

SCHOOL PROSPECTUS 2024

# We would love to see you at Woodlands



ALLESTREE  
WOODLANDS  
SCHOOL

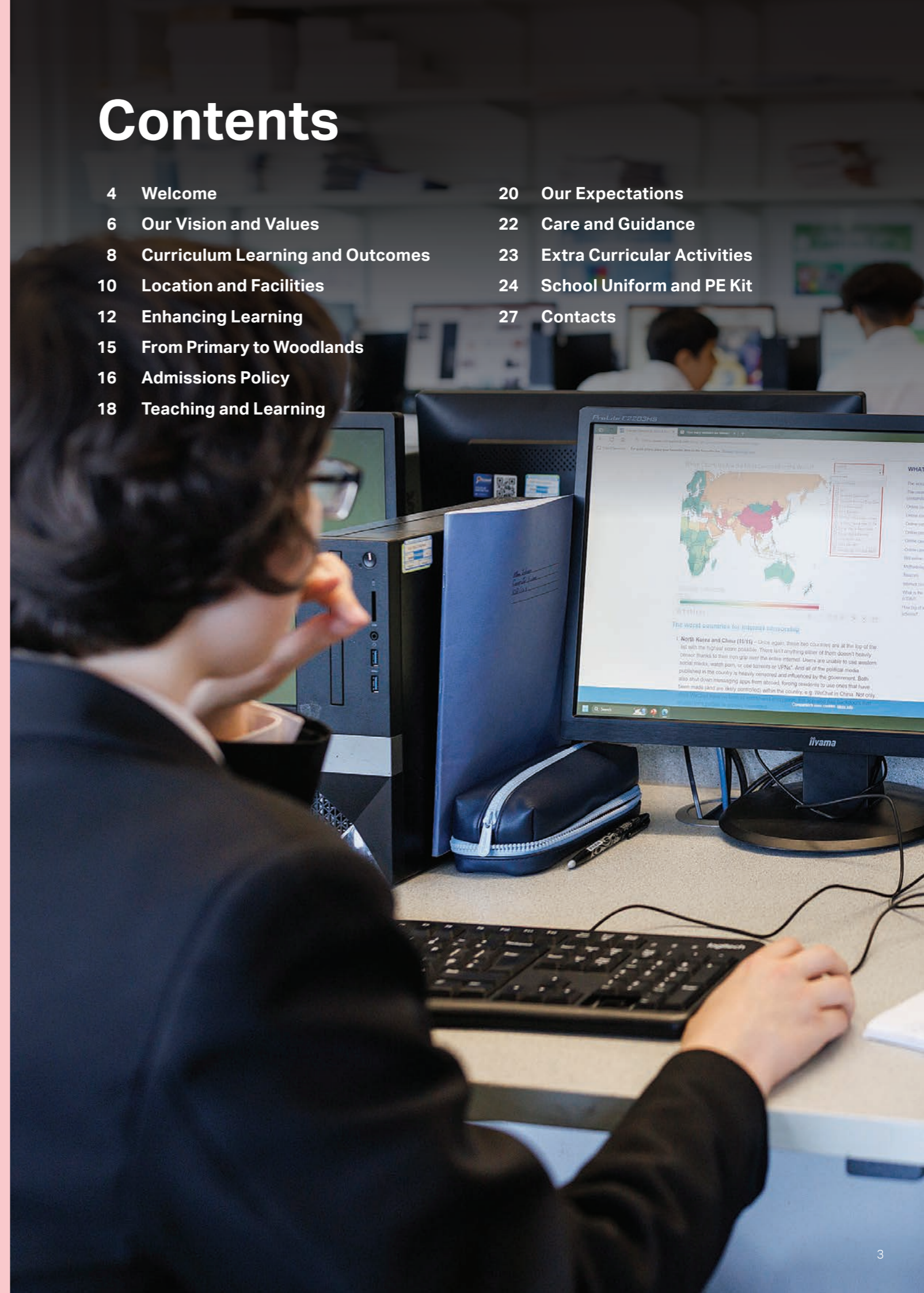
Courage | Optimism | Regard | Endeavour

**“The transition and summer school days help to prepare you without needing to worry. You will make new friends. You won’t get lost, but if you do everyone is happy to help.”**

Sophia, Tom & Amy  
Year 7, September 2023

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# Welcome

**At Woodlands we pride ourselves on the warm and friendly atmosphere of the school. Relationships are important and our aim is to ensure that every student feels safe and happy. We strive to provide the best for them and believe that every young person deserves the chance to feel successful at school.**

Our motto, 'Aspire and Achieve', sums up our hopes and expectations for every student who is part of our school community. We want all of our students to excel and recognise that, for this to happen, they must aspire to achieve ambitious goals and work hard to reach these. But, we know that having aspiration can be tough; after all, if you dream big, there is a chance that you might not always reach your goal. This is why we are here as well-qualified and committed staff to both support and challenge all young people to aspire, to dream of what might lie ahead and to work hard to make an ambitious goal possible.

