



**Friday 16<sup>th</sup> January 2026**

## **Headteachers report of the week**

**Dear Parents and Carers,**

**It has been a pleasure to welcome everyone back to school after the Christmas break. Despite last week's snowfall leading to a partial closure, it has been wonderful to see the school quickly return to its usual energy, focus, and sense of purpose. I would like to thank families for their flexibility and understanding during the disruption caused by the weather.**

**Since our return, learning has resumed at pace across the school, and it has been particularly rewarding to see the enthusiasm and creativity our learners have brought to their work. In art, we have seen some truly inspiring outcomes, highlighting the power of observation, imagination, and confidence. We celebrate big ideas and personal expression, and they remind us that great art can be fierce, joyful, and full of heart all at once. The pride our learners take in their creative achievements continues to be a real strength of our school community.**

**Our vocational and technical learning spaces have been equally impressive. In one session, a learner undertook the challenging task of stripping down an engine. This task required patience, precision, and a strong understanding of mechanical systems. By examining the engine piece by piece, our learner gained valuable insight into how faults can occur and how repairs are approached in real-world settings. Alongside this, another learner focused on electrical systems, developing essential practical knowledge. Through close observation and guided discussion, the learner identified key components and considered safety, functionality, and correct organisation within the unit. This activity played an important role in building foundational knowledge for future electrical work.**

**These examples reflect the breadth of learning taking place across our school and the commitment of both staff and learners to developing confidence, independence, and real-world skills.**

**As we move forward into the rest of the term, we look forward to building on this strong start and continuing to support every learner in achieving their best.**

**Thank you, as always, for your ongoing support.**

**Best wishes**

**Jules**



# Art Gallery



This week, Olive began an exciting new art project exploring the bold and expressive world of **Pop Art**. Taking inspiration from popular culture, and striking graphic styles, learners started experimenting with colour and line to create eye-catching designs.

Olive learned how artists use Pop Art to transform ordinary images into something extraordinary. From exaggerated shapes to high-contrast colours, the focus was on confidence, creativity, and making art that really stands out.

As the project develops, learners will see how visual impact and personal expression work together.

We're looking forward to seeing how each piece evolves and to sharing the finished artworks very soon!



Two incredible pieces of artwork this week:

An amazing dinosaur picture bursting with energy, detail, and imagination. Coming out of the page, the dinosaur is brought to life with bold colour, confident lines, and a sense of movement that makes it feel ready to step straight out of the picture. Every scale, tooth, and shadow has been carefully considered, with impressive attention to detail making it the kind of picture that demands a second look, and then a third.

**Amazing!! Tyler ST**



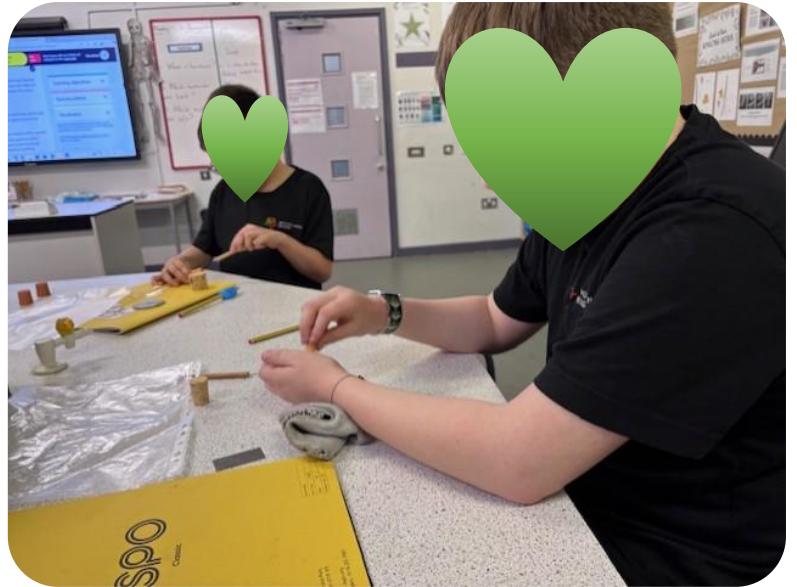
Equally unforgettable is this **incredible dog**, full of character and charm. Leo's artwork perfectly reflects the dog's personality. Expressive eyes, thoughtful shading, and clever use of colour bringing the picture to life. It's clear that this wasn't just about drawing an animal, but about capturing a feeling.

