



The Westcliff Diary

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FROM THE DESK OF THE HEADMASTER

I wish pupils, parents, staff, Old Westcliffians and friends of the School a very Happy New Year, and welcome to the start of the Spring Term.

THE WESTCLIFF DAIRY: SPRING AND SUMMER EDITIONS

We are delighted at the continued popularity of *The Westcliff Diary*, and the strength of support from pupils and staff in producing superb articles and other material for each edition. Readers will be aware that our Autumn Term edition was, once again, a bumper edition containing so many interesting, informative and wide-ranging articles, which are a credit to both pupils and staff involved.

In the current market, following the challenges of recent times, we have found that suppliers such as printers and delivery services require longer lead-times for production, and it is important that we continue to source cost-effective solutions in this regard. For this reason, I have decided the Spring and Summer editions of *The Westcliff Diary* need to be reduced in size and focused on the

calendar for the term ahead. For the Autumn Term, however, we shall once again return to a larger, more varied edition, more in keeping with the edition issued last term. The autumn edition is generally prepared during June, July and August, and therefore there is much greater scope for the longer lead-times required.

We continue to receive much positive feedback on the present content and format of *The Westcliff Diary* and therefore wish to ensure this continues to be delivered to the same high standards. It is for this reason that any constraints associated with lead times must be considered.

That said, we shall continue to also use *The Westcliff Diary* as an important means of communication with parents on matters of School development, events taking place during the School term, and opportunities for parents and others to become involved with the wider life of the School.

I hope you enjoy this edition and that we shall see you at some of the events we have planned for this term. I would like to thank the staff at WHSB for their superb contributions towards ensuring the pupils have access to such a wide-ranging and varied extra-curricular programme of activities; their commitment and dedication towards their support for our pupils' development is second to none. I would also like to thank Mr Jeffreys, Associate Assistant Head, and Mrs Shankster for their support in bringing this edition together.

PARTICIPATION IN THE EXTRA-CURRICULAR LIFE OF THE SCHOOL

On many occasions during the School week, we take the opportunity to promote to pupils the importance of participation in the wider life of the School. This is fundamental to the personal development of our pupils, in terms of their skills, friendships, confidence and character, and it helps to ensure they have every

opportunity to reach their full potential at WHSB and later in their lives. Indeed, I believe it is fair to say that every aspect of the School's Learner Profile is supported when a pupil fully involves himself or herself in the wider life of the School, and the many clubs, societies and activities on offer.

It is also important to understand that participation is a key strategy in managing mental and physical wellbeing, as it helps to ensure a healthy balance between academic study and relaxation, increases personal confidence and provides opportunities for widening friendship groups and understanding the perspectives of others. Aside from the balance this provides during the pupil's years at the School, participation helps to develop important life skills, including a breadth of knowledge and experience which can also be so important when applying for university and/or employment opportunities in the future.

Equally, we promote the need to participate for the benefit of the entire School community. Whilst involvement in the wider life of the School brings so many personal benefits, it also benefits the School community. Not only is it important to show support for the activities which others work so hard to provide, but it is also necessary to give encouragement and support to other pupils as they also strive to develop their skills and experiences; it is this mutual support that makes a community strong and this too is fundamental to pupils' wellbeing, as they are able to draw on that support.

We understand that it can be difficult for a pupil to take his or her first step into a new activity, society or club, particularly where he or she has no experience of that activity. There is plenty of support on hand, from both pupils and staff, to assist any pupil in taking that first step and he or she only need ask. I would be grateful for parents' support in promoting the benefits of becoming and remaining involved in extra-curricular provision, and in the importance of contributing to one's community.

I would also like to take this opportunity to remind parents that for those pupils in receipt of the Pupil Premium Grant, the School is able to offer some support with any costs attached to participation in activities such as trips, the CCF and so on. We are also able to offer additional support in circumstances of hardship. Should any parent need assistance and advice in this regard, please do not hesitate to contact the relevant pastoral office at the School.



PARTICIPATION AND THE WHSB LEARNER PROFILE

As pupils of WHSB, 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.

UPPER SIXTH TRIAL EXAMINATIONS

Our Upper Sixth students begin the new term with important Trial Examinations, commencing on 9 January 2023. We understand that students can become anxious about examinations and there is a great deal of support available for students who need assistance. The Trial Examinations provide an important indicator of a student's progress, knowledge and understanding to date; therefore, we encourage students to view the process positively, as it provides essential preparation and feedback ahead of the Summer A Level Examinations.

As the Upper Sixth and Year 11 students begin this new term, I urge them all to ensure they have effective study and revision plans in place for the two terms remaining before the Summer Examinations. They should not hesitate to seek support from teaching staff in refining those plans, or from their pastoral office if wider support is required. Commitment to carrying out effective independent study is also key to ensuring that the work necessary for success is balanced across the remaining weeks. This will help to ensure that the students can also continue with their involvement in the wider life of the School, helping to significantly reduce the natural pressure of examinations when the time comes.

In the meantime, I would like to offer the Upper Sixth students the very best of luck with their forthcoming Trial Examinations.

Headmaster



CCF Cadets gather for Remembrance Parade in Southend (November 2022)

STAFFING CHANGES

At the end of the Autumn Term, we said farewell to Mr Hacker, our Groundskeeper. Mr Hacker has given splendid service, working alongside our contract service provider to ensure the grounds are kept in excellent condition for both sport and recreation. We wish him well in his retirement.

We also send our best wishes to Mrs Masterson, our Cover Assistant, who left us at the end of last term to relocate to another part of the country. In November, we said farewell to Mrs Mumford, Director of Operations, who worked remotely following her move to Northern Ireland. We wish her well in her new position based near to her new home. We also said farewell to Mr Holdaway, ICT Technician, during the Autumn Term and we wish him well in his promoted position. Mr Kasakaitis, Teaching Assistant, left us in November to travel, and we give him our best wishes.

Ms McGowan, Head of English, and Mrs Koutas left the School at the end of the Autumn Term, and we wish them every success in their new positions. Following Ms McGowan's departure, Mrs Williams, Staff Tutor, has taken on the role of Head of English, and Miss Bailey will assume the role of Acting Second in English. Both colleagues bring a great deal of experience and ability to their new roles. Mrs Williams has previously led the English Department. Mrs Bailey will step down from her role as Middle School Progress Leader and we shall be appointing her successor shortly.

As we start the new term, I am delighted to welcome Mr Fulcher, our newly appointed Director of Sport. He is a highly experienced Head of Department and is keen to build on the Department's excellent reputation of success.

We are delighted to welcome a number of new support staff to the School, including Miss O'Sullivan and Mr Quasem, Teaching Assistants, and Mr Chanut-Garde and Mr Pempe, MFL Assistants. We are also pleased to welcome Mr Lee (Groundskeeper), Mrs Begley (Sixth Form Pastoral Assistant) and Mr Squire (CCF Volunteer) to our staff at WHSB.

Headmaster



Sandy Gunn Aerospace Careers Programme at WHSB (October 2022)

CURRICULUM INFORMATION

I would like to take this opportunity to remind parents that there is a good deal of information regarding the School's curriculum which may be accessed through the School's website. This includes information regarding both the content of the curriculum for each Key Stage (Division), and how it is assessed. I have provided some links below for parents who have not yet had the opportunity to review this material. I do encourage parents to access this material as it should prove helpful when discussing academic ambitions and progress with your children. Please do not hesitate to contact the relevant pastoral office if you have any queries concerning our curriculum.

[Lower & Middle School Curriculum](https://whsb.essex.sch.uk/lower-and-middle-school/lower-and-middle-school-curriculum)

whsb.essex.sch.uk/lower-and-middle-school/lower-and-middle-school-curriculum

[Curriculum Maps](https://whsb.essex.sch.uk/lower-and-middle-school/curriculum-maps)

whsb.essex.sch.uk/lower-and-middle-school/curriculum-maps

[Lower School Level Descriptors](https://whsb.essex.sch.uk/lower-and-middle-school/lower-school-level-descriptors)

whsb.essex.sch.uk/lower-and-middle-school/lower-school-level-descriptors

[Sixth Form Curriculum](https://whsb.essex.sch.uk/sixth-form/sixth-form-curriculum)

whsb.essex.sch.uk/sixth-form/sixth-form-curriculum



Autumn Sinfonia Concert (November 2022)



Physics visit to CERN, Geneva (October 2022)



Drama at WHSB (Sweeney Todd, December 2022)



Year 8 Rugby Team (November 2022)



WHSB Chess Team A and Team B (November 2022)

UPPER SIXTH TRIAL EXAMS

9–18 January 2023 (additional dates for Art have been arranged)

This is a particularly busy time for our Upper Sixth students as they undertake the final Trial Examinations before the Summer A Level Examinations. Students and parents are reminded that the Sixth Form Pastoral Office is on hand to assist with any queries or concerns, as are all subject teachers and Heads of Academic Departments. Effective techniques were explored at the recent *Learning to Learn* conference and additional information is provided in the *Effective Revision Strategies* article in this issue.

Mrs K Revell, Director of Sixth Form

PREPARING FOR EXAMINATIONS: REVISION STRATEGIES

Memory – the Science of Learning

Extensive research on the science of learning and how we learn and retain information has been published in recent years.

- We have a limited attention span which can dramatically vary depending on the individual or the environment. 'Attention' means we acknowledge new information, which is then transferred into our working memory.
- Our working memory is finite, and we can only absorb a limited amount of information at a given time. This may be up to 30 seconds. For example, if you write down a 'long number' and try to remember it every 30 seconds, you will be surprised how difficult it is!
- Information is processed into our long-term memory through 'learning'. This long-term memory is unlimited, and we can retrieve information back into our working memory as needed at a given moment. As an example, this might be your phone number or address. We do not walk around thinking about those two things every second of the day, but they are in our long-term memory, ready to be used and retrieved.
- Information in our long-term memory is interconnected and linked with prior knowledge. Anything that is not connected or not successfully stored well enough in our long-term memory is forgotten, which is entirely natural.
- If students practice enough retrieval, generating the information in their long-term memory increases fluency within the subject.

As stated above, forgetting is entirely natural. Ebbinghaus (1885) proposed that humans start losing 'memory of knowledge' over time unless the knowledge is consciously reviewed repeatedly. He conducted a series of tests on himself, including memorising a meaningless set of words. Ebbinghaus tested himself consistently to see if he could retain the information. He found that:

- Memory retention is 100% when learning any particular information (in the moment). However, this drops to 60% after three days.
- A range of factors affects the rate of forgetting, including motivation, the meaningful nature of the information, the strategies for revision, and physiological factors (sleep, for example).
- If repetition of learning occurs and students take time to repeat information, the effects of forgetting are decreased. According to research, information should be repeated within the first 24 hours of learning to reduce memory loss.

In summary, what do we know about memory?

