



Newsletter

Of great merit, character and value



World Book Day

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World Book Day 7th March 2024

Featuring: Willy Wonka, Scout Finch, Jim Hawkins and Dracula.



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Mr Sloman writes:

When adults remember their positive experiences at school, they generally remember the 'highlights' rather than the day to day detail. These highlights stand out in our memories for many possible reasons; our achievements and successes, particularly interesting or exciting lessons, funny or unusual incidents. Highlights of our school lives emphasise the standout experiences – the unusual. In particular, we remember visits; visitors who came into school to meet and speak to us, and our visits to places beyond the school.

Already this year, our pupils and students have had opportunities to take part in regular sport fixtures with other schools, visit theatres, take part in Geography field trips and visit the theatre. Our pupils and students have been visited in school by academics, lecturers and last week we had the privilege of being visited by a poet, who worked with our Year 10 pupils in creative writing workshops. Our Year 11 pupils have visited Berlin, visiting the historic sites and learning about the history of the city in relation to their GCSE studies.



Important Dates for your Diary

Tuesday 19th March:
Year 11 History Revision Day
at York University

Wednesday 20th March:
Geography visit to Iceland

Thursday 21st March:
Duke of Edinburgh
Training Walk

Friday 22nd March:
Last Day of Term
(finish at 12:15pm)



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Over the next couple of months, we have more visits planned. Our Year 11 pupils and Sixth Form students are visiting Iceland, which we are sure will be an experience of a lifetime. In the summer term, our Year 8 pupils will visit either France or Spain as part of their Modern Foreign Languages studies, and there will also be opportunities for them to visit Beamish Living Museum as part of their history studies. Our Year 7 pupils will also get the opportunity to visit historic landmarks in the summer.

Later this year, my colleagues are organising visits to the battlefields of Belgium and France, and a visit to London to see the sights and visit the West End theatre. These visits take a great deal of organising and time, and my colleagues do this to give our pupils and students the experiences and memories that will last a lifetime. Thank you for all your support with visits, and I look forward to future opportunities we can provide our young people.

Mr Sloman
Headteacher



Parents' Evenings

Year 7:

Monday 24th June 2024

Year 8:

Monday 13th May 2024

Year 9:

Monday 11th March 2024

Year 10:

Monday 22nd April 2024

Year 12:

Wednesday 8th May 2024

Woldgate School and Sixth Form College School Governor

Woldgate School is looking to recruit new school Governors.

If this is something that may be of interest to you to participate and join the school Governing body then please contact the Chair of Governors, Patrick John through

PJohn@woldgate.ne



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End of term information

School will finish at 12.15pm on Friday 22nd March 2024.

If you wish your child/ren to leave site unaccompanied at 12.15pm please complete a permission form (for every child) via the link on ClassCharts before Friday 22nd March at 9am.

Most of the school transport routes will be collecting children at 1.15pm instead of 3pm – due to commitments with other routes they are unable to call earlier. However, passenger services have informed us that, due to their many commitments with service routes, and lack of available spare buses, East Yorkshire Motor Services are unable to pick up early and will only be able to call at the usual time – 3pm

Therefore, if your child depends on school transport to get home, please check the table below. Children travelling on the affected routes can either stay supervised in school and catch the bus home at 3pm, or have parental permission to leave school at 12.15.

Please be aware that the canteen facilities will be open for morning break but not over lunch, so any children staying until 3pm should bring a packed lunch.

Route.....	Pick up time from Woldgate School on 22nd March 2024
1W	1.15pm
3W	1.15pm
5W	3pm
6W	3pm
7W	3pm
8W	3pm
9W	3pm
11W	1.15pm
12W	1.15pm
13W	1.15pm
H1.....	1.15pm
B1	1.15pm
D1.....	1.15pm

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A History of Woldgate School

A History of Woldgate School 1958 - 2018



A publication of the Pocklington & District Local History Group
by John Brown, Jane Henley and Geraldine Macdonald

A new book, on the history of Woldgate School with pictures and stories of the school buildings, and the people involved in the building and running of the school, and pupils' experiences from the early days until the 60th anniversary of its opening, is now available.

