

PARENT NEWSLETTER



April 2026



A NOTE FROM THE HEADTEACHER

Dear parents,

As always, it is lovely to walk around on the first days after a break and see all pupils re-connecting with each other in their classes and starting to re-engage with their learning and our routines here. This term is a very fast and busy one with all pupils and staff members working hard to achieve the ambitious learning targets that we have set out for every individual pupil. If pupils are to achieve as well as they could, we need to make sure that they are making good progress throughout their time in school meaning that every lesson, every day really does count.

We started our term in assemblies talking about our pathway point assessment system and the rainbow roads that charts pupil progress from nursery through to the end of year 11 and qualifications. Our role here at Nantgwyn is to ensure that every pupil is challenged to be their very best and this means working together as a whole team of pupils, families and staff members. Our qualification results are very competitive with other schools and the progress that pupils make here is something that we are very proud of; they should be too. I have asked pupils to ask themselves how they can make their pieces of work even better and to work with members of staff to ask the same question so that they are receiving valuable feedback that they can use to push themselves to make as much progress as possible. If every pupil pushes that little bit further every lesson, it will see them move more rapidly through the pathway points and towards those higher grades in qualifications at the very end of their time here. Doing this all the way through school is important in being ambitious and also demonstrating that they want the very best for themselves and are taking responsibility for their futures.

This edition of the newsletter focuses on our independent learning system where pupils gain additional positive points for completing learning at home. Additional learning at home is very important in terms of both its contribution to overall learning and progress and also becoming a person that can be considered a learner throughout their life. We all know, as adults, that we have to adapt and flex to so many different situations and the skills that we develop, as learners, really helps us to be successful in new and unexpected circumstances.

Our current independent learning system was developed shortly after our return to school from Covid and is sensitive to the situation that was evident there. Home learning is rewarded. We are grateful to the members of our parent forum that have shared their views about independent learning and we will be speaking with pupils to take their views on the next iteration of this going forward. If you have any views on this that you would like to share, please send them to tracey.mein@ysgolnantgwyn.rctcbc.cymru.

As always, parent voice is an important part of our evaluation processes, and we are pleased to work with all families to continue to develop as a team. If you would like to join our parent forum at any point, you are very welcome – it is a meeting of around 40 mins each half-term and it is having impact on how we do aspects of our work at Nantgwyn, for example changes to our school uniform, lunch time arrangements, parents evenings and attendance initiatives. If you are not able to join parent forum, please do contact us should you wish to share any feedback with us and look out for our featured parent voice quick questionnaires in the newsletter as these have had the following impact [Curriculum-parent voice – Fill in form](#)

Laura Morris
Headteacher

Laura Morris
Headteacher



Main focus item: independent learning

At Ysgol Nantgwyn, we call our homework independent learning, and it is our expectation that all pupils complete this in line with the deadline. Independent learning tasks support and strengthen the learning that has taken place in class and, on occasions, is essential for helping to understand future learning. For nursery through to year 8, there will be one task per curriculum area per half term. For years 9 to 11, there will be two tasks per curriculum area per half term. Pupils receive positive points for all tasks that they complete. Copies of the independent learning tasks are sent home via ClassCharts each half term and they can also be found on our website.

Independent learning - Ysgol Nantgwyn

Independent learning plays an important role in a child's education. It helps pupils practise skills taught in class, develop confidence, and learn how to manage their own time and responsibilities. Through independent learning, children begin to understand that learning does not only happen in school, but can take place anywhere and at any time.

One of the key benefits of independent learning is that it encourages children to think for themselves. When pupils complete tasks on their own, they learn how to solve problems, follow instructions, and persevere when work feels challenging. These skills are essential not only for academic success, but also for life beyond school. Independent learning also helps teachers understand what pupils can do by themselves and where they may need further support in class.

Parents play a vital role in supporting independent learning at home. This does not mean completing the work for the child but creating the right conditions for learning to happen. Setting up a quiet, comfortable space to work, free from distractions, can make a big difference. Having a regular routine, such as a set time each day for independent learning, helps children build good habits and take responsibility for their tasks.

