



Friday Newsletter

09/10/2026

This week at school...

We held our Open Morning on Monday and were delighted to welcome several prospective families for a guided tour of the school. Our Oak Class tour guides did a fantastic job showcasing our school and sharing all the things they enjoy about their learning and school life. The visitors greatly appreciated their tours and valued the opportunity to gain an insight into the school from a pupil's perspective.

On Tuesday and Wednesday, we welcomed two Ofsted inspectors to our school. Our whole school community appreciated the professional manner in which the inspection was conducted, along with the respect shown to both staff and pupils throughout the process. It is likely to be several months before the report is published. However, we can share that some aspects of our provision were recognised positively, while there are also areas where further development has been identified.

Thank you to all our parents for their continued support and to our dedicated staff for the care and commitment they show to every child each day. It is a privilege to be part of such a wonderful school community.

KS1 enjoyed a visit to Forest School on Thursday and, despite the forecast, Willow Class were able to enjoy their session this morning without any rain. The children had a wonderful time making mud faces, exploring the outdoors and developing their forest school skills. KS1 also enjoyed hot chocolate and toasted marshmallows around the fire, while Willow Class collected sticks and other natural materials to use in activities back in the classroom this afternoon.

It was fantastic to see the children embracing the outdoor environment, working together and making the most of their learning experiences in nature. 🌿🔥

After School Activities

- Explorers adventure Computing(Monday)
- Go Green, Art & Craft (Tuesday)
- Football, Netball (Thursday)

REMEMBER!

Put your child's name on their uniform!

Stars of the Week

Colby, Evie, Lavinia, Arthur R, Amelia, Millie, Bobby W, Mia

Shield Winner

Grace Shennan

Calendar | Stoke Prior Primary School

Value of the Month

Cooperation

Attendance

Evidence shows that good attendance is a key factor in enabling children to reach their potential. Parents are reminded that they should not book holidays in term time as this has a significant effect on a child's progress.

We have set our target this year at 97% again, but can we beat last year and get higher?
Year to date - 98.3%

Next Week...

Wed - KS1 Forest School
WW2 day Oak Class

Fri - Willow Class Forest School
Yr 5/6 Footie vs LPS - home



Upcoming Events at School



OCTOBER

14

ALL DAY

WW2 Day Oak Class

OCT

16

MORNING

*Willow class Forest
School*

OCTOBER

16

3.30 PM

*Yr5 & Yr6 Football
match v LPS - Home*

OCTOBER

20

ALL DAY

*Willow Class trip to
Water Museum*

OCT

21&22

3-6.30

*Oak Class parents
evening*

OCT

22

1.30PM

*Harvest Festival - whole
school & parents*

OCT

23

*School Closed - Training
Day*

OCT

26-30

ALL WEEK

Half Term

NOV

02

ALL DAY

*School Closed
Training Day*

<https://www.stokeprior.hereford.sch.uk/calendar>

Top Tips for Educators

PUPIL WELLBEING CONVERSATIONS

It can feel difficult to know how to start a conversation with a pupil about their wellbeing, either because you do not feel equipped with the information you think you need, or because you do not feel confident opening it up. You do not need to be a specialist. This guide covers how to start, what to say about confidentiality, and what to do with what you hear.

1 NURTURE WARM, TRUSTING, & KIND RELATIONSHIPS

When pupils have a consistent, emotionally available adult who shows they care and who holds them in mind, they thrive. They are also far more willing to open up and seek support. Positive, trusting relationships are an important part of supporting pupil wellbeing and complement more formal wellbeing programmes or sessions.

2 KEEP CALM, EVEN IF YOU'RE WORRIED

When a pupil discloses, stay calm while showing that you take it seriously. Panic can raise their anxiety and teach them that telling an adult makes things worse. Your steadiness can help them to keep calm and give them enough space to say the rest. Calm does not mean unmoved, and it is fine to tell them that what they have said is important and will be heard.

3 HAVE SIDE-BY-SIDE CONVERSATIONS

Many pupils find it easier to talk when a conversation does not require them to sit face to face with an adult. For example, conversations might take place while walking, tidying the classroom, or taking part in a lunchtime club. Sitting alongside someone removes the demand of eye contact, allows longer thinking time and lowers the intensity of the exchange. This can be particularly true for neurodivergent pupils, and for anyone who needs a moment before answering.

4 THINK ABOUT WHERE YOU ARE

Consider whether the pupil can speak without being overheard or interrupted. If a pupil has already started talking, avoid unnecessarily disrupting the conversation by moving elsewhere. Where a more appropriate location is needed, explain why you need to move and give the pupil the opportunity to continue what they were saying.

5 BE HONEST ABOUT CONFIDENTIALITY

Never promise to keep information to yourself. Schools have a legal duty to share information relevant to a pupil's safety or welfare. Tell them at the start that you may need to pass something on, and who to. Then involve them in what happens next, as far as their age and understanding allow. Ask what they want to happen, what they want to say, and who they want to be told. Be honest that some things will need to happen whether they agree or not. A pupil who helped shape next steps is far more likely to tell someone again.

6 CREATE A SAFE ENVIRONMENT

Provide a classroom free from belittling and shame-based behaviour management. Pupils who expect to be humiliated will not disclose. Where they feel listened to and see that difficulties are acted upon, they share worries earlier and whilst those worries are still small. If pupils hear adults belittling or talking about other pupils openly, it damages trust and they are likely to assume their worries will also be handled this way.

7 DO NOT CARRY IT ON YOUR OWN

Hearing something difficult can stay with you. When informing your designated safeguarding lead, share with them how it left you feeling and whether you feel you need further support. Your role as a trusted adult is what makes all of the above possible, and just as you have a responsibility to protect pupils' welfare, your school has a responsibility to protect yours.

HELPFUL OPENERS

- I've noticed you've been quieter. How's your week been?
- You don't seem your usual self, when might be a good time to catch up today?
- Sometimes it's hard to know what to say, but I'd like to understand?
- You don't have to talk now. I'll check in with you later?

Meet Our Expert

Anna Bateman is a mental health and wellbeing specialist with nearly thirty years in education. She is a multi-academy trust director, special adviser, and a former adviser to the Department for Education on its mental health green paper.



#WakeUpWednesday

The National College

See full reference list on our website



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