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The Joy of GIVING

WADDESDON
Voice
magazine

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About the cover

This term's cover shows Year 13's Molli playing the lead in school production of Legally Blonde. You can read her account of what it was like to be involved in the performance on page 12.



From the Headteacher

Giving presents at Christmas is often more enjoyable than receiving them.

Regular studies tell us that giving can make us feel happier, connect us more with others, and even improve our overall mood and physical health.

For example a study by Professor Michael Norton (Harvard Business School) found that "giving money to someone else lifted participants' happiness more than spending it on themselves."

Similarly, Professor Sonja Lyubomirsky (University of California) observed an increase in personal happiness when she asked people to perform five acts of kindness each week for six weeks.

As this edition of the

Voice shows, giving comes in many forms: from charity collections like the 5,000 Can Challenge, to the gifts of music and performance – and everything else in between.

Often a complement, or gratitude, genuinely expressed, is the richest of gifts from one person to another. At this time of year, when parents often thank teachers for their hard work, I would also like to thank the students for the positivity and sense of community that they bring to the school; I would also like to thank parents, families and friends of the school for the little (and large) acts of kindness which are always appreciated.

A gift is the recognition and validation of the needs and emotions of the other person. It is a way of saying, "I see



Matthew Abbott

you and I value you." Despite the frailty and imperfections of being human.

Hardly surprising then, that at this time of year Christians celebrate the ultimate gift to humanity, that of a baby born in a manger.

"For God so loved the world, that he gave his only begotten Son, that whosoever believeth in him should not perish, but have everlasting life." John, 3:16

Thank You

We would like to offer our thanks and best wishes to the members of staff who are leaving Waddesdon this term.

Thank you for the hard work and love that has been your gift to all of us.



Mr Scrivener



Mr Dangerfield



Mrs Armstrong



Miss Taylor



The Sixth Form charity group meets regularly to discuss ways in which we can support our local community through charity. We recently decided to support the Bernwode Bus and its 5000 Can Challenge to help local food banks. Year 13's Morgan and Gabby tell us what was behind the initiative.

Due to the cost of living crisis, we thought it would be beneficial to raise awareness and come together to show social courage to help the local community.

We know the crisis has affected many people in multiple ways and we organised a non-uniform day to raise donations. As a result

of this, we contributed 2000 cans to help achieve the goal of donating 5000 cans to local food banks.

As a group, this is our first step to contributing to the school environment and ethos. In the future we hope to leave a legacy of awareness and develop creative ways to support charity. If there are any charities you wish to be represented by the school team, please speak to any of our members or Heads of School.



FINAL Countdown

Our GreenPower electric car team finished off a very successful first year of racing on a high, by qualifying for the international final at Goodwood at their first attempt. Now, their attention is turning to a new challenge: a new car. Year 9's Sophie takes us through the highs of this year, and her hopes for next year's competition.



“Around a year ago we had been given the mission to disassemble an old chassis that we had rescued. Our task was to redesign the car and build it back up so that it was ready for the first race. A year later, we are now beginning to build a second car entirely from scratch out of aluminium.”

During the course of building the F24 electric car we have encountered various problems, such as the motor overheating and getting a little too hot to touch; the car weighing too much and making us slower, forcing us to take out any unwanted elements, and our batteries starting to slow down and having to get some new ones just in time for our first race.

As well as the building side of the project, we had to also think about the money and sponsorship side. We came up with a list of companies and

started to prepare a sponsorship letter to send out, hopefully to earn some sponsors. Some companies took a little while to reply, and we had to play the long game. However, in the end, with all the money put together it helped massively.

The reassembling process of the car took around 8 months and consisted of taking lots of photographs to make sure everything went back in the correct places. As we got closer to our first race of the season, we felt the pressure coming on to

get the car ready in time. As we built the car, we also had to think about the livery. In the end we chose a design that was linked to the school by using the Waddesdon colours.

In between each race we used the time we had to try and improve the quality of our car just as much as improving our driving skills and pit stops. To improve our pit stops, we timed ourselves getting in and out of the car and doing a driver change to maximise the time we had on the tracks during a race. We drilled holes into areas of the car to allow airflow which also reduced the car's weight and also changed the bonnet so that it was lighter.

We had our first race in May at Goodwood. This was the longest track we raced all year, with

a length of 2.4 miles. Although the scenery around the track was a bit basic, it was nice to feel as though the road was endless, with a few ups and downs along the way.

The pits at Goodwood were a little narrow, so it wasn't the easiest to perform a driver change. Aside from this, the pits had a massive balcony from where we could watch the whole race, as well as overhead aircraft.

However, the race wasn't all smooth sailing as we had to order a battery and get it delivered to us at the track on the day. Our motor also overheated so we had to use a flask of cold water to try and cool it down in time for the second race. Despite this, we managed to place around 34th out of 126 cars and won the award for Best Newcomer.



The next race we attended was at the Castle Combe circuit. This race was the furthest away out of all of them. The pits at Castle Combe were very spacious, and we didn't feel as cramped and close to other teams because of this. The track was around 1.85 miles long and had a lovely view the whole way round, although it wasn't nearly as long as Goodwood. We found that when doing our pit stops, we had taken an awfully long time: around 15 seconds to complete a driver change. We finished 17th out of 61 cars and placed 5th in the kit car category once again.

“We ended up placing 20th out of 110 cars in the kit car category. This was out of the whole country!”

