

Newsletter

ISSUE 428

Of great merit, character & value

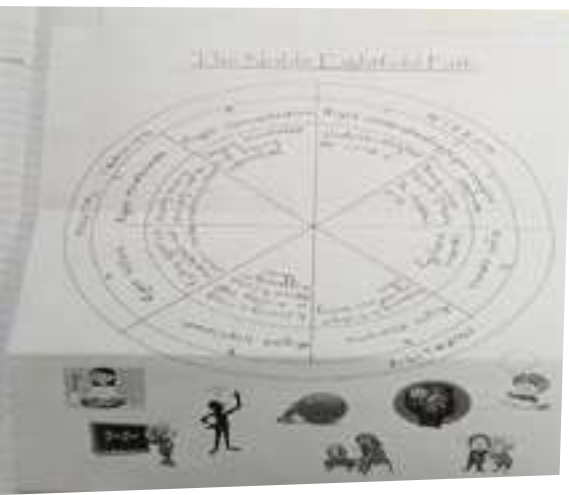


Spotlight on Religious Studies

The Religious Studies Department would like to give an outline to what pupils have been doing in this Spring Term in their lessons.

Year 7 pupils have been following the topic, Wise words – where do we look for wisdom today? Pupils have enjoyed looking at several world religions, such as Buddhism and Judaism and discussing some key teachings and where believers may look for guidance in their lives.

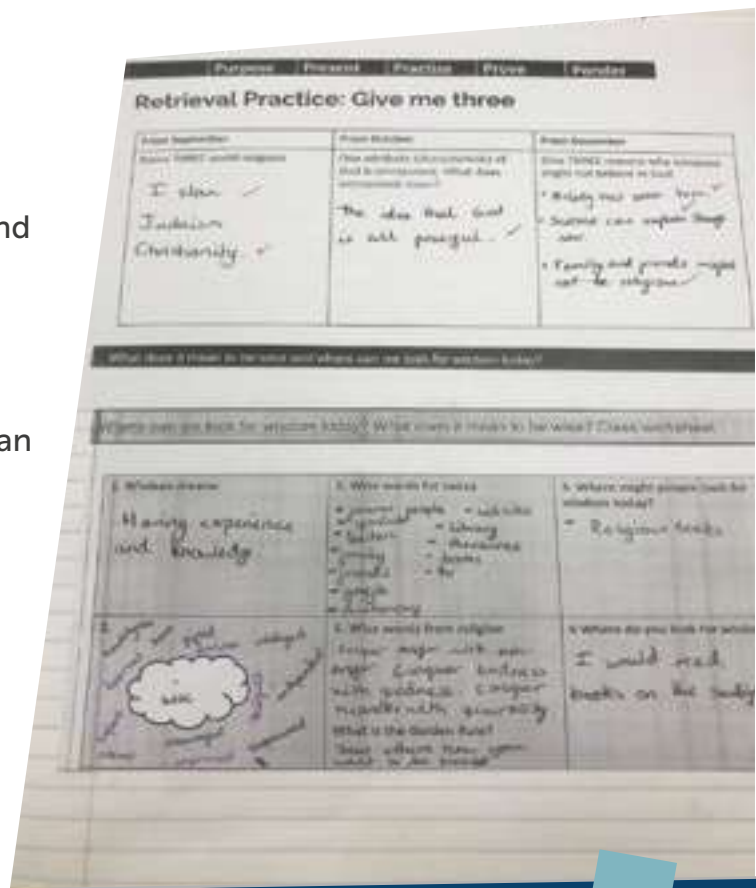
Pupils talked about the Golden Rule “Treat others how you would be liked to be treated” and how many religions have their own version of this teaching, and to take this further how do different religions use this teaching in their lives today. Pupils enjoyed seeing a copy of the Qur’an and how this is treated and why it is so important to Muslims around the world. Pupils also had many questions to ask about the Eightfold Path and what it meant for a Buddhist to follow. Back in January some groups also had the opportunity to work with our visiting speakers YoYo (York Schools Youth Trust) to produce some poetry about the Holocaust to mark Holocaust Memorial Day on January 27th.



