



# Leap of Faith

Summer 2019



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WADDESDON

# Voice

magazine

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## About the cover

Our cover image is of Year 12's Josh taking part in the high jump on Sports Day. There's more coverage on page 22, and a video and online image gallery with pictures of the day which you can access using the QR codes on that page. Why not have a look and see if there's a picture of you in there?



## From the Headteacher

What does faith mean to you? Perhaps you have faith in yourself, faith in others, or in God. Perhaps you have taken a leap of faith recently, or perhaps you wonder what faith has to do with your life at all.

Among the usual articles of celebration and reflection in this edition of The Voice, you will find some which relate directly to the question of faith. Opposite is a thought-provoking debate between Oli and Josh which I would encourage you to read. Be warned, however, as you may not agree with them!

At this time of year, we say 'goodbye' to some cherished colleagues and, as ever, our students move onto new ventures and exciting



**Mr Matthew Abbott**

opportunities. We wish them all well, with the hope and faith that they will take the Waddesdon Way with them, embodying our values of dignity and respect as they continue to flourish.

## Goodbye and Farewell



**Mrs Altass**



**Mr Anouar**



**Mrs Caddick**



**Miss Chapple**



**Ms Coulter**



**Mrs Enevoldsen**



**Mrs Garey**



**Mrs Patchett**



**Ms Strachan**



**"Faith: What does it mean to you? Why do you have it? Everyone in society has faith and if they claim they don't then they would be misguided..." Oli and Josh ask the big questions about what faith means and where we put it.**



# Science vs Faith

The dictionary definition of faith is complete trust or confidence in someone or something. In the Bible it says that "faith is the substance of things hoped for, the evidence of things not seen".

To scientists, belief systems are the stories we tell ourselves to define our personal sense of "reality". ... Science is used to build an evidence-based belief system, under the premise that the world is ultimately understandable through observation, experiment, and prediction.

## What do you have faith in?

**Oli:** I am a Christian and

so I have faith in God and Jesus. I have been going to church since I can remember and faith in God has impacted my life a lot. I also agree with science due to the vast amounts of evidence. But I believe that faith is what you have when there is a lack of scientific evidence. Why would you have faith in something that you can prove? This just seems silly.

**Josh:** I have faith in the universe. Whereas religious people normally have faith in a god that will ensure that good prevails, I have faith that while there are things about the universe that can't be explained, eventually everything will

be balanced and there is order behind everything.

## What does faith mean to you?

**Oli:** A religious faith to me means having a belief in something that you can't see. It is a personal truth that has a significant meaning to you. You could also have societal faith which is the faith in society and of other people in your community.

**Josh:** Faith to me means believing in and trusting something, especially when the going is tough, or you feel down and are doubting your beliefs. True faith is something you have not for personal gain

**"True faith is something you have not for personal gain or satisfaction but because you believe and that's all that matters".**

or satisfaction but because you believe and that's all that matters.

## Is it reasonable to have faith in something you can't see?

**Oli:** As I mentioned in the previous questions, I believe that faith is the

belief in the unseen. The belief in the unimaginable. It's quite a beautiful thing. And when people say that faith is destructive and dangerous, I would say they would be missing the point of faith.

*"Faith is... the belief in the unimaginable. It's quite a beautiful thing."*

**Josh:** Yes, definitely. Provided that there is sufficient evidence and it is morally correct and right, I don't see any issue with having faith in something you can't see.

## Can you have faith in God and study science?

**Oli:** As the great physicist Albert Einstein said, "The more I study science, the more I believe in God." And I think I'm a great example of this. I study Chemistry, but I also believe strongly in God.

**Josh:** I think yes provided that you understand that parts of the Bible disagree with science and that science often has more evidence behind it than the Bible. As a result, I think you should accept science over religion in most cases.



## Our Chaplain, Phil White, asks "How does faith affect my life - especially when things aren't going great? What about when life stinks?"

I'm sitting in a most beautiful spot overlooking Latimer House near Chesham. I'm listening to a song - 'You are good' - words describing God. And then the next song comes on - 'You have done great things'. But I'm angry with God at the moment!

My oldest son and his family are moving to Bath in a few weeks time - he's going to be a Vicar there. Both his sons have Cystic Fibrosis (CF) - a lung and digestive disease. They had been given places in a great primary school and yesterday had their taster day at the school - they both love it. But then last night they were told they can't go to the school because there is already a child at the school with CF. Children with CF can't go to a school if there's another child with CF there - the great danger is that the children cross-infect each other with lung infections - so it's

very dangerous. They were devastated.

We were really upset and devastated ourselves, and yet, the songs keep singing, 'You are good, You have done great things'. My faith reminds me that this is true. And I will continue to believe

and trust in that for my grandchildren.

My faith doesn't take the difficult times away - far from it! But I do take great comfort from believing that God is watching over me - and I'll go on trusting - even in the tough times.



Phil joined students cooking marshmallows on a Calm Wednesday recently.





**We recently had a visit by some Year 6 students from Waddesdon Village Primary School who sampled a science lesson with spectacular results! They wrote this report for us.**

Key Stage 2 were invited to Waddesdon Secondary School for a science experiment during STEM week. Every class learnt about the chemicals and properties in slime. We worked in pairs to test how much eye contact solution would result in making the stretchiest slime.

After we had a discussion, the science teacher, Mr Sampson, showed us how burning different chemicals could create coloured flames. To our surprise, Mr Sampson set his hands on fire too!

Thank you Waddesdon Secondary School for some enjoyable lessons.

