

*January*  
*2026*



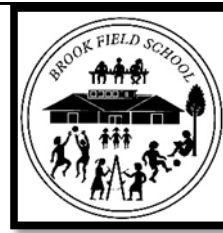
*Newsletter*



# **Brook Field School**

## **Newsletter**

### **January 2026**



#### **Welcome Back and Happy New Year!**

We hope you all enjoyed a restful and joyful Christmas break. As we begin the new term, we look back with pride on the magical festive celebrations that rounded off last year. KS1 delighted us with a wonderfully heart-warming Christmas Nativity, full of sparkle and confidence, while KS2's Christmas celebration at our local church brought the whole community together in a truly special way. Thank you to all families for your support in making these events so memorable. Also, we sincerely thank all parents for their generous donations and contributions at both events supporting the charities, thoughtfully chosen by our School Council. The monies will be shared between the Swindon Downs Syndrome Group, Wiltshire Treehouse and Shaw Church.

Looking ahead, our school value for this half term is **Perseverance**. Throughout the coming weeks, we will be encouraging children to keep going when things feel challenging, to take pride in their efforts, and to recognise that progress comes through practice, resilience, and a positive mindset.



We are excited for all that this term will bring and look forward to working together to make 2026 a successful and inspiring year for every child.

Please continue to visit our school website to keep up to date with your child's class and wider school news: <https://brookfieldprimaryschool.schooljotter3.com/classes>.

On the first Friday of each term, Lighthouse hold a parent workshop here at Brook Field. Lighthouse will be here to give guidance, advice and answer questions you may have about all aspects of parenting and school life. The first meeting of the year was about 'Managing Big Feelings, please see the notes from the session on our school website here: <https://www.brookfieldprimary.org/events-fobs/latest-news-events/managing-big-feelings> and look out for information about the Lighthouse 'Coffee and Catch up' next term.

As always, if you have any questions, please don't hesitate to contact us at [office@brookfield.bluekitetrust.org](mailto:office@brookfield.bluekitetrust.org).

