



CLAREMONT PRIMARY SCHOOL NEWSLETTER

FRIDAY 10th JULY 2026

Dear Parents and Carers,

We have had an exciting couple of weeks at Claremont – not least combating the hot weather for a second time. Please be assured that we are monitoring both the temperature and the UV levels of the sun. For the duration of the heatwave, we are relaxing our uniform expectations – children can come to school in clothes that are cool and comfortable. Please ensure that your child has a hat and are wearing sun cream to protect them. Please also ensure that your child has a refillable water bottle so that they can stay hydrated.

As we move towards the end of term, there are lots of things happening in and around school – please stay up to date with announcements on ClassDojo so that we get the chance to celebrate all of our achievements this year, raise some money for school and say goodbye to our fabulous Year 6 pupils.

I would like to take this opportunity to thank you all for your continued support this year and look forward to catching up with as many of you as possible in the coming two weeks.

Best wishes,
Rob Campbell
Headteacher



Attendance:

Our attendance target is 96 %

This year's attendance so far is 93.1%. The last 5 days was 93.7%

Dates for your diary:

14th July – Transition Day – introduction to new classes

14th July – Year 6 evening performance

15th & 16th July – Year 3 Residential

16th July – Year 6 Summer Performance

20th July – Claremont's Got Talent

21st July – End of Year Reception Assembly

21st July – Summer Fayre

24th July – Last day of the Academic year

7th September – First Day of the new academic year.

DON'T FORGET THE SUMMER FAYRE AFTER SCHOOL ON 21ST JULY

Year 6 SATs results

We were expecting to have our year 6 SATs results on Thursday this week. Due to administrative issues, this date has been pushed back to next Thursday 16th October. We will endeavour to get all of the provisional results to you in time to be shared in your child's school report.

If your child is in reception, you will receive a copy of the early years Foundation Stage Profile; Year 1 will receive notification of the outcome of their Phonics Screening and Year 4 will receive their Multiplication and Times Table Check.

I am really happy with those provisional results so far and I will report them to you all before the end of this year.

A huge thank you to the teachers and support staff for all of their work and to the children for their great efforts.

Safeguarding children is everyone's responsibility. At Claremont, we are committed to keeping our children safe from harm. Mr Campbell, Mrs Cutler, Mrs Cundy, Mrs Khan, Mr Greaves & Mrs Eager have responsibility for safeguarding and child protection. If we have any concerns reported to us, we will always take action to protect a child and inform the relevant agencies where necessary..



What have we been learning this week?

Nursery went on a trip to Blackwoods on the bus. They had a great time roasting marshmallows on the fire.

Reception took part in a really fun Sports Day showing great resilience and determination.

Year 1 went to Batman's house at Wollaton Hall and had a fabulous day pond-dipping and walked around the park.

Year 2 conducted a taste test to find the favourite flavour of crisps. They used this information to create tally charts, pictograms and block diagrams.



Year 3 have been writing persuasive leaflets to persuade people to visit Italy.

Year 4 have been investigating tooth decaying materials – looking at the effect on tooth enamel.



Year 5 are planning to swim in their pyjamas

Year 6 visited their new secondary schools.

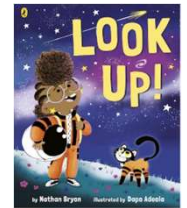
Acorns enjoyed phonics, squigglings and singing after they had played in the water!

Recommended Reads

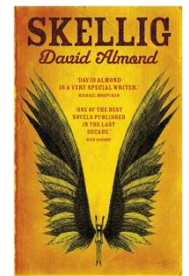


Bunny Vs Monkey by Jamie Smart Total Chaos! Discover laughter and mayhem in this award-winning comic sensation.

Look Up by Nathan Bryan Meet Rocket, the hilarious science-mad chatterbox!



Skellig by David Almond Can the strange creature help Michael save his sister?



Some more farewells

This week we have said goodbye to some really valued long-term supply staff. Mr Christopher has been supporting pupils in Upper Key Stage 2. he is going to study to be a teacher and I know that he will be a real asset to the profession. I wish him good luck. Miss Kaur who has been covering for Mrs Young in Year 2 is left us last week to get married and move to Southampton. Miss Kaur provided us with much-needed stability and high-quality teaching during a difficult time for us. I wish her every success in the future. She goes with our thanks and love.

Sports days

Sadly, due to the hot weather and the availability of the field, we have to cancel our Sports days – we will revisit them in September. We will put on an event for Year 6 – watch this space!!