# Burning Ambition



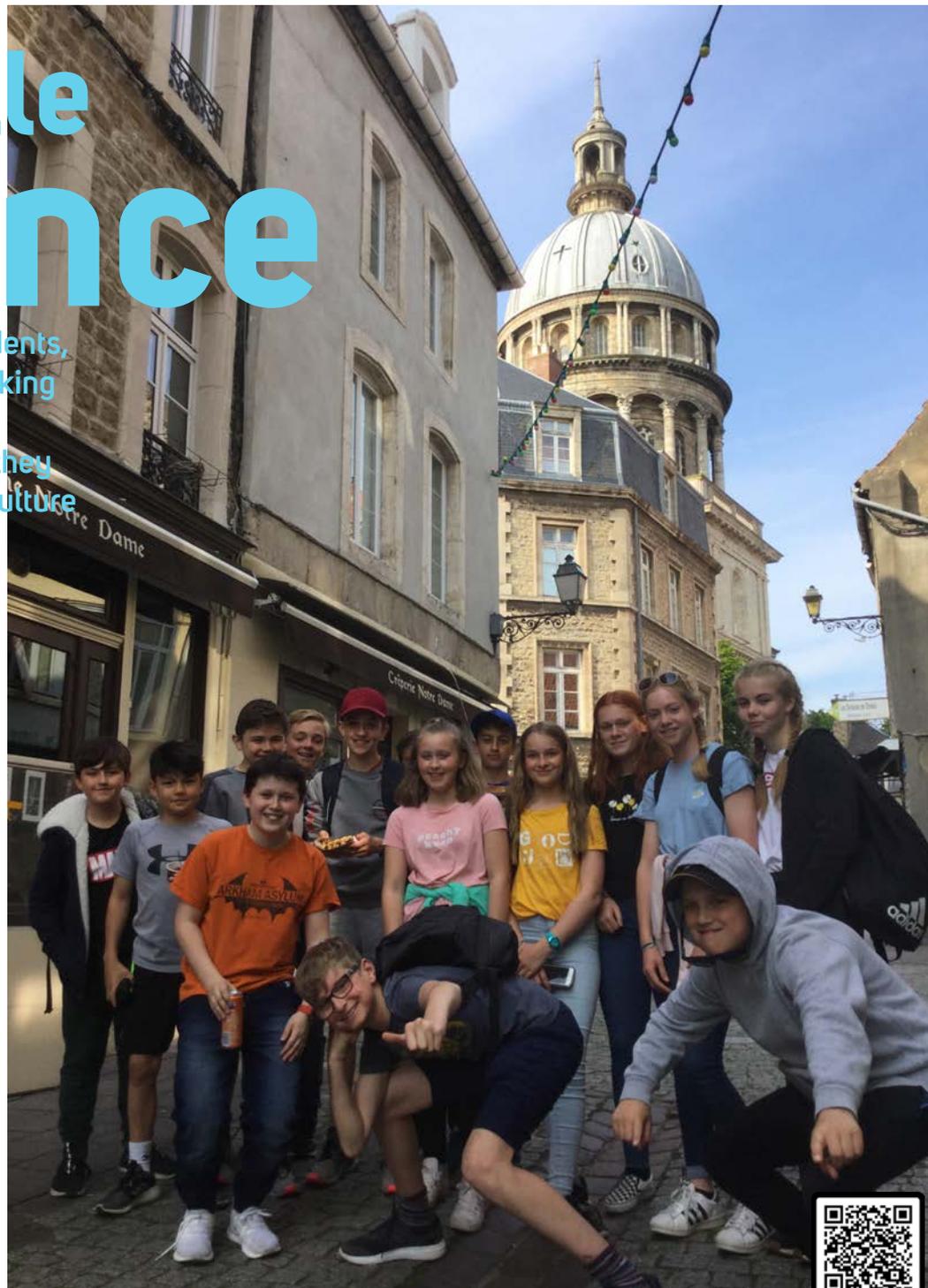
# La Belle France

**Our Year 8 French students, who are considering taking the subject for GCSE, travelled to France so they could experience the culture and practise speaking French.**

On Day 1, we lined up outside Waddesdon C of E School at 6.30 am ready to get on the coach to Dover. We talked, listened to music and enjoyed ourselves. Two and a half hours later, we arrived in Dover ready to board the ferry to Calais. After some lunch on the ferry, we arrived in the ferry port in Calais.

Next up, much to our (Turkish) delight, was a visit to a chocolate factory! We listened to a talk in French about different types of chocolate and how chocolate was made. Then, we visited a boulangerie (bakery) and were taught the French words for the ingredients used in bread making. We all had a scary moment when the boulanger threatened us with a rolling pin! After being chased out of the boulangerie by an angry man, we stopped off at a supermarché for some snacks. Finally, we got into the hotel and had a late night talking to friends and playing games.

On Day 2, firstly we visited



a snail farm. We were in the boiling French sun and we listened to a talk in French about how escargots (snails) are kept and bred in farms. We even got to try some! Then, we went into Boulogne-Sur-Mer. We visited Nausicaa - the biggest aquarium in Europe, a crêperie and a restaurant. In between looking at crocodiles in the aquarium and eating crêpes we somehow also managed

to visit the beach! After an extremely busy and frenetic day, we were very tired once we got back to the hotel, still managing to stay up late.

On Day 3, the final day, we woke up and drove for around an hour to experience sand sailing. The exhilarating ride you go through, and the rope burn, is so incredible. The high speeds and sharp

turns as you drift across the sand is a once in a lifetime opportunity. After that, we visited a supermarché for the last time.

Then, we drove to Calais to board a ferry back to Dover. Two and a half hours back to Waddesdon and we were reunited with our families. Overall, the Year 8 French trip was a great experience for everyone who went on it.

# Portobello Road

Recently the Year 10 and 12 Spanish students took a trip to Portobello Road in London to meet up with their Spanish counterparts. Ella, Eleanor and Jordan recount the day's events.



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On 29th June the Year 10 and 12 Spanish students took a trip to Portobello Road in London. The trip began at 8.30 at Aylesbury train station where we all met and were sorted into groups. We were all excited and nervous at the prospect of meeting lots of new people and speaking in a foreign language, but we were all ready to embrace their culture and their way of living.

We first got to Portobello Road, and met with the Galician students. Our main activity was led by the Sixth Form students

where we got into groups and completed an Alphabet Photo Challenge. The six groups wandered around the street working together to work through the challenge and getting to know each other simultaneously. All the students were engaging in this activity really well and were very excited. Afterwards, we had some free time to go around the food markets and try some amazing food from different cultures.

After the exciting activity with the Galician students, we made our way to the

Vincente Canada Blanch school where we were warmly welcomed. We were taken on a tour of the colourful Spanish school, visiting classrooms, sports areas and eventually the canteen where we had a typical day's lunch with the students and then soaked in the beautiful weather of the day, playing volleyball with the students. We engaged in conversations using English and Spanish interchangeably, and we also used our free time to talk about our different respective backgrounds, lifestyles and our plans

for the future, including higher education and where we wished to go.