Warmest regards,

**Mrs Rachel Taylor**

### **Brook Field School Dates – Term 3**

**Thursday 22nd January - Year 3 & 4 parents Times Tables meeting 6pm-7pm**

**Friday 23rd January - children to bring in raffle donations for FOBS**

**Friday 23rd January - Mr Bartlett's Class Assembly**

**Wednesday 28th January - KS1 Parents invited in for the Early Morning Task**

**Wednesday 28th January - Wiltshire Police Online Safety Workshop - 6pm - 7pm  
All parents welcome**

**Friday 6th February - Miss Campbell's Class Assembly**

**Friday 6th February - Year 5 Explorer Dome visit**

**Thursday 12th February - FOBS Movie Night - 3.30pm - 5.30pm**

**Friday 13th February - FOBS Break the Rules Dress Down Day**

#### **Advance Notice – Staff Training Days (school closed to children)**

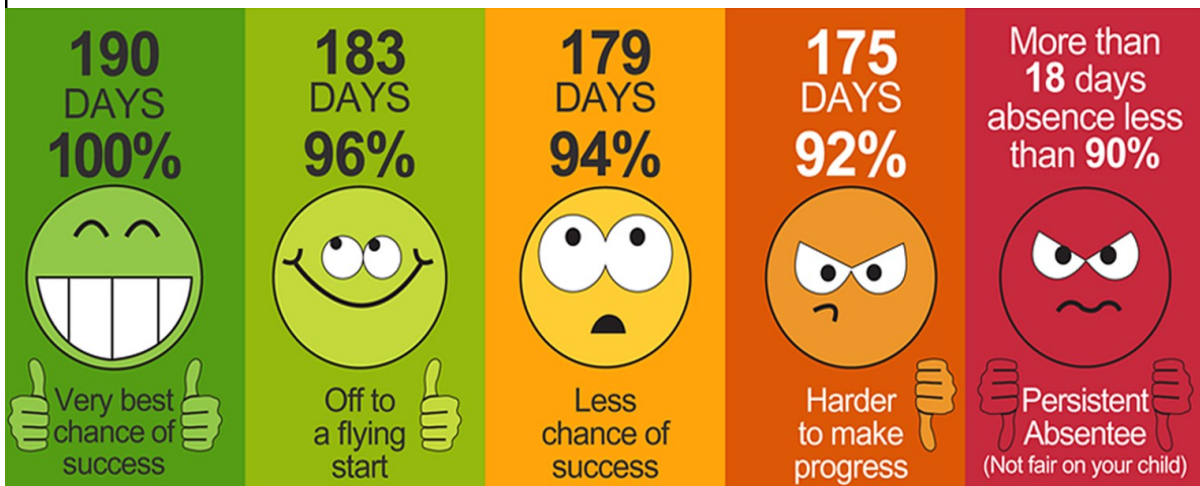
**Monday 23rd February 2026**

**Monday 1st June 2026**

**Wednesday 22nd July 2026**

### **Celebrating Our Attendance**

We are delighted to celebrate our current whole-school attendance of **96.3%**. This is a fantastic achievement and reflects the commitment of our families in ensuring children are in school, ready to learn each day. High attendance is vital for giving every child the best possible chance of success - both academically and socially. Thank you for your continued support in helping us maintain strong attendance and giving our pupils the greatest opportunity to thrive.



## Our School Website Is Moving!

We are pleased to share that our school website has moved from *PrimarySite* to a new host, *Webanywhere*. This change will bring a number of improvements to the way we share news, information, and updates with our school community.

<https://brookfieldprimaryschool.schooljotter3.com/>

The new Webanywhere platform is easier to navigate, more accessible, and designed to give parents quicker access to the information they need. One of the biggest benefits is the **Webanywhere app**, which allows important messages, news, and updates to be sent **directly to your phone**. This means you'll be able to stay up to date with school events, reminders, and announcements wherever you are.

### Mobile App:

To download your mobile app please search for 'School Jotter 3' using either the App Store or Play Store.

Once downloaded if you could please 'Continue as guest' (no login required).

Then search for Brook Field by either entering your school name or post code.

Please click on Brook Field and that is it.



The graphic features a blue and white geometric background. At the top left is the 'School Jotter' logo, which includes a stylized 'S' with a pencil icon. Below the logo, the text 'Never miss school notifications' is written in a bold, sans-serif font. Underneath this, a list of features is provided, each preceded by a small icon: a megaphone for 'News and message notifications', a calendar for 'School calendar access', and a link icon for 'Other links to useful resources'. At the bottom left, there are two buttons: 'GET IT ON Google Play' and 'Download on the App Store'. To the right of these buttons is a QR code. On the right side of the graphic, two smartphones are shown. The left phone displays the 'News' section of the app, with a headline 'The beginning of the school year'. The right phone displays a 'Join the autumn family trip - details' notification. Decorative orange icons, including a paper plane, a network diagram, and a beaker, are scattered around the phones.

**School Jotter**

**Never miss school notifications**

Download the School Jotter Mobile App today and you'll get:

- News and message notifications
- School calendar access
- Other links to useful resources

GET IT ON Google Play

Download on the App Store

QR Code

News

Join the autumn family trip - details

### **No Nuts Please!**

Due the number of nut allergies we now have within the school and the serious nature and reactions that some of our children have which can be life threatening if exposed to nuts or food containing nuts, we ask that all parents support us in not sending food into school which contains nuts.

This does include all nut based products including:

Peanuts  
Mixed nuts  
Peanut Butter spread  
Nutella spread

This list is not exhaustive so please check before sending food into school.

Thank you for your support.

**PLEASE**



**NO PEANUTS  
OR  
NUT PRODUCTS**

### **Healthy Snacks**

Just a polite reminder to all parents that we only allow healthy snacks and water in school each day. Children's break-time snack should consist of only:

Fresh fruit  
Vegetables  
Cubes/chunks of cheese (not Dairylea Dunkers or Cheese Strings)  
Bread sticks

Water bottles, for use through the day in the classrooms, should only contain water unless there is an Individual Medical Care Plan in place. Thank you.

### **Poppy Appeal**

Thank you to all our children and parents for your generous support of the Poppy Appeal fundraiser in November.

We are delighted to share that an amazing **£328.50** was raised for the **2025 Poppy Appeal**.

This wonderful contribution will help the Royal British Legion continue its vital work supporting veterans, serving personnel, and their families.



