



GLEBE

GLEBE PARENT NEWSLETTER



I hope you have all had a good week.

Phase Monitoring & Governor Learning Walks

This week we monitored the standards of teaching and learning in KS1.

I was joined by Mr Buckingham, Chair of the Governing Body, and Mrs Collins who is a co-opted member of the board (she also has two children at Glebe).

We were really impressed with the standard of writing in each of the classes we visited. The children are developing excellent levels of independence and used a range of resources to help them with their writing. In year 1, the children were writing letters from the point of view of different characters from Little Red Riding Hood. In year 2, the children were engrossed in writing around their history topic of The Great Fire of London, which has really captured their imagination.

Next week we'll be monitoring LKS2.

Weekly Attendance %

RG	99.2
4JL	98.7
5G	98.6
3ME	98.3
1L	97.8
6L	97.8
5V	97.2
RB	96.9
6A	96.8
4W	96.7
RP	96.4
1A	96.3
2P	96.3
3V	96
5I	95.7
3R	94.7
2S	93.6
4J	93.4
6K	92.8
1C	88.1
2M	78.3

Whole School
95.1%

FRIDAY 26TH JANUARY 2024

MR DWYER'S FOOTBALL NEWS

On Wednesday, I took the girls' team to a cluster at Field End Junior School.

We had a tough start to the competition playing against Warrender, who beat us on penalties in the $\frac{1}{4}$ final of the girls' tournament earlier in the year, and once again drew 0-0 with them. Next up was Whiteheath, who had some fantastic players and ran out 3-1 winners. The girls dusted themselves down for our next game vs Deanesfield and ran out comfortable 3-0 winners, before finishing with a 1-0 victory against Field End in our final game.

As ever, the girls represented the school impeccably, well done to: Erin, Amelie, Charlotte, Mia, Ellie, Jaz, Alena and Ava.



HIGHLIGHTS

3ME Class Assembly

On Thursday 3ME performed the first class assembly of 2024 and they set the bar very high for the rest of the class assemblies for this year!

The class treated us to two beautiful songs about friendship which they signed along to using Makaton, a mode of sign language used by some of the pupils at Glebe. It was evident just what a tight knit class they are and how kind and inclusive they are towards each other.

We also heard about The Twits and what an awful couple they were and how they loved to play tricks on each other.

The children performed exceptionally well - really adding expression to their lines and it was very clear not only how much they enjoyed what they were learning about but how eager they were to share this with the audience.

A huge well done to the children and to Mrs Mountain, Mrs Everett, Mrs Lonsbrough, Mrs Verity and Mrs Holding for putting the assembly together.



REMEMBER



Key Information & Dates

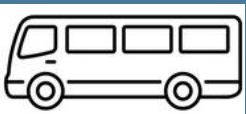


Changes to the 278 Bus Service

Please see below information we have received from TfL regarding a change to the bus service that serves our school.

Route 278 (Heathrow Central Bus Station to Ruislip Station)

From Saturday 27 January, a new timetable will commence with buses starting earlier on all days of the week and an additional school journey (towards Ruislip in the AM peak and towards Heathrow in the PM peak) introduced. The new morning journeys will depart about an hour earlier than the current first buses, at 03:05 and 03:35 from Ruislip station and at 03:45 and 04:15 from Heathrow. This is to support customer and staff demand in the early mornings to and from Heathrow Airport, and Heathrow Airport Limited will initially fund these journeys.



The additional school journeys will help address high demand, particularly in the Ickenham area, during these times. There will be no changes to the times of the last buses or the frequency on the route, with buses continuing to operate every 15 minutes during the daytime on Mondays to Saturdays and every 20 minutes during the evening and all day on Sundays.

Pre-Loved Uniform Sales

Don't forget our sale next Friday (2nd Feb). If you are attending, don't forget to bring a bag and cash as we don't have card or phone payment facilities.

Thanks again for your continued support.

The Pre (and currently loved!) Team



REMEMBER



Key Information & Dates



Spring Term - 2024

Monday 29th January - FOG meeting at school from 6pm - room to be confirmed

Friday 2nd February - Pre-Loved Uniform Sale in the small hall at 3.30pm

Tuesday 6th February - Parent Consultation Evening: 4pm - 7pm

Wednesday 7th & Thursday 8th February - Year 1 trip to Compass Theatre (individual classes going at different times)

Thursday 8th February - 3V Class Assembly at 9.15am – parking for parents attending on the playground from 9.05am (not before for health and safety reasons)

