



Weekly Newsletter

Living to Learn, Learning to Live



REACH FOR THE STARS

05.09.25

KEY DATES

30.09.25 - Photograph Day

30.09.25 - Y5 Stay and Learn Sessions

15.10.25 - RSR Reading Meeting and Stay and Learn Session

16.10.25 - RGG Reading Meeting and Stay and Learn Session

W/C 20.10.25 - Y1, 2 and 6 Stay and Learn Sessions

23.10.25 - School Discos

24.10.25 3:15pm - Finish for half term

W/C 03.11.25 - Y3 and 4 Stay and Learn Sessions

Welcome back to Wellesbourne for the 2025-26 academic year!

We hope you had a lovely summer holidays. It has been wonderful to have the children back in school this week - they have settled really well into their new classes! We have had three new staff join the Wellesbourne team this week -

Miss Maguire has joined us to cover Mrs Gerrard's Maternity Leave in Year 4 and we have two new Teaching Assistants too - Miss Griffiths in Year 5 and Miss Smith in Year 6. They have really enjoyed their first week!

Our value for this half term is **RESPECT**. Children in Years 1-6 have spent time this week focusing on expectations, routines and working as a team. They have really hit the ground running!

As always, we are promoting the importance of **ATTENDANCE**. It is hugely important that your child is in school, on time, every day. Please ensure you only keep your child off school if it is absolutely necessary. This avoids your child missing important learning and fun experiences we have in school! Over the course of this half term and next, parents will be invited in to take part in our Stay and Learn sessions with their child. Class teachers will send out further information around this over the next few weeks.

Have a lovely weekend!

THIS WEEK IN PSHE

This week in our PSHE assembly we talked about how a new school year is a fresh start, setting goals and aiming high.

We came up with ideas that would help us to achieve our goals in the future, and how we can ensure we work hard to achieve our goals.

Please talk to your child about respect and ways to show respect in the family home and local environment to help further develop their thinking.

Effort



Cooperate



AIM HIGH DREAM BIG

Year One Phonics

This week in Phonics

Year 1 have made a super start this week, really impressing their teachers with their Phonics knowledge!

We have revised Phase 3 sounds:

'j': jam, jug, jar
'v': vet, van, visit
'w': wig, wet, well
'x': fox, box, mix

Can you read this sentence?

The vet mixed some jam in a jug to make the fox feel well.

Can you think of any other words containing these sounds?

ATTENDANCE is one of our school values

As a school we are striving to achieve at least 97% attendance each week. It has been a disappointing start to the year in terms of attendance, with us being nowhere near 97%!

OVERALL - 93.2%

Monday - 91.9%

Tuesday - 93.6%

Wednesday - 94.7%

Thursday - 93.4%

Friday - 92.0%

Attend

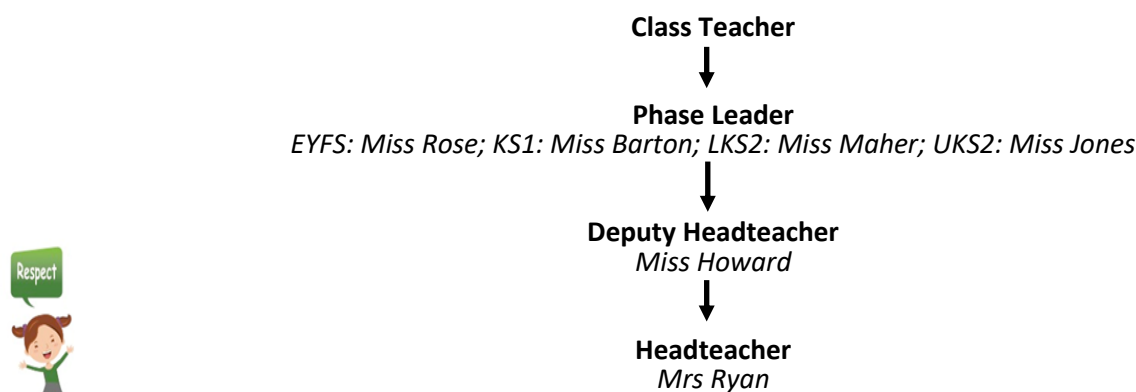


Well done to 1PP, 2EB, 4SM and 5LG who achieved over 97% attendance this week - what a great start! 1PP, 2EB and 5LG achieved the highest attendance, and so will receive Champions Breakfast next week.

Lines of Communication

In order to ensure parental queries are addressed promptly, we would like to clarify lines of communication at school.

If you have a query related to your child, in the first instance this should be communicated to your child's **class teacher**. The class teacher knows your child best and is the one who spends every day with them in class. If your query is not resolved, or you are concerned about the outcome, your query should then be taken to your child's **Phase Leader**. The next step after speaking to a Phase Leader is to speak to **Miss Howard (Deputy Headteacher)** followed by **Mrs Ryan (Headteacher)**. Please contact the School Office to make an appointment with a member of staff, ensuring this line of communication is followed.



We understand that there are instances where parents may wish to speak to other members of staff regarding other areas of school. Please contact the School Office who will be able to put parents into contact with the staff below.

