



Woodlane High School

achieving success in a nurturing environment

Crystal Maze Trip

On Friday 26th November, selected pupils were invited to attend the Crystal Maze Live Experience in Central London. As part of their STEM project, pupils have been designing and building their own marble run. Pupils who demonstrated excellent effort, team-building and problem-solving skills and were specifically selected to attend this reward trip. As part of the Crystal Maze Live Experience, pupils worked against the clock, developing their team-building and problem-solving skills, to solve a range of mental, physical, skill and mystery challenges. Pupils really enjoyed taking part in the challenges, winning the crystals and collecting the gold tokens in the Crystal Dome!

Dylan said: "The Crystal Maze was such a fun trip, I really enjoyed the whole day! It was really fun collecting the crystals in the challenges and then collecting the gold tokens in the Crystal Dome! We worked really well in a team and helped each other with our challenges. I wish we could have more trips like this!"



Maclaren Visit

Well Miss Corless organised a whopper this time! As part of KS4 pupils continued investigations into the world of work, STEM and engineering, Miss Corless organised for a Maclaren car to come to school. Pupils had a discussion with the Maclaren Team to share different job roles available in their company and how science, technology, engineering and maths all play a key part in the success of the cars and the company.

Pupils were able to sit in the car and see up close various parts and mechanical aspects to how the car operates and was built. Pupils learned about the variety of career paths within the industry and were given the opportunity to ask questions about Maclaren as a company and how the cars are built and designed.

"There was a workshop which was fun and we got to see a very expensive car."
Chenai (Yr.10)

"It was a lovely car!"
Farida (Yr.10)

"It was awesome!"
Scarlett (Yr.10)



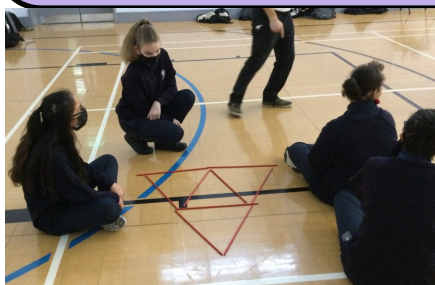
Maths Theme Day

On Thursday 9th December, pupils took part in the Brainwave Maths Theme Day, where they spent the day completing a series of fun and exciting maths challenges including the Brainwave Challenge, Fractal Christmas Trees, Christmas Pasties, Weaving by Numbers, Sports, Puzzles and Kahoot. Brainwave Education were also invited for the day, giving pupils the opportunity to work in a team to build 2D and 3D shapes and solve new and exciting puzzles and challenges. Pupils really seemed to enjoy the day and provided positive feedback!

"I really enjoyed the Maths Theme Day! The 'Christmas Pasties' was my favourite activity. I enjoyed learning about fractions as well as eating the cheese pasties!"
Rose (Yr.10)

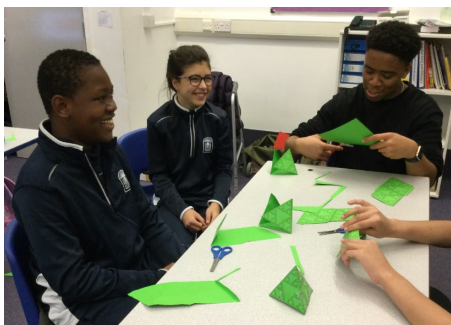
"I really enjoyed the Maths Theme Day! All the activities were fun and I had a great day!"

Dylan (Yr.10)

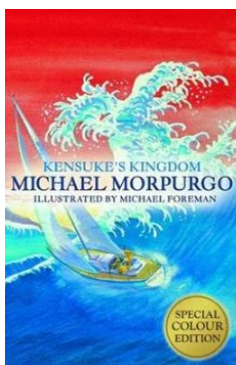


"I really enjoyed all the different activities in the Maths Theme Day. It was really nice to have a day that was different, where I can do fun and exciting activities with my friends!"

