

Spring 2019



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Speak Your Mind

WADDESDON

Voice
magazine

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About the cover

Our cover image is of Year 10's Rex addressing the delegates at this year's MUNGA conference. You can find out more about what went on in our article on page 18.



From the Headteacher

Welcome to our March edition of the Waddesdon Voice. As ever, the magazine showcases the richness and rewards that come from engaging in a range of experiences and from working with others.

I am particularly grateful to the students who have contributed articles about mental health and well-being. You will see that this is a theme which runs through this edition. Learning how to develop as rounded individuals who care for each other, as well as caring for ourselves, is one of the prime purposes of education. Do make sure that you read Oli's thought-provoking article at the end of the magazine.

Mr Abbott



Mr Matthew Abbott

Homewood Bound



At Easter we say farewell to Val Homewood who has worked at Waddesdon for more than 30 years as the school's Director of Finance and Administration.

Colleagues past and present are exceptionally grateful to her for her invaluable service to the school and for her wisdom and friendship.

Our Guest Editor



Georgia, Year 13

This edition of The Waddesdon Voice is full of interesting information as usual. For example, on page 7 it includes information on the new gym equipment. I would recommend pages 12-15 as I liked hearing about the success of the Big Gig which is new to Waddesdon this year. This edition includes a lot of information about how the school community helps support students and raises awareness about Mental Health.

Mind Yourself!



"If we don't keep an eye on our Mental Health, our lives can take a turn for the worse. This is why Mrs Lamb's CP Sessions on mental well-being are not just exhilarating and enjoyable, but also interesting and useful." Year 8's Ben, Emma, Emily and Ed talk us through what those props are for.

In the first lesson we learn about what mental well-being is and how it affects our lives. Some of the ways it can affect us is in our ability to learn and our ability to communicate. We also learn about resilience. This was represented as three eggs, which were the minds of three Year 9 students who

were all struggling with the same life experiences: one egg smashed, one egg cracked, and one egg was able to bounce back because of recognising and dealing with issues. In the second lesson we learn about anxiety and how even the most confident people can suffer from it. The film "Inside

Out" is a good way of talking about how it is alright to feel sad sometimes, but that it is also very important to speak up if these feelings continue.

We learn about the fight, flight or freeze which are the three reactions to stress. By hearing about celebrities who suffer from anxiety disorder or mental ill-health, we understand that anyone can suffer from anxiety disorder. In the third and fourth lessons we delve deeper into stress and its effects.

We do this by playing "Pass the bomb" and recognising our feelings. No one wants the bomb to explode on them. We experience the horrible symptoms of stress, such as sweaty palms, brain freeze, and shaking. These are all normal reaction to stress. By learning coping strategies, we can release our stress. The 'Stress Bucket' game illustrates this as the aim is to prevent it from overflowing.

At the end of the session we know more about mental health and where to turn if we need help in the future.

Don't Forget the Online Content!

There's always so much going on at Waddesdon that we can't possibly fit it all into the magazine. So look out for the QR codes alongside each article that will take you to extra content online. We have image galleries, videos and more so be sure to have a look.





Waddesdon School Chaplain Phil White looks at why we should applaud Princes William and Harry for speaking up about Mental Health.

From the Chaplain

Well done to Will and Harry!

Did you know that just over 10% of 5 - 15 year olds suffer with Mental Health problems? Unfortunately, with the pressures increasing this figure is set to rise. FOMO, pressure of exams, Social Media pressure, body image ... the list goes on.

I find it odd that if someone breaks their ankle, they are pretty happy to wear a fibreglass cast from their knee to toe. And there's the additional interest of getting it signed and decorated! If you get a sore throat you are usually happy to take the antibiotics to bring an end to those horrible symptoms. We are usually only too happy to tell each other how ill we feel or how much it hurts.

So, why do we treat Mental Health issues so differently? When your friend starts to suffer with acute anxiety or begins to feel depressed

and really needs to see a doctor, why are they so reluctant? Why do people try to hide depression, anxiety and all the other common mental health issues which surround us?

After all, Mental Health problems spring from the fact that the brain isn't working quite as well as normal. If our ankle is broken - it's just not working as well as normal too! Unfortunately the stigma of poor Mental Health - depression, anxiety, phobias etc is very real and that's why we try to keep our Mental Health problems to ourselves.

Princes William and Harry attempted to break that stigma when a couple of years ago they talked on TV about their own Mental Health issues as a result of their mum, Princess Diana, being killed in 1997. I

can still remember that September Sunday morning when I woke to the news that Princess Diana had been killed in a road accident in Paris. The young Princes had to hold that stiff upper lip as they walked behind their mother's coffin in London. They were so brave when they broke that silence a couple of years ago - admitting to being depressed and the sense of hopelessness they had felt.

My advice to you, having suffered with

depression and anxiety for a short time when I was teaching (please be kind to your teachers and staff) is to share your problem with a trusted friend. They say that a problem shared is a problem halved. Find that trusted friend or use the counselling service you have in the school or do ask to see me if you'd value talking any issues through.

Well done Will and Harry.

