamie Stead, Charles Roberts
Liam Pike, Old Westcliffian
Mrs C Glassock, Teacher of Art
Mrs Smith, Parent
Glenn Oxenbury
Sallie Warrington
Mr A Wood, Teacher of Music
Mr B Jeffreys, Director of Drama/Head of History

MUSIC HALL IN REHEARSAL November 2020





CENTENARY MUSIC HALL

CAST BIOGRAPHIES



Joshua Seal, Upper Sixth
Dancer, Idle Jack

I started my acting career as Joseph in the Nativity; albeit unsuccessfully as I ran off into the wings due to stage fright during a crucial moment. I ended my time at Rayleigh Primary School playing the titular character in Bugsy Malone. Years later,

in Year 10 at WHSB, I continued my splurge-gun antics as Giri, the psychopathic clown in Bertolt Brecht's *The Resistible Rise of Arturo Ui*. I followed this by learning to fence (with a sword, not wooden panels) for my part in *Hamlet*, learning to be cool in order to play Sky Masterson in *Guys and Dolls*, and learning not to trust my brother with a paintbrush as I played Frankenstein's (rather green) Creature, in our performance of *Frankenstein*. The Centenary Launch was a huge highlight, and even more inspiring than performing on the stage of the Cliffs Pavilion, was knowing that I was using the same dressing room as my idol, David Hasselhoff. I am delighted to be getting back on the stage with Centenary Music Hall, and although it feels a little different this time, we hope you are as excited as we are. So please enjoy a night of singing, dancing, and with luck, a few laughs as well.



George Jefferson, Upper Sixth
Dancer, Dick Whittington

I My liking for drama began at my primary school, Chalkwell Hall, but it is safe to say WHSB has revolutionised that for me. Beginning as a young pauper in *Oliver!*, I have gradually worked my way up to wiser roles in *Guys and Dolls* and *Frankenstein*

along with many others. Naturally, I have always managed to bring in a musical twist and I think this year's Centenary special of Music Hall will give ample opportunity for that! Alongside the thrill of the performance at the end, WHSB Drama has given me amazing chances to work with some very talented friends and watch some incredible performances. One of my favourite moments was the fast-paced Edinburgh Fringe adventure, which we hope to recreate next year. Having performed in various variety numbers before, I think Music Hall is a perfect chance for an enjoyable and creative performance that should provide some light relief after a challenging year, as well as permitting me to break away from my notably older characters! Being my last year at WHSB, I am looking forward to our big, final performances, sending us off with a bang!



Jemima Holliday, Upper Sixth
Dancer, Idle Jill

I was lucky to be able to get involved with Drama at WHSB right from the start of joining the School in September 2019. My first production was *Frankenstein*, which was a fantastic experience as I was able to get a feel for the process at Westcliff and

make some amazing friends. My favourite experience so far has got to be the Centenary Lunch show; it was such an honour to

perform at the Cliffs Pavilion, among such a talented group of students from across the whole School. I have been involved in school drama ever since I can remember, in primary and secondary school, and am so pleased to have had the opportunity to carry on at Westcliff with such a great team of people in some really different and exciting productions. Outside of school I have been part of a stage school for many years and have undertaken my LAMDA exams up to Grade 7, in which I recently received a Distinction. I am really looking forward to taking part in Music Hall; I believe it is going to be an amazing production to lift the spirits of everyone involved after such a peculiar year and I cannot wait to have some (scripted) fun on stage.



Sri Haran Loganathan, Upper Sixth
Dancer, Dame

Hello! I am currently in the Upper Sixth and hopefully looking forward to going to university next year to read Medicine. I have been performing as part of the Westcliff Drama community for four years now and

have acted in plays such as *Hamlet*, *Frankenstein*, *The Resistible Rise of Arturo Ui* (my personal favourite) as well as in musicals such as *Guys and Dolls*. However my acting repertoire does not stop there, as I graced the stage as early as Year 8 where I gave a beautiful performance in the role of "Corpse" in a production of *Frogs* – critics were blown away by my performance, saying I was "lifeless" and "inexpressive". Music Hall will likely be my final performance for the School so I am looking forward to delivering a performance that would give Laurence Olivier a run for this money – I hope you enjoy the show!



David Jackson, Upper Sixth
Dancer, King Rat, Pirate King

I have been involved in Westcliff drama throughout my time at the School, whether it be with the cast or the orchestra. Having joined the show choir, I began to discover an interest in musical theatre. With this, I decided to audition for *Guys and Dolls*, securing the role of Rusty Charlie. Many of my roles in drama have been more musical and therefore in my last year of School I am looking forward to the challenge of an acting role. Drama has given me the opportunity to make strong friendships and I hope that this production will bring everyone together during these trying times.



Jack Hudson, Lower Sixth
Dancer, Cat

I am Jack Hudson and I am currently in the Lower Sixth. I started drama when I was in Year 9 with the *Resistible Rise of Arturo Ui*. Since then I have performed in many shows such as *Hamlet*, *Guys and Dolls*, *Lord of the Flies*, *Frankenstein* and the Centenary Gala Ball. I have had a wide range of roles in drama at Westcliff such as acting, dancing, and moving props. My favourite performance so far has been at the Centenary Gala Ball in February. It was amazing to be able to perform at the Cliffs Pavilion in front of

everyone (I also liked eating the donuts backstage). I thoroughly enjoyed it and I am looking forward to performing in the Music Hall - I think it will be an exciting experience and I cannot wait for it. I am also looking forward to performing Joseph and the Amazing Multicolour Raincoat later this school year; I think it will be fun, trying times.



Sri Nivasan Loganathan, Lower Sixth Dancer, Pirate

My name is Sri Nivasan Loganathan and I am in the Lower Sixth. I am currently studying Biology, Chemistry, Mathematics and French. Even though I have been in this School for five years, I am new to drama at the School and this will be my first production under the Jeffreys administration (and hopefully not my last)!

Having been in the audience for all these years what eventually attracted me to drama was the amazing atmosphere it brings. I am looking forward to finally being a part of this community and trying this new experience. There are not many better ways to welcome a new member to the troupe than Music Hall and I hope you will enjoy the performance as much as I will!



Lewis Seal, Year 11 Dance Captain, Ugly Sister

I began my drama journey as a student at Rayleigh Primary School, with my first major role as none other than... a fox. Since then I have joined WHSB and have been fortunate to have been granted several opportunities

to perform in a number of performances here at the school including Hamlet, Guys and Dolls, Lord of the Flies (acting as Jack - a power hungry, entitled, attention obsessed student), and most recently Charlie and the Chocolate Factory; I featured in this as Willy Wonka and some may say that the food-loving eccentric was a dream role for me. Of course, one cannot fail to mention the Centenary performance at the Cliffs Pavilion; a night that started with rehearsals, performances and even a bit of table magic and ended with a curry and a dance - certainly a night that I will not forget in a hurry. Music Hall offers new and exciting challenges for the WHSB drama community; for me this performance will consist of very different aspects of theatre, each with their unique enjoyments and challenges. With a variation in the audience I am in front of, as well as the actors I am surrounded by, and the different values I wish to express: this will be a unique and unforgettable performance. For those watching, I hope to provide a light-hearted and fun spectacle during what is a difficult time for us all. So sit back, relax, and enjoy: Centenary Music Hall.



Dexter Legon, Year 11 Ugly Sister

I started with drama at St Theresa's Primary School in Rochford, when I played a middle-aged father as an eight-year-old and fell over while running in slow motion. I then went on to become Goldilocks' legal defence and finally Aladdin! I did not

start performing with Westcliff Drama until Year 8 when I was an extra in the Resistible Rise of Arturo Ui and made my mark with an unsuitably sparkly dinner suit. I experienced the rite of

passage that is Pyramus and Thisbe, as one half of a brick wall, and I had loads of fun at the birth of the WHSB Show Choir, which gave all of us a flying start into Guys and Dolls, in which I played Benny Southstreet. Only months later, I was Simon in Lord of the Flies, then as Mrs Teavee in Charlie and the Chocolate Factory, confusing the entire audience. And let us not forget the stunning Centenary Ball! I love all of the different and challenging roles that Westcliff Drama has presented me with. While my role as Dame Fortitudina in our Music Hall performance is not as convincing as Mrs Teavee, I am looking forward to the fun, light-hearted and eccentric character that comes with the Music Hall style!



Thomas Palmer, Year 11 Fashion Designer

Hi there! My name is Thomas Palmer and I am currently in Year 11. I attended Hilltop Junior School (ironically at the bottom of a hill) and this is where I found my love for drama. In Year 6, as part of the leavers' events, there was a drama performance named 'Go for Gold'. I auditioned for one of the lead roles and got the role of the Dad of Susie (the character the show was based around). I had a great time doing this so when I heard about the opportunity to audition for 'Oliver', I did not have to hesitate to audition. Along with 'Oliver' I have performed in many productions since (every one that has been made available to me!). This includes: 'Oliver', 'Dr Faustus', 'Pyramus and Thisbe', 'the Resistible Rise of Arturo Ui', 'Waiting for Ofsted' (at the Edinburgh Fringe), 'Hamlet', 'Guys and Dolls', 'Charlie and the Chocolate Factory', 'Lord of the Flies' and I performed at the Westcliff Centenary Ball. Each and every one of these performances was fantastic and it makes me very excited for 'Music Hall' as it will be the first show I have performed in since February 2020 due to the current COVID-19 situation. I am looking forward to being able to perform alongside some other very talented actors.



Jacob Guyler, Year 10 Song and Dance Man

My experience with drama started in Year 4 of primary school. I attended Allyen Court School and in my first drama performance I was given the role of Young Simba and had lots of fun playing that character. The next time I was able to participate in drama was in Year 6 and this was the first time I was genuinely nervous about something as I was told I would be playing Miss Trunchball from Matilda. Then I made it into Westcliff and started Drama straight away with a performance as a businessman in the play The Resistible Rise of Arturo Ui. This was the beginning of an exciting and enjoyable time for me. Next was the Edinburgh festival in which we performed the show Waiting for Ofsted and I played a schoolboy doing anything and everything in an attempt to not be bored. Next came Hamlet in which I did not play a big role but I enjoyed it. Then came my personal favourite, the musical Guys and Dolls which was one of the most enjoyable things that I have done at Westcliff Drama. I played one of the gangsters called Nicely Nicely Johnson with a few solo songs, but many group songs - it was one of the best moments I have personally ever had. Next came Charlie and the Chocolate Factory in which I played the King of the Oompa-Loompas and which I had a lot of fun playing. Then it was Lord of the Flies which challenged me to have the same energy as my fellow actors, as the main character Ralph. Now we are preparing for Music Hall which is a lot of fun as it is singing and dancing, but also some acting scenes.

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Toby Brown, Year 10
Song and Dance Man

I joined Westcliff Drama in Year 8 after hearing about the amazing experiences of my friends in *The Resistible Rise of Arturo Ui*. Immediately, I realised this was an entirely different activity for me at WHSB. I had recently taken part in a production of *Peter Pan* at my old school

(New Hall Prep School), however this was a new experience. My previous performances include *Guys and Dolls* and *Charlie and the Chocolate Factory*, and I was to perform the planned (unfortunately postponed) performance of *The Lion, the Witch and the Wardrobe* this year. I would say I have had a wide range of roles, having played a rebellious gambler, Grandma Josephine, and a fur coat respectively. I also took on a role in the WHSB Centenary Launch performance in February 2020. As of now, I am most enthralled to help revive the drama life of our School after many months away, and inspire many new, eager students to join. With the upcoming Music Hall performance, I am intrigued by the prospect of smaller Year group casts, and the new 'front and centre' positions that offers. This performance will test the creative bounds of every actor, but I am sure it will be a vital turning point in the future of WHSB productions for years to come.



Barney Sanders, Year 10
Song and Dance Man

My name is Barney Sanders, and I am in Year 10. I joined Westcliff Drama in Year 7 as I was always interested in performing and was excited to see what Westcliff's Drama Department had to offer. I was impressed at the professionalism of the drama team

and it was certainly as much fun as the productions put on at my primary school at Chalkwell Hall Junior (honourable mentions include *Matilda* and *Shakespeare the Musical*). Since joining drama at Westcliff I have experienced a wide range of roles in a wide range of plays. These range from *The Resistible Rise of Arturo Ui* and *Charlie and the Chocolate Factory*, to *Guys and Dolls* in which I played a bodyguard, Violet Beauregard's crazy mum and a member of the Salvation Army, respectively. Most recently, I have been involved in the Centenary Launch at the Cliffs Pavilion in February this year which was an amazing experience, and the much rehearsed but never performed *The Lion, the Witch and the Wardrobe*. The upcoming performance of Music Hall will certainly be different but it is great to see so many new enthusiastic faces involved with drama to perform in what will be an important production due to the strange circumstances we have been placed in. This performance will push every actor at Westcliff to be the best they can and will surely be an impressive and enthusiastic performance.

