



*Yes*  
WE CAN

Summer 2021



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WADDES DON

*Voice*  
magazine



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## About the cover

This term's cover shows Year 9's Jude about to unleash the javelin at our Sports Day. You can read more about how our sportsmen and women got on on pages 14 and 15. Also, see if you can spot a bonus appearance from Jude somewhere else in the magazine!



## From the Headteacher

The inspiration for this edition of the Voice is partly derived from an advertising campaign for the Rio Paralympics in 2016. Sammy Davis Junior's *Yes, I can* formed the toe-tapping backing track to an advert on Channel 4 celebrating positivity and achievement. Featuring people from a range of backgrounds performing musical and physical feats, its central message was one of pro-activity with a focus on potential and ability, rather than dis-ability.

This bumper edition of the Voice carries the same joyful celebration of the achievements of our students this summer term, despite the challenges and barriers that we have all faced.

It showcases the work of our Year 9 Graphic

Designers who were engaged in a national project on promoting the Paralympics, and our students' leadership skills in areas as varied as: community cohesion, environmental activism, tackling sexism, PE leadership and supporting younger students in their mental health needs.

You will also enjoy the profusion of creativity expressed through the Musical Showcase, Art, Food and images from our alternative Waddfest.

To close my thoughts for this term, I find myself returning to the Bible verse which I was passed at the beginning of the year from a long-time friend of the school, Revd. Jacqueline Dove:

**"Let us not become weary in doing good, for at the proper time**



Matthew Abbott

**we will reap a harvest if we do not give up."**  
*Galatians, 6:9.*

This edition of the Voice in some small way celebrates the harvest from this year, the fruits of not giving up; it also is an expression of the immense amount of good work and steadfast commitment to our values across our school community. Thank you to everyone who has helped make this happen. *Yes, you did.*



From the Rio Paralympics ad campaign



A group of Year 12s have been finding out about looking after their mental health, in preparation for taking on the role of Peer Supporters, being there to talk and to listen to their fellow students about mental health issues.

## IT'S GOOD TO TALK

The Peer Education Project is a secondary school-based, educational programme that aims to give young people the skills and knowledge they need to safeguard their mental health, and that of their peers.

Year 12 Peer Supporters have been involved in a training programme on a Wednesday afternoon. Due to Covid restrictions, we have not been able to see younger students for peer support, so we have spent the time learning about mental health.

The skills and knowledge we have gained will be put to good use in September when we will deliver a five-week lesson block on mental health to all of Year 7.

We have enjoyed the training sessions and look forward to the lessons in September and although we are all a little bit nervous at this stage, we all understand the important role we have in highlighting mental health awareness in school.

Here are a few quotes from the peer educators:

"making mental health a priority"

"we focus on teaching you how to maintain a healthy mental state but overall we are here to listen to you"

"we help younger years understand and cope with mental health"

"sometimes, everyone needs a bit of support in life. Don't be afraid to ask!"

"it's a great opportunity for younger students to learn from older role models."







This term we have a special guest column written by the Vicar of St Michael and All Angels Church in Waddesdon, Rev Caroline Wainman. She asks us to think about how happiness is a matter of the right **Be**-attitude.

## From the Vicar

If I asked you to tell me what makes you happy, what would your answer be? Would it be something like “happiness is seeing England score the winning penalty in the Euros” or “going on holiday to the Maldives” or “being the most popular person in the school”?

Of course, we all want to be happy and hopefully it will not surprise you to find out that God wants us to be happy too. However, what Jesus said about happiness was maybe quite different from what you might expect. We might think that having lots of money, having a smart car or being well-liked by everyone is what makes us happy – but that is not what Jesus said.

One day Jesus went up onto the side of a mountain, gathered all his disciples around him and taught them all about happiness. This list of blessings known as “the beatitudes” can be found in Matthew’s Gospel (Matthew 5:1-12). He said things like:

**Be** happy when you feel down in the dumps, because the kingdom of heaven is yours

**Be** happy when you have lost what is most dear to you, because it is then that you feel the love of God

**Be** happy with what you have because then you will find that God has given you all that you need

**Be** happy when you are

hungry because you’ll realise that God is the only one who can satisfy

**Be** happy when you are caring for others because it is in the caring of others that you will discover that God cares for you too

**Be** happy when you keep the peace all around you and get along with each other because then you will know the peace that comes from being a part of the family of God.

Happiness is not a feeling that is brought about by the things that happen to us or the material possessions that we have. It is an attitude that we have in our hearts of thankfulness that God is on our side and always wants the best for us.

## Quinn when you’re winning

Some of our athletes recently competed in the School Championships, with the potential reward of selection to represent the county at a future athletics event.

Waddesdon sent a select squad knowing the competition was going to be fierce. We’re pleased to say that the students achieved the following results:

### Year 9

Robert Charlton - 2nd place 800m (in a time of 2:13 beating the school

record of 2.21 which has stood since 1984)  
Max Sato 3rd place 200m and 3rd place in the long jump

### Year 10

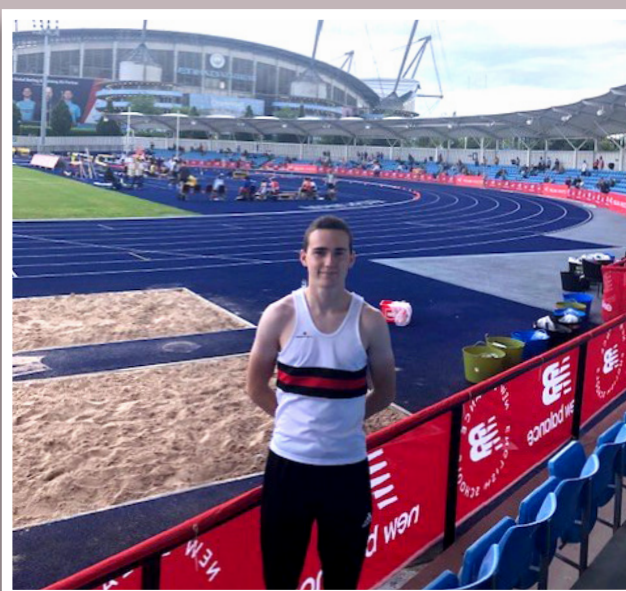
Bella Richards - 3rd Place 200m (in a time of 26.9 beating the school record of 27.8)  
Luca Toth - 2nd place in Long and triple jump and 3rd place in 200m

### Year 11

Quinn Bartlett - 1st place in Long jump, 2nd place in 200m and 3rd place in 100m”

From this Quinn was selected to represent Buckinghamshire at the

English Schools National Finals in Manchester.



