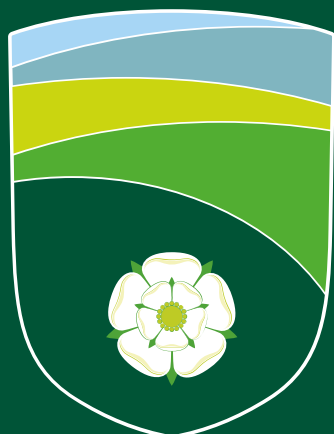


Part of the Family



Wonder
Learning Partnership
Educate | Empower | Engage | Enrich



Woldgate School

Of great merit, character & value

PROSPECTUS 2027-28

AN ETHOS LIVED
INTO BEING



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

Woldgate is a positive, warm and welcoming school where pupils aim to do their very best and take pride in their achievements. By constantly challenging our pupils to excel, we nurture aspiration and strive to cultivate a lifelong love of learning in our young people. We provide a creative, safe and caring environment where every child is known and cared for as an individual. In this climate, every young person has the opportunity to thrive as they develop in personality, character and intellect to become a highly successful learner and individual.



Wonder
Learning Partnership
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Welcome by the Headteacher



As Headteacher of Woldgate School and Sixth Form College, I am committed to providing the very best education for the young people in our care, and every day I feel privileged to be part of this school and to see the many great achievements of our pupils. Located on the edge of the beautiful Yorkshire Wolds, our school has a long tradition of being at the heart of the community, and we are proud to serve the market town of Pocklington, the City of York and the surrounding villages, providing excellent education and opportunities for each and every pupil.

Woldgate is a school with a distinct vision for education. Our view of an outstanding school is based on shared values, where every child is known and cared for as an individual. To cultivate this, we build a supportive and caring community, where a child's talents can grow through academic study and the opportunity to participate in the many activities, productions and visits that make Woldgate School unique. We are a school with a positive, welcoming, warm atmosphere, in which pupils take pride in their achievements and where each individual pupil achieves academically through consistently good teaching, in an environment that seeks to nurture their love of learning and challenges them to excel.

Founded in 1958, Woldgate's original school motto celebrated the distinct education the school sought to bring. This motto is, for me, an integral part of our school life; it defines who we are as a community.

Staff are ambitious for what pupils can achieve at Woldgate School and Sixth Form College. They have developed an ambitious curriculum that ensures all pupils study a broad range of subjects. Pupils, including disadvantaged pupils, achieve highly in external examinations.

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

Of great merit

The quality of being particularly good or worthy, especially deserving of praise or reward.

Of great character

The moral qualities that define an individual.

Of great value

The principles or standards of conduct we work to; our judgment of what is important in life.



I truly believe that part of what makes this community so special is the holistic education we provide for our pupils. Our extra-curricular clubs, sporting activities, the arts and House competitions, combined with our wonderful visits programme, provide pupils with a unique opportunity to appreciate the world around them. I have long believed that the creative arts provide an exceptional platform upon which pupils can develop new skills, grow in confidence and, as people, develop qualities, in an environment where their talents are nurtured and then celebrated. The arts offer us something special, whether it be learning an instrument, acting in a play, dancing, singing or just being involved in a production as part of a company. This holistic approach to school life, for me, is integral to a good education and wonderful preparation for future life.

As we look to the future, I am absolutely committed to ensuring Woldgate School continues to develop with a clear, confident and strong identity based on shared values and with each pupil known and cared for as an individual. Our culture of collaboration and success will be matched by our determination to do the very best, both pastorally and academically, for the children in our care.

- A School where each child is known and cared for as an individual.
- An environment in which our pupils feel valued, safe and enjoy school.
- A School where every child is challenged and supported to succeed academically.

We believe there is real value in being a smaller secondary school, as it allows us to know and support every child as an individual. We encourage you place Woldgate School as your first option on your Local Authority application. We warmly welcome you to come for a tour of our school, meet our fabulous pupils and staff, and experience what makes this school truly unique. We believe it is important we remain a small school, so we can continue to ensure each child is known and cared for as an individual. It is, therefore, essential you place Woldgate School as your first option on your Local Authority application, if you are to be considered for a place. So please do come for a tour of our school, meet our fabulous pupils and staff, and experience what makes this school truly unique.

JONATHAN BRITTON | HEADTEACHER

The curriculum clearly identifies the most important knowledge and skills that pupils need to learn.

