

The Westcliff Week

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

ISSUE 17 / WEEK BEGINNING 25 JANUARY 2021

It will come as no surprise to the School community that with the return of lockdown arrangements comes the return of *The Westcliff Week*. The return to lockdown is far from welcome, once again creating physical distance between us. However, *The Westcliff Week* facilitates regular communication between School and home to supplement information provided in my letters to parents, and to complement day-to-day contact with pupils through *Microsoft Teams*. It is also a wonderful way for us all to stay in touch and share ideas and activities. Not only does it contain stimulating articles, it includes competitions, details of online activities and clubs and much more besides.

The Westcliff Week would not be possible without the superb support from the WHSB pupils and staff. It is their enthusiasm, creativity and strong sense of loyalty to their School that makes *The Westcliff Week* such a wonderful production. With its re-launch, I encourage staff and pupils to continue to send in their excellent contributions for inclusion. Contributions should be made using a Word document(s), with any pictures also copied into the same document. Pupils wishing to contribute articles will find further details on page 21.

I have no doubt that Upper Sixth and Year 11 students are anxious to know the arrangements for replacing A Levels and GCSE Public Examinations this summer. As you may be aware, The Department for Education (DfE) and The Office of Qualifications and Examinations Regulation (Ofqual) have launched a consultation on broad proposals for replacing the Public Examinations with Teacher Assessed Grades. As yet, there is no definitive model regarding how the Teacher Assessed Grades are to be produced. The consultation does raise the prospect of Upper Sixth and Year 11 students taking small-scale tests produced by Examination Boards (although these may not be mandatory) and using the results of these tests alongside other evidence such as 'Non-Examined Assessment' (NEA) performance, although it should be noted that not all subjects have an NEA component. It is too early to draw any conclusion regarding the

Teacher Assessed Grades until the consultation is concluded and the DfE and Ofqual publish the final arrangements for the process. However, the School has studied the consultation carefully and has commenced planning for a number of possible contingencies. We understand the consultation finishes at the end of January and that the DfE and Ofqual will publish their proposals during February. I shall, of course, write to parents and speak with students once we have further details.

We know that this latest lockdown is tough on the pupils and their families. However, I remind pupils that staff are available to help you and, thanks to *Microsoft Teams*, we are well placed to maintain the continuity of learning. I am very proud of the energy and adaptability demonstrated by our pupils and staff in meeting these challenges. I have been particularly impressed with the resilience of our Year 11 and Upper Sixth students who have remained focused on their studies and not lost sight of their ambitions. I commend you all, as hard work does pay off.



At this time, we reflect on the challenges faced by the staff working in the NHS and elsewhere on the frontline of this pandemic. Their courage should be a source of inspiration to us all. Many in our community have family members working in the NHS and elsewhere on the frontline. We are proud of their tremendous efforts and, once again, the School flies its NHS flags in honour of those courageous individuals. We acknowledge their incredible service and offer our support by adhering to the Government guidance, in particular, by staying at home.

I hope you enjoy this edition, and I would like to offer my thanks to Miss R Williams, Teacher of History/ Project Leader, and Mrs H Murrell, School Librarian for their superb support in producing *The Westcliff Week*.

Headmaster

WELCOME BACK SIXTH FORM



You will undoubtedly be aware that Dr Machacek has left WHSB to pursue his dream career at Cambridge University. With his departure, the task of overseeing the Sixth Form falls to me. It is my pleasure and privilege to move to the Sixth Form Team. When so many changes and

decisions are taken that are beyond our control, hopefully the Sixth Form students will feel a sense of stability, with me (who helped see them through their formative years at WHSB) once again at the helm of their studies and personal development at this crucial point in their education.

It is a shame that the National Lockdown has prevented a more personal approach for the transition, but I very much look forward to seeing you all in person when we can return to School. In the meantime, please reach out to the SFPO Team, your Form Tutor or teachers via email or Teams, if you are finding the latest lockdown to be a challenge.

Mrs K Mumford, Second Deputy Head

HOUSE EVENTS

JANUARY AND FEBRUARY 2021

Thank you to all the pupils and staff who made the House System such a success last term. We have organised a wide range of activities during the past seven weeks leading up to Christmas. These included:

House Bonfire Night Celebrations, House Remembrance Poetry, House Christmas Cards, House Christmas Quiz, House Treasure Maps, House Cross Country, House Creative Writing Key Stage 3, House German Crossword, House Rocket League, House Mario Cart, House Halloween, House Festivals and Culture Diwali, House Chemistry Mastermind, House Super Smash Bros and House Christmas Bake-Off.

In the first half term of the academic year, we had a blended range of face-to-face activities within zones (bubbles) and virtual events. These included House:

Cricket, Spelling, Countdown, Cartography, Creative Writing, Football, MFL Cryptic Crossword, Rugby, Fantasy Premier League, Rocket League, Speedway and GeoGuesser.

This term, despite the lockdown, we have a range of activities already planned with more to come.

Please see *Microsoft Teams* and e-mails for full details about how to enter the events below.

- House Countdown (see this page 19)
- House 'Keepy-Uppy' - football challenge
- House Mario Cart
- House Rocket League
- House Online Chess
- House Chinese New Year Report
- House Capital Cities
- House Robert Burns Research Project
- House Year 7 Mission to Mars Habitat Challenge
- House Design and Create a Species
- House Spanish/Languages
- House General Knowledge

At present, the House Scores are incredibly close (see photograph below).



Latest House Points Score, Friday 15 January 2021

Every time you enter a House Competition, you will gain participation points which will be added to your House total. Remember, every Point counts!

Mr R Barber, Senior Head of House

THIS WEEK IN HISTORY

MARTIN LUTHER KING WAS BORN

On 15 January 1929, Martin Luther King Jnr was born in Georgia, Atlanta, son of a Baptist Minister. He was named 'Michael', but became known as 'Martin Luther' after his father had travelled to Germany and had been inspired by the teachings of the famous Protestant Reformation leader of the same name.



King Jnr was such a talented scholar that he had skipped grades (school years), entering college aged just fifteen years old and went on to complete his Doctorate in Theology. However, it was not his academic prowess that enabled him to make such a huge impact on the Civil Rights movement, but his unique ability to bring people together and organise non-violent protests to highlight the unjust treatment of African Americans in the USA.

Inspired by Mohandas Gandhi, King Jnr was instrumental in the organisation of the Montgomery Bus Boycott, starting in 1955 which fought against racial segregation on the public transport system in Montgomery, Alabama. Despite being met with violence and police brutality, King persisted and the Civil Rights movement gained momentum and support across the USA.

King Jnr was also a powerful orator and his speeches appealed to Christian and American ideals as well as winning growing support from the Federal Government: in 1963, the famous finale to the March on Washington was 250,000 Americans gathering outside the Lincoln Memorial to listen to King's famous 'I have a dream' speech. Without the work of King, there is little doubt that the Civil Rights Act 1964 would have struggled to have been passed by lawmakers and, for his part in increasing awareness and fighting tirelessly for African-American rights, he

became the youngest person to win the Nobel Peace Prize.

Tragically, Martin Luther King Jnr was assassinated in Memphis, Tennessee on 4 April 1968, aged just 39. His significant contribution to the Civil Rights movement means that his legacy lives on, and he is one of only two Americans whose birthday is celebrated as a national holiday - the other being George Washington. Much can be learnt about his bravery and standing up for justice and equality: an important lesson we can all learn from.

