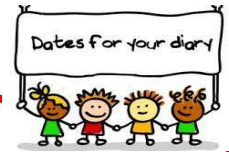




CLAREMONT PRIMARY SCHOOL NEWSLETTER FRIDAY 16th MAY 2025



Dear Parents and Carers,
Welcome to this week's Newsletter. This half term has certainly flown by! It is a really short one following a late Easter and we have a long run in until the end of the year. However, we have still managed to pack in a huge amount in the term so far.

Firstly, I would like to say a massive well done to all of our Year 6 pupils and the staff who supported them throughout SATs week this week. This can be a really anxious time but our Year 6s have dealt with their worries really well. I can confidently say that they have all tried their best and we can't ask for more than that.

Can I please ask that children don't bring equipment or toys from home unless it has been specifically agreed. Things can go missing or get used inappropriately and that can often be upsetting. This particularly applies to equipment like scissors and tweezers that some children have brought in to make beaded goods.

Finally this week, we need to say goodbye to Mrs Zaffron who will be leaving us at the end of next week to start a new job. Mrs Zaffron has been a wonderful member of staff, never too busy to help, always caring and she will really be missed. She goes with our love and best wishes for the future.

Best wishes,

Rob Campbell – Headteacher

Attendance:

Our attendance target is 96%

Last week's attendance was: 95.3%



Dates for your diary:

16th May – Mental Health Awareness Day

21st May – KS1 Disco

22nd May – KS2 Disco

26th - 30th May – Half Term Holiday

2nd Jun – Return to school for Term 6

3rd Jun – Sports Day

24th July – Last day in school

25th July – Teacher Training Day

School Attendance:

We have made real progress on making our school attendance better. It is great to see the children attending more regularly and on time. This, ultimately, helps to improve our outcomes – both in the classroom and socially. Please continue to work with us to ensure that every child attends school for every session that they possibly can, please don't book holidays in school time and make sure that they arrive on time every day that they come to school.

Behaviour updates:

Our new behaviour policy and system has now been in action for 4 weeks now. The children are getting used to the procedures and are getting to grips with our "Bee" school rules. These rules apply at all times of the day, including lunchtimes. More details will follow next term as we work to make these systems even more effective. Good behaviour for learning leads to improved outcomes. Add that to improved attendance and we have a tried and tested recipe for success both academically and socially.

Safeguarding children is everyone's responsibility. At Claremont, we are committed to keeping our children safe from harm. Mr Campbell, Miss Davis, 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 have been learning about animals – all creatures great and small!

Reception went on a school trip to Perlethorpe. What a great day!



Year 1 hosted a visit from the DH Lawrence museum. They learnt all about life in the Victorian era.

Year 2 have been learning all about the artist Anthony Gormley, using recycled materials to create their masterpieces.



Year 3 have been learning all about the Romans as part of their history topic.

Year 4 have been learning about Egyptians

Year 5 have been learning about the properties of shapes, using 3D models to support them.

Year 6 have successfully completed their SATs week. What a huge effort by everyone involved. Very, very well done everyone.

Acorns have been learning about the properties of water – and having a great time doing it!!!

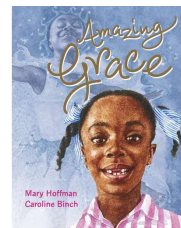


Recommended Reads

We're going on a Bear Hunt by Michael Rosen

We're Going on a Bear Hunt
Michael Rosen Helen Oxenbury

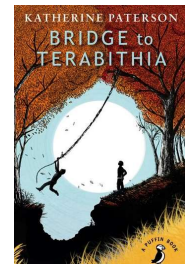
A timeless classic story of a journey through oozy mud and the swirling, whirling snowstorm!



Amazing Grace by Mary Hoffman Grace really wants to play Peter Pan in the school play but her friends say that she can't....

Bridge to Terabithia by Katherine Paterson

An unforgettable story of friendship and loss. Jess wants to be the fastest boy in the class until her meets Leslie.



