



St Pauls CE (C) Primary School

Learning and growing together in God's love



'There is one body, and one Spirit, just as there is one hope to which God has called you.'

Ephesians 4: 4-5

Weekly Newsletter – Summer Term – Friday 20th June 2025

Message from the Headteacher

Good afternoon,

What a fabulous way to end the week! It was so, so hot – but so much fun. It's one of my favourite events of the summer term. To all the parents, grandparents and family friends – thank you so much for your support. It means so much to us but more importantly I know the children absolutely loved it! We were lucky with the weather, that even though warm we had the breeze and some cloud – and our new gazebos for the children were a winner! Well done to our winners: in Reception and KS1, Eastgate our Yellow team, and for KS2 Greengate!

Next Friday is another of our events in the Summer calendar – the Summer Fayre. We will be asking on Monday for parents to let us know who will be able to join us at 2:30pm, and those who will be joining after school – and if you can't make it the children will be able to enjoy it with the staff. Our Fayre is running from 2:30pm until 4:30pm and it is sure to be another great afternoon! Thankyou for all of the donations we had on Wednesday for the bottle Tombola – this Wednesday, 25th June, it will be non-uniform day again – and this week we would really appreciate if the children could bring in some sweets or chocolate for our second Tombola. We will remind the children and explain next week.

Finally, as you are aware, on Monday we have our SIAMS Inspection. A letter was sent out to you all on Monday from our Inspector. We are very much looking forward to sharing with him the journey we have been on over the last 18 months, with the new vision we created and our Christian Rainbow Values which we are so proud of and the impact they have had on our children, their learning behaviours and how they are flourishing as individuals. We cannot wait to share our outcome and experience with you next week.

Have a lovely weekend

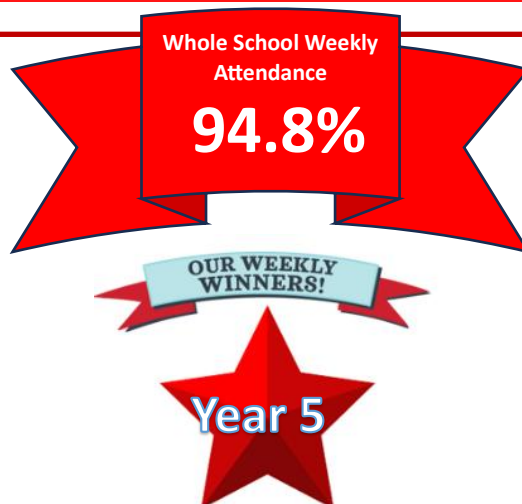
Miss Gaskell and the St Paul's Team

Our School Vision

We welcome all God's children into St. Paul's loving family. We open up horizons of hope and aspiration, and guide our pupils and adults into ways of fulfilling them.

We create a culture that promotes dignity and respect for all to equip our family to live in a modern and diverse Britain, embracing global communities. This will support the flourishing of all, to live well in God's world, with the promise of Jesus to live life in all its fullness.

Class	%
Reception	96
Year 1/2	94
Year 3/4	92.1
Year 5	98.3
Year 6	96.8



Being in school every day is so important to ensure children have the best chance possible of achieving well and reaching their potential.

This term our target as a school is 96%. To help children to achieve this we will be inviting parents into school to speak with Miss Gaskell to look at ways in which we can support to raise the attendance of your child. We will be launching attendance awards and leading assemblies with the children so that they understand the importance of being in school every day and on time.



HOMework

It was lovely for our teachers to get to speak to so many of you this week about your child's learning – and in particular how you can support at home with homework.

Children should be reading every day – little and often is going to have the best results. Spellings are sent home weekly and Y3-6 children have a spelling shed log in to practice ready for their test on a Friday.

In maths, numbers bonds and counting for Reception and Year 1/2 and daily times table practice for Y2-6. We also have our half-termly KIRFS which have been sent home today and are on our website.

- **The gates close at 8:45am – this is so that we are open for our statutory time of 32.5 hours. Please be on time as the morning session until 9:00am is target learning time for all children.**
- **Our school equipment should not be used in the mornings before school. The children are not supervised at this time.**

PE Kit Reminder

Please can we remind everyone that PE Kits need to be worn for P.E and in Winter due to the colder temperatures outside, black joggers and a hoodie. This has always been part of the St Pauls PE Kit – information is always on our website.