The Dunsfold track, which is known most commonly as the Top Gear track, had a very narrow pit lane and a short circuit of around 0.87 miles. There wasn't much to see when you were on the track, but there were a few planes on the opposite side and you could also see the whole circuit, which helped when trying to spot where our car was. In the first race, we used the wrong ignition key, so the second we turned on the power, the car began to move even though we weren't pressing the accelerator. Thankfully, we managed to resolve this problem before our second race.



The International finals were held back at Goodwood; this meant that a lot of us were familiar with the track and we knew the turns to take and when.

During the second race, the car began to slow down and almost stop, but fortunately it was nearly at the end. We ended up placing 20th out of 110 cars in the kit car category. This was out of the whole country! We might not have finished in the top 3, but we still had an amazing time throughout our first season. Although there were some very early starts for these races, we all had a wonderful time, and it will be a memory we'll always have. We can't wait for the next one!

Our next job is to create an aluminium scratch build car, which hopefully should be built in time for our next race. At the moment, we have been focusing on trying to gather sponsors to help us out in the next stage of our project. If you would like to sponsor us or know someone who might be able to, please speak to Mr Iveson or to a member of The Waddesdon GreenPower Team.

Lastly, I would like to say a massive thank you to Mr Iveson, Mr Weaver, and to the AHS team, all of whom have contributed so much towards the project. We couldn't have done any of this without them.



‘A Bloom of Plastic’ is a collaborative project by Year 7 students. The Science and Art departments have worked together with a small group to plan, design and create a contemporary piece of art inspired by science. ‘BioArtist’ Jacob shares the process behind this remarkable piece.

We decided to enter this competition because we wanted to make a statement about the amount of plastic in our oceans.

It took us quite a while to decide what to make, as we wanted to show that plastic had overtaken our world. We decided to make jellyfish out of plastic and other materials and see how they turned out.

Week 1: We decided on what we were going to make and talked about scientific issues.

Week 2: Making the body of the jellyfish by putting cling film, tissue paper and netting from fruit and veg over a balloon with lots of PVA glue. It was a bit like papier mâché! The netting also linked to the oceans, as damage can be caused to ecosystems by fishing nets.

Week 3: Making more jellyfish... heads.

Week 4: Tentacles. We tried lots of different ways to make the tentacles. Bottle caps, wires, string/wool... nothing was quite right until we had the bright idea of making a baguette. So we cut a thin strip of plastic bag, then put netting on top, then another piece of plastic on top of that, so it was a bit like a sandwich baguette. Then we put it into the heat press and voilà! It was made. One colourful and amazing tentacle.

Week 5: More tentacles which we attached using fine fishing thread.

Week 6: Putting our finishing touches to the jellyfish. They looked a-maz-ing!!!

We hope this project reminded you of how little we are doing to save our oceans and all the amazing creatures in it. We must save our seas!



Singing Praises

Our Worship Band were recently invited to perform in the breathtaking surroundings of Christchurch College Oxford. Year 10's Elsie and Rowan shared the experience with us.



On the 24th November 2022, our Worship Band were invited to perform at Christchurch College Annual Service for Headteachers and Governors in the Oxford Diocese. All of us were very excited about this opportunity and could not wait to go.

When we arrived, the amazing building and architecture took our breath away. The more we looked around, the more we realised how lucky we were to visit such a place.

As well as us performing, there was also a primary school choir that was exceptional; it was so nice

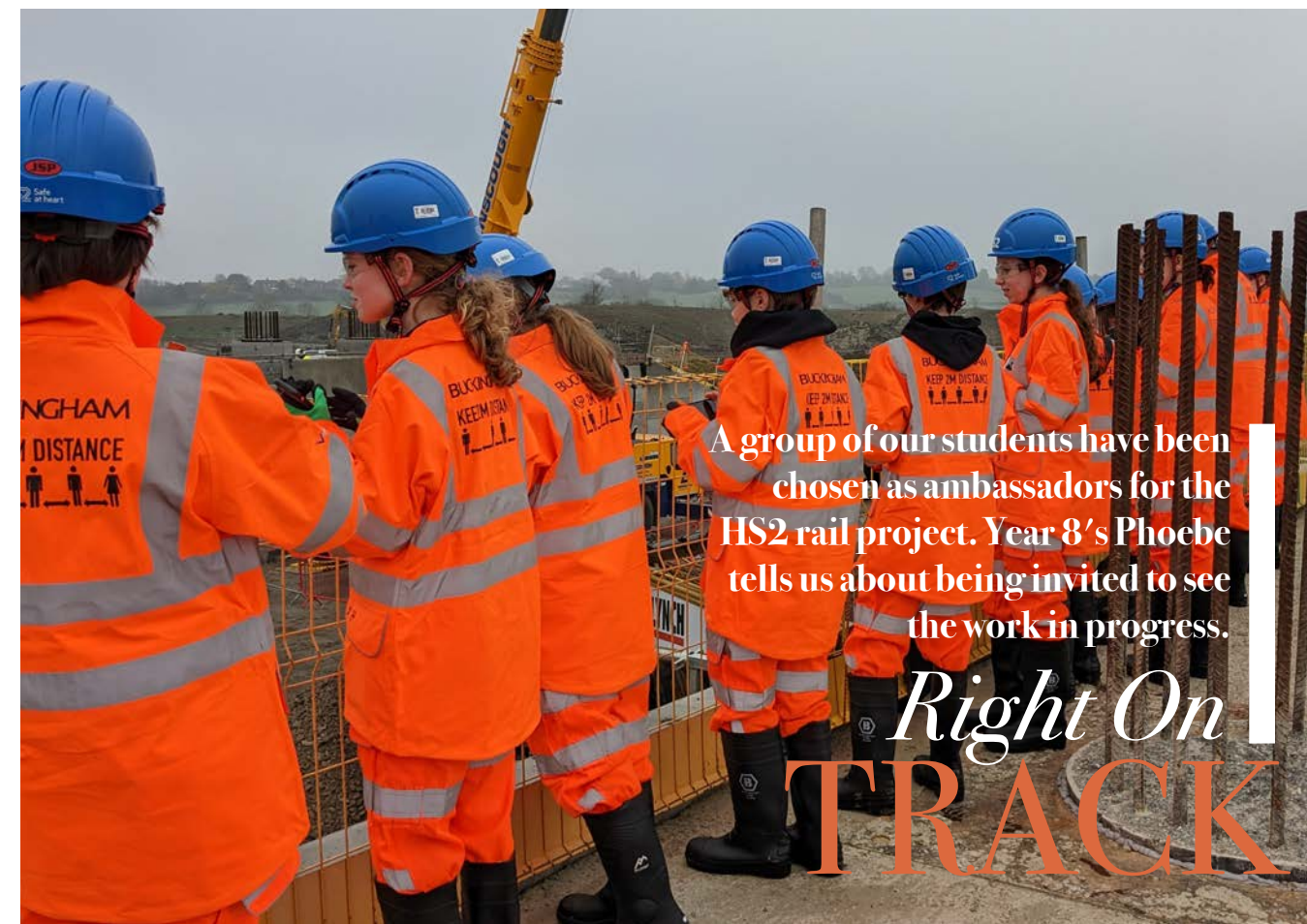
to see how other schools create music and how keen they all were to share their voices.

