



Going for Goal

Autumn 2018



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WADDES DON

Voice

magazine

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About the cover

We can see the concentration and focus from Year 12's Kavithma as she is about to shoot for goal at the recent Sixth Form Interform netball competition. You can see the final Interform results and scores on page 23.



From the Headteacher

Welcome to this term's Voice which is another celebration of Waddesdon students' engagement with, and reflections on, life in all its fullness. It demonstrates the rich lessons that come from grasping opportunities, getting involved and pushing yourself.

In the summer we said goodbye to Janet Bayly, who served as our school chaplain for 10 years. We are delighted that she will continue to join us for a Holy Communion and also welcome Phil White as our new chaplain. You can get to know him on page 4.

Finally, I would like to encourage all of our students to express their views by contributing to next term's magazine. The new creative team behind this brilliant edition of the Voice are Mr Peck, Mr Kanachowski and Mr Scrivener.

Mr Abbott



Mr Matthew Abbott

Our Guest Editors



Emily, Year 9

This term's Waddesdon Voice is packed with information. For example on pages 12-13 you can read about the amazing Sixth Form visit to India. As someone who was in Mary Poppins I obviously recommend pages 20-21. I liked hearing about it from Leoni's perspective as well.

I hope you enjoy this issue as much as I did.



Daniel, Year 9

I hope you all agree that this year has got off to a brilliant start, with many varied opportunities for us all. I recommend that you read page 7 on the Year 8 Harry Potter trip where they got to look at the props and sets from the movies. I also recommend page 9 which features the staff versus Sixth Formers netball match.

I hope you enjoy!



Congratulations to Year 13 student George for being shortlisted for the Bucks and MK 2018 Young Leader Award. George was enrolled on the Sports Leaders Level 2 award last year and was nominated for displaying outstanding leadership skills at a number of Primary School Festivals.

The presentation evening is November 22nd, and we wish George the best of luck for the evening!

George told us about his experience of being a sports leader with the school last year.

Young Leaders

“Overall being a Sports Leader has been a fun and challenging experience which I have thoroughly enjoyed. This course has allowed me to develop a wide range of life skills. For example, I have had to develop the ability to lead a group of young children through an activity, while facing challenges such as keeping them entertained

and engaged through the session. Through practising these skills, I have learnt about leadership and how to direct people towards a shared goal.

Being a Sports Leader has also given me a lot more confidence in a wide range of situations. I have had to think on my feet and work out how to overcome problems

when delivering a session. It has also given me the ability to work effectively as part of a team such as when we had to support each other through the learning stage of the course. To conclude, I would recommend this to anyone interested in sports coaching, or for anyone interested in a teaching or leadership role.”

PE on Twitter

The PE department would like to remind students and parents of our new Twitter account **@waddpe**. This is updated regularly with any changes to fixtures and also celebrates student successes within PE. Please give us a follow!





My name is Phil White and I am the new Waddesdon School Chaplain. I thought this edition would be a good opportunity to tell you a little more about myself.

From the Chaplain

Bristol and 2 years later I was ordained - my first job was again in Leicester. In 2012 we moved to Aylesbury and I became Vicar of Broughton Church.

Anne and I have 3 adult children and 4 grandchildren. Anne is a counsellor and she sees clients typically

suffering with anxiety and depression. I love working on and driving my 1972 VW camper van as well as cooking the best pizza in my pizza oven in our garden.

That's a lot of detail - why bother to tell you all that stuff? Well, as Chaplain I'd like to be available to you for when you need to talk to someone independent at school. I've been through the teenage years with my children, have wrestled with faith and whether it is all make believe or as real as you and me. I've taken wrong choices in my career path, made good and bad decisions in my life but I firmly believe that God has a plan for my life and yours and that he loves us.

I intend to be in school each week and so please do say hi and introduce yourself to me. I'm also hoping to go on some residentials with you as well as taking the Communion services.

I look forward to meeting you and as we say on our website,

“If you've got no faith come and question with us. If you have some faith, come and grow with us. If you're full of faith, come and encourage us”.

I was born and educated in Leicester and although I initially wanted to be a lawyer, I went to York University to study Physics. I hope you're not asleep already?

I became a Christian when I was 17 and I became fully involved in church and the Christian Union at university. Although my faith journey has not always been easy, I can honestly say that following Jesus is exciting yet challenging, adventurous, life giving, enriching and lots more adjectives!

I met Anne at university and we were married a few years later. I then trained as a Science teacher and taught in a secondary school for 13 years. I also trained as a climbing and canoeing instructor. Towards the end of my teaching career I sensed that God had a job for me to do - sounds strange but I couldn't stop thinking about being a church leader in the Church of England!! After many interviews I was selected for training in



Get more from the Voice

This edition features QR codes that you can scan with your phone camera to access additional pictures and content about some of the stories. Look out for them throughout the magazine!



Just Desserts

Josh from Year 10 tells us about his amazing Mango and Passion Fruit Roulade



The Mango and Passion Fruit Roulade I made was a gluten free dessert. It had a refreshing and tropical taste - not too sour or bitter, but fruity and sweet!

I had to practise a couple of skills such as cutting off the pieces of mango from the stone. Another skill that was used making this roulade was making the meringue.

I also made the roulade because my cousin is gluten and lactose intolerant and can't normally try the food I make. It was suitable for her because my roulade contained lots of fruit like passion fruit, mango and kiwi fruit.

