



The Westcliff Diary

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

ISSUE 92 / SPRING 2022



IN THIS ISSUE:

ON THE COVER: THE SIXTH FORM GARDENING CLUB
COMBINED CADET FORCE: MORE BOOTS ON THE GROUND IN THE ARMY SECTION,
THE NAVY SAIL ON TO EVEN GREATER SUCCESS AND THE RAF SECTION TAKES OFF
SCHOOL PRODUCTION: JOSEPH AND THE AMAZING TECHNICOLOUR DREAMCOAT



FROM THE DESK OF THE HEADMASTER

WELCOME TO THE SPRING EDITION OF THE WESTCLIFF DIARY

I hope pupils, parents, staff and friends of the School enjoyed a restful Christmas break and I wish you all a Happy New Year.

At the time of writing, we continue to face uncertainty over the impact of the latest variant of COVID-19, however we shall continue to monitor the situation and maintain our contingency arrangements. We shall also inform parents and pupils of any changes in relation to the COVID-19 guidance and I would be grateful if parents could ensure that their sons/daughters continue to follow the guidance in relation to regular testing. I would like to take this opportunity to thank parents and pupils for their support with the return to School in the Autumn Term which was managed with the minimum of disruption.

As we begin the new term, I hope you will also find the following updates on School news and developments helpful.

Staff Changes for the Spring Term 2022

At the end of last term we said farewell to Mr Beshoori, our Design Technology and Art Technician. Mr Beshoori has served the School loyally for 26 years and, during that time, has helped both the Design Technology and Art Departments to deliver outstanding education to generations of pupils. We send Mr Beshoori our best wishes for an enjoyable and healthy retirement. Mr McGee, our Director of Sixth Form, also left us at the end of the Autumn Term to return to his native Wales with his family, where he will be taking up an opportunity in the hospitality sector. He is a highly talented musician and an outstanding teacher who has contributed much to WHSB during his time with us. We wish him every success with his relocation and new career.

In January, we shall be joined by Miss Such our new Design Technology and Art Technician and Mr McIntyre (an Old Westcliffian), who joins our team of Teaching Assistants. We shall also be joined by Mr John Wright, who will be teaching Music and taking on the position of Acting Associate Assistant Head with

a range of senior responsibilities. Mr Wright is returning to WHSB, having taught Music at the School in the early part of his career. Mr Wright joins us from an international school in China where he is currently Head of Key Stage 5. I would also like to take this opportunity to welcome Mrs Gooze and Ms Warren who joined our School Reception team during the Autumn Term. I am pleased to share with the School that Mrs Holley has been appointed as my Personal Assistant, and Mrs Burden will continue in the role of Sixth Form Pastoral Tutor and Teaching Assistant Co-ordinator.

GCSE and A Level Qualifications Summer 2022

Prior to the end of term, I wrote to the parents of Year 11 and Upper Sixth students to provide an update in relation to the assessment arrangements for GCSE and A Level qualifications in summer 2022. I hope that parents and students found this letter helpful. We shall, of course, keep Year 11 and Upper Sixth students and parents updated on any further developments concerning this matter.

Relationships and Sex Education and Safeguarding Children

We are all aware of the impact of COVID-19 on the School community and, in particular, the sense of isolation some have felt during the periods of lockdown. Of course, for our pupils, these difficulties come on top of the usual challenges of navigating adolescence. In many ways, helping young people to develop the confidence to enjoy happy and healthy relationships has never been more important. Therefore, I am most grateful to the parents who responded to our consultations on Relationships and Sex Education. The responses strongly endorsed the School's approach to this matter and I shall be sharing details of those responses at our Relationships and Sex Education evening which takes place this term. We shall also use this evening to provide further details of our Relationships and Sex Education curriculum and the materials we use. During the presentation, we shall consider important Safeguarding matters such as those in relation to children making and exchanging self-taken, explicit photographs, which has become a national concern. In my recent



*The School's Learner Profile, at the core of
the School's Mission Statement*

circular letter, I provided details to parents regarding the law in relation to this matter and, once again, I wish to draw that to parents' attention.

The School Curriculum (Guidance for Parents)

At the same time as I wrote to Year 11 and Upper Sixth parents, I also wrote to all parents to advise them of the work the School had been undertaking in relation to its curriculum. Our curriculum is designed around the delivery of the School's Learner Profile (the seven attributes we wish to develop in our pupils) which is at the core of our mission statement.

I would strongly encourage parents to review the updated curriculum documents on the School's website as these provide an outline of the intent of the School's curriculum, how it is implemented within the classroom and how we consider the impact of the curriculum. This information should enable parents to engage in discussions with their sons/daughters regarding their learning and progress at School. The information on the curriculum can be accessed by clicking on the links below.

<https://www.whsb.essex.sch.uk/lower-and-middle-school/lower-and-middle-school-curriculum>

<https://www.whsb.essex.sch.uk/sixth-form/sixth-form-curriculum>

School Attendance

The challenge of COVID-19 has affected school attendance as pupils have had to self-isolate. Despite this challenge, the majority of pupils continue to maintain perfect or near-perfect attendance. However, our most recent analysis of attendance indicates that the attendance of some pupils has slipped below

expectations. In our experience, non-attendance can quickly develop into a habit. I would like to take this opportunity to remind parents and pupils of the importance of attendance and that pupils must attend School unless they are required to self-isolate or are ill.

The pace of education is fast at WHSB and pupils missing days will find it challenging to catch up with their peers. Prior to the end of last term, the School received a small number of requests from parents for leave of absence for their son/daughter to visit family abroad. Whilst I do appreciate that COVID-19 has limited opportunities for some family members to see each other, pupils' education should not be disrupted for family visits and/or holidays, and these should be confined to the 13 weeks of holidays in the School year. Our remote education arrangements are designed to assist pupils who cannot attend School due to COVID-19 related isolations, and not to facilitate early holiday or travel arrangements.

In Memoriam

Some aspects of the Autumn Term brought great heartbreak and sadness to our community. We mourned the loss of two of our pupils, Charles Roberts (Upper Sixth) and Atef Ahammed (Year 8). These were two wonderful westcliffians who brought warmth, happiness and kindness into the lives of those who knew them. We were honoured that both the Roberts family and the Ahammed family joined us in School to hold memorial services in honour of both Charles and Atef.

I would like to take this opportunity to thank all of the pupils and staff for the tremendous courage and resilience they showed during this very sad and challenging time for us all. I am very proud of how our community came together to support one another during this time. The students and staff contributed greatly to our memorial services. They also wrote some truly moving and beautiful comments in our books of condolence which, I feel sure, will have meant a great deal to the families of Charles and Atef.

I would like to make a special mention of Owen, Peter, Che, Tom and Josh (Upper Sixth) who raised over £20,000 for the Young Minds Charity in honour of Charles. Young Minds was most supportive of the School during the Autumn Term and the School's Charity Committee also raised a large sum of money through events such as Christmas Jumper Day to donate to Young Minds.

The School also shared in the grief of our local community at the loss of Sir David Amess, our MP. Sir David was a tremendous supporter of the School and he was extraordinarily generous with his time. He visited the School regularly to meet with the staff and pupils, arranged visits to Parliament for the Politics students, and he attended our special occasions, often offering some well-chosen and supportive words. He was tireless in representing the School and in sharing its concerns and views with ministers.

As we start the Spring Term, the families and friends of Charles, Atef and Sir David are in our thoughts and prayers.

WHSB Extra-Curricular Life

After the lockdowns of 2020 and 2021, it was wonderful to see the extra-curricular life of the School return, as strong as ever, during the Autumn Term. Mr Morrish and his colleagues in the Physical Education Department arranged a large number of sports fixtures for our teams and the pupils demonstrated a tremendous appetite for both competitions and training. Details of the success of our sporting programme can be found later

in the Diary. I commend all the pupils and our Physical Education staff on an outstanding Autumn Term of sport.

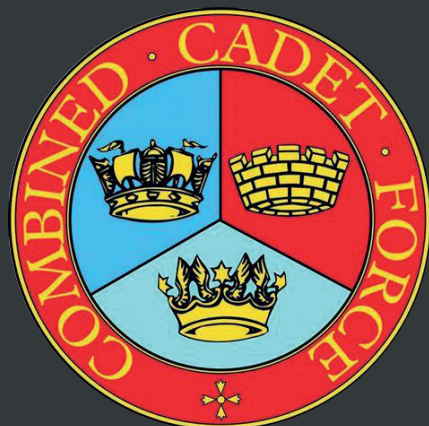
Elsewhere in the Diary you will see that our other extra-curricular activities are also thriving. Our musical life has been as rich and varied as ever under the superb leadership of Mr Derrick, supported by his colleagues Mr McGee and Mr Wood. Mr Jeffreys continues to inspire our drama company, as all who attended the production of the 39 Steps will know. The community eagerly awaits the production of *Joseph* this term and we expect tickets to sell fast (COVID-19 regulations permitting), so please book early to avoid disappointment. The House system also continues to thrive thanks to the leadership of Mr Barber and our Heads of House. There are many House activities planned for this term and therefore many opportunities for pupils to win points for their House as the competition for the Phoenix Cup grows!

This term, we shall launch the School's RAF section of the CCF. WHSB is the only new state school CCF contingent to have a full three service CCF Contingent. Coincidentally, this year the



Sir David Amess, 1952-2021

CCF celebrates its 10th year in action at WHSB. It started back in the autumn 2012 with just 25 Army cadets and has now grown significantly, having added a Royal Navy Section in 2018 and now an RAF Section. We hope to hold a special celebration of the CCF at WHSB in the summer term of this academic year.



Capital Projects at WHSB

We expect to begin works on our project to replace the heating system in the Main School Building and the Mathematics and Music Block in the late spring or early summer this year. This is a complicated and expensive project which is being funded from a capital grant of over £1million provided by the Education Funding and Skills Agency (ESFA) and the School's own resources. The heating system in the Main Building is original and failing and needs to be replaced. We are working hard with our advisers to minimise any disruption arising from the project. I look forward to providing further updates for the School community later this year.

The School has also retained architects for the design of a new building to replace the East Toilets. The East Toilets are part of the original 1926 building and are in poor condition and no longer fit for purpose. Parents may recall we replaced the equivalent toilets on the west side of the School when we built the Sixth Form Building (six years ago). Despite five bids (across the last five years) to the ESFA for funding to replace the toilets, the School has each time been turned down for funding for this project. In the circumstances, the Governing Board has taken the decision to look to fund the replacement building using the School's own resources. Unfortunately, we lack sufficient funds to complete the project and therefore I shall be writing to members of the School community later this year to seek support with our fundraising plans.

Awards Assemblies and Speech Day

Unfortunately, due to uncertainty surrounding potential COVID-19 restrictions, we took the decision to once again replace Speech Day this year with Awards Assemblies. These will take a similar form to the Awards Assemblies we held last academic year and further details will be provided later this term. Our present intention is for Speech Day to return in November 2022, when we look forward to inviting parents and members of our wider community back to the School Hall to celebrate our pupils' achievements.

In Closing

Finally, I would like to end by offering my particular thanks to a number of people.

The Old Westcliffian Association (OWA) continues to provide loyal and dedicated

support to the School. I would like to thank the OWA for, once again, providing the School with a beautiful Christmas tree that took pride of place on the Hall stage throughout the festive season. I also offer my special thanks to Alderman David Norman MBE (President of the OWA), who has decided to step down as our President this year, after ten years of loyal and dedicated service. He will be placing the OWA in the best of hands as Mr Terry Birdseye, our superb long serving Secretary of the OWA, takes up the chain of office as our new President of the OWA. The changes will take place later this year and a further update will be provided in the summer edition of *The Westcliff Diary*.



Alderman David Norman MBE,
Old Westcliffian

I would also like to thank the Parents' Association (PA) who provided tremendous support and assistance with the decoration of the School Hall for a number of our Christmas events. I am also most grateful to the PA for their support with the hospitality for our sell-out Christmas with the Big Band evening, and for, once again, sponsoring our Festive Card competition. The PA generously provided and served the delicious mince pies and mulled wine that we all enjoyed after our wonderful Service of Lessons and Carols. I know that, for many in our School community, the WHSB Carol Service marks the start of the Christmas period and we are particularly grateful to Father Willie Skehan, who joined us for our Service this year and gave the Blessing.

I would also like to thank pupils and parents for their continuing support for the School. I could not end this section without paying tribute to the staff of the School who have worked tirelessly to support our pupils throughout one of the most challenging times we have encountered as a School in modern times. I wish the staff, pupils, parents and friends of the School a successful and enjoyable Spring Term.



Pupils and staff arriving for School on the last day of the Autumn Term are treated to some joyful Christmas Carols from our talented musicians

SCHOOL COUNCIL



At Westcliff High School for Boys, there is always the chance to take learning beyond the classroom; the Learner Profile encourages this attitude. The School Council is a council that is run by the pupils of the WHSB community. It takes collaboration between Year groups and is there to represent the views and thoughts of the pupils. Pupils must understand the democratic process that the Council constitutes as it mirrors wider society.

There are effectively three tiers to the School Council. Tier One is the voting of Form Representatives from each Form in Years 7-11. Three representatives from each form (Chairman, Vice Chairman,

and Secretary) are voted for by their peers in their Form. Once these officers have been elected they then form the Year Council. Tier Two comprises a Year Council meeting where the thoughts and views of each Form are represented. They canvas the Form with questions that help to form the Year Council Agenda. During this meeting, a Lower Sixth Form Captain operates as the Chairperson, with another recording the minutes of each meeting. Within this meeting, the Year group representatives then vote two representatives onto the School Council. The minutes from these discussions are then reviewed and contributed to the Agenda for the School Council.

Tier Three of the process is the meeting of the School Council, which comprises two pupils from each Year Group. There is an Agenda for each meeting and minutes are recorded by an Upper Sixth student. The Agenda is composed of information that has been brought to the attention of the Year Council, but also from questions that the School wishes to ask the pupils; these can be wide-ranging, from societal issues requiring attention, to day-to-day situations within the School.

SCHOOL NEWS

The intention is that in every Half Term there is a Year Council and a School Council meeting. The changing of Form Representatives occurs every Term and the structure of twice-termly meetings ensures the best possible position for facilitating change.

Although the outcomes from the initial School Council meeting cannot be published at the time of writing, we consider it is important that all in the School community are reminded of this particular opportunity to be heard and to become involved in changes and developments within the School.

Why not demonstrate that you are 'open to opportunity' and keen to be 'collaborative and supportive' in relation to your Form, Year group, and School? The election of Form Representatives will take place in January and we encourage you to put yourself forward.

Mr T Morrish,
School Council Coordinator

WESTCLIFF CENTRE FOR GIFTED CHILDREN (WCGC) PROGRAMME

It has been exciting to restart the Westcliff Centre for Gifted Children *Go for Grammar!* Programme for local Year 5 pupils, following an enforced absence due to COVID-19 restrictions. In the Autumn Term, 172 children attended the first two sessions, one focusing on Leadership, and the other on Creativity.

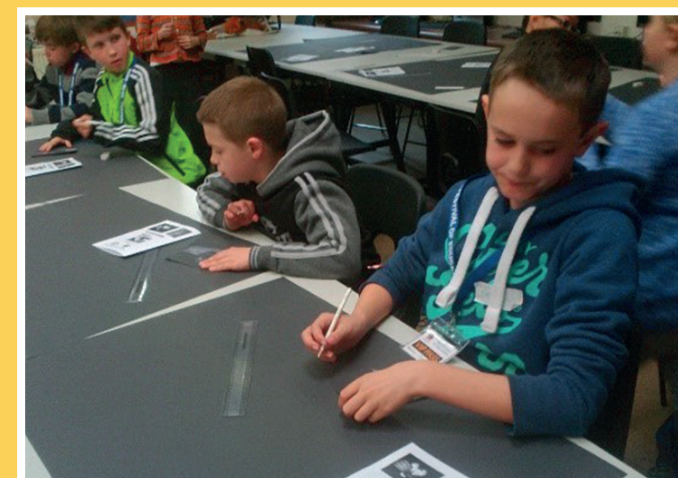
The days include English, Mathematics and Language lessons, and three lessons on the 'theme of the day'. The Leadership day included sessions led by members of the School's Combined Cadet Force (CCF) Army, Navy, and (for the first time) Royal Air Force Sections. The Creative day saw pupils engaging with Art, Music, and Technology activities.

In the afternoon, their parents were welcomed into the School for a seminar with the Director of Lower School, to discuss how parents could best support their child through the 11+ examinations. WHSB's own James Jennings and Sam Lawrence in Year 7 spoke to parents about their preparations for the 11+ examinations, with both passion and honesty.

The Year 5 pupils had the opportunity to engage with our Sixth Form students as they chaperoned them around the School and joined them for some of their lessons.

This term, the School will welcome more Year 5 pupils for the Humanities and Science themed days, followed by a Multi-sport activity day in the Summer Term.

Mr A Baggs,
Director of Lower School



SCHOOL NEWS

DEBATING AND PUBLIC SPEAKING

Due to COVID-19, most of the main Schools' debating competitions were held online last year and this made participation more difficult. However, this year we have been able to enter two teams in the *Oxford Union Schools Competition* for 2022 and that begins this term. It is hoped that this event will be held face-to-face and we look forward to reporting our anticipated success in a subsequent edition of the *Westcliff Diary*.

The impact of the COVID-19 measures has also affected our ability to hold our Debating Society in the usual manner. This term, we are hoping to re-establish our *Westcliff Union Debating Society*; however, restrictions mean that this is likely (at least initially) to target the Middle School and Sixth Form. We look forward to providing further information in the coming weeks and welcoming both 'old faces' and new to the society.



Mr R Stevens,
Head of Politics

RECLAIMING LOST PROPERTY

Special arrangements for reclaiming lost property are made biannually and dates are shared on the School's social media platforms and through daily notices. The lost property is brought to the Main Hall for viewing from 12.50pm-4.30pm on the chosen day to give pupils and families plenty of time to search for their lost items. These dates are in addition to our usual arrangements for pupils to reclaim lost property throughout the School year.

Pupils should not bring valuable items to School, but in the event that a more valuable item is lost by a pupil, s/he should visit the School Reception where these items are held for security purposes.

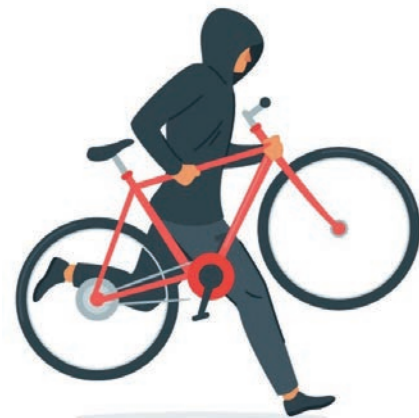
Any named items are returned directly to pupils, and any items of unnamed clothing which remain unclaimed are donated to charities in the local area with the assistance of the Parents' Association.



WATER FOUNTAINS

Remaining hydrated throughout the School day is important for pupils' wellbeing, development and concentration. We have several water fountains on site, providing drinking water for pupils, and we are in the process of upgrading these to make it easier for pupils to use refillable bottles. If, for any reason, a pupil is unable to access a water fountain, water can also be obtained from the School's First Aid Room and Sixth Form Servery (Sixth Form students only).

If pupils forget to bring their water bottles to School, they can purchase a branded School water bottle from the Uniform Shop (£1.00). Alternatively, parents are welcome to leave the water bottle with the School Reception staff and it can then be collected by their son/daughter.



BICYCLE SHEDS AND SECURITY

We have become aware that bicycle thieves are operating in the local area and, therefore, we urge pupils to ensure their bicycles are well-secured and locked using a padlock.

The bicycle shed located near the Manchester Drive is locked up each morning after the pupils have arrived, and opened at the end of the School day. Should pupils forget a padlock, they may wish to use the bicycle shed as a safer place to leave their bicycles.

We would like to take this opportunity to remind parents and pupils that items are left on site at the owner's risk, as unfortunately the School cannot be held responsible for the security and safety of personal items.

Miss E Lewis,
Premises Manager

PURCHASING SCHOOL UNIFORM AND MERCHANDISE

The School Shop, located in the East Basement, will normally open during Term time on Tuesdays, Wednesdays and Fridays from 10.30am-1.30pm, and on specified dates/times at the end of the School's summer break, prior to the start of the new Academic Year. When open, items of uniform



can be tried on for size and purchases made. Cash, cheque and debit/credit card payments are accepted. Parents will be notified of the summer holiday opening hours before the end of the preceding Summer Term. For items of uniform required in a size that is not normally stocked by the shop please contact the School Shop via e-mail: uniform@whsb.essex.sch.uk.

Items of School uniform and merchandise can also be purchased online using the following link:

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

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

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

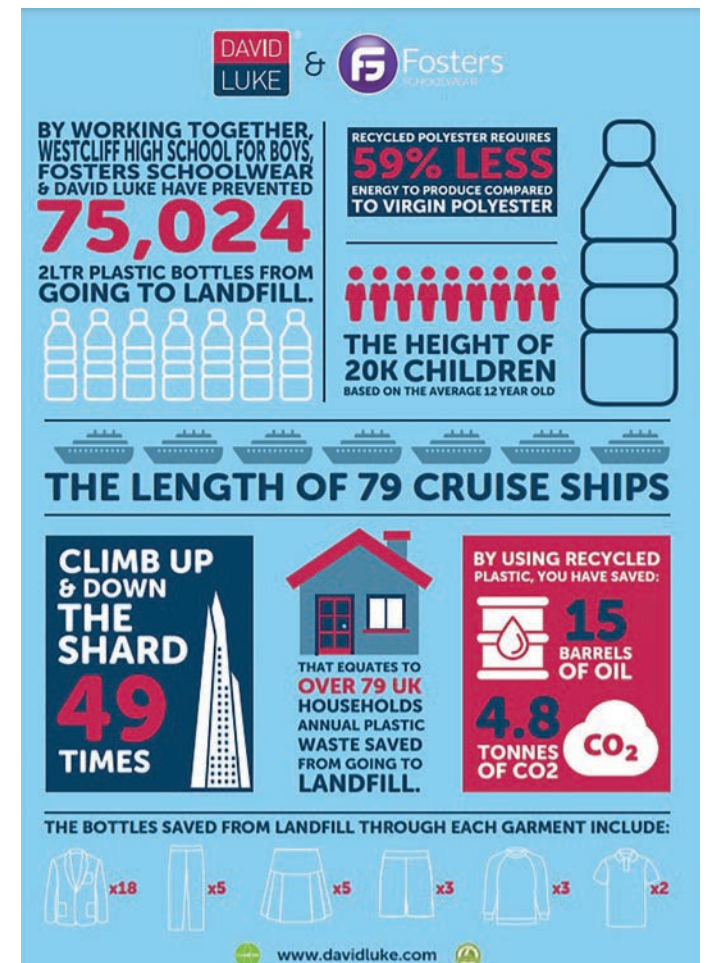
Mrs I Gimbutiene,
School Shop Manager

LEAVERS' CERTIFICATE COLLECTION

The 2021 Leavers were welcomed back to School in December, not only to collect their A-level certificates but also to share their experiences of life after WHSB. We were delighted that they were also joined by 2020 Leavers who missed out on the usual Leavers' events due to the COVID-19 restrictions in place at the time. It was a fantastic opportunity for staff and alumni to catch up, discussing events and opportunities they had experienced during the past months. The conversations ranged from experiences of university life to gap years, apprenticeships and work experience.

It was a pleasure to see how our former students have developed and blossomed. We wish everyone continued success with their plans and hope they will remain in touch, continue to support our School events, and keep us updated on their progress.

Ms N Weller,
Community Development Office



LOWER SCHOOL UPDATES AND EVENTS

YEAR 7 SUMMER SCHOOL



During the summer, WHSB hosted several activities as part of a one-week Summer School for the Year 7 pupils who joined us this Academic Year.

They were able to experience part of the extra-curricular life of the School, try being in the CCF, and were able to experience what it would be like in the School through taster sessions for different subjects, including Drama, Science and Music. Not only did it offer the pupils a glimpse of what their lives would be like for the next five/seven years, but it also opened the opportunity for them to meet

new people and form new friendships. The Summer School provided a bridge between Primary and Secondary School, helping to integrate pupils into the School community, especially due to the limitations of social interactions presented by COVID-19.

In Food Technology, myself and Cho Man had the pleasure of baking Chocolate Chip Cookies with the pupils and Mr Lo. There was great excitement in the kitchen as the pupils wandered about trying to turn on the oven to the correct temperature and deciding what kind of chocolate chips they wanted in their cookies; unsurprisingly, milk chocolate was the most popular choice! As they collaborated in pairs to produce a batch of cookies to share, they developed bonds with each other

and learned how to work together by communicating effectively and dividing up the workload of washing up. Not only was this a great team-building exercise, but it was a fun practical activity that allowed the pupils to engage in activities together and prepare them for their Food Technology lessons.

*Keerthika Kandarathinam,
Upper Sixth*



YEAR 7 CHARITY WEEK

28 February - 7 March 2022

It has been fantastic to see how well the Year 7 pupils have settled in since their first 'proper' day at School in September.

Following enthusiastic participation in the School's *Hello Yellow* non-uniform day last term, in support of Young Minds, Year 7 pupils will contribute to the School's fundraising endeavours with a Charity week of their own.

This will comprise myriad events, including a sponsored silence, silly tie day, and cake sales which will take place across the week. In addition, Year 7 Forms

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

*Miss C Ives,
Year 7 Progress Leader*



YEAR 9 GCSE OPTIONS PROCESS

*Year 9 Options Information Evening
Thursday 3 March 2022, 7.30pm*

Year 9 pupils are now approaching their decisions on the subjects they will pursue for their GCSE studies. There are several stages to this process to help pupils make an informed choice.

In the Spring Term, pupils will receive a series of presentations on optional GCSE subjects through Assemblies. These will include presentations on Economics and Geology, which are not part of the Lower School curriculum.

On Thursday 3 March, the School will host parents and pupils for the evening to discuss the process and provide advice on making informed decisions. Then, on Thursday 10 March, Year 9 pupils will spend an afternoon taking part in a Subject Options Carousel, during which they can visit subject stands, view work, and talk to current and former GCSE pupils. There will also be a presentation from Ms Weller, the School's Careers Coordinator.

We will ask pupils to make a final choice of GCSE optional subjects towards the end of the Spring Term, and details of how to complete the online GCSE Options form will be provided during the GCSE Options Evening. Option choices made by every pupil will be carefully reviewed by the School before they are confirmed, to ensure that the School is satisfied that the choices which have been made are sensible and in the best interests of the pupil concerned.

There will be plenty of opportunities for pupils to speak to teachers and Senior Staff throughout the process, and pupils are strongly encouraged to do so if they have any questions.

*Mr A Baggs,
Director of Lower School*



YEAR 8 AND 9 PARENTS' CONSULTATION EVENINGS

*Year 8 Parents' Consultation Evening -
Monday 17 January 2022, 4.00pm*

*Year 9 Parents' Consultation Evening -
Monday 14 March 2022, 4.00pm*

The School has implemented a new online system, School Booking, for Parents' Consultation events to facilitate video meetings between parents and teachers in a style very similar to a traditional consultation evening. These virtual meetings allow parents to meet with their son's teachers and discuss progress. This is an important method of communication between the School and parents.

We look forward to meeting with parents using our new system later this Term.



YEAR 10 PARENTS' CONSULTATION EVENING

Monday 28 March 2022, 4.00pm

On Monday 28 March 2022, the School will be holding its Consultation Evening for parents of pupils in Year 10. The event is now online, and parents are invited to meet with the teachers to discuss their son's Report and to reflect on how well they have begun their GCSE studies. This is an excellent opportunity to assess strengths, identify areas for consolidation, and to plan for the End of Year 10 Examinations.

