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WOLDGATE SCHOOL AND SIXTH FORM COLLEGE NEWSLETTER

'EVERYTHING YOU DO SHOULD BE WORTHY, OF GREAT MERIT, CHARACTER AND VALUE.'

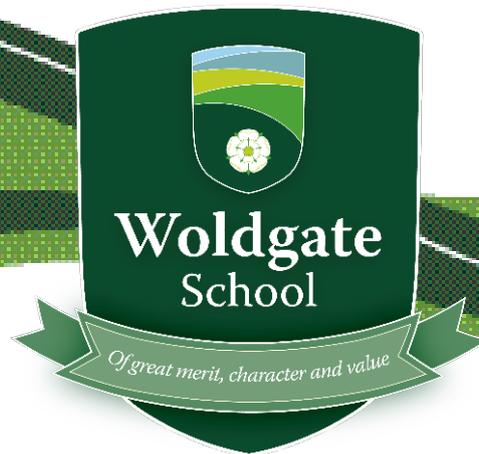
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A SELECTION OF PHOTOGRAPHS FROM OUR DRAGONS DEN FINAL AND OUR CHRISTMAS MARKET WHICH TOOK PLACE ON THURSDAY EVENING.

A BIG THANK YOU TO MISS RUSSELL FOR ORGANISING THESE.





HEADTEACHER'S WELCOME



Mr. J. BRITTON
HEADTEACHER

A few weeks ago, as I'm sure you are aware, Woldgate School was inspected by Ofsted. As previously mentioned, a 'Section 8' inspection is used to ensure a school remains 'Good' since its last inspection. The overall grading of a school cannot be moved from Good to Outstanding – for that to occur, a school must undergo a 'full inspection' that results in a detailed published report covering every aspect of the visit.

Having had the opportunity to experience a 'Section 8' Inspection of Woldgate School plus Stamford Bridge School (this week), and a 'Section 5' (Full) Inspection at Pocklington Junior School, which is also part of the Trust, I feel we've all had a busy couple of months.

On all occasions though, I felt so proud of our pupils and colleagues, who with our fabulous parents supported both schools and communities through what was a very intensive few days, as we sought to evidence the great work of our children.

I am now authorised to share the feedback from our 'Section 8' Inspection at Woldgate School, which takes the form of a simple letter, which aims, using moderated standard prose, to reflect those aspects of the school which pleased the inspection team.

The feedback in the letter is given in answer to two questions. What is it like to attend this school? and what does the school do well and what can it do better?

What is it like to attend this school?

Pupils enjoy coming to this school.

They feel well cared for and valued by the teachers and staff.

Pupils get on well with each other and with their teachers.

*Pupils walk around the large school site in a **calm and orderly way**. In lessons, **pupils work hard**.*

*They have **positive attitudes towards their learning** and this allows teachers to teach.*

Pupils support each other's learning, so they get the best from their lessons.

*The **school offers pupils lots of opportunities for learning beyond their lessons**. Pupils told us about how music and performances are a strong feature of the school. They were **enthusiastic about the wide range of sports clubs and activities on offer**. These activities take place after school and during lunch-times. They were very keen to tell us that these activities are open to everyone.*

*Pupils know that teachers and **staff have high expectations** of them.*

*The **school rewards pupils for their hard work** and for their achievements inside and outside of the classroom.*

*All pupils we spoke to said that they **feel safe in the school**.*

*They do not believe that bullying is a problem at the school. They **trust staff** to sort out any problems they may have*



What does the school do well and what does it need to do better?

The school still provides a good quality of education.

*Leaders consider all pupils as **individuals and are ambitious for them** to achieve as much as possible.*

*They have **thought about how pupils learn**, what they should learn and when it would be best for them to learn it. Because of this, pupils have every chance of achieving to their potential.*

*The plans for all **subjects make it clear what to teach pupils and when**. This helps teachers to build up the important knowledge pupils need to attempt more challenging work in the future.*

Teachers have thought about how to make sure that pupils remember important concepts too. For example, in Year 9 science, pupils are learning about 'salts'. At the same time, teachers introduce balancing chemical equations. These equations represent salt making. Pupils will use their knowledge of this concept again and again in their later science studies.

In strong subjects, teachers use tests to develop pupils' understanding. For example, in history, teachers ask pupils to give reasons for Henry VIII's actions. This allows teachers to find out how much pupils have remembered and understood.