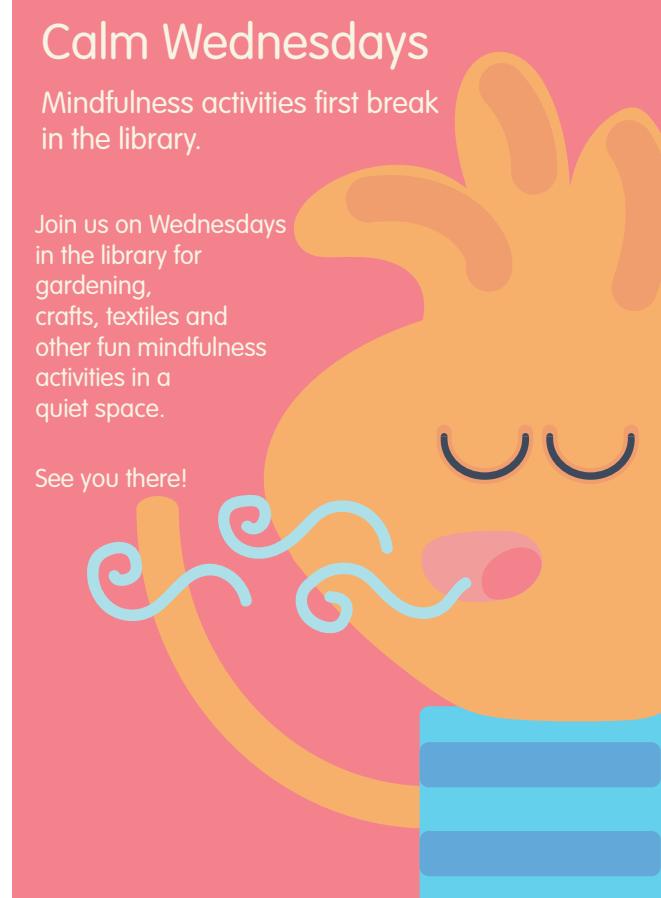
Phil White

Calm Wednesdays

Mindfulness activities first break in the library.

Join us on Wednesdays in the library for gardening, crafts, textiles and other fun mindfulness activities in a quiet space.

See you there!





¡Visita española!

It was a busy month for the A Level Spanish students in December, with a trip to London and a visit from some Spanish students.

Ella, Jordan and Eleanor tell us more.

Our first trip was to the British Film Institute in London. We met at Aylesbury train station and, hot chocolates in hand, travelled to London Marylebone where we proceeded onto the underground. Once we arrived at Southbank, we got a little bit lost but eventually found our way to the BFI, wishing we had taken umbrellas! At the BFI we took part in a stimulating conference about our A Level film, Volver. It was motivating to be able to see other A Level students and engage

with their level of fluency. We enjoyed being part of a large discussion about the themes and topics we had learned about in class. After some free time around the Christmas markets for lunch, we finalised all we had learned by re-watching Volver.

The following Friday we had visiting students from our partner school, Instituto Vicente Cañada Blanch in Portobello Road. We began to talk about our different cultures, detailing the school system and

comparing the timings of the day. For example, they have lunch at 2pm, whereas we have ours at 11am; in addition they do 10-11 subjects whereas we do 3-4. After our ice breaker we then proceeded to go to lessons in Psychology, Business and Drama where they watched an emotive drama performance. We then spoke to them and were pleasantly surprised at how well they spoke English, allowing us to learn more about their culture as a whole and them as people.

We left school after 3rd period to walk down to Waddesdon Manor with the Spanish students where we first sampled the Christmas markets

and then entered the manor. We asked the students what they thought and they were amazed by it.

After having lunch, we went into groups in order to complete a treasure hunt around the manor, searching for the clues in Spanish and getting to know the students better. We all had a lovely time with the students, and we exchanged our social medias on the way back to the school where they tried mince pies for the first time. We would like to thank Ms Coulter for organising these 2 trips and we are looking forward to visiting their school in London in June (when it's a bit warmer!).

¡Adiós!



Gold Standard

Former Paralympian Ian Rose visited the school recently to inspire students in the Active in Mind Programme. Year 12's Yasmin is a mentor in the scheme and she tells us more.

these problems and how resilience and determination put him where he is today. Even when Ian dislocated his knee and was unable to qualify for a place on the national team, he didn't give up. Instead, he decided to pursue a career in motivational speaking and helping children express themselves through sport.

After all the presentations he instructed us to do the squat challenge and

think of a goal of how many squats you can achieve in one minute, so we all set ourselves a goal and proceeded to the task. To our surprise we had all met or exceeded our targets. Because of our lack of confidence we all realised we had to believe in ourselves more.

In another challenge we had to close our eyes and count to sixty and sit down when we thought that the time was up. A simple task

The Active in Mind scheme provides young people with someone that they confide in; it helps to build confidence and self-esteem; and tackles mental health in a positive way.

As students often find it more comfortable talking to a younger person, rather than a teacher or other adult, the scheme is run by Sixth Formers. The aim of the programme is to help younger students to find ways to escape, relax and have fun through sport.

Ian Rose, a former Paralympian worked with us as part of our

training. As mentors, we learned about Ian's life growing up, the problems he faced being partially sighted, how he overcame



at first thought but was very hard indeed. It was hard not to become distracted by others giggling and making noises; this activity showed that we are highly influenced by other people's actions and not to follow the crowd.

