

ULLESTHORPE CE PRIMARY SCHOOL

BIRCH CLASS FOCUS

FRIDAY 24TH APRIL 2026

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UPCOMING DATES

Singing Workshop for Maple Class:

Tuesday 28th April

Reception Farm Trip:

Thursday 7th May

Leavers' & Group photos:

Friday 8th May

Year 6 national SATs assessments:

Monday 11th May -
Thursday 14th May

HEAD OF SCHOOL

MRS J. ALLEN

We have begun the Summer term very positively, by re-focusing on our school vision statement: 'Learn together, Grow together, Shine forever'. The Christian value in focus for this half term is 'Perseverance' and we have already seen this value in action in multiple ways: through the efforts that our children make with their S.T.A.R listening and learning, and in the 'can-do' attitudes that our eldest Year 6 children are showing as we approach the SATs week, in mid May.

In this newsletter, we especially celebrate the superb learning and enrichment opportunities that have been enjoyed by Birch Class lately: read on to find out more. We also send our congratulations to the most recent 'stars-of-the-week' who have been showing their very best S.T.A.R listening and shining the light of their good choices and achievements: Willow, Melody, Jenson, Laynie, Jack, Emily, Jasmine, Mimi, Lily, Jaxson, Georgia, Eddie, Theo, Imogen, Amelie, Max, Xander, Max, Ross, Thomas, Bella and Isabelle. Very well done to them all!

As you will hopefully have seen in our fantastic Ofsted report, shared with parents just yesterday, there is so much to celebrate here at Ullesthorpe CE Primary. Read on for some of the key highlights in this newsletter. We are so very proud of and thankful for our children, staff, governors, volunteers and wider community: it takes a truly committed team to achieve all that is celebrated in this report.

As always, please do come and speak with me at the school gates, or make an appointment through the school office.

Learn Together, Grow Together, Shine Forever

We are delighted to share the highlights of our recent Ofsted Inspection.

**'Live so they will see the good things you do'
Matthew 5:16**



**School office: 01455 209926
Email: ullesthorpe@ipat.uk**

**Inspiring Primaries
Academy Trust**
Inspiring all to flourish and succeed



Ofsted Feb 2026

Strong standard



Expected standard



'Pupils arrive to school with a smile...and cannot wait to start their school day' OFSTED

'Relationships between pupils are warm, respectful and supportive' OFSTED

'Pupils say they feel safe' OFSTED

'Every child is known extremely well. The (EYFS) provision works in partnership with families' OFSTED

'Pupils progress well... and are well prepared for their next steps' OFSTED



Ofsted



Read our report ↗

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Birch Class enjoyed a wonderful visit to St Peter's Church, Claybrooke, on Tuesday when they learnt about the fascinating history of the church and how it has changed since the original Norman tower was built in the 1100s. The class drew and wrote about the different parts of the church as they explored inside and outside the beautiful building. Before they left, they gathered to share some of the prayers they had written in school.

Mrs McMurrin



ULLESTHORPE CE PRIMARY SCHOOL

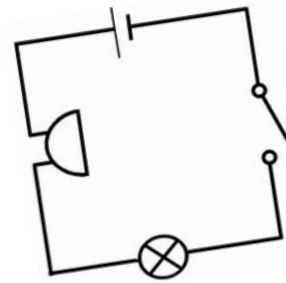
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S.T.A.R LEARNING

We have just started our new science topic in Birch Class, and have enjoyed experimenting with the electrical components to find out how to make a complete circuit that would light the bulb. We also practised drawing our circuits with the correct scientific symbols.



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SCIENCE

Birch Class love working Scientifically - especially when things get hands-on and a little messy!



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ANTI-BULLYING

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We know that the word bullying can be worrying, and it is sometimes used to describe an experience of unkindness that a child has had. While all unkind behaviour is taken seriously, bullying is a very specific term with a particular meaning. The Anti-Bullying Alliance defines bullying as:

“The **repetitive, intentional hurting** of one person or group by another person or group, **where the relationship involves an imbalance of power**. Bullying can be **physical, verbal or psychological**. It can happen **face-to-face or online**.”

This means that for behaviour to be considered bullying, it must be deliberate, repeated over time, and involve an imbalance of power – for example, an older child towards a younger child, a group targeting an individual, or someone using their status or strength to hurt another.

