



## The Westcliff Diary

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### ISSUE 90 / SEPTEMBER 2020 CENTENARY EDITION

#### IN THIS ISSUE:

THE OFFICIAL LAUNCH TO THE SCHOOL'S CENTENARY CELEBRATIONS  
WHSB IN LOCKDOWN  
KEY WORKERS IN THE WHSB SCHOOL COMMUNITY FIGHTING  
COVID-19







## FROM THE DESK OF THE HEADMASTER

### WELCOME TO THE SEPTEMBER EDITION OF THE WESTCLIFF DIARY

I am delighted to welcome the School and its wider community to this special edition of the Westcliff Diary. In normal times, an autumn edition of the Westcliff Diary is issued at the start of the academic year, however as we all know, these have been far from normal times. The pandemic and subsequent lockdown resulted in the postponement of our summer calendar of School events, and therefore also the summer edition of The Westcliff Diary. Many will recall, as I do, the speed with which the nation, and consequently the School, had to adjust to the rapid spread of COVID-19. The announcement that schools must close on 20 March, followed swiftly by the news that the 2020 Public Examinations were cancelled, was one of the most surreal and strange times in education. It is doubtful that many of us fully understood the impact the virus would have or the path that lay ahead of

us. Across the nation and the world there would be much loss and sadness, although great courage, fortitude and dedication in equal measure.

Different times call for a different approach and so it is that this special edition of The Westcliff Diary looks rather different from our usual summer edition of The Westcliff Diary. In the absence of our usual calendar of events to publicise, we have instead sought to record and recognise some of what has been achieved so far this year, and in response to the challenging circumstances the School has faced. This is mostly achieved through the sharing of thoughts and articles from pupils, staff and members of the wider WHSB community. This special edition is also an important opportunity to celebrate, however unusual, our Centenary. In particular, we celebrate the resilience of our pupils and staff when faced with an enormous challenge. In my closing remarks at the official launch of the Centenary at the Cliffs Pavilion on 1 February 2020, I noted that we had overcome challenges

in the past and that we would overcome the challenges ahead. Little did I think that challenge lay just six or seven weeks ahead. However, our School has met the challenge head on and we will continue to do so into the future by supporting each other and relying on the strength of our community.

#### *The Gala Ball and Launch to the School's Centenary Year*

It seems a long time ago that our special year began with the official launch of the School's Centenary. The evening was recorded and we hope in more usual times to share the highlights of the evening with the wider School community. This event provided a remarkable start to our Centenary year as young and old Westcliffians, staff, governors, parents and friends came together to celebrate. I would like to thank all those staff, parents and others who supported that evening. We are delighted that our Centenary Patrons, Lord Petre and Lord Gold could join us for the event, and it was also a great honour that the town's Mayor and his wife (Mr & Mrs Lamb) and the School's member of parliament, Sir David Amess were able to join us. We are also indebted to our principal sponsor Paul Robinson Solicitors and other sponsors including Rickard Luckin, Mr Iain Francis and Cadman, who generously supported the event.

The success of the Centenary launch was

built upon the hard work of a dedicated and energetic group of people. We are deeply indebted to Mr Jeffreys, our Director of Drama, who devised the programme of drama and the Show Choir performances, ably assisted by Mr Sampson, Assistant Director of Drama and Ms Warrington. Mr Jeffreys appears in few of the photographs because he spent all his time backstage ensuring the performances ran smoothly; he truly was the glue that held all of the evening's entertainment together and I am delighted to have his article recalling his experiences.

I would like to give my particular thanks to Mr Derrick for leading all of the live music and Mr McGee who was a superb Master of Ceremonies. The CCF played a pivotal role in supporting the evening and I also offer my thanks to Mr Bleakley, WHSB CCF Contingent Commander, for organizing a guard of honour and training the CCF for their contribution to the evening's stage choreography. We also had a wonderful selection of pupils' art on display in the Cliffs Pavilion and I thank Mr Sinnott for organizing this showing. I would also like to thank Mrs Clarke and Mrs Weller (Community Development Office) who played an important role in our preparations for the evening and to our incredibly supportive Parents' Association who volunteered an enormous amount of time and energy providing table decorations and dressing the venue.

I would also like to thank my Senior Team, Mr Williams, Mrs Mumford, Dr Machacek, Mr Manning and Mr Partridge for their superb support with the Centenary launch. In particular, I would like to record my thanks to Mrs Mumford and Mr Partridge who were both heavily involved in the planning and logistical arrangements. I am also indebted to Mrs Mumford for her support in recording some of the memories from that wonderful evening in this edition of The Westcliff Diary. Of course, she does not mention the enormous amount of time and energy she invested in the event. She was at the centre of the planning and arrangements, and she and other colleagues hand-made the hundreds of metres of WHSB bunting to decorate the venue, and the beautiful table centre pieces. These finishing touches made for a beautiful venue and a wonderful atmosphere.

Finally, I would like to thank all the pupils who participated in the evening, including the many prefects who made our guests feel so welcome. I would like to record my special thanks to our Head Boy, Ben Johanson, and his Deputies



*Headmaster, M.A. Skelly (centre) pictured with members of his Senior Team, from left to right Mr W Williams, First Deputy Headmaster; Mr M Manning, Senior Master; Mr D Partridge, Director of Resources; Mrs K Mumford, Second Deputy Head; Dr A Machacek, Senior Master; 1 February 2020*

Daniel Barton and Daniel Pereira who represented their School superbly.

#### *Our Response to Covid-19 and the Lockdown*

Just over six weeks after this wonderful evening came the Prime Minister's announcement regarding the national lockdown and the closure of schools. This presented the School with some immediate challenges, albeit we had been planning for the possibility of closure. Key to our preparations was to reassure pupils and parents and to do all we could to maintain the continuity of education. In the weeks prior to lockdown, five of my teaching colleagues and I were required to self-isolate and work from home following contact with a pupil's grandparent who subsequently tested positive for COVID-19. I returned to the site on 17 March and already we were losing staff and pupils who needed to shield. We set up Microsoft Teams as our online teaching platform and organised a training day for staff on managing pupils' welfare, and their own, during lockdown, as well as a course in how to use Microsoft Teams for teaching. We also set up our staff rota for supervising the children of key workers at the School and moved our pastoral provision online, as well operating Parents' Evenings over the telephone. The staff were enormously supportive and flexible throughout. During the lockdown, Physical Exercise led by the Physical Education Department was provided on site for the children of key workers each day. The pupils also responded incredibly well to this unprecedented situation. I spoke with every Year group prior to lockdown and was most impressed with the intelligent questions and thoughtful observations from all cohorts. This is

not to be overlooked, given that Year 11 and the Upper Sixth had just received the news that there would be no Public Examinations and they would have to wait to hear from the Government regarding the altered arrangements.

#### *Meeting the Challenges of the Summer Term*

Just a few short weeks after the lockdown began, the School was operating well online thanks to the hard work of pupils, staff and parents. We managed to maintain effective continuity of learning. Remarkably, we had also managed to move many extra-curricular activities online and this wider involvement was recorded in issues of The Westcliff Week and on the School's Facebook page. Obviously, our usual programme of trips, visits, sport, drama, music and so much more was put on hold, however we are considering how we can safely reinstate more aspects of this programme in a safe way this academic year. The autumn edition of The Westcliff Diary will be delayed until we have further advice which will enable us to plan our programme for inclusion in that edition.

The pupils and staff have reacted superbly to the challenges posed by the pandemic and lockdown, yet I do not believe for one minute that it has been easy for them. Person to person, social interaction is an important element of School and its loss has been sorely felt by many, especially some of our younger pupils. This is something which has been particularly evident to Mrs Mumford, Mr Bleakley and myself through our weekly Birthday Boys meetings with many Year 7 pupils via Zoom. Equally, moving from an environment in which a teacher organises the time and structure, to one in



*Headmaster pictured with Head Boy, Ben Johanson and Deputy Head Boys Daniel Barton and Daniel Pereira*



which pupils must self-manage was most challenging. Some pupils struggled a great deal with this change in the early weeks, however they persevered and over time they became effective at self-organization and managing their study time. They were able to draw on support from their Form Tutors, and the Pastoral Offices remained open online to parents and pupils seeking advice and support.

#### **The Westcliff Week**

The Westcliff Week has been an important part of the School's wider provision during the lockdown period. Over time it grew as more and more staff and pupils contributed articles and details of activities they were organizing and running. The Westcliff Week enabled our community to share news and articles and keep in touch with our wider community. The importance of establishing a means of sharing experiences and activities with each other was vital in helping to maintain our strong sense of identity and spirit as a community.

The Westcliff Week contained many articles and stories which exemplified the community spirit of our School during this challenging time. That community spirit also remained outward looking. I wish to commend the many pupils, staff and parents who continued to contribute so much to our wider community during the summer term. Mrs Mumford, Mr Moore and a group of Sixth Form student volunteers deployed the School's Technology equipment, including our 3D printer, to produce thousands of items of PPE (visors and masks) which were distributed to Southend University Hospital and local care homes. The School, supported by the Old Westcliffian Association and Parents' Association, arranged for flags, acknowledging our

community's support for the NHS and key workers, to be flown from our School flagpoles and we hope that lifted the spirits of the many staff making their way to work in key roles each day. Despite the restrictions in place, I was pleased that we could mark the national silence in memory of key workers who have lost their lives to COVID-19, in our School Hall in April and I would like to thank Mr McGee for his splendid rendition of The Last Post. Similarly, we were also able to mark the national VE Day celebrations. There is much more I could note here, but there are many interesting articles which capture a great deal in the pages that follow.

#### **GCSE and A Level Arrangements in 2020**

A significant proportion of our time during the lockdown has been devoted to implementing the alternative arrangements for the GCSE and A Level qualifications. In my letters to parents regarding this matter, I have outlined the School's response to those arrangements. The staff have devoted much time and energy into drawing on existing and recent past data at the individual and institutional level to ensure we provided robust and fair Centre Assessment (CA) grades to the Examination Boards. Those CA grades were submitted in June and the Examination Boards conducted a moderation process using algorithms although ultimately no students received less than their Centre Assessment grades following a change in Government policy.

This year WHSB has enjoyed outstanding A Level results. 25% of our entries were graded A\* and 60% of all entries were graded A\*/A. Thirty-six students gained two or more A\* grades and twenty-three students achieved at least three A\* grades. The majority of students have achieved or

exceeded their University offers, including nine students who have secured places at Oxford and Cambridge. We also had outstanding GCSE results with 28% of entries graded 8/9 and 56% of entries graded 7-9. 75% of pupils achieved eight or more 7-9 grades and 26% pupils achieved twelve or more 7-9 grades. We congratulate all our students and give them our best wishes for the future.

#### **Preparing for Partial Re-opening**

During the second half of the Summer Term there was a great deal of activity in preparing the School for the return of some Year 10 and Lower Sixth students. Miss Lewis, supported by Mrs Mumford, ran training sessions for our cleaners and an intensive programme of regular cleaning was put in place, including the use of fogging equipment to disinfect classrooms each day. We also set up one-way systems, installed hand sanitizers, put extensive signage in place and provided hygiene materials in all of those classrooms in use. We also took the opportunity, in the absence of pupils and staff, to redecorate many of the classrooms and we completed further internal improvements to our buildings during the summer holidays. I am most grateful to Miss Lewis and her facilities team for their superb work during this difficult time.

The face-to-face contact with Year 10 and Lower Sixth students which commenced on 15 June was well received by students and staff. It also helped to inform the School's plans for September. It is pleasing that the majority of pupils have been able to make expected progress, however it is also evident that some pupils will need support to make up some lost ground. This is something the School has planned for and will implement this term. The nature of that support will vary between individual pupils, however I anticipate that we shall also adopt some general approaches within the teaching of subjects.

We anticipate it will take some time for pupils to adjust to school routines and participation in School activities and we would welcome support from parents in helping their children to make this adjustment. Pupils should be encouraged to involve themselves fully in School activities, sport, music, drama, clubs and societies as we believe those opportunities will support a more rapid and successful adjustment. We are also acutely aware of the difficulties faced by the Year 6 pupils who join us this term. We have run online transition meetings for these pupils and their parents and we know that our current pupils will do all they can to make the new pupils feel welcome and at home at WHSB.



*Teaching for Year 10 and Lower Sixth students resumes in June 2020*

#### **School Leavers in 2020**

At the other end of the secondary educational cycle, the WHSB leavers of 2020 have made history, by not taking their A Level Examinations! I know that many in the cohort will have been disappointed not to have had the opportunity to test themselves against the Public Examinations. They had

worked hard for these examinations and were on track to perform exceptionally well. However, it was not to be and they have responded with the resilience and positivity that has been a trait of this cohort of students throughout their time at the School. It has been a great pleasure to get to know these students across the last seven (or two) years. They are an academically able cohort with tremendous character, full of good humour and a willingness to participate in the wider life of the School. With the support of the Sixth Form pastoral team, they quickly put together a leavers' assembly for 20 March, however they also lost much of the end of year programme, including the Leavers' Barbeque and the Leavers' Ball. We hope to organise a special event for this group when we have the opportunity to do so. In the meantime, I encourage all our leavers to join the Alumni Network and the Old Westcliffian Association so that we can stay in touch with one another. I wish you all every success in the future.

#### **Fide et Fortitudine**

So far our Centenary year has been an unexpected and challenging year. As I have previously noted, many activities planned for the Centenary are on hold, but that does not mean they are cancelled and we look forward to the time when we are able to run them in the future; I anticipate that the celebration will be so much the greater for having overcome adversity.

Of course, our Fide et Fortitudine spirit means we shall always seek to overcome challenges. It is for that reason that we put together the School video: WHSB A Centenary Year in Lockdown. This video was our way of showcasing and celebrating the spirit our pupils, staff and wider community have demonstrated to overcome the challenges presented by the pandemic and lockdown. It will also provide us with an opportunity to look back and reflect on these unusual times once we return to more usual methods of working. The video will be made more widely available this academic year. I would like to take this opportunity to thank all the pupils, staff, governors, parents and others who participated in the video. I am also grateful to Mrs Mumford, James Fraser (Old Westcliffian), Ed Taylor and Mat Spencer for their superb support with this production. My particular thanks goes to Mr Jeffreys who brought an enormous amount of creative energy and vision to the project.

As a final thought, I wanted to share with you my reflection on a question Mr Jeffreys put to me in my interviews for the video. He asked me if I had learnt anything new about WHSB during these past months. I do not believe I learnt anything new, although it reinforced my belief in the resilience of our community in the face of adversity. Perhaps more than ever, I am proud to lead and serve such a caring, dedicated and supportive community. I hope that you enjoy this special edition of The Westcliff Diary. We may live in challenging times but we have much to celebrate and so much for which we can be thankful.

*Headmaster*



*Teaching spaces are re-opened to Year 10 and Lower Sixth Students in June 2020*



*The Headmaster celebrating with Year 11 students on their final day at School, 20 March 2020*



*Year 10 pupils return to School for teaching sessions in June 2020*



STAFFING UPDATE

I would like to take this opportunity to thank and acknowledge the work of those members of staff who have left us since I reported in the last edition of The Westcliff Diary.

In-Year Leavers

We have already said farewell to Mrs House who gave tremendous service as a member of our Reception team, and to Mr Tobias who left the School at the end of March 2020. Mr Tobias served as our Librarian for fourteen years having previously served at the School as an English teacher. We wish him and his family an enjoyable retirement.

Miss de Andres joined us as a Teacher of Spanish in September 2018. She immediately settled into her role and demonstrated a capacity to build strong and productive relationships with her classes. She also contributed much to the development of our Spanish curriculum at a time when the subject was still developing within the School. She moved to another local school in June and we wish her well.

Mr Partridge left us in April 2020 having served in the role of Director of Resources & Support Services since September 2014. Mr Partridge is also an Old Westcliffian and has great affection for the School. As the Director of Resources & Support Services, Mr Partridge gave splendid service overseeing a wide range of support functions including finance, HR, communications and facilities. He made a particularly strong contribution in the development of our ICT facilities and worked closely with myself and other colleagues on significant improvements in our facilities and management systems. A highly talented colleague, Mr Partridge was also a strong contributor to the Senior Team and provided encouragement and clear direction to the School's splendid support staff. Moreover, he was highly supportive to colleagues and always provided great encouragement for extra-curricular activities. He also redesigned The Westcliff Diary to create the layout that we know today. He has moved to Basildon Council where he leads one of the Council's Financial Sections. We wish him every success in his new role.

Summer Leavers

I would like to thank Mr Stenhouse and Mr Sountharajah, both Old Westcliffians, who have provided tremendous service

in their roles as Teaching Assistants. I understand that both plan to move on to Higher Education this September. Miss Grey has given tremendous support in her role as an Administrative Assistant and, in particular, we thank her for her contribution towards the arrangements for the Centenary and auditing the School Library. We wish her well as she returns to University for post-graduate studies.

Mrs Wells has been with us for one year in the role of Sixth Form Pastoral Assistant. She has given splendid service and built positive relationships and we wish her well for the future. Mrs Ray-Smith, part-time Receptionist, has been with us a short time but has provided much valued support during the lockdown period. She leaves with our best wishes.

Mr Nutman has been with us for just one academic year teaching Mathematics, yet he has made a most valued contribution to teaching in the Department and we wish him every success in his new position at a nearby local school. We also say farewell to Mr Farine who has taught Design & Technology and Food Preparation & Nutrition successfully at the School for four years. A superb cook and talented baker, we wish Mr Farine and his family a happy retirement.

Dr Theobald leaves us to take up a position teaching History much nearer to his home in Ipswich. We thank him for his contribution to the work of the History Department and also for his enthusiastic leadership of our Bird Watching Club. We offer our best wishes to him in his new role. We also say farewell to Miss Price who leaves us to take up a part-time position teaching Art at another School. She has contributed greatly to the success of our outstanding Art Department and we thank her for her superb contribution. Mr Sinnott has been an outstanding Head of Art and Sixth Form Progress Leader. Since he joined the School in 2012, the academic results have greatly improved and Art is now regularly one of the highest performing subjects at GCSE and A Level. He is a talented artist and also a talented musician. He has been a terrific supporter of the wider cultural life of the School; everything from playing in the Charity Week Staff Band to competing in the Staff team during Sports Day. As a Progress Leader, he has demonstrated great care for the students in his cohorts. There are many students who have passed through WHSB who would, I am sure, happily acknowledge that Mr Sinnott's support was the difference between success and failure in both their academic and personal development. He has enabled them to navigate a path to success and I know they are grateful to him for his support. We

wish Mr Sinnott and his family a joyful and fulfilling retirement in the Wirral, close to his native Merseyside.



Mr Farrell has a long association with WHSB. He joined the School as a Year 7 pupil in 1967 and went on to be highly successful student, as well as

captaining the School's 1st XI cricket team. Mr Farrell joined the staff on 1 September 1983 on a four-month fixed-term appointment which then lasted for 37 years! During this time, he has served in a variety of responsible positions. A superb classroom teacher with a thorough understanding of his subject, he quickly developed a reputation amongst the pupils as a fantastic teacher. His significant abilities led to internal promotion and it was in the field of pastoral work that Mr Farrell has made a particularly distinctive contribution. He became Head of Middle School as we began reviewing the Pastoral Structure at WHSB and, since that time, has built a fantastic team and system of support for Middle School pupils. It is no coincidence that the School's GCSE performance has rapidly improved with the support of Mr Farrell's talented leadership of the Middle School. Following a restructure in 2018, Mr Farrell was promoted to Director of Middle School as he took on wider leadership responsibilities within the School. Mr Farrell has also contributed greatly to the wider corporate life of the School across many years. He is an outstanding musician and has played in staff bands and evening events, bringing his friends from the world of professional jazz and blues music to join him on the School stage. His wider contribution has also included participation and leadership of staff and pupils' cricket. Colleagues may be aware that we recently appointed a successor to Mr Farrell but, regrettably, due to personal circumstances he was forced to withdraw from that appointment. However, I am delighted and most thankful that, in those difficult circumstances, Mr Farrell has agreed to return on a part-time basis to assist with the leadership of the Middle School while we seek to reappoint to the role. The School is enormously grateful to Mr Farrell for his tremendous contribution and dedication to WHSB over the years, of which he should be justly proud.

We are pleased to welcome to the School a number of staff who have joined

since March 2020. Ms L Smith and Ms Schofield joined us as Teaching Assistants in April. We are also pleased to welcome Mr Hammond to our Facilities Team, in the position of part-time caretaker. Mrs Murrell joined us as our new School Librarian and we wish her every success in her new post.

In September we are delighted to welcome a number of new colleagues to the School's academic staff. Mr Barnes (an Old

Westcliffian), Miss Neagus and Ms Finch join the Science Department. Ms Gelliard and Ms Glassock join the Art Department and Mr Wood (an Old Westcliffian) joins the Music Department. We are also delighted to welcome Ms Cocks-Rea and Mr Madrid who join the Modern Foreign Languages Department. Mr Madrid, who trained as a teacher in Spain, has previously served as the School Spanish Language Assistant and we are delighted he returns to WHSB this September. Finally, we

are pleased to welcome Mr Lo (an Old Westcliffian), Ms Foster and Miss E Smith to teach Mathematics, Food Technology and History respectively.

Headmaster

CONGRATULATIONS TO OUR NEW HEAD BOY AND DEPUTIES

It is always a great pleasure to introduce the new Head Boy and his Deputies at the start of a new academic year. Our Head Boy, Sri Haran Loganathan, has been extensively involved with School Drama and in competing and supporting our Chemistry competition teams. Sri will be known by many in the School through his involvement in Drama, but also as a peer mentor and through his participation in major School events such as our Remembrance Service and the Centenary Gala Ball. He is an outstanding student with a wonderful character and he will be an entirely worthy representative of his School this year. The School has appointed three Deputies to Sri Haran this year, due to the particularly outstanding field of candidates and the exceptionally large Sixth Form cohort this year. Sri Haran is to be supported by Ademilola Adeyeye, Ethan Locke and Joshua Seal. Joshua is a leading member of the School's Drama company and an outstanding public speaker. Ethan was the superb Chairman of our highly successful Charity Committee and an excellent senior

cadet in the Combined Cadet Force. Ademilola is one of the finest sportsmen in the School, who has also given tremendous service as a mentor to younger pupils. We wish Sri Haran and his Deputies every success in their leadership roles within our School in the coming academic year.



Headmaster

(Right) Our new head boy, Sri Haran

	Sri Haran Loganathan Head Boy	Joshua Seal Deputy Head Boy	Ethan Locke Deputy Head Boy	Ademilola Adeyeye Deputy Head Boy
Previous School	West Leigh Junior School	Rayleigh Primary School	Glebe Primary School	Nelmes Primary School
Subjects at A Level	Biology, Chemistry, Mathematics, History	History, Mathematics, Economics, Spanish	English Literature, French, Politics, Economics	Mathematics, Further Mathematics, Economics, Physics
The most positive aspect of being a student at WHSB	The House System which allows for healthy competition but also for you to discover your own interests and talents as part of a team.	The opportunities that you get that you are offered; where else would you get to learn how to fence (with swords, not wooden panels) for a drama role?	Being pushed and challenged every single day, both academically and beyond the curriculum.	The variety of opportunities presented to us to improve ourselves and help those around us.
What I would most like to achieve in my new position at WHSB	To reinforce a sense of community which may have been lost for some over the lockdown period.	I am hoping to oversee the smooth reintegration back into school life after the lockdown.	Making sure that students continue to collaborate between years, despite current barriers.	Coming back from lockdown, I would like to help build a familiar atmosphere for students and help ease anxieties/stresses over the future.
My message to our new Year 7 pupils	Do not be afraid to congratulate yourself – the jump you have just made is enormous and no one is going to land perfectly, so celebrate the small victories when they come!	Year 7s, you are faced with the enormous challenge of stepping up to secondary school especially after a long period of lockdown, but just know that you have the support of a strong school community behind you.	Just stick with it! The first few weeks are always difficult, so do not be afraid to ask for support, and you will find your place at WHSB in no time.	Get involved in school life. Enjoy your time here as it will form some of your best memories.



# THE CENTENARY GALA BALL

## THE CENTENARY GALA BALL: THE LAUNCH OF OUR CELEBRATIONS

Saturday 1 February 2020

To work at a school during its Centenary Year is a once in a career opportunity. It is a time to reflect on the past and look forward to the future, whilst enjoying the present. When I was tasked by the Headmaster with supporting the coordination of the Centenary Gala Ball arrangements, I knew instantly that it was an absolute honour, however I did not know just how much of a pleasure it would be.

The Cliffs Pavilion was the perfect choice of venue, as it offered the capacity we knew we needed and had links with the School, having hosted the School's Jubilee Dinner in 1970. For those people who have not attended a gala-style event at the Cliffs Pavilion, the surroundings are impressive indeed, and offer the perfect setting for a very special occasion.

As you might imagine, the team identified to create this wonderful evening was vast. The vision for the entertainment from Mr Jeffreys (Director of Drama) was an inspiration to all involved and Mr Derrick (Director of Music) was an unstoppable force in preparing his past and present musicians for the evening. Staff in the Community Development Office, Ms Weller and Mrs Clarke, assisted by Miss Grey, were incredibly adept at responding to the varying duties, which included securing Luxury Raffle and Sealed Bid Prizes, answering queries, decoration duties and providing experience from years of running the Parents' Association Winter Ball. The Guard of Honour and choreographed Drill, organised by Major Bleakley and the Combined Cadet Force, raised hairs on the back of one's neck, as



did Mr McGee's Centenary Fanfare; and he was superb in his role as Master of Ceremonies for the evening. Behind the scenes, Mr Sampson, Mrs Smith, members of the Parents' Association's Decorating Committee (including some former members), the Premises team, the teachers who supervised the pupils throughout the day, the Prefects and Sponsors were all invaluable in ensuring the evening was a success.

After months of planning, the evening was set to be the party of the century. Upon arrival at the venue, Guests were met by WHSB's CCF Guard of Honour and were then ushered into the Drinks Reception at the Cliffs Pavilion.

The Headmaster greeted guests as they

entered the Drinks Reception, during which they had the opportunity to view displays of pupils' art and the history of the School. Whilst catching up with old friends, guests were treated to music by the WHSB String and Saxophone Quartets.

*"The Centenary Gala Ball was hosted in order to celebrate the School's 100 years... therefore the wide variety of extra-curricular activities were showcased in an exciting and engaging way under the direction of Mr Jeffreys (Director of Drama) and Mr Sampson (Assistant Director of Drama). As one of the fastest growing extra-curricular opportunities that WHSB has to offer, the CCF featured in this extravaganza by showcasing its discipline and camaraderie in a display of rifle drill, led by RSM Michael Niman, with TSM Harry Dudman and TSM Dhilan Patel flying colours alongside the Cadets. Many free periods were given up to march up and down the playground to This is Me. The intense preparation was all worth it for the final result. The CCF conducted a guard of honour in front of Southend's Cliffs Pavilion, where special guests received an honorary Stand to Attention as they entered the building. We also featured a Change of Guard which highlighted the skill and dedication of the Cadets from Years 10 - 13. We are proud to have been a part of the celebrations of our School in this special year."* - RSM Michael Niman (Senior Cadet)

We were delighted to welcome our VIP guests, the Mayor and Mayoress of Southend, Centenary Patrons, Lord and Lady Gold and Lord Petre, as well as Sir David Amess MP and former Headmaster, Mr Andrew Baker and his wife, Lynda.

The Centenary Fanfare, composed by Mr McGee (Director of Sixth Form) and performed by the Brass Ensemble, drew the guests into the auditorium. Many guests, only familiar with the theatre at

the Cliffs Pavilion, had not known what to expect from the venue and, thanks to our incredible team, they were astounded by the beautiful Ball Room. Its layout and decorations which included bespoke bunting and table centres, as well as those finishing touches to the tables set the tone for the evening to come. This, together with wonderful lighting and music, made the entrance to Dinner both special and memorable.

*"The Westcliff High School for Boys Parents' Association was proud to support the School's Centenary Ball on 1 February 2020. A team of parents, both past and present, worked with members of staff and students to set up the foyer and decorate the tables in the auditorium. All those involved were delighted to be part of this auspicious occasion, the launch of the School's Centenary celebrations."* - Mrs J Clarke, Parents' Association Chair





# THE CENTENARY GALA BALL

Our Head Boy, Ben Johanson delivered Grace, and then Dinner was served to the soothing jazz music performed on the piano by Edoardo Chidichimo (then Upper Sixth) while guests settled in for the evening. The feeling of pride from all in the audience was palpable as the entertainment began with This is Me - movement to music, interspersed with historic photos was the perfect showcase of what WHSB can achieve for its pupils.

"The CCF took an important ceremonial role in the Centenary Gala Ball at the Cliffs Pavilion. Our Cadets have plenty of experience in performing ceremonial guard duties for our own parades and for events such as Remembrance Services and Armed Forces Day. However, what Mr Jeffreys had in mind was far out of our comfort zone. My brief, in addition to the usual ceremonial guard duty at the entrance to the pavilion, was very simply for a group of specially selected Cadets to march onto the stage, perform a rifle drill display and march off to the tune of The Greatest Showman's This Is Me. A mixture of Royal Navy and Army Cadets practised for many weeks to time each movement for a series of drill moves with our replica weapons with the beat of the music. We looked forward to finding out how our part in the musical piece would look within the context of the whole piece.

"On the day of the event, the CCF arrived at the venue and, as they re-rehearsed on the stage, began to see the drama of Mr Jeffreys' extraordinary vision for the performances at this special event. Mr Jeffreys' vision perfectly illustrated the pride, discipline and teamwork the CCF affords its members. The two Colonels Cadets (Brigade and National) at the event were appropriately impressed, one of whom asked "is there anything your pupils can't do?". I had no answer." - Major J Bleakley, Contingent Commander

The drama continued with verbatim theatre, with the script drawn from the School's very first Gateway magazine in 1920. Pupils were joined by WHSB old boy and professional actor, Ryan Philpott in these highly amusing skits which brought to life the words of the pupils, staff and governors from 100 years ago. Who would have thought that bees and caravans could

be so amusing!

The Show Choir, accompanied by the splendid Concert Band, were superb and delivered a performance worthy of the West End. The teaching staff were moved with the dedication of Falling in Love with You, an ode to the many years of service given by so many.

"The evening of the Centenary Gala Ball involved many months of preparations by musicians and actors, as well as teachers and friends of the School. As a member of the Westcliff Big Band and Saxophone Quartet, two of the ensembles fortunate enough to have performed at this illustrious event, it was a privilege to have participated in such a night, which I can assure you was enjoyed by all! The event itself began as the String Quartet entertained guests at the Drinks Reception with soothing pieces such as 'Moon River', and the Saxophone Quartet provided a more upbeat repertoire, with pieces such as 'Chattanooga Choo Choo'. As guests took their seats, the main event unfolded with the Westcliff Drama Company and Show Choir, beginning with scenes taken from the first edition of the School's Gateway magazine, dating back to 1920. This was followed by an homage to the School - featuring our own CCF - entitled 'This Is Me'. Towards the end of the meal, the Big Band erupted in full force, performing pieces familiar to those who have attended our performances in recent years with numbers such as 'You've Got A Friend In Me' and 'Jeru', before a grand finale featuring members of the Big Band, Show Choir and School Choir in a rousing rendition of Jerusalem led by the Headmaster. There can be little doubt that the night was considered by all to be a success and it is a happy moment to reflect upon." - Charlie Gershinson, Upper Sixth

We could not have asked for a more impressive performance than that given by the Big Band, who were simply outstanding, as was the Choir who joined them for the final two numbers. It was wonderful to be joined by so many alumni who wanted to help celebrate the School's Centenary.

"In the programme for the Centenary Ball I wrote that "the legacy of a century can be intimidating". What I did not mention was that preparing for the celebration of such a legacy is perhaps even more daunting! A year's worth of meetings, some taking place in Mr Skelly's or Mrs Mumford's offices, some taking place at the Cliffs Pavilion, did little to dissuade me of the notion that an event as large and complex as the Centenary Gala Ball was some sort of imaginary thing, floating on the horizon of possibility. And then 2020 arrived, and the event was just a month away. Still not quite tangible, but that imaginary thing on the horizon seemed a little clearer, and definitely closer. After some final large-scale rehearsals, the day was upon us, and upon walking into the bustling venue at 9.00am the Centenary Gala Ball was suddenly very real. It is a testament to the musicians of WHSB that my concerns on the day were entirely practical, revolving around how we fit musicians on the stage, and how we moved equipment and pupils back and forth smoothly. I never once had to question the talent or professionalism of the pupils involved. Because of their hard work and dedication the night was not only

a huge success, but incredibly enjoyable. We certainly lived up to the Century's legacy." - Mr T Derrick, Director of Music

No significant event would be complete without a Raffle Draw and the guests were spoilt for choice, having been overwhelmed with the generosity shown by the Old Westcliffian Association members, Alumni, Friends of the School, Parents and Sponsors. The main prize was the sealed bid which included a private flight, sponsored by Dr Machacek, (Senior Master: Academic Studies) followed by afternoon tea at the Holiday Inn at Southend airport and guided tour of the control tower.

"One of the most enjoyable and rewarding

tasks for the Community Development Office in preparation for the WHSB Centenary Ball, was contacting prospective sponsors to support the Luxury Raffle. We puts our heads together and liaised with a broad spectrum of friends of the School including Alumni, Old Westcliffians and local businesses, in the first instance. The responses were not only heart-warming but also extremely generous, with the majority of donations given due to fond memories of time spent at the School, in either an educational or professional capacity.

Prizes included Tea at The Ritz, Dinner for Two at The Ivy Restaurant, an Essex County Cricket Club Mascot Experience, tickets for England versus the West Indies at The Oval, Harry Potter World tour tickets, plus

many more amazing contributions. All these fantastic prizes were claimed by delighted prize winners!" -Ms N Weller, Community Development Officer

When the Headmaster took to the stage to speak at the School lectern, his words were pitched beautifully and touched so many in the audience. This was followed by the Choir, accompanied by the Big Band, who once again took to the stage as the guests stood to unite in singing the School Anthem, Jerusalem. It was a special moment in time, which will be remembered by all who were there.

Mrs K Mumford,  
Second Deputy Head





## THE CENTENARY GALA BALL



### BACKSTAGE PASS: MEMORIES OF THE CENTENARY LAUNCH



When the Four Seasons said "Oh what a night!" they were referring to late December back in '63. But they could easily have been singing about WHSB's Centenary Gala Ball.

The day had started early when Mr Sampson and I talked our way past Stage Door at 8am. We rushed round, setting up the dressing rooms and sending pictures of ourselves to Mrs Mumford posing in different parts of the building. Then the screaming hordes of actors arrived and it was time for rehearsals. These all seemed to go smoothly, largely thanks to the presence of Ms Warrington and time given for rehearsal by the Headmaster on two previous Fridays. Particularly impressive were the Show Choir - given one hour to rehearse, but needing just 30 minutes. The rehearsal phase ended with a Dress Rehearsal full run through. The waistcoats and bow ties looked fantastic and it is always entertaining to see Jack Tapp in a bee costume. Up to the madhouse that was pizza time, with boxes of pizza as far as the eye could see.

Curtain up!! The initial fanfare went well but news came in that entry to the Dining Hall was slow and there may be delays. For our carefully timed and tightly packed programme, that was a moment of panic but the second fanfare from the stage brought guests scurrying in and we were back on track. At 7.20pm (very exactly), the curtain went back up for This Is Me. I hope the audience enjoyed it but, with technical problems at the rehearsals, I had never actually seen it with film so I had to make do with watching it on the Stage Manager's monitor. Then Gateway and Show Choir which seemed to go down well, thankfully - all the costume changes worked well too. Then over to Mr Derrick for the Big Band while I wandered round dressing rooms, chatting to a happy and relieved cast. Back to the wings to make sure the raffle party was ready - where is Daniel Pereira when you need him? And then the Headmaster's speech, which looked majestic but of which, annoyingly, I only heard snippets, as I was shooing people into position for the School Anthem, Jerusalem. At the end of this, the curtain came down and we cleared the stage, welcoming in the Disco through the decades, which represented the end of my stage-side duties. Then to clear up, and I have never been more impressed with our pupils who could not have been more willing to help. The CCF Cadets were at their very finest, fetching, carrying and loading right to the final music stand. From there, I headed to a nearby restaurant, to organise a late night curry and some card games for those pupils staying on to the end.

At midnight, the night was over and it was time to go. Breaking up is hard to do - but then, I guess the Four Seasons sang about that too.

Mr B Jeffreys,  
Director of Drama



**We are most grateful to the Principal Sponsor of our Centenary Year**

  
**PAUL ROBINSON**  
SOLICITORS  
STRATFORD - BILLERICAY - BENFLEET -



# THE CENTENARY GALA BALL

## PUPILS' MEMORIES OF PERFORMING AT THE CENTENARY GALA BALL



**RAFAEL GAMMA,  
YEAR 9 ACTOR**

While the Centenary Dinner seems strangely long ago now due to all the unravelling, unprecedented events quickly unfolding around us, I, and probably many others will still have vivid memories of being backstage at the Cliffs Pavilion, the rehearsals leading up to the grand performance and obviously the iconic and symbolic performance itself, being a milestone in our School's history. We were all honoured to take part in it and represent this brilliant and influential School in the best way possible!

I remember being eager to leave the house that morning, getting one of the longest uninterrupted sleeps I have ever experienced the night before, and heading off to the Cliffs Pavilion restless and incredibly excited! The huge queue at the stage door said it all. Everyone raring to go, simply dismissing the "do not come before 10am" instruction. I joined in with my rucksack of supplies to keep me occupied backstage, and all my various costumes that I needed. I made my way to the dressing room door. My room-mates included a few other Year 8 Dramatists with whom I bonded a lot more closely throughout that day, and we would continue to remain close through more rehearsing and time together. As more pupils arrived in fairly quick succession, we unpacked and gathered our belongings and started talking. We were very surprised and thankful for the doughnuts and chocolates we found, along with the small card wishing us luck and motivating us,

from Mr Jeffreys and Mr Sampson. The room was fairly basic and it being such a small space makes it more memorable. The small corridor and pair of doors on each side led you to the stage corners, with all the wires, microphones and technical appliances all around you. As rehearsals began, we saw the grand circular tables being prepared by the Cliffs Pavilion's staff; there were wine glasses, reservation cards, and more. We understood the sheer importance of this evening to be perfected. Other familiar faces popped up during rehearsals, including the Headmaster, Mrs Mumford, other senior teachers in the School, our excellent Show Choir choreographer, Ms Sallie Warrington, the various music staff and Big Band participants. We all had settled into our rooms and therefore 'touched base' at the stage ready for the day.

Throughout the 7-8 hours we spent rehearsing, we would be doing a lot of popping on and off of the stage, back to our rooms, and helpfully there was a loudspeaker so that we could hear over all the stage activity around us. It kept us connected to the situation. We loved listening to the musicians rehearsing, such as the Centenary Fanfare composed by Mr McGee, and the Big Band playing some fantastic tunes. However we really wanted to make Drama stand out. So after making repeated rehearsals of the certain sketches to be performed, and making some changes to the order, it was time for a full, non-stop, uninterrupted run through, with costumes. This is when the seriousness and excitement really began to sink in for us all. The performance would begin in around three hours, and we had to get everything right and run through the performances smoothly.

After the full dress run through had concluded with a rousing performance by the WHSB Show Choir of Can't Help Falling in Love, it was time to settle down and tuck into some appetising and highly tempting pizza. After this filling dinner, we had around 45 minutes of quality time and rehearsal amongst ourselves in our individual rooms; something that really boosted our confidence and drive to perfect the performance.

As the curtain opened and that, now, instantly recognisable piano introduction was played over the sound system opening the song, I was put into view. I had to act as fairly timid and nervous new Year 7 pupil who is new to all the intimidations of a much bigger school. I and all the other actors needed to incorporate the theme of this pupil developing and building his confidence as he sees others and has more

experiences throughout his first day. After this, probably my signature moment in the performance, I was relieved to have done it well and given the audience an appealing introduction, hopefully leading them to have positive expectations of the performances ahead. The performance immediately rolled into Gateway, meaning I quickly had to change into my 'Caravan Boy' costume. In a matter of moments, all four of us were ready backstage, watching the actors onstage and preparing ourselves. As the Bees went off, we made our way on, huddled like we were four brothers. Our sketch consisted of us taking it in turns to say something, all recounting our many adventures caravanning.

As our appearance was near the end of the Gateway segment, we had very little time to change into our smart black trousers, bow ties and Gilet-like over-layers. I remember this causing some nervousness and a loss of clothing for one of us, but when everything was tidied and cleared by us post performance, we did find it. I entered stage left for the Show Choir, taking my place at the front ready for Do You Hear the People Sing? from Les Misérables, a hugely motivating and uplifting anthem against classism and societal inequality, and we imagined we were challenging our 'elite, upper-class' audience, which seemed fun and put more of our acting into the movement. The second song was probably my favourite, as it was from my favourite musical and is such a fun and uplifting routine of choreography: Greased Lightnin' from Grease.

The last song was the one we really needed to perfect and put the most emotion and feeling into to wrap up the Show Choir's performance: Elvis' Can't Help Falling in Love. It did not really have advanced choreography, so we had to use our imaginations to make it as emotive and as effective as possible. Actions like moving the hands and arms, looking forward and directly at the audience, and singing our hearts out, made it a brilliant way to conclude the Drama segment of the dinner. The Music section was up next. We got a rest and a backstage celebration, winding down and having some fun listening to



the excellent Big Band Medley. Just when I thought I could get some rest, I was up and ready to go out for Main School Choir with Mr Derrick conducting, and two songs to be performed: Feeling Good and Pharrell Williams' classic hit Happy, performed back-to-back, accompanied by the Big Band. The special arrangement for the performance was certainly very memorable, with amazing instrumental solos and twists that got the whole audience clicking and head-bobbing along. This was virtually the end of the performances. Following the Headmaster's Speech the whole congregation of pupils was onstage to sing the School's anthem, Jerusalem.

Seeing the entire group of frankly incredible, talented and dedicated pupils gather in song and patriotism for our school must have been very touching and pleasing for the audience to view and take part in. After this, a massive wave of applause followed as the Headmaster exited, and as the pyrotechnics were ignited, shocking many! It was only 9pm, and we had 3 hours till everything would end, as the guests were in for a 3 hour dance party, going through all the decades the school has been through, in dance music, from crooners in the 30s and 40s, early rock n' roll of the 50's and in the 60's, disco and funk of the 70s and 80s, and more contemporary dance and electro pop from the 90s onwards. Those of us backstage went to our dressing rooms and had a much needed lie down and a period of quality time with our friends. Later, me and my friend wanted to go to the upstairs seating area, to see the dance floor in action below. Seeing parents, teachers and alumni dancing to disco music was very funny and we just could not help but get involved from above! However midnight was approaching, albeit quite slowly due to our tiredness, and me and a few others had to go home. I said goodbye and gave my heartfelt thanks to everyone who made the day so iconic and memorable, especially the teachers, the architects of the whole evening, who put hours of work into hosting rehearsal, organising logistics and boosting morale of the participants. Saturday, 1 February 2020 will be a day to remember for the rest of my life, as far as my association with the School and my childhood experiences will be concerned.

**FREDDIE DAWSON,  
YEAR 9 ACTOR**

Lights. Camera. Action. As we started the first note of This Is Me, I felt so amazingly proud of myself and everyone around me.



This whole day had been an honour and a privilege.

When I woke on that morning on 1 February 2020, I could already feel the excitement fizzing inside of me. Rushing downstairs, I was ecstatically excited to get on stage and in my element as I knew that today would be a memory engraved in my mind forever: a spectacle I would never forget.

Once I had arrived at the Cliffs Pavilion Theatre, I was greeted warmly by Mr Jeffreys and Miss Bailey, whose amazing talent and hard work had drilled us into preparation for today. I just hoped we could make them proud. After a few minutes of frustrating navigating around the seemingly endless corridors backstage I managed to find my changing room which I would be sharing with Rafi, Gavvy, Harveer and Jack for the rest of the day. It was smaller than I expected but then I saw the doughnuts and chocolates and I was very happy, although I did not manage to eat many due to the ravenous hunger of one person in our room! Throughout the day, I became closer and closer to those in my room where we developed a very strong friendship that enabled us to enhance our performance even more.

As the day progressed, I finally began to understand the importance of the event; with all the gold and navy colours dressing up the main theatre I felt like I was at the Oscars! We rehearsed nonstop, trying to perfect our performance to every minute detail with the fantastic choreography of Ms Warrington allowing us to perform an amazingly dynamic show that we would never forget. The fantastic directing instincts of Mr Jeffreys allowed us to bring to life a real part of our School's history. After rehearsing I was exhausted as I was part of lots that would happen that day, and I wanted to bring my best for this evening. We all rushed upstairs to feast on the Papa

John's pizzas that had been delivered. As I entered the restaurant, there was a banquet of food as far as the eye could see, with many pupils trying to eat as much as possible. Later, I crept back to my dressing room to prepare for the performance. I rehearsed my lines over and over and went through my dance routines countless times just to give me that edge and confidence in what I was doing.