1. Consistent practice and revisiting previous material strengthens memory and boosts learning.
2. Information, if not reviewed, is 'lost' from our memory.
3. Our working memory is finite and limited, so overloading this or cramming for revision does not work.

Effective Revision Techniques

RETRIEVAL PRACTICE

Simply put, recalling information from memory is simple and powerful. Retrieval practice is a learning strategy that makes you think hard and brings information to mind. The action of actively retrieving knowledge boosts learning and strengthens memory. It means trying to remember previously learned information instead of simply re-reading it.

Examples include:

- Knowledge quizzing and low-stakes testing
- Multiple-choice tests
- Completing past paper questions or practice answers
- Answering verbal questions asked by teachers/peers/parents
- Creating flashcards or revision materials where you can 'test' yourself

One particularly effective strategy is the creation and use of flashcards. Flashcards are cards containing a small amount of information to aid learning. The use of flashcards is for low-stakes testing to improve recall and strengthen memory.

An effective flashcard may include the following (in each subject, they will be used differently):

- A key term/keyword with a definition on the back.
- A key date with the event on the back.
- A key equation with its use in practice on the back.
- A past paper question and a model answer on the back.

The Leitner system is an effective method of using flashcards as a revision tool.

SPACING AND INTERLEAVING

Over time, spacing your revision into smaller chunks helps you remember the material better and ensures you are less stressed with your revision.

For example, you have a test that requires five hours of preparation broken into thirty-minute 'chunks'.

Instead of mass practice, a much more effective way of revising is to space your revision.

By breaking up your revision into thirty-minute chunks and spacing out time between revision, you will consolidate what you have learned and retain the material more effectively.

Interleaving involves switching between ideas and topics during a study session. This ensures that you are not studying one idea or topic for too long. Mixing up your revision and 'chunking' supports learning and strengthens your memory.



good luck!

As we have seen with spaced practice, leaving gaps between studying is highly effective, but what if you study multiple topics within a subject? Interleaving means mixing it up and not studying all the material at once.

As you interleave, another highly effective strategy is to consider connections between topics you are studying, considering similarities and differences.

Studying one topic for a long time can give the impression that you have mastered it, but often this can be misleading.

DELIBERATE PRACTICE

Deliberate Practice follows a simple process to support your revision. Start by reviewing a topic/unit before quizzing/testing yourself with no notes and from your memory (this is vital for revision). Once you have finished, check your answers. This will support you in showing where your 'knowledge gaps' are and where the focus needs to be in your future revision. Revision should not keep you in your comfort zone; you need to think hard and identify your areas for development. Avoid simply revising topics you enjoy. A technique to support deliberate practice is the Pomodoro Technique.

DUAL CODING

Combining words and pictures can be powerful when reviewing something you have learnt. Examples of this include creating a:

- Infographic
- Diagram
- Cartoon Strip
- Graphic organiser
- Timeline

INEFFECTIVE REVISION STRATEGIES



With the above in mind, it is important to consider strategies that students may employ that have limited or no real benefit on learning or memory. These include:

- Simply writing out notes or copying from a textbook/exercise book.
- Reading and doing nothing with the information. Trying to focus on 'too much information' on a single page and cramming revision.
- Highlighting information for the sake of it.
- Not enough silent work or attention to a given task. Attempting to revise while multitasking and doing other things.
- Comfort zone revision of easy material you have already mastered because it makes you 'feel good'.



The Importance of Habits and Routines

Within your revision, it is vitally important to establish a healthy routine. Setting goals is good for providing direction. What do you want to achieve in *this* revision session?

To support the forming of good revision habits, there are several areas to consider:

- **Start small and build up.** Reduce distractions where and when you revise and involve your family in encouraging the creation of a revision timetable; placing it somewhere visible in your home. Ensure someone else is also aware of this timetable to enable accountability and aid support.
- **Make it attractive.** Collaborative focused revision is beneficial (alongside attending interventions or revision sessions), but you could also plan a 'reward' at the end of a revision session. If I complete this, I can do this.
- **Make it satisfying.** Challenge yourself, track your revision progress and ensure you stick to your revision timetable. Small steps build success and motivation. Use PLCs or checklists to support.
- **Make it obvious** – revise in one area, leave your materials out ready to support organisation, and follow routines. Ensure your environment is clean, uncluttered, and comfortable.



'DEAD END' **A ROAD SAFETY PLAY FOR YEAR 11 BY** **COLLINGWOOD LEARNING**

Wednesday 11 January 2023, Assembly and Period 1

Synopsis

'Dead End' is designed to help young people engage with the topic of Road Safety from the perspective of both driver and passenger and explores causes and consequences of Road Traffic Incidents. It portrays the horrific consequences of three characters' actions on the roads.

- After one night out with Harrison, Molly has to deal with the aftermath of grave injury to herself, and coming to terms with both her actions and the death of a friend.
- Harrison, who crashed the car Molly was in, claims he was not at fault and that he could take drink and drugs and still drive. As the dialogue develops, attempts by Harrison and Molly to deny responsibility are turned on their head. Only then do we realise Harrison's fate that night...
- Tony, who caused death due to distraction, explores the causes for his crash in graphic detail, along with the pain of responsibility for the death of a pedestrian as the result of his lack of concentration whilst driving.

Delivered through incredibly powerful monologues interspersed with theatrical action, and imagery via a projection screen, the audience is guided powerfully through the key messages. We see the build-up to, and consequences of, the crashes.

Designed for this age group, the performance uses a 'talking heads' style approach with graphic descriptions of the accidents and the emotional scars. This performance has been particularly effective as a means of communicating powerfully with Year 11 pupils, who have proved highly receptive to this more sophisticated and emotive approach.

The performance is only one half of the learning experience. Lasting 30 minutes, it moves directly into the workshop which lasts a further 30 minutes.

The workshop helps young people to consolidate and clarify all the issues raised in the play, question the actions and motivations of the characters, and consider what they might do differently in real life.

It is the combination of the engaging theatre and interactivity which creates such a powerful learning experience and empowers young people to make sensible decisions around their own and others' road safety.

We are aware that this play may be distressing for some pupils. If you have concerns about your child participating in this event, please contact the Middle School Pastoral Office in advance.

Miss G Fairfax, Deputy Headteacher



YEAR 11 ADVANCED LEVEL TASTER SESSIONS

Wednesday 18 January 2023, 1.30pm-3.35pm

On Wednesday 18 January, Year 11 pupils will spend the afternoon familiarising themselves with what life is like as a Sixth Form student at Westcliff High School for Boys. Pupils will select four subjects that most interest them and attend short taster sessions to explore the differences between GCSE and Advanced Level study.

Mrs K Revell, Director of Sixth Form



WESTCLIFF CENTRE FOR GIFTED CHILDREN – GO FOR GRAMMAR!

Saturday 21 January and Saturday 4 March 2023

It has been exciting to restart the *Westcliff Centre for Gifted Children – Go for Grammar!* Programme for local Year 5 pupils, following an enforced absence due to COVID-19 restrictions. In the Autumn Term, 153 children attended the first two sessions, one focusing on Leadership and the other on Creativity.

Each day includes lessons in English, Mathematics and Languages, together with three lessons on the theme of the day. In the autumn, the *Action, Adventure and Leadership Day* included sessions led by members of the School's Combined Cadet Force (CCF) Army, Navy and Royal Air Force Sections. The *All Things Creative Day* saw pupils engaging with Art, Music and Technology activities.

In the afternoon, parents of participating children were welcomed into the School for a seminar with the Director of Lower School, in order to discuss how parents could best support their child through the 11+ examinations. Westcliff High School for Boys' pupils Dexter Seymour and Victor Janus, both currently in Year 7, spoke to parents about their preparations for the 11+ Examinations, presenting with passion and frankness.

The Year 5 pupils had many opportunities to engage with the Sixth Form students who chaperoned them around the School on the day. The Sixth Form students also enjoyed joining these younger pupils for some of their lessons.

This term, the School will welcome more Year 5 students for the Humanities based *Past, Present and Future Day* on Saturday 21 January and the Science themed *Lively Laboratories Day* on Saturday 4 March. Finally, there will be a *Sports Bonanza Day* in the Summer Term 2023.

Mr A Baggs, Director of Lower School



YEAR 11 ENTRY TO SIXTH FORM EVENING

Tuesday 24 January 2023, 7.30pm to 9.00pm

Following the Taster Afternoon in the previous week, Year 11 pupils and their parents will be invited to listen to a series of talks detailing the Sixth Form offering at Westcliff High School for Boys. The talks are designed to help parents and pupils make informed choices regarding post-16 study. Information will also be provided relating to the Enrichment activities that form part of the curriculum in the Sixth Form alongside opportunities to engage in the School's extra-curricular programme.

Please also see the item below on the Year 11 Phase 2 Report, which contains further information about this important evening.

*Mrs K Revell, Director of Sixth Form and
Mr A Barnett, Director of Middle School*

LOWER SIXTH PHASE 2 REPORT DISTRIBUTION

Monday 30 January 2023

On Monday 30 January 2023, Lower Sixth students will receive a detailed report giving both attitudinal and attainment data. This will provide a clear indication of what progress has been made since the beginning of the A Level courses. Pastoral and academic subject staff will offer support to students and the consultation evening at the end of February will provide opportunities to discuss academic progress.

Mrs K Revell, Director of Sixth Form

THE YEAR 11 PHASE 2 REPORT

Wednesday 25 January 2023

On Wednesday 25 January 2023, a detailed Year 11 Phase 2 written Report will be issued to Year 11 pupils. This will contain details of their progress across the curriculum including analysis of their performance in the recent Trial Examinations. It will be important for pupils to read the comments of their teachers carefully in order to identify key areas of development which can feed into their revision programmes. This Phase 2 report follows the important Year 11 Entry to Sixth Form Evening which will be held on Tuesday 24 January 2023 at 7:30pm.

At this meeting, we will expect to see all Year 11 pupils and their parents. The evening will help to provide pupils with information that will put them into a position to make informed choices about their future. We will also distribute the *Intentions after GCSE/Advanced Level Options Form* at this time. This will provide details about the options blocks for A Level studies.

Following this important evening event, some pupils may feel that their circumstances merit further discussion, perhaps because they are uncertain in their choices or because there are contextual matters that require them to receive further support and guidance. In recognition of this, a period has been set aside, from Wednesday 25 January to Friday 27 January 2023, during which pupils will be able to meet with senior staff in order to hold these discussions. This will provide the opportunity, for example, to discuss particular combinations of Sixth Form subjects or to consider and review options that do not form part of the Middle School curriculum. Senior staff will be happy to discuss any concerns with individual pupils and will give supportive guidance.

Pupils may also wish to speak to a representative from the Careers Advisory Service who will be in School for a part of that period and with whom appointments may also be made.

