



# NEWSLETTER

27.4.26



*Educating for 'life in all its fullness.'*

Dear Parents/Carers

Over the past couple of weeks, our worship has centred on our half-term value of Perseverance, alongside our Global Citizenship thread of Resilience. We have explored this through our weekly focus values of Determination and Endurance, reflecting on what helps us to keep going when things feel difficult.

Children have engaged with a range of meaningful examples, from the determination shown by Keely Hodgkinson in her recent success, to the preparation behind the Artemis II space mission, where astronauts train over many years to achieve their goal. In our singing worship, we explored themes of endurance through carefully selected hymns, reflecting on the lyrics and what they teach us about staying strong and keeping going, even when things feel difficult.

A key message for the children has been that perseverance is not about things being easy — it's about standing firm, not giving up, and continuing to do what is right. This is something we see reflected in pupils' attitudes to learning and to one another.

This focus links closely to our wider work on inclusion and wellbeing. Last week, we were proud to be recognised as a case study for transforming SEND environments within the local authority, and to welcome visitors from Futures in Mind, who are showcasing our work as an example of strong practice in supporting pupil wellbeing.

Together, these experiences help ensure our pupils are developing the resilience, confidence and character needed to thrive both in school and beyond.

## Attendance

Week Ending 24 <sup>th</sup> April	
Reception	98.7%
Year 1	97.9%
Year 2	99.3%
Year 3	98.4%
Year 4	98.7%
Year 5	96.0%
Year 6	97.9%
<b>Overall</b>	<b>98.1%</b>

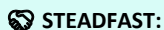
**Attendance Champions:**  
Year 2, Well Done!

Our school attendance expectation is **97%**.  
Well done to everyone who achieved this.

## Values for Life

This half term in collective worship we are focusing upon the value of: **PERSEVERANCE**

This week's focus will be:



**STEADFAST:**  
"Stand firm in your faith." – 1 Corinthians 16:13

This reminds us to stay strong and keep going, even when things are challenging.

## Global Citizenship Thread

This half term our whole school Thread is **Resilience**

## Statutory Assessments Reminder:

Children should attend school during the following dates:

- Year 6 SATs: 11<sup>th</sup> – 14<sup>th</sup> May
- Year 4 Multiplication Check: week beginning 1<sup>st</sup> June
- Year 1 Phonics Screening: week beginning 8<sup>th</sup> June

You can find information about the statutory assessments including parent information leaflets on our website: [LINK](#)

If you have any further questions, please contact school.



## School Calendar

### April

- 28<sup>th</sup> – Author Visit (Elliot Barr)
- 29<sup>th</sup> – Worry Warrior Session Y6

### May

- 4<sup>th</sup> – School Closed (Bank Holiday Monday)
- 6<sup>th</sup> – Year 4 Class Worship (Parents Invited – 9:15am) **\*Date Change\***
- Week Beginning 11<sup>th</sup> – Y6 SATs Week
- Week Beginning 11<sup>th</sup> – Y5 Bikeability
- 18<sup>th</sup> – Class Photos
- 22<sup>nd</sup> – Open Afternoon **\*Date Change\***
- 22<sup>nd</sup> – School Closes for Half Term

### June

- 1<sup>st</sup> – INSET Day (School Closed)
- 2<sup>nd</sup> – School Reopens for Summer 2

[2025-2026 Key Dates Calendar](#)

## Recent Letters:

[Y5 Bikeability Cycle Training](#)