Getting changed into my first outfit, I had a great feeling about what was soon to happen. We all stood huddled behind the curtain with Rafi out on stage preparing for This Is Me. And as the curtain lifted, we were ready. As we started the first note of This Is Me, I felt so amazingly proud of myself and everyone around me. Finishing the number, the audience burst into applause and we rushed offstage to prepare for the Gateway performance. I was in a group with Rafi, Gavvy, Emanuel and Alex and we were performing as pupils in 1920 who had gone caravanning on their own. Our lines had to be exactly perfect as the piece had been extracted from the original Gateway WHSB magazine in 1920. Our performance was perfect, and our





# THE CENTENARY GALA BALL

lines were accurate, but it was not over yet. I went to get changed into my Show Choir outfit. We were wearing brilliant blue waistcoats and bowties with very smart trousers. We opened with Les Misérables transferring into Greased Lightnin', then into Luck Be a Lady Tonight and Sit Down, You're Rocking the Boat! We then finished on the lovely melody of Elvis' Can't help Falling in Love.

Later on, I had changed back into my uniform for the choir performance as a treble. We sung our very hearts out and then we moved onto the Headmaster's speech. I found Mr Skelly's speech really admirable and I was shocked when I got a mention by him. Concluding, we sang Jerusalem and left the audience in true awe and applause.

I had one of the best experiences of my 13 year life that day and now that we are all cooped up inside due to COVID-19 I can truly appreciate how lucky we were to perform, just in time before the lockdown and have such an amazing day that will go down as one of the biggest days in WHSB history.

## BEN JOHANSON, HEAD BOY (2019-2020)



In short, the Centenary Launch Night was exceptional. It was the culmination of the School's history, its former students and staff, along with current ones; a fine night

of entertainment that brought together so many in the School community. For my part, it was an evening that will remain in my memory forever.

The build up to the evening over the previous month was when the true reality of how important this evening would be, really sank in. For myself, I had a number of responsibilities to fulfil; duties for my role as Head Boy, and for my part in both the Gateway play and the Show Choir numbers. We had just performed Frankenstein at School, and with the Centenary Launch Night on the horizon, we were time pressed to get the numbers perfected. Despite this, rehearsals were still very entertaining, and likewise, learning all the numbers was great fun. I remember being really pleased when I was able to learn the final part to the Sit Down, You're Rocking the Boat number. There was also the closing song to the show

choir set which we had to learn, and when we were rehearsing parts of it, we were surprised that such an amazing sound could come out of us as a group. For some reason, I was chosen for a solo line in that song (*Mr Jeffreys Insert: He literally begged to do it!*).

As Head Boy, I had to arrange for the prefects to perform a number of different duties throughout the night. Luckily, both Deputy Head Boys, Daniel Barton and Daniel Pereira, were available on location to help everything – especially the raffle – run smoothly.

When I arrived, I was immediately impressed by all that had been set up. I had a look around, trying to make sure I could orientate myself before the night. Then I went to the dressing room that I was to share with the two Dans (Deputy Head Boys, Daniel Barton and Daniel Pereira) and Edoardo Chidichimo. This dressing room, which hosted the stars of plays and musicals, the lead singers of bands, comedians and magicians was now home to the four of us. The doughnuts and chocolate that had been placed there really did make us feel like the celebrities who often worked within those walls. There was even a shower, which felt like luxury at its finest!

After having familiarised myself with the layout, I directed the prefects to where they would go, with the assistance of Mrs Mumford. Then the rehearsing began. The stage at the Cliffs was immense, feeling infinitely larger than our own at Westcliff. Nevertheless, we seemed to transfer the numbers well onto the stage. Luckily, Mr Sampson was keeping order backstage, so everyone remained calm and focused.

After this, the pizza arrived. It was the task of the prefects and Head Boy team to move all the pizzas upstairs, setting them up in a buffet style, before all the ravenous performers came running up for their food. Fortunately, we were able to keep an orderly queue. Then, the prefects went to their allocated places, and myself and the two Dans took our spots. Dan Pereira and I were greeting people before they reached Mr Skelly, and moving them along if it was



getting too congested.

From the first moment, I was nervous; for I had not been at such a prestigious event before. As Head Boy, it was my duty to deliver Grace before Dinner, and before appearing onstage, the words in the short prayer kept slipping my mind. Fortunately, I had encouragement from Mr Jeffreys, Mr McGee and others backstage, so when I said the prayer, it came out naturally and fully, in spite of my earlier worries.

The opening number of the night was This Is Me from The Greatest Showman, a performance that celebrated all the distinct aspects of School life at WHSB and, following this, I had to perform the quickest of changes in preparation for my scene at the beginning of the Gateway cluster of scenes. Fortunately, I was able to change in time, admittedly with one button not done up on my waistcoat; it was hardly noticeable. It was amazing to be onstage with Old Westcliffian, Ryan Philpott, who is a professional actor. Subsequently, I changed into my Show Choir outfit, and prepared to come onto the stage to dance and sing. Each number was entertaining to perform, and the medley quite diverse, from the powerful Do You Hear the People Sing? to the fun-loving Greased Lightnin', to the intense Luck Be A Lady Tonight. After the technical Sit Down, You're Rocking the Boat, we concluded with Elvis' Can't Help Falling in Love, from the show, All Shook Up.

From this point onwards, the Show Choir was allowed to relax; however, for me, the night was far from over. I was heading back and forth, to and fro, between the different prefects to make sure the raffle and general hospitality were running smoothly. They did a wonderful job, only enhanced by the invaluable hard work from both Dans. All those involved were able to come onstage after the Headmaster's great speech to sing the School's anthem Jerusalem, during which pyrotechnics were fired, causing gasps from cast and audience members alike.

Overall, the night seemed to be enjoyed by all, performers and audience members alike. For my part, I could not have had a better time. Thank you to all those who helped to organise and run it, and to all those who came to see it.



## CENTENARY LAUNCH: SEALED BID WINNER

The WHSB Centenary Gall Ball on 1 February 2020 was a roaring success in so many ways, for so many people. One such family that came away from the event with a permanent reminder of our celebrations, was the Turner family from Chalkwell. Dad, Tim, successfully won the sealed bid prize of a private flight, piloted by Dr Machacek, Senior Master: Academic Studies, a private tour of the Air Traffic Control tower, followed by a delicious afternoon tea at the Holiday Inn, at the entrance to Southend Airport. What a perfect day for father and son, James, to enjoy together!

Due to the current lockdown restrictions, James and Tim have not yet had the opportunity to enjoy their prize, however they are very much looking forward to this fantastic opportunity once we return to more normal times.

Ms N Weller,  
Community Development Officer



## CENTENARY COMPOSITIONS

### Centenary Fanfare



One of the best things about working in a school like ours is the plethora of high quality ensembles one gets to work with on a regular basis. For me, leading the brass ensemble for the past three years has been a particular privilege and, as we headed towards our Centenary Year, it was natural for me to write a piece to showcase the talent of each member of the group.

The Fanfare itself is scored for four trumpets, three horns, two trombones and percussion and was written with the particular players in mind. It is constructed around a simple repetitive motif which is sounded by the trumpets in harmony. This is supported by the horns and trombones at various octaves and flourishes from the timpani.

Each time the brass ensemble has performed the piece, they have done so magnificently, really capturing the celebratory mood perfectly. The Fanfare

launched our Centenary Gala Ball in February and I should like to thank the Essex Police Band for allowing us to borrow their fanfare trumpets to add an air of spectacle to proceedings.

Mr A McGee,  
Director of Sixth Form

### Composing the 'Centenary Celebration'

I feel hugely fortunate to be Director of Music at a School like WHSB. It is rare to find a place with such intelligent people (pupils and staff) all working towards the same goals with such



unerring focus; a School where examination results are not the sole units by which a child is measured, but where one's character, artistic, sporting, and dramatic ability hold significant value. And so when the opportunity presented itself to provide a musical programme to celebrate the School's Centenary Year, I wanted to do more than just organise concerts and performances, waving my arms in front of the real musical contributors. I wanted to devote something more to the pupils and staff of such a marvellous institution.

On deciding to dedicate a composition to the School's Centenary, the piece very quickly took shape in my mind. It would

be a large-scale orchestral overture for the Westcliff Sinfonia, designed to showcase the talents of each section and instrumentalist, and it would be inspired by British composers of the past 100 years. A plodding processional melody drew influence from Elgar's, Pomp and Circumstance, used to celebrate academic excellence across the world, while Holst's warm harmonies inspired a slower, meditative section. The modality of Vaughn-Williams influenced much of the melodic writing, while particular structures were drawn from the work of Philip Sparke.

On completing the first draft of the 15-minute piece, I realised that what I had created was actually quite difficult to play. I considered tweaking and rewriting sections to make it easier for our student musicians. But then I remembered the complexity of the music the pupils in the orchestra had played in the past, and how they refused to compromise the music of Beethoven, Gershwin, Bizet and so on, by doing what many school orchestras do: Discarding the harder sections and only playing 'the easy bits'. The difference was that I had spent many Sinfonia rehearsals encouraging our musicians to blame the writer of the music for particularly difficult passages, and now they would have the object of their ire directly in front of them.

Indeed, during rehearsals the odd complaint was thrown my way by the



## CENTENARY COMPOSITIONS

trumpets for the occasional very high note, and strings for the complicated melodies, and the percussion for some needlessly tricky rhythms. In fact, I think it is fair to say the whole orchestra had some reason to complain. But to their testament, and my immense pride, they managed it with aplomb. The performance was just over a week before the national lockdown began, and not a single orchestral section failed to attend the concert. As usual, I was amazed by the quality of our musicians, and very grateful to them for helping me to celebrate WHSB through music.

Mr T Derrick,  
Director of Music

### CENTENARY COMPOSITION COMPETITION WINNERS

#### *Symphony No. 1*



This composition is dedicated to the School. I had originally submitted an Overture (The Journey) but have since developed my composition into my First Symphony.

The composition is a four-movement work starting with Sonata form with two subjects: a sweeping, simple melody and a tonal idea of the Ionian mode (more commonly known as the major scale) reflecting 'Fide' and 'Fortitudine' respectively. Usually, Sonata form would be comprised of two melodic ideas and their development. However, in my piece one of the subjects is a tonal study of the aforementioned Ionian mode through exploring various sonorities and harmonic possibilities. The first movement serves to develop and recapitulate these main ideas before moving to the second movement marked Adagio.

The second movement is nostalgic and

reflective in style, calling upon the harsh interval of a major seventh being softened by other harmonious notes - Fortitudine meaning 'courage in pain or adversity'. Deliberate lack of resolution, marked by the imperfect cadences and unresolved suspensions, and the particularly slow tempo evoke a sense of longing and reflection.

The third movement is conventionally a Scherzo meaning 'joke' in Italian. Rather unconventionally, however, this is a brief allusion to the school bell with piercing percussion and some avant-garde techniques. This serves as a stark juxtaposition to the prior movement and leads aptly into the brash and grandiose style of the final movement.

The fourth and final movement is a final commemoration to the School as the last months slip away. Both original subjects reappear, both refined and large - students shaped and moulded into the young men and women that they become, grounded for their respective careers. The concluding last crash is symbolic not only of the abrupt closure of my own Year group due to COVID-19, but also the sense of finality and personal completion at Westcliff High School for Boys.

Edoardo Chidichimo,  
Upper Sixth Leaver

#### *Waltz in C# minor*



Last October, I started work on composing a piece of music for the piano which Mr Derrick then encouraged me to enter in the WHSB Centenary Composition

Competition in December 2019. I enjoy playing both piano and violin and am the leader of the WHSB String Ensemble as well as playing in the main Sinfonia Orchestra. I took Music GCSE which gave me my first experience in composing, but this piece was the first major composition I

have worked on.

When I started, I had several musical ideas for a piece but, of these the waltz stood out to me as something I should develop further. From the initial idea, it took me about 20 hours to write the piece. I started with one simple melodic line and, over time, I expanded it and added different ideas to the piece. I wanted to create a Romantic Era composition drawing on the influences of Chopin and Beethoven. The musical knowledge I acquired during my Music GCSE gave me the ability to do this. In particular, I utilised several stylistic techniques from the Romantic Era, including frequent use of key changes, diminished 7th chords, rapid changes in tempo and dynamics, and heavy use of ornamentation. Having worked on the initial melody, I spent many hours over the Christmas holidays refining and practicing the piece until I was happy with it. Mr Derrick gave me considerable encouragement throughout with suggestions and ideas which helped me to refine the piece.

In January, I was really pleased to find out that I had won the competition and was proud to be asked to perform it in the January Chamber Recital. At first, I was nervous as I had not played a solo piece at School before and it is a challenging piece to play because it contains heavy ornamentation and fast rhythms. However, I found the experience was very similar to my Grade 5 piano examination and this made me less anxious. I also performed my piece in a Wednesday School Assembly. This felt far more challenging to me, as there was a much larger audience which also included my Year group. I felt I did my best on both occasions.

Overall, participating in the WHSB Centenary Composition Competition has been a great experience, has given me confidence and has inspired me to compose more music. I hope to play some of my new pieces in upcoming Chamber Recitals at WHSB.

Alexander Marshak,  
Upper Sixth

### WESTCLIFF HIGH SCHOOL FOR BOYS: A CELEBRATION OF A 100 YEARS

As part of our Centenary celebrations, Dr Alan White, former Deputy Headmaster, supported the School with a project to capture significant aspects and people from the School's first 100 years. These aspects are included within just shy of forty School History Boards which have been printed and are to be installed around the corridors of the School's main building

during the summer. The beautifully presented boards have been provided through the generous sponsorship of the School's Parents Association and we are indebted to them for their support in making this project possible. Once the Boards have been installed, during the autumn term we hope to be in a position



to invite members of the School's wider community into School to view them. Within this edition of The Westcliff Diary, we have included two extracts from the series of Boards (pages 26 and 31) which we are sure will be of interest.

### CENTENARY ARCHIVE ROOM

The establishment of a Centenary Archive room is an important project planned for the School's Centenary year. The lockdown has delayed the project, however we hope to continue work soon. We have already identified and cleared a large room, which

we intend to fit with appropriate furniture to display materials and artefacts, as well as the School's archive material connected with the School's 100 years since it opened its doors to pupils in the town. This will be a wonderful educational resource for the pupils in their studies, and also for the wider School community to enjoy. The room will double as a meeting room, which has enabled the School to bring Room W9 back into service as a classroom.

### HISTORY BOOK

Dr White's Centenary History of the School is now complete and the School is liaising with the publisher on the release of the book. It is a superb book, being both a scholarly work and also a thoroughly engaging and highly informative insight into WHSB's first 100 years. The difficult circumstances meant that we were forced to postpone the launch of the book.

Once we understand more about the extent to which we are able to develop our programme of events in this new academic year, we intend to set a new date for the launch of the book, subject to Dr White's availability. Depending upon the situation, we may need to circulate the book ahead of the launch event, although should that

be the case I am sure that many will wish to come and hear Dr White speak on the School's History and have the opportunity to ask him questions about the School's 100 years and this book as soon as that becomes possible.

Headmaster

### WESTCLIFF HIGH SCHOOL FOR BOYS: A CENTENARY HISTORY *Alumni Contributions to the School Archive*

We were delighted to welcome back Old Westcliffians, John Comber (1954-1959) and Richard Davies (1954-1961), to the School during the Spring Term with donations of vintage uniform, photographs and memorabilia from their personal collections for the School Archive. We have been overwhelmed by the response from so many members of the School's Alumni Community who have been enthusiastic in providing items to exhibit for the School's Centenary celebrations.

Mrs J Clarke/Ms N Weller,  
Community Development Office

### Joe Morris, Old Westcliffian 24 May 1985 - 27 December 2019

#### *The Designer behind the WHSB House Logos*

In June I received the terribly sad news that Joe Morris (Old Westcliffian 1996-2003) had passed away earlier in the year at the age of just 34. I remember Joe well. He was a talented artist who designed the School's House logos which appear on School ties when he was still a pupil at the School. As a Sixth Form student he also produced and directed a feature length movie with a group of his WHSB peers.

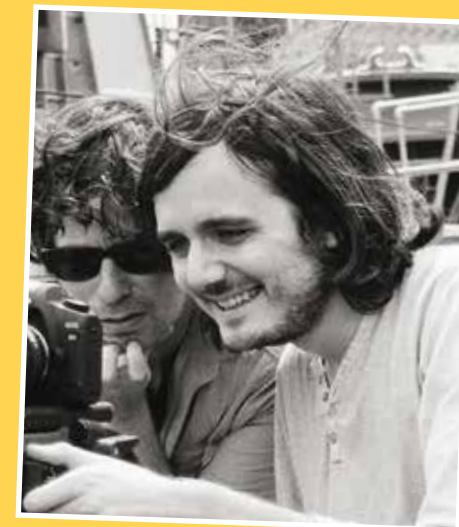
Following his schooling and university years, Joe worked as a film director, producer, editor, animator and director of photography. In short, anything to do with film, Joe could turn his hand to it!

Joe became Head of Production at London media agency Pace Media at the age of 24, building up an impressive client list and several company awards. He later worked as a Senior Producer at creative agency, The Specialist Works.

Joe co-founded his own film production company, Brass Moustache in 2010, making several feature length documentaries, such as The UK Gold and Rime of the Modern Mariner, both of which played on the festival circuit and won awards. The former made its TV debut on London Live in 2015, whilst the latter was featured on Inside Out. He also made short-form political documentaries including interviews with Noam Chomsky, Tony Benn and Ed Miliband, as well as being a founding member of cultural series, Instigate Debate, which encouraged young people to interview celebrities and public figures on key issues of the day.

Many of the projects Joe worked on had social or environmental intent, such as The Afectados, a short film he made with Julie Christie about the Chevron oil crisis in Ecuador, which involved trekking through the Amazon jungle. La Fête, a short film, was made in conjunction with, and screened at, the Paris climate conference (COP21) in December 2015.

Brass Moustache also made short films for clients such as Tate Galleries, The Independent and The Guardian as well as numerous music videos. In fact, music was a huge passion for



Edoardo plays piano during the dinner at the  
Centenary Gala Ball, 1 February 2020





## SCHOOL AND OTHER HISTORY

Joe, and he always took the opportunity to work with musicians, including Thom Yorke, Massive Attack, The Libertines, Toy, The Bluetones and The Horrors, to name a few. One of Joe's videos for Toy, 'Lose My Way', was included in the British Film Institute's compilation of most influential British Music Videos, 1966-2016 and is now forever archived in the British Library.

Filming took Joe all over the world, to places like Iceland, Central America, the US, South Africa and Scandinavia, and his wife, Louisa shared with us that, "he loved the associated travel and worked hard, but equally, he loved nothing more than being amongst friends in the local pub, putting the world to rights".

Joe was a cheerful, intelligent, talented and hardworking young man. He was a positive person who has left his mark forever on WHSB through his superb House logo designs. We send our heartfelt condolences to his wife and family.

Headmaster



### THIS YEAR IN HISTORY

In each edition of The Westcliff Week - the weekly newsletter introduced by the School to engage pupils and their families during the lockdown - I have greatly enjoyed providing an account of an historical anniversary which occurred on the particular week in question.

I always think that it is interesting to consider how current events will be remembered and how they will be taught in History classrooms and written about in books in the future and how we will commemorate anniversaries of major global events; with coronavirus, I am sure that we will all have stories to tell about our experiences of lockdown in the future.

This year has also seen the anniversary of other major historical events, some of which you will be aware, others perhaps not so much. Of course, for the School community, one of the most significant anniversaries of the year is 100 years since the founding of our School. So what other anniversaries can be commemorated in 2020?

### 2,500TH ANNIVERSARY OF THE BATTLE OF THERMOPYLAE

August or September 480BC

In the year 480 BCE, Persian Emperor Xerxes sought to subdue the Greek city states after they had defeated his father's army. Thousands of Greeks marched to Thermopylae (around 100 miles away from Athens) to meet the Persians. The terrain favoured the Greeks, but Emperor Xerxes called on King Leonidas of Sparta to surrender, which he refused



Battle Of Thermopylae

to do. Leonidas challenged the Persian Army to "come and get them", which subsequently led to two days of bitter fighting. The Persians found a route behind enemy lines, supposedly shown by a local shepherd. Though staring into the eyes of defeat, Leonidas of Sparta made a stand, and along with 300 fellow Spartans, stayed to fight - all of whom were killed. Though a huge loss, the progress of the Persians was slowed and this set the stage for their subsequent defeat at the Battle of Salamis. The Greek city states survived, and needless to say, the impact of the Greeks on Western Civilisation can barely be underestimated. Few battles have changed the course of history, but the Battle of Thermopylae certainly defies this statement.

### 250TH ANNIVERSARY OF THE BOSTON MASSACRE

5 March 1770

Boston's citizens had been resentful over taxes the British Parliament had imposed to pay down the debt incurred fighting the Seven Years War (1756-63), or the French

and Indian War as it was known in the colonies. Bostonians argued they should not have to pay taxes they had no say in setting, or as the famous phrase put it: "No taxation without representation." As protests grew, London sent 2,000 troops to Boston to enforce the tax laws, which fuelled further tensions. On 5 March, a confrontation that began with a few colonists harassing a lone British soldier escalated into British soldiers shooting into a crowd, killing five Bostonians. The soldiers were tried for the killings. Their attorney was John Adams. The future President was not sympathetic to the British; he was committed to seeing that the soldiers got a fair trial. He did a good job, winning acquittals for some of the soldiers and convictions on reduced charges for others. Nonetheless, the rift between the colonies and Britain had deepened. As Adams later said, the "foundation of American independence was laid" during the Boston Massacre.

### 75TH ANNIVERSARY OF THE END OF WORLD WAR TWO

1945

In January 1945, Allied forces pushed back the German army at the Battle of the Bulge. In February, Roosevelt, Stalin, and Churchill met at Yalta, on the Black Sea, to decide Europe's future. Days later, the Allied forces firebombed Dresden, killing at least 35,000 people. On 30 April, Hitler committed suicide. Germany formally surrendered on 8 May. In the wake of VE Day, the world learned of the horrors that were perpetrated at Auschwitz and other death camps. The war in the Pacific, meanwhile, continued. U.S. troops had landed at Iwo Jima on 19 February and endured more than a month of brutal fighting. On 1 April, U.S. forces invaded



Yalta Conference held in February 1945, with Winston Churchill, Franklin D. Roosevelt and Joseph Stalin

Okinawa and began the final push toward Japan. At the Potsdam Conference in early August, Truman, who had become President upon Roosevelt's death on 12 April, met with Churchill and Stalin and causally mentioned to the Soviet leader that the United States possessed a "new weapon." On 6 August 1945, the Enola Gay dropped "Little Boy" on Hiroshima, killing at least 70,000 people. Three days later, Bockscar dropped "Fat Man" on Nagasaki, killing at least another 40,000 Japanese. VJ Day came on 14 August with Japan's surrender. As 1945 closed and people around the world surveyed the carnage of the war - between 70 and 85 million had died - they hoped that the United Nations, which was created on 26 June and began operation on 24 October, would prevent another world war.

### 25TH ANNIVERSARY OF THE CREATION OF THE WORLD TRADE ORGANIZATION

1 January 1995

The General Agreements on Tariffs and Trade (GATT), which was established in 1948 to set the rules for global trade, lacked such a way to enforce the rules of world trade and as result, countries that did not like its rules often ignored them. Advocated by the United States, the World Trade Organisation assumed responsibility for helping set global economic and trading rules and established binding procedures to settle trade disputes. Today, the organization has 164 members representing 98

percent of all global trade. The WTO can claim some successes, most notably with the Agreement on Trade-Related Aspects of Intellectual Property Rights (TRIPS). But its main trade negotiation, the so-called Doha Round, collapsed in 2016 after fourteen years of inconclusive talks. The American government has also become disenchanted with the WTO's handiwork, arguing that it tolerates predatory Chinese trade practices while ruling against American trade policies. So the WTO starts its twenty-sixth year with its future in flux as Washington blocks its enforcement operations and threatens to cut what it contributes to its budget.

### 10TH ANNIVERSARY OF THE SELF-IMMOLATION OF MOHAMED BOUAZIZI

17 December 2010

Sometimes small individual acts can have large and unintended consequences. Mohamed Bouazizi was a 26 year-old Tunisian street vendor who sold fruit



Mohamed Bouazizi

and vegetables. On 17 December 2010, Tunisian authorities confiscated some of the wares he was selling from his stall. Rebuffed when he went to a local governor's office to complain about how he had been treated, he set himself on fire and he died eighteen days later. News of Bouazizi's self-immolation spread quickly and Tunisians soon took to the streets to protest a government that ignored their needs. Within a matter of weeks, corrupt and authoritarian President Zine El Abidine Ben Ali resigned, paving the way for Tunisia to host its first free and democratic elections. The protests quickly spilled over Tunisia's borders, as Egyptians, Libyans, Syrians, and Yemenis also took to the street in a time which became known as the 'Arab Spring': the world talked about an Arab Spring that would bring liberty and democracy to the Middle East. It proved to be a false dawn. Today, Egypt is a military dictatorship, while Libya, Syria, and Yemen are all plagued by civil wars. Only Tunisia remains on a democratic path. So Mohamed Bouazizi's sacrifice was not in vain.

I am sure that few of the major actors in the events above ever considered that their actions would have such wide reaching consequences, and the impact that they would have on so many others. Perhaps a valuable lesson for us all - we never know quite how our actions will be remembered, so should strive to make the biggest positive difference that we can!

Mr S Neagus,  
Teacher of History/Year 11 Progress Leader



GUESTS AT THE GALA BALL





# SCHOOL AND OTHER HISTORY

## BIOLOGY CENTENARY PROGRAMME

The Biology Department has been marking the School's 100th birthday with a number of exciting activities across all Year groups. These events highlight key biological discoveries made within the past 100 years and how they have shaped Biology as we know it today.

James Watson and Francis Crick, together with Maurice Wilkins, won the 1962 Nobel Prize in Medicine for their discovery of the structure of DNA. Chemist, Rosalind Franklin, made a crucial contribution to this discovery as Watson and Crick used her X-ray crystallography images of DNA to deduce its structure. This discovery is seen as one of the most significant scientific discoveries of the 20th century. Their model served to explain how DNA replicates and how hereditary information is coded in it. This set the stage for the rapid advances in molecular biology that continue to this day.

In the 1990s, an international research programme known as The Human Genome Project was conducted to sequence the human genome and identify and map all of the genes contained within our chromosomes. Today this information is used to prevent and cure diseases.

To acknowledge these monumental discoveries in Biology, pupils in Years 7 and 8 will draw on their prior knowledge of cells to learn more about DNA. They will be conducting research and carrying out practical work to extract DNA from fruit.

In 1928, Alexander Fleming noticed that mould had developed accidentally on a set of culture dishes being used to grow the bacterium *staphylococcus*. The mould created a bacteria-free circle around itself which revealed to Fleming the presence of the molecule we know today as penicillin and its ability to inhibit bacterial growth. Since that time, the discovery of many different antibiotics has revolutionised medicine and has had a major impact upon human health. To honour this great discovery, our Year 9 pupils have been learning about communicable diseases and the role of antibiotics. We plan that they will also be focusing on the role of the *Yersinia pestis* bacterium in causing modern day plague outbreaks and the threat of antibiotic-resistant bacteria.

Last year's lower Sixth Biologists recently took part in a competition which involved researching and writing an essay entitled *Discovering Biology in the 1920s*. The Department received lots of impressive entries and we would like to thank everyone who contributed. After much reading and

debate, we are very pleased to announce that Jessica Akwenuke is the winner! Her excellent and inspiring work is included here.

*Mrs L Bennet,  
Teacher of Biology*

## DISCOVERING BIOLOGY IN THE 1920s



Over the past decade, the number of scientific discoveries have surged past our wildest expectations and this is particularly the case over the past century. Imagine a world in which the biological advances we enjoy in our everyday life were unheard of. A world without insulin treatments, penicillin! Biological breakthroughs, such as these, are taken for granted now. However, to see how far we have come beyond these discoveries is so inspiring and the impact of said discoveries will be explored and compared to what we see now.

### *What discoveries were made around the 1920s?*

Insulin – In 1920, Dr Frederick Banting had an idea that would solve diabetes. Banting and his partner, Charles Best, made a pancreatic extract which had anti-diabetic properties which they successfully tested on diabetic dogs. An entire research team was soon working on the production of insulin. Other researchers assisted the discoverers to purify insulin for use on diabetic patients and the first tests were conducted on 14 year old Leonard Thompson early in January 1922.

With the development of modern genetic techniques, synthesis of insulin is carried out by genetic modification of bacteria. Initially the human insulin gene is cut out of its chromosome by restriction enzymes, which cut at specific sites along the DNA molecule. The gene is then added to a vector called a plasmid, which delivers the insulin gene into the bacterial cell. These modified bacterial cells are grown in large fermenters, producing millions of modified bacteria that the insulin protein can be harvested from.

Penicillin – This was originally from the *Penicillium chrysogenum* mould. Its effects were discovered in 1928 by Alexander Fleming, who noticed an inhibition zone of bacterial growth around a mould on a *Staphylococcus* culture. Fleming concluded that the mould was releasing a substance that was inhibiting bacterial growth. He grew a pure culture and discovered that the

fungus was *Penicillium notatum*. He then named the bacterial inhibiting substance penicillin. Fleming was convinced that penicillin could not last long enough in the human body to kill pathogenic bacteria and stopped studying penicillin after 1931.

### *What were the conditions like working in the biological profession?*

In terms of working conditions, laboratories were relatively advanced. Regardless of this, it is nothing similar to the state-of-the-art laboratories we see today, even in School. An accidental discovery such as penicillin may have never come to pass if the conditions were as pristine as we see now. An industry around medical treatment grew throughout the 1920s and therefore the conditions improved at the same rate. Microscopes were used to extensively observe specimen but were not nearly as advanced as the electron microscopes that are now able to produce 3D scans of cells. Biology was a very male dominated profession with very few women being credited or even acknowledged for their work. Thankfully this has changed tremendously and we are in a world with emerging equality for female biologists.

### *What impact have biological discoveries in the 1920s made today?*

As both a health and educational benefit, the discovery of insulin and its resulting synthesis has had a very great impact. Mass production of insulin became more prevalent in the late 20th century and is used as treatment for those with Type 1 diabetes. Insulin therapy has given diabetes sufferers another chance at life and a new opportunity to live as comfortably as possible.

The discovery of penicillin changed the world of biology completely. With its development, infections that were previously severe and often fatal could be easily treated. It is almost impossible to imagine what the world would be like without penicillin.

To conclude, the discoveries made during the 1920s have shaped and developed our understanding of biology today. There is a real relevance for biological breakthroughs in this current decade with new diseases such as the coronavirus Covid-19, and the improvement we are reaching where no one in the world should die due to their living conditions. Therefore, we should follow the footsteps of figures such as Banting and Fleming who were visionaries and even make a few life-changing mistakes along the way.

*Jessica Akwenuke,  
Upper Sixth*

## 1932 QUIZ: FROM THE SCHOOL ARCHIVES

Aiming to help their readers cope with lockdown, newspapers have recently been publishing more in the way of quizzes, puzzles and brainteasers than they usually would. The following is offered with similar intent.

In December 1932, pupils in their first and second year (Years 7 and 8) at the School sat down to a one-hour examination in General Knowledge as part of their end-of-term assessment. There were 100 questions in all, ranging across current affairs, local history, sport, literature and much else besides. The questions set reflected the assumptions made by teachers at the time about facts an intelligent 11-13 year-old might reasonably be expected to know. Some of the questions now seem dated and obscure (For what is Sir Henry Lytton famous? Who is the captain of the MCC touring team now in Australia? Can you name one minister who resigned from the Cabinet in 1932?), but others, more than 80 years on, are still viable – though not easy.

A selection is printed below. The marks available for each question are given in brackets.

A score of more than 7 out of 20, without recourse to Wikipedia, would be very respectable.

1. Who is the patron saint of (i) children, and (ii) travellers? (2)
2. Name in the correct order the seven colours of the rainbow. (1)
3. What is a bawley? (1)
4. What is the load line on ships called? (1)
5. What does the Crowstone indicate? (1)
6. Which of Henry VIII's wives has a connection with this district (ie south-east Essex)? (1)
7. Which authors created the following characters (i) Richard Hannay (ii) Jeeves (iii) Tarzan (iv) Mowgli (v) David Balfour, and (vi) Sir Percy Blakeney? (6)
8. What does a mixture of white lead, turpentine and boiled linseed oil make? (1)
9. Which Biblical prophet was made more miserable by his comforters? (1)
10. What is the subject-matter of works of reference issued by (i) Gibbons, and (ii) Bradshaw? (2)
11. Which peoples worshipped (i) Jupiter, and (ii) Isis? (2)
12. Who, at the end of 1932, was President-elect of the United States? (1)

## WESTCLIFF IN WARTIME, 1939-1945

Air Ministry forecasts in the 1930s suggested that fatalities from aerial bombardment in the early stages of a war against Germany would run into hundreds of thousands and would be accompanied by widespread panic and hysteria. This grim (and, as it turned out, wildly inaccurate) prediction was the main pillar on which the British government's evacuation scheme rested. Implemented in September 1939, it led to the biggest mass movement of people in Britain's history.

There was no evacuation from Southend on the outbreak of war. The authorities judged, correctly, that the town was unlikely to become a priority Luftwaffe target. Southend did not, however, escape attack from the air: there were repeated raids on RAF Southend and on convoys assembling in the estuary. Over the

course of the war 70 people in Southend were killed and 400 injured as a result of bombing. No bombs fell on the School, though one landed near Blenheim Park in 1942 and another on Manchester Drive in 1943. Southend High School for Boys was not so fortunate, badly damaged by a direct hit in 1940.

In 1939 Southend was categorised as a 'neutral area' – one which was not itself evacuated nor one which received evacuees. This meant that between the outbreak of war and the fall of France in spring 1940 Westcliff remained open for business. Five months into the conflict the Headmaster, H.G. Williams, bullishly assured the Governors that the School had been following 'without any great interruption, its normal usual course'. This may have been true so far as classroom teaching was concerned, but in most other respects School life in 1939-40 was very far from normal.

To begin with, the start of the 1939 Autumn Term was delayed by four weeks for seniors (six for juniors) to allow trenches to be dug in the School grounds as rudimentary air raid shelters. The newly-dug trenches promptly flooded, requiring a further closure of the School to allow them to be pumped out: fee-paying parents (around half the total) inconvenienced by these difficulties were compensated with a partial refund. Nor was there anything remotely normal about the withdrawal of nearly two hundred pupils from the School in the first months of the war, taken out by parents who had decided to leave Southend in search of a place of greater safety. A further source of disruption was the departure of teachers: three joined the armed services on the outbreak of war and others were to follow. Many of the teaching staff who remained involved themselves in the local civil defence effort, their day-job workloads having been reduced by the suspension of after-school



*The Westcliff Schools' site, 1931  
Reproduced by courtesy of the Essex Record Office (E/E 23/18/7)*

Answers:

1. (i) St Nicholas (ii) St. Christopher
2. Violet, indigo, blue, green, yellow, orange, red
3. A fishing boat used mainly in the Thames estuary
4. Plimsoll line
5. Marks the limit of the jurisdiction of the Port of London Authority
6. Anne Boleyn (father was Viscount Rochford, owner of Rochford Hall)
7. (i) John Buchan (ii) P.G. Wodehouse (iii) Edgar Rice Burroughs (iv) Rudyard Kipling (v) Robert Louis Stevenson (vi) Baroness Orczy
8. White paint
9. Job
10. (i) stamps (ii) railways
11. (i) Romans (ii) Egyptians
12. Franklin Delano Roosevelt.

*Dr Alan White,  
Former Deputy Headmaster and Teacher of History at WHSB*



## SCHOOL AND OTHER HISTORY

activities: these fell victim to the strict blackout regime.

Southend was eventually evacuated – along with fourteen other towns on the coast between Norfolk and Sussex – when the fall of France was imminent and the invasion of Britain appeared to be the next item on Hitler's agenda. Books, equipment and musical instruments having been packed away in the basement areas, the School set off (hand luggage only) for Derbyshire on 2 June 1940. The site at Westcliff now became the temporary home of some of the 5,000 troops who made up Southend's hastily-reinforced garrison. They were not always the most fastidious of tenants. Care and maintenance of the fabric of the School building was not a priority. The grassed

quadrangles were turned into vegetable patches; graffiti found its way on to classroom walls (quickly repainted when the School returned to Westcliff in 1942); and birds were allowed to nest undisturbed above the wall bars in the gymnasium (now the School Library). When R.A.B. Crowe, Head Boy in 1939, visited the School site in late 1940 he was dismayed by its neglected, weed-ridden appearance.

When the School returned to Westcliff it did so under new leadership, H.G. Williams having died after a short illness in early 1942. The incoming Headmaster, Eric Ayres, was faced with the daunting task of re-establishing the School in pinched and uncertain wartime conditions. Difficulties abounded: books and paper were in short supply; the ranks of the teaching staff were

depleted by call-ups to the armed forces; new entrants whose primary schooling had been interrupted by the war often needed extensive remedial support; and in 1944 Southend came under renewed attack from the air, several V1 and V2 rockets falling on the town, one of them near Kent Elms Corner. The stresses and strains on staff and pupils alike were acute. The School magazine nevertheless insisted in 1945 that the previous two years had seen a return to something approaching normality. The wish may have been father to the thought.

*Dr Alan White,  
Former Deputy Headmaster and Teacher of  
History at WHSB*



*Bomb damage in Manchester Drive, Leigh, 16 August 1943 (Reference 'Leigh on Sea A History' by Judith Williams)*



### EVACUATION DAY

June 1940

Government estimates in the 1930s suggested that in the first sixty days after an outbreak of war with Germany 600,000 civilians would be killed and 1.2 million injured as a result of attack from the air. This nightmare prospect gave rise to an evacuation scheme in which vulnerable groups, children of school age among them, were to be moved out of cities and large towns and sent to live in so-called 'reception areas' in the countryside. In the 'reception areas' evacuees were to be housed - or 'billeted' - in the homes of local people. Schools were to be evacuated as whole units accompanied by their teachers. Southend was not included in the first wave of evacuations which took place when war broke out in September 1939. The order to evacuate the town came nine months later, when France had fallen and Britain was threatened with invasion. The 2nd June 1940 saw the evacuation of eight thousand primary and secondary schoolchildren from Southend. Westcliff Boys' was the first school to leave. Pupils

had to report to the School at 5am with their suitcase, food for the journey, gas mask, identity tags and, since they had no idea where they were going, a ready-stamped postcard to inform their families of their new address (in 1940 only the very well-off had telephones). They said their goodbyes to their parents at School and were then taken to Southend Central station in a fleet of coaches. The WHSB train left at 7am heading for Belper, a small mill town in Derbyshire. On arrival, boys were split into groups and taken to church halls and school playgrounds

where prospective 'foster-parents' were waiting to choose the boys they were willing to house. One first-year pupil, Edward Greenfield, later recalled standing in a playground with his classmates while the locals circled round them 'as if we were exhibits in a cattle market'. Small boys like Greenfield proved much easier to place than older pupils who looked as though they might be a bit of a handful, but by nightfall all had been found billets.

*Extracted from series of vignettes prepared for the School  
by Dr Alan White, former Deputy Headmaster and  
Teacher of History at WHSB*



*Westcliff pupils at Southend Central Station, 2 June 1940*



### THE IMPORTANCE OF VE DAY

VE Day stands for Victory in Europe day and marks the unconditional surrender of The Third Reich on the 8 May 1945, which was the final axis power to surrender in Europe. The Surrender of Germany was not a surprise as it had been expected for months prior.

VE Day is so important to remember because not only is it one of, if not the, largest events in human history but also because it explains the situation of the modern world; how the Cold War started, modern European borders, modern alliances such as NATO, and a very important outcome of the war was the creation of the United Nations. Remembering this war is so important because of the sacrifice made by the men and women around the world who helped to shape the future of the modern world; for them to give up so much so that we can live in a state of peace is incredibly noble and cannot go unrecognized. At the time, Winston Churchill made a speech saying that "never has so much been owed by so many to so few," and this stands true even today as we remember the tragic events of the war.

On the 8 May 1945, the Third Reich surrendered and thus more than five years of war in Britain had come to an end; 3 million men who fought could now return home to their loved ones and celebrate. The first VE Day in 1945 was declared a public holiday by Winston Churchill and rationing was lifted for certain items like beer, wine and bunting for the celebrations. Across the world, Britain and Germany had been fighting everywhere from North Africa to The Battle of The River Plate. Britain had an army of 3 million across the war and 300,000 of those died fighting to defeat the Germans.

Other countries remember their own version of VE Day too. In Russia and other ex-Soviet states, they remember The Great Patriotic War on Victory Day - 9 May.

This is a day later than in Western Europe because the surrender was signed after midnight on Moscow time (GMT+3). The VE Day celebrations are not celebrated in Germany, but on 8 May 2020, a public holiday was allocated in Berlin - this is the first VE Day in Germany since reunification and was a "one off", not happening outside Berlin.

Many people in Germany, such as Holocaust survivor Esther Bejarano, have been campaigning to get a permanent holiday in Germany, celebrating the liberation of Germany from the Nazi regime and allowing the younger generation of Germans to remember their history and take pride in it. This has drawn opposition from the far-right Alternative für Deutschland, who have said that it represents the defeat of Germany and the loss of many of its cultural territories.

VE Day does not mark the end of The Second World War as Japan had yet to surrender in the Far East. The fighting in Burma and across Asia would continue for four more months, with about one million British soldiers continuing to fight the war.

Some people argue that wars are forgotten when the last veteran has passed away, however 75 years later, the memory of the war remains with us. We cannot forget their deeds, and this is why we must continue the commemorations.

*Louis Molloy,  
Lower Sixth*

### VE DAY 1945: FINAL VICTORY, OR THE START OF A NEW WAR

8 May 1945 represented, for many, the culmination of international cooperation - after six brutal years of unrelenting bloodshed and torment, the War was finally over. Celebrations across Europe erupted as those who had spent years under strict control, from wartime

government or foreign occupiers, held street parties for the first time since 1939. However, these oft reported joyous scenes hide a deeper controversy between the allied powers, one that would sow the seeds for the Cold War to come.

There were in fact two treaties signed between the allied powers and the surrendering German powers. The first was signed in Reims, France on 7 May, with General Bedell Smith representing the United Kingdom, France, and the USA, General Alfred Jodl representing the Germans, and Major General Ivan Susloparov representing the Soviet Union. It is the latter of these representatives that became a cause for great controversy. Susloparov signed the Treaty without any sort of confirmation from Stalin, who was enraged at the turn of events. Soviet High Command subsequently declared the Treaty invalid (as Susloparov had not received permission to sign it), and insisted that any Peace Treaty should be signed by the German High Command in Berlin. This 2nd Treaty (the German instrument of surrender) was signed in Berlin just after midnight on 9 May 1945. As a result, the Western powers celebrated VE across their nations on the 8 May, despite the fact that technically an official armistice had not yet been reached. The consequences of this are still in effect today with Western European countries celebrating VE Day on 8 May, whilst the Russian equivalent, Victory Day takes place on 9 May.

The Soviet refusal to accept the original Treaty was also a significant piece of political posturing that would set the





## SCHOOL AND OTHER HISTORY

tone for the subsequent deterioration of relations and the start of the Cold War. One of the main reasons as to why the Soviet High Command refused to accept the original Treaty at Reims was that they did not believe it reflected the extent of the Soviet contribution to the war effort. Signing the Treaty in Berlin held far more symbolic value; the Soviets had captured the city (beating the British and Americans in the "Race to Berlin") and so choosing this location as the setting for German surrender was a clear indication that the Soviet's believed that they were the decisive force in securing ultimate victory against the German Reich. It also showed a distinct separation between the Soviets and their Western allies. With the final defeat of Germany secured (and the defeat of Japan an inevitability), both sides now looked forward with a view to shaping the new world order for the years to follow. Thus, even though this often-overlooked controversy on VE Day was soon resolved, it was arguably a precursor for the Cold War. President Truman's later refusal to inform Stalin of the development of the atom bomb at the Potsdam conference (July-August 1945) would reaffirm this significant rift in international relations. The extent of this rift was such that in 1945 Winston Churchill ordered the planning of "operation unthinkable" a proposed invasion of the USSR immediately following the end of WW2. Whilst this scenario thankfully never came to fruition, it is clear that even as the world celebrated the defeat of Nazism, attention had already moved to the next threat to Democracy.

Overall, VE Day should still be celebrated as a reflection of the titanic struggle and ultimate victory in a war that claimed the lives of many millions. Whilst at the highest level, the occasion may have been overshadowed by political posturing, this cannot detract from the fact that for millions of people across the World, VE Day provided a glimpse of hope for a far brighter future.

James Scarsbrook,  
Upper Sixth



## VE DAY 1945: WAS IT REALLY 'THE DAY OF LIBERATION'?

As fireworks peppered the sky and conga lines cascaded through the streets of Britain, revellers celebrated the end to an arduous war, oblivious that another was set to commence. This time however, gender roles inverted, and women took to the front lines: kitchens their home bases, factories their trenches, preparing for a fight which would last much longer, but one which would also revolutionise societal standards and rattle the very grounds upon which patriarchy existed. More intensely determined than after World War I, women had come to realise their own capabilities, both intellectual and practical, and had enjoyed autonomy far too much to give it up easily.