Ofsted

New School



In 2021, the school was identified, by the Prime Minister and the Department of Education, as one of fifty schools in the country that will be rebuilt, creating brand new and cutting-edge facilities for our children. The main building is now open and we are looking forward to the rebuild to be finalised during 2027. We look forward to sharing our new school and facilities with the community.



Serving our community since 1958



In September 1958 Woldgate School opened its doors and provided secondary education for the town of Pocklington. The Secondary School was originally established for about 500 boys and girls. The first headmaster was Mr. H. C. Vaughan. In 1958 the school sought to build a community, to enrich pupils' education, to broaden their experiences and to ensure their actions were worthy, of great merit, character and value.

These key principles still continue to enrich the lives of our young people today, as we continue to provide a holistic education. We are, therefore, as a community, building on our many strengths, successes and our original foundation.

WELCOME TO OUR SCHOOL AND COMMUNITY

At Woldgate School we believe that every child should be known and cared for as an individual. We are an inclusive, welcoming and small community which, with the support of parents, provides a caring, safe and welcoming environment in which to learn and grow. We are a school where your child's individual gifts and talents can flourish.

Our partnership with parents is at the heart of our success as a school. We believe good communication is essential to ensure you are kept informed. As a parent we want you to feel part of our community and able to effectively support your child and our school. We will, therefore, work hard to establish a positive partnership that will support your child and you as a parent. Through our weekly newsletter and social media, we will also share the many successes, opportunities and events that are available throughout the school year. You will also be welcome to join our Friends of Woldgate Association, run by parents on behalf of our children and the school.

We are, as a school, true to our motto, offering a rich and varied range of enrichment opportunities, outside the formal curriculum. From our drama productions, musicals, business competitions, sports and Archbishop of York's Leadership Award, our young people have a vast array of choice. In addition, our Skills for Life programme also provides our children with those skills that are highly sought by employers and universities, for instance, leadership, communication, organisation and teamwork.

As a school we intend to remain small. We are oversubscribed. With small class sizes and a year group not exceeding 240 pupils, we are doing the very best for our children and ensuring they are known as an individual by their classroom teacher, receive one to one intervention and support in lessons from their teacher and are in a small Form group.

The gateway to the beautiful Yorkshire Wolds



Woldgate School is located in the market town of Pocklington. We are a rural school, primarily serving small village primary schools. Our pupils are, therefore, fortunate to have an excellent educational foundation in Church of England and non-denominational primary schools.

As a school, our warm, friendly community provides a welcoming environment where each child is known and cared for as an individual and where our values are lived into being through the care and teaching we provide as a school.

At the end of every school year our pupils follow the Minster Way and explore the beautiful Wolds. This unique school event provides an opportunity to be together as a community, to explore the beautiful countryside and to celebrate what makes Woldgate School and Sixth Form College unique.

We are fortunate, therefore, to be able to educate in a rural setting, to serve our small local rural primary schools and to ensure your son or daughter can enjoy the many benefits of a school situated within a market town, rather than an urban city environment.

Leaders, including from the Wonder Learning Partnership, know the school well. They are clear about the aspects of school they want to improve. Plans ensure that improvements have a long-term impact. The school and trust monitor the impact of changes carefully so that they can make adjustments where needed.

Ofsted

Teaching



As a school of approximately 1,200 pupils we are large enough to offer a broad curriculum while at the same time ensuring your child is known and cared for as an individual. We are also determined that our Year groups never grow beyond 240 pupils and that our class sizes remain small, ensuring your child is known by their Headteacher, Tutor and Teacher.

The curriculum at Woldgate School is driven by a desire to expand knowledge, drive progress and ensure our pupils enter the community of educated citizens. We value the qualifications that our pupils achieve but we want to ensure that pupils have the knowledge and competencies they need to understand and thrive in the world.

To this end, each subject creates a progress journey for pupils, ensuring they are ready for what they are about to learn by building on the knowledge that has come before. We also believe in breadth, and the right of all pupils to study maths, literature, the humanities, science, computing and a language, as well as design and technology, art, music, drama and PE.

At Woldgate School our teachers use the Woldgate Learning Cycle to plan each and every lesson. This six part structure, based on the best national and internal research is proven to deliver pace, challenge and improve academic outcomes for our children.

The cycle provides a framework within which our teachers can draw upon their expertise and extensive experience to ensure lessons have academic rigour, a broad range of activities, are exciting, relevant and have challenging content to stretch those pupils who are gifted and talented.

