



Ellingham CE Primary School Friday Flyer

01.05.26

Executive Head Teacher Update

I am delighted by the growing number of collaborative events taking place this term. These opportunities allow pupils from our small school to connect with the wider Pele community and benefit from a diverse range of shared experiences. The Boulmer RAF Base visit was well-enjoyed by all this week.

I always enjoy my time back in the classroom; this week I spent a lovely afternoon with our brilliant early years pupils. They are so engaging and great fun to be with!

ASK Psychology (used by all Pele schools) will be facilitating some parent workshops on different themes over the year ahead, at locations across the trust. The first session will be in summer 2 and will be hosted in 3 locations (Swansfield, Ponteland Primary and Heddon) for parents to access from any school.

The first session will be delivered by ASK's Occupational Therapists and will cover one of these issues:

- toileting (primary),
- eating and drinking (primary),
- sensory differences and sensory lifestyles (primary and secondary)
- sleep (primary and secondary)
- neuro-affirming play (primary and secondary)

Below is the link to a google form for you to indicate the session that would be of most interest:

<https://docs.google.com/forms/d/e/1FAIpQLSftGNhbfJangcJSTVtX4i4PIs3xPDFcDg-q9YZVn5y2BU5KQg/viewform?usp=publish-editor>

The results of this survey will determine the session to be delivered. Once the survey results are gathered they will advertise the parent session which has been chosen and the timings and location of the delivery.

Best wishes,

Diane Lakey



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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 SAFETY ON THE ROAD

Traffic-related incidents are a significant risk for young pedestrians and cyclists, so understanding road safety is crucial for children's wellbeing. While all road users share responsibility for keeping one another safe, this guide offers strategies for empowering young people to navigate the roads confidently and responsibly.

1 TAKE PRACTICE JOURNEYS

Making 'practice' journeys with children is a great way to help them stay safe, thereby modelling responsible behaviours and having road safety conversations as they prepare to travel independently. Add hazard perception activities like spotting electric vehicles – which may have a green number plate – and point out how quiet they are. Children learn by watching others; remind them that their peers might not always be the best role models.

2 BE BRIGHT, BE SEEN

Visibility is lower during darker winter days, and drivers need to take extra care to look out for pedestrians. Wearing bright and reflective clothing can help make children more visible to drivers near roads. In poor daylight conditions, encourage children to wear light, bright or fluorescent clothing. When it's dark, wear reflective clothing or materials such as a reflective armband or jacket.

3 EYES UP

Encourage children to look up and keep their eyes on the road. Teach them to constantly watch for traffic and practise double-checking the road before crossing – looking right, left and then right again.

4 LIMIT DISTRACTIONS

Where possible, devices like phones should be kept away from children while out and about near roads. If they're carrying devices, these should be put away until they've reached their destination. Children must also avoid playing with toys or being distracted by friends. If a friend wants to show them something funny on their phone, there'll be time for that once they've safely arrived.

5 SLOW DOWN

Discuss the importance of waiting instead of crossing immediately. It can be tricky to judge the speed of traffic and spot obstacles that could cause a trip or a fall. For safety, children must stop and think before they get to the kerb and should always walk – not run – when crossing the road. They should avoid crossing until they're certain they have plenty of time. Even if traffic seems a long way off, it could still be approaching very quickly.

6 STOP BEFORE THE KERB

Teach children to stop before reaching the kerb – not right at the edge of it. Halting before they get to the kerb allows them to see if anything's coming, whereas getting too close to traffic is dangerous. If there's no pavement, children should stand back from the road's edge but ensure they can still see approaching traffic.

7 CROSS SAFELY

Children should always find a safe spot to cross the road, prioritising zebra crossings or pelican crossings, footbridges and subways. Find a place where they can see traffic coming from both directions. Avoid crossing near junctions, bends in the road, or obstacles that block their view, instead moving to somewhere they can see and be seen. Remind them to use their eyes and ears together when checking the road, as sometimes they can hear traffic before they can see it. Looking and listening while crossing helps them quickly spot traffic, including cyclists and motorcyclists driving between other vehicles.

8 PARKED VEHICLES

Crossing between parked vehicles is very dangerous. Teach children to use extra caution if crossing in this way, and, ideally, avoid it altogether. They should use the outside edge of a vehicle as if it were the kerb, waiting and checking for traffic before moving. They should ensure vehicles aren't about to move, by looking for drivers in the vehicles and listening for engines running – but remember that electric vehicles may move off silently. They should always make sure there is a gap between any parked vehicles on the other side, so they can reach the pavement.

9 REVERSING VEHICLES

Children must never cross behind a reversing vehicle – it's extremely dangerous. Remind them to look for white reversing lights and listen out for warning sounds. Can they hear the engine sound or a radio playing inside the vehicle?

10 WAIT FOR THE BUS TO LEAVE

When getting off a bus, children must wait for it to leave before crossing so they can have a clear view of the road in both directions. This also allows them to see and be seen by other road users. Crossing near large vehicles is particularly dangerous and should be avoided.

