



## Welcome to our Spring Term Newsletter

*As we reach the end of the spring term, it's a wonderful moment to reflect on all that has been achieved. From exciting learning in the classroom to creative projects and special events, our children have shown great enthusiasm and resilience, supported every day by our dedicated staff.*

*This week, the children shared the meaning of Easter so beautifully during our Easter Service. Their thoughtful reflections and confident contributions captured the message of hope, renewal, and new beginnings.*

*Thank you to parents and carers for your continued support. Your encouragement and partnership make such a difference to the children's experience.*

*As we look ahead to the summer term, we are excited for the opportunities and experiences it will bring. In the meantime, we wish you all a restful and refreshing break and look forward to welcoming everyone back on Monday 13th April for the Summer Term.*

Mrs Reynolds



1	Welcome / Contents
2	Attendance
4	Communication / Parents' Evening
5	Collective Worship
7	Safeguarding
11	Awards / Achievements
12	Kindness Ambassadors
16	Eco Warriors
17	Values Crew
18	School Council
19	Puzzle Day
21	World Book Day
23	Reading Targets
24	Maths - 144 Club
25	Sport Leaders
26	Celebrating Sport
27	Children's News
28	School Clubs
29	Online Safety Information

## Attendance Matters

### The Importance of Attendance and Being on Time for School

Regular attendance and punctuality are essential for every child's success at school. Every school day is carefully planned to support children's learning, confidence and wellbeing. When children miss school or arrive late, they miss valuable learning time that cannot easily be replaced.

### Why the Start of the Day Matters

The beginning of the school day is one of the most important parts of the day. This is when teachers:

- Review and practise learning from the previous day
- Reinforce key skills in reading, writing, and maths
- Introduce new concepts and vocabulary
- Explain the learning objectives for the day
- Prepare children for upcoming lessons

These morning sessions help children strengthen their understanding and build confidence. If a child misses this time, they may find the rest of the day more challenging because they have missed essential explanations and practice.

For example, if a class is reviewing yesterday's maths method, a child who arrives late may struggle to follow the main lesson later on. Similarly, if key vocabulary is introduced in the morning, missing it can make reading or topic work harder throughout the day.

### The Impact of Being Late

Arriving late does not just affect learning. It can also:

- Disrupt the class and other children's learning
- Cause children to feel unsettled or anxious
- Make it harder for children to catch up
- Affect friendships and social confidence

Even being 10 minutes late each day adds up significantly over a school year. Those lost minutes quickly become hours of missed learning.

### The Impact of Poor Attendance

If a child misses just one day every two weeks, this can add up to around four weeks of missed learning across the school year. Over time, this can have a serious impact on progress and achievement.

Children with strong attendance are more likely to:

- Achieve better academic results
- Feel more confident in their learning
- Develop positive routines and habits
- Build strong friendships

### Working Together

***We understand that occasional illness is unavoidable. However, wherever possible, children should attend school every day and arrive on time, ready to learn. Establishing good routines—such as preparing school bags the night before and having a consistent bedtime—can make mornings smoother and less stressful.***

***By ensuring children attend school regularly and arrive on time, we are giving them the very best opportunity to succeed. Together, we can make every minute count.***

# Attendance Matters

**School attendance for the term: 94.7%**

**School attendance for the year: 94%**

**Winning classes this term:  
Hope and Kindness with 97.4%**

*'Be present, be engaged and watch your knowledge grow.'*

Class	Attendance (%)
Hope	97.4%
Kindness	97.4%
Acceptance	97%
Trust	96.2%
Peace	95.4%
Justice	94.7%
Friendship	94.4%
Perseverance	94.4%
Forgiveness	92.6%
Respect	92.1%
Wisdom	90.2%



## Parents Evening

Parents' Evenings – April 2026

*Parents' Evening is a valuable opportunity to connect directly with your child's teachers, gain insight into their progress, and discuss how best to support their learning at home. It's a chance to celebrate achievements, address any concerns early, and work together to help your child reach their full potential. Your involvement makes a real difference—by attending, you're showing your child that their education matters.*



**Parents' Evenings will be held on Tuesday 21st April (3:30pm – 6pm) and Thursday 23rd April (4:30pm - 7:30pm) for all years.**

**Please book your appointment** through Arbor, using the website or the app (under Guardian Consultations on the main Homepage): <https://login.arbor.sc/>

**If you need assistance in booking** appointments please click on this Arbor parent support page in the first instance:

<https://support.arbor-education.com/hc/en-us/articles/203792102-Booking-Guardian-Consultations-Parent-s-Evenings-on-the-Parent-Portal-or-Parent-App>

**All appointments are available to book until Friday 17th April 2026 at 5pm.**

## Communication Staying Connected

**We are committed to keeping families informed, involved, and connected throughout the school year.**

If you have any thoughts or concerns, please contact the school office to arrange a meeting with your child's teacher or a relevant staff member:

01536 722757

[reception@stmarys.pdet.org.uk](mailto:reception@stmarys.pdet.org.uk)

Please remember to let us know if you change your telephone number, email or address.

# Collective Worship ~ Acceptance

*Acceptance* has been our value this term in Collective Worship, and we have been learning what it really means to welcome, include and care for everyone in our school.