Safeguarding/SEND – Mrs Willshire

Pastoral – Miss Moore/ Mrs Ellis

Attendance – Miss O'Donnell

Administration (registration forms/ medical notes/ dates/ absence/ dinner money) – Miss Toole & Mrs Segar

Thank you for your continued support!

Baby News!

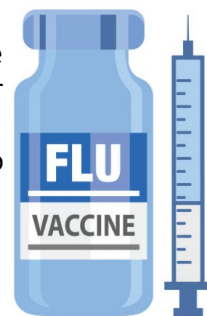
A huge congratulations to Mrs Gerrard and her family on the arrival of the gorgeous Millie!

Millie was born during the Summer Holidays weighing 7lb 3oz. Both mum and daughter are doing great! We can't wait to meet our newest Wellesbourne baby!



Flu Vaccine Consent

Please can parents complete the flu vaccine e-consent sent via Arbor by next Friday 12th September. There is also the option to decline the vaccine via this method.



Social Media Platforms



Please follow us on X (formerly Twitter)!



Reading Account - @WellesBooks
Nursery - @WellesbourneNur
Y1 - @WellesbourneYr1
Y3 - @WellesbourneYr3
Y5 - @WellesbourneYr5

Whole School Account - @WellesbourneSch
Reception - @WellesbourneRec
Y2 - @WellesYear2
Y4 - @WellesbourneYr4
Y6 - @Yr6Wellesbourne

We also have a Facebook Page, follow us at Wellesbourne Primary and Nursery School.

10 Top Tips for Parents and Educators

RECOGNISING & MANAGING STRESS

According to recent studies, over 60% of young people report feeling regularly overwhelmed – with stress impacting their learning, emotional wellbeing and social connections. If left unaddressed, stress can lead to more serious concerns such as anxiety, depression or disengagement. This guide offers ten practical, evidence-based strategies to help children and young people recognise, manage and recover from stress in healthy ways.

1 SPOT THE SUBTLE SIGNS



Look out for changes in mood, behaviour, or energy levels, such as irritability, withdrawal, clinginess, or frequent headaches. These may indicate that a child is feeling overwhelmed. By tuning into these cues early and offering a calm, non-judgemental space to talk, adults can help children feel heard and supported before issues escalate.

2 KEEP CONVERSATIONS FLOWING



Make time for open, informal check-ins – whether it's during car journeys, over dinner, or in quiet classroom moments. Let children know it's okay to talk about what's bothering them. Regular, low-pressure conversations create a safe space where emotions are validated, not dismissed.

3 MAKE MOVEMENT PART OF THE DAY



Physical activity can dramatically reduce stress hormones while improving mood and focus. Encourage movement through activities children genuinely enjoy – from team sports to dancing around the kitchen. Even light activity like stretching or walking the dog can help us all unwind.

4 SUPPORT HEALTHY SLEEP PATTERNS



Poor sleep makes stress harder to manage. Establish a calming evening routine that avoids screens before bedtime and promotes winding down, such as reading, listening to music, or chatting quietly. Good sleep hygiene helps reset mood, enhances concentration, and boosts emotional resilience.

5 PRACTISE MINDFULNESS



Mindfulness doesn't have to mean long periods of meditation. A few slow breaths before lessons or short family meditation sessions before bed can make a real difference. These simple habits help children ground themselves, reduce emotional reactivity, and build inner calm over time.

6 SET DIGITAL BOUNDARIES



Excessive screen time, especially before bed or on social media, is linked with higher stress levels. Set clear expectations for when and where devices can be used and suggest screen-free alternatives like crafts, nature walks, or board games to promote digital balance and reduce overstimulation.

7 NURTURE SOCIAL CONNECTIONS



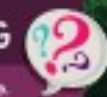
Strong relationships act as a buffer against stress. Whether it's a trusted adult, a sibling, or a good friend, ensure children have people around them they can talk to and spend quality time with. Help them build those bonds through shared activities and meaningful interaction.

8 PROGRESS OVER PERFECTION



Set realistic goals and praise effort, not just outcomes. When children feel pressured to be perfect, stress naturally follows. Celebrate small wins and help them reframe setbacks as learning opportunities. This helps build confidence and reduces the fear of failure.

9 TEACH EVERYDAY PROBLEM-SOLVING



Use real-life scenarios to build resilience. Encourage children to identify problems, consider possible solutions, and choose a plan of action. Practising these steps builds a sense of control and reduces the helplessness that often accompanies stress.

10 BE THE MODEL THEY NEED



Children notice how adults respond to challenges. Model healthy coping strategies such as taking breaks, asking for help, or calmly expressing frustration. By showing how you manage stress constructively, you help normalise these behaviours and encourage children to do the same.

Meet Our Expert

Anna Bateman is Director of Holzyon Education Ltd, Director for Wellbeing and Family Services at Leigh Trust, and lead expert for mental health at The National College. Anna specialises in strategic mental health solutions for schools, supporting educators and families to improve resilience, emotional literacy, and overall wellbeing for children across the UK.



#WakeUp
Wednesday

The
National
College