



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

Ephesians 4: 4-5

Spring Term Newsletter: Week Ending Friday 8th May 2026

Message from the Headteacher

Good afternoon,

First of all, we would like to say "Happy 100th Birthday David Attenborough!" The children have been learning about this inspirational man this week – a key figure in our country. We sang songs, taken part in a live assembly and learnt lots of reasons why his work has been so important.

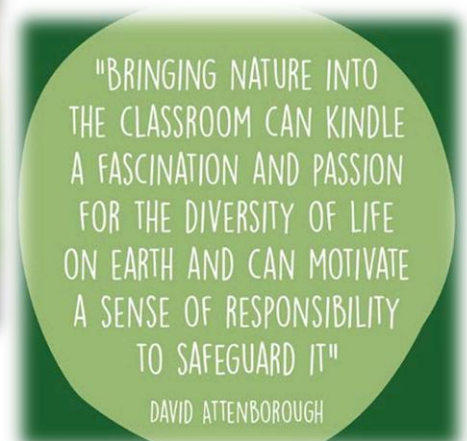
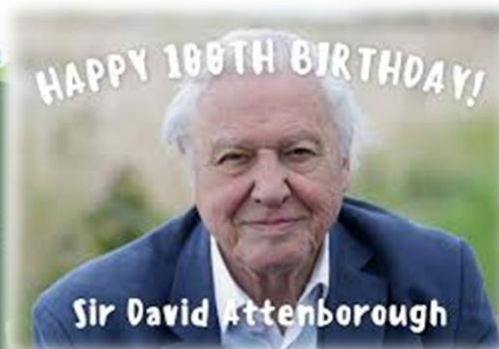
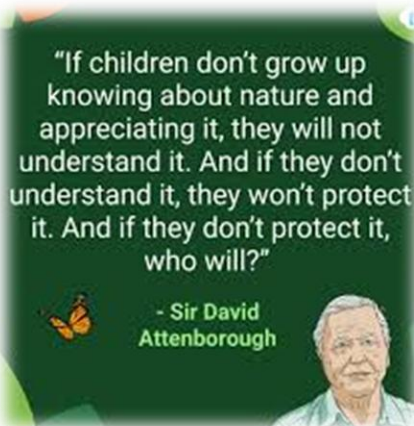
It has been a quick week with only having 4 days, but as always we seem to have packed lots in! Year 2 have been eating cake in maths (I was not invited!), Year 3 and 4 have made some incredible mazes in DT and Year 5 have been impressing us with their attitudes in swimming – both in and out of the pool.

A reminder that our Colour Run is happening on the last day of the term – Friday 22nd May. This is set to be a colourful event full of fun and laughter whilst also raising money for our local church St Pauls. If your child needs another sponsor form please just ask.

I cannot believe the time has come that I am writing that next week is SATs week. We are so incredibly proud of all our Year 6 children. We would like to invite all of our Year 6 in school next week from 8:00am. We will make sure the children are settled, some last quick facts and top tips, and when everyone has arrived, sit together, eat toast and keep calm.

We hope you all have a wonderful weekend

Miss Gaskell and the St Pauls Team



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Share wit family and friends.



St Paul's
Primary School

A great start for a bright future

NEW NURSERY
OPENING
at
St Paul's Primary School
OPENING THIS SEPTEMBER!

Play
Learn
Grow
Together

-  For children aged 3 and 4 years
-  15 and 30 hour places available
-  Safe, welcoming and nurturing environment
-  Play-based learning to inspire young minds

ENQUIRE TODAY!
Enquire at our office for more information.

Ring us on **01785 337436**
Email StPaulsOffice@stbartsmat.co.uk
Enquire at our office for more information.

Rooted in faith. growing together, reaching for the stars

We are really excited about our new Pre-School opening in September 2026. This week I have met with the Project Manager and Contractor for the building works happening over the summer holidays – and my next task is to choose paint, carpets, canopies and a whole lot more! Please follow along on our journey over the next few months, and share with family and friends.



Reception – Bobby
 Year 1 – Adam
 Year 2 – Lily
 Year 3 – Scarlett
 Year 4 – Orla
 Year 5 – Tayla
 Year 6 – Alfie



Reception – Adelaide
 Year 1 – Robyn
 Year 2 – Ollie
 Year 3 – Ewan
 Year 4 – Celine
 Year 5 – Elliott
 Year 6 – Dean





Useful Information

St Bartholomew's CE
Multi Academy Trust



A reminder please that all absences need to be logged with the school office – not through dojo.