Chenai (Yr.10)



Christmas reading suggestions



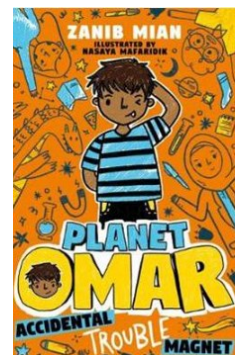
Kensuke's Kingdome By: Michael Morpurgo

Michael is hungry, lonely and scared when he is washed up on a seemingly deserted island. He soon discovers another inhabitant - Kensuke, a former Japanese soldier - who, although initially unfriendly, provides Michael with food and water. Gradually, a strong bond develops between the two castaways. This is a beautifully written tale of an exceptional friendship which survives beyond the boundaries of culture and language.

Planet Omar By: Zaynab Mian

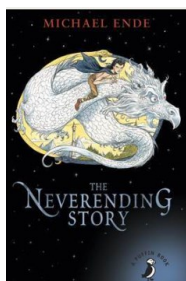
Omar has just moved into a new house with his family: sticky-fingered little brother Esa, snooty older sister Maryam and his scientist parents. Going to a new school turns out to be okay, apart from the fact that class bully Daniel tells Omar that because he's a Muslim, he's going to be kicked out of the country and will have to go and live in Pakistan. Understandably worried, Omar asks his cousin if that's true, and both hope it isn't, because there's a distinct lack of good pizza there.

Plus, there's mean Mrs Rogers next door who complains loudly about Omar's mum frying onions.



The Neverending Story By: Michael Ende

Holed up in the school gym store cupboard, Bastian finds himself immersed in a fantasy world, Fantastica, where its ruler, The Childlike Empress, is suffering from a mysterious illness. As Bastian reads on, he starts to realise that he too is entering the book, and when he realises that only he can save the Childlike Empress by giving her a new name, he becomes a character in it himself.



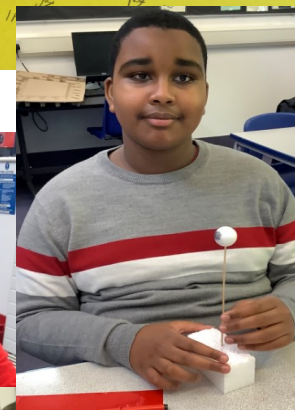
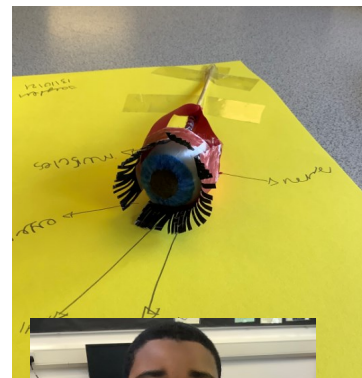
World Eyesight Day

Pupils at Woodlane participated in World Eyesight Day this year in order to make all our pupils more aware of the challenges involved with having a visual impairment. Pupils worked together with their form classes in order to complete activities related to sight. Pupils learnt about how people can lose their sight, how to protect their eyesight and explored the challenges people face living without full vision.

Pupils worked in groups to make a model of an eye. They made their eye model out of Styrofoam balls, acetate sheets and labelled the parts of the eye. Pupils made glasses in a variety of different patterns and had some good discussions about visual impairments.

We also had a representative from British Guide Dogs come to school with two guide dogs to give a presentation about how important guide dogs are to people with a visual impairment. Pupils were able to have a non-uniform day in return for a donation and as a school we raised £117.00 for British Guide Dogs.

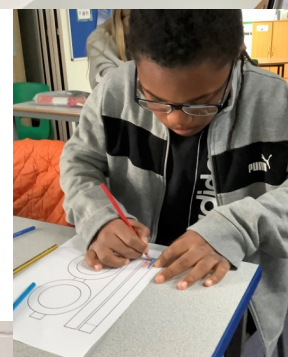
Well done Woodlane! This money is very important in order to help make sure that vital services are available to all of those in our community who need it.



We also had Jaylen in Yr.8 participate in making some videos to show pupils the equipment she uses in order to move independently around the school.

Here's what Jaylen had to say about World Sight Day:

"A man came from British Guide Dogs with two guide dogs to talk to us about what they do. They showed us what we should and should not do around guide dogs and their owners. I enjoyed the session because I got to walk the guide dogs and stroke them. We watched a video about how they train the dogs and the dogs' routines during the day. I think it is very helpful for people to understand how visual impairments affect people."



