ST. STEPHEN'S RC PRIMARY SCHOOL

Where the: 'Word of God, and the service and strength of St Stephen, guides our steps and leads us in learning.'























Inside this issue: World Book Day, Mobile Farm Visit, A 'Team Around the School, Sports News, Lego League, School Meal Tasting Sessions, Internet Safety, Parental Survey Response, Meet the Staff and much more......

PREAD TH

Welcome to our Spring edition of 'Spread the Word' where we take a look back at what has been a fabulous term of learning activity in our school. Despite the pandemic causing ongoing bouts of disruption, we have pressed ahead with our curriculum offer and the variety of learning has been really impressive. We have increased the amount of educational visits along with visitors to school and it is hoped that a full residential programme will resume from next term and into the next academic year. Organising residential visits has been particularly difficult as many providers ceased to operate as a result of the pandemic. Of the established and reputable ones remaining, costs have significantly increased and we must take this into account when putting trips out to parents. School always subsidises trips and visits but, as with everyone, we too are bearing the brunt of rising energy costs as well as increasing costs for resources. That said, we are determined to ensure all year groups at key stage 2 have their curriculum learning enhanced with residential experiences.

As you know , we were supposed to convert to academy status within the Bishop Bewick Catholic Education Trust at the start of April. Unfortunately this has been delayed due to legal complications associated with the unique way in which our school occupies and shares a building with St Bartholomew's Church of England Primary School. We have been assured that a resolution will be secured by June meaning that our conversion will go ahead in early July. In reality there is nothing to worry about regarding the education your child receives and there are no noticeable differences to the day to day life of the school.







I hope you enjoy taking a look back at all of the things we've been up to in school during this last

term. You will also see a bit of a roadmap at what we have planned for the summer term, which promises to be just as busy and exciting.

- Best wishes
- S. Fallon
- Headteacher





Last month, we celebrated World Book Day. This year, it was even more special as we celebrated the 25th anniversary of World Book Day! We really tried to make this a World Book Day to remember as we haven't been able to celebrate in our usual style over the last couple of years. Therefore, the staff considered this year's theme long and hard! Staff decided that this year's theme will be '**Performance Poetry**'. As with every year, there is a focus text that each class explores, and this year the chosen text was Robert McFarlane's 'The Lost Words: A Spell Book'.

The Lost Words poetry book is filled with outstanding artwork and a range of acrostic poems all around the theme of nature. The images themselves were enough to capture the imagination of all, however, the use of figurative language, description, and a range of poetic devices sparked creativity in both staff and pupils.

Staff pressed on mind mapping and sharing ideas, and before we knew it WORLD BOOK WEEK was born...

We started the week with an inspirational assembly, which really set the tone for the week! The assembly covered a range of performance techniques from body percussion, dramatic recitals as well a little bit of rap, too!

Mrs. Fagan lead the body percussion element of the assembly where she introduced Spike Milligan's 'Smiling is Infectious'...and it was! The children recited the poem, adding body percussion and movements to enhance the already amazing recital! The children clapped, stamped, and clicked their way through a whole school performance.

To add to further inspiration, our very own Mr Fallon recited a range of poetry from HOT DOG (a firm favourite of the children) to Spancil Hill, an

adapted Irish song, which shared stories of the Irish people leaving behind family and friends, but also longing for home and a more hopeful future. Mr. Fallon gave the children a demonstration that even without percussion, music, or fuss, poetry recital can be extremely effective. He let the language do the talking and it truly captured the pupils' attention and imagination.

Now...the assembly was just hotting up and the children thought it couldn't get any better...until DJ Snazzy, performance poet extraordinaire burst onto the stage performing her own rendition of Julia Donaldson's 'The Gruffalo'. Who knew that the Gruffalo could be performed to Jackson 5 music!? It was a live performance, packed full of energy (good job she had her Weetabix that morning!) but most importantly, she demonstrated another aspect of performance poetry.

This gave our children further food for thought and it inspired them to write their own fantastic poems!

By the end of the week, each class worked collaboratively to compose and perform a class poem. The children took real ownership of this and chose the theme, style, and even the way in which their poem was performed.





To bring our World Book Week to a close, we celebrated by gathering as a whole school to share our poetry performances. The children embodied the St. Stephen's way throughout each performance, as they demonstrated confidence, determination, respect and most importantly, enjoyment throughout the assembly. Not only that, but our children also delighted in teaching their peers (and staff!) new vocabulary! It really was a joy to watch!

Alongside the poetry workshops, the children also set to work on their class art project. Each class picked an illustration to focus on and worked on recreating their own versions of each chosen illustration. What the children produced really was next-level artwork, and we were so proud of their work we have now dedicated an entire space in our school corridor to display this beautiful artwork.

And, of course we had our usual shared reading activities going on as well! However, this year was a little different...we opened up several reading cafes where children could grab a warm hot chocolate, tasty biscuit and share a book with their reading buddies. The excitement was quite electric as the children queued for their treats. It was lovely to see the children sharing their favourite book with their younger and older buddies, talking about





their experiences throughout the day and just having fun together - which is what it is all about!

This week was not just about celebrating poetry and artwork but celebrating the talented pupils of St. Stephen's. It opened our children's eyes to a wider range of poetry and allowed them to step inside the shoes of famous poets and become one themselves.

As always, the children made the staff extremely proud of their hard work and wonderful performances, they knocked Mr. Fallon's socks off! If you still have not yet watched your child's class performance or the world book day video, I urge you to visit our school website and take a closer look! I'm sure you will be as impressed.