The three authors have close connections to the school – former headmaster John Brown; past head of the history department and parent Geraldine Macdonald; and parent and former Parent-Teacher Association representative Jane Henley. Andrew Sefton, Pocklington and District Local History Group Archivist and former pupil, did the typesetting and layout and encouraged the authors throughout.

Many photographs and reminiscences have been provided by the school and ex-pupils and teachers. The project was inspired by the 60th Anniversary of the opening of the school and has taken 5 years of research and many meetings to put it together and release it. The publication coincides with work about to commence on a new school building and has been sponsored by Wates Construction and Pocklington and District Local History Group.

To add your memories to the project click [here](#):

To purchase a copy, priced £5, visit Woldgate School reception. All the proceeds from these copies goes straight to the school.

W & C Forth, 13 Waterloo Lane, Pocklington

It is also available online via ebay.

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Lower School



Mrs Geary writes:

Imagine having to wait over 1,000 days to your next birthday!

In our assembly, the last one in February, we were talking about birthdays. Finlay and Seth had a very special birthday: they were 3 years old! Their birthday is on the 29th February and as this year is a Leap Year, they were able to celebrate on the correct day.

We asked them when they realised that their birthday experiences were different from other pupils, and they said that it was roughly when they were 4 or 5 years old. They had looked at a calendar and a diary and could not work out why their birthday was not included. Seth's mum explained about the date, but he thought that she was joking; Finlay was initially upset and confused.

Seth decided to celebrate his birthday on 28th February, "because it is earlier in the year"; however, Finlay worked out that 1st March is a 60th of the year, so that would be a good day to use as his birthday every three years. They are getting used to being called "Leaplings" and had not met each other before they arrived at Woldgate and realised their shared connection. Seth was originally due to be born on 1st March and Finlay thinks he had a lucky escape as he was due on another interesting date: Valentine's Day!

They often get an extra present on their "real" birthday to make up for not having a "normal" birthday.

Some famous Leapers are:

The Prime Minister of Spain, Pedro Sánchez, who was born on 29th February 1972. Cullen Jones is an American competition swimmer and Olympic gold medallist who specializes in freestyle sprint events; he was born in 1984.

Jack Lousma: The almost-84 year-old leap day baby is an aeronautical engineer and former NASA astronaut. And, going back in time, famed composer Gioachino Antonio Rossini was born on leap day in 1792.

While not a real person, the Superman character's birthday is celebrated on February 29. Happy birthday to our Super Boys, we just have to wait until you are in Year 11 to celebrate it again properly!

Mrs Geary
Head of Lower School

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Middle School



Mr Macdonald writes:

Last week we shared the timeline for Year 8 option choices, and this week we will be focusing on supporting pupils with their selections in the coming weeks.

This week, I wanted to share some top tips around the option choices for year 8 pupils and families, to support pupils to think carefully about the subject they want to study. Below I have listed reasons which form a good basis for option selection, and reasons which do not.

Reasons which form a good basis to pick a subject	Reasons which don't form a good basis to pick a subject
<p>"I enjoy it."</p> <p>"I am good at it."</p> <p>"It is relevant to a degree or career that interests me."</p> <p>"I would like a new experience."</p> <p>"I'm not sure about what I want to do in the future; this subject will help me to keep my options open for A-Level and university."</p> <p>"It is a challenging subject, and I would like a challenge."</p> <p>"It is a subject I would like to get better at; I'm ready to work hard to improve."</p>	<p>"I like the teacher." They might not be your teacher for GCSE. You are more likely to be successful if you have a good relationship with all your teachers.</p> <p>"My friends are doing it." You might not enjoy the subject and could lose motivation to revise and work hard. Studying something you like will help you to get to know even more people who have similar interests to you.</p> <p>"It sounds easy." GCSE's are challenging. Don't pick a subject that doesn't motivate you to work hard to get the best grade possible. If you are worried about getting the grades you want, speak to your teachers.</p> <p>"I'm in a rush and didn't research the other options." Make sure you take the time to find out about all the options to avoid any regrets.</p>



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What do our Pupils say?