During the service, there was time for prayer, where four students from the Worship Band, myself included, read out prayers that we had written. Holy Communion and worship

followed this.

As the day came to an end, we had one last look around and got to see some of the places where they filmed Harry Potter, and played on a grand piano.

Thank you to Mr Judson for an amazing experience and to everyone who took part.



A group of our students have been chosen as ambassadors for the HS2 rail project. Year 8's Phoebe tells us about being invited to see the work in progress.

Right On TRACK

Last year our school was chosen as ambassadors for HS2 programme. Students who were interested had to write a letter to express why they wanted to take part and from that, ten students were selected.

Our first visit was in October and we will visit the site six times throughout the academic year for the next few years so we will be able to see the development of the site.

On our recent visit we were provided with a full high-vis suit with a pair of gloves, glasses and steel-capped welly boots in preparation for going on site.

The site had built viewing platforms for us, which enabled us to get out of the vehicles and have a closer

look at the bridges being built and see the workers in action.

All the staff, engineers, constructors and everyone else we have come across at HS2 is very kind and friendly and are always open when it comes to questions. During each visit we are given the opportunity to meet a person who is involved in HS2 in some way and hear what they do on a daily basis. We always learn lots of new things and find it very interesting.

It is a great privilege to have been chosen and I hope that, as ambassadors, we can try to spread awareness of both the positives and negatives of HS2.





“What is it about giving that sometimes we can delight in giving something to someone we love and yet sometimes all we want to do is get more?”

The act of giving has a role to play in our own happiness and fulfilment. It seems to be in our nature to take joy from it. Our Chaplain, Phil White, explores why as humans we have a need to give.

From the Chaplain

On bonfire night this year we were looking after three of our grandchildren whilst their parents were away. We went to their school display and waited for what seemed like hours for the fireworks to start. We'd bought the popcorn and the glow sticks and they'd done the face printing.

As we were waiting, one of Zachary's friends was standing nearby and offered him a huge marshmallow - he took it with excitement and then the offer of another one came a short time later, and then another. He thought it was Christmas! His friend was also enjoying being able to give.

I'm sure you can remember times in your life when you've been generous and enjoyed giving? But I bet you can also identify times when all you've wanted is to get more - and certainly not to give it away? What is it about giving that sometimes we can delight in giving something to someone we love and yet sometimes all we want to do is get more?

And giving doesn't just mean financially - what about the huge number of hours that volunteers give to the NHS, to schools, churches, community

projects, the National Trust (not forgetting Waddesdon Manor just over the fields)?

I watched a Youtube TED talk recently which talked about the 4 stages of retirement - not something most of you can relate to - bear with me please. It said the first stage was about vacation - no more work ever! The second stage was marked by loss of identity, purpose and role. The third stage was trying new hobbies etc. The fourth stage was all about finding a new purpose in life - and it mostly revolved around voluntary work - giving. My hope is that I can get involved in a local Repair Shop - I want to be either Dom, Steve or Will - if only I had their skills!!

Jesus said: "It is more blessed to give than to receive." (Acts 20:35)



What about seeing if you can volunteer for something this Christmas - offer to help someone else - an elderly neighbour; by taking all your neighbours' bins in after they've been emptied; finding a charity to donate to; picking up rubbish that's on your street ... The challenge is to do it so nobody knows you've done it!

There is something special about giving isn't there? Sometimes I reflect that somewhere in the world someone is having a better day because of what I did or gave. That's not a reason to give, but if you're struggling with it, it may help to think you've made someone's day more bearable.

Happy Christmas.

DON'T FORGET THE QR CODES!

Many of our pages have QR codes printed on them. You can scan these to access additional online content, like image galleries and videos, so don't forget to look out for them!