Pablo Cox, Year 9
Singer, Dancer

I started my acting career in my Year 6 production of the *Greatest Showman*, where I played the critic. When I joined WHSB, I was immediately interested in doing drama. I got my first



role as a side character in *Lord of the Flies*, and I got a few lines in that production. Then in Year 8, I performed in *Charlie and the Chocolate Factory* starring as Mike Teavee, rude, gun-obsessed boy. I greatly enjoyed playing this character. One of the highlights of my time at WHSB was the Centenary performance, celebrating the School's 100 years. I played a drunken bee, which was so much fun to play, and the costume was

amazing. I am very excited to be in Music Hall, and I think it will help me progress as an actor. I am also very excited about the dancing and singing aspect to Music Hall, because I love dancing and singing (include *Matilda* and *Shakespeare the Musical*). Since joining drama at Westcliff I have experienced a wide range of roles in a wide range of plays. These range from *The Resistible Rise of Arturo Ui* and *Charlie and the Chocolate Factory*, to *Guys and Dolls* in which I played a bodyguard, Violet Beauregard's crazy mum and a member of the Salvation Army, respectively. Most recently, I have been involved in the Centenary Launch at the Cliffs Pavilion in February this year which was an amazing experience, and the much rehearsed but never performed *The Lion, the Witch and the Wardrobe*. The upcoming performance of Music Hall will certainly be different but it is great to see so many new enthusiastic faces involved with drama to perform in what will be an important production due to the strange circumstances we have been placed in. This performance will push every actor at Westcliff to be the best they can and will surely be an impressive and enthusiastic performance.



Rafael Gamma, Year 9
Singer, Dancer, Narrator

I am Rafi Gamma, currently in Year 9. In my primary school, St. Michaels (in Leigh), my drama experiences were surprisingly limited - I was not particularly interested in acting throughout most of my time there, but after my newly discovered flair for

public speaking, and discovering the excellent Cally Davis Drama organisation, I decided to participate in a few Year 6 productions, including the year-wide production of *Charlotte's Web*, in which I was..... a cow. Not too glamorous, I know, but WHSB was a wave of opportunities coming my way.

My first WHSB performance was as the humble Perceval in *Lord Of The Flies*. This was followed by the juxtaposed character of Veruca Salt in *Charlie & The Chocolate Factory*. Next, just before COVID-19 hit, I performed in the Centenary Launch, arguably the climax of 2020. Following the success and versatility the Drama Department demonstrated amongst lockdown challenges, I am sure we will meet the current challenges with just as much, if not more, enthusiasm and creativity - namely in the form of Music Hall. Popular in the Victorian era, it consisted of popular songs of the period and variety entertainment. That, in summary, is what I like about the genre. The variety of jokes, topics and characters in the performance make for an interesting spectacle.

Jack Tapp, Year 9
Singer, Dancer

Hello, my name is Jack Tapp, and I am 13 years old. I have always



been a big drama fan and performed in many plays and shows, both in primary school and at WHSB. In primary school, I have had roles such as Tom Jones in a Year 4 production and as a cowboy in our Year 6 leavers' production. When joining Westcliff, Drama was something that I wanted to continue and so I went to the audition and got into Lord of the Flies, in the summer term, as one of the castaways. I absolutely loved performing in this show. After the summer I decided to continue Drama, and when I found out that we were performing Roald Dahl's Charlie and the Chocolate Factory, I was excited. I performed as a young Willy Wonka and loved performing the songs and dancing. We almost got around to performing The Lion, the Witch, and the Wardrobe, with me scheduled to play the witch's Dwarf, but COVID-19 just stopped it happening. All of us were not deterred by the pandemic though, and we continued drama online with a weekly meeting every week. We even put together some videoed performances during lockdown



Freddie Dawson, Year 9 *Singer, Dancer*

My journey with drama began at a local drama school my brother had joined with his friends, Outloud Productions. After attending one session I was fascinated by drama because not only did it give me confidence to speak in front of people, but it

also taught me lots of life skills I still value today. At my primary school (West Leigh) we often staged fantastic musicals with all of the school involved. I was lucky enough to be cast as Scar in our production of The Lion King Junior. This really opened a gateway for me as it gave me the confidence to pursue drama further and take it on at Westcliff. At WHSB, I auditioned for the Lord of the Flies hoping my past experiences and knowledge of drama would help me to get into the cast. Ever since I saw my name on the cast list, my love for drama has just grown and grown. Throughout my WHSB drama career I have been very fortunate to receive the chance to perform with some amazing actors and actresses and land a couple of fantastic roles along the way. My favourite experiences with WHSB would have to be performing as Charlie in Charlie and the Chocolate Factory as it really showed that hard work does pay off, or The WHSB Centenary Launch as I felt this was a true eye opener into the world of drama. I am very excited to perform in WHSB's Music Hall as it is a complete mixture of Drama and performance types that will really create an amazing production for the audience. I also feel this is a perfect way for us to get one back on COVID-19 and make the best of the current difficult situation.



Ruben White, Year 9 *Singer, Dancer*

I am Ruben White, a 13-year-old in Year 9. Over the last two years that I have participated in Westcliff drama, I have encountered many challenges and also had a lot of fun taking part in the productions that the School has put on. I went to West Leigh

Primary where I acted in the Lion King which helped me develop my acting skills.

The first play I ever did at WHSB was Lord of the Flies with the

Lower School. It was great fun as I experienced a different role to usual - a wild schoolboy. It introduced me to the School's drama and gave me an ambition to play a main role in the next play. In the play in Year 8, Charlie and the Chocolate Factory, I played Violet Beauregarde and the play was very entertaining and enjoyable as the story is light and uplifting. I thoroughly enjoyed the main role and I would like to perform in light-hearted plays in the future. I want to act in a range of plays and genres and I am very excited to see what the next generation of Westcliff drama can do as well.



Oscar Palmer, Year 9 *Singer, Dancer*

My name is Oscar Palmer and in Year 8, I auditioned to be in Charlie and the Chocolate Factory where I was given the role of an Oompa Loompa (the minions to Willy Wonka, the most famous chocolate maker ever). It was great fun and made me

fall in love with the idea of being either an actor or director for a play or a film. Because of COVID-19 I have unfortunately not been able to act in many plays, but I did have the opportunity to rehearse many small parts in The Chronicles of Narnia: The Lion, the Witch and the Wardrobe, which was a very enjoyable experience while it lasted. I hope to be able to act in many other projects or even direct a play or film in the future and I cannot wait to see what roles I could play.



Harveer Bawa, Year 9 *Singer, Dancer*

I have always enjoyed drama and I try to get involved whenever and wherever I can. I had my first main role back in primary school when I was Badger in The Wind of the Willows. When I joined drama at WHSB I was a different person; quiet, shy and nervous. However, my acting skills have

since improved drastically and I am now much more confident, independent and I have learnt how to deal with pressure. My first role was in Lord of the Flies where I was in the background but it did not stop me from putting all of my energy and efforts into the role. I also played the mischievous squirrel and an Oompa Loompa in Charlie and the Chocolate Factory which I thoroughly enjoyed. In the Centenary Launch production of Gateway, I was cast as the runner for Harrier House. I was not nervous or afraid at all because the atmosphere was amazing and it made me feel very confident.

I am excited to be a part of Music Hall as I have never seen or experienced drama online before so it will be a first for me! It is nice to know I will be contributing to a WHSB online drama production.



Gavriel Levy, Year 9 *Singer, Dancer, Narrator*

I have loved drama for as long as I remember. Even when I was back in Grove Wood Primary School, I always put as much effort into my roles as possible, even when they were minor. This is something that I have carried into WHSB. My first major role in primary school was Willy Wonka in Roald

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Dahl's A little Bit Naughty, followed by Fat Sam in Bugsy Malone, where I learnt the New York Gangster accent that I used in my first performance at WHSB, Guys and Dolls. After that, I was in Lord of the Flies, followed by my first major role at WHSB as Grandpa Joe in Charlie and the Chocolate Factory. This was one of my favourite Drama experiences, second only to my role in the Centenary Launch Gateway performance.

Music Hall is a brand-new experience for me, as it is a type of theatre that I have never tried before. I am quite looking forward to seeing how I adapt to it, especially with the backdrop of COVID-19 and a new type of audience, but I know I will give it my all, and I hope you enjoy the WHSB Music Hall!



Kareem Sayed, Year 9
Singer, Dancer

Throughout my life I have always been interested in drama. Something about the way somebody could portray a character with their own unique sense of personality just fascinated me. The journey had started when I participated in a play in Year 6,

The Wizard of Oz as the Tin Man. It had solidified my interest in drama as I figured out how it could be so much fun to perform in front of a vast audience. Later, I went into Year 7 where I did not participate in drama at WHSB, mainly because I had not known about it. That was until a friend of mine had told me about it and I wanted the taste of performing in front of an audience, for their cheers and applause. At first, I did not fit in as I was unimaginably shy and nervous.

I remember my audition for Charlie and the Chocolate Factory as if it were yesterday and at that point my voice could not stop shaking as I read from the script I was given. Once in Charlie and the Chocolate Factory, I had a blast! Every drama meeting was jam packed with learning. Though good things come to an end and we finally performed it to the audience. Unfortunately, we could not perform in The Lion, the Witch and the Wardrobe play but I still look forward to Music Hall where I will once again be able to learn a lot of new things!



Toby O'Rourke, Year 7
Dancer, Pig 2

My name is Toby O'Rourke and I am 12 years old. For as long as I can remember, I have been very interested in acting. In my old primary school, Hamstel Junior School, I participated in the Drama Club for 2 years. This allowed me to perform certain poems and scripts in other schools and contribute

in Assembly. On special occasions, I love to visit the theatre and regularly spend my Christmas Eve watching the Cliffs Pavilion Pantomime. Outside of school, I have been involved with a drama club called HAPA {Helen Arbor Performing Arts} for around a year now. In HAPA, we are currently working on High School Musical and I auditioned for one of the main roles and I was lucky enough to be assigned Ryan Evans, who is an energetic and talented fashionista whose bold and camp character steals the spotlight in many scenes. My dream is to one day receive an award for acting in a movie. As you may have guessed, my dream job is a movie/TV show actor. I feel as if I am capable of taking on

the challenge of any role, whether that means crying or raging, sobbing or cheering. I will happily embrace any challenge that comes my way.



George Beer, Year 7
Dancer, Wolf

My name is George Beer, and I am in Form 7C. My previous School was Widford Lodge in Chelmsford and drama was available there too. My experience of Drama has mainly been from School plays.

It is tradition for Year 6 pupils at Widford to put on a big school play production for the whole school and parents to watch. We were given the script in January and were due to perform the production in May. The play was called 'Star Wars the Umpire Strikes Back' and I was given the role of Zak Solo, a self-obsessed dude with leather jeans and a wig! I really enjoyed the rehearsals but unfortunately the show did not go ahead because of COVID-19, but I managed to develop some good lightsaber skills from it though! I enjoy public speaking and was fortunate to give a reading for the Chelmsford VE day celebration organised by the Mayor of Chelmsford. I also like writing poetry.

I think doing a Music Hall production at WHSB will be good fun and I am looking forward to the opportunity. I am not that good or confident at singing or dancing but I am ready to give it a go!



Thanajan Jeyaharan, Year 7
Dancer, Poetry Reader

My passion for acting started when I had first watched a Year 6 production, which was four years ago, called 'Ali Baba and the Bongo Bandits'. I was interested in the way that they drew the audience's attention and had made a lot of funny jokes. That production inspired me a lot. After that,

I watched two more productions in the next two consecutive years. In 2019, when I was in Year 5, I was in a short play and I had the role of a solo singer and I sang some of the beginning of songs myself and enjoyed it. I am also a very great dancer and have won medals for this talent. Now, after this little hint of my life, I have made the decision to carry on my journey of music, dance, and acting at WHSB to unlock my full potential. I am looking forward to doing drama performances on stage to entertain the viewers and will try my best to grab the audience's attention.



Benjamin Toms, Year 7
Dancer, Poetry Reader

I have enjoyed a variety of roles so far in my drama career, whether it be on or off the stage. I went to Fairways Primary School and attended their Dramatic Arts club. We performed every year and practised weekly.

In my first year, the performance we put on was Aladdin. I worked in the stage props department and had a small role as a soldier working for Jafar. I worked hard to put all

the props together and paint them.

The next year, the play performed was Alice in Wonderland. The play was an outdoor play where the audience walked around following the white rabbit. I had a number of small parts in this play, I was a white rabbit; an animal at the tea party and a Jury member in the final scene.

In Year 6, we were set to put on a show of the Wizard of Oz. We had just been given our parts and started to learn our lines when the show was cancelled due to COVID-19. This year, I intend to be an asset to WHSB Drama club and look forward to being part of our "Music Hall" production.



