

ST MARY'S CATHOLIC PRIMARY SCHOOL



NEWSLETTER APRIL 2025

Spring is here and it's only just one week to the end of this school term. So many people have worked extremely hard to make this term a success: parents, teachers and support staff and of course the children. All will soon be ready to rest and enjoy the Easter break.



Lent

We are in the season of Lent, a wonderful time of renewal. As you know Lent began on Ash Wednesday 5th March.



Maybe these weeks of Lent could be a time for us to make a big effort to change and grow as we get ready for the feast of the Resurrection of Christ.

Enfield Dance Festival



Well done to the children from our school who represented the school in the Dance Festival at the Millfield Theatre this year. You were wonderful. Thank you to the teachers and coaches for their hard work in preparing the children.

Spring Performance

The children in Year 4 are to be congratulated for their wonderful performance of 'There's a Sunflower in my Supper'. All worked hard and co-operated so well to prepare. The singing, dancing and speaking were of such a high quality.

We could see from the faces of all in the audience how much parents and friends of the school enjoyed the performances.

Thank you very much children for your hard work. Also a sincere thank you to the teachers, teaching assistants and volunteers who spent many

hours of their own time planning and preparing and then guiding the children through. Thank you to the parents who helped with practices, scenery and costumes. £236.34 was earned in voluntary contributions for tickets.



School Streets



We continue to enjoy having the School Street in place this year.

This hopefully is making the road outside the school safer for our children just before the beginning and end of each school day.

https://www.youtube.com/watch?v=v1_NB42i-Gg

<https://www.enfield.gov.uk/news-and-events/2023/03/new-school->

[streets-to-keep-children-safe](#)

<https://letstalk.enfield.gov.uk/schoolstreets>

Why did we ask for a School Street?

Our children's health and mental wellbeing is of the highest importance. That is why the council is committed to tackling climate emergency and the escalating levels of pollution at peak times on our road network. Childhood obesity in the borough is also one of the highest in London.

There are many benefits of School Streets:

- Improved air quality - reduced traffic volumes leading to reductions in local emissions
- Improved road safety - reduced risk of potential conflict between road traffic and pupils
- Increased physical activity - making the school gate cleaner and safer will encourage more active travel to school

Walk to School

We are delighted that more and more children (and their parents) continue to regularly walk / cycle / scoot etc (rather than coming by car) to

school. This is so much better for the long term health of our community.

Wednesday Word

Starting on Wednesday 17th April 2013 your child began to bring *The Wednesday Word* leaflet home from school. *The Wednesday Word* is a gift to you and your family because of your connection with our Catholic school.

Every weekend, a 'word' (inspired by the Sunday Gospel) will be suggested for you and your family to talk about in your home.

This weekly Family Time is structured around the Sunday Gospel because evidence shows that Gospel values really do help family relationships to thrive.

Regularly spending quality time with children is without doubt one of the most important aspects of parenting. *The Wednesday Word* seeks to support you in this important task: to help you and your children maintain a special closeness throughout the school years.

The Wednesday Word 'Family Time' leaflet is designed to ensure that all family members feel included. It presents an effective way for even the busiest of parents to enrich

relationships with their children through spending a very special 5 or 10 minutes together each week.

We suggest Wednesdays for *Family Time* because it is the day that the Catholic Church dedicates to St Joseph - the Patron Saint of Families. But rather than miss out, any other day would do just as well.

The Wednesday Word is currently available online:

<http://www.wednesdayword.org/index.html>



Re-establishing the Friday Penance

As you are aware a key resolution of the Catholic Bishops of England and Wales, released after their May 2011 plenary meeting, was "to re-establish the practice of Friday penance in the lives of the faithful as a clear and distinctive mark of their own Catholic identity".

This act of common witness formally came into effect on Friday 16th September 2011

(the anniversary of the visit of Pope Benedict XVI to the UK).

As you know we formally began our practice of not serving meat to the children / staff on a Friday right from the start of September in 2011. Thank you parents for not including meat as part of your child's packed lunch on a Friday. Although our children are young we know that you agree that it is good to establish the practices of our faith right from the start. This good habit formed when young will hopefully be part of your child's way of life as he / she grows up. He / she will see abstaining from meat on a Friday as a distinctive mark of his / her Catholic identity.

Parents thank you for your wonderful support with the re-establishment of the Friday penance.



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Pupil Progress

You should have had a call home from the teacher / meeting in school with the teacher to update you on your child's progress last half-term.

Any parent who wishes to meet in person with the teacher at

any stage during the new term is welcome to do so.

Just contact the school office to arrange an appointment with the teacher.

Quality Mark Award

As many of you are aware the Quality Mark award is one of the awards held by the school. The school community has been awarded and renewed the Quality Mark on a number of occasions. This (voluntary process) looks at the extent to which literacy and numeracy skills are embedded across the curriculum. The fundamental principles of this process, such as the involvement of the whole school community, self-review and targeted intervention, are central to our school's improvement agenda. This quality mark provides a framework for self-evaluation and continuous improvement of the basic skills of all pupils in the school.

The quality mark focuses on ten key elements:

- A whole school strategy and planning to improve performance in basic skills.
- An analysis of the assessment of pupil performance in basic skills.
- Target setting for the improvement of the

school's performance in basic skills.

