



Newsletter

Of great merit, character and value



Mrs Geary writes:

A Great Day Out at the LNER!

Members of Year 7 who play for Stamford Bridge Football Team recently had the great privilege of being mascots and ball boys at a York City game at the new stadium. The boys whose team is third in the league and vying for promotion, were invited to the game against Aldershot on 16th March 2024.

The team are committed to football and love playing whenever they can. They train on Saturdays and Thursdays in the summer. They also support York City FC, so to be asked to be ball boys was a great honour. Dylan also has a season ticket so a regular at the ground; the boys had done it before at the old Bootham Crescent ground, but this was the first time at the new stadium.

When the team came out, the boys waved the York City flags with confidence and, as the game progressed, they were allocated a section of the pitch from which to retrieve the ball if it went out.

The game was close, with no goals until the 89th Minute. Vinnie, remarked to a player, about to take a corner, that he thought York would score. The player was sceptical, but when John-Lewis did score, the player came back to celebrate with Vinnie!

Obviously, the boys were lucky mascots and would recommend it!

Mrs Geary
Head of Lower School

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Mr Sloman writes:

Over the coming weeks, our Year 11 pupils and Year 13 students will commence their final exams. These exams are the culmination of years of consistent hard work, dedication and determination, and we wish them all the best of luck. Preparing for exams effectively takes place over weeks and months, and we have provided our pupils, students and parents with lots of good advice around maintaining their wellbeing, effective study habits and revision techniques. Now is the time for our pupils and students to ensure they are putting these into effect, to guarantee the best possible outcomes.

Effective revision also helps to maintain good mental health at this time. A 'little and often' approach to revision is best, with highly effective revision sessions lasting no more than 20 minutes at a time, interspaced with short breaks. This is the optimum period for good concentration. Avoid distractions, especially music and mobile phones during these revision periods.

Effective revision is always 'active', with pupils and students creating diagrams or notes, revision cards etc. Practising past exam papers is effective revision, as well as explaining concepts to a family member, or asking them to quiz you. Avoid ineffective 'passive' revision approaches, including just reading notes or revision guides.



Important Dates for your Diary

Monday 22nd April:

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

Wednesday 24th April:

Year 10 GCSE Visit to Yorkshire
Sculpture Park

Year 11 Woldgate Tutorial:
Option B Subjects

Monday 29th April:

Live Music & Art Exhibition
Evening at Pocklington Arts
Centre

Wednesday 1st May:

Year 11 Woldgate Tutorial:
Maths

Monday 6th May:

May Day Bank Holiday
(School closed)

Wednesday 8th May:

Year 12 Parents' Evening
(4pm to 7pm)

Monday 13th May:

Year 8 Parents' Evening
(4pm to 7pm)



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To ensure their wellbeing, pupils and students should ensure they make time for rest and relaxation too. Effective revision is essential, but it is also essential that pupils and students intersperse their revision with time to do things they enjoy. Regular short breaks during revision are important, as well as making time to see friends, family and do their hobbies and interests. Revision plans are helpful with this, as they ensure pupils and students are making time for everything. They can also help pupils and students assign revision time to all their subjects, instead of taking a more 'ad hoc' approach.

Finally, diet, rest and exercise have been proven to have a profound impact on revision and exam performance. Pupils and students must ensure they are getting at least 8 hours of good, uninterrupted sleep every night, away from mobile phones. A good, healthy breakfast each morning ensures they are alert and able to think and recall from their memory quickly, and regular exercise maintains positivity and good mental health.

We wish all of our Year 11 pupils and Year 13 students all the best over the coming weeks with their exams, and we are all here to support them in school throughout the exams. Please do contact your child's Care & Achievement Coordinator if you would like any more information about the support for your child in school, and advice about how you can support your child at home.

