

Term 1 Newsletter



Welcome back and a warm welcome to all our new children! We have had an incredible start to our first half term with so much happening from an African dance workshop, swimming lessons at the newly opened Cozenton park, newly appointed school representatives, to Anglo Saxon visitors! I am sure you have probably heard all about it.

We are very grateful for your generous contributions to both our Macmillan coffee morning and our Harvest festival. Our children participated at both of these events and were able to reflect on the lives of others less fortunate than themselves.

Attendance is a huge aspect of education and I am pleased to report that our attendance is currently 96.4%. Congratulations to you all! (Data shows that in 2019, primary school¹ children in Key Stage 2 who didn't achieve the expected standard in reading, writing and maths missed on average four more days per school year than those whose performance exceeded the expected standard.)

Today the children have been in charge! They have made the rules and have hopefully made lots of money as well, all while having a great time! I would like to thank the PTA for all their efforts and we look forward to their next event.

Next term is always busy in the run up to Christmas - please look at the key dates carefully as we have lots planned, including Parents consultations.

A final thought that links nicely with our new vision:

¹<https://educationhub.blog.gov.uk/category/primary-schools/>

Be kind to one another, tender hearted, forgiving each other, just as God also in Christ forgave you. -Ephesians 4:32

I hope you all have an enjoyable half term.

Mrs C Dixon

Head of School



1 - Our Strapline: 'Let all that you do, be done in love' Corinthians 16:14

Inspired by Jesus' example, the St Margaret's school community aims to serve one another in love. Our children are encouraged to 'go and do likewise'

Our Christian Vision:

We are called to serve all members of our community and do this by providing a nurturing environment, full of joy, where children receive an ambitious and inclusive curriculum. Our approach enables our community to thrive intellectually, spiritually, socially and culturally. Following the example of The Good Samaritan, we ensure that all members of our community are loved, able to flourish and make a positive contribution to society.

Biblical Inspiration for our Vision:

The Parable of the Good Samaritan Luke 10:25-37

We live and deliver our vision by:

- *Having strong Christian values through which we live out our vision*
- *Incorporating the teachings of Jesus and the message of the Good Samaritan into our educational approach*
- *Providing a safe and stimulating learning environment where all members of our community can flourish*
- *Ensuring that children's physical, social, mental and emotional well-being are at the centre of everything*
- *Ensuring that all adults are highly skilled and access high quality professional development*

- *Providing children with an ambitious, broad and balanced curriculum, which goes beyond the academic.*
- *Identifying those needing help (academically, physically and socially) and addressing these needs in the educational setting (Ensuring that we do not 'pass by on the other side')*
- *Providing safety net processes when things go wrong (just as the Samaritan promised reimbursement)*
- *Empowering our pupils to become active learners who can problem solve, question, think critically, take risks, learn from mistakes and lead their own learning*
- *Ensuring that every child flourishes and fulfils their own potential, with resilience and self-belief.*
- *Promoting our British values of: The rule of law, Individual liberty, Mutual respect, Tolerance and respect for those of both different faiths and none, and for all beliefs, through our curriculum*
- *Actively promoting opportunities for pupils to reflect on their faith and have opportunities to pray.*
- *Building strong links with our local church, our families and the wider community to maximise opportunities for collaboration through shared learning experiences*



2 - *The Samaritan showed his integrity in the love and **respect** he had for the injured man: when things are a challenge we too can be **resilient** and offer our love and support, especially for those different from ourselves. The Samaritan took **responsibility** and ensured that the injured man was cared for.*

The Parable of the Good Samaritan is the embodiment of our strapline: 'let all that you do, be done in love'. He did the right thing even when no-one was watching.

Our entire school community is committed to inspiring our children to take our vision and values and 'go and do likewise'.

Year Group Showcase



3 - Year 3 have settled into life in Junior School fantastically. We are so pleased at the resilience they have shown; they have worked so hard and are already embodying all of our school values. They have enjoyed reading their class novel 'Stig of the Dump' and completed some fantastic writing pieces linked to this. Year 3 have also made their own 'Bell Beaker Pots'! These look fantastic displayed in the corridor for all to see. Year 3 have worked so hard on their topic 'Through the Ages' and they have enjoyed learning all about the Stone Age!



Belves in stig
 Always heftgull
 Rchiekel
 Nauty
 Expert at using tools
 Young "10 years" old,



Skara Brae Name: Milla W
 old

Where? Orkney Islands, Scotland

The Bay of Skail 50 miles north
 gales dark stormy days
 1928 and 1930
 old

What? Wet and windy

best place to live
 Neolithic village
 in the Shetland Islands

lots of stones
 1000s of holes in them

storm in 1850 blew some of the sand and soil

Use the pictures and the information we've read to explain what you know about Skara Brae.







