



# Newsletter

*Of great merit, character and value*



## Woldgate students take a bite out of the Big Apple



### Miss Smith writes:

Early on the morning of March 27th a group of 51 Woldgate Sixth Form students were joined by 12 students from Longcroft Sixth Form and seven staff members to travel to New York as part of the first New York trip. We have a second group who will make this journey in the final week in June and it is fair to say that they have an incredible week to look forward to.

We arrived in New York early evening and transferred to our hotel in the Hell's Kitchen area of the city and walked to Times Square where we enjoyed our first real taste of the city with a meal at Hard Rock Café.

Cont. Over

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The following day, feeling refreshed, we participated in a tour of New York that introduced us to many of the sights recognizable from TV and films including the Chrysler Building, Grand Central Station, Central Park, Rockefeller Centre and St Patrick's Cathedral. In the afternoon we visited the Museum of Modern Art, the highlight of which is the opportunity to see Vincent Van Gogh's *Starry Night*. We finished a long day of sightseeing with an ascent of the Empire State Building which allowed us to view the lights of New York at night and to start to appreciate the size of the city.

The Statue of Liberty is an iconic symbol of New York and on Wednesday morning we were able to visit Liberty Island and Ellis Island, islands that offer the opportunity to view the New York skyline that many of us are already so familiar with from film. This view of the city also offers

the opportunity to reflect on the change to this skyline since the September 11th attacks. This was especially poignant as our next activity involved visiting the 9/11 memorial and museum. Visiting this space is a stark contrast to the vibrance and noise of the rest of the city and is, understandably, a much quieter and somber area. During this visit we were incredibly proud of the maturity and sensitivity demonstrated by our students and the support that they offered each other during what at times proved to be an upsetting experience.

Upon leaving this area of the city we travelled by subway back to Broadway and Times Square as that evening we had the opportunity to see *Harry Potter and the Cursed Child* on Broadway. The staging of which was incredible and included some amazing special effects.

After two very busy days of sightseeing our final day in New York was a little slower in pace and after walking to Central Park students had most of the day to explore New York in their friendship groups. It was fascinating listening to the different opportunities that students had taken on this final day; although shopping featured heavily some students also opted to visit the nearby Central Park Zoo and the National History Museum and lots of cheesecake was also consumed.

Overall, our trip to New York was a fantastic experience and I would like to take this opportunity to thank our students as they were all incredibly responsible and mature throughout the visit thus meaning staff attending the trip were also able to really enjoy this experience. I would also like to thank the staff who accompanied the trip and finally I would like to thank the parents and families who contributed towards the cost of the trip. We appreciate that attending this trip required a significant financial contribution and appreciate the support that you have given this trip over the previous year.

**Miss Smith**  
Head of Sixth Form





## ENGLISH

### *Mr Johnson writes:*

On the 24th of March Year 7 had the pleasure of meeting with and listening to professional, published author Saviour Pirotta. Pupils had the opportunity to listen to Saviour's fascinating life story and also to his experiences as a writer. He then went on to explain his 5-part planning process that he has used to create a vast array of work. Many of his texts are based in different ancient civilisations from around the globe. Saviour explained how many famous writers of the past and present have used this planning strategy, such as Peter Benchley with his best-selling novel *Jaws*.

Pupils used Saviour's input, as well as the learning they have engaged with in recent lessons, to produce a full piece of narrative writing that will be assessed by their teachers. Saviour visited pupils as they were planning for their work and gave some of his professional insight and advice to enable pupils to produce some very impressive pieces.



Saviour Pirotta is a Maltese-born British author and playwright who resides in England. He is mostly known for the bestselling *The Orchard Book of First Greek Myths*, an adaptation of the Russian folktale, *Firebird*, and the *Ancient Greek Mysteries Series* for Bloomsbury. His books are particularly successful in the UK, Greece, Italy and South Korea.



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The first and most important aspect of the planning structure is to establish the central problem that acts as the springboard for the narrative. Without a problem that the lead character needs to overcome, a story will struggle to captivate a reader. The solution is the next most important step in planning an effective narrative, this should act as a direct reversal of the problem and helps to provide the reader with a resolution that shows the central character has shown some type of growth and development.