Overall, it was a very interesting day and we all learned a lot about the Spanish culture and language. It was beneficial to be able to apply the skills we learn in our lessons to real life. Finally, we would just like to say a big thank you to Ms Coulter for organising the trip and to all the accompanying teachers who kept us safe and organised throughout the day. ¡Gracias!

**Don't Forget!** Our QR codes will take you to additional content that we can't fit into the magazine; online photo galleries, videos and extras. So give them a scan wherever you see them.



# Found in Translation

*Abi gives us an insight into how translation is a creative as well as a technical process, and we see the results on the left.*

**å leve- Arne Ruset**

*å leve  
er ikkje akkurat det lettaste som finst  
ikkje alltid vakre roser  
og fin musikk  
men sidan no  
dette orgelet likevel står her  
kan vi vel spele litt på det*

**to live**

*to live  
is not always as easy as flowing music,  
not always as beautiful as the roses  
or a charming symphony.  
but since  
life's instrument is within reach,  
let's play it while we can.*

**Some of our Sixth Formers have recently been exploring what draws them to foreign languages. Eleanor, Jordan and Ella tell us more.**

On Thursday 21st March the Year 12 and 13 Spanish and French students met with Charlotte Ryland, Oxford professor, and passionate advocate of Modern Foreign Languages. Charlotte is from Oxford University and is committed to promoting languages at school level and to widening participation at university level.

She is carrying out research relating to student motivation, so we gave her valuable

insight into what is needed in schools and talked about what makes us interested in studying languages for A Level. Charlotte teaches German, and had an interest in why we, as students of Spanish and French, chose those respective subjects. Our reasons varied from having an enjoyment of the subject and thinking the language was a 'beautiful way to communicate', to wanting to study these languages at a higher educational stage. We also explored how our own backgrounds and heritages influenced our decision to choose each subject, highlighting our appreciation for each new culture that we learned. As a result we

confirmed that some of us have decided that we would like to teach Languages and study them further.

The Stephen Spender Prize, a poetry translation competition, is directed by Charlotte Ryland with association with The Guardian and The Rothschilds. The competition involves translating a poem of your choice from any ancient or modern language poem into English and a written commentary of your translation (approach of translation poetry techniques). Although the deadline for this year has passed (12th July) this is an annual competition. For more information go to [www.stephen-spender.org](http://www.stephen-spender.org)

"I decided that I wanted to translate a poem from Norwegian as I have a personal fascination with the language, I think that it is beautiful and I have always wanted to learn it. I chose "Å leve" by Arne Ruset as I enjoyed the profound discussion on what it means to live.

I started my translation by translating each word literally, before changing it into phrases that make grammatical sense. I then looked at the main concept of the poem and looked at how I could maintain this concept within my translation. I ended up with multiple versions of the poem, some of which were closer to the original than others. I wanted my interpretation to discuss the original concept well and not just be a full translation, as the meaning was the most important part. I then discussed the poem with a teacher who spoke Norwegian, which allowed me to get an opinion from someone who knew the language more.

For my final interpretation, I decided to play on the metaphor of music and keep those similes within the piece, as it connected the poem more and emphasised the message of life not always being easy but being worth living. I made some changes from the original in order to make sure that it all made sense and the metaphors worked, such as changing the references to the organ and emphasising the imagery. I then added in punctuation to add caesura and emphasise the final point and change of tone within the poem, allowing the reader to stop and think. However, I kept the poem completely in lower case as I think it makes the poem more colloquial and intimate."

# Life Through a Lens

In partnership with Waddesdon Manor, the school recently launched a wildlife photography competition with the brief: "Right place, Right time".

Organiser Quinn of Year 9 reveals the winners below.



The competition was launched to promote interest towards the natural world and issues relating to preserving the natural beauty around us.

The turnout was more than we hoped for, with just under fifty amazing

photos centred around the natural world. But there could only be one winner: Jasper (Year 9) snapped a truly wonderful shot of a brimstone butterfly, dazed and drunk on sugar-coated paper, which I thought captured one side of the relationship

between human and nature.

The runners up included Charlie's (Year 9) pine cone, pitched on lichen against the background pine trees, and Hayley's (Year 7) 'Lady of the Manor' with a cool colour

blue and warm red of a ten-spotted ladybird.

We are looking to launch this competition again some time and hope more students will enter in the future. Thank you for all your entries. Quinn, Lewis and Callum.

## LADY OF THE MANOR



*Standing out*

# Seville Sunshine



## Year 9s and 10s visited beautiful Seville during the half term on a joint Spanish and Food trip. Dominic, Thomas, Matthew, and Safi report on their experiences.

In Seville we had many opportunities to practise our Spanish. We greeted each other by saying 'hola' and said 'por favor' and 'gracias' in the shops. We all got used to Miss saying 'grupos' when we needed to do a head count or 'vamos chicos' when it was time to set off. In particular, we had to understand the menus and order our tapas in our best Spanish accent. At the end of the meal, we asked for the bill by saying 'la cuenta'. We had to help those students who don't take Spanish to understand what was going on by translating sometimes.

Other examples of when we had to use the language included:

(1) When we went to the tapas restaurant we learnt the hard way the difference between 'tapa' and 'racion' – a tapa is a small dish and usually you have 2 per person. We,

on the other hand ordered raciones which were enormous portions – we still managed to eat it all though! ¡Era deliciosa!

(2) When the room key didn't work 'mi llave no funciona'. The receptionist was very patient with us!

(3) We used 'Sí, sí' and smiled a lot, even if we didn't have a clue what was being said to us! It seemed to work!

On the Food side of things, we had a fantastic opportunity to immerse ourselves in the 'al fresco' lifestyle and sample delicious tapas in pavement cafes. We visited different restaurants each evening and ordered some delicious

dishes. Our favourites were calamares and brochetas de pollo.

We also visited the Olé Cookery School to make some fantastic traditional Spanish dishes. We made a non-alcoholic sangría which is a mixture of chopped fruit, grape juice and fruit juice. We all enjoyed that. We also made patatas bravas made from diced fried potatoes and fiery tomato and garlic sauce. We learnt that if you remove the centre of the garlic clove it will not be as strong or upset your stomach.

