



The Westcliff Diary

T: 01702 475443 E: office@whsb.essex.sch.uk W: www.whsb.essex.sch.uk

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FROM THE DESK OF THE HEADMASTER

As we look forward to the Summer Term ahead, I welcome pupils, parents, staff, Old Westcliffians and friends of the School to our latest edition of *The Westcliff Diary*. I would like to offer my thanks to all those pupils and members of staff who have contributed to this edition through the many varied and exciting articles and news items included.



GCSE AND A LEVEL EXAMINATIONS

Each year, this is always a busy and important term for the School community, as our Year 11 and Upper Sixth students are preparing to commence their GCSE and A Level examinations. We understand that this is a particularly challenging time for those students, and staff at the School will do all we can to continue to offer support and advice as necessary.

Staff in the pastoral offices and subject departments are available to guide and assist the students in their preparation for the Public Examinations and I would encourage students to take every opportunity to seek that support where needed. Whether that is additional support with subject material, seeking further advice on revision strategies or

examination technique, or needing to talk with someone about any concerns or anxieties, please do seek assistance wherever that is required. Parents are also most welcome to contact the Middle School or Sixth Form Pastoral Offices if they would like guidance on supporting their son or daughter as they prepare for their examinations.

I would like to take this opportunity to wish all our Year 11 and Upper Sixth students the very best in their examinations this term.

In preparation for the End of Year Examinations, we intend to provide revision advice and guidance sessions for Year 10 and Lower Sixth students during the early part of this term.

LISTENING TO THE SCHOOL COMMUNITY

I would like to thank those pupils, parents and staff for their support in completing our most recent surveys on matters concerning the School's provision and support. The views of our School community are important in shaping our structures, systems and support and I am most grateful to those who participated.

Early this term, I shall be writing to parents to share details of the outcomes of the pupil and parent surveys, and we shall also be sharing the outcomes of the pupil survey with all Year groups in our School Assemblies. In each case, we shall outline those aspects of our current provision that are considered to be working well for the pupils and parents and, where we believe further work is required, those areas on which we shall focus within our development planning in the months ahead.

I was pleased to share with staff details of the feedback from the Staff and other surveys during our Staff Development Day at the start of this term.

WELCOME TO NEW MEMBERS OF STAFF

I am pleased to update you on the staff appointments and changes made during the Spring Term.

Following the retirement of Mr Castleton, Reprographics Manager, towards the end January 2022, we are pleased to welcome Mr Townsend-Lang as our new Reprographics Manager. Mr Townsend-Lang is an experienced Reprographics Manager in the field of education, and he joined us in February 2022.

Mrs Murrell, School Librarian, left the School to take up a promoted position in January and she has been succeeded by Mrs Schofield, who was promoted from Assistant Librarian. We are also pleased to welcome Ms King as our new Assistant Librarian. Mrs Tyson, the Lower School Pastoral Tutor departed in February 2022, and we welcome her successor, Ms Ramsay to her new role in the Lower School Pastoral Office.

Ms Such joined us in January this year, following the retirement of Mr Beshoori in the Autumn Term, and we wish her well in her new role as Technology/Art Technician. We are delighted that Mr Beshoori returned to the School last term in the role of Midday Assistant, and he is joined by Ms Goldsmith, who also took up the position of Midday Assistant following the retirements of Mrs Gray and Mrs Perez last term after forty or more years at the School.

Last term, we were also pleased to welcome Ms Cleave as part-time Drama Technician, and Mr Shears who joined the School's Sports Coaching staff to coach basketball.

We wish all these colleagues well in their new positions and look forward to working with them as we continue to further develop provision at the School.

MR JON GERSHINSON, CHAIR OF GOVERNORS

(September 2016 to July 2022)

In August this year, Mr Jon Gershinson will step aside from his role as Chair of Governors at Westcliff High School for Boys. Mr Gershinson took up his position as Chair of Governors in September 2016, having served as Vice Chair for two years. He was first elected to the Governing Board as a parent governor in 2006.

Mr Gershinson's son, Charlie, left the Sixth Form for University last year, and he has therefore decided that it is time for him to create a little more space for himself and his wife, Helen. They have long wished to move to the South West and they now plan to make that move to enjoy the next chapter of their lives.

There will be many opportunities during the coming months to acknowledge the enormous contribution Mr Gershinson has made to the School, his dedication and unfailing support, but I wish to take this opportunity to record my personal thanks to him for his outstanding work and support as Chair of Governors. Mr Gershinson has devoted so much of his time in this voluntary role to give

outstanding leadership to the work of the Governing Board and in supporting the development agenda of the School.

The past two or so years, as we faced the challenges of the pandemic, have been some of the most difficult years in the history of the School, and in the Education Sector generally, and the Chair's role in that respect has never been more important. From moving to fully remote teaching and learning, to the implementation of Teacher Assessed Grades, to heightened hygiene and isolation requirements, the Governance attached to those aspects has been important, and I am grateful to Mr Gershinson for his leadership of the Governing Board throughout that time.

Aside from Mr Gershinson's work with the Governing Board, he has also been most generous to the School in terms of his own time and resources, and both he and Helen remain regular supporters at School concerts, productions and other events.



I am delighted to share that, whilst he is stepping aside from his role as Chair of Governors, this is not farewell. Mr Gershinson will remain as a Member of the School's Trust Board, and he has also recently taken up the role of Old Westcliffian Association Secretary. Much of this work can, of course, be completed remotely, but we are pleased he will remain in touch and I know he plans to remain a regular visitor to the School.

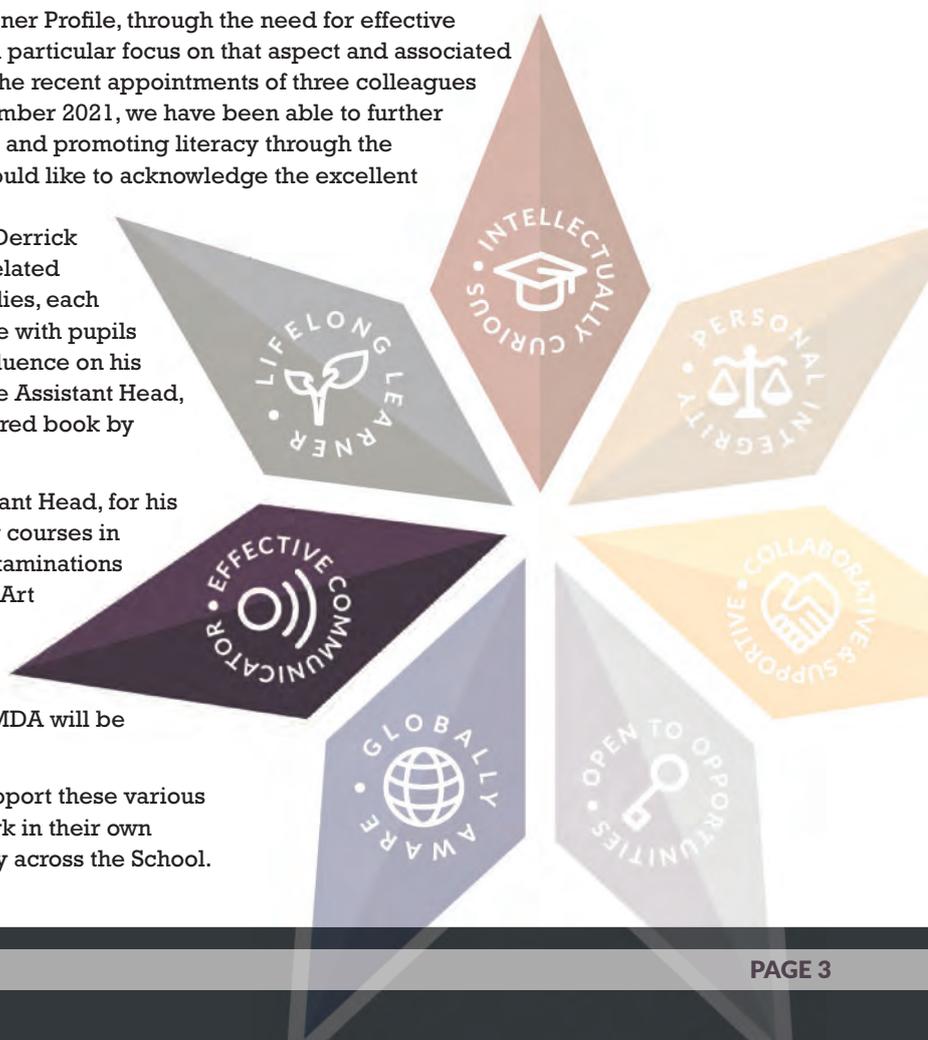
THE LEARNER PROFILE AND LITERACY

All in the School community will be aware that our *Learner Profile* is at the core of the School's Mission statement and that *Effective Communication* is a key aspect of the *Learner Profile*.

Literacy has always been at the heart of the Learner Profile, through the need for effective communication, and we continue to encourage a particular focus on that aspect and associated developments. I am delighted that by virtue of the recent appointments of three colleagues to the roles of Associate Assistant Head in September 2021, we have been able to further develop strategies for effective communications and promoting literacy through the additional capacity and support they bring. I would like to acknowledge the excellent work of Mr Derrick who, in his role as Associate Assistant Head, is taking a lead in this area. Mr Derrick has already implemented a number of superb related initiatives, including launching the Staff Assemblies, each giving a member of staff the opportunity to share with pupils a particular book which has had a significant influence on his or her life. Most recently Dr Shepherd, Associate Assistant Head, provided an outstanding Assembly on his treasured book by French Philosopher Michel Foucault.

I am also grateful to Mr Jeffreys, Associate Assistant Head, for his superb leadership in the implementation of new courses in Public Speaking, with pupils working towards examinations for the London Academy of Music and Dramatic Art (LAMDA) qualification. This programme has proven very popular and the School is looking to quickly expand its capacity in this area to meet the demand. Further details regarding LAMDA will be shared later this term.

I am grateful to all the staff at the School who support these various important initiatives, and for their continued work in their own departments to support the promotion of literacy across the School.



EXTRA-CURRICULAR ACTIVITIES

It was a great pleasure to see the full return of a rich programme of extra-curricular activities on site last term, following months of disruption resulting from the pandemic.

From outstanding success in Sports matches and events to the many varied clubs, House activities and competitions; from the exciting trips, outstanding musical concerts and the superb production of *Joseph and the Technicolour Dreamcoat*, to the return of full CCF training and activities. Our programme has never been so full, and I congratulate the pupils on their engagement with so many of the activities and who, despite the challenges of the past two years, have been enthusiastic in embracing the opportunities on offer.

I would also like to thank the parents who provide such fantastic support by attending our music concerts, drama productions and other events. Such support from parents is so important in helping to communicate to pupils the value of participation and the importance of supporting one's community and, in that respect, your support is very much appreciated.

Equally, I am most grateful to the WHSB staff for their dedication and commitment towards ensuring that pupils at the School have access to such a broad and high-quality extra-curricular programme. Despite the day-to-day demands of their work, they devote many hours towards creating these opportunities which add so much to the pupils' experiences, education and development during their time at WHSB.

I must also record my thanks to Mr Jeffreys, Associate Assistant Head, for his excellent work in encouraging wider participation and engagement with the extra-curricular programme.



SCHOOL FACILITIES

In the last edition of *The Westcliff Diary*, I reported that we are soon due to commence work on a project to replace the heating system throughout the Main School Building and the Mathematics and Music Block. This is a major project which is only possible due to the School's successful bid to the Education and Skills Funding Agency (ESFA) for more than £1million to provide the additional funds necessary to support the works.

We have completed the tendering process and appointed a contractor, and we anticipate that the works will commence during the next few weeks. The heating system in the Main School Building is original and has long been failing, so we aim to have the new system completed well ahead of the arrival of the colder weather again towards the end of this calendar year.

This is a complicated project and it is inevitable that the work involved will create a degree of disruption, but we shall work with the contractor to minimise any impact on the pupils. For example, the contractors have been made aware that works will not be possible during times when the Public Examinations are in progress. However, starting the project in these early weeks of the term will allow the School to then make maximum use of the Summer Holiday Break to complete much of the disruptive work and have the best chance of completing the project in time for the winter.

We are continuing with our planning towards the replacement of the East Toilet Block, which is also part of the original 1926 building and now in poor condition. The School has now made five bids to the ESFA across five consecutive years for funding towards replacement of these outdated facilities and in order to provide new changing accommodation for girls, which are also much needed. Regrettably these bids have been unsuccessful and we now believe there is no value in submitting further bids to the ESFA for facilities of this nature.

In the circumstances, the Governing Board has nevertheless taken the decision to proceed with planning the project and we have retained architects to begin exploring potential options. It is the intention to then work towards funding the project from the School's own resources. This is no small undertaking and the School does not currently have sufficient funds to build these facilities and therefore we shall have to address the matter through the addition of private funding to add to the School's own funds already held in reserve for this project.

Old Westcliffians, parents, companies and organisations, we need your support.....

These facilities are now so desperately needed by the pupils and therefore I wish to ask that if any Old Westcliffian, parent or company is able to offer support, either through financial donations or through support with fundraising opportunities, that you please contact me through Mrs Holley, my Personal Assistant, as I would be delighted to hear from you to discuss this matter. I shall provide a further update on progress towards this project in the next edition of *The Westcliff Diary*. In the meantime, I thank you for your support to the pupils and your School.



Headmaster

SCHOOL COUNCIL

At Westcliff High School for Boys, we are given many opportunities to participate in activities, be open to new opportunities and contribute to the wider life of the School. It is important to pupils that we have our voice heard and something that significantly contributes to this is the School Council. It allows members of our School Community to express with honesty their feelings and ideas, bringing about changes to make Westcliff High School for Boys the convivial, productive environment it has proven to be over its more than one hundred years of existence.

Every year, three people are selected in their respective Form Groups to represent the School in the roles of Chairman, Vice Chairman and Secretary. Due to these positions being decided by one's peers, it is important to impress your Form group with an eloquent speech that explains your reasons for wanting the positions and what you aspire to bring to the role. In Form 8E, I was elected Chairman; a great responsibility and an opportunity to draw on all seven aspects of the Westcliff High School for Boys' Learner Profile, which I will need to make a success of the role.

During the first half of the Spring Term, I met with seventeen other Form Officers to discuss areas that we would like to improve in the School, representing the

views not only of ourselves but also our Form Groups. We went through many topics, and all contributed valuable ideas and exercised aspects of Learner Profile, including being an Effective Communicator in sharing perspectives and ideas, and being Globally Aware as we had to relate to current global affairs (such as sustainability). We discussed our viewpoints effectively and proved that we were able to articulate opinions and ideas with respect for others.

We then held a democratic vote for two representatives from Year 8 to be elected to the School Council which would make proposals for ideas affecting the future of our School. Nonso Nwabueze and I were elected for this role, enrolling us into the School Council where a broad range of topics was methodically discussed.

Our first School Council meeting arrived and we discussed topics from all the combined Year groups in the Westcliff Theatre. At the end of the rendezvous, we had produced many final decisions on matters which I look forward to being instilled in the School. It was fantastic that our views and opinions were not going unheard.

The School Council has had a big impact on the School so far, and we have made changes to the wider Mental Health

provision and made further suggestions to enhance sporting opportunities (we are currently discussing the potential for basketball hoops in the playground). I look forward to our next School Council meeting and being part of the democratic process that further enhances the community and experience of pupils at Westcliff High School for Boys.

Michael Fakunle, Year 8



ENRICHMENT DAY OVERVIEW

Friday 1 July 2022

The return from lockdown has been a welcome relief for those pupils and teachers who struggled with the challenge of living life in a tiny room and through a computer screen. The opportunity to participate in enrichment activities live and in-person alongside others is a particularly welcome aspect of this return to something approaching normal school life. Such an opportunity is presented by the School's biannual Enrichment Days, the second of which falls this year on the first Friday in July.

This year's Summer Term Enrichment Day promises to bring a feast of enrichment opportunities both new and old. The Year 7 cohort will be visiting Southend yet again as part of their study of Geography to carry out primary fieldwork (including questionnaires) in multiple locations: the seafront, the pier, the town centre and a residential area. This time, however, and for the first time, they will be visiting the City of Southend. I welcome the opportunity for these pupils to become more Globally Aware of the environment of Britain's newest City. Another first – the Modern Foreign Languages Department will be introducing the Year 8 cohort to Language Plays this year for their Enrichment activity. This will be a wonderful opportunity for pupils in that Year group to display Learner Profile characteristics of being Intellectually Curious, working in a language different to their own while being Collaborative and Supportive in delivering play performances together (as Dennis Silk said of Drama, "it is the greatest team game of them all"). Knowing the depth of passion for theatre running through Year 8, I cannot wait to watch this foreign language variation of their performance skill.

On the same day, the Year 9 cohort will be helping to revive the recently established tradition at Westcliff of a summer House

Drama Festival. Pupils in this Year group will be able to spend the day rehearsing their House play, or preparing costumes, props and scenery with the support of the Art and Design Technology Departments, while others will work with members of the English Department to write programmes. For the first time this year, some pupils will learn the British Sign Language introduction to signing, with the aim of signing at least one of the public performances. These activities will give our Year 9 pupils plenty of opportunity to further their development of a wide range of Learner Profile characteristics, with actors and signers becoming more confident in variations of Effective Communication and their creative supporters being Open to new Opportunities in signing, designing and manufacturing. I wish them all the best for an enjoyable day of rehearsal, although I would also remind them of Sean O'Casey's words that "All the World's a Stage and most of us are desperately unrehearsed".

Enrichment Day will also be an excellent opportunity to support our older students as they look ahead to life after School. The Year 10 cohort will again be in the safe hands of Ms Weller, whose Careers Day has equipped many generations of Westcliff teenagers for the challenges of a working environment. Pupils in this Year group will be learning to construct a Curriculum Vitae and then applying this, The Apprentice style, in interviews with teachers and visitors. There will also be the opportunity to talk to some recent school leavers about their experiences of the workplace. Meanwhile, the Lower Sixth cohort will be undertaking training and preparation for their University applications, which will start in earnest towards the end of the year. Enrichment Day this summer certainly promises to be very... well, Enriching.

Mr B Jeffreys, Associate Assistant Head

MAIN SCHOOL INTERNAL EXAMINATIONS WEEK

6 - 10 June 2022

Pupils in Years 7, 8, 9 and 10 will be taking their Internal End of Year Examinations during the week beginning 6 June 2022. This is an important opportunity for pupils to consolidate and demonstrate the knowledge and skills they have developed in their subjects throughout the year.

For all pupils in the Lower School, this will be the first time that they have taken a full set of examinations and, for Year 10 pupils, this is an excellent opportunity to test themselves on the course content covered so far in each of their GCSE subjects, in order to assess their progress. Effective preparation now strengthens future performance and allows pupils to gauge those areas in which further development is required.

Pupils have received advice during Form Periods and Year Group Assemblies on revision strategies and organization, ahead of these examinations, and they are welcome to seek further advice and support from their Form Tutors, teachers and their Pastoral Office wherever that is required.

We wish all these pupils well in their examinations.

MAIN SCHOOL PHASE 3 REPORTS

Towards the end of the Summer Term, we shall be distributing the Phase 3 Reports to all pupils in Years 7, 8, 9 and 10.

On Friday 8 July, Year 9 pupils will receive a data report containing important updates regarding pupil progress since their written reports in February. It is most important for pupils to give careful consideration to the content of those reports as this will be helpful to them in making the transition into GCSE study next year.

On Friday 15 July, pupils in Years 7 and 8 will receive their Reports. For Year 7, this is a data report providing an important update for parents following the written reports received in Phase 2 last term. These Reports also contain target grades for the end of Year 9 and, therefore, parents are encouraged to discuss with their sons the detail included. Year 8 pupils will receive a written Report which provides an important assessment of progress before Year 9 begins. Again, parents are strongly urged to discuss the content of that report with their sons.

In the Middle School, on Friday 8 July, a more detailed Report will be issued to Year 10 pupils which will provide detailed assessment of their performance in the Internal Examinations. Pupils in Year 10 will also receive feedback from their teachers on where they have been successful and what they can do to improve and develop further as they look ahead to the start of Year 11.

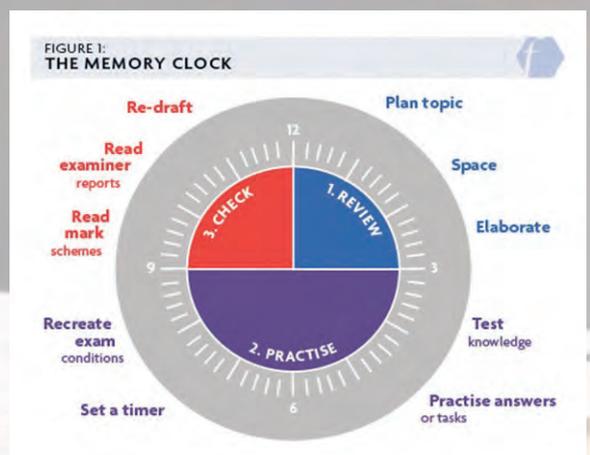
Mr A Baggs, Director of Lower School

YEAR 11 GCSE EXAMINATIONS

The GCSE examinations begin in earnest this year on 16 May and Year 11 pupils will be looking forward to this opportunity to demonstrate the skills and apply the knowledge they have learnt in each of their subjects during the last two years. They can put to good use examination information and revision techniques shared throughout the year in both Form Periods and Assemblies, including The Memory Clock.

Members of Year 11 are also strongly encouraged to maximise their opportunities after their GCSE examinations by engaging with activities such as work experience, part-time employment and preparation for study in the Sixth Form.

We would like to take this opportunity to wish all members of Year 11 the very best of luck for their examinations.



LOOKING AHEAD TO YEAR 11

The remainder of the Summer Term, and the summer holidays, are timely opportunities for pupils in Year 10 to consolidate knowledge, create or modify independent study strategies and put themselves in a strong position for the start of what is a very busy and surprisingly short Year 11. Help and advice are always on hand and pupils should not hesitate to seek guidance and support from their teachers wherever that is helpful.

Mr A Barnett, Director of Middle School

UCAS AND PRIORITY APPLICANTS PROGRAMME

The School has seen a gradual return to in-person Open Days and similar university-based events since Christmas. We have continued to recommend students for University Study Days; supported applications for Sutton Trust Summer Schools; supported applications for Oxford's UNIQ Summer School; nominated Sixth Form students for residential courses; and encouraged participation through London University "Taster" Courses and various *Masterclasses* hosted by British Universities.

We were able to resume our annual trip to the University of Cambridge for Year 11 pupils in March. The national circumstances meant that we were unable to go last year and we therefore had a larger number of Lower Sixth students than usual who had yet to visit the University. Once again, we were well supported not only by Emmanuel College, Cambridge, who put on an admissions talk, but also by Old Westcliffians currently undertaking undergraduate study at the University.

The UCAS Super Fayre will make a welcome return to the University of Essex campus at Wivenhoe on Wednesday 15 June. We intend to take all Lower Sixth students to this event. The School will also be holding our Higher Education Evening on Tuesday 5 July for Lower Sixth students and parents, which is our primary opportunity for taking parents through the UCAS application process.

Mr R Stevens, Higher Education Co ordinator

NEW YEAR 7 INDUCTION DAY AND TRANSITION EVENTS

Thursday 30 June 2022 - New Year 7 Induction Evening

Friday 1 July 2022 - New Year 7 Transition Day

As we approach the end of the School Year, we turn our attention to those pupils who will be joining the Westcliff High School for Boys community in September. Towards the end of term, we look forward to welcoming the boys and their parents to the School in order to meet staff, pupils and each other, before arriving in Year 7 in September 2022.

On Thursday 30 June at 19:30, parents of the incoming Year 7 pupils will be welcomed to the School where they will have the opportunity to meet with each other and members of the Parents' Association, before being welcomed and introduced to the School by the Headmaster and Lower School Pastoral staff. On the following day, Friday 1 July, pupils who will be attending the School in Year 7 in September will join us for the day, to familiarise themselves with the School and its community and to help them prepare for their time at WHSB.

We look forward to welcoming our new pupils and their parents to the School for these events this term.

VOLUNTEERING FOR OPEN DAY

Tuesday 28 June 2022

On Tuesday 28 June, between 5.00pm and 9.00pm, the School opens its doors to pupils in Year 5 to provide them with an opportunity to visit the School to hear a presentation from the Headmaster and to receive a tour, visit academic departments and to view the considerable range of extra-curricular activities the School offers. This is an exciting opportunity for the School to demonstrate to prospective pupils the many opportunities available at Westcliff High School for Boys.

Many of our pupils will be volunteering their support on this important day. Year 7 pupils act as tour guides, whilst other pupils work with Departments, Clubs and Societies to promote the various activities at the School. There is a role for everyone and we shall publish further information as the Open Day draws near.

Mr A Baggs, Director of Lower School

SIXTH FORM UPDATES

UPPER SIXTH LEAVERS

As we move into the Summer Term, we also move into the final term for our Upper Sixth students at Westcliff High School for Boys. For some, this is the end of a seven-year journey from the fresh-faced Year 6 students who felt they would never be able to navigate these vast halls and intimidating classrooms. For others, this is the end of a two-year journey that probably feels as though it has been closer to seven! These students arrived in the middle of a pandemic, having missed the opportunity to sit their GCSE examinations, and with the future uncertain. Anxious and unsure on their first days at Westcliff High School for Boys, these students have grown to be the strong and confident role models we now see walking these once unfamiliar corridors today. They have overcome, and still are overcoming, many unforeseen challenges and still they are here each day, working towards their futures.

I have been fortunate to be working with these strong young people throughout their final year. Being a Progress Leader has been a wonderful new experience for me, and I hope for some I have had a positive impact on your experience in some way. I hope you all look back on your time here with fondness. Westcliff High School for Boys has shaped who you are in one way or another. Your friends, teachers, experiences and involvement in extra-curricular activities; all have a hand in creating the fantastic people you have become. In these final weeks, I look forward to seeing you all rise to the challenge of your A Level final examinations. Even more so, I look forward to seeing the relief from you all when they are done!

Miss K Gellard, Upper Sixth Progress Leader



LEAVERS' COMMITTEE

As our final year of Sixth Form is drawing to a close, we look forward to celebrating our time together through the Leavers' Dinner. The event, which the Leavers' Committee has organised, will be held at the Rayleigh Club, a fabulous location that overlooks an expansive golf course. To mark our final days as Westcliff students, we also have the traditional Leavers' Barbecue to look forward to and we receive our Yearbooks, in which each pupil has designed their section, and the 2022 Leavers' hoodies in the colour of Athletic Grey, as voted for by the cohort. Our time at Westcliff has been nothing short of blissful, and therefore we felt it was only just to ensure that, as our time ends, we make it as memorable as possible.

Nikita Nanu, Upper Sixth



SIXTH FORM: STUDENTS' REFLECTIONS

My time at Westcliff High School for Boys has been much shorter than many of my peers but it has made just as significant an impact on me; it is as if I had been at this school for seven years.

The purpose of Sixth Form is not just to help you pass examinations so that you can climb the next rung on the ladder of life, it is also to prepare young people for higher education, the world of work, or any other next steps that we want to take. I believe that Westcliff High School for Boys helps all

its students to grow in all areas, personally as well as academically, to prepare to make a significant and positive contribution to the world later in life.

Like most, my time here has been filled with ups and downs that have helped me grow. Leading a whole school Assembly for International Women's Day and starring as the female lead in an adaptation of Hitchcock's *The 39 Steps* are things that I never thought I would do, but Westcliff High School for Boys provided me with an environment that has allowed me to push myself.

The memories I made on the journey through Sixth Form, and the friends I met along the way, will hopefully stay with me forever.

So, whilst it will be sad to leave this School, I can do so knowing that I am competent and equipped to deal with whatever life throws my way.

Kirsten Banks, Upper Sixth



My time at Westcliff High School for Boys has been a memorable journey. Not only because of the connections I have made but also because of the diverse range of experiences that I have been exposed to. Whether it was through losing track of time on Battle Camp with the CCF, breaking my collarbone playing rugby in Year 10 or playing football at Blenheim Park in the summer of my Lower Sixth year, all have provided me with memories that I will value for the rest of my life.