When aspiration and hard work are combined, people achieve amazing things. That is what we strive for at Woodlands: to see every student aspire to reach or exceed their potential and work hard towards that goal. In turn, they will receive excellent teaching and support to achieve it and to feel a sense of self-worth and pride in doing so. We want our students to be good citizens, demonstrating leadership, awareness of global issues, regard for others and courage when faced with challenge.

**Our success is built on a strong partnership between students, parents/carers, staff and governors, a partnership which flourishes in an atmosphere of mutual trust and respect.**

You will see on page 6 how 'Aspire and Achieve' is woven in to the fabric of our school through our vision, values and aims that everyone, students, parents/carers, staff and governors have contributed to. It is a touchstone for how we want to be as a community and is under constant review to maintain this focus.

We are lucky to be a thriving school with a growing intake, a broad curriculum and are proud to provide superb extra-curricular opportunities in sports, technology and the creative and performing arts as well as possessing tremendous facilities. This continues through to A level where our thriving sixth form gives the opportunity for further study in preparation for university or apprenticeship.

If you would like to know more, take a good look at this prospectus, visit our website or speak to those who know us best – our students and parents/carers – and visit us, at our planned Open Evening, to find out for yourself and get a feel for what Allestree Woodlands School is all about.

Gemma Penny  
Headteacher



# Our Vision: Aspire & Achieve

Enabling aspiration and achievement for all students through delivery of a knowledge-rich curriculum underpinned by our **CORE** values.

## CORE Values:

- Courage** – to be brave in the face of challenge
- Optimism** – to look for solutions and see positives
- Regard** – to care for and be kind to others and yourself
- Endeavour** – to work hard and persevere to achieve one's full potential



## Our School

We are an inclusive secondary school in north Derby for over 1400 students aged 11-18 with

- a broad and balanced curriculum in years 7-11.
- a wide educational offer in years 12-13.
- a great range of extra-curricular opportunities in sports, technology and the creating and performing arts.
- excellent facilities and outdoor space.
- provision for those with additional needs including an enhanced resource facility for the hearing impaired.

## What does this look like?

- People who are inspired, dream big and are self-motivated to strive to achieve their best
- Across all subjects, students including those who are disadvantaged and those with Special Educational Needs & Disabilities progress in line with national averages or better.
- A regularly reviewed, inspiring curriculum that is relevant to our students and society, encouraging them to expand their horizons.
- Wide enriching experiences within and beyond the classroom, leading to personal growth.
- A thriving sixth form integrated into the school community.
- Students well equipped for their next steps after Allestree Woodlands School.
- A professional learning community where staff are supported to develop continuously their expertise and skill.
- A climate that encourages personal wellbeing and good mental & physical health, encouraging positive relationships with support structures including peer mentoring.

- A refusal to accept discrimination; promotion of cultural diversity, British values and the acceptance of difference.
- A school community including (but not limited to) students, staff, parents, carers and alumni that celebrates success for all, where all voices are heard, fostering a sense of pride and belonging.
- Aspiring to lead by example in our care for the environment and move towards being a carbon neutral school.
- Broad engagement, partnership and collaboration within the school and across the community including with other schools, employers, parents and carers.
- The school of choice for the families in our catchment and wider community.

## Enablers

- Safeguarding – we are committed to safeguarding, promoting the welfare of our students and expect all our staff, governors and volunteers to share this commitment.
- Staff – we aim to have the best possible teaching staff, support staff, leaders, governors and volunteers to enable our students to achieve their full potential.
- Relationships – a clear understanding of expectations, consistent implementation supported and maintained by all.
- Wider community – engaged and supportive parents and carers with effective two-way communication.
- Facilities & Financial responsibility – buildings, IT, website and subject specific facilities that enable the curriculum and wider development of our students within a balanced and controlled budget.

