



# Woodlane High School

achieving success in a nurturing environment

## Work experience

After the February half term year 11 took the big step into the world of work and undertaking their work experience. Students worked across a wide range of placements, including the following;

Westfield London – Concierge desk  
Bella Boos – Ice-cream and Soft play  
Shepherds Bush Families Project – EYFS team  
Shepherds Bush Library – Library assistant

KQ School – Site Care  
Let Me Play – HR Team / Admin  
Mind Charity shop – Shop assistant  
Woodlane High School – TA's and Admin

As part of work experience, students learnt many key life skills and developed great independence. The students really enjoyed their placements, and many asked to do an extra week – something we are considering for next year!

We are all really proud of the work the students did on their work experience placement and are extremely grateful to the companies who supported our students to get their first taste of work!



A very BIG thanks goes to Miss. Cullen for All her hard work getting pupils into a work experience placement.

## Superbloom



In spring 2022, over 20 million seeds will be sown in the moat at the Tower of London from carefully designed seed mixes. From June to September, the flower display will erupt into new colours and patterns creating a dramatic and engaging experience. Designed to attract pollinators, 'Superbloom' will bring a spectacular natural beauty to the urban space and introduce a new biodiverse habitat for wildlife. It will celebrate the value of nature for our wellbeing.

Woodlane applied to be apart of this fantastic event which honours Queen Elizabeth II's Platinum Jubilee. We have started planting our seeds around school in support of this event.



# Simple Science: Balloon Speakers

Did you know that you can make a balloon work like a speaker set that will make sounds louder?

**Here is how to do this fun experiment:**

**Step 1:** Inflate the balloon using your lungs.

**Step 2:** Place the balloon against one of your ears.

**Step 3:** Use your finger to tap the side of the balloon opposite to your ear.



**The scientific explanation behind this science project:**

You should hear the sound much louder through the balloon, as the sound is vibrating through the molecules trapped inside the balloon and forcing them to conduct the sound.

It will be much louder due to the molecules being tightly packed together inside the balloon.

# Easter reading suggestions

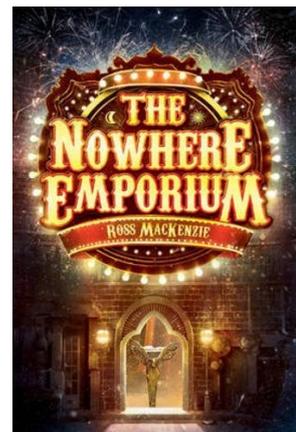


Nightfall in New York By: Katherine Woodfine

Top secret agents, Sophie Taylor and Lil Rose have set sail to New York City on an elegant ocean liner, ready to face their enemies and settle old scores. These two brave friends will need all of their detective skills, courage and derring-do as they race against time to rescue a beloved friend ...

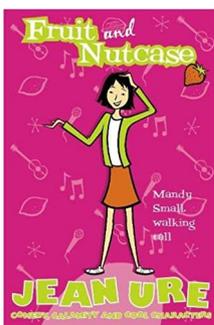
The Nowhere Emporium by: Ross Mackenzie

When the mysterious Nowhere Emporium arrives in Glasgow, orphan Daniel Holmes stumbles upon it quite by accident. Before long, the 'shop from nowhere' -- and its owner, Mr Silver -- draw Daniel into a breathtaking world of magic and enchantment. Recruited as Mr Silver's apprentice, Daniel learns the secrets of the Emporium's vast labyrinth of passageways and rooms -- rooms that contain wonders beyond anything Daniel has ever imagined. But when Mr Silver disappears, and a shadow from the past threatens everything, the Emporium and all its wonders begin to crumble.



Fruit and Nutcase by: Jean Ure

This is the story of how Mandy learns to cope with her untidy life and finally emerges triumphant. Mandy's story, told in the form of a diary into a tape recorder, is a funny and often moving account of a child's everyday life, with all its difficulties.



# National Autism Awareness Day

Pupils at Woodlane participated in a variety of sessions highlighting the needs of Autistic individuals. At Woodlane we try to help pupils understand their own needs, learning strategies which support them and challenges they may have due to their special educational need. Each term we focus on a specific learning difficulty; this term was Autism.