Year 7 work showing some work and discussion about the Eightfold Path in Buddhism. Pupils used their Oracy skills to talk and listen to each other, when considering how each area could help with living a good life.

Below is an example of how pupils use retrieval practice at the start of each lesson to check their learning and understanding.

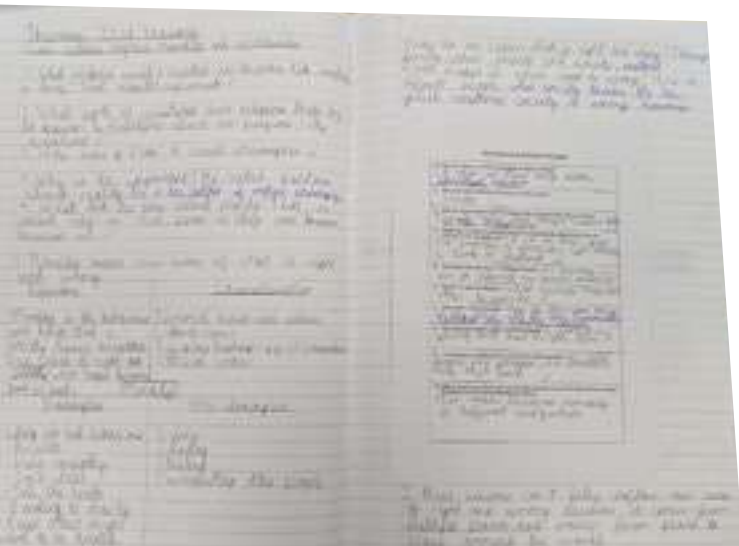
Year 8 pupils have completed a really inspiring and thoughtful topic called Fairness for all? Human Rights. Pupils had many discussions and used their Oracy skills looking at the different human rights and how these have developed over time throughout history. This went on to look at human rights during the Holocaust and how Christians responded to this. Finally, moving on to looking at Dietrich Bonhoeffer and Irena Sendler.





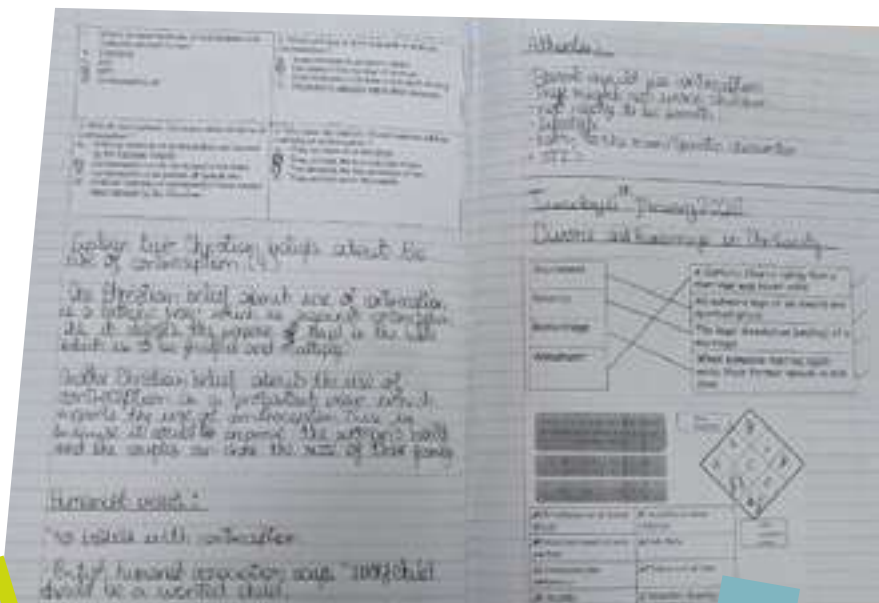
The lessons also looked at the importance of remembering and the role Vad Vashem in Jerusalem and The National Holocaust Centre in Nottinghamshire (Beth Shalom) have to play in this. Again, poetry was featured in one lesson, looking at the famous poem by Elie Wiesel "First they came..". The final lessons gave pupils very big questions to consider, such as "Has the world learned from the Holocaust?" and "Are Human Rights being met now".