YEAR 11 POST-16 OPTIONS EVENING

Thursday 20 January 2022, 7.30pm

On Thursday 20 January 2022 at 7.30pm, there will be a Post-16 Options Evening in School for all members of Year 11. The Headmaster, along with his senior colleagues, will provide a full analysis of the options open to pupils in Year 11, leaving them in a stronger position to make informed judgments regarding their future education. The evening is intended to be of benefit to all members of Year 11, including that minority of pupils who may wish to consider opportunities apart from the Sixth Form at WHSB. We regard this evening as an event all members of Year 11 should attend and we also expect that parents will attend with their sons to listen to the advice the School has to offer. During the evening we shall distribute the Intentions after GCSE/Advanced Level Options form which must be returned by Friday 11 February 2022.

YEAR 11 PHASE 2 REPORT DISTRIBUTION

Friday 21 January 2022

On Friday 21 January 2022, a detailed Report will be issued to Year 11 pupils and there will be the opportunity for them to read the assessment of their performance in the Trial Examinations.



MIDDLE SCHOOL UPDATES AND EVENTS

Subsequent to this across the days, Wednesday 26 - Friday 28 January 2022, pupils in Year 11 will be able to meet with senior staff to discuss their Post-16 choices in circumstances where a pupil may be feeling uncertain, or there are matters to which they would wish to give further consideration. Pupils may, for example, wish to discuss a particular combination of Sixth Form subjects or learn more about subjects which are not available in the GCSE curriculum. Senior Staff will be happy to discuss the concerns of individual pupils and will also give advice in circumstances where a pupil is considering opportunities outside this School. Pupils may wish to speak to a representative from the *Connexions' Careers Advisory Service* with whom appointments may also be made.

YEAR 11 ADVANCED LEVEL TASTER SESSIONS

Tuesday 25 January 2022

On Tuesday 25 January, Year 11 pupils will spend the afternoon familiarising themselves with what life is like as a Sixth Form student at WHSB. They will interact with Subject Prefects, learning more about the subjects that interest them, as well as gaining valuable insight into the differences between GCSE and Advanced Level study.

YEAR 11 PARENTS' CONSULTATION EVENING

Monday 7 February 2022, 4.00pm

The Consultation Evening for parents of Year 11 pupils will be held on Monday 7 February 2022. As with similar events for parents of pupils in other Year groups, this event will be held online. Parents are invited to meet with their son's teachers to discuss his Report and to consider the action necessary to help him to best prepare for the Summer Examinations in

each of his subjects. Parents will also be able to pursue enquiries relating to Non-Examination Assessment (NEA) and to consider their son's suitability for A Level study in particular subjects, as well as discussing his future plans.

YEAR 11 ADVANCED LEVEL CHOICES

During the week beginning Monday 31 January 2022, all Year 11 pupils will complete a questionnaire regarding their Advanced Level subject choices. Appointments will then be arranged for some pupils to meet with either Mr Williams, Mr Dean, Mr Barnett or Miss Bailey for further discussion regarding their Advanced Level subject choices. These appointments will be arranged based on the information gained from the responses to the questionnaire, as well as the Trial Examination performance.

*Mr A Barnett,
Director of Middle School*

OXBRIDGE PROGRAMME



As part of the School's ongoing commitment to support applications to the nation's most prestigious universities, a Seventeenth annual visit to Cambridge University is planned for this Term. We hope to continue the successful format of combining a tour for Year 11 pupils with a meeting with an Admissions Tutor at Emmanuel College. However, we are aware that Cambridge, like many universities, is considering its provision for school visits post COVID-19 and a new format may be required. A date has yet to be finalised, but if past practice is followed it will be a Saturday in February and the visit will run in conjunction with Westcliff High School for Girls. A complimentary trip to Oxford University, for the Lower Sixth, is intended for early March.

*Mr R Stevens,
Higher Education Coordinator*

SIXTH FORM UPDATES AND EVENTS

UPPER SIXTH UCAS DEADLINE

Wednesday 26 January 2022

Students and parents are reminded that the final UCAS deadline for 2022 admissions is Wednesday 26 January at 6.00pm. Any submissions made after this time will not be eligible for consideration. Students should submit any outstanding UCAS applications as soon as possible to allow the Sixth Form Team to review them thoroughly.

UPPER SIXTH TRIAL EXAMINATIONS

5 – 14 January 2022

This is a particularly busy time for our Upper Sixth students as they undertake the final Trial Examinations before the Summer A Levels. Students and parents are reminded that the Sixth Form Pastoral Office is on hand to assist with any

queries or concerns, as are all subject teachers and Heads of Department. Please do not hesitate to ask for the support you require. We wish the students the very best of luck in these important examinations.

CHARITY COMMITTEE

At the time of writing the Sixth Form Team is finalising the arrangements for selecting this Year's Charity Committee. We look forward to announcing the new Committee members soon and to working with them in their organisation of the programme of charity events and activities and in raising funds for those in need. We thank the outgoing Committee for their work throughout the last year.

*Mr A McGee, Former
Director of Sixth Form*

SIXTH FORM LECTURE PROGRAMME

We have, since September, been offering a series of lectures for Sixth Form students on a Wednesday afternoon. The last term saw the introduction of the new Wednesday afternoon Lecture Series, with topics as broad as *The Human Condition Seen Through the Lens of Science Fiction*; *British Military Engagements Post World War 2*; and *A Sociological History of Popular Music*. In the coming term we hope to welcome a range of external Speakers, including those with a focus on Law, aimed at those students thinking of making an application to university to study Law or entering a legal career, as well as those with a more general interest. We are in touch with recently graduated students and newly qualified Old Westcliffians who are willing to visit the School to speak to the students and it is always fantastic to welcome former students back to the School.

*Mr R Stevens,
Higher Education Coordinator*

EXTENDED PROJECT QUALIFICATION

Students in the Upper Sixth have been busily writing their dissertations for the Extended Project Qualification. This is a voluntary extra qualification aimed at the most conscientious and independent students in the School. They are tasked with devising a title and designing their research to answer a question of particular interest to them. The key to achieving a high grade is to explore some form of debate in which they can discuss both sides of a question. Their research and evidence are then judged on how well they can critique and evaluate their findings.

The project is a 5000 to 8000-word university-style dissertation, which is fully referenced and comprises the following:

- A project proposal form
- Contents page
- An abstract
- Literature review
- Dissertation
- Conclusion
- Bibliography
- Evaluation
- A PowerPoint presentation
- Cue cards/presentation notes
- A learning log diary (called the project activity log).

At the end of the project, students then present their research with a question-and-answer session. The presentation is assessed and covers the following:

- Research methods
- Findings
- Strengths and limitations of research
- Evaluation of the project and what they have learned

The qualification is worth half an A-Level in terms of UCAS points and is aimed at those students aspiring to study at the following universities: Oxford, Cambridge, University College London, Imperial, London School of Economics, Southampton, Bristol and other Russell Group universities. The qualification tends to attract potential students of Law, Medicine, Veterinary Science, Economics, History and Geography, however, it is also of particular value for students who wish to read a subject that they have not studied at A Level, such as Finance, Engineering or Social Sciences. Through

completing an EPQ in these fields, students can demonstrate their interest and aptitude in the discipline they wish to pursue.

Some titles this year include:

To what extent was the abolition of the death penalty a direct result of the legacy of the Second World War?

Does a plant-based diet improve aerobic capacity?

What was the influence of social media on the 2019 General Election?

What is the best way to incentivise people to achieve a greener world?

Can any substance be addictive?

If it is possible to live a moral life, ought we to pursue it?

Last academic year, the EPQ results continued to be outstanding with over 85% of entries awarded either an A* or A grade and 100% awarded A* to B grades.

I would like to take this opportunity to formally thank all the staff that supervised students with their projects and gave expert guidance to students in 2020-2021.

Thank you to:

Dr Prendergast, Dr Shepherd, Miss McGowan, Mr Baggs, Mr Barnes, Mr Cooper, Mr Cunneen, Mr Greaves, Mr Hudson, Mr James, Mr Jeffreys, Mr Marriot, Mr Norman, Mr Stevens, Mr Wightman, Mr Williams, Mrs Williams, Mr Wright, Ms Porter and Mr Yeo.

If you are in the Lower Sixth currently and would like to find out more about this qualification, please do not hesitate in coming to speak to me.

*Mr R Barber,
Head of Breadth Studies*

NEW STUDENT PERSPECTIVE

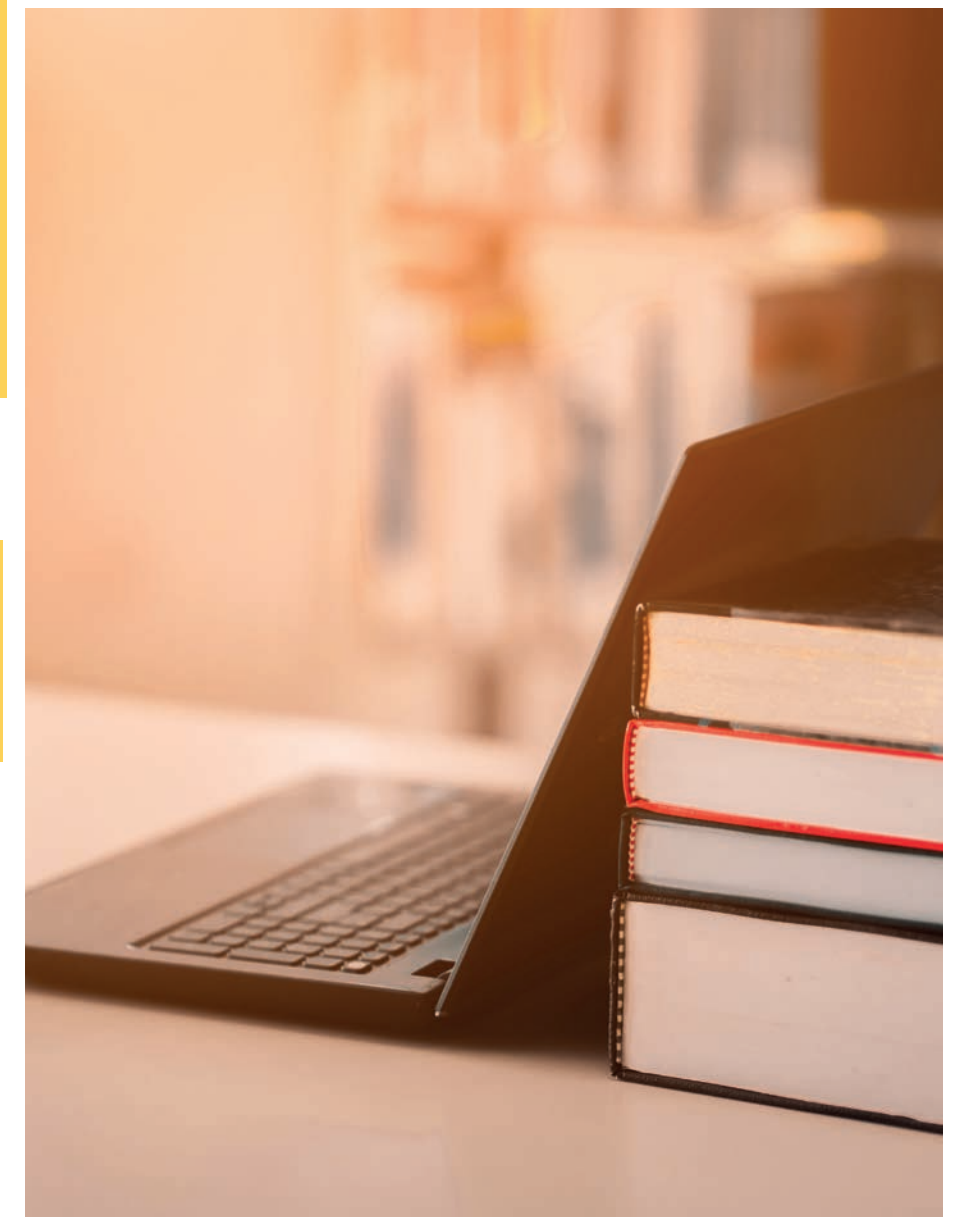


I should start with how relieved I am to find out during my first half term at WHSB that I made the right decision when choosing to move schools. I had

always been excited to move to the School since my brother had had such a good time here, but like everyone else, I started to worry about whether I would actually fit in as one of not many girls in an all-boys School. It is safe to say there was no reason to worry at all, everyone has been so welcoming, and it has been so easy to mix with many types of people at School. I was not sure what to expect as a Sixth Form student, but I am very happy with the mix of freedom with my free periods, as well as still having a structure to my day and the level of expectations that I had experienced at my old School. The level of support I have received as a new student has also been amazing. I have had more than one occasion where we have been given opportunities to feedback opinions on how we were finding things and whether we needed any extra support to settle in well. However, I have not needed to use this due to how smooth the transition has felt.

As with most people, I have managed to find a good balance between my workload and the social side of things, being able to spend time doing my work, but also being able to discuss homework with people during free periods, or even just have a chat after a long day of work. There have also been so many opportunities to get involved with many different Extra-Curricular activities which accommodate almost every interest. I was drawn to Music, and have very much enjoyed getting involved and have found a nice community that I fully belong in. Despite the jump in the workload that anyone should expect when moving from GCSE studies to A levels, my experiences at the School have confirmed I have made the right choice and I can only see the rest of my time here being as smooth as it has already been, especially with the support bubble of the people I have met to help me.

*Peg Jefferson,
Lower Sixth*



SAFEGUARDING AND WELLBEING

MEDICAL UPDATES

Last term, WHSB enjoyed a full return to School and relatively normal timetabling arrangements for the first time since COVID-19 restrictions were put in place in March 2020. In the changed circumstances in which we now operate, the School is working hard to ensure that WHSB remains a safe and healthy environment for our pupils. We very much appreciate all parental support in assisting us with these challenges.

Lateral flow testing

Around 1 in 3 people with COVID-19 do not have symptoms.

Rapid lateral flow tests help to find cases in people who may have no symptoms but are still infectious and can pass on the virus to others. Secondary school pupils are asked to continue with twice-weekly testing whether or not they have symptoms in order to minimise asymptomatic transmission of COVID-19.

The test usually involves taking a sample from your throat and nose, or your nose only, using a swab. The result is available in 15 to 30 minutes, depending on the type of rapid lateral flow test that you have taken.

Lateral flow tests are distributed at School and can be collected from a Pastoral Office, or they can be ordered online at the following government website.

<https://www.gov.uk/order-coronavirus-rapid-lateral-flow-tests>

Due to the frequent updates in relation to the pandemic, which may include changes to restrictions or requirements, any changes to these arrangements will be communicated to parents by email.

Immunisation programme

Following the updated advice from the Joint Committee on Vaccination and Immunisation (JCVI), last term the Government introduced a programme of COVID-19 vaccination for children from 12 to 15 years old. WHSB was one of the first local Schools to host the local NHS Immunisation Team to deliver the Pfizer vaccine to all those pupils for whom we had obtained parental consent. The Team visited the School on 30 September, and a catch-up session was delivered on 8 November for those who had been unable to have their first dose. The School also hosted the Immunisation Team on 9 November for the delivery of Flu vaccinations, which were offered to pupils as part of the Government's response to the increasing demand on the NHS this winter while COVID-19 numbers remain high.

Unfortunately, these priority vaccinations have necessitated the NHS in rearranging its usual programme of routine vaccinations, the dates for which are not yet confirmed.

It should be noted that the School acts as a venue for the NHS vaccination programme. WHSB does not have any oversight of consents or organisation of vaccinations, which are all arranged through the NHS Immunisation Team. If you have any queries regarding vaccinations, please do not contact the School as we will not be in a position to answer your questions. The NHS Immunisation Team can be contacted by telephoning 0300 790 0597.

Communication with school

So that the School is best able to support children with particular medical needs, changes in those needs must be communicated to the School in writing. Please also ensure that any medication (including insulin and EpiPens), for which the School should hold spares, is in date and replaced as necessary.

The School may not give children medication, including paracetamol, without written consent from parents. Consent to give paracetamol can be arranged using the following link:

<https://whsb.wufoo.com/forms/medical-update-and-consent-for-paracetamol-2021/>

Mr J Bleakley,
Assistant Head

RELATIONSHIPS AND SEX (RSE) EDUCATION EVENING

Thursday 3 February 2022, 7.30pm

Following the questionnaire which was sent out last term, the School will continue its ongoing consultation on the delivery of Relationships and Sex Education at WHSB by holding an in-person Education evening. This occasion will provide an opportunity for parents to listen to a presentation on the School's RSE policy and curriculum, and this will include examples of the material used as part of the RSE curriculum. Following the presentation, parents will have the opportunity to offer their feedback on the School's RSE provision.

To enable parents to fully understand the School's RSE provision, they are encouraged to review the School's RSE policy using the following link:

https://www.whsb.essex.sch.uk/_site/data/files/documents/key-information/school-policies/7EE9ECC41ECC393660064663C436AE4A.pdf

In addition, the Department for Education's webpages, which provide advice and guidance to parents about RSE, can be found using the following link:

<https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs>

If you wish to participate in this education evening, tickets are available via *TicketSource*.

Mr J Bleakley,
Assistant Head

PERSONAL, SOCIAL, HEALTH AND ECONOMIC (PSHE) EDUCATION

I am pleased to report that this has been a busy year for PSHE Education in the Middle School and Sixth Form. In the Middle School, PSHE Education is delivered through Form periods, Year group assemblies, whole School assemblies, some enrichment days, and a dedicated timetabled lesson once each week.

Throughout the year, pupils cover a range of topics which are delivered by a team of PSHEE teachers who deliver their specialist topic across the entire Year group. Pupils remain in their dedicated classes, while staff move from group to group across the Academic Year. Teachers adapt their teaching to suit the needs of particular classes, but the content is delivered consistently to all groups as staff deliver their specialised unit.

Pupils write in purple exercise books, which include a progress tracker in the front cover of this book. A Protected Characteristics guidance document is included on the back cover and a learning review document is fixed into the centre pages of their book. The purpose of this learning review is to encourage pupils to reflect on what they have learned and demonstrate their understanding of a topic. Each unit contains some assessment and pupils have the opportunity to also bring to the attention of staff those topics they would like to know more about. Staff then adapt their teaching to cover pupils' requests and any concerns. Pupils are regularly asked about their views through *Pupil Voice* focus groups and any concerns are acted upon accordingly. Protected characteristics are fully integrated into the timetabled units, Form time PSHEE, and the School's Assembly programme.

In October, all staff were consulted on their views regarding the School's RSE (Relationships and Sex Education) and PSHE Education. The *Staff Voice* is an important evaluative tool in such matters, enabling us to continue to develop the School's provision.



Guest Speakers at the Year 10 Careers Day

The Lower Sixth participated in a Mental Health Enrichment Day in September 2021 and this covered sessions on mindfulness, stress management, eating disorders, how to identify a mental health issue, and the benefits of sport and mental health. This was organised by the Sixth Form Team and we are pleased to report that the day was a great success. Students were given practical advice about how to reduce their stress levels and maintain good mental health.

For further support and guidance regarding mental health, students and parents can contact the relevant Pastoral Office at the School, and can also visit <https://www.nhs.uk>. Should you have an urgent mental health enquiry you can also call 111; help is available 24 hours a day, 7 days a week. If you call, you will speak to a professional in your local NHS Mental Health Service who will be able to discuss your mental health needs and guide you towards appropriate support. Calls to this line are free of charge.

Other Enrichment Activities

On Friday 27 September 2021, Year 10 pupils engaged in a Careers Enrichment Day. This was led by Ms Weller, who is the School's dedicated Careers Coordinator, Work-Related Placement Co-ordinator, and Community Development Officer. The day covered Curriculum Vitae (CV) and interview techniques and was delivered by Connexions. Through this event, pupils had the opportunity to learn how to 'sell themselves' and to consider what

employers are looking for in candidates for positions.

Year 10 pupils also participated in a *Unifrog* familiarisation session. This is an online tool to help pupils to search for and find out more about universities and careers. They also completed a personality survey to discover more about themselves. In addition, the School welcomed back WHSB alumni who visited to speak about to pupils about employment. Edward White delivered a superb session about apprenticeships, which was useful for those students thinking of alternatives to university. Ethan Burkett's presentation was on the company *Deloitte*, a leading global provider of audit and assurance, consultancy, financial and risk advice, taxation and related services. There were also presentations from *Barrons BDS*, a prominent local accountancy firm.

Other speakers included Josiah Maggs who explained the benefits of taking a gap year, while Dan Kane led an interesting session about his role as producer for *Talk Sport Radio*. Natalie Pavelin and Dominic Green explained to Year 10 pupils the opportunities available in Marketing and Law, while Andrew Elliot and Enock Tafa from *IPECO* explained the different routes into careers in Engineering. Pupils completed evaluation forms at the end of the session and analysis of this reveals that they were overwhelmingly positive about the day.

Mr R Barber,
PHSE Education Coordinator

SAFEGUARDING: CONSENT

At WHSB, we wish, in line with DfE statutory guidance on Relationships and Sex Education and Health Education, to develop young people who are well-informed and equipped to make decisions for themselves about how to live their own lives, whilst respecting the right of others to make their own decisions and hold their own beliefs.

As part of the School's *Relationships and Sex Education* programme of study, the topic of consent is covered at an age-appropriate level in PSHEE lessons and through our Assembly and Form Period programmes. Key aspects of the law relating to this topic are taught, including the age of consent, what consent is and is not, and the definitions and recognition of rape, sexual assault, and harassment. Consent may be an issue that pupils will wish to discuss with their parents at home and, consequently, this article is intended to provide some further information and guidance about how you might broach the topic with your son or daughter.

In its broadest terms, consent is about having the freedom and capacity to choose. The age of consent is 16. Consent to sexual activity may be given to one sort of sexual activity but not another. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Parents may wish to use the following YouTube video as a discussion starter with their son/daughter:

<https://www.youtube.com/watch?v=fGoWLWS4-kU>

SAFEGUARDING AND WELLBEING

This resource is used in PSHEE lessons and students have found it helpful in opening conversations around the topic.

Some important points to stress concerning consent are that 'No' always means 'No,' whether communicated verbally or non-verbally, and that a lack of an affirmative, positive, freely given 'Yes' is also a 'No'. Additionally, a 'Yes' is not consent if someone is coerced. Examples of coercion are if the young person pressures, pesters, threatens, blackmails, intimidates, bullies, or harasses someone. Consent is a positive, voluntary, active, and conscious agreement to engage in sexual activity. When someone is consenting, they agree and are confident in their decision to consent. Body language and verbal language should both communicate the same positive message. We teach our pupils that any consent conversation includes asking, answering, and negotiating.

Further information about consent can be found here: Rape Crisis England & Wales (<https://rapecrisis.org.uk/get-informed/about-sexual-violence/sexual-consent/>)

Mr W Williams,
First Deputy Head and Designated
Safeguarding Lead



Mental Health Upper Sixth Half Marathon Runners.

From Left to Right – Che Lovett, Owen Brennan, Joshua Gray, Peter Eriksson and Thomas Waters

MENTAL HEALTH

During the Autumn Term, WHSB supported the Young Minds charity in recognition of its outstanding work in the field of mental health. October's non-uniform day was an opportunity to raise funds and awareness with the 'Hello Yellow' campaign. In addition, four members of the Upper Sixth raised significant funds by completing their sponsored run in the Chelmsford half marathon.

In the blog post 'Tips for coping with anxiety about change,' a young contributing writer explains how she has dealt with a recent house move. The Young Minds website contains several interesting articles written by guest writers, many of whom are young and face similar life experiences to those of our pupils. Change can manifest itself in many ways; some will have shared the writer's experience by moving home recently, others will have experienced change as they begin GCSE and A-Level courses, whilst others are still settling into a new school.

TIPS FOR COPING WITH ANXIETY ABOUT CHANGE

Hold onto the things you are used to

When things change, it usually involves leaving behind something you are used to. When this happens, it is important to remind yourself that while one thing is changing, it does not mean that everything else around you is changing too. You still have things like your favourite TV show, a

toy you clung to as a child, the music you love. There are so many things that you can hold on to. Keep these things close, and go back to them should you feel overwhelmed or in need of reassurance. This will remind you that you still have control over yourself and your life.

Voice how you feel

You are surrounded by people who care and will happily listen to you, even if it does not feel that way. It does help to talk about how the change affects you, or to write down how you are feeling if that is more comfortable for you. Change can bring about many unexpected feelings, and talking them out or writing them down may help you process them. This will help to make your emotions simpler to understand, which may help you to identify what you need to make you feel better.

It is also important to communicate with others and share with them how you feel, so that they are in a position to offer their support. They might also be able to take some action which may make you feel more comfortable.

Look after yourself

During periods of change it is important to take care of yourself. Change may be tiring and draining and, if you are not as productive as you might usually might be, you may need to take time out to relax, or to get some additional sleep. This is normal and is a positive strategy for ensuring good mental health.

These are not normal circumstances, therefore you do not have to act as if everything is fine in circumstances where it is not. Engage in activities which make you feel comfortable and safe. It can be challenging to do that sometimes, but it will help you in time. Self-care is not a waste of time - it is essential. All you can do is your best.

Plan

Planning out your day the night before can help you to maintain a level of normality in your everyday life. Structuring your time can make you feel much more in control of your situation, and the degree to which that may help can be surprising. Even if you are planning the smallest details, like getting out of bed and eating breakfast, it can help you to structure your time and feel accomplished and ready for the day ahead.

To read the original post in full, please use the following link. Material referenced with permission from *Young Minds*.

<https://www.youngminds.org.uk/young-person/blog/tips-for-coping-with-anxiety-about-change/>

Mr A Dean,
Assistant Head

UNIFROG

Since the start of the new Academic Year it has been business as usual for the Careers Department and we were delighted to launch *Unifrog* to Year 10 and Year 11 pupils for the first time. *Unifrog* is a programme which provides information on Higher Education and careers, and it encourages pupils to discover the amazing range of careers options and guidance on offer through its extensive careers library suite. Both Year groups, supported by Mr Barber and Ms Weller, had the opportunity to familiarise themselves with the range of material on offer and pupils' feedback was very positive indeed.

Our Sixth Form students also actively use this excellent system and we are delighted to now have been able to extend its usage to more pupils at WHSB.

CONNEXIONS

Our Connexions Advisers began their one-to-one Careers Advice meetings with Year 11 pupils in September, and these will continue throughout the year until every pupil in the Year group has had the benefit of this individual appointment. This annual opportunity is provided to assist the pupils with their potential career choices, A Level and degree options, UCAS information, apprenticeships and anything appropriate that they may wish to discuss. Support is also extended to additional Year groups, upon request. The appetite for information is increasingly apparent, visibly demonstrated by the punctuality and eagerness of the pupils to attend their appointments.

We would like to offer our thanks to the staff from Connexions, who continue to provide the pupils at WHSB with superb Careers advice and support each year.

YOUNG ENTERPRISE

This year, the number of Lower Sixth students signing up for and committing to joining the *Young Enterprise Company Programme* has been larger than ever before; we are delighted to see the growing interest from our entrepreneurs of the future.

Six teams of talented, creative students (39 students in total) set out to raise the necessary funds to produce a product which they can take to the open market and sell for a profit. Two cake sales and a trade fair attracted enormous support from the WHSB community, as well as the general public. The students' outstanding efforts generated interest from the local press, with most products being developed around the enhancement of mental health and wellbeing. We wish all our teams success with their ongoing work.



We congratulate those students from last year's Young Enterprise programme that were selected to engage with a unique opportunity provided through *The London Stock Exchange Group (LSEG)* during the October half-term break. These students joined others from around the UK to spend a full week observing and work-shadowing employees in different divisions of the organisation, whilst being supervised and guided throughout the process.

The three WHSB students were delighted to have been selected and, on their return from their week with the LSEG, were most enthusiastic regarding the enormous benefits of their experiences. This was a wonderful opportunity which we hope will be extended to other WHSB students in future years.

YOUNG ENTERPRISE: A STUDENT'S VIEW



Our team's participation in the *Young Enterprise Programme* provided us with invaluable insight into the business world while also teaching us a variety of beneficial skills that will serve us well in the future.