A group of our Year 12s have been on a leadership skills course, and they have been telling us how much they have enjoyed using what they learned to run sports festivals for children.

## Leaders in the Field

Every year, the Year 12 students have the option of signing up for a leadership course called the C.S.L.A. This stands for Community Sports Leader Award and is designed to encourage and train young people to feel confident when leading others, mainly in a sports situation. The skills are transferable though and will help anyone feel more confident when standing up in front of others at school and beyond. The C.S.L.A. students train every Wednesday during lesson 5 with the support of Mrs Cook.

Not surprisingly, this year has been affected by the pandemic and some early festivals have been held at our link Primary schools rather than here at Waddesdon. Local Primary schools that have taken part this

year include Ickford, Quainton, Brill, Long Crendon and Oakley. The Year 12s however have been able to lead some face to face festivals this term and have simply been outstanding. These comments are from the leaders on their experience of leading their first festivals this year. Hopefully, you will be tempted to sign up when you are in Year 12!

I felt confident using the leader skills I had learnt through the sports leader sessions in leading the primary school students in their netball tournament. I really enjoyed being part of their experience and making it memorable for them and felt it was good fun for both myself and the primary school students. I think the tournament was very successful because

everyone was able to work well together and apply what we had learnt about leading as a team to the tournament  
**Sophie**

Feels amazing to lead as a role model for younger

people in sport and to inspire the next generation  
**Emily**

The Year 6’s at the sports festival were all involved; it was great to see all the individual talent  
**Opeoluwa**





# SHOW *Time*

After lockdowns and delays, at last we had the opportunity to enjoy our Musical Showcase and to be blown away by the talent, skill and hard work of our performers and musicians. Year 8's Elsie and Year 12's Hannah, who both took part, tell us more.



The Musical Showcase has helped me learn many new skills. It all started in July 2020 when we were in lockdown and working from home. There was an assembly to watch, explaining what was going to happen with the show this year and how it would work.

I remember Miss Turner saying that it was going to happen no matter what and she was absolutely determined to make it happen. So I sent in an audition just like everyone else and was thrilled to find out I was going to be a part of it. My friend and I were so excited to be a part of the Showcase.

Our year group were doing Matilda, so we learnt the songs and dances and recorded them before the Christmas holidays. I loved seeing how the lighting and camera work was done. It was odd performing to the camera and not a live audience but at the same time, you could just take your time with it and do a retake if you made a mistake. It was nice to see all the other years' performances and what they had worked on; everyone had done such an amazing job. A big thank you to all of the staff who have helped put this show together. It was fantastic.



This year's Showcase was a new experience for us all, but given the circumstances, all year groups still managed to create something magical. Although Covid sadly took away last year's November show, it forced the Performing Arts team to think more creatively and innovatively. We overcame plenty of obstacles (like year group bubbles and the lack of audience) on our journey to creating a medley of songs from everyone's favourite musicals and proudly presenting it as an online showcase for viewers to enjoy at home. My personal experience, as a part of the Showcase, involved a variety

of skills and different roles within the different songs. For example, in 'The Flight of the Blue Fly', the Sixth Form musicians had to play the accompaniment to the song. I was playing piano and singing, and there was also a clarinetist, a guitarist, a violinist and a percussionist. Although this was difficult, the finished outcome of this number brought a new dimension to the Showcase with a sense of self-made music.

As well as all the practice that had gone into successfully acting and communicating our characters to the camera, we also spent time perfecting the songs vocally and visually, through dance routines and harmonies, all with the help of Miss Churchill and Mr Judson. For 'Run Away With Me', one of the Sixth Form solos

(sung by Leon), I choreographed and staged a dance routine that intertwined with Leon's vocal solo, to tell a story of the characters' relationship and the journey they had been on.

Overall, with creative direction from Miss Turner and Mrs Osborne, and a huge thanks to Mr Scrivener, we managed to create a fresh, yet successful way of showcasing the abundance of talent that we have here at Waddesdon.





# HOT Shots!

Our Year 10 photographers travelled to Oxford to be inspired among the spires. Lola, Alfie, Daisy and Mac sum up their day.

On 9th June, Year 10 GCSE Photography students went on a trip to Oxford, with the aim of coming back with 4 photoshoots, and I think I can speak for everyone when I say it was very successful!

We went to multiple locations, including the Bridge of Sighs, the Covered Market, Westgate Shopping Centre, and walked the streets of Oxford.

Fortunately, we were very lucky with the weather and it was great to get out and about on location after so long being in lockdown and with so many COVID restrictions. All in all, it was an excellent day!



# A BOT'S LIFE

Should robots and AI have the same rights that people have? Year 12's Em recently considered this in an essay for a competition, for which she was shortlisted for a national prize. She explains the background to her work here, and you can scan the QR code to read her essay in full.



I decided to take part in the NCH essay competition to further develop my essay writing skills and to have the chance to research an interesting and engaging topic. The title I chose to evaluate was "Should robots have rights? Why or why not?" I was particularly drawn to the relevance of this question in a world where technology is developing faster than ever, and we are generating more and more questions about human rights and personhood. In my essay, I chose to focus on the different views of philosophers on what makes us human, how this links to robots and AI and whether or not

the issues surrounding robot rights are even relevant at all, or just a distraction from the more uncomfortable discussion about human rights, more specifically how they are still denied to minority groups in society.

As this was a relatively new topic to me, I decided to spend time first researching the topic, making notes of my references and allowing me to explore more deeply philosophers I had learnt about in my A level, as well as learn about new philosophers and scientists who are important in the discussion around the human condition. I used a detailed plan and notes

to write the essay and I enjoyed the chance to write a longer essay than I was used to writing, as I was able to engage more deeply with what I was writing about. The word count also enabled me to have enough relevant content to give a rounded view of the topic and establish an argument surrounding the question.

I really valued the opportunity to write this essay, as it was both an enjoyable experience and also helped me academically, as it strengthened my writing ability and style. I was also able to develop my independent research skills, as, unlike my school essays, I had to find out

the information out myself and conduct my own research, making sure my sources were both varied and reliable. I was very grateful for this opportunity and to be shortlisted for the competition and I have definitely enjoyed learning more about AI technologies and considering how science and ethics interact in our society.