In addition, teachers record in every lesson your child's approach to their studies and ensure they receive the recognition they deserve for their hard work and academic progress. Teachers also use the latest data software to ensure every pupil is on-track and is making the very best academic progress.

Teachers ensure that pupils get the chance to practise using and applying this most important knowledge.

Assessments are carefully designed to check whether pupils are securely learning what is intended.

Where this is not the case, teachers work effectively with pupils to address gaps.

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Care



We aim to foster the development of the whole person, in a disciplined and ordered working environment which is secure and caring, and within which each pupil can strive for excellence. We create a positive, happy atmosphere, allowing pupils to take pride in their achievements, and ensuring pupils and staff work together with mutual respect, courtesy and consideration for others.

THE HOME SCHOOL PARTNERSHIP

Communication is central to our relationship with you as a parent. We will always be available to discuss the education and personal development of your child.

Our combined focus on Care and Achievement ensures that in caring for and supporting your son or daughter, we provide the very best environment for them to thrive in academically.

HEADS OF SCHOOL

At Woldgate School we aim to create a positive and motivated atmosphere, within which pupils can take pride in what they do. Our Care and Achievement team has oversight of your child's academic achievement and is committed to ensuring every child fulfils their potential and achieves their target. They will, throughout, ensure you are updated regularly on your child's progress so you can be confident they are achieving success.

Our Heads of School are responsible for the care and achievement of each and every pupil. We have three Heads of School, one overseeing Lower School, another Upper School and then our Head of Sixth Form College. They know each and every child by name in their school and ensure we provide the very best education and experience for your child.

Lower School provides specialist attention to the particular academic and pastoral needs of our younger pupils. Ms Minton is Head of Lower School. She is currently on maternity leave so for 2026-2027, Mr Williams is acting Head of Lower School and Miss Lindsey is acting Head of Transition. Both will oversee the transition process from Year 5 through to the start of Year 8.

The Middle School is overseen by Mr Askoolum. In Middle School, pupils develop in confidence, independence and character. Pupils choose technical and performance GCSE option subjects at the end of Year 8, and choose 'world' GCSE subjects in Year 9 as they prepare for Upper School.

The Upper School is led by Mrs Atkinson. Pupils in Year 10 and 11 are part of the 'Upper School', a school within a school, designed to provide specialist attention to the particular academic and pastoral needs of pupils preparing for and pursuing courses which lead to public examinations.

Teachers now get specifically allocated time to review the support plans for pupils in their classes and consider how to best support pupils with their individual needs. Pupils are now being supported effectively in most lessons. Parents recognised these recent improvements.

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Learning Support



We have a whole-school approach to meeting Special Educational Needs and Disabilities (SEND); every teacher at Woldgate School is a teacher of pupils with SEND, and is responsible for the progress and development of all pupils in their classes. In addition, the Learning Support Department is available to support pupils, their teachers and parents/carers at Lower and Upper School.

We can offer support in the following ways:

- Accurately identify pupils with special educational needs and disabilities and ensure that their needs are met as early as possible.
- Advise the teaching staff on a graduated response to pupil need.
- Provide in class support and access to other interventions.
- Specialist assessments and mentoring.
- Ensure exam access arrangements are in place for pupils with additional needs.
- Referral to and liaison with external agencies and parents/carers.
- Transition support for pupils going on to College, Sixth Form or other places of Further Education.
- For further details please refer to the SEND policy on the Woldgate website.

Highly-skilled teaching assistants, both inside and outside the classroom, give exceptional support for disabled pupils and those who have special educational needs.

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Literacy & Numeracy



Numeracy is an individual's capacity to identify and understand the role that mathematics plays in the world, to make well-founded judgements and to use and engage with mathematics in ways that meet the needs of that individual's life as a constructive, concerned and reflective citizen.

Pupils' confidence and proficiency in numeracy is assessed regularly, with pupils receiving personalised support and interventions where required.

Literacy is an individual's capacity to use their skills in language in order to communicate effectively with others in a range of situations, understand written information and meet the needs of that individual's life within the wider society. Being literate also provides opportunities for strategic thinking and reflection such as planning, organising and revising; building and negotiating meaning; and working out what new situations expect.

At Woldgate School we help pupils to develop strong literacy skills and love of the written word by including reading sessions in our weekly timetables. Pupils' literacy skills are assessed regularly, with personalised support and interventions put in place where necessary.

