

Wallingford School Newsletter

Spring Edition - March 2023



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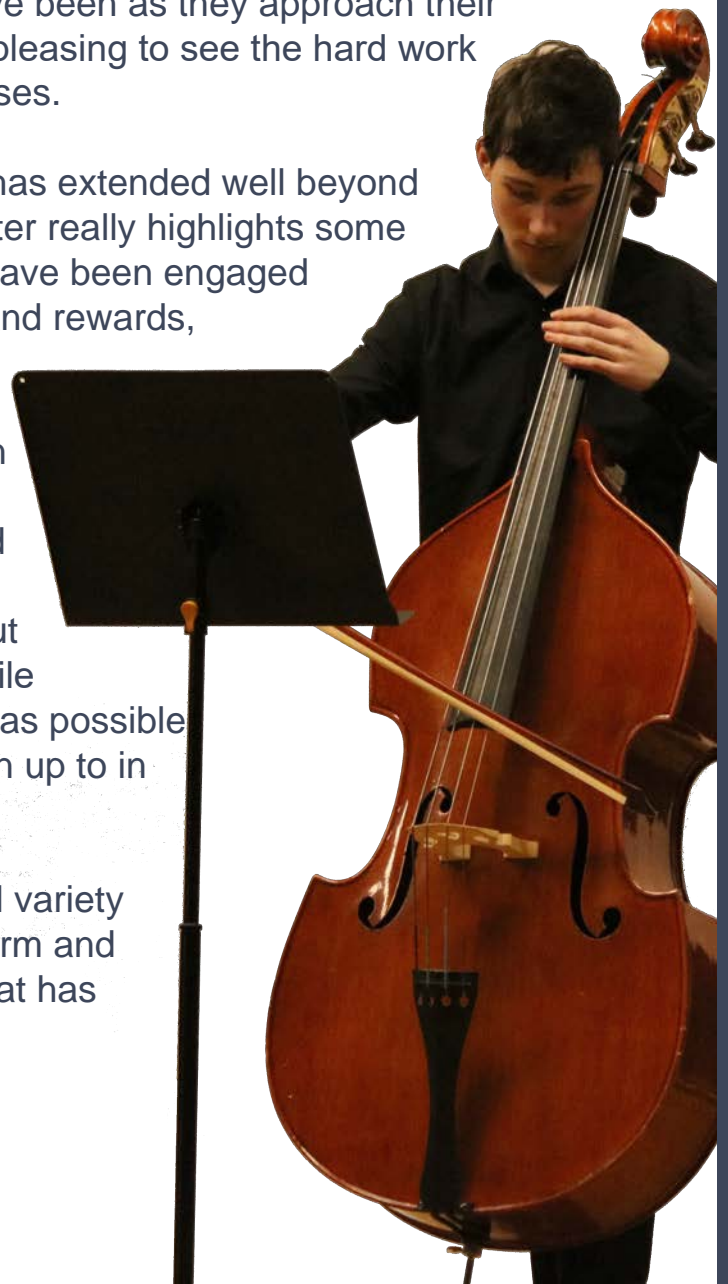
Deputy Headteacher's Message

'It's been a busy term!' is something I seem to say to myself at the end of every term. This edition of our termly newsletter shows that I'm absolutely right to say this. As you'd expect, classrooms have been hives of productivity and I've really enjoyed spending time in lessons across the whole curriculum. It's been fantastic to see how focused and committed our exam groups have been as they approach their final revision stages and it has been equally pleasing to see the hard work and productivity across our Key Stage 3 classes.

The energy and enthusiasm of our students has extended well beyond the classroom and this edition of our newsletter really highlights some of the excellent work that our young people have been engaged in across the school. There have been trips and rewards, clubs and fixtures and plenty of community based activities, including work with Brightwell Primary School and a DT project in Warborough. We've also enjoyed welcoming families into school for our Dance Recital and the Spring Concert. I won't ruin the surprise of the much anticipated house point totals, but there has been quite a buzz about school while students set about collecting as many points as possible – you can read more about what they've been up to in the newsletter!

I hope you enjoy reading about the wonderful variety of activities that have taken place over this term and I wish you all a very relaxing holiday after what has certainly been a 'busy term'.

- Ms R Miller, Deputy Headteacher



Spring Concert



This concert is the Music Department's celebration of talented musicians, and I always feel it also heralds the start of spring.

Big Band opened with a rousing *All About the Bass* (requiring audience participation) leading into a new arrangement of *Feeling Good*. This was written especially for Jasper (Year 13) who, every week for five years when I asked, "What shall we play to finish with?" shouted out, "Feeling Good!" The vocal line was arranged for saxophone and Jasper had the solo! There were many positive comments about this performance and I'm sure we will play it again.

Decibels performed a rousing Taylor Swift medley followed by the first of our amazing pianists of the evening, Ed Stokes (Year 11), performing the beautiful *Nuvole Bianche* by Ludovico Einaudi. Our other pianist was Joel Menzies (Year 10), performing the jazz classic *Memphis Stomp* by D Grusin. Both

pianists had memorised their pieces too! We had a number of solo singers and some vocal duets, with songs from artists ranging from Adele to Dolly Parton!

Other highlights were the flute group who played *Chitty Chitty Bang Bang* theme with some humorous percussion. The saxophone group amazed us with their technique and ensemble skills, performing Blues for an *Autumn Night* by Gordon Lewin. The newly formed string quartet played for the first time (the first string quartet in the school for over 50 years) playing Mozart's *A Musical Joke*. Since leading the string quartet, I have been impressed with their professionalism and, as a wind player, been completely confuddled with their many conversations about rosin!

It was a lovely evening and I'm always amazed by the high musical standard in Wallingford School. In particular, it is wonderful to see our younger students



performing, and showing that the next few years are going to be very exciting in the Music Department.

A huge thank you to everyone who helped make the evening special, especially to Miss Norman who came out of maternity leave to organise the sound. As with all our concerts, I was supported by a large group of helpful students who gave up their afternoon to transform the exam-assembly-dining hall into an atmospheric musical arena, bedecked with fairy lights and lanterns!

Forthcoming musical dates:

- 11th May Live Lounge, 6pm (K1)
- 25th May Sixth Form Musical Evening (K1)
- 20th June Summer Concert Recital, 7pm (Main Hall)

- Ms Y Hammond, Head of Music

Embracing Life at Wallingford School



Only a few weeks ago, our Rising Year 7 students and their families learned that they would be joining Wallingford School in September 2023. We're really looking forward to meeting everyone who will be joining our community next academic year. For some, the school may already be a familiar place due to already having siblings here or attending community clubs at the school in the evening, and to others it may be an entirely new experience for the child and family. We know this can be a time full of excitement or nerves for those involved; in truth it is often a combination of both. Sometimes this is eased by the children appearing to outgrow primary education and they are considered to be ready for their next step in their educational journey, whereas others wish to stay just a little longer in a setting that is so familiar to them. The next few months will prove exciting and reassuring for everyone joining us in September with preparations already well underway to support the transition to secondary school and the inevitable change.

