

# THE STRATFORD PRIMARY STANDARD



## DATES AND THINGS TO REMEMBER

- 9<sup>th</sup> June - Y1 phonics screening starts and Y3/4/5 assessments
- 11<sup>th</sup> June - Y6 Manor Adventure parent meeting
- 12<sup>th</sup> June - Y1 All Things Wild Visit and New Reception parents (2025) meeting
- 13<sup>th</sup> June - Celebration Assembly
- 17<sup>th</sup> June - 1<sup>st</sup> Stay & Play - Reception 2025
- 18<sup>th</sup> June - 2<sup>nd</sup> Stay & Play Reception 2025 & Y5/6 Play
- 19<sup>th</sup> June - Rail Live visit (selected children) Y5/6 Play
- 20<sup>th</sup> June - Celebration Assembly and Y4 Football visit
- 22<sup>nd</sup> June - FOSP Summer Fair
- 23<sup>rd</sup> June - Y2 Water Park Trip and Y3 Roman Workshop
- 24<sup>th</sup> June - Y5/6 Pentathlon event and Reception Topic Sharing
- 25<sup>th</sup> June - Y5/6 Track event
- 26<sup>th</sup> June - Y5/6 County Lines - Police visit
- 27<sup>th</sup> June - School closed - staff training day

## HOUSE POINTS

Arden – 953

Hall – 880

Shakespeare – 881

Hathaway – 1003    Congratulations Hathaway – this week's winners



## ATTENDANCE

**Over the year we have been reporting cumulative attendance from start of the academic year.  
For the summer term we will report Mon -Fri weekly attendance.**



**Reception = 87.2%↓**

**Year One = 97.3%↑**

**Year Two = 98%↑**

**Year Three = 95.3%↓**

**Year Four = 97.5%↑**

**Year Five = 96.5%↓**

**Year Six = 97.6%↓**

**Whole School = 97.1%↑**

Winners of the dragons  
for week 2<sup>nd</sup> to 6<sup>th</sup> June

The dragons go to....

Year 2 - 98%

Year 6 - 97.6%

Year 4 - 97.5%

## MESSAGE FROM THE DESK OF Mrs Humphriss

Oh what a week we had for the start of Summer 2 term. It was a very rainy week but it didn't stop everyone from getting outside especially our sporting teams in football and netball.

Our girls football team had great success in scoring for the first time against the team at Bidford! Our netball team won their game with a resounding 9 goals to 2! We are always so proud of the team spirit the children display. Thank you for giving up your time to represent our school.

Each year group began a new theme of learning; Reception are going under the ocean and children have been coming to see me all week with fabulous writing about The Rainbow Fish. Year One have gone back in time to the Land of Dinosaurs and some excellent home learning has started to brighten up the classroom. Year Two are at the seaside and began their Design & Technology project in designing beach huts. Meanwhile Year Three continue their study of Romans and have been exploring Roman myths. Year Four completed their statutory multiplication assessments this week and also studied geometric patterns through their study of Islamic art. Year Five immersed themselves in Greek culture this week by visiting El Greco in town and sampling a whole range of Greek food. The owners of the restaurant messaged me to say 'Your children are so lovely, polite and well-behaved.' Year Six have started rehearsing for their play 'Rock Bottom' along with Year Five. I have already heard some excellent characterisation so you are in for a treat parents! They have also been studying healthy lifestyles in design and technology and along with Year Five received a visit from our local health centre who delivered a very interactive workshop on how to keep healthy as your body matures.

The staff have also been learning - a number of us completed our paediatric first aid course ensuring that we have staff trained to respond to first aid and emergencies.

Coming up on Sunday 22<sup>nd</sup> June will be The Friends of Stratford Primary School summer fair. WE NEED YOU! Events like this cannot run without people volunteering some of their time to help. You can sign up through class dojo or in the school office. Even 30 minutes of your time setting up/running a stall or clearing up will be really appreciated. Our summer fair raises vital funds for your children and resources. THANK YOU

## SAFEGUARDING IS EVERYONES RESPONSIBILITY

### SELF CARE FOR PARENTS & CARERS

What is self-care and why is it important?