Strong literacy skills enable pupils to communicate their opinions and ideas; engage with complex texts; and thrive across the school curriculum. Developing a wide vocabulary allows pupils access to complex concepts of the curriculum and provides opportunities to develop and express their own viewpoints. At Woldgate we explicitly teach the subject specific vocabulary pupils need to read, write and communicate effectively in their subjects and the wider world.

Registrations, lessons and extra-curricular activities are used across the school to foster and develop an understanding and appreciation of literacy and numeracy skills.

Care & Achievement Coordinators



Our Head of School for Year 7 and Care and Achievement Coordinator will get to know every single child as an individual. They support your child through their transition to Woldgate School and will then remain with them throughout this period. As your child progresses through the school, our year team colleagues will act as mentors, providing the guidance your child needs each day, while also ensuring they take advantage of the many opportunities available to them. They will ensure your son or daughter makes the most of their studies, the numerous enrichment opportunities and, of course, is challenged to excel, so they meet or exceed their academic targets.

CARE AND ACHIEVEMENT COORDINATOR

Our non-teaching, Care and Achievement Coordinators work closely with our Teachers, Heads of Department and the Headteacher. They are highly experienced colleagues who will either aim to resolve any queries promptly or will liaise with colleagues in school on your behalf. They will also support your child individually and liaise should you wish to communicate with your child directly in the school day. We have Care and Achievement Coordinators for each Year Group in Lower School, Middle School and Upper School - as well as for our Sixth Form.

We believe effective communication is essential if the home/school partnership is to be successful; therefore, you can be reassured that with a direct email address, you can always receive a prompt response from your Coordinator should you have a pastoral or academic query you would like answering.

The behaviour of pupils around the school and in lessons is good. Pupils attend well and say they enjoy their time in the school and are safe.

Ofsted

year7@woldgate.net

year8@woldgate.net

year9@woldgate.net

year10@woldgate.net

year11@woldgate.net

sixthform@woldgate.net

School Houses



Our House Captains lead our School Houses and, through House Assemblies, events, competitions and enrichment days. They aim to celebrate the individual talents of each pupil and to strengthen our community by bringing together pupils from all of our year groups.

Rewarding acts that are worthy, of great merit, character and value.

Our School Houses are named after the beautiful Yorkshire Wolds. Each House is led by House Captain and our Sixth Form Prefects.

- Great Givendale
- Kirby Underdale
- Millington Dale
- Thixendale
- Warrendale

Our House Assemblies and three Enrichment Days are led by our Director of Studies for Holistic Education and provide access to an enriched curriculum, new experiences and a range of whole school events. Please see Holistic Education Programme for further details.

SUPPORTING YOUR FAMILY LIFE

The demands of work and school are not always compatible; consequently, we offer families a choice of flexible arrangements designed to ease some of the day-to-day pressure of modern family life. These options include before and after-school care for your child, to ensure they have a warm, welcoming and safe place to have breakfast before school or to complete further study after school between 3:35pm and 4:30pm. In addition, we have a wide range of enrichment activities available after school as well.

Sixth-form pupils are good role models for other pupils. They make a good contribution to the work of the school and mentor younger pupils to support them with their academic studies. Some supervise pupils at lunchtime to support good behaviour.

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School Inspection



Woldgate School and Sixth Form College was inspected in February 2025. In all areas of practice and education the school was graded 'Good' under the Ofsted framework.

The Ofsted report highlighted the following accomplishments of our pupils, teachers and parents.

- Pupils, including those with additional needs, feel safe and well cared for. They know who to turn to if they have any problems and are confident that adults will try to resolve any issues they have.
- Staff are ambitious for what pupils can achieve at Woldgate School and Sixth Form College. They have developed an ambitious curriculum that ensures all pupils study a broad range of subjects. Pupils, including disadvantaged pupils, achieve highly in external examinations.
- The school places a strong emphasis on pupils' learning about equality. Pupils understand how the law helps to protect people from discrimination. They learn about the historical reasons why such laws are necessary.
- Leaders, including from the Wonder Learning Partnership, know the school well. They are clear about the aspects of school they want to improve. Plans ensure that improvements have a long-term impact. The school and trust monitor the impact of changes carefully so that they can make adjustments where needed.
- Behaviour in lessons, and around school, is largely calm and positive. Pupils, on the whole, do the right thing because it is the right thing, not because they want to avoid the consequences of poor behaviour.
- The curriculum clearly identifies the most important knowledge and skills that pupils need to learn.
- Teachers ensure that pupils get the chance to practise using and applying this most important knowledge. Assessments are carefully designed to check whether pupils are securely learning what is intended. Where this is not the case, teachers work effectively with pupils to address gaps.