Parents can also support by showing interest in what their child is learning. Asking questions about the task, encouraging effort, and praising persistence helps children feel motivated and confident. If a child is struggling, gentle guidance or breaking the task into smaller steps can be helpful, while still allowing the child to do the thinking themselves.

By working together, schools and families can ensure that independent learning is a positive, valuable experience that supports each child's progress and love of learning.

What we have been doing!

Our nursery and reception children have been buzzing with excitement as they explore the wonderful new play equipment that has recently arrived. The climbing frames, pull-up stations have quickly become firm favourites, giving pupils the chance to develop their gross motor skills through climbing, balancing and pulling themselves up. It has been fantastic to see their confidence grow as they challenge themselves physically and enjoy active, imaginative play together.

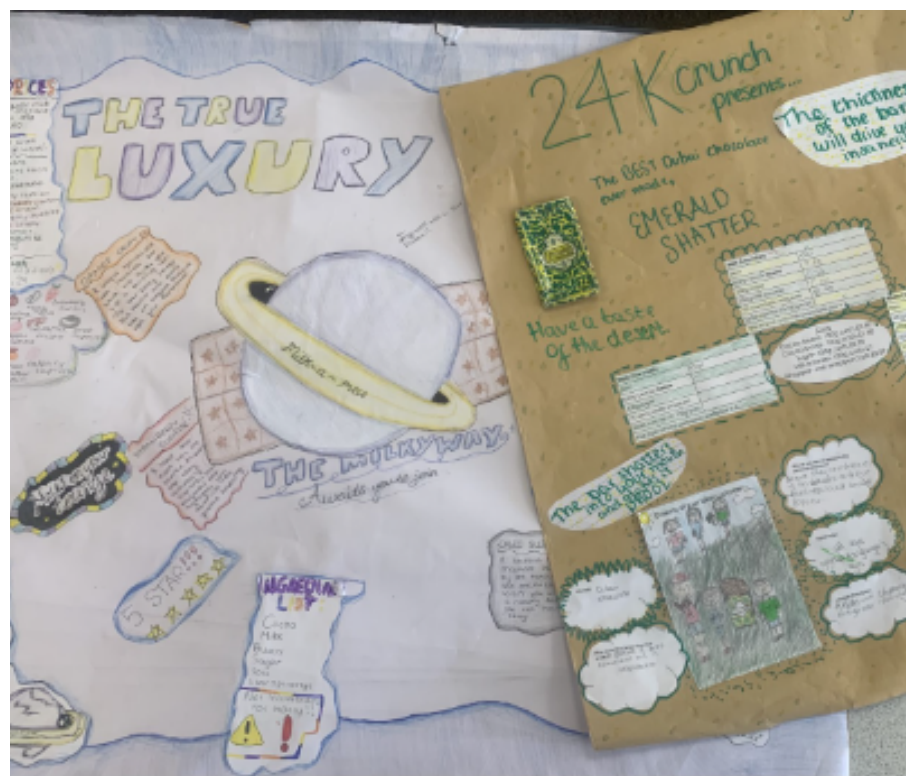
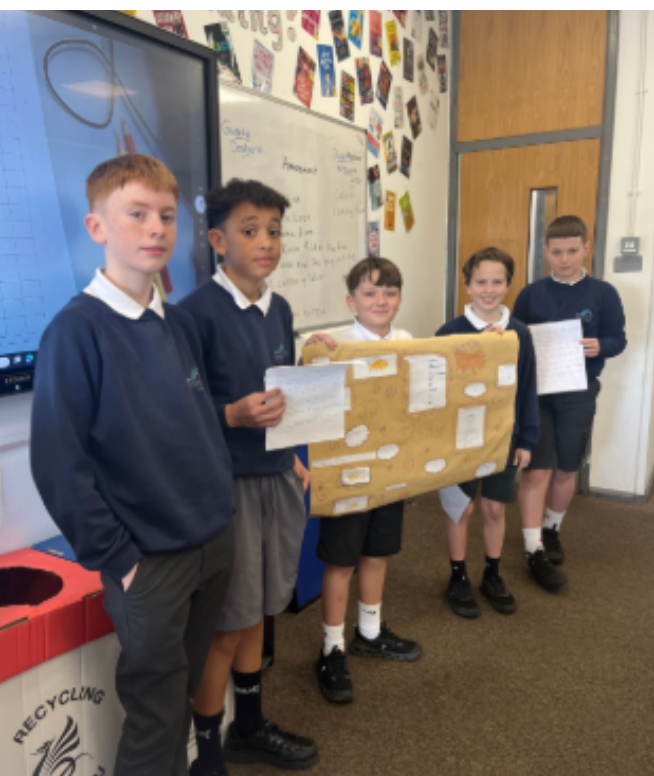