VE Day marked the return home of over 4 million men, the majority of which had been assured by the authorities they would be reunited with their previous jobs. Once men reassumed their roles, there was an assumption that women would rush back to their secondary positions in their households, an ideology which was heavily propagated by the media and social commentators. The very same propaganda agencies that had once begged women to amass behind the military movement now extolled the virtues of giving up their careers in favour of men: a famous Persil advertisement in 1950 depicted two women fighting over who had the cleanest sheets, an attempt to amplify how important and exciting household duties could be. Despite 75% of women answering in a survey that they intended to keep their jobs post-World War II, over 3½ million were forced from their posts upon the return of men.

For the 33% of women who managed to retain their positions, they were in no way welcome in the workplace. Apart from having to balance childcare and household duties, and sexual harassment and dangerous working conditions were commonplace at work, a fundamental lack of respect was mirrored in the drastically lower pay rate. The achievements of the Code Girls long forgotten, women's jobs were re-graded as unskilled and frivolous in comparison to those of men. Instead of their efforts being regarded, women were exploited as cheap labour to help keep up with the escalating demand for it.

Yet the core issue was more convoluted than simply the loss of jobs and lower pay rates. It lay entrenched in the very ideological foundations of those men returning from war, who had been virtually

absent from functioning society for over half a decade, missing the major cultural shift that had elevated the value of women above that of just being housewives. Rosie the Riveter had ignited in many women a newfound confidence and conviction that they were independent enough to survive on their own if need be. Despite the baby boom of the mid 1940's, divorce rates reached a record breaking peak right after the war, as women faltered in trying to cope with the return of a 'stranger in the house', one who was more convinced of stringent gender divides than ever before. Disillusioned by the romance of heroism, and simultaneously psychologically disturbed by the atrocities of warfare, many men believed women would never fully sympathise with their experiences, resulting in subconscious misogyny. In this sense, women were battling on two fronts: on the one hand, in the workplace, where the aim was to establish a type of respect for women that had never before existed, and on the other, with the people they supposedly loved most.

Though progress was slow, the second wave of feminism was undoubtedly rooted in the toils faced by women post World War II. When the female sewing machinists working at the Ford car factory in Dagenham went on strike in 1968, a catalyst that resulted in the 1970 Equal Pay Act, they were assuredly fighting in the name of their mothers and grandmothers, whose virtually nameless struggle outlived the war and penetrated into the closeted aspects of their lives. It was due to the relentless perseverance of those women, who after the war refused to give up their independence despite challenges faced both at home and at work, that annually, on VE Day, the efforts of women are too honoured.

Sophia Mykhaylyuk,  
Upper Sixth



## HISTORY OF THE NATIONAL HEALTH SERVICE (NHS)

Bevan got the idea for the NHS from Welsh miners. Himself the son of a coal miner, he became head of his own Miners' Lodge at 19 and went on to be the Labour MP for the strong mining region of Ebbw Vale. Bevan represented the area from 1929 to 1960, when he was succeeded by Michael Foot. This is how he knew about the Tredegar Medical Aid Society. This Society was formed in 1890 in the mining community of Tredegar, a town on the Sirhowy River and part of Blaenau Gwent in the constituency of Ebbw Vale. The Tredegar scheme collected contributions from its members, and used these to provide in return medical care and funeral expenses that were free at the point of delivery. By 1904, the Society had built for the community a local Cottage Hospital. By 1909, workers were paying a penny a week for protection. And by 1933, the Society was supplying the medical needs of 95% of its local population, employing doctors, dentists and nurses. As its local MP, Bevan saw the Tredegar Society as the blueprint for his national health strategy. He would declare "All I am doing is extending to the entire population of Britain the benefits we had in Tredegar for a generation or more. We are going to 'Tredegarise' you".

By 1948, the Tredegarisation of Britain's health was long overdue. The wartime Report of Liberal civil servant, Sir William Beveridge, had taken a good hard look at the state of Britain's welfare and Sir William did not like what he saw. Beveridge declared that five 'Giants' were blighting the life of the British. Each needed to be beaten back with significant institutional change. Amongst others, the question arose of how to fight the Giant of Disease. Attlee's post-war Labour Government had taken charge with a massive majority after the elections of 1945 and the Labour Health Minister would play the part of Jack in slaying this particular Giant.

The task appeared daunting, given the previous history of medical care across the country. By the 19th century, a system had emerged where the wealthy were looked after by private doctors while charitable hospitals were treating the working classes. With increasing costs stretching charitable giving and existing Poor Law funding to breaking point, almoners started to appear in the system, assessing those coming to hospital for treatment for their ability to pay. The first of these was Miss Mary Stewart, working for London's Royal Free Hospital in 1895. Increasingly, charitable hospitals could not afford to fund the medical care needed

in an industrial society and increasing pressure grew on patients to fund their own treatment, threatening healthcare provision for the very poorest. The great reforming Liberal Government of 1906-14 provided some relief with their National Insurance Act of 1911 but this only provided limited medical insurance for those in work. After the First World War, the system came under further pressure and some local government bodies started to step in. On 1 April 1930, the London County Council took over responsibility for around 140 hospitals, medical schools and institutions. The scale of the challenge would be too much for any one council, however, and the system was distinctly creaking. These inadequacies were further laid bare in *The Citadel*, a novel by Dr A J Cronin published in 1937. This text, in telling the career story of a Welsh doctor, criticised the inadequacies and failures of healthcare. Seen in some quarters as a highly controversial and provocative piece of writing, the book nonetheless put the issue right into the heart of political society.

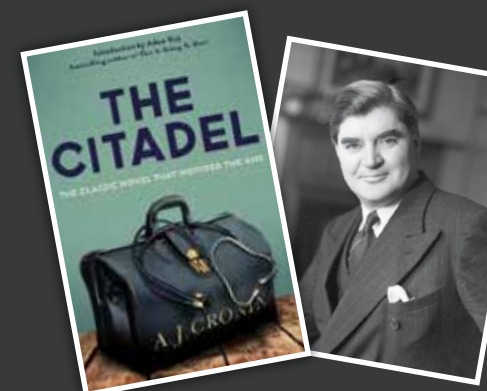
After a hiatus of the Second World War, the Beveridge Report brought the issue back into the spotlight. By 1948, Attlee had decided that a people who had fought two World Wars needed a system of medical support, not least to address those Wars' effects. In need of a big personality to steer the project as Health Minister, Attlee appointed Aneurin "Nye" Bevan. And Bevan delivered. He insisted that the new system should uphold three values - that the services should help everybody, that healthcare would be free at the point of delivery and that assessment would be made on need rather than ability to pay. On this basis, and on 5 July 1948, the NHS was born. 13 year old Sylvia Beckingham became its first treated patient, admitted to hospital in Manchester with a liver condition.

This newborn NHS did not meet with universal gurgles of approval, however. Under Winston Churchill, the Conservatives voted 21 times against the NHS' formation. Churchill declared the NHS to be a "first step to turn Britain

into a National Socialist economy." Bevan declared his Conservative opponents "lower than vermin", saying "they condemned millions of first class people to semi starvation". The London County Council also resisted attempts to take charge of the capital's medical system. Perhaps the most vehement opposition came from doctors, coordinated by their trade body the British Medical Association and its Secretary Charles Hill. Letters in the *British Medical Journal* labelled Bevan "a complete and uncontrolled dictator" and proclaimed it "the first step, and a big one, towards national socialism". Sir Bernard Docker was another leading critic in his capacity as Chairman of the British Hospitals' Association, arguing that the NHS was a "mechanism in which the patient will get caught and mangled", leading to the "mass murder of the hospitals". Eminent consultant, Lord Horder, claimed "If medicine were taken over by the State, it would be as disastrous as was the domination by the Church in the Middle Ages; a greater disaster, because the Church was cultured". But the blustering of a privileged and wealthy elite was music to the ears of the irrepressible Welsh Socialist Bevan and the project was steered through, with a few concessions to consultants to grease the wheels of the new machine. Bevan described this with typical gusto: "I stuffed their mouths with gold".

72 years on, we can feel proud of what Britain has become in the field of healthcare. The NHS has become a national institution, providing our population with medical care free at the point of delivery. Its budget had risen from an initial £280 million to £122.5 billion by 2017. Its employees have grown in number from 68,000 to 376,000, making it the third largest employer in the world, after the Chinese Army and the Indian railways. And we should be proud of the work of every NHS worker, both present and past. I certainly am. After all, one of them was my mum.

Mr B Jeffreys,  
Head of History





SCHOOL AND OTHER HISTORY

HISTORY OF PANDEMICS



Humanity has fought many battles throughout its brief but turbulent history but none has come even close to the sheer brutality of its battle against disease. The fatalities and mortalities rack up far greater than the sum of all other battles combined, and the devastation disease can reap affects all levels of society. Of course, disease will always be an uncomfortable reality and we have come to accept it as a part of life – people catch diseases all the time and the world keeps turning – however, every so often, pathogens launch an attack so sudden and widespread, society as we know it comes to a grinding halt. These are pandemics and humans have faced many throughout our existence and the incumbent humans at these times have all reacted in different and novel ways. The ways in which we react perfectly summate the state of medicine at the time - hence the history of public health is reflected in our documentation of these pandemics and, I believe, is best shown in five specific pandemics. Each one taught humanity news skills to combat the disease and these have contributed to where we stand today.

The Antonine Plague

The disease entered the Roman Empire through Asia Minor (the Anatolian Peninsula) from troops returning from the siege of Seleucia. The troops then moved the disease to the North in Gaul where it then spread further up the Rhine. The plague lasted a long 15 years and came in several waves over this time with the Empire’s developed and complex trade and communications routes as well as the military’s small and confined barracks offering the perfect environment for the disease to thrive. The impact was massive with some 2000 dying a day at its peak and a total mortality rate in the region of 60-70 million – arguably also being the cause of the death of Lucius Verus who was twinned emperor at the time. Many turned to faith and stories to explain it, citing the idea that a soldier had opened a golden



casket in the Temple of Apollo, releasing the plague instantaneously. People frantically searched for answers while even the leading medical mind of the time, Galen, was left fleeing cities to escape. He recorded “a rash covering the victim’s body (...) rough, scabby and black”. The modern diagnosis: measles or smallpox. For a population with no natural immunity and a governmental structure not conducive to any form of public health department or funding, the most simple and weak of diseases caused havoc – a testament to the progress that medicine has made in a mere 2000 years. However, for a disease such as this, no modern medicine is required – significant progress could have been made through improved hygiene and hence an older theory once again began to resurface – miasma theory. It posited that there is such a thing as “bad air” emanating from decaying organic matter and other sources where people have become diseased hence people are advised to wash often and be wary; while now obsolete, the practise of hygiene would be a pillar of public health millennia later.

The Black Death



The Black Death is probably the most famous pandemic in all of human history. The images of bubo, coughing and general malaise have become synonymous with this period of history perhaps more than any king or battle has and, while Europe has been ravaged by the bubonic plague many times, it is the 14th century occurrence that earned the moniker of the Black Death. Being the most fatal pandemic we as a species have had so far to face, the Yersinia Pestis spread via the vector of fleas from China all the way to the furthest reaches of Western Europe via the existing trade routes of the time. This is a point in history far removed from the Roman Empire – the population had grown, dynasties come and go and around 1200 years had passed so how had medicine developed in that time? Not one bit. Predominant theories of the era were still of miasma and martyrdom – the same theories that had originated from the Roman and Greek scholars that predated contemporaneous society by over a millennium. However, times were starting

to change – Italy had been so ravaged by the disease that modern historians now speculate that it triggered a shift from debate on the afterlife to ideas more closely linked to the natural sciences. Combined with the immigration of Greek scholars and the destabilisation of feudalism, Italy was ripe to begin its Renaissance – a medical windfall proving recovery is more than possible in the face of almost total loss to pandemics.

The Spanish Flu



The next pandemic takes place only 600 years after the Black Death but, in this time, medicine has been revolutionised. Of all the medical developments, the most prominent development would be the acceptance of Germ Theory - our current understanding of how diseases function. By now we have functioning hospitals with designated doctors and nurses and, most importantly, antiseptic and antibiotics. Problems in dealing with Spanish Flu largely arose from the devastation of war but even then, when the disease struck in spring 1918, it was surprisingly mild. Around 75,000 deaths were recorded in the USA and only a few cities underwent measures such as quarantining. However, the reason the Spanish Flu is so infamous is its second wave. Having undergone several mutations and been shifted from city to city on squalid military trains by devastated soldiers, the second wave contributed the most to the 50 million death toll and resulted in the infamous images we all associate with this pandemic. The news was not universal, however, with those places which acted fast and implemented public health protection methods braving the storm – for example, Japan which ended up having a total mortality of only 0.4% due to strict travel restrictions and public use of face masks to prevent the coughing and sneezing which spread the virus.

Aids

While technically called a global epidemic by the WHO, the HIV/AIDS issue ticks all the boxes of a pandemic and can be considered one despite its complex character. HIV was first reported in a gay newspaper in 1981 and is likely to have originated from Simian Immunodeficiency Virus (SIV) in apes in Cameroon, and was probably transmitted through the consumption of bushmeat. HIV was considered a death sentence with no known cure and a slow and painful

deterioration of life as the virus gives rise to Acquired Immunodeficiency Syndrome; the total breakdown of the immune system. AIDS is one of the worst enemies man has ever faced, however I picked AIDS specifically due to its socio-political impact. The disease was formerly called GRID or Gay Related Immune Deficiency with many horrid nicknames being attached to it such as “the 4H disease” after the assertion that it only affected heroin users, homosexuals, haemophiliacs and Haitians. The stigma stunted research as religious lobbyists condemned the lifestyle choices of these individuals as reason enough not to search for a cure. Even today, the Catholic Church has had to grapple with its views on contraception, with the view that it kills potential lives through sex without the aim of conception being far outweighed by the lives the lack of contraception directly kills. The stigma manifested itself in school expulsions, mass hysteria, and often violence against individuals with HIV. Conspiracy theory after conspiracy theory flooded people’s ears and this pseudoscience made an already turbulent time for our LGBTQ+ siblings even more turbulent to the point where AIDS became

synonymous with delinquency and social pariahs. But eventually, the good in people won out. Tremendous acts of courage from AIDS sufferers such as Freddie Mercury, Joey dePaolo and Alison Gertz, as well as acts of compassion from non-sufferers such as the ever-patient Princess Diana made AIDS seem like less of a death sentence and more like a disease; AIDS sufferers were humanised and offered hope and now, we are inching closer and closer to a cure. Humanity fears disease, it is entirely natural to do so, however, through this ongoing pandemic, we learned that fear should not turn to stigma or conspiracy theories but instead to grit and determination because that is the only way we will ever win.

Covid-19

You probably hear it a hundred times a day and are well and fed up with it, believe me, so am I! The whole situation feels lacking in any form of certainty and, as we have to sit through briefings filled with vague language and vague numbers, one is tempted to switch off. We missed out on England being knocked out of the group stages and we have not seen friends

in what feels like years; some of us even started to miss School. Yet for all this, I am reminded just how far we have come in what is an incredibly small amount of time.

As a species, we have fought and lost so much to disease but learnt so much as well. We have learnt the importance of basic hygiene, the optimism of rebuilding society after a pandemic, the care we must take to prevent a second wave and that pandemics are fought best when fought together - and that was just from the preceding four outbreaks.

So, what lessons will we, as a species, learn from COVID-19? Perhaps the importance of PPE for frontline staff, or maybe this is the taster for a world where connectedness extends beyond the classroom in more novel ways. One thing is for certain however; if you gave yourself a haircut during lockdown, you have severely misjudged how slowly hair grows!

I hope this article finds all of its readers in better times, but if not, I hope it also gives you cause for optimism.

Sri Haran Loganathan,  
Head Boy

ILLNESS AND ABSENCE

The lives of pupils at Westcliff before the Second World War were disrupted, sometimes blighted, by illness to a degree that later generations might find startling.

Although penicillin was discovered in 1928, antibiotics did not come into widespread medicinal use until the 1940s – so pre-war pupils who contracted bacterial infections such as scarlet fever, diphtheria or bacterial pneumonia faced long periods of absence. Scarlet fever meant something like seven weeks off, pneumonia a whole term. There were fatalities too: in the 1920s the School on average lost two of its pupils to illness each year.

In the 1920s and 1930s the School Certificate was a qualification sought after by pupils and employers alike. Long-term absence through illness could, and often did, seriously compromise pupils’ School Certificate prospects. In these circumstances some were willing to return to Westcliff for an extra year, but others, once they sensed the School Certificate was beyond their reach, opted to leave at the minimum legal age (14), even though on entry they had undertaken to stay until the age of 16. There are scores of cases of this kind in the School’s records: bouts of scarlet fever or pneumonia could change the direction of lives.

The School for its part was all too aware that infection could spread quickly in a crowded environment: it therefore required parents in the 1920s and 30s to certify in writing at the start of each term that their son(s) had not been in contact with anyone suffering from an infectious disease.

Viral infections were, of course, another cause of absence from school, usually short-term only. But in the late 1940s and 1950s absence due to colds and flu sometimes reached extraordinary levels: there was a day in January 1946 when 31% of pupils were off sick, and one in autumn 1957 when an influenza epidemic saw 37% of pupils away from School.

Extracted from series of vignettes prepared for the School by Dr Alan White, former Deputy Headmaster and Teacher of History at WHSB

No boy is permitted to enter the School on the first day of Term without presenting this form, or a written statement to the same effect

HIGH SCHOOL FOR BOYS, WESTCLIFF-ON-SEA

DECLARATION BY PARENT OR GUARDIAN

I, the undersigned, being .....of .....a pupil, or about to become a pupil, in the above School, hereby declare that he has not had any infectious or contagious disease during the holidays, and that to my knowledge has not been in contact with anyone suffering from any such disease during that time; nor is there anyone suffering from such disease in the house from which he is about to attend the School.

If during the Term any infection should break out in the house from which the above pupil attends the School, I will immediately inform the Head Master.

I also declare on his behalf that he shall conform to the regulations in force for the time being of the School.

Signature ..... Residence .....  
Date ..... (facsimile)



SCHOOL AND OTHER HISTORY

SMALLPOX: HOW A GARDENER'S SON, A DAIRY MAID, A COW AND A DOCTOR GIVE US HOPE FOR THE FUTURE

Smallpox is the only human disease ever to have been completely eradicated from the planet, a feat which would not have been possible without the work carried out at St George's University by Dr Edward Jenner to develop the first ever vaccine. And as an alumnus of the university, it gives me great pleasure to share more about this disease, and more importantly its eradication, with you.

Smallpox was a deadly disease that killed millions of people around the world each year. Before vaccination, smallpox attacked one person in every three and killed one in 12. In the 20th century alone, smallpox killed 300 million people and left many survivors severely scarred or blinded. To put this into current context, the R value (reproductive value or the average number of people on to which an infected individual can expect to pass the disease) for smallpox has been estimated at 3.5-6, compared to SARS-CoV2 at 2.5. The success of the vaccination for the disease led to widespread use and smallpox was eventually declared by the World Health Organisation (WHO) as eradicated in 1980.

Jenner noticed that milkmaids seemed to be immune to smallpox, usually only contracting its less-deadly relative, cowpox. This gave Jenner an idea, and when in 1796 he diagnosed cowpox in a milkmaid called Sarah Nelmes (who had caught the disease while milking a cow by the name of Blossom) he saw an opportunity.

He took samples of pus from Sarah's pocks and injected them into James Phipps, the eight-year-old son of his gardener, who then developed cowpox. Following this, Jenner inoculated James with smallpox and, when the boy recovered after initially falling ill, he knew his theory of vaccination was proved. Whilst we may question the ethics of such practice today, the success of this first vaccination (from 'vacca', the Latin for 'cow') led to widespread use of the treatment, and smallpox was eventually eradicated.

Speaking about the eradication of smallpox and new vaccine development, Professor Julian Ma, Director of the Institute for Infection and Immunity, says "It's easy to forget that only 50 years ago, infectious diseases were common in UK and a major cause of death. It was not uncommon for public areas to be closed due to the threat of an infectious disease like polio. Through incredible advances in vaccine technologies, we hardly see infectious disease in the UK now, and infections barely register in our top 10 causes of death".

Whilst looking back at Jenner's efforts in helping eradicate smallpox and when looking now at the current effort towards helping to control COVID-19, I am reminded of the idea within innovation economics introduced by Joseph Schumpeter. I would like to borrow his idea in the close of this article and state that, whenever faced with problems, human innovation and the human spirit have found solutions. And this gives us hope for the future that the COVID-19 problem will also be solved.

Mr K James, Lower School Science Coordinator



WHSB IN LOCKDOWN

On Wednesday 18 March 2020 the Government announced that schools would be closed for the foreseeable future in response to the pandemic, although they were asked to remain open for the children of key workers. Soon after that decision, the Government announced that the Public Examinations would not take place. It was a truly unprecedented and strange time for everyone. The School quickly activated its contingency plans, including running a training day for staff on Monday 23 March. A day later we closed our doors to all but the children of key workers, the small number of staff required to supervise them and support staff in essential roles which could not be completed off-site.

The speed with which the situation escalated was a challenge for everyone and it was particularly difficult for some of our Year 11 students and all of our Upper Sixth students who knew that this could be their last day at WHSB. Despite the difficulties we managed to find some light-hearted moments and I will fondly recall the multitude of Year 11 pupils queuing up to have their conduct cards signed by me!

I would like to extend my thanks to the Sixth Form Pastoral Team who worked closely with the Upper Sixth to quickly put together a Leavers' Assembly for the final day at School. The assembly was full of good humour and some excellent music.

The community singing was exuberant and the affection the students felt for their School and each other was clearly evident. Once again, Mr Sinnott's musical talents were on display and his words to the students were meaningful and will resonate with many of the students for years to come.

As I have noted on many previous occasions, I have been most impressed with the speed with which both pupils and staff adjusted to the new situation. Both found themselves having to navigate working from home. However, they did so with energy and resilience. In the space of days, we were operating an online school more or less from a standing start.

It is easy to forget the levels of fear and uncertainty of the early days of the pandemic. The medical profession was under a great deal of pressure and the country had insufficient capacity in both testing and PPE. We must not forget the courage and resilience shown by the staff of the NHS and other key workers who put themselves in harm's way to look after those struck down by the dreadful COVID-19 virus. During this period the School made communication with pupils and parents a priority. This came through regular letters and social media posts. It was important to reassure where we could and to share our plans during a rapidly escalating situation.

We were always confident that we could use technology (particularly Microsoft

Teams) to maintain the continuity of education, however maintaining our community without being together was always going to be a significant challenge. One of the ways we sought to overcome this challenge was to establish The Westcliff Week. This weekly publication was a shared endeavour for the community with both staff and pupils contributing articles. At the same time, it provided a weekly opportunity for the community to share news, thoughts and activities. In doing so, it was intended to lift the spirits of the community, keep everyone in touch and provide plenty of activities to keep pupils engaged beyond their studies during the difficult times.

I would like to take this opportunity to thank everyone who contributed to The Westcliff Week. In particular, I am very grateful to our regular contributors, Mr Barber, Mr Derrick, Mr Dowding, Mr Jeffreys, Dr Machacek, Mr McGee, Mr Neagus, Mr Norman, Mr Sinnott, Dr Theobald, Ms Weller, Miss R Williams, Mr Yeo, colleagues in the Physical Education Department, and Upper Sixth students Ben Johanson and Joshua Seal. I would also like to thank my Personal Assistant, Mrs Robinson, who proof read every issue of The Westcliff Week. I have included some articles drawn from The Westcliff Week in this special edition of the Westcliff Diary as they are superb and entirely worthy of the wider audience.

Headmaster





## MY EXPERIENCES AS HEAD BOY AND MY LAST DAY AT SCHOOL



I was appointed Head Boy in June 2019; little did I know I was in for a relatively tumultuous tenure: from the Centenary Launch Night to the sudden lockdown of schools. Nevertheless, it has been an amazing experience. Despite my occupation of the role being curtailed, I have had a fulfilling opportunity, for which I am extremely grateful. It has been an immense honour to be Head Boy for the School's Centenary Year, and I wish the next Head Boy team all the best.

From my appointment, I immediately knew the post would entail a significant level of commitment. Early on a Monday morning, I was seated among the other applicants for the role. When the Headmaster requested that I accept the privileged position, I felt an immeasurable level of pride, and went to Mrs Mumford's office, where myself and the deputies were briefed on our upcoming duties. The phrase "out of the frying pan into the fire" was certainly applicable, as I was tasked with assisting Mr Skelly with a tour of the school for Lord Gold, one of the patrons of our Centenary Year. Alongside that, I had to assign the prefects for duties at

the Open Evening the subsequent day. Additionally, I was to deliver a speech during the Headmaster's talks on that evening. Altogether, the Head Boy role included important events in the School's calendar, alongside smaller day-to-day duties and representing the School on different occasions outside of the normal school day.

It was certainly a plunge into the deep end, but it was useful to prepare myself for the magnitude of the role; a role for which I had aspired since my time in the Lower School. The end of the Lower Sixth was full of after-school events, so the prefects were also in for a hectic start. They were a reliable group, but they certainly knew how to keep me on my toes from time to time. Fortunately, there were many prefects that were quick to jump into last-minute duties where necessary. The in-school duties were more of a juggling act, with prefects heavily involved in the School community, there were some last-minute switches. The response from the public and the teachers to the commitment of the prefects has been extremely positive, so I would like to thank them all for their tremendous support.

As Head Boy, I gained closer links to the Old Westcliffian Association, from attending their committee meetings to delivering a speech following the guest speaker, Roger Buxton, at their Annual Dinner. This was something I repeated for the School's Annual Speech Day, responding to the guest speaker, Professor Dame Carol Black. I drafted a short speech – for which Mr Skelly provided invaluable support – and then I supplemented it with my thoughts to respond to Professor Dame Black's speech accordingly.

Part of my duty as Head Boy was to assist with the School's Centenary Year. Myself,

among many others, were awaiting its onset with great anticipation. This was only heightened, as I attended a number of meetings with the Centenary Committee itself. The Centenary Launch Night itself was exceptional and I have written separately on that event. It was an evening that will remain in my memory forever and my deputies provided enormous support on that occasion. The night was, from my perspective, a resounding success.

The last day of School was a sudden arrival; one that left us all in the Upper Sixth feeling wanting. Fortunately, we were able to have an Assembly to reflect on our time at the School. I delivered a speech, which was followed by music from Mr Sinnott and the band, Ahad Awan singing his popular song Stay Away, and a loud rendition of Jerusalem. I hope that we can all meet again at some point in the near future, in order to reminisce about our time at the School, from the great people we have met, to the fabulous extra-curricular events we have enjoyed.

The experience of being Head Boy has certainly led to my self-development, from involvement in public speaking and writing speeches, to organising a body of people and the challenges that can present. It has been unforgettable, and I have cherished every moment. I would like to thank all the staff for their support, especially Mr Skelly, Mrs Mumford, Dr Machacek and Mr Jeffreys. I also offer my thanks to my deputies, Daniel Pereira and Daniel Barton, for their continued, unwavering support throughout the year.

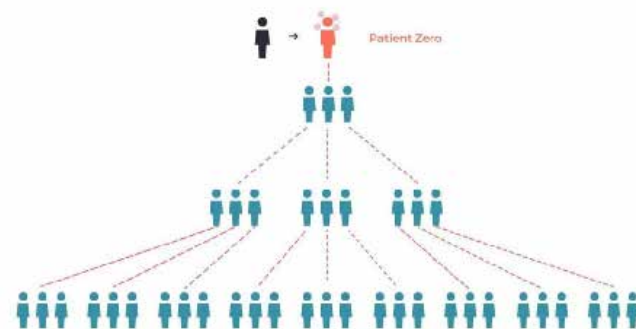
I wish all the staff, students and their families the best for the future.

Ben Johanson,  
Head Boy (2019-2020)

## MATHEMATICAL MODELLING: THE R NUMBER AND COVID 19

Firstly, it is very important to realise that this is a real life situation that involves real people and real families. Every number is a person that has been affected by this deadly virus and this is most upsetting. However, it is mathematical modelling and scientific research which will lead us back into normality and help us understand the consequences of not taking this situation seriously.

The mathematical model used below is very simplistic, but has been chosen so that it uses mathematics with which all students will be familiar to some extent.



### The R Number (Rate of Transmission)

This r (rate of transmission) is the same r (common ratio) that GCSE and A Level students associate with geometric progressions. In fact, this is a geometric progression in simplistic terms and we can use this as our mathematical model.

1 transmits to 3, they then transmit to 9 more who then transmit to 27 and so on.

With r the rate of transmission equal to three we can see how quickly the virus can spread.

The rate of transmission was said to be equal to this before lock down.

So what are the implications of this and why was everyone so worried?

The mathematical model tells us that if it continues at  $r=3$  we would have:

$1+3+3^2+3^3+3^4+\dots$  a geometric progression starting with only one person with the virus with a spread rate of  $r=3$ .

So how quickly is it adding on the next term in the sequence? If one person transmits to 3 other people it is important to understand the time frame of this as it will affect how quickly the numbers will rise.

In a worst case, let us assume 1 day to transmit, then by day 10 we would have  $1+3+3^2+\dots+3^9$ . For A level students, you can calculate this with S10. Lower school can calculate directly. You would have

29,524 cases. By day 20 you would have 1,743,392,200 cases of people that have been exposed to the virus. Fortunately, the transmission rate is not 1 day. If it took 2 days to transmit these would be the figures for day 20 and day 40 respectively and so on. In reality, a person may only have the virus for 21 days in total before recovery, or sadly not, and only a 21 rolling total would be used to estimate capacity needed for NHS beds and other resources.

### Coming out of lockdown (R less than one)

So why is it so important for r to be less than one? A Level students will be able to understand this well. If  $r < 1$  then the series will no longer be increasing exponentially. It will tend to a limiting value which can be prepared for. To understand this we can use Sum to Infinity.

Currently, r is approximately equal to 0.7. Let us say that the current amount of people with the virus is N. Then the series would become  $N + 0.7N + 0.7^2N$  and so on. It would only add a small amount each time, the limiting value of this would be  $10/3N$ . So as the Government has stated, it really depends not just on  $r < 1$  but also the value of N, the current number of people carrying the virus, as with  $r=0.7$  we would be multiplying N in simplistic terms by  $31/3$ . If  $r=0.5$  for example, the limiting value would be  $2N$  so doubling the current number and so on. The smaller r becomes the better the overall situation.

Please note that, in reality, the mathematical modelling that is done on this is far more complex and will no doubt be involving complex differential equations and statistical modelling which will be feeding into these values.

### So what affects R?

Probability will have much to do with the value of r. How likely will it be for the virus to be passed on?

There are obvious ways that this can happen:

The value of r can increase when people are standing too close to each other, for example, and the Government might worry that people will forget basics like washing hands, keeping 2m apart and coughing or sneezing into a tissue which is then immediately thrown away.

It can decrease too, by test and trace for example, which could limit the amount of time someone is carrying the virus without knowing. This would reduce r because if the person can quickly self-isolate and have a test they will be less likely to pass the virus on.

As the restrictions are relaxed and we have now returned to School, we all have a responsibility to keep ourselves and others safe, and follow the guidance to keep r as low as possible.

Mrs E Wimsett,  
Teacher of Mathematics

## A LOVE LETTER TO WHSB



Sitting with a blank document open on my laptop, I wonder how I can condense what feels today like the two best years of my life, into one page. How can I organize these images, emotions and memories that crowd my mind? As Tennessee Williams writes, 'in memory everything seems to happen to music.' It is a little harder to write.

My experience at Westcliff far exceeds anything I could have expected when I enrolled on Results Day. In the run up to GCSEs, I was never sure that I could earn my place in a grammar school. I entered WHSB excited but a little afraid, expecting high standards, discipline, tradition and a lot of hard work. What I did not expect was to find the place where I became the best version of myself. A place where high expectations, standards and academic excellence mix with friendship, support, wit and creativity.

It was at Westcliff, with the support of both teachers and friends that I began to believe in myself, to truly understand the cause and effect of hard work and achievement. In the infamous words of Mr Skelly we must make "short term sacrifice for long term gain".

My time at Westcliff was not easy; Chorals with Mr Derrick sometimes seemed like an undefeatable opponent. But it was when I struggled my hardest and pushed to what felt like my limit that I emerged a stronger, more capable, and more confident person.

Music performance became my salvation after a hard day of study. Big Band rehearsals were an evening of laughter, great music and a chance to mix with younger years. Our performance level was high; proven on the night of the Centenary Ball. Performing in front of an audience on such an auspicious occasion; the exhilaration, camaraderie, pride and enjoyment.

Almost two years of unforgettable moments, weeks away from our A Level examinations. And suddenly, unbelievably, with little warning, my time at Westcliff was cut short.

On Wednesday 18 March 2020, I watched Boris Johnson announce that A Level examinations would not go ahead as planned and that schools would shut as of 23 March.

Friday would be the last time that I would ever enter Westcliff High School for Boys as a student. And I had no time to come to terms with it. Opportunities lost, examinations left untaken,





relationships halted.

Walking into School on that final day was utterly surreal. Entering the Forum, I was met with a bustle of excited students. I was swept along with the shirt signing, photos and goodbye chats. The atmosphere was one of mixed emotions, some happy to close this chapter of their life, others left robbed of the opportunity to sit their examinations. All I could feel was heartbreak.

How could I cram the missing days of April, May and June into one morning?

I understood that I had to cherish every moment, knowing I would never do it again; opening my locker for the last time, a final debate in a Politics class, a closing chat with my friends, in our usual spot, during a free period. Our choice to mark our final day was an outdoor photoshoot in uniform.

At short notice, the School had arranged an impromptu Leavers' Assembly during Period 4. Mr Sinnott made an iconic appearance, performing with a number of students, as we gathered in the Forum for the last time. Being familiar with the song, which a student had written and released on Spotify, we all joined in. Dr Machacek then gave a moving speech, full of advice and kind messages, before leading us into a final rendition of the School anthem, Jerusalem. Assembly over, all available staff members joined us in the Forum for shirt signing and final goodbyes - tears were shed.

And then, faster than you can say "Fide et Fortitudine", it was over.

It is so rare that we find ourselves in a place where we feel we truly belong. Something that I feel proud to have been a part of. And in the years to come, a place that I can return to as an Old Westcliffian.

And despite our initial fears of solitude during lockdown, WHSB, be it through The Westcliff Week, online Big Band performances, or online tutorials, continued to include us as active members of the WHSB community.

Jasmine Margalit,  
Upper Sixth Leaver

## THE LANGUAGE OF LOCKDOWN

Language is an important indicator of a society, and the use of words can reflect the environment a population is living in. For example, there is the suggestion that the Inuit language has 40 different words for snow, which can helpfully differentiate between snow on the ground and falling snow, for example. This has long interested linguists as it demonstrates how language is inherently linked to the society it represents - after all, areas inhabited by Inuits are known for having lots of snow, so the ability to distinguish between the types of snow is far more useful that it might be in other languages.

Time can also be a factor in which languages change and adapt. Last year, the new words which became etched onto the tongues of the British population were "Brexiters" and "Remoaners"; then we looked to see if Europe would follow suit - "Grexit", "AdiEU", or "Bye-reland" to name but a few. At the start of 2020, it very much looked like Brexit would be a talking point for the British people once again - that was, until, the coronavirus had dominated the news, and had an impact on our daily lives.

Some terms which have been a part of the English language are now more than ever being used to reflect the events of the year. "Self-isolation", "pandemic", "quarantine" and "lockdown" have long been ingrained into the English dictionary, but the terms are being spoken and written about much



more frequently. However, as occurs with many a significant event, neologisms, or new words, are being coined to express certain events or ideas which link to the current situation. For example, the term "covexit" has been used to express the eventual diminution of the lockdown. Given the fact that many days of the week have appeared to merge into one, people have referred to said day as "Blursday". The use of the acronym "WFH" for "Working from Home" has increased, as this becomes a much more widespread situation for people across the UK. Children born during this period of time are supposedly being crowned the "coronials". Interestingly, the phrase "elbow-bump" already had a definition in the Oxford English Dictionary - but this time, it now features the phrase "in order to reduce the risk of catching or spreading an infectious disease".

Research is currently taking place to assess the impact that the coronavirus outbreak is having on language, and one such area

is on the use of war metaphors to express the battle that the population is facing in response to beating the virus. For example, Boris Johnson, in true Winston Churchill fashion, stated: "This enemy can be deadly, but it is also beatable".

It is very rare that new words become so established into a language and society in such a rapid way - did you know, for example, that 550 new words or definitions were introduced to the Oxford English Dictionary (OED) in March this year alone? For example, do you know what "anergic" means? Did you know that "beard-stroking" means "The action of stroking one's beard, especially while deliberating or reflecting on a question" according to the OED?

So why has the coronavirus impacted the way we use language so significantly? Language is a shared experience - at its heart, it is an opportunity for people to interact and to express their ideas and viewpoints. It is therefore rather

pertinent, that as everyone is adapting to a new way of living, the language used to express these ideas adapts to follow the world around it. The media also helps to perpetuate these terms and ideas, and this can help bolster the impact language has on society.

Language has always, and will always, learn to adapt to its surroundings - after all, if words are no longer used, or relevant, they will have much less of an impact on society. As we pass through an incredibly significant event, the language of the day has adapted to follow suit - an indicator of the importance of language to process and understand the events which affect us on a daily basis.

Mr S Lilley,  
Teacher of English

## 2020 LOCKDOWN DIARY

Entry written during lockdown



It is hard to find a beginning to this really - it started back in February, when I first heard of coronavirus. Immediately I knew it was serious. I expressed this to my

family and friends, but they just thought nothing of it and laughed at me. But as the days passed I thought, if it can spread through China, then to America, Australia, France and Italy, what will stop it from spreading through the UK? Despite all the reassurance, I could not stop worrying about it. In early March the coverage intensified and before the month was up our lockdown had begun. Here is my account of it all...

With talk of schools shutting down and the surreal (but exciting) sight of seeing a BBC crew filming at our School, I prepared for the worst. For me, lockdown meant uncertainty. So many questions were rushing round my head. When will it end? What will the long-term consequences be? What restrictions will be implemented? My strategy.... take each day as it comes. I have been in close contact with my friends via social media and the telephone throughout this period and it is reassuring to know we are all metaphorically united under the same roof. Everything feels so unreal at the moment - how my life has changed in such a short space of time. Yet as the situation has progressed my instinct now instructs me not to approach people I see. To regularly wash my hands and avoid touching my face. I recognise the importance of following the government's guidance to shield loved ones from harm and protect the NHS.

## MY QUARANTINE EXPERIENCE

Entry written during early lockdown



During these difficult times, it has become clear that the mundane routine of a schoolboy has definitely changed, in some ways for the better and some ways not so much. After a week or two of adjusting to the new way of learning, I have definitely found myself questioning whether I preferred working in the school or home environment. Both have their pros and cons. The work from home is forcing me into making more independent and crucial decisions, but giving me the freedom to create my own environment, whereas the school environment kept my routine in check and made learning a lot easier. These independent and crucial decisions usually follow questions such as whether to wake up on time and stick to my timetable or to relax and rush my work later in the day, or whether to put down the chocolate bar and do some more exercise.

In my opinion, my family is coping quite well; with my dad and sister working in areas of Computer Science this makes work from home a lot easier. My mum is getting more free time to exercise or relax (or make me do chores) and I am slowly settling into this new lifestyle reasonably well. There have not been many other major changes, other than the inability to go out of the house very often. Therefore, our response as an average family has been relatively calm, yet cautious. My mum has been going to the shops approximately every 10 days and my sister has joined my mum in signing up for the NHS volunteers programme. Because I had not left the house since the start of the lockdown, my family decided it was best for me to stick to staying indoors and the garden.

In conclusion, I would say that this new lifestyle is not one that I would love to stick with forever, but one with which I can cope for the time being. I believe the lockdown will probably last until July, and hopefully not any more time after that. I will miss the summer term of school as I was looking forward to a variety of things, but for now, I am just living my life contently through the quarantine.

Havik Singh,  
Year 10

When Prime Minister, Boris Johnson, went into intensive care, it showed how easily the virus can spread and, most importantly, that it does not discriminate.

Upon reflection, I really feel that I did not cherish 'normal life' enough, and took everyday activities for granted. Nevertheless, lockdown is a great test of my resilience. I hope I can be proud of myself once this is all over.

It is amazing to think that I am living through an important historical event. One that people will look back on for decades to come. It feels kind of nice to be able to say when this is all over that, 'I was there'. I just hope the end does come quite soon. I have sometimes felt trapped and isolated and it can be quite lonely. Thankfully, I have friends, family, devices, games, television and sports to occupy me during free time - I am really not sure where I would be without them! It has been my goal to be productive and to learn some new skills. I have been practising football and cricket shots in the garden and developing my Spanish. With more time on my hands, I have challenged myself to learn how to touch type and, just for fun, juggle (though not at the same time - that really would be a challenge!).

Joseph Collins,  
Year 9

## JOURNAL FROM HOME

Entry written in the second week of lockdown

"I can announce that after Friday afternoon, schools will shut down for the vast majority of children," said Boris Johnson, on the Wednesday before our quarantine had started.



Now, it is halfway through the 2nd week and life has been eventful, to say the least. I had started the first week behind schedule, just getting used to working at home and trying not to see it as a holiday, which I had succumbed to, sleeping at absurd times. However, as the school work had started to pile up, I had to begin organizing myself; it was just little things like following my timetable and using my planner and, at last, I am now on track.

Overall, I believe that working at home is a difficult experience to start with, however with just a little organisation everything will be okay.

Oluwatobiloba Ayodele,  
Year 9



## RAMADAN UNDER LOCKDOWN

For those who do not know, Ramadan is a holy month in the Islamic calendar for Muslims all around the world and it is a time to reflect on, reinforce and remind themselves of their faith. It primarily involves partaking in a daily fast (abstaining from food and drink) for 30 days from sunset to sundown, and also not involving oneself in any sort of corrupt behaviour, for example, lying.

This year, due to Covid-19, Ramadan has been like no other, just as many other experiences have been affected by this virus.

One very vital part of Ramadan is the congregational activities that come with it, as Muslims visit the mosques in their communities to perform daily prayer and, most notably, the Taraweeh prayer late at night, every day. This prayer captures the true essence of Ramadan but the opportunity for it this year has been snatched away from many. As well as this challenge, the usual iftar (time of breaking fast) parties, where all families meet and eat together, were no longer possible.

However, rather than looking at the negative side of the lockdown, I am going to share this extraordinary experience of Ramadan under lockdown. Since my whole family is home it has meant we have been performing all our prayers together as a family, as well as spending a lot more time together. Usually, I would perform my prayer on my own due to the busy schedule of school and extra-curricular activities. Additionally, we spent a lot more time listening to different lectures to help further our spiritual development together. My Imam (religious leader) guided us to "make our homes our mosque" and by doing this it enabled me to really adjust my perspective on this month and do things that I would not have done to the same extent, for example, reading the Quran on my own and making more Duaa (prayer). Therefore, I was able to reinforce my faith without any disruption or distraction because I was stuck at home.

The actual fast was much easier, as the lockdown meant I was getting adequate sleep, as well not doing any excessive physical activity like playing football in the sweltering heat on the field, or baking in a school classroom.

The end of Ramadan is the pinnacle of festivities for Muslims: Eid. This year was extremely different to the usual celebration that follows, as normally it involves going to the mosque early in the morning, as well as visiting various family members. The day started by performing Morning Prayer as a family and was spent relaxing and enjoying time with my family, eating my mother's mouth-watering food. However, it was still a sombre celebration, due to the loss of my grandfather to Covid-19 just before the start of Ramadan.

In conclusion, I would like to share the realization that this virus and lockdown have given me during Ramadan, as it applies to everyone, whether or not they are religious. The virus attacks us all equally; it does not discriminate. It attacks whether you are the Prime Minister of a nation or a homeless man, whether you are white or black. This shows that we are all one in our humanity and it reminds us that racism, gender inequality, class discrimination and other foolish illusions of superiority must be removed from society.

Ismail Quasem,  
Lower Sixth



## WHY ROUTINE IS WORKING FOR ME

*An article shared with pupils, parents and staff during lockdown through The Westcliff Week*

For those of you not in the CCF, who may not know me, I am the character walking about the school in military uniform. I served for over 24 years in the Army as a Royal Engineer and I was privileged to be promoted to the appointment of Regimental Sergeant Major.

In that role, my key responsibilities included the Welfare and Health of all the soldiers in my unit. This was often a challenge, particularly when deployed to some faraway place and confined to a very small area, such as an Operating Base, for over six months at a time. One example was Camp Bastion in Afghanistan, which was one of the larger ones, at a few kilometres squared, seeing thousands of soldiers co-located. Another - Camp Alpha in Iraq - was smaller, being about 500m x 800m and housing around two hundred soldiers. The smallest example, though,

was Bessbrook Mill in Northern Ireland, which was around two hundred metres squared, with over 100 troops working and living together for six months.

In other words, we were 'Locked Down' with no option other than to get on with business.

As well as being that rather grumpy person who walks the corridors of WHSB, I am a father of three boys aged 8, 6 and three. Parents will know how much fun this can be! And this is where I try to employ my Army experience in meeting the challenges posed by Covid-19.

