



Church Hill Middle School Spring term 2 - 2026

A message from Mrs Jarvis





Dear Parents and Carers,

We have had a jam-packed half term full of exciting events, including World Book Day, our careers afternoon, the Poetry Drop Down Day, the Year 8 residential to France, and many other fantastic opportunities.

SATS

Firstly, I would like to praise our Year 6 children for their resilience and maturity throughout the build-up to SATS. They have shown real commitment and dedication during this crucial part of their education, and the entire team could not be prouder of them.

World Book Day

A personal highlight for me as Principal has been seeing our whole school community come together to celebrate World Book Day—a day filled to the brim with books, reading, and larger-than-life characters. It goes without saying that some of those larger-than-life characters can be found in our very own Church Hill staff team and student body, who all threw themselves into the spirit of the day, confidently and enthusiastically wearing a wonderful range of outfits.

France Residential

The Year 8 France residential was a huge success and a genuine privilege to be part of. Despite middle-of-the-night wake-ups, long coach journeys, and queues at the ferry ports, the children demonstrated impeccable behaviour. They experienced a wealth of incredible sights and embraced opportunities they would not encounter in the UK. The team was extremely proud of their willingness to try new things, and we are certain that the memories made will stay with them for many years to come.

Uniform Reminder

As ever at Church Hill, we are continuing to raise our standards and expectations across the school. This includes refining our uniform expectations. The following amendments have been made to the uniform policy to provide greater clarity moving forward.

Uniform Updates

- Pupils' hair must be naturally coloured. Prohibited hairstyles include unnatural colours (e.g. pink, blue, purple), shaved patterns or logos, and undercuts.
- Coats must be practical and appropriate for keeping pupils warm and/or dry. Hoodies and sweatshirts are not permitted as coats. From **13th April** (after the Easter holiday), hoodies or sweatshirts worn as coats will be prohibited.
- Smart watches are not permitted.

As ever,

We are Kind

We are Resilient

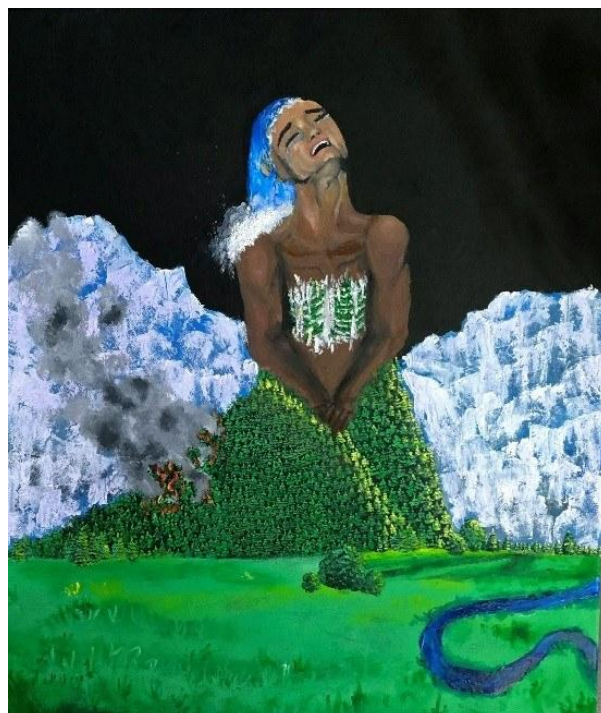
We are Hard Working

Please read the full articles compiled by the staff and see the wonderful work your children have completed, along with the opportunities they have experienced.

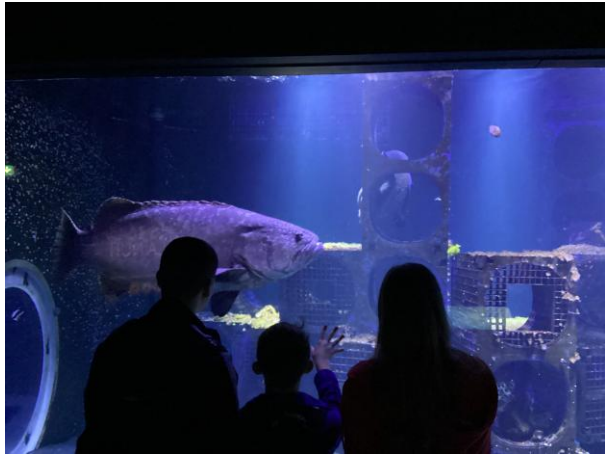
Have a restful Easter break,

Kind regards

Laura Jarvis







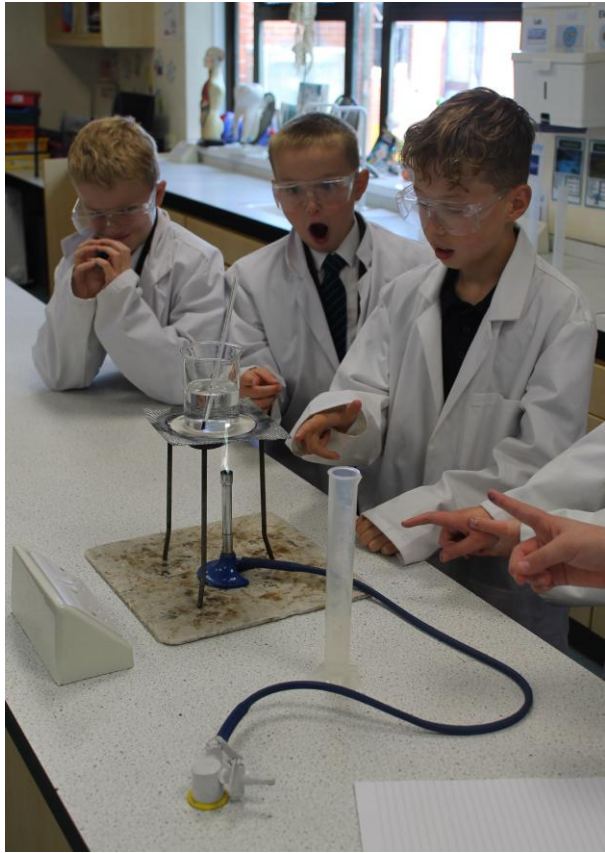
WE ARE **Kind**

WE ARE **RESILIENT**

WE ARE **HARDWORKING**















KS2 News



Key Stage 2 have had an exciting Autumn term, taking part in lots of learning opportunities both in and out of the classroom.

We have been learning about:

Year 5:

This half-term has been packed full of exciting opportunities, new topics and plenty of opportunities to develop and apply our learning. Within this half-term Year 5 have completed their history topic of the Mayan Civilisation. This was a great opportunity to learn about the incredible technology, way of life, use of astronomy and the downfall to one of the

most renowned civilisations. Within Maths students have been connecting back to their previous learning and strengthening their understanding of the relationship between fractions, decimals and percentages. It has been truly great to witness all of our students increasing their confidence and understanding of the relationship between these. In our English lessons the students have been collating their knowledge of space to create detailed and purposeful non-chronological reports on our Solar system. This has been a great opportunity for each student to clearly demonstrate and present the knowledge they have been learning. We have also begun our new science topic of 'Forces' this half-term and the students have enjoyed many mini-practical lessons to test out and prove theories behind the topic, enhancing their analytical skills through trial and error, then assessing the data of our findings to prove or disprove the relevant theory. We would also like to congratulate all students on their maturity and engagement with test week. It was wonderful to see each student taking responsibility for their own development and implementing this into their tests. Well done everyone!