When I joined the School in 2015, I was a completely different person, but the nearing seven years that I have spent here have shaped me into a person that I am proud of. My time at Westcliff High School for Boys has allowed me to become who I wanted to be, for which I am ultimately thankful. However, my

relationship with the School was not one-sided; it took effort and being open to new opportunities to get me to where I am today. You do not know that you are in the good old days until you are no longer in them, and this does not mean that I will not go on to make new memories that I am fond of, but it is undeniable that our School is a unique bubble which you will not experience again. I will always look back at my time at School with great admiration and the letters W-H-S-B will always be a part of who I am.

Tom Baldwin, Upper Sixth

CHARITY COMMITTEE

We want to thank the previous Charity Committee 2021 for their commendable work to support their two chosen charities.

We hope to be able to follow them, encouraging active participation from the whole school to raise money for two incredible charities that are close to the school community's heart. We have chosen to support Mind (a mental health charity) and Gold Geese (a children's cancer charity).

Much to the thrill of the students, and the horror of the teachers, we reintroduced two firm favourites within the School, Teacher Gunging and Teacher Sumo Wrestling. Teacher Gunging involved our excellent volunteers in answering some GCSE questions, which increased in difficulty. One slip-up and they were unrelentingly slimed by our (over) enthusiastic Committee members, much to the crowd's roaring approval. Thank you to Mr Barnes, Mr Norman and Headboy, Sri Nivisan Loganathan, for being fantastic sports and throwing themselves into this event. Next, was another favourite, Teacher Sumo Wrestling, which saw students flocking to the hall, filled with anticipation. Thank you to Mr Dex, Mr Tresidder, Mr Barnes and Mr Madrid for braving the heat of the sumo mat and providing some nail-biting entertainment. We would also like to say a great big thank you to Keerthika Kandarathinam and Abigail Amoateng for being daring enough to brave the sumo mat. The

atmosphere was electric as the students cheered and shouted from the edge of their seats, and after a valiant fight from all volunteers, we crowned Mr Barnes our victorious champion!

Along with these events, we have also run some more successful break time and lunchtime charity events, which included The Daring Wheel of Fortune and The Risky Weakest Link, raising substantial funds to kickstart our year-long campaign. We want to thank you all for your involvement so far, and the hardworking Committee who organised and ran these fantastic events.

It will be an exciting year in which we will continue to run various events for the whole School community. Parents will not be left out; there will be chances for you all to get involved, with quizzes, raffles and more.

We are looking forward to an incredible year, raising money for such fantastic charities.

Rue Muskett, Lower Sixth



Mr Tresidder and Mr Barnes getting ready to Sumo Wrestle



The Senior Charity Committee Team Left to right: Rue Muskett, Lewis Seal (Chairman), Yusuf Ali, Aiden Riglin

YEAR 7 CHARITY WEEK

Whilst most events involve the whole School community and are organised by the Lower Sixth Charity Committee, pupils in Year 7 have traditionally held a week of activities to support these fundraising efforts.

This year, pupils in Year 7 were challenged to raise money for the two charities being supported by the School: Gold Geese (charity number 1182332), a Southend based charity supporting children with cancer and their families, and South East and Central Essex Mind (charity number 1148451), supporting those with mental health issues.

Year 7 pupils raised a considerable amount of money for these charities by undertaking a Year Group Sponsored Silence, taking part in a 'Loud Tie Day', and each Form Group ran a Cake sale at break-time. We congratulate all the pupils who took part, and would like to thank their families and friends for helping to provide cakes for the sale, sponsoring pupils and encouraging them to take part.

The charity week gave Year 7 pupils an opportunity to be involved in fundraising, providing them with an opportunity to consider those less fortunate than themselves.

UNIFORM SHOP

Purchasing school uniform and merchandise

The School Shop, located in the East Basement, will normally open during Term time on Tuesdays, Wednesdays and Fridays from 10.30am to 1.30pm and on specified dates and times at the end of the School's Summer break, prior to the start of the new Academic Year. When the shop is open, items of uniform can be tried on for size and purchases made. Cash, cheque and debit or credit card payments are accepted.

Details of dates and opening times are available on the School website. For items of uniform required in a size that is not normally stocked by the shop, please email uniform@whsb.essex.sch.uk

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

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

Details of the WHSB School Uniform Policy can be accessed via the School website: <https://www.whsb.essex.sch.uk/uniform>.

Second-hand Uniform

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

Also, if you have any clean, unwanted uniform which you wish to donate to the School, please bring it to the School Reception. Funds raised from the sale of second-hand uniform are donated to the School. Thank you for your support.

Ms I Gimbutiene, School Shop Manager

RSE EDUCATION EVENING

On Thursday 3 February, the School hosted an Education Evening relating to Relationships and Sex Education (RSE). This was part of our ongoing consultations on the delivery of RSE at Westcliff High School for Boys. During the evening, the Headmaster shared the results of the School's online RSE consultation survey which had been conducted in November. The Headmaster noted that 115 responses had been received and that the feedback had been overwhelmingly positive in all areas. No more than one or two exceptions to this existed for each category, although these comments would be the subject of further consideration.

Using recently collated national data, Mr Williams, Designated Safeguarding Lead, shared important updates on the current national landscape with regards to Sexual Harassment, Peer on Peer Abuse and risks of Sexual Harm and how best to protect against it, and he has provided a summary of his presentation below.

Mr Bleakley, Assistant Head with responsibility for RSE at the School, shared details of the School's approach to teaching RSE. He emphasised that, at Westcliff High School for Boys, relationships are the starting point for RSE teaching and he explained how the curriculum was carefully planned to ensure the content was age appropriate.

Mr Bleakley then shared some of the resources used in teaching RSE as part of Personal, Social, Health and Economic Education (PSHEE) lessons.

At the conclusion of each presentation, the Headmaster chaired a Question and Answer session during which parents were able to share feedback and ask questions.

WHSB will continue to keep its RSE provision under review in order to remain responsive to the ever-changing environment that our pupils must navigate during their formative years. Should parents have any further feedback or queries please contact the appropriate Pastoral Office.

Mr J Bleakley, Assistant Head

THE THINGS I WISHED MY PARENTS HAD KNOWN

As part of our recent Relationships and Sex Education (RSE) Evening, alongside presentations by the Headmaster and Mr Bleakley, I was pleased to deliver a presentation drawing on *The Things I Wished My Parents Had Known*, guidance produced by the Offices of the Children's Commissioner for England, Dame Rachel de Souza. This guidance covers sexual harassment (both face-to-face and online) and peer-on-peer abuse. It provides advice for parents on how to open up conversations on what can be viewed as a difficult topic. The presentation was well-received by the audience in attendance and it was felt that the information was worthy of wider dissemination.

The Things I Wished My Parents Had Known was guidance produced following the largest ever survey of children, *The Big Ask*. Dame Rachel de Souza notes in her foreword to the guidance that most children want support to come from their parents or carers. However, talking to young people about this issue can be hard. Parents sometimes feel uncomfortable, not just because of the sexualised nature of the topic, but also because young people often know more about technology than they do. For parents who grew up without smartphones, this whole world can feel bewildering.

“The overriding message from the guidance is *talk early, talk often*”

The overriding message from the guidance is '*talk early, talk often*'. Young people wanted an age-appropriate conversation that evolves in line with their growing maturity. The advice to parents is to *create the culture before the crisis*. Young people want their parents to create a safe, judgment-free space for them to talk about these issues and it is better to do that before you hit a problem rather than trying to create that mood while you are dealing with one. Parents may find the *Top Tips* and *Conversation Starters* helpful – please see the side box.

The guidance materials, which cover issues such as pornography, sharing nude images, sexualised bullying and peer pressure, can be found by following the link:

https://www.childrenscommissioner.gov.uk/wp-content/uploads/2021/12/cco_talking_to_your_child_about_online_sexual_harassment_a-guide_for_parents_dec_2021.pdf

Mr W Williams, First Deputy Head and Designated Safeguarding Lead

What do you use apps/social media for most?

How do you stay safe online?

What's your favourite app at the moment? Show me...

What do you think might worry me about you being online? What might worry you about me being online?

Do you think a family agreement for online use is a good idea? How might this look for us?

How much do you think I should know about what you do online?

What are the warning signs that someone online is lying or isn't who they say they are?

What are the reasons why young people might share a nude?

Do people say things online they wouldn't say in person? Why?

- 1 Do start speaking to your children about these issues before you first give them a phone or set up a social media account. This might feel very early, but you can do it in an age-appropriate way. It is better to be proactive than reactive.
Don't wait for the crisis.
- 2 Do keep the conversation going. Adapt to your child's maturity levels.
Don't mention it once and think that's enough.
- 3 Do keep it casual. Find everyday opportunities to speak about these issues – like when you're walking or driving somewhere.
Don't scare them with 'the big talk'.
- 4 Do focus on your child's emotions first. Your immediate instinct might be to punish them when something goes wrong, but your child needs you to listen and to be non-judgmental.
Don't punish them before listening and understanding.
- 5 Do keep curious about the technology your child is using and stay up to date with platforms, apps and trends.
Don't pretend these issues don't exist and that your child is not involved.
- 6 Do set boundaries. Use filtering tools to limit your child's exposure to harmful content. Decide on rules and boundaries with your child, allowing them to input. Explain which monitoring and filtering tools you are using, and why.
Don't leave your child unsupervised. You wouldn't leave them alone in the park or the street, apply the same level of protection online.

PSHEE AND BREADTH STUDIES

Students in the Lower Sixth have been learning about a range of issues in Personal, Social, Health and Economic Education (PSHEE) this academic year. In September, Lower Sixth students participated in a Mental Wellbeing Enrichment Day (to which I referred in the last edition of *The Westcliff Diary*). Feedback from the students about this day was extremely positive and they report that they were provided with much useful advice.

Last term, the School welcomed trained counsellors from the organisation Adolescent Support Clinic (ASC) which offers support to students on the subject of their mental health. These counsellors have been invited into School again this term in order that the School can provide students with further workshops to help with their emotional health and mental wellbeing.

In the Lower Sixth Breadth Studies Enrichment programme, some lessons are dedicated to PSHEE topics. Students have been exploring the following areas.

- **Culture** (British Values and Cultural Capital)
- **Stress** (Mental Wellbeing)
- **Philosophy** (Cultural Capital)
- **Critical Thinking** (Cultural Capital)
- **Addiction** (Mental and Physical Wellbeing)
- **British Government** (British Values)
- **Cloning** (Cultural Capital)
- **Social Networking and Online Gaming** (Mental Health and Being Safe)
- **Binge Drinking** (Physical Health, Mental Wellbeing and Being Safe)
- **Fertility and Pregnancy, fertility, routes into pregnancy, pregnancy outcomes, abortion and choices** (Health, Mental Wellbeing and Being Safe)
- **Multiculturalism** (Protected Characteristics)
- **Nuclear Energy, Family Life, Marriage and Civil Partnership, the Law, Children and Different Types of Relationships** (Protected Characteristics, the Law and Being Safe)
- **Obesity** (Health and Mental Wellbeing)
- **Prejudice and Discrimination** (British Values, LGBT, Protected Characteristics and the Law)
- **Press Freedom** (British Values)
- **Sport** (Health and Mental Wellbeing)
- **Stem Cells**
- **Voting** (British Values)
- **Careers and Apprenticeships**
- **Research and dissertation skills**

Looking after our mental health



Students throughout the Sixth Form also receive tuition in PSHEE, delivered through a combination of Form Periods, Enrichment Days, whole school Assemblies and specific Year group Assemblies. The School maintains a close link between PSHEE and the pastoral system to ensure that the specific emotional needs and concerns of our students are addressed in full.

In the Middle School, pupils explore myriads of topics during Form periods, through Year group and whole school Assemblies and in a once-weekly timetabled lesson. Examples of topics covered include Wellbeing and Addiction, British Values, Prevent and Radicalisation, Sex and Relationships Education, First Aid, Prejudice, Diversity and Discrimination, and Religious Education topics.

Legally Protected Characteristics under the Equality Act are integrated into all topics across the School. These characteristics are held to be very important at Westcliff High School for Boys and pupils understand that it is against the law to discriminate against age, race, disability, sex, sexual orientation, religion, beliefs, gender reassignment, marriage, civil partnership, and pregnancy and maternity. Pupils are taught to remember and respect the Protected Characteristics in a number of ways throughout their time at School, be that in dedicated PSHEE lessons or in the wider curriculum.

Mental Health and Pupil Wellbeing continues to be a high priority at the School. Students are encouraged to speak to their teachers if they need support and the School can arrange specialist counselling when this is required.

Mr Barber, PSHEE Co-Coordinator & Head of Breadth Studies

PRINCE CHARMING PERFORMANCE WORKSHOP

On 17 March, pupils in Year 8 were invited to an educational performance which looked at the theme of Domestic Abuse, presented by the Prince Charming group. The group has attended the School before to show the dangers of abuse within relationships. They discussed with the Year group the physical, emotional or sexual abuse that some people in a relationship can be subjected to by their partners or other family members.

The performance showed the life of a woman who had been abused by a partner, but the event was interactive, meaning that the Year 8 pupils were able to change the way the scenes were acted out by allowing them to adapt the story to enable the woman to be safe in the relationship. It was an impactful and educational performance as it highlighted the difficult lifestyles some people lead, even when others may think they are fine.

Many of us in Year 8 were shocked to find out how abuse is very common in relationships between couples or family members.

On the NHS Website, there is a page on domestic abuse and how to deal with it. <https://www.nhs.uk/live-well/healthy-body/getting-help-for-domestic-violence/>

Himanshu Amarachintha, Year 8

HEALTH AND WELLBEING

MEDICAL UPDATES

Immunisation Programme

The NHS Immunisation Team continues to liaise with Westcliff High School for Boys regarding their programme of vaccinations. Prioritisation of COVID-19 vaccinations has meant that the regularly scheduled vaccination programme has had to be rearranged. However, it is the Immunisation Team's intention to resume the usual programme as soon as possible and the School will support the Team in full to ensure that NHS Immunisations can be accommodated on site as soon as this option is made available to us, in the best interests of our pupils. Please note that the School simply acts as a venue for an NHS service and is not involved in the organisation of vaccinations.

Communication regarding changes to medical conditions

It is essential that the School is informed by parents about substantive medical information for their children and any changes to this. This is to ensure that our records are correct and up to date so that we can provide appropriate support to pupils at the School if there is a sudden need for First Aid or medical attention. If your child is taking medication or has an ongoing medical condition, please ensure that this is communicated to the School by letter, which should be passed to your son's/daughter's Form Tutor in the first instance. Please also communicate any updates to medication or medical conditions by letter to the same recipient at your earliest opportunity.

Medical Appointments

The School recognises that, from time to time, pupils will need to attend medical appointments. Where a medical or dental appointment requires a pupil to miss lessons, we ask that parents write to their son's/daughter's Form Tutor at the earliest opportunity. This should be in the form of a letter, which should request authorisation of the absence. In most circumstances, half a day's absence will be authorised for a medical appointment, and that authorisation will then be communicated to you in writing.

Mr J Bleakley, Assistant Head

EXAMINATION PREPARATION

As we approach public examinations, it is natural for students to feel anxious. It is essential to be aware that this is a shared experience felt by millions of students in the past, and presently, across the world. Consequently, research relating to strategies to reduce examination-related stress has been conducted over several years resulting in the development of several coping techniques. Professor David Putwain (Professor of Education at Liverpool John Moores University) explains what is meant by test anxiety, associated problems, and practical tips to help reduce stress.

What is test anxiety?

Students experiencing test or examination anxiety may display several cognitive, affective, and physiological signs. Cognitive signs include going blank, difficulty concentrating, and experiencing negative thoughts about past performance. Affective signs include feelings of tension and/or panic, and feeling overwhelmed. Physiological signs include sweating, dizziness, and an increased heart rate.

Test anxiety can manifest through disengagement, procrastination in starting one's revision, or a withdrawal from academic study. Examination stress and examination anxiety are not the same things. In some circumstances, examination stress can be a positive force and can help to motivate and drive pupils to perform better than they may have otherwise performed.

Is it a problem?

Reducing anxiety can help to boost working memory function and capacity. Consequently, lower anxiety levels make it easier to concentrate, recall information and structure responses to test and examination questions. Thus, coping strategies designed to help reduce anxiety should improve examination performance and outcomes.

What can students do about it?

It is important to be aware that the number of students experiencing examination anxiety has not changed significantly in recent years, but awareness has. Fortunately, many straightforward measures can help to reduce stress.

Examinations are normal

As previously stated, examinations are part of school life; they have been for many years and will continue to be so for many years to come. Examinations are a shared experience, so it is good to talk to those who may be experiencing similar feelings, or those who have done so in the past.

Speak to your teachers

Teachers have guided many students through the process over many years and, in some cases, for decades. Some are, or have been, examiners. Speak to your teachers about what you can do today, tomorrow, and during the next week, to support effective and constructive revision, which, in turn, will boost potential outcomes. Equally, you can approach a member of staff if you want to discuss any concerns, for example your Form Tutor, or a member of staff from your Pastoral Office. We are here to offer support and advice.

Structure revision

Make use of a revision planner and adopt interleaving techniques, through which you review multiple topics in a short window rather than blocking them into discrete 'chunks'. Revision planners have been shared with all WHSB students, as have revision strategies to help ensure effective revision techniques are implemented. Regular self-testing is essential to ensure your revision practices are effective. If they are not, then speak to your teachers and peers about alternative methods. Set goals, revise, test, review goals.

Pathways

Examinations are important, but alternative pathways are always available if they do not go as expected. This may mean a slight change to A Level options or a University destination. However, again, this is a common experience and one that will not determine future success or failure. It is crucial to have a Plan B but work hard to achieve Plan A.

Mr A Dean, Assistant Head

CAREERS ACTIVITIES AND EVENTS

CONNEXIONS INTERVIEWS

The Spring Term always brings with it a hive of activity for the Careers Department at Westcliff High School for Boys, with many pre-planned events to welcome in the New Year. Our colleagues at *Connexions* continue to meet with Year 11 pupils, discussing their career options and subject choices for Sixth Form, as well as offering professional advice about their post-18 options. We have increased our capacity in this area, allowing more students to request an appointment due to the significantly increased demand for information since lockdown. We are most grateful to the *Connexions* Careers Advisers for the additional support that they continue to offer our pupils.

CAREERS LECTURE EVENINGS

The Careers Evening Programme has gone from strength to strength in 2022. We were delighted to welcome back Old Westcliffian, Stuart McCarthy OBE, who was also joined by Fiona Colwell, Lawyer and Vice Chair of Governors at WHSB, Sophie Pearce (Assistant Director, Border Force) and Adam Berry (Senior Cash Management Consultant, HSBC) to share their wealth of experience and details of career pathways within Law, Finance, Criminology and the Diplomatic Service. With nearly 400 guests attending from both our School and the wider local school community, it was an outstanding success and was followed by the most wonderful feedback from parents and students alike.

In March, it was also a pleasure to hear from Lisa Fautley (Paramedic, East of England Ambulance Service), Stephanie Lowe (Repair Workshops Manager, Olympus), Abbie Wright (Technology Apprentice, JP Morgan Chase) and Elsa Desmond (Foundation Year 1 Doctor, Southend University Hospital) at the Careers in STEM & Inspirational Women evening, which was equally well received. Elsa Desmond also shared with our guests her experience of competing as an Olympian at the Beijing Winter Olympics. Our guest speakers within the IT, Medical and Engineering sectors spoke openly and honestly about their personal journey within their specific industry and the challenges faced in order to succeed. As ever, we cannot thank these outstanding guests enough for giving up their time to share their expertise.

The Careers Evenings planned for the forthcoming academic year will be launched in September 2022.



CAREERS IN MEDICINE

After a two year hiatus, Southend University Hospital was once again able to offer aspiring medics in the Lower Sixth at Westcliff High School for Boys the opportunity to attend a Careers in Medicine Seminar on site. Unfortunately, ongoing restrictions around social distancing severely limited the numbers able to attend on this occasion, but those students who were fortunate enough to attend very much enjoyed the opportunity.

Some of our students were also accepted for the Medical Insight Day at the Hospital, which gave them a fantastic opportunity to experience the everyday working environment at a University hospital.

YOUNG ENTERPRISE

Young Enterprise participants in the Lower Sixth continue to show their enthusiasm, creativity and entrepreneurial spirit by raising funds for their products, and generating revenue and profit. We are so grateful for the additional input offered by volunteer and father of WHSB pupil, James Bennett, who has offered invaluable support to the teams. Each team has proved to be highly committed to the Company Programme, working well in their chosen groups and engaging with new challenges in order to successfully reach their end goal. As ever, their Cake Sales did not disappoint the wider School community and these events raised significant funds for the teams involved, as well as bringing a smile to the faces of everyone enjoying the treats on sale. We wish all six teams continued success with their product launches and distributions to market for this coming term.

YEAR 10 CAREERS ENRICHMENT DAY

On 1st July, Year 10 pupils will attend a Careers focused Enrichment Day at the School and we are seeking 30 volunteers who would be available to attend for the full school day to act as a panel member for mock interviews. Your support for this event would greatly help us in our work to prepare our pupils for future employment and life beyond School, so please do step forward if you can assist.

The organisation of the day enables all our guests to help and support the pupils involved. Members of the Year group will move from classroom to classroom on a carousel basis so that, by the end of the day, pupils will have experienced and understood the basic elements of an interview. No specific experience is required and a member of staff from the School will be present in each room throughout the event. Lunch and refreshments will also be provided. Please do email me at weller@whsb.essex.sch.uk if you can support the School with this event.

Ms N Weller, Careers Coordinator



POETRY LIVE

“The first weapon in war is language. The first casualty in war is language. You must make language your friend.”

With Agard’s words echoing through the Dominion Theatre, so closed Poetry Live! 2022.

On the way back from Poetry Live! many of the WHSB students that accompanied the English Department to this event were discussing the fact that all of the poets involved had mentioned the war in Ukraine and, more pointedly, Agard’s chilling closing.

But what does it mean to “make language our friend”? Why is it so important, now more than ever, to study and understand the function of language both as an art form, but also in rhetoric?

I believe Senator Hiram Johnson was wrong when in 1917 he observed that in war the first casualty is truth. In war, the first casualty is always language. And with the language goes the truth. As an English teacher, I am frequently asked “why we cannot just use one word?”

“Why do synonyms matter?” Students complain. “No-one is ever actually going to use the word ‘pulchritudinous’. Why do we need a broad vocabulary? Why do we need to sound fancy?”

Here is why: the first synonym for war is conflict.

Just as Vietnam was called a “conflict”, not the Vietnam War. It was also the Korean “police action”, not the Korean War. It was the “pacification” of Gaul by Julius Caesar, not the brutal and bloody subjugation of Gaul. “Where they make a desert, they call it peace,” observed the British chieftain Calgacus of the Roman conquest of Britain.

War corrupts language.

It is not about having a ‘fancy’ word; it is about having the right one.

So let us not mince our words: It is a war in Ukraine. Not a conflict.

And it matters because as members of an intelligent society we must muddle through the doublespeak of war to identify the truth of what we are being told. The doublespeak of war consists, as Orwell wrote of all such language, “of

euphemism, question-begging, and sheer cloudy vagueness.” It is, fundamentally, the language of insincerity, where there is a gap between the speaker’s real and declared aims. It is language as an instrument for concealing and preventing thought, not for expressing or extending thought. Such language silences dialogue and blocks communication. In removing language we can wipe out not the just the identity of a person, but the identity of an entire nation, not just in this time – but for all time.

No discourse, no identity, says Foucault.

During the Vietnam “conflict” we learned that mercenaries paid by the U.S. government were “civilian irregular defence soldiers,” refugees fleeing the war were “ambient non-combatant personnel,” and enemy troops who survived bombing attacks were “interdictional non-succubers.” In Vietnam, American warplanes conducted “limited duration protective reaction strikes”, during which they achieved an “effective delivery of ordnance.” So it went too in the Persian Gulf.

Just as officially there was no war in Korea or Vietnam, officially there was no war in the Persian Gulf. After all, America did not declare war, it declared an authorisation of the “use of force”, a power clearly delegated to Congress in Article I, Section 8, of the American Constitution, which now reads: “Congress shall have the power to authorise the use of force.” So now we have not war, but Operation Desert Storm, or in the recent words of Putin (which echo ominously with the words of President Bush) “exercising the military option”.

During such “armed situations”, massive bombing attacks become “efforts.” Thousands of warplanes do not drop bombs, “weapons systems” or “force packages” “visit a site”. These “weapons systems” do not drop their bombs on buildings and human beings, they “hit” “hard” and “soft targets”. During their “visits”, these “weapons systems” “degraded,” “neutralised,” “attrited,” “suppressed,” “eliminated,” “cleansed,” “sanitised,” “impacted,” “decapitated,” or “took out” targets; they did not blow up bridges, roads, factories and other buildings, and the people who happened

to be there. A “healthy day bombing” is achieved when more enemy “assets” were destroyed than expected.

In order to function as it should and as we expect it to, language must be an accurate reflection of that which it represents. We must use the right word. The doublespeak of war is an instance of thought corrupting language and language corrupting thought.

So, of course, we must make language our friend. If we find poetry to be opaque in meaning, how much more opaque shall we find truth in times of war?

Putin claims defence against the encroaching west and the insidious democratisation of Russia. But, of course, there is much to find at the level of semantics here. Starting with the word “defence” itself.

It is a term that is used with no consideration at all whether the weapons and weapons systems discussed are inherently defensive or inherently offensive, whatever the motivations might be. From here one might go on to “modernisation”, an exciting euphemism for new weapons. Weapons that can kill on industrial scales.

From here one might proceed to the notion of “balance of power” a term covering everything from parity to supremacy (depending on whether you ask a physicist or an accountant!) “Balance”, after all, sounds so moderate, so constrained: who could be against balance, which human could be against a balanced person? Nobody would argue in favour of imbalance or an unbalanced person. Hence, by implication, balance of power must be good.

And consider, momentarily, the slogan used by the US Air Force: “Peace is our profession.”

Much has been made out of the word “peace” in this connection. But what if we interrogate the use of profession?

Who could be against being professional? And particularly against peace professionals? What could be better? Cynically, one could move on to the name introduced by the Reagan Administration for one of its many people-killers: The “Peacemaker.” An archetypal euphemism indeed; like “counter-value attack” for destroying cities, “collateral damage” for killing millions, “clean bombs” when the killing is not by radiation, “surgical clean strikes” when no “innocent people” are killed - all of them preparing people for the unacceptable so, in the words of Duffy, our “eyeballs prick with tears, between the bath and pre-lunch beers”.

History shows us that in times of war, it is our duty to make language our friend, lest it is weaponised against us and it becomes our enemy. If, in times of war, the language of destruction is tempered and made palatable, let us turn to the other side, to see how whatever refers to peace is somehow expressed negatively.

Too often, and to our detriment, peace is wrongly seen as an absence of violence. Surely, though, we should identify violence as an absence of peace? Correspondingly, a vegetarian is one who does not eat

meat, a person who eats meat presumably being 'normal', is not referred to as a non-vegetarian or as a "Meatist". The way this is expressed linguistically in English is by means of the particle "non"- a negation. A negative.

How interesting that language presents peace as a negative.

What the poets we heard at Poetry Live! did, was give us not just accurate (and beautiful) words but, in the words of the poet Samuel Taylor Coleridge, they gave

us "the best words, in the best order". Poet Laureate, Simon Armitage, and later Imtiaz Dharker and Grace Nichols, told us that they feel a duty of care to the people and situations about which they write, that there is a responsibility they feel in putting together their words in order to do justice to the people and experiences they are writing about. It is imperative for them to use the best words in the best order because this is the only way to access our shared human truth.

Poetry - the best words, in the best order - may then seem opaque and inaccessible to us simply because we are so used to the doublespeak of a world that edits the language of its experience and steadfastly maintains that this edited version is the truth. But the poets we saw reminded us that the best words, in the best order will be designed to give you, as close as they can, the true single truth of the experience, "that feeling, I mean."

Miss S McGowan, Head of English

On Friday 25 February, I was lucky enough to join a group of pupils and teachers similarly interested in English for a day trip to GCSE Poetry Live! at the Dominion Theatre, London. While there, we made up just a small part of an audience packed full of pupils from schools right across the country and heard poetry readings and speeches from an assortment of GCSE poets, gleaning fascinating insights along the way.

