



1 April 2022

Walthamstow School for Girls Greensheet

Headteacher's Message





As we arrive at the end of term, I want to wish you all a happy and healthy Spring break over the next two weeks. Please make sure that you have a well-deserved rest and recharge your batteries, as well as staying safe at all times. If you are in year 11, revising for assessments, make sure that you try to achieve a balance between studying and resting: take regular breaks, exercise and go outside to oxygenate your brain, eat healthily, have lots of sleep and enjoy spending time with friends and family.

To those who are celebrating, I want to wish you a Happy Easter and a joyous Passover; to those who are fasting over Ramadan, I wish you all the blessings of the holy month and hope you fast well.

Parental Feedback:

We are continuing to survey parents and carers following parents' evenings. The surveys for years 9 and 11 highlighted the following areas that we need to consider:

- Making it clearer what students will learn during the course of the year
- Informing parents of how their child is doing

About parents' evening:

- Frustration with 5 minute time limit
- Not being able to make an appointment with all of the teachers

How will we be responding?

We will be discussing the above with SLT and middle leaders. From September, subjects will be publishing **curriculum maps** for subjects so that it should be easier for parents and carers to explore what their child is learning each half-term.

Our new assessment system, **GoForSchools**, should help to make the assessment and reporting system more transparent and should help to clarify the progress your child is making. This will be implemented across the school from September onwards.

As we review our **whole school assessment policy** next term, we will ask parents and carers to be involved through surveys and focus groups. However, please do not hesitate to contact us on the info@ email if you have any concerns.

We will also review the system and timings for **parents' evenings for 2022 – 2023**. The parental survey in January indicated that the majority of parents and carers preferred online parents' evenings and, due to COVID, this was the safest option. However, we will review this based on staff, student and parental feedback next term.

Wishing you all a restful, happy and healthy holiday.

Ms Marriott

Headteacher

Parent & Carer Information



Year 11 Students and Examinations

Mr O'Brien has sent out a letter to all year 11 students and their parents, outlining arrangements for year 11 examinations and study leave at WSFG. Please see below for a student guide to exams from Ofqual, the exams regulator, which summarises the national changes:

<https://www.gov.uk/government/publications/student-guide-to-exams-and-formal-assessments-in-2021-to-2022/student-guide-to-exams-and-formal-assessments-in-2021-to-2022>

Focus of the Fortnight

19th - 29th April 2022
Lessons

Punctuality to



- Students are expected to be on time for lessons.
- If you are 5 minutes or more late to your lesson without a good reason (note in your planner) you will be marked late in the register
- If you have a good reason for being late such as having a music lesson, an appointment or were with a member of staff, you **MUST** have proof of this in your planner.
- If you incur 3 or more late to lesson marks in a week you will be placed on a punctuality report to your tutor for 2 weeks
- **Remember** being on time is an expectation and a good habit to form.

Faculty News



'What a Time to be Alive!'

Year 11 Art



2 April
– 29 April

**WHAT A TIME
TO BE ALIVE!**

–

**WALTHAMSTOW
SCHOOL FOR GIRLS**

1B Window Gallery
Coppermill Lane
Walthamstow E17
@1BWindowgallery
@darkyellowdot

We are pleased to announce that a selection of work from year 11 students at Walthamstow School for Girls will be on show for the month of April at a local gallery.

The work year 11 art students have created responds to the experience of being alive now, encouraging students to 'play' with materials and subject matter to create artworks which evoke life, both real and imaginary.

The exhibition runs from: **2 April - 29 April** at **1B WINDOW GALLERY**

1B Window Gallery

Coppermill Lane

London

Walthamstow

E17 7HA

Please see a taster of the selection of work that will be on show below - we look forward to seeing you there to enjoy the fantastic pieces by our year 11s!



Work by *Adari 11G*, clay bust inspired by Simone Leigh and an exploration into ideas around race, beauty and identity.



Work by *Edith 11C*, responding to 'work and play' theme and looking at language.

Ms Wills

Head of Art



2 April
– 29 April

**WHAT A TIME
TO BE ALIVE!**
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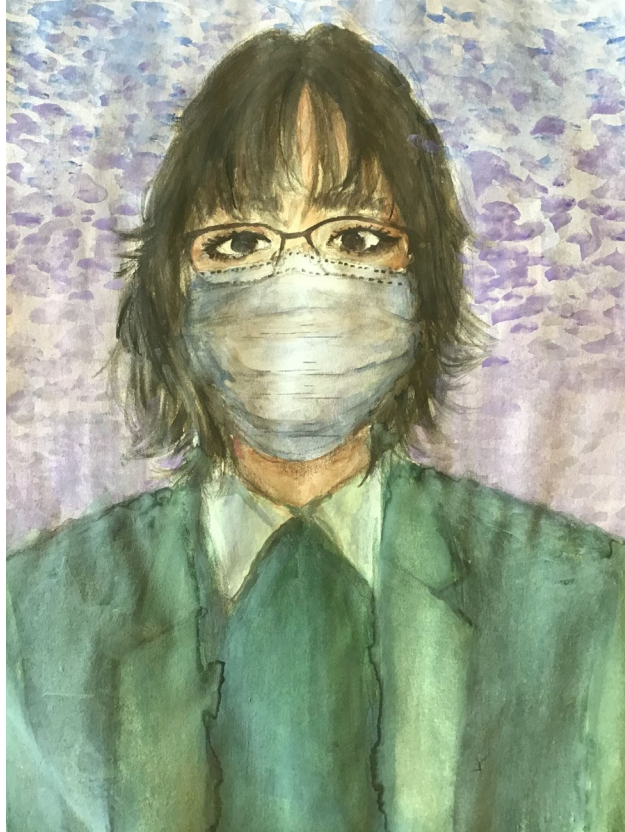
Self Portraits by 8C

