



CLAREMONT PRIMARY SCHOOL NEWSLETTER FRIDAY 18TH SEPTEMBER 2026

Dear Parents and Carers,

Welcome to the first Newsletter of this Academic year. We have had a really good start to the year. The children have been focused on their learning and enjoying renewing their friendships and making new ones. Attendance has been much improved on last year and is a real focus for us this year. In order to make the most of the learning opportunities, our children need to be in school, on time, every day. Our statistics show us that the children who regularly attend school make more progress and have better outcomes. It has also been great to see the children looking so smart in their school uniforms. This is a really important part of school life as it gives us an identity and the children can wear their Claremont uniform with pride.

As always, we have a focus on reading. Please help us by encouraging your child to read every night. This helps to build comprehension and fluency and enables children to access many of the texts we use to support our curriculum.

Finally for today, please remember that we are here to support you.

Have a great weekend.

Best wishes,

Rob Campbell

Headteacher

Every Day Counts



Attendance:

Our attendance target is 96 %

This year's attendance so far is 95.4%. This has been a strong start to the year.

Dates for your diary:

September – Meet the Teacher events;
Nottinghamshire Cricket Club in school on
Thursdays

October

1st – 8th Autumn Book Fair

5th – Flu immunisations

6th and 8th – Parents' Evenings

16th – Show Racism the Red Card Day

New Staff and some farewells

We have had some staffing changes over the summer, some expected and some not. I am delighted to formally welcome Mrs Middleton to our school as Deputy Head teacher. She comes with a vast amount of professional knowledge and will be responsible for leading our Early Years and Phonics across the school. It has been a fabulous start and I know that there is much more to come. Also joining the team this year are Miss Lewis and Miss Taylor in Early Years and Mr Younger and Miss Bracey to our teaching team. Mrs Young is still not quite ready to return to work but we are hoping to see her very soon. Finally, we say the fondest of farewells to Mrs Shilton-Reed. Mrs Shilton-Reed is Claremont through and through and has been an advocate for Claremont children for the last quarter of a century. She has moved house to another part of the country and will not be returning to Claremont this year. I genuinely do not have the words to describe the positive impact that Mrs Shilton-Reed has had in our school and she will be greatly missed. I'm sure that you will join me in wishing her every success and happiness for the future.

Safeguarding children is everyone's responsibility. At Claremont, we are committed to keeping our children safe from harm. Mr Campbell, Mrs Middleton, Mrs Cutler, Mrs Cundy, Mrs Khan & 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 enjoyed meeting new friends and playing in their outside area.

Reception have been learning about feelings with The Colour Monster.

Year 1 have been grouping objects in Maths.

Year 2 learnt about some of the different kinds of nouns as part of their English curriculum..



Year 3 launched their topic work with a Stone Age Day. It was great fun!

Year 4 have been launching their TTRockStars work. This is a great thing to help with at home.



Year 5 did some experiments to investigate friction. Does a smooth surface cause more or less?

Year 6 have started their DaART programme where they learn about the dangers of drugs and alcohol and discuss ways to keep themselves and others safe.

Acorns have been baking biscuits during life skills.

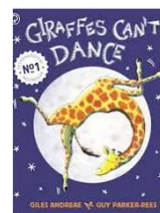


Recommended Reads



The Colour Monster by Anna Llenas. One day, Colour Monster wakes up feeling very confused. His emotions are all over the place; he feels angry, happy, calm, sad and scared all at once! To help him, a little girl shows him what each feeling means through colour.

Giraffes Can't Dance by Giles Andreae. Gerald the tall giraffe would love to join in with the other animals at the Jungle Dance, but everyone knows that giraffes can't dance . . . or can they?



OPAL Play

I have some exciting news about our lunchtimes at Claremont. We have signed up to become an OPAL school focused on developing our children's play literacy. This will be transforming our lunchtimes so that the children have a more productive and enjoyable time. This is an accredited 2-year national programme and ties in with the need improve the level of play children experience nationally. Mrs Hurford-Allsopp is taking the lead on this and you will hear much more about it over the coming months.....



