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The Gift of PEACE

WADDES DON

Voice
magazine

In this issue

- P2 From the Headteacher
- P3 Time for Reflection
- P4 From the Chaplain
- P4 Dipple's Dilemma
- P5 Reach for the Stars
- P6 I Want Some More!
- P9 Eco Mode
- P10 A Matter of Faith
- P11 Top Draw
- P12 Treetops High
- P14 Guiding Star
- P17 Deepest Thanks
- P16 Wet, Wet, Wet!
- P18 Taking the Biscuit
- P19 Face to Face
- P20 Re-Moat Learning
- P22 Horse Sense
- P23 Holding Court
- P24 Shout Out for SEND

About the cover

This term's cover shows Year 11's Elsie singing at our Service of Praise and Thanksgiving, which you can find out more about on page 17. Elsie also appears somewhere else in this issue of the magazine. Can you spot her and the article that she has written?



From the Headteacher

Each year, we mark the advent of Christmas by holding a Christmas Service at Waddesdon Church. It is a beautiful, joyous event celebrating the birth of Jesus through readings, music and song.

A favourite moment is when all the lights are extinguished and we continue the service by candlelight. This year the Worship Band sang the following blessing:

*We bless you now in the name of the Lord
Peace to you
We bless you now in the name of the Prince of Peace
Peace to you*

This choice of song seems particularly fitting at this time. We all yearn for peace of mind, peace and quiet, and peace as the opposite to war and conflict.

When we have peace, we rarely notice it, but when it disappears its absence is sorely felt.

At a time when many people are searching for peace, I would like to wish all students, families and the wider community peace and goodwill.

We continue to pray for a peaceful resolution in



Matthew Abbott

the Middle East, Ukraine, Yemen, across the Sahel and in all troubled regions in the world.

May you also find personal peace this Christmas.

Farewell and Thank You

We'd like to say goodbye and thank you to the staff who are leaving or who have left this term, and to wish them all the very best for the future.



Miss Whittaker



Mr Williams



Mrs Poole



Mrs Page



As part of our Remembrance Day observations this year, a reflection space was set up in the library for students who wanted to think or pray, especially about conflicts going on in the world today. Year 9's Phoebe was grateful for this quiet space to reflect.



After a very moving annual remembrance service, students were given the opportunity to go to the library during the following break for a time of reflection.

In the hushed space there were different calming and mindful activities. They included friendship bracelet making, instructions on how to do various mindful breathing exercises, and a blank board where those who wanted to could write their own thoughts, feelings and prayers for those close in their hearts.

I thought this was a great moment for students to reflect on conflicts around the world.

It was a poignant atmosphere and a lovely way to bring together the Waddesdon community.





From the Chaplain

“Peace means to give oneself altogether to the law of God ... Battles are won, not with weapons, but with God.”

Our Chaplain, Phil White, thinks about seeking peace - both within ourselves and in the world around us. What is real peace, and where can we find it?

A few weeks ago I spoke at the assembly about a really difficult situation I was dealing with. I mentioned that we will all experience these seemingly impossible situations - usually involving strained relationships. I was encouraging us all to see a different perspective and particularly that the situation probably isn't permanent, pervasive (affecting every part of us) and personal.

My difficult situation is still ongoing. My question is: "How do I find peace in this turmoil?"

When we talk about peace we usually refer to wars and threats of war. We talk about 'peacetime'. At this time we're praying for peace in the Middle East and Ukraine - and there are many more conflicts in the world that don't hit the news.

My question concerns the inner peace that we all seek when life is hard. I tend to catastrophise and panic that it's all going to go pear-shaped! I lose my peace and it causes me to be anxious. Where do I find peace?

Dietrich Bonhoeffer (1906-1945) was a German theologian who was executed by the Nazis on April 6, 1945 after 2 years in various concentration camps. He said that peace is the opposite of security ... peace means to give oneself altogether to the law of God ... Battles are won, not with weapons, but with God.

Again, I'm trying to find that inner peace that he is talking about. I'm reminded that Psalm 46:10 says: "Be still and know that

I am God." This verse is often taken out of context - we need to remember that it is written in the context of war. This was a song the Israelites sang as they went into battle - inner peace in the context of terrible circumstances.

Perhaps a more up to date version of that verse might be: "No God, no peace; know God, know peace" (Croft M Pentz).

I wish you all a very happy and peaceful Christmas.



