

this is WESTLANDS



**INSIDE : Summer Camp, GCSE Art,
Post 16 Transition, Literacy
Information and more...**

A word from the Principal...

Here we are again at the end of another busy but successful year at Westlands Academy. It seems like only yesterday that we were welcoming the new Year 7's into the school and now we are ready to welcome them back into Year 8!

As we come to the end of the school year, I always like to take time to reflect on what has passed, and the main thing that springs to mind is hard work. I take great pride in the fact that the staff at Westlands are all hard working and clearly want the best for all of the students. Throughout the year many staff have gone above and beyond what is expected of them, simply because they care about the students. I can't thank them enough for this but would like to publicly acknowledge their dedication and talents.

Another group of people who I have great admiration for are the parents and carers of our students. The support that we receive from them in helping us provide the education at Westlands is top quality, even when there are some complicated or delicate issues to deal with, I always feel that we work together to achieve the best outcomes for our young people.

Last and certainly not least are the students at Westlands Academy. Although there are sometimes issues and disagreements, I can't praise our students enough, and am always telling colleagues from other agencies and schools just how good Westlands students are. To use a quote from a student who has spent time in several schools recently, "I love being at Westlands!". It is really pleasing when students show their pride at being in Westlands.

I hope everyone in the Westlands community has a relaxing and enjoyable summer and I look forward to seeing everyone in September.

Best Wishes

James Newman

Principal of Westlands Academy



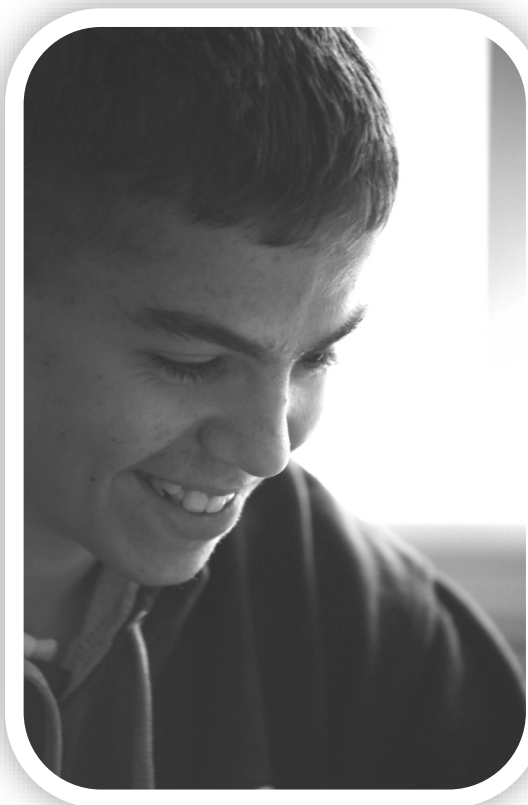
UNICEF SOCCER AID

To celebrate Soccer Aid and raise some money for charity, Westlands ran a World Cup Fantasy Football competition. Students and staff entered by picking 8 teams within a 'pretend' budget and then teams were awarded points for every win and goal scored. The prize was a tour for two round Middlesbrough Football Club's football ground, which is a wonderful way to spend a few hours. The competition was actually won by one of our very own TA's, Diane Bedford, who has kindly donated the prize back to school and it will be up for grabs in the near future for a student with excellent or improved attendance. Watch this space!



SOCCER AID
unicef 

INTERVENTIONS CO-ORDINATOR Charlene Graham tells us what's been going on in the Library...



"This year in intervention we have been focusing on basic Literacy and Numeracy skills as well as reading. We have been focusing on reading throughout the school to improve knowledge, understanding and fluency. This has had a massive impact on, not only intervention, but across all areas of the curriculum. Due to this we have invested time and money into improving our school Library. Reading for pleasure is important for children's cognitive development and is a more powerful factor in life achievement than socio-economic background. Children who read books often at age 10, and more than once a week at age 16, gain higher results in maths, vocabulary & spelling tests at age 16 than those who read less regularly. And of course better results means a better chance at getting a good job and moving forwards in life.