Finally, we were so lucky to make a paella. This is a traditional dish which cooks in a huge paella pan. We all prepared the ingredients of rice, beans, garlic and tomatoes and we learnt how to season as we cooked and made such a delicious paella. Everyone enjoyed it. After we had prepared the food we sat and enjoyed it together.

On Friday we visited El Mercado de Emancipación and had a photo treasure hunt. It was colourful and vibrant, if not a little smelly! We had a competition to find the most expensive item of seafood, which was a fish which cost 44,000 Euros, and the item we would least like to buy, along with other questions.

We took on a supermarket challenge in Mercadona to buy a healthy, local picnic on a budget of 5 euros a head. It caused a few heated discussions but we got there in the end!

We took many photos of our happy memories, especially on our night photography expedition with Mr Scrivener which was really fine.

Finally, we would like to thank Ms Coulter, Mrs Watts and Mr Scrivener for taking us.

¡Lo pasamos bomba!

Mrs Watts caught up with Year 9's Josh and asked him about how he's bringing some of that Spanish flavour back to Waddesdon.

# A Taste of Spain

**You've made paella today. Can you explain why?**

I went on the School trip and we made paella in the Olé Cookery School. We are studying international cuisine at the moment so I decided to try and recreate the paella dish we made in Seville.

**How long have you been interested in cooking?**

Since my first food tech lesson with Miss Watts, when we made mini quiches. I've enjoyed cooking ever since.

**What is your favourite dish to cook and why?**

I don't really have one but I love to cook Spanish food because it's interesting and enjoyable to eat.

**Who is your favourite celebrity chef?**

Gordon Ramsey because he speaks the truth and is funny.

**Where do you source your recipes?**

Anywhere and everywhere. Mostly the internet.

**Do you cook at home?**

Yup! Every day.

**What makes you happy?**

I love visiting different places and experiencing their food and culture.



# Peak Performance

Waddesdon Year 8, 9 and 10 students jetted off to Jay Peak, Vermont, USA for a very memorable ski trip.

What a blast!

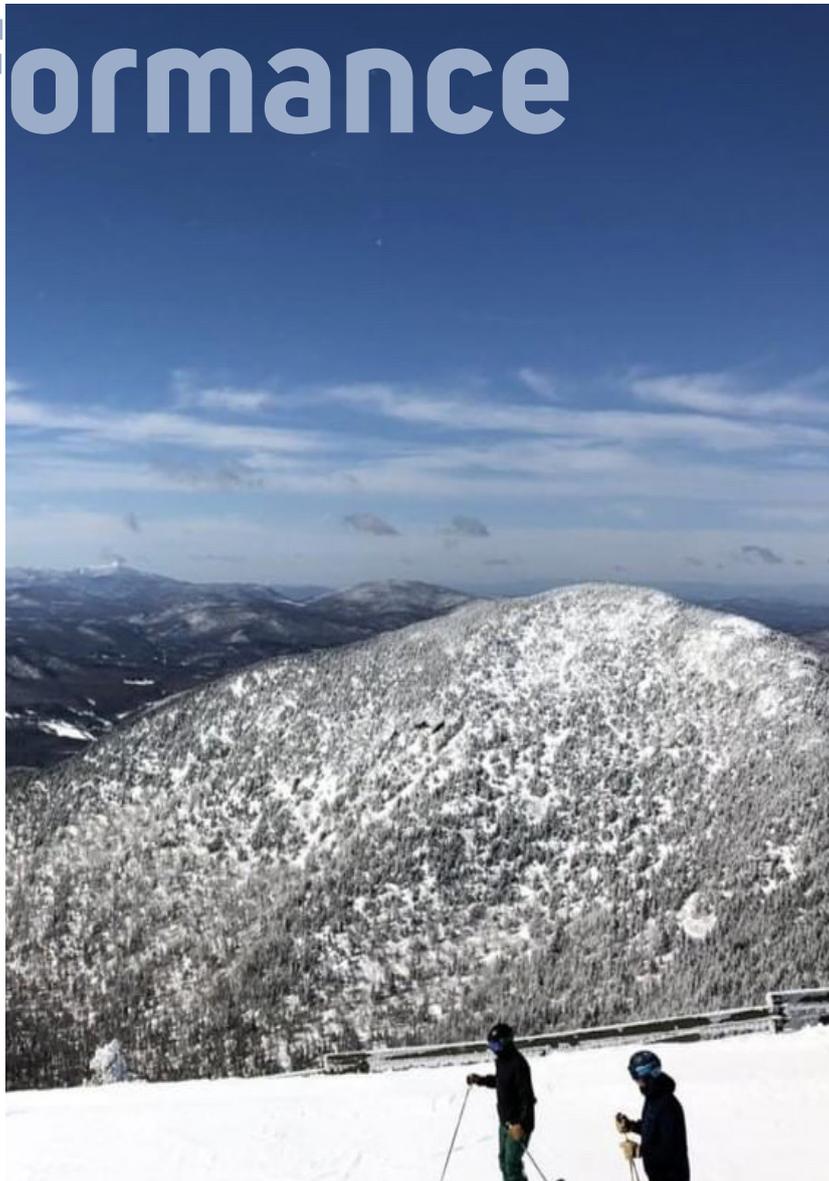
Being greeted by fresh powdered snow; battling the biting wind; loving the amazing snow. The entire trip suffused with a feeling of freedom and fun. Access to all areas, exhilarating ski runs and gentle to gigantic jumps.

But not just that: we had karaoke, rock climbing, a retro-gaming arcade and two evenings in the most amazing water park. On the return leg of the trip,

we were greeted by endless pizza and a day shopping in Boston. This was followed by whale watching, although they managed to stay hidden, so it was more like whale waiting... and then the flight home.