- Teachers now get specifically allocated time to review the support plans for pupils in their classes and consider how to best support pupils with their individual needs. Pupils are now being supported effectively in most lessons. Parents recognised these recent improvements.
- Reading is a strength within the school. Pupils who need help with reading are quickly identified. They receive support that precisely matches their needs. Their reading quickly improves. All pupils read in form time. Teachers ensure that pupils are reading books that are appropriately challenging and reflect a range of genres. Careful checks are made that pupils are understanding the texts they read.
- Pupils attend school regularly. The school responded to the nationwide challenges around school attendance by increasing the number of staff in the attendance team. Systems are now more rigorous. Families who need support are identified more quickly. They receive effective support effective support.
- The school is helping pupils see the potential impact of their words. Most pupils feel that bullying is dealt with seriously but that they do not always get to find out what happens after they report bullying. Pupils would like adults to keep them better informed and to 'check in' with them a few weeks later to check that the issue has been resolved.
- Students highly value the sixth-form personal development provision because it matches the reality of young people's lives.
- Students value the careers advice they receive in the sixth form, which builds upon strong, impartial advice in the main school. Students have a strong understanding of the different opportunities open to them when they finish Year 13.
- The arrangements for safeguarding are effective.
- Rights and responsibilities. These aspects make a strong contribution to the work of the school in fostering good relationships and tackling discrimination, preparing pupils well for life in modern Britain.
- Sixth-form pupils are good role models for other pupils. They make a good contribution to the work of the school and mentor younger pupils to support them with their academic studies. Some supervise pupils at lunchtime to support good behaviour.
- Pupils are encouraged to support the work of charities. During the inspection, Year 8 pupils arranged activities for the rest of the school during a citizenship lesson. Pupils enjoyed the activities and donated freely to the charitable collection.
- Work is marked regularly with helpful comments that pupils respond to well. There are many good examples of marking and highly detailed responses by pupils in their 'purple pen'. This is supporting the good and sometimes better progress that pupils are making. Pupils' responses to improve their work in Year 13 were exceptionally detailed, especially so in business studies where pupils were making strong progress.
- Highly-skilled teaching assistants, both inside and outside the classroom, give exceptional support for disabled pupils and those who have special educational needs.
- The most able pupils make much better progress than similar pupils in other schools. In GCSE examinations, many reached the highest GCSE grades in mathematics and a good number of other subjects. Throughout the school, pupils' good work ethic and the high expectations of their teachers supports the good progress of these pupils.
- Information provided by the school shows that pupils' progress is continuing to improve and an even higher proportion of pupils are on track to attain five or more GCSE grades at A* to C, including English and mathematics.

National Recognition: A Top 100 School



The Minister of State for Schools has contacted Woldgate School on three occasions in recent years to acknowledge the remarkable achievement and to congratulate all concerned.

The Minister wished to convey his "warmest congratulations" to staff and pupils for the "school's excellent improvement."

This continued, "the school is one of the top 100 non-selective state funded schools in England showing the greatest sustained improvement" out of more than 3,800 schools nationally.

The school is also now ranked as one of the very best in the region, considerably outperforming its neighbouring schools in York and the East Riding, as one of the highest achieving schools in Yorkshire.

REGIONAL RECOGNITION – TOP OF THE CLASS

The Yorkshire Post has recognised the school as one of the top 30 highest performing schools in the region and placed Woldgate School as 'Top of the Class' in its annual regional school feature.

EDUCATIONAL OUTCOMES AWARD

Woldgate School and Sixth Form College was nominated for and won an 'Educational Outcomes Award' on three occasions.. The award was in recognition of the outstanding academic achievements of pupils and staff, based on data provided by the Department for Education, Ofsted and key contextual performance data.



'Woldgate School and Sixth Form College has been nationally recognised for its exceptional 2016 performance by the Schools, Pupils and Teachers Network. Educational Outcomes data analysis has shown the school is in the top 20% of non-selective schools nationally'

The school also received a letter from the Chief Executive of the Schools Pupils and Teachers Network.

'It's my great pleasure to commend Woldgate School and Sixth Form College on their excellent performance, and to have the opportunity to highlight and share their great work at our Educational Outcomes Celebration Event. We know how hard teachers work to ensure the success of every child. The Educational Outcomes Awards recognises the professionalism, commitment and hard work of the leaders, teachers and pupils at Woldgate School. A big thank you and well done to all pupils, staff and Governors'.