A group of our Year 12s got their brains and bikes in gear for a competition looking for the best green energy solutions - and they left the opposition in their tyre tracks.

As groups in Year 12, we were challenged to create a project to help the school save on energy bills in conjunction with Buckinghamshire County Council.

After lots of consideration, we came up with an idea to install Re:gen bikes in the school gym and use them to generate energy to help contribute to our £70,000 annual energy bill.

We had to present our ideas to our peers at Waddesdon and to distinguished judges. After deliberation, our idea came out on top and we progressed to the next stage of the competition.

We were then presented with the opportunity to visit Digital Manufacturing Centre Silverstone where

we were given tips on how to successfully portray our idea. We were also allowed to use 3D printers and create our own figures to take home.

A week later, after much preparation, we departed for the final, held in the Gateway building in Aylesbury, where we were tasked with presenting in a Dragon's Den-style pitch, in competition with three other schools.

The Dragons were key members of the Council and heads of local industries. We were the last group to present, and after much deliberation by the judges, Waddesdon School was victorious!

We came away with a trophy and some funding towards this project.

We will now work towards starting to implement this project into the school, and planning an assembly about our plans.





This year's school production of Legally Blonde was a sellout success. Star performer, Year 13's Molli, tells us about taking the lead in this spectacular show.



This year's school production was one I will never forget. I have never truly connected with a character as much as I did with Elle Woods; I felt immersed into her world and was so proud to recreate the story of 'Legally Blonde'.

The team that worked on this show really went above and beyond this year; the time flew by and before we knew it, we were doing the very last show.

This production is a lesson on empowerment and finding your true self without having to change for others; allowing yourself to find out who you really are without being directed or forced into something by someone else. This message really stands

out as you perform and see the story take place.

None of this would have been possible without the crazy amount of work that was done behind the scenes, with Miss Turner and Mrs Osborne directing and putting endless hours of work in. They truly are amazing and gave the whole cast the most wonderful production. We are so grateful for all the time they put in for us.

Thanks, too, to Mr Judson, who juggled so many components within the music. This music wasn't easy to learn, in fact it was insane, but Mr Judson worked endlessly, helping the band and practising with them. They were incredible! The



band's musical talent is just exceptional.

It's always sad to think that this production is my last, but I'm so grateful to everyone in the show: all the cast members who I know worked so hard and really did give me the best last show I could have asked for.

Thank you Waddesdon School for the best seven years of musical productions, from Annie in Year 7, to Elle in Year 13. Thank you.



“It's a lesson on empowerment and finding your true self without having to change for others.”





Our Year 7 and 8 artists have been visiting museums and studying incredible artefacts to find inspiration for their artistic projects. Firstly, Year 7's Nia and Noah tell us about seeing and feeling animal forms at Tring Museum.



Nia: Recently, Year 7s we were able to attend our second ever trip at Waddesdon which was an art visit to Tring Museum. The aim was to go and have a look at the animals, rodents and insects, which would enable us to be able to draw the different textures and sizes.

Once we got off the bus, we entered the massive main hall with two storeys and were greeted with tons of glass cases of mammals, fish and bird specimens, some that were alive now and the rest extinct.

This trip also included a workshop where we were able to witness and touch the finest stuffed animals and see how the different

coloured textures covered their silky and delicate skin. We then sketched the minor details and the parts we wanted to save, all of which were of great use for the next lesson. This was the part where we filled our sketchbooks a lot.

I loved the visit and what intrigued me the most was how it had been kept the same way as it was years ago, with the same Victorian elements. I also loved how we were able to take a few snaps as well.

Afterwards, we visited the last floor and we saw a detailed video of animal stuffing called 'taxidermy'. The visit helped me with my art as now I'm able to draw more detailed fur

and make my shapes more accurate. Despite needing more practice, I also thought it helped with my observational art.

Noah: Recently, Year 7 went on the art trip to Tring Museum. Its purpose was to get inspiration for our Legendary Hybrids project - the aim of which being to design a unique creature combination and environment.

The first building had a long glass cabinet of birds and a box with different species of bear. It felt good to be speedily sketching lots of different animals in the room - noting texture, feel and even facts - as future reference, but it would have been useful to have

more seating or leaning areas. It taught the art of speed sketching instead of drawing full detail, and it's great to learn as a realism artist.

Halfway through, most groups entered something called the workshop where we handled taxidermied animals or recreations. My favourite was a fox cub but there were lots to choose from. Most people were hesitant to touch them, but personally I got more scared having to balance it when bringing it to our desk.

In conclusion, the trip was great, with variety and teaching artistic note taking, but I wish there had been more seating!

Rhiannon: We visited the Pitt Rivers Museum in Oxford in the week commencing 7th November. We visited as part of our first topic in art this year 'Sign of the Times'. We sketched many of the artefacts that we found interesting. Later in the topic we will be making masks inspired by the patterns and cultures that we saw on our visit. Our masks will be sculpted out of clay.

Phoebe: On 7th, 9th and 10th of November Year 8 had the privilege of going to Pitt Rivers Museum, Oxford. We went to take pictures and do some sketches of the artefacts. The objective of the trip was to gather some inspiration for our 'Sign of the Times' project that we have been working on in school. Our focus has been masks since, by the end of the topic, we are hoping to have made our own! Pitt Rivers helped to support and build on our ideas. We were able to capture the masks from all angles and learn some facts about what we were drawing as well.



