



# Ranskill Primary School

## Spring 2 Newsletter

### Head of School Greeting

Dear Parents and Carers, As we approach the forthcoming Easter holidays, I'd like to take a moment to wish all our families a **very Happy Easter**. This term has been filled with so many achievements, celebrations, and shared moments that truly reflect the heart of our school community. We have had **lots to celebrate in school** recently. One highlight has been our **Afternoon Tea events**, where children who have achieved **100 Dojos** enjoyed a special treat

in recognition of their hard work, excellent behaviour, and commitment to our school values. It has been wonderful to see their pride and excitement. We've also introduced **new systems for greeting pupils into classrooms each morning**, helping ensure every child starts the day feeling welcomed, settled, and ready to learn. A calm, positive start sets a strong foundation for the day ahead, and the impact has already been clear in classrooms across the school.

Our **Year 6 pupils** are moving steadily closer to their **SATs**, and we are incredibly proud of their determination, resilience, and maturity. Staff are working hard to prepare them, and the children should feel confident in the progress they are making every day. This term has also been filled with joyful **parent events**—from **World Book Day**, to **Easter crafts**, to our lively **school discos**. These moments, alongside our **church visits to celebrate Easter**, remind us how important those traditional shared experiences are. They help strengthen the sense of belonging that makes a school community thrive. Behind the scenes, we have been working hard on several important developments. This includes updating our **behaviour policy** to make expectations even clearer and more supportive, and continuing to improve our **school site** to ensure it is safer, more welcoming, and better aligned with our realigned vision and values. Staff have also been engaging in ongoing **training and professional development**, ensuring we continue to deliver the very best for our pupils.

It is these traditional foundations—shared celebrations, strong relationships, clear values, and meaningful connections with families—that keep our community thriving. We remain committed to **embedding Ranskill a school at the heart of the community**: warm, welcoming, supportive, and focused on the success and wellbeing of every child. Thank you, as always, for your ongoing support. I wish you and your families a restful break and a very Happy Easter.

Warm regards,

Mrs Beesley

## Motto, Vision and Values



As part of our ongoing work on school identity, with your help, we have been reviewing our **Motto, Vision and Values**. This work is helping us to shape what it means to be part of the Ranskill school community — for children, staff, and parents alike.

The children have decided that they would like to **keep our school motto**:

***We 'Take Care' and 'Go Beyond'.***

Working together, **staff and pupils**, and with feedback from the school community, we have created our **school vision**:

***"At Ranskill Primary School, we nurture every child to achieve, grow, and thrive – becoming their best self, today and in the future."***

When thinking about our school values, the children were very keen to keep the hand symbol to represent them. There were votes for the final two values with Kindness and Teamwork becoming the most popular. So our new school values are:

**Kindness**

**Respect**

**Integrity**

**Pride**

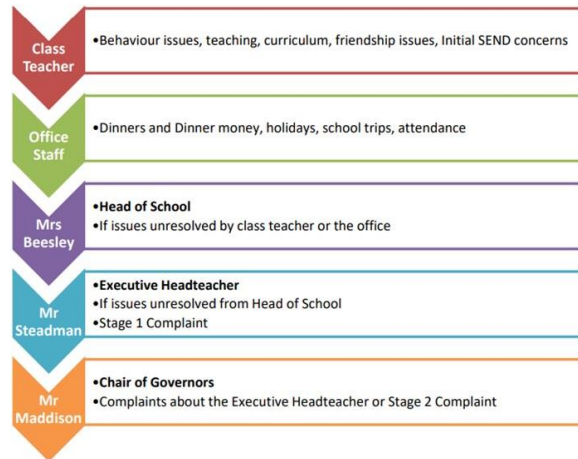
**Teamwork**

Our job now is twofold. Firstly, in assemblies and when speaking to staff and pupils, we will look at what each value means to the children and what 'artifacts' are tangible examples of them all. Alongside this, we are going to be working with a graphic designer to freshen up the school to bring our identity to life. We will keep you all updated about the progress of these.

## Communication Pathways



We believe that good communication between home and school is vital to ensure the best outcomes for our children. The pathways outlined below are designed to make sure your questions or concerns are directed to the most appropriate person first, allowing them to be resolved quickly and effectively. This approach also ensures that staff can focus on their areas of responsibility while knowing that, if needed, there are clear next steps for parents to follow. By working together in this way, we can maintain positive relationships and keep our focus on supporting the children's learning and wellbeing. If you do need to contact Mrs Beesley or Mr Steadman after following the above steps, please email: [administration@ranskill.notts.sch.uk](mailto:administration@ranskill.notts.sch.uk).

