



Brookvale Primary School

Newsletter



It has been a busy half of the term. We have welcomed one or two days of lovely weather, anticipating the summer weather, and have been met with many days of rainfall. This has not stopped the positive attitudes of all our pupils. The Year 6 children were involved in SATs and their attitudes were simply fantastic. Their resilience was outstanding and we are very proud of the way every child took part in this assessment.

The Year 2's will be experiencing the KS1 SATs. Please look out for the dates when this will take place.

I would like to say a huge thank you to all parents and carers for supporting Brookvale in every way. We have some exciting dates planned, so please keep an eye on the calendar dates.

We hope you all have a lovely, restful half term and look forward to seeing you all on Tuesday 4th June.

Mrs Adolphe

Calendar Dates

27th May— 31st May	SCHOOL CLOSED FOR HALF TERM
3rd June	SCHOOL CLOSED FOR TEACHER TRAINING DAY
4th June	BACK TO SCHOOL
6th June	Reception trip to Ash End Farm
	Y3 & Y4 Open Morning 9-10.50am Parents invited to attend

We are caring citizens, shaping our communities.

We are ambitious for our success and the success of others.

Shaping Our Children's Futures, Together.

We are passionate about everything and everyone.

We are the authors of our own lives.

Brookvale Primary School, Mallard Drive, B23 7YB

Tel: 0121 3599973

Email: office@brkvale.bham.sch.uk **Website:** www.brkvale.bham.sch.uk **Social Media:** @BPS_B23 (X)

Weekly Attendance



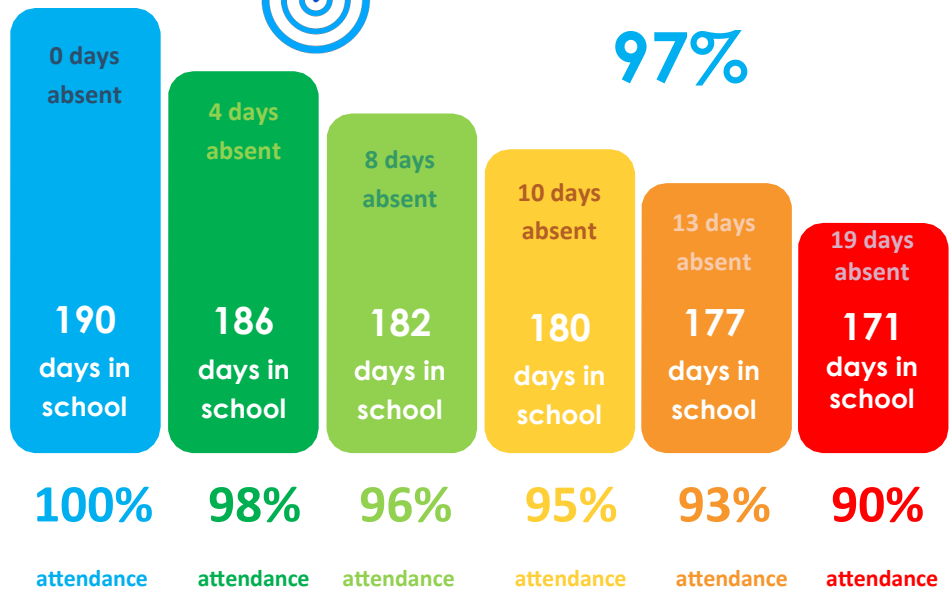
22/04/2024 to 26/04/2024

Reception	80.33%
Year 1	92.33%
Year 2	90.00%
Year 3	93.55%
Year 4	96.33%
Year 5	97.50%
Year 6	95.67%



Our School Attendance Target is

97%



At Brookvale, we want all children to have the best possible attendance to enable each and every child to reach their full potential.

There is a strong link between good school attendance and achieving good results for children. Children who frequently miss school may fall behind in their work which may affect their future prospects.

