



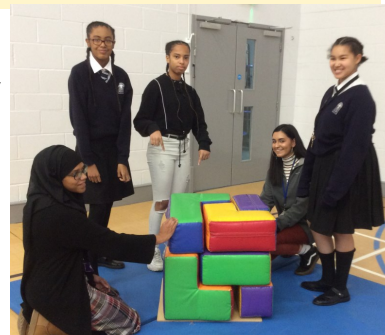
Woodlane High School

Achieving success in a nurturing environment

World Maths Day

World Maths Day consisted of a variety of exciting games and activities including Newspaper Towers, Flight Club, Fruit Pie Fractions, Kahoot Quiz and Puzzles & Games. The Problem Solving Company were also invited for the day to deliver a range of new and exciting puzzles and challenges for pupils to try. Pupils were doing hands-on Maths and moved around the school participating in the different activities on offer.

Pupils reported that they enjoyed day and provided positive feedback! Year 10 pupils thrived in their roles as mentors and really enjoyed the additional responsibilities.



Thanks to Mr. Patel for organising such a fun day!

"I think the Maths day was excellent and being a mentor for the KS3 pupils gave me additional responsibilities and helped to improve my team building and leadership skills".
D (Yr.10)



"I really enjoyed being a mentor on the theme day because it gave me some responsibility and a sense of leadership".
O(Yr.10)

Globe Theatre at Woodlane

We were lucky enough to have 'The Globe Players' return to Woodlane in November for a very special production of 'A Christmas Carol'. As part of their GCSE study, Year 10 and 11 watched a lively and inventive performance in the school hall. The actors also talked the students through the show, stopping at points to comment on the meaning of the text or life for the Victorians.

Please feel free to talk to your child about their experience if they were at the show. There is also a BBC adaptation of 'A Christmas Carol' starting on December 22nd which could be worth watching to enhance your child's understanding of the text.



Tom R said: "Quite incredible how they did it. Their acting was really good."

Hamida said: "I liked it very much. It was funny and told the story of Scrooge."



Trip to the Royal Air Force Museum (written by E)

On Monday October 14th we went to the RAF Museum. The museum is split into 6 hangers. We went to Hanger 1 first. I took part in the simulators. I saw a replica of the future stealth jet the F-35. We had lunch and went to the shop. I got a ration book and WWII cookbook.

Next, we went to Hanger 6 where all the modern aircraft are located. I entered the Hanger and saw an image showing all the missiles and bombs currently deployed: Paveway, Brimstone, Meteor, aim 120, Amraam and BL-75. I saw a Predator drone, Tornado, Jaguar and the Chinook helicopter. The Bae Harrier was also used by the Navy.

We went to Hanger two next. We saw old wooden planes and saw where pilots lived during WWI. I went in the pilots and gunners seats. It was interesting to see how these men fought, the weapons they used and how it impacted people. The museum showed us the effects of war.

Finally, we went to Hangers 3,4 and 5. We saw a Spitfire, Hurricane and Lancaster Bomber. I also saw a Vulcan Carpet Bomber ideal for destroying enemy airfields. I saw a search and rescue Sea King Chopper. It was a great day out.



Key Stage 4 Remembrance



On Remembrance Day we went to Shepherd's Bush War memorial to respect the two minute silence for the people who have died and who have been killed during conflict. We had to lay a wreath down to respect and be kind to those who gave their lives for us to be safe. We wanted to tell them we are there for them and that they are not alone and not forgotten.



Easy cornflake tart

Ingredients:

- 320g ready rolled shortcrust pastry
- Plain flour, to dust
- 50g butter
- 125g golden syrup
- 25g light brown soft sugar
- 100g cornflakes
- 125g strawberry or raspberry jam

Method:

Step 1– Heat oven to 180C/160C fan/gas 4. Unroll the pastry and roll out to 23cm and transfer onto baking tray.

Step 2– Line the pastry with baking parchment and fill with baking beans or uncooked rice. Bake for 15mins. Remove the parchment and beans, then bake for another 5-10mins until just golden. Remove from the oven and trim away any excess pastry from the edges.