Here at Wallingford School, we know that the first contact with us is just the beginning and sometimes transition can take months or even years – each student is individual and although a particular approach to transition is key when working with many children, families and primary schools, we relish getting to know our new Year 7 students over the course of their first year here in particular. As a key part of their support network, we have enjoyed meeting families too. Many attended our Parent and Tutor Evening and separately our SEN Forum Evenings in Term 1, and this contact continues through Parent Evenings, meetings with individual teachers and tutors, and even at the front of school or in the bus bay as students are dropped off



in the morning. As we approach the Easter break and head towards the final two terms of the academic year, I'm reminded of our volunteers for our Open Evening back in October and the confidence our current Year 7 students showed as they guided our Rising Year 7 students around what was then still a new school to them. Their enthusiasm was infectious, as was their desire to show off their new school to others – it's always a pleasure to show families around our school and this was felt by our Year 7 students on that evening too.



There is no doubt they are embracing everything there is to offer at secondary school. For some this means joining some of the clubs available at lunchtimes or after school, a role in the school production, taking part in house competitions and activities, enjoying playing football at lunchtime with their



friends and getting used to the rhythm of the year. For everyone, it means making the most of the great teaching and learning across the curriculum and in recent weeks it's been great to share this with our catchment school Year 6 teachers, SENDCOs and Headteachers as they visited the school and we dropped into lessons to see this in action.

The Anna Freud National Centre for Children and Families describes a successful transition as developing new friendships and maintaining good self-esteem and confidence; showing an increasing interest in school and schoolwork; getting used to their new routines and school

organisation with ease; and experiencing continuity in learning. Our older students are great ambassadors and model this extremely well, making it easy for students to pick up the expected behaviours in school but we also know that for some there will be ups and downs – that's why it is important to continue to work together and to get in touch if you have any worries about your child at any point.

I have the pleasure of teaching and working with Year 7 students in my role as a classroom teacher and Deputy Head, and it's great to see that they are embracing life at Wallingford School.



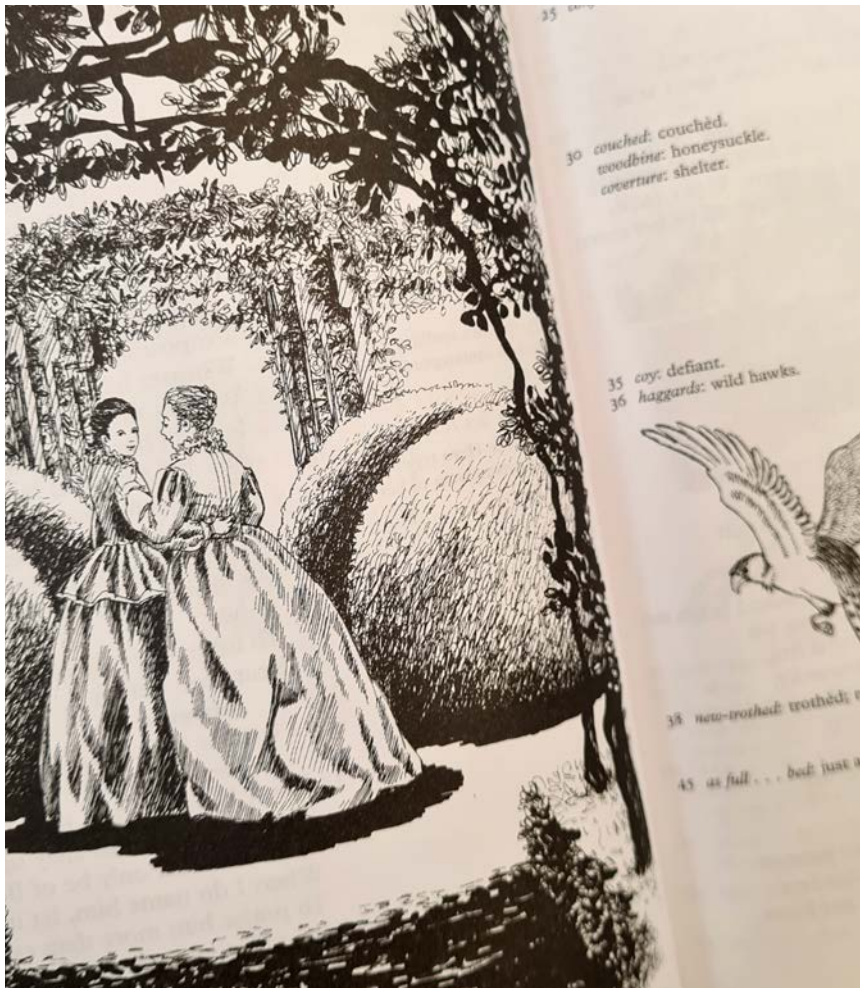
- Mrs F Lewis, Deputy Headteacher

A Peculiar Love Story

For those of you who have read *Much Ado About Nothing* you'll know about the unusual romance between Benedick and Beatrice. You may be wondering what is so strange about it.