For many parents and carers, finding time for yourself can be a challenge as you juggle family and relationships with your home and work life. This can be especially true if you are supporting a child or young person with their mental health.

With the practicalities of day-to-day life, it can be easy to forget to look after your own wellbeing needs, as well as those of your children, which can lead to feelings of stress or being overwhelmed.

Factoring in regular time or activities for yourself will hopefully allow you to enjoy the good moments in life more and to find strength during difficult times.

The following advice about the importance of self-care has been created with the Centre's Parent Champions. Copy the link below and watch the youtube video. Give yourself permission for time for YOU!

<https://youtu.be/q5viyKoCikI>

## SEND NEWS

### What is neurodiversity?

Neurodiversity refers to the diversity of human minds meaning it is expected for brains to be different and unique. Our brain development is influenced by a range of genetic and environmental factors and while all brains have commonalities, they can also differ. Autism, attention deficit hyperactivity disorder (ADHD) and dyslexia are all examples of brain differences. Historically these differences have been viewed through a deficit lens, meaning we view these neurotypes as a problem and those individuals are considered less than because they do not fit into ideas of what it is to be 'typical.'

Keep reading below as we explain why we should celebrate diversity.



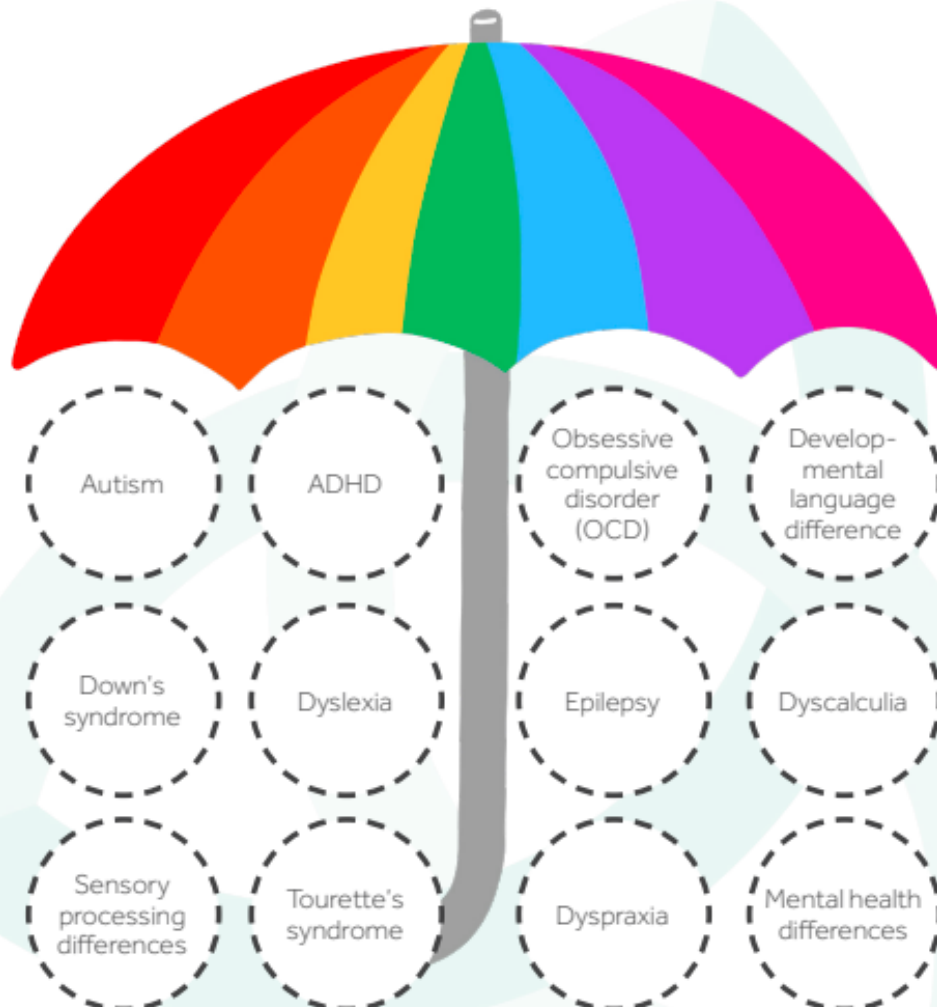
**DID YOU KNOW?**

Several individuals popularised neurodiversity in the 1990s, and it is often associated with autism but includes a much broader spectrum:

Jim Sinclair delivered a manifesto, *Don't mourn for us*, in 1993, stating that parents should not see autism as something to grieve. Rather autism is a unique way of being.<sup>3</sup>

Judy Singer first theorised neurodiversity in the 1990s and argues that it is a biological truism and that our brains have limitless variability.<sup>4</sup> She believes it exists alongside other intersections such as racialised identity, gender and sexuality.<sup>5</sup>

The neurodivergent umbrella is expansive. The list below is not exhaustive, rather it provides some examples of 'neurotypes'.<sup>6</sup>



<sup>6</sup> Some scholars such as Dr Nick Walker remind us to be cautious of categorising natural human differences. It can limit our creative human potential.

Neurodiversity offers us an opportunity to expand our thinking about development and to embrace the fact that we are all different, and in different ways. Once we begin to do this, only then can we change the landscape of inclusion.

'We have to stop assuming that every child is travelling down the same developmental pathway.'  
Kerry Murphy.

While special educational needs (SEN) predominantly focuses on how children are not at age related expectations and making the same pace of progress as their peers, neurodiversity enables us to consider those children whose development will include lifelong differences. To say a child is delayed or not meeting expectations when they are on a different developmental pathway could be potentially harmful to their wellbeing, identity and outcomes in the long run.

We live in a society that favours typical minds and non-disabled bodies and this is referred to as 'ableism.' Ableism actively harms disabled and neurodivergent individuals because they are frequently subjected to attitudes, behaviours, policies, language and practices that communicate they do not belong. Learning about this form of discrimination can create discomfort as well as upholding the idea that we all need to be the same to be accepted. Those who are neurodivergent or disabled are not problems to be fixed but they are individuals to be understood.

We all learn in different ways and react in different ways depending on the level of our communication. Expecting everyone to do the same or act the same is discrimination.

*The wording above is taken from Anna Freud's 'A guide to neurodiversity in the Early Years.' We will share this booklet with everyone because it has some great ways of supporting and celebrating.*

I like to think of the human race as like trees; we all grow at different rates and at different times. Some are smooth, some are spiky, some shed their leaves and reveal their inner self much earlier than others, some surround themselves in luscious green leaves and shine, some are small, some grow at alarming rates but together they form a forest of diversity and need and breathe together.

We are a school who celebrate all of our children regardless of their needs, skills, background or abilities and we expect everyone who is part of our family to do the same. We follow a one school rule of RESPECT and we teach the children to accept people for who they are. Sometimes children hit, swear, shout, push others out of the way, throw things. This is because they are on a different developmental pathway and struggle to communicate their feelings in the same way as a child who is described as 'neurotypical.' When a neurodivergent child is trying to manage all the demands of a neurotypical and ableist world, they can easily become overwhelmed and try to avoid or reduce the demands. This might be perceived as the child being defiant or badly behaved. Often it is an indicator that they are simply weighed down by the demands and they need us to offer emotional, environmental and social supports to reduce the burden. Punishments and sanctions do not work here as they in themselves become demands. Rather than condemning, we work with our neurodivergent children on strategies that help them to communicate their frustrations when people don't understand them. We also work with our neurotypical children to understand why someone might be shouting loudly or pushing furniture out of the way. Sometimes that person might just need space and if you stand in their way they will push you because they can't tell you through words. Help us by teaching your child about neurodiversity. If we learn to understand then society learns to work together.

THIS DOES NOT MEAN WE ACCEPT THAT BEHAVIOUR rather we work on understanding.



It is not ok to hit or hurt someone and we work with our children on how to deal with it on both sides. We investigate all incidents when we know about them. This is how a member of staff might deal with a scenario.

