

# The week ahead @ Saint James

“Be strong and courageous and do it!” 1 Chronicles 28:20

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Issue 104

Mon 6 <sup>th</sup> May	Mon 13 <sup>th</sup> May	Fri 17 <sup>th</sup> May		Tues 21 <sup>st</sup> May	Wed 22 <sup>nd</sup> May
Bank holiday	SATs week begins	SATs week ends	Sports Day (provisional) KS2: am KS1: pm	Church service - Pentecost Year 1 & 2	Year 6 educational visit

## Collective Worship



This week's theme:

**Encouragement**

This week's bible story:

**Jonathan's encouragement to David**

**1 Samuel 18:1-16**

## A message from the Senior Leadership team

With the improved weather that we've been experiencing since Easter, it has been a pleasure to be out in nature and enjoying the plants and flowers that are starting to bud and bloom. Our Year 4 children had an excellent opportunity to do this, this week, as they visited Testwood Lakes for an educational visit. However, they were also able to observe and appreciate the process and effects of the water cycle, due to the abundance of rain that has fallen so far this year!

In school, we've enjoyed having the opportunity to have time outside using our newly completed Key Stage 2 trim trail and adventure playground, as well as engaging in some friendly competition in the skipping contest being held at lunchtimes.

Hopefully, the dry and mild weather we've been enjoying will continue for the next few weeks and we will have plenty of opportunity to practise for, and then participate in, a great Sports Day on 17<sup>th</sup> May.

## How are the children in Year 4 finding their learning on rivers? They're just going with the flow!

With Southampton being the outlet where three major rivers, the Test, the Hamble and the Itchen, flow into Southampton water, it seems appropriate that we study rivers as a topic in Year 4. Over two days this week, Year 4 visited Testwood lakes to learn all about rivers, the water cycle, and the wildlife sustained by our rivers.

Through guidance from the experts at Testwood Lakes Education Centre, the children studied the river and its features, such as meanders, deposition and flow. They also had the opportunity to compare and contrast the River Test with the Blackwater, looking at their similarities and differences. As it appears we've already had our fair share of rain this year, the children were interested to learn about how this is produced, by playing a water cycle game and understanding the different stages of the cycle.

One of the surprising highlights was the opportunity to do some bird watching and visiting the bird hide to observe a man-made wetland. The climb up the hill, to observe the landscape, was also particularly impressive (although a little exhausting for some!) The children were able to produce some beautiful drawings, whilst observing the landscape.

With the emergence of technology and gaming devices, simple, traditional games can still create excitement. The children enthusiastically participated in games of 'Pooh sticks' and enjoyed watching their sticks race, to determine a winner. After walking over 10,000 steps on both days, we imagine that the children were suitably exhausted after busy days' learning.

The instructors from the Testwood Lakes Centre complimented the groups, on both days, for their exemplary behaviour, attentive listening and enthusiastic learning. Well done Year 4!



## Raising a query or concern

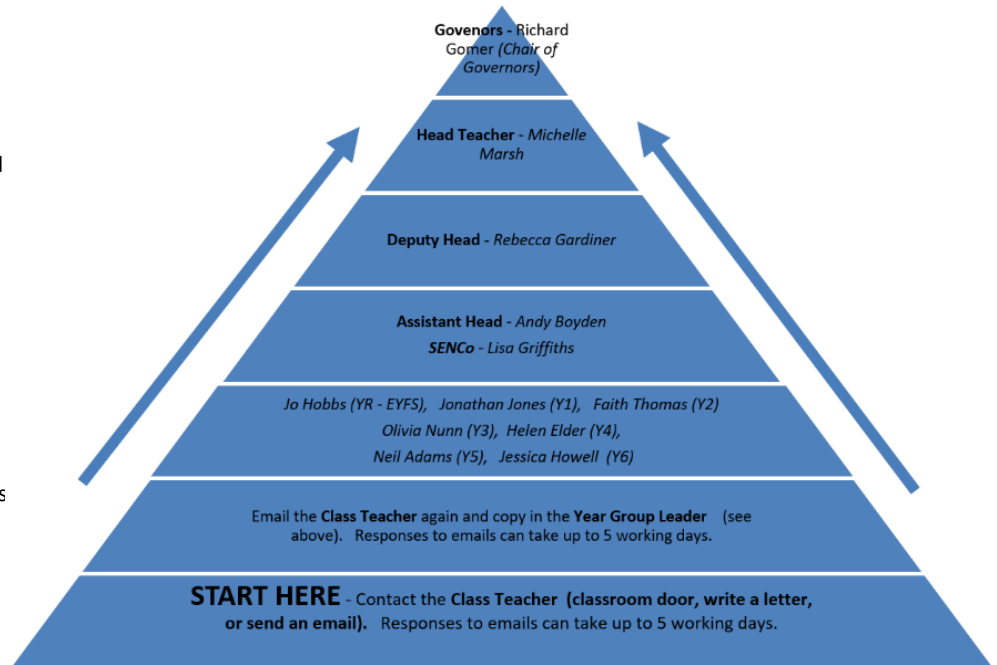
We always put our children at the forefront of any decision made and are guided by our values of Love, Respect and Courage. However, we recognise at times that we don't always get this right. On these occasions we hope that you would let us know.

