

# Wellesley Park Primary School

Headteacher: Carly Wilkins  
Wellesley Park Primary School  
Homefield, Wellington  
Somerset, TA21 9AJ

8th March 2024



## Headteacher's Comment

Dear Parents/Carers,

Another busy few weeks has flown by in school, with impressive hard work and resilience evident in all classrooms.

This week, we had our first Blackdown Education Trust SEND Review. All members on the review panel thought that our school was incredible. There were so many highlights but here are just a few:

- Exceptionally good practice was noted, with superb behaviour for learning and well-delivered lessons.
- All pupils were really positive about their learning (as they always are!).
- Our systems and processes are robust and thorough with regards to our safeguarding, attendance and pastoral procedures and support.
- Pre-School were praised for their knowledge of our youngest children with all staff commended for their enthusiasm.
- Children are making clear progress with their phonics understanding and our whole-school reading strategies were evident in all classrooms and around our school.

Year 4 had an amazing time on their residential. They were able to tell me about all the new activities they tried as well as new foods – with most enjoying the profiteroles!

Thank you to the many parents who attended our Year 6 SATs parent workshop and for your interest and enthusiasm regarding your child's learning in Year 6.

My gratitude to the Wellesley Park Staff team who are relentless in ensuring that our pupils have such a wonderful breadth of learning and enrichment opportunities.

Also, a massive thank you to our amazing PTA team, who work non-stop to provide us with amazing events such as today's PTA 'Super Woman' gift shop and our recent cake sales. Don't forget to book your tickets for the Easter Bingo on Friday 22<sup>nd</sup> March 2024.

## Parents Evenings - Save the dates!

Our next parents' evenings are Tuesday 26th and Wednesday 27th March 2024.

A letter will be sent home next week to explain how you can book an appointment.

## Attendance

We continue to focus on achieving our school target of 96% attendance for all pupils. We are currently at 95% so just below our whole school target. We actively promote and encourage 100% attendance for all our children. Please see the checklist below, of the national guidelines on how long a child should remain absent from school.

With best wishes

*Mrs Wilkins*



### When should my child return to school?

<b>Chicken Pox</b> When all spots have crusted over	<b>Conjunctivitis</b> None*	<b>Diarrhoea &amp; Vomiting</b> 48 hours from last episode	<b>Glandular Fever</b> None*	<b>Hand, foot &amp; mouth</b> None*	<b>Impetigo</b> When lesions are crusted & healed or 48 Hours after commencing antibiotics
<b>Measles or German Measles</b> 4 days from onset of rash	<b>Mumps</b> 5 days from onset of swelling	<b>Scabies</b> After first treatment	<b>Scarlet Fever</b> 24 hours after commencing antibiotics	<b>Slapped Cheek</b> None*	<b>Whooping Cough</b> 48 Hours after commencing antibiotics
<b>Flu</b> Until recovered	<b>Head Lice</b> None*	<b>Threadworms</b> None*	<b>Tonsillitis</b> None*		

Cheshire West and Chester      This information is based on the Public Health Agency guide - full copy here      \*No need to stay off but school or nursery should be informed.      Cheshire East Council

## Attendance - by class from 19.02.24 - 07.03.24

Peake	94.46%	Norgay	94.10%	Shackleton	97.88%	Kingsley	92.14%
Darwin	88.61%	Sharman	95.36%	Earhart	93.48%		
Henson	91.27%	Attenborough	96.75%	Armstrong	92.52%		
Cousteau	87.82%	Spruce	98.70%	Bell	97.86%		

## Punctuality

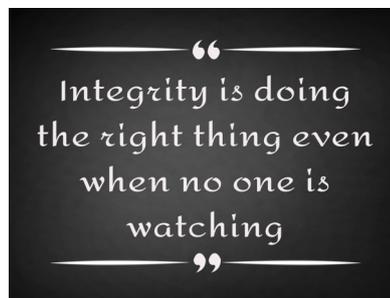
As you are aware there is a national campaign to improve school attendance, and it is also a key priority within our school. We still have a number of children arriving late in school each day. As a reminder, registration is at 8:40am. If your child is late to school, please come to the office with your child/ren so we can ensure they are signed in to school. If your child is absent from school, please phone the office on 01823 664876 to report this. Many thanks.