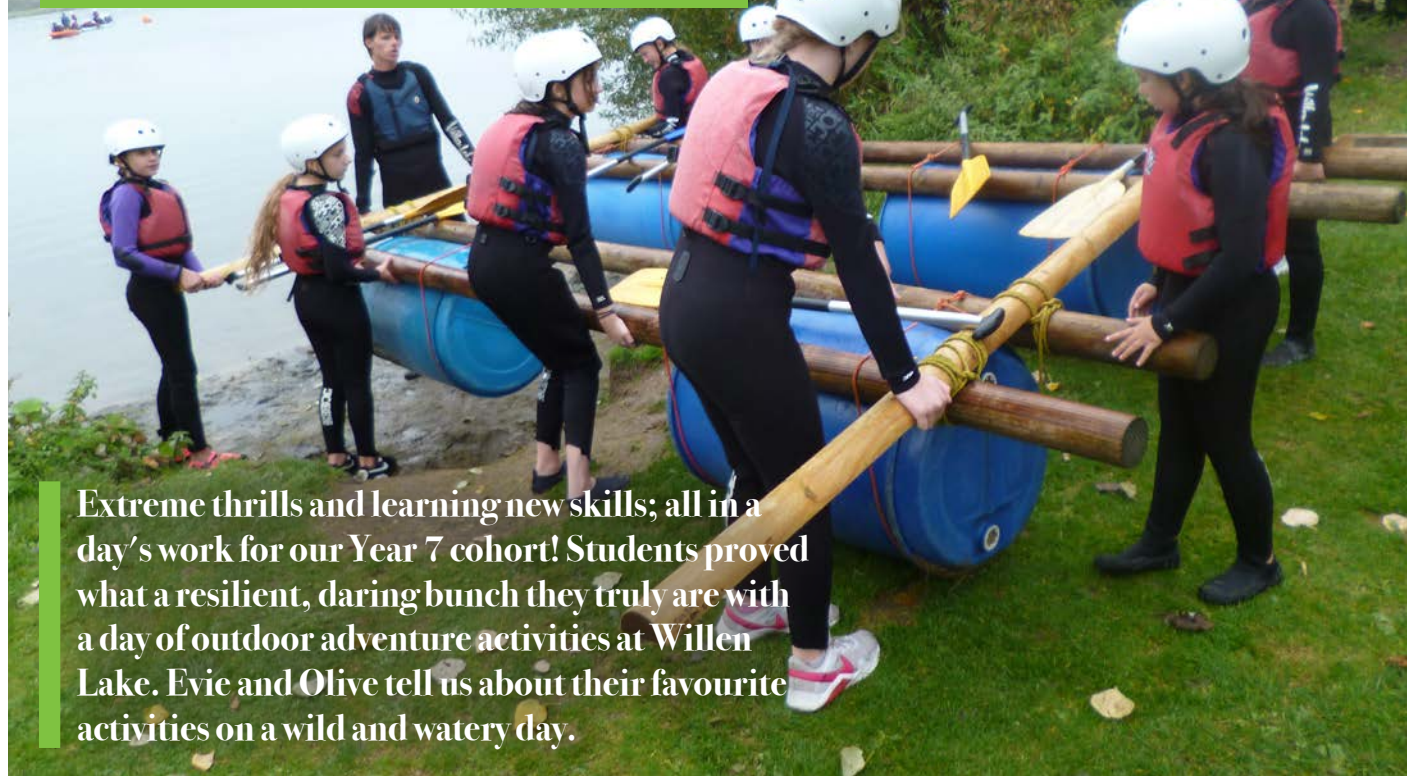
Our Year 8 Art students visited the Pitt Rivers Museum in Oxford, where they were inspired and amazed by art and cultures from around the world, as Rhiannon and Phoebe explain.

Pitt
Stop



Willen

AND ABLE!



Extreme thrills and learning new skills; all in a day's work for our Year 7 cohort! Students proved what a resilient, daring bunch they truly are with a day of outdoor adventure activities at Willen Lake. Evie and Olive tell us about their favourite activities on a wild and watery day.

Raft Building

This experience was all about teamwork, as we had to listen and then build our own rafts to sail the lake. The instructors were very helpful and explained all the steps we needed to follow. We learnt to do a binding knot to tie our logs together and our barrels to the raft.

Once we had made it away from shore, we played a series of interesting and enjoyable games: Simon Says, Race to the finish line and Splash fight. After a while in the lake most of our boats broke so we had to head back to shore.

Paddleboarding

Later, we moved on to paddleboarding. First, we hopped onto our boards and set off. During the process of learning how to do this sport, we had to figure out how to stand up and use our paddles. We enjoyed lots of games including Catch, Save our teammates and Simon says (again). Lots of people jumped and fell off but we still loved the activity.

Treetops

After lunch, this was our last activity and many people really liked it. There were two levels of height, so anyone who wasn't too keen had a chance

to do something a bit less intense. This was our favourite activity because

of all the different, exciting obstacles, like the zip lines and the net climbing.



“One of the best bits was the amazing views of Willen Lake. When we were eating lunch, it was lovely just to look at it and its nature. We loved the wonderful staff and all the great activities we participated in.”

Esme: "My favourite part was the Mega SUP because we got to play games on the paddle board and it was really funny when we fell into the water."

Evelina also enjoyed Mega SUP because "nearly everyone fell in! It was so funny because they all had green moss on them! We were working in groups and we played Simon Says."

Princess: "My favourite part was the Mega SUP because we were able to paddle together and push each other off so it was really fun."

