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Headteacher: Mrs L Dance
Badbury Park Primary School
Rainscombe Road
Coate
Swindon
Wiltshire
SN3 6ER

Be Adventurous Be Ambitious Be Curious Be Kind

Date: 24th May 2024

Newsletter

Dear Families,

As we come to the end of another half term, I am in the process of finalising timetables and staffing structures for the new academic year and will share this at the end of next month; children will meet their new teachers and support staff on **16th July**. Please be reassured that all decisions will be made carefully and with the children at heart.

I hope you will support Friends of Badbury Park fundraising initiative by encouraging your child to fill the raisin box that they have all been given—please see page 6 for more details. I look forward to finding out after half term which class has raised the most!



As part of South Swindon in Bloom, the school has been invited to take part in the RHS South West in Bloom Children's Painting Competition. This year marks the 60th Anniversary of the Britain in Bloom competition and to celebrate this special milestone year, the RHS have chosen the theme of "friendship". The RHS would like paintings to reflect and celebrate how community gardening in our area brings people together, and for friendships to blossom through Bloom. The competition is open to 7-11 year olds so if your child would like to enter a painting for consideration, please submit them by **Wednesday 5th June**; the school will hold a vote on which is to be submitted to the competition.

Would you like to work in our amazing school? We are looking for midday staff from September—please see page 3 for details or speak to someone in the school office.



Have a lovely sunny (fingers crossed) bank holiday weekend. Don't forget, school is closed for half term from 27th May—2nd June, and Monday 3rd June is a teacher development day. We look forward to seeing all the children again on **Tuesday 4th June**, refreshed and ready to engage with all the learning activities planned for the long term 6.

Have a good weekend

Mrs Dance



Nursery: Apple Tree went on our first visit this week. We were very ambitious and walked to the Badbury Park library. All of the children enjoyed reading stories and we loved hearing about how many of them had already visited with their adult. We have lots of fantastic readers in Apple Tree! Everyone had lots of ideas to share and we found some exciting new stories to borrow for our classroom.

We have been re-reading one of our favourite stories in the class, thinking about our emotions. We used our big Colour Monster to sort the different colours and talk about what calm and happy feel like in our bodies. We have also been inventing some new songs based on our story of the week. This week we had 5 Spiky Gruffalos jumping on the bed!



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Reception: What a busy few weeks we have had! We had a paramedic visit us, teaching us how to put on a bandage, take your blood pressure and how to carefully put someone in the recovery position. Then we had a go at making fruit kebabs, writing a shopping list first and then carefully cutting the fruit and skewering it - they were delicious! We have been very creative this week, using junk modelling to make our own musical instruments and make up songs to perform to our friends. We even put on a performance for the Phonics Fairy who was hiding in the trees on the welly walk. In maths, we have been sharing into equal groups - we used raisins and then got to eat them!



Finally, this week we have been sharing our ideas on what we want to be when we grow up and we have got some very ambitious children in Ash Tree and Oak Tree. We have got future lawyers, doctors, singers, paramedics, police officers, shop workers, truck drivers, builders, the list is endless!

KS1 Y1 enjoyed their visit to Richard Jefferies Museum, learning interesting facts about his life and work. In maths, we have been learning about describing positions and engaged in lots of hands-on learning to consolidate our understanding. In science, we have been busy with our Plant Diaries, observing and recording the growth of the vegetables we planted. Children have also thoroughly enjoyed applying their new computing skills when editing text, and exploring and solving riddles to hone their English skills—we even had a go at writing our own!



In year 2 we have been busy with our DT project practising our sewing skills. We learnt how to do a running stitch and have designed and made fabric tiles. We have enjoyed our outdoor science lesson this week where we made microhabitats on the field, thinking about what would be needed for different living things to survive.



KS2 In Year 3 we have been focussing on letter writing and sewing in English and DT. It has been a week of practising the skills of patience and perseverance and we have done brilliantly! The children have worked hard on threading needles and completing their final products with a running stitch and the outcomes have been very impressive. In English, we've applied our newly learnt letter writing knowledge to write letters to visitors to Badbury Park to express our thanks for enriching our curriculum. We were also thankful to the local historians who visited Year 2 and 3 and enriched our knowledge on our local study of Swindon brickworks.



This fortnight Y4 have been looking at metaphor poems in our English lessons. We looked at the poem Hope by Emily Dickinson (inspired by what flew out of Pandora's Box). We have explored the metaphor of the bird used to represent hope, invented our own Hope poem and responded in outdoor learning to the concept of the 'chillest land'. You will be able to see the Northern Lights are represented in quite a few! Meanwhile, in PE, we have been learning to play small team games and using our Badbury Values in playing kindly and fairly. We will be continuing with these skills next term as we get ready for our Sports Day and Sports Week. Next term we will be having Forest School weekly so please make sure wellies, waterproofs, sunhats and suncream are with the children daily.

