



Woodlane High School

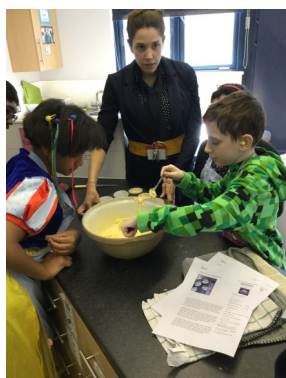
Achieving success in a nurturing environment

World Book Day

WORLD
**BOOK
DAY**
7 MARCH 2019

Woodlane students celebrated World Book Day this year with a variety of exciting activities at school. Sessions were engaging and interactive, inspired by novels such as *Frankenstein*, *Harry Potter* and *The Hunger Games*. We were delighted to see many of our students dressed as a book character and prizes were awarded for the most inventive costumes.

Waterstones at Westfield were kind enough to welcome students for an afternoon of storytelling and we enjoyed extracts from *The Witches* and *Harry Potter*. Thank you to the whole school community for making this such an enjoyable and successful day!



Thanks to Miss. Roberts and Mrs. Jermain for organising such a great day!



Boccia Tournament

What is Boccia?

Boccia is a co-ed sport of control and accuracy, similar to curling or lawn bowling. Games last four or six ends. Players propel balls towards the target or "jack" ball. Each side has six balls (red or blue) per end to try and score points. The closest side to the target ball when all the balls have been played, scores. If the game is tied after all ends have been played, a tie-break end is played. Boccia can be played head to head, in teams of three, or in pairs.

The Woodlane boccia team represented the borough of Hammersmith and Fulham in the London Youth Games. The team competed well and came 5th out of 12 schools. The team was: M, B, B, S, D, A, A and K.



Young Chef of the Year



On Thursday February 28th 2019 A and T from Year 10 took part in the annual Young Chef of the Year competition which is held at Hammersmith College at the onsite Taste Restaurant.

For the competition they had to prepare two healthy sugar free dishes. They had only 60 minutes to do this. Taylor's dishes were a start of roasted vegetable couscous and a main dish of chicken breast with creamy cheese sauce. Arturas chose a Chinese theme with an egg soup starter and sweet and sour chicken with brown rice main. While they were cooking they were being judged by three top London based chefs and a nutritionist. They were also asked a lot of questions. They worked really hard to produce their dishes in the time allowed and showed some great skills.



"I really enjoyed cooking in a professional kitchen."

T

"I liked cooking sweet and sour chicken and getting feedback from a professional chef."

A



Banana and Blueberry muffins

300g self-raising flour
1 tsp bicarbonate of soda
100g light muscovado sugar
50g porridge oat, plus 1 tbsp for topping
2 medium bananas
284ml carton buttermilk
5 tbsp light olive oil
2 egg whites
150g blueberries



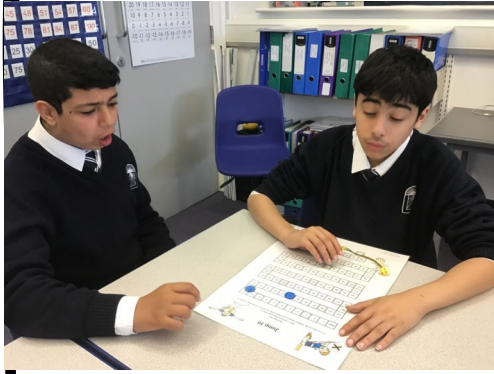
Step 1: Heat oven to 180C/fan 160C/gas 4 and line a 12-hole muffin tin with paper muffin cases. Tip the flour and bicarbonate of soda into a large bowl. Hold back 1 tbsp of the sugar, then mix the remainder with the flour and 50g oats.

Step 2: Make a well in the centre. In a separate bowl, mash the bananas until nearly smooth. Stir the buttermilk, oil and egg whites into the mashed banana until evenly combined.

Step 3: Pour the liquid mixture into the well and stir quickly and sparingly with a wooden spoon. Tip in the blueberries and give it just one more stir. Divide the mix between the muffin cases – they will be quite full – then sprinkle the tops with the final tbsp of the oats and the rest of the sugar. Bake for 18-20 mins until risen and dark golden.