This was a successful dessert because I was organised and knew some of the skills to

make a meringue and how to chop the pieces of fruit into chunks. I was also successful making the roulade when I was folding it up as sometimes the meringue can break. I managed to do the rolling up of it well as I remembered using this skill when I was making a swiss roll.

I was also successful making my mango and passion fruit roulade because of how I thought about my timing. I think that I can improve by preparing my fruit before anything else to make things a lot quicker. Ultimately, though, as my first attempt at this dish, I am pleased to say that my roulade was very tasty and very successful!



On 15th October a group of Year 11 students who had completed the Summer Challenge were given a once in a lifetime opportunity to visit Oxford University. Laura tells us about the opportunities and insights the visit gave them.

We were lucky enough to explore Hertford College (part of the university) near the centre of the city. One unique element of Oxford University is the architecture: Many of the buildings were built in the 17th century. We were greeted by a former student who informed us about the many clubs and societies the college

provides, such as the Harry Potter Society. Sport clubs are very popular with the university and many colleges compete against each other.

We were given the choice to experience a group discussion on Astrophysics or English Literature. I chose the latter. We had an interesting discussion

where we shared our varying opinions on the ways we perceived the story set by the lecturer and our thoughts on the characters and their effects on us, the readers. I found the session fascinating and really enjoyed it, as did the rest of my group.

Lunch followed, and we had the opportunity to discuss with current students their thoughts on the college and their future goals. I personally found this really helpful and it has given me more insight into university life and has inspired me to keep focussed on my goals especially in the forthcoming year.

The rewards will definitely be worth it!

Finally, we were given a tour round the buildings. It was extremely interesting. We visited common rooms, the library, the chapel, where services are held weekly and they come together as a community to sing and worship, and walked over the famous Bridge of Sighs.

Altogether it was a very interesting and enjoyable trip as it put into perspective what a top university looks like. It's a very good aspiration to aim for and I thoroughly enjoyed the trip.

As part of the promotion of the use of technology in the creative industries and world of work, the Design and Technology department took the whole of Year 8 on an exciting visit to the Harry Potter studios in Watford. The students had a wizard time!

‘As soon as I arrived, I felt like I was in the movies! The experience was surreal and I really enjoyed it. It also gave me many ideas for my textiles.’ **Emma 8SWF**

‘Absolutely amazing, so educational and would definitely go again.’
Phoebe 8MJB

phenomenal; I loved seeing the sets and being able to have a photo on a broomstick was unforgettable. It was just awesome in every way.’

Kiera 8HJ

‘On the Harry Potter trip I learnt a lot of things I didn’t know

Flights of Fantasy

‘It was surprising when we arrived because I was not expecting it. The trip was interesting and fun. It will help me in Design and Technology to make my work amazing.’

‘It was a phenomenal experience that has inspired me for D&T.’
Peter 8SWF

‘My favourite thing about the trip was looking at all the costumes. I was most surprised about how detailed everything was, even if it minuscule.’
Emily 8SWF

‘It was magical to learn about and see the wizarding world. The butter beer was

before about Harry Potter. I learnt how they did all the floating objects and how they make all the characters. It shocked me when the cinema screen dropped and the big door (into the Grand Hall) opened.’
Joe 8SWF

‘My favourite thing was the Hogwarts model. I was surprised about how big it was.’
Spencer 8SWF

‘Really good experience. I loved the part with the animal animation.’
Jess 8YA



A Spring in Our Step

The PE Department is very pleased to announce that they have purchased 4 new trampolines for students to use. All year groups will be taught trampolining in lessons (both boys and girls) across the year as well as GCSE PE students. In future months we will also be running an extra-curricular trampolining club for students to extend their skills.

Year 7 student **Sophia** has written about her first PE trampolining experience:



"The new school trampolines are amazing. They are springy and very bouncy, and they are also a great way to have fun whilst exercising. I am very glad that the school has given us this wonderful opportunity that everyone can enjoy"



This year we welcome a new team of Girls Active Leaders.

Thank you to the Year 11s who have retired from the role. They were an excellent team, sharing ideas with each other and moving forward with new ideas on how girls PE and Sport can adapt and change. The new leaders will continue to meet every week to discuss various issues, solutions and initiatives which they will put in place over the coming months. Our new Girls Active Leaders are:

Mia, Jemimah, Morgan, Isabella, Isabelle, Tab and Angel.

Girls Active club takes place every Wednesday in the Sports Hall. Everyone is welcome.

It was time for the latest chapter in the fierce rivalry of the Sixth Form versus Staff charity netball match. Sixth Form Team Captain Olivia takes up the story.

Grudge Match

After our glorious win in the summer, the teachers were hungry for a re-match!

The day came and the teachers were triumphant, despite the hard efforts of the Sixth Form students. We look forward to another re-match in the near future. All the proceeds raised from spectators went to the Indian orphanage, which Year 13 students visit every year in October.