Mr Sloman
Headteacher



Important Dates for your Diary (continued)

Wednesday 15th May:

Year 10 Revision and Study Skills
Evening (6pm to 8pm)

Thursday 16th May:

Paris Visit Parent and Carer
Information Evening
(5:30pm to 6pm)

Andalucia Visit Parent and Carer
Information Evening
(6:15pm to 6:45pm)

W/b 20th May:

GCSE and Sixth Form
examinations begin

Friday 24th May:

Last Day of Half Term

Monday 3rd June:

First Day of Half Term

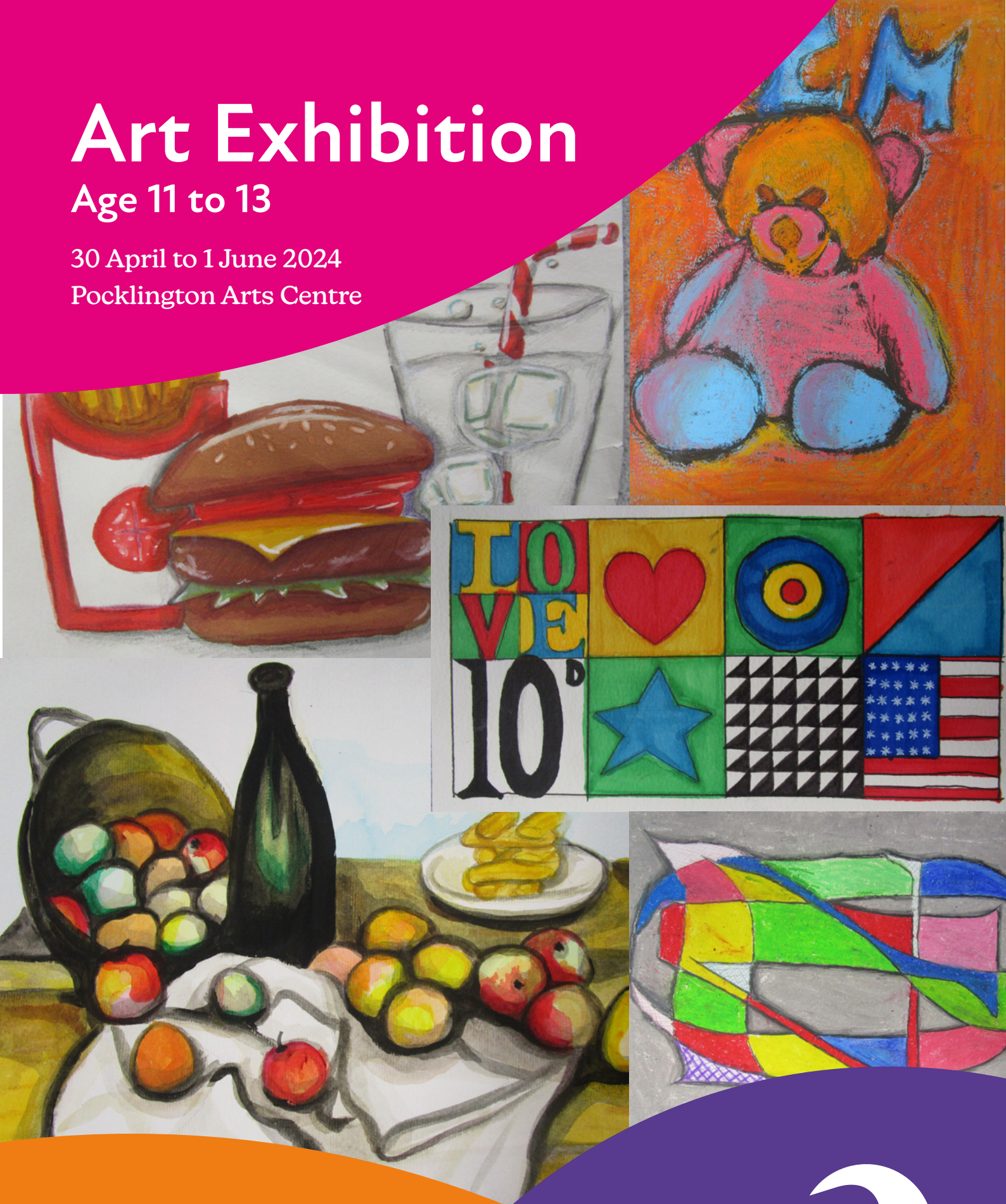


Art Exhibition

Age 11 to 13

30 April to 1 June 2024

Pocklington Arts Centre



Preview Event:

Monday 29 April
5:30pm to 7:30pm
Free entry

**POCKLINGTON
ARTS
CENTRE**

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Accelerated Reader

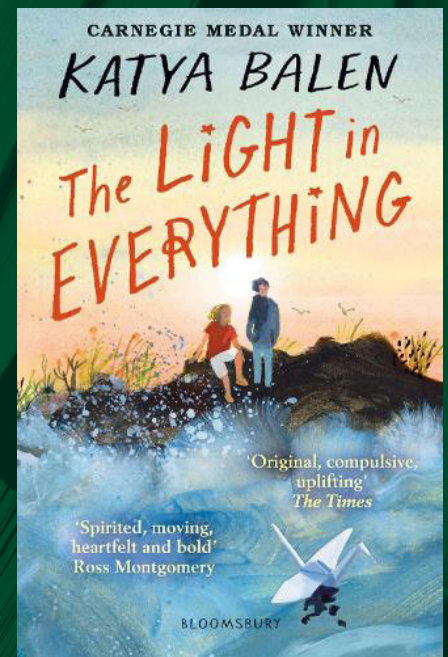
The Accelerated Reader form competition is back!

Reading for 20 minutes a day is proven to have the biggest impact on reading skill and have life-long benefits.

When your child completes a book, Accelerated Reader has over 220,000 quizzes which can be taken.

At the end of the year, there will be a reward for the winning form group in Year 7, 8 and 9, as well as any pupils who are millionaire readers (read and quizzed on more than 1,000,000 words).

On Tuesday lunchtimes, KS3 pupils can join the book club to read 'The Light in Everything' by Katya Balen, and the shortlist for the Yoto Carnegie Award 2024.



Current standings:

	Year 7	Year 8	Year 9
1	7KWE – 5,889,862	8HLR – 5,123,680	9RSC – 4,783,554
2	7KAW – 3,290,400	8TDW – 5,066,939	9NTE – 2,422,327
3	7SPA – 3,069,765	8LMD – 3,474,043	9SMS – 1,927,310

GCSE RS Revision

Year 11 RS pupils have had a great opportunity today to have many questions about Christianity answered by YoYo (York Schools and Youth Trust) who came into Woldgate to help pupils with their GCSE revision. Pupils had many important questions to ask, such as :



- » What is the most important sacrament?
- » What is the purpose of prayer?
- » How was the world created ?
- » What do you think of the Big Bang theory?
- » What do you think about the afterlife?
- » What is the purpose of life ?
- » Why would God create a snake in the Garden of Eden to tempt Adam and Eve?
- » Do Christians always forgive criminals after a service offence?
- » How can God be both the Son and the Father?
- » Do you believe in miracles?
- » Is being a Christian a good step in life?
- » What are your views about divorce?
- » Do religion and science go together?

Many of these big questions were also linked to some key teachings that pupils are encouraged to use in their GCSE exam.

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Middle School



Mr Macdonald writes:

It has been brilliant to welcome our pupils back into School last week, and lovely to see that both Year 8 and 9 are off to a flying start to the summer term.

Year 8 have now submitted their options choices, and Year 9 are beginning to prepare for their "Big assessments" in English, Maths and Science which they will sit during July.

Our Year 9 pupils have now logged into GCSE PODs, and pupils will be asked to complete revision for their assessment using the KS3 resource section on GCSE PODs. We are currently finalising a 10-week revision plan for Year 9, which will be shared with pupils and parents during the final week of this month. We look forward to supporting pupils consolidating their knowledge and skills from KS3 in their preparation for the end of year assessments.

One of our pupils has written a fantastic reflection this week based on the recent success of the Woldgate swimming team:

"Miss Wilkinson's Team were victorious in the East Riding schools swimming gala held at Beverley's pool in March. The team, who swim for various clubs including Pocklington, Tadcaster and Beverley won by a margin of 15 points ahead of Beverley grammar in second place, dethroning the running champions of the event. This, in fact, was Woldgate's first victory in the gala's history. Woldgate won all 4 relay races along with some individual events including the 50m breaststroke by Alfie and the 25m, 50m freestyle by Luke. Many of the other competitors made it to the finals and came high, including Archie who came third in the 50m backstroke. Big congratulations to our Woldgate champions!"