Given the constraints imposed by COVID-19 and the highly competitive nature of the programme, being placed second in the regional final was an incredible achievement. We believe our Company's success can be attributed to an engaged target audience and our ability to work as a team. Despite the challenges faced, The Company Programme was a remarkable and unforgettable experience!

Luke Akerele,
Upper Sixth

CAREERS

CAREERS EVENING PROGRAMME RELAUNCHED

Last Term, we were delighted to return to our programme of Careers Evenings. These events are not only open to all pupils at Westcliff High School for Boys, but to students in all secondary schools in the local area, who are invited to join us. As ever, we develop the programmes for these events taking into consideration our students' feedback in order to bring speakers from a broad spectrum of careers, many of whom are most prominent in their specialist field.

In December, we enjoyed an event focussed on *Careers in Medicine*, and we have further events scheduled for this Term. Our Careers Evenings are free of charge and those planned for this Term will be hosted at the School on the following dates:

Careers in Criminology, Finance, Sports Media & Law: Wednesday 26 January 2022, 7.00pm

Careers in STEM & Industry Inspiring Women: Wednesday 2 March 2022, 7.00pm

Please book your tickets in advance via TicketSource.

CAREERS CONTACT

We are always delighted to see our pupils reflecting on the possibilities for their future careers and taking the time to proactively understand what it might be like to pursue a particular career/s.

The Careers Office at WHSB is on hand to offer support and to work with pupils as they consider the range of options open to them, or as they pursue a particular area of interest. This is a busy office, with so many pupils reaching out for support and making appointments to meet with me to discuss their options and further explore their considerations. I am always delighted to meet with pupils to offer such support and advice and any students wishing to make an appointment should contact me directly.

Parents are also welcome to contact me to discuss their son's/daughter's potential career pathway. Equally, if any parent would like to offer assistance with future careers events, we would be delighted to hear from you. Please contact me through the School Office email account.

Ms N Weller,
Careers Coordinator

THE LITERATI

The Autumn Term for the English Team began just the way we like it – packed with extra-curricular opportunities for pupils in all Year groups. Our extra-curricular provision has been wide-ranging, from Creative Writing in which pupils have been able to become involved in Mrs Koutas’s famed writing sprints and Mr Keenan’s Dollar Baby script challenges, to Mr Lilley’s poetry slams, or through theatre.

The virtues of reading and creative writing are continually emphasised by the Department, but it is always worth mentioning the value of theatre, as it is sometimes misunderstood. Theatre has developed a reputation for being one of the Arts; that is, art with a very definite capital A and which is reserved only for the select few of the middle class clever enough to understand it. Whilst it is true that the theatre is a cerebral experience, the history of theatre in the UK is not one of elitism.

The very word ‘playwright’ has only been in the English language since the 1680s and was coined by Britain’s first Poet Laureate, Ben Jonson, as a witty portmanteau. If you look up the etymology of the word ‘playwright’ the portmanteau is made of ‘play’ and ‘wright,’ created to literally mean a maker of plays. But Jonson used it as a mock name, simultaneously derived from the term ‘shipwright,’ at the time one of the lowliest of sailors whose job it was to fix the damage to the ship. Therefore, playwrights were lowly creatures.

Society was not keen on players or playwrights. Playwrights encouraged the players in acting out lies and trained them and their audiences in the art of equivocation (ambiguous language that could simultaneously tell the truth and be a lie). Anyone involved in the theatre was a slippery character, not to be trusted.



Before the reign of Elizabeth, the theatre was predominantly used as a tool to instruct the illiterate masses on Biblical Verse, not as a form of entertainment. So dangerous were these playwrights and their open equivocation and blurring of the lines between reality and fantasy, truth and lie, that they were not allowed to establish theatres within the City of London itself. The theatre as we know it sprang from Queen Elizabeth’s love of the up-and-coming rebellious art form that had taken over the South Bank and that she had performed at her court.

This lasted until 1642 when plays were finally banned. A product of religious fervour and political upheaval, the banning of plays in London, and across England, in 1642 was a moment that has come to symbolise the grey years of Puritanical rule in England, during Oliver Cromwell’s Commonwealth. After decades of the likes of Shakespeare, Webster, and Marlowe creating a thriving theatrical scene in the capital, the playhouses then fell silent for 18 years, until the restoration of the monarchy in 1660.

From here, Marlowe et al became an elitist pursuit, something that only the wealthy could afford to pursue in leisure time, of which the increasingly industrialised working class had little; barring Amateur dramatics and the ‘Music Hall’ endeavours of the mid-19th century, the working class did not have the money or the time to access ‘high art’. As you may note, even the language surrounding theatre became weighted by the language of the class system and, arguably, theatre became a middle-class enclave.

Theatre-makers up and down the country have spoken at length about the complex and tangled issue of the theatre and its appeal to everyone: to be representative of everyone, of ensuring that all people have a space in the theatre, and about the thorny issue of dismantling the preconception that theatre is for the wealthy. In doing so they have come up against enormous social issues and have highlighted barriers that appear to have risen even higher in the past 20 years, blaming cuts in arts education and the increase in tuition fees. The 2017 *Acting Up* inquiry into access in the performing arts adds credence to these concerns, finding, for instance, that audition fees are locking working-class actors out of drama schools. Tracy Brabin and Gloria de Piero said:

“The systematic eradication of arts education in schools, sky-high drama school audition fees, chronic low pay, and

a lack of diversity behind the scenes are all contributing to a diversity crisis on our stages and screens.”

But live theatre helps to promote social discourse, dialogue, and potential social change, so we all must have access to it. Theatre is a cultural phenomenon that demands that society examines itself in the mirror. We can study societal problems and attempt to find solutions, coming together as a community to ask the big questions and to listen to different points of view. It requires an active and alert audience to engage with the drama and, consequently, although the script may be the same every night, the performance is unique, every time it happens. No two performances are ever the same because we all bring our individuality to the collective. In this way, everyone involved has a distinct and unique experience that can never be replicated because, as well as being entertaining, theatre actively engages us with the process of being human.

At WHSB, we believe that the art, process, and effects of live performance are incredibly important in the current world of social media, digital technology, and screens, and we are delighted to support that belief through our work in the English Department. Being fully present with a group of tangible, living, breathing people is important to the art of Theatre, and for the human spirit. It is where we work out our ever-changing definition of humanity, where we eke out empathy, hope, and love.

Since reading fiction engenders empathy, how many times must this empathic growth multiply when experiencing it with 50 to 500 of your fellow humans? It has been proven that live theatre audience members’ heartbeats are synchronized, so we can think of no more powerful way to experience life’s joys, sorrows and foibles than together.

At the time of writing, I am delighted to report that the English Department has run three theatre trips this academic year, with a further trip to the Palace Theatre and a live streaming event for the Sixth Form to follow. Here, our pupils and colleagues in the Department offer you their reviews and thoughts on what we have seen so far, and we look forward to seeing you on our next trip and sharing with you that wonderful experience of the theatre.

Miss S McGowan,
Head of English

ROMEO AND JULIET: A REVIEW

The WHSB English Department took an intrepid trip to the Globe this autumn to see *Romeo and Juliet*. Here, Miss McGowan and two pupils share their reviews of the production.

The greatest love story ever told? More like the greatest love story never told!

Given the endless adaptations of *Romeo and Juliet*, everyone has their ‘one’; for Mr Castleton it is Zeffirelli’s 1976 masterpiece, for me (and Germaine Greer) it is Luhrmann’s, but not all adaptations are alike in dignity, and I highly doubt for anyone it will be Ola Ince’s version for the *Globe* this year. Whilst I, for one, was excited to see a performance which undercut the story of a love affair so unbelievable that the only thing tragic about the play is not that the lovers are not allowed to be together, but that they are so emotionally neglected as young people that they truly believe that those devastating pangs of desire we all had at 14 are true love. That the only positive relationship these two young people feel they have in the whole sorry world of Verona is each other. And that that is worth dying for.

Shakespeare got that right – that is tragic.

I was all for Ince’s production, the *Romeo and Juliet* “without a single smooch”, a contemporary and (dare I say it) relevant production. One for us to see *Romeo and Juliet* for what it is – not the greatest love story of all time, but a gritty and visceral portrayal of what happens to our children when we become preoccupied with all the biting of thumbs and grudges that do not matter, that damage our egos and nothing more.

But in theatre, as in life, it is impact not intent that matters.

What should have been a radical post-theatrical production did nothing more than disjoint the narrative of the play. Instead of leaving the enormous, digital display at the back that flashed up social and moral tags such as ‘when boys are taught the rules of patriarchy, they are forced to deny their feelings’; ‘the number of youth clubs in London has halved since 2011’ that related the world of the play to the world we live in, Ince chose to patronise her patrons by having the actors break out of character – often mid-scene – to *explain* this information to us. The result was that instead of the audience understanding how isolated and alone *Romeo and Juliet* are as young people seeking ‘positive vibes’ against a backdrop preoccupied with an “ancient grudge” and the issues of the old, the narrative arc was completely ruined

and we jerked from scene to scene in the manner of a badly performed robot dance, circa 1990.

Ince’s *Romeo*, the captions (and interruptions) seemed to suggest, is an emotionally neglected teen, suffering from depression and therefore seeking to have his emotional needs met by his Montague gang (who at one point mug the Nurse). It is true, Shakespeare’s original play does support the interpretation of a neglected *Romeo* – but that was not the *Romeo* that Enoch portrayed. Enoch was genial, playful... a clear outlier from the rest of the Montague gang and his bestie Mercutio behaved more like Sick Boy from *Trainspotting* than the dynamic, highly intelligent and fluid character that Shakespeare’s language suggests.

The Capulet ball was loud, raucous, drug and alcohol-fuelled. Ostermeier-esque? Definitely. But where people have generously perceived Ince’s decision to replace the glory of Shakespeare’s lines with punk Songs and a karaoke version of the Arctic Monkeys as merely “audacious”, I would say it was down-right lazy and rude. There is a reason Shakespeare is the poet “not of an age but for all time” and the Arctic Monkeys are, well, the Arctic Monkeys.

But even this was not the play’s greatest shortcoming. Act 1 Scene 5, the ball where *Romeo and Juliet* meet, was completely marred by the fact that we did not even hear *Romeo and Juliet*’s lines... at all... they simply stood in the audience miming discussion. That is right – even next to us, they did not recite the lines Shakespeare gave them. They mimed them. Badly. My patient ears, ever attentive, did not hear a murmur of Shakespeare’s lines. At no point was there any click, frisson, tension, desire, *attraction* depicted between our eponymous characters and all the suspense of their touching hands in that one chemistry-laden moment was lost. In short, their relationship was not believable – and at this point, I was not just willingly suspending my disbelief; I was positively encouraging it to defy the laws of gravity!



And so, from the end of Act One, just like *Romeo and Juliet*, I knew there was no saving this *Romeo and Juliet*.

The one actor who managed to capture the world of the modern and marry it with the sentiment of Shakespeare was Sirine Saa as the nurse. Offering Juliet a ‘Pom Bear’ whilst hiding under a duvet and delivering Shakespeare’s lines made Saa’s nurse a believable anachronism, but one actor cannot carry a performance alone. Even the visceral murders of Mercutio (who has his throat cut on stage), Tybalt (sliced across the stomach in a street fight), Paris (shanked) and *Romeo*’s suicide (vomiting up poison in close proximity to the audience on stage) could not revive the play to the status of believable. By the time Murrell was finally allowed to fully deliver some of Juliet’s lines and she slumped over *Romeo*’s prostrate body weeping “no friendly drop to help me after?” we were all ready for the play to end.

What I can say that stood out was that it is the only play I have ever attended that closed with an ‘if you were affected by any of the issues raised here today’ notice... and I suppose the rain helped to set the mood of the final scene. But that was more luck than judgement. Whilst it is certain that our students will have left the *Globe* with a sense of Bardolatry utterly destroyed, I cannot say that it was a recommended watch. Not because I am a Shakespeare purist, but because this version simply failed to hit the target: it was very clear that neither of those young people would have died for each other.

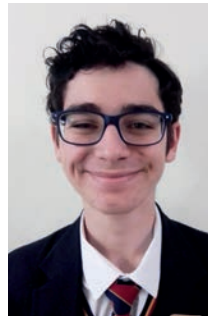
Conclusion? Save yourself the two hours traffic of that particular stage. Ince’s production, for all its social commentary and moral posturing, did not wake any of us up to the beauty of finding something as rare and beautiful and remarkable as love in a world that only seeks to destroy.

I would like to thank Mr Jeffreys and Mrs Cook for also attending the event.

Miss S McGowan,
Head of English

THE LITERATI

ROMEO AND JULIET: A REVIEW



Gavriel Levy,
Year 10

It may have been a wet and grey day on Saturday 2 October, but I can assure you I have never had more fun standing in the rain for two hours than when I saw Romeo and Juliet at the Globe Theatre that day, alongside an array of other pupils and teachers.

With a stunning cast of actors such as Alfred Enoch as Romeo (widely known for his role as Dean Thomas from Harry Potter) and Rebekah Murrell as Juliet, this play was filled with life, creativity, and Shakespearean Karaoke (no, really) — it was about as enjoyable as a tragedy can get. It starts with welcoming the audience to the fair town of Verona, in the modern-day! Its setting in modern times allows it to take a few liberties to add to the unique charm of what is an already well-established tale, with 35 movie adaptations and uncountable plays performed. Romeo, quite ironically, wears a “Good Vibes Only” shirt throughout the play, including during his untimely death, and the Nurse offers Juliet a packet of pom-bears. A raucous and lively take on a classic Shakespearean play, featuring bikes being ridden about on stage, antics with Calippo lollies, singing Shakespeare lines to the tune of pop songs in the infamous party scene, and a rather enthusiastic actor projecting fake vomit onto the unfortunate people standing too

close to the front (not us, fortunately). This show was impossible not to enjoy.

It still, however, managed to make use of the typically sordid tone of the classic play. Every now and then, the play would pause so that a character could read out a relevant statistic about teenage mental health and suicide awareness — the theme that they based the play around. While, ultimately, this led to the play being an enlightening experience, it did result in some level of tonal dissonance — other than the statistic appearing in large red lettering on the electric board at the back of the stage, there was no warning for when the play would stop and that would start, and when it happened it was fast enough to give you tonal whiplash! Despite this, the rain, and the traffic that tried its best to thwart us, this was a massively enjoyable occasion for all of us who attended.



Rafael Gamma,
Year 10

The excursion began late in the morning, the weather and the absence of petrol our adversities that day. No matter for this troupe of Middle School thespians, ready for an afternoon of much-missed live art and culture, reeling to get back on its feet after the pandemic, ten times stronger than before. Through London relatively traffic-free, we enter into the Globe theatre to take our... places, I suppose, not seats, in the pit. Mobile phones off, group photographs snapped, the actors arrive on stage.



The first thing that strikes me is the modernity of the props, the clothes, and the messaging. Beginning with the infamous street brawl in Verona, coupled with the excellent musicians hiding in the mezzanine, a tragedy is made quite a lot more entertaining than usual. Although there were, unfortunately, no programmes, we saw some familiar faces in the cast, most notably ex-Harry Potter star Alfred Enoch, who played Romeo.

The rain did not matter as we saw the cliché of a young, independent Miss, being forced into marriage while her heart lies somewhere else, where players like Count Paris and Romeo are fighting over her, and where drama and sadness led to the eventual death of the protagonists, but with an essence our generation could relate to much more.

While people like Mr Jeffreys make a fair point about the divisiveness of the messaging it brought along, the consensus amongst our group was unanimously in favour of the interpretation. A Shakespearean tragedy that makes the discussions about violence against women, youth suicide, racism and homophobia so much easier, is a complete success in my view, and it made for an enjoyable day; one of the many days in the ‘bounce-back’ journey to normality, post-pandemic.



DIAL M FOR MURDER: A REVIEW

On Wednesday 10 November, accompanied by Mr Jeffreys and Miss Bailey, an intrigued group of Lower and Middle school pupils arrived at the Palace Theatre and eagerly awaited the opening of the auditorium to watch the critically acclaimed play, *Dial M for Murder* by army major, Frederick Knott.

Originally dubbed a failure after numerous London managements rejected the play, the BBC snapped up the script when it arrived later in 1951. At the time of only one channel, the weekly plays were a spectacle, and so when *Dial M for Murder* was premiered live on 23 March 1952, it became no less than a chart success; in 1954, it was even made into a film by Alfred Hitchcock, however, Knott had signed away movie rights for just £1,000 to the producer Alexander Korda, although he did make more for writing the screenplay.

The story itself is centred around the ‘Wendices’ – Tony and his wife Margot who, incidentally, has been having an affair with American crime writer, Max Halliday. The maniacal Tony blackmails an old university pal, Swann, who turns from small-time crime to killing Margot and inheriting her small fortune. However, the murder goes wrong and Swann ends up dead and, in a stroke of luck for Tony, Margot is wrongfully imprisoned. When Margot’s execution is set in a couple of weeks’ time, Inspector Hubbard must find the culprit quickly before time runs out.

The play was a brilliant take on the ins and outs of the post-war era, with the play setting the period of the 1960s very well, and fantastic scene setting (a garish pea green sofa and yellow wallpaper!) in comparison to the novel’s late 1940s to early 1950s style and gave all the students that attended an insight into the world of the ‘whodunnit’ thriller novel in an exciting way.

In my opinion, the play was a must-see, with all the actors performing phenomenally well, particularly Tom Chambers who played Tony Wendice, whose sinister and erratic nature was presented smoothly and realistically. I thank all involved – Miss McGowan, Mr Jeffreys and Miss Bailey and I would encourage everyone to make the most of the opportunity to see this and other fantastic plays at the Palace Theatre.

Maximillian Rowe,
Year 11



A MIDSUMMER NIGHT’S DREAM

On Saturday 30 November, 38 boys spanning Years 7 to 10 visited the Globe Theatre in London to watch *A Midsummer Night’s Dream* by William Shakespeare.



The production was colourful, lively, and full of joy; likely devised during the depths of lockdown, the show featured music and dancing, as well as a very active audience. The pupils really enjoyed the performance and behaved wonderfully at all times.

It was brilliant to be back at the theatre after an enforced break and, speaking to the pupils, this appears to be somewhere they would like to continue to visit (despite the fact that they had to stand for two hours!).

My thanks to Mr Jeffreys, Mrs Schofield and Ms Weller for their support and attendance on the trip and we look forward to future visits later this year.

Mr T Keenan,
Lower School English Coordinator

A LEVEL MASTERCLASS



On Monday 8 November, the English Department hosted a ‘Love Through the Ages’ conference for A Level students studying English Literature. It included lectures from Examination

Boards’ examiners, poets, and English professors, all of which constituted a rich and detailed insight into Paper 1 of the English Literature course. While one of the examiners was particularly blunt, broadly indicating that, if the students’ interpretations of love poetry were anything to go by, some would make “very boring lovers”, his advice was clear and succinct and helped us to avoid any unnecessary material in our essays. It

was like an examiner’s report, but acted out, with Question and Answer sessions, active speakers, and little ‘tricks of the trade’ that can be used to refine our essays to get the golden A*.

English Literature itself, at GCSE and A Level, can be notoriously slippery when it comes to the mark scheme and what exactly it is that the examiner wants to see, and how to write it. Conferences like these are excellent when trying to figure out how to phrase your writing to achieve the best marks and also how to develop your personal style further. Part of the joy of writing an English essay is being able to get your point across in your own style, with nuance and flair. We saw a lot of this in the conference, discussing particular styles of poetry and how the poet captured the essence of the topic they were discussing.



Studying why the literature is written in a certain way gives another window into analysing it, and also gives inspiration for how one can write an essay themselves. One of the speakers, a poet, was inspirational in the sense of actually suggesting we write our own poems as, if we can learn to write poetry, then we may understand more why poets choose to do what they do. In my experience, I can certainly say that writing my own poetry has helped me not only understand why poets write, but also to relate to them more, and the emotions that they are discussing. Being in touch with emotion is very important for analysing texts, in that sense, not only because you relate to the poets, but because it makes the texts themselves more interesting, and if you enjoy something then you tend to be much better at it.

Overall, the conference was excellent, and a very useful tool in deciding what to remove and what to keep. Something I believe the examiner left out, which is a key ingredient to making essays really work, is that sense of interest and enjoyment. If you are in Year 11 and are thinking about continuing your studies in English Literature beyond GCSE, then I strongly recommend that you do!

Mathew Pearman,
Upper Sixth

THE LITERATI

ROTARY CREATIVE WRITING COMPETITION SUCCESS

It has been a difficult year for young people, but a Creative Writing competition run by the Rotary Club has led to outstanding success for three pupils at Westcliff High School for Boys.

The competition challenged young people to write a 500-word piece using the title 'My Happiest Day' and, after the judging was completed, Rafael Gamma in Year 10 was awarded first place at District level, leading to his work being forwarded for entry into the National round. Aariyan



Kansagra and Ariyan Huq from Year 8 were judged to be runners up.

Representatives from the Thorpe Bay Rotary Club visited the School to present the pupils with certificates and book tokens to reward them for their efforts.



WHSB is passionate about entering pupils into writing competitions and we are proud that they have experienced a high degree of success in this area in recent years. Almost 750 pupils have had work published in anthologies and the School has recorded several successes in other established awards, at both regional and national levels. We congratulate the pupils on their success.

Mr T Keenan, Lower School English Coordinator

POETRY SLAM

On 12 October 2021, 21 pupils from Years 7-10 performed their poems in front of an enthusiastic audience of pupils and staff. The pupils were expected to write a poem on the theme of choice, some addressing the topic of daily choices and how the corresponding actions affect the wider society, and others looking at the current situation, including climate change and politics.

As a result of the competition spanning across the three Year groups, the judging was split into three categories, with a winner in each.

Performance - Rafael Gamma (10E)

Message - Hugo Mismar (8W)

Emerging Voice - Mykhaylo Pelagenko (7W)

The general quality of poetry entries was particularly strong, and it was pleasing to see the positive messages that the pupils were putting across, including some of our Year 7 pupils who were attending their very first competition.

There will be more chances to compete in competitions throughout the year, so look out for the next opportunity!



Mr S Lilley, Teacher of English



GLOBAL WARMING

The world is drowning in its own deadly heat,
The livestock in the wings being turned into meat,
Politicians lying like never before,
The seas polluted and fish on death's door,
World treaties made and world treaties destroyed,
Another failed appeal is deployed.

The haze of London and the smoke of Beijing,
To the fake news and fake media to which we cling,
The world is alone in the depths of space,
The ozone layer, once whole, now looks out of place,
But yes, though we've heard it all before,
Nothing ever happens because we choose to ignore.

To reaffirm it one last time,
Don't believe that fake media to which we cling,
Because you know what's coming-
Global Warming.

Hugo Mismar, Year 8

Mr S Lilley, Teacher of English

CHOICES

I have a lot of choices
They're all different little voices.
What to do, what to say.
What to think, what to play.
How to do it, where to sit.
When to beam
And what to dream.

Sometimes I rejoice
'Cause I made the right choice.
And I'm as happy as could be -
Choices are a big thing, you see.
As big as an elephant, as big as a whale
It is important that you don't fail.

Our choices - they govern our lives.
So make the right ones - and you won't demise.
Think about everything -
Doing, saying, thinking, playing,
sitting, beaming, and then dreaming.
What would be correct for you to do?
With choices do not neglect
Or for that matter regret.

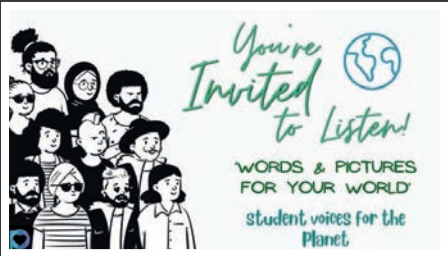
Mykhaylo Pelagenko, Year 7



Mykhaylo Pelagenko, Year 7

CREATIVE WRITING FOR CLIMATE CHANGE

During the Summer of 2021, in preparation for COP26, the organisation 'Planetary' challenged secondary school pupils to raise their voices for the planet through the mediums of poetry, art and photography, and two of our students, Leo Gardner (8C) and Rafael Gamma (10E) were subsequently shortlisted for their poetry entries. Following this, their work was entered and voted on by other pupils (both nationally and internationally) via the Planetary website, with both pupils' poems being selected for publication in a new anthology, *Words and Pictures for your World*. This publication is available via Amazon and Kindle, with a portion of the profits from the sale of every anthology dedicated to conserving an acre of rainforest through the World Land Trust's Buy an Acre programme as a lasting legacy of pupils' work.



What is even more remarkable is that the winning entries have been showcased at COP26 in two video collages produced by Planetary International. These were on display in the Green Zone for the viewing of world leaders, delegates, and members of the public, meaning that our pupils' creative efforts have won them a global platform for their thoughts on climate change. The School is immensely proud of both pupils: for their outstanding achievement, for the way in which they have embraced the opportunity to express their thoughts through writing, and for showing how writing can have an impact on our everyday lives.

Mrs G Koutas, Teacher of English



SUP: Get Rid of it

Single Use Plastic
Is marauding the ocean

Single Use Plastic
Is causing a big commotion

Single Use Plastic
Is killing wildlife

Single Use Plastic
Is not letting animals live life

Single Use Plastic
Is Polluting out land

Single Use Plastic
Is bigger in mass than England

Leo Gardner, Year 8



Leo Gardner, Year 8

Guardians of Nature

An innocent child sits passing the time,
A warm room, snow outside, a setting truly sublime.
Rolling his train set down the tracks, back and forth,
'Choo choo' he wails, as he turns the train north.

Turn your attention now to the reality we see,
A grand, luscious forest, trees growing free,
And like so many others across the land,
They're calling out for help, their cries expand,
To stop the wave of destruction, set to be planned.

The train sets of every household, come crashing to the ground,
A long line of ugly track, ploughing through the mounds,
The ancient forests, the spacious fields, cathedrals that house our nature,
Across the food chain and the ecosystem, disrupting every single creature.
Sounding somewhat unfamiliar to you?
Well, the name of this white elephant is HS2.

The very humans that cause a planet to be destroyed,
Now the guardians of nature, for that I feel overjoyed.
As the workmen plough through, their uniforms and their diggers,
They sat in the trees calmly, unity with nature nowhere bigger.
We realise nature's power, connecting and sustaining,
Now those in power see why we are complaining!

As we call this out, society is acting,
I take you through a medley of nature, adapting, reacting.
The diversity of life we must make everlasting,
From insects on the forest floor, trees dropping fruits outside your door,
Birds glide above the marsh, tides rising fast & harsh,
Walking your dog through the peat, the garden flowers blooming with the heat,
The ancient trees, leaf litter by your knees, wetlands left unkempt but free.

These are the things we cherish and respect,
That now we see are so vital to protect.

Rafael Gamma, Year 10

PHYSICS IS NOT TRUTH

Newton's laws crack open the door of delusion a little so that you can peek into the blinding golden light of the truth of reality.

Around 350 BCE, Aristotle believed that objects move because they feel a force, and when the force is removed the object stops moving. To demonstrate Aristotle's idea, consider yourself pushing your pencil case to one side of the table. As you push the pencil case, it moves. When you stop pushing it, it stops moving. Because Aristotle's idea seemed so intuitively correct, it persisted until the 17th Century. For nearly 2000 years, people believed as Aristotle did, despite it being 'wrong physics'.

But what do we mean by 'wrong physics'? Physics is not a discipline concerned with learning the truth about reality. Physics is about creating models that predict how the universe will behave in the future, dependant on the way the universe was in the past and is in the present. Models have three basic parts. There are the input parameters (what variables go into the physics theories), the processing of those input parameters, and the output (what values those variables are predicted to take). Aristotle's model looked a little like this:

Input parameter: How hard the object is being pushed.

Processing: If the object is pushed, it moves. The harder it is pushed, the faster it moves. If the object is not being pushed, it does not move.

Output: The speed the object moves.