With a set of poets including (but not limited to) Carol Ann Duffy, John Agard, Grace Nichols, and even the Poet Laureate, Simon Armitage, I cannot understate the value and depth this brought to our understanding of both the poets and their works, many of which we may be tested on in future.

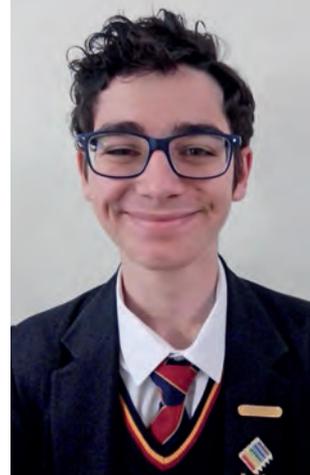
Honestly, nothing quite prepares you for the feeling of hearing poems you have read countless times, in your own voice and in your own head, straight

from the mouth of the poet. It gives an entirely different perspective of the course, and has simply embedded itself in my mind as an unforgettable experience.

On top of that, we heard from Chief Examiner, Mr Tony Childs, who provided some of his thoughts (and, of course, top-tips) on answering questions with different examination boards, taking the time to work through some examples, posing questions and answers (in differing amounts) to the audience.

This was such a fantastic experience for all of us and, for those of you who might be hesitating over whether you should go if the option arises for you in the future, I strongly recommend you take the opportunity.

Gavriel Levy, Year 10



Each year, the Dominion Theatre offers a unique opportunity for GCSE English pupils from Years 10 and 11 to watch the stellar Poetry Live!.

Advertised as "Poetry Conferences for GCSE students", it gives pupils the chance to watch first-class readings by the very authors of poems from the GCSE poetry anthology, accompanied with related anecdotes and a window to ask specific questions that they might have; not to mention plenty of esoteric knowledge to impress their examiners.

Everyone who attended thoroughly enjoyed themselves.

We were also presented with the chance to learn from Chief Examiner, Mr Tony Childs, on how to incorporate fantastic techniques into our essays - particularly unseen poetry, which can be the hardest to write.

Moments of comedy were also scattered throughout the day, with poet Daljit Nagra

gracing us with the performance of his farcical poem "Singh Song!" to roars of laughter from the audience. We also heard beautiful and eloquent performances from both Imtiaz Dharker and Grace Nichols on the subject of identity, race and culture shocks; we felt we could listen to their almost-cantabile poems all day.

Finally, John Agard's presence on stage was immediately met with deafening cheers and claps, and the reason why was to become evident in only a few minutes. His readings of "Half Caste" and "Checking Out Me History" were splendid and incredibly humorous, as well as being expertly narrated and anecdotal for the students (with my peer even whispering to me at the end "this is why everyone loves John Agard").

It was impossible to not enjoy the day and it is highly recommended for others in the future.

Maximilian Rowe, Year 11

On Friday 25 February, a group of Year 10 and 11 pupils set off on a trip to the Dominion Theatre in Central London to hear, not read, live poetry.

This was an unexpectedly enjoyable experience, where we heard from six poets and an AQA English examiner. The examiner detailed useful information about the poetry aspect of the English Literature course, which helped outline what a student needs to do to earn the marks in the examination, which was invaluable. The trip was also a fantastic opportunity for the audience to ask the poets about poems they had written and find out contextual information directly from the poets themselves.

The poetry trip also served as a great chance to hear poetry about topics that affect us currently. Imtiaz Dharker performed a poem called "She Must Be From Another Country", that highlights how hard it can be for people who have migrated to the UK to assimilate themselves and how differences in behaviour, such as different speaking patterns or foreign accents, can lead to others thinking to themselves that they must

be from another country. Daljit Nagra performed a lengthy piece of performance poetry about toxic masculinity, which was also very striking.

However, in my opinion, John Agard stole the show with his passionate reading of "Checking Out Me History", a poem on the "Power and Conflict" cluster of poems on the English Literature course. This reading definitely opened my eyes to the surprising power of hearing, rather than reading, poetry that I can not emphasise enough. "Checking Out Me History" is a poem about the vastly Eurocentric system we find ourselves in today and the importance of knowing your own identity.

John Agard finished with an especially important message that I will also share, and that is to make words, and language, your friends. Language is everywhere, and the power to articulate oneself is one of the greatest skills one can have.

Gerald Attiyah, Year 11



WORLD BOOK DAY

On World Book Day, it was our privilege to hear from Upper Sixth English student, Oluwatoni Adewole, who led an Assembly on the important matter of adequate representation in Literature.

Oluwatoni questioned whether the world we are shown, asked to study and engage with, might be viewed through a prism of male and white. Where that is so, then it surely fails to offer all of us another way to view the world, and it fails to offer us a chance to adequately walk a mile in another's shoes.

In 2021, the Lit in Colour paper, led by The Runnymede Trust and Penguin publishers, found that fewer than 1% of students at GCSE study a book by a writer of colour, yet at least 34% of pupils are not White British. This means that if we truly want to prioritise our shared humanity then we need to ensure that the sharing goes in all directions.

Bernadine Evaristo, the first black woman to win the Booker Prize, said what our teachers have been saying for years:

“Literature is a curator of our imaginations, and schools are the caretakers of the education of young people — who are being denied access to the glorious, outstanding and often groundbreaking narratives coming out of Britain’s Black and Asian communities... what does it say about our education system if the literature deemed most worthy of study disproportionately represents a whiteness in a multiracial society? Considering the huge potential for emotional, intellectual and imaginative growth offered, how can we accept such an imbalanced provision? How terribly sad that children of colour are unlikely to see people who look like them, who come from their backgrounds, represented in the books they are given to read in school, while white children are denied access to immersing themselves in Black and Asian characters, stories, perspectives and poems.”

Oluwatoni noted that in a bid to develop more pupils’ understanding, teachers have set to broadening the reading of pupils with a ‘post-colonial’ reading list. In the ‘post-colonial’ reading list you will find the names Baldwin, Morrison, Ellison,

Angelou, Hurston, and Hughes. But an issue remains that for many young people of colour the inclusion of ‘Black History’ begins with the colonisation of black countries, and where the only literary narrative becomes a dehumanising experience of slavery, colonising, lynching. But, Oluwatoni noted, there is much more than that single narrative.

Our community was posited a series of questions, the most pressing being: where are we all in the narrative of now? How do we adequately and appropriately represent the society and experience of the society we live in when too often the experience of non-white people is measured against the effects of white oppression? How do we move from black or white literature, to just literature?

If Literature is one of the few subjects in which we are asked to walk a mile in someone else’s shoes, to go on the journey with them, where will the study of Literature go, where will our understanding and empathy for each other go if we engage with this issue? What will happen when we take the step together towards adequately representing the world we live in?

The School has been working hard on ensuring that the literature our students have access to is representative of all and has put 100 recommended titles from the Literature in Colour paper into the library.

We hope that, as students take up the Westcliff Reading Olympiad challenge, many of these books will be picked up.



Miss S McGowan, Head of English

WESTCLIFF READING OLYMPIAD

You have from World Book Day, until End of Year exams to enter as many of the events as possible. A bronze (1 point), silver (2 points) and gold medal (3 points) will be awarded to the top three entrants in each field. A trophy will be given to the Westcliff Olympian with the most points. All texts must be borrowed from the Westcliff Library.

Further details are available from Miss McGowan, Head of English.

Event	Task	Evidence <i>(these can be mixed and matched to the event)</i>
100m Sprint	Collection of 5 poems	Tell the story in 5 photos; provide captions
200m Sprint	Collection of 15 poems or a short story	Create a collage of the content
400m Sprint	Collection of poetry or a novella of approx. 100 pages	A selfie reading the book at home.
1500m	200 pages	Film a movie trailer on your phone share on your TEAMS page
Marathon	400 pages	Write a review for the Westcliff diary
4 x 4 Relay	You and 3 friends read a text one after the other	50 word summary
Triathlon	A book of Prose, a book of Poetry, a book of Drama	A 60-90 second sound file to advertise the book.
Shot Put	Read a hard-boiled detective novel	Write a 300 word creative piece in the role of a character from one of the books about their first day at WHSB
Javelin	Non-fiction	Record the first two pages as an audiobook.
Hammer Throw	A Hammer Horror novel	One chapter of a sequel or prequel.
High Jump	Read one of the following texts: Armitage – Sir Gawain and the Green Knight Hughes – Tales from Ovid Headley – Beowulf: a New Translation	Compose and perform a piece of music to complement the mood of the text
Long Jump	Chaucer’s The Canterbury Tales	Twitterature: Compose a tweet conversation between two characters
Javelin	Read a translated work	Write a Haiku to summarise the story
Hurdles	Autobiography/Biography	Create a book jacket and blurb for the book you have read
Triple Jump	Read a trilogy or 3 texts by the same author	Lonely hearts

JACK PETCHEY SPEAK OUT WORKSHOPS

On Wednesday 9 and Friday 11 March, the English Department provided all pupils in Year 10 with an opportunity to take part in the *Jack Petchey Speak Out Challenge*. This is an event wherein students from across the UK learn how to develop confidence in public speaking, culminating in each participant giving a speech. These are then judged, with participants competing in and progressing through classes, schools, boroughs, regions and, ultimately, the finals, involving the winners from the semi-finals from across the country. The grand victor earns £2,000 for themselves and £3,000 for their school – a prospect which interested many of my classmates.

Jack Petchey was born and raised in East London and was part of a working-class family. Despite this, he went on to build large wealth from selling timeshares in buildings across Western Europe, leading him to become a multi-millionaire. Petchey gives back to the community with his various charities, including the *Speak Out Challenge* we participated in.

The event was a very interesting one. Our class had the privilege of working with Mr Kane who taught us various techniques to help us improve

our speeches in all their aspects; presentation, content and structure. From the way we carried ourselves and announce our words in front of the crowd, to the nature of the anecdotes we indulged our audience in, to the format in which our speeches were crafted, Mr Kane assisted each of us in fine-tuning these. Then, near the end of the day, we each had to deliver our speeches to the rest of the class. Two individuals from each class, who were a cut above the rest, were finally chosen to move on to the next stage of this challenge. Congratulations to Daniel Ajayi 10E, Abel Chandy 10W, James Catt 10S, George Cooke 10W, Freddie Dawson 10N, Gavriel Levy 10E, Zain Kramutally 10S, Surajgagan Murarisetty 10L, Jack Nicholls 10C, Al-Ameen Salaam 10N, Theo Simon 10C and Zain Syed 10N, who were all selected to represent their classes.

The *Speak Out Challenge* was a great opportunity for the entire Year group to get involved in an event which they may never have participated in before, and for many to find affinity with a subject they had never even considered. I understand that this is the first year that the English Department has opened the competition to the entire Year group, and I thank them for doing so and



hope this will continue in the future. I greatly enjoyed it and I believe that it gave me many pointers that will go on to improve my public speaking, when this becomes necessary in the future.

Finlay Davis, Year 10

On Friday 11 March 2022, the second half of Year 10, including myself, were privileged enough to be visited by members of the *Jack Petchey Foundation*. The other half of the Year group received their visit two days earlier and they had given lots of positive feedback on how the course went, so I had high expectations for Friday.

I have to say, I was not disappointed as the day proved very beneficial and enjoyable at the same time. We were provided with different tasks to do, which really encouraged us to engage and we also learnt how to effectively present a speech, through tips such as making eye contact and talking slowly and calmly so that we could be understood by the audience.

Overall, the day was a great success as we learnt skills that we will need throughout our lives, for example when we have a job interview or have to make a presentation at work, and we had fun while doing it. It has definitely helped me gain confidence whilst speaking in public and I recommend you give it a try if given the chance.



Nathan Mhiribidi, Year 10

I found this challenge very helpful, but also a lot of fun and it was a nice change of pace from the regular School day. After the workshop, I felt this newfound confidence inside myself that I had never felt before. The workshop not only improved my confidence, but I also gained key communication skills that will benefit me in whatever the future holds. I can now confidently address a room full of people while presenting my ideas and opinions in an effective manner. At first, I had my doubts, however as the session proceeded, it became more and more enjoyable, and I found myself smiling and laughing often. The *Jack Petchey* representative was so affable and encouraging that everyone felt very comfortable, which allowed us all to develop our weaknesses in public speaking. To anyone for whom this workshop is available, I urge you to be open to opportunities as this is a brilliantly helpful experience that will aid you in anything you do.

Isa Saeed, Year 10

“I have to say I was not disappointed as the day proved very beneficial”

“After the workshop I felt this newfound confidence inside myself”

DONUM

'Donum' is a Latin word and is the root of the word 'donate' or 'gift'. And what gifts we have in our pupils at Westcliff High School for Boys, and in our students of English Language and Literature. This is why we have adopted 'Donum' as the name for our new English Department Society.

Led by our English Prefects, *Donum* has hosted seminars on the role of art and literature.

Each half term is built around a carefully selected theme. The first theme was '*This is America*' and focused on the contemporary slave narrative. Our second topic was '*Bootylicious: OnlyFans*', where we discussed 'body positive' and third wave feminism as key issues of interest. Other topics include the presentation of psychopaths and the morality behind it (does life imitate art? Or art imitate life?) in '*Are you a Psychopath?*', and then in '*Werk*' we looked at the most terrifying of concepts - 'the other'.

In the following articles, I have asked Christiana Dube, Luke Gutteridge and Nicholas Ostaszewski to share their experiences of *Donum* with you.

Miss S McGowan, Head of English



In *Donum*, we discuss wider issues such as feminism and racism through a range of media. Recently, we examined Childish Gambino's 'This is America' and blackfishing in the music industry to evaluate the role of artists in decolonisation and their impact on the ongoing work of the *Black Lives Matter* movement. It is a great opportunity to debate ideas and access a range of perspectives from people in different Year groups. Seminar-style discussion encourages us to reason convincingly in response to our opinions being openly challenged, which is useful for expressing perceptive arguments in essays. If any of the above sounds appealing to you, I would encourage you to come to a session and take part!

Christiana Dube, Upper Sixth

At the start of the year, I led sessions about feminism and its legacy in literature. In these sessions, we were able to challenge ideas that the curriculum focuses on, and this half term's topic is about demasculinising the discipline and learning about how some female issues have been ignored for much of literary history. These seminars want to bring literature into context with the modern day: our most recent session looked at representation and how third-wave feminism may not be liberating for all women. Challenging pre-conceived ideas has been beneficial for us and it is always fun to have a place to talk literature!

Luke Gutteridge, Upper Sixth



Donum is a group that consists of people interested in the study of English literature. Interestingly, the work we do there is not only limited to the study and analysis of books and poems, but involves delving into societal issues and topics as well. At *Donum*, we studied the meaning behind Childish Gambino's song "*This is America*"; one that clearly invokes questions regarding the racial tensions in America. The Sixth Form students who guided the session asked questions that resulted in a debate between the participants in relation to the causes and effects of the racial tension, and the true extent of it in society, linking it to events as recent as the killing of George Floyd. *Donum* is a place where active debates and discussions occur frequently, which allows us truly to understand both cultural problems and works of literature better.

Nicholas Ostaszewski, Year 11

HOW DOES LANGUAGE CHANGE THE WAY WE THINK?

How often do you think about what you are saying? I have been fascinated by this for a long time – the idea that choosing a specific word, or choosing to speak at all, can have a huge impact on our long-term relationships with others, and in turn our overall happiness. At least, this is according to His Holiness the Dalai Lama and the Bishop Desmond Tutu, in the BBC documentary made about them last month, called “MISSION JOY”. They argued that the key to happiness lies in how we interact with others – humans are, after all, social creatures.

But it is really easy for us to *ruin* those relationships with our language. We may get upset with a friend and call them a name; or we may say something as a joke, without realising we have hurt their feelings.

Indeed, humans are special in that we share deep emotional feelings with other humans. We have evolved to be members of a group, and with that comes the need to maintain our relationships with others.

One way that humans do this is by conveying an apology. Humans do this to mend broken relationships, and to portray sorrow and remorse at actions we have made. Humans are not unique in this – chimpanzees are shown to also demonstrate remorse, and whilst they may not have evolved complex language to do so, they will often approach other chimpanzees with whom they have had a falling out... and groom them.

I was recently listening to a Radio 4 comedy panel show, where one comedian correctly identified Joe Biden’s response to a recent mass shooting. According to her, Americans always use the phrase “our thoughts and prayers” when talking about mass shootings and other horrific events.

I was very intrigued by this – how could this comedian identify with such a fleeting remark, precisely what someone else was going to say? It made me consider: does reusing the same phrase devalue that phrase in any way – is it like the boy who cried wolf, and that eventually these words will lose meaning altogether? Can language be overused?

We could consider this in the context

of *Romeo and Juliet*. Juliet asks Romeo, in Act 2 Scene 2, not to swear by inconsistencies, such as “the inconstant moon”. Here, we can see that Juliet understands the emptiness of words – it is not so much the words that are important, but the meaning behind them. An apology is not impactful because of the words used – saying “sorry” will not magically fix all our problems. But if we put genuine meaning into our words, that is what makes them impactful.

Perhaps this is why Romeo stays true to his promise of true love, in Act 5 Scene 3.

When Mercutio sends a “plague” over both houses, it is not the plague itself that is significant. It is the meaning and the provenance behind those words. Mercutio, caught up in all the fighting, realises only at his death, the pointlessness of the feud. He is mercurial – prone to sudden or unpredictable changes of mind or mood – and his final change is shown to be one of deep regret about his involvement in the ancient grudge. It may have been fun for him, but it ultimately resulted in his death.

This plague could therefore be interpreted as a warning, not a curse – although the proleptic irony of the plague house later on, may prove otherwise.

In a study by Stanford University in California in 2019, it was found that the increased partisan divide in America is, in part, being aggravated by the language of those on either side of the political spectrum.

Unfortunately, in order to appreciate this, we need to look at the tragedies of 21 mass shootings in the US.

It was found that, after a mass shooting, left-wing Democrat news tended to focus on the emotional response to incidents, choosing to focus more on the victims and the policy changes needed in the future. In contrast, right-wing Republicans tended to focus on the shooter. Their media reports were more factual, mostly concerning the shooter’s motives in particular.

But the topic of discussion in the media is not the only major difference. There is also a striking difference in the use of the words “terrorist” and “crazy”. The word “terrorist” is always used



more by Democrats than Republicans when the shooter is white. But when the shooter is non-white, Republicans are far more likely to call them a “terrorist”.

The complete opposite is seen for the word “crazy”, with Republicans favouring this word when the shooter is white, and Democrats favouring it when the shooter is non-white. Overwhelmingly within Republican media, the motives of white shooters were blamed on some sort of mental illness, whereas their ethnic minority counterparts were often speculated to have had “long histories of violence”.

For me, this is concerning. Not only are we seeing a divide between how we choose to explain these horrific events, but I wonder: how many negative stereotypes are we reinforcing in our lives purely based on our word choice? Who is “crazy”, and who are the “terrorists”?

It is not just what we say that can affect the storyline that we are pushing out to the world – *how* we say it can make a huge difference to the impact of our words.

Consider the phrase, “I can cook just as well as my Dad”. Though you may not realise it, you are actually creating an assumption for your audience that your dad is good at cooking. After all, if you are comparing your cooking proficiencies to him, he must be good.

Now consider the phrase, “My Dad and I can cook just as well as one another”. Here, no-one is shown as being good at cooking at all – context is needed to explain whether we are both good at cooking... or poor at it.

But if we take the first phrase and change the subjects – say we use

THE LITERATI

the phrase, “girls are just as good at mathematics at boys” – can you see how this grammatical structure can push stereotypes that boys are naturally good at mathematics?

We might also consider how form affects the presentation of language. Short slogans are being increasingly used by politicians to rally their followers behind a common cause.

Make America Great Again!

Believe in Britain!

Get Brexit Done! or the *SDLP's* counter, **Stop Boris! Stop Brexit!**

In particular, we saw this kind of political propaganda used during the coronavirus pandemic. How many of us listened to the following statements during daily briefings.

Stay Home. Protect the NHS. Save Lives.

Or the slightly adapted:

Stay Alert. Control the virus. Save Lives.

Or the shorter:

Hands. Face. Space.

And yet, 3-part slogans can only do so much. What does “control the virus” actually mean? How can I “stay alert” to an airborne disease?

Therefore, perhaps language is limited in its applications. We might have many different synonyms for the words “happy” or “big”, but there will always be some ambiguity in what we actually mean. This is why it is so important that we apologise when we say something unintended. And ensure that we *mean* it as well.

Benedict Heath, Year 11

CREATIVE WRITING

The English Department encourages pupils to write creatively and this piece is shared by George Cooke, Year 10 who has written a missing Act 4 soliloquy for the Nurse in *Romeo and Juliet* - it is written in beautiful poetry and shows a real understanding and command of Shakespeare's techniques.

Miss S McGowan, Head of English



Enter: Nurse in her own chambers
What, hath my words forsaken kindeth mind
Doth sleep on dull and dateless fear?
O mark of omit, O searcher withdraw
Or, unfurnished mind, rest not on Romeo's triumph.
Juliet's uneven thought is not on unbound life,
Nor wanton marriage forsaken with sympathy.
O Lord! Wrestle this sullen strife
Vexed with no validity, as she is a seeker
And I, pause, to follow with no voice.
Why cannot the two men of wax
Warrant no watch for fatal Thisbe?
Wielding pain in thine halls,
Washing waste on wilful viewers.
Yet, one wrought wits that spurs the dark night
Abuse on inner havoc stir
As I aim the arrow of speech at her heart
And her heart is a knight
Me a cockatrice to a lone story.
Must I really be one's blood conduit?
See me now, brief woes
See me later the charm of carry coals

George Cooke, Year 10

CHEMISTRY LECTURE SERIES

As the Autumn Term drew to a close, Sixth Form Chemistry students were fortunate enough to attend lectures by two teaching staff from the University of East Anglia (UEA). Covering both physical and organic areas of our course, these provided our first insight into university lectures - and just how complex they are!

Professor Simon Lancaster opened the lecture series with an engaging talk on catalysis, demonstrating its versatility when steering the pathway and rate of a reaction and how it is linked to almost 80% of profits in the chemical industry. He used his more than twenty years' teaching experience, as well as applications and methods used at UEA, to introduce these topics in a personalised and interactive way. For any students interested in structure and bonding, particularly those taking chemistry at A Level, *Chemford* is a free app which allows you to view and manipulate molecules in 3D space. It is an incredible tool to help understand bond angles and shapes of structures and, along with *Mechanisms* by Alchemie, was a huge aid when revising for our impending trial examinations.

The Professor's most notable topic, of which many Science students will have heard, was the Born Haber process. Catalysis turns the breaking of the two strongest bonds in chemistry into a fast and simple process, fertilising crops to provide food for billions across the globe since the 1950s. Dr Lancaster ended on Haber's prediction that this process would one day be replaced to better imitate nature, leaving some food for thought for those interested in entering the chemistry industry.

For our Organic Chemistry lecture, Dr Maria Paz Muñoz expertly linked organic synthesis to all areas of the natural world, delving deeper into its impact on sustainability. Replication in the laboratory of natural molecules removes the need for them to be harvested from the environment. The positive effect of

this will continue to grow with each new synthesis. Much like the Haber process, however, the costs of relying upon this method extend far beyond that of money. Time is all too important in medical treatment, but products of environmentally-friendly synthesis cannot be waited for. Nor can they be stockpiled, shifting our dependence back onto natural sources.

One of Dr Paz Muñoz's final sections discussed the use of synthesised hormones to treat diseases such as Parkinson's Disease. Most patients had lower levels of the hormone dopamine reaching the areas of the brain controlling movement and decision making, requiring a targeted supply of the molecule from outside the patient's body. This opened up opportunities for organic synthesis to demonstrate its rapid and continuous advancements while working in unison with other areas of drug delivery, providing an enticing demonstration of what UEA has to offer for Chemistry and Medical students alike.

Opportunities such as these talks have become even more scarce with the disruption due to the pandemic, so I want to end by thanking Professor Simon Lancaster and Dr Maria Paz Muñoz, as well as Mr Wightman and Miss Lo for organising and supervising the events.



James Sheppard, Upper Sixth

PHYSICS COMPETITIONS

This year has been busy for our keen Physics students, with forty participating in national competitions so far.

In the *British Physics Olympiad* for Upper Sixth students, 14 medals were won, with the highest achievement – a Gold medal – being won by Venkat Sai Pranav Havalgi Nama. This Gold medal places Venkat Sai Pranav in the top 16% of Physics students nationally. Three Silver medals were won by Alfie Risk, Naomi O'Hara, and Jonathan Cheung, placing these students in the top 33% of Physics students nationally. A further four Bronze I and six Bronze II medals were won by the Westcliff High School for Boys' Team. This has been the most successful team to date, so well done to all those students who were open to the opportunity.

The *Senior Physics Challenge* is open to Lower Sixth students. This year, there were two components; an online component and a written paper. In total, fifteen students took part. In the online component seven Gold medals were won. The winners were Luke Puglsey, Fenton Hopkins, Lenny Breeds, Lucas

Christensen, Matthew Smith, Matthew Enirayetan, and Peg Jefferson. Winning Gold places these seven students in the top 18% of Lower Sixth Physics students nationally. Team WHSB also won five Silver and three Bronze medals. In the written element, Gold Medals were awarded to Luke Pugsley, Matthew Smith and Bhavy Metakar, with Fenton Hopkins earning a Silver Medal, and there were a further four Bronze I, four Bronze II and three commendations awarded.

The *Intermediate Physics Challenge* is open to Year 11 pupils. This year, as with the *Senior Physics Challenge*, there were two components; an online component and a written paper. In total, ten pupils participated in the online component, with five of them winning Gold medals. These were Shibaa Alam, Benedict Heath, Rishikesh Nagarajan, Yash Patel, and Joseph Thomas. Winning Gold places these five pupils in the top 19% of Year 11 pupils nationally. The other five participants all won a Silver medal. Eleven pupils participated in the written component on 11 March 2022, with Benedict Heath being awarded a Gold medal, Silver medals were awarded to



Yamid Hossain, Yash Patel, Shabaa Alam, Rishikesh Nagarajan, and Thanishq Munogoti and a further 2 Bronze I and 1 Bronze II and 2 commendations were achieved. This result saw Benedict Heath placed in the top 6% of the 2394 pupils who entered the competition.

In May, there will be an opportunity for Year 10 pupils to participate in the *Junior Physics Challenge* and I encourage all pupils who enjoy the subject to consider competing.

These Physics Challenges help young people develop problem solving skills, which will help them become better life-long learners, as well as supporting their Physics studies in the immediate future. It is also fun to compete at a national level and the performance of our pupils this year has demonstrated that we really do have some of the best Physics students in the country right here at Westcliff High School for Boys.

Mr K Dalby, Head of Physics

THE HERSHELS

The Herschels were a German family of astronomers in the late 18th and early 19th centuries. The brother and sister team of William and Caroline Herschel discovered Uranus and numerous nebulae, stars, galaxies and comets.

Caroline Herschel was born in 1750. In her career she became: the first woman ever to hold a government position in England; the first woman ever to receive a salary as a scientist (at a time when scientists receiving salaries was rare); the first woman ever to have her discoveries published in the Royal Society's publication, *Philosophical Transactions*; the first woman ever to be awarded the Gold Medal of the Royal Astronomical Society; and the first woman ever to be named an honorary member of the Royal Astronomical Society. Her list of impressive discoveries and achievements is long. She was awarded a gold medal for science by the King of Prussia on her 96th birthday. She died aged 97 in 1848.

As a child, Caroline Herschel was educated at home, but that education merely consisted of basic literacy. When she was ten years old, an illness left her blind in one eye and caused her growth to halt. She remained a height of 1.3m tall for the rest of her life; as a consequence, her family did not think she would marry. Instead of preparing her to become a wife, they trained her to be a house servant. Her father wanted Caroline to be better educated, and would surreptitiously tutor her when her mother was not around.

To prevent Caroline Herschel from progressing in society and earning her independence, she was forbidden to learn French and forbidden to learn advanced needlework. It is difficult now to imagine just how it must have felt for an intelligent person to be denied the opportunity to fulfil their potential because of their sex and height, but that was the situation for Caroline Herschel.

When her father died, her brothers requested that she join them in England. In 1772, Caroline managed to leave Germany, despite her mother protesting. It was on the journey to England that she first discovered her love of astronomy. She was 22 years old, barely educated and held back by her family up to this point.