## **Bible Stories we have looked at and their messages about Acceptance:**

- **The Woman at the Well** (John 4:1-26)  
Jesus speaks kindly to someone others would have ignored. This teaches us to look past differences and treat everyone with respect.



- **The Good Samaritan** (Luke 10:25-37)  
A man helps someone in need, even though they are from different groups. This shows that acceptance is something we do through kindness and compassion.



- **The Prodigal Son** (Luke 15:11-32)  
A father forgives his son and welcomes him home. This reminds us that acceptance means giving second chances and showing love even when mistakes are made.



- **Joseph and His Brothers** (Genesis 37-45)  
Joseph forgives his brothers after they hurt him. His choice shows that acceptance can mean choosing peace instead of holding a grudge.



## How This Looks in Real Life

We talked about how we can show acceptance every day by:

- Including others in games and conversations
- Listening to different ideas
- Being kind when someone makes a mistake
- Not leaving anyone out

## Acceptance and Respect for Everyone

We linked our learning to the protected characteristics in the Equality Act. Children learnt that acceptance means respecting people of all ages, backgrounds, abilities, beliefs and families. Everyone is unique, and our differences make our school stronger.

## Children's Rights

Acceptance helps everyone enjoy their rights, such as:

- The right to be treated fairly
- The right to feel safe
- The right to be listened to

When we accept others, we help make our school a place where everyone feels valued.

## British Values

Acceptance also supports British Values like:

- Mutual respect
- Tolerance of different faiths and beliefs
- Individual liberty – understanding that everyone can have their own thoughts and beliefs

Through worship and discussion, children are learning that acceptance isn't just a word – it's a choice we make every day. By using lessons from the Bible and applying them to real life, we are building a caring, inclusive school community.

Here are some photos of our Worship Area in school and how we prepare for Collective Worship time.



# Safeguarding ~

At St Mary's, the safety and wellbeing of every child is our highest priority.

## Safeguarding Spotlight: How Early Help Supports Families



**At the heart of safeguarding is a simple but powerful idea: the right support at the right time can make all the difference. Early Help is a key part of this approach, offering practical support to families before challenges become crises.**

### What Is Early Help?

Early Help is about identifying needs at the earliest possible stage and providing timely, coordinated support. It is not a single service, but a way of working together across agencies – including schools, health services, community organisations, and local authorities – to improve outcomes for children and families.

Importantly, **Early Help is:**

- **Voluntary** – families choose to engage.
- **Collaborative** – families are central to planning and decision-making.
- **Preventative** – it aims to stop problems from escalating.

### Why Early Help Matters

Families can face a wide range of challenges at different times, such as:

- **Parenting pressures**
- **Emotional wellbeing concerns**
- **Housing or financial difficulties**
- **School attendance or behaviour issues**
- **Relationship breakdown**
- **Emerging mental health needs**

Without support, these difficulties can intensify and impact children's safety, wellbeing, and development. Early Help provides a structured way to identify concerns early and put practical support in place.

Research consistently shows that early intervention improves long-term outcomes for children and reduces the need for more intensive statutory services later on.



# Safeguarding ~

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## How Early Help Supports Families

Early Help can include:

### 1. Practical Support

Advice on routines, behaviour strategies, budgeting, or accessing community resources.

### 2. Emotional Support

Providing a listening ear, parenting programmes, or referrals to counselling services.

### 3. Coordinated Multi-Agency Working

A lead professional may be identified to bring together different services into one clear plan, ensuring families do not have to repeat their story multiple times.

### 4. Strength-Based Planning

Early Help focuses on what families are doing well, building on existing strengths rather than focusing solely on difficulties.

## The Role of Professionals

Everyone who works with children and families has a role in Early Help. By noticing emerging concerns, having open conversations, and acting promptly, professionals can help prevent situations from escalating.

Clear communication, accurate record-keeping, and timely referrals are essential components of effective safeguarding practice.

## Empowering Families

Early Help is not about labelling or blame – it is about partnership. Families are more likely to achieve sustainable change when they feel respected, listened to, and supported.

### By working together, we can:

- **Promote** children's safety and wellbeing
- **Strengthen** family resilience
- **Reduce** risk
- **Improve** long-term outcomes

## A Shared Responsibility

Safeguarding is everyone's responsibility. Early Help is one of the most effective tools we have to ensure children grow up safe, supported, and able to thrive.

**If you have concerns about a child or believe a family may benefit from Early Help support, speak to Mrs Molsher, our Family Support Worker.**



**Together, early action creates lasting impact.**

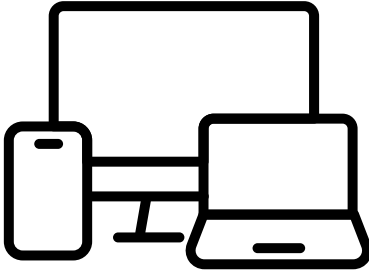


# Parental Controls ~ Guides

<https://www.internetmatters.org>



A very informative website to find step-by-step guides to help layer up parental controls across networks, devices and apps, so children can have safer online experiences as they grow.