Parental support is critical in ensuring that children achieve in education, and support and guidance is always available from our school. We know that we need to work together with parents/carers to support our children to attend school and to be successful. We want all parents/carers to help their children by making sure they attend school every day and arrive on time. Doing this will ensure that your child feels confident, up to date with learning, and up to date with their circle of friends.

Let's work together on all children being in school, on time, everyday!

Best chance of academic success and in later life.

Poor attendance—less likely to succeed academically/in later life.

Serious impact on education and reduced life chances

This terms 100% attendance Winners: Kevins, Ella and Daniel

Great Job!



175 days off school per year.

Use this time for holidays, appointments etc

This week's Class Attendance Superstars

Y5

You get extra playtime!

Attendance This Week

93.72%

Attendance Year-to-Date 95.77%



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End of Term Awards

EXCELLENT EFFORT

REC—Nirvana Walker & Kaya Simeonov

YEAR 1—Ian Ghoniem & Murtaza Nadim

YEAR 2—Elaina Cresswell & Aarav Verma

YEAR 3—Penny Earls & Patryk Michalowski

YEAR 4—Joshua Rodriguez & Miykael Williams

YEAR 5—Daniel Kuforiji & Malia Morgan

YEAR 6—Isaac Clayton & Abdulmalik Olarere

EXPECTATIONS EXCELLENCE

Rec—Kyeiss Durrell-Johnson & Qamairah Hamid

YEAR 1—Phoebe Carder Gillard & Anna Melnika

YEAR 2—Mustafaa Riaz & Farzana Ali

YEAR 3—Patrick Adeboye & Zoyah Ali Khan

YEAR 4—Adam Abdul & Aaron Janjua

YEAR 5—Dani Ullas & Hashim Salim

YEAR 6—Jaiden Virk & Wasim Almasri

PERFECT PRESENTATION

REC—Milaan Hernandez Chandegra & Awab Abdulrazik

YEAR 1—Joelle Bailey & Samuel Islam

YEAR 2—Darvi Ullas & Alaia-Mai Eardley

YEAR 3—Nathaniel Kuforiji & Fifi Adenekan

YEAR 4—Jacob Taylor & Bobbi Roberts

YEAR 5—Asiyah Akhtar & Thomas Doherty

YEAR 6—Kiera Donaghue & Steffen Chu



Dear Parents and Carers

Car Free School Streets was the pioneering approach this year to transform road safety and air quality outside Brookvale Primary School through the closing of Mallard Drive at set times during the start and end of school. We have been delighted at the overwhelmingly positive response from parents, children and residents of the community to the project, which has seen a decrease in the traffic on Mallard Drive and also an increase in families walking to school. This project has helped reduce congestion and air pollution, as shown by our school's air quality monitor, making it easier and safer to walk or cycle to school and creating a more pleasant environment for everyone at Brookvale!

This scheme has been delivered using an Experimental Traffic Regulation Order (ETRO), which will stay in place for 18 months, with the hopes of being extended permanently afterwards.

During the restricted times, driving in the zone is a moving traffic offence, with the Police as the enforcing body. They are able to issue a £50 fixed penalty fine to anyone caught driving in the zone without permission when this restriction is in place.

Over the course of the year, you may have seen me patrolling during restricted times (and in a range of different weathers!), as well as occasional volunteers from the Police, Birmingham City Council and local residents and parents. We are always happy to welcome volunteers to support with the road closure enforcement. If you would like to volunteer to patrol during the morning or afternoon closures, please come and speak to me!

Thank you so much for supporting this scheme and making our school environment a safer place for everyone. We certainly hope the scheme will become a permanent one in later 2024, and that would only be possible with the continued compliance. You can find out more about this scheme and more at:

www.birmingham.gov.uk/schoolstreets

Many thanks

Mr Mills



10 Top Tips for Parents and Educators ENCOURAGING HEALTHY FRIENDSHIPS

Navigating 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 may 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 join extracurricular activities can foster healthy friendships by providing shared interests and common ground. Engaging in these pastimes offers a platform for interaction, sometimes alleviating the social pressure of knowing what to say, and helps children develop meaningful connections.