Mr A Barnett, Director of Middle School



SPRING CHAMBER RECITAL

Thursday 26 January 2023, 7.30pm-9.00pm

The first musical event of each term is always the Chamber Recital, which is a marvellous opportunity for musicians of Westcliff High School for Boys to show off their talents and for audiences to experience a broad range of musical styles and types of performance.

Encapsulating this eclectic mix is the String Ensemble, who will be playing music by Bizet and Billy Joel. Audiences should expect soloists across all Year groups, including Sixth Form pianist Aran Tanseli, Year 11, Choral Scholar Edmund Griffiths and some musical surprises!

Tickets are available from *TicketSource* and are priced at £5.00 for adults and free for pupils

Mr T Derrick, Director of Music



HOLOCAUST MEMORIAL DAY

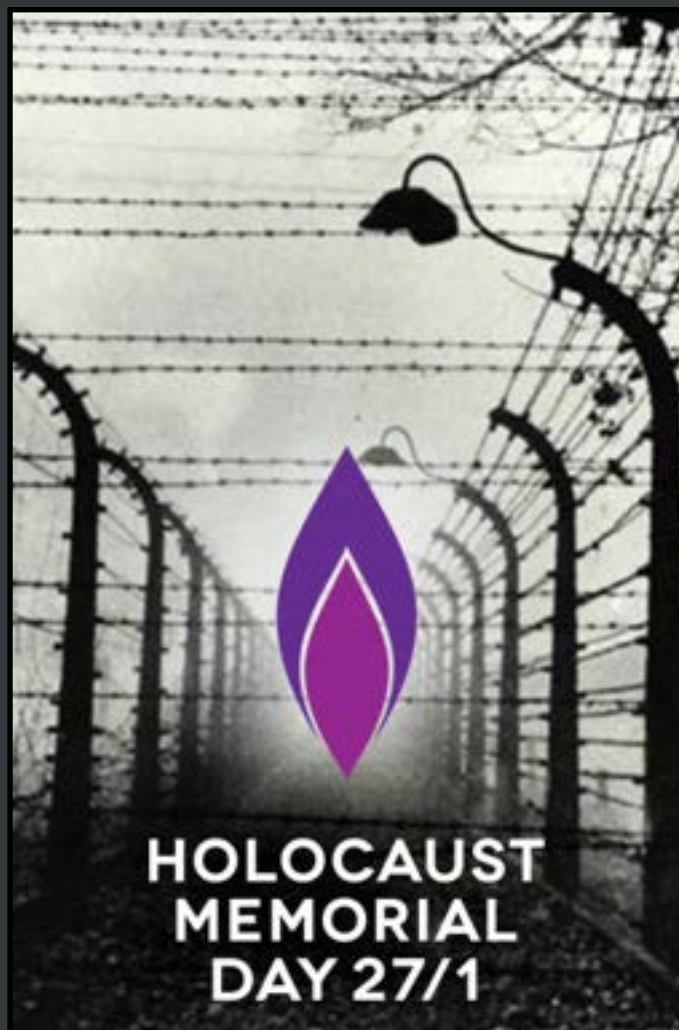
Friday 27 January 2023, 8.50am-10.00am

On 27 January the whole School joins others in remembrance to mark the anniversary of the liberation of Auschwitz-Birkenau, the largest Nazi death camp. Every year, on that day, Holocaust Memorial Day takes place. Each year, the School observes this international day to remember the six million Jews murdered during the Holocaust, alongside the millions of other people killed under Nazi persecution and in subsequent genocides in Cambodia, Rwanda, Bosnia and Darfur.

The Holocaust Memorial Day Trust encourages remembrance "in a world scarred by genocide", and this year's theme is *Ordinary People*. I believe the following reflections from the Trust could not be more powerful in conveying the importance of this theme. The responsibilities of ordinary people, in many contexts, is a matter which we frequently consider in our School Assemblies and discussions.

Genocide is facilitated by ordinary people. Ordinary people turn a blind eye, believe propaganda, join murderous regimes. And those who are persecuted, oppressed and murdered in genocide are not persecuted because of crimes they have committed – they are persecuted simply because they are ordinary people who belong to a particular group (for example, Roma, Jewish community, Tutsi).

Ordinary people were involved in all aspects of the Holocaust, Nazi persecution of other groups, and in the genocides that took place in Cambodia, Rwanda, Bosnia and Darfur. Ordinary people were perpetrators, bystanders, rescuers, witnesses – and ordinary people were victims.



In every genocide, those targeted faced limited choices – 'choiceless choices' (Lawrence Langer) but in every genocide the perpetrators have choices, ordinary people have choices.

Sometimes, these choices were limited too, sometimes they had to make life-threatening decisions. And ordinary people were the ones who made brave decisions to rescue, to hide or stand up. But ordinary people also made decisions to ignore what was going on around them, to be bystanders, to allow the genocide to continue.

There are also extraordinary people in every genocide, remarkable and unusual people, who go to extreme lengths to help, to rescue, to save, and in every genocide there were extraordinary people, who went to extreme depths to cause harm, to persecute, to murder.

Our theme this year, though, highlights the ordinary people who let genocide happen, the ordinary people who actively perpetrated genocide, and the ordinary people who were persecuted.

Our theme will also prompt us to consider how ordinary people, such as ourselves, can perhaps play a bigger part than we might imagine in challenging prejudice today.

In order to explore the theme of Ordinary people, we will look at some specific categories (perpetrators, bystanders, rescuers). It is important to note that people do not always fall neatly into one of these categories, and that within categories, within sectors, jobs and responsibilities there were a range of responses to what was going on around them, as the example of railway workers in the Holocaust shows:

Railway workers during the Holocaust

And as a five year old, I could stand at the edge of the clearing where the trains were being loaded. People like sardines in those wooden trucks.

And the people loading them in – they were railway men, they didn't look terribly different from the railway men who check my tickets these days – they looked like ordinary people.

Dr Martin Stern MBE, Holocaust survivor

These railway workers, who looked so ordinary, were indeed ordinary people from all across Nazi-occupied Europe, working as train drivers, conductors, signal men. Some of these ordinary people were perpetrators, driving Jewish people to concentration camps; some were rescuers, hiding Jews.

Perpetrators were ordinary people, in positions of power, who took advantage of a set of circumstances, or who created a set of circumstances, that allowed them to abuse their power and discriminate, persecute and murder people.

Ordinary people were policemen involved in rounding up victims, secretaries typing the records of genocide, dentists and doctors carrying out selections, ordinary people were neighbours wielding machetes in Rwanda, school teachers turned concentration camp guards in Bosnia.

Genocide is the result of prejudice and persecution which sees a group treated differently from the rest of society. On Holocaust Memorial Day, we remind ourselves of the horrific impact of prejudice and persecution left unchallenged, and of our own responsibilities in standing up against these unacceptable behaviours should we see them in our own communities.

"What is abnormal is that I am normal. That I survived the Holocaust and went on to love beautiful girls, to talk, to write, to have toast and tea and live my life – that is what is abnormal."

Elie Wiesel, survivor of the Holocaust



Friday 27 January 2023

Parents are warmly invited to join us for this occasion, and for coffee in the Conference Room after the Service. Seating should be reserved in advance via *[TicketSource](#)*

Headmaster

CAREERS EVENINGS

Wednesday 1 February 2023, 7.00pm and Wednesday 1 March 2023, 7.00pm

Following the success of our 'Careers in Medicine' evening event on Wednesday 30 November, the Careers Department at Westcliff High School for Boys is pleased to announce two further evening events to give both pupils and parents an insight into fields which prove popular career choices for our School community.



CAREERS IN BUSINESS, FINANCE AND LAW

Wednesday 1 February 2023

We are delighted to announce that we have secured the following speakers for this event:

Mr Paul Phelps, CEO of AMS Media Group;

Mr Adam Berry, Associate Director, Senior Cash Management Consultant at HSBC;

Ms Louisa Murray, Senior Vice President, Global Head of Enterprise Customers and Partners at Rails;

Mrs Fiona Colwell, Partner at Paul Robinson Solicitors.

These exciting events provide the opportunity for students and parents to hear from, and speak directly to, specialists within particular fields of employment. In an increasingly complex employment market, it has never been more important for students to access a wide range of information regarding education and/or training routes into their potential career ambitions. It is also important that the students have the opportunity to hear directly from professionals within the industry to understand more about their work, the challenges they face and their routes through to success.



CAREERS IN STEM (SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS)

Wednesday 1 March 2023

We are also pleased to announce that we have secured the following speakers for our Careers in STEM event:

Mr Robin Tombs, Co-founder and CEO of Yoti (an app which has been developed to give proof of identity and age);

Mr Rotimi Osunsami, Recruitment Consultant, Specialist in Technology and IT Industry Recruitment at Hays;

Mr Neil Storey, Infrastructure Consultant at Endava.

If any parent, Old Westcliffian or friend of the School is keen to be involved in one of our Careers events as a Speaker, please contact our dedicated Careers Adviser, Mr M Atkinson.

Please remember to keep an eye on the Careers page of the School's website which includes useful information regarding Work Experience, Apprenticeships and Labour Market Information.

Miss G Fairfax, Deputy Headteacher



YEAR 11 PARENTS CONSULTATION EVENING

Monday 6 February 2023, 4.00pm-6.00pm

On Monday 6 February 2023, Westcliff High School for Boys will hold a Consultation Evening for parents of pupils in Year 11. This event will continue to take place online, with parents invited to discuss their son's School Report and to consider how their son might best prepare for his Summer Examinations in each academic subject. Parents will also be able to scrutinise their son's progress in Non-Examination Assessment (NEA), to consider their son's suitability for Sixth Form work in particular subjects and to review his future academic intentions.

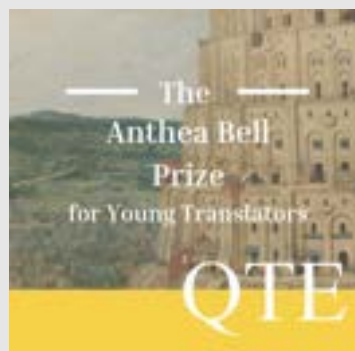
This is an important time for Year 11 pupils to reflect carefully on the advice given regarding their future choices and to listen attentively to advice from their teachers indicating how best to improve academically. Having a clear sense of purpose, setting achievable targets and working towards them will all help to maintain pupil focus on achieving the best possible outcomes. This is an invaluable opportunity for our Year 11 pupils to set themselves on the best possible course for their futures.

Mr A Barnett, Director of Middle School

MODERN FOREIGN LANGUAGES COMPETITIONS

The Anthea Bell Prize

8 February - 27 March 2023



The third edition of the Anthea Bell Prize will run during the second half of the Spring Term. This is a national competition organised by *The Language Exchange* at Queen's College, Oxford. The Modern Foreign Languages Department at Westcliff High School for Boys very much enjoys running this competition, recognising that it allows pupils in all Divisions

of the School to be creative with their translations from French, German, Italian, Mandarin and Spanish.

