



PARK ROAD

COMMUNITY PRIMARY SCHOOL

WEEKLY UPDATE



19
December
2025



Next Year **2026** in School at a Glance

Monday 5	Tuesday 6	Wednesday 7	Thursday 8	Friday 9
* Inset Day School Closed	* Lunch Menu week 1	*	* Intake 2026 Open Day by appointment	*

Unique Individuals Learning Together

Mrs. Quigley's weekly message:

What a wonderful end to the Autumn term we have enjoyed this week. The school has been filled with festive cheer; it has been a joy to see the children embracing every moment

Christmas dinner day was a real highlight this week. The hall was full of singing, dancing, laughter and, of course, plenty of crackers and colourful party hats. A huge thank you goes to our amazing kitchen team - Carol, Mags and Sarah - who cooked up a storm and made the day feel truly special. Alongside them, our fabulous midday team - Miss Baker, Mrs Mitchinson, Miss Steen and Mrs Sin - worked tirelessly to ensure every child had a lovely lunchtime experience. We are so grateful for their hard work and festive spirit.

On Tuesday, our KS2 children treated us to a fantastic retelling of the Christmas story. Every child played their part beautifully and the performance had a wonderfully groovy twist that made it extra memorable. Watching the children come together with such confidence and enthusiasm filled me with pride.

Our party day was another huge success. The disco brought out some excellent dance moves - some from the children and a few from the adults too! It's safe to say that everyone is feeling festive and more than ready for the break ahead.

Looking ahead to the spring term - School reopens on Tuesday 6 January. Gates open at 8:35 am and close promptly at 8:45 am so that lessons can begin on time. In the run-up to Christmas, I noticed a few children arriving late, so please do make every effort to arrive within this window to give your child the best possible start to their day. School uniform expectations are also detailed on the next page. Please pay particular attention to PE kits, ensuring they follow our school policy.

Now for some very exciting news - the winners of our chocolate raffles have been drawn- full details are overleaf! Joe and Zoe have worked incredibly hard selling raffle tickets over the past two weeks. I am delighted to share that they raised £308 in total.

A huge thank you to everyone who bought tickets and supported their efforts. The money raised will be used by the children to enhance lunchtime provision. They already have ideas for improving wet playtime activities and even bigger plans to work with the PFA to develop our outdoor spaces further. Their aspiration and determination are inspiring - they are aiming high and doing a fantastic job in their leadership roles. Well done, Joe and Zoe!

Finally, I would like to give thanks to all of the staff who work in school. They work tirelessly to ensure that children in their care have the best possible learning experience - our school wouldn't be the place it is without each and every one of them! All that's left to say is have a wonderful two-week break. Thank you for your continued support throughout the term. If you celebrate Christmas, I hope you have a lovely Christmas and I wish everyone the very best for the year ahead.

See you in 2026!
Mrs Quigley

Chocolate Sleigh and House Winners

Joe, Head Boy, and Zoe, Head Girl, drew the 2 winning tickets for our chocolate sleigh and house made by Mrs Quigley. Congratulations to the winners Blossom in Year 6 and Sophia in Year 2. Thank you to everyone who bought tickets!



SCHOOL UNIFORM REMINDER

As mentioned in Mrs Quigley's update, please find below our school uniform requirements including footwear.

Boys' School Uniform	
Uniform Item	Notes
White polo shirt	Not a shirt or crew neck t-shirt
Grey trousers or shorts	Plain school trousers
Grey or black socks	
Black shoes	Not trainers
Black sweatshirt or jumper	Not grey, no branding

Girls' School Uniform	
Uniform Item	Notes
White polo shirt	Not a shirt or crew neck t-shirt
Grey skirt, pinafore, trousers or shorts	No branding
Grey or white socks or grey tights	
Black shoes	Not trainers or sandals
Black sweatshirt, cardigan or jumper	Not grey, no branding
Optional summer uniform	
Light blue gingham check dress with white or black cardigan	No other colour

PE Uniform (whole school) to be worn on PE Day only	
PE Uniform Item	Notes
Plain white T shirt	Round necked, not collared, no branding
Black shorts or skort	No branding
Black jogging bottoms or leggings	Not grey/blue, no branding
Black sweatshirt or zip up tracksuit top	No other colour or branding
Black or white trainers	No other colours or embellishments

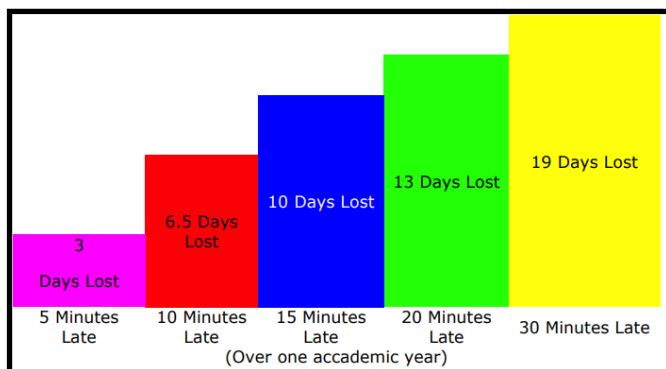
Attendance - Important Information

Regular attendance at school is important for both your child's education and for settling into school. The beginning of a school term or year is particularly an important time for children to settle in to their class and understand any new routines or topics. It is also a time where children may make new friends or re-establish their previous friendship groups. Sometimes young children may find it difficult to get back into their friendship groups after a break so consistent attendance can help to minimise this.