Now....what will next year bring?!

https://www.ststephensprimaryschool.co.uk/world-book-day-2022/

World Book Day.....what the children got up to.....





















A Mobile Farm visit to St. Stephen's







This term the children enjoyed a visit from a mobile farm! The animals that visited were sheep, goats, rabbits, and guinea pigs!

Early Years enjoyed stroking and brushing Peggy-Sue (Sheep) and Fudge (Goat), they also got to feel pure wool from Peggy-Sue's fleece. They learnt that wool is then used to make hats and clothing. The children were amazed that wool from Peggy-Sue could be used for their favourite hats! The children also had the privilege of walking and feeding Fudge, they were excellent at holding their hands flat whilst giggling as they all described Fudge as tickly!

The children were fantastic at following the rules which were: no shouting, no running and gentle hands. Petting and feeding the smaller animals was a big hit with all year groups, the children were soft and gentle whilst stroking both rabbits and guinea pigs.

The older children also had the pleasure of petting, walking, and feeding some of the animals. Alongside learning about where meat comes from, and briefly touching on animals' reproductive system whilst looking and learning about different types of eggs (chicken and goose).

Overall, the day was a big hit for children all through school, all children were receptive toward the animals and thoroughly enjoyed the visit.







Hutchison's Catering Family Tasting Day

On Tuesday 29th March, the school kitchen stayed open past lunchtime for a very special event – our family tasting session. We have been long awaiting being able to put on this event since September when our school meal provider, Hutchison Catering, launched at St. Stephen's and St Bartholomew's. With restrictions lifting this term, this was finally possible. The family tasting session was a fantastic opportunity for parents and children to sample some of what is offered at St. Stephen's as well as speak to our chefs regarding the



menu and the nutritional benefits of school meals provided at St. Stephen's. We hope that the families who attended found it useful and for those who couldn't make it - keep your eye out for future events in the next academic year.

If your child doesn't already regularly have school meals, we encourage you to give it a try! The menu on offer is varied, provides a nutritionally balanced meal for your child and tastes delicious too! Don't just take our word for it though, here are some of the things that parents and children have been saying below. We are always really keen, as are Hutchison Catering, to seek parents' views on the school meal service in general and we would be grateful if you could complete the form via the link below to provide feedback. This will be used to make further improvements to the service. Remember you can 'compliment the chef' via your Appetite account too!

School Meal Feedback link: https://forms.office.com/r/e5092SQVLg

If you have any queries about school meals, please don't hesitate to get in touch









What you said

"My son loves the new school meals and enjoys choosing on a Monday what he is having for the week."

"Mac and cheese is my favourite"

"I enjoyed the taste session. It was great to see what my child eats at school and ask the staff what they can provide for my daughter who starts in September and has a milk intolerance. The food was delicious and fresh."

"My child says the meal are so much better. She stays all the time for dinner now."

"I really like school dinner, the chicken curry is so nice and the cake and custard is lovely too"

"He never complains about choices now, sometimes they used to run out of some foods but that doesn't seem to happen now"



Following February half-term, Year 4 and Year 5 have enjoyed attending swimming lessons at Hadrian Leisure Centre in Wallsend.

SPORTS NEWS

The lessons were booked as part of a block booking pattern where the children attend for an hour each day for two weeks, instead of attending for one afternoon each week for a whole term. This pattern of lessons worked very well. The short time between each lesson allowed the children to build effectively on the previous day's learning and maximised their progress each day.

As you would expect, the children started off from a wide range of previous experience, ranging from nonswimmers to those who swim regularly. Despite this, I am pleased to say that the children showed determination, working hard with their lessons and it was great to see the progress that the children made across the fortnight.

It was particularly satisfying to the progress made by several children who had not been in a swimming pool before. These children who, at first, were quite afraid of the water showed real resilience and made astonishing progress in learning to swim, many managing some distance. Some of the Year 4 and 5 children even made it to Stage 8 of the Swimming Certificate. Both the school and their swimming instructors are rightly proud of them.



Girls Football

Our girls team competed in the Premier League UII tournament held at Cochrane Park and organised by Newcastle United Foundation. During the tournament, the girls performed brilliantly and won a good number of games, eventually reaching the semi-finals of the competition only to be narrowly defeated 1-0. Despite the defeat, the girls had a great morning in what was their first time playing together in difficult windy, conditions.

In the next tournament, the Northern Cross Cup, the girls, again, performed very well and enjoyed having the home advantage which really served them well,



Despite the squad being hit with injuries and having no substitutes, the girls were unaffected and they went on to win all their games (2-1, 2-1, 3-1 and 3-0). As a result, the team comfortably progressed to the next round. Another high point of the evening was the win against St Bernadette's......(Mr Fallon's wife works there!!!!)

Boys Football

The boys also returned to action playing in the Premier League UII Tournament held at Wallsend Boys Club. Although they performed reasonably well, two defeats meant that a semi-final spot was out of the question. However, they didn't have too long to dwell on this as the next round of the Bishop's Cup was just around the corner.

It was hoped that a home advantage might give the team the edge but it just wasn't to be. After coming up against stiff opposition, they played a goalless draw against St Teresa's in what was a really tight game with few opportunities falling to



either team. However, that was as good as it got as the next two games saw defeats to Star of the Sea (1-3) and St Mary's (0-1) The boys really shouldn't be too disheartened as their effort couldn't be faulted and on an evening which was always going to be difficult.

Looking ahead, football fixtures will continue into the summer term with both boys and girls teams playing in the Cremona Shield and the girls have the next round of the Northern Cross cup to look forward to. Venues, dates and times are to be confirmed.