Adopted by the Governing Board July 2020.

# Curriculum, Learning and Outcomes at Woodlands

At Woodlands, we have a wide range of subject specialists that allow us to deliver a breadth of subjects across the different year groups. We deliver lessons drawn from a well sequenced curriculum that builds on knowledge and skills over time. To this end, students' learning expectations are high. We expect all our students to show endeavour and a positive attitude by working hard both in school and at home.

Students at Woodlands will be taught a broad range of subjects that incorporate an academic curriculum with the arts and sports. We are committed to delivering a knowledge-rich curriculum that has a focus on key subject knowledge which prepares students for their future success. We also incorporate elements of our CORE values into our wider focus on personal development and believe that if students can develop courage, optimism, regard and endeavour, that these principles will set them up for a successful future.

We are proud of our students' attainment; students achieve a high percentage of grade 4s and above across the range of subjects and we are well above national average in core subjects.

<b>Year 11 GCSE 9 – 1 Results 2023</b>	<i>Standard Pass</i> <b>9 – 4 %</b>
Art	<b>64</b>
BTEC Creative Media	<b>91.2</b>
BTEC Engineering	<b>81.8</b>
BTEC Health & Social Care	<b>92.7</b>
Business Studies	<b>73.5</b>
Computing	<b>26.9</b>
D&T	<b>82.6</b>
Drama	<b>87.5</b>
English Language	<b>73.6</b>
English Literature	<b>78.1</b>
Food & Nutrition	<b>73</b>
Geography	<b>81.3</b>
History	<b>56.1</b>
Maths	<b>77.9</b>
MFL French	<b>86.7</b>
MFL German	<b>85.2</b>
MFL Spanish	<b>75</b>
Music	<b>25</b>
PE	<b>82.5</b>
RE	<b>74.4</b>
Biology	<b>86.8</b>
Chemistry	<b>86.2</b>
Physics	<b>87.5</b>
Science	<b>71.4</b>



# Home Learning

We expect our students to complete regular home learning as an important part of the learning cycle. Research shows that completing regular home learning can have a positive impact on learning of 5+ months. The types of activities that may be undertaken during home learning may include:

- Consolidating what they have learnt in a lesson, or across a series of lessons. This is the best way to develop links to prior learning, creating stronger bonds in the brain means students can remember this knowledge better and retrieve this in the future, when they need it again.
- Practising areas of their studies that they may not have completely grasped or been able to apply during a lesson.
- Learning about a topic or theme prior to learning so they can contribute their own research, views and knowledge to their lessons.



We use **Satchel One** to set home learning at Woodlands. This can be accessed on a laptop, desktop

computer or on a student's smart phone by downloading the app. Students are able to use this app as a planner as well as a to do list. Teachers will set home learning for students on Satchel One and it will show up on their timeline. This helps students to manage their work more effectively and get notifications when their work is due.

To support students further, parents and guardians also have access to the Satchel One app. This allows you to see what work they have been set, when it is due and how much they have to complete, helping them manage their workload and time more effectively.

# Assessment at Woodlands

We assess our students' knowledge and understanding throughout our lessons and is a key part of a teacher's fundamental routines. On-going assessment will check for understanding and may take many forms such as quizzes, low-stakes tests, questioning and checking student's written work as they complete an activity. Checking for understanding is important to inform the teacher so they can adapt their teaching, inform the student of where they are and what they know and help support individual students' needs.

In addition to this, students will complete periodic summative assessments – assessments that check students' knowledge and understanding over a longer period of learning. The main aim of these assessments is for students and teachers to know what they know well and where there maybe gaps so they can improve.

# Keeping you informed

We believe that a positive partnership between parent, school and student is the key to success. It is, therefore, important to us that we are able to keep our parents and carers fully informed.

At Woodlands we use Arbor for the storage of all student data and as a method for keeping in touch with current parents and parents of students offered a place. The app is available on the App Store and Google Play by searching 'Arbor' and will be accessible as soon as places are announced in March 2024.



# Location and Facilities

A beautiful and functional space for everyone joining Woodlands.

We have wonderful, modern facilities including science laboratories, specialist classrooms, music rooms, drama studio, technology rooms and an Atrium with Café.

All the classrooms are spacious with good natural light and equipped to a very high standard across all our curriculum areas. We are constantly upgrading our ICT provision and further enhance our teaching and learning with a well-stocked library, staffed by dedicated library staff within the Learning Resource Centre.