Please ring school to log an absence – leave a message if the office is not open at that time, or email in StPaulsOffice@stbartsmat.co.uk

It is really important that you log this absence by 9:30am. If we have not heard from you follow up calls will be made to yourself and other contacts on our list. Every day of absence must have a phone call until the children return to school.

Please ensure that all children are wearing black smart school shoes. We have allowed black smart trainers – as long as they are completely plain black with no logos. Full a full list of school uniform please click the link to our website.

<https://www.st-pauls-stafford.staffs.sch.uk/school-uniform/>



BLACK SCHOOL SHOES



During the colder months, our outdoor PE kit needs to be worn to ensure that children are warm and able to participate.

A reminder of our 'Winter' kit:

School PE coloured house T-Shirt

Plain black hoody – no logo or branding

Plain black jogging bottoms or leggings – no logo or branding

Black trainers and pumps – not shoes or boots

We would like to request that parents are not using mobile phones on the school playground – this is for safeguarding reasons.

Can we also please ask that parents whilst dropping off and picking up are not on phones to allow for staff to communicate if necessary but also to allow you the time to talk with your children. Drop-off and pick-up are such an important part of their day.





Useful Information

St Bartholomew's CE
Multi Academy Trust

PE Kit

All children should be wearing black hoodies and joggers in the colder weather – plain black please with suitable PE footwear.

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

Reception/Year 1/Year 2

Your Kits need to be brought into school to be kept in the classroom (Year 1 and 2 PE is **Monday** and **Thursday**)

Year 3/4/5/6

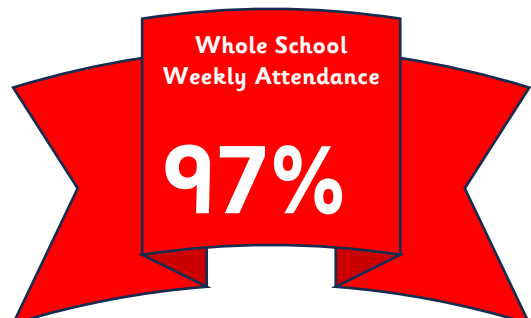
Children will come to school on a **Friday** in PE Kit



The school gate opens at **8:40am**. Gates close at **8:45am** – this is so that we are open for our statutory time of 32.5 hours.

Children have focussed learning time between 8:45 and 9:00 so it is really important that they are ready to learn.

Class	%
Reception/Year 1	96%
Year 2	98.5%
Year 3/4	97%
Year 5/6	97.1%



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.





The children have completed another week of fantastic learning and have continued to show so much perseverance throughout.

This week in English, the Year 1 children have begun a new writing journey. This writing journey is based on the Gingerbread Man and they will be writing instructions on how to decorate a Gingerbread Man. To begin our journey the children followed instructions on decorating a Gingerbread Man in their book. They also worked



collaboratively to go on instructions hunt around the classroom, where they had to collect different parts of the instructions and place them in the correct order. The children have shown so much enthusiasm for this journey so far so I know their writing outcomes will be super. The reception children have been returned back to colourful semantic sentences this week and have been using these to write sentences about the Gingerbread Man. The children remembered the structure of the sentence really well and they are getting more and more confident at writing these types of sentences on their own now.

In Maths, the Year 1 children have continued their learning on the Multiplication and Division. This week they have been focussing on sharing and grouping; we have used lots of concrete resources to understand the two concepts. The children have also started making connections between groupings and counting in 2s, 5s and 10s which is fantastic. In Reception, the children have been looking at manipulating shapes and this week they have explored how shapes can 2D shapes can be cut up to make different shapes. The children have also shown great focus when copying 2D shape pictures, making sure their shapes were accurately drawn.



In the Wider Curriculum, the Year 1 children have continued learning about Nelson Mandela and the impact he had on the world. They used freeze frames to show different scenarios and then discuss if it was fair or unfair and decide what they could do differently. In Science, the children looked at living things and they went out onto the playground to list all of the living things they could see. It was an exciting DT lesson this week, as the children got to choose their theme and design their wacky windmill. The children loved getting creative in this lesson.