Understanding the core problem when studying English Literature is vital in ensuring we perceive the central concepts that sit at the heart of a text. Pupils are introduced to four main literary conflicts that can be applied to many texts, these literary conflicts can act as an effective 'hanger' for pupils to 'hang' their ideas on. The literary conflicts we focus on are as follows:

**'Individual against individual' conflict involves stories where characters are against each other. This is an external conflict. The conflict may be direct opposition, as in a gunfight or a robbery, or it may be a more subtle conflict between the desires of two or more characters, as in a romance or a family epic.**

This conflict can be seen in Tennyson's *Charge of the Light Brigade* and is used to emphasise the selfless loyalty shown by the soldiers who followed a mis-communicated instruction even though it led them to almost certain death.

**'Individual versus nature' conflicts bring a character face to face with Mother Nature's power. A common**

**theme is for a natural disaster to force the characters of a story to look within themselves and consider what internal strengths they have to meet the challenges they face. These characters usually confront their powerlessness and mortality in the face of the natural world.**

This conflict can be seen in Wordsworth's *Extract From The Prelude*. Here a young Wordsworth has his confidence shaken as he realises the sublime power of nature, shown in the poem as an ever-growing mountain face. This conflict is often used to criticise the hubristic attitude of mankind and to show that the natural world will always be more powerful.

The Darkness of the Door by Martha Harris ♡

The scenery around me was moving. Dull dreary houses passed me as I strode slowly and silently around town. Taking notice of every house I passed. One brown. One black. One white. Nobody was around. I was all alone. Looking around, noticed a very strange and mysterious door. The rusty metal, carved into different shapes, standing out in the darkness that stood behind it. The stained stone around was grey and patchy. Intrigued, I began to approach. The closer I got, the clearer I could hear whispering, coming from far in the distance. I reached out my hand, touching the rusted door handle, knowing deep down, I would regret what came next.

My feet leading the way, I took the first step. Then the second. And third. The echo of footsteps filled the darkness. But not just mine. I counted. Tap. Tap... Tap. Tap... There was somebody. something near. Whispers grew louder and louder until it was right next to my ear. Louder, louder, louder, I screamed. I ran. The ringing in my ears constantly grew louder. Sprinting now toward the door, screaming at the top of my lungs 'Help' 'Help me' even though I knew know one could hear me. The door came into view. I leaped and just as I thought I was safe the door was gone.

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**'Individual versus self': in this type of conflict, the main character experiences some kind of internal conflict. This is often manifested as some kind of mental breakdown or dilemma.**

Quite often this conflict is a result of some kind of individual versus individual conflict. For instance, in *Macbeth* after killing the king, Macbeth is dragged into an internal conflict as he battles guilt and his conscience. Visions of the dagger and Banquo's ghost are manifestations of the mental turmoil he endures throughout the play.

**'Individual versus society': this type of conflict has the main character in conflict with a larger group: a community, society, culture, etc.**

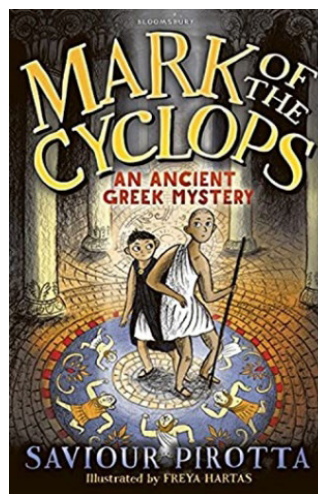
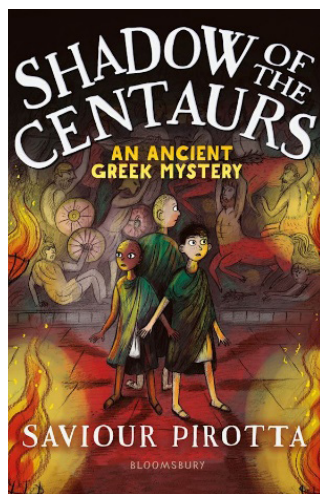
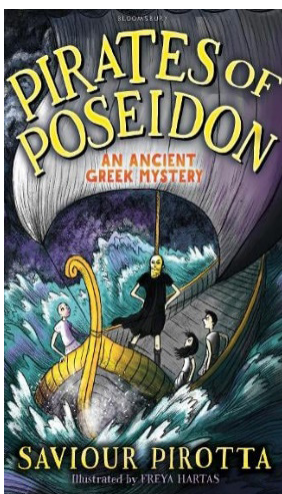
This can be seen in many of the texts we study but one of the most notable is JB Priestley's *An Inspector Calls*. Here we see how a young working class girl is exploited by the capital and patriarchal society that exists around her.

