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Stockbridge Village Primary School Newsletter

Friday 13th February 2026

Headteacher's Update

PLEASE FOLLOW @SVPrimary1 ON X TO SEE ALL THE EXCITING THINGS THAT HAVE HAPPENED THIS WEEK



Dear Parents,

CARE

COMMITMENT

EQUITY

As we come to the end of this half term, I want to reflect on what has been a truly positive and uplifting few weeks at Stockbridge Village Primary. Our school has been full of energy, curiosity and kindness, and it has been wonderful to see our children growing not only in their learning, but in their confidence and character.

This half term has offered our pupils a rich variety of experiences. From visits to exciting places to visitors who have come in to share their expertise, our children have had opportunities to see the world from new perspectives. These moments matter; they build cultural capital, broaden horizons and help our pupils understand the wider world beyond our school gates. Every trip, every workshop and every conversation adds another layer to their understanding of what is possible for them.

Our extra-curricular clubs have continued to thrive too, giving children the chance to explore new interests, develop talents and enjoy learning in different ways. Whether through sport, the arts, STEM or wellbeing activities, it has been fantastic to see so many pupils engaging with enthusiasm.

What stands out most is the progress our children are making. Their resilience, motivation and pride in their achievements have been clear to see. Knowing that they feel happy, safe and valued at SVP is something we should all celebrate.

Thank you to our families for your ongoing support and partnership. I hope you all enjoy a restful break, and I look forward to welcoming everyone back for another purposeful and enriching half term on Monday 23rd February.

Kind regards,

Mr Austin

Happy Half Term!



Attendance Matters at Stockbridge Village Primary

At Stockbridge Village Primary, we believe that every day in school counts. Good attendance is vital for children's learning, confidence, and long-term success. When children attend regularly, they build stronger friendships, develop better routines, and make the most of every learning opportunity.



We're excited to introduce a new inclusive attendance approach in partnership with Inclusive Attendance. This model helps us support every child and family by:

- Using a Multi-Tiered System of Support to meet individual needs—from universal support to targeted help and specialist resources.
- Shifting from percentages to reporting the number of days missed—making it easier to understand the impact of absence.
- Moving from rewards to recognition—celebrating personal achievements and encouraging consistent attendance in a more inclusive way.



Together, we're building a culture where attendance is a shared responsibility and every child feels supported to be in school, every day. For more details, please visit our attendance page or speak to a member of staff.

This week, we are thrilled to announce that we have exceeded our whole-school attendance target of 95% — and we are absolutely delighted! An enormous thank you to all of our families for ensuring children are in school and for supporting the importance of strong attendance. Your efforts make a real difference to children's learning and progress.



Key Stage 1 Winners – Year 2: 100%

Key Stage 2 Winners - Year 6: 97.1%

Whole School 96.3%

We're also proud to share that Reception, Year 1 and Year 5 have all achieved attendance above our 95% target — an incredible effort and a huge improvement! Well done to those classes for their outstanding commitment. Let's keep up the fantastic momentum — we're excited to see attendance continue to grow even further!

Group	% Attend
REC	99.0
Class 1	95.8
Class 2	100.0
Class 3	92.9
Class 4	94.0
Class 5	96.2
Class 6	97.1
Totals	96.3



Understanding Statutory Assessments at SVP

Throughout the year, children across primary schools take part in a small number of national assessments. These help teachers understand what pupils know, what they can do and how best to support their next steps. At Stockbridge Village Primary, we approach all assessments with care, positivity and reassurance. We are incredibly proud of every single child, and we always remind them that the most important thing is simply to try their best.

Below is an overview of what each assessment involves.

Reception – Baseline Assessment (RBA)

This is a short, play-based assessment completed within the first six weeks of starting Reception. It helps teachers understand each child's early skills in language, communication and early maths. Children often don't even realise they are doing an assessment—it feels like a series of simple activities.

What matters most: It gives us a starting point so we can support your child's learning journey from day one.

Year 1 – Phonics Screening Check

This is a short, one-to-one reading activity where children read a mixture of real and “nonsense” words using their phonics knowledge. It helps teachers see how confidently children are using their phonics to decode words.

What matters most: It's not a reading test—it's a way of checking children are on track with early reading skills so we can support them further.

Year 2 – Phonics Recheck (if needed)

Children who did not meet the expected standard in Year 1 take the check again in Year 2.

What matters most: It simply ensures every child has the phonics foundations they need for confident reading.

Year 4 – Multiplication Tables Check (MTC)

This is an online check where children answer quick-fire times-table questions up to 12×12. It lasts only a few minutes and helps teachers understand how secure children are with their multiplication facts.

What matters most: It's not about speed or pressure—it's about building confidence with number facts that support later maths learning.

Year 6 – Key Stage 2 SATs

These national assessments take place in May and cover reading, maths and spelling, punctuation and grammar. They help show what children have learned across Key Stage 2. Writing is assessed by teachers over time, not through a test.

What matters most: SATs are only one part of the picture. We value the whole child—their character, resilience, creativity and kindness—just as much as their test scores.

Our Message to All Children and Families

At SVP, we never define a child by a test. We see their progress every day—in their confidence, their friendships, their curiosity and their determination. We are incredibly proud of how hard our children work and the positive attitudes they bring to school.

All we ever ask is that they try their best, feel proud of themselves and know that we believe in them. With your support at home and our care in school, they are already achieving wonderful things.



What's been going on at Stockbridge Village Primary

Scan to sign up
to a club



All our classes took part in a fantastic range of activities for **NSPCC Number Day** last Friday. Children explored maths in real-life, meaningful contexts—working on home budgeting challenges, building their own football teams within a set budget, plotting class attendance on line graphs and tackling a variety of number puzzles. The atmosphere across school was brilliant, with pupils showing great teamwork, problem-solving and enthusiasm as they celebrated the importance of numeracy in everyday life.



Some of our pupils spent a brilliant morning at **Knowsley Library**, where they learned how to use the subject index to locate information independently. With support from the library team, they searched for books linked to **Ancient Greece**, helping them deepen and enrich their understanding of our @Curriculum_USP history unit. It was wonderful to see the children so engaged, confident and curious as they explored a real research environment and built important skills for the future.



For **Safer Internet Day**, some of our children took part in the **BBC Live Lesson**, exploring how AI is used in the world around them. They took on an interactive quiz, discussed real-life examples and considered whether different scenarios involving AI were “okay”, “not okay” or “it depends”. The conversations were thoughtful, mature and full of curiosity. It was fantastic to see our pupils thinking critically about technology and how to use it safely, responsibly and confidently.