Strategies for developing social skills

Children on the autism spectrum have difficulties in sharing thoughts, feelings, meanings, intentions and other mental experiences of living in the world. Although they find others significant, they do not easily key in to normal social interactive behaviours. This results in the neglect of vital social and communicative information in normal everyday interactions, and sometimes odd or even bizarre behaviour. Consequently, as the child grows and learns about the world, they may miss out on huge chunks of important information about how other people love, hate, fear and desire. They do not pick up on how others respond to similar experiences and then picture them in their minds.

Because they do not fully understand the shared nature of thinking and feeling, they may become somewhat detached from the social world. This detachment may take many forms, including aloofness, remoteness, a rigid inflexibility, a distant or sometimes dreamy passivity, a fascination with unusual interests and an array of social behaviours that other people may find strange.

A child unable to learn through a shared understanding will have an over-reliance on rational thinking, which leads to an unbalanced view of the world. By learning to share thoughts, feelings and experience, children on the autism spectrum can gain intellectual and emotional balance.

Shared understanding relies on some key social skills:

- Using eyes;
- Sharing attention;
- Feeling what other people feel and understanding emotions;
- Making friends;
- Proximity;
- Taking turns and understanding groups;
- Maintaining friendships;
- Understanding what other people think;
- Sharing interesting information;
- Understanding facial expressions and body language.



Some strategies to help support pupil's engage in shared understanding at home:

- When you want your child to see your expression, draw attention to it either by saying explicitly, for example, 'Look, I'm smiling— I am happy!' or by catching your child's eye and allowing them to take an interest in the different facial expressions that are used in emotional situations. Use exaggerated facial and body language to look sad, happy, excited or scared to draw their attention.
- Offer your child choices. If the child has problems making choices, start with a choice between two options, one of which is attractive and the other not. This can be done through pointing or verbally. Your child will no doubt pick the attractive one and when they do, use your language to say, 'You picked the _____ You made a choice! Well done for making a decision.' The next time you want them to make a choice continue to encourage them gradually building up to speech if they have not answered verbally before.
- Watch what your child does when participating in imaginative play. This can be done on the computer as well, when your child is watching the same YouTube clip on repeat, watch what they are doing and try to figure out what it is they are finding funny, or looking at. This will give you insight into their day, any concerns they may have and what they find interesting.

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

Maael	7PB
Sweetey	7PB
Zakariya	7KR
Scott	8JP
Ayman	8JP

KS4

Jeremiah	10SW
Rose	10SP
Rhianna	10SW
Qusai	11EC
Kayden	11EC
Hannah	11RF



Chocolate Roulade

Ingredients:

175g/6oz good-quality dark chocolate, finely chopped

6 free-range eggs, yolk and white separated

175g/6oz caster sugar

2 tbsp cocoa powder

300ml/10fl oz double cream

icing sugar, to dust

Directions:

1. Preheat the oven to 180C/160 Fan/Gas 4. Lightly grease a 33cm x 23cm/13in x 9in Swiss roll tin then line the base and sides of the tin with a large sheet of grease-proof paper, pushing it into the corners.
2. Melt the chocolate in a bowl set over a pan of simmering water. (Do not let the base of the bowl touch the water.) Remove from the heat and set aside to cool.
3. Place the egg whites in a large bowl and whisk until stiff but not dry. If you turn the bowl upside down, the whites should be stiff enough not to fall out.
4. Place the egg yolks in a separate bowl with the sugar and whisk on high speed for 2-3 minutes or until thick and creamy and the mixture leaves a thick ribbon-like trail when the beaters are lifted. Pour in the cooled chocolate and gently fold together until well combined.
5. Gently stir two large spoonfuls of the egg whites into the chocolate mixture to loosen the mix, then fold in the remaining egg whites using a large metal spoon (you don't want to squash out the air you have just beaten in). Sift in the cocoa and lightly fold it in. Pour the mixture into the prepared tin and gently move the tin around until the mixture is level.
6. Bake for 20-25 minutes or until risen and the top feels firm and slightly crisp. Remove from the oven, leave in the tin (expect the roulade to fall and crack a little) and set aside until cold.



