

# Leadgate Primary School – Friday Newsletter

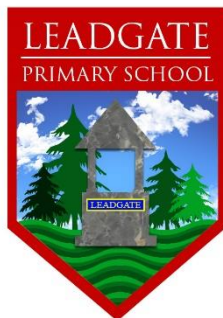
*Caring, Sharing, Learning Together*

**Friday 26<sup>th</sup> May**

**Ofsted Update** – As all parents will be aware we have had Ofsted visit the school for 2 days this week for Inspection. I would like to thank all parents who took the time to share their views about the school and the work / support we provide to all our children and families.

We eagerly anticipate the report which will be shared with parents as soon as it is released - via class dojo and the school website. We anticipate the report being returned near the end of this term.

Once again - Many thanks



## Whole School Attendance Weekly Attendance figures

- ★ Reception = 96.0 %★
- Year 1 = 88.5 %
- Year 2 = 95.8 %
- Year 3 = 88.4 %
- Year 4 = 93.9 %
- ★ Year 5 = 96.5 %★
- Year 6 = 95.6 %



### Congratulations

Well Done Reception Year  
for the best attendance in Lower  
School and Year 5  
for the best attendance in Upper  
School.

## SPORTS UPDATE

Well done to our cricket team for a fantastic effort in the Derwentside cricket competition at Consett CC.



Congratulations to our athletes who won the Derwentside Athletics Competition at Chester-Le-Street last Friday. Some of the children will have qualified for the county competition on the 30<sup>th</sup> June in their individual event.



## Non-curriculum Days

It's been a lovely way to finish the last week of this half term by once again hosting a non-curriculum day on each site. At lower school the children had bouncy castles, birds of prey and an afternoon of science experiments and a visit from the science dome – we were even able to fit in visits for each Upper School Class. At Upper school today – the children have experienced a day based upon 'Challenge Yourself' showing resilience, engagement and sheer enjoyment with an assault course, Axe Throwing (foam Axes of course), target practise and origami. The feedback from the children has been amazing and hopefully they will be telling you all about it!



# Leadgate Primary School – Friday Newsletter

## School Dates



## School Holiday Dates

The next school Holiday is the Half Term Holiday.  
School today - Friday 26<sup>th</sup> May and reopens on  
Monday 5<sup>th</sup> June.



## School Dates and Holidays

**Half Term holiday – closing Friday 26<sup>th</sup> May – reopen  
Monday 5<sup>th</sup> June**

- 9<sup>th</sup> June – Year 5/6 Netball Consett Academy
- 13<sup>th</sup> June – Year 2 Visit Tynemouth Aquarium
- 14<sup>th</sup> June – Year 4 Kids visit Beamish
- 15<sup>th</sup> June – Buddhist Visit to Year 1
- 16<sup>th</sup> June – Year 3 and 4 Netball – Consett Academy
- 20<sup>th</sup> and 21<sup>st</sup> June – Adam Bushnell Author Visit to school
- 22<sup>nd</sup> June – Year 6 Visit to Hamsterley Forest
- 27<sup>th</sup> June – Year 6 Rugby Festival – Consett Academy
- 28<sup>th</sup> June – SEND Coffee Afternoon
- 28<sup>th</sup> June – Year 5 South Moor Golf club visit
- 29<sup>th</sup> June – Year 6 Visit to Blanchland
- 4<sup>th</sup> July – Year 3 and 4 Cricket at Consett Cricket
- CHANGED TO DATE - 6<sup>th</sup> and 7<sup>th</sup> July Year 6 Transition Days at Consett Academy
- 10<sup>th</sup> and 11<sup>th</sup> July Parent report afternoon and evenings
- 11<sup>th</sup> July - EYFS Beach Visit
- 12<sup>th</sup> July – Nursery Sports Day 9.30
- 13<sup>th</sup> July - Keystage 1 and Reception Sports Day
- 13<sup>th</sup> July – 1.15pm Upper School Sports day
- 18<sup>th</sup> July – Year 2 Moving Up Party
- 18<sup>th</sup> July – 1.15 Year 6 Leavers Celebration and Moving Up – Parents to Attend
- 21<sup>st</sup> July – School Closes for Summer Holidays

### LOWER SCHOOL TUTORING REMINDER

Lower school tutor groups have finished this week with the last session on Thursday 25<sup>th</sup> May and will not be resuming after the half term holiday.

### DANCE / DRAMA CLUB

Dear Year 5 / 6 parents/carers afterschool dance and drama club will resume next half term for your children and I will message out after the holiday if you wish to have your child added to the club register.