Meet Our Expert

THINK! is a year-round national campaign that aims to encourage safe road behaviours – whether we're driving, cycling, horse riding or walking – with the aim of reducing the number of people killed and injured on the UK's roads each year. Find out more at: <https://www.think.gov.uk/education-resources/>



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Attendance

Class	Weekly attendance	Annual attendance
Splash	100	94.1
Space Base	100	95
Earth Works	100	89.2
Time Zone	95	92.2

Did you know? Each pupil has 175 non-school days a year to spend however they like. The table below shows the significant impact of absence over time.

Days of school add up to lost learning						
Days in school	190	186	180	175	171	170
Percentage attendance	100%	98%	95%	92%	90%	<90%
	Excellent	Excellent	Good	Caution	Cause for concern	Serious concern

Absence Procedures If your child is ill, please keep them at home until they are well enough to return to school. Please notify us by phone call or email before 9.15am if your child is to be absent, and continue to inform us on a daily basis if they continue to be ill.

We have a continual focus on attendance and punctuality and this is of the utmost importance in your child's education. Please remember that our school gate closes at 8.55am as this is when our lessons begin. Anyone arriving after this time is classed as late and will miss valuable learning opportunities which take place immediately after registration, such as phonics.

What are the risks of missing a day of school?

'Being in school is important to your child's achievement, wellbeing and wider development. Pupils with the highest attendance throughout their time in school gain the best GCSE results. The higher a pupil's attendance, the more they are likely to learn, and the better they are likely to perform in exams and formal assessments.' The Education Hub - Department for Education



Splash Class

The big excitement this week, was welcoming our tadpoles into the classroom. They are endlessly fascinating and we have been learning about the life cycle of a frog. We have continued to take our learning outside this week, using our polycrub and woodland, as well as our outdoor space. We have enjoyed lots of playdough for our hand and finger strength. We planted strawberry plants to grow some fruit and our apple trees are blooming well. In PE we have been enjoying our karate sessions, and learning multi skills with Callum, our PE coach. Lots of water play has been great fun and kept us cool in the sunshine.





Space Base Class

This week, Space Base made their own sandwiches by following the instructions they wrote in their English books. The children carefully followed each step to check whether their instructions were clear and effective. They were all successful in making their sandwich!

On Thursday, the children had a very special opportunity to visit the RAF base at Boulmer. They extended their knowledge of the history of flight while also taking part in team games and enjoying lots of fun activities.

In science, Space Base have been learning about living things. They explored their surroundings to identify things that are alive, dead, and things that have never been alive.





Key Stage Two Time Zone and Earth Works

In DT, we completed and evaluated our bags decorated with Mayan or Egyptian-inspired designs.



In Time Zone, we explored natural carbon stores and carbon capture technology. We created carbon dioxide by mixing lemon juice or vinegar with bicarbonate of soda and discussed how we might 'capture' the greenhouse gas that we had made.

In history, to launch our unit on Prehistoric Peoples, Earth Works took part in an oracy activity using our oracy Talk Tactic stem sentences to create mind maps of our ideas about life in prehistoric Britain. We then sequenced events to create a time line of the Stone, Bronze and Iron Ages.



In Earth Works' Science, we investigated the amount of sugar in breakfast cereals and discovered that there was rather more than we had thought! We also looked at what a 'portion' size was and found that our idea of a portion was more than twice the 30g suggested by the manufacturers.





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Dates for your Diary

Monday 4th May	May Bank Holiday -school is closed
Monday 11th - 14th May	KS2 SATs
Wednesday 20th May	KS2 visit to Newcastle City Mosque with Embleton
Thursday 4th June	KS2 Countryside Day
Wednesday 10th June	Time Zone visit to Life Science Centre Newcastle with Embleton
Friday 12th June	Earth Works to Edinburgh with Embleton
Tuesday 7th July	Sports Day (to be confirmed closer to the time)

Please remember, Breakfast club is available from 8.15am if anyone needs to drop off a child earlier. Please book in advance if possible. £2.50 includes cereal or toast.

Advance warning of Teacher Training days 2026-27:

Tuesday 1 September 2026

Friday 23 October 2026

Monday 2 November 2026

Monday 22 February 2027

Monday 28 June 2027

After School Clubs

Karate continues on a Monday **(This club will now continue until the summer holidays)**

Multi Sports with Callum on a Tuesday.

Art club continues on a Wednesday

Forest School continues on a Thursday

Fun Club on a Friday (if required - currently no takers)



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Stars of the week

Names:

Splash: Ted- for brilliant gardening.

Space Base: Camilla- for writing amazing sentences in her phonics.
Rupert and Otto- for brilliant gardening.

Earth Works: Rose- for improving her bar charts.

Time Zone: Serena- for writing a really engaging diary entry.



We are very pleased to tell you that Miss Morton has completed her apprenticeship, and is now a fully qualified Level 3 Teaching Assistant.