**Brilliant!! Leo**



Ollie tried on some war artefacts that John had brought in that his family had kept from the war.

- Natalie D



In science Acorns 2 were investigating what hardness is and how to identify it, through the use of a scratch test.

- Natalie D

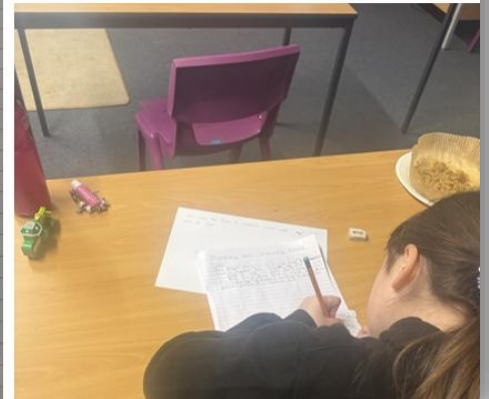
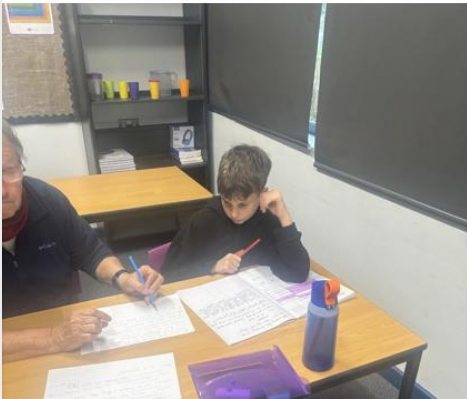
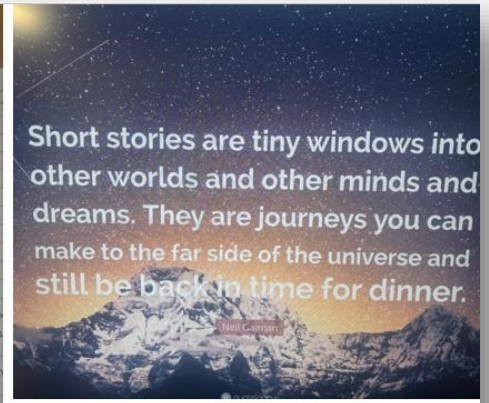
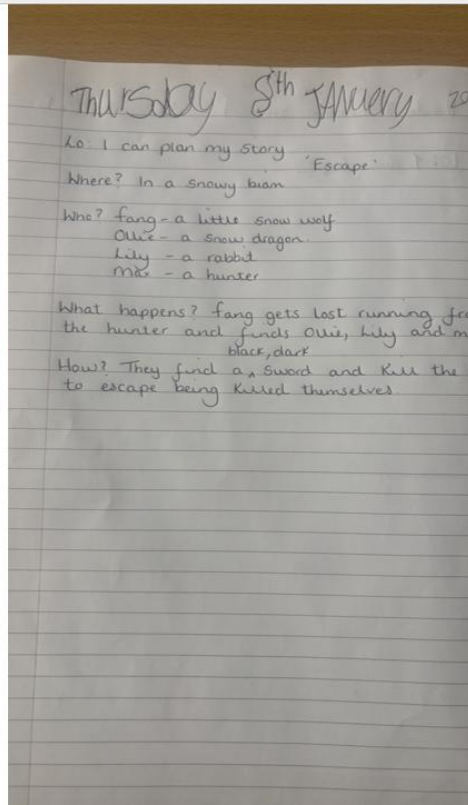
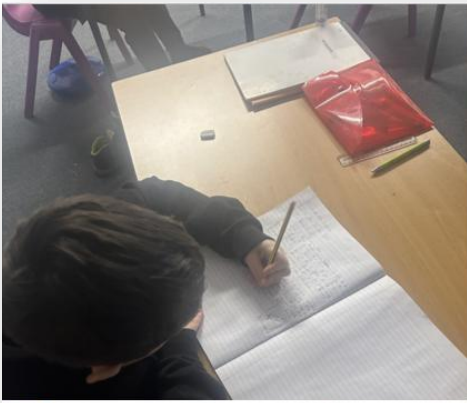


This week KS3 have been baking a variety of items, working independently as possible on recipes they are familiar with.