If you apply Aristotle's model to the example of pushing a pencil case, it correctly predicts the output depending on the input. If the pencil case is not pushed, it does not move. If the pencil case is pushed, it moves. If it is pushed harder, it moves faster. It is this apparent success of Aristotle's model that led to its longevity. How can Aristotle's model be called 'wrong' when it correctly predicts the outcome of a situation? This question gets to the heart of Physics; it is about creating models that make better predictions than the models that came before, not about unveiling the true nature of reality.

Aristotle's model did not take into account friction. Friction is such a crucial force in so many areas of science, engineering and technology that neglecting it can lead to disasters.

Consider what happens when a car driving around a roundabout slips on a patch of black ice; Aristotle's model makes a prediction that does not match what is observed, and the consequences could be disastrous. Despite this, the majority of the global population still holds on to Aristotle's model and believes it to be true. Aristotle's model is reinforced by popular media, cartoons, computer games, television programmes, and so on. Consider one of the most popular space flight simulation games, *Elite Dangerous* (released in 2015 on Xbox One and in 2017 on PlayStation 4). When this game was first released, critics praised the physics and yet, in that computer game, the space vehicle reaches a maximum speed in a vacuum, and if the engine is turned off, the space vehicle (in a vacuum) slows down and stops. This is not what is observed in space. It is because most people still hold on to Aristotle's model that some people drive unsafely, unaware of how forces work, and unaware of the consequences of making the wrong prediction of the outcome.

In the early 17th Century, Galileo Galilei linked forces to changing velocities, rather than linking forces to speeds. Galileo's model was far better at predicting the outcomes, but it did not take into account bodies where the mass was changing. In 1687 CE, Isaac Newton improved upon Galileo's model and created the model of classical physics that was capable of making predictions that enabled humans to visit the Moon. Almost all engineering relies on what we now call 'Newtonian Physics' (or 'Classical Physics'), that is, the models that Isaac Newton created.

And yet, most people do not understand Newton's Laws of Motion. I have taught physics for over a decade. Eight of those years were here at Westcliff High School for Boys, but before that, I also worked in a different boys' grammar school (in the Northwest of England) and, before that, I was trained in various comprehensive schools across Manchester. I have taught Newton's Laws of Motion to pupils in primary school, to students starting their Degrees in Physics, and even to other teachers across the country, and time and time again I find that Newton's Laws of Motion are misunderstood. I believe the reason is that most people still believe in Aristotelian Physics (the models proposed by Aristotle).

Newton's three laws are as follows:

Inertia: the momentum of a body remains unchanged if the resultant force on the body is zero.

Impulse: the rate of change of momentum of a body is directly proportional to the resultant force on the body.

Interchange: forces between two bodies always come in pairs, which are of the same type of force, have equal magnitude, are along the same line of action, and have opposite direction.

Newton's Laws of Motion appear to be more complex than Aristotle's, but they make far better predictions. Does that make Newton's Laws of Motion 'right physics' (and Aristotle's model 'wrong')?

Within Newton's Laws is a subtle but beautiful idea; one cannot push one's self. When you walk forwards, you do not push yourself forwards, you push the ground backwards and the ground pushes you forwards. When you jump, you do not push yourself up, you push the ground down and the ground pushes you up. When you climb a ladder, you do not pull yourself up, you pull the ladder down and the ladder pulls you up. This means that no one is capable of changing their motion without causing an effect on the world around them. Every volitional action a person takes involves interacting with the universe and leaving an imprint of that action behind. Chaos Theory states that small changes of the input in a system can cause large changes to the output of the same system. A famous example is that of a butterfly flapping its wings; the cumulative effect of this small change can drastically affect the path of a storm. So, when you push the Earth backwards for it to push you forwards, the tiny change in motion of the Earth (and I cannot exaggerate just how small that change would be) will have an impact; an incalculable impact.

Everyone is delicately and subtly linked to the universe through their interactions with it. No one is separate from the universe. This connection of cause-and-effect is part of a vast web of connections that become impossible to measure and input into a model to predict what happens next, and yet on a certain scale, it is entirely possible to make such predictions. I can predict quite reliably that when I drop something, it will fall towards the Earth, but the effect the change in motion of the Earth will have on other things cannot be predicted. The nature of reality is hidden here, in the subtle interactions between things, not in the models that are written to make those predictions.

Richard Feynman, a famous Nobel prize-winning Physicist who revolutionised how we understand antimatter, amongst other things, once said, "turbulence is the most important unsolved problem of classical physics". This is because turbulence is driven by chaos, and so is largely unpredictable. In 1932, Horace Lamb (Physicist and Fellow of the Royal Society) once said, "I am an old man now, and when I die and go to heaven there are two matters on which I hope for enlightenment. One is quantum electrodynamics, and the other is the turbulent motion of fluids. And about the former, I am rather optimistic."

Turbulence is an everyday experience at macroscopic scales involving the interaction between fluids and solids moving through them. Newton's Laws of Motion should be equipped to make predictions about turbulence, and yet they cannot.

Newton's Laws of Motion are taught to pupils from Lower School right up to the end of their A Levels, but some models make better predictions in some circumstances. For example, the behaviour of subatomic particles cannot be predicted using Newton's Laws of Motion, neither can the movement of stars near black holes, nor can the motion of matter travelling close to the speed of light. The model that Physicists use to predict the behaviour of subatomic particles is called Quantum Mechanics. The model that Physicists use to predict the motion of stars near black holes is called General Relativity. Quantum Physics can be used to predict the motion of every day (what we call 'macroscopic') objects too, but

not stars around black holes. General Relativity can be used to predict the motion of macroscopic objects too, but not subatomic particles. Both Quantum Mechanics and General Relativity are much more complex than Newton's Laws of Motion (classical physics).

Classical physics is taught to Lower and Middle School pupils because it is useful in almost all circumstances that people encounter. It is only when studying A Level Physics that students learn more about Quantum Mechanics and Relativity (albeit Special Relativity because General Relativity is much more complex). There is a risk that pupils transitioning from GCSE to A Level feel that 'they have been lied to', or that 'everything they have been taught in the past is wrong'. Of course, this is not the case. The physics that is taught to Lower School pupils is the physics that applies to most situations people encounter, and it is only when people choose to devote more time to studying the frontiers of Physics that the more complex models are needed. Crucially, even these more complex models are not 'truth'.

One of the ultimate aims in Physics is to create a Theory of Everything; a model that can make accurate predictions at all scales and energies. Even this Theory of Everything would not be a statement of reality; it would still be just a model because that is what Physics is. Physicists hope that there is a Theory of Everything, but why should there be one?

There is an assumption amongst Physicists that everywhere in the universe the rules should be the same,

but we do not know what these rules are. Physicists' models are attempts to predict what these rules would dictate must happen, but what if the rules are not universal and unchanging?

Isaac Newton was not wrong, but neither was he right. Aristotle was not right, but neither was he wrong. It is important to always keep this in mind. Aristotelian Physics can only get you so far, but you will soon encounter situations Aristotelian Physics cannot predict; for example, why does the Moon move when nothing is behind it pushing it? It moves because it has inertia, which is Newton's First Law of Motion. At a certain level, you will quickly realise that Newtonian Physics is needed to make accurate predictions, and for most people, this is enough. With knowledge of Newton's Laws of Motion, you can drive safely, cross the road safely, build a skyscraper and fly to the Moon. To build a microcomputer, however, knowledge of Quantum Physics is needed, and to create a Global Positioning System of satellites (GPS), knowledge of Relativity is needed. Some students at WHSB will go on to push the boundaries of our understanding of the universe and create new technologies, and they may create new models of Physics that make even better predictions under certain circumstances. Maybe they will even create a Theory of Everything.

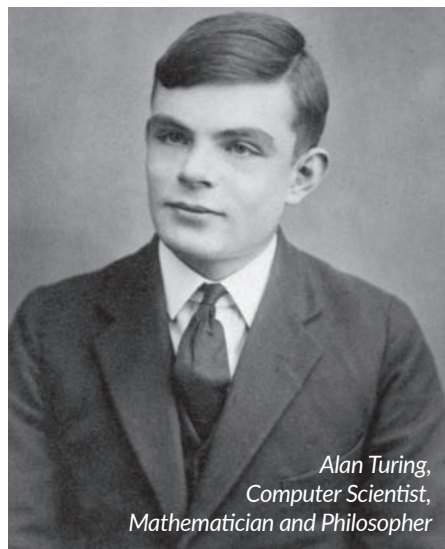
But if they want to know what 'truth' is, they are better off asking Ms Porter in the RS and Philosophy Department.

Mr K Dalby,
Head of Physics

MUTANT ALGORITHMS AND CHESS

Artificial intelligence is the latest buzzword, or is it? The question of what makes us human, and what we mean by the word 'intelligence' has been asked by humans since the philosophers of antiquity. In 1637, René Descartes said, 'I think, therefore I am'. In 1950, Alan Turing proposed the '*Imitation Game*' (now called the '*Turing Test*'). As with all things in history, there are different accounts of Turing's contribution and even different interpretations of what the '*Turing Test*' is. By one account, in trying to answer the question 'Can machines think?', the lack of a clear definition of what is meant by 'thinking' led to Alan Turing proposing a slightly different question, 'Can machines interact in a way that makes their interactions indistinguishable from those of a human?'





Alan Turing,
Computer Scientist,
Mathematician and Philosopher

In the 1950s, the idea of designing a machine that could interact with humans in a way that could fool humans into thinking the machine was human was beyond implausible. Leasing a computer in the 1950s could cost \$200,000 USD per month (\$2,300,000 USD per month today). Leasing a computer at that cost to experiment with an unproven and trailblazing area of computer science, with limited practical uses, was simply not an option.

In 1970, renowned computer scientist Marvin Minsky said, 'from three-to-eight years, we will have a machine with the general intelligence of a human being.' This was a period of tremendous optimism about the indefatigable march of technological progress. In 1971, all scientists used slide rules and trig and log tables when solving mathematical problems. In 1972, Hewlett Packard released the world's first electronic pocket scientific calculator, the HP 35. There had been scientific electronic calculators since the Hewlett Packard HP-9100A, which was released in 1968, but these were bulky and expensive pieces of hardware. The HP 35 marked the end of the slide rule overnight (indeed, warehouses full of plastic slide rules could not be sold, and it is still possible to buy 'new in box' slide rules from the 1970s that could not be sold at the time due to the immediate drop in demand). In just four years, the computing power to calculate sines, cosines, tangents, logarithms, and exponentials was shrunk to fit into anyone's pocket. In 1965, Gordon Moore, co-founder of Intel, observed the exponential growth in computing power, which is now known as Moore's Law. Moore's Law still holds today and is predicted to hold true until 2025.

It is understandable that computer scientists were optimistic about the capacity for machines to mimic human intelligence, given the exponential improvements in computer processing power and the early successes with artificial intelligence research. In 1986, the world's first autonomous car was built. In 1997, a computer (Deep Blue) beat the then world chess champion Garry Kasparov. And yet, we do not have 'intelligent machines' in 2022. Why not?

My opinion follows: there are two reasons for this. Firstly, 'intelligence' is still not well defined. Secondly, to use a sporting metaphor, the 'goal posts' are continually moved.

In 2022, we have machines that can drive along a motorway, reacting to hazards automatically, that are often safer than human drivers, but we do not think of them as 'intelligent'. We have computers that can understand human speech and give answers immediately to almost any question they are posed, but we do not think of them as 'intelligent'. We have software that can analyse a student's work and determine the likelihood of it being plagiarised, by scouring the internet for similar work. The work does not have to be identical, this is not a simple character-string-matching exercise, but rather an exercise in analysing writing styles and phrasing idiosyncrasies (amongst other things) and comparing to tens of thousands of other pieces of work. No human could accomplish this task, but we do not think of the software as 'intelligent'. 'Intelligence' seems to be reserved for humans and a few other mammals. Are crocodiles intelligent? Are they more intelligent than a Venus

fly trap? What about fungi? I am being facetious, but the underlying lack of a rigid definition of intelligence makes it harder to determine what is meant by 'artificial intelligence'.

In 1954, psychologist Paul Muehl published a book in which he claimed that algorithms could better predict human behaviour than trained clinical psychologists. He performed experiments and found that this was the case. Humans, Muehl realised, are unable to make predictions objectively and without bias. Algorithms, on the other hand, are by their nature bias-free. With sufficient data about a person's background, age, sex, occupation, education, family, financial situation, religion, medical history, and so on and so on, an algorithm can find similar individuals from a database and predict future behaviour far more accurately than a human can. It is why one's car insurance price can change if one changes one's job, and why when my wife and I were at university it was cheaper for my wife (to whom I was not married at the time) to include me on her car insurance than for her to just insure herself. Somewhere buried deep in the statistics, a decision was made that the risks were lower if two people were insured.

This is an interesting time to be an intellectually curious young person. Against a backdrop of mutant algorithms and AI-driven vaccine research, the pace of the inexorable march of progress in the field of artificial intelligence continues to accelerate. To prepare for the future, WHSB pupils must stay ahead of the curve and abreast of the latest developments in this field.

Mr K Dalby,
Head of Physics



PHYSICS: COMPETITIONS AND EVENTS

Each Wednesday, a talented and enthusiastic group of Sixth Form Physics students have been meeting to share in the joy that is solving Physics problems. Together, the Sixth Form students have been open to the opportunity to further develop their problem-solving skills by tackling complex problems in a safe and friendly environment.

On Friday 12 November, the Upper Sixth students had the opportunity to demonstrate the outcome of their problem-solving practice by sitting the *British Physics Olympiad* (BPhO) Round 1 paper; about 2000 students take this paper each year. The most successful of them are invited to participate in BPhO Round 2, from which the top 14 students in the country are selected to participate in BPhO Round 3. Round 3 involves a residential training camp at the University of Oxford and is used to determine the British team of five students for the *International Physics Olympiad* (IPhO) competition. Only the very best young physicists in the country make it to BPhO Round 2. The results are released in January 2022.

The Upper Sixth students will now assume a supporting role, mentoring Lower Sixth students to prepare them for the *Senior Physics Challenge* (SPC), which starts in the week beginning 24 January 2022. SPC is a national competition, similar to the BPhO, but drawing upon a narrower range of topics suitable for Lower Sixth students; about 6000 students participate each year. I

am very excited to see how successful our students will be in this competition.

Are you in Year 11 or Year 10 and feeling left out? Well, there is also an *Intermediate Physics Challenge Competition* for Year 11 pupils, which is in March, and a *Junior Physics Challenge Competition* for Year 10 pupils, which is at the end of April. There are plans to run these competitions for our current GCSE Physics pupils this year.

There are opportunities to compete in Physics problem-solving at a national level for pupils in the Middle School and students in the Sixth Form, but will you be open to them? Will you choose to delve beyond the examination specifications to develop those essential life-long learning skills? I sincerely hope you will, because in my experience there is little in this world that can match the joy of solving a complex Physics problem by yourself, and everyone in our School is capable.

Mr K Dalby,
Head of Physics

SCIENCE ROADSHOW

As part of our Wednesday weekly activities, Sixth Form students have been taking part in a Science Roadshow, where we visit local Primary Schools every Wednesday afternoon to teach the Year 5 pupils about a scientific theory or to demonstrate a scientific practical.

The Sixth Form students split into groups and each group designs an engaging and fascinating practical for either Biology,

Chemistry or Physics, to demonstrate to the pupils. The practicals being delivered this year are very enjoyable, they are: colourful flame tests for the Chemistry segment, circuits or flight for the Physics segment, and the body's response to exercise for the Biology segment.

The Science Roadshow gives the Primary School pupils an extraordinary insight into the Science that they will take part in once they transition to Secondary School. Once we demonstrate the practical and teach them why or how it works, the pupils have the special opportunity to gain some hands-on practical experience. Personally, my favourite part of the Science Roadshow is seeing the pupils' enthusiasm and their eagerness to learn, especially as they are learning something new, and seeing the huge smiles across their faces when they find out that they too can get involved. This Roadshow is highly enriching for all involved; it offers Sixth Form students the fantastic opportunity to teach and work with children, and offers the pupils the chance to see some Science beyond their usual curriculum.

We are glad to get the Roadshow up and running again, after an especially difficult year. It is delightful to be participating in an activity that is so valuable to everyone involved, and I would recommend taking part in the Science Roadshow if you have the opportunity to do so.

Bavisha Thayalan,
Lower Sixth

YEAR 8 SCIENCE ENRICHMENT DAY



On Friday 17 September 2021, for Enrichment Day, Year 8 pupils enjoyed a day of developing Science practical skills; it was one of my favourite days at WHSB so far! We were organised into our Science classes and there were a variety of experiments for us to try over the course of the day. My Science class carried out the following practicals:

- Making plastic from milk and vinegar
- Extracting DNA from fruits
- Extracting salt from water
- Investigating moments to discover the turning effect of a force
- Investigating elastic potential
- Investigating the effect of masses on a pulley system.

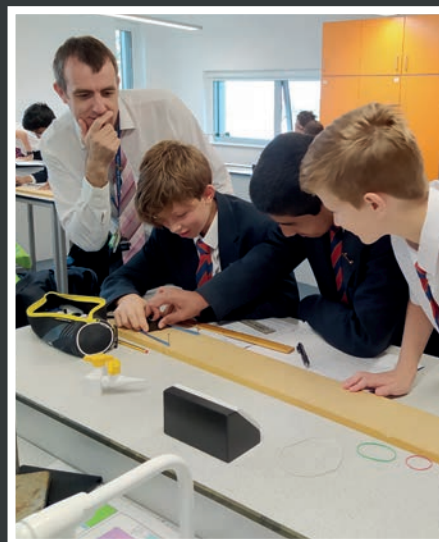
My favourite experiment was making plastic. I particularly enjoyed this because it was a fun and messy experiment to do. First, we gently warmed the milk and when it began to bubble, we removed it from the heat and slowly added vinegar. As we stirred it, we could see lumps of curd forming as the liquids began to separate and the protein from the milk rose to the top. We then poured the liquid through a sieve which allowed us to collect the protein. We gathered it together and placed it on a tray to dry. It left a white, plastic-like material on the

tray. We had to extract as much of the liquid as possible before we could mould it. Next, we moulded the protein into our chosen shape and my group made ours into a face. Finally, we placed the shapes onto a tray whilst they hardened. It was interesting to see the chemical reaction between the milk and the vinegar; who knew plastic could be made from something we all have in our fridge?

Sam Crabb,
Year 8

On the Science Enrichment Day, my class and I experienced the following practicals: making plastic, extracting DNA, investigating elastic potential, extracting salt from water, dissecting a flower and investigating moments. They were all amazing to do, but my favourite one was extracting DNA from kiwi fruit because there were many things you would have to do in the experiment that we had not previously done or used in a practical before, for example using a pestle and mortar. I thought it was useful because we were able to develop our practical skills using specialist equipment and learn about Science beyond the classroom. Also, it managed to convince pupils who previously did not like Science to start enjoying it by seeing how it can develop.

Jacob South,
Year 8



I was really looking forward to the Science Enrichment Day as I really enjoy the subject. On this day we had a variety of interesting lessons, varying from dissecting flowers, to extracting salt, to investigating moments. The session that I found most enjoyable was extracting DNA from kiwi fruit. First, we chopped up fresh kiwi and then mashed it up. Then we mixed washing up liquid, water and salt together and added it to the kiwi. Then we added alcohol to separate it and then slowly fished out the DNA samples which was like a stringy gunk. Overall, this day was great fun and carrying out the various practical investigations has allowed me to understand Science in more depth, as well as learn about new concepts. On behalf of Year 8, we would all like to thank the Science Department, especially Miss Lo, for organising an exciting and informative day of Science practicals.

Jaidan Benning,
Year 8



CHEMISTRY AT WORK



On 10 November 2021, I had the pleasure of partaking in the *Chemistry at Work* event, with 29 other pupils in my Year group. The event is usually hosted in Tilbury, but this year the event was held online and we viewed it from the Lecture Theatre at School. We had eight presentations during the day, and the ones I found most informative were by Mr David Heath, who works in Pharmacy, and Mr Calum Scott and Mr Sankalp Agarwal, who both work in Chemical engineering.

Mr Heath spoke to us about Medicines and Illnesses, and how Chemistry has helped to create drugs to cure diseases. He defined medicine as any substance or combination of substances presented as having properties for treating or preventing disease in human beings and recounted an illness as the presence of too much or too little of a chemical inside the body. For example, if too much adrenaline is present in the body, heart palpitations can occur, and if too much serotonin is present in the body, you may suffer from psychosis and schizophrenia. He gave us examples of insulin and acetylcholine; if there is too much insulin in the body, you may suffer from diabetes, and if there is too little acetylcholine you can suffer from dementia. Mr Heath gave the example of Asthma, which is when airways are constricted and closed. This occurs when there is not enough adrenaline in the body. However, just putting more adrenaline into the body would result in other side effects such as an increased heart rate. This led to the discovery of a drug called *Salbutamol* by Sir David Jack in 1966. I found this presentation very

interesting as it told me how important Chemistry is in the medicinal industry and gave me an understanding of how the drugs and medicines we use daily actually work.

Mr Calum Scott and Mr Sankalp Agarwal, who work at Genesis, spoke to us about how Chemical Engineering allows them to apply knowledge of Chemistry and engineering fundamentals. They explained the concept of how raw products make products, as well as waste. For example, Crude Oil is a raw product, and its products are hydrocarbons (molecules made of only hydrogen and carbon). The process of fractional distillation can separate these hydrocarbons from the oil, allowing them to be used for industrial purposes such as fuels. They also talked to us about the process of carbon capture, utilisation, and storage (CCUS), which allows carbon dioxide to be recycled from emission sources and the atmosphere. Carbon Dioxide is a major contributor to Global Warming and Climate Change. They explained to us that CCUS involves the capture of carbon dioxide from fuel combustion or industrial processes (which is then transported via ship or pipeline) and is either used as a resource to create valuable products or services or is permanently stored deep underground. I found the presentation very interesting as it described how a substance such as crude oil can have multiple uses, and how we can help to reduce the rate of Climate Change in our environment.

Overall, I really enjoyed the event, and it gave me a great insight into how Chemistry can help me in the future when considering my career path. I strongly recommend this event to anyone that has the opportunity to attend it.

Ethan Okai,
Year 10



I really enjoyed the *Chemistry at Work* event. It showed me how I can use science in everyday work and as a possible career. Throughout the day we watched a lot of presentations, from chemical engineers to doctors and pharmacists. We also learned how even drain water can be applied to a science career too. However, my favourite presenter was Thea Stewart. She is a chemical engineer and she shared with us her education and career path. Although not conventional, she attended Wellesley College in America and, as well as studying Music, she took modules in both Chemistry and Human Biology in her fourth year. She then explored this interest further and came across Biochemistry which seemed a good fit and, after years of study, she graduated from Kings College London earning a degree in Biochemistry. She was then offered a job as a Biochemist at London's Metallics Facility. Her story has inspired me to study and research even more about Science and I am also considering a possible career in the subject.

Krish Das,
Year 10



MUSIC

SPRING MUSIC PROGRAMME

Spring Chamber Recital, Wednesday 19 January 2022, 7.30pm

West End Trip: Wicked, Tuesday 22 February 2022, 4.30pm

Spring Sinfonia Concert, Tuesday 10 March 2022, 7.30pm

Philharmonia at the Movies Trip: E.T., Thursday 31 March, 4.30pm

SPRING CHAMBER RECITAL

Wednesday 19 January, 7.30pm

The Chamber Recitals are an excellent showcase of musical talent at WHSB, filled with soloists and small ensembles performing music from a wide range of styles and genres. This term will be no exception, featuring Music Scholars Quinn Williams, Edmund Griffiths and Ebraam Abdel-Malek. Quinn is a keen cellist and trombonist, while Edmund and Ebraam's vocal skills will be on display, with the former, performing

Handel's moving I Attempt from Love's Sickness to Fly.

Pianist George Smith will be playing a duet with piano tutor Mr Evans, while other pianists include George Odina, Patrick Wright and Rafael Gamma. Film music will be represented by GCSE pupils Rory Keeble and Jude Haase, who will be performing a medley of music from the Star Wars films.

Tickets are £5 for adults and free for pupils, and are available through [TicketSource](#).

WEST END TRIP: WICKED

Tuesday 22 February, 4.30pm

This term, pupils in the Middle School and Sixth Form have the opportunity to see the spellbinding, award-winning production of *Wicked* in the West End. This reimagining of *The Wizard of Oz* focusses on the friendship and rivalry of two young witches – Glinda and Elphaba. Following an encounter with *The Wizard of Oz*, the two witches reach a crossroads, and their lives take very different paths. This hit musical has wowed audiences for many years and is a must-see for pupils studying GCSE Music in particular, whose set works feature a song from this show. However, all pupils are welcome.

Tickets for this evening event are £36, including travel to and from the London venue and are available through [TicketSource](#).



PHILHARMONIA AT THE MOVIES: E.T. THE EXTRA-TERRESTRIAL

Thursday 31 March 2022, 4.30pm



Director Steven Spielberg's heart-warming masterpiece is one of the brightest stars in motion picture history. Filled with unparalleled magic and imagination, *E.T. The Extra-Terrestrial* tells the moving story of a lost little alien who befriends a 10-year-old boy named Elliott.

Experience all the mystery and fun of their unforgettable adventure in the beloved movie that has captivated audiences around the world since it was first released in 1982. Enjoy John Williams' Academy Award-winning score performed live by the 80+ players of the Philharmonia, as you watch the film on the Royal Festival Hall's huge screen.

This is likely to be a cinematic and concert-going experience unlike any other. This trip is particularly recommended to pupils studying GCSE Music, as it has direct relevance to the *Star Wars* set work.

This trip is open to the whole WHSB community, including staff and parents. Tickets are £31 including travel to and from the London venue.

SPRING SINFONIA CONCERT

Thursday 10 March, 7.30pm

When the impresario and orchestra director Johann Peter Salomon invited Haydn back to London a second time the prolific composer outdid himself, composing six new symphonies that, together with the six from the previous visit, established a new standard for orchestral music that in some respects has never been matched. These symphonies attained popularity in England that outstripped the music of even many native composers, and it is one of Haydn's final works, *Symphony 104 in D Major*, that will be the focal point of this term's orchestral concert.

Initially, Haydn had resisted going to London, after decades of comfortable life and work in the Viennese court of Prince Esterházy. Had it not been for the blunt insistence of Salomon (who announced to him in 1791: "I am Salomon from London and I've come to fetch you") we might not have the "London" symphonies at all. The opportunity to appear before the London public was simply too attractive to refuse. During each of his

two London visits, Haydn earned the equivalent of several years' salary at the Esterházy court. He was an instant celebrity in London, and a favourite and highly popular guest of the nobility. "Everyone wants to know me," he wrote to a friend. "I had to dine out six times up to now, and if I wanted, I could have an invitation every day."

The 104th received its premiere in May. "For fullness, richness, and majesty," wrote a critic in London's *Morning Chronicle*, "this new symphony is thought by some of the best judges to surpass all Haydn's other compositions. A gentleman eminent for his musical knowledge, taste, and sound criticism declared that for 50 years to come, musical composers would be little better than imitators of Haydn; and would do little more than pour water on his leaves." Haydn's experiences in London were so consistently positive that he might well have established a second home there, had the Esterházys not called him back for service in 1795.

This concert will also feature the playful *Thieving Magpie Overture* by Rossini. This infamously lazy composer is responsible for some of the most well-known music ever written. In this case, the piece was

composed under duress, as the day before the opera's premiere it still had not been written! Rossini was locked in a room and forced to complete the work under the guard of four stagehands, who tossed each completed page out of the window to the copyist below.

This concert is £5 for adults and free of charge for pupils, tickets available through [TicketSource](#).

YEAR 8 CULTURAL ENRICHMENT PROJECT

This term, all Year 8 pupils will attend at least one of the musical concerts or trips listed in The Westcliff Diary as an audience member and will be expected to write a review of their chosen event. This written work will be evaluated as a formal assessment and will contribute to reports and End-of-Year Grades. More details will be provided in lesson-time, but it is advised that pupils sign up for events as soon as possible to guarantee a ticket. The Music Department recommends the trip to London to see E.T. The Extra-Terrestrial performed by the Philharmonia Orchestra.

