

Nursling C of E Primary School



Learning to Love. Building Resilience. Taking Responsibility.

Newsletter 17— 16th January 2026

Head Teacher's Message

Dear Parents and Carers,

I am hoping that you might have experienced your child choosing to tidy their bedroom this week!

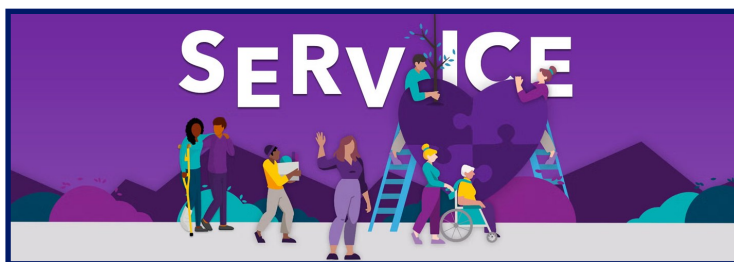
In Collective Worship, we discussed the word 'service' and what it means. The children discussed lots of different ways and meanings of the word including: room service, table service in a restaurant, customer service in a shop, car service and health service. Everyone agreed that kindness is a key aspect to receiving and giving good service.

In the Bible, "service" refers to acts of assistance, labour or duty performed for God, others or the community, embodying selflessness, devotion and love.

We discussed ways in which the children might be able to take responsibility to show good service and what this might look like. Picking up litter, tidying bedrooms and showing kindness to a friend or sibling by helping them were all suggested.

I thought I would share so that when I ask the children in Collective Worship on Monday morning if anyone has shown good service to others this week, I will get a record number of hands going up and a lot of happy parents because bedrooms at home have been tidied!

Have a great weekend! Mrs J



Attendance this week

Chestnut	Birch	Willow	Holly	Sycamore	Rowan	Oak	School
92.7%	93%	91.7%	100%	88.7%	96.8%	96%	94.2%

The expected attendance for each student is a minimum of 96%. Individual children identifying as under 96% will be engaging in conversations with staff to ensure their attendance improves.



I am the way, the truth and the life; no one goes to the father except through me. John 14:6

Cyril Squirrels

Year R

Tyson- For his absolutely incredible independent reading and for his huge eagerness to learn. Well done, Tyson!

Sienna- For her brilliant passion for learning and for her superb, beautiful and independent writing. Well done, Sienna!

Year 1

Olivia- for always being such a responsible learner, following our school rules and helping out whenever she can!

Hugo- for some amazing art work this week, he really took his time and produced an amazing charcoal picture!

Year 2

Elijah is our first Cyril Squirrel this week. He has shown such confidence with his shape knowledge in Maths and has been answering questions both in Maths and topic. Keep it up, Elijah!

Ethan is our second Cyril Squirrel this week. He always puts 110% into every piece of work and wows us with his enthusiasm and vocabulary knowledge. His adventure story this week was particularly impressive. Well done, Ethan!

Year 3

Oliver: Oliver has had an amazing week! He has been much more focused than usual and listened to adults' instructions more. He has produced some good work and showed a huge amount of effort to make sure he focuses on the task at hand! Amazing job Oliver!

Monroe: Monroe has really impressed me this week. He has been working very hard in his reading and writing but it is his effort in maths that has really pleased me. He has been making a very responsible decision to improve his learning and work on areas that he knows he needs improvement on. This attitude towards his learning is a good example for all to follow!

Year 4

Everly consistently works hard in everything she does and always with a smile. Well done Everly!

Fleur has been working especially hard this week, particularly on her English and Maths. Well done Fleur, keep up the good work.

Year 5

Mabel has been trying really hard this week, showing great focus and determination in everything she does. She has stayed on task and should be very proud of her effort and progress.

Sienna has been pushing herself in English lessons and showing a real willingness to challenge herself. Her effort and positive attitude are helping her make great progress.