Academic Performance



OUTCOMES THAT MATTER

At Woldgate School, students achieve strong outcomes across a broad and balanced curriculum. Our 2026 results demonstrate strength across a wide range of subjects, with success achieved by students of all abilities and backgrounds..

GCSE SUCCESS

Nearly two thirds of all grades achieved were Grade 5 or above, with more than three quarters at Grade 4 or above. Woldgate students performed strongly across the curriculum, with particular strengths in English, Mathematics, Humanities, Languages, Science and Product Design.

We are proud of our strong progress for all learners. Pupils achieved well across all prior attainment groups, demonstrating the school's commitment to ensuring every learner fulfils their potential. Pupils with SEND achieved positive outcomes across a broad range of subjects, reflecting our commitment to providing outstanding support and inclusive opportunities for all learners.

OUTSTANDING SIXTH FORM PROGRESS

Sixth Form students achieved a significant improvement in progress outcomes in 2026, with overall value added rising. Strong results were achieved across a range of academic subjects including History, Psychology, Mathematics and Chemistry.

DESTINATIONS AND ASPIRATIONS

Our children leave Woldgate equipped with the knowledge, skills and character needed for success in higher education, employment, apprenticeships and the wider world.

Reading is a strength within the school. Pupils who need help with reading are quickly identified. They receive support that precisely matches their needs. Their reading quickly improves. All pupils read in form time.

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Rewarding Personal & Academic Success



We aim to create a positive and motivated atmosphere, within which pupils can take pride in what they do. We believe that through formal recognition of achievement, positive attitude to learning or community mindedness, our pupils will be successful in later life.

In order to promote this aim and to create a positive school community, the whole school rewards policy is in place to achieve the following purpose and principles:

- To promote a positive ethos through a culture of praise.
- To motivate and encourage pupils.
- To develop self-confidence, self-esteem, leading to further personal development.
- To recognise pupils' effort and achievement.
- To recognise and reward pupils' contribution and commitment to the school.
- To develop and foster positive working relationships between pupils, staff and parents.

DAILY RECOGNITION FOR ACTS OF GREAT MERIT, CHARACTER AND VALUE

As a school we seek to recognise and celebrate the accomplishments of your child and to keep you informed through the use of the Arbor App. We ensure that, as a parent, you have the opportunity to join and support the school every single day, every lesson, in acknowledging the successes and achievements of your child.



Holistic Education



We believe that a child's education should be enriched through opportunities beyond the classroom. We aim, therefore, as a school, to provide a broad range of activities, visits and opportunities through our extensive programme. Pupils can access a wide range of local and international trips and visits that play a vital part in enriching the curriculum and giving our pupils valuable life experiences that they are sure to recall fondly in future years.

INTERNATIONAL VISITS

- New York Visit: Students visited Times Square, Central Park, Grand Central Station, Broadway, the Empire State Building, Statue of Liberty, Ellis Island, Wall Street and the 9/11 Memorial Museum.
- Borneo. The sixth form expedition to Borneo, supporting a sea turtle sanctuary.

HISTORY AND HUMANITIES

- Helmsley Castle and Rievaulx Abbey: Year 7 pupils visited both sites as part of their studies of medieval life.
- Ripon Workhouse Museum: Year 8 pupils visited the museum to support their English studies of Charles Dickens and Victorian society.

CAREERS AND HIGHER EDUCATION

- Year 9 Careers Day: Pupils met representatives from a range of professions and industries and learned about future employment pathways.
- Coventry University Health Conference: Sixth Form students attended a conference focused on healthcare careers and higher education opportunities.
- Open Days and Employer Engagement: Sixth Form students attended university open days, met employers and explored career pathways.

Rights and responsibilities. These aspects make a strong contribution to the work of the school in fostering good relationships and tackling discrimination, preparing pupils well for life in modern Britain.

Ofsted

The Performing Arts

We provide extensive facilities and opportunities for our children to develop new skills, grow in confidence and, as people, develop qualities in an environment where their talents are nurtured and then celebrated. Be it, learning an instrument, acting in a play, dancing, singing or just being involved in a production as part of a company, our pupils' education is enriched in a variety of ways.

With a school Choir, a professional school drama production, musical, concerts, orchestra, ensembles and our Awards Evening, events run throughout the year for all of our pupils.