North Tyneside Dance Festival

During the first half of the term, the children across most of the school had the opportunity to learn from a specialist dance instructor within their P.E. lessons. The children danced to a range of music which was selected for their age groups and abilities.

In addition to this provision, Year 5 got the chance to take part in the North Tyneside Dance Festival. This event was originally scheduled for the children to participate when they were in Year 3, but due to COVID, it was unfortunately cancelled.

Now, as you can imagine, when the children realised, they would finally get the opportunity to take part again, they were very excited. This was really evident in their lessons, with everyone really giving it their all. As a class, they decided to dance to their original choice of 'I'm still standing' by Elton John.





After lots of practise, the children were ready to show off their dance at Whitley Bay Playhouse. The event itself was a great experience for the children and they all mentioned how they were excited but also a little nervous about performing.

All the children performed brilliantly and adapted to their surroundings so well in order to produce a captivating performance for their small but enthusiastic audience. The children hopefully will be able to look back at this in years to come and remember that they got the chance to perform on stage.

Netball



As part of our school's extracurricular activity offer, children had the opportunity to learn and further develop their High Five / Netball skills. The sessions were run by one of our specialist P.E. providers from PEAK Sport, Mr Roberts, and focused around both skills development and also gameplay scenarios. This culminated in some of the children being selected to represent the school in a competition held at Blue Flames Leisure Centre.

The squad was made up of a mixture of both boys and girls, which were rotated, so that everyone participating would have a chance to play in all different positions and all have an equal amount of playing time.

In the first stage of the competition, the children performed well, managing to finish second in their group - their most impressive result, a 4-2 win over Stephenson Memorial - qualifying to the next round of the competition.

In the finals, the children again tried their best and displayed a high-level skill but didn't manage to progress further; however, they did leave having had a great time and developed a better understanding of the game.



Hockey at the Parks (IN2 Hockey Festival)

Within P.E. lessons, the children in Years 5 and 6 have been learning to play hockey. The lessons have included an opportunity for the children to develop their fluency in a range of passing and dribbling, while also further developing their knowledge of the game.

Following this, some children were selected to represent the school and further test their skills against other schools from North Tyneside at the Parks Leisure Centre.

The children performed admirably and competed to a good standard drawing two games but unfortunately losing three.

Regardless of the results, the children still had a great time and really enjoyed having the opportunity to showcase some of their learning in a competitive environment against other schools. As always, their behaviour and attitudes were first class and they were great ambassadors for our school.

BOXING CLUB

Over the last term, our key stage 2 children have had the opportunity to take part in a boxing club at lunchtimes. The main aim of the club is to encourage physical activity and fun in a controlled environment. The club has proved to be very popular and the children have made excellent progress in terms of their technique. Our coach, Steve Pape, has been so impressed at how far children have come in such a short space of time, so much so that he joined our last awards assembly to present medals to some of



the group who have performed consistently well from the start. Activity within the club is based around fitness drills, co-ordination exercises and, working in pairs, punching pads. There is no sparring or attempting to hit one another; it's all collaborative working. Because the club has been so successful, we will continue to run it in the summer term and allow our children to make even more progress with their boxing skills and fitness.













At the beginning of the spring term, a small group of talented and enthusiastic children from Years 5 and 6 worked tirelessly on a First Lego League project to showcase and compete against 28 other schools, held at the Village Hotel, North Tyneside.

The theme for this year's event was called 'Cargo Con-



nect' and was aimed at making deliveries more efficient. Within the project, the children had to make, then program a Lego robot to complete a number of tasks, in order to score points. The children used their previously taught knowledge of coding from their computing lessons, to program the robots. During this part of the competition, the children showed great resilience and creativity in order to find the most effective ways to complete the tasks quickly and accurately.

In addition to this element of the competition, the children were also required to come up with an idea or concept to improve how deliveries



are made. For this part of the competition, they planned, designed then made a pressure sensor for packages. Their idea was that when a package is placed on the sensor, it would press the sensor down and that would result in the device sending a message to the homeowner telling them that their package had arrived – very clever I'm sure you'll agree. On top of that, the children had to produce a presentation, which they then delivered to a number of professionals in a 'Dragon's Den' type style setup. Needless to say, the children again were exceptional, and the audience were very complementary of their idea and also the way they presented.

Although the children didn't win the competition, they did leave having produced something to be really proud of and with a greater knowledge and confidence in coding and presenting to an audience. Well done everyone.



The Great Fire of London Workshop



This term, the pupils in Year 2 have been exploring the Great Fire of London. They have learned about the source and cause of the fire, as well as factors that contributed to its widespread. They have had the opportunity to write historical and factual recounts of the events, from the perspective of both a child living in London, 1666, as well as Samuel Pepys – a famous diarist at the time of this life-changing event. Alongside this, the children read a range of fiction and non-fiction texts to develop their growing historical vocabulary, as well as enjoying learning gruesome facts about the Plague. Pupils worked collaboratively to create fact files

detailing living conditions, comparing the lives of children then and now and life after the fire, too.

As well as this, in Design Technology, pupils have had the opportunity to plan, design and construct their own Tudor houses and have recreated a model structure of Pudding Lane. The children began their journey by exploring different structures of houses and why houses were constructed in that way. This then gave the



children plenty of food for thought as they began to design and make their own Tudor house (which unfortunately would meet its doom in the coming weeks!)

