



Friday 30th January 2026

Headteachers report of the week

Dear Parents and Carers,

This week has been a truly positive and productive one across the school, with learners demonstrating enthusiasm, resilience and creativity in all areas of their learning.

Classrooms have been full of energy as learners engaged with a wide range of activities. Staff have reported excellent participation, with many learners showing increased confidence in sharing ideas and taking on new challenges. A particular highlight has been the high standard of creative work produced, most notably a wonderful drawing of Hedwig, inspired by the Harry Potter series. This piece of art stood out for its detail, care and imagination and reflects the impressive talent we have within our school community.

Across the week, teachers have led a variety of interactive activities that have helped to broaden learners' experiences. Whether through classroom projects, teamwork challenges or creative tasks, learners have embraced opportunities to explore new skills and express themselves.

As we move into next week, we will continue to build on the positive momentum we've created. Staff are planning several exciting learning experiences, and we look forward to celebrating even more achievement from our wonderful learners.

Thank you to all learners, staff and families for your continued support and dedication. It is a pleasure to see our school community thriving.

Best wishes
Jules





Tuesday 3rd February 2026

Come to school wearing PJs or something comfy and cosy!

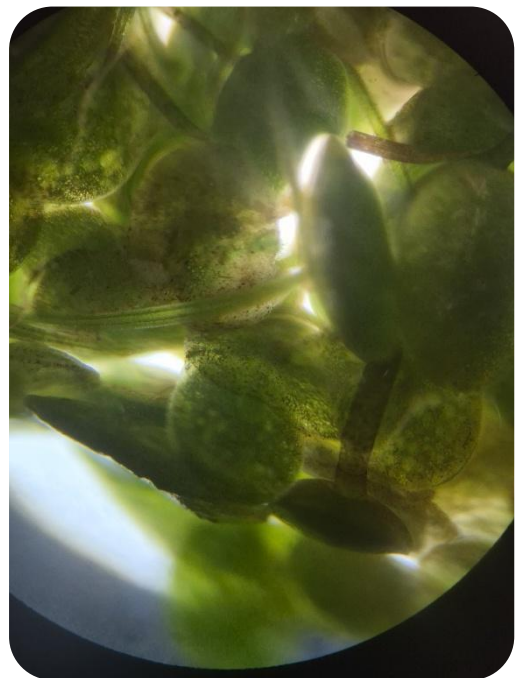
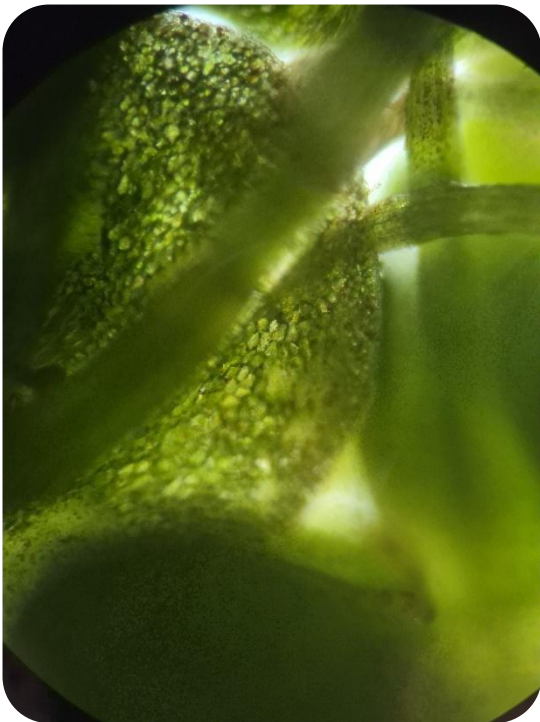
The more that you read,
the more things you will know.
The more that you learn,
the more places you'll go.

Dr. Seuss





This week, our learners took a closer look at the fascinating structure of leaves. By examining a **transverse section** of a leaf under the microscope, they were able to see how each layer plays a vital role in helping plants survive, grow, and produce energy





This week Angel demonstrated exceptional creativity and dedication through her wonderful drawing of **Hedwig**, the iconic snowy owl from Harry Potter. Angel's artwork shows not only strong artistic skill, but also a clear eye for detail, capturing Hedwig's expressive eyes, and the gentle, loyal personality.

(Angel has only just joined the Woodlands family and said to me she didn't think she was any good at Art!

– Angel you most definitely are Amazing!!