London Eye and Southbank Centre

On December 1st pupils in Yr.10 History went on a trip to the Southbank Centre and London Eye. There were some highs and lows about this trip including lift problems around London making it harder for our wheelchair user to get around. My legs were extremely tired after getting back as we had to walk so much trying to find lifts. The highs were that we saw some incredible views and landmarks from the London Eye like the Houses of parliament, the Southbank Centre, Buckingham Palace etc. We stopped at the Southbank Centre and saw an exhibition called "The I and the We" which is curated by the Southbank Centre and all the artists are inmates in prison. It showed a collection of art made whilst they are in jail. The Southbank Centre sells it and part of the money goes back to the inmates to use on things they need while in jail. We also went to see an art installation of a Russian samovar as we will be learning about Russia next term.

Written by: James (Yr.10)



Simple Science: What lives on us?

Method:

- 1) Rub your hands over a slice of bread.
- 2) Place it in a sealable plastic bag and label unwashed and seal it again with sticky tape.
- 3) Wash your hands with soap and water.
- 4) Rub your hands on another slice of bread.
- 5) Put it in another plastic bag and seal again with sticky tape.
- 6) Put both bags in a warm place, check them daily but do not open them.

You will need:

2 slices of bread per child
2 grip lock plastic bags per child
Soap
Sticky labels
Sticky tape

Questions to ask after your experiment:

What has happened to the bread that touched your dirty hands?

What does the bread that touched your clean hands look like?

What has grown on the bread that touched your 'unwashed' hands?

Where did they come from?

Meet our new members of staff



Hello Woodlane!

I am Mrs Hall and I will be your new Food tech teacher. I am excited about starting at Woodlane in January and getting to know you all.

I am originally from York and I am moving to London over Christmas with my cat, Hermione. My favourite food is anything Italian, do come and find me and tell me about your favourite food or any recipes that you have tried out at home. Have a lovely Christmas and New Year and I'll see you in January...

Hello my name is Miss Cullen, I started in September and am the new PSCH teacher. I have been working within Hammersmith and Fulham schools for nearly 10 years, before this I was a youth worker, working all over London. I love teaching PSCH and think it is a fun subject which helps build knowledge and prepare students for developing into young adults.

Fun fact – I hate pizza and chocolate ice-cream! The most famous person I have met is David Beckham and took a picture for him, of him and his sons!



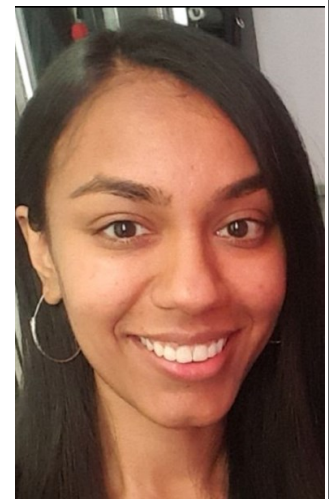
Meet John Evans! I have recently moved to London having spent the last 7 years working at a British International School in Doha, Qatar. Moving to London has always been a hope of mine and I am enjoying finding out what the city has to offer.

Outside of work, I enjoy being in the outdoors as much as possible and am particularly keen on Open Water Sea Swimming, Skiing, Rugby and Golf.

My first few weeks at Woodlane have been busy but an exciting time. Getting to know all of the students has proven to be a real highlight, what a polite bunch! I believe that Physical Education has far reaching impacts that benefits students both now and later in life and so far, I am highly encouraged by the enthusiasm amongst the students for PE. I am very much looking forward to working with them more after the Christmas break.

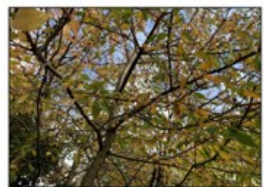
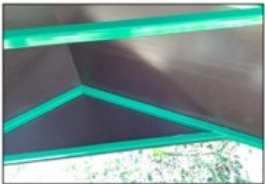
My name is Miss Hirani, I am the new Transition Leader at Woodlane High School. I am really looking forward to starting my new role and getting to know all the pupils, parents and staff. I hope I can make a positive impact at Woodlane.

Miss Hirani will be the new form teacher for 7KR.





Woodlane High School
'I Spy'



Nurture Class took these close-up photos around the school as part of an art project.

Can you work out where each photo was taken?

