



AUTUMN 2020

# Insight

the Bancroft's newsletter

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# Anti-Bullying and Kindness Week

**Eleanor Channer, U6S, Anti-Bullying Ambassador Liaison Officer**

Anti-Bullying Week 2020, marked by our flag flying from the tower, ran from Monday 2 to Friday 6 November. The theme of this week was Community, something that has been particularly important since March. Crucial to the week was emphasising that this was not a tokenistic week of activities that everyone soon forgets, but the launching of a renewed effort to promote kindness and integrity within our community. This takes time and consistency, and we hope that the activities we organised and the messages we promoted will continue to manifest themselves as we move forward this half term, into the New Year and beyond.

The EqualTea Society held a debate entitled 'Banter vs Bullying: Where do we draw the line?' This grey area constantly presents a challenge to people of all ages, as we struggle to identify the inherently subjective balance between what may be funny to one person and hurtful to another. Whilst the L6th were considering this, the 3rds and Removes were adding messages of positivity and gratitude to our Wellbeing Tree, enjoying its second stint in the atrium following last year's Wellbeing Week. Random Acts of Kindness have been passed from tutor group to tutor group to encourage people to think twice about how they interact

with others within our community: smiling at someone you might usually have brushed past, holding back a cheap joke. The Removes continued to consider this as they created their kindness videos over the past half term.

We also launched the Tutor Group Charter initiative. As part of this, each tutor group in the L4th and above (the Junior School has already produced its Code of Conduct) worked together to compile a series of principles and values that they wanted to uphold, dubbed the 'Tutor Group Charter'. Over this half term, these were collated into four house charters and then into a school-wide student charter. We hope these will encourage thoughtfulness and responsibility amongst the student body.

As stated by Confucius and adopted by us in our assembly, those 'who are upright, whom you can trust and are of broad learning' and who 'help others to realise what is good in them' are 'neighbours of virtue'. To make school a happy place for all, we, too, must aspire to be each other's 'neighbours of virtue'.



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# Dr Showunmi's Visit

Mr Carl Greenidge

Following on from the events of Black History Month, we were very keen to continue the conversations around identity and race. Being proactive in this we invited Dr Victoria Showunmi, a well-respected speaker, in to talk to our senior school.

Dr. Showunmi is an academic based at University College London, Institute of Education. Her research interests are gender, class, identity and race and her strong career profile reflects this, with research outputs in the areas of leadership, identity, gender, race, and equalities in education. She has developed strong networks internationally and has publication links with colleagues in the USA, West Africa, Pakistan and Europe.

The pupils who were fortunate enough to attend the sessions have thoroughly enjoyed them; many have admitted that it was the first time they have spoken in any detail about the topics Dr Showunmi raised. We will continue to engage with our pupils so that we can provide more opportunities in this area throughout the school year.



## “Who am I?” Reflection on Dr Showunmi's Talk

Luke Melinek, L6W

I thought that the Lower Sixth's session with Dr Showunmi was not only educational but, more importantly, it was unique. The session had everything that makes these sort of lectures/talks both entertaining and worthwhile.



What set the tone was that Dr Showunmi started by asking us a question that was really difficult to answer ourselves yet no one else could answer it for us – essentially 'who are you'. Personally this was a challenging question but it was a good way to show us that there is no right or wrong answer to these sort of questions. We then spoke a little about race and racism and the first time we encountered these. It was interesting to hear what my peers, who are from different ethnicities and classes, had to say.

Dr Showunmi also asked us who we thought she was and what challenges she may have faced because of who she was. Some of us replied to her question that she's black, she's female, she's a professor/lecturer. We weren't wrong but, at the same time, we weren't right. There was more to the answer but the complete answers to her question(s) were something only she could tell us. She then told us more about her life, who she was and about her own first experience with race/racism. What she told us was interesting; not only did it show us that only she could answer who she was and what challenges she faced because of this, she also indirectly showed us that we can never judge or assume something without further knowledge. I look forward to hearing more from Dr Showunmi again.



# Black History Month

Emily Aggarwal, L6S

Black History Month was an exciting and busy time at Bancroft's School. We saw all age groups – from the Thirds to the Upper Sixth – getting involved with any and all activities they could.

The history department threw themselves into the action. Mrs Sparkes helped co-ordinate a dedicated copy of "The Past Paper"; so many articles were submitted for this that it is still being edited! Mr Brennan led a lunch-time trip for the L6 to the Anti-War Memorial on the High Road and learnt about Woodford's links with Ethiopia. Miss Stone and Miss Galbraith gave an informative lunchtime talk about black figures in history, including the story of African-American fashion designer Ann Lowe who made Jackie Kennedy's wedding dress and yet received no credit.

Tutor time quizzes for each year group were also distributed, and there was a History Club Thirds' Treasure Hunt which was very popular. The Modern Foreign Languages department wasted no time in putting together an Anti-Racism Talk in three different languages – showcasing the wide range of talent hosted at Bancroft's. And, finally, EqualTEA Society had another successful and thought-provoking debate on issues surrounding Black History Month and especially the events of the recent months.

Throughout the school, everyone showed an impressive attitude towards educating themselves about the privilege we hold, and how we can use that to improve the lives of others.