Finally Year 5 had a brilliant time at the National Space center this half-term. We were truly proud of how well the students presented themselves, conducted their behaviour and engaged in the resources and activities available. This was an incredible moment which supported bringing all of our learning into real-life, allowing the students to experience, interact and observe how our science subjects develop into real-world jobs, resources and Space Travel. We were able to get up close and experience multiple modules which were used within space missions, astronauts outfits, food and living conditions. All students enjoyed the experience, especially our moment in the auditorium, where we experienced the conditions of being outside of our atmosphere and the conditions astronauts face. Thank you all for representing CHMS in a mature, responsible and polite manner.

Year 6:

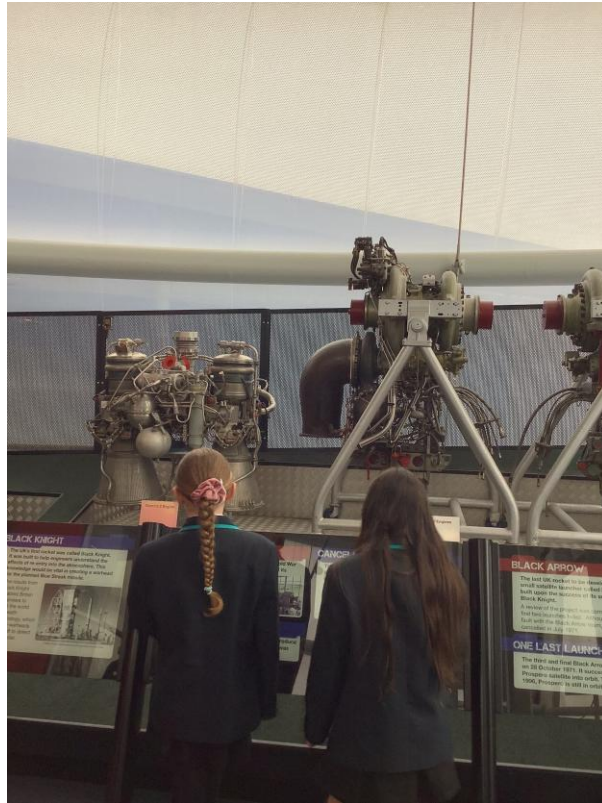
Year 6 Learning Update:

It's been another busy and productive period for Year 6 across all subjects. In Maths, the children have been mastering the connections between fractions, decimals and percentages, developing their fluency and problem-solving skills. English lessons have seen them crafting engaging diary entries and formal letters, showcasing their growing writing skills and understanding of different text types. During Guided Reading, the class has been thoroughly enjoying our new book 'Journey to the River Sea', with rich discussions and thoughtful responses to this captivating adventure story. In PSHE, we've been focusing on online safety, equipping the children with essential knowledge and strategies for staying safe in the digital world. We must also celebrate Year 6's incredible dedication and hard work during Test Week - they approached their assessments with determination, resilience, and a positive attitude that made us all very proud.









KS3 News



This half term KS3 students across the curriculum have been focusing on disciplinary literacy and the learning of key words and challenging vocabulary. We know that students with a broad vocabulary are more successful in their academic studies and in the world of work.

We have been learning about:

Year 7:

Science Students have been exploring *acids and alkalis*, investigating their properties and learning how to use indicators to test different substances. Through hands-on experiments, they've begun to understand the importance of acids, alkalis, and neutralisation in everyday life.

English In English, Year 7 have focused on *the spoken word*. They have studied powerful speeches, including those by Malala Yousafzai, analysing how she uses her voice to inspire change. Students have also crafted and delivered their own speeches, developing their confidence in speaking and presenting to an audience.

Art In Art, pupils have taken ownership of their creativity through an *enquiry project*. They've had the freedom to choose their own topics and the style of artwork they wish to produce, encouraging independence, experimentation, and personal expression. The results have been wonderfully varied and imaginative.

History In History, Year 7 have been stepping back in time to explore the fascinating world of *medieval life*. Students have learned about the structure of medieval society, daily life in towns and villages, and the roles people played within the feudal system. They've enjoyed discovering how ordinary people lived, worked, and celebrated during this period.

The term has also included an in-depth study of *the Black Death*. Pupils investigated how the plague spread across Europe, its devastating impact on the population, and the significant social and economic changes that followed. Through this topic, students have developed their understanding of cause and consequence, as well as how major events can shape history for generations.

Geography This half term's Geography focus has been weather and climate. Students have been learning how weather is measured, what influences climate around the world, and how extreme weather events occur. They have also studied Hurricane Irma as a case study, exploring its impacts and how communities respond to natural disasters.

Music In Music, students have been developing their keyboard skills with a focus on accuracy, coordination, and performance confidence. They have also taken a deeper dive into music theory, exploring how the treble clef stave works and how notes are read and written to support their practical playing.

Year 8:

Maths Students have been strengthening their number skills through work on *fractions, decimals and percentages*. They've been learning how to convert between these forms, apply them to real-life contexts and solve increasingly complex problems that require careful reasoning.

English In English, pupils have been exploring *Jane Eyre*, focusing on character development, setting and the novel's themes of identity, resilience and morality. They've

been analysing key passages and discussing how Charlotte Brontë uses language to shape atmosphere and emotion.

History Year 8 have been deepening their understanding of global history through their study of *the transatlantic slave trade*. Students have explored how and why the trade developed, examining the roles played by European nations, African kingdoms, and the Americas. They have looked closely at the experiences of enslaved people, learning about the horrific conditions of the Middle Passage and the realities of life on plantations.

Geography This term's Geography focus has been *earthquakes and tsunamis*. Students have been learning about tectonic processes, how seismic events occur and their impacts on people and landscapes. They have also studied the *Boxing Day Tsunami* as a case study, exploring both the human cost and the international response.

Design Technology In Design & Technology, Year 8 students have been developing their creativity and practical skills through a *batik textiles project*. They have learned the traditional wax-resist technique, exploring how patterns and designs can be built up through layers of wax and dye. Pupils have experimented with colour blending, pattern creation, and fabric decoration, producing vibrant and unique textile pieces.

This project has encouraged careful craftsmanship and thoughtful design, giving students the opportunity to express their ideas through a culturally significant art form.

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PE In PE, students have been participating in *badminton* and *netball*. They've been building technical skills such as footwork, positioning and controlled movement, while also developing teamwork, strategy and confidence in competitive situations.

Music In Music, students have continued to be exploring music technology through BandLab, learning how to layer sounds, edit tracks, and work with digital tools. They are now applying these skills to create a short remix of their choice, developing creativity, musicality, and confidence in digital composition.