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What Parents & Educators Need to Know about WORRY AND ANXIETY

Worry and anxiety are common emotions experienced by children, often triggered by uncertainty or fear. While worry involves concern about future events, anxiety is a persistent feeling of dread or apprehension. Current statistics indicate a rising prevalence of anxiety disorders among children, and this guide has some expert advice on understanding and addressing these concerns.

UNDERSTANDING WORRY AND ANXIETY

Worry and anxiety are emotional responses to stress or uncertainty. Worry is typically associated with potential misfortune, while anxiety is characterised by feelings of fear, apprehension or unease. Both can manifest physically through symptoms such as restlessness, fatigue or muscle tension. Understanding the distinction between worry and anxiety is crucial for effectively addressing these concerns in children.

WHAT ARE THE RISKS?

LONG-TERM CONSEQUENCES

Untreated worry and anxiety in childhood can have potentially lifelong impacts on a person's mental health and wellbeing. Chronic anxiety may increase the risk of developing anxiety disorders, depression or other mental health conditions later in life. Additionally, unresolved worry and anxiety can negatively impact self-esteem, confidence and overall resilience. It's essential to address these concerns proactively and provide appropriate support and intervention.

THE IMPACT ON CHILDREN

Excessive worry and anxiety can have profound effects on children's mental and emotional health. It may interfere with their ability to concentrate, sleep or participate in daily activities. Chronic worry and anxiety can also lead to physical symptoms such as headaches, stomach aches or difficulty breathing. Left unchecked, these concerns can escalate and potentially contribute to the development of anxiety disorders later in life.

DIFFERENTIATING WORRY FROM ANXIETY

While worry and anxiety share similarities – in that they both involve concerns about possible trouble – anxiety tends to be more constant and overwhelming. Worry may come and go depending on circumstances, whereas anxiety can linger regardless of the situation. It's essential to recognise when the former crosses into the latter, as anxiety can significantly impact a child's daily functioning and wellbeing.

THE EMOTIONAL TOLL

The emotional impact of worry and anxiety on children can be significant, affecting their overall quality of life and wellbeing. Children experiencing chronic worry or anxiety may feel overwhelmed, irritable or helpless. They may also withdraw from social activities or avoid situations that trigger their anxiety, leading to feelings of isolation or loneliness. Addressing these concerns early can help prevent long-term emotional distress and promote healthy coping strategies.

ACADEMIC & SOCIAL IMPACTS

Impacts on the academic performance and social interactions of children and young people are very possible. Frequent worry or anxiety may impair concentration, memory and problem-solving skills, making it difficult for children to succeed in education. Anxiety can also hinder social development by causing children and young people to avoid social situations or to struggle with communication and interpersonal relationships, potentially leading to feelings of isolation or exclusion.

Advice for Parents & Educators

ENCOURAGE OPEN COMMUNICATION

Parents and educators can foster a supportive environment by encouraging children to express their worries and anxieties openly. Actively listening and acknowledging young people's emotions can help them feel understood and supported, reducing the situation's intensity. Creating opportunities for regular check-ins and discussions about one's feelings can promote healthy coping strategies and strengthen communication bonds.

TEACH COPING STRATEGIES

Empowering children with effective coping strategies is essential for managing worry and anxiety. Encourage the use of relaxation techniques such as deep breathing, mindfulness or progressive muscle relaxation to calm anxious thoughts and promote a sense of composure. Additionally, teaching positive self-talk and problem-solving skills can help children develop resilience and confidence in managing challenging situations.

CREATE A SUPPORTIVE ENVIRONMENT

Parents and educators play a crucial role in creating a supportive environment that promotes emotional wellbeing. Establishing routines, providing predictability and offering reassurance can help relieve anxiety and create a sense of security for children. Foster a culture of empathy and understanding, where children feel safe enough to express their emotions and seek support when needed.

SEEK PROFESSIONAL HELP

Recognising when to seek professional help is vital for addressing significant or persistent worry and anxiety in children. If worry or anxiety significantly impacts a child's daily functioning, interferes with their relationships or academic performance, or causes significant distress, it may be necessary to consult with a mental health practitioner. Early intervention can prevent long-term consequences and promote positive outcomes for children's psychological wellbeing.

Meet Our Expert

Adam Gillett is Associate Vice Principal for Personal Development at Penstone Grammar School and works on secondment one day a week for Minds Ahead, which collaborates with schools on improving their mental health provisions.



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