[School Uniform | St Pauls CE \(C\) Primary School](#)

Year 5/6 – come to school in your outdoor PE kit on a Thursday – black hoodie and joggers with your coloured PE t-shirt

Year 1/2 PE is on a Monday and Friday

Year 3/4 PE – please come to school in kit on a Friday



Father's Day Afternoon – Friday 13th June

Sports Day - Friday 20th June

Reception and Y1/2 11:00am

Whole School Picnic Lunch 12:00pm – 1:00pm Y3-6 1:00pm

Summer event – Friday 27th June 2:30pm – 4:30pm

Reports out to Parents - Friday 4th July

Reception graduation and Rewards Afternoon (Invites to be sent) –

Monday 7th July 2:15pm

End of Year Church Service – Tuesday 15th July 10:00am

End of year disco –

Wednesday 16th July (after school – time to be confirmed)

Year 6 Leavers Assembly – Friday 18th July 1:30pm

School breaks up for the summer holidays – Friday 18th July





Reception – Maelynn
Year 1 - Nevaeh
Year 2 - Dimitar
Year 3 - Harley
Year 4 – Aaron
Year 5 - Sebby
Year 6 - Veronika



Reception - Arthur
Year 1 - Mohammad
Year 2 - Clemmie
Year 3 - Ryan
Year 4 - Phoebe
Year 5 - Kayson
Year 6 - Mason





Reception



We've had another wonderful week in Reception, full of learning, exploring, and plenty of sunshine!

In phonics, the children have shown fantastic effort and determination. We've been working on CCVC, CCCVC, and CCV words, and our tricky words have been woven throughout our provision with exciting scavenger hunts and reading challenges.

In maths, we continued exploring sharing and grouping, focusing on whether groups were odd or even. The children showed great understanding, especially when using ladybirds to support their learning.



Our focus story this week was *What the Ladybird Heard*, which the children absolutely loved! This brilliant tale has definitely stayed with us—it's been echoed in playtime all week. Continuing our minibeast topic, the children made their own ladybirds using paper plates and applied their understanding of patterns to decorate them.



Outside, they explored the pond in our water area and investigated frogspawn in the tuff tray. It got a little messy, but they confidently explained the life cycle of a frog! They also enjoyed making and completing obstacle courses while hopping like frogs and leaping like rabbits—it's been a very active week!



In RE, we explored our own church, discussing what makes St Paul's special to us. This inspired some beautiful observational drawings of the church. During worship, we focused on Refugee Week, and the children shared thoughtful ideas about how we can welcome and support someone new to our school. They showed such kindness, friendship, and compassion.



Outdoors, the children have been fantastic while practising for Sports Day. We hope you enjoyed coming to watch—it was wonderful to see the children showing such great sportsmanship and teamwork.



Reception have worked incredibly hard this week. We're all looking

forward to our school trip to the park on Tuesday—fingers crossed we'll spot a few more minibeasts in the wild!

Have a lovely weekend.



Year 1 and Year 2



In English, the children have been writing, editing and publishing their letters to Mrs Ingham, our local MP. The writing they produced this week has been exceptional, each child has thought very carefully about what they would like to say, then used their phonics knowledge to support their writing of this independently. The children edited their work to make it even better then took careful pride in their work to publish their letters so they are ready to send to Mrs Ingham! I have been so impressed with the progress in their writing and their determination to succeed!



This week in Maths, Year 2 children have begun learning about Weight and Capacity. They have used to balance scales to compare mass as well measured in grams and kilograms using different types of scales. In Year 1, the children have been learning about position and direction. They have explored the vocabulary, forwards, backwards, left, right, above and below. They have enjoyed using their consolidated knowledge of these terms to follow and provide instructions and directions for each other!



In Science this week, the children revisited their Animals unit and looked specifically at Animals and their young. They worked in pairs to match up the adult animals to their young and then categorised these animals into offspring that do and don't look like their adults.



In Geography, the children explored question words and they worked in groups to come up with as many questions about a location as possible. We discussed how to find out about a new place you must ask lots of questions. The children then used information they had learnt about Bournemouth beach to create a leaflet for tourists!



This week in Art, we chose to link our learning to our English work on 'Clean Up' and World Environment Day! The children have been collecting rubbish all week from walk and talk and lunchtimes. They then worked collaboratively to create an AMAZING recycled rainbow to show our school values!

In RE, we have begun learning about Judaism. In our first lesson, we discussed precious items and in particular the precious items that can be found in some Jewish homes. The children loved learning about these different artefacts and then trying to spot these when they watched a video of a Jewish family preparing for Shabbat. The children then bought their own precious items in to share with the class.

It has been another brilliant week, well done Year 1 and 2!





Year 3 and Year 4



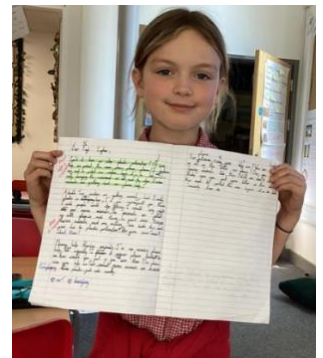
Welcome to this week's update for Year 3 and 4. We are excited to share with you the activities that your children have been involved in.