If you would like to see what students will be learning about in more detail please visit the Church Hill website curriculum page. [Church Hill Middle School - Curriculum](#)

Yates & Metals & Non-Metals P1 Stop Marking Check Point

An alloy is a mixture of elements, **usually** present in 100 g of five different alloys. The table shows the mass of each element present in 100 g of five different alloys.

| alloy | mass of each element in 100 g of alloy | | | | |
|-----------------|--|-----|--------|--------|----------|
| | lead | tin | nickel | carbon | chromium |
| bronze | 100 | 0 | 0 | 0 | 0 |
| brass | 95 | 4 | 0 | 0 | 0 |
| steel | 0 | 0 | 99 | 0 | 0 |
| stainless steel | 0 | 0 | 70 | 1 | 0 |
| brass | 0 | 0 | 0 | 50 | 10 |

(a) Which alloy in the table above contains an element which is a non-metal?
Steel

(b) Which two alloys in the table contain only two metals?
brass and **stainless steel**

(c) Another alloy called nichrome contains only the elements chromium and nickel. 100 g of nichrome contains 20 g of chromium. How much nichrome does it contain?
80 g

(d) Before 1920, two bronze coins were made of bronze. One was a penny and the other was a half penny. Why does bronze not rust?
bronze doesn't rust because it is an alloy of copper and tin. It is more reactive than the metals it is made of. It reacts with oxygen to form a protective layer of copper oxide which prevents further oxidation.

(e) Rusting requires water and a gas from the air.
20% carbon dioxide

WALTON TUTORIAL

Female and Male Gametes

1. Like 2 different elements combined together (chemical reaction)
 2. bronze being more stronger than a brass metal (alloy)
 3. remaining metals have it is used to be used for making things (e.g. steel)
 4. stainless steel means when it is hit it doesn't change shape (stronger)

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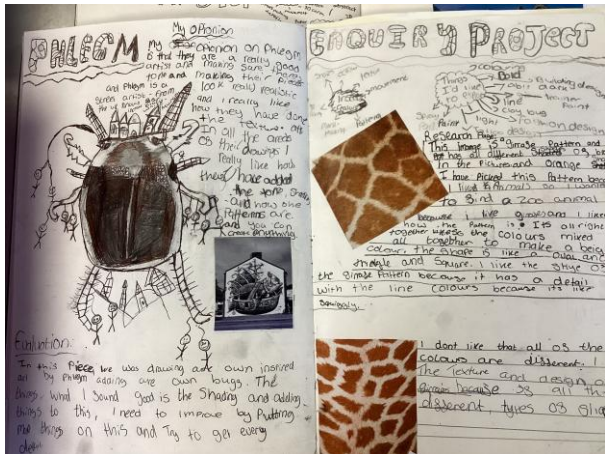
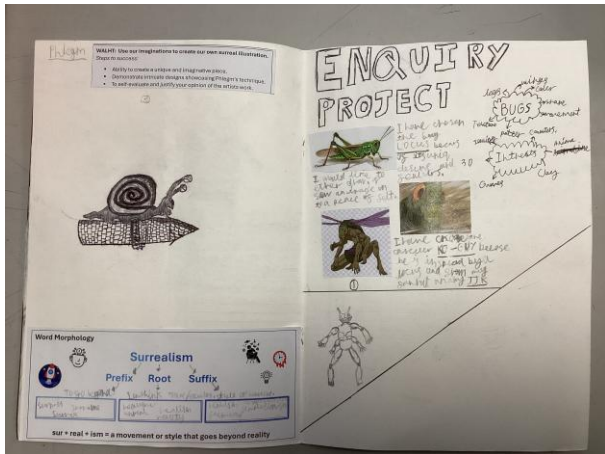
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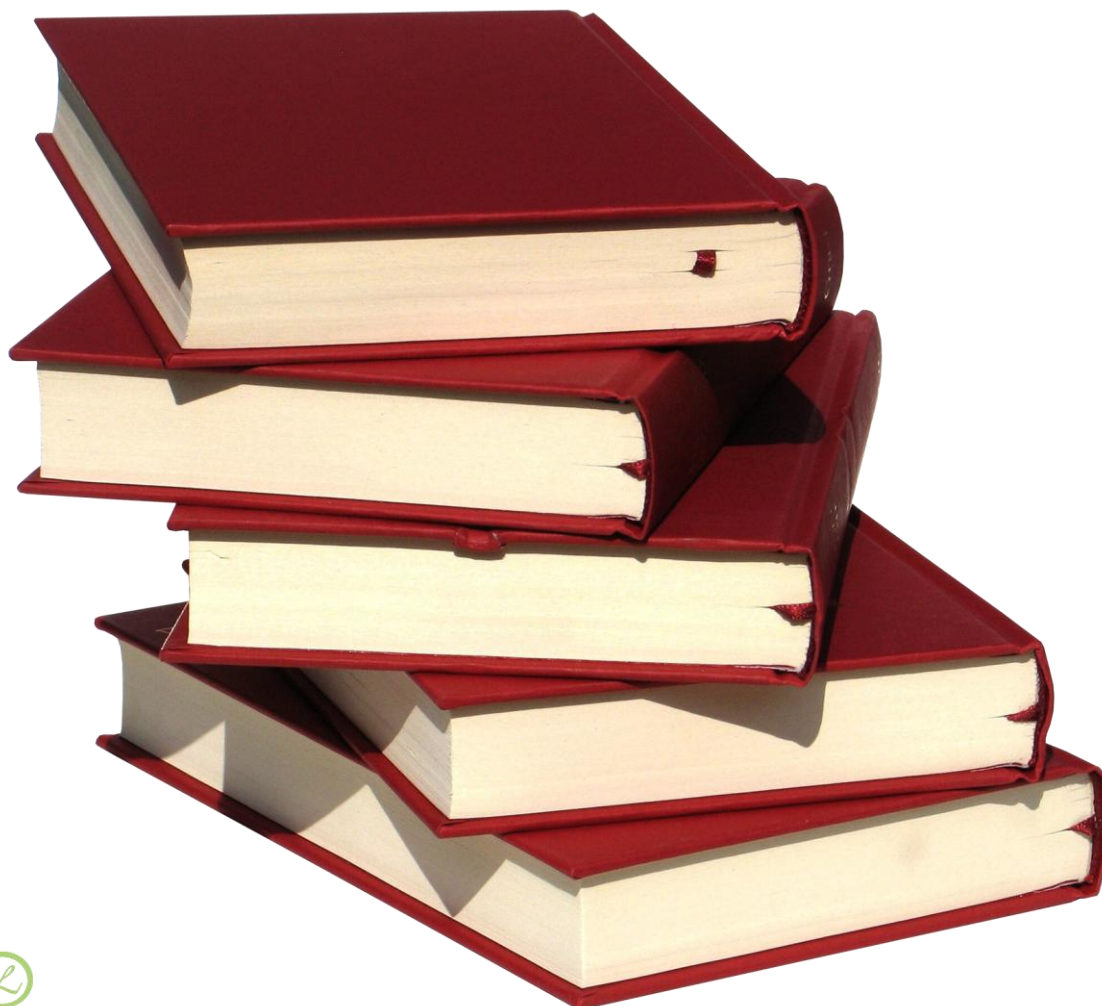
TIM BURTON



TIM BURTON

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Abbeywood and Church Hill come together to judge the 'Royal Society Science book prize'!



Abbeywood First School and Church Hill Middle School were delighted to be selected as part of the national judging panel for the **Royal Society Young People's Book Prize**, an annual event celebrating the very best science books written for young readers.