# Haven House Enterprise Project

Amber Chowdhury, U4E

At the start of October 2019, eight pupils, four from the L6th (Eleanor, Matthew, Benedict and Emilia in the present U6th) and four from the L4th (Sehrish, Harry, Amber, Sabina in the present U4th) were chosen to represent Bancroft's in an enterprise project sponsored by Galliard Homes to raise money for Haven House. Six local schools each received £50 seed capital to turn into £1500 by 16 February 2020 and all money made would go to Haven House. We also got two amazing mentors from Galliard Homes, Louise and Jonathon, who were so supportive throughout the process. Haven House supports life-limited children and their families and recognizes the struggle of caring for a child with a severe condition.

The first fundraising we did was to run a snack stall during the Sixth Form Open Mic Night; this inflated our initial capital and made our other ideas possible. After the 2019 performance of *The Armed Man*, Eleanor and Emilia shook buckets and got some very generous donations. When East House held their House Family Evening, we ran a "sponge the teacher" stall and, with a bit of negotiation, Haven House got to be one of the three main charities from that night. We also held a bake sale during school, selling crisps, fizzy drinks, cakes and more. We were astounded by how much people would pay for a small can of coke! In December, we worked with the DT department to make some Christmas gifts, such as Christmas tree decorations, for pupils to buy for their parents, along with some sweet cones.

During the Christmas holidays, our mentors took us to some of Galliard Homes' construction sites. We saw some flats that were being built in Wimbledon and then a more stylish £4 million penthouse in Canary Wharf. In addition to this, we were able to visit Haven House, which was great because we saw

what we were fundraising for and that inspired us to do more. On the 14 February 2020, we hosted our big event: an obstacle course for Alphas, Betas and Prep 1s in the Prep School. There were things to jump over, crawl over and run through. This big event was a great hit with the kids and we thoroughly enjoyed hosting it.

On 17 November 2020, Haven House held an awards evening on Zoom. We received the award for best event (the obstacle course), most money raised out of the Redbridge schools (as we raised £3,414), as well as the Haven House Award for our enthusiasm and dedication. In total, all the schools raised £17,000! Galliard Homes then matched the total sum raised by the schools in Redbridge, which took the final total to £28,000, all of which will go to Haven House. This project taught us all about event planning, teamwork, and charity. It was an amazing project that I would highly recommend.



# Wings of Hope Achievement Award

## Team Nebula: National Runners Up

**Vishaali Ganesh U6W, Ayesha Hafiz U6W, Jemima Henderson U6E, Chris Weber U6N, Orla Joyce U6S, Nikhil Sharma U6N**



When signing up to participate in the Wings of Hope Achievement Award (WOHAA) 2019/20, we had no idea just how impactful our journey would be. WOHAA is a fundraising competition for students across the UK which is run by the Wings of Hope Charity. It aims to provide free education for children in India and Malawi. Our team consists of Vishaali (Chair), Ayesha (Vice Chair), Jemima (Social Media Manager), Chris (Videographer & Finance Manager), Orla (Communications officer) and Nikhil (Head of Operations).

Us' live-streams over the first 6 weeks of lockdown and promoting our #bakedonatenominate challenge on our Instagram (@nebula\_wohaa), both of which certainly kept up morale during tough times. It was definitely rewarding to be able to host such fun events for our peers and the community and learn new skills whilst also raising money and awareness for such an important cause along the way. To prepare for the semi-finals, we produced a scrapbook with over 50 pages summarising our WOHAA experience, several Tik Tok videos and a presentation. Over the course of our journey, Chris produced several videos documenting our experience culminating in our final video that can be found on the Bancroft's YouTube Channel.

We are extremely proud of raising a total of £2353.27 for the Wings of Hope charity. We are so grateful to be the national runners up in the competition and to be given the opportunity to go to India to teach at the schools we have supported. It is bound to be an unforgettable experience. We are all looking forward to continuing our involvement with WOHAA as volunteer mentors for future participants.

Thank you to all the students, teachers and our local community who supported us on our incredible journey - it truly has been phenomenal.



After assigning roles and choosing our name 'Team Nebula', we jumped straight into planning our first few events. In each event, from a Chocolate Santa Delivery to a sponsored walk along the Victoria Line to a litter sweep, we were able to put our individual skills to good use as well as learn new ones. We faced any issues head-on as a team and never failed to overcome them, always coming out stronger at the end.

Like everything, the progression of our projects was greatly impeded by the pandemic, particularly through the cancellation of our Neon Night and Book & Bake sale for Pool Schools. Despite this, we proved our agility and used lockdown as an opportunity to be more creative with our events. This included hosting 'Bake With



# Team Albatross: Winner Sports Category

**Eleanor Channer, U6S**

Team Albatross (don't ask about the name- Sophia panicked and came up with 'Ambitious Albatrosses') formed when the 5 of us (Harriet, Sophia, Karan, Hanna and Eleanor) decided that the WOHA project sounded like an exciting opportunity to make a difference to the lives of children in India and Malawi. Not only would we be a part of offering them a better education, but we would pick up skills, from car washing to organisation, that would be useful in all walks of life.

After an unsuccessful game of rock, paper, scissors to decide who would be team leader; our co-team leaders, Harriet and Sophia, led our first meeting to brainstorm fundraising ideas. We knew from experience that bake sales were often very successful but, given the number of charitable events on in school at the time, we began to look elsewhere. We established links with The Holly (a private hospital in Buckhurst Hill) and were able to run several bake sales there. By asking for donations rather than attaching fixed prices to our products, we were able to raise a huge amount!



We also organised a car washing sign-up sheet for staff and sold and delivered Valentine's chocolate hearts for Valentine's Day.