	How did they respond to the Holocaust?	What was the result of their opposition?	Do you agree with what they did? Were their actions enough?
Catholic Church	Only some did speak out about how the Nazis were treating the Jews. The Church signed an agreement that said that the Nazis would not get involved with the Church as long as the Christians did not stop the Nazis.	It was not enough - the Jews continued to be persecuted. The Jews had all Christians stood up against the Nazis.	No they should not have signed that agreement - it was not enough - the last treatment of Jews continued. Not fair at all.
Dutch Soldiers	He saved 2000 children and put them into orphanages. He was very brave. He was recorded in the 'Righteous Among the Nations' list.	He managed to save 2000 people from being killed. He was rewarded and honored.	Yes he did something good. He saved many lives. He was a hero.
British Bombers	He did nothing until he was ordered to bomb the Jewish ghettos. He was ordered to bomb the ghettos.	He could have helped. He could have helped the Jews. He could have helped the Jews.	No they did nothing. He should do more. He should do more.
Dutch Resistance	He was involved with the Dutch resistance. He was involved with the Dutch resistance. He was involved with the Dutch resistance.	He saved 1000 people. He saved 1000 people. He saved 1000 people.	Yes he did something good. He saved many lives. He was a hero.



Year 9 pupils have completed a unit called, Religion and STEM- What is the contribution of religion to the understanding of the world? This topic has allowed pupils to look at some philosophy and discuss Plato's analogy of the cave. Pupils have also compared the Christian creation story with Hindu cosmology and then asking the question "Can religion and science work together?". Again, other key thinkers were also looked at, such as Darwin and Albert Einstein.

Our Year 11 pupils from the full GCSE course and the short course are now working hard on their revision ready for their exams starting in May. Below shows some revision work completed to support the learning of sources of wisdom and authority.





Year 10 Interfaith Day 2026

All Year 10 pupils had a day away from the usual timetable to take part in Interfaith Day. Pupils were able to meet a range of different speakers from a range of different religions and also non-religious worldviews. They were able to take part in a range of different activities and ask many important questions about beliefs big philosophical questions such as, why do people suffer? Is there a God? Does God answer prayers? What happens after death?. This year we also welcomed York Street Angels, who spoke about their work in York and their role helping in the community.





Headteacher's Welcome

As we approach the final weeks of this half term, I would like to thank you all for your continued support of the school. I truly believe that when we work in partnership, every child has the best chance to flourish. With that being said, it has been another positive and uplifting week in school, and I continue to feel incredibly proud of the focus, kindness and determination shown by our pupils.

Everything we do should be worthy of great merit, and our Year 11 pupils have shown their commitment to this through their attitudes to learning in lessons and their engagement in our wider offer - including the Lunchtime Seminars and Woldgate Tutorials. Please use the revision support booklet sent out previously to support your child in organising their independent revision and applying the strategies that are shown to best help with knowledge retention. The coming weeks will see a continued focus on exam preparation for all pupils and students sitting examinations in the summer term, and we are here to provide as much support and guidance as we can during this period.

We have also enjoyed a week full of enriching experiences. Year 10 pupils were inspired by the visit from our guest poet, our Sixth Form students travelled to Bradford for a series of motivational mathematics lectures that really brought their subject to life, and today our Year 11 pupils have participated in our mock interview day - preparing them their next steps and beyond. Our wide range of clubs and activities also continues to flourish, offering pupils space to explore interests, make connections and have fun.



I would like to give special recognition to our Equalities Club and Autism Social Club - both led by colleagues in the Science Department. These groups provide a warm, inclusive environment where pupils can build friendships, share what matters to them and feel confident in being themselves - the right of every child and young person in our community. This feels especially meaningful as we approach Neurodiversity Celebration Week, a time for us all to celebrate the different ways that people learn, think and communicate, and to reflect on this year's focus of moving from 'awareness to action.'