Can you solve Mr Dipple's fiendish Maths problem? If you can, let him know. There will be a prize for the best or most elegant solution!

I am a 4 digit number.
My tens' digit is even.
My hundreds' digit is prime.
My ones' digit is prime.
Square my ones' digit and get my thousands' digit.
None of my digits are the same.
The sum of my ones' digit and my tens' digit equals my hundreds' digit.
The product of my ones' digit and my tens' digit is divisible by 1,2,3,4,6, and 12...What number am I?



Reach for the STARS

Dr Beth Healey has taken part in research designed to help with future missions to Mars, living and working in places as remote as Antarctica. As Year 12's Alex reports, she visited the school with an inspirational message: that our students can be the next generation of space explorers.

Researcher, doctor and inspirational speaker, Dr Beth Healey encouraged students to dream big and take a leap of faith on her recent visit to Waddesdon School.

During her career she has stayed at Concordia, Antarctica, over a period of 105 days, working as part of a crew. She researched the effect of isolation and extreme temperature on the human mind and body.

The studies located in Concordia (also known as White Mars) helped immensely with advising astronauts on lunar expeditions and potentially even Mars excursions.

Her research also found its application during the COVID-19 pandemic, providing helpful advice on how to deal with extended periods of isolation.



Our school production of the classic musical 'Oliver!' was a huge success. Year 10's Jack had a major part to play, and already can't wait to do it all again next time.

From a quaint village in the Buckinghamshire countryside to the glamorous West End, everyone knows the name Oliver Twist. After two months of rehearsals and singing practice, I had fallen head over heels for the story, the fashion, the music and my character, Mr Sowerberry.

Whilst being a part of the performance was sublime, the story itself is more of a tragedy. It's about a boy whose mother died at his birth and so he was placed into an orphanage, befriended by a gang of homeless children and threatened by a murderer. There is death and loss in this story, but it is also a tale of reunion.

I would say the highlights of the show were the Saturday rehearsal because it's so unique and fun to be able to act, sing and dance all day. The other highlight was, of course, the final performance; after we had finished, there was such an intense feeling of pride and sadness because it was all over. It truly is the kind of feeling that you couldn't get anywhere else.

However, there were also some real

Please Sir... I Want Some More!

challenges, for example, in "Who Will Buy", both the dance and the vocals were so fast and difficult to learn. I think that made it all the better when we did get it right. Another one was the police segment of "Consider Yourself", as we were only told once right at the start what the timing was so in the last days before the show we had all forgotten. Thankfully, we noticed this and worked together as a group to fix it.

We would never have been able to show you this without the ridiculous amount of time and energy put in by Miss Turner and Mrs Osborne who directed the show. Because of them the whole cast put on such a brilliant performance, and we could come together as a community for such a wonderful experience.

Obviously, the show also wouldn't have been half as good without the tech team. Without them, we wouldn't have had any lights or microphones and we wouldn't have been able to hear the beautiful work of the band. On behalf of the cast I would like to say thank you to Mr Dimond and Mr Judson who spent so long helping us learn the vocals and spent their summer working on the band parts.

We had four sold out shows and 120 people in the cast, which is the largest we've ever had. I'm so proud to know such brilliant people and to be able to express myself like this, and I'm excited to do more shows in the future. I also want to say congratulations and goodbye to the Year 11s and 13s who won't be here next year to do the show; it won't be the same without you all.





Year 11's Elsie is a veteran of many Waddesdon productions. She explains what continues to make them so exciting to be involved in.

The shows at Waddesdon are always the highlight of everyone's year. Not only do they bring all the year groups together, but showcase the extraordinary talent each individual holds. This year we were all thrilled to find out we would be performing a production of 'Oliver!', with over a hundred people taking part!

With this particular show being well known by many, it was an exciting challenge to make sure it was perfection. As well as the performers on stage, there were so many incredible individuals that brought this show to life. Each year we have a live band playing all of the music to create an immersive atmosphere that really makes the school feel like a theatre.

This show strongly relies on a large young cast and each of them certainly did an outstanding job of performing their ensemble numbers. It was a joy to work alongside the younger years

and to be able to see the excitement they got when becoming a character. In addition to this, the senior members of the cast are always a pleasure to perform with since we learn so much from each other within the rehearsal process and always have a wonderful time.

Lastly, I would like to thank everyone who was involved in putting this show together, especially our wonderful director, stage manager, musical director and everyone who came to watch! Waddesdon shows will always be my favourite and I consider myself lucky to be a part of them.