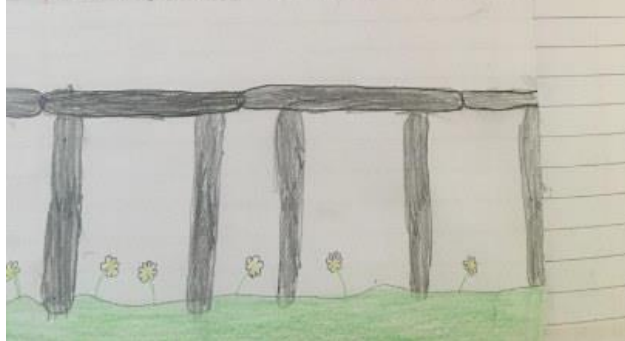



luck ✓ happy ✓ blood ✓

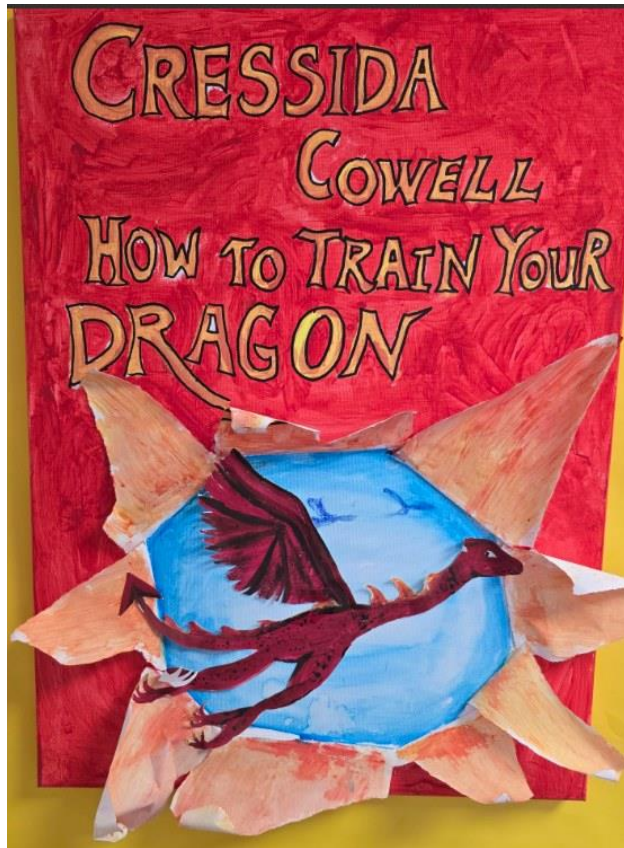
STONEHENGE

Introduction built on
Stonehenge is built on Salisbury plain
Wiltshire in the South of England. The
largest stone is sarsen stone which
is 4 miles the other one is bluestone
which is 150 miles from Stonehenge.

How was Stonehenge built?
First they built a big ditch with a ditch
and after that they put wood in the ditch
and after that they started to build.

A simple line drawing of the Stonehenge monument. It shows several vertical stones standing on a grassy field with small yellow flowers. The drawing is done in black ink on lined paper.





4 - The year 4 teachers and TAs have loved getting to know the children this term. They have made the transition from year 3 very well and we feel like we've known them forever already! We have packed a lot into these first seven weeks. The children have worked hard to show their understanding of place value and addition and subtraction and many have made good progress in learning all their times tables. In English, the children have practised their handwriting and spelling and we have learned some writing skills such as using coordinating conjunctions and how to organise our writing in paragraphs. We have been enjoying our book *How to Train your Dragon*.

We concluded our science topic all about food and the digestive system with a fun investigation involving vinegar, eggs and toothpaste to help us understand how to keep teeth healthy! The children have really embraced their history learning, looking at what happened in Britain after the Romans, and they have used their geography knowledge to study the Americas. In art, the children have explored the colour wheel and how to create colours by mixing watercolour paint, and in music, the year group has learned to sing and play along with *Mamma Mia* by Abba! Finally, swimming lessons have got off to a great start with Sapphire class at the new Cozenton pool, and the rest of the year group have been learning and practising gymnastic skills, devising and performing their own routines. What a great term!