What we have been doing!

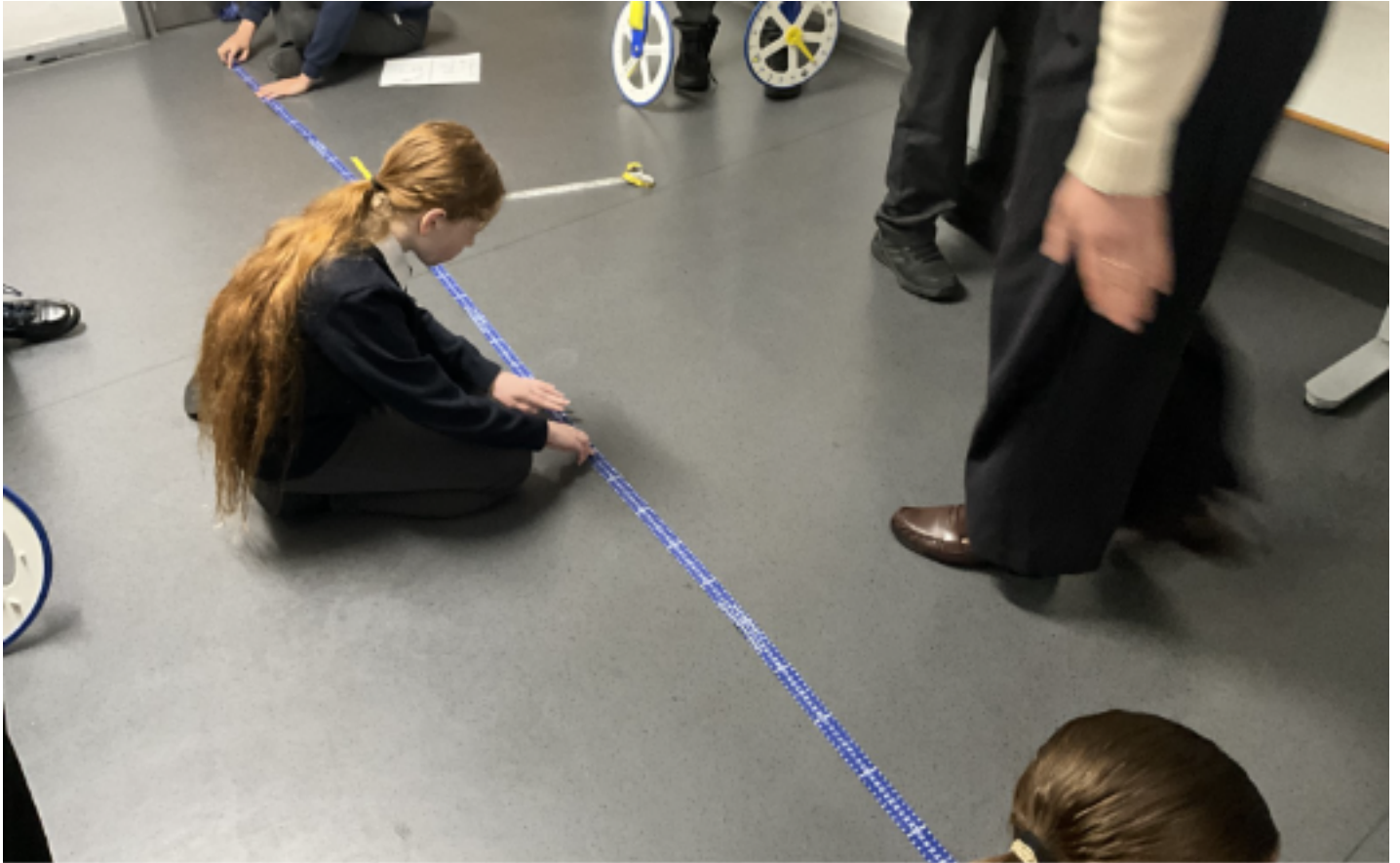
Before Easter, pupils in years 3 to 6 enjoyed a well-earned reward trip to the cinema and bowling alley. Everyone loved watching Hoppers on the big screen before heading off to bowl a few games. There were lots of impressive strikes throughout the day — even Mr Ryder managed to get one!