In 2021, the School won the regional competition in all four levels for Spanish and one of our Level 2 entries in German was commended by the judges. In 2022, the School won the regional competition for Level 1 French (Year 7); Level 2 Mandarin and Italian (Years 8 and 9); Level 2 German (Years 8 and 9); and Level 3 Italian (Years 10 and 11). Our Level 3 Italian entry also won the National Competition. In 2023, the Department would naturally like to see pupils enjoy even greater success!

Pupils at Westcliff High School for Boys should not limit themselves to the languages they study at School; last year, Damian Dube in Year 10 submitted entries in all five languages and his entries in Italian and Mandarin won in the East of England Region. Damian studied French and German in Lower School and had not studied Spanish, Italian or Mandarin prior to the competition.

All participants competing on behalf of Westcliff High School for Boys will receive House Points for taking part. In each level for each Language, the School selects the five best entries for consideration by the competition organisers, i.e. five Level 1

French entries, five Level 2 French entries, five Level 3 French entries etc. Pupils whose translations are chosen will receive certificates and badges.

The competition texts will be shared once the competition begins on or soon after 8 February. Teachers in Modern Foreign Languages will also share practice materials with classes prior to this date. All entries should be submitted via email to: mckeownj@whsb.essex.sch.uk **on or before Monday 27 March.** (This will allow teachers in Modern Foreign Languages to decide which entries to submit prior to the deadline of 3 April.)

Look out for posters in the Modern Foreign Languages corridor nearer to the time of the competition and ensure you make the most of this wonderful opportunity to demonstrate intellectual curiosity beyond the classroom.

Never Such Innocence

21 November 2022-3 March 2023

We are very pleased to offer WHSB pupils and students the opportunity to take part in this international competition organised by Never Such Innocence. In order to take part, pupils and students should answer the following question:



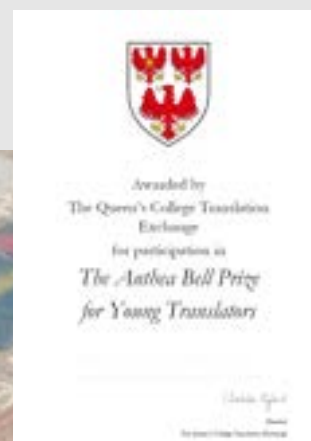
Entries can be in the form of artwork, poems, songs or speeches. They can be in English or in another language. For full details of the competition rules and guidelines for entries, please see the Never Such Innocence website, <https://www.neversuchinnocence.com/2022-23-competition>, and collect an information sheet from Ms McKeown or from W21.

Entries can be individual or in collaboration with a friend or friends, and pupils can submit entries in more than one category, but only one entry per category, i.e. one piece of artwork, one poem, one speech, one song per contestant or group of contestants.

House Points will be awarded for all entries and the best ones will receive prizes at School. WHSB entries should be submitted by 3 March; the Never Such Innocence **deadline is 10 March.**

We hope that pupils will find this a rewarding and meaningful challenge and that many will wish to take part.

Ms J McKeown, Head of Modern Foreign Languages



JACK PETCHEY'S SPEAK OUT CHALLENGE 2023

8 and 9 February 2023

Once again, the School will be participating in Jack Petchey's *Speak Out* Challenge, an event organised by The Jack Petchey Foundation and the Speakers Trust.

The *Speak Out* Challenge is open to Year 10 pupils in every state school in London and Essex, with the purpose of enabling pupils to develop their own voice. In 2023, the programme will reach

the extraordinary milestone of 250,000 pupils trained in the art of speaking confidently in public.

On 8 and 9 February, a selection of Year 10 pupils from WHSB will take part in workshops with the aim of improving their empathy with the views of others, ability to work under pressure and their confidence and skill within the field of public speaking. The strongest competitor will be selected to represent the School in the Regional Final to be held at Greensward Academy on 25 April 2023. We wish them every success.

Ms C Ives, Teacher of English

Jack Petchey's "SPEAK OUT" Challenge!



"The Jack Petchey Speak Out Challenge is a great opportunity for young people to get across their ideas and learn great tips on public speaking.... During the workshop, we were given tips on our speech delivery and got to know the other students and, despite us all being nervous to perform in front of so many people, we realised we were all in the same boat and that we should just enjoy the experience..."

"I was fortunate enough to be selected to progress to the School semi-finals and then the School final where I came up against many other amazing speeches. I was extremely lucky to win and go onto the regional final against other schools, by which point I felt confident with my speech and began to get better at my public speaking."

Freddie Dawson, Year 11

"I used to be relatively quiet, shy and timid, but the Jack Petchey team chipped away at me to reveal who I really am, to myself and to everyone else. I was fortunate enough to be one of the few who made it to the next stage, the internal assembly semi-final, where I continued to work hard. This left me in the position of runner-up in the semi-finals, and I found myself delivering speeches to large crowds not for the cash prize, nor the certificates, but instead for passion, education and most importantly, fun."

Zain Kramutally, Year 11

SKI TRIP TO ANDALO, ITALY

10 - 18 February 2023

In February, eighty pupils will travel to Andalo in Italy to participate in a week of skiing. This year, we shall be staying at the Hotel Commercial which is close to the slopes and near enough to the town for pupils to have an opportunity to explore in the evening.

The Annual Ski Trip at Westcliff High School for Boys is an opportunity for pupils to explore a new sport that is less commonly available in the United Kingdom. Pupils in the past have made the most of the experience by demonstrating their resilience to (literally) pick themselves up and try again, with lots of minor falls expected in the first couple of days! We hope that the pupils taking part in the 2023 expedition will do the same, as they are presently at the prime age for quick absorption of information and skills. Most pupils are able to tackle a red slope by the end of the week, with some even taking on the more difficult black runs.

The 2024 Ski Trip was advertised in October 2022 and, due to its popularity, all places were booked within two days. Please make note of this ahead of the 2025 Ski Trip which will be advertised in October this year, as we believe it will be just as popular!

Mr H Tresidder, Ski Trip Coordinator

	Green Slopes are for learners or beginners. They are generally wide open areas with a very gentle gradient.
	Blue Slopes are still 'easy' and usually don't exceed a 25% gradient. They are most often groomed or are so gentle they don't need to be.
	Red Slopes are intermediate skiers. They seldom exceed a 40% gradient and are often narrower trails.
	Black Slopes are for expert skiers – they are steep and often narrow, they may be groomed, ungroomed or groomed for moguls! It is always a good idea to get some insight from the locals before embarking
	Other: Double black, triple black, orange, red diamond etc are extremely difficult slopes requiring an expert skill level

Andalo, Italy



UPPER SIXTH PHASE 2 REPORT DISTRIBUTION

Thursday 9 February 2023

On Thursday 9 February, a detailed academic report will be issued to students in the Upper Sixth. This will provide a detailed assessment of their performance in the Trial Examinations. Subsequently, there will be meetings with pastoral staff to establish academic targets and to reinforce best practice with regard to revision. Students can also use this opportunity to discuss how to maximise their performance in the Summer 2023 A Level Examinations.

Mrs K Revell, Director of Sixth Form

WESTCLIFF HIGH SCHOOL FOR BOYS TRIP TO ALMERÍA

11-17 February 2023

The Spanish Department is delighted that our first overseas trip since the Covid-19 pandemic is planned for February half term. Mr Madrid, Mr Lilley, Miss Lo and I will be travelling to Almería with 37 pupils from Years 10 and 11 and three students from the Upper Sixth. We have a full schedule planned and are very grateful to María Luisa Cabrera Ibarra and our friends at IES Albaída for helping to organise our itinerary. On all of our excursions, we will be accompanied by different groups of Spanish students and teaching staff. There will be plenty of opportunities to speak Spanish and to make new friends on every day of our stay in Andalucía.

Almería is one of the sunniest and driest parts of Spain and we are keeping our fingers crossed that the weather will be pleasant in February. After an early morning flight on the Saturday morning, we will explore the area around the hotel and walk down the Rambla to the sea front, before enjoying an evening meal at the hotel and relaxing for the evening. On day two, Sunday 12 February, we will visit the Tabernas desert and spend the afternoon at the MiniHollywood Theme Park, a filmset for Westerns and a nature reserve. On Monday 13 February, we will spend the day in a Spanish school, followed by more time exploring the city of Almería with our friends. Tuesday is the day we will spend at Cabo de Gata, a beautiful nature reserve, where we will do some trekking and play games on the Playa de los Genoveses beach. After we return to Almería, we will visit the Guitar Museum and the Archaeology Museum.

At A Level, students study *La Casa de Bernarda Alba* by Federico García Lorca and on Wednesday 15 February we will visit La Casa Federico García Lorca in Valderrubio. From there we will head to Granada to explore the Alhambra Palace, Granada Cathedral and the Albaicín district. It is a day that we are really looking forward to and one which should provide some wonderful photograph opportunities. Our last day in Almería will take in the historic

centre and we will have lunch on the sea front. We will say our goodbyes in the evening and arrive back at Westcliff High School for Boys in the early hours of Friday 17 February.

We very much hope that this will become an annual trip to Spain and that our pupils will thoroughly enjoy the combination of hotel accommodation together with daily contact with Spanish people of their own age.

Ms J McKeown, Head of Modern Foreign Languages



La Rambla, Almería



The Alcazaba, Almería



Cabo De Gata Nature Reserve

HISTORY DEPARTMENT TRIP TO GERMANY 12-18 February 2023

In February half term, the History Department will be taking a large group of Sixth Form students on a whistle stop tour of Germany for six days, with a focus on German History throughout the ages. Germany is an incredible country with a striking history, often good, once notoriously bad, but always interesting and always at the heart of world affairs.

We will start our trip by flying to Munich, the historic capital of Bavaria and the scene of Hitler's 1923 Munich Putsch. We look forward to a walking tour of Munich to consider its history, together with dinner at the *Hofbrauhaus*. In Munich, we shall also be visiting Dachau Concentration Camp, the first of its kind in Germany. Built by Himmler as Bavarian Police Chief in 1933, Dachau was strategically located in the least Nazi-supportive neighbourhood of Munich. Every day, vowed Himmler, those who opposed the Nazis would walk by the barbed wire fences that interned such opponents. The camp is a grim place with its dark huts, gas showers and large furnaces. Dachau is never a comfortable place to visit but it is certainly thought provoking. Less gravely, we will also be visiting the BMW Welt in Munich to marvel both at the history of the company and the astonishing range of cars showcased in its exhibition centre. I cannot say I am a car junkie but last time

even I was impressed at the £750,000 Rolls Royce with an umbrella built into the driver's door.