Here are some incredibly impressive portraits by students, *Mehjabeen, Lucy, Ofelia* of 8C.

Their paintings are in the style of artists Chantal Joffe, Aliza Nisenbaum and Tim Benson.

Ms Wills

Head of Art



1 - Mehjabeen



2 - Lucy



3 - Ofelia

Year 7 Green Reps

Year 7 Green Reps have been responsible for creating activities that allow their form class to develop their GREEN skills.

7G have been busy in the last few weeks creating posters for the next set of year 7s, detailing what they love about WSFG.

Thank you and well done to Megs and Mallak, 7G's Green Reps, who created and delivered the activity to their form class!

Congratulations to Elli, Sara, Hibba, Anna, Samia who won the form poster competition!



Megs and Mallak holding the winning poster:



Ms Simpson

Student Progress Leader for Year 7

Year 8 English - Victorian Literature



This half-term, year 8 have been studying Victorian literature.

As part of this, 8H have also been delving into the world of Gothic literature and poetry.

The students have been writing their own Gothic poetry, which you will see below and hope you enjoy!

Mrs R Jolliffe

English Teacher

No-one was there by Nafeesah

Misty and cold,

the night was as dark as death's eye,

as I trod through the tattered park.

Caw! Caw!

A bird screeched in the distance causing my heart to stop in fear.

I felt something near,

but I couldn't see what,

for nothing was there.

No one was there.

Tap! Tap!

Sounds of footsteps...

not belonging to me.

I screamed.

Petrified,

of what I will see.

But as I turned around,

ready to attack,

No one was there.

No one was there.

Was my mind playing a cruel trick on me?

I thought,

as I started to run far from that place.

Something felt wrong,

out of place.

My heart would not calm,

it was in a state of panic.
Somebody was there.
Somebody was there.
Somebody HAD to be there,
for I could feel their breath on my neck...
Turning around one last time,
I screamed one last time,
I saw one last time,
that nobody was there.
Nobody was there.
Apart from my corpse.

The Crow by Aiza

Into the darkness my footsteps echoed
As I met in the fog a silhouette that bellowed
“Oh No!” it said, “someone has been killed!”
My footstep quickened as my body felt a chill.
I approached the body, its hand clutching its chest
Blood pouring from the heart, his face looking possessed.
I looked around and everybody was shocked
And my eyes fell upon the thing that shot.
Beside it I saw a monstrous crow
And from the second I saw it, I knew it was a foe.
It took off with its friends
Leaving this man at his end
Murder above murder.

Reflections by Sophie

I awoke with my brain still fuzzy from mist of my dream

I saw my floor imbrued with a vermillion bloodstream
Who does it belong to? What do I do?
As I pondered whether I should follow it, my curiosity grew...
And so I gave in to my spirit of inquiry
And followed the trail that was so warped and spirally
Like a snake it contorted and slivered
I came to the end of the path; I shivered...
A mesmerising melody of trickling water sounded in my ears
Though what I thought I saw ahead of me only added to my fears,
I ignored my worries and clenched my fist,
Struggling to see, my eyes fought against the deep cloudy mist,
In front of me appeared a river like a silver ribbon, laid across the land
And then I saw *it* and understood the situation at hand...
The nebulous abyss of water rested elegantly
Yet there was something else in there too, it was clear to see
And then, the moon's radiance of light illuminated what was floating inside
It was a person... and that person had died.
The crystal-clear river mirrored reflections tinted and azure blue,
But the body in the water was a reflection too...
I wanted to scream, to hide, to flee..
It was obvious the corpse in the water was Me.

Gothic Poem by Alessandra

The darkness crept whilst I slept, smothering me in the night,
Willing to go down without a fight,
I shivered and quivered up in my room,
Scared to step outside for the fear of the tomb,
That sat outside of my house,
Quaking like a mouse, holding the secrets that will bring us our doom.

The wind whistled a high tune as I looked desperately for my silver spoon,
When in the darkness without a light I shouted and I screamed with all of my might,
And in return I heard a voice,
A small voice, a quiet voice, but even so still a voice,
It called out to me,
Crying for me,
Wanting me,
But alas no one was there.
Tears slipped down my face as it reached to the lace,
That clung to my dress like a mother to its child,
I cried for the voice again, but I received nothing in return
That saddened me and though my heart did burn,
And I knew that I was finally alone,
Though for once I didn't groan, with the knowledge that one day someone could be there.