I can't wait to show more of your work!)

Well done, Angel



Ryan has been experimenting with recipes, the course he is engaged in requires experiments and working on feedback from peers, staff and family. He will then build on feedback and perfect his dish. This week he made a Sticky Toffee Pudding and Caramel Sauce. It looked delicious I wish I was the taste tester in this dish!

- Debbie J



Acorns 3 had lots of fun continuing our ancient Egyptian theme in DT. We discussed how the ancient Egyptians made papyrus paper and had a go ourselves. The perfect finish to the lesson was adding lots of sparkle in the form of gold glitter to our Tutankhamen masks.

- Sian

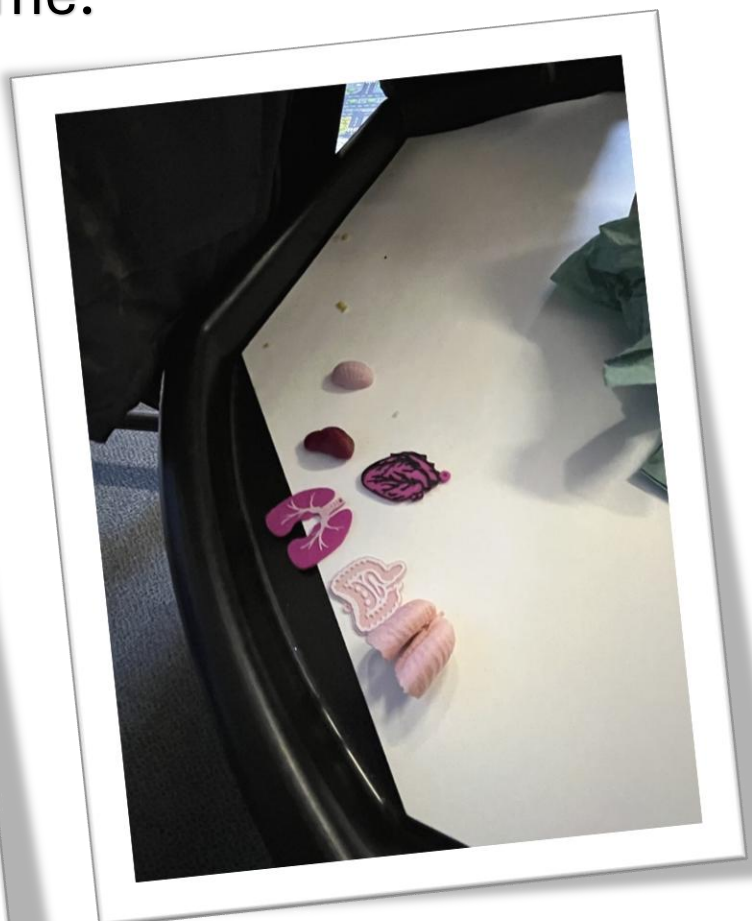
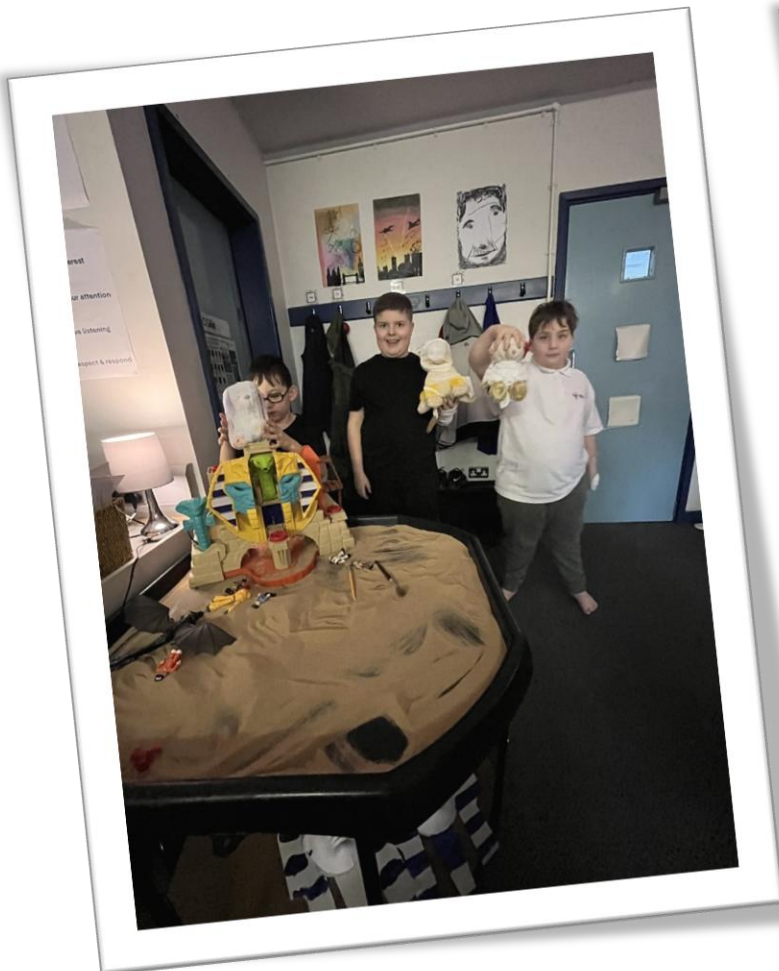