Mr T Derrick,
Director of Music



ART

LOWER SCHOOL ART COMPETITIONS

In the Art department, we like to start the academic year with a Lower School Art Competition as this encourages pupils to be excited about Art and produce high-quality pieces of Artwork as the year progresses. This year was no exception.

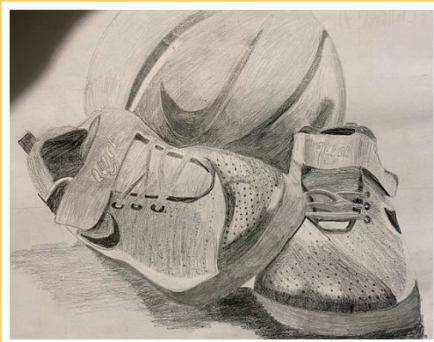
YEAR 7

The Year 7 task was to photograph a *Still Life* image and draw the most successful composition, applying the full tonal range and blending smoothly.

Our congratulations go to the winner, Dexter Seymour, who was most ambitious with his *Still Life* composition and thoughtful in his approach. He has applied tone sensitively using the full tonal range, blending, but not relying on the blending stump. Dexter has demonstrated excellent observational skills and detail.

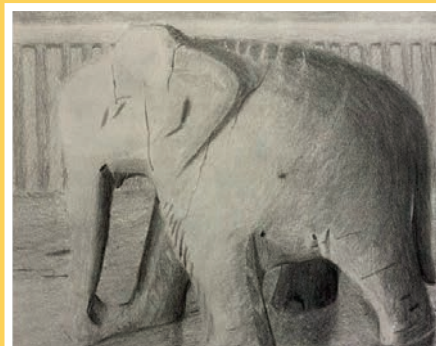


We also congratulate our runners up, Ethan M'Clelland, Reuben Fuller and Luca Baumslag-Grisi.



Ethan M'Clelland has fully engaged with Art having not had the opportunity to do so previously, and we can see rigorous learning and effort from all that he does in Art.

Reuben Fuller's elephant is a triumph! He skillfully applied every fine detail into the drawing, using his pencil sensitively and ensuring a good sense of depth and texture can be seen.



Luca Baumslag-Grisi has a striking composition and has applied varied tone to a complex form.

Well done to all our Year 7 pupils who participated; you should be very proud of your outcomes.

YEAR 8

The Year 8 task was to take a series of expressive portrait photographs which considered an emotion and composition.

We congratulate the winner, Dhairya Vyas, who has always displayed a passion for Art. He is committed to the subject and always presents high-quality outcomes. He submitted two self-portraits of high quality, communicating a thoughtful gaze and look of wonder!



We would also like to congratulate our runners up, Marachukwu Okoroafor, Ethan Neil Fontanilla and Ellis Anderson.

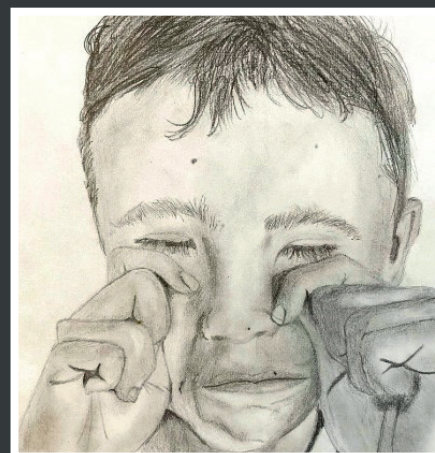
We really enjoyed viewing all of the Year 8 self-portraits. We discovered many expressive, fun facial poses, but Marachukwu Okoroafor's sense of depth and high contrast shading really stood out from the rest.



We also appreciated the effort and level of detail Ethan Neil Fontanilla applied to his portrait, with great expression too!



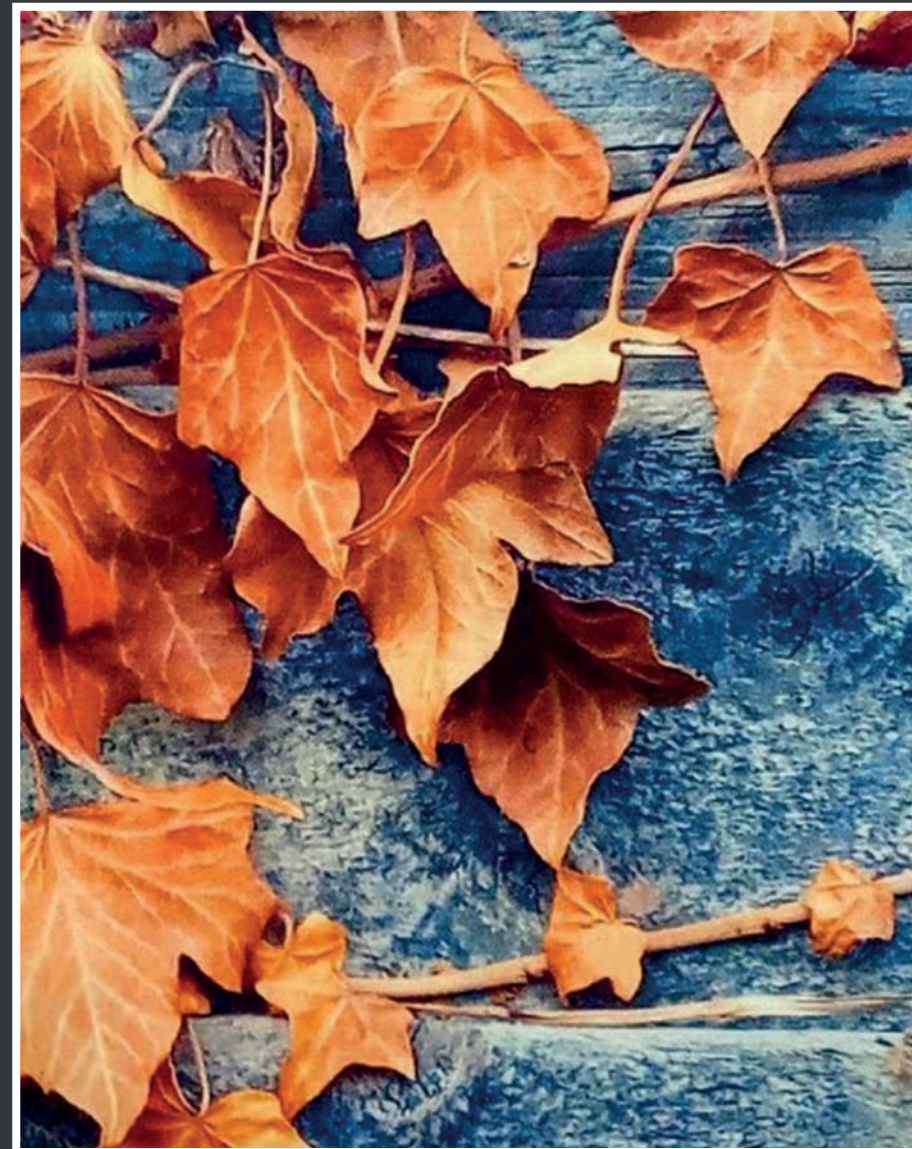
Ellis Anderson set himself the challenging task of drawing hands, and we think the result of his work is outstanding.



YEAR 9

The Year 9 task was to capture a sense of texture within the environment using the Rules of Composition.

Congratulations to our winner, George Cove, who has applied the rule of thirds and asymmetry to his photograph. He also manipulated the contrast and hue using Photopea. The piece not only effectively communicates the season of Autumn (through his use of complementary colours) but also a sense of the crispy textured leaves.



Our congratulations also go to runner up, Reese Bowman, who has observed well and managed to capture some outstanding close-ups of texture within the environment. It is good to see a pupil outside and engaging with their surroundings.



FESTIVE CARD COMPETITION



Due to the success of the *Festive Card Competition* last year, it has now become an annual event. We have been inundated with designs this year, and they are just as thoughtfully approached and skillfully created. With the help of our Art Prefects, the inspirational festive workshop led by Miss Gellard, and the previous year's examples, we hoped to encourage pupils to think creatively and be open to this opportunity.

The winner will receive a £50 voucher for the RA Academy or Tate Gallery, kindly donated by the Parents' Association. In addition, their card will be printed and will become the School's official festive card for this year. The broad range of images, techniques, compositions, and ideas will make it very difficult to choose. We were looking for cards that communicated a sense of festivity, and that encapsulated the ethos of the School.

Miss Gellard and I have shortlisted a special selection and, at the time of writing, are looking forward to receiving details of the Headmaster's choice in due course. In the meantime, we are pleased to share a selection of the wonderful designs in *The Westcliff Diary*.



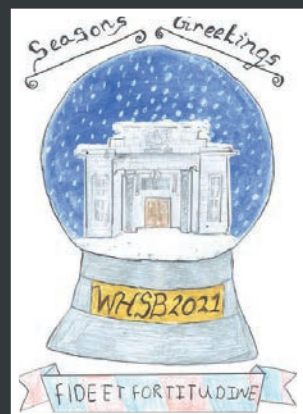
Oliver Green, 8W



Joseph Cove, 9E



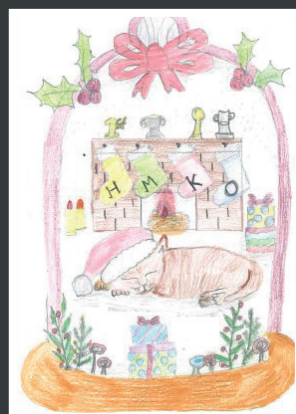
Aran Tanseli, 12J



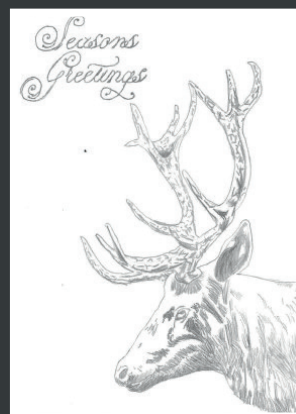
Jarad Bull Mannan, 9N



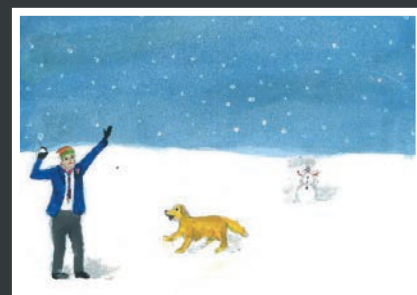
Reuben Thomas, 8E



Adam Ghauri, 7C



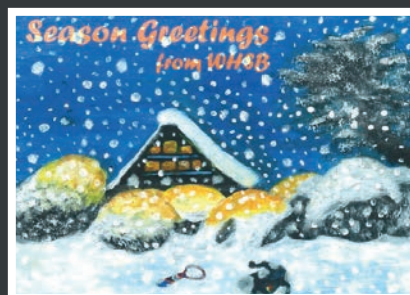
Tobias Eames, 7N



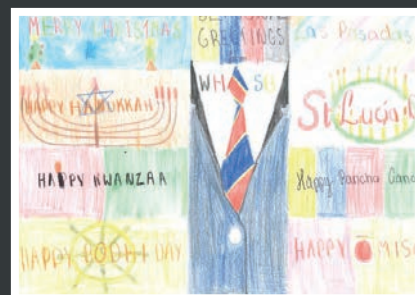
Samuel Crabb, 8E



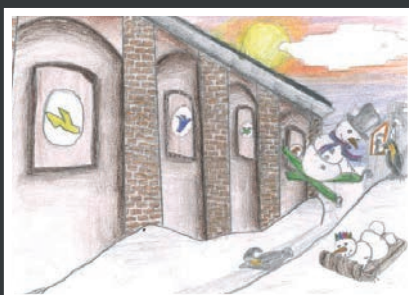
James Philpott, 9C



Ethan Wann, 9N



Nathan Wole-Romilugi, 8C



Joseph Stubbington, 7N

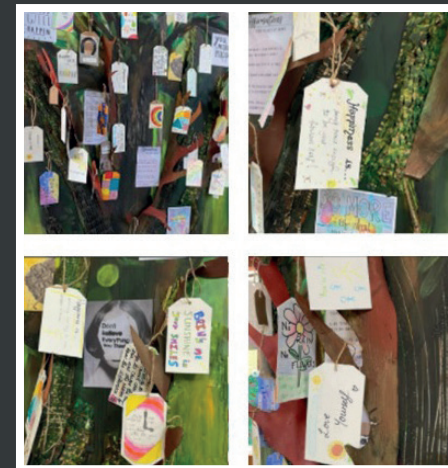


Jonathan Anorson, 9N

POSITIVITREE

The "Positivitree" is a collaborative piece of Art that aims to support and encourage wellbeing and learning. The tree has small pieces of Artwork hung from its leaves, created by pupils at WHSB. The collection of messages, drawings and poems are positive and thought-provoking, in the hope that it will inspire and connect.

The project is ongoing, and we will run workshops throughout the year to create labels for the tree. We invite staff and friends of the School to add to the Art piece as we celebrate community collaboration.



STAY CONNECTED

Just a reminder for you to utilise the support on offer from the Art department. We encourage you to be open to opportunities and intellectually curious and view our Instagram page for inspiration, along with our YouTube channel for tutorials to support your learning in class. Mrs Glassock has organised Playlists on the WHSB_ART Youtube for each Year group so it is easy for you to follow tutorials that are relevant to the subject areas that you are studying in class.

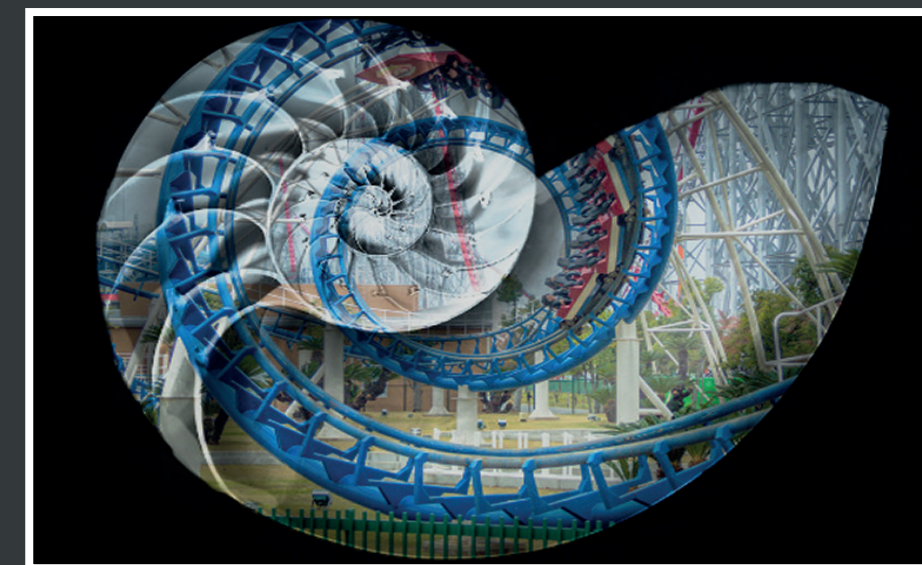
INSTAGRAM: WHSB_ART
YOUTUBE CHANNEL: WHSB_ART

ART AND PHOTOGRAPHY CLUB

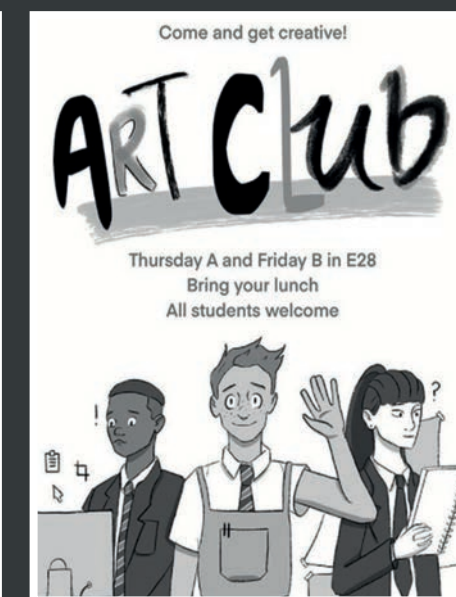
We would like to make a special mention to our wonderful Lower Sixth students who have not only fully engaged with their "Materials, Techniques and Processes within Art History" Art A Level course, but have also been an asset to the Department, supporting younger Year groups in Art Club.

This term has seen the start of the GCSE Photography Club. Led by William Farmer in the Upper Sixth, the GCSE pupils have been learning how to use DSLR cameras, and how to take high-quality photographs. They have been exploring shutter speeds, aperture, lighting and photoshop editing.

The pupils who have participated in this Club have taken some amazing photographs that will ultimately go towards their final GCSE coursework mark. Most recently, pupils have created some exciting double exposure edits of a natural form and a man-made image. An example, courtesy of William Farmer, is shared below.



We are always looking for new recruits to both of our clubs, the details of which are shared in the posters below. We would like to thank Dexter Legon (Lower Sixth) for creating these superb posters to promote the Art Club and Photography Club:



LOCAL ART EXHIBITION

Finally, the Art department has been offered a place in a local Art Gallery to exhibit pupils' artwork. The brief title is "Coast", and the size limitation is A5. We would also like to extend an offer to both staff and parents to pass on any Artwork they might like to be exhibited. The exhibition is in January at the *Two Tree Gallery* in Leigh on Sea.

Here are some entries from our pupils so far.

Mrs C Glassock,
Head of Art



From left to right: Vincent Varney 9N,
Samuel Crabb 9E, Dhruv Goel 9W, Oliver Green 8W

Friday 4 February 2022

Mr R Stevens,
Head of Politics



The sense of excitement was fever pitch amongst Year 11 Historians on Enrichment Day on Friday 17 September 2021, as the prospect of visiting Castle Acre Priory loomed into view. For once, it was not the opportunity to sit on a coach for several hours, playing games on mobile phones and nibbling at snacks. Nor was it the opportunity to wear your own home clothes, fashion parade though it turned out to be. No, the real draw was the opportunity to meet famous Normans Historian Dr Marc Morris, of the television series *Castle* and the lately released bestseller, the *Anglo-Saxons*. Ninety alert and excited Year 11 fans of the great historic writer rolled into Castle Acre village with stars in their eyes.

frosted hands in the warming room
or availing themselves of the latest
plumbing, disturbingly upstream of the
kitchens.

Dr Marc Morris greeted us as we decamped from the coach and he was all that we had hoped for, full of interesting titbits about castles and Normans. Equally welcome was archaeologist, Eleanor Marsh of Exeter University, who led the tour around the ruins of Castle Acre Priory brilliantly, detailing the sites and creating a framework for our visit. All the Year 11 pupils conducted themselves with great dignity and interest, and I was proud,

pleased and admittedly quite relieved when other visitors came across to comment on how impressively they were engaging with the site. I would like to thank Mrs Shankster, Ms Porter, Mr Dex, Miss Oliver and Mr Hiller for their support on the trip, and to a fine band of Year 11 pupils for engaging so enthusiastically with the site, making for a very enjoyable day out and boosting their GCSE study of this Heritage Site. I always say you can learn a lot about History from an old ruin!

Mr B Jeffreys,
Head of History



Since re-opening the updated Library in September, one of our most exciting tasks has been to recruit Library Ambassadors from across the Year groups. We put out an advertisement and notices, not sure how many responses we would get from the pupils.

We were delighted to see so many pupils from all Year groups, coming into the Library to request application forms and, even more so, when they returned their completed form. We could see how enthusiastic they were about their Library, and how much they wanted to help out.

We now have a whole team of keen Library Ambassadors who are turning up for at least one session each week to help us keep the library tidy, issue books to fellow pupils and to help with tasks such as creating displays or recommending books. We are particularly impressed by their eagerness to help re-label some books (it was a buzz of activity), their assistance with creating poppies for our Remembrance display, and their willingness to help others find the books they are seeking.

We even received a wonderful donation from Freddie Cox (Year 9), of his personal collection of 'Horrible Histories' books. He enjoyed these books so much, he wanted to be able to share them with others and so we were thrilled to add these to the shelves. It is fair to say that they have been as popular as he had hoped and they rarely stay on the shelves for long.

Mrs Schofield and I are extremely grateful for the help all of our Library Ambassadors have provided and we look forward to involving them more with Library activities in the New Year. Our current Library Ambassadors are listed here.



YEAR 7



William Holley, Daiyan Kazi, Aagaran Rajeeakaran

YEAR 8



Sachin Sahu, Lithurshan Kathirgamamoorthy, Billy Wallace, Muhammad Ali Chaudry,
Rithva Ramesh, Karmanya Panchal, Dawid Swiecki, Tristan Ginsberg, Pirasham Pirapakaran,
Abdullah Raja, Thomas Bell, Taktawin Kanlagna, Shadman Alam

THE SCHOOL LIBRARY

YEAR 9

Thivisan Sarvanesan, Sufyan Rashid, Daksh Yadav, Freddie Cox, Aryan Gaffar, Zarrar Ahmed, Ahmed Khan



MIDDLE SCHOOL AND SIXTH FORM

Mohammad Khan, Gavriel Levy, Wyatt Holiday, Connor Bryanton, Samuel Birdsall, Angevin Smith



RECRUITING LIBRARY AMBASSADORS

In the new term, we will have some additional spaces and so will be re-opening applications. I know we have quite a few pupils who are keen to be involved. Keep an eye on the Library notice boards and the library desk for advertisements at the start of January.

Happy Reading!

Mrs H Murrell,
School Librarian



DIVERSITY OF VOICE THROUGH BOOK DONATION

Our Library has been extremely fortunate to be one of the selected schools around the country, to receive a donation of over 100 new books, as part of the 'Lit in Colour' campaign.

In 2020, publishers Penguin Books UK and race equality think tank, The Runnymede Trust, got together to create 'Lit in Colour.' They aim to support schools in the UK to make the teaching of English Literature more inclusive. They have commissioned research to better understand the barriers and possible solutions.

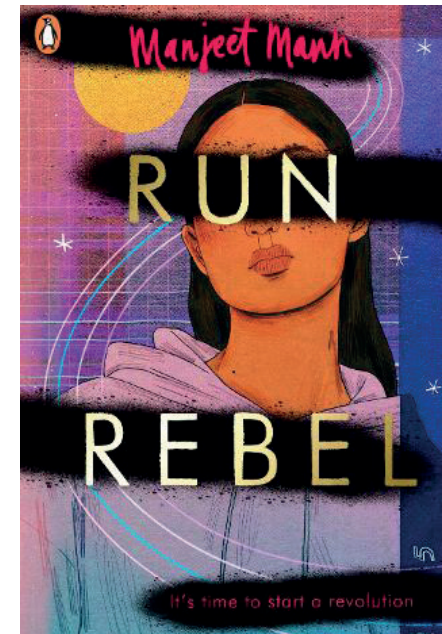
As a result of their research, 'Lit in Colour' ran a campaign to boost GCSE pupils accessing books by diverse authors. Schools around the country were invited to apply for a curated selection of over 100 free books, to boost their collection. We were one of over 1600 schools to apply and are proud to say we are one of the chosen schools to receive this fantastic donation of books.

The books span across the whole range of fiction, non-fiction, biography, classic and poetry and include some incredible titles. To name a few, there are biographies from Michelle and Barack Obama, Things Fall

Apart by Chinua Achebe, *All Boys aren't Blue* by George M Johnson, *Brick Lane* by Monica Ali, *Tall Story* by Candy Gourlay. There are simply too many books to describe them all, but here are some of the Librarian highlights.



RUN REBEL, BY MANJEET MANN

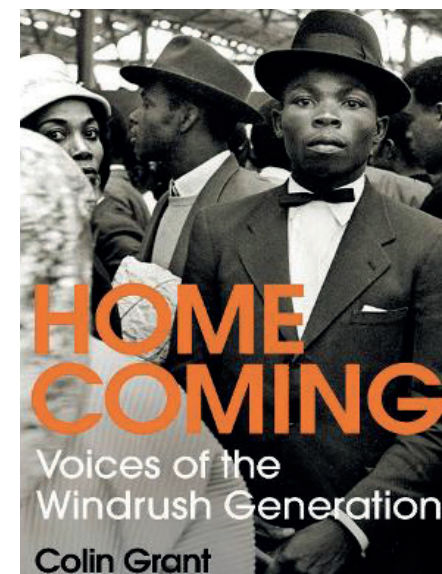


This is a popular title in our school already but always deserves to be promoted as the winner of the *Carnegie Shadower's Choice Award*. A story told in verse, the reader is drawn into the inner mind of a teenager coping with her father's controlling behaviour over her mother, her sister and herself. She has to fight for their freedom, but at what cost?

BELIEVE, BY NICOLA ADAMS

A biography of the 2012 and 2016 Olympic champion, this is the story of how Nicola battled through injury and prejudice to become the first woman to ever win an Olympic Gold Medal in boxing. An inspiring view of a person chasing their dream.

HOME COMING: VOICES OF THE WINDRUSH GENERATION, BY COLIN GRANT



Between the 1940s and early 1960s, memoirs and recordings were kept of over a hundred men and women who came to Britain from the West Indies. These stories contain the hope they felt, the regrets and the challenges they faced as they dealt with race riots, prejudice and a huge transition to their lives.

The full list of books can be seen on the School Library website, which can be accessed from the RMUnify portal. They have been popular since they hit the shelves so come down and see the collection for yourself.

Mrs H Murrell,
School Librarian

LIBRARY EVENTS

The Autumn Term saw an exciting reopening of the Library following the COVID-19 closures and there are a wide range of brand-new books and fantastic resources for our pupils to enjoy in the Library.

Our newly extended opening hours of 8am to 5.30pm (4.30pm Friday) provide plenty of time for pupils to come and study before or after school, or at break or lunchtime, and to complete homework, use the computers, relax with a book, or get involved in one of our new clubs.

Mrs Murrell has recently launched 'Comic Club' for the large number of Comic, Manga and Graphic Novel fans in the School. This takes place on a Tuesday evening and includes the chance to read and discuss comics, and to make your own!

Mrs Schofield's Puzzler Club is a popular fixture at lunchtimes. Pupils may choose

from a changing set of puzzles at the Library desk such as logic problems, sudoku, seasonal word searches, riddles and many more word and number brainteasers. House points go to those who correctly complete more challenging puzzles.

As we approached the Christmas period, our very own 'Christmas Club' was launched which provided a cosy artistic atmosphere on a Monday after school as we neared the festive holidays. This term, it will be replaced with 'Poetry Club' - a space for pupils of all ages to meet like-minded new friends, and to write, study, discover and discuss poetry, song lyrics, speeches and more.

National Poetry Day saw many exciting books from our Library displayed. Several pupils took up the challenge to grab a pencil and paper from the display and write an impromptu poem.

Clubs are often a springboard for other creative learning adventures, such as creating artwork for promotional posters or displays to show off work produced. The keen 30-strong group of Library Ambassadors assembled since September have already participated in creative work for Remembrance Day and Diwali displays, with many more to come this term; there is much more planned and all pupils are encouraged to become involved.

It is a pleasure to work with the pupils in the wonderful space that is the Westcliff Library, and we look forward to welcoming back newcomers and old faces in the Spring Term.

Mrs M Schofield,
Assistant Librarian



DRAMA

THE 39 STEPS

In the Autumn term, six intrepid actors and what seemed like several hundred backstage helpers took to the Library to perform an adaptation of Alfred Hitchcock's 1935 film 'The 39 Steps' as the Senior Play.

The 39 Steps has quite a backstory to it. The story itself was published in 1915 in a series of periodicals and read by Alfred Hitchcock in 1919, who vowed to make it one day into a film. By the time he was able to do so, in 1935, Hitchcock had come to realise that the rambling story did not lend itself to the tight plot demands of a movie. He therefore took the essence of the original and re-envisioned it into his 1935 movie. It was this movie that Patrick Barlow spoofs so comically in this play, written in 2005. Hitchcock's original movie was then followed up with a range of others and the combination of a spy thriller, escape movie and the setting of bleak Scottish moors continue to thrill and entertain audiences.

