



Messages from Redfield's Senior Leadership Team

2nd April – Term 4

Dear Parents and Carers,

As we reach the end of Term 4, it is a valuable opportunity to reflect on what has been a busy, enriching and purposeful term for our school community. This term, our value has been Curiosity, and it has been wonderful to see this lived out across the school through children asking questions, exploring new ideas and developing a deeper understanding of the world around them. We have also included a short piece from one of our parent governors, sharing insight into their role and how they support the school, helping to strengthen our partnership with the wider school community.

As a Rights Respecting School, everything we do continues to be rooted in ensuring children feel safe, included and empowered. Throughout the term, we have supported children to understand their rights - including the right to learn, the right to be themselves and the right to be heard - while also developing respect for the rights of others. This has been evident in classrooms, on trips, through assemblies and in the way children have conducted themselves within our school community.



Joseph Fisher – Parent Governor

I became a Parent Governor because I wanted to understand more about what was happening behind the scenes. It's been a genuinely positive decision and given me a window into the school that has completely transformed my perspective. I've seen first-hand the dedication of staff, the thoughtfulness behind curriculum decisions, and the genuine care for every child. I've watched the leadership work through complex decisions and respond to challenges with honesty and determination.

More than anything, I've come away from meetings feeling reassured. Not because everything is perfect, but because I can see the positive direction the school is heading and I'm confident the right people are leading us there.

You don't need to be an education expert to be a Parent Governor (I am definitely not!) - all the training and information you need is provided and very accessible. You just need curiosity, a couple of hours a month, and a willingness to ask questions. The school needs parent voices at the table - people who know what it's like to navigate pick-ups and drop-offs or help with homework after a long day.

If you've ever wondered what's really going on beyond WhatsApp group chats and playground speculation, I'd encourage you to find out more. It's been one of the most meaningful things I've done as a parent.

Curriculum and Teaching

Teaching and learning across the school have continued to be rich, engaging and purposeful this term. We began the term by prioritising relationships, routines and a strong sense of belonging, ensuring that every child felt safe, confident and ready to learn — supporting their right to education (Article 28).

Children have experienced a broad and balanced curriculum, with highlights including:



- Celebrating World Book Day, promoting a love of reading and children's right to access information and develop their talents (Articles 17 and 29)
- Hands-on history learning through visits such as Bristol Museum and immersive classroom experiences
- Creative opportunities in art, design and technology, allowing children to express themselves and develop confidence
- The relaunch of Times Table Rockstars, building fluency and independence in maths

Enrichment opportunities such as the travelling theatre performance and live music workshop have further strengthened our curriculum, bringing learning to life and supporting children's right to participate fully in cultural and creative experiences (Article 31).

Open classrooms have continued to be a key strength, giving children the opportunity to share their learning with pride and ensuring their right to be heard (Article 12) is actively promoted.

Inclusion

Inclusion remains at the heart of everything we do at Redfield. This term, we marked Neurodiversity Celebration Week, helping children to understand that everyone learns and experiences the world in different ways.

Through this work, children have developed a deeper understanding of:

- Respect and acceptance
- Emotional literacy
- Celebrating differences

This links closely to children's right to be themselves and to be included (Articles 2 and 23).

Our continued use of Zones of Regulation and Thrive approaches has supported children in understanding and managing their emotions, ensuring that all pupils feel supported, valued and able to succeed.



Attendance and Behaviour

Our behaviour curriculum, The Redfield Way, continues to underpin daily school life. From the start of the term, we revisited and embedded key routines to ensure calm, purposeful learning environments where every child can thrive.

This supports children's right to learn (Article 28) and their right to feel safe (Article 19).

Children have demonstrated:

- Strong understanding of routines such as Golden Silence
- Respectful behaviour across the school
- Excellent representation of the school during trips and visits

Attendance remains a key priority, as being in school every day ensures children can fully access their learning and opportunities. Thank you for your continued support in this.

Personal Development and Wellbeing

This term has been rich in opportunities to support children's personal development and wellbeing. Through a wide range of experiences, children have developed confidence, resilience and a sense of belonging.



Highlights have included:

- Science Week, encouraging curiosity and exploration
- A range of school trips, where children demonstrated respect and pride in representing our community
- BMX workshops, promoting resilience and trying something new
- Cultural celebrations, including the Year 5 Eid assembly, supporting children's right to practice and share their beliefs and culture (Articles 14 and 30)

Our focus on curiosity has encouraged children to take risks in their learning, ask questions and explore new ideas, helping them grow as confident, independent learners.

Early Years

Our Reception children have continued to flourish this term, developing confidence, independence and a love of learning. A particular strength has been their progress in early reading, where children are:

- Recognising sounds and blending words
- Developing fluency
- Showing increasing enjoyment and engagement with books

This supports their right to develop their talents and abilities (Article 29) and provides strong foundations for future learning.

As always, thank you for your continued support, trust and partnership. It has been a positive and productive term, and we are incredibly proud of how the children have embodied our values of being Ready, Kind and Safe while respecting the rights of others.

We wish you a restful break and look forward to welcoming everyone back for Term 5.