Whatever our thoughts about the situation, there is one thing we have in common. We just have to get on with it. We have strict rules we need to follow. We cannot adapt or twist them to suit our own personal wishes. We need to put others before ourselves. We do this because we are at risk, or there is a duty to protect people who may not be as strong as we are. This sounds rather like a 'duty' to me! It is our duty to look after others. In order to do this we must protect ourselves. We protect ourselves, not just in the here

and now, but by doing the things that will protect the future.

For my wife (who also has an army background) and myself, getting into a routine has been the key.

I must admit we have had our ups and downs over the last couple of months and some of them have been very 'challenging'. However, this is to be expected in any abnormal environment, and even embraced as a way to improve and gain strength. The military embraces routine. It is a fantastic tool to increase efficiency, improve team spirit, maintain health, support welfare and keep morale high.



SSI Lyne, Basra Palace 2007



Even the most routine of chores were always completed regularly, Iraq 2007



Come whatever, we always did PT, Iraq 2007

Let me give you some examples. Regardless of where the army is in the world, and unless it is not possible, the weekly routine is always the same. Monday's activities are the same each week, as are Tuesday's, and Wednesday's, Thursday's and Friday's. The same is true of the weekend. Morning parade is always at the same, and in the same place. Everyone is dressed to the expected standard and a roll call is always taken. The day ahead and the work involved is finalised. Break and lunch are at the same time and the end of day parade is at the same time. Work is done on time and to the highest standard without excuse. Deadlines are set and met by everyone because you have an individual and group responsibility to do so. Physical Training (PT) is a high priority 'job'. It is held regularly and (again) at the same times each week. It is programmed in advance and that programme is maintained.

Why is the military so 'rigid'? The misconception here can be that the military is believed to be an organisation in which personnel only "follows orders". This is simply incorrect. Soldiers, Sailors and Airmen are encouraged to be thinking, questioning and proactive people. Routine increases efficiency and focuses people because everyone knows what is going to

happen and when. It allows individuals to plan and prepare. It means you know what everyone else in the team is doing at any given time. You can identify better what part you are playing in achieving the goal. Most importantly though, it maintains morale because it sustains welfare and therefore helps keep the individual and unit healthy. It helps do this because it removes the unexpected and builds confidence. Humans, by nature, dislike change and find themselves feeling most uncomfortable when the unexpected happens. This does not mean you should not expect and plan for the unexpected, but just be ready for it so that it does not catch you out - that is why it is called the unexpected!

At the home of Team Lyne we try (but do not always succeed) to stick to a routine. Monday to Friday we call 'school days'. As we did before the 'Lockdown', we give our children their breakfast at the same time. They put their school uniform on and we do PE at the same time - Jo Wicks has been blessing! We try to do work set by the School first, and then we have our break. We have lunch, and we always take some time outside as a family during the afternoon (when mum or dad are not at work). After 'School' the Boys may take their uniform off and do what they like.

Focusing on getting all of our work done is crucial, no matter how trivial the task maybe, because it may be one of the only few rewards we have during difficult times.

I do not suggest this would work for everyone, but it works for us (most of the time). Our boys are anticipating the day before we do. They try their hardest to avoid the School work, trying to do the least they can because they are little and do not understand the importance of working hard, especially during demanding times. But at least they know it is coming. The uncertainty is removed, there are no surprises and hopefully, they have an idea of what is expected of them. Despite all this however, it is still tough!

Regimental Sergeant Major (WO1) retd.  
SSI Lyne (School Staff Instructor), WHSB  
Combined Cadet Force

## POEMS OF 2020

As part of their PSHEE lessons, Lower School pupils have been putting their creative skills to work and have written poems about the current situation. They highlight the need for good hygiene and social distancing, whilst showing some of the more personal effects the national emergency can have on individual people as well as the world as a whole.

Mr H Tresidder  
PSHEE Coordinator

## WHITE

White is the colour that,  
Stains all the wards and all the boards,  
Yet red stains the feet and sheets of,  
All the patients lying on their death bed,  
Whilst some are healed by the translucent  
miracle-giver hanging from a pole.  
An invisible killer hidden in a mask, a capsule  
of a germ,  
That silently seeks and peeks out its prey and,  
Executes them without a single sound.  
Yet our heroes, our doctors they thwart the  
killer's path,  
And stop him from causing further harm and  
trap him with  
An enemy of his, shredding him to bits.  
His essence evaporating, curing the patient.

By Anh Cao Hai,  
Year 8





## KEY WORKERS IN OUR COMMUNITY

### COVID-19

Covid-19 is quite scary,  
We had better all be wary;  
Washing our hands all day long,  
While singing the Happy Birthday song.

Touching our faces is forbidden,  
The virus is small enough to be hidden;  
From the eye it cannot be seen,  
So know well where your hands have been.  
This disease is easily spread,  
So stop socialising and instead,  
Isolate yourselves from the other,  
Except from your parents, sister and brother.

This disease is not the flu,  
Authorities realise it – so should you!  
And although you might say, 'but I'm safe',  
For other people that's not the case.

The virus has spread around the world,  
Into chaos it has hurled,  
The people of every single nation,  
Until we have a proper vaccination.

Sebastian Rapley-Mende,  
Year 8

### BE SAFE

Friends lost; Family lost,  
Be safe. Stay at home.  
A life saved. But at who's cost?  
Be safe. Stay at home.

Chance of survival, high or low?  
Be safe. Stay at home.  
Value the old? Or save the young?  
Be safe. Stay at home.

Social distancing? Or chance for a holiday?  
Be safe. Stay at home.  
Don't overwhelm the NHS.  
Be safe. Stay at home.

Fizlee Douglas,  
Year 8



### VISORS FOR FRONTLINE WORKERS

As we have all been aware, in the early stages of the pandemic the demand for Personal Protective Equipment (PPE) vastly exceeded supply. PPE was in high demand for the purposes of keeping our NHS and Care professionals safe as they looked after the sick and most vulnerable in society. As primary and nursery schools welcomed back more pupils in June, they too had a demand for PPE.

The Technology educational community nationally sought to close the gap as best they could and worked collaboratively with educators, suppliers, software companies and the local NHS and Care Trust to manufacture much needed face visors in quantity.

Staff in the WHSB Technology Department were joined by Upper Sixth volunteers, Megan Fallows, Daniel Atkinson, Tom Hill and Lawrence Copestick, to laser cut, 3D print, assemble and deliver over 2000 visors to Southend Hospital, local Care Homes and Primary Schools during the national crisis.

The work of the Technology Department has been recognised and the School community was proud to receive a letter from the Rt Hon Priti Patel to Mr Moore, Teacher of Technology, following his delivery of WHSB visors to a Care Home in his constituency.

In her letter, the Rt Hon Priti Patel, as Member of Parliament for Witham, writes "Providing this equipment to those on the frontline, including NHS and social care workers, is incredibly important and I am extremely grateful to the pupils and staff at Westcliff High School for Boys for producing face masks. My colleagues and I in Government welcome this action and please do pass on my gratitude to all those involved and feel free to keep me informed of the production taking place".

Mrs K Mumford,  
Second Deputy Head



PPE supplied by WHSB is utilised in local Care Homes



Visors produced by WHSB support frontline workers



Mrs Mumford and Mr McGee deliver the first batch of visors from WHSB to Southend Hospital



"Thanks from Bishops Stortford Ambulance Station"

### YEAR 8 PUPILS RESEARCH HOW 3D PRINTING IS HELPING COMBAT COVID-19



Last year's Year 8 pupils (now in Year 9) completed a Computer Aided Design and Manufacturing project in which they designed a famous landmark model and 3D printed a souvenir sized version.

During the lockdown, the pupils researched how Computer Aided Design and 3D printing has been helping in the current fight against the Coronavirus. Below are two excellent examples from Quinn Williams and Finlay Davis.

Hospitals and medical facilities around the world are facing what is perhaps one of the biggest medical problems that the country has faced in the modern era. They need urgent support to gain the equipment that they need to be able to try to contain the

spread of the virus. Vital equipment such as face masks and face shields have been made to better prepare the hospitals for what is happening right now. All around the world, printing companies small and large have been asked to produce these urgently needed necessities and many have delivered with some companies managing to make thousands upon thousands of these items. A company named Prusa3D has come up with an effective design for the face shield and is donating 10,000 of them to the Czech Ministry of Health. This is just one of the displays of kindness that underline how we can get through this. Prusa3D says that they will be able to print 800 of the sorely needed face shields per day using materials that cost less than \$1. This means that not only are they effective, but they are also practical and sustainable for the company to keep on making for as long as needed.

Quinn Williams  
Year 9

3D printing is being a big help in combatting the COVID-19 coronavirus in many ways. The largest example is widespread across the news; a 3D printable face mask that is easy to make



and commonly used by doctors. The design which creates this face mask is equally as locatable on the internet, such as on Facebook and other similar social media platforms. The

mask is a simple design which has been around for quite a while, but recently it has become very useful for protection. There are other, more complicated variations on the face mask. These include more air-tight versions with respirators and ventilators made with online designs, but these are not used as much due to the higher complexity of these masks. They are more commonly used for people with disease, who often have trouble breathing as the ventilators can help with this issue. Those virus-stricken are also helped by the construction of temporary isolation houses, i.e. areas with working showers, air con and toilets.

Finlay Davis  
Year 9

### WESTCLIFF HIGH SCHOOL FOR BOYS PAYS TRIBUTE TO NHS AND KEY WORKERS

Flags, containing the iconic blue and white logo and a simple message of thanks, were flown from our three flagpoles on the School's South Drive throughout the Summer Term. The flags were to symbolise the community spirit shown by so many people in our community during the difficult times. Many of our former pupils, and parents of our current pupils, have been working on the front line; we are so grateful to them, and to our fantastic WHSB Parents' Association and the Old Westcliffian Association who sponsored our flags.

The flags were raised on Friday 17 April with help from Mr Bleakley, Director of Lower School, Ms Niedziela, Head of German and Easter Volunteer, and Freddie Cox, Year 8. Freddie's father is a key worker and Freddie is pictured here with Ms Niedziela, conveying the School's message of thanks to all key workers and volunteers.

Headmaster





# KEY WORKERS IN OUR COMMUNITY

## FIGHTING COVID-19

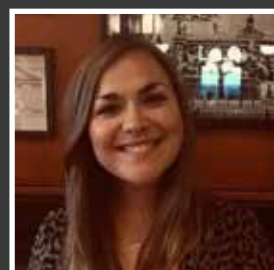
### How the WHSB Community is working to Save Lives

During the lockdown the School remained open to the children of key workers. The role of key workers during this period was crucial to the national effort to fight COVID-19. Therefore, it is worth noting that many of these key workers have a strong association with WHSB. Old Westcliffians and parents of current and past pupils serve as key workers and throughout the pandemic they have served their community with courage and distinction, not just in the UK but also across the globe.

Many current WHSB pupils will go on to be key workers in the future and we are fortunate to have the opportunity to share here some of the experiences of those from the School's wider community currently in those roles. It should be noted that some of these entries were written in the very early stages of the pandemic and therefore the reflections on early difficulties, such as the shortage of PPE will be of interest. We thank them all for their work towards helping to save lives.

Headmaster

## THE WHSB FACILITIES TEAM



Whilst our Learner Profile outlines those characteristics we expect from our pupils, it also reflects the attributes of our fantastic Support Staff who work tirelessly to ensure our pupils' experience of their School environment is the very best it can be.

During these uncertain times, there is an increased awareness in

society of the roles of Key Workers and their responsibilities within their communities. Within our School community we are most fortunate to have a superb, dedicated and skilled team of Cleaners and Caretakers.

This team is not often seen by our pupils, or indeed some members of the Staff, as they carry out their duties very early in the mornings and late in the



afternoons, to ensure the School is clean and looks its best from day to day. However, we are reminded that they are seen through the high standards they leave behind through their work.

This year has presented new challenges for WHSB's Facilities Department; a large microscope have been put upon the cleaning routines and working environments

of every organisation. More detailed guidance is continually being made available and there is much scrutiny regarding organisations' capacity to cope with the pressures of COVID-19 and, in schools, keeping staff and pupils safe.

Our wonderful Cleaning and Caretaking team has been working throughout the lockdown and have excelled in their efforts to ensure our School buildings meet Government standards.

As the School has now re-opened to all pupils and staff, some of WHSB's cleaners are now working during the day to keep surfaces clear, and therefore students should keep their eyes peeled as they may now have the opportunity to meet them! Our cleaners are those sporting tops and tabards embroidered with



the School crest and, of course, Personal Protective Equipment (PPE), and they are working hard throughout the day to disinfect classrooms, high traffic areas such as corridors, and toilets.

It is imperative that our students understand the importance of 'Catch it, Kill it, Bin it'; a slogan we shall no doubt use and remember for the rest of our lives. Students must carefully follow our hygiene guidelines in order to keep themselves and their peers safe.

As a community, we all need to share these responsibilities and help each other, remaining collaborative and supportive at all times, as demonstrated in our Learner Profile.

On returning to the School site, pupils, staff and visitors will have noticed new signage, designed to remind us all to remain safe, keep our distance, and follow one-way systems in the corridors. All of the signage has been set out by our Caretaking Team. They have spent many hours, tirelessly preparing the buildings, and ensuring classrooms meet the new requirements.

Our Caretakers also don additional PPE at the end of each day, in order to 'fog' the classrooms used with disinfectant, ensuring further rooms are as safe as possible.

A large part of my role as Facilities and Premises Manager is ensuring the safety of the Team and our School community. We simply could not have the School operating in a safe way without the assistance of this amazing team of people. It is a pleasure to work with these dedicated individuals, and I am grateful to have the opportunity to highlight the work that they do to support our wider School community.

The Team is delighted to see all pupils back at School, continuing with their learning and experiencing the safe environment we have created.

Miss E Lewis,  
Facilities and Premises Manager



## Alexander Wright, Old Westcliffian

British Foreign Office, Beijing  
Attended WHSB 1997-2004 (Mr Skelly was his Economics teacher!)

"I am currently posted to the British Embassy in Beijing. As the virus emerged in China back in January, the city of Wuhan was locked down and many British nationals who live or were travelling there, were trapped in a scary situation. The UK government decided to arrange charter flights to evacuate them back home. This meant we needed a small team to travel down to Wuhan to help at the airport: registering and processing the passengers, liaising with Chinese airport staff/police/border guards and getting our passengers on to the plane and departed safely.

"I volunteered and travelled down to Wuhan as part of this small team - at the time, we did not know much about the virus, so it was quite a nervous experience. Wuhan was completely locked down, with strict police check points all around the city preventing people from leaving (I remember the policeman telling me "you should not come in - this virus is really dangerous and Wuhan is not safe").

"The day of the flight was incredibly stressful as there were very few staff working at the airport, so our team had to manage the expectations of 200 nervous passengers. There was a lot of negotiating with Chinese officials about British nationals who had incorrect paperwork/visas (including some new-born babies



Wuhan airport (Alex is second on the left).

who did not have passports yet). We evacuated everyone successfully, approximately half being British and the remainder of other nationalities, mostly EU citizens.

"Subsequently, we all had to spend two weeks in quarantine at a hotel in Milton Keynes. I was very pleased to be finally released and able to reunite with my wife and baby".



## Dr David Lubel, Old Westcliffian

Consultant Physician, Harrow Health Community Interest Company (CIC)  
Attended WHSB 1971-1978

"I studied medicine at Guy's Hospital and ultimately, became a Consultant in general and geriatric medicine based at Northwick Park Hospital and the Clementine Churchill

Hospital in Harrow. I gave up medical practice in June 2018, but responded to the call to recently retired Doctors to return to assist with the COVID-19 emergency. At the end of March, emergency legislation permitted the General Medical Council to restore my licence to practice and I returned to work for my previous NHS Trust but in a community-based role supervising Harrow Rapid Response Service. This is a multidisciplinary team, comprising Nurses, Therapists and Paramedics, which has the primary aim of treating acutely sick patients at home and so preventing unnecessary hospital admissions. My work with this team started just as COVID-19 cases were rising rapidly, our Trust was hard hit with the highest death rate in the UK and my team helped manage the ensuing Covid-19 crisis in local care homes. Now the immediate crisis is over (for now), having greatly enjoyed the challenge, I have accepted a permanent job providing Consultant support to another community based team in Harrow, which helps GPs in managing their frailest patients.

"To the school community, I would like to say that despite constant change in the National Health Service and increasing pressures, I have never regretted pursuing a career in Medicine and I am probably now enjoying it more than ever".

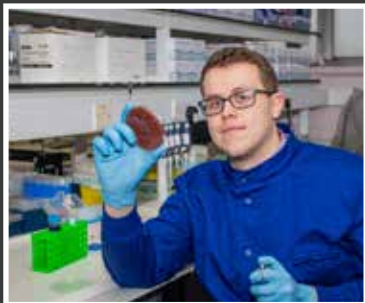
## Jake Weeks, Old Westcliffian

Researcher in Pulmonary Immunology,  
University Hospital Southampton.  
Attended WHSB Sixth Form 2013-2015

"UHS is one of the leading groups in the UK currently



## KEY WORKERS IN OUR COMMUNITY



investigating COVID-19. Our research group comprises of lung disease clinicians and scientists, usually working on chronic obstructive pulmonary disease. We have been reassigned to COVID-19 work which has a severe impact on patients with pre-existing lung diseases. Due to space limitations, many of us have been working from home, supporting the research team with in-silico and literature-based work for now, unofficially in reserve in case senior scientists become unwell. I am also writing a review paper on biofilm bacteria in chronic obstructive pulmonary disease, which should be published later this year".



### Elliot Bartram, Old Westcliffian

**Part Time Support Worker, Nexus Support**  
**Attended WHSB 2006 - 2013**

"During my time as a support worker, at present and during the lockdown, I help support young men to access the community, with personal care and to offer some respite for families. The people I

support have additional needs, including autism, severe learning difficulties and epilepsy. Their typical daily routines were turned upside-down as community services were closed with immediate effect. We were all concerned at the effect this would have on our young men, as so many of them relied heavily on their routines and historically did not cope too well with change. However, in the majority of cases, we were very pleased as they took on their new daily routines, undertaking activities at home and exercising on long walks.

Health anxiety has also been a real concern for myself, my colleagues and families alike. However, as far as I am aware to date, none of our customers have come down with Covid-19. I am happy to have been able to provide some support for families and some normality for the guys I support, during this unprecedented time.

To the students of WHSB, I would encourage you all to make the most of every opportunity available to you at school. I truly believe that my participation in extra-curricular opportunities, helped shape who I am today. I would also encourage students to maintain being as kind as possible to everyone, including your teachers and fellow students - sometimes people's feelings may be hidden or suppressed. As intellectually able students, go out into the wider world as emotionally aware individuals, as this will be invaluable to yourselves and to society as a whole".



### Matt Solomons, Old Westcliffian

**Year 5 Medical Student UCL and Research Assistant, NHS Infectious Diseases Team at University College London Hospital (UCLH) Attended WHSB 2008-2015**

"My key responsibilities include clinical work and supporting Covid-19 patients, assisting with research, clinical trials and Covid-19 education delivery. Having

intercalated in Infectious Diseases, I was eager to offer any help I could after my studies were suspended for the rest of this year.

"By midmorning on day 1, the adult Covid-19 ward (previously the pediatric cancer ward) was completely full of patients. Having been involved in the setup of the ward and retraining of the pediatric team to adult nursing, the scale and pace of the change was unlike anything I have witnessed in the NHS.

"Four intense weeks later and our ward was closed with the last patient discharged, as thankfully we are seeing a reduction in new infections. I have been moved to one of the few remaining specialist wards as the normal activities of the hospital slowly begin to resume.

"While it has been incredibly busy, the camaraderie of the hospital has been at an all-time high; and the support of the public amazing throughout.

"What has stuck with me the most though is the experience for the patients. Being ill and in hospital is dreadful at the best of times, but these patients are denied visitors, unable to have hot food delivered, and only have highly stressed medical professionals in full protective gear to talk to while fighting a deadly infection.

"Their bravery throughout has been inspiring, and many staff and volunteers have worked overtime to ensure no patient has died alone.

"I would like to thank the WHSB community for your continuing support to all key workers and in playing your part in the lockdown. Keeping infections as low as possible is so important."



### Dr Gursharan Paul Singh Bawa

**Parent of current pupil, Harveer**

**Consultant in Anaesthetics and Intensive Care Medicine, Queens Hospital, Romford and King Georges Hospital, Ilford - NHS**  
**Dr Gursharan Paul Singh Bawa's son, Harveer, is in Year 9**

Harveer writes, "Mr Father works in the intensive care unit, treating and managing the sickest patients who are on the verge of death. Training junior doctors and nurses. His experience as a key worker in this lockdown is extremely different to what he is used to as it is very uncomfortable working 12 hour shifts in the new PPE suits for 4 days every week. He and all his colleagues at work are extremely stressed with the workload and worried about catching the virus. He has to treat middle-aged patients suffering with the Covid-19 virus, which is not the normal age he would expect patients to become ill with a virus. They need lots of drugs and often need life support machines to give them the best chance of survival. But the hardest part of it all is when he has to tell relatives the devastatingly sad news that their loved ones have passed away. He must do this over the phone as it is too dangerous for them to come to hospital.

"My Father's message for WHSB pupils is: Work hard now because you are the future."

### Omar Jarrah, Old Westcliffian

**Senior Registrar, Cardiac Surgery, St Thomas's Hospital, London**  
**Attended WHSB 1994-2001**

"The COVID-19 pandemic significantly affected my hospital. We rapidly expanded our critical care capacity to accommodate an influx of very sick patients, especially in March/April. We



had to stop our routine elective work, completely transform the way we functioned almost overnight.

"Surgeons have been particularly hit hard with many being redeployed to acute/critical care departments to help. I was due to finish my cardiac surgery training, and a specialist fellowship

I had been offered at Duke University/UPenn has had to be postponed by a year due to uncertainty".

### Mrs Manju Jose,

**Parent of current pupil, Andrew**

**Staff Nurse, National Health Service**  
**Mrs Jose's son, Andrew is in Year 8**

Andrew writes, "My mum cares for patients with different types of illnesses. At this time, my Mum has to work in different parts of the hospital (after her ward closed) from wards to ICU. She has to care for many patients with mild symptoms to severe illness without sometimes PPE. She has to dedicate many long hours and her life to this job which gives a risk of being infected by the disease. This is one of the hardest times of my mum's nursing career. Her response to the situation is quite remarkable. She devotes more time to helping patients without taking necessary breaks, as well as making herself free to work anywhere in hospital.

"My Mum's message to the School community is: Stay at Home. Support NHS. Save Yourself and Others."



### Dr Reto Gamma

**Parent of current pupil, Rafael**

**Consultant Cardiologist, The Essex Cardiothoracic Centre,**  
**Dr Gamma's son, Rafael is in Year 9**

Rafael writes, "My Dad works in Interventional Cardiology and performs coronary artery angioplasty and stents in blocked arteries in the heart, in patients from all over Essex who have a heart attack or angina.

"My Dad always performs angioplasties in patients who need them, but during the lockdown he and his team are only doing this in emergency situations where the patients are having acute heart attacks or unstable angina. He and his team do 24 hours on calls where they perform these procedures at any time of the day and night as needed. What he finds most challenging is working on the cases in full PPE. The masks especially can be quite uncomfortable and the whole kit is quite restricting if the procedures take longer than 2 hours each. But, he does not really complain about his job and he always praises his colleagues and his team of nurses, radiographers and cardiac technicians. They all support each other to help their patients, especially during these challenging times.

"My Dad's message for the WHSB community is: Keep yourselves fit and healthy, stay at home as much as you can and practise social distancing when you do go out. Wash your hands with soap often. Enjoy and savour being with your family."



### Dr Gil Rattner, Old Westcliffian

**GP Principal, East Norwich Medical Partnership**  
**Attended WHSB Sixth Form 1976 - 1978**

"I have been a GP Principal at ENMP since 1993. My key responsibilities are the health of the local East Norwich population. The COVID-19 pandemic has brought an abrupt change to the way we practice medicine. This has been brought about by the necessity to shield vulnerable patients from unnecessary exposure to infected individuals, including healthcare workers, as well as trying to minimise non-essential work and prioritise care for the critically ill.

Arguably, it is the government's agenda to increase the use of IT in Medicine, but the speed of change has been remarkable. Although this has presented a huge dilemma and challenge, whatever happens, it is unlikely we will return to previous models of consultation and we have entered a brave new world".



### Tony Gershlick, Old Westcliffian

**Consultant Cardiologist, University Hospitals of Leicester**  
**Attended WHSB 1963-1970**

"As a cardiology (heart specialist) clinician, I have been running virtual clinics i.e. ringing patients as we cannot obviously

meet face to face - getting important results back to patients has been critical especially when everyone feels a bit insecure about non-COVID illnesses. As a clinical researcher I have also initiated and run some cardiology intervention research studies to understand better the impact of COVID-19 on heart attack victims and how we manage high risk patients. Over 250 patients have been enrolled into our Global Registry. These studies will help elucidate potentially how changes in practice may be implemented, both in terms of future pandemics as well as in routine non-pandemic clinical management.

"To the School community I would like to say that doing what is right can be really tough but work it out for yourself, ensure it is the ethical and right thing to do and then take others with you, be unflinching and stick with it".

*In February this year Professor Tony Gershlick, a Consultant Cardiologist and Old Westcliffian, was given a lifetime achievement award by a leading cardiology institution. Professor Gershlick, who grew up in Westcliff, said it was a "true honour" to receive the inaugural British Cardiovascular Intervention Society Lifetime Achievement Career Award in recognition of his contribution to the field. Professor Gershlick, who is now a Consultant Cardiologist and Professor of Interventional Cardiology in Leicester, acknowledged the importance of a strong start to education, praising the School. He said "I thought this was an excellent opportunity to show how important early education is. I had a fantastic start to academia at Westcliff High School for Boys and I am very grateful for that." Professor Gershlick has been involved in coronary intervention since the mid-Eighties and still remains active clinically, being on-call for patients with heart attacks and having a full clinical practice.*

*He has been involved in practice-changing research, conceiving, initiating and running four major national and international trials that have changed the way patients are treated and which have been incorporated into international guidelines for doctors.*



## KEY WORKERS IN OUR COMMUNITY



### **James Currell, Old Westcliffian**

**Associate Director of Operations, Southend, Castle Point & Rochford NHS Clinical Commissioning Groups  
Attended WHSB 1992-1999**

"My main office base in Rayleigh has been closed to support socially distancing guidance - as a staff group we have the capability to work remotely. However, my team have maintained an Incident Room where we have supported the local health and social care system around issues pertaining to patient flow within the Urgent and Emergency Care system. This included responding to issues including patient transport, Personal Protective Equipment and end of life pathways. As a team we have become stronger through this incident response.

"I lead on System Resilience for South East Essex, and my team have been integral in delivering the significant guidance changes around pace of hospital discharge. This means working with our partner organisations to support patients being discharged quickly from Southend Hospital in order to ensure that sufficient capacity remains for patients requiring admission and treatment during the COVID-19 incident response.

"COVID-19, whilst the greatest challenge our NHS has ever experienced, has seen collaborative working like never before and I have been privileged to work directly with other providers including Havens Hospice and the Southend Association of Voluntary Services to rapidly implement pathways of care to support patients and local residents during this difficult time. We have been empowered to make things happen without the usual red tape and approval processes which is very refreshing!"



### **Greg McMahon, Old Westcliffian**

**Consultant Vascular Surgeon, Hospital of Leicester  
Attended WHSB 1988-1995**

"The respiratory effects of COVID-19 have undoubtedly placed the greatest strain on the medical and ICU services in hospitals. The overwhelming impact for me has been on my ability to look after people with serious vascular conditions unrelated to the virus. The vascular ward became a facility to care for people with COVID-19 and outpatient clinics were shut down to protect patients and staff. Our operating theatres were transformed into additional capacity for mechanically ventilating the severely unwell. My worry is about those with limb or life threatening vascular problems who have decided not to seek medical attention through fear of becoming infected".



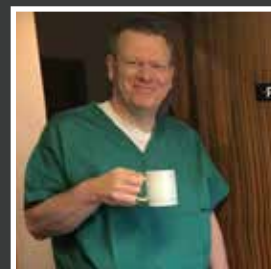
### **Pritesh Patel, Old Westcliffian**

**Paediatric Cancer Pharmacist, Great Ormond Street Hospital, London  
Attended WHSB 1997-2004**

"I specifically worked on reconfiguring services at GOSH, moving inpatient teenage cancer services from UCLH to GOSH. I am continuing to treat paediatric cancer without interrupting services, working intensely on changing delivery methods of service and chemotherapy, theatre services, as well as patient/family interaction. Working on offering different treatments to reduce hospital visits/stays for children, training for different work force, social distancing, telephone

consultations, etc, it has been overwhelming to see the amount of support throughout the UK - a sense of 'we can do this' and whole teams coming together.

"To the School community I would like to say do not take life for granted and be thankful for the opportunity you have to study and do what you want in life. This crisis has shown us our vulnerabilities and also, what is important in life".



### **Dr Ralf Genthe**

**Parent of current pupil, Justus**

**GP, Audley Mills Surgery, Rayleigh;  
Little Havens Children's Hospice;  
Rayleigh and District Primary Care Network  
Dr Genthe's son, Justus, is in the Lower Sixth**

"I work as an Executive Partner at Audley Mills Surgery, organizing the surgery as well as the district's response to Covid-19. We have reduced the number of face-to-face appointments from 400 per day in January to about 10 now, while at the same time massively increasing our use of video and telephone consultations. A number of my colleagues at Audley Mills had to self-quarantine, but still managed to do telephone consultations from the isolation of their homes.

"All doctors are concerned at the moment about the lack of serious conditions that are seen in A&E and in General Practice. Where have all the strokes, heart attacks and cases of meningitis gone? They are still happening and the concern is that patients will come to greater harm by trying to tough it out at home than by coming to hospital or their GP.

"Since a lot of infections can happen without any symptoms, we have to assume that everybody is a carrier. As the nature of our work brings us closer than 2 metres to the patients, we have to wear personal protection. We now have the basic level of PPE, some of which was given to us by the NHS and some we managed to source ourselves. But heaven knows what happens when that runs out as we have been told that there is no more coming. And maybe one day we will have testing\* as well to find out who has Covid-19 and who has had it, and then we can slowly return to some level of normality.

"The biggest source of confusion initially was over how bad things would get. There was different advice from different professional bodies, possibly not a lack of leadership but a surplus of it. We have realised that our political as well as professional leaders were as lost as we were, which is no surprise as nobody has ever experienced anything like this.

"To the WHSB community I would like to say that you should contact your GP if you or a family member are experiencing serious symptoms."

*\* Dr Genthe was speaking before the launch of the Government's current testing programme, when routine testing was not available and scarcity of PPE was a national crisis.*

### **Alex Baker, Old Westcliffian**

**PhD Research Chemist, University of Warwick,  
Gibson Research Group  
Attended WHSB 2005-2012**

"As a researcher in Rapid Medical Diagnostics, I have been working to design new tests for COVID-19. I am a lead author



and an Inventor of our test that can detect COVID-19 virus-like particles in under 30 minutes - we are hopefully ramping up clinical testing with the virus soon. Our tests are low-cost, easy-to-use and equipment free making them ideal for addressing the health inequalities of COVID that we see in the developing world. They would also be ideal for mass

population testing either at work or in the home/community. Being a key worker has been a real challenge, as it has led to the isolation of our research group in a near empty university. However, the camaraderie and support for researchers working on COVID, has been fantastic and it has been very rewarding to work more closely with our amazing NHS colleagues.

"I remember sitting in Science lessons at WHSB and seeing the potential of what I was learning to improve the lives of others and hope there are WHSB Science students now, with that same starry eyed idealism. The Science you learn has the power to save lives and change the world - never lose the hope that you can make a difference".



### **Dr Jawahar Lal, MBBS, FCPS, MRCPI**

**Parent of Old Westcliffian, Eeshan Gangwan**

**Consultant Physician in General Medicine and Cardiology at Southend University Hospital NHS Foundation Trust**

Dr Jawahar Lal is a Consultant in Cardiology and General Medicine at Southend University Hospital NHS Foundation Trust. His son, Eeshan Gangwani left Westcliff High School for Boys in 2019 and is currently studying medicine at the University of East Anglia.

Dr Lal's current role in the NHS, and since the outbreak of the novel coronavirus in the UK, is split between Cardiology and General Medicine. As an on-call consultant he has been advising junior doctors and registrars on Covid-19 patients both at the 'Front Door' and across a number of wards within the Hospital. His role and the management of patients has been fluid, constantly changing in line with how the crisis has unfolded. Dr Lal himself developed symptoms of the disease, testing positive

for Covid-19 in April, subsequently spending two weeks in self-isolation at home before returning to work to treat patients on the front line once again.

Dr Lal's message to our School Community is that he acknowledges what a challenge this current situation must be for all students (both within our School Community and outside of it) having to stay at home, work alone and away from their friends and the normality of the School environment. Adhering to Government guidelines in such difficult times has been a significant challenge to overcome. He also wanted to acknowledge all the hard work and effort put in by Teachers and Support staff within schools to accommodate those children of other key workers enabling them to do their jobs.



### **Tom Grainger, Old Westcliffian**

**NHS Doctor, Whipps Cross Hospital  
Attended WHSB 2006-2013 and worked as a Teaching Assistant in 2014**

"Since leaving WHSB, I attended medical school at Barts and the London School of Medicine and Dentistry. Graduating during this pandemic has been a uniquely challenging experience! My elective was cancelled due to travel restrictions; my

student assistantship, the transition period used prior to starting work as a Doctor, was cancelled and my graduation ceremony has also been postponed. Despite all this, I feel very fortunate - I was deployed early as a Doctor to support an East London hospital and have enjoyed being able to play my part in fighting the pandemic. Whilst many others have been either stripped of their work or furloughed, I have been given full time employment and justification for leaving the house, which is so important for mental health. COVID-19 medicine has forced us to ask questions about the ways in which we have done things for years. Established dogma is being blown away in favour of pragmatism and we are making the most of this opportunity to learn how to better care for patients.

"I wish everyone well at this time. I know many students will be under significant stress, but I cannot think of a more supportive environment for students in such a time, as WHSB. Your recent experiences will be unique and will shape you as you transition into the adult world of study and work. Treat this time as a challenge, learn from it and you will reap the rewards in time".





## REMOTE LEARNING

### WHSB CENTENARY IN THE CHEMISTRY DEPARTMENT

In a previous edition of the Westcliff Diary I set out how the Chemistry Department would celebrate the School's Centenary by conducting a series of beloved, yet forgotten experiments from the past 100 years. Whilst it might seem like the world has flipped entirely in the last few months, every effort has been made to continue to provide an education, albeit distanced, for our students. Of course School is so much more than just the academic subjects taught in the classrooms. It is pastoral, interactive, collaborative and above all a place for community to come together, and I think we have all recognised the importance of these wider roles across the last few months.

In Chemistry, our aim was to introduce the Centenary with Lower School classes looking at the science, and practicalities of making ice-cream. Eyebrows might have been raised at the self-indulgence of such an activity but the science behind this is real, and involves the application of a number of fundamental concepts such as phase changes, enthalpy, and lattice structures. The making of ice-cream does not need a fully-equipped laboratory, just some ice, some food bags and scientific know-how. Whilst we could not all get outside during the wonderful spring weather, students at WHSB could at least make some home-made ice-cream with both the scientific theory and practical instructions delivered via the *Westcliff Week*.

Whilst not everyone was successful, I received a number of happy reviews from pupils in the Lower School. Hopefully beyond the taste, students acquired an appreciation of not just the science behind ice-cream making but also the historical context of the

process. Before the mass advent of the refrigerator, ice-cream had to be made using milk, sugar and salt, in a hand crank. Students mimicked this process by passing the ingredient mixture within a sealed package of ice and salt. The salt lattice dissolves into ions and disrupts the crystalline structure of water – lowering its freezing point. This absorbs energy from the surroundings – in this case the ice cream mixture. This process is certainly more laborious than placing the mixture in a modern freezer but surely all that effort makes the end result taste all the better for it!

I doubt parents would wish me to encourage students to distil essential oils from the kitchen, or make their own soap using discarded animal fats and lye – an extremely corrosive alkali – but the Department does plan to offer these activities upon our return to School and continue with our celebration of the Centenary. We hope to run these within our Science Club, and Wednesday Afternoon Activities for Sixth Form students in the Autumn Term. The equipment used and skills employed are far more advanced and involve some quite delicate (and expensive!) glassware – kit that I am itching to use after months of lockdown.

My colleagues and I strongly believe that an education is so much more than just the examinations students sit, and it is within the opportunities outlined above that the true love of a subject develops and inspires students to pursue their own education into later life. Whilst many see it as a shame that Covid-19 knocked off course the School's Centenary Celebration, I think we may just look back at these last few months and realise it allowed us to show the true spirit of our community – Fide Et Fortitudine.

Mr D Hill,  
Head of Chemistry



The science and practicalities of making ice-cream  
Samin Afshari, Year 10

### THE CAMBRIDGE CHEMISTRY CHALLENGE

Each year, the Chemistry Department asks (read coerces) our brightest and best Year 12 Chemists to take part in the Cambridge Chemistry Challenge. Whilst this is normally an add-on examination bolted onto the back of their end of year examinations, this year it represented the sole opportunity for students to showcase their skills and understanding, at least in any formal setting. The take-up this year was our best ever, with over half of Year 12 students opting to take part in what is a gruelling and quite abstract test. It is indicative of our students that despite the challenges of this lockdown period, their enthusiasm and tenacity has not been diminished.

The Challenge this year consisted of two questions. The first centred on Benzene, one of, if not the most important organic discovery of the 19th Century. In 1825 Michael Faraday isolated this carcinogenic hydrocarbon at the Royal Institution in London. It was several decades, and many iterations, before the true ring structure of Benzene was elucidated by Friedrich Kekulé – supposedly from a dream in which he saw a snake biting its own tail. The work of scientists such as Faraday, Mitscherlich, Mansfield and Kekulé shows the true nature of science as a collaborative, and competitive international effort. Historical adjunct aside – our students this year had to model the work of these early scientists, working analytically to discover the nature and structure of benzene working in the archaic units of grains and equivalent volumes.

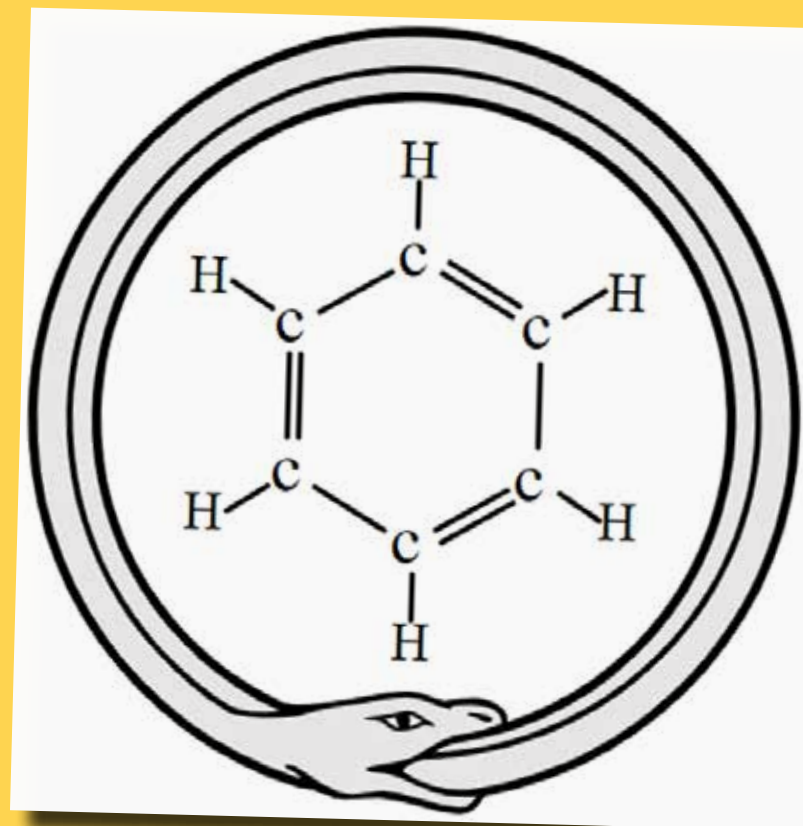
The second question was framed around the mythical metal 'Stuck-at-homium, Sk'. The preparation of the chlorides of this metal was first described over 400 years ago and may have formed part of the myth of winged dragons referred to by alchemists. This question delved into students' prior knowledge of oxidation states, molecular shapes and discerning equations from observations – all skills taught across the last academic year.

The continuation of the Challenge this year was left in doubt with the onset of lockdown. Fortunately, the organisers, as all have tried to do, felt we owed it to our students to make it work and offer them this opportunity. Students were asked to complete the 90 minute challenge remotely with submissions made on Microsoft Teams. With a little trust, and belief in the integrity of our students the Challenge was perfectly executed, at least at WHSB. Whilst we do not yet know the breakdown of awards this year, we are sure that this year will mark a watershed moment, with the scores evidently surpassing all prior entries. Whilst most students taking part can hope for at least a Copper Award (this in of itself is not always the case) four students scored 40 or above out of 60 - Sri Loganathan, Thomas Farrell, Muadh Azad and Stanley Upton - a most admirable achievement usually worthy of a Gold Award, placing students in the top 5% nationally. A special mention should also be made for our highest scoring student – Nivasan Loganathan – who also happens to be the youngest taking part, in Year 11. He scored an exceptional 55 out of 60 which would place him in the top handful of students nationally and certainly worthy of a Roentgenium Award. Whilst this is a remarkable achievement it is not entirely unexpected given his participation last year in the WHSB's Top of the Bench Team who came 7th nationally in the RSC

Competition for young chemists.

Whilst this recognition is well deserved, I also believe it is right that I take this opportunity to thank more broadly all those students who took part, and my colleagues in the Chemistry Department for their support across the last few months. With reduced contact and direct teaching, it is wonderful to see such positive engagement. All involved have risen to the occasion and exemplified the spirit and attributes we aim to foster in the WHSB community.

Mr D Hill,  
Head of Chemistry





# REMOTE LEARNING

## TEACHING HISTORY ONLINE

This year, my birthday present was the announcement that all schools would close down in two days' time. Last year, I got socks. It might sound as if this year's present was better but it was not. On Friday, all the students disappeared.

For a teacher, that is not really a good sign. The following Monday I sat, socially distanced from my colleagues, in the School Hall. We were introduced to something called Microsoft Teams which apparently many people were using and was something more than Bill Gates' quiz group. Various Science and Computing teachers stood at the front of the Hall, flailing their arms about, shrieking with technological excitement and talking about streaming channels. With coronavirus responsible for the common flu, I reflected on the irony of that term. But not for long, as it took all my concentration to understand what on earth Dr Machacek et al were talking about. And I still did not.

If only there was a precedent for how to act in an emergency or to deal with new technology. Wait a minute! That is one of the many things that History gives us! I looked to Google for an answer. Typing in 'funny stories about computer history' yielded the reply 'when I first created the original Phoenix BIOSes, there was one Japanese PC manufacturer that came to Phoenix that said the Alt-Numpad reflection was not compatible to the IBM PC BIOS operation'. When I had finished rolling on the floor laughing, I decided to widen my search.

In June 1374, in Aachen, Germany, on St Vitus day, a plague of choreomania broke out and spread across Europe. This involved spontaneous and continuous dancing among crowds of people until they died from exhaustion. Thank goodness we were not facing that, I thought, lacking the moves of Dance Captain, Lewis Seal. Plague stories from Elizabethan London seemed closer to home. From 1592 to 1594, the theatres of London were closed by an outbreak of bubonic plague. Shakespeare responded by using the time to write poetry such as Venus and Adonis. Very Daniel Pereira. Then he got his own back by including the line, "a plague on both your houses!" in his 1594 Romeo and Juliet. Touché, bubonic plague! But it lodged the thought in my head - that what seems like a disaster may also have the seeds of an opportunity.

At a socially distanced Departmental meeting later that day, I reflected with my colleagues, Mr Neagus and Miss Williams, on what this Exodus meant and could mean for us. Increasingly, we agreed that we should look at this situation positively and hunt out the opportunities it offered. If we are going online, we argued, let us embrace that with everything we have got. Let us see what online learning can offer and let us find ourselves things that we can include long term in our teaching. There was a little more talk about examination grading, implications for trips and Mr Neagus' career in a Gothic rock band, but the main thing I remember was a determination to embrace online learning and take what we could from the situation. Lifelong learners. Open to opportunity. Globally aware. All could be served well by this new opportunity.

Back at home, I started to set the History Department up as an online Department working through Teams. We divided all the cohorts up and gave each one its own Teams page. We learnt how to load up videos, set assignments, call meetings and maintain a system of communicating with students. The week fell into a pattern. Work set for the week by Monday morning. Departmental meeting on Tuesday morning. Messages and Conference Calls throughout the week, followed by marking, difficult emails and phone calls home to collect work. It soon became clear that some pupils in Years 7 and 8 needed a lesson by lesson guide as to what to do, so we built this into our plans. eHistory was up and running.

