



# St Paul's Church of England Combined School



Growing in strength, wisdom and faith  
School Values: Courage, Respect, Hope, Enjoyment, Community

Happy New Year!

Hope you had a great break!

## Welcome Back To Spring 1!

We are delighted to welcome you back to the first half of the Spring Term. We hope you enjoyed a wonderful couple of weeks off, filled with special moments and cherished memories over the festive season.

## Staff Training

Since the last newsletter the staff have had training on: Safeguarding, Prevent, Online Safety, Cyber Security, First Aid, Emotional Intelligence, Phonics, Developing Resilient Learners & Making Judgements in Reading, Writing & Maths.

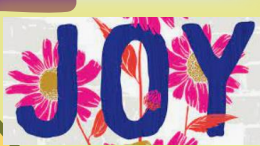
## Prayer

Dear God,  
Thank you for bringing us safely into 2025. We pray that our school community will be a place of enjoyment this term. We ask you to help us use our courage to learn. We pray that all members of the school community are strengthened to act with compassion and understanding as new challenges are overcome. Help us to care for each other.  
Amen

## British Values Focus

### Individual Liberty

Individual liberty means each of us having the freedom to make our own choices and do what we want – within reason. As long as we respect the other British values and the rights of others, then we are free to pursue our ambitions, and follow our own will.



## School Value

This half term our school value is enjoyment. We will focus on enjoyment in collective worship and in class.

# Enjoyment!

“This is the day that the Lord has made; let us rejoice and be glad in it!”

Psalm 118:24

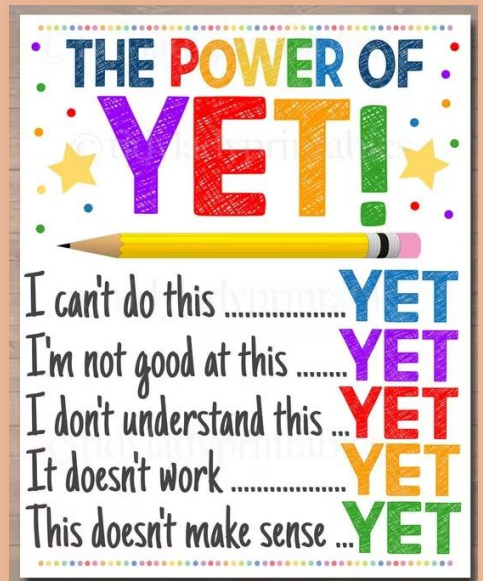
## The Power of Yet!

This is a powerful message for children. Learning is hard, it does make us think, we don't always understand first time.

Try some of this language with your children when they are finding things hard.

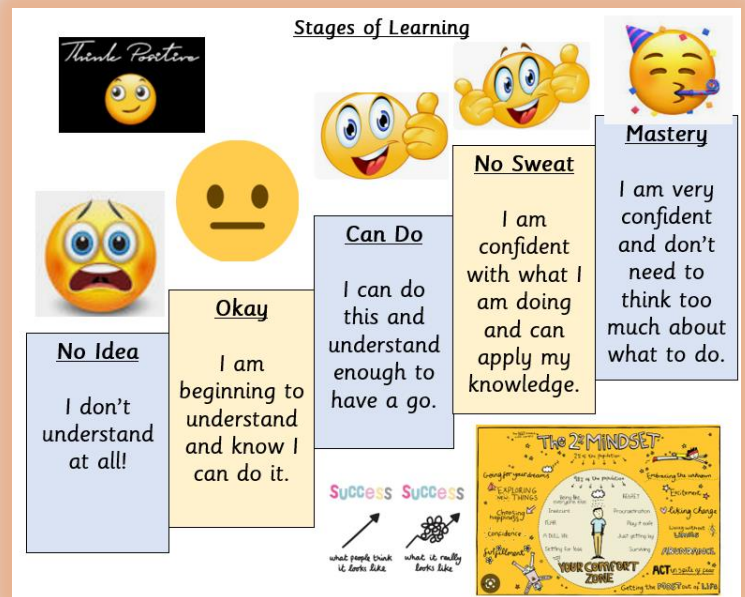
Take a look at this link to explain further:

<https://www.youtube.com/watch?v=J-swZaKN2lc>



## Growth Mindset – The Stages of Learning

There are 5 stages of learning that we all go through when we learn a new concept – it is ok to be at the 'no idea' stage and we need to encourage a positive attitude to learning and growth mindset to support children in reaching 'no sweat' and 'mastery'. In order to keep our learning current, we need to practise regularly so we don't go back a step.