Six pupils from each school had the exciting opportunity to read a selection of brand-new books from the competition's shortlist. As part of the judging process, the children shared their thoughts on the story, illustrations and overall enjoyment of each book, discussing what made them engaging and easy to understand.

The final judging event took place in Church Hill Middle School's wonderful library. During the session, the older Church Hill pupils read excerpts from their favourite shortlisted books and explained why they believed their chosen titles deserved to win.

Meanwhile, the younger Abbeywood pupils enjoyed watching the presentations, listening to the recommendations – and enjoying a few well-earned cookies as they did so.

The experience gave pupils from both schools a fantastic opportunity to explore science through reading, develop their confidence in sharing opinions and celebrate their love of books together.

A special thank you goes to **Rosie Pretty, Charley Casey and Rachel Wilson** for helping to organise the event and making this wonderful opportunity possible for our children.

Celebrating reading at Church Hill



Over the past few weeks, our students have been immersed in a range of exciting reading-focused activities, and I am delighted to share some of the highlights with you.

World Book Day Celebrations

World Book Day was a fantastic success this year. Our students embraced the spirit of the day with an incredible array of costumes—thank you for the time and creativity that went into supporting them. Golden Tickets were awarded to the best-dressed students from each class, making the celebrations even more special.

Throughout the day, staff delivered a variety of reading-inspired activities, from designing artwork and creating their own books to even taking part in a lively game of Quidditch! One of the most eagerly anticipated moments was the grand reveal of the *Masked Reader*, which caused great excitement across the school. Congratulations to classes **6H, 6S, 7H, and 8M**, who successfully identified the most readers and earned themselves some well-deserved sweets.

Spoz the Poet Visits Year 7

We were thrilled to welcome Spoz the Poet into school to work with our Year 7 students. They produced some truly impressive poetry, demonstrating creativity, teamwork, and thoughtful use of language. Spoz himself commented on the high standard of their work, and although he eventually had to choose a winning team, he was full of praise for all the groups involved.

Poetry Slam at the Palace Theatre

Our Poetry Slam winners had the exciting opportunity to perform at the Palace Theatre, competing against schools from across Worcestershire. The event took place in front of a full audience, creating an exciting and energetic atmosphere. Adding to the occasion, three professional poets served as judges, offering expert feedback and insight.

Despite the high level of competition, our students performed their original piece with confidence, composure, and genuine passion. They represented the school brilliantly and should be incredibly proud of their achievement.

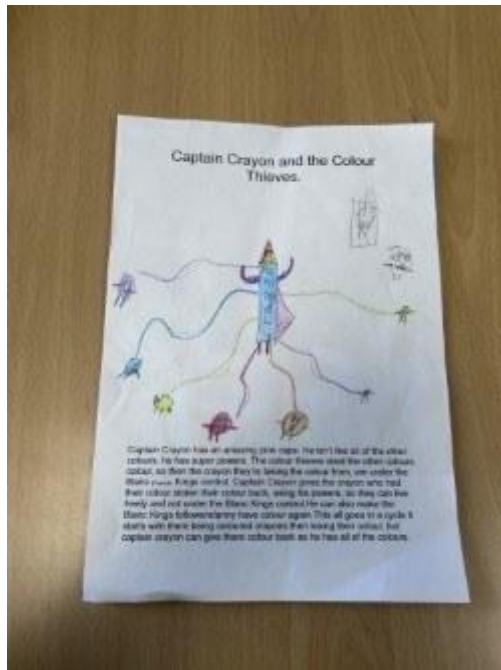
Across all these events, it has been wonderful to see students engaging so positively with reading and literature. The discussions sparked by texts—whether through poetry, stories, or performances—have been thoughtful, lively, and inspiring.

We look forward to continuing to nurture this love of reading throughout the year.

"A reader lives a thousand lives before he dies. The man who never reads lives only one."— George R.R. Martin









Year 8 France Residential



Our Year 8 students enjoyed a fantastic four-day residential in France, where they experienced a rich variety of cultural activities and had plenty of opportunities to practise speaking French with the locals. Highlights of the trip included tasting snails, making traditional apple juice, exploring an authentic chocolate factory, and discovering the wonders of the Sea Life Centre. The visit also included time on the beautiful French beaches, offering students the opportunity to play, explore and collect seashells. The children demonstrated impeccable behaviour throughout the entire visit, representing the school with maturity, kindness and enthusiasm in every setting.