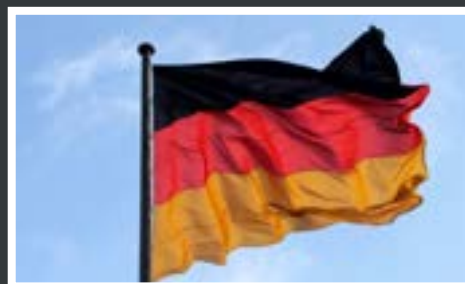
From Munich, we travel north by coach. First stop, still in Bavaria, is the historic mediaeval fortress city of Nuremberg. This year we hope to visit its magnificent castle, but in the twentieth century, Nuremberg gained notoriety as the home of annual Nazi rallies and there are plenty of relics from this period to explore too. The rally grounds are available to walk along and it is possible to stand where the Fuhrer stood, gazing out at imagined and sinister ranks of marching young men. A chilling experience. From Nuremberg, we head further north to the more refined spa town of Weimar, where Socialist leaders gathered in 1918 to map out the ill-fated Weimar Constitution.

Our final destination is the magnificent Berlin, centre of power and home to many great Germans. We look forward to visiting the impressive German History Museum on the Museum island and the colourful Berliner Dom, a Protestant cathedral standing nearby. The History Museum has a fascinating array of source material for Germany's history and is always a point of rich interest, from the grand painting of the Declaration of

Unification to the posters of the inter war years to displays on post war Germany. We will also see the historic sights of Berlin, be it the Brandenburg Gate, the Reichstag building or Checkpoint Charlie. Of course, sometimes the best way to understand History is through a country's culture. A stroll through KaDeWe, the Harrods of Berlin, teaches us much about post war materialism in the Capitalist West; a visit to the jazz bars exposes the Weimar culture so damned in the countryside; and a night out at the Friedrichspalast takes us deep into the German psyche.

So there is much to look forward to in our third German History trip and a wonderful group of students to take along. Lasst uns gehen und Geschichte studieren!

Mr B Jeffreys, Head of History



Dachau Concentration Camp



Nuremberg



German Historical Museum, Berlin



Munich

LOWER SIXTH PARENTS CONSULTATION EVENING

Monday 27 February 2023, 4.00pm-6.00pm

On Monday 27 February 2023, the School will hold its Consultation Evening for parents of students in the Lower Sixth. The event is online, with parents making bookings through the *SchoolBooking App*.

Parents are invited to meet with academic subject teachers following their child's report earlier in the term. This should be a time to reflect on how well the student has begun his or her A Level studies, and it is also an excellent opportunity to assess strengths, identify areas for consolidation and plan for the Lower Sixth Examinations. Preparing thoroughly for these examinations is essential as they form the basis of UCAS predicted grades.

We highly recommend that students reflect on the skills and knowledge developed through the recent *Learning to Learn* conference and that they focus on the *Effective Revision Strategies* article in this edition, as this will also help to consolidate understanding.

Mrs K Revell, Director of Sixth Form



YEAR 9 PHASE 2 REPORTS

Monday 6 March 2023

During the Spring Term 2023, our arrangements to ensure parents of all pupils in the Lower School receive Phase 2 reports will include distribution of Academic Reports for Year 9 pupils.

These Reports, to be made available on 6 March, are full written reports and are timed to provide parents and pupils with an accurate picture of the pupil's progress across all of his subjects in order to assist with GCSE option choices and GCSE preparations.

Mr A Baggs, Director of Lower School



YEAR 9 OPTIONS CAROUSEL

Thursday 2 March 2023, 1.50pm-3.35pm

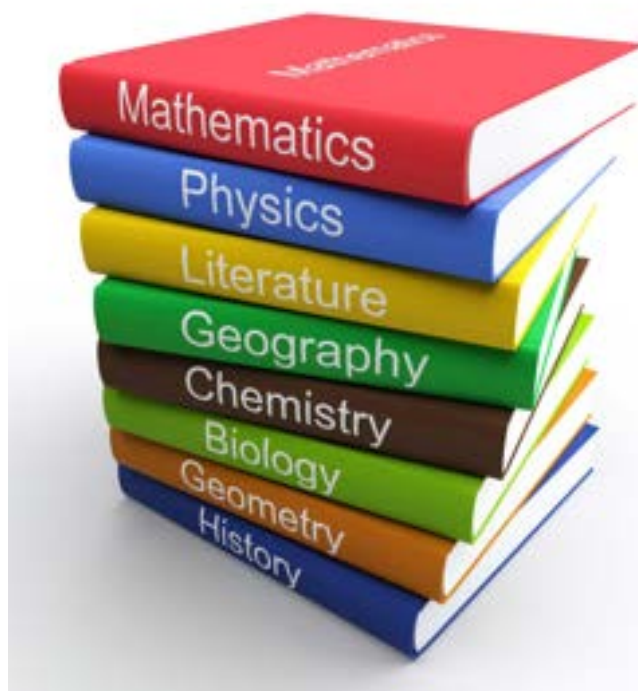
When pupils enter into the GCSE years at Westcliff High School for Boys, there are a number of compulsory and optional subjects to study. Pupils in Year 9 are now approaching that point at which they will begin to make decisions between subjects within the 'Optional' element of their GCSE studies. In order to help pupils make a well informed choice on this matter, there are a number of stages to the process.

In the Spring Term, pupils will receive a series of assemblies from representatives of academic departments whose subjects are an Optional Subject at GCSE. This will include presentations on Economics and Geology, two subjects that are not part of the Lower School Curriculum, alongside other, more familiar subjects.

On Thursday 2 March, Year 9 pupils will spend an afternoon taking part in an Options Carousel, during which they can visit subject stands, view examples of the work and talk to current and former GCSE pupils of those subjects.

This exciting day will also include an associated presentation from the School's Careers Adviser.

Mr S Lilley, Year 9 Progress Leader



HISTORY DAYS OUT

March 2023

The History Days Out programme exists to provide a one-day History-based excursion for pupils with a strong interest in the subject. In the past, this has included trips to the Tower of London, to Historic Greenwich and to Bletchley Park, all of which have been fascinating and well-attended visits. The trips tend to take place on Saturdays and are voluntary but open to all Years groups.

The destination for the Spring Term trip is not confirmed at the time of writing but we may well return to Historic Greenwich. This area has so much to offer, including the following:

The National Maritime Museum: This is the world's largest maritime collection, with exhibitions celebrating Britain's great naval history. There is a rich collection of paintings, models and exhibits.

The Royal Observatory: Founded by Charles II in 1675, this is centre to the famous Greenwich Mean Time and plays a significant role in astronomy and navigation. At the Royal Observatory, students are expected to be able to stand on the Prime Meridian.

The Queen's House: A royal residence built by Inigo Jones in the years 1616-35 for Anne of Denmark, wife of James I. The House features the famous Armada portrait of Queen Elizabeth.

The Cutty Sark: This is the world's oldest (and arguably most famous) tea clipper (or fast ship). The Cutty Sark was built on the River Clyde in Glasgow in 1869 and provides a taste of the ships that helped develop trade all around the British Empire.

The Planetarium: An opportunity to watch a 45 minute show exploring the wonders of the solar system.

We very much enjoy taking our pupils to see these wonderful sights so hope that parents will watch out for the letter of invitation and sign up their son or daughter to come along and enjoy this wonderful and, one might say, historic opportunity.

Mr B Jeffreys, Head of History

THE DUKE OF EDINBURGH'S AWARDS: APPLICATIONS

The Spring Term each year sees the beginning of the application process for the Duke of Edinburgh Award Scheme. Pupils in Year 9 will have the opportunity to apply to start the Bronze Award, whereas pupils in Year 10 who have already completed this course can progress to the Silver Award. Letters will be made available later this term. The School has expanded the intake at Bronze Award level to 48 pupils (nine groups of six on expeditions), with the Silver Award being capped at 28 entrants (four groups of seven).

It is important to recognise that the Duke of Edinburgh Award Scheme is not just about the Expeditions section, but also comprises Skills, Volunteering and Physical Sections. Those pupils wishing to participate in the Awards Programme should take this opportunity to think carefully about what they could do for these three sections. There is further information available at www.dofe.org. Please also bear in mind that these activities do not need to be new activities but may be those in which pupils are already involved.

This year, we will also see the expansion of the training programme, with after-school sessions taking place. This is designed to enable enough time for more developed training in areas such as route planning and campcraft.

Mr H Tresidder, Duke of Edinburgh Coordinator



National Maritime Museum.
Photo from www.visitlondon.com



The Royal Observatory Greenwich

SPRING TERM IN THE SCHOOL LIBRARY

The Spring Term promises to be another bumper term of events in WHSB's dynamic and lively School Library. As Librarians and custodians of this wonderful School space, it is our goal to put reading and literacy right at the heart of our School community, and this term we shall once again continue with our work to further engage our pupils with these aims.



Robert Burns (25 January 1759 – 21 July 1796)



In January, we will be organizing a History Book Display to support pupils remembering victims of racial assault as part of the Holocaust Memorial Day. On 25 January each year, Burns Night is celebrated and we shall be celebrating in the School Library too, with events and displays on poetry and all things Scottish. We also look forward in this month to celebrating Chinese New Year on 22 January as we welcome in the Year of the Rabbit.

February will be an even busier month in the Library, starting with our celebration of National Storytelling Week. We are hoping to work with Jacqson Diego Bookshop to make our celebration of this week even more special this year, given the importance of storytelling to our shelves.



We are also delighted that we shall be celebrating the International Day of Women and Girls in Science. 11 February was the date adopted by the United Nations General Assembly to promote full and equal access to, and participation in, science for women and girls, and to honor their significant achievements in this field. This day is a reminder of the critical role women and girls play in science and technology.

The Library will also be delighted to support Children's Mental



Health Week with an active Book Display and a range of lunchtime activities to promote Mindfulness, such as colouring activities – we hope lots of pupils will come and join us on that day! Westcliff High School for Boys is a wonderfully diverse and culturally rich School and we are excited to help celebrate this on International Mother Tongue Day. Our plans include the production of a Learner Profile poster developed in pupils' first language.

There is plenty to celebrate in March through the School Library too. We plan to work alongside the Science Department in order to celebrate British Science Week, as well as promoting female authors and authorship on International Women's Day. Our biggest event of the Term will take place on 2 March 2023 when we celebrate World Book Day with a feast of events, decorations and quizzes. Our Library Ambassadors are also very much looking forward to next year's Carnegie Awards, the United Kingdom's longest running and best loved children's book awards. These include the Yoto Carnegie Medal for Writing (for an outstanding book written in English for children and young people) and the Yoto Carnegie Medal for Illustration. These Awards are all decided on by Librarians and their winners have included a range of literary giants such as Arthur Ransome, C S Lewis, Philip Pullman and Sir Terry Pratchett. The Yoto Carnegie Shadowing Scheme encourages young people to read books on the shortlist and this is what makes these Awards so exciting for our Library Ambassadors, who will certainly be looking forward to supporting this scheme with great enthusiasm again this year.

