



# NEWSLETTER

## FRIDAY 14TH FEBRUARY 2025

### ISSUE NO.20

## EXCELLENCE IN EVERYTHING



**EXCELLENCE IN EVERYTHING-ACHIEVING GREATNESS THAT LASTS A LIFETIME**

### Message from Mr Taylor

The return to school after the Christmas break for the Spring 1 term always seems like a lengthy period but in the blink of an eye half term break is upon us! When I started as Headteacher in September 2022 I had a clear vision and 5 year plan; to transform Warren Farm into a school that will be recognised for its commitment to **Excellence in Everything** and the exceptional opportunities that it offers to its children and families. This half term marks the midpoint of this journey - 912 days of an initial 1825. I'm sure you'll agree that together we have already achieved so much, but as always there is still further work to do. I would like to thank you all for your continued support, encouragement and feedback which is pivotal in our continued success together on the journey of **Excellence in Everything** for our children.

On Wednesday this week, we were joined by 8 Headteachers and the CEO of Birmingham Educational Partnership for a visit and tour of the school. The feedback was overwhelmingly positive and leaders commented on the "High standards" and the "Exceptional educational offer for our children." This is thanks to the continued hard work and dedication of the Teaching and Support staff. These words were echoed in your responses to our parent survey (details can be found later in the newsletter) where all responses scored 99% or 100% to agree or strongly agree. Parental engagement and collaboration plays a vital role in our continuing developments and it was fantastic to see so many families and children in school during our two days of parents' evenings.

Finally, I'd like to say a huge well done to the Warren Farm Team for achieving our Inclusive Attendance Bronze KITE mark in recognition of the hard work to embed and maintain robust systems and processes that have ensured rapid improvements in attendance across the school. 'No Days off' is, and will remain, a mantra that will drive continued success and **Excellence in Everything** for attendance.

Have a safe and refreshing half term break and we look forward to welcoming all children back for Spring 2 on Monday 24th February.

*Mr Taylor*

### DATES FOR YOUR CALENDAR

|                      |   |
|----------------------|---|
| Mon 24th<br>February | All children return to school                 |
| Thur 6th<br>March    | World Book Day                                |
| Mon 10th<br>March    | Science week                                  |
| Fri 14th<br>March    | Red Nose Day - Non uniform                    |
| Wed 26th<br>March    | Year 3 Mother's Day workshop<br>2:00pm-3:00pm |
| Thur 27th<br>March   | Year 4 Mother's Day workshop<br>2:00pm-3:00pm |
| Fri 4th<br>April     | Rocksteady Concert 2:00pm                     |

"Success is no accident. It's hard work, perseverance, learning, studying, sacrifice, and most of all, love of what you are doing"

Pele



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### EARLY YEARS



We've had a lovely last week of the half-term in Early Years. In Reception this week, we have been looking at the artist Wassily Kandinsky, and using his artwork to explore hot and cold colours. We have recreated his masterpiece colour-study 'Squares with Concentric Circles' using Valentines hearts. We have also been exploring doubling numbers as well as odd and even numbers up to 10. Please continue to practice these skills over the half term. In Nursery, children have been learning all about safety and stranger danger. Thank you to everyone who attended Parents Evening. If you missed your appointment, please re-arrange with your class teacher. Enjoy the half-term everyone!

### KEY STAGE 1

Thank you so much to everyone who attended this week's KS1 Parents' Evening. It was lovely to see so many of you and have the opportunity to discuss the progress of our wonderful pupils. As we head into the half-term break, we wish you all a restful and relaxing time. Looking ahead to Spring 2, please note that swimming for 1/2HM will continue every Friday, and the allotments sessions will carry on every Tuesday for our 2DN pupils. In Maths, Year 1 pupils have started their new unit on addition and subtraction within 20, and Year 2 pupils have completed writing and publishing their twist on traditional tales – they've worked hard and should be very proud of their efforts!