One day, a new thought struck me. Our online learning plugged us into the whole global network. If we could secure a Guest Pass, then anyone with a computer could join our sessions. I contacted Mr Irons, Network Manager and found it was relatively easy to set this up so we did so. At the same time, I made contact with the History Departments at the Universities of Cambridge and Exeter, to find speakers with specialist knowledge. As a result of this, we started to put together a Guest Speaker programme with, for example, Professor Adam Fairclough dialling in from Washington, Professor James Clark from Exeter and Dr Darren O'Byrne from Berlin Humboldt. Useful additions to an online History lesson.

It has not been something I expected to use, but moving to online teaching has presented us as a Department with a whole new range of instruments that we can use to deliver History. We all look forward to being back in the classroom, but the online potential of Teams is exciting to us and our goal, when we return, is to keep the best of online practice and bring it together with our classroom practice, to deliver better education in History than ever before. And if we can do that, maybe this year's birthday present could be a little better than originally envisaged. Better even than socks.

Mr B Jeffreys,  
Head of History



## HISTORY GUEST SPEAKER PROGRAMME REVIEW



Whilst the History Department is not typically associated with a mastery of technology, both stereotypically and through first-hand experience, recent weeks have proved this notion to be anything but the case. In the past three weeks, students' ordinary weekly sessions have been handed to a variety of guests specialising in subject areas relevant to our A Level course, taking advantage of the online lessons to offer presentations that would otherwise have been logistically impossible for busy postgraduates and professors respectively.

The first such guest was Laura Achtelstetter, a Cambridge PhD student from Germany, who presented a thorough overview of German history prior to unification in 1871, providing a useful context to our course, which begins in that year. Of particular interest was her emphasis on the importance of external factors towards German unification - Napoleon's occupation of the Germanic states in the early 1800s by necessity drove the creation of a German identity crucial for any successful prospective German nation. As we start the Germany topic in the coming weeks, Fräulein Achtelstetter's talk has provided us with a secure foundation for our studies.

This was followed a week later by a presentation from Eloise Davies, similarly a Cambridge postgraduate student, who specialised in the Stuart era. She explained the importance of James I (VI of Scotland) in terms of his attitudes to the role of kingship and religion, foreign policy, and the union, and how these factors set the backdrop for the most tumultuous century in British history, one in which the historian Christopher Hill claimed saw 'the world turned upside down'. Miss Davies' presentation certainly highlighted clear linkages between the role of James I and events such as the Civil War and Glorious Revolution which helped transform Britain from what Mark Kishlansky termed 'an isolated archipelago' in 1603 to the most politically, socially and economically advanced nation in the world.

During the half term, the cohort were treated to a special session with Professor Adam Fairclough, an esteemed historian on US civil rights, the area of study which our coursework focuses upon. Professor Fairclough's works include

Better Day Coming, which appears on the recommended coursework reading list, and it is likely that many students will use his works as a 'chosen historian' for our projects. Dialling in from Washington D.C., Professor Fairclough demonstrated an encyclopaedic knowledge of the civil rights movement from the American Civil War to the present day and was only too eager to share his comprehensive understanding with us in a highly informative afternoon session. Students were also given the opportunity to ask questions, and he responded to these thoroughly and conclusively. It was an immense privilege to have Professor Fairclough as a speaker, and we were able to compare ideas of other historians who we have discovered in our own reading to his own finely tuned interpretation of events.

Of all the guests however, my personal favourite was Dr Darren O'Byrne, a brilliant Cambridge post-doctoral Research Associate who joined the Oxford and Cambridge Admissions preparation sessions which Mr Jeffreys runs weekly for interested students in virtual form. Dr O'Byrne had us hooked from the minute we sat down with an engaging and inclusive discussion concerning liberalism in pre-Nazi Germany, and everyone had the opportunity to discuss points we drew out from a 1932 party manifesto one-to-one with him. It was especially insightful to hear that liberalism is taken to mean different things around the world: whilst in Britain and the US 'liberal' is mainly used to refer to an ardent progressive, in continental Europe 'liberal' has principally economic, not social, undertones. Dr O'Byrne also stressed the importance of distinguishing individuals from the ideology they associate themselves with, which in turn enabled us to uncover alternative interpretations of the source by approaching it in a nuanced light. Such experiences will hopefully be of great help when we commence the admissions process in October. Dr O'Byrne was good company, and his willingness to debate with us - and even change his mind in our favour on one occasion - was both refreshing and amiable. Some academics I have listened to and spoken with before have appeared reluctant to debate their views, but we were fortunate that Dr O'Byrne's style was the opposite, and we greatly benefitted from that in a hugely enjoyable session.



Adam Fairclough by <https://ugapress.org/author/adam-fairclough/>

Jeffreys and Mr Neagus that a far from ideal teaching situation has been turned into fantastic opportunities for the Lower Sixth cohort. On behalf of all the Lower Sixth historians, it is only right that I should pay tribute to their willingness to arrange these lectures for us, their somewhat remarkable list of contacts, and their continued support during this period.

Jonathon Huggett,  
Upper Sixth

## ROYAL GEOGRAPHICAL SOCIETY YOUNG GEOGRAPHER OF THE YEAR

The Royal Geographical Society's Young Geographer of the Year is a nationwide competition that celebrates the outstanding work of the next generation of geographers. Each year a different theme is adopted, and students are asked to create an A3 sized piece. On this A3 sheet they must be able to demonstrate all the attributes of a skilled geographer.



Jahnuzan  
Vakeesan, Year 9

Rishikesh  
Nagarajan, Year 10

This includes knowledge and understanding of three issues in geography, covering physical, human and environmental geography, creative flair in writing and presentation, and accurate use of maps and graphs.

This year, the theme is 'The world beyond my window', an appropriate link to the lockdown restrictions imposed on the UK in late March but also an opportunity for students to reflect on the geography that they see every single day. Jahnuzan Vakeesan and Rishikesh Nagarajan, who both live in Outer London, have chosen to study the geography of Romford and the river Thames. Rishikesh reflects the physical geography of the river Thames and the environmental impact of sewage pollution. In addition to the physical features of the river Thames, Jahnuzan explores Romford's history as a huge market town and the diverse social and culture changes that the area has experienced.



## REMOTE LEARNING

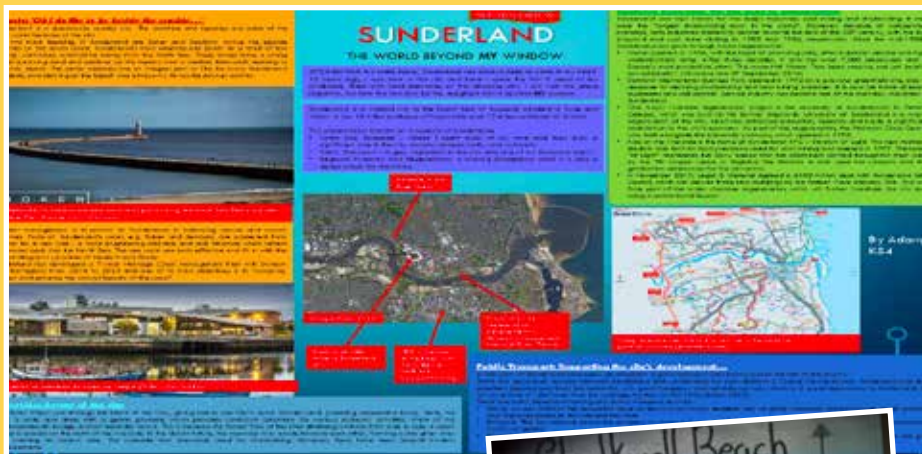
Samuel Heathcote looks at the human and physical features of Chalkwell Beach, drawing upon his study of coastlines in Year 7 Geography lessons. Adam Li in Year 10 takes a creative approach to the theme and discusses changes to the city of Sunderland, the city where he was brought up as a child. Adam draws upon the immense change that Sunderland has experienced in recent history with reference to urban regeneration and transport infrastructure.



Samual  
Heathcote, Year 8

At the time of writing the winners have yet to be notified. We wish our students the best of luck and commend them for their outstanding efforts.

Mr L Norman,  
Teacher of Geography



## Romford Market in the 1960's



## LOCAL WORLD OF WONDER

Geography, in its purest form, is the study of place, space, time and scale. Pupils in the Lower School will know from their centenary lessons that the nature of Geography was very different in the 1920s to today. The study of local places, cities, farming and atlas skills were the focus of a relatively narrow curriculum occupied with the 'place' element of geographical studies.

Fast-forward to 2020 and the face of Geography has changed significantly. We now live in a globalised world, where studies of other countries are not simply confined to the pages of a textbook but fully integrated in our daily lives. Never in human history have we depended so heavily on other countries economically, socially and culturally. When studying globalisation, we ask students to reflect on their personal identities and appreciate how much of their life has been impacted by other countries and cultures. It has also never been so easy to travel between these countries for either business or leisure purposes. The scale of opportunities in studying Geography has never been so significant.

The COVID-19 pandemic, and the subsequent lockdown measures put in place to mitigate its spread really highlight this shift. In March we went from a fully integrated global community to the opposite, only connected to the wider world through technological means. Global travel was prohibited, and we were confined to our homes.

Naturally, this brought with it many challenges, but for geographers, this has brought an opportunity to reflect on the geography around us. Early lockdown restrictions limited us to 20 minutes of exercise a day. The Geography Department asked pupils to use this time to explore their 'local world of wonder' and actively seek out features that they deemed to be geographically interesting. They had to use all their skills as good geographers: asking key geographical questions; linking these features to concepts learnt in lessons; and using fieldwork skills such as field sketches and photograph annotations. The results from many pupils were simply outstanding. Here is a small sample of some of the excellent work that was produced:

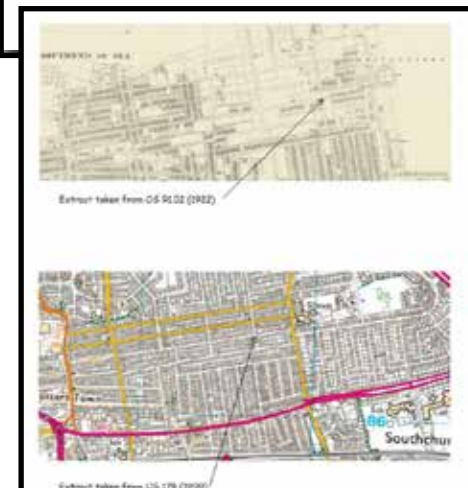
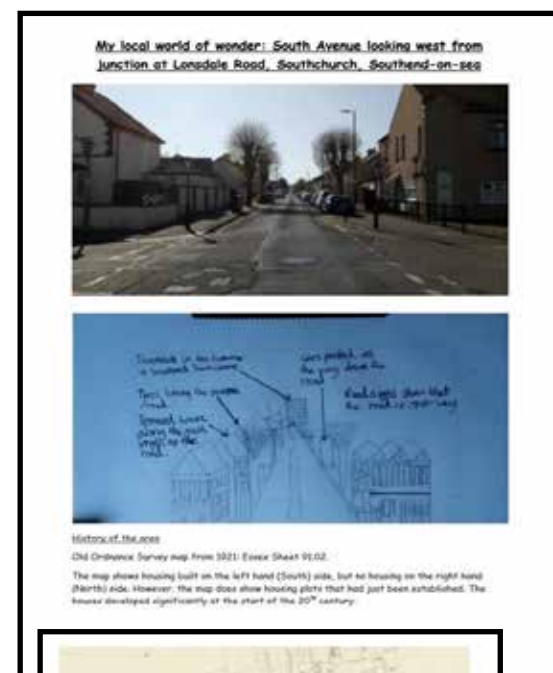


This is a splendid example of a field sketch. Importantly, Chrisan has included highly detailed annotations that reference why he finds the area geographically interesting alongside comprehensive explanations of the geographical processes that have influenced this place.



*Jonathon Anorson's photograph not only reflects on his local place but the space around it, capturing Tilbury Docks in the background.*

*Daniel Weight used a photograph, a field sketch, and different types of map to illustrate his points. It is clear how much Southend on Sea has changed from the maps he has used – a clear influence of how time impacts geography.*



*Jarad Bull-Mannan posing in Belfairs Woods*

### Some examples of fieldwork techniques

Precise location ( <i>Brynhaenydd, Llangadwaladr</i> )	+	-	0	1	2	3	4	5	6	7	8	9	Overall
<i>Power:</i>													
<i>Power quality buildings</i>													Good quality buildings
<i>Power, pollution or waste</i>													Clean, unpolluted air
<i>Vibe of town</i>													Calm & quiet
<i>Evidence of vandalism</i>													No vandalism
<i>Destructive level of road</i>													Inexpensive repair level
<i>Dangerous / threatening</i>													Safe / welcoming
<i>Town crowded - people from the scene</i>													Not crowded - not many people to spoil the scene
<i>Ugly structures e.g. signs are noticeable</i>													No ugly structures or signs are noticeable
<i>Traffic seems dangerous or annoying</i>													No obvious danger or annoyance from traffic.
<i>Waste kept / maintained</i>													Well-kept / maintained
<i>Not enough open space</i>													Sufficient amount of open space
<i>Very little vegetation / wildlife</i>													Lots of vegetation / wildlife
<i>Not designed to appeal to visitors or workers</i>													Designed to meet the needs of workers or visitors.
<b>Column totals</b>													<b>Overall total = 7</b>





### THE WESTCLIFF ECONOMIST

The Westcliff Economist is a termly magazine produced by a group of Sixth Form Advanced Level Economics students. Contributors to The Westcliff Economist volunteer to research and write articles based on personal areas of interest. Topics are varied – the effects of the US/China trade war, quantitative easing, the emergence of the gig economy, the Ecuador fuel subsidy crisis, potential benefits of a four-day working week and the economic merits of women in the workplace are examples of articles that appeared in the most recent edition.

Contributing to The Westcliff Economist benefits students. It enhances reflection, facilitates critical thought and provides a platform to showcase personal views and offers an opportunity to write focused articles in a different style to the classroom. It also bridges the gap between classroom learning and Economics in action as opposed to theoretical topic knowledge.

The Westcliff Economist is distributed to all Sixth Form Economics students to update their subject knowledge, show Economics in real life and, most importantly, to increase engagement in the subject. Last academic year, Michael Teare (then Upper Sixth) was responsible for editing The Westcliff Economist. His primary task was to ensure quality and to fact check information. The Economics Department would like to thank him and all contributors for their commitment and effort in the production of The Westcliff Economist. We are pleased to share some of the articles written in response to the national emergency here.

*Mrs E Carpenter,  
Teacher of Economics*

### Westcliff High School for Boys' Economics Blog

A collection of interesting and topical economics articles written by WHSB students

Learn more at: [thewestcliffeeconomist.wordpress.com](http://thewestcliffeeconomist.wordpress.com)

### NEGATIVE INTEREST RATES: PREPOSTEROUS OR GENIUS?

With the UK facing its worst ever recession due to nationwide lockdown, newly employed Governor of the Bank of England, Andrew Bailey, has refused to rule out the use of negative interest rates to help stimulate demand back into the economy. The base rate has already been slashed to its lowest ever at 0.1% to help deal with the expected 14% fall in GDP. In his own words, Bailey suggests that negative rates will be "quite challenging to understand" for consumers as they reverse the clear purpose of interest rates in a normal economic climate. Said announcement from Bailey begs the question, have the great minds of Threadneedle Street gone insane or have they found an ingenious cure for Covid-19's impact on the UK economy?

Patience Zero of the negative rate was Sweden, with the Riksbank setting its rate to -0.25% in an unprecedented attempt to lessen the impact of the financial crisis. The European Central Bank and Japan have since adopted negative rates, both for the same reason, to stop the prospect of a deflationary spiral. As the converse to the positive rates, negative rates serve to punish banks and consumers alike for hoarding cash in an attempt to stop agents deferring their spending, the key cause of the deflationary spiral. For consumers who wish to save money in a bank therefore, it is likely they will have to pay a storage fee, a much greater disincentive than a low interest rate. On the flip side, the bank must pay you for taking out a loan, which aims to encourage economic agents to once again invest or purchase big ticket items and hence stimulate demand. Clearly, the bank does not pay an upfront fee to you, but negative rates mean the sum of repayments will total less than the loan given and so in real terms the bank pays you. For example, at -2%, a £1000 loan would require £980 to be repaid meaning the bank has paid you £20 for taking on the loan. Equally, for banks



themselves it is more profitable to lend cash to consumers and firms rather than pay storage charges for holding their capital within the central bank. All of the above is likely to guide the Monetary Policy Committee's (MPC) thinking over the coming weeks, with Bailey "looking very carefully" at experiences on the continent

to inform future policy.

Negative interest rates, aside from flipping the theory behind them on its head, may not be as effective in practice. For many banks, mortgages are on variable rates consequently profit margins will be cut as they start paying mortgagors; less profit is likely to cause less lending. Another threat is alternative saving, i.e. consumer storing cash in their homes, which could lead to a run on banks but is more likely to create a long-term capital sink from the banking system. Said sink could force banks to begin raising interest rates to increase revenue and hence negate the whole purpose of negative rates. An issue those on the continent have faced is moving back to positive rates in the long term. The European Central Bank (ECB) and Bank of Japan (BOJ) are both still using negative rates despite the recessions they aimed to stop being several years ago. Simply negative interest rates have made loans not profitable enough for banks and the increase in demand for loans has failed to materialise, trapping them in a negative rate cycle rather than a deflationary spiral.

As the UK economy aims to recover from an exceptional circumstance it may be forced to look at exceptional action.

Although 'the jury is out' on whether negative interest rates can be the saviour, Andrew Bailey will have to show audacity and courage to be known as the first Governor of the Bank of England to break the 0% lending floor. Only time will tell whether negative rates are beneficial, or even are used, but Bailey would do well to consider the long-term impact negative rates will have and whether the negative rate cycle experienced on the continent is worth the short-term boost to demand within the UK economy.

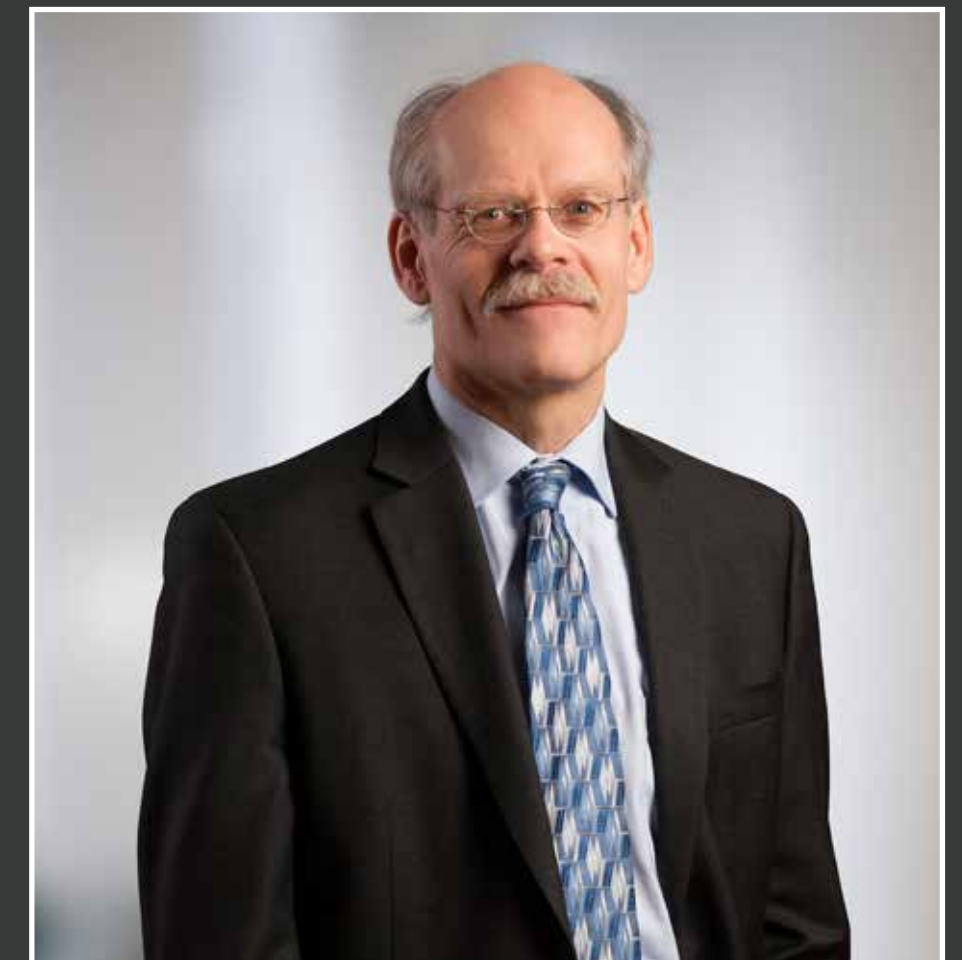
*Frankie Merriman,  
Upper Sixth Economics Student*

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<sup>1</sup> European Central Bank, serves as the central bank for the Eurozone.

<sup>2</sup> Bank of Japan, serves as the central bank for Japan.



*Stefan Ingves, Governor of the Riksbank since 2006*



## THE EFFECT OF COVID-19 ON GLOBALISATION



Within the last decade, perhaps against economic forecasts, the world has taken a turn. Prior to this, due to the technological developments of the last half a century, the

world underwent unprecedented economic change. Borders became free, protectionist measures were reduced, global trade surged, and the world economy experienced its 'golden age of globalisation'.<sup>1</sup> However, within the last ten years this seems to have slowed down, rather than reversed. Many reasons have been suggested for this, such as the plateauing of transport costs, and many Transnational Corporations (TNCs) discovering the X-inefficiencies and diseconomies of scale that can occur through global operation.<sup>1</sup> Geopolitical tensions have also heightened, recently observed through the trade war between China and the US, as the interconnected web of the global supply chain becomes more and more tangled.

This slowbilitation<sup>1</sup> has been catalysed by the current COVID-19 pandemic. As the economic world in many developed countries has come to a metaphorical standstill at the start of the new decade, many believe that the damage created will last much longer than the virus itself.

Globalisation is the 'spread of products, technology, information, and jobs across national borders and cultures', and it relies on the 'interdependence of nations' [Carol M. Kopp]. As aforementioned, globalisation has greatly decreased in the last decade and it is safe to say that COVID-19 has taken its toll. In terms of international mobility, Heathrow's traffic fell by 97% in April, relative to the same

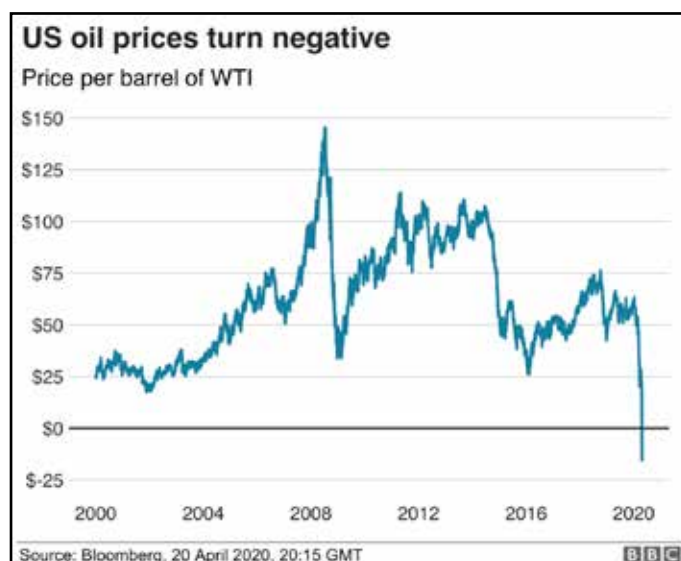


month of the previous year. Further, air cargo is down by 62% and, based on the World Trade Organisation's (WTO) calculations, trade between countries will deplete by 13%-32%.<sup>2</sup> Consumers and whole economies that have recently been so reliant on imports have seen themselves being forced to turn to domestic suppliers.

Due to the mass levels of unemployment, which in the UK increased by 1.3 million in the first quarter, real incomes have drastically fallen. Pensions funds have plummeted and many assets have decreased in value which, coupled with the reduction in real incomes, has led to a mass diminution of consumer confidence. People have had to sacrifice material living standards and import less luxury goods in order to preserve income. As a result, along with the closing of borders to tourists, economies which have previously been stimulated by export led economic growth have struggled (due to the fall in international demand). Examples include open economies like Ireland and Malta, which are heavily carried by their exports of the services sector.<sup>3</sup> Even larger economies like Germany have seen their exports fall by 11.8% in March.<sup>4</sup> The collapse of international demand and degree of economic 'standstill' can be symbolised by the fact that US oil prices 'turned negative for the first time in history'.<sup>5</sup> US oil firms built up so much spare stock, when demand was so low due to transport being restricted, various lockdown restrictions, and countries output falling relative to the end of 2019. This excess supply can be seen by the fall in price of a barrel of West Texas Intermediate to -\$37.63. In order to try and minimise the damage to the industry, at the start of April, OPEC and their counterparts shrunk global output by 10% - the largest formal cut ever to be made.<sup>5</sup>

This poses the

question, coming out of the crisis, can these economies continue to function in this way without such an event reoccurring? Every economy is now so interconnected and intertwined that a purely domestic issue is almost impossible, as every action has consequences and ramifications across the world. Trillions of US dollars have been spent in stimulus packages across the world, such as the US's \$3 trillion Coronavirus Relief Package aimed at supplying aid to 'the state and local governments',<sup>6</sup> and the UK's Job Retention Scheme, whereby up to 80% of furloughed workers' wages are being paid by the state to hold up the economy. International levels of debt have increased greatly as governments attempt to keep their respective economies from sinking. Dependence on the global market for a country's growth has always posed its risks, but it could be the forecasted large-scale depressions of 2020-2021 that act as the wake-up call to increase protectionist measures and turn to more domestic self-sufficiency. We may very well see our world take a few steps backwards in terms of globalisation. You may be thinking that all these concerns may be short term only, but an enduring ensemble of costs to international and domestic economies is likely. Currently, 90% of people live in countries which have all but closed borders<sup>7</sup>, and the reopening of these is very much in the relative future. At the moment, governments are discussing travel 'zones' and 'bubbles' that only allow movement of people between a very limited selection of countries, and the UK is ready to implement a 14-day quarantine for all incomers<sup>8</sup>. Some hospitality sector industries, for example theatres, are not expected to re-open until at least the autumn, even then with severe social distancing measures, which will significantly reduce their capacity and profitability.<sup>9</sup> Investment, both



domestically and overseas will take a while to pick up again, as investors are timid regarding the economic security of various economies, and firms do not have the spare profits to invest in capital. So, when slowbilitation<sup>1</sup> was already occurring, COVID-19 has more than done its fair share of encouraging it. In a time of economic concern and dismay not seen since the Great Depression, the world is changing, and most would say is set to go backwards. For the world leaders it is a time to unite and put political differences aside, whilst the developing economies are put even further back on their road to catching up with developed countries. Globalisation will never disappear - its mutual benefits are too high - but this could be the impetus for a slight reduction. COVID-19's damage to human life has been devastating, but the economic consequences are also more than significant, and are likely to last much longer.

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## THE ENVIRONMENT: A SCARCE RESOURCE

COVID-19 has destroyed countries, lives and economies. But conversely, one facet of our contemporary life has benefited. The natural environment is a critical element of our modern-day society, and an aspect of life that economists have had to pay more attention to in recent years. There is an issue in that most macro-economic objectives, whether that be economic growth or reduced unemployment, are associated with an increase in the country's output, measured in GDP<sup>1</sup>.

Thus, production must increase, often meaning more fossil fuels and other non-renewable energy sources must be burned. Environmental defects from this include acid rain, climate change and air pollution. However, as economies have adjourned and output decreased due to COVID-19, the environment has been relieved.

Rates of pollution all over the world are falling. Relative to the same time last year, pollution in New York has fallen by 50%. China's emissions have fallen by 25% in the first quarter of 2020, and the percentage of days labelled with 'good quality air' increased by 11.4% respective to the same time frame in 2019 [1]. This is predominantly due to lockdown measures - fewer cars on the road, fewer firms in operation and reduced global trade all aggregate to lower the levels of CO2 and other greenhouse gas emissions. Unfortunately, this is undeniably only going to be short-term. Once economies pick up and the virus passes, over time industries and output will return to normal levels, and this hiatus will be gone. But what are governments doing to protect the environment, and do levels of protection need to be increased or not?

The inability of the free market to accommodate these 'external costs' of production and consumption (known as negative externalities<sup>2</sup>) is an example of market failure. When goods and services are sold on the market, economic agents only take into account the private costs and benefits - what is directly affiliated with themselves. Therefore, the negative externalities (often damaging to the environment) are not taken into account, meaning social welfare is lost and the environment, ultimately being a scarce resource, goes unprotected. In order to try and correct these, the government can intervene. One way in which this is done is through trade pollution permits (TPPs). TPPs are an example of a 'cap and trade' scheme, where firms with a market value of £3.5 billion and above [2] are given a legal right to produce a certain amount of pollution over a period of time. Unused permits may be traded in defined trading areas, and if a firm wants to pollute more, they must buy more permits from the government. The idea is that the negative externality is 'internalised', as firms must pay for their damaging behaviour. A successful example of this scheme would be the US Sulphur Trading Scheme, which, established under the Clean Air Act Amendments of 1990, was the 'first large scale cap and trade system' [3]. It can be deemed a fair success, with sulphur emissions by US firms falling by 43% comparative to 1990 levels, and falling below the 9 million tonne reduction goal [3]. Nevertheless, there is often debate as to how effective these schemes actually

are, and aside from taxation whether there are any other commendable techniques that sovereign states could use to correct the market failure. The main goal of TPPs is to encourage firms to turn to more eco-friendly, renewable forms of energy such as solar and wind. Although this has in some cases been a success, such as the aforementioned US Sulphur Trading Scheme, it has also been a common cause of government failure. Due to the difficulties associated with quantifying pollution, governments often misestimate the number of permits to issue to each firm. The European Union's Emissions Trading System (ETS) was launched in 2005, and by June 2011 240 million unused permits had been accumulated by a group of ten steel and cement companies in Europe [2]. This initial over-allocation was welcomed by firms within the sectors in discussion, leading to them warning the government that any further restrictions would hinder international competitiveness and economic growth [2]. Consequently, it is very hard for central governments to come up with solutions that will increase welfare and internalise the externality without harming productive capacity and economic growth.

The UK set out on its 'Clean Air Strategy' from January 2019 with the aim of reducing public exposure to particulate matter, through programmes resembling ending the sale of 'conventional new diesel and petrol cars and vans from 2040' [4]. This initiative stands as a symbol of the UK's desire to protect the environment, but COVID-19 may act as an impediment. Coming out of lockdown, consumer behaviour is likely to be unpredictable (as income and confidence is so low), especially in markets which make up a big proportion of their income (e.g. the car market). In order for the government to not lose momentum in this environmental





## REMOTE LEARNING

assignment, the focus will likely shift from attempting to fill information gaps and manipulating consumer behaviour, to instead targeting diesel and petrol car firms, perhaps by not offering them the same support for economic recovery as electric car firms. This will help give a competitive advantage to the firms which are more environmentally compliant and allow them the access to finance for growth and becoming dynamically efficient<sup>3</sup>, whilst aiding with the gradual 'freeze out' of the petrol and diesel companies.

In conclusion, our environment has received a well-earned rest at the start of this new decade - but could this act as an impetus for governments to re-think their environmental strategies?

As lockdown measures are relaxed and economies begin to contemplate the 'post-COVID-19' era, it could act as the perfect clean slate for countries to review their strategy to achieving goals laid out in the Paris Agreement. Some may argue economists have bigger problems, but is anything more sizeable than the environment? It seems unlikely that TPPs will continue to suffice.

### Footnotes

1 - GDP: the total market value of all goods and services produced in an economy over a period of time.

2 - Negative externalities: negative effects on a third party who were not directly involved in the economic transaction themselves.

3- Dynamically efficient: to be able to produce and allocate resources efficiently overtime, taking into account investment and product innovation.

### References

[1] <https://www.bbc.com/future/article/20200326-covid-19-the-impact-of-coronavirus-on-the-environment> Date Accessed 29/05/20

[2] <https://www.theguardian.com/environment/2011/jun/19/emissions-trading-manufacturing-industry> Date Accessed 29/05/20

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For more from A Level Economics students go to <http://www.thewestcliffeconomist.wordpress.com>

Oliver Hale,  
Upper Sixth Economics Student

## COVID-19 TAKES FOOTBALL CAPTIVE

The excitement, the adrenaline, the drama; we all miss it. Before the lockdown, football was something that



ignited a passion and excitement, weaving through the whole country. The devastating Coronavirus has taken much of the joy out of our lives, following the widespread suspension of football on 13 March. It was the people's game and, with morale continuously dropping during the UK's confinement measures, the Government and Premier League seem to be collaborating on a plan called Project Restart which aims to bring back top-flight football by 13 June, lifting the country's spirits by doing so. Despite this, will football really be the same?

Coronavirus has simply stopped football in its tracks and the impact goes far beyond the supporters. The suspension of the game has jeopardised the infrastructure that supports thousands of clubs, players and peripheral businesses. Football, as an industry, provides income for various organisations and groups of people, not just those within the game. Local restaurants and pubs, for example, located near home grounds of clubs all profit from significant match day sales which contribute towards the majority of their revenue. Furthermore, broadcasters have fuelled the global growth of football through vast sums of money being injected into the sport for television rights, so increasing media attraction and popularity whilst boosting the profile of the sport. With the ongoing suspension, the prospect of falling subscribers, viewers and advertisers is set to cause major disruption. Given this possibility, there is potential for renegotiation of broadcasting fees that will certainly have a knock-on effect for future seasons. This may lead to lower wages for players and increased admission fees. The virus, which has already triggered high volatility in the



financial markets, could be the catalyst for a transformational period in the game.

Some clubs in England have suggested that the effects of the global pandemic could cost them as much as £40 million, and with some clubs already experiencing an unstable financial structure, they are being pushed further and further towards the brink of bankruptcy. Revenue streams were diverse and robust, supported by various sources of income, however, with the potential money supply problems they are now experiencing, profits will become low, perhaps becoming losses, particularly if owners do not inject cash into struggling business models. In addition to this, given the origin of the virus in China, and their country's GDP decreasing, questions are being posed over the security of clubs' financial status as there is sizeable Chinese investment in English club ownership. Many clubs pay wages that exceed their revenues and consequently they are highly vulnerable in the event of cashflow difficulties.

Football is a game that is most certainly powered by the fans: the roar through stadiums when goals are scored is unparalleled, especially at Old Trafford I must say, being a Manchester United fan myself. However, the return of football does not mean the return of fans into stadiums. Whilst there is certainly concern over the absence of an exciting atmosphere, there will also be the detrimental financial effects for clubs as their main direct source of income is lost. Across the English football spectrum, in the lower leagues, this may amount to 30% of their income, although for premier league teams this may be around 20%. Given the decrease in other streams of income, such as troubled sponsors and community backing through smaller businesses, the overall effect is simply devastating.

The crisis should prompt a reassessment of the financial state of the game, not only in England, but also throughout Europe through a more realistic wage structure and better provision for adverse trading conditions. Monica de Bolle, a recognised economist, stated that if the game is to get back on its feet, the Government will need to provide support through "liquidity injections, facilitated credit, subsidies and tax exemptions". Whether our government is able to implement such procedures is a question to be addressed. As much as we all know and love football, we must ask ourselves whether it will be the same when it returns.

Ryan Jakhu,  
Lower Sixth

## IN OUR TIME: KANT'S CATEGORICAL IMPERATIVE

Last term, in an attempt to expand the set work for the Lower Sixth, beyond the text book and Powerpoint presentations, during the lockdown, the students were introduced In Our Time on BBC Radio 4. As the students have been studying Kantian Ethics, they were asked to listen to an edition about Kant, and his Categorical Imperative. Two of the students, Adam Hogg and Sophie Belcher (then Lower Sixth), share their reviews of the programme here.

Ms C Porter,  
Head of Religious Studies

'From Altruism to Wittgenstein, philosophers, theories and key themes, BBC Radio 4's *In Our Time* is a fantastic tool to enhance your learning through listening and engaging with debates between experts in the fields of studies that interest you. Recently, we chose to listen to the podcasts on Immanuel Kant and Montesquieu.'

### Immanuel Kant



In this podcast, Kant (1724-1804) is introduced as 'one of the great thinkers of the Enlightenment'; this was an age in which reason was a dominant force in philosophy and science. He was brought up in a 'conventional academic life' where he was educated at a Pieters school, in which the focus was on personal morality and Christianity. This became the initial focus of discussion: was Pietism the origin of Kant's beliefs?



Kant's beliefs are described as deontological, as he believes the 'rightness' or 'wrongness' of an action does not depend on its consequences but on whether it fulfils one's moral duty (doing something with good will, without being side-tracked by feelings). Kant suggested that if we do something wrong then it is wrong in all circumstances and all conditions, irrespective of the consequences as we cannot control the consequences of our actions. This forms the basis of Kant's Categorical Imperative:

a form of decision making that helps us to know which actions are obligatory and which are forbidden. It is divided into three steps:

1. *Human beings must act in a way in which their actions might become a universal law (a version of the Golden Rule);*

2. *Never merely use a person for personal benefit and recognise that humans are rational beings with goals and aspirations themselves.*

3. *We must be free and have autonomy to do our duty.*

For example, when communicating, should we lie or tell the truth? If everyone lied then the very purpose of communication would be voided. However, if everyone always told the truth this would not be the case. Thus, according to Kant's philosophy, one ought always to tell the truth, even if other people do not.

The podcast discussed the validity of Kant's arguments, such as the idea that simply existing as a human being was valuable in itself, so that each human being owed moral responsibilities to other human beings, and was owed responsibilities in turn.

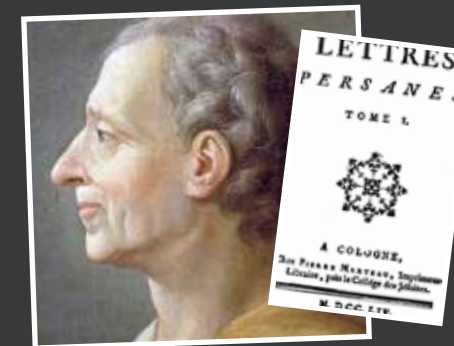
Sophie Belcher,  
Upper Sixth

### Montesquieu



Montesquieu was born in 1689 into a noble French family. He was educated well and was a member of the Academy of Bordeaux where he would discuss scientific findings as well as politics and academic articles and essays. Montesquieu set about finding solutions to his country's steep decline, bred through Louis XIV's engagement in expensive wars and his aggressive attempt to re-establish and maintain Catholicism in France.

The first of Montesquieu's key works was *Persian Letters* - a coded critique of French customs and politics - which brings together light satire and the form of letters and travel fiction, presenting how two Persian travellers view France. The work was published anonymously in Amsterdam in 1721, as its subtext deeply criticised the politicisation and organisation of the Catholic Church. An example of this can be found when the Pope is described as a



magician who can turn three into one, clearly in reference to beliefs of the Trinity, while also criticising the Pope's power. Montesquieu then spent two years in Britain during his grand tour. This visit greatly influenced his political opinions, viewing the political structure and segregation of power in Britain as far more successful than in his home country. The core reason he perceived Britain as a successful state was down to its approach towards liberty and its construction of the constitution - in particular, the separation of the legislative, executive and judicial powers and the balance of power between these factions. The political philosopher went on to produce his masterwork *The Spirit of the Laws*, which further emphasised the importance of interactions between laws and sections of government as a means of checking power and the holding some public authority, while not relying too heavily on democracy. While these views were solidified by his visit to Britain, they were mainly a reflection and reaction to fears of despotism - a term Montesquieu secured in the political lexicon - meaning a form of government holding absolute power. In France, at the time, there was growing anxiety in relation to the prospect of the king acting as a despot. The segregation of power continues to influence Montesquieu's criticism of republics. For him, the republic was only an applicable political structure in a small state, as larger states were generally prone to corruption. Surprisingly, however, Montesquieu's political philosophy has formed a large part of the modern American constitutional structure. As a large state, the Founding Fathers heeded his advice, leading to the segregation of power into multiple, smaller states to reduce the chance of corruption. Therefore, it is clear that Montesquieu's politics have permeated international politics ever since the 18th Century and hold a significant place in the history of political philosophy.

Adam Hogg,  
Upper Sixth

You can listen to more on these topics by visiting the webpages for BBC Radio 4, *In Our Time*.



## CLUBS & SOCIETIES

### CLUBS AND SOCIETIES DURING LOCKDOWN

The lockdown has been a fascinating but challenging time for pupils and staff at Westcliff High School for Boys in our Centenary Year. Lunchtimes at WHSB are not just a time to devour a scrumptious sandwich or sample the culinary delights that are offered by the Dining Hall or Sixth Form Cafe. They are, however, also a perfect chance to pursue the myriad of extracurricular opportunities that are offered.

Unlike in many other schools, these Clubs and Societies are provided without charge by staff in their own time. They are open to all pupils, regardless of their financial background, and as such help with social mobility, which is what grammar schools were designed to achieve.

Before 23 March, over 50 different co-curricular opportunities per week, were available for pupils to join. Staff and pupils had to quickly adapt to this very different online world. It took just a few short days for this new embryonic virtual infrastructure to become established and then only a matter of weeks for it to become firmly embedded. We have all learned together quickly, on the job, and I have been astounded at how rapidly participation and engagement has amplified as we moved from early spring, to Easter, Whitsun and then into the summer term.

Pupils from WHSB have been at the core of countless initiatives and I would like to express my sincere gratitude to all the staff and pupils who have helped make this possible and remained resilient in the face of adversity. You are all a true embodiment of our Learner Profile in the way that you: contribute to the School community, are intellectually curious and open to opportunities, communicate effectively, have personal integrity, are globally aware and continue to be collaborative and supportive towards each other in this brave new cyber world.

Mr R Barber,  
House Coordinator

### WHAT OUR PUPILS SAY



**Environmental Society:**  
*Sophia Jones, Upper Sixth Leaver*

"The Environmental Society has been running since the start of lockdown as a Team meeting where we catch

up, chat about what has been going on and run environmental quizzes. It runs on Thursday lunchtimes from 13:00. It has been important to the pupils as it has been a way of keeping in contact with each other and having fun. It has been difficult to keep everyone in the loop and notify anyone of any timetable changes we make

**Countdown Club:**  
*Stanley Upton, Upper Sixth*

"Countdown's online presence involves a weekly selection of numbers, letters and conundrums in The Westcliff Week. On the Teams group for Countdown Club there is also a further competition which is updated periodically. It has been tricky to transition from a fast-paced game in the classroom to a more backseat approach to everyone's favourite letters, numbers and conundrums game. This is because there is less of the thrilling and iconic 30 second time restriction - unless the attendees choose to - meaning the Club's activities have become more akin to a Sunday paper's brain teaser. Yet it is thrilling all the same. It has been good to be able to continue some notion of the beloved society throughout these tricky times, and we hope that we may be able to resume our more linear quiz structure in due course (safety permitted). This has been facilitated by the creation of the Teams group, which has perhaps been the biggest challenge of all; constructing an easily shared link to a secure Team has been quite tricky. A lot of thanks has to be given to Mr Barber for supporting us to reach out to more students and continue to stimulate our intellectually curious community."

**Motorsport Society:**  
*Fizlee Douglas Year 8*

"I will have to say when I joined Motorsport Society I was not sure whether I would be welcomed because I was a beginner at racing games. So I explained that I was not the best at racing to the society, but I was told that I was going to be taught how to get better and that my skill did not matter. I was later added to the chat and we spoke about different motorsport games and I was given information about what they do. This made me feel quite happy and I have learnt



in this society as well as having fun!"

**Film Club:**  
*Jasmine Margalit, Upper Sixth Leaver*

"Having found myself without any more exams to work towards, I have instead recently been investing much of my time into film, particularly into Mr Derrick's Film Club. Film Club is open to all students (ages 15 and above) and all staff members, and has become the highlight of my week during lockdown, and also the only source of knowing what day of the week it is. Every week, a new film is picked, and those in the club watch it either during the week, or as I prefer at 7:30pm on a Thursday night - the designated 'Watch-along' time. Afterwards we move onto Teams for a discussion to share our thoughts. Film Club has provided me with a platform to discuss films - something that I have long been searching for. Not only does it allow me to discuss my favourite films, directors and actors but it has also opened a doorway to new genres and forced me to finally sit down and watch a lot of classics that I had been putting off for so long.

While I do enjoy the weekly 'Watch-alongs', it is within the Impromptu channel that I have found the greatest experience. Impromptu watch-alongs of films from both students and staff have been suggested and this is a great opportunity for us all to dive deeper into the more niche corner of filmography, while also re-watching the cult movies. I find something very personal about sharing a favourite movie and hearing others' opinion. Since lockdown started, we have covered a selection of films, ranging from the cinematographic genius of the Coen Brothers, to the beauty and comfort of Ghibli Studio, to the frightening realism of Hitchcock's masterpieces. "I think audiences get too comfortable and familiar in today's movies, they believe everything they're hearing and seeing. I like to shake that up" - Christopher Nolan.

Whether you are a film buff or just fancy something new, Film Club is an excellent way to leave your comfort zone while in lockdown, even if the current world situation may seem a little closer to that of a movie."

