



NEWSLETTER

FRIDAY 13TH FEBRUARY

ISSUE NO.20

EXCELLENCE IN EVERYTHING



EARLY YEARS

We've had such a lovely week down in Early Years. Thank you to everyone who attended our Valentines' Crafternoons, the children absolutely loved having the opportunity to make crafts with their grownups and celebrate Valentine's Day. We've also been exploring Lunar New Year this week - across the phase we have made lanterns, marbled dragon masks and read all about 'The Great Race'. In Maths, we have continued to explore doubles, evens and odds. Please keep practicing this at home over the break. Children in Reception have been given a library book to take home as well as a phonics book, please ensure they are returned to school on the first day back. Enjoy the break everyone!



KEY STAGE 1

We've had a busy week finishing off all of our units of learning. The Year 1s showed great work ethic as they retold the story of Hansel and Gretel, and completed their maths unit on addition and subtraction. Year 2 wrote up their instructions for Rapunzel and finished their maths unit on money, showing ownership and motivation throughout. Everyone has now made their clay tile, decorated using relief and impressions. In History, they showcased their knowledge of local heroes and wrote about the most inspirational local hero that they had learnt about. We hope you all have a lovely break. Please ensure reading books and PE kits are returned on the first day back. We will have PE on the Monday when we come back.



ATTENDANCE

Thank you to all parents and carers for your response to our recent focus week on attendance. Since then, attendance has been much healthier and we are steadily closing the gap between the Warren Farm picture and national attendance levels.

As we continue this positive momentum, it is important that we share a clear understanding of what *typical* attendance looks like. Having between 5–10 days off within a single term is not considered normal attendance and can have a significant impact on children's learning, confidence and sense of belonging in school. Where illness is the primary reason for repeated absence, we are keen to work in partnership with families. The school nurse service is available to support and can help explore any underlying issues or adjustments that may reduce ongoing illness-related absence. Thank you for your continued support as we work together to ensure every child is in school, learning and flourishing.

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



ROAD SAFETY

As we go into the half term, just a few reminders about road safety:

- Please park considerably and avoid stopping on zig-zag lines, double yellows, or across residents' driveways.
- Stay alert for children who may step out unexpectedly, especially those on bikes or scooters.
- Encourage your child to **"Stop, Look, Listen and Think"** before crossing the road.
- Children should use the zebra crossing wherever possible.
- Where possible children should always hold an adult's hand near traffic and, where possible, walk with a parent, carer, or older sibling.
- Bright clothing and reflective strips help drivers see children more easily, particularly on darker mornings and afternoons.
- If your child cycles or scooters to school, they should wear a properly fitted helmet. Have a safe and happy half term!



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SAFEGUARDING

This week's safeguarding focus is Online safety - this week we celebrated Safer Internet day and the theme for this year 'smart tech-safe choices'. This theme means exploring safer ways to use AI. There are a number of ways that children can protect themselves online; these include

- Setting passwords and always keeping them private
- Pay attention to age ratings - these are set for a reason
- Explain secure Wifi passwords
- Turn location settings off
- Insure that you have parental controls on all devices and are around when the children are using them.

Remind children to always tell an adult if they do not feel comfortable online.

INCLUSION

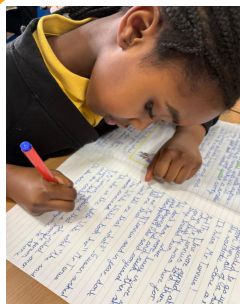
Children's Mental Health Week

This week we are thinking about the link between kindness and mental health. Kindness helps everyone feel connected, builds friendships, and makes our school community stronger. Research shows that being kind (or even seeing kindness) boosts our mood, reduces stress, and supports wellbeing — for both children and adults. Children's Mental Health Week is the perfect time to focus on small acts of kindness that can make a big difference. ❤️

The children have used their My Happy Mind sessions to think about Kindness and Gratitude and how it makes them feel either receiving or giving kindness.

CHILD OF THE WEEK

NAH	Tziah Bailey
RMH	Nevaeh Ali
RAY	Aria Findley
1CP	Aliyah Pearce
1/2DN	Benjamin Tuckett
2AB	Shuraim Ali
3AS	Aakifah Ishtiaq
3/4LM	Alexia Gavrila
4SM	Kyra Mason
5LM	Jack Shergold
5/6NW	Harley Bree
6BP	Sara Todorova



LOWER KEY STAGE 2

Our Valentine's Disco was a fantastic success, with great music, lots of dancing, and a wonderful atmosphere - a lovely way to end a great half term. It was also brilliant to see our Eco Warriors out in the local area this week, showing real community spirit as they worked together on a litter-picking project and made a positive difference to the environment. Across the school, the children have really impressed all of the members of staff by showing an excellent work ethic right up to the very end of the half term, demonstrating focus, resilience, and pride in their achievements. Have a lovely week off!