Ewan Boxall, Year 7
Dancer, Poetry Reader

Hello my name is Ewan. I have been doing Drama ever since I was three. On my last LAMDA examination I completed Shakespeare Level 1 and before that I had reached Speaking Verse and Prose Grade 1. I am really excited about Music Hall as I can perform on stage once again and relive

my past. However this is not my first time on stage, as with a previous group I have performed at the Cliffs Pavilion every year.



Oliver Street, Year 7
Dancer, Narrator

My name is Oliver Street and I am in Year 7. I used to attend New Hall Preparatory School in Chelmsford. At my primary school, participated in a lunchtime Drama club and I took LAMDA examinations, every year from Year 2 to Year 6, and gained a distinction

every time. I was also part of the school's choir and was fortunate enough to perform at the Young Voices Concert in the O2 Arena, twice! Unfortunately, there was very little opportunity to perform in shows/productions. However, every year, the Year 6's put on a West-End-style production. I auditioned for it and was given the role of 'Bustopher Jones' in 'Cats the Musical', but due to COVID-19, the production did not go ahead.

I am looking forward to being a part of WHSB's Drama Club, learning new skills and performing in shows. I generally have a very musical personality, enjoying singing, music and entertaining others. From a very young age, I have been interested in performing and musicals, and I believe WHSB's Drama will intrigue me even more. Not only do I enjoy being a part of musicals, I also enjoy watching them. I have seen 'Joseph', 'School of Rock' and 'The Lion King', to name a few. I hope Music Hall will be a fun and enjoyable experience, and hopefully, it will go ahead!



Evan Stone, Year 7
Dancer, Narrator

I am 12 years old and attended Rayleigh Primary School. I have no formal drama training but enjoyed taking part in annual school productions. Roles to date include a Barrister in the 'Wizard of Oz' and half a table in 'Roald Dahl's Snow White'. The

other half of the table is now in my form at WHSB so if you need

an extra desk, you know where to come!

My biggest role so far was in 2019 when I was cast as Bruce Bogtrotter in the school production of 'Matilda'. This role involved solo singing, solo burping and being able to eat a large chocolate cake on stage in ten seconds. This involved extensive training (and cake).

I have performed at the Cliffs Pavilion with my school choir and at the O2 Arena with the 'Young Voices' choir and Tony Hadley (a 1980's popstar).

I am also interested in the technical side of productions including sound and lighting production and have enjoyed seeing musicals on stage including 'We Will Rock You'; 'Grease the musical' and both 'The Lion King' and 'Matilda' on the West End stage. I am a big fan of Minecraft, enjoy history and adore a good sausage roll!



Ewan Daltrey, Year 7
Dancer, Poetry Reader

My name is Ewan Daltrey, and I am a Year 7 student. I went to the Robert Drake Primary School in Benfleet before joining Westcliff High School for Boys in September 2020.

My previous drama experiences are participating in school plays in my primary school, which we did annually at Christmas time. Each class also performed a play to the rest of the school and our families. The theme could be on a variety of topics, from fairy tale variations to climate change.

I am looking forward to being able to perform plays, pantomimes and shows with the other Year 7s. I would like to get better at acting in general and I would particularly like to improve my confidence in performing in front of other people. I am also looking forward to socialising with other Year 7s and making new friends. We are currently unable to mix due to the COVID-19 pandemic, however I look forward to meeting the other Drama Society students in other Year groups, in the future.

I like the fact that Music Hall is a combination of so many talents, skills and abilities, all collected into one amazing show.



Tristan Ginsberg, Year 7
Dancer, Poetry Reader

I attended Bournes Green Infant and Junior Schools and am thrilled to join WHSB and the drama club (theatre hall). I am excited at the prospect of making new friends in the drama club, learning new methods (and practising them too) and am looking forward to what the future holds for me at

WHSB. I started participating in drama whilst at junior school and after school at Freestyle Urban Theatre Schools in 2016, enjoying numerous speaking, dancing and singing parts, including being a gangster and a rich Tudor merchant. Although I am no longer in a drama club outside of school, I have continued to be a drama enthusiast and occasionally perform at home for family and often practise new voices with my Dad. I would like to be a voice-over artist and actor when I grow up and have high hopes for Hollywood and a house in Florida!

CENTENARY MUSIC HALL



Peter Nimalan, Year 7
Dancer, Poetry Reader

Hello, my name is Peter and I am 11 years old. I have been doing Drama since Year 5 and have featured in one musical. I have had no formal training in a Drama club however I have been taught Drama by a specialist teacher, Mrs Humes. In my first musical, I was the main narrator and took pleasure in portraying the story. Unfortunately, due to COVID-19, this was the only performance that I could take part in.

In primary school, I was fortunate enough to watch some entertaining performances: Guys and Dolls at Westcliff High School for Boys and Annie at Chase High School. Both productions were truly astounding, however I believe that WHSB's performance outshined Chase's!

In Music Hall, I am looking forward to showing my drama abilities, having fun with my friends, becoming a better actor and showing why I deserve to be in Music Hall. I am also looking forward to the many dances we are going to learn and perform and the fun and laughter we will have.

I like Music Hall as it is a way to express my feelings and also to express my many passions.



Nicholas Toms, Year 7
Dancer, Poetry Reader

I started drama in Year 4 at Fairways Primary School. I was in the props department. The play was Aladdin and I helped make the monkey statue and the jewel that Aboo the monkey attempts to steal and the Sultan's chair. I also had a non-speaking guard role.

My second production in Year 5 was Alice in Wonderland. This was special as it was outside, and the audience followed the White Rabbit around. I played the White Rabbit in the Tea Party and the Doorknob in the trial.

I did not get to perform my third play, The Wizard of Oz, due to COVID-19 but I had some good and exciting roles that I was sad to miss out on.

At Westcliff High School for Boys I am really looking forward to Music Hall as it sounds overall like a really good, well written play. I think I am most looking forward to the Three Little Pigs as I think it is really funny and a great acting experience. I cannot wait to get really involved with Westcliff Drama and I will definitely be carrying on my drama experience at the School.



A CENTENARY CHRISTMAS CELEBRATION



INTRODUCTION

Every Director of Music will tell you that the Autumn Term is the busiest. In addition to the usual array of practises and concerts, there is an undercurrent of excitement in rehearsals as the festive season draws near, and the School begins preparing for the rich tradition of Music at Christmas. Soon enough, the hymns sung on a Monday and Friday in Assembly become carols, the Choir journeys into London to sing at a candlelit service at the Church of St Mary and St Michael, revellers join the Jazz Band and Big Band at our Christmas event, and the term ends with our Festival of Lessons and Carols.

There have been challenges in approaching our festive programme this year, but in true Westcliff spirit we have refused to admit defeat and accept a year of abandoned tradition. More than ever it is important that we maintain our sense of community; that we abide by the values that have propelled the School through the last 100 years. I am immensely proud of the determination demonstrated by our staff and pupils in fighting the odds and producing as wonderful a celebration as ever, ensuring that our Centenary Year is not marred by a lack of that which has made us so special.

So while you cannot be in the Main Hall with us this year, soaking up the atmosphere and devouring a festive feast, I hope that you are able to replicate the experience at home. I recommend munching on a minced pie, the smell of mulled wine emanating from the kitchen, and your twinkling Christmas tree reflecting in your television, as you load up the stream of our Festive Celebration and join us in celebrating Christmas. Just like you always do.

Mr T Derrick, Director of Music

A CENTENARY CHRISTMAS CELEBRATION



A celebration of the 100th Christmas at Westcliff High School for Boys

*Afternoon Streaming for pupils at the School to mark the end of term:
Friday 18 December 2020*

Evening Streaming: 7.30pm Friday 18 December 2020

Programme

Once in Royal David City – H. Gauntlett

Performed by the Year 7 Choir featuring solo from Josef Machacek.

Accompanied by the Brass Ensemble

Welcome and Bidding prayer

Headmaster

Stille Nacht – F.X. Gruber and J. Mohr

Performed by the Year 8 Choir

Foretold by Isaiah

Reading by Lewis Wydell (Year 10)

Diwali - Dr Vidya Reddy, Hindu Council UK

Reading by Lelavinothan Veerasamy (Year 11)

The Angel Gabriel – E. Pettman

Performed by the Choral Scholars

Dominic Cunningham and Benjamin Dixon

St Luke tells of the Birth

Reading by Mrs J Clarke, Parents' Association

Masters in This Hall – Trad.

Performed by The Westcliff Choir

O Little Town of Bethlehem – L. Redner

George Jefferson, Organ Scholar (Lower Sixth)



Eid - Ms C Porter, Head of Religious Studies

Read by Aryan Nadeem (Year 9)

The Christmas Feast from 'A Christmas Carol' – Charles Dickens

Reading by Gavriel Levy, Freddie Dawson, Rafael Gamma, Ruben White (Year 9)

Medley of Music from the Big Band

Charlie Brown Christmas – V. Guaraldi

A Little Christmas Jazz Suite – K. Dorsey

'Twas the Night Before Christmas

Reading by Staff

Headmaster

Mr W Williams

Mrs C Parkinson

Ms C Porter

Mr R Barber

Father Christmas

Mr A Baggs

Miss E Lo

Mr L Norman

Mrs K Mumford

Miss C Bailey

Mr T Derrick

Mrs N Weller

Mrs J Williams

Medley of Music from the Big Band

All Star – Smash Mouth

Big Band Christmas – C. Strommen

Westcliff Saxophone Quartet

Sleigh Ride – L. Ander

We Kindle this Light – Rabbi Rami M. Shapiro

Read by Max Paic (Year 7)

Continued on page 26



The Beggar Boy at Christ's Christmas Tree

*Performed by Haran Loganathan, Joshua Seal, Ethan Locke, Jemima Holliday
(Upper Sixth)*

Coventry Carol – Lyrics by R. Croo

Performed by the Year 7 Choir

O Come All Ye Faithful

George Jefferson, Organ Scholar (Lower Sixth)

The Shepherds at the Manger

Reading by Ebenezer Okyere-Mireku (Lower Sixth)

Westcliff Carol – A. McGee

Performed by the Year 9 Choir

The Wise Men

Reading by Mr J Gershinson, Chair of Governors

We Three Kings – J.H. Hopkins JR

Performed by Dr A Machacek, Mr K Dalby, Mr S Hudson and Mr K James

St John Unfolds

Reading by the Headmaster

Blessing

Headmaster

Hark the Herald – F. Mendelssohn

*Performed by the Year 11 Choir, Year 8 Choir, accompanied by the Brass
Ensemble*

BIG BAND

SIXTH FORM STUDENTS

Saxophones

Charlie Gershinson
Elise Meacham
Amelia Rowe
Adam Hodges
George Jefferson
Christopher Butler-Cole
Mr A Wood, Teacher of Music

Trumpets

Alex McDonach
Bretton Watt
David Jackson

Rhythm Section

Zachary Scott
Benjamin Price
Niall Ivie
Roxanne Watts
Sophia Mykhaylyuk
Adam Hodges

CHOIR

Ebraam Abdel-Malek, Year 9
Samin Afshari, Year 10
Aakash Arul-Dhinakar, Year 8
Toni Balogun, Lower Sixth
Mohammed Bhuiyan, Year 8
Henry Bird, Lower Sixth
Lenny Breeds, Year 11
Alexius Brown, Year 10
Jarad Bull-Mannan, Year 8
David Burrows, Year 8
Christopher Butler Cole, Lower Sixth
Anthony Cao, Year 8
Jack Carver, Year 8
James Catt, Year 9
Benjamin Chow, Lower Sixth
George Cooke, Year 9
Thomas Crisp, Lower Sixth
Dominic Cunningham, Lower Sixth
Freddie Dawson, Year 9
Alexander Deacon, Year 7
Benjamin Dixon, Year 11
Toby Edwards, Year 10
Oluwanifemi Femi-Sanni, Year 9
Jamie Findlater, Lower Sixth
Rafael Gamma, Year 9
Edmund Griffiths, Year 9
Adam Hodges, Lower Sixth
Adam Hogg, Upper Sixth
Jack Hudson, Lower Sixth
Moses Hussain, Year 7
Alejandro Ibarra-Shah, Year 11
Nathaniel Iews, Year 10
George Jefferson, Lower Sixth
Abel Kandappassery, Year 7
Isaac Kandappassery, Year 9
Alexander Kelleway, Year 8
Jaiden Kofo, Year 7
Lakshya Kumar, Year 10
Finn Lane, Upper Sixth
Dexter Legon, Year 11
Conor Lynch Wyatt, Year 7