In the wonderfully characterful setting of the School Library, the Senior Players did a tremendous job of presenting the story anew to a Westcliff audience. Kirsten Banks was sunny and cold in turn as the frosty Pamela Edwards, bringing both elegance and grace to the proceedings. Maximilian Rowe was quite brilliant in a series of character roles, from the screeching newspaper boy to the delicate Scottish Margaret to the performer extraordinaire, Mr Memory. Maximilian's double act with Jacob Guyler, which started at the age of two, is now well into its stride and their multiple part portrayal on the train was a real highlight of the performance, as were their sinister

appearances with a lamppost. Jacob's portrayals were equally wide-ranging and skilful - his evil Professor must surely one day be replayed by him as a Bond villain. Jack Hudson has been an absolute stalwart of Westcliff Drama over the past few years and his performance of a wild Highlander was memorable, angry and crisp. The School will miss Jack very much when he leaves in the summer. Dexter Legon showed incredible versatility and subtlety, portraying not just a wide range of women (Scottish housekeeper, European agent and society hostess, to name but a few) but also varied male characters such as a villainous thug. Dexter should surely now consider entering everywhere to the theme tune "Diamonds Are Forever". Lewis Seal led the performance with his customary wit and charisma, bounding through doorways, over moors and into hot spots with ceaseless energy and charm. It was astonishing that such a rich array of characters could be portrayed by just six actors.

No less impressive were the offstage arrangements, spearheaded by James Clark, with support from Rosie Gayner, Trudy Nelson, Oscar Wolanski and William Farmer. The backstage crew pulled off a wonderful feat of organisation to create a slick and professional performance. Their skill and hard work made a huge contribution to the production and reminded us yet again that our Learner Profile ambition of being collaborative and supportive is not always achieved by being in the spotlight. With top-level professional support from Pikelights complementing our in-house Facilities team, the whole production was a great team effort and a tremendous success. So well done to the Senior Players. Now let us see what our Junior performers can do in the summer!



JOSEPH AND THE AMAZING TECHNICOLOUR DREAMCOAT

23-25 March 2022, 7.30pm

"Way, way back many centuries ago..." is not a description of when I went to school, but a famous line from Andrew Lloyd Webber's seminal musical *Joseph and the Amazing Technicolour Dreamcoat*, this year's Westcliff High School for Boys whole School Spring Production and a tale of brothers, sons and fathers to delight all age groups.

The story of Joseph and his wider family is a biblical one and a legend important to a range of religions. Joseph's father Jacob was the biblical second son of Isaac, son of Abraham. Jacob's name translates as "heel grasper" as he is remembered first grasping the heel during birth, and later grasping the inheritance, of his brother Esau. Jacob was then given the name Israel, meaning "he who wrestles with God" after a legendary battle with an ethereal heavenly figure. According to the Bible, God then promised Jacob that his sons would form a new tribal nation. At the age of 77, Jacob met and fell in love with Rachel but was tricked into marrying her sister, Leah. By the two sisters, and Leah's two handmaidens, Jacob then fathered twelve sons, whose families settled in various places around Canaan. Many years later, from the tribe of brother Judah, the shepherd boy and psalmist David rose to prominence as the killer of Philistine giant Goliath and became the first King of a united race of Israel. From his family, it is claimed that Jesus was born, himself a key figure not just in Christianity but in a range of religions as a teacher and prophet. This is a story deep in religious hearts. And it all started with these twelve brothers and their father.

The musical version of this story, *Joseph and the Amazing Technicolour Dreamcoat*, was, in fact, the second musical written by Andrew Lloyd Webber and Tim Rice. The 20-year-old lyricist Rice wrote to the 17-year-old composer, to say he had heard Webber was looking for a 'with it' writer of lyrics for his songs. The pair met, and immediately hit it off. First, they wrote the musical *The Likes of Us*, but this would not be produced for another fifty years. Rice and Lloyd Webber's second creation would be the one to leave its mark. In 1967, the song writing duo were approached by a family friend of Webber, Head of Music at a local school, Alan Doggett, who asked the pair to present something that could be performed at an end-of-term concert, preferably with a religious theme. The following year, a 15-minute musical based on the story of Joseph and his father Jacob was performed at the school, which was quickly followed by a performance at Central Hall in Westminster. From there, the show grew into a 35-minute production in New York and London, and finally into the full version in Leicester in 1974. It has gone on to become perhaps the most popular and frequently

presented school show of all time. Interestingly, though, while nominated for 15 Olivier and Tony awards, Joseph has only ever won one, for the best Set Design in the production of 1992. Schools have spoken with their feet, however, and more than 20,000 schools and amateur groups have now staged the show, which remains a much-loved school favourite.

We are very much looking forward to presenting *Joseph* at Westcliff and have assembled perhaps our strongest cast ever, singers, dancers and actors, to tell this legendary tale of the relationship between brothers and between a boy and his father. We hope that the whole School community will choose to join us at one of the performances. The production will run from Wednesday 23 to Friday 25 March 2022 at 7.30pm in our School Hall. Tickets can be booked on [TicketSource](#).



A CHRISTMAS CAROL

With all the excitement of Christmas in the final weeks of the Autumn Term, the English and Drama Departments were delighted to close the term with their seasonal gift for all the Year 7 pupils. This gift came in the form of an afternoon performance of *A Christmas Carol*, which was presented by the *Dickens Theatre Company* in the Westcliff Theatre on the final full afternoon of the Autumn Term. The company is led by Old Westcliffian, Ryan Philpott, and was recently hailed by the *Morning Star* (a well-known reviewer of theatrics) as "Glorious - bring on the bowls of seething punch." The Dickens Company visits are becoming a regular Christmas event at the School and we always enjoy hosting their performances. It was, as ever, astonishing to see what two fine actors

can perform and their rendition of the traditional Christmas Victorian tale demonstrated considerable versatility, audience awareness and high-quality storytelling. Year 7 pupils new to the School may have been unfamiliar with the story of a grumpy miser who moans his way through Christmas, however, all the pupils remained gripped and entertained by the classic, which remained as satisfying as a Cratchit family goose and as satiating as a plum pudding. God Bless Us, every one!

Mr B Jeffreys,
Director of Drama

CLUBS AND ACTIVITIES

CLUBS, ACTIVITIES AND SOCIETIES: AN OVERVIEW

Joining a club or society can bring many benefits. It can give you the chance to make new friends and develop positive relationships with others. You can learn from others and improve your organisational, communication and teamwork skills. These attributes are highly sought after by employers. Clubs can also help to increase your self-confidence.

If you are thinking of joining a society, it does not have to be a huge commitment. It may only take up 40 minutes of your time and, if you are unsure, you can just go along on a trial basis to see whether you like it. You could take a friend along, or go on your own. You will likely make new friends, with a common interest, and you will receive a warm welcome.

Below is a list of current clubs and societies and we encourage you to have a look through and see whether any interest you. Please note that they are run voluntarily by staff and students in their own free time. Therefore, please see notes in the registers and on noticeboards for the most up-to-date information, as times and locations can change at short notice.

Mr R Barber,
House Coordinator

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
AI and Machine Learning	Comic Club in the Library	Morals and Ethics Committee	Lower School Mathematics Help Club	World Literature & Mock Oxbridge
Economics Society	Big Band	Finance Club	Puzzler Club	Medical Society
Jazz Band	Chess Club	Horn Group	Latin for Year 10	Model UN Society
Oxbridge and Medics	Lower School Mathematics Help Club	Mathematics Help Club	Lower School Art Club (Week A)	Lower School Art Club (Week B)
Screenwriting Club	Concert Band	Astronomy Society	Latin for Year 7 and 8	Wargaming Club
Sixth Form Choir	Dungeons and Dragons	Star Wars Society		Westcliff Choir
Latin for Years 7 and 8	First Aid Club	String Ensemble		GCSE Art Club
	Junior Concert Band	Treble Choir		Pokémon
	TOC Art Club	Westcliff Sinfonia		
	Animation Society	Latin for Year 10		
	Puzzler Club			
	Psychology Society (Week A)	Bibliophiles		

ON THE COVER:
GARDENING CLUB



Harking back to its 1950s predecessor, Gardening Club is bringing gardening back to the forefront of the WHSB community. In an age where our knowledge of plants is being lost, we must bridge the gap between our modern society and our natural roots. At Gardening Club, we recognise the importance of the environment, and we strive to bring eco-friendly solutions for food management to the mainstream.

As stress levels continue to rise among us, we need to alleviate the pressure of examinations and general school life on young people. Study after study shows that spending time outdoors has a very positive impact on stress levels, so we strive to bring nature to as many people as possible.

It is becoming increasingly important to contemplate our impact on the environment. A major part of this is the food that we consume. We promote sustainable practices such as permaculture, organic gardening, and composting that promise a green future.

Our goal is to strengthen our community, both in School and out, through our garden. We believe that there is a role for everyone, and we can all benefit from Gardening Club. In promoting a wider sense of community, we are working with local firms in their waste management process to collect, reuse, and upcycle materials that would otherwise be rezoned to landfills.

Currently, several Sixth Form students are working to establish a thriving garden in the previously unused site by the bicycle shed. This is physically demanding work which requires collaboration from people with a wide variety of skills: from carpenters to engineers to, unsurprisingly, gardeners. By the start of spring, we hope to have the garden prepared for planting, at which point the wider School community can start attending.

We are pleased to accept donations of gardening materials, tools, plants and seeds. Please contact Miss Lewis, Premises Manager, via the School Reception or School Office email address if you have a donation to offer.

Gardening Club has been a resounding success in the Sixth Form thus far and we cannot wait to open it up for the rest of the school!



Quotes from members:

“Gardening Club is a great opportunity to improve our society.” – Amir Grant

“Gardening Club offers us a real opportunity to be environmentally friendly.” – Harry Howard

“Gardening Club has allowed me to develop new and exciting skills that will help me in my future development.” – Jack Hudson

“I think that Gardening Club offers a great chance to get outside in this modern age of technology.” – Bella Pickup

“Gardening Club has opened my eyes to new opportunities and has allowed me to pursue my interests further.” – Ethan Ng

“Gardening Club has a strong sense of community as teamwork is crucial for gardening success. We look forward to opening up to the whole School.” – Cody Littman

We would like to record our thanks to William Farmer, Upper Sixth, for the photography, including the cover photograph.

Oliver McCarthy, Upper Sixth,
Gardening Club Chairman

WARGAMING CLUB



At the start of Year 7, I joined Wargaming Club. Wargaming Club is a great hobby to get involved in as you can not only play a wide range of board and card games, but you also have the opportunity to make friends from different Year groups.

For example, I play the Warhammer game, *Age of Sigmar*, and I currently play and help in the Year 7 room. I have enjoyed meeting the new Year 7 pupils, welcoming them into the Club and teaching them how to play. There are also many other activities available as half of the fun is building and painting the models. This year, we have many more senior pupils and regular Wargamers helping new pupils to learn how to build and paint models effectively.

There are also many competitions to get involved in, including *House Yu-Gi-Oh*, *House Magic the Gathering* and Warhammer painting competitions. There is also the opportunity to compete on a regional and national level against other schools, which includes spending time at the amazing *Warhammer World* in Nottingham. WHSB has previously been very successful as the reigning regional and national champion. Unfortunately, due to COVID-19, I have not been able to go to the regional and national competitions yet, but I look forward to doing so in the future.

You do not need to be experienced in any games to join the Club and there is plenty of equipment you can borrow and many helpful pupils who can teach you how to play your chosen game.

Wargaming Club is on every Friday after school in M1 for Year 7 and helpers, M2 for Warhammer, M3 for Card Games and M4 for Board Games and Dungeons & Dragons. Also, there are Card Games every Friday lunchtime in E8.

Finally, I would like to thank Miss Lo and Mr A Williams for organising Wargaming Club this year.

Nicholas Toms,
Year 8



DUKE OF EDINBURGH

In the Autumn of 2021, we received an astoundingly high number of applications from Year 10 pupils who wished to complete their Duke of Edinburgh (DofE) Bronze Award. In response to the Year group’s demonstration of being open to opportunities, the decision was made to accommodate 56 pupils - a significant increase from the usual 30 participants. These pupils have been completing their activities for their ‘Skills, Volunteering and Physical’ sections which are completed independently, either in School or in the wider community. They have also completed their practice walk, which took place around Hockley Woods and the surrounding area in July 2021, and their

assessment expedition around Danbury in September. At the time of writing, we hope that all participants will have finished their award before Christmas and that they will be able to progress to the Silver Award.

Moving into 2022, the School has already recruited 28 participants from Year 11 for the Silver Award, another increase on previous years despite delays due to COVID-19. They will hopefully complete their 3-day practice expedition in the South Downs, with their assessment being in the Peak District. Year 10 pupils will soon be offered the opportunity to participate in the Silver Award, if they have completed the Bronze Award. They will participate in separate expeditions in the same locations.

We are also pleased that Year 9 pupils too will have the opportunity to begin their Duke of Edinburgh journey, with the Bronze Award being open for applications soon. Their two-day practice expedition will take place around Danbury, with the assessment being near Skreen’s Park in Roxwell. Keep an eye out this term for further information.

Mr H Tresidder,
DofE Coordinator



CLUBS AND ACTIVITIES

SCREENPLAY WRITING CLUB

Led by Mr Keenan and held weekly during Monday Lunchtime in E24, the Screenplay Writing Club offers fantastic opportunities to develop your understanding of screenplays. Routinely, we discuss what films and/or television shows we have watched recently and briefly consider and reflect on their plots. We then move on to analysing the structure of a screenplay. Here, we learn about loglines, how dialogue is laid out, the structures of the plot and how to be as concise as possible with scene descriptions, as well as how to develop an interesting and complex character by working through simple steps. Each week, we cover something new, and we work towards writing a screenplay for the end of the Academic Year. Currently, we are looking to work on a project (based on a short story by Stephen King) on the topic



of the detonating of an atomic bomb and the impact that this has on the main characters of the play. Does this sound interesting? What could you contribute? Please see Mr Keenan for further details.

Mr T Keenan,
Lower School English Coordinator

ASTRONOMICAL SOCIETY

Each Wednesday, a large cohort of budding astronomers meets in S15 to learn about the cosmos and our place in it. Last term's activities started with two presentations: Kirushan Selvarajah in Year 10 (presenting about the nature of spacetime) and Rithva Ramesh in Year 8 (presenting about baryonic matter) demonstrated that they are open to opportunities and are effective communicators when they volunteered and confidently delivered their presentations to the group. In the third week, the group started to study Astronomy together, following the Edexcel GCSE Astronomy specification as a guide.

The group has made exceptional progress, and especially enjoyed learning about the Moon and its fascinating surface features (which everyone in the group can now identify and name). In the Western World, we often talk about seeing a face in the lunar disc – the 'man in the moon' – but did you know that in Tibet they talk of the lunar disc resembling a hare instead? The Westcliff Astronomical Society knows!

The society members are now studying how the Sun, Moon and Earth interact, which is a topic more complicated than it may at first seem and requires a strong degree of global awareness. There is some conceptually complex mathematics coming up, but I am confident the group will rise to the challenge.

The group is particularly excited about a field trip (literally, a trip to the School field). At the time of writing, the trip has not yet happened, but by the time you are reading this, it will have taken place. Depending on the weather, it was either a tremendous success, or it was a catastrophic failure,

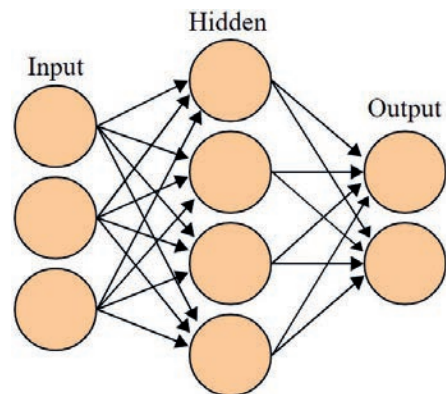
such is the dependence of Earth-bound astronomical observations on the weather. This is the first time that the Westcliff Astronomical Society has met at night, which is when it is easier to see all but our nearest star, and pupils are being encouraged to bring their own telescopes for the event. Thanks to a tremendously generous donation from the Bell family, to whom we are extremely grateful, the Westcliff Astronomical Society does have its own reflecting telescope that will be used on the night. Or not, depending on the weather! We will see.

We are always open to growing our membership so please feel free to come along to our lunchtime sessions.

Mr K Dalby,
Head of Physics

ARTIFICIAL INTELLIGENCE AND MACHINE LEARNING

Each Monday, a group of pupils and students from across all Year groups have been meeting up in SF12 to learn about Artificial Intelligence (AI) and Machine Learning (ML). The first session in September was led by Upper Sixth student, James Holley, who expertly delivered a presentation introducing ML to a packed audience. After researching different AI and ML courses, the group of pupils settled on following a free course from Google to learn all about how to implement AI and ML techniques to solve problems. The course required pupils to study by themselves, developing essential skills that will help them in becoming effective lifelong learners.



In an exciting development, the group of 16 pupils have now decided to begin work on a project of their own, independently developing their own genetic algorithms for a virtual car to learn how to drive around a racing track without requiring supervised learning. Supervised learning is where an algorithm is fed a lot of training examples (examples of humans successfully driving a virtual car around a track, in this case), and uses statistics to create the best functions for the computer-controlled outcome. The disadvantages of supervised learning are that it requires a lot of data, and that it can only ever produce an outcome as good as or worse than the best human-created example.

Genetic algorithms work differently because the computer essentially determines the best function through trial and error. A series of random functions are created, which attempt to solve the problem (in this case, driving the virtual car around the track). The functions are not expected to be very successful, but this is only the first generation of the function. The most successful functions are carried over to the second generation, where the functions are slightly (randomly) modified in multiple ways and retested. The most successful outcome from each generation is used as the basis for the next generation. Over time, and many iterations, the function becomes better at performing the defined task.

Our AI & ML Club members have a few challenges to solve. Firstly, they will have to find a suitable virtual driving simulator to use, one that they can plug their computer driver into. Secondly, they will have to code the genetic algorithms and test them over many generations. These are not trivial challenges, but our students are resilient, ambitious, and intellectually curious enough to tackle the challenges head-on.

I look forward to giving an update on their progress in the next edition of *The Westcliff Diary*.

Mr K Dalby,
Head of Physics

ENGINEERING SOCIETY

The Engineering Society promotes Engineering as a discipline within the School. It is a forum to share information on particular Engineering topics, often by presentations from pupils. Recent topics have included nuclear disasters, the Japanese G4M aircraft and future supersonic plans.

We also attend lectures organised by the *Institution of Mechanical Engineers* (IMechE), usually at Ford's Dunton Technical Centre, though these have been replaced by Zoom calls and webinars during the pandemic. At the

time of writing, talks on Rail Traction Decarbonisation and Particle Accelerators have been live-streamed and are available to rewatch. We publicise other IMechE events, and the IMechE and other institutions themselves, and the Society is also a vehicle to encourage and inform those applying to read Engineering at University.

We meet in S17, Science Block, at 12.50pm on Thursdays, and on the Engineering Society Team. All pupils in Years 10-13 are welcome.

Mr S Hudson,
Teacher of Physics



ENGINEERING EDUCATION SCHEME

It is a wonderful time at the School for those interested in STEM related careers and we continue to see a significant trend in popularity. The number of students choosing to select STEM orientated options at GCSE and A Level is extremely healthy and attendance at extra-curricular activities is also proving popular.

The *Engineering Education Scheme* remains popular and successful amongst our Sixth Form cohort. Despite all the constraints surrounding extra-curricular activities last year due to the pandemic, the School was able to field two full teams to take part. The project involves teams working on a brief set by their mentors, *Leonardo*, global leaders in aerospace, defence and security. *Team Boadlick*, led by Charles Roberts, designed an image recognition and tracking system to detect bird activity and then used a series of phased deterrents to stop birds from interfering with and contaminating the premises and equipment. *Team Ascelpuis*, led by Jonathan Cheung, designed and prototyped a drone to aid soldiers in the field to deliver medical supplies.

With a significant reduction in schools entering due to COVID-19, the regional awards were collapsed into a single national contest, and it gives me huge pleasure to report that *Team Ascelpuis* won the award for Best Teamwork. It epitomised the effort and resilience that I witnessed from every one of our team members throughout the event, and throughout such a challenging year. Both teams have since been awarded the coveted *Gold CREST* awards for their projects. The award requires students to make an original contribution to a STEM field of study from a project of at least 70 hours.

This year, our teams have been busy investigating and designing their initial proposals. At the time of writing, they are preparing to undertake a two-day workshop at the Department of Engineering at Cambridge University. They have shown much early promise and it is clear that they are eager to emulate their predecessor's successes.

Mr C Wright,
Head of Design and Technology

ARKWRIGHT SCHOLARSHIP

The Arkwright Engineering Scholarship is a programme run by the *Smallpiece Trust* and is the most esteemed scholarship of its type. It is incredibly competitive; very few students across the country will be chosen. The application process is rigorous and you must first complete a full written application, showing evidence of engineering projects you have completed. If this stage is passed, you will complete an Aptitude Test before candidates are finally narrowed down for a formal interview.

I am delighted to report that of our six applicants last year, Bhavy Metakar was successfully awarded a two-year scholarship. Bhavy will now have access to £600 of funding that he can use towards buying parts for personal projects, going to seminars, events, trips or visits, amongst many other benefits. Not least, the scholarship recognises and distinguishes those with exceptional aptitude, skill and talent in engineering. Bhavy continues to act as a remarkable role model for others to follow and entirely deserves this accolade.

Mr Moore has initiated the application process for prospective Year 11 pupils who will find out shortly whether they have met initial scrutinising requirements. We have a very long list of initial applicants this year and lots of potential talent is evident.

Further information can be found at
<http://www.arkwright.org.uk/>

Mr C Wright,
Head of Design and Technology



CLUBS AND ACTIVITIES

JUNIOR MEDICAL SOCIETY



I was pleased to finally be able to attend my first Junior Medical Society (JMS) meeting on Thursday 4 November after the hiatus caused by Year group 'Zones' during the pandemic. Junior Medical Society is coordinated by nine Lower Sixth students and organised by Miss Lo, with the goals of informing potential medics about applying to medical school and providing us with wider knowledge on a range of topics within the medical field.

I have always been interested in Medicine, but the first meeting with the JMS allowed me to meet with like-minded pupils who also have dreams of becoming medical professionals in the future.

The first session was to welcome to all pupils and we were introduced to the Lower Sixth students who were to be running the society; Aaryush Batra, Arun Dhanju, Hafsat Isaac-Momoh, Hassan Khan, Shredha Maccha, Caitlin McShane, Lewis Seal, Emily Whittington and Harini Yogeswaran. We also discovered fun facts about Medicine, including the worst doctor ever: John Ronald Brown (14 July 1922-16 May 2010). He was an American Surgeon who performed a leg amputation on a patient with *Body Integrity Identity Disorder* (which is the desire to have a healthy limb amputated). However, what served to be most shocking was how the patient died. Brown performed the surgery in his home and, after a police investigation, Brown's home revealed blood-soaked towels, sheets and mattresses, as well as, anaesthetising drugs, surgical instruments and one hundred tubes of super glue!

The highlight of the first JMS meeting was the Kahoot quiz on medical facts and statistics. As someone who dislikes

losing, I went into this with my hopes high, looking to stay on top until the end. The first question went by, and I was first to react and that ensured I was in first position, but as further questions went by I found I was not doing so well! Luckily for me, I had the help of Harini and Caitlin who supported me and, with their help, I managed to come back and finish in sixth place. Overall, the quiz was exciting and informative.

Seven days later and it was time for the next JMS meeting, where we had a presentation on the different professions in Medicine by Harini, Shredha, Arun and Hassan. Despite having a good knowledge of the topic, I also learnt about new occupations, such as a nutritionist, a clinician and an allergist. Each presenter gave amazing talks on their topics and I made sure to contribute in all areas, but the one that piqued my interest the most has to be the topic on surgeons, as I aspire to be a neurosurgeon. Neurosurgery has always been my passion as I love working with my hands and, despite

all we know about the brain, there is still a lot to discover. The thought of performing technically challenging operations on fascinating and complex anatomy truly has me excited for what the future holds.

After the final talk on Nurses, a truly thought-provoking interview question was asked of me by Miss Lo: "Why be a doctor over a nurse?". My first response was ill-conceived but after wise words from Miss Lo, I managed to construct a good answer. If you were in my shoes, what would your answer be?

The JMS is open to all pupils in Years 9-11 who aspire to attend Medical School, or just have an interest in medicine. It runs every Thursday lunchtime (1.00pm-1:30pm) in W31. There is also a Microsoft Teams page where information and resources are shared.

If you have any questions or would like further information on the Junior Medical Society, please contact Miss Lo.

Al-Ameen Salaam,
Year 10



SENIOR MEDICAL SOCIETY



The Medical Society is a society for Lower Sixth students who wish to study medicine-related courses at university or are interested in learning more about medicine. Not only is

the Medical Society a place where you can learn more about relevant topics related to healthcare, for example, the most topical being Coronavirus, but it also helps to prepare students for the journey of getting into medical school. The society is open to all Lower Sixth students and runs on Friday every week from 1.00pm to 1.30pm, organised by Sri Nivasan Loganathan and Keerthika Kandarathinam, and overseen by Miss Lo.

Each week, students are presenting on topics that they are interested in and that they feel will benefit other students, including our most recent one, discussing rare diseases such as CIP (Congenital Insensitivity to Pain). The opportunity to present at the Medical Society strengthens necessary skills that are relevant to studying Medicine, such as good communication skills

and the application of knowledge and understanding. Also, it allows you to develop transferable life skills including confidence, public speaking and talking comfortably about serious issues, which are all useful for interview preparation. In addition, you can improve your understanding and knowledge of important subjects, as the presentations are in-depth and the questions asked ensure that participants in the Society are knowledgeable in the subject posed. Furthermore, the Medical Society is excellent in informing aspiring medics of the in-depth journey of getting into medical school, discussing factors like undertaking the UCAT or BMAT entrance examinations and the entry process for different universities.

Although I have only been attending WHSB for a short amount of time, I volunteered to present at the medical society with my take on How Black People are Treated in Healthcare. The presentation included statistics relevant to our current society, case studies and diagrams to convey my subject more thoroughly. After presenting, I received supportive feedback from my peers, the student leaders and Miss Lo, who not only praised my skills and knowledge in presenting, but also highlighted factors I could improve. This has helped better

my communication and knowledge for future presentations, as well as given me the relevant skills needed for interview preparation; an important step in getting into medical school.

Although the Society is advantageous for developing social and application skills, it also sparks debates on important topics where the answers given are mostly subjective, for example, considering the most appropriate way to respond to different hypothetical situations posed. These debates are entertaining and inspiring in the sense that, as a Society, we are confident in stating our point of view, leading to a healthy and enriching debate. Additionally, the situations posed in debating also help to prepare students for the active part of the medical application process, including role play and timed decision making.

If you are interested in the Medical Society, you are welcome to attend every Friday lunchtime from 1.00pm to 1:30pm in W31. If you have any questions, please speak to Sri Nivasan Loganathan, Keerthika Kandarathinam or Miss Lo.

Tino Mawela,
Lower Sixth

FILM CLUB



The past year at WHSB has been enjoyable, if challenging at times, and the same can be said of running a Film Club. Due to COVID-19 restrictions last year, we could only run the Club in the School for a single Year group at a time. However, with the relaxation of rules, we have been able to host, with the excellent support of Peter Eriksson and William Brenton in the Upper Sixth,

a Film Club for the entire Lower School (and a few Year 10 pupils by special invitation!).

We have been focusing mostly on seasonal films, including *Monster House* and *The Addams Family* (1991), and, more recently, *The Night before Christmas*. It has been exceptionally popular with students across the Lower School with an almost entirely filled Westcliff

Theatre every Friday lunchtime. This allows the School community to come together and enjoy a piece of media, which is an experience that is designed to be shared.