The Stag by Matilda

He dances in my dreams ,
Prancing in my mind.
The fury in his eyes a gleam,
With acrimony unable to subside.
The hooves he wears with pride,
Crush me every time.
The terror inflicted makes me abide,
My screams seen not heard just like a mime.
His antlers prick me in my sleep,
Each drawing blood.
Enough to make me weep,
My body limp with a thud.
Ready for the dreams,

The nightmares that I can't escape.
The ones that evoke my screams,
That wrap around me suffocating like a cape.
Will I ever be able to escape? -

Gothic Poem by Anna

The mist is dank and clinging
The rain and hail is stinging
The mountains tower above
I hear footsteps nearby
And the mist goes on and on.
The mist is swirling
My heart is twirling
A wail breaks the stillness of the night
Shuddering I resist the urge to run
As I stand the wail goes on and on.
I look around in fear
And then ***something*** appears
As finally the wail stops
The silence is loud
I stand my ground-the moment goes on and on.
The *thing* draws nearer
Its face is clearer
So terrible I'm petrified
As my head hits the floor
The night goes on and on.

Comic Relief



On Friday 18th March, WSFG supported Comic Relief by asking students to make a donation and wear a piece of red clothing.

Thank you for all of your generous donations!

A special thank you to *Ida, Karinaa, Bea, Clara* and *Alex* (Year 7) for all your help selling the red noses and creating charitable excitement during the day!

In total WSFG raised **£160.00** for Comic Relief.

Well done everyone!

Ms Simpson

Year 7 SPL

Puzzle of the Week – Champions



Each week, mathematicians at WSFG enter an International Puzzle Competition.



We now have four POTW Student Ambassadors who are promoting the puzzle with their peers and helping us to move up the leader board. Thank you to Aisha 8G, Isabelle 8C, Matilda 8H and Rojda 8C

They came up with the idea of making badges for weekly winners, picked at random from students who entered with the correct answer. The number of winners each week is proportional to the number of entrants.

Parents, carers and staff are encouraged to enter too!

Congratulations to the following winners so far:

There's something unusual about this multiplication table

x	2	4	7
2	4	8	2
3	6	0	9
5	10	8	11

Using these rules for multiplication, what is the answer to 6×7 ?

Extension: Which numbers will always give you a 0 whatever you multiply them by?

The difficulty in this puzzle is spotting what is happening, once you have done that then it is not very complicated. When looking for patterns and struggling it is sometimes worth writing down anything you notice, no matter how simple. Some useful things to spot here are:

- The lowest answer is 0 and the highest answer is 11.
- The smaller multiplications give you the answers you would expect, only the larger multiplications give you an unusual answer.
- The smallest answer that gives us something unusual is $3 \times 4 = 0$ when it should equal 12.



These things may make you consider the number 12, and you might then spot that we are dealing with something like a clock face, where numbers 'wrap around' to 0 when they reach 12.

For example, starting at 0 and moving forward 12 hours will take you back to 0. Going forward 15 hours from 0 would take you to 3. Finally, going forward 25 hours from 0 would take you to 1.

Another way of thinking about this is that the answer is the remainder when dividing by 12. For example, $25 \div 12 = 2$ with a remainder of 1. We use the 1 and ignore the 2.

This technique works on all the multiplications in the table (for example, $35 \div 12 = 2$ remainder 11, so the answer is 11). In the question we are asked about $6 \times 7 = 42$.

$42 \div 12 = 3$ remainder 6, so the answer is 6.

Taking it further

On the right is a much larger multiplication table made using the same rules. What do you notice when you look at it? Why do some rows and columns have simple patterns and others do not?

These 'alternate arithmetic rules' form a very important branch of mathematics called "Modular Arithmetic" and 12 is not the only number that can be used for it. The puzzle's solution could be written as $42 \bmod 12 = 6$. You can even type "42 mod 12" into Google and it will give you the answer and bring up a calculator.

Research into Modular Arithmetic goes back a long time, with Leonhard Euler developing the field greatly in the 18th century. However, it is still enormously useful today. For example, Euler's Theorem is fundamental in the mathematics of the RSA public-key cryptosystem that is widely used for secure data transmission.

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 Puzzle created by Andrew Sharpe (@asharpeeducator)
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 Solution written by Andrew Sharpe (@asharpeeducator)
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[Puzzle of the Week](#)

Puzzle 168 – The Odd Multiplication Puzzle

Charlotte 8C

169
Puzzle
Number

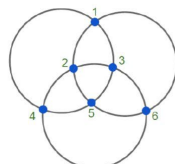
PUZZLE OF THE WEEK

Entries open: Mon 28th Feb

Entries close: Sun 6th Mar



When three circles are drawn,
they cannot intersect at more
than 6 points.



What is the maximum number of points of
intersection of 6 circles?

Extension: What is the maximum number of points of intersection of 7 circles, 8 circles, n circles?

