Wellington Primary School

Newsletter 13: Wednesday 20th May 2026

Working Together, Achieving Together

Respect • Responsibility • Aspiration • Community

A message from the Headteacher

Every-day we are proud of all our pupils. However, this week I want to give a special "shout out" for our Y6 students and the way in which they engaged with their SATs tests. What a fantastic group of pupils they are!

The end of Key Stage 2 SATs tests took place on Monday 11th, Tuesday 12th, Wednesday 13th and Thursday 14th May. Without a doubt, it is a very "full on" week for everyone (children and staff) in Y6. Our pupils rose to the challenge magnificently, demonstrating determination, resilience and impressive maturity.

Wellington always provides a special cooked breakfast for Y6 pupils during such an important week. This year, every single pupil arrived to enjoy a delicious breakfast with Y6 staff. The atmosphere in the school canteen was lovely - the children really appreciated not only the food, but also the opportunity to be with their peers and their teachers and teaching assistants before the tests began. It was a great way to start the day. A huge thank you to Wellington's kitchen manager, Chelsea and her staff, who gave us all such an excellent start during an important week.

Kindest regards,

Joy Wood

Headteacher

Our Wellington rules

Be Ready

Be Respectful

Be Safe

Our assembly focus

Protected characteristics



Reporting absence

Unplanned Absence: It is very important that you contact us every day your child is absent. Please make contact before 9.00am using one of the following methods, explaining the reason for your child's absence.

- Telephone - 01274 774446
- Email - office@wellingtonps.co.uk
- App message via Arbor

Check us out online

Keep up to date with all things Wellington, see photos from your child's class and check out events and key information by looking on our website or following us **on our recently launched Facebook page**. We hope that more in our community will be able to connect with us this way and all the brilliant things that happen at Wellington!

Website: www.wellingtonprimaryschool.co.uk

Facebook: Wellington Primary School, Bradford | Bradford VIC | Facebook

Our Wellington community

If you would like to share with us something your child does outside of school that you are proud of, this could be from a sports club, a drama club, an art club or something else in the community, let us know by contacting the School Office and we will share it in assembly.

Go Team Wellington!

Diary dates

Friday 22nd May	School closes – half term holiday
Friday 22nd May	Y5 Nell Bank residential full payment due
Monday 1st June	School opens
Tuesday 2nd June	4I trip to Rodley Nature Reserve
Wednesday 3rd June	**new date ** Y6 parents meeting about Relationships / Sex Education (9:00 – 9:30)
Thursday 4th June	4H trip to Rodley Nature Reserve
Thursday 4th June	**new date** Y5 trip to a Victorian school
Monday 8th June to **Friday 12th June**	**new date** Multiplication Tables Check in Year 4 – please ensure your child is in school
Monday 8th June to **Friday 12th June**	**new date** Phonics Screening Check in Year 1 – please ensure your child is in school
Tuesday 9th June	RC / RD trip to Ponderosa Zoo
Wednesday 10th June	Summer term open morning (9:00 – 10:00)
Monday 29th June	**new date** Current Y4, Nell Bank residential 2027 parents meeting (3:30 – 4:00)
Monday 29th June	**new date** Key Stage 2 Sports Day (afternoon)
Wednesday 1st July	**new date** Y6 transition day to secondary school
Monday 6th July	**new date** Key Stage 1 Sports Day (morning)
Wednesday 8th July to **Friday 10th July**	Y5 Nell Bank residential
Tuesday 14th July	6LO / 6C trip to Lightwater Valley
Wednesday 15th July	Rock Steady Music concert (9:15 – 10:00)
Friday 17th July	School closes – end of term/end of academic year
Monday 20th July	School closed – training day

*Should any dates change due to unforeseen circumstances, we will endeavour to let parents / carers know as soon as possible. Any new dates will be added to the above dates over the course of the academic year and will be indicated as **new date** so that these are clear to see.*

Academic year 2025 / 2026

Aug 2025						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Sep 2025						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Oct 2025						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Nov 2025						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Dec 2025						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
1	2	3	4	5	6	7
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Jan 2026						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Feb 2026						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

Mar 2026						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Apr 2026						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May 2026						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Jun 2026						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Jul 2026						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Key			
Bank Holiday	Occasional Day	Training Day	Statutory

Keeping our school grounds tidy



Our Site Manager and School Council have been doing a fantastic job helping to keep our school grounds tidy by organising regular litter picks. They have shown great teamwork and responsibility in caring for our environment. However, we have noticed that there is still quite a lot of litter being dropped around the school. We would like to remind everyone how important it is to put all rubbish in the bin to keep our school clean, safe, and pleasant for everyone. Let's all work together to take pride in our school and look after it every day.