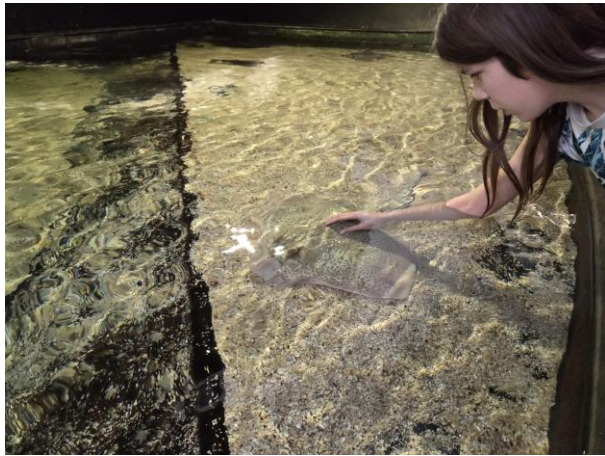


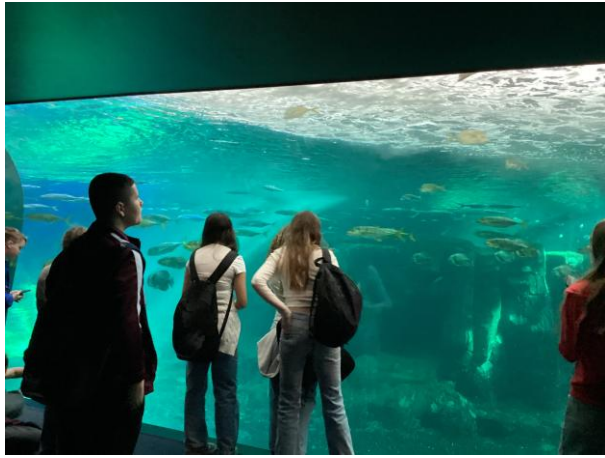




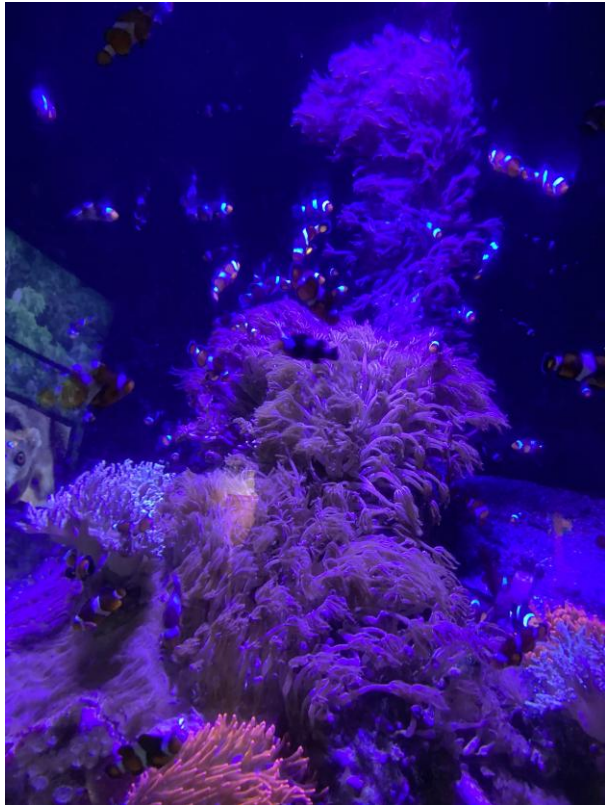


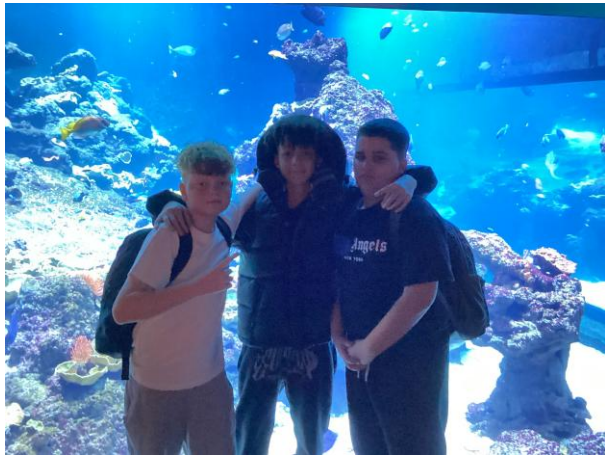
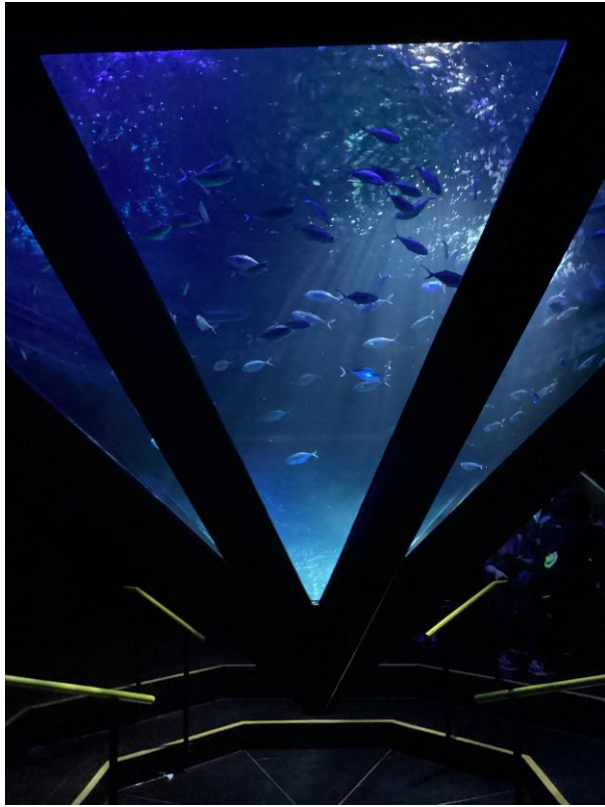


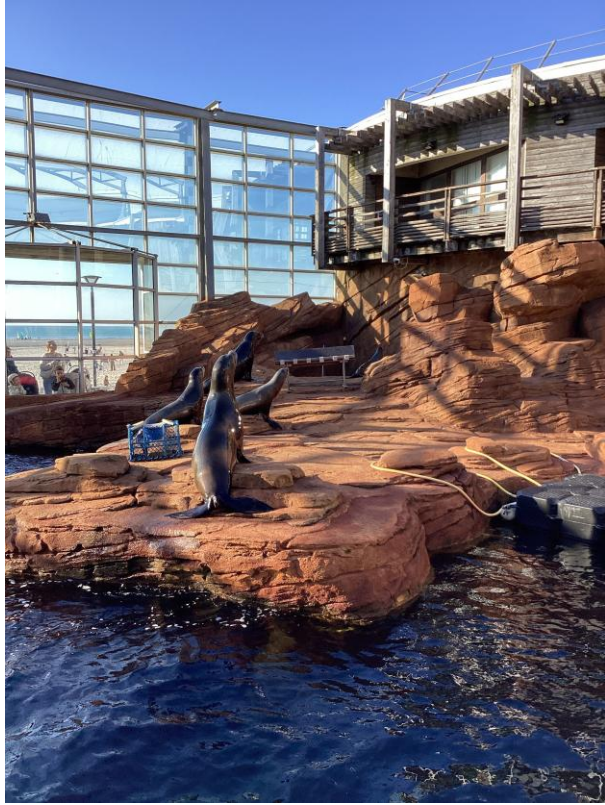


































CHMS Sewing Bee



Junior Sewing Bee Competition: Celebrating Skill, Creativity, and Craftsmanship

Our school's Junior Sewing Bee Competition brought excitement, focus, and a whole lot of creativity to the DT room this week, as talented students from **Year 7 and Year 8** went head-to-head in a unique repair challenge using the **traditional Sashiko technique**.

Sashiko, a form of decorative reinforcement stitching originating from Japan, was first introduced to our students back in **Year 5**. Since then, they have continued to refine their needlework, exploring new stitches and patterns that build on their earlier learning. This competition gave them the perfect opportunity to showcase just how far they have come.

The Challenge

Students were tasked with completing a fabric repair using Sashiko principles—balancing **functionality, aesthetic pattern design, and stitch consistency**. Judges looked closely at:

- **Pattern choice and creativity**
- **Quality and effectiveness of the repair**
- **Consistency in stitching**

Every participant approached the task with impressive determination and artistic flair. The standard was incredibly high, making it a tough call for our judging panel.

Our Winners

After much deliberation, the judges awarded the following placements:

- 🥉 **3rd Place – Dexter W (Year 7)**
- 🥈 **2nd Place – Olivia L (Year 7)**
- 🥇 **1st Place – Millie K (Year 8)**

Each of our winners demonstrated remarkable skill, but truly, *every* student should feel proud of their achievement. Their craftsmanship, patience, and imaginative designs were a joy to see.

A Proud Moment

I am **super proud** of all the students who took part. Their hard work and creativity shone through in every stitch, and it was inspiring to see how confidently they used a technique they first learned years ago. This competition highlighted not only their technical ability, but also their willingness to take risks, persevere, and express themselves through textile art.

A huge congratulations to all our participants—and especially to our winners—for making this year's Junior Sewing Bee a wonderful celebration of skill and creativity.





Welcome to SEND!



I would like to take this opportunity to introduce myself as Associate Assistant Principal and the new SENDCo at Church Hill Middle School. I'm Mrs Crowe, and I have a deep passion for our school and its pupils, with a particular commitment to ensuring an inclusive and supportive environment for all.

I am a long-standing member of staff and have been part of the Church Hill community for eight years (or even longer if we count my time here as a pupil!).