PTA Disco

Please help our PPTA to help us! There is a PTA disco planned for Friday 21st May from 3.30 – 5pm. Tickets cost £3 and can be booked via our Arbor App. If we don't sell enough tickets, the events will have to be cancelled!

Sports Day

We will be holding our Sports Day on 3rd June this year at Carrington's Playing Field. Years 1-3 will run from 10am until 11.15am and Years 4-6 will take place from 1.45pm until 3pm. Nursery and Reception will have their own Sports Day later in the term. Please do come along to support if you can. As always, this is weather-permitting. Please stay tuned to ClassDojo for any updates.

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10 Top Tips for Parents and Educators SUPPORTING YOUNG PEOPLE TO BUILD EMOTIONAL RESILIENCE

With increasing societal pressures, many children struggle with managing emotions, facing challenges and processing failure in a healthy way. This is why building emotional resilience in young people is vital for their mental health and personal success. This guide provides practical strategies for parents and educators to help children develop resilience and foster confidence, adaptability and a positive mindset.

1 ENCOURAGE OPEN COMMUNICATION

Regularly engaging children in open dialogue fosters trust and emotional expression. Encourage them to share their thoughts and feelings freely without judgment. Set aside time daily, perhaps during dinner, to ask open-ended questions such as, "What's made you happy today?". This encourages children to express themselves openly.

2 MODEL POSITIVE BEHAVIOUR

Children often learn how to manage emotions by observing adults. By modelling calm and positive responses to challenges, you can teach them valuable emotional management skills. If you've had a difficult day, verbalise how you're feeling and explain how you plan to handle it, such as "I'm a bit wound-up, so I'm going for a walk to clear my mind."

3 TEACH PROBLEM SOLVING SKILLS

Helping children break down challenges into manageable steps encourages a proactive mindset. Explain that every problem has a solution, even if it's not immediately obvious. For example, if a child is stuck on homework, support them in breaking the task into smaller steps, saying things like "let's focus on just this first question for now."

4 FOSTER A GROWTH MINDSET

Encourage young people to view mistakes as learning opportunities. A growth mindset helps them see setbacks as part of the process, rather than something to be upset about. After a child loses a game or performs poorly on a test, for example, ask them what they've learned from the experience. This reinforces the idea that effort – and even failure – leads to improvement.

5 PROMOTE SELF-CARE PRACTICES

Teaching children about self-care helps them understand the importance of balancing work with relaxation to maintain emotional wellbeing. Parents and carers could start a screen-free hour before bedtime where the family engages in relaxing activities like reading, setting an example to the child for how to unwind.

6 BUILD HEALTHY RELATIONSHIPS

Strong relationships with peers and adults provide a support system that enhances resilience. Encourage positive, respectful interactions to develop social skills. Playdates or group activities can be instrumental in teaching children how to resolve conflicts with friends by modeling and practicing calm communication.

7 SUPPORT EMOTIONAL AWARENESS

Helping children to identify and name their emotions allows them to manage those feelings more effectively. When a child is upset, encourage them to talk to you about what they're feeling in an empathetic and supportive manner, and ask them why they might be experiencing these emotions.

8 ENCOURAGE INDEPENDENCE

Giving children opportunities to make their own decisions boosts confidence and problem-solving skills. A good example of this would be letting children choose and pack their own lunches for school, guiding them with options but allowing them to assume responsibility for the task to help them take ownership.

9 DEVELOP COPING STRATEGIES

Teaching children techniques like mindfulness, deep breathing or journaling can help them to manage stress. Show them how to perform breathing exercises when they're feeling anxious, and practise this regularly. Reinforcing this behaviour in young people will make it easier for them to use these techniques of their own accord during stressful moments.

10 CELEBRATE SMALL WINS

Recognising effort, no matter how small, reinforces persistence and encourages children to keep trying. After a child completes a difficult task, makes progress on a project or reaches another type of personal goal, praise their efforts. Emphasise the hard work they've put in and be sure to let them know how proud you are!

Meet Our Expert

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



#WakeUpWednesday

The National College