## At the centre: your child

Every child is different. Their age, confidence and curiosity all play a part in how they use the internet.

Parental controls aren't about stopping children exploring. They're there to support them, help reduce risk and give you space for ongoing conversations as they grow.

### Layer 1 Network controls – the basics

This is often the easiest place to start.

Network controls can cover multiple devices at the same time, helping keep children safe online at home and on the go.

### Layer 2 Device controls – finding the balance

This is support that fits your child and their device.

Most phones, tablets and consoles already have built-in tools to help manage how they're used.

### Layer 3 Apps & platforms controls – shaping the experience

This is where you get more specific.

Each app, game or platform has its own set of safety settings, and they can vary quite a lot.



## Safeguarding ~

## Starting the Conversation: Digital Safety in Young People's Relationships

### Supporting Children Navigating Online Relationships

We are increasingly aware that some of our older children are beginning to explore friendships and early romantic relationships online. This often happens through phones, gaming platforms, social media, and messaging apps. While curiosity and connection are a natural part of growing up, the online world brings risks that children may not yet recognise or know how to manage safely.

We encourage all parents and carers to stay engaged in conversations with their children about who they interact with online, how they communicate, and what healthy boundaries look like in digital spaces. Together, we can help our young people make safe, informed choices as they navigate this stage of their development.



Look out at the end of this newsletter for information to support our children.



WhatsApp is the trusted way families communicate because it's simple, private, and reliable. With input from families and experts, we're rolling out new parent-managed accounts that allow parents or guardians to set up WhatsApp for pre-teens, with new controls to limit their WhatsApp experience to messaging and calling.

### [Introducing parent-managed accounts on WhatsApp](#)

Parent-managed accounts



**For more support and information on how to set up parents controls:**

<https://blog.whatsapp.com/introducing-parent-managed-accounts-on-whatsapp?scrllybrkr=3d88d61b>  
[https://faq.whatsapp.com/875902238256170/?cms\\_platform=android](https://faq.whatsapp.com/875902238256170/?cms_platform=android)

# AWARDS / ACHIEVEMENTS

## Headteacher Award

This award has been handed out to two students this term;

### **Skye Long:**

Skye is a very clever girl who always tries her hardest in anything she does. Although quiet, Skye always shows the school values in all that she does. She has exceptional manners and I am so proud she is a member of our school community. You are an excellent role model Skye and I know you will achieve whatever you put your mind to. Thank you for being you!



### **Jacob Banks:**

For always trying his very best, following the school rules and showing excellent manners at all times. Your hard work, positive attitude, and respectful behaviour makes you an excellent student and wonderful member of our school. I am very proud of you.

**Mrs Reynolds: "I am so proud of you both for being wonderful role models for our school. Well done!"**

## Courageous Advocacy



Mrs Reynolds was also delighted to give out a Courageous Advocacy award (only the 3rd one to be given out in school.) This went to Amara for standing up for her friend and her beliefs. Amara felt empowered to check the adults had made the right choices for her friend and wasn't afraid to speak out about it and did it with respect and good manners.

**Mrs Reynolds: "Well done Amara for being brave enough to do this."**



## KINDNESS AMBASSADORS



It might be a short term, but we've still managed to fit a lot in!

### Empathy Week

A main focus this term has been on Empathy Week, which we celebrated from the 9th to 13th March. This is an annual event organised by Empathy Week Ltd. to help children build and understand empathy. Empathy is when we try to understand and share the feelings of someone else. It helps us to be more compassionate and caring towards others.

Scientists have found out that there are special cells in the brain, called mirror neurons, that help us to feel empathy and compassion for other people.

As a Kindness Ambassador school, we recognise the importance of teaching empathy and the links it can have with showing kindness. The children have been having lessons to help them think about what empathy is, how they can show empathy to others and how they can put themselves in someone else's shoes, and consider how another person might be feeling and thinking. We have been using optical illusions to highlight the importance of being able to think of things from another perspective in a fun and mind boggling way! What do you see in the pictures below? What happens if you try and look at them in a different way?

*"Empathy is seeing with the eyes of another, listening with the ears of another, and feeling with the heart of another."*

**Alfred Adler**





## KINDNESS AMBASSADORS



### International Day of Happiness

One of our favourite days to celebrate is this term – the International Day of Happiness! This is observed every year on March 20th to promote happiness, well-being, and a more compassionate world. It is a day to celebrate and recognize the importance of happiness in people's lives and encourage individuals, communities, and organizations to take action to promote happiness and well-being.

We encouraged everyone to reflect on feeling happy by thinking about what makes them smile, as well as what they can do when they are feeling down. After all, look how important it is to smile!



### Children's Mental Health Week re-cap

In February we celebrated Children's Mental Health week, and this term saw the work produced by the children put into a fantastic mosaic display. It was wonderful to see how all the children embraced the concept of belonging, from feeling like they belong in their families, sports clubs, religions, home countries, and of course, here in school!