Some of our plans, including an Easter egg hunt for the Prep School, were cancelled due to Covid-19. We had also planned to swim the length of Mount Everest, which LycaHealth would have sponsored. However, when school closed, we were unable to access a swimming pool, and so LycaHealth agreed to sponsor us for running, swimming and cycling 50km between us instead. We really enjoyed the process and have definitely become better friends as a result. Most importantly, we raised £966, which will go towards providing education for children in India and Malawi.

## Christmas Initiatives

Before our Christmas term was cut short in December, we had seen a great display of "kindness" - one of our six key school values - at Bancroft's.

We looked outwards to our local community and, through a number of events and collections, supported several very worthwhile local causes which offer valuable support to members of our community who might be more than ever in need of help.

Two foodbank collections were organised throughout the Senior School for Redbridge Food Bank, which has seen demand from local families escalate during the past months. In both cases we asked different year groups to bring in specific items so that we knew we were providing the Foodbank and its users with items they really need. Thank you to the House Heads of Charity for organising these collections. The Thirds had already taken part in their own very successful collection for the Redbridge Foodbank in November.

We also held a collection for gifts for the Salvation Army's Christmas Present Appeal. These will be distributed to local children and young people who might not otherwise receive a present over the festive season. Tutor group U6Eb, decided to forego their group's Secret Santa and donated the money which they might have otherwise spent on gifts for each other. They gave £140 to Wanstead Parish Homeless Shelter to help them provide homeless people and rough sleepers with a safe space, hot meals and support.

Our most recent Own Clothes Day, held in November, raised a terrific £1733 for ELHAP (Every Life Has a Purpose) the adventure playground for disabled and disadvantaged children in Redbridge. Even though the Playground itself is unable to open at the moment, ELHAP continues with its work to support the young people and their families. This is one of the largest amounts we have raised from Own Clothes Days.

Turning towards our Bancroftian community, we asked members of the Thirds and the Prep School to design Christmas cards; these have been distributed to several local care homes and have also been sent along with letters from the Thirds to older members of the Old Bancroftian Association, uniting the oldest generation of Bancroftians with the newest.



# Behind the Scenes at Bancroft's

At Bancroft's there is a huge army of staff, often unseen, who work incredibly hard to make sure the school functions smoothly, efficiently and safely. Two of these are Theresa Gray, our Cleaning Manager, and Christina Tucker who is Site Supervisor. Although they are directly employed by Samsic, they are still very much of part of the team at Bancroft's.

This year they have faced additional challenges of how to make sure the school is as safe a place as possible for everyone on site. We caught up with them to discover more about how they have managed this and also to try and elicit a few cleaning hacks.

Both are long term workers at school. Theresa has been here for over 29 years. Her mother was a cleaner here and she began working two hours a week when her children were young. She left for a while to have her third child, but returned and took on the role as Manager in 2013. Christina has been here for nine years, joining us by accident, "I had two job interviews lined up: one at Bancroft's and one at a nursery. Coincidentally both were with a Louise Grey. I decided to cancel one of them, but cancelled the wrong interview!" It would seem that working at Bancroft's has become a family tradition for them both as Theresa's daughter is now part of the team, while several members of Christina's family either work here or have worked here. Living locally is part of the reason for their long service but also they say that feeling part of the school is important to them and that Samsic has a good relationship with the school.

Over the years they have seen many changes. Physically the school has expanded by building the Prep School, the sports hall and other new areas. In addition, health and safety rules have become more of a concern. Theresa remembers when the cleaning staff were employed directly by Bancroft's and used to get their weekly wages in cash, handed to them in a little brown envelope.

Bancroft's now has a team of thirty cleaners working throughout the year. School holidays are a time for deep cleaning, intense scrubbing of floors and cleaning carpets. All the cleaners are trained to clean efficiently, using the different products (which are colour coded) in different ways.

Inevitably, Covid has brought changes. Theresa and Christina worked all through lockdown #1, albeit with a skeleton staff, and in the first couple of weeks of term, when the teaching staff and pupils returned, things were manic. Theresa said her staff needed to be retrained with new products and working in different



ways. They say the sanitizing Toucan sprays have been a fantastic addition and they now have a fogging machine just in case a whole room needs to be decontaminated. Christina describes this as her "Ghostbusters' kit". There now has to be more cleaning, especially of touch points, during the day and the intensity of cleaning has changed. At the same time social distancing has to be maintained. This meant that cleaning schedules and the order in which certain areas are cleaned, as well as the frequency, have had to be adapted. Theresa thinks that Bancroft's has done very well, and her team has settled into a routine but she warns that nobody should get complacent and that we must still keep washing hands and sanitising classrooms.

So what if we were to pop round unannounced for a cup of tea (if, and when, that is possible again)? Would their homes be spotless? Reassuringly both admitted to keeping clean homes; although Theresa said hers might not necessarily be tidy! She shares her home cleaning with her husband while Christina is more possessive, allowing her husband only to "clean the front room as he doesn't do the rest to my standards." She does admit to being a little obsessive about how things are done. Asked about her favourite task, Theresa said she enjoys hoovering most but draws the line at having to cope with "body spills". The finished result is Christina's favourite part of cleaning, "I love restoring all the trophies for Vis Day: making something old look new again." Unlike her colleague, hoovering isn't top of her list.

And what about advice from the professionals? Have a system; don't try to do it all in one session; work from the top down. Another thing to bear in mind is always use products according to the instructions for the best results. Be methodical, unlike the Bancroft's cleaner who mopped herself into corner and had to wait for the floor to dry before moving.