Last year's films were followed by discussions regarding the plots and themes of the films. Japanese animations, of which we watched many - for example *My Neighbour Totoro* and *Spirited Away* - included discussions on non-European culture and mythology, whereas as Western films such as Disney's *Big Hero Six* brought a discussion surrounding grief and the emotions relating to growing up. For our final film of the Autumn Term, we plan to show Pixar's *Inside Out*, a film which has been lauded by many for its excellent portrayal of emotions and the complexity of human nature.

Miss R Cocks-Rye and Mr G Madrid,
Teachers of Modern Foreign Languages

CLUBS AND ACTIVITIES

CHESS AT WHSB

At WHSB, we run a very popular Chess Club on Tuesdays at lunchtime in S14, with an attendance of between 30 and 50 students every week. We cater for all abilities, from beginners to competitive players who have represented Essex in the past.

On Tuesday 23 November 2021, our A and B teams travelled to Hockley to take part in the local heat of the *National School Chess Championship*. The competition consisted of three rounds, and whichever team won two rounds qualified for the next stage, i.e. the *Regional Finals* in the Spring.

In Round 1, WHSB A beat Greensward A 4:2, and WHSB B beat St. Thomas More B 6:0. In Round Two, our A team beat St Thomas More A 5.5:0.5 and our B team beat Greensward B 6:0. This means that both our teams had already qualified at this point. The third and last round was a Swiss round and, since both WHSB teams placed first and second after two rounds, they played each other and the A team beat the B team 5:1.

This is a most promising start to this year's competitions, and we are now

looking forward to taking part in the *Team Chess Challenge* at St. Thomas More High School in January, the finals of which will be taking place at Imperial College later next year.

A special mention must be made of Jonathan Cheung, the Captain of the Chess Teams, who helped set up and run an internal competition to determine the B team, and we thank Justus Genthe and Nathan Batchelor for helping to run the Chess Club. Finally, we congratulate Jan in Year 7, the youngest member of the Chess Teams, who not only earned himself a spot in the team but did very well in his first competition.

Those who would like to represent the School in weekly online school competitions (usually run on Fridays between 6.00pm and 7.00pm) should come to the Chess Club on Tuesdays and we will add you to the online team, where there is no limit on numbers.

Mrs T Genthe,
Teacher of German



The A team (on the left)
playing Greensward A.



The B team (on the left)
playing St Thomas More B.



From left to right: Jan Brzostowicz (Year 7), Sebastian Rapley Mende (Year 9), Leonard Cheung (Year 9), Nathan Batchelor (Year 13), Ernest Shanks (Year 9), Justus Genthe (Year 13), Jonathan Cheung (team captain, Year 13), Ihsaan Aziz (Year 11), Max Cole (Year 12), Theo Simon (Year 10), Ibrahim Khan (Year 11), Joseph Thomas (Year 11)

The Combined Cadet Force (CCF) at WHSB continues to be extraordinarily popular with our pupils, and is beginning to return to its usual rhythm of training following the disruption caused by the pandemic in the last academic year.

REMEMBRANCE SERVICES

The whole Contingent was able to attend the Southend Borough Remembrance Service Parade on 14 November, and groups of Navy and Army cadets once again supported local primary schools - Hamstel Infant, Hamstel Junior and Edwards Hall Primary Schools - with their Remembrance Services.



ARMY RANGE DAY

The Army Section joined with Gable Hall School's CCF, which we have been supporting since their establishment two years ago, to conduct a live firing Range Day at Middlewick Ranges in Colchester on Saturday 6 November.



COMBINED CADET FORCE



ROYAL NAVY STAFF UPDATE

We are pleased to congratulate SLt Finch who has formally qualified as a CCF Royal Navy Officer during the October half-term, and we are most grateful to her for the superb support she is giving to our thriving Navy Section.

EXPANSION

Having experienced a considerable growth in interest in the CCF over the last three years, for the last year WHSB has 'paraded over establishment' (in excess of our formally permitted numbers of cadets). Consequently, the School has requested an increase in establishment of both its Royal Navy and Army sections to accommodate demand and we anticipate a positive response.

CCF ALUMNI ATTEND OWA ANNUAL DINNER

Testament to the long-lasting comradeship that is fostered by membership of the CCF, we were pleased to be joined by so many CCF Alumni at the OWA Annual Dinner in September.



CCF YEAR 9 RECRUITMENT PROGRAMME

Over 100 potential Year 9 cadets joined the CCF for a four-week course of taster sessions in November and December 2021 to allow them to make a decision as to their section preference and to

apply for a place in our oversubscribed contingent. Each evening cadets received lessons delivered entirely by older cadets, with the exception of a session of Flight Simulation delivered by the RAF TEST Sergeant allocated to support our contingent. Sessions were held for the Army, Navy and RAF sections, as well as sessions on Navigation and First Aid (topics common to all three sections).

We formally begin parading our new cadets in all sections in January. In addition to our newly recruited Year 9 cadets, we are pleased to welcome some existing cadets who have transferred to our newly formed RAF Section from the Navy, Army and local Air Training Corps. We are also pleased to welcome Mr Barnes, Mr North and Mr Hudson to our pool of CCF Cadet Forces Adult Volunteers (CFAVs) as the Officer Corps of the RAF Section.

FIELD DAYS RETURN

It is the Contingent's intention, subject to restrictions that may be put in place due to COVID-19, to resume a programme of Field Days and trips. In addition, in recognition of our CCF's 10th anniversary, which will take place in September 2022, we intend to conduct a Contingent 10th Anniversary Camp during the Easter break. Details regarding this camp will be communicated once they are confirmed.

Finally, I would like to take this opportunity to thank the dedicated team of Cadet Senior NCOs and adult CFAVs without whom the CCF simply could not function. Particular acknowledgement must be given to our superb OCs, Section Capt AC Baggs and Lt CA Bailey, in addition to our fantastic School Staff Instructor (SSI) RSM MG Lyne. Few people have the opportunity to see the extraordinarily selfless work that they carry out 'behind the scenes' to make the CCF such a success.

Maj J Bleakley,
Contingent Commander

COMBINED CADET FORCE

LORD LIEUTENANT CADET EVENTS

Last term, I attended two events, representing WHSB's Combined Cadet Force, with my fellow cadets and the Lord-Lieutenant for Essex, Mrs Jennifer Tolhurst. Mrs Tolhurst represents the cadets and military forces in Essex, and carries out duties on behalf of Her Majesty the Queen.



On 4 September 2021, I attended the seating of the new Bishop of Chelmsford, now Bishop Guli. It was a momentous occasion for all involved, and very personal and emotional for both the Bishop and clergy. Bishop Guli was an Iranian refugee, having fled and escaped the persecution in his native country, seeking refuge in the UK. It was an

honour to attend the ceremony with the Lord-Lieutenant, celebrating with such a diverse and passionate congregation. The ceremony was decorated and ornate, and the atmosphere was nothing but full of excitement and happiness. I was able to speak to all kinds of people who I had not met before, and was delighted in the interest that they showed in the WHSB CCF. It was a truly great occasion.



On 6 September 2021, I attended a much more informal but, arguably, even more poignant event, welcoming the *Knife Angel* to Chelmsford. The *Knife Angel* is a 21ft sculpture made of 100,000 blunted knives collected from the streets and amnesties. Although the audience was much smaller, the atmosphere was very much the same, as people reflected; it felt as though the *Knife Angel* itself called for change. From its forlorn expression to its outstretched hands, the angel is either begging or presenting a choice on where to go from here. The issue of knife crime can often feel overplayed, but with good reason as knife-related offences continue to rise. The *Knife Angel* does not ask any questions or bombard you with statistics about how bad the issue is, it just forces you to reflect, deeper than any conversation may be able to. Furthermore, individual inscriptions on the feather-knives of the wings personalise the message the angel is seeking to get across.

I welcomed the *Knife Angel* in Chelmsford's Central Park and contacted councillors there to request that next they bring the *Knife Angel* here to Southend.

Though the two events I spoke about were very different, they held a similar and crucial message at their heart: it is time for change and this can only begin when we speak as one voice with one goal.

Mathew Pearman, Upper Sixth,
Lord-Lieutenant's Cadet



The Sporting Programme at WHSB has now returned to normal following the difficulties in the last academic year resulting from the COVID-19 restrictions. As a Department, we were determined that our extra-curricular programme was not going to be held back by the recent adversities, our intention being that the WHSB Physical Education Department would be 'Open to every Opportunity' that was available for the pupils. Consequently, over 180 fixtures were organised in the Autumn Term – an average of over two fixtures per day from the first day of the Autumn Term! On average, over 50 pupils per Year group have represented WHSB in sporting fixtures and, at certain fixtures, such as those against King Edward VI Grammar School and Colchester Royal Grammar School, over 110 pupils represented WHSB in rugby matches.

In addition to the extensive fixture list, there has been a multitude of practices for every Year group in rugby union, rugby league, basketball, football, cross-country, fitness, boxercise and table tennis. We are also pleased to report that there has been an increase in the provision offered during lunchtimes, this being the result of the contribution of Mr Dex, Mr Barnes and Mr Marriott in offering boxercise and fitness suite opportunities on three days each week. Mr Keenan has also contributed to the Year 8 football provision and this has supported the progression of the team. I know that our thanks to these staff members for their contribution is echoed by the pupils who are keen to improve their fitness and skills. The training timetable reflects the requirement for pupils to learn fundamental skills at an early stage at WHSB. Pupils in Years 7 and 8 have attended more practices after school to reinforce and embed important fundamental skills for success. I can confirm that they have certainly been accruing the required hours of purposeful practice! At WHSB, we frequently refer to work ethic as a foundation to one's success, and the work ethic that the pupils have shown in relation to their training is quite exceptional.

BETTER
NEVER
STOPS

Due to the recent addition of portable floodlights, we are now able to continue our practices between the October and February Half Terms. This will act as a catalyst for our rugby union, rugby league and football programmes. The Department is most thankful for the continued support of the Parents' Association, Headmaster, Senior Team and the Governing Board who, in a multitude of ways, facilitate the continual evolution of the Sporting Programme of enrichment for WHSB pupils. In this particular case, it has been the financial support to fund the purchase of the floodlights.

I believe that this Academic Year has been by far the most impressive with regard to attendance at extra-curricular clubs and fixtures. Considering our ongoing growth in this regard, up to the point at which COVID-19 interrupted the programme, it is so pleasing to see a return to that growth, with pupils' participation in sport at WHSB now continuing to increase. We are confident that the pupils' attitude towards their sport will continue to drive the upward curve in both participation and performance. The combination of both is crucial because one is only as strong as the other.

We try to offer as many levels of fixture as possible for rugby, basketball and football. The only limiting factor being other schools' capacity to offer the multiple teams that we require for matches! We shall continue to strive to offer even greater opportunities for WHSB pupils to represent their School.

REGIONAL CROSS COUNTRY FINAL

A particular achievement for the Department during the Autumn Term was reaching our first Regional Final for Cross Country for many, many years; this has been the sport in which it has been most difficult to achieve success. WHSB narrowed its gap with the top two schools in the Borough by coming third in the *Borough Cross Country Championship*. This is important progress as it demonstrates that the School is improving in cross country, and this is particularly pleasing because, for the Borough Championship, each school requires ten runners; therefore this is a further indication of the level of participation in what has perhaps been, until now, one of our less popular sports.

The Department hopes that these performances can have a dual impact. Firstly, that the pupils' cross country performance and level of commitment

SPORTS AT WHSB

are transferred to the track for the athletics season, in the form of the middle distance disciplines of 800m and 1500m. Second, we hope that the success of cross country this season will continue into next season, with the cross country programme becoming further embedded into the sporting offer at WHSB.

COMPETITION UPDATES

As the other reports in this section will detail, we remain fully involved in national, county and local competitions across rugby union, rugby league, basketball and football. Over time, WHSB has systematically strengthened its performance across these sports and this is reflected in the School's success in competitions. Not only do we now have national success in athletics and basketball, but we are achieving regular and sustained county success in rugby union, and new-found regional success in rugby league, football and cross country. The Department aims to optimise sporting performance across a multitude of sports and, this academic year, the pupils have already achieved the highest level of success across the widest variety of sports. This remarkable achievement is a direct result of our pupils being open to opportunity and engaging with all the exciting opportunities the Department is able to offer them.

SPORTS REVIEWS

The Physical Education Department undertakes a continual process of reflection through weekly reviews. These reviews help ensure that we remain focused on progress, what we believe we can achieve, and areas in which we believe improvement is necessary. For the Spring Term ahead, we now look to build on the foundations that have been laid during the Autumn Term, and we are excited to embark on the sporting programme for the new term.

I would like to thank all the staff in the Physical Education Department, as well as our enthusiastic team of teacher coaches, for their fantastic efforts in enabling the WHSB sporting programme to continue to grow from strength to strength. Equally, without the support of the teaching staff who release pupils from a lesson to attend a tournament (and then supporting them to catch up!) the Department would not be in a position to secure attendance at tournaments in so many different sports. Enabling pupils to enjoy a great breadth of sporting experience is central to the vision of both the School and the Department and, in that regard, we are grateful that

SPORTS AT WHSB

colleagues contribute their support by working to ensure that ethos is embodied in WHSB pupils.

In the Summer Edition of the Westcliff Diary, I look forward to being able to share the School's outcomes and progress across so many sports. Of course, to do so we shall need to continue with the levels of commitment and determination necessary to realise success, and I have no doubt in the pupils' ability and drive to do so. Not only will their participation significantly enhance their enjoyment and experiences at School, but they will create some of those important lasting memories that will stay with them long after their years at the School have come to an end.

Mr T Morrish,
Director of Sport

CROSS COUNTRY SUCCESS



For WHSB, this term has been a great success. On Thursday mornings, our team, consisting of six pupils, began training together for the Cross-Country season, participating predominantly in interval training.



Our first race was at Blenheim Park against Eastwood. This was a practice race for the upcoming *Borough Competition*, which was held later on in the term.

During this practice, we did very well, with Lawrence Stone and Frank Highmore gaining second and third place respectively.

The second race that we competed in was held at Campion School, which was the first round of the Regional Cup. This involved the majority of the schools in Essex, and was a successful day, with the Year 9 and 10 Team qualifying for the next round; Dylan Spink achieved second place, Lawrence Stone came in eighth place, and Frank Highmore came in ninth place. Unfortunately, our Junior Boys Team did not qualify, but they still had a great race.

In the *Regional Final*, held at Southend High School for Boys, we ran very well, with Dylan Spink placing fourth, Lawrence Stone placing twelfth, Frank Highmore twenty-sixth, and Freddie Dawson in thirty-eighth

place. Additionally, Malachi Dowling was in fortieth place and Thirushan Gunasilan in forty-fourth place, however only the top forty runners were able to be counted in the overall score. It was a great performance from the team, which finishes in fifth place in the *East Anglia Region*.

Finally, on Wednesday 10 November, pupils from every Year group competed in the *Borough Competition* at Blenheim Park. This was a very successful day with pupils from all Year groups placing in the Top 10. This means that they will represent Southend in January at the *Essex Schools Cross Country Championship*. The runners who qualified include Lawrence Stone, Frank Highmore in Year 9, and Dylan Spink in Year 10.



Frank Highmore and Lawrence Stone,
Year 9

FOOTBALL

Football at Westcliff High School for Boys is one of our most popular sports throughout the School, with all Year groups consistently attracting significant numbers to training. Football across the Borough and nationally is arguably the most competitive sport due to the large volume of participants that it attracts. With that in mind, Football has been a recent focus for us at WHSB as it is a sport in which the School has not enjoyed the same level of success that it has in other sports. This focus has involved the Department in increasing the opportunities for training for pupils in both Years 7 and 8 to improve fundamental skills and instil the commitment to sustained training that will lead to improved performance. The 2021/22 School Year has seen

the return of competitive football fixtures, providing the pupils with the opportunity to execute the skills they have practised. The Football season has begun successfully for WHSB, with the majority of our teams progressing through the initial rounds of the four cup competitions that each Year group enters.

YEAR 7

Our Year 7 pupils have made an impressive start to their time at Westcliff High School for Boys and to their sport, through both their participation levels and also the success they have experienced to date. Within Football specifically, our Year 7 cohort has consistently produced significant numbers at training for both morning and lunchtime sessions; this has seen them improve greatly as a Year group since September. One example of the commitment Year 7 pupils have shown towards Football was when a third of the cohort (around 60 pupils) turned out to play A, B, C and D team fixtures against Southend High School for Boys. To date, the A team are through to the first round of both the *Borough Cup* and the *South East Essex Cups*. Unfortunately, they were knocked out of the *Essex Cup* in the Second Round but are currently in the last 128 from 585 teams that entered the *National Cup* which, alone, is a fantastic achievement. We hope to see the pupils continuing with their commitment towards training throughout the season and, as a result, their growing success in this sport.

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

Pld	W	L	D	GF	GA	GD
10	6	3	1	33	16	17

FOOTBALL IN YEAR 7



I am thoroughly enjoying Football at Westcliff. The Physical Education Department staff encourage and push you to be the best you can be and make practices fun. I have met new

friends with the same interests, people I might not have met if I had not attended clubs. It has been great working as a team whilst learning new skills and developing existing ones in a supportive environment. There are many practices in the week, before school, at lunchtime and after school, to which all pupils can attend. In addition to this, there are four Football teams. I play as Goalkeeper and have developed confidence in this position due to the many matches we have played against other schools in the *Borough Cup*, the *South East Essex Cup*, *Essex Cup* and the *National Cup*. Coach journeys to fixtures are also good fun and we often have to travel quite a way. Matches can be very tense, especially if a lot is riding on the outcome. In one match we were losing 2-0, but worked together and fought to achieve a 7-2 victory. Representing the School is an honour and a privilege, and it encourages everyone to work hard and strive to achieve success. These are times I will not forget and they make me very proud to wear the Westcliff uniform.

James Byford,
Year 7 Goalkeeper

YEAR 8

Our Year 8 pupils were unfortunate with the limited amount of Football they were able to play in their first year at WHSB, with no fixtures taking place over the entire 2020/21 season due to the COVID-19 restrictions. However, this did not deter them from training hard each week to ensure that when competitive Football returned, they were ready. We consistently have between 30 and 40 Year 8 pupils at training every week, putting themselves in the best position to develop. With the return of competitive Football for the 2021/22 season, our Year 8 pupils have had the opportunity to play together as a team for the first time - an unusual situation for a Year 8 team to be in. The team has started the season well; to date, they have progressed into the second rounds of the *Borough* and *South East Essex Cups*, they are into the second round of the *Essex Cup*, and were unfortunately knocked out in the third round of the *National Cup*. Considering the unfortunate circumstances which meant they effectively missed a year of Football, the pupils have done particularly well and we hope to see this continue.

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

Pld	W	L	D	GF	GA	GD
9	7	2	0	32	9	23

FOOTBALL IN YEAR 8



So far this year, we have won most of our games with only a couple of losses. We started the year with some friendly matches against local schools, allowing us to grow as a team. We won our first games in

both the *Essex Cup* and the *National Cup*, beating New Rickstones and Woodlands respectively. We were knocked out of the *National Cup*, losing to Riverside School in a close battle. Max Holliman nearly kept us in the game with his late free-kick goal but it was not enough and we lost 3-2. This year, our defensive line has been very strong, consistently saving us from goal threatening situations and the main trio of Anthony Odumosu, David Awelewa and Matthew Lindsay were the key players in this defensive excellence. Our strength in midfield has been provided by Asaph Lawal who powers through and past defenders, scoring some important goals, especially against Shoebury High School. At the start of the year, we missed key attacker Max Benton through injury, however, Max Holimann and Freddie Fitzpatrick stepped up with some very good performances.

Tom Barker,
Year 8 Football Captain

YEAR 9

Our Year 9 Footballers have been the group most affected in terms of the amount of sport they have missed due to COVID-19, however, this has not deterred the pupils from taking up all of the opportunities provided to them. Again, this cohort consistently has approximately 30 pupils training each week, displaying their desire to

SPORTS AT WHSB

improve. The 2021/22 season was the first chance, since the beginning of Year 7, that our Year 9 pupils have had to play together as a team, which again is unfortunate and has limited their opportunities to develop. To date, the team is through to the second rounds of the *South East Essex Cup* and *Essex Cups*, but was unfortunately knocked out of the *Borough* and *National Cups* by tough opposition. The players have shown great commitment and a desire to improve since their return to competitive Football and if this attitude continues, we have no doubt that they will experience significant success in the future.

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

Pld	W	L	D	GF	GA	GD
5	3	2	0	11	15	-4

YEAR 10

Our Year 10 has consistently been one of our stronger footballing Year groups throughout their time at the School, with impressive Cup performance in previous years. This past success has meant that the pupils have maintained their commitment towards training and games into the Middle School phase of their time at WHSB. Unfortunately, the 2021/22 season has not brought the same level of success for this Year group and they were knocked out of the *South East Essex Cup* and *National Cup* in the first rounds, and the *Essex Cup* in the second round, however they are through to the next round of the *Borough Cup*. We hope that the Year 10 boys will now bounce back from these losses and put all their efforts towards a strong performance in the *Borough Cup*.

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

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

SPORTS AT WHSB

YEAR 11

Our Year 11 cohort is one of our most successful Year groups across the full range of extra-curricular sport at WHSB and, unfortunately, COVID-19 arrived at a time when their Football was gathering momentum. In their last full season of School Football, they reached the Quarter Final of the *Essex Cup*, a noteworthy achievement. The 2021/22 season has started well for this Year group, seeing them progress into the second round of the *Borough* and *South East Essex Cups*, whilst unfortunately being knocked out in the Second Round of the *National Cup*. They are currently into the third round of the *Essex Cup*. The pupils have shown their desire to succeed through their attendance at training and the willingness to listen during coaching. We hope that they can finish their time at WHSB with a trophy to reward their hard work and progress.

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

Pld	W	L	D	GF	GA	GD
9	7	2	0	28	23	5



Mr S Greaves,
Teacher of Physical Education

FIRST XI

Our First XI is a team made up of the Upper and Lower Sixth students, as they compete in a League and three Cup competitions during their Enrichment time on Wednesday afternoons. This year, the team has been entered into a highly competitive league - one in which they have already impressed! Regardless of their results, the students have remained competitive in every fixture, carrying themselves with great pride. It has been fantastic to see those individuals who represented WHSB throughout their School careers continue to wear the School colours with pride and enjoyment.

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

Pld	W	L	D	GF	GA	GD
6	2	4	0	20	20	0

To conclude, Football at WHSB is certainly improving, with more of our teams reaching the later stages of Cup competitions each year. As previously mentioned, Football is highly competitive across the Borough, County and Nation, making any victory or close game a noteworthy achievement. We hope that, as a School, we shall soon see success within Football competitions, in order to officially recognise the hard work and commitment of the pupils in all Year groups.

OVERALL SCHOOL FOOTBALL STATISTICS

Pld	W	L	D	GF	GA	GD
46	28	17	1	134	98	36

BASKETBALL

After a year full of discussions surrounding lockdowns, face masks and the arrangements for sanitising our hands, Basketball at WHSB is finally back in full flow and our players were as ready as ever to step back out onto the court. For some of our pupils, competitive Basketball was just a myth, whispered by older pupils in the corridors of the WHSB Physical Education Department. However, that all changed in October 2021.

YEAR 7

On Monday 18 October, our Year 7 pupils competed in their first-ever basketball fixture. The pupils had been eagerly awaiting the chance to be selected, with over 40 pupils attending each training session throughout the year; a tough task for our Head of Department, Mr Morrish. Nevertheless, the 12 strongest players were selected and the stage was set for what would be a very interesting Basketball season. The Year 7 team has only played two fixtures so far but both have returned extremely positive results. The first of the two saw WHSB win against King John School with a score of 62-22, with Joseph Burdett, Benniah Osei-Poku and Crawford Keenan providing exceptional performances. The second fixture, again, saw WHSB win with a superb score of 56-33 against Fitzwimarc School. The Year 7 team has already shown promising signs of excellence and a strong work ethic; it is now up to them to show the School how to turn hard work into success.

Year 7 Basketball

Basketball in Year 7 has been amazing. There have been so many opportunities to play basketball at WHSB and so many pupils who have been open to opportunities. Almost every day, there are basketball clubs before school, at lunchtime and after school. Lots of pupils have come along with many playing basketball for the first time. We owe a huge debt of gratitude to the staff of the PE department for holding these training sessions so often so that we can improve our skills and have lots of fun.

So far, three games have been organised. The first, which saw the twelve boys chosen for their team make their debut for their School, was against King John School who are known as a great basketball school. Full of nerves, we entered the Sports Hall. Lots of encouraging words were spoken to us which rallied us and calmed us down. We started the game very positively and continued that throughout. The game ended with WHSB victorious with a point difference of forty. It was an outstanding performance from the boys.

The next game was against FitzWimarc School and after such a dominant display in the previous game, confidence was sky-high. We played with high intensity, using all the skills that we had practised in training. It was another brilliant win and we won due to great defence and shooting.

The last game of the three was against Cecil Jones School. We came into the game unbeaten and with a relaxed mindset. This game was played away but the expectations remained the same. It was an astonishing game for the Year 7 pupils, and we emerged with a 70-5 victory; our largest yet.

Once again, I would like to show my appreciation to the Physical Education Department staff for their excellent commitment and hard work that makes us so successful. Overall, Year 7 pupils should be proud of their dedication to basketball and how they support each other. I look forward to all that is to come.

Benaiah Osei-Poku,
Year 7

YEAR 8

The Year 8 team, under normal circumstances, would have had a year of Basketball under their belt already. However, the past year has been anything but normal. The Year 8 team has missed a huge part of their development as a team and this has led to some early struggles but they have also shown signs of flair and ability. Year 8 have played four fixtures so far this season and have gained two wins and experienced two losses. David Awelela has proven that with hard work and perseverance, success swiftly follows, after he was selected for the Year 9 team based on his performances in his Year group. This group have much to offer in terms of Basketball, but to accomplish anything they must learn how to work together effectively and commit fully to the programme.

YEAR 9

Our Year 9 team has always had an impressive work ethic when it comes to sport and that has proven to be no different when it comes to Basketball. The team has had excellent numbers attending training week after week, which is a key reason that they are seeing positive results. Even without their talisman player, Rajat Negi, who cannot play due to injury, the team has found a way to work around the problem through teamwork and endeavour. The Year 9 team has played five fixtures, winning two and losing three against some tough opposition. A highlight of this season has been the effort put in by all pupils during what has already been a challenging season of Basketball. This Year 9 team will soon see results turn in their favour, as long as their effort and commitment continues.

MIDDLE SCHOOL

Our Middle School teams have not played many games this year so we are yet to see the continuation in their success from previous years. However, we are sure that our Year 10 and 11 teams will look to maintain their prowess in Basketball. The Year 10 team started the year by winning two games out of two, with a loss in their third game against an excellent St Bonaventure's side. The Year 11 team has also only played two games, winning against Shoeburyness, but losing a hard-fought game against King Edward VI Grammar School in the same week. Both teams have work to do in training and in rebuilding the commitment required to perform at a high level.

The Physical Education Department is delighted with the pupils' performances in Basketball at this time, and we will continue to support the teams in realising even greater success in 2022.