As part of this half terms topic of exploring ancient Egypt, Acorns 1 immersed themselves in Art by recreating brilliant masks based on Tutankhamen

- Ceri

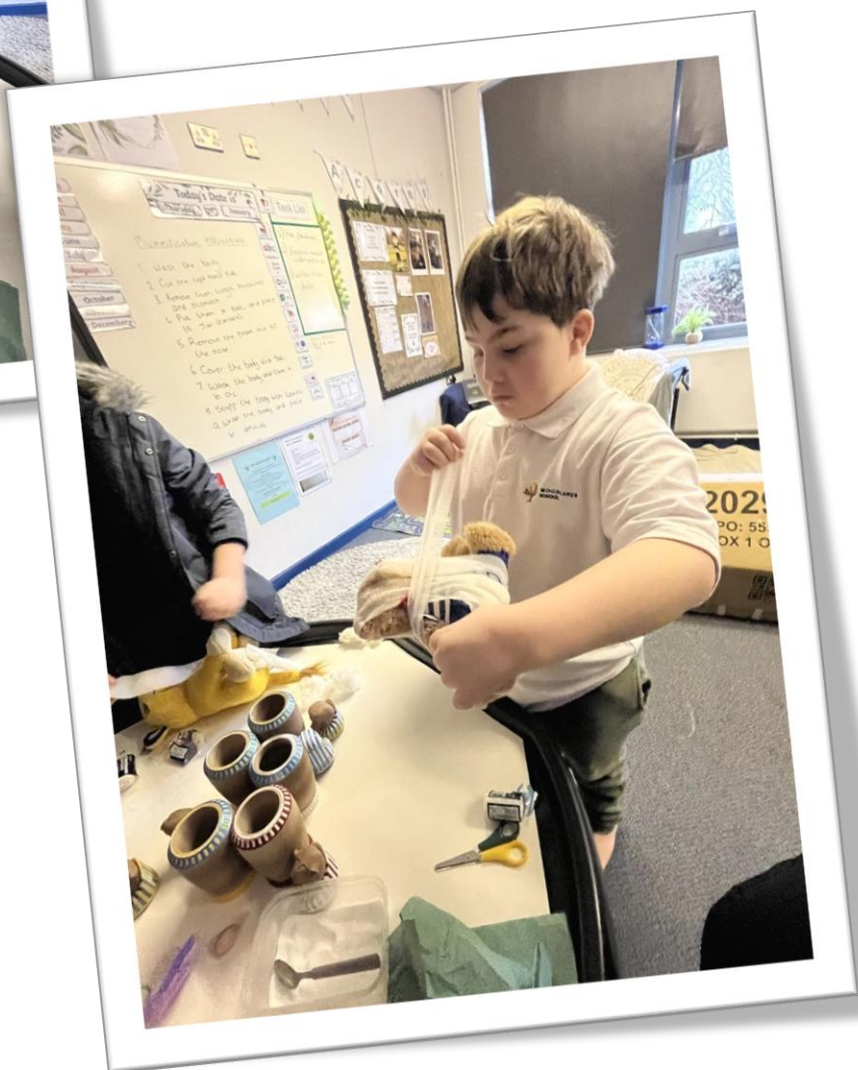
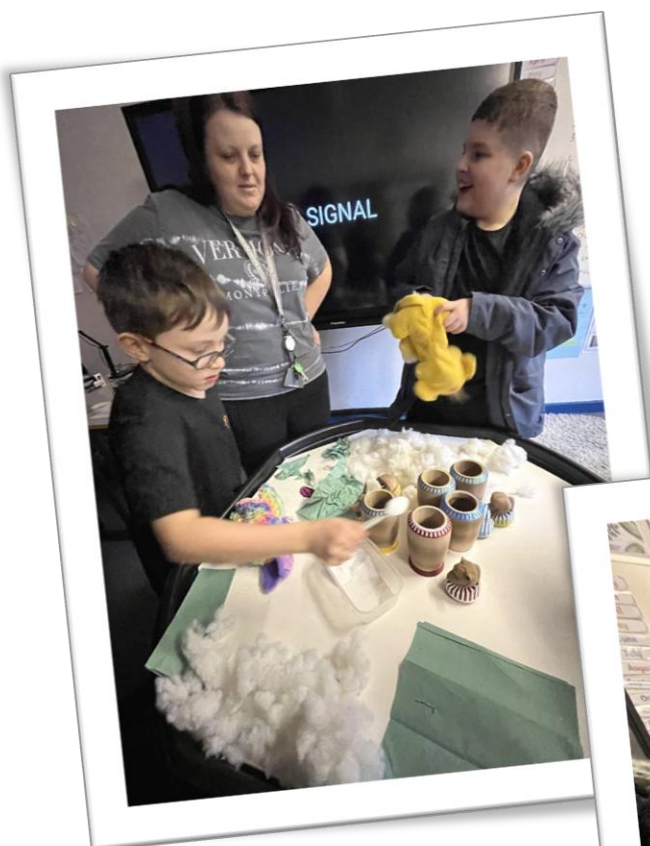