Our school is named Woodlands for a reason – we are surrounded by trees and green spaces and are fortunate to have extensive outdoor spaces for students to play and relax.

A high quality learning environment is very important to us, and we strive to maintain our grounds, buildings and facilities to high standards.

In addition we have a modern sports hall, fitness suite, swimming pool, two floodlit all-weather pitches, extensive sports fields and state-of-the-art theatre facilities – all of which we also use to support our partner primary schools and the surrounding community.

We have a thriving eco-committee who have been involved in many aspects of the school building and facilities, including the introduction of drinking water fountains in corridors and the planting of trees from the Woodlands Trust in our vast grounds.

# Enhancing Learning

## Curriculum

We believe that every student should have access to the best curriculum on offer. At Woodlands, that is underpinned by a belief that knowledge of a range of subjects is vital. We want our students to be confident, well-informed young people who can participate fully in their world as adults. Our academic curriculum is enhanced by having specialist teachers who are passionate about their subjects and expert in their field. We have a thriving creative arts department which offers art, music and drama. This year, we won the Music Mark Award for our music curriculum offer. We are also fortunate to have excellent sports facilities, including our recently renovated swimming pool meaning that students have access to the full range of sport.

## Wellbeing Centre

We care about the mental health of our students and have a dedicated safeguarding team available to help with concerns. In 2019, we opened our Wellbeing Centre as a safe place that can be accessed if a young person is worried or needs someone to talk to. Our team of Mental Health Ambassadors are trained Sixth Form students who can be a friendly face and will listen to concerns. They are trained to refer to an adult from the safeguarding team when necessary.

## Catering

Our modern student dining facilities are ably managed by a fully qualified chef who provides rich, varied and healthy food options each and every day of the school year. This expertise is also transferred to many of our students who enjoy studying catering and who increasingly provide splendid hospitality at many school events.

## SEND

We believe that every child and their family matters. Therefore the inclusion of pupils identified as having Special Educational Needs and Disability (SEND) in our school community is fundamental to the diversity and richness of our school. Our whole-school inclusive ethos, underpinned by our CORE values, reflects a genuine belief that all children, no matter their starting point, will feel included and inspired to achieve their full potential. The school also seeks to develop pupil's independence to foster a life-long love of learning.

Woodlands has a large team of dedicated, experienced and highly qualified staff who support our SEND pupils. We are immensely proud to be Derby City's Enhanced Resource (ER) for Deaf and Hearing Impaired students.

If you have any questions related to SEND provision, please do not hesitate to contact the school's SEND team by calling 01332 551921 or emailing [SEND@woodlands.derby.sch.uk](mailto:SEND@woodlands.derby.sch.uk).





# From Primary to Woodlands

We all remember how daunting it was to move from primary to secondary school! At such an important time we pay careful attention to the needs of our new children and we build on the good education they have received at their primary school. Every effort is made to make the change as smooth as possible.

We have a strong programme throughout the year to enable new and existing parents to meet with staff and we place importance on the role of the form tutor as a link between school and home.

In order to make the transfer to secondary education as easy as possible for your child, consultation takes place between the staff of the primary schools and ourselves. In addition your child will be involved in the following transfer programme:

## Primary School Visits

Our staff liaise with primary schools to facilitate a smooth transition and determine appropriate support for new students. We also create opportunities for in-person or virtual visits to meet the new students, as circumstances allow.

## Common Transfer Days

It is intended that towards the end of the summer term, before transferring to Woodlands, all new students will spend two full days with us. They will have the opportunity to meet their future Form Tutor and Head of Year. Through the "To The Moon" transition project they will find their bearings and get to know what will be their new learning environment the following September. The aim of the three days is to give a substantial experience of life at Woodlands, and build on their key qualities of courage, optimism, regard and endeavour as they prepare to begin their secondary education.

## New Intake Evening Event

This information event, for children transferring to us and their parents/carers, will form part of the Common Transfer Days. This will take place as an in-person or virtual event, as circumstances allow.

**"When I first saw the school, I thought I would get lost because it was so big and there are so many people. But I soon found my way around, and now it's really fun having different lessons and classrooms. All the teachers are nice."**

Student during Transfer Days



# Admissions Policy

Allestree Woodlands School is an Academy School (11-18) with enhanced resource facilities for hearing impaired students. It does not select on the basis of ability.