Josef Machacek, Year 7
Cho Man, Lower Sixth
Alex McDonach, Upper Sixth
Mr K Dalby, Head of Physics
Mr Hudson, Teacher of Physics
Mr K James, Lower School Science
Co-ordinator
Mrs J Williams, Senior Teacher:
Staff Tutor
Miss J Margalit, Support Staff
Sophia Mykhaylyuk, Upper Sixth
Ralph Naveda, Year 9
Christopher Newby, Lower Sixth
Peter Nimalan, Year 7
George Odina, Year 9
Folajimi Ogunyemi, Year 10
Ethan Okai, Year 9
Ben-Nii Quarshie, Year 11
Rithva Ramesh, Year 7
Sebastian Rapley-Mende, Year 8
Amelia Rowe, Lower Sixth
Maximilian Rowe, Year 10
Barney Sanders, Year 10
Willow Smith, Year 11
Aran Tanseli, Year 11
Michael Toumbas, Year 9
Max Turner-Dede, Lower Sixth
Suhas Varma Chekuri, Year 7
Rory Vernon, Year 9
Eugene Vlas, Year 11
Ethan Wan, Year 8
Bretton Watt, Lower Sixth
Roxanne Watts, Upper Sixth
Daniel Weight, Year 9
Ruben White, Year 9
Quinn Williams, Year 9
Max Wyles, Year 9
Daksh Yadav, Year 8
Abina Nurse, Upper Sixth
Rory Keeble, Year 10
Joseph Hankey, Year 10
Carvell Kajura, Lower Sixth



Staff Quartet

Dr A Machacek, Senior Master Academic Studies
Mr S Hudson, Teacher of Physics
Mr K James, Lower School Science Co-ordinator
Mr K Dalby, Head of Physics

STAFF AND PUPIL EXPERIENCES OF MUSIC

The joy of singing in a group cannot be overstated. When voices blend together in harmony, it is the perfect acoustic demonstration of being collaborative and supportive. The more voices come together, the richer the sound, the sweeter the music. For many years, the School Choir has come together every Friday lunchtime to practise singing. Like all ensembles, part of the skill of creating music is listening to others. The skills of watching the conductor, whilst simultaneously reading from the music, take time and practise to develop. Over the last few years, the School Choir has gone from strength to strength.

Then a global pandemic struck, and everything changed. We could not meet together to practise, because we were not allowed to leave our homes except for essential shopping and exercise. I was tremendously impressed with how Mr Derrick, along with the rest of the music team, managed to continue to inspire pupils and students to produce musical collaborations. Pupils and students recorded Music in their homes, and these were expertly combined to produce wonderful performances for the whole School community to enjoy.

As the Summer holiday drew to a close, the choristers waited in anticipation for rehearsals to start again. And start they did, but with procedures in place to minimise the risk of viral transmission. I watched in awe as the Music Department came together to keep the singing programme going when different Year Groups had to be kept apart. Each Friday after School we stood, in separate rooms, singing the same Christmas carols to prepare for whatever Service we may be able to offer at the end of the year. I practised in the School Hall, stood far apart from the pupils, who each were stood two metres away from each other. Spaced out, the small choir occupied a large space and still managed to fill it with harmony. We dared to think that this new way of rehearsing could work. We dared to think that we might be able to prepare something to celebrate at the end of the term.

Then the nation went into lockdown for a second time and it became clear that more rehearsal time would be needed to prepare for our forthcoming Festive Celebration. The Music Department responded with fortitude, by moving rehearsals to lunchtimes – every lunchtime! The Music Department pulled out all the stops, giving up countless hours, forgoing food and time to rest during the School day, instead dedicating time to help pupils and students to practise and develop their skills. I am confident that, at the end of this term, we will have something to present to celebrate the hard work and dedication of the Music Department team, the wider School team who offer so much support, and the pupils and the students who are all so committed to the same goal: to create wonderful music.

Mr K Dalby, Head of Physics



Jarad Bull-Mannan, Year 8

Being a member of the Year 7 Treble Choir delivered exceptional opportunities to me. From singing in School Assemblies, to collaborating in School events and celebrations after School, or even travelling all around London to perform! Personally, singing has helped me to thrive as a public speaker, to be loud and clear, to gain

confidence as well as enhance my performance in Music lessons.

This year however, Treble Choir has been very different and challenging for staff and students alike. The main guidelines we must follow in order to continue with the Treble Choir are: We must be collected by a member of staff from the Year 8 playground to rehearse, to lower the threat of the virus spreading through various sectors of the School. Secondly, during rehearsals, we must all be spaced out around the room or School Hall, at a minimum of two metres apart. Finally, rehearsals during and after School hours do no longer arise often, as such meetings are hard to organise. Westcliff High School for Boys desires to make singing as safe and achievable as possible, and thankfully, to ensure it can still happen.

During these difficult times, being able to sing to other pupils during morning Assemblies rewards us all with a relaxing and tranquil start to the day. When we sing, we forget about these stressful and demanding times – and for an instant... the world is at peace.



Sebastian Rapley Mende, Year 8

Last year, the Treble Choir used to meet every Wednesday at lunchtime; we took part in concerts and sang regularly in School Assemblies. The Choir consisted of about 30 Year 7 and 8 pupils. However, due to COVID-19, a lot about the Choir has had to change, just like many aspects of life. The Treble Choir has been split into Year 7 and

Year 8 Choirs, due to the necessity of zoning. Choir practices for the Year 8 Choir, which I am now in, are still on a Wednesday at lunchtime. However, unlike last year, we are a much smaller group; there are fewer than 15 pupils in the Year 8 Choir due to health and safety precautions.

Practising the hymns has enabled us to support the School community during Assemblies, by providing some music, as COVID-19 has meant that singing for the majority of pupils is not allowed. Performing hymns in Assemblies has been more challenging than previously, as there are fewer of us and we are separated from each other – meaning that it can sometimes feel like you are singing a solo! Although the new precautions do impact the experience of singing in the Choir, it has remained a very enjoyable and rewarding experience. I have really appreciated the opportunity to return to music at WHSB and to have an extra-curricular activity to go to, and I am grateful to Mr Derrick and Mr Humphrey (Director of Treble Choir) for their efforts.



Since I joined the Westcliff Big Band in Year 8, rehearsals have always been an enjoyable after-school activity to create music with fellow performers. Although new restrictions have forced us to adjust how we rehearse in numerous ways, this still holds true today. After the first national lockdown was implemented in March, we were lucky enough to be able to continue playing together (if indirectly) through the wonders of technology, as many have seen through our videos on YouTube over this period. Although this was something of a highlight during the monotony of lockdown, it unfortunately did have some disadvantages when we were preparing for rehearsals this academic year. One disadvantage (on a personal note) was that we were unable to say goodbye to our oldest students at our traditional Summer BBQ with the Big Band event; students such as Edoardo Chidichimo and Jasmine Margalit. A more practical disadvantage, however, was that we now had to spend time relearning how to play together as an ensemble, as well as welcoming a new class of musicians to the Big Band.

Along with various additional challenges which come with rehearsing during a pandemic, perhaps none has been so difficult to overcome as the intermittent lockdowns which all in the Big Band have had to struggle with since September. Due to what became a month-long break from rehearsing due to a quarantine for both Upper and Lower Sixth students, of which the Big Band is comprised, these challenges have now become particularly apparent, though we have enjoyed rising to meet them. Despite these obstacles, we are excited for the Westcliff community to enjoy our performance, and celebrate Christmas with us!

Charlie Gershinson, Upper Sixth



MUSIC IN 2020

WESTCLIFF CAROL (CENTENARY CAROL)

As excitement built towards the beginning of the Centenary Year, I was in the final stages of writing a piece for the School Sinfonia; a series of variations on the School Hymn, Jerusalem. These variations tell the history of the School, the important people, and events in our first 100 years. As I completed the piece, I found that I had a melody that I had written 'spare'. I had not found a way to weave it into the piece and so set about thinking how it could be used.

The melody is distinctly 'singable' and so I thought I would try to arrange it for choir. Whilst a few bars in, I realised that this would work as a vocal composition and so thought about how it might fit into the year's festivities. Festivities - that was it! This could be a Christmas Carol! And so I set to writing lyrics that referenced both our history and the Christmas message. Written in AABA form, it emulates, though does not match the great carols we all know and love; easy to sing, memorable and based on a message of remembering the past, but also looking forward and having hope for the future.

Mr A McGee, Director of Sixth Form



*One hundred long years have passed by now,
Since learning to Westcliff first came
So much since has changed for all peoples,
But so much remains the same,
As it was that night of wonder,
When to Bethlehem he came*

*It was faith that compelled the wise men
to search for the Christ child so dear
It was their fortitude that preserved them,
When the forces of Herod were near,
And their knowledge of the scriptures,
Told them follow without fear*

*In the time we have here
Living on this planet
We are charged with living without sin
We draw inspiration
From the Christmas message
Opening our hearts to let light in*

*One hundred long years have gone by now
And still we assemble as one
To celebrate seasonal tidings
And lift up our voices in song
And we pray for the next hundred
And for all who come along*



RETROSPECTIVE OF MUSIC DURING OUR CENTENARY YEAR

During the lockdown period in the Spring, I took regular walks along the Southend Estuary, and more often than not found myself standing in front of the Cliffs Pavilion Concert Hall. Any isolation-induced blues I was experiencing quickly evaporated as the warm memories of 1 February came flooding back: The Centenary Gala Ball demonstrated the very best that the School has to offer, bringing 100 years of creative talent from WHSB into sharp focus. It was hard to believe that just over a month later the Big Band had stopped rehearsing, and the Choir had stopped singing.

It does make me sad to think of all the amazing plans we had for Music during the year. By now, we would have already heard Mr McGee's Centenary composition; a theme and variation piece based on the melody to Jerusalem. We would have performed the winning entries of the Composition Competition by Ethan Okai, George Odina and Edoardo Chidichimo. The Big Band and Jazz Band would have celebrated the School's birthday in style at a Summer Garden Party, and we would be preparing for and performing a vast Centenary Thanksgiving Festival, involving multiple alumni. There was so much music to be made that never came to be during 2020.

But let us not forget how much music was made! It is important to recall the successes of this Centenary Year. The Sinfonia

gave a thrilling performance of Saint-Saens' Carnival of the Animals, Alex Marshak's Centenary Waltz was debuted in the Spring Sinfonia concert, and throughout the lockdown period the musicians of WHSB lived up to the standard of resilience set by a century of predecessors: Musicians, such as Daniel Weight, used their abilities to bolster their communities' spirit. Others, such as Charlie Gershinson and George Jefferson, performed in Southend's VE Day Anniversary celebrations, while the Big Band, String Ensemble and Quartet produced online videos (with some special staff guests) to keep up the standard and reputation of Music at WHSB.

This festive programme celebrates more than Christmas. It celebrates the spirit of a School that has never been diminished, through snow days, pandemics, and even a World War. The motto 'Fide et Fortitudine', 'Faith and Fortitude,' abides. Every performance given by a Westcliff pupil epitomises those words. We will continue to make music over the next century, as those did a century before, rising to the challenge of an uncertain future, because that is what the extraordinary pupils of this extraordinary School have always done, and will always do.

Mr T Derrick, Director of Music



A WHSB Big Band Rehearsal, Autumn 2020



Centenary Ball Choir, February 2020



The WHSB Big Band at the Centenary Gala Ball, February 2020

MUSIC IN 2020



The WHSB String Quartet, The Rotary Society 2020



Year 8 Choir Performance in Assembly, Autumn 2020



WHSB Sinfonia Concert, March 2020



Christmas Big Band in normal times

THE CHRISTMAS TRUCE



Though the competition is not particularly tough, the Christmas Truce is undeniably one of the most heart-warming occurrences to come out of the Great War, boasting the status of an international legend to this day. At the time it is unlikely that there were many other stories that both the British and German newspapers could proudly circulate, of an unlikely union and a rare moment of peace just a few months into a war that would eventually claim over 15 million lives. Some would say, and they did, that those first German soldiers that walked out onto 'no mans' land' on the morning of 25 December 1914, shouting 'Merry Christmas' in their enemies native tongue, were naïve and delinquent. Yet there was also an undeniable bravery to their actions, a display of heartening faith in that beneath the brutal clash of weapons, soldiers' essential humanity endured. Even more heartening is that their attempt was not in vain. On the first Christmas Day of the First World War, over 100,000 British soldiers, two thirds of the troops, simultaneously and with no apparent previous planning, put their guns down, and for a short while an untroubled silence lay across the battlefield.