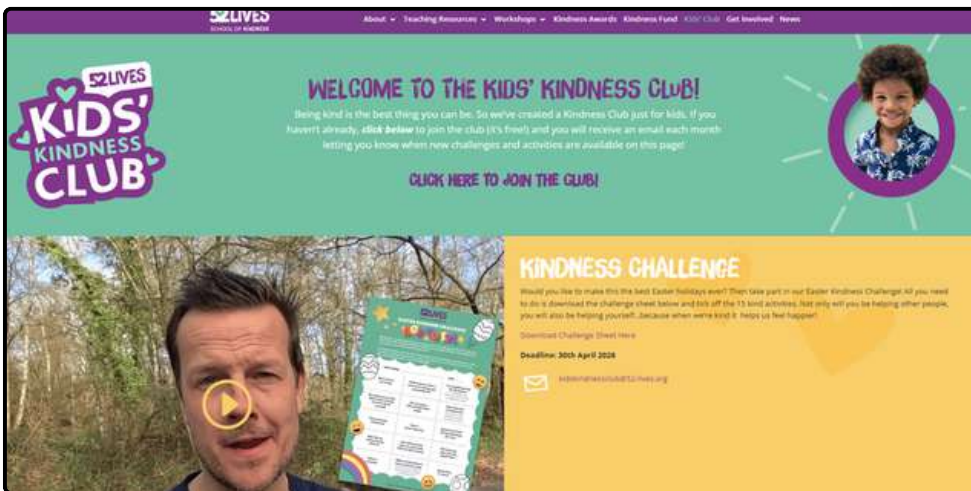




## KINDNESS AMBASSADORS

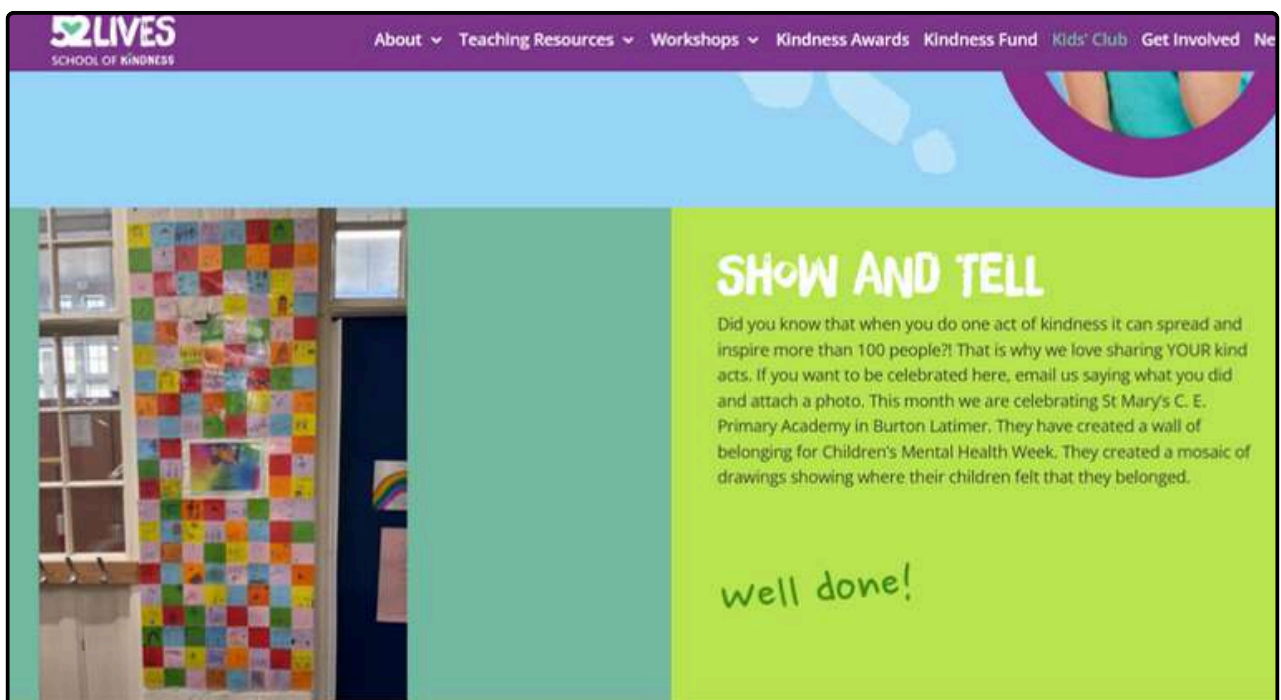


# LOOK



**Congratulations everyone ~ We have been featured on the School of Kindness website!**

<https://schoolofkindness.org/kids-club>





## KINDNESS AMBASSADORS



### Easter Kindness Challenge

The School of Kindness – the charity who support us as Kindness Ambassadors – are running a challenge over the Easter break.

They're inviting children to download the challenge sheet (find it here: [Easter Challenge - School of Kindness](https://schoolofkindness.org/easterchallenge))

<https://schoolofkindness.org/easterchallenge>

and complete the 15 kind activities. Not only will you feel good because you're helping other people – you could also win a prize! Good luck if you choose to take part.

We encouraged everyone to reflect on feeling happy by thinking about what makes them smile, as well as what they can do when they are feeling down. After all, look how important it is to smile!