Our Year 9 pupils have got off to a flying start this academic year, and we hope sharing their insight into the courses will be useful for Year 8 pupils – who were in the same position current Year 8s are, this time last year.

Max studies GCSE PE and Business "I like GCSE PE because we get to learn about how the body works instead of just doing physical activities. Also, I like that we get to explore sports and look behind the scenes to see what really happens. Business is a job that I have really enjoyed too – recently we have been looking at the process of people applying for jobs, what happens and why. I enjoy these two subjects as combination"

Sophie studies Drama and Media Studies "I really enjoy Drama GCSE as it is creative, and it can help build confidence which is helpful for all subjects. Right now, we are currently watching "The Crucible" performed by the National Theatre. It is interesting also to learn about how the actors use the skills to give a convincing and emotive performance and how we are learning and developing these skills ourselves. In Media Studies, you get to learn all about the many types of media, why they are important and how they influence us. They make a brilliant pair of options to study together."

Kyle studies Art and Technology "I love Design and Technology because we learn about different products, customers' needs and purposes, and how to use different equipment in the workshop. For example, when we are designing different products, we get to think about how different people with disabilities and how we create a product that is suitable for them, too, to be inclusive. I love art and learning about the different techniques – but also because you get to learn about different artists too, like Nancy Whitehead"

Harvey studies Art and Computer Science "I'm really enjoying Art at the moment; this is because you can be as creative as you want to be. In the current topic we are using a wide variety of techniques to recreate realistic portraits and I am enjoying this a lot. In Computer Science we are learning about networks, and the ways that a computer works. I very much enjoy it, and there is a lot of problem solving which is involved too. It gives me a lot of satisfaction when I have solved a tough problem."

Riley studies Food Technology and Computer Science "I am really enjoying Food Technology. I chose this course because I really enjoy cooking. I love cooking dishes from all around the world and learning about them. The course is really helping me improve my skills, and it is a wonderful subject. In Computer Science there is a lot of coding and problem solving which feel like puzzles. I love developing my problem-solving skills and I enjoy this subject."

Olivia studies Music and RE "I really like Music because it takes you out of your comfort zone and allows you to experience new genres of music, broadening your love for Music. The theory side is challenging, but it makes you realise that music isn't just all about performing, there is a lot to remember to be becoming the best musician you can be. I enjoy RS too, it allows you to have a wider outlook on why people may think a certain way because of their religion, faith and beliefs. I may not be religious, but I love to learn about the philosophical side, and about different cultures and religion. We are currently learning about war and peace."

Amelia studies Art and Design and Technology "I really enjoyed picking Art as you can be very creative, and you can use your imagination. We are drawing sweet wrappers and using different techniques to use when drawing pieces from the artist. Technology is great too because you get a lot of choice about what you can do, if it fits with your designer/mood-board. Right now, we are making an MP3 player and my inspiration is Norman Foster. He is a famous Architect in London."

Laura studies GCSE PE and Business "I picked GCSE PE because I enjoyed doing sport. You study 2 practical lessons a week, which I really enjoy. I enjoy learning about how the body functions too, which is useful for future work. I also chose Business, and I really enjoy this too. It is interesting to learn how business is made, what goes on in business including partnerships and sole traders, and it is interesting to learn about how training helps motivate people in the work force."