*Note  
Em's essay was shortlisted out of 6,000 essay entries which was a great achievement. As the judges said, they were very impressed with the extremely high standard of the essay.*



# You're ~~Fired!~~ fried

Our students in Year 9 Food have been getting ready to take part in The Apprentice, creating dishes suitable for sale in a supermarket as ready meals. Next, they'll make a sales pitch before a panel of food experts (teachers!) to see who's the icing on the cake, and who gets the chop.



I loved doing The Apprentice because it showed how good I was at cooking and how challenging some of my recipes were. It was more fun because you could show your classmates and teacher what you could do in one hour. Can we cook? Yes we can!

**Paige**

Due to COVID-19 the Food Tech room hasn't been the easiest place to work in practicals. We haven't had the chance to cook as much and that's challenged our skills. Luckily for us, we got back in time to do The Apprentice! This was the highlight of my year as it gave us the freedom and choice to

do whatever recipes we wanted! I enjoyed the element of independence and I chose to try creating a dish that took a long time to challenge myself. Fortunately I triumphed and it came out really tasty and even better than I'd planned!

**Khaya**

This term in Food Tech we did The Apprentice. We got to design a range of meals to be sold in a supermarket. My favourite thing about it was the freedom we got. I chose to make Italian-themed food. My favourite dish was tiramisu. This is because I got to eat it while I watched the football. It was delicious. I proved to myself that I can cook!

**Henry**

For the past three weeks, we've been doing a challenge in Food Tech called The Apprentice. My theme is tropical foods as I wanted to incorporate lots of fruits and spices. The First week, I made tropical rice. That may sound boring but it included pomegranate, mango, pineapple, coconut and a pineapple bowl (real)! For the second week, I made a jerk chicken salad, experimenting with flavour and texture. I used a chunky mango salsa and jerk chicken with chilli and some refreshing salad leaves. The third week came, and I decided to do a dessert. I made passion fruit meringue tartlets. Overall, I have really enjoyed the freedom and creativity of this challenge.

**Leola**

Even throughout a challenging year, we got to experience and push ourselves by doing the really enjoyable Apprentice. It has been very hard to cook during Covid, meaning we couldn't experiment and make many dishes; however, The Apprentice allowed us to be creative and gave us the freedom to choose

and cook our own dishes. It requires us to make three dishes of our choice from a country of our choice. Although it was challenging, it was a really fun experience!

**Hannah**

This term in Food Tech we all took part in a project – The Apprentice. Over the course of 3 weeks, we planned and researched 3 dishes to make that are somehow all linked. I chose to make 3 Italian

dishes because it's my favourite type of food. I enjoyed the freedom and the opportunity to make what I wanted.

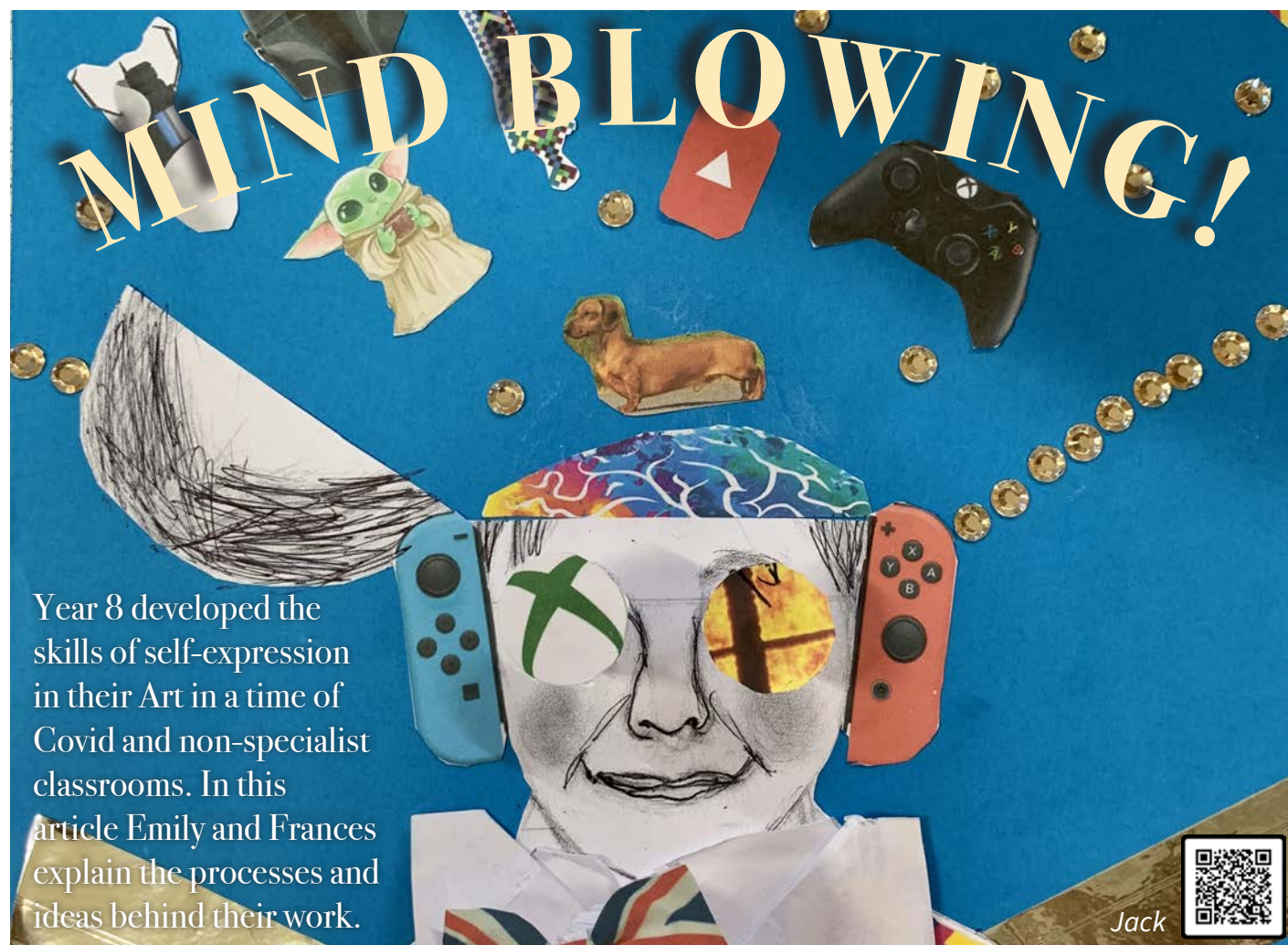
**Ella**

I have enjoyed cooking in The Apprentice and having the freedom to choose what I want to do, and having responsibility to bring in my ingredients and my own recipe.