Finally, I would like to extend my thanks once again for your continued support with uniform standards. We are seeing a noticeable improvement, and your partnership genuinely makes a difference. Next week, uniform checks will take place in Tutor Time so we can support all pupils in meeting our expectations, and conversations can take place with their form tutor - one of the colleagues in school who knows your child best.

We have talked to pupils in assemblies and through tutor time about the importance of uniform and why our expectations in this regard are high, and their engagement has been extremely positive. I would like to take this opportunity to clarify that, for pupils in the main school, our policy is that no additional piercings are allowed beyond one small stud in each ear. This includes clear retainers for nose piercings. The full Uniform Policy is available on the school website.

Wishing you all a lovely weekend.

Mrs Adams
Headteacher



Key dates

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

- Tuesday 17th March:** Year 6 English Challenge
..... Year 11 Geography Fieldwork to Beverley
- Wednesday 18th March:** Year 11 Geography Fieldwork to Beverley
- Friday 20th March:** Year 11 Geography Fieldwork to Beverley
- Thursday 19th March:** Year 8 Parents' Evening
- Friday 20th March:** Learning Support Coffee Morning 10-11.30am
- Mon 23 to Fri 27th March:** Geography trip to Naples
- Thursday 26th March:** Breakfast of Champions Rewards
- Friday 27th March:** Break up for Easter Holidays
- 30th March-10th April:** Easter Holidays
- Thursday 2nd April:** Blood Brothers Theatre Trip
- Friday 17th April:** Pocklington Arts Centre Open Evening
- Tuesday 21st April:** Year 11 High Achiever Evening — English and Maths
- Monday 4th May:** May Bank Holiday — School Closed
- Thursday 7th May:** Year 10 Parents' Evening
- 11th May- 19th June:** GCSE and A-Level exam season
- Wednesday 13th & 20th May:** Year 6 Welcome Evenings
- 25th-29th May:** Half Term Holiday
- Thursday 11th June:** Year 12 Parents' Evening
- Thursday 25th June:** Year 7 Parents' Evening



Safeguarding

The NSPCC's guidance on children, mobile phones and online safety is a useful resource for parents. It addresses one of the most common questions schools are asked: when is a child ready for a phone, and how can families manage the risks when their child has a phone?

The guide offers balanced, practical advice on readiness, boundary-setting, parental controls, and ongoing conversations about safe and responsible use. There is a link to a particularly useful TRUST toolkit which parents/carers can use to help structure your conversations.

[Children, phones and online safety | NSPCC](#)

In school, we endeavour to keep our community safe and distractions free by having a policy which does not allow the use of electronic devices such as mobile phones and smart watches in school. If pupils are seen using such devices in school they will be confiscated and returned at the end of the day. Many thanks for all your support in reminding your child about this rule.



SEND & Attendance

Working with Autism Arena: Listening, Learning and Building Better Support



This year our school has been proud to work in partnership with Autism Arena, a Community Interest Company dedicated to supporting neurodivergent children and their families. Together we have been undertaking an important project focused on improving the experiences of our neurodivergent pupils, including those with autism, ADHD, dyslexia, and other neurodivergent profiles.

A central part of this work has been listening carefully to the voices of pupils, parents and staff. With support from Autism Arena, we gathered feedback through pupil voice discussions, a parent focus group and a staff consultation. These conversations have helped us better understand both the strengths of our current provision and the areas where we can continue to grow.

Neurodivergent pupils spoke openly and honestly about their experiences of school. Many described a love of learning alongside significant challenges with anxiety, concentration and emotional regulation. As one pupil shared, **"I love learning but lessons can be challenging,"** while another explained, **"It can be so hard to stay focused on what the teachers are saying in class, even though I try really hard. I get really frustrated with myself when I can't concentrate as I really want to."**



Pupils also highlighted how their effort is not always visible and how differences in behaviour can be misunderstood. One young person reflected, "There is an obvious difference in my behaviour but a lot of teachers don't understand why," while another shared the impact of anxiety on attendance: **"Sometimes I avoid school because I feel sick due to feeling anxious and worried about getting into trouble."**