A huge well done to all involved. Fantastic!

Mr Macdonald
Head of Middle School

Upper School



Mrs Atkinson writes:

The Importance of Kindness

In assemblies this week, we looked at the importance of being kind to each other and to ourselves. Each day we are privileged to catch our pupils doing the right things. We tell them how lovely they are and how great it is to let families know, through our Rewards System, that they have done something worthy of Great Merit, Great Character or Great Value.

“Kindness is the language
which the deaf can hear
and the blind can see”.

—Mark Twain

We are fortunate to be in a warm and welcoming community where the care and support of our pupils, form part of our core values. We are thankful when our pupils are careful with their words, when they are loyal to their friends, when they stand by their principles, when they are generous to the less fortunate, when they are courteous and kind, and when they are there for family and friends.

We said that showing kindness and respect means that they will never intentionally put others at risk, fail to apologise when they get things wrong and then do the same thing, time and time again. They will not allow their friends to be unkind to others by making hurtful comments that they know will cause others to feel uncomfortable. They will not bully anyone, physically, verbally or mentally. They will never be disrespectful of their spaces, not throw litter or leave their social space untidy.

It is not always easy to do what is right and make decisions which are selfless and for the greater good but when you do, you are showing great character and being true to yourself. It feels good to do what is right – it shows integrity.

Just do Right.

Mrs Atkinson | Head of Upper School

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WOLDGATE
THE EAST YORKSHIRE
SIXTH FORM

Miss Smith writes:

Supporting students to make informed choices as they move towards the end of Year 11 and Year 13 is really important. Throughout the Sixth Form we offer a wide range of work experiences to our Sixth Form students to enable them to understand the choices available to them and industries that might be of interest. As a Sixth Form we are keen to support pupils lower down the school to make informed choices and ensure that they are educated regarding their options and have an early understanding of what a university experience might look like.

To this end earlier this week we were able to invite a cohort of Year 10 pupils to attend a food science experience at The University of Leeds. This visit is part of a project we are participating in with Leeds University which has three distinct phases. The first part of this project involved pupils meeting two student ambassadors currently studying Food Science who provided our pupils with an overview of the importance of food science, the impact food science can have on our health and ensuring the security of food production. The second phase included our visit to Leeds University.

Our visit to Leeds involved the opportunity to develop a new product in the Food Science laboratory on the campus. Once we had donned our blue hair nets and white coats, pupils were set the challenge of creating a vegan chocolate milkshake and provided with a basic recipe which they could then alter to improve the overall taste and texture of the product. Our three groups each took very different

approaches and considered the use of natural products including strawberry and banana to sweeten the product versus sugar or golden syrup as a sweetener.

Additionally, pupils were also provided with a tour of the university, attended a food science lecture and met with current students who answered questions about life at university, their current courses and their pathway to university.

Overall, we had a really positive day and are looking forward to phase three of the project during which we will be visited by students from the university who will show us how to make ice cream.

Miss Smith
Head of Sixth Form



Safeguarding at Woldgate School

We appreciate everything you do to support your child's emotional and mental health and understand that this can be difficult at times. Please contact school to speak to us if have concerns about your child's wellbeing and need support with this.

Here are some useful websites and resources which might help:

- » [Every Mind Matters](#)
- » [The Mix Confidential](#)
- » [Young Minds Crisis Messenger](#) – 24/7 support
- » [Five ways to Wellbeing](#)
- » [Mental Health Helplines](#)
- » [Mental Health Apps](#) (NHS)
- » [Mind](#)
- » [A-Z of Mental Health](#)
- » [Young Minds](#) – site specifically for children and young people
- » [Get Self Help](#) – wealth of information, advice and worksheets
- » [IAPT Talking Therapy](#) (17+)
- » [Samaritans](#)
- » [Papyrus- prevention of young suicide](#)

Specific support for parents:

- » [Family Lives](#) – parenting support and confidential helpline
- » [Young Minds](#) – Medication advice and [Parents Survival Guide](#)





Leisure and Tourism

← Scan this QR for more info

9% of jobs in Hull and East Yorkshire are in Leisure and Tourism

This sector includes jobs in pubs, hotels, restaurants, cafés, takeaways, holiday villages, campsites, amusement parks and visitor attractions, gyms, sports clubs and bookmakers. Good people skills are vital, as most jobs in this sector will involve dealing with members of the public on a daily basis.