Year 6

Grace has returned from Christmas raring to go! Her hand is shooting up in every lesson and she is trying her hardest all the time. Very impressed; keep it up!!

Poppy R is new to our school this half term and she has settled in fantastically. She has already made friends, isn't shy to contribute to lessons and arrives with a spring in her step everyday. A superb addition to Oak Class.





TTRS

This week's winner is

Grace O.

Great improvement
on your January Gig!



Numbots

This week's winner is

Delilah-Rose.

Fantastic effort
this week! Well
done!

Out of School Achievements



Congratulations to all of our out of school achievers. The girls did a fabulous job raising £500 for the RLNI by doing 10 minute challenges. Milo achieved his 5 metre badge, Jacob was awarded his 10 metre badge and Miles scored 5 goals and was given a confidence medal.

Absolute
stars!!



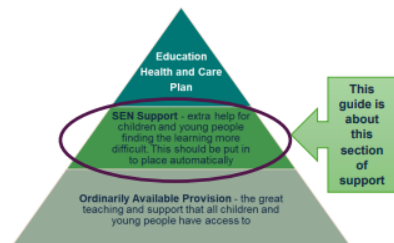
SEN Support:

Hampshire's Local Area Partnership Strategy

Parents' guide to help for all in education settings
© Hampshire County Council 2025

Parents' guide to help for all in education settings

Special Educational Needs (SEN) support



Some children and young people need more help than others. This is why SEN support is available. It is extra help for anyone finding the learning harder to make sure they can still achieve success. This does not need extra funding and is put in place to make sure that everybody can progress. It is regularly reviewed. You can watch a video about it on this link: [Family Information and Services Hub | Ordinarily Available Provision and SEND Support](#)

Types of SEN support

Help with learning:

- Extra time to learn and prepare
- Using computers or voice recorders
- Link the learning to interest areas
- Having word lists or reminder bookmarks
- Getting extra help with reading, writing and maths

The girl is jumping on the trampoline



Help with talking and understanding:

- Using someone's name and standing close when talking
- Using pictures and signs to help understanding
- Keeping instructions short
- Using songs and rhymes to teach new words
- Giving choices
- Using timers
- Using simple language which is clear
- Having a special work space
- Teaching how to use sounds and words to work out meaning
- Using stories to help get ready for something

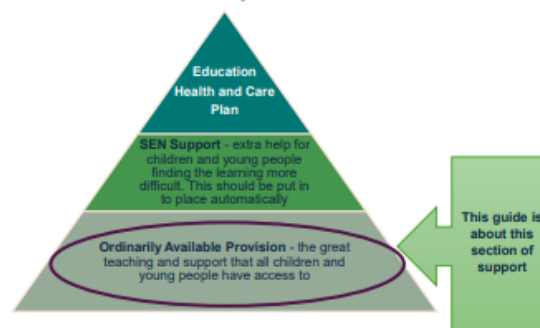


Hampshire's Local Area Partnership Strategy

Parents' guide to help for all in education settings
© Hampshire County Council 2025

Parents' guide to help for all in education settings

Ordinarily Available Provision



What is Ordinarily Available Provision?

This is the help that every child or young person should get in their education setting. It is the support which everyone accesses, even if they do not have special needs. You can watch a video about it on this link: [Family Information and Services Hub | Ordinarily Available Provision and SEND Support](#)

What should ordinarily available provision look like?