**Middle School Mathematics Society:**  
*Rudra Patel, Year 11*

"I am a member of the Middle School Mathematics Society and I think it has helped me spend some time working on harder level mathematics than I would do in class. Also, it has helped me pass time as during



lockdown it did get a bit boring, so doing a few of the questions set in this group helped to occupy me, and spend time away from technology and in Mathematics. It has been fun trying to attempt these questions, especially under the expert lead of Mr Yeo and Mr Dowding. I think it has been a good experience and I probably will carry on attending in Year 11, but hopefully in School!"

**FIFA and Fortnite House Events:**  
*Oliver Hale, Upper Sixth*



"As a House representative for Harrier, with the help of my fellow peer, Alex Giffin, we decided to run some House events that can occur across the School to help keep people entertained. Aided by Mr Yeo, the first event we decided to run was a House FIFA 20 competition for the Sixth Form. After some advertisement, we managed to obtain eight players who competed in a knock-out tournament across a series of Wednesday afternoons, with the event acting as a simple yet efficacious hiatus for some students in the Lower Sixth at a time of great uncertainty and adaptation. Congratulations to Drew Johnson of Osprey for winning this event. Following on from this, Alex and I then planned to run a 'House Fortnite' competition, this time being aimed at the younger end of the School. This was an engaging activity for many, with interest from over 100 pupils - predominantly from Years 7 and 8. An event that has captivated the younger years is truly revitalising to witness and I hope more events such as these will continue."

**Weekly Watch:**  
*Rudra Khaled, Year 9*

"I joined a new club online called Weekly Watch with Miss Williams. This club has helped me develop my History skills and branch out to all the different parts of History our curriculum does not cover. This club runs every Wednesday at 1.00pm and anybody is allowed to join. I highly recommend this club as it helps nourish your understanding about History which helps us to open up key points of our Learner Profile such as being a Lifelong Learner and Intellectually Curious."



### WHY WEEKLY WATCH?

With a situation of home learning, it is arguably more important than ever to ensure that your time is used wisely and what better way than to broaden your knowledge during the lockdown by watching historical documentaries! The Weekly Watch group has been providing such an opportunity. Every week a new documentary has been proposed by either Miss Williams or the members of the group, with an online meeting taking place each Wednesday lunchtime via Microsoft Teams. This has provided opportunities to pose questions about the topic and delve into discussions about the events, the wider historical significance, as well as issues of morality to which they lend themselves.

Quinn Williams, a group regular, has commented that "when I am participating, I am very interested in the topic as I like to learn about new areas of history that we have never covered before. We started with the topic of the Tudors but have now moved to more obscure areas in history like the rise and collapse of the Chinese dynasty (which I knew nothing about before we watched the documentaries). It is a great opportunity to socialize with others about a topic that interests you and I look forward to taking part in the club in the future".

The Society has continued until the end of the academic year, welcoming budding historians wishing to extend their knowledge far beyond the curriculum to join the discussions.

Miss R Williams,  
Teacher of History



### DUNGEONS AND DRAGONS CAMPAIGN



Over the past weeks, I have been tackling the issue of running a Dungeons and Dragons campaign with other pupils after school. It has been hard, with both benefits and problems along the way. Overall though, it has been great fun, from battling with skeletons to uncovering treasure troves, and I would like to share my experience.

Our first session did not run as smoothly as it could have done, with an hour of technical issues and other problems as one of the players was unable to join our virtual meeting. However, after this, everything went rather smoothly, except for some audio and video difficulties.

Luckily for us, all the other sessions went smoothly. We had some interesting teamwork and roleplaying taking place, as the players each adapted to the situation and explored the dungeon.

All of the terrain is made of cardboard and insulation foam; the cage below uses cross stitching mesh. I have enjoyed making and painting my terrain and look forwards to implementing the plans I have for future pieces.

Overall, I feel like our games have gone really well and the players never cease to amaze me with their quick witted, comic actions and their ideas, and I look forward to session 5 soon! Hopefully, soon they will progress to the first chambers of the dungeon and uncover what has brought them through the misty catacombs they trudge.

Oliver Wood,  
Year 9



## CLUBS & SOCIETIES

### LOCKDOWN DRAMA

During the lockdown, pupils and staff have reacted to adjust areas of School life to these circumstances. WHSB drama is no different. Whether it is listening to professional, experienced actors... or listening to Mr Jeffreys - we continue to attend conference calls and improve our drama.

During our regular Wednesday meetings, we have had the opportunity to listen to guest speakers who discuss their career and give valuable advice to us hopeful actors. It gives us an insight which we had not been able to receive prior to the lockdown, as we can ask questions and be exposed to aspects of a career in drama that we have never truly considered. Details of performing to a camera were particularly interesting as many of us have not experienced being filmed before - Joshua, of course, is still haunted by the Welcome To Westcliff video. Several of our speakers have also talked about the less glamorous side of being an actor - not simply the moments of glory onstage. First to speak was Sallie Warrington - renowned director, choreographer and a driving force of show choir. We had the opportunity to hear about her varied career and experience which gave us a detailed and interesting understanding of a cross section of show business. Next was Frankie Fox, an up-and-coming actor with local roots. With a wide range of credits in film, theatre, television, and currently working on some lockdown voiceovers, Frankie was able to give us a current and realistic view into the life of an actor. He shared with us the reality of not always being able to find work and gave us some tips on dealing with

rejection. On the other hand, he told us of his experience in his debut professional theatre role, playing the lead role in Boy at the Almeida theatre, for which he received excellent reviews. Also quite incredible, was his recounting of a multi-million dollar television pilot that he had been involved in with Hollywood stars. Additionally, a former Head Boy, Ross McIntyre, talked to us about his recent experiences of drama at university. His unique insight into the ADC Theatre at the University of Cambridge was insightful and very entertaining. Most recently, we had a virtual interview with Rebecca Todd, a LAMDA graduate. Her work in professional theatre gave us some very useful tips on performance, especially with regards to character motivations and capturing the audience. These drama calls during lockdown have offered us a chance that would not have been available during normal times - coming face to face (virtually) with some of the people who have made our hobby into a career.

Although drama in its usual form is not currently possible, this has not meant that we have stopped. As a group we have undergone a number of projects, one of which has been creating and performing our own monologues. We have seen several performed from actors across the school; from some of the newest members, down to some of the veterans of WHSB drama, like Ben Johanson. This was yet another very different challenge provided to us. As a group, over the past few years we have performed all around the School and are frequently given different areas in which to work. But as some famous playwright once said, "All the world's a stage" - as we have discovered during lockdown, this includes our kitchen. Using

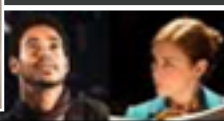
our home as a performance space has involved its own unique challenges. We have had to consider lighting, the camera positioning and elements of theatre that we are not usually required to focus on. It is a much more tightly focused version of theatre; instead of hiding on a stage that is a distance from the audience, we are up close with our viewers, to the point that they can see our faces, and our significantly longer hair. As a result, our actors have had to be aware of even the minutest of details.

The National Theatre is among a number of theatres that are streaming past performances on YouTube for free! We often discuss these and aim to replicate some of the techniques in the future. This is a great opportunity for us to watch professional drama from highly experienced actors. They are relying purely on donations as they are understandably struggling at this time, so we strongly urge you to watch some of the productions.

There have been several different styles of theatre that we have explored too, under Miss Bailey's unique visual representations. It has been a bizarre experience, hearing of the weird dynamics, one example being the Theatre of Cruelty, which is simply an attack on the audience's senses. While maybe we do not want to torture our audience, there are certainly aspects that we could explore and utilise in our own performances.

We are continuing to come up with new ideas and ways of bringing drama outside of the School gates, so keep your eye out for some of our future projects!

*Joshua and Lewis Seal,  
Upper Sixth and Year 11 Drama Students*



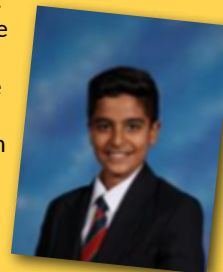
### WHAT ARE THE BENEFITS OF EXERCISING EARLY?

There are numerous benefits to exercising early in the morning. Activities such as Joe Wicks or Hallway Gym with Mr Moore are great examples of what you can do in the morning to gain the most benefit.

The first benefit of exercising in the morning is that it helps you to avoid distractions later in the day. This is because exercising in the morning allows one to become more focused and to reap the mental benefits of exercise throughout the day. Another benefit is that you will feel more energized. Scientists have discovered that exercising in the morning may give you more energy than a cup of coffee! By having more energy, you will be in a better mood, meaning you should expect to feel happier and more comfortable throughout the day. Exercise in general is also prone to improving the quality and length of your sleep, preventing hypertension and also decreasing stress. Exercising in the morning will help to relieve the tension in your body and relax your muscles, both of which help to decrease levels of stress.

As there are so many benefits to be gained by exercising in the morning, joining Mr Moore's Hallway Gym each weekday has helped us to start the day in a positive way.

*Yuvraj Kambo,  
Year 10*



### THE HALLWAY GYM

As Yuvraj explains, the Gym can perform many functions to help ease the stresses of continuous lockdown within our homes. Exercise is a natural way to release tension and contribute to your wellbeing. These are benefits of which we are all aware; however, many of the younger members of the school may not be mindful that even a little exercise each day will have positive long term health effects when they grow older. During lockdown, as you cannot access regular movement through school activities, and in some cases have little room or space to work out, then the hallway can go some way towards compensating for what would have been a normal lively school day. Another reason for morning exercise, is that we all need routines to get through the monotony of seeming endless days; everyday feels like a Sunday. Routines are a coping mechanism, and combined with learning a new skill, help us cope until these difficult days are over.

The Hallway Gym sessions are light on endurance and short on time, with sessions normally starting at 8.30am to wake pupils up and prepare them for the day. The sessions take place in a Hallway or small space, and examples of the exercises included are jogging on the spot, exercises using the first two stairs (or step or set of old curriculum books), pull-ups and press-ups using the stairs and stretching. I urge pupils to continue with their morning exercise on a regular basis.

*Mr A Moore,  
Teacher of Technology*



### COVID-19: THERE IS ONE POSITIVE OUTCOME!

As the nation found itself gripped in a national lockdown, it became difficult to find any positive outcome from the situation in which people found themselves. The one thing that this nation has always managed to do is garner something positive from adversity.

On 14 April, Sport England announced that in a recent survey undertaken, new exercise habits were forming due to the national emergency. Almost two thirds of adults now consider exercise to be more important than ever.

In the survey, 63% of adults felt it was more important at this time, whilst 87% reported that they exercise to manage their health during the crisis. The general feeling appears to be that being healthy helps one fight off illnesses, and this certainly seems to be true in the current situation.

Walking is the most popular physical activity, with 59% of adults using this as their main form of exercise. Whilst 25% of people are using home workouts to keep fit. Encouragingly, a significant proportion of households are now using the exercise time for combined family activities. These activities include walking and cycling, whilst 37% of adults are joining in online fitness routines with their children.

The data suggests, however, that location, age and income are also factors which impact on the amount of exercise undertaken.

Prior to Covid-19, there was much publicity about the importance of good mental health and how exercise can help. It is encouraging to note from the recent survey that 57% of adults believe that their exercise is benefitting their mental health; the message is clear.

There is a great challenge ahead! Can the nation maintain this new found

engagement with exercise? The Physical Education Department at WHSB has for many years supported all our sport activities with a good standard of general fitness. We shall, of course, continue to promote this positive aspect of sporting provision. Staying healthy now will provide you with the best opportunity for good physical and mental health in the future.

Exercise controls weight, combats health conditions and diseases, boosts energy and improves your brain performance. The Physical Education Department at WHSB can support pupils in reaching their fitness goals.

*Reference: Sport England survey into adult physical activity during Coronavirus; Savanta Comres research*

*Mr M Atkinson,  
Sports Coach*



CLUBS & SOCIETIES

PUPILS FITNESS MONITORING

The WHSB Physical Education Department has always been proactive in ensuring that pupils are staying fit. Whilst at school, we can assess this easily. For example, we monitor cross country running, noting times, and incorporating a wide range of fitness tasks where, just by observing, the Department is able to check on how pupils' fitness levels are improving or declining. We spend a great deal of time encouraging pupils to use the correct methods when exercising, for safety and maximum benefit. In a survey taken during the lockdown, it was pleasing to note that nearly 30% of our pupils were using their understanding and skills gained to sustain their exercise during their time at home. Over half were combining this with tasks set by the Physical Education Department and using online classes in order to stay fit.

The variety of exercises being used was

also encouraging, with a good blend of endurance and high intensity training. A small percentage had used Yoga and Pilates as their form of exercise; these are not used at School, so it was positive to note that pupils had also been exploring new forms of exercises.

Of course, it is equally important that pupils exercise regularly; for example exercising for just 30 minutes during a 7-day period would be insufficient. However, it appeared that WHSB pupils had been making sure that all the exercise they carried out was purposeful and beneficial. Over 50% of the pupils who responded to our questionnaire were exercising for more than 4 hours per week, with nearly 20% exercising over 7 hours during a week. This was excellent news!

The Department was also interested to see how much encouragement the pupils were giving to their family members with regards to exercise during these difficult

times. We were very pleased to learn that nearly 60% of pupils inspired their family to exercise, whilst 42% awaited direction from their family members, although we still considered that to be most positive. Whatever the source of the inspiration, any exercise suggests a healthy household.

We were not surprised to learn that over 61% of pupils did not weigh themselves prior to the lockdown, however this understanding is beneficial for the Department. The responses from pupils regarding their diet and any changes to their body shape has provided helpful information which can be incorporated into future class discussions and our work in supporting pupils.

Staff in the Physical Education Department would like to thank all of those pupils who responded to our questionnaire and we look forward to using the results to help shape future provision.

Mr M Atkinson,  
Sports Coach

KEEP FIT FOR PUPILS OF KEY WORKERS

The School day for pupils of key workers looked very different to anything they had previously experienced, however this did not stop them modelling what it means to be a WHSB pupil. They received an hour of designated physical activity per day delivered by a member of the Physical Education Department. We were most impressed with the efforts the boys put into these sessions. The personal integrity they demonstrated in pushing themselves day by day to improve their physical fitness, as well as being open to the opportunity of developing new skills, such as orienteering, was superb. In particular, we commend Rafael Gamma, Ebraam Abdel-Malek and Freddie Cox who regularly attended School during this period and who were consistent throughout with their positive attitude and work ethic during Physical Education activities. Their continual development and progress during that time was most impressive. Rafael Gamma, Year 9, shares his experiences and the views of other pupils here.

"The School and the sports staff have worked incredibly hard to provide proper and effective fitness practises during the school closure period for children of key workers, and have been very creative

in putting together various challenges, exercise routines, and interesting sports articles to attempt and look at. This is more important than ever as we are attached to a screen a lot more regularly than usual and are spending more time at home. I have noticed an improvement in my physical well-being because of this daily fitness, I feel I can run faster and am more used to difficult exercises and holds like burpees, planks, and press ups.

"Each teacher normally has their own fitness aspect for us work on, for example Mr Atkinson does orienteering and Mr Marrant does stretching exercises and foot golf on the field. They are all highly enjoyable, and I see it as a really good way to wind down from work pressures and sitting in front of a computer screen. We are also doing something with friends (always socially distant and cautious of using the same equipment). The weather for us on the school field has actually been amazing most of the time when we do our fitness, so that is a boost in morale for us as well. We are all quite used to the routine at school now, and I am seeing some competition building up between us in the sports which is exciting!

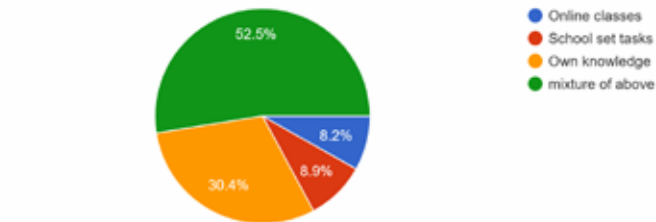
"I am always excited when the PE teacher tells us the next activity, and their ideas are very creative and incorporate all forms of fitness into one main activity. There

is a mixture between independent work and teamwork. An example of our regular exercise is when one person runs and the other does an exercise or isometric contraction, or where we all run to certain places and do an exercise there. It never seems monotonous, and I think it is really down to the staff putting our well-being and enjoyment first and that is brilliant. I would like to thank them for that. I think it does also show how we can all enjoy physical education and recognise its importance."

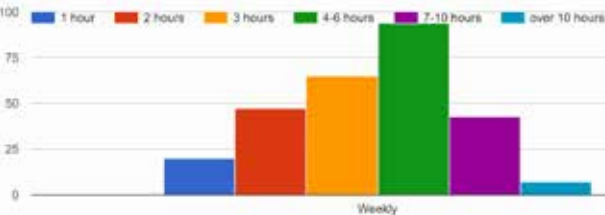
As highlighted by Rafael, the process of getting outside and completing some form of physical activity during this difficult period had benefits beyond that of improved physical fitness alone. At all times, the opportunity to enjoy the sunshine, stretch your muscles, clear your mind and wind down from the pressures of School work is most important. If you are struggling to motivate yourself to exercise, take inspiration from the resilience and attitude of these pupils and many others who have been taking on challenges and exercising at home. At WHSB you are afforded every opportunity to develop and this process also continues during your time outside School; taking responsibility for your own physical well-being is crucial.

Mr S Greaves,  
Teacher of Physical Education

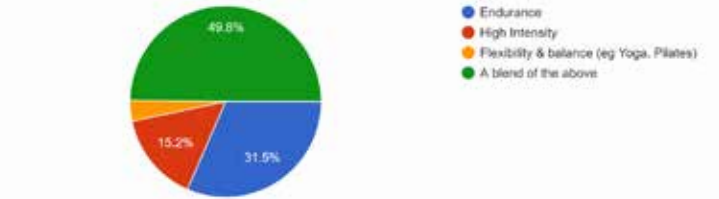
Are you using online classes, school set tasks or using your own knowledge?  
257 responses



How much exercise do you manage to do each week?



Is the exercise you do endurance, high intensity training, flexibility & balance or a mixture?  
257 responses



Are you encouraging your family to exercise or is it the other way round?  
257 responses





## CLUBS & SOCIETIES

### A MARATHON IN MY CLOSE

*An article submitted for The Westcliff Week during the Lockdown*

Since the lockdown began, I have found myself using my daily exercise to go for a long run or cycle (mainly to get some space from my family!) but I started to wonder how far I could run.

I decided I wanted to challenge myself to run a full marathon distance, 26 miles or 42.2K, around our close, which is around 120 laps. So I started with a 5 mile run, and then a 10 mile run, and my speed improved between the two; I finished the 10 mile run in 1 hour 40 minutes.

We set up a Just Giving page as I really wanted to raise some money for the NHS to show my gratitude for their work during this terrible time and I set my target at £50.

On the day of the race it would have been the London Marathon, which I had not planned but it seemed a fitting day to choose; it was also very hot. At the start,

my fundraising had reached an amazing £620 donated from my family, friends and neighbours.

I started at 10:10am and was pretty confident I could complete the distance in under six hours.

The first 10 miles were quite easy and I completed them in 1 hour 42 minutes which was pleasing. The next 10 miles were slower and, whilst I mainly ran, I had to walk a little because it was so hot. The last 6 miles were very hard; I really had to push myself to keep going, especially when I realised that I would not make my six hour goal.

My neighbours and family were great and many of them came into their front gardens to cheer me on and my sponsor money increased to £800 during the run.

I was very happy to reach the last lap and I did run for that, even though my legs felt so heavy and I had a few blisters. I finally finished in 6 hours 20 minutes.

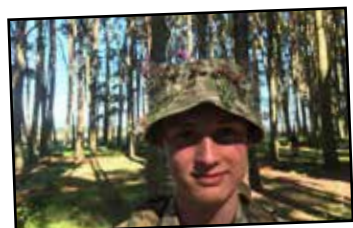
So far I have raised over £1000, which is so

much more than I thought I could achieve. I have learnt that I can push myself further than I thought, even when things get really tough. I am so pleased that I did it, but I am not in a hurry to do it again!

Thomas Nankivell,  
Year 11



### COMBINED CADET FORCE (CCF)



Although the plans the CCF had to commemorate the School's Centenary Year, such as an Easter adventure camp in Wales, were unfortunately cancelled; along with the annual Passing Off Parade and Summer Camp; the Combined Cadet Force has successfully managed to continue its work and operations remotely during these unprecedented times. This has been made possible by the continued dedication of staff and senior cadets interacting with the eager to learn younger cadets both on Microsoft Teams and on the CCF's new Instagram page.

Microsoft Teams has allowed staff and senior cadets to keep in contact with all younger cadets as well as aspiring members of the CCF. The CCF has formed its own Teams group, which has been divided into year groups starting from Year 9 and going all the way up to Sixth Form. This has enabled appropriate learning material to be distributed amongst the cadets based on

ability level. This has included, for example, lessons on map and compass work, as well as first aid and how to look after kit for Years 9 and 10 cadets, with the latter also being provided with material to help in their training for the Army Proficiency Certificate (APC). Furthermore, Year 11 cadets have been provided material to aid them with their Advanced APC qualification which will help them develop their knowledge of the CCF, preparing them for Year 12 when they will take up leadership roles. This has been supplemented with introductions to the Cadet Forces Instructional Techniques (CFIT) course, so that these Year 11s will soon be ready to take up their roles as senior cadets, teaching the younger cadets. There has also been the sharing of general military interest articles and websites to keep cadets engaged, and for those cadets who wish to look beyond the syllabus of the APC course.

Members of the CCF have also been engaging with the School and wider community. CSM Daniel Barton held a personal VE Day tribute where he showed his respects to the memory of a Royal Anglican Regiment soldier at his local graveyard, the regiment with which the WHSB CCF is affiliated. Daniel wrote a brilliant article in the Westcliff Week, circulated on 18 May, describing his visit, along with the origins of VE Day. Furthermore, Michael Niman, Ben McKay

and Major Bleakley joined the Headmaster to commemorate VE Day at School with a performance of The Last Post at 11.00am.

It has been challenging for the CCF in the wake of the coronavirus, but we have tried to make the best of it. Unfortunately, our camps, such as the regular Summer Camp, and the Easter Adventure Camp have had to be cancelled. In addition, there is no easy way of continuing training, as much of this involves practical skills. Nevertheless, we strive forward, hoping to make sure everyone in the CCF retains their feeling of belonging and receives the benefits of being part of it.

Finally, senior cadets have recently opened a CCF Instagram page. This is intended to provide current cadets with information on the activities they will be undertaking as well as to allow former cadets to keep updated with the CCF and its progress, especially with pictures from major CCF events: from parades to camps. The page is currently being run by three Upper Sixth cadets and will be passed down to the senior cadets in the Lower Sixth in September, allowing the account to continue to operate for years to come. This should permit the students of the CCF to remain interconnected in the future, hopefully bringing us closer, in spite of the Covid-19 Pandemic.

CSM Harry Dudman



With the threat of coronavirus and the resulting lockdown causing schools to close, the CCF in particular has been posed with a significant challenge. Normally, weekly



sessions would involve drill with the whole squad and lessons together indoors. These have all stopped which is very frustrating as we need to be grouped together in person to fully deliver a lesson. With all of us being at home we were nervous how we could continue our lessons, especially topics such as ropework and drill. To add further to the frustration caused by the lockdown our annual summer trip to Portsmouth was cancelled which had promised to be an exciting and educational experience. Previous years' trips involved sailing, obstacle courses and powerboating along with many other activities. On top of this, all courses for the foreseeable future have been cancelled, including courses such as: sailing instructor course, powerboating level 2, adventurous training in Wales and senior leadership courses.

Despite these setbacks, the lockdown has presented an opportunity to regroup and plan for the future. We have had to

adapt to the current situation by moving all our operations onto Microsoft Teams, a programme which all Naval cadets are members of and allows us to share resources and discuss numerous topics. This Teams account has helped us after the large influx of new Year 9 recruits. In the year 9 class of 2019/20 we gained 17 new cadets which more than doubled the size of the naval section. This was an excellent number and the demand for the section really impressed us. However, this in itself presented new challenges with regards to teaching, with all available cadets being drawn upon to help. One positive of the lockdown is that we have had a large amount of free time, that all the senior cadets have used effectively, to fully prepare for the new academic year. Some of the preparation we have made for the new year is developing a large number of lesson plans and aides which we have uploaded to our Microsoft Teams account to help us learn more independently so when CCF is able to start again we will be able to recover ground very quickly. With regards to all these resources I want to issue my thanks to all the senior ratings and any other cadet who has contributed resources to the Teams as well as Miss Bailey and Mr Hill for offering guidance and support in helping to create these resources.

With schools and clubs closed, there posed the risk of some members of the CCF not interacting with as many people and becoming lonely. Thankfully due to an active CCF Navy WhatsApp group all members of the section are encouraged to socialise and interact with each other. In the coming weeks we hope to further increase interaction from all members of the group with a number of polls, quizzes and hopefully a Kahoot session for the section.

The greatest challenge that we are likely to face is the unpredictability surrounding the future of our sessions, as the majority of what we do requires physical interactions and this will not be feasible over the next few months. Finally, due to the fact that the date we can start again is unknown, we may be in this online CCF situation for a long time to come and this poses a challenge in itself. We aim to maintain our high standards, with the hope that we can take this in our stride. If we can manage CCF during lockdown we can manage it at any time.

Benjamin McKay,  
Head of Naval Section, CCF

*\*Reports written during lockdown*



THE WHSB LOCKDOWN GALLERY

AND SO THE TIME HAS COME TO SAY AU REVOIR!

I have spent 7¼ delightful years at WHSB, and we have seen the Art Department blossom into a breathtaking place of dreams, of questions, of self-reflection, of breaking barriers, of making more than just pretty pictures. The Art Students' Gallery Website holds the story of our journey together. I hope we passed the audition.

Before the Lockdown was put in place, like most WHSB teachers I spent many hours making sure the students at WHSB would have lots of resources to help them through this time. I upgraded the Art Student-

Gallery in those pre-lockdown weeks so it would also work as a support forum for pupils at all Key Stages and their parents, to not only serve as an archive of the pupils' Art work over the years but to also inspire you all in these uncertain times. It is a place you can find the current Schemes of Work that we follow at all Key Stage levels, along with updated guide sheets. As part of this 'upgrade', I have included a new section called the Lockdown Gallery. Initially I thought a few pupils may take up the challenge to exhibit in it, however to my great pleasure, this has been popular and we have received work from parents and staff, as guest artists, alongside some

really lovely Art that pupils in the School have completed during this period. As a result of the popularity of the Lockdown Gallery, I have had to build an extension to the Gallery, rather like the 'Clare' Gallery extension at Tate Britain.

If you have not visited the lockdown Gallery or the new extension, here are just a few of the pieces we have been showing.

Thank you and au revoir !

Mr T Sinnott,  
Head of Art / Sixth Form Progress Leader

"I have really enjoyed looking at the artwork in your lockdown Gallery - as always the standard of the work is amazing".

A WHSB Parent



Why! Mr T Sinnott, Head of Art  
2012-2020

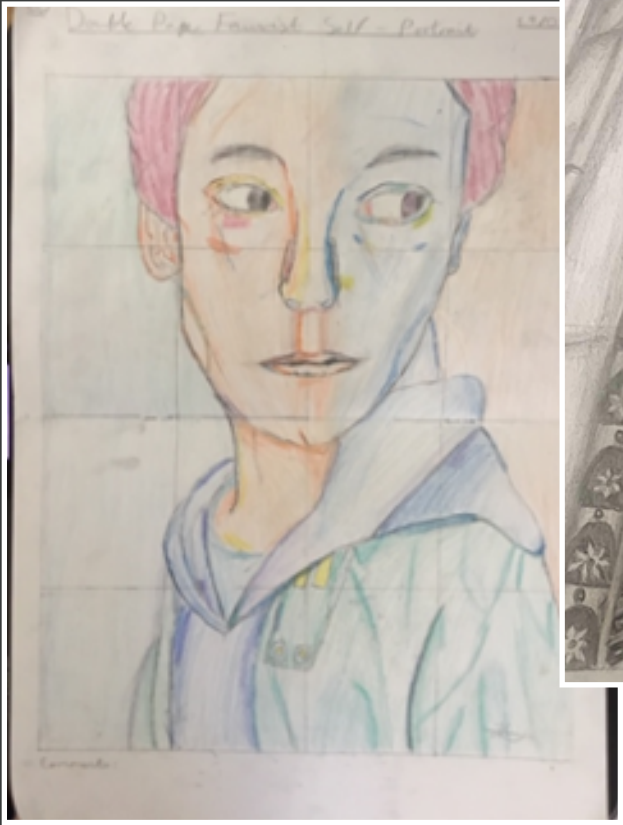
The Lockdown Gallery  
<https://sinnottt.wixsite.com/whsb-student-gallery>

"Art for me at WHSB was totally formative. It perfectly combined an intellectual approach with the ability to create freely. Every individual had their own interests nurtured and that is something I am immensely thankful for."

Jack Browning, Old Westcliffian



Buddy Graham, Year 8



Jamie Knight, Year 8



Abina Nurse, Upper Sixth



Zain Syed, Year 9



THE WHSB LOCKDOWN GALLERY

Jack Browning (Old Westcliffian)

Over the last eight years, we have had a number of extraordinary Art students pass through WHSB, and one in particular was Jack Browning. Jack was awarded a top A\* at A Level and he is currently now studying for a BA Hons in The Art of Painting at the University of the Arts London. During his spare time, he paints portraits and we were both delighted and proud to hear that he had been selected to paint an album cover for the country rock musician, The White Buffalo. The image is on all the album merchandise, including socks! Jack is a portrait specialist and has painted a fantastic image of Captain Tom Moore which has recently been featured on TV. In typical WHSB spirit, Jack has sent the work to Captain Tom as a 100th birthday present and a Thank You for his amazing fundraising effort.

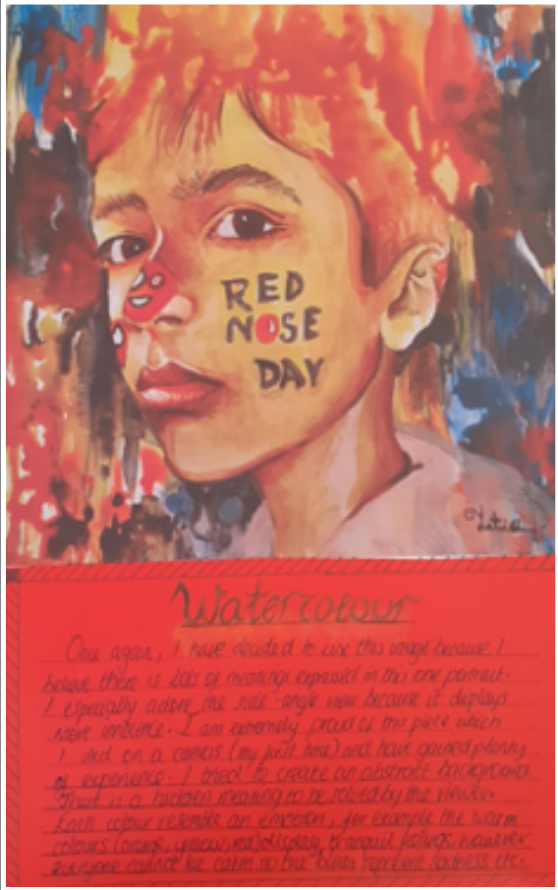


Max Rowe, Year 10

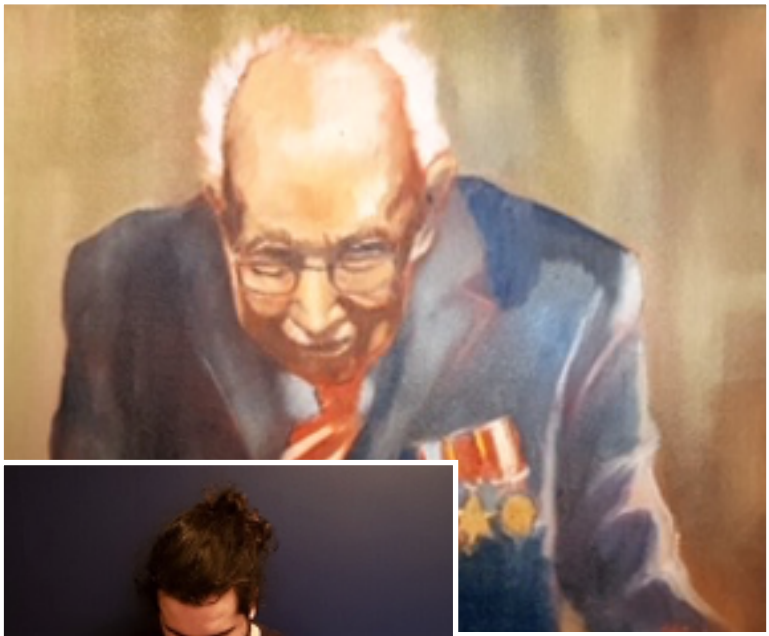


John Bulley, local artist

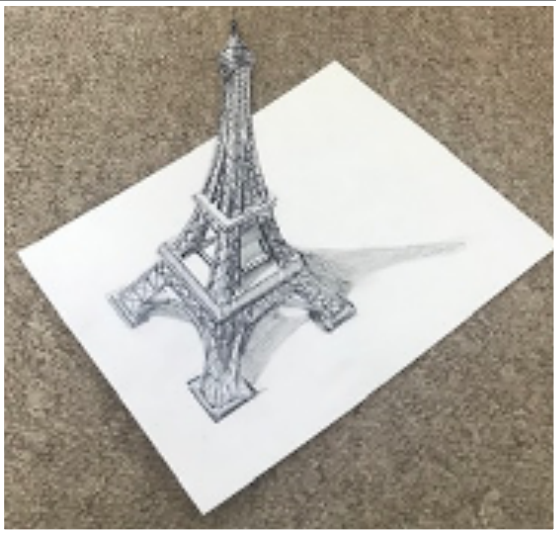
Mr Bleakley, Director of Lower School



Yattish Nesh, Year 11



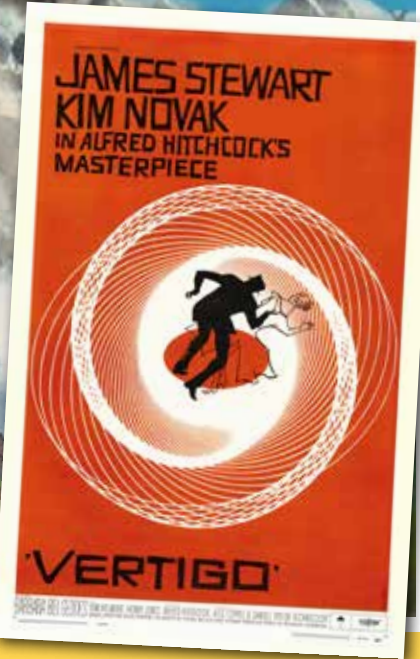
Mrs C Hankey, WHSB Parent



Optical illusionist 'SinArt'







FILM CLUB DURING LOCKDOWN

The aim of Film Club is to give members the communal experience of watching films together during this time of separation. There is something comforting in knowing that a number of other people are watching the same thing at exactly the same time: Laughing at the same jokes; hiding behind a cushion from the same monster; sitting on the edge of the same collective seats. And then, after watching the film, the club joins together to discuss using Teams. The insight and knowledge shown by students during these discussions is impressive, and the discussions and debates have inspired members to watch further films. Jay Kesav's debate as to which film trilogy is best led me to (another) re-watch of The Lord of the Rings, while Zach Scott's suggestion to watch new Spanish horror flick The Platform is one for which I may not forgive him. Below is the eclectic library of films shown by the club up this term, along with the genre.

Mr T Derrick, Director of Music

*Beetlejuice* (1988). Comedy Horror  
*Ex Machina* (2014). Sci-fi  
*True Grit* (2010). Western  
*Frost/Nixon* (2009). Political drama  
*Howl's Moving Castle* (2004). Animated fantasy  
*Monty Python's Life of Brian* (1979). Comedy  
*Source Code* (2011). Sci-fi  
*No Country for Old Men* (2007). Thriller  
*The Big Sick* (2017). Romantic Comedy  
*Children of Men* (2006). Dystopian sci-fi  
*Vertigo* (1958). Psychological thriller

FILM CLUB: WHY WE MISS THE CINEMATIC EXPERIENCE

Recently, there has been talk about the decline of cinemas, and the rise of streaming and direct to home movies. Although I thank Netflix in particular for its contribution to cinema, from funding the Scorsese epic The Irishman to the action tour de force Extraction, I am deeply concerned about a possible death of cinema.

In this article, I am going to talk about why I believe cinemas should never die, why it is unlikely that they will, and why they are so important.

A movie is series of images, usually 24 per second, accompanied by an audio track. The images form shots, which become scenes, which become sequences, which form the movie. The audio can be interpreted as dialogue, sound effects, and music. But is a movie not far more than that?

I believe a movie induces psychological processes within your brain. Effective films take advantage of this. They can make you feel tension, happiness, awe, sadness etc. When the surface of visual and audial information is unwrapped there is a beating heart beneath... a story, with characters and themes, human and personal no matter the genre and setting.

Every filmmaker aspires to create an experience in their movie that often supplements the story; whether it is an exciting action thriller from Chris McQuarrie, a fun space opera from George

Lucas, or a provocative piece of art from David Lynch.

I am obsessive and compulsive about the way I watch movies. At home, I almost always move the sofa forward, turn off all the lights, put my phone on silent, close all the blinds, and prefer to start during or after sunset so the room is dark. Why do I do this? Why do I try to make my home viewing experience as close to the cinema as possible? Is it for sentimentality, for fun? No. It is for immersion.

Valentijn T Visch of Technical University Delft and Ed S Tan and Dylan Molenaar of the University of Amsterdam, conducted an experiment in 2010. Their aim was to explore the "effect of immersion on emotional responses ... of film viewers".

The report makes clear what it means by immersion. One of the first things which determines immersion is "by exclusion (the degree to which environmental influences are excluded from experience)". In the cinema, this can be people talking, or their mobile telephone phone screen shining out in the black auditorium.

"The number of sensory modalities addressed" is another factor. For a movie, this is typically only sight and hearing, although muting the movie will obviously reduce immersion as well as basic understanding of the film.

"Surround effect", such as panoramic width of sensory impressions. The best example of this is IMAX. An experiment by the University of Mainz in 2014 agrees; "the findings indicate that the larger the screen, the greater the extent to which the viewers

are drawn into a movie". Another instance of this is surround sound.

The conclusion is that "higher immersion led to an increase in intensity of all viewer emotions". Applying this to an effective movie, immersion means that the audience is much more likely to feel surprise, fascination and sadness, for example.

Nothing in a movie is worth missing. I have heard of an app that tells you what scenes in a movie you can miss. If a scene in the movie is truly unnecessary and skippable, it is probably not a movie worth watching. Even a dialogue scene in a movie you are watching for the action will help elevate said action, by creating stakes, character investment etc. In the cinema, nothing is missed out.

Cinemas also allow you to watch a movie with no breaks. Stopping the movie in the middle has a reductive impact on feelings that come with a movie's progression, such as tension or dread.

Ultimately, the perfect movie viewing does not exist. Your mind is always going to be, even on a miniscule level, somewhere else. You blink, missing some frames every now and then. There will always be space around the frame you can see, even if it is pitch black. But in the end, why not make every cinematic experience the best it can be? Each time I watch a movie at home, I find myself wishing I could watch it on the biggest screen possible.

In a way, this reality makes the movie theatre more attractive, more valuable. If people want to watch a movie at home distracted, un-immersed, unengaged, I do not care. But I hope, and believe, that the general audience recognises the astounding difference between this and a true cinematic experience; that there will always be demand for cinema tickets.

The pandemic has caused the popularity of streaming to rise significantly, but this will hopefully make people realise how truly special the movie theatre is. I have faith that cinemas will continue to be a common and potent staple of the entertainment industry for many, many years to come.

I leave you with the words of Guillermo del Toro at the 74th Venice Film Festival Awards, after winning the Golden Lion for The Shape of Water: "I believe in life, I believe in love, and I believe in cinema."

Jay Kesav, Upper Sixth



KEEP CALM AND CARRY ON COOKING WITH MR MCGEE

Through The Westcliff Week, Mr McGee has been sharing his delicious Lockdown Recipes with the pupils and we are delighted to share some of their success stories with the wider School community.



*'The Shelves are Empty' Quorn Mince with Chinese Spices*  
*Jasmine Margalit, Upper Sixth Leaver*

In an attempt to somewhat prepare myself for University life in September, I decided to try Mr McGee's mince recipe which proved to be simple and delicious, hopefully giving my family some comfort at the idea of me soon having to cook for myself! The title did not disappoint with the majority of the ingredients already being stocked on our back shelves. Following the Chinese theme of the meal, I accompanied it with Chinese style Broccoli, cous cous and some pitta-esque bread. Mr McGee's recipe was very easy to follow and also provided an evening's entertainment for me, as well as a healthy meal, and a sense of achievement that I did not burn the kitchen down. I highly recommend trying this recipe, and look forward to making my cooking a weekly task.

*Fishcakes*  
*Sri Loganathan, Head Boy*

My record in the kitchen is less than astounding with my achievements going so far as "Weetabix" (other brands are available), "Toast" and "Soup" hence the prospect of making a meal from scratch was terrifying to say the least. Luckily for me, the recipe for Fishcakes that was provided by Mr McGee seemed simple enough and I had all the ingredients at hand anyway. The hour that followed would be enough to make Gordon Ramsay proud.

The instructions were literally a quarter of a page long and consisted of tasks so simple that even I could do them - mixing and mashing, putting food into the oven and taking food out of the oven; the time flew by and I felt like a natural. Finally, after a gruelling 70-something minutes, my masterpiece was finished.



It was around about this point that I realised I do not like fish but, this late in the process, I was too proud to admit the fact so I started eating anyway and, I am glad to say, I was pleasantly surprised. Much to my amazement, no one in my house contracted any food-borne illnesses and the meal was described as:

"Very tasty"- Mum

"Delicious" - Dad

"Edible"- Vasan

I am expecting my Michelin Star to mailed to me soon but, in the meantime, do try the recipes in The Westcliff Week not least because you could feed yourself for a day but also because you could learn some valuable life skills and really keep yourself entertained in a meaningful way during these challenging times.

*Porco Alentejana*  
*George Jefferson, Upper Sixth*

To put it simply, this meal was very well received by all in my family. I made this recipe without the clams, and although they would have added a traditional 'coastal' touch, they did not need it. It was so nice to be able to make a wonderful meal in under an hour that had such a professional taste. I was particularly impressed by your technique of infusing the oil with chorizo for cooking the pork, and then adding it later. When served with some green vegetables, this meal looked very appealing with wonderful colour contrasts, and tasted fantastic, particularly helped by the garlic, lemon and white wine. Mixing the potatoes in together with the meat and onion created a further contrast between the slight crunch given to the lightly roasted potatoes and the soft, juicy pork loin. Overall, a superb recipe that will be cooked again, probably quite soon!





## CLUBS & SOCIETIES

### WHSB MUSICIANS IN LOCKDOWN

This year has been tough for our musicians, who managed one amazing truncated term of musical performances before having to put everything on hold. The Concert Band was due to perform in Assembly the week before the lockdown. The Show Orchestra had been rehearsing all term and had just completed a Saturday rehearsal of Bowie, Led Zeppelin and Queen songs in preparation for The Lion, the Witch and the Wardrobe, cancelled the week prior to schools closing across the country. The Jazz Band and String Ensemble had been preparing for upcoming Chamber Recitals and the Centenary Garden Party.

With the School's motto in mind, the musicians of WHSB did not pack up their instruments once lockdown began, but instead have doubled down, finding creative opportunities to perform everywhere. Some wonderful videos emerged from our talented soloists, such as Samin Afshari (Year 10) singing Elton John's Your Song in tribute to the country's key workers, and Quinn Williams (Year 9), who arranged My Heart will go On for four cellos and recorded and layered himself playing each part.

The pupils should be commended for continuing to practise, with some taking the opportunity to share their work, such as Joseph Hankey's (Year 10) YouTube video of Grade 7 piano piece, Passepied by Leo Delibes. Trumpeter Daniel Weight (Year 9) deserves special mention for

playing the trumpet in his street each Thursday evening during lockdown in recognition of frontline NHS staff, prompting the local press to run a story on his inspirational performances. Also those students in the Sixth Form who produced solos to be performed in Sir David Amess' VE Day celebratory online concert.

Running ensembles and groups online has been particularly tricky. Our musicians are known for tackling advanced repertoire that requires rehearsal and direction, and due to time delays on video calls, with which many are now unhappily familiar, holding practices using Teams or Zoom would never work. Instead, a collage approach would be taken, with each pupil submitting a performance that would be added to a central mix to create the sound of the ensemble.

The first group to experiment with this method was the Big Band. They were given a choice as to which song they wanted to play and, with a fairly overwhelming majority, the song Allstar by Smash Mouth was selected. First, Roxanne Watts submitted a video herself playing the drum part, with a metronome playing in her ear. The audio was separated from the video, and sent to the rhythm section: piano, bass guitar, and guitar. The audio for these parts were all combined to create a backing track, which was then sent out to the rest of the band.