### Anti-Bullying Week at School

Last term, our school took part in **Anti-Bullying Week**, focusing on kindness, respect, and celebrating what makes each of us unique. The children joined in discussions, stories, and activities that helped them understand how their words and actions can make a positive difference.



A highlight of the week was **Odd Socks Day**, when pupils and staff came to school wearing bright, mismatched socks to show that being different was something to be proud of. The colourful socks sparked great conversations about individuality and acceptance.

We were very proud of how thoughtfully our pupils engaged with the theme. By learning how to recognise bullying and speaking up for themselves and others, they helped to make our school a kinder, safer place for everyone.

Our focus of kindness and the wonderful work the children did related to this is now on display for all to see in the reception area of our school.



### Is my child too ill for school?

It can be tricky deciding whether or not to keep your child off school, nursery or playgroup when they're unwell.

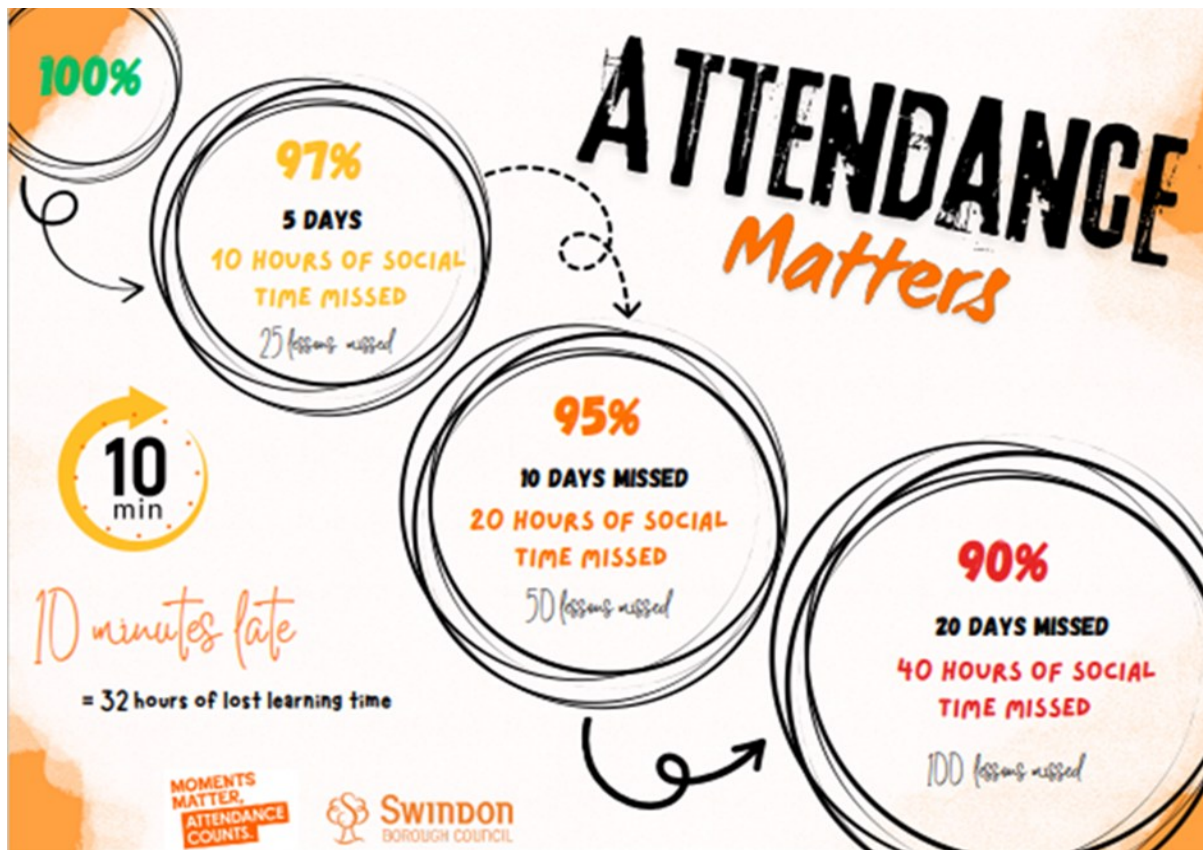
There are government guidelines for schools and nurseries about [health protection and managing specific infectious diseases at GOV.UK](https://www.gov.uk/government/guidance/health-protection-and-managing-specific-infectious-diseases). These say when children should be kept off school and when they shouldn't.

