



Newsletter

Of great merit, character and value



“The best way to spread Christmas cheer is singing loud for all to hear”

Review by: Julia Pattison

Woldgate School's 2023 production of *Elf: The Musical* raised the roof with rousing singing, spreading Christmas cheer on Opening night, Tuesday December 5th. Buddy's back! It felt like all our Christmases had come at once, such was Ben Hudson's enthusiastic and engaging delivery in the starring role of beaming Buddy.

From the feel-good opening Ensemble musical number *Happy All The Time*, to the vibrant Jazz number *Nobody Cares About Santa*, this was such an uplifting show, with all the months of "creativity, dedication and hard work" paying off. Everybody on stage, whether an Ensemble member, Minor Role, or Principal, gave their all and their enthusiasm was infectious. The brilliant Band, led by charismatic Conductor and Musical Director, Adam Schofield were a delight to listen to, creating just the right mood for each song, and were an integral part of this most professional production.

The set design and lighting design (Emily Clay and Benjamin Wall respectively) really added to the festive atmosphere created on stage. The morphing of Santa (Hannah O'Connell, who was an excellent narrator too) into a puppet on a sleigh at the show's high point worked very well – the cheers from the audience said it all. Fabulous costumes (Sam Barker) also added to the general Christmas cheer, with lively and imaginative choreography by Megan Read, Laura Cavanagh, Olivia Simpson and Evie Lusby delivered with style by the cast. Directed by Simon Chapman, there were some very strong performances from the Principals: as mentioned earlier, Ben Hudson was brilliant in his role as Buddy, he was a natural comic; his funniest moments being the attempts to get his father Walter's attention (confidently portrayed by Evie Brooks) by "warm hugs" – hilarious!

As well as the comedy though, there were many poignant moments, and all credit to Olivia Murphy and Leo Burton for their very credible performances as Mother and Son, Emily and Michael Hobbs, you really cared about their characters, and felt their sorrow when Walter put work before family. Both had strong, clear singing voices which blended beautifully in their duets together, reflecting the pain the characters felt. Mention should be made too of Evie Wood's convincing portrayal of Jovie, Buddy's love interest. Evie's solo performance was stunning, confident delivery and a voice as pure as crystal.

A fabulous Finale had everyone believing; all our spirits were lifted as high as Santa's sleigh in the sky!

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Mr Sloman writes:

This week, I had the privilege of watching our pupils perform in our school musical production of 'Elf: The Musical'. Like all of our previous school musicals and 'Bugsy Malone' last year, 'Elf: The Musical' was a highly professional production, with a large cast of pupils of all ages; incredible sets and costumes.

Like the rest of the audience, I was amazed by the talent of the pupils, both on stage and in the orchestra, and they deservedly received a thunderous applause at the end of the show. I also know that these pupils, teachers and support staff, have worked hard since September on rehearsals and preparations to reach that level of professionalism and entertainment. Their efforts are truly worthy of great merit, character and value. I do hope you managed to see one of the performances, and I hope you will join us again next year.

Events such as these inspire us to get involved and try new things. Over the last week, the excitement around the show was palpable, particularly at lunchtime as pupils stepped into the Main Hall amidst the lighting and preparations. For many pupils, this event will be the 'spark' that ignites a passion for performance, and this in turn can influence the course of a young person's life. At Woldgate School, we are always conscious that we are the custodians of our pupils' ambitions, hopes and plans. A great teacher can inspire someone to pursue a path in life; a great experience like school productions, visits or sports events can start young people on a journey that will take them to amazing places and opportunities. We therefore encourage our pupils to participate in a wide range of enrichment activities.

We will shortly be issuing our Enrichment programme for the Spring term. The majority of these enrichment activities will take place at lunchtimes or on Wednesday afternoons, from 3pm to 4pm. We encourage our pupils to try something new, and to sign up for one of these activities. Any one of these could be the 'spark' that ignites an interest that might last a lifetime.

Mr Sloman | Headteacher



Important Dates for your Diary

Thursday 14th December:
Year 7 Elves and the Shoemaker
at Pocklington Arts Centre

Thursday 21st December:
Christmas Concert at
All Saints Church (from 7pm)

Friday 22nd December:
Last Day of Term (Half Day)

THE Elves AND THE SHOEMAKER Save Christmas

Adapted by
Elizabeth Godber

Directed by
Jane Thornton



Magical,
musical fun
for all the
family!

7-16 December

£12 Adult | £9 Under 25/Concession | £35 Family
(2 Adults, 2 Children)



pocklington
arts
centre.co.uk/elves

POCKLINGTON
ARTS
CENTRE



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Lower School



Mrs Geary writes:

A few weeks ago, Year 7 had the experience of watching an innovative and informative Theatre In Action project, on the theme of Road Safety.

The subject of being safe when near roads is a key message for Year 7 as they become more independent and so it was important to raise awareness about being responsible and thinking when crossing roads.

The performance was delivered by 3 actors who took the roles of school friends walking to and from school with the distractions, such as music, phones and friends which may affect young people's judgement when crossing busy roads. The 20 min interactive workshop which followed also promoted key road safety messages to the pupils. Hopefully, it raised awareness, helping pupils to identify and cope with peer influence and peer pressure whilst promoting a safe, responsible and positive behaviour amongst pupils on the home to school journey.

The pupils said that they had enjoyed the event and that it had made them think about the keep safe message. On dark winter mornings and evenings, it is important that pupils are aware of being seen as they travel to and from school, perhaps to have something reflective on their coat or bag maybe a good investment?