**52 LIVES**  
SCHOOL OF KINDNESS

### EASTER KINDNESS CHALLENGE

**HOP TO IT!**

Being kind is a great way to help other people, while also helping yourself at the same time. When we're kind, it releases feel-good chemicals in our body that help us feel happier AND even make us live longer. How amazing is that?

This Easter Holidays, we'd love you to help spread some extra kindness. All you have to do is tick off all 15 kind activities and you will go into a draw to win a £10 book voucher for you PLUS a kind book bundle for your class. **Have fun!**

FIRST NAME: \_\_\_\_\_ AGE: \_\_\_\_\_

Give a loved one a hug	Write down or draw a picture of 3 things you are grateful for	Do something kind for the planet. <i>(It could be planting flowers, using the cat less, or helping to recycle.)</i>
Be kind to your mind. Write down 3 things you love about yourself	Tell someone a joke to make them laugh	Give someone a compliment. <i>(You could use the templates provided or make your own.)</i>
Send someone a kind note	Have a screen-free day	Spend some time doing something you love
Help tidy up without being asked to	Ask someone they are, and really listen to their answer	Tell someone what you like about them
Smile at someone	Make a kind card and make someone's day! <i>(You could use the egg and flower templates provided or make your own.)</i>	Spend time in nature

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**Have a wonderful Easter!**  
**We look forward to lots more exciting events coming up in the Summer term.**



## ECO WARRIORS



### Update from the Eco Team

*We are pleased to recognise Evan for showing our eco values beyond the school environment. He demonstrated great initiative by picking up litter when he saw it outside of school. Thank you Evan, for being a great role model to us all!*

*Our Eco Warriors continue to encourage sustainability across the school. Each week, they look for the most eco-friendly class by checking that lights are switched off when not in use, paper is recycled or reused where possible, classrooms are kept tidy and taps are turned off properly. The Eco Warriors are really pleased with the efforts that they are seeing, both by the staff and pupils.*

***“I love being an Eco Warrior! We help look after the environment and the world!” Tosia.***  
***“I like being an Eco Warrior because I’m doing a job to help nature and the environment.” Ivy***



We are also pleased to share that the school has been awarded a grant of £2,877.64 from the Burton Wold Wind Farm Fund. This will help us purchase equipment and resources to support regular litter picks, start a gardening club, and provide a range of hands-on environmental activities for pupils. These projects will help us continue to care for our local environment.

If you have experience in gardening, composting, or other eco-friendly practices, we would love your support. Please contact the school office if you would like to get involved.



### Burton Wold Wind Farm Fund Grants

*Thank you to Tosia for organising a successful plant sale, which raised over £70 for our eco fund. We appreciate the time and effort that went into making this happen. We would love to do another one soon.*

# Values Crew



## Hello everyone!

The Values Crew have been very busy recently! We have been working together with the Governors to find out more about our Collective Worship and how it is working in our school.

We looked at things like:

- How interested the children are during Collective Worship
- How involved everyone feels when we take part
- Whether the activities and messages are suitable for all ages across the school

We shared our thoughts and also listened to what other children think. It was really interesting to hear lots of different ideas!

We also talked about ways we could make Collective Worship even better. Some of our ideas included:

- Giving children more chances to take part or help lead worship
- Including more time for reflection and sharing our thoughts
- Finding new and creative ways to explore our school values together

The Values Crew were proud to work with the Governors and help make sure that Collective Worship is meaningful, enjoyable and inspiring for everyone in our school.

We are excited to keep working on new ideas to help make our school an even more positive and thoughtful place to learn!

**From,  
The Values Crew**

# STUDENT COUNCIL



This term the Student Council are excited to share that we have introduced a Sign of the Week in Collective Worship.

Each week a different member of the student council has led the school to learn a new sign in British Sign Language.

So far we have learned the sign for our value acceptance, spring, Easter and Easter egg. The whole school have really enjoyed learning these new signs in addition to the ones we already know. The Student Council hope that this will help the staff and students who are hearing impaired to feel more accepted in our school. We are already brainstorming the signs for next half term and cannot wait to share them with everyone!

twinkl

## Sign of the Week

**spring**

**How to Sign Accept**

- 1 Hands open
- 2 Move inwards

Bring hands in to chest

**Easter**

# Puzzle Day

The children had a fabulous day diving into all sorts of puzzles.

There was teamwork, problem-solving, and plenty of laughter along the way. Great fun was had by everyone!



# Puzzle Day

## A Big Thank You from Our Visiting Puzzle Lady



HAPPY PUZZLE  
Creating happiness

We received a wonderful message of thanks from our visiting Puzzle Lady following her time with us for Puzzle Day. She shared that from the moment she arrived, she could feel the positive atmosphere across the school.