Overall, the central problems faced by protagonists in literature help writers communicate their larger concerns which often centre around the world in which they live. Whether it was Shakespeare warning people not to try and disrupt The Great Chain of Being or Romantic poets warning about the damaging consequences of the industrial revolution, it is clear that these conflicts act as the catalyst that allows for perspectives to be challenged and ultimately changed.

## Student Ambassador Voice

*"I chose to study English Literature at A-Level because I loved it throughout the rest of my time at school. So far this year we have looked at Othello, studying the play from Marxist, Feminist and Post Colonial perspectives and Death of a Salesman, where we covered Miller's main ideas when writing the text, learning about capitalism, socialism and different aspects of tragedy. We are now looking at Tess of the D'Urbervilles another tragic text and comparing it to the others we have studied. My favourite thing about the subject as a whole is the different ways you can read a text, including how different aspects of the text relate to different societies or groups of people within the context of time the text was written, and how they are still impactful to us now."*

**Eilidh Smith – Year 12 English Literature Student**



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## Headteacher's Welcome



### Mr Sloman writes:

I do hope you had a good Easter and a chance to spend time with family and friends. Easter and the coming of spring together represent new beginnings; a chance to start afresh, energised by the warmer, sunny days and shorter nights.

For our Year 11 pupils and Year 13 students, as they head towards their exams this half term, Easter is an opportunity to rest and reflect, and to start the new term with energy and determination. Our Year 11 pupils and Year 13 students have the constant and ongoing support of their teachers, support staff and parents and carers, and have been provided with the revision techniques and resources they need to succeed. It is now for them to harness their own determination, dedication and focus to ensure they are revising effectively and regularly in preparation for their exams. I wish them all the best of luck.

This term, our Year 12 students will also undertake their mock exams, and I wish them the best of luck too. For our younger pupils, the new term is another opportunity for them to decide who they want to be, and set themselves new goals and targets to achieve. The school year is an ongoing cycle of new beginnings, and the summer term is no exception.

Cont. Over



### Important Dates for your Diary

**Monday 24th April:**

Year 12 Mock Exams begin  
Year 10 Poetry Workshop

**Wednesday 26th April:**

Year 11 Woldgate Tutorials  
(3pm to 4pm)

**Monday 1st May:**

Bank Holiday  
(School closed)

**Monday 8th May:**

Bank Holiday  
(Coronation – School closed)

**Wednesday 10th May:**

Year 10 Parents' Evening  
(4:30pm to 7:30pm)

**Monday 15th May:**

Year 7 Parents' Evening  
(4:30pm to 7:30pm)

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This term also promises a range of exciting events and opportunities for our pupils. We have our second visit to New York taking place in June for Year 12 students, as well as our Year 9 History visit to the First and Second World War battlefields of Belgium and France. We have our Performing Arts visit to London, a Year 8 History visit to the Beamish Living Museum, the Hull University Ace Day for Year 9 pupils and Year 10 work experience. We have our Year 11 and Year 13 proms and our Awards Evening at York University, at which we celebrate the achievements of our pupils and students alongside musical entertainment.

## HPV Immunisations Year 8

The School Immunisation Team will call at school on Wednesday 26th April.