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Puzzles created by Andrew Sharpe (@andrewsharpe)

@andrewsharpe
Puzzle of the week
@andrewsharpe



The Intersecting
Circles Puzzle

169
★★★☆☆

Answer: 30

One way of solving this puzzle is to consider how many intersections are added each time we draw a new circle. The table below is one way of recording this:

1st circle	Adds 0 intersections	One circle on its own has nothing to intersect with.
2nd circle	Adds 2 intersections	The second circle can intersect the first one twice.
3rd circle	Adds 4 intersections	It can intersect both the previous circles twice.
4th circle	Adds 6 intersections	It can intersect with the previous three circles twice each.
5th circle	Adds 8 intersections	It can intersect with the previous four circles twice each.
6th circle	Adds 10 intersections	It can intersect with the previous five circles twice each.

The we can just sum the new intersections to find our answer: $0 + 2 + 4 + 6 + 8 + 10 = 30$

Alternatively, you could just draw all the circles making sure that every circle intersects every other circle twice. A very satisfying example of this is shown on the right.

Taking it further

By considering the maximum number of intersections each additional circle can add, we can quickly compile the table below. The extension then asks us to find the maximum number of intersections for n circles. If you have studied quadratic sequences then it is possible to find the answer from the table, however, there is a simpler way:

Number of circles	Max intersections
1	0
2	2
3	6
4	12
5	20
6	30
7	42
8	56
9	72

- Each circle will intersect every other circle twice.
- If there are n circles then each circle will intersect n-1 other circles.
- That means each circle will have $2(n-1)$ points of intersection on it.
- For example, in the image above n=6, so there should be $2(6-1)=10$ points of intersection on each circle. The 30 that sits above above this is the answer.
- There are n circles which all have $2(n-1)$ points of intersection on them, that is $2n(n-1)$ total points of intersection.
- However, each point of intersection is counted twice (as it lies on two circles), so we need to divide our answer by 2.
- $\Rightarrow 2n(n-1) \div 2 = n(n-1)$
- Therefore when n circles are drawn, the maximum number of points of intersection is $n(n-1)$.

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Puzzle of the week
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Puzzle 169 – The Intersecting Circle Puzzle

Huda 7H, Nafeesa 8H, Safa 9C & Nusaybah 10H

170
Puzzle
Number

PUZZLE OF THE WEEK

Entries open: Mon 7th Mar
Entries close: Sun 13th Mar

Five people are playing some tennis doubles matches:
Tim, Simon, Freddie, Andrew and Neil.

For each match one person will watch and the others will make two pairs.

For example:

Tim & Simon
versus
Freddie & Neil
(Andrew watches)

For example:

Andrew & Neil
versus
Simon & Tim
(Freddie watches)

How many different matches could the five people play?

Extension: What if there were six players and two of them watched each game?

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Puzzle created by Andrew Sharpe (@theapococutor)

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PUZZLE OF THE WEEK

The Tennis Matches Puzzle

170
★★★★☆

Answer: 15

Four Players

As with many permutations puzzles, the easiest way to solve this is to start with a smaller example. In this case, we can consider how many different matches are possible if there are four players. Let's say Tim (T), Simon (S), Freddie (F) and Neil (N) are going to play. In this simplified version, Freddie could be paired with Neil, Simon or Tim, giving the three possible matches on the right.

FN v ST
FS v NT
FT v SN

In those three matches, every player has had a chance to play with every other player, so they are the only 3 possible matches when there are 4 players. It is worth noting that each match could be written in 8 different ways:

$$FN \text{ v } ST = FN \text{ v } TS = NF \text{ v } ST = NF \text{ v } TS = ST \text{ v } FN = ST \text{ v } NF = TS \text{ v } FN = TS \text{ v } NF$$

However, the 8 matches above are not different tennis matches because even though the order has changed the pairs of players are still the same.

Five Players

The solution above means that there are 3 possible matches when Andrew (A) is watching. There are 5 different players who could watch, and they could each watch 3 possible matches. That means there are $3 \times 5 = 15$ possible different matches. They are shown below:

A watches	F watches	N watches	S watches	T watches
FN v ST	AN v ST	AT v ST	AT v NT	AT v NS
FS v NT	AS v NT	AS v TT	AN v TT	AN v TS
FT v SN	AT v NS	AT v FS	AT v FN	AS v FN

Taking it further

As the number of players increased above 5 I found a different method more useful. We can think of there being 4 positions available in each match. When there are 8 players available, there will be 4 choices for the first position, then 5 choices for the second, 4 choices for the 3rd and only 3 choices for the final position. Multiplying the number of choices together suggests that there are $4 \times 5 \times 4 \times 3 = 240$ different possible matches, however, many matches are repeated. We saw above that there are 8 arrangements of each match, so each match is repeated 8 times in the answer of 240. That means that, excluding repeats, there are $240 \div 8 = 30$ possible matches when there are 8 players available. Finally, if there are n players available, then we can use the same method to find an answer. There will be n choices for the first position, then $(n-1)$ choices for the second, $(n-2)$ choices for the 3rd and $(n-3)$ choices for the final position. Dividing this by 8 shows us that the number of different tennis matches possible with n players is $\frac{n(n-1)(n-2)(n-3)}{8}$.