This table below shows how the percentage attendance equates to the amount of school time missed. The school year has 190 days for pupils to attend a year and each day that is missed unnecessarily has an impact on their education. Please remember that there are 175 days per year when your child does not have to attend school so please plan any routine appointments etc for during this time. The 175 days can be used to:

- * attend routine appointments eg dentist
- * spend time together
- * go on family visits
- * visit friends and family
- * go on holiday
- * go shopping
- * go on days out

Attendance during one school year	Equivalent Days	Equivalent Sessions	Equivalent Weeks	Equivalent Lessons Missed
95%	9 Days	18 Sessions	2 Weeks	50 Lessons
90%	19 Days	38 Sessions	4 Weeks	100 Lessons
85%	29 Days	58 Sessions	6 Weeks	150 Lessons
80%	38 Days	72 Sessions	8 Weeks	200 Lessons
75%	48 Days	96 Sessions	10 Weeks	250 Lessons
70%	57 Days	114 Sessions	11.5 Weeks	290 Lessons
65%	67 Days	134 Sessions	13.5 Weeks	340 Lessons



It is not only the number of days that your child is in school that matters but **Every Minute Counts**: If you arrive late to school everyday, your child's learning begins to suffer. This graph shows how being late to school everyday over a school year adds up to lost learning time. Arriving on time allows your child to settle into the school day along with their classmates.

As you may be aware, attendance is a key focus of the Government and there are measures being put into place by Warrington Borough Council to address unauthorised absences. All pupils with an attendance under 90% will be automatically monitored by WBC. As soon as we have confirmation of the measures, we will let you know. In the meantime, please see the websites below for more information.

[School attendance and absence: Overview - GOV.UK \(www.gov.uk\)](https://www.gov.uk/school-attendance)

[School attendance and absence: Legal action to enforce school attendance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/school-attendance-legal-action)

Don't forget, the gates open at **8.35 am** and close at **8.45 am**, please help your child to settle well by arriving on time

What Parents & Educators Need to Know about AI TOYS

WHAT ARE THE RISKS?

This festive season, the newest toys on the shelves do not just blink or make noise; they listen. Many now come with artificial intelligence (AI), allowing them to talk, learn, and even respond to a child's emotions. These toys can be educational and engaging, but they also collect, store, and process information. This guide explains what that means for families and why it matters.

TOYS THAT LISTEN AND LEARN

When a toy uses AI, it collects data such as voice recordings, interactions, and background sounds. This information is sent to remote servers, where it is analysed to improve responses. Your child's voice becomes training data, which may be stored indefinitely or shared with third parties.

WEAK SECURITY PROTECTIONS

Some AI toys have poor password protection or open network connections. Others may have microphones or cameras that stay on, even when the toy appears to be off. This can lead to recordings being made without your knowledge, including conversations unrelated to play.

ARTIFICIAL VOICES, REAL INFLUENCE

For very young children, an AI companion may become one of the first voices they interact with regularly. How that voice shows humour, empathy, or authority can shape how a child learns to communicate. If the model is artificial, then part of what is learned is artificial as well.

PRESSURE TO KEEP ENGAGING

Some toys reward repeated use or track engagement, encouraging children to interact more. When children compare how their toys perform, it creates pressure to play more often. This increases the amount of data collected and can make learning feel like competition.

MARKETING THROUGH PLAY

Toys that learn a child's preferences may feed that data into future advertising. A toy that knows a child's favourite colour or hobby could help a company design more targeted marketing to that child and their family.

PLAYTIME AS DATA TRAINING

The information collected from children helps train AI systems. Their voice, emotional responses, and behaviour shape how machines 'understand' people. Play becomes part of a much larger system that influences how future technologies behave.

Advice for Parents & Educators

START WITH A CONVERSATION

Talk to young people. Explain that some toys learn from what they say and do. Help them understand that even friendly technology should have boundaries, and to ask questions about it. Curiosity is healthy, blind trust is not.

SET LIMITS ON USE

Turn off Wi-Fi or Bluetooth when the toy is not in use. Check for updates regularly, as they can change privacy or safety settings. Treat connected toys like any smart device; they should be monitored, updated, and switched off when not in use.

MODEL DIGITAL AWARENESS

Children learn from adults. If they see you checking privacy settings, reading terms, and talking openly about online safety, they are more likely to do the same. Show them how to question technology in a healthy way.

RESEARCH BEFORE YOU BUY

Look for toys that work offline or store data locally. Check for a free or demo version so you can test how it behaves. Read privacy policies to understand what data is collected, where it goes, and whether it's shared with others.

REVIEW PRIVACY SETTINGS

Find out where the data is stored and who has access to it. Some companies sell or share data with advertisers. If the toy connects through an app, check what it requests access to and limit those permissions whenever possible.

BALANCE AI WITH REAL PLAY

AI toys can be fun and creative, but they are not a replacement for real human interaction. Encourage time away from technology with activities that foster emotional and social development. Use AI toys to support learning, not define it.

Meet Our Expert

Clara Hawking is Executive Director of Kompass Education. She advises governments, school trusts, and global organisations on AI governance and safeguarding, helping schools and families understand how technology shapes learning, wellbeing, and the digital future of children.



The National College