Children with parental consent will be called during school hours. If children who are due to be immunised could wear short sleeved shirts for the day it would allow for easier administration.

If you have any queries about immunisations please contact the team directly on 03333 583397 Option 2. Many thanks.

This term, we also welcome our newest pupils, currently in Year 6 at primary schools, to our school community with a series of visits and events, led by Ms Minton and Mrs McDonough. For these pupils, transition to secondary school is a major event in their school lives, and we do everything to ensure that their transition is smooth and supported, and that they feel confident and excited about joining us in Year 7 in September.

I am looking forward to everything this term holds for our pupils and students. As our older pupils and students move onto the next stage of their academic lives, and our newest pupils join us for transition events, it truly is a time of new beginnings.

**Mr Sloman**  
Headteacher



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## Lower School



### *Ms Minton writes:*

As we commence our final term of this academic year, I would like to welcome all our Lower School pupils back in school and look forward to seeing all the exciting opportunities that the term holds for them. I was so proud to see our Year 7 pupils demonstrating our ethos of great value when taking part in our charity walk at the end of last term. We got our steps in as we carried out circuits around the field to raise money for the Turkey-Syria Earthquake Appeal. A special well done to 7ABA who were super speedy and tried to get in as many laps as they possibly could! I can't wait to see how much we have raised overall!





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Natalie C from SMSJ has painted a Winnie The Pooh set of eggs  
#Y6transition #Easteractivity



Our newest Year 6 cohort are getting geared up to join us in September and I am looking forward to visiting them, alongside Mrs McDonough and Mrs McKie, in the final Half Term. Pupils will also receive their Welcome to Woldgate Packs over the next couple of weeks detailing all they need to know about joining us, including when our Parent-Child Welcome Evenings are and how to order uniform. Look out for these packs arriving in the post very soon. We are very excited to get to know all our Year 6 pupils as we begin conversations with Primary teachers and visit schools. The entries into our Easter Competition have also been coming in- it is great to see them and there is still time to enter with a chance to win a special prize.

**Ms Minton**  
**Head of Lower School**

C.L.'s entry from PCJS!



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## Middle School



### *Mr Macdonald writes:*

Both Year 8 and Year 9 have been exploring their GCSE options over the last term. In their STARS sessions, they have been looking at the careers that the options they are choosing can lead to.

In order to help pupils make informed decisions of the pathways ahead, pupils have also been looking at what can come after their GCSEs. It is important that parents and carers talk to their children about options and pathways, but sometimes parents lack confidence to be able to do so. There are 4 main routes and we have summarised these below.

- » A Levels
- » Apprenticeships
- » T Levels
- » Vocational Qualifications

## A Levels

A Levels are Level 3 qualifications that you can choose to take after your GCSEs. You can take A Levels in schools, sixth form centres or at some Further Education Colleges. Lots of young people choose to do A Levels and these are excellent general qualifications that are valued by employers and also universities. A Levels offer a great route to degree level study. A Levels give young people a chance to find out about their GCSE subjects in greater depth or do one of the subjects that many schools and colleges only offer at A Level. A Levels are assessed:

- » At the end of the two-year course
- » Assessment is mostly through exams.

Further information: <https://www.careerpivot.org.uk/information/your-choices-at-16/a-levels>



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## Apprenticeships

An apprenticeship is more than doing work experience, you will be in a real job, where you will be employed by a company, get paid a salary and be entitled to paid holidays and sick pay. And, you will be working towards qualifications that are relevant to your job.

Over 77,500 under 19-year-olds started apprenticeships last year, and on average there are up to 10,000 vacancies online at any one time.

There are over 1,500 different jobs roles you can do an apprenticeship in across 170 different industries, from law to graphic design, advertising to electric vehicle engineering.

There are apprenticeships available at all levels - whether you have no qualifications, GCSEs, A Levels, BTEC qualifications or a degree!

The level of apprenticeship you start at will depend on the qualifications you have, the job you are applying for, and the apprenticeship standard the employer wants to use.

Apprenticeships are open to anyone aged above 16 years old who live in England, who is not in full time education.