# Poetry by Heart

Aryan Chandel, L4S

Poetry by Heart is a competition for pupils aged 7-18 in England who perform poems that they have learned off by heart. This competition is at a national level; however, it starts off as a selection process within the respective schools/colleges. Bancroft's is taking part in the "Classic" competition; which is a competition for individuals. The said individual chooses two poems for their age group from the Poetry by Heart website - one of these poems must be published before 1914, and one after or during 1914.

By taking part in this competition, there is a chance to compete nationally. It is also great practice for taking public speaking to another level. It builds up your memory, which is a precious skill to have. Another benefit is to explore your poem's message, and, therefore, understand a poet's reason for writing it. When reading the poems, focus must be drawn towards your voice, presentation, accuracy and your understanding.

The best performer receives poetry merchandise along with books, as well as a certificate. The top ten in each key stage will be invited to perform in front of the top UK poets at a special ceremony hosted at the British Library. The top three get champions' trophies! One key stage 4 or 5 student will even represent England at a showcase in Canada!

What I would like to achieve from Poetry by Heart is an overall improvement in my public speaking, especially in front of much bigger audiences. After all, the more I speak to many people, the more my confidence will grow. It would also be great if I improve my skill of interpreting and understanding the message of the poet. This will be a good skill to acquire for the future and it will be interesting to learn about what the poets wrote.

As a whole, I am looking forward to the opportunities that Poetry by Heart will offer me, and I am sure the competition will be very enjoyable.

# Purcell School Online Composition Academy

Shravan Sriram, RE

The Purcell School Online Composition Academy ran its inaugural 3-day session in the October half-term break. There are still two more sessions to go for this academic year: in the February half-term break and the Easter holidays. I got selected as one of twelve students for the Online Academy through submissions to Commonwealth Composition Competitions, such as CCC and CICA, and met people from all over the world: Antigua, Canada and Malaysia.

Over the three days, I explored a plethora of genres and aspects of music: aural training; orchestration; extra musical and abstract links; and music technology. I met some professional composers in seminars, such as Jacob Downs and Daniel Fardon, who took us on magical journeys into parts of music that people rarely look at now. Day 2 wasn't a normal day. It was the "Special Project Day", when

they gave us a composition task. We had a chat with a mentor composer; who was a former Purcell student, and helped all of us in our task. The compositions were performed on Zoom, streaming live on YouTube, on the last day of the Purcell 3-day session.

I loved the way people taught us the different areas of music. They accepted all kinds of standards and engaged with each and every one of us. We got to ask questions and they happily answered all of them. There was a lot to take away from the Purcell Composition Course and it has substantially helped my composition and my approach towards it. I am very much looking forward to future sessions.

If you want, you too can start composing and apply for composition competitions, even if you are a beginner like me.

# U6 Geography Field Trip

Vishaali Ganesh, U6W

On the 5 and 6 October, the U6th geographers visited Epping Forest and Stratford to practise their data collection techniques for their upcoming NEA coursework. Due to the COVID-19 pandemic, we could not visit Devon as originally planned and with some geographers self-isolating on both days, it was not quite the field trip any of us would have imagined.

On the first day, we visited Epping Forest to practise data collection techniques for the physical side of geography. Our main focus points were the water and carbon cycle unit and the ecosystems unit. Our field day was held at the Epping Forest Field Studies Council where our mentor taught us how to

measure soil infiltration levels, gauge the height of trees and use GIS software.

Our second fieldwork day was spent at Stratford, where another mentor from the Epping Forest FSC met us and guided us through various human geography data collection techniques. These included perception surveys, environmental quality surveys and carrying out land use maps. Visiting everywhere from HereEast, an emerging quaternary hub, to what used to be the Athletes' Village (East Village), the skills learnt proved vital when we carried out our own data collection ourselves, a few weeks later, for our coursework.

# U6 Biology Field Trip

Sonia Sagoo, U6S

Like everything else in 2020, the Upper Sixth biology field trip was somewhat different to previous years. Unlike the usual week-long trip to Norfolk, I, along with sixteen other pupils in our second isolation period, spent one of two days in our bedrooms watching the remaining biology pupils conduct research in (the exotic) Epping Forest.

We joined a Microsoft Teams call in the morning, eager to see what our peers were getting up to. Our classmates conducted the first part of mark-release-recapture on woodlice, which involved marking the woodlice with blue paint, and releasing them back into the investigation area (to then be recaptured the following day), to estimate their population size. Wi-Fi issues were prevalent, but Mr Raw and Mr Smith tried their best to reconnect and keep us entertained when we could not actively report on what was going on.

On the second day, those who had been isolating were eager to see other people for the first time in two weeks, and were given our tasks. These included conducting the second half of the mark-release-recapture, and executing the required practical element of the trip: 'investigating the effects of a named environmental factor on the abundance of a given species'. We identified the possible risks and variables of the investigation, before getting down to the (literal) nitty gritty. We investigated the effect of location on the abundance of sorrel in a given area, using systematic sampling. A belt transect was used to investigate change over a distance, enabling the acquisition of more representative data.



Our results showed positive correlation: as we moved further away from the footpath at Pillow Mound, the abundance of sorrel increased. We used Spearman's rank to test the validity of our claim, and results showed insufficient evidence of correlation between the variables. We also investigated the effect of light intensity on the abundance of bracken in light and dark areas, using random sampling. A T-test was used to validate our results, as the data was parametric. We concluded that there was insufficient evidence of correlation between the two factors.