Mr Macdonald | Head of Middle School





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Woldgate's Art Department Annual Photography Competition



‘Nature and Wildlife’

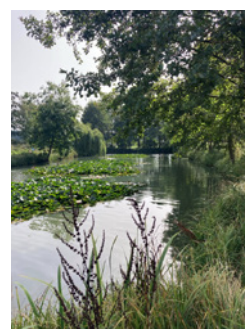


Open to Pupils, Students, Staff & Parents
Deadline: Friday 12th April 2024

Judging by Olivia Brabbs
Professional Photographer



@oliviabphoto www.oliviabrabbs.co.uk



Save images as a JPEG file with Title and Full Name

e.g. Summer Flowers by Miss Burrows

Entries need to be emailed to: artcompetition@woldgate.net

Include in the email the following:

- Title of Photograph
- Full Name
- Identify if: Pupil (Y7-11) / Student (Y12-13) / Staff / Parent
- Form Group (Pupil and Student only)

By entering the competition, you are confirming that the photograph is your own
and if you have anyone in your photograph you have permission from that person



All photographs shown are by the Art department

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Upper School



Mr Bell writes:

Thank you to all pupils and families who attended the Walking Talking Mock evening last week. There were dozens of families in attendance.

Mr Johnson and Mr McCausland went through typical examination questions one by one. The evening's purpose was to give families an idea of what up-to-date examination papers look like, and some of the content pupils must learn for their GCSE examinations.

Year 11 pupils have a busy schedule ahead of them and the school is there to support them.

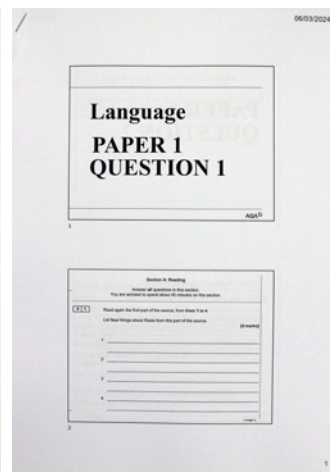
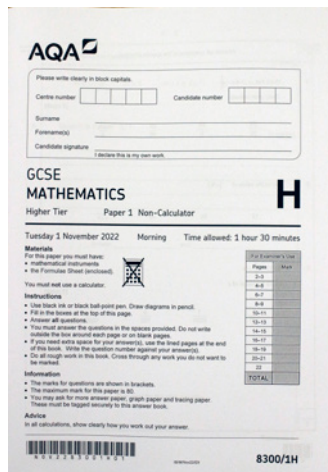
As you read these details will have been sent to the Easter Schools. It is important that pupils attend these sessions; there are dozens to choose from. Please could you make your selections by Monday 18th March.

Pupils have completed both their Mock papers for English and Maths. These will now be sent away for marking and the data that comes back into school will help drive interventions in the final weeks

Finally, there are just 54 days (about 2 months) until the first formal examination. 54 days.

I wish you a good week.

Mr Bell
Head of Upper School



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WOLDGATE
THE EAST YORKSHIRE
SIXTH FORM



Miss Smith writes:

As the UCAS cycle for our Year 13 works towards its conclusion, we start to work with our Year 12 students by encouraging them to consider their options for post Year 13 and encourage them to complete appropriate research to ensure that any choices they make are informed. Parents and carers have a vital role to play in supporting our Year 12 cohort, however, we recognise that this process can be challenging and confusing for students and parents.

In order to simplify this process, UCAS have recently undertaken Project Next Generation which focused on understanding how young people are planning for their future and to determine appropriate support. UCAS have now published the first stage of their report and we felt that sharing some of this information with parents and carers of our 6th Form students would be useful.

The latest research demonstrates that to ensure young people are able to share effective futures for themselves they need inspiration regarding careers options and some experience regarding the options available. Furthermore, the UCAS report also recognises that young people need to be able to act independently and take control of their futures. As young people move towards adulthood and their independence grows, this is a great time to encourage them to trust their own decision-making and use the tools at their disposal to take control of their choices.

For young people, independence isn't all about flying the nest and leaving old lives behind but rather making and trusting their own decisions and choices and feeling ready and able to manage their own lives, and, whilst these two types of independence have some key differences, they converge at one of adulthood's chief challenges: money. This is especially important for those going to university, because one of the main draws is building towards a stable financial future, whilst the debt and living costs are simultaneously one of the main concerns.



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And it's also natural that advisers and parents, who live in the same world with the same money worries, are inclined to guide young people toward pathways which will see them safe and stable financially.

