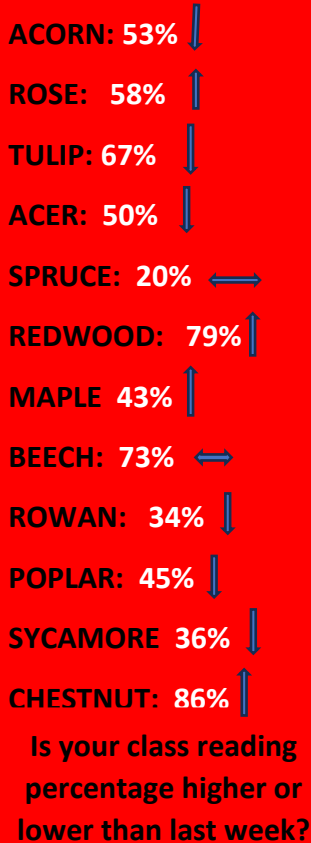




READING PERCENTAGES



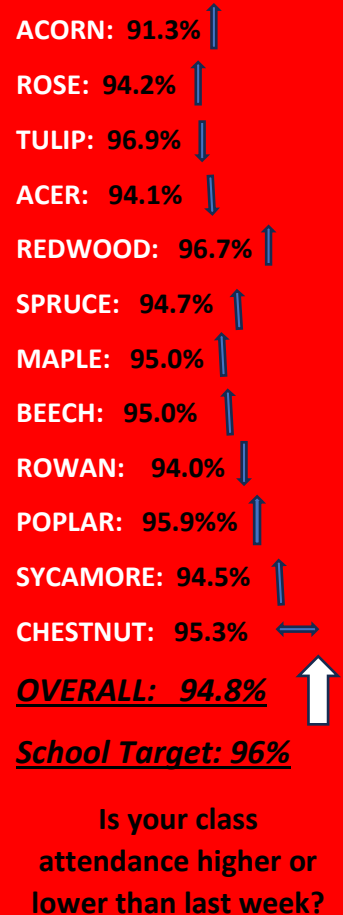
What a busy and exciting week we've had at Duke Street Primary School. There's so much to share with you all.

This week, our KS2 children have started their swimming lessons in our playground swimming pool. It's wonderful to see the children getting into the water and developing their swimming skills. Swimming is such an important life skill, and we're delighted to be able to offer these lessons right here on our doorstep. The children are already showing great enthusiasm and courage as they progress through the sessions.

On Thursday, we held our transition day, which is always a significant moment in the school calendar. It's a day when our children get the opportunity to experience what comes next in their learning journey, and it's a chance for us to reflect on the progress they've made and the exciting possibilities ahead.

I'd also like to take a moment to celebrate something really special that happened on Friday. Our School Council attended the Myles Standish Picnic at Duxbury. This was a particularly significant occasion for us as over the past 12 months, Duke Street Primary School has been custodians of the gardens. This is a real honour for our school community. The children on our School Council represented us brilliantly, and I'm immensely proud of the way they conducted themselves at the event. It's a testament to our community core value — showing responsibility, community spirit, and respect for the

WEEKLY ATTENDANCE



These moments—whether it's watching our children gain confidence in the water, seeing them transition to new phases of their learning, or witnessing them represent our school in the community—remind me why I love working in primary education. Our children are developing not just as learners, but as thoughtful, engaged members of society.

Thank you to everyone who has supported these activities and initiatives. Your continued involvement and encouragement make such a difference to what we can achieve together.

Mrs Ridley

Year 6 SATs Delay

You may have already heard in the press that schools were informed yesterday that there will be a delay in us receiving Year 6 SATs results this year. Results were expected next week. These will now only be received by schools on Thursday. This is a national issue and something that the DfE are working to resolve. We will keep you updated with any further information as it arrives and will share the results with parents as soon as they are received.

Award Winners

CLASS	MATHS	ENGLISH	ICARE
Rose	Freddie	Zariah	Andre
Tulip	Imogen	Freya T	Lilah
Acer	Harlie	Bobby	Yousra
Spruce	Jensen	Evie	Aihan
Redwood	Tommy	Archie	Ella
Acorn	Luke	Bella	Finley
Maple	Olivia	Daisy H	Darcy
Beech	Kenny	Nathan	Leo
Rowan	Anthon	Leo N	Ciara
Poplar	Jordan	Matilda	Tiarna
Sycamore	Enna	Ava	Nia
Chestnut	None this week	Elliot	James

CLASS	Active Minutes
Acer	534
Redwood	429
Spruce	264
Maple	256
Chestnut	205
Rowan	200
Beech	185
Poplar	160
Sycamore	155

KS1 Numbots Highest Coin Earners

Harry W in Redwood

Reggie in Redwood



Wren in Redwood

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

Olivia P in Rowan

Zeynep in Beech



Lucas B in Rowan

MACHINE OF DREAMS

K.S.1

Lincoln in Redwood
Archie in Redwood
Ava in Redwood
Scarlett in Redwood
Bobby in Spruce
Azaan in Spruce
Mayan in Tulip
Harper in Acer

K.S.2

Layla in Sycamore
Harry in Sycamore
Freddie in Chestnut
Miraal in Beech

END OF YEAR AWARD ASSEMBLIES

(for morning assemblies make way to hall after drop off)

Tuesday, 14th July: KS2 (Years 3, 4 and 5) - am

Wednesday, 15th July: Acorn, Rose and Tulip - am

Wednesday, 15th July: Year 6 Production, 2.00 pm and 6.00 pm.

