



**Woldgate
School**
Of great merit, character & value

Part of the Family



Wonder
Learning Partnership
Educate | Empower | Engage | Enrich

ISSUE 434

Newsletter

Of great merit, character & value



Middle School Update

Welcome back! We hope you had a restful break and are feeling refreshed and ready to begin the new term. It's shaping up to be a busy and exciting time, with plenty of learning opportunities ahead.



Mr R Askoolum
HEAD OF MIDDLE SCHOOL



Being Ready for the Day

As the weather improves, please remember to bring a water bottle to school each day to stay hydrated, and apply sun cream, especially as we will be spending more time outdoors. We're pleased to let you know that the field is now open, so please make sensible choices and look after shared spaces.

Pupils are also reminded to be smartly dressed at all times, following the school's dress expectations, and to arrive on time to lessons so learning can begin promptly for everyone.

Learning and Assessments

This term includes several assessments that will help you demonstrate your learning and track your progress. Teachers will provide guidance and support, so staying organised and prepared will help you feel confident and ready.

A Positive Start

We ask all pupils to approach the term with a positive attitude, good behaviour, and strong attendance. Remember, staff are always available to support you if you have questions or need help.

Highlights

History in Years 8 and 9

This term, our History curriculum continues to bring the past to life, with pupils developing their understanding of how key events have shaped the modern world. In Years 8 and 9, pupils are engaging with two significant periods that continue to influence society today.

Year 8: Exploring the Industrial Revolution

Year 8 pupils are currently studying the Industrial Revolution, a transformative period in British and world history. Lessons focus on how industrialisation changed everyday life, from the growth of factories and towns to developments in transport, technology, and working conditions. Pupils are examining the impact of inventions such as the steam engine, as well as the experiences of children and families during this time. Through source work, debates, and extended writing, pupils are building strong analytical skills and learning to evaluate how progress brought both opportunity and challenge.

Year 9: Understanding World War II

In Year 9, pupils are deepening their historical knowledge by studying World War II, with a particular focus on the key battles that shaped the course of the conflict. Pupils are learning about significant events such as the Battle of Britain, Dunkirk, Stalingrad, and D-Day, considering both military strategy and human experiences. Lessons encourage pupils to analyse cause and consequence, assess the importance of leadership and technology, and reflect on the global impact of the war.

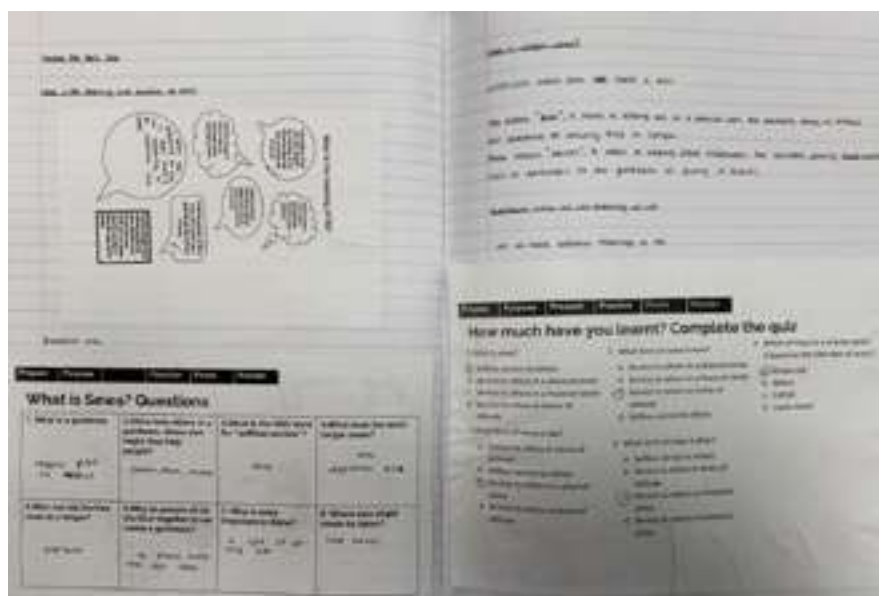
Across both year groups, History lessons promote critical thinking, effective communication, and a deeper understanding of the world we live in today. We are proud of the enthusiasm and curiosity our pupils continue to show as they explore these fascinating and important chapters of the past.