Pupils participated in sessions like: What is Autism, Conversations (focusing on our communication needs), Superflex Art (looking at the Social Thinking Program), Flexible thinking (ways to stay positive and work with others), sensory circuits (utilising our new sensory equipment) and created an 'All about me' passport which focused on pupils being able to identify their own needs and what support suits them best.



"I liked doing the sensory circuit."

Jack (Year 8)

"I enjoyed making the Superflex characters. I made Rockbrain."

Scott (Year 8)

# Mind over Matter

Charlotte Fox Weber, psychotherapist and author of *What We Want* shares her advice for dealing with failures in a positive and constructive way. (Magazine: Red October 2021)

**Try radical acceptance:**  
Accept the disappointment, the expectations and hopes you had about a particular thing, the frustration and loss or whatever feelings you may have. Acknowledge whatever it is that hasn't gone your way.

**Search for possibility:**  
Is there anything you can learn here? Can this situation open another door and give you space to make lemonade out of lemons? It's not about false hope and forced silver linings— it's about flexibility and agility, allowing for growth in some way, however painful or unlikely.

**Feelings are not facts:**  
The feelings that accompany failure can be identified and processed, but they're not the full story. When we fail as adults, we're often reminded of earlier experiences of failure, and setbacks can reopen childhood wounds. We're haunted by past heartbreaks, dashed hopes, responses from teachers and authority figures; all we've wanted and had or never had. Rather than let emotions crash into us and knock us over, say hello to the feelings that come up for you, but don't embrace them as though they're permanent residents inside you. They're temporary visitors.

**Keep the failure specific:**  
It's easy to globalise a failure and see it in an amplified, warped way. You may have failed at a particular thing, but containment is key. A lot of what makes failure so painful for us is how quickly we escalate it to make a sweeping generalisations about life. A relationship fails and we think we'll never love again. A project fails and we think the world is against us; or we take it personally and think we must be disasters if we've messed up. Reframe the failure as something specific to the circumstance.



**LEGO Therapy is a collaborative play therapy** approach in which children/young people work together to build LEGO models.

Lego therapy usually involves 3 children/young people building a model together. It can help children /young people in some of the following ways.:



- To develop social interaction and problem-solving skills (joint attention, sharing, working together, cooperation, negotiation, joint problem solving, compromise).
- To develop language skills (explaining, building on their sentence structures, following instructions, extending vocabulary such as use of describing words/adjectives, position words/prepositions etc.).

**The key roles are:**

- The 'engineer', this person gives the instructions.
- The 'builder', this person puts together the pieces.
- The 'supplier, this person finds the correct pieces for the 'builder'.

Children/young people in the groups get the chance to swap roles, allowing each member a opportunity at communicating in a different role/way.

There are lots of different language boards and resources we can use to help children/young people build on their speaking and communication skills, and it will depend on the level they are working on. Examples include:

Some of the children/young people at Woodlane High School have worked together in speech and language therapy to create the following models.

Can you guess what they are?



# 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. This is particularly impressive during Covid! These pupils are:

## KS3

Daniel	NC
Farah	NC
Sweetey	7PB
Tamia	7PB
Mael	7PB
Allen	8SI
Christian	8JP
Amire	9MU
Joshua	9MU
Jayden	9NM
Ziah	9NM

## KS4

Jenae	10SW
Kieron	10SW
Jessica	10SP
Hannah	11RF



# Macaroni Cheese

## You'll need:

Serves: 4

225g uncooked macaroni  
50g butter  
2 1/2 tablespoons plain flour  
275g grated mature Cheddar cheese  
50g grated Parmesan cheese  
750ml (1 1/4 pints) milk  
30g butter  
50g dried breadcrumbs  
pinch of paprika

## Method:

1. Preheat the oven to 180 C / Gas Mark 4
2. Cook the macaroni as per the instructions, drain and set aside.
3. In a separate pan melt 50g butter and slowly stir in a little flour enough to make a roux. Add a little milk at a time while constantly stirring so not to stick to the bottom of the pan. Now stir in your cheese and stir on a low heat until the cheese has melted.
4. Transfer the drained macaroni to a large casserole dish and then pour over the cheese sauce. Give it a good stir. If you are adding any extra ingredients then you can add them all in now.
5. Melt a small amount of butter over a medium heat and add the breadcrumbs until they brown. You can sprinkle this over your dish along with a pinch of paprika to give it a bit of extra flavour.
6. Your mac and cheese is now ready to go in the oven, bake it at 180 C / Gas mark 4 for 30 minutes. Tuck in!