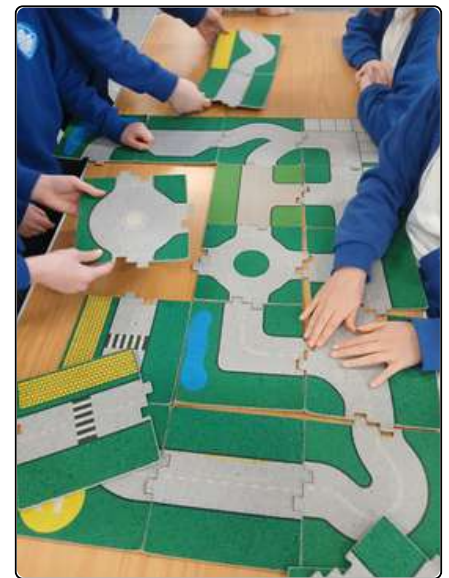
She was incredibly impressed with our children, praising their energy, enthusiasm, and excellent behaviour throughout the sessions. She commented that every bit of that energy was channelled into the right places, making the day a real joy.

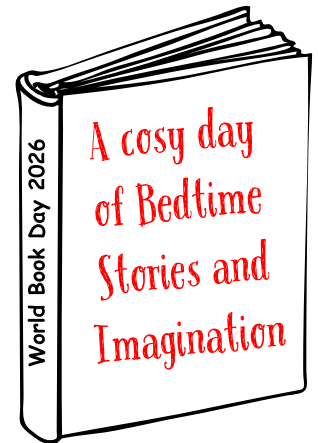
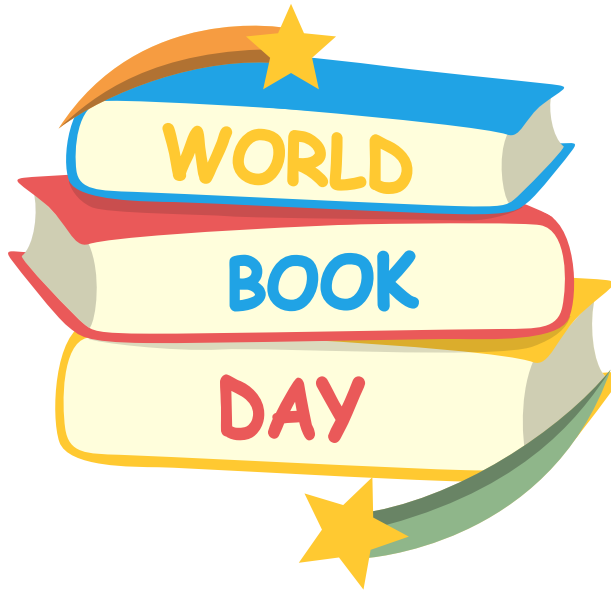
***“Puzzle Day was really fun because we did different activities and worked with people who we don’t usually work with.***

***We did jigsaws, mind challenges and much more. My favourite activity was the road challenge because it tested our teamwork.***

She ended by saying how proud the children should be of themselves – and how proud they have made the whole school.

***The PTFA always raise money for these fun things and I would like to thank them all for giving us these amazing opportunities.” by Lety***





It was wonderful to see so many children arriving at school ready for a bedtime story on World Book Day! The celebrations began with THE BIG READ, where children chose a book from a mystery reader and enjoyed being whisked away into enchanting worlds. From Peter Pan and Charlie and the Chocolate Factory to Harry Potter, and even The Lorax read by the character himself, there was no shortage of magic.



Back in class, the excitement continued with a day full of reading fun. Our KS1 pupils immersed themselves in *The Tiger Who Came to Tea* and explored their creativity as illustrators. KS2 students turned their imaginations into words, creating their own stories: Year 3/4 wrote about magical discoveries, while Year 5 and 6 penned some delightfully hilarious nonsense tales.



Throughout the day, every child had the chance to visit the free book shop, leaving with a brand-new book to enjoy at home—and maybe even read before bedtime!

## Here are what some of the children said about the day:

*Today we started the day with picking a book to read with friends. After that, we had collective worship. After we went into groups and got to listen to our desired story, I chose revolting rhymes. After we that we did a treasure reading hunt. We then went into the spare classroom to get a book to take home. I chose diary of a wimpy kid. After we planned a ridiculous story. In the afternoon, we wrote it up and that was my fantastic worlds book day. (Freyja Osborn)*



*We started with reading books with friends which was really fun. After that, we made our way to the hall to share our outfits and read Jonah and the Whale with the Lorax! We all got to listen to our chosen books, which were with different teachers, in different classrooms and with different people. I listened to Charlie and the Chocolate Factory with my own golden ticket! After we had had fun listening to the books, we had a reading treasure hunt about "A day at the zoo". We then got a chance to go and get our own books to take home from the free book shop (in the spare Year 5/6 classroom). Once we were back in our class, we planned our 100-word ridiculous story which we got to publish and illustrate in the afternoon to take home. (Felicity Cowd)*



**It was a fantastic celebration of reading, creativity, and imagination for all ages.**

# READING Targets



This term, we are thrilled to continue seeing such great progress in our school's reading initiative. As we wrap up our second term of the year, it's exciting to report that our Reading Competition is going stronger than ever! Classes have been consistently recording their weekly average reading scores, which are shared during collective worship. It's been fantastic fun celebrating everyone's achievements and watching which class is leading the way with the highest average.

At the beginning of this term, our whole-school average was 2.6 reads per week, and we are excited to announce that this has now risen to an impressive 3.5! This marks a wonderful milestone, and we're proud of all the students for their hard work and dedication. We would like to remind parents that reading at home plays an essential role in continuing this progress. Our aim is for children to read at least three times a week, with every day being ideal. Easter break provides a perfect opportunity to share quality time with your child and enjoy a good book together. Let's keep the momentum going and aim for even greater success next term.

