

Friday 22nd March 2024 - Newsletter 25

## A message from Miss Towler...

Dear Parents and Carers,

Well it really has been a fabulous half term and now that we have come to the end of the shortest term of this academic year it feels like a good opportunity to share some highlights. Back in January we started the term with a fabulous Young Voices concert which children in Teams Saturn and Neptune attended. It was lovely to see the children enjoy performing at Sheffield Arena and to hear our Parents and Carers feedback about being part of this magical event.



This term has been all about the visitors as we have welcomed a few different guests into school. Yesterday, Ian Wilson from Leeds Rhinos came to talk to the children about healthy lifestyles and the importance of a balanced diet. The children loved the warm up mid assembly! We have also welcomed many other guests into school this term including Chris from Towton Battlefield Society, Rob from Tadcaster Historical Society and Chris and Alison from Tadcaster Twinning Society. This certainly helped us capture everything we needed to know about Tadcaster for our Welcome to Tadcaster and Beyond topic.

We have had a lovely final week and the decorate an egg competition has certainly been a highlight. The entries were fantastic and it was tough choosing the winner! See overleaf for photographs of the fabulous winning designs.

Have a lovely Easter break and we will see you back in school on Monday 8th April.

Thank you for your ongoing support.

Caroline Towler,  
Headteacher

**Our school R-Y6 attendance this week is: 93.85%**

**Our school attendance target is 97%.**

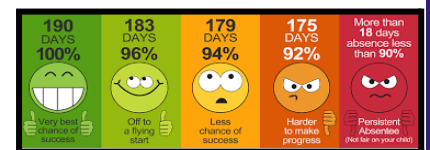
**Reception: 99.23% - TOP TEAM!!**

**Saturn: 97.69%**

**Neptune: 93.00%**

**Nursery: 96.77%**

**Jupiter: 88.52%**



\*As Government guidance states, your child's attendance is compulsory in school and unless they are unwell we ask that you ensure they are in school, on time, every day.



## TPAC update

This week our TPAC team sold books as part of our Spring into Reading book sale. TPAC are pleased to share that they raised a fantastic £62.82 from your book donations! Don't forget to order your tickets for our After Easter bingo which is the first week back after Easter.



## Updated: Dates for your diary for the coming weeks!

Dates	What's happening at TPA?
Monday 8th April	Return to school
Thursday 11th April	'After' Easter Bingo family fun bingo event 6pm - 8pm at school (see flyer)
Friday 12th April	Training Day - school closed to children
Monday 15th April	New: Y1-6 Football Club with York City FC Foundation 3.30pm - 4.30pm
Tuesday 16th April	New:Y1-6 Singing Club with Mrs Oldfield 3.30pm - 4.30pm
Wednesday 17th April	New:Y1-6 Multi Skills Club with Five Star Sports 3.30pm - 4.30pm
Thursday 18th April	New:Y1-6 Dance Club with York Dance Space 3.30pm - 4.30pm
Friday 19th April	New::Y1-6 Dodgeball with Five Star Sports 3.30pm - 4.30pm

## Check out our Easter Egg Competition Entries!

Well it really was fantastic to see the many fantastic entries for our annual 'Design an Easter Egg competition'. Children brought in a colourful and creative array of designs. Judging was carried out by our very own cook, Mrs Bedford, who can do magical things with an egg or two in the kitchen but not quite like the magic of a hall full of egg designs. It was a tough decision but please see below for our winning designs!



## Trust School Review



Last week you will remember I shared that we welcomed a team from Ebor Academy Trust into school. This week we also have had a review of our special educational needs and disabilities provision (SEND) and once again we received very positive feedback. Please see some more highlights of the feedback given.

### Quality of Education:

#### Maths

Children use Memory Lane to reflect and build upon prior knowledge effectively – this is clear in discussions with them. Children ask each other for agreement and respond to peer challenge with maturity – it's a key aspect of their learning day-to-day. Adults support learning very effectively through skilled intervention at the point of need. Children's work demonstrates both high volume and follows planning, taking into account assessment.