Combining the audio and video into a coherent performance was a pleasure, and gave me more appreciation of our

talented musicians than ever. My cat (who has the uncanny ability of knowing when I am in a meeting, teaching an online lesson, or recording music, as my Lower [now Upper] Sixth students will attest) insisted on getting involved too. A second video (Electric Light Orchestra's Mr Blue Sky) was created, this time including performances from the Headmaster, Mrs Mumford and Mr Williams.

Unfortunately, due to the time it takes to plan and create these videos, I was unable to do the same for other groups. I must thank Mrs Smith, leader of the String Ensemble, for working hard to produce various performances for the String Ensemble, and the members of the String Quartet for the wonderful video performances they have produced. All solo performances can be found on the School's Facebook page, and ensemble videos are on the WHSB Music Department's YouTube channel.



### DELVE INTO THE WHSB MUSIC BOX

When the lockdown began, so did our Music Box – a metaphorical trunk of records that sits in the pages of The Westcliff Week, full of classical music, with a new work added each week. Below is the list in order of composition, along with the names of guest contributors to the Box:

#### Goldberg Variations by J.S Bach, 1741

– Elegant, accessible, but also fiendishly complex, this piece rewards the patient listener. The epitome of Baroque writing.

**Requiem by Mozart, 1791** – At times dark and morose, fierce and uplifting, the mystery surrounding this work is almost as interesting as the music itself. Suggested by Ben Dixon, Year 10

**Symphony No. 5 in C minor by Beethoven, 1808** – From darkness to light. This

piece of music sparked the fire that led composers into a new era. The symphonic archetype that was adhered to forever after, and one of the most famous pieces of music, popular or classical, ever made.

**Grosse Fugue by Beethoven, 1826** – The brooding of an isolated, deaf man. A work so bold that it was ignored for almost a century, this is a reminder of what a diminished and afflicted person can achieve.

#### Polovtsian Dances by Borodin, 1890

– Sweet exoticism, showcasing the composer's ability to swerve from ferocity to charm, now famous for the "stranger in paradise" melody.

#### New World Symphony by Dvorak, 1893

– As American as it comes, despite being written by a Czech composer! This work blends folk melodies with the Romantic European style. Suggested by Jasmine



Margalit, Upper Sixth

**The Rite of Spring by Stravinsky, 1913** – Riots met this work on its premiere. Its alien nature has since inspired the music of Star Wars and Hip Hop artists.

**Symphony No. 5 in D minor by Shostakovich, 1937** – Written during the Great Terror in Stalin's Russia, this is the sound of a composer writing music to save his and his family's life. Suggested by Edoardo Chidichimo, Upper Sixth

**Rodeo by Copland, 1942** – A lively collection of music to make you shout "yee-haw", this work tells the story of a cowboy and cowgirl that fall in love.

Mr T Derrick,  
Director of Music



### MR JEFFREYS' HISTORY CROSSWORD

Since lockdown began, I have been spending some of my free time participating in various extra-curricular activities. The Westcliff Week has many academically stimulating activities on offer such as 'Where in the World' and the History Crossword. Each week, I have been doing both and I am not the only one - the History Crossword has grown in popularity amongst pupils. The crosswords included in The Westcliff Week since March and throughout the lockdown have always varied, with recent topic specials such as Origins, History of Mathematics, and Medicine. This variety has made them even more fun to attempt and research.

Ever since the very first one, they have grown in difficulty. The first one I did not complete as I had not yet understood the rules of doing the crossword and had less time to do puzzles, but each week I have familiarised myself with them and completed them more quickly. I also encouraged some of my friends to do them. Now some older pupils might find them easy, but I would like to see the knowledge of older, History GCSE or A Level students put to the test. I think the challenge posed by each one has varied over these past weeks, but overall, the amount of time and research you have to put in has increased. Looking back at Week 2, I would find it almost easy, but as I was so new to attempting them they

did seem quite daunting and took time to work out. It is always a bit frustrating when you have solved everything except just two or three clues which you cannot seem to work out. But I think the best way to do crosswords is with family, as your parents and siblings will have a wide range of knowledge between themselves. I know a pupil whose grandparents like to help him over FaceTime, and he has submitted two correct entries so far. Another thing you can do, if you cannot find the answer online, is take time to think logically and theoretically. The answer may then be quite obvious, after you think about it for a while! I used some of these techniques when completing what I thought was the hardest one: Origins Crossword, in Week 6.

These crosswords, included in every Issue of The Westcliff Week magazine form an ongoing historical investigation, with many historical facts arising that are certainly worth preserving and revisiting if you turn out to study that specific topic, event or person in detail in future School years. I know Mr Jeffreys would really like to see more people give them a try, even if not all the answers are correct – that is good enough, and shows your interest in enriching your historical knowledge.

Rafael Gamma,  
Year 9



# WHSB PUPILS CELEBRATE VE DAY

## PERSONAL, SOCIAL, HEALTH AND ECONOMIC DEVELOPMENT (PSHEE) HOUSE VE DAY 75TH ANNIVERSARY PHOTOGRAPHIC COMPETITION

The 75th anniversary of Victory in Europe Day was on Friday 8 May 2020, with a Bank Holiday specifically moved to that day so the whole nation could celebrate together. On this day, we remember the anniversary of 8 May 1945, when Prime Minister, Winston Churchill, made an announcement on the radio at 3.00pm that the war in Europe had come to an end, following Germany's surrender of its armed forces the day before. This day will remain in the memory of those that witnessed it. Sadly, each year, those that were there at the time become fewer and fewer with those still alive now mainly in their 90s.

This day meant an end to nearly six years of conflict, where millions of people had died, had their homes destroyed and suffered immeasurably. People rejoiced around the country with the news that Germany had surrendered and celebrated the victory with street parties, dancing and singing. Many students sent in their photographs to show how their households and neighbours had been celebrating in 2020, in a socially distant manner.

Freddie Dawson (Year 9) hung Union flag bunting all around his street and observed the two-minute silence at 11.00am. Later in the day, he listened to the Queen's and Winston Churchill's speeches on loud speakers. There was a challenge for his road to make a Super Marine Spitfire from materials they had around the house (see photographs



Photographs of Winston Churchill addressing the crowds (left) and on the balcony of Buckingham Palace (below) on VE Day with the Royal Family. The Queen, then Princess Elizabeth, standing to the far left in uniform.



Photographs of a street parties in Southend, near WHSB, on the 8th May 1945. Images courtesy of Southend Museum

left). Freddie really enjoyed designing and creating his and was very pleased when it was announced he had won!

Freddie played street bingo with everyone remaining on their drive to adhere to social distancing regulations. In the evening, he listened to war time songs and finished the day with a singalong to: We'll Meet Again by Vera Lynn. She was a very famous and iconic performer during the 2nd World War and joined in on the day, aged 103! Sadly, she passed away almost six weeks later on 18 June 2020, but it was wonderful that she could witness the commemorations on the day.

Joseph Holland (Year 8) decorated his house with red, white and blue bunting, made a cake and drew a picture of a war time plane (see photographs right).



Peter Hazell, (Year 8), Harrier House, celebrated in a number of ways. Like others, he decorated the house with Union flag bunting, both indoors and out! He laid a table in the front garden with a Union flag table cloth, where they had afternoon tea, homemade cakes and sandwiches (see below). He also listened to Winston Churchill's speech at 3pm, which was broadcast back in 1945 on the wireless (the radio). After this, they played songs from the 1940s including Glen Millar and Gracie Fields. He even spotted a 1945 Morris 8 car driving down his road!

Peter's family also taught him about the history behind VE day. He learned that his grandfather survived the war, but nearly died on VE Day itself. He discovered that on the night of the VE celebrations, his grandad was cycling home when a bolt of lightning struck a metal manhole cover that he was cycling past. He was knocked off his bicycle and shot through the air! Luckily, he only received a few cuts and bruises.

Peter's other grandad was in the Royal Air Force serving on Avro York aircraft. (This is a photograph of him to the right.)

Back in 1945, VE Day was a time of celebration. However, if you had a relative die in the War, this would have been a very challenging and distressing time. Both of my granddads fought in the 2nd World War and were fortunate enough to survive. My paternal grandfather was in the Royal Navy and served during D-Day, working on the landing craft. My maternal grandfather was in the British Army, then subsequently the SAS and fought the Nazis in Northern Africa. My Great Uncle, however, was sadly killed in action in France and is buried in Dunkirk, in the Commonwealth War Graves Cemetery.



Numerous WHSB alumni sadly died during World War II and the names of those that passed away are commemorated on a plaque and memorial in the School's Screens area, next to the Main Hall at School. Many were teenagers and not much older than the boys in our Sixth Form today when they were killed. The next time you walk past, do spare a thought for those from our community that gave up their lives to save us from tyranny.

Even though VE day marked the beginning of the end of the Second World War, many members of the Armed Forces were still fighting, and sadly died, in the Far East. On Saturday 15 August 2020 we commemorate the 75th Anniversary of Victory over Japan (VJ) Day. This is when hostilities finally ended and the War was effectively over. The War was officially

concluded, however, on the 2nd September 1945, when the formal surrender document

was signed (see below top) on the US Battleship Missouri. Below shows crowds celebrating in Piccadilly Circus, London on VJ Day 1945.

We should commemorate this event and encourage others not to forget this significant date in the United Kingdom's rich history. We must also think of those across the globe in other nations that died as well. Many countries which were our enemies 75 years ago, are now our trusted friends and allies. We should be grateful that we in Britain now live in a time of peace and relative prosperity.

Mr Barber,  
PSHEE and House Coordinator







## VE DAY - 8 MAY 2020

8 May 1945 is a date etched in the memory of all who witnessed it and this year marked the 75th Anniversary of the end of conflict in Europe.

After nearly six years of war, Germany surrendered at 02:41 on 7 May 1945 when a delegate ordered by Adolf Hitler's appointed successor, Grand Admiral Karl Dönitz, went to General Eisenhower's headquarters in Reims at 02:41 hours on 7 May and signed the military surrender documents ordering all German Forces to "cease active operations at 23:01 hours on 8 May 1945".

The announcement that the war was over was broadcast on the radio to the British people on the evening of 7 May, with a news flash indicating that the following day would be a national holiday. Conscious that war was still being waged in the Far East and Pacific, the day was called Victory in Europe Day, or as it has become known, VE Day.

Having been a member of the WHSB's Combined Cadet Force since Year 9, I have developed a keen interest and respect for the British Armed Forces and particularly the British Army - something I plan to continue after leaving WHSB.

Part of that interest stems from researching my grandfather's uncle, Warrant Officer Class 2 Company Sergeant Major William Adams, who was a career soldier with the Essex Regiment based, pre-war, at the Warley Barracks, Brentwood (later to become the Ford Headquarters, until recently).

He fought through the North African and Italian campaigns until he was wounded during the Battle for Monte Cassino. He was killed in action on 13 July 1944 during the Battle for Arezzo and he is buried in the Commonwealth War Graves Cemetery at Arezzo.

It was 'Uncle Bill' who my family remembered during the 75th VE Day celebrations.

During my journey to and from WHSB for the past seven years, I have walked through my local churchyard (St Mary's, Benfleet) where, each day, I pass the grave of Private Victor Samuel Ellen of the Essex Regiment, together with six others from various branches of the British Armed Forces who died during 2nd World War.

Having a connection to my grand uncle's regiment, and also the Royal Anglian Regiment with which the WHSB CCF is affiliated (and into which the Essex Regiment was amalgamated in 1964), it was Private Ellen to whom I paid my respects on VE Day, having first observed the 2-minute silence at home.

Company Sergeant Major (CSM) Daniel Barton

## VICTORY OVER JAPAN

15 August 2020 marked the 75th anniversary of Victory over Japan (VJ) Day, commemorating both the surrender of Japan and the end of the Second World War.

In Southend, a service took place to remember all those who served and sacrificed so much in the Far East, ultimately bringing an end to the Second World War.

Westcliff High School for Boys was represented at Southend's VJ Day service by RSM Michael Niman and 2 Star Able Cadet Matthew Hawkins from the Combined Cadet Force, as well as Harry Talbot-Dear from the Sea Scouts.

The pupils are pictured at the Southend Cenotaph with Mayor of Southend, Cllr J Lamb and Madam Mayoress, Mrs P Lamb

Victor Jorgensen's photo published in The New York Times. 1945





THE LANGUAGE OF DESIGN

THE LANGUAGE OF DESIGN

Abstract painters express themselves through their art, leaving the viewer to interpret the work for their own perception. In many ways, the art is more about the viewer’s experience than about the actual art itself; the artist’s intentions might not be what is really important.

Design communication is, perhaps, the opposite of this. The responsibility of the designer, is to develop the relationship between the viewer and visuals. They will consider what will capture a viewer’s attention first, the common associations that audiences have, and the psychology behind how design elements affect someone’s mood. They create designs that communicate a message faster and more effectively than words can, but make sure that the messaging is also clear and compelling.

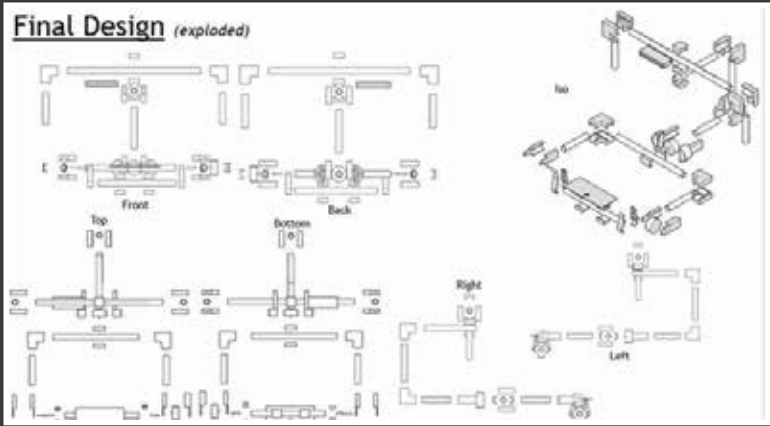
In a world that is constantly evolving, and more recently rapidly changing, the way in which designers communicate their intentions is also shifting. Traditional hand drawing techniques that are taught as the principle method for communicating design is quickly giving way to methods in Computer Aided Design (CAD).

As a Department, we have long since promoted those traditional methods, and subsequently, we actively teach and encourage our pupils to communicate their ideas in this way. Before they learn how to draw by operating a computer programme, it is vital that they understand the origins and appreciate ‘the rules’ of a drawing, as opposed to just learning what each button does.

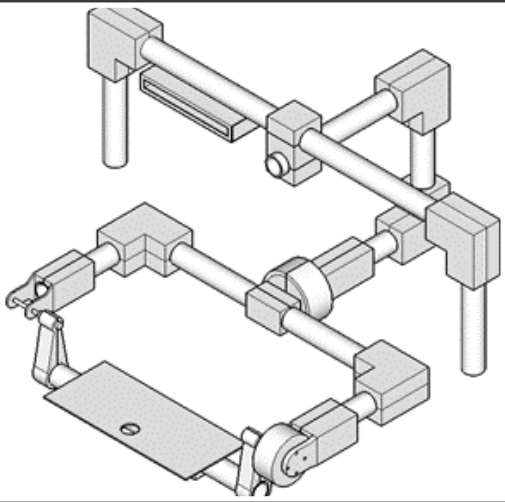
However, there is a growing trend of learners whose first experience of technical drawing is on a computer. There is a wide range of programmes and software that is readily available online, and in many cases, free to access and use. They are written in a manner which is increasingly intuitive for pupils to learn the basic skills themselves and come with entire libraries of tutorials for support. There is an argument that some learners would even find it easier to express their ideas using CAD.

The importance in secondary education is that our learners have the opportunity to practise and experiment with both methods. During the lockdown period, I have seen some fantastic work from pupils using both traditional and modern drawings. This week, I would like to share some of the work from some of our Lower Sixth Design Technologists and the CAD modelling from their recent project work.

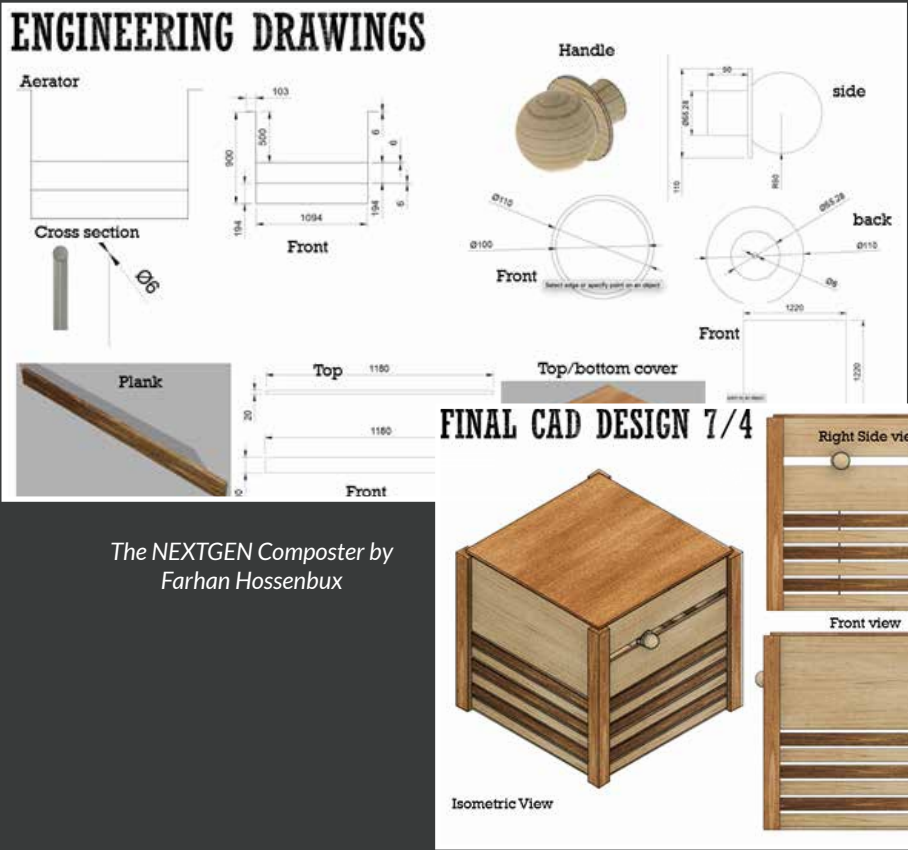
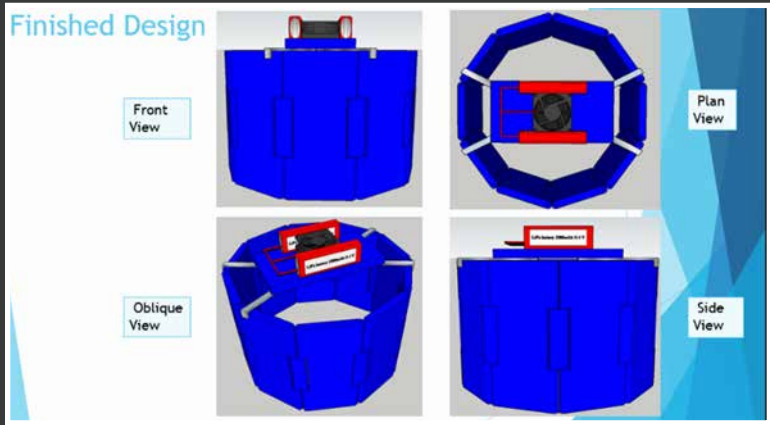
Mr C Wright,  
Head of Technology



DSLR Gimbal by Archie Traynor

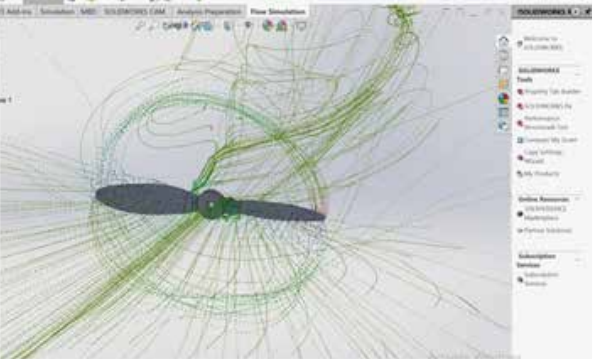
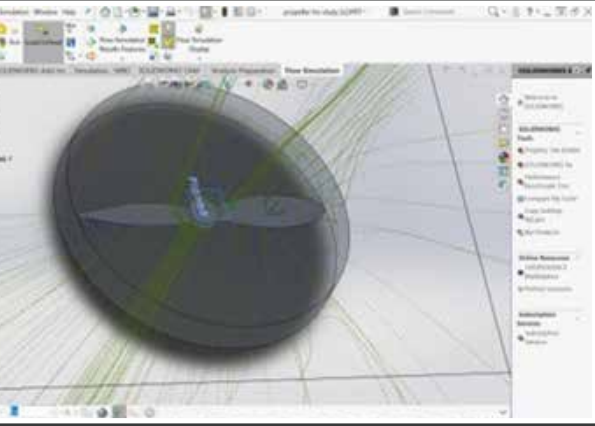
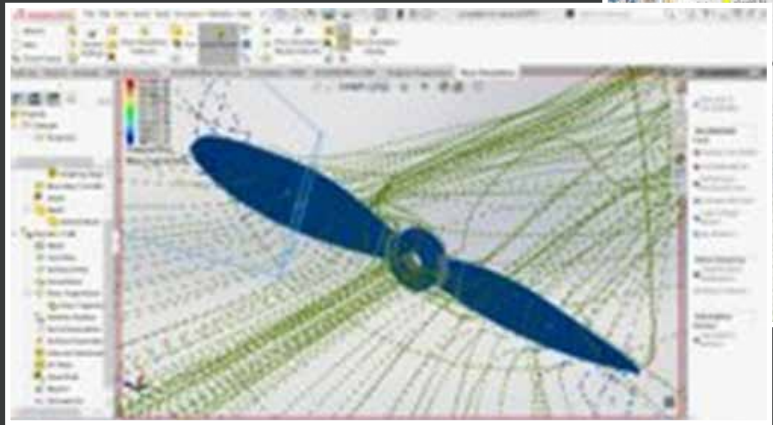
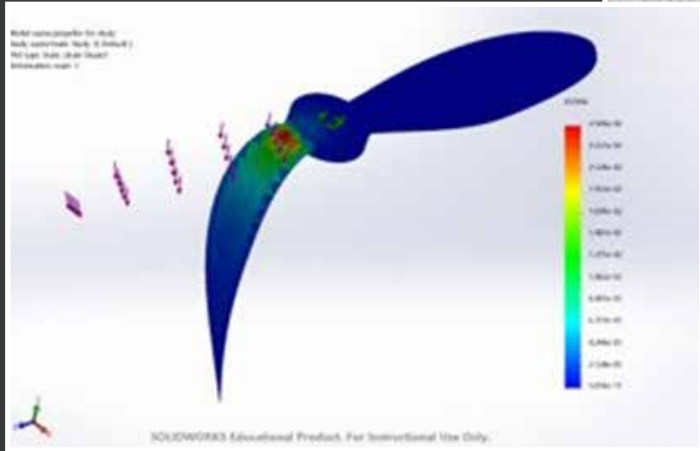


The food warmer by  
Dillon Ekiyoyo



The NEXTGEN Composter by  
Farhan Hossenbux

Stress & Strain Simulations, and air flow of a propeller by  
Sam Priestley





DESIGN & TECHNOLOGY: INDEPENDENT PROJECTS

During the Lockdown we continued to be inundated with independent home Design & Technology projects from across the School and the standard of work was quite remarkable. It quickly grew to be the highlight of my week, reading up on the submissions from our pupils and their exploits.

The pupils in the Lower School remained ever busy in the kitchen, preparing dishes from around the world. A number of Year 7 pupils shared photographs of some delicious looking cakes. Meanwhile, Peter Hazell experimented with different types of breads, Tobey Francis made a healthy Chicken Caesar Salad, Aakaash Dinekar prepared a curry, and Devon Coetzee submitted a full set of instructions with his spaghetti meatballs.

Mr C Wright,  
Head of Technology

(Below) Jensen Larthe, Year 8

(Below) Aakaash Arul Dhinakar, Year 8



(Above) Tobey Francis, Year 10



(Below) Theodore Back, Year 8



Oliver Rider, Year 8



(Above) Jarad Bull-Mannan, Year 8



Fizlee Douglas, Year 8



(Below) Isaac Walton, Year 8



Peter Hazell, Year 8



(Above) Buddy Graham, Year 8



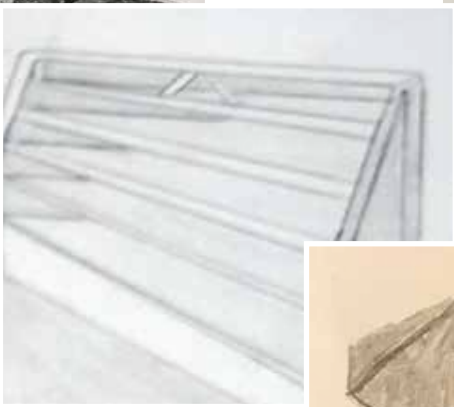
Devon Coetzee, Year 8

We also saw some fantastic technical drawings arriving through the Department. The Lower School Years had been working on improving their graphic communication and presentation skills, whilst Year 10 pupils had been tasked with two point perspective buildings. We were particularly impressed with the following efforts.

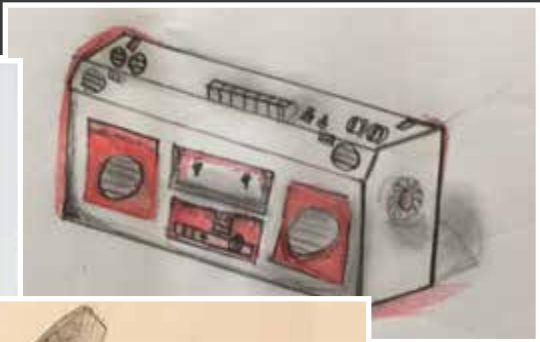
(Below) Oscar Poole-O'Hara, Year 8



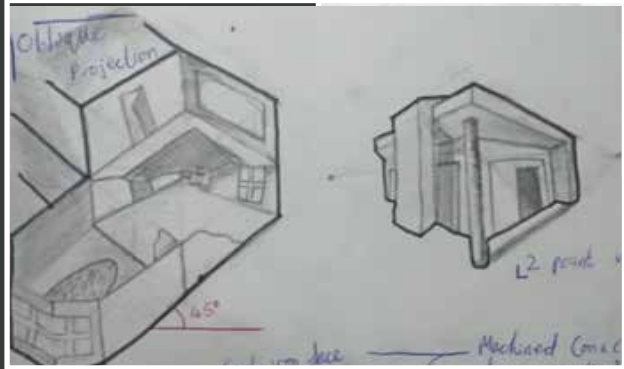
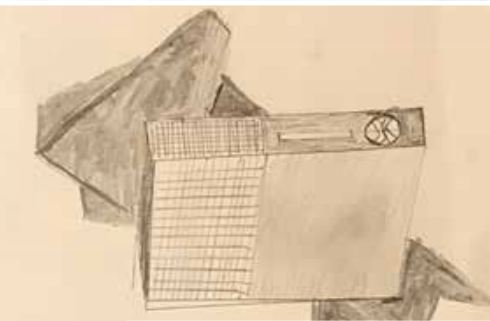
(Right) Ewan Thomas Year 8



(Below) Frank Highmore, Year 8



(Left) Sebastian Rapley Mende, Year 8



Bhavy Metakar, Year 11

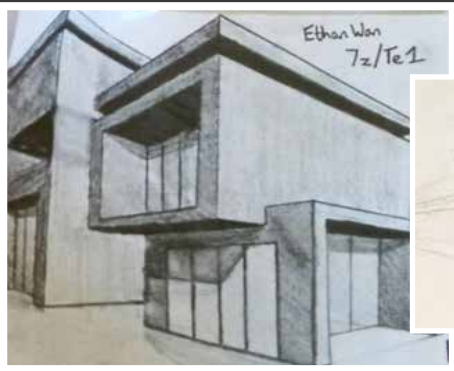


(Right) Issac Leung, Year 11



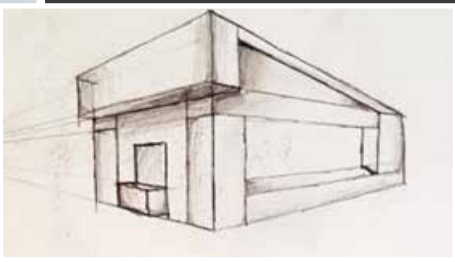
# THE LANGUAGE OF DESIGN

(Below) Samuel Heathcote, Year 8



(Above) Ethan Wan, Year 8

(Below) Joseph Holmes, Year 11



Finally, we would like to give a special mention to our students (then in Lower Sixth) who, despite the lack of workshop equipment and resources, continued with their 'making projects' with some impressive results. Here are two examples of their outcomes:



(Left) a storage solution for the visually impaired by Adam Lunniss



Below, a lightbox to be used as a visual learning aid by Casey Children-Smith

## LOWER SIXTH PRODUCT DESIGNERS PROMOTE UPCYCLING DURING LOCKDOWN

As one of their tasks during the lockdown, our (then Lower Sixth) Product Designers considered Upcycling and we are delighted to share two impressive articles here.

### WHY YOU SHOULD CONSIDER UPCYCLING



What is upcycling? Upcycling is the reusing of materials of an original product so as to create a product of further and greater use. In today's society where a lot of waste is created, it makes sense to try and reuse things as much as possible, as you are helping to save the planet while also making something new.

Think about all of the things that you have at home that you have already used and are going to throw away. For example, by upcycling used bottles you could take advantage of the improving weather and make some plant pots.

If you looked at the amount of packaging you throw away every day you could almost certainly make something from it. Many products come in cardboard packaging and



lots of interesting items can be made from cardboard. Maybe using the idea above you can finally organise your schoolbooks!

Adam Cavalla, Upper Sixth

### BORED? TRY UPCYCLING

Are you bored during this lockdown? Why not upcycle using basic products in your home? Upcycling is the creative use



you can see a broken ball that has been 'upcycled' and converted into a plant pot.

The best thing about upcycling is that it can be done by using anything you have lying around at home. Just make sure you do not upcycle important products or materials that your parents might need!

Other examples of upcycling include personalised designs made using scrabble letters, storage boxes from ice cream containers and wooden pallets used to design furniture. And if you think upcycling is only for children, then think again! A company called 'WITHiNTENT' has taken

of used or unwanted products and materials, turning them into new products with a higher quality and environmental worth than the original product. Below,

this basic principle and has used unwanted tents left behind after music festivals, turning them into showerproof festival clothing and accessories. This is now a huge and successful company, making revenue simply by upcycling old tents. So, what are you waiting for? Try it out now!

Prem Ravichandran, Upper Sixth



## THE HOUSE SYSTEM IN THE CENTENARY YEAR

The start to the academic year was busy and productive for the House System. Mr Lilley joined the team as the new Head of Kestrel House in September 2019 and we introduced a wide range of Centenary-themed events at School.

### House events from September to December 2019 included:

House Spelling, House Impressions, House Poetry, House Flags, House Vocab Express, House MFL Posters, House Creative Writing, House Christmas Carol Quiz, House Marvel, House Dodgeball, House Tug of War, House Chemistry, House Football, House Dungeons and Dragons, House Origami and House Christmas Cards.

### Centenary themed events from January 2020 until March 2020 included:

House Cartography, House Harry Potter, House First Aid, House French, House Creative Writing Two, House Mathematics, House Handwriting, House Football Quiz, House Poetry Two, House Geography, House French 'Have your Say', House German, House Spanish, House US Sport, House General Knowledge, House Digital Art, House Rubik's Cubes, House Cross Country, House Sports Teams Logos and House Drawing.



House Rubik's Cube (Spring 2020)



House Cartography (Spring 2020)



House handwriting (Spring 2020)



House Creative writing (Autumn 2019)



House Christmas Cards (Autumn 2019)



House Treasure Island Maps



# THE HOUSE SYSTEM

## OPERATING THE HOUSE SYSTEM REMOTELY

Since the lockdown, the House System has had to operate remotely. Before March, most pupils and staff had little or no experience of Microsoft Teams, however we very quickly learned to adapt to this new way of operating. Staff and pupils have regularly created new events and pupils are undeterred in their participation. We have been amazed at how quickly pupils and teachers have risen to the challenges presented, with a wide range of novel activities becoming rapidly established.

### How Pupils have engaged

During the lockdown, participation and engagement with the House System has been particularly high. As students have become more familiar with the new digital way of engaging, participation has continued to increase.

### How we communicate

Communication since 23 March has taken the form of online chat, e-mail, discussion on Microsoft Teams and through the School's weekly newsletter, The Westcliff Week. House Points can be

awarded electronically using the online ePraise system, which records the points awarded to pupils on their permanent School record. In a new development, Year 10 pupils were added to this system so that Staff are also able to award Senior Commendations electronically; previously, these had been awarded using cards.

### Challenges during Lockdown

House activities are essentially social events, and therefore the lockdown during recent months has presented some particular challenges for the House Team. House activities are about talking, engaging, camaraderie, making new friends, competition and support, all of which can be more difficult when operating remotely. However, we are all doing the best we can during these unprecedented circumstances, and the results of working together to overcome these challenges are positive indeed.

This is a difficult time for pupils. Isolation from friends and peers can be difficult for a teenager. The House System aims to make this time more enjoyable and less stressful. Connection with peers and some healthy competition can do wonders for pupils' mental health.

### House Activities and Competitions during Lockdown

Since 23 March, when the School was forced to close to most pupils, as a result of the lockdown arrangements, we have put in place a busy programme of House activities which have included the following:

- House Camping
- House VE Day Challenge
- House Cooking
- House Fortnight
- House Countdown
- House Zoo Virtual Fieldtrip
- House Ditloids
- House Computer Games
- PSHEE House Gardening
- PSHEE House Butterfly Survey
- PSHEE House Housework
- Natural History Museum, House Breadth Studies, Virtual Fieldtrip Report
- House Find the Connections Competitions
- House PSHEE Photographic Competition
- WHSB Knowledge of the School, House Quiz
- House Motorsport
- House Typing Challenge
- House Impossible

The wide variety of contributions from pupils for House Gardening was impressive indeed and this competition continues.



Alexius Brown (Year 11, Kestrel) planting a plant called London Pride.



Henry Fitzpatrick (Year 9, Harrier) created a gnome corner which included: a raspberry bush, Ribena tree and a cactus plant.



(Above) Peter Hazell (Year 8, Harrier) created a model railway in his garden

## House Camping

Pupils made the most of the glorious weather we experienced and pitched tents in their gardens. Daniel Weight (Year 9, Osprey) camped with his sister. He even extended this challenge to his Scout Group, 2nd Southchurch, which links with the 'collaborative and supportive' and 'open to opportunity' aspects of our Learner Profile and helps connect WHSB to the wider local community.

Oliver Hibben (Year 7, Merlin) also set up an impressive-looking tent in the garden, using makeshift pegs.

(Below) Daniel camping with his sister; Daniel cooking breakfast



## HOUSE BUTTERFLY COMPETITION

Here are two examples of the numerous entries we have received from students:

Quinn Williams, Year 9 (Harrier House), sent this photograph that he took of a Peacock butterfly in his garden; the photograph of a Holly Blue butterfly was taken by Alex Kellaway, Year 8 (Harrier House)



## HOUSE COOKING

Many pupils have used the additional time at home to try out new recipes and learn some skills in the kitchen. Congratulations to Quinn Williams (Year 9 Harrier) who made a delicious looking chicken, bacon, mushroom, onion and leek pie (see below). We would also like to commend Rafael Gamma (Year 9 Harrier) for his salmon and couscous recipe, and Stanley Farey (Year 8 Kestrel) for making onion bhajis and curry. We also offer congratulations to Leslie Anaglavi (Kestrel) for his recipe for Jollof rice, and to Ebraam Abdel-Malek, (Year 9 Kestrel) for an article about Kushari. It was most interesting to find out about the social, geographical and historical significance of these dishes, as well as the nutritional information.

(Below) Quinn making his pie



(Below) Stanley's scrumptious looking onion bhajis



## CONGRATULATIONS TO OUR PUPILS ON THEIR IMPRESSIVE ACHIEVEMENTS

### House Housework

Many pupils engaged with this event. We were particularly impressed with the entry from Aahil Shuheb (Year 8, Osprey) who completed a wide variety of chores which included laying prayer mats, doing the laundry and cooking. It is particularly noteworthy that Aahil assisted his father with fundraising and provided 500 families in Bangladesh with two weeks' supply of food to help with the Covid-19 pandemic.

Hayden Waite, (Year 10, Osprey) sent a very comprehensive diary of the chores that he carried out for this challenge, many of which he completes regularly to contribute to the household as a responsible individual. He even dug up some leeks grown in his father's allotment for dinner!



(Above left & centre) Aahil looking after his little sister  
(Above right) Laying prayer mats



(Above) Hayden helping with household chores



## THE HOUSE SYSTEM

### THE CENTENARY SCOREBOARD

To commemorate the School's Centenary Year, a House Captains Board and a Scoreboard have both been created by Mr Marlow, who is a member of WHSB's Facilities Team. These superb boards are sited prominently at the entrance of the Assembly Hall and display the current Captains and the weekly totals. These are designed to further promote the House System and encourage competition and student engagement. The School continues to update the Scoreboard each week and we included a photograph in each Issue of The Westcliff Week so that our School community could follow the progress of the Houses. We would like to take this opportunity to express our sincere thanks to Mr Marlow for his skill in

making these impressive boards, and we hope they shall remain in place for at least the next 100 years!

Many of the events have been suggested and partially organised by pupils. If you do have an idea for a new House Event, a Club or a Society, then please do not hesitate in contacting me with your thoughts.

Your diligence, fortitude and courage in the face of adversity is to be truly commended. It has been wonderful to see everyone pulling together to make the best of a bad situation, giving others the opportunity to succeed.

Please do all continue to engage, participate and remain safe and alert.

### THE HOUSE STRUCTURE

The House team consists of myself working closely with Mrs Mumford and the four Heads of House: Mr Lilley (Head of Kestrel), Mr Yeo (Head of Harrier), Mr Sexton (Head of Merlin) and Mr Rayment (Head of Osprey). Together, we work with the student leaders. Each of the four Houses has a student House-Captain, two Vice-Captains and 12 House Representatives. Each Year group within each House has at least two House Representatives – generally, one focusses on academic House activities, and the other on Sport. We would like to acknowledge the hard work of all the staff and pupils who have made the House System last year so successful.

Mr R Barber,  
House System Coordinator



Harrier House wins The Phoenix Cup in 2020: Headmaster and Mr R Barber (House Coordinator) present the Cup to new Harrier House Captain, Oliver Hale, and Vice-Captains, Alexander Giffin and Luke Swain



Final Scores: The new House Captain for Harrier, Oliver Hale, is presented with The Phoenix Cup, 13 July 2020

## UNIVERSITY OF OXFORD FRENCH FLASH FICTION COMPETITION



Ever since, I started Westcliff I have always found an interest when studying languages and this passion has resulted in me entering numerous

languages competitions such as Vocab Express and Have Your Say. However, most recently, I entered the University of Oxford French Flash Fiction competition, based upon writing a 100-word story on any appropriate theme of your choice in French. Although the options for this could have been endless, I wanted to create something that was unique and original, something that people would have never seen before. I decided to centre my story around a teddy who survived World War Two.

"La bombe. Le flash. Soudain, j'étais de retour dans la salle de classe surchauffée. J'ai ouvert les yeux lorsque la maison où j'ai été faite a été engloutie par les flammes. Je peux encore sentir sa prise chaude contre mon nouveau corps velu. Mais je suis toujours là, le rembourrage bleu squashy réconfortant mon corps rempli de cendres. La fumée emplit mes yeux et mon nez suffoquant. J'habite à Londres cette ville, de puissants incendies se sont propagés dans les maisons. Je suis Winston le Teddy qui a survécu à la Seconde Guerre mondiale".

This is the story that I wrote for the French Flash Fiction competition. Alongside my story there were over 500 entries from students all across the country who, like me, have an interest in learning languages. A month after entering this competition, I received an email from the Faculty of Medieval and Modern Languages at the University of Oxford which stated that I received a "highly commended" award by the judges and that my story is due to appear on their website as well as receiving a certificate. I am really pleased with this achievement and I hope that in the many years to come, I can continue to enter more language events and competitions and hopefully achieve a similar outcome.

Yuvraj Kambo,  
Year 10

## WHY NOT LANGUAGES? MODERN AND MEDIEVAL LANGUAGES FACULTY, CAMBRIDGE UNIVERSITY

On the 15th of January, ten Year 9 pupils including myself had the wonderful privilege of going to Cambridge University for the Why Languages @ GCSE event, accompanied by Mr Sampson and Miss Thaetz. This was an incredible experience that I will never forget where I was able to gain an insight into languages and what it is like at a prestigious university such as Cambridge.

Upon arriving in Cambridge, we walked to the University Law Faculty, where the event was being held. The Faculty is huge and from the outside you can see how grand it is; the inside is just as impressive. To start the event, we went into one of the lecture theatres where we first had a talk on the importance of languages. This talk included fun activities such as deciphering a Japanese haiku and discussions on how languages are deeply important in the global atmosphere of the society we live in today, as well as how languages are instrumental in cultivating various careers. There were also some fun language activities involving languages we do not currently study at school, such as Arabic, Russian and Mandarin. Afterwards we had a Q&A session with Cambridge Student Ambassadors for Languages. This was excellent where any questions could be answered by Cambridge students themselves. I really enjoyed this session, as my companions and I could witness the passion the ambassadors have for the various languages they study and it was incredibly inspirational to be able to speak with such hard-working individuals who attend such a leading and renowned university as Cambridge. To hear their personal stories of their experiences as Linguists and as Cambridge students was massively insightful.

To finish the day, we had a tour of Selwyn College, one of Cambridge's many beautiful colleges, by a very friendly Cambridge student. We were lucky enough to see the chapel, the library and other picturesque parts of the college. We were even graced by a rainbow during the tour. Sadly, the day had to end. The trip, in short, was cool, fun, exciting and overall a fantastic experience and I am certain that the other Year 9s found it substantially insightful and took it as a day of inspiration as to how we can develop ourselves in the various languages we study, to equip ourselves as well rounded individuals in a diverse

## MFL NEWS

society. This event truly gave me a taste of what higher education can be like and the plethora of opportunities it has to offer. Charlemagne, former king of the Franks, said that 'to have another language is to possess another soul'. Languages open doors of opportunity and expose people to different cultures and parts of the world that they would not be familiar with otherwise, and to know or learn another language is to immerse yourself in the difference of the world. This fabulous event at Cambridge University definitely allowed us to recognise and appreciate that.

Nathaniel Iews,  
Year 10



## THE HOUSE OF BERNARDA ALBA BY FEDERICO GARCÍA LORCA



On Wednesday 26 February 2020, a group of Spanish A Level students went on a trip to the Cervantes Theatre in Southwark, London, to watch a Spanish language production of "La Casa De Bernarda Alba" by Federico Garcia Lorca, the play we are studying as our work of literature. With just three tiers of seats that circled the small stage, the mood from the onset was very intense, and the audience felt as if they were part of the play. The plot is more character driven rather than story driven, and primarily focuses on Bernarda's attempts to control her daughters, although the play expertly shows how behind the closed doors of the Alba household, everything is not as it seems. There was drama, suspense, and humour all throughout the production, with all the plots converging to form one momentous ending. The themes of individuality, women in society and repression were all demonstrated, with all the actresses performing phenomenally

Jeffrey Acquah,  
Upper Sixth







VOCAB EXPRESS GLOBAL CHALLENGE – 12 TO 18 MARCH 2020

Following our success in the League of Champions in October 2019, Westcliff High School for Boys took first place in the Genius Cup in March, with a combined score of 1,122,285 points, 471,130 points more than the second placed school. The scores of the top 25 pupils in school enabled us to win the cup, and their scores are listed below. Congratulations to all the competitors. There were some incredible scores, particularly from Oliver McCarthy, George Odina and Abdul Wasey Bhatti, all of whom achieved scores higher than our top-placed pupils in the October competition.

Position in school	Student	Score
1	Oliver McCarthy	179,535
2	George Odina	130,100
3	Abdul Wasey Bhatti	120,330
4	Ethan Okai	85,070
5	Rudra Patel	72,560
6	Yash Patel	63,560
7	Jeffrey Jamile	60,425
8	Dihein Nambukara-Thanthrige	52,125
9	Mahfuzur Rahman	50,655
10	Santhosh Surenthiran	46,130
11	Ayman Sharif	45,520
12	Bhavy Metakar	43,750
13	Patrick Elesinnla	36,250
14	Daksh Yadav	32,895
15	Thivisan Sarvanesan	30,370
16	Jahnuzan Vakeesan	24,345
17	Joshua Britto	13,920
18	Harish Naguleswaran	11,960
19	Tharul Nanayakkara	10,675
20	Nihal Ghir	3,030
21	Joseph Cove	2,185
22	Paul Fagbenro	1,850
23	Max Kowalski	1,820
24	Dhruv Goel	1,745
25	Rudra Khaled	1,480

Ms J McKeown,  
Head of MFL

VILLIERS PARK

Villiers Park Educational Trust offers residential courses to highly-able Sixth Form students with Oxbridge in their sights. In January 2020, we were delighted to be able to secure two places for two of our Sixth Form French students to attend an Inspiring Excellence French and Spanish course. They write below:

For a week in January, two Year 12 French students – Jonathon Huggett and Tegan Rees – travelled to Villiers Park Education Centre in Cambridge to take part in an Inspiring Excellence French and Spanish course. Along with around 15 other students from around Britain and led by two Cambridge-schooled tutors, we went on the premise of studying French, but the course turned out to be something so much more than merely advancing our skills in a language. Over the week, we delved into etymology, linguistics, art, film and literature on a mission to discover the culture which underpins, even defines, language. In fact, we were surprised to finish the course having spent barely five minutes speaking French across its duration. Instead, we were left questioning what Pedro Almodóvar’s intentions were when he induced police officers investigating Shiite terrorists into a coma with spiked gazpacho in his classic Spanish film *Mujeres al borde de un ataque de nervios*.