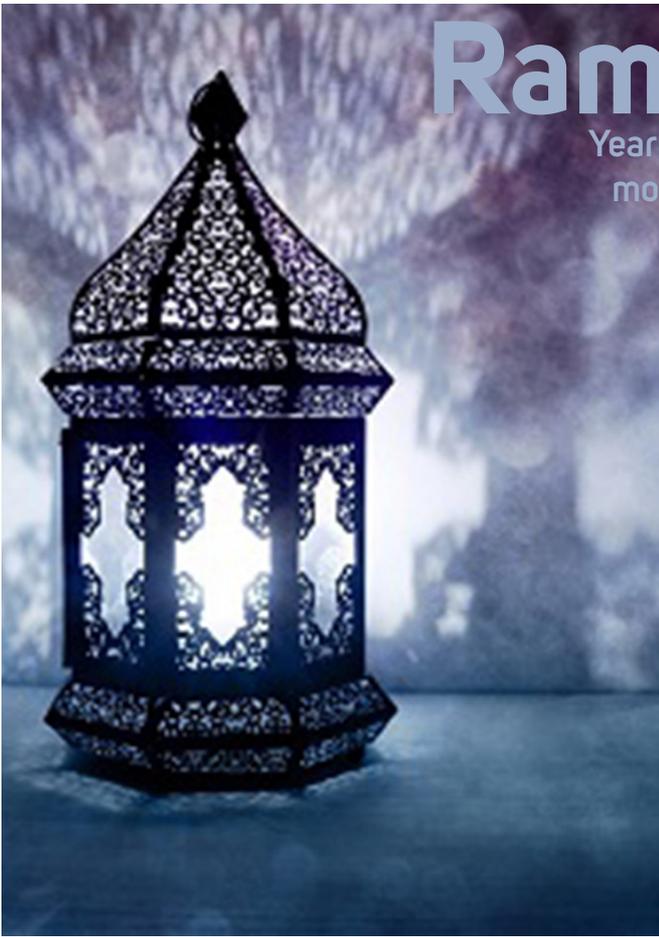
This was one of the best weeks of my life. I would give anything to go back again. I would like to thank the teachers that gave up their time, especially Mr Mac who organised this unforgettable trip.

Thank you.



# Ramadan and Eid

Year 10's Yusuf and Hashim tell us about two of the most important commitments of the Muslim faith.



Fasting during the month of Ramadan is one of the Five Pillars of Islam. The month is spent by Muslims fasting during daylight hours. You tend to fast 16-18 hours. During the first week of Ramadan you tend to eat less because you would fast most of the day, and you may suffer from a lack of water and food. However, if you go to sleep for a couple of hours during the day, when you wake up you will have more energy. If somebody has an illness or if you are pregnant then you don't have to fast.

Eid ul-Fitr is a festival celebrated by Muslims all around the world. The occasion marks the end of the Islamic holy month fasting of Ramadan. It is believed that Prophet Muhammad got the first revelation of the Holy Quran in this month. Eid is very important to me as it gives you time to get with your family and have a feast; its similar to Christmas in what we do. We get presents on Eid and we also read an Eid prayer on Eid day.



## You Gotta Have Faith...

**"We all know it's good to have faith in our lives. Are we willing to put in the work?" Year 12's Caspian encourages us to think about the role faith plays in our society.**

Faith is a difficult word to talk about with any kind of originality. Like many topics such as love, courage and discipline we all like to drown faith out as background noise. Yes, we all know it's good to have faith in our lives. Are we willing to put in the work? Probably not.

In an age of instant information and connection, why place any

values on something so apparently insubstantial? It's a good question and potentially one that has no answer, but in order to try we need to imagine a world without faith. On a major scale institutions would collapse. Why trust a government to govern us if we are not certain about their ability to do it? Money would lose all value because why give someone goods for paper if you do not trust someone else will give you goods for paper.

We all go to a Church of England school, and without faith and the institution of the church that it has created, we wouldn't be here; Waddesdon School wouldn't exist. Whether

we like it or not, all our lives are affected and run by systems and institutions of faith.

So if it's clear society and people need faith to function, then why is this word sometimes secularised and even mocked? For one of the oldest human social constructs ever, it sure doesn't appear to inspire the reverence it would seem to deserve. We all go through life, hoping people will have faith in our abilities, character and viewpoints before properly getting to know us. In other words, we have faith in people to have faith.

So maybe we should stop minimising and

ignoring the concept that has led to the rise and fall of empires, the genocides and salvations of millions, and instead reconsider what faith we have in our own lives, whether it is in ourselves, others or more abstract concepts of institutions, entities and religions.



**Recently we had our students leave the school for their whole school Activity Days. Year 8 headed off to Marlow for the annual Year 8 Camp.**

The students had been preparing for the trip for a while, practising putting up and packing down their tents, choosing activities and collecting cakes and biscuits to bring with them.

What we hadn't expected, was to be faced with torrential rainfall! Despite

the weather (which did eventually cheer up), everyone had a fantastic time. Mr Mac, had arrived early to set up the camp, and he made sure everything ran smoothly – so big thanks to him for all of his hard work.

Whilst we were there, we took part in lots of activities: the climbing wall, kayaking, canoeing, paddle boarding, bell boats, lazer tag, the giant swing and the leap of faith, which even some of the teachers managed to do. In the evening a local fish and chip shop delivered our dinner and

Mr Mac made everybody hot chocolate. It was such a great experience and all of us were challenged to push ourselves outside of our comfort zone and try something new.

**Year 8's Ashley takes up the story:**

This term Year 8 had an exciting opportunity to go camping together! When we arrived at the annual Year 8 Camp we had the exciting opportunity of setting up our individual tents. This task was made all the more difficult, however, due to rain pouring down upon us,

but I believe it taught us a crucial life skill that would help us.

Year 8 experienced a range of different activities from climbing to water sports. Paddle boarding was one of my favourites, even though we got really wet!!!

After rock climbing and paddle boarding, we moved onto canoeing. First of all we had to consider safety and worked together in pairs. We learnt a valuable lesson about teamwork playing a game called Divide and Conquer!



The next day we had another awesome day planned. First up we had bell boating which was another one of people's favourites because we had to work in a group to

paddle a boat and we did competitions against other teams which was really exciting.

After, we did the G-Swing. At first I was petrified by

the height we were swung from, but over time I got into it more and more. Eventually, it was really fun.

After this we had to sadly

pack up and get back on the coach. This was a really fun experience and even if it rains as much as it did for us, I can guarantee that the next year group to go will love it.