After this, Ian repeated this to all of the chosen students and asked them to complete the same tasks that we had earlier in the day. But it quickly became apparent that if someone was to make



the group start again then it was all their fault and as leaders it was important to remind the young people that blaming others won't achieve anything in life and

that you must work as a team to be successful. AIM mentors wouldn't have been possible without the help of Ian Rose and Mrs Dolan, adults who want to be

a positive influence in these youngsters' lives and to encourage them to be honest with their feelings and their mental health.

"Active in Mind is a programme in which students can come together and relax and play sport. This programme enables people to chat to mentors from sixth form and play sport with their friends. This is a fun opportunity that people can enjoy with their friends."

Malayeka and Charlie, Year 7.



The Gym/Fitness Room Update

With the importance of exercise and its positive impact on mental health, the gym/fitness room is moving through a period of change. This will allow students in all years to learn how to use the equipment safely and appropriately for their age and purpose. To date, we have managed to secure external funding to purchase three exercise bikes, new dumb bells, yoga mats and

resistance bands.

This is the start of an ongoing project to bring the gym up to date and to encourage students to exercise individually and to have access to the equipment in order to appreciate the personal benefits of exercising. More to come on this... watch this space!



Year 12's Will is a talented cook with a passion for life in the kitchen. Mrs Watts caught up with him to give him a grilling about what motivates and inspires him.

Cooking Up a Storm

How long have you been interested in cooking?

Seven or eight years. Before I came to Waddesdon. I remember cooking at primary school.

What is your favourite dish to cook and why?

I prefer making desserts, because I prefer to eat them!

What do you hope to do when you leave Waddesdon?

When I leave Waddesdon I would like to do an apprenticeship as a pastry chef.

Who has been your biggest influence with your cooking?

My mum and my family have influenced me a great deal. My brother is a sous chef in a restaurant in New Zealand.

Who is your favourite celebrity chef?

I think Gordon Ramsay because he is funny.

Where do you source your recipes?

I use the internet and watch YouTube clips.



Do you cook at home?

Sometimes when mum's not in.

Have you entered any cooking competitions?

Yes, I entered the Rotary Young Chef competition and won when I was in Year 8.

What makes you happy?

When Fulham win their matches, but that's not really happening at the moment!



Second Nature

Year 9's Quinn has a passion for the natural wonder around us in Britain and tells us about two of his favourite places to find amazing wildlife right on our doorstep.

Finemere Wood

Finemere Wood. An area of 46 hectares of broadleaved woodland, patches of scrub, historic meadow, ponds and two streams and also a haven for butterflies. As you walk through the meadow and farmland sided path leading to the woodland, you will be granted with the orchestra of skylarks, singing as a speck in the deep blue sky and corn buntings, rattling from their hedge perches. You may also be treated with the 'little bit of bread and no cheese' song of one of our two gold birds, the yellowhammer.

As you enter the wood you will embrace the fairies in their element like Black Hairstreaks and Brown Argus. If you have the time to venture deeper into the wood, you will really feel the isolation, with

the overhead warble of the chiffchaff and the occasional roar of the human race soar over as a plane; this is the place you want to be to witness magic. The small and flighty Grizzled Skipper pops over the woodland floor while the affluent looking Purple Emperor, soars through the rivers of the canopy like an eagle from the tropics.

Almost a clone to the Black Hairstreak, the White-letter Hairstreak perches on the broad bramble leaves, perfected with mirror-like diamonds (blackberries), as the Purple Hairstreak competes over awe with her distant cousin hawking above. The last familiar face you may see will be the brother of the naval commander the Red Admiral, just instead of a red lapel, the White Admiral has white. So that is Finemere Wood, just one of the local

wildlife wonderlands nearby...

Ivinghoe

Another get-away from the modern world is Ivinghoe, a place you might be familiar with for walking purposes, but as we enter into the season of birth and life; it becomes a lot richer in wildlife. The meadow pipits narrate your journey up the short-turfed climb to the beacon while hobbits lurk in their little bush huts like tree sparrows, smarter looking robins (stonechats) and if you're really lucky, a bird with one of the more peculiar names birds have had in the past, the white-arse, or wheatear. Though birds aren't the only things you can fix your eyes on, because lying in the heath are gremlins of the grass, more butterflies.

One most familiar with these Chiltern chalk slopes is the Chalk Hill Blue, an azure creature that seems angellike as if it's on a trapeze. Dark Green Fritillaries join them with olive-green armpits and classic Fritillary tweed blazer, are the vintage Englishman of the landscape. Popping over the heath on small bottle tops, the Dingy Skipper is yet another polka dotted jewel that spends most of its time dodging our diplodocus-like legs. The last two renowned marbles of Ivinghoe include the flying emerald, the Green Hairstreak and Britain's rarest butterfly. The royal of Britain's lepidoptera, with his grand name and national protection. The Duke of Burgundy makes himself proud for his very few appearances to the public. For walkers and wildlife enthusiasts this place is just something else.

What do you do as a school counsellor?

The main thing that I do is helping students to think about their feelings. Particularly any difficult ones that might have been otherwise unspeakable and unthinkable before they came to counselling for the first time.

Do you enjoy your job?

Yes, I think if I didn't enjoy my job then I should be doing something else because this is a job which is quite different. Whatever anyone brings we will find a way of talking about it and understanding it.