To celebrate the children's work and draw

our topic to a close, we invited Mark Stutt, from Forested Forest Schools, to work with the children and to conclude our unit of work. He helped the children to recreate (on a much smaller scale) the great fire which broke out on Pudding Lane. Through a combination of role-playing and problem-solving, pupils worked in small groups and develop strategies to help save their burning buildings. Just like in 1666, the pupils had access to limited resources to aid the process. As well as this, the children safely experienced the sights, sounds, smells and felt the heat from a fire which, unfortunately, devoured their houses.

It was quite difficult to watch all of their hard work go up in flames, however, a tasty treat ultimately softened the blow! In the latter part of the workshop, pupils learned about fire safety and now have a good understanding of what to do and what not to do in a fire emergency. Once they have polished off their fire safety knowledge, it was time to enjoy a toasted marshmallow or sweet apple around the campfire.

The rain did not deter our wonderful year 2 pupils and a GREAT afternoon was had by all! This is an experience that not only embeds core learning about this significant event in history but also will live long in their memories (and not just because we burnt their houses!).



AGENTS FOR CHANGE

Our Agents for Change began their Spring term in office with a number of drop in surgeries, hosted by class representatives in our Reading Village. Children from each class were invited to come along to see the Agents for Change and make suggestions about how we could improve our school. Pupil voice is very important to us here at St. Stephen's and the children throughout school came up with some fantastic ideas regarding topics such a playground games, extracurricular activities, sustainability and wellbeing. Watch this space!

Following the devastating news about the situation of many families in Ukraine, children in our school community came together to collect donations to send to those most affected by the war. We were so proud of the whole school community and how much care, kindness and empathy the children demonstrated towards those in need. The Agents for Change were honoured to deliver the donations we had all made to the Polish Centre in Newcastle. The centre was acting as a designated drop off point for donations which would then be carefully delivered and shared out amongst those in need. A huge thank you to our Agents for Change for acting as community ambassadors.

As some of you may know, our school is currently working on a project with the NHS. This project aims to improve and highlight health and wellbeing amongst our school community and looks at the various ways in which we can improve our own health. The Agents for Change held a very important meeting with Mrs. Swaddle where they used their



pupil voice to contribute to discussions, answer questions and share ideas about upcoming initiatives regarding health and wellbeing in school. The children were very interested in the proposed initiatives and thoroughly enjoyed being able to speak to Mrs. Swaddle and share their ideas. They were very keen on the idea of getting their families involved in school life and we can't wait to see what this fantastic project has in store. You can read more about this project in the next article.

Meet the Staff

Mrs Foster (Teaching support in EYFS) Nickname: Vic Born: Newcastle RVI Family: My husband and my 4 year old daughter Education: Ba Hons Primary Teaching at The University of Nottingham Trent Favourite book: George's Marvelous Medicine Favourite film: Encanto Favourite holiday destination: Mexico Favourite subject at school: Art Proudest moment: Becoming a Mammy **Biggest inspiration:** My Mam If you weren't a teaching assistant, what would you be? I'm also a Children's Counsellor so probably that. What would you sing at Karaoke? We Don't Talk About Bruno McDonald's or Burger King? McDonalds Dog or Cat? Dog – I have a cavapoo puppy called Daisy – she's crazy! Newcastle or Sunderland? Newcastle What's the most daring thing you've done? Travelled around Japan on my own If you could have one super power, what would it be? Mindreading **Biggest fear?** Heights! Tell us a joke.... What does a cloud wear under its raincoat? Thunderwear

Mrs Malloy (Teaching support)

Nickname: Meatloaf Born: North Shields Family: Husband and Daughter **Education:** Northumbria University Favourite book: Harry Potter Favourite film: Sound of Music Favourite holiday destination: Spain Favourite subject at school: History Proudest moment: Becoming a mum **Biggest inspiration:** Ed Sheeran If you weren't a teaching assistant, what would you be? Social worker What would you sing at Karaoke? Dance monkey McDonald's or Burger King? McDonald's Dog or Cat? Dog Newcastle or Sunderland? Newcastle What's the most daring thing you've done? let skiing If you could have one super power, what would it be? To be able to go back in time. Biggest fear? Spiders Tell us a joke Why did two 4's skip dinner? ... Because they already 8!





St Stephen's:



Child Health and Wellbeing Network North East and North Cumbria

'A Team Around the School'

We are delighted to announce that St. Stephen's have been successful in receiving a significant sum of grant funding from the North East and North Cumbria Child Health and Wellbeing network .

Throughout the next year, starting in April 2022, we will be conducting a feasibility pilot case study, which seeks to introduce an Integrated Care Hub (ICH) approach to promote health and wellbeing outcomes the children and young people in the St. Stephen's community. The project aims to use interprofessional collaboration between the education, health and voluntary sectors as a mechanism for the delivery of healthcare support - so that the tools for health and wellbeing transformation are brought directly to the community. We want the model to be co-produced with our school community so that we can get the most out of the project to benefit the people whom it serves.

Who are the North East and North Cumbria Child Health and Wellbeing Network?:

The North East and North Cumbria Child Health and Wellbeing Network brings together people from all sectors across the region, such as health, education, local authorities and the voluntary and community sector, to work with children, young people and their families to make sure our work is more able to support

"In the North East and North Cumbria we believe all children and young people should be given the opportunity to flourish and reach their potential, and be advantaged by organisations working together."



them and have a positive impact.