**The Year 9s travelled to Willen Lake in Milton Keynes for some water sport and treetop climbing action. Charlie tells us more about what they got up to.**

Willen Lake was brilliant. We got to go on the high ropes, wakeboarding, kayaking and more! It took about forty-five minutes to get there and

when we did the weather was miserable. However, throughout the day the sun came out from behind the cloud. One of the best highlights of the day was when some of us went shooting off into the water without the board. Another was when people were too over-confident on the lowest rope course and fell off! Though the water was cold, we all had a great time and would love to go again some time soon.



# Reflections on Art

It's been a busy time for our Year 12 artists with two visits to the galleries of London in two days. Toby and Louise tell us what they learned from the experience.

**Toby:** During our time in London, we went to the New Designers exhibition on Kings Cross Street. The exhibition lasts for two weeks, and you can discover new and innovative ideas that university students have come up with, and connect with and support more than 3,000 breakthrough talents and 100 new creative businesses – all under one roof. When we went, the final year students' work was available to see and it was amazing seeing all of the students coming up with different, innovative ideas to solve real-world problems such as one that I liked which was a prosthetic limb that was supposed to be cheap, comfortable and more practical for those who have need of one. I thought that the visit to this exhibition really helped with my current project that I am doing in my Graphic Design lessons.

**Louise:** On Thursday 4th July a group of Year 12 photography, graphic and art students visited

a variety of exhibitions and a new designs show where many universities showcased their students' graphic design work. We were inspired by the exhibited work, allowing us to develop and explore new techniques and ideas in our own work.

Firstly, we went to the Photographers Gallery on Oxford Street and I was particularly interested in the photographer Chiara Avagilano who photographed a mixture of portrait and landscape photographs. Her series of photographs, 'Val Paradiso', have been taken to portray her childhood memories and teenage adventures. Her use of contrast between colours and photographing on location stood out to me most as a portrait photographer.

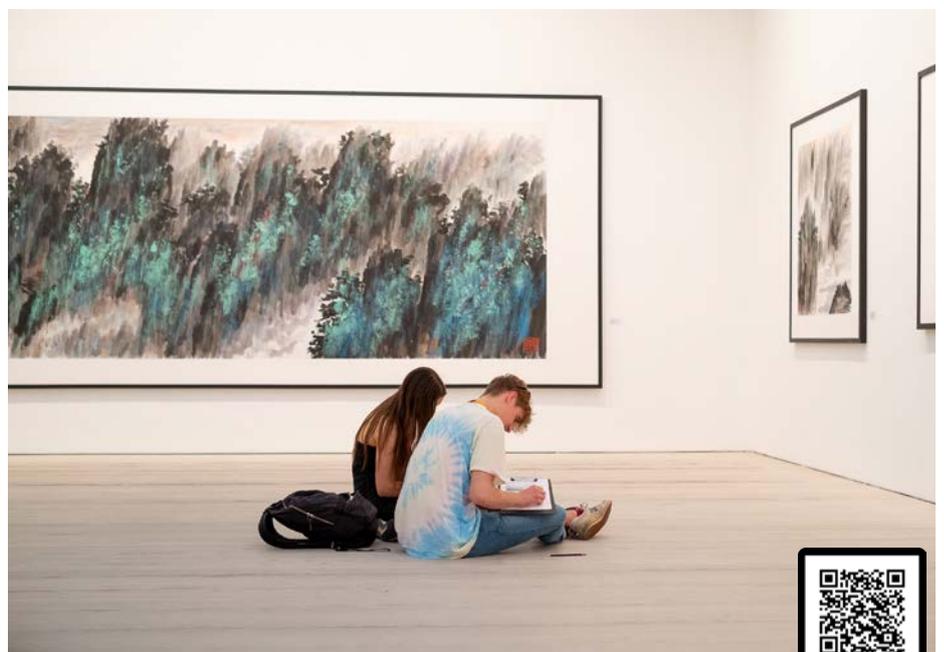
Afterwards we visited the Tate Modern which exhibited work created by different well known photographers and artists. Jenny Holzer's exhibition room was very popular among the group as her LED sculptures present statements that can provoke strong responses. The powerful meanings behind her work have encouraged me to think more about the psychological feelings I can evoke and the atmosphere I would

like to convey in my photographs.

On Friday 5th July we visited the Saatchi Gallery where upcoming artists can exhibit their work. We viewed the Chinese artist Mao Jianhua's series of art called 'THE SPIRIT OF THE VALLEY'. His simplistic work, made by traditional Chinese techniques, are paintings of mountains and stretches of water but are open to interpretation due to the nature of the

brushstrokes and minimal colours.

Our final exhibition of the trip was to the Royal Academy Summer Exhibition where different artists submit their work to be sold. The photographer Hannah Starkey's photograph 'PARIS MIRRORS' will influence my work as a photographer as I would like to explore peoples reflections and use props such as mirrors.





# Hot Topics

**The Sixth Form Debate Society went on tour to the very prestigious Union Society at the University of Oxford, to compete in the Debating Matters Championship against seven other schools. Demi and Oli took part in what was an exciting and unpredictable day.**

We started the morning in the school library to complete some final preparations; the feeling within the group was a mix of nerves and excitement. We were then given a pep talk by a number of members of staff, including Mr Abbott, Mr Tilly and Ms McIver (our biggest fan). On arrival at the Oxford Union, we were greeted by a welcome number of pastries and drinks. Nerves were rising as we prepared for our first debate of the day. The first debate motion was “Western Museums should repatriate

cultural artifacts”. Demi and Ellie argued for the motion with passion and were quick to reply to questions from the judges and audience, using examples such as the Elgin Marbles, which they argued truly belonged to the people of Greece. The debate was unpredictable, captivating and very close according to the judges, but unfortunately, we didn't quite win.

We then moved onto our second debate of the day. This was led by James and Cameron, arguing for the motion: “Tourism benefits the world”. This was a very exciting debate, with a lot of backwards and forwards between the teams and the audience. There were several tense moments, with the Chair having to step in. James and Cameron held their position and argued passionately for the economic

and cultural benefits of tourism, winning the debate, due to their ability to remain calm and clear in the face of the opposition.

After a quick lunch trip to McDonalds, the third debate was on! This was our most challenging debate, arguing against the motion that “Childhood vaccinations should be compulsory”. Freya and Kavithma made strong arguments against compulsory vaccinations, stating that certain vaccinations go against some deep-held religious and cultural beliefs, and arguing for freedom of choice. The debate was eye opening to both sides of the argument, with points being made that most would not consider at first glance. After a strong fight by Freya and Kav, the odds were stacked against us and unfortunately that meant we didn't make it to the final debate. However, we placed joint third overall.