Our events, due to the specialist staff and teaching available at Woldgate, are of the highest standard and equal to many professional theatre and musical productions. We also attract pupils with a specific aptitude for the arts and have some exceptional young people who have left the school to study music, act or perform in national productions.

Sports

Sports programmes are extensive and the school runs a large range of extra curricular clubs and teams. Pupils are actively encouraged to take part in a sporting activity and to use the facilities. We are very much looking forward to the completion of our new sports hall and activities suite. We also have a new multi-use games area.

Pupils can take part in Badminton, Basketball, Table Tennis, Tennis, Cricket and Field Games, Gymnastics, Dance and Athletics. Sports competitions and clubs operate during the lunch hour and a variety of clubs run, dependent on season, after school. The department also run trips to outdoor adventure facilities.

Duke of Edinburgh

Our DofE programme is all about going the extra mile – gaining new skills, pushing yourself physically, helping others and exploring new territories. At the same time, you'll gather friendships, experiences and memories that will last a lifetime.

Acquisition of Skills

Our pupils follow a comprehensive skills and career development programme with their form tutor to help them prepare for university or a career.

In partnership with the community, businesses and universities, we offer a 'Gold Standard' award winning Careers programme.



Pupils are encouraged to support the work of charities. During the inspection, Year 8 pupils arranged activities for the rest of the school during a citizenship lesson. Pupils enjoyed the activities and donated freely to the charitable collection.

Ofsted

Expeditions



Opportunities exist for our Sixth Form students to take part in both international expeditions and educational visits abroad. These experiences provide valuable opportunities for personal development, cultural exploration and the development of independence, confidence and leadership skills.

Our Sixth Form New York trip is a cultural and educational experience that allows students to explore one of the world's most iconic cities. Students have the opportunity to visit the top of the Empire State Building, explore world-class museums such as the Museum of Modern Art (MoMA) and the American Museum of Natural History, experience a Broadway show, visit the 9/11 Memorial and Museum, walk through Central Park, cross the Brooklyn Bridge, and see landmarks including Grand Central Terminal and the New York Public Library. A key element of the trip is developing independence, with students given carefully managed opportunities to navigate the city and make decisions for themselves..

Our overseas expeditions are very different from traditional school trips. On expedition, students take responsibility for planning and organising many aspects of the experience themselves. Working as a team, they prepare itineraries, organise fundraising activities, take part in training weekends and develop the skills needed for travel and exploration in unfamiliar environments.

Expeditions are typically structured around four phases: orientation, a trek, a community-focused project and a period of rest and relaxation. Over the years, students have travelled to destinations including Morocco, Malawi, Vietnam and Borneo. In July 2019, a group of 27 Sixth Form students travelled to Vietnam, taking part in trekking, cultural experiences and collaborative project work. More recently, the summer 2026 expedition to Borneo enabled students to experience the island's unique environment and culture, including a visit to a sea turtle conservation centre, alongside trekking and other educational and cultural activities.

At the heart of every expedition is the opportunity for students to broaden their understanding of the world, engage with different cultures and perspectives, and develop the resilience, adaptability and teamwork skills that will benefit them in future education, employment and life beyond school.

These experiences are often transformative. Each year, students grow in confidence, become more independent and develop skills that cannot easily be replicated in the classroom. It is always rewarding to see leadership qualities emerge and friendships strengthen as students rise to new challenges. While the 2020 expedition was cancelled due to unprecedented circumstances, we remain committed to providing these life-enhancing opportunities for future Sixth Form students.

Pupil Council



We believe it is important for our pupils to develop experience as leaders of the school and to take on additional responsibilities within the community to develop their confidence and skills. Our Pupil Council system provides such an opportunity to lead whole school change and be an active member of the community.

LIBRARY AND SUPERVISED STUDY

The school Library offers a welcoming and well-equipped space to read, study and revise. The Library is open for pupils to complete their homework from 8.30am in the morning, at break & lunchtime and after school.

There will be afterschool and lunchtime homework clubs set up during the year. The Sixth Form have a separate study area in Kirby Underdale block..

Pupils requiring support with home learning should speak to the teacher who has set the assignment in advance of the due date for extra guidance.