***Men who would drown in mud, be gassed, or shot, or vaporised
by falling shells, or live to tell, heard for the first time then –
Stille Nacht. Heilige Nacht. Alles schläft, einsam wacht ...***

Most accounts suggest the truce began with carol singing. Lieutenant Charles Brewer recalls how the German lyrics of 'Stille Nacht' floated faintly across no mans' land from the enemy trenches on Christmas Eve, and upon being heard were met with cheers and applause from the British who returned with their own version of the Carol. Indeed, the eighth stanza of Poet Laureate Carol Ann Duffy's poem 'The Christmas Truce' is dedicated to Silent Night. Its simple legato melody is so globally renowned that even at times of such international tension, it brought serenity and a common comfort to the frontline. There was perhaps something honourable about using the Carol of Silent Night despite its distinct German roots, a symbol of chivalry between enemies in warfare. It would have undoubtedly pleased Joseph Mohr, the lyrical composer of the Carol. In 1818, the priest played it for the first time to a guitar rather than organ, the expected accompanier of ecclesiastical music, in the hope that such simplicity would allow it to become a song of the people, rather than just the educated elite. So one can imagine that the scene of British and German men huddling around impromptu Christmas trees, exchanging cigarette lighters and photos, singing the same melody each in their native tongue, would have fulfilled Mohr's ambition in creating a song that even in the most dire and bitter of times would still find a way to unite and alleviate.

Of course, it was only ever a truce, not peace. The next day hostilities returned and the casualties continued. Never again repeated, any further attempts were harshly quashed by officers' threats of disciplinary action and the soldiers themselves became hardened to the brutality of war. Yet even the most cynical of people cannot deny the significance of the event as a testament to the power of hope and humanity in a truly dark hour of history. From home to the front lines, all could enjoy one truly silent night.

Sophia Mykhaylyuk, Upper Sixth



CENTENARY FESTIVE CARDS

THE CENTENARY FESTIVE CARD COMPETITION

Upon receipt of the Centenary Festive Card Competition brief from the Headmaster, the Art Department was excited to promote the competition and engage pupils to be inspired by the challenge of an inclusive celebratory card.

With the help of our Teaching Assistant, Mr Browning, who designed the competition poster, the inspirational Festive workshops led by Miss Gellard, and my own sketch-book examples, we hoped to encourage pupils to think creatively. Sure enough, we were inundated with submissions over half term and were truly proud of the creativity and diversity of ideas we had the pleasure of judging.

The broad range of images, techniques, compositions and ideas made it very difficult to choose a winner. As stated in the brief, we were looking for cards that communicated a sense of festivity and an inclusion of the Centenary theme, something we received in abundance. The winners of each Year group were particularly impressive, but there were also many special entries that made the shortlist: We were delighted with George Cove's thoughtful submission that combined festive imagery with his School House logo, along with Alex Carr's illustrative style and clever use of the Centenary theme. Zain Syed produced a skilful design resulting in a magical snow painting and Krish Das' design was particularly exciting through his clever use of imagery and fun inclusion of the Headmaster wishing everyone a happy holiday! We were also very impressed by Hashene Madipola's minimal, contemporary visual.

The winning design was undeniably special: Yatish Nath was able to fulfil every aspect of the brief with expertise. He used a range of techniques, including Collage and Oil paint, which he is now going to develop within his GCSE coursework.

Mrs C Glassock, Teacher of Art



Amandeep Grewal, Year 8 Winner

I used ultramarine blue for my midnight sky, titanium white and lamp black acrylic paint to create the foundation of my festive card. A fan brush was used to paint the bare silhouette trees, which I thoroughly enjoyed doing. It was not as easy as it looked - it took lots of practice.

One hundred years is a milestone, so I decided to choose our school building to represent this and included Santa and his reindeers to make this card festive and magical. I am truly delighted that I had the opportunity of creating this festive card.



George McDermid, Year 7 Winner

I created my festive card on a computer using software, as I wanted to make the card as accurate and professional as possible. I also really enjoy working digitally. My final submission, I feel, is a Christmassy, uplifting card, including the celebration of 100 years of Westcliff High School for Boys. I created this design as it celebrates Christmas as well as the School's Centenary. I strongly feel it is a once in a lifetime message so this should be the central theme.

I played around with the "100" until I came to the concept of including "Ho, Ho, Ho" and felt that this was a fun and festive take on the Centenary idea. I then wrote a poem to be included inside, in order to make it feel more joyful and festive. I liked the idea of thinking of a card as a message of four sides and not just one. I was so pleased to hear I won the Year 7 category!



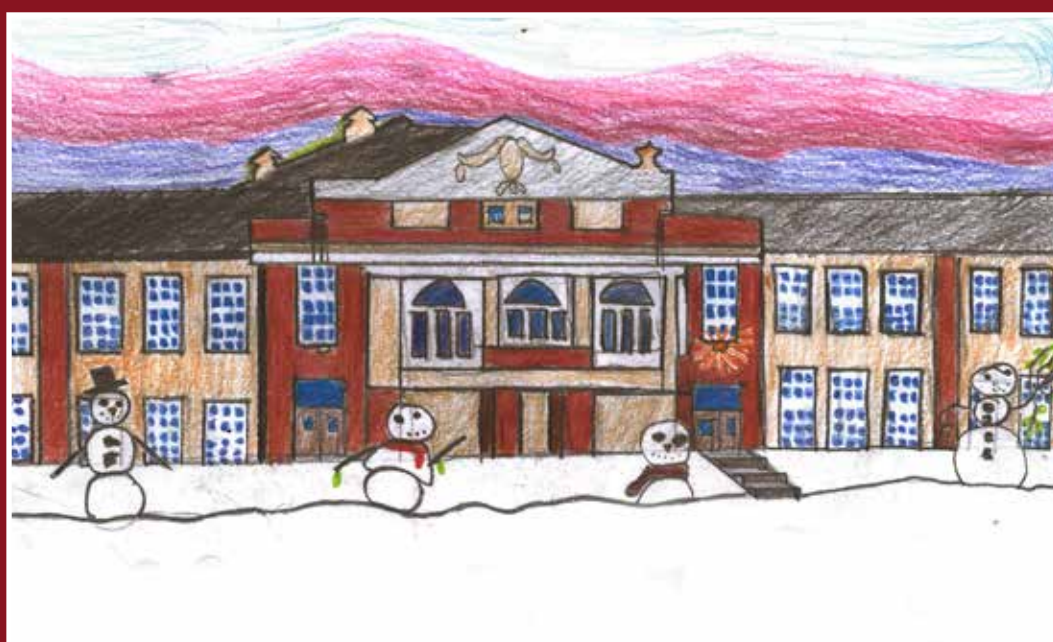


Ahnaf Kazi, Year 9 Winner

For my entry in the Festive Card Competition, I decided to draw in pencil having previously struggled to make my work look professional using software. I decided to draw my entry as it was my only chance to do well in the competition rather than submitting an image that does not have good editing quality and leading me to not obtaining the winning position in the Year group.

When I was drawing my card design, I made use of layering and blending colours together to accomplish appropriate colours for certain aspects. I also made use of the one-point perspective technique to make the image have a three dimensional effect. I used different shades of the chosen colour to highlight specific areas.

In order to find a suitable image to give me ideas for my card design, I went onto Google and searched for photographs related to the School's building and discovered a good image to draw. I found a photograph of the rear side of the School where the Headmaster's office was visible and there were a few pupils walking up to the School from the field. I decided to replace the pupils with snowmen in order to accomplish a festive theme for my card design. Instead of drawing a plain, blue sky in the snowy scene, I drew the sky with a pink hue because when snow appears, light tends to reflect long wavelengths to the sky which makes the sky appear pink. I also wrote "WHSB" on my festive card which was coloured in white, red and green as these three colours are normally used in festive-themed items. In addition, I also drew the School's Centenary logo to appreciate the 100-year milestone the School has successfully achieved.



Peter McLean, Year 10 Winner

For my submission for the Festive Card Competition, I decided on the medium of digital art. I thought that by using digital art, I could accurately re-create the clean, professional style that a lot of mass-produced holiday cards in shops display. I then went for a lineless style as I thought that would help further emulate this.

I first thought of displaying the snowman in the foreground as the snowman is a symbol of winter and its festivities, and also they can be quite fun to draw. I gave the snowman a WHSB tie to symbolise the School and its resilience through the first 100 years of its existence, facing such challenges as the Second World War, and more recently the COVID-19 pandemic, yet (as like the snowman wearing the tie) still standing tall and proud nonetheless.

In the background, in front of the harsh winter night, I then drew snowballs falling from the sky with speed, as this is meant to symbolise all of the challenges that the School has faced (characterized by the snowballs behind the snowman) and the challenges yet to come (characterized by the snowballs in front of the snowman) I also made a light source to the left of the piece, unseen in the piece itself, to symbolise hope for the future, and the fact that the snowman is facing it only further emphasises this symbolism.





Yatish Nath, Senior School and Overall Winner

I am delighted to win the Festive Card Competition this year and hope to improve my art skills further throughout my life. I have always believed art to be one of my most important hobbies which I have thoroughly loved doing. For this competition, I researched appropriate themes to do with the School and festivity. Therefore my composition consisted of the School building and Christmas based ideas.

I used mixed media (oil paint, watercolour and 3D collage) because it demonstrated many of my artistic skills. It was my first time using oil paint and I found it difficult at first, but I persevered and learnt a lot from my experience gained from this competition and hope to use oil paint more in the future. I layered my piece to create a 3D effect and also used real-life objects like a stick to portray a tree and I added decorations to it.

I used iconic characters and objects like the famous snowman and the wrapped present in order to display the theme of Christmas. Moreover, I drew a student receiving the gift from the snowman to congratulate the School on the Centenary Year.

I would like to wish everyone a glittery, sparkly, joyous Merry Christmas.



I would like to commend all the pupils who submitted festive card designs on their superb entries for this challenging competition. The standard of entries was impressive indeed. In particular, I would like to offer congratulations to the winners in each Year group, and to the overall winner of the competition, Yatish Nath. Yatish's design is to appear on the School's official Centenary Festive Card for 2020.

On behalf of the pupils and staff, I would also like to take this opportunity to record our sincere thanks to the Parents' Association for their kind donation and support for this project. Their generosity has supported the printing of our Centenary Festive Cards, and has provided the wonderful prizes for the pupils who have won their Year group competition. Each winner will receive a gift voucher for £50 from a choice of The Tate Gallery or the Royal Academy of Arts.

Headmaster

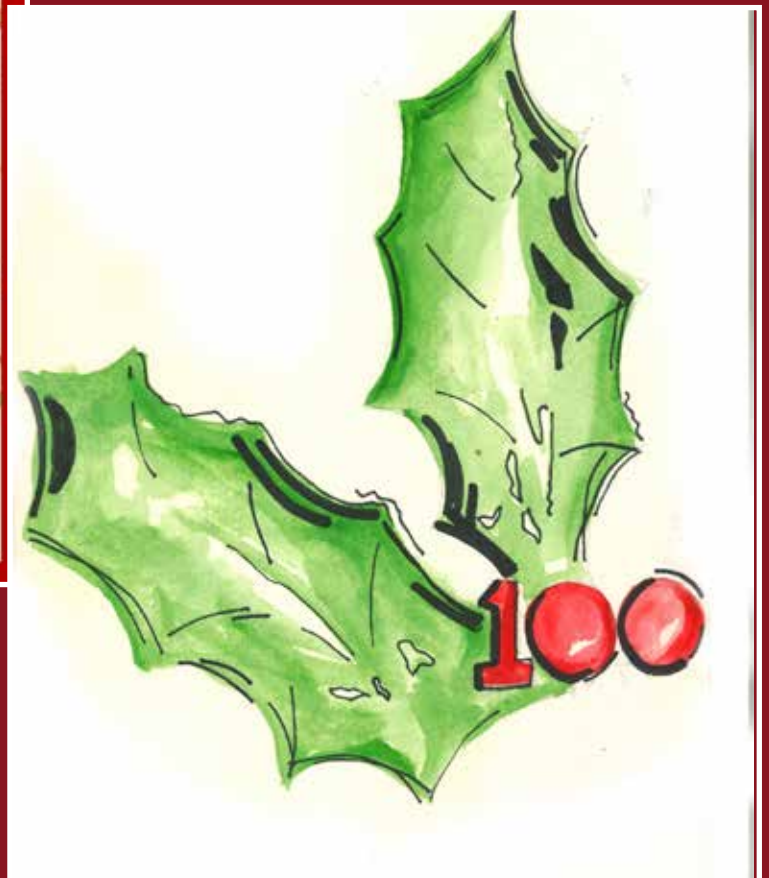




Designed by Hashene Madipola, Upper Sixth (competition shortlist)



Designed by Krish Das, Year 9 (competition shortlist)



Designed by Oliver Green, Year 7 (competition shortlist)



Celebrating 100 Years of Westcliff High School for Boys

Visit the School's online shop to order a range of items celebrating our Centenary Year

Last day for Christmas orders online 15 December 2020



Centenary Tie (Silk) - £20.00

Centenary Tie (Polyester) - £8.00

Centenary Mug - £5.00

Centenary Pin Badge - £2.50

Clear Spring Pen - £1.20

Centenary Waterman Pen - £20.00

(engraved: Barrel Westcliff High School for Boys, Cap 100)

Centenary Ties in Silk

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

As the School was closed to many pupils for a number of months during 2020, pupils will be permitted to wear their Centenary tie in place of their usual School tie throughout 2021 should they wish to do so. Centenary ties in silk or polyester are available through the School's online shop.



