

Newsletter

ISSUE 408

Of great merit, character & value



Mathematics Update

The National Cipher Challenge

The National Cipher Challenge is an annual cryptographic competition organized by the University of Southampton, aimed at students from Year 7 to 13.



The competition begins in early October, with registration opening in mid-September.

Participants attempt to break cryptograms published on the competition website, fostering skills in mathematics, computing, and problem-solving.

There are a total of 9 challenges released over the Autumn term, and students can work independently or in teams.

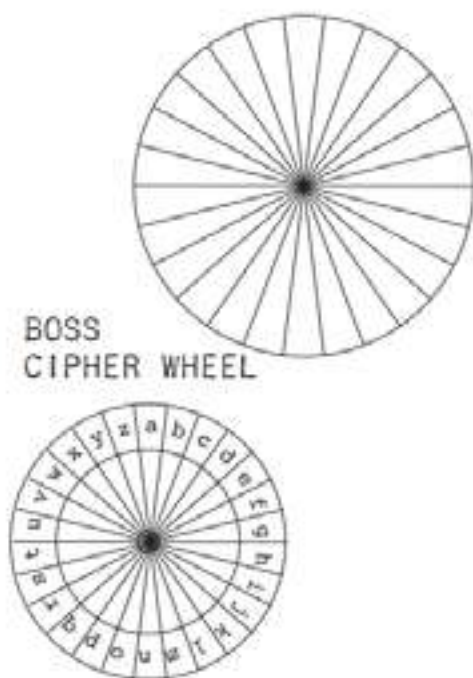
Prizes include cash rewards, laptops, and visits to Bletchley Park for top teams.

Give it a go

The easiest method of enciphering a text message is to replace each letter by another, shifted along the alphabet by a fixed amount. So, for example, every letter **a** may be replaced by **D**, and every letter **b** by the letter **E** and so on.



Such a cipher is known as a shift cipher since the letters of the alphabet are shifted by a fixed amount, and as a Caesar shift since such ciphers were used by Julius Caesar. You can build a simple machine, a cipher wheel, to help apply the Caesar cipher consisting of two paper discs, one small and one large, and each carrying the alphabet evenly spaced around their rim as on the next figure. Print them, cut them out and join them at the centre with a paper clip. Next fill in the letters on the outer rim of the large wheel and you are ready to go.



DW WKUHH R'FORFN SUHFLVHOB L ZDV DW
EDNHU VWUHHW, EXW KROPHV KDG QRW BHW
UHWXUQH. WKH ODQGODGB LQIRUPHG PH WKDW
KH KDG OHIW WKH KRXVH VKRUWOB DIWHU HLJKW
R'FORFN LQ WKH PRUQLQJ. L VDW GRZQ EHVLGH
WKH ILUH, KRZHYHU, ZLWK WKH LQWHQWLRQ RI
DZDLWLQJ KLP, KRZHYHU ORQJ KH PLJKW EH.

Have a go at decoding the above Cipher and if you are interested in learning about other Ciphers visit <https://www.cipherchallenge.org/> to register.

Lower School

In Year 7, pupils are currently focusing on the four operations of number, before progressing to the study of angles. This term, they will also participate in the 'Mathstravaganza' event—an engaging opportunity to collaborate in teams to solve mathematical problems and puzzles, with a prize awarded to the winning group.

In Year 8, pupils are currently studying 2D shapes, with a focus on developing their understanding of perimeter, area, circles, and metric units. In the next half term, they will move on to equations and formulae. Throughout this unit, pupils will explore and solve various forms of equations, making connections between algebraic formulae and their applications to perimeter and area.

Year 9 marks an exciting transitional period as pupils approach the end of the Key Stage 3 curriculum and begin their GCSE (Key Stage 4) studies in the spring term. This half term, they are focusing on quadratics and sequences, developing skills in manipulating quadratic expressions, solving quadratic equations, sketching graphs, and identifying quadratic sequences.

In the next half term, pupils will study ratio and proportion—a key area of the Key Stage 4 mathematics curriculum. This unit provides a strong foundation and introduces important connections to topics such as algebra and fractions.

Upper School

In Year 10, pupils are progressing through the GCSE Mathematics course. At Woldgate, we structure the curriculum into distinct blocks to ensure students regularly engage with exam-style assessments throughout their learning journey.