Some have also been practicing

'Culinary terms'

- Debbie J

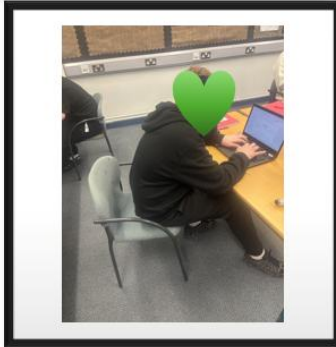
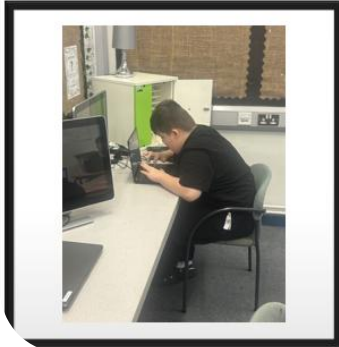
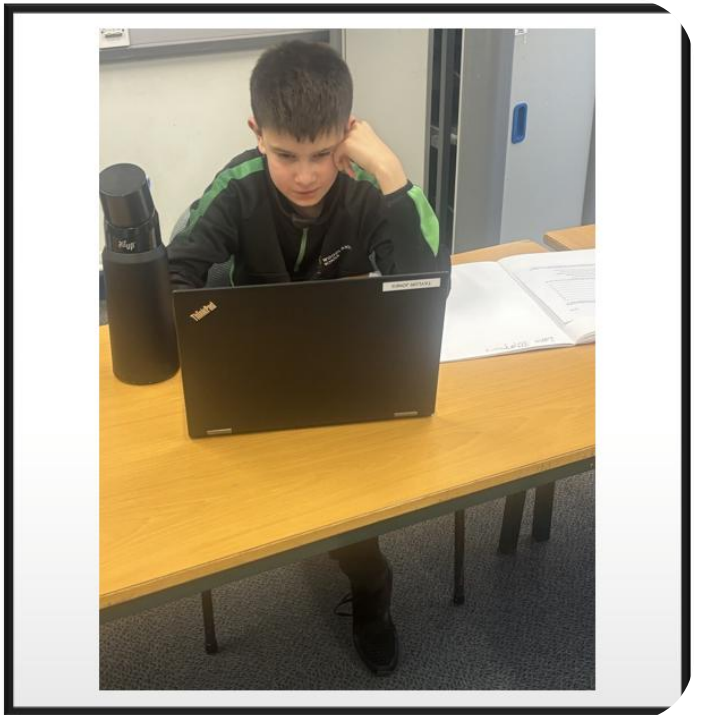
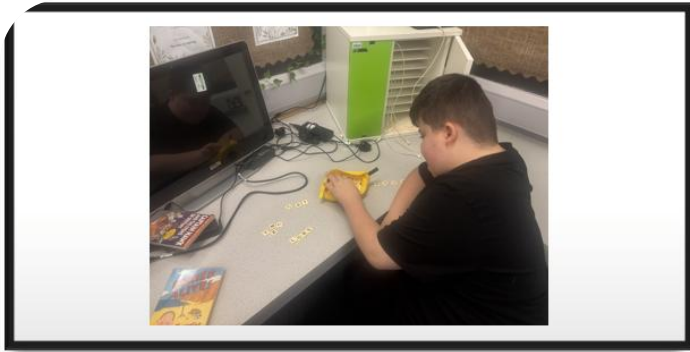


Amazing creative writing from saplings 4.

All they had was the title "Escape" we looked at our own favourite stories, the structure of a story and then designed a framework to plan our own stories. They were all very engaged, creative, and even though they were all given the same title they have created different amazing stories.

Well done!