Eco MODE

This term, the Year 12 Eco Fashion group had the exciting opportunity of visiting a local fashion designer, who has premises in Waddesdon. Khaya and Breeze share what they learned.



An ex-student, Waqaas Ahmed, who now works as an international designer, generously hosted the students and showed them around his design studio, while imparting valuable advice to those aspiring to have a career in fashion and sustainability. His focus is handcrafting bespoke garments, using heritage textiles, while maintaining his environmental credentials.

"Meeting the fashion designer, Waqaas Ahmed, was an amazing thing for our group. His story was really inspiring and hearing how he was so passionate about the climate and the way fashion is produced

was brilliant. It resonated with some of the reasons we decided to join Eco Fashion group. We learnt how materials are sourced, what to avoid and how to make our way sustainably through the industry. Going to see his studio was a bonus that I really appreciated: being able to see where everything really happens was magical and we began to understand just how much work goes into the smallest things. I now feel more confident about how the fashion industry is accessed and was grateful for the opportunity."

Khaya

"Waqaas Ahmed had a studio filled with fabrics and abayas (bespoke

handcrafted cloaks) that he has made. The experience of seeing his studio allowed us to learn how different fabrics work and interact, so that we could apply this to our eco fashion journeys. Waqaas Ahmed is hugely inspired by sustainability and showed us how fashion can actually be used to help the environment, rather than destroy it."

Breeze

Learn more about this exciting local business at <https://aywa.london/>





Georgie joined the rest of our Year 8 RS students who were invited to visit Aylesbury Mosque to find out what goes on there, and to learn more about Muslims and their contribution to the community.

A MATTER OF *Faith*

On Thursday, 2nd November all of Year 8 went on a visit to Aylesbury Mosque, to learn about Islam. When we got to the mosque, we had to enter in silence and put our shoes on the racks. As we entered the prayer space our eyes were drawn to the carpet, which had loads of bright colours.

Once everyone had sat down and settled, the Imam (Muslim leader) briefly talked to us before taking us into the bigger prayer room with a large domed roof. As you walk in you can spot a sparkling chandelier and

calligraphy all around the room. We all quieted down (because it was a place of worship) and asked the Imam lots of questions. I asked how long prayers usually last and the answer was around five minutes. What surprised me was that the Imam held his role because he studied and trained, not due to past family members.

The dome was so beautiful and I kept wondering how someone could get up that high to paint the calligraphy.

The Imam talked about his role, how

he leads the prayers and also teaches the way of Islam and being a Muslim to younger students. As he leads the prayers, he reads the Koran.

When we left we walked past the wudu station. It was a tiled room with taps where Muslims would perform the wudu. Wudu is a cleaning ritual before Muslims pray. It looked super clean. We walked out and put our shoes on. I think the trip was a good experience which helped us connect more fully with Islam.



Top Draw

A Level artists were invited by the Education Team at Waddesdon to take part in a drawing workshop at the Manor. Year 12's Rhys tells us about how the exercises they took part in encouraged them to approach drawing in a different way.



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We began by describing a vivid image from memory to a partner who drew what was described.

We were pushed to explore the limits of language in the sense of conveying an exact mental picture whilst also appreciating how a description can be translated in the mind of the listener.

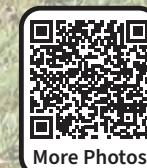
Following this we observed the work of Catherine Goodman and

interpreted it in the following ways:

- Blind contour line drawing
- Continuous line drawing
- Drawing a section of detail through a viewfinder
- Drawing with the non-dominant hand

I found this evoked a looseness which I haven't explored before and certainly encouraged a greater sense of active interaction with the reference.

After lunch the concluding on task took us to the parterre overlooking the distant hills. I found this opportunity to study the field and work directly from observation enabled me to engage with the landscape in a fresh way following the insight of the previous tasks.



More Photos

Treetops High

On Monday the 2nd October, Year 7 took part in an Activity Challenge day at school.

We were put into groups with people we hadn't met before and worked together on various activities on the school field. The activities were designed to test our collaboration and communication skills which helped us meet new people and start new friendships.

In one of the activities, we had to cross a stretch of land without touching the floor, by using wooden planks with rope handles. This was particularly hard as we all had to step in time with each other, testing our patience and determination!