- Parent Consultation Evening: 4.30pm - 7.30pm

Half Term: Monday 12th February - Friday 16th February

Monday 19th February - Training Day: School closed to all pupils

Tuesday 20th February - Children return to school

Tuesday 27th February - 5V trip to the Royal Institute

Wednesday 28th February - 5G trip to the Royal Institute

Thursday 29th February - 3R Class Assembly at 9.15am – parking for parents attending on the playground from 9.05am (not before for health and safety reasons)

Friday 1st March - 5I trip to the Royal Institute

Monday 11th March - Year 4 trip to Verulamium

Monday 25th - Thursday 28th March - Year 6 Bikeability training

Tuesday 26th & Wednesday 27th March - Year 3 trips (individual classes going at different times)

Thursday 28th March - Term ends - school day finishes 1 hour early



REMEMBER

Key Information & Dates



Inclusion Workshops for Parents

Mrs Connolly and Mr Dwyer will be running a series of workshops for parents.

Date

Thursday 25th April 2024 at 9:00am

Monday 20th May 2024 at 2:30pm

Tuesday 25th June 2024 at 9:00am
sensory needs

Workshop

Handwriting

Building and maintaining relationships

Social stories and meeting your child's

If possible, please let them know that you are planning to attend so they can prepare enough resources for everybody. Please email sen@glebeprimary.org
We look forward to seeing as many of you as possible.



CURD CORNER

Don't forget you can still
bring in any plastic
sweet/chocolate tubs left
over from Christmas until
half term.

Thank you for your
continued support.



UPDATES



**Don't forget our
booking system for
Parent Consultation
Evening
appointments will go
live at 5pm on
ParentMail today.**

**This week's
winners are**



Spelling Shed

3ME 5V

Doodle Maths

4JL 3ME

What Parents & Carers Need to Know about INFLUENCERS

In today's digital age, social media influencers play an increasingly significant role in shaping the opinions, interests and behaviours of our children. While many of these individuals can have a positive effect, influencer culture can also present certain risks – such as encouraging consumerism, affecting self-esteem and blurring trustworthiness. To help ensure a safe online environment for young people, it's vital to maintain open communication, set sensible boundaries, promote a healthy self-image and teach digital media literacy. Our guide delves deeper into all of these.

WHAT ARE THE RISKS?

HEIGHTENED CONSUMERISM

A major way that influencers make money is through brand partnerships and sponsored content. As a result, children who follow them may be exposed to a steady stream of advertising: this can lead to materialistic attitudes, unrealistic expectations and an increased desire to have the latest products. Many influencers have built huge brand empires around their large, impressionable following.

THE SOFT SELL

Some influencers aren't always transparent about the motivations behind their posts, blurring the lines between genuine recommendations and paid-for promotions – and young people sometimes find it difficult to distinguish authentic content from advertising. Many major social platforms have taken steps to make sponsored content and ads easier to identify, but it remains an area of concern.

PRIVACY CONCERNS

Inspired by their favourite influencers, children may start sharing more of their own lives online – which could reveal personal information or details about their daily routine. This openness can put them at risk of cyberbullying or even predatory behaviour. This is exacerbated by live streaming, which gives young people no time to consider the potential consequences of saying too much.

UNDERMINING SELF-ESTEEM

Many influencers share images and videos of themselves and their activities, which are often painstakingly curated and edited to present an idealised version of their life. Children who follow these influencers may develop distorted expectations about body image and the concept of beauty, which can potentially lead to negative self-esteem and even mental health issues.

Advice for Parents & Carers

KEEP TALKING

Chat to your child about the content they consume on social media and the influencers that they like. Encourage them to think critically about what they see and hear online, and listen to any concerns they might have. Maintaining this line of open, honest communication can help your child to make informed decisions about which individuals they follow and what content they engage with.

SET SOME BOUNDARIES

Agree age-appropriate boundaries for your child's social media use, including time limits and privacy settings (the two major operating systems on mobile devices, Android and iOS, have these controls baked in). Try to keep an eye on your child's online activity and discuss it regularly with them – including reminding them of the potential risks that can arise from following influencers.

SUPPORT A HEALTHY SELF-IMAGE

Reinforce your child's awareness that real life isn't usually as picture perfect as it may appear on social media – and how some content (particularly that of influencers) is often curated, staged or edited to look more glamorous. If possible, highlight examples of other influencers who share authentic, relatable material which acknowledges their imperfections and struggles as well.

PROMOTE MEDIA LITERACY

Talk to your child about the concepts of sponsored content, advertising and potential influencer bias. Teach them to critically evaluate the information they're presented with online and to consider the possible reasons behind content creation. This can help young people develop the skills to make healthier decisions about the influencers they choose to follow and the content they consume.