### ATTENDANCE

On Thursday, we welcomed Wayne Harris from Inclusive Attendance to audit our systems and practices around attendance. During his visit, Wayne reviewed our online systems, spoke with staff and children, and engaged with our school environment. He was incredibly impressed with the work we are doing to make attendance a priority and embed it at the heart of our school culture. Wayne remarked: *"The shift in attendance outcomes has been stunning—a true testament to their dedication!"* He went on to say: *"Your commitment to an inclusive attendance culture is a testament to the hard work of staff, students, and parents. The outcomes you've achieved are outstanding and reflect the dedication and collaborative effort across the whole community."* This external validation is important to us, as we know how hard we work to ensure that attendance remains a top priority. By doing so, we enable all our children to consistently access **Excellence in Everything**.

This week's House attendance winners are **SOUTH!**



### BOYS FOOTBALL

What a day for our Boys and Miss Lewis at the Aston Villa Foundation tournament on Tuesday this week. 18 months ago they lost 11-0 in the first ever match for our newly formed boys team. In this week's tournament, they went **UNDEFEATED** - winning 5 and drawing 2. As you can see from the video on class Dojo we were all just a little bit excited when they returned to school to share their good news! Will it be easy? Nope. Worth it? Absolutely! Well done boys - what a team!





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### SAFEGUARDING

This week's safeguarding focus is around stranger danger. It's important that we talk to the children about keeping safe when outside. Remind them to stay close to their trusted adults and hold their hand where possible. Try using language like this when talking to your child about staying safe:

**Staying safe** – "Pay attention to what people do. Tell me right away if anyone asks you to keep a secret, makes you feel uncomfortable, or tries to get you to go with them. **Going somewhere with someone** – It's important for you to ask me and get my permission before going anywhere with anyone. **If you have a problem** – Don't approach just anyone – if you need help, look for a uniformed police officer, a store clerk with a nametag, or a parent with children.

### SEND

Following parents evening, we have had some requests regarding the process and timeline of referrals to the Neurodevelopmental Pathway for either Autism or ADHD.

The waiting list is very long and it can be up to 18 months before you hear anything. Unfortunately, following up is not something we can do as a school.

If you wish to know where your child is on the list please contact the Central Booking Service who can advise you.

Their number is: 0121 683 2320. Have your child's name and date of birth ready when you ring them and be persistent with them if needed.

### CHILD OF THE WEEK

|       |                          |
|-------|--------------------------|
| NAH   | Iqra Chowdhury           |
| RMH   | Yahya Ghazi              |
| RAY   | Zaina Ahmed              |
| 1CO   | Grayson Kincaid          |
| 1/2HM | Alexia Gravvila          |
| 2DN   | Aakifah Ishtiaq          |
| 3AB   | Fatimah Nour             |
| 3/4LM | Amelia Bravington-Bryant |
| 4SM   | Phoebe Harris            |
| 5AS   | Roche Skai- Johnson      |
| 5/6NW | Bella-Rae White          |
| 6BP   | Destiny Clayton          |

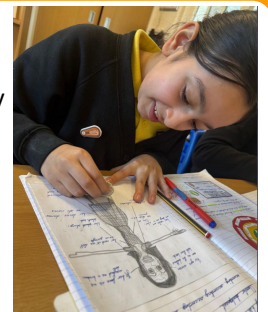
### LOWER KEY STAGE 2

This week has been packed with learning, creativity, and important messages! We recreated the human digestive system with hands-on activities! Students had a blast learning how our bodies break down food and absorb nutrients. It was messy, educational, and so much fun! We also turned into ancient artists by making our own cave wall paintings! We created our own symbols and animals, just like early humans did thousands of years ago. Finally, we have also celebrated Safer Internet Day where we learnt about the importance of online safety, including how to protect personal information and recognise misinformation. Have a lovely week off from the LKS2 team!



### UPPER KEY STAGE 2

This past week, our Year 5 children demonstrated impressive self-discipline as they successfully completed a range of drill movements in their weekly MPCT Young Leaders programme. Meanwhile, children in 6BP had an enriching experience visiting our brand-new library. They eagerly explored the space and familiarised themselves with its resources, setting a great example for the rest of the school community; a timetable will soon be released for the entire school. In Art, children continued working on their memory boxes, adding creative touches to make them even more personal and meaningful.