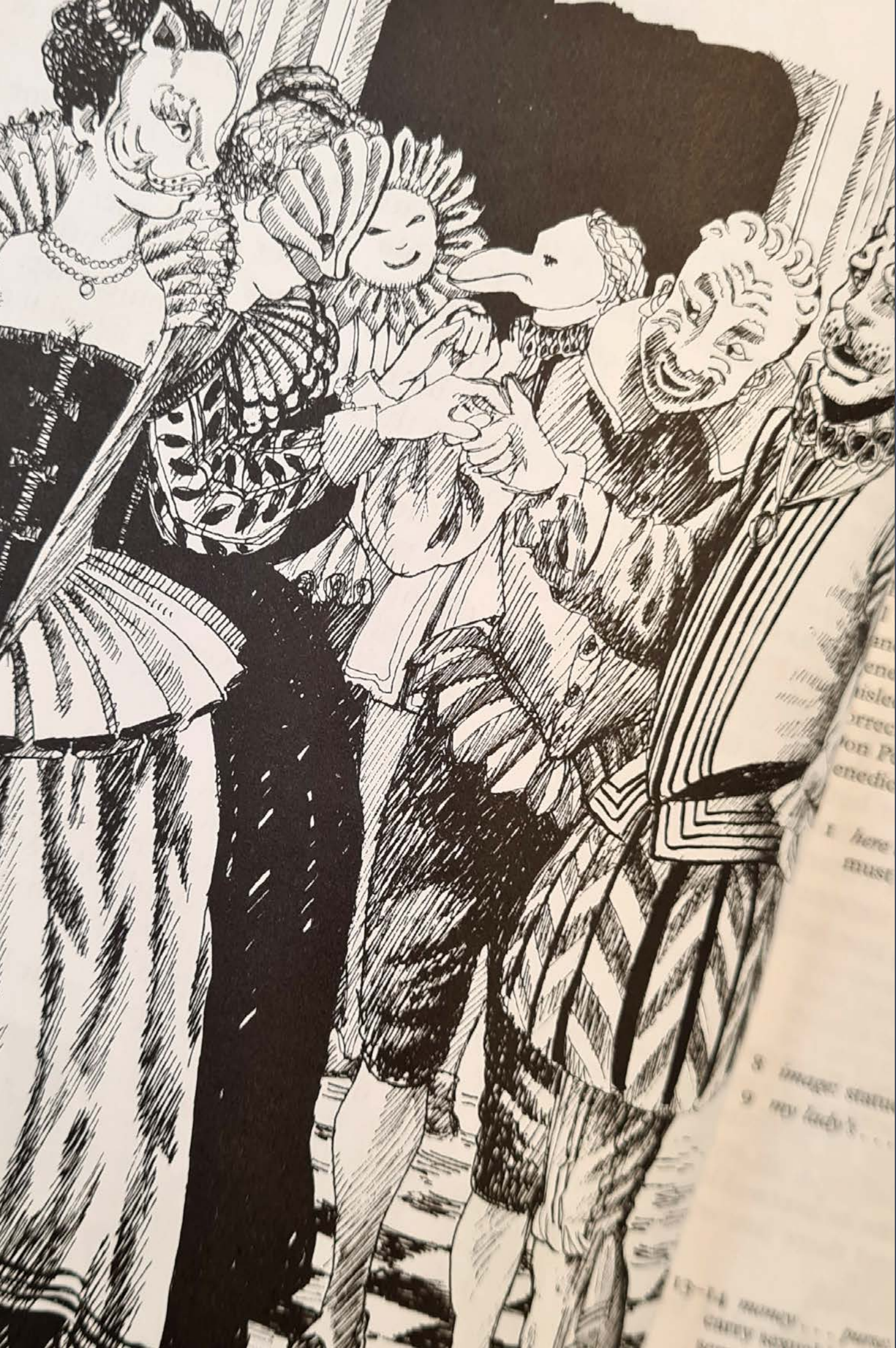
Well, the strangest thing about them is they fell in love through trickery! While the character of Hero fooled her cousin, Beatrice, with the help of her gentlewoman Ursula, her father, Leonato, deceived Benedick with the help of Don Pedro and Claudio. Confused? The deception involved lies, humour and secret places.

It was surprising how rapidly the pair fell for the trick considering how much they used to hate each other. The fact that they changed their minds so quickly would indicate that they have always had a soft spot for each other. Earlier in the play Beatrice indicates that they may have been devotees of each other, once upon a time, in the distant past. It seems the trickery rekindled these passions.



However, this may not be the best match considering how their personalities are so similar. An example of this would be the fact that they are both quite blunt and outspoken. This would make them unable to work together in situations where different perspectives are needed or could it possibly be a strength? Overall, this is the most peculiar and the most interesting couple in the play. Do you think they have a bright future together or do you think their romance will be short-lived?

- Charlotte Bailey, Year 9



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Much Ado About...Masks

In English this term, we have been studying the Shakespeare play *Much Ado About Nothing*. We study Shakespeare at least once a year in most year groups as he was – and still is – an influential playwright who continues to inspire lots of authors today. *Much Ado About Nothing* is best described as the equivalent of a modern-day rom-com, although maybe more poetic than cheesy! It centres on a family in 16th-century Italy which is visited by soldiers returning from war. There is lots of drama, villainy, and fiery relationships which all help to engage even the toughest audiences (my class included!). One of the best and most pivotal scenes in the play is the masked ball, which sets the stage for lots of trickery and mischief! Mischief is something all year 9s share a love for, and so naturally we wanted to try our own class ball, complete with masks for the occasion.



Everyone created and brought in their masks - the result was incredible! It was great to see everyone in the class getting stuck into something fun, and people had come up with some very inspired ideas. I made mine out of papier-mâché to give it the long nose and spikey horns, and the result was definitely shocking!

The colours were similar to the baroque-period scheme of gold and black, which would have symbolised power, formality, and extravagance at the time. Another classmate made his mask out of plaster of Paris. The result was spectacular.



We were all very excited a few weeks later when it was time to take our group photo. We looked great, and the class was really glad that we all got to put our masks back on! All in all, making masks was a refreshing task for our class that helped us explore a different side to the characters.

- Harvey Brewer, Year 9



A Tangled Tale



In Year 9 English this term, we have encountered a new Shakespeare play, quite a departure from the dark and thought provoking *Macbeth* we studied in Year 8. *Much Ado About Nothing*, written in 1599 by William Shakespeare, is been a tale of love and deceit. Back in Jacobean England, the play would have left the audience in stitches with an assortment of jokes and a play on words strewn across the scenes. Although a modern audience may not understand all of the humour in the script, a general light-heartedness and lack of enormous stakes casts the play in a charming light and gives the audience more of a chance to notice the subtleties of the characters.

The story takes place in the noble Leonato's grand mansion in Messina, Italy, during the 1500s: the High Renaissance period. The play opens when a war between Don Pedro, a popular noble, and Don John, his illegitimate and villainous brother, resolves and some of the noble fighters arrive at the house of Leonato. Amongst them are, Don Pedro, Claudio and Benedick. Upon entering his home, Claudio finds himself in love - at first sight - with Leonato's daughter, Hero. This story thread leads to a masked ball in which we learn the opinions the characters harbour about one another. A sub-plot of the play involves Benedick and Leonato's niece, Beatrice. The two are both shown to be incredibly strong and dominant characters which provides an interesting dynamic and adds to the humour.

Throughout the script, the other characters in the play are either trying to help or hinder the relationships between both Beatrice and Benedick, and also between Claudio and Hero. So far the play has been an interesting tale, and not one I expected when we were told we were studying Shakespeare! Overall, it has been a fun and interesting understanding of the context and the characters within the play.

- Daniel Snellgrove, Year 9

Steaming to Milan



I've been playing the piano since I was 4 years old, at Matrix Music School in Sutton Courtenay, with the Yamaha Music Education System.