## Transition Events

### EYFS

- 19<sup>th</sup> June – New Reception Parents meeting with Miss Pedro 3.30 – 4.30 including tour of school
- 26<sup>th</sup> June – New Reception Children and Parents Stay and Play 1.30 – 2.30pm
- 3<sup>rd</sup> July - New Reception Children only Stay and Play
- 5<sup>th</sup> July – Early Years Stay and Play

### Keystage 1

- 3<sup>rd</sup> July - Reception, Year 1 and Year 2 Transition afternoon
- 6<sup>th</sup> July - Reception, Year 1 and Year 2 Transition Morning

### Keystage 2

- 6<sup>th</sup> July – Keystage 2 Transition Morning
- 7<sup>th</sup> July – Keystage 2 Transition Morning

### Year 6 to Year 7

- 12<sup>th</sup> May – Consett Academy Parental Coffee Morning
- 15<sup>th</sup> May – Consett Academy Parental Coffee afternoon
- 4<sup>th</sup> July - Academy staff to visit Year 6 and Teach Computing lesson – pm
- 5<sup>th</sup> July – Consett Academy Parent Evening 6-7pm and 7-8pm
- 6<sup>th</sup> July – Year 6 Children Full Day at Consett Academy
- 7<sup>th</sup> July – Year 6 Children Full Day at Consett Academy
- Additional lesson dates for Maths, English and Science taught by Academy staff to be confirmed



# E-Safety Update / Information

At National Online Safety, we believe in empowering parents, carers and trusted adults with the information to hold an informed conversation about online safety with their children, should they feel it is needed. This guide focuses on one of many issues which we believe trusted adults should be aware of. Please visit [www.nationalonlinesafety.com](http://www.nationalonlinesafety.com) for further guides, hints and tips for adults.

## What Parents & Carers Need to Know about INFLUENCERS

In today's digital age, social media influencers play an increasingly significant role in shaping the opinions, interests and behaviours of our children. While many of these individuals can have a positive effect, influencer culture can also present certain risks – such as encouraging consumerism, affecting self-esteem and blurring trustworthiness. To help ensure a safe online environment for young people, it's vital to maintain open communication, set sensible boundaries, promote a healthy self-image and teach digital media literacy. Our guide delves deeper into all of these.

### WHAT ARE THE RISKS?

#### HEIGHTENED CONSUMERISM

A major way that influencers make money is through brand partnerships and sponsored content. As a result, children who follow them may be exposed to a steady stream of advertising; this can lead to materialistic attitudes, unrealistic expectations and an increased desire to have the latest products. Many influencers have built huge brand empires around their large, impressive following.

#### THE SOFT SELL

Some influencers aren't always transparent about the motivations behind their posts, blurring the lines between genuine recommendations and paid-for promotions – and young people sometimes find it difficult to distinguish authentic content from advertising. Many major social platforms have taken steps to make sponsored content and ads easier to identify, but it remains an area of concern.

#### PRIVACY CONCERNS

Inspired by their favourite influencers, children may start sharing more of their own lives online – which could reveal personal information or details about their daily routine. This openness can put them at risk of cyberbullying or even predatory behaviour. This is exacerbated by live-streaming, which gives young people no time to consider the potential consequences of saying too much.

#### UNDERMINING SELF-ESTEEM

Many influencers share images and videos of themselves and their activities, which are often painstakingly curated and edited to present an idealised version of their life. Children who follow these influencers may develop distorted expectations about body image and the concept of beauty, which can potentially lead to negative self-esteem and even mental health issues.

### Advice for Parents & Carers

#### KEEP TALKING

Chat to your child about the content they consume on social media and the influencers that they like. Encourage them to think critically about what they see and hear online, and listen to any concerns they might have. Maintaining this line of open, honest communication can help your child to make informed decisions about which individuals they follow and what content they engage with.

#### SET SOME BOUNDARIES

Agree age-appropriate boundaries for your child's social media use, including time limits and privacy settings (the two major operating systems on mobile devices, Android and iOS, have these controls baked in). Try to keep an eye on your child's online activity and discuss it regularly with them – including reminding them of the potential risks that can arise from following influencers.

#### SUPPORT A HEALTHY SELF-IMAGE

Reinforce your child's awareness that real life isn't usually as picture perfect as it may appear on social media – and how some content (particularly that of influencers) is often curated, staged or edited to look more glamorous. If possible, highlight examples of other influencers who share authentic, relatable material which acknowledges their imperfections and struggles as well.

#### PROMOTE MEDIA LITERACY

Talk to your child about the concepts of sponsored content, advertising and potential influencer bias. Teach them to critically evaluate the information they're presented with online and to consider the possible reasons behind content creation. This can help young people develop the skills to make healthier decisions about the influencers they choose to follow and the content they consume.

#### Meet Our Expert

A former director of digital learning and currently a deputy headmaster and DSL, Brendan O'Keefe's experience and expertise gives him a clear insight into how modern digital systems impact the experience of children, staff and parents – and which strategies help to ensure that the online world remains a useful educational tool rather than a minefield of risks.



**NOS** National Online Safety  
#WakeUpWednesday