You can read all about the Year 13 trip to India on pages 12-13





Tring Museum

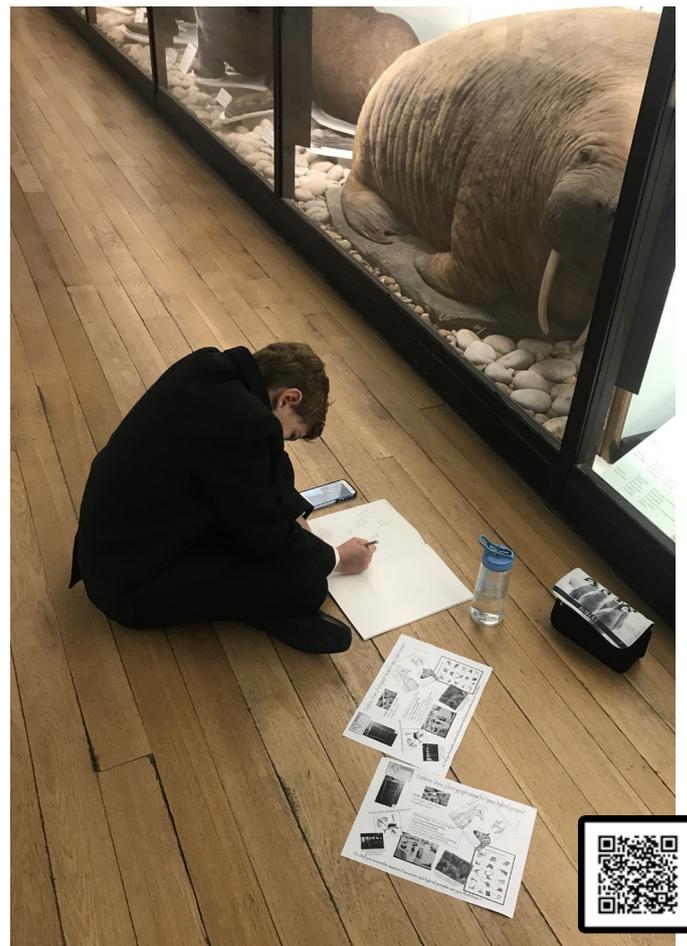
Our Year 7 Art students recently visited Tring Museum. Alexa, Bethany and Henry tell us what they found out.

Year 7 went to Tring Museum to learn about animal body parts so we could work on our hybrid designs. A hybrid is a mix of multiple animals joined together to make one. A well known example of this is a Minotaur, a mix between a man and a bull. This was an amazing trip because we got to see a wide variety of animals close-up, some of which are extinct.

At a special workshop we were able to see and feel a variety of stuffed animals (taxidermy). We took them to our desks and drew them up close, also taking some pictures. Having them up close gave us the opportunity to see all the details of the animals like the fur and the whiskers. It was an extraordinary experience because

some of the animals were unknown to us, like the glis-glis, and it was also fascinating to observe the skeleton of a mole, wood pigeon, hedgehog and many others.

Next, we went to the main museum galleries and saw many animals such as zebras, bears, dodos, big cats, a wide variety of dogs, a fake killer whale, deer and a collection of eggs and insects. There were even some hybrids including a mix between a donkey and a zebra. One of the things we enjoyed most was being able to see extinct animals and get up close to creatures that we wouldn't normally be able to, for example wild cats, bears and other dangerous beasts.



After the trip, we have begun producing our own hybrids by using some of the body parts of the creatures we saw

at Tring Museum. It was a brilliant trip we'd recommend to anybody who would want a fantastic day out.



In October the Year 12 Graphics students and Mrs Lenander, Mrs Evans and Mr Scrivener visited the Victoria & Albert Museum in London.

“We went to the museum to hear a live Graphic Design brief which is being run in partnership with an ethical fashion charity called ‘Traid’. We all met at the Aylesbury Train Station before travelling to London Marylebone to get the tube to the museum. During the brief, we were told about the aims of Traid and the importance of recycling unwanted clothes. Then, we were

Station and then walked about 5 minutes to get to Carnaby Street. Carnaby Street is a pedestrianised shopping street in Soho in the City of Westminster, Central London. Close to Oxford Street and Regent Street, it is home to fashion and lifestyle retailers, including a large number of independent fashion boutiques. We saw loads of the leading shop icons, including the Tommy Hilfiger shop, Diesel, JD Sports, Topshop, etc. Mrs Lenander told us to take photos of the shop-fronts and interesting patterns, for example, when we went to look around Topshop I took loads of photos of patterns around the shop like a tiger fur pattern. When we had finished with walking through

Graphics Gathering

given our task of creating a bold and informative clothing bank wrap for the charity to encourage people to recycle their unwanted clothes so that ‘Traid’ can reuse the items to sell in their charity shops to raise funds for improving conditions in the textile industry. After the live brief, there were some questions and answers regarding the technical specifications for the competition and we completed a series of activities about the Fashion Revolution movement. By this point, we were all very inspired from what we heard and had lots of ideas for the clothing bank wrap. When we left the Victoria and Albert Museum, we headed towards Carnaby Street. We used the underground from South Kensington to Piccadilly Circus

Carnaby Street and taking photos of almost everything, we headed towards Oxford Street where all of the big stores were, like Hamleys, Apple, Nike, Adidas etc. Then we walked through Selfridges, a chain of high-end department stores in the UK, again looking for advertisements or patterns that inspired us for our own projects that we are working towards. This is a competition and we as designers must create a unique design which will be judged by the team at Traid and the V&A. The overall winner will have their design transferred onto all clothing banks in the London area to attract local people to donate their clothing and highlight the aims of Traid.”





At the end of October, twenty Year 13 students were lucky enough to visit Bishop Heber College, in Tiruchirappalli for a Global Leadership Project. Our school has had close links with the college for ten years now. Many of us chose to go on the trip to experience a completely different culture and way of life.

One of the first days, we visited the 'Karun orphanage' in the Manachanallur region which is run by The Breakthrough Trust India whose aim is to 'break the cycle of poverty through education'. When we arrived, we were warmly welcomed by the many excited children and given flowers as a token of their hospitality. It was clear to us from the start just how excited the children were about our visit. We were then later told that the children look forward to the visits from students all year round.