**Finn**







Year 8 developed the skills of self-expression in their Art in a time of Covid and non-specialist classrooms. In this article Emily and Frances explain the processes and ideas behind their work.

#### First the detailed self-portrait in graphite

In Art we started looking at different emotions and facial features. We were taught how to draw portraits, using grids and different shading techniques. After practicing to draw the facial features, we took a picture of ourselves, printed it off and took it to class. We drew a grid over our printed picture and our sketchbook page lightly so it could be rubbed out later on. We spent three lessons drawing ourselves in our sketchbook, using the printed picture to help, and detailing each feature carefully.

#### Then the collaging to add self-expression

Later on, our teacher photocopied our drawing

and printed off two copies to use in our collages. We spent a lesson coming up with ideas to showcase hobbies, world events, etc. using different pictures and drawings in our collages. We collected printed pictures such as backgrounds and icons and brought them to the lesson. Using our imagination and creativity, we cut out and stuck down different drawings and pictures of many different ideas unique to everyone. By the end, we had art pieces showing a variety of ideas from everyone, each a different style from another.

#### What they were about

The topics for our portraits ranged from things we liked, to things we wanted to express. Some of them were about world events

and some were about current trends. Some of the collages were bright and colourful, while others sensible and serious. Many were designed to make the viewer smile and feel the emotion the artist wanted to portray.

#### What we learned

As well learning how to express our emotions

through art, we learned about portraiture and collages. This helped us to draw these portraits in a realistic and accurate way. The collaging helped us with the design and construction of the piece, and became the building blocks on which we learned to express ourselves through art.



Alex



#### Our Year 7 English students trod the boards on a Shakespeare workshop. Drama ensued!

Year 7 students were treated to a workshop from West End in Schools - a theatre company with trained actors, drawn from the world of London's West End theatre. This Olivier Award-winning company brings industry professionals into schools for exciting and accessible workshops.

The workshops provided an inspiring opportunity for Year 7 students to engage with Shakespeare's A Midsummer Night's Dream through a variety of drama activities. This included character role play and explorations of character status, motivation, and relationships. The workshop began with an Elizabethan jig-style dance which got everyone (including the teachers!)

energised and ready to take part.

Tatum, a Year 7 student who loves drama lessons, said: "It was really fun and gave us a great understanding of the story." Her classmate Freya added: "I liked that we all stood in a big circle, and you could interact with others. I enjoyed the dancing."

Izzy, who enjoyed the final workshop of the day, also praised the opportunity to "interact with the text" in a different manner, as did Fifo, who said: "I thought it was fun, as you could be really creative in acting. It was freeing." Their classmate Courtney added: "I liked the opportunity to act in a new environment."

Summing up her experience of the day, Ella from Year 7 explained: "I liked it because I'm an actor, so it was within my

comfort zone, but different. We had to recreate scenes, which was enjoyable."







Sports Day returned this year after a break due to lockdown last summer. This time the format was a little different, but the competition and record-breaking were as intense as ever.

Summer is the time for watching Wimbledon, indulging in strawberries and cream and, more importantly, getting ready for Waddesdon Sports Day. All season, students have been learning and developing their skills in athletics. Some of the performances recorded by staff were good enough to claim a school record, with

the oldest record falling from 1984.

Now preparations were complete, and the moment had arrived. Over the course of two days a group of fantastic sports leaders undertook the task of supporting the PE team to run Sports Day. Each individual year group was allocated a slot, teams were picked, and students were ready to do battle against the tape measure, stopwatch, and each other as they strove to achieve their personal best in the hope of contributing points to their tutor group.

The weather was kind and Day 1 began with field events. In a break from

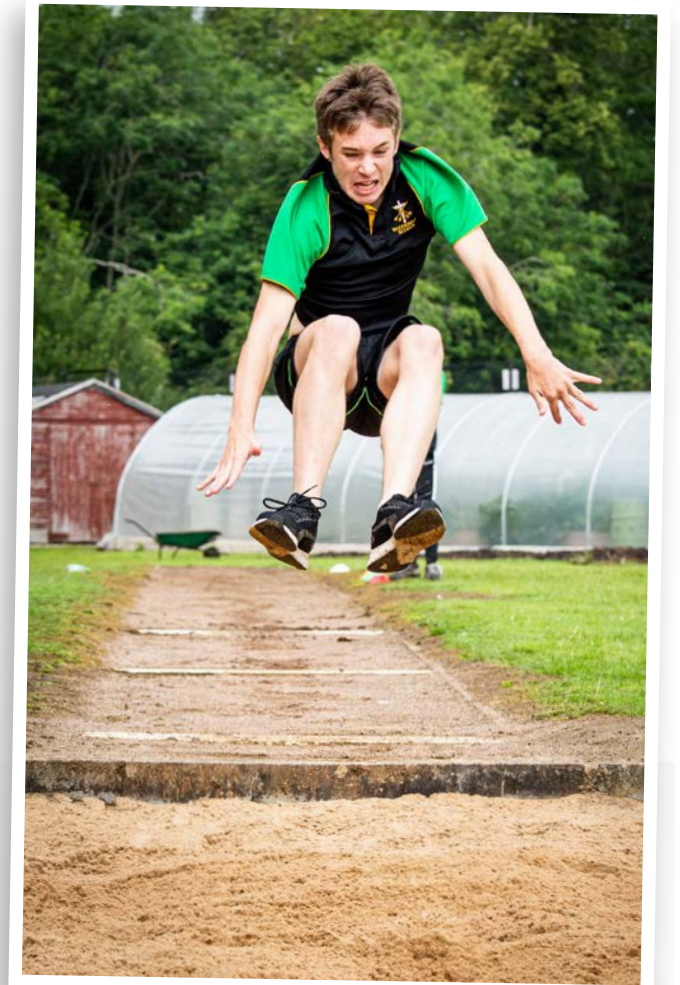


tradition, we allowed some Year 10 GCSE students to guest in various events, and while they did not score points for their form, they were given the opportunity to break records and some of these crumbled.