Whilst assisting her brothers with their music careers in England, she learned mathematics and English. She also learned to sing and play the harpsichord – physicists have always had a strong affinity for music. In 1778, Caroline's brother, William, decided to move from a career in music to a career in astronomy. Caroline was in England to support her brothers, so she followed. She was 28 years old.

Initially, Caroline had to support William's astronomy work. In frustration, she once wrote in her memoir, 'I did nothing for my brother but what a well-trained puppy dog would have done, that is to say, I did what he commanded me'. Whilst William built

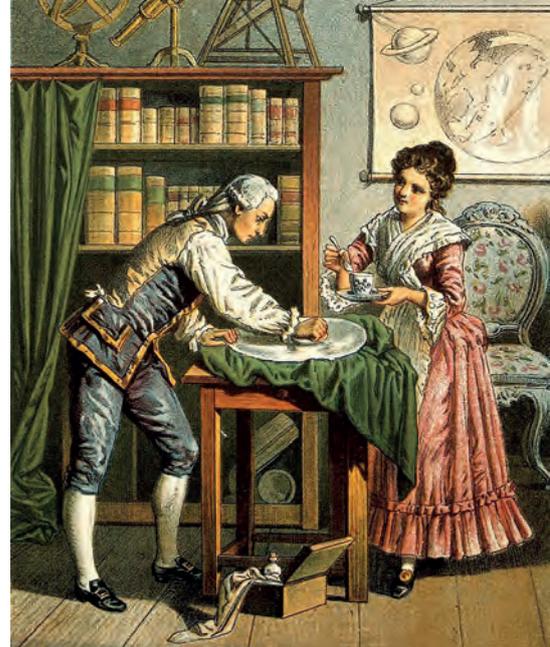
telescopes and ground lenses, Caroline would read to him and make sure he was fed. Over time, Caroline's contribution to William's work increased. In 1781, William discovered Uranus (although initially believed it was a comet) using a telescope that he and Caroline had designed and built together. In 1782, William was appointed the court astronomer to King George III.

In Caroline's early astronomy career, one of her responsibilities was to record, reduce and organise William's astronomical observations; a task at which she became extremely proficient. The task is not a straightforward one. Caroline had to listen for co-ordinates and observations, then cross reference them with the standard catalogue of celestial bodies at the time. The catalogue was arranged by constellation and Caroline realised the task could be made less complex by organising the catalogue by a different co-ordinate system. She created her own catalogue to speed up the process.

When William had to move to a small town near Windsor Castle so that he was on hand to entertain royal guests, Caroline had to go with him. It was about this time that Caroline began to keep a record of her own observations as she swept the sky each night looking for new celestial bodies. Caroline Herschel's first discovery was in 1783. It was a nebula never before seen. On the same night she discovered the nebula, she also discovered a new galaxy. Her discoveries encouraged William to search for new nebulae himself. Later that year, William finished building a telescope specifically designed to search for comets, which he gave to Caroline.

Over the next few years, Caroline became famous in her own right as a comet hunter. She discovered eight comets by 1787 and so was given an annual salary of £50 by King George III for her work. A sum of £50 in 1787 is approximately equivalent to £6,500 today. Despite her accomplishments, her salary was officially for assisting William, not for her own work. This was, however, an official government position, making Caroline Herschel the first woman in England ever to hold such a position. William's observations during this time had shown that the accepted catalogue of celestial bodies had mistakes in it and he tasked Caroline with correcting them with her own observations. The task took twenty months to complete. Caroline's catalogue was published by the Royal Society in 1798 and contained an additional 560 stars that had not been included in the original.

The next ten years is a period about which we do not know very much. William got married. By some reports, Caroline Herschel became jealous that she no longer held responsibility for organising and supporting William's work and social life. Some reports suggest her keys to the observatory and work room were taken from her during this time, so she was



limited to visiting during working hours. Caroline is reported to have destroyed her own journals during this time, so we do not have a first-hand account of her thoughts or feelings.

After William's marriage, Caroline became more independent and made discoveries of her own without any support from her brother. Her solo work helped her become more renowned amongst the scientific community. In 1802 Caroline's catalogue of celestial bodies was republished by the Royal Society in its journal, *Philosophical Transactions of the Royal Society A*; as a consequence of the misogyny of the time, however, it was published under her brother William's name. Towards the end of Caroline's life, she arranged the list of nebulae and star clusters by polar distances. Over time, the list she produced was enlarged and named the New General Catalogue (NGC), although she was not credited with contributing to the work. There are many celestial bodies that are still referred to by their NGC number.

William died in 1822. In the remaining 26 years of Caroline's life after her brother's death, she continued to work on her observations, assisting William's son John with his work, and socialising with other scientists. She died in 1848.

Caroline's story is one of a person who faced a plethora of barriers to success. She was denied a formal education, struck by illness, and had to fight the social injustices of her time in order to succeed. Despite everything that was against her, her contribution to the field of Astronomy paved the way for countless further discoveries, and her legacy lives on. There have been star clusters, satellites, asteroids and even a crater on the moon named in her honour. At age 28, she knew little of mathematics and astronomy. From Caroline, we learn that it is never too late to discover a new passion and that it is never too late to learn something new. Even in the face of terrible prejudice, wonderful people can succeed. We should be grateful for the positive conditions we find ourselves experiencing and work hard to ensure barriers faced by others are removed.

Mr K Dalby, Head of Physics

CAN AN ARTIFICIALLY INTELLIGENT SYSTEM IMPROVE ITS OWN ARTIFICIAL INTELLIGENCE?

A machine or computer program is called 'artificially intelligent' (AI) if it can complete a task that would usually require human intelligence or discernment. In other words, it can react to situations and make decisions in a similar way to humans in order to solve a task. This is a broad definition and includes technologies that we would not now consider to be 'AI'.

Spell checkers, for example, were once considered to be an 'intelligent tool', but they are now so ubiquitous that we do not consider checking a word against a list of other words to be AI. On the other hand, spell checkers are getting better at identifying if a correctly spelled word is used incorrectly based on the context of the sentence. This technology, when new, was considered an 'intelligent tool', but now you can find it in almost all word processing applications. The goalposts of tasks requiring 'human intelligence' has shifted over the years, as AI has improved.

At the moment, AI can be designed to complete simple tasks more quickly than a human can. In 2015, an AI program called 'AlphaGo' beat a professional player of the board game 'Go' for the first time. It had become remarkably proficient at playing 'Go' but could do nothing else. A further development was 'AlphaZero', which could beat professional players at a range of different board games. The AI was more sophisticated but still was proficient only at playing board games, because that is what it was designed to do.

But what about an AI that is designed to design AIs to solve different problems? Would it be possible to design such an AI? This idea is not new. Since the start of AI research in the 1950s, the goal has been to produce a single AI that can solve

any problem presented to it that a human can solve. In 1997, to differentiate this grand goal from the more narrow-use AIs, the term 'Artificial General Intelligence' (AGI) was coined. AGI is at the cutting edge of AI research and many computer scientists feel that it is simply too complex to be achievable. There is, however, a small group of scientists still working on it. Since 2008, they have met annually at the 'Conference on Artificial General Intelligence' to share their progress.

AI that self-improves is a standard technology nowadays. That is precisely what 'Machine Learning' (ML) is. Two students here at Westcliff High School for Boys, James Holley, Upper Sixth and Saul Bebb, Year 11, have successfully created their own Machine Learning program this year. What distinguishes AGI from ML is that an AGI program must be able to develop new skills, new tools, new AI agents, in order to solve a new task. At the moment, the training algorithms must be provided by a human for an ML algorithm to find a solution. An AGI system would not require that human input.

Some scientists do think it is possible. Ramana Kumar, an AGI safety researcher at DeepMind, believes that AI research will eventually have to confront the issue of a potential runaway AI. Kumar suggests one solution is to restrict an AI's ability to produce other AI agents. He notes, however, that this would effectively prevent the very self-improvement we are trying to develop. A second solution is to only allow certain self-improvements that are determined safe by humans. The problem with this solution is that it can be difficult to determine what is 'safe'. Kumar suggests that, in situations where

we cannot directly reason about an AI advancement's safety, we should delegate that reasoning to the AI itself. This can become an extremely complex situation indeed.

When I was younger, the much-despised MS Office assistant tool 'Clippy' was described as an 'intelligent tool'. I remember scoffing at the idea that a computer program could be described as 'intelligent' just for following instructions. What is meant by 'intelligence', however, is more complex. Whilst the thought of Clippy evolving by itself into a self-aware Skynet-esque human-killing robot was unrealistic, considerations of AI safety are important. It is reassuring that the teams working on developing the latest AIs are considering carefully how AGI and safety can coexist.

Mr K Dalby, Head of Physics



WESTCLIFF ASTRONOMICAL SOCIETY: AN UPDATE

On 3 December, we had planned to visit the School field to make some astronomical observations. Unfortunately, the weather was against us and the trip had to be postponed. A second planned observation evening on 1 February had to be postponed too, because of the storms we had in the Spring. There will be further observation evenings planned, however.

Despite the weather defeating us at School, several pupils have managed to get superb photographs by themselves. Here is a picture by Rishikesh Nagarajan in Year 11.

He has successfully captured the Orion Nebula here with some colouration showing the excitation of the gases. The Orion Nebula is over 1300 light years away, so the photograph shows what the Orion Nebula looked like 1300 years ago. The nebula itself has a mass approximately 2000 times the mass of our Sun. It is a region where many new stars are forming and so it has revealed to us much about the evolution of stars and planetary systems.

To produce the image, Rishikesh took over 250 photographs with his Canon EOS 4000D (with a 300mm lens) and combined them with software to remove the noise and



highlight the features of the nebula. I think you will agree that it is a stunning image. Rishikesh should be commended for what he has managed to capture. We look forward to further images from Rishikesh in the future (and, who knows, maybe even some discoveries of his own).

Mr K Dalby, Head of Physics

HAVE AN OLD DSLR LYING AROUND?

Here is how you can get started with astrophotography today!

Astrophotography is the art of imaging astronomical objects, celestial events or areas in the night sky. These can include galaxies, nebulae, and comets which are not always visible to the naked eye. While this can sound daunting at face value, it is an easier process than you may think. Interested yet? Try this general guide to getting started with astrophotography from your own back garden, highlighting everything I have learnt over a year of exploring the universe.

The key to taking stunning photographs of the cosmos is to get as high an exposure length as possible, which is the total amount of time the camera is taking the picture. Regular daytime pictures may have an exposure of 1/500th of a second, or even lower. To get a good quality photograph of even the brightest targets, an exposure of at least a few minutes is required, but do not let this discourage you. While such images can be achieved with expensive equipment and star tracking mounts, it is a lot easier to take a series of several shorter exposure length photographs and then use free software to combine the data into a spectacular image. On your camera, turn the dial at the top (which changes the mode in which the camera shoots) to manual (the capital M) and change the aperture to the lowest setting your lens has; the lower it is, the more light the lens lets into the camera. Also, set the ISO to the highest option on your camera (this is the sensitivity of your camera sensor). In some cases, the ISO can be decreased if the camera generates too much noise. When it comes to the shutter speed, it all depends on how 'zoomed in' your camera is. If you have a relatively small lens (e.g. 15mm-55mm of focal length), your shutter speed can be as high as 20 seconds, without the stars turning into lines as opposed to points in the image. However, if your focal length is higher than this, try experimenting with how high you can have your exposure time before the stars are no longer points. Another important thing to keep in mind is not to overexpose your photograph - this is where so much light is gathered that the night sky becomes too bright and detail can be lost in whatever you are capturing.

When you begin your first attempt at shooting a deep sky object or stars, there are several things to consider. The first is focusing your camera manually as it generally will not be able to autofocus on something as distant as stars and nebulae. The easiest way to do this is to point your camera at any star in the sky, set the view to the display, zoom in as far as possible and then turn the focuser until the stars appear as points (or as

close to points as possible) instead of rings or circles. To take photographs of a specific target, the first step is to set up your camera on a stable surface or on a tripod pointing at whatever you are trying to capture. This can be done using star maps or, more commonly, using an app (such as *Night Sky X* which lays out where all the stars are in the sky and tells you where to look for your target). Common beginners' targets include the Orion Nebula and others such as the California Nebula and the North America nebula, as well as galaxies such as The Andromeda Galaxy, The Whirlpool Galaxy and The Triangulum Galaxy. If you do not have a tripod, you can use just about anything to prop up your camera, so long as it does not fall over. Start with taking single photographs of 2-5 seconds of exposure and make sure you can see the target in the photograph. Ideally, the photographs should be taken remotely without clicking the button on the camera to prevent the image blurring; this can be done in many ways such as connecting an intervalometer, connecting the camera to a computer with a USB cable and using software downloaded from the internet (usually provided by the manufacturer) or using a mobile app to take pictures wirelessly. From here, you can adjust the settings to make the background sky darker or to make the stars brighter.

The next step in taking your first deep space image is to take lots of photographs of your target and stack them. For most targets, around 10 minutes of exposure is sufficient, so dividing this by your exposure length will give you the number of photographs you need to take. These photographs can be taken by remotely clicking the shutter button or setting up a physical or virtual intervalometer to take them. One thing to keep in mind is that the stars will be very slowly moving across the sky due to the rotation of the Earth. This causes the target to move out of the frame over time so, without a motorised mount, it is necessary to adjust the camera to keep the object in the photographs. To stack the images after this, a variety of software is available to download for free from the internet. A popular one is *DeepSkyStacker* (only available on Windows) or *Siril*, which is harder to use but more powerful. On *DeepSkyStacker*, upload the photographs under 'lights' and start the stacking program. In *Siril*, it will be necessary to edit the algorithm as the standard program needs calibration photographs to work. After the program has finished running, your image may not look like much but it contains the stacked version of your image. The final step is to upload



the image to *Photoshop* and stretch the colour data to make the object visible, as well as performing other colour calibrations which will make the dimmer objects stand out. For a real challenge, try taking 'dark', 'bias', and 'flat' calibration photographs to remove any dust particles from the image, as well as reducing the noise produced by the camera, and include these in your stacking.

As well as deep sky objects, there are many more targets to photograph much closer to home. The Moon can make an incredibly interesting photograph and it does not even require stacking. While the settings needed to image the moon are different, it is a much easier target which does not need nearly as much exposure time (1/100th of a second is sufficient), is easier to find in the sky and does not need to be edited in *Photoshop*. Photographing planets, including Jupiter and its moons, as well as Saturn with its breath-taking rings, is also a fascinating activity and not too challenging either as most of them appear like stars at specific times of the year. However, looking at objects such as these requires a telescope to zoom in enough. If you are lucky enough to live in an area away from major cities with minimal light pollution, photographing the core of the Milky Way galaxy is also possible. This is a very common beginners' target as it does not require a high exposure time and can sometimes be seen with the naked eye. Imaging the Milky Way can help you become accustomed to using a camera on manual mode, as well as stacking software and photoshop.

Astrophotography can be a difficult skill to learn to begin with but it is essential to keep trying and learning from your mistakes. There is nothing more rewarding than achieving a remarkable image of a celestial body, which you previously would have only seen on the internet, and knowing that you are the one to have taken it. Your final image will only keep getting better every time you go out and gather data on a deep-sky target. Good luck and clear skies!

Rishikesh Nagarajan, Year 11



WHAT IS SPACE-TIME?

Space-time is a model combining the three dimensions of Space while also the fourth dimension of Time, even though theoretically we can only travel into the future but not into the past. Scientists describe Space-time as a fabric that affects gravity. According to current theories of Physics, space-time explains the unusual effects that are created from travelling near the speed of light and the motion of massive objects in the universe, which affect the “fabric” of space-time. The famous physicist, Albert Einstein, helped develop the idea of space-time as part of his Theory of Relativity.

Experiments that happened towards the end of the 19th century suggested that there was something special about light. Measurements showed that light always travelled at the same speed: 67 million miles an hour, no matter what. And in 1898, researchers were considering the possibility that objects changed in size and mass, depending on their speed.

Einstein looked at all these ideas together and applied them to his 1905 Theory of Special Relativity, which suggested that the

speed of light was a constant. For this to be true, space and time had to be combined into a single structure that proved to keep light's speed the same for all that see it.

In the Twin Paradox, a person in a rocket far from home will measure time to be moving more slowly and the lengths of objects to be shorter, when they compare themselves with a person travelling at a much slower speed. That is because space and time are, in a way, related to each other. They wholly depend on a person's speed.

Nowadays, when people talk about space-time, they often describe it as like a sheet of rubber. This concept also comes from Einstein, who realised during the time when he was making his Theory of General Relativity that the force of gravity was due to bends in the fabric of space-time. Massive objects, like the Earth, the Sun, create distortions in space-time that cause it to bend. These curves then create the ways in which everything in the universe moves because other masses and objects must follow paths along this “curvature”. Motion due to gravity is motion along the twists and bends of space-time.

But much of this remains difficult for most people to understand. Although we can discuss space-time as being like a sheet of rubber, the analogy then starts to break down. A rubber sheet is two dimensional, while space-time is four dimensional, including time. It is not just twists in space that the sheet represents but also

twists in time. The complex equations used to account for all of this are tricky for physicists to understand. Despite its complexity, relativity remains the best way to explain the physical phenomena we do not fully know about yet. Yet scientists know that their models are incomplete because relativity is still not fully aligned with quantum mechanics, which explains the properties of subatomic particles in extreme detail but does not include the force of gravity.

Quantum mechanics tells us that the tiny bits making up the universe are separate or quantized. So photons, the particles that make up light, are like little chunks of light that come in “packets”. Some theorists have hypothesised that perhaps space-time itself also comes in these quantized chunks, helping to overcome relativity and quantum mechanics.

Researchers at the European Space Agency (ESA) have proposed the Gamma-ray Astronomy International Laboratory for Quantum Exploration of Space-Time mission, which would fly around our planet and make ultra-accurate measurements of distant, powerful explosions called gamma-ray bursts which possibly come from Black Holes. Maybe this will one day reveal the nature of space-time.

Physics has many mysteries to it and space-time is just one of many.

Kirushan Selvarajah, Year 10

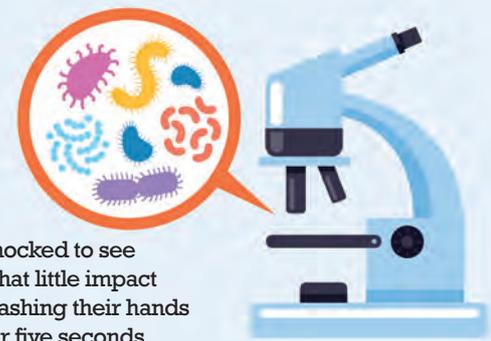
WCGC GO FOR GRAMMAR: SCIENCE DAY

On Saturday 5 March, Westcliff High School for Boys opened its doors to local Year 5 pupils as the *Westcliff Centre for Gifted Children 'Go for Grammar'* programme resumed. This is a programme that many of our school community will be familiar with and has played a role in helping to encourage many local children to consider the option of applying to join a Grammar School.

Pupils spent the day taking part in a science-themed workshop and were filled with awe and wonder as they were given the opportunity to discover and explore their interests in science and the world around them. In the Biology Department, pupils were introduced to microbiology and discovered just how large an impact microorganisms have on our everyday lives. Pupils learnt that

microorganisms play key roles in nutrient cycling, biotechnology, transmission of disease and even climate change. They put their microscopy skills to the test and had the opportunity to analyse some fascinating samples under the microscope including mouse lung tissue, Chironomus larvae, fruit flies and silverberry scaly hairs.

Following this, pupils explored how microorganisms can cause disease and how the transmission of diseases can be reduced through practising good hygiene. Pupils were given a UV germ hygiene training lotion which glows bright green when exposed to a UV light source. After applying this to their hands and examining them with forensic torches, pupils had to wash their hands for five seconds and then re-examine them. Pupils were



shocked to see what little impact washing their hands for five seconds had on removing the lotion. The results of the experiment were clear and the conclusions drawn were consistent with the recommendations of public-health experts. Pupils found that they needed to wash their hands for at least 20 seconds to remove all the lotion from their hands and now appreciate the value of continuing to practice good hygiene to reduce the spread of diseases.

Mr G Barnes, Teacher of Biology

MEDICINE MOCK INTERVIEWS

Medicine is a very popular vocational choice for many of our Sixth Form students. At Westcliff High School for Boys, we are pleased to be able to offer a dedicated Medical Society to support our aspiring medics with their application to Medical School. Although we already provide a variety of opportunities through the Medical Society and other external events, one of the most valuable experiences is a mock interview.

At WHSB, we run mock interviews for Sixth Form Medicine Applicants so that they can familiarise themselves with the process and tackle any areas for improvement as part of their interview skills. Teachers are able to offer interview practice, together with considerable guidance to our students, but it is also extremely helpful to applicants to have interviews with external professionals working in the industry. The opportunity to be interviewed by a professional unknown to the students enables them to better prepare for their medical school interviews.

We are very keen to organise a day of mock interviews for our students applying to medical school.

If you are able to assist as a panel member, I urge you to contact the School by emailing office@whsb.essex.sch.uk as soon as possible. We intend to run mock interviews during September 2022 and your assistance would be greatly appreciated in offering fresh opportunities to the young people with whom we work.

*Miss E Lo, Higher Education Adviser
for Medicine*



JUNIOR MEDICAL SOCIETY

Ever since I was a child, I was fascinated by medicine. The idea that you can cure or save someone who is on the verge of losing their life was astounding to me. But I heard that it was a difficult field to get into and that it would take years of practice at Medical School to attain a good job. Therefore, as soon as I heard about it, I was eager to attend my first session at Junior Medical Society. And I was immediately transfixed by what I learnt.

When I walked into the room, I was greeted by many other pupils who had a keen interest in medicine; they were all excited for the presentation to start and so I took a seat and prepared myself to learn. The front row was filled with Sixth Form Students, some of whom were preparing to present and others ready to learn, whilst at the back there was Miss Lo (the organiser of Junior Medical Society), ready to support.

The first session enlightened me with some fun facts about medicine via a Kahoot quiz and gave me a warm welcome into the Society. The second session was all about professions in Medicine and potential future career paths, which caught my eye and was immensely helpful since it described the difficulties in, and requirements of, those sorts of careers. Finally, the third session was about Ethics and Empathy, a subject that is very controversial amongst modern doctors and often leaves you thinking "is this the right choice?" particularly when faced with several real-life scenarios which provide you with a doctor's perspective. One of these was the following: 'A man is rushed into an operating theatre about to die, and he needs lifesaving surgery to stay alive, but he objects to this surgery due to his religious beliefs. What do you do?' After long consideration, I decided that if this were to happen to me, I would prefer to stay alive, so I would go ahead and give him the surgery following the doctors' code/oath; 'Do no harm'. Obviously, there is no right answer, but it was intriguing to hear my peers' opinions on what they would do. In the first three sessions alone, I enjoyed myself immensely and, not long after, my good friend Rahul and I were presented with the opportunity to give our own presentation, which we accepted. We decided to talk about the Accident & Emergency Department. It was amazing not only to learn interesting and informative facts but also to deliver them to other pupils.



This not only encouraged me to expand my knowledge but also helped me to develop my public speaking skills, which are key in everyday life.

My favourite area within Medicine is, without a doubt, Paediatrics (dealing with children and their diseases) since it is key for our future that we can treat and protect children so they can lead long healthy lives and possibly help others in their turn. Also, it can explain how a surprising number of diseases are developed or transferred from parents.

Overall, my experience at Junior Medical Society was, and continues to be, amazing. I fully recommend attending to anyone if they think, in any way, that they would like to pursue a career in Medicine (after all, it is an exceedingly popular field); it is not only informative and interactive but fun as well. It gives you a wider view on the future possibilities and capabilities of Medicine, presented by older pupils that have more experience with this topic (and, in one case, by an actual professional). Seemingly, every single topic will be, or has been, covered and this has all been a huge help to me in deciding what I want to become when I am older and thus influencing my GCSE choices. And of course, none of this would be even remotely possible without Miss Lo and the Sixth Form students (Aaryush Batra, Arun Dhanju, Hafsat Isaac-Momoh, Hassan Khan, Shredha Maccha, Caitlin McShane, Teni Ogunlesi, Lewis Seal, Chris Saji, Emily Whittington and Harini Yogeswaran) which is why I thank them so much for the opportunity to join Junior Medical Society.

If you would like to attend Junior Medical Society, it is hosted in W31 (the Lecture Room) every Thursday Lunchtime and all pupils in Year 9 to 11 are welcome. If you do join, you will be added to the *Teams* Page where Miss Lo posts multiple work experience opportunities in a variety of medical fields, which are all extremely helpful to you in making your decision. If you have a keen interest in medicine, I hope to see you there in the near future.

Gabriel Williams, Year 9



“We can begin to form well-rounded and cohesive opinions on subject matters, which is not just important in terms of ticking a box for an interview, but to being well-rounded individuals.”



SENIOR MEDICAL SOCIETY

Our Medical Society is flourishing in the Sixth Form and, since the start of the year, its membership has only grown. Now the Society is home to aspiring doctors, dentists and vets, all presenting on current affairs in Medicine and providing ample information for fellow Lower Sixth students to use, should this be raised during interviews in the future. As someone who wants to enter veterinary medicine, I originally thought that the Medical Society would only be beneficial for those wanting to become doctors, given the huge numbers in the Sixth Form that wish to pursue that path. However as time has gone on, it has become apparent that the crossover between the fields is actually greater than expected. Take a recent presentation by Anita Lebioda, for example, on stem cells. Rather than it being focused purely on her desired career, dentistry, she instead gave an informed view of stem cell usage in Medicine as a whole, making this transferable knowledge for all those who attended. It was probably the only time I have not hated a dentist! It is presentations like this that make the Medical Society such a valuable resource for anyone hoping to apply for a medical career in the future. We can begin to form well-rounded and cohesive opinions on subject matters, which is not just important in terms of ticking a box for an interview, but to being well-rounded individuals.

Another fascinating presentation was from Aaryush Batra who discussed his very own enzyme deficiency and how it had inspired him to become a healthcare professional. Not only did I come away from the presentation learning some of the science behind it, I was also thoroughly eager to find my own motivations for entering

veterinary medicine. His presentation carried with it a personal element, but it was inspiring to me that he was taking this deficiency that prevented him from enjoying delicacies such as Sweet Chilli Sensations and turning it into a driving force for becoming a doctor.

I encourage anyone in the Lower Sixth who is even considering a career or future within the healthcare and medical field to join the Medical Society, which meets every Friday at 1.00pm in W31.

Junior Medical Society: a stepping stone

As someone who also has an active role in the Junior Medical Society, the Society is a perfect stepping stone into the School's Medical Society. The Junior Medical Society is open to anyone in Years 9 to 11 and is a perfect space to begin nurturing many of the skills that are required to be a successful doctor, as well as being a good student. Already, pupils

in the Lower and Middle School have improved both their presentation and debating skills. While there has been no shortage of controversial comments, it has been fun challenging some of the views about being a doctor, such as the alleged 21 hour working day, or insights like “I do not care enough about people to be a psychiatrist”. I encourage anyone in Years 9 to 11 that may be considering a career in medicine to come along to the Junior Medical Society every Thursday at 1pm in W31.

I would like to thank Miss Lo for organising the Junior Medical Society and the Medical Society, as I have found them immensely useful personally, and I know how many of my peers share the same view. I would like to extend my gratitude to both Keerthika Kandarathinam and Sri Nivasan Loganathan for leading the Medical Society, both of whom act as great role models.

Lewis Seal, Lower Sixth



ANNE-MARIE IMAFIDON: INSPIRING EQUALITY IN THE WORLD OF STEM

Born and raised in Barking, Dr Anne-Marie Osawemwenze Ore-Ofe Imafidon MBE is a computing, mathematics and language child prodigy. From a young age, she had always enjoyed school and learning and showed curiosity in technology in particular. During her childhood, Imafidon lived by the rule: 'take what you get, enjoy it, and live on very little' which entails seizing all opportunities and being grateful for your lot; a very inspirational and thought-provoking quote indeed. She received A Levels in Mathematics and Computer Science at the age of 11 and is one of the youngest to be awarded a Masters degree in Mathematics and Computer Science by the University of Oxford. After graduating, Imafidon gained many achievements, founding and becoming CEO of social enterprise 'Stemettes' as well as appearing as the arithmetician on Countdown in 2021. 'Stemettes' is an enterprise that encourages girls, young women and non-binary people aged 5 to 25 to pursue careers in Science, Technology, Engineering, and Mathematics (STEM) by running events, mentoring and STEM clubs to engage young women and non-binary people with the subjects. 'Stemettes' aims to include everyone in the community, whatever their background.