UPPER KEY STAGE 2

This week, children have been developing their artistic skills through block printing, carefully creating and repeating their own designs which have been inspired by William Morris. It has been wonderful to see their creativity and attention to detail coming through in their final pieces. As part of Internet Safety Week, pupils have been exploring the topic of chatbots, discussing whether they trust them, how they work and when it may (or may not) be appropriate to use them. These thoughtful conversations have helped children to think critically about technology and how to use it safely and responsibly. We hope you all enjoy a restful and well-deserved half term break.





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NAH
3
DAYS OFF

RMH
7
DAYS OFF

RAY
7
DAYS OFF

1CP
2
DAYS OFF



1/2DN
7
DAYS OFF

2AB
5
DAYS OFF

6NOV
DAYS OFF

3AS
7
DAYS OFF

3/4LM
11
DAYS OFF

4SM
8
DAYS OFF

5LM
7
DAYS OFF

5/6NV
No
DAYS OFF



6BP
7
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

FOSTERING A SENSE OF BELONGING

Helping children feel like they belong is vital for their emotional wellbeing, academic success, and overall development. A true sense of belonging reduces anxiety, builds confidence, and supports resilience. These ten tips are designed to help parents and educators create inclusive, caring environments where children feel accepted, safe, and valued.

1 USE EVERYDAY MOMENTS

Belonging is built in the small moments. Use daily routines such as meals, school drop-offs, or quiet time, to check in, offer praise, or listen. These interactions don't need to be lengthy to be meaningful. Consistent gestures of connection and warmth show children they are important, making them feel seen, appreciated, and truly part of the home or classroom community.

2 INVOLVE THEM IN RULE-MAKING

Inviting children to help create rules or routines gives them a sense of shared ownership and responsibility. When their voices are heard, they feel respected and included in the decision-making process. This empowers children, fosters cooperation, and reduces resistance. Whether at home or school, co-created expectations are more likely to be followed because they come from a place of mutual respect.

3 VALIDATE ALL EMOTIONS

Acknowledging a child's emotions, whether positive or challenging, helps them feel accepted as they are. Validating statements like "I can see that made you upset," or "That sounds really exciting," support emotional expression and connection. Children who feel emotionally safe are more likely to seek help, participate openly, and trust the adults around them – all of which contribute to a sense of belonging.

4 HIGHLIGHT HIDDEN STRENGTHS

Go beyond academic success or good behaviour and take time to recognise a child's less visible qualities, such as thoughtfulness, resilience, or humour. Noticing these strengths sends a powerful message that they are valued for who they are, not just for what they do. This boosts self-esteem and helps children feel accepted in a world that often focuses on external achievements.

5 SHOW CURIOSITY ABOUT CULTURE

Ask respectful, open questions about a child's cultural background, family customs, or celebrations. These conversations create opportunities for children to share what matters to them and to feel proud of their identity. Whether at home or in school, valuing cultural experiences helps all children feel that their heritage is respected, and that they belong in a diverse, inclusive environment where every voice counts.

6 BELONGING BUDDIES

Pairing children with a peer they might not typically choose can foster new connections and break down social barriers. Assigning short projects, games, or shared responsibilities gives them a reason to interact. Buddy systems help quieter or less confident children feel included and supported. Over time, these intentional connections can develop into meaningful friendships, strengthening the wider sense of community and inclusion.

7 AVOID LABELS AND COMPARISONS

Avoid labelling children by behaviour or comparing them to others, as this can damage self-esteem and foster exclusion. Statements like "Why can't you be more like..." may unintentionally make a child feel less worthy. Instead, focus on individual progress and strengths. Encouraging children to celebrate their own achievements, however small, helps them develop confidence and feel valued for being themselves.

8 MAKE TIME FOR ONE-TO-ONES

Spending regular one-to-one time with a child shows that they matter on an individual level. These moments can be as simple as reading a book together or chatting during a walk. Focused attention, free from distraction, builds trust and emotional connection. It lets the child know they are important and cared for, which is crucial for developing a strong sense of belonging.

9 REFLECT THEIR INTERESTS

Whether at home or in school, including children's interests in daily life reinforces their importance. Display their artwork, talk about their favourite books, or include their hobbies in family activities or lesson plans. Seeing their identity reflected in their environment tells children they belong. It shows that their passions, preferences, and contributions are valued and that they have a place in the group.

10 EMPHASISE 'WE' OVER 'THEY'

Use inclusive language that reinforces unity and shared identity. Phrases like "Let's figure it out together," or "We all help each other here," promote collective responsibility and connection. Avoiding divisive terms like "those children," or "that class" helps children feel part of a supportive group. Language shapes experience, and inclusive language fosters environments where every child feels safe, welcomed, and included.

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.



See full reference list on our website

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