



Glade Primary School
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Headteacher: Mrs Farzana Hussain

Thursday 2nd May 2024

Dear Parents and Carers,

Mental Health & Wellbeing- (Article 24)

Although the final term in the academic year can be exciting as we begin to focus on new horizons, it can be difficult for children transitioning from primary to secondary schools and young people taking their exams. We can support these moments through opening conversations and encouraging those finding it difficult to try some coping and grounding techniques.

If you would like further support with exam resilience and transitions, we have listed some services in the table:

Young Minds	www.youngminds.org.uk
Student Minds	www.studentminds.org.uk
Anxiety UK	www.anxietyuk.org.uk
Kooth	www.kooth.com



Safeguarding- How are you managing your child’s behaviour at home? (Article 19)

Many parents believe that a smack does no harm and gives a quick response to poor behaviours such as hitting, biting, disobedience etc. However, smacking doesn’t actually achieve what you want it to.

The smack does do some things:

- It gives a bad example of how to handle strong emotions
- It may lead children to hit or bully others since the model of smacking has been shown to them
- It may encourage children to lie or hide feelings to avoid getting smacked
- It can make defiant behaviour worse, so discipline gets even harder. What happens when a smack is no longer effective?
- It can lead to a resentful and angry child, and this in turn can damage family, and future relationships if it continues for a long time

Better long term methods will involve withdrawal of privileges, items of importance etc. In some cases, you can engage your child in helping to draw up the rules and consequences. If you would like further support on managing your child’s behaviour at home, please speak to your child’s class teacher who will be able to refer you as necessary.

Picture News (Articles 17 and 23)

Through the weekly Picture News assembly, children learn about our world, develop independence, resilience, respect and unlock their own drive and passion for learning. The weekly Picture News is shared on our website: <https://www.glade.redbridge.sch.uk/newspictures>

Please spend some time asking your child about what they have learnt and discussed during their Picture News session. Each week, there is a link to British Values and the UN rights of a child. In the story this week, children learnt that Stef Reid, a former Paralympian medal-winner, is requesting Nike and other sportswear companies to start selling individual trainers to single-leg amputees.

This week’s question asks children: ‘How can shops make sure everyone feels represented?’



Democracy
We can listen to others carefully and use our voices to make sure everyone is included and treated fairly.

Protected Characteristics

The products available for people to buy should be inclusive and represent us all. Nobody should be excluded or treated unfairly because of a disability.

UN Rights of a Child

Every child with a disability should enjoy the best possible life in society. Governments should remove all obstacles for children with disabilities to become independent and to participate actively in the community.

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CHILDREN WITH DISABILITIES

Article of the Week- Care and adoption (Articles 9, 20, 21 and 25)

There are many different reasons why children might not be looked after by their parents. In these circumstances several articles of the Convention can help guide everyone to ensure that the child or young person's best interests remain central to the decisions taken.

Article 9 (separation from parents) Children must not be separated from their parents against their will unless it is in their best interests (for example, if a parent is hurting or neglecting a child). Children whose parents have separated have the right to stay in contact with both parents, unless this could cause them harm.

Article 20 (children unable to live with their family) If a child cannot be looked after by their immediate family, the government must give them special protection and assistance. This includes making sure the child is provided with alternative care that is continuous and respects the child's culture, language and religion.

Article 21 (adoption) Governments must oversee the process of adoption to make sure it is safe, lawful and that it prioritises children's best interests. Children should only be adopted outside of their country if they cannot be placed with a family in their own country.

Article 25 (review of treatment in care) If a child has been placed away from home for the purpose of care or protection (for example, with a foster family or in hospital), they have the right to a regular review of their treatment, the way they are cared for and their wider circumstances.



Global Goals Assemblies



The children in EYFS and KS1 had their Global Goals assembly last Friday. They worked so hard and were able to explain what Global Goals were and why they were important. We had some beautiful singing from Reception and Year 1 and amazing poems from Year 2. Well done to all the children- they did us proud!

Children in KS2 also presented their work in a special assembly.

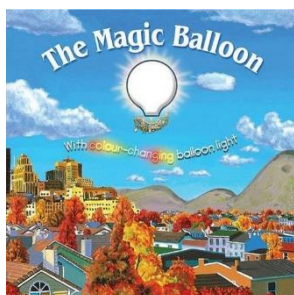
Year 6 shared informative speeches on gender equality and gave ideas how the other children might support more balanced wages, sporting fixtures and ultimately support their own journeys in life.

Year 5 looked at sustainability and use of natural resources and shared their plans for a more sustainable school of the future.

Year 4 explained the issues surrounding the campaign for zero hunger and promoted their current drive for donations for local food banks and Year 3 addressed the issues surrounding sustainable and sensible eating, which included their recent work in food technology designing recipes and menus. All children spoke well and were able to voice their opinions appropriately.

Book Recommendations

As children (and some parents) have requested book recommendations, each week, one class teacher and a child from the same class will suggest books that they have enjoyed.

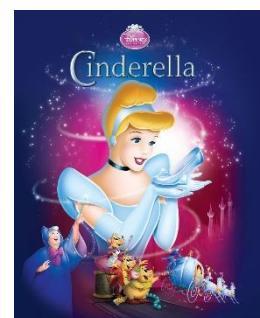


Miss Craggs recommends 'The magic balloon' by Graham Oakley.

Will, a creative young inventor makes a magic hot air balloon and takes it on an adventure around the world. This is the perfect book to introduce children to different landscapes and cultures. Children in nursery have used it as an inspiration to create fantastical buildings and skylines!

Anaya (Nursery) recommends 'Cinderella' (traditional fairy-tale).

"I like the princesses because they are so pretty."