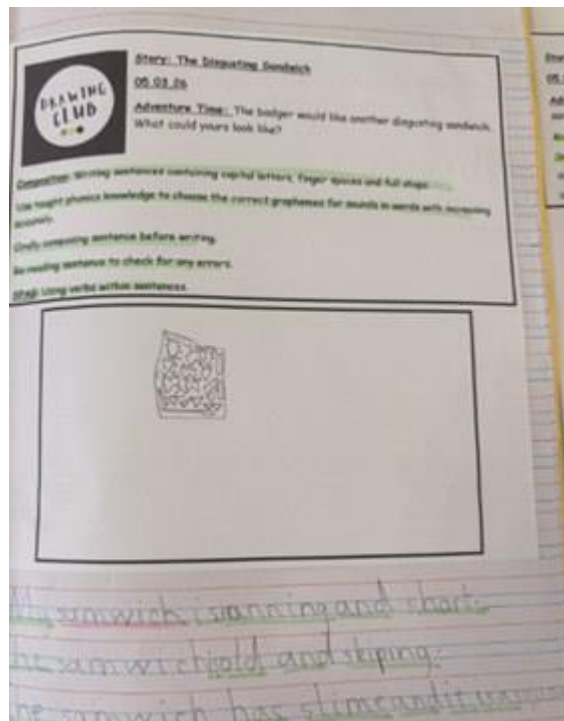


Look at what we have all been up to...

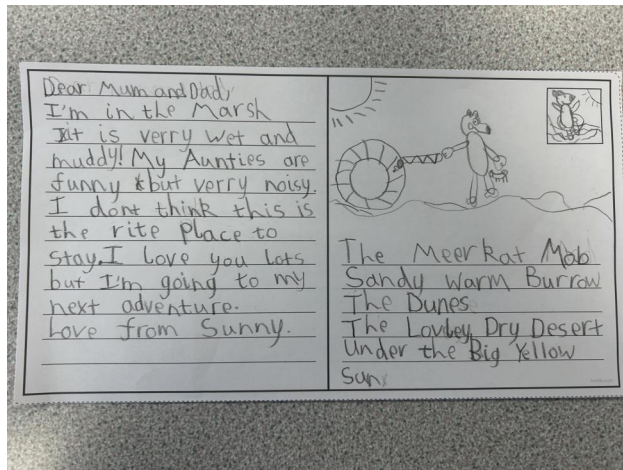




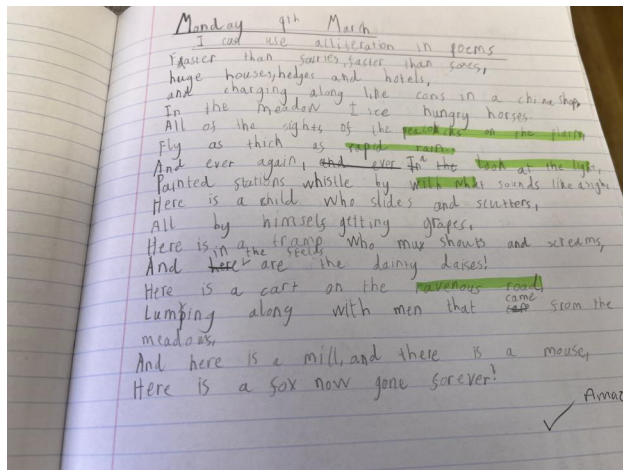
*1 - In Nursery, we have been busy learning all about Easter and how and why people celebrate Easter. We have also been learning about journeys and transport this half-term, as well as how to take care of our bodies, including teeth brushing and dentists, healthy eating, exercise and keeping ourselves clean.*



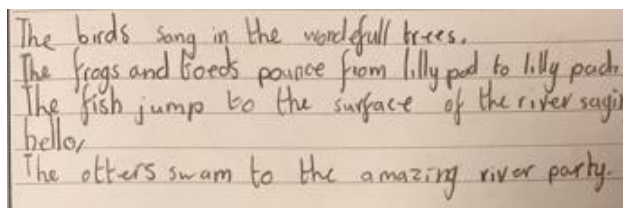
*2 - Class 1 really enjoyed World Book Day. For our Drawing Club we read the story 'The Disgusting Sandwich'. We enjoyed drawing what would be in our sandwich. Reception used their phonics knowledge to write Phase 3 sentences. Year 1 used their knowledge of adjectives to describe what their sandwich looked like. Everyone in Class 1 loves Drawing Club it's one of our favourite times of the day.*