Understanding Me Day

(written by A and B 10JJ)



On 'Understanding Me Day' the teachers organised six different activities for the students. These activities were made to help students better understand mental health, speech and language communication needs, sensory and physical needs, autism, dyscalculia and education, health and care plans.



Students found the activities fun and engaging. Here are some of the things students had to say about it.

"I learnt more about autism and myself. I learnt some new facts."

E

"It was interesting doing the EHCP interview activity."

C

"It was good. I liked learning about different disabilities."

K



The message given to pupils at the end of the day was a quote **"The only disability in life is a bad attitude."** We totally agree with this statement.

The day was organised to inspire pupils to recognise their own SEND and ways that they can overcome challenges.



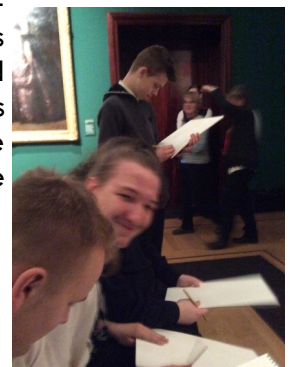
Trip to the Queen's gallery

On Tuesday March 5th 2019 Year 10 History pupils went to the Queen's Gallery to participate in a session looking at propaganda in paintings relating to the Romanov Dynasty. Pupils had a great time exploring the Gallery which is attached to Buckingham Palace and learning about how these Kings and Queens wanted to be seen by their subjects. These were the days before social media and

"It was good. I liked the paintings and seeing the crown. It was massive with lots of diamonds."

A

even before television so Kings and Queens had the opportunity to alter their appearance without anyone knowing. They did this to be seen as more handsome, strong or beautiful.



"I liked seeing the art. I didn't like the drawing activity."

B

Attendance Update

At Woodlane we feel that pupils should be attending school regularly in order to get the most out of their education. All pupils should be aiming for 98% attendance with the expectation that they will also arrive on time for school everyday. All for one gift cards have been awarded to all pupils who have managed to achieve an **outstanding 100% attendance** this term. These pupils are:

KS3

Zachary 9LK
Marwan 7PB
Qusai 8RF
Jamal 9LK
Farida 7PB
Rose 7PB
Kayden 8RF
Jeremiah 7KR
Tom P 9LK

KS4

Riyad 10SW
Asia 10JJ
Sonny 10JJ
Marvin 10SW
Diwan 10SW
Alex 11FW



Work Experience 2019

Work experience for the Year 11's took place in March. All Year 11's took part with wide ranging employment opportunities including Askew Library, opticians, Kite Studios, Shepherds Bush Family Project, little People Nursery, St. Francis of Assisi Primary School, Tackbrook Nursery, Littlefoxes, The Taste Restaurant and TFL to just name a few.



100% of pupils feel more confident after work experience and this is why we as a school value its place in the curriculum so much.

We hope the Year 10's are starting to think about where they would like to do their own experience next year.

"My tasks were cleaning and setting up the work spaces, tidying up and helping the children. I learned a lot about team work and organisational skills."

C

"I helped with the children and went outside to help with activities. I worked with a nice man called Steve who is a football coach. I really enjoyed my work experience."

G

"I did my work experience at Shepherds Bush Family Project. I had to set out equipment and tidy up after the children. I also helped with giving out fruit to the children and serving people in the food bank."

M

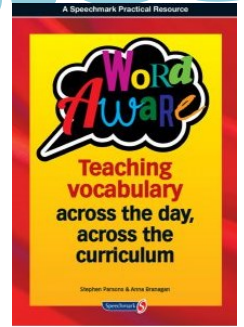
"I helped the children, took the register and did lots of jobs for the teacher. I learned lots of new skills such as being organised and understood how hard teachers work."