Punch and Judy

Nurture Class were learning about making puppets in Art, so Miss Davey asked a puppeteer to come to school to show the NC, year 7 and year 8 pupils some traditional puppets, and put on a Punch and Judy show. The pupils loved the show, and said:

"I liked the puppet show because there was kissing, it was gross."

"I liked it when he hit him in the head. It made a big slap."

"I liked when the police arrested Punch and Judy."

"I liked when they did high five."

PRIME NUMBERS
A prime is a number whose only factors are 1 and the number itself.
0 and 1 are not prime, and 2 is the only even prime number.
All numbers that are not prime are called composite.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Maths at home: Prime Number Game

What you will need:

- 2 or more players
- Pack of cards (Ace = 1, Jack = 11, Queen = 12 and King = 13)
- List of prime numbers (optional): 2, 3, 5, 7, 11, 13, 17, 19, 23, 29, 31, 37, 41, 43, 47, 53, 59, 61, 67, 71, 73, 79, 83, 89, 97, 101, 103, 107, 109, and 113

How to play:

- Shuffle the cards and deal 11 cards to each player, which they hold in their hand. The top card of the remainder of the pack is turned over and is the 'starting number'.
 - The non-dealer (or person to the left of the dealer) adds a card from their hand that adds to the starting card to equal a prime number.
 - The next player then tries to add to that total to equal a larger prime.
 - When a player can no longer add a card that sums up to a prime the hand is over, and the last person to make a prime gets a point.
- First player with 5 points wins!**

Kite Studios

Some of our pupils got to go on an exciting trip to Kite Studios this term. Pupils took the bus down to this pottery studio on Askew Road to learn how to make pottery on a pottery wheel. Some of the pupils were quite nervous at first as this was their first time doing pottery and using a wheel but all pupils tried their absolute best and were able to make two separate pieces to take home. Most pupils were amazed at how hard you have to work the clay and how much time and effort goes into making even the littlest of pieces. One pupil even found out how far clay can be flown across the room from the wheel! This trip was about trying new things and building resilience when faced with a challenge and all pupils succeeded in showing how trying new things, despite not knowing how, can be fun!

Jessica in Yr.10 said this about the trip: "We got the bus down one stop from school, when we arrived we got settled down at our stations and the lady explained what we were going to do. She started showing us what we were going to be making with the clay, so whilst she was demonstrating what to do the rest of us were copying her. We were wetting our hands each time we used the clay as we shaped it out into different objects, once we shaped our clay into what we wanted to make we had to take it off the board using a wire and gently put it down on a board to dry.



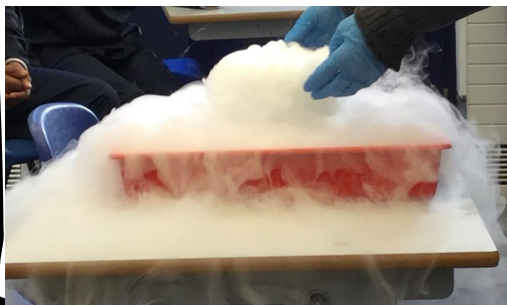
Science Theme Day

On Thursday 25th November Woodlane pupils participated in a Science Theme Day! Students took part in Science and Space themed activities. Students made models of the Solar system and were able to handle real meteorites and rock samples from the moon. They made and ate galaxy biscuits. Jeremy from Sublime Science entertained KS3 with rockets, slime and fake snow. In the Science room students learnt about the states of matter while Shilan created smoking bubbles and fog effects.

Pupils had a great day participating in all the different activities on offer. A big thanks goes to Mrs. Ulamoleka for organising such a fun day.

Chenai said: "The dry ice was fun and making the planets."

Lewis said: "There were lots of different activities to do." (Yr.8)



Maths Parents Workshop

On Thursday 9th December, parents were invited to take part in the Maths Parent Workshop after school, presented by Professor Brainwave. This was a fantastic opportunity for parents to join pupils in completing a series of fun and exciting Maths challenges. During the school day, pupils attended the Maths Theme Day and then were given the opportunity to demonstrate their learning whilst working alongside their parents. This was a wonderful opportunity for parents to gain an insight into seeing what their children were learning and how they solve an assortment of Maths problems.

Parents comments:

"It was really fun,
interactive and creative!"

"It was great, I really
enjoyed it, thank you!"