Further information: <https://amazingapprenticeships.com/>

## T Levels

- » New two-year Level 3 qualifications - equivalent to 3 x A levels.
- » Lead to a specific occupation and available in a whole range of different areas from Cyber Security to Wildlife Management.
- » Designed by professional bodies, employers and universities so that they are relevant and up to date.
- » Include at least 3 months work experience and an opportunity to build transferable skills and knowledge related to the job area.
- » Progress on to apprenticeships, jobs and university.

### Who are they for?

They are for 16 - 19 year olds who want to focus on developing skills and knowledge for a specific occupation or job sector.

When you look at the entry requirements for a particular university course this can be shown in terms of the grades needed and/or the UCAS tariff points required. T Levels will earn UCAS points just like other Level 3 qualifications like A Levels and BTECs. Further information: <https://www.careerpilot.org.uk/information/your-choices-at-16/t-levels>

## Vocational qualifications

T Levels and Apprenticeships are examples of vocational options, but there are others too. Level 3 Applied General Qualifications e.g BTECs, are equivalent to A levels. They are for students 16 - 19 who want to continue their education through applying their learning to a general job area e.g. Law, Creative and Media, and Business.

Applied General Qualifications allow entry to a range of higher education courses, either by meeting the entry requirements in their own right or being accepted alongside other qualifications at Level 3 such as A levels.

Many Applied General Qualifications are endorsed by employers and professional or trade bodies. Applied General Qualifications are for students 16 - 19 years olds wishing to undertake a broad study of a specific vocational area. However, the government has indicated they may phase these out when T Levels become established.

Further information: <https://www.careerpilot.org.uk/information/vocational-qualifications/what-are-vocational-qualifications>

**Mr Macdonald**  
Head of Middle School



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## Upper School



*Miss Hull writes:*

**On the final Wednesday of the term, all Year 11 pupils were invited to a revision day at the University of York.**

As our Year 11 pupils approach the final weeks of their formal education, we felt it was a good opportunity for them to experience a day in Higher Education. Based at the Ron Cooke Hub, pupils had sessions on Macbeth with Hull Truck Theatre performing and analysing key scenes.

Our languages pupils worked closely with Mr Thomas Peter and Mrs Jones in the Lake side pods preparing for their speaking assessments. Scientists and Mathematicians worked with Mr Macdonald, Mrs Atkinson and Mr Johnson on key content, whilst Geographers and Historians had the opportunity to do some small group seminar sessions with Mr Barrett, Miss Rowland and I.

When pupils were not in structured sessions, they were able to revise independently supported by colleagues either on their own electronic devices or practising exams papers.