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Lockdown

As you may know, we had our first lockdown practise last week. The children were gently briefed that sometimes we may need to stay inside school as opposed to leave school for a fire drill. The teachers briefed the children about what the signal would be (a whistle) and that they should either stay inside and have a story or come in from outside and have a story.

Lockdown Drills

To keep what can be an alarming situation age appropriate, we use the analogy of an 'unknown dog on the playground'. We explain that if we didn't know the dog we wouldn't know if it was safe/friendly, so we stay inside until the dog has gone. All children were very understanding and acted incredibly sensibly and calmly. We ensured our practice was on a day when all staff were in so that there was optimum support available. The support staff lock the door and pull down the blinds as part of the drill but the lights are still on and this is not unusual to the children as blinds are often drawn.

Invacuation might be required if:

- There is local air pollution due to a nearby fire or chemical release.
- There is a dangerous animal (usually a dog or fox) in the grounds.
- There is an incident or civil disturbance in the area that might affect the school.

Lockdown might be implemented if:

- There is an aggrieved, disturbed or intoxicated person trying to gain access to the school (this could be a parent or a stranger).
- There is an intruder on the site.
- There is an internal threat from a student.

As with our termly fire drills we do need to practice these procedures; whilst in primary schools these incidents are very rare, they can and do happen and as a school we must practise with all staff and all children to keep our school safe. We made the decision not to notify parents of the date as experience has shown heightened anxiety leading up to the drill and an unrealistic outcome as pupils knew it was coming. Our children knew it would be practiced and what it would look like but not the exact date. Staff are also not notified of the exact day or time.

Midday Supervisory Assistant vacancy



We are seeking to recruit someone to join our team from September as a Midday Supervisory Assistant. MDSAs play a vital role in providing an enjoyable lunch break for our pupils with key responsibilities including the supervision of pupils to ensure the safety, general welfare and behaviour management of pupils; you will also be required to help in setting up tables in the dinner hall and clearing away after the meal.

This role may suit someone who enjoys working with children and has a few spare hours a week, or alternatively someone who maybe considering a career with children and would like to acquire some experience in an educational environment as a pre-cursor to developing their future prospects.

Why Work for us?

We are a welcoming and supportive school with strong values and a caring ethos. Our staff are a hardworking team dedicated to helping children succeed and we have a supportive leadership team and wider school community. We offer excellent training and career opportunities, a competitive salary with scope for progression, a commitment to nationally agreed pay and terms, an excellent pension scheme, child care vouchers, free car parking, free staff health and well-being support, and a discount scheme for local shops.

The hours of work will be Monday-Friday, 11.30-13.30, term time only with a salary of £11.61 per hour.

If you are interested in applying please request an application form from the school office.



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10 Top Tips for Parents and Educators ENCOURAGING HEALTHY FRIENDSHIPS

Building the complexities of childhood and adolescent friendships can be challenging – but with the right guidance, children and young people can cultivate meaningful, supportive relationships, some of which they last for many years. These top tips provide a comprehensive approach to fostering healthy friendships among children and young people. It's important to remember, however, that each child is different, and will require an individual approach to relationship support.

- 1 GRANT FRIENDSHIP OPPORTUNITIES**
Encouraging children and young people to explore their social skills and build meaningful friendships by providing shared, structured and supervised play opportunities. Encourage them to share a common interest, such as a sport, a game, or a hobby, and create a safe space for them to explore their interests together.
- 2 LEAD BY EXAMPLE**
Children and young people learn by watching others. Model healthy friendship skills and behaviors, such as sharing, listening, and resolving conflicts peacefully.
- 3 HELP THEM LOVE THEMSELVES**
Healthy friendships start with a healthy relationship with oneself. Encourage children and young people to identify their strengths and interests, and to practice self-compassion and self-care.
- 4 MONITOR SCREEN TIME**
The more screen time children spend on social media, the more likely they are to experience cyberbullying and other online risks. Encourage children and young people to limit their screen time and to use social media responsibly.
- 5 TEACH PROBLEM-SOLVING**
Healthy friendships can face problems, such as disagreements, misunderstandings, and conflicts. Encourage children and young people to use problem-solving skills to resolve conflicts peacefully and constructively.
- 6 EMPOWER THE CHILD**
When we give children and young people the confidence and skills to build healthy friendships, we empower them to take control of their own lives. Encourage them to set boundaries, to make choices, and to take responsibility for their actions.
- 7 TEACH EMPATHY**
Healthy friendships are built on empathy and understanding. Encourage children and young people to listen to others, to understand their feelings, and to respond with kindness and respect.
- 8 BE OPEN TO QUESTIONS**
Talking to young people about their friendships and the challenges they face can be a helpful way to support them. Encourage them to ask questions and to seek advice when they need it.
- 9 UNDERSTAND BOUNDARIES**
One of the keys to a healthy friendship is understanding boundaries. Encourage children and young people to set and respect boundaries, and to understand the importance of personal space and privacy.
- 10 SPOT THE SIGNS**
We can't always see what's going on in our children's heads, but we can look for signs of friendship problems. Encourage children and young people to communicate their feelings and to seek help when they need it.

