

Cambian Potterspury Lodge School

Bulletin 7th Edition

20th March 2026

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Dear Parents/Carers

Welcome to our 7th edition of the school bulletin for this academic year. We hope as parents and carers you find these both a celebration of some of the work being done, but also a useful communication tool for events coming up and other notices.

As we now enter the last few days of this Spring term we are looking forward to seeing many of you at the Easter event on Thursday afternoon next week and hope that you all have a wonderful break over the Easter period once it arrives.

Please do remember that Friday next week (March 27th) is a half day and pupils must be collected from site at 12:30pm.

Thank you for the lovely messages we have received in relation to the recent Ofsted report. As my letter yesterday outlined, we are very proud of where the school is, but also excited for the developments coming up. Along with the re-introduction of a Music provision, the development of the curriculum to include horticulture, the extension of the outdoor learning, forest school and introduction of Duke of Edinburgh before the summer break and into next academic year, this really is an exciting and busy time.

These new elements of the school will further develop the opportunities and skills pupils will be able to build and be recognised for as they grow and move on to future pathways.

Well done again this half term to our Year 11 pupils who completed their final mocks before the summer exam season. Reports will be released for this Spring term next week and Parent Evenings have now started in the lower school and will follow for other year groups as we head into the summer term. Further details will be released two weeks before the sessions run for each year group.

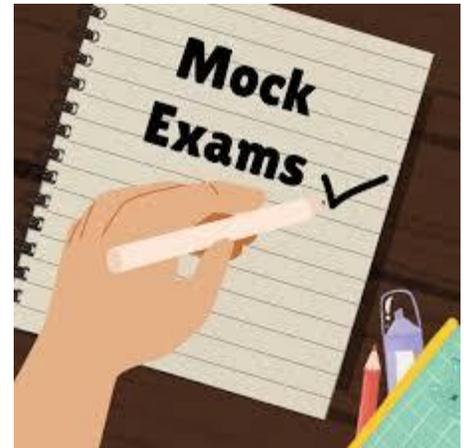
Sincerely,

Mr. J Amps
Head Teacher



Year 11 Mocks

Well done to all of our Year 11 students for the mature and determined way they approached their mock exams. They have shown real resilience, focus and commitment over the past few weeks, and all students should be incredibly proud of the effort they have put in. Mocks are an important milestone in a student's journey – not just a measure of what they know, but a chance to practise exam technique, manage their time and build confidence ahead of the summer. Whatever their results, this experience is about learning, growing and moving forward with purpose. We are very proud of all of them and excited to see them build on this strong foundation throughout the months ahead!



World Book Day

Staff and students at Potterspurty Lodge had a great day celebrating reading and stories. Everyone was invited to come to school in book-themed fancy dress and we had some excellent costumes including The Tiger who Came to Tea, Burglar Bill, Medusa, Harry Potter and loads more! A T-Rex was also seen running around the school field at break time...



In our KS3 English lessons, we did a book quiz and other activities, and all tutor groups competed in “The Masked Reader” – guessing the identity of 17 staff members just from their voices as they shared some of their favourite books. The winning forms were Chestnut and Beech who managed to correctly identify all 17 members of staff. The prizes for Best Costumes went to ... 3rd Place – Elliott (y8), Penny (y8) and Sophie (y11).



Primary

This term in science, we have been working on the topic ‘Renewable Energy’. As well as learning about different sources of renewable and unrenewable energy, we have designed, created and tested our own renewable energy prototypes including wind turbines, solar panels and water wheels.



English

In Year 7, this half term, we have been focusing on the different types of poetry and the poetic devices authors use. The students have had the opportunity to write different forms of poetry including haiku, lyrical, narrative and metaphor poems. Some of these poems will feature in our very own Potterspurvy Lodge Anthology which students will be able to bring home. Next half term, we will be studying Shakespeare's 'A Midsummer Night's Dream'.

Year 8

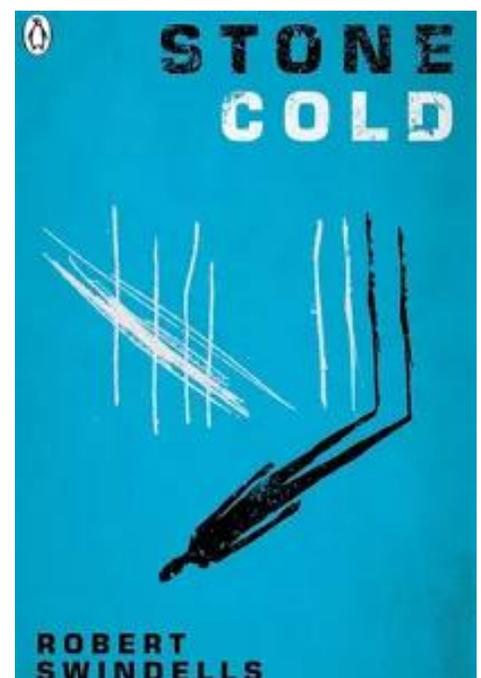
We have continued our work on Myths and Legends. This half term we have focused on Greek Myths and myths from non-European cultures (including aboriginal



and Indian mythology). Excitingly, we also went on a visit to The Story Museum in Oxford to discover more about Myths and Legends from around the world. Next half term, we will be exploring the plot, characters and themes of 'Lord of the Flies' by William Golding.