- Basic skills improvement planning for pupils under-attaining and / or under-achieving.
- Regular review of the progress made by pupils under-attaining and / or under-achieving in basic skills.
- A commitment to improving the skills of staff to teach and extend basic skills.
- The use of a range of teaching approaches and learning styles to improve basic skills.
- The use of appropriate teaching and learning materials to improve basic skills.
- The involvement of parents and carers in developing their child's basic skills.
- An effective procedure for monitoring planning and assessing improvement in performance in basic skills.

We have continued to have a quality mark team in school and continue to review progress regularly.

Thinking Skills

Remember to ask your child which thinking hats they have been using in lessons. Also check to see if they are aware

of the current Habit of Mind focus. Some of the children are also using the Thinking Maps - ask your child to see if he / she is aware of the maps.

Birthday Celebrations!

It is lovely that so many children now like to celebrate their birthdays by bringing in sweets for their classmates. Please remember though parents that different parents have different rules about sweets and the kinds of sweets their children are allowed to eat.

If it is your child's birthday, and you do want to mark the day, please just send in one very small bar for each child. It is probably better to send a known brand of chocolate with which all parents are familiar rather than lots of very sugary sweets or party bags.

Lollipops and hard sweets are not permitted for health and safety reasons.

Remember you are not obliged to send in sweets at all.



Maths at Home

NRICH welcomes millions of users every year to share their free, online mathematical activities for learners aged 3-

19. They have a huge bank of award-winning resources, ideal for children and students to work on independently, at school with their teacher or at home with parents.

<https://nrich.maths.org/maths-home-12>

Children Dealing with Loneliness - NSPCC

Loneliness is a difficult feeling for anyone, so it's not surprising that children can really struggle when they feel lonely. By learning more about loneliness, you can work with your pupils to combat it.

The Campaign to End Loneliness defines this feeling as: 'a subjective, unwelcome feeling of lack or loss of companionship. It happens when there is a mismatch between the quantity and quality of the social relationships that we have, and those that we want'.

While loneliness can be caused by being physically alone, being alone doesn't necessarily lead to feeling lonely. Sometimes children can feel lonely even if they're often with other people. They might be feeling this way if they don't feel properly seen or understood.

Loneliness can look and feel different for everyone, but if you're worried about a child in your care, it's good to talk to

them about what they might be feeling and experiencing. The NSPCC's new guidance on this issue is well worth a read, and you can find it by following the link below:

<https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/how-help-child-feels-lonely>

Online Safety

Are children really using dating apps? Watch this 2 minute video on how dating apps may be impacting and affecting children and young people.

<https://youtu.be/WoWIUbb4VUY>

Undressed - London Grid for Learning

The danger posed to young people by their presence on social media, in regards to unacceptable requests is sadly an affair that often happens within friend groups or within relationships. Of course the issue of strangers making the same requests is always present, but these are principally teenage concerns. Underneath this lies a more vulnerable age group that often finds itself targeted almost exclusively by unknown adults online. That sector is the youngest of primary pupils. At primary ages, children are very easily taken advantage of as they are highly

impressionable and unaware of the dangers they may be facing. The Undressed Song by the London Grid for Learning, is designed to educate these youngest of pupils on what should and shouldn't be done online. It does this through an understandable and age-appropriate medium - song. To find out more please follow the link below:

<https://undressed.lgfl.net/>

KIDSONLINeworld

Access Their 'Shareables' for a Safer Online Experience on Snapchat, YouTube and Roblox:

[Safeguarding Focus - Roblox \(kidsonlineworld.com\)](https://www.kidsonlineworld.com/safeguarding-focus-roblox)

[Safeguarding Focus - YouTube \(kidsonlineworld.com\)](https://www.kidsonlineworld.com/safeguarding-focus-youtube)

[Safeguarding Focus - Snapchat \(kidsonlineworld.com\)](https://www.kidsonlineworld.com/safeguarding-focus-snapchat)

KidsOnlineWorld: The more you know the better

For information about what platforms, apps and games children are using, and their safety and suitability, pop over to Kids Online World where you can find lots of support

for children and young people, parents, carers, and professionals providing information and resources about how to stay up to date!

<https://www.kidsonlineworld.com/parents--carers.html>

What is mental health?

We all have mental health. Mental health is about our feelings, our thinking, our emotions and our moods.

Looking after our mental health is important. We all have small feelings every day: These sometimes feel strong and overwhelming, whether happy or sad, but they go away before too long.

Sometimes we experience big feelings: These feel strong and overwhelming for a long time. They stop us doing what we want to in our lives.

Young Minds also has a parent helpline:
<https://www.youngminds.org.uk/parent/parents-helpline-and-webchat/>

NHS UK: Every Mind Matters:
[Children's mental health - Every Mind Matters - NHS \(www.nhs.uk\)](https://www.nhs.uk/childrens-mental-health/)

Embrace Kids Video - Body Image Movement

The video seeks to promote positive body imagery among young people, who as always are under so much pressure to conform to a standard image expected of them by their peers, and the 'social media community'. If you'd like to have a look at this inspiring piece of media please follow the link below:

<https://www.youtube.com/watch?v=ld9MJi3aGMU&feature=youtu.be>

Christian Meditation

We appreciate what a challenging time this continues to be for many children and their families.

As you know the World Community for Christian Meditation (WCCM) has worked to develop videos which provide short meditation sessions which children and young people can participate in, whether in school or at home. These sessions are inspired by meditation in the tradition of John Main OSB.