WESTCLIFF HIGH SCHOOL FOR BOYS ONLINE SHOP

<https://whsforboys.shoptill-e.com/>



Each item ordered helps to raise much needed funds to support the education and extra-curricular provision for current pupils at the School.



The School's Centenary Aerial Photograph can be ordered in a variety of sizes, styles, and gift types from as little as £4.00.



From prints and posters to canvases and jigsaw puzzles, these items can be ordered online directly from the supplier (the School receives commission on all items purchased)

<https://whsb.gotphoto.co.uk/album/centenary-drone-photo>



Thank you for your support



AUTUMN TERM 2020

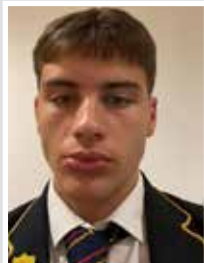
AUTUMN TERM HOUSE ACTIVITIES

The first term of this academic year 2020 has been most productive for the House System with numerous events taking place. We have adopted a blended approach of face-to-face activities within zones (bubbles) and virtual events. These have included House: Cricket, Spelling, Countdown, Cartography, Creative Writing, Football, MFL Cryptic Crossword, Non-contact Rugby, Fantasy Premier League, Halloween Competition, Rocket League, Lower Sixth Thursday House Quiz, Speedway, GeoGuessr and Mario Kart 8 Deluxe, to name but a few.

Our Centenary Year has been a difficult one, but we have been most impressed with the way in which pupils and staff have risen to the incredible challenges presented by the pandemic. Rather than inhibiting the House System and the extra-curricular opportunities available, the House System has, in fact, flourished, with numerous brand new events created despite the restrictions. Many of the ideas for new competitions have come from pupils' suggestions and it has been fantastic to see how hard everyone has worked in order to make these activities such a success.

Thank you to the Heads of House, the Physical Education Department, Mr Wightman and all the staff and pupils who have helped to organise and run these competitions.

On these pages, we are delighted to share some of the students' reflections on the House events during the Autumn Term.



**Oliver Hale, Upper Sixth
Harrier House Captain**

The first half term of this academic year proved to be one of great challenge for the House System, however the School has shown a high degree of resilience to overcome these difficulties and keep the House System alive. Whilst events involving multiple Year Groups have not occurred, the Year House Representatives have proven themselves to be collaborative and supportive, encouraging their respective Year Groups to participate and put forward new ideas. The House events that have taken place have varied greatly, ranging from House Football to House 'Minecraft Speed Running', and I encourage anybody else with a potential idea for a House event to contact myself or another House Captain to try and bring their ideas to fruition. It has pleased me in the last few weeks to see how the School has united (whilst staying socially distanced of course!) to help each other through this period of change and uncertainty.



**Jahnuzan Vakeesan, Year 9
Osprey House**

School House events are very important to me and the community of the School. The School runs many House competitions and the ones I have attended were great. I took part in the sport competitions as I wanted to help my House, improve my fitness and to become a better sportsman. I took part in the football and cricket House competitions and I personally think that Osprey House did a tremendous job. There were many students in the team and

the play of sport was terrific. I really enjoy House competitions, especially after lockdown and the time period where we could not experience it greatly. Mr Barber and the House Representatives have worked hard with House Competitions and I want to make sure that we attend and earn those House points for the teams. Furthermore, I really like the competition against others and House competitions are good for the community of WHSB. This is because we cannot compete against other schools, due to the coronavirus restrictions held across the country. I really want my House (Osprey) to do significantly well in the House competitions by gaining lots of House Points this year and hopefully win the Phoenix Cup.

Attending House competitions essentially ticks most of the boxes of the WHSB Learner Profile: to be collaborative and supportive of the wider community, to be intellectually curious and maybe ask questions about the event. In the Sport House competitions I took part in, I had the opportunity to see the high standards of sportsmanship and I was able to score some runs, assists and passes within the matches. I am really looking forward to other academic, drama, music, speech and sport House events because they provide a chance to experience something new and it is brilliant when we compete against other Houses!



**Jacob Shulton, Upper Sixth
Kestrel House Captain**

I attended Sixth Form House Football several weeks ago in order to support my House. For the event to take place, a number of obstacles had to be overcome to ensure it was a success, as the first major sporting House event of this academic year. Midway through the event, the weather tested players' commitment to taking part following a heavy downpour of rain. Despite this inconvenience, it is impressive to report that no player gave up and abandoned the event and, as a result, the game continued on to its conclusion. While Kestrel was ultimately placed last, I am proud of the effort displayed by those that took part and it was clear that everyone involved enjoyed the experience. This was an important event this year, as it was the first face-to-face event following months of online events.



**Philip Kanneh, Year 7
Kestrel House**

I think we all find pleasure in earning House points and helping our team in winning the Phoenix Cup at the end of the year. But what is the key to earning so many House points in the space of the School year? Extra work put into School and homework? Showing enthusiasm for learn a new subject? Getting 90% or above in an assessment? Or even just not getting demerits? These are all good ways of achieving House points, but the best, and probably most fun way of earning House points is taking part in House Competitions.

The reason why these are so good is because you earn House points for attending, plus you have a chance to meet other people and make friends. It is also a good chance to put your skills to the test against other pupils, or try out something new that would not have been possible at primary school. Whatever your reason is, it is all about having fun and enjoying your time at WHSB.

Out of the 4 events I have attended, the first one took place about

a month ago. It was House Spelling, and in it we had to spell the 50 words read out to us. Before attending I was really excited. I had achieved high marks in pretty much all of my spelling tests in primary school, and was actually expecting this to be quite easy. However, when spelling out the words, I did not recognise many of the words spelt out, and found it much harder than expected. That was the fun part of the whole competition. What is the point of a competition when everything is so easy? Second on my list of events was House Countdown. Originally, I was not thinking about going to that event; having not heard about Countdown in my life before. A few days before, however, I decided to go because it is always good to learn or try something new.

When I actually came to the event, I ended up enjoying it even more than House Spelling. A huge number of people took part and the way the event unfolded was even better.

What we had to do was to get as close to a total number using six separate numbers only once, and the four operations. Then we had to make as many words as possible using nine letters in a time limit. I was better at the round with the words than the one with the numbers, but overall I really enjoyed both of them. A very good experience!

7 October was the day I participated in my third House event, only five days after the previous one. This was the House Cross Country. The day before, during Games, we ran a Cross Country route and the top 10 finishers in each House qualified for the Cross Country event the day after. I did not have a choice of whether to take part in it or not; I was not so excited to do so when I came 7th in my House, but that meant I would have to do it. When the time actually came, I ran the Cross Country and finished in a time of 14 minutes 24 seconds. At the time I was not very happy about competing as I did not think that Cross Country would be something that I would enjoy. I did, however, have a great time and I am now thinking of joining Cross Country Club.

Last of all, and very recently, was the House Cartography competition. I took part in this event on 23 October, and this was definitely the one I found easiest. Cartography is basically identifying and spotting things on a map. First we had to identify all the countries in Europe and where they were, and then do the same for South America. I was able to name most of the European countries and name a lot of the South American ones as well. Countdown has to be my favourite, however I enjoyed all of the events in the end. Obviously, we are in a time of suffering, pain and loss and House Events will not be the same this year. However, the fact that some of these are still running is something we should be grateful for, because every day people are dying and not getting the chance to live their lives to the full. For anyone thinking about participating in a House Event next term but are tentative about it, my advice to them would be to go for it and try something new. Again, it is always fun to try something new!



Rafael Gamma, Year 9
Harrier House

Many of the House events taking place this year have continued online on Microsoft Teams, but one I particularly enjoyed took place in person, Year 9 House Cricket. One of the sports considered COVID-19 safe

by the government, we made the most of it while it lasted. Some of the new measures included: minimising sharing of things like bats, and frequent hand sanitising if we did. My House (Harrier) got off to a very good start in the game, with the batsmen gaining

many runs in quick succession, and my surprising batting skills, also giving us quite a few runs. We therefore won that game against Kestrel. Harrier continued against Osprey, fielding, then after a break, we were back on with me as bowler - not going too badly, in my opinion. We had made a good impression, but in the end we came in second place behind Osprey. What I most enjoyed was the sport itself and, to be honest, things were not too different than they were in normal cricket, pre-COVID-19. We could all keep socially distanced on a field and not share resources too much. Of course, many House events are different this year. Most of them are still continuing online following the lockdown, others within Zones at School. But time is giving way to more ideas, as I have seen on the House Representatives' page, more and more Teams are being set up for new competitions in a variety of subjects. Our horizons have been significantly widened online, so I am thankful for the opportunities that the House System, led by Mr Barber, has brought to all of us.



James Garforth, Year 7
Kestrel House

I went to House Cartography. We had to label European countries and then we moved on to countries of South America. It was nice because we had the chance to take part in an activity to get your brain working, and to do something different at lunchtime.



Daksh Yadav, Year 8
Merlin House

This year, I took part in House Cricket. It went quite well though I have not played cricket a lot. However, this event taught me many skills including teamwork. Unexpectedly, I played

quite well in the first round; however, the second round was not as good as it involved bowling and I could not keep my ball focused on the wicket. The event required playing cricket with other Houses within the School. I enjoyed this event as it allowed me to explore new skills like teamwork, a focused approach and gaining self-confidence, apart from believing in yourself. House events have been different this year as they comprised sanitisation of hands and the cricket ball frequently during the game.



Arhaan Sabeer, Year 9
Osprey House

I participated in the Year 9 House Football and House Cricket events. In House Football, it went well for Osprey as we won against Merlin and drew against Harrier and Kestrel, putting us in the finals against Harrier.

Personally, I think I played well; I was playing as a defensive midfielder and I made some great tackles and some assists. During the game, which we won (3-0) against Merlin, we were especially good at screening. House Events been different but the overall atmosphere of House Events has been superb and we have thoroughly enjoyed ourselves.



**Prabhav Chaudhary, Year 7
Kestrel House**

The reason for my message is to convey my thoughts about the House football event. The event was at the end of the month of September. I think the event went smoothly with no difficulties. I really enjoyed participating in the event although I do not think of myself as a particularly great footballer, but I really enjoy playing sport. Teams were decided before the event, as were the Captains for each team. It was up to the Captains to decide where each person would play and how the substitutions were going to work.

The team spirit and quality of play was incredible, and most of all, everyone tried their absolute best. There was a sense of competition and everyone abided by the rules. As it is my first year at Westcliff, I understand that if there was no COVID-19 the constant use of hand sanitiser would not be necessary and more sports with more contact such as rugby would be taking place.



**George Burnham, Year 9
Harrier House**

I took part in the Year 9 House Football. The match went well. I am in Harrier House and despite us only having 7 players and being the underdogs we went into the game feeling positive with nothing to lose. Harrier took the lead with a goal scored by Linus, with some assistance from myself! We defended well; Kestrel missed their chances with a header going just wide of the post in the closing stages. The final score was 1-0 to a well-deserved defensive Harrier team who are now in the final. I enjoyed taking part and feeling happy with the positivity in the team's morale. Due to restrictions with COVID-19 we are only allowed to play in Year Group zones (bubbles) which has still been fun and has widened the opportunity for us to take part in a bigger variety of events, for example online.

The House System is all about participation and trying new things. We want pupils to be pushed out of their comfort zone and be: open to opportunity, collaborative and supportive, globally aware, intellectually curious, lifelong learners, have personal integrity, communicate effectively and contribute towards the School community. These are all key aspects of the WHSB Learner Profile, which is key to communicating the School's ethos. Where we see these attributes being demonstrated within the House System, House Points and Senior Commendations are awarded to pupils and these are documented on their permanent record. Certificates are awarded to pupils when certain numbers of House Points are achieved.

At the time of writing, we have a number of further events planned which include House: Bonfire Night Food Competition, Remembrance Poetry, Christmas Cards, Christmas Quiz, Treasure Maps, Cross Country, Ultimate Frisbee and Basketball (both subject to any COVID-19 restrictions), Creative Writing, Education Perfect, and German Crosswords.

Sixth Form House Captains and Vice-Captains have been supporting House events online, but unfortunately cannot support younger pupils in person as they would under normal circumstances. As such, we have appointed a number of extra House Representatives within each Year Group to overcome this challenge. They have done an amazing job at helping to run and organise events within their Zone (bubble).

Some pupils have had to self-isolate this term, therefore Microsoft Teams and virtual clubs have proved to be a very successful method of providing enrichment experiences and continuity for learners where they cannot be at School in person. In addition to House activities, we also have 30 clubs and societies running both virtually and face-to-face. If you would like to organise or help run a club, society, or House event, or have any ideas for new activities, then please do not hesitate to contact me.