## Wellesley Park School Values

### Our value for this half-term is Integrity

*"Why must we show integrity?"*

*"How do we show integrity in school?"*



## Parking

Please can we remind parents and carers of the importance of parking safely for school drop-off / pick up. There should also be no parking, under any circumstances, on the zig-zag lines at the entrance of the school. This could endanger the lives of children on their way to and from school.

Respect should also be shown to our local residents and private properties. Please do not block driveways or use them to turn around.

We are fortunate to have three entrances in to the school grounds. If Homefield is busy and you are unable to park in a safe and suitable place, please use one of the other available entrances to school.

The PCSOs will be increasing their presence at drop off and pick up.

Thank you.



## Online Safety Update

### Persuasive Design

Apps and sites are all competing for our attention. Over the years, numerous strategies have been developed which are intended to influence users' behaviour – making us more likely to remain on a site, game or platform for longer periods of time.

These techniques are known as 'persuasive design' and can have a particularly profound effect on children and young people.

Persuasive design means that content on apps, websites and video games have been deliberately presented in a way to encourage it's audience to spend time or/and money.

To help tackle this problem, it's important to establish limits on how long a child spends online, turning off push notifications from applications and encourage mindfulness away from technology.

To be more aware on persuasive design, take a look at the guide from National College which is attached with the newsletter.



## SEND — Executive Function

So, what exactly is *executive function*?

Executive functioning skills are mental skills that allow us to manage every aspect of our lives! Attention, problem solving, flexible thinking, working memory, self-control, and even emotional control are executive functioning skills that allow us to manage day-to-day tasks, stay safe, and get things done. When executive functioning is a challenge, you'll see trouble with planning, prioritization, organization, and staying on a task. Behavioural inhibition or emotional inhibition are part of executive functioning too.

Children's executive function difficulties can present as them being significantly disorganised and chaotic in nature / struggling with time management and awareness / being unable to organise themselves and their belongings without significant adult support / being regularly emotionally dysregulated / struggling with following through instructions / prioritisation difficulties / being easily distracted - and many more challenges besides these, unique to the individual.

Ways you can teach your child executive functioning skills include showing them how to use a planner, helping them create checklists for everyday tasks, setting time limits, establishing a routine for things such as homework, and using a reward system. The calmer / more organised and supportive you can be as an adult / carer, the better your child will be at meeting the many demands of their day.

Executive functioning can affect both adults and children alike - here are some links for further information and guidance for you:

- [Executive Functioning in Children: 5 Things All Parents Need to Know - thechildhoodcollective.com](https://www.thechildhoodcollective.com)
- [The Ultimate Guide To Executive Functioning Skills in Children \(tutordoctor.co.uk\)](https://www.tutordoctor.co.uk)
- [Executive Functioning - Kid Sense Child Development](https://www.kidsense.org.uk)

Although executive function difficulties can be a life-long challenge, for many children and adults, there are strategies and activities that can help to build awareness and systems to support better functionality. These always work best when a child is supported from an early age, to identify and manage their needs in a positive and affirming way. Some ideas for this, can be found here:

- [Activities Guide: Enhancing & Practicing Executive Function Skills \(harvard.edu\)](https://www.harvard.edu)

## Wellesley Park Explorers

We are continuing with our theme of 'Growing' and the Pre-school children have been enjoying all of the various activities we have had on offer!

The children have been cutting and chopping lots of different vegetables such as, cauliflower, potatoes, carrots and brussel sprouts. We have talked about where the vegetables grow, if the children like to eat them, and what the seeds need to stay healthy. This activity has been helping with their fine motor skills, and strengthening their hand and finger control too.

The children have had lots of fun painting their hands to make pretty flowers. They talked about the various colours we were using and all of the different parts of a flower.

Last week we painted egg cartons yellow, ready to make some daffodils. We have cut out a stencil of a daffodil and decorated it in tissue paper and then glued the egg carton segment onto the centre of our daffodil. They look so effective and the children can't wait to take them home to hang up!