Highlights of the week included viewing the Spanish and French films, visiting Cambridge University Library to look at original 17th century texts, and a study of Goya’s artwork; but one of the most beneficial aspects of the course was the introduction it gave us to the university environment. We had our own en-suite bedrooms, a games room, and a canteen in addition to the teaching rooms, all within the Villiers Park complex, and were treated to numerous lectures from acclaimed guest speakers. It was also interesting to get to know people from all around Britain: Belfast, Suffolk and Preston to name but a few.

All in all, the trip was a brilliant experience which we would strongly recommend to anyone interested in French or Spanish beyond the ability to describe a holiday or day at School, with a real passion to explore the ever-increasing importance of culture and language to the world today.

Jonathon Huggett & Tegan Rees,  
Upper Sixth

“The reading of all good books is like a conversation with the finest minds of past centuries.” Descartes

BOOK REVIEWS

In our English Centenary discussions, the question was posited: what, to you, is the most important book of the last century?

THE WINTER JOURNAL

by Paul Auster



I am usually quite weary of people who use the oily, drawling cliché that a particular book “really spoke to me”. No, it did not really speak.

Books do not speak. This is not Hogwarts. But, after reading Paul Auster’s *Winter Journal* (2012), I allow one exception. With the opening “You think it will never happen to you”, Auster shapeshifts into an earworm. The ensuing second person narration uncannily assimilates into your own stream of consciousness à la Virginia Woolf or James Joyce, as Auster narrates the internal musings of his life. In the manner of a musical fugue, he composes multiple stories, each from the many seasons of his life, which weave together into a great harmony of his earliest memory, his life abroad, those peaks and troughs which come with age. But *Winter Journal* is as much physical as it is philosophical, focusing on the feelings of the body, a “catalogue of sensory data” or a “phenomenology of breathing”, of pains and pleasures, “sneezing and laughing, yawning and crying, burping and coughing, scratching your ears, rubbing your eyes” and on and on, the mundane workings of the body, until the end. The culmination of a life of thinking and feeling, Auster’s masterpiece is truly the most intimate a reader can get to a writer – at times uncomfortably so.

Daniel Pereira,  
Upper Sixth Leaver

GEORGE

by Alex Gino



The book *George* is, to me, important to the last 100 years. The story is about George, who is around eight years old, realising their identity as a girl and wanting to be called Melissa. The novel tells the story of Melissa realising her true

identity at such a young age and trying to get her Mum to realise that she is a girl. Her Mum, however, struggles with this at first. Melissa additionally shares her truth with Kelly, her best friend, and Scott, her older brother, who are both supportive and understanding of her. Although the novel is quite simplistic in style, it stands out to me because of its unconventional nature, being that Melissa is so young, and because of the important message it expresses about today’s society as well as because of the fact that it helped me, at a reasonably young age, to broaden my understanding about a topic that is not talked about enough with young people. The novel is an example of the progress that has been made by the LGBTQ+ community in the last 100 years, both because of the plot as well as the openly non-binary author. The book also demonstrates how there is still progress to be made through the fact that the novel was received with some dispute by parents and teachers, and because of the character of Melissa’s mum, who represents the lack of widespread understanding of people who are transgender.

Jemima Holliday,  
Upper Sixth

LOLITA

by Vladimir Nabokov



*Lolita* is one of the most important works published in the last century. Not only is the novel itself an antithesis of eloquent prose and sickening subject matter, but its evolution from a banned publication

to a timeless classic marks a revolution in the role of literature as a looking glass into the state of our society. Written as a memoir from the perspective of anti-hero paedophile, Humbert Humbert, *Lolita* forced critics to look beyond the gritty subject matter that the narrative depicted, and into the realm of artistic freedom. In reality, the novel speaks volumes about the state of society; it provides food for thought about why we tend to avoid discussion on taboo topics such as paedophilia, instead feeding them to the dogs of the sensationalist media. Nabokov’s ability to write a horrific, yet somewhat charming, character goes to show that one can write about subjects that they do not necessarily associate with. It is a revolution in the role of art in spreading a moral message, and shows the power of literature in having the ability to shock, manipulate

and disgust its readers. It is a daring, albeit subjective, novel that remains as one of the most important works of all time, let alone the past century.

Elizabeth Irwin,  
Upper Sixth Leaver

LOLITA

by Vladimir Nabokov

*Lolita* (1955) is a classic. Nabokov’s masterpiece. Following the story of a paedophile entrenched in depravity, Nabokov takes the reader on a journey with Humbert Humbert, exploring every disturbing, fascinating second of his life. The most interesting aspect of the novel is the crafting of language and structure in such a way that we as readers find ourselves identifying with Humbert’s intentions. We follow the narrator (Humbert) as he writes his story, a final testament of sorts – aware of his readers and often referring to them as ‘ladies and gentlemen of the jury’. Nabokov presents Humbert as a morally reprehensible individual, but also allows us to question those intentions, as though we are making our judgement of the criminal. This is particularly well presented through Nabokov’s use of intertextuality, mentioning Dante, for example, as a defence for Humbert’s actions – “if he was allowed to do it, why can’t I?”

The plot of the story is very well held together by a transition of perspective and scene, allowing the reader to connect with Humbert, almost developing a relationship with the sinister narrator – and then seriously questioning themselves when they realise the trap they have fallen into. *Lolita* serves as a warning and a hard truth that needs to be heard. Nabokov makes us question our own moral compass and the true meaning behind ‘right and wrong’ – Humbert is most certainly wrong, yet he still possesses some semblance of morality within him; does this excuse his actions?

Personally, the novel was one of the best I have ever read as it introduced me to a style of writing I had never experienced before; one that had the power to make me question my very own sense of being. It will not be for everyone, but I thoroughly recommend the read, regardless of any preconceived notions you may have of the novel.

Mathew Pearman,  
Lower Sixth



SPRING

by Ali Smith

The details of everyday life for detainees, taken from news reports and anonymous testimony gathered by Smith, form the shocking, angry heart of Spring, but into this sordidly realistic realm steps a magical child called Florence whose power and command of language ensures her safety.

The novel is an explicit refashioning of Pericles, Shakespeare’s co-written play of migration and family separation, complete with its own Marina character. Born at sea, alone in the world, Pericles’s lost daughter possesses enough virtue and rhetorical persuasiveness to keep her safe in a brothel – Florence is no different as she persuades everyone she meets to keep her safe. The characters who meet her struggle with an unfashionable concept that seems embarrassingly irrelevant in these compromised times: “Another old word from history and songs that nobody uses in real life any more. She is good.” It is little wonder, in comparison, that we internalise the question of whether we are.

Spring is much more proselytising and polemical, than the playful, riddling Smith of old. There are exchanges voicing exasperation and fury at the state of the world that do not quite lift into fiction: “What’s happened to all the good people of this country? Racism, Richard said. Legitimised. Legitimised 24/7 on all the news and in all the papers, on so many screens, grace of the god of endless new beginnings, the god we call the internet.” One section in the voice of a refugee excoriates fiction’s much-vaunted empathy-building properties: my face, they tell the reader, is the face “you picture in your head in the novels that aren’t about you”, that “let you feel that you’ve felt, you’ve been really importantly moved... It’s nothing. My pleasure. My face is all about you.”

But despite these episodes and the weight of its content, the prose is so deceptively relaxed. Jokes detonate throughout, from the bleak to the whimsical, to the down-right heart wrenching. Smith describes the moment that Florence, a refugee, is reunited with her mother who has escaped a detainment unit.

Have you ever seen a heart leap? The narrator asks.

What makes it one of the books of the century for me, is its urgency and its unadulterated tug on the human heart as

we are confronted with the effects of the ugly truths of our society.

In my World Book Day Assembly, I focused on the fact that feeling is at the core of our human existence and that Literature, as eminent author E.L. Doctorow states, tells us what history felt like. We are constantly making our own history and how the feelings of this time and this place are recorded will be through the art of this epoch. In this sense Ali Smith writes on the cusp of the moment. Following on from 2016’s Autumn and 2017’s Winter, the third novel in Ali Smith’s projected quartet is named after the season of new life, but is a bleaker, darker book than its predecessors. Written and published at speed, all three have tacked close to current events; the divisions crystallised by the EU referendum that opened Autumn have only hardened over the past three years, while beyond our small island conflict and climate change force ever more people from their homes. The novel is stunning in its effortlessness and gradually reveals its kernel, like a seed unfurling in darkness, to be one of hope. “True hope,” one character says, is “actually the absence of hope.”

Smith outlines current issues that our society would rather forget and this story is no exception.

Miss S McGowan,  
Head of English

TO KILL A MOCKINGBIRD

by Harper Lee

In my judgement, Harper Lee’s tale of family, companionship and bravery, set against the backdrop of racism in the American South, is the most important book of the last one hundred years. We are gifted the most wonderful paternal figure in Atticus Finch – a brilliant mind and caring personality of such quiet force that he has become a template of such incredible moral qualities, that he transcends the book as a result. Lee’s adventurous, curious and inclusive child characters, led by Jem, Scout and Dill reflect what we want our children to be and how to act. Aside from the obvious theme of battling injustice in the story, it is Lee’s presentation of family values and acceptance which appeals to me.

Lee, after writing drafts and versions over a year, eventually gained publication and in her words, was surprised by its reception:

“I never expected any sort of success with

‘Mockingbird... I was hoping for a quick and merciful death at the hands of the reviewers but, at the same time, I sort of hoped someone would like it enough to give me encouragement. Public encouragement. I hoped for a little, as I said, but I got rather a whole lot, and in some ways this was just about as frightening as the quick, merciful death I’d expected.”

The quiet and fiercely intelligent Lee became a Pulitzer prize-winning author but also, a recluse and did not release anything further until Go set a Watchman in 2015. The success overwhelmed her. Despite her fame and popularity, the message of the book threatened to get lost in a maelstrom of tense, political change.

Lee’s powerful take on racism and injustice in the south is given more weight by viewing the action using the innocence of youth from the six year old Scout’s perspective. Narrating as a reflective adult, we see the world of the 1930s American landscape through a child’s eyes and recollections, intertwined with nuanced, adult perspective. This narrative view challenges us as readers to review the story in the same way: through a haze of childhood memories and informed adult opinions. One of its greatest triumphs is that as adult readers, we yearn for our youth, grateful that safe people like Atticus will solve all the world’s ills for us. Despite such an antagonistic context, Lee helps us feel safe somehow – in the face of horror, prejudice and violence, we submit to Lee. We trust her to help us out.

We marvel at Lee’s command of language in the courtroom scene, her creation of mystery through Boo Radley and her wonderfully reckless encouragement of the pursuit of danger through Jem, Scout and Dill. We learn about the value of community, of making bold decisions, and facing up to realities. Generations of readers learnt empathy through Atticus. As a result, we wanted an Atticus of our own, to teach us and guide us. Lee gives us all one of our own.

The book has its place in history assured. It influenced public policy and educational curriculums. It won prizes.

But most importantly, it showcased how families have to face the hard truths of life and how right and wrong can be modelled through the most patient, quiet architects of our lives.

Mr T Keenan,  
Key Stage 3 English Co-ordinator

TO KILL A MOCKINGBIRD

by Harper Lee



Of the literature that I have personally read, none have more intimately and bravely engaged with a social issue as Harper Lee’s To Kill a Mockingbird and the subsequent Go Set a Watchman, which largely pleased fans of the storyline but said a lot about intergenerational relations. To Kill a Mockingbird is set in 1930s Maycombe, USA, and so an atmosphere of standardised racism is maintained throughout the novel by use of racist profanities aimed at black people and those considered sympathisers. The way in which Lee engages with this social issue is her narrator of Jean Louis “Scout” Finch. Scout is six years old and has been raised by her father, Atticus Finch, and her maid, Calpurnia (or “Cal”). Atticus raises Scout to see past people’s skin colour and so her social dynamic with Calpurnia, her black maid, is somewhat equal. Scout is therefore fascinated by a lawsuit being handled by her father, in which a black man has been falsely accused of raping a white woman and how the defendant, Tom Robinson, is repeatedly doubted despite the obvious signs of innocence.

In this way, Lee explores the theme of common racism from the point of view of a child who has not been taught to share society’s racist views. Lee explores themes such as the senselessness of racism and discrimination through Scout’s naivety and inability to understand the situation, despite the reader being able to clearly judge the reasoning behind the racist profanities for example. Lee explores the idea that racism is taught and forced upon people through Scout’s unwavering innocence and childish misconception of the racist society she lives in.

Most importantly, however, I believe Lee explores the idea of parenthood and how there were some gleaming rays of social progress in the dark and racist society of rural 1930s America. Through the character of Atticus Finch, who refuses to treat Tom Robinson negatively in any way because of his race, and how he teaches his child to be better than characters like the novel’s antagonist, Bob Ewell, who is repeatedly racially prejudicial in nature. This idea in particular is developed in Lee’s sequel Go Set a Watchman (2015), which reveals that Atticus does indeed hold racist views but recognised they are wrong and so teaches Scout to be better.

In conclusion, it is Lee’s method of exploration of what is “right” in terms

of racism and equality through Scout’s inability to comprehend the subject that makes To Kill a Mockingbird so significant to literature in the last century. Furthermore, the concept of the character of Atticus Finch, especially considering the novel was published in 1960, who wanted his child to be better than society destined her to be and ultimately himself makes the novel such a significant contribution to literature of the last century. This can be particularly related to the idea of new historicism, raised by Miss McGowan in her World Book Day Assembly; an idea which seeks to evaluate literature to gain an insight into attitudes and feelings of a population at a particular point in history. This would make To Kill a Mockingbird and Go Set a Watchman especially valuable because of how enriching they both are in the racist culture of the 1930s and how attitudes may have been changing in the 1960s. Additionally the novel may give an insight into how generations view each other, especially when combined with Go Set a Watchman.

Jamie Stump,  
Upper Sixth

500 WORDS: CONGRATULATIONS TO FREDDIE DAWSON

Just before the lockdown commenced, Freddie Dawson, Year 9, entered the BBC 500 Words short story competition. Creative writing has provided a wonderful outlet for WHSB pupils this year, especially during these later weeks, as they have dealt with the demands of isolation

Freddie’s dystopian tale entitled The Destroyers was shortlisted from 135,000 entries to reach the second stage of the competition, where the competition was reduced to just 5000 entries, competing for the final 50 places. Although Freddie’s story did not quite make the final fifty, his achievement in reaching the last 5000 is significant, particularly given that he was competing against young people up to the age of 16 in a prestigious and popular national competition. The entire School community is very proud indeed of Freddie and his superb achievement; he has taken the success of WHSB in national writing competitions this year to a new level.

Freddie’s success can be measured on a national scale and this demonstrates that pupils at WHSB are now reaching wider audiences with their writing. Congratulations to Freddie on his tremendous achievement.

Mr T Keenan,  
Key Stage 3 English Co-ordinator

A POEM

On this green and pleasant land,  
Beautified with the gift of difference upon  
difference hand in hand,  
We are blessed daily with the dazzling  
glow of Britain’s overflow



like lilies in summer  
centuries ago.  
A fierce yet gentle  
overflow of the  
sweetness seated  
in the sugar of our  
souls,  
That this land’s

history could never dream to have written  
in multi-colour in its outdated, ancient  
scrolls.

Let your presence summon the sun to  
shine,  
Tell and command history to fall in line,  
As you intertwine your uniqueness within  
it that no one has seen for a lifetime.

Unleash the fire roaring in the furnace  
of your eyes and burn the aged fingers of  
bigotry,  
Racism,  
Sexism,  
Homophobia:  
The sons and daughters of prejudice.  
Let the ground you find your feet upon  
tremble  
In the multitude of your grace,  
This land best make considerable,  
exclusive space.

I vow to thee, this country, with  
intolerance clouding the skies,  
Clear and whole my voice, the power of  
which I vow to forever revolutionize.

Nathaniel Iews,  
Year 10

ROTARY YOUNG WRITERS’ COMPETITION

In the run up to Christmas, pupils in Years 7 and 8 were set a writing challenge based on their reading lessons, which they undertake in the Library each fortnight. Using their class reader, the boys had to write a short story on the theme of Connections. As a result, the English Department were inundated with excellent stories which the Department decided to enter for the Rotary Young Writers’ Competition. In total, we entered over 100 stories to the Rotary.



SCHOOL NEWS AND ARTICLES

We are delighted to announce that Vincent Varney was placed 1st overall and Jarad Bull-Mannan, was placed 3rd. Both boys are in Year 8 (then Year 7), which is a tremendous achievement, especially given that the competition was open to all Essex schools and judged by professional writers. Vincent and Jarad were invited to receive their awards on Monday 10 February 2020 at Create 98, accompanied by their parents. Vincent won a Creative Writing Course mentored by a professional writer and Jarad received gift vouchers. Both boys will have their work published around Leigh-on-Sea and are now moving into the next round of the competition. Such was the strength of Jarad's work, the judges have decided to consider his work for further progression – this is normally reserved for the first two places only. Furthermore, 25 pupils from Years 7 and 8 were commended with certificates for their efforts.

We are immensely proud of all the boys who received prizes and it is a testament to the hard work of their teachers who supported them. Mr Tobias played a crucial role in the process, helping the boys with submissions and making sure they knew what to do and what to read.

Writing is a brilliant outlet and, as a

Department, we are delighted that the hard work of pupils is now being recognised in competitions. This follows on from the success achieved already in the Essex Young Poets' Awards and the Young Writers' Saga Writing Competition and the School has now had close to 150 pupils' work published this academic year. WHSB clearly has a hotbed of writing talent across the School and they are getting their voices heard beyond the classroom, which is a reason to celebrate their success and hopefully inspire other pupils to participate in as many writing opportunities as possible.

Mr T Keenan,  
Lower School English Co-ordinator

BRITISH BIOLOGY OLYMPIAD

The Biology Department is proud to report success at the recent British Biology Olympiad (BBO) which took place in February 2020, before the lockdown.

The BBO challenges and stimulates students with an interest in Biology to expand and extend their talents. It enables students to demonstrate their knowledge and to be suitably rewarded with publicly-

recognised certificates and medals.

In addition to encouraging and rewarding students in their studies, the BBO is the first stage in selecting a team to represent the UK at the International Biology Olympiad (IBO). The IBO seeks to challenge by both theory and practical tests some of the top pre-university Biology students in the world, with over 60 countries taking part.

This year, Oliver Fuller-Field and Kieran Williams excelled themselves by achieving Gold Awards. Sri Haran Loganathan, Clarence Zwengunde, Oliver Clarke, Megan Fallows, Seyon Ramesh, Samuel Ayanbadejo and Greg D'Silva achieved Silver and Oliver Hale, Kavya Vijaykumar and Aman Dhanju took Bronze.

These students have been rewarded for their intellectual curiosity and wider reading by achieving these Awards as they have answered a wide range of questions beyond the A Level specification.

The BBO will be back next year and we hope the new cohort of A Level students will continue succeeding at the highest levels of Biology.

Mr K James,  
Lower School Science Co-ordinator

CAN PARALLEL LINES EVER MEET?



We have all been taught the very same definition of parallel lines: they never meet, and so never diverge or converge, or otherwise interact with each other. The same can be said of planes that are parallel. But here is the catch: this is only true within a specific set of parameters, of the kind of Geometry that we are using.

Geometry is a part of Mathematics concerned with relative positions of points in space, whether that space is of zero, one, two, three, four or higher dimensions. These points can form shapes, lines and curves, and can be depicted in different forms, such as with matrices, or algebraically.

So really, as long as the Geometry is mathematically consistent, and can be used as a framework to logically deduce theorems, it can be anything. We are most used to the typical 'Euclidean' Geometry, of which Euclid was the first to form a comprehensive logical system like previously described on a flat surface, but other notable forms include spherical Geometry and hyperbolic Geometry, which are useful for pilots navigating the planet, and for high-level physics respectively.

The essential differences between Euclidean and the various types of non-Euclidean Geometry is similar to the question we are trying to answer. Let us take a look.

Euclidean Geometry is the one that people will be most familiar with, and the one that pupils deal with throughout Years 7-11. It has been used for countless practical and theoretical applications by the ancient world all the way up to today, from Physics to Architecture.

The axioms (premises or presuppositions taken to be true) that bind Euclidean geometry together are quite basic, including the definition of a line, a circle, and right angles. Most importantly, the fifth and final postulate states that if two lines intersect a third such that the sum of the two interior angles is less than the sum of two right angles (i.e. 180 degrees) then the two lines are not parallel and inevitably must intersect at some point. Likewise, if the two angles both add to 180 degrees, then the two lines are parallel and will never diverge, converge or meet. Thus, according to these axioms, the answer seems to be no.

However, let us consider another geometry; Hyperbolic Geometry. This is a geometry in which the parallel postulate of Euclidean geometry no longer applies. You can think of a hyperbolic plane as a horse's saddle, such that one axes or direction slopes downwards, and the perpendicular direction slopes upwards. If you have a point P, and a separate line R, Hyperbolic Geometry states that there are at least two distinct lines that pass through P that do not intersect R, so curve and become asymptotic to line R.

This is very different to Euclidean Geometry, as "straight" lines in the traditional sense do not exist. Parallel lines, instead of

converging or remaining equal distance apart, diverge. It has a wide variety of modern uses, most notably in special relativity. In this kind of Geometry it seems parallel lines never meet either.

Elliptical (or spherical) Geometry is another geometrical system in which the parallel postulate no longer applies, as any two lines must intersect, no matter what. This can best be modelled by plane geometry on the surface of a sphere. Again, traditional "straight" lines do not exist, as lines are defined as such that the shortest distance between two points lies along them. That way, lines are defined as great circles – the largest circle that can be drawn on a sphere, such as the longitude lines on the earth. Great circles divide a sphere in to two equal hemispheres.

For example, points on the circle a would have a shortest distance modelled by the line joining them on a. Many would think c is parallel to a, and it does appear that way, but for any two points

on c, the circle c is not the shortest distance between them, and there is in fact a shorter distance which can be extended to form another great circle.

In this way, if I have four points, a, b, c, d, where a and c are the same height on the globe, and b and d are the same height on the globe (perhaps directly below a and c) and the same distance apart horizontally as a and c, then a great circle through a and b would intersect with a great circle through c and d. Hence, the two lines would be parallel, as the points are the same distance from each other, but they would still meet. We have found a Geometry in which two parallel lines do meet (in fact they meet twice)!

Luke Swain,  
Upper Sixth

HARES ABOUT TOWN

In the Spring Term, the Lower School pupils were busily creating designs for Havens Hospice's 'Hares about Town' public art exhibition. As part of their centenary art homework project, they studied art from the past 100 years as well as the development of the town of Southend-on-Sea over the past century. They were then tasked with designing their own leveret inspired by their studies. This could also be linked to the School itself. The Art Department had a really wide range of interesting and eye-catching designs which Mr Sinnott and Miss Price narrowed down to a top 10. This top 10 were then exhibited for the School's staff to select the winning design.

Jarad Bull-Mannan's (Year 8) WHSB Learner Profile inspired design was selected as the winning design. This will be expertly painted onto the sculpture by the students voted as having the top 5 designs. Congratulations to Jarad, Shabaa Alam (Year 10), Henry Lynch (Year 9), Freddie Macro (Year 10) and Joshua Yeomans (Year 10) who will form this painting team.

Sadly with the onset of Covid-19 and the Lockdown, the exhibition itself has been postponed, with the date yet to be confirmed. Therefore, painting of the WHSB leveret will resume in the new academic year. It is anticipated that an exhibition date will be announced in September for the spring or summer of 2021. The finished sculpture will then be exhibited around Southend-on-Sea as part of the 'Hares about Town', public art exhibition for all to see.

This is not only an exciting opportunity to take part in a community-wide project, but also a great way for WHSB to contribute to all important fundraising for Haven's Hospice's new, larger building. This new building will enable more patients to benefit from their amazing work either on a live-in basis or through accessing the range of activities they provide to those who visit during the day.

Haven's Hospice provides outstanding care for people in the Southend-on-Sea area who are terminally ill. In addition to providing vital care to those diagnosed with terminal illness, they also provide bereavement support for their families. This building, which opened in the spring, provides 16 bedrooms which has helped to free up beds in Southend and Basildon hospitals for Covid-19 patients throughout the pandemic.

Haven's Hospice is also kindly extending their bereavement support to the wider community to support anyone in the area who has lost a loved one, directly or indirectly linked to Covid-19. If you

or anyone you know, feel they may benefit from this service, please contact (01702) 220321.

Miss L Price,  
Former Teacher of Art





# SCHOOL NEWS AND ARTICLES

## THE SECRETS OF OUR ATHLETICS SUCCESS

Sporting practice is an area where WHSB pupils have made great progress in recent years. We are beginning to see the benefits of this approach with some excellent extra-curricular success. WHSB is now gaining national recognition of its sporting achievements. In the most recent publication of the PE & School Sport Magazine (the national PE magazine for Education), WHSB was the focus of a feature article entitled 'The Secrets to Our Athletic Success'. This was an excellent and well-deserved recognition of the talent and positive attitude towards sport that our pupils demonstrate.

Unfortunately, due to the lockdown, we have not had the opportunity to build on that athletics success this season, however we are confident that when the athletics season returns next year the pupils will be ready to apply themselves to their training to maximise their performances, securing similar success.



Mr T Morrish,  
Director of Sport



## CHARITY YEAR UPDATE



*The past few months have been a cacophony of political and social upheaval due in most part to the turbulent effects, felt by people all across the nation, of the coronavirus pandemic that ended our school year abruptly, forcing us to embrace the "new reality" of lockdown and social distancing. In these uncertain times, fundraising endeavours for our Charity Year*

*often fell by the wayside or were severely impeded by the problems of remote working. I would like to take this opportunity to publish a report of the Charity itinerary from the Spring Term to remind the School community of the wonderful charitable goals it had achieved before being forced to postpone activities so that this School spirit can manifest once again, in the Autumn term. Towards the end of the Spring Term, we provided the following report.*

We are now five months into the 2019-20 Charity Year and it is safe to say that the School has risen to the challenge of charity superbly, whether it be from the excellent support that the Committee has received from a seemingly endless volunteer body, or from the steadfast commitment demonstrated by the School community as it tirelessly supports our charitable endeavours. In the words of the Headmaster, this charity season has undoubtedly evoked "collaborative and supportive" traits in all, exemplified by the Year 7 Charity Bake Sale which

showed the breadth of pupil support and the dedication to the overall mission statement for this academic year "£20K for 2020". The Charity Committee would also like to thank the Parents' Association for their unwavering support; their time, effort and resources are vital for us in achieving our grand ambitions.

We began this Term with high expectations with the Charity Basketball event. During a tense, atmospheric match, there was pulse-racing, end-to-end action that saw a packed audience on the edge of their seats. In the final few minutes, Year 13 students raised the tempo with a series of breath-taking dunks to emerge victorious against a spirited Year 12 team. We thank the School community for its excellent attendance at this event, providing an electric atmosphere for the athletes and raising an impressive amount of money for our two charities. Additionally, we offer thanks to Mr Morrish for kindly allowing us to make use of the Sports Hall.

On Thursday 6 February we had our next set of events, starting at breaktime with Waxing, a painful, yet fun event for all involved. The event was impressively well attended, much to the participants' dismay as their howls of pain drew a large audience. The volunteers were once again indispensable in the help they provided to set up this event, and for this, the Committee is extremely grateful. At lunchtime, we had the main event - the Teacher-Student Dodgeball, a returning favourite that was, once again, thoroughly well-attended, with the Sports Hall overflowing with eager viewers. An enthusiastic Student Team found itself under heavy fire from a high-powered teacher team

featuring the likes of Mr Yeo, Mr Tresidder and even Mr Morrish! It looked certain that the Student Team would be defeated by the dominant teachers, but an inspirational turn of events saw swathes of Sixth Form students, and even most of the Charity Committee, join them in producing a memorable display that will, no doubt, go down in WHSB sporting history, through coming back to defeat the teacher side.

These two events raised significant funds for our two chosen charities: The Ewan Lane Music Foundation and Gold Geese, as we continue our mission to raise £20,000. The Charity Committee also partnered with the English Department for World Book Day, hosting a Harry Potter-themed version of University Challenge to provide more avenues through which the School community can engage with charity this year to help us reach our ambitious, yet attainable, target. We strongly encourage everyone to get involved with our programme as we

fundamentally believe that charity is an aspect of School to which we can all contribute and play our part. In that spirit, we hope to see as many of you as possible at our events, promoting and championing the WHSB charitable spirit.

*Alas, the 2019-20 Charity Year was impeded by the Covid-19 pandemic. However, in these uncertain times, we, as a community, should look to the future to ensure that the pandemic does not deprive these wonderful philanthropic endeavours of the support they need to provide their vital services to our local area. Thus, it is with great pleasure that the Charity Committee has committed to supporting these charities into the new year. We look forward to working with you all once again in the Autumn Term; hopefully we can all come together once again and contribute to our wider society in the same fruitful manner, just as we did before!*

Conor Gibbons,  
Upper Sixth, Vice Chairman, Charity Committee

## CONGRATULATIONS TO OLD WESTCLIFFIAN MAX AYLING

We were delighted to hear that Max Ayling, who attended WHSB from 2009 to 2016, has recently had an article published in the prestigious Cambridge Core Journal of Plasma Physics. We congratulate Max on his superb achievement; he was an excellent student during his time at WHSB and he has gone on from strength to strength with his scientific studies.

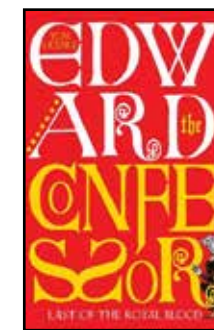
*The article abstract can be found using the link below.*

<https://www.cambridge.org/core/journals/journal-of-plasma-physics/article/new-kinetic-cyclotron-instability-for-electron-beam-in-timechanging-magnetic-fields/3FDBD2DE44B1278C8503CC4B386482D8#.XtnzOgGzqX8>.

We wish Max well with his further academic studies.

Headmaster

## EDWARD THE CONFESSOR, BY TOM LICENCE



and Consumer Culture at the University of East Anglia.

He has now written his second book: Edward the Confessor. This was published

on 11 August 2020 in the prestigious Yale English Monarch series. Edward the Confessor will be on our bookshelves to help sort out some of the controversies found in the story of the Norman Conquest that all pupils study at some point in their school careers.

Mr A Berger,  
former Head of History

## OLD WESTCLIFFIAN ASSOCIATION

Unfortunately, our next Annual Reunion Dinner has been cancelled due to the restrictions in place arising from the pandemic. Whilst we appreciate this is disappointing, we hope to hold the dinner in September 2021 and, in the meantime, are considering other possible events to provide an opportunity for Old Westcliffians to get together in a social and safe environment.

I was very pleased to attend the very enjoyable Centenary Ball at the Cliffs Pavilion on 1 February 2020, together with many other OWs. Much hard work went into this occasion and the Headmaster and his team are to be congratulated. We commend the School on maintaining the continuity of Education and some of the Centenary activities during the lockdown period. We understand that a number of the events are planned to take place once we return to more normal times and look forward to offering our support.

Membership of OWA is available free to those in full time education, up to age 30 is £10 and for those over 30 membership is £20. These are lifetime rates. Membership is open to past students and current and past members of staff.

Our summer AGM was postponed and a new date will be set in due course. This will be an opportunity for the Headmaster to deliver his report on the School. Wine

and nibbles will be on offer and we look forward to welcoming you.

I wish to record the invaluable help I receive from the Community Development Office, in particular Mr Partridge, Mrs Clarke and Mrs Weller. Lastly, I wish to thank our Chairman, the Headmaster, for his continual support and to our committee for their help and advice.

Mr T Birdseye  
terry.birdseye@gmail.com

## '100 CLUB' FOR 100 YEARS OF THE SCHOOL

A big 'thank you' to all those have joined or who continue to contribute to our Parents' Association 100 Club monthly prize draw. For just £5 per month, members can win a cash sum, currently in the region of £100. The more members we have, the more money the monthly cash prize will be, so please consider joining if you have not done so already. Having lost many contributing Year 13 families in the past year, following their son's/daughter's departure from the School, we currently have less than 100 members. Our aim for the School's Centenary Year is to recruit new joiners to our 100 Club - the more the merrier! Members can be parents, relatives, alumni, Friends of the School, and indeed anyone who has an interest in WHSB. Some parents remain members of the PA's 100 Club even after their son/daughter has left as a way of maintaining connection with the School. It is also possible for families to take out more than one share at £5 each. Joining forms for the 100 Club can be downloaded from the Parents' Association section on the School website, or you can contact the PA by e-mail (pa@whsb.essex.sch.uk) for further details. Once again, thank you for your support.



# SCHOOL NEWS AND ARTICLES

## ONLINE SHOPPING WITH AMAZON SMILE AND EASYFUNDRAISING

A reminder to our School Community that using Amazon Smile (<https://smile.amazon.co.uk/>) and Easyfundraising (<https://www.easyfundraising.org.uk/>) when shopping online, are the easiest ways to help the Parents' Association raise money for the School. Please take a few minutes to register Westcliff High School for Boys' Parents' Association as the charity you wish to support and each purchase you make (where relevant) will generate a donation. Your online shopping will not cost you a penny more. Thank you to all those of you who support us in this way, over £500 has been raised during the last six months from these means of raising funds for the School.

*Mrs J Clarke, Chair of the Parents' Association*

## PARENT GOVERNOR ELECTIONS AUTUMN 2020

Elections to the School's Governing Board are to be held in the Autumn Term for 2 parents of current pupils. Governors are elected for a 4 year period.

The Governing Board currently comprises 13 members including the Headmaster. They are from a wide variety of backgrounds. The Board has responsibility for setting the strategic direction of the school amongst other matters.

Parent Governors play a hugely important role. The role is not to

represent parents but to bring to the Board your personal experience, knowledge and skill.

Parents wishing to stand for election are invited to obtain a nomination paper and written particulars on how to proceed from Mrs C Robinson ([robinsonc@whsb.essex.sch.uk](mailto:robinsonc@whsb.essex.sch.uk)), the Headmaster's Personal Assistant. Each nomination submitted must be accompanied by the signatures of two other parents from different families who currently have children attending this School. In addition, those seeking nomination are asked to provide a statement of around 40 words in support of their candidacy.

The School would be grateful if nomination papers were returned no later than 9.00am on Thursday 1 October and, should an election be necessary, ballot papers will be distributed to parents on Wednesday 7 October for return no later than Wednesday 14 October.

*Mr J Gershinson, Chair of Governors*

## ALUMNI OUTREACH: WELCOME TO UPPER SIXTH LEAVERS 2020!

We would like to remind all Upper Sixth Leavers of the opportunity to sign up to the WHSB Alumni Network and the Old Westcliffian Association.

As a WHSB student, whether for two years or seven, you will have made many friends and will be part of a strong network that can stay with you for the rest of your life. When you leave WHSB, keeping in touch with your friends, the

School and staff can help you as you progress through the different phases of your career. There will, inevitably, be Old Westcliffians at your university who can help you find your way around. When you apply for jobs, you may find Old Westcliffians who can offer you support. Conversely, as you progress through your career you will have knowledge, experience and skills that you may like to share with pupils still at the School.

We have arranged (subject to Government guidelines at the time) a reunion in December 2020 for this Summer's Upper Sixth Leavers. This will be an informal get-together in the Sixth Form Forum and will provide an opportunity to collect A Level examination certificates and meet up with members of staff and contemporaries. Complimentary refreshments will be available.

Lifetime membership of the WHSB Alumni Network is, and always will be, free and ensures that you are kept up to date with day-to-day news about WHSB and its pupils, and opportunities to become involved and attend our networking events. Lifetime membership of the OWA normally costs £20.00, however by signing up now, or during your time at university or early in your career, you will benefit from free membership for life.

<https://www.whsb.essex.sch.uk/alumni>

We look forward to welcoming you to the School's Alumni Community and keeping in touch!

*Community Development Office*

## Centenary Ties

Our special Centenary Ties are available for order by Old Westcliffians and pupils at the School. These special ties and can be worn by pupils in all Year Groups during 2020 and 2021 in place of their usual House Tie, for all or some of the time, should they wish to do so.

There are two options – one in Silk, and the other in Polyester – and both are offered in the same design, as pictured.

The Silk Tie is available at a cost of £20, and the Polyester Tie at a cost of £8 (both inclusive of VAT) and these can be purchased through the Uniform Shop either online or directly. Email: [uniform@whsb.essex.sch.uk](mailto:uniform@whsb.essex.sch.uk).

*Miss C Parkinson, School Bursar*



## GARDEN VOICES SPECIAL: WHAT IMPACT HAS THE LOCKDOWN HAD ON NATURE?

*Dr Theobald's Garden Voices has been a regular item in The Westcliff Week, encouraging pupils to look out for birdlife in their garden or local park while exercising during the lockdown.*

*Here, in special edition, Dr Theobald considers the impact of lockdown on nature.*

The idea of nature taking over and becoming predominant after humans have been struck down by some cataclysm is not a novel one. Whether it is the stories of wolves and bears prowling the streets of Paris after the extreme depopulation brought on by the Bubonic Plague in the mid-14th century; or the iconic and sinister images created by Alfred Hitchcock of birds waiting on telegraph wires and rooftops to attack humans below. We have a mortal fear and realization that our stay on this earth as the dominant species is potentially tenuous and transient. Therefore, when we have all been locked down in our homes, only to go out occasionally to pick up essentials, or to check our eyesight at a local heritage site, we have the creeping feeling that nature is slowly taking over. The media has not been short of examples of wildlife starting to encroach on the normal domain of humans.

Cut to the news item of wild goats walking through the empty streets of Llandudno, or coyotes walking over the Golden Gate Bridge in San Francisco, and Wild Boar rooting around the parks in Barcelona. Fish are now being seen in great numbers in the much clearer canals of Venice, and even dolphins are playing around the coastal towns of Trieste and Cagliari.

Nevertheless, as far as birds are concerned, my impression is that their yearly migration from the plains and coasts of Africa to the northern fields and woods of Germany, the UK and Scandinavia has gone on much as it has every other year in spring. It is not the lockdown due to the Coronavirus that affected their journey; rather it is the worryingly rapid drying up of many of the wetlands around the Mediterranean – the natural stop over and watering hole for these migrants. That said, I suppose the number of Spanish and Maltese hunters that take pot shots at the waves of passing migrants in April may have been reduced this year, thankfully.

Of course, the difference this year is that we have not been there to watch this migration. Whether it is the vantage points over the Pyrenees, Dungeness, or Felixstowe, the spectacle of Viz Mig (birders parlance for Visible Migration) has been missed this year. Many of my fellow birders have been secretly and guiltily fretting about the Mega-rarities that they have missed so far in 2020; all the 'lifers' (birds they have never seen in their life) that they have missed since 23 March.

However, we could ask, have the birds missed us? This brings us to the case of Colin the Cuckoo. In the past five years Colin has become a celebrity in the birding and photographic world. Every year since at least 2015, he has migrated back from Africa to Thursley Common in Surrey. Once on site in Surrey he has got into the habit of coming down every day to take mealworms and maggots from his adoring public. The worry this year was that without the supplies of mealworm he may change his pattern of behaviour and habits for good. Locals therefore kept putting down feed for him on their daily lockdown exercise. Reports up to early May were worrying. There were cuckoos around on the common, but no definite sightings of Colin coming down to his normal spot to feed. Had he been shot on his way back this year; had he died naturally; had he moved on due to a lack of reliable food? However, I can happily tell you that since the easing of lockdown conditions, and the inevitable increase in people visiting the field he normally frequents, Colin made it back for another year. We can only hazard a guess at whether or not he is happy at the increased public attention in the past few weeks, or whether lockdown suited him just fine.

*Dr J Theobald, Former Teacher of History*



## SCHOOL UNIFORM ONLINE SHOP

In response to the ongoing pandemic, the School has moved its Uniform Shop online. Parents may order uniform at the following address: <https://www.whsb.essex.sch.uk/uniform>. Parents ordering online will be advised by email when the order is complete and ready for collection.

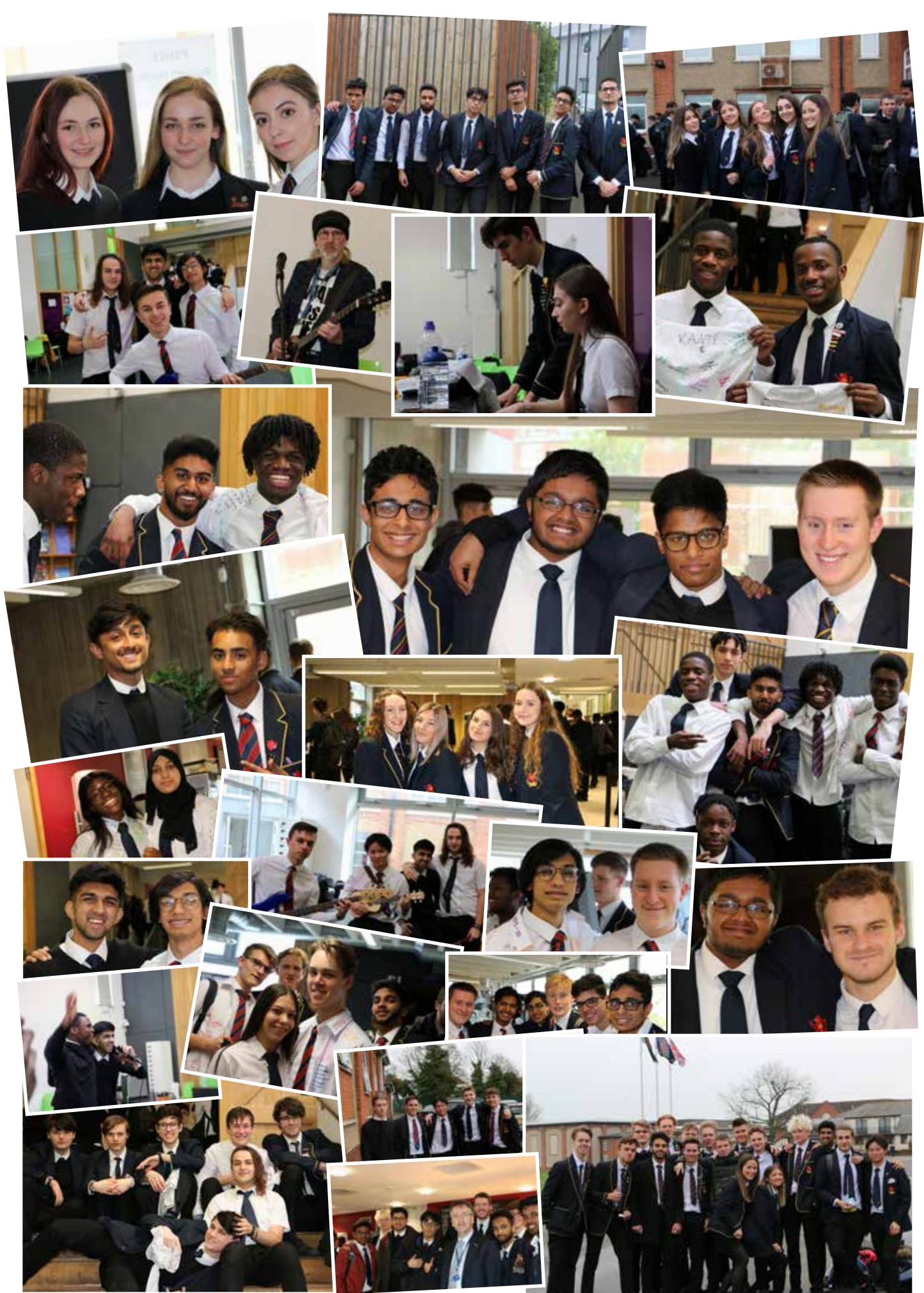
Purchases may also be made from the onsite Uniform Shop. This is located in the East Basement, which is normally open after School on Mondays between 3.45pm and 4.45pm during term time. Please contact us using the email address below should you wish to visit and to check the opening times. During opening times, items of uniform can be tried on for size and purchases may be made directly. Cash, cheque and debit/credit card payments are accepted. For items of uniform required in a size that is not normally stocked by the shop, parents should contact the Uniform Shop for assistance via e-mail.

## Exchanges and Returns

Please email [uniform@whsb.essex.sch.uk](mailto:uniform@whsb.essex.sch.uk) to arrange for exchanges and/or returns. All returned items must be in the original packaging and with tags attached. In the present circumstances, returned items will not be resold for a period of time, in accordance with best hygiene practice.



YEAR 13 LEAVERS' DAY







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



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