Here is a scenario.

John is frustrated. He is shouting and swearing and pushing furniture around. When he pushes the chair it knocks into Archie who starts to cry. The rest of the class are trying to get on with their work. The class teacher calmly asks the rest of the children to pick up their work and walk out of the classroom and go to sit in the hall and carry on. The teaching assistant checks on Archie and may give first aid if there is an obvious injury and reassures Archie that John was in the red zone and angry that people were not listening to him. When he is calm we will help John to apologise to Archie. The teaching assistant praises the rest of the class for remaining calm.

The class teacher has sent a message to a member of the senior leadership team. Meanwhile the teacher says the following to John.

'I can see you are angry right now (or a different emotion depending on the situation) and when you are ready I will be here to listen. I am going to stand over here so I know you are safe and will not speak until you want me to.'

A senior leader may at this point offer a change of face to the class teacher or go and sit with the teacher's class to carry on the lesson.

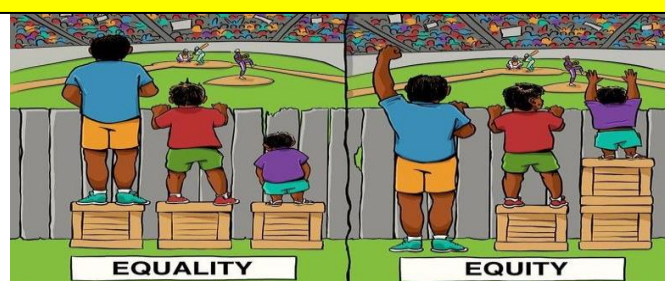
John may for a few minutes carry on screaming and shouting but gradually will become calmer when there are less sensory distractions such as noise. Patience is needed here.

The class teacher will judge when it is the right point to begin to talk to John. Every child is different. The teacher may start picking up the furniture and talking about John in the 3<sup>rd</sup> person e.g. 'I wonder if John will help me pick up 2 things, or I wonder if John needs me to listen to him now.' If he shouts at her, she will stop and calmly wait, giving space.

When John is calm the class teacher will talk through what happened and sometimes can see why John was angry. Another child for example could have taken his pencil or his book was not on the right page. The teacher will explain how Archie is feeling and ask what can we do to help Archie.

John may say 'I need to say sorry.' The teacher will then get Archie and ask if he is ready to go see John. She will explain to Archie that John wants to say sorry but don't say 'It is Ok because it is not ok that John hurt you. We don't accept violence. However, Archie, you might say 'thank you for saying sorry.' John might offer Archie a hug or say shall we play a game. It is Archie's choice at this point but we encourage this social connection.

The class return to their classroom. John may join in or go do another sensory activity.





**SUMMER  
FAIR**  
SUNDAY 22<sup>ND</sup> JUNE 2025  
11AM-2PM

**FREE ENTRY**

STRATFORD- UPON- AVON PRIMARY SCHOOL,  
BROAD STREET,  
STRATFORD-UPON-AVON. CV37 6HN  
We have some fun things lined up for you.....