Step 3– Heat the butter, syrup and sugar in a small pan with a pinch of salt, stirring frequently, until melted and smooth. Fold in the cornflakes to coat in the butter mixture.

Step 4– Spoon the jam into the cooked pastry base, then level the surface. Tip the cornflake mixture over the jam and gently press down until all of the jam is covered with a layer of the mixture. Return the tart to the oven and bake for another 5 minutes until the cornflakes are golden.



Sporting News



Written by Marwan

Football match against BDA

On Monday 16th December we went for a football match at Burlington Danes Academy. We were all very excited especially wearing the new Woodlane school jersey. We walked to BDA after school and played on their pitch. We played for 60 minutes. It was an intense match at one point we were losing 2-1 but then we came back to win 4-2!

Basketball against Marylebone Bridge

Written by J

Marylebone Bridge came to Woodlane and we played a game of basketball in the hall. I was a bit nervous because I wanted to win so badly. From the start we were winning then they scored and we were all gutted. The buzzer went and it was halftime, when we came back we tried even harder and won 21-15 for Woodlane. I like playing in a team and when Mr. Best organises these events because I love playing sports.



Parents Transition Evening

On the 16th of November was our transition evening for the new Year 7's. Year 7 parents came to see what work their children have been doing, meet the teachers and discuss what the school year was going to bring. Parents were very positive about the school and feel that their child is well supported and they can already see progress being made. Parents explained that their child had settled in smoothly and were very happy at the school. Parents were very proud of their child's presentation and enjoyed looking at their books. The stand out message is that parents are very happy with the school and feel their child has settled in well and is happy here.

The attendance of parents/carers was very good with 15 out of 20 attending. Thank you to all parents for making time to attend.

Parent Partnership Award

Woodlane is working hard towards to achieving the leading parent partnership award. The school is working with parents, governors, students and local agencies to improve parental engagement at Woodlane. This award helps your school to work in partnership with all parents and carers. Increasing parental participation in school life leads to improved pupil progress, punctuality, attendance and behaviour. The framework encourages parents to be involved in their children's learning leading to improved outcomes in all aspects of school life.

We have been running successful parent/student workshops, to provide key information to parents and to encourage home-school learning.

The attendance to our parent/student workshops has been high.

Cooking parent / student workshop = 8 parents and 8 students

Creative maths parent / student workshop = 6 parents and 6 students

PE / OT = 9 parents and 8 students

E-Safety parent / student workshop = 12 parents and 12 students

We have also started offering opportunities for parents to take part in courses and gain qualifications. This term we had 18 parents gaining the Autism Awareness Qualification which was led by a professional provider, 'Ambitious about Autism'.

Next term we will be running parent/student literacy, E-Safety and Art workshops. We are making further exciting improvements in the future, which we will update you on in next term's newsletter.

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 at least 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

A	7PB
Z	7PB
R	7PB
K	7KR
R	8EA
J	8EA
S	8EA
M	8MJ
J	8EA
Q	9MU
K	9MU

KS4

J	10SP
M	10SP
T	10SP
Z	10SP
K	10SW
R	11FW
M	11FW
C	11FW
A	11RF



Trip to Imperial College London

In September 10JJ took part in the maker challenge at Imperial College London. They attended 4 sessions and were creating diorama habitats for endangered animals. The challenge started at the planning and research stage where we learnt about some of the endangered animals around the world and the ways we can improve their habitats.

Students were able to use a range of tools and technology during the challenge, including iPads, a laser cutter and 3D printer...they also really enjoyed the pizza that was provided for lunch!



"I learnt how to use a 3D printer and how to use a laser cutter.."

Z (Yr.10)

"I really enjoyed making the diorama and I enjoyed presenting my project to the class. Also the food was nice."