This half term, Year 10 pupils are studying Blocks C and D, which cover key topics including straight-line graphs, fractions, decimals and percentages (FDP), indices,



formulae, proof, and surds. These areas not only support mathematical development but also enhance understanding in other subjects, particularly science. The FDP content is especially relevant to real-life applications and everyday contexts.

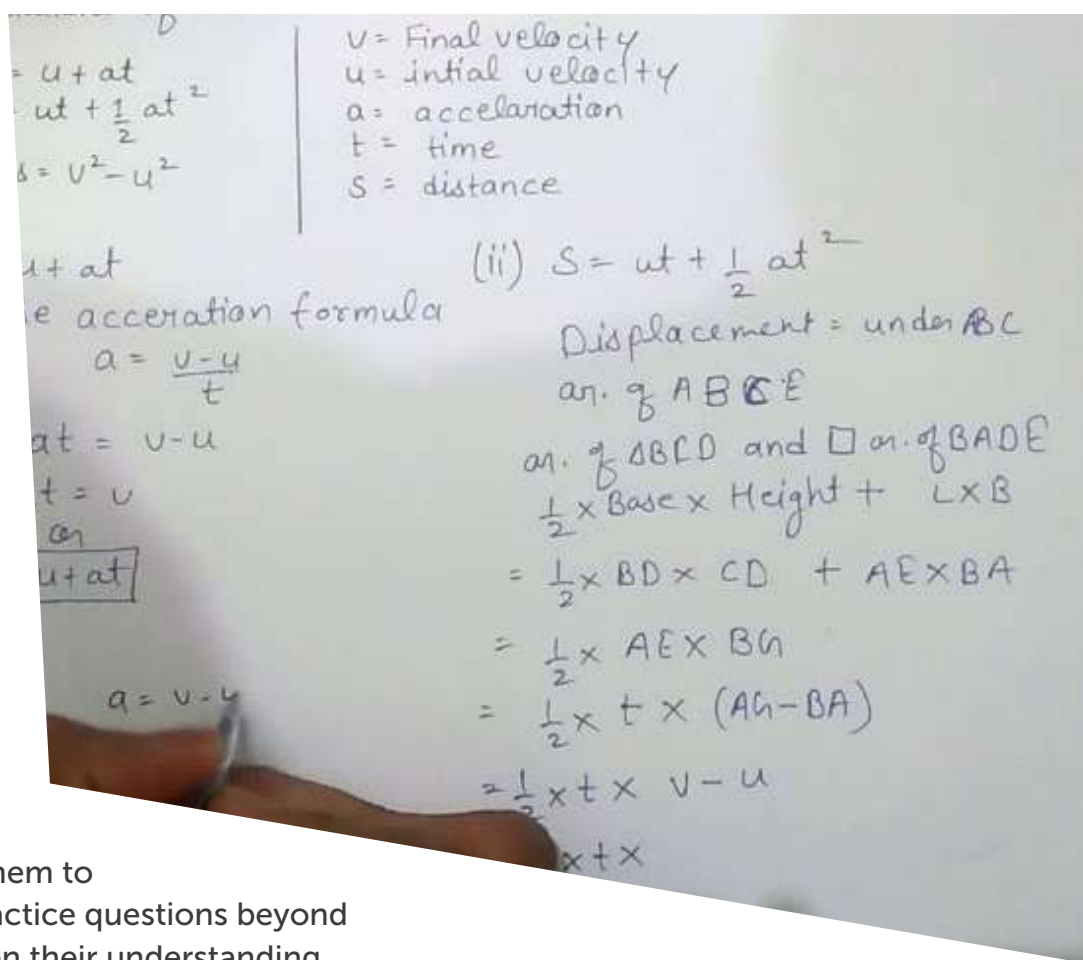
Meanwhile, our Year 11 pupils are focusing on more advanced topics such as quadratic, cubic, and reciprocal graphs, alongside calculating the volume of various 3D shapes.

To support independent learning and revision, pupils are encouraged to use online platforms such as Sparx Maths and Corbett Maths. These resources offer both skill-based practice and exam-style questions to reinforce classroom learning.