Meet Our Expert
 Becky Davies is an experienced educator who has worked in primary and secondary schools for 20 years. She is passionate about supporting children and young people and the adults who work with them, with a focus on developing confidence and resilience through music, drama, and outdoor learning.

Wake Up Wednesday The National College

What Parents & Educators Need to Know about SCHOOL AVOIDANCE

School avoidance refers to reduced attendance or non-attendance at school by a child or young person. In 2022-23, more than one in five children in England were found to be absent from school over 10% of the time. This guide focuses on school avoidance with an emotional basis, offering expert mental health advice. However, it's important to remember that school avoidance is a highly subjective experience which requires a tailored, individual approach.

UNDERSTANDING SCHOOL AVOIDANCE

REASONS FOR ABSENCE

School avoidance is sometimes triggered by several factors rather than one single cause. This could be both something going on in the child or young person's life, or something going on in the school or classroom environment. It could be the child or young person's own feelings, or something going on in the school or classroom environment. It could be the child or young person's own feelings, or something going on in the school or classroom environment.

PATTERNS OF ABSENCE

Missing school patterns in regular absence or children regularly reporting that they don't want to go to school. It could be the child or young person's own feelings, or something going on in the school or classroom environment.

COMPLAINTS ABOUT PHYSICAL SYMPTOMS

There may be an increase in a child or young person's physical symptoms, particularly on school days or the evening before school. This could be the child or young person's own feelings, or something going on in the school or classroom environment.

IMPACT OF SCHOOL AVOIDANCE

LEARNING AND DEVELOPMENT

LONG-TERM OUTCOMES

CYCLE OF ABSENCE

Advice for Parents & Educators

- WORK TOGETHER**
If there's a concern about a child's absence and emotional wellbeing, it's important that there's a clear communication and a consistent approach between the child's parents and the school. You can take a child-centred approach together towards a plan of action or strategies. This means a combination of approaches that both home and school, supporting better outcomes for the child.
- MANAGE OVERWHELMING FEELINGS**
Acknowledge the child's worries, fears and discuss coping strategies together to help them manage difficulties. These could be self-reflection, deep breathing or going for a walk. This helps them understand that you are working together towards a common goal, and that these strategies can be used when bigger feelings arise.
- FOLLOW REGULAR ROUTINES**
Create a schedule from a regular and consistent routine. This could be as simple as waking up, brushing teeth and having breakfast through to getting dressed, packing their bag and leaving the house. A consistent evening routine which is calm and quiet helps them prepare for school the next morning. Regular predictability and familiarity should help create a structured routine for the child's anxiety, if present.
- RECOGNISE POSITIVE STEPS**
Drawing attention to a child's successes – be they big or small – can help give them some much-needed confidence and motivation. Celebrate these daily victories – such as getting out of bed on time or completing school work – and don't hesitate to let the child know when you're impressed or proud of them. Small steps approach can go a long way.

Little Voices We were very proud to hear that two Badbury Park Primary school pupils recently took their LAMDA exams with "Little Voices, Swindon" and achieved a distinction—Quite the accolade!

Katie Year 3 - LAMDA Group Musical Theatre Entry Grade - Distinction (86%) (Annie)

Sofia Year 1 - LAMDA Group Introductory Stage 1 - Distinction (95%) (If I were King, by A.A.Milne)

These exams are fantastic for building confidence, teamwork and oracy skills and also reinforce their reading skills. Each week the older ones in particular are reading scripts and lyrics, working on characterisation, group interaction, projection, diction using musical theatre as the medium, whilst the younger ones do lots of work on diction, projection, expression through favourite storybooks such as the Gruffalo, We're going on a bear hunt and learn to sing songs from Disney etc.

If you think your child would be interested in joining Little Voices, please contact Lex directly.

Boost your child's CONFIDENCE with our inspirational education in drama and singing!

Little Voices
Drama & Singing Lessons of Distinction

Does your child love to perform?
 Locations in Old Town, East Wickel and Cricklade.
 Use the QR code to find out more and apply for your child's FREE trial lesson.

Or call Lex on: 07932 579364
 Email: swindon@littlevoices.org.uk/swindon

Benefits for your child:
 confidence, social skills, empathy, positivity, wellbeing, new friends, small groups, individual tuition and fun!

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Lighthouse

We are attaching the latest Lighthouse newsletter this week. It contains useful information about upcoming events, top tips and half term ideas. Do take a look.