*Pupils with special educational needs and/or disabilities (SEND) get support in classrooms so they can focus on their learning. **They achieve well in their subjects.***

Although economically disadvantaged pupils are catching up with other pupils in the school in all subjects, they do not consistently achieve highly.

*Many pupils study history or geography. But leaders have identified that in the past, too few pupils have not studied a language to GCSE level. They encourage pupils to do so if it is the right choice for them. Because of this, **more pupils are now beginning to study a language to GCSE level.***

*There are **lots of activities for pupils to join beyond their lessons.***

Pupils enjoy leadership roles by becoming peer mentors or subject ambassadors.

Pupils take part in school productions and educational visits.

Pupils say that they value the house enrichment days a great deal. These encourage pupils in different year groups to work with each other.

***Sixth Form students have an important role in school life.** They help and support younger pupils by being prefects. Students told inspectors they get high quality careers advice. But they would like more advice on routes other than university entry as well. Most students stay for their entire A-level courses and do well in their subjects.*

The achievement of students who study technical subjects is high.

Leaders consider staff workload. They provide support and the development they need.

All staff told us that they are happy to be working at the school and that they feel supported by leaders.

***The governors are proud of the school community.** They are right to be proud.*

For me, the final comment summarises the whole inspection. The team who undertook the inspection were so very impressed by the school and left us in no doubt, that the exceptional work of pupils, my colleagues and parents, has ensured this school is now ready for a full 'Section 5' inspection at a time of our choosing.

We, therefore, take this moment to reflect on all of the great work to date, but are excited about the journey ahead and the many opportunities that still await, to ensure we continue to provide the distinct education we believe is so important in securing the very best outcomes from our children, providing a broad curriculum, where our individual children's talents can flourish, as they grow in intellect and character.

of great merit, character and value.'



WHY A LITTLE BIT OF STRESS IS GOOD

With Mocks quickly approaching I wanted to address the issue of stress. It isn't as bad as it first appears, in moderation.

So, is there such a thing as good stress? Research says yes. Too much stress is bad, but so is too little. A lot of our reactions to stress are dependent on our view of our own capabilities and the resources at hand. The way our children interpret a stressful situation or task can have a significant influence on the actions that follow. So how can parents take advantage of stressful situations to develop successful learners?

IT'S ALL ABOUT YOUR STRESS MINDSET

There is a two-step process that individuals go through when presented with stress:

- First, they judge how demanding the situation is.
- Then, they assess whether they have the resources to cope with the situation.

Stress is usually received as either threatening or challenging. A situation may be seen as threatening if the individual believes they do not have the resources or ability to cope with it. On the other hand, a situation may be deemed challenging when the individual perceives themselves as able and having sufficient resources. Research shows that altering your evaluations of stress from 'threatening' to 'challenging' can improve responses to stress. Your stress mindset shapes how you handle situations. This means that parents and teachers could encourage their students to change the way they view certain situations that may be considered stressful. To do so, we can provide solutions and resources for students and pupils who are faced with a stressful task. This way, they can feel more comfortable in their abilities to complete the task, instead of panicking and feeling helpless.

Another way to manage stress and turn it into something motivational (as opposed to draining) is through the development of a growth mindset. We need to recognise the neuroplasticity of our brains (from last week's article); knowing our skills are open to improvement and are not fixed traits can have a really positive effect.

IS STRESS ALWAYS A BAD THING?

We often focus on stress as a negative thing that we want to minimize. However, research suggests that a bit of stress can be a good thing. "Too much, too little, just right". The answer to managing stress lies in the Goldilocks Principle. This principle states that something must fall within certain margins and not reach any extremes.

Low levels of stress can lead to weak performance as students and pupils will feel bored and demotivated. However, too much stress can lead to impaired performance as students and pupils may feel strong anxiety related to the task or situation at hand.

FINAL THOUGHTS

Too much stress can cause distress and too little stress can cause apathy. Finding a balance between the two extremes can be difficult but it is not impossible. Communicating with our children and offering them support to complete tasks will help keep their stress within a healthy margin. Helping students and pupils develop a mindset through which they view stressful situations as challenging instead of debilitating can be particularly useful. This can teach them to take advantage of stress and use it to develop new skills that can be valuable in the future.