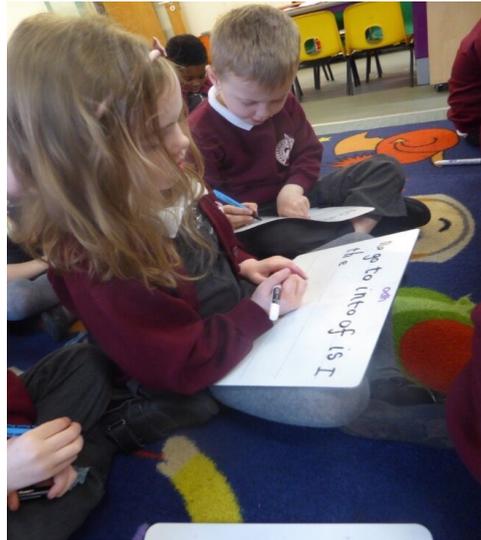


## Reception

The Reception children have been busy again. In our Literacy work, we are learning to retell the story of 'The Gingerbread Man' and the children have taken story maps home so that they can have a go at storytelling to their families. In our phonics learning we have been working on reading and writing 2 syllable words, for example, sup-per, din-ner and pup-pet.

In our mathematical learning, we have started finding out about the different ways of making 10. We have also been learning how to double numbers and finding 'more' or 'less' than a number.

The children have started Outdoor Learning this term and they have really loved exploring and learning in our Forest School.



## Year 1

We have had a fantastic start to this half term in Year One. In English, we began our new topic on instruction writing. The children started the topic with a task of following a set of instructions to make a chocolate spread sandwich! They listened carefully to the instructions and made them all by themselves! The best part was they got to eat them at the end! We have nearly finished this topic and the children have designed their own set of instructions, using the model text as a guideline. It's been wonderful to listen to their ideas!

In Maths, we have finished our topic on addition and subtraction to 20 and have begun place value to 50! The children were very excited to be looking into more detail with the bigger numbers. We have looked at tens and ones and how our knowledge to 20 can help with our knowledge to 50.

In Science, our topic this half term links well with our previous topic of animals; we are looking at humans. So far, we have learnt about body parts and the five senses. We will be carrying out tests in the coming weeks to test our own senses!

In Computing, our topic is very different this half term – we are using robots! We have been looking at direction and how robots need to be programmed to carry out a movement. It has been fun learning about how we can get a robot to move the way we want them too!

We look forward to the rest of the half term and can't wait to learn more!



## Year 2/3

This half-term, we have been learning all about our new story 'Pirate Tom', creating actions and finding out about all the ways we can describe a setting - ask us about similes and sentences of 3! We started by going on a treasure hunt using a map around school to find the treasure that Pirate Tom had left us then discovered our new story.

In Maths, we have finished learning about multiplication and division and are enjoying learning all about money. We have been recognising the different coins and notes and have been using these to make different amounts. Next week we will be starting to learn about fractions.

In Geography, we have started our new topic comparing Cairo and Wellington. So far we have looked at where both places are located, the weather and climate and the physical and human features there. We have started growing our own sunflowers in science, we will measure these each week and bring them home at the end of this half term. We are also experimenting to see what a plant needs to survive.

It was lovely to see so many blue crayons yesterday and the children all loved their World Book Day activities!



## Year 4

The first few weeks into Spring 2 have been nothing but eventful for Year 4.

During English, the children have begun looking at portal stories, thinking about both the journey and the new location. We will be continuing with this over the next couple of weeks, with the excitement of putting together all their ideas.

Year 4 have also started their new class book, '*Planet Omar: Accidental Trouble Magnet*', and have thoroughly enjoyed having a character they can relate to in different ways.

In Maths, we have been looking at fractions, in both pictorial and abstract ways. Although this has been a difficult topic for some, all the children have shown huge development in their understanding on wholes and fractions.

Finally, the children have had a wonderful time on their residential to Charterhouse. They got involved in activities from archery to caving, showing amazing perseverance and resilience as they took on new challenges.

The staff that went away with them are all so proud of their accomplishments and teamwork shown over the few days and look forward to seeing them apply this in school.



## Year 5

Year 5 have got well and truly stuck into Spring 2. They have enjoyed a range of different topics and have produced some lovely work.

In Maths, we have been learning all about decimals and percentages. Year 5 have done incredibly well and it has been great to see their progress in just a few short weeks. Remember to keep practising your times tables Year 5!

In English, we have come to the end of our newspaper reports - the children have produced some fantastic writing and it has been a joy to read their work. We are now a week into our new focus, which is suspense. The children have already written some lovely short burst writing, where they are 'hiding the threat'. It has been wonderful to see their enthusiasm.