My intervention stars for this year have been:

Paige Drazdauskas - She was the first young person to complete Lexia throughout the Trust and continues to strive to improve her skills, which will enable her to gain higher GCSE grades.

Jack Neal - has read the whole Spirit Animals series of books and has now started on The Golden Compass. Regular reading is helping Jack to improve his fluency, understanding and foreseeing which will help Jack going into year 11.

Perry Waller - has been a reading superstar this year. He has read several Manga style Pokémon books and has asked me to order more for him to read!

Connor Coates - he has continued to push himself to improve his times tables and other basic numeracy skills, this enables Connor to complete a higher grade of work in his Maths lessons.

"I enjoy reading—I read at home as well as school. Its great that I can lend books from school and take them home. The library is a great space to read—quiet and relaxing."

JACK NEAL — Year 10 pupil

Please remember interventions are there to help you—the harder you work the more progress you will make. If there are any books to want to read let us know and we can order them for you. Well done everyone!

CHARLENE GRAHAM — Interventions Co-ordinator

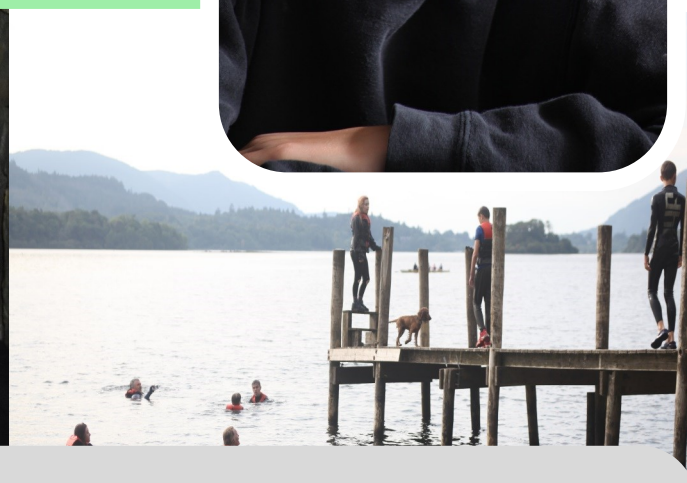


Summer Camp

We don't often take Year 8 pupils on Summer Camp but because of his behaviour all year in school, and his outstanding attitude during his OUTDOOR EDUCATION sessions, Connor Coates more than deserved his place. Tell us all about your Summer Camp experience Connor...

DAY ONE

We met at school and helped load up the minibus (which took a while!) and then set off. We stopped at a burger van halfway, and I had a burger and a can of Coke, which was nice. When we got there we set up camp and I put my tent up. I shared with Jake. It was sunny, so we went for a swim in the river. We found a Tarzan swing and I jumped in loads and it was fun. After tea we saw Surprise View, which was awesome, then we headed to the Bowderstone. Bowderstone is haunted—I put my hand in a hole in the rock and touched a skeleton!!!!



DAY TWO

I slept ok and woke up to the smell of breakfast cooking by chef Adam. After eating I had a shower, I thought the showers were a bit weird. We went to Hodges Quarry, it was really good, the water was very, very deep. I enjoyed swimming in there. Later that day we went to Cathedral Quarry. I thought it was scary there because it was all dark and spooky. After some marshmallows at Millican Dalton's cave I was ready for bed. The walk back was scary as it was pitch black but we had torches and we stayed together as a group.



DAY THREE

We all went to Keswick to buy presents to take home and a bought a really cool bandana. Keswick was good but soooooo busy. After going back to camp for a picnic some of us went for a last swim in the river. We got changed and headed to Ashness Jetty for the traditional last night jump in. It was really good, I didn't even feel scared and the water was really warm. After chips at Keswick we had a drive to Honister Pass — the views were amazing. Back at camp we went down to the riverside for one last camp fire and ate lots of army ration packs.