- Magz



In English this week Saplings 2 have been exploring the world of books and creative writing. They were really focussed during their English assessment writing their own story and spent some time reading books and using our bananagrams to make words.

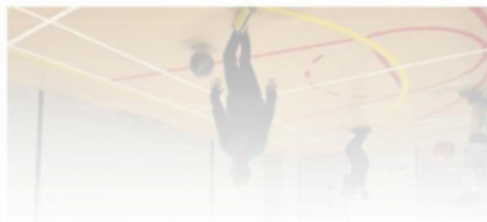
- Magz

# Vocational

Harley confidently stripped down an engine in Vocational this week, carefully dismantling each component to explore how the parts work together.



Also in the workshop, Zane was examining a domestic consumer unit, developing his understanding of household electrical systems.



This week's Branch Tuesday focused on promoting health, activity, and wellbeing, giving learners the opportunity to take positive steps towards a balanced and healthy lifestyle.

Leighton, Morgan, Tyler H and Corey engaged positively with their new surroundings and building- Well done boys!

Lincoln has been engaging in every lesson  
- So proud of you Lincoln!

Welcome to the Woodlands family Abel, Jake and Angel, they have all had positive first lessons. Also, welcome to Ethan who recently joined us and is engaging positively in his lessons  
- Lovely to have you all with us!

Shout out to Tyler H for offering his chocolate around – Great sharing Tyler!!

Romeo had an amazing lesson with the music service – Amazing Romeo!  
Well done!

Tyler H and Leighton completed an unplanned fire drill successfully, following instructions to right place – Great taking responsibility and being safe. Well done!

Shout out to Matthew who has been helping Hasan around school fixing doors and moving leaves – proud of you Matthew

Well done to Romeo for remaining regulated during Maths and carrying on during a tricky session – Great work Romeo!!

Morgan and Corey have engaged well with their Maths at Orchard. Super proud of you boys well done!

Shout out to Xander for supporting his peer during Maths

Shout out to Destiny who supported a peer in distress. Amazing mentoring Destiny! Really proud you, well done!

# Dates for the Diary

- February Half-term

  - 16/2/26 – 20/2/26

- PD Day

  - Monday 23<sup>rd</sup> February

- PCP Parents Evenings

  - Thursday 12<sup>th</sup> March 3.30 – 5.30

  - Online, by phone or in person

  - Thursday 9<sup>th</sup> July 3.30 – 5.30

  - Online, by phone or in person

  -



# Headteacher Awards



A fantastic PE lesson, and super engagement - Zane

A fantastic week back, with great engagement and attitude towards work - Zane

Displaying a huge amount of courage since returning after the Christmas break - Zane

Excellent engagement and resilience in English this week – Tyler ST

Completing your level 2 writing assessment – Tyler ST

Your amazing Artwork – Tyler ST

Good preparation for the first presentation of his speaking assessment - Romeo

Completing your English writing assessment - Taylor

For showing exceptional maturity by having an open and thoughtful conversation about how we can support you best, and for making sensible, positive choices even when others around you were not. Your attitude and responsibility are a credit to you – Ollie C

Incredible engagement in English and writing some fantastic stories – Lexi

A positive first English lesson in Oaks 3 -  
Matthew

Incredible engagement in English and writing some fantastic stories – Leo Gi

Fantastic creative writing in English – Olly N

Incredible engagement in English and writing some fantastic stories – Rocco

Making fantastic improvement in your handwriting - Taylor

**Completing your English writing assessment - Tommy**

Making fantastic improvement in your handwriting - Taylor

**Completing your English writing assessment - Tommy**

A positive morning session on Thursday at Orchard - Leighton

**Fantastic first day at Woodlands - Abel**

**Fantastic creative writing in English - Arran**

**Fantastic first day at Woodlands - Jake**

**Engaging fantastically in English and trying really hard in her writing assessment - Destiny**

**A fantastic PE lesson, and super engagement - Harley**

**Completing your entry level 2 writing assessment - Leo**

**A fantastic PE lesson, and super engagement - Kieran**

**Your amazing Artwork - Leo**

**Completing your English writing assessment - Jayden**

**Incredible engagement in English and writing some fantastic stories - Eliza**

**Completing your English writing assessment - Josh**

**A fantastic first week back, with great engagement and attitude to work! - Harley**

**A positive morning session on Thursday at Orchard - Leighton**

**A fantastic first week back, with great engagement and attitude to work! - Kieran**

**Completing your English writing assessment - Mason**

## Community hubs webpages promote wellbeing support for Shropshire



Shropshire Council and its partners have launched new webpages to highlight the community and family support on offer in hubs all over the county.