"Great visuals that we can
use to teach."

A big thanks to Mr. Patel for organising. We hope that more parents can come to future training we offer.



Yr.10 Trip to the Southbank

Last week, year 10 French pupils visited the Southbank, to create a short video / photo diary about London tourist attractions. They have been studying the topic of 'Town and region' in French so this was the perfect way to finish off the module by using the key words learnt in a real life context! They visited sights and had some delicious 'mini-crêpes' on the way! Dylan said despite the bad weather, he really enjoyed the trip!



Marwan said: "On 7.12.21 we went on a French trip to explore different places at the Southbank, pronouncing the names in French. There was a bunch of shops selling pancakes, burgers, wraps and donuts. We were walking around and stopped to take a few photos. It was nice to walk around and use our French speaking skills but it was also very cold."

The Globe Players

We had the pleasure of watching 'A Christmas Carol', performed by the magnificent Globe Players. The theatre company put on a festive treat, which allowed pupils in Key Stage 4 to see words from the page brought to life, supporting and embedding their learning for our chosen GCSE text. These experiences are important for our learners as they enrich their experience of the curriculum and we were grateful to be able to enjoy the show within the festive period.

In the words of Scrooge "I will honour Christmas in my heart, and try to keep it all the year. I will live in the Past, the Present, and the Future." Woodlane wishes you all a gentle festive period, in the company of those that make you feel happy and safe.

I really liked the actors
projection, the portrayal
of each character, the
emotion conveyed by
Scrooge. The whole thing!
Hannah 11RF

Dramatic scenes,
confident actors.
Yasir 11RF

I liked the props and
the characters,
especially the ghosts,
also how fast they
changed in and out of
costumes!

Dramatic
Adam 11EC

★ Year 8 Scavenger Hunt

Written by Lev in Yr.8

During the month of November, we had a trip to St. James Park. We visited around London and different landmarks like the Horse Guards. When we left school, we walked to White City bus station and got on the 148 bus. We went past Kensington Palace and Hyde Park, we saw the War Animals monument and a horse statue with a weird neck. On the way we saw a lot of fancy cars like Bentleys and rich cilians with high regard in society. We got off the bus and walked to Buckingham Palace. Here we saw the changing of the guards. Then we had lunch, after we visited the various landmarks such as the Houses of Parliament, a statue of Winston Churchill, the Cenotaph and even 10 Downing Street. We had a lovely day out. I really enjoyed it.



★ Year 7 London Trip

In PSICHE Year 7 have been learning all about London! We looked at the importance of different landmarks and how they impact on our lives.

We took a trip to see some of the most famous London landmarks. We visited Westminster Abbey, Houses of Parliament as well as having a snack on the banks of the River Thames and travelling on the world famous London Underground. Everyone had a great time and enjoyed seeing the wonderful sites of London.



With special thanks to...

The holidays and having some festive cheer would not be complete without the Woodlane Christmas Raffle and tombola! It has been especially nice that this year we have been able to put these events back in place. We would like to thank a number of different businesses, parents and staff who helped support us.

Fish and Chic Woodlane
Mickey's Fish Bar, Northpole Road
Novo Hair Salon, Great Western Road
Marks and Spencers
Starbucks, Woodlane
Tesco, North pole road
Antoinette Williams
Aiveen Daly
Linda Lonergan

Mark and Zara Butcher
Gregory Wilgosh
Lucy Farrell
Tina Miller
Asha Mohammed
Shamima Islam
Sana Salman
Debbie Greene
Sarah Blinko

All the parents and Carers who kindly donated gifts for your raffle and everyone who has bought a ticket.

Thank you so much,

Mandy Smith and All staff at Woodlane High school.

Message from the Head

I would like to start by thanking all members of the Woodlane community, our wonderful pupils, parents, governors and staff for their commitment to the school and hard work during my maternity leave. A specific thank you to Mr Heapy for his role as interim headteacher. Woodlane really is such a wonderful school and it is our community which makes it that way, I am delighted to have returned. I hope you all enjoy this wonderful edition of our newsletter!