## Standard Admissions Number: 240

Applications for a place at Allestree Woodlands School should be made by stating the school as a preference on the common application form available from Derby City Education Authority. This common application form must be returned to Derby City Council - not the school, by the closing date.

All parents/carers will be notified regarding their application for a place by Derby City Council. Where applications exceed the number of places available the following criteria are applied by the Governing Body Admissions Committee in the order set out below to decide which students to admit:

1. In line with the 2021 School Admissions Code requires children who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted to be given equal first priority in admission arrangements, alongside looked after children (LAC) and children who were previously looked after by English local authorities (PLAC). Therefore, highest priority is given to "looked after children and all previously looked after children, including those children who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted".
2. Children who are living in the normal area served by the school and have siblings\* who will be in year 8-11 at the time of the proposed September admission. Please note that the sibling criteria is not applicable when a sibling will be in year 12/13 in the academic year of proposed admission.
3. Other children living in the normal area at the time of admission.
4. Children who do not live in the normal area served by the school but who have siblings\* who will be in year 8-11 at the time of the proposed September admission.

Please note that the sibling criteria is not applicable when a sibling will be in year 12/13 in the academic year of proposed admission.

5. A child with a parent/carer who is employed at Allestree Woodlands School
6. Other children whose parents have stated Allestree Woodlands School as a preference on the common application form.
7. Children whose parents stated Allestree Woodlands School as a preference on the common application form but did not return the form to Derby City Education Authority by the closing date.

\* The school determine the meaning of 'Sibling' to be a natural brother or sister, a half brother or sister, a legally adopted/fostered brother or sister, a half brother or sister or a stepbrother or sister living in the same household who, in any of these cases, will be living with them at the same address at the date of their entry to the school

### Additional Notes:

- A. In categories 2 to 5, when choices have to be made between children satisfying the same criteria, children living nearest to the school, measured by a straight line between their residence and the school, have priority. In category 7, places will be allocated in the same order of priority as for categories 2 to 5. Where children in category 7 have equal priority, places will be allocated to those living nearest to the school, measured by a straight line between the home address and the school using the National Ordinance Survey Set Points.
- B. The 2021 School Admissions Code requires children who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted to be given equal first priority in admission arrangements, alongside looked after children (LAC) and children who were previously looked after by English local authorities (PLAC). This advice refers to these children as internationally adopted previously looked after children.
- C. The Governing Body Admissions Committee reserves the right to verify information and, if misrepresentation is confirmed, refuse or cancel the place.

## Fair Access

Local Authorities are required to have '**Fair Access Protocols**' in order to make sure those unplaced children who live in the Local Authority, especially the most vulnerable, are offered a place at a suitable school as quickly as possible. This includes admitting children above the published admissions number to schools that are already full.

## Right of Appeal

Should the Governing Body Admissions Committee be unable to offer places to all students who have applied the parents/guardians will have the right to appeal to -

The Independent Appeals Panel,  
c/o Allestree Woodlands School,  
Blenheim Drive, Allestree, Derby DE22 2LW

Parents will be given this information in the letter informing them of a Governing Body Admissions Committee's decision regarding places.

## Waiting List

If the number of applications exceeds the number of places available a waiting list will be established and maintained until the end of September by Derby City Council using the above criteria.

## Applications Made Outside of the Normal Round of Admissions

An application for a place can be made at any point during the school year by stating Allestree Woodlands School as a preference on the common application form obtained from and returned to Derby City Council. The Governing Body Admissions Committee will consider the application against the above criteria and a place will be offered by Derby City Council and/or the school if one is available.

**Approved by the Governing Body of Allestree Woodlands School.**

# Teaching and Learning

**We will pursue the school's commitment to equal opportunities in the belief that all young people are entitled to equality of access to the curriculum throughout their time at Woodlands.**

## Years 7–9

The first three years at Woodlands are the years for establishing a strong and broad foundation for further study. Students are taught in a variety of different ways, dependent on their needs and abilities.