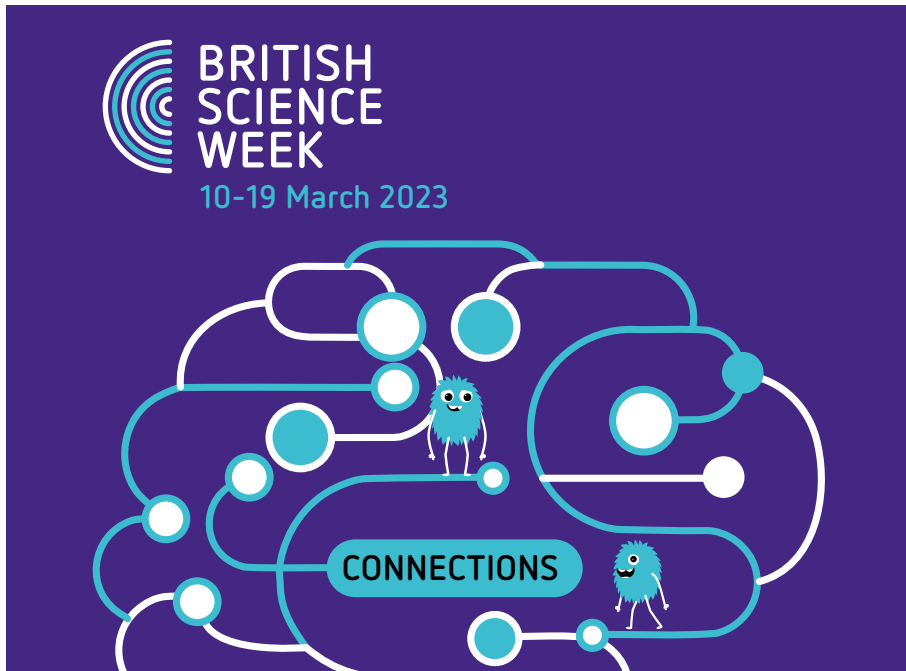


For many of our Year 11 pupils this was their final school trip and the pupils behaved exceptionally well and showed mature attitude to learning.

**Miss Hull**  
**Head of Upper School**

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The British Science Week Poster competition has formed part of our KS3 science lessons over the last two weeks of this term. Five entries representing Woldgate School have been chosen and sent to the organisers for judging.

Here is a selection of the work produced by KS3 pupils with their interpretation of the Connections theme:



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**Accelerated  
Reader**

Accelerated Reader... The results are in!

Total words read: 46,649,788 words (+5,167,508 this week)

Reader of the week: Shay (8RSC)

Form of the week: 8RSC

Year group leader boards (Average words per pupil)

## Year 7

1. HLR — 162,642
2. CPO — 111,647
3. TDW — 106,501

## Year 8

1. BER — 167,498
2. DEE — 134,555
3. RSC — 87,794

## Year 9

1. KED — 101,044
2. RJO — 90,712
3. DLN — 82,600



# STARS Update

Mr Barrett writes:

## Skills for Life

As part of the Skills for Life programme at the school, pupils focus on one of six key skills per half term. The focus for this half term is **PROBLEM SOLVING**. If you have an opportunity, please discuss this with them and ask them to share how they have demonstrated these skills this half term.

## Careers update

We have a wide-ranging Careers programme and as part of it, pupils and students engage with information, events and employers every year. It is also vitally important that parents and carer understand training routes and options post 16 as well so that you can have an informed discussion with your child about their future and options. Below are a few websites that might help if you feel it would be useful:

<https://www.careerpilot.org.uk/parent-zone>

<https://icould.com/information-for-parents/>

## Careers and the Curriculum

In this part of the STARS update, we have begun exploring how different curriculum areas can lead to a range of careers. Most recently, we explored how the sciences led to a huge arrange of careers. Today, we look at Mathematics.

Since everyone has to study maths at GCSE it is worth remembering that a Grade 5 or above is crucial to progressing towards a maths related career.

At A level there are a number of different options available from core maths, pure maths, further maths and statistics, and there are a shortage of people going into jobs that use lots of maths!



**REACH FOR THE STARS**

Value our community, individual liberty and show mutual respect and tolerance.

To do this we will:

- ★ Always be honest and fair.
- ★ Show respect to others by the way we speak to each other and present ourselves.
- ★ Value our School, the Dining Room, classrooms, displays, equipment and our facilities.
- ★ Develop the knowledge, skills and conviction to play an effective role in our local, national and global communities.

Know our personal and academic targets, support others with their learning and stay on task to maximise our progress.

To do this we will:

- ★ Bring the correct equipment to lessons, including our planner.
- ★ Arrive on time for lessons.
- ★ Know our targets for each subject and understand what we need to do to improve.
- ★ Access impartial advice and careers guidance to help us make informed decisions, develop our ambitions and aspirations, plan our future, and prepare ourselves for the world of work.

Always wear the correct uniform and take pride in our appearance.

To do this we will:

- ★ Take pride in our uniform and ensure we always look smart and professional.
- ★ Wear the correct uniform at all times.
- ★ Be ambassadors, by wearing our uniform with pride, in and outside of school.
- ★ Take pride in our personal identity, culture and history, value ourselves and celebrate our achievements, developing our own self-confidence and self-esteem.

Respect the rule of law and take responsibility for our own behaviour and learning.