Pupil progress, irrespective of the Covid-19 pandemic, continues to take centre stage at the start of the Autumn Term where we reflect on the achievements of the previous academic year 2020-2021 and plan for any improvements required for 2021-2022. This is more important than ever as protecting our community from the impact of Covid-19 becomes the new, but challenging normal. I am pleased to report the following highlights from the previous academic year:

- 96.2% of pupils met and exceeded expected progress across all subjects.
- English, Maths, Languages, Computing, History, and Art all exceeded our threshold of outstanding progress.
- The proportion of Year 11 pupils who exceeded expected outcomes (GSCE and other qualifications) rose by almost 2% year on year.
- In the foundation subjects, 98% of Year 11 pupils met expected outcomes and over 80% exceeded.
- 100% of Year 11 pupils met expected outcomes within, English, Art, Computing, French, and PE.
- 100% of Year 11 pupils exceeded expected outcomes within, Art, French and Computing.

We recognise that despite every effort we have seen some impact on our pupil progress as demonstrated below. *Please note, that our school threshold for outstanding progress is 97%+ meeting expectations and 50%+ exceeding.*

Comparison of expectations across all subjects.			
Summer Term – Analysis of All Subjects			
	Exceeding	Meeting	Below
Summer Term 2020-21 %	43.40%	96.20%	3.80%
Summer Term 2018/19 %	68.56%	99.08%	0.92%
Summer Term 2017/18 %	60%	99.14%	0.86%
Summer Term 2016/17 %	61.61%	98.25%	1.75%

While we are not far from our outstanding threshold, within our self-evaluation we have acknowledged that the quality of education at Woodlane is currently 'good'. This is due to the consistency of progress in a very small minority of subjects, which have been specifically affected by the Covid-19 pandemic and despite interventions we have not consistently reached our own outstanding threshold. However, I am pleased to report that a significant recovery has already been made. Ensuring that pupils have access to a full, engaging curriculum when feeling well but unable to attend school, thus eliminating any loss of curriculum time, has been a key driver in this recovery.

Our school improvement plan sets out in detail how over a 12-month period we will implement robust targets to ensure the quality of education and overall provision quickly returns to 'outstanding'. It also includes a range of exciting experience-based activities and strategies to support the wellbeing of our pupils. Here are our priorities for this academic year:

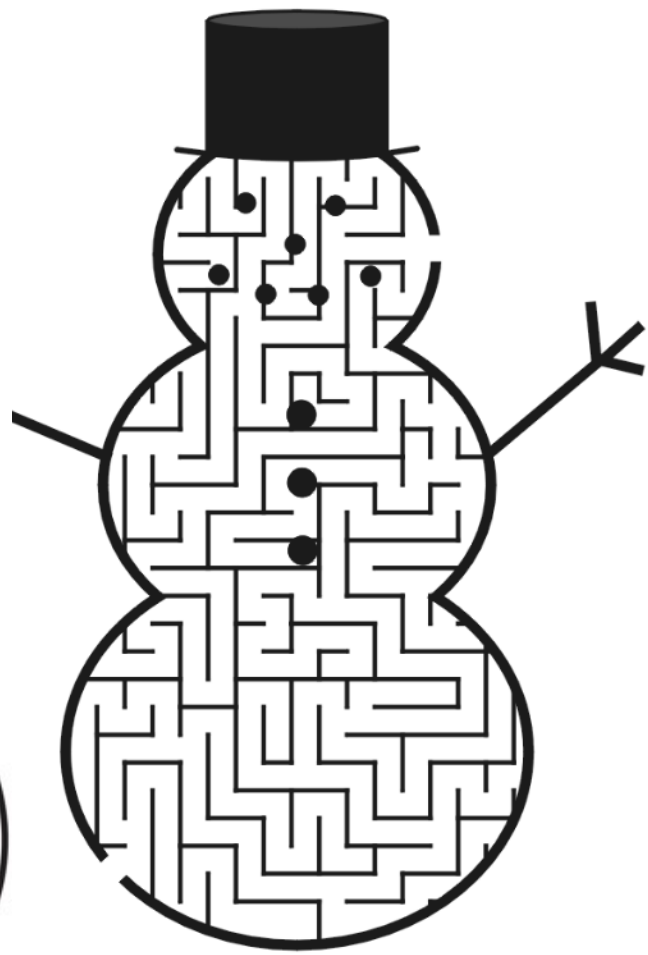
- Raise the proportion of pupils who meet and exceed expected progress and outcomes in Science.
- Raise the proportion of pupils who meet and exceed expected progress and outcomes in Maths.
- Ensure the progress and outcomes of pupils on our MMH pathway is in line with their peers.
- Maintain strong mental health and wellbeing support for staff and pupils.
- Introduce a KS4 nurture class to provide an appropriate pathway for our lowest ability pupils.