# Maths Outdoor Learning Day

On Tuesday 29th March, all pupils took part in the Maths Outdoor Learning Day. Pupils had the opportunity to choose and participate in, a variety of fun and exciting outdoor Maths activities throughout the day including the following:

**Robot Wars** – Pupils used coding to control robots and shoot targets while competing with their peers.

**The Maze** – Pupils developed their position and direction skills by reading maps and giving instructions.

**Treasure Hunt** – Pupils solved a range of maths riddles and used co-ordinates to discover the treasure.

**Olympic Games** – Pupils used a range of maths skills while taking part in a variety of sports activities.

**Garden Scavenger Hunt** – Pupils took part in a scavenger hunt linking nature and the environment to maths.

**Marvellous Magical Maths** – Dave Hickory was invited in to deliver a fun and interactive session using balloons and other equipment to develop a range of skills including measuring, shapes, area and perimeter, number confidence, arithmetic and sequences.

In addition to this, selected pupils also went off-site for educational visits to the following venues:

**Wormwood Scrubs** – Pupils took part in a tree measuring challenge and a group scavenger hunt linking nature and the environment to maths.

**Shepherd's Bush Market** – Pupils had the opportunity to develop their money management and communication skills as they used £1 to purchase items from the market.

Pupils enjoyed the day and provided really positive feedback.

## Comments:

"I really enjoyed all the different trips and activities in the Maths Outdoor Learning Day. It was really nice to have a day that was different, where I can do fun and exciting activities outside with my friends. I had a great day and wish we could have more days like this." Jessica (year 10)

"I really enjoyed going to Shepherds Bush Market and using money to buy different things. We were allowed to choose what we wanted to buy and then had to check if we had enough money. We also had to check if the shopkeeper gave us the correct change. We used words like "please" and "thank you" when we spoke to the shopkeeper and made sure that we were really polite." Marwan (Year 10)

"The trip to Wormwood Scrubs was really interesting. It was great to see how Maths can be linked to nature and the environment. The Maths Scavenger was really fun because we had to work as a team to find everything on the list." Dylan (Year 10)



# World Book Day

World Book Day took place on Thursday 3rd March. It was a fantastic opportunity for pupils to dress up as a character from a book and to get involved in activities which explored different stories. Pupils took part in a range of activities such as skittle rainbows, fizzy foaming potions, making sweet pizzas, solving problems and clues for a Murder Mystery and Escape room, creating beautiful city landscapes using foam printing and hunger games activities. The pupils also had the opportunity to watch a Theatre company perform Romeo and Juliet.

Thank you to all the staff members and pupils for making this such an enjoyable and successful day!



## Turning Point

This half term year 9 and year 10 have taken part in weekly sessions run by Resilience. They are a local organisation which helps young people understand the importance of healthy relationships, building resilience, dealing with peer pressure as well as supporting those who are struggling with drug and alcohol challenges, and guidance on sexual health and emotional wellbeing.

They worked with the students to explore why it is important to have healthy and respectful relationships, what to do if they felt pressured or controlled by a friend or someone in a relationship. As well as look out for the signs if a friend is in such a relationship. The students now feel confident in where and how to seek support.

The students did extremely well in discussing this difficult subject, as well as sharing ways to support themselves and others. Learning great skills to use inside and outside of school.

Resilience is a free service which can be accessed by anyone under the age of 25 and you can find out more about the services they offer at;

Email: [resilience@turning-point.co.uk](mailto:resilience@turning-point.co.uk)  
Instagram: @resilienceYP

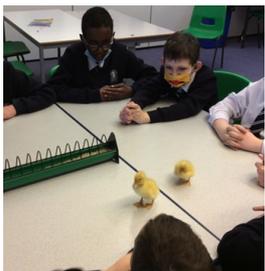


# Quackers for ducks!

This half term we had the pleasure of raising our own ducks! They arrived from the farm on Tuesday and by Wednesday lunch time we watched our first one hatch! By Thursday afternoon we had four beautiful ducklings.



During PSCH lessons, students got the opportunity to touch, feed, cuddle and clean out the duck's enclosures. Lots of students and families, logged in online to view the 'Quack cam' where we could see what the ducklings were up to at night!



Students were surprised at how quickly they grew and how much they eat and drank!

One of our favourite things to do was to give the ducklings their first swim! And the saying 'duck to water' is very true. They loved having their daily swims during lessons.