In maths in Year 3, the students have been learning all about shapes, both flat (2D) and solid (3D). They have been looking at different shapes and building them to learn about their features, like vertices, edges, and faces. They have also been identifying right angles in shapes, helping them understand which shapes have 90-degree angles. They've been sorting shapes by their properties and comparing them to see how they are similar and different. In Year 4, the children have been focusing on finding lines of symmetry in shapes and creating their own

patterns that are the same on both sides. They've been using mirrors to help identify symmetrical shapes and drawing their own symmetrical pictures. Both year groups have been having lots of fun while learning important skills in geometry!

This week, the pupils have been busy drafting their letters to the MP about recycling. Using the plans, they created last week, they have carefully written their letters, focusing on using skills such as expanded noun phrases, rhetorical questions, emotive language, and persuasive language to make their arguments stronger. The pupils have worked hard to persuade the MP to act on recycling, making sure their points are clear and convincing. They have also spent time editing and improving their letters by checking grammar, punctuation, and word choices to ensure their writing is as effective as possible. It's been a great opportunity for the pupils to practice their persuasive writing skills!

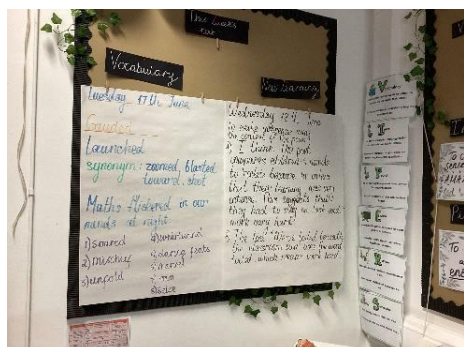


The pupils have been learning about special items found in Jewish homes. They explored objects such as challah bread, the seder plate, the mezuzah, the Torah, the matzah cover, and candles for Hanukkah. Through their lessons, the pupils discovered the significance of each item and its role in Jewish traditions and celebrations. They learned how these items hold deep religious and cultural meaning, helping Jewish families connect to their faith and heritage. The pupils also discussed how these items help to mark important events and rituals in Jewish life, such as Shabbat and Passover. It was a fascinating week of learning about the values and beliefs that shape Jewish practices.

In PSHE, the pupils are continuing their learning about refugees. This week, they have been exploring how we, as a community, can support refugees and make them feel welcome. They have discussed the challenges refugees face when they leave their homes and the importance of kindness and understanding. The pupils have also reflected on the thoughts and feelings of refugees, developing empathy and compassion. It has been a meaningful week of learning about empathy, care, and community.



Year 5 and Year 6



Despite the heat this week, the children have shown real resilience and focus, working hard and pushing through with a brilliant attitude. We've packed in plenty of learning and they've coped incredibly well – we're very proud of their determination.

In writing, the children have been planning and building their own blog-style retell based on a very strange day at school. Their ideas have been wonderfully imaginative, and they've been working on structuring their entries with voice and humour.

In maths, Year 5 have continued developing their confidence with decimals, focusing on adding and subtracting with increasing independence. Year 6 have been applying their learning in a creative and challenging way through a 'theme park maths' consolidation project – it's been lovely to see them thinking practically and solving problems in real-life contexts.

Our reading this week was a reflective poem about the end of the school year. We explored it using a range of reading skills including inference, explanation and vocabulary – the children responded with maturity and some thoughtful reflections.



In history, we investigated artefacts to explore how men, women and children were treated and viewed in Ancient Greece. The class made some excellent deductions and comparisons using evidence and prior knowledge. In geography, we studied the land use across different Central American countries and discussed how geography influences industry, farming and settlements.

Science lessons have taken us deeper into the circulatory system, with pupils examining the roles of the heart, lungs and blood vessels in more detail. They continue to show curiosity and a growing understanding of how our bodies function.

In RE, we started our new unit on justice by exploring Bible stories through our 'windows, mirrors and doors' approach. The children thought carefully about fairness and how beliefs can shape people's responses to injustice. In PSHE, we marked World Refugee Week by considering what home really means, and discussed small, meaningful ways we can support those who have had to leave theirs behind.



In computing, we revisited the different parts of the micro:bit and talked about the exciting projects we'll be starting next week – lots of anticipation and interest from the class!

We ended the week with an incredible sports day. The children made us proud showing us their sportsmanship and teamwork!



Just a few photos from the afternoon. More to follow on Facebook. Please don't forget to like and follow!