Happy Christmas from myself and the House Team.

*Mr R Barber,
Senior Head of House and House Coordinator*



House Chemistry Mastermind (Year 9), 2020



House Halloween - Ariyan Huq, Year 7 (Harrier)



Year 8 House Cricket



Year 7 House Spelling



Year 7 House Countdown



Year 10 House Rugby 2



Year 9 House Football

A TIME CAPSULE

For the Pupils, Staff and Old Westcliffians of 2120

As part of our Centenary celebrations this year, a time capsule will be buried in the West Quadrangle, as an intended gift to the pupils, staff and Old Westcliffians for their bicentennial celebrations in the year 2120. With such a unique opportunity to collate evidence for future Westcliffians, an effort has been made to predominantly focus on personal experiences of individuals within the School community this year. The record of personal experiences is something that the study of history often lacks, and so more often than not, a relatable point of reference when studying the past cannot be achieved. The time capsule will act as this point of reference for future generations, putting a much needed human face to the history of the School.

To achieve these aims, a number of competitions have been running during the final weeks of the Autumn Term with the focus of 'What it means to be a Westcliffian' at their centre. There will be opportunities for the entire School community to share their thoughts, experiences and feelings about this year, as well as their reflections on the wider life of the School and hypothesis for its future. Through these means, the time capsule will act as a bridge across time, where future generations can understand the people behind the Year 2020. In providing such a personal and document rich treasure trove for our successors, we can hope to further strengthen the long lasting legacy of Westcliff High School for Boys for the benefit of future generations of Westcliffians.

The large stainless steel, bolted time capsule has been constructed by local specialist engineers at SWF in Great Wakering. Its unique style of construction, including stainless steel bolts surrounding the perimeter will ensure protection of the time capsule contents from water and air.

The Time Capsule will be buried in the West Quadrangle during the last week of the Autumn Term, and once in place, a ground-level stone will mark the spot, to ensure it can be easily located by its intended recipients in 2021 or, in the event of a future building project, safely moved and buried elsewhere! We are most grateful to Mr D Pymer, Director of H.G. Blatcher Memorial Masons Ltd, Southend-on-Sea, for his generous donation of a beautiful granite location stone for the time capsule, which he has personally made and engraved for the School.

On behalf of the pupils and staff, I would like to offer our sincere thanks to Miss R Williams, Teacher of History, who has carried out significant work in preparing material to be included within the time capsule, and to Mrs Clarke and Mrs Weller in the Community Development Office for their considerable efforts in securing the time capsule unit to enable this project to take place this term.

Headmaster



THE COMBINED CADET FORCE AFTER LOCKDOWN

Royal Navy Section



This academic year, the Navy section returned to weekly sessions, this time was used to train all participating cadets to the Level 2 RYA sailing standard at Grangewaters Outdoor Education Centre. The training offered first time sailors and experienced sailors alike, four enjoyable sessions out of the typical School environment, culminating in a day out during the half term holiday to be assessed on key aspects of the course to achieve the RYA Level 2 sailing standard. These sessions away were received well by all cadets involved, gratefully returning to Navy sessions in a fun and productive manner with the hopes of continued activities such as these on the horizon.

Able Cadet 1 Star Billy Wallace, Royal Navy Section (Year 11)



Returning to cadets training this year has been very different to other years due to the new guidelines from the School and Government resulting from the pandemic. Fortunately, the Navy cadets have been allowed to go sailing for a 6 week course at Grangewater, an outdoor activity centre in Ockendon. Every week we would have the opportunity to sail for a couple of hours to work towards our Level 2 Sailing Award. This was a great opportunity for the Navy cadets to put into practice some of the things that they learn in School, and it was a really good experience for us all.

Able Cadet 3 star Adam Biggs, Royal Navy Section (Lower Sixth)



We have returned to the CCF's Navy section with great joy. We were lucky enough to go to Grangewaters Outdoor Education Centre, to engage in some sailing activities. Within a couple of sessions, every week, we learned how to confidently sail a lightweight dinghy. Furthermore, our confidence was greatly built upon, with a half term sailing day, which I attended, in which we raced our way across a course of buoys.

With the fast breeze, approaching from behind as you navigate the boat at its full speed, a feeling of exhilaration fills your body. The very sense of controlling the dinghy creates the idea of being the captain of your own ship. I felt like a proud helmsman, steering a huge wooden vessel. The experience was brilliant and one that I am sure I will keep with me throughout my life.

However, it is not over and I am excited to go sailing again to earn my Level 2 RYA sailing certificate. Not only will this be useful in the future, as an extra-curricular aspect of my educational life, but it is also a reminder of the fantastic times that I have had with the CCF.

Cadet Samin Afshari, Royal Navy Section (Year 10)



The CCF Royal Navy Cadets have been completing their Royal Yachting Association (RYA) Levels 1 and 2 Sailing qualifications at Grangewaters Outdoor Education Centre weekly, during their CCF parade night across the first half of this term. Lt Hill and SLt Bailey have accompanied them each week as they improve their water-based skills and get ready for their final assessments to gain these nationally recognised qualifications. (left and below)

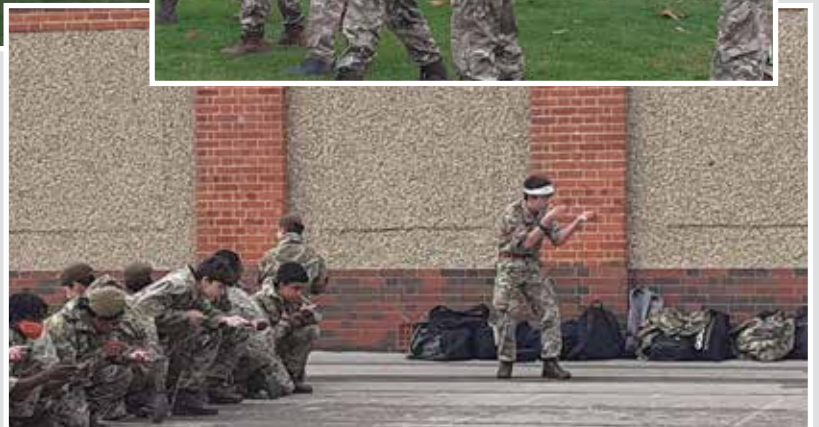




Roxy, Sailing Mascot



This term, Year 10 cadets in the CCF Army Section continued with their training carousel, involving rotation between camouflage and concealment, hand signals, formations and moving with a rifle. The Year 11 cadets reviewed harbour drills, sentry duties and fire control orders with Sgt. Kilbride, whilst Lower Sixth cadets worked towards their Cadet Instructor qualification with Capt. Baggs.
(below & next page)



Army Section



Following the lockdown, the extra-curricular activity of CCF returned once we started the new School year. Previously, there was a structure in which myself and the other students who joined in the beginning of Lower Sixth had classes with new year 10 cadets. Following social distancing guidelines, my Year Group (Upper Sixth) was a set bubble. So far, we are organised into our Year Groups within a designated Section, then the other three Upper Sixth females and I are taught by the Upper Sixth Sergeants. Within the two meetings we have had during this current School year, I first learnt about types of formations and movement in the field such as kitten and leopard crawl. In the most recent lesson, Sergeant and Deputy Head Boy Ethan Locke taught us about the acronym GRIT which is used for fire control orders. Switching to a smaller group has allowed myself and the other girls to interact more with the material we are learning. The environment is comfortable and relaxed since we are all friends, so I feel like I am still gaining valuable experience and information. Although adjusting to life during and after lockdown has been intense, being able to spend time as a part of CCF provides some normality and I really enjoy attending.

Cadet Issy de Villiers, Army Section (Upper Sixth)



After lockdown, the School has been slowly reopening to try and get back a rough sense of normality during this time. The School has been working towards this goal by being safe and re-starting some of its extra-curricular activities and this includes the CCF.

The CCF has started off with a gradual start for the Army Section, and with our safety at the highest priority all of our instructors have been fitted out with PPE and have been socially distancing. This allows the interaction we need to be able to pick up our training from where it was before lockdown to start to work towards our Army Proficiency Certificate, so that we can get our promotions to the rank of Lance Corporal. We have been getting our drills up to pace after our long break with help from some of the older, more experienced cadets, this however only lasted for a short amount of time as we moved on to talk to our renowned Sergeant Kilbride to learn more about the field-craft and learn first-hand from his experiences. It is very nice for us to be able to continue with clubs like this to give us more of a sense of normality - a promising sign for us all.

Cadet Shaun Ekiyoyo, Army Section (Year 11)



Year 10 has begun with a very new and difficult start, with COVID-19 guidelines and regulations. However at WHSB we are doing very well to cope with these challenging and confusing times. In the CCF everything in terms of training and drills are back to normal with senior cadets teaching us different topics in the Army Section. Senior cadets are wearing masks and face shields as well as the officers (teachers) when instructing us but that does not affect the work ethic or fun during Thursday nights. I still look forward to them throughout the week and have enjoyed the recent camouflage and rifle training drills, learning lots of new techniques and having fun at the same time. I cannot wait until we can go on the camps and trips, but who knows when they will happen. At the time of writing, Remembrance Day is just a few days away and we are preparing for the special day with senior cadets practising for a parade and rehearsing with our flags and standards. I look forward to seeing the performance next week and participating in the future.

Cadet Will Midwinter, Army Section (Year 10)



After an abrupt end to training in March 2020, CCF has returned in the best possible way to training while ensuring we meet the COVID-19 secure guidelines and safety for all cadets. As an Upper Sixth cadet, I am responsible, along with my fellow cadets, for carrying out the instruction to the younger cadets. We now must maintain a two-metre distance and wear face shields to protect those of us teaching and the younger cadets, but I am pleased to say the quality of instruction has not decreased at all. Despite the pandemic, we have found a way to bring the community back together and carry out the same standard of training. I have enjoyed coming back to the CCF and look forward to the year ahead, although there will be changes and restrictions applied.

Corporal Rajveer Roopra, Army Section (Upper Sixth)



The return to CCF training has been very encouraging so far and I could not extend praise enough to the volunteer staff. Our approach to delivering the best training possible to cadets has changed due to the current situation but our core values remain the same. The CCF at WHSB has remained a pillar of the extra-curricular life at the School and has continued to provide students with enjoyable and engaging experiences. Adjusting to the new system has been a challenge but keeping everyone safe has been most important and I am excited for what the future of the CCF holds.

Corporal Thomas Baldwin, Army Section (Lower Sixth)



AUTUMN TERM SPORTING OVERVIEW

This Term has been one in which resilience has been required of the pupils if they are to still enjoy sport and all of the physical, social and mental benefits that it brings. Instead of focusing on the constraints that Physical Education and School Sport has had to operate within I believe it is far more positive to highlight and celebrate what sport we have been able to continue within our School community.

The attitude that the pupils have shown throughout both the Lower and Middle School has been exceptional. They have certainly remained 'Open to Opportunity' across the sports that we have been able to deliver; Rugby, Basketball, Football and Cricket. Training numbers have been impressive; it is a difficult task to award the accolade of Best Year Group for Training to any single year, such has been the level of engagement from all Year Groups. However, if pressed to make such an award, the Department agree it would be a two way tie for first place with Years 7 and 8 being awarded 'Best Year Group for Training', closely followed in a two way tie for second place with Years 9 and 10.

The work ethic that pupils have demonstrated has been superb. Pupils are aware of the Performance Temple that represents the philosophy of the Department. Work ethic is one of the foundations of the Performance Temple and it is pleasing to see that so many pupils have developed and improved their personal Performance Temple during the Autumn Term.

In less than perfect circumstances, in order to continue to make individual and team progress, the WHSB community has sustained its development in all of these facets. Of course, the result has been progress in the sports, with pupils gaining greater technical ability; the only limiting factor is that we have not been able to translate these developments into competitive fixtures!

With the unfortunate, and enforced suspension of competitive fixtures against other Schools, the WHSB Sporting House Competitions have taken a much more prominent role than has historically been the case during the Autumn Term. Where we have usually engaged with numerous rugby, basketball and football fixtures, we have replaced those with many House competitions, on Saturdays, during lunchtimes and in curricular time. The pupils have responded by taking great pride in representing their House, and with the support of the Captains and their outstanding organisational skills.

The Department has been utilising ePraise merits for House representation and pupils' efforts through extra-curricular attendance, contributing to awards to pupils from bronze through to gold. These are awarded each half term and constitute 5, 10 and 15 House points respectively.

Looking forward into the Spring Term it is important that pupils maintain their positive attitude, even though the competitive element of sport is not on the immediate horizon. The more work the pupils put into their sport, in relation to technical proficiency and sport specific fitness during this period of time while the School is not permitted to compete, the more their competitive performance will improve when they can represent WHSB once again.