Staff at Woodlane never settle and always aim to do their absolute best for pupils. I hope our school improvement plan sets out our commitment to each and every pupil. Please see the website for this detailed report and wider reports on progress and outcomes.

I am pleased to inform that we have now recruited to all teaching vacancies and from January 2022 our permanent team are all in post. A warm welcome to our new staff.

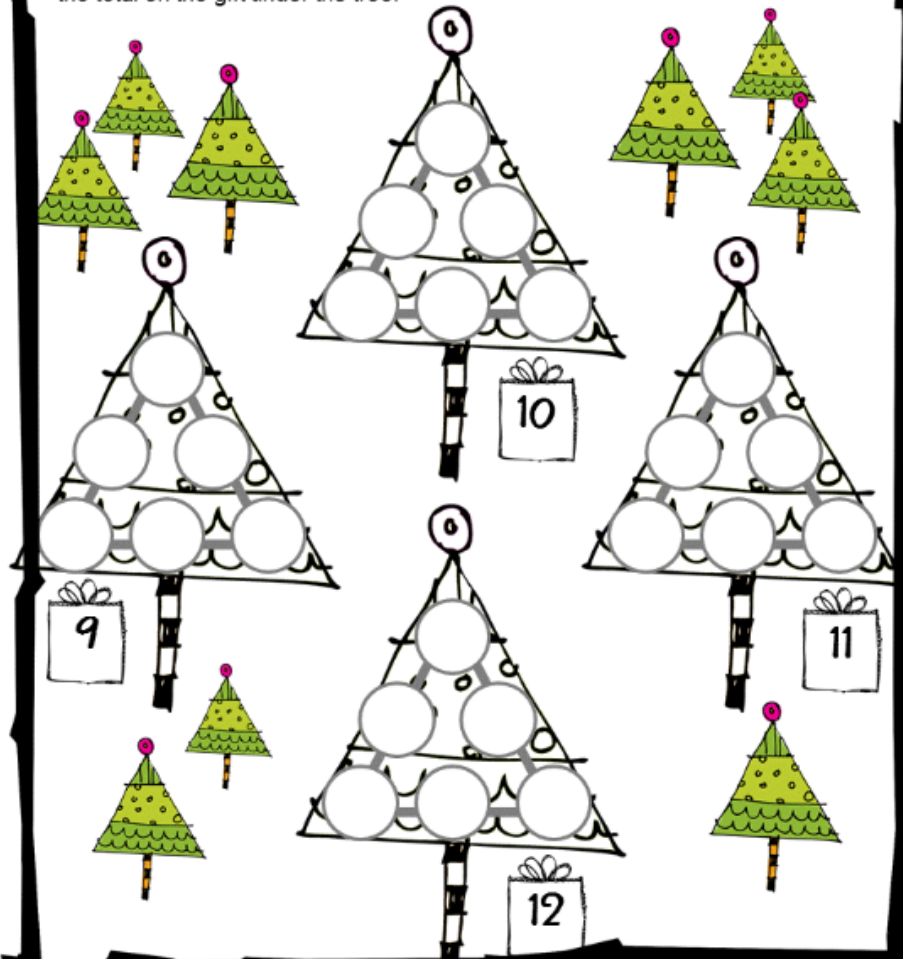
I look forward to seeing you all in the new year when pupils return on Wednesday 5th January 2022. Wishing everyone a very happy Christmas!

Christmas games



Triangle Tree Totals

Place the numbers 1 – 6 in the circles so that each side of the triangle adds to the total on the gift under the tree.



Christmas fun

Match the words to the correct pictures to complete the crossword. Then find a secret message.

bells
candle
candy cane
card
chimney
Christmas tree
elf
gingerbread
holly
letter
lights
ornaments
presents
reindeer
Santa Claus
sleigh
snowman
stocking
wreath



The secret message is _____ lead home.