School Life



Our school day

8:45am	Start of the School Day
8.50am	Registration
9.25am	Period 1
10.25am	Break
10.40am	Period 2
11.40am	Period 3
12.40pm	Lunch
1.25pm	Period 4
2.25pm	Period 5
3.25pm	End of School Day

BASIC EQUIPMENT

It is very important that you bring the following items with you every day:

- Writing pens:
black or blue, red and purple
- A pencil
- A ruler
- A rubber
- A calculator
- A protractor
- A pair of compasses
- A glue stick
- Felt tips/coloured pencils
- Exercise books for that day's lessons
- Text books for that day's lessons
- Pupil planner
- Hair bobble (to tie back long hair for practical lessons
eg: Science/Technology/PE)

Uniform



Our pupils wear our traditional school uniform with pride. We believe it is important, as pupils move up to secondary school, that they look and feel smart. We are, therefore, strict in ensuring our uniform policy is applied consistently to maintain these basic standards.

The school uniform includes a traditional school blazer, shirt, tie and smart trousers or skirt.



Travel Information

East Riding County Council, the City of York and Woldgate School all provide transportation from different points within the locality. Please do contact the school for further information.

Facilities



Our location, sports fields and views across to the Wolds ensure that our pupils are fortunate and enjoy the wonderful countryside that surrounds the school. Our Performing Arts facilities are impressive and are some of the very best in the region, providing numerous and impressive dance, music, recording studios and drama suites. Each teacher has their own classroom and will create a warm and welcoming space for your child to learn. This also ensures your son or daughter can always go to see their teacher should they require additional support or guidance.



SCHOOL FOOD COURT

The Food Court and alternative food outlets provides great tasting, healthy food that encourages a well-balanced diet that is good for both body and mind.

We aim to feed the imagination of pupils and staff alike, and believe that serving fresh, local, healthy food that tastes great can positively affect the wellbeing of our school community. The right nutrients can positively lift everyone's mood, behaviour, health, growth and even the ability to concentrate.

Encouraging a well-balanced diet establishes healthy eating now and for the future. We operate a totally secure cashless system that makes it quick and easy to pay and top-up. This promotes the purchase of healthy food in school and allows parents to monitor your child's cafe purchases.

FREE SCHOOL MEALS INFORMATION

There is funding available for any parent/carer, if you are receiving certain types of benefit. The application form is available on our website www.woldgate.net in the Parents section under letters to parents. There is also a telephone number to ring for enquiries.

Curriculum



We believe in teaching a broad and challenging curriculum, enriched with holistic education, which will spark children's imagination and create a lifelong love of learning. This seamless journey, enriched with great learning, fun experiences, and friendships, will provide a foundation for future success and ensure they are exposed to a wealth of cultures, experiences and opportunities. Our aim is to broaden their understanding, build their confidence and social skills, promote tolerance, and provide opportunities for self-reflection.

We have designed our curriculum to ensure it is of world-class quality, relevant to our pupils' needs and interests so that all pupils are challenged with clearly sequenced knowledge. Our curriculum aims to reduce social inequality by developing our pupils' cultural knowledge and experiences, so that they can talk, study and work with confidence with people from all over the world and backgrounds. Our curriculum enables our pupils to excel, and through achieving exceptional academic outcomes, our pupils are able to thrive in any path they choose.

Our secondary curriculum is set across four disciplines: Core, World, Technical and Performance subjects. We believe that each child should be able to follow a path of study that includes each of these four elements if they wish, without sacrificing time and depth in each.

All department areas have a clear curriculum map that outlines what pupils are studying, when they are studying and – most crucially – why they are studying it.

Our GCSE Offer:

CORE SUBJECTS

- English Language
- English Literature
- Mathematics
- Physical Education (non-exam)
- Science

WORLD SUBJECTS

- French
- Geography
- History
- Religion, Philosophy & Ethics
- Spanish

TECHNICAL SUBJECTS

- Business Studies
- Computing
- Design Technology
- Food Technology

PERFORMANCE SUBJECTS

- Art
- Drama
- Media Studies
- Music
- Physical education (GCSE)



Visit: [Our Curriculum | Woldgate School](#) to read more about our curriculum offer and resources

Admissions



The school has a fixed admission limit of 240 pupils

Our school follows the East Riding of Yorkshire policies and procedures for admissions. For information please visit the Wonder Learning Partnership site:

<https://wlp.education/policy-or-document/admissions/>





AN ETHOS LIVED INTO BEING PROSPECTUS

Woldgate School
92 Kilnwick Road
Pocklington, York
YO42 2LL

TEL	01759 302395
EMAIL	office@woldgate.net
WEBSITE	www.woldgate.net



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