Tamanda: "My favourite part of the day was Treetops because it was exciting and thrilling."

Henry: "I liked doing the Treetops because I like obstacles and it was fun



to be so high up."

Samuel's favourite part of the day "was jumping off the high jump at the end of the Treetops." No mean feat!

Caris also enjoyed this element of the day: "I liked the Treetops because I challenged

myself, even though I was scared."

Lilly-May explained the importance of this team building day as "a good way to get to know each other" and added that her favourite activity was the Mega SUP "because we got to play games and jump in".

Finally, **Mair** shared some insight into what was, perhaps, the most rewarding experience of the day: "I liked the raft building most. When it was on the water, we all got really wet because the raft started sinking, but it was funny!"



What was your inspiration behind this beautiful piece of writing?

The inspiration came from the situation my family is in. My father is in Ukraine and separated from us; he is living on his own and in a place where there are constant power cuts and where buildings have been damaged by bombs. I wanted to show how important love is and how love lasts – I thought of my parents and their love when I described the two people sitting in their chairs in the bombed building.

What Ukrainian writer do you find inspiring?

The short stories of the writer and philosopher, Skovoroda, are inspiring. He was born 300 years ago; his teachings are about freedom and inner happiness. At school in Ukraine, I also enjoyed studying Shakespeare (*Romeo and Juliet*) and Greenwood's *The True History of a Little Ragamuffin*.

What would you like to do as a career?

I would like to work in international relations representing my country – perhaps as a diplomat or as part of the United Nations.



Year 9's Amina wrote a moving prose poem inspired by the devastation and loss caused by the war in Ukraine. She spoke to Mrs Rayner about how her experience inspired her writing.

Afternoon Tea



Every day was the same. Sitting and listening to wind, saying nothing, feeling pain, thinking about love. Three chairs were all they had now. But life didn't stop. She was sitting in her best dress she had found in their destroyed house. He was sitting, staring at her and thanking God she was next to him. Nothing mattered now. They didn't care about money, about problems. They were together and it was their happiness.

Three chairs.....her, sitting on one. Him, sitting in front of her. Two cups of tea on the old, plastic green chairs. Life continued. Did they have such tradition before the war? Nobody knows but now it meant so much: life, love, stoicism.

All their dreams now disappeared; the only dream they had now was peace. Did they deserve that? Does anyone deserve that? Why do people have to live such life? Nobody can find the answer but everyone can support people who feel that. Is there anything stronger than love? Only afternoon tea with your love.

Isaac from Year 10 was inspired by Simon Armitage's poem 'Remains' to explore themes of conflict and the horror of war. Mr Lee asked him to tell us more about his work.

INTO THE SUNSET



With the far-off artillery flashing like the stars in the night sky, the silhouettes of men creep over the banking road. With AR-15s and Barretts in hand, the five marines ran into a small, cramped hut for the night.

Five hours later, they awaken to the shadows of Taliban fighters surrounding the house. Hearing the A-10 Warthog flying at around 2,000 ft, they were confronted by the sight of a C-17 Globemaster appearing from behind the rolling hills. Having confirmed that there were a little over fifty Taliban fighters surrounding the hut while bearing their AK-47s, the marine with the communication system called for some backup.

Hooking up to the Globemaster, with the fuel gushing through the hose and splashing into its fuel tank, the A-10 then flies alongside the AC-130 Gunship to fire the GAU-8 Avenger as well as the 105mm Howitzer and the 40mm Bofors cannon towards the blockade of Taliban fighters. It obliterated 95% of them.

The remaining fighters dropped their arms and the once surrounded marines charged out onto the cold tarmac and opened fire. The Barrett fired one round towards the neck of each of the fighters that ran away from their posts, beheading them. Looking up at the sky one last time, to see both the A-10 and the AC-130 flying in formation over them, the marines headed off into the sunset down the yellow tarmac road.

Returning home after two decades in a foreign country, the war-torn sergeants wore their medals proudly and had their chins held high; their rifles were encased in glass, and their medals were displayed on podiums and mannequined uniform. Meeting up with their fellows at the Duxford airshow, tears are shed and memories raised up; they see the iconic A-10 that saved their lives that day.

What was it about 'Remains' that caused you to write your piece?

I was inspired by war and I was interested in the unusual violence in the poem.

What were you trying to achieve in 'Into the Sunset'?

Realism. I was trying to give a realistic account of what it would be like for a group of soldiers to be surrounded by the enemy.

How is 'Into the Sunset' different from 'Remains'?

My description, 'Into the Sunset', operates on a wider scale, involving aircraft and different types of weaponry.

How do you present your soldiers compared to Armitage's presentation of a soldier in 'Remains'?

My soldiers are woken by enemy soldiers firing guns, rather than a soldier being sent to "tackle" a civilian "looter". At the end of my description my soldiers are proud. I emphasise that element whereas Simon Armitage emphasises PTSD.

You can read 'Remains' by Simon Armitage here:





Our 'We Need to Talk About Racism' (WNTR) group held their first Culture Day to coincide with Waddfest a few months ago. Ex-students Savannah and Emmanuella told us what inspired them to set up the event.

Savannah: Culture Day was first proposed by Emmanuella, a Year 13 senior prefect, who wanted to create an environment where all our individual cultures could be shared and celebrated. I was eager to get involved because I loved the idea of making the whole school population aware of the different food and clothing their peers might be used to. In addition to this, merging our idea of a culture day with Waddfest allowed us to create an event where we were able to come together and celebrate both our differences and similarities through food, clothing and music, as a Waddesdon community.