MUSIC BY TEX OF THE  
TEXAN PEACOCKS

COFFEE AND FOOD  
STANDS

LICENCED BAR

FAIR FAVOURITES  
HOOK A DUCK  
SPLAT THE TEACHER  
TEDDY TOMBOLA  
BOTTLE BAG GRAB  
AND MANY MORE

SCAVENGER HUNT

FABULOUS RAFFLE

DONT FORGET TO ENTER OUR BAKING COMPETITION TO WIN SOME  
AMAZING PRIZES

FREE ENTRY  
CHILDREN TO BAKE CUPCAKES, BISCUITS OR TRAYBAKES  
ADULTS TO BAKE A CAKE OF CHOICE

JUDGING BY THE TOWN MAYOR AND CAKES TO BE SOLD AFTER  
JUDGING AT 11:45





## A round up of school life











PIC•COLLAGE

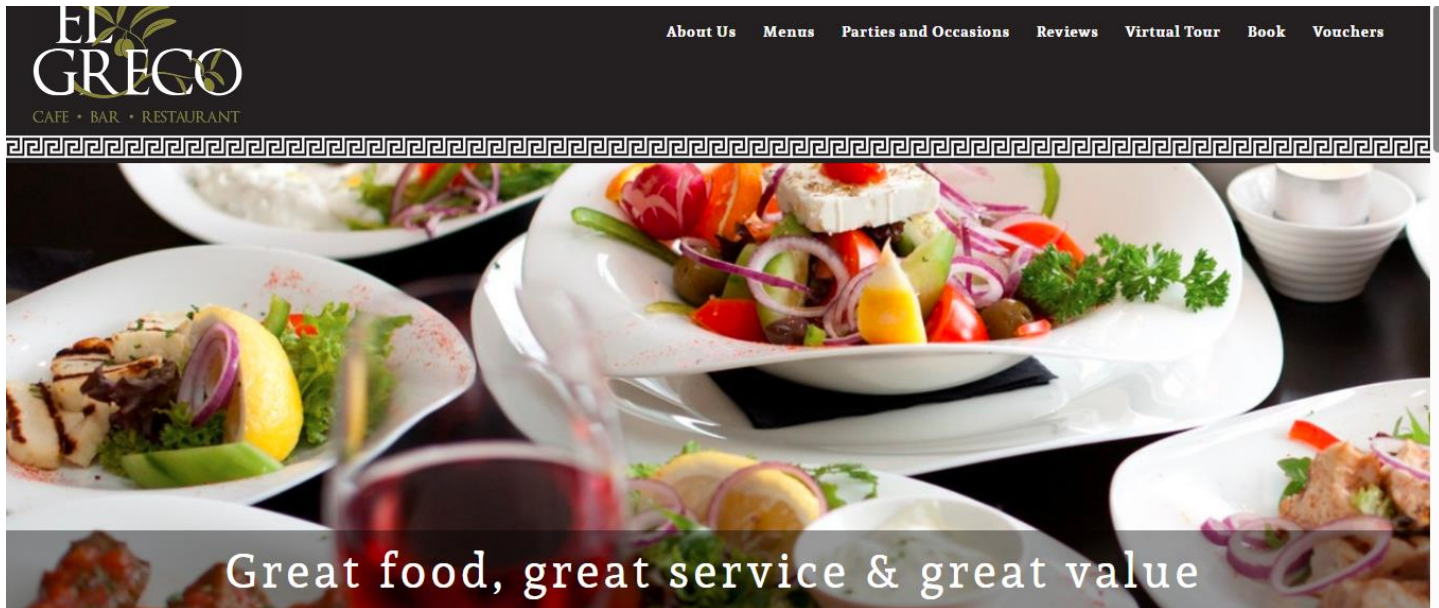




A huge thank you to FOSP - Friends of Stratford Primary for supporting Year 5 in being able to sample Greek food as part of their learning on Greece. Each year group has been gifted £200 to supplement the cost of wider learning experiences.

A big thank you to EL GRECO for hosting Year 5 and putting on such a feast. El Greco can be found at 27 Rother Street on the corner near Natwest bank.





# T-SHIRT DESIGN COMPETITION

DESIGN A T-SHIRT AROUND THE THEME OF  
**SUSTAINABILITY** FOR THE LAUNCH OF OUR  
ECO GYM MEMBERSHIP



PRIZE WINNER  
WILL HAVE ARTWORK  
FEATURED ON  
T-SHIRT AND 1  
MONTH FREE  
MEMBERSHIP

COMPETITION CLOSING  
THURSDAY 31st JULY 2025

## COMPETITION RULES

- OPEN TO ALL AGES
- INCLUDE YOUR NAME & EMAIL ON THE BACK
- SKETCH YOUR DESIGN ON A4 PAPER





Thank you to everyone who donated to The Royal British Legion for VE day. We raised just over £108 for our local Stratford branch.

Roger Bliss President of the Stratford branch came into school to collect the money and to meet with the children. Roger once attended our school and it is always a pleasure to have him visit.

Sara in Y6 presented the money to Roger.



THE ROYAL BRITISH  
LEGION