O (Yr.10)



Simple Science: Fizzling Rainbows

What you will need:

Baking Soda
Vinegar
Syringes (or eye droppers)
Food colouring

Instructions:

1. Scoop 4 BIG spoonfuls of baking soda into a bowl
2. Add 2-3 drops (or more if you'd like) of food colouring
3. Pour a small amount of water into the bowl (like a teaspoon or two)
4. MIX, there should be some moisture but not wet.
5. Fill some syringes with vinegar and let your child slowly squirt the vinegar onto the mixture popping the bubbles as they go.

Great for sensory play.

SALT strategies

The ZONES of Regulation®

The 'Zones of Regulation' is a curriculum which aims to help pupil to develop their skills for understanding, communicating and regulating their emotions. We are really pleased to have had the opportunity to work with the Teaching Team and the Occupational Therapy Team at school to roll out this programme, and work is ongoing!

How does it work?

There are 4 'zones' and each 'zone' is based on a feeling/emotion/behaviour and is colour coded (see below).

The ZONES of Regulation®

BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Mean Terrified Yelling/Hitting Out of Control

It should be noted that all feelings are ok, the message we try to share with the pupils is we are working on recognising our feelings and what is important is how we respond to/ manage our feelings i.e. the choices we make and strategies we use.

The Blue Zone

This is generally used when a pupil is feeling 'low', and to recognise and talk about feelings such as *bored, tired, sick, sad* etc.

The Green Zone

The green zone is best described as 'regulated' and it is in this 'zone' that a pupil is at their best for learning and interacting with others. The green zone is used to recognise and talk about feelings such as *calm, happy, focused, ready to learn* etc.

The Yellow Zone

The yellow zone is for when a pupil is just beginning to feel an 'uncomfortable' or heightened emotion, but not an extreme one. This 'zone' is usually used to help a pupil recognise and talk about feelings such as *silly, worried, frustrated* etc.

The Red Zone

The red zone is for the most alert and intense feelings. This 'zone' is usually used to help pupils to recognise and describe feelings such as *angry, out of control* etc.

What have we been working on?

We have started work with many of the classes on a variety of activities that help them:

- Label emotions, and learn additional emotion words to express themselves
- Learn to recognise emotions in others and ourselves
- Learn about the 'zones' and how to use the visual supports available to communicate our emotions
- Practise how to communicate emotions, and request a regulatory strategy or select from a choice provided (*regulatory strategies such as a fidget or the sensory room are recommended and monitored by the Occupational Therapy and Teaching Team*).
- Some classes have worked on scaling problems and perspective taking i.e. we might each think and feel differently about social scenarios.

Please note 'The Zones of Regulation' is a cognitive behaviour approach. If you would like further information there are a number of web based resources including <http://www.zonesofregulation.com/index.html>

www.zonesofregulation.com/index.html

Mental health and your child

According to the Royal College of Psychiatrists, "Anxiety is one of the common mental health problems. Nearly 300 thousand young people in Britain have an anxiety disorder. Lots of people, however, suffer in silence. It is important to recognise their problems and seek help especially when it starts affecting their everyday life."

Fears and phobias

Young children often develop fears, for example of animals or of the dark. A phobia is an extreme fear which causes a lot of distress and affects the child's life significantly. For example, a fear of dogs would be called a phobia if it means that a child refuses ever to go to the park to play.

Most children either grow out of their fears or learn to manage them with support and encouragement, but it is much more difficult to cope with a phobia without some extra help.

General anxiety

Some youngsters feel anxious most of the time for no apparent reason. It may be part of their temperament, or it may be part of a pattern of behaviour that is shared with other members of the family. If the anxiety becomes very severe, it can mean that the child will not want to go to school, cannot concentrate or learn, and is not confident with other people.

There are different types of anxiety

Separation anxiety

Worry about not being with a child's regular care-giver is a common experience for most children. It normally develops at 6 months, and can go on in some form during the pre-school years.

It can make going to sleep, parents leaving for work, or settling at nursery or school very difficult at times. If it is extreme and affects the child's development, education and family life, it may be useful to get some additional help.

Social anxiety

It may be helpful to think of this as an extreme, sometimes disabling, type of shyness. It means that although children and young people are not affected in the company of people they know and family, they find it very worrying to be in other social situations.