*Mr S Neagus, Teacher of History/ Senior Progress
Leader: Middle School*

MUSIC BOX: A WORK A WEEK

Welcome back to Music Box, the Music Department's weekly delve into the world of classical music. Our trunk of canonical corks is already packed with music by the likes of Shostakovich, Beethoven and Copland from the last lockdown, but I have rummaged around and created quite a bit more room. And, that is good news, because there is an awful lot more classical music out there to listen to!



This week's work is a piece by Mozart that is often overshadowed by flashier pieces like the Jupiter Symphony or the Magic Flute, but is just as important and enjoyable to hear. The Gran Partita (in seven movements) was written as a piece of 'Harmoniemusik' – music for wind ensemble performed in the homes of the wealthy, but despite the potential for simplistic entertainment, Mozart, as always, surpassed expectations, creating something unique. The piece is written for a large ensemble of thirteen instruments, including the French horn, double bass, and 'basset-horn' – a type of low-pitched clarinet. The result is an incredibly rich sound that is very hard to replicate with other instruments, and Mozart has a great time experimenting with the various timbres he has available to him.

Each movement explores a different mood or atmosphere: The *Gran Partita* begins with a stately opening movement, where Mozart conforms to the classical trope of majestic tonic-dominant statements, before undermining it entirely in typically rambunctious fashion with a chromatic disintegration leading to cheeky syncopated accompaniment. Then there is the lively, dance-like final movement where the music's energy threatens to derail the whole enterprise.

The most famous movement is probably the third: the elegiac and soulful 'Adagio'. Salieri, in Peter Shaffer's play *Amadeus*, states that 'On the page it looked nothing...Just a pulse – bassoons and basset-horns – like a rusty squeezebox. Then suddenly – high above it – an oboe, a single note, hanging there unwavering, till a clarinet took over and sweetened it into a phrase of such delight!'

However, in my opinion the standout movement is the fifth: 'Romance'. The main idea of this wistful and beautiful movement unfolds over three bars. The texture grows from just a few instruments to the whole ensemble, the dynamics swell, and the long, potent notes transform to a short, simple melodic turn with all the elegance you would expect from Mozart. The secret to this piece is not just how he manages to transform from the profound to the innocuous, but how he manages to do it repeatedly and still maintain its effect.

If you are finding online learning getting to you and you need to decompress, listen to the 'Romance' from Mozart's *Gran Partita*. It is like one big exhale – a moment of mindfulness over seven minutes.

Listen out for: The Bassoon goes bonkers halfway through the 'Romance'. From the sublime to the ridiculous!



Mr T Derrick, Director of Music

THE LANGUAGE CORNER

Welcome to the 'Language Corner', a new addition to *The Westcliff Week* for the present lockdown. Over the next few weeks, you will hopefully learn some interesting facts about the three languages that we teach at WHSB (German, French and Spanish), and will be able to put these to the test in crosswords and quizzes!



A Few Interesting Facts You Might Not Know About Spanish...

Maybe you think that you know everything there is to know about the Spanish language —after all, I know that a number of our pupils regularly holiday in Spain and some of the families in the WHSB community own properties there. Spanish is a beautiful language with a wide global influence on business and culture and it is on the rise. It is spoken all over the world, so Spanish speakers benefit from being able to communicate with all kinds of people in all types of situations; both in Spanish-speaking countries and beyond. However, despite Spanish being everywhere, you might still be surprised by some cool facts about the Spanish language.

Did you know, for example, that Spanish is the world's second most spoken language, only to be preceded by Chinese? Yes, that is right - Spanish is the mother tongue of an estimated 400-450 million people and is spoken by over a billion people in total. This far outranks any other language, with English coming in at third place with 335 million native speakers around the world.

Furthermore, there are 21 countries [across Europe, Africa, Central, South and North America](#) that have Spanish as their official language, making it an especially important global language. Antarctica and Australia are the only continents without a large Spanish-speaking population. Not only is it the official language of 21 countries, but many more countries have substantial Spanish speaking populations. Another cool fact that you might not know, is that Spanish is the second most spoken language in the United States. For many people in these places, it is the only way to communicate and all official correspondence and documents are in Spanish.

English is spoken in 112 countries making it the most widespread global language. French is second, with 60 countries speaking the language, and Arabic comes third, with 57 countries who communicate in Arabic.

Although Spanish only comes in fourth place in this battle, that still makes it one of the most significant languages in the world. Many international companies and organizations, including [the United Nations](#), have adopted Spanish as one of their official languages. We can therefore say that the demand for learning Spanish is on the rise. Spain has always been a popular travel and foreign study destination, however the study of the Spanish language in schools and universities has also grown in popularity. The use of Spanish online has risen in recent years making it the third most popular language on the Internet, not far behind Mandarin and English.

These fascinating facts about the Spanish language reveal the language's importance and growth in the world today. Hopefully this will be a good incentive to all of you readers (pupils, teachers and parents) to learn Spanish, and to enjoy the many benefits that speaking Spanish can bring!

Ms I Fernández-Martínez, Teacher of Spanish

ECONOMICS AND THE VACCINE

Pharmaceutical companies such as AstraZeneca and Pfizer have instilled hope within society that this pandemic can be overcome. Where national lockdowns have fallen short of their desired effects and caused unrivalled negative externalities within the global economy, all heads turn to a vaccine as the exit from this escape room. At the time of writing, the first doses for the Pfizer/BioNTech vaccine are being prepared for widespread distribution. The UK is first to approve this, setting eyes on the New Year for the bulk of the roll-out. Considering experts deduced a 5 year development period would be necessary for a working shot, the innovation of these Pharma-firms is nothing short of astonishing. However, calls to restrain the vaccine profits have been voiced. Should patent rights be scrapped in favour of global accessibility?

With distribution edging closer, the dilemmas of finer details are arising. Who, when and on what terms people get their jab is at the forefront of the debate, but now accusations of excessive profits and exploitation have been outlined. Countries such as South Africa and India are viewing patent protection as immoral and calling on the World Health Organisation to disband them in order to ensure global access. The argument is undoubtedly easy to comprehend and parallels simple social inequality debates. Furthermore, vaccinating developed nations whilst the virus remains entrenched within non-

vaccinated populations may result in antigenic variation, mutation and, potentially, cycles of further COVID pandemics arising within those populations and risking ineffectiveness of the vaccine if they were to spread. If COVID-19 is to be defeated, it has to be a global victory and not merely a rich man's war.



"COVID-19 Vaccines are like the old joke about buses. You wait for ages, and then three turn up at the same time!"

However, the issue with patent protection being scrapped does not only lie with the shareholders of pharmaceutical firms. This would be a naïve thought. Wealthy investors such as In The Style fashion founder Adam Frisby will likely crystallise a multi-million pound fortune through stock market listings and this undoubtedly rubs salt into the wounds of those who cannot afford the vaccine. However in reality, everybody, including future generations, will be negatively impacted. The reason is simple: lack of incentive.

There is no industry that requires innovation quite like that of pharmaceuticals. Firms like Pfizer are not just fighting monopolies or government regulation within their markets, they are fighting nature. New pathogens emerge, old pathogens mutate and pandemics happen. Heads turn to these firms for a solution. Fundamentally, they are no different to businesses in other markets and exist to make profit as a reward for their production. A COVID-19 vaccine in less than a year is a huge achievement that cost vast sums of money, much of which was privately funded. Removing patent rights is actively removing the profit reward and incentive for such a feat. If this is taken away then can we rely on firms to make the same efforts the next time we have a global Pandemic?