In Reception, the children have enjoyed getting involved in the provision. The children have loved being in the small world area and role-playing in the airport, they have been discussing where they might be flying to, what they would be packing and most importantly who would be driving the plane! They have also been designing and creating their own gingerbread men and building gingerbread baking machines outside. I have been very impressed with their independent writing over the last few weeks and what they are remembering and then applying into their independent practice.



Well done on a fantastic week everybody! Have a lovely weekend. *Miss Goddard*



Well done, Year 2! Even though we missed a day this week, the children still showed excellence and worked incredibly hard in all areas of their learning.

In English, we began our new Branches journey based on instructions. By the end of the two weeks, the children will be writing a set of instructions explaining how to make a jam sandwich cut into quarters. This has been a brilliant way to link maths with English, and the children are very excited about it. This week, we focused on understanding what instructions are by



exploring both the genre features, what instructions look like, and the language features, how they are written. The children are becoming very confident at identifying features within a text, including conjunctions, expanded noun phrases and adverbs. We then focused on imperative verbs and how they are used to create command sentences. The children especially enjoyed giving their partners commands using imperative verbs.



In maths, we continued our fractions work by exploring how $\frac{1}{2}$ and $\frac{2}{4}$ are equivalent fractions. The children worked hard to use this new vocabulary confidently, and it would be wonderful if they could continue practising these terms at home. We also explored what $\frac{3}{4}$ means through a very tasty lesson using food. The

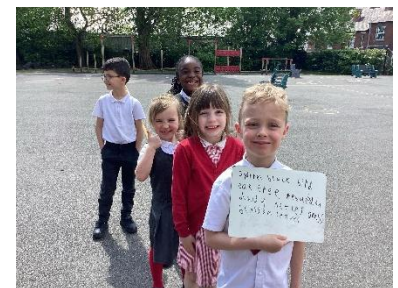


children turned pancakes, cucumber and cake into quarters and then ate $\frac{1}{4}$ so they could see that $\frac{3}{4}$ remained.

In history, the children continued learning about Nelson Mandela and why he was such an important figure. During class discussions, the children used vocabulary such as fair, unfair, equal and rights to explain his impact. We also created freeze frames to represent different scenarios and discussed whether they showed fairness or unfairness. In science, we explored how living things change throughout the seasons. We began by visiting the field and playground to observe the living things around us. The children then predicted how these living things, including themselves, might change during different seasons. In design



and technology, the children chose themes for their windmills and designed what they would look like. We also discussed possible base structures and thought carefully about which designs would be the strongest and most stable.



Finally, this week we celebrated the wonderful David Attenborough ahead of his 100th birthday on Friday. The children loved learning about his life and all the important work he has done to help people understand and care for the natural world.

Have a lovely weekend, and we look forward to seeing everyone on Monday. Miss Boulter.



Dear families,
I hope everyone has had a lovely week, just as we have in Class 3/4.

Despite a slightly later start to the week, all children returned beautifully settled, focused and ready for learning, which has made for a very positive few days in class.



In **Maths**, Year 3 have continued their unit on money, developing their confidence in adding and subtracting amounts. Year 4 have now completed their unit on Position and Direction, where they have been plotting and translating coordinates on a grid with increasing accuracy.



In **English**, we have introduced new approaches to editing and revising our writing across the school. The children have responded really well to

this and have had opportunities to familiarise themselves with the new marking codes and practise using them independently to improve their work.

In **History**, we explored daily life in Ancient Greece, looking more closely at the experiences of enslaved people and the roles of men and women in everyday life, which prompted some thoughtful discussions.

In **RE**, we explored the concept of *grace*, and the children enjoyed writing their own versions and sharing these ideas with one another.



In **Science**, we continued our learning on forces and magnets, carrying out another experiment to investigate how poles attract and repel. The children showed great curiosity and enthusiasm during this practical work.

In **ICT**, we are continuing our coding unit, where children are developing their understanding of different commands and how these can be used to create simple programs.

As part of celebrations for Sir David Attenborough's 100th birthday, the children also enjoyed learning about his life and work, gaining an appreciation for his role in inspiring people to care for the natural world.

I also had the pleasure of spending time with the gardening club this week, where the children learned the basics of planting in pots.

Wishing you all a restful weekend and hoping the sunshine continues.

Miss Campbell





We have reached the fourth week of the Summer 1 term and pupils in Year 5/6 continue to approach their learning with maturity, focus and determination. With just a week to go until SATs, Year 6 pupils have been working incredibly hard in their preparation, showing resilience, commitment and a positive attitude towards challenge. Their strong routines and calm approach have ensured classrooms remain purposeful and supportive learning environments.