When I was ten, I composed Steam (which at the time was called Steam Train Dream). It was a homework to create a little A-B-A section music (A is the original motif/tune, B is the second phrase but still has hints of the original motif). I was stuck on it for three weeks because I had no idea what to do. One day I sat down and started playing around with a chord that I heard from somewhere. I sat there for half an hour composing my piece and I was happy with what I had done.

When I had my next lesson I performed it for my teacher, Lindsay McKenzie, and she was very happy with it. We built on it for a few weeks, added a trumpet and made new sections, then my teacher told me she was going to send it to the Yamaha European Young Composers Concert. I already knew of this concert because I took part in a three-person composition in Hamburg in 2018.

After a while she told me that it was nominated for performance at the concert and I was going to perform in Vienna, Austria. For the next few weeks, we practised and perfected it only for the concert to be cancelled because of COVID. Lindsay said that Yamaha offered me two options: either make a professional music video of my composition, or get a Golden Ticket (like Charlie and the Chocolate Factory) to the next concert. I chose the Golden Ticket and, in 2022, Lindsay told me I was to perform in Milan, Italy in March 2023.

I was really excited. Lindsay told me to make my piece more mature, because I had aged and my piano knowledge had grown since writing it. I had 2 months to

make it better, by the end of 2022. We shortened the name to Steam and started rehearsing about 6-7 weeks before the concert. We practised weekly, then daily in the last two weeks. We had a rehearsal the day before and all day on the day of the performance in Milan.

(Please click photo to view the full performance.)



As I was walking backstage, my friend James, who was playing the trumpet, said I looked nervous. I said I was. I had never played my own piece in front of this many people. We went onto the stage and bowed, my hands were shaking, which wasn't good as I was meant to use them to play! I sat down at the piano and played a note for the trumpet to be tuned. It helped me calm down playing the piano before my piece. Then I looked at James and he nodded, so I started playing. Nothing bad happened as I was playing and, when I finished, the audience roared with applause. I stood up, went over to James and he put his arm on my shoulder, thanking me that he could be here. I thanked him for putting in all this effort.

I plan to do GCSE Music because it's always been clear that I want to keep playing music. I'd like to compose music for computer games.

- Peter Fegyveres Nagy, Year 9

Where Can Languages Take You?



Mrs McGarrick

I studied French, German and English Literature A Levels. During my time at school I went on two trips to France where I stayed with French families and a 3 week Exchange to Austria. It was this experience which really made me want to study Languages at University and so I went to Exeter University to do just that!

I spent the third year of my degree working as an English Assistant in a secondary school in Germany. During this year I also spent my weekends and holidays travelling around all parts of Germany and I went inter-railing in Eastern Europe, visiting Poland, Czech Republic and Hungary. I spent my 21st birthday with my friends in Berlin which was a real highlight of my year abroad.

After I graduated I worked for 2 years in publishing and translation in the City of London, but I realised that office life was not for me and I re-trained as a languages teacher.

I use my languages every day at work and especially when taking trips abroad, but they have also come in very useful on family holidays both in the UK and abroad where I have been able to help translate for other tourists. I also love reading and watching films and TV programmes in French and German.



Ms Stober

I am a native German speaker and during my time at school in Germany, English (as a foreign language) and French were my strongest subjects. I chose English as one of my German A-level subjects and continued to study the language at university alongside studying to teach German.

During my degree at a German University, I had the chance to study one year abroad and chose to do so at the University of Bangor in North Wales. My study abroad programme was an amazing experience that I still cherish these days. I made life long friends during this time, some of which I am still in close contact with today. They include friends from countries such as Spain, France, Finland, Poland and Denmark and it was the most exciting experience to visit them in their home countries.

After I graduated, I spent some years working in international language schools both as a teacher and within the schools' management. I met language students from all over the world and often had to use my foreign language skills in order to communicate with them (in addition to using English). It was such

a rewarding feeling to be able to use several languages in the same work place and make students who were often very nervous feel welcome and supported.



I also worked as a Teacher of German and English in Zanzibar, Tanzania - where I taught English to orphaned children and German to adults in evening classes - and in Chengdu, China where I taught at a university. My love for languages made these once in a life time work placements possible. I don't think I would have had the chance to explore such beautiful and remote places in the world outside the 'tourist-box' if it had not been for my journey of studying and teaching foreign languages.

Where Can Languages Take You?



Ms Thirlwall

My family used to go on holiday to France a lot from when I was very young and it was the experience of discovering a new culture and delicious food which made me want to learn languages. My dad used to get me to practise my French to ask for things and it gave me heaps of confidence! On holiday one year, I saw the campsite receptionist switch between French, Dutch, German, English and Spanish with incredible speed! That was the moment I knew I wanted that to be my superpower! At school, I studied French, German and English Literature for A Level. During my gap year I worked as an au-pair in Paris for 9 months, and travelled around Europe and South East Asia for 3 months. I loved the experience of living in a country and speaking the language as it really meant I felt like a different person in each country I went to!

After A Levels, I went to Cambridge University where I studied French and German and in my third year of my degree I lived in Paris again. This time I worked as an arts journalist for the Guardian newspaper and Time Out Paris. I loved writing reviews of film festivals, fashion week and art exhibitions and having to use my French every day to interview people. After my degree I worked in the television industry as a Marketing Executive for a year before training as an EFL teacher so that I could work in Spain and learn another language: Spanish. I lived in Seville for a year and taught English to Spanish teenagers before returning to England to train as a secondary school teacher. I now use my languages every day at work and I also use them in my work creating translation resources for Oxford University to encourage more students to read poetry in a new language! Languages can literally take you anywhere!

French Exchange



The French exchange is an amazing experience for students taking French GCSE as you get to travel to a beautiful part of France and meet new people. For me, one of the highlights of the French Exchange was the snow walk. It was like walking through Narnia and was a great opportunity for photos! On the trip, you get to go to many incredible places. I particularly enjoyed the French revolution museum with its eye-catching paintings and stunning castle! I also really enjoyed independently exploring Grenoble with my friends and spending time with people I don't usually see in school! My experience staying with a French family was brilliant, they matched our partners really well and it was really nice to be able to contact them beforehand as you can get to know them even more. It also made it a lot easier meeting them in person. I can't wait to see them again in June when they come to England!!! Overall, the French Exchange was a phenomenal experience and I highly recommend it to others.



- Poppy Gould, Year 10

Inspired by Chuck Close

GO BIG OR GO HOME!

Year 12 artists certainly didn't go home! These stunning self-portraits in acrylic are even bigger than A1. Inspired by the artist Chuck Close, artists Sonny, Poppy, Sadie, Eliot, Aimee, Layla and Belle captured their own likenesses through diamonds of stirring mark-making. Brilliant.