Although they didn't get

the opportunity to debate the final motion about the threat populism poses to democracy, Oli and Josh were constantly raising questions to the opposition schools during the other three debates, in order to weaken our opponents' positions and help the Waddesdon side.

To conclude, our detailed research into the four motions ahead of the competition was a brilliant insight into real world issues and challenged us to think deeply about contemporary affairs. We also learned some very valuable lessons in the art of debating and what the judges were looking for in terms of the most successful arguments. So, whilst we didn't quite achieve what we were hoping for, we are no less enthusiastic about the importance of healthy debate; we are determined to learn from our experiences and come back to the competition next year, with more fire and, hopefully, more recruits!

# Simply the Fest!

**Waddfest returned this year, and it was bigger and better than ever. Year 8's Charlie performed, spectated and even won an award, so who better to tell us all about it.**

Waddfest 2019 was absolutely amazing! I had been looking forward to the big day ever since the auditions were announced. Harry, Franki, Harry and I decided to form a band and go for an audition. The audition didn't go perfectly, yet we were satisfied with our performance. The people watching and deciding who would perform at Waddfest (the Year 12 Btech students and Mr. Judson) were very supporting and encouraging.

When we found out that we would be able to perform at Waddfest we were extremely excited as well as nervous. All we wanted was to get practising and start making music! Each band or singer was assigned one of the Year 12 music students — who were involved in organizing the event — to be their mentor. The mentor practised with the bands at some breaks and lunchtimes and even after school. Our mentor was Year 12 music student Jacques. We arranged our band practices on a group chat and practised mostly at break and lunch but

sometimes after school. The song we were going to perform was Valerie by Amy Winehouse (shout out

to Skye for choosing the song! She is an amazing singer!) I think it suited my voice quite well and I just

loved singing it! Rehearsals were very productive but also great fun! You may be surprised at how much fun



photo: Holly

an evening in the music department can be with a hilarious Sixth Former and four Year 8s.

After countless rehearsals and practice at home, we were finally ready for the big day. During the school day we had a sound check on the awesome stage that had been set up and we could also see some of the stalls being put up for later that day. Thanks to Mr. Judson's friend, Jurrie, we had some awesome equipment that was provided for free and produced some quality sound.

At around 5.30 we already had people flooding in, which was really encouraging because as well as having a great crowd, all the money for the tickets has gone towards saving for a recording studio Mr. Judson would like to set up. I can't wait to use it!

Our band was to open Waddfest so I was quite nervous. However thanks to previous experience and lots of confidence boosting from

Jacques over the rehearsals, I was more excited to get up there, have a great time, and kick off what would be an amazing evening! Our performance went really well; I held back a little at the start due to a few nerves but they were soon washed away when I turned around to see Jacques absolutely going for it on bass!

I had a great evening chilling, having fun and listening to some AMAZING music. But my highlight would have to have been when Harry got absolutely splattered at the egg throwing stall and despite his best efforts to clean himself up, he still had egg on his face by the end of the evening.

At the very end, some awards were given out



photo: Ellie

and I was lucky enough to win 'best newcomer', having been in some extracurricular events such as the Big Gig. I was very pleased but, award or no award, each and every performance was outstanding! Overall,

Waddfest was a great event so thank you to the Year 12 music students, Mr. Judson, Miss Carr-Ruby, Miss Altass, Miss Turner and all the other students and staff involved in making it happen. I can't wait till next year.

**The spectacle of Waddfest gave a team of Year 12 photographers the perfect chance for a photo project. Some of their shots are on this page. Liberty takes us behind the scenes:**

"Waddfest contained a huge variety of stunning performances, which provided the Year 12s with an amazing opportunity to photograph a live event. As we moved between the two stages and the crowd we captured some beautiful moments, while we enjoyed the music and drama acts."

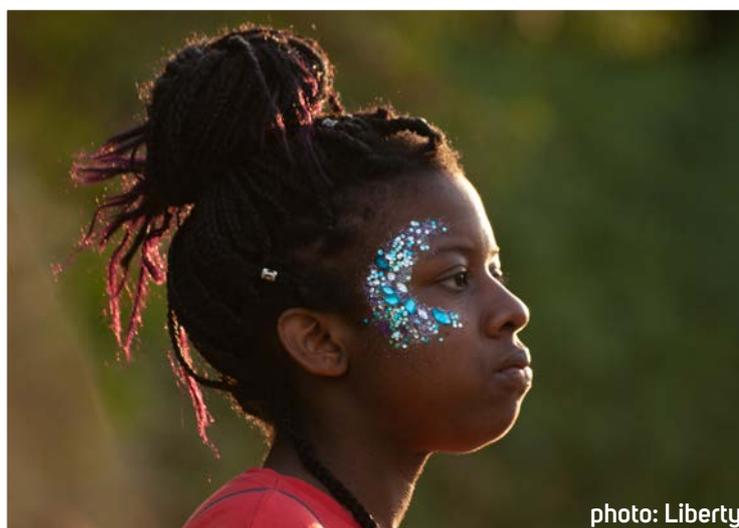


photo: Liberty

# Christian Ethos Group



**“I have been on the board of the Christian Ethos group for two years, and have helped plan how our school promotes our Christian values.”**

**Matthew from Year 10 tells us what goes on and reports back from the most recent meeting.**

This year’s Bible verse was John 15:5 which was discussed last year in a couple of meetings, with a great amount of help from Mr Dangana.

This helped lead onto an innovative idea of having an art competition, for which many people could make many different forms of artwork to help show what the verse means to them. Much of this was organised brilliantly by the younger students on the board. Also, in many

of our meetings we discussed what our personal interpretations of the verse meant. Many people saw it as a symbol of God being a strong, and life-giving vine, with us as humans being the branches; we are nourished by the main vine, which helps us

bear leaves and fruits, a symbol of the gifts God can give us. However, some of us also saw it as a symbol of the school community as a whole, with each of us benefiting and “growing off” others.