## Growth Mindset

Having a positive growth mindset and attitude is a vital part of learning. Each half term we focus on developing specific learning skills which will help the children at St Paul's to be fantastic lifelong learners at secondary school and on into their careers.

Focus/es for this half term:

EYFS & KS1 Effective Learning Dinosaurs	KS2 Effective Learning Behaviours
Explorosaur	Enquiring Resourceful Positive Listening Well Supportive of Everyone Effective Communicators

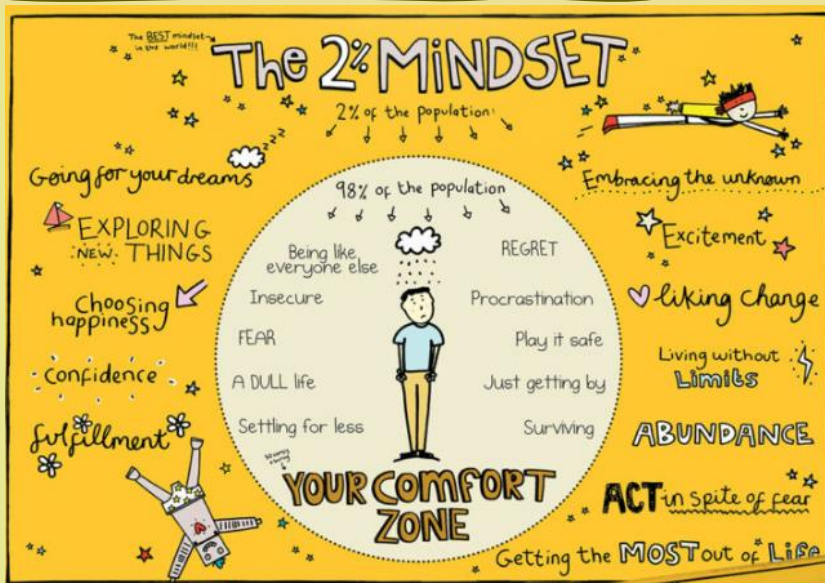
## Art of Brilliance!

After the success and hugely positive impact the Art of Brilliance training had on pupils, staff and parents, we are keen to ensure we continue to develop this over the coming year. We will be using videos and activities with the children throughout the term and look forward to sharing with you what we have learnt.

Some of the training we had last year talked about “2%ers”...

The “2%ers” stand out a mile. They are enthusiastic, optimistic, energetic, effervescent and possess a 'can-do' mentality. Research shows that they live longer, are more productive and raise the happiness levels of the people around them.

This term we will focus on being more of a “2%er”!



We also learnt about being the best learner we can and making sure we are ready to learn. We need to have the ‘5 Rs’ to be able to learn effectively. Each of the ‘5 Rs’ is equally important. We will continue to focus on being a ‘5 R’ learner in lessons this term.

### The 5 R's of Learning – Be the Best Learner You Can

<u>Receptive</u>	<u>Risk</u>	<u>Retain</u>	<u>Responsibility</u>	<u>Redefine</u>
I'm ready to learn, listening well & actively thinking.	I'm going to try all parts of the lesson even if I am not sure.	I'm going to focus and push myself to keep going & do my very best.	I'm going to see what else I can do to make my work even better – challenge & independence.	I want to learn more – I am going to share my learning & make the connections stronger.
				



## Art of Brilliance!

### Gratitude

'Every situation has more than one perspective. With practice, we can become skilled at automatically seeing things positively, rather than negatively.

Instead of falling into the trap of waiting for good things to happen, 2%ers have learnt to notice the good stuff that's already going on around us.

Another word for appreciating what you've got is 'gratitude'. Gratitude means 'not taking things for granted'.

### Find Your Floss

*My next-door neighbour is 5 years old. He's called Teddy, and I think we can all learn a thing or two from him about trajectory.*

*Walking down the garden path one day, I looked up to spy Teddy waving at me furiously from his bedroom window. Teddy is very excitable at the best of times, so that in itself is not unusual, but this time he looked particularly animated even for him.*

*As I got closer, I could see that he was desperate to show me something and I couldn't quite make out what it was. As I got closer still, Teddy exclaimed, 'Will! Look! Dental floss! I'VE GOT DENTAL FLOSS!!!' Yes folks; Teddy had evidently just discovered the weird and wonderful world of dental floss.*

*It made me chuckle as I wandered through my kitchen door, but just as I was about to open the fridge, I had what can be described as a 'lightbulb moment'. If Teddy can get excited about an invisible slither of dental floss, I'm pretty sure the rest of us can find something to get excited about, too.*

*Finding our 'floss' could be key to ensuring we start the day off on a positive footing and ensure our trajectory is heading in the right direction. Flossing, means we start the day winning.*

POSITIVE  
MENTAL  
gratitude

What's  
your floss?