**NEWSLETTER**  
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**EXCELLENCE IN EVERYTHING**



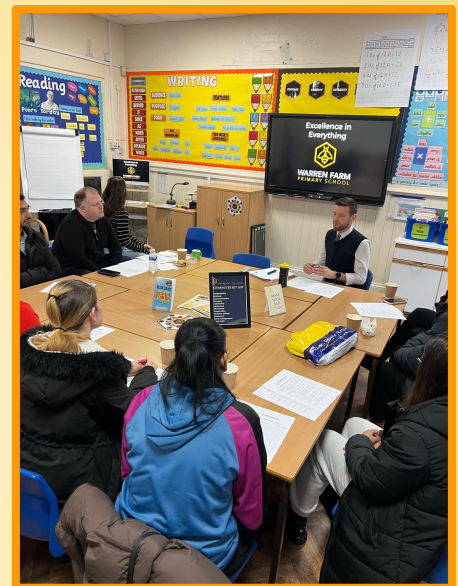
# CHARACTER CURRICULUM

## *'Parent Collaboration: Shaping Our Character Curriculum'*

This week, we held our first **Parent Working Party** for our character curriculum—a fantastic opportunity for collaboration between school and home. These parents are playing a key role in **shaping our approach**, providing **honest and helpful feedback** that will help us refine and strengthen our character education offer.

We truly value this **collaborative approach**, ensuring that our character curriculum reflects the needs and aspirations of our school community. The insights and perspectives shared were **invaluable**, and we are incredibly grateful for the time and effort parents invested in these discussions.

We look forward to our next **Working Party meeting**, continuing this important partnership to embed character development at the heart of everything we do.





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*My child is happy at this school*  
100 %  
*agreed or strongly agreed*

*My child feels safe at this school*  
100%  
*agreed or strongly agreed*

*The school makes sure it's pupils are well behaved*  
99%  
*agreed or strongly agreed*

*The school makes me aware of what my child will learn during the year*  
100%  
*agreed or strongly agreed*

*When I have raised concerns with the school they have been dealt with properly*  
99%  
*agreed or strongly agreed*

*My child has SEND and the school gives them the support they need to succeed*  
100%  
*agreed or strongly agreed*

**PARENT VOICE  
SURVEY  
FEBRUARY  
2025**

*The school has high expectations for my child*  
100%  
*agreed or strongly agreed*

*There is a good range of subjects available to my child at this school*  
100%  
*agreed or strongly agreed*

*My child can take part in clubs and activities at this school*  
99%  
*agreed or strongly agreed*

*The school supports my child's wider personal development*  
99%  
*agreed or strongly agreed*

*The school communicates well with parents and carers*  
99%  
*agreed or strongly agreed*

*I would recommend this school to another parent*  
99%  
*of parents said yes*





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*We are really happy with how our child is getting on at Warren Farm. It is helping her become more confident and she has made lovely friendships*

*I cannot fault my sons teachers, they have brought the best out of him*

*My child is happy and enthusiastic about his learning. There are lots of opportunities for my child to develop his confidence and skills in non academic areas*

*My child understands that he must work hard in order to achieve and this is definitely instilled in school*

*My son has learned a lot here. Initially he was struggling with reading but now he has improved a lot*

*I am satisfied with the level of management and commitment towards my child's safety while in school along the programs and activities available for their learning and development*

**PARENT VOICE  
SURVEY  
FEBRUARY  
2025**

*The school and staff are amazing and lead our children in the right direction*

*Please just keep up the good work. I really do appreciate your efforts in the life of my children*

*Our child is doing very well and I would recommend Warren Farm to other parents*

*Thank you for the support. I feel my son has definitely come along way since last term and the teachers have been very supportive for my child's extra needs and development.*

*I think the school is amazing. My child has gone from being shy and reluctant to engage with activities to being really confident and trying really hard with his lessons*

*Absolutely love this school. My son is so happy here and will achieve so much here*





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**NAH**  
**2**  
**DAYS OFF**



**RMH**  
**2**  
**DAYS OFF**



**RYG**  
**2**  
**DAYS OFF**



**1Co**  
**12**  
**DAYS OFF**

**1/2HM**  
**8**  
**DAYS OFF**

**2DN**  
**3**  
**DAYS OFF**

**6NOV**  
**DAYS OFF**

**3AB**  
**3**  
**DAYS OFF**



**3/4LM**  
**3**  
**DAYS OFF**



**4SM**  
**4**  
**DAYS OFF**

**5AS**  
**10**  
**DAY OFF**

**5/6NW**  
**9**  
**DAYS OFF**

**6BP**  
**5**  
**DAY OFF**





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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](https://nationalcollege.com).