It is interesting that holding incentive at the heart of this debate allows a comparison to the Capitalist versus Communist viewpoints. Although not strictly linked, it aids understanding of the point. The idea of a

governing body (WHO) equally dividing the output (the vaccine) to a given population (the global population) can have links drawn to Communist ideas. Communism is often considered flawed in such areas due to the lack of incentive to perform efficiently and act ethically. This echoes that in future pandemics, with little incentive, firms will not produce a vaccine in under a year. They will likely take the predicted five years. To impose measures such as patent right removal onto private companies that are essentially part of a capitalist system is to undermine an economic system that is proven to work in such an industry.

The good news is that there is a solution, or at least a compromise and that is Aid. Firstly, the UK like many other G20 nations will be able to buy enough vaccines for their whole population.

Moderna's vaccine has an estimated unit cost of around £30, thus the government would need to spend circa £1.5bn. This sounds like a lot of money, but compared to government borrowing which has already reached £214.9bn, it is actually fairly insignificant. G20 nations combined could easily start emergency funding for the vaccine for those who cannot afford it. This is no new feat and was completed for Ebola in West Africa multiple times in the last decade. This is without the help of designated charities, willing investors and aid budgets. This solution allows the best of both worlds - reward for firms who made it and global access to take it.

Toby Linsell, Lower Sixth

STRING ENSEMBLE

Calling all string players! If you play the violin, viola, cello, or double bass then you are warmly invited to join the String Ensemble. Instead of the planned Chamber Concert performance, this term the String Ensemble will put together an online performance. Join the Team with the following code to receive instructions and sheet music. All abilities and ages are welcome: **eu9do03**

Mr T Derrick, Director of Music



CREATIVE WRITING COMPETITION

DEADLINE: 12 FEBRUARY 2021



During the last national lockdown, the mental health and wellbeing of young people was put under significant strain. There were many supportive methods which came to the fore during this period; however, one major method was the power of creative writing.

Creative writing competitions have become a fixture at

the School for our pupils and students, and typically, they have risen to the challenge with gusto and skill, including during lockdowns and periods of isolation. We are now seeing success in regional and national competitions and the participation rate has continued to grow in both the lower and middle school.

As we enter another lockdown, the English Department has launched a creative writing competition, based around the theme of 'positivity'. It is vital that despite the pressures of the pandemic, young people are encouraged to remain positive and look for the moments in life that will make them and others happy.

The competition is open to all pupils and, in no more than 300 words, pupils are encouraged to write creatively around 'positivity', in either a fictional or non-fictional style, in any form. We have also suggested that any language may be used, along with a translation - we have a rich and diverse community and the joy of seeing happiness in any language is an exciting prospect. Lower School pupils have been added to the *English Writing Competitions 2020/21 Teams* page - older students can be added through an invitation on *Teams*.

We look forward to reading entries and would remind pupils that they should only comment on work if invited to do so.

The closing date is 12 February 2021.

Mr T Keenan, Teacher of English

A WORLD OF WORDS

As a child, I was fascinated by words and, unlike many classmates, loved spelling tests! I have always enjoyed completing word searches and spotting typos anywhere I could... it was just the way my brain was wired. As with any learning, one's environment can shape you but often the germ of that interest is already innate within you. At dinner times growing up, my father would invariably bring over his 'Brewer's Dictionary of Phrase and Fable' to illustrate a point about a word or saying that came up in conversation. However, this influence did not 'land' equally with all my siblings and I became the sole student of English in a family of Scientists.



In what areas do you think your interests come from? From nature or nurture – or perhaps both?

Whether you class yourself as a linguist or a scientist (or a mixture of the two) a wide vocabulary, and knowledge of word origins, can reveal so much in everyday life and learning. The term for the study of word origins is etymology. Take the following:

Ortho – Greek for 'straight' used in *orthodontistry* (guess what the 'dont' part might mean?)

Megalodon – this dinosaur fish's name literally means 'giant tooth'

Orthopaedics – literally 'straight/upright child' (now meaning musculoskeletal correction).

You can look up more yourself pertaining to all fields of study, for example: orthogonal (Maths) orthodox (RS) *ortho* versus *para* hydrogen spins (Physics).

We are now familiar with how the coronavirus found its name (corona meaning crown – the virus having similar spikes). Corona beer has not been the only edible casualty linked with a hitherto regal name; anyone for *coronation* chicken? (invented to celebrate the Queen being crowned in 1953).

As you can see, word connections go on and on, and you can easily go 'down a rabbit hole*' (as I often do) jumping from one meaning to another, learning as you go, lapping up mysteries solved.

Like my Dad before me, I subject my family to word facts/associations whenever I get the chance – or even when I do not! However, my boys do reap the benefits when word links create an *aide-memoire*** to assist with school revision. This is because it hooks new learning onto existing neural pathways; the brain grouping 'like with like'. For example, one can more easily remember that a 'quadricep' is a four-part muscle knowing that 'quad' means 'four' (as in quad bike, quarter, *quarante* in French etcetera).

Much difficult terminology can be translated and remembered this way: languages are one big code, and we live in a world of languages that reflect a tapestry of history. Our word systems 'remember' the influence of events and cultures on peoples throughout time. They link, rather than divide the world, and the way we continue to use and change them is a fascinating reflection on our humanity.

**from Alice's Adventures in Wonderland (meaning now less a 'surreal journey', more an engrossing learning odyssey)*

***an example of a 'loan-word', in this case from French, meaning 'memory aid'*

Etymology links to check out:

- Etymologeeek.com
- Etymonline.com
- Merriam-webster.com



Mrs M Schofield,
Teaching & Administration Assistant



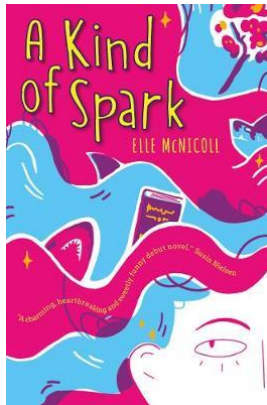
THE WHSB LIBRARY

BOOK RECOMMENDATIONS

Lower School

A Kind of Spark, by Elle McNicoll

"Other people's minds are small. Your mind is enormous. You don't want to be like other people."



Addie lives near Edinburgh and has been learning about the witch trials that had taken place in her town. She has spent her life being treated differently by those around her, and so feels strongly about those who were judged as 'witches' and put to death. Starting a campaign to fund a memorial for those who

were killed, it is up to Addie to change people's mind about the 'witches', and about her.

This debut novel from a neurodivergent writer is an enjoyable, compassionate and witty read, taking the reader into the mind of someone with Autism. It is eye-opening and invites you to see a different way of thinking and challenge stereotypes.

Middle School and Sixth Form

The Rest of us just Live Here, by Patrick Ness

"What if there are problems bigger than this week's end of the world and you just have to find the extraordinary in your ordinary life?"



Mikey just wants to graduate and go to prom. He is not one of the indie kids who are fighting zombies, or soul-eating ghosts, or whatever this new thing is, with the blue lights and the death. Those problems are for the indie kids to deal with, he and his friends just want to get on with their own lives before the school gets

blown up again.

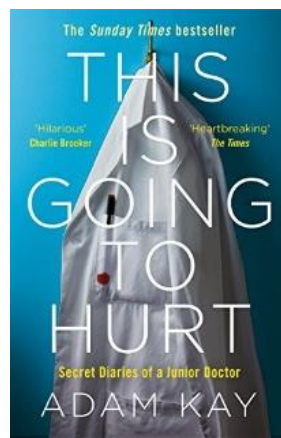
I adore this book by award-winning author, Patrick Ness. The reader sees glimpses of the apocalyptic

fight between the 'indie kids' and the 'immortals'. But instead of focusing on the usual protagonists, the story focuses on the group of average friends who have their own very real issues to contend with. A great book for anyone who watches a superhero film and wonders what the stories are of the people around them.