Imafidon is also the author of many books inspiring young people to become passionate about STEM. Her upcoming book *She is CTRL* is about "women, tech and daring to dream" and considers how technology can be built with a bias to those who created it. Innovations in STEM are key contributors to many positive aspects of human life. Therefore, the quality of scientific research, enterprise and its ability to meet the needs of and positively impact people is directly linked to the individual contributors in every STEM field. This means that a diverse workforce is required to prevent bias in the products and services from STEM. The field of STEM is particularly male-dominated and thus it is vital that prominent female figures and their work is highlighted. With fewer role models to aspire to (especially black women in STEM) Imafidon stands out as an outstanding role model whose work we must highlight to further educate about the issues with women in STEM and normalise female presence within the field.

But why is it important to discuss the underrepresentation of female figures in the STEM field? Within STEM fields, there are many stereotypes relating to Mathematics and this affects the number of

girls who consider careers in STEM. Some teachers may expect girls to be less able in Mathematics, or underestimate their ability early in school life. In the primary sector, teachers who perceive themselves to be poor at Mathematics may transfer this onto their pupils leading to anxiety about Mathematics. 'Maths Anxiety' is a term defined as a negative emotional reaction to Mathematics, leading to varying degrees of helplessness, panic and mental disorganisation that arises among some people when faced with a mathematical problem. In their 2012 study Devine, Fawcett, Szucs and Dowker showed that girls exhibit more Maths Anxiety than boys, although both *experience* an equal amount of Maths Anxiety. According to recent UCAS data, when considering the number of students collecting Computer Science-related degrees in 2021, only 19% of these were female students, contrasted by 81% of male students. These figures demonstrate the evident disparity between these two genders in STEM-related fields in Further Education.

The gender pay gap is often discussed in the media. There is a viewpoint that women are conditioned to look into careers that include nurturing and caregiving; nursing, childcare workers, primary school teachers, hairdressers are all sectors arguably connected with this stereotype and which are disproportionately populated by women. As a STEM field, nursing has a high representation of women but the level of authority they hold is lower than doctors; there remains an imbalance of female doctors to male. Through a misrepresentation of these sectors within the media, there is arguably further reinforcement of gender (and



racial) stereotypes in relation to certain job opportunities. It is vital, therefore, that the work of Anne-Marie Imafidon and Stemettes is highlighted in encouraging women to break beyond these stereotypes and pursue careers in STEM that they are passionate about and increase the diversity within the STEM field.

With her numerous accolades and continued work for the STEM community, Anne-Marie Imafidon should be highly commended. Through her activism, she has inspired and empowered so many girls and young women to pursue careers in STEM. In respect of these achievements, we have made a display in the Mathematics Block, championing the work and achievements of Anne-Marie Imafidon and we would encourage all pupils and staff to see our display. We want to thank all the Lower Sixth students who worked to bring the display together and have felt inspired and empowered by Anne-Marie. Raising awareness of social issues such as the gender pay gap, perceived Maths Anxiety in girls and stereotyping of women through their job opportunities is pertinent to us all and important in ensuring that everyone is able to access the same equal opportunities in life, making our future free of gender inequality.

*Shredha Maccha and Bavisha Thayalan,
Lower Sixth*





TRIP TO SEE LONDON'S PHILHARMONIA ORCHESTRA

Thursday 19 May 2022, 4.30pm

Join the Music Department on our termly trip to enjoy some world-class classical music. This summer's visit takes us to London's Southbank Centre to see the Philharmonia orchestra performing exciting works from the Twentieth Century.

A committed pacifist, Benjamin Britten moved to the United States in 1939 to escape the conflict in Europe and the ordeal of keeping his sexuality hidden. It was there, in a new environment of creativity, friendship and acceptance, that he composed his Violin Concerto. Arabella Steinbacher brings her expertise in 20th-century repertoire, and her 'finely polished technique and... beautifully varied palette of timbres' (New York Times) to this expressive and emotionally complex work.

The possible hidden meanings within Shostakovich's Fifth Symphony, composed under political pressure from Stalin's regime, have long fascinated listeners. There are generous helpings of spectacle along the road to the symphony's triumphant ending – but is the triumph genuine or ironic? In the midst of the Soviet heroism and drama lies the hushed, almost religious contemplation of the third movement, the tender heart of the symphony that moved the audience to tears at its 1937 premiere.

This is an evening event open to pupils, parents and staff. Tickets cost £27 and include travel.

SUMMER SINFONIA CONCERT

Thursday 7 July 2022, 7.30pm

This term's Sinfonia Concert begins with an introspective piece by American composer, Aaron Copland. *Quiet City* was originally written for trumpet and alto saxophone, as incidental music for Irwin Shaw's play of the same name. Copland decided to rewrite it for string orchestra with solo trumpet and cor anglais. According to the composer the piece was "an attempt to mirror the troubled main character of Shaw's play," who had abandoned his Jewishness and artistic dreams to pursue material success. Throughout the play, the character is continually wracked with guilt, prompted by the haunting sound of his brother's trumpet

playing. Christopher Butler-Cole and Adam Hodges will play solo Trumpet and Saxophone respectively in this performance. Mozart's elegant *Violin Concerto No.3* will finish the first half, featuring leader of the orchestra, Cho Man, as soloist.

The Sinfonia will also be performing Schubert's *Symphony No. 8*, commonly named the "Unfinished Symphony" as it only contains two movements instead of the traditional four. The composer did intend to complete the work, and left sketches for a third movement. To this day, musicologists still disagree as to why Schubert failed to complete

the symphony. Some have speculated that he stopped work in the middle of the scherzo in the autumn of 1822 because he associated it with his initial outbreak of syphilis—or that he was distracted by the inspiration for his *Wanderer Fantasy* for solo piano, which occupied his time and energy immediately afterward. What we have been left with is a lyrical and dramatic work, which audiences are bound to recognise.

Tickets for this concert are priced at £5 for adults and free of charge for pupils, and can be purchased via [Ticket Source](#).



WEST END TRIP: WICKED REVIEW

On Tuesday 22 February, around 40 pupils from WHSB went to London to see *Wicked*. *Wicked* is a musical theatre production by Stephen Schwartz (and the book by Winnie Holzman) and is based in the Apollo Victoria theatre in London. The story is a prequel to the well-known story of the Wizard of Oz, and the play focuses on the friendship between Glinda and Elphaba, the good witch of the North and the wicked witch of the East respectively. The storyline of *Wicked* is an interesting twist on the popular Wizard of Oz, as we see the back story to both Elphaba and Glinda going to university together and how they were actually very good friends. However, the optimism and joy quickly disappears as Elphaba faces discrimination from her peers for her skin colour being 'green.' Catchy songs like 'Popular' are sung by Glinda to help cheer up Elphaba.

Elphaba goes into exile from society after she discovers 'wicked' things the Wizard of Oz is doing to the animals of the kingdom - trapping them in cages and preventing them from being able to speak. This is the point in the musical where the famous 'Defying Gravity' song is performed, showing how Elphaba has changed her views about the wizard and wants to fight back. This is ultimately where Glinda and Elphaba's friendship starts to fray as Elphaba does not care about her social standing, but Glinda does.

Defying Gravity is a major song in the show and part of my GCSE music course. Not only does it have significance in the storyline, but it also makes its mark on the audience through the use of many musical effects, including a large orchestra to bring the action to life, and its angular arc-shaped melody, mirroring Elphaba's flight. Suspense is added to the song by the audience's knowledge of Elphaba's death, as she is famously melted by water near the end of *The Wizard of Oz*. Adding to the outstanding music there were many stage effects, including pyrotechnics and wire-work, creating an intense atmosphere for the setting of the music and making 'Defying Gravity' an excellent end to the first act of the musical.

In conclusion, I really enjoyed *Wicked* and highly recommend it to those who enjoy musical productions and the story of the *Wizard of Oz*. The show really shines out from all of the musicals I have watched before.

Mr T Derrick, Director of Music

SUMMER CHAMBER RECITAL

Thursday 28 April 2022, 7.30pm

The Summer Chamber Recital will feature Westcliff's most talented solo and ensembles musicians performing music from a range of different styles. Expect to see a number of our most gifted pianists performing various well-known works, including rag-time aficionado Patrick Wright, dipping once more into the oeuvre of Scott Joplin.

Returning performers include Year 10 cellist, Quinn Williams, and Upper Sixth guitarist, Cho Man, who will be performing a contemporary acoustic



piece that makes use of the guitar's percussive functions. The Horn group and String Ensemble will also make an appearance, playing a mixture of classical and more modern works.

Tickets are priced at £5 for adults and free for pupils and can be purchased via *Ticket Source*.

YEAR 7 CULTURAL ENRICHMENT PROJECT

In recent years, the Music Department has provided pupils with the opportunity to increase their cultural awareness through the attendance at a music concert. This term, all Year 7 pupils will attend at least one of the musical concerts or trips listed in *The Westcliff Diary* as an audience member and will be expected to write a review of their chosen event. This written work will be evaluated as a formal assessment. More details will be given during lesson-time, but it is advised that pupils sign up to events as soon as possible to guarantee a ticket.

SUMMER BAND AND BBQ

Friday 15 July 2022, 7.00pm

The popular Summer Big Band event features pop, rock, jazz and funk music from across the decades, performed in the open air by musicians from across the School. This year's performance marks the Queen's Platinum Jubilee, celebrating seventy years of our sovereign on the throne. Expect to see smaller pupil-led groups like *Les Six* supporting bigger ensembles like the Westcliff Choir, the Jazz Band and, of course, the Big Band.

The mix of styles at this event is always eclectic, and this year is no exception.

Expect to hear music from artists as diverse as Simon and Garfunkel, Bruno Mars, Herbie Hancock, Dizzy Gillespie and Abba, all while burgers and sausages are flipped on the grill.

This Jubilee celebration is the last music event of the year, and it is sure to usher in the summer break with a bang!

Tickets are available via *Ticketsource*.



COAST COMPETITION

Last term, we ran a competition called COAST. The competition was to produce a coastal themed piece of artwork no larger than A5 in size to have the opportunity to be exhibited in a local Art gallery.

The exhibition was curated by Miss Gellard and by me. We were very impressed with the high standard of submissions and found it very hard to choose. The exhibition ran for the entire month of January and we would like to thank those pupils who took part.

If you missed this opportunity, please make sure you keep a look out for the next as it will be along very soon!

The chosen submissions received a place in the exhibition, as well as a postcard invitation to visit the gallery to view the exhibition. Congratulations to all our successful entrants!



YEAR 7

Simeon Back
Luca Fiandaca
Sydney Martin
Alex Miller
Mykhaylo Pelagenko
Uchekukwu Agunwamba
Sam Lawrence
Harry Wells

YEAR 8

Samuel Crabb
Emaad Kashif
Oliver Green
Akhil Muddam
William Kain
Jodell Phister-Forson

YEAR 9

Frank Highmore
Joseph Holland
Vincent Varney
Dhruv Goel
Saif Ali
James Philpot
Daksh Yadav

YEAR 10

Luke Pennington
Thomas Chow
Rhys Hewitt
Zain Syed

THE LOWER SIXTH

Yatish Nath
Aran Tanseli



COMMENDATIONS



Joshua Clark, Year 11



Aran Tanseli, Lower Sixth

We would like to use this opportunity (as via instagram @whsb_art) to say how proud we are of our Art pupils at Westcliff High School for Boys. We are so lucky to work with such talented individuals and particular congratulations must go to these pupils whose Artwork has impressed us this term.

Mrs C Glasscock, Head of Art



Vidip Sahoo, Year 11



Dexter Seymour, Year 7

GEOLOGY

YEAR 10 FIELD VISIT TO DORSET

19 - 25 March 2022

Investigating Geology in the field is a compulsory requirement of the GCSE course. Last term, 34 Year 10 Geologists visited famous locations such as Lulworth Cove, Durdle Door, Durlston Head and the Isle of Portland in Dorset in order to study the subject. Much of the Dorset coastline has UNESCO World Heritage status and a wide range of topics can be investigated including minerals, rocks and fossils. Pupils can also make larger-scale studies relating to plate tectonics and the geological history of the area. Human impact on the environment from mining and quarrying was also studied from our base in Swanage. This part of Dorset is a world-renowned area for geological studies and Westcliff students had the opportunity to build their knowledge and understanding of field Geology throughout the week. All of this was done whilst enjoying, and gaining an appreciation of, a beautiful landscape, itself governed by the geology of Dorset.



LOWER SIXTH FIELD VISIT TO ARRAN

2 - 8 July 2022

A Level Geologists will visit the Isle of Arran in July 2022 in order to undertake their compulsory fieldwork studies. The field group will be based at the *Lochranza Field Studies Centre* on the north of the Island and, from this location, students will be able to study the nature of the rock, record how they were formed including their fossil content, and study their folding and faulting as well as their plate tectonic settings. Part of the week will be spent undertaking investigative and problem-solving field exercises related to the origin of the North Atlantic Ocean approximately 65 million years ago, before Scotland and Greenland were joined to the existing landmass. Part of such work will include building their own geological maps. The Isle of Arran is considered to be a world-class location for geological studies and the students will develop knowledge and understanding of field Geology and will be able to relate such work to their class studies. Transferable skills such as numeracy, problem-solving and team work are all developed within an Area of Outstanding Natural Beauty, characterised by mountainous glaciated terrain.

Mr P Marlow, Teacher of Geology

POLITICS: PALACE OF WESTMINSTER VISIT

Friday 4 February 2022

On Friday 4 February, A Level Politics students embarked on a trip to London for tours of the Palace of Westminster and the Supreme Court. This trip was especially exciting as it was the first for two years due to the global pandemic and, overall, we feel that it was both enjoyable and useful as it helped to solidify our knowledge of Parliament and its processes, as well as being an opportunity for students to see London's political infrastructure.

After meeting at Westminster Tube station, we headed to the Parliamentary Education Centre where we watched a video detailing the history of Parliament, from Magna Carta and Simon de Montfort through to the present day. From there, we went on a tour, starting in Central Lobby where there were several television reporters covering the Report Stage of the Down's Syndrome Bill due later that day. Here, we also discussed constitutional reform under Tony Blair, the Coalition and subsequent governments, including the use and impact of different electoral systems, such as the Additional Member System in the Scottish Parliament and Welsh Assembly, which was incredibly useful. We also had the great opportunity to watch a House of Commons debate from the surprisingly big public gallery. It was an unusual Friday as the House was debating a large number of public bills, including a Private Members Bill; during the debate, we heard MPs discussing the banning of glue traps for catching vermin.

After observing the House of Commons debate, we had the opportunity to visit a Committee Room where we spoke about the role of Select Committees



in checking and reporting on topics from the work of different Government departments to broader topics such as clean air, technology, and plastic surgery. We walked through St Stephen's to the medieval Westminster Hall and were shown where the Grand Committee Room was located. We then walked past Westminster Abbey and up to Trafalgar Square, stopping and discussing the history of the different buildings, together with their purpose and architecture, which was helpful in adding historical context to the trip.

After breaking for lunch and a look round London, we reassembled outside the Supreme Court, learning about the history of the building. It, being the old Middlesex Guildhall, was renovated at great expense to be transformed into the home of the Supreme Court as a result of the 2005 Constitutional Reform Act. We went into Court 1 which was built to be the 'show room' of the court rooms. Here,

we discussed the role of the 12 Justices of the Supreme Court and the publicly and constitutionally important cases these judges deal with, such as "Miller 1" and "Miller 2" during Brexit.

Overall, we really enjoyed the experience of this trip and were able to gain a great deal of extra knowledge which would not be on the A Level course, such as the historical context of the buildings. For example, we considered Westminster Hall's role as the scene for King Charles I's trial and the relevance of each building's architecture. It was interesting to learn how the House of Commons evolved from a chapel and how this shaped our adversarial political system. We enjoyed learning first-hand about how Parliament works, and a day in London was fun too!

*William Barnett and Tia Clapham,
Lower Sixth*

ECONOMICS

Economics Society Guest Speaker Review

On Thursday 3 March, the Economics Society welcomed Professor Jonathan Haskel to deliver a talk on Monetary Policy in a Crisis. Mr Haskel is a well-established British economist, currently serving as a member of the Bank of England's Monetary Policy Committee and Financial Conduct Authority. As such, this was a high-profile speaker and WHSB Economics students were grateful to hear from him.

Mr Haskel talked on the growing inflation in the UK economy, particularly paying attention to the oil, gas and energy sector given the situation in Ukraine. He referenced the rising prices where in 2018, the cost was £50 per unit of gas but

now stands at £380 per unit, concluding that the overall increase was 50% and the result would contribute to an increase of 1.5% in inflation.

The presentation was highly beneficial to all Sixth Form economists as he delved into the macro economy and provided great insight into what is on the horizon for the UK given the external shocks of the pandemic and Ukraine crisis.

The society hopes to bring in more guest speakers like Mr Haskel and continue to encourage engagement outside the classroom.

Ryan Jakhu, Upper Sixth



TRIPS AND VISITS

GEOGRAPHY: YEAR 7 SOUTHEND FIELD TRIP

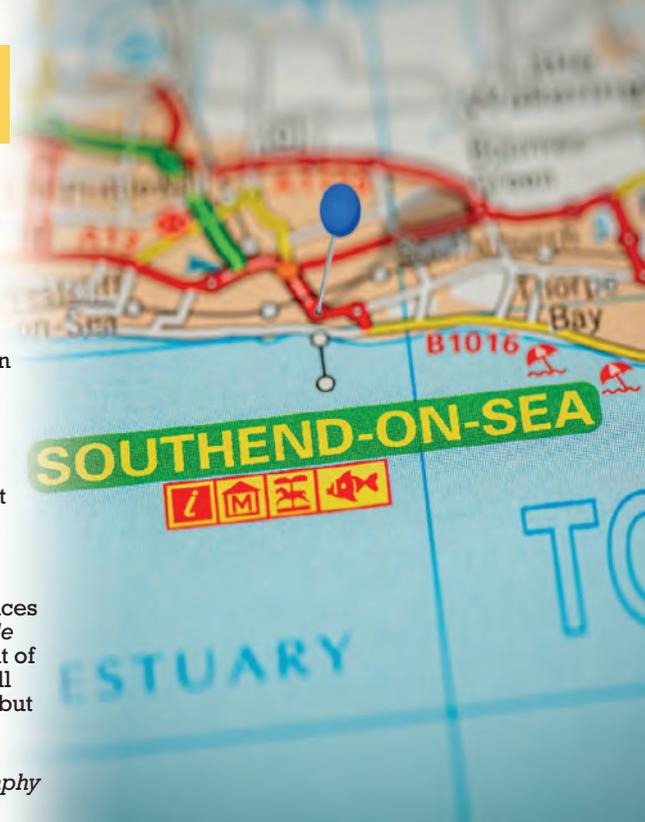
Friday 1 July 2022

Following a two-year, Covid-enforced hiatus, the much-loved Year 7 Geography fieldwork trip to Southend returns on Enrichment Day 2022. The trip provides an excellent opportunity for Geography pupils to study the local area and collect primary data.

The trip covers many different topic areas, including tourism, urban issues, coastal processes and management, local history and population changes in the town. The pupils also have the opportunity to practise a range of important skills, such as drawing field sketches, annotating photographs and collecting questionnaire responses. The results are then used back in the classroom to produce a fieldwork report.

In 2021, the Geography Department had to adapt to the challenging circumstances and pupils still managed to do much of the same work virtually, thanks to *Google Streetview* and *Youtube*. However, nothing can beat the experience of getting out of the classroom and putting the Geography theory into action. The dress code will hopefully include sun cream and sun hats, rather than raincoats and umbrellas, but Year 7 will need to be appropriately prepared whatever the weather.

Dr M Shepherd, Head of Geography



HISTORY: 1952-1953 ON THE QUEEN'S ASCENSION



The two years of 1952 and 1953 can be viewed as some of the most important in modern British History. Of course, this is due to Elizabeth Windsor being crowned Queen of the United Kingdom officially on 2 June 1953, having technically ascended to the throne on the 6 February 1952 after her father, King George VI, died. In order to truly appreciate these events, it is necessary to delve into the contemporary events of the time in order to better contextualise and understand the position in which the Queen found herself.

It can be almost impossible to talk about the state of the world in the 1950s without mentioning Communism, with 1953 being particularly intertwined with the ideology and its subscribers. Whilst in the UK the succession of Queen Elizabeth from her father was relatively smooth, the same cannot be said for the succession of power in the USSR after the death of

Joseph Stalin on 5 March 1953. Stalin's death caused much disturbance within the higher echelons of the Soviet Government, with Georgy Malenkov taking over as *Premier and First Secretary of the Communist Party*. In England, there was no notable opposition to Elizabeth's rule but Malenkov did not enjoy the same luxury. His surprisingly reformist ideas were a far departure from Stalin's repressive rule and, as a result, caused other political leaders within the Communist Party to turn against him. Just two weeks after his rise to power, he was replaced by Nikita Khrushchev, who ironically eventually supported many of the reforms first proposed by Malenkov.

Meanwhile, in the USA, another transfer of power can be observed with Dwight Eisenhower replacing Harry Truman, becoming the 34th President of the United States of America on the 20 January 1953. 1952 marked the USA's first hydrogen bomb demonstration and saw the UK completing its first nuclear weapons test in October of that year. These can then be seen to have prompted the USSR to develop their own hydrogen bomb which was first tested in 1953 and spurred on further developments in the Cold War. Finally, the Korean war was called to a close on 27 July 1953, just 56 days after the Queen's coronation. Events such as this demonstrate the high levels of hostility between nations which the world faced at the start of Queen Elizabeth's reign.

In terms of medicine and biological science, 1952 and 1953 also marked important developments. In the years leading up to the Queen's coronation, Polio had been ravaging the world's population,



with over 57,000 Polio cases being reported in the US alone. Fortunately, 1952 saw the development of the Polio vaccine by Jonas Salk and his team at the University of Pittsburgh, with Salk giving both himself and his family the vaccine in the following year. Meanwhile, 1953 saw an equally important innovation in the UK as James Watson and Francis Crick, with the support of Rosalind Franklin's previous work on the subject, discovered the molecular structure of DNA, revealing its double helical 3D structure.

More generally, in the UK, Winston Churchill received his knighthood from the Queen, the rationing of sugar imposed during World War II came to a close and Ian Fleming released *Casino Royale*, the first novel in the now iconic James Bond franchise. Thus, it can be said that the Queen's ascent to power coincided with many important developments in modern history, whether they be political, medical or cultural and shows us just how far the world has developed during her reign.

Toby Dawson, Lower Sixth



BRITAIN AND THE COMMONWEALTH

During the Queen's Platinum Jubilee year, it is fascinating to look back on her long career of almost 70 years as the monarch of Britain. As a political figurehead, she has lived through the turbulent modern history of the 20th century and her role in relation to the Commonwealth of Nations brought about international tension and subsequent change.

Since her birth, the British Empire was in a process of transformation into the Commonwealth of Nations. The Commonwealth was very close to the Queen's heart, as it was established and developed by her grandfather and late father, George V and VI respectively. In the 1960s and 1970s, decolonization accelerated throughout the empire, especially in the Caribbean and Africa. Over 20 countries gained independence from Britain as part of a planned transition to self-government. The primary idea following independence was republicanism. This was permitted in the Commonwealth under the London Declaration on 28 April 1949.

India paved the way for republicanism by abolishing the monarchy and creating its own constitution in 1950. It was followed by South Africa, Pakistan, Ceylon (now Sri Lanka) and many others throughout Africa. Today, 34 out of the 54 member states of the Commonwealth are republics, although the efforts of republicanism have notably failed so far in other corners of the Empire, including Australia and Canada.

“India paved the way for republicanism by abolishing the monarchy and creating its own constitution in 1950”

In 1975, during the climax of the Australian constitutional crisis, the Australian Prime Minister, Gough Whitlam, was dismissed by Governor-General (head of state in place of the Queen) Sir John Kerr, after the Opposition-controlled Senate (Upper house) rejected Whitlam's budget proposals. Since Whitlam had the majority in the House of Representatives (Lower house), the Speaker, Gordon Scholes, appealed to the Queen to reverse Kerr's decision. However, the Queen declined, explaining she would not interfere in decisions that were for the Governor-General according to the constitution of Australia. Consequently, the crisis fuelled Australian republicanism, which is still supported today by the Labor Party and the Greens in Australia's Parliament.

In the 1970s, the Canadian Prime Minister, Pierre Trudeau, was clearly in support of Canadian republicanism. This is evidenced by some of his foolish actions like sliding down banisters at Buckingham Palace, pirouetting behind the Queen's back in 1977 and the removal of various Canadian royal symbols during his term in office. As a result, Canadian politicians were sent to London in 1980 to discuss the patriation of the Canadian constitution – patriation being the political process that led to full Canadian Sovereignty. This culminated with the Constitution Act 1982, which removed the role of the British Parliament from the Canadian constitution, but the monarchy was retained. Today, there are only 15 nations, including the UK, where the Queen is still the Head of State as opposed to a President; these are known as the Commonwealth Realms.

Another event of global significance which the Queen helped to bring about was the abolition of the apartheid - South Africa's political system based upon systematic racial segregation. However, in the backdrop, tensions arose between the Queen and the Prime Minister. Britain in the 1980s was defined by the

strict economic policies of deregulation, privatisation and cracking down on trade unions, resulting in emphasized social class divisions, high unemployment and many riots and strikes. Globally, public opposition towards apartheid had increased to such an extent that political action was deemed necessary. In 1986, the leaders of the Commonwealth nations met and agreed on a programme of economic sanctions against the South African government, in opposition to apartheid; 48 of the 49 nations all signed off on this plan – Britain was the only country to hold out. This was because Thatcher had a general opposition to economic sanctions, believing they would not achieve their goal and would damage Britain's economic interests as the concept went against the ideology of a free market economy with minimal government intervention and hindered free trade between countries. This sparked some tension between the Queen and Prime Minister Thatcher; the Queen firmly believed Britain was on the wrong side of history regarding the apartheid, and the fact it was the only country to hold out could affect the future of its place in the Commonwealth union. However, this feud was heavily inflated by the intense media interest in the Royal family and Mrs Thatcher in the 1980s, and both women continued to support other actions against apartheid, behind the scenes.

All this elucidates the significance of the Queen's role in both Britain and the Commonwealth. Her stubborn, yet driven character have both instigated tensions and aided in creating resolutions. Her impact on the global political sphere cannot be underestimated. Overall, the changes that the Queen has brought about reflect her love of her family legacy – the Commonwealth.

Arham Qureshi, Lower Sixth





A LEVEL LINGUISTS AT THE BFI

Students of German, French and Spanish in the Lower and Upper Sixth spent a day each at the British Film Institute in London last term, accompanied by Ms Niedziela, Mrs Williams and Ms McKeown. Ethan King in the Lower Sixth studies all three languages at A Level and was able to compare the three events he attended:

A Legacy of East Germany film, a Spanish film from the post-civil war era, and Contemporary and New Wave French cinema, perhaps all classable under the same broad umbrella of foreign film, yet all extremely different. Dr Rifesser, Dr Merás and Muriel Huet had three strikingly different topics and, as such, different modes of delivery. The German study day focused on more films, and more topics, there being far more people to cater for, whilst the French day had a far smaller number of attendees and a stronger focus on detail about fewer themes, less about lighting and colours and more about camera angles and shots, evidently Huet's preference.

Alone amongst the three, the Spanish trip focused on just one film (technically two if you count the 30 second, one-off clip from the prequel to the main film) whilst the German and French provision made use of eight different films to teach us about the East German legacy and transition to the new era of French film, respectively. The German day contained absolutely no English, whilst the French day contained some limited use of it here and there in the attendees' answers. Spanish had an English-speaking knowledge consolidator in the form of Professor Sarah Wright. However, these differences in the use of languages did not affect the day and simply added to the differing feel of each lecture. All came with the same volume of knowledge in the end, but with contrasting levels of detail leading to the French term "travelling" to refer to the movement of a camera. All three experiences were excellent days

without doubt and yet there were far fewer similarities between them than I had thought there might be.