Sixth Form

We were pleased to welcome our new cohort of Year 12 students to the A Level Mathematics course. As part of their induction, they have been introduced to advanced mathematical notation, including the factorial symbol, and have begun applying this in the context of binomial expansion. Students are already demonstrating an awareness of the increased academic expectations at this level, and we are encouraging them to engage with additional practice questions beyond the core material to deepen their understanding.

Our Year 13 students continue to build on their knowledge, developing new skills in trigonometry while consolidating their proficiency in differentiation. As the academic year progresses, they will revisit and extend their learning in the Mechanics and Statistics components of the course.





**Woldgate
School**

Of great merit, character & value

Part of the Family



Wonder
Learning Partnership
Educate | Empower | Engage | Enrich

Open Evenings

Tue 14 Oct Wed 15 Oct Thu 16 Oct

Attend 6pm-7pm or 7pm-8pm

Kilnwick Percy Golf Club, Pocklington*

- > Every child is known and cared for as an individual
- > A top three school for pupil progress in the East Riding[†]
- > New state-of-the-art DfE school rebuild

Everything we do should be worthy, of great merit, character and value



**Book your place
by visiting
www.woldgate.net**

*This year, as the main learning block of our new build reaches completion, we are hosting our opening evenings at the Kilnwick Percy Golf Club in Pocklington.

[†] based on
published 2024
results

KILNWICK PERCY
GOLF CLUB

Headteacher's Welcome

At Woldgate School, we believe that every child deserves the tools to express themselves confidently, clearly, and thoughtfully. That's why we are making oracy - spoken language skills - a cornerstone of our curriculum this year.

Oracy isn't just about speaking well. It's about learning how to listen actively, articulate ideas, debate respectfully, and collaborate effectively. These skills are vital not only in the classroom but in life beyond school.

Teaching oracy through our curriculum is essential because:

- It boosts learning across subjects. When pupils can explain their thinking aloud, they deepen their understanding. Whether solving a maths problem or exploring a historical event, talk helps clarify ideas and build connections.
- It builds confidence and self-esteem. From class discussions to presentations, oracy gives children the chance to find their voice. It empowers them to speak up, share opinions, and feel heard.
- It prepares pupils and students for the future. Strong communication skills are among the most sought-after by employers. By embedding oracy into our curriculum, we're helping pupils develop the confidence and clarity they'll need in interviews, workplaces, and beyond.



- It fosters inclusion and equity. Oracy ensures every child, regardless of background, can participate, lead, and succeed. It helps create a classroom culture where diverse voices are valued.

In classroom, oracy is taught through pupils engaging in structured debates, storytelling, group discussions, or drama activities. Teachers use talk-based strategies to encourage deeper thinking and active participation. We also celebrate pupil voice through assemblies, school council, and performances.

Furthermore, parents and carers can support with oracy at home by:

- Encourage open-ended conversations at the dinner table.
- Ask your child to explain what they learned at school.
- Listen actively and model respectful disagreement.
- Celebrate their efforts when they speak up—even if they're nervous.

Thank you for your continued support in helping our pupils become articulate, thoughtful communicators. Together, we're giving them the voice to shape their world.

**Mr Sloman
Headteacher**

Flu Vaccinations — Years 7-11

Vaccination UK are visiting Woldgate School for the flu vaccinations this term on October 22nd and 27th November 2025.

If you would like your child to receive their Nasal flu vaccination in school, please complete a **YES** consent form online ASAP.

If for any reason your child **cannot** have the Nasal spray vaccine, the **injectable NON PORCINE** flu vaccine is available, and you will be able to choose that method on the consent form.

If you **DO NOT** wish your child to receive a flu vaccination, please complete a **NO** consent via the same link.

<https://humber.schoolvaccination.uk/flu/2025/eastriding>

The Flu information leaflet has been sent out on ClassCharts and also contains the consent link and other useful information regarding flu vaccinations.

You can also complete a consent form via the website www.schoolvaccination.uk

If you have any queries or are unable to complete the consent form online, please don't hesitate to contact The Immunisation Team, Email: hullandeastriding@v-uk.co.uk
Tel. 01482 453690

Key dates

To find out more about upcoming events and visits, please view the [Woldgate School Calendar](#).