We were separated into groups of four and

assigned a group of children, most of whom were primary school age. The children referred to us as 'aunty' and 'uncle' for the entirety of our visit! Before leaving for India, we had decided to bring gifts for the children. We all brought different toys such as bubbles, balloons and stickers that the children would be able to play with more than once.

The children's excitement was extremely heart-warming to see. They were very grateful and spent the whole day simply enjoying the gifts we brought them. The children were fascinated by our mobile phones, insisting we take many 'selfies' with them. Some of us took this opportunity to show the children pictures of family members, our houses and pets to give the children an insight into our day to day lives. We were then given a tour and saw where the children slept

which was a humbling experience due to the lack of belongings the children had. As a group, we could all instantly appreciate the lack of wealth the children had, as well as the lack of funding the orphanage received. However, it was heart-warming to see that although the children had

so little, they were always smiling, happy and grateful for what they had.

After a few hours, we all gathered in a classroom and watched many performances of dance and singing by the children. It was clear to see how much effort they had made.



As a token of our gratitude we then sang the song 'Riptide' by Vance Joy and danced the 'Macarena'. Regrettably, our dancing could use some work, but everyone joined in and enjoyed the experience! This visit gave all of us an insight into how privileged we are compared to many others in the world.

Another day we went to visit a rehabilitation centre for blind women. It was incredible to see what these women could create and the sheer determination they had. They showed us how they made handbags and chairs by weaving plastic strips together, as well as using sewing machines and making towels. It was important to see how these women persevered with life even with their disability. The centre coped well with a lack of facilities, giving otherwise disadvantaged women a chance in society.

On the Friday, we visited the 'Sri Ranganathaswami

Temple', the largest Hindu Temple in the world. We were immediately struck by the architecture: The temples were colourful and intricate, with much detail. We were shown around by a man who was able to tell many stories about all the details of the different temples.

After this we visited a village to see the traditional rural life first-hand. On arrival, we were greeted with a procession of the younger people playing drums, which we followed through the different areas of the village. We stopped and spoke to people and were able to ask them questions about their day to day lives and their thoughts about different topics. Everywhere we were surrounded by many animals such as cows and goats. It was clear to see that the village didn't have much wealth as the houses were very small and simple in design. The younger children showed us their favourite game to play, which Mr Barrett

then had a go at. It is fair to say he could have used some more practice but gave it his best shot! The village showed us how very different our life is compared to many within Indian society. All of the people we met were incredibly friendly and welcoming.

The next day, we had the opportunity to meet with a group of students studying at Bishop Heber College. We discussed a variety of topics, such as politics, culture, religion and education. We were struck by the contrasts in opinions and acceptance of sensitive issues, such as sexuality, between our society and theirs. In the afternoon, we looked round a traditional Indian shop, called 'Chennai Silks'. Many students bought traditional Indian clothing, such as saris.

The next day, we climbed up the Rock Fort to the Uchichi Pillaiyar Koil and Siva Hindu Temples. The Rock Fort was a piece of

ancient architecture within the rock. The views from the top of the fort were breathtaking. Then we travelled to 'Kallanai Dam'. We learnt about the dam's history and the role it plays in providing water and a livelihood to millions.

The next day we visited 'St John's Vestry Anglo- Indian School'. We saw morning assembly which is very different to the ones here at Waddesdon. Lessons were taught in English and were not completely different to those we have here. We then spoke to some of the students from the school about a variety of topics and gained even more of an insight of what it's like to be part of Indian society.

During our week in Tiruchirappalli, we were able to see things we wouldn't be able to see without the help of Dr Relton and Bishop Heber College. We knew it would be an experience of a lifetime and it is safe to say that it did not disappoint.





Award Winners

Katie, Alice, Lily and Izzy have been working hard to earn their Bronze Duke of Edinburgh's Awards.

Katie - "DofE helps you to build trust in others, when you're all taking a share in the navigation and campcraft."

Alice - "I did DofE outside

of school, and got the chance to meet lots of new people."

Lily - "DofE is a bonding experience; you get together with others to learn valuable