Sixth Form

This is Going to Hurt, by Adam Kay

"97 hour weeks. Life and death decisions. A constant tsunami of bodily fluids. And the hospital parking meter earns more than you. Welcome to the life of a junior doctor."



This is an honest, open and frank diary kept by Adam Kay as he worked his way up from Junior Doctor to Senior Registrar. His comments made after endless days and sleepless nights provide a valuable insight for anyone looking to pursue a career in medicine.

The entries are lined with humour, compassion and heart-breaking moments, and emphasise why the staff of the NHS deserve all the praise and respect they can get.

Mrs H Murrell, School Librarian

BEYOND THE BOOKCASE

Neil Gaiman

"Feral child who was raised in Libraries"

Each week, I will introduce you to an author whom I admire. This week's author weaves imaginative stories with complex characters and dark humour. Not only has he written critically acclaimed books for all ages, but he has also created comics, graphic novels, and theatre and TV scripts. He is, of course, Neil Gaiman.

Born in Portchester, Hampshire in 1960, Gaiman's parents encouraged strong reading habits. Among the books he devoured as a child were those by C. S. Lewis, J. R. R. Tolkien, Edgar Allen Poe and Ursula K. LeGuin. The inspiration from these imaginative stories could be seen in his writing as he grew.



When talking about his love of books, Gaiman states *"I would not be who I am without libraries. I was the sort of kid who devoured books, and my happiest times as a boy were when I persuaded my parents to drop me off in the local library on their way to work, and I spent the whole day there."*

His career began as a journalist, writing for newspapers such as 'The Sunday Times' and 'The Observer'. In the mid-1980s he collaborated with artist Dave McKean to publish a graphic novel 'Violent Cases' and went on to jointly work with DC comics. It was through their work with DC Comics that they produced the first issue of 'Sandman' in 1989. Surprisingly, to those involved, 'Sandman' went on to run for 8 years with 75 issues. Among the many awards it won, 'Sandman' was the first comic ever to win a literary award, the 1991 World Fantasy Award for Best Short Story.

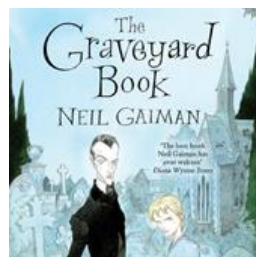
Gaiman has gone on to write award-winning books for all ages. Some titles have gone on to be adapted for the stage, such as 'The Wolves in the Walls'. Others have won notable literary awards such as 'The Graveyard Book', which won both the Carnegie Medal and the Newbery medal.

His most popular titles have moved from the book to the screen. In 2002 Gaiman published 'Coraline' through Bloomsbury Publishing. A dark and twisted fantasy for younger readers, it was well suited to be adapted to a stop-motion animated film in 2009, directed by Henry Selick (director of 'The Nightmare before Christmas')

Another successful adaptation was from the 1990 book, 'Good Omens', which he wrote in collaboration with Terry Pratchett. In 2014 it was serialised as a six-part radio play with the BBC (with cameos from Pratchett and Gaiman) before Pratchett sadly died in 2015. Shortly before his death, he requested that 'Good Omens' was turned into a TV series and so Gaiman wrote the six-episode script. The series was released in 2019, starring Michael Sheen and David Tennant, and I felt it displayed a fantastic example of a TV adaptation from a novel. It displayed both writers humour and imagination without losing the story.

He has written so many more wonderful books and graphic novels that continue to collect awards, including 'American Gods', 'Stardust', 'Norse

Mythology'. The list is seemingly endless. At present he and his family lives in Minneapolis, USA, with a writing retreat in Upstate New York and another home in the Isle of Skye, Scotland.



To hear one of his books, you can visit his website where he has uploaded a chapter-by-chapter reading of 'The Graveyard Book.'

www.mousecircus.com/videos

Mrs H Murrell, School Librarian

LOCKDOWN WITH...

During the last lockdown, *The Westcliff Week* proved to be a vital tool for students, parents, and the wider School Community in providing a sense of continuity during so much uncertainty.

The Community Development Office Team will be writing a regular column for this weekly newsletter entitled 'Lockdown with.....'.

Staff and students who wish to contribute will be asked about their lockdown tips and recommendations for health and wellbeing, how they exercise, their experiences of remote teaching and learning, what to read and watch, and how they maintain communication with School, friends and family. They will also be asked what they miss most and what they are looking forward to when the pandemic restrictions ease and we can return to School.

If you would like to be an interviewee, please email the Community Development Office:
cdo@whsb.essex.sch.uk

Mrs J Clarke and Mrs N Weller, WHSB Community Development Office



THE ART HUB



Welcome to the Art Hub!

We are excited to share with you the talent, exceptional skills and achievements of our

Art pupils. We strongly believe that Art, now more than ever, is important to our society, well-being and can be an insightful way to communicate feelings, emotions and intellectual concepts. Humans need each other, we are social creatures and through Art we can find connection with one another and release our own emotions and ideas through the power of creativity. We are so proud of our Art students and thoroughly enjoy seeing students take creative risks, practise techniques, and develop new skills to improve.

Please stay in touch and keep sharing your Amazing Art with us!

OUR HIGHLIGHTS THIS WEEK ARE:

James Higgins (Upper Sixth) whose artwork appeared on BBC Look East



James says, "Recently, in the hope of pushing forward the diversity and level of my art, I have invested in digital media, in particular an iPad Air. So far this has proved a brilliant choice; for someone who has been reluctant to use anything but traditional media I've found it surprisingly really great. My first digital piece was quite an angry, red, self-portrait. I used 'Procreate' for this and I managed to get to grips with the software whilst making this piece. The day after I had finished the piece, I spotted on TV that 'BBC Look East' would be exhibiting some lockdown artwork. The next day, I entered the competition and, quite unexpectedly to be honest, I saw my piece had been chosen as one of a few that were displayed and talked about on the show. It was a really cool and proud

experience and I cannot recommend the investment into digital media enough (recent iPads, Apple pencil and Procreate in particular). Currently and in the future, I plan to keep expanding on these skills with more portraits (Tommy Shelby from Peaky Blinders is currently a work in progress), in the hope of entering more artwork into similar shows or competitions."



Departmental Film

This video was created to promote the Art A-Level Department to future Sixth Form candidates and we are so thankful to our fantastic Upper Sixth pupils for taking part and being experts on camera!



Zain Syed, Year 9

One of our most exceptionally talented Year 9 pupils has already received his first commission to complete the illustrations for a Children's Picture book. We think he is an absolute star!

Zain says, "A few months ago, I was commissioned to illustrate a children's picture book, called 'Ayyub The Man Who Lost Everything'. I immediately took the offer, and was excited to explore new forms of art.

I have been doing my illustrations using a software called Procreate and with an Apple Pencil. I find this

very useful as it imitates the same experience as pencil and paper, providing alternative ways to create detail with simplicity. It has been an interesting journey, and I cannot wait for the final outcome!"



ARTIST
OF
THE
WEEK

Dexter
Legon
Year 11



Dexter Legon, Year 11



Community and Self care through the Arts

Now could be an opportunity for you to relax and be calm. Use this time wisely, it won't last forever and things will be normal again soon. This powerpoint has a range of ideas and suggestions to help keep the artist inside of you inspired, safe and healthy.

Health	Drawings of food Drawings of figures Draw a landscape/room Draw "the bigger picture"
Expression	Colour the emotion wheel Land Art Colour in! Who are you? Future Action Plan
Community	Paint a NHS pebble and leave it outside Make a card/postcard to post Give a flower with a note Sprinkle some kindness



ART COMPETITIONS

The Art Department has been running two competitions. Please visit the competition *Team* page to find out more!