R



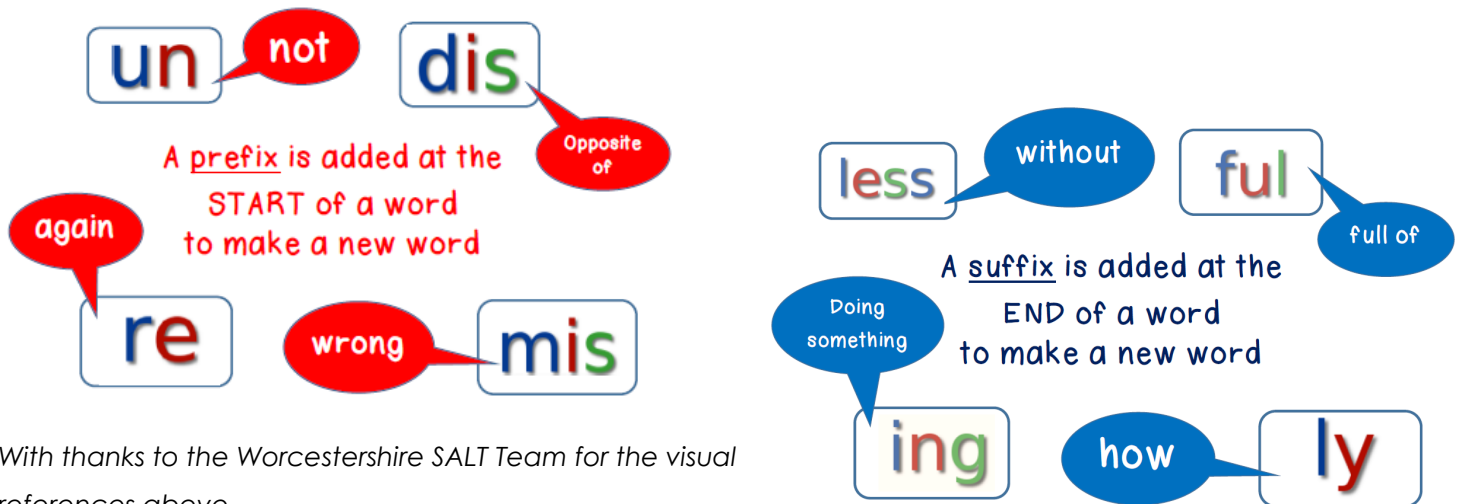
SALT strategies

Word learning



We've been really lucky to recently have Stephen Parsons one of the authors of the WordAware approach come and work with the staff and the therapy team at Woodlane to help us explore the strategies we use to support word learning, and above all help us to make word learning fun!

One part of the approach aims to help pupils become 'word detectives' by encouraging them to look at the 'parts' of a word to work out the meaning of the word. This is particularly helpful when we come across words with suffixes and prefixes. For example:



With thanks to the Worcestershire SALT Team for the visual references above.



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For more information on word learning please feel free to contact the SALT team at school
For more information on WordAware please see <http://thinkingtalking.co.uk/word-aware>

Trip to Nando's (written by P 7KR)

Nando's was exciting. I took the 283 bus. I had chicken, mash potato and chips. I sat next to my friends S and B, the teaching assistants Mandy and Hayedeh.

I asked the other students and they agreed it was such a great trip.

"I had a burger and rice. I sat with Diwan, it was fun."

W



"It was really good. I had fun with my friends."

M



"It was fun!!!!"

T



Screen time and Social Media

Digital devices at home deliver us entertainment, media and internet access for a whole family. They also provide new opportunities for creativity and imagination. According to research done by Childnet, the Royal College of Paediatrics and Child Health (RCPCH) have produced guidance for screen time use of under-18s. Following research into this area, they have advised that no set amount of time is necessary to adhere to but that devices should not replace sleep, exercise or family time. They advise that devices should be avoided in the hour before bed to promote healthy sleep and have provided the following checklist to help parents and carers make decisions about their family's screen time use:



Is your family's screen time under control?

Does screen use interfere with what your family want to do?

Does screen use interfere with sleep?

Are you able to control snacking during screen time?

Screen time is represented by televisions, computers, tablets and phones.

It is important to make connections linking screen time to our health. Children spending large amounts of time on devices can be more prone to obesity (they are not moving around enough), poor sleeping patterns (blue lights and displaced patterns of sleep) , lower well-being or mental health so even though no set limit has been agreed by researchers the effects of long-term use has been proven.