Did You Know?

- The number of jobs with businesses in the leisure and tourism sector in Hull and East Yorkshire has grown by 6% since 2015 to approximately 22,795.
- There are around 2,000 more jobs in this sector than in 2019, before the COVID-19 pandemic began, an increase of 9%.
- Tourism is worth £963 million to the East Yorkshire economy and is vital for the region's growth and economic prosperity.

Will there be opportunities available?

- Visitors to the UK are forecast to spend £29.5 billion in 2023, 14% higher than 2022 and 4% higher than before the pandemic in 2019.
- Tourism is expected to create nearly 700,000 jobs in the UK in the next decade.
- The number of jobs with pubs and hotels in Hull and East Yorkshire has remained stable since 2015 at around 6,600.
- The number of jobs with takeaways and mobile food stands in Hull has increased by 56% since 2015 to around 1,250.
- There are around 1,050 more jobs working for cafes and restaurants in Hull and East Yorkshire than there were in 2015, an increase of 25% to approximately 5,250.



Job Title	National Average Salary
Catering Manager	£18,000 to £30,000
Chef	£15,000 to £30,000
Events Manager	£21,000 to £40,000
Hotel Manager	£20,000 to £60,000
Kitchen Assistant	£11,500 to £16,500
Restaurant Manager	£18,000 to £28,000
Tourist Information Centre Assistant	£15,000 to £25,000
Travel Consultant	£18,000 to £27,000
Waiting Staff	£12,000 to £22,000

Skills/qualities

- Customer service
- Communication
- Team working
- Flexibility
- Attention to detail

Useful subjects include;

- Maths
- English
- Languages
- Customer Service

Some local employers

- www.bridspa.com
- www.connexinlivehull.com
- www.thedeep.co.uk
- www.eastridingleisure.co.uk
- www.hulltruck.co.uk
- www.hulltheatres.co.uk
- www.sewerbyhall.co.uk

Sources: BRES, Invest East Yorkshire, Visit Britain, World Travel & Tourism Council, National Careers Service

For information... www.skillshullandeastyorkshire.co.uk www.logonmoveon.co.uk
www.visiteastyorkshire.co.uk www.visithull.org <https://nationalcareers.service.gov.uk/job-categories/travel-and-tourism>
www.abta.com/industry-zone/education-and-career-development/careers-in-travel

Search for jobs by... Registering with a recruitment agency • Looking at online job vacancy websites • Visiting your local Jobcentre • Checking out company websites and social media • Talking to family and friends

Disclaimer: The information within this publication has been researched and all web links checked. Whilst every effort has been made to ensure the accuracy of the information contained within it, we cannot be held responsible for any errors or omissions. Website information can change rapidly. We do not accept any responsibility for the content of external websites. The inclusion of an organisation does not signify an endorsement. Salary information has been sourced from the National Careers Service website (August 2023). The information presented is accurate at the time of publication.



skills.hullandeastyorkshire@eastriding.gov.uk



[@SkillsHullandEastYorkshire](https://www.linkedin.com/company/skills-hull-and-east-yorkshire)



[@skills_haey](https://twitter.com/skills_haey)



[@skillshullandeastyorkshire](https://www.youtube.com/channel/UC...)



[@SkillsHullandEastYorkshire](https://www.facebook.com/skills-hull-and-east-yorkshire)

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ENGLISH

On the 15th of March Year 7 had the pleasure of partaking in a creative writing workshop day. Pupils had the opportunity to produce their spring term assessment piece in a day off from their regular timetable, which allowed them the opportunity to really focus and become immersed in the creative writing experience.