# Resilience Role Models

## January



*"You can do anything you decide to do. You can act to change and control your life; and the procedure, the process is its own reward."*  
- AMELIA EARHART

**Resilience Role Model - January**

**Amelia Earhart**

*Appreciation Focused*

*Courage Enjoyment*



### Growth Mindset – Resilience Role Models – January

Amelia Earhart

Find out more here:

<https://stpaulshighwycombe.secure-primariesite.net/january-amelia-earhart/>

## February



*"Skating helps me feel free and forget about my problems, and I want to show others that you can do anything you want to. You just have to put your mind to it or do it differently."*  
Lily Rice.

**Resilience Role Model - February**

**Lily Rice**

*Self-motivated Adaptable*

*Courage Enjoyment*



### Growth Mindset – Resilience Role Models – February

Lily Rice

Find out more here:

<https://www.stpaulsschool.co.uk/february-lily-rice/>



# Ways to Support your child with SEND at school



If your child has a special educational need or disability, you may be wondering how to best support them whilst at St Paul's C of E School and beyond.

Children are considered to have Special Educational Needs and Disabilities (SEND) if they require additional support with their learning. For some children this can be for a short time, but others will require additional help throughout their schooling.

Many children will experience challenges at some point in their lives, including those with physical or learning disabilities, autism, social and emotional difficulties that affect learning or health conditions that result in missed school days or reduced capacity to attend. Most of these children will be included in mainstream schools, where they can learn alongside their peers with the support of school staff as needed.

Regardless of your child's age or circumstances, the following points are intended to serve as a starting point to help support them in reaching their full potential.

## **Build a partnership with the school**

The best outcomes for our children with SEND are achieved when parents/carers and teachers collaborate. It is valuable for teachers to know what your child excels at and enjoys, so they can focus on meeting both your child's needs and aspirations. Communicating with teachers also helps you learn about your child's friendships at school, allowing you to encourage those connections.

To start building a relationship with the school, your child's teacher is the best first point of contact. You can ask how your child is doing and whether there are any concerns. Even if no issues are raised, share your own observations and check whether your child behaves similarly at school. A casual chat after school, where possible, or a phone call at the end of the day can be a great way to begin. Focus on creating an informal exchange of thoughts and information.

Request meetings so the teacher and other staff can better understand your child and you can stay informed about their progress. You can also ask for other staff working with your child to join these discussions, such as the SENDCo. It may be helpful to let the headteacher know you appreciate the teacher's support by sending a brief email of thanks. This not only acknowledges good practice but helps establish a positive relationship with future teachers.

## **Know your child's strengths**

Most children have an interest or activity they enjoy and spend time developing. Recognise this as a strength that you can build on. Make sure your child's teachers are aware of this interest and ask if it can be incorporated into their schoolwork, especially home learning, where possible. For instance, a child with autism who loves trains can use this interest to practise maths, writing, spelling and more.



# Ways to Support your child with SEND at school



## **Emphasise that your child is an individual**

It's important that everyone in our school sees your child as an individual, rather than viewing them through the lens of a condition or need. While identifying a specific learning need, disability, or health condition can help highlight potential strengths and challenges, each child has their own unique qualities and difficulties.

If your child has been diagnosed with a particular need, you might find helpful resources from websites and parent support groups but remember these generalisations may only partially apply to your child. For example, a child on the autism spectrum may experience heightened anxiety in unfamiliar situations or when they don't know what to expect during the day. This understanding can help staff provide clear timetables and explain new activities. Children with Down's Syndrome often respond better to visual aids than verbal instructions, so knowing this can prompt staff to offer the right support. Students with ADHD who take medication may find it easier to focus in the morning but struggle later in the day.

However, assumptions about children can sometimes be inaccurate. You may need to challenge assumptions by sharing information about your child and engaging in ongoing conversations with school staff.

## **Ask for support from us**

Sometimes, parents/carers may hesitate to suggest that their child is experiencing difficulties, fearing it could stigmatise them or that asking for additional help might be seen as unnecessary. However, parents have the right to choose their child's school and schools strive to meet the needs of every child through high quality inclusive teaching and some additional support.

For some children, both parents and teachers may agree that extra support is needed to help the child make the best possible progress. This support typically includes dedicated HLTA/LSA time, along with input from specialists as needed. If you feel your child's educational needs aren't being fully addressed through regular classroom support, you can explore the need for a Pupil Passport with class teachers and/or the SENDCo and then further along, the possibility of applying for an Education, Health and Care Plan (EHCP).