Class average reading score:				
	Autumn 1	Autumn 2	Spring 1	Spring 2
Justice	4.4	3.8	3.2	2.2
Wisdom	2.9	3.7	2.4	2.9
Respect	2.1	2.1	3.5	3.0
Hope	2.7	2.5	3.7	3.5
Trust	2.1	2.3	2.4	3.6
Perseverance	2.8	3.8	3.4	3.6
Kindness	4.5	5.6	5.2	4.5
Acceptance	3.0	3.0	3.3	2.6
Forgiveness	3.7	2.7	3.5	3.0
Friendship				5.1
Peace				4.4

**Thank you for all your support – together, we're helping to create a love of reading that will last a lifetime!**



***We can't wait to see this score increase even further next term!***



We are delighted to see so many of our children becoming members of the 144 Club – a special club that recognises children who are working hard to develop their times tables skills. Being able to recall times tables quickly supports children in many areas of maths, helping them to work accurately, use efficient methods and solve problems with growing confidence.



$$3 \times 7 = 21$$

$$4 \times 10 = 40$$

$$2 \times 5 = 10$$

$$6 \times 8 = 48$$

The 144 Club has four levels of achievement: Bronze, Silver, Gold and the final 144 award - Masters. To reach each level, children are challenged to recall a range of times tables within five minutes, with questions presented in a mixed order to build quick and secure recall.

We are very proud to celebrate the children who are 144 Club Masters this year:

**Wisdom:** Finley, Letty, Bailey, Sukhman

**Justice:** Felix, Willow, Georgia

**Respect:** Violet, Freddy, Luca, Penelope

**Perseverance:** David, Erin

**Trust:** Seni, Funn, Millie, Oliver, Toby

**Hope:** Jordel, Abbie, Isla, Oscar, Harry

This term, we have also been running exciting inter-class Times Tables Rock Stars competitions. Each week, classes compete to win the trophy by showing the highest level of participation and practice.



A big congratulations to Trust Class, who were our overall winners this term—winning 4 out of 5 weeks, with an impressive 90% of pupils regularly practising each week. Fantastic effort and commitment—well done!

## SPORTS LEADERS



My name is Maddie and I am a Sports Leader at St Marys School, I want to share with you some sporting success from outside of school.

I am a Goalkeeper and I play for 3 teams, Kettering FC U11 Girls, SYL U12 Girls on a Saturday and Sunday. On Sundays I play in a boys league.

The game I want to share with you is for SYL Under 12 Girls County Cup Semi Final against Netherton Girls U12 who are based in Peterborough.

We had started really well and managed to go 1-0 up, which gave us a big confidence boost. Everyone was working hard, defending as a team and creating chances in attack.

As the game went on, Netherton started to put us under more pressure. I had to make a few important saves to keep our lead, especially in the second half. Then they managed to score, making it 1-1. It was frustrating, but we didn't let our heads drop. We kept battling right until the final whistle.

When the game ended 1-1, we knew it was going to penalties to decide who would reach the next round. My heart was beating fast, but I remained calm and focussed. Their first penalty taker stepped up and scored, but I knew I was really close to saving it, which gave me confidence going into the next one.



For the second penalty, I read it right, dived to my right, and made a strong save. My team gave me the biggest cheer.

The third penalty came straight at me, and I was ready for it—an easy save that gave us a big advantage. For their fourth penalty, it was a great strike and they scored, but by that point it didn't matter because my teammates had been perfect from the spot. When the final whistle was blown the girls all ran to me and we celebrated all together. It felt amazing!

We ended up winning 4-2 on penalties, and that meant we were through to the County Cup Finals which is a huge achievement! We're going to be playing at Sixfields Stadium, the home of Northampton Town, in a full stadium on 23<sup>rd</sup> May.

It feels really good to know I helped the team get there with two penalty saves and was awarded coaches player of the match, but it's been a full team effort all the way and I'm very proud of my team mates. Now we've got one more big game to go, and we can't wait for the final.

Playing sport is my favourite thing to do and here at St Marys we are very lucky to have all of the different sports clubs before and after school. I love being a sports leader and I hope to continue to share more successes before I leave to encourage more students to try out different sporting activities.

**Maddie Banfield – Age 10**

## Celebrating Sport

### SPORTS LEADERS Cont.

*The young sports leaders have been continuing to put on fun activities and challenges for the younger year groups and are really enjoying the responsibility being in control at lunch times.*

*Next term we will be looking to add some year 5s to sports leaders so that they can put some activities in place for early years whilst also then gaining experience ready for next year.*

*Ollie*

### The Invasion Games

This term some of our children were lucky enough to go to an invasion games festival where they were able to try some different challenges and sports that they might've never thought about playing. I asked some of the children what their favourite activity and here's what they said:

*"I really enjoyed the end ball game, that was my favourite"*

*"My favourite was the king of the ring styled tail tag"*

*Some of the other sports that the children tried were football, hockey, tag rugby and netball.*

On the 16th March 2026 I was invited to take part in the Invasion Festival at Motsye School.