Mrs Geary
Head of Lower School

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Upper School



Mr Bell writes:

The Year 11 December mock examinations start on Monday. You will not need me to remind you of that.

From the processing of the last set of mock examinations, through interviews with all year 11 pupils and the various assemblies and open evenings to support study and revision skills not forgetting all the lessons going over mock papers and past papers we have arrived.

You might expect me to set out how to complete last-minute revision. However, I believe that if you have been revising for your mocks for weeks then cramming at this stage can be counterproductive.

You might encourage your child to take some time away from work and revision and do something that takes their mind off the examinations. I remember before my finals at university building in something each day that was not revision related, something to look forward to that I could enjoy if I had worked hard.

We have also spent time with our tutors going over what pupils need to do as they are in examinations. Small issues such as where to line up, what equipment you need and what seat you are in are so important to know before your exam. These are the moments of micro stress that do not help pupils focus on their examinations.

As Mary Poppins said, 'Well begun is half done'.

By this time next week, a lot of the mock examinations will be complete. If you and your child get stressed by these times remember 'This too will pass'.

I went to see Elf: The Musical on Tuesday night and was truly delighted by the performance. Congratulations and thanks to all pupils in Upper School, and all pupils across the school and staff, who were involved in such a polished performance.

Finally, I want to pay tribute to my brilliant BTEC Enterprise class. For months they have been researching and writing about an enterprise of their choice. From Hairdressers to IT consultants to restaurants. Napoleon called the British a 'Nation of shopkeepers' and I have the privilege of reading about many examples of this over the past week.

If you supported a pupil with their work, special thanks to you also.

As we approach 2nd in Advent, I wish you a good week.

Mr Bell
Head of Upper School



Miss Smith writes:

Champion Cadet

Last month Year 13 student Evie competed in the Senior Cadets County Championships. Here Evie tells us about their experience....

On the 28th and 29th of October, senior cadets gathered from across the county to put their skills to the test in the County Champion Cadet Competition. The weekend provided the opportunity to demonstrate the skills and knowledge in a wide range of Army Cadet Syllabus subjects through a rotation of stands and a written exam which tested Fieldcraft, Navigation, First Aid, Communication Information Systems (CIS), STEM skills, Fitness and shooting on the Dismounted Close Combat Trainer (DCCT).

I went into last weekend's competition expecting to have some fun and challenge my knowledge, I thought that if I could make it into the top ten then I would be really pleased because I felt the other cadets were much more experienced and knowledgeable than myself. Achieving 1st place has left me completely stunned and taught me not to underestimate my abilities. Everybody who competed gave each stand their all and the continual support and comradeship from other competitors despite the mixture of companies involved and the fact this was an individual competition was particularly encouraging. The stands were engaging and well thought out, inspiring friendly rivalry and challenging everyone's knowledge. It was a fun and challenging experience which I recommend to everyone who is given the opportunity in the future and I'm excited to be travelling to Frimley for the national competition.

Miss K Smith
Head of Sixth Form



SCIENCE

Mr Askoolum writes

A great term with lots of practicals, clubs and revision taking place in science. The Keystage 3 STEM (Science, Technology, Engineering and Maths) club for Year 8 and 9 is in full swing. The students are currently organising British Science Week for all our students in March 2024 whilst making an entry into the National Crest Award. In Year 10 this term they have been extracting DNA, making electrical circuits and testing alkali metals in water to see the reactions. Year 7 have been making model cells, investigating forces and carrying out chemical investigations. With the Year 11 mock examinations imminent, there are revision clubs on Wednesday and Thursday lunchtimes in W1. The Spotlight below focuses on science and practical learning.

Why we joined STEM club

CREST Award-STEM Club

In Year 9 we have been doing the topic of electricity and we have been doing lots of independent investigations on things such as wind turbines, electromagnets and electrical circuits. This setup of learning has helped everyone but especially the students who have chosen to do the CREST award. The CREST award is a national competition, it focuses on the STEM subjects and lots of student-led work.

Lorelei Gallagher

I have chosen to participate in the CREST award because I think it's a unique and fun opportunity. I think science is one of the most interesting subjects and have chosen technology for one of my GCSEs so it combines two things I enjoy. I think it will benefit me in lessons all the way through my school career.

Taylor Wilson

I want to do the CREST award because it will expand my knowledge on the world and can help build up my teamwork skills. While doing the CREST award I can work with new people and I can have more experience in scientific experiments and along with that it's more education outside the curriculum.

Blake Lindley

I have chosen to do the CREST award because I have a keen interest in science and I'm planning to pursue it in my future studies. As well as this, I really enjoy the practical aspect of science, especially in biology and physics.

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Amelia Pearson

I chose to do the CREST award because I want to expand my knowledge of science. I find science interesting because it shapes the world and everything in it. Doing CREST club will improve my understanding of science and therefore benefit me throughout school.

CREST Award runs on Friday lunchtime in W1. We are currently planning the National Science Week in March 2024. Lots to do, so if you are Year 8 or 9 come along. Lorelei Gallagher

Extracting DNA from a kiwi fruit Year 10 Science ; Ava R and Lewis F

First of all, you peel the skin from half a kiwi fruit, afterwards you mash all of it up. Then you will need to mix a teaspoon of salt and a small volume (about a teaspoon-5ml) of washing up liquid into the fruit, we gently heated this mixture at about 60 C for five minutes. After you have done this, you will need to filter the mixture and retain only the filtrate, lastly you will cool it using an ice bath and gently pour chilled ethanol onto the top of the filtrate-carefully!. Right at the end , you get to see the DNA floating on the top. You can see our results in the photograph.



