



Turves Green Primary School Newsletter

Excelsior
Multi Academy Trust

13TH FEBRUARY 2026

Dear Parents and Carers,

Thank You!

As we come to the end of another half term at Turves Green Primary School, I would like to thank pupils and families for their continued support. Attendance this half term has been 92.9%, up 1% from 91.9% for the previous half term! Pupils have the best chance of succeeding academically when they are at school accessing quality first teaching. We look forward to this improvement continuing, if you need any help with supporting your child into school, please let us know.

Parents in School.

It has been another fantastic week where we have welcomed a huge number of parents into school. On Tuesday, Year 6 parents joined their children for open lessons. The idea behind these mornings is for parents / carers to get a flavour of school life and find further ways to support their children at home. Each Year group will be hosting open lessons between now and the Easter holidays – we'd love to see as many of you as possible coming along.

Reception, Year 1 and Year 2 also hosted 'Mastering Number' workshops for parents this week. These were extremely well attended – thank you so much! This ongoing maths project will see children bringing home maths activities to complete at home. A huge thank you to Mrs Wilkins for organising these.

Upcoming Y4 Recorder Performance.

Pupils in Year 4 are taught the recorder by Mrs T, a visiting music teacher from Birmingham Music Service. On Wednesday 25th February they will be performing a mid-point concert, and a letter has come home with pupils tonight inviting parents / carers. Please look out for this and return the slip after half term to let us know if you can come along.

Welcome and welcome back!

I'd like to take this opportunity to introduce Mrs Pampols to the Turves Green community. Mrs Pampols will be teaching the children in 1BC full time from now until July. I am also very excited to welcome back Mrs Harker-Daniels, Deputy Head Teacher, after her maternity leave.

Easter fun and games!

All pupils will be bringing home a letter today with details of the Easter competitions we will be running in school. We have decided to send it home today as we are aware that some families may find it useful to have the half term to complete their entries. If you would like any further inspiration, please click the following link: [Easter Bonnet and Egg Diorama Day - Colmers Farm](#) Of course Turves Green Primary will do even better than we did at Colmers Farm last year!

Advanced notice:

Turves Green Primary School has been selected as a polling station for the local elections on Thursday 7th May 2026. On this day school will be closed to all pupils.

And finally...

I hope you have an enjoyable and safe half term, we look forward to seeing all children back in school on Monday 23rd February.



Mrs Young
Head Teacher



Stay in touch :



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After School Clubs

WB 23rd February 2026

Please note all school clubs are on an allocation basis and your child must have received a letter confirming their place to attend.

MONDAY	Year 1&2 Gymnastics Club
TUESDAY	Year 3&4 Gymnastics Club
WEDNESDAY	KS2 Chess Club
THURSDAY	No afterschool activity club
FRIDAY	No afterschool activity club



Upcoming events:

- Monday 23rd February**
School reopens

- Tuesday 24th February**
Year 1 Open Lesson
8:50-10:40am

- Wednesday 25th February**
Year 4 recorder concert
to parents 9am

- Wednesday 25th February**
Year 3 open lessons
8:50-10:55am

- Thursday 26th February**
Visit from Rocksteady

OPAL

Thank you so much for all of the OPAL contributions we have received over the last 2 weeks of the competition. We are sorting through them and will soon have so much more to play with at break and lunch times.

A special shout out goes to Tian, 6T, who brought the largest contribution - so large it required a car to deliver the items and lots of helpers to carry everything in. Well done Tian!!!

Old Uniform

If you have any old/unwanted uniform that you no longer need you can donate it to school for us to use as spare uniform, please just drop it off at the office.

Next weeks PE:

MONDAY	Year 6
TUESDAY	REC
WEDNESDAY	Year 1 & Year 2
THURSDAY	Year 3 & 5S 5W - Swimming
FRIDAY	Year 4

Reception to leave PE kits in school to change into on PE days
Years 1, 2, 3, 4, 5 and 6 to wear their PE kits to school on their PE days

Composer of the week
Clara Schumann (1819-1896):

Before she was even born, Clara Schumann's father had determined that she would be a star at the keyboard. Her father, Fredrich Wieck, was a piano teacher, and he saw to it that she studied music, performed and composed – all at an early age. Clara toured all over Europe, wowing audiences with her playing, and her compositions.