A.I.M High Maths Workshop

Glade again played host to neighbouring schools in the borough for the A.I.M High Maths workshop. This time it was our fantastic mathematicians in Years 3 and 4's opportunity to enjoy practical maths. The day involved playing cards, group problem solving activities and practical shape investigations. Well done for representing the school so well!



Carron Board Club

Carron is a table-top game which is similar to snooker or billiards, played popularly in Southern Asia, believed to have originated in the Indian subcontinent. The game of Carron is played by propelling discs and potting them into the four corner pockets on a wooden playing board. We have restarted our Monday lunchtime Carron board club and look forward to more children joining us next week.



Redbridge Education Awards 2024

As you know, we recently invited nominations for the annual Redbridge Education Awards 2024. Redbridge received hundreds of nominations across all of the categories.

I am humbled to inform you that I have been selected as one of the finalists for the Leadership – Primary School Award. I am invited to attend the awards ceremony on Thursday 23 May at Lakeview Marquee, Fairlop Waters. I would like to thank you for your continued support.

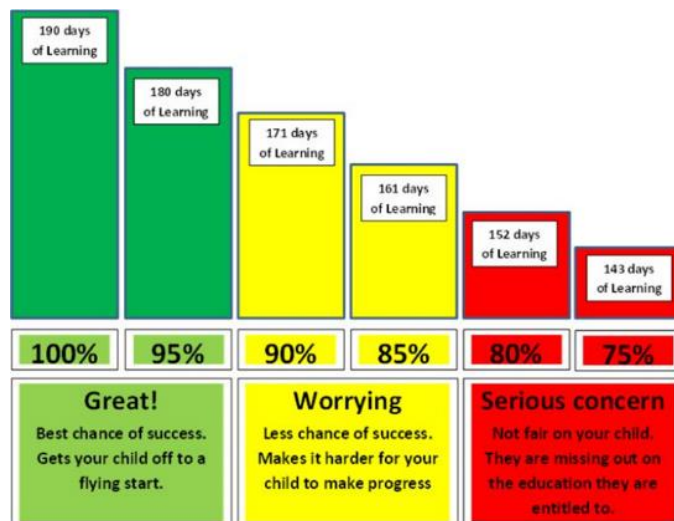


Attendance (Article 28)

Children are required to attend school for 190 days each year. The Government's target for attendance for Primary School Pupils is at least 95%.

How does your child's attendance compare with this target?

This diagram indicates how just a few days absence can result in children missing a significant number of lessons. It is proved that children who miss a lot of school achieve less.



Year group	W/B 22.04.24
Nursery	83.85%
Reception	93.58%
Year 1	95.59%
Year 2	95.47%
Year 3	96.49%
Year 4	95.93%
Year 5	95.67%
Year 6	97.82%
Whole School	95.07%

Well done to **Year 6** for the highest attendance! Our whole school attendance target remains **96%**.

Congratulations to **6B** who are the first class to have achieved their 'Attendance Matters' target and enjoyed their non-uniform day this week. This means that they had 17 days of 100% attendance. Let's see which class will be next!

What's Going on at Glade?

Our broad and balanced curriculum at Glade enables us to develop confident children who make a positive impact on the world through innovative, sustainable designs and creations in DT lessons. Here are some photos to celebrate some DT outcomes.

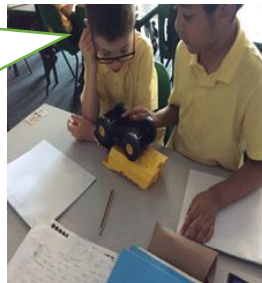


Nursery Food Technology
Children enjoyed tasting noodles using their hands. They learnt how to cook pancakes. They sat together to enjoy their tasty delights!



Year 1 Free Standing Structures
“I liked the planning and designing part but I knew the paper was too thin.”
‘It was fun to experiment with different materials. Sharing ideas is the best part.’

Year 2- Wheels and axles
‘Not all wheels move in the same way.’
‘Making prototypes with other materials helps me.’



Year 3 Food Technology
Jinan enjoyed smelling and then tasting his pizza choice.
‘Using a knife isn’t that difficult as long as you hold it correctly.’
‘Its’s called, bridge and claw, right?’



Awards

Well done to the following children:

<u>Silver Merit</u>	<u>Gold Merit</u>	<u>Gold Reading Rockets</u>
3A- Jacob, Maryam B and Maryam M	6JM- Nastia	1S- Lorenzo 2M- Aren

Stars of the Week- Article 29



<u>Stars of the Week</u>	
Nursery AM- Umar	Nursery PM- Zayd
RQ- Ayman	RM- Emily
1M- Adem	1S- Ismael
2R- William	2M- Kyran
3A- Ruth	3S- Deyan
4W- Anayah	4M- Minnah
5K- Satyam	5J- Hira
6JM- Stanley	6B - Subhaan

Writers of the Week- Article 29



<u>Star Writers</u>	
RQ- Muntaha	RM- Sarim
1M- Elliott	1S- Aslan
2R- Aminah	2M- Aren
3A- Zamir	3S- Menula
4W- Ada	4M- Musa
5K- Aarav	5J- Nicole
6JM- Zubayr	6B - Osarague

Mathematician of the Week- Article 29



<u>Mathematician of the Week</u>	
RQ- Zahra	RM- Jeyan
1M- Rayyan	1S- Hana
2R- Aayan	2M- Kainaatt
3A- Prince	3S- Riya
4W- Ebube	4M- Anshrah
5K- Theresa	5J- Nikita
6JM- Jessica	6B - Jayden

Yours Sincerely,

F Hussain

Mrs F Hussain
Headteacher