This half term, year 7 students took part in a 'Dragon's Den' style Chocolate Bar Project in English. They created their own chocolate products, developing branding and marketing ideas, before pitching them confidently to the class. It was great to see such creativity and fantastic oracy skills on display.



This half term, our mathematics classes have been looking at estimation and measure. Starting with the theory and developing their understanding of estimation and rounding, pupils then estimated the length of various things, including the mathematics corridor. The best way to check how accurate they were...get the longest measuring tape we could find, metre sticks and trundle wheels and check the length. The actual length; 37m long! Great work year 7 and 8!



Reading corner! -Our pupil recommendations

Harry Potter and the philosopher stone
by J.K. Rowling.

I recommend this book because its an amazing fantasy book that expresses the world of magic around us. As you read it you can relate to it in many way, such as going somewhere new, having an adventure or even trying something new. When you read it you can feel connected to the characters through their emotions and actions which will keep you engaged and find it very enjoyable, entertaining and fun! If you are thinking of reading please do. It is an absolute incredible, imaginative book that you will find amazing too! Be amazed by!

Ava Year 7

Diary of the Wimp Kid Ralpick Rules
by Jeff Kinney

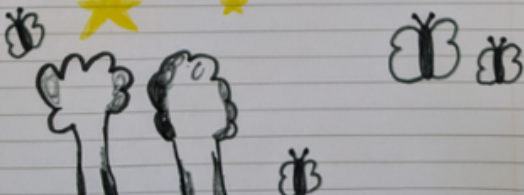
I recommend this ~~book~~ ^{book} because it is the most funniest book ever. Also because it is amazing and I think that everyone that has watched any of the wimpy kid films, should read it. ~~It~~ has lots of pictures, so then if you liked picture books this I would be a 10/10 recommendation. ~~The~~ The best part about reading these books are the burbs, so then you can dump in and know what people in for.

Darcey year 7.

the Girl of ink and Stars by Kitam
millwood hargrave

I recommend this because if you're a adventure person you will love this book it is really interesting to read! Its about this girl named isabella she dreams of the faraway lands her father once mapped when her best friend disappears, she's determined to be part of the search party, guided by a ancient map and her knowledge of the stars, isabella navigates the islands, dangerous forgotten territories, but beneath the dry rivers and dead forests a fiery myth is stirring from its sleep.

by isabella year 8



Our
Infinite
Fates
By LAURA
STEVEN

I would recommend this because it would perfect for for young adults aka for teenagers it is a mystery of love and betrayal. It is has a bit a past in the book such a it goes back and forth (1838) & (2022) (Curses). (What I've read).

I would rate it four out of five stars.

By Kianna year 8

Pupil leadership team (PLT) update:

As members of PLT, we feel that our role has had a positive impact on both pupils and the wider school community. Through regular discussions with form representatives, we have explored important issues around learning, organisation, and well-being, making sure that every pupil feels heard and included. By sharing pupil voice with the senior leadership team, we have helped bring about real changes, such as improvements to lunchtime arrangements, which have supported a stronger sense of belonging and improved pupil wellbeing. We have also developed many new ideas that will be introduced in the summer term, including the summer event, year 11 prom and other activities, which will continue to support inclusion, build relationships, and help all pupils feel more connected to the school community.