Celebration certificates

Congratulations to all the children who have received certificates in assembly – we are so proud of you!

w/c 4th May	
Rec	RC Aiyah, RD Finley
Year 1	1L Haniya, 1H Khalid
Year 2	2M Aroosh, 2F Isbah
Year 3	3RM Aleena Mia, 3MM Haadi
Year 4	4I Zaheera, 4H Hashim
Year 5	5RH -, 5KH Danyal
Year 6	6C Polly, 6LO Raees

w/c 11th May	
Rec	RC -, RD -
Year 1	1L -, 1H -
Year 2	2M -, 2F -
Year 3	3RM Zeak, Hareem, 3MM Duaa
Year 4	4I Oliver, 4H Jannat
Year 5	5RH Haneefah, Dougie, 5KH Eliza
Year 6	6C whole class, 6LO whole class

Attendance

Congratulations to our attendance winners in EYFS / KS1 and KS2. The winning classes each receive a £5 reward which they can spend or save to buy a class treat!

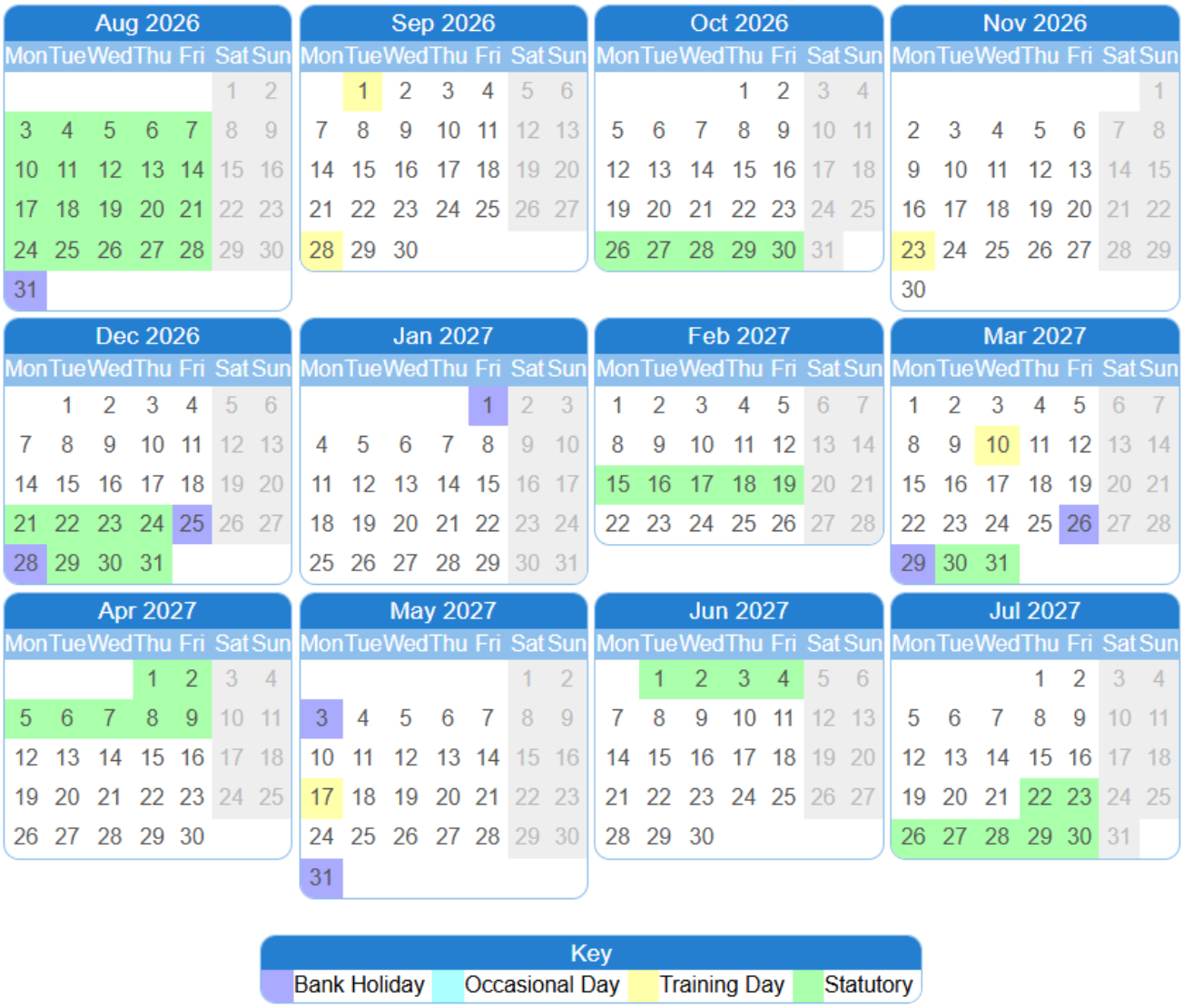
Our school target for attendance is 95.0%.