Reference: blog.innerdrive.co.uk

Mrs S Smith



Spotlight on Design And Technology



MR G DAVIES
HEAD OF CURRICULUM
AND ACHIEVEMENT

It is always a pleasure to visit the Design Technology department and see pupils and students on diverse, exciting, and engaging projects. A broad area of study, encompassing electronics, food, product design, textiles, and – in Lower School – business and enterprise – there are a range of activities available for our young people as well as new skills to learn. This year it has also been wonderful to see the new project being delivered with Computer Science in Year 8 that sees pupils designing, wiring, and programming an automated lamp that can be controlled via Bluetooth as well as work on sustainability and engineering. In addition, current Year 11 are excited about the prospect of creating an array of dishes as part of their coursework. Many thanks to the team for giving us an insight into their work this week.



MR J STATHERS
HEAD OF DESIGN AND
TECHNOLOGY

Since arriving as Head of Department for Design & Technology in September 2018, the department has seen a huge change. With the introduction of new specifications at both GCSE and A Level, our results are excellent with our DT students and pupils making some of the largest amounts of progress, in both certificates, in the school. We have also had an increase of 38% of pupils opting to follow GCSE Design & Technology, which completely bucks the trend nationally, where numbers for the subject appear to be dropping. Our results for GCSE Design & Technology exceeded national averages by 23%, placing us in the top 25% of schools nationally for DT.

We have introduced new schemes of learning, which challenge our students and pupils to be much more innovative and resilient learners, becoming better designers. The structure of DT has been radically updated including KS3 where we now have opportunities to work alongside Computer Science delivering new, high tech projects. Food Technology now also runs alongside PE, which means under this new structure, every member of our KS3 will now have the opportunity to study Food Technology in Years' 7 and 8. Our links with Computer Science continues with a new Rocket Science club to provide more holistic education through DT. As well as the clubs, we now have a large number of Student Ambassadors who support me and my team to continue the past development of DT. A group of Student Ambassadors now run their own successful business called 'Bizzy Bees', designing, making and selling their own range of scented candles.

The Student Ambassadors have also worked very hard with the help of some Year 10 Art pupils to produce a mural on the walls of the entrance to the department.

The mural is based on a London underground tube train and shows the pathways a pupil has access to as they take the journey through Design & Technology at Woldgate School, and to possible future careers in this field. Keeping with this theme, the rest of the department has been revamped seeing new displays up in every room, a second workshop and second theory room have been added to accommodate increased uptake in DT along with Textiles moving bases to become a much more integral part of DT. We have also welcomed to the team Mr Lang who plays an essential role as the department's technician. The department now is an environment which promotes active learning and is a very positive place to be within Woldgate School.



WHY NOT TRY THE FOLLOWING DESIGN-BASED LUNCHTIME ACTIVITIES?

CROSS-STITCH CLUB – 12:33-1:05, A16, YEARS 7 AND 8.

BIZZY BEES CANDLE MAKING – 12:35-1.15, A25, YEAR 8.



Meet Your House Captains

Hi, I'm Miss Rowland and I'm Head of Great Givendale House. In my everyday role I teach Geography, but being Head of Great Givendale has given me the opportunity to get to know more of our fabulous students and pupils and see how amazing they are outside of everyday lessons, as well as have a lot of fun and a good laugh while doing it.



Great Givendale had a very business-like house enterprise day, truly living up to our house motto of 'already great'. It was a pleasure to listen to our guest, the 'Chilli Jam Man' inspire our students and pupils in the morning and then see the students and pupils develop their ideas throughout the day before presenting them in the afternoon.

We had some outstanding ideas as a house and a nail biting finish, with only one vote between our first and second place teams from lower school! I am so confident that #Access Squad from Year 7 and Team Glu from the Sixth Form will do the house proud on the upcoming Dragons Den evening with their great ideas.

Being part of our house means being part of an outstanding community, making the most of opportunities that are presented and most of all, just being #alwaysgreat.

It is a real privilege to be the captain of Thixendale House. We are a supportive house with a strong sense of team spirit. Our motto is "keep the faith" Reflecting our resilience to rise from the ashes and top the points table. We work together and have a broad range of strengths and skills that stretch beyond the academic.

One of my favourite parts of the role is visiting the seven forms in the house, meeting individual pupils and finding out about their achievements and interests. In every house assembly we celebrate success and it has been great to welcome our most recent members, 7SHW, to the house. Ms Shearing's form has been fully embraced by the house with 'The Inventors' (Riley, Ewan, Ben, Theo and Thomas) being voted the house winner at our recent Enterprise Day. These innovative young men will go on to represent the house at our Dragon's Den evening with their 'hear-muff' invention and we are all 100% behind them. However, its not only the boys in 7SHW who have embraced life here at Woldgate, with Teagan, Evie and Ella doing the house proud with their participation in netball and dance.