This means that they will usually avoid them. This causes problems for the child in making new friends or dealing with situations at school. Older children describe it as a fear of humiliation or embarrassment which leads them to avoiding social situations.

A small minority of children and young people may develop other specific types of anxiety, such as post traumatic stress disorder or obsessive compulsive disorder. Unlike young people and adults, it is extremely rare for children to suffer panic attacks.

All children and young people get anxious at times, and this is a normal part of their development growing up and develop their 'survival skills' so they can face challenges in the wider world. We all have different levels of stress we can cope with— some people are just naturally more anxious than others, and are quicker to get stressed or worried. There are many ways to help."

1. Talk to your child about anxiety and what is happening with their body and why it happens. Many children do not what they are feeling when they are anxious, and it can be very frightening and worrying.
2. Distract them by focusing on something else.
3. Give them a cuddle or hold their hand— this can be soothing.
4. Help them recognise anxious feelings so they can ask for help.
5. Tell your child it is ok and the feelings will pass.
6. Make a 'worry box': Your child can write their worries down then post it out of sight. They may also enjoy decorating the box. They are kept in their for a week or so then torn up. Alternatively, designate a time to discuss worries for 10-20 minutes (not around bedtime or when the child is in bed). This gives them the feeling that they are in control of their worries.
7. Work on positive thinking— Name their worst case scenario and think it through together how it could be solved. E.g "I'm worried I will miss the bus." "What could you do if this happens?" "I could take the next bus."
8. Help them maintain a healthy lifestyle with regular exercise to reduce levels of stress hormones, good sleeping habits, calm bedtime routines, limit screen time and eat a healthy diet.

Royal College of Psychiatrists and Young Minds websites.

7PB Trip to Westminster Abbey

Pupils in class 7PB took a trip to Westminster Abbey in October, as part of the History curriculum. We were on the hunt for the tomb of Edward the Confessor who was King of England in 1066. Upon his death a power struggle occurred between 3 powerful men all believing they had a right to the English throne: Harold Godwinson, William of Normandy and Harald Hadrada from Norway. This power struggle led to the famous Battle of Hastings upon which William of Normandy won causing England to be ruled by the French!



Year 10 trip to the Imperial War Museum

On Monday 18th November we went to the Imperial War Museum. We saw rowing boats which helped save soldiers from the beaches at Dunkirk during the Second World War. We also saw artefacts from the Gulf War and went into the Holocaust exhibition. The museum was great, they had a big canon outside and even had pieces of the Berlin Wall. We had a great trip out.



Written by T

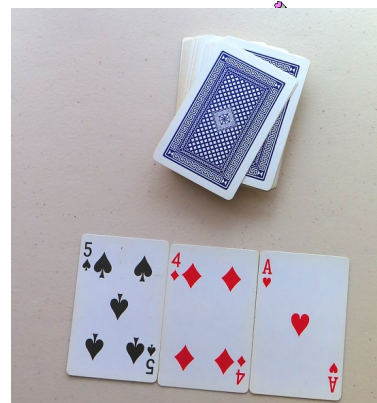


Maths at home: First to add up

What to do:

This card game is suitable for 2 – 4 players. You will need one deck of cards and pencil and paper to keep track of each player's scores. In this game, picture cards = 10 and ace = 1.

- Shuffle the cards and have them in the center facing down.
- One player draws 3 cards from the deck and lays them face up in the middle.
- Players must add the 3 cards to find the total. The first player to call the total of the 3 cards is awarded that number of points.
- No points are awarded for an incorrect answer.
- Play continues with each player having a turn at revealing the 3 cards.
- The winner is the player with the highest number of points when all cards have been turned over.