Full details are available here: [Christian Meditation - YouTube](https://www.youtube.com/watch?v=ld9MJi3aGMU&feature=youtu.be)

Health for Kids

Health for Kids (www.healthforkids.co.uk/Enfield) is aimed at primary school

children, aged four to 11 years old and their grown-ups. It contains four exciting worlds of fun and games to help kids learn about their health. For grown-ups, it covers important features of a child's health and development, including healthy minds, healthy bodies, health issues and where to get professional help and support.

Health for Teens

Health for Teens (www.healthforteens.co.uk/Enfield) is aimed at 11 to 19-year-olds. It features bite-sized information on a comprehensive range of physical and emotional health topics for teenagers, including healthy eating, body image, managing stress, advice on relationships, puberty, sexuality and much more. Please the attached email which includes posters and information for social media.

Washing Pods and Capsules - Child Accident Prevention Trust

Young children are vulnerable to all sorts of dangers in the home. One of the most present issues can come in the form of every day cleaning products. Some like sink unclogger can look like fruit juice. The thick consistency and similarity to apple juice in colour make it particularly enticing.

However, one threat stands out from all others in this regard. The washing pod.

Many washing pods bear a striking similarity to over the counter confectionery. For children the mistake can be easy to make, especially when washing pods may be kept in a lower location than other cleaning supplies. The Child Accident Prevention Trust has recently published a page that looks to offer guidance on this issue. If interested, please follow the link below:

<https://capt.org.uk/washing-pods-and-capsules/>

Absence

During the spring term we have had a number of pupil absences. The absences were mainly due to lots of coughs, colds, bouts of flu and a few tummy bugs.

It's very important that we all really try next term to continue to improve pupil attendance. As always at St. Mary's most parents give excellent support to their children and encourage strong attendance.

Our aim is not to let our attendance fall below 98% which is our target (our absence was 4.37% (6.3% last school year) at the end of the second last week of the spring term (Friday 28th March) - this

is still a bit higher than we would like it to be but we know that times have continued to be challenging for some and the improvement from last school year is clear from the figures above).

The classes with the highest attendance from the beginning of the school year until Friday 28th March were:

1. 97.14%-Y4, St. Christopher
2. 97.10%-Y2, Faith
3. 97.08%-Y4, St. Peter and Year 4, St. Paul
4. 96.90%-Y3, St. Cecilia
5. 96.67%-Y5/6, St. Catherine
6. 95.97%-Y1, Rosary
7. 95.83%-Y2, Fatima
8. 95.81%-Y5, St. Joseph

We are required as you know to report on Persistent Absence.

The DfE's persistent absence threshold is 10% from Autumn 2015!

The DfE's guidance on the 2014/15 school census explains that from the 2015/2016 academic year onwards, a pupil will be considered to be persistently absent if he/she is away for over 10% of school sessions in an academic year.

Pages 72-73 of the DfE's guidance, linked to above, contains a table which sets out

the estimated thresholds that will be used to define persistently absent pupils.

	15 per cent	10 per cent
Half-term 1	10 or more sessions	7 or more sessions
Half term 1-2 (autumn term)	22 or more sessions	14 or more sessions
Half term 1-3	30 or more sessions	20 or more sessions
Half-term 1-4 (autumn term and spring term combined)	38 or more sessions	25 or more sessions
Half term 1-5	46 or more sessions	31 or more sessions
Half term 1-6 (full academic year)	56 or more sessions	38 or more sessions

Please (unless of course your child is ill) ensure your child is in school each day.

If your child is away from school it is important that you always let us know to avoid having the absence recorded as unauthorised. Always try to phone us on the day and it is school policy to request a

short written note explaining the absence.

Our school Attendance target continues to be 98%. Thank you to all parents who continue to work hard to have their children in school every day.

100% Attendance Autumn 2024

99 pupils had 100% attendance. Well done children and parents! This is excellent!

Spring Term Reminder!

Don't forget the pattern of the Easter holidays this year.

Easter Holiday = 7th - 21st April 2025.



Summer Term Reminder!

School opens for the summer term on Tuesday 22nd April 2025.

Half -term holiday = 26th May - 30th May 2025.
May Bank Holiday= Monday 5th May 2025.

INSET Day (no school for children): Monday 9th June 2025

Last Day of the School Year = 18th July 2025.

Early Closing

Friday 4th April is the last day of the school term and the school will be closing at 12.45pm for EYFS and Key Stage 1 pupils and for Key Stage 2 pupils at 1pm. We would be very grateful if you could ensure that your children are collected promptly on that day. This is also an OWN CLOTHES DAY.

SATs

It's that time of the year again! Year 6 will begin their SATs on Monday 12th May.

Key stage 2 tests

The statutory key stage 2 tests are timetabled from Monday 12 May to Thursday 15 May 2025:

Date	Activity
Monday 12 May 2025	English grammar, punctuation and spelling papers 1 and 2
Tuesday 13 May 2025	English reading

Date Activity

Wednesday
14 May
2025 Mathematics
papers 1 and
2

Thursday
15 May
2025 Mathematics
paper 3

The other junior classes will also complete the Optional SATs for their year group and Year 2 children will complete their assessments during the summer term too.

It's very important that all children are in school each day and especially during this time of assessment.

Tissues

We are no longer able to provide tissues for classrooms. Donations of boxes of tissues would be gratefully received. Thank you to parents who have already handed in some boxes. Unfortunately we are running low again.

