

# DUKE STREET PRIMARY SCHOOL

9<sup>TH</sup> MAY 2025

## HEADLINES



### READING PERCENTAGES

ACORN: 80%	↓
ROSE: 38%	↔
TULIP: 38%	↓
ACER: 57%	↑
SPRUCE: 62%	↑
REDWOOD: 50%	↓
MAPLE: 64%	↓
BEECH: 92%	↔
ROWAN: 75%	↑
POPLAR: 72%	↑
SYCAMORE: 72%	↑
CHESTNUT: 50%	↓

Has your class percentage higher or lower from than

The Maths Ambassadors got the week off to a fantastic start with their Rock Star day. They led an assembly on Tuesday morning (written, rehearsed and performed all by themselves) which saw a TTRS battle taking place between some of our top players and they announced the winners of their 'Design a Key Chain' competition. Well done to Aihan from Acer class and Harry from Beech class who won.

It was great to see so many children dressed as rock stars. We raised £137 from all the donations received which the Maths Ambassadors are donating to the Salvation Army. After their assembly, they spent some time during the morning visiting reception and KS1 classrooms, supporting the younger children during their maths lesson. They organised a TTRS themed disco at lunchtime and then finished off the day with KS2 TTRS battles. Congratulations go to Beech and Sycamore classes who were our battle winners. I'm sure you will agree the Maths Ambassadors worked incredibly hard to put this together and showed exceptional leadership skills. They should be incredibly proud of their achievements because we certainly are.

We had another class assembly this week delivered by Beech class. The children focused on behaviour for learning and sang a Beech class song about how they can become excellent learners. The assembly even had a visit from our very own superhero 'WILF' who helps the children to remember 'What I'm Looking For' in classrooms.

A reminder that Year 6 SATs will be taking place next week. Mr Stephens and Mr Mellor-Clark will be opening classroom doors earlier to settle the children in.

### WEEKLY ATTENDANCE

ACORN: 93.1%	↓
ROSE: 93.1%	↑
TULIP: 99.3%	↓
ACER: 94.9%	↓
REDWOOD: 91.6%	↓
SPRUCE: 97.4%	↓
MAPLE: 97.7%	↑
BEECH: 98.3%	↑
ROWAN: 96.5%	↓
POPLAR: 95.2%	↑
SYCAMORE: 88.4%	↓
CHESTNUT: 95.5%	↓
<b>OVERALL: 95.1</b>	↓

**School Target: 96%**

Is your class attendance higher or lower than last week??



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

Class Attendance

96% + =



## Special Educational Needs and Disabilities (SEND) information

For parents/carers of children with SEND or concerned regarding a possible need you can access all relevant information on the following link on our school website;

You can also contact the school office if you wish to make contact with Mr Reay (SENDCo) and an appointment can be made at a convenient time. Additionally the Local Authority have lots of useful information on the following links;

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/send-newsletter/>

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/things-to-do/break-time/>

### *Machine of Dreams Winner for 60 Reads*

#### KS1

Luke (Acorn)  
Harper (Rose)  
Emily (Spruce)  
Henry (Redwood)

#### KS2

Finley (Rowan)

## Safeguarding/Outreach

### For Parents - New Tools to Manage Roblox

At the beginning of April Roblox announced some new tools which will allow parents a greater degree of control over their child's Roblox experience. These tools include:

- Limiting who their child can connect with.
- See which experiences (games) their child plays the most.
- Limit experiences their child can access.

There's a lot more, all summarised in an article from Roblox [HERE](#).



## 10 Top Tips for Parents and Educators

# FOSTERING A SENSE OF BELONGING

Feeling a genuine sense of belonging is essential for the emotional and social development of children and young people. Belonging significantly boosts self-esteem, resilience, and mental wellbeing, reducing feelings of isolation and anxiety. This guide provides practical strategies to help parents and educators cultivate inclusive environments, enhancing both academic outcomes and overall happiness among young people.

### 1 CELEBRATE INDIVIDUAL DIFFERENCES

Acknowledge and celebrate the uniqueness of every child. Promoting diversity and inclusion creates an environment where differences are valued rather than stigmatised. This acceptance empowers children to confidently express their identities and feel genuinely included, fostering a robust sense of belonging within both school and home settings.

### 2 CONSISTENT COMMUNICATION

Regularly communicate and actively listen to children, showing genuine interest in their thoughts and experiences. Creating open communication channels helps young people feel heard and valued. This approach not only builds trust but also reinforces children's perception of themselves as a vital part of their family, school and community.

### 3 MEANINGFUL PARTICIPATION

Give children opportunities to actively participate and contribute, whether in classrooms, at home, or in community activities. Meaningful participation helps children feel their input matters, reinforcing a sense of purpose and value. Including them in decisions and responsibilities enhances their self-worth, promoting a deeper sense of belonging and inclusion.