There were some notable performances for a variety of reasons, ranging from representing the form in the absence of others, persevering around the track when things became challenging, and triumphing over the field. All the students

who competed should be congratulated as participation is the key to success. Yet the greatest success perhaps belonged to the crowd as they cheered, clapped and supported their team mates and friends around the track.

A wonderful end to the sporting calendar, which was enjoyed by all and worthy of the phrase, "Just keep going. Everybody gets better if they keep at it!!" - Ted Williams.





# RACE TO THE TOP

We've recently had several meetings of our "We Need To Talk About Racism" group. Year 12's Savannah tells us more about who the group are and what they and the school hope to achieve together.

Due to the wide-reaching impacts of racism in society, our school has established a group called 'We Need to Talk About Racism'. This group's main aim is to ensure that Waddesdon becomes an anti-racist school; one that celebrates students' and staff's diversity and cultures, rather than ignoring them. We believe that by spreading awareness on how common racism is and the effect it has on individuals in the school, we, as a school, can take a step forward in not only claiming that we are anti-racist in our policies, but actively campaigning and putting in the effort to make a difference.

In our latest meeting on 1st July, our group was able to meet with a handful of Year 7s and 8s, so that

we could effectively plan Waddesdon's future steps to being an all-inclusive anti-racist school. Some activities discussed included having a culture day where we, as students, can learn about different countries' traditional foods, dress and activities. As well as a culture day, our group is looking into further educating our fellow students on the personal experiences that children their age can have of racism and the later consequences of it. This will take place in planned CP lessons in a way that the whole Waddesdon community can relate to and understand. In addition to the CP lessons, we also want to touch on the issues surrounding the pronunciation of students' names. More importantly, the time that we should all take to learn each other's

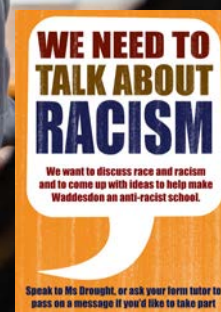
names, no matter how difficult they may seem to be, because at the end of the day, that's part of someone's identity; it's who they are.

So overall our 'We Need to Talk About Racism' group is all about making sure that everyone in the school is aware of both racism as a whole, and the different ways they can build up the courage to stop racist behaviour in and outside of the school. In addition

to this, our group wants everyone to feel safe and included in the school environment.

On a side note, we would be happy for anyone else to join our group, especially students from the younger year groups, as we would love to know what your thoughts are and the different things you could do to contribute.

Thanks for reading and have a great day.



# Diamonds are for TREVOR

...or "The Travels and Tales of Trevor the Toad" by Year 8's Timmy. Timmy has been helping out in the school garden, and recently he made a fascinating and rather slimy discovery!



A few months ago, I started helping Mrs Lamb in the school garden. I started by sowing some sunflower, foxglove and potentilla seeds and two patches of wildflower seeds. I have trimmed the hedge and planted out the young sunflowers.

One of my jobs was to help manage the compost bins. One day when I went to the compost bins and lifted the carpet, I discovered a squatter!!! He was sort of a greenish brown and he had a wonderful spotted belly, along with a plethora of lumps and bumps all along his back. As he sat there in that glorious state, he seemed as though he had commandeered the compost bin, thinking that the world was his to own.

When Mrs Lamb and

I went over to the sunflowers the next day, they had been badly chewed by the slugs, so I had an idea: we would move Trevor over to the sunflowers so he could eat the slugs and then it would be a win win for me and Trevor.

The next time we went to check on the compost bin, who could we see? It was none other than Trevor the toad, and in the exact same compost bin we had originally found him in out of the three bins! Well that's what we first thought but, in case you didn't know, the compost bins are by no means near to the front garden where we put Trevor prior to this, and, to add to our confusion, there was a change in Trevor's behaviour. When I had moved him over to the



hedge to eat the slugs, he was very lively and anxious to get out of my hand, but when I lifted "Trevor" up he was calm and collected and was not attempting to leave my hand in any way. He even started climbing up my arm towards my shoulder! So it is still a mystery as to whether or

not it is Trevor or if there is a whole family of toads in the compost bin.

*\*Toads and frogs have been known to return to their spawning ground before, but I have never heard of one relocating back to a compost bin.*





Our Year 9 Graphic Designers have been working with the National Paralympic Heritage Trust to celebrate the rich history of the Paralympics through design. Emie, James, Leola, Flick and Ellie tell us about being part of this exciting project.

Throughout the course of the summer term, the Year 9 Graphics students were given the exciting opportunity to collaborate with the National Paralympic Heritage Trust, in an effort to raise awareness for Paralympians and those with disabilities.

We have collaborated with Stoke Mandeville Stadium and the National Paralympic Heritage Trust. Year 9 Graphics students at Waddesdon C of E have been making designs about the Paralympics and have been researching about the history and the people who took part in it. The Graphics students are in the process of making posters, t-shirts,

and souvenirs to promote the Trust in an exhibition to raise awareness for the Paralympics and how disabled people can get involved in sports to represent their country.

The focus of our project is to make our school and local community aware of the work the National Paralympic Heritage Trust does and to celebrate Paralympian achievements. We have researched

and investigated other designers for inspiration, best contrasting colours, past history and much more. We were visited by Helene Raynsford who is a previous Paralympian rower and gold medallist



from the Beijing 2008 Games. When meeting her, she explained what it was like to be disabled and that she can still do and enjoy everything we do "but just slightly differently". It helped us to understand the journey she had been on and what would be the right things to include in our work without offending anyone.