Thursday, 16th July: KS1 (Years 1 and 2) – am

Friday, 17th July: Year 6 Leavers Assembly – am.

Outreach/Safeguarding

HAF vouchers have now gone out to all families registered for Pupil Premium. If you have not received them and think you are eligible, please contact the Outreach Team on

01257 239950 Option 3



We have visited Duxbury Miles Standish Garden with some of our School Council today. WE have handed over our spade to Coppull St. John's so that they can continue with the good work we have done on the raised beds. We were joined by Sir Lyndsay Hoyle and representatives from 12 other schools.

Please scan the QR code for quick access to our website



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.

10 Top Tips for Parents and Educators

MANAGING DIGITAL BOUNDARIES FOR CHILDREN UNDER FIVE

Screens are part of everyday life, but they should not take over early childhood routines. For under-fives, healthy digital habits are built through simple, steady boundaries that protect sleep, play, connection, and development. Current UK guidance advises avoiding screen time for children under two – except for shared activities such as video calls – while children aged two to five should ideally have no more than one hour a day.

1 ASK A GROWN-UP FIRST

For under-fives, autonomy is important, but not when it comes to choosing digital content. Establish an 'ask a grown-up first' rule early, whether at home or in an early years setting. Adults should choose the video, app, or game, therefore helping children avoid unsuitable content and understand that devices are tools to be guided, not toys to control.

2 PROTECT SLEEP BUFFERS

Screens can make it harder for young children to wind down, especially when content is bright, noisy, or fast paced. Aim for a screen-free hour before sleep or start with 30 minutes if that feels more realistic. Use this time for calming routines such as stories, bath time, quiet play, or cuddles, helping children recognise that bedtime is approaching.

3 CO-VIEW AND CHAT

Screen time is safer and more meaningful when adults are involved. Sit with children, even briefly, and talk about what they're watching. Ask simple questions like, "What can you see?" or "How does that character feel?" This turns passive viewing into shared interaction, supports language development, and helps adults spot adverts, unsuitable content, or confusing messages.

4 KEEP DEVICES HIDDEN

Young children are more likely to ask for screens when they can see or reach them. Keep devices out of sight when they're not being used, and consider casting content to a shared screen instead of handing over a phone or tablet to a child. This reduces private scrolling, supports shared viewing, and helps adults stay in control of what appears next.

5 PLAN THE TRANSITION

The hardest part of screen time is often stopping. Before the screen goes off, tell the child what's coming next and offer two acceptable choices, such as blocks or drawing. This gives them a sense of agency without removing the boundary. A planned next activity prevents a sudden gap, which can quickly become frustration or distress.

6 LEAD BY EXAMPLE

Children notice adult habits long before they understand adult explanations. If they're expected to put their screens away, they need to see adults doing the same thing during meals, play, and conversations. Create a shared 'phone home', such as a basket or shelf, to show that technology has a place in daily life but does not need constant attention.

7 MAKE SCREENS PREDICTABLE

Young children do not always understand minutes, but they quickly learn patterns. When screen time happens at a regular point in the day, it becomes a routine rather than a negotiation. Use the same start and finish signals each time, such as a timer, goodbye wave, or tidy-away moment, so children know what to expect next.

8 CREATE SCREEN ZONES

Physical boundaries help children understand digital boundaries. Keep screens out of bedrooms to protect their sleep and away from tables to preserve mealtime connections. Choose one agreed 'yes space', such as a shared living room area or supervised classroom corner. This makes limits feel less personal and more like a clear family or setting routine.

9 USE SIMPLE SCRIPTS

Transitions are easier when children hear the same calm language each time. Use short, repeatable phrases such as, "First tidy, then tablet," or "When the timer beeps, we stop." Avoid long explanations during emotional moments. Simple scripts reduce negotiation, help adults stay consistent, and give children clear expectations they can gradually understand and follow.

10 PRIORITISE SLOW CONTENT

Not all screen time feels the same to a young child's brain. Fast-paced clips, loud sounds, and rapid scene changes can make it harder for some children to settle down afterwards. Choose slower content with simple stories, gentle voices, and natural pauses. Think of digital content like food, with more calm, nourishing choices than fast-paced, digital 'sugar rushes'.

Meet Our Expert

Neha Agarwal is the founder of Cyber Ved Kids, an innovative educational initiative that transforms complex cybersecurity concepts into engaging, age-appropriate adventures for children aged 3-10. With her unique background leading cybersecurity services for corporates and serving as an expert panel advisor on Internet Matters, Neha brings corporate-grade cybersecurity expertise to the early years world.



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See full reference list on our website

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