Summer camp was so much fun. I would love to go back.

CONNOR COATES — Year 8 pupil



Two summer camps this year — both were excellent. I cant sing everyone's praises highly enough. I cant wait for next years camps now — lets go!

JAMIE HUGHES—Outdoor Education Instructor

Rights Respecting School Award

UNICEF'S Rights Respecting Schools Award places children at the heart of everything to ensure they are aware of and enjoy their rights as far as possible. The United Nations Convention on the Rights of the Child — UNCRC, is the basis of all of UNICEF's work. It is the most complete statement of children's rights ever produced and is the most widely-ratified international human rights treaty in history. Go here to find out more:

<https://www.unicef.org.uk/what-we-do/un-convention-child-rights/>

Or search "Talking About Being Rights Respecting" on YOUTUBE
(<https://www.youtube.com/watch?v=AH8LIQsiM8o>)



In January 2018, after lots of work by students and staff learning about their rights, Westlands Academy received the **Bronze Award**, which is a Recognition of Commitment to being a **Rights Respecting School**. Our journey towards the Silver Award will continue in the new academic year and we hope to achieve the award in the Autumn Term. Our main focus in Westlands will be on the following articles:

ARTICLE 13 - You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

ARTICLE 17 - You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources.

ARTICLE 28 - You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

ARTICLE 29 - Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

ARTICLE 31 - You have the right to play and rest.

We will also be doing some work on becoming global citizens, which is another aspect of the award. Being a global citizen, amongst other things, looks at how we can help poorer nations through charity campaigns, reducing our waste and carbon footprint and other issues around the world. Thanks Westlands for all your great work!

Jo Lockhart — Assistant Vice-Principal



English

English Teacher LEANNE MARLOW has been working with her Year 9 class on formal letter writing. Here is a an update by Leanne.....

In English lessons we have been learning how to write a formal letter. We have developed our writing skills by looking closely at punctuation, paragraphs & connectives as well as developing our use of language for effect. Our topic this half term has been animal cruelty and our letters were a complaint against animal testing.

To write these letters we had to analyse news articles and select quotes to use as evidence in our complaints. We wanted to portray how wrong we feel testing on animals is. To make sure our letters were to a high standard we wrote them, had them marked, then re-drafted. As you can see they are very effective!

Jak McLean08/05/2018

Re Draft

L.O.-
. Redraft my work using teacher comments to improve my work

Harlan Facility
Huntingham
United Kingdom
HA15 8DS
8 May 2018

Westland's
Thornaby
TS17 9RA

Dear Harlan Facility,
I am writing this letter to protest against animal testing and the unfair treatment at this facility.

After reading the article from the sun "secretive farm where beagles are bred to die" I was shocked by the unfair treatment and cruelty these dogs haft to go through. The beagles "are trained to give blood" and "force fed chemicals". How can you think this is acceptable?

I know that these tests have improved our medical technology and further improved our understanding of illnesses like "salbutamol" and "carboplatin" but dogs, or any other animals, should not be "forced fed chemicals" or have pain inflicted upon them.

As well as that, the poor dogs in your facility do not seek attention but rather "hold their racks out" far blood to be taken. These animals are "trained to be tested on be tested". How can anyone think this is right?

Thank you for listening to my point of view, I hope you take it o board.

8th may 2018

Redraft

To redraft my work using teacher comments to improve my work

Callum Luker
Westlands school
Thornaby
Ts17 9ra

Harlan facility
Huntingham
United Kingdom
Ha15 8ds

Dear Harlan Facility,
I'm writing this letter to stop testing on animals in the Harlan Facility.

It is unfair how you treat your dogs. You treat the animals like they are humans but they are not. How would you feel if this happened to you? No dogs should be "bred to die." Testing on dogs is wrong, wrong, wrong.

On the other hand, I am to believe that Andrew Gay says "the beagles have a vital role in new drugs." You treat your dogs worse than muck. They deserve to be treat fairly, and not hurt.