We have also done much work in helping organise the Holy Communion in the library, which is mainly under the organisation of our

new chaplain, Reverend Phil White of Broughton, who has been a new and intriguing figure at our meetings. Reverend White has also been involved in the Calm Wednesdays at lunchtime on Wednesday. We have discussed what a new Calm Wednesday on the school field could be like, and have trialled it for the first time. This has mainly come about due to the longing for an area where people can come to

focus on the natural world and mindfulness, as well as using a bonfire as a symbol of warmth and to an extent the Holy Spirit.

Reverend White has also hired a barge at Circus Field in Aylesbury, which we can use in the future for boat tours along the canal and a time of fellowship, faith and peace. Let’s see what next year can bring for the increase of Christian values around our school!



## Bank of England Visit



**“We were lucky enough to have a visit from a person working for The Bank of England, Teresa, who spoke to us about the important role of the Bank of England on a national and an international level.” Taiba, Zahida and Unber explain why it was so valuable to learn from somebody with an inside perspective on the organisation.**

Within our Finance and Economics groups we study the role of the Bank of England, particularly their role in keeping a check on the economy and other financial institutions in the UK after the financial crisis. We were lucky enough to have a visit from a person working for The Bank of England, Teresa, who spoke to us about the important

role of the Bank of England on a national and an international level. She went through how the bank works alongside the government on maintaining financial stability with its monetary policy - adjusting interest rates and keeping inflation at 2%. We were told that money in the UK is printed in Debden, which has high security at all times, and

that the future of money possibly lies in electric currency, although it would probably come into force in a couple of generations. Teresa told us that the Bank of England vault within the bank has gold stored, which is worth over 1 billion pounds!

Teresa also told us about how she graduated from the University of Cambridge and started working for The Bank of England after working

as a consultant. Having Teresa come and visit us at school was really useful, not only for the students studying Finance but also for the students who study Economics as it gave an insight into how the bank runs, its main purpose and its accountability to the UK public. We got to really know how The Bank of England works from an employee's perspective, something we obviously could only get from our visitor coming in.



## Business and Finance News

### Year 10 Trip to Cadbury World

**“Throughout the course of this year, Year 10 Business students have been studying the production processes, how products have been made. To broaden our knowledge of how products are produced through the production process, our Business teachers decided that it would be beneficial to learn this outside of the classroom, by visiting Cadbury World.” Lucy and Alex share the sweet information they discovered.**

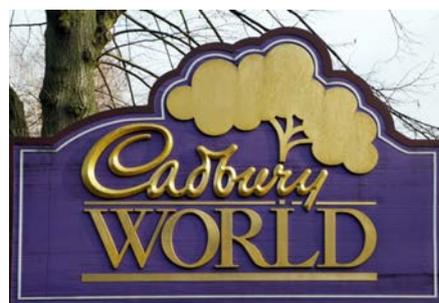
Once at Cadbury World, there were a number of activities we got to do, including writing our name in chocolate and learning about how our favourite confectionery is produced through the production process. We discovered the origins of the cocoa bean, we also got the chance to jump

on board the Cadabra ride.

We had a talk about how Cadbury's business was first introduced, the changes to their packaging over the years, and why Cadbury is always looking at their market and changing their products, for example introducing a new reduced

sugar chocolate in 2019. The talk also looked at their strong branding techniques: they are well known for their curly 'C' and the colour purple and some extension strategies e.g. white chocolate Crème Egg and Freddo's adventures.

Overall, it was a very enjoyable trip and we gained a lot of knowledge about Cadbury's as a business and what it takes to run a mega brand.



**Students and staff came together on Friday for a record-breaking Sports Day. Mr Kennedy sums up an amazing day.**

Friday 12th July 2019 will be a day that will be known as the day when the most records fell during Sports Day.

The conditions were perfect. The field had been carefully monitored to ensure that the severe cracking and soil erosion

did not repeat from the previous year. There was a good degree of cloud cover and a warm wind swept around the track making it an ideal day for

athletics. The students were in high spirits and, akin to London 2012 magical moments and that momentous 'Super Saturday', Waddesdon School did indeed have its own 'Fantastic Friday'.

For the athletes, many competing had savoured success at the recent District Athletics competition, where the school finished 3rd overall out of 13 schools and the Year 7 boys won their own year group event. There were other notable successes of various podium finishes and even a district record was achieved by our athletes.

This added to the occasion and set the scene, knowing that if the athletes repeated their performance then they could indeed not only win the event for their form





The long jump pit was a hotbed of competition, with athletes propelling themselves down the runway and hitting the board, attempting to fly through the air or float if performing the technical triple jump. In Year 8 another record fell in the triple jump with Luca adding 2 metres to the record and almost eclipsing the current Year 9 record.

Shot put and javelin also saw new records being set as the momentum and belief of the day was felt by all athletes.

The event which had the biggest change was the blue ribbon event of the 100m. Conditions were perfect, the track was firm, the weather was

warm with sunny intervals and there was a slight but definitely legal tail wind which allowed the athletes to be fleet of foot and carry themselves off into the record books.

The total number of records set on the day was 26. The oldest record to fall was the year 9 girls 100 m time, which has stood since 1981.

The biggest congratulations go to all the students as they supported all athletes at all times and took great pride and interest to see who had achieved what; ranging from finishing an event, especially if they found it challenging, to making a piece of Waddesdon history.

but also capture a place in infamy by setting maybe not just a sports day, but potentially a school record also.

At the start of the event, competitors and supporters took their places down the 100m track and set themselves up for the visual feast of track and field. The event kicked off with the 1500m, a test of not only physical fitness but of mental resilience, as mind and body are put to the test. With each lap, the spectators cheered round those in their form or going for a record or those in need of support if they began to tire.

Where previously boys ran 400m, now boys in years 7 - 9 to run 300m, to bring

themselves into line with English Schools Athletics rulings. This is a maximal sprint event where the students have to try and resist the onset of any lactic acid over the closing stages. In the girls 300m Year 8's Isabella added a sports day record to her school record and also the district record effectively creating a Waddesdon triple crown.

The field events allowed athletes to soar over the bar in the high jump. On speaking to a few athletes, they took great pride in achieving a PB, begging the bar to go higher still as they strained every sinew to extend this further. A very admirable 1 m 60 cm was achieved by the Christian in Year 10.



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