Meet Our Expert

A former director of digital learning and currently a deputy headmaster and DSL, Brendan O'Keeffe'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.



NOS
National
Online
Safety®
#WakeUpWednesday

Drop-In Support

For residents of North-West London

Online Parents Drop-In

Meet new people & learn about support & services available to you



For parents and carers of ADHD/autistic children and young people

Our online drop-in support groups are a wonderful opportunity to talk to our family support team, who are here to offer guidance and support. Connect with other parents to share stories, offer advice, and build a supportive community. You are welcome whether your child is formally diagnosed, on the pathway, or if you suspect your child might need an assessment and want to know the next steps.

Mondays, 10.30 am – 12.00 pm

Wednesdays 7.00 pm – 8.30 pm



Contact enquiries@adhdandautism.org or scan the QR code to register

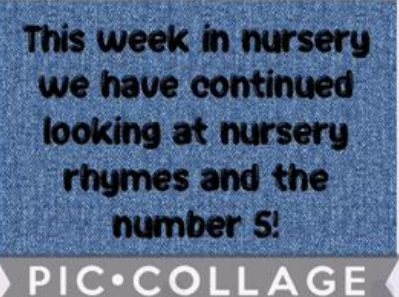
www.adhdandautism.org | Charity Registration No. 1193799



@ADHDandAutism



NURSERY



HIGHLIGHTS

Reception have been learning about jungle animals

We have been learning the story of 'Elmer'