The curriculum at KS3 includes the core subjects of Mathematics, English and Science; and the foundation subjects of:

- Art
- Design and Technology
- Drama
- Geography
- History
- Information and Communications Technology (ICT)
- Modern Foreign Languages (French, German or Spanish)
- Music
- Physical Education (PE)
- Personal, Social, Health and Citizenship Education (PSHCE) including Careers
- Religious Education

## GCSE (Years 10–11)

Year 10 and 11 students follow a core curriculum of English, Mathematics, Science, PSHE and PE. In addition to these subjects students will choose from further GCSE courses including Art, Business Studies, Computing, Creative Media, Design & Technology, Drama, Engineering, Food & Nutrition, French, Geography, German, Health & Social Care, History, Philosophy & Ethics, PE, and Work Related Learning.

Students will be placed in the most appropriate teaching group for each subject, although opportunity exists for moving from one group to another, depending on the progress made. We are very focussed on ensuring that our curriculum is flexible, broad and balanced to the current and future lives of our students.

## The Sixth Form (Years 12–13)

A wide and exciting range of Advanced Level courses are available in our Sixth Form and we have a separate prospectus available on request.

Our sixth form provision goes from strength to strength and was judged 'Good' by Ofsted in March 2022.

## Planning for life after Woodlands – Further Education and careers

Careers education is important to us. We understand how important it is that our students are well informed about the options open to them after school. Using a wide variety of resources including outside speakers, industry links, and careers services, we support them to become informed about their future choices.

Careers education is part of the ongoing PSHCE programme and students also have the opportunity to meet qualified careers advisors as they progress through school. We also host an Options Evening for parents/carers and students in Year 9, where each curriculum area provides an exhibition of its work and syllabuses for Year 10 and 11. This also provides an opportunity for parents/carers, friends of the school, representatives from industry and commerce to present occupations e.g. 'Work in Engineering', 'Work in Finance', 'Working with People', 'Working in the Arts'. We think this helps our students get a truly broad taste of the diverse and exciting careers options available to them. It also helps them to see the implications of their Year 10 option choices.

One of the most interesting and exciting opportunities happens in Year 10, when all of our students enter into the world of work with the school's 'Work Experience' module in the Summer Term. Then our Year 11 students are challenged by our industry partners on a 'World of Work Day' with real interview experience and job application information.

Our Year 11 students go on to a range of diverse courses and destinations including sixth form, college, apprenticeships and sponsored training programmes.

## Supporting and Developing our Students

We strive to ensure our students are healthy, well-rounded, tolerant and confident citizens. Throughout their time at Woodlands all students take part in activities and learning to support these aims. Some of this will take place in curriculum areas such as Physical Education (PE), Religious Education (RE) and Personal, Social, Health and Citizenship Education (PSHCE); but we also hold regular assemblies where at least once a week students gather together for a formal school assembly often taken by senior staff and outside speakers. These assemblies engender a community spirit, encourage achievement and offer an opportunity to promote shared values and social cohesion.

In the often sensitive areas of relationship and sex education, our staff and governors believe that all children are entitled to responsible and relevant information. The teaching in this school seeks to be complementary to, and supportive of, the role of parents/carers and also seeks to reflect the range of cultural, religious and moral ideals held by families. Importantly, it should be shared enterprise between home and school.

## Students with special educational needs

At Woodlands, we are proud to have an Enhanced Resource Facility for students with hearing impairment. Our highly skilled team includes staff with SEND and British Sign Language training to support students to feel part of our school community and able to realise their ambitions. All SEND students are supported to participate fully in school life.

Our wider SEND team includes our SENCo who is an Assistant Headteacher as well as a team of experienced Teaching Assistants. The team work with staff and students to help all students with additional needs to feel happy and successful at school.

# Our Expectations

At Woodlands we believe that there are five fundamental things our students need to do to help them learn. The first two fundamentals are based on routines – regular routines support and challenge students to make good decisions. We expect every student to be **'Ready to Learn'**; this means arriving at the lesson on time, greeting their teacher and preparing their minds for learning. Our students then complete a **'Do Now' task**; this may take many forms and the main aim is to create the conditions for students to settle quickly for learning, prepare their equipment and 'think', as thinking hard makes learning happen.

The three fundamentals that follow refer to the things students should regularly do when they are **focusing on their learning, challenging themselves** and responding to **feedback** so they can achieve their best.

We love to celebrate the success of our students. This is done in many ways, but usually through the awarding of CORE points. Students are awarded CORE points for showing Courage, Optimism, Regard and Endeavour in the classroom and around school. Students will be presented with certificates, badges and postcards. Students' positive attitudes, behaviours and achievements are recognised in assemblies, on school displays and on our website. There are also opportunities for students to earn CORE points for taking part in activities and competitions.