Is part of your job to help people to get a healthy mind?

I'd say that is a long term aim. I would say that I'm

here to try and help school as a whole to become a more emotionally healthy environment for everyone in it. Whether they receive counselling or not. A healthy mind means everything else feels manageable.

Do we all need help with our mental health?

That sometimes depends on many different factors, so yes. Some people have awful traumas happen to them and they just seem okay and they just have some resilience to get on with things and get on with their lives. Whereas other people need much more help and it affects them in a way psychologically very differently, so we're all different as people in how we develop our mental health.

Wise Counsel

Is it difficult coping with all the different personality types who come for help?

I've had now a broad range of experiences working with all sorts of people with different personalities, from different walks of life.

I'm always learning something new because every person is different. I don't assume that I know something



Our reporter James from Year 12 interviews school counsellor Sara Turner about what she does for our students.

about anybody, ever. Because people always bring something new that I need to learn and think about again.

Fitness Division



This term, Year 11 girls have had the opportunity to visit the nearby Fitness Division centre.

These gym sessions are full of energy, music and enthusiasm and run by a friendly instructor, Luke. During these sessions, we get

the opportunity to do classes like spinning and boxercise which we don't get to do in school lessons. With a fun, supportive group

going each week, Year 11 girls are able to complete a more diverse selection of activities. We are very lucky to have this opportunity this term.

Caring in the Community



Every Wednesday, a team of Sixth Form students go down to the village hall in Waddesdon to volunteer at the Wednesday Club. This is a local organisation which puts on activities and provides lunch for the older members of the Waddesdon community. Jack and Oli of Year 12 tell us about their work.

As student volunteers, we provide support and an opportunity for the elderly members to talk to those of the younger generation, who they may not otherwise get the chance to have a conversation with.

The members of the club range from the ages of around 70 all the way up to 100 years old. They have a wide range of experience and abilities from glass artists to war heroes, with many of them having interesting stories to tell. We have certainly found hearing of their experiences incredibly

humbling and very much enjoy the company of the members, as well as listening to the stories which they have to tell.

Furthermore, we have recently partaken in training to become 'Dementia Friends'. The training took place at school and was delivered by Paula, who runs the Wednesday Club. The training has allowed us to gain a better understanding of the syndrome which means that we can provide better care and support for those who do unfortunately suffer with dementia at

the Club. Volunteering at the Club has enabled us to develop many skills and qualities which will prove to be very beneficial for us in the future, whilst

providing us with the chance to give back to our local community and support members of the older generation.



no photography of exhibits please

Last month's Big Gig showcased the amazing musical talent we have here at Waddesdon. Year 10's Leon played at the gig, and writes about the excitement on and off the stage.



Hitting the

It was late November, in a music lesson, when I first found out about Mr Judson's plan for the Big Gig 2019. We all knew that Mr Judson's incredible excitement and commitment, that had recently been applied to the school show, was also likely to be applied to this and would pay off ... which it did! I felt nothing but anticipation, and then after Christmas, as we got closer to the event, pure excitement.

This was the first performance of mine (in which I played drum kit for two different groups) that seemed to have a truly professional atmosphere: the dedicated rehearsal process with my bandmates; the build-up; Mr Judson's thorough and enjoyable preparation; and the end product in the school

hall (which I have to say was stunning).

The rehearsal process was incredibly enjoyable. Each Music lesson was dedicated to achieving perfection by analysing our mistakes and righting them with practice. It took about two weeks before my group felt really confident and we began to nail every run through.

During the lunchtime on the day of the event (13th February), I and two others accidentally walked into the school hall and were amazed: the lights and stage filled us with anticipation and we were eager to get up and play. Word had spread quite quickly that the stage was up and by second break there were crowds of between 10 and 20 students climbing over each

other to see what had been assembled.

After school on the night of the gig was when my nerves began to kick in: seeing the lights and stage had suddenly made my mind frantic. What if I mess up? What if I drop a stick? What if I fall off the stage? Then I remembered that my pizza was late - many of the performers had stayed behind at the end of the day to prepare and we called in dinner.

The Gig's main purpose was to raise money for a new recording studio for the school Music Department, costing £5000. Mr Judson introduced the night and with each act announced on the big screen, act followed act, including my own two bands. The first included Khalifa, Christian and Jack from my Year 10 class,

and the second band featured Felix (Year 8) on lead vocals, with Otto (Year 11), Joel (Year 12), Zac (Year 13), Mr Judson and Mr Dimond playing the backing.

The Waddesdon Funk Band, a group of the school's most talented musicians fronted by singers Lashayah and James, performed twice at the end, leaving the audience with some polished performances engraved in their minds. Lashayah performed several other songs, including Superstition by Stevie Wonder, which was a particular highlight that showcased her talent and raised the roof. We left at the end of the night with the echoes of applause ringing in our ears.

4 Page Music Special



Big Time





Recently Year 12's Skye, Heidi, Jacques, Ellamay and Will made a video for a song that Skye had written, called "Into The Shadows." Mr Judson asked the band to what lies behind the song and about the songwriting process.

Out of the



Mr Judson: OK Guys, thanks for joining us to talk about recording your music video for "Into the Shadows". I just want to talk first about how the song came about, how did it even start?