School Uniform

Try to ensure your child's name is on each item of uniform. During the summer children take off sweat shirts a lot

more. If the sweatshirt is labelled it is much easier to return it to its owner.

It's good for children to be able to wear a hat when it becomes very warm. **School hats (with neck protection flaps) are now available from the School Office for £4.00.** Children are encouraged to wear these instead of other non - uniform baseball caps which are not permitted.



Thank you to the great number of parents who ensure their children wear the correct school uniform each day.

Recycling

Send in any used cartridges for recycling please.

We are recycling shoes too at the moment. Send in any old pairs.

World Book Day - £50.49 was donated. Thank you children and parents. Lots of good books were shared by the children.

Red Nose Day - £162.87 was donated. Thank you children and parents for your great support.



<https://www.comicrelief.com/rednoseday/>

Phone calls

Your child is welcome to phone home (in emergency only). We would welcome a voluntary contribution towards the cost of any phone calls your child makes.



Future Dates

1st April - Year 4 classes to parish Mass at 9.30am.

2nd April - End of Term Class Parties PM

4th April - End of Term School Mass (Years 2-6 to attend the Mass).

Last day of Spring Term. Own Clothes' Day. **Early Closing at 12.45pm** EYFS and Key Stage 1 and Key Stage 2 at 1pm.

Holidays begin until 21st April

Return to school on Tuesday 22nd April (after the Easter bank holiday weekend)

Sunday 6th April - 5th Sunday of Lent

The practice of covering crosses, statues and images in the church may be observed. Crosses remain covered until the end of the celebration of the Lord's Passion on Good

Friday; statues and images until the beginning of the Easter Vigil

Palm Sunday, 13th April (Palm Sunday of the Passion of the Lord- Blessing of Palms at all Masses.

Holy Week begins- In Holy Week the Church celebrates the mysteries of salvation accomplished by Christ in the last days of his earthly life, from his messianic entry into Jerusalem, until his blessed Passion and glorious Resurrection. Lent continues until Maundy Thursday.

Maundy / Holy Thursday, 17th April

The Paschal Triduum of the Passion and Resurrection of the Lord begin with the evening Mass of the Lord's Supper (on Maundy Thursday), has its centre in the Easter Vigil, and closes with Vespers (Evening Prayer) of the Sunday of the Resurrection.

Good Friday, 18th April

Holy Saturday, 19th April

*Easter Sunday, 20th April
The Paschal Candle remains near the altar for the whole of the Easter Time until the end of Pentecost Sunday (8th June 2025). It should be lit for the more solemn liturgical celebrations during this season.*

On occasions it is necessary to change dates. I apologise for any inconvenience this may cause.



Best Wishes

Thank you for your continued support for our school. It is so greatly appreciated by all members of our school community and I know contributes very much to the happy atmosphere that we are so fortunate to have in our school. I wish you well for the Easter break.

Miss M Creed
Headteacher



ADMISSIONS FOR ACADEMIC YEAR 2025/2026

We need your help to remind friends, neighbours, relatives to apply for places in our Nursery and Reception

classes for their children for September 2025!

It is not too late to apply!



A Smile!

What is it? It costs nothing but means much. It enriches those who receive it without impoverishing those who give. It happens in a flash but the memory lasts forever. None are so rich that they can get along without it and none so poor that they are richer for its benefits. It is rest for the weary, daylight to the discouraged, sunshine to the sad, and nature's best antidote in times of trouble.





































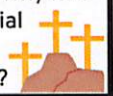








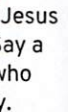

Yet it cannot be bought, borrowed or stolen, for it is something that is of no earthly value to anyone unless it is given away.

And if in the rush of life someone should be too tired to give you a smile, may we ask you to leave one of yours, for no one needs a smile so much as those who have none left to give.