Interconnected World

Tropic of Cancer
 - Lies 23° North of the equator in the Northern Hemisphere
 - Passes through countries such as:

- Mexico
- Egypt
- India

Tropic of Capricorn
 - Lies 23° South of the equator in the Southern Hemisphere
 - Passes through countries such as:

- Argentina
- Botswana
- Australia

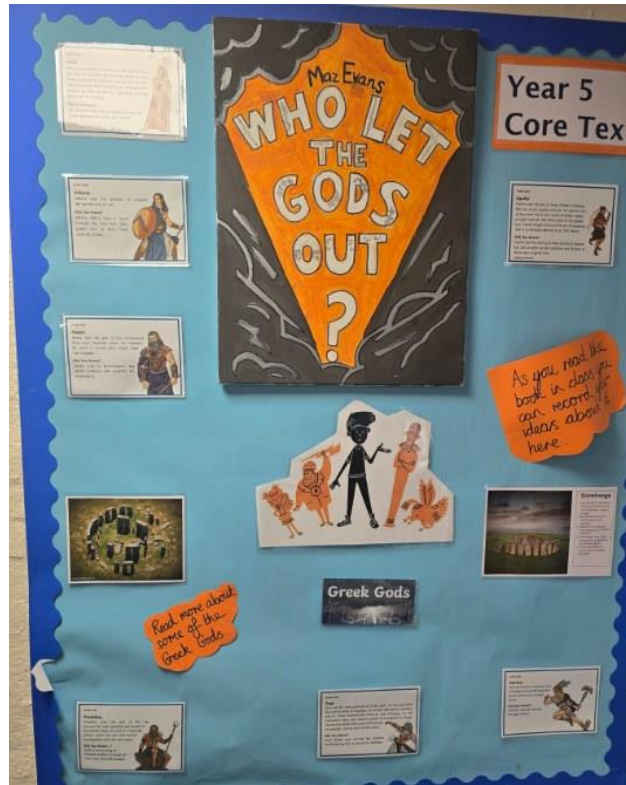


Dear Angles, I am and take
 I've written you to say and speak (also take)
 The reason for this is that the Northern Lakes
 the East are attacking us. Now, I have your help
 the East and are now helping in the North. We
 depend on you for peace, and your help in the
 North and South. We want to stop the Northern
 Lakes in the middle. I hope you'll bring us all
 as you know they will be able to handle
 and you will be able to find and make it
 will help them you way to be better. I will
 take no share in the Northern Lakes as you
 can have it. I'll take some of the factors
 I'm sorry we'll send you British goods, as you
 people
 From Vortigern

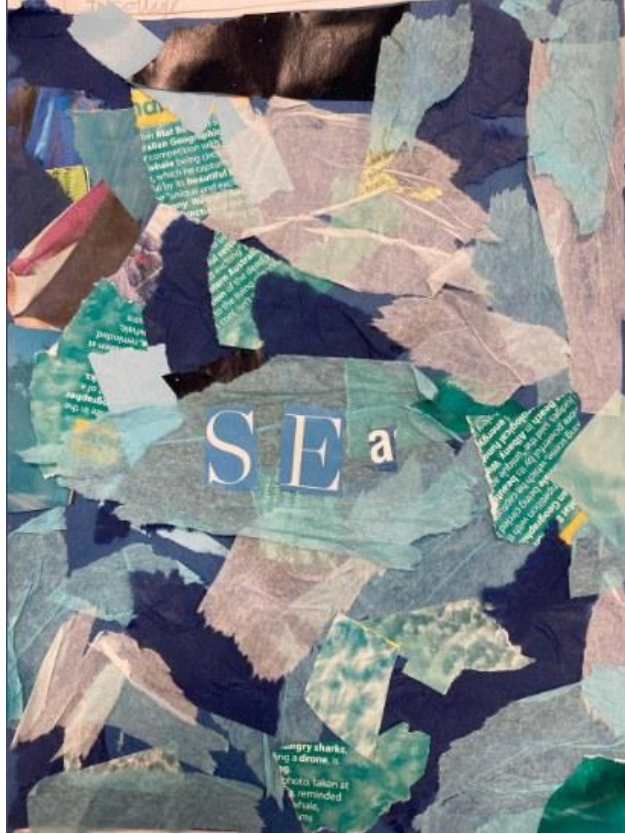
Forest
 in hide
 in get lost
 arms
 at
 Hu
 Bridge
 crossriver
 Roads
 travel e