To develop independence and ensure that parents feel that young people are making informed decisions, UCAS have created a number of tools that can be used by young people to enable them to make informed decisions:

The Ultimate Guide on apprenticeships will help students research all the pathways available to them to work out if a traditional degree or a degree apprenticeship would suit them better.

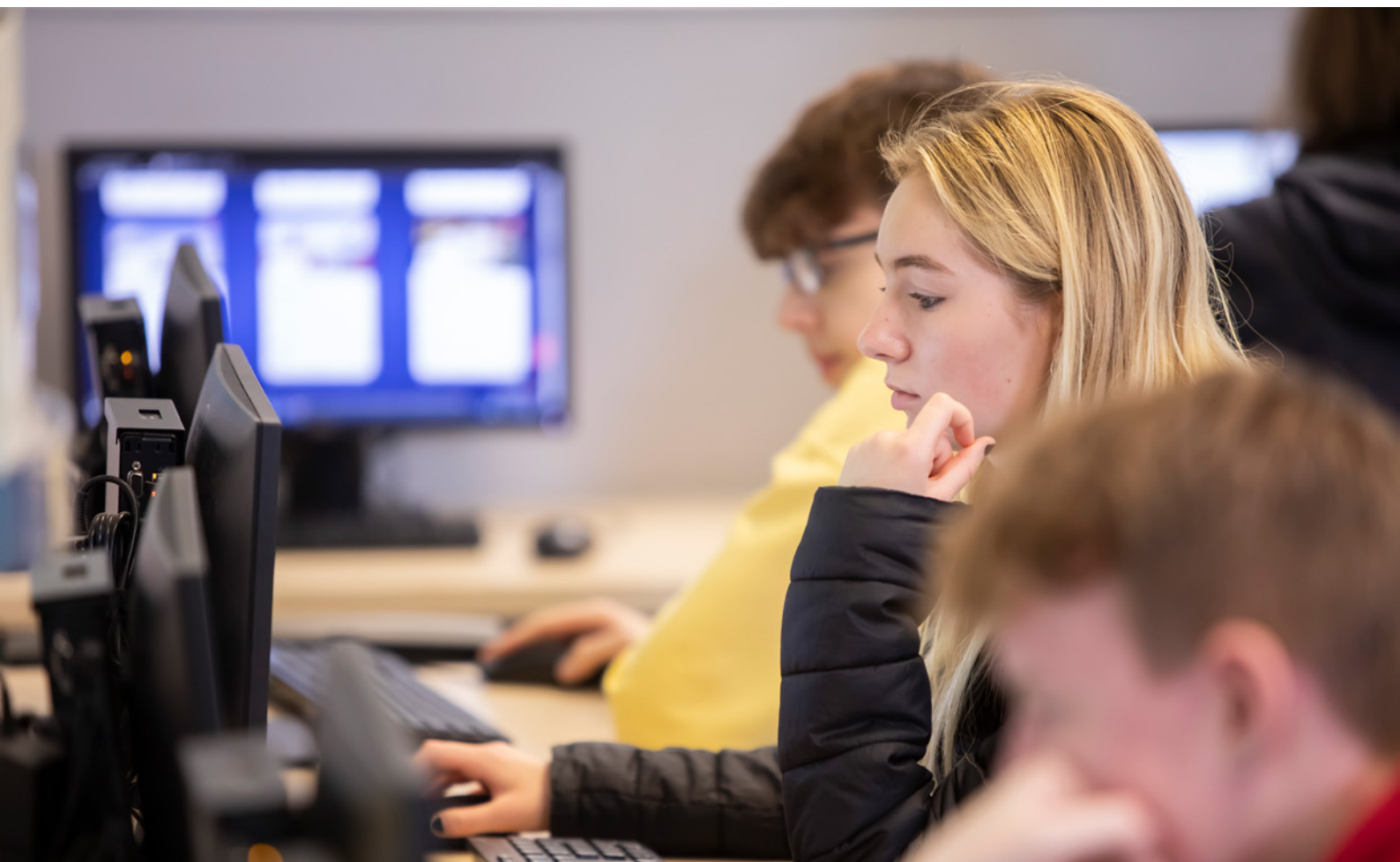
Subject Guides – with one click, they can see breakdowns of subject areas and the pathways and career options available.