A cartoon illustration of a happy sun with a yellow face, black eyes, and a wide smile. It has orange arms and legs, wearing a green shirt and blue pants. The sun is surrounded by yellow rays.

Y1-6 Dance at PALS with Miss Tierney

Y1/2/3 – Striking and batting games with Mr Farmer

Y4/5/6 – Chess and draughts with Mr Connolly



Reception Class Dance at PALS with Miss Evie

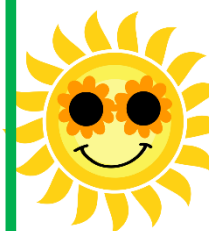
Y1/2/3 – Art with Mrs Gull

Y4/5/6 – Garage band with Miss Wetton



Y1/2/3 – Wellbeing with Miss Goddard

Y4/5/6 – Striking and batting games with Mr Farmer





What Parents & Educators Need to Know about GENERATIVE AI SAFETY

Generative AI tools – such as ChatGPT – are now commonly used by children. In fact, 3 in 4 pupils in the 2024 Annual Literacy Survey reported using generative AI, up from just 2 in 5 the previous year. While these tools can boost learning and creativity, they also raise concerns around misinformation, privacy and overuse. This guide explores the key risks and how to support safe use.

WHAT ARE THE RISKS?

MISINFORMATION AND ACCURACY



Generative AI can sometimes produce false or misleading content. Children – and even adults – may assume the information is accurate and trustworthy. This can affect learning and understanding of important topics, it's vital to teach children to critically assess all information, even when it comes from AI.

EXPOSURE TO INAPPROPRIATE CONTENT

Because generative AI is trained on vast datasets from across the internet, there is a chance it may occasionally generate harmful or inappropriate content. Without supervision, children could encounter disturbing or unsuitable material. Active monitoring and clear usage boundaries can help reduce this risk.

PRIVACY AND DATA SECURITY

Some AI tools ask for personal details or store users' interactions. If privacy settings are not correctly configured, children's personal data could be exposed or misused. Teaching good digital hygiene and setting strong privacy controls is essential for protecting children online.

REDUCED CRITICAL THINKING



Relying too heavily on AI-generated responses may reduce children's willingness to think independently. If they consistently use AI to solve problems or complete tasks, it could impact their ability to reason, analyse and form their own ideas. Encouraging thoughtful reflection is key.

DIGITAL DEPENDENCY



Regular use of generative AI can contribute to increased screen time and less real-world interaction. If left unmanaged, it may affect physical activity levels, sleep, and social development. Striking a healthy balance between online and offline activities is important for wellbeing.

UNCLEAR ETHICAL BOUNDARIES



Children may not fully understand the ethical implications of using AI to complete homework or creative tasks. This can lead to unintentional plagiarism or dishonest academic practices. Conversations around responsible use and academic honesty are crucial.

Advice for Parents & Educators

ESTABLISH CLEAR GUIDELINES

Set clear, age-appropriate rules for when and how generative AI can be used. Reinforce these regularly to help children develop a healthy, respectful and informed relationship with the technology.



ENCOURAGE CRITICAL EVALUATION

Help children to question the accuracy of AI-generated information and seek out additional trusted sources. This builds essential digital literacy skills and supports better decision-making.



PROMOTE ACTIVE SUPERVISION

Keep an eye on how the children in your care use AI tools. Check in regularly to ensure they're using them appropriately and be ready to step in if something doesn't feel right.



ENHANCE PRIVACY AWARENESS

Talk to children about the importance of keeping personal information private. Make sure privacy settings are in place and explain how data shared with AI tools could be used.



Meet Our Expert

Brandon O'Keefe, Deputy Headmaster and Director of Digital Strategy at Eaton House School, has extensive expertise in digital safety, safeguarding, and generative AI in education. As an author and speaker on digital literacy and online safety for institutions such as The National College, Brandon guides parents and educators in creating safe digital learning environments.



The National College

SAFEGUARDING CONCERNS

If you have any Safeguarding concerns, please contact
Miss Gaskell (DSL)
01785 337436
Or
Staffordshire Safeguarding
Board 0300 1118007



**Keeping
children safe
is everyone's
responsibility**



For any information regarding children with Additional Needs for parents and carers, Staffordshire Connects is a website giving lots of different resources, web links and information regarding what our local area can offer.

This information is always on our school website but click below for the link to take you to the home page. From there you will find the Local Offer for parents and carers.

[Staffordshire Connects](#)

Local Offer for parents and carers



SEND Questions

If you have any questions about your child regarding Special Educational Needs, please contact
Mrs Nevins-Stanford (SENDCo)
01785 337436