The network has a membership of 1300 participants from across many different sectors and seeks to make a real difference to children's services

Since September 2021, St. Stephen's has been working closely with the North East and North Cumbria Child Health and Wellbeing Network, offering educational advice to colleagues across the region, working in education, health and voluntary sectors and supporting research projects linked to the NHS Long-Term Plan. These projects have included supporting the rollout of Beat Asthma (including Asthma Friendly Schools) and Beat Anaphylaxis, as well as advising on research studies, investigating the impact of epilepsy on children and young people's mental health and wellbeing.

The Cornish Model:

In May 2020, we were invited to hear about the Cornwall Integrated Care Hub – A model of good practice, where a secondary school converted an old caretaker's house to house healthcare professionals in school. It was a much-needed approach, given the difficulties that the rural Cornish community had in accessing healthcare – with many appointments for hospitals taking place in Bristol, nearly two and a half hours away. The healthcare hub allowed children and young people to access support, quickly and easily.

The integrated healthcare hub approach was rolled out to another three secondary schools in Cornwall with the project evaluation identifying that it had many benefits including: improved preparedness for school, improved attendance, enhanced achievement and attainment and increased children's desire to want to come to school.

While we learn to 'live with COVID-19', St. Stephen's wanted to promote the importance of holistic physical and mental wellbeing and sought support from external partners who could help us to deliver this project.

What is an Integrated Care Hub?

Mr Fallon and Mrs Swaddle created a project bid for funding from the network, which would help to bring practitioners from the education, health and voluntary sectors to work together, in the best interests for our children.

The North East and North Cumbria Child Health and Wellbeing Network announced that two schools were successful in their quest to receive project money from the Integrated Care Hub Workstream. One school was a secondary school in the North Cumbria region and St. Stephen's were delighted to find out that our grant had been successful to pilot the project for primary schools.

What does the project involve?

Firstly, we are seeking to co-produce a model with our key stakeholders (parents/carers and children), which seeks to identify their/your priorities for health and wellbeing.

We will be contacting parents with a survey, and ask for your honest responses so that we can best react to your needs.

While the surveys are anonymous, we would also like you to consider supporting us in post-research methodology e.g. focus groups, one to one interviews and through post-research surveys, so we can best identify a legacy project, once the initial feasibility study has completed.

We will be working with the children through Agents for Change, and have already started to gain information about how we can increase pupils activity levels and support them during difficult times. Pupils in Years I - 6 have also completed a pupil perception survey and are busy analysing the results from the survey, which asks for pupils' opinions of health and physical safety, friendships and confidence.

What did the bid include?

The bid sought to bring together a series of strategies, practitioners, and healthcare support to improve health and wellbeing of our children.

Within the plans, we referenced the latest NICE Guidelines for schools (2022) and the impact of cycling to improve fitness and a healthy lifestyle amongst our young people.

We also wanted to include a programme of wider support, which incorporated:

- The physical space of the school and the importance cycling as per NICE (2022) Guidelines for Schools approach
- Mental Health and Emotional Wellbeing
- North Tyneside Healthy Weight Alliance
- Oral Health and hygiene
- Nutritional Health and pattern changing behaviour
- Address the impact of food deserts through a Fakeaway Friday scheme and the installation of a market garden
- Support from local voluntary groups

The physical space

For many years, we have been aspiring to have a multi-purpose activity track installed on the school field. We have now secured the funding that would enable us to build a cycle track, should we receive appropriate permissions from the necessary bodies.

It is with this in mind, that our desire to promote wellbeing includes the provision

of regular cycling, scootering and running, during the school day. Physical activity would seek to promote inclusion for those who may not enjoy the typical 'school yard' activities of skipping or football. Activity on the track would also help to develop pupils' balance and coordination; away from the family home – and may also help those who are reluctant cyclists, or lack confidence within this area to succeed. Balance, coordination and agility are integral to overall physical health and wellbeing. As such, we have also requested funding for a 'trim trail', to encourage risk taking and upper limb strength.

Health Promotion - (an example) Oral Health:

Dental and gum disease can be easily prevented with a little information and by changing of a few habits. Research has shown poor oral health impacts overall health, nutrition, quality of life, a child's ability to eat, speak and communicate, along with their appearance and confidence. Onequarter of 5-year-olds have tooth decay, with an average of 3 or 4 teeth affected. Research has found that 26% of children had missed days from school because of pain and infection. In 2015-16, £50.5 million was spent on tooth extractions in children, with this being the number-one reason for hospital admissions of children. Health Education Eng

of our Children Training for health & social care professionals, teaching staff, nursery & school nurses, child minders, and health visitors.







NHS

Friday Fakeaways:



As part of the project, we would like to introduce a 'Friday Fakeaway' system for our families. We want to do this with a staggered approach, ensuring we can meet demand, while maintaining a sustainable offer, which can have a lasting legacy.

We hope that families will be educated and given the necessary tools to make a series of high-quality, low-cost meals for the family unit. We would aspire to have one 'fakeaway' meal for the family to cook, each week

Family Cookery:



Pattern-Changing:

[•]Dinner dynamics continue to evolve. A general trend towards less structured meal occasions has been recognised around the globe.

Changing family structures (fewer than 25% of households consist of a married couple with children) and the rise in single households are influencing consumption habits. Busy lifestyles, longer, more unpredictable working hours and a rise in the number of females in the workforce are also contributing factors. Traditionally, meals took place at set hours of the day, however now meals are dictated by work and leisure activities and must be more flexible. Eating habits are already far less rigid than they were twenty years ago and this will become more pronounced in the future as people eat what they like when they can, mixing and matching rather than conforming to traditional values.' The Changing Face of Global Eating Patterns Niamh O'Shaughnessy, MSc., Nutrition Marketing, Kerry

Canny Planners:

St Stephen's have forged close links with Newcastle University's Department of Architecture and Town Planning, who have worked closely alongside St. Stephen's on a project to raise awareness of 'hot food takeaways' and the dangers associated them.

