

DUKE STREET PRIMARY SCHOOL

30TH MARCH 2026

HEADLINES



READING PERCENTAGES

- ACORN: 76% ↓
- ROSE: 40% ↓
- TULIP: 73% ↑
- ACER: 59% ↓
- SPRUCE: 59% ↓
- REDWOOD: 92% ↓
- MAPLE: 42% ↑
- BEECH: 74% ↓
- ROWAN: 55% ↑
- POPLAR: 56% ↓
- SYCAMORE: 74% ↓
- CHESTNUT: 89% ↑

Is your class reading percentage higher or lower than last week?

Congratulations to this week's punctuality prize raffle winners. There were some very happy faces when Easter eggs were delivered to classrooms on Tuesday morning. We will be holding another Punctuality Prize Day one day next week. Make sure you continue to arrive at school on time to receive a ticket on raffle day.

We have seen some amazing progress on both Numbots and TTRS over recent weeks. There have been lots of stickers given out to children completing their Numbot stages and we have had more children receiving their gold, platinum and diamond badges. On TTRS we have seen many heatmaps turning green, particularly with our Y4 children as they sharpen up their tables knowledge ahead of their multiplication tables check next term. Well done to everyone for your continued hard work and effort. It is making an amazing difference to your knowledge of number and recall of facts that will help and support you as you progress through school and beyond. Remember, little and often is the key to success!

We are looking forward to the final of Duke Street's Got Talent on Thursday evening. We still have tickets available from the main school office. All families are invited to this popular annual event.

A reminder that parent consultations will be taking place on Wednesday 15th April. Please make an appointment with your child's class teacher if you haven't already done so.

Wishing all our families a joyful and peaceful Eid Mubarak!

WEEKLY ATTENDANCE

- ACORN: 93.6% ↑
- ROSE: 94.5% ↓
- TULIP: 100% ↑
- ACER: 92.6% ↓
- REDWOOD: 95.7% ↓
- SPRUCE: 96.3% ↓
- MAPLE: 94.6% ↓
- BEECH: 91.7% ↓
- ROWAN: 97.6% ↑
- POPLAR: 96.8% ↑
- SYCAMORE: 93.2% ↓
- CHESTNUT: 98.6% ↑
- OVERALL: 95.4%** ↓

School Target: 96%

Is your class attendance higher or lower than last week?



Every moment in school counts, Did you know...

If in a school year, your child is late every day by...	Your child would have lost approximately...	or they would have missed approximately...
5 MINUTES	3.5 DAYS FROM SCHOOL	20 LESSONS
10 MINUTES	7 DAYS FROM SCHOOL	41 LESSONS
15 MINUTES	10 DAYS FROM SCHOOL	55 LESSONS
20 MINUTES	14.5 DAYS FROM SCHOOL	82 LESSONS
30 MINUTES	22 DAYS FROM SCHOOL	123 LESSONS

Being in school is important to your child's achievement, wellbeing, and wider development. Please encourage punctuality to maintain school attendance.

Remember Absence = Lost Opportunity



We would love to see every class rolling the Classopoly dice next week!

Class Attendance

96% + =



Every moment in school counts, Did you know...

If your child's attendance during the school year...	Your child would have lost approximately...	or they would have missed approximately...
WAS 95%	9 DAYS IN SCHOOL	50 LESSONS
WAS 90%	19 DAYS IN SCHOOL	100 LESSONS
WAS 85%	29 DAYS IN SCHOOL	150 LESSONS
WAS 80%	38 DAYS IN SCHOOL	200 LESSONS
WAS 75%	48 DAYS IN SCHOOL	250 LESSONS

Being in school is important to your child's achievement, wellbeing, and wider development. Please encourage punctuality to maintain school attendance.

Make sure your child doesn't miss out!



Award Winners

CLASS	MATHS	ENGLISH	ICARE
Rose	Zariah	Freddie	Betty
Tulip	Aria G	Harriet	Imogen
Acer	Memphys	Elijah	Harlie
Spruce	Layla	Evie	Jensen
Redwood	Jaxon	Lincoln	Callum
Acorn	Austin	Bella M	Indie
Maple	Daisy R	Alexandra	Alice
Beech	Jake	Jaxon	Izabell
Rowan	Amelia	Mia	Ciara
Poplar	Charlie	Eleanor	Rosie
Sycamore	Harry B	English	Jackson
Chestnut	Isla	Harleigh	Freddie G

CLASS	Active Minutes
Acer	449
Redwood	360
Spruce	250
Beech	226
Sycamore	224
Rowan	220
Maple	203
Poplar	190
Chestnut	160

KS1 Numbots Highest Coin Earners

Harry W in Redwood
 Reggie in Redwood
 Indie in Acorn



KS2 T.T.R.S. Highest Coin Earners

Nia in Sycamore
 Zeynep in Beech
 Nathan in Beech




MACHINE OF DREAMS

K.S.1

Elizabeth in Acorn
Joey in Tulip
Sophia in Rose
Miyah in Rose
Andre in Rose
Aihan in Spruce
Benjamin in Spruce
Charlie in Redwood
Ella in Redwood
Eren in Redwood
Aydan in Redwood

K.S.2

Teegan in Sycamore
Martha in Chestnut
Isla in Chestnut
Mila in Rowan
Raihan in Rowan
Rosie in Poplar

Safeguarding/Outreach (239950 option 3)

Easter HAF Activities

Families eligible for Free School Meals should now have received their HAF voucher codes directly by email.

These vouchers allow you to book free, fun, and fully funded activities for your children over the Easter holidays.