From Ms Atkinson

"I am among those who think that science has great beauty".
— Marie Curie

There is no greater joy in this job than that of seeing your pupils enjoying your subject and learning in an environment where they feel safe, happy, and proud of their achievements. Our Sixth Form pupils have covered Organic Chemistry and the Kinetics and Equilibria topics where they learn about the factors that affect the rate of a chemical reaction. They use Le Chatelier's Principle to explain how reversible reactions are affected, if at all, by changing conditions of temperature, pressure, and catalysts. They have also used the Arrhenius Equation to study these effects.

As part of their course, the A Level Chemists must also complete a series of Required Practical Investigations that they must write up in detail in their lab books as part of the Practical Endorsement. The pupils' work is assessed for different competencies, including their ability to work safely and carry out extra research to extend their understanding of their findings.

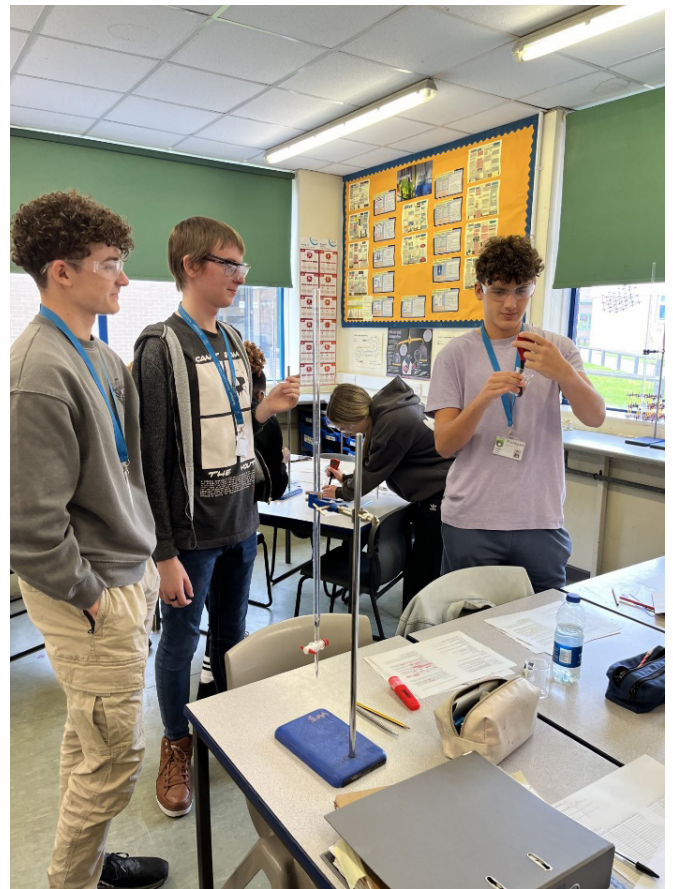
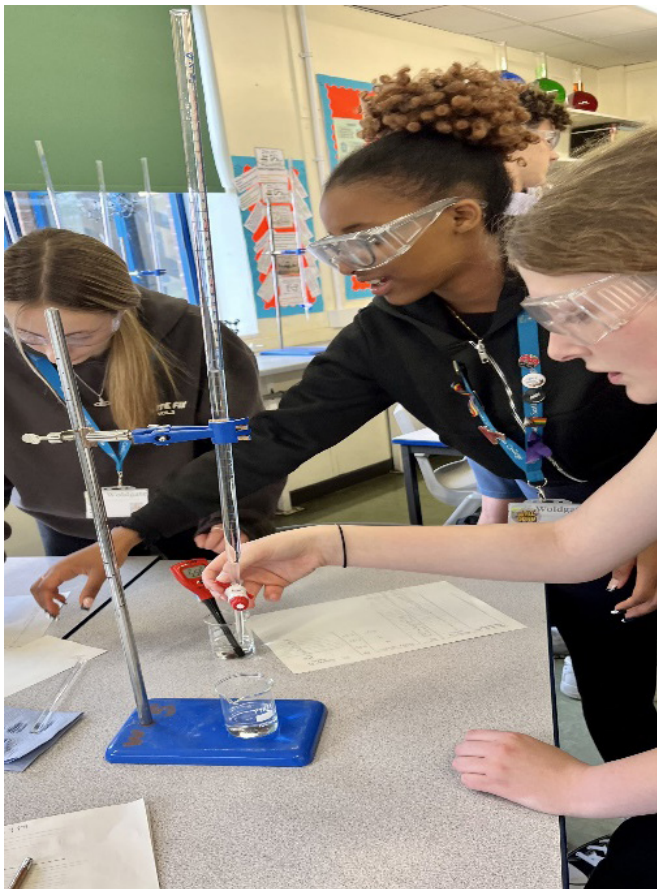
Recently, pupils investigated how pH changes when a weak acid reacts with a strong base. They used pH probes to collect their data and could then use this information to draw a pH curve. We then went on to learn how to calculate pH of different

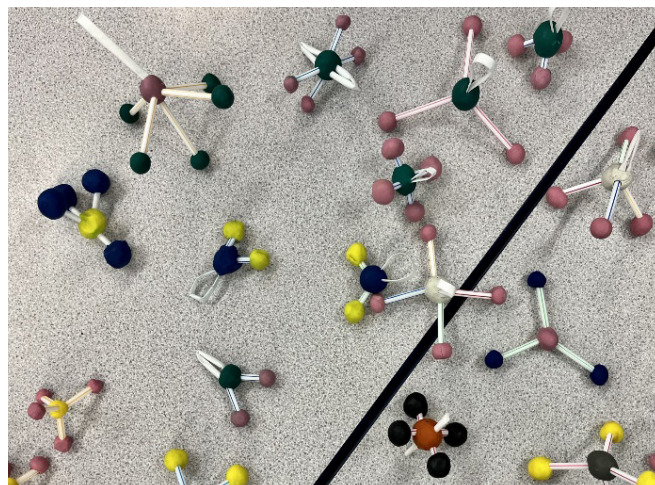
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mixtures, including buffers. These pupils work with great diligence, and we will continue to challenge them to excel, and in so doing, achieve their very best outcomes. A very bright future lies ahead for them!