Teresa Strachan, Lecturer in Urban Planning, facilitated the project, alongside students from the undergraduate BSc programme. Canny Planners is a venture which has been running for many years. It encourages young people to get involved in a discussion about local planning issues in their



area, enabling students to develop their skills of working with communities and also increases their awareness of higher education opportunities. "The children absolutely loved it! A real-life context was engaging for them and they were able to draw on what they know from their community to help them make decisions." (Primary school teacher)

Early Intervention:

To support the physical development of our pupils in Early Years and key stage 1, we have purchased 26 3-wheeled scooters and 20 two-wheeled scooters, alongside 33 balance bikes. Helmets ensure the pupils remain safe! While we await the permissions for the multi-use track, pupils can be active and use the balance bikes and scooters on the yard and in the Early Years setting. Our fabulous caretaker is also going to make storage facilities for us, during the Easter holidays!



Did you know we already have 15 bikes for Key Stage 2 pupils, which we use to help support Bikeability?







Sustainable Impact and long-term ideas:

Once the track has been installed, we would like to create an ecofriendly allotment, where pupils are able to grow their own vegetables and produce. We hope that the products of the children's labour could then be utilised in cookery – either via the school kitchen, or through nutritional cookery sessions.

What other information has St. Stephen's considered when bidding for the project?:

We want to work alongside health professionals and family support partners who have help answer the small problems that can quickly escalate to become big issues.

With this in mind, we have requested additional drop-in clinic support from:

General Practitioners, health-visitors, educational psychologist, clinical psychologist, family support partners, nutritionists and dieticians, special educational needs drop-in clinics, North Tyneside Active Partnerships and oral health – all to develop a holistic offer of support.

Once our parents/carers have submitted their responses, we will have further confirmation with our outside partners and will contact you in due course with regards to our offer of support.

What about the perceptions of the other people in Longbenton?

Within the project bid, we also utilised information which was readily available to us. Some of the information we used included the North Tyneside Council Annual Residents' Survey, which asked for views about the impact of finance on foods, rent/mortgages, childcare, holidays and energy bills.



13. Economy Longbenton Ward



In our annual Residents Survey - we ask:

Have you been affected by any of the following in the last 12 months?



In summary:

We ask parents/carers and our wider community to remember that our proposals will be coproduced with you.

Nothing is set in stone – and our project will very much depend upon the responses we receive from our families.

We have big ideas and want to make a difference to lifestyle, physical health and overall wellbeing of everyone

We hope that our project with the North East and North Cumbria Child Health and Wellbeing Network will have an impact no matter how big or small.





Child Health and Wellbeing Network North East and North Cumbria

Arts and Crafts

The start of Spring term welcomed a brand-new club for Years 3 and 4 – Arts and Crafts! At St. Stephen's, we value creativity and are keen to provide our children with a broad and balanced range of extra-curricular opportunities. During our first meeting, we discussed what art is and what determines something as a piece of art...We discussed that art was form expression – a way for us to share our thoughts, feelings, emotions, and interests. Art can be a painting, drawing, dancing, building, designing and much more!

Our Arts and Crafts club started with the theme 'Our World' which involved designing our own planet! The aim was that we would finally make our own planet made from paper



mache. During this planning process, we had to make lots of careful decisions such as the colour and shade of the base, what we wanted the texture to appear as, e.g. bumpy or smooth and any other additional features. This made us realise how important the planning process is when it comes to a big art project! We realised that designing the planets was the easiest part... next came the paper mache! We encountered some problems when doing our paper mache – it's key to make sure you do enough layers otherwise the paper remains too

thin and doesn't form a solid structure. There was fantastic efforts from all of the children and they showed some real resilience with their planets.

Some other arts and crafts activities we did over the weeks included tackling origami, sketching, using watercolours and using clay. As easter began to approach, we began to make our own easter decorations using clay. We had to carefully use sculpting tools to cut out the accurate shape of an easter egg before leaving it out to dry until the following week. We discussed the colours that would be most ap-



propriate for our eggs – we decided on pastel shades of blue, yellow, pink and green. We carefully painted an assortment of patterns onto our eggs before finally adding ribbons and turning them into a beautiful ornament for home.



Pupils in Year 5 and 6 took part in an informative and enjoyable safety workshop at 'SafetyWorks!' in Benwell, as part of our school's RHE curriculum. 'SafetyWorks!' is a multiagency interactive safety centre serving the community of Tyne and Wear. They were able to provide innovative and enjoyable learning experiences for our pupils; enabling them to participate safely in realistic situations. The experiences depict everyday hazards that our children may face and pro-

vide them with the knowledge and skills to prevent them from happening, or what to do if they do.







Pupils focused on different activities and rotated between each one in small groups. With St. John's Ambulance, pupils were taught about the recovery position and water safety, as well as how to dial 999; children showed great awareness when making emergency called linked with different scenarios and it was clear to see that children now feel more confident with next steps.

With St. Stephen's and our community being so close to the local metro lines it was important that pupils covered 'Safety on the Metro network' as well as the dangers of train platforms, rail tracks, escalators, and overhead lines.