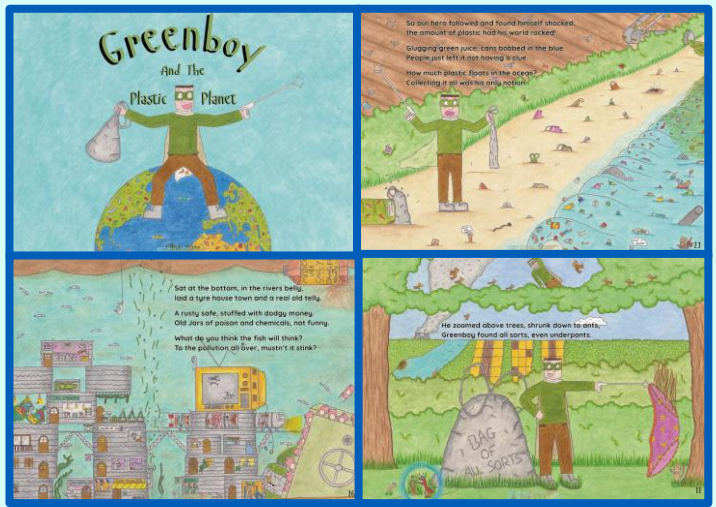


### Author Visit – Reception to Year 3

On Tuesday, we are excited to welcome author and illustrator Elliot Barr to school, who will be working with our Reception to Year 3 children. His book, which links to themes of the environment and Earth Day, will be shared with pupils during the visit.

Children will have the opportunity to purchase a signed copy of the book for £9. Books can be bought on the day or ordered for later delivery. For every book sold through school, £2 will be donated back to support our reading and environmental work.

If you would like your child to purchase a copy, please send **exact cash in a clearly named envelope** on Tuesday.



### SEND Provision – Recognised Practice

We are delighted to share that our school has been recognised as a case study of strong practice in transforming SEND environments in Wakefield Council's Small Spaces, Big Impact booklet.

This publication showcases how schools have effectively used High Needs Capital Grant funding to enhance provision for pupils. It is being shared across the local authority, and we are proud that our work is included as an example of effective practice.

# SMALL SPACES, BIG IMPACT

How Wakefield schools are transforming **SEND** environments.

Funded through the High Needs Capital Grant (HNCG), a local programme supported by Wakefield Council.



wakefieldcouncil

## INTRODUCTION

Wakefield Council is committed to ensuring that children and young people with Special Educational Needs and Disabilities (SEND) can thrive in their local nursery or school setting. Through the High Needs Capital Grant, settings across the district have taken small budgets and turned them into high impact projects that make a meaningful difference to daily school life.

Over the previous two rounds of the High Needs Capital Grant Scheme, we have approved over £970,000 of funding to support and increase SEND provision across more than 35 early years, primary and secondary settings.

These projects show remarkable creativity. Schools have reimaged every kind of space by transforming them into bespoke environments where children can regulate, feel safe and access learning.

Many have created sensory rooms and nurture spaces. Others have developed outdoor learning areas and gardens that support communication, wellbeing and early social skills. Despite being designed primarily for pupils with the highest levels of need, these spaces are already enriching the wider school community. Staff report calmer classrooms, improved engagement, smoother transitions and a stronger sense of belonging. All pupils are using these spaces. Time and again, schools tell us that these projects have helped to create more cohesive and inclusive environments for everyone.

## ACKWORTH HOWARD CHURCH OF ENGLAND (VC) JUNIOR AND INFANT SCHOOL

**The Haven, a new sensory and regulation room.**

**Grant received: £15,064**

Ackworth Howard has created The Haven, a new sensory and regulation room at the heart of its inclusion hub.

Ackworth Howard needed a dedicated, calm and therapeutic space because they were supporting children with increasingly complex emotional, sensory and social needs. Staff needed a dedicated place where children could step away from busy classrooms, settle safely and receive personalised support.

Using the High Needs Capital Grant, the school created The Haven. It's a purpose built sensory and regulation room designed to help children regain calm and feel ready to learn. Everything in the space was designed to promote safety and wellbeing, including its use of colour, texture and sound. Alongside The Haven, the wider Hub now includes a homely Nurture Kitchen, a flexible intervention room called The Nest, and The Sanctuary, a private office for planning and professional meetings.