We encourage all students to get involved and look forward to sharing their success with them.

The school provides an environment where students can learn effectively and feel safe. Our behaviour procedures link directly to our CORE values and focus on building good relationships, reconciliation and clarity.

On the rare occasions when expectations are not met, staff will hold restorative conversations with the student with the intention of helping them to make better decisions and improve their behaviour in the future. Sanctions may be applied if students do not respond positively to these conversations.

We do not accept any form of intolerance or derogatory comments including bullying, racism, homophobia, religious intolerance or abusive language. When it occurs, this behaviour will be challenged and actions taken to prevent it from occurring again.

Working in close partnership with parents is crucial in ensuring our high standards and expectations are upheld.

# Care and Guidance

When students arrive at Woodlands they become members of a Tutor group. The Head of Year and Tutor have overall responsibility for the day to day life of the students. Usually the form group stays together for the full five years.

The school has access to the advice and services of the Educational Psychology service and a School's Medical Officer. The Education Welfare Service works closely with the school in order to ensure good attendance and to offer advice and support to families when a student has problems with attending school.

If you have an enquiry concerning your child's welfare at school it should, in the first instance, be communicated to your child's Form Tutor and Head of Year.

It is important that this is the first point of contact because your enquiry is dealt with by those members of staff who know you and your child best.

## Child Protection

At Woodlands we take the protection of children in our care very seriously. All adults working in the school are police checked through the Criminal Records Bureau.

Parents should be aware that the school is required to take any reasonable action to ensure the safety of its students. In cases where the school has reason to be concerned that a child may be subject to ill treatment, neglect or other

forms of abuse, our Headteacher is obliged to follow the Child Protection procedures established by Derby City Council and inform Social Services of any concerns.

## Medical Support

### Illness/accident within School

Woodlands provides First Aid support. Students who fall ill at school or who are involved in an accident, are attended to by a First Aid trained member of staff.

If your child is feeling unwell they will be given some rest time to see if they are then fit to return to class. If they have sustained a minor injury then First Aid treatment will be given. If illness or injury indicates your child is unable to return to class we will contact you and ask you to collect your son or daughter. In emergencies, an ambulance will be called and you will be contacted. We are unable to send a member of staff to accompany your child, so it is essential that we are able to contact a parent/carer or nominated person to travel with, or meet the ambulance at the hospital.

Please ensure that if any of your contact numbers change that you inform us in writing. Please note that we are not allowed to dispense medication e.g. Paracetamol.

### Additional Medical Services

The school has access to a medical health team and in special circumstances can arrange for your child to have an appointment with a doctor or nurse. The medical health team also carry out the usual school health checks and immunisation programmes.



**“The Transfer Days gave me a chance to make friends in my new form, it really helped me feel I was not alone.”**

Student during Transfer Days

# Extra Curricular Activities

We believe that helping our students to feel successful goes beyond purely academic achievement. Woodlands offers a wide range of extra-curricular activities which support our students in developing their socialisation and leadership skills outside the classroom. They provide an opportunity for students to be supported in pursuing their own interests, often with the opportunity to represent the school and compete in a variety of competitions. In recent years, our Chess Club has grown in popularity culminating in a highly successful tournament last year enabling students to play alongside peers from all year groups. We know that challenging students to develop their skills, or even learn new ones, will help create a sense of self-worth and are proud to offer a wealth of activities to encourage this.

In addition to a fantastic range of Sports, Arts, Science and Technology clubs, we are also proud to offer students the chance to explore other opportunities such as the Diversity Awareness Group, Eco Committee, Debate and Public Speaking Club, Derby Youth Mayor Elections and our Book Shadowing Group for the Carnegie Award. Supporting students to be more aware of global issues and developing courage in the face of challenge.

Our successful Duke of Edinburgh programme offers students the opportunity to develop lifelong skills and to build confidence and resilience. The programme encourages students' involvement in their local community, becoming fitter, developing new skills and the opportunity to plan and train to complete an expedition.

In addition to school trips which run throughout the year, we also have a variety of drop-down days towards the end of the school year providing enrichment activities for all students. These have included trips to theme parks, water parks, zoos and museums, as well as activities in school such as giant inflatables, wheelchair basketball, yoga, goalball, martial arts and many more!