"Experimenting on dogs is Victorian science." DOGS ARE NOT HUMANS so don't treat them like they are. What works on an animal will not work on a human.

Thank you for reading my letter; I hope you take my point of view on board.

Yours faithfully,
C Luker

In September we will be learning how to play a variety of different instruments, for example, drums, recorders and ukuleles. The school has also bought new keyboards, which will be set up and ready for the new term.

Some pupils have excelled at the keyboards and I have been pleased with the progress that they have made, from total beginners, to being able to play popular songs. Pupils have studied a wide range of topics, including Mozart, Beethoven, The Planet Suite, Orchestral Instruments and The Elements to name a few.

Pupils have worked well, learnt to listen to music differently and they have been able to talk about different genres. GCSE pupils have written two compositions and performed on the piano which helps towards their final grade.

Pupils have made good progress over the year and, with the department investing in new equipment, their practical side of the subject should improve.

GRAHAM WYLIE—Music teacher

Food Technology

Our Year 10 pupils had a daunting task this term — cooking a three course meal and presenting it properly for both staff and parents! FOOD TECHNOLOGY teacher Donna Hall tells us all about the day.....

"This year the Hospitality practical exam was a tough task for our year 10 group — every previous year have done so well. The students did not let us down, the group were organised and produced some great quality food, both 10DH and 9AM worked hard all day, preparing and cooking the food on the morning of the event. Then the students served the high quality food to their guests on the afternoon, working independently and supporting others within the team. The parents, carers and teachers that came gave them fantastic feedback. The students were polite at all times to all the guests and this was reflected in the feedback.

Well done to you all, so richly deserved."

Year 10 pupil Ethan Young describes his experience of the day.....

"As a team we planned a three course meal for staff, family, carers and Governors of our school. For the exam I was the Head Chef. I prepared and cooked battered spicy prawns, homemade chicken pie and salted caramel popcorn, as well as help others within the team. As a team we had to make sure we were presented well — we wore clean chef's outfits and made sure hygiene was of high standard.

On the morning of the event I prepared the salted caramel desert first because there were lots of elements to this dessert and it needed to be set before the guests arrived. Next I prepared and made the chicken pie pastry and filling, making sure the taste and texture was of good quality. Then I prepared the spicy battered prawns and batter for the starter.

In my role as Head Chef, I made sure that all food was of high standard and presented well to all the guests. As a team we were polite at all times to our guests and made sure they had everything they needed to enjoy this experience. We received excellent feedback from all our guests, they said the food tasted delicious and they would come back again to another event. We all enjoyed the experience of preparing and serving a three-course meal to our wonderful guests."



Uniform

Why do we have a school uniform?

First of all I would like to give a big thanks for all of your support with uniforms throughout this year. However, the question of school uniform has been asked in schools for generations, so it is worth considering why Westlands places such an emphasis on students being in their uniforms.

Identity

Schools are communities that we should be proud to belong to. Think about organisations such as McDonalds, SportsDirect and the Fire Brigade. They all have uniforms that they wear to help identify them as belonging to their particular group.

Life and Work Skills

As a school, we want to prepare our students for the world of work. Many employers have strict uniform codes that they expect their staff to follow. Our uniform policy is helping students understand the world of work

Supporting Parents and Carers

As parents and carers, having a school uniform means that you have a clear understanding of what students need to wear each day. Our uniform policy is designed with cost in mind so that you are not expected to buy expensive items of clothing. It also means that you won't be nagged from your child about having to buy and wear expensive items of clothing.

Shoes

Our main uniform issue is that of shoes. Unlike many schools, we have a fairly relaxed attitude to shoes and as long as shoes are all black, with no coloured signs, stripes or soles then we are happy.

Help and Support

As with all matters regarding school, please work with us in enforcing the uniform policy as it does help our students. If you wish to discuss this further, or need support with uniform, please do not hesitate to contact us.

