

## Important Dates

- Friday 25<sup>th</sup> January – School Holocaust memorial day.
- Thursday 31<sup>st</sup> January – Y11 and Sixth Form Parents' Evening (4pm-6pm)

## Welcome Back!

I would like to wish everyone a Happy New Year and hope you have had a good Christmas with your families and loved ones.

As you are aware, Mrs Maw left at the end of the autumn term and I have taken over as Interim Principal this week. I had the pleasure of meeting many parents, carers and family members prior to the Christmas holiday when I was in school completing familiarisation and I look forward to meeting you all as the term progresses.

It is a privilege to lead Grindon Hall and I recognise the responsibility I hold to ensure our children here thrive and succeed. As an experienced and successful Headteacher, with almost 20 years of senior leadership, I will work to ensure every child continues to grow and develop as young people, secure within our unique ethos, to develop their character, as well as their academic successes.

Although early days, I am already impressed by our children, who are overwhelmingly delightful and happy. I am really looking forward to working with them, and you all, over the coming months.

Kindest regards

Mrs Chris Robinson  
Interim Principal

## Peter Pan Performer



Luke Pearson, Year 4, spent most of his time over Christmas involved in the Peter Pan pantomime, at the Sunderland Empire. After auditions Luke was given the part of a 'Lost Boy-Nibs' and had to perform dancing and singing routines, as part of the

Lost Boys group. This must have been a fantastic opportunity. Well done, Luke!

## Year 1 are Superheroes!

Year one had a great afternoon dressed as Superheroes to kick start their new topic 'Superheroes'. They had to search the grounds for top trump cards which they had to read and record the heroes score. It certainly motivated the children and we can't wait for more superhero fun!



## Uniform Matters

Could we please ask all parents to ensure all items are uniform are clearly labelled. This really helps us when students misplace items or pick up the wrong items by mistake.

We have had a small number of students come to school with incorrect uniform this week. Could we take this opportunity to remind you that coats should be plain black and scarves must be either a school scarf or plain black or grey. Piercings are not allowed in the Primary school. Secondary school students may one small, round plain silver or gold studs in the lower lobe of the ear only.

Our full uniform policy is available on the school website:

### **Primary:**

<https://grindonhall.org.uk/primary/primary-uniform/>

### **Secondary:**

<https://grindonhall.org.uk/secondary/uniform/>

## **Winter has officially arrived**



The weather is much colder now and it is expected that all children wear a winter coat for warmth to and from school and at breaktimes. Please contact Miss Baronet in our Pastoral

Support department if you need any assistance with this or a food bank referral.

Free School Meal applications can be made at:

<https://www.togetherforchildren.org.uk/families/free-school-meals>

### **Weather Communication:**

Hopefully we will not have a difficult winter but **in the event of the school issuing a closure due to extreme winter snow and ice etc. please check the school website.** The information will appear here first. We will also send an email and/or text.

Please notify school as soon as possible if you have made any changes to your contact details.

### **Literacy Focus**

**A new report from the National Literacy Trust emphasises the significance of encouraging your child to read. A summary of the report is below.**

*Mental wellbeing, reading and writing* explores the relationship between children's mental wellbeing and their reading and writing enjoyment, attitudes and behaviours.

The report is based on findings from our eight Annual Literacy Survey of 49,047 children and young people aged 8 to 18 in the UK.

As this is the first time we have explored the link between reading, writing and mental wellbeing, we developed two new measures to enable us to better understand these relationships:

- **Mental Wellbeing Index:** we quantified children's responses to questions on life satisfaction, coping skills and self-belief on a scale of 1 to 10, where 10 is the highest level of mental wellbeing.
- **Literacy engagement score:** we quantified children's responses to questions on how much they enjoy reading and writing, how often they read and write outside school, what they think about reading and writing, and how good children think they are at reading and writing. Scores were then given

out of a total of 52, where 52 is the highest level of engagement with literacy practices.

Our analysis found that:

- Children and young people who are the most engaged with literacy have better mental wellbeing than their peers who are the least engaged (Mental Wellbeing Index scores of 7.9/10 vs 6.6/10)
- Children who are the most engaged with literacy are three times more likely to have higher levels of mental wellbeing than children who are the least engaged (39.4% vs 11.8%)
- Conversely, children who are the least engaged with literacy are twice as likely to have low levels of mental wellbeing than their peers who are the most engaged (37.4% vs 15%)
- Children with above expected reading skills are three times more likely to have high levels of mental wellbeing than their peers with below expected reading skills (40.3% vs 13.1%)
- As children transition from primary to secondary school, their levels of literacy engagement and mental wellbeing both begin and continue to decline
- Boys who are the most engaged with literacy have higher levels of mental wellbeing than girls who are equally engaged (Mental Wellbeing Index scores of 8.1/10 vs 7.6/10)

The report also includes new analysis from University College London which shows an enduring relationship between mental health and verbal scores, with those who have low verbal ability having worse mental health outcomes than those with higher verbal ability. This finding is true when one considers children from the 1970 British Cohort Study as well as children from the more recent Millennium Cohort Study.

### **Save the Children Christmas Jumper Day**

We would like to pass on a huge thank you to everyone who supported this event on the last day of term. As well as being impressed with the wonderful variety of jumpers, we raised the superb figure of £332.80 - all of which goes to Save the Children to help their work.