In Reading, Year 5 pupils completed a reading journey based on *King Henry V*, answering a variety of comprehension questions which developed their retrieval, inference and explanation skills. They engaged thoughtfully with the historical context and themes, demonstrating growing confidence in discussing texts in detail.

In Writing, pupils have begun their setting description narratives inspired by Victorian slums. There has been a clear focus on writing for purpose and audience, with children aiming to adopt a non-fiction yet emotive tone. They have worked hard to create atmosphere through precise vocabulary, descriptive language and thoughtful sentence construction.

In Maths, Year 5 pupils have started a new unit on position and direction. They have explored symmetry and translation, developing their spatial reasoning skills and using accurate mathematical vocabulary to describe movements and patterns.

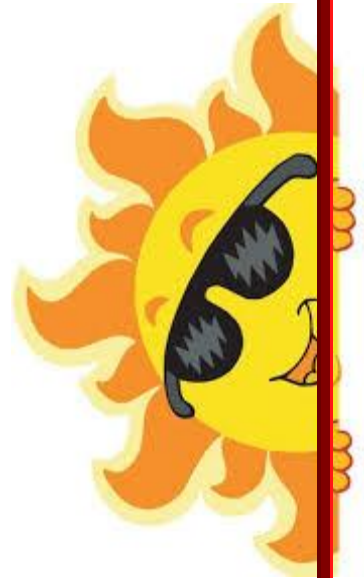
Across the wider curriculum, pupils have continued to build their knowledge and skills. In Geography, they used four-figure grid references to locate and map places across Staffordshire, strengthening their map-reading and spatial awareness. In History, pupils explored the end of Roman rule in Britain, considering how this period of change impacted life across the country.



In Computing, pupils continued their party planning project using spreadsheets, learning how to enter data, use simple formulas and present information clearly. In PSHE, discussions focused on how to be part of a positive online community, encouraging pupils to think carefully about respectful behaviour, responsibility and digital safety.

It has been another productive and focused week, and we are extremely proud of the effort, resilience and positive attitudes shown by pupils as we move into an important period of the term.

Summer Term



SATs Week

Monday 11th May – Thursday 14th May

Class Photographs

Friday 22nd May Morning

Sponsored Colour Run

Friday 22nd May Afternoon

Year 4 Multiplication Check

From Tuesday 2nd June

Year 1 Phonics Screening

From Monday 8th June

Father's Day afternoon

Friday 19th June (time slots to be confirmed)

Year 5/6 Residential

Monday 22nd June – Friday 26th June

Sports Day

Thursday 2nd July

10:30am for Reception, Year 1 and Year 2

12:00pm – 1:00pm Whole School picnic lunch

(All parents invited)

Reports due out

Friday 3rd July

Report drop-in/end of year teacher catch up

Wednesday 8th July from 3:15pm

Summer Fair

Friday 10th July 2:00pm

End of Year Church Service

Tuesday 14th July 10:00am

Reception Graduation & Yr R-6 Awards Ceremony

(winners to be emailed individually)

Wednesday 15th July 2:00pm

Year 6 Disco

Thursday 16th July 6:00pm -7.30pm

Year 6 Leaver's Assembly

Friday 17th July 2:00pm



Neurodivergent children are often early adopters of technology, making supported online experiences especially important.

Our latest #WakeUpWednesday guide helps parents and educators understand how to create safe, positive digital environments.

It explores key considerations, including:

- Modelling responsible online behaviour
- Setting age-appropriate boundaries
- Encouraging open and supportive conversations
- Understanding emerging risks such as AI-generated content

The guide also highlights the importance of balancing screen time with offline activities to support wellbeing and development.

Download the guide here: <https://vist.ly/536kq>

- #Education
- #Safeguarding
- #OnlineSafety
- #Neurodiversity



10 Top Tips for Parents and Educators

HELPING NEURODIVERGENT CHILDREN NAVIGATE THE ONLINE WORLD

Neurodivergent people tend to be early adopters of technology, and many influential innovators in this space are neurodivergent themselves. It's therefore likely that a neurodivergent child or young person may be drawn to the online world from an early age. This isn't a concern in itself, but understanding both the benefits and potential risks is essential. Here are ten key considerations to support safe and positive online experiences for neurodivergent children.