We have been looking at the composition of numbers to 5

PIC•COLLAGE

HIGHLIGHTS

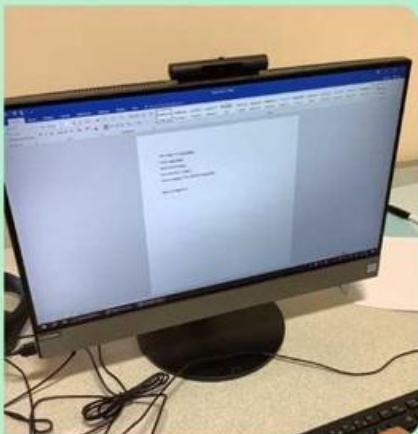
YEAR 1



African sunset paintings



Pirate dancing

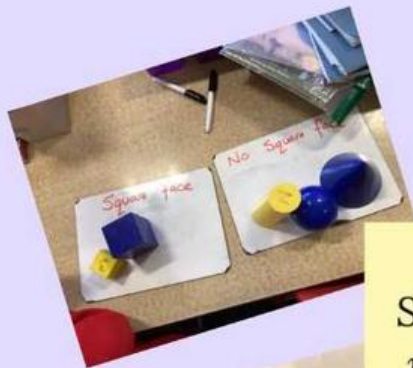


Parrots

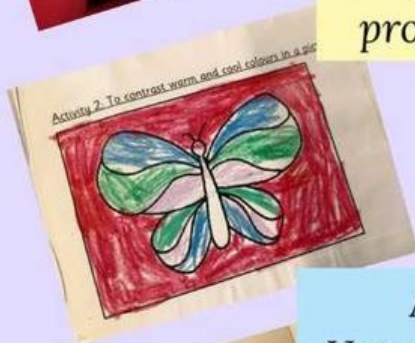
PIC•COLLAGE

HIGHLIGHTS

YEAR 2



Maths
Shapes and
properties



Art
Hot and cold
colours



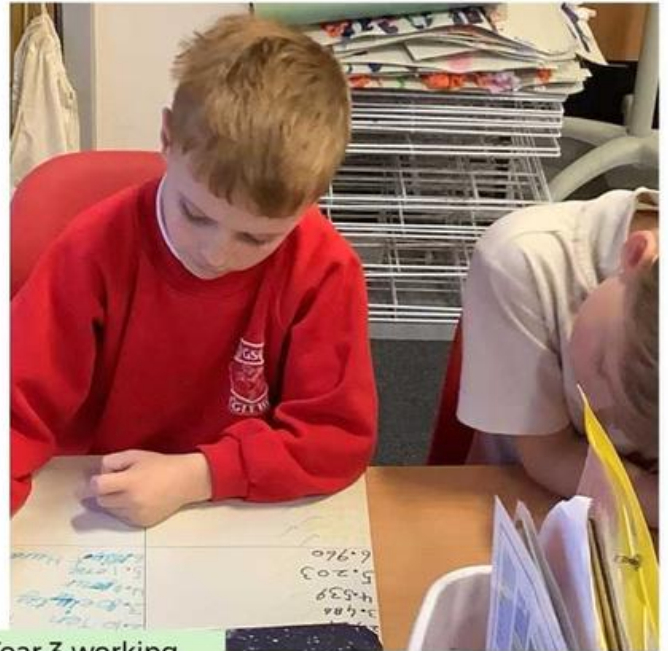
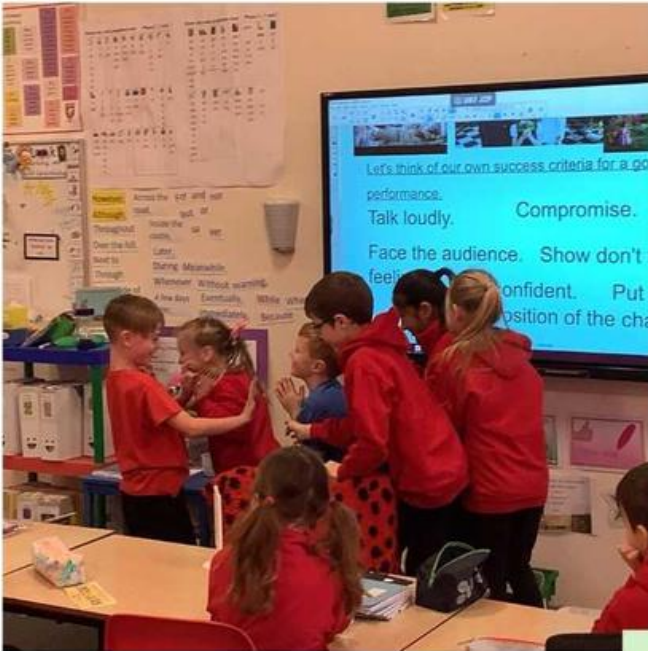
Computing
Making music



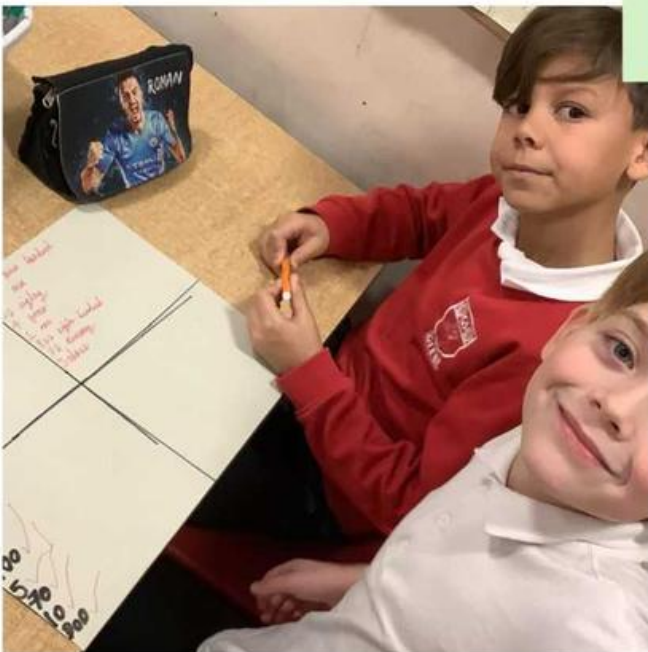
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HIGHLIGHTS