We really enjoyed these activities as we made new friends that could last a lifetime. We hope that next year, the new Year 7s enjoy this as much as we did! **Tanmai**

Our Year 7s took part in two activity days, including their first external school trip, to Go Ape at Wendover Woods. Tanmai and Harry tell us about two days of bonding and fun.

At the beginning of the school year, we were given the exciting opportunity of going to Go Ape in Wendover Woods.

Once we arrived at Go Ape we assembled into our form groups ready to start the day's activities. The first activity was a team building exercise. This involved working as a group to lift



wooden 3D shapes off the floor, to move and place them into their matching holes in a wooden box. This proved to be very challenging because we couldn't enter the circle and we had to use ropes and a bungee.

After working up an appetite in the team building exercises, it was time to sit down and enjoy our packed lunches.

Once we had eaten, each form was split into ten groups and each group was given a coloured wrist

band. It was time to head to the safety briefing, after which we were fitted with the harnesses, and finally it was time to Go Ape!

We climbed the stairs up to the platform where we had great views. From here we climbed through nets and over obstacles until we got to the zipline at the end. This was very exciting, although a little scary, as the ropes were shaken by the other people. It was a wonderful opportunity to learn at Go Ape. **Harry**





GUIDING *Star*

Sarah Murray visited our school to talk about her trailblazing career at NASA and the barriers she overcame to get there. Year 9's Sophia was inspired by what she heard.

At the beginning of November, we were fortunate enough to have NASA's Sarah Murray visit the school to give a talk to Year 9 students and a handful of sixth-form Physics students.

Murray, born and raised in Mississippi, USA, got married young and dropped out of college to join the US army. Since then, she has gone on to join NASA and work her way up the ranks to the NASA Orion Multi-Purpose Crew Vehicle Program.

Murray explained, in-depth, her lived experience as a black woman making her way to the top levels of the National Aeronautics and Space Administration (NASA). This was not easy for her, and to be as successful as she is today, Murray had to work much harder than most of her peers.

During her talk, Murray showed a clip from the 2016 film 'Hidden Figures' which illustrated the challenges faced by black women, not only in NASA, but across Science, Technology Engineering and Maths (STEM) subjects. She recommended the film to anyone interested in such topics.

Sarah Murray's story is one of courage and perseverance. These are traits vital to anyone looking to be successful in any field, STEM or otherwise.

We thank Sarah for giving us her time: she is an inspiration to us all.



DEEPEST *Thanks*

Our Service of Praise and Thanksgiving allows our students a time to pause, consider and give thanks for the good things in our lives. Year 9's Rhiannon explains why it's such an important opportunity.



The annual Service of Praise and Thanksgiving is a time for reflection and prayer, when everyone can remember how privileged we are and how we may take things for granted that others are not so lucky to have.

The service included songs from the school choir, Bible readings and a message about gratitude from Mrs Chapman. She recalled the difficulties experienced by the Dutch Christian Corrie Ten Boom and her experiences in the Ravensbruck concentration camp in Germany during World War 2. Corrie and her sister had to maintain an attitude of gratitude to endure the hardship and the poor living conditions.

As the service started, I could feel the atmosphere change as people started to listen to readings and songs and take part in prayers. The service included a slide show featuring the main events from the past year such as the Inter-form competition, the school drama production, school trips, Sports Day, visits from outside speakers like the astronaut Tony Antonelli,

and Waddfest. As we watched the slide show of pictures from the last school year, people looked at and smiled with friends after noticing one another in pictures.

The service gave time out for reflection, and it took place over two services, half the school being present in the hall for the first session and the other half for the second service. It was an inclusive service as everyone was encouraged to be grateful, a human quality, not just a Christian one. When it came time to reflect on the things we are grateful for, I thought to myself how I don't live in an area affected by conflict, that I have a safe home and have the opportunity to receive an education.

It was a positive start to our day and a good reminder of how privileged and fortunate we all are, in our own way. Josh Chivers and I did the Bible readings while Esther Richards and Amara-Shae in Year 7 did the school prayer. The music was organised by Mr. Judson.





More Photos

Wet, Wet, Wet!

Our GreenPower team have been in action, enduring their first wet race, and competing in their second final. But did they make the step forward in performance that they had been aiming for this year? Year 10's Tom reports from trackside.

Greenpower at Waddesdon has had another fun and successful year, the racing season being filled with many memorable experiences. We raced at the Goodwood circuit, the Castle Combe circuit and a few more, but these two are the most well-known.