All in all, it was an unusual, but memorable, experience!

## Junior Science - Bronze Crest Awards

We have already awarded 43 bronze crests to the L4s and there are another 40 bronze crests due to be given out soon (probably before Christmas). This is the most ever in one particular year group and even more impressive as they were completed by the pupils during remote learning.

**Aryan Chandel, L4S**

Overall, Bronze Crest was an enjoyable experience where we could explore different projects and see if we could find the answers. Of course, since we were at home due to the pandemic, we had to choose experiments that were convenient, with ingredients that were acceptable. As a result, we had projects such as: the perfect tea; making your own toothpaste; making your own fizzy drink, and even bath-bombs.

Even if it was indirect, we did research on the ingredients to make the result effective. I researched health benefits of my independent variables to get an idea of benefits as well as taste. The project was also enjoyable as we were not doing things that were in the curriculum, but exploring projects that were not as serious, but were interesting.

The experiments still maintained a layout as though it were a science experiment, which will help us in the future when writing up experiments. This involved steps such as the methodology, equipment, and most importantly documenting our results, which is a good skill to practice. We also had to write up a report which will help us in all subjects and for future lives because report writing is a really important skill.

Some experiments also involved gathering opinions from other people to get an overall opinion, this makes experiments more fair as it is not as one-sided as if one person was to give their opinion. This makes our results more reliable as a result so our information can be more useful.

Bronze Crest was a useful experience in the way that we present experiments and results, as well as making our report easy to read and reliable. As well as that, it was overall enjoyable for us to explore our own projects.

# Harry Potter Week

Avantica Arora, 3E

Harry Potter week is a week like none other. It is for the Thirds to take part in amazing Harry Potter themed activities every day. The atrium was decorated fabulously. This year there was a giant Whomping Willow tree in the middle of the atrium, with hanging Dementors and the Weasley's blue flying car, which had been made in the DTE department by Mr Fernandez. Throughout that week, every lunch time we would have Harry Potter themed house actives. It was all quite exciting!

The Severus Snape debate was one of the activities. We debated whether or not Snape should go to Azkaban. My form argued against Snape. Each side was very competitive and it was very close but we came out victorious! That was a fun activity run by Miss Stone. There were other events too, such as planting our own pansies; we made arms for them like the mandrakes in Harry Potter whose scream can knock you out.

We had Harry Potter themed lessons all week. In French we did Harry Potter character description which was very funny. In science, we had a potions lesson in which we had to follow a set of instructions and spray different potions onto paper to make symbols appear, so we could make the colours in the jar appear. In English we wrote and performed a play about Harry Potter 100 years in the future; that was very entertaining. Also, we made our own wizards' wands in technology. We had to shape and decorate a piece of timber with fabric, jewels and paint. We had to choose whether our wand would be good or evil. This was a fun and creative lesson and was my favourite in Harry Potter week.



All the houses were given Harry Potter names, so that East was Slytherin. On Thursday we dressed up as the characters and Mrs Houghton dressed as a Dementor, which was quite scary. The week was organised by the library staff who did a fantastic job.



## Maths Competitions

We have once again seen some great results from Bancroftians of all ages who continue to shine in national maths competitions.

In the Maths Olympiad for Girls, Akhila (L6S) was the top scorer amongst our four entrants with a score of 40 out of 50. This placed her in the top 50 students in the country out of a total entry of 2,325 girls. She was ably supported by Pari and Ananya (both also L6S), whose scores placed them in the top 25% of entrants, whilst Avneet's (5N) score placed her on the edge of the top 25% of contestants. Martin Flaherty, Head of Maths, said, "This is an excellent result as it shows that there is strength in depth amongst our female mathematicians and it also augurs well for the future given that each of these girls has yet to reach the U6".

Back in March, the day before schools closed for lockdown, we held the long-planned Intermediate Maths Olympiad and Kangaroo (IMOK) competitions. These are the follow-on rounds of the Intermediate Maths Challenge (IMC) which had taken place in February. Participation in the IMOK is by invitation as a result of achieving a very high score in the IMC. In normal times

the results would be expected within just a few weeks of the competition, but the United Kingdom Mathematics Trust only released the results in November. Rather belatedly, we were now happy to celebrate the achievements of some of our best young mathematicians. Bancroftians won sixteen Merit awards: a school record. Particular congratulations to Shivan and Zakaria (both now in 5ths) for achieving Distinction, which roughly places them within the top 150 for their age group, at a national level.

Senior Mathematicians recently competed in the Senior Maths Challenge 2020, with some very pleasing results. We have four British Maths Olympiad Round 1 qualifiers – very well done to Max (U6W), Kyrill (U6W), Jathusan (U6S) and Jai (U6W). A further eleven qualified for the Senior Kangaroo with scores above 108: Akhila (L6) and Shivan (5S) were both Best in Year, while Max's most impressive score earned him Best in School. A total of 115 pupils took part across three year groups; a clash with Oxbridge aptitude tests meant that this year's U6 entry was a little depleted.

# Girls' Cricket

**Ms Louise Poulter**

This year was the first for girls' cricket! With the summer term making an appearance in September, the girls were keen to get stuck in. All Thirds, Removes and Lower Fourth pupils took part in cricket during their games lessons, as well as indoor cricket club at lunchtimes and after school. The interest and enthusiasm led to a huge improvement in many of the girls.

Unfortunately, due to the current circumstances the girls have not been able to put their hard work into a fixture, however we have had a really successful Inter-house competition. The girls showed a great attitude to this tournament proving the huge improvement in their individual batting, bowling and fielding skills. Well done to all houses for their efforts!

