

24th April 2026

Our Weekly Update



Headteacher update

Dear Parents, Carers and Families,

It is really important at Somersham that we work with our wider Trust colleagues to monitor standards and explore ways that we can make teaching and learning as good as it can be.

This week, we hosted a visit from our Trust Primary Maths Leader, Mr Watson. He spent some time looking at pupil progress data and visiting lessons. We were really pleased to receive Mr Watson's feedback. He reported on strong reasoning skills in Reception, well-embedded morning work throughout the school and strong use of mathematical vocabulary. Pleasingly, he also noticed how focused and settled the children's learning behaviour was.

We have also been hosting a series of visits from Mrs Louise, the Headteacher at Martin Bacon School. She has been working with Mrs Gardner, our SENDCo, to explore how we can best adapt teaching and learning opportunities to meet the needs of children with Special Educational Needs. Her advice has been

invaluable and she has been very impressed with the way in which children are supported to make academic progress. A big well done to all the staff involved in developing this provision, and to our children for engaging so well in learning opportunities.

The children have moved on to the field at break and lunchtime this week. I'm sure you can imagine the excitement this has sparked! It is great for the children to have more space for running and playing at social times.

A reminder that Monday is a special themed Art Day for Key Stage One. This promises to be an engaging and interesting for the children. We are asking for a £5.00 voluntary contribution for this, and would appreciate if parents and carers were able to pay this as soon as possible, on MCAS. Parents and carers are encouraged to attend the gallery with their child after they have collected them on Monday, to see their wonderful work.

With best wishes for a lovely weekend,

Jonathan Clarke and the SPS Team



Key Dates – updates in blue



Monday 27 th April	Key Stage One Art Day
Monday 4 th May	Bank Holiday – school closed
Week beginning Monday 11 th May	Year 6 SATs week
Tuesday 19 th and Wednesday 20 th May (09:20)	Reception production to parents/carers
Week beginning Monday 25 th May	Half term
Week beginning Monday 1 st June	Year 4 Multiplication Tables Check
Week beginning Monday 8 th June	Healthy Week
Week beginning Monday 8 th June	Year 1 Phonics Screening Check
Friday 12 th June	Sports Day: KS2 AM and Reception/KS1 PM (timings tbc)
Thursday 18 th June @ 16:00	PFA Make a Difference Evening
Friday 19 th June	INSET day – school closed to children
Thursday 25 th and Friday 26 th June	Abbey College transition
Thursday 25 th June	KS1 trip to Hunstanton – details to follow
Week beginning Monday 29 th June	PSHE Life Bus visiting Somersham – more details to follow
Wednesday 1 st , Tuesday 7 th and Thursday 9 th July	Cromwell Community College transition

Marvellous Maths!



On Monday this week, four of our Year Five children took part in a maths challenge at Wheatfields School in St. Ives.

They had to work as a team to answer questions from across the maths curriculum including topics such as calculating, fractions, shape and time.

There were also very tricky rounds on estimating and memorising and describing a mathematical image.

Well done and 'thank you' to the children involved for working so well together and representing our school so positively.

School Council Easter Raffle

The School Council's Easter Raffle was a great fundraiser for the school, and a big thank you to everyone who contributed to this.

A fantastic £222 was raised, which will go towards buying new games for wet play.

Well done to the School Council for their hard work!





Reception	Transform	We have learnt that transforming means to change something or someone into something completely different. This week we have been transforming cereal boxes into oven models. Have you got any toys at home that can transform into something different? Do you ever transform yourself by wearing a costume?
Year 1/2	Guru	Can your child tell you what Guru means and name any Guru's that we have learnt about in Worldviews?
Year 3/4	Shadow	In Science, we have been looking at light and how shadows can be created. Can you explain what creates a shadow to your adults at home?
Year 5/6	Convert	In Year 5/6 this week we have all been looking at converting between decimals and fractions. We have looked at this in pictorial form and thought about how to convert between the different forms. Year 6 have been applying this knowledge to a range of problems.
	French	Year 3/4: Play the BBC Bitesize game (Clothes and colours unit): Dash and Blink Year 5/6: Listen to this song about going on holiday: Où vas-tu en vacances?

SOUNDTRACK MY STORY COMPETITION for Years 5-13

This is YOUR chance to showcase your musical style

Create an **original piece of music or write a song** inspired by a favourite story, reflecting a character, plot or scene, lasting 2-3 minutes.