w/c 27th April (%)			
RD	93.00	**4H**	93.45
RC	96.28	**4I**	90.97
1L	97.10	**5RH**	91.67
1H	95.33	**5KH**	98.67
2M	97.33	**6LO**	98.00
2F	90.00	**6C**	96.33
3MM	94.67	**Whole school**	93.84
3RM	93.33		
EYFS/KS1 Attendance Award Winner: 2M KS2 Attendance Award Winner: 5KH			

w/c 4th May (%)			
RD	98.33	**4H**	93.10
RC	98.31	**4I**	95.16
1L	97.18	**5RH**	93.33
1H	97.08	**5KH**	98.33
2M	94.58	**6LO**	95.42
2F	87.08	**6C**	99.58
3MM	94.58	**Whole school**	94.38
3RM	86.67		
EYFS/KS1 Attendance Award Winner: RC KS2 Attendance Award Winner: 6C			

Academic year 2026 / 2027

Below are the term dates, including training days, for the academic year 2026 / 2027.



Uniform

SCHOOL UNIFORM

Before you buy your uniform for the new school year we want to remind you and your child what is and isn't Wellington uniform and PE kit.

Children will be expected to wear the correct school uniform.

Jumpers/cardigans may be plain or have the school logo







Uniform



Our learning

Nursery

In Nursery, we have been looking at patterns as part of our Maths focus. The children have used colours, shapes and objects to make a 2-part repeating pattern. Some children have used 3 colours to extend their learning.

We were also lucky enough to have a visit from the story bus offered by the National Literacy Trust. Thank you to everyone who could make it, the children loved the story session and really enjoyed sharing the book they chose to take home.













Reception

Reception have been enjoying finding out about the various minibeasts this half term - recently we have explored spiders, snails and slugs, and caterpillars and butterflies. This has led to some terrifying (and some funny) spiders made out of black playdough, some amazingly colourful and sparkly snails and some work on symmetry using butterflies (matching the symmetrical patterns on their wings). We have also been consolidating our knowledge of number bonds to 10, with some children actually scribing them in the provision! It is also very pleasing that the children are still finding different and creative ways to make buildings with the Polydron construction set in the outdoor provision!