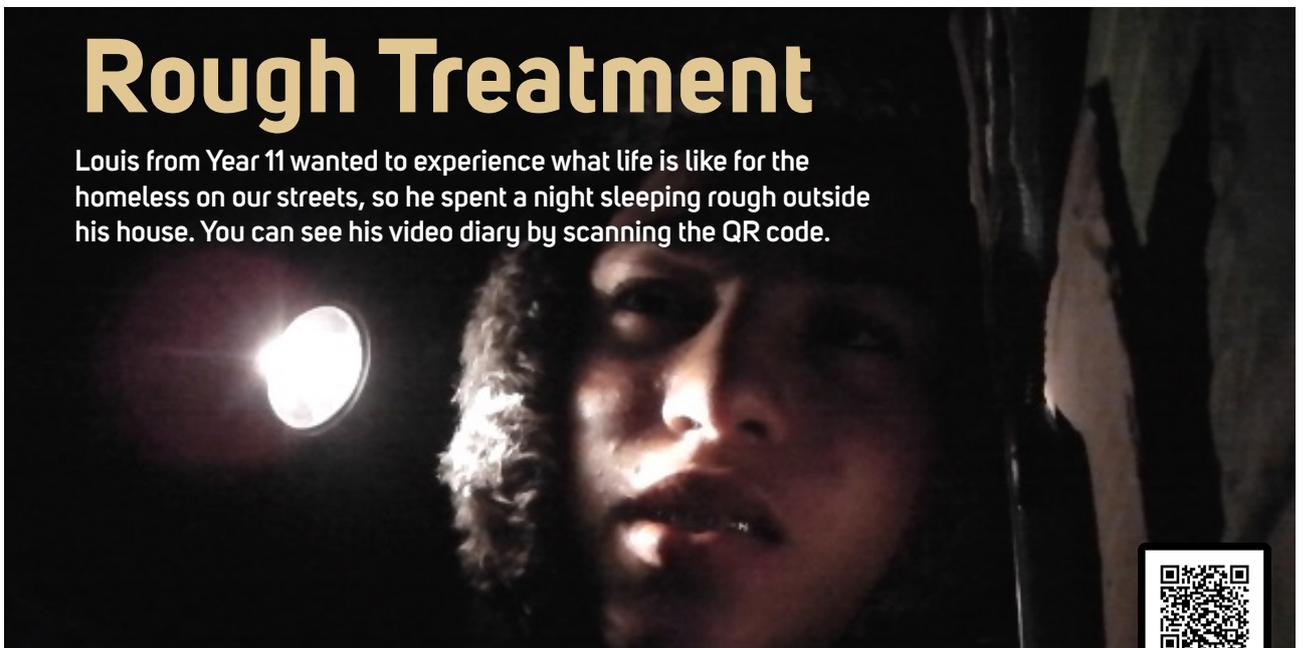
life skills."

Izzy - "DofE is challenging, but fun and rewarding."



Rough Treatment

Louis from Year 11 wanted to experience what life is like for the homeless on our streets, so he spent a night sleeping rough outside his house. You can see his video diary by scanning the QR code.



“I vividly remember Year 12 enrolment day. Waiting in the line to confirm my subject choices for the next two years that would dictate the path I take after I complete my A levels. Just before going in, I remember looking down at my paper and questioning my choices – two of them, at least. However, never once did I question Sociology”.

Year 12's **Bea** tells us why.

Sociology: My View



I chose Sociology for many reasons, one being to boost my chances of possibly becoming a primary school teacher once I leave school. However, I also chose it since I had never experienced a subject like it at GCSE. I knew it was a subject that would allow me to discuss, debate and consider my own and others' opinions on society and why society behaves in the way it does which I find incredibly interesting.

Once I had started the course, my peers and I were introduced to a part of Sociology I had never really considered: research methods. This involves exploring the way that sociologists plan, prepare, execute and finalise their research on many

aspects of society, for example, looking at the difference in levels of educational achievement between the working and middle classes. I didn't expect these lessons to be as interesting as other topics which are based on subjects such as education, families and households. However I was wrong; the research methods classes are fascinating.

One of the things I love most about Sociology is the amount of independence we are given to research into topics and voice our own views on the way that society is run today, which will ultimately affect our generation of young people now and in the future. It's a subject

that takes real life situations into account and allows us to apply them to contemporary society. Even though I have only been studying sociology for a short time, already I am finding myself viewing many social situations from various perspectives which has definitely allowed me to be more empathetic towards others as well as open minded.

Some people wrongly think that Sociology is an “easy” subject. In my opinion, all A levels are hard, but especially Sociology because you must be willing to voice your views and opinions on a range of topics, some of which

are quite sensitive which therefore can be quite hard to do. You also must prepare for lots of background research, note taking and essays.

Overall, taking Sociology has been one of the best decisions I have ever made. I look forward to every lesson and really enjoy being in the classes. I have even noticed that I'm never aware of the time and am surprised when the lesson is over which sums it up really! So, if you're at all considering taking Sociology for A level then stop considering, tick the box and get ready for one of the best A Levels at Waddesdon.

“One country that appealed to me the most was Samoa which is a small Polynesian country made of two islands in the middle of the Pacific Ocean. It also happens to be one of the furthest places from home that you can get.”

Rachel in Year 13 shares why she chose to volunteer there.

My Samoan Adventure



I've always volunteered as much as possible whether it's with the local Brownie group weekly, or a one-off event to gain new experiences. I've also always been interested in travelling the world. I have often considered taking a gap year before going to uni and so when I went to the careers fair last year I looked at the different gap year companies that were there. One company called Projects Abroad really stood out to me as they also offered "High School Specials" for teenagers aged 15-17 to travel abroad during the summer to volunteer for two weeks. I jumped at the chance and looked through all the countries

that I could go to.

One country that appealed to me the most was Samoa which is a small Polynesian country made of two islands in the middle of the Pacific Ocean. It also happens to be one of the furthest places from home that you can get. I've always been fascinated by the Polynesian culture and so I knew I had to go there. So, at the end of July I boarded a plane by myself at Heathrow and spent the equivalent of two days travelling to Samoa. I stayed with a local family, in the village of Fasitoo Tai, with five other girls who were on the high school special with me, as well as our supervisor.

What I loved was the fact that we volunteers came from different countries: two of the girls were Japanese and the other three were Australian so I was able to find out about their lives at home as well as telling them about my home.