Each one of our house members is valued and if there was space in the newsletter, I would champion the skills of all 218 of them. Please encourage your child to share with us the things they do, and above all, remember to 'Keep the faith'. Ms S Barker



Warrendale, not just a village but a whole area of the wolds reflected in the status of our fantastic House!



Warrendale House members are audacious in their approach to school life and that in the outside world with our members making full use of their talents and opportunities. We have talented musicians, such as Daisy and Abigail who have recently made it into the school's elite Chamber Orchestra as well as Liam who has recently quite literally 'found his voice' as a singer. Other significant achievers include Ella who has made it into the squad as a Yorkshire Triathlete. Adam excels at Tae Kwon Do, recently coming 2nd in a world championship! The talents of our house were fantastically displayed on the Enterprise Enrichment Day, with creative projects such as a self pasting toothbrush being pitched! Winners for Warrendale were the team who came up with a Pizza Slicer-a great invention to help us enjoy our Saturday night takeaways. Well done to George, Bonnie and the two Freddie's and we're sure we are going to win in the final on 21st November! The future's bright...the future's orange. Come on Warrendale! Mrs L Chapman

Only original House Captain says it all...

Coming from a sporting background I am a firm believer in the positive attributes being part of a team can bring and Millington Dale have clearly established ourselves as a team. Showing a collective pride, work ethic, character and temerity to achieve and succeed academically and socially during all enrichment days but more importantly in daily school life. For the past 5 years I have been lucky enough to captain Pocklington Rugby Club, leading the club to the National Leagues. Unfortunately as a House we haven't been able to replicate that success by claiming the House Cup, but perhaps this is our year! We have started with a bang...winning the Lower School Cross Country Competition at a canter and performing brilliantly during Enterprise Day. On welcoming our new Year 7 recruits in assembly I reminded the pupils of how talented the room is highlighting a number of sporting, musical and academic successes. It is an Honour and privilege to Captain such a talented group of students and pupils.

2019-2020 House Cup Winners...Millington Dale, I've called it!

Captain Rees



Hello my fellow Kirby Underdalers!

Since the establishment of the House System at our lovely school, I have led an amazing group of pupils, staff and families and Kirby Underdale brings energy which they throw at everything beats any other House, hands down! As a long serving and loyal member, it is my privilege to lead Kirby Underdale to success and celebrate of all that makes our house unique.

Being a PE teacher I love competition and I love to get fully involved in all the events. With the talent in our House I know our fellow competitor's always fear us!

At the moment we are throwing ourselves into the Tycoon Tenner Challenge by selling sweets and other confectionery around school – we are a house that likes to be at the very centre of things. A house of high achievers, we currently have thirty eight recipients of Bronze stars, five for Silver stars, and – due to consistently hard work, - three proud owners of the coveted gold star: Holly, Skye, and Madison. We are very proud of each of them – and to the eighteen pupils awarded House Stars in the last year.

Remember individuals do not win trophies, teams win trophies and Kirby Underdale are a team. A team in which everyone should work hard and be kind.

A House in which everyone's efforts are added to that of another and together see the whole House succeed.

I love our House and everybody in it brings something unique.

I am proud to lead Kirby Underdale and I hope you are proud to be part of such an amazing House.

Some Houses want to win, Kirby Underdale make it happen!

Mrs Fox Nicholls



The weekly newsletter appears on the website, is sent by email and also appears on facebook every week. If you are having any difficulties accessing the weekly News please let the office know on office@woldgate.net. Paper copies can be sent out but only in circumstances where parents are unable to access it through the internet or email. Please telephone 01759 302395 for further advice. Many thanks.



LOWER SCHOOL

Mrs Minton Writes:



MRS A MINTON
HEAD OF LOWER SCHOOL

It has been another busy but exciting week for Lower School pupils here at Woldgate. A number of brave and highly articulate Year 7s spoke during Lower School Assembly this week in a bid to be considered as members of the School Council and to represent their peers. It was brilliant to see such enthusiasm and passion. Excellent work Year 7 and I look forward to hearing the results of the election! Another pupil showing initiative and drive is Adam in Year 7 who was part of the Lifestyle Project over the summer with some friends. This is a project organised by Humberside Police to encourage young people to engage with their local communities. Adam's group met weekly over the summer and did several litter-picks, as well as some conservation work. They then met to think about the project, and to complete a journal that they had all contributed to. Adam showed particular dedication in attending every week of the holidays; keeping the project moving whilst others were absent. Last week they heard that they'd won one of the prizes, and will be going to Flamingo Land next April! Well done Adam – a trip well deserved.