Year 12 Chemists looking happy and proud of their 3-D models!





The Year 12 Chemists have now completed three units of their course; Atomic Structure, Amount of Substance and Bonding. These three units have given them a sound foundation on which they will continue to build their mathematical, knowledge and application skills in upcoming topics, such as Periodicity and Trends in Group 2 and Group 7 elements, as well as in the Energetics Unit.

They were proud to build their covalently bonded molecules that they could take home to use to support their understanding of shapes, drawing and naming them and recall of how the bond angles are calculated. This topic is an extension of the Bonding topic covered in Year 10 Science.

Year 7s in Action – Cells

One of the units covered in Year 7 is Cells. Here they get the opportunity to use microscopes, make their very own samples of animal and plant cells, and then learn how these cells form the building blocks of our organs. As part of the unit, we study specialised cells, and we learn how their structure is linked with their function.

Pupils were tasked with building a 3-D Model of any specialised cell and then explain what they had done to the rest of the class. I very much admired their creative skills and they spoke with pride of how they used materials around the home to build their cells.

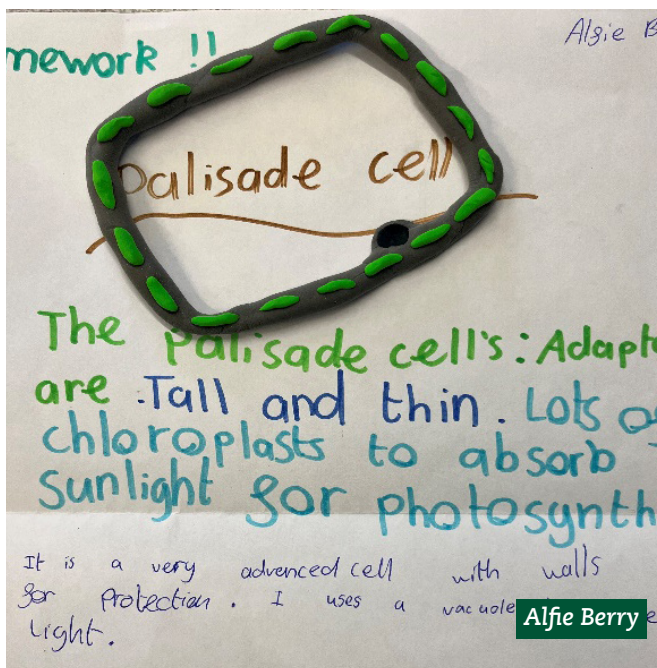
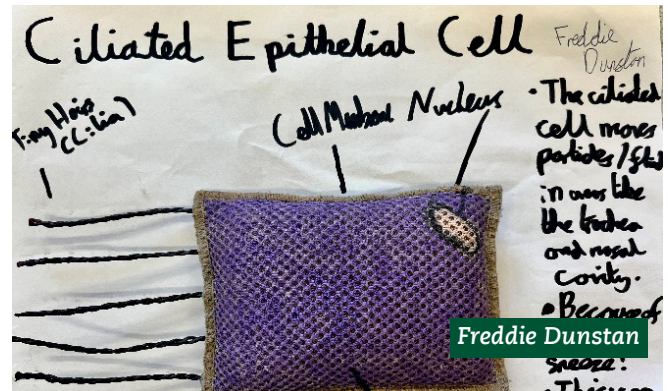
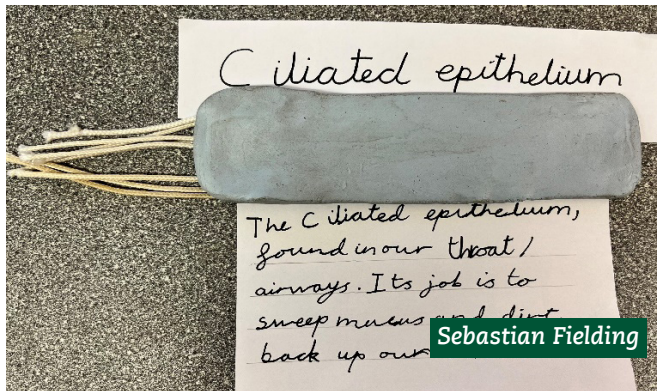
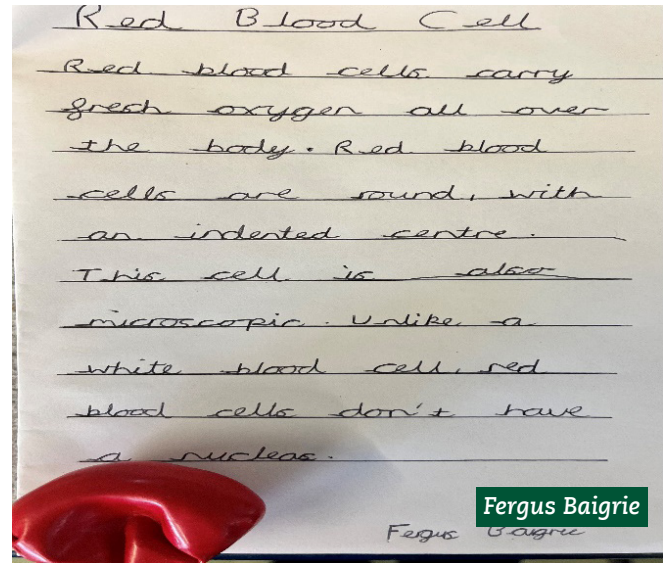
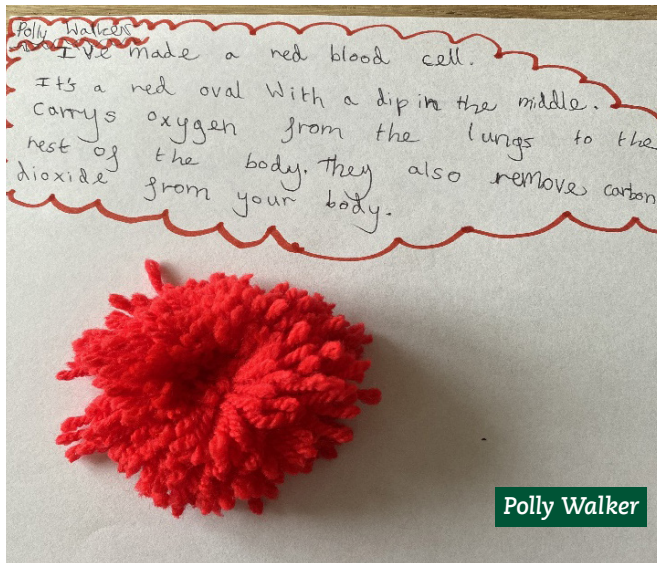
Below is a small sample of their amazing work!