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 Puzzle of the Week
 @puzzleoftheweek

Puzzle of the Week
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Puzzle 170 - The Tennis Matching Puzzle

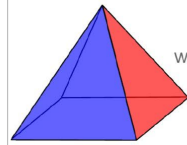
Lucy 8C, Juwairiyah 9C & Hana 10F

171
Puzzle
Number

PUZZLE OF THE WEEK

Entries open: Mon 14th Mar

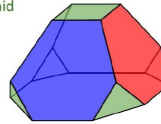
Entries close: Sun 20th Mar



The pyramid on the left has 8 edges
and 5 vertices (corners).

When all the vertices are 'sliced off' it is called truncating,
and the pyramid becomes like the shape below.

This truncated pyramid
has 24 edges.



If the truncated pyramid is truncated again,
how many edges will the final shape have?

Extension: What if you were to truncate the pyramid for a third time?
Extension?: What if the initial shape were a pentagonal-based pyramid?

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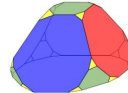
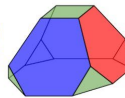
The Truncated Pyramid Puzzle

Answer: 72

171
★★★★☆

The most fun way to solve this puzzle is undoubtedly to build a pyramid out of clay, truncate it twice
and then count the edges afterwards. Sketching the final shape is also a valid way to solve the
puzzle. However, both of these methods are fairly time consuming and prone to mistakes. There is a
more mathematical way to approach the problem.

An important characteristic of the truncated pyramid
which we are asked to truncate again in the puzzle (on
the right) is that 3 edges meet at every vertex. If we
truncate a vertex where 3 edges meet, the new face
we create will always be a triangle. You can see this in
the diagram below, where the new faces are yellow.



So each time we cut a vertex off in this puzzle, we
create 3 new edges. The truncated pyramid in the
puzzle (above) has 16 vertices, so that means our
new solid will have $16 \times 3 = 48$ new edges. We also
retain the original 24 edges as well. So in total our
new shape (to the left) will have $48 + 24 = 72$ edges.

Taking it further...

The extension asks what would happen if we continued to truncate
the shape. A pattern forms because (as above) each resultant
shape has 3 edges meeting at every vertex. After the first
truncation, to find the characteristics of the next solid:

- Vertices = 3 x the number of vertices in the previous solid.
- Edges = the number of edges in the previous solid + 3 x the
number of vertices in the previous solid.

The answers throughout this entire solution are always just the
maximum number of edges, can you figure out why?


	Edges	Vertices
Original Square-based Pyramid	8	5
Truncated once	24	16
Truncated twice	72	48
Truncated 3 times	216	144
Truncated 4 times	648	432

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Puzzle 171 – The Truncated Pyramid Puzzle

Sara 7G, Inaaya 8C, Opéyemi 8W & Aamilah 9S


172
Puzzle
Number



Entries open: Mon 21st Mar Entries close: Sun 27th Mar



scan to enter



Paula looks after 120 crocodiles.

She notices only 76 of them floss their teeth.

Also, three quarters of the crocodiles like cake.

Finally, she notices that 23 of the crocodiles floss their teeth and do not like cake.


How many crocodiles like cake but do not floss their teeth?

Extension: What happens to the answer if you change the question by increasing or decreasing the value of 76?
Extension?: What is the maximum and minimum value the 75 in the question could be?

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Puzzle created by Andrew Sharpe (@andsharpeuk)

@andsharpeuk
Puzzle of the Week



The Flossing Crocodiles Solution
Answer: 37

172
★☆☆☆

This puzzle is a great example of how much easier problem solving can be if you start by writing down the information you are given in a more useful way.

For this puzzle we have information about two different characteristics of crocodiles:

- If a crocodile flosses their teeth or not.
- If a crocodile likes cake or not.

These of the numbers in the green table are taken straight from the question and the number of crocodiles that like cake was a simple calculation from the clue.

With the data presented this two-way table we can use simple addition and subtraction to fill in the blanks and give us the completed table.

Finally, we can simply read from the table that the number of crocodiles that like cake and do not floss their teeth is 37.

Taking it further...

The extension asks what would happen if we changed the puzzle and increased or decreased the number 76 (the number of crocodiles that floss). Substituting in a few numbers that are different to 76 will quickly show you that the answer to the puzzle will decrease as the number of crocodiles that floss increases. Conversely, the answer to the puzzle will increase as the number of crocodiles that floss decreases.

Using algebra can help us get a better understanding of what is happening. On the right I have calculated what the other values would be if the number of crocodiles that floss is n .

This table shows us that n must be no higher than 113, otherwise we would end up with a negative number of crocodiles that like cake and do not floss their teeth. Also, n must be no lower than 23, otherwise we would end up with a negative number of crocodiles that like cake and floss their teeth. So $23 \leq n \leq 113$.

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Puzzle created by Andrew Sharpe (@andsharpeuk)

@andsharpeuk
Puzzle of the Week

Puzzle 172 – The Flossing Crocodile Puzzle

Hanna 7H, Ava 8C, Mihaela 9G & Sujeeva 10H

It's a great way to develop your perseverance, lateral thinking and problem-solving skills.