So you can expect the School Library to continue to be a lively and important hub for literary activity next term and we hope you will be tempted to join us – after all, with the many wonderful books and resources we can put forward alongside our events and activities, we are confident that there is something for everybody!

Mrs M Schofield, School Librarian

WORLD BOOK DAY

2 MARCH 2023

WORLD BOOK DAY 2023

Thursday 2 March 2023

On 2 March this year, the School Library will be transformed from a place of quiet reflection and study to a festival of reading. World Book Day truly is a time to celebrate the joy and enrichment books bring to our lives, and to recognise that their

value lies beyond simply the facts and knowledge contained within their pages.

There is much evidence to suggest that reading for pleasure is the single biggest indicator of a child's future success – more than their family circumstances, their parents' educational background or their income. Indeed, many prominent businessmen, artists, scientists and world leaders extol the virtues of the written word, testifying that their success is directly related to a love of reading. Bill Gates, for example, says, "What would I tell my younger self? My advice is simple: Read a lot."

In a different interview, Gates further stressed the importance of reading to success: "Every book teaches me something new or helps me see things differently. Reading fuels a sense of curiosity about the world, which I think helped drive me forward in my career and in the work that I do now with my charities. You don't really start getting old until you stop learning." These words should resonate with every pupil reading this article, as lifelong learners.

The question is, how does one start to read if they are not already in the habit of doing so? This is a question we are thinking about carefully, especially as in a recent survey of 140 WHSB pupils,

of those who indicated they did not regularly read for pleasure, finding things to read which interests them appears to be the challenge. With this in mind, there are plans afoot to give even greater direction to support these pupils, and all prospective young readers, and to spur and nurture a lifelong love of reading. This, of course, includes the activities held during World Book Day.

Visitors to the library on 2 March can expect a welcoming and celebratory atmosphere. The usual displays of recommended reading will be supplemented with the high-risk, high-reward 'mystery book' borrowing activity. Here, pupils can select a book wrapped with paper, so the only indicator of its contents is its size. In this case, it is impossible to judge a book by its cover! Book-mark making and a scavenger hunt will also be taking place, as will a 'Book-Swap Table' for staff and pupils; a perfect opportunity to discover new recommendations from unexpected places.

Choose to read! You will not regret it. As Barack Obama said, "If you read, then the whole world opens up to you."

Mr T Derrick, Associate Assistant Headteacher



WCGC GO FOR GRAMMAR SCIENCE DAY

Saturday 4 March 2023

The second WCGC Go for Grammar event of the Spring Term (see page 9) will be the Science-themed *Lively Laboratories* Day on Saturday 4 March. The day includes lessons in English, Mathematics and Language, and will also include three lessons on the theme of the day, different aspects of Science.

The visiting Year 5 pupils will have an opportunity to engage with our Sixth Form students who will chaperone the younger pupils around the School and join them for some of their lessons.

The fifth and final event of the year will be a Sports Bonanza Day in the Summer Term.

Mr A Baggs, Director of Lower School

INTERNATIONAL WOMEN'S DAY

Wednesday 8 March 2023

International Women's Day takes place on 8 March every year to celebrate women's achievement, to raise awareness against bias and to inspire people to take action for gender equality. In 2023, March 8 falls on a Wednesday.

We celebrate this day at WHSB in our School Assembly with readings and presentations by staff and Sixth Form students. We also run activities in lessons, and this is an important opportunity to celebrate women's contributions to society, to remind ourselves of the need to act for gender parity and to raise awareness and inspire support for organisations that help women globally.

The International Women's Day logo is a looping, arrowed circle with the female (or Venus) gender symbol at the inset.

The theme for this year is #EmbraceEquity and the mission of International Women's Day is:

- To elevate and advance gender parity in technology and celebrate the women forging innovation;
- To forge inclusive work cultures where women's careers thrive and their achievements are celebrated;
- To elevate women forging change via technology and sustainability in communities, workplaces and beyond;
- To celebrate the work of women creatives and elevate visibility for commercial projects and commissions;
- To shine a spotlight on activity uplifting and inspiring women to pursue goals without bias or barrier;
- To assist women to be in a position of power to make informed decisions about their health.

Ms M Niedziela, Head of German



"You gain strength, courage and confidence by every experience in which you really stop to look fear in the face. You are able to say to yourself, 'I lived through this horror. I can take the next thing that comes along.' You must do the thing you think you cannot do."

Eleanor Roosevelt

"Whatever you do, be different – that was the advice my mother gave me, and I can't think of better advice for an entrepreneur. If you're different, you will stand out."

Anita Roddick

"In all realms of life it takes courage to stretch your limits, express your power, and fulfill your potential."

Suze Orman

YEAR 10 GEOLOGY TRIP TO DORSET

March 2023

Investigating Geology in the field is a compulsory requirement of the GCSE Geology course. Later this academic year, in March and for a period of one week, thirty-four Year 10 Geologists will be visiting famous locations such as Lulworth Cove, Durdle Door, Durlston Head and the Isle of Portland in Dorset. Much of the Dorset coastline has UNESCO World Heritage status and a wide range of topics can be investigated including minerals, rocks and fossils, as well as larger-scale studies related to plate tectonics and the geological history of the area.

Human impact on the environment from mining and quarrying will also be studied from our base in Swanage. This part of Dorset is a world-renowned area for geological studies and our pupils will have the opportunity to build their knowledge and understanding of field Geology throughout the week. All this can be done whilst gaining an enjoyment and appreciation of being within a beautiful landscape, itself governed by the geology of Dorset.

Mr P Marlow, Head of Geology



Durdle Door, Dorset



Lulworth Cove, Dorset

SPRING SINFONIA CONCERT

Thursday 9 March 2023, 7.30pm-9.00pm

After last term's Sibelius-heavy programme transporting our audience to the lakes and midnight sun of Finland, this spring's offering will evoke warmer, southern climes.

French composer Georges Bizet premiered his opera *Carmen* on 3 March 1875. The opera had been long-delayed due to concerns that its themes of betrayal and murder might offend

audiences. The Spanish-set tale of soldier Don José's seduction by the fiery Carmen leads to treachery, jealousy and eventually murder. These dark themes of lawlessness broke new, controversial operatic ground and Bizet was convinced it would be a failure. Indeed, the press were savage in their reviews, declaring the opera "dull and obscure." Tragically, Bizet died exactly three months later, never knowing how enduring and famous this music would become.

Audiences today might be surprised at the initial reaction to the music. So successful was the opera that it has achieved a

feat shared by only a few pieces of the classical canon - the music has bled into popular culture. Like the opening to Beethoven's Fifth Symphony, or the main theme of Strauss' *Blue Danube*, it is almost impossible to be ignorant of some of Bizet's evocative themes, such as their ubiquity in film, television and advertising. The provocative Habanera dance, sung by Carmen to tease and entice the men that surround her, has proved particularly inspiring to art and music since its first performance. Its repetitive dotted-rhythm ostinato was adopted by Debussy to depict a hot night in Grenada, while more recently it was used to comic effect in the

Pixar movie *Up*. Meanwhile, the swaggering *Toreador Song* perfectly conjures images of brash, bold bull-fighters, whose dexterity and grace are juxtaposed by their bright, audacious attire and obnoxious pride.

Tickets are available via **[TicketSource](#)** and are priced at £5 for adults and free for pupils.

Mr T Derrick,
Director of Music



CHARITY EVENTS

Following a rigorous application process, Westcliff High School for Boys is delighted to announce that the Charity Committee for 2023 will be Will Midwinter, Maximilian Rowe, Sophie Miller, Samuel Bakre Taiwo, Max Pitkin and Jordan Omotayo.

Working together, the new Committee will prepare a series of events, including the celebrated Teacher Sumo Wrestling and our ever-popular Cake Sales. Information will be circulated early in the Spring Term to decide the charities that Westcliff High School for Boys will support across the year.

The School looks forward to an exciting programme of events and, on behalf of the School, I would like to take this opportunity to thank Lewis Seal, Yusuf Ali, Rutendo Muskett and Aidan Riglan for their boundless enthusiasm and creativity during their term of office.

Mrs K Revell, Director of Sixth Form

YEAR 7 CHARITY WEEK

Monday 13 March-Friday 17 March 2023

Following their enthusiastic participation in Westcliff High School for Boys' non-uniform inaugural Cultural Day last term, Year 7 pupils will participate in the School's fundraising endeavours with a Charity Week of their own. This will comprise a number of events, including a Sponsored Silence, Silly Tie Day and Cake Sales, all of which will take place across the week.

In addition, pupils in Year 7 Forms will be invited to arrange any additional fundraising activities that they may wish to run to complement these events. This important week brings pupils in the whole Year group together in charitable pursuit and helps them to appreciate the role and importance of charities in society. Pupils with suggestions about charities to which proceeds might be donated should speak to their Form Tutor in the first instance.

Mr H Tresidder, Year 7 Progress Leader



The WHSB Charity Committee 2023

YEAR 10 PHASE 2 REPORT

Friday 10 March 2022

On Friday 10 March, parents of pupils in Year 10 will receive Academic Reports. These Reports provide data analysis for all subjects and enable pupils and their parents to appraise their current position and level of performance.

The Reports are reviewed by pastoral leaders and senior staff. In circumstances where progress is of concern and staff believe more can and needs to be done to support a particular pupil, intervention would be arranged.

Mr A Barnett, Director of Middle School

YEAR 9 GCSE OPTIONS EVENING

Thursday 16 March 2023, 7.30pm-9.00pm

On Thursday 16 March, Westcliff High School for Boys will host parents and pupils for the evening to discuss the GCSE Options process and give advice in order to help pupils make informed decisions about the subjects they will choose to study during Years 10 and 11.

We will ask pupils to make a final choice of their GCSE options towards the end of the Spring Term and details of how to



complete the online GCSE Options form will be given during this GCSE Options Evening.

Option choices made by every pupil will be carefully reviewed by the School before they are confirmed, so that the School can be satisfied that the choices which have been made are sensible and in the best interests of the pupil concerned. There will be many opportunities for pupils to speak to teachers and senior staff throughout the process and pupils are strongly encouraged to do so if they have any questions or are in need of support.

Mr S Lilley, Year 9 Progress Leader

MAHLER'S SYMPHONY NO. 3, PERFORMED BY THE PHILHARMONIA ORCHESTRA

Thursday 16 March 2023, 7.30pm-9.00pm (Coach leaves the School at 4.30pm and will return at approximately 10.30pm)

When Mahler, then near to completing his Eighth Symphony, visited Finnish composer Sibelius in 1907, the two composers talked about "the essence of symphony" (a large-scale piece of music for orchestra). Mahler rejected his colleague's creed of severity, style and logic, saying that "a symphony must be like the world. It must embrace everything." Twelve years earlier, while at work on his Third, he had remarked that to "call it a symphony is really incorrect as it does not follow the usual form. The term 'symphony'—to me, this means creating a world with all the technical means available."