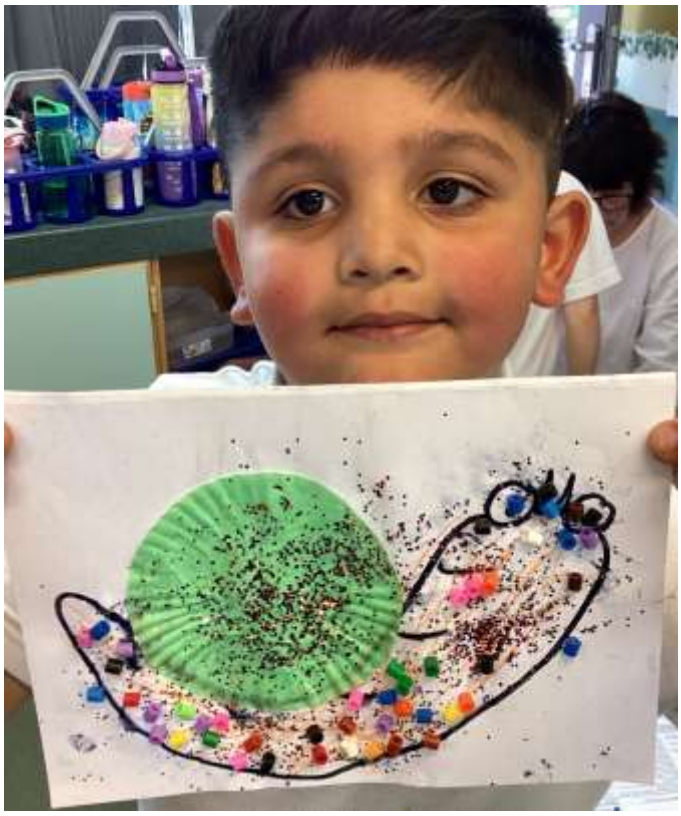


















Year 1

Year 1 had a fantastic time on their school trip to Eureka! They enjoyed role playing in the shop, bank and post office. For part of the day, we had a Science show where we learnt more about our five senses.


















Camino
Tráquea














Granola






Touch





Year 2

Year 2 have enjoyed many science investigations this half term all to do with the properties of materials. We enjoyed finding out which materials were stronger, the stretchiest and the best for building a free-standing tower.





















Year 3

Year 3 have been taking part in some very important road safety work. They have been applying their knowledge of the Green Cross Code to help them cross the road safely. We were visited by the Bradford Road Safety Team, who took us out and about around our school. We walked around our local area looking at which places were safe and which were unsafe places to cross the road. We learnt a lot of important information and really developed our confidence with keeping safe on our roads.










POLO

Year 4

In our Art lessons, Year 4 have been looking at the work of the Swiss sculptor, Alberto Giacometti, as part of their 'Bodies' topic. They had a go at using wire, mod roc and clay to make their own Giacometti-inspired sculptures ... didn't they do well?!






Hajrah


Zayd

Year 5

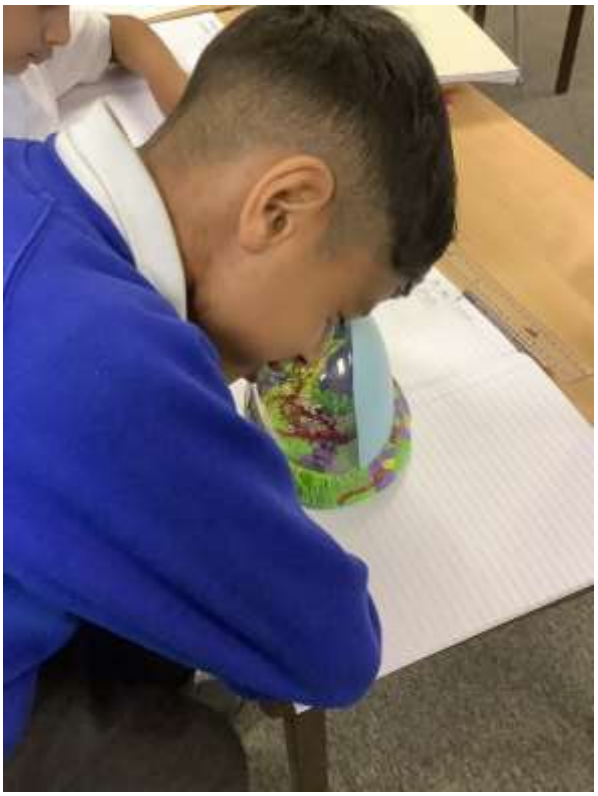
As part of our 'Living Things and their Habitats' Science topic, we have had delivery of ladybird lava. We are going to observe the lifecycle over the coming weeks and then release them into the school grounds. At the moment, we can see one larger one moving around and a few smaller ones. The seed potatoes that we planted are growing really well but all our lovely salad plants have been eaten by slugs.