Ms Robinson

Challenge Coordinator

WSFG Eco Group



WSFG Eco Group

Environment
Action
Ideas



The WSFG Eco Group is a collection of students across all year groups who are concerned about climate change and are interested in looking at ways to reduce the environmental impact of our school community. Each fortnight we will be suggesting some things which you could try out to lower your ecological footprint and help protect our planet.



Podback®

THE POD RECYCLING SERVICE

Many people today use coffee machines as a convenient and relatively cheap way to get their daily coffee fix. However, the pods which they use are amongst the worst forms of human waste when it comes to long term damage according to new research. Every month, around 30,000 pods go to landfill and they take over 500 years to decompose.

Some companies now offer compostable or even reusable pods which are better, but often work out more expensive making them less attractive. However, a new company called 'Podback' is offering a free recycling service for the most popular brands of Nespresso, Nescafe Dolce Gusto and Tassimo.

Recycling bags can be ordered free of charge here: <https://www.podback.org/>. These will be posted to your home and you simply fill these up before dropping them off at your nearest collection point which can be found here: <https://www.collectplus.yodel.co.uk/podback-aluminium>. There is no charge for the service so you can continue to enjoy your coffee guilt free with no extra cost.



WSFG Eco Group is always looking for new members, so if you are interested in getting involved then come along to our next meeting at lunch on Friday week A in SO8.

Global Alliance Calendar - April



April

2nd Ramadan begins

17th/24th Easter celebrations around the world



In the UK, Muslims will be fasting during Ramadan 2022 for approximately 14 hours each day.

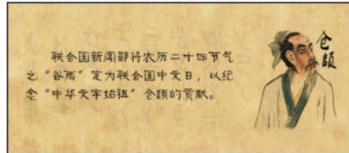
20th Chinese Language Day

<https://www.un.org/zh/observances/chinese-language-day>

22nd Stephen Lawrence Day

<https://stephenlawrenceday.org/>

<https://www.theguardian.com/uk/1999/feb/24/lawrence.ukcrime12>



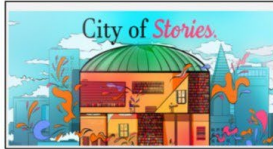
Year 10 student presentation on Racism and Islamophobia -

https://www.report-it.org.uk/your_police_force <https://www.opensocietyfoundations.org/>

Opening 2 April 2022 at the William Morris Gallery



Althea McNish: *Colour Is Mine* is a landmark retrospective of one of the UK's most innovative textile artists and the first designer of Caribbean descent to achieve international recognition.



"Be brave, my girl," says Ammi, stroking my hair. "You will be home before many summers have passed."

<https://www.spreadtheword.org.uk/all-her-tomorrows-by-iqbal-hussain/>

Taking place across all 33 of London's library services from February to June 2022, [City of Stories Home](https://cityofstorieshome.org/) celebrates libraries as the place to make and share stories in our local communities.



Free Event- Body Vessel Clay: Black Women, Ceramics & Contemporary Art

<https://twotempleplace.org/events/visit-body-vessel-clay/>

22nd Earth Day



Black hair is a language with many dialects. It speaks of ethnic markers, social standing, histories, joys and complexities. It's a language that has historically been misunderstood, misinterpreted and even colonised.

Today Black women are discovering ways of speaking their 'hair truths', by going natural, learning how to properly maintain chemically straightened hair, doing the big chop or trying out locs. Veiled Black Muslim women who mostly have 'type 4' hair hold a unique perspective on the relationship between spirituality and hair that's rarely discussed. In doing so, they are developing their own hair narratives to centre their faith and cultures while broadening Black hair discourses.



Emma Clarke was the first black female footballer, playing for the British Ladies Team and later Mrs Graham's XI

Sharon is a tv producer. Her latest productions are the film Suspicion, Code 404 and MTV Shuga.



Elijah McCoy (1843–1929) invented an oil-dripping cup for trains. Other inventors tried to copy McCoy's oil-dripping cup. But none of the other cups worked as well as his, so customers started asking for "the real McCoy." That's where the expression comes from.



Lewis Latimer (1848–1928) invented an important part of the light bulb - the carbon filament.



Jan Ernst Matzeliger (1852–1889) invented a shoemaking machine that increased shoe making speed by 900%!



Garrett Morgan (1877–1963) invented the gas mask. Morgan also invented the first traffic signal.

WSFG Readingcloud


Want to find your next book to read?

If you are not sure which book you want to read next, you can log on to readingcloud.net (your login would have been emailed to you). Under Star Review there is a link to **Latest Reviews** and you will find the latest list of book reviews. You can then also add your own review to the list too.

Ms Kelly, LRC.

Star Review

Wolf Brother
Totally excellent prehistoric fantasy saga from Michelle Paver. Loved this the first in the series but the books go from strength to strength as the characters develop. Don't miss it - it's a must read...



Latest Reviews... >

Featured Author

**Roald Dahl**
Roald (pronounced "Roo-aal") was born in Llandaff, South Wales. He had a relatively uneventful childhood and was educated at Repton School. During World War II he served as a fighter pilot and for a time was station.....

