

FEBRUARY NEWSLETTER



Dear Families,

It's great to be back and wonderful to be able to see all of our children in school once again and hear about the exciting things they have been up to over the holidays.

We have a busy half term with lots of events due to take place. Our World Book Week, our Nursery Mother's day crafts, class assemblies, Easter chocolate bingo and many more events, so keep checking your e-mails for updates!

Finally, I know that parking around school can be difficult due to limited spaces, it can also be a stressful time when having to collect a number of children and get to and from work in time. However if you do need to drive to school then please ensure that you park your cars safely at the side of the road when dropping off or collecting children ensuring they are escorted when crossing the busy roads. Also could you ensure children have booster seats (if applicable) and wear seatbelts when the car is moving and do not block local resident and business entrances. It is really important that we keep our children safe at all times and would appreciate your support in doing this.

Kind regards,

Mr Archer

FEBRUARY

A farewell reflection from the Chair of Governors



After almost 15 years of serving on the Governing Body—and most recently as your Chair—the time has come for me to step down.

This school has been the backdrop of my life. I walked these corridors as a child, watched my own children grow up here, and have had the distinct honour of leading the board for some years. Closing this chapter is not an easy decision, but it is one made with immense pride.

The last 15 years have been invaluable. Beyond the responsibilities of school leadership, this role has shaped me personally and professionally, opening doors into corporate governance that I never imagined when I first started. However, the true reward has been the opportunity to serve this community and ensure our children have the best possible start in life.

If I leave you with one thought, it is this: **Our school thrives when our community steps forward.** I wholeheartedly encourage you to seek out opportunities to serve, whether in governance or other roles. You may start with the intention of giving back, but you will find that you gain far more than you give.

Thank you for entrusting me with this role. It has been a real privilege and honour.

Kind regards,

Majid Waris

FEBRUARY

An introduction from our new chair of governors



Hi, my name is Peter Davies and I am really pleased to have been nominated to be the new Chair of Governors for Christ Church Primary School. I wanted to take the time to introduce myself and tell you a little bit about myself.

I am a seasoned professional with over 15 years of clerking experience at Christ Church Primary School, where I have provided essential governance support for a variety of meetings. Recently, I was given the opportunity to join the Governing Board as a Governor and Chair which will enable me to contribute at a higher level and to support the school improvement strategy being delivered by the SLT.

In my day-to-day role as a senior manager at a national examination board, I bring extensive expertise in secondary education. I actively welcome the chance to work lower down the educational pyramid as it allows me to offer valuable insights across the full educational spectrum in my various roles. I remain a strong advocate for community-driven initiatives, prioritising local actions that ensure every child receives the best possible start in life while ensuring that stakeholder voices are heard and addressed.

Outside of my professional commitments, I enjoy swimming, spending quality time with my golden retriever, and relaxing with a good film. I look forward to working with the school and its community over the coming years.

FEBRUARY

Mental Health & Wellbeing



The Brave Brains have now completed their Wellbeing Ambassador training and understand their roles as a Brave Brain as well as gaining tips to help support the other pupils .

What Should Wellbeing Ambassadors DO?



- Be kind and respect other people at school.
- Help the school with ideas for the Wellbeing Ambassador Project and tell other children about it.
- Tell a teacher if you are worried about someone.
- Say hello to someone who looks sad in the playground and let the teacher know if they need extra help.
- Tell a teacher if you need help or are finding it hard being a Wellbeing Ambassador.



FEBRUARY

Mental Health & Wellbeing



Upcoming Parent Workshops

Don't forget our 'Understanding Worry' Parent workshop is taking place on March 25th @ 9am.

Understanding worry

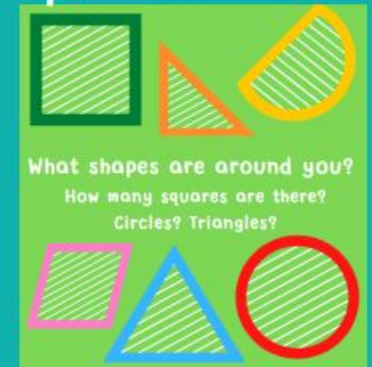
- What is worry?
- How to talk to your child about their worries
- Ways to manage worries at home

⌚ Duration: 1 hour



This session will be delivered by Chloe from the Mental Health Support Team.

Mindful tips



FEBRUARY NEWSLETTER



Results from the Parent Survey Jan 2026

All parents were e-mailed and asked to complete the survey: There were 20(6%) responses down from 37(11%) last year.