When Clara fell in love with Robert Schumann, who was studying with her father, Friedrich Wieck tried hard to stop them from getting married. But Clara and Robert Schumann became one of the greatest musical partnerships of all time. She gave the first performance of many of his pieces, including his piano concerto and was a tremendous influence on his music. She also premiered works by Chopin and Brahms. Even though she gave birth to eight children, and had great family responsibilities, Robert encouraged her compose. When Robert got sick, and after his early death, Clara supported her family by giving concerts and teaching. She continued to perform into her 70's.



Have a conversation about the story behind these pictures which were shown in our No Outsiders assembly this week and how they link to No Outsiders and British Values:





Turves Green Superstars!



Hot Chocolate Friday

Well done to all the children who have been nominated.

This week's winners are:

- Reception - Skyla (RSW) & Oliver (RF)
- Year 1 - Arthur (1C) & Finley (1BC)
- Year 2 - Arsema (2C) & Vinnie (2W)
- Year 3 - Evie (3B) & Phoebe (3P)
- Year 4 - Nancie (4C) & Sophie (4W)
- Year 5 - Renesmee (5S) & Mason (5W)
- Year 6 - Elijah (6M) & Lincoln (6T)

House Points

Armstrong



3029

Earhart



3008

Seacole



2713

Shakespeare



3 2914

Care and Compassion Award



Care and Compassion certificates will be awarded after half term.

Resilience and Perseverance Award



- Reception - Scarlett (RSW) & Liora (RF)
- Year 1 - Lona (1C) & Harlow (1BC)
- Year 2 - Arla (2C) & Jamiel (2W)
- Year 3 - Casey (3B) & Daisy (3P)
- Year 4 - Millie (4C) & Khanda (4W)
- Year 5 - Olivia (5S) & Berat (5W)
- Year 6 - Olivia (6M) & Zoya (6T)

NEW LUNCH MENU!



Week 1

Fresh Bread
Jacket Potatoes
Sandwich, Wrap
Salad Cart
Available Daily

Monday	Tuesday	Wednesday	Thursday	Friday
Hot Dog Veggie Sausage Hot Dog (V) with Friend Onions Battered Fish with a Lemon Wedge	Chinese Chicken Curry Vegetable Chinese Curry (V) Cheese & Onion Roll (V)	Pork Sausage with Yorkshire Pudding Herb Crusted Quorn Roast with Yorkshire Pudding (V) Veggie Nuggets (V)	Beef Bolognese Veggie Bolognese (V) with Spaghetti & Nachos Fish Stars & Tartar Sauce	Ham & Pineapple Pizza Margherita Pizza (V)
Herby Diced Potatoes, Peas, Sweetcorn & Baked Beans	Boiled Rice, Sauté Potatoes, Mixed Vegetables & Baked Beans	Creamy Mash, Carrots, Green Beans & Baked Beans	Sauté Potatoes, Broccoli, Sweetcorn & Baked Beans	Chipped Potatoes, Baked Beans, Peas & Sauces
Waffle with Toffee Sauce Fresh Fruit & Yoghurt	Double Chocolate Chip Cookie Fresh Fruit & Yoghurt	Fruit Salad Fresh Fruit & Yoghurt	Iced Sprinkle Sponge Fresh Fruit & Yoghurt	Assorted Mousse Fresh Fruit & Yoghurt



Be an attendance HERO Here Everyday Ready Ontime



What Parents & Carers Need to Know about SOCIAL MEDIA & MENTAL HEALTH

An estimated one-third of children have a social media account, so it's important that trusted adults know what content young people are consuming, what they're posting and the interactions they're having. On social media, it can be easy to go down 'rabbit holes' that aren't beneficial to our wellbeing. As platforms grapple with managing such 'legal but harmful' content, lives are being impacted – sometimes to tragic effect. We might be daunted by the scale of the tech giants and their content which so entralls young people, but we can still help children to be aware of their mental wellness: recognising when something isn't OK... and knowing what to do about content that upsets them.