3 - In Class 2, we have been enjoying our work in the story Meerkat Mail. The children have loved following Sunny's exciting journey from the Kalahari Desert across Africa in search of a new home. Inspired by the story, we have been writing our own postcards to family and friends, just like Sunny. The children have particularly enjoyed learning about and exploring the different places Sunny visits along the way.



4 - In Class 3, we have been looking at poetry. The children have read the poem 'From a railway carriage' by Robert Louis Stevenson for inspiration. They are working towards writing their own poem about a train journey during the Victorian times, which links to their history work. Here is a brilliant poem written by one of the children. The class have also had fun exploring and using alliteration in their English work. Can you spot any alliteration words?



5 - Class 4 have been diving into the world of poetry as part of our exciting River Deep topic. Inspired by the sights, sounds and movement of rivers, the children explored rich vocabulary, imagery and rhythm to bring rivers to life through their writing. They experimented with descriptive language, similes and personification to capture everything from gentle streams to powerful rushing water. The class showed fantastic creativity and enthusiasm, producing vivid poems that truly reflect the beauty and energy of rivers. We are very proud of their thoughtful ideas and imaginative writing.



*6 - Class 5 were focusing on building structures. We made marble runs, looking at different types of joins and strengthening the structures. It took many weeks of perseverance, but we made some successful runs. It was great to see lots of integrity and teamwork throughout the project - well done Year 6!*

## Important Dates for your Diary



- Coffee morning PTA 17th April
- Austerfield 7th and 8th May
- SATS: W/C 11th May

- New Reception Parents Meetings: 5th May 4pm
- F2 home visits Monday 18th and Wednesday 20th of May
- Class 1 and 2 trip to Whitepost farm TBC

## Attendance and Punctuality



# Attendance Matters

Every student. Every day.

We are delighted to share that our school's current attendance rate is **96.5%**, which is **above the national target**. This is a fantastic achievement, and we want to thank all our families for their continued support in helping children attend school regularly and on time.

Attending school every day has a huge impact on children's progress, wellbeing, and confidence. Here are some of the **positive benefits** that regular attendance brings to both children and families:

### Why Good Attendance Matters

- **Supports Structure and Routine:** Children thrive when they follow a consistent daily pattern. Good attendance helps them feel secure and organised.
- **Builds a Vital Life Skill:** Being present and on time prepares children for secondary school and future employment by developing discipline and responsibility.
- **Ensures Safety and Support:** School provides a safe environment, daily meals, and wellbeing support—not just for pupils, but for parents and carers too.

- **Boosts Confidence:** Regular attendance helps children grow socially and academically, making them more confident in the classroom and the playground.
- **Strengthens Relationships:** Being in school every day allows children to build strong, positive, long-lasting relationships with both staff and their peers.
- **Improves Teamwork and Class Progress:** When everyone attends regularly, classes can learn, collaborate, and achieve together.
- **Eases Pressure on Families:** Regular school attendance gives parents and carers valuable time for work, daily tasks, or personal downtime—helping reduce stress.
- **Promotes Success:** Children who attend school consistently are more likely to achieve their potential and make strong academic progress.
- **Creates New Opportunities:** School offers fun, challenge, and experiences that children may not find elsewhere—helping them grow in all areas of life.

Thank you once again for your commitment to brilliant attendance. Let's keep working together to maintain and celebrate this fantastic achievement! 🎉

| Attendance | Description                  | Approx' days lost per year | Approx' weeks lost per year |
|------------|------------------------------|----------------------------|-----------------------------|
| 100% - 98% | Excellent                    | 0-4                        | Less than 1 week            |
| 98%-96%    | Expected                     | 5-8                        | 1 to 2 weeks                |
| 95%        | Satisfactory                 | 9                          | 1 to 2 weeks                |
| 94% - 90%  | Less than expected           | 10-18                      | 2 to 4 weeks                |
| Below 90%  | Persistent Absentee          | More than 19               | More than 3 weeks           |
| Below 50%  | Severely Persistent Absentee | More than 90               | More than 18 weeks          |