Which year group is your child in?	Reception -8	Y1- 4	Y2- 2	Y3-1	Y4-1	Y5-2	Y6-2
	Strongly Agree	Agree	Disagree	Strongly Disagree			
My child is happy at school	11(55%)	8(40%)	1(5%)	0(0%)			
My child feels safe at school	11(55%)	9(45%)	0(0%)	0(0%)			
My child makes good progress at this school	10(50%)	10(50%)	0(0%)	0(0%)			
My child is well looked after at this school	7(35%)	12(60%)	1(5%)	0(0%)			
The school supports my child's wider personal development	9(45%)	8(40%)	3(15%)	0(0%)			
This school makes sure the pupils are well behaved	8(40%)	10(50%)	2(10%)	0(0%)			
My child has been bullied and the school dealt with it quickly and effectively	My child has not been bullied 11(55%)	2(10%)	7(35%)	0(0%)	0(0%)		
My child is encouraged to have good attendance and punctuality	9(45%)	11(55%)	0(0%)	0(0%)			
My child is taught a wide range of subjects?	7(35%)	13(65%)	0(0%)	0(0%)			
The school responds well to any concerns I raise	6(30%)	6(30%)	2(10%)	1(5%)	Not raised any concerns 5(25%)		
I receive valuable information from school about my child's progress	9(45%)	9(45%)	0(0%)	2(10%)			
If your child has special educational needs (SEND) and or disabilities, the school gives them the support they need to succeed	4(20%)	2(10%)	1(5%)	My child does not have Special needs 13(65%)			
Is your child able to access the remote learning school provides?	Yes 18(90%)	No 2(10%)					
The school helps my child develop the skills to succeed in the future	7(35%)	13(65%)	0(0%)	0(0%)			
My child takes part in clubs and activities at school	8(42%)	8(42%)	3(16%)	0(0%)			
Would you recommend Christ Church Primary School to another parent?	Yes 19(95%)		No 1(5%)				

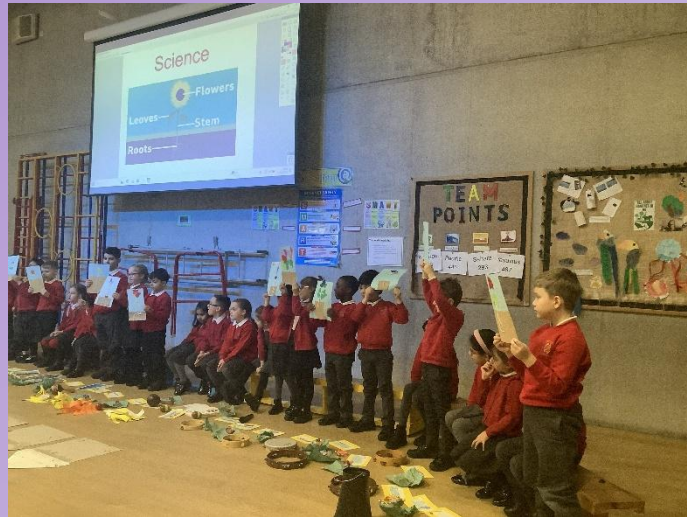
Thank you to everyone who responded to our parent survey. There were lots of wonderful comments which shows that our children and families continue to have a very positive learning experience at Christ Church academically, emotionally and socially. We also take on board areas that you feel could be even better.

In response to some of the issues raised we have reviewed our practices and will be making the following changes:

- 'Brave brains' (our wellbeing warriors) continues to be developed with children trained for this role with the Mental Health Support Team. Workshops for parents to support mental health and wellbeing to be continued throughout the year.
- A review of after school clubs in consultation with Progressive sports and opportunities for children to have wider experiences both in and out of school.
- Remote learning- A request for parents experiencing issues to contact school to address these .
- Parent workshops and increased opportunities to invite parents into school to improve communication, share what happens in school and demonstrate how to support children both at home and in school.

FEBRUARY

Class Assembly



JM1/2 presented their class assembly to children and parents on Wednesday 12th February. They shared all their learning from this half term and they really enjoyed it. They shared their text by reading aloud, and told parents all about their learning in Geography, History and Science. They showed their lovely art work and sang an ostinato song all accompanied by percussion instruments. It was great to see so many parents and we hope they enjoyed it as much as we did. Here's what some of the children said:

Aisha- I was nervous but I was happy that I did it really well.