Religious Education lessons continue to encourage thoughtful discussion, reflection, and respect for different beliefs, as pupils explore big questions about life, belief, and identity. This term, pupils in Years 8 and 9 are engaging with topics that challenge them to think deeply about themselves and the wider world.

Year 8: What Is the Meaning of Life?

In Year 8 Religious Education, pupils are exploring the philosophical question “*What is the meaning of life?*” Through this unit, pupils consider ideas about purpose, happiness, morality, and responsibility, drawing on religious, philosophical, and personal viewpoints. Pupils compare perspectives from different traditions and thinkers, while also reflecting on their own beliefs and values.

Learning activities include class discussions, written reflections, and creative tasks such as personal belief statements, artwork symbolising meaning and purpose, and evaluation essays responding to big questions such as “*What makes a good life?*” This topic supports pupils in developing empathy, critical thinking, and confidence in expressing their own ideas in a respectful way.

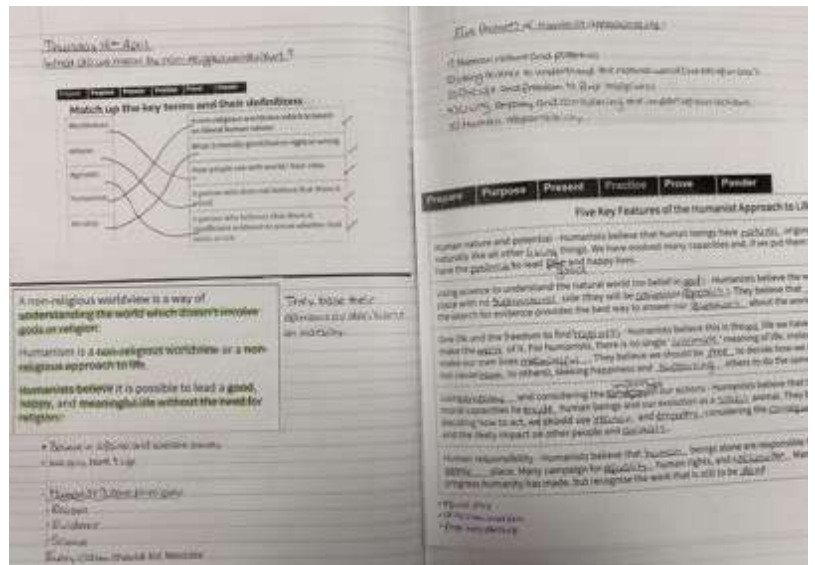




Year 9: Learning About Non-World Religions

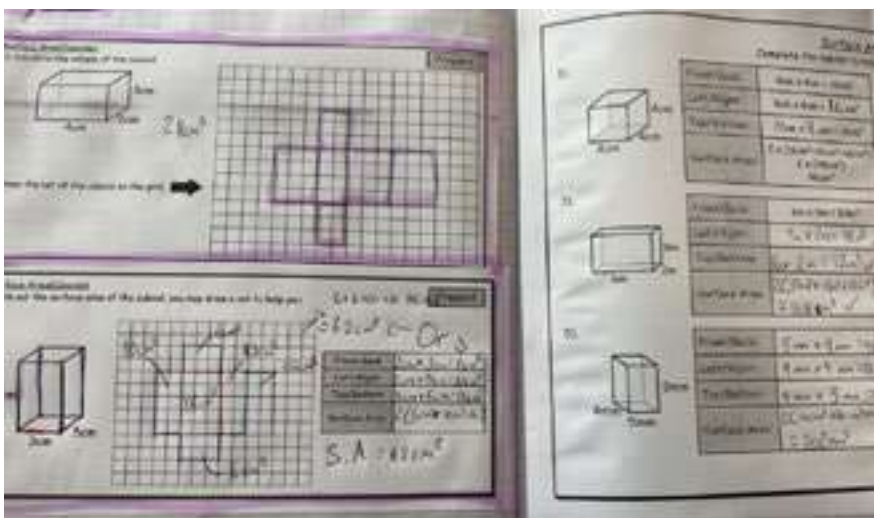
Year 9 pupils are broadening their understanding of belief systems by studying non-world religions and belief traditions. This includes learning about smaller or alternative belief systems, spiritual movements, and humanist or secular worldviews. Pupils explore how these beliefs shape identity, ethics, and ways of life, while comparing them with more widely practised world religions.