Times Tables

X	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144



5 - Year 5 has had an amazing term of learning. We have investigated the lives of the Ancient Greek, learning about the different periods of time and how the civilisation changed due to new thinking and new resources. We went back in time during our Living Histories day and put ourselves in the shoes of the Greeks of the time. In English we have been developing our knowledge of grammar - with a key focus on nouns, subjects and verbs. This is giving us a great base for our writing next term. In reading we are exploring the text - *Who Let The Gods Out* by Maz Evans. It is a real rollercoaster of a story with key characters from Ancient Greek mythology. Just ask them about Mrs Porshely-Plum - what a character!! In Maths we have honed our place value skills and worked on addition and subtraction. We have been completing arithmetic sessions weekly and 99 club to keep building our basic skills. In Science we have been investigating the properties of materials including if they are soluble or not (see a picture below). Art has been really exciting as we have explored the use of different media such as paper collage and fabric crumb work. We have looked at some fantastic examples of abstract and pictorial mixed media work and have used them to create our own.



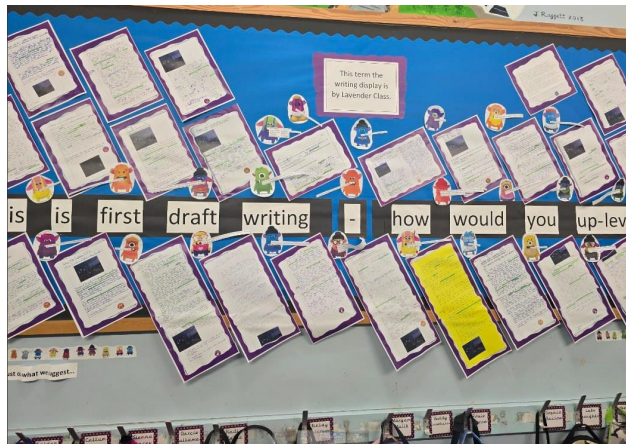




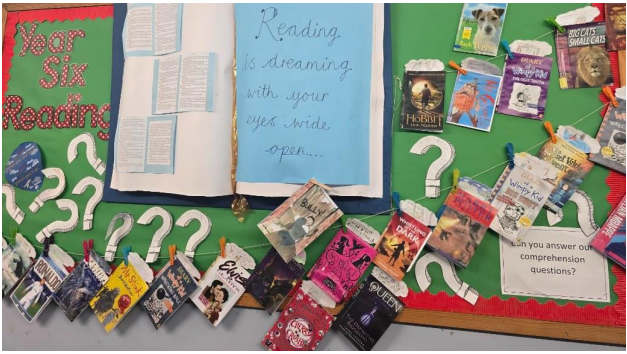
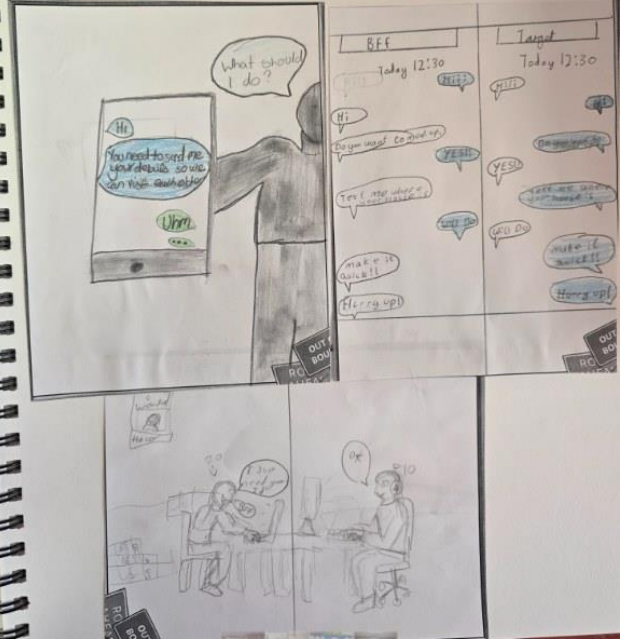


6 - This term, Year 6 have been learning about electricity in Science. The children enjoyed building their own circuits and designing their own investigations into the effect of adding or changing different components. As part of our Maafa topic, we have been learning about the history of Africa, including the slave trade and its eventual abolition. The children have approached this topic with mature attitudes and keen interest; they have studied influential black artists and their work and created their own artwork with a social, cultural or personal meaning.

In English lessons, children have written diary entries, setting descriptions and narratives including dialogue, working on including the key features and appropriate grammatical skills. They have thoroughly enjoyed the video stimuli we have used for these pieces, and it's been lovely to see their excitement about these tasks. What a great start, Year 6!



LQ: Can I assess and manage risks in different situations?