Early Years Maths – excellent subject knowledge and high expectations; the activity showed children are retaining knowledge – children are ready for transition to Y1 because adults base questioning on the reasoning focus in school development planning. Prior learning is built on to further develop knowledge. Children discuss mathematical problems so that they are well-used to explaining their reasoning. There is quality exploration of maths thinking in all phases of the teaching sequence.

Y1/2; the curriculum is delivered in year group inputs so that every child receives age-appropriate content outlined in progressive curriculum planning. Discussion around reasoning is embedded and all children were engaged in learning

Y3/4; children are engaged and working together to consider knowledge about fractions.

Y5/6; the atmosphere of questioning and learning as a collective is palpable. Discussion is an embedded and carefully planned aspect of learning.

#### Reading

Reading ambassadors play an active part in promoting the quantity, quality and enjoyment of reading. Teaching Assistants are knowledgeable and able to support pupils in decoding and blending more challenging words; they also have strong relationships and know the pupils well. Children are clearly making rapid progress in reading.

#### Leadership of Maths

The maths lead monitors robustly and knows the subject well – monitoring feeds into professional development and the impact of leaders' actions is clear.

#### Leadership of Safeguarding

The Safeguarding Lead shows tenacity and rigour when working with, and challenging other agencies. Advocacy for children and the prioritisation of their voice is reflected in successful referrals and interventions. The Safeguarding Lead has a full and comprehensive knowledge of the children and families in the school.

#### Leadership of Science

The subject leader has planned to deliver staff CPD and has made good links with organisations. There is sequential curriculum progression in science and the leader is clear that the subject is best taught through a practical approach. Making explicit links with careers and knowledge about the world is a feature of the curriculum at Tadcaster PA.

#### Next steps

Review E-safety provision and consider integrating this into the curriculum more regularly to ensure knowledge and vocabulary is retained

Review the art and design curriculum to ensure it is as strong an offer as other curriculum areas

Look further at the writing approach and pedagogy to ensure a more strategic and evidence-based framework is in place

# Pop Up Inspire Youth Mobile Youth Club

Find us in SELBY:  
**Thursday 28th March and 4th April 2024,**  
**11.30-2pm @ Barwic Parade, YO8 8DL**  
**3-5pm @ Selby Leisure Centre, YO8 4BL**

Offering Easter arts, crafts, games, PS5, sports and other activities alongside information, support, a safe space, (and much more!) for young people provided by qualified youth workers

Refreshments included for all attending, see you there!

All welcome aged 8-14 free to attend

**NO BOOKING NEEDED - JUST TURN UP**

[www.inspireyouth.uk](http://www.inspireyouth.uk)

**INSPIRE YOUTH YORKSHIRE**  
 For more information contact  
[info@inspireyouth.uk](mailto:info@inspireyouth.uk)  
 07547 287892

# PERFORMING ARTS CLASSES

## Perfect Pitch Stars

POP CHOIR

ACTING

SINGING

Drama and singing classes from babies to aged 16+ to develop confidence, interpersonal and performance skills within a fun and friendly environment.

Opportunities to work towards LAMDA's respected and accredited exams.

**9th April**  
 FREE TASTER SESSIONS AT CHURCH FENTON VILLAGE HALL FOR AGED 4+

REGISTER INTEREST HERE

TUESDAYS CHURCH FENTON

FOR FURTHER INFORMATION:  
[WWW.PERFECTPITCHSTARS.COM](http://WWW.PERFECTPITCHSTARS.COM)  
[PERFECTPITCHSTARS@GMAIL.COM](mailto:PERFECTPITCHSTARS@GMAIL.COM)  
 FACEBOOK: PERFECT PITCH STARS

At The National College, our [WakeUpWednesday](#) guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Formerly delivered by National Online Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit [nationalcollege.com](http://nationalcollege.com).