Pupil work has included research projects, presentations, and comparison tables examining similarities and differences in beliefs and practices. Lessons place a strong emphasis on respect, tolerance, and understanding diversity in modern society.



Across both year groups, Religious Education helps pupils to develop thoughtful questioning skills and an open-minded approach to different beliefs and worldviews. We are pleased to see pupils engaging maturely with complex ideas and showing growing confidence in discussing topics that matter both personally and socially.

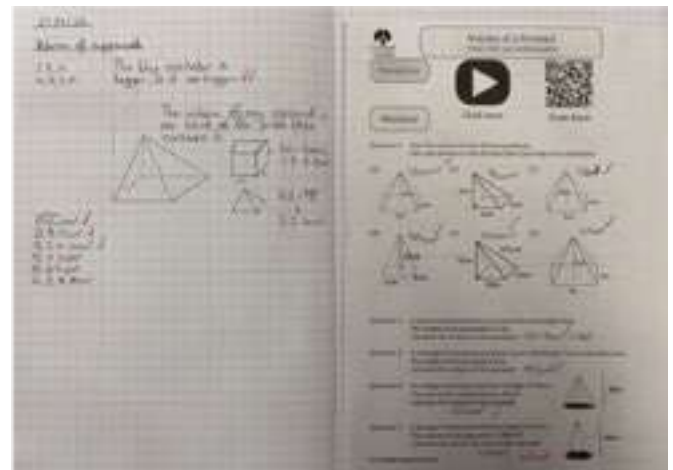
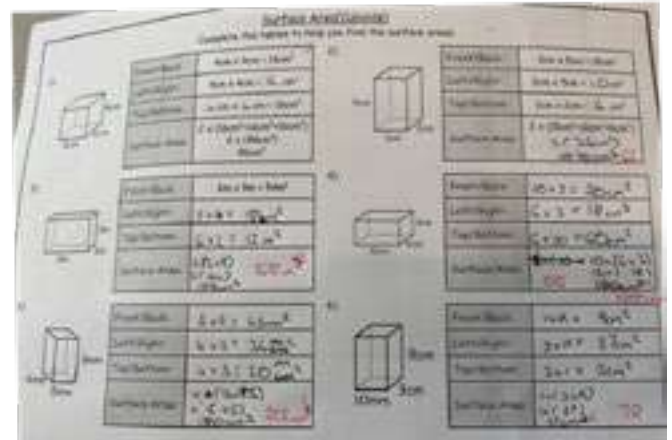
Year 8 Mathematics



In Year 8 Mathematics, pupils are currently developing their understanding of 3D shapes, with a particular focus on calculating the surface area of cuboids. This unit builds on prior knowledge of area and perimeter and extends it into three dimensions, helping pupils to see how mathematics applies to real-world problems.

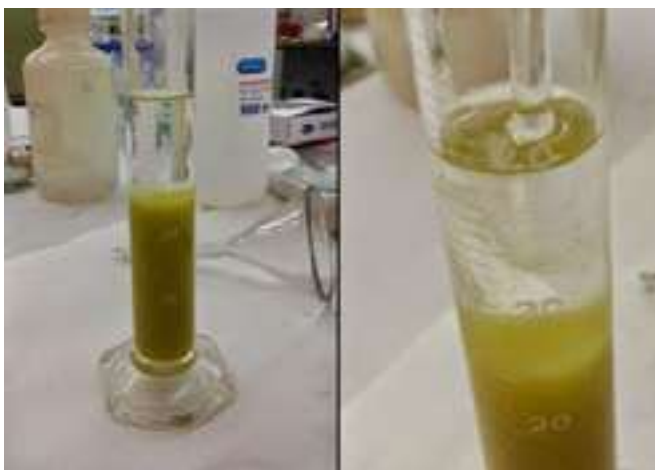
Pupils are learning how to identify the six faces of a cuboid, calculate the area of each rectangular face, and combine these to find the total surface area. Lessons emphasise clear methods, accurate calculations, and the correct use of units. Teachers are also encouraging pupils to visualise shapes by drawing nets and exploring how cuboids can be unfolded into 2D representations.