On the trip to Castle Combe, we

experienced one of the most common conversation topics in Britain: the horrible weather. For many, if not all the drivers, the rain impacted our vision greatly. In addition, it did not leave the track in the best of conditions, raising our worry of endurance to the greatest level. Fortunately, this was our only race in which cats and dogs decided to fall from the sky!

Within the races there are two categories: Year 9 raced in the Kit Car category (a car that the team purchased) and Year 10 raced in the Scratch Build (a car we built). The Year 9 team had a very successful year, with their position in the races ahead of the Year 10 team. Year 10 are keen to point out that this is only due to the fact that they were



in a much more difficult category to compete in than the Year 9s!

Year 10 have already tried their hand at racing in the faster category this season. This category includes some teams who push to the limits of the regulations to produce the fastest cars within the race, even if some of them look like bathtubs!

With our trusty aluminium automobile, we set off, only to realise very quickly that we weren't fast enough. Despite this, the team do plan on producing a third car which, hopefully, might have a chance of being more competitive.

“We set off, only to realise very quickly that we weren't fast enough...”

The team has also managed to spark the interest of some Sixth Form students. These students have become an integral part of the team, offering new avenues for the team to go down in order to progress further and improve our current design. All the while, Greenpower helps to boost their CVs and possibly acquire employment in the motor industry themselves.

In all honesty, these cars and races would not have been remotely possible if not for our terrific teachers. Firstly, the witty Mr Weaver, armed with dry humour, taught all of us how to do anything with cars. And secondly, we have the wonderful Mr Iveson whom all of the Greenpower team, and his students I am sure, agree is one of the most generous and kind human beings to grace the earth. The Greenpower team owe all of their thanks to these two brilliant people for giving us the opportunity to expand our learning, broaden our horizons and give us an extra tool in the box to help us flourish. Both of them are truly a credit to the school.

In conclusion, Greenpower at Waddesdon is in a strong position and hopes to progress, possibly collecting more accolades to add to the currently too-small trophy cabinet.

Watch this space!





TAKING *the* BISCUIT

Year 13's Gabbie is part of a group that has been volunteering at the Wednesday Club, serving tea, coffee and biscuits to Waddesdon's senior citizens. As she explains, the time is valuable and the rewards are mutual.

In Waddesdon Sixth Form there are many extracurricular activities on offer to us; these activities help us enhance and boost our university applications.

There are a wide range of options on offer, such as Sports Leaders, Debate Society, primary school visits and many more. Most of these take place every period 5 on Wednesday. In September of last year, I made the decision to volunteer at Wednesday Club, a club where elderly people of Waddesdon and surrounding areas can come and connect with each other.

Three other girls and I head over to the village hall in the morning. We normally arrive just as the elderly are arriving, so our first port of call is making teas and coffees. We then spend the rest of the hour talking to the elderly. The girls and I that are in in the morning have made friends with the table at the back of the hall and we have been lucky enough to make good friends with Christie, Dave and Brenda.

I look forward to the hour every Wednesday, spending our time with them. Conversations range across all manner of subjects such as music, weekend plans, school, driving and comparing their childhood to ours.

Wednesday Club has given me a chance to learn new things and to have a conversation with some really lovely people. I will thoroughly miss it and the people I've met when I leave Waddesdon.



FACE *TO* EVCE

Our Year 8 students travelled to the Pitt Rivers Museum in Oxford to see their incredible collection of cultural artefacts in situ, in search of inspiration for their art projects.

Nia Ama: On the 7th, 8th and 9th November, all of Year 8 went to the Pitt Rivers Museum in Oxford. Inside, you will find a fascinating collection of over 500,000 anthropological and archaeological artefacts. As you enter Pitt Rivers you will be greeted by a wide hall with dimmed lights and lots of glass cases.

Caris: The atmosphere in the museum felt very intense and spiritual in a funky kind of way. The museum setting is dark and has loads of cool and crazy artefacts over the space of three floors. When you enter the museum, you're greeted with a huge totem pole straight ahead. A Pitt Rivers employee will

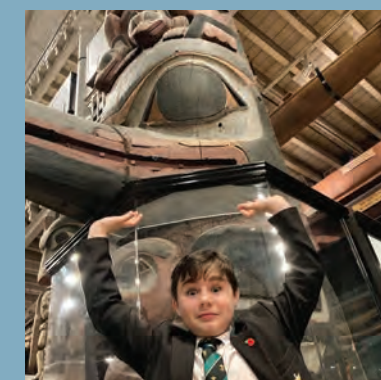
talk you through the museum and its history.