Skye: Well, I wrote the lyrics for the chorus on a bus, when I was on my way home, it was just a long day really, and then...

Mr Judson: Lots of good songs come that way.

Skye: Then I got home and then I wrote the chords for the chorus, then I wrote the chord progressions for the verse and the pre-chorus and the bridge, and I wrote the lyrics to go with them, and I stayed up until 2am, making the song.

Mr Judson: Nice, nice. And did the melody come at the same time as the lyric, or how did that melody come about? Because that's a really catchy melody.

Skye: I think I had the melody when I was writing the chorus and then I fit the melody with the chords that I just wrote.

Mr Judson: So the song's melodically driven and the chords kind of came off the back of that?

Skye: Yeah, yeah.

Mr Judson: Because when we first heard it, it was already like a complete song, so how did you react to it when you first heard it?

Heidi: Well, because you did it for one of your performances in one of your units and I was just like "Oh wow, this girl can actually write songs!" It was pretty good, so yeah.

Mr Judson: Yeah Nice. And then I asked you to put a chord sheet together for it so we could have a go at playing it as a class and then how did you develop your drum kit part out of that?

Will: Well I thought I'd do something quite simple because if it was too complicated it would kind of ruin it a bit, so kind of simple.

Mr Judson: Why did you think it would ruin it? What was the most important part of the song for you, that you didn't want to take over?

Will: A mood made by the song I guess.

Mr Judson: Yeah, too right. And what about you guys, in terms of your parts, how did that come together?

Jacques: I listened to Skye perform it on the piano, and then I thought about what I can do on my instrument to boost it, but not take away from what the lyrics are, not take away from what the mood of the song is.

Mr Judson: Sure. And how did you guys find the process of creating

the music video, because we filmed it and recorded it live at the same time. Was it easy? Was it stressful? Was it-

Heidi: It was not easy!

Heidi: No we weren't.

Mr Judson:

But the rhythm section were so we obviously were fine.

4 Page Music Special

Shadows

Mr Judson: What was tricky about it?

Heidi: I think maybe just to keep having to do it over and over again.

Skye: Because we could hear ourselves to a certain extent, but I know for us vocalists we couldn't really hear ourselves singing so we were just trying to hope it sounded good...

Mr Judson: Because you guys weren't using headphones.

What were you using headphones for?

Will: For timing. It was a metronome because I kept messing up the timing, so I wanted to get it right.

Mr Judson: Getting that timing together is really tough, isn't it?

Will: I did find it very hard, yeah.

Mr Judson: And it took a long time to get the mix in our headphones

so we could actually hear the girls singing well and hearing all the different parts there. But you guys did an awesome job. Absolutely awesome job and I think it's come out incredibly well, and everybody that's seen it thinks it's amazing, so I hope you're proud of it. It's a fantastic song and the video looks amazing so congratulations to you, and looking forward to doing some more. Well done, thank you very much for your time.

Band: Thank you.

You can see the video on our new Waddesdon Performing Arts YouTube Channel by scanning the QR code below. You can also watch this interview.



With the backing of the enthusiastic PE department and from an initial suggestion from some Year 8 girls, we have launched a new Girls' Football Club at Waddesdon. Their coach, Mr Scrivener, tells us more.

The first training session confirmed the popularity of this new club. I was planning a session for around 15 girls, but an eager 30 turned up, ready to get stuck into some serious football skills. We have been running sessions every week since October and I have thoroughly enjoyed working with the girls and coaching them so that they can improve their skills and confidence. Our first fixture was scheduled for Thursday 14th February against the

Emmie, did a very good job of managing the team and ensuring everyone got game time, as well as doing the best they can during the match. The Under 12 team drew 2-2 and the Under 14 team unfortunately lost 2-1, despite scoring first and playing very well. For their first ever game, both teams did themselves proud as they played in great spirit and there



Setting New Goals

Aylesbury Vale Academy, a school who have run a girls' football club for a while. This was a game for our Under 12 and Under 14 sides. As it was both teams' first ever matches, they were extremely excited about the prospect. I was needed to referee the Under 14s' game, so I couldn't watch the Under 12s' game, but their captain,

was some very good football on show too.

Mr Scrivener

RESULTS:

Under 12s 2-2 AVA

Goals: Emmie, Eavie

Player of the Match:

Emmie

Under 14s 1-2 AVA

Goals: Amber

Player of the Match: Lizzie

Ruby:

"Girls' Football is an after school club for Years 7, 8 and 9, which takes place on a Wednesday afternoon. It is a time where girls develop good mental health in addition to building up physical strength. It helps us to become more physically fit, being part of a Girls' Football team can have positive benefits for our outlook on life. When we are on the pitch, it is a chance of building and developing skills. The main part of football is having teamwork and close relationships with people you don't usually bond with."

Millie:

"Girls' Football is not just a way of improving your football skills, but also a way to keep fit and healthy, as well as enjoying the company of new people and socialising with your friends. Even if you are not the greatest at football, you can still come along and join in as it is very welcoming. You will be able to learn and practice new skills. We not only do plenty of competitive matches, but also lots of drills and mini games to help with individual and team skills like spacing and formations."