I lead with compassion, kindness and understanding, always ensuring that pupils remain at the heart of every decision. I am dedicated to making sure all pupils have equal

opportunities and the support they need to achieve their very best. I pride myself on being an advocate for every child and will continue to offer guidance across all aspects of school life. My pastoral background and experience as Senior Mental Health Lead allow me to take a broad, thoughtful approach to all child-centred situations.

I strongly believe that working closely with families is key to securing the best possible outcomes for our pupils, and I welcome open communication at every stage. My approach to SEND is rooted in the belief that every child deserves to feel seen, heard and supported to succeed in their own unique way.

My vision for the coming years is for SEND provision to remain at the heart of everything we do at Church Hill—ensuring all pupils thrive, feel valued and enjoy their time with us.

I look forward to working with you all again, albeit in a new capacity, and I am excited about the positive collaborations ahead.



1 - Mrs Crowe - Associate Assistant Principal SENDCo

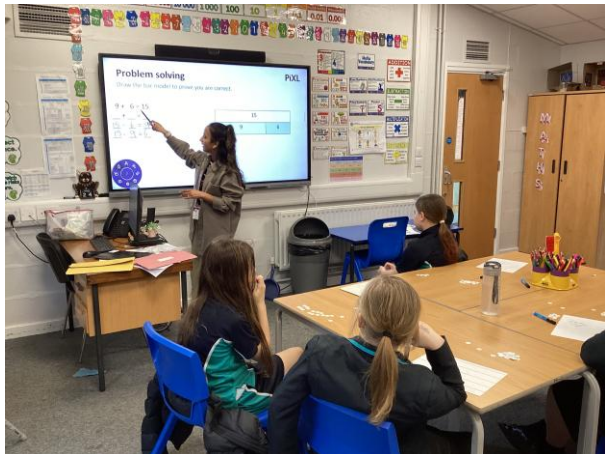


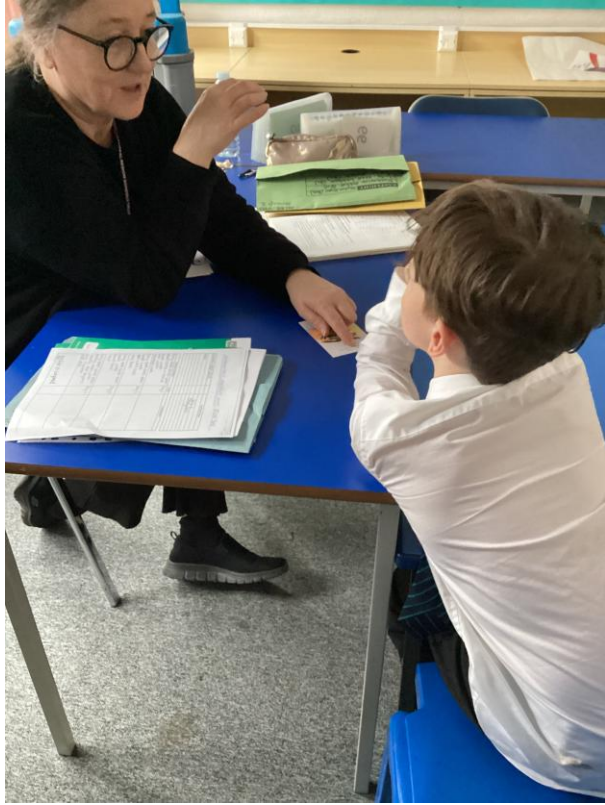
2 - Ms Turner - Assistant SENDCo

Lots of wonderful things have been happening within the SEND department over the Spring term. We have refreshed our Soft Start provision in collaboration with pupils, creating a welcoming space with a range of creative and interactive activities to begin the day positively. Alongside this, a number of targeted interventions have been taking place, including Fresh Start reading, Small Group Maths, Sensory Circuits, Lego Therapy and Thrive, to name just a few.

Engagement in these sessions has been excellent, and we are delighted to see such strong progress across the board. It has truly been a successful term, and we look forward to building on this momentum as we move into the next one.







Keep Earning Those House Points!



We are excited to remind everyone about the importance of earning house points as we work towards our house point badges! Each point not only reflects your hard work and dedication but also contributes to a sense of community and friendly competition among

houses. As pupils continue to engage in their lessons and extra-curricular activities, they can take pride in showcasing their achievements through these badges.

Wearing a house point badge is not just a symbol of accomplishment; it also serves as a fantastic conversation starter and a source of pride. It encourages our pupils to strive for excellence, knowing that their efforts are recognised and celebrated. The more points they earn, the closer they get to the next tier, which can boost confidence and motivate them to keep pushing their limits.

100 - Bronze

200 - Silver

300 - Gold

So, let's keep the momentum going! Encourage your children to participate in class, help their peers, and embrace every opportunity to earn those valuable house points. Together, we can create a vibrant and supportive school environment where everyone feels valued and proud of their achievements!

Attendance



Attendance Matters

Every student. Every day.

We are delighted to share some fantastic attendance achievements this year that demonstrate the positive impact of our whole-school focus on regular attendance.

- Our overall attendance has improved significantly from **90.87% at this point last year to an impressive 92.76%** this year - a remarkable increase of 1.89 percentage points.

- Even more encouraging is the dramatic rise in pupils achieving perfect attendance: **91 pupils currently have 100% attendance** compared to just 67 at the same time last year, representing a 36% increase in pupils who haven't missed a single day - and this

improvement is despite having more than 50 fewer children on roll this year, making the achievement even more significant.

- We've also seen a substantial reduction in unauthorised absences, dropping from **3.02% last year to just 1.97% this year**, showing that families are working closely with us to ensure absences are properly authorised and minimised where possible.

- Particularly pleasing is that our attendance improvements are evident across all pupil groups - our SEND pupils and those in receipt of pupil premium have shown positive progress, demonstrating that our inclusive approach to attendance support is working effectively. These improvements reflect the hard work of pupils, families, and staff working together, and we're confident that this upward trend will continue to benefit our pupils' learning outcomes and wellbeing throughout the year.

Good attendance is absolutely crucial for our Years 5-8 pupils as they navigate this pivotal stage in their education.

During these formative years, pupils build the foundational knowledge and skills that will determine their success in GCSEs and beyond. Missing just one day per week means losing 20% of learning time - equivalent to missing an entire school year over five years.

For our Year 5-6 pupils, consistent attendance ensures they master essential literacy and numeracy skills before secondary transition, while our Year 7-8 pupils need every lesson to adapt to increased academic demands and develop independence.

Research shows that pupils with attendance below 90% are significantly less likely to achieve their potential, with gaps in learning becoming increasingly difficult to close. Beyond academics, regular attendance helps pupils maintain friendships, develop resilience, and establish the strong work habits essential for future success.

We understand that genuine illness occurs, but we encourage families to send pupils to school whenever possible - often a day at school with minor symptoms is better than a day of missed learning.

If your child's attendance falls below 95%, please contact us immediately so we can work together to address any barriers and ensure they don't miss out on these critical years of their education.

SATS 2026



What are key stage 2 tests?

If you have a child in year 6, at the end of key stage 2 (KS2) they will take national curriculum assessments in:

- English grammar, punctuation and spelling
- English reading
- Mathematics

Some people refer to these tests as SATs.