'Sonnenallee', 'Good Bye, Lenin!' and 'Das Leben der Anderen' are but a well-known few of the films, clips of which we viewed and analysed in the 'Legacy of East Germany' focused Study Day. Dr Judith Rifesser spent the day using one of the four languages she speaks to teach me, alongside hundreds of other A level German students, about films that are based around East Germany. From predicting what sound would be used in a short clip of a Republikflüchtling attempting to cross the border, to analysing the effects of specific camera angles for creating power, it is safe to say that we pushed deeper than the surface on these topics. Clips of the various handpicked films gave everyone a wide array of contextual points to pick on when the time came to use them. With the German Department deciding that 'Good Bye, Lenin!' would be the film that we study, it was almost poetic that our afternoon screening was of that very film. As Dr Rifesser's informative lecture came to an end, so our film appeared. English subtitles were, for the first time ever, particularly welcome in helping us to watch the film and these allowed us to process the topics being discussed in the film, although perhaps our minds were particularly focused by a subplot relating to the main character's obsession with a specific brand of gherkins. The plethora of films and subtopics to examine made sure that the day helped us prepare very effectively for every possible aspect of the examination question on film that we will eventually have to answer. The legacy of films relating to East Germany is by no means a niche and uninteresting topic and not attending the day, or even not studying German, should not deter anyone from learning about it themselves and enjoying well crafted films about a harrowing time period, even if it means you do not benefit from Dr Rifesser's wisdom to go with it.

Taking A Level Spanish meant that I had the opportunity to spend another day in London when I attended a lecture about Spanish films from the post-Civil War and early Franco dictatorship era. After a train ride to Waterloo station and a walk past a company giving out free red roses, I arrived at the underground BFI IMAX double doors. We were provided with some work booklets giving information about El Laberinto del Fauno (our A Level film and the subject matter of the day), its director, general context and more precise things like colour palettes, make-up and even camera angles. Dr Lidia Merás and her counterpart Professor Sarah Wright spoke a mix of English and Spanish, to make sure the key information they were providing for us was accompanied by the relevant Spanish vocabulary, whilst still being understood. Spending time speaking about the relevance of children in that era of Spanish film, and accompanying it with our own artistically articulated storyboards of a young child meeting a monster, kept the day from being monotonous and bland, instead making sure we were all engaged and able to remember the information for our future examinations. As attendants ran up and down the aisles to provide microphones to any of the 400+ attendees, every effort was made for as many people as possible to offer an answer or idea to the questions posed to us. After learning about El Coco (a Hispanic/Lusophone mythical bogeyman figure) we finished off the day with a subtitled screening of 'El Laberinto del Fauno', before heading back to the train station. Whilst fun and engaging, the study day also provided me and others with a greater insight into a Spanish film representative of the post-civil war era from passionate lecturers from Royal Holloway, University of London; something that will help contextualise not only my set film but any other I decide to watch.

Ethan King, Lower Sixth

During the French day at the BFI, students learned about the New Wave in French cinema and its legacy, enjoying a demanding two-hour lecture in the morning, during which they compared and contrasted clips of four New Wave Films to more modern films. In the afternoon, there was a screening of *La Haine*, the seminal 1990s classic about police brutality and racism. The day was conducted entirely in French and was a fantastic opportunity for students to improve their analytical skills along with their knowledge of key aspects of French cinema.

Mrs JWilliams, Teacher of French



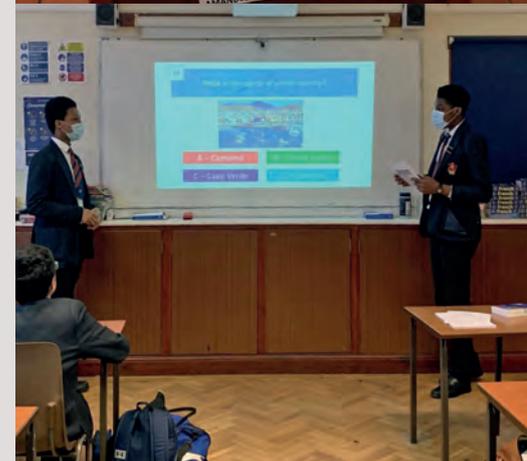
MODERN FOREIGN LANGUAGES

THE MFL AFRICA CUP OF NATIONS CHALLENGES

24 - 28 January 2022

Every day during the last week in January, the MFL Department hosted a quiz on a different aspect of the Africa Cup of Nations. We were most impressed with the knowledge and determination of several pupils, in particular Oliver Doel and Edward Melville (Year 8) who competed in every quiz and were rewarded on their fourth attempt for their perseverance.

Thank you to all of the pupils who took part, and also to Mr Madrid and Mr Rayment who competed in three of the quizzes and helped to host the final quiz. Our special thanks must also go to the students who put together and hosted the quizzes. We are delighted to share details of the results here.



MONDAY 24 JANUARY

THE PREVIOUS WINNERS OF THE AFRICA CUP OF NATIONS

- Quiz hosted by Connor Stewart, Lower Sixth, assisted by Patrick Elesinnla, Year 10.
- The winners, with a score of 18 out of 25, were Lewis Matthews and Joel Tasfaldet, both in the Lower Sixth.
- The runners-up were Abhay Callur, Year 10, and Jonathan Anorson, Year 9.

TUESDAY 25 JANUARY

MAP OF AFRICA, CAPITAL CITIES AND OFFICIAL EUROPEAN LANGUAGES SPOKEN

- Quiz hosted by Tobechi Chesa and Obed Theo-Chinwo, both Year 10.
- The winners, with a score of 25 out of 25, were George and Joseph Cove, and Ryan Mutodza, Year 9.
- The runners-up were Aniekan Roberts, George Odina and Patrick Elesinnla, Year 10.

WEDNESDAY 26 JANUARY

THE NICKNAMES OF THE TEAMS AND FLAGS OF THE PARTICIPATING NATIONS

- Quiz written and hosted by Harry Thompson, Lower Sixth, assisted by Freddie Dawson, Year 10.
- The winner, with a score of 32 out of 35, was Naiyan Shah, Year 7.
- The runners-up were Mr Madrid and Mr Rayment.

THURSDAY 27 JANUARY

GENERAL KNOWLEDGE QUIZ ON CAMEROON

- Quiz written and hosted by Tobechi Chesa and Obed Theo-Chinwo, both Year 10.
- The winner, with a score of 16 out of 25, was Oliver Doel, Year 8.
- The runner-up was Edward Melville, Year 8.

FRIDAY 28 JANUARY

PLAYERS FROM THE PREMIERSHIP, LIGUE 1, BUNDESLIGA AND LA LIGA PARTICIPATING IN THE AFRICA CUP OF NATIONS

- Quiz written and hosted by Selorm Ahiadu, with the support of Christopher Parkinson, Patrick Maynard, Luke Read and James Gallagher, Year 11.
- The winner, with an amazing score of 29 out of 30, was Leo Gardner, Year 8.
- The runners-up were Brady Chivere, Anerven Pratheepan, Amandeep Grewal, Sebastian Peake, Elliot Thornton, George Strachan and Danial Nauman, Year 9.

Ms J McKeown, Head of Modern Foreign Languages

LANGUAGE LEADERS

Obed Theo-Chinwo is one of the thirty Language Leaders in Years 10 and 11 who regularly offer mentoring at lunchtimes and who help to run various Modern Foreign Languages (MFL) events such as the Spelling Bee, the Hallowe'en Haiku Competition, the Africa Cup of Nations MFL Challenges and the Prismatic Jane Eyre Competition.

Here, Obed has been interviewed in French regarding his interest in languages and his role as a Language Leader.

1 Qu'est-ce que tu étudies comme langues étrangères en ce moment? Pourquoi as-tu choisi de continuer avec les deux langues?

Moi, j'étudie le français et l'allemand au collège, mais j'apprends d'autres langues comme l'italien à la maison. J'ai choisi d'étudier deux langues parce que j'ai toujours trouvé les langues étrangères et la linguistique intéressantes, donc c'était logique de continuer à apprendre les langues que je connaissais déjà un peu

2 Comment est-ce que tu apprends le français en dehors des leçons?

J'adore la musique, surtout l'afrobeats et puisque certains pays d'Afrique de l'Ouest ont été colonisés par la France, je me suis demandé s'il existait l'afrobeats français et ça c'était le cas. À partir de là, j'ai commencé à écouter toutes sortes de musique française, même celle en dehors de l'afrobeats. Puisque j'écoutais de la musique partout, j'ai fait de gros progrès très rapidement. Maintenant j'apprends les langues en écoutant de la musique et lisant des livres, mais c'est probablement en regardant YouTube et Netflix que j'apprends le plus.

3 Quels sont tes projets d'avenir? Est-ce que tu penses que tu utiliseras les langues dans ton futur métier?

J'aimerais voyager beaucoup à l'avenir quand je serai plus âgé. Il me semble cool de pouvoir communiquer avec les gens dans leur propre langue maternelle donc je continuerai certainement à apprendre les langues. Je rêve de devenir médecin et j'espère que ce métier me donnera l'occasion de voyager dans le monde entier. Sinon je trouverai un moyen d'utiliser les langues dans ma vie quand même.

4 Pourquoi es-tu devenu 'Language Leader' et qu'est-ce que tu as fait comme 'Language Leader'?

Je suis devenu Language Leader pour aider les gens à surmonter les obstacles qu'ils rencontrent avec les langues et pour voir si je peux leur faire apprécier les langues autant que moi. En tant que Language Leader, j'aide les gens à améliorer leur français (ou allemand) et parfois je leur enseigne des constructions plus complexes pour améliorer leurs compétences. Les Language Leaders organisent des activités pendant les pauses du midi (comme celles de la Coupe d'Afrique des Nations il y a quelques semaines).

5 Qu'est-ce que tu conseillerais aux autres pour améliorer leurs compétences linguistiques?

Mon meilleur conseil pour améliorer les compétences linguistiques, c'est d'écouter les cours comme il faut et de dépasser les attentes. Beaucoup de gens trouvent les langues difficiles, mais moi aussi je les ai trouvés impossibles. Mais tout a commencé avec une chanson française et maintenant je suis en train d'écrire assez couramment. Si on fait les choses qu'on ferait normalement, mais en français ou la langue qu'on apprend, on progresse. Même si on écoute seulement une chanson ou regarde seulement une courte vidéo sur Youtube, on fait des progrès. Petit à petit.

Obed Theo-Chinwo, Year 10



IS GOD USED AS A SCAPEGOAT FOR THE ATROCITIES OF MAN?

“Religion is the sigh of the oppressed creature, the heart of a heartless world, and the soul of soulless conditions. It is the opium of the people.” This critique of religion by Karl Marx posits the idea that both religion (and thus by definition God), has the power to control a person, and that we as people are addicted to the idea of using God for our own personal benefit. From the Crusades in 1095 to the Iraq war in 2003, how far has God been a part of peoples’ reasoning behind their atrocities?

Starting with the Crusades, Pope Urban II made his famous speech at the Council of Clermont exclaiming that “Under Jesus Christ, our Leader, may you struggle for your Jerusalem, in Christian battleline, most invincible line, even more successfully than did the sons of Jacob of old - struggle, that you may assail and drive out the Turks, more execrable than the Jebusites, who are in this land, and may you deem it a beautiful thing to die for Christ in that city in which He died for us.” This speech led thousands of people across Western Europe to pick up arms, march to the Middle East and try to “reclaim” the holy land. The Pope played on people’s lack of knowledge of these so-called “foreign invaders” and appealed to what people knew – that they too might die an honourable death comparable with that of Christ. The Pope had stated to the people that it was God commanding them to fight, yet the Pope surely did not think that God would accept and command such a large loss of life

(figures of up to 9 million dead). The Crusades set the tone of how Europe looked on the Eastern world and vice versa for centuries. Even today, this division between the two can be seen in modern ideologies that draw on the Crusades to justify contemporary conflict as part of a millennium-long continuum. While hiding under the banner of “God” people were drawn to this campaign that shaped the world but, more importantly, divided East and West to this day. Yet despite this, people continue to start campaigns under this recurring banner of “God told me”; this leads the world down a dangerous path, and we can see this still occurring in the 21st century.

In 2003, President George W Bush ordered the invasion of Iraq, claiming that Iraq had weapons of mass destruction, even though in the year prior to the invasion the CIA, FBI, and National Intelligence Estimate all stated (and would later testify) that they all had informed the President, Vice President and Secretary of State that Iraq did not possess weapons of mass destruction. This naturally leads one to ask, what possible reason would the USA have for invading Iraq? One must not forget that in 1989 Iraq had one of the highest qualities of life of any country in the world, with a literacy rate of 95%, and 93% of Iraqis

had access to healthcare facilities. Yet, Bush would still hide under the banner of religion saying, “God would tell me, ‘George, go and end the tyranny in Iraq’. And I did”. By any metric, this can be seen as an insult to the 550,000 who died as a result of the sanctions placed by the USA and the quarter of a million who lost their lives due to the 2003 war.

This all leads to the question: would a loving God tell his followers to go to war completely aware of the sheer number of deaths it would incur? Scripture reads that God commands that “nation will not take up sword against nation, nor will they train for war anymore.” These verses have been evidently overlooked by many and can lead one to see how some leaders use their belief in a God for their own greed and gain. It is important to recognise this manipulation of the message of God and how some people use it to justify and cover the atrocities that they commit. As simply as one can put it: No, God did not tell you to murder millions of innocents. Regardless of the religion, all have commonality in terms of preaching acceptance, tolerance, compassion and kindness; something that is never achieved through war.

Faizan Awan, Year 11



LIBRARY NEWS

This past half term has been extremely vibrant in the Library, with a greater number of book loans than ever before. We are fortunate to have such a keen community of learners who are open to opportunities as well as an exciting and growing stock of books.

Our number of Pupil Library Ambassadors has now reached over fifty, representing every Year group from Year 7 to the Lower Sixth. This group of willing volunteers helps the work of the Library and promotes all its benefits more widely around the School. As such, the dialogue between staff and pupils this term has been ever stronger, resulting in more students suggesting books they wish to read which, where appropriate,

have been ordered for the benefit of the whole cohort.

Pupils need not even be in the Library to borrow or request books! We have an exciting new Westcliff Library website which allows those in our community to peruse books that we have in our catalogue, to reserve books and even to create a 'wishlist' of new books for us to order.

Areas of the library which have seen particular boosts this term include Geography, Economics, Fiction, and Careers. Each curriculum subject has its turn in the spotlight throughout the academic year and this includes discussions with each department to

ensure relevant resources, displays and links are promoted.

It is great to see regular periodicals being delivered again after the lockdowns. Topical magazines support studies in History, Economics and Politics, Music, Science and more.

We thoroughly enjoyed World Book Day in March and look forward to a host of other calendar events to celebrate the love of reading, literacy, great stories, promoting intellectual curiosity and lifelong learning for all in our community.

Mrs M Schofield, School Librarian

CHINESE NEW YEAR IN THE WESTCLIFF LIBRARY

The bonsai tree (dubbed 'Cobra Kai' by pupils) and waving model cat enticed Library users to view a display to celebrate the Lunar New Year on 1 February. Adam Li (Lower Sixth) and his family generously loaned authentic home decorations and items for use in this display. Staff and pupils had the chance to try writing Chinese characters, find out their birth year 'animal', try themed puzzles, or browse Chinese language books. It was wonderful to see all those in our community joining together to share in these celebrations.



我的家很重要
wǒ de jiā hěn zhòng yào
MY FAMILY IS VERY IMPORTANT



BOOK REVIEWS

SUMMONER

Taran Matharu

Summoner by Taran Matharu is a very interesting set of books. Full of surprises and twists, it left me keen to read the whole series by the time I had reached halfway through the first book!

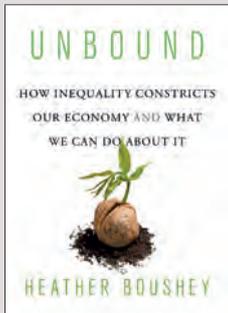
The first book is about a young boy who has the power to summon 'demons' and change the fate of the world, or in this case, an Empire. In each book there is a classification inside so you can understand most of the key information, much like the maps in *Lord of the Rings*. The series is influenced by Harry Potter and Tolkien, so it will appeal to readers of fantasy or adventure – or anyone who wishes to indulge in a book they will not be able to put down!

Alok Jibi-Panthenal, Year 9



UNBOUND

Heather Boushey



Whilst preparing for university applications, I sought to deepen my knowledge of Development Economics to include in my personal statement and came across *Unbound* by Heather Boushey, former Chief Economist on Bill Clinton's Presidential team, on an LSE lecture. The book is an encyclopaedic account of inequality's impact on the US economy and focuses on its effects through three means; how inequality obstructs, subverts and distorts.

The first method through which inequality poses a problem in society is obstruction. In this section of the book, Boushey highlights the detrimental impact on human capital for the poorest in society. Using the pioneering work of Janet Curie, she details how children's economic circumstances when they are at a young age have lasting implications for them, their family and the economy. Thus, there is potential for a vicious cycle of inequality that may persist. Exploring the work of Raj Chetty in exposing stagnant rates of upward mobility, Boushey emphasises the US's 'lost Einsteins' and how this may deter economic growth for the US, with their productive potential being limited.

The second way through which inequality manifests itself in the US economy is subversion. This illustrates the political economy of public spending and the slow re-emergence of monopoly power in the US labour market. Boushey utilises Sam Brownback, former Governor of Kansas, as an example of trickle-down growth with his 'red state' economic platform coming under fire. She alludes to the principle that lowering taxes on the rich always means less revenue in this section; one of the reasons the book has been criticised as this is simply an assumption. Economists aware of the 'Laffer Curve' and the model showing how lowering taxes can increase revenue may see flaws immediately.

Distortion describes the last method, explaining inequality's impact on aggregate demand. Boushey talks about how the economy stutters as large amounts of wealth and income sit in the bank accounts of the rich rather than being spent in the wider economy, contrasting to the low-income individuals who turn to 'Private Keynesianism', relying on debt to fuel consumption. Evidently, this serves as an issue for the US economy as the circular flow of income is limited and there is a threat of worsened poverty traps with the poorest in society accumulating more debt.

Despite these methods, whilst evaluating the book, I discovered other methods through inequality leave a significant footprint

on an economy that Boushey, arguably, looks over too carelessly. The first is the way in which inequality pollutes with climate change being a major threat to all economies (especially given the spotlight on COP26 recently). This would bring light to the disproportionate role of the rich in driving climate change but Boushey's central recommendation of moving beyond GDP to distributional national accounts becomes problematic once the economy is re-embedded into the environment. The second is the deception of inequality as there is growing evidence to suggest an individual's equality motives affect their perceptions of inequality. Boushey's strategy to combat growing inequality relies on increased evidence without recognising that the very same evidence will be viewed through an ideological prism; this seems destined to fail.

Perhaps Boushey's policies appear to be trapped in the Meltzer-Richard Model (MRM) of redistribution which explains people's responses to inequality. As income inequality increases, the median voter becomes supportive of redistribution, so the median voter hence votes for a candidate who advocates for redistribution which then occurs. Boushey believes more information about the extent of inequality will mean more progressive legislation and MRM suggests this evidence will nudge median voters into supporting a redistributive agenda. However, the political capture of policy making is recognised in society and studies as the preferences of the average American appearing to have miniscule impact upon public policy; this does not serve to reinforce Boushey's ideas in the book. In response, she offers no explanation as to how her policy subscriptions will supersede this.

Overall, the book was intriguing and revealed a plethora of facts and detail that greatly helped me in my study of Economics A Level and in writing my personal statement. Boushey offers deep analysis into the manifestation of inequality and its associated problems, but, as with all books, I would encourage you to question what you read on the page and develop your own opinion; it is what is between the lines rather than on them that is often most valuable.



Ryan Jakhu, Upper Sixth

LIBRARY

CLASSICAL ATLAS

John Murray

While roaming through the History and Geography section of the Library, I came across a worn-out book with an archive and a reference-only label on it, with the title: *Murray's Classical Atlas*. I put the book to one side and, after patching it up, I realised that it was an atlas written in 1908 by John Murray and edited by G.B. Grundy, a professor at Oxford. The preface of the book starts by talking about the usual defects in atlases of the time and how the author has tried to avoid them in this Atlas.

The Atlas itself is labelled in Latin and it contains fourteen plans of famous battlefields of Ancient History along with its twenty-page index that contribute to the completeness of the volume. The atlas also states that its low price would make it more accessible for students at universities and boys (sic) at school.

The topics that the book contains are: *Empires of the Babylonians, Lydians, Medes and Persians; The Roman Empire; Britannia; Hispania; Gallia; Danubian Provinces of the Roman Empire; Italia; Egypt; Graecia; Aegean Sea; Asia Minor; The Principle Battlefields on Greek and Roman Empires; Palestine*. This wide range of information provided by the book enriches any reader's knowledge and provides them with a vast array of geographical and historical facts along with a view of the world from 300 B.C. to 1908. Currently, this book simply rests on the shelves of the Historical Geography section in the WHSB Library, waiting to share its contents with you!

Daksh Yadav, Year 9



STARDUST AND BUTTERFLIES

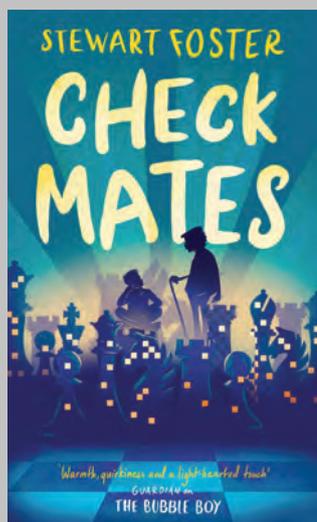
Nathaniel Iews

Congratulations to Nathaniel Iews, whose book of poetry, *Stardust and Butterflies* is now published and available in the Westcliff Library for his peers and teachers to borrow and enjoy.

AUTHOR'S NOTE

Stardust and Butterflies was a seed I planted at the beginning of lockdown in March 2020 when I was fourteen. Over the course of many months, as central to the theme of my debut poetry collection, it has grown and developed into something I am proud of creating. For me, the process of writing this book is one I am thankful to have had. From days of inspiration and exploration to the drought of writer's block, to redrafting and editing, I was continually reminded of my love for language and expression through writing throughout this experience. *Stardust and Butterflies*, is a representation of youth and, as noted on the back cover 'unapologetically teenage', with poems about self-love, adolescence, identity, image and all sorts of feelings fractured across four chapters that follow the imagined life cycle of a butterfly. Butterflies, to me, are captivating symbols of metamorphosis and transformation and, in creating this book, I wanted to explore the colourful journey of growth and change as a teenager. This collection of poetry is a product of the poets who have influenced me in my journey, and I am grateful to be able to share it with you. As Audre Lorde, a self-described black lesbian feminist and one of my favourite poets once said, "Poetry is the way we help give name to the nameless so it can be thought. The farthest horizons of our hopes and fears are cobbled up by our poems, carved from the rock experiences of our daily lives."

Nathaniel Iews, Year 11



CHECK MATES

Stewart Foster

This book is about a boy named Felix who has a lot of trouble concentrating, not because he is a problem child, but because he is a child with a problem. His parents (who barely spend any time with him because of their work) suggest that he spends time with his Grandad, who has not been the same since Felix's Grandma died. His Grandad tries to teach him Chess which he hates at first. But will he eventually end up liking Chess?

I love this book as it kept me very intrigued with the story and kept me wanting to find out what happened next! The storyline is heartfelt and inspiring, showing the bonding of a Grandfather and grandchild through a shared passion, as well as demonstrating how a child who once hated something, can come to love it.

Overall, this is an amazing book and child friendly. This book is for anyone to read, no matter what age or hobbies you have.

Aagaran Rajeeakaran, Year 7



LIBRARY AMBASSADORS SPRING INTAKE

A record number of applications was received for the position of Library Ambassador, of which approximately half were appointed. As Ambassadors, pupils have many opportunities to share their love of reading, learn new IT and customer service skills, and get involved in displays and new book acquisition.

I would like to thank all applicants for the time that they took in completing and submitting their forms, and I hope that they will have the opportunity to join us in future, or as a Reading Ambassador (a new venture to come).

Mrs M Schofield, School Librarian



A WORLD OF WORDS FOOTBALL TEAM NAMES

A recent spelling test in the library lesson included the word 'bias'. The more football-minded amongst the pupils piped up, asking 'as in, the Referee is biased'? This suggested that the human mind is more interested in new learning if it relates to something in which they are already interested.

Being a parent of footballing boys, I am surrounded by this sport. I have acquired a goodly amount of football trivia from trudges around stadium tours, furnishing me with facts such as Arsenal football team getting its name from the nearby munitions factory.

Recently, while half-observing 'Match of the Day' on the lounge television, the grammatical pedant who resides in my brain demanded to know why some team names are so strange.

Why so many 'Rangers' and 'Wanderers' in British football team names? Of course, I know that some primary school football teams do cover the field in a tight pack like the Anthill mob (or murmuration of starlings – choose your analogy) but the team name had to mean more than a description of their formation?

I took a rifle through the football books in the School library (Dewey Code range 700s for 'Sport', cataloguing fans). I did some research online, using reputable websites such as the BBC. My research can tell you that the Rangers and Wanderers got their name from the time before they had an established home ground of their own and used any pitch available.

'Albion' (as in Brighton & Hove, or West Bromwich) is another common oddity.

Some say this relates to an old word for Great Britain; others think it relates to the white cliffs near Brighton (Latin for white – albus – seen in albino, or albumen (egg white); also 'alba' in Spanish).

Why are some teams suffixed '... United'? Well, this seems to stem from when several smaller teams from the same town combined their best players to make one 'super team'.

Sheffield Wednesday? Named after the day of the week its founding players had off work for sports – much like our current Sixth Form Students with their afternoon activities!

Do you know the provenance of your team's name? House points are available for pupils who can pop along to tell me this term!

Mrs M Schofield, Librarian

ON THE COVER

Joseph and his amazing technicolour dreamcoat

The Spring Term was brought to a rousing conclusion this year with our whole School production of Andrew Lloyd Webber's *Joseph and the Amazing Technicolour Dreamcoat*.

Sir Tim Rice and Andrew Lloyd Webber started the ball rolling by knocking together a wonderful musical treat for kith and kin. Packed full of family favourites such as *Go, Go, Go Joseph*, *Close Every Door* and *Song of the King*, the show remains a well crafted banquet of colour and music for a whole School to enjoy.

And Westcliff certainly did it justice, with an all star cast delivering a real spectacular, full of singing and dancing amidst a jamboree of colour. Dexter Legon was central to the show with his superb singing display that ranged from falsetto in the Potiphar scene to a rich baritone elsewhere. He held the audience's imagination with his musical rendition of the story and matched the offstage colour of his beautiful poster design with the onstage colour of his performance. Around him a galaxy of Westcliff theatrical stars were able to shine. Old timer Jack Hudson was terrific as the ghastly businessman Potiphar, while Lewis Seal was Elvis Presley reborn in his lively depiction of the Pharaoh. It was wonderful to see James Holley return to the Westcliff stage after some years on *Sunset Boulevard* and his deep bass voice gave both tune and character to Jacob, the Father of the tribes. Conor Lynch-Wyatt took the eponymous role of Joseph and performed with charm and fun, and with a quite beautiful singing voice. The older Joseph was played with poise and power by Ryan Jakhu and the talented

Jacob Guyler drew on his experience of French lessons to perform *Those Canaan Days* with a certain *je ne sais quoi*. All this was hugely enriched by a wonderful and talented company of performers, from Year 7 to the Upper Sixth, who danced, sang and acted with pitch, fun and real style. It was particularly pleasing to welcome in new girls Uzoamaka Achebe and Peg Jefferson, and new boy Reuben Fuller, all of whose singing added so much to the performance. Offstage, our technical team was again magnificent and it was wonderful to see students from the Boys' School (James Clarke, William Farmer) working so productively and effectively with visitors from the Girls' School (Rosie Gaynor and Trudy Nelson). We know our Westcliff Boys are wonderful but it was great to see the best of the Girls' School working alongside too.