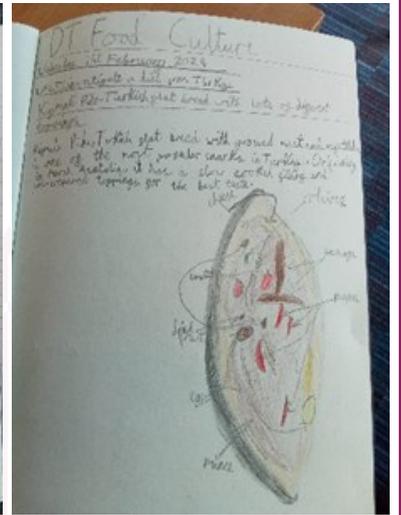
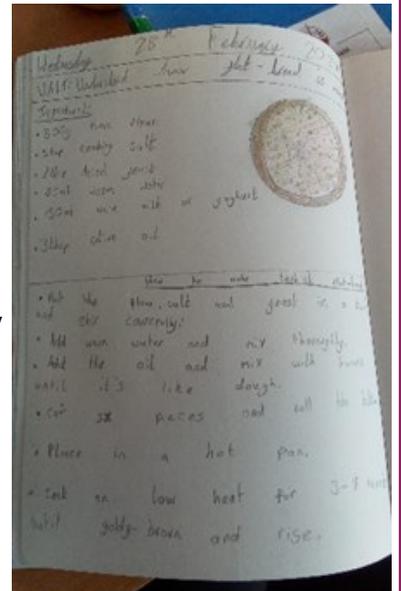
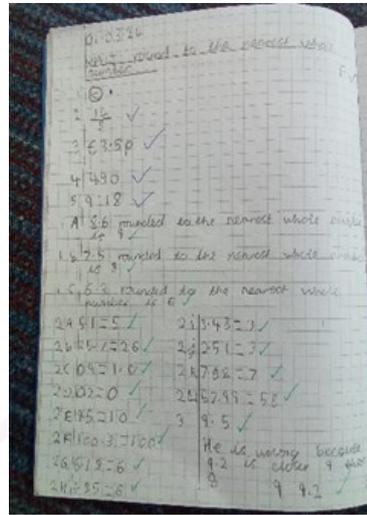
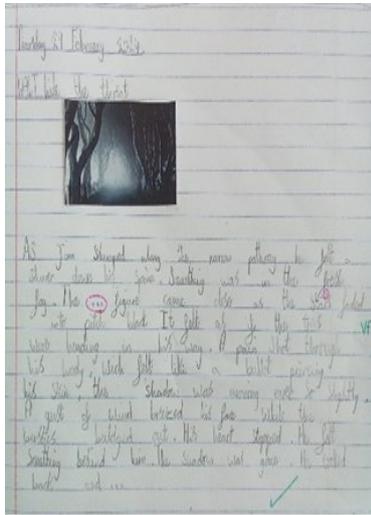
In Computing this half-term, the children have been using the website Scratch to create their own animated characters. They thoroughly enjoyed this and are looking forward to creating their own game over the next few weeks!

In DT, we have begun our unit on cooking. The children are all looking forward to tasting and smelling new spices, and making some Turkish flatbread!

Finally, we were lucky enough to have a visitor from Somerset SCARF delivering PSHE workshops to all three classes, with a focus on friendships.

These were really insightful and the children were all engaged throughout.

Keep up the good work Year 5!



## Year 6

What a great few weeks Year 6 have had!

We have enjoyed two visitors to school with a focus on PSHE. Our first visitor was the very talented Paul Stevens who performed a play for the children about bullying and the importance of looking out for each other as the children journey through their education.

Our second visitor was Helen Morrell from Coram Life Education, where the children took part in a workshop exploring decisions, peer pressure and friendships.

In English, we have begun our narrative unit on a Tale of Fear with description and vocabulary as our focus. The children have used high-quality texts, short video stories and even game walk-throughs to support their analysis and implementation of the features of this genre. We are looking forward to reading some scary innovations in the next week!



In Maths, we have begun our unit on percentages in within which we also look closely at fractions and decimals.

In History, we have begun to investigate the amazing story of The Ancient Kingdom Of Benin in West Africa.

In Guided Reading, the children have had the opportunity to perform in a 'Reader's Theatre' activity by taking a part of our novel Skellig and turning it into a script which they then performed in groups in class. This was a delight to watch!