The tests help measure the attainment of pupils in relation to the standards set out in the national curriculum, and help teachers and parents identify where pupils may need additional support in a certain subject area. The test results are also used to report publicly on schools' performance via the Department for Education's (DfE) Compare School and College Performance service and to produce national and regional performance statistics.

Your child will sit the KS2 tests on scheduled dates set by the Standards and Testing Agency (STA). If your child is absent on a scheduled test day, they may be able to take any missed test up to 5 school days afterwards.

If your child is absent then they must refrain from any interaction with any other pupil and remain in isolation to ensure the validity of the testing process. You must inform the school immediately of their absence and prior to their return where specific guidance will be given for their return.

For the academic year 2025 to 2026, the KS2 tests are scheduled to take place from Monday 11 May to Thursday 14 May 2026

Are there any other assessments?

There are no tests for English writing or science at the end of KS2, but performance in these subjects will be reported as a teacher assessment judgement. Your child's teachers will make this judgement based on your child's overall work and performance in the subject. As with the tests, this will help to indicate if your child needs more support in the subject.

Teacher assessment judgements in English writing may be externally moderated by the school's local authority. This is a collaborative process between the school and local authority moderator, to ensure that judgements are consistent with national standards.

How are the tests delivered?

The tests are completed in a calm classroom environment during normal school hours. As a school we deliver our testing in two sittings, this ensures that pupils are spaced out from their peers and have enough space to remain focused on the tests ahead of them.

Teachers and staff ensure that pupils feel supported and prepared and thoroughly outline the details of each day, in addition to this the year 6 pupils will have already sat multiple mock tests so they are familiar with the process. The aim is for children to simply do their best and demonstrate what they have learned during their time in school up to this point.

How will we support your child?

Our school has carefully prepared all pupils for the SATs throughout the year by providing regular teaching, practice opportunities and supportive revision activities. However, some pupils will require extra support to achieve their full potential. These may include additional time, rest breaks, the use of a scribe or reader, or other adjustments in line with national guidance. Any arrangements will reflect the support normally used in the classroom and will be decided upon by the school. Our aim is to ensure that every child feels confident, supported and able to demonstrate their knowledge and skills to the best of their ability.

How can you support your child?

As parents you play an important role in supporting your children during SAT week by creating a calm and encouraging environment. This means helping your children maintain a balanced routine with enough sleep, healthy meals, and time to relax. Parents can also show support by offering reassurance, reminding their children that doing their best is what matters most, and avoiding putting extra pressure on them. Practical help—such as making sure they arrive at school on time, have the materials they need, and a stress-free morning can also make a big difference. By staying positive and understanding, parents help children feel more confident and less stressed during an important time in their learning.

When will my child receive their results?

Schools can view KS2 test results online from Tuesday 7 July 2026.

Once results have been processed and analyzed, we will then ensure you are informed of their performance.

| Date | Subject | Test Papers |
|--------------------------------|---|---|
| Monday 11 th May | English grammar, punctuation and spelling | Paper 1: questions Paper 1: spelling |
| Tuesday 12 th May | English reading | English reading |
| Wednesday 13 th May | Mathematics | Paper 1: arithmetic Paper 2: reasoning |
| Thursday 14 th May | Mathematics | Paper 3: reasoning |

PE and Sports achievements



Despite a challenging half term marked by poor weather and unavoidable scheduling clashes, our pupils at Church Hill have continued to demonstrate outstanding commitment, resilience, and teamwork across a wide range of sporting opportunities. Although several fixtures—including Year 8 girls' basketball, Year 8 girls' netball, and KS2 girls' netball—had to be postponed, we are working hard to have these rearranged for the summer term. We look

forward to giving our pupils the chance to showcase their skills in these eagerly anticipated matches.

Our Year 6 girls competed in the quarter finals of the Worcestershire County Cup, displaying determination, resilience, and a growing confidence under pressure, against a very good St. John's team. Meanwhile, a group of our Year 8 students represented Church Hill brilliantly in the CRST Trust 3v3 Basketball Competition, where quick decision-making, communication, and adaptability were key to their success on the court.

This half term also offered wonderful opportunities for our younger athletes. Year 5 girls attended the Redditch Girls Football Day, hosted by Redditch United Football Club, gaining valuable experience and showing excellent teamwork, enthusiasm, and sportsmanship throughout the event. Our Year 7 girls took part in the district netball competition, with several students representing the school for the very first time—a huge achievement that highlighted their courage, perseverance, and willingness to challenge themselves in a competitive environment.

We were especially proud of the mixed group of KS2 and KS3 pupils who took part in the SEND Boccia tournament. Their focus, accuracy, and fantastic team spirit embodied the inclusive values we promote at Church Hill, and they represented the school with pride.

We are excited to launch our summer term sports clubs, offering pupils the chance to develop their skills in athletics, cricket, rounders, and tennis. These clubs provide a fantastic opportunity for students to build confidence, improve technique, and enjoy being active with friends as the weather brightens. Throughout the term, we will also be preparing for a series of district competitions across these sports—most notably the much-anticipated Redditch District Athletics events, which are always a standout highlight of the sporting calendar for our school. We look forward to seeing pupils train with enthusiasm, challenge themselves, and proudly represent Church Hill in what promises to be an action-packed and rewarding summer of sport.



Community teachers association



Welcome to the Abbey wood and Church Hill CTA

We organise school events across the year to raise money for both Abbey Wood and Church Hill.

If you would like to be a part of our Abbey wood and Church Hill CTA, please contact **Becky Atkins** on **01527 962794**.

Key dates for spring term

Return to school and summer term clubs begin: Monday 13th April

SATs Week - Year 6: Monday 11th May - Thursday 14th May

Thursday 16th April: CTA Disco

Friday 17th April: Year 7 trip to Warwick Castle

Tuesday 21st April: Great Athlete Visit

Charity Week: Monday 18th May - Friday 22nd May (Watch this space for the launch of the charity week events!)

Half Term ends: Friday 22nd May

Support, courses, and workshops for parents, carers and grandparents



| | | | | |
|---|--|---|---|--|
| Baby and toddler groups | Health visiting | Feeding your baby |  WORCESTERSHIRE FAMILY HUBS | |
|  | Speech and Language | Midwifery | | |
| Child development | Parenting support/ programmes/ workshops |  | Activities to do at home | Stop smoking |
| Healthy eating | Mental health | Food bank vouchers | Healthy start vitamins |  |
| Information about alcohol/drug support | Information about domestic abuse | Health and wellbeing support and signposting | Debt and welfare advice | Youth support |

3 - [Support, courses, and workshops for parents, carers and grandparents](#) | [Worcestershire County Council](#)



4 - The Nigel Prosser foundation

Support for families with SEN

Free Sen Support For Families | Nigel Prosser Foundation

ONLINE TRENDS ENCOURAGING VIOLENCE

7 out of 10 teens report seeing violent content on social media, with over half of that content featuring fights involving young people. Most don't 'seek' it but are shown it through social media feeds or messaging groups. 8% of young people involved in violence have seen violent social media content. Viral trends, challenges, or 'wars' that are spread online risk encouraging violence offline, while real-world incidents may also be recorded and promoted online.

WHAT ARE THE RISKS?