2 LEAD BY EXAMPLE

The children and young people in our lives see how we behave, the connections that we've made and the interactions between us and others. When we model healthy friendships, we set an example and help youngsters to understand what healthy friendships looks like and how to navigate them.

3 HELP THEM LOVE THEMSELVES

Healthy friendships aren't just about dynamics with other people. They're about our relationship with ourselves. For overall wellbeing, it's important for a child to have the space to build their self-esteem and a positive self-image, as these factors can have a notable influence on the friendships they form throughout life.

4 MONITOR SCREEN TIME

Too much screen time can affect some children's wellbeing in general, but it can specifically impact friendships if it results in fewer positive social interactions. In some cases, reducing screen time and encouraging children and young people to find ways to interact face-to-face can have positive results. It's also important to remember that young people can make positive friendships online, but they will require support to do this safely.

5 TEACH PROBLEM-SOLVING

Inevitably, friendships can run into problems. However, this is also an opportunity to support children and young people to work through any difficulties that may arise. It can be tempting to intervene and try to fix these issues for those involved, but helping them consider ways of resolving conflict or managing difficult situations for themselves can help them create stronger friendships.

6 EMPOWER THE CHILD

When we give children and young people the confidence to choose their friends, navigate interpersonal boundaries and consider how they want to interact with the different people around them, we empower them to take control of the friendships they have. When young people feel in control of these things, they're more likely to make positive choices and remain aware of the signs of a negative relationship.

7 TEACH EMPATHY

'Healthy friendships' doesn't always mean 'perfect.' Sometimes, disagreements can happen. When we teach children and young people to have empathy, we help them to see both sides of a relationship; to be mindful of the challenges a friend might be facing or whatever else might be going on. This can help children and young people to build stronger friendships.

8 BE OPEN TO QUESTIONS

Talking to young people about their friendships, who they spend time with and who they interact with can open the door to questions if they have concerns. Initially, these queries may be straightforward, but if we are receptive to discussion from the outset, young people are more likely to come to us for help when they are older as well.

9 UNDERSTAND BOUNDARIES

One of the keys to a healthy friendship is honouring boundaries. This can include anything from respecting personal space and belongings to acceptable language and behaviour. Understanding the importance of setting these limits and upholding those set by others can help children stay safe. If young people figure out their boundaries and feel comfortable enforcing them, they're more likely to call someone out if they go too far.

10 SPOT THE SIGNS

We can't always supervise young people: sometimes, we need to step back and give them some space. However, it's important to consider any indicators that they may be struggling in their friendships. Are they becoming increasingly irritable? Does their behaviour alter when they've been with their friends? Are they becoming withdrawn or reluctant to take part in certain activities? These could all be signs that they're finding things difficult, and we should remain alert to such changes.

Meet Our Expert

Becky Dawson is an experienced educator who has worked in primary and secondary schools for 20 years. She is a facilitator, consultant and coach working with young people and the adults who work with them, with a focus on developing understanding and skills around mental health, wellbeing and safeguarding.



#WakeUpWednesday

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Brookvale's

*The
Magical Music
of*

Disney

Be our guest

on

*Friday 12th July
at 1.30pm*

£2.00

Tickets on sale on MCAS

1 ticket per school child ONLY



Brookvale Primary School

This collage captures the experiences of a school group during their visit to Drayton Manor. The top section features classroom activities where children use tablets and clay. The middle section shows the group at Drayton Manor, including a visit to the 'JAIL', a group photo in front of the Stonehenge replica, and a visit to a thatched-roof building. The bottom section shows children eating, smiling, and displaying their work, including a 'World War II' themed activity. The collage is a mix of group photos, individual portraits, and action shots of the children engaged in various activities.

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