A special mention must go to Isobel (3E) who has just been selected for the Essex U13 Winter Squad.

# Learning Russian in the Removes

**Tristan Law, RS**

It's been quite a crazy year so far, with lockdown and online schooling, but upon my return into Removes (Year 8), I was looking forward to starting Russian. As Mrs Whalley was my French teacher in the Thirds, I had already had some form of taster of Russian, and I started the year confident with the vowels and some letters.

As the term went on, I think I have probably had the most fun in Russian, compared to other subjects. We really enjoy the way Mrs Whalley in which teaches us, using sounds, pictures and English cognates to help us remember things, as using well a fair share of Kahoots too. We have also progressed very far in the subject, completing the alphabet and its pronunciation. Russian can help us apply for universities, as a new and unique language. Lois Dawney says that she finds Russian amazing with a perfect balance of fun and actual learning. I completely agree with her, as well with as Theo Jayraj and Finlay Jones who both say that Russian is fun and easy to learn as well as having a significance in the future. In the Removes Russian group, we all feel that Russian is a fun and useful language.

# Thirds Learn About the School's History

Thank you to the OBA which arranged for every member of the Third Form to receive a copy of *Floreat* Jeremy Bromfield's recent and most comprehensive history of Bancroft's School.

These were presented after the Thirds all had a chance to find out more about their school and its history from *Floreat*'s author himself. Jeremy, a very familiar face amongst the OB community, has a distinguished Bancroftian history himself. Currently the school's archivist, he has served as Deputy Head, Head of Cricket, Head of the CCF, Housemaster and even taught a bit of history. Mr Bromfield entertained the Thirds by a rather whirlwind account of the school – from its inception as a school for "100 poor boys" in Mile End through a temporary site in Tottenham, then onto the purpose built Victorian Gothic building in what was then quite a rural area. His descriptions of punishments, living conditions for boarders and school food made his young audience glad to be in school in 2021.

Mr Bromfield called upon two other OBs to help him by sharing some of their memories of the school; Mandy Wainwright (Junior House Mistress School House) and Holly Stewart (Junior House Mistress East House). Miss Wainwright even managed the impressive feat of still fitting into her old school uniform, and displayed her old sports hoody with every inch of fabric covered by house colours.





# #DofEWithaDifference

Georgia Moncur and Kiera Murphy, L6W

Whilst the pandemic affected many aspects of our daily lives, being able to continue with DofE brought a sense of normality. Despite our expedition not happening when it was supposed to and being delayed by a year, being able to adapt and complete our other sections online, with the motivation of #DofEWithaDifference, allowed us to complete the Silver Award and gave us the opportunity to move onto Gold. Knowing that we had the support of the charity if we needed it, was helpful in maintaining a positive mind-set in the face of adversity.

DofE introduced the 'Certificate of Achievement' to acknowledge and reward the dedication put into the skills, physical and volunteering sections by participants who have not yet been able to complete the expedition due to the global pandemic. This certificate is awarded to ensure that participants know that their resilience and adaptability is just as important in the programme as the expedition.

Being able to have the opportunity to complete the Silver Award has allowed us to move on and think about our Gold Award. Following a DofE programme is always challenging, however this year has increased this challenge further as we have been required to go outside our comfort zones by having to adapt to the circumstances, which seem to be constantly changing.

One obstacle we had to face was not being able to meet up with our assessors. In some cases we had to change what we were doing for each section, due to not being able to go out and some charity shops having to close down. This had a significant impact upon people's opportunities for volunteering. In the majority of cases, this was overcome by Zoom calls and an adaptation in the rules from DofE, meaning deadlines were extended and activities could be changed as required.

This really helped us to keep our motivation up and keep going as it made everything seem a whole lot more achievable. Being able to change what we were doing for each section, for example changing your volunteering from helping in a local shop to tutoring a sibling, and being given an extension, allowed us to continue with our hard work and to persevere with our different sections.

Continuing with our Silver Award gave us a purpose during lockdown and something to work towards. Continuing onto Gold has given us a sense of stability and routine in our weeks by knowing we still have to complete an hour a week of each our activities. I think that the award scheme has also helped people stay active and created an incentive to keep moving forward.

We would like to take this opportunity to thank all members of staff who have helped us through this process by encouraging and helping us to complete our sections to the best of our ability. Without their quick thinking and adaptability, we wouldn't have been able to continue with our award, meaning all of our past efforts would have been lost.



# Remembrance Day

Cpl Manav Arora, U6S

The Coronavirus pandemic has caused life to become anything but normal with many of our annual events being cancelled or postponed. Yet, despite being in the midst of a second lockdown, at Bancroft's we were fortunate enough to be able to adapt to the situation and broadcast our revised Remembrance Service virtually allowing everyone to attend from home or in the classroom. Although we were unable to have a parade with the whole CCF contingent, due to school year bubbles, the U6th NCOs still allowed for a successful event to take place. The prayers by the Heads of House and the service led by Rev. Moore allowed us to have a degree of normality and continue the important Act of Remembrance which is always a highlight in the CCF calendar.

This year's Remembrance Day also marked the centenary of the Cenotaph being built in Whitehall with a closed ceremony taking place. The Cenotaph shows how structures have performed the useful function of acting as a focal point for remembrance and I look forward to next year's event where the Bancroft's community will be able to mark our own centenary of the memorial which was placed in the Quad in 1921. The memorial acts as a reminder to us of the heavy casualties felt by the Bancroft's community during the great war with 147 of 850 serving members of the school, both pupils and staff, being killed.