Design and Technology Round-Up



The Rotary Club Design and Technology Challenge

The teams were tasked with the challenge of designing and creating a crane that could lift a weight positioned at the end of a track. The cranes had to move forwards and backwards on wheels and be powered by a small motor and a battery pack.

The Rotary Tournament proved to be both a challenging and enjoyable experience for pupils and staff giving us an excellent opportunity for team building and problem solving skills.

Both teams jumped on the task with endless enthusiasm, organising themselves with different roles within their teams, based on their strengths. Various mechanisms were sketched before physical models were produced. As the pupils would also be marked based on their portfolios, everyone contributed their ideas and design iterations towards this.

The final judging proved to be a fun and slightly nerve wracking experience for all involved, as the teams from each school trialled their final models in front of the judges and other schools. Both Waddesdon teams had planned ahead having tested their models thoroughly prior to final judging. Both designs at KS3 and 4 were successful in completing the tasks and received certificates for their hard day's efforts when the award ceremony took place.

'I really enjoyed having to build a crane in a team, with limited materials that were given to you. On the trip we were able to learn how to do new skills and to work in a team under pressure. Although we didn't win a prize, it was still a fun and interesting day and I would recommend it to anyone up for a challenge'. **Tabitha**

'The challenge made you think on your feet and suddenly make new plans. It was really worthwhile because it was a different and new experience. We worked quite well as a team considering that in Tech we usually work on our own.'

Louise

'I enjoyed the day because it inspired me and it was good fun. I felt like I worked well with the team and I contributed a lot to the team, the design and the making of it. It was quite a difficult task, but I think with a little more time we could have come up with a working solution.'

Oliver



HS2 Design and Technology Workshop

possessed e.g. creativity, team working skills, communication skills, problem solving skills, investigation skills and respect.

Challenge 2

- Students were introduced to railway stations of the future and then used their creative and team working skills to develop a blueprint for a future station.

Challenge 3

- Students used their team work, problem solving and investigation skills in an Engineering challenge to develop tunnel structures. They were taught about forces and structures before building and testing their tunnels.

Challenge 4

- Finally, students played a game called 'Rail Rush', where each player competes to build the best rail network. The aim was to build the most sustainable service for people and the environment.

'I liked how we were given tablets and when we pointed it at a piece of paper it showed us videos and it was really fun'. **Cruz**

'I enjoyed making the bridges' **Trent**

'I enjoyed drawing the blueprints for the train station' **Edward**

Recently, 60 Year 8 students had the opportunity to develop their STEM (Science, Technology, Engineering and Maths) skills through a one-day workshop connected to railways and transport

Infrastructure.

During the day students undertook a series of challenges:

Challenge 1

- Students used augmented reality to view some of the STEM careers available in the transport industry
- Identified the STEM skills they felt they already

Prior to the conference day, students were split into 25 groups with 6 students in each group. Each group was allocated a country and became delegates of that country. The groups created a two-minute speech to deliver to the conference in which they intended to outline some interesting points about their country followed by three key aspects that they would like to change (their resolution). To aid them with this, delegates were given five general areas (state security, health epidemics, child exploitation, global economics and environmental issues) which provided them with guidance as to which areas to research.

The day began with the students being given a speech by the General Secretary of the Conference (Mr Jones), in which a special emphasis was placed on the impact of child labour, child exploitation and poverty in our modern world. Following this, the Chair of the assembly, Mrs Branton, gave an address following which she introduced each group and provided a short analysis of each speech after it was

In January, Year 10 took part in the annual Model United Nations General Assembly (MUNGA). Delegates Kyra and Alice report on the day's events.

United Notions

delivered.

All of the speeches were delivered very formally and included numerous important points relating to each country. This clearly showed the impressive amount of hard work that went into the preparation of each speech by every delegate who participated. There were many noteworthy examples of this throughout the 25 speeches delivered. Many delegates delivered shocking statistics that had a hard-hitting impact, especially in relation to child exploitation.

Following this, the delegates were split into 5 classrooms where they discussed one of

the 5 general areas they were asked to research prior to the day. The delegates were given time to prepare a speech in which they would outline their resolution and the reasons why their resolution should be the one that should be supported. The speeches that I observed were passionately presented and convincing in their address.

The day proved to be extremely beneficial and highly interesting. The students acted in a highly professional manner and were enthusiastic throughout the day. There were many facts included in the speeches that students and staff were

unaware of and it proved a very difficult task for delegates to decide upon which resolution to pass.

The day would not have been a success without the support from Louis Cumberbatch, a Year 11 student. Louis gave up his time during the MUNGA project to support Year 10 students through the difficult task of debating and agreeing on the resolutions to be passed. Louis not only participated in Year 10 MUNGA last year but also participated in the County MUNGA project and was therefore very knowledgeable with the terms and references of the United Nations.



Listening Service

Year 13's Chloe and Rachel tell us about how they can help students in their role as school Mediators.

As Mediators, we offer our time to listen to students' problems and give them advice. Some students may be referred to us and have a weekly catch up session if they would like. However we also have a drop-in room at lunchtimes on Mondays, Wednesdays and Fridays for students to come and talk to us if they need to. We are usually stationed in the Library, although we are able to go into a separate room if the issue that the students want to talk to us about is



private. We have all been trained by Bucks Mind so that we know how to deal with, and give advice, for multiple situations.