Harrison Coombe

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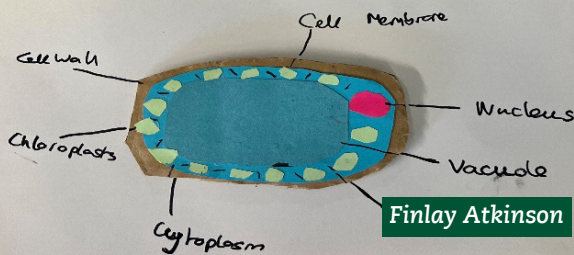
Palisade Cell

Function:

Its function is to prevent water getting out and stopping unwanted substances/organisms getting in. The palisade mesophyll layer is where most of the photosynthesis occurs in the leaf. The palisade cells contain a lot of chloroplasts to help them perform this photosynthesis.

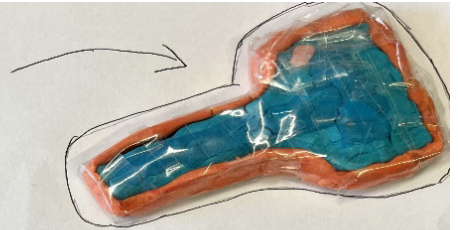
Found:

The palisade parenchyma tissue usually is located on the upper side of the leaf, and the spongy parenchyma on the lower side. There may be only a single layer of palisade cells perpendicular to the upper epidermis or there may be as many as three layers.



This is a
ROOT HAIR
CELL

Pedro Muniz



Root Hair Cell

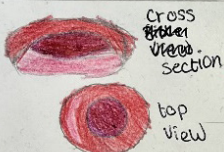
- A root hair cell's size is between 15 and 17 micrometers in diameter, and 80 and 1500 micrometers in length.
- Root hair cells are an outgrowth of a hair-forming cell of the epidermis.
- The role of the root hair cell is to absorb water and mineral ions.
- Did you know that root hair cells are present in the roots of the plants?
- What makes the root hair cell special is that it allows more active transport of mineral ions to take place so the plant is able to take in as many important

Pedro Muniz

RED BLOOD CELL

Erin Hudson

Red blood cells get their bright red colour from a protein that allows them to carry oxygen from your lungs and deliver it to other tissues in your body (hemoglobin). They are microscopic and have the shape of a flat disk or doughnut, which is round with an indentation in the centre, but it isn't hollow. Anemia is a condition in which the body does not have enough healthy red blood cells. Red blood cells squeeze through narrow capillaries in single file.



Haemoglobin molecules inside red blood cells pick up and carry the oxygen. These oxygen-rich cells travel in the blood vessels from the lungs to the left side of the heart. The blood is pumped around the body.



Ciliated Epithelial Cell



Ciliated Epithelial Cells line your organs and airways, moving substances like mucus or dust back up your throat, preventing it from reaching your lungs. The hair-like structures are called "cilia". The cilia that line the cell move in sync, wafting unwanted particles back up.

Fun Fact!

Ciliated epithelium contains special cells called goblet cells. The purpose of these cells is to create mucus!