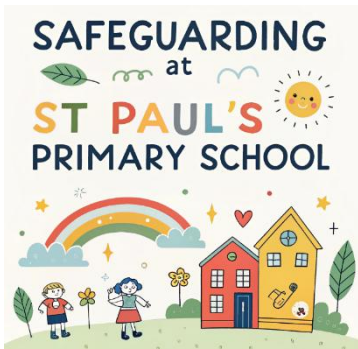
- TREAT ONLINE LIKE THE REAL WORLD**
You wouldn't allow a child to cross a road without guidance – you'd hold their hand, use a pedestrian crossing, and model safe behaviour. In the same way, a neurodivergent child's first experiences online should be supported by an adult who can guide and explain safe and responsible digital behaviour to them from the outset.
- MODEL RESPONSIBLE USE**
Children learn from what they see. Show all children, regardless of neurotype, what responsible internet use looks like. Reflect on your own use of social media and AI. Consider how often you use them and your own understanding of these platforms. Talk openly about when and why you use these tools, helping all children develop a balanced and informed approach.
- KNOW YOUR LIMITS**
Current government guidance suggests no solo screen use below the age of two, with a maximum of one hour per day for two- to five-year-olds. Screen time can support communication and connection when shared with an adult. However, passive watching can affect neurodivergent children's attention and language skills. Focus on the type of content they watch, encouraging slower-paced and meaningful material rather than fast-paced, overstimulating content.
- CONSIDER AGES AND STAGES**
For older children and teenagers, agreed limits are important. Screen time can be beneficial, but it should form part of a balanced lifestyle. Neurodivergent children may find online communication easier than real-world conversation, supporting their social interaction. However, it shouldn't be their only option. Encourage a range of activities, including creative play, physical exercise, and opportunities for real-world connections.
- KEEP CONVERSATIONS OPEN**
Discussions about online safety should begin early and continue as children grow. However, neurodivergent children may worry about getting things wrong or being misunderstood, meaning these kinds of conversations should feel open and fair, rather than like a lecture. If a child encounters a problem – such as a scam or inappropriate content – they need to feel able to speak to a trusted adult without fear of judgement or embarrassment.
- BUILD YOUR KNOWLEDGE**
You aren't expected to be an expert, but it's important to stay informed about the platforms, games, or apps neurodivergent children use in order to provide practical support. Social media platforms have age limits, and many apps and games offer parental settings that can control access. Schools and families should work together to understand these tools, helping neurodivergent children use them safely while keeping up to date with new features and changes.
- SET CLEAR BOUNDARIES**
Children and young people often know more about current technology than adults, meaning it's important to recognise that controls may be bypassed. Clear, predictable boundaries should be used, based on trust and consistency, involving children in discussions that affect them helps them feel heard. This is particularly important for neurodivergent children, who may respond strongly to perceived unfairness.
- UNDERSTAND AI CONTENT**
The internet now includes large amounts of AI-generated content, including images, videos, and stories. These can be difficult to identify. Children should be encouraged to question what they see and check the information using trusted sources. Neurodivergent children may interpret content literally, meaning adult guidance is important in helping them recognise what's real and reliable – and what isn't.
- EXPLAIN AI LIMITATIONS**
AI isn't the same as a search engine. It generates responses based on prompts and patterns, and its accuracy depends on how it's used. Sometimes, it produces incorrect or unrealistic information, known as "hallucinations". Both adults and children need to understand this and learn how to check information carefully using reliable and trusted sources.
- CLARIFY AI RELATIONSHIPS**
AI can feel conversational and personal, but it's not capable of real relationships. It learns from patterns in user input rather than human understanding. Some neurodivergent children may experience a sense of connection with AI chatbots, particularly if they find social situations challenging. It's therefore important to explain that these are simulated conversations and aren't a substitute for real, human relationships.

Meet Our Expert
Cathrina Lovell is a neurodivergent former SENCO and Advisory Teacher who works with nurseries, schools, colleges, and businesses to improve inclusion for neurodivergent people. She is the Founder and Director of Neuroteachers and the author of "The Other 29 – How Supporting Your Neurodivergent Learner Can Improve Teaching and Learning for the Whole Class".

#WakeUpWednesday
The National College



IMPORTANT



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



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.



SEND Questions
If you have any questions about your child regarding Special Educational Needs, please contact
Miss Gaskell
01785 337436

Local Offer for parents and carers