Our Sport Competition deadline was 18 January, and Vidip Sahoo in Year 10 submitted his Artwork for the Sport Competition. What a Triumph!

Vidip says, "Shown in my piece is Lin Dan, a Chinese badminton player, who is one of the top three players



in the world. I wanted to show my respect for the legend, by fusing Chinese culture with Western techniques. I took inspiration from Howie Green, who always adds a plethora of colour to his pieces. A noticeable reference would be the rainbow in my piece typical of Green's style. In addition, I have written four Chinese words that describe the essential foundation of badminton: stamina, speed, power, agility (from left to right). The dragon is present because dragons just looks cool! The shuttle signifies the sun, since the shuttlecock is an important object in the match and I used a gold and silver ink pen for the shining rays in the sky. Overall, I am proud of this piece as it took me some time to think of the concept and I continuously added things as the work evolved."

<https://glassockc.wixsite.com/whsbart>

https://www.instagram.com/whsb_art/

Mrs C Glassock, Teacher of Art

ENGINEERING WEBINAR

20 JANUARY 2021

The Institute of Mechanical Engineers invites aspiring engineers to a webinar on Wednesday 20 January 2021 at 6pm Presented by Martin Gambling from GRM Consulting who will be talking about the Advantages of Optimisation-driven Design for Automotive Applications.

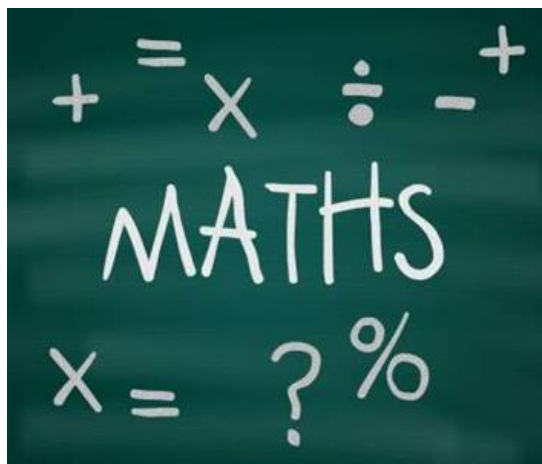


A flyer with additional information has been sent to Years 11-13 already but if you have not received this, please contact Mrs Weller weller@whsb.essex.sch.uk.

Mrs N Weller, Careers Advisor, Work Related Placement Co-ordinator & Community Development Officer

MATHEMATICS IN LOCKDOWN

PROBLEM OF THE WEEK



Lower School Problem of the Week

To make 'short' pastry one uses flour to fat (butter, margarine, etc.) in the ratio 2 : 1. To make 'flaky' pastry requires a ratio of 4 : 3.

I have 3 kg of flour and 2 kg of fat and wish to use all the ingredients making some of each type of pastry. How much flaky pastry do I make?

Middle School Problem of the Week

The integers m and n satisfy the equation $7m - 5n = 13$. Find one possible pair of values for m and n . Show that there are infinitely many pairs (m, n) of solutions to this equation, and find all such pairs.

Sixth Form Problem of the Week

Jose buys a lottery ticket for his 45th birthday, for which he has to select six numbers between 1 and 59. To celebrate his age, he chooses the number 45. In his numbers, he uses all the digits 0 to 9 once each, and the product of his numbers is a perfect square. What numbers did he pick?

Pupils are reminded that all solutions to these problems should be passed on to your teachers. Any pupils who are part of the respective societies are welcome to post their solutions on the *Microsoft Teams* pages for Mr Dowding or Mr Yeo to check and for guidance.

Anyone wishing to join the societies can do so through the following team codes:

Lower School Mathematics Society (Years 7,8,9)
sdev7q3

Middle School Mathematics Society (Years 10,11)
hlrpl3v

STEP Club (Years 12,13)
1y2opcw

Alternatively, if you are stuck and are seeking help then you are welcome to join the help clubs where there are Sixth Form and teacher helpers available to answer any questions. We always suggest you upload a screen shot of the problem you are stuck on to help us to help you.

Key Stage 3 Help Club (Year 7, 8 and 9)
moblbke

Key Stage 4 Help Club (Year 10 and 11)
61qkl7l

A COIN PROBLEM

Given a set of coins and a target sum of value n , the task is to form the sum n using the coins and determine the minimum number of coins required to do so. As an example, perhaps coins representing values 2, 4, 5 are given - note that some values cannot be made (for example, 1 and 3 cannot be made using this set). If n were 6, the answer would be two coins (2, 4). If n were 12, the answer would be three coins

(either 2, 5, 5 or 4, 4, 4). But what if n were some large number or many more coins were given? It is desirable to write an algorithm to solve the problem.

First, the problem is defined recursively. Let $solve(x)$ denote the minimum number of coins required to form a sum x . To total to x , a coin with value c can be used. Doing so leaves $x-c$ behind, so, to determine the minimum number of coins required to form the remainder of the sum, $solve(x)$ can be called again where $x-c$ is substituted in for x . As one coin is used to change the value from x to $x-c$, one is added to the result of $solve(x-c)$. As such, $solve(x) = solve(x-c)+1$. The value of c is not known, however, and there is no greedy solution to the problem. Each coin must be tried, therefore, and the one which uses the fewest number of coins to form the value is the solution.

The current definition of $solve(x)$ goes on indefinitely as there is no case for x where $solve(x)$ is not called again. To prevent this, some base cases are defined as shown below in the general definition of $solve(x)$.

$$solve(x) = \begin{cases} \infty & x < 0 \\ 0 & x = 0 \\ \min_{c \in coins} solve(x - c) + 1 & x > 0 \end{cases}$$

When $x < 0$, the result is infinity as it is impossible to form a negative sum of money. When $x = 0$, the result is 0 because no coins are needed. When $x > 0$, the variable c goes through all possibilities on how to choose the next coin and adds one to the minimum number of coins required to make the remaining value. The minimum of $solve(x-c)+1$ is what is returned for $x > 0$.

This can immediately be implemented as code however it is inefficient as it may calculate $solve(x)$ for values of x that have already been calculated, which is an expensive operation. A trick called *memoization* can be used to prevent this: the $solve(x)$ function first checks whether an answer for x has already been found. If it has, the answer is returned. If it hasn't, the answer is calculated, as explained above, and the result is stored. To prevent $solve(x)$ being calculated for the value of x just found, the value x is marked as already found.

The following is code written in Python showing a solution to the problem.

```
MAX_N = 100000

solved = [False]*MAX_N
result = [0]*MAX_N

# Set values here
coins = []
n = 0

def solve(x):
    global solved, result, coins

    if (x < 0):
        return 1000000000
    if (x == 0):
        return 0
    if (solved[x]):
        return result[x]
    leastCoins = 1000000000
    for c in coins:
        leastCoins = min(leastCoins, solve(x-c)+1)
    result[x] = leastCoins
    solved[x] = True
    return leastCoins

print(solve(n))
```

To run the code with some set of coins and some n , set the variables 'coins' and 'n' appropriately. Note the code only works for values up to 100000 (and may still fail with values less than this because of the recursion), as set by 'MAX_N'.

There is an iterative solution which is easier to write as it does not require memoization. Instead of recursion, an array is used where an index x in the array stores the minimum number of coins required to form the sum x . This is the implementation.

```
# Set values here
coins = []
n = 0

def solve():
    global coins, n

    coinsRequired = [0]*(n+1)
    for x in range(1, n+1):
        coinsRequired[x] = 1000000000
        for c in coins:
            if (x-c >= 0):
                coinsRequired[x] = min(coinsRequired[x], coinsRequired[x-c]+1)

    return coinsRequired[n]

print(solve())
```

For those who are interested, the solution utilizes dynamic programming. If you want to do more problems like this, there are many resources available online for 'competitive programming'.