Since opening, The Haven has already helped pupils settle more quickly and return to class in a calmer state. Staff say that children are more ready to learn after using the space, and that incidents linked to dysregulation have reduced. The room is also giving staff a suitable place for targeted work with professionals. Parents and governors have responded very positively, praising the Hub's nurturing feel and the difference it is making to children's wellbeing.

“ The Haven gives pupils a calm, safe space where they can regulate and feel ready to go back to class. It has had a clear impact on their wellbeing and helps them re-engage positively with learning. ”

At a time when SEND provision is under significant pressure, this modest investment has created a space that supports early intervention and helps children reconnect with school life.



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## RE: Understanding Salvation

Year 5 have completed their RE learning on the question 'What did Jesus do to save human beings?' They worked collaboratively to explore the Stations of the Cross, demonstrating thoughtful understanding of the concept of salvation.

## Creative Learning

Reception have been enjoying learning in the sunshine. They showed great imagination and teamwork when building a bug hotel with blocks, and have also been exploring their minibeast topic through detailed paintings, carefully considering colour, size and features.

## Tennis Skills

Year 2 and 3 enjoyed a tennis workshop with Ackworth Tennis Club, developing their forehand skills through effective partner work.

## DT: Fairground Wheels

Year 2 have completed their fairground wheel projects, applying key design and technology skills such as constructing mechanisms, problem-solving and evaluating how their designs function.

## Persuasive Writing

Year 4 have been developing their persuasive writing by creating travel brochures to encourage people to visit Sicily. Their writing is engaging and full of convincing detail — a great effort!

## Exploring Capacity

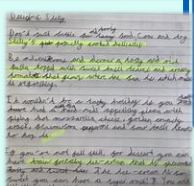
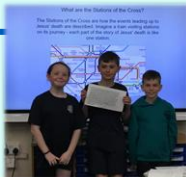
Nursery have been learning about capacity through hands-on play, using materials to scoop and pour while confidently using language such as *full*, *nearly full*, *empty* and *nearly empty*.

## Observational Drawing

Year 1 used images and videos of birds to create observational drawings in their sketchbooks, carefully considering shape, pattern and texture.

## History: Elizabeth I and the Spanish Armada

Year 6 have been exploring the defeat of the Spanish Armada and why Elizabeth I's reign became known as the Golden Age. They analysed portraits of the Queen, considering how images were carefully crafted to project power and shape how she was seen.



## Healthy Relationships



Happy family relationships help us all feel secure and loved. As parents and carers, we often juggle many responsibilities while trying to maintain positive relationships. However, sometimes challenges arise, which can affect everyone.

Wakefield Families Together has created a Healthy Relationships leaflet offering advice, tips, and support to help nurture and sustain positive relationships within families.

You can access this here - [LINK](#)



## Howard Family Celebration Worship Gathering Together and Encouraging One Another

The following children have been recognised for their:

Outstanding achievements through the school week:  
Etty (Rec), Penny (Y1), Phoebe (Y2), Loretta (Y3), Daisy (Y4), Alex (Y5), Ruby (Y6)

Living our Christian values:  
Roman (Rec), Max (Y1), Thea (Y2), Reggie (Y3), Kaleb (Y4), Lottie (Y5), Jessie (Y6)

Living our school vision:  
Ronnie (Rec), Maria (Y1), Albie (Y2), Ethan (Y3), Isabelle (Y4), Reuben (Y5), Zachary (Y6)

Living our school vision and flourishing:  
Finley (Y5) – For increasing confidence and showing endurance and resilience.

Golden (Play) Welly Award:  
Annie (Y3) – For creative role play with others.

## Developing a Culture of Talk - Big Questions

Linked to our Christian value of **STEADFAST** and our focus on spiritual development (Self, Others, World & Beauty, and Beyond)

### ✿ How can we stay strong and keep going when things feel difficult?

Steadfast means staying strong and standing firm, even when something feels hard or takes time. It helps us keep going, make good choices and not give up.

You might talk about what being steadfast looks like — finishing what we start, doing the right thing, staying focused, asking for help and encouraging others to keep going.