Bongiwe: As I went into the museum, it was like walking through a life-size kaleidoscope of culture. Mrs Evans asked us to draw six pictures of whatever we wanted. As soon as I heard that, I excitedly went around searching for the right display. I drew as quickly and as skilfully as I could.

By the time we had finished our trip, I had decided my favourite was the second floor. It was full of jewellery, clothes and bangles, both traditional and celebrational ones. There were also hair clips that were made of

wood and even branches. As we came to a close, the group was buzzing with excitement. It was a sad journey home but I remembered the knowledge and the good times I had.

Noah: In summary, Pitt Rivers provided amazing inspiration for our mask designs. This inspiration felt so vivid coming from a historical source rather than a Google image. Instead of sketching from a 2D image, we got 3D views of the great things we'd be depicting. Overall, the museum will drastically improve our final mask products and I hope by this writing the extent to which it helped us is obvious.





Our Year 7s travelled to wonderful Warwick Castle for a day of medieval discovery. Harry, Zach, Luca and Jess tell us what they found out.

RE-MOAT LEARNING

We visited Warwick castle on the 30th November. The first thing my group did was go to the top of the castle and we saw a lovely view of the River Avon below us. A stunning spot to build a fortress!

After we finished with the views, we went from the top of the castle to the dungeons, where they used to put the old prisoners in chains near a small window.

After escaping the dungeon, we ate lunch on the field near the river. When we had finished, we watched a bird show that displayed lots of different

birds, including owls.

After the bird show ended, we went to my favourite part of the trip. We went through corridors with pictures and paintings and then we arrived at a room with a man dressed in medieval clothing. We were split into three groups and were taught marching orders, and then learnt how medieval people used to kill each other by stabbing different parts of the enemy's body. We also were taught different strategies when going into battle. For instance, where to place your army on the battlefield.

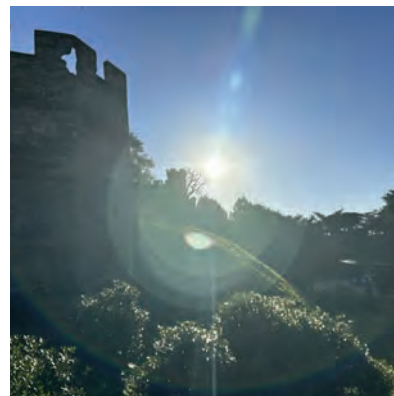
My favourite part of the trip was learning

about battle strategies and how to kill people in medieval times... Overall, a great trip!

Harry

My experience at Warwick castle was amazing, I found the historical meaning behind it helpful for use in lessons and for the future. The bird show at 12pm was fantastic. I really enjoyed my time at Warwick, and the combat skills and how to defend a castle idea was my favourite part of the day. It was an amazing day filled with lovely experiences.

Zach



I enjoyed Warwick castle as I got to see all the prisons where they used to keep the prisoners and leave them to die. We got to see the various parts of the castle and learnt facts about them. I liked the bird show and was amazed at how well-trained the birds were. I enjoyed the trip very much.

Luca

When we got to the castle, it looked like something out of a fairy-tale book: the huge tower, the empty moat, the portcullis, the gatehouse. When we

went in, I thought it was where there was a ceremony for the queen, but then I realised that this was Warwick Castle.

Firstly, we went to see the dungeon jail. In a small entryway in the dungeon there was a hole with a grid, which was where they would throw prisoners and forget about them for years at a time. Then we went up a twisting pathway, leading us to an area where we could see arrows and have a lovely view.

After that, we went to a workshop where we did knight training, and then had lunch. While we were eating, there was a bird show where we got to see an owl that looked like Hedwig from Harry Potter, and also a barn owl.

Finally we had a tour around the castle. We got to see armour, a real bed on which mediaeval people slept, and a "porridge pot" which the mediaeval people used to eat porridge out of.

Jess





Year 11's Tabi left her mark for Bicester and Warden Hill Pony Club this summer, showcasing not just her skill in the saddle, but also her dedication to the sport.

