



Longney Church of England Primary Academy

Monday 19th January 2026

Dear Parent/Carers,

I wanted to express my sincere thanks for the warm welcome I have received from the whole school community. It has been a pleasure to begin getting to know the children, who have impressed me with their enthusiasm, kindness and curiosity. Over the past two weeks, I have particularly enjoyed speaking with the children about their recent learning. Many were eager to tell me about Science Week at the start of term, and it was wonderful to hear how much they enjoyed the practical activities. They spoke proudly about working “like scientists” and the hands-on opportunities that helped bring their learning to life.

I have also greatly enjoyed spending time with the staff team—some of whom I already knew through our shared work within the Trust—as well as meeting the Governors, who continue to show great commitment to the school.

As I work to lead the school as effectively as possible during this interim period, while also continuing my leadership responsibilities as headteacher at another primary school, we will be increasing leadership capacity on site across the week. I am very pleased to share that Mrs Aisling Stranack, Regional Effectiveness Lead for DGAT, will be providing this additional capacity throughout the week and particularly at times when I am not on site. I am sure you will join me in welcoming her just as warmly as you have welcomed me.

Thank you once again for your continued support. I look forward to working closely with you as we continue to support every child to flourish.

Warm regards,

Jen Thomas

Acting Executive Headteacher

Longney Church of England Primary Academy

SCIENCE week

Swallows

Reception pupils explored non-fiction books about the north and south pole which has inspired them to use new vocabulary and take their learning into their choosing. We built igloos for the animals and made polar bears and enjoyed a little bit of snow! This linked to our experimentation with ice too. We learnt about solid and liquids and how we can change their state of matter. The children came up with some good ideas whilst using some excellent vocabulary!



Skylarks

In Science we were learning: Could a polar bear live in Longney? During this module we were thinking about habitats and what different animals need to survive. Some fun activities we got to do as a class were our habitats game where the children took an animal from the pack and decided which habitat they lived in. If they got the answer right, they kept the card and the children were trying to get as many as possible to win the game! We also went into the magic garden and thought about the animals or insects that would use Longney as their natural habitat. Overall, a fantastic, fun Science week had by all!

Goldfinch

In Goldfinch, we explored the question "Is the sun plugged in?" and focused on developing our skills in recording data and making predictions. We enjoyed learning how to create simple circuits and then began making them more complex by adding switches and motors. The children were also fascinated to discover the difference between conductors and insulators, predicting which classroom objects would allow electricity to flow and which would block it. We then applied this knowledge to everyday household items so they could link their learning to real-life examples. Goldfinch were particularly surprised to find that some objects contain both conducting and insulating parts—and that the graphite in a pencil is actually a conductor! At the end of the unit, Goldfinch used their new knowledge to create paper circuits to make an element of their art light up.



Swifts

Swift Class started the term exploring the question 'Why do giraffes have long necks?' The children used a number of scientific enquiry skills, including: research, pattern seeking and observation to explore evolution and inheritance. The children are now using their learning to write a formal letter, as Charles Darwin, to others about his trip to the Galapagos Islands.

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Our School Values

Compassion

Belief

Harmony

Joy


COMPASSION
HOME SCHOOL VALUES

This term we will be focussing in school on the value COMPASSION. We hope your family will find these ideas helpful as you explore the value and have fun together.

TALK TOGETHER about Compassion

Compassion is about 'standing in someone else's shoes' when they are having a hard time. In other words, trying to understand how they might be feeling and doing our best to try to help.

Talk together about:

- how we can show **compassion** and kindness to one another at home
- recognising when friends at school need us to listen and act with **compassion**
- stories in the news demonstrating how strangers show **compassion** in times of natural disasters
- how nations show **compassion** to other nations at times of disaster or need by sending money or volunteers to help



THINK TOGETHER Words of Wisdom

"No act of kindness, no matter how small, is ever wasted."

Aesop



READ TOGETHER...

The good Samaritan

When someone asked Jesus the question, "Who is my neighbour?" he told a story that surprised everyone who heard it. The hero was from Samaria and those listening were mainly Jews. (Jews and Samaritans usually kept well away from each other.)

"A man set out on foot from Jerusalem to a town called Jericho", said Jesus. The crowd murmured and exchanged knowing glances. They knew this was a lonely, dangerous road, a favourite place for robbers to attack travellers. "As the man reached a rocky and desolate place, a gang of robbers leapt out and beat him. They took all that he had and left him bleeding and bruised. To the man's relief, he saw in the distance a priest from the temple. A priest is bound to help me, thought the man. He waited until the priest came a little closer and then called out, 'Thank goodness it is you. Please Sir, take me to safety.' But to his amazement the priest hurried past pretending not to see or hear him.

As the poor, injured man grew weaker and weaker in the burning midday sun, he once again heard footsteps. Looking up he saw a Levite, another of his own people. 'Please Sir, please help me', he called out. Surely this Levite would take pity on him, but to his horror the Levite just kept on walking.

The man had almost given up hope when he felt a gentle touch on his shoulder. A stranger, a Samaritan, had bent down beside him and was bandaging his wounds and giving him sips of water to drink. The Samaritan helped the man on to his own donkey and slowly, carefully took him all the way to an inn. There he paid the innkeeper to look after the man until he was well. The man never forgot the **compassion** and kindness of the Samaritan stranger."

"Who do you think was a good neighbour?" asked Jesus.

Bible story based on Luke 10:29-31



QUIZ The Stranger on the road was kind....

Change one letter in the word to answer the next clue.

- | | |
|---|---------|
| The traveller was attacked as he walked along the | R O A D |
| Watching from the rocks was a small creature like a frog | ---- |
| The Samaritan ____ the innkeeper to look after the man | ---- |
| The Samaritan acted with courage. He was ____ | ---- |
| We sometimes talk about the ____ of friendship (rhymes with pond) | ---- |
| Wrap tightly with a bandage (rhymes with find) | ---- |
| The Samaritan in the story was | ---- |

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Please find links below to a recently published guide from the Children's Commissioner on managing children's digital lives. Supporting children's safety is a shared responsibility between families, schools and wider society. For parents and carers, this responsibility has become increasingly complex as children's lives are now deeply intertwined with the digital world. Many parents face difficult decisions about how to balance protecting children from online harm with enabling access to spaces that are now central to learning, socialising and play.

['What I wish my parents or carers knew...': A guide for parents and carers on managing children's digital lives | Children's Commissioner for England](#)