- Mr S Bowen, Head of Art



Layla Simpson



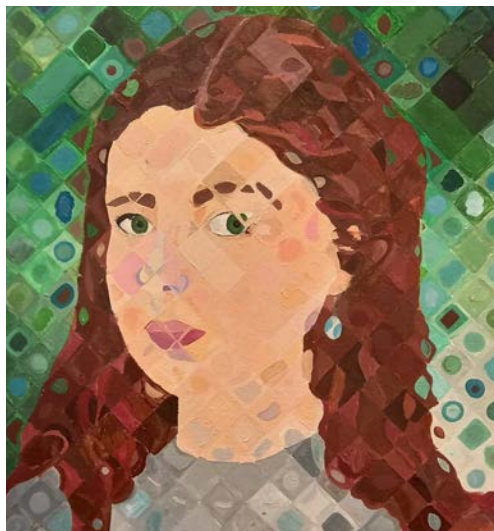
Eliot Spriggs



Sadie Lunt



Belle Carty



Poppy Williams



Aimee Whelan



Sonny Buccheri

Brightwell's STEM Week





We have been thrilled to support Brightwell Primary School with their STEM week this term. Our Year 7s and 8s who previously attended Brightwell Primary School have had the opportunity to lead sessions across the Science, Technology, Engineering and Mathematics disciplines and they have done a brilliant job! This opportunity is not only great for our students and Brightwell's, but also for our staff team so we can get to know our upcoming students and also have the opportunity to refresh our curriculum skills on all the excellent work that our primary colleagues do!

There have been a whole host of different activities that we have held both here at Wallingford and also some at Brightwell School. Sessions have included code

breaking, creating a pH scale, designing a rocket, baking bread and making butter, thermochromic dyes, PE and Maths and a gruesome session on medieval medicine.

As always, I have been hugely impressed with our students and it has been brilliant to see their leadership skills shine through in the sessions. We're looking forward to running more sessions in partnership with Brightwell Primary School as well as welcoming students from our other feeder primary schools over the next term. We'll be on the hunt for more student ambassadors to work with their old primary school, so if it sounds like you'd enjoy it, please do come and speak to me!

- Ms R Miller, Deputy Headteacher

Belgium Trip Diary



Day One

A long day, after a very early start, but a really interesting one.

The main focus for today was a visit to Vimy Ridge - a significant battle site from April 1917. It was the first unequivocal success for the Allies - primarily the Canadians.

It was fascinating to walk through the preserved trenches to see just how close the enemy lines were - as close as 25 meters in some places, with massive craters in the 'no man's land' area. We walked past the pockmarked landscape which had been

shelled beyond recognition.

We also went to the Vimy Ridge Memorial. A stunning limestone memorial to the 60,000 Canadians who perished, especially the more than 11,000 who's bodies were never recovered.

The site has been bestowed to Canada by France so that those who never returned would forever rest in Canadian soil.

Very moving and poignant.



Day Two

The day got off to a great start with a visit to 'In Flanders Field Exhibition'. A fantastic interactive museum which the students fully engaged with - they were brilliant. The students got so much from the visit, asking thoughtful questions and taking their time to interact with all of the exhibits.

We then had an added bonus of visiting Tyne Cot cemetery one of the largest Commonwealth cemeteries in the world - a very moving and humbling experience.

From there we moved on to Sanctuary Wood (Hill 62). Here we visited a museum with a large number of WWI artefacts and then walked into the woods themselves to experience a series of second line trenches.

After that we visited Langemark Cemetery a German war graves cemetery to contrast the different styles of cemetery and remembrance.

Our final stop of the day was Essex

Farm a former dressing station which was just a few miles from the front line right on the edge of Ypres itself.



It was at Essex Farm in 1915 that a Canadian medical officer, John McCrea, wrote one of the most famous poems of WWI 'In Flanders Fields' which would go on to inspire the use of the poppy as a symbol of remembrance after the war.

In the evening we visited the Menin Gate to experience The Last Post, a ceremony that has taken place every evening since the memorial's construction in 1928. It really brings home the enormity of the sacrifices made - especially as the Gate is inscribed with the names of the 54,395 Commonwealth soldiers whose graves are unknown.



Day Three

We had a 2 hour coach journey to our first destination, it rained along the way but the weather was fine and mild when we arrived.

Lochnagar crater was so vast it was a little beyond comprehension. The British had tunnelled under enemy lines and planted 27 tons of explosives. At 7.28am on 1st July 1916 it was detonated. The explosion 'shook the ground like jelly', flung earth and rock almost a mile into the air and created a crater 21m deep and 100m wide. The students walked around the crater reading all of the information boards and discovering the harrowing stories of exactly what happened following the explosion when the British advanced on the enemy lines.

The staff were all incredibly impressed and proud of the mature, thoughtful and reflective questions that the students asked about exactly what had gone on during that fateful day.

We then drove a short distance to the Thiepval Monument. A memorial to the missing of the Somme. 72,337 servicemen died in the Battle of the Somme with no known graves. The sheer scale of the monument that was required to fit all of the names on was almost impossible to comprehend. 8 massive plinths each covered with thousands of names.



The names of many of the fallen from Lochnagar crater were there - and the students made a point of successfully finding some of them. Again, totally reflective of the incredible way that the students have approached all elements of this wonderful trip.

Our final stop of the day was at Newfoundland Park. This is another Canadian War memorial (we all commented on how wonderfully organised and managed all of the Canadian sites were). It was particularly fascinating as the whole site of a major battle is preserved - both Allied & German trenches plus the no man's land between can all be seen in such a small area giving a real understanding of just how close fought some of the battles were and just how small the gains were for such tragic loss of life.

Yet another terrific day immersing ourselves in the history of the war and developing a much keener understanding of just what WW1 means.

In the evening we had a team quiz with lots of different rounds that the teachers had devised based on all of our experiences over the past couple of days.

- Ms D Walker

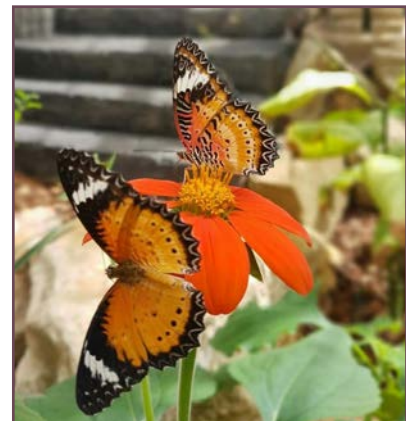




Stars Visit Stratford & Silverstone



We were nominated as Stars in Term 2 and went on a reward trip to the Stratford Butterfly Farm, where we got to see and experience lots of amazing things. There were rivers and ponds along the way, and we got to learn more about the life of a butterfly. We were quite anxious about butterflies to start with, but as time went on we began to open up to them, especially with the reassurance of the staff and teachers. There was a little room towards the end of our tour, which was full of many amazing insects and animals like spiders, snakes, lizards and little frogs. This gave us the opportunity to not only see them in their cages, but interact with them too!