Attendance reminders:

Attendance to school is essential. School attendance is important because it directly affects a pupil's academic attainment, social and emotional well-being, and future opportunities, including employment.

Consistent attendance helps pupils learn effectively, access necessary support, build relationships, and develop good habits for life, with research showing a strong link between missing school and lower educational outcomes.

Every pupil should be aiming for an attendance target of at least 95% to reach their full potential

Pupil absences should be reported via the Classcharts app.

<https://www.ysgolnantgwyn.co.uk/parents-and-pupils/classcharts-attendance-reporting>

The infographic is divided into several sections with icons and text:

- Top Left:** Icon of a superhero flying. Text: "HIGH ATTENDANCE AT SCHOOL GETS YOUR CHILD'S LIFE OFF TO A FLYING START!"
- Top Middle:** Icon of a line graph with an upward arrow. Text: "INCREASING ATTENDANCE BY JUST 5% CAN DOUBLE THE CHANCES OF GAINING GOOD QUALIFICATIONS"
- Top Right:** Icon of a calendar with "10%" written on it. Text: "MISSING TWO DAYS A MONTH MEANS A CHILD MISSES 10% OF THE SCHOOL YEAR"
- Far Right:** Icon of an open book. Text: "GOOD ATTENDANCE IN PRIMARY SCHOOL Improves reading Writing + MATHS SKILLS"
- Middle Left:** Icon of a clock face with "IN" and "OUT" written on it. Text: "THERE ARE 175 DAYS A YEAR NOT SPENT IN SCHOOL (PLENTY OF TIME FOR SHOPPING, HOLIDAYS AND APPOINTMENTS!)"
- Middle Middle:** Icons of a pencil, a graduation cap, a key, a speech bubble, a musical note, a soccer ball, a person, and a Wi-Fi symbol. Text: "100s OF SUBJECTS | 1000s OF CLASSES ENDLESS POSSIBILITIES"
- Middle Right:** Icon of a clock face. Text: "TURNING UP JUST 5 MINUTES LATE EVERY DAY ADDS UP TO OVER 3 DAYS LOST IN THE YEAR!"
- Bottom Right:** Icon of a rocket, a person, and a lightbulb. Text: "MORE SCHOOL = HIGHER GRADES INCREASED CONFIDENCE MORE FRIENDS BRIGHTER FUTURE"

Bottom Section: A dark blue banner with white text: "Every day in school makes a difference to your child's future."

Uniform:

As a reminder our school uniform expectations, based on parents and pupil consultation are as follows:

Bottoms:

Choose from grey tailored shorts, culottes, trousers, skirt, pinafore or Nantgwyn tartan skirt or pinafore.

Leggings, jeans, and sportswear are not permitted.

Tops:

Choose from a white or royal blue polo t-shirt or a white shirt or blouse. Where a white cotton shirt is worn, it must be accompanied by a Nantgwyn tie.

Choose from a plain and unbranded royal blue or navy sweatshirt, a royal blue or navy cardigan, or a navy v-neck knitted jumper.

A navy blazer may be worn if a pupil so wishes.

Hoodies are not permitted. Branded sweatshirts are not permitted.

Footwear

Any fully black sensible footwear including plain black trainers with black soles. No additional colours are permitted on footwear.

Crocs, high heels, flip flops are examples of footwear that is not sensible for the school environment.

Should a Nant pupil arrive at school wearing an item of clothing that is not school uniform, we will be in contact with parents to bring their uniform to school.



School and community support:

Preloved uniform

We have a large selection of preloved uniform for all ages groups available. Items have been checked, washed and ready to be rehomed so please pop into main reception if you would like to take a look or pop us an email and we can check sizes for you beforehand. We do have a rough pricelist for items however there is no obligation to donate. Any funds raised are put back into the hardship fund to support our families.