Year 6

This term, Year 6 had an excellent session with the Road Safety Team, who taught the children the importance of being safe when out and about, especially with their upcoming transition to secondary school. They watched videos, answered questions and talked about the best choices to keep themselves safe.





We are all so proud of the way our Year 6 pupils conducted themselves before and during SATs week. The children deserved a much-needed reward on Thursday afternoon and Friday. The children enjoyed a movie afternoon, a kindness picnic, parachute fun, a cricket tournament and took part in the Year 6 Challenge Cup, which entailed lots of fun team building games. More celebrations are planned for Year 6 at the end of the school year.

















E-Safety

AI chatbots

What are AI chatbots?

Artificial intelligence (AI) chatbots are computer programs that aim to act like humans. They answer questions and engage in conversation. Chatbots have many uses – you might have used one before without realising, e.g. websites often use them to help answer customer questions.

Chatbots usually work through typed messages, but some can also create images or use voice and video.

Around two-thirds of children aged 9 to 17 are using chatbots. The most popular ones are:

- General-purpose chatbots: perform a variety of tasks like helping with homework, e.g. ChatGPT and Google Gemini
- Companion-style chatbots: designed to act like friends e.g. Replika and character.ai
- Chatbots integrated within social media: e.g. Snapchat's 'My AI'

When AI chatbots are used safely and with the right measures in place, they can be helpful for children, e.g. for education or entertainment. However, it's important to be aware of the risks associated with AI chatbots.

Why do AI chatbots present safeguarding risks?

Using an AI chatbot can be a sign of a wider problem, like your child feeling lonely or not having someone they trust to talk to. It can also affect other safeguarding issues:

- **Emotional dependency** – chatbots are easy to access and available 24/7. Children can form strong attachments and rely too much on them for support and friendship. Children may spend less time with real friends and family, and struggle to seek help from trusted adults
- **Reinforcing harmful ideas** – chatbots are designed to be friendly and avoid disagreement, so they can validate dangerous thoughts and behaviours
- **Promoting stereotypes** – because chatbots get their information from all over the internet, their responses can repeat harmful stereotypes about race, gender and other characteristics. They might even support extremist views without challenging them
- **Inappropriate content** – chatbots can engage in inappropriate conversations with children and some can even create explicit images
- **Limiting development** – the long-term effects of children using AI chatbots are not yet known, but there is some evidence that it can harm children's thinking skills and their social and emotional development
- **Privacy and data issues** – children might share personal and sensitive information without realising it could be stored or misused. Not all chatbot providers are clear about what data they collect or how they use it

What can we do at home?

Here's how you can help keep your child safe:

- **Discuss chatbots together** – talk about how your child might use them and the potential risks. Remind your child that chatting with AI is not the same as interacting with another person. If your child wants to use a particular chatbot, try it together so you can see how it works, spot any concerns and decide if your child can use it safely
- **Set rules and limits** – where your child uses AI chatbots, put in place clear rules and expectations around how they use them. This can include time limits and when and where they use chatbots, such as only in shared spaces around the house
- **Encourage your child to question what they read** – remind them that the information chatbots provide will not always be accurate or sensible. Show them how they can check facts from trusted sources, and let them know they can ask you for advice
- **Keep an eye on your child's online activity** – monitor or supervise their activity and be prepared to step in if you're worried. You can set parental controls for some apps, but not all apps have this option
- **Check age ratings** – the age ratings in app stores can help you decide whether a chatbot is suitable for your child, but they're not always consistent or accurate. Use parental controls on your child's device to block access to inappropriate apps like Replika and character.ai
- **Listen to them** – if your child tells you anything that's worrying them, reassure them that you're there to help and won't be angry or disappointed
- **Talk about privacy** – tell your child why it's important that they don't share sensitive and personal information with chatbots, such as their age, school name or location
- **Look out for warning signs** – these might show there's a problem. Be alert to any changes in your child's mood or behaviour, such as:
    - Spending more time online unsupervised
    - Becoming more withdrawn and distant from real-life relationships
    - Complaining about being tired because they were online all night
    - Changes in mood after spending time on their phone or other device
    - Being secretive about their online activity and refusing to talk about chatbots