After we had finished at the Butterfly Farm, we made our way to the MAD Museum and spent the rest of our time looking at and interacting with lots of cool inventions and mechanisms. This was a nice calm ending to the day.

- Georgia Callaway, Eilidh Norman & Izzy Roberts, Year 7

d-upon-Avon



Sports Review



February marked the beginning of the South Oxfordshire Football and Netball Leagues and we have since had numerous, fantastic matches against our local schools. We entered a B team into the Football League in Years 9 and 10 this year, due to the overwhelming amount of boys who want to play school sport. The start of the football season brings county cup matches, with the Y9 boys through to the quarter finals versus John Mason.



This term, Sixth Form had their first basketball fixture in recent history, narrowly losing out against Little Heath, 63-59. Basketball Club is one of our most popular clubs and we owe a huge thanks to Gideon &

AJ for delivering that to the rest of the school.



We had the South Oxfordshire Swimming Gala this term, with our Y7 Boys and our Y10/11 Girls and Boys all coming second overall. It was nice to see our students compete in different sports we do not currently offer at school, giving them an outlet to show off talent earned through hard work and early morning sessions.



This term saw the return of our annual Ninja Warrior competition, bringing with it a whole load of new, tricky obstacles and tough challenges. Huge congratulations to Alfie in Year 10 who is now the 2023 Ninja Warrior champion, after pipping the four other finalists to the post, leaving us to wonder who will take the crown next year?



A quick mention of the form football matches currently running throughout lunchtimes. They have been a huge success in terms of participation and the level of football displayed; well done to everyone who has taken part so far!

As a department, we also want to say a huge thank you to all of our student volunteers over the last few months who helped us run a multitude of primary school tournaments and matches after school. They have been a huge help, displaying professional refereeing skills, running the table and coaching the younger children.



We are super proud of how they represented us as a department and as a school.

As we look into the not so far future, we are filling our calendars with summer sport fixtures such as cricket, athletics, rounders and tennis, not to mention the start of preparation for the best event of the whole school year: Sports Day!

- Miss S Allen, PE Technician



Wednesday 1st February 2023, 4.30am: 10 students from Years 12 and 13 meet in the cover of darkness, waiting for the transfer to Lyon to begin.

1 coach, 1 plane, 2 trains and a tram later, we are in sunny Lyon, dressed smartly in tailored outfits, entering the magnificent buildings of the Région Auvergne-Rhône-Alpes where the conference will commence. Surrounded by the awe-inspiring architecture, the delegates separate into their committees to debate world problems old and new: What could have been changed in the response to the Serbian massacres that initiated the Kosovo War in 1998? Should the GAFAM companies be regulated more stringently? With the melting of the icecaps and the opening of Arctic transportation routes, what should be done to regulate their use and preserve the unique environment of the Arctic?

The tales of 2 committees are given below:

The Arctic Council:

DAY 1:

It was tough waking up so early but very exciting. We got on the plane and the views were amazing, we even flew over Paris! Taking the tram into Lyon was fascinating, seeing the countryside and how different the houses were compared to England. Also, was it sunny?!

Once we arrived we went straight to the conference where we did a little debating before leaving to meet the families we stayed with. They were extremely nice and very hospitable.

DAY 2:

Today was fantastic! We caught the tram with the family that we were staying with and it took us right to the conference hall. I still can't get my head around how big it was and it was so professional! We even went through the security measures you'd find at airport control. Going into our debate room was a little nerve-racking because we'd only debated for a short while the day before and hadn't really met everyone properly yet. Luckily, after a couple of minutes, everyone was enjoying the debates and we even got some time to catch up with other delegates while discussing motion planning.

We started the talks about environmental problems and issues with mining in the Arctic



Circle. My fellow delegate and I submitted a motion and had to present it to the entire room. I was a bit nervous at first but as soon as we got talking my confidence was right back.

This morning, we also had a guest speaker, journalist Mr Xan Rice. He talked about how new shipping routes were opening up due to climate change and whether we should use these routes or if certain ones should be forbidden. He also suggested the idea of making shipping containers environmentally friendly for these areas.

I loved asking tricky questions and even being asked tricky questions was great to tackle. Overall the whole debate was fantastic. As a representative of Denmark, it was great to have other countries such as Finland, Sweden and Canada on our side. However, it was tough to go up against Belarus and America.

DAY 3:

Today we had a couple hours of debating about the Arctic before wrapping up the conference and congratulating each team on their efforts and motions. We then headed to the general assembly!

It was a massive conference hall where you had to use a microphone to ask a question! Almost all of the other debate groups were there as well. We met other delegates of Denmark and had a great time discussing our new debate 'Whether the UN is needed anymore or needs some new rules to be introduced'. It was fantastic and there were some excellent points made by smaller countries towards abolishing the veto power of more powerful countries.

Once the general assembly finished we left the conference and thanked the Chairs. Then we took the tram to the airport and came home!

I am so grateful I had the opportunity to go to ILYMUN and will never forget it!

- Fred Potts, Year 12



Security Council:

DAY 1:

Brief introductions are passed round the council, then we all file into the large conference room for the opening ceremony. After the inspirational speeches and impressive performances from both the choir and a young student, we return to our council rooms in time for lobbying. The first topic: The militarisation of atolls in the South China Sea. Representing France, Louis and I share ideas for the resolution, co-submitting with Mozambique, United Kingdom, France, Japan, Switzerland and Malta, with the main submitter being the United States of America. At around 5, we head to our host families for dinner (and a shower!).

DAY 2:

Bright and early, we return to the committee after navigating the metro. We then start debating China's resolution for the first topic, with amendments being made to nearly all of their clauses. This unfortunately results in a veto from China, where the big 5 (France (us), UK, USA, Russia, China) have a separate meeting to negotiate over a change to a clause and coming to an agreement that pleases all our countries. We then return to the debate and, due to time restraints, we decide to vote over the extremely altered resolution and it does not pass! After lunch we return to debate our submitted resolution with the USA. This is surprisingly not as heated, and passes. We then continue on to lobby for our second topic: The Russo-Ukrainian War. We share ideas, add to the USA's draft resolution, then, after a busy day, return to our host families for dinner and the ILYMUN party where I made some new friends.