Foodbank partnership

If a situation arises and you find yourself in need of foodbank support, please reach out and we can issue an emergency voucher in partnership with the local foodbanks. Contact main reception or email AdminYN_5@hwbcymru.net.

Dinner account balances

There is a machine in the pupil entrance foyer for pupils to check their lunch balances as often as they need to or you are welcome to contact the catering to check your child's balance as and when required Nant.Kitchen@ysgolnantgwyn.rctcbc.cymru.

Schools essential grant

The purpose of the grant is to provide assistance to families on lower incomes for the purchase of various school items. For more information, <https://www.rctcbc.gov.uk/EN/Resident/ChildrensServices/HelpandSupportforFamilies/Informationforfamilies/Financialsupportforfamilies/SchoolEssentialsGrant2526ForSeptember2025yeargroups.aspx>



Parent forum update:

Our parents forum are a group of parents that meet informally once per half term to learn a little bit more about the school and also give a parent view on items that we are developing. Your voice as parents is really important to us and it is the hope that this will strengthen the communication that we already have.

Aims:

- To become aware of the perspectives of pupils, parents, staff and governors
- To learn more about what happens when pupils are in school
- Meet some of our pupils and staff and learn about what they think
- Share the views of our parents
- Share information about the community
- Explore views on specific concerns or issues
- Consult on potential developments in school

Please complete the following form if you are interested in joining:

<https://forms.office.com/e/dLercFLfQ8>

Parent feedback:

Your feedback as parents is always important to us.

This month our parent voice feedback is about pupil experiences and extra-curricular activities,

[Curriculum- parent voice – Fill in form](#)

Parent forum update:

Ysgol Nantgwyn: Our parent forum Meeting four: 26th March 2026

Agenda

Terms of reference.

Parental engagement

- How do parents consider the engagement events available to them across the different year groups?

Parents would like more of the following:

Social events such as wreath making

More events around understanding the curriculum and qualifications, how to help at home, how to access Google Classroom how to help with reading, how to revise, mock exams and national tests.

- Are parents aware of engagement communications e.g parent newsletter, what are we learning?

Parents are familiar with communications. Suggestions for improvements included some amendments to the style and content of the newsletter. Parents feel that parent feedback approaches this year through questionnaires are a suitable way to gather more parental views. Some issues with communication to the school raised, which are being addressed.

- What do parents think about the role of the parent in supporting learning?

Discussion about how this area and current 'independent learning' could be improved, including weekly rotations rather than half termly, rebranding the term 'independent learning' and how pupils submit their current independent learning.

Parents item - give us more information about something:

No nomination

The group will think about this agenda item and bring ideas to the school.

What Parents & Educators Need to Know about **GROUP CHATS**

On messaging apps, social media and online games, group chats are one of the most popular ways that children connect. Group chats allow messages, images and videos to be shared in one place and help friendships flourish; however, they also come with a number of risks.

WHAT ARE THE RISKS?

TEASING AND BULLYING

Children of all ages are keen to fit in socially, and group chats can sometimes complicate that process. While group chats can foster connection, they can also give way to mean comments or jokes at someone's expense, especially when others join in for laughs. When bullying happens publicly, in front of friends and classmates, it can intensify the emotional impact – adding to embarrassment, anxiety and feelings of isolation for the child being targeted.

UNKNOWN MEMBERS

Children often can't control who is added to a group, which can lead to privacy concerns. Sharing personal details in group chats can be dangerous, and children have no control over what others do with the material they send. Some members of the chat might even decide to use such information maliciously.

PEER PRESSURE

Children may feel they have to constantly stay engaged just to be included and keep up with the conversation. In some cases, they might partake in inappropriate behaviours – like sharing explicit photos, jokes or teasing – just to fit in. Group settings can also encourage children to act in ways they normally wouldn't, or stay silent when they know something is wrong, out of fear of being excluded. Some children may find it difficult to leave toxic group chats.

