

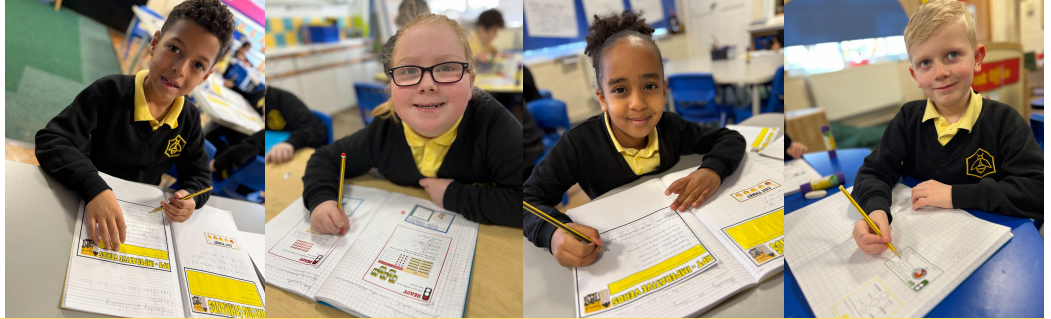


NEWSLETTER

FRIDAY 6TH FEBRUARY

ISSUE NO.19

EXCELLENCE IN EVERYTHING



EXCELLENCE IN EVERYTHING-ACHIEVING GREATNESS THAT LASTS A LIFETIME

Message from Mr Taylor

This week it was a pleasure to welcome parents and carers into school for our second Parents Evening of the academic year. These meetings provide a valuable opportunity to meet with teachers, discuss progress and for children to share the exceptional work and progress they have made since September. I spoke with a number of parents and staff over the course of the three evenings and the quality of conversations taking place reflected the strong partnerships we have created between home and school towards our shared vision of **Excellence in Everything**.

A particularly positive theme from both parent and teacher feedback was the growing impact of our focus on character development and our shared language around our 12 Character Waypoints. Parents spoke positively around children beginning to use this vocabulary at home such as showing **Empathy** to others or developing strong **Time Management** skills. Teachers also shared how children are confidently referring to these waypoints in class, using them to reflect on their learning, behaviour and relationships with their peers. It is clear that when school and home work in synergy children are able to develop not only academically but also as thoughtful, responsible **Good People**.

Later in the Newsletter, I have included a summary of the overwhelmingly positive responses from our parent voice survey. As always, we have listened to your feedback and plans are already in place to work towards finding appropriate solutions in the areas identified for improvement, to ensure we continue to move forward together.

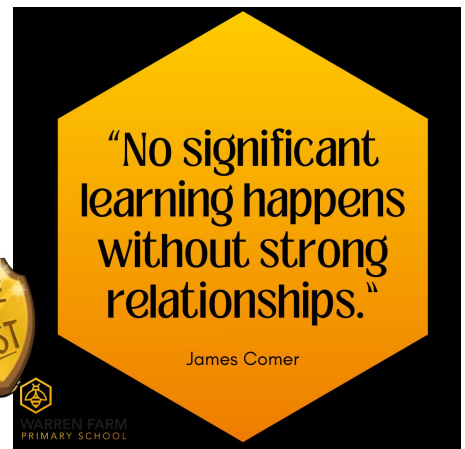
Looking ahead to next week - our last week of the first half term of 2026 - we will be welcoming our Board of Trustees to meet with Senior Leaders, parents, staff and children to quality assure our work and to see first hand the exceptional educational offer at Warren Farm.

I would like to close with two comments from our parent voice survey this week that truly reflect the spirit of our school community:

"I certainly made the right choice sending my daughter to Warren Farm".
"It feels like a small community rather than a school".

Thank you for your continued support. Make it a great weekend.

Mr Taylor



DATES FOR YOUR CALENDAR	
Tues 10th February	Safer Internet Day
Tues 10th February	RMH Valentines day workshop from 2:00 -3:00
Wed 11th February	RAY Valentines day workshop from 2:00 -3:00
Thurs 12th February	NAH Valentines day workshop from 2:00 -3:00
Fri 13th February	Valentines Day Disco
Fri 13th February	Break up for half term
Mon 23rd February	ALL children return to school



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EARLY YEARS

This week, Reception have been strengthening their understanding of numbers to 10 by exploring odds, evens and doubles. We have used cubes and numicon shapes to visualise the relationship between odds and evens. In Literacy, we have been innovating our story Little Red Riding Hood by thinking of other animals that could appear instead of the wolf. This is a great way to extend your child's comprehension of a story, so why not try innovating your bedtime stories at home. In Nursery, Miss Hannigan is so impressed with how well children have used prepositions through their story Rosie's Walk. We look forward to welcoming you next week for our Valentine's Crafternoon. Please check your class dojo pages for the date and time. Due to limited space, a maximum of 2 adults is permitted per child.



