



READING PERCENTAGES

ACORN: 70%	↓
ROSE: 55%	↑
TULIP: 63%	↓
ACER: 62%	↑
SPRUCE: 56%	↓
REDWOOD: 92%	↔
MAPLE: 45%	↑
BEECH: 73%	↓
ROWAN: 48%	↔
POPLAR: 92%	↑
SYCAMORE: 74%	↔
CHESTNUT: 89%	↔

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



What a busy final week of term we have had in school. The week has been packed with celebrations including lots of children completing their early bird maths stamp cards and more Numbots badges being awarded.

We've had excellent attendance to celebrate too this week with 103 children being awarded with 100% attendance certificates for this term. Redwood and Chestnut classes also received a special delivery from the Duke Street Pizza Party delivery service on Thursday for having the highest class attendance this term. It's so good to see the hard work going on to secure good attendance for all children and we thank all parents for their support in making sure your children have the best possible chance of success.

Interesting fact from the DfE: Pupils who attend 95-100% of the time are 1.3x more likely to achieve the expected standard in Reading, Writing and Maths than pupils who attend 90-95% of the time.

The hall turned a lovely shade of green on Thursday when Gloucester house celebrated having the highest number of house points this half term with a special house lunch. Congratulations go to all of Gloucester for their hard work and efforts.

March WoW badges have been handed out today to 227 children who have had active journeys each week during the month. We only have 2 weeks and 4 April days in school next month so are looking for children to be active **twice a week** to earn their April badge. Keep the momentum going everyone, you are doing really well. Don't forget ASDA car park can be used to park and stride any day of the week.

WEEKLY ATTENDANCE

ACORN: 92.7%	↑
ROSE: 95.0%	↑
TULIP: 96.4%	↓
ACER: 94.1%	↑
REDWOOD: 93.0%	↓
SPRUCE: 90.7%	↓
MAPLE: 95.0%	↑
BEECH: 94.7%	↑
ROWAN: 97.6%	↓
POPLAR: 90.0%	↓
SYCAMORE: 93.3%	↓
CHESTNUT: 96.6%	↓
OVERALL: 93.2%	↓

School Target: 96%

Is your class attendance higher or lower than last week?

And finally... what an amazing night we had in school on Thursday when we were treated to outstanding performances from the finalists of Duke Street's Got Talent 2026. Thank you to all the children who put themselves forward for auditions and to everyone who made the event so special. Congratulations go to Delilah in Y6 for winning this year's competition for the second time in a row, to Charles A and Freddie G in Y6 for coming joint second and to Mathew in Y6 and Marnie in reception for coming joint third. Britain's Got Talent watch out!

Wishing all our families a restful Easter break!



Our Active Minute Winners!

KS1 Redwood

KS2 Sycamore



MACHINE OF DREAMS

K.S.1

Royal in Spruce

Faith in Redwood

Wren in Redwood

K.S.2

Anthony in Rowan

Raihan in Rowan

Mila in Rowan

Penny-Rae in Rowan

Harry in Poplar

Mia in Poplar

Joshua in Beech

Angel in Beech

Mia in Chestnut

Christopher in Chestnut

Award Winners

CLASS	MATHS	ENGLISH	ICARE
Rose	<i>Sophia</i>	<i>Marnie</i>	<i>Kylan</i>
Tulip	<i>Harper</i>	<i>Zain</i>	<i>Freya</i>
Acer	<i>Amal</i>	<i>Hugo</i>	<i>Yousra</i>
Spruce	<i>Kobey</i>	<i>Juno</i>	<i>Mason</i>
Redwood	<i>Reggie</i>	<i>Darcy</i>	<i>Aydan</i>
Acorn	<i>Sienna</i>	<i>Olivia</i>	<i>William</i>
Maple	<i>Isaac</i>	<i>Henry</i>	<i>Nevaeh & Mahira</i>
Beech	<i>Angel</i>	<i>Kosi</i>	<i>Zac</i>
Rowan	<i>Ivan</i>	<i>Penny-Rae</i>	<i>Ibrahim</i>
Poplar	<i>Abdi</i>	<i>Soma</i>	<i>Thomas</i>
Sycamore	<i>Ava</i>	<i>Casey</i>	<i>Annabelle</i>
Chestnut	<i>Delilah</i>	<i>Archie</i>	<i>DSGT Finalists</i>

CLASS	Active Minutes
Redwood	550
Acer	49
Sycamore	389
Spruce	310
Rowan	280
Beech	276
Maple	257
Poplar	215
Chestnut	203