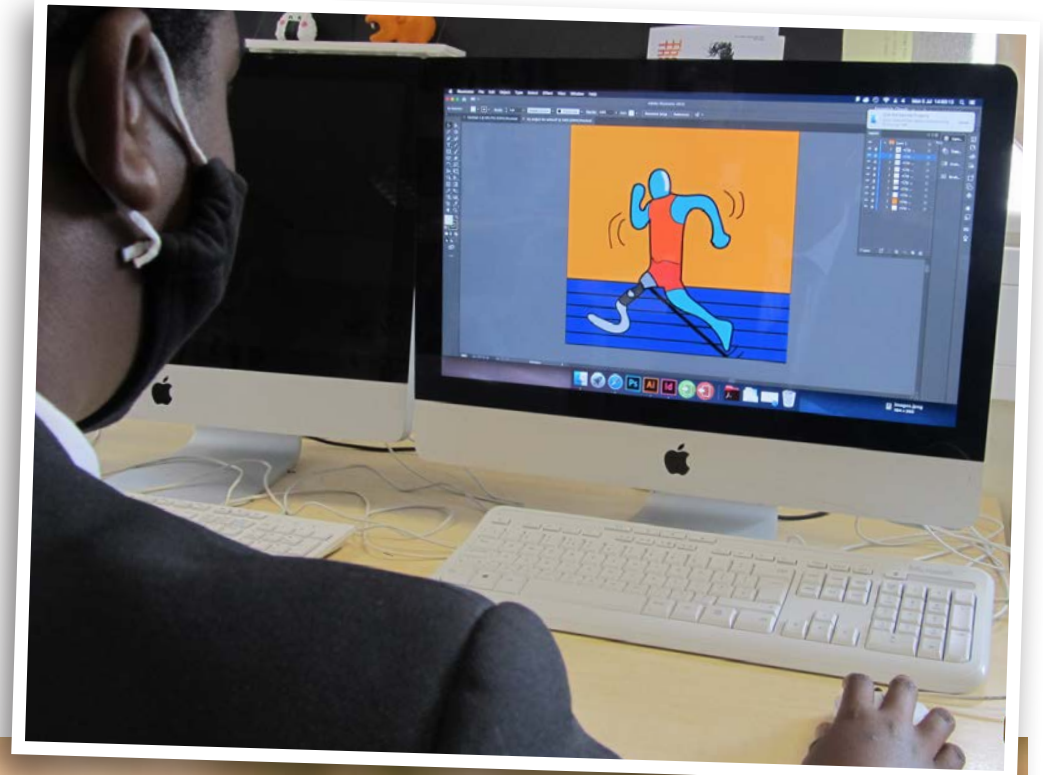
We also had an artist workshop with disabled artist Caroline Cardus. The artist workshop gave us the opportunity to ask questions about how, why and what worked well together and what Caroline felt we could improve in our work. She got us thinking from the perspective of a disabled athlete, which was a great experience because it was an opportunity to

understand, grow and pick up new ways to design from a practicing artist.

We are still working on our designs, mainly in

Illustrator and Photoshop, each day making better progress. We have looked at lots of inspirational pieces and artists to help us decide on the style of work, and also how to use different tools. It has

been both useful and fun to produce these pieces of work. The work will be shown in exhibition mid-September in the library and in a pop-up museum – more details to follow.



Photos: WheelPower British Wheelchair Sport  
Buckinghamshire Archive  
The International Wheelchair and Amputee Sports Federation  
National Paralympic Heritage Trust



Paralympic rower Helene Raynsford and (inset) artist Caroline Cardus.



# AWARD *Winning*



A group of our intrepid explorers have been traversing the fields and paths of Buckinghamshire while learning life skills and having fun on the Duke of Edinburgh's Award Scheme. Year 9's Khaya shares more about why the scheme is such a rewarding way for her to spend her time.



The Duke of Edinburgh's Award, or DofE, has definitely changed my outlook on the world. It's so much bigger than you could imagine. DofE includes many different aspects for everyone such as physical, skill and, of course, the expedition!

Skill is something you can pick out yourself.

You can do things like learning a new language or teaching children something you're good at: painting, writing, singing, dancing or even cooking! Your physical is something to get your pulse up: running, team sports and even the more unusual like swimming, horse riding or even just dancing or working out every day. The expedition is self-

explanatory, right? Wrong! It's not just walking with a map and a heavy bag; it's teamwork, fun, thinking, trust, memory making and more! My favourite memory would be getting chased by cows! As scary as it was, my group and I survived with a tale that we'll never forget. Don't worry about getting lost, that's part of the fun too!

The last part is volunteering. I've chosen to help teach little children ballet, jazz, modern and tap too. Covid has impacted my experience but we've adapted to it and it's still been so fun and definitely something that will benefit your life and can include it on your CV so I would definitely do it! 100% worth it and 100% fun!



Former student Alice makes Positivity Boxes to send to those in the community who suffer with mental health issues. She tells us more about the project, and about how you can help.



My name is Alice Rose, I am 17 years old and currently studying Level 2 Childcare. I started making positivity packages as I am passionate about helping other people. I have been trained by Bucks MIND to be a "mental health peer mentor". Here, I am able to offer advice and guidance to younger students who may be having issues with mental health, or may just need some general help and advice.

I started this project because I wanted to "give back" to the local community. Furthermore, I am also really passionate about helping people and ensuring that no-one ever has to feel like they are alone. Sometimes, just knowing that someone out there is thinking of

you can make the world of difference.

I am passionate about mental health, and I love helping other people. I believe that more needs to be done to end the stigma around mental health, but also to support young people who may be experiencing mental health issues. I created my own non-profit mental health organisation in the summer of 2020 and have sent over 570 packages out so far, as well as around 65 positivity letters. These positivity boxes are available to those who may be struggling with mental health-related issues, as well as those that feel as though they need a positive pick-me-up.

Furthermore, people are

able to nominate others who they feel could benefit from a Positivity Box. Boxes can be customised and adapted to suit any age, gender, or need.

I have been trained by MIND UK to become a "peer mentor" within my Sixth Form. Here, we offer help and assistance to younger students who may be struggling or need help fixing an issue they may have.

In addition to this, I have also completed the Zero Suicide Alliance (ZSA) Step Up module in suicide awareness, the ZSA Gateway module in suicide awareness, and the ZSA Suicide Awareness Training. This training has enabled me to understand the

importance of ending the stigma around suicide, as well as how to recognise someone who may be feeling suicidal, and how to talk to someone who is feeling suicidal.

Each box is customised to the age, gender, and needs of the individual. Within the box, I like to include activities (this provides a distraction for the individual), sweets or other snacks, as well as tea, coffee or hot chocolate (making a hot drink can act as a distraction if/ when an individual is feeling suicidal), soft toys (these are great for sensory play, as well as for those who have autism or anxiety), fidget toys or stress balls. In addition to this, I also include items such as shower gel, shampoo, deodorant, facemasks and bath bombs to provide self care. As well as this, small businesses are often kind enough to donate products. These products range from handmade jewellery and candles to resin art.