In order to execute our plan a lot of planning had to take place. We had to enlist parents who were willing to

support us with the food, get funding from local supermarkets, and gain support from students and teachers. This all became possible through the 'We Need to Talk about Racism' group and the school leadership team. Once everything was agreed, we were able to go ahead and get started on the fun things such as creating an inclusive playlist via the Music Department, inclusive art via the Art Department and various food recipes from different cultures.

On the day, everything came together, with the whole team working as one to man the information stalls. This was another key part in our plan, as we felt the only true way to celebrate everyone's cultures was to share information with the rest of the school.



Halfway through Waddfest I was satisfied that Emmanuella and I had started something that could be continued over the years; something that could be merged with the restaurant's recipes and coupled with the curriculum, allowing for the diversity and appreciation for other cultures that we promoted to be shared and enjoyed in future years.

how it was going to be executed. We did also receive some help from the 'We Need to Talk about Racism' (WNTR) group as this was quite a big project that we wanted to successfully execute.

Once the diverse cultural backgrounds of our Waddesdon students and staff were identified, we met up with the WNTR

“I felt like my culture wasn't represented enough and other cultures weren't either”

Emmanuella: Cultural diversity is important to me as growing up in majority white areas and white schools, I felt like my culture wasn't represented enough and other cultures weren't either. Yes, people were aware of some of the foods we ate but there was a lack of understanding of the culture where that food came from and where the people came from. I thought the perfect place to celebrate cultural diversity, and a way for it to be seen as an annual event, would be at Waddfest.

A person who shared my vision was my friend Savannah. We pitched our idea to the leadership team and governors, who were very supportive, and planning for the event started. Miss Raqib, Savannah and I had weekly to fortnightly meetings on what the plan of action was and

group to find ways to respectfully bring these cultures to the forefront.

The food was prepared by parents and relatives in the food tech room, with Mrs Watts very kindly supporting us in helping to make our volunteers feel comfortable in our school, and giving us a very authentic experience in creating the diverse dishes. Not only was the food provided, but also information and books were provided as well. Supporting the South Asian stall was Henna that was beautifully done by Miss Popat. Everyone that was helping out and attending the event wore cultural dress to show off their cultures and heritage, which was great to see.

Collaborating with Waddfest was one of the best ideas as it gave us the correct platform to embrace, celebrate and

promote cultural diversity. Many people from surrounding areas came as well to enjoy Waddfest and eat some good authentic food made by parents. Waddfest incorporating Culture

Day was a great success and we raised enough to be able to donate £300 to the Sickle Cell Charity on behalf of Waddesdon School's WNTR group.

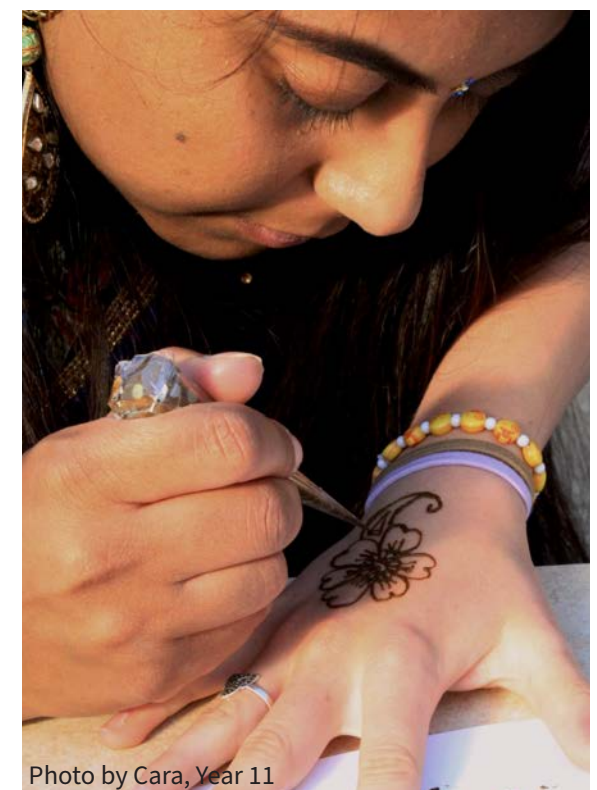


Photo by Cara, Year 11

ATT HIS MAJESTY'S PLEASURE

Our Year 12s recently had a visit from writer Sean Attwood, who had a warning to share about the dangers of drugs, and his experiences in some of America's toughest jails.