## 10 Top Tips for Parents and Educators ENCOURAGING OPEN CONVERSATIONS AT HOME

With tricky topics and occasional clashes of opinion, it can be challenging to maintain an environment where children feel able to talk candidly and honestly. However, encouraging such conversations helps to develop trust - making it easier to unpack even sensitive subjects as children get older. Here are our top tips for promoting open conversations at home.

- 1 CREATE A SAFE SPACE**  
 Criticism, blaming or shaming can all prevent children from feeling emotionally safe, while showing affection, positive attention and an interest in what a child has to say builds their sense of security. These formative years are when children's opinions and values begin to take shape, so it's important to provide a non-judgmental environment in which to discuss them - especially if their opinions differ from your own.
- 2 CONSIDER OTHER OUTLETS**  
 Some children may find it easier to talk while they're participating in another activity such as drawing, writing, walking or sport. If it's possible, taking part in these activities together presents you with an opportunity to communicate while doing something side by side. A child may feel less pressure that way and can be more inclined to open up of their own accord.
- 3 NORMALISE CHATS ABOUT FEELINGS**  
 Incorporate mental health and emotional wellbeing into everyday conversations, using age-appropriate language and examples to help children understand their emotions. Ask questions like "How are you feeling today?", "What was the best and worst part of your day?", "If you could start today again, what would you do differently?" and "Is there anything you want to talk about?"
- 4 LISTEN ACTIVELY**  
 When children express themselves, make it obvious that you're listening closely and giving them your full attention. Maintain eye contact and validate their feelings without immediately trying to solve the problem. It's not helpful to dismiss their issues as childish or " teenage angst" - or to assume that they're simply "get over" whatever they're feeling. Children don't have your life experience; their resilience is still developing as they learn to push through difficulties and handle problems.
- 5 ASK OPEN QUESTIONS**  
 Encourage children to share their thoughts by asking open questions about their feelings and experiences. Closed questions such as "Did you enjoy school today?" are more likely to elicit a simple "yes" or "no" response. Instead, you could ask things like "Who did you spend time with at break?" or "Who did you sit with at lunchtime?"
- 6 RESPECT THEIR BOUNDARIES**  
 If a child isn't ready to talk to about something yet, respect their boundaries. This reinforces that their feelings are important and worthy of consideration. Ideally, you're aiming to let them know you care without smothering them, so just make it clear that you're there for them whenever they're ready to chat. Gentle, regular check-ins can sometimes be the best form of progress.
- 7 LEAD BY EXAMPLE**  
 Model open, honest and healthy communication in front of children and young people. Try to demonstrate kindness when talking about others and yourself. Because if children hear adults being overly harsh, critical or judgemental, or see them having unrealistic expectations of themselves, it makes them more likely to adopt and repeat this behaviour themselves as they grow.
- 8 HAVE REGULAR CHECK-INS**  
 Check in with children periodically to discuss how they're feeling and what's going on in their lives. This could be a weekly or monthly conversation, where the child has an opportunity to share whatever is on their mind. For parents and carers, getting away from the house and other distractions might be productive here; you could consider regular trips to a coffee shop or a cafe, or just a weekly walk.
- 9 PROVIDE RESOURCES**  
 It's often beneficial to let children know about other support that's available to them if they're struggling to talk to you specifically. Encourage them to talk to school counsellors, trusted adults or even a therapist, if necessary - while normalising this route and dispelling the harmful stigma around asking for help. Older children could engage with resources such as [Kooth](#) or [YoungMinds](#).
- 10 CELEBRATE EMOTIONAL EXPRESSION**  
 It's beneficial to praise children for expressing their feelings honestly - emphasising how important it is to talk about their emotions and how proud you are of them for doing so. This can be especially pivotal for boys, who often experience more of a stigma around talking frankly about their feelings and their mental health - a barrier that can be overcome, with enough love and support.

Meet Our Expert

With 30 years' experience as a teacher, trainer, consultant and interim executive board member, Anna Bateman has a superb understanding of what works in pedagogy, school improvement and leadership. She has also advised the Department for Education on their mental health green paper.

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