As usual, the stalwarts of the School's facilities and finance teams worked like Egyptian slaves (though sadly without the dance moves), opening, locking up and processing forms willingly and their support, yet again, for this production was very gratefully received. Our new Drama Assistant, Ms Cleave, contributed a magnificent array of costumes and our visiting creative team of Glenn Oxenbury, PikeLights, Scenery Solutions and 1159 Staging provided key infrastructure and support for this production. Thanks also to the Headmaster, not just for his ongoing support for Drama at Westcliff, but also for being able to pop up at rehearsal just whenever we needed to show a dance routine to a 'guest audience'. Taken all in all, it was another splendid Westcliff team effort. Go Go Go Joseph!



SUMMER DRAMA

This summer term, the Drama Department is planning yet another busy programme of productions for pupils in years 7-10 of the School. The School's actors present a Festival Week of Drama entitled "*The Blasted Oak*" and comprising two plays, *Fantastic Mr. Fox* and *Private Peaceful*. Meanwhile the four Houses compete again in the traditional House Drama Festival.

Fantastic Mr. Fox is on the run! Roald Dahl's story of country life was published in 1970 and depicts the three meanest farmers around. Fat Boggis, squat Bunce, and skinny Bean have joined forces to deal with a local chicken thief, and they have Mr. Fox and his family in their sights. What they do not know is that they are not dealing with just any fox - this Mr. Fox is a fantastic Master of Cunning who would never surrender. But only the most fantastic plan ever devised can save him now. Is Mr. Fox cunning enough to win the day? Pupils in Years 7 and 8 bring Sally Reid's dramatization of the story to the

Westcliff stage, performing three times in our "The Blasted Oak" Festival Week of shows. Chickens should not attend, although humans are very welcome.

Much less frivolous is Michael Morpurgo's stunning and powerful modern classic, *Private Peaceful*, which relates one of the darker tragedies of Britain's First World War History, brought to the stage by pupils in Years 9 and 10. Told in the voice of Private Tommo Peaceful, a boy from Devon, the story follows twenty-four hours at the front, and captures his memories of his family and his village life - by no means as tranquil as it appeared. Full of vivid detail and engrossing atmosphere, leading to a dramatic and moving conclusion, *Private Peaceful* is both a compelling love story and a deeply moving account of the First World War.

There will be three performances of each production, taking place in June in a single Festival Week of theatre, performed in the School's Westcliff Theatre. We are planning to find the overlaps and common themes between the plays and would strongly

encourage our audience to see both plays and share in full this Festival experience.

Later in the term, our experienced Drama students in the Lower Sixth will take their first steps in directing as the House Drama competition returns in July. This year, House Drama will focus on pupils in Year 9, who will be given the opportunity on the Summer Enrichment Day to prepare for the evening of performances by rehearsing, or by preparing programmes, costumes and artwork in House groups for their performances. This year, we also hope to introduce a signed performance of at least one of the House plays, with pupils learning this form of communication with support from the British Sign Language society. It certainly promises to be a rich summer term of Drama and Theatre, and I would like to thank all those pupils, students, teachers and employees of the School who give so much effort, time and energy to help make Drama a rich and vibrant heart for our School community.

Mr B Jeffreys, Director of Drama

CLUBS AND SOCIETIES

I am pleased to report that Clubs and Societies have gone from strength to strength at WHSB this academic year; we now have over 55 available to students. Many of these Clubs and Societies are either run or partially run by students or come directly from student suggestions arising from our Pupil Voice.

Joining a club or society can bring many benefits. This includes making friends as well as developing communication, teamwork, and leadership skills. If you are interested, it does not necessarily have to be a permanent commitment. You can go along for a trial period to see whether it is right for you, and you can even take a friend with you if you are apprehensive.

Clubs and Societies can be an example of what is termed 'Cultural Capital' and can help you to develop your confidence and organisational skills, as well as wider knowledge. These 'soft skills' can be extremely useful when you reach employment, as well as helping you at university, and indeed in wider life.

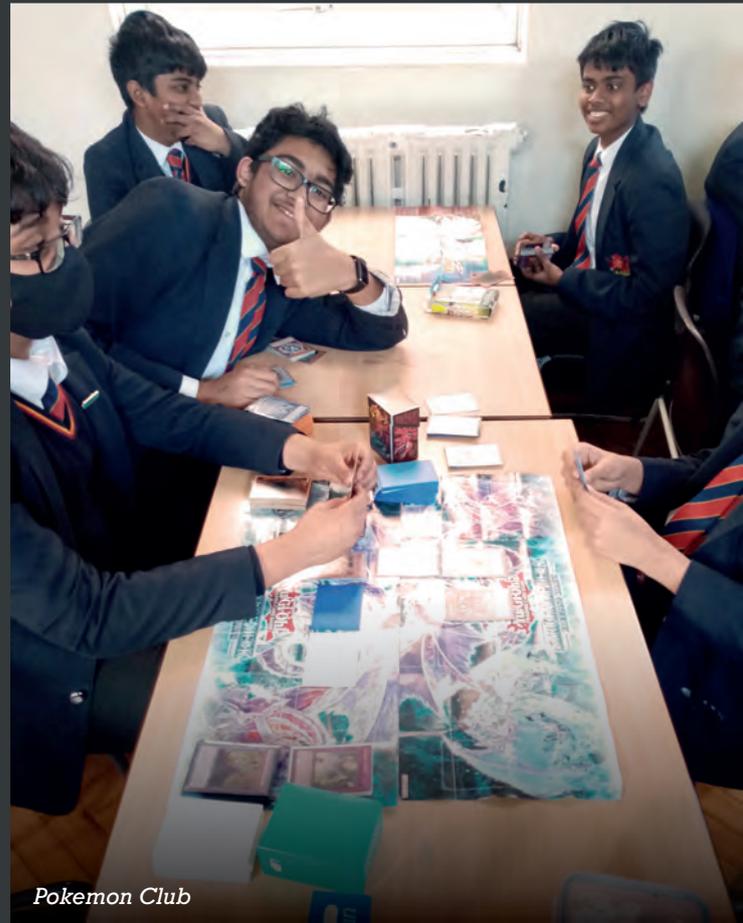
You will find a full list of Clubs and Societies on the notice boards in School and on the School website:

<https://www.whsb.essex.sch.uk/useful-information-for-all-parents/extra-curricular-activities>

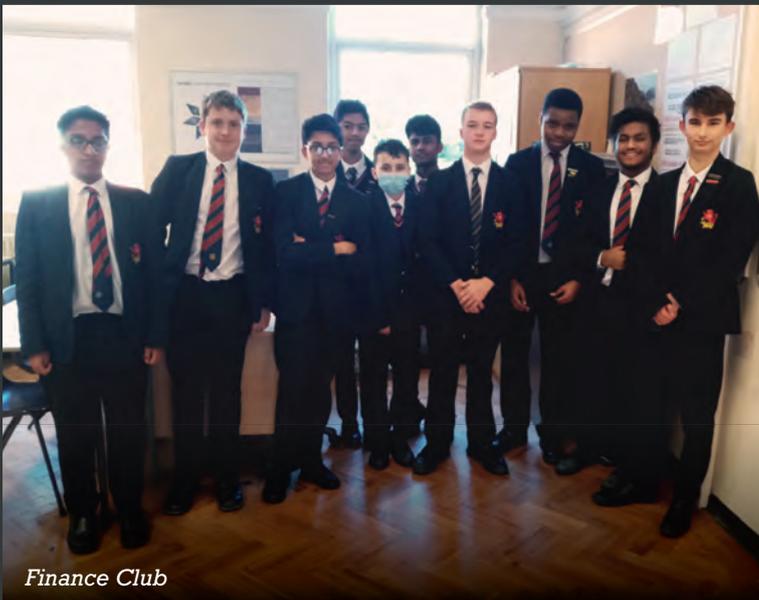
They are free of charge to attend and are organised by staff or pupils on a voluntary basis in their free time. Please note that days, rooms, and times can change at short notice so make sure that you listen to the daily announcements read out in Form time!

The following images are from the Pokemon, Finance and Lego Clubs and show pupils who, in line with the Learner Profile, were Open to Opportunity last term, as well as being Collaborative and Supportive.

Mr R Barber, House Coordinator



Pokemon Club



Finance Club



Pokemon Club



Lego Club

CLUBS AND SOCIETIES

CHESS CLUB COMPETITION

The School's Chess Club continues to be a very popular activity, meeting in S14 on Tuesdays at lunchtime. All pupils are welcome to look in and either play a game themselves or kibitz our more experienced players. The Spring Term has proved to be a very busy one for the Club, because we currently have teams in three separate National Schools' Chess competitions.

On 11 January 2022, our A and B teams took part in the *Chess Teams Challenge*, which was hosted by St Thomas More School. The Westcliff High School for Boys' Chess A Team won a magnificent 15 of 16 games and they are now Southend Chess Champions. They have qualified for the finals of this competition, which will be held at Imperial College

later this academic year. The Westcliff High School for Boys' Chess B Team also did well, winning two of their four rounds and beating the team from SHSB 3:1.

Both teams also progressed to the regional semi-finals of the *National Schools Chess Championships* in which The Westcliff High School for Boys' Chess A Team is drawn against Brentwood and The Westcliff High School for Boys' Chess B Team against Norwich School.

Thanks to some brilliant analytical thinking by Max Cole, Ernest Shanks and Jan Brzostowicz, we are also through to the second round of the *Team Chess Problem Solving*. Max, Ernest and Jan solved six chess puzzles and scored 30/30. The next round of puzzles is now awaiting, and if the School makes it to the next round, we will be going to Kings College School, London for the final on Saturday, 23 April 2022.

Mrs T Genthe, Teacher of German



Southend Chess Champions, from the left: Ihsaan Abdul-Aziz, Sebastian Rapley Mende, Jonathan Cheung, Leonard Cheung



WHSB A on the left playing WHSB B

DUKE OF EDINBURGH'S AWARD SCHEME

With a higher number of applications from Year 9 for the Bronze Award this year, we decided to increase the number of participants from the usual 30. These pupils are currently choosing their activities for the Skills, Volunteering and Physics sections which are completed outside School. At the same time, in School they are working on their routes for their practice expedition around Danbury, which is due to take place on 13-14 May. These pupils will then move on to planning their assessment expedition which will be based around Skreens Park, Roxwell from 16-17 September. Therefore, they should be able to finish the award before Christmas and progress to the Silver Award.

We have also increased the number of Silver Award participants to 28 from the current Year 11 cohort, due to a larger than usual completion rate. These pupils completed their practice expedition in the Autumn Term and now move on

to their assessment in the South Downs which runs from 30 June-2 July. They should also be in a position to finish well before Christmas, at which point they will be presented with their certificates and badges.

Due to the disruption created by the pandemic, we have two Silver Award Cohorts this year. The Silver Award is usually completed in Year 10 to avoid clashes with Public Examinations and the School is endeavouring to revert to the normal structure. The Year 10 cohort will complete their practice expedition in the South Downs, East Sussex, from 5-7 May, before moving onto the assessment in the Peak District from 15-18 June.

Although the School does not currently offer the Gold Award, pupils are welcome to speak with me regarding this award and I will be able to supply contact information for the local Open Group.

Mr H Tresidder, DofE Coordinator



DUKE OF EDINBURGH'S BRONZE AWARD

Over the past two years, my peers and I have taken on the challenge of the Duke of Edinburgh's (DofE) Bronze and Silver Award.

Participating in the Duke of Edinburgh's Award Scheme has become more and more important to me over time. The Scheme has given me the opportunity to improve in so many ways. For the Bronze Award, you have three sections: Skills, Physical and Volunteering. I chose to learn to cook for the Skills section, aiming to improve my knowledge of nutrition and become healthier. I feel that I have achieved this.

Keeping within the theme of health, I used boxing to complete the Physical aspect; my aims here were to get fitter and to compete. Competing was an issue due to the pandemic, so sadly I was not able to do so during my Bronze Award but, thankfully, I have been given the opportunity to take part more recently.

While boxing at Longs ABC, I discovered the Bambino and Junior sessions which I began volunteering in, devising my own sessions and holding pads for the little champs. This has been a thoroughly enjoyable experience as I have watched the group develop, both mentally and physically. Even if a little frustrating sometimes, the rewards make it worthwhile.

Finally, there is the expedition. This is possibly the most well-known and anticipated part of the Award, as you and your group are sent out for the weekend with nothing more than a compass, some coordinates and a map. Unfortunately, once again due to the pandemic, we were not able to camp out, but nonetheless the adventure was just as valuable.

Overall, I would absolutely recommend to anyone that has the opportunity to participate in the Scheme to embrace the chance, because you never know what you may get out of it. Lastly, on behalf of the whole cohort, I would like to say thank you to Mr Tresidder, Mr Despres and Mr Flack, as well as other staff who volunteered their time, for organising these opportunities for us.

Monty Goss, Year 11

SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS (STEM)

ENGINEERING EDUCATION SCHEME

The Engineering Education Scheme (EES) is a six-month programme run by the Engineering Development Trust (EDT) which links teams of up to six Lower Sixth students, and their teacher, with a local company to work on an engineering project which has real-world application. This year, the team is made up of six Lower Sixth students: Shaun Ekiyoyo, Pratyaksh Gupta, Joseph Holmes, Esme Larn, Bhavy Metakar and Abdulsamad Taiwo. The School's engineering team is being sponsored by *Leonardo*, which very generously fund a £300 budget to work on the project.

Our brief was to make a 'Robotic Mule' which can be used in the field by soldiers to carry extra supplies such as ration packs and ammunition. The specification was that it must be able to carry a 5kg payload, be remote controlled, be able autonomously to track and follow the soldier and, as a challenge, avoid obstacles as it traverses the terrain.

Initially, a lot of time was spent planning the course of the project and designing parts in *Fusion 360*. The use of *CAD* was extremely beneficial, as it allowed us to see how every component would fit together and easily 3D print certain components. We were fortunate enough to go to Cambridge and use the facilities at the Dyson centre, where we welded our frame together out of mild steel and used the electronics laboratory to test radio communication.

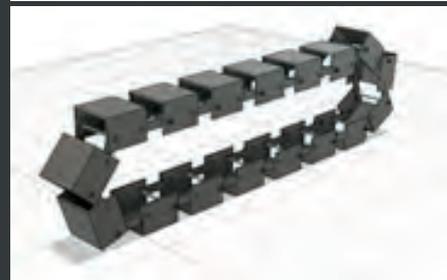
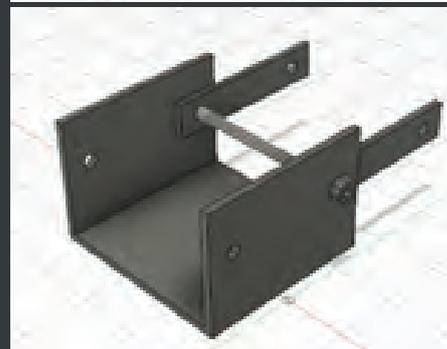
“The bespoke tank tracks were the most time consuming, because they needed to be manufactured to a very specific design.”

We decided to make our own tank tracks as they would be able to traverse rough terrain and minimise the torsional load on the motors. The bespoke tank tracks were the most time consuming, because they needed to be manufactured to a very specific design. Two drills were disassembled so that their motors and gearboxes could be used to drive the tank tracks. Currently we are in the final stage of assembling everything together and the use of *CAM*, such as laser cutting, helped make the process more efficient due to a high repetitive accuracy.

There were certainly many problems along the way, such as the misalignment of bearings caused by the thermal expansion of the mild steel by welding it and some tolerance issues with the frame. It was very important to adapt and slightly deviate from the initial plan to overcome these problems, as we spent some time modifying the frame and drill motors to fix the tolerance and misalignment issues. Making the tank tracks took longer than expected because, although simple, it was a very repetitive task to make several components that link together. The use of templates and an assembly line made this process more efficient.

The deadline for this project was Easter and, alongside a prototype, a written report was required to explain what we have done and why we have made those decisions. In the last weeks before Easter, we needed to finish assembling the tank tracks to the frame and have a final draft of the written report. Seeking to explain the design process behind the project and show our testing of various ideas, we needed to compile all the working ideas that we used into a conclusion and justify those decisions with the results from the testing. Finally, the team needed to prepare and practice for a presentation to a team of engineers; everyone will talk about what they have done, why they chose to do that and how they overcame problems that were faced. Pulling the project together in the time given was challenging but highly rewarding for the whole team.

Bhavy Metakar, Lower Sixth



SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS (STEM)

TECHNOLOGY CLUB

The Technology Club has two sessions, one at morning break and one at lunchtime, with an additional After School Club for A Level and GCSE students. Pupils are able to choose their activities which are then supervised by the DT staff and Design Technology Prefects. However, pupils are encouraged to be proactive, independent learners; they must be prepared to have little advice but still to work diligently and responsibly. Many pupils are keenly collaborative and encourage their classmates to help them, particularly with new IC software programmes or practical skills. The Technology Club is run as a sanctuary for pupils and they are encouraged to be intellectually curious. It is an oasis of like-minded peers enjoying learning at their own pace. We are open to pupils bringing their own projects from home where they may not have access to the tools and equipment provided in our workshops. If you are interested, please feel free to just turn up and keep an eye on further information provided by your Form Tutors.

Mr T Moore, Teacher of Design Technology



I have been going to Technology Club during lunchtimes regularly. There are many benefits of going to this splendid club, such as gaining skills in using new software such as 2D Design V2 and 3D Design V3. Since attending the Club, I have created a design of a dice and even a phone holder (which was very challenging). Initially I found it challenging to develop my projects, but by coming to the club on a regular basis, I gradually improved and now I have a good understanding of how to use these programmes.

Many characteristics of the Learner Profile are also displayed in this club. For instance, this club has aided in the development of my Collaborative and Supportive skills because I have been able to help my friends to improve alongside me. This has encouraged me in the habit of helping others and

“This has encouraged me in the habit of helping others and encouraging them”

encouraging them by telling them that you believe they can succeed. Even when you have finished all your work for the day, you will have time at this Club to lend a helping hand to others who you may not know and make new friends. Attending this Club also demonstrates that you are willing to try new things and are Open to Opportunities.

Thanajan Jeyaharan, Year 8

THE HOUSE SYSTEM

This Academic Year has been incredibly busy for the House System, with a wide range of House Events taking place. It has been wonderful to see students from different Year groups mixing again and supporting each other. Most House events have moved away from *Microsoft Teams* to become in person events. This has also given older students the opportunity to develop their leadership and organisational skills.

Pupils at WHSB have participated in the following House competitions:

Food & Festivities
Warhammer Painting
Pokémon
Card Games
Remembrance Poetry
Star Wars
Investments
Anime
French Spelling
German Spelling
Spanish Spelling
Treasure Maps
Poetry
Halloween
Capital Cities
Cartography
Robert Burns
Valentines
Easter Eggs
St David's Day Research Cities
Festivals & Culture Diwali
Yu-Gi-Oh
Flags
House Football
Rugby
Riddles
Chinese New Year Display
& Many More.

This term, we have an equally wide range of House opportunities planned for you to engage with.

Examples include:

House Basketball
House Chess
House Design An Mfl Poster
House Geography
House Harry Potter
House General Knowledge
House Rowing
House Easter Eggs
House Jurassic
House Table Tennis
House Lord Of The Rings
House Politics
House Finance
& Many More.

Westcliff pupils participating in the House Capital Cities Competition



I would like to take this opportunity to thank the Heads of House, Miss Lo, Mr Rayment, Mr Sexton and Mr Lilley, for their support with the activities listed above, as well as all the staff for their efforts in providing a wide range of House activities for students. In addition, I would also like to thank the House Captains and Vice Captains, House Representatives, and all the students for engaging with the House System.

If you have any ideas for new House events or if you would like to develop your leadership skills by helping to organise an event, then please do contact me directly.

Mr R Barber, House Coordinator



Westcliff pupils participating in the House Chemistry Mastermind Competition

COMBINED CADET FORCE



The CCF at Westcliff High School for Boys welcomed in its largest ever new intake in January this year with over 100 new Year 9 cadets. We now regularly parade nearly 250 cadets.

Our anticipated intake for the newly fledged Royal Air Force (RAF) section was 25 cadets, with a projected growth to 60 in three years' time. Our newly commissioned section officers (Acting Pilot Officers Barnes, Hudson and North) have bravely accepted 40 RAF cadets into their new section (including transfer of eight from both the Army and the Navy section), with anticipated growth to 80 cadets in three years' time.

Our Royal Navy (RN) Section continues to grow in strength. We were pleased to appoint Ben McKay, one of our original RN cadets, as our first ever Cadet Warrant Officer 1st class (WO1) in January this year alongside the expansion of the RN section to an establishment of 60 cadets. Our RN cadets continue to access the incredible opportunities offered nationally by the Royal Navy and a significant number of cadets have travelled to naval bases around the UK to participate in training administered by regular and reserve Royal Naval servicemen and servicewomen. In addition, the RN section has a five day Summer Camp booked, details of which will be shared once accommodation arrangements have been confirmed.



The Army section of the CCF has appointed Cameron Blackboro as our new Cadet Regimental Sergeant Major (RSM, another WO1 position). The Army section now parades nearly 200 cadets on a weekly basis and is run almost exclusively by our exceptional Senior Non-Commissioned Officers (NCOs). For the first time since 2019, the Army Section will also be able to participate in a residential Summer Camp. This year it will take place in Swynnerton, Staffordshire from 18-24 June. Unfortunately, these dates were the only dates which were offered to us, therefore cadets undertaking public examinations may not be able to attend. It is our hope to run an alternative event for them later this term.



The School is proud to announce that Petty Officer Billy Wallace, of the Royal Navy Section of the CCF at WHSB, was appointed Lord Lieutenant's Cadet for Essex in February this year.

The Lord Lieutenant of any county is Her Majesty the Queen's representative within the county, and they deputise for her in a variety of ceremonial duties, in addition to accompanying Royalty when also in attendance. The Lord Lieutenant's Cadets are appointed annually by a Lord Lieutenant to assist in their ceremonial duties around the county. In Essex, one is selected from each of a variety of cadet services (the MoD supported CCF, ACF, ATC, MCC as well as the civilian Police, Fire and St John Ambulance Cadets). WHSB is one of ten established CCF units in Essex, each of which are able to nominate a cadet for selection by the Lord Lieutenant of Essex, Mrs Jennifer Tolhurst.

Petty Officer Billy Wallace was appointed as the CCF Lord Lieutenant's Cadet for Essex when still holding the rating of Leading Hand, and he is pictured here alongside Upper Sixth student and Army section cadet, Cadet Under Officer Mathew Pearman, who has also had the privilege of serving in this prestigious position. Billy took up his official duties following formal award of his badge of office at a special cadet reception held at Ingatestone Hall on 16 March.



Maj J Bleakley, Contingent Commander

SPRING SPORTS REVIEW

The Spring Term is always busy across a variety of sports. This year was no exception. It was busier than usual with the addition of Rugby League to the extracurricular programme. In the next edition of *The Westcliff Diary*, we look forward to providing a full review of our performance in the Basketball and Rugby semi-finals and finals.

We have produced a number of sport reports capturing recent sporting achievements, however we are pleased to provide details of some particular highlights in this edition. We are proud that WHSB reached five semi-finals in the Basketball Essex Cup, which was more than any other school. In recent years, the School has regularly participated in the latter stages of the county cup. This is an impressive record which we shall strive to sustain! The pupils have demonstrated outstanding commitment and work ethic throughout the academic year so far.

In sport generally, our Year 7 pupils have made an impressive start to their first year at WHSB. At the time of writing, they have won the Essex 7s competition, are currently placed among the last 16 schools in the country for Rugby League, having experienced only one loss in Rugby Union, against a strong St Paul's team. There were some tough draws for their football team, yet they reached the semi and quarter finals in the Borough and South East Essex competition respectively.

Our Rugby League season is yet to finish, however our Year 9 team met its match against a very strong Castleford team, whereas the Year 7 and 8 teams have yet to play their matches. We hope to be sharing positive news in the Summer edition of *The Westcliff Diary*. The rugby season continues with Rugby 7s and a combination of county and national competitions for various Year groups. We look forward to seeing how our 7s season concludes with the Rosslyn Park 7s Competition. This is the largest school rugby competition in the world and it is a wonderful opportunity for pupils to further demonstrate the high standard of rugby at WHSB.

I would also like to acknowledge the dedication of the staff in the Physical Education Department at WHSB. Without their dedication and support, our pupils would not enjoy the wide range of sporting opportunities we are able to offer. I would like to thank these colleagues, and also the staff in other departments of the School who work so hard to support our extracurricular sporting programme. The Department is also most grateful for

the understanding of the many teaching colleagues who, from time to time, need to support a pupil to catch up on any missed work as a result of that pupil taking time to represent WHSB in sport. We are also grateful for the continued support of Mr Dex, Mr Marriott and Mr Barnes, which provides an even wider choice of physical activity at WHSB, for example Mr Dex's Boxercise Club, which is regularly attended by 30 pupils.

It is important that we now seek maintain the momentum we have built during the first two terms. The number of pupils participating in sport has been both impressive and consistent, and this has undoubtedly raised performance in extra-curricular sport. That said, during the latter part of the Spring Term, attendance from some at training sessions was not always as prompt as we would like. We would like to remind pupils that for every minute of training lost, progress is not being maximised.

In terms of School sport, the Spring Term was the busiest the Department has seen. That is quite an achievement, and maintaining that energy and commitment throughout the forthcoming term is important.

As we begin the Summer Term, athletics, cricket and tennis also feature on our extracurricular programme. Whether you are new to sport or returning to it following a break during the winter, we remind you of the importance of striving to be open to the opportunities and of the various practices and matches that will be available to you. Regular practice and commitment are key to success in sport.

Mr T Morrish, Director of Sport



BASKETBALL

Since our last Westcliff Diary entry, the Basketball teams have moved into the latter stages of all competitions. For most of our teams, the Basketball season has been relatively successful. With the Essex Cup still in progress, the run up to the end of term has never been so busy.

Our Year 7 team has made an excellent start to their Basketball campaign at WHSB. They have currently played 13 games with only one loss all year; that loss coming in a very closely fought game in the final of the Borough competition against a strong St Thomas More (STM) team. At the time of writing, the Year 7 team is yet to play their semi-final in the Essex Cup but we wish them well and we hope that they can win against STM in order to reach the final of the Essex Cup. Joseph Burdett and Beniah Osei-Poku have been impressive players throughout the season, playing with smiles on faces and with so much confidence, we can only expect more to come from these impressive young players.

Our Year 8 team has had a tough first season of Basketball. The restrictions due to COVID have clearly impacted their development and they struggled to achieve consistency throughout the year. Towards the end of the season, we have started to see glimpses of how good this cohort really is, but it will be up to these players next year to prove that, with hard work and dedication, they can convert that potential into progress.

Our Year 9 team has gone from strength to strength during this season of Basketball. Their work ethic and commitment to learning has proved to be the reason that they have moved into the next round of the National Cup, as well as reaching the semi-final of the Essex Cup. The Year 8 players should be looking to the Year 9 squad for guidance on how to work as a team to find success. Daniel Osei-Poku, Sam Achogbuo and Rajat Negi have been outstanding players for their team and they should be proud of what they have already achieved.

The Year 10 team had a tough start to the season and struggled to find a way to play together as a team, but through that adversity they began to create a style of play that worked for them and saw improvements in every game they played. With a success record of 80% over 15 games, the team reached the Borough Competition Final, as well as the Essex Cup semi-final; unfortunately, losing on both occasions to a strong STM side. The season is now over for our Year 10 team, but not for Bradley Aseidu, Daniel Ajayi or Temitayo Samuel, as all three have a significant part to play in our Year 11 Essex Cup campaign.

Our Year 11 team, again, had to dust off some cobwebs at the start of the season but it did not take them long to get into their rhythm. After two disappointing losses, the team worked hard on their skills and understanding in order to begin gaining more success. Led by Daniel Eze, who has been simply outstanding throughout the year, the team managed to win the Borough Competition final against STM in a thrilling encounter. The Year 11 team also achieved a place in the third round of the National Cup and, at the time of writing, are waiting to play their Essex Cup semi-final against Great Baddow. It would be a wonderful send off for our Year 11 team if they could reach their third Essex Cup final and we wish them well.