Another less widely known structure, amongst current Bancroftians who walk under the Tower every day or those who park on the gravel, are the Memorial Gates which also act as a structure for



remembrance, to pay tribute to those who lost their lives in successive wars, embodied by their names written on bronze plaques. The Memorial Gates were erected in 1951 making next year's Armistice Day also the 70th anniversary for these gates.

I am grateful to the U6th NCOs for representing the contingent so well with lockdown not hindering their marching ability at all. I would like to give special thanks to Sarika as a fellow wreath bearer; Lewis and Eleanor for playing *The Last Post*, Arisht for playing the drum, Emily and Olivia as flagbearers, Tamsyn who represented the Scouts and the members of staff who made the day possible including the tech team who allowed us to share the occasion online. I hope to see the contingent continue CCF this year with this "can-do" spirit and making the best out of our current situation.



The October Field Weekend was my first real taste as to what the CCF is all about. Due to the current strange times, my fellow cadets and I had had no other training experiences; so we were eager to begin our CCF adventure. I headed to school on a bright and early Saturday morning, feeling exhilarated for the first day of my field weekend. We headed to the pavilion to be sorted into four groups, ready for the activities that awaited us.

On the first day, I took part in marching, shelter building in the forest, learning about supplies that would be used in trips later on in the years to come and checking rifles to see if they had been loaded with ammunition. Although this surprised me, my favourite task that day was learning about supplies. It excited me to think about the great trips that lay ahead of me and new experiences I would face.

The second day of the field weekend brought a more fun and problem-solving day. There were many team challenges that involved crossing "rivers", making shapes out of rope while blindfolded and trying to deliver parcels across a "minefield."

## October Field Weekend

Harry Oshungbure, L4E

I loved all of the tasks that day, however, the best activity over the whole weekend had to be laser tag. During our 40 minutes of fun, we played a range of different game modes including a team death match (which we lost both times) and a free for all. Laser Tag allowed the teams to be creative and to come up with different tactics in order to ensure victory. It was the highlight of my weekend!

The October Field Weekend was, overall, a great introduction to the army section of the CCF. The days were informative but enjoyable; I learned a lot but had an excellent time while doing so. The trip gave me an opportunity to work as part of a team and to have a brilliant experience and understanding of what I would be pursuing throughout the year.





## Sea Scouts **Zubair Ashraf, RS**

Scouts during the Covid situation has been difficult for groups across the UK to organise but the Bancroft's Cubs and Scouts have continued throughout. Some things we were able to do over the summer involved going deep into the woods to a campsite where we made portable crossbows. This was done with pre-prepared packs full of all the materials that we needed and instructions. We built these and then lined up in front of balloons and shot at them with bamboo skewers as arrows. We also tried our hand at slack-lining. During another forest session we made a Zombie movie. We dressed up, chose props, put fake blood on our faces and made two socially-distanced films. Siblings were in the same film as they could get closer to each without restrictions. We had two groups of eight scouts with a 25 metre gap between them as required by Scouting.

This term we held six evening sessions at the school's West Grove. We played blind football in which we were blind-folded and had to listen for a jangle from the ball which we had to move around cones and pass to the next team member. We also used two-way radios, in protective bags in order to allow easy cleaning, to direct fellow scouts around the field at West Grove. We learnt how to use these properly following the correct marine radio protocol. Another week we used the "what3words" app to guide us in a treasure hunt in pairs, keeping socially distanced by holding each end of a broom handle! The week after that we toasted marshmallows over a fire which was very tasty. We used telescopic meter long marshmallow prongs to maintain our distance.

In the second half of the term we had to move online again. We used Zoom to do a broad range of activities such as navigating our way through puzzles and riddles to find the way out of an Egyptian escape room. We made pancakes on a tin can oven, which turned out to be delicious. We made a shadow theatre puppet show, telling a story that moved from camera to camera, as well as science experiments which included lots of brightly coloured Skittles! These home activities were made possible by a box of kits and goodies that were delivered by our scout leaders over the half term.

After lockdown we have planned a night hike around Epping Forest and other similar Covid-safe activities outdoors. I am getting really excited about camp – I hear on the quiet that we are preparing for a big live treasure hunt across our part of London, as well as the usual cooking, camping and fun and games - can't wait. Thank you to all our amazing leaders without whom we would all be very frustrated during the ongoing pandemic. Thank you leaders!

# Careers

## Mrs Michelle Dean, Head of Careers, Innovation and Entrepreneurship

Although school this term has been a little different for all of us, the Careers Department has been busily involved with a few new initiatives.

During enrichment, the L4th year group are receiving careers education in the form of a module on financial literacy and a module on initial 'Careers Awareness' education. The financial literacy module has generously been provided by Kate and Lee Blissett, who run their own wealth management business (as a Partner practice of St James's Place Wealth Management). Financial literacy is an essential life skill which has a lasting impact on the future of young people, and the range of classes covers the primary areas of finance to help equip pupils to deal with real world financial matters. Topics include: day to day banking; budgeting; their future; savings, borrowing; protecting themselves online and insurance. The eight 50 minute sessions, will include lectures and interactive study working in groups. Feedback after each session has been largely positive, although they would like more interactivity and more time. Pupils have also asked for harder topics which hopefully will happen as they move to more complex areas of finance.