Examples of pupil work include labelled diagrams of cuboids, colour-coded nets showing corresponding faces, and problem-solving tasks based on real-life scenarios such as designing packaging or calculating the amount of material needed to cover a box. Some pupils have also completed challenge questions comparing cuboids with the same volume but different surface areas, promoting deeper thinking and mathematical reasoning.



Year 8 Science

In Year 8 Science, pupils are currently learning about DNA and inheritance, an exciting topic that helps them understand what makes each individual unique. This unit introduces pupils to the structure and function of DNA and explains how genetic information is passed from parents to offspring.

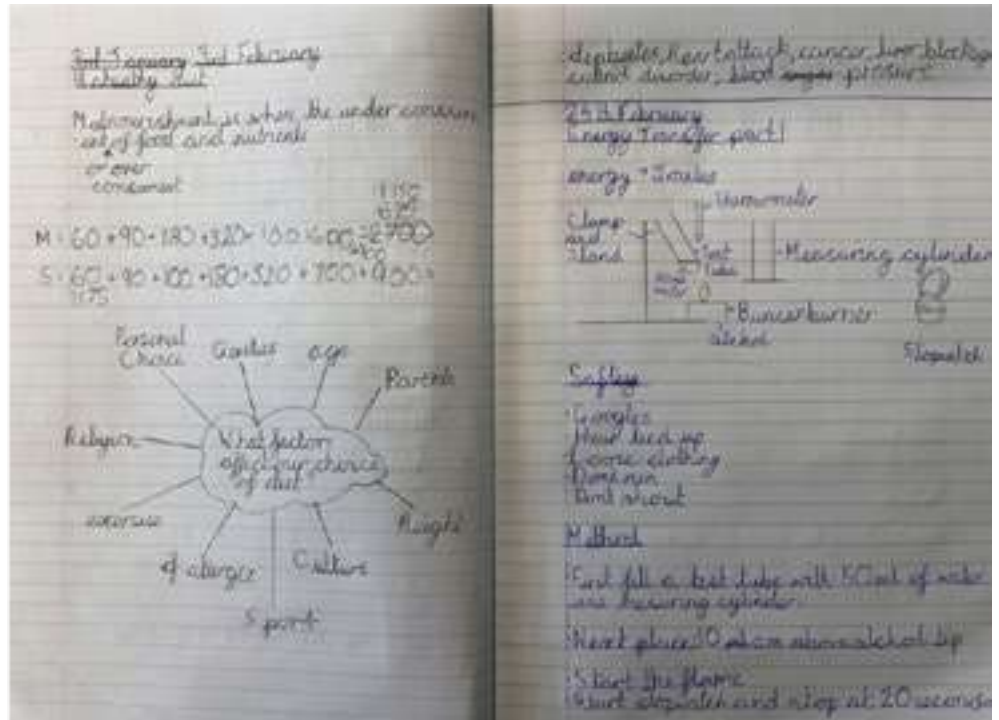


Lessons focus on key ideas such as the DNA double helix, genes and chromosomes, and how characteristics are inherited. Pupils are also beginning to explore how variation occurs and why DNA is so important for growth, development, and survival. Scientific vocabulary is strongly emphasised, alongside clear explanations and practical examples to support understanding.



Examples of pupil work include labelled diagrams of DNA structures, model-building activities to represent base pairs, and written explanations of how inherited traits are passed on. Some classes have completed inheritance grids to predict traits, while others have taken part in discussions about the ethical use of DNA in areas such as medicine and forensic science.

This topic helps pupils develop important scientific skills, including accurate observation, clear explanation, and the ability to link structure to function. It has been fantastic to see Year 8 pupils showing curiosity, asking thoughtful questions, and producing high-quality work as they explore the science behind genetics and inheritance



Rising Cricket Star Charlie Makes His Mark with Yorkshire Selection

A talented young cricketer from Woldgate is quickly establishing himself as one to watch after an outstanding year of performances at county and club level.

Charlie, a Year 8 pupil, enjoyed a remarkable summer last season that culminated in his selection to represent Yorkshire during the second half of the campaign — an impressive achievement at such a young age.

Charlie's performances with the bat stood out across multiple levels of the game. Among his highlights was a superb century for Woldgate at Driffield, showcasing his ability to dominate attacks and build long innings. His consistency was further underlined by a county half century, scoring 63 against Derbyshire County Cricket Club, as well as recording his first senior fifty for Woodhouse Grange Cricket Club, competing against experienced adult players.