## **Find family support for yourself and other family members**

Parents/carers of children who face challenges in learning or socialising at school often experience high levels of anxiety. Navigating policies and processes while striving to ensure your child receives the support they need can be stressful, exhausting and may take a toll over time. It's important to find moments in your day to relax and recharge. Additionally, consider asking a friend or family member to accompany you to meetings with the school or other professionals. They can help you remember important details and ensure you have the opportunity to express everything you want to say. Finding support groups for the families of children with SEND is also crucial as a way to share coping strategies, finding out about further ways to support your child and to share experiences.

## **Enjoy!**

All children place demands on their parents/carers, but this can be even more challenging when a child has special needs. A child's abilities can fluctuate throughout the day, so what they can manage in the morning might be different when they're feeling tired. It helps to view your child as always doing their best, even if they sometimes need more support than at other times. While all children can misbehave at times, children with special needs also need clear boundaries and expectations. By treating your child as though they are trying their best and focusing on how to help them, you can maintain a calm environment for both you and your child.

It's easy to become consumed with worries about your child and their future, but it's important to remember to have fun together. Children with special needs are first and foremost, children—they learn through play, outdoor activities, social interactions, family meals and all the other experiences you share with them. Supporting their schoolwork at home should be as relaxed and rewarding as possible for both of you and discuss with school if this gets too much. Keep in mind that everything you do with your child contributes to their learning and growth.

Our SENDCo is Mrs Robinson and she can be contacted through the school office email address.



# School Events



## Christmas Events

**Pantomime**



**Bourne End Lights**



**Nursery Nativity**



**Christmas Fair**



**Christmas Lunch**

**Parent Present Room**





# School Events



## Year 6 – Victorian Day

Year 6 students travelled back to the 19th century during their Victorian Day! Dressed in period costumes, they chanted times tables, practised handwriting on slate boards, and got hands-on making gingerbread cake and churning butter. The day also included a lively drill session, where Owls experienced Victorian-style physical education.

It was a memorable and fun-filled journey into history, bringing the past to life in an engaging and educational way!





# School Events



## Year 5 – Maya Day

Year 5 Firecrests had an incredible Maya day (some children had even created amazing headdresses to wear for the day)! They learnt how to make tortillas and salsa, created colourful and elaborate mosaic face masks and listened to Maya music.

A great day was had by all!





# School Events



## Year 4 – Pop Up Cards

This half term Finches have thoroughly enjoyed becoming designers. Each child has used their creativity and imagination to design, produce and evaluate their own pop-books during their DT lessons.

It has been wonderful to observe the children thoroughly engaged in their learning, plus actively demonstrating the school values as they supported and encouraged their peers during each step of the design process.

Well done Finches, we are ever so proud of your attitude to your learning.





# School Events



## Year 1 – Geography

In Geography, we learnt about our local area by creating an aerial map of Wooburn on the carpet.

Using maps, the children labelled roads, recreated buildings and identified landmarks





# School Events



## Football Teams – Girls Update

St Paul's vs Holy Trinity

What an exciting game to watch, St Paul's!! The final score was 3:1 to Holy Trinity however, what a wonderful achievement considering our girls had never played as a team. There was not a singular player of the match; all deserve individual recognition for their effort.

Holly - worked amazingly hard, standing her ground against a well-established team.

Alexa - fought to keep the goal deficit as low as possible.

Erin M - future goalkeeper in the making; took on the role when feeling unsure and performed like a true champion.

Erin L - considered the needs and feeling of the entire team, super role model.

Charlotte - pocket rocket extraordinaire; constantly disrupted the other team's attacking strategy.

Liberty - non-stop determination to be the best player she could be; super work ethic.



## Football Teams – Boys Update

The Year 6 boys have almost played all their league matches scheduled this year. They have achieved a mixture of results but ended with a well-deserved win against Juniper Hill at the end of the term. As always, their incredible teamwork and sportsmanship has shone through, and they have shown amazing resilience during the matches that maybe didn't end with the result that was hoped for. We are very proud of all the boys for their continued enthusiasm and dedication towards their St Paul's team but also for their excellent representation of the school when they play. We enjoy watching you pull together as a team, supporting each other and working tirelessly until the final whistle blows.

Year 5 have been showing some fantastic skill and teamwork in training and we are looking forward to watching them in their first cup match this term.

We would also like to thank all our parent volunteer coaches, Scott, Othman, Liz and Martyn, for all the time, effort and heart they have put into the boys' and girls' football teams so far this season. We are very grateful for the time you are giving up for the children and for making it possible for them to play for their school team.