We have also used our roles to help promote awareness for multiple issues. We have done whole school

assemblies on days such as World Mental Health Day, World Aids Day as well as bringing awareness on how to have healthy minds. Some of us also recently helped to teach a couple of year 7 CP lessons on Self Esteem and Conflict Resolution to help them

understand more about how to have a healthy mind. Being a mediator has given us useful skills for when we leave Waddesdon later this year. We are always happy to talk to any students who need our help.

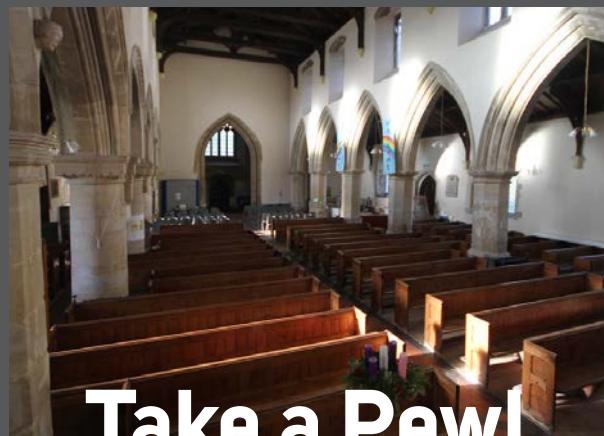
Calm Wednesdays

Mindfulness activities first break in the library.



Join us on Wednesdays in the library for gardening, crafts, textiles and other fun mindfulness activities in a quiet space.

See you there!



Take a Pew!

Due to Waddesdon Church refurbishment we have some pews to sell. They are 6', 8' and 12' in length. Some buyers cut their pews to fit the space they have. They date from 1865 and show clear signs of wear and tear. We are selling for £100 each.

Please register your interest with Clive on 01296 658786. Funds raised will go towards the new heating system.

Night Vision

Year 9's Tom has been painting with light.

In Photography we have been experimenting with light painting which is where you use a long exposure and torches to create cool photographs. We did some test shoots at school using the studio and then I tried the

technique at home. When I was editing my best shots I noticed some A level work on the wall which was light painting using wire wool to create an abstract shape. I liked the idea so I asked Mrs Evans how I could create

the effect. I tried it out the next weekend. It was fun to do, but I had to set it up properly which took quite a while. I'm enjoying Photography and I have learned a lot of new things.

Tate and Saatchi Visit

Each year, to get the artists fired up with exciting ideas, the Art Department takes the Year 11 students to visit the London galleries.

The students receive their exam paper in January so the date of the visit is very important. It's good to think outside the box as they say, and the visit certainly helped the students consider different creative approaches to the exam themes. It's such a benefit for the students to view artwork in a primary setting. 'Black Mirror: Art as Social Satire' was the exhibition students explored at the Saatchi Gallery. The students received a talk by one of the education team about the meaning behind the artists' work on show. The sculpture by the artist Wendy Meyer titled 'After Louise' (2011) provoked the most reaction! The Saatchi didn't disappoint as the work is fresh and

innovative and Tate Britain, as always, exhibits a wide range of stunning artwork. The research the students

gathered on the visit was then integrated into exam sketchbooks which fuelled their imagination!





"Over my summer, I researched how social media can take over your life and affect your mental health. I therefore decided to see what would happen if I stopped using social media for the whole six weeks."

Year 11's Evie on banning social media from her life.

Social Exclusion

Before

Before I deleted my social media accounts, the hours of endless scrolling seemed to be taking over my life. I constantly compared my life to the false reality that others were portraying online making me feel like I wasn't ever good enough.

I wasn't a good enough horse rider or I didn't have as much as others. I went on my social media until the few minutes before I was going to go to bed and then was on it for ages when I woke up.

I would reach for social media when I was bored and any achievement was photographed and immediately on social media. I spent an average of three hours twenty eight minutes on my phone each day which isn't much compared to the average a British psychologist found out which was five hours a day; however I was keen to reduce this.

After

Throughout the weeks without social media I had a much better quality of sleep, turning my phone

off a few hours before I was planning on going to bed and spending no time on my phone in the morning.

As a result I wasn't tired during the day, even though I was getting the same amount of sleep. Another thing I was keen to see was whether it would impact on my relationships with other people. I still was able to text, so many people reached to me in that way. However, Snapchat, Instagram and Facebook lets you not just be told what people are doing, but see what they are doing through videos and photos which is one of the only things I've missed without social media. I missed being in the moment with them as you are when you watch the video or photos of their holiday.

Of course, having a long period away from school friends was going to affect relationships with these people whether I had social media or not, but without social media it was interesting to see the friendships that flourished when we had to go out of our way to organise a day

we could see each other rather than keep in touch by commenting on a video or posting a photo on my own social media. Some friendships flourished and some not so much. I've also spent more time with family without the constant distraction of social media which has improved relationships there.

Conclusions

Analysing myself and wondering if deleting social media has honestly made a positive difference, I can honestly say 'yes'. I have felt much happier in myself with no way of comparing myself to false lives. I have felt no pressure to over analyse a photo before I post it which makes me realise all of the negatives. I have lived in the moment – my moment, in particular – and the break has encouraged me to use my spare time more usefully, rather than refreshing and rechecking social media.

