



Bruche Primary School Academy

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[@Bruche_P_School](#)

Welcome to our latest newsletter!

We had our termly School Improvement Partner (SIP) working with us last week. I shared the report with the school governors this week in their local governing committee meeting and they have suggested I share parts of it with parents. I have included some comments below.

- Pupils have high levels of self-regulation and excellent attitudes to learning.
- Intrinsic motivation of the pupils is striking. The non-verbal behaviour system is effective. This is backed up by strong relationships amongst pupils and between pupils and adults. Furthermore, pupils' attitudes to learning are excellent. They want to learn. They are highly resilient. If they make a mistake, they do not get upset but they are keen to address any of their own misconceptions.
- Reading is a high priority across school, and teachers uphold this emphasis in every classroom. There is an excellent range of fiction and non-fiction books available to all pupils.
- Floor books demonstrate the rich and broad range of experiences enjoyed by the pupils at Bruche. SMSC appears as a golden thread through the curriculum, and this contributes significantly to pupils' outstanding personal development.
- In the Early Years, boys and girls alike opt to write and engage in mathematical learning in their choosing time. Consequently, the opportunities to practise their number and writing skills are maximised.
- Teachers re-visit prior learning regularly. Quick re-caps are woven into lessons to allow pupils to consolidate their knowledge.

This morning, while I was at the school gate Poppy from our year 3 class approached me to inform me she had a formal complaint to make! She wanted to know why children weren't allowed to wear their normal clothes on the last day of each term. To be honest I didn't really have an answer for this so I told Poppy I would think about it today. After some, but not much thought I'm pleased to confirm that children can come to school in non-uniform on the last day of each term. The first date for this will be 21.07.23 (last day of summer term) then 20.12.23, 28.03.24 and 18.07.24. I can now confirm this complaint is closed – phew!!!

Have a lovely Easter break everyone. I'll see you all on Monday 17th April!

Mr Jones

Communication Corner

Dates for your diary

06/04/2023	Finish for half term
17/04/2023	Return to school from Easter break
24/04/2023	Y2 Coffee morning for parents
24/04/2023	KS1 SATS Meeting 17:00-17:20
24/04/2023	KS2 SATS Meeting 17:25 – 17:45
05/05/2023	Kings Coronation Party – Parents invited from 2.30pm
08/05/2023	SATS week – Y6
15/05/2023	Living Eggs – Nursery
15/05/2023	Y3 Coffee morning for parents
09/06/2023	Open the book assembly
12/06/2023	Y4 Coffee morning
21/06/2023	Y6 Robinwood Residential
22/06/2023	Sports Day – Nursery/Reception
23/06/2023	Y6 arrived home from Robinwood Residential
27/06/2023	Sports Day – Year 1 to 6 in the afternoon
03/07/2023	Y5 Coffee morning for parents
13/07/2023	End of year reports
17/07/2023	Transition week in school
21/07/2023	Y6 Coffee morning for parents along with leaver's assembly

I am so looking forward to meeting our Y2 parents on Monday 24th April for a coffee and catch up. See you there!

For any students interested in learning keyboard, guitar, ukulele or drums! Contact Early Notes Music Education for further details

Info@earlynotesmusic.education

www.earlynotesmusic.education

Over the next couple of months we will be working through the renewal for one of our awards the 'Best Practice In teaching Assistants Award' (BPTAA). This award evaluates and recognises the valuable and increasingly complex role of teaching assistants in our children's achievement. Miss Kerrigan will be leading on this and may need the support of some of our parents in the next few weeks.

Special Mentions

Nursery – Thea Dickinson: Thea has really enjoyed retelling the story of Goldilocks and the three bears and used the props beautifully alongside her friends. She remembered the story and loved saying the repeated text. Thea has also been practising writing her name and we are so proud of her for forming the T and the h beautifully all by herself.

Reception – Georgie Dickenson: Georgie has made excellent progress with his reading over the past half-term. Georgie also designed and crafted an Easter egg using different materials.

Year 1 – Jorgie Edmonds: For her fantastic determination and perseverance to complete some tricky maths problems.

Year 2 - Jackson Keir: for contributing fantastic ideas in all lessons!

Year 3 - Joshua Goulden: For his AMAZING effort in class this week!!