- ALGORITHMIC EXPOSURE**
Social media platforms are designed to keep users engaged, showing videos or an infinite content can feed into an endless loop. Algorithms can recommend content that feeds users' fears. As a result, young people may see more violent content than they were seeking. Content can be shared & before. Repetitive exposure can make violent content appear 'normal' in their feeds without them fully understanding why.
- WEAPONS AND CRIMINAL RISK**
Teens exposed to high levels of real-world violence on social media sometimes report feeling less inclined to carry a weapon for 'self-protection'. However, copying & reposting images of the use of weapons (knives, guns and injury by others) for young people, in addition, copying a weapon to a social network that can lead to police action and a criminal record.
- SHARING VIOLENT CONTENT**
Encouraging or seeking an offence is a crime in the UK, including via social media, and can lead to arrest. This means sharing, forwarding, or reposting violent content can lead to young people being charged with an offence. It is a criminal offence to share violent content to a social network if you know or suspect it will be used to cause harm or distress to another person. It is also a criminal offence to share violent content if you know or suspect it will be used to cause harm or distress to another person.
- FEAR, ANXIETY, AND MARGINALISATION**
Research shows young people's emotional wellbeing can be negatively impacted by repeated exposure to violent online content. Researcher's suggest 'post-panic' anxiety (the response to follow-up questions in games or chats). Such recurring exposure, through videos and images - or content that appears to promote gang activity - can increase feelings of anxiety or fear among young people. Perceived harassment from members of their own group, based on religion, ethnicity or religion, can also cause disproportionate anxiety for children belonging to these groups.
- AVOIDANCE AND ISOLATION**
Real-world violence on social media can increase young people's belief that their own communities - or the 'outside world' more generally - are unsafe zones. This can lead to avoidance and limiting behaviours, which may negatively impact their wellbeing. As well as being fearful of others, teens also report feeling judged for genuine fears. This can lead to social isolation and less time spent with friends.

5 - Violent clips, online 'wars', and shock-value challenges can spread rapidly across social media feeds – often appearing in front of young people who weren't actively looking for them. Messaging groups and viral trends can expose children to real-world violence online, sometimes normalising harmful behaviour or encouraging risky offline actions.

STAY INFORMED
Stay alert for updates from police, schools, or local authorities, and follow the advice provided. Be critical about unofficial content, false content and misinformation, which can spread quickly online or in chat groups. Ensure you get accurate information from trusted sources and encourage young people to do the same. Report them from never to share violent content and never to be used to spread violent content.

DISCUSS SOCIAL MEDIA
Encourage young people to talk about the content they see online and the effects it can have. This can be an opportunity to discuss basic cyber-safety, AI-generated material, the attention economy, and algorithms, helping them understand how and why extreme content can spread online. Encourage them to report and remove harmful content, and signpost where to get support and advice, such as reportonline.com.

TALK CRIME AND SAFETY
In most of the UK, the age of criminal responsibility is 10 (12 in Scotland). This means there can be serious criminal consequences for carrying a weapon, taking part in violence, or taking or sharing violent content. Discuss the law with young people, discuss practical safety strategies. Ask questions such as "What could you do if you feel unsafe?" Work together on action plans and remind them they can report a trusted adult or the police if they witness or experience violence.

ENCOURAGE POSITIVE ACTION
Focus on strengthening young people's positive experiences both online and within their local communities. Discuss strategies to reduce negative social media effects, such as time limits, software that blocks, or being selective about who you follow. Encourage offline activities such as spending time with friends, visiting local places, and taking part in hobbies that bring them joy, purpose, and connection. Remind them they can seek support with any concerns of any time via children.org.uk.

MENTAL HEALTH MISINFORMATION ONLINE

A research study by Ofcom revealed that children aged 8-15 increasingly use online platforms like TikTok for mental health advice, with 50% relying on social media for information. Unverified medical content online is concerning, with the potential to cause confusion, anxiety, or incorrect self-diagnoses. This guide provides expert strategies to help parents and educators tackle misinformation effectively and ensure safer digital experiences for young people.

WHAT ARE THE RISKS?

- POPULAR ONLINE SOURCES**
Platforms like TikTok and Instagram are two of the main sources of young people's mental health content. Content is often frequently feature unqualified influencers, and recommendations. While appealing to young people, this content can be oversimplified, or based on anecdotal evidence and perceptions, and create unrealistic expectations and misunderstandings about mental health conditions.
- RISK OF SELF-DIAGNOSIS**
Social media's misleading content encourages young people to self-diagnose complex mental health conditions. Anecdotal evidence and oversimplified information can encourage young people to self-diagnose or delay essential professional diagnosis. This has the potential to increase mental health conditions that could require mental health services requiring comprehensive clinical support.
- LACK OF FILTERS**
Social media platforms struggle to filter misinformation effectively, allowing false content to spread widely and quickly. Without proper guidance, young people can become fed from Britain, potentially increasing inaccurate beliefs about mental health. This can cause young people to make decisions about seeking professional help or increasing mental health.
- IMPACTFUL PAST TRENDS**
Historically, online mental health misinformation has led to harmful trends, including inappropriate coping strategies or self-harm or anxiety 'challenges'. Some harmful trends have been identified or corrected by knowledgeable adults.
- MISLEADING CLINICAL TERMS**
Online trends often include the misuse of clinical terms, such as 'trauma' or 'CPTSD', making serious conditions seem trivial or 'trendy'. This can lead to young people to underestimate or trivialise their conditions, potentially preventing them from identifying real mental health issues in themselves or others.
- REPLACING PROFESSIONAL HELP**
Frequent reliance on digital content can deter young people from seeking professional mental health care, substituting expert support with unverified online advice. This substitution can prolong issues, compromise recovery, and reduce the effectiveness of future professional interventions, ultimately impacting overall mental health and wellbeing negatively.

6 - Children and young people are increasingly turning to social media for mental health advice, but much of what they encounter online is unverified, oversimplified or misleading. Platforms like TikTok and Instagram have become go-to sources, and how misuse of clinical language and viral trends can distort children and young people's understanding of mental health.

MONITOR ONLINE ENGAGEMENT
Regularly review and discuss a young person's online activity. Encourage responsible online use and sharing accurate content. Tools such as parental controls or co-viewing content can help moderate exposure to harmful misinformation, facilitating safer digital habits and informed critical thinking about mental health.

SCHOOL-HOME COLLABORATION
Strengthen collaboration with educators to integrate digital literacy into the school curriculum, promoting misinformation awareness. Joint sessions on identifying and responding to misinformation can significantly improve young people's ability to critically assess mental health content, supporting their overall wellbeing effectively both online and offline.

IDENTIFY RELIABLE SOURCES
Teach young people to critically evaluate mental health content by checking credentials, source credibility, and evidence-based information. Encourage them to refer to trusted medical or educational platforms and to consult healthcare professionals for clarification. This reduces young people's reliance on potentially harmful or misleading online sources.

ENCOURAGE OPEN DIALOGUE
Foster a non-judgemental environment where young people feel comfortable discussing online content. Regular talking about their online experiences and perceived mental health concerns helps counter misinformation, mitigate misunderstandings, and ensure they understand their own and digital literacy. Model situations where you have sought advice from someone and not solely relied on social media for health advice.



CHURCH HILL
MIDDLE SCHOOL