Work with the Tyne and Wear Fire and Rescue Service focused on safety in the home including what do to if a fire occurs in the home and how to test fire alarms. Northumbria Police worked with pupils on assessing risk when crossing roads and what steps can be taken to stay safe. This was quite poignant given we have had two pupils involved in accidents this year whilst crossing roads. They actively encourage everybody to use the designated crossing patrols and areas (e.g. pelican and zebra crossings).

In addition to this, pupils also took part in workshops on internet safety as this is a growing area of risk. Although the internet is fantastic source of communication, information sharing and tool for learning, there are many risks associated with it unless you take steps to manage online activity in a responsible and safe way.

It is crucial that parents check on their children's internet activity, who their child is communicating with and the material they access. The next few pages explain a little more about this.



You will be aware the Internet hosts many exciting opportunities for education. The online world is a wonderful place for young people to explore, with unprecedented opportunities for learning and creativity, but just like the real world there are risks and dangers they should be aware of and which we should all act to protect them from. As a school we encourage the use of technology as an important part of our students' development but always want them to spend their time online safely. As a parent/carer you can play a significant part in ensuring this.

Top Tips for Parents:

- 1. Talk to your child, early and often
- 2. Explore online together
- 3. Know who your child is talking to online
- 4. Set rules and boundaries
- 5. Make sure content is age-appropriate
- 6. Use parental controls to filter, restrict, monitor and report content
- 7. Check they know how to use privacy settings and reporting tools

Checklist for parents

- \Rightarrow I have enabled parental controls on my child's devices
- \Rightarrow I have disabled in-app purchases
- \Rightarrow I have installed youtube kids
- \Rightarrow I know what games and websites my child accesses
- \Rightarrow My child plays age appropriate games
- ⇒ I know what social networking sites my child uses..... Most social media sites require users to be 13 years of age with Whatsapp requiring users to be 16—therefore , strictly speaking, our children should not be using Facebook, Sapchat, Tik-Tok, Twitch, Instagram etc
- \Rightarrow I know who my child talks to online
- \Rightarrow I use different/strong passwords
- \Rightarrow We have agreed family rules (eg online conduct, down time, contacts etc)
- \Rightarrow I know here to get support or how to report concerns
- \Rightarrow My child knows how to report concerns and where to get support

Useful Websites:

Childline www.childline.org.uk

Childnet www.childnet.com/parents-and-carers

CEOP (Child Exploitation & Online Protection Command)

Think U Know Parents www.thinkuknow.co.uk/parents/

Internet Matters www.internetmatters.org/

Net Aware www.net-aware.org.uk NSPCC www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety/

Why good attendance and punctuality matter...

Regular school attendance is an important part of giving children the best possible start in life. The aim should be to attend 100% of the time. Pupils who miss school frequently can fall behind with their work and do less well in exams. Research suggests that pupils who attend school regularly could also be at less risk of getting involved in antisocial behaviour or crime. In order to support us in managing attendance, we have secured the services of and Education Welfare Officer through Clennel Education. This means we can monitor attendance and provide timely feedback and notice to parents when their child's attendance is likely to affect his or her learning. It is also important to understand that our attendance figures are monitored by the local authority and also, when we join, the Bishop Bewick Catholic Education Trust. Put simply, schools have to demonstrate how they are tackling poor attendance. Equally, punctuality is very important. Our school day is very much based on routines and structure. For example, at the beginning of every school day, our youngest children have phonics and early reading lessons. If pupils are persistently late, they miss so much valuable learning which is hugely problematic. Recent analysis has shown that lateness, if it persists, equates to a lot of lost learning time. Our new signing in system is enabling us to monitor this very closely and the findings are quite startling. The tables below illustrate the significance and of how attendance and punctuality impacts on learning time.

Attendance during one school year	Equivalent Days	Equivalent Sessions	Equivalent Weeks	Equivalent Lessons Missed
95%	9 Days	18 Sessions	2 Weeks	54 Lessons
90%	19 Days	38 Sessions	4 Weeks	114 Lessons
85%	29 Days	58 Sessions	6 Weeks	174 Lessons
80%	38 Days	72 Sessions	8 Weeks	228 Lessons
75%	48 Days	96 Sessions	10 Weeks	288 Lessons
70%	57 Days	114 Sessions	11.5 Weeks	342 Lessons
65%	67 Days	134 Sessions	13.5 Weeks	402 Lessons

If a child arrives late to school every day, their learning begins to suffer. Below is a graph showing how being late to school every day over a school year adds up to lost learning time over one academic year.



So, the message is very clear, please ensure your child attends school and arrives on time. We understand that illness will impact on attendance from time to time and this can't be helped. However, the odd day of absence here and there and taking holiday during term time, soon mounts up to significant learning losses. Please keep this in mind.

Parental survey outcomes.

Many thanks to those of you who responded to our recent survey. We have taken on board the many comments, suggestions and feedback you offered and, where appropriate, we will action them. The resounding message was that parents and carers are happy with the quality of education their child receives and this is very encouraging for us. However, we are not, and never will be complacent about this as we strive to get better in all that we do. As I have said on many occasion, we are not perfect and would never claim to be so, but, we will always do our very best for our pupils.



1. My child is happy at this school

Our school is a happy place where relationships between pupils are generally very good. Children tell us they feel valued and well supported by staff and this makes for a happy environment.

2.My child feels safe in this school

We do all we can to ensure safety is paramount. Our response and 'back to school' plans following lockdown very much had children's emotional and mental wellbeing at the centre of our thinking.

3. The school makes sure pupils are well behaved

As above, whilst we are pleased that parents recognise we encourage pupils to behave well, we were somewhat baffled by two responses which did not shed any light on their views. We always encourage our pupils to behave well and have appropriate systems in place to support this. We give pupils opportunities to self-regulate and learn from mistakes.