For my volunteering, I went to the primary school in the village and read with the children to help them to improve their English. They were all really welcoming and were all interested in where we came from and loved interacting with us during their breaks. It was so nice that they were all willing to learn English and they never stopped smiling. I

even got told off by one of them because I stopped smiling for a minute (because I was too hot) which made me laugh. At the end of our two weeks they held an assembly to thank us where they sang for us and gave us thank you gifts and then tea and cake with the teachers where they thanked us again. It was so lovely to see how grateful they were and how much they love volunteers coming to help in their school. We also spent some time helping two local boys who go to an art school create a sign for the village community centre which taught us about the artwork that the Polynesian culture have.

We didn't just spend our whole time volunteering as we spent a few days exploring the country and their culture. Our host family taught us how to prepare an umu which is their traditional way to cook a meal which uses purely natural resources. We spent the weekend on the island of Savaii which is the second island of Samoa, where we got a tour around the island and watched a woman teach us the method they used to use to make their clothes, as well as visiting the Alofaaga Blowholes and Afu aau Waterfall. We spent one afternoon back on the main island Upolu at the To Sua Ocean Trench and another day we travelled to the capital Apia and went to the markets. The best

part of the trip was the fact that our supervisor was Samoan so she took us to Apia on the bus which was an experience in itself. The buses in Samoa are completely different to England. They are made of wood with open windows and they play music out loud and when it's really busy people are expected to sit on other people's laps.

My time in Samoa was two of the best weeks I've ever experienced and not many seventeen year olds can say they

travelled to the other side of the world by themselves. If I had the opportunity to go again I would without even thinking. If you ever get the chance to volunteer whilst travelling, I would

highly recommend it as it is a unique way to experience the culture of a country in a way you wouldn't if you were to just go to a country as a tourist.



Café Culture

Year 13's Georgia on a favourite street photograph from her travels to Spain.



Over the summer I was keen to take a collection of photographs that I could use in my new A-Level project. I especially enjoyed taking photographs whilst being on holiday in Southern Spain. I felt this would be a perfect opportunity to explore documentary photography. This particular photograph was taken in

a small café situated in the small mountain village, Xalo. Whilst being sat in the cafe with my family I noticed the couple opposite me and took the opportunity to capture their interactions with one another. The classical composition helps to ensure that they are the main focus of the photograph. Along

with this, the contrast created by the black and white adds depth to the photograph and also brings out all the smaller details such as the shadows that are over the man. This is my best outcome from over the summer and for me it has captured a moment in time between the two people.



With a Grateful Heart

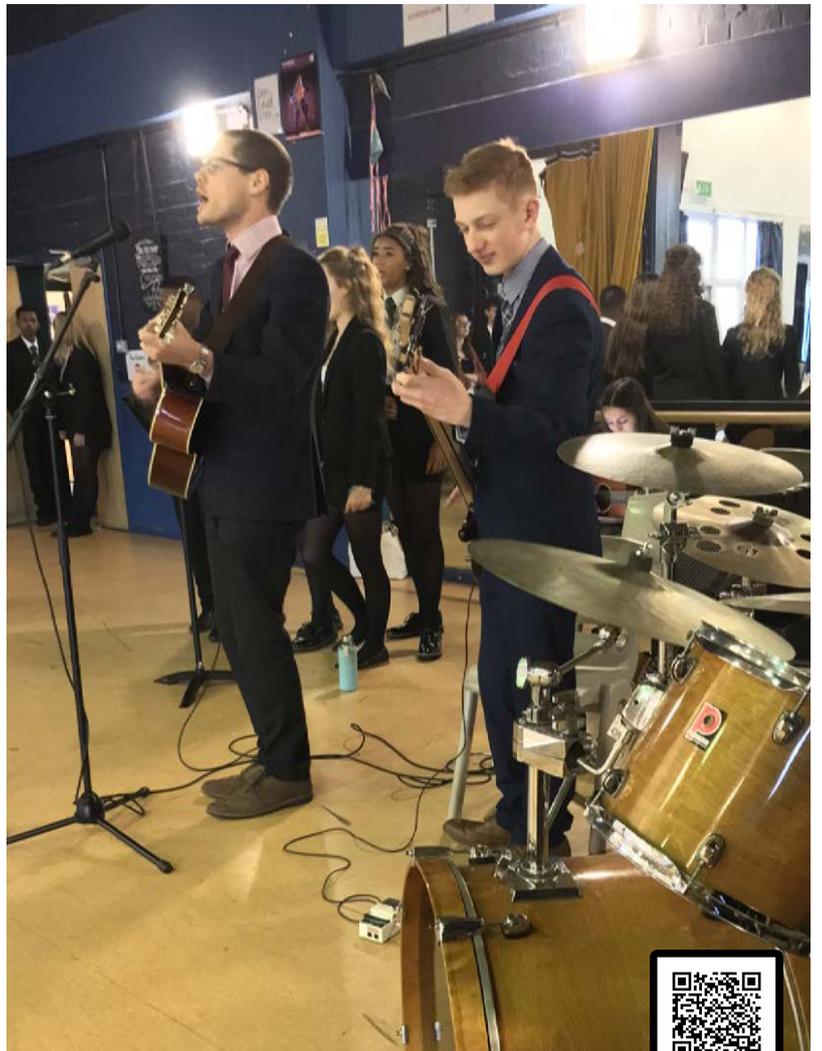
Reflections on the Service of Praise and Thanksgiving

Year 11's Charly and Katie gave a presentation at this autumn's Service of Praise and Thanksgiving. Charly shares his thoughts with us.

The Thanksgiving service was an unexpected highlight of the year. The pressure was on Katie and I to open proceedings; however, after a short time on stage, we quickly lost our fears.