KS1 Numbots Highest Coin Earners



Harry in Redwood

Reggie in Redwood

Wren in Redwood

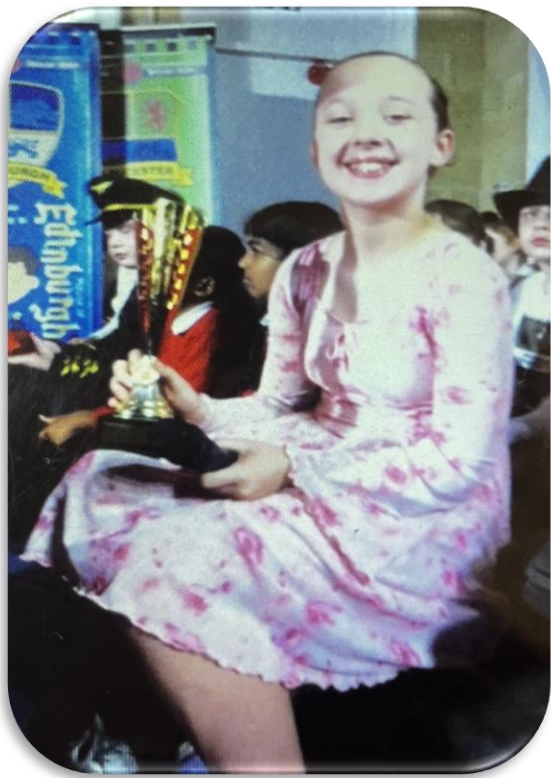
KS2 T.T.R.S. Highest Coin Earners



George B in Chestnut

Zeynep in Beech

Kosi in Beech



DUKE STREET'S GOT TALENT

Last night was our grand final and Duke Street certainly does have talent!

We were entertained with singers, dancers, magicians, to name a few.

Our winner was Delta in Sycamore who gave us as beautiful rendition of "Never Enough"

More pics to follow after the half term break

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!

Safeguarding/Outreach (239950 option 3)

Outreach / Safeguarding staff are available via email over the Easter holiday for non urgent messages.

e.robinson@dukestreet-pri.lancs.sch.uk

r.von-kaenel@dukestreet-pri.lancs.sch.uk

If you are concerned about any child do not delay contact Children Social Care on 0300 1236720 or the Police on 999 if there is a risk to life.



Internet 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 MEMES

WHAT ARE THE RISKS?

Memes may look like simple jokes, but, for many teenagers, they form a shared cultural language. Quickly created and reworked, they spread across social media platforms as images with text or short videos. Nearly eight in ten teenagers share memes (79%, YPulse), making them part of daily life. While memes encourage creativity and participation, they can also spread misinformation or reinforce harmful stereotypes.

SPREADING MISINFORMATION

While memes help to communicate complex topics, they can also spread misinformation. Memes may sometimes include content presenting false facts or biased viewpoints, especially around health, politics, or current events and, as they're designed to be shared quickly, young people may not question their accuracy.

EXPOSURE TO INAPPROPRIATE CONTENT

Memes are widely circulated, and not always age-appropriate, meaning young people may encounter explicit language, sexual content, or graphic imagery, even without searching for it. As memes spread fast on platforms like Instagram, TikTok, or WhatsApp, it's nearly impossible to filter them completely.

MASKED MESSAGES

Some memes are designed to be confusing or layered with hidden meanings, making them hard for parents, and, sometimes, other young people to understand. Online groups often create these memes to look like inside jokes, but they can sometimes conceal offensive, harmful, or misleading content.

HIDDEN HARMS & LOSING SENSITIVITY

When serious topics like violence, racism, or mental health are turned into jokes, children and young people may become less sensitive to these issues over time. While a funny meme may seem light-hearted, it can carry messages that belittle certain groups, encourage risky behaviour, or mock personal struggles. Repeated exposure through memes can make harmful behaviour seem normal or less important. Over time, this can blur their understanding of what is funny versus what is discriminatory, harmful, or damaging to themselves and others.

PERMANENT DIGITAL FOOTPRINT

Unlike spoken jokes, memes leave a trail. Created or shared memes can resurface later and be misunderstood, even if intended as harmless. Once online, memes may be copied, saved, or spread beyond a young person's control - digital actions can follow them into their future, shaping how they are perceived by peers, teachers, or even employers long after the original meme has been shared.

Advice for Parents & Educators

ENCOURAGE OPEN CONVERSATIONS

Talk regularly with young people and try to understand their online world - discuss what they find funny about the memes, and why. By listening without judgement, you build trust, making it easier for them to come to you if they see something harmful. Open conversations also help children and teens think critically about the messages behind memes rather than simply accepting them at face value.

MODEL HEALTHY BOUNDARIES

Show children and teens positive online behaviours, such as taking breaks from screens, avoiding late-night scrolling, and engaging in offline activities. Setting clear routines around screen time at home can help to reinforce healthy boundaries and reduce the risks of overuse. By modelling balanced technology use, adults can help children and young people see that digital entertainment, including memes, should be just one part of life.

TEACH DIGITAL LITERACY

Help children and young people learn to question where information comes from and whether it's reliable - developing media literacy skills prepares young people to understand and navigate through their future online lives. Show them how memes can sometimes exaggerate or misrepresent facts for laughs, and encourage them to check credible sources when memes claim to present truth.

FOSTER EMPATHY ONLINE

Remind children and young people that memes should never come at someone else's expense. Encourage them to think about how a meme might make another person feel before sharing or creating it. Highlight examples of positive memes that celebrate creativity without hurting others. Fostering empathy, respect, and kindness in digital spaces will help them become more aware of promoting a safer, more supportive online culture.

Meet Our Expert

Dr Cristina Moreno-Almeida is a Senior Lecturer in Digital Culture at Queen Mary University of London. She specialises in memes, online networks, and youth culture, examining how digital spaces shape identity and everyday life.



See full reference list on our website

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DIARY DATES

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

Wednesday, 20th May: Sports Enrichment Day

REMAINING TERM DATES 2026

Starts: Monday, 13th April 2026

MAY DAY: Monday, 4th May 2026

Half Term: Monday, 25th May to Wednesday, 3rd June (inclusive)

Ends: Friday, 17th July 2026

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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