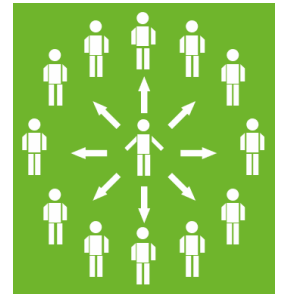
Autism Awareness Training



The school recently invited parents to attend training by the Autism Education Trust titled 'Making Sense of Autism.' Parents were learning about the four main areas of difference in Autism, developing pupil strengths and understanding where they still may need support and nurturing to grow, the importance of building

positive relationships and developing an awareness of sensory and communication differences that pupil's may face. Parents were very positive about the training and how it has helped them understand what Autism is but also how every child is an individual and the condition may impact each child in a different or unique way.

A big thank you to all parents who attended. We are looking to hold more events like this in the future. If you have any ideas about training you would like to receive please feel free to contact the school with your idea and we can see if we can make it work.



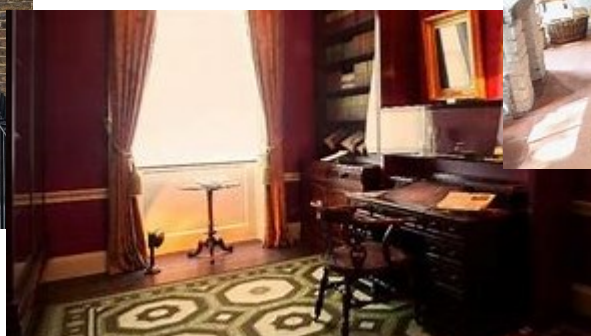
Charles Dickens Museum

On Friday 6th December Year 11FW and 11RF went on a trip to the Charles Dickens Museum by central line from White City to Chancery Lane Station. We got off at the station and we all went to a café to eat lunch. After we finished our meal we went to the museum about 5 minutes away. When we arrived we saw two tour guides and went inside. The building was old and it looked like it was there 100 years.

We walked in and walked up a lot of stairs following our tour guides. They took us into a room. They told us to sit down on two tables. We used some quill pens to write the features of the story 'A Christmas Carol' and circle a passage from the story before trying to describe the character Scrooge. We are all learning about him in our English lessons. In the building there was a kitchen, bathroom and bedroom for us to look at. We went downstairs and saw a room where they write and read the stories. Then we walked back to the station to catch the Central Line back to school. It was interesting to see how other people lived in different time periods.

I would like to go back to the museum and learn more facts about Charles Dickens. It was a fascinating educational trip. In addition Charles Dicken's also wrote a novel about Oliver Twist.

Written by D



New school playground



After years of waiting the student council asked for and received a new school playground, which was constructed as a surprise for pupil's to return to after the summer holidays. With a new football pitch, basketball nets, exercise equipment, games, small stage and shelter the new playground is a hit.

A big thank you to Ms. Maynard, our Board of Governors and the Student Council for all their hard work in getting this playground approved. The pupil's have more activities to participate in at breaktimes and pupil's are actively engaging in their own personal fitness by using the different pieces of workout equipment.



"It's good because there is more stuff to do and more equipment to play with."

L

"Very nice because it is upgraded with lots of fun things to do." K



"I was so surprised to come back to school and the playground was different. It's quite useful. I like getting exercise at school using the new equipment."

H



Checkout the new PE kit



We are delighted to announce that we have now received our new school PE Kit, which can be purchased from the school office.

Pupils have been informed in assembly and are excited that our new PE kit will be an official part of our uniform from September 2020, initially for Years 7 – 10 pupils. From September 2021, all pupils will be required to wear our new PE kit.

It may be possible that financial assistance can be given to those families who need a little support to purchase their child's first kit. Please contact Mr. Morgan to discuss further.

We thank you in advance for your support.

Compulsory PE kit:

Sports top - £9.00
Sports shorts - £7.50
Sports socks - £6.50

Total: £23

Optional PE Kit additions:

Sports Zip Top jumper - £13
Sports Tracksuit bottoms - £12

Total: £25

Art Theme Day

On Thursday 29th November we held our first theme day of the academic year. Our Art theme day, coordinated by Mr Freitas, is one of the many ways we celebrate the excellent Art and artists we have here at Woodlane. Students were asked to pick three of the following sessions; African Art, Cooking 'Picasso cookies', Monoprinting London landmarks, Origami, Art games and relaxing colouring. In addition to these activities we also had a team of artists creating new canvas designs for the PE corridor with the theme of 'Woodlane values'. The day was a huge success and some amazing artwork was produced by all the students.