KEY STAGE 1



KS1 had a very special visitor this week- Alec from the fire service! The children interviewed him as part of their History unit, Local Heroes. They showed great respect and empathy while asking him questions about his life and job. In Year 1, the children have been learning to double numbers and using these facts to work out 'near doubles'. In Science, Year 1 and 2 set up their experiment, investigating how light affects a plants growth. Finally, thank you to everyone who attended Parents' Evening, it was fantastic to look through the children's work with you and celebrate their progress.



ATTENDANCE

Over the past three weeks, we have begun to settle into a new norm of strong attendance. Each day, we have had around 10 children absent from school, which brings us broadly in line with national figures. This is a real shift, and I would like to thank our families and wider community for the role you have played in making this happen. Occasionally, we hear comments suggesting that our focus on attendance is about headline figures. This could not be further from the truth. Attendance matters because it allows children to access everything we work so hard to provide for them each day. Being in school helps children feel that they belong. It allows friendships to grow, interpersonal skills to develop, and learning to flourish, both academically and personally. On the cold, dark and wet mornings when it would be easier to stay at home, choosing to come to school teaches children resilience, adaptability and motivation. These are life skills, not just school habits. By getting this right day after day, we are laying strong foundations for the future. Our expectation is simple and shared: Excellence, every day. Thank you for your continued support in helping us maintain this standard for all our children.

This week's House attendance winners are...WEST



VALENTINES DISCO

On **Friday 13th February** we will be holding a Valentines Disco for all children in school. This will take place during school hours and each phase will be allocated a time in the school hall. Children can come to school in their own clothes in preparation for the disco during the afternoon. We would ask for a voluntary donation of £2 for children. During the disco they will each receive sweets and refreshments. All sweets will be suitable for vegetarians.





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SAFEGUARDING

This week's safeguarding focus is child on child abuse. There are 4 key definitions for child on child abuse, it can be domestic - which means they may experience abuse within their intimate relationships, child sexual exploitation which means children that are sexually abused by perpetrators that they may know, serious youth violence which may involve a weapon and harmful sexual behaviour - these can be behaviours that are displayed by young people that are out of the ordinary. The signs of child on child abuse can include the imbalance of power within a relationship, sexual behaviour that is inappropriate and isolating themselves from family and friends. The impact that child on child abuse can be that in later life they are left with emotional trauma both physically and mentally.

INCLUSION

Children's Mental Health Week - 9th -13th Feb

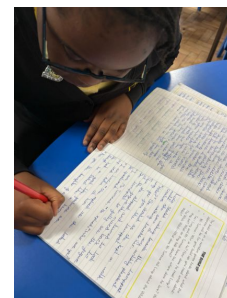
Children's Mental Health Week is a vital reminder that every child's emotional wellbeing matters just as much as their physical health. It's a time to listen, to create safe spaces for children to express their feelings, and to teach them that it's okay to ask for help. In school, we support this through our **My Happy Minds** lessons and by working with **Compass Mental Health**, helping children build confidence, resilience, and the skills they need to cope with challenges—now and in the future. Protecting your mental health from an early age means that you grow up with a bank of strategies to support you as an adult.

CHILD OF THE WEEK

NAH	Otilia Crasmariu
RMH	Charlie Jones
RAY	Emma-Emilia Scheau
1CP	Sufiyan Mohamed
1/2DN	Anayra Uddin
2AB	Younes Alatieh
3AS	Kyle Chen
3/4LM	Freya-Rose Lucchesi
4SM	Killian Holton
5LM	Kaylan Haines
5/6NW	Jack Gouldingay
6BP	Isabelle Esuruoso

LOWER KEY STAGE 2

Supporting your child's learning at home makes a big difference to their confidence and progress in school. We encourage families to build short, regular practice into their weekly routine by revising spellings, practising times tables, and reading every day. In English this week, Year 3 pupils have been busy writing clear and creative instructions on how to make a magical potion, using precise language and ordered steps, while Year 4 pupils have been developing their adventure narratives, focusing on exciting openings, descriptive settings, and building tension in their stories.



UPPER KEY STAGE 2

This week in Science, children have been learning all about light and how shadows are formed. They particularly enjoyed creating shadow puppet shows to retell the story of the famous dispute between Isaac Newton and Robert Hooke. In History, pupils took part in a lively debate to decide which historical era had the fairest justice system, drawing on their knowledge of different periods and developing their reasoning and discussion skills. I would also like to say a big thank you to all the parents and carers who attended Parents Evening this week — we really appreciate your time and continued support.





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NAH
4
DAYS OFF

RMH
4
DAYS OFF


RAY
9
DAYS OFF

1CP  **1/2DN**
2 **6**
DAYS OFF **DAYS OFF**

2AB
6
DAYS OFF

6
DAYS OFF

3AS
5
DAYS OFF

3/4LM  **4SM**
2 **4**
DAYS OFF **DAYS OFF**

5LM
4
DAYS OFF

5/6NW
6
DAYS OFF

6BP
10
DAYS OFF





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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
 98%
 agreed or strongly agreed

My child has SEND and the school gives them the support they need to succeed
 99%
 agreed or strongly agreed

PARENT VOICE
SURVEY
SPRING
2026

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
 99%
 agreed or strongly agreed

My child can take part in clubs and activities at this school
 98%
 agreed or strongly agreed

The school supports my child's wider personal development
 100%
 agreed or strongly agreed

The school communicates well with parents and carers
 98%
 agreed or strongly agreed

I would recommend this school to another parent
 100%
 of parents said yes





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Warren Farm is an amazing school and my son is happy and motivated to learn. The clubs that are on offer each half term are great!