Following on from my Remembrance focus in last week's newsletter, Riley in Year 7 has come forward to share the following incredible story:

"My Great-Grandfather Albert received his MBE from Queen Elizabeth in June 1952 for his work on the radars during WW2. At the beginning of the Second World War he signed the 1939 Official Secrets Act and talked very little about his work even after the war had ended. He travelled to America and worked on a new generation of radar using microwaves. He was part of the Tizard Mission and helped develop the Cavity Magnetron, which was hundred times stronger than anything they'd ever seen before. It was also the first time that radar technology was installed in British aircraft that was able to detect objects as small as a submarine periscope. The radar also detected flying bombs so that they could be destroyed before they hit their target. He was given privileges of extra petrol for his car and allowed to drive at night with his head lights fitted with deflectors which allowed some illumination of the road, but little else. There are stories about some of his team going over in tiny little fishing boats to occupied France to dismantle a radar and bring it back. It is believed that the creation of this radar made the war two years shorter." Thank you for sharing this Riley- it is a brilliant reminder of just how many individuals have been involved in conflict across the years and how many deserve thanks.





UPPER SCHOOL

Mrs Atkinson Writes:



Mrs I ATKINSON
HEAD OF UPPER SCHOOL

At Woldgate, every young person has the opportunity to thrive as they develop in personality, character and intellect. This week, as pupils prepare to run in the School Council Elections they have had an opportunity to develop their organisation, communication and leadership skills.

As a School Councillor, they meet with Form Representatives and Mr Britton, represent the school at Open Evenings, sit on interview panels and write a regular column for the newsletter. They are involved in key decision making on how to improve the experience of pupils at the school. The School Council played a key role in choosing the new uniform and the new food provider. They also worked on improving the outdoor eating areas and toilets.

It was with much pride, that the Year 9 team and pupils watched as the candidates delivered their election speeches in assembly, with passion, sincerity and conviction. They shared their reasons for wanting to occupy such a key leadership role and promised to work hard in order to give of their best to the Year Group. They understand the importance of working as a team, with other councillors and Mr Britton, in order to achieve the goals of the school.





Our bodies and minds are very closely linked, so things that we do to improve our physical wellbeing can help our mental wellbeing as well.

As parents and carers, we can play a very important role in our child's health.

Social Media – Advice for parents

We have included some advice on potential risks and challenges that young people may face on social media to support them and help them make smarter choices about how they interact and share with others on social media platforms:

Has your child been affected by content shared online?

- Encourage your child to think about why friends may share certain posts. Show them how to gently challenge their friends if they find their content offensive. Remind them they can always talk to you about things happening online.
- Judge what effect the content is having on your child. Ensure they know that they should report abusive or inappropriate content on the social platform and consider blocking anyone that may be saying hurtful things.
- If they are deeply affected by the posts, consider advising them to take a break from the social network and concentrate on other activities that might make them happier.
- If you feel that the comments may be affecting your child's mental health and wellbeing, it's best to go and see your GP. Depending on the seriousness of the comments, it might be advisable to file a police report. If you do take this step, make sure you keep some evidence that records what's happened and how it's affected them.

Are they chatting to strangers online?

- Make sure your child understands that people may hide behind fake profiles for dishonest reasons and the person they've been chatting to could easily be someone with bad intentions.
- Remind your child that they should never give out personal information to someone they don't know online. Make sure they understand what personal information is. According to research on average 6 out of 10 of children's online friends are not 'real' friends offline.
- Be clear with your child that they should never meet someone face to face without your consent. Show them how to block and report anything offensive. Your child should know they can come and talk to you if someone or something is making them feel uncomfortable online.

Posting embarrassing images online

- Remind your child that these images are their personal digital footprint for years to come and advise them to use settings that only let them share with friends they know.