Mission Together Lenten Calendar 2025



Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
We will soon begin our Lenten journey to Easter. We pray that we may use this time to grow in faith, hope, and love.	4 Shrove Tuesday. Why do we eat pancakes the day before Lent starts? * 	5 Ash Wednesday Why are ash crosses traced on our forehead today? * 	6 Why does Lent last forty days? * 	7 With your class, reflect and pray with the 1st and 2nd Stations of the Cross. + 	8 Many years ago, Lent was a name for Spring . Capture both in Mission Together's <i>Lent through a Lens</i> challenge. *	9 Find a quiet place and ask God to help you pray and share more this Lent. 
10 Yesterday's Sunday Gospel was Lk 4:1-13. What lessons can we learn from this reading? + 	11 In Lent, we give things up to put God and others first. What could you give up today? 	12 Jesus showed us how to be silent and still. Spend a minute being both now. 	13 Find out what the word <i>sacrifice</i> means and why we practice this in Lent. 	14 With your class reflect and pray with the 3rd & 4th Stations of the Cross. + 	15 Tell your family about the Stations of the Cross and why we pray them in Lent. 	16 Find a quiet place and spend a little time talking to Jesus, our God and our friend. 
17 Yesterday's Sunday Gospel was Lk 9:28-36. What does it encourage us to do this week? + 	18 Yesterday was the feast of St Patrick. Find out why he is the patron of Ireland.* 	19 Hear God speak to you today through: *Loved ones *The Bible *Creation 	20 In Lent, we listen to God and others more carefully. How can you listen well today? 	21 With your class reflect and pray with the 5th & 6th Stations of the Cross. + 	22 Tell a family member three things you have learnt about Lent this week. 	23 Find a quiet place and pray the <i>Our Father</i> for all hungry children in the world. 
24 Yesterday's Sunday Gospel was Lk 13:6-9 What lessons can we learn from this reading? + 	25 Jesus taught us how to be hopeful. Where do we see signs of hope today? 	26 In Lent we give more time to help others. Look for ways to help today. 	27 During Lent we share more of what we have. Why is sharing important? 	28 With your class reflect and pray with the 7th & 8th Stations of the Cross. + 	29 Tell a family member why we pray more in Lent. Teach them your favourite prayer. 	30 Mothering Sunday Ask God to bless mums and grandmas today. 
31 Yesterday's Sunday Gospel was Lk 15:11-32. What does it teach us about God the Father? + 	1 In Lent we reflect on God's mercy. Why is it important to be sorry and to forgive? 	2 Write a Lent prayer. Include the words: <i>mercy, pray, share, Jesus, God, Holy Spirit.</i> 	3 Pray the <i>Our Father</i> for people who are lost and for those who seek them. 	4 With your class reflect and pray with the 9th, 10th 11th Stations of the Cross. + 	5 Tell a family member about God's love and mercy and why it is important to trust in both. 	6 Lent is a time to say sorry and forgive. Ask God to help you and your family do both. 
7 Yesterday's Sunday Gospel was Jn 8:1-11. What does it teach us about making judgments? + 	8 Jesus taught us to respect and include everyone. Who can I invite to play today? 	9 Pray a <i>Hail Mary</i> for people who feel worried today. Ask Mary to pray with us for them. 	10 We're coming closer to Holy Week. Why is it the most special week of the Church's year? 	11 With your class reflect and pray with the 12th, 13th and 14th Stations of the Cross. + 	12 Tomorrow is Palm Sunday. Tell a family member about the first Palm Sunday. 	13 Palm Sunday Find a quiet place and thank God for sending Jesus to love and guide us. 
14 Yesterday's Sunday Gospel was Lk 19:28-40. What does it teach us about who Jesus is? + 	15 Holy Week Today we recall Judas' bad choice. Ask God to help you make good choices this week. 	16 Today Jesus and his disciples planned the Last Supper. Thank God for the food you'll eat today. 	17 Maundy Thursday Why do Priests wash the feet of others at Mass tonight? 	18 Good Friday Sit quietly, be still, and thank Jesus for loving us all so much. 	19 Holy Saturday Today we wait as Jesus lies in the tomb. Say a prayer for those who are grieving today. 	20 Easter Sunday 

Calendar symbols: + refers to scriptures and reflections found in Mission Together's Lenten Celebrations of the Word, also to our Stations of the Cross. The * symbol refers to Lenten activities or Five Fact Saints Assemblies. These and additional Lent resources are available at missiontogether.org.uk Missio's registered Charity No. 1056651

missio

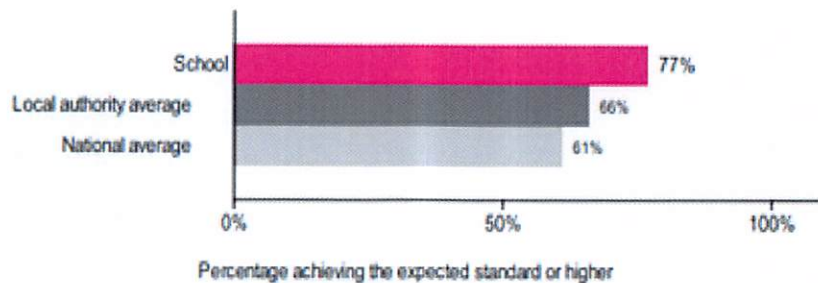
What does the school's publicly available data say?

End of Key Stage 2:

Reading, writing and maths combined

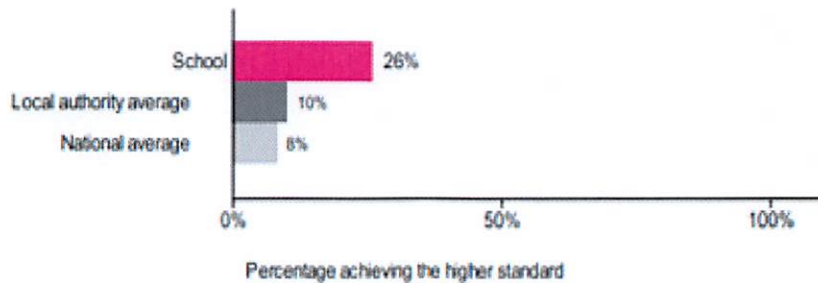
Percentage of pupils achieving the expected standard or higher

Number of pupils = 47



Percentage of pupils achieving the higher standard

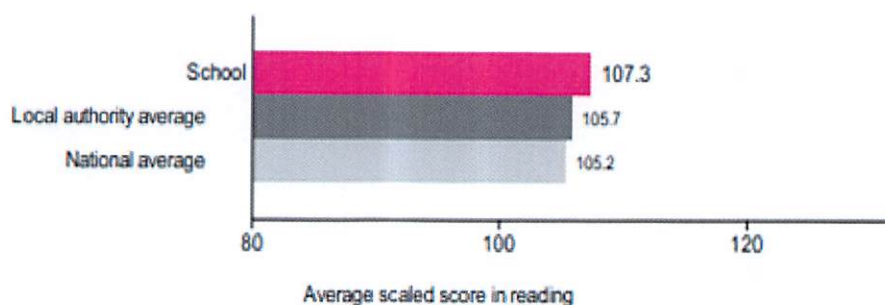
Number of pupils = 47



Average scaled score in:

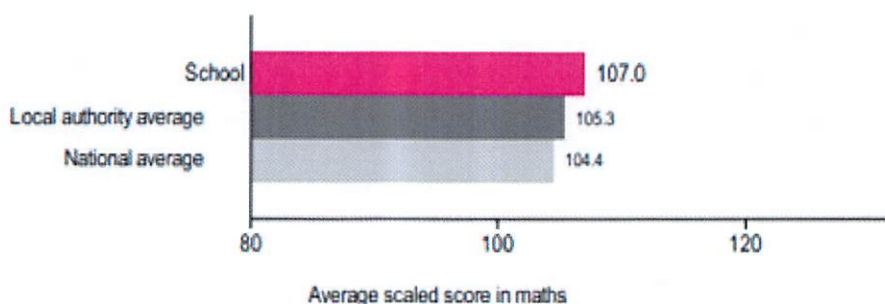
Reading

Number of pupils = 47



Maths

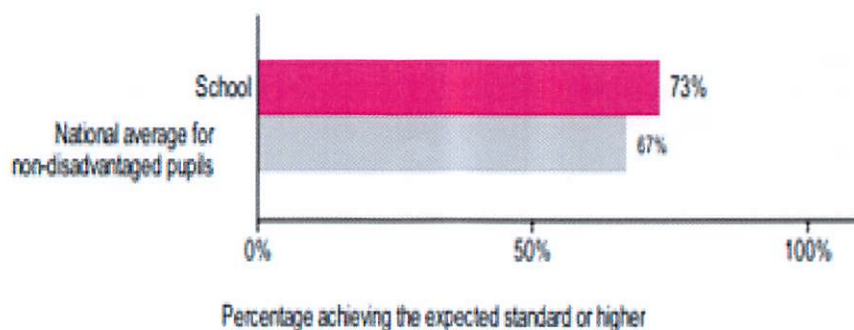
Number of pupils = 47



Reading, writing and maths combined

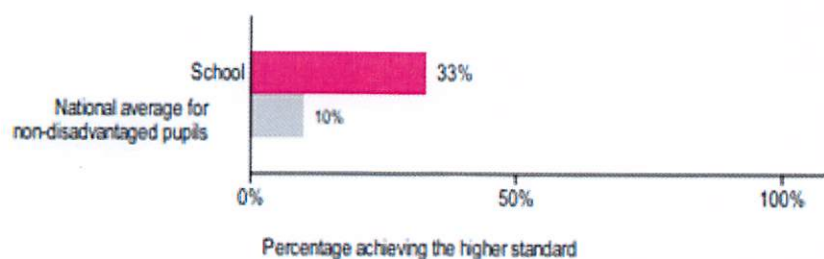
Percentage of disadvantaged pupils achieving the expected standard or higher

Number of disadvantaged pupils = 15



Percentage of disadvantaged pupils achieving the higher standard

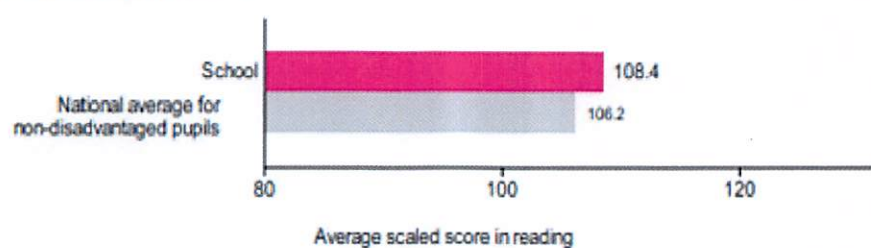
Number of disadvantaged pupils = 15



Average scaled score for disadvantaged pupils in:

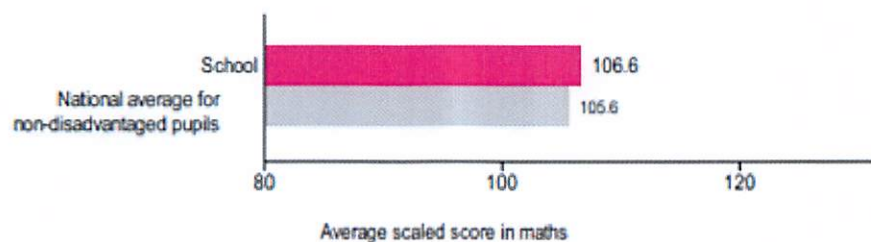
Reading

Number of disadvantaged pupils = 15



Maths

Number of disadvantaged pupils = 15



	2024 cohort	Performance in 2024	2024 value	2024 nat value	2024 vs 2023
RWM KS2 expected standard %	47	Sig above national and 85th percentile	77	61	—
Reading KS2 expected standard %	47	Sig above national and 83rd percentile	87	74	↑
Reading KS2 high standard %	47	Sig above national and 85th percentile	43	28	↑
Writing KS2 greater depth %	47	Sig above national and 93rd percentile	30	13	—
Mathematics KS2 high standard %	47	Sig above national and 87th percentile	38	24	—
EGPS KS2 expected standard %	47	Sig above national and 97th percentile	96	72	↑
EGPS KS2 high standard %	47	Sig above national and 98th percentile	68	32	↑



Online Safety Newsletter

April 2025

Screentime

Screentime is classed as any time spent in front of a screen, so it includes everything from watching tv to completing homework on a laptop. Whilst there is no recommended screentime (except for under two, which is zero), it is important that we find a balance.