The community and family hubs are located in Shrewsbury, Oswestry, Bridgnorth, Market Drayton, Highley and Ludlow, with activities and guidance available to help families and residents stay healthy and connected.

There is a wide range of support on offer based on feedback from communities, from early help for families, domestic abuse support, help to stop smoking, information and housing and more, for all ages, as part of NHS integrated neighbourhood teams.

Whilst much of the support is already ongoing, the new webpages bring the services together to one online space, so people can easily search and find what they need.

[Find the pages and share with your communities.](#)



### Free CBT Courses

Shropshire, Telford and Wrekin NHS Talking Therapies offers free access to digital Cognitive Behaviour Therapy (CBT) and various courses to support mood and anxiety. These courses, run by trained psychological practitioners, use research-backed techniques to improve emotional wellbeing. They address issues like low mood, anxiety, intrusive thoughts, obsessive-compulsive difficulties, and trauma-related distress.

Courses are available in group settings with varying levels of participation. For those preferring self-paced learning, the Silvercloud digital CBT programme provides a private, supportive platform with online clinician assistance to help achieve personal goals.

If you would like support with your mental health, you can make a self-referral by:

- **Online:** Completing a self-referral form, or chat to our Limbic digital assistant via our website – [mpft.nhs.uk/stwtt](https://mpft.nhs.uk/stwtt)
- **Phone:** 0300 123 6020

# Does your child struggle with their sleep?

## Free Sleep Tight Groups

Join us on one of our virtual or face-to-face groups and:

- Find out why sleep is important for our health and emotional wellbeing
- Get support to help improve sleep and bedtime routines
- Meet other parents/carers to share and discuss experiences

**Sleep Tight Group Monday 12<sup>th</sup> January 2026 from 1.00pm to 3.00pm Virtually Via MS Teams**

**Sleep Tight Group Thursday 15<sup>th</sup> January 2026 from 9.30am to 11.30am Highley Primary School**

**Sleep Tight SEND Group Monday 23<sup>rd</sup> February 2026 from 1.00pm to 3.00pm Virtually Via MS Teams**

**Sleep Tight Group Tuesday 24<sup>th</sup> February 2026 from 9.30am to 11.30am Crowmoor Primary School**

The groups run for 5 weeks excluding the school holidays

SEND groups are for parents/carers of Children who might have special educational needs and disabilities, no formal diagnosis is needed to attend the groups

To book a place email [Parenting.team@shropshire.gov.uk](mailto:Parenting.team@shropshire.gov.uk) or call 01743 250950

Find out more here





If you would like to find out about further help and support the Parenting Team offer please email

[Parenting.team@shropshire.gov.uk](mailto:Parenting.team@shropshire.gov.uk)

or call us on 01743 250950

All our services are free of charge to Shropshire Council residents.

## UNDERSTANDING YOUR CHILD



S O L I H U L L   A P P R O A C H

## **PARENTING HELP AND SUPPORT LINE**

available

**Monday to Thursday from 9.30am to 4.30pm**

and

**Friday 9.30am to 3.30pm**

**You can contact the Parenting Help and Support Line by calling**

**01743 250950**

*Parenthood can be extremely rewarding and enjoyable. It can also be demanding, frustrating and exhausting. The Parenting Team is here to help and support parents and carers to raise healthy, well-rounded children in a loving and stable environment.*

*Do you have any questions around your child's development and parenting?*

Why not call our Parenting Help and Support Line where one of our trained Parenting Practitioners will be ready to listen.