INAPPROPRIATE CONTENT

Some group chats may include inappropriate language or imagery. Even if a child isn't actively participating in the conversation, they may still be exposed to this content simply by being part of the group. Some apps have disappearing messaging features, where content is only available once or for a few seconds, which makes it harder for children to report something they've seen.

EXCLUSION AND ISOLATION

Exclusion in group chats is common and can take several forms. Sometimes a new group is created specifically to leave one child out on purpose. In other cases, the chat may happen on an app that a child doesn't have access to, making it impossible for them to join in. This can cause feelings of being left out – even unintentionally.

VIDEO AND LIVE CHATS

Many popular apps allow children to engage in live streaming with interactive chats or have group video chats. Anyone can be added to these streams, and often children tag peers in the comments and have conversations which are unmoderated. There's a risk of being exposed to inappropriate or violent content and offensive language, either in the group videos or via the group chats.

Advice for Parents & Educators

CONSIDER OTHERS' FEELINGS

Group chats can become an arena for children to compete for social status. Help children consider how people might feel if they behave unkindly. If a child does upset someone, encourage them to reach out, show empathy and apologise for their mistake.

SET SOME GROUP CHAT RULES

Discuss safe group chat practices, such as asking a peer for consent before adding them to a group chat, or leaving a group chat if a stranger is added. Tell children that if they're added to a group they didn't agree to beforehand, it's OK for them to leave immediately.

BLOCK, REPORT AND LEAVE

If a child encounters inappropriate content or feels uncomfortable in a group chat, encourage them to block and report the sender and leave the group. Make sure children know it's OK to leave a group chat if they feel uncomfortable or unsafe.

SUPPORT, NOT JUDGEMENT

Group chats are an excellent way for children to connect and feel like they belong. However, remind them that they can confide in you if they feel bullied or excluded, instead of responding to the person who's upset them. Validate their feelings and empower them by discussing how they'd like to handle the situation. You can also encourage children to speak up if they witness others being bullied.

PRACTISE SAFE SHARING

It's vital for children to be aware of what they're sharing and who might potentially see it. Ensure they understand the importance of not revealing personal details – like their address, their school, or photos they wouldn't like to be seen widely. Remind them that once something is shared in a group, they can't be certain where it might end up or how it might be used.

SILENCE NOTIFICATIONS

Being bombarded with notifications from a group chat can be an irritating distraction – especially if it's happening late in the evening. Explain to children that they can still be part of a group chat while disabling notifications. In fact, it would be healthier for them to do so, helping them avoid the pressure to respond immediately.

Meet Our Expert

Dr Claire Sutherland is an online safety consultant at BCyberAware, who has developed anti-bullying and cyber-safety workshops and policies for schools in Australia and the UK. She has written various academic papers and carried out research for the Australian government, comparing the internet use and online behaviours of young people in the UK, USA and Australia.



#WakeUpWednesday®

The National College®

Lunchtime & afterschool revision and learning sessions

	Subject area	Day	Location
Lunchtime	History & AGORED	Monday, Tuesday, Wednesday, Thursday & Friday	N2
	Engineering	Monday	N31
	BTEC Sport & GCSE physical education	Monday	N7
	Mathematics & Numeracy	Tuesday	N33
	Business	Tuesday	N33
	Biology	Wednesday	N27
	Welsh	Thursday	N4
	Biology	Thursday	N27
Afterschool	Business	Tuesday	N33
	Mathematics & Numeracy	Tuesday	N33
	English	Tuesday	N49
	Welsh	Tuesday	N4
	English	Wednesday	N46
	Chemistry	Wednesday	N30
	Biology	Thursday	N29
	Physics	Thursday	N26
	Digital Technology	Thursday & Friday	N32
	Childcare	Thursday & Friday	N32
	Health & Social Care	Thursday & Friday	N1

Contact details

lowersupport@ysgolnantgwyn.rctcbc.cymru
middlesupport@ysgolnantgwyn.rctcbc.cymru
uppersupport@ysgolnantgwyn.rctcbc.cymru

www.ysgolnantgwyn.co.uk