## What Parents & Educators Need to Know about ONLINE RELATIONSHIPS & DATING APPS

### WHAT ARE THE RISKS?

Dating apps are used to help people find new relationships – whether casual or more long term – matching users based on age, interests, gender and more. Some may consider dating apps harmless to under-18s because they aren't able to use them, but effective age verification measures are quite scarce, and it's been known for young people to end up on apps of this type.

### EASE OF ACCESS

The relatively lax age verification process of many dating apps makes them incredibly accessible to children who really shouldn't be using them. This carries the obvious risk of exposing under-18s to a dating scene populated by adults – who may not even be aware of the young person's true age. This is concerning when we consider the 'hook-up culture' common on these apps – with many people using them to arrange casual sexual encounters.

### CONTACT AND CONDUCT RISKS

Once someone is active on a dating app, their social media profiles can be linked to the app and might be accessed by others. This can lead to random users 'sliding into their DM's' (sending a direct message) without consent. Complete strangers could start bombarding a young person's inbox with pictures, messages and sexual comments.

### SCAMS AND SEXUAL EXPLOITATION

Some young people may feel they've formed a real bond with someone through online dating, but there's always a risk that it's not genuine. Scammers on these apps often build romantic connections with their victims – then once they feel they have their victim's trust, they begin asking for money under false pretences (such as suggesting they meet in person and requesting a 'loan' to cover a train ticket).

### UNVERIFIED ACCOUNTS

As with all online interactions, you may not be talking to whom you think you are. Without paying a subscription, users of dating apps can often only view a certain number of profiles at a time. A TikTok trend has advised young people to set their age limit to 80 years and over – putting them in a sparse and more 'exclusive' category to bypass the usual restrictions. Unfortunately, this can lead to matches with someone much older.

### PEER PRESSURE

The pressure to be in a relationship can be huge, and many young people use online dating apps as a cost-effective way to meet others. Some users find it difficult to meet people organically due to their lifestyle, and may not have the time or money to go out and socialise. It's also common for young people to set up accounts for their single friends in the hope of finding a match for someone they know.

### SKewed PERSPECTIVES

Dating apps can promote an unrealistic view of what makes someone attractive. With such vast options, some users can become both picky and extremely harsh about others' appearance. Ultimately, all you see on these apps are pictures (with no insight into someone's personality), and some young people struggle with the fear of being judged. Even when someone does start dating, there's a persistent paranoia that their partner is only one swipe away from a potentially better match.

## Advice for Parents & Educators

### TALK ABOUT DATING APPS

Let young people know that they can talk to you about anything, even something as private as their dating life. At school, the relationships, sex and health curriculum can assist with conversations around healthy relationships, consent and online safety. Emphasise the message that you want to help them make healthy, safe and informed choices. If they feel embarrassed talking to you, make sure they have a trusted adult who can help them.

### ENCOURAGE DATA PROTECTION

Empower young people to protect their data and personal information. Explain why including things like their school, age and surname in their profile could potentially be dangerous. Make sure they know never to give out personal details, and that there's no reason for other users to ask for them. If they feel uneasy about a situation online, they need to speak to someone that they can trust.

### VERIFICATION STAMPS

Explain that someone using a dating app should only communicate with those who have gone through a verification process. Online dating apps use a variety of methods to ascertain a user's identity, including scanning valid documents (such as a driver's licence or passport). Verification can also involve users taking a selfie to ensure that the photos on their profile match it.

### REPORT AND BLOCK

Remind young people that they can always report or block (or both) anyone who makes them feel uncomfortable on any platform. Ask if they know how to do this and offer to help them figure it out if they're unsure. Every app should have advice on how to report or block another user, so be sure young people are familiar with the settings.

### Meet Our Expert

Rebecca Jennings works at RAISE ([www.raiseducation.org.uk](https://www.raiseducation.org.uk)) in the field of relationships, sex and health education, providing educational, age-appropriate workshops for pupils around the more sensitive areas of the curriculum – including online safety and healthy relationships.



The National College®

Source: See full reference list on guide page at: <https://nationalcollege.com/guides/online-relationships-dating-apps>

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Ofsted  
Good  
Provider