This ethos of the symphony encompassing a whole world is on clear display in Mahler's *Symphony No. 3*. It can be seen in the sheer size of ensemble, with a huge orchestra including a large brass and percussion section, a women's choir, a boys' choir and a vocal soloist. It can be seen in the subtitles of each movement, where Mahler listens to the voices of the whole world, from "what the flowers tell me" to "what man tells me" and eventually to "what love tells me." And to fit this "world", Mahler has created a symphony of epic proportions, so much so that it dominates the programme – this piece will be all the orchestra performs on the night.

Approaching such a colossal and important work could be intimidating for an audience member and so perhaps we should follow Mahler's own advice: "You just have to bring along ears and a heart and – not least – willingly surrender."

This trip is open to all pupils, students, staff and friends of the School (except for those pupils in Year 9 who will be attending their Options Evening on the same day). It is highly recommended for those completing their Cultural Enrichment Project in Year 8

and for those studying (or intending to study) Music in the Sixth Form, for whom this 1896 symphony directly corresponds to their A Level course.

Tickets are available through **TicketSource** at a cost of £38, including travel.

Mr T Derrick, Director of Music



CULTURAL ENRICHMENT PROJECT

This term, all Year 8 pupils are expected to attend at least one of the musical concerts or trips listed in the School Calendar 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 and will contribute to reports and to end-of-year grades in Music. More details will be given in lesson-time but it is advised that pupils sign up to events as soon as possible to guarantee a ticket. The trip to London to see Mahler's *Symphony No.3* performed by the Philharmonia Orchestra is highly recommended for these pupils.

Mr T Derrick, Director of Music



YEAR 9 PARENTS CONSULTATION EVENING

Monday 20 March 2023, 4.00pm-6.00pm

This term, we hold our Parents Consultation Evening for Year 9 pupils. Parents Consultation Evenings are particularly valuable events as they give parents an important opportunity to discuss their son's progress with their teachers. These evenings are held remotely, using the online programme, *SchoolBooking*. This programme allows teachers to book appointments with parents, and also enables parents to book meetings with teachers they wish to see.



Due to the nature of these events and the number of pupils involved, there is not the capacity for parents to meet with all of their son's teachers. Therefore, aside from meetings requested by teachers, parents are requested to select subjects for which they believe a discussion would be most beneficial. The instructions will detail the total number of appointments parents are able to attend; this number will include the requests made by teachers. Parents are advised that overbooking may result in cancellation.

Full instructions and further details will be distributed nearer the time.

Mr A Baggs, Director of Lower School

YEAR 11 PHASE 3 TARGETED REPORT

Friday 17 March 2023

The Targeted Report is intended to provide further support for those Year 11 pupils whose performance in the Trial Examinations leaves them in a less secure position. The Targeted Report will form a Phase 3 Report and will be issued to selected Year 11 pupils on Friday 17 March 2023.

Those in receipt of the Targeted Report will be asked to focus on the steps they might take to address any areas in which improvement is necessary. The Report will also highlight progress achieved since the Trial Examinations. It presents a further opportunity for pupils to assess their performance, identify strategies for improvement and ensure they are best placed to realise their full potential.

The Spring Term is an important term for Year 11 pupils and, if they are in need of support or have any questions, they should please speak to staff in the Middle School Pastoral Office without delay.

Mr A Barnett, Director of Middle School

RICHARD II

22-24 March 2023, 7.30pm to 9.00pm



In the Spring Term, Westcliff High School for Boys' resident Drama troupe is delighted to present our production of *Richard II* to the School. The story of Richard is a perfect story for Westcliff pupils to consider, dealing as it does with the challenges of leadership and management – so many of our pupils aspire to these leadership positions themselves that it will be useful for them to reflect on the issues involved while hearing this play. Nor can there be any more relevant time to stage such a production. The play of *Richard II* deals with the

greatest leadership challenge facing any Briton – that of leading the nation as King. In a coronation year, this would seem to be as topical as it gets. The play is perhaps the easiest to understand and follow in the Shakespearean canon, written as it is in the most sumptuous lyric poetry that the 16th century can devise.

The story of *Richard II* is one of coronation, usurpation, coronation and murder. The play tells the tale of the last two years of Richard II's reign and how he was deposed by Henry IV, imprisoned and murdered. Shakespeare is reckoned to have written and published '*Richard II*' around 1595, the first play in the canon's second "history tetralogy," a series of four plays that chronicles the rise of the house of Lancaster to the British throne. (Its sequel plays are *Henry IV, Parts 1 & 2*, and *Henry V*.) *Richard II*, set around the year 1398, traces the fall from power of the last king of the house of Plantagenet, Richard II, and his replacement by the first Lancaster king, Henry IV (Henry Bolingbroke). Richard II, who ascended to the throne as a young man, is a regal and stately figure, but he is wasteful in his spending habits, unwise in his choice of counsellors, and detached from his country and its common people. When he seizes the lands and money of a recently deceased and much respected uncle to help fill his coffers, both the commoners and the king's noblemen decide that Richard has gone too far.

Richard has a cousin, named Henry Bolingbroke, who is a great favorite among the English commoners. Early in the play, Richard exiles him from England for six years due to an unresolved dispute over an earlier political murder. The dead uncle whose lands Richard seizes was the father of Bolingbroke; when Bolingbroke learns that Richard has stolen what should have been his inheritance, it is the straw that breaks the camel's back. When Richard unwisely departs to pursue a war in Ireland, Bolingbroke assembles an army and invades the north coast of England in his absence. The commoners, fond of Bolingbroke

and angry at Richard's mismanagement of the country, welcome his invasion and join his forces. One by one, Richard's allies in the nobility desert him and defect to Bolingbroke's side as Bolingbroke marches through England. By the time Richard returns from Ireland, he has already lost his grasp on his country.

There is never an actual battle; instead, Bolingbroke peacefully takes Richard prisoner in Wales and brings him back to London, where Bolingbroke is crowned King Henry IV. Richard is imprisoned in the remote castle of Pomfret in the north of England, where he is left to ruminate upon his downfall. There, an assassin, who both is and is not acting upon King Henry's ambivalent wishes for Richard's expedient death, murders the former king. King Henry hypocritically repudiates the murderer and vows to journey to Jerusalem to cleanse himself of his part in Richard's death. As the play concludes, we see that the reign of the new King Henry IV has started off inauspiciously.

The play is conventionally attributed to William Shakespeare but those interested in the authorship question may ask whether Christopher Marlowe took a hand in its development. Marlowe's *Dr Faustus* is perhaps best known for the line "Was this the face that launched a thousand ships?". In *Richard II*, the usurped King asks three times of his own face "Was this the face?" Maybe this reflects Marlovian influence or maybe it is simply a universal question that we all ask as we peer into a mirror at our own craggy reflection? I will let you decide.

What is more certain is that the play has always been linked with royal power but in a way often seen as provocative, if not politically subversive and even treasonous. Never more notably than in 1601, when the aged Queen Elizabeth I was just two years from her death. First editions of the play had been printed without an important scene: the Parliament scene or 'abdication episode' which shows Richard II resigning his throne. Historically correct, at the time it was considered politically unwise to include the scene because of parallels between the ageing queen and the former king. King Richard had relied heavily on politically powerful favourites, as did Elizabeth; her advisors included Lord Burleigh and his son, Robert Cecil. Also, neither monarch had produced an heir to ensure the succession. Shakespeare's company was asked to perform the play at the Globe Theatre by supporters of Robert Devereux, Earl of Essex, who planned to mount a rebellion the very next day and seize the throne. His supporters paid Shakespeare's company forty shillings above the normal rate to perform the play, hoping it would convince the public of the righteousness of their cause and bring events 'from the stage to the state'. On 8 February the Earl, himself a former favourite of the Queen, marched into London with 300 armed men – but the plan was unsuccessful. The people did not rise up in support of the cause and the rebellion failed. Essex was captured and on 25 February 1601, he was beheaded for treason.

It is very likely that Elizabeth was aware of the political parallels between herself and Richard II, and of the potential ramifications. She is reputed to have remarked later, "I am Richard II, know ye not that?" Did Shakespeare and his company of players realise the significance of the play they were asked to perform? Although some members of the audience were subsequently arrested and executed for treason, no charges were made against the actors. Indeed the company was commanded to perform the play at Whitehall for the Queen herself on Shrove Tuesday 1601 – the eve of Essex's execution.

So there you have it – a golden opportunity to reflect on leadership, examine Kingship in a Coronation year, listen to beautiful lyric poetry and hear a play whose performance was requested by Earls and Queens. Get your ticket and come along!

Mr B Jeffreys, Director of Drama

YEAR 7 PHASE 2 REPORTS

Friday 24 March 2023

On Friday 24 March, parents of pupils in Year 7 will receive their reports. This will be a written report and an important assessment of progress through the first half of Year 7. It will provide advice on how pupils can continue to progress well throughout the year. Parents are strongly advised to discuss the content of this report with their son.

YEAR 8 PHASE 2 REPORTS

Thursday 30 March 2023

Parents of pupils in Year 8 will receive their academic reports on Thursday 30 March. This is a data report, providing an important update for parents following reports received in Phase 1 last term. These reports also contain target grades for the end of Key Stage 3, and therefore progress made towards those targets should be discussed by parents with their son.

Mr A Baggs, Director of Lower School

UPPER SIXTH PHASE 3 TARGETED REPORT

Thursday 30 March 2023

Following the Trial Examinations in January, the School will identify any students for whom progress and current performance is of concern, including the associated impact on the future opportunities available to them.

In such circumstances, the student would meet with a member of the Senior Team to discuss effective revision plans and study habits. As part of the monitoring process for these selected students, the School issues the additional Phase 3 Report in March.

Mrs K Revell, Director of Sixth Form

GCSE MUSIC COMPONENT 1 RECORDING

Tuesday 28 March 2023

During the week of 27 March, pupils studying Music in Year 11 should be prepared to give their final Non-Examination Assessment (NEA) recording, completing their requirements for Component 1. This performance will be either an ensemble or solo performance, depending on which type of performance they recorded at the end of last term. Pupils must ensure that this performance lasts at least **one minute** and that the combined total of their solo and ensemble performances lasts at least **four minutes**. Pupils should already know what they intend to perform and should be practising regularly in preparation for this important submission. Those pupils who are not already in this position should seek further support from their Music teacher as soon as possible.

Mr T Derrick, Director of Music



SIXTH FORM AND WEDNESDAY AFTERNOON ACTIVITIES



THE OLD WESTCLIFFIAN ASSOCIATION



I know that members of the Old Westcliffian Association and the wider School community, including of course future members, would welcome an update following the decision to integrate the OWA into the School.