Upload your composition in MP3 format with the entry form to: soundtrackmystory@meridiantrust.co.uk

ENTER by Friday 1st May 2026

The winners will be showcased at



£50 prize for primary school winner

£100 prize for secondary school winner

**GO
ALL
IN.**

National
Year of
Reading
2026

What To Read Next?

If they've enjoyed *Dread Wood* by Jennifer Killick, what else might they get into?...

The Dread Wood series has ensnared many readers in its web of horror and humour. But what to read next? Here are some suggestions that will also send a shiver down the spine...

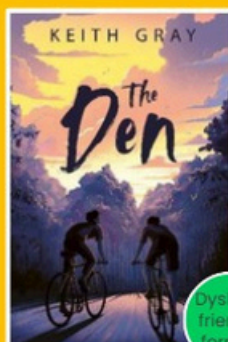
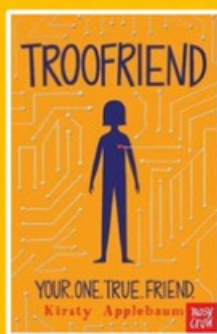
Visit [BookTrust](#) for more What to Read Next recommendations



Not for the faint-hearted, this edge-of-seat horror is hard to put down, with many chapters ending on a cliff-hanger. But it's the humanity and backstories that stay with you when the trauma ends.



Dyslexia friendly format



Dyslexia friendly format



The Invasion of Crooked Oak by Dan Smith

Troofriend by Kirsty Applebaum

The Den by Keith Gray

The Haunting of Aveline Jones by Phil Hickes

Bite Risk by S.J. Wills

Mindfulness for children

Gentle Mindfulness Sessions for Children

Helping children to feel calmer, more confident, and better able to handle big emotions.

If you would be interested in coming along, please email us and let us know the age of your child(ren).

mindfulness.somershamtimebank@gmail.com

When we know how much interest there is, we will get in contact about days, timings, age groups etc...



What Parents & Educators Need to Know about IMAGE-ALTERING FILTERS

From playful puppy ears on Snapchat to 'beauty mode' on TikTok, image-altering filters are now a routine part of how young people communicate online. While many are harmless, others subtly reshape people's faces and bodies. This can blur the line between reality and edited content, potentially influencing how children and young people see themselves and others.

WHAT ARE THE RISKS?

ALTERED BEAUTY STANDARDS

Many 'beauty' filters smooth skin, reshape facial features, or adjust body proportions. Over time, repeated exposure to these filters can shift a child's idea of what is 'normal' or attractive, creating unrealistic expectations about their own and others' appearances.

PRESSURE TO LOOK PERFECT

Filtered images can often attract more 'likes' and positive comments. This can encourage children and young people to rely on editing tools to gain others' approval, rather than feeling confident in their natural appearance.

LOW SELF-ESTEEM

Regularly viewing heavily filtered content can lead to comparisons with unrealistic images. This is linked to body dissatisfaction and reduced self-esteem, particularly among children and teenagers.

HIDDEN ADVERTISING

Some filters are linked to beauty products or trends, subtly promoting third-party brands. Children and young people may not recognise this as advertising, while also sharing personal data – such as facial images and usage habits – with apps and third parties.

BLURRED REALITY

As filters become more advanced and natural-looking, it can be difficult for children and young people to distinguish edited content from real life, especially when filters are used in everyday photos and videos.

SEXUALISED EDITS

Certain tools can make users appear older or more sexualised. This may attract unwanted attention, increase the risk of images being shared without consent, and expose young people to unsafe interactions.

Advice for Parents & Educators

START OPEN CONVERSATIONS

Talk regularly about filters, such as how they work and why people use them. Ask the children and young people in your care how filtered images make them feel and encourage honest discussion without judgement.

REINFORCE WHAT'S REAL

Help children and young people understand that filtered images are digitally altered and are not an accurate reflection of real life. Emphasise that they don't need to meet these artificial standards.

CHALLENGE 'PERFECT' POSTS

When viewing content together, gently point out the signs of editing, filters, or posing techniques. This builds critical thinking and helps children and young people question unrealistic images.

PROMOTE OFFLINE CONFIDENCE

Encourage activities that build self-worth beyond appearance, such as sports, hobbies, friendships, and creative interests, so that confidence isn't tied solely to online validation.

Meet Our Expert

Parven Kaur is a digital parenting expert and founder of Kids N Clicks, a platform dedicated to helping parents navigate the online world alongside their children. She is an expert contributor for Internet Matters, offering practical guidance on emerging online safety issues. Her insights have been featured by the BBC, The Telegraph, TalkTV, and other major media outlets, supporting families across the UK.



See full reference list on our website