To do this we will:

- ★ Concentrate, listen to the teacher and one another, follow instructions and work hard.
- ★ Do our homework quickly and return it on time.
- ★ Ask for help if we don't know what to do.
- ★ Develop our spiritual, moral, cultural, mental, physical and financial awareness, in order to understand our society and help us prepare for the opportunities, responsibilities and experiences that await us in later life.

Be safe, sensible and mature. Never seek to cause another harm through our words or actions.

To do this we will:

- ★ Always treat others as we would like to be treated ourselves.
- ★ Never swear, hit or bully anyone or use offensive language.
- ★ Be considerate to members of our wider community, as well as safe and sensible, whilst travelling to and from school.
- ★ Develop the knowledge, skills and attributes to keep ourselves healthy and safe, and prepare ourselves for life and work in modern Britain.

<https://www.parentalguidance.org.uk/>

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A level Mathematics is a requirement for certain degree courses, such as Engineering, Physics, Statistics, and often Economics. Although not a requirement, A level Mathematics is a typical subject taken by students on courses as wide ranging as Architecture, Law and Psychology.

A level Mathematics is useful for those interested in apprenticeships in Accounting, Engineering, Teaching and Technology.

You can gain a variety of different skills from maths including problem solving, data analysis, attention to detail and communication skills.

## The Stress Awareness Month

Stress and poor mental health are one of the biggest public health challenges that we're facing. Sadly, even though that is the case, we are still not taking its impact seriously enough. We continue to separate mental health from physical health and vice versa. The reality is they cannot be separate – they are two sides of the same coin. There is no health without mental health and stress can lead to numerous health problems. From physical problems, like heart disease, insomnia, digestive issues, immune system challenges, etc to more serious mental health disorders such as anxiety and depression.

Stress Awareness Month has been held every April since 1992 to raise awareness of the causes and cures for our modern-day stress epidemic. It is the time when we have an opportunity for an open conversation on the impact of stress. Dedicated time to removing the guilt, shame, and stigma around mental health. To talk about stress, and its effects and open up about our mental and emotional state with friends, families, colleagues, and professionals.

During form time during this month we will be looking at ways to manage stress and also chat about it with our fellow pupils and staff.

**INTERNATIONAL STRESS AWARENESS WEEK**  
THE STRESS MANAGEMENT SOCIETY

## HOW TO STRESS LESS



**LOOK AFTER YOUR SOCIAL WELLBEING**

- Connect with people – check in with your support network; are they ok, are you ok? Pick up the phone and find out!
- Ask for help if you need it – it's OK not to be OK.
- Perform a random act of kindness – it's nice to be nice.



**MAKE TIME FOR SELF-CARE**

- Learn a new breathing technique; box breathing, the 7/11, baby breath – find one that works for you and add it to your toolbox.
- Be kind to yourself, take time out for self-care and exercise – it's like the oxygen mask on the plane; put yours on first and you'll be in a better position to help others.



**EXPRESS GRATITUDE**

- Write a gratitude letter. What are you grateful for? What did you take for granted and really appreciate? Even just writing down 3 positive experiences that have happened to you every day.
- Write down your strengths: what are some of the things people have said about you that have made you feel good, strong and elated?



**GET ENOUGH SLEEP**

- Get your sleep hygiene sorted: have a bath, wind down, minimise screen time, talk about how you feel, eat good food regularly.
- Digital Detox – Could you make your bedroom a 'tech-free zone'? Make sure before bed to do something that doesn't involve a screen to allow you to disconnect from the 'always on' world we're currently living in.



**EAT HEALTHY**

- Reduce your sugar consumption to avoid energy crashes.
- Stimulants like nicotine and caffeine should be avoided
- Keep hydrated. Drink plenty of water throughout the day, and avoid that vicious cycle; thirsty because you're stressed and stressed because you're thirsty.



**PRIORITISE AND ORGANISE**

- Be strict with your boundaries; work is work and life is life – make sure to schedule time for doing things for yourself.
- Prioritise your most important tasks and projects earlier in the day.
- Delegate the things you do not have to do yourself.