Mr M Dowding, Head of Mathematics

THE WEEKLY WATCH



Are you tired of trawling through Netflix for new programmes to watch? Are you finding it difficult to fill your spare time over the weekend? Well, the 'Weekly Watch' is here to help! Each week, a documentary will be suggested on a variety of topics that are based on 'what happened this week in history?' So, channel your intellectual curiosity and follow the segment for new, informative and interesting documentaries to learn more about the world around us during a time when so many of us may be feeling cut off from it.

This week's suggestion is an excellent documentary on the construction of the Burj Khalifa which was opened ten years ago last week. Stretching over half a kilometre into the Dubai skyline, this feat of engineering is unrivalled in its size and decadence anywhere else in the world. But, how was it built? What principles were used? And, what influenced the engineers in its construction? Watch the documentary to find out!

Follow the link:

https://www.youtube.com/watch?v=12oynGTjYKs&trk=organization-update-content_share-embed-video_share-article_title

Miss R Williams, Teacher of History

HSBC WORK EXPERIENCE PROGRAMME

Closing Date: 21 February 2021

The UK Work Experience Programme is for students looking for a work placement within a leading global bank. The programme provides opportunities to gain some hands-on experience, developing your knowledge of banking and financial services.

Please apply directly as this is an external opportunity, but if you require any additional help or assistance with other careers matters, please contact Mrs Weller on wellern@whsb.essex.sch.uk.



<https://www.hsbc.com/careers/students-and-graduates/student-opportunities/uk-work-experience-programme>

Mrs N Weller, Careers Advisor, Work Related Placement Co-ordinator & Community Development Officer

CCF CONTINUES TRAINING BY FAITH AND FORTITUDE...

The CCF is an organisation that is dependent upon the outdoors. From adventurous training to physical activity and working in groups of people, being outside is at its very heart. Consequently, entering a third national lockdown (and a second national lockdown of schools) this has the potential to undermine the work of any CCF. However, not for the WHSB CCF as we have already made plans to ensure that the CCF continues throughout this term via *Teams*, allowing us to stay connected even when we are apart.



Both the Royal Navy section and the Army section, under the superb leadership of Lt D.J. Hill and Capt A.C. Baggs respectively, have set up and established training 'channels' within the *Microsoft Teams* platform. Each week, training will be delivered through a combination of live online sessions, pre-

prepared quizzes, and presentations, all to be overseen by our senior and experienced cadets. Cadets will be able to work their way through the more theoretical parts of their respective syllabi, completing assessments and working their way through the qualifications to achieve promotions, badges and awards. This is also a fantastic opportunity for senior cadets to demonstrate their initiative, teaching ability, knowledge, organisation and leadership skills.

It is our intention that, by providing CCF online for the duration of the lockdown, we will be in a position to maintain our strong performance as a CCF for when the restrictions ease. We look forward to normal services resuming and participating once again in the local, national and even international programmes in which we have been involved before.

The WHSB CCF will continue to function 'by faith and fortitude'; to work around difficulties and to demonstrate resilience at every turn.

Maj J Bleakley, Contingent Commander

ANOTHER LOCKDOWN AND MORE RULES!

Deja vu! Lockdown 2.0! Some will say that this is the third, but I like to think of it as the second as this one specifically mentions exercise outside and how much you are permitted, much like the first lockdown. Yes, I say permitted! We are *allowed* to leave our homes and engage in one period of exercise a day.



I am sure that we are all well aware of the benefits that having a high level of fitness has on our overall health and well-being. The total number of reported Covid-19 related deaths in the UK stands at just under 80,000, a terrible number that we all hope does not grow much further. Taking this in hand with the

average deaths per day relating to heart and circulatory related diseases (170,000 according to the British Heart Foundation), it really does go to show why being healthy is so important.



There are numerous ways that we can help to reduce this awful statistic; diet and exercise are just two. We can all easily watch what we eat with the types of food that we consume having a direct bearing on our heart. When we couple this with exercise, we will all be making an effort to stay fit and healthy. We do not generally look at what I call the 'natural' exercise that we do during the day. We, at WHSB, will walk to School, the bus stop or train station. We walk around School from lesson to lesson, standing and running around at break and lunchtimes, and let us not forget the highly energetic PE lessons! All of this uses energy, the amount of which may be difficult to quantify, but I will try to do so in the simplest means possible.

Bear in mind that I run regularly in my own time, and when I am not running I am walking and exercising; even I have noticed the difference that being at home has day to day. During term time on a regular school week, I would generally walk on average 21,000 steps a day. When not at school, this number will reduce to an average of 17,000 steps a day. What impact does this have on me? Due to the amount and quality of exercise that I engage in this should have very little impact on my overall health. My blood pressure should remain constant and, importantly, my mental wellbeing should be maintained. The impact that that it does have is on how many active calories I burn. In my case, 4000 steps equates to using about 200 fewer Kcals when I am not in school. For those who do not regularly exercise, that number could be double that in a single day. To put this into perspective, a standard breakfast is between 200 and 400 Kcals!

My message to you is simple, exercise outside everyday whether running or walking. Work hard to burn that breakfast away, raise your heart rate and look after your mental health - you are worth it!

Mr M Atkinson, Teacher of Physical Education

HOUSE CHRISTMAS BAKE-OFF REVIEW

Thank you to everyone who participated in the House Christmas Bake-Off Competition in December. We had numerous entries. The standard was incredibly high, and I would like to showcase some of the following examples that captured our attention. Thank you to everyone that entered.



Lucas Selbach, 7W Osprey House, baked delicious looking mince pies.



James Garforth, 7C Kestrel House, created a scrumptious chocolate cake.



Alfie Holloway, 7W Osprey House, produced tasty shortbread people.



Samuel Crabb, 7E Harrier House, made fantastic looking mince pies.





Thomas Vincent, 7W Kestrel House, iced very colourful Christmas biscuits.



Henry Fitzpatrick 9E, Harrier House, decorated a beautiful Christmas cake.



Francis Harding 7W, Kestrel House, constructed a wonderful gingerbread house.



Rahul Gupta, 8L Osprey House, baked tasty chocolate scones.



Rafael Gamma, 9E Harrier House, concocted a mouth-watering trifle.

*House Christmas
Bake-Off*



Zarrah Ahmed, 8N Merlin House, prepared a delectable snowman madeira cake tray-bake.

House Points and Senior Commendations have been awarded to all participants.

Happy New Year and congratulations to all the Westcliff bakers!

Mr R Barber, Senior Head of House

HOUSE COUNTDOWN COMPETITION ROUND 1

If you have watched the television programme Countdown, played the board game, or taken part in Countdown Club at School, then this article will interest you. Here are a set of problems that should get you thinking this week. If you e-mail me the answers/solutions, then House Points or Senior Commendations will be awarded to you.

LETTERS

For the letters round, you need to make as many words as you can by using the letters below. The idea is to try and find the longest word you can.

EUWSGRITT

EGINRMBRN

NUMBERS

For the numbers round, you need to reach the target number, or as close as you can to it, using the numbers below. You may only use each number once in your calculation and must send me your full working.

Only use the four basic operations of: addition, subtraction, multiplication and division.

Fractions are not allowed, and only positive integers may be obtained as a result at any stage of the calculation.

25, 7, 8, 5, 4, 3

TARGET: 327

50, 25, 7, 7, 8, 9

TARGET: 820

TRICKY NUMBERS

100, 9, 6, 1, 7, 5

TARGET: 606

CONUNDRUMS

For a conundrum, you need to make a word using ALL of the letters.