In the classrooms:

- Special chairs or desks
- Calm colours and not too much noise or clutter
- Tools to help with keeping focus and learning
- Sitting in the best place to learn
- Pictures to help understand and remember information



What adults do:

- Believe everyone can do well



Hampshire's Local Area Partnership Strategy

Parents' guide to help for all in education settings
© Hampshire County Council 2025

Help with feelings and behaviour:

- Avoiding making people feel bad
- Giving jobs to do and breaks
- Using a calm voice and positive body language
- Helping the understanding of feelings
- Having a safe space and trusted adults
- Explaining instructions and information
- Working on areas of interest
- Limiting distractions
- Teaching different ways to stay calm
- Preparing everyone for changes
- Using the same language when dealing with something
- Providing time to talk
- Having plans if things go wrong
- Having support during times when there are less routines



Help with physical or sensory needs:

- Using different senses to help learning
- Changing routines or uniforms if needed
- Giving rest breaks
- Helping with personal care
- Using special tools or plans for needs
- Being flexible with resources



What works best when supporting learning?

The best sort of help:

- Is planned carefully,
- Helps build independence,
- Does not rely too much on an adult,
- Is not available all the time,
- Helps learners make friends and feel confident in what they are doing.

What if this is not happening?

If you are worried about progress, talk to the special educational needs coordinator (SENCo). They may need to try some different levels of support. This is something that every education setting can do without any extra support.

If you do not feel that the help is there:

1. Talk to the SENCo or leader in the school.
2. If that doesn't help you can contact groups like Hampshire Parent Carer Network [Hampshire Parent and Carer Network](#) or SENDIASS [Hampshire SENDIASS - Special Educational Needs Support](#).
3. You could use the setting's complaint process.

Images provided by Hampshire settings or Widgit Symbols © Widgit Software Ltd 2002-2025 www.widgit.com



Hampshire's Local Area Partnership Strategy

Parents' guide to help for all in education settings
© Hampshire County Council 2025

- Use clear and kind words
- Help everyone get ready for any changes
- Break tasks into small steps
- Use pictures, sound and action to help teach
- Give time to practise and go back over learning
- Help everyone to talk about their learning
- Use tools like sentence starters or checklists

Setting values:

- Use signs and pictures to help with talking and understanding
- Believe that everyone can learn and be successful
- Keep rules and routines clear and fair
- Make sure everyone feels that they belong

What if this is not happening?

If you are worried about progress, talk to the special educational needs coordinator (SENCo). They may need to try some different things and this is something that every education setting can.

If you do not feel that the help is there: Talk to the SENCo or a leader, contact groups like Hampshire Parent Carer Network [Hampshire Parent and Carer Network](#) or SENDIASS [Hampshire SENDIASS - Special Educational Needs Support](#).

Images provided by Hampshire settings or Widgit Symbols © Widgit Software Ltd 2002-2025 www.widgit.com



Communication Flowchart 2025-2026

We know that when parents have a concern that relates to their child at school, whether it is pastoral, friendships, curriculum or staffing in nature, they often feel the best way forward is to ask to see the Head teacher. In our experience, many of these concerns can often be most quickly resolved by talking to the class teacher as they know your children best. Please be aware that the Chair of Governors does not become involved unless a formal complaint is logged having completed all previous steps. The Complaints Policy is on the website.

Please use the chart below to know who you need to speak to.

Who do I speak to and in what order?			
Steps	Learning / Classroom issues	Pastoral / Additional Needs	School Administration
1	In the first instance, please arrange to speak to your child's class teacher after school by appointment. Appointments can be made via the school office.	If you're struggling with pastoral issues such as routines, attendance or you just need to reach out, ask the office to book you an appointment to speak to Mrs Mellor (Parent Liaison).	Please speak to Mrs Manning, Mrs H-C or Mrs Petley in the school office.
2	If you feel your query has not been resolved, please arrange to speak to Mr Booth or Mrs Skeels (Assistant Headteachers)	Concerns or actions related to Special Educational Needs or pastoral issues still not sorted, ask the office to book you an appointment to speak to Mrs Mellor (SENCO).	If you have a complaint with regards to a member of the office team, go to Step 3.
3	If still not sorted? Please make an appointment to speak to our Head teacher, Mrs Jearrad . This meeting may also be attended by a member of the staff or Senior Leadership Team to ensure actions from any previous meetings can be discussed.		
	Formal Complaints		
4	If you are unhappy with the outcome of your queries and are proceeding to a formal complaint having followed all the previous steps, please contact our Chair of Governors, Mrs J Barker , via the school office.		