Year 9

Our focus this half term has been 'Stone Cold' by Robert Swindells. This novel uses a dual narrative to explore themes around homelessness, relationship breakdowns, justice and mental health. In the final week of this term, we have a visitor from the Northampton-based Hope Centre who will help us to gain a better understanding of the causes of homelessness, what someone who is homeless might experience and the support available for young people who are at risk of homelessness. After the Easter break, we will be concentrating on the 20th century play 'Blood Brothers' by Willy Russell.



Safeguarding 😊

Racial Equality has been an area of PSHE and safeguarding inputs as sadly there is evidence to suggest that nationally platforms have seen a growth in far right-wing 'shorts' and other forms of extremist views on a variety of platforms including YouTube where the term "shorts" originates.

'Shorts' are the 'reel' or quick scroll style short video clips seen on a variety of platforms. They range from just a few seconds up to 3 minutes long although previously limited to 60 seconds.

Children and teenagers are of course some of the most susceptible to these influences as their usage of platforms partially or fully based around the concept of short videos is highest of all age groups.

While we will not name all platforms in a bid not to inadvertently promote them, we would encourage parents to continue to check what platforms are being accessed by their children, what content they are seeing by talking to them regularly about information seen online and how long they are engaging with these types of inputs with the use of parental controls. It is important that we all talk to our young people about the views they may be developing based upon what they are seeing online as children's charities are raising concern about how such content is impacting young people.

In February this year, the NSPCC published an article on their website entitled "*The impact of harmful online content on children*" and referenced an increase in children and parents contacting the ChildLine call centre with concerns around the negative impact around children being sent increasingly extreme short videos due to the way platform algorithms are set up once they view and pause to watch one or more videos of a specific nature.

If you have a concern please get in touch with us and thank you for your support as we continue these inputs.

NSPCC Link: <https://learning.nspcc.org.uk/research-resources/2026/impact-harmful-online-content-children>

Dietary requirements notice

As a school we do try to cater for the dietary needs of our students and staff where possible. Of course, lunch is provided free of charge for all pupils and where there are known individual needs we will make adjustments where it is reasonably practicable.

In line with some other schools nationally we had started to adopt a standard of using Halal meats only. While in the UK there is no legal requirement to notify, I have recently had conversations with parents and feel it best practice we make clear what we as a school will be doing going forward. After Easter we will be returning to use non-halal meat in our main dish. Those who require halal only will be given the option either to have the same meal but prepared separately with halal meat, or the vegetarian option that is available every day. We would ask any parents/carers of pupils who are only able to access meals of a vegetarian or halal meat base to make sure we as a school are fully aware of this. We will then liaise with you to make sure that the full breadth of our menu can be accessed where a specific dish is something that your child would choose to eat.

Gluten Free diets are also something that we as a school cater for on a regular basis. While some menu options cannot reasonably be adjusted for us to provide a gluten free option, these are produced wherever possible and we would encourage anyone following this or any other specific diet for any reason to let us know so that we are best placed to accommodate this requirement where we are able.



Take part in research about communication and wellbeing in autistic children!



UCL



Parents and caregivers of verbally fluent autistic children, we need YOU!

We are investigating the relationships between communication profile, autism features and wellbeing in young autistic people.

We are seeking **parents/caregivers of autistic 4–12-year-olds who are verbally fluent** to take part in the study.

Who is involved in this project?

This study is part of a new research project funded by the Royal Society, led by Dr Jo Saul at University College London (UCL).

This study has been approved by the UCL Research Ethics Committee, Project ID 20175/002.

Who are we looking for?

- **Parents / caregivers** of a child with a diagnosis of autism who is aged 4-12 years, lives in the UK
- Your child should currently be verbally fluent and able to use **spoken multi-word phrases** on a regular basis to communicate
- Please contact us if you are unsure if your child meets this criterion

What does participation involve?

You will be asked to complete a few online questionnaires, which can be completed over multiple sessions.

How much time would it take?

We estimate that your participation in the study may involve up to 40 minutes of your time. As a thank you we will give you a **£10 shopping voucher**.

Where can I find more information?

If you would like to find out more about the study or have any questions, please contact Dr Jo Saul. E-mail: jo.saul.14@ucl.ac.uk

I am interested. Where can I sign up?

Please complete the online form here: https://qualtrics.ucl.ac.uk/jfe/form/SV_1XOQrxLJJeP4i4C

Or scan the QR code:



Potterspurty Lodge School:
University College London have contacted schools like ours to share an opportunity to engage with them and their research.
This is not research that we as a school are directly involved with and serve only to share the information

ISLaND

Investigating Spoken Language in Neuro-Developmental Conditions