Year 4 - Casey Sui: For excellent effort in her writing.

Year 5 – Harry Shawcross: For including some fab ideas within his final story!

Year 6 – Lexi Hutchinson: for working hard to ensure her precise secretarial skills in her writing.

PE Star - Emma Saldava: For her perseverance and resilience.

Early Years News

Nursery have had a fun filled week learning all about Easter and they have enjoyed listening to the clues to find the hidden features of spring.

We have been counting chicks and eggs and the children have had a lot of fun making their own chocolate spring nests as well as using different materials to create a home for Daisy Duck from the story Come on Daisy.

We have been revisiting the sounds we have covered in phonics and we all enjoyed going on a big phonics treasure hunt to find objects in the class that began with each sound. Well done Nursery. Wishing you all a fun and restful Easter break.

Mrs Wallace

This week in Reception, the children have been using their phonics knowledge to draw and label an extraordinary garden. They have also used their knowledge of sounds to write an Easter list.

In our Maths lessons, we have been learning about length. The children have been using different measuring equipment to measure caterpillars and mini beasts and we have also discussed mathematical vocabulary including 'narrow' and 'wide'.

The children have all had a lesson about how to keep our teeth healthy and strong. We talked about how many times that we should brush our teeth and also looked at different food types. The children sorted the foods into healthy and not healthy.

Miss Bostock

Key Stage 1 News

In English we have been learning about verbs. We have gone on a verb hunt around our classroom and followed a series of action verb words.

In maths we have been completing addition problems to 20, by bridging through ten. Children have used their knowledge of number bonds to 10 to partition numbers and then they looked at the amount of tens and ones to find the total. This was a really tricky concept but the children worked super hard and made us proud!

Year one have had a special visit from the Mental Health Champions this week. We discussed and explored different feelings and how we can turn negative thoughts into positive thoughts. We made some calming bottles with glitter and water. We shook them and then watched as the glitter slowed down and calmed, learning some breathing techniques as the glitter settled to help us calm. Then we finished the session with some yoga and we all received our own certificate to show that we are mental health champions.

Miss Emery

What a wonderful end to the term we have had! We have been busy this week proof reading our work and editing any completed pieces to make them even better! In Literacy this week we have completed our own diary entries from Sunny's point of view. We discussed writing in the first person and used key punctuation in our work. The children excelled in this piece of work and are so proud of their writing! In Math's this week we have looked at giving change in Math's. This is such a tricky concept and the children explored using a range of methods to help them solve tricky questions. We looked at subtraction and bridging to help us find the correct change. On Thursday we completed an Easter treasure hunt and worked hard to solve a range of clues! This really tested our teamwork skills and the children enjoyed supporting each other. As we reach the end of this term it is important to spend some time reflecting on how much progress the children have made since January. They arrive at school everyday with keen enthusiasm to deepen their understanding across all of their learning and it is a pleasure to teach them. The children are gaining confidence when working independently and are keen to self edit their work to improve their ideas. Have a wonderful break over Easter and hopefully the sun is shining!

Miss Lewis

Key Stage 2 News

This week in English, we started and completed our Stone Age diary entries! The children have a fantastic imagination and reading these entries was such a pleasure! They really put themselves back in the Stone Age!

In maths, we began using the bus stop method for short division which the children have really taken on board! They used numicon to physically see how many times a number can go into another number which really helped them visualise.

In science, we conducted a science experiment where we measured the size of shadows based on a number of different variables. The children had roughly 4 different items and had to move the light source 10cm, 20cm and 30cm away each time in order for them to measure the shadow. Afterwards, the children wrote a conclusion and decided whether their prediction was right or wrong.

In DT, the children have begun looking at healthy eating and the different food groups that we need for a balanced diet.

In geography, we looked at the advantages and disadvantages of living close to a river and the effects flooding may have on the local community.

For our last day of half term, the children took part in an exciting Easter treasure hunt where they had to find posters and untangle the word on it to find the correct word! We had an exciting last day before Easter!

Have a lovely Easter everyone!

Miss Conway

This week in English, we have discovered more about what happened as Vesuvius erupted above Pompeii. We have written a diary about what had happened to us that fateful day and how we had escaped onto a boat. We also have written letters from our parents giving us advice about whether to stay or go.