Sometimes, **children may experience one-off incidents, friendship fallouts, or unkind words that are upsetting but do not meet the definition of bullying**.

These situations are still important and are always followed up, but they are different from bullying. It is also important to recognise that **some children have social or communication difficulties which can make friendships more challenging**. For example:

- Some children, including those with autism or similar needs, may speak without a social “filter” and say things that come across as unkind, without intending to upset anyone.
- Some children may struggle to understand how to join in games and might appear to be following another child, when in fact they are trying to make friends or be included.

Our role as a school is to support all children – both those who may be upset and those who may need help developing social skills. **We support our children to build positive friendships, improve communication, and learn how to interact kindly and respectfully with others**. As always, please talk to us if you have concerns. Working together helps us support children in the best possible way.

10 Top Tips for Parents and Educators

SUPPORTING YOUNG PEOPLE TO BUILD EMOTIONAL RESILIENCE

With increasing societal pressures, many children struggle with managing emotions, facing challenges and processing failure in a healthy way. This is why building emotional resilience in young people is vital for their mental health and personal success. This guide provides practical strategies for parents and educators to help children develop resilience and foster confidence, adaptability and a positive mindset.

1 ENCOURAGE OPEN COMMUNICATION

Regularly engaging children in open dialogue fosters trust and emotional expression. Encourage them to share their thoughts and feelings freely without judgment. Set aside time daily, perhaps during dinner, to ask open-ended questions such as, "What's made you happy today?". This encourages children to express themselves openly.

2 MODEL POSITIVE BEHAVIOUR

Children often learn how to manage emotions by observing adults. By modelling calm and positive responses to challenges, you can teach them valuable emotional management skills. If you've had a difficult day, verbalise how you're feeling and explain how you plan to handle it, such as "I'm a bit worked-up, so I'm going for a walk to clear my mind."

3 TEACH PROBLEM SOLVING SKILLS

Helping children break down challenges into manageable steps encourages a proactive mindset. Explain that every problem has a solution, even if it's not immediately obvious. For example, if a child is stuck on homework, support them in breaking the task into smaller steps, saying things like "Let's focus on just this first question for now."

4 FOSTER A GROWTH MINDSET

Encourage young people to view mistakes as learning opportunities. A growth mindset helps them see setbacks as part of the process, rather than something to be upset about. After a child loses a game or performs poorly on a test, for example, ask them what they've learned from the experience. This reinforces the idea that effort – and even failure – leads to improvement.

5 PROMOTE SELF-CARE PRACTICES

Teaching children about self-care helps them understand the importance of balancing work with relaxation to maintain emotional wellbeing. Parents and carers could start a screen-free hour before bedtime where the family engages in relaxing activities like reading, setting an example to the child for how to unwind.

6 BUILD HEALTHY RELATIONSHIPS

Strong relationships with peers and adults provide a support system that enhances resilience. Encourage positive, respectful interactions to develop social skills. Playdates or group activities can be instrumental in teaching children how to resolve conflicts with friends by modelling and practicing calm communication.

7 SUPPORT EMOTIONAL AWARENESS

Helping children to identify and name their emotions allows them to manage those feelings more effectively. When a child's upset, encourage them to talk to you about what they're feeling in an empathetic and supportive manner, and ask them why they might be experiencing these emotions.

8 ENCOURAGE INDEPENDENCE

Giving children opportunities to make their own decisions boosts confidence and problem-solving skills. A good example of this would be letting children choose and pack their own lunches for school, guiding them with options but allowing them to assume responsibility for the task to help them take ownership.

9 DEVELOP COPING STRATEGIES

Teaching children techniques like mindfulness, deep breathing or journaling can help them to manage stress. Show them how to perform breathing exercises when they're feeling anxious, and practise this regularly. Reinforcing this behaviour in young people will make it easier for them to use these techniques of their own accord during stressful moments.

10 CELEBRATE SMALL WINS

Recognising effort, no matter how small, reinforces perseverance and encourages children to keep trying. After a child completes a difficult task, makes progress on a project or reaches another type of personal goal, praise their efforts. Emphasise the hard work they've put in and be sure to let them know how proud you are!

Meet Our Expert

Adam Gillett is Associate Vice Principal for Personal Development at Penistone Grammar School and works on secondment one day a week for Minds Ahead, which works with schools on improving their mental health provisions.



#WakeUpWednesday

The National College