Thursday 9th October:..... Year 11 Study Skills Evening (6pm to 7:30pm)

Friday 10th October: Learning Support Coffee Morning (10am to 12pm)

Tuesday 14th October:..... Open Evening (Kilnwick Percy Golf Club 6pm to 8pm)

Wednesday 15th October:..... Open Evening (Kilnwick Percy Golf Club 6pm to 8pm)

Thursday 16th October:..... Open Evening (Kilnwick Percy Golf Club 6pm to 8pm)

..... Restart a Heart Day

..... Year 7 Form Tutor Parents Evening (4pm to 7pm)

Wednesday 22nd October: ... Personal Development Day

..... Year 11 NEA Day 1 (Block A)

Thursday 23rd October: Year 11 NEA Day 1 (Block B)

Friday 24th October: End of half term

Choir/Musical Theatre Group

Thursday after school

3:25pm-4:25pm in T1

Learning songs in a range of styles including pop, jazz & musical theatre. Preparing for performances for the Christmas Concert, Christmas Services, the end of year awards ceremony and other public performances.





WORLD OF RHYTHM SAMBA WORKSHOP

11AM SATURDAY 11TH OCTOBER - POCKLINGTON ARTS CENTRE

JOIN US FOR A ONE HOUR SAMBA WORKSHOP TASTER

LEARN THE DIFFERENT INSTRUMENTS OF A TYPICAL SAMBA BAND
AND LEARN HOW TO PERFORM LAYERED RHYTHMS AS AN ENSEMBLE.

NO MUSICAL EXPERIENCE REQUIRED. ALL AGES WELCOME.

BOOKING RECOMMENDED TO AVOID DISAPPOINTMENT
CONTACT POCKLINGTON ARTS CENTRE - £8 PER PERSON



A.L. SCHOFIELD MUSIC



PE News

Results

Wednesday 17th September @ Market Weighton Year 7-10 Boys Football

- Year 7 Won 16-0
- Year 8 Won 9-0
- Year 9 Lost 2-4
- Year 10 Won 7-1

Upcoming fixtures

- Monday 22nd September @Home Year 8-10 Boys Football
- Tuesday 23rd September @Hornsea Year 7-10 Boys Football (2.25-5.45pm approx.)
- Tuesday 23rd September @Longcroft Year 7&8 Girls Football
- Monday 29th September @ Howden Year 7-10 Boys Football (3-5.15pm approx.)
- Wednesday 1st October @ Queen Ethelburga's college U18s Girls Football
- Friday 3rd October @ Year 7-8 Cross Country (am during school)

Primary School events at Woldgate

- Wed 01 Oct: Cross Country (KS2)
- Wed 08 Oct: Three in a Bucket (LKS2)

Well done to Laura Simpson Year 10, who has been selected to play in the Hull City Ladies Youth Development Pathway (YDP) for the forthcoming 25/26 season.

The Boy in the Basil —

written by Isobel Wood (Year 9)

"BENJAMIN TEMPLETON!" The boy's mother thundered. He held his breath. "I TOLD YOU TWELVE MINUTES AGO TO GO OUTSIDE! NOW, OR YOU'LL BE IN **BIG** TROUBLE!" The twelve-year-old boy sheepishly trotted out of his bedroom, gripping his Nintendo Switch.

In the kitchen, his little sister Molli was hacking at a pineapple like it had insulted her. Benji laughed and slid through the glass sliding doors and set up a camp chair on the patio.

He turned his Nintendo on and scrolled through the games.

Animal crossings? Too calm.

Smash bros? He wasn't in the mood to be squashed by Pikachu again.

Of course! Mario Kart! He switched on the game and began.

But in the real world, he could hear Molli's growing frustration. He paused the game and watched her rage reach a limit, until she seemed unnaturally calm.

And then suddenly—Molli whipped around. Her hand was the air, Benji saw the glass doors smash, and then...

Was this death? When the pineapple slammed into his forehead, was this death? Was his mother's shocked expression his last sight? Should he fight it, or let it be? He felt himself go drowsy, and then a shock ran through him...

He suddenly felt himself transported to another place. It was like an electric wave running through his veins. He looked at his surroundings, and could see, very far away, a huge boy smack on the floor, a huge girl opening the shattered glass doors of a huge house, a huge mother shaking the huge boy...