(Please note the Parenting Help and Support Line will not operate on Bank Holidays)

If you have concerns about a child's safety or well-being, please call

**First Point of Contact 0345 678 9021**



## **Sending an Email to the Safeguarding Team**

**[safeguarding@wdl.mmat.co.uk](mailto:safeguarding@wdl.mmat.co.uk)**

- **If you have any worries Parents/Carers or Students, please email the above address.**
- **Students, you can use your school accounts or personal email addresses.**

## **Why not follow us on Facebook**

**<https://www.facebook.com/WoodlandsShropshire/>**

**Or**

**Take a look at our website!**

**[www.woodlands.school](http://www.woodlands.school)**

**Or**

**Join the conversation - We love hearing from you! Share your thoughts, questions, and suggestions with us.**

**[rachel.bates@wdl.mmat.co.uk](mailto:rachel.bates@wdl.mmat.co.uk)**

**If you need to contact us out of normal school hours, please either email on the above address**

# 10 Top Tips for Parents and Educators

## EMPOWER DYSLEXIC LEARNERS

Dyslexia affects how some people process information relating to reading, writing, and memory. It varies widely between individuals and can influence how learners engage with certain tasks. With the right support and understanding, children and young people with dyslexia can feel confident and included in their learning environment. This guide offers practical tips to help parents and educators create supportive, responsive spaces that promote engagement, independence, and wellbeing.

### 1 UNDERSTAND DYSLEXIA



Take time to understand the diverse ways in which dyslexia manifests in children and young people. Recognise the challenges and the strengths, from difficulties with literacy to increased creativity, problem-solving, and big-picture thinking. A strong foundation of knowledge leads to more effective support, and by raising your understanding of children's individual ways of working and thinking, you can help them feel proud of who they are.

### 2 ADAPT TEACHING



Learners with dyslexia often thrive with multisensory approaches, so it's important to explore and adapt teaching styles that engage multiple senses or reduce sensory input when needed. Flexibility is key! Remember, what works well for one learner may not work for another, so encourage pupils to experiment and personalise their own approach to classroom learning.

### 3 CREATE SAFETY



Foster a classroom culture where dyslexic pupils feel safe to be themselves. When learners don't feel the need to mask their difficulties, they're more likely to engage, take risks, and grow. Think Maslow before Bloom!

### 4 CELEBRATE ALL ACHIEVEMENT



Recognise and celebrate progress, academic or otherwise. Acknowledging effort and success builds confidence and reinforces a growth mindset. Let young people know you believe in them and help them see their own strengths.

### 5 SUPPORT NOTE-TAKING



Support children and young people in finding note-taking methods that work for them, such as mind maps, colour-coding, sketches, voice recordings, or digital tools. These strategies not only aid learning now but are valuable skills for future education and employment.

### 6 SET SMART GOALS



Set SMART goals: Specific, Measurable, Achievable, Realistic & Timely. Focus on what's achievable to build momentum. For example, if a pupil is consistently scoring 3/10 on spelling tests, adjust the target to match their current level and celebrate progress.

### 7 MAKE LEARNING MEANINGFUL



Connect learning to real-life contexts. Use imaginative, relatable examples to bring abstract concepts to life, for example, using squash ratios or zoo feeding routines to teach proportion - relevance boosts motivation and retention.

### 8 KEEP RECORDS



Keep a clear, up-to-date record of what strategies and accommodations work best for each learner. This 'case history of need' is invaluable during transitions from one setting or phase of education to another and helps ensure continuity of support - a key component of making reasonable adjustments.

### 9 TEACH ORGANISATION



Organisation can be a challenge for dyslexic learners. Regular check-ins on homework, projects, and deadlines can make a big difference. Teach and model planning tools, such as calendars, checklists, and visual timetables, to build independence over time.

### 10 CHAMPION INDIVIDUALITY



Just like fingerprints, no two dyslexic learners are the same. Be open to trying different approaches and encourage students to reflect on what works for them. Promoting self-awareness and independence is one of the most powerful things you can do!

## Meet Our Expert

Elizabeth Wilkinson MBE is a pioneering advocate for neurodiversity and the founder of The Dyslexic Dyslexia Consultant. With a career spanning over two decades, Elizabeth has become a nationally respected voice in the field of dyslexia awareness, education, and inclusion.



#WakeUpWednesday

The National College