NURSERY ADMISSIONS SEPTEMBER 2024

WE WOULD LOVE YOU TO COME AND VISIT US!

Open House - Monday 3rd June 3.30-4.15pm

All 3 and 4 year olds are entitled to a free nursery place from the start of the term following their third birthday

30 hours funded places may be available.

Purpose-built school environment focused on outdoor and child-led learning.

Teacher-led sessions

An enabling environment allows children to be adventurous and curious through open-ended exploration and discovery

IF YOU WOULD LIKE TO ENQUIRE ABOUT
AVAILABILITY, PLEASE CONTACT THE OFFICE AND
EXPRESS YOUR INTEREST

ADMIN@BADBURYPARK.BLUEKITETRUST.ORG



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IT'S BACK! FUND RAISIN' CHALLENGE 2024



Each child will receive a box of raisins just before the half term holiday.

The challenge is to eat the raisins, then fill the box with as much money as you can before 7th June 2024.

All proceeds will go towards an end of year treat for all pupils!



Prizes for the top 3 fundraisers, as well as the class that raises the most money!

TIME TO START THINKING OF IDEAS!

chores for change - dog walking - toy sale - bake sale - sponsored run - sell your art - car washing - or something else!

Saturday 8th June, sees our first Craft Destash sale for all you artsy crafty people out there, If you need a clear out of that wool stash, pass on unfinished projects you just can't round to, paper crafting, stamping, beading etc. please email us to book a table. pop along and support us on the day, we'll have tea and homemade cakes on sale too.



The Fund Raising challenge is back! let's see if we can beat last year's total; we've got some amazing treats in store for the top "raisiners", top class and whole school, the more we raise the better it will be. Boxes will go out prior to half term and need to be back by **7th June**



Craft Destash

Saturday 8th June 2024

1:00pm - 3:30pm

BADBURY PARK PRIMARY SCHOOL
RAINSCOMBE ROAD, SN3 6ER

SELLERS: £10 PER TABLE
BUYERS: £1 ENTRY, CHILDREN FREE

To book a table, please contact us:
friendsofbadburyparkprimary@gmail.com

We look forward to seeing you there!



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FAMILY FOUNDATIONS

With Lighthouse



A SIX WEEK COURSE
HELPING FAMILIES TO
CREATE A MORE
HARMONIOUS HOME

WHERE: RUSKIN PRIMARY SCHOOL, SN2 7NG

WHEN: TUESDAYS 9AM-11AM- FROM 4TH JUNE-9TH JULY

**WHAT: PRACTICAL IDEAS AND STRATEGIES TO SUPPORT
BEHAVIOUR, RELATIONSHIPS AND HAPPINESS AT HOME**

TO BOOK A SPACE OR FOR MORE INFORMATION
PLEASE CONTACT [VDAVID@BLUEKITETRUST.ORG](mailto:vdauid@bluekitetrust.org) OR
[GWOLLEN@BLUEKITETRUST.ORG](mailto:gwollen@bluekitetrust.org)

Follow our instagram page for dates of other courses and
general family life tips on [@lighthouse_bluekitetrust](https://www.instagram.com/lighthouse_bluekitetrust)

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School Diary

April 2024

15th: Children return to school for term 5
15th School Safe Zone begins
22nd: Curriculum meetings for all year groups—5pm
24th : “Beep, beep” day. Road safety practice

May 2024

6th: Bank holiday (school closed)
14th: Year 1 to Richard Jefferies Museum
15th: Vision Screening (Reception classes)
23rd: FOBBP End of Term treat & Uniform sale
24th: Last day of term 5
May half term—Fund Raisin’ challenge

June 2024

3rd: Teacher training day (school closed)
4th: Children return for term 6
8th: FOBBP Craft De-stash sale
w/c 10th: Phonics screening check (Y1)
12th: Meeting for parents of new Reception starters (6.30pm)
14th: Stay and Play sessions for nursery and new Reception starters (3.30-4.15pm)
14th: FOBPPS special person Male/Father’s day
18th: Stay and Play sessions for nursery and new Reception starters (3.30-4.15pm)
19th: Meeting for parents of new nursery children (6.30pm)
20th: Class group photos
21st :Year 1 trip to Cotswold Wildlife Park
29th : Summer Fair

July 2024

1st: Sports week commences
2nd : Apple Tree sports and picnic from 10am
3rd: Yew, Maple, Hazel and Willow Sports day from 1.30pm
4th: Ash, Oak, Beech and Pine Sports day from 1.30pm
8th: Teacher training day (school closed)
12th: Stay and Play sessions for nursery and new Reception starters (3.30-4.15pm)
12th: Reports to parents
16th: Class swap afternoon
17th: Years 2, 3 and 4 performance
25th: End of term