4. My child has been bullied and the school dealt with it effectively.

Given the numbers involved, we are assuming that parents would have confidence in us dealing with incidents of bullying. Where respondents disagreed, we think the question has been misunderstood given that no allegations of bullying have been made by those people and their children have never complained. That said, we will not become complacent and maintain a high level of vigilance.



5. The school makes me aware of what my child will learn during the year.

Please see our extensive curriculum information on our school website.

6. When I have raised concerns with the school they have been dealt with.

Our aim is always to address concerns as and when they arise. Sometimes, parents may not agree with outcomes, particularly when matters are around attendance or behaviour but we make every endeavour to maintain consistency and fairness.

My child has SEND and the school gives them the support they need.

The school has two fully accredited SENDCOs and our approach in terms of securing necessary support and ensuring access to the curriculum is something we care deeply about. We will not, however, simply label a child with SEND at the request of parents as we follow a diagnostic process of evaluating and identifying needs.

8. The school has high expectations for my child

We are pleased that the vast majority of parents recognise that we have high expectations for all our children.

9. My child does well at this school.

Every day we see children playing, learning, achieving and growing. We always try to ensure there is a balance in terms of the opportunities we provide and that we don't over emphasise one aspect of learning over another.



10. The school lets me know how my child is doing

We have termly parents evenings and also parental workshops in areas such as phonics and maths. It is hoped that such events can become more frequent as Covid restrictions ease. We also have a very informative Twitter account which provides lovely insights into the school day. Our annual written reports also provide valuable information for parents.

11. There is a good range of subjects available for my child

Of the respondents who disagreed, they did not elaborate on why they disagreed with the subjects we offer. We follow the national curriculum and always seek to enhance this with enrichment activities.

12. My child can take part in clubs and activities at this school.

As above, we try to offer a wide range of additional clubs and activities. We have been very clear about why we are reluctant to have non-uniform days, particularly on world book day. (Please see the article in this magazine and you will see we did so much more to celebrate WBD than simply dressing up). Obviously we can't cater for everyone's particular wishes but we do our best.

13. The school supports my child's wider personal development

We are very proud of the 'St Stephen's Way' which underpins all we do in school in terms of our curriculum offer and enrichment activities. Of the small number who disagreed, they offered no explanation or further comment for us to consider.

14. I would recommend this school to another parent.

Thank you for this affirmation which only serves to motivate our team of staff to seek further ways to improve and expand our provision.

Looking ahead.....

It has been a very busy Spring term and we have much to be satisfied with. Our children continue to amaze us with how well they respond to the many learning activities they encounter. Our term ended with some wonderful Easter liturgies in which the children were excellent in terms of their reading, singing and reverence as we shared the Easter story together. Our celebrations culminated with Stations of The Cross which was a particularly moving service. Below are some images of our celebrations during the last week of term.















We now look to the term ahead. Our staff have been planning lots of activities and events which promise to make at another really eventful and busy term, which is just how we like it! Our aim is to try and restore provision to what it was pre-covid, in terms of visits, visitors to school and also our residential programme offer. However, this has not been easy as demand for residentials is very high and prices, since Covid hit, have increased massively. At the time of writing, we're still trying to get a residential visit for Year 5 arranged but it's proving to be difficult—watch this space. As you can see below, we're starting to get lots planned and this list will be added to as the term goes on and we build more activities into our programme. For example, our school and community project with North East and North Cumbria Child Health and Wellbeing Network will most certainly see lots of activities being added.

May	June	July
Singing Outreach – Year 3 and 4 4 th , 18 th and 25 th May	KS1 Phonics Screening w/c 6 th June	School Closed for Queen's Platinum Jubilee <i>Monday 4th July</i>
Year 3 Residential Visit to Middleton in Teasdale $3^{rd} - 4^{th} May$ KS2 SATs $9^{th} - 12^{th} May$	Sports Week (Whole School) including Sports day – full pro- gramme to follow but includes ground tour to St. James' Park (Year 5 and 6), NUFC workshops and inter house competitions in various sports across the week from $13^{th} - 17^{th}$ June	Musical Coffee Morning Wednesday 6 th July Year 4 visit to Bede's World <i>TBC</i> Year 1 visit to the Castle Keep
Girls Football at Westmoor 7-a-side (Cremona Shield) 25 th May First Holy Communions will take place across several weekends dur- ing May, Parents and children will liaise directly with the catechists at St Aidan's	Team Challenge adventures for Key Stage 2 - 21st –24th June. (problem solving, team building and outdoor learning) North Tyneside Songs for Schools Project 24^{th} June Careers Week (KS2) – when the world of work comes to St. Ste- phen's—Pupils will encounter differ- ent jobs with visitors to school and also visits out to different places of work. In the past we have visited Vets, car dealerships, Hotels, Hair Salons, Opticians, etc 27^{th} June – 1^{st} July Dogs Trust Workshop – Early Years and KS1 - 28^{th} June Year 4 Residential Visit to Middleton in Teasdale $28^{th} - 30^{th}$ June Big Sing for Mini Singers 29^{th} June	<i>TBC</i> High Borrans – Year 6 Residential Visit $8^{th} - 10^{th}$ July North Tyneside Primary Schools Leavers Mass 14^{th} July (pupils only) Year 6 Leavers Assembly 19^{th} July School closes for Summer 22^{nd} July

As mentioned earlier, we will add to the above lists as and when new opportunities and activities are identified.