In acorns 3 Our English lesson focused on instructional writing through an Ancient Egypt theme.



Students wrote clear, step-by-step instructions, then followed them to mummify teddy bears—practising sequencing, clarity, and purpose in a fun, hands-on way.

- Sian



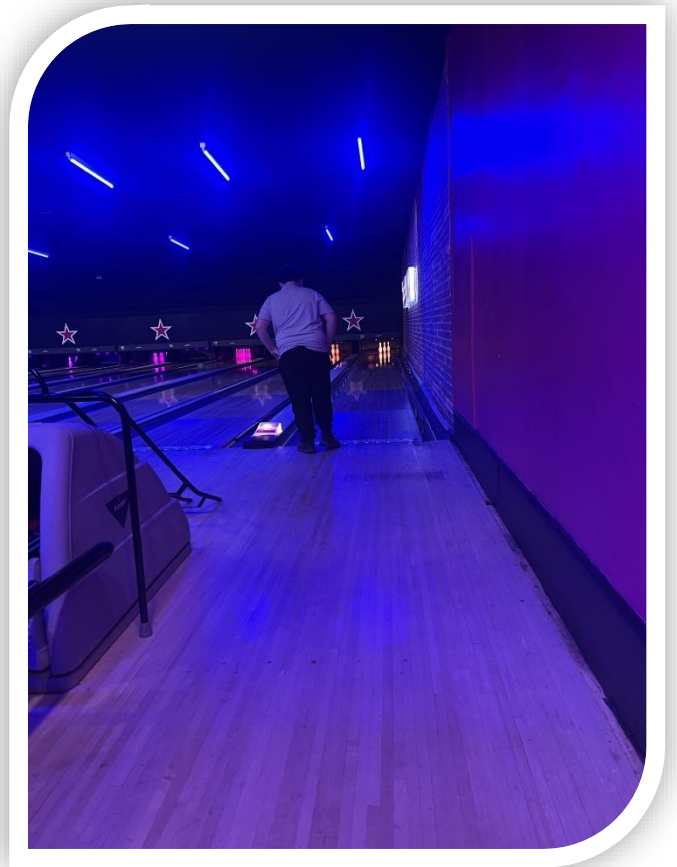
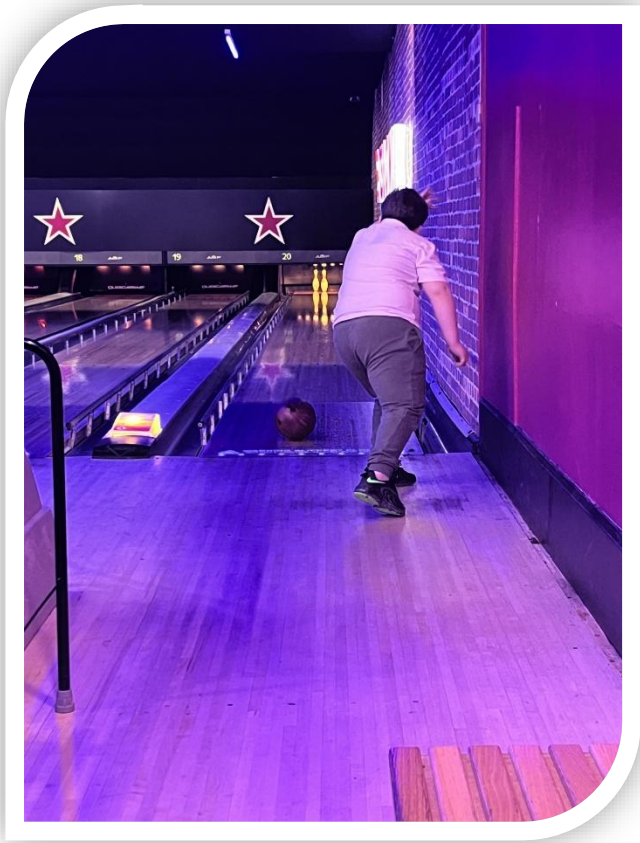