In Maths, we have been carrying on our learning about factors, before working on scaling and have been practicing scaling recipes up and down in a number of different ways to ensure we have the correct amount of ingredients for our guests.

In Geography, we have been looking at how earthquakes and tsunamis occur and looked at the events of March 2011 in Japan. Where a massive underwater earthquake had devastating effects on the town of Sendai.

In Re, we have learned about Jesus spending 40 days in the wilderness and why he made this sacrifice. We learned how he resisted temptation to show his devotion to God. We have also discovered who Oscar Romero was and his significance within the Christian faith. We learned how he wouldn't stand by and let people be treated badly and how he stood up to those who were usually feared. We created Oscar Romero crosses of our own.

On the last day, we undertook a fantastic Easter trail and really enjoyed unscrambling the clues before having a treat in the afternoon.

Mrs. Shone has asked all the children to practice their time-telling skills over the holidays in preparation for the role of time monitor on their return.

Mrs Shone

Hi all, have a lovely Easter and enjoy your time off!

This week, we began to look at long multiplication. This is the first time we have been introduced to this concept and so will need lots of practice to become secure in this method.

In History, we researched and compared the Mayans and the Egyptians. We looked at similarities and differences between the civilisations trade, agriculture, religion, maths, writing and architecture. Following our research, we created informative PowerPoint presentations comparing the two.

In Science, we looked at the stages of human life as we develop. We talked about how we start as a foetus before being born and make our way through childhood, adolescence and adulthood. We discussed the main changes and life events that happen during each of these stages.

Finally, in PSHE we looked at different routes into work. We learnt about GCSEs, A-Levels/BTECs, apprenticeships, degrees and beyond. After this, we created a 'road map' which showed the ages that you attend each stage of education and when you can choose to veer off into other forms of employment/learning opportunities.

Miss Ratcliffe

The children completed their WCSR novel, 'The Boy in The Striped Pyjamas' this week. They practised the skills of using inference, prediction and summary. Once completed, the children then made comparisons across books by analysing the similarities and differences between characters from Boyne's novel and 'Goodnight Mr Tom.' The children used this opportunity to create semi-colon complex lists and to write detailed extended answers.

From further analysis of the book, the children considered our over-arching question - 'Can we ever justify war?'

In Maths, the children continued to work on mental arithmetic strategies with a focus on the four operations of fractions.

In History and English, the children completed their balanced arguments on whether it was the right decision or not to force Japan to surrender in World War 2 by dropping nuclear bombs.

The children have been working on a variety of assessment practise this week to help build confidence in the run up to SATs.


Thank you to all parents and carers for your continued support with our SATs preparation - we will be holding a meeting on the 24th April @ 5:25 for KS2 SATS arrangements. The KS1 meeting will be earlier on the same night, so that you can attend both meetings if your children are siblings in Y2 and Y6.

Mr Gould

What a brilliant end to the spring term, we have been finishing our term with inter competitions for each of our KS2 year groups. In KS1 we have been showcasing our object manipulation skills through modified activities.