The Department has been incredibly proud of the way in which WHSB pupils have overcome barriers and continued to show such commitment. Indeed, it has been refreshing for us to see the 'can do' attitude and the clear love of sport that the WHSB community has shown. At the end of what has been an unusual Term for sport the Department wishes to send festive cheer to all the families of WHSB, remembering that although Christmas is a fantastic time for socialising with family and friends, it is important to balance the level of socialising with a level of exercise. If not, there will be some sore legs and aching muscles in the first week back!

Mr T Morrish, Director of Sport



OUR SPORTING EXPERIENCES THIS TERM



I have found sport at WHSB exceptional as there is always something to do and always something to achieve. There is a club every day, either after School or at lunchtime (Basketball, Football, Rugby, Cricket and Cross Country). My first experience was great, which was football at lunchtime; It felt like a team I had been in for months due to

the fact the Physical Education staff endeavoured to made me feel very welcome.

Sport at WHSB involves being Open to Opportunity. Thus, meaning having an open mind about trying new things, alluding to the fact that your inner ability has not been fully unlocked yet. This, as well as many other aspects of the WHSB Learner Profile, are vital to being a good sportsman; A good sportsman is all about using your ability wisely in order to excel.

Max Holliman, Year 7

On your marks... Get set... Go!



Forty of WHSB finest Year 7 runners all lined up the start line, ready for the 2020 House Cross-Country competition.

When I woke up that morning, I knew that it was going to be a perfect race: the sun was shining and the ground was only dappled with dampness. I felt extreme pride to represent

my House and nerves filled my body with adrenaline. Although I knew that I faced a full day of School ahead, my mind kept turning to my 5th period, the race.

At School, time seemed to drag on for hours upon hours and I was elated when lunchtime finally came around. This was also the first time I could meet my 10 Kestrel teammates and we all discussed our thoughts and worries. We all did not want to let our House down.

I forced down half a sandwich and an apple and set off for the start line. Ripples of anxious laughter echoed all around and a game of psyching out the other Houses had begun. Jostling for position commenced at an extreme level and I finally realised the seriousness of the situation. The teacher blew his whistle and we were off.

I took to making a quick start but a substantial amount of others met my pace and started to take it further. I knew it was going to be close. Having run the race several times in Physical Education, the course was exceptionally familiar and I knew every single dip and bump. Despite not an abundance of rain falling the night before, the ground was squelchy and slippery but it only added to the excitement of the race; the dread of falling face down in the mud was enough to keep my concentration up!

A race that was only two and a half kilometres dragged on for lap after lap and I begged for the race to finish every time I got a glimpse of the lead. Finally, we got to the last lap and I – like many others – was panting like a dog. 'I am almost there,' I repeated to myself, my legs begging for me to stop.

Little by little, the finish line grew closer, but seeing the mass of other people surrounding me my confidence was not the strongest.

The pace started to speed up and I somehow found some energy inside me to put on a sprint. I bounded doggedly for the line and was overjoyed to have won for my team.

Looking around, I was so proud to see so many people, who had only joined the School a month ago, putting in an immense amount of effort for their Houses. A tremendous achievement for 11 and 12 year olds.



Logan Farrow, Year 7

House Rugby 2020



On 10 October, all Houses competed in a very different kind of Rugby Tournament to those that we are used to. Obviously, the rules of not being able to tackle changed the nature of the game but the teams still showed tremendous sportsmanship and respect for their peers.

The first match began and everyone speedily got to grips with the rules and the conditions of the day. With some great individual skills from many and lots of great team effort, the tournament suddenly felt like normal times outside of the COVID-19 rules. The new restrictive rules changed the style of the competition undoubtedly, however, it did not stop our enthusiasm and passion for the tournament, and we all took great pride in playing for our Houses in our colours.

The final results of the tournament were:

1. Kestrel
2. Osprey
3. Merlin
4. Harrier

These results were surprising due to the Osprey team having only six players in a 7-player tournament and still managing to come in second place to Kestrel, with some good play from the centre out to the wing. All Houses played fantastically well, and best of all, played as a team.

The tournament was a great success as it was highly attended by parents, and well supported by all to make it a special day for reuniting the WHSB community in Sport.





Year 7 House Football Competition



Overall, the House football was a great experience. It started with the School carpark overflowing with cars. When I had arrived at the changing rooms every team had their players, team sheets and were getting ready for the tournament. Once arrived, each team started warming up, stretching, passing and shooting. Mr Skelly and Mrs Mumford came to watch so I knew that my team and I had to impress them.

The whistle was blown and the first match was underway - Merlin versus Osprey. It was a well fought, tough match but Merlin came out on top with two goals to one. When the match was about to end, I got my team ready and talked about their best and strongest position to make a skilful, strong team. As I entered the pitch, I felt great pride to be captain of such a skilled group of footballers. The game was underway and Harrier had scored an early goal against Kestrel and I have to say it was a great strike. It ended 2-0 to Harrier.

After the final group stage games had passed, it was time for the third and fourth placement match: Kestrel versus Osprey. It had started with a break through from Kestrel where their Captain, Asaf, ran through the whole of the opposing team but narrowly missed scoring their first goal. After that, a long goal kick sent the ball to one of Osprey's attackers who struck it into the bottom right of the goal to win the match.

It was then down to Harrier versus Merlin in the final of the tournament. My heart was pounding. It was down to us to win. I had picked up the ball and placed it down on the halfway line. Mr Atkinson blew the whistle and I passed the ball to one of our midfielders and we played football like Brazil. We were so determined to win, we played better than ever. Our first goal was scored by our striker with a beautiful through ball from our key midfielder, Dylan. Merlin passed it through our team and had a great opportunity to score but it was saved by the goalkeeper. Following the goal kick, I received the ball and passed it to Josh who returned it to me as he ran forward to the goal. I passed it back to him and he scored a goal.

The final whistle was blown and the whole team was celebrating



winning the match. As I said at the start, it was a great experience and I could not have succeeded in my place without our keeper Sam Crabb, our defenders, Lennon Parsons, Stanley Marshall, Ed Melville; our midfielders Dylan Pocock, George Stacey, Michael Fakunle, and our attackers Freddie Fitzpatrick and Joshua Olutihemin. Our thanks go to the Physical Education Department for putting on this House tournament and we give special credit to Mr Atkinson for being an excellent referee.

Max Benton, Year 7



Lower Sixth House Football

On Wednesday 7 October, Lower Sixth students from each House, Merlin, Kestrel, Harrier and Osprey competed in an 11-a-side, league format House football contest. The first match of the afternoon saw Kestrel move ahead of Osprey. The match finished 1-0 to Osprey, the team being the victors with a goal from Osyamen Osungbor, who scored following a goalkeeper's error.

In the second match, Merlin played against Harrier. The game finished with a score of 1-0 to Harrier, with a goal from Kaizer Dwamena, assisted by Alex Stewart with a great through ball. The next match of the day was Harrier versus Osprey. The score was 0-0, with few chances having been created by both sides. Later, Kestrel played Merlin. Despite Merlin creating many chances they failed to score, losing by 1-0 after an outstanding half-volley from Oliver White. Harriers' last game of the league format saw them play against Kestrel. Harrier scored within the first 30 seconds of the match after a high through ball from Oscar Horsely allowed Kaizer Dwamena the opportunity to score a goal, making the score 1-0. Harrier managed to create many chances but failed to score again, however the team had control of the match and managed to maintain the lead with 1 goal, confirming their place in the finals.

In the final league match, Merlin looked to score their first points of the contest against a strong Osprey side. The game finished with a score of 2-0 to Merlin, with goals from Jimi Adekola from the





penalty spot, and Tosin Ajayi. Despite the loss, Osprey had done well enough to earn a place in the finals against Harrier. As with the initial game between the two houses, the match was very even with few opportunities created between the sides, and the final score was 0-0. This meant the final would be decided on penalties. Harrier was victorious, winning with a score of 3-2 against Osprey on penalties, crowning them House Football champions for the first time. Thank you to everyone who participated and all those who came to offer their support.

Kaizer Dwamena, Lower Sixth (Harrier)



Sixth Form House Football

Wednesday 23 September saw the long-awaited return of Sixth Form House football after a two-year hiatus, thanks to its organisation by Oliver Hale with the assistance of Mr Morrish. This year's competition was to be run in a round-robin

format with each team competing against each other once in a group stage, followed by a final, making for an excellent spectacle.

The sudden downpour just as Mr Atkinson sent the first match of the afternoon underway set the scene for some exciting football. The first match saw this year's favourite team, Merlin, caught in a tough battle with Harrier who managed to clinch match in the final minutes with a late counter-attacking goal. The second game was another close match between Osprey and Kestrel, with Osprey taking an early lead and narrowly holding on to the score.

After a succession of close fixtures, including Kestrel suffering losing scores of 1-0 to both Harrier and Merlin, and Osprey winning against Harrier with a score of 1-0, nothing but a winning score against a well-organised Osprey team would see the favourite House, Merlin progress to this year's final.

After a gruelling 12 minutes, with several heated challenges, some against Osprey's key player, Joseph William Hunt, the game ended with a score of 1-1, leaving the Merlin team taking themselves back up to the changing rooms for an early bath!

The scene was set for a spectacular final between a surprisingly strong Harrier side and Osprey. An early corner for Osprey, by Ethan Moula, was quickly intercepted by Harrier. When the match ended, the teams were even with a score of 1-1, leaving this year's competition to be decided on penalties.

First to step forward was Osprey's Matthew McCutcheon, who scored a fantastic goal from the penalty spot, followed by Alex Giffin who brought the penalty score to 1-1. A surprising amount of composed penalties followed and, in the end, Osprey emerged as overall winners of the competition.

Drew Johnson, Upper Sixth



Year 9 House Cricket

There was not much cricket going on at the start of the year as the COVID-19 pandemic had caused everyone to go into isolation just at the start of the season. But at the start of the new academic year our Physical

Education Department had set up House Cricket for the School. For me, it was the Year 9 House Cricket which was on Wednesday 16 September. When it came to attendance, there were 11 players in Osprey, 3 in Merlin, 7 in Kestrel and 8 in Harrier; this was not as many as we wanted but we still managed to play. We played as three teams, as Merlin players were split between Harrier and Kestrel. We played in a format which was different to a usual match; one team took the bat for ten overs and other two teams fielded for 5 overs each. Each House had put up a good fight against each other, and Osprey had come in first place, followed Harrier in second place. In third place was Kestrel, and in fourth place was Merlin.

Yash Kulkarni, Year 9

WHSB Winter Basketball League

In a year like no other, pupils across the UK have had to combat the new regulations put on sport by the Government. The pupils of WHSB have managed to cope particularly well considering the circumstances. This year, without the presence of competitive sporting fixtures against other schools, the Physical Education Department has created the WHSB Winter Basketball League (WWBL). The WWBL was created to incorporate more competitiveness within School basketball, whilst encompassing all that the pupils have learnt over previous years at WHSB. The pupils of Year 10 were the first Year group to test run this league system with new and exciting rules to make for a more enjoyable experience overall, such as player wildcards (double point players) and 2-minute Powerplay whereby scoring within this period results in double points.

The league was split into four teams and each team was assigned a Captain who was responsible for the organisation of the team. With game tactics and trade negotiations being a huge part of



the league structure, we thought it best to assign a member of the Physical Education Department to each team; needless to say, it has reignited the competitive nature within the Physical Education Department too!

The interest and commitment from the pupils has been excellent, from their organisation to their tenacity during each fixture. They have been open to all opportunities we have given them, which is why the league has been so successful thus far; so successful, in fact, that we will be introducing the same structure into Year 9 when the lockdown is over, and we are hoping to then run the WWBL across all Year groups in the coming months. The pupils are able to see the statistics for each game and each player on the School website and this has certainly sparked their curiosity over the past month.

League Leaders after 2 Rounds

Points – Noah Louis (84)

Rebounds – Brendan Burgess (15)

Assists – Daniel Eze (4)

Steals – Noah Louis (12)

Blocks – Fawaz Ajiwokewu (4)

We are extremely fortunate as a Department to have such talented sporting Year groups at WHSB, and running the WWBL is a reward for the pupils who have worked extremely hard during the current testing times. The pupils are showing their hunger to be lifelong learners throughout this difficult situation and they cannot wait to be back on the court. We hope to continue the WWBL once England Basketball give permission for the games to go ahead, and then the race to the Winter Cup is on!

Mr J Sexton, Teacher of Physical Education





100 years are here,
So here's to 100 years of cheer.
From all of us to you,
And those you hold so dear.

Like all students before, whether present or past,
We wish you a Christmas to remember,
One that's built to last.

As time draws nigh for the annual
mince pie and all the festive joys,
We wanted to say, before you're on your way,
'MERRY CHRISTMAS' from
The Westcliff High School for Boys.

Design and verse by George McDermid, Year 7



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