Key Dates for Term 2

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Monday 28th October

Inset Day No children in school

Tuesday 29th October

Start of Term 2 Children return to school

Tuesday 29th and 30th October - 3:30 - 6:15pm

Parents Evening

Monday 4th November

Year 5 start Music Outreach (in school)

Monday 11th November

Year 4 Trip to Kent Life

Tuesday 12th November

Mini Youth Games Basketball

Wednesday 13th November

Flu Immunisations

Tuesday 19th November

Year 6 Height and Weight

Monday 25th November

Year 5 Visit to Rochester Cathedral

Tuesday 26th November

Mini Youth Games Badminton

Monday 2nd December

Turquoise Class to start Swimming

Thursday 5th December

Choir to Rochester Cathedral

Monday 9th and 10th December

Christmas Gifts in Room 4

Thursday 12th December

Christmas Pantomime for all year groups (In school)

Tuesday 17th December

Carol Concert for Choir

Wednesday 18th December

Christmas Party for all year groups (In school)

Non Uniform Day

Friday 20th December

End of Term 2

Governors' survey to invite current parent's views on the school: analysis of the responses.

ANALYSIS BY STATEMENTS.		
1	My child feels safe at this school.	117 parents agreed (or strongly agreed) with this. Thus, 100% of parents who completed the questionnaire said that their child(ren) felt safe in school.
2	My child is making good progress at this school.	98% agreed (or strongly agreed). Less than 2% disagreed.
3	This school meets my child's particular needs.	98% agreed (or strongly agreed). 2 disagreed.
4	This school ensures my child is well looked after.	100% agreed (or strongly agreed).
5	My child is taught well at this school.	100% agreed (or strongly agreed).
6	This school helps my child to develop skills in communication, reading, writing and mathematics.	99% agreed (or strongly agreed). Just 1 disagreed.
7	The school teaches Christian values that promote moral social and spiritual development.	98% agreed (or strongly agreed). Just 1 disagreed and 1 other did not reply.
8	The school has high expectations of behaviour which reflects its Christian values.	97% agreed (or strongly agreed). Just 2 disagreed and 1 other did not reply.
9	My child's lessons are not disrupted by bad behaviour.	85% agreed (or strongly agreed). 17 disagreed, which is 15%.

7 - Thank you to everyone who completed and submitted one of our questionnaires during the recent contact evenings in school. As before, they comprised 16 statements, covering a variety of topics, with which parents were asked to agree or disagree. Comments were invited in the final box.

117 completed questionnaires were analysed, which meant an overall response rate of 36%. For analytical purposes, 1 respondent = 0.85%

10	This school deals with any cases of bullying effectively. (Including persistent name-calling, cyber, racist and homophobic bullying).	91% agreed (or strongly agreed). 5 disagreed, with just 1 no reply. (Four actually wrote that they had no experience of bullying to use).
11	This school helps me to support my child's learning.	97% agreed (or strongly agreed), 2 disagreed and 1 other did not reply.
12	This school responds well to my concerns.	91% agreed (or strongly agreed). 8 disagreed and 3 did not reply.
13	The school keeps me well informed by various means.	86% agreed (or strongly agreed). 16 disagreed.
14	I would recommend the school to another parent.	95% agreed (or strongly agreed). 3 disagreed.
15	There is a good range of subjects available at this school.	97% agreed (or strongly agreed). 2 disagreed and 1 did not reply.
16	My child can take part in clubs and activities at the school.	93% agreed (or strongly agreed). 7 disagreed.

8 - The written 'comments/explanations/concerns'.

17 completed questionnaires included written comments, both brief and long, 15% of our respondents. Comments are a mixture of both the positive and negative, sometimes on the same questionnaire, and often thought-provoking. They cover a range of subjects. We thank everyone who took the time to write something. All comments have been passed on to the Head Teacher.

We had very positive comments about specific staff members, which we have asked to be passed on, and there were encouraging comments about emotional wellbeing which is important and much appreciated.

In conclusion, we are pleased to have provided the opportunity for parents to give their views: It was especially good to see that almost all of the 'agree/strongly agree' percentages have improved since 2023. We would like to thank everyone who took part and completed a questionnaire, as well as the staff who helped to facilitate the process.

Parents' Evening Bookings

To make your appointments for Parents Evening please login at: <https://parents-booking.co.uk/stmargaretsjnr>

To login you will need to enter:

- Your first name and surname
- Your child's first name, surname and date of birth

The login details you enter must match those we have on record for you.

Appointments will be available to book from **4pm Friday 18th October 2024. Bookings close on Monday 28th October 2024.**

After you have made your appointments you can choose to print or e-mail a confirmation.