Running this project is difficult because not only is it hard to understand what people would like to receive in a positivity box, it is also extremely difficult to find the funding to keep the project running. If you want to help, or to nominate someone to receive a Positivity Box, then click the QR code below which will take you to an online version of this article, which contains links to follow.







# WADD

## a Performance!

After a year away from the stage, our annual music festival Waddfest has returned - in online form. Year 12's Chloe took part and she tells us what it was like being part of such a spectacular show.

Having been at Waddesdon since September, I have luckily been given many opportunities, especially in the music department, that I hadn't been given before. Due to Covid, the way WaddFest went forward this year was different from how it had been done in the past but nevertheless, it was a great chance to not just perform but to listen and enjoy such talent from the students, ranging from Year 9 to older students who came back to help and produce some great music.

I really enjoyed the whole process of WaddFest, starting with the song choices, which I found to be a difficult job, having to pick songs to not only show my ability as a musician but will also captivate the audience. I got the chance to have a lead vocal song within the class band, where I chose 'Valerie' and also an acoustic song, where I chose to sing and play 'Remedy' by Adele. It was nice to have a contrast between the two songs as both of them have a completely different feel. With all the uncertainty and a limited time frame to prepare for the performance, our class of Year 12s worked hard and efficiently together to prepare and rehearse a set of songs with lots of help from Mr Judson, who arranged the event and worked tirelessly putting it all together. Working as a team definitely made the whole experience much more enjoyable for everyone. I found it very beneficial that I had the chance to help set up the stage and all the equipment, which taught me not only

how to set it up but also opened my eyes to how much effort and hard work goes into putting on a performance. It's great to see music from a different perspective and to understand all the roles involved, which I think is just as important as the performance itself.

Knowing I hadn't experienced something like WaddFest before, I didn't know what to expect, but it exceeded any preliminary thoughts I had about it. One moment that stood out to me was during the performance of 'Valerie': the atmosphere in the room was different from any other performance I had done previously. The audience of musicians were on their feet and singing along which definitely gave me a boost of confidence and I personally thought it felt like it brought a sense of community between everyone. Another moment that stood out was watching others perform songs that I know they have worked so hard on, their happiness and dedication for sure rubbed off on the other musicians.

WaddFest has brought so many people together and put smiles on so many faces and now I'll look forward to jumping into the next performance opportunity with both feet, knowing I'll be working with such a great bunch of people.





On 25th June, a party of enthusiastic Year 10 and 12 Maths students made their way into London towards the Royal Institution lecture theatre to take part in the Maths Inspiration quiz, kindly hosted by 3 prominent mathematicians: Ben Sparks, Katie Steckles and Rob Eastaway. Ben is most famous for his contributions to the YouTube channel "Numberphile," with a whopping 3.75m subscribers. He posts entertaining videos showing maths from a totally different angle through magic tricks, enigmas, and relatable real world situations. Similarly, Katie's maths skills have also been televised on the BBC quiz show "Only Connect". In fact, not only did she compete, Katie and her teammates went on to win the entire show. Finally, Rob Eastaway is best known for his popular maths books including "Why do Buses Come in Threes?" and "Maths on the Back of an Envelope". He is also the puzzle adviser to New Scientist magazine and frequently appears on BBC Radio 4 and 5 Live. The rich history of the venue added to our enjoyment of the day.

"At the end of every question the hosts would explain the logic behind the solution in more depth, showing us how incredible mathematics can be".

The Royal Institution was founded in 1799 and was the place of many scientific breakthroughs such as Michael Faraday's "Faraday cage" and the discovery of elements such as calcium, magnesium, boron and barium.

We woke up at the crack of dawn and begrudgingly made our way towards the school with a fun-filled day ahead of us. Once we got into London, we were expertly navigated towards the lecture hall enjoying a short walk up from Piccadilly. As we waited, we had time to admire the splendid architecture and really appreciate what a fantastic venue we were in. Finally, the show had started, and the 3 hosts explained how it would go in the 2 hours we were there. The quiz had been split into 4 sections, all

# Click and Connect

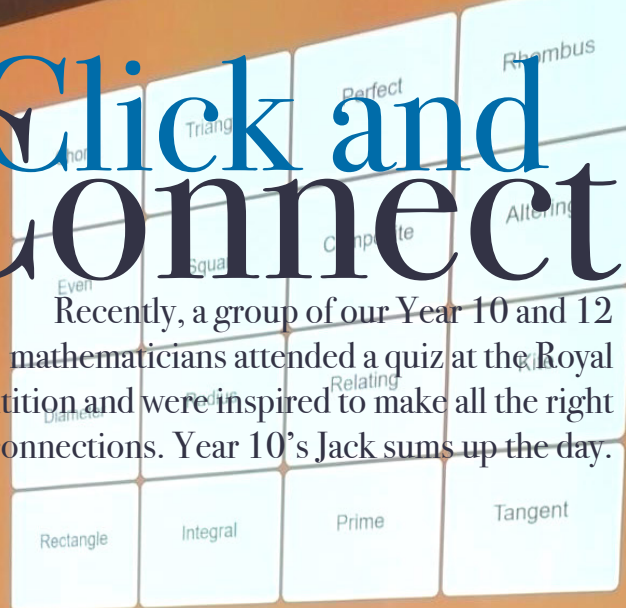
Recently, a group of our Year 10 and 12 mathematicians attended a quiz at the Royal Institution and were inspired to make all the right connections. Year 10's Jack sums up the day.

containing questions designed to make us think, but also let us have fun at the same time. What I really loved about the quiz was the interactivity between the hosts and the audience. For example, at the end of every question the hosts would explain the logic behind the solution

in more depth, showing us how incredible mathematics can be.

At the end of each half, the group with the most points had the opportunity to stand in front of all the different schools and complete a word match wall like the one seen on "Only Connect". Much to the teachers' delight, the groups with the most points at the end of both halves were in fact Waddesdon students – a group of Year 10s (including myself) and a group of 12s. At the end of the quiz, the top 3 groups were all from our very own Waddesdon!

After a fantastic day, we marched back onto the coach to eat our lunch and head home. Thank you to Mrs Hassard and Mr Dipple for organising the trip – it was very informative and showed us how fun maths can be.