DAY 3:

When we entered the council room, we were surprised as the layout of the room had changed, with the two Security Councils merging to listen to a guest speak on the Mariupol bombing in Ukraine, Mr Peter Barabas (Chief Content Officer, Euronews). We then worked together with the delegates of France from the second Security Council and our allies to construct an emergency crisis resolution as if the Mariupol bombing has just occurred. The USA presented our resolution to the whole Security Council and Mr Barabas, who gave us useful feedback on it.

After lunch, we returned to our usual Security Council to debate our resolutions for the Russo-Ukrainian War. This time, our resolution went first, with Russia (and maybe UAE and PRC as they were signatories to Russia's resolution) being our only opposition. This meant our resolution passed with limited amendments. After a break, Russia presented their resolution and we fired them with amendments and questions. The vote was surprising - with a lot of countries abstaining but the final decision was that it could not pass. Louis and I then said our goodbyes and exchanged socials before leaving to catch our flight home!

I'm glad I attended ILYMUN, with it pushing me out of my comfort zone and involving me in important current affairs. I found the Security Council particularly interesting as it is a vital organ of the UN, ensures international peace and security, and is very relevant in issues today.

- Eve Green, Year 12



Primary School Projects

Last year our A Level Product Design students were asked to design a new gateway to lead from the new housing estate in Warborough to St Laurence Primary School. The group of six based their ideas on the winning designs from the primary school students (you can see one of the many models created during the design process in the photos below) and collaborated with a team to get the end result.

Mr Holden and Miss Walker took the Year 13s to see the finished gate and the students were very impressed with the outcome. We were told that there have been many lovely comments about how great it looks.

Local projects within the community are a fantastic way to introduce design students to real life design processes and get them interacting with end users and stakeholders.



Our wonderful Sixth Form cast of 'The Wizard of Oz' visited Brightwell cum Sotwell CofE Primary School for World Book Day.



Blackstone Library



Blackstone Library is situated above the Sixth Form and is now open throughout the school day. In addition to bi-weekly library lessons (for KS3), break and lunchtimes provide students with a good opportunity to browse our 12,000-book collection. Some of the events we ran recently to support reading for pleasure include Blind Date with a Book and our World Book Day, complete with digital tokens for students to spend at their local bookshop. Students can borrow up to two books at a time from the library for a period of two weeks each. Just ask our librarians – Mrs Saunders or Ms Hanley – if you're looking for something in particular!



Careers Events

Our Careers Adviser Theresa Ward has continued to meet with students 1:1 to discuss their ideas, options and plans for the future. She will be available to meet with students until Thursday 20th July. Students can email for an appointment at wardt@wallingfordschool.com, ask their tutor to arrange an appointment, or visit K10a to ask directly.

Year 10 and Year 11 College Drop-In Event

This event will take place in school on Wednesday 19th April during lunchtime, between 12.40 and 1.25. All students from Years 10 and 11 are welcome to drop-in and find out more about college courses offered. The following colleges are going to be available in the Dance Studio in the Sports Centre:

- Abingdon and Witney
- BCA
- City of Oxford College
- Henley College
- Reading College
- SOFEA, Didcot (an alternative to college)

VOLUNTEERS PLEASE – NO PREPARATION NEEDED

Following our exciting and successful “Human Careers Library” last year, we are going to run two sessions this summer, one for Year 8 and one for Year 12. The Year 8 event is going to be on Thursday 22nd June 10.30am to 12.40pm. Year 12 will be Monday 3rd July at 10.30am.

We need as many volunteers as possible to be able to run both sessions. All we require is a bit of your time and the ability to answer questions about your job/ qualifications/career path from small groups of students.



We would not expect somebody to volunteer for both sessions but would be very happy if anybody would like to! Refreshments will be provided. If you would like to volunteer or would like more information, please contact Theresa Ward on wardt@wallingfordschool.com.

House Events

Terms 3 and 4 have been excellent for the four houses; the wide variety of opportunities to gain points means there has been something for everyone.

What has been really pleasing to see is the enthusiasm from students being part of their house and contributing to the final tally, as well as the enjoyment of trying different things. Some of these students I am sure will have been rewarded with a 'Cookie Card' staff give out for outstanding achievement.



In Term 3 we had a lovely idea where each tutor group videoed themselves reading a short children's book for Tell A Story Week. These are now saved ready to be sent to our local primary schools for their listening pleasure.

Some of the best events are ones we do annually and remain popular occasions each year. The pancake race did not disappoint, with Big coming out overall winners. Alongside this we have the always thrilling Ninja Warrior, an assault course set up by the PE team where students have to get the whole way around without touching the floor. Only six ninjas made it to the final and the winner this year was Alfie Gallagher in Year 10.

Money raised to enter and watch will be going to Comic Relief.

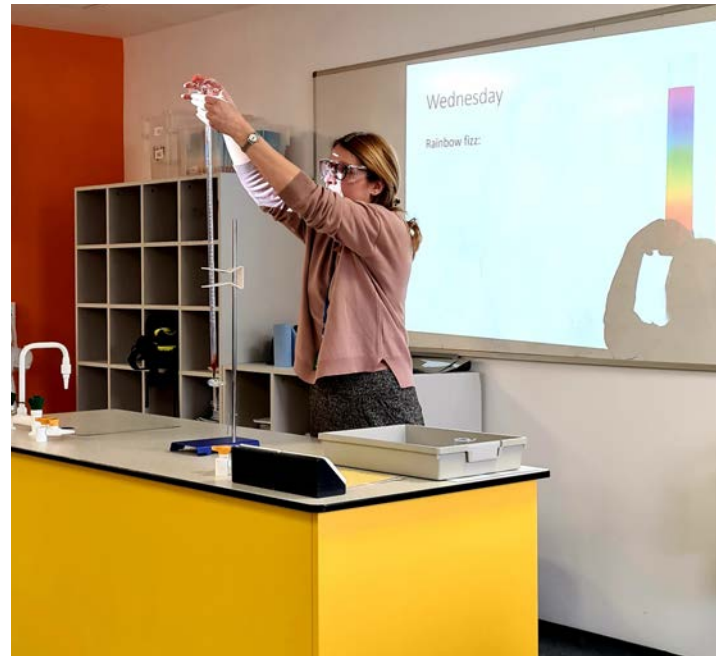
We finished Term 3 with a new addition to the calendar: students were asked to create the best paper aeroplane and see which house could throw the furthest. One throw actually managed to cover the whole length of the Sports Hall!



Science Week has been popular in Term 4, with a number of Science quizzes, experiments and scavenger hunts on offer.



We also had the introduction of a few new quizzes courtesy of Mr Harpin. An excellent 'Pointless' last term and this term's Mastermind has started so will finish just before this newsletter is published. Results to follow.





Maths 'Pi' Day brought about a number of amazing bakes yet again, and the record number of decimal places being recited of π to 130!!! Callum in Year 8 has done an unbelievable job there!