The amazing music radiated the crowd with an aura of positivity and laughter. Mr Judson's music sets both shocked and amazed everyone in the room (even Mr Dangana who had planned the whole event!)

We strongly believe it highlighted the joyous spirit at the heart of Wadsworth and showcases how lucky the students are to be here.

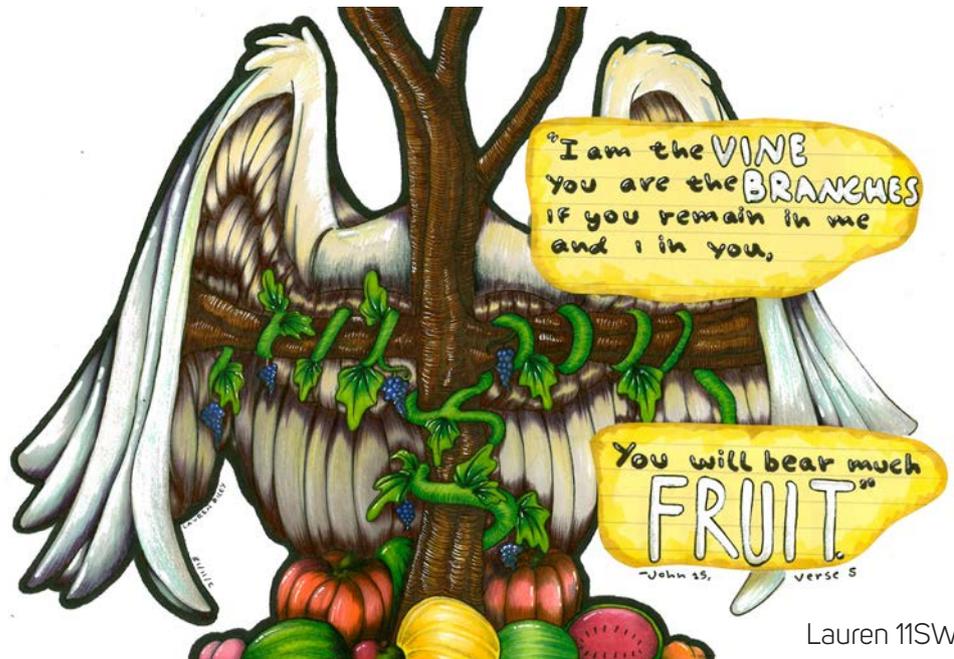


Lauren of 11SW takes us through the creative process behind her drawing (top right).

When I accepted the fun challenge of this competition, I didn't have any ideas in particular to help kickstart my imagination.

So, I decided to first look closely at the Bible quote itself and the imagery it made me think of. I took the first lines; "I am the vine; you are the branches" and thought of a tree, interwoven with grape vines. This for me symbolised the relationship we have with God. I later added the wings, to further my point as they are associated with such themes and give the drawing another layer of depth. I have used warm colours for the fruit, mentioned in "If you remain in me and I in you, you will bear much fruit" to highlight all the good that comes from being close to God.

These elements came together in my mind to form this symbolic drawing done with markers, fine-liners and coloured pencils.



Lauren 11SW

Art Competition

Recently students across the school were invited to enter a competition to create a piece of artwork which illustrated our Bible verse of the year: "I am the vine, you are the branches. If you remain in me and I in you, you will bear much fruit."

Entries could be in the form of any artistic work; drawing, painting, photography, graphic image or sculpture. Our students responded by showing great creativity and skill in interpreting the text into a widely diverse

selection of artworks. It was inspiring to see the talent and imagination in our school. The two competition winners are shown on this page, and you can see many more images in our online gallery by scanning the QR code.



Katie 8SWF



Supercalifragilistic



The school production of Mary Poppins is creating a buzz around the school this week. We went to have a look at last minute rehearsals, and choreographer Leoni Cook from year 12 told us about her involvement with the production.

Mary Poppins has been the best experience of Year 12 so far. When Miss Turner approached me at the end of Year 11 to ask if I would like to be the choreographer of the autumn show, I accepted with a feeling of pride, but also a small amount of fear.

At this point in time we didn't know the show was going to be Mary Poppins, but when the final decision was made I was so glad we had chosen such a classic musical.

Before I even started choreographing I had to do a lot of research behind the original musical to make sure what I was choreographing was in keeping with the genre of the musical.

The recalls for the main parts are one of my favourite bits of doing a show as you get to see people you never really expected come out of their shell to become amazing actors, singers and dancers.

At the beginning I was

terrified about standing up in front of a cast of 70 students; most of them were my friends, but they all paid so much attention and showed a lot of respect that we soon fell into the routine of practising. As dances remained incomplete, I must admit that I felt my stress level going through the roof, but at the after school sessions it all began to piece together and I even started to believe that we might end up with a show!

The Saturday rehearsal is the best of all the rehearsals because for eight hours, everyone works together and that's when everyone makes friendships that last the whole way through school. We also had a great team for the whole day with Miss Churchill and Miss Osborne returning to help Mr Judson, Mrs Carr-Ruby,

Mrs Altass and Miss Turner. However, for me that Saturday was particularly stressful as we were going over dances continuously; I felt so bad for the cast for having to hear my voice for that long.

The closer we got to the performance the more we could feel the excitement build up in the cast. It has been a complete change for me this year being on the creative team and not being a cast member, but it has been a nice change. When I was choreographing the dances I never imagined how well the cast would bring it to life, but they really do. Their characterisation is truly incredible and it makes me so proud.