Epithelial Cell

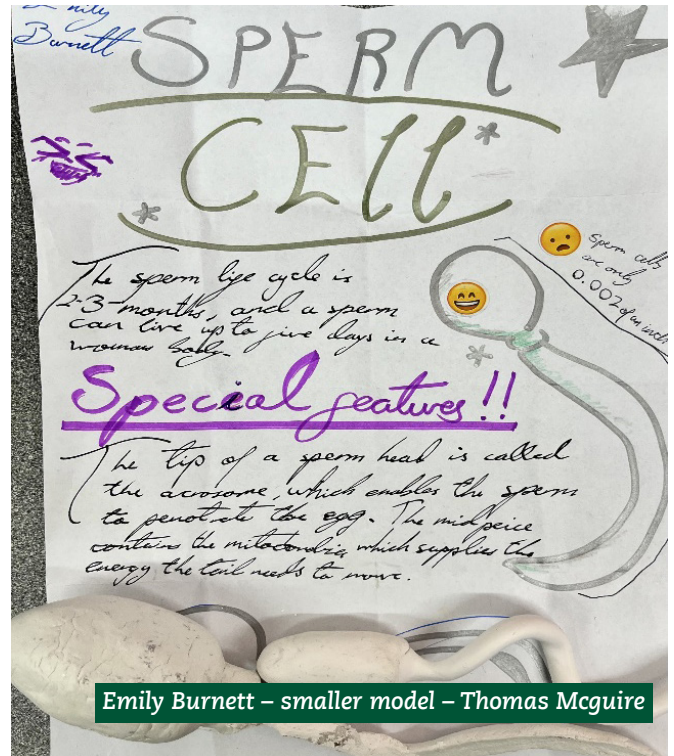
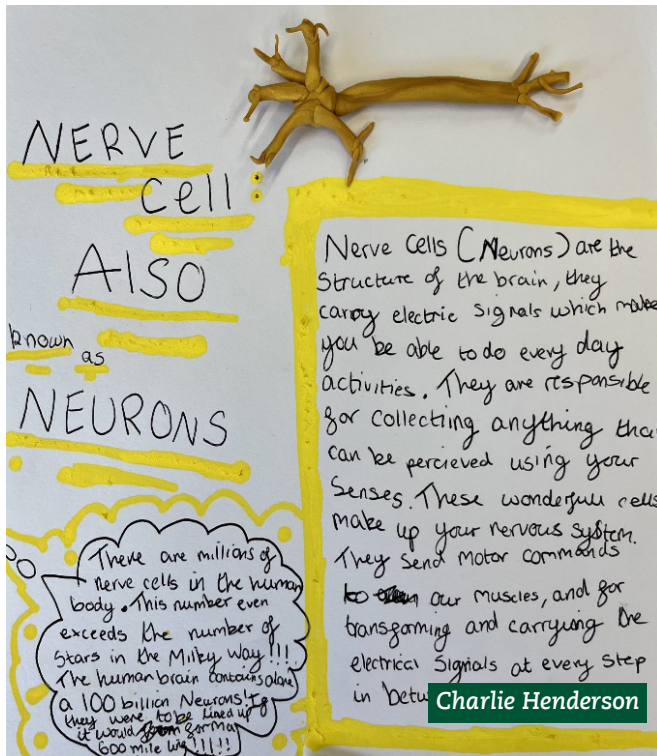
Cilia

Nucleus

Harry Parkinson

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Year 7s in action – Atoms

Year 7s have also been learning about atoms, elements and compounds. In this topic, they learn how to distinguish elements from compounds, how to name them and we also look at uses of the elements in the periodic table.

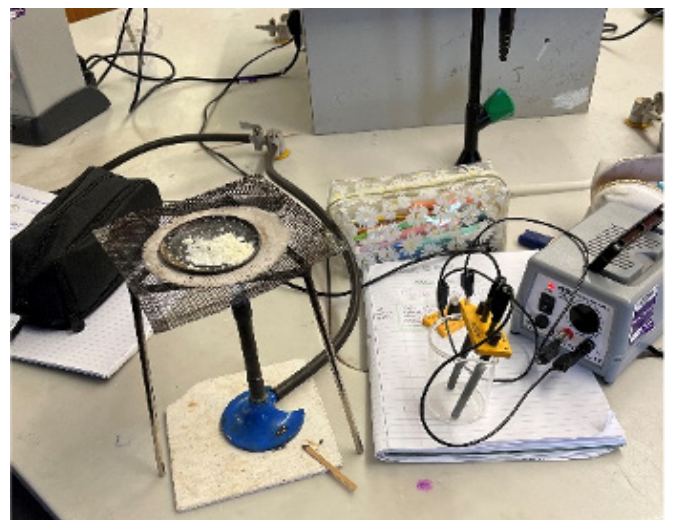
We also study Particle Theory, where pupils learn about the behaviour of particles in the three states of matter. They also

Ms Benson writes

In Year 10 Chemistry, pupils study many topics including Structure and Bonding. Ionic bonding is the type of bonding which holds together metals and non-metals in compounds like sodium chloride. They learn that the term salt refers to all ionic compounds, not just sodium chloride (or table salt). To form ionic bonds, metal atoms need to donate electrons to non-metal atoms, to form ions, in chemical reactions, which are then attracted due to their opposite charges. The pupils learn how to write the chemical formulae for these compounds by working out the proportions of each ion needed for a neutral charge overall.