Budget tools – support and guidance to help make money matters less stressful.

With the freedom to be independent and the confidence of knowledge comes a sense of control, which for many young people will be the pinnacle of their journey so far. It represents their first steps into genuine ownership of their choices, and the beginning of adulthood.

This really is the ultimate goal. Not only does ensuring the preparedness of young people make better decisions more likely, but it also makes better mindsets as they leave the orbit of home and school.

Miss K Smith
Head of Sixth Form



Safeguarding at Woldgate School

Protecting children from Child Criminal Exploitation: 'County lines'?

What is 'county lines'?

County lines is a form of criminal exploitation where urban gangs persuade, coerce or force children and young people to store drugs and money and/or transport them to suburban areas, market towns and coastal towns. It can happen in any part of the UK and is against the law and a form of child abuse.

Children and young people may be criminally exploited in multiple ways. Other forms of criminal exploitation include child sexual exploitation, trafficking, gang and knife crime. County lines gangs are highly organised criminal networks that use sophisticated, frequently evolving techniques to groom young people and evade capture by the police.

Perpetrators use children and young people to maximise profits and distance themselves from the criminal act of physically dealing drugs. Young people do the majority of the work and take the most risk. Dedicated mobile phone lines or "deal lines" are used to help facilitate county lines drug deals. Phones are usually cheap, disposable and old fashioned, because they are changed frequently to avoid detection by the police.

Gangs use the phones to receive orders and contact young people to instruct them where to deliver drugs. This may be to a local dealer or drug user, or a dealer or drug user in another county.

The following signs may indicate that a child is being exploited by a county lines gang:

- » frequently going missing from home, care or school
- » travelling to locations, or being found in areas they have no obvious connections with, including seaside or market towns
- » unwillingness to explain their whereabouts
- » acquiring money, clothes, accessories or mobile phones which they seem unable to account for
- » receiving excessive texts or phone calls at all hours of the day
- » having multiple mobile phone handsets or sim cards
- » withdrawing or having sudden changes in personality, behaviour or the language they use
- » having relationships with controlling or older individuals and groups
- » unexplained injuries
- » carrying weapons
- » significant decline in school results or performance
- » being isolated from peers or social networks
- » associating with or being interested in gang culture
- » self-harming or having significant changes in mental health

Responding to concerns about county lines exploitation

If you think a child is in immediate danger, contact the police on 999. If you're worried about a child but they are not in immediate danger, you should share your concerns with us and the East Riding Safeguarding Hub (01482 395500).

If you have any queries or concerns regarding your child, please do contact your child's Care & Achievement Coordinator or our Deputy Designated Safeguarding Lead, Claire Wright.

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LEARNING SUPPORT AT WOLDGATE

Meet the Learning Support Team:



Kirstin McKie is the Senior Special Educational Needs Coordinator (SENCO).. She works alongside the Senior Leadership Team to ensure our strategy for Special Educational Needs & Disabilities (SEND) supports the academic attainment and personal development of all pupils with SEND.



Learning Support Coordinator, Charlotte Pegg, is the first point of contact for all parents and carers of pupils with SEND and manages the administrative and procedural functions of the SEND department. She also liaises with external agencies such as East Riding's Specialist Teaching Team and arranges additional transition visits for upcoming pupils with additional needs.



Jessica Rowland is the Senior Lead Teaching Assistant. She manages the allocation of Teaching Assistant duties to provide support for pupils in lessons and exams, as well as being the first point-of-contact for all pupils who use our Learning Support centre.

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THESE RULES ARE HERE FOR A REASON. PLEASE RESPECT THEM.