However the true test was did it decrease my phone usage from three hours twenty eight minutes average per day?

I now use my phone for playing music, watching movies (which has made an impact on how much I've used my phone) and texting.

My average calculated by the app fittingly called Moment, is forty one minutes which is one hundred and sixty one minutes less than with social media. This is two hours and forty one minutes more each day. Also looking at more statistics I will spend an average of 3.4 years on my phone during my entire life. I also pick up my phone on an average twenty eight times per day which is just over half the number of the average person who picks up their phone fifty two times. Looking at these figures I would still like to decrease my phone use further as 3.4 years is lot of time on my phone!

I was planning on getting back on social media after my six week break, but I don't honestly see why I would. The benefits of having no social media outweigh the negatives and anyway in Year 11 it's good to keep an extra forty one minutes free which I would normally be on social media for. With extra time on my hands I can revise and work hard without the distraction of social media. I have tried to encourage others to do the same. After asking a family member to download Moment he was astonished by how much he used his phone (an average of five hours twenty one minutes) so has deleted Facebook.

Overall my summer challenge was really beneficial in challenging myself, testing my self-resilience and cutting off completely from the addictive, judgemental and stressful apps which are taking a hold on so many people's lives.

Recently a group of Year 8 students had fun visiting the Pitt-Rivers Museum in Oxford. Some of them told us how they found the experience.

Felix: “We got to explore some of the world’s greatest artefacts. Incredible how much there was to see.”

Olivia: “Overwhelming (in a good way)! ”

Katie: “We got to do some funky sketching in our books which helped our projects.”

Alice: “We got to see lots of objects which inspired us.”



Catherine: “We got to see different cultures which was interesting.”

Andy: “I love the different designs of masks.”

Gracie: “An amazing opportunity to learn more about the world we live in.”

Top Marks!

Before the half term break, Year 12 A Level Business students were visited for a second time by Steve Scarisbrick from the clothing and food brand M&S. Jack and Oliver tell us what they learned.

Steve delivered a very informative talk which focused on recruitment and selection within M&S – which linked to what we were studying. Steve showed off his knowledge, answered our questions and shared real life experiences relating to Recruitment and Selection. His input gave us a valuable insight into one of the UK’s high street



giants and how they operate on a daily basis, particularly in terms of how staff are recruited, trained and treated during their time working for M&S.

The talk was designed to complement our Business course and did so effectively, adding detail to our knowledge directly

from someone with a wealth of experience in his field, as well as allowing us to link our theory to a real business. This will greatly benefit our studies and we are very grateful to M&S for allowing Steve to come and inform us about what they do in promotion and in Recruitment & Selection.



"The world today is complex and daunting. Soon we will become adults and have to face the world. We will have to forge our own path, find happiness, find jobs and find ourselves." Year 13's Oli on the uncertainty of the way ahead and the importance of our mental wellbeing.

Future Positive

Most of us don't even know what we're going to do when we leave school; sure we all have some idea, but the future is uncertain.

This looming future is what often causes or adds to the ever growing problem of mental health. We have all heard about it, many of us have experienced problems or know of someone who has. Some of us are sceptical of the topic; some are sensitive to the issue. Some sufferers have sought help, others haven't. What is clear is that the issue of mental health needs to be discussed, and not in a one sided discussion where the side that speaks loudest wins. We need to talk about mental health openly and in a reasonable way that recognises that the issue is complex.

Everyone deals with

mental health in their own way. Some people exaggerate or pretend to have mental health issues, possibly to get special treatment. Some people hide their issues from others and themselves. Some people cover their issues with bad behaviour. And others can retreat from school life and end up wallowing in their problems.

And just as everyone deals with the problems in different ways, different treatments are needed. Some people need to be told to develop greater resilience, but for others this is the worst thing to say. Some people can deal with their problems with time, others require professional help. But everyone needs the support of their friends, not only for mental health problems but for the stress of daily life. As they say, a laugh a day keeps the doctor away.

There are many people who are sceptical of the current conversations about mental health, but they can't voice their opinions because they don't wish to seem unfeeling. However, their opinions must be listened to or we will disengage a large part of society and our school community. Perhaps understanding that issues such as stress and anxiety are part of life for all of us will help with the communication about this topic.

What is clear is that we don't have to deal with our problems on our own, or without professional help.

Mental health issues are a problem but they shouldn't dictate a person's life. We all need to overcome our problems and deal with the causes. For some of us this will be harder than others. The everyday problems of stress are something we must all overcome. But some of us have deep rooted trauma or disorders. The fact remains that we must all live with our minds and the problems that come with them interacting with a world they only partially

understand. We will find it easier to overcome our problems if we support each other. To properly support each other we need to know the best course of action. The best course of action is often found in reasonable civil discussions between all parties. What we need is to talk about mental health. Not just to share our feelings and experiences (which is helpful), but to find practical solutions.

A good point to start the discussion is with the school's current systems for dealing with mental health. Mediators, CP lessons and assemblies, for example, all contribute to the ways in which we are educated and talk about mental health at Waddesdon. If we continue to give constructive feedback about these systems, sharing what works, and making suggestions for improvement, we can be more proactive in supporting this aspect of growing up. However complex and daunting the world might seem, if we address these issues openly and together, we can do a lot to make life better.

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