AILGINETV

ANAHLEXOG



If this has gained your interest, then please join the Countdown Club on *Microsoft Teams* which is organised by a group of very numerate and literate Upper Sixth students.

House Points and Senior Commendations will be awarded using the *epraise* system.

Good luck!

Mr R Barber, Senior Head of House

RECIPE OF THE WEEK

LAMB KORMA STARTER



This dish is perfect for those of us missing our favourite restaurants and hoping they are able to keep trading over the coming months. Since their arrival in the UK in the late 1800s and the explosion in number in the 1960s, Indian restaurants and their fayre have become an integral part of British culture and Indian cuisine is consistently voted as the nation's favourite.

While I am no expert, this dish will allow those of us without a grounding in Indian cooking to recreate the tastes we love.

Ingredients

One lamb chop per person

One tin of coconut milk

Half a cauliflower

One onion

One handful of spinach

Handful of mint leaves (fresh or dried)

Cooking oil or ghee

Salt & Pepper

Spices

(These will be useful for the cupboard and will last a long time)

Gram Masala

Turmeric

Chilli Powder

Fenugreek

For the Garnish

Diced red onion, pepper and cucumber

Method

A few hours before cooking coat the lamb in oil or ghee and rub in salt, pepper and all the spices except turmeric. Cover and place in the fridge to marinade.

The sauce:

Chop half an onion and cook gently in a saucepan until soft. Add the tin of coconut milk and simmer until reduced by half. When this happens, add a teaspoon of turmeric and cook until slightly thickened. For a thicker sauce add a dash of cream and cook for longer.

For the Aloo Gobi / Saag Aloo combination:

Chop the cauliflower into small florets and cook in a little oil with more chopped onion. When softened add half a tin of chopped tomatoes and cook through. When cooked, take the pan off the heat and add the spinach. The residual heat will cook it through.

To cook the Chop:

Prepare a frying / griddle pan with hot oil and first sear the fat. When this is done, cook on each side for about two minutes. The longer you cook the less pink the lamb will be, as per your taste.

Bringing it together:

Put the cauliflower dish on a warm plate and lean the chop against it. Spoon the sauce around it and sprinkle on the garnish, including the mint.

The half sphere you can see in the picture is set masala sauce that involves molecular gastronomy techniques – we might try this another time!

Mr A McGee, Director of Sixth Form

PUPILS' CONTRIBUTIONS TO THE WESTCLIFF WEEK

The Westcliff Week was circulated weekly during the first national lockdown and, during that time, we were delighted to receive many interesting and varied articles and items from our pupils which we could share with the wider School community through *The Westcliff Week*.

With the return of *The Westcliff Week*, we encourage pupils to once again send in their contributions which



can be shared through these pages.

All contributions should be submitted in Word format, with any accompanying pictures also copied into the same document.

Pupils who wish to contribute to *The Westcliff Week* should do so by sending curricular articles to their relevant subject teacher for checking and submission. Contributions associated with an activity, for example Wargaming, CCF or Drama, should be sent to the member of staff who has oversight of the relevant activity.

We look forward to receiving your contributions.

THE WHSB PARENTS' ASSOCIATION

XMAS GOODY BAG FUNDRAISER 'THANK YOU' FROM THE PARENTS' ASSOCIATION

The Parents' Association would like to thank those members of the School Community who supported its Xmas Goody Bag fundraiser in December, in which over £350 was raised. For those pupils unable to collect their Goody Bags prior to the end of last term, arrangements will be made for distribution as soon as restrictions surrounding the Covid-19 pandemic permit.



YOUR PARENTS' ASSOCIATION STILL NEEDS YOU!

Being an active member of the Parents' Association is a chance to both support the School by facilitating the raising of funds, and also to help foster the sense of belonging and community spirit within it. We look forward to resuming our range of initiatives and activities as soon as circumstances permit. In the meantime, we plan to meet regularly via Zoom once each half term. Dates of meetings and how to join will be communicated in future editions of *The Westcliff Week*. All parents and carers are welcome.

From September 2021, as the current post holders' terms of office will be coming to an end, we will have positions open for PA Treasurer and PA Secretary. Both of these roles are crucial to the effective running of the Parents' Association and a chance to make a significant contribution to the life of the School. No previous experience is necessary as there will be plenty of time for a virtual handover with those currently in the roles. Applications are most welcome from parents and carers of pupils in any year group.

For more information, please contact us via email pa@whsb.essex.sch.uk

We look forward to hearing from you.

Mrs J Clarke, Parents' Association Chair

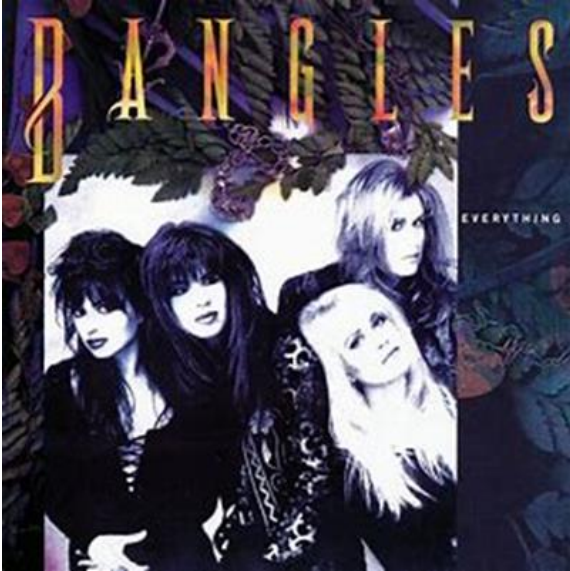
MR MCGEE'S ALBUM OF THE WEEK

THE BANGLES, EVERYTHING (1988)

Many people might somewhat accurately point to the origins of 'girl power' in popular music as originating with our very own 'Spice Girls'.

This 1996 breakthrough group of five women was unashamedly confident, energetic and ready to take on the world. While it is certainly true that this quintet did do much to advance the cause of female voices in pop at a time dominated by male only Britpop bands (Texas, Republic, and Sleeper aside), there were female artists a decade earlier that were flying the flag for women in rock. Cue the Bangles, a group formed in 1981, who were perhaps the biggest standard-bearers of this early notion of 'girl power'.

The album before this one named *Different Light* spawned many more hit singles, including the Prince penned *Manic Monday* and the quasi novelty song *Walk like an Egyptian*. However, it is their second album *Everything* that, in my opinion, typifies their sound and helped to spawn a genuine contender for the greatest ballad of all time.



The thirteen tracks on *Everything* struggle to produce a unified sound in the three quarter hour listen. At times, you feel that you are rushing towards Nashville, at others you find yourself hurtling towards the now (shamefully) defunct punk citadel of CBGBs. Even the casual listener will soon identify a hallmark of the band is the extended drum introductions. Perhaps, this alludes to the fact that these songs were written more for the live experience, giving lead vocalists, Hoffs and Peterson, time to interact with the crowd or swap the myriad of additional instruments that are used on the album, from mandolin to sitar.

The opening track *In Your Room* is a boldly feminist cut that sets the band's stall out from the start. It leaves the listener in no doubt that these women are not going to be label fodder, nor will they dress to suit record sales whilst singing equally vacuous lyrics. In *Waiting For You*, we hear their new wave credentials with stateside punk-esque progressions and a delivery to match. This is, as is the case with most of their songs, through the use of more advanced harmonic progressions (particularly in the chorus or middle 8). This helps to date them as a later band, that little bit more removed from the likes of artists such as Blondie, who clearly impacted upon the band.