Important Dates 2026

Date/Time	Event	Who for
Thursday 22nd January	Young Voices	Choir
Friday 30th January–2.30pm	Pip and Pap Workshop	Year R and 1
Thursday 5th February– 2.45pm	SATS meeting	Year 6
Monday 16th to Friday 20th February	Half Term	Whole School
Tuesday 17th February– 9amto 3pm	Performing Arts Club Rehearsal	
Monday 23rd February	Inset Day	Whole School
Wednesday 11th February 2026	Inter-House Cross Country	Select Students
Saturday 14th March (children arrival time TBC) performance 6pm	Wizard of Oz at the Lantern Theatre	PAC
Tuesday 17th March	Trip	Year 6
Wednesday 25th March- (EYFS &KS1: 3.15pm, KS2: 4.15pm)	PTA Disco	Whole School
Friday 27th March	Last day of Spring term No after school club provision	Whole School
Monday 30th March to Friday 10th April	EASTER HOLIDAYS	Whole School
Saturday 25th April	PTA music festival	
Wednesday 29th April to Friday 1st May	Residential	Year 4
Wednesday 6th May	Trip	Year 2
Monday 11th to Friday 15th May	SATs Week	Year 6
Wednesday 20th to Friday 22nd May	Residential	Year 6
Tuesday 9th June	Music FEST	
Wednesday 10th June	Trip	Year R
Wednesday 3rd June	Sports Day	Whole School
Wednesday 10th June	Trip	Year R
Thursday 18th June	Trip	Year 1
Friday 17th July 2026	Summer Spectacular Last Day of Summer term No after school club provision	Whole School

School Term & Holiday Dates

2026

Spring Term 2026

Monday 5th January 2026 - school resumes

Monday 16th to Friday 20th February 2026 - Half Term

Monday 23rd February 2026 - INSET DAY

Friday 27th March 2026 - Last day of Spring Term

(No after school provision on 27th March 2026)



Summer Term 2026

Monday 13th April 2026 - school resumes

Monday 4th May 2026 - Bank Holiday

Monday 25th to Friday 29th May 2026 - Half Term

Friday 17th July 2026 - Last day of Summer Term

(No after school provision on 17th July 2026)

Monday 20th, Tuesday 21st & Wednesday 22nd July 2026- INSET DAYS



Autumn Term 2026 (Dates to be added)

September 2026 - INSET DAY

September 2026 - school resumes for pupils

October 2026 - Half Term

December 2026 - Last day of Autumn Term

(No after school provision on 2025)



Local events and information:

 January 2026 Timetable <small>All sessions delivered live online via zoom, 90 minutes long</small> £24 each or FREE with School Membership <small>Book online at facefamilyadvice.co.uk</small> <small>Recordings available for 48 hours (excluding Free Talk)</small>	
Autism - Improving Communication	5 Jan 10am
Improving Family Communication	5 Jan 7pm
Supporting A Child with ADHD	6 Jan 10am
Understanding Addictive Behaviour	6 Jan 7pm
Anxiety Based School Avoidance	12 Jan 10am
Understanding Anger	12 Jan 7pm
Supporting Healthy Screen Use	13 Jan 10am
Facing Defiance	13 Jan 7pm
Cannabis and Ketamine Awareness	19 Jan 10am
Anxiety Explained	19 Jan 7pm
Introduction to OCD	20 Jan 10am
What Is ACT	20 Jan 7pm
FREE Responding to Angry Behaviour	22 Jan 7-8pm
Raising Self-Esteem	26 Jan 10am
Decreasing Depression	26 Jan 7pm
Supporting Healthy Sleep	27 Jan 10am
Understanding the Teenage Brain	27 Jan 7pm