To aid you with this, we have developed a flow chart to help you know who the correct person is to talk to if you have a query or a concern. In the first instance, we ask you to contact the class teacher and then work through the pyramid of queries, concerns or complaints.

If your concern is of a serious or safeguarding nature, please phone the office and they will inform the appropriate person to deal with your concern, or direct you to the most appropriate next step. This may still be to follow the steps on the pyramid.

If teaching staff are in a classroom with children, it is highly unlikely they will read emails until the end of the day or until the day they have their planning, preparation and assessment time when they are released from their teaching timetable. For this reason, please allow 5 working days for a response.

Channels of communication, such as WhatsApp or Face Book, can be a useful tool for parents to share information with each other, but we ask that they are not used to raise complaints. Please contact the school in the first instance so we can answer queries or work together to find solutions to any concerns raised.



## Why are pupils at Saint James skipping school?

With the significant and important focus that we've had on attendance over the past couple of years, we would like to clarify that this article is about us advocating skipping at school, **not** skipping school!

This week, the pupils at Saint James Primary School have been enthusiastically 'jumping rope', competing to find an overall first, second and third place to see who can do the most consecutive skips. Orchestrated by our play leaders, all week the children have been taking turns to have their skips carefully counted to determine our most accomplished skipper. Continuing through until Friday lunchtime, we intend to share with you our list of winners in next week's newsletter.



To find out more about the benefits of skipping and how it can help both mind and body, please watch the following clip:

[The Skipping Ninja: Skipping: How sport can help your mind and body | Newsround \(youtube.com\)](https://www.youtube.com/watch?v=...)



In addition to the whole school challenge, the Easter holidays also saw an impressive skipping effort from one of our Year 4 pupils. Leo, in Finland class, took part in a '100 skips a day' challenge every day in March for Cancer Research UK. Every day, without fail, he grabbed his rope and completed at least 100 skips – no mean feat, especially as on the last few days he battled with a high temperature and feeling very sick!

As well as completing this impressive physical challenge, Leo raised an amazing £982.50 for Cancer Research. Well done Leo – we are all incredibly proud of you.

<https://fundraise.cancerresearchuk.org/page/samanthas-giving-page-10906>

## Journalism club

We always find it interesting to read the articles from the children in journalism club, not least when they offer a child's insight into events and initiatives that we've already shared with you. This week we're fortunate enough to share with you two pieces from our enthusiastic Year 5 journalists, both of which include excerpts and opinions from other children. In the article about the Year 3 trip to Fishbourne Roman palace, we get to learn about the perceptions and insights of children who went on the trip, whereas the article about our revised behaviour expectations garners the opinion of a cross-section of children across the school. Enjoy reading them.

# Year 3 school trip to Fishbourne Roman Palace

We interviewed some of the Year 3 children about their visit to Fishbourne Roman Palace.

It was interesting to find out what they learned and enjoyed.

Here are the questions we asked,

**1. What did you see?**

The Year Three children saw some swords, a skeleton, slave clothes and pictures of mosaics.

**2. Was it fun?**

All the children said, 'Yes', they enjoyed it.

**3. What did you learn?**

They learned that they (the Romans) did not have proper lights, they did not wear the same clothes that we do, as well as many more facts.