More Authors... >

READING CLOUD

Walthamstow School for Girls
(E17 9RZ)


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Advanced Search Log Off


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Reviews


**Show Us Who You Are**
26th March 2022
An autistic girl name Cora is under the grief of loosing her mother and her only friend moving to a different country. When she suddenly goes to a birthday party she finds that she is the on...
★★★★★

**Girl, Missing**
26th March 2022
Lila a adopted child has always wondered who were her real parents. When she for fun searches up her name. There is a possibility she had been kidnapped from an American family as a 3-year-o...
★★★★★

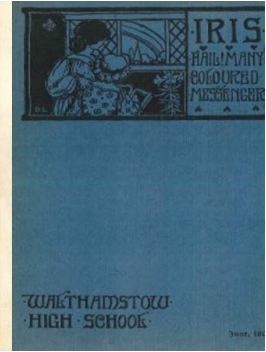
**Guest Cat, The**
25th March 2022
I really enjoyed reading this book. The front cover attracted me since I really love cats and they are my favorite. I rated it 4 stars because it took me a really long time to finish this bo...
★★★★★

**Lady Mary**
26th March 2022
Princess Mary a young girl descendant of King Henry VIII and Catherine of Argon undergoes great difficulty when she her father divorces her mother due to people thinking the marriage illegal...
★★★★★

**Way Past Winter, The**
26th March 2022
Mila is a brave girl who lives with her 3 siblings. Her had mother passed away and she has a missing father. One day a strange group of curious men visit. The next day she finds that her on...
★★★★★

**Harry Potter and the Chamber of Secrets**
25th March 2022
I really found this book interesting because it was when that Tom Riddles opened the chamber when they where not suppose to.
★★★★★

School History



1968 Iris - Maths Teacher

Miss E. R. Jacob



4 - note the dog on her lap

We are pleased to print the following memories of MISS E. R. JACOB

It is over forty years since I sat with an apprehensive group, newly promoted from the Preparatory Department, waiting for the first algebra lesson from Miss Jacob. From our "Form Sisters" we had gleaned enough information to form a clear picture of her character.

"Strict," they said, "but absolutely fair."

"It isn't difficult with Miss Jacob, she can make *anyone* understand."

"Always gives you a concrete example."

"Yes, *buns* usually."

As we progressed with our knowledge of x and y so the anecdotes piled up. Many Old Girl has her favourite incident recounted with affectionate respect for the fact that Miss Jacob enjoyed them as much as we did, (how many did she engineer herself?) and always managed to turn them to good account.

There was the caterpillar let loose with the intention of causing havoc; but we had to make it "loop" round the edge of the desk and were then set to calculate the perimeter and area of the desk top in units of "loop". (Even Nuffield Maths haven't thought of that one!) There was the girl who vowed she had used "acres" of paper in her unsuccessful attempts to solve a home-work problem. We had "How many square yards in an acre?" as question ten in every test for a whole term.

My favourite mental picture of Miss Jacob has her standing before a board covered with equations, wagging her finger and thundering:

"How many times have I said, you must be fair, girls? If you add x to *that* side you must add x to *that* side."

This is the epitome of her personality as we saw it: she was absolutely fair and honest with us all. If we deserved either praise or blame we knew we would get it, and each would be delivered with equal candour. Those of us who can say she helped to inspire our interest in mathematics; and those who believe she did her utmost but, alas, we were too stupid are united in believing that we gained much from having sat in her classes.

CECILIA WHEELER.

Surname <i>Jacob</i>		Christian Names <i>Edith Rose</i>		21 1533		Style <i>Miss</i>		51
1. Date of Birth.	2. Date of appointment on probation.	3. Date of definitive appointment.	4. Date of leaving.					
15. Oct. 1887	1 Jan 1920		July 1947					
5. Schools and Colleges at which educated, with dates. State names and types of institutions.				6. Particulars of Public and University Examinations taken, and certificates and degrees obtained, with dates.				
<i>In India Educated at home until 1900</i> <i>Highbury Hill High School 1900-1904</i> <i>North London Collegiate 1905-1908</i> <i>Westfield College 1908-1911</i> <i>Camberley</i>				<i>London Baccalaureat - 1907</i> <i>London Univ. B.A. Sc. 1908</i> <i>(Salerno) Final BSc 1911</i>				
7. List of teaching posts held, with dates.				8. Particulars of training in teaching, if any, and certificates or diplomas obtained, with dates.				
<i>Lady M. School Sep 1913 - July 1918</i> <i>Supply work: Highbury Hill H.S. 1918</i> <i>Camberley Sch. 1918</i> <i>Chiswick H.S. 1918</i> <i>Lady M. School - S. 1918 - Dec 1919</i>				<i>Camb. Training College Jan 1912 - July 1912</i>				
9. State external teaching or official work undertaken, if any, in addition to duties in the School.								
10. Special subjects or subjects.		11. State principal duties assigned, and subjects taken. (Any subsequent changes, and their dates to be indicated in red ink.)						
Mathematics		<i>- Teaches Mathematics & some Handwriting</i> <i>Has charge of Forms up to 13</i>						
12. Total annual emoluments.				13. Particulars of retiring allowances, if any.				
Salary, with scale, if any. <i>£200</i> <i>Increment £10</i> Gratification Fee, if any. <i>£225 (11.11.20)</i> <i>£225 (11.11.20)</i> <i>£225 (11.11.20) B. Sub.</i> <i>£225 (11.11.20)</i> <i>£225 (11.11.20)</i> Estimated value of board and lodging if given as part of emoluments. <i>£100 (11.11.20) Rn.</i> <i>£370.10.0 (11.11.20)</i>				14. Post, if any, taken up after leaving the School.				