- We also have an experienced team of Teaching Assistants who work directly with pupils, either individually or in small groups. They provide a range of support for pupils, from scaffolding learning activities and leading groups to developing pupils' emotional literacy.

A Fond Farewell



@Tempest

Afternoon Teas for Parents and Carers

In the Summer Term, we will be running a series of Afternoon Teas for the parents and carers of pupils with SEND. In the first instance, these informal meetings will help us get to know each other and to think about how we can build support networks within the wider school community. Future sessions will involve key professionals from agencies such as CAMHS and East Riding's 0-25 Team, who will share information on the services they also offer for families and pupils with SEND. We will be sending invites out directly to parents and carers after the Easter break.



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

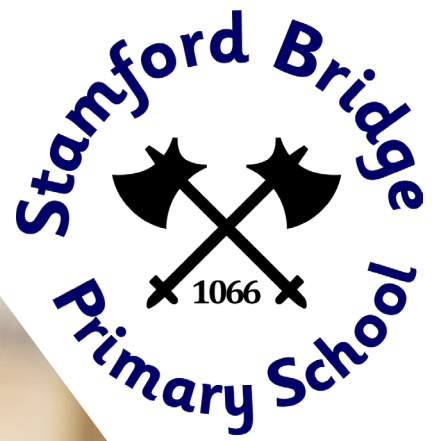
GOOD

100%

0 Days
Absence

PERFECT

**Across one academic year*



Recruiting Trust Governors

WHAT IS BEING A TRUST GOVERNOR:

- > Rewarding
- > Sharing & gaining knowledge and skills
- > Strategic working
- > Being a critical friend

Contact us if you would like to know more:

01759 371 430 or office@stamfordbridgeschool.co.uk

Part of the Family:



**Believe, Engage,
Succeed, Together**

www.stamfordbridgeschool.co.uk

Foundation Stage Teacher

Recruiting

Be a part of our fabulous school

M1-M3, ECTs welcome

Fixed term September 2024 - August 2025 Full time

School Visit Dates: 20th & 21st March / 9th & 10th April

Interview Dates: 18th & 19th April 2024

Closing Date: 11th April 2024

Application Form: www.wlp.education

Applications to: office@stamfordbridgeschool.co.uk



Stamford Bridge
Primary School

www.stamfordbridgeschool.co.uk

Part of the Family:



Wonder
Learning Partnership
Educate | Empower | Engage | Enrich

Key Stage 2 Teacher

Be part of a talented team!

M1-M3, ECTs welcome

Fixed term September 2024 - August 2025 Full time

School Visit Dates: 20th & 21st March / 9th & 10th April

Interview Dates: 18th & 19th April 2024

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Stamford Bridge
Primary School

www.stamfordbridgeschool.co.uk

Part of the Family:



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Learning Partnership
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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

276,352

CHARACTER

37,088

VALUE

30,387

**TOTAL
REWARD
POINTS:**

689,870

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:	Amber Stanhope
Year 8:	Theodore Seear
Year 9:	Dorothy Shervington
Year 10:	Kateryna Panasenکو
Year 11:	Eve Donarski
Year 12:	William Kennedy
Year 13:	Bradley Towse

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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:



132,661



172,623



151,595



130,592



128,508



TOTAL
HOUSE
POINTS:
314,059





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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:	Ruslan Korchaha
Year 8:	Yaryna Skyba
Year 9:	Yuri Korchaha
Year 10:	Alexander Rees
Year 11:	Polina Onyshchenko
Year 12:	Callum Glover
Year 13:	Freya Chadwick

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:	Diego Bizzarri
Year 8:	Jaden Proctor
Year 9:	Charlie Palmer
Year 10:	Mariia Adamenko
Year 11:	Jake Goodman
Year 12:	Eleanor Taylor
Year 13:	Georgie Dawson

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:	Jacob Weston
Year 8:	Milan Vasyliov
Year 9:	George Dale
Year 10:	Louis Reynolds
Year 11:	Samantha Stones
Year 12:	Joseph North
Year 13:	Imogen Bannister



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