



Carrington Junior School



Dear Parents and Carers,

Here we are, reaching the end of another academic year.

It's been a very busy past few weeks and we have lots of information to share with you in this last newsletter of the year.

This week we have been looking at our school value of respect and how we can respect others even if we disagree with them.

As we reach the end of term, I have been impressed by the children's support of each other as they complete the year's learning. Year 6 in particular, have really pulled together to put on a spectacular extravaganza for us in their final production.

It has been wonderful to see all the children grow in confidence as the year has progressed.

We hope all our families have a restful summer and look forward to seeing you all again in September. Good luck to our Year 6 children as they move on to secondary school.



Mrs Cameron

Believe. Achieve. Succeed.

Meet and Greet & September Meet the Teacher

Thank you to all the parents and carers who popped in last Wednesday for our informal meet and greet following reports going out last week. We always leave this as a relaxed occasion for people who have any queries, and we apologise if there was any confusion over where teachers were, since they needed to be both near their new and old classrooms.

We look forward to welcoming you back to our more formal 'Meet the teacher' evening in September, where you will have the chance to listen to a presentation from your child's new class teacher and spend longer finding out about their new year group.

This will take place on **Wednesday 11th September** between 3:30pm and 4:30pm in your child's class.



Back to school Wednesday 4th September



We look forward to welcoming you back to school on Wednesday 4th September.

Registration is at 8:55am with gates opening at 8:45am for a relaxed start. The end of the day is at 3:25pm for all classes. Please collect children from the playground.

Well Done Year 6 and Year 4

Year 6 and Year 4 have taken part in national testing during the summer term and we are pleased to say that both year groups have done brilliantly. Both Year 4 and Year 6 have achieved fantastic results, which have improved on the results of last year.

Year 6 exceeded the national average in Reading, Maths, and Reading, Writing and Maths combined score.

In Year 4 the number of children achieving the top score in the Multiplication Tables Check of 25 out of 25 has tripled this year – a fantastic result.

Well done to all the children and teachers involved for their hard work all year to reach this point.



Y6 SATs Subject	National average 2024	CJS average 2024
Reading	74%	80%
Writing	72%	68%
Maths	73%	78%
Combined reading, writing and maths	61%	63%

School Improvement News and Updates

The whole staff have had a busy year working hard to continue to improve the school following our very positive monitoring visit from Ofsted in November.

Throughout the year we have been supported by the Buckinghamshire School Improvement Service and have invited advisors in to support us and check our progress with new initiatives and improving specific areas of the school. Throughout June we had a series of in depth checks against our teaching and learning, curriculum planning, maths and SEND provision. These have all shown great progress and we are encouraged our hard work is paying off.

Some of the main achievements this year have been:

- Working all year to raise the profile of subject specific skills; the children can now tell us what they are learning as well as the activity they are doing.
- Introducing visuals for skills and visual vocabulary in all subjects.
- Improving maths fluency and mental arithmetic across the school.
- Continuing to adapt and personalise our newly adopted Curriculum from 2023.
- Liaising with Carrington Infant School to ensure better consistency as children journey through the school.
- Developed and embedded a 'Carrington Way' of doing things in school, to ensure consistency in classes.

This Term's School Events

The school has been buzzing with enriching experiences and fun events in the last 6 weeks: Year 4 really enjoyed their [trip to London Zoo](#), Year 5 had a 'very interesting [Language Day](#)' at [John Hampden](#) and Year 6 worked hard and gave us an absolutely brilliant '[Star Wars](#)' end of year Production last week.

The whole school enjoyed learning about different languages and cultures during Diversity Week, and had a great time at the Dance Workshops. The children also had a go at practicing their French and were immersed in French culture on [French Market Day](#); and we all had a day packed full of fun activities on [Cherrylicious Day](#).

[Sports Day](#) was such a lovely day with the entire Carrington Community coming together in the sunshine, and all children participating in great spirits. We also held our very own [Carrington Olympic Games](#) ahead of the much anticipated event in Paris, and a Year 6 pupils vs. Staff competition with games of football, netball and rounders which was a lot of fun.

Please click the hyperlinked text above to see the pictures from those events on the [website](#).



School Uniform

School uniform is available from [Different Class](#) in Bourne End.



For the Autumn Term, children require their winter uniform with a shirt and tie. However, if the temperature is above 20 degrees we will continue some flexibility around the use of summer uniforms. (Either the uniform polo shirt, or summer dresses.)



PE kit

Please ensure that children have the correct shorts for PE uniform. Cycling shorts or gym shorts are not school uniform and will not be accepted. Trainers should only be worn on PE days.