Such achievements have not come by chance. Over the winter, Charlie continued to demonstrate his dedication and commitment by training with Yorkshire at Headingley, gaining invaluable exposure to elite level coaching and high performance environments.

His hard work has now been rewarded with official selection for the Yorkshire Under 13s squad for the forthcoming summer. Charlie will represent the county in fixtures against other county sides throughout the season, an opportunity that places him among the most promising young cricketers in the region.

For a player still in Year 8, competing — and excelling — at this level highlights not only natural talent but also discipline, resilience, and a strong work ethic. Coaches and supporters alike will be keen to see how Charlie continues to develop as he gains further experience in county colours.

With a strong foundation already in place, Charlie's cricketing journey is only just beginning, and the coming summer promises to be another exciting chapter.

Pupil Cricketer Represents Marylebone Cricket Club Foundation

A talented Year 9 cricketer, Alex, is enjoying a standout season after gaining selection for two prestigious representative squads, highlighting his rapid progress and growing reputation within the game.

Alex has been successful in representing the East and Central Yorkshire Regional Under 15s A Squad, where he will compete against other regional teams from across Yorkshire throughout the season. Selection for the A squad places Alex among the strongest young players in the region and reflects both his consistent performances and strong development over recent seasons.



In addition to his regional honours, Alex has also been selected to represent the MCC Performance Hub, a programme designed to support and challenge high potential young cricketers. As part of this role, he will play competitive fixtures against the Yorkshire County Under 14s age group, providing further exposure to elite level opposition and high performance environments.

Balancing commitments at school with representative cricket requires discipline and dedication, traits Alex has demonstrated through his continued progress. Competing regularly against top level opposition will offer valuable experience as he continues to develop his technical skills, game awareness, and confidence.

For a player still in Year 9, representing both a regional A squad and the MCC Performance Hub marks an impressive achievement and underlines significant potential for the future. Coaches, teammates, and the Woldgate School Community alike will be watching closely as Alex takes on the challenges of the season ahead.





Key dates

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

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



SEND & Attendance

Exam Stress

As we enter exam season, we know that the pressure on pupils, parents and carers can be difficult to navigate. It is vital that pupils seek help if they feel that anxiety levels are beyond what is normally expected.

At school, Pastoral staff, Care and Achievement Co-ordinators, Heads of School and Form Tutors and the Attendance Team will be happy to offer support if they can. Websites like Young Minds also offer practical advice and ideas about ways to support.

Stress is a normal part of the exam process and adrenaline can help us to perform at our best: helping us to address what's important. Stress is our body's natural response to pressure. It can help us focus and get things done, but sometimes it can all get a bit much.

Exam stress can affect anyone and it can show up in lots of ways, for example:

- feeling anxious or down
- getting irritable and angry
- struggling to sleep
- changes in your eating habits
- having bad thoughts about yourself



- worrying about the future
- losing interest in things you usually like
- finding it hard to concentrate
- feeling unwell – like headaches, feeling sick or tired.

Teachers and parents provide lots of advice about how to revise and it may feel like there is no time for anything but studying, however, it's also important to factor in time for self-care and regular breaks.

The Young Minds' website suggests:

15-minute mindful revision breaks

- Make a hot drink, but don't take it back to your desk with you. Drink it away from your workspace and turn it into a short mindfulness exercise - notice how the mug feels warm in your hands, but cools down gently, and the way the liquid feels when you take a sip. Try to bring your mind back to it if you find yourself going back into revision-mode before your break is over!
- Do something creative, like drawing, colouring or printing off funny pictures to stick on your noticeboard.
- Go for a walk; take a shower; connect with nature; sit in the garden; drink water and have regular and healthy meals.

Most of all, connect with people not via screens but in person and when you need help, make sure that you ask for it.





Physical Education Extra Curricular Calendar

Lunch (12.45pm – 1.15pm)				
Monday	Tuesday	Wednesday	Thursday	Friday
Boys Cricket All years Muga (BSC)	Girls Tennis All years Muga (RPA)	Boys Tennis Y7 & Y8 Muga (JSA)	Boys Tennis Y9, Y10 & Y11 Muga (BER)	Girls Cricket All years Muga (MBI)

After School (3.25pm – 4.25pm)		
Tuesday	Wednesday	Thursday
Girls Rounders All year Field (RPA)	Boys Cricket All years Field (BSC & BER)	Athletics All Years Field (JSA)
GCSE PE Y11 Revision KU4 (MBI)		Duke of Edinburgh KU1 (RPA)
Girls Cricket All years Field (FMD)		

What do I do if I want to join a LUNCHTIME club?