In science acorns 2 and 3 conducted an experiment finding out which objects are transparent, translucent and opaque. First, we made predictions before finding out and placing each item in their category.

- Sian







Acorns 3 had a
great time
bowling for this
weeks
activities.
- Sian



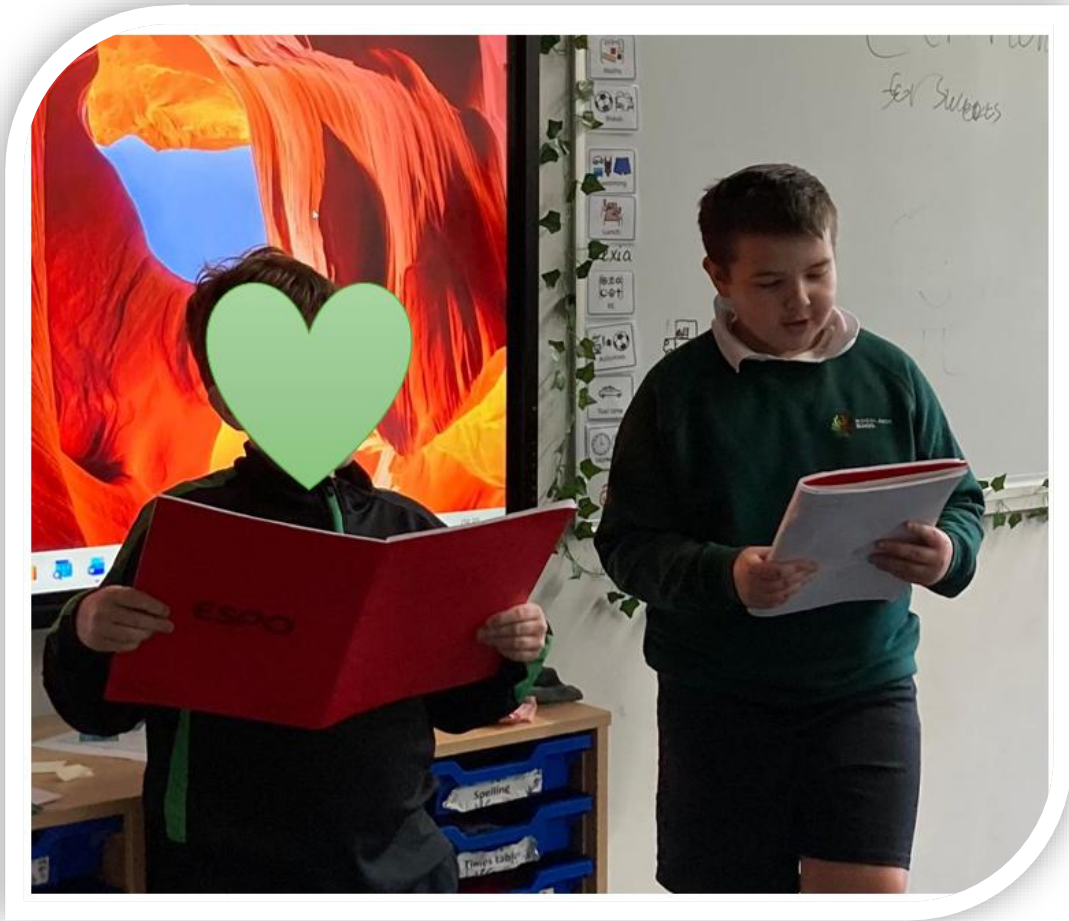
Picture of the week!