1. UNDERSTAND THE ALGORITHM



Algorithms rank content by user interest: someone who regularly interacts with sports news, say, will see the latest results at the top of their feed. Likewise, if a user browses content that can cause harm, that's what will be recommended to them in future. Someone who's had a bad day and looks for posts which reflect their mood will find similar content being suggested to them more and more.

2. AVOID THE MAIN FEEDS

Avoiding the default feeds on social media platforms limits the amount of recommended content that's shown. Users can opt to only scroll through the accounts they follow, use restricted modes, or highlight posts that they don't want to see more of. Explore the platform safety settings to see how you can take control of what your child's phone shows them when they open the app.

3. DISCUSS WHAT THEY'VE SEEN

Chatting about what your child's seen online keeps you aware of the content they're interacting with. Don't assume that platforms are screening out inappropriate material, or even that your child would recognise content as being harmful. Discuss who they follow, what posts they like and what comes up in their feeds: if alarm bells ring, it could be time for a more in-depth talk or to seek support.

4. LEARN HOW TO HIDE CONTENT

If your child stumbles across unsuitable content on social media, there's the option to hide that post as well as indicating you'd prefer any similar material not to be suggested in future. On some platforms, you might also be able to block posts that contain specific words, which is an excellent way to start taking control of what your child sees online.

5. SET DAILY LIMITS

Phones and most apps can tell you how much they're being used. Spending too long online can mean a child misses out on other activities that are important to all-round wellbeing. You could set some family rules – for everyone to follow – around device use, such as screen time limits and tech-free spaces: involving your child in creating this agreement makes them more likely to stick to it.

6. MONITOR THEIR ACTIVITY

Keeping a discreet eye on how your child is using social media can help ensure they're not entering potentially dangerous situations. As they grow up, of course, children need space to exercise their independence – but you can still occasionally ask to see what they're looking at. Be transparent about your own social media use and try not to sound judgemental about your child's.

7. TURN OFF PUSH NOTIFICATIONS

Even for adults, it's tempting to check an email or message as soon as the alert sound pings. Push notifications encourage people to open their apps and spend time on their device, so turning them off will help your child practise mindful use of tech. Most of us have other things that we need to focus on as a priority – and those notifications will still be there later, when we have more time.

8. USE DEVICES TOGETHER

Giving children internet-enabled devices and complete freedom to explore platforms on their own can result in exposure to hugely damaging content. You could consider making a particular area at home a designated space to use phones, tablets and so on – making it much easier to monitor what content your child is viewing and (if necessary) steer them away from any potentially harmful paths.

9. ENCOURAGE OTHER ACTIVITIES

Mental health professionals often highlight the importance of exercise, quality time with loved ones, a balanced diet and restful sleep for our mental wellbeing. Spending hours on social media can cause us to sacrifice other activities that our brains need to feel well – so encouraging your child to put down their phone and enjoy something that doesn't involve a screen can be immensely beneficial.

10. TALK ABOUT PEER PRESSURE

Most platforms default children's accounts to private, so only people they've accepted as friends can see their posts. This reduces the risk of bullying or unkind comments, but – just like offline life – the digital world can still make children feel as if they need to act or look a certain way to fit in. Talk to your child about peer pressure, and listen to any concerns so you can provide the support they need.

Meet Our Expert

Shazia Sarwar-Aziz is executive headteacher at a specialist primary school and, as an emotional therapy coach, works with school leaders to focus on the SEND, mental health and wellbeing agenda. A passionate advocate for vulnerable learners, Shazia is a Fellow of the Chartered College of Teaching and the author of *The Rainbow Within*, a book which supports children with SEMH needs.



Sources: <https://www.bbc.com/news/technology-63204625>
<https://ipoutsocial.com/insights/social-media-usage/>