That was him! And, by looking around him, he had turned into a tiny version of him in his flowerbeds!

He grabbed a twig and waved it in his mother's direction.

They hadn't a clue. Benji was far too small to make any sort of appearance.

Oh well. He could at least enjoy this while it lasted.

He explored the flower beds, looking at all the things he had never noticed, and slipped on a snail trail. Whoops.

As he was exploring, he spotted an innocent little ant. It was scurrying away from the plants near the fence with terror.

"Hey, are you ok?" Benji ran up to the ant. It stared at him.

"No! Run, hide! The Black Marchers are coming!"

"Wait, who are they?" Benji asked, but the ant had already scampered. He hid behind a rock and watched. At first, he thought it was a shadow moving across the soil, but then he realised- it was ants. Dozens of them, marching in a perfect line, each carrying a crumb bigger than his head. They looked like soldiers, with glistening black armour, almost comically terrifying. All the other bugs were hiding desperately.

Benji held his breath. If any of them noticed him, he'd be done for!

They started moving towards him. He couldn't move around the rock because some were still emerging from the darkness. There was only one thing for it. He'd have to run. "Oh no. I was not built for cardio!" He thought desperately as he sprinted as fast as he could, leaping over any kind of obstruction. He could hear them yelling and going faster, but he didn't care.

He was getting very close to a strangely tall stick. He'd have to climb over it.

He began using little dents in the stick as footrests and clambering over, knowing the ants weren't far behind.

Finally, he reached the top. He could climb back down, or...

There was a flower below. If he jumped into that, it'd be nice and soft, and take up less time.

He leapt through the air, landing on the flower perfectly.

What he didn't account for was his hay fever flaring up at the pollen and making him sneeze.

Except... now he was small, and this sneeze was huge.

He somehow sneezed his way to the other side of the garden!

Oh well. The ants wouldn't get him now.

Benji slumped against a pebble and groaned. "What if I stay this small forever?" He thought. "I'll have to live in a shoebox and eat crumbs off the carpet."

He looked back at his body still lying by the grass. "Great. They'll probably buy a coffin off Best Buy before I know where I am." He glanced back at ants and ladybirds carrying crumbs. "I've gone from Nintendo Champion to bug buffet. In games, I never actually die. But in real life, all it took was some exotic fruit." He grabbed a handful of dirt and threw it.

He heard the buzz first. A low, angry chainsaw hum that made his teeth rattle. A wasp lowered into his view, wings like blades slicing through the air. It said nothing, its eyes shiny and unblinking. It was five times the size of Benji, but what really got him was the stinger. It was long and sharper than any knife he had ever seen, like a barbed spike. It sized up directly in front of him.

Benji backed away, intimidated. "Why couldn't it have been a ladybird? Ladybirds are nice." He thought moodily. "If that thing stings me, I'll pop like a balloon."

He backed into a huge flower. The wasp moved closer, and then... it stung. It felt fiery and sharp and strong, and then—blackness.

Benji was in his own body, like a sudden pop, and he was back.

He opened his eyes and leant up. His head hurt like flames, but he was alive.

His mother screamed, grabbing his head and yanking it forward. "Quick—what's two plus two?"

"Four?"

"Oh good, you're not completely brain-dead." His mother retorted. He spotted Molli hovering. "She's definitely taking over the world. That girl has suspiciously perfect aim! But... was that all just a dream?" He thought, running a hand through his hair... until he caught a glimpse of sunny yellow pollen tangled in it, and he grinned.

A-LEVEL & GCSE ART EXHIBITION

On display at Pocklington GP Surgery
From 15 Nov 2025 To 31 Oct 2026



PREVIEW EVENT

**Sat 15 Nov 2025 —
10am to 12pm**

Safeguarding

Helping our young people navigate truth and stay safe in the digital world

As part of our commitment to safeguarding and supporting your child's online wellbeing, we want to share information about the risks of **misinformation**, **disinformation** (including **fake news**) and **conspiracy theories**, and how to work together to help young people stay safe online. These topics are now explicitly recognised in the **Keeping Children Safe in Education (KCSIE) 2025** guidance as forms of content that could cause harm.