Just turn up to area where the club is, take off your tie and blazer and off you go.

What do I do if I want to join an AFTERSCHOOL club?

Make sure you have your PE kit with you and as soon as the bell goes at the end of the day, meet the PE staff at the changing rooms behind T block

Do I need to SIGN UP or REGISTER for any sports club?

Absolutely not, just turn up and we will make sure we get your name and form down.

How do I get home from the club?

It is your responsibility to organise a way home with your parent and carers, whether that be agreeing that you can walk home or organising a lift.

YOU MUST TELL WHOEVER IS AT HOME THAT YOU ARE ATTENDING AN AFTERSCHOOL CLUB

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.*

COMEDY FESTIVAL

SATURDAY 30 MAY 2026

POCKLINGTON
ARTS
CENTRE

Marcel Lucont: Les Enfants Terribles —A Gameshow For Awful Children

4.00pm | £16 Adult / £12 Child/Under 25

Marcel Lucont presents a wild family gameshow, in which kids get to be pests, politicians and pétomanes to be crowned the most awful child of the day.

See what happens when international insouciance meets infantile exuberance.

A big hit at Edinburgh Fringe and many other festivals, the multi-award-winning comic channels his acerbic humour and quickfire wit into a series of tasks for the younger generation, which is every bit as entertaining for adults as it is for children.

“An absolute gem... If you don't have kids, borrow someone else's... a treat from beginning to end”

—★★★★★ Edinburgh Festivals magazine

“A real highlight of Edinburgh Fringe for the entire Horne family. Très funny”

—Alex Horne, Taskmaster



FAMILY



FAMILY

Darryl J Carrington: Out of the Box

2.00pm | £16 Adult / £12 Child/Under 25

Out of the Box is a multi-award-winning family show delighting audiences across the UK; an hour of joyful chaos, jaw-dropping skill, and irresistible fun.

Fresh from five-star success at the Edinburgh Fringe and being named Best Family Show at Brighton Fringe, Darryl J Carrington transforms everyday objects into extraordinary adventures. A toothbrush stars in a balancing act, a string sparks a heist, and a tea party lands on someone's head!

With over 20 years of circus and clowning experience, Darryl's silent comedy blends world-class juggling, inventive physical theatre, and heartwarming audience interaction. His humour transcends age and language, captivating children, parents, and grandparents alike.

“Chaotic and hugely enjoyable”

—★★★★★ London Theatre1.com

“What an utterly absorbing, charming and great fun show this is... his crowd control is sublime.”

—★★★★ The Scotsman



JUNIOR TOUCH RUGBY

AT POCKLINGTON RUGBY CLUB

WEDNESDAY NIGHTS STARTING 13TH MAY



BOYS 7-12 YEARS
— 6PM - 7PM —

GIRLS 7-12 YEARS
— 6PM - 7PM —

BOYS 13-16 YEARS
— 7PM - 8PM —

GIRLS 13-16 YEARS
— 7PM - 8PM —

FREE!

CONTACT: Mjchair@pockrufc.org
— 07748 908 800 —

POCKLINGTON RUGBY CLUB
PERCY ROAD, YO42 4QB
www.pocklingtonrugbyclub.co.uk

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



Teacher KS2

M1 -M6

Closing Date: Friday 8th May 2026

Believe | Engage | Succeed | Together

Contact: office@stamfordbridgeschool.co.uk

Apply: www.wlp.education



Stamford Bridge
Primary School

www.stamfordbridgeschool.co.uk

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Pocklington
Junior School

www.pocklingtonjuniors.co.uk

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Class Teacher KS2

Closing: Friday 15th May 2026

M3 and above

14.3 hours per week, Fixed term (potential to extend)

Start September 2026

Interview scheduled: Thursday 21st May 2026

Be part of an engaging team

Application Form: www.wlp.education

Applications to: admin@pocklingtonjuniors.co.uk

We are hiring