This is a festival about invasion games. It is a fast-paced team sports where the primary goal is to enter an opponent's territory, maintain possession, and score points while defending your own territory. Some examples are tag rugby, rugby, football, basketball, hockey and netball.

There was no scoring because it was a festival so we all came back feeling like winners. I really enjoyed it and want to go again.

**By Esme Lee Year 5**

## Children's News

I was very busy over the holidays. I had four shows of The Wizard of Oz. I felt happy and proud before starting the shows. I have worked hard to achieve this. If you can't find the right theatre group, go to UTG (United Theatre group).

I had three parts: A Munchkin who was part of the Lollipop Guild, a jitterbug (which didn't make it into the original movie) and a winged monkey. I had so much fun.



***“Thank you Alice for sharing your experience in taking part in The Wizard of Oz! You should feel incredibly proud of yourself – performing in four shows is a fantastic achievement, and it’s clear how much hard work and dedication you put into preparing for your roles. Well done!”***

***Mrs Reynolds***

**Children, we love hearing about your achievements  
*inside and outside school.***

**If you would like to share your  
successes please speak to**

**Mrs Reynolds.**



Please book sports clubs through our Arbor portal. Logins can be re-sent, please contact the School Office.

Taskmaster Club is booked directly via the letter sent out each term by Mrs Grady.



If your child is interested in our music lessons please enquire with the School Office.

If your child is interested in choir, please contact the office.

Day / Time	Club	Year Groups
Monday AM - 8:00-8:45am	Cricket	All Years
Monday LUNCH -12:30-1:00pm	Prayer Club - KS2	Years 3-6
Monday PM - 3:15-4:15pm	Outdoor Athletics	All Years
Tuesday AM - 08:00-08:45am	Netball	Years 3-6
Tuesday AM - 09:50-11:00am	Woodwind/Recorder lessons	Years 1-6
Tuesday PM - 12:40-2:00pm	Guitar lessons	Years 2-6
Tuesday PM - 3:15-4:15pm	Dodgeball	Years 3-6
Wednesday AM - 8:00-8:45am	Basketball	All Years
Wednesday AM - 9:00-10:00am	Strings	Years 3-6
Wednesday PM - 3:15-4:15pm	Choir (dates have been sent to parents)	KS1 or KS2
Thursday AM - 8:00-8:45am	EYFS & KS1 Gymnastics	EYFS to Year 2
Thursday PM - 3:15-4:15pm	Football	All Years
Friday AM - 8:00-8:45am	KS2 Gymnastics	Years 3-6
Friday PM - 3:15-4:15pm	Taskmaster	Years 1-6



## Starting the Conversation: Digital Safety in Young People's Relationships

This resource provides caring adults with tips for starting conversations about online dating safety, digital consent and boundaries, and ways young people can stay safe online.

### Introduction

Young people are forming relationships online, often through phones, apps, video games, and social media. While these spaces can support connection, they can also introduce risks when unhealthy behaviors go unnoticed.

Talking openly about digital safety helps young people build healthy relationships and feel confident speaking up. Leading with curiosity and empathy creates space for trust and open communication.

### How You Can Support Young People:

#### ➔ Understand how digital abuse can show up

Digital abuse is often subtle and easily overlooked. Some behaviors may even feel "normal" to young people, even when they involve power or control.

Examples can include:

- Extreme jealousy or constant check-ins
- Pressure to share passwords, photos, or location
- Monitoring who someone talks to, follows, or interacts with
- Threats to damage a device or share private content

#### ➔ Teach young people about safety features on their devices, apps, and games

- Review privacy, blocking, muting, and reporting tools together
- Check which apps allow location sharing or activity tracking
- Reinforce that they can always change settings if something feels uncomfortable





- ➔ **Encourage healthy digital habits**
  - Understand how much time young people spend on devices and how it can impact their well-being.
  - Notices patterns of overuse, such as mood changes, lack of sleep, or detachment.
  - Encourage balance by supporting regular breaks from screens and time for offline connection.
- ➔ **Talk about digital consent and boundaries**

Remind young people that being in a relationship doesn't mean they have to share everything. They always have the right to:

  - Say no to messages or requests that make them uncomfortable
  - Choose who they interact with online
  - Keep personal information private, including passwords, photos, and videos

Healthy relationships—online and offline—are built on trust, respect, and independence. It's never okay to monitor someone, demand constant access, or pressure them to respond

- ➔ **If a young person in your life is experiencing digital abuse, provide support without judging**
  - Experiencing abuse, at any level, is scary and uncomfortable. It's important not to shame or blame young people when they disclose.
  - Recognize the courage it takes to share when you've experienced harm, and provide them with affirming support.

- Give space for them to lead the conversation, ask open ended questions, and remind them that you are there for them and want them to be safe.
- If additional support is needed, consider reaching out to trusted professionals or local resources.

➔ Your presence, patience, and willingness to listen can make a powerful difference in helping young people feel safe, respected, and supported—both online and off.

To learn more and access additional resources

- ➔ Check out <https://eleven-24.org/>
- ➔ Visit <https://fosi.org/>