Both the acting and singing are also superb and I really hope everyone enjoyed it.



expialidocious!

DISNEY and CAMERON MACKINTOSH'S
MARY POPPINS JR.





Rock Stars

On 12th October, 39 Waddesdon students took part in a rock climbing opportunity at an outward bound centre in North Yorkshire to support their GCSE PE practical grade.

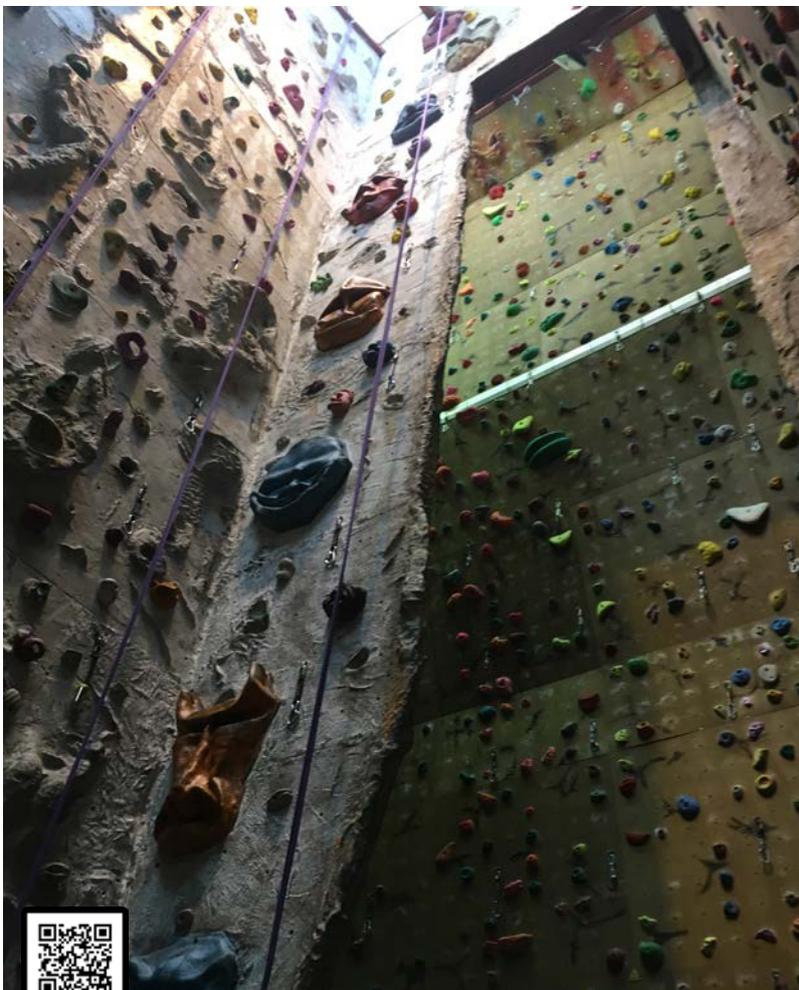
The first session was focused on knot tying and helmets and harnesses. Then it was into climbing, traversing, bouldering, belaying and all the various climbing techniques. The students completed various climbs of different grading with the culmination of a competitive speed climb challenge. The highlight for me as a staff member was not the prospect of students accessing a good grade in one practical activity, but watching students grow in confidence across the weekend and discover they were competent climbers and could not only climb themselves but they were able to support and encourage others.

Here's what the students thought of the experience:

"They really enjoyed the challenges of learning to climb."

"I was glad I came and not just for my GCSEs. It was lots of fun!"

"I would recommend the trip to other GCSE PE students if they have the chance."





Interform 2018



The 2018 Interform sporting competition has been fought out over the last few weeks. Forms competed against each other in netball, football, hockey and dodgeball to see who would prevail overall. The final results are shown below. For more commentary and photos of the action, don't forget to scan the QR code.

	5th	4th	3rd	2nd	1st
Yr 7 Boys	SKa	7BJU	ELH	JB	SC
Yr 8 Girls	TS	HJ	SWF	YA	MJB
Yr 8 Boys	YA	SWF	MJB	HJ	TS
Yr 9 Girls	SEV	ACU	OA	JDA	SK
Yr 9 Boys	JDA	SK	ACU	SEV	OA
Yr 10 Girls	ABA	SB	HDR	TN	MCH
Yr 10 Boys	HDR	ABA	TN	MCH	SB
Yr11 Girls	PI	SW	SE	JS	CD
Yr11 Boys	SE	JS	PI	SW	CD
6th Form Boys	-	KAS/HD/CG	HF/RW	PT/DWE	SD/LL
				MC/Spa (Joint)	
6th Form Girls	MC/SPa	PT/DWE	SD/LL	HF/RW	KAS/HD/CG

Please note: Unfortunately the Year 7 Girls event could not be completed due to adverse weather.

WADDES DON POINTS

Awarded for going over and above the expected

HOW CAN I EARN THEM?

You can:

- Make significant progress in a subject over time
- Show a great level of effort over a series of lessons or on a piece of work, project or event
- Champion the "Waddesdon Way" eg as an ambassador for the school, supporting others, delivering an assembly

POINTS AWARDS

BRONZE AWARD

10 Waddesdon Points

- Letter sent to parents and certificate from Form Tutor and Head of Year

SILVER AWARD

20 Waddesdon Points

- Letter sent to parents and certificate from Assistant/Deputy Headteacher

GOLD AWARD

30 Waddesdon Points

- Letter sent to parents and certificate from Headteacher



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