This year the L4 must make decisions about their GCSE subject choices, so the careers awareness module, led by Mrs Dean, has focused on what they need to make good decisions about subject choices, as well as future life choices in terms of their careers. They had four sessions where they looked at their personal qualities, different job requirements and different learning styles and how these can affect their choices. They were also introduced to the Job Explorer Database (JED) available on the school's VLE. They were all extremely excited to be able to take the quizzes on JED and be pointed in the direction of jobs that might suit their interests. They were encouraged to introduce their parents to JED. As part of the sessions Caitlin Brennan, Senior Partner Development Manager of InvestIN, gave a talk on employability skills. She said the following about our pupils, "It was fantastic to work with such engaged, motivated and ambitious pupils at Bancroft's. They could confidently reflect on how their passions and strengths will shape the roles and responsibilities they might be best suited for when they enter the world of work. They were also able to identify and debate key employability skills and how these are applied in a wide variety of jobs and industries. It was hugely impressive to see students of a young age already constructively discussing their career prospects and what they can be doing from today to improve their employability." Each L4 pupil also had an individual subject choice meeting with Mrs Dean to explore their choices and discuss any issues they might be experiencing, regarding subject choice.

In the 5th Form, every pupil had an individual subject choice interview with Mrs. Dean, in which they explored their A Level subject choices. A week later, they all had individual sessions with Janet Kilsby, an independent Morrisby trained careers advisor. At both meetings their Morrisby profile was explored to discuss the suitability of their choices.



On 16 November, the U6 had a Careers afternoon, where Mrs. Dean delivered a talk on Interview Technique and Caitlin Brennan, gave a presentation on Employability skills. This presentation was so well received that Mr. Lee, Head of Sixth Form, decided to present it to the L6 as the first lecture in their enrichment programme. This will be followed by more careers education for the L6 in the spring term.

# Christmas Cards

**Mrs Sarah Strong, Head of Charities & Community Links**

The Prep have teamed up with the Senior School to design Christmas cards to send to both our local community and extended school community this Christmas.

Pupils were asked to design a festive card on A4 paper and these were printed onto quality card and delivered by the Sixth Form Charity Committee to local hospices, elderly residential homes and our Prep children delivered them to 300 neighbours of the school. One elderly lady was delighted with her card as she knew it would be the only one she would receive this year.

Additionally, cards have been sent from our young Bancroftians to Old Bancroftians of the school, who live all around the country. Some are in their nineties; how wonderful that they will still feel valued by our school community and remembered during, what will be, a very different Christmas for everyone.

# Black History Month

**Mrs Bino Rathod**

October is Black History Month, where we celebrate the contribution Black people have made to the UK. Black people have lived in Britain for centuries; their history is part of our history. Yet many aspects of Black history, and many Black stories, are not as well-known as their White counterparts. This can be difficult for us to acknowledge, but at Bancrofts we want to deal with challenging issues as best as we can.

As well as hearing about significant historical figures, every child in the Prep School has started their term by reading a book that has either been written by a Black author or has Black central characters. We have explored themes of dreams, freedom, and racism and we have thought about how people's experiences and perspectives can differ as a result of their cultural background. Having spoken to a number of children across the school, it is clear that they consider these discussions important, as indeed they should. Despite the discomfort that we might feel, we must listen to a wide range of stories from a wide range of people to work towards a fairer world.

# Anti-Bullying Initiatives

**Zara Khan, ISS**

On 6 November, we had an anti-bullying workshop led by Openview Education. I learnt strategies about how to be brave and stand up for what is right.

To help me understand more, the leader showed us a short clip about somebody getting bullied. We were then asked to act out the next scene which was about how to stand up to bullies. By acting it out, I was able to feel what it was like being in that position. I felt sad watching the bullying but better when I felt confident on how to react. I learnt that standing up to bullies is not about bravery but wanting to live up to the principles of fairness which is when everybody has a right to be treated the same, without fear. This workshop was extremely useful. The following week we wore odd socks to encourage people to express themselves and celebrate their individuality and what makes us all unique! This was such great fun! Bancroft's has always been a kind and safe place to come to school but it is nice to be reminded of one of our 31/2 school rules sometimes; everyone has a right to be happy! Let's together make sure we follow the rules.

# Christmas Box Appeal

**Mrs Sarah Strong, Head of Charities & Community Links**



It has been said that the best collaborations create something bigger than the sum of what each person can create on their own. Having fed forty families of four and sixty single people in the first week of our Christmas Foodbank Appeal, I think we have proved that theory right.

When we first came up with the idea, to create boxes of food to last a family a fortnight, I anticipated three or four boxes per form class. We delivered over one hundred boxes to Redbridge Mutual Aid Foodbank but the generosity did not stop there as the food kept coming in even after we had closed the Appeal. This meant we were able to feed another twenty households. I am delighted that we have been able to help more of our local community than I could ever have anticipated!

From marketing the concept through flyers and promotional videos led by our Charity Ambassadors, to seeing the totaliser rise and Christmas frieze, designed by our librarian Kathryn Houghton, develop, we could really feel the message to "spread a little Bancroft's kindness."

Thank you to everyone who made this happen. Our school value of collaboration was seen at its finest from the teaching and maintenance staff pulling together to help those less fortunate than ourselves. We have our wonderful parents to thank for their extremely generous donations and our prep children for collaborating so sensibly in putting everything together. This was a small act of kindness on our part to give a lot of joy to those who will find Christmas particularly difficult this year.

# Bancroft's

Independent Co-educational Day School 7-18

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