Reminder on footwear:

Girls should wear school shoes with no heel. Heeled shoes or boots are not school uniform. If children require boots (wellies or fashion) for travel in bad weather, they should bring school shoes to change into.

School Equipment

Please ensure your child has a pencil case with the correct equipment for September.

This should include:

- Pencils
- Sharpener
- Scissors
- A 30 cm (non-bendy) ruler
- A glue stick
- Whiteboard pens
- A green biro
- A rubber
- Colouring pencils



Attendance

From mid-August there is new national attendance legislation in place.

However, the core elements of good attendance remain.

Good attendance is considered to be 95% or above.

Good attendance supports children in many areas of their life: academic learning, friendships, confidence and self-esteem.

Children with poor attendance have more friendship problems and do less well throughout their school career. Our most successful pupils are the ones with attendance above 95%.

The impact of time off school	
98% attendance	Less than 4 days absent from school. 20 hours of learning to catch up.
95% attendance	10 days absent from school. 50 hours of learning to catch up.
90% attendance	4 weeks absent from school. 100 hours of learning to catch up.
85% attendance	5 1/2 weeks absent from school. 150 hours of learning to catch up.
80% attendance	7 1/2 weeks absent from school. 200 hours of learning to catch up.

Reasons children might have time off school that can be authorised:

- Medical appointments, where these cannot happen outside school hours
- Close family funerals
- Illness
- Close family weddings (where these are abroad only the day of the wedding can be authorised)
- Exams (music or dance)
- Competing in a sport or performance at national or regional level
- Visiting a new school (e.g. secondary open days)

Holidays cannot be permitted in term time.

We have always had a duty to refer term time holidays to the county attendance team, and the new legislation makes this a national stipulation. The attendance team at county is being expanded in light of the new requirements.

What if my child is finding school difficult?

It is common for children to have issues or problems that make them express a desire not to be in school. These issues can include finding a subject difficult, occasional friendship disagreements or knowing they have made a mistake with their behaviour choices.

In these circumstances, we would urge parents and carers to come and discuss these issues with the class teacher, SENDCo or Family Liaison Worker. Please do not leave issues unaddressed, or they can become much bigger emotional problems for your child to face.

Please see the further advice around supporting children with school and attendance on our [school website](#).

What Parents & Educators Need to Know about WORRY AND ANXIETY

Worry and anxiety are common emotions experienced by children, often triggered by uncertainty or fear. While worry involves concern about future events, anxiety is a persistent feeling of dread or apprehension. Current statistics indicate a rising prevalence of anxiety disorders among children, and this guide has some expert advice on understanding and addressing these concerns.

UNDERSTANDING WORRY AND ANXIETY

Worry and anxiety are emotional responses to stress or uncertainty. Worry is typically associated with potential misfortune, while anxiety is characterised by feelings of fear, apprehension or unease. Both can manifest physically through symptoms such as restlessness, fatigue or muscle tension. Understanding the distinction between worry and anxiety is crucial for effectively addressing these concerns in children.



DIFFERENTIATING WORRY FROM ANXIETY

While worry and anxiety share similarities – in that they both involve concerns about possible trouble – anxiety tends to be more constant and overwhelming. Worry may come and go depending on circumstances, whereas anxiety can linger regardless of the situation. It's essential to recognise when the former crosses into the latter, as anxiety can significantly impact a child's daily functioning and wellbeing.



WHAT ARE THE RISKS?

LONG-TERM CONSEQUENCES

Untreated worry and anxiety in childhood can have potentially lifelong impacts on a person's mental health and wellbeing. Chronic anxiety may increase the risk of developing anxiety disorders, depression or other mental health conditions later in life. Additionally, unresolved worry and anxiety can negatively impact self-esteem, confidence and overall resilience. It's essential to address these concerns proactively and provide appropriate support and intervention.



THE EMOTIONAL TOLL

The emotional impact of worry and anxiety on children can be significant, affecting their overall quality of life and wellbeing. Children experiencing chronic worry or anxiety may feel overwhelmed, irritable or helpless. They may also withdraw from social activities or avoid situations that trigger their anxiety, leading to feelings of isolation or loneliness. Addressing these concerns early can help prevent long-term emotional distress and promote healthy coping strategies.



THE IMPACT ON CHILDREN

Excessive worry and anxiety can have profound effects on children's mental and emotional health. It may interfere with their ability to concentrate, sleep or participate in daily activities. Chronic worry and anxiety can also lead to physical symptoms such as headaches, stomach aches or difficulty breathing. Left unchecked, these concerns can escalate and potentially contribute to the development of anxiety disorders later in life.