Sessions include things like:

- Multi-sports & football
 - Arts & crafts
 - Music/Games
- Plus a nutritious meal included with every session

Important:

- You must book your child's place using the voucher code.
- Activities fill up quickly — please only book sessions you intend to use.
- If you haven't received your voucher but believe you should have, contact your child's school.

More information & booking:

<https://chorley.gov.uk/children-families-support/HAF>

On-Line Safety

At The National College, our WakeUpWednesday guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Formerly delivered by National Online Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit nationalcollege.com.

What Parents & Educators Need to Know about ONLINE TRENDS ENCOURAGING VIOLENCE

7 out of 10 teens report seeing violent content on social media, with over half of that content featuring fights involving young people. Most don't 'seek' it but are shown it through social media feeds or messaging groups. 91% of young people involved in violence have seen violent social media content. Viral trends, challenges, or 'wars' that are spread online risk encouraging violence offline, while real-world incidents may also be recorded and promoted online.

WHAT ARE THE RISKS?

ALGORITHMIC EXPOSURE

Social media platforms are designed to keep users engaged, meaning dramatic or extreme content can spread widely and quickly. Algorithms often recommend content that reflects users' past interactions. As a result, young people may see more violent material if they have viewed, commented on, or shared it before. Repeated exposure can make violent content appear frequently in their feeds without them fully understanding why.

WEAPONS AND CRIMINAL RISK

Teens exposed to high levels of real-world violence on social media sometimes report feeling an increased need to carry a weapon for 'self-protection'; however, carrying a weapon increases the risk of victimisation (harm and injury by others) for young people. In addition, carrying a weapon is a serious offence that can lead to police arrest and a criminal record.

SHARING VIOLENT CONTENT

Encouraging or assisting an offence is a crime in the UK, including via social media, and can lead to arrest. This means sharing, forwarding, or reposting violent content carries a risk for young people too. Showing examples of content to a trusted adult is appropriate, but young people should take care not to further spread violent material by posting it online or sharing it within large messaging groups.

FEAR, ANXIETY, AND MARGINALISATION

Research shows young people's emotional wellbeing can be negatively impacted by repeated exposure to violent online content, especially when it depicts 'real-world' violence (as opposed to fictional depictions in games or films). Posts featuring weapons, threats, attacks, and fights – or content that appears to glamorise gang activity – can increase feelings of anxiety or fear among young people. Material that encourages violence targeting people because of their identity, such as their nationality or religion, can also create disproportionate harm for children belonging to those groups.

AVOIDANCE AND ISOLATION

Real-world violence on social media can increase young people's belief that their local communities – or the 'outside world' more generally – are unsafe places. This can result in avoidant and isolating behaviours, which may negatively affect their wellbeing. As well as feeling fearful of others, teens also report feeling judged for spending time together in large groups, which may affect their social interactions and leisure time.

Advice for Parents & Educators

STAY INFORMED

Stay alert for updates from police, schools, or local authorities, and follow the advice provided. Be cautious about unofficial accounts, fake content, and misinformation, which can spread quickly online or in chat groups. Ensure you get accurate information from trusted sources and encourage young people to do the same. Remind them never to share violent content online and to speak to a trusted adult instead.

DISCUSS SOCIAL MEDIA

Encourage young people to talk about the content they see online and the effect it can have. This can be an opportunity to discuss topics such as misinformation, AI-generated material, the attention economy, and algorithms, helping them understand how and why extreme content can spread online. Explore tools available to block, report, and remove harmful content, and signpost where to get support and advice, such as reportharmfulcontent.com.

TALK CRIME AND SAFETY

In most of the UK, the age of criminal responsibility is 10 (12 in Scotland). This means there can be serious criminal consequences for carrying a weapon, taking part in violence, or filming or sharing violent content. Discuss the law with young people alongside practical safety strategies. Ask questions such as: "What could you do if you feel unsafe?" Work together on action plans and remind them they can contact a trusted adult or the police if they witness or experience violence.

ENCOURAGE POSITIVE ACTION

Focus on strengthening young people's positive experiences both online and within their local communities. Discuss strategies to reduce negative social media effects, such as time limits, unfollowing certain accounts, or taking breaks from apps. Encourage offline activities such as spending time with friends, visiting local places, and taking part in hobbies that bring them joy, purpose, and connection. Remind them they can seek support with any concerns at any time via childline.org.uk.

Meet Our Expert

Dr. Holly Powell-Jones is the founder of Online Media Law UK and a leading UK expert in media law, online safety, and young people. Her PhD investigates youth understandings of criminal and legal risks in a digital context. She works in schools to provide award-winning education on the criminal, legal, and ethical considerations of rapidly advancing technologies.



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DIARY DATES

Wednesday, 25th March: D.S.G.T. Rehearsals

Thursday, 26th March: D.S.G.T. Grand Final

Wednesday, 15th April: Parents Consultation (except Acorn)

TERM DATES 2026/2027

Autumn Term 2026

INSET DAY: Tuesday 1st September 2026

Starts: Wednesday 2nd September 2026

Half term: *Monday 26th October to Tuesday, 3rd November 2026 (inclusive)*

Ends: Friday 18th December 2026

Spring Term 2027

Starts: Monday 4th January 2027

Half term: *Monday 15th February – Friday 19th February 2027 (inclusive)*

Ends: Thursday, 25th March 2027

Summer Term 2027

Starts: Monday 12th April 2027

May Day: Monday 3rd May 2027

Half term: *Monday 31st May – Tuesday, 8th June 2027 (inclusive)*

Ends Friday 23rd July 2027

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