Yr.9 Synagogue Trip

On the 11th of December both Year 9 groups went on a trip to the Spanish and Portuguese Jewish synagogue in the Shepherds Bush area. We had a chance to look at the layout and design of it and appreciate its beautifully decorated features, such as the Ark, Bimah table and the pews. The students could look at the holy Bible from a close-up and heard from the rabbi about how it is written by hand, by a specialist scribe.

Some of us ventured up into the ladies' gallery to get a 'birds' eye view' of the place.

Others got a chance to blow the shofar, a ram's horn to keep the congregation quiet during the service. It turned out to be a really challenging task for majority of both the students and the adults!

Meet our new Science Teacher



Hello I'm Mrs. Ulamoleka. I have come from another Special School and am a qualified Science Teacher. I am also a qualified teacher of the deaf.

I am passionate about Science especially practical work because I feel this is the best way for pupils to take part in lessons. I have enjoyed working with the pupil's at Woodlane since I started and introducing the Year 8s to the Science Room.

Message from the Head



We have had another busy Autumn Term here at Woodlane and we wouldn't have it any other way! I hope you enjoy our newsletter which gives you an insight into daily life at Woodlane.

One of the most significant developments, particularly important to our pupils, is our playground, which is now complete! Our impressive outdoor space provides something for all tastes, from gym equipment to chess, climbing walls to a stage area and much more. I am pleased that it was money well spent and the pupils absolutely love it. One of our new Year 7 pupils decided Woodlane was definitely the school for him from the first moment he saw the playground!

As ever pupil progress and attainment take a centre stage at the start of the Autumn Term, where we reflect on the achievements of the previous academic year 2018/2019 and plan for any improvements required for 2019/2020. I am ecstatic to report that overall pupil progress and outcomes are yet again even better than last year's outstanding results! Here are just a few selected highlights:

- 99% of pupil expectations were met or exceeded (using B-Squared and Woodlane Flight Path measures).
- In English, 98% of progress expectations were met or exceeded.
- In Maths, 99% of progress expectations were met or exceeded.
- Year 11 outcomes improved from 89% to 94% of pupils meeting or exceeding expectations (external accreditation).
- Year 11 outcomes improved from 74% to 78% of pupils exceeding expectations (external accreditation).
- Year 11 Maths outcomes maintained 80% of pupils meeting or exceeding expectations (external accreditation).
- Year 11 English outcomes rose to 100% of pupils meeting or exceeding expectations (external accreditation).
- Year 11 Art & Design, Design Technology, Humanities, ICT and PE outcomes achieved 100% of pupils meeting or exceeding expectations (external accreditation).

An enormous well done to pupils, parents and staff for your dedication and hard work to achieve another year of amazing results! For further details, please refer to our 'Summer Term Progress 2018/2019' and 'Outcomes for Pupils (Year 11) 2018/2019' executive summaries, which can be found on the school website.

Staff at Woodlane never settle, we are always aiming to achieve more than we ever have, with this in mind, every year, we produce a carefully considered School Improvement Plan, which along with an analysis of the previous year, can be found on the school website. We use a wealth of quantitative and qualitative data and external scrutiny to inform our targets, as a result, here are our priorities for this academic year 2019/2020:

- Maintain outstanding teaching and learning to ensure the vast majority of pupils make substantial and sustained progress.
- Raise the proportion of pupils who meet and exceed expected progress and outcomes in Science.
- Maintain strong mental health and well-being support for staff and pupils.
- Develop and refine the medical needs unit provision.
- Introduce a nurture class to provide the highest quality education for our lowest ability pupils.

I look forward to seeing you all in the New Year when pupils return on Tuesday 7th January 2019. Wishing everyone a very Happy Christmas!