ACADEMIC & SOCIAL IMPACTS

Impacts on the academic performance and social interactions of children and young people are very possible. Frequent worry or anxiety may impair concentration, memory and problem-solving skills, making it difficult for children to succeed in education. Anxiety can also hinder social development by causing children and young people to avoid social situations or to struggle with communication and interpersonal relationships, potentially leading to feelings of isolation or exclusion.



Advice for Parents & Educators

ENCOURAGE OPEN COMMUNICATION

Parents and educators can foster a supportive environment by encouraging children to express their worries and anxieties openly. Actively listening and acknowledging young people's emotions can help them feel understood and supported, reducing the situation's intensity. Creating opportunities for regular check-ins and discussions about one's feelings can promote healthy coping strategies and strengthen communication bonds.



CREATE A SUPPORTIVE ENVIRONMENT

Parents and educators play a crucial role in creating a supportive environment that promotes emotional wellbeing. Establishing routines, providing predictability and offering reassurance can help relieve anxiety and create a sense of security for children. Foster a culture of empathy and understanding, where children feel safe enough to express their emotions and seek support when needed.



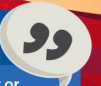
TEACH COPING STRATEGIES

Empowering children with effective coping strategies is essential for managing worry and anxiety. Encourage the use of relaxation techniques such as deep breathing, mindfulness or progressive muscle relaxation to calm anxious thoughts and promote a sense of composure. Additionally, teaching positive self-talk and problem-solving skills can help children develop resilience and confidence in managing challenging situations.



SEEK PROFESSIONAL HELP

Recognising when to seek professional help is vital for addressing significant or persistent worry and anxiety in children. If worry or anxiety significantly impacts a child's daily functioning, interferes with their relationships or academic performance, or causes significant distress, it may be necessary to consult with a mental health practitioner. Early intervention can prevent long-term consequences and promote positive outcomes for children's psychological wellbeing.



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 collaborates with schools on improving their mental health provisions.



#WakeUpWednesday

The National College

Curriculum Changes for Next Year

Maths

We are really pleased with the work that all the teachers have put into making maths better this year. Following advice from several external maths advisors, we are moving to the White Rose Maths Scheme next year. This brings us in line with the curriculum that Carrington Infant School uses, and is more suited to the children in our school.

RE

We are implementing an improved RE curriculum next year, which allows us to better answer the key enquiry questions of the [Bucks Agreed Syllabus](#). This will ensure children learn about a range of religions across the school, including Hinduism, Islam, Christianity, Judaism and Buddhism while they are at the junior school.

Music

We are continuing our excellent whole class musicianship lessons from Bucks Music Trust in Years 3-5, and are implementing a new provision in Year 6, which focuses on improvisation and composition skills. This will help them to be better prepared for studying music in their secondary settings.

Dates to Remember:

Wednesday 4th Sept—**Back to School**

Tuesday 10th September—**Secondary Test Transfer Practice** - Year 6 (11 plus)

Wednesday 11th September—**'Meet the teacher'** 3:30-4:30

Thursday 12th—**Secondary Transfer Testing** - Year 6 (11 plus)

Wednesday 18th September—**Individual School Pictures**

w/c 30th September—**Book Fair**

26th October-3rd November—**Half-term**

TBC November—**Parents Evening**

12th November—**Flu Immunisation**



Carrington Junior School

Summer Term Sports Update—July 24

Wye Valley Athletics

Over 50 CJS pupils took part in the Wye Valley Athletics competition at the Little Marlow Athletics track early in July with 12 pupils taking part in the field events on the 4th July and the track events four days later on the 8th July.

There were some outstanding performances during both events with Carrington pupils finishing in the top three in a number of disciplines including the 60m, 200m, 600m, skipping race, bean bag race, relay and Cricket ball throw.

Huge congratulations to all involved.



Marlow Area Athletics Festival

10 of our Year 3 & 4 pupils took part in the Marlow area Athletics Festival held at Great Marlow School with a range of events including: standing long jump, javelin, speed bounce & relay.

The festival was non competitive with an emphasis on participation & fun.

Well done to all who took part.



Marlow Area Tennis Festival

8 of our Year 6 pupils went to the Marlow area Tennis Festival held at Great Marlow School, taking part in a range of Tennis games to test their skill set and ability.

The festival was non competitive with an emphasis on participation and fun.

Well done to all who took part.



Carrington Olympics

On Friday 12th July, we held our Carrington Olympics carousel event with all pupils in the school taking part in 8 Athletic style events including: Standing long jump, Javelin, Shot put, Hurdles, Standing Triple jump, Target throw & relays.

The event was house based with each house representing a country and rather than being a competitive event focused on the values of supporting others, personal best & participation.

Well done to all who took part.