YEAR 3



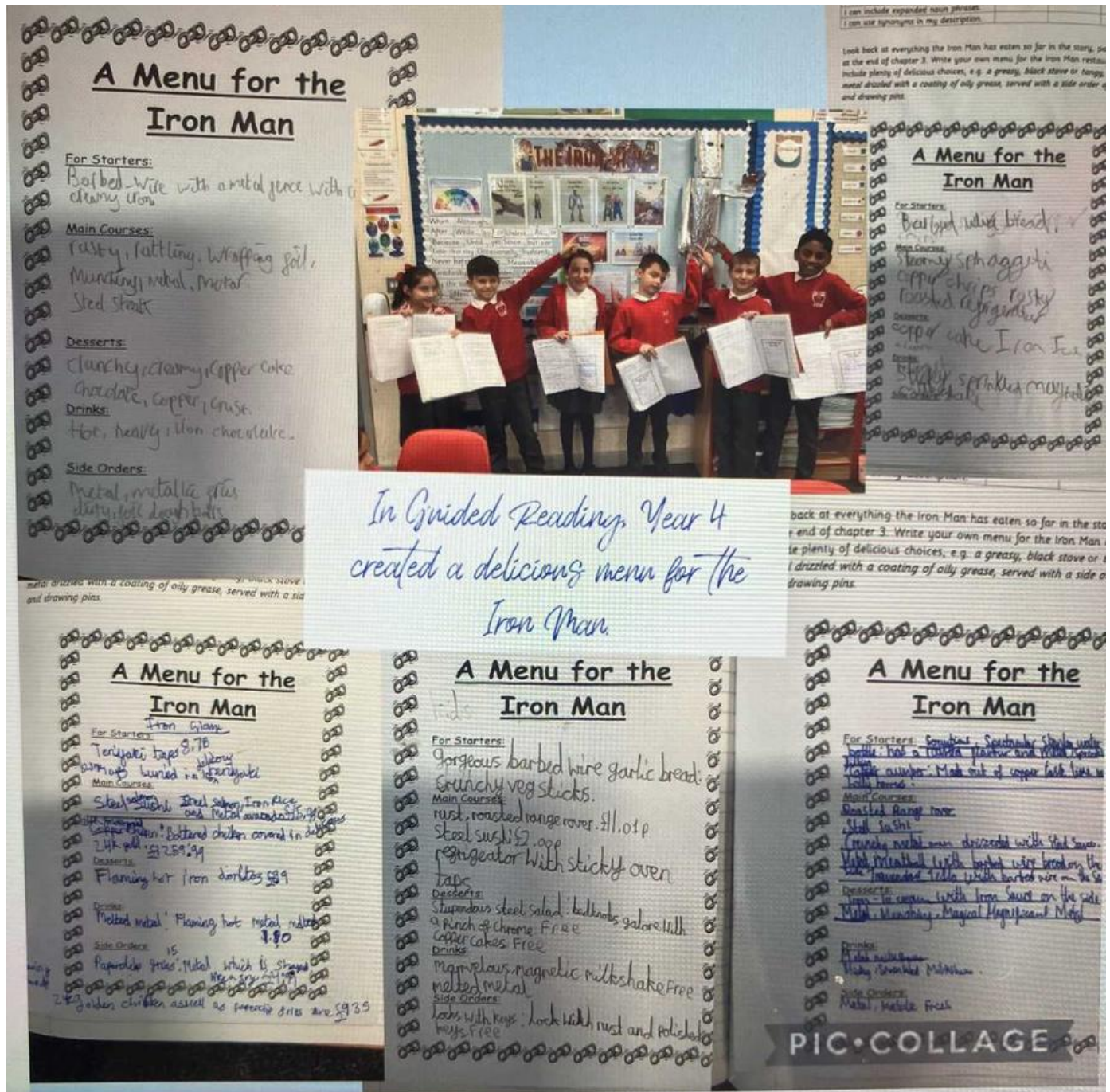
Year 3 working
with rocks, place
value and
planning diaries.



PIC•COLLAGE

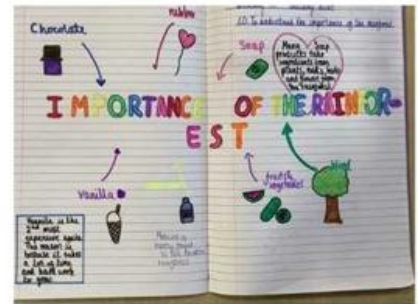
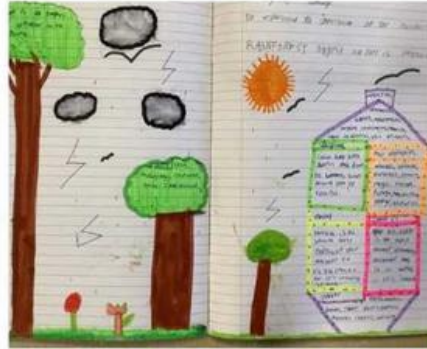
HIGHLIGHTS

YEAR 4



HIGHLIGHTS

YEAR 5



PSHE

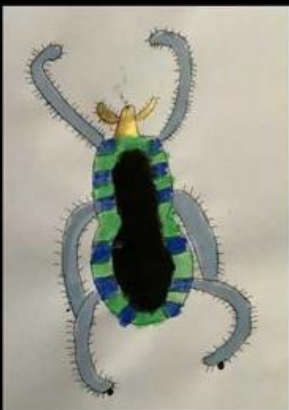
WE CREATED POSTERS ABOUT THE IMPORTANCE OF
THE RAINFOREST AND HOW IT HELPS THE
COMMUNITY



PIC•COLLAGE

HIGHLIGHTS

YEAR 6



YEAR 6
BEETLE ART

PIC•COLLAGE

HIGHLIGHTS



Wishing you all a lovely
weekend.

Mrs Penney



GLEBE
WEEKLY
SCHOOL
NEWS