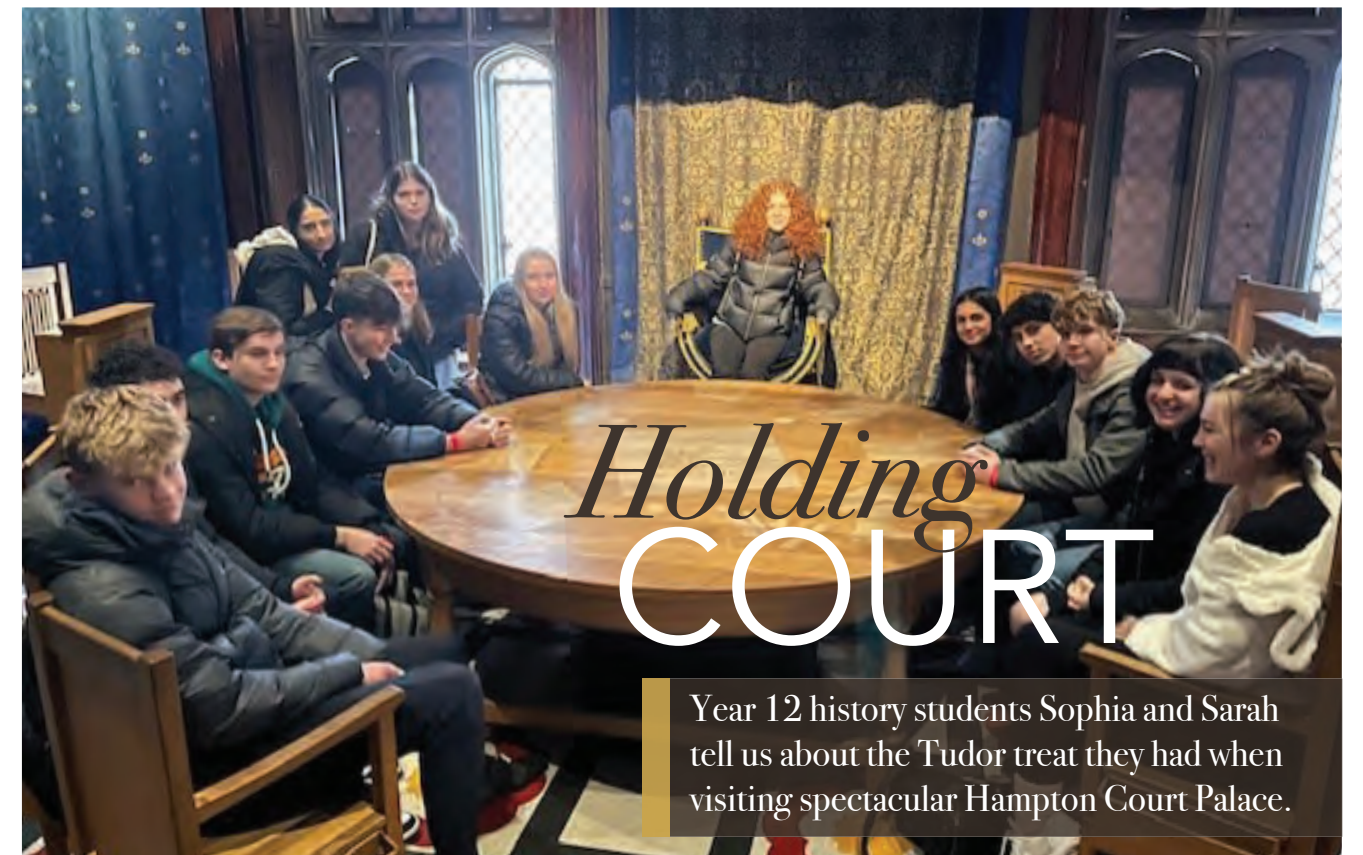
In September, Tabi took on the formidable Eventer Challenge at the Blenheim International Horse Trials. The challenge, a test of precision,

timing and endurance in a single timed round, required riders to navigate a course of show jumps AND cross-country fences. The team of three riders all had clear rounds, but unfortunately the notorious joker fence kept victory just out of reach.

Tabi also made her mark in the dressage arena, claiming victory at regional competitions and earning the right to represent her club in the prestigious Pony Club

Championships.

Behind the scenes, Tabi's success isn't just about medals and ribbons: it's a testament to the dedication and grit she pours into her training. Any sport demands discipline, countless hours of practice, and dedication. Tabi's journey is the culmination of hard work, resilience, and an unwavering passion for the sport.



Year 12 history students Sophia and Sarah tell us about the Tudor treat they had when visiting spectacular Hampton Court Palace.