Not only did the students love the ducks, but often you could find staff coming for a 'cuddle' before school and during breaks! They definitely left us, very big and very loved! Have fun at the farm, Nibbles, Duckson, Puddles and Squirt!

## Maths at home: Equivalent fractions dice game

There are a number of fraction objectives which need covering. Equivalent fractions is one which some children can find particularly challenging. This is a great maths game for encouraging children to work with equivalent fractions, whilst having fun.

### What you will need:

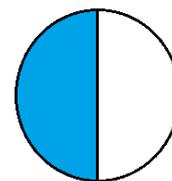
2 Players.

2 dice

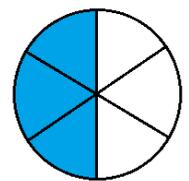
An equivalent fraction wall showing 1,  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$  /  $\frac{1}{5}$  and  $\frac{1}{6}$

### How to play:

- Each player throws their dice twice.
- Use the 2 numbers thrown to create a fraction by using the smallest number as the numerator and the larger number as the denominator (e.g. if a 2 and 5 are thrown, they would make the fraction  $\frac{2}{5}$ ).
- The player with the largest fraction gets the point.



$\frac{1}{2}$



$\frac{3}{6}$

# Run a mile

On a wet and windy Wednesday afternoon, pupil's participated in the annual run a mile event. I think all of the students deserve high praise for their exemplary behaviour and resilient approach during the run. All participants embraced the wind and the rain to put in some excellent performances.

This year, we decided to introduce school records for the event. Congratulations must go to the following:

Year 7 Record – Aaron and Amelia (10 minutes, 26 seconds)  
Year 8 and Whole School Record Holder – Scott (10 minutes, 6 seconds)  
Year 9 Record – Morgan (11 minutes, 37 seconds)  
Year 10 Record – Tafari (10 minutes, 36 seconds)  
Year 11 Record – Hippolyte (10 minutes, 24 seconds)

Given the blustery conditions, all pupils gave a tremendous amount of effort and can be proud of their accomplishments. The school raised £90.45, for Children in Need.



We are looking forward to next year already!

A big thank-you to Mr. Evans for organising!

## Year 8 Mosque Trip

Both Year 8 classes went on the Acton High Street mosque trip on Wednesday 30th of March. We had a tour of the mosque and could admire the stunning chandelier in the main prayer hall as well as beautiful hand-made tiles in the lower prayer room.

We also listened patiently to the talk by the Imam (priest) about the basics of Islam, with the emphasis on the 5 rules or the five pillars of Islam. Learning about Islam and all major religions in the world is a great way to teach pupils understanding, compassion and kindness.



Thanks to all pupils for their excellent behaviour and good listening on the trip.

# Understanding Dyslexia

Since 2009, Woodlane has held the accreditation of being a Dyslexia friendly school. Dyslexia is a learning difference: a combination of strengths and weaknesses which affects the learning process. This means that children who have dyslexia learn in ways that are different from other children.

## Some children with dyslexia struggle with:

- Reading
- Writing
- Maths
- Telling the time
- Hearing certain sounds
- Spelling
- Handwriting
- Speech and language
- Remembering instructions
- Organisation
- Getting ideas down on paper
- Processing information quickly



Having a dyslexia-friendly school encompasses many of the core teaching and learning practices at Woodlane to support pupils, including:

- Multi-sensory learning
- Chunking tasks and information
- Conducting expert training for all staff in dyslexia and the dyslexia student
- Enabling pupils to be supported in lessons through a wide range of resources and teaching styles

Pupils are encouraged to use their learning strengths to build confidence in the things they can do. This confidence will then help them to find a different way to deal with the things that they find challenging. By finding new ways of doing things they will gradually realise that there are many ways to approach something that is difficult.

In the Summer term our Literacy lessons will be focused on 'Reading for Pleasure' asking the pupils to reflect on their own reading and understand that, 'we are all readers.' Reading does not have to mean reading a book from start to finish, we can celebrate and enjoy reading in many ways.

If you would like any help or support understanding ways to support your child's reading at home, please contact Nadia Martin at the school. Alternatively, have look at some of the many wonderful charities and support agencies available.

## Helen Arkell Dyslexia Centre

provides a wide range of assessments, support options and professional courses.