At the same time, pupils were clear about what helps. Feeling listened to and understood by staff was consistently highlighted as vital. As one pupil simply put it, **"I feel supported when teachers listen to me."** Pupils also spoke about the importance of patience and understanding when emotions feel overwhelming: **"You can't always regulate emotions and it can feel explosive."**

Parents echoed many of these themes, praising the compassion, expertise, and flexibility of the SEN and learning support team and emphasising the importance of trusted relationships, predictable routines and clear communication. Staff feedback showed a strong commitment to inclusive practice and a desire for continued professional development to better support neurodivergent pupils.

As part of the next stage of this project, we are working directly with neurodivergent pupils to co-produce a self-advocacy resource. This will support pupils to better understand themselves, recognise their strengths and needs, and develop the confidence to ask for the support that helps them thrive.

This work has been a powerful reminder of the importance of empathy, listening and collaboration. One pupil summed this up perfectly: **"Be patient with your students. They are all worthy of your time and can do great things."** We are grateful to our pupils, parents and staff for sharing their voices so openly as we continue to build a school where everyone feels understood, supported and valued.



Panathlon Success – Year 7 Take First Place!

On Tuesday 20 January, a team of enthusiastic Year 7 pupils represented our school at the Panathlon Challenge held at Haltemprice Leisure Centre. The event ran as a carousel of inclusive and skill building activities, ranging from indoor golf to boccia and indoor curling.

Our pupils approached every activity with determination, teamwork and huge smiles—earning themselves an impressive First Place finish! As soon as the medals were placed around their necks, they couldn't wait to show off their shiny rewards, a symbol of their hard work and brilliant sportsmanship.

We are incredibly proud of how confidently they represented our school. Moments like these remind us how powerful participation can be in helping pupils feel a true sense of belonging.

Well done, Year 7—what a fantastic achievement!

Upcoming Learning Support Events

Friday 20th March – Learning Support Coffee Morning

We warmly invite parents and carers to join us for our next **Learning Support Coffee Morning on Friday 20th March, from 10.00am to 11.30am.**

This session will have a Wellbeing Focus, featuring a supportive and practical workshop delivered by our ELSA/EBSA Lead, Mrs Kay. Together, we will explore:

- Strategies for self advocacy
- Approaches to building resilience
- How and where to find help and support
- Opportunities to share experiences with other families on similar journeys

Our Coffee Mornings offer a safe and friendly space to connect, talk openly and learn from one another. Come along for coffee, cake, conversation, and a chance to simply check in.

We look forward to welcoming you.

Did you know parents can gain advice and support from:

Home (eastridinglocaloffer.org.uk) and <https://eypcf.co.uk/>



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.

244,161

MERIT

40,491

CHARACTER

23,391

VALUE

647,175

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.

302,310

HOUSE TOTAL



144,148



135,269



128,741



122,729



119,570



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:** Eva Slater
- Year 8:** Jake Thackeray
- Year 9:** Rosa Kendall
- Year 10:** Bethany Lloyd
- Year 11:** Oliver Brack
- Year 12:** Janek Scrowston
- Year 13:** Mali Fairy

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:** Kacie Ibbotson
- Year 8:** Jacob Goulden McGee
- Year 9:** Lachlan Rivard
- Year 10:** Leighton Pease
- Year 11:** Rebekah Coldbeck
- Year 12:** Emilia Motiejunaite
- Year 13:** Martha Moore

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:** Isabelle Townsend
- Year 8:** Grace Wilford
- Year 9:** Ava Hill
- Year 10:** Zara Milan
- Year 11:** Joris Grizas
- Year 12:** Eliza Hunt
- Year 13:** Katie Twigg

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:** Esme Liversidge
- Year 8:** Violet Houston
- Year 9:** Leon Duncan
- Year 10:** Henry Best
- Year 11:** Daisy Underwood
- Year 12:** Isobel Milan
- Year 13:** Gracie Cheshire

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

01759 302395 Option 1
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