The Steering Group has met twice and a platform for the future of the OWA is being built. We are determined to ensure that the culture and spirit of the existing organisation is embraced, whilst at the same time putting in place the tools to allow a burgeoning alumni body to flourish. This will take some time and we do not underestimate the challenge. The School is focused on the task ahead and the Governing Board understands the need to resource fully.

One of our initial steps is to arrange a survey of members and pupils in Years 10, 11, the Lower and Upper Sixth. We wish to ensure that we understand and, from there, reflect your views. We expect the views of those born in the 2010s to be rather different from those born in the 1920s, however the continuing success of the School will be the common thread which holds us all together. The OWA should be no different to a multi-generational family; great grandchildren through to great grandfathers!

More regular communication with members is to be arranged. We must ensure that current and recent Leavers embrace the wish to be part of the OWA and to maintain a close link with the School. To achieve this, the OWA needs to be as relevant to them as it is to those who look back fondly on their time at the School many decades earlier.

The forthcoming opening of the School's Centenary Room and the approaching Centenary of the formation of the OWA in 2026 are focal points which will support the weaving of the OWA into the School and bring the many thousands of alumni, spread far and wide throughout the UK and abroad, closer. The Steering Group very much looks forward to working with our current and future members to achieve this.

Here, I have included details of more recent members joining the OWA Steering Group; they have been working hard alongside the long-standing members to consider exciting developments for the OWA as we now move forward with the new arrangements.



Alastair Graham

Alastair was a pupil at WHSB from 2007-2014 and he joined the OWA Committee in 2017. He read History and Economics at St John's College, Oxford before becoming a civil servant.

Alastair joined the newly created Department for International Trade during its growth phase at the height of EU Exit planning and established its model for recruiting trade diplomats for overseas postings. He is now at the Department for Business, Energy and Industrial Strategy leading on workforce planning and was responsible for rapidly resourcing new teams responding to the energy crisis.

He is also looking forward to working with our pupils in offering careers advice and mentoring.



Jasmine Margalit

Jasmine is currently a second year student at Durham University reading for a BA in Music. She attended WHSB's Sixth Form from 2018-2020 and was therefore in her final year during the first National Lockdown. She notes that, "Nevertheless, as I am sure many of you saw online during this period, it was a time during which the Music Department was incredibly active, resulting in some fantastic work which further fuelled my passion for music".

Jasmine then returned to WHSB for one year to work as a Teaching Assistant, also giving outstanding support to the School with a number of projects following the lockdown period. In reflecting on her time at WHSB, both as student and member of staff, she said, "It became clear that this was a community that was one of great importance to me, and one that would stay with me despite leaving. I am very much looking forward to working with my colleagues on the OWA Steering Group". Jasmine has embraced the opportunity to offer her support in ensure that the OWA continues to ensure that Old Westcliffians are able to remain part of the WHSB community as they progress through life, maintaining friendships and fond memories.



Lewis Seal

We are delighted to welcome Lewis, our School Captain, as a member of the OWA Steering Group. Lewis will have an important role as the student representative. Since joining WHSB in 2016, Lewis has been an active and impressive contributor to the wider life of the School, and he believes this has been fundamental in shaping him. He also notes that, "As School Captain I have had the chance to see WHSB from a different light and have seen just how much work goes on behind the scenes".

More recently, Lewis has embarked on the challenge of seeking work experience and he has shared with us his recognition of the

importance of the Alumni system to current pupils in tapping into a wide range of opportunities and support from former students, now successful in their own careers.

Lewis is excited at the prospect of being able to reconnect with friends once he has left the School, and he also hopes to then also support the pupils who will be going through a similar journey at WHSB in the many years to come. Lewis is keen to see as many Leavers as possible joining the OWA, not only to continue to benefit from our wonderful School community, but also to give something back to benefit the young people in the School.



Mr Jon Gershinson, Secretary to the OWA (since 2022)

Jon Gershinson was a pupil at WHSB from 1975-1982. During his time at the School, Jon was a prefect, Treasurer of the Charity Week Committee and a member of the XXX Club. He later qualified as a Chartered Surveyor via a correspondence course and, during his career, specialised in the property insolvency arena. Jon served on the Governing Board at the School from 2006 to 2022, and as Chair of Governors from 2016 to 2022. Both of Jon's sons, Ben and Charlie, also attended WHSB.



THE SIXTH FORM LECTURE SERIES

Following our request last year for support from our alumni with our newly established Sixth Form Lecture Series, the School was delighted and overwhelmed with the many offers of support received from OWs. Since first seeking that support, the Headmaster and his colleagues in the Sixth Form have been so pleased to welcome Old Westcliffians - from across the UK and overseas - back to the School.

Since the Lecture Series began during the last academic year, Sixth Form students have already been treated to 13 lectures from OWs, two of whom visited from overseas - Australia and Poland. I understand that topics have included the following: 'Tall Building Design and Analysis'; 'Carving Out a Culture: woodblock-printed books in early modern Japan'; 'Between Nation Branding and Citizen Diplomacy: Perceptions and Projections of National, Spatial and Regional Identities of Estonia in North-Eastern Europe'; 'Has the Church passed its sell-by date?'; 'From Vitamin C to Vaccines: how clinical trials give us new medicines and shape history'; 'From Sticks and Stones to Mobile Phones'; 'Southend, London, New York, Tokyo - Reflections on a career in the City'.

It is fantastic that these OWs are visiting the School as their support is invaluable; I know from discussions with the Headmaster that their contributions have been both inspiring and informative for the students. The lectures continue this term, and we hope that many more OWs will lend their support through future Lecture Series programmes.

Of course, many OWs continue to support the School in various ways, including attendance at the careers events and with the offer of work placements. We were also delighted to see Judge Philip Statman, OW, back at WHSB as the School's guest of honour for the Annual Speech Day last term. Judge Statman was a pupil at the School from 1963-1971.

Mr J Gershinson, Secretary to the OWA

(Left) Judge Philip Statman, Old Westcliffian, with Freddie Dawson (Year 11)



Annual Speech Day 2022

THE AUTUMN TERM 2022 IN PICTURES



Examination Performance - best ever results at A Level and GCSE



New Year 7 pupils arrive



Poetry Open Mic in the School Library



German Trip to British Film Institute



CCF in action



LSE Work Experience, London



Year 11 Battlefields Trip, Ypres



GCHQ National Language Competition Success



Sandy Gunn Engineering Careers Programme



Annual Speech Day



Remembrance Day





Year 8 Rugby Team win Essex Rugby Waterfall Competition



Trip to CERN, Geneva



The London Stock Exchange



French Trip to British Film Institute



Table Tennis County Champions in Under 16 Table Tennis England Competition



'The Fellowship' Jazz Trip, Chelmsford



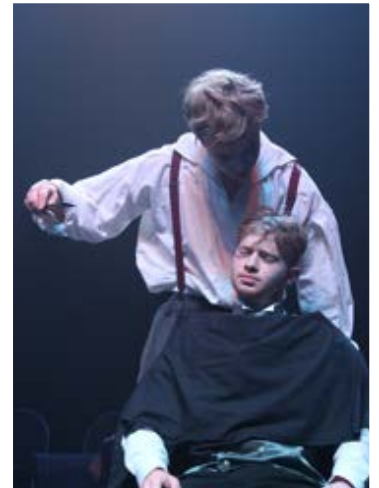
Charities Culture Day



Competition success for
Fizlee (Year 10) in National
Young Writers competition



The Queen's Commonwealth Essay Competition





Christmas 2022 with the WHSB Big Band



CALENDAR FOR SPRING TERM 2023

Friday 6 January	STAFF DEVELOPMENT DAY	Thursday 2 March	Year 9 Options Carousel, 1.50pm-3.35pm World Book Day
Monday 9 January	SPRING TERM BEGINS, 8.40am	Friday 3 March	Never Such Innocence MFL competition deadline
9 - 18 January	Upper Sixth Trial Examinations	Saturday 4 March	WCGC Go for Grammar Science Day, 8.45am-3.00pm
Wednesday 11 January	Year 11 PSHE Road Safety Performance, 8.45am-10.00am	Monday 6 March	Year 9 Phase 2 Report Issued
Wednesday 18 January	Year 11 Taster Sessions, 1.30pm-3.35pm	Wednesday 8 March	International Women's Day
Saturday 21 January	WCGC Go for Grammar Humanities Day, 8.45am-3.00pm	Thursday 9 March	Spring Sinfonia Concert, 7.30pm-9.00pm
Tuesday 24 January	Year 11 Entry to Sixth Form Evening, 7.30pm-9.00pm	Friday 10 March	Year 10 Phase 2 Report Issued
Wednesday 25 January	Year 11 Phase 2 Report Issued	13-24 March	Year 7 Charity Week
Thursday 26 January	Spring Chamber Recital, 7.30pm-9.00pm	Thursday 16 March	Year 9 Options Evening, 7.30pm-9.00pm Music Trip: Mahler's Symphony No.3, Philharmonia Orchestra, 7.30pm-9.00pm
Friday 27 January	Holocaust Memorial Service, 8.45am-10.00am	Friday 17 March	Year 11 Phase 3 (Targeted) Report Issued
Monday 30 January	Lower Sixth Phase 2 Report Issued	Monday 20 March	Year 9 Parents' Consultation Evening, 4.00pm-6.00pm
Wednesday 1 February	Careers Evening, 7.00pm-9.00pm	22-24 March	Richard II Drama Performance, 7.30pm-9.00pm
Friday 3 February	Charity Events	Friday 24 March	Year 7 Phase 2 Report Issued Charity Events
Monday 6 February	Year 11 Parents' Consultation Evening, 4.00pm-6.00pm	Monday 27 March	The Anthea Bell Prize MFL competition deadline
8-9 February	Jack Petchey's Speak Out Challenge	Tuesday 28 March	GCSE Music Recording
Thursday 9 February	Upper Sixth Phase 2 Report Issued	Thursday 30 March	Upper Sixth Phase 3 (Targeted) Report Issued Year 8 Phase 2 Report Issued
10-18 February	Ski Trip to Italy	Friday 31 March	SPRING TERM ENDS, 2.45pm
11-17 February	Spanish Trip to Almeria	Monday 17 April	STAFF DEVELOPMENT DAY
12-18 February	History Trip to Germany	Tuesday 18 April	SUMMER TERM BEGINS, 8.40am
13-17 February	SPRING HALF TERM		
Monday 20 February	STAFF DEVELOPMENT DAY Mid Year Entrance Examinations		
Monday 27 February	Lower Sixth Parents' Consultation Evening, 4.00pm-6.00pm		
Wednesday 1 March	Careers in STEM Evening, 7.00pm-9.00pm		

Tickets for all Westcliff Diary events can be purchased via TicketSource at
<https://www.ticketsource.co.uk/whats-on/westcliff-on-sea/westcliff-high-school-for-boys/>



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