[www.arkellcentre.org.uk](http://www.arkellcentre.org.uk)

Tel: 01252 792 400

## Dyslexia Action

is the biggest dyslexia charity in the UK providing a wide range of services to people of all ages who have dyslexia and struggle with literacy.

[www.dyslexiaaction.org.uk](http://www.dyslexiaaction.org.uk)

Tel: 01784 222 300

# Well-Being Award

A quick update! Ms. Islam and Mrs. Jelen will be completing the school's Well-Being accreditation this May! We have been working hard over the past year to develop our practices around school in order to make sure that both pupils and staff feel emotionally and mentally well. This has been an incredibly rewarding piece of work for the school especially since we have all had to alter our normal ways of life as the pandemic has unfolded.

Some initiatives we have helped manage:

- Developing our Anna Freud, Respond and Mind support for pupils
- Training up new ELSA's to support pupils
- Training for staff on pupils well-being and mindfulness
- 'Hiring' well-being champions from our pupils in school
- Developing more awareness of mental health needs around school through theme days and assemblies

We hope that through this initiative pupils and staff will be more mindful of their own needs and have the confidence to speak up when they need support.



## Now available at Westfield! Sensory Packs!

Each packs contain items such as ear defenders and sunglasses to help with noise and light sensitivity, fidget toys to keep hands busy and relieve stress and feeling fans to express how you are feeling.

Sensory packs can be hired for free from the shop mobility desk located on level -2 Lift lobby 2.

To find out more about Westfield Sensory packs and other services available to customers visit <https://uk.westfield.com/london/service-detail/Shopmobility>



## Summer Term 2022

<b>INSET:</b>	<b>Tuesday 19th April – Staff only</b>
<b>Term begins:</b>	Wednesday 20th April
<b>May Day:</b>	<b>Monday 2nd May Bank Holiday</b>
<b>Half Term:</b>	Monday 30th May – Friday 3rd June (inclusive)
<b>INSET:</b>	<b>Friday 10th June – Staff only</b>
<b>Term ends:</b>	Friday 22nd July at 1pm

# Message from the Head

Staff and pupils have been working incredibly hard to ensure the progress of our pupils returns to the pre-pandemic outstanding levels we are used to. I am delighted to report that we are making rapid developments in Maths and Science, our priority areas this academic year. However, this does not mean the other subjects are forgotten. We have recently undertaken our March 2022 School Improvement Plan (SIP) update, which shows strong progress towards a variety of 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.



In February 2022, 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 very much to our pupils for their kind words. Please see the summary below:

- *On average 97% of pupils agreed/strongly agreed with the statements (all set in the positive mode).*
- *95% of pupils believe Woodlane is a good school (4 pupils disagreed).*
- *97% of pupils believe they are taught well (2 pupils disagreed – please note when interviewed one response was around subjects which were enjoyed/not enjoyed and one around wishing to attend a mainstream school).*
- *100% of pupils believe teachers expect them to work hard and do their best.*
- *100% of pupils think their work is assessed helpfully so they can see how to improve it.*
- *86% of pupils believe that pupils at Woodlane behave well (11 pupils disagreed).*
- *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 was a general feeling of safety and anxiety, rather than feeling unsafe at school. Significant support is in place for this pupil).*
- *99% of pupils have an adult in school they can talk to if they have a problem (1 pupil feels they do not have someone they can talk to).*
- *95% of pupils believe staff treat all pupils fairly and with respect (4 pupils disagreed).*
- *94% of pupils believe the school helps them to be independent (5 pupils disagreed).*
- *96% of pupils believe the school is interested in their views (3 pupils disagreed).*
- *99% of pupils think worthwhile homework is set regularly (1 pupil disagreed).*
- *97% of pupils believe the school is well run (2 pupils disagreed).*

We are always striving for 100% in all areas and have ensured targets are added to the SIP to get us closer to this goal. We have also specifically focused on the behaviour of pupils, where a little more support has been required for individuals/groups following the impact of the Covid-19 pandemic. Please download the Pupil Questionnaire 2021/2022 Statistical Summary from our school website, which also provides a summary of actions undertaken to explore responses and improve pupil satisfaction further.

Thank you Mrs Jelen for our Spring Term newsletter. I do hope you have enjoyed reading it! Wishing everyone a fun Spring break. I look forward to seeing you all in the Summer Term when pupils return on Wednesday 20<sup>th</sup> April 2022.