Mr J Sexton,
Teacher of Physical Education

OVERALL SCHOOL BASKETBALL STATISTICS

YEAR 7

Opponents	PF	PA	Win/Lose
KJS	62	22	W
FITZ	56	33	W
CECIL	71	6	W
STM	43	38	W
ST MART	61	18	W
EAST			L
SHOE			L
BARK AB	62	20	W
SHSB			L
CHASE			L
SCHURCH			L
Games so far		6	
Wins		6	
Wins%		100%	
Losses		0	
Points for		355	
Points against		137	
Points per game (av)		59.2	

YEAR 9

Opponents	PF	PA	Win/Lose
FITZ	46	68	L
CHASE	92	26	W
SHOE	39	62	L
CECIL	56	17	W
STM	41	47	L
EAST	58	36	W
EAST	56	32	W
ST MART			L
SHSB			L
SCHURCH			L
Games so far		7	
Wins		4	
Wins%		57%	
Losses		3	
Points for		388	
Points against		288	
Points per game (av)		55.5	

YEAR 11

Opponents	PF	PA	Win/Lose
KJS	62	17	W
SHOE	99	26	W
KEGS	75	85	L
EAST	49	57	L
BPARK			L
STM			L
SHSB			L
CHASE			L
Games so far		4	
Wins		2	
Wins%		50%	
Losses		2	
Points for		285	
Points against		185	
Points per game (av)		71.3	

YEAR 8

Opponents	PF	PA	Win/Lose
SHOE	40	36	W
GBAD	43	41	W
FITZ	40	51	L
CECIL	30	0	W
STM	60	37	W
EAST	42	48	L
SHSB			L
CHASE			L
SCHURCH			L
Games so far		6	
Wins		4	
Wins%		67%	
Losses		2	
Points for		255	
Points against		213	
Points per game (av)		42.5	

YEAR 10

Opponents	PF	PA	Win/Lose
KJS	55	46	W
ST BONS	30	77	L
FITZ	48	36	W
CHASE	50	0	W
STM	39	58	L
EAST			L
FITZ	62	43	W
KEGS	66	47	W
SHSB			L
CHASE			L
SCHURCH			L
Games so far		7	
Wins		5	
Wins%		71%	
Losses		2	
Points for		350	
Points against		307	
Points per game (av)		50	

VI FORM

Opponents	PF	PA	Win/Lose
SHSB	76	48	W
SHOE	61	47	W
KEGS	77	70	W
Games so far		3	
Wins		3	
Wins%		100%	
Losses		0	
Points for		214	
Points against		165	
Points per game (av)		71.3	

Black = Still to play

SPORTS AT WHSB

RUGBY UNION

So far this season, the Rugby programme has been very successful (overall percentage of wins nearly 78%; total points scored 1208 across 36 matches). However, another important indicator of how successful the Rugby programme has been is the pupils' attendance at matches and practices. We have regularly seen close to 100 pupils representing the School on Saturdays and, particularly from the Lower School, excellent numbers attending training at lunchtime, as well as 'extra skills' sessions before and after school.

P	W	L	D	PF	PA	+/-	WP
36	28	7	1	1208	499	709	77.77%

YEAR 7

Our Year 7 pupils have taken to Rugby extremely well. Helped by a few with previous experience of playing club Rugby, but mainly through the determination to improve, the pupils have learnt the basics well, and they are quickly becoming an impressive team. With some of the physicality from Captain Reggie Herron, the athleticism and sporting talents of Beniaiah Osei-Poku, and the excellent skills of Toby Wood, alongside the drive for improvement from the rest of the pupils, they will be a group to be reckoned with as they move further up the School and into bigger competitions. All they need to do is keep their attendance high and the improvements will follow.

P	W	L	D	PF	PA	+/-	WP
10	6	3	1	420	265	155	60%

YEAR 8

Year 8 has been our most successful Rugby squad so far this season, winning 14 of their 15 matches, with their only loss coming in the *Essex Cup Final* against Woodlands, in a closely fought match, losing by just a single try. Having been frustrated by the lack of playing time last year, the pupils developed their skills but were raring to go once they could get into some full-contact rugby. Asaph Lawal and Anthony Odumuso have been most impressive in their performances, as has Haris Dean, a particularly talented player who has been developing his game well as a scrum-half, whilst still contributing with excellent tries.

P	W	L	D	PF	PA	+/-	WP
15	14	1	0	445	110	335	93.33%

YEAR 9

As the Year group with the best attendance at training across the board, Year 9 players have developed into a very impressive rugby squad. With over 30 pupils making themselves available for Saturday matches, it has been easy for players to come into the Team, maintaining the quality of their performance at a high level. Defence has been their strong point, with excellent line speed and the will to make tackles, putting pressure on every team they play, including an impressive win away at Woodlands, which put them through to the third round of the *National Cup*. The defence has been led by Fred Rankin, whose tackle count over the games they have played is averaging above 15 per game.

P	W	L	D	PF	PA	+/-	WP
7	5	2	0	221	89	132	71.43%

YEAR 10

Our Year 10 team has had a frustrating time this season as, after two years of inactivity, their playing time has been limited once again. Attendance at training and matches has been a problem and has contributed to the difficulties. Equally, the lack of a *County Cup* competition until after Christmas has meant the team has played only two matches. In the first there was a disappointing result against Colchester Royal Grammar School, but in the second against King Edward VI Grammar School, the team showed exactly what this Year group can still do with their natural talents on a rugby pitch. When they commit, they can still compete with any team they encounter.

P	W	L	D	PF	PA	+/-	WP
2	1	1	0	45	50	-5	50%

YEAR 11

Our most successful Rugby team in recent years has also lacked opportunity this year. With no competitions until after Christmas, they have kept training and worked hard to improve individual skills. After such a long time without the opportunity to play as a team, and with GCSE examinations quickly approaching, it would be easy for them to let their position as the best team in Essex slide. However, in one of the best performances of the year, they competed against three of the other best schools, beating all three, including a game against Woodlands, holding the lead from start to finish. Superb performances from all were boosted further still by Onyedikachi Godwin, who scored three of our five tries on the day. There is much more to come for the squad, with matches against Campion and Whitgift Schools this term, as well as the *Essex Cup* and the infamous *Rosslyn Park 7s* tournament.

P	W	L	D	PF	PA	+/-	WP
3	3	0	0	32	10	22	100%

With much more Rugby to come this term, all Year groups have a fantastic opportunity to excel and win the competitions on offer.



RUGBY LEAGUE

Rugby League has been a new addition to the sporting calendar at WHSB. A variation played more in the North of England, it is a wonderful opportunity for the pupils to learn a new sport and use their skills from Rugby Union in a new discipline. Rugby League is well suited to the School, as it requires a lot of physicality, but also plenty of skill.

As we spend so much time learning what is required in Rugby Union, it has been difficult to focus on learning a new sport. However, the pupils have demonstrated superb aptitude and have been learning quickly. This has led to our Year 8 and 9 pupils reaching the *Southeast England Finals*, and therefore being one of the last 16 schools remaining in the competition. Year 8 were expertly and calmly led by Luke Pitkin, who was backed up by the energy and physicality of Max Holliman. Year 9 had many skillful players, including Captain Tobias Walton, and Joe Galvin who was a huge presence in defence.

The Year 7 pupils also won the *Essex and Suffolk Cup* to progress to the next round of their competition, and we are confident that with more training they will advance in that



MY PARTICIPATION IN YEAR 7 SPORTS

MONDAY

On the first day of the week, it is a 6.45am wake-up to feel fresh and ready for squad basketball in the morning. On Mondays, I always have a full sports bag as I have either double games or Physical Education on that day. After finishing my first four periods of the day, I return to the changing rooms at lunch ready for football training. At the end of lessons at 3.35pm, my day at School is not fully finished as I have rugby training after School as well. Once that finishes, my first day of the week is complete.

TUESDAY

This morning, I have more time to relax as there are no clubs taking place for Year 7 pupils, so it is a 7.15am rising time. Once I get into School, I drop my lighter sports bag into my locker and get ready for my first period of the day. Once break time comes around, I eat my lunch as I have rugby after Period 4 finishes. At 12.50pm, I walk to the changing rooms and prepare for Year 7 rugby training.



OLD WESTCLIFFIAN'S SUCCESS

We are delighted to share the news that Old Westcliffian, Daniel Atkinson, has received his first Senior Cap for England in Water Polo. Daniel has also represented England in the EU Nations Tournament taking place in Czechia and has represented England and Great Britain numerous times at Junior Level. We are thrilled with Daniel's achievements thus far and wish him every success as his career continues.

Mr M Atkinson,
Teacher of Physical Education



competition and match the achievements of the older pupils. Year 10 were narrowly defeated in the semi-final of the *Regional Competition*, but they did incredibly well to reach that stage, with many of them being new to the sport.

Rugby League requires a high level of fitness, as there is a great deal more running and tackling involved, therefore reaching the latter stages of the competitions is a testament to the pupils and their hard work in relation to their fitness during PE and Games. We hope to see them continue to improve and pursue competitions such as the *Regional Finals* and the *National Cup*.

P	W	L	D	PF	PA	+/-	WP
18	16	1	1	332	86	246	88.9%

Mr H Morrant,
Teacher of Physical Education

WEDNESDAY

On Wednesday, again, I wake up at 6.45am and arrive at School for 7.50am with a heavier sports bag. After my opening four periods of the day, I attend one of my favourite sports at WHSB at lunchtime: basketball. There is also squad basketball training with the Year 8 team after School. My School day finishes at 5.00pm.

THURSDAY

When Thursday arrives, it is another 6.45am wake up to go to football practice, beginning at 7.50am. Once I have changed from my uniform into my football kit, the team does some training drills, then, before you know it, at 8.30am we all go back up to the changing rooms to change into our uniform and begin the first period. Thursday is the only day of the week where I eat my lunch at normal time and go out to the playground at lunchtime.

FRIDAY

On the last day of the week, I enter School early at 7.50am for basketball practice in the morning. After some interesting drills, then 3 versus 3 matches, the squad goes to the changing rooms to get ready for the first period on the last day of the week. I find my way to the changing rooms to attend rugby training at lunchtime. Once I have finished rugby, I prepare for my final two periods then, once they are finished, it is time for me to go to an after school club: basketball training. When the club finishes at 5pm, I get changed and go home for the weekend.

Joe Burdett,
Year 7

SPRING 2022 FIXTURES

DATE	SPORT	FIXTURE	LOCATION
05/01/2022	Football 1st XI	1st XI v Harris Academy (Away) 2pm Kick off	HARRIS
06/01/2022	Basketball Year 11	Year 11 Borough v STM	STM
08/01/2022	Rugby Year 11	Y11 Rugby vs Campion (Away)	CAMPION
08/01/2022	Rugby Year 10	Y10 Rugby vs Campion (Home)	WHSB
08/01/2022	Rugby Year 9	Y9AB Rugby vs Campion (Away)	CAMPION
08/01/2022	Rugby Year 8	Y8ABC Rugby vs Campion (Home)	WHSB
08/01/2022	Rugby Year 7	Y7ABC Rugby vs Campion (Away)	CAMPION
10/01/2022	Basketball Year 10	Year 10 Borough v SHSB	WHSB
11/01/2022	Basketball Year 8	Year 8 Borough v SHSB	SHSB
12/01/2022	Football 1st XI	1st XI v STM (Home) 2pm Kick off	WHSB
12/01/2022	Basketball Year 11	Year 11 Borough v SHSB	WHSB
13/01/2022	Basketball Year 9	Year 9 Borough v SHSB	SHSB
13/01/2022	Basketball Year 7	Year 7 Borough v SHSB	WHSB
15/01/2022	Rugby Year 11	Y11 Rugby vs Whitgift (Home)	WHSB
15/01/2022	Rugby Year 10	Y10 Rugby vs Whitgift (Away)	WHITGIFT
15/01/2022	Rugby Year 9	Y9 Rugby vs Whitgift (Home)	WHSB
18/01/2022	Basketball Year 8	Year 8 Borough v Chase	WHSB
19/01/2022	Football 1st XI	1st XI v King John (Home) 2pm Kick off	WHSB
19/01/2022	Basketball Year 10	Year 10 Borough v Chase	WHSB
20/01/2022	Basketball Year 11	Year 11 Borough v Chase	CHASE
20/01/2022	Basketball Year 7	Year 7 Borough v Chase	WHSB
22/01/2022	Rugby Year 10	Y10 Rugby vs Coopers (Home)	WHSB
22/01/2022	Rugby Year 9	Y9 Rugby vs Coopers (Away)	COOPERS
22/01/2022	Rugby Year 8	Y8AB Rugby vs Coopers (Home)	WHSB
22/01/2022	Rugby Year 7	Y7AB Rugby vs Coopers (Away)	COOPERS
31/01/2022	Basketball Year 7	Year 7 Borough v Southchurch	SOUTHCHURCH
01/02/2022	Basketball Year 9	Year 9 Borough v Southchurch	WHSB
02/02/2022	Football 1st XI	1st XI v Appleton (Home) 2pm Kick off	WHSB
02/02/2022	Basketball Year 8	Year 8 Borough v Southchurch	WHSB
03/02/2022	Basketball Year 10	Year 10 Borough v Southchurch	SOUTHCHURCH
05/02/2022	Football Year 10	Yr 10 v KEGS (Away)	KEGS
05/02/2022	Football Year 8	Yr 8 v KEGS (Away)	KEGS
05/02/2022	Football Year 8	Yr 9 v KEGS (Away)	KEGS
05/02/2022	Football Year 7	Yr 7 B v KEGS (Away)	KEGS
05/02/2022	Football Year 7	Yr 7 A v KEGS (Away)	KEGS
23/02/2022	Football 1st XI	1st XI v King John (Away) 2pm Kick off	KING JOHN
26/02/2022	Rugby Year 7	Y7 House Rugby 7s	WHSB
01/03/2022	Rugby Year 9	Y9 Essex 7s @ KEGS	KEGS
02/03/2022	Football 1st XI	1st XI v Beauchamps (Away) Kick off 2pm	BEAUCHAMPS
02/03/2022	Rugby Year 7	Y7 Essex 7s	
03/03/2022	Rugby Year 9	Y9 Essex 7s	
05/03/2022	Rugby Year 8	Y8 House Rugby 7s	WHSB
08/03/2022	Rugby Year 10	Y10 Essex 7s @ Campion	CAMPION
09/03/2022	Rugby 1st XV	1st XV Essex 7s @ Barking RFC	BARKING
10/03/2022	Rugby Year 11	Y11 Essex 7s @ Coopers	COOPERS

Please check Team-up for regular updates - <https://teamup.com/ksuv3k4ss5jvigncxz>

OLD WESTCLIFFIAN ASSOCIATION

It is my pleasure to report that the Old Westcliffian Association (OWA) is in good heart and robust health, after a tough couple of years. I think that we owe the Headmaster and his team a debt of gratitude for keeping us entertained and informed during the various stages of lockdown with the vast array of online activities. Organising these things takes time, in addition, of course, to the 'day job' of running the School.

We held our annual reunion dinner in September last year which was a great success. Our guest speaker was Andrew Lewis, acting CEO of Southend Borough Council and Town Clerk. These occasions are always good opportunities to meet up with old friends and acquaintances; the age of our attendees ranged from eighteen to those in their nineties! The

dinner was held in the School Hall but we also had the opportunity to look around the School and view any changes that have occurred over the past year. Please keep a watchful eye out for the details of the 2022 dinner!

In 2020, we supplied a Christmas tree for the School in celebration its 100th festive season; it was a magnificent ten feet high Norwegian Pine. This tradition now continues as an annual event, and a similar tree was gifted for the festive season of 2021. Once again, it was beautifully decorated by the School and it had pride of place for the Festive celebrations and Annual Festival of Lessons and Carols.

In our Association, we look forward to our own centenary in 2026. We have members scattered across the globe, and it would be tremendous if we could have some sort of bumper reunion. Planning for this will start soon.

Our membership is open to former students, and former and current teachers. Life subscriptions are free to those in full-time education, £10 up to age 30 and £20 for ages 31 and above.

Please do not hesitate to get in touch if you wish to join or discuss any aspect of our Association.

Mr T Birdseye,
Secretary of the Old Westcliffians' Association

OWA DINNER: AUTUMN 2021



The OWA Annual Dinner is a highly anticipated event in the School calendar. This year, I had the pleasure of attending, alongside Sri Nivasan Loganathan and Ryan Jakhu.

The evening began with some of our Prefects giving tours of the School to Alumni, many of whom had not revisited the School since their days as a pupil. This sparked fantastic conversations of change in the School and the sharing of old memories, which continued over a splendid dinner.

The OWA had the honour of welcoming Andrew Lewis from Southend Borough Council, who discussed the future of Southend and our local area. It was refreshing to hear of proposed regeneration schemes to rebuild our community following the events of the past year. These included large investments into Southend United F.C., Southend Airport and the Queensway complex.

To continue the after-dinner speeches, our Head Boy spoke to reflect upon Mr Lewis' words, in both a gracious and comical style. Following this, the Chairman of the OWA, David Norman, announced that he will be stepping down from his role. It was heart-warming to see the response of the OWA members, who clearly appreciated all the hard work and dedication that he has given to the role. We all thank Alderman Norman for the role that he has played in our School and community over the past years.

As the evening drew to a close, the raffle took place. Unfortunately, neither Ryan, Nivasan nor I won anything, but this did not dampen our spirits too much! Speaking for the Head Boy Team, we all thoroughly enjoyed ourselves and very much look forward to joining the OWA when we too leave the School at the end of this Academic Year.

Toby Linsell,
Deputy Head Boy



From left to right:
Ryan Jakhu, Toby Linsell, Sri Nivasan Loganathan (Headboy)



100 CLUB

We would like to say a big 'Thank You' to all parents who are new to the School and who have signed up to our Parents' Association 100 Club monthly prize draw. For a monthly contribution of just £5, members can win a cash sum, currently in the region of £60. The more members we have, the more the monthly cash prize will be, so please do consider joining if you have not done so already. Having lost many contributing families of Upper Sixth students in the last year, following their son's/daughter's departure from the School, we currently have fewer than 100 members. 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 Parents' Association's 100 Club even after their son/daughter has left as a way of maintaining another 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's website, or you can contact the Parents' Association by email (pa@whsb.essex.sch.uk) for further details. Once again, thank you for your support.



ONLINE SHOPPING WITH AMAZON SMILE AND EASYFUNDRAISING

Using Amazon Smile (<https://smile.amazon.co.uk/>) and Easyfundraising (<https://www.easyfundraising.org.uk/>) when shopping online is one of 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 then each purchase you make (where relevant) will generate a donation. Your online shopping will not cost you a penny more.



SPRING TERM PARENTS' ASSOCIATION BAKE SALE

Friday 11 February 2022, 12.50pm

This fundraiser will take place in the Screens Area on Friday 11 February 2022 at morning break and lunchtime. Quality bakes and seasonal treats will be on sale. Cash and card payments will be taken on the day.



WHSB PARENTS' ASSOCIATION ANNUAL RACE NIGHT

Saturday 5 March 2022, 6.30pm

We welcome the return of our annual Race Night fundraiser on Saturday 5 March 2022. The evening consists of horse racing videos projected onto a big screen with sound via a pa system. Racegoers receive a race card on arrival and can place real bets with tote tickets issued using a computerised system that calculates the odds and pay-outs before each race starts. This event is largely geared towards our Lower School pupils and their families, with a particular focus on the opportunity for the Parents' Association to welcome our Year 7 families. Those with sons in Year 8 (for whom COVID-19 restrictions applied last year) are encouraged to join us too for what promises to be a great night!

Doors open at 6.30pm for a 7.00pm start. Tickets, available via *TicketSource*, are priced at £6 for adults and £3 for pupils. Bring your own drinks and nibbles or, for an extra £6 per ticket, you can enjoy a fish and chip supper (vegetarian and vegan alternatives are also available). This event sells out quickly so early booking is advised. Come and join us for what always proves to be a fun-packed and highly competitive evening for the entire family!

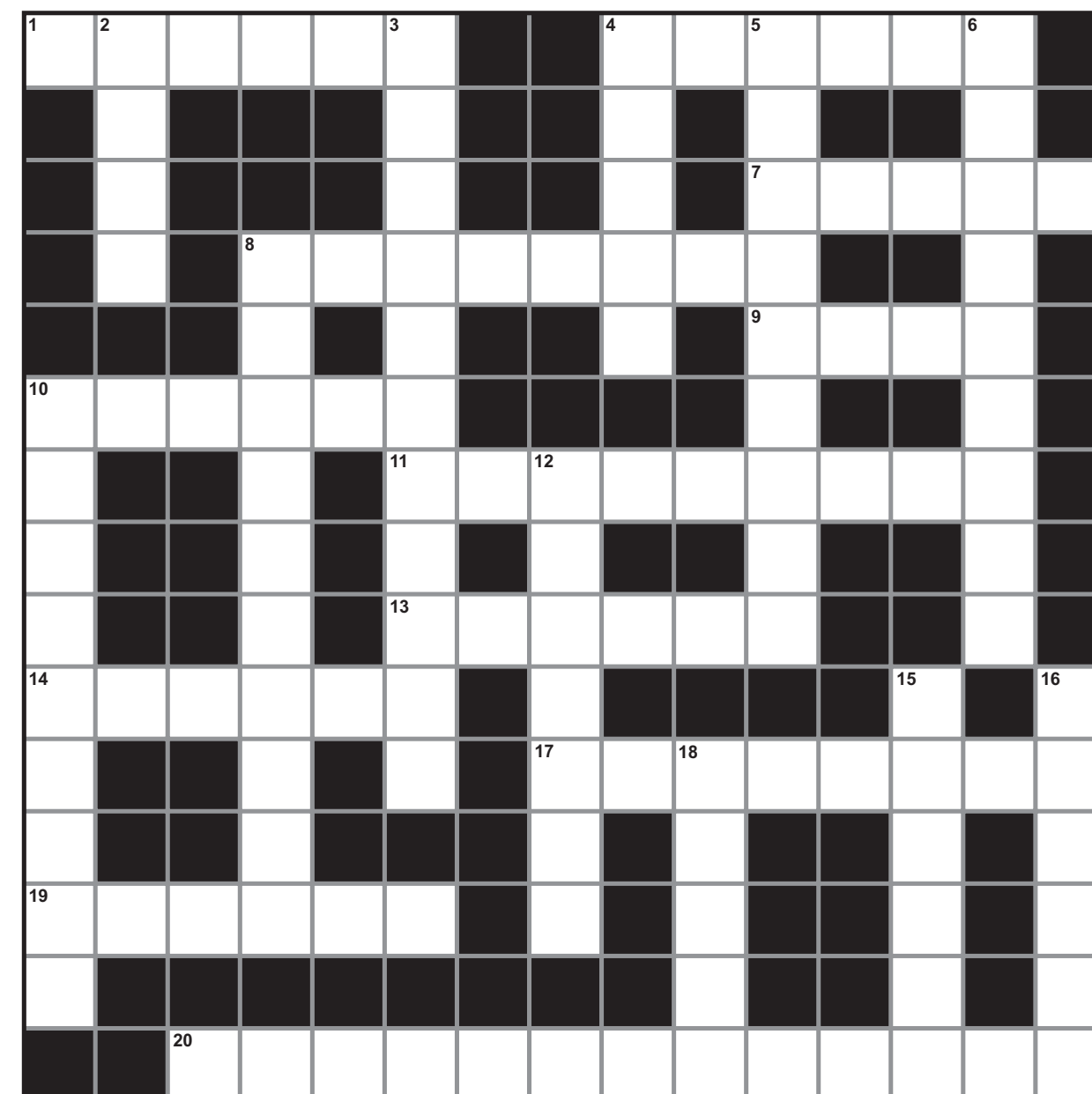
Mrs J Clarke,
Chair of the Parents' Association

ACROSS

1. The era after house loses energy, pay tribute. (6)
4. Keep it hidden, some may find geese cretinous. (6)
7. Rather creepy, it's even ruined occasionally. (5)
8. Profits from President Bush's round of cricket.(8)
9. A mid-armed fair runs wild. (4)
10. Manage what could be implanted back in utero? (6)
11. The smallest digit from one to five. (6-3)
13. Material against excessive use inside (6)
14. Car service has large request in US State. (6)
17. Addictive but good! Love the cans they come in. (8)
19. Stage shows confused soap about soap. (6)
20. They are fitting but, incorporated wild horses with act, so no two hundred. (13)

DOWN

2. That's a gem old friend! (4)
3. Religious man caused a disaster, even glacial! (8)
4. Poor family surrounded by many pounds. (5)
5. Cut back in French Port. No! Cut out? (9)
6. Fool and beat with this? (5-4)
8. Succeed Queen, box within has gun. (9)
10. The result of 10 across being a success? (9)
12. Huge film, like the tin cat I heated. (7)
15. If randomness starts and stops in Oscar, if chaotic, there will be a mess! (6)
16. They stink, but they'll leave you in stitches?. (6)
18. Corn comes before Sun God makes snake. (5)



Gabriel Lewis,
Year 11

CALENDAR FOR SPRING TERM 2022

Tuesday 4 January	SPRING TERM BEGINS, 8.40am
5 - 7 January	Lower Sixth Formative Assessments
5 - 14 January	Upper Sixth Trial Examinations
Wednesday 12 January	Parents' Association Meeting, 7.30pm - 9.00pm
Monday 17 January	Year 8 Parents' Consultation Evening, 4.00pm - 6.00pm
Wednesday 19 January	Spring Chamber Recital, 7.30pm - 9.00pm
Thursday 20 January	Year 11 Entry to Sixth Form Evening, 7.30pm - 9.00pm
Friday 21 January	Year 11 Phase 2 Report Distribution
Wednesday 26 January	Careers in Law Evening, 7.00pm - 9.00pm
Thursday 27 January	Holocaust Memorial Service, 8.50am - 9.45am
Friday 28 January	Lower Sixth Phase 2 Report Distribution
Thursday 3 February	Relationships and Sex Education Evening, 7.30pm - 9.00pm
Friday 4 February	Lower Sixth Politics: Palace of Westminster Tour, 8.45am - 3.35pm
Monday 7 February	Year 11 Parents' Consultation Evening, 4.00pm - 6.00pm OWA Committee Meeting, 7.00pm - 8.00pm
Wednesday 9 February	Theatre Club: The Bridge Theatre Visit, 4.00pm - 11.00pm
Thursday 10 February	Year 9 Phase 2 Report Distribution Upper Sixth Phase 2 Report Distribution Reclaiming Lost Property, 12.50pm - 4.00pm PA Bake Sale, 12.50pm - 1.40pm
14 - 18 February	SPRING HALF TERM
Monday 21 February	STAFF DEVELOPMENT DAY
Tuesday 22 February	Wicked Theatre Trip, 4.30pm - 11.00pm

Friday 25 February	Poetry Live! Trip - Selected Year 10 & 11 Pupils, 8.30am - 5.00pm
28 February - 7 March	Year 7 Charity Week
Monday 28 February	Lower Sixth Parents' Consultation Evening, 4.00pm - 6.00pm
Wednesday 2 March	Careers in STEM Evening, 7.00pm - 9.00pm
Thursday 3 March	HPV 2 Catchup from 2021 - Year 9, 9.00am - 1.00pm Year 9 Options Evening, 7.30pm - 9.00pm
Saturday 5 March	Parents' Association Race Night, 6.30pm - 10.00pm
Thursday 10 March	Spring Sinfonia Concert, 7.30pm - 9.00pm
Friday 11 March	Year 10 Phase 2 Report Distribution
Monday 14 March	Year 9 Parents' Consultation Evening, 4.00pm - 6.00pm
Wednesday 16 March	Parents' Association Meeting via Zoom, 7.30pm - 9.00pm
Friday 18 March	Year 11 Phase 3 (Targeted) Report Distribution
23 - 25 March	School Production of Joseph and the Amazing Technicolour Dreamcoat, 7.30pm - 10.00pm
Friday 25 March	Year 7 Phase 2 Report Distribution
Monday 28 March	Whole School Photograph, 9.00am - 11.30am Year 10 Parents' Consultation Evening, 4.00pm - 6.00pm
Thursday 31 March	Upper Sixth Phase 3 (Targeted) Report Distribution Year 8 Phase 2 Report Distribution Philharmonia at the Movies Trip, 4.30pm - 11.00pm
Friday 1 April	SPRING TERM ENDS, 2.45pm
Tuesday 19 April	STAFF DEVELOPMENT DAY
Wednesday 20 April	SUMMER TERM BEGINS, 8.40am

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



Facebook:
/WHSforBoys



Twitter:
@WHSforBoys



LinkedIn:
Westcliff High School for
Boys