Stress Management Society  
from distress to de-stress



International Wellbeing Insights  
People, Culture & Wellbeing

[www.stress.org.uk](http://www.stress.org.uk) / [info@stress.org.uk](mailto:info@stress.org.uk)



# MATHEMATICS

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## careers using mathematics

science  
construction  
accountancy  
economics  
pharmacy  
engineering  
retail and sales  
air traffic control  
industrial design  
network management  
transport and logistics

banking  
statistics  
insurance  
actuarial work  
bookkeeping  
astronomy  
management  
architecture  
sound technology  
investment analysis  
software development

buying  
teaching  
health sciences  
administration  
stockbroking  
surveying  
meteorology  
cyber security  
market research  
medical technology  
computer games design



find out more at [planitplus.net](https://www.planitplus.net)



## MEMORY LANE



The three colleagues at the front are Mr Stubbs (Deputy Headteacher), Mr Pollock (Maths Teacher) and his wife Laura. This photograph was taken when Mr Pollock retired.

I am reliably informed the people in the background are:

Roy Lane; Charles Hall; Margaret Richardson; Merle Skinner; Bill Cowel; Irene McNicholas; Margaret Floater; Steve Greenfield; David Glew; Alan Slater; David Lodge; Bronywn Adams; Chris Spencer; John Webb; Anne Alison; Enid Gatenby; Dan Manning; Phil Powditch; Steve Barnsley; Chris Glendinning; David Hunt; Gill Scruton; David Gent; Ian Lightfoot;

Thanks to Roger Pattison for the use of the image and Helen Walker for providing so much detail of the colleagues in this photograph.

If you recognise anyone, from their name or photograph please pass this on and ask them to contact us at

[office@woldgate.net](mailto:office@woldgate.net)



# Newsletter

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## Rewards

Our school motto is 'Everything you do should be worthy, of great merit, character and value', and every day our pupils' efforts, contributions and achievements are recognised with rewards that reflect these values. Our pupils understand these core values as being the foundation of successful learning, and a successful life, and each of the rewards holds a special significance:



Acts of Great

**MERIT**

**279734**

**CHARACTER**

**44060**

**VALUE**

**35558**

**TOTAL  
REWARD  
POINTS:**

**739486**

### Most Rewarded Pupils Spring Term

Year 7	George Bowes
Year 8	Rose Donarski
Year 9	Alice Langrik
Year 10	– Iris Craggs
Year 11	– Molly Randle
Year 12	Jorja Thornett
Year 13	Amy James

### Most Rewarded Pupils Spring Term

Great Merit  
Alice Markham – Year 9

Great Character  
Adam Benson – Year 13

Great Value  
Jacob Derwin – Year 7

Highest Rewarded Form  
7DRO



# Newsletter

*Of great merit,  
character and value*

## House Points

Every pupil belongs to one of our five Houses, representing our local countryside. Pupils can be awarded House points for exceptional contributions to school life, and for participating in House competitions and events, and all rewards contribute to each House reward total:

*All rewards earned by each House since the start of the year:*



**129,397**



**163,347**



**161,211**



**128,168**



**177,413**



**TOTAL  
HOUSE  
POINTS:  
358,325**



# Newsletter

*Of great merit,  
character and value*

## Care and Achievement Coordinators



Year 7

Mrs F McDonough  
07980 702715  
fmcdonough@woldgate.net



Year 8

Mrs L Cavanagh  
07790 987139  
lcavanagh@woldgate.net



Year 9

Mrs H Cross  
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Year 10

Mrs S Clark  
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Year 11

Mr M Elwers  
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melwers@woldgate.net



Sixth Form

Mrs E Fairhurst  
07790 987137  
efairhurst@woldgate.net



Deputy Designated  
Safeguarding Lead

Mrs C Wright  
07790 987007  
cwright@woldgate.net



Attendance  
Officer

Mrs R O'Brien  
01759 302395 Option 1  
robrien@woldgate.net



Wellbeing and  
Attendance Officer

Mrs E Sanchez-Ewbank  
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