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Top Tips for SUPPORTING CHILDREN'S RETURN TO ROUTINE

Returning to school after the holidays can be challenging for some children and young people, and both families and education settings can play an important role in helping them readjust. Consistent routines, clear expectations, and supportive communication can support children and young people's wellbeing, self-regulation, and academic success. These practical tips can help make the transition back to school feel more manageable.

1 START EARLY

Gradually reintroduce school-day sleep, meal, and wake-up routines around a week before term begins. In education settings, familiar routines and expectations can also be introduced from the start of term to help pupils settle back in. A gradual and predictable approach can make the transition feel less abrupt and give children and young people the time they need to readjust to the structure of school life.

2 REBUILD ROUTINES TOGETHER

Involve the children and young people in your care in the rebuilding of familiar routines at home and in education settings. Having a say in their daily schedule can increase predictability for them and give them a greater sense of control. This might include discussing morning routines at home or reviewing classroom timetables, expectations, and activities together at the beginning of the school day.

3 ENCOURAGE RESPONSIBILITY

Giving children and young people age-appropriate responsibilities can help foster their autonomy and engagement. For younger children at home, this might include getting dressed independently or checking their school bag. In education settings, children and young people could organise their learning materials, complete simple classroom tasks, or follow a familiar morning routine. These manageable responsibilities can help them feel more involved in the school day while developing useful skills.

4 RECONNECT WITH PEERS

Re-establishing friendships can help children and young people feel more confident and connected when they return to school. Families might arrange opportunities for their children to speak to or spend time with school friends, while educators can use group activities, 'buddy' systems, or collaborative tasks to help rebuild classroom connections.

5 SUPPORT HEALTHY NUTRITION

Regular, balanced meals, particularly at breakfast, are linked to improved concentration, behaviour, and academic outcomes. Families can gradually return to familiar school-day mealtimes, while education settings can reinforce healthy eating routines at the start of term and signpost breakfast provision where available. Consistent access to food can help support children and young people's energy levels and concentration throughout the day.

6 COMMUNICATE OPENLY

Talk to the children and young people in your care about how they feel about the return to school and give them the opportunity to share any worries or questions. Anxiety around going back to school, particularly when starting a new year group, can be common, and children and young people may benefit from your reassurance and support. Parents and educators can all help with this by listening calmly to concerns and questions, and sharing relevant information with one another where appropriate.

7 RECONNECT WITH LEARNING AND PEERS

Light educational activities before term begins can help children become familiar with learning routines again without creating any unnecessary pressure on them. In school, low-pressure recap activities and familiar tasks from the previous year group can serve a similar purpose during the first few days back. Keeping learning positive and achievable can help rebuild children's concentration, confidence, and academic motivation as they settle back into their usual routine.

8 PRIORITISE SLEEP

Ensure the children and young people in your care get age-appropriate sleep and begin returning to their usual bedtime habits before term starts. Reducing screen use before bedtime may also support better sleep quality. Educators can also be mindful that tiredness may temporarily affect children's concentration, behaviour, and emotional regulation as they readjust to school routines.

9 PREPARE AHEAD

Organising uniforms, bags, lunches, and other school essentials in advance can reduce unnecessary stress when school mornings begin again. Educators can also help by preparing pupils for any changes to classrooms, timetables, staff, or behaviour expectations. Giving children clear information about what to expect ahead of time can make the return feel more familiar and help build up their confidence and independence.

10 BE PATIENT AND FLEXIBLE

Children adjust to changes in their routines at different rates, so your patience and flexibility can be important during the first days and weeks back. Some may settle quickly, while others need longer to adapt to earlier mornings, classroom expectations, or busy schedules. Parents and educators can support children and young people's readjustment by maintaining consistent routines, all the while recognising that concentration, behaviour, or confidence may temporarily look different for them.

WELCOME BACK!

Meet Our Expert

Adam Gillatt is Associate Vice Principal for Personal Development at Penistone Grammar School, and a business development specialist for Minds Ahead, which works with schools to improve their mental health provision.



#WakeUpWednesday

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