Mr Cooney

Week beginning 17th April Lunch Menu



Week 3

<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>	<u>THURSDAY</u>	<u>FRIDAY</u>
Pasta bake	Roast Turkey with stuffing served with roast and mashed potatoes seasonal vegetables and gravy (Vegetarian option available)	Chicken tikka masala with rice	Chicken Poppers with chips peas or beans (Vegetarian option available)	Spaghetti Bolognaise (V)
Quorn nuggets served with herby diced potatoes and baked beans (V)	Chilli beef and rice (Vegetarian option available)	Baguette pizza served with fresh salad and coleslaw (V)	Baked battered fish Served with chips garden peas or beans	
Available daily as an alternative: - Filled jacket potatoes and a selection of sandwiches served with vegetables, a dessert and drink.	Available daily as an alternative: - Filled jacket potatoes and a selection of sandwiches served with vegetables, a dessert and drink.	Available daily as an alternative: - Filled jacket potatoes and a selection of sandwiches served with vegetables, a dessert and drink.	Available daily as an alternative: - Filled jacket potatoes and a selection of sandwiches served with vegetables, a dessert and drink.	Available daily as an alternative: - Filled jacket potatoes and a selection of sandwiches served with vegetables, a dessert and drink.
Ice cream		Jelly	Cookie	Toffee cake
Fruit yoghurt, a selection seasonal fresh fruit sreen and cheese & biscuits available everyday.	Fruit yoghurt, a selection seasonal fresh fruit sreen and cheese, biscuits available everyday.	Fruit yoghurt, a selection seasonal fresh fruit sreen and cheese & biscuits available everyday.	Fruit yoghurt, a selection seasonal fresh fruit sreen and cheese & biscuits available everyday.	Fruit yoghurt, a selection seasonal fresh fruit sreen and cheese & biscuits available everyday.
Unlimited fresh Salad and unlimited whole meal bread.	Unlimited fresh Salad and unlimited whole meal bread.	Unlimited fresh Salad and unlimited whole meal bread.	Unlimited fresh Salad and unlimited whole meal bread.	Unlimited fresh Salad and unlimited whole meal bread.
LUNCH WILL BE SERVED WITH FRESH MILK OR DRINKING WATER.	LUNCH WILL BE SERVED WITH FRESH MILK OR DRINKING WATER.	LUNCH WILL BE SERVED WITH FRESH MILK OR DRINKING WATER.	LUNCH WILL BE SERVED WITH FRESH MILK OR DRINKING WATER.	LUNCH WILL BE SERVED WITH FRESH MILK OR DRINKING WATER.

BRUCHE PRIMARY SCHOOL

Term Dates 2022 – 2023

	Closing Date	Opening Date
Autumn 2022		05.09.22
Autumn Half Term	21.10.22	07.11.22
Christmas 2022	16.12.22	04.01.23
Spring Half Term 2023	17.02.23	27.02.23
Easter	06.04.23	17.04.23
Bank Holidays (Good Friday and Easter Monday)	07.04.23 and 10.04.23	
Bank Holiday (May Day)	01.05.23	
Summer Half Term	26.05.23	05.06.23
Summer 2023	21.07.23	04.09.23 (TBC)

INSET (Training days for staff – children not in school)

INSET 1	01.09.22
INSET 2	02.09.22
INSET 3	03.01.23
INSET 4	30.06.23
INSET 5	24.07.23

Holiday Dates	
October Half Term	24th October 2022 – 4th November 2022
Christmas Holiday	19th December – 3rd January 2023
February Half Term	20th February – 24th February 2023
Easter Holiday	7 th April – 14 th April 2023
May Half Term (Whit)	29 th May – 2 nd June 2023
Summer Holiday	24 th July – 4 th September 2023 (TBC)



Music is a compulsory and important part of the National Curriculum. The national curriculum for music aims to ensure that all pupils: perform, listen to, review and evaluate music.

From September 2022 Early Notes Music Education will be able to offer support to students with small group and one to one instrumental tuition for the following...

Ukulele For KS1 & KS2 students

Guitar For KS2 students

Keyboard For KS1 & KS2 students **(all students will learn to read notation)**

Flute For KS2 students **(all students will learn to read notation)**

Recorder (all ranges) For KS2 students **(all students will learn to read notation)**

Violin For KS2 students **(all students will learn to read notation)**

Drum Kit For KS1 & KS2 students

Tuition prices start from £65 for 12 sessions, all lessons are held within school during lesson time. The 12 sessions will usually fit into a school term and lessons will be carried over should a term be less than 12 weeks.

For further information about Early Notes Music, details about specific instrumental lessons or to enroll for September, you can do this direct via our website

www.earlynotesmusic.education



**Bridgewater
Community Healthcare**
NHS Foundation Trust

SCHOOL-AGED FLU IMMUNISATION COMMUNITY CLINIC SESSIONS

ABOUT THE TEAM

The School-Aged Immunisation Team deliver the routine national immunisation programme to school-aged children within Warrington and Halton.

The team is made up of professionals who are highly skilled and experienced in giving vaccinations.

WHO CAN ATTEND COMMUNITY CLINICS?

- Children who have missed their vaccination in school
- Children who are home educated
- Children who want their parent to be present when they have their vaccination
- Children who need to have the flu injection rather than the flu nasal spray

BOOKING AN APPOINTMENT

If you need further support, advice or would like to book your child in for an appointment to one of the community clinic sessions, please contact us.