Fantastic Friday with
Acorns 1 literally
climbing the walls to
scale new heights.
Bravery, support and
encouragement
demonstrated by all –
true Woodlands spirit!
- Ceri





Acorns 1 acted out
“The Warlocks
Whiskers”
as part of our
Guided Reading
lesson, bringing
stories to life
- Ceri





Shout out to Tyler ST and Angel who have consistently given a high level of engagement in their learning this week – Great work both! Well done!

Frankie demonstrated mature judgement this week and took responsibility of remaining calm and focusing on his own behaviour rather than being drawn into conflict.
– We're proud of you Frankie – Well done!

Charlotte and Oscar took responsibility for their own restorative this week. They both apologised to each other and took time to talk about their actions. – Brilliant taking responsibility both! – Well done!

Shout out to Taylor and Jayden for always doing their BEST with lovely manners and saying thank you at the end of each lesson to their teachers
- Super proud boys!

Leighton, McKenzie and Tyler H have shown great learning, having discussions on Maths and furthering their knowledge in their breaks – Amazing boys, we're so proud of you all!

Destiny has given all her mine craft blocks to another learner this week, when she noticed they needed them. – Wow! Destiny, well done!

Cody reflected on how far he had come; we are all so proud of you Cody

Shout out to Angel, Michael, Taylor, Charlotte, Ethan, Zane. Harley, Kiean and Arthur for being in your uniform this week
- Great taking responsibility, well



Dates for the Diary

- Tuesday 3rd February – PJ Day
 - Come to school in your PJ's or something cosy comfortable
- February Half-term
 - 16/2/26 – 20/2/26
- PD Day
 - Monday 23rd February
- PCP Parents Evenings
 - Thursday 12th March 3.30 – 5.30
 - Online, by phone or in person

 - Thursday 9th July 3.30 – 5.30
 - Online, by phone or in person



Headteacher Awards



- **Aaron** – for some very creative explanations of how to create atmosphere in a story in English
- **Arran** – for excellent persuasive writing in your English lesson
- **Charlotte** – for always engaging positively in her English lesson
- **Eliza** – for excellent use of key vocabulary in your English work
- **Lexi** - for taking responsibility and apologising and for supporting her peers in English when they were struggling
- **Olly** – for excellent persuasive writing in your English lesson
- **Tyler ST** – for consistently being in the top 5 for BEST and Lesson points



Well done to all our learners who received a certificate this week for core positive engagement with Lexia and a chance for a go in the lucky box!

- Bobby
- Eliza
- Michael
- Oscar

CONGRATULATIONS!

Student's Name

HAS SOMETHING TO BE PROUD OF!

For positive engagement with Lexia this week

Natalie Mason
Signature

Lexia
POWERUP
LITERACY

30th January 2026
Date

Well done to all our learners who received a certificate this week for powerup positive engagement with Lexia and a chance for a go in the lucky box!

- Aaron Dourish
- Leo Gilbert
- Lexi Hughes
- Rocco Magill
- Taylor Jones
- Tyler Shingler-Thomas

The January PACC newsletter is now available with lots of useful updates and information including;

- The National SEND Conversation event in Birmingham; what PACC heard from and told the Department for Education
- Information about phase transfers, and how to support young people with SEND as they move between different stages in Education
- Introducing the new SEND Inspection; coming to Shropshire soon
- How you can share your experiences on reasonable adjustments, EHCPs and social care



and lots more about things to do over the February half term. You can read the January newsletter here - [January Newsletter](#)

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 12th January 2026 from 1.00pm to 3.00pm Virtually Via MS Teams

Sleep Tight Group Thursday 15th January 2026 from 9.30am to 11.30am Highley Primary School

Sleep Tight SEND Group Monday 23rd February 2026 from 1.00pm to 3.00pm Virtually Via MS Teams

Sleep Tight Group Tuesday 24th 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 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

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

- **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

Or

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

rachel.bates@wdl.mmat.co.uk

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

What Parents & Educators Need to Know about WORRY AND ANXIETY

Worry and anxiety are common emotions experienced by children, often triggered by uncertainty or fear. While worry involves concern about future events, anxiety is a persistent feeling of dread or apprehension. Current statistics indicate a rising prevalence of anxiety disorders among children, and this guide has some expert advice on understanding and addressing these concerns.