Give up

Concept: BBC Only Connect  
Based on code by: Andrew Taylor / andrewt.net  
Sound effects from freestfx.co.uk

# ALL Inclusive

A group of our students have been working together on a project to see how we can make Waddesdon a fairer and more inclusive place.

This term a group of 64 students from Years 7 and 10 have been working together, aiming to identify barriers to social justice at Waddesdon School.

The older students received some training from Mrs Bridges and Mrs Sexton in how to lead the conversations, then led discussions with small groups over a course of three weeks. The initial outcome of the group is for a "Social Justice Charter" to be drawn up, which will be at first implemented in one year group from September. We anticipate this to be expanded to the whole school, so watch this space!

Many thanks to all those who have taken part; they have already done some important work in breaking down barriers to equality here at Waddesdon.







**Hello! I'm Nafseen** and I am the appointed Head Girl for this year and the upcoming academic year. All students have been affected by the many lockdowns and I personally made it my goal to build relationships with all students from all backgrounds to bring back the community this school prides itself on. Even though we were faced with struggles, such as bubbles, frequent lockdowns,

and isolations, we found many ways to bring the community together like organising a fundraising sport event. My visions for the school are to bring diversity to all years and to be able to communicate and speak out about important issues within school, but also bring global issues and topics to the school's attention. One project we'd like to achieve is for our school to be more eco-friendly by placing more recycling bins around site, bringing awareness via assemblies and many more projects. I would also like to find ways for the school to be more involved in donating to charities and understanding the causes so that as a school community we can make a large global impact, near and far.

**Hello, I am Aqeel** the newly appointed Head Boy at Waddesdon. Having only joined the school in Year 12, I have had limited time to assess what I would like to pursue in terms of improvements to the school. However one issue I have noted is the lack of social cohesiveness within our year group and beyond. Perhaps this was a product of COVID, but regardless, I intend to spend my time at Waddesdon attempting to amend our school's damaged social ecosystem via a range of fun activities including the Sixth Form AND lower years, to really strengthen the bonds between upper and lower and promote a greater sense of community that I longed for in my previous school. Furthermore, I want to help to grow groups about activism and



promoting positive change within the school, whether it be anti-racism, or sexism. I wish to see these issues taken further and hopefully looked at with more thought by every person in the school.

**Hi everyone! I am Alice,** one of the newly appointed Deputy Head Girls. I have always been keen to protect the world we live



in. With the informative documentaries from the inspirational Sir David Attenborough, the extent to which this planet needs our help is clear. With this role, I aim to aid our school through ways in which we can support our environment for the greater good. I hope to introduce a new research application to the school computers called Ecosia, which promises to plant a tree with every search. As well as this, I would love to potentially reduce the amount of plastic sold in the restaurant and introduce more sustainable ways of disposing of rubbish, for example, upcycling cans into artwork. These are only a few of the ideas I have to make the school more eco-friendly. I would also love to support charities and raise awareness of how money can be used to help. I hope you are all keeping well and staying safe.

**Hello all, my name is Ashleigh** and, alongside Alice, I will be your Deputy Head Girl for the upcoming year. With COVID having a huge

impact on our lives and leading us into a lockdown, we have all had time to reflect on both our personal and global lives and interests. One thing which we as a school have approached with high aspirations and determination is the goal of improving and developing social courage, and by doing so, making sure our school environment is welcoming and doing as much as it can to combat the various issues and events young people currently face in our world. So far (and much more to come in the upcoming months) we have been developing our social courage in various ways, such as by forming the We Need To Talk About Racism



group and involving all year groups, presenting passionate student-led assemblies discussing social problems and issues, organising fundraisers for charity, and promoting more eco-friendly behaviour by improving our recycling. It is these actions that will bring us together as a school and enable us to continue to embrace and welcome our goals of

making the Waddesdon community as accepting and welcoming as it can possibly be.

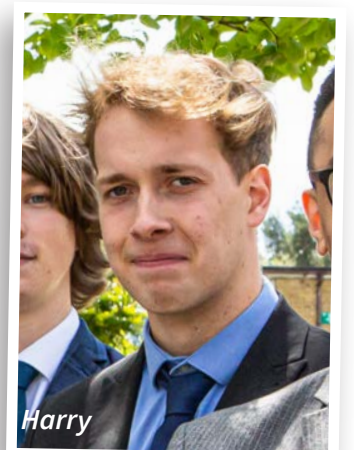
**Hey, I'm James,** one of the two newly appointed Deputy Head Boys. I only joined Waddesdon this year and so it took a while to get used to the new atmosphere. From this experience, however, I



have come to appreciate the opportunities that led me to my current role: being accepted into the Sixth Form and having the chance to stand for a student leadership position. I feel then that the aim for my time in Sixth Form should be to increase opportunity for others in this school. Opportunities are perhaps the most important things a growing young person can be offered, as they enable them to develop skills, gain knowledge and widen their perspectives of the world. One of the ways I would love to start increasing opportunities is with the reintroduction, and promotion, of clubs in the school. Creating a diverse array of educational, social, and sports clubs will provide

abundant options for students to build upon their character, helping them in their journey towards maturity.

**Hello! I'm Harry** and I will be one of your Deputy Head Boys for the upcoming year. One of the most important elements of making students feel safe and welcome is making sure they feel supported, and teaching kindness is one of the best ways to do so. One way we hope to ensure kindness is spread across the whole school is by teaching it young, making sure even our Year 7s understand the importance that being kind can hold. I hope, through CP lessons, assemblies and more we can help each and every one become a flourishing member of society and become the best version of themselves they can be. Focusing on kindness and strong morals will help to bring us all together as a school and as a society, benefitting all those around us now and in the future, paving the way for our big futures ahead.





# *Sorry to See You Go!*

A FOND WADDESDON FAREWELL TO THE STAFF WHO ARE LEAVING US THIS TERM



Mrs Allen



Dr Corcoran



Mrs Morris



Mrs Hicks



Mrs Lenander



Mrs Hoyle



Mrs Day



Mrs Bloomfield



Mr Dimond



Mr Putman



Mr Griffith



Miss Foy



Miss Soricelli



Miss Clarke

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The Governing Body takes seriously its responsibility to safeguard and promote the welfare of children. More information regarding Waddesdon CE School safeguarding can be obtained through our policies section of our website.