You can also help them maintain a positive presence online by:

- Encouraging them to think before they share. They should understand that their actions online can affect both themselves and others.
- Teach your child that it's difficult to keep things private online. Even messages sent between friends get passed on and accounts can be hacked. You should also tell your child not to post anything they wouldn't want thousands of people to see. If they're not happy to wear it on their T-shirt they shouldn't post it online.
- Be a role model so your child understands that you'd never post anything that you wouldn't want them to see

Mr Slomen
Deputy Head
Head of Care and Achievement





SIXTH FORM COLLEGE

Mr Hardie Writes:



Mr J HARDIE
HEAD OF SIXTH FORM

Following on from last week's Sixth Form Open Evening, this week Year 11 pupils have each been having meetings with staff to help give them support and guidance with the decisions they are making for next year. The decision around what subjects to take can often be a difficult one especially for those who do not know what their future beyond Woldgate looks like. For pupils in this situation I would recommend keeping your options broad and choosing subjects that will interest you so that in 2 years time you will still have lots of different directions your future could take. To further help pupils with this decision they have a Sixth Form taster day on Thursday 28th of November. This is a chance to experience life as a Sixth Form student and to get into some Sixth Form taster lessons in the morning so they can really get to grips with what the different subjects have to offer. In the afternoon they will be experiencing the other side of Sixth Form life, personal development. They have chosen different enriching activities that we run in the Sixth Form, and will be working together on some really enjoyable projects.

This week we also had our information evening for the incredible opportunity for our Year 11 to travel to Eswatini (Swaziland). Our expedition provider, True-Adventure came in to talk to parents about what the trip has to offer and to discuss all the logistics of how an expedition works. We had a really good turn out and I can't emphasise enough just how incredible these expeditions are. If you were unable to attend the evening but would like more information then pupils should see Miss Watson.

Cash for Kids Mission Christmas

This year, Woldgate School and Sixth Form College is again proud to be a supporter of Viking FM's charity, Cash for Kids Mission Christmas.

Over 4 million children live in poverty across the UK. For these families, Christmas is a luxury they just can't afford. These children are identified through social services, healthcare providers, schools, women's refuges, hospices, youth groups, children's homes, charities and children's centres. For that reason, Woldgate School is registered as a local drop off point for the Mission Christmas appeal.

The objective of the appeal is to purchase one extra Christmas present this year for a child in poverty and donate it to the charity. The donated gifts will then be delivered to Viking FM and distributed among disadvantaged children in this local area, making their Christmas morning much more of a special one.

We need new and unwrapped gifts suitable for children and young people aged 0 months – 18 years. Gifts can be dropped off at visitor reception at Woldgate School, between the hours of 9am and 4pm, Monday to Friday.

In 2018, with amazing support, the charity raised over £1 million in gifts and helped over 20,000 local children. With your support, we want to do even better this year.

Please help us by buying and donating just one extra present this year. Every gift donated and every penny raised stays local - so you can be sure that your generosity will benefit children living in our area. Your efforts towards this year's appeal help keep the Christmas dream alive for thousands of disadvantaged children living right here in East Yorkshire & Northern Lincolnshire.

Please note: The last date for donated gifts to be dropped off at Woldgate School and Sixth Form College is Wednesday 11th December.





MRS S GEARY
HEAD OF INCLUSION

At Woldgate School, we always encourage our pupils to have a wide range of holistic experiences. Last term, pupils enjoyed a York Guildhall Concert at the Barbican in York of Prokofiev's Violin Concerto, Richard Strauss' "A hero's life and the symphonic works of Jean Sibelius

Last Saturday evening a number of our pupils also had the opportunity to enjoy a concert in York Minster. York Musical Society, one of the oldest choral societies in the country, kindly donated tickets to our music students in order to enable them to attend their performance of Verdi's Requiem accompanied by a professional orchestra and featuring four professional soloists.

The work is extremely dramatic and powerful and is known to be in more of an opera style than a traditional Requiem Mass. The use of trumpets, bass drum and timpani, especially in the Dies Irae are quite terrifying and symbolise "The Last Trumpet" of Biblical prophecy; the off-stage trumpets are particularly effective in building the emotional intensity.

The pupils really enjoyed the opportunity to see and hear such a famous piece live and were grateful for the generosity of YMS in enabling them to share this experience. They stated: "The Choir were epic!" and "Incredible" They also commented on the overall sound, saying: ""It sounded spectacular especially in the Minster".

Woldgate School Music Department Presents A Music Showcase

GCSE Pupils and A Level Students will perform a wide range of music throughout the evening

Main Hall 7pm Tuesday 26th November 2019

Tickets £3.00
accompanying Children Free

Refreshments available throughout

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