Kingsly - It was great fun and I liked speaking in the microphone

FEBRUARY

Safeguarding

[Click here](#)

ESSENTIAL ONLINE SAFETY

Children and young people use the internet every day to learn, play, and connect, but the online world is not always safe. For adults, it can be hard to keep up with the risks, including harmful content, cyberbullying and scams. These 10 tips provide clear and practical advice to support safer and healthier digital habits, helping young people to make informed, secure choices when using technology.

1 START EARLY CONVERSATIONS

Begin talking about online behaviour from the moment children start using devices. Use age-appropriate language and revisit topics regularly, making it clear they can speak to you about anything that upsets or confuses them. Keeping these chats open helps build trust, so children are more likely to come to you when needed.

2 PROMOTE SAFER SHARING

Children can overshare without understanding the risks. Remind them that photos, locations, or messages can be copied or shared beyond their intended audience. Explain how even private messages or group chats can be saved and/or misused. Talk about what is appropriate to post, message, and who it's safe to share with.

3 ENCOURAGE DIGITAL BALANCE

Many apps and games are designed to keep users engaged through rewards, likes, or constant updates. These features can make it hard for children to switch off. Talk openly about how these systems work and help children recognise when it's time to take a break. Building in tech-free routines supports a healthier balance and awareness of their screen time.

4 CREATE A SAFE SPACE FOR CONCERNS

When children come to you with a concern, respond with interest and care, rather than with alarm. Keeping your reaction measured helps them feel safe and supported. This doesn't mean ignoring serious issues; it means showing that you're there to help. When children trust that they can speak openly, they're more likely to feel supported through unpleasant online experiences, and to ask for help in future.

5 STAY INFORMED AND CURRENT

With emerging technologies like AI moving and changing so quickly, it's important to stay updated on how children are using new platforms, apps and games. Ask them to show you what they use and let them take the lead as you explore together. This opens up valuable conversations and helps you stay ahead of emerging risks and trends.

6 TEACH CRITICAL THINKING

Talk to children about how to recognise unreliable information or scams online. With AI-generated videos, photos, and stories becoming harder to spot, help children question what they see and encourage them to look for evidence, check sources, and ask questions. These skills will help them avoid risks, make smart choices, and develop healthy habits for the future.

7 SET CLEAR BOUNDARIES

Involve children in conversations about device usage so they feel included. Agree on digital rules such as screen-time limits, age-appropriate apps, and no devices in bedrooms overnight. Use parental controls to block or filter harmful content and explain that rules are there to protect and support them, not to spoil their fun.

8 LEAD BY EXAMPLE

Children often copy the behaviour of adults around them. Show them what balanced, respectful, and mindful use of technology looks like, such as avoiding scrolling during family time and speaking kindly in messages. If you expect certain behaviour from them online, make sure your own habits reflect the same standards.

9 EXPLORE PRIVACY SETTINGS TOGETHER

Show children how to use privacy tools on apps, games, and websites. Teach them to use strong passwords, block or report others in response to problems, and avoid sharing personal details. Explore settings together so they feel confident and in control, and explain that these features are there to help them stay safe online.

10 KNOW WHERE TO GET HELP

Familiarise yourself with tools and organisations that support online safety. The National College offers online safety guides and webinars which provide tips on staying safe. Websites like Report Harmful Content and CEOP can be used to report when something goes wrong. Show children how to report or block users, and where to go if they feel unsafe. Make sure they know that asking for help is always the right thing to do, and be prepared to support them.

Meet Our Expert

Home to the world's largest CPD library for educators, The National College has transformed the way education establishments go about developing their workforces and managing compliance. Our three memberships help all phases and types of setting raise standards, save time, reduce risk, and build a culture of improvement.

#WakeUp
Wednesday

The National
College

FEBRUARY NEWSLETTER



Diary Dates

2-6th March - World Book Week

**5th March – World Book day – Dress up as a book character – Share a story with your child
(parents invited in to school - 1.45pm-2.45pm)**

13-15th April – Y5 Whitemoor Lakes residential visit

**12th March– Nursery- Mother's Day crafts (Nursery parents invited in to school) - 11.00am
and 2.30pm**

26th March Easter Chocolate Bingo-3.15pm-5.00pm

27th March– Last day of school before the Easter break.

30th March – 10th April – Easter Holidays

13th April- 15th April Y5 Whitemoor Lakes residential visit