Term 4 also saw the introduction of an inter-form house 6-a-side football tournament. Each year group battled over for a week to try to score their way to the final. It gathered a lot of interest, in both playing and heckling from the terraces! What has been lovely is seeing the manner in which students win and lose, as well as thrive (or not) under the pressure of being watched! This is certainly one event that will be staying in the calendar for years to come.



The last week of term saw the longer term House Matches in PE, an Easter Egg Scavenger Hunt as well as the House assemblies to celebrate a "Good Egg" from each form.

A huge thank you to the House Leaders for their time, effort and creativity, and a big thank you to the students for getting involved. More to come in Terms 5 and 6.

Mr Lyons (Head of the House System)



House Leader

Messages

It has been a superb Term 4 for Bigg House! Thanks to a whole house big push, we now find ourselves soaring up the table on overall house points. As mentioned in our house assembly this week, the team spirit across all year groups in house competitions has been excellent. To name a few: the paper aeroplane contest, the pancake race (in which we were victorious), University Challenge, Inter-Form Football and Ninja Warrior. Special mentions go out to the 9SRC football team, Seb in 9SRC for his podium finish in Ninja Warrior and the University Challenge team who are competing in today's final. With Christie in our sights, we believe we can push on throughout Terms 5 & 6 and fight for that number one spot in the overall house points competition. Happy Easter.



- Mr W Harpin, House Leader of Bigg

I hope you have all enjoyed the house events this term. For the sportspeople amongst you, we have had Ninja Warrior, House matches and a very competitive Inter-Form Football competition. Well done to all the people who took part! For those of you that aren't so into sports we have had plenty to get involved with, from tricky questions in University Challenge, to exciting demonstrations in Science Week. It's fabulous to see so many students getting involved and importantly earning lots of house points for Blackstone!



In the final assembly of this term, one student from each form will be nominated as a 'good egg' of the group. This is a student who form tutors have decided deserves some recognition. This may be for persevering when things have been tough, it may be for always being cheery and saying, "good morning," or just for someone who is an all-round good egg; all things that I see on a regular basis from our lovely Blackstone House. Those of you that are nominated should know that it is thoroughly deserved and the little things that you may do, for example picking up litter that isn't yours, or saying please and thank you, are hugely appreciated by your teachers.

I hope you all have a well-deserved break over the holidays and indulge in some chocolatey goodness. Plenty more events to come next term to bring us ever closer to that house trophy!

- Miss C Sutton, House Leader of Blackstone

Wow! What an amazing term we've had. A term packed with events, competitions, achievements, and celebrations.

This term, Christie House have been truly fantastic, embraced every opportunity and taken part in a great variety of events - and earned an impressive number of house points!

All of your hard work during lessons, extracurricular activities and house events, plus your contribution to the wider community, have been rewarded with an amazing number of you achieving your House Point badges. Very well done!

This term you have continued to show your willingness to try new things - as well as an amazing knowledge on a huge range of topics in our two new House events: University Challenge and Pointless.



An extra special mention to Callum Reynolds (8EMC) for reciting 129 digits of pi! An outstanding achievement.

You have all continued to show great determination, motivation and skill in all activities, including the Pancake Race, Paper Aeroplane Competition and Ninja Warrior. We have also seen the introduction of the Inter Form House Football competition. The number of you participating in this event has been outstanding and there have been some fantastic games of football being played. Thank you all for your involvement and for all of you who went and supported the forms throughout this competition.

There have also been some fantastic video entries as part of National Storytelling Week, which wonderfully captured the spirit of Wallingford.



I have been amazed this term by your willingness to take part in a huge variety of events and wholeheartedly embrace the House spirit, and I hope you have all enjoyed this term as much as I have. I am very proud of every member of Christie and everything you have achieved over the last two terms.

I wish you all a wonderful Easter break and I look forward to seeing you all when we come back next term.

- Miss J Persse, House Leader of Christie

So, here we are at the end of another fantastic term Matilda House! There have been so many opportunities for you to shine this term and you have embraced them all with amazing levels of enthusiasm, dedication, and team spirit!

Firstly, well done to everyone that took part in all the House matches and Interform Football competitions come sun, rain, or snow! For all the quizzers that have taken part in the weekly quiz, House Pointless and University challenge over the last twelve weeks! The plucky pilots of the wacky yet wonderful paper aeroplane competition and not to mention the fanatical flippers of the Annual Pancake race! Not all were wins but it is the participation that counts!

Community is an important part of our school and the House system as a whole, and it was fantastic to see so many forms getting involved in the Tell A Story Week, from Giraffe's Can't Dance to The Very Hungry Caterpillar your efforts were really appreciated.

On top of this, there was a truly impressive Matilda turnout for the Ninja Warrior event, with four out of the five finalists being from our house - the yellow bibs were out in force!

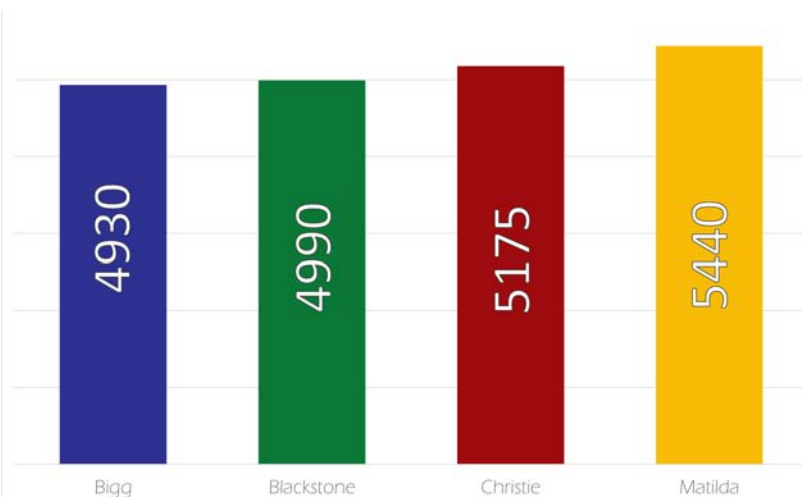


It's tricky to sum up all of your achievements since returning in January in one article, with so much more like Pi day, Mental Health Awareness and Science Week activities, but it's safe to say your hard work and determination continue to be inspirational, with plenty more exciting opportunities to come next term.

I wish you all a happy and well-earned break over the next two weeks. You should all be proud of what you continue to achieve both inside and outside of the classroom, here's to next term...

- Mr G Hinchliffe, House Leader of Matilda

House Point Totals - End of Term 4:



Top Performing students in Term 4:



Happy Easter Everyone!