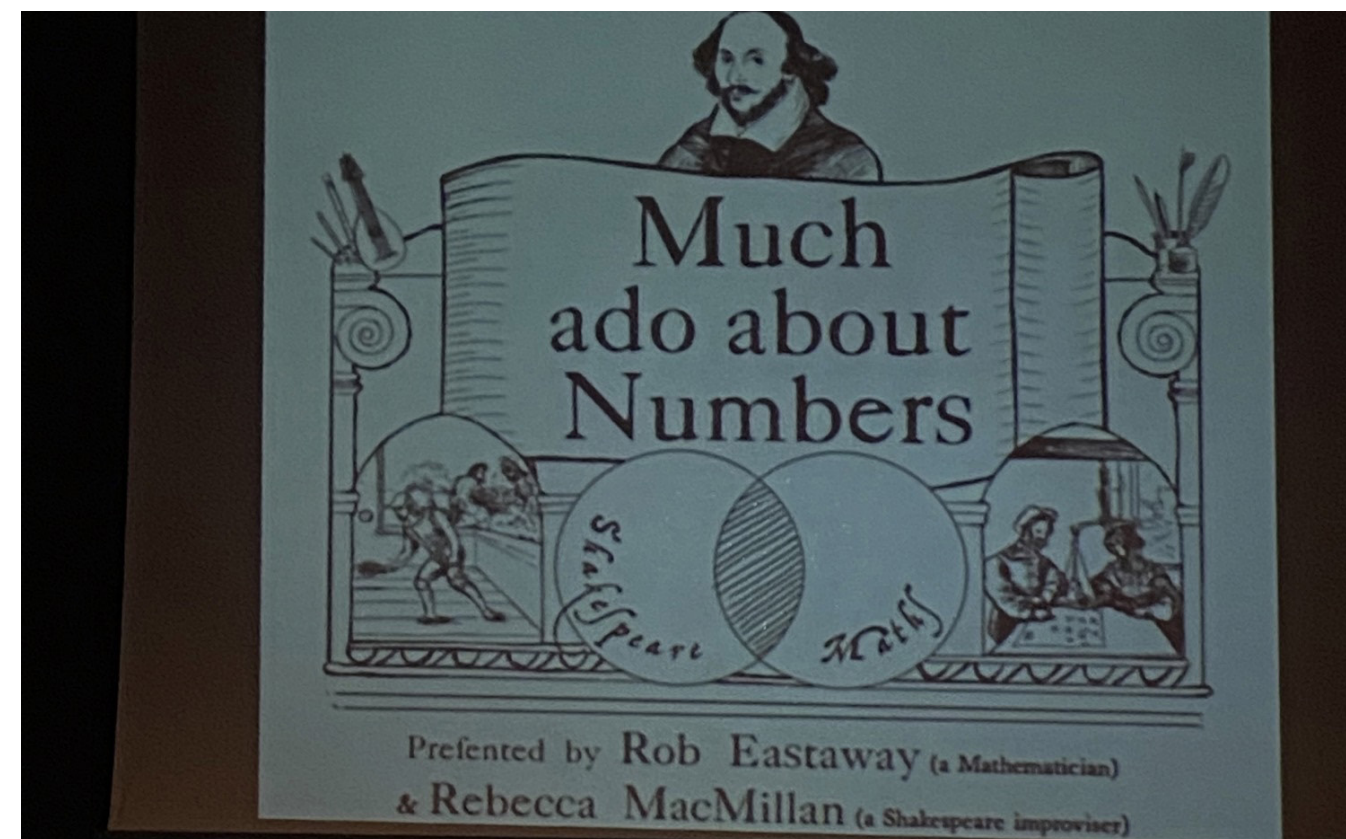
Sean Attwood, a writer, activist, podcaster and YouTube vlogger, visited Year 12 students on Wednesday 2nd November as part of their Extension Studies programme. The programme runs weekly for students in Year 12 and its

purpose is to give our Sixth Form a wider view of the world.

Extension Studies tackles a range of different issues, from post-18 options, the political system of the UK to ethics, philosophy and student safety.

Sean is one of our most popular guest speakers and the students were engaged with tales of his time spent in a US jail, his experience of drug abuse and what he has learnt from his mistakes in his past, and how he has overcome this.

This year students took an active part in the talk, with a role play of a particularly interesting experience Sean had in dealing with hygiene issues in US prisons! An unforgettable experience for our Year 12s.



26 ! 26 *That is the Question*

Maths and Shakespeare might seem unlikely bedfellows, but as our Year 10s found out, they make a fascinating combination. Darcy tells us what she learned from this imaginative juxtaposition.

Shakespeare and maths: two subjects that are unavoidable in a school career. From algebra to iambic pentameters, from medieval music to rainbows, 'Much ado about numbers' boasted a wide range of topics to reach all interests.

On Tuesday 15th November, a group of Year 10 students attended an academic-based show in Birmingham. The show was part of Maths Week across England and the Maths Inspiration initiative. Students from across the country gathered in front of the

Crescent Theatre's stage to listen to Rob Eastaway (a mathematician) and Rebecca MacMillan (a Shakespeare improviser) teach everything there is to know about how mathematics intersect with Shakespeare.

Interactive activities focused on leisure activities during the period, whilst several presentations explained theories such as how the multiplication symbol occurred and how people would keep on time for meetings – perhaps to confer on sonnets and songs.

My personal favourite fact explained why seven should always be your lucky number. Our use of weeks as a method to count longer amounts of time can interestingly be traced back to astronomy. Before telescopes existed, the key celestial bodies visible to the naked eye numbered seven (the Sun, the Moon and five planets), hence our numbered week. Days were named after planets, as is clear through Sunday, named after the sun, which was believed to be a planet.

Through this, links were

even made to the French language: for example, Mercredi (Wednesday) was named after Mercury. This foundation knowledge in astronomy helped us all to understand how a calendrical period originated because of the time between successive new moons (or otherwise known as phases of the moon). 12 lunations amount to 354 days (about 11 and a half months), roughly a year – hence our calendar. So next time any of us are asked to tell a fun fact, we all have a few to choose from!

WADDESDON SCHOOL



CAREERS FAIR 2023

Thursday 9 Feb 2023
6-9pm

Over 60 stalls showcasing universities, apprenticeships, gap years, voluntary, local colleges, specialist colleges and world of work representatives. All students (Years 7-13) are welcome to attend with their parents.

For any further information, please speak to Miss Bridges.

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