Success Criteria for your Story

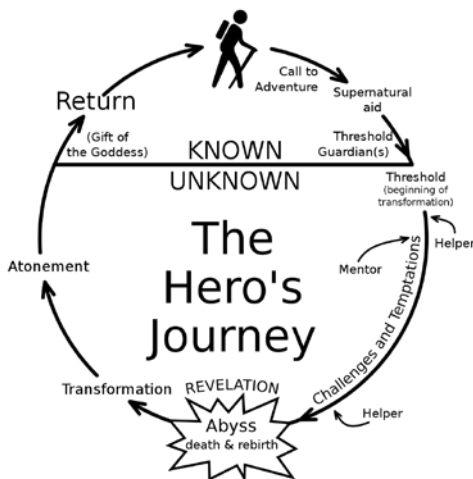
The day started with Mrs Edgar and Ms Barker delivering an assembly to Year 7 with the focus on their favourite books and why these books are their favourite. All pupils were then given a special pen for the day and were sent to their classrooms for the day where the planning would begin taking place for the assessed narrative pieces.

Have you used...	Tick if achieved
...an allusion to another text (e.g. she was a Medusa)?	
...accurate punctuation including use of commas?	
...different sentence types?	
...a range of punctuation for effect (? " ! ; -)?	
...the hero's journey structure?	
...ambitious vocabulary?	
...accurate spelling?	
...accurate paragraphing?	
...a plan for your story?	
...the stock characters (hero, villain, helper, etc.)?	
...description for your setting(s) and character(s) in your story?	

Strength:

Target:

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.

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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.

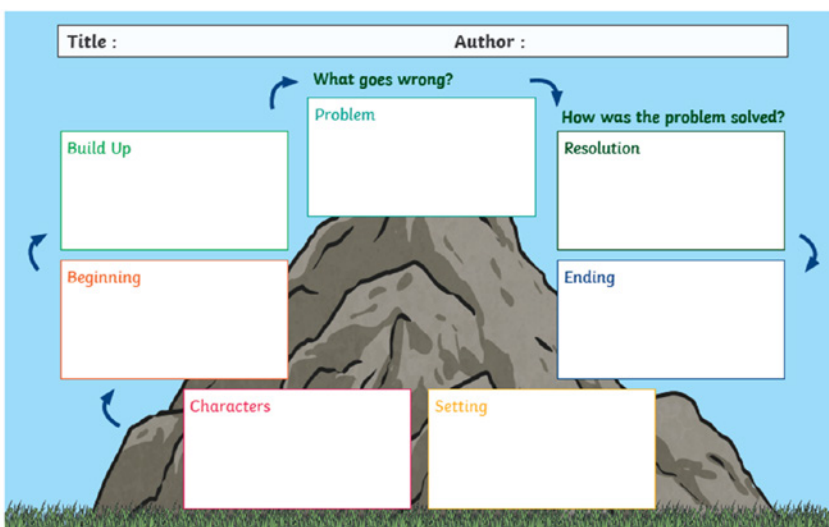
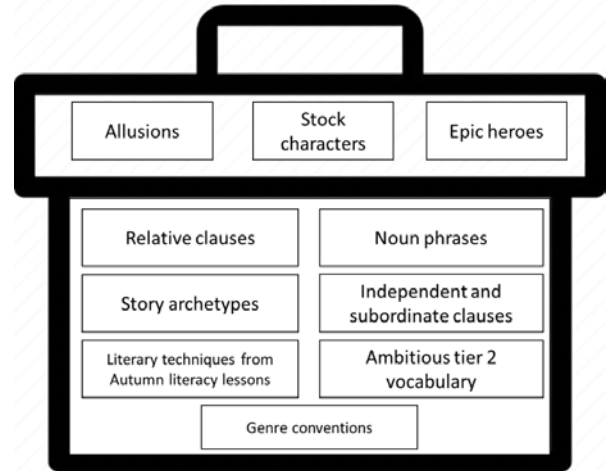
This conflict can be seen in in Wordsworth's Extract From The Prelude. Here a young Wordsworth has his confidence shaken as he realises the sublime power of nature, shown in the poem as an ever-growing mountain face. This conflict is often used to criticise the hubristic attitude of mankind and to show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

'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.

By the end of the day there had been some fantastic pieces of narrative writing produced and teachers nominated students who had worked particularly hard for further prizes.