Female Uniform:

White shirt or Polo shirt	Black knee length skirt Or Black trousers	School Hoodie <i>With school logo</i>	Black sensible shoes	Other
				Black tights or white ankle socks in summer One pair of stud earrings and/or watch are allowed to be worn NO OTHER JEWELLERY

Male Uniform:

White shirt or Polo shirt	Black trousers	School Hoodie <i>With school logo</i>	Black sensible shoes	Other
				One pair of stud earrings and/or watch are allowed to be worn NO OTHER JEWELLERY

Maths teacher and all round superhero **ANDY MURPHY** talks us through this terms Maths results.....

This has been one of the best years ever in terms of Maths results for our students — I'm so pleased for everyone involved. We concentrated this term on qualifications for our Year 11 students. The standard of work from our Year 11 students was so high we decided to enter them for two qualifications: GCSE and Functional Skills. The Functional Skills qualification is a recognised qualification by employers — in fact a recent study found that the "review shows [employers] value practical maths and English skills. They value Functional Skills for their practical approach to problem solving and for their flexible assessment." Level 1 is equivalent to a D-G pass at GCSE, with Level 2 being an equivalent to A to C at GCSE. We had five pupils who passed their Functional Skills Level 2:*



TOM BURTON
BRANDON ELSWORTH
LINDSEY DOWIE
DALE TAYLOR
LEWIS GOLIGHTLY

Absolutely fantastic effort from everyone. We had two pupils who passed their Level 1 qualification:

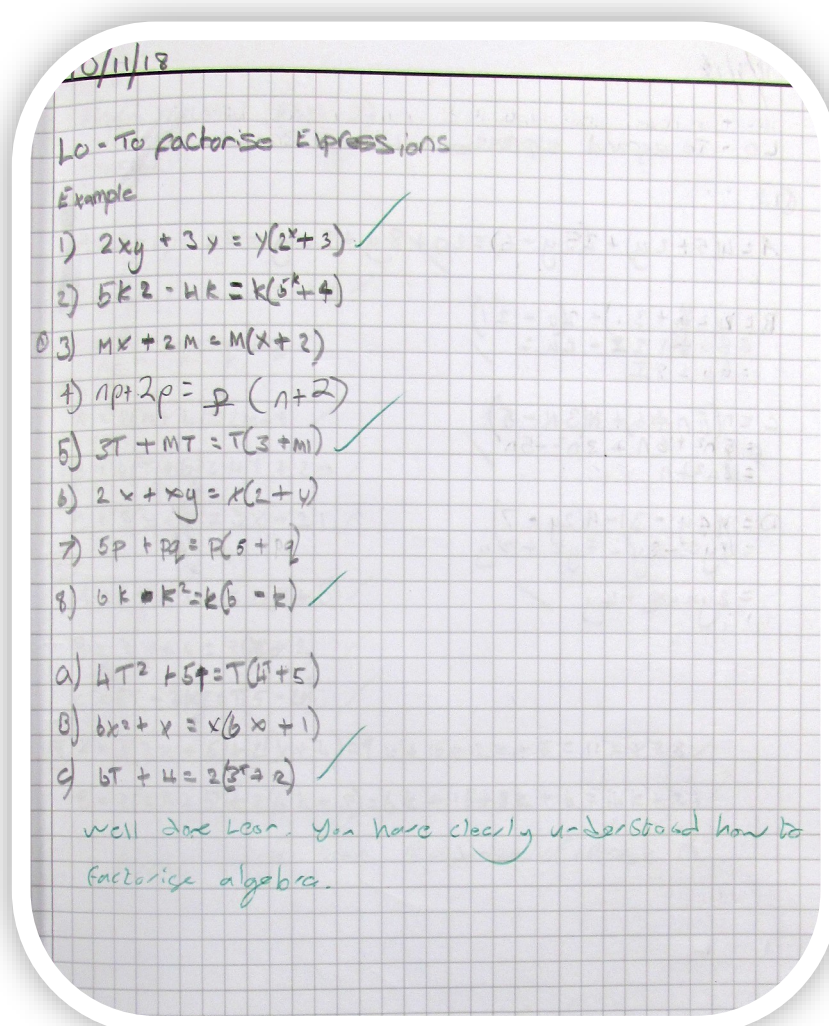
KELSEY CLAYTON
SCOTT LARSEN

However Kelsey and Scott have re-sat the exam and I'm very confident they will achieve Level 2. This means that every Year 11 student this year secured a formal Maths qualification. I'm so pleased with everything they have done this year — I'm very interested to see how their GCSE results turn out.

Year 9 pupils have been working on a qualification run by the LONDON INSTITUTE of BUSINESS and FINANCE. This computer-based qualification is fun and easy for the pupils to access. The Level 1 certificate is an equivalent to a D-G at GCSE level. The following pupils have already secured their Level 1 Certificates -

PAIGE DRAZDAUSKAS
CALLUM LUKER
JAK McLEAN
ETHAN YOUNG

Well done everyone—keep up the fantastic work!



**The London Institute
of Banking & Finance**

Back once again by popular demand comes the BIG interview—where a student interviews a new member of staff for the newsletter. Year 8 pupil Layton Johnson kindly volunteered to interview this new member of staff. He says he is good at football (*He actually is!! - Editor*) and that its only a matter of time till he become Principal of Westlands (*Er.. perhaps not!! - Editor*) and he has the best hair in Westlands! Ladies and Gentleman we give you Charlie Raby.



The BIG INTERVIEW

Layton: How old are you Charlie?

Charlie: I'm 23 years old.

Layton: How long have you been at Westlands?

Charlie: I started on September 29th 2017 as a member of supply staff.

Layton: What did you think of the school?

Charlie: I thought it was completely different to any other school that I had worked in before. It also changed my opinion of the Westlands' reputation —I am a local lad, also known as "Mr. Thornaby" (Layton almost chokes laughing!) Years ago the school had a negative reputation. I think people from the local community should come and visit as they would see just how good a school Westlands is.

Layton: Did you want a permanent post?

Charlie: At first I was hesitant as I know a lot of the local lads and some ex-pupils; but I soon realised that when I bump into pupils outside of school everyone is friendly and polite — even you Layton! (Layton laughs and shakes his head)

Layton: So now you have a permanent contract how do you feel?

Charlie: Gutted!!!! Ha-ha-ha; no seriously, I'm very pleased — I have built up good relationships with the pupils and I want to see everyone progress.

Layton: What's your background?

Charlie: My background is very sporty. I play for Team Northumbria and support the Boro!! UTB!!! I have played football since I was seven, it is basically my main interest in life. When I came to

realise that I wasn't going to become a professional footballer I decided to pursue a career that gave me the same sense of enjoyment. I couldn't find one so I got a job at Westlands ha! (Grrrrrrr! — Editor) I try to incorporate sport into my role at Westlands, especially football on a Friday, which has also coincided with our school teams best ever run!

Layton: Shut up Charlie! What been your proudest moment so far at Westlands?

Charlie: Easy! Thrashing PE teacher Doug Mulholland at table tennis in front of the whole school!

Layton: Any unhappy moments?

Charlie— Oh, my first ever OUTDOOR EDUCATION session at Roseberry Topping. Its fair to say Bear Grylls has nothing to fear. It was so cold I pinched Declan's gloves off him!

Layton: Where do you see your future?

Charlie: In ten years time I will be sat in Mr Newman's chair! No, seriously I'd like to progress to a more responsible role within the school.

Layton: Why???

Charlie: Because I want to be part of big meetings — the biscuits always taste better in meeting rooms. They never taste like that at home do they?? I will have custard cream at home but if I was in a "big meeting" I could easily smash a full packet!

Layton: (shaking his head) Thanks for your time Charlie.