### 4 FOSTER STRONG RELATIONSHIPS

Support and encourage positive relationships between peers, educators, and families. Strong, healthy relationships significantly impact a child's sense of belonging, providing emotional support and reducing feelings of loneliness. Facilitate social interactions through group activities, teamwork, and collaborative learning to strengthen these vital connections.

### 5 CREATE INCLUSIVE SPACES

Design environments that reflect diversity and are welcoming for everyone. Inclusive spaces where all children see themselves represented can dramatically improve their feelings of safety and acceptance. Consider classroom displays, books, and resources that celebrate various cultures, abilities, and backgrounds to visibly reinforce inclusivity and belonging.

### 6 MODEL POSITIVE BEHAVIOUR

Adults play a crucial role by demonstrating inclusive, empathetic, and respectful behaviours. Modelling positive interactions and attitudes sets a clear standard for children to follow. Children are likely to replicate inclusive behaviour, creating a supportive community atmosphere where everyone feels accepted and valued for who they are.

### 7 BUILD EMOTIONAL LITERACY

Teach and encourage emotional expression and understanding among children. Developing emotional literacy enables young people to articulate their feelings and empathise with others. An emotionally intelligent environment cultivates mutual respect and compassion, fostering a deeper sense of belonging and interpersonal connection within groups.

### 8 SUPPORT PEER MENTORSHIP

Encourage peer mentorship or buddy systems within educational settings. Peer support enhances feelings of connectedness and security, reducing feelings of isolation. When children support one another, they naturally build community bonds, nurturing a supportive culture where belonging and friendship thrive.

### 9 RECOGNISE EFFORTS REGULARLY

Consistently acknowledge children's contributions and achievements, however small. Recognition reinforces a child's understanding that their presence and efforts are important. Celebrating individual and collective successes helps cultivate a positive environment where children feel acknowledged, motivated, and deeply connected to peers and adults around them.

### 10 ADDRESS BULLYING PROMPTLY

Quickly address any incidents of bullying. Promptly intervening demonstrates a clear commitment to an inclusive and safe environment. Creating a culture where incidents are swiftly and effectively addressed reinforces trust, security, and a sense of belonging for everyone involved.

## Meet Our Expert

Anna Bateman is Director of Halcyon Education Ltd and Director for Wellbeing and Family Services at Leigh Trust. With extensive experience in systemic mental health in schools, she supports educational leaders across the UK to develop inclusive, resilient, and supportive learning environments. Anna is also the lead expert for mental health at The National College.



Source: See full reference list on guide page at: [nationalcollege.com/guides/fostering-a-sense-of-belonging](http://nationalcollege.com/guides/fostering-a-sense-of-belonging)



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# Award Winners

CLASS	MATHS	ENGLISH	ICARE
Acorn	Elizabeth	Rida	Caleb
Rose	Lottie	Elijah	Isla
Tulip	Devontay	Selbi	Benjamin
Acer	Scarlett	Jordan	Anya
Spruce	Layla	Tyler	Lottie
Redwood	Lincoln	Henry	Neveah
Maple	Toni	Lucas	Olivia P
Beech	Iqra	Annabelle	Abdi
Rowan	Finley	Daisie	Phoebe
Poplar	Layla S	Karim	Jaylen
Sycamore	Jamie	Mathew	George
Chestnut	Jacob	Alfie	Ali

## KS1 Numbots Highest Coin Earners



1<sup>st</sup>: Mahirah from Spruce

2<sup>nd</sup>: Amal from Rose

3<sup>rd</sup>: Scarlett from Acer

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



1<sup>st</sup>: Ali from Chestnut

2<sup>nd</sup>: Yasin from Chestnut

3<sup>rd</sup>: Kaleb from Chestnut

CLASS	OVERALL ACTIVE MINUTES
Spruce	185
Acer	177
Redwood	265
Maple	135
Beech	110
Rowan	127
Poplar	60
Sycamore	175
Chestnut	117

# Photo Gallery (see X for more pictures)



Spruce children have been listening and appraising new music..



Rowan class have been looking at how water travels through a plant.

Acer children loved the chocolate cakes  
Anya made. A lovely treat!



The history ambassadors interviewed Mr Kidd about the history of Duke Street School.

## On Line Safety

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## DIARY DATES

**Tuesday, 20<sup>th</sup> May, 9.10 am:** Year 5 Assembly

## READING CAFÉ DATES

**Thursday, 22<sup>nd</sup> May:** Acer

**Thursday, 12<sup>th</sup> June:** Redwood

**Thursday, 19<sup>th</sup> June:** Spruce

**Thursday 26<sup>th</sup> June:** Maple/Rowan

**Thursday 3<sup>rd</sup> July:** Beech/Poplar

**Thursday 10<sup>th</sup> July:** Sycamore/Chestnut

Acorn class TBC

## TERM DATES

### Summer Term 2025

Half-term Mon 26th May to Wed 4th June 2025 (inclusive)

Return after half-term break Thursday 5th June 2025

Term ends Fri 18th July 2025

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