Recently they have also been looking at the properties of

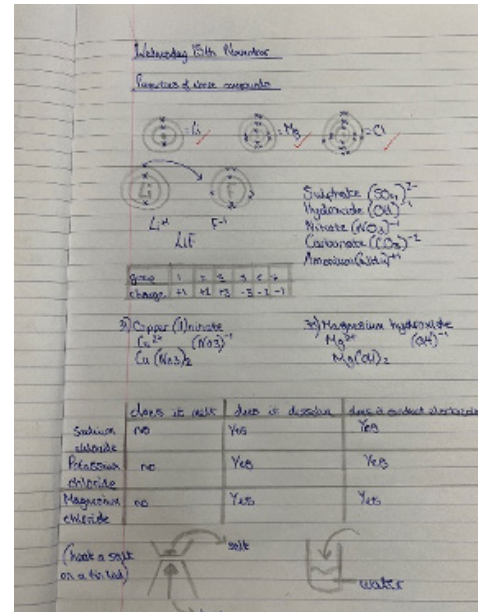
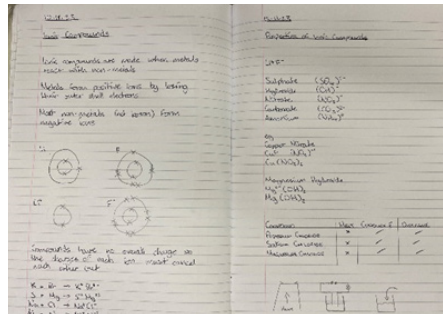
look at how melting, freezing, boiling and condensation happens, in terms of energy changes. In one lesson, pupils get to model the behaviour of the particles in solids, liquids and gases and here is evidence of how much they enjoyed being 'melted and then boiled'. Their creativity in this task was excellent and from the look on their faces, they seem to have enjoyed the lesson.



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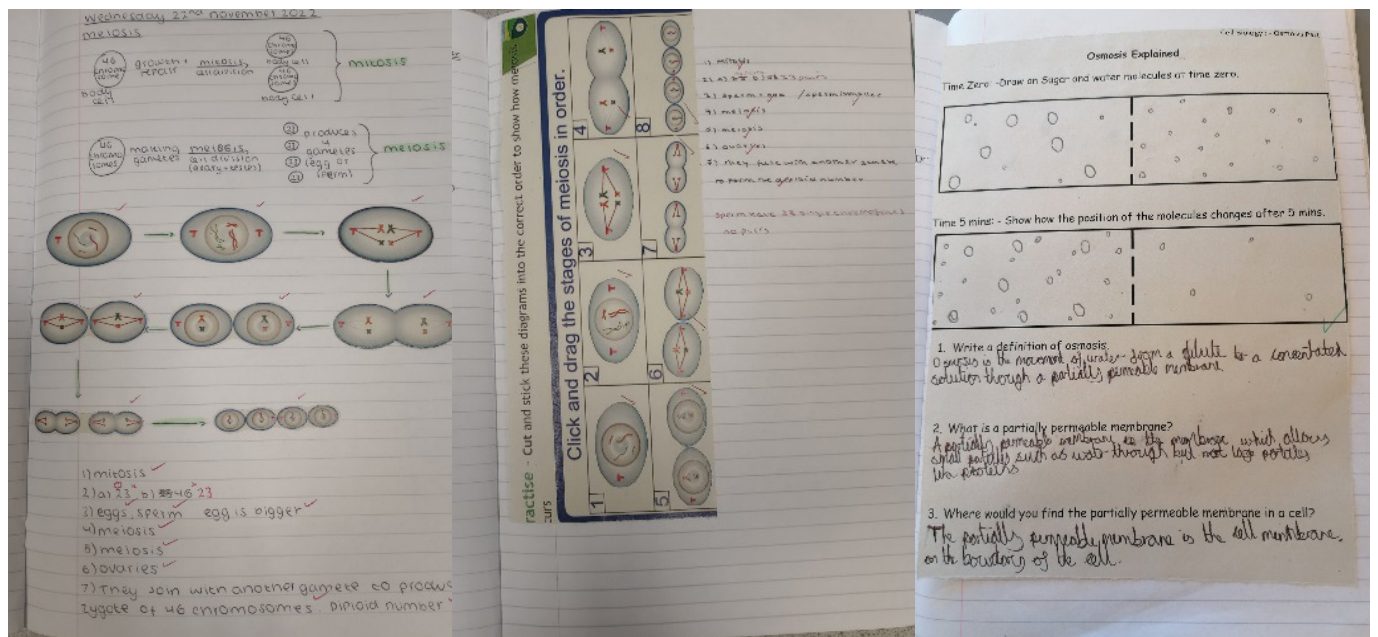
these ionic compounds, by heating them on tin lids to see if they melt, adding them to water to see if they dissolve and then testing the solution (where made) to see if it conducts electricity. They have then been working on explaining how these properties link to the bonding and the structure of the ionic compounds. For example, they do not melt, which means they have a high melting point and thus the electrostatic forces holding the ions together must be strong.



Following this we will be comparing the properties of ionic compounds with those of simple covalent molecules and giant covalent structures.

From Ms Robson

A busy time of the year for Year 11 Biology, they have been learning about cell division, the structure of DNA and the genetic code. Here are a few pictures of some of the students work;