The range of clubs and activities we offer is constantly evolving as we look for new ways to broaden the experiences of our students and provide the best that Woodlands and the wider community has to offer. Here are some examples of the sort of clubs and activities you can expect to find:

## Sports

- Athletics Club
- Basketball
- Cross Country
- Table Tennis
- Football
- Cricket
- Fitness Suite available for Years 10-13

## Arts

- Choir
- Jazz Band
- School Musical
- Drama Games Club
- Arts Council

## Science/Technology

- Rocket Club
- CanSat
- Food Club

## Other clubs and groups

- Eco Committee
- Diversity Committee
- School Magazine
- Public Speaking and Debate Group
- Chess Club
- Book Shadowing Club
- LGBTQ+ Group



# School Uniform and PE Kit

ALL STUDENTS AT WOODLANDS WILL WEAR SCHOOL UNIFORM

## Standard Uniform

AWS Blazer (black with AWS logo)

White Shirt

House Tie

Skirt (acceptable styles shown on opposite page)

Trousers (black tailored trousers only – no denim, chinos or tight fitting trousers)

Shoes (suitable black, low-heeled shoe – no trainers, boots or leisure shoes)

## Outdoor Kit

Black ¼ zipped top, black shorts and red knee-length socks (girls)

Red rugby shirt, black shorts and red knee-length socks (boys)

Training shoes

Football boots (boys)

Shin pads, towel and gum shield

## Indoor Kit

White polo shirt, black shorts, white socks

## Swimming

Swimming costume or trunks, swimming hat and towel

For rugby or hockey all students must wear shin pads and mouth guards – these are compulsory in all year groups. If you need to be excused because you have a serious illness or injury you must bring a note.

Hats, hoodies, caps and other headwear are not part of school uniform and must not be worn inside school.

All items of school wear including PE kit must be labelled with student's name.



Blazer w/Logo



House Tie



Charleston Pleated Skirt



Straight Skirt



Game Polo Shirt w/logo



Long Sleeve Rugby Top



1/4 Zip Training Top



Game Skort (optional)



Game Shorts

## School Dress Requirements

All students will wear school dress when attending school or participating in school organised activities (unless advised otherwise)

## Health and Safety issues

**Jewellery** – Single ear studs, a simple necklace and a single, simple ring **only** are acceptable. These must be removed for PE and any other lesson where the member of staff considers there to be a health and safety risk. Following guidance issued by Derby City Council Health and Safety Advisors, the wearing of all other jewellery and body piercing is not allowed. Exceptions are made for religious jewellery and items worn for medical reasons. If you fall into this category please inform the school.

**Body Piercing** – A student attending school wearing other jewellery or body piercing will be told to remove the item(s).

**Hair** – **NO** exaggerated hair styles or colours are acceptable. Long hair must be tied back in practical subjects.

**Makeup** – **NO** makeup should be worn in Years 7, 8 & 9. Makeup for Years 10 – 13 should be discrete. No false nails or nail varnish should be worn.



Headteacher:  
Mrs G Penny

Deputy Headteachers:  
Mrs R Middleton-Lee  
Mr S Roe

Business Manager:  
Mr A Greaves

Assistant Headteachers:  
Mr G Duffy (KS3)  
Miss L Berridge (KS4)  
Mrs R Brailsford (Safeguarding)  
Mr T Barker (SENCo)  
Miss C Mills (Sixth Form)

Heads of Year 2023  
Mr D Hammond (Year 7)  
Miss H Smith (Year 8)  
Mrs H Curr (Year 9)  
Mrs E Pitter (Year 10)  
Miss L Colley (Year 11)

# ALLESTREE WOODLANDS SCHOOL

**Optimism**  
To look for  
positive things  
and positives

**Regard**  
to care for and  
be kind to others  
and yourself

**Endeavour**  
to work hard and  
strive to achieve  
one's full potential



The information given in this brochure is as accurate as possible at the time of publication. Any changes will be reported to parents/carers in the school's newsletter and published on our website. It should not however be assumed that there will not be any changes before, during or after the school year 2024-2025.

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**“The thing I really like about being at Woodlands? It’s fun and exciting. I am learning new things.”**

Jake – Woodlands student



**Be part of the Woodlands community**

**Go to the school’s website at [www.woodlands.derby.sch.uk](http://www.woodlands.derby.sch.uk) for information about the school,  
or for daily updates you can follow us on Twitter [@woodlands\\_derby](https://twitter.com/woodlands_derby)**

ALLEESTREE WOODLANDS SCHOOL

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