Screentime can obviously be beneficial, both for educational and entertainment purposes, however it is important to be aware of the risks, such as:

- Eye strain.
- Disrupted sleep.
- Less time for other activities and being outdoors.
- Affects our attention span.

Further information

Childnet discuss what is screentime and how much screen time is enough in this useful article:

<https://www.childnet.com/help-and-advice/screen-time-boundaries-parents/>



Social Media Concerns

Most social media apps have a minimum age rating of 13+. Whilst there are benefits, this article discusses some of the potential risks of using social media.



Risks of Social Media

- **Inappropriate content** – social media may expose children to content that is not appropriate for their age, including sexually explicit content or content that promotes harmful behaviours such as self-harm.
- **Cyberbullying** – this can take many forms, including sending nasty or hurtful messages, leaving unkind comments, sharing photographs of somebody else without their permission or impersonating somebody with a fake account.
- **Excessive Screentime/Addiction** – too much time online can affect mental health and disrupt sleep patterns.
- **Contact from strangers** – there is a risk of stranger contact, which can lead to an increased risk of grooming.
- **Challenges** - children may not have developed the skills and ability to critically analyse what they see online. Whilst some challenges are fun and provide no risk, there will be challenges online that are risky/dangerous.
- **Sharing too much information** – children may share personal information e.g. their phone number, school name or inappropriate photos of themselves.
- **Algorithms** – algorithms influence what we see on social media platforms to keep us engaged on the platform. This can lead to 'echo chambers' where users are only seeing content that relates to their opinion rather than seeing a balanced viewpoint. It can also lead to a user being exposed to large amounts of content about one topic/theme, which may not be helpful if it is negative.

How can I help make it a safer environment?

- Check the age rating of each app and restrict access until they reach that age.
- Set up age-appropriate parental controls, for example set content restrictions and screen time limits.
- Chat to your child about what they are doing online, including who they are following and interacting with online.
- Restrict devices in their bedrooms.
- Show your child how to use any reporting and blocking tools.

Further information

You can find out more from the following:

- <https://kidshealth.org/en/parents/social-media-smarts.html>
- <https://www.youngminds.org.uk/parent/parents-a-z-mental-health-guide/social-media/#Talkingaboutcyberbullying>

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Group Chats

Is your child part of any group chats? This could be on social media, for example on WhatsApp or within games such as Fortnite. If so, it is important that you are aware of the potential risks, which include:

- **Inappropriate content** – there is often a lack of moderation within chat facilities so users could be exposed to content/language that is not suitable for their age.
- **Bullying** – there are many instances where inappropriate/hurtful comments are shared within groups, this could take the form of name calling or body shaming. Bullying can also be in the form of excluding others from the group. These issues often overspill into 'real life'.
- **Strangers** – your child could be added to groups with people they do not know or even with someone that they have previously blocked.
- **Conversations can be shared/screen shot** – make sure your child is aware that anything they share within a group can be shared with others outside the group.
- **Sharing personal information** – remind your child to be aware of the information they share with others including images and location.



How can I help make group chats safer?

- Check the recommended age rating and adhere to them. If we all did this, peer pressure would be reduced.
- Set up age-appropriate parental controls and set screen time limits.
- Show your child how to use any reporting and blocking tools.

What else can I do?

- It is crucial to have regular conversations with your child about the risks outlined above and about what they are doing online.
- Talk about who they are chatting with, encourage them to think carefully about the messages they send and how they might be perceived by others. Talk about positivity and not saying anything hurtful. Ask them to think about whether they would say what they are messaging, face to face.
- Devices should be used in family rooms so you can monitor what they are doing and who they are interacting with.
- Finally, make sure to model good digital behaviour yourself, as children often learn by observing the adults around them.

Further information

Childnet have created a Group Chat Guide for parents following consultation with the Childnet Youth Advisory Board and Digital Champions: <https://www.childnet.com/resources/cheat-sheet-group-chats/>

Did you know some Emojis have a double meaning?

For those that have watched Adolescence, you will know children and young people may be using emojis to mean something completely different. For example, the kidney bean emoji may be used to identify as an incel. It is important that you are aware of how emojis can be used and keep up to date with the way in which they can be used as their meanings are changeable. You can find out further information here:

<https://www.bark.us/blog/emoji-slang-guide/>

Vodafone: The Rise of the Aggro-rithm

Vodafone released a short video last year, titled 'The Rise of the Aggro-rithm'. It highlights the harmful algorithms targeting young boys. It's certainly worth a watch as well as learning about the terrifying statistics accompanying it:

<https://www.vodafone.co.uk/newscentre/press-release/ai-aggro-rithms/>

3 things to consider before giving your child a smartphone

Wayne Denner has published a blog discussing the three things that parents wished they had considered before giving their child a phone. You can read the article here:

<https://www.waynedenner.com/3-things-parents-wish-they-had-considered-before-giving-their-teen-a-smartphone/>

Good attendance at school is the single most important factor in ensuring that children and young people have the best opportunities in adult life.

How parents/carers can help their child have good attendance?