5 - Miss Jacobs Staff Record

Action for Happiness April Calendar



Parents' Evening Reminders

Forthcoming parents' evenings which are online, using SchoolCloud:

- Year 8: 28th April 2022

Friends of Walthamstow School for Girls



Calling All Parents, Carers, Former Students and Staff

Would you like to get involved in the WSfG Friends Group to meet other parents/carers, former students and staff, support school events, activities and help raise funds for school projects? We are all very keen to begin planning future events!

We hope that parents/carers and other members of the school community (teaching and support staff, governors and school leaders, former students and staff) will get involved as our plans progress to bring projects to life for the benefit of the school and wider community.

We need people who enjoy organising events, publicity (including social media) experts, local business people with useful contacts for sponsorship, and anyone with good ideas to raise money for special school projects.

If you would like to find out more, please register your interest at the address below and put 'Friends of WSfG' in the subject heading: info@wsfg.waltham.sch.uk

School Calendar



Spring Term 2022

- **Spring Holiday: Monday 4 April 2022 to Monday 18 April 2022**

Summer Term 2022

- **Tuesday 19 April 2022 to Tuesday 19 July 2022**
- Thursday 28 April: Year 8 Parent Carers' Evening
- Monday 16 May– Friday 27 May: KS3 Exam Fortnight
- Monday 23 May - INSET day - school closed to students
- **Half Term: Monday 30 May 2022 to Friday 3 June 2022**
- Monday 06 June—Friday 24 June: Year 10 Exams

PLEASE NOTE THESE DATES ARE SUBJECT TO CHANGE

Community Events



World Book Night: Black Authors

23rd April - British Library

You're invited to join us on 23 April for a night of celebrating stories! We'll be live at the British Library with our host **Bobby Seagull** and special guests **Dr Alex George, Ayisha Malik, Lemn Sissay** and **Dreda Say Mitchell**.

They'll be talking about what inspires them to share their stories, and the stories that have shaped their lives.

This is an evening you won't want to miss!

You can watch this hybrid event either in-person at the British Library or online from around the world. [Find out more and get your ticket now.](#)

Ms Kelly

LRC



Greek Theatre Players - Twelfth Night

Wednesday 27 - Saturday 30 July

2022 - TWELFTH NIGHT

Wednesday 27th July - Saturday 30th July

7.30 p.m. (and a 3 p.m. Saturday matinee)

*"If Music be the Food of
Love, play on;
Give me excess of it."*

"Why, this is very midsummer madness..."



The next production will be "Twelfth Night".

Viola is shipwrecked on a strange shore; her brother Sebastian is lost. Disguised as a man for protection, she enters into the service of Duke Orsino and promptly falls in love with him. Her situation is hopeless because he's madly in love with Lady Olivia. But Olivia only has eyes for Viola, thinking she's a man.

While upstairs is a tangle of love, loss and longing, downstairs it's drink, dancing and devilment. The roguish Sir Toby wants Olivia to marry his wealthy friend Sir Andrew. And he also wants revenge on a pompous Steward. As plots collide, things get even more frantic and complicated. How will it all unravel in Shakespeare's evergreen and ever popular comedy?

Based at the Greek Theatre, Walthamstow, London, the Greek Theatre Players have been producing Open Air Shakespeare since 1958.

Wednesday 27th - Saturday 30th July 2022

2022 PRODUCTION

The 2022 production will be:

Twelfth Night

Purchase your tickets on the door.

Tickets are not sold in advance.

Ticket prices:

£10, £8 (Concessions), £5 (Students with ID / Children)

There is disabled access.

Gates open 40 minutes before the performance is due to start.

Never been before? [Click here to find out more](#)

[Interested in auditioning?](#)

JUL
27

Wednesday 27th July 2022
Greek Theatre, Walthamstow
7.30 p.m.

JUL
28

Thursday 28th July 2022
Greek Theatre, Walthamstow
7.30 p.m.

JUL
29

Friday 29th July 2022
Greek Theatre, Walthamstow
7.30 p.m.

JUL
30

Saturday 30th July 2022
Greek Theatre, Walthamstow
3 p.m. and 7.30 p.m.

Contact Us



Church Hill, Walthamstow, London, E17 9RZ

Telephone: 020 8509 9446

Email: info@wsfg.waltham.sch.uk

Website: www.wsfg.waltham.sch.uk

Student Absence Line: 020 8509 9444