While there is not an 'auto-skip' track on the album, *Eternal Flame* brought the band its greatest chart success. This beautifully crafted piece of pop manages

to hit many clichés, bar the key change, yet does not offend. This is what can be achieved with a well-worked melody; simple yet effective chord progression and a passionate delivery. However, the lyrics 'I don't wanna loose this feeling' was perhaps worryingly inaccurate. A matter of weeks after the single's release, the band fell apart with the tension between members becoming too much. Is this a warning to bands who have multiple contenders for the front person? Or, is this simply a band running its course?

The year 1998 saw the subsequent reunion of the band, which implies that ultimately the friendship bourn from musicianship overcame petty jealousy. Perhaps this is a lesson for us all.

If you like this try...



Blondie

Belinda Carlisle



Jane Wiedlin

Maria Mackee



Mr A. McGee, Teacher of Music

WHERE IN THE WORLD?



For those who are new to Westcliff High School for Boys, *Where in the World?* is a weekly competition shared through *The Westcliff Week* during lockdown. Each week, you are given a picture of a place in the world, along with two clues as to its identity (below). You need to use the picture and the clues to try and work out where the place is.

Submit your answers using the following form: <https://forms.office.com/Pages/ResponsePage.aspx?id=N6W6gucuok-3-qnXxLzq5cGrPANzzsFDiqmfUFjxEshUM0wwS1I3RTNQNFVKNDg4R0NOSjE3VFZJQy4u>

House points are awarded to those pupils who submit the correct answer. The answer to this week's competition will be shared in next week's edition of *The Westcliff Week*.

Your clues for this week's *Where in the World?* are:

- This place is named after the tree seen in the picture.
- This place is located within one country but crosses two different deserts.

Best of luck!

Mr L Norman, Upper Sixth Progress Leader



THE LEARNER PROFILE: LIFELONG LEARNER

The need to close schools for different periods of time across the last ten months has brought about much debate with regard to learning. There are a number of ways in which we can learn effectively and perhaps the method with which pupils are most familiar at School is learning through the teaching they experience (in School or remotely) each day. Teachers – the experts in their subject area – pass on their knowledge and encourage pupils' thought through various strategies. These are important, formal methods of learning.

However, there are also less formal methods of learning which complement these strategies and, if applied effectively, support us with our development as individuals. One such method is based on careful reflection upon our experiences and, as we start a new year, this is perhaps an ideal time to consider the value of reflection – a time for us to reflect upon our own experiences, especially across the last ten months. But what do we mean by reflection, and how can we utilise this as an effective tool for learning and adding value to our future?

Reflection involves looking back, honestly, at your experiences and understanding exactly what happened by examining the details. For example, you might remember a sporting victory at School, an essay in which you received a poor mark, a disagreement at home, or perhaps a day out with a friend (a rare opportunity indeed during the last ten months). It is a process of recalling the event or situation.

Having considered this, I encourage you to think about how the experience made you feel in order to understand its impact on yourself. Did it go well? Did you have fun? Perhaps it made you feel rather sad or upset? Once you have this information to work with you can begin to think about your next step. In doing so you will begin to develop your own solutions to problems and find that, through this experience, you become more self-reliant, more confident.

Pupils have often heard me urge them not to become discouraged or disheartened by something that did not work out as well they would have wished. And it is the process of reflection on what happened and how you reacted to it that will enable you to ensure the event or situation adds value to your future experiences.

There is a Danish Proverb which perfectly sums up the importance of experiences in our lives – “He knows the water best who has waded through it”. In other words, these are not lessons we can learn through someone else. These are lessons we learn as we react to the things that happen to us.

The true value of reflection on our development has been captured in the words of the English writer, Aldous Huxley, who once stated that “Experience is not what happens to a man (woman). It is what a man (woman) does with what happens to him (her)”.

The rugby player who misses a penalty kick, or the musician who plays an incorrect note during a performance, a person who is feeling the effects of a missed opportunity; all are likely to be thinking about how they can ensure a better performance next time, what they need to do differently in order to ensure they make the improvements or adjustments necessary.

This positive attitude can be demonstrated by a well-known story associated with Thomas Edison. Thomas Edison tried two thousand different materials in search of a filament for the light bulb. When none worked satisfactorily, his assistant complained, “All our work is in vain. We have learned nothing.” Edison replied very confidently, “Oh, we have come a long way and we have learned a lot. We know that there are two thousand elements which we cannot use to make a good light bulb.”

We will all have spent time in moments of reflection, and often at the start of a new year. Learning about our world involves understanding its conflicts and distress, and at WHSB we encourage reflection on our own attitudes and what impact we can have in contributing to a better society. So as we start the New Year, I would also encourage pupils to reflect on the last ten months from a personal perspective. What has gone well? What has not gone so well? What has made you happy, proud, or interested? What has made you feel low or anxious? And in the light of all that experience and understanding, what will you do to ensure this is put to good use?



Headmaster

THE WEEK AHEAD

WEEK BEGINNING 25 JANUARY 2021

Please see inside The Westcliff Week for details of further activities

DAY	DATE	ACTIVITY	CONTACT
All week	25-29 January 2021	Competition – Where in the World	Mr L Norman
		House Competition – Countdown – Round 1	Mr R Barber
		String Ensemble	Mr T Derrick
		Maths help club	Mr M Dowding
Wednesday	20 January 2021	7.00pm Bibliophiles – Sixth form book club	Mrs S McGowan
Wednesday	27 January 2021	Holocaust Memorial Day Service	Form Tutors

EXTERNAL EVENTS

20 January 2021	6.00pm	The Institute of Mechanical Engineers present: The Advantages of Optimisation-driven Design for Automotive Applications	The IME invites aspiring engineers to a webinar by Martin Gambling from GRM Consulting. For further information please contact Mrs Weller wellern@whsb.essex.sch.uk
21 January 2021	7.00pm	British Library Lecture: Reviewing the Trump Presidency	Free event. Book your place at https://www.bl.uk/events/youre-fired-reviewing-the-trump-presidency

UPCOMING DATES

Friday	12 February 2021	HSBC Work Experience Opportunity	Mrs N Weller
Sunday	21 February 2021	Deadline for 'Positivity' Creative Writing competition	Mr T Keenan

MICROSOFT TEAMS

TEAM/CLUB	DETAILS	CONTACT
Lego Club	Lego competitions, news and updates	Ms C Porter
Art Hub	Art club with competitions open to all year groups	Mrs C Glasscock
The Book Corner – Library Support	Book discussions, recommendations and study support	Mrs H Murrell
Architecture Group	Art group studying architecture	Mrs C Glasscock
Art Gifted and Talented	Currently looking at Myths and Legends	Mr J Browning
Bibliophiles	Sixth Form book club	Miss S McGowan
Creative Writing	Competition open with the theme 'Positivity'	Mr T Keenan
Big Band and Strings Club	Open to all string-instrument players	Code eu9do03
Lower School Mathematics Society	Open to Years 7, 8 and 9	Code gdev7q3
Middle School Mathematics Society	Open to Years 10 and 11	Code hlrl3v
STEP Club (Mathematic)	Open to Upper and Lower Sixth	Code ly2opcw
Key Stage 3 Help Club	Help with Mathematics for Years 7, 8 and 9	Code mo6lbke
Key Stage 4 Help Club	Help with Mathematics for Years 10 and 11	Code 61qkl7l
Drama Group	Open to all Year Groups	Mr B Jeffreys
House Countdown	See Countdown competition	Mr R Barber



Facebook:
/WHSforBoys



Twitter:
@WHSforBoys



LinkedIn:
Westcliff High School for Boys