- From starting at nursery, make sure your child arrives at school on time, every day.
- Encourage your child to take part in school activities and ensure that they understand the importance of being there every day.
- Don't let your child take time off school for minor ailments – particularly those which would not stop you from going to work.
- Where possible, make appointments after school, at weekends or during school holidays.
- Remember, a morning appointment does not mean a whole day of absence. Bring your child back to school in the afternoon.
- Take family holidays during school holiday time only. Schools publish term time dates well in advance – use these to plan your family holiday.
- Encourage your child to tell you about any problems they may have at school. If you know or think that your child is having difficulties attending school you should contact the school straight away.
- Find out regularly your child's attendance and absence record and check that this matches with your own records.
- Acknowledge, praise and reward good or improved attendance, even small successes.



There are 365 days in a calendar year and 175 of them are non-school days! That's plenty of time to book appointments, holidays and lots of quality family time together!

Below 90%

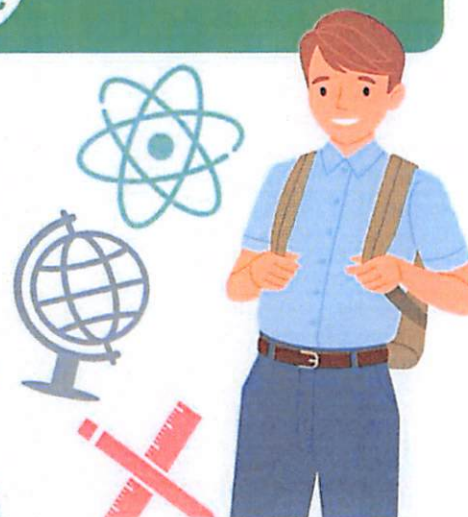
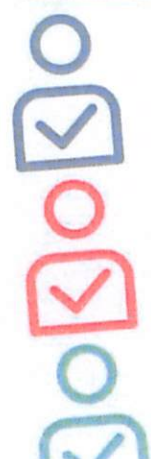
Serious impact on education and reduces life chances

90-95%

Less chance of success

96% & above

Best chance of success



But it's only a day

- ▶ **90% attendance = half day missed every week!**
- ▶ **One school year at 90% attendance = four weeks of learning missed!**
- ▶ **Over 5 years of school = half school year missed!**

All children and young people whose school attendance is 90% or below are considered to be persistent absentees.



THE IMPACT OF SCHOOL ABSENCE

- The pupils with the highest attainment at the end of Key Stage 2 and Key Stage 4 have higher rates of attendance compared to those with the lowest attainment.
- At Key Stage 4 the overall absence rate of pupils not achieving grades 9-4 was over twice as high as those achieving grade 9-5 (8.8% absence compared to 3.7% absence).

Taken from 'Working Together to Improve School Attendance', September 2022



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Safe from choking

“ I always thought choking would have been more obvious. But the silence and the panic in his eyes will stay with me forever. ”

A child who's choking can't breathe, so there's no sound to alert you.

As scary as this sounds, you can stop this happening. It takes some simple steps.

Why do children choke?

- ✎ Children can choke at any age. Young children are at greater risk.
- ✎ Their narrow airways are more easily blocked.
- ✎ Anything smaller than a 2p can choke them.

Small objects

Babies and toddlers put things in their mouths. It's how they explore. So they can choke on small objects in their reach:

- ✎ Cheap toys can have small parts that come off. Check them over first.
- ✎ Use older children's toys in a specific area and check the floor afterwards. Use a tray underneath to catch small parts, like Lego.
- ✎ Don't let young children blow up balloons and clear away broken pieces.

Baby bottles

Never use a self-feeding baby pillow or prop your baby's bottle up to feed. They need an adult to help them feed.

First aid

1. Give up to five back blows between the shoulder blades – it can force the object out.
2. For babies, give up to five chest thrusts. For children over 1 year of age, give up to five abdominal thrusts squeezing above the belly button from behind – it forces air out of the lungs to clear the object.
3. If 1 & 2 don't work call 999 and keep trying until help arrives.

Food

- ✎ Choking on food isn't just about young children not chewing properly. It takes time to learn to breathe, chew and swallow in harmony.
- ✎ Until then, they need you to cut up or avoid anything that could block their airway. And to teach them to sit still to eat.

Size and shape matter

- ✎ Cut lengthways and quarters – grapes, blueberries, strawberries, cherries and small tomatoes.
- ✎ Remove skin, pips or stones from fruits or vegetables.
- ✎ Cut thin strips – sausages, cheese, vegetables and large fruit like melon, apple, carrot, cucumber and mango.
- ✎ Steam, mash or grate foods to soften them – carrots, chickpeas, butter beans.
- ✎ Cut strips and remove bones, skin or fat – meat and fish.
- ✎ Toast bread – to stop doughy balls. Cut all bread into narrow strips.

Save for later

- ✎ Round hard sweets, including mini eggs and lollipops
- ✎ Whole grapes and nuts
- ✎ Globs of peanut butter
- ✎ Popcorn
- ✎ Marshmallows
- ✎ Jelly cubes





UK Health Security Agency

NHS

**Wash it
Wash it
real good!**

**Washing your hands
regularly can help stop
infections spreading.**



The Incredible Years Parenting Programme 4-11 years



Develop a positive parenting tool kit

- ☐ Support your child to manage their feelings, and deal with difficulties
- ☐ Better awareness to manage your own emotional responses
- ☐ Help your child to listen to and cooperate with instructions
- ☐ Foster a more secure relationship and strengthen trust
- ☐ Build your child's self esteem
- ☐ Experience more joyful parenting

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