The Sixth Form team has not had many games this season due to limited teams in the Essex Cup, but that did not stop them from reaching the Essex Cup final in March. The team has been a mixture of Year 11 and Sixth Form students throughout the season and this group have managed to play a high standard of basketball together, with very little time to train as a group. Kaizer Dwamena and Lukas Rackys have been the outstanding duo we did not previously know we needed, but now see how much we did! We wish the team good luck in the final.

Mr J Sexton, Teacher of Physical Education

BASKETBALL SCORES

YEAR 7

Opponents	PF	PA	Win/Lose
KJS	62	22	W
FITZ	56	33	W
CECIL	71	6	W
STM	43	38	W
ST MART	61	18	W
EAST	53	28	W
SHOE	56	12	W
BARK AB	62	20	W
SHSB	68	44	W
CHASE	30	0	W
SCHURCH	30	0	W
KJS	42	26	W
STM	38	42	L
STM			

Games so far	13
Wins	12
Wins%	92%
Losses	1
Points for	672
Points against	289
Points per game (av)	51.7

YEAR 9

Opponents	PF	PA	Win/Lose
FITZ	68	46	W
CHASE	92	26	W
SHOE	39	62	L
CECIL	56	17	W
STM	41	47	L
EAST	58	36	W
EAST	56	32	W
ST MART	64	61	W
SHSB	50	51	L
SCHURCH	30	0	W
WLANDS	66	41	W
KJS	60	40	W
BHS			

Games so far	12
Wins	9
Wins%	75%
Losses	3
Points for	680
Points against	459
Points per game (av)	56.7

YEAR 11

Opponents	PF	PA	Win/Lose
KJS	62	17	W
SHOE	99	26	W
KEGS	75	85	L
EAST	49	57	L
BPARK	30	0	W
STM	42	40	W
SHSB	49	31	W
CHASE	30	0	W
MFLWR	64	59	W
NFLEET	72	33	W
ST AND BADDOW	62	70	L

Games so far	11
Wins	8
Wins%	73%
Losses	3
Points for	634
Points against	418
Points per game (av)	57.6

YEAR 8

Opponents	PF	PA	Win/Lose
SHOE	40	36	W
GBAD	43	41	W
FITZ	40	51	L
CECIL	30	0	W
STM	60	37	W
EAST	42	48	L
SHSB	27	39	L
CHASE	30	0	W
SCHURCH	30	0	W

Games so far	9
Wins	6
Wins%	67%
Losses	3
Points for	342
Points against	252
Points per game (av)	38

YEAR 10

Opponents	PF	PA	Win/Lose
KJS	55	46	W
ST BONS	30	77	L
FITZ	48	36	W
CHASE	50	0	W
STM	39	58	L
EAST	52	19	W
FITZ	62	43	W
KEGS	66	47	W
SHSB	77	33	W
CHASE	30	0	W
SCHURCH	30	0	W
SHOE	72	26	W
BADDOW	65	58	W
KJS	70	54	W
STM	53	57	L

Games so far	15
Wins	12
Wins%	80%
Losses	3
Points for	746
Points against	497
Points per game (av)	49.7

VI FORM

Opponents	PF	PA	Win/Lose
SHSB	76	48	W
SHOE	61	47	W
KEGS	77	70	W
KEGS	70	82	L
ST MART	55	48	W

Games so far	5
Wins	4
Wins%	80%
Losses	1
Points for	339
Points against	295
Points per game (av)	67.8

Black = Still to play

RUGBY

Since the start of the Spring Term, our focus turns to the seven-a-side variation of Rugby. This is played on the same sized pitch as normal, so there is significantly more space for players to move into. Fitness, speed and core skills are essential for the 7s game, so the pupils have been working very hard in training.

The County 7s competitions came thick and fast at the start of March. To start, Year 9 headed to King Edward's Grammar School (KEGS), and succeeded in their group without conceding a try, comfortably beating both Woodlands and Robert Clack. The

team reached the semi-final of the Cup competition, in which they played against a strong Fitzwimarc side. In a tough contest, WHSB narrowly lost with a score of 15-10. The team will now enter the Rosslyn Park 7s competition, the world's largest and longest standing school rugby tournament. There is plenty of work to be done, but we have confidence that they have the strength and ability to win.

Next, it was the turn of Year 7, as the competition was hosted at Westcliff Rugby Club.

YEAR 7 ESSEX 7s TOURNAMENT

Recently, we participated in the Essex 7s tournament. It was a brand new experience for all of us as we had never played 7s, so it was a challenge with the new rules that came along with it. The whole team was ready to play hard to try and secure the first place trophy. In every match, everyone was determined and did not want to back down. We kept putting pressure onto the opposing teams in defence and used our handling skills well in attack. As a result of our

effective team skills, we won every game on the day, which made our team the Essex 7s champions.

This result was fully merited for the Year 7 team; the significant improvements they have made throughout the year are due to the team members training and developing their skills, four times a week. In particular, Toby Wood, has given formidable defence at full back and this played an important role in the team's success.

My experience with rugby

Although I have not been at Westcliff for one entire year, I have still had an amazing experience with rugby. Starting school was quite daunting, however sports helped me to settle in quickly.

I had enjoyed rugby as my favourite sport before the start of Year 7 and being able to play multiple times a week felt amazing. Very fortunately, I was asked to be Captain for the Year 7 rugby team, which I felt would be a challenge, but one I was willing to take on.

I am sure anyone who has participated in any of the various sports that are offered at School, either at lunchtime or after school, feels this is a relaxing break from the day.

As a team, we have grown over the year, not just in numbers but also in skills. At the start of the year, there were many unfamiliar faces arriving for every training session, all being open to opportunity, which was incredible to see. Some players had never touched the ball, let alone play the sport; but they found it extremely enjoyable and always looked forward to the next game. Unfortunately, the rugby season has almost ended, however there are still a few training sessions a week to make sure we keep up with our skills.

We have had a sensational year so far; we have won a very commendable number of matches and tournaments. Even though we have very few club members that play on the team, all the pupils on the squad excelled at every



aspect. We have won against schools such as King John High School, Southend High School for Boys, Campion School, and Coopers Coburn Company School. We also proceeded to the semi-finals of the Rugby League Tournament, however, we took an unfortunate loss during overtime against John Fisher High School. Recently, we hosted the Essex Rugby 7s at Westcliff Rugby Club and, with hard work, determination and being optimistic, we took first place, victorious against New Hall School in the finals. However, none of this would have been possible without the hard work and commitment of Mr Marrant and his colleagues in the Physical Education Department. From all the team, we thank all the Staff.

Reggie Herron, Year 7 Rugby Captain

Year 8 ended the first week of the County 7s which, once again, we hosted at Westcliff Rugby Club. Following a slow start, the team won the match against Brentwood School. Next, they competed against Woodlands School, being the only side to beat the team this year, and Woodlands won the game with a score of 20-5. This turned the team's focus towards the Plate Competition, in which they would play against Great Baddow School in the semi-final. Following a tough first half, WHSB won by two tries, placing the team in the final of the Plate Competition against Fitzwimarc School. With the score at 10-10, Asaph Lawal's impressive performance, scoring in the last seconds of the match, meant that WHSB were winners of the Plate.

The Year 10 team headed to Campion School for their competition. Due to there being fewer players, compared with other Year groups, the team was rather under prepared. However, the team showed great determination during their first game, and lost only narrowly to Great Baddow School with a score of 14-12. Their next game was against Coopers School and, this time, due to that same determination, the WHSB team won with a score of 24-7. Despite some good results, the Year 10 team was knocked out of the competition at the group stage.

Our Sixth Form team took part in the U18 competition at Barking Rugby Club. Having not played at all this year, the students were keen to test themselves and see what they could achieve.

Firstly, they played Saffron Waldon School and, just as the game appeared to be slipping away from WHSB, the score being 12-7, Hamza Termezi scored an outstanding solo try during the last seconds of the match which ended in a draw, 12-12. Our team took confidence from their performance and then gave one of the strongest teams in the tournament, Campion School, a tough match, and only narrowly lost with a score of 17-12. In their last group match, the team played against SIGMA College, losing by a score of 22-17. We hope the students will hold on to some of the fantastic memories from this day and go on to play more rugby next year.

Finally, the Year 11 team headed to Old Brentwood's Rugby Club. Having won their age group 7s competition twice previously, the pupils' expectations were high. However, they narrowly lost the game with a score of 14-12 to Brentwood, meaning that reaching the Cup Competition was going to be difficult. Yet having won their next two games, their overall achievement on the day came down to their final match against Great Baddow. Some injuries and tiredness towards the end of the day meant losing out during the last moments of the game. Those students experiencing injuries are now back in training and the team will now compete in the Rosslyn Park Competition with the confidence that they can make their mark and enjoy success.

Mr H Marrant, Rugby Coach

FOOTBALL

As the School Football season approaches its final stages it is a perfect opportunity to reflect on the season as a whole. As mentioned in a previous edition of *The Westcliff Diary*, Football is an extremely popular sport at WHSB and is one that consistently sees strong training numbers across the Year groups. The 2021/22 School season got off to an extremely strong start with the majority of teams progressing within competitions locally, county wide and nationally. This was pleasing to see as the additional sessions we had created for Years 7 and 8 and the continuation of regular practices for all other Year groups led not only to individual skill improvements but an improvement in teamwork and collaboration across the teams. We hope that our Year 7, 8, 9, 10 and 11 teams, who all remain in at least one competition, can put their hard work into practice and push on to the finals of their competitions.

In particular, in this end of season review, we wish to acknowledge our Year 7 and 8 teams who reached impressive stages of their respective competitions. Our Year 7 team was knocked out in the last 64 of the National Cup. To put this into perspective, 585 teams from across the Country entered this year's competition. This is particularly impressive for a team playing together for the first time; their commitment to training and willingness to listen and learn, combined with their desire to win, will no doubt see them enjoy success at some point in the future. Our Year 8 players were also playing together for the first time, due to COVID restrictions preventing them from representing the School in their first year, but this did not stop them from instantly collaborating as a team. This team managed to reach the Quarter Final of the Essex Cup, a fiercely competitive cup. Although they narrowly lost to a very strong Shenfield team, the squad did themselves and the School proud, battling to the very end. We hope both of these cohorts can use their experiences from this year to learn and propel themselves to future success.

Looking ahead to next season we will continue to implement the additional morning sessions for the Lower School, with the assumption that progression into the later rounds of County and National Cup competitions will become a regular occurrence at WHSB. There will also be the addition of Goalkeeper specific sessions, as this is an area we have highlighted in which opportunities for development are not as high. Overall, I believe Football at WHSB is moving in a positive direction and the foundations for future success are embedded.

YEAR 7

Opp	Comp	Score	Result
SHSB	Friendly	2-2	Draw
KJS	Friendly	2-0	KJS
Great Baddow	Friendly	7-2	WHSB
STM	Friendly	7-3	STM
St Cleres	Essex Cup	4-0	WHSB
Kent College	National Cup	10-3	WHSB
Belfairs	SOS	2-0	WHSB
Castle View	SEE	3-0	WHSB
Phillip Morant	National Cup	5-1	WHSB
Eastwood	Essex Cup	5-0	Eastwood
SHSB	SOS	2-1	SHSB
Kesgrave	National Cup	4-2 (p)	WHSB
STM	National Cup	4-0	STM

Pld	W	L	D	GF	GA	GD
13	7	5	1	41	26	15

YEAR 8

Opp	Comp	Score	Result
SHSB	Friendly	2-1	SHSB
KJS	Friendly	7-2	WHSB
New Rickstones	National Cup	5-0	WHSB
Woodlands	Essex Cup	2-1	WHSB
Brenwood	National Cup	DNF	WHSB
Shoebury	SOS	3-2	WHSB
KES	SEE	11-0	WHSB
Riverside	National Cup	3-2	Riverside
Emerson Park	Essex Cup	3-1	WHSB
Fitzwimarc	Essex Cup	3-1	WHSB
Shenfield	Essex Cup	1-0	Shenfield
Fitzwimarc	SEE	2-0	Fitz

Pld	W	L	D	GF	GA	GD
12	8	4	0	35	13	22



YEAR 8 FOOTBALL CAPTAIN

This year, we have had a lot of success, from winning by more than 10 goals to having a great Essex Cup run, but unfortunately the team was knocked out in the quarter finals to a strong Shenfield side. Despite this loss, we know that we all worked together and grew as a team. Throughout the course of the year, we have had a few injuries, including Max Benton at the start of the year, and then more recently, Max Holliman. The team did not let these injuries stop us from playing good football, even though these are two of our key team players. In all our games we have never lost by more than two goals which, for a school football side, is very impressive. The small amount of goals conceded is all thanks to our strong defense, consisting of two strong centre backs in David Awelewa and Matthew Lindsey.

I am sure as we go through the years we will continue to learn and become progressively better as a team.

Tom Barker, Year 8 Football Captain

Mr S Greaves, Teacher of Physical Education

YEAR 9

Opp	Comp	Score	Result
SHSB	Friendly	2-1	WHSB
STM	National Cup	7-1	STM
KES	SEE	6-0	WHSB
Harris	Essex Cup	2-1	WHSB
STM	SOS	6-0	STM
Appleton	SEE	3-0	Appleton
Fitzwimarc	Essex Cup	5-2	Fitz

Pld	W	L	D	GF	GA	GD
7	3	4	0	13	23	-10

YEAR 10

Opp	Comp	Score	Result
SHSB	Friendly	2-0	WHSB
Eastwood	Friendly	3-1	Eastwood
Baddow	Friendly	3-2	WHSB
Fitz	National Cup	5-1	Fitz
Shoebury	SOS	4-1	WHSB
KJS	SEE Cup	3-0	KJS
William Edwards	Essex Cup	1-0	William Edwards

Pld	W	L	D	GF	GA	GD
7	3	4	0	10	15	-4

YEAR 11

Opp	Comp	Score	Result
SHSB	Friendly	6-2	SHSB
Eastwood	Friendly	5-2	WHSB
KJS	Friendly	1-0	WHSB
Emerson Park	National Cup	4-2	WHSB
Sydney Russell	Essex Cup	DNF	WHSB
Ravensbourne N. Cup		1-9	Ravensbourne
Chase	SOS	6-1	WHSB
Belfairs	SEE	5-1	WHSB
Shoebury Essex Cup		4-2	WHSB
SHSB	Essex Cup	6-0	SHSB
SHSB	SOS	5-1	SHSB
Fitzwimarc	SEE	3-2	Fitz

Pld	W	L	D	GF	GA	GD
12	7	5	0	31	37	-6

FIRST XI

Opp	Comp	Score	Result
Harris	League	5-2	Harris
Plume	National Cup	4-3	Plume
Appleton	League	9-3	WHSB
KJS	Essex Cup	2-1	KJS
Beauchamps	League	4-1	Beauchamps
STM	League Cup	4-2	WHSB
Plume	League	4-2	WHSB
SHSB	League	6-0	SHSB
STM	League	2-1	WHSB
STM	League	2-1	STM
Barking Abbey	League	4-1	Barking Abbey
KJS	League	6-1	KJS

Pld	W	L	D	GF	GA	GD
12	4	8	0	29	39	-10

OVERALL SCHOOL STATS

Pld	W	L	D	GF	GA	GD
63	32	31	1	159	153	6

YEAR 11 FOOTBALL CAPTAIN

"When people succeed, it is because of hard work. Luck has nothing to do with success" – Diego Maradona.

Over the last five years at WHSB, we have experienced a huge amount of success, and this is all down to hard work and dedication. As a Year group, we have won many matches, tournaments and competitions, and as a group we are natural winners. Despite not seeing as much success in football as in other sports, there has been a great deal of improvement in our games and our work ethic, and what we can achieve together as a team.

Going back to the day we first played together as a team, we were a group of 11 individuals, with a strong Southend Boys' team in front of us. After a close but difficult loss, and many reorganisations within the team, we started a journey together that day, which was set to become a fantastic run of football, with highs and lows, new coaches and players, and much success overall. I have greatly enjoyed my time as the Captain of this team and, following that day, we began to grow as a team.

In Year 8, we enjoyed our peak of success as we beat Southend Boys' School in the Semi-final of the Borough Cup, before going on to win against St Thomas More School in a thrilling away match, becoming the Borough Cup champions, and earning Mr Sexton his only football cup victory since being a schoolboy himself! We took great confidence from our achievements and went on to beat many other teams. Taking inspiration from Pele's words, *"The more difficult the victory, the*



greater the happiness in winning", we celebrated success against some of the most challenging teams across the years, such as an impressive win, with a score of 5-2, against Emerson Park in Year 11. Throughout the years, despite some setbacks, we have tried our hardest and trained every week, no matter what the weather might have been, in order to achieve our very best performance. We struggled against certain teams, but the fact of the matter is that we pulled together when we needed to, and enjoyed some impressive success as a squad. I am a very proud Captain of a very strong team, and we have had an excellent five-year journey together as a team. I will miss playing with the team, and I hope we are able to reunite in the Sixth Form to continue our mission to reclaim our title as the best team in South East Essex. Come on Westcliff!

Leo Wood, Year 11 Football Captain

Mr S Greaves, Teacher of Physical Education

TABLE TENNIS SUCCESS

Having played table tennis for a while now, I was encouraged by my parents to enter the Butterfly Essex School Table Tennis Competition, held at Harlow on Saturday 5 February. As it was the first time that I had entered a competition, I was very nervous. I did not know what to do or where to go.

When I arrived at the venue, there were a lot of talented players, all seeming to be much better and more experienced than me. There were three U13 groups and the top two of each group would progress to a final stage; the top four players in the final stage would progress to either the Nationals, or the Jack Petchey Finals, in London.

My aim was to have fun and hopefully manage to win one game. However, I had a great start, winning my first three games. At that point, I was feeling more and more confident and I started believing that I could actually go through to the next stage. I ended up first in my group, winning five games with a score of 3-0, and one game with a score of 3-1.

Just getting to the second round was a great achievement for me. The players in the second group stage were at another level again; some were members of highly competitive Premier clubs and there was also an U13 England player. This time, I thought I would lose badly so decided I would just enjoy the game.

As expected, my first game was very tough, and I lost the first set. However, I managed to raise my game and win the game with a score of 3-1. Subsequent games followed the same pattern: losing the first set and pulling through to win the match. With each passing game, I was getting more and more tired, but I gritted my teeth and managed to battle through the fatigue.

Then came the game I was both dreading and excited to play: the game against the U13 England player. I lost the first set 11-2, but the second set started well, with me leading the game. Even though I ended up losing, I was proud of my performance with the scores in the next sets being much closer at 11-8 and 11-9.

With only one game lost, I finished second overall, so qualified for the Jack Petchey London Finals. I am very proud to have done so well, considering that it was my first ever competition.



I enjoyed myself so much that I have decided to train more seriously to improve my game. I will now be training at a premier club, in the hope of playing league matches and improving my game. I am grateful that I could compete in the School competition and hope to be successful in the next competition. I would like to thank the School and Mr Skelly for their support.

Aidan Lees, Year 8





SWIMMING COMPETITION

Pupils from Years 7 to 11 (aged 11-16) competed against each other in an inter-school swimming gala at Garons Southend Leisure and Tennis Centre. Girls and boys from across the Southend area swam with great determination to rousing support from their team colleagues, staff and an enthusiastic audience.

The Southend Borough Secondary Schools' Gala was successfully co-ordinated by Mr Atkinson, WHSB Head of Year 10, with 20 officials also on duty to ensure accurate timekeeping and that strict rules and guidelines were being adhered to. Members of staff from each school were in attendance, assisting with the smooth running of such a large sporting undertaking, which concluded after a magnificent 47 races had been swum. The event included medleys, relays, individual boys' and girls' backstroke, freestyle, butterfly and breaststroke, as well as the Squadrons, Champion Boy and Champion Girl races, which concluded the day's activities.

WHSB swimmers were narrowly beaten at the end of the day, but only by a solitary one point, so were placed second in the boys events! All the competitors were excited and proud of their performances, and there was an overwhelming sense of team camaraderie.

Mr T Morrish, Director of Sport



On Wednesday 9 March myself and fellow pupils from Years 7-11 attended the Borough Swimming Championships. We got off to an excellent start with several early successes and we were leading in the points score for most of the competition. However, a few unfortunate disqualifications towards the latter stages of the competition led to us coming just shy of winning. Overall, the team performed well, and it should be viewed as a solid foundation for swimming, on which the younger Year groups can build next year to achieve further success.

Luke Read, Year 11

OLD WESTCLIFFIAN ASSOCIATION

The Old Westcliffian Association (OWA) was formed in June 1926 and during its life has welcomed thousands of alumni and friends of the School. We are very mindful that the School is a very different place compared to 1926 and the needs of current and recent leavers have changed substantially and beyond recognition since then.

Our current remit is to promote and continue the mutual interest and fellowship between the OWA and the School. We know that the School has a substantially more ambitious view of the importance of its Leavers, both for the School and the wider community. Therefore, the Committee is working with the Headmaster to ensure that the ambitions of the School and the remit of the OWA are closely aligned. It is anticipated that a further update in this regard will be provided to OWA members soon.

May I pay a huge tribute to Terry Birdseye who stepped down as Secretary at the end of February. Terry's contribution to the OWA has been immense and I am delighted to advise that he has accepted the role of President and remains a valued member of the Committee.

Likewise, David Norman has stepped down as President but will remain an active member of the Committee. I know that all members will join me in congratulating David on being granted the *Freedom of the Borough of Southend*. This is a rare honour and could not be more deserved.

Jon Gershinson, Old Westcliffian Association Secretary



PARENTS' ASSOCIATION

SUPPORT FOR DRAMA

The Parents' Association was delighted to be able to support the Drama Department at Westcliff High School for Boys at the School's recent production of *Joseph and The Amazing Technicolour Dreamcoat*. With a raffle prize of family tickets to see the West End production "The Play that Goes Wrong", touring the UK this summer, and sales of ice-cream, sweets and popcorn during the interval on each performance night, we raised over £500 for the School. Thank you to all those members of our School Community who supported us and to the School's Prefects for their help with our fundraising.

SCHOOL SPORTS DAY

Tuesday 12 July 2022

The Parents' Association will be supporting the School and its Physical Education Department again this year at Westcliff High School for Boys' Annual Sports Day on Tuesday 12 July, serving refreshments and complimentary fruit. Ice creams and freshly-baked cookies will also be on sale. We will also be sponsoring the medals awarded again this year. All proceeds from sales on the day will go to support the activities of the School.



PIMM'S STALL AT THE SUMMER BIG BAND AND BBQ

Friday 15 July 2022

We will be selling Pimm's, Prosecco, soft drinks and ice cream at the School's Summer Big Band and BBQ event on Friday 15 July 2022. During the evening, we will be holding our summer raffle in support of the School, with a seasonally-relevant Grand Prize. If any members of our School Community would be interested in sponsoring the prize or donating bottles of Pimm's in order to maximise the amount of money that can be raised for the School, we would be delighted to hear from you. Please e-mail the Parents' Association at pa@whsb.essex.sch.uk.

YOUR PARENTS' ASSOCIATION NEEDS YOU!

Tuesday 28 June 2022

In addition to the School's Annual Sports Day and Summer Big Band and BBQ events, the Parents' Association will be serving refreshments at the Year 5 Open Evening on Tuesday 28 June from 5.00pm until 9.00pm. If any parent can spare some time to help on any of these occasions, please email us with your details (pa@whsb.essex.sch.uk) and we will be in touch. We look forward to hearing from you.

Mrs J Clarke, Parents' Association Chair



Westcliff High School for Boys

OUR MISSION

The purpose of Westcliff High School for Boys is to provide an excellent education for our pupils, supporting them in their journey to adulthood by developing character and intellect within a happy and scholarly community.

To this end the School provides exceptional teaching and a wealth of extra-curricular activities to develop the Learner Profile attributes in our pupils through exciting, challenging and enjoyable experiences.

WE ARE...

Intellectually Curious

Pursuing our academic interests beyond the confines of the curriculum. We are reflective, capable of self-criticism and open to improvement.

Collaborative and Supportive

Actively engaging, participating and making a positive contribution in group activities. We are tolerant, compassionate and dutiful members of our community.

Open to Opportunity

Being well-balanced and open-minded. We are capable of taking a considered risk and optimistic when faced with a challenge.

Globally Aware

Internationally minded and well informed regarding global events. We possess intercultural awareness and the skill to communicate in more than one language.

Effective Communicators

Being literate, numerate, and capable of speaking and presenting with fluency, confidence and the ability to persuade others. We use ICT with maturity and effectiveness.

Lifelong Learners

Aspiring to set ourselves ambitious and realistic goals. We are resilient in the face of difficulty and possess the flexibility to adapt to changing circumstances.

We take pride in our **Personal Integrity**. We are honest, reliable and have a strong sense of fairness, justice and respect for others and ourselves. We take responsibility for our appearance and actions, and the consequences that accompany them.

CALENDAR FOR SUMMER TERM 2022

Tuesday 19 April	STAFF DEVELOPMENT DAY
Wednesday 20 April	SUMMER TERM BEGINS, 8.40am
Thursday 21 April	Year 10 and Lower Sixth Key Note Education Workshops
Friday 22 April	Mental Wellbeing Workshops
Wednesday 27 April	Year 8 Mathematics Challenge
Thursday 28 April	Year 8 HPV 2 Immunisations Summer Chamber Recital, 7.30pm – 9.00pm
Friday 29 April	Year 9 DTP/Men/ACWY Immunisations
Monday 2 May	BANK HOLIDAY
5 - 7 May	Year 11 Silver Duke of Edinburgh Practice Weekend
Saturday 7 May	WCGC: Sports Day
9-19 May	Lower Sixth Internal Examinations
Wednesday 11 May	PA Meeting via Zoom, 7.30pm – 9.00pm
13 - 14 May	Bronze Duke of Edinburgh Practice Weekend
Thursday 19 May	Philharmonia Orchestra Trip, 4.30pm – 10.30pm
Saturday 21 May	Lower Sixth Visit to Oxford University, 8.00am – 5.00pm
25 - 27 May	Lower Sixth Geography Flatford Mills Field Trip
30 May - 3 June	SUMMER HALF TERM
6 - 10 June	Years 7-10 Internal Examinations
Friday 10 June	Lower Sixth Internal Examination Report Issued
Monday 13 June	Year 8 HPV 1 Immunisations
Wednesday 15 June	Lower Sixth UCAS Superfair Trip
15 - 18 June	Year 10 Silver Duke of Edinburgh Assessment Weekend
18 - 24 June	CCF Army Summer Camp
Tuesday 28 June	SCHOOL FINISHES at 12.50pm Open Evening, 5.00pm – 9.00pm

29 - 30 June	Sixth Form Induction Days
Wednesday 29 June	Upper Sixth Leavers' Dinner, 7.00pm
Thursday 30 June	New Year 7 Parents' Meeting, 7.30pm – 9.00pm
30 June - 2 July	Year 11 Silver Duke of Edinburgh Assessment Weekend
Friday 1 July	Enrichment Day New Year 7 Induction Day
Saturday 2 July	Lower Sixth Phase 3 Report Issued
Monday 4 July	Lower Sixth Geology Arran Field Trip PA Meeting via Zoom, 7.30pm – 9.00pm
Tuesday 5 July	Higher Education Evening, 7.30pm – 9.00pm
5 - 7 July	Junior Drama Festival, 5.00pm – 9.00pm
7 - 8 July	Lower Sixth Resit Examinations
Thursday 7 July	Year 9 and 10 Phase 3 Report Issued Summer Sinfonia Concert, 7.30pm – 9.00pm
Friday 8 July	Lower Sixth Physicists Sizewell B Field Trip
Tuesday 12 July	Sports Day
Wednesday 13 July	Art and Design Exhibition, 7.30pm – 9.00pm
Thursday 14 July	Year 8 House Drama Festival, 7.30pm – 9.00pm
Friday 15 July	Year 7 and Year 8 Phase 3 Report Issued Jubilee Big Band and BBQ, 7.00pm – 10.00pm
Monday 18 July	Old Westcliffian Association Annual General Meeting, 6.30pm – 9.00pm
Wednesday 20 July	CCF Mess and RAF Inaugural Dinner, 6.00pm – 10.00pm
Thursday 21 July	SUMMER TERM ENDS 2.45pm
1 - 2 September	STAFF DEVELOPMENT DAYS
Monday 5 September	AUTUMN TERM BEGINS, 8.40am

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



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