If you do keep your child at home, it's important to phone the school on the first day. Let us know that your child won't be in and give us the reason.

If your child is well enough to go to school but has an infection that could be passed on, such as a cold sore or head lice, let their teacher know.

For more advice for specific illnesses, please refer to: <https://www.nhs.uk/live-well/is-my-child-too-ill-for-school/>





## Online Safety



It's never easy to know how to keep our children safe, especially if we don't know what's happening on their devices! Who are they talking to, what are they doing, are they okay? There is help and guidance to support you with this. London Grid for Learning (LGFL) have created a dedicated website for parents and carers - simply scroll through ParentSafe for help or click a button to go straight to a particular topic.

It is a really helpful website full of support in information to help Safeguard your children when online.

[www.parentsafe.lgfl.net](http://www.parentsafe.lgfl.net)



### **Foundation Stage walk to post box**

Our Foundation Stage children were full of excitement before the Christmas holidays as they set off on a very special walk to the local post box in Old Shaw Lane. Each child proudly posted their own letter to Santa, carefully written during our festive literacy activities.



Before we left on our walk, we talked about road safety and how the postal system works. When we finally reached the post box, the children took turns posting their letters - smiles all around as they imagined their envelopes beginning their journey to the North Pole!

It was a wonderful hands-on learning experience that helped develop independence, communication skills, and lots of Christmas cheer. We're very proud of how sensible and enthusiastic the children were. (We'd love to hear if Santa wrote back!)



### **Pantomime Trip for Key Stage 1**

Key Stage 1 children had a wonderful time at the Wyvern Theatre, just before Christmas. We went to the 'relaxed performance' of Sleeping Beauty, which the children loved. The pantomime was based on the well-known fairy tale, which captured the children's attention from the very beginning. The actors introduced themselves and reassured the children about the characters they were playing, including introducing the 'dragon', so as no one was frightened when it emerged on the stage, during the show. The performance was amazing! Watching the children's faces was a privilege. Their faces lit up as they were totally engrossed in what they saw. Some of our Foundation Stage children even got to go on stage during the show and were rewarded with a selection box. Miss Campbell accompanied the children on stage and was very surprised when asked to join in. Being the 'good sport' that she is, she rose to the occasion. Everyone had a great time and seats have already been booked for next year's Christmas performance. Further details will be released in the Summer term.





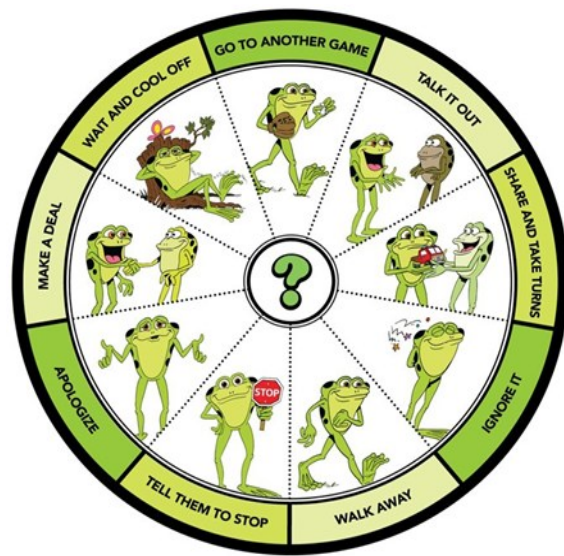
### **Parent Coffee & Catch-Up: Celebrating Our Wonderful Breaktime Buddies**

Last term's Parent Coffee & Catch-Up session was a great success, thanks to a brilliant presentation from our fantastic Breaktime Buddies. Parents and visiting Governors were treated to an engaging insight into the important role these children play in supporting our school community.

Our Breaktime Buddies are a team of kind, responsible Year 5 pupils who volunteer their time to help others during breaktimes and lunchtimes. Working on a rota, they can be found each day on both the top and bottom playgrounds, always ready to lend a hand. To make them easy to spot, they proudly wear a blue fleece and a buddy badge.

Whether a child is looking for someone to play with, needs help solving a