Good Attendance



Means being in school at least 97% of the time*



90% 19 Days Absence

BELOW MINIMUM GOVERNMENT THRESHOLD

93% 13 Days Absence

VERY LOW

95% 9 Days Absence

LOW

97% 6 Days Absence

GOOD

100% 0 Days Absence

PERFECT

*Across one academic year

Assistant Headteacher

Be a part of our fabulous school

Leadership Scale Range 1-4

Permanent Full Time from September 2024

School Visit Dates: w/c 22nd April

Interview Dates: w/c 6th May

Closing Date: 9am 30th April 2024

Application Form: www.wlp.education

Applications to: office@stamfordbridgeschool.co.uk

Recruiting



Stamford Bridge
Primary School

www.stamfordbridgeschool.co.uk

Part of the Family:



Wonder
Learning Partnership
Educate | Empower | Engage | Enrich

Class Teacher KS1 or KS2

Be part of our fantastic team

M3 - M6

Permanent Full Time from September 2024

We encourage school Visits: Contact Us

Interview Dates: w/c 20th May

Closing Date: 9am 9th May 2024

Application Form: www.wlp.education

Applications to: office@stamfordbridgeschool.co.uk

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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

305,392

CHARACTER

40,430

VALUE

33,005

**TOTAL
REWARD
POINTS:**

763,144

Headteacher Award

The following pupils earned the highest total number of Rewards in their respective year groups, and have won the Headteacher Award for this week:

Year 7:	Harrison Coombe
Year 8:	Oscar Romeniuk
Year 9:	Freddie Forman
Year 10:	Alice Langrick
Year 11:	Dante Bramley
Year 12:	Elliot Stutt
Year 13:	Emily Macey



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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:



147,450



167,400



191,251



145,373



141,766



TOTAL
HOUSE
POINTS:
347,929





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Acts of Great Merit

The quality of being particularly good or worthy, especially deserving of praise or reward. For example, the production of an outstanding piece of classwork, home learning or an outstanding assessment outcome.

The pupils with the highest Great Merit awards this week are:

Year 7:	Freddie Dunstan
Year 8:	Jodie Grant
Year 9:	Mia Anderson
Year 10:	Isabel Millan
Year 11:	Dillon Alston
Year 12:	Callum Glover
Year 13:	Abigail Hardcastle

Acts of Great Value

The principles or standards of conduct we work to; those acts and skills that are valued by our wider society. For instance, the ability to demonstrate emotional intelligence, to communicate effectively or be a leader of a team.

The pupils with the highest Great Value awards this week are:

Year 7:	Skye Fisher
Year 8:	James Swales
Year 9:	Grace McKernon
Year 10:	Katie Moody
Year 11:	Olivia Hurst
Year 12:	Eva Harris
Year 13:	Skye Harrison

Acts of Great Character

The moral qualities that define an individual. For example, demonstrating kindness, offering support or actively engaging with the wider community.

The pupils with the highest Great Character awards this week are:

Year 7:	Oliver Golightly
Year 8:	Max Burton
Year 9:	Harry Kinsey
Year 10:	Niamh Bryan
Year 11:	Henry Garside
Year 12:	Emily Guest
Year 13:	Georgie Dawson



Please discuss these values with your child, and do regularly look at your child's rewards on the ClassCharts Parents' App.

Every week, our Newsletter and weekly pupil briefing highlights examples of our pupils demonstrating each of these values, and we encourage all of our pupils to embody each of these values in everything they do.



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Care and Achievement Coordinators



Year 7

Mrs F McDonough
07980 702715
fmcdonough@woldgate.net



Year 8

Mrs H Cross
07790 987131
hcross@woldgate.net



Year 9

Mrs L Cavanagh
07790 987139
lcavanagh@woldgate.net



Year 10

Mr M Joseph
07790 987142
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Year 11

Mrs S Clark
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Sixth Form

Mrs E Fairhurst
07790 987137
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Deputy Designated
Safeguarding Lead

Mrs C Wright
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cwright@woldgate.net



Attendance
Officer

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



Inclusion
Manager

Miss Parkin
gparkin@woldgate.net