**4. Tell me a fact.**

Purple (?) is the hardest to find and they used tablets and ink to write.

**5. What did you do?**

They made collages, dressed up, went in the garden and watched a video about a stone age girl.



By Jess, Maisie, Belle, Emily, Freya

## Behaviour – values and expectations; our new rules

We interviewed the following children to find out what they think about the new behaviour rules.

Year 3	Year 1	Year 6
Connor	Caleb	Hugo
Pheobe	Florence	Charlie
Flynn		Holly

**1. What do you feel about the new behaviour rules?**

It helps make sure that children are kind to each other.

**2. How do you think we could improve it?**

Only give two warnings before going to the reflection room, not three

**3. Is the behaviour plan working?**

Yes, because it is stopping people being unkind to others

**4. Why do you think they put the new behaviour rules in place?**

To make the school even better.

**5. What is your favourite subject?**

PE, Handwriting, Maths, English

By Holly, Megan, Ariela and Autumn

## Attendance league

Well done to South Africa class who have achieved a perfect 100% attendance this week, with England and India classes following closely behind with 99% and 98% attendance respectively.

With all of our twenty-one classes exceeding 90% attendance and a significant majority (nearly three quarters) of classes achieving 95%+, we've had an impressive start to the Summer term.

Attendance League		23/24 season
Saint James CoE Primary School		
1		SOUTH AFRICA
2		ENGLAND
3		INDIA
		ITALY
		SWEDEN
4		FRANCE
		JAPAN
		GERMANY
		ARGENTINA
		FINLAND
5		POLAND
		PORTUGAL
		NORWAY
6		SCOTLAND
		GAMBIA
		KENYA
7		WALES
		SPAIN
8		BRAZIL
9		CHILE
10		CHINA



## Head lice

We have become aware that there seems to be a number of children who have suffered from head lice recently. Please do check your child's hair regularly for head lice and nits, so we can reduce the amount of cases and try and break the cycle of reinfection.

For your information, we have included the NHS guidance for checking and treating headlice.

### Head lice and nits

Head lice and nits are very common in young children and their families. They do not have anything to do with dirty hair and are picked up by head-to-head contact.

#### Check if it's head lice:



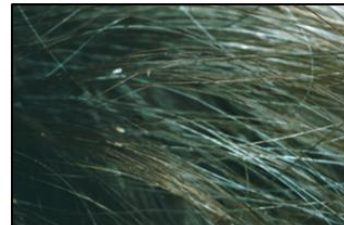
A head louse in hair on the scalp.

Head lice are small, up to 3mm long.



A close-up of a head louse in hair.

They can be difficult to spot.



Head lice eggs (nits) are brown or white (empty shells) and attached to the hair.

#### Head lice can make your head feel:

- itchy
- like something is moving in your hair
- The only way to be sure someone has head lice is by finding live lice.
- You can do this by combing their hair with a special fine-toothed comb (detection comb). You can buy these online or at pharmacies.

#### How to get rid of head lice:

- Treat head lice as soon as you spot them. You can treat head lice without seeing a GP.
- You should check everyone in the house and start treating anyone who has head lice on the same day.
- There's no need to keep your child off school if they have head lice.

#### Wet combing

- Lice and nits can be removed by wet combing.
- You can buy a special fine-toothed comb (detection comb) online or from pharmacies to remove head lice and nits.
- There may be instructions on the pack, but usually you:
  - wash hair with ordinary shampoo
  - apply lots of conditioner (any conditioner will do)
  - comb the whole head of hair, from the roots to the ends
- It usually takes about 10 minutes to comb short hair, and 20 to 30 minutes for long, frizzy or curly hair.
- Do wet combing on days 1, 5, 9 and 13 to catch any newly hatched head lice. Check again that everyone's hair is free of lice on day 17.

#### Medicated lotions and sprays

If wet combing has not worked or is not suitable, you could try a medicated lotion or spray. These kill head lice in all types of hair, and you can buy them from pharmacies, supermarkets or online.

Head lice should die within a day. Some lotions and sprays come with a comb to remove dead lice and eggs.

Some treatments need to be repeated after a week to kill any newly hatched lice.

Check the pack to see if they're OK for you or your child and how to use them.