Why this matters

- Young people increasingly consume information online—via social media, chat groups, video platforms, etc. It can be hard to tell what is accurate or well-intentioned, and what is misleading.
- False or conspiratorial content can cause real harm: anxiety, mistrust, radical ideas, spread of harmful behaviours.
- Understanding how to spot and question information helps with critical thinking, resilience, and protecting their mental wellbeing.

What you can do at home

Here are some practical steps for parents / carers:

Action	What it helps with
Talk openly about what your child sees online	Helps them feel safe to ask questions and say when they're unsure.
Teach them to check sources (Who wrote this? What's the source? Are there other reports about it?)	Builds critical thinking.

Encourage healthy scepticism (if something seems sensational, it probably is)	Reduces the chance of spreading or believing false stories.
Use fact-checking websites	e.g. Full Fact, BBC Reality Check etc.
Limit exposure (discuss screen time, supervise social media use)	Reduces risk of encountering bad content frequently.
Model good behaviour (you check what you share; question information)	Children often mimic adult approaches.

What the school is doing

- We are embedding lessons on how to recognise, challenge and respond to misinformation and conspiracy theories into assemblies and the curriculum, especially via Personal Development lessons and during our Character Curriculum sessions.
- We are reviewing and updating our **online safety / filtering and monitoring policies** to ensure they reflect the new risks identified in KCSIE 2025.
- Staff training is being refreshed so that teachers and pastoral teams are aware of the online content risks and can support students who may have seen worrying or harmful content.

Key Resources for Parents

- *KCSIE 2025* guidance (online safety section) – see especially paragraphs about Content risks.
- National College: *What You Need to Know: Conspiracy Theories* guide – helps parents understand risks, warning signs, how to build resilience.
- Full Fact, BBC Reality Check, other fact-checking sites.
- [NSPCC - Parent advice link](#)
- [Childnet - advice for parents](#)

Things to Watch Out For

- Sudden changes in beliefs or behaviours (e.g. fear, paranoia, or radical views) linked to something seen online.
- Sharing of content without checking.
- Anxiety or distress from exposure to alarming content.

Financially Motivated Sexual Extortion (FMSE)- Important updates from the National Crime Agency

Sometimes called 'Sextortion' is another concern with numbers of young people being exploited on the increase.

This is where an offender threatens to release nude or semi-nude images and/or videos of a victim, unless they pay money or meet another financial demand. Victims of any age and gender can be targets. However a large proportion of cases involve male victims aged 14-17.

It is important to remember that a child or young person is never to blame if they have been blackmailed online. Offenders will have tricked, groomed and/or manipulated them into sharing an image, or created digitally manipulated or AI generated images of them. The reality is that it could happen to anyone.

All cases of FMSE should be reported to the police and school so appropriate support can be put in place.

CEOP Education and the National Crime Agency have released an advice for parents and carers document which provides lots of useful information and support on how to report this to the police through the Child Exploitation and Online Protection Centre (CEOP):

[CEOP FMSE advice for parents link](#)

[National Crime Agency FMSE Parent Advice Document](#)

Support from school:

If you have any concerns about what your child has been exposed to, or would like to discuss strategies for supporting them, please contact your Year Team at school using the appropriate e-mail address.

Year7@woldgate.net

Year8@woldgate.net

Year9@woldgate.net

Year10@woldgate.net

Year11@woldgate.net

Sixthform@woldgate.net

Safeguarding@woldgate.net

Thank you for your continued support in helping our young people use the internet safely and wisely.

Woldgate School

Digital Inclusion Survey 2025

The Local Authority have asked that we share the attached Digital Inclusion Survey 2025 with parents/carers. It aims to capture people's real experiences with internet access, devices, and digital skills. For many, being online is essential for work, healthcare, education, and staying connected. But for others, barriers such as cost, lack of confidence, or poor connectivity continue to get in the way.

They hope to:

- Identify the barriers people face when it comes to being online
- Highlight the types of support that are most needed locally
- Shape future services and opportunities that promote digital inclusion

The survey is short, simple, and completely anonymous. If you have difficulties with digital access you are encouraged to complete the survey.