On 6th December, on a very chilly, misty and atmospheric day, the Year 12 historians participated in a visit to Hampton Court Palace. This was to extend our current studies on Tudor England in A level History, specifically Henry VIII's reign.

To start our trip, we looked around the palace following our honorary historian, Mr Barrett, who surprised us with his wide knowledge of Hampton Court, despite being a Geography teacher! Following this, we received a lecture by an historian named Jeremy, during which we conversed about the Reformation of the Catholic Church during Henry VIII's reign.

We explored Hampton Court and analysed primary sources, debating the main driving factor for the Reformation in England. Our personal conclusions included: Henry's desire for a divorce (The Great Matter), sovereignty, dynasty, wealth, the influence of Anne Boleyn, and Henry VIII's personal beliefs. We found this particularly interesting because it gave us an insight into our studies next term and provided us with knowledge that we can embed into our essays.

During our trip, we were able to see real tapestries that Henry had made to honour himself and his son's succession as well as oil paintings, Anne Boleyn's ring and scriptures,

also from the Tudor dynasty. We were told that the tapestries were priceless and of more value than the crown jewels.

Additionally, it was amazing to walk in the same corridors as Henry VIII, Cardinal Wolsey, Anne Boleyn and others who were making and influencing decisions that have shaped the course of history. It was very educational and we had a lot of fun exploring this magnificent palace!

Thank you to Mr McGregor for organising the visit, Mr Barrett for driving the minibus, and Ms McIver for coming along!





On Wednesday 15th November three Year 10 students represented Waddesdon School at the Shout Out for SEND Conference. Joining secondary schools from across Buckinghamshire, they worked together to talk about bullying and discrimination, and how we can be more inclusive. Here are their reflections on the day:

"I really liked it. It was interesting and fun, with lots of activities. Everyone was included. We weren't pressured to talk if we didn't want to. Each table had people from Buckinghamshire

Council on it. Our helper was called Sue, and she was very nice. She helped us to think of ideas if we didn't know what to think. It was helpful as we could speak to people who were the same as us. We were taught that it's ok to need extra help, it's not weird to need help. It was scary

at the beginning, but we could trust the people around the table. We wrote our ideas on clouds on a board. It felt like we were the same as others, other people like us. It was great to read their ideas on the board. And at the end we were given a goodie bag with fidget toys". **Charlie**

"It was a lot to do, to think about and to speak to other schools. You are not alone in this kind of situation. Someone around our table had a lot to say, but his points were very valid. There are a

lot of people going through the same as me, who understand it completely. On our table some students were worried that they wouldn't get the help they need from substitute teachers at their school as they wouldn't know what they need. It made me realise that a lot of people need help, not only me, and that there are lots of people there to help me at school". **Erin**

I liked talking around the table and hearing all the different opinions about bullying and discrimination. We heard about other people's situations where they were bullied. At the end you could be creative and make T-shirts or posters. The people there, staff and students, were very nice. Some had disabilities but it felt normal to accept them for who they are. **Josh**



SHOUT OUT FOR SEND

Recruiting Shout Out Reps!

Do you want to make a positive difference to shape services and support for young people with special education needs or disabilities (SEND) in Buckinghamshire?

If you are aged 12 to 25 with SEND you could become a Shout Out Rep!

You will receive a welcome pack of goodies once you sign-up and can work towards a recognised qualification.

Reps meet each month - you can join an online meeting via MS Teams, or come along in person to a youth centre. You choose what suits you best!

Want to find out more?
Email: shoutoutforSEND@buckinghamshire.gov.uk

www.youthvoicebucks.co.uk/shoutout-for-send

YOUTH VOICE BUCKS



BUCKINGHAMSHIRE COUNCIL

Family Support Service

Talking Teens

Parenting support programme

Talking Teens is a 5-week programme for parents of teenagers with a focus on:

- relationships within the family
- communication
- negotiating
- decision-making
- strategies to reduce conflict

Places must be booked prior to the course starting.

To register for the programme please scan the QR code.

Get in touch

01296 383293
earlyhelpduty@buckinghamshire.gov.uk

Aylesbury
Tuesdays
9 January to 6 February
10am to 12noon

Beaconsfield
Tuesdays
20 February to 19 March
6pm to 8pm

Online
Thursdays
11 January to 8 February
6pm to 8pm

For more information please visit
familyinfo.buckinghamshire.gov.uk/familysupport

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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.