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 for further guides, hints and tips for adults.

What Parents & Carers Need to Know about ECHO CHAMBERS

Digital echo chambers have become increasingly prevalent over the last half decade. Formed by a combination of social media algorithms designed to promote engagement and the basic human urge to be correct, these online environments reinforce the opinions that people already have – such as particular political ideologies – in a perpetual loop. The danger is that exposure to this constant bias can gradually nudge users towards more extreme views. That's certainly a potential hazard for young people, who tend to be more impressionable and easily influenced by things they see and read online – especially if it reflects a view they already agree with.

WHAT ARE THE RISKS?

EXTREME IDEOLOGIES

Echo chambers can offer routes to harmful extreme worldviews. A typically teenage distrust of authority, for example, could spiral into a full-blown belief in conspiracy theories – sometimes rooted in ideas which are antisemitic, racist or misogynistic. For impressionable individuals who may be feeling disillusioned with life, echo chambers can often function as a gateway to radicalisation.

NO CRITICAL THINKING

While critical thinking skills are sometimes taught in schools, they are rarely domain specific. A lack of experience in thinking critically – for example, about things we see when browsing the internet – places young people at risk of falling prey to misinformation, untruths and false narratives, which are sometimes deliberately designed to mislead them and influence their thinking.

A VALUES VACUUM

If schools struggle to deliver on a clear ethos, founded in British values as outlined in the national curriculum, it leaves a space within which other ideologies have potential to flourish. Teaching about British values in more siloed experiences, such as PSHE lessons, doesn't always effectively convey the key notions: tolerance, democratic values, individual liberty and the rule of law.

UNDETECTABLE INDOCTRINATION

Many people enter online echo chambers every day without realising. It's easy to simply consume whatever's placed in front of us as we keep scrolling, unaware that we're being funnelled down a particular route. Not recognising that their daily digital diet could in fact be deeply biased in favour of one side or the other can accelerate a young person's journey towards more extreme ideologies.

LACK OF BALANCE

It's challenging to reflect on your own beliefs and opinions, and question whether you might have got things wrong. That's why most of us naturally lean towards consuming information which reinforces and underlines what we thought to begin with. The long-term consequence of this is general close-mindedness and, potentially, intolerance of a more diverse set of perspectives.

Advice for Parents & Carers

TALK ABOUT CHALLENGES

It could be helpful to explain to your child that, in general, people like to find evidence to strengthen their existing beliefs and prefer to ignore anything which supports an opposing perspective. Emphasise that it's OK if someone (politely) challenges what they think occasionally, and that any criticism of their view is purely that – a criticism of their opinion, not of them as a person.

DEBATE CAN BE GREAT

Encourage any interest your child shows in debating – whether at home, at school, or in clubs or societies. Debates require people to assess the merits of an opposing argument, so they can counter it. Putting themselves in the shoes of someone who has a different point of view is a useful way for children to approach new ideas that may contradict what they previously believed.

DISCUSS 'UNHEALTHY FEEDS'

Help your child understand how online algorithms shape which information is presented to them each day: ask them to consider why things appear in their feed on platforms like TikTok, Instagram or Snapchat. Explain that it benefits social media companies' advertising revenue to keep people coming back by showing them content which, generally, reinforces their existing world view.

THE VALUE OF VALUES

It can be hugely beneficial if your child recognises the importance of a core set of principles, such as the British values. By regularly tying their online experiences back to those essential ideas of democracy, tolerance and kindness towards others, understanding the rule of law and protecting individual liberties, you'll be helping them grow into a more resilient and robust future citizen.

VARY THEIR DIGITAL DIET

Sitting down to read online news stories with your child is an excellent way to demonstrate to them why it's important not to always get their information from just one place. Comparing how the same story is reported across popular mainstream publications – and talking about the political biases each may have – will highlight the importance of regularly checking a wide range of online sources.

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.



Source: <https://archives.org/details/cognitivellusion000unse/page/79/mode/2up> | <https://www.tandfonline.com/doi/full/10.1080/136018X.2018.1216528> | <https://www.allsides.com/media-bias/media-bias-chart>

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