Access the survey here: <https://www.smartsurvey.co.uk/s/Digital-Inclusion-Survey-2025/>

Please see attached poster for more detail.

Thank you for your support!



Digital Inclusion Survey 2025

Your voice matters – help shape a more connected future!

Do you...

- Struggle with internet access at home?
- Find it hard to afford devices or data?
- Lack confidence using online services?

We want to hear from **YOU**.

Quick • Easy • Anonymous

👉 Take the survey here:
www.smartsurvey.co.uk/s/Digital-Inclusion-Survey-2025

Scan the QR Code:



Together we can bridge the digital divide 💡



How does your attendance impact your future?



Data released by the UK Department for Education shows that the lower your attendance the less likely you are to achieve in your GCSEs.

100%

82%

Achieved 5 GCSEs
Grade 5+

(inc. Maths and English)

OVER 95%

77%

Achieved 5 GCSEs
Grade 5+

(inc. Maths and English)

92%-93%

53%

Achieved 5 GCSEs
Grade 5+

(inc. Maths and English)

BELOW 90%

43%

Achieved 5 GCSEs
Grade 5+

(inc. Maths and English)

Research shows that for every 17 days you miss across your school career, your GCSE results go down by one whole grade!



Achieving 5 or more GCSEs at Grade 5+ has shown to increase your lifetime earnings by **41%**

There are
365 DAYS
in a year

175
are not spent
in school!

**That gives you plenty of time for holidays, TV, shopping and video games.*

Rewards

Rewards for the Week

Our school motto is '**Everything we 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.

33,704

MERIT

5,026

CHARACTER

2,339

VALUE

66,114

TOTAL

Our School Houses

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.

22,710

HOUSE TOTAL



14,604



13,770



13,949



12,953



11,310

Awards

Headteacher Awards

The Headteacher Award is given to those exceptional pupils and students who achieve the highest number of rewards in their year group each week.

The recipients of the Headteachers Awards last week were:

Year 7:	Teddy Smith
Year 8:	Olivia Lolli
Year 9:	Arthur Gibson
Year 10:	Freya Sanders
Year 11:	Rose Donarski
Year 12:	Astrid Church
Year 13:	Joseph Pickering

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 most Great Character awards last week were:

Year 7:	Amelia Matthews
Year 8:	Ledley Frankland
Year 9:	Leo Duncan
Year 10:	Charlotte Lee
Year 11:	Luke Wise
Year 12:	Isabel Millan
Year 13:	Lily Staveley

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 most Great Merit awards last week were:

Year 7:	James Farley
Year 8:	Brandon Burgess
Year 9:	Jake Lawrence
Year 10:	Charlie Ellis
Year 11:	Matilda Stewart
Year 12:	Will Parker
Year 13:	Annabel Broadbent

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 most Great Value awards last week were:

Year 7:	Grace Grimes
Year 8:	Amelia Peinke
Year 9:	Charlie Wilkinson
Year 10:	Lily Bond
Year 11:	Ruby Rushmer-Broome
Year 12:	Imogen Kendall
Year 13:	Adam Brown

Meet our Pupil Care Team



Care & Achievement Coordinator: Year 7

Mrs F McDonough

year7@woldgate.net



Deputy Designated Safeguarding Lead

Mrs C Wright

safeguarding@woldgate.net



Care & Achievement Coordinator: Year 8

Mrs S Oliver

year8@woldgate.net



Attendance Officer

Mrs R O'Brien

attendance@woldgate.net



Care & Achievement Coordinator: Year 9

Mrs S Clark

year9@woldgate.net



Attendance and Wellbeing

Mr J Marks
01759 302395 Option 1
attendance@woldgate.net



Care & Achievement Coordinator: Year 10

Mrs R Marsden

year10@woldgate.net



Office Manager

Mrs A Charlton
01759 302395
office@woldgate.net



Care & Achievement Coordinator: Year 11

Mrs L Cavanagh

year11@woldgate.net



Office Assistant

Mrs V Mills
01759 302395
office@woldgate.net



Care & Achievement Coordinator: Sixth Form

Mrs E Fairhurst
07790 987137
sixthform@woldgate.net



Care & Achievement Coordinator: Diabetic Care and First Aid.

Mrs L Kendra
lkendra@woldgate.net