UNDERSTANDING WORRY AND ANXIETY

Worry and anxiety are emotional responses to stress or uncertainty. Worry is typically associated with potential misfortune, while anxiety is characterised by feelings of fear, apprehension or unease. Both can manifest physically through symptoms such as restlessness, fatigue or muscle tension. Understanding the distinction between worry and anxiety is crucial for effectively addressing these concerns in children.



DIFFERENTIATING WORRY FROM ANXIETY

While worry and anxiety share similarities – in that they both involve concerns about possible trouble – anxiety tends to be more constant and overwhelming. Worry may come and go depending on circumstances, whereas anxiety can linger regardless of the situation. It's essential to recognise when the former crosses into the latter, as anxiety can significantly impact a child's daily functioning and wellbeing.



WHAT ARE THE RISKS?

LONG-TERM CONSEQUENCES

Untreated worry and anxiety in childhood can have potentially lifelong impacts on a person's mental health and wellbeing. Chronic anxiety may increase the risk of developing anxiety disorders, depression or other mental health conditions later in life. Additionally, unresolved worry and anxiety can negatively impact self-esteem, confidence and overall resilience. It's essential to address these concerns proactively and provide appropriate support and intervention.



THE IMPACT ON CHILDREN

Excessive worry and anxiety can have profound effects on children's mental and emotional health. It may interfere with their ability to concentrate, sleep or participate in daily activities. Chronic worry and anxiety can also lead to physical symptoms such as headaches, stomach aches or difficulty breathing. Left unchecked, these concerns can escalate and potentially contribute to the development of anxiety disorders later in life.



THE EMOTIONAL TOLL

The emotional impact of worry and anxiety on children can be significant, affecting their overall quality of life and wellbeing. Children experiencing chronic worry or anxiety may feel overwhelmed, irritable or helpless. They may also withdraw from social activities or avoid situations that trigger their anxiety, leading to feelings of isolation or loneliness. Addressing these concerns early can help prevent long-term emotional distress and promote healthy coping strategies.



ACADEMIC & SOCIAL IMPACTS

Impacts on the academic performance and social interactions of children and young people are very possible. Frequent worry or anxiety may impair concentration, memory and problem-solving skills, making it difficult for children to succeed in education. Anxiety can also hinder social development by causing children and young people to avoid social situations or to struggle with communication and interpersonal relationships, potentially leading to feelings of isolation or exclusion.



Advice for Parents & Educators

ENCOURAGE OPEN COMMUNICATION

Parents and educators can foster a supportive environment by encouraging children to express their worries and anxieties openly. Actively listening and acknowledging young people's emotions can help them feel understood and supported, reducing the situation's intensity. Creating opportunities for regular check-ins and discussions about one's feelings can promote healthy coping strategies and strengthen communication bonds.



CREATE A SUPPORTIVE ENVIRONMENT

Parents and educators play a crucial role in creating a supportive environment that promotes emotional wellbeing. Establishing routines, providing predictability and offering reassurance can help relieve anxiety and create a sense of security for children. Foster a culture of empathy and understanding, where children feel safe enough to express their emotions and seek support when needed.



TEACH COPING STRATEGIES

Empowering children with effective coping strategies is essential for managing worry and anxiety. Encourage the use of relaxation techniques such as deep breathing, mindfulness or progressive muscle relaxation to calm anxious thoughts and promote a sense of composure. Additionally, teaching positive self-talk and problem-solving skills can help children develop resilience and confidence in managing challenging situations.



SEEK PROFESSIONAL HELP

Recognising when to seek professional help is vital for addressing significant or persistent worry and anxiety in children. If worry or anxiety significantly impacts a child's daily functioning, interferes with their relationships or academic performance, or causes significant distress, it may be necessary to consult with a mental health practitioner. Early intervention can prevent long-term consequences and promote positive outcomes for children's psychological wellbeing.



Meet Our Expert

Adam Gillett is Associate Vice Principal for Personal Development at Penistone Grammar School and works on secondment one day a week for Minds Ahead, which collaborates with schools on improving their mental health provisions.



The National College®