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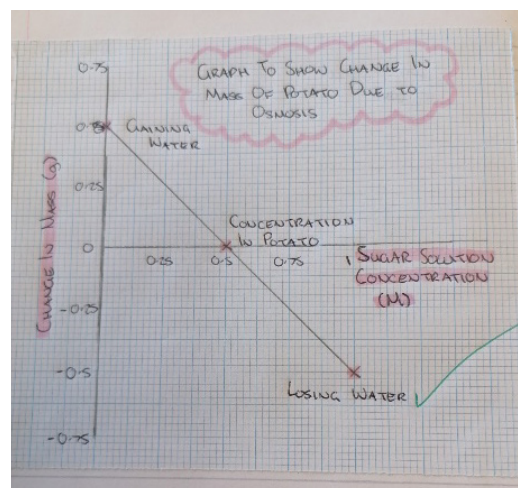
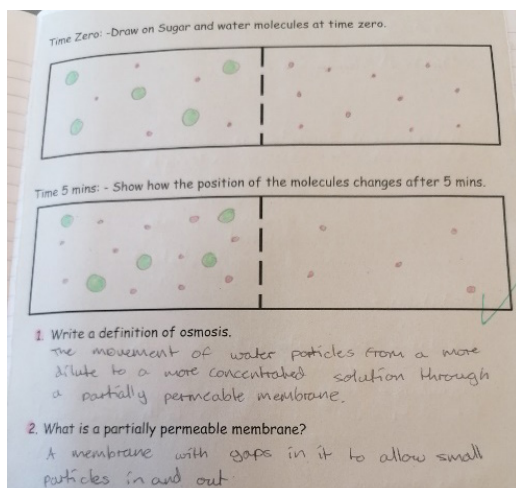
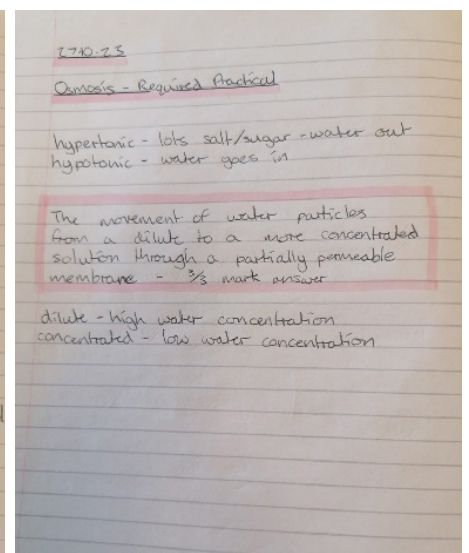
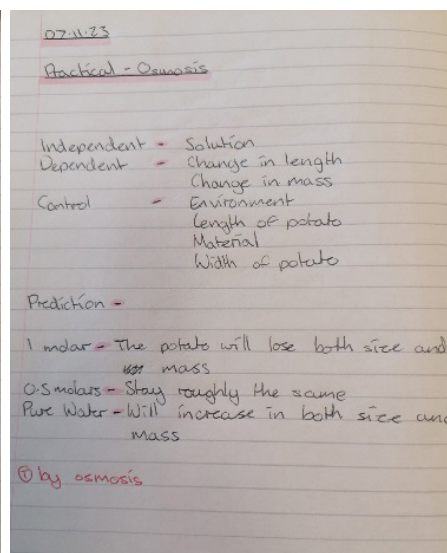
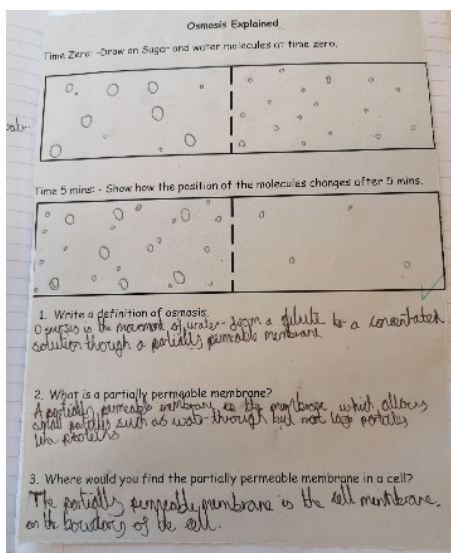
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Mrs Reid writes

Towards the end of our first topic Cells and Transport we study three different ways in which particles are transported across membranes; diffusion, osmosis and active transport.

Osmosis work by Oliver Peacock

In a series of recent lessons, we have investigated the biological process of Osmosis which is the movement of water from a high concentration or a dilute solution to a low concentration by diffusion. This is a required practical for GCSE and has been a highly informative process for the whole class. We achieved this by cutting three identical cylinders of potato using a cork borer and then measuring their mass and length in order to calculate change at the end of the process. We then placed the potato cylinders into three different solutions: distilled water, 0.5 molarity solution and a solution of 1 molarity (our independent variable) and left overnight. After the passage of time we gently dried our potato cylinders of excess surface water and measured their ending mass and length to calculate percentage change and emphasise the impact of osmosis on the potato cylinders. We then plotted graphs to highlight the proportional relationship between the molarity of the solution and the affect of osmosis.





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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

160,468

CHARACTER

22,832

VALUE

17,281

**TOTAL
REWARD
POINTS:**

378,320

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:	William Milner
Year 8:	Eleanor Vaughn
Year 9:	Harry Kinsey
Year 10:	Lucy Blackburn
Year 11:	Eve Donarski
Year 12:	Georgia Stipetic
Year 13:	Jorja Thornett



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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:



73,633



82,924



91,910



70,790



72,076



TOTAL
HOUSE
POINTS:
162,914





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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:	Olivia Burkinshaw
Year 8:	Jodie Grant
Year 9:	Amelia Pearson
Year 10:	Anya Howard
Year 11:	Evie Cooper
Year 12:	Harriet Thompson
Year 13:	Freya Wales

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:	Isla Garner
Year 8:	Mary Thomson
Year 9:	Mia Anderson
Year 10:	Evie Lusby
Year 11:	Artem Tetruck
Year 12:	Callum Glover
Year 13:	Imogen Bannister

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:	Bella Malthouse
Year 8:	Jamie Brough
Year 9:	Yuri Korchaha
Year 10:	Ross Neill
Year 11:	Teagan Cattaneo
Year 12:	Joseph North
Year 13:	Georgia 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
mjoseph@woldgate.net



Year 11

Mrs S Clark
07790 987009
sclark@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



Inclusion Manager

Miss Parkin
gparkin@woldgate.net