I certainly made the right choice sending my daughter to Warren Farm

Our son's love coming to school and enjoy all the activities and competitions the school has to offer, and look forward to our grandson starting nursery.

Great support from all the staff whenever we need it. Thank you

Thank you for all your hard work in helping us shape our child.

Overall I am really happy with the school and how my child is progressing in everything she does.

**PARENT VOICE
SURVEY
SPRING
2026**

My child is really happy here at Warren Farm and I have no concerns at all.

My daughter is really happy at the school and I find all the teachers welcoming, they are always on the playgrounds so approachable and it feels like a small community rather than a school.

I have found all staff friendly and easy to talk to and they always listen to concerns. You have a fantastic team.

The best school ever. Thank you so much for everything you're doing

My child is very happy at this school and is thriving in everything.

Thank you all for the great job you do in the lives of our children





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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.

10 Top Tips for Parents and Educators

SUPPORTING SAFE USE OF AI

Artificial Intelligence (AI) is increasingly woven into young people's digital lives. It can offer some educational benefits and day-to-day assistance; however, it also raises concerns about misinformation, privacy, fairness, and safety. This guide provides parents and educators with practical strategies to support young people to navigate AI tools responsibly, and to use them safely and with discernment.

1 DEMYSTIFY WHAT AI REALLY IS

Children encounter AI in most online places, including games, streaming platforms, and school tools. Explain that AI uses patterns from past data to make decisions, but it doesn't think or feel like humans. Use age-appropriate examples like how recommendations on YouTube or Netflix work, to build understanding and prevent false beliefs about AI being all-knowing or alive.

2 TALK ABOUT RISKS OF MISINFORMATION

AI can create convincing false information, including deepfake videos, photos, and fake 'facts'. Encourage children to think critically about what they see and read. Teach them to double-check information using reliable sources, to look at images and videos carefully, and to ask an adult if something doesn't seem right.

3 DISCUSS DATA AND PRIVACY

Explain that AI systems learn by analysing lots of data, sometimes including personal information. Help young people to be mindful of what they share online and why protecting personal data matters. Model good habits like reading app permissions together or reviewing what's collected by voice assistants like Alexa or Siri.

4 ENCOURAGE CREATIVE USE OF AI

Support children, when using AI tools, to explore ideas, make art, or build projects. This fosters confidence, imagination, and independent thinking. When children use AI creatively, rather than just passively consuming it, they are more likely to stay engaged and make thoughtful choices.

5 USE AGE-APPROPRIATE AI TOOLS

Not all AI platforms are suitable for children. Choose tools designed for education or creativity, with clear safety policies. Review terms of use and privacy settings, and help children use them in age-appropriate ways. For example, some chatbot tools mimic conversation but should only be used with guidance and boundaries in place.

6 USE AI TOGETHER

Exploring AI tools together can help adults understand how they work and spot potential issues. Try co-writing a story with an AI writing assistant or experimenting with an AI art tool. This encourages curiosity, helps you stay informed about the latest AI tools, and allows you to reinforce safe and respectful use while modelling critical thinking.

7 SET BOUNDARIES FOR AI USE

Establish when, where, and how AI tools can be used, just as you would with any digital technology. For example, you might agree not to use AI tools to complete school assignments without permission, or to avoid unsupervised use of voice assistants. Consistent boundaries help manage overuse and misuse.

8 WATCH FOR OVERRELIANCE

Some AI tools, like homework help apps, may be tempting shortcuts. Encourage children to use AI to support their thinking, not replace it. Celebrate effort and process over perfect answers. Reinforce that mistakes are part of learning and that relying too heavily on AI can limit real understanding.

9 TEACH DIGITAL ETHICS AND LITERACY

Help children explore how AI works, where it might be biased, and why ethical thinking matters. Building digital literacy alongside ethical awareness ensures children engage with AI critically, not just conveniently. Help young people to understand that not all people use AI for legitimate purposes; some use it for malicious reasons. Encourage questions about fairness, representation, and who benefits from certain tools; talk about algorithms, echo chambers, and the impact of automation on daily life.

10 STAY CURIOUS AND INVOLVED

AI is developing rapidly, and staying informed helps you support the young people in your care. Follow trusted sources for updates and keep the conversation going. If a child brings up a new AI trend or tool, take the opportunity to learn about it together. Showing interest builds trust and strengthens digital resilience.

Meet Our Expert

Home to the world's largest CPD library for educators, The National College has transformed the way education establishments go about developing their workforces and managing compliance. Our three memberships help all phases and types of setting raise standards, save time, reduce risk, and build a culture of improvement.

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Ofsted
Good
Provider