Social Media is now an outlet that most children are aware of and will communicate with their peers through. There are 39 million social media users in the UK. 74% of 12-15 year olds have a social media profile. These are huge numbers. Social Media can be very positive: linking friends, educating people on real world issues, giving young people a voice and developing better communication skills. There are also some negatives with social media: using the platform to spread gossip or bully, distorting our own body image, presenting everything as perfect, obesity, potential risky sexual behaviour, poor self-esteem, poor sleep and online harassment.

Make sure to discuss with your child:

Privacy settings: These settings give the user the ability to control who they share particular content with, for example, making a photo you have posted visible to only friends and not the public.



Online friendships: Remind your child to carefully consider who they add as friends or followers, and what those friends and followers can see once added to a contact list.



Geolocation: Young people must be aware of who they are sharing their location with. Location can be turned off or on for each app within the settings of the device.



Consider the photos you upload: Its important that young people consider the images they are posting online and the impact they may have on their own reputation, and the emotions of others. They should always make sure they have someone else's permission before they post an image of someone else.



Maths at home: Activities for grouping and sorting

Grouping simply means sorting objects into sets of things with similar characteristics, and is important for beginning to understand what things share in common. It is a very simple concept for children to pick up – and you can encourage them at home in all sorts of ways!



Fruit bowl: You could ask your child to arrange all the apples from the fruit bowl into a group, then arrange all the oranges into a separate group – then ask how many there are in each group.

What next?

When they've got their groups sorted, ask them to think about which group has more things in it – then count to see if they were right.

Run a mile for Comic Relief (Written by A in 11FW)

On Friday March 29th students from Key Stage 3 and Key stage 4 participated in the Run a Mile event. It was for a charity called Comic Relief. Comic relief helps people in lots of different countries including England. They try to help more children go to school and get an education, they help provide medicines to people and have worked with other organisations to help reduce food waste. I really enjoyed the mile long run because it gave us time to have fun while doing something to give back. I personally found it very interesting and I was pleased with the dedication and effort everyone put in both staff and students.



Life skills: chores



Children can learn a lot from doing household chores. Doing chores helps children learn about what they need to do to care for themselves, a home and a family. They **learn skills** they can use in their adult lives, like preparing meals, cleaning, organising and keeping a garden.

Being involved in chores also gives children **experience of relationship skills** like communicating clearly, negotiating, cooperating and working as a team.

When children contribute to family life, it **helps them feel competent and responsible**. Even if they don't enjoy the chore, when they keep going they get the feeling of satisfaction that comes with finishing a task.

And sharing housework can also **help families work better** and reduce family stress. When children help out, chores get done sooner, and parents have less to do. This frees up time for the family to spend doing fun things together.

If your child is not already doing household chores why not try to get them started? Even if it is something small like taking out the rubbish or wiping down kitchen surfaces. Start teaching them these life skills now.

Parent Engagement Workshop— Cooking up a storm

This term we have held three parent engagement workshops to support parents and students with their learning and independence at home.

Ms Abril ran a brilliant cooking workshop with parents and students. Ms Abril spoke about the importance of healthy eating, using cooking utensils and helping students to become independent with cooking at home.

Ms Abril provided recipes for parents and students to cook with amazing results. Everyone seemed to be very engaged and enjoyed the workshop.



'Yes, very helpful, it teaches them how to be independent and prepare food'. (Parent)

We really enjoy having parents come and participate in school life with their child. Thanks to Mr. Best and Ms. Abril for organising this event.

Year 10 trip to the Christian Dior Show at the V&A

The Year 10 Textiles class recently went to a very highly regarded Christian Dior Show at the Victoria and Albert Museum. The show was filled with beautiful pieces of clothing and accessories designed by Christian Dior himself. As we walked through each room the décor changed from white modernist, flowered ceilings and computerised panels that changed colour and depicted scenes of universe. We even got to see a dress designed and worn by Princess Margaret. Afterwards, we walked through the museum looking at old coins, statues and paintings. We ate lunch in the courtyard and had a great day exploring such a great museum in London.



"It had paintings, pictures and statues. The dresses were very colourfully beaded."

R



Simple Science: Make a lava lamp

What you'll need:

Clean plastic bottle
Water
Vegetable oil
Fizzy tablets
Food colouring

Instructions:

1. Fill the bottle about 1/4 with water
2. Pour the vegetable oil in the bottle until it is completely full. You may have to wait a few minutes for the water and oil to separate.
3. Add a few drops of food colouring.
4. Break in the fizzy tablet in half and drop into the bottle.



What's happening:

The oil floats to the top of the water because it is less dense or lighter than the water. The food colouring has the same density as the water so it sinks through the oil and mixes with the water. When you add the fizzy tablet it sinks to the bottom then starts to dissolve. As it dissolves it makes gas, carbon dioxide. Gas or air, is lighter than water so it floats to the top. The air bubbles bring some coloured water so it floats to the top. When the air comes out of the coloured water blob, the water gets heavy again and sinks. It does this over and over again until the tablet is completely dissolved.

Basketball Tournament

The Woodlane basketball team played a mini tournament at Little Venice leisure centre on Monday 11th March. Woodlane played their first game against a very competitive Safe Haven Basketball Team. The game was end to end with good play from both sides. Woodlane's shooting was on point and their defence was solid. The game finished 8-2 to Woodlane to put them into the final.

The final was against a very physically imposing and athletic Marylebone Bridge School. Woodlane had a slow start and Marylebone took an early lead, Woodlane rallied together as a team and equalised with some accurate shooting. Both teams went for the win, but they couldn't score that winning basket in normal time, so extra time was required. Extra time was very exciting, with both teams coming close to winning, but with seconds remaining, K had an amazing shot from close range and scored on the final whistle! Woodlane had done it! They were CHAMPIONS! Well done to the team for playing so well!!!!



Woodlane team:- M, F, R, R, J, R, S, A, A and K.

Message from the Head

I would like to thank all parents/carers and pupils who have responded to our consultation regarding school opening hours. The responses were extremely useful and will be used, along with information and feedback from other stakeholders, to make an informed, balanced decision about the most appropriate way forward regarding school opening hours. I will write to you in the Summer Term to inform you of the outcome of the consultation.



In February, we undertook our annual pupil questionnaire. The questionnaire gives pupils the opportunity to share their views on the quality of education they receive at Woodlane. Thank you so much to our pupils for their kind words. Please see the summary below:

On average 95% of pupils agreed/strongly agreed with the statements (all set in the positive mode).

92% of pupils believe Woodlane is a good school – please note when interviewed reasons for disagreeing included: ‘I don’t like mixed girl-boy schools’; ‘because I don’t like two subjects’; ‘the playground needs improving’; ‘don’t know’. All pupils except one showed general satisfaction through the other questions, 2 pupils strongly agreed with every other question.

97% of pupils believe they are taught well.

100% of pupils believe teachers expect them to work hard and do their best.

96% of pupils think their work is assessed helpfully so they can see how

to improve it.

89% of pupils believe that pupils at Woodlane behave well.

99% of pupils feel the school deals with any problems so they feel safe. 1 pupil stated they do not feel safe – please note when interviewed this pupil does not feel safe due to being scared of pupils from other schools (who do not attend Woodlane), however, the pupil reports that nothing has actually happened.

96% of pupils have an adult in school they can talk to if they have a problem. 3 pupils feel they do not have someone they can talk to.

99% of pupils believe staff treat all pupils fairly and with respect.

95% of pupils believe the school helps them to be independent.

95% of pupils believe the school is interested in their views.

91% of pupils think worthwhile homework is set regularly – please note when interviewed those pupils who disagreed, chose their response as they do not like or agree with homework in general or they wanted more/less.

97% of pupils believe the school is well run.

Please download the Pupil Questionnaire 2018/2019 Statistical Summary from our school website, which also provides a summary of actions undertaken to explore responses and improve pupil satisfaction further.

We have recently undertaken our March 2019 School Improvement Plan (SIP) update, which shows strong progress towards targets, please find the updated plan under the ‘Information’ section of our school website. The SIP also details our next steps, which will be actioned in the Summer Term.

Thank you Mrs Jelen for our Spring Term newsletter. I do hope you have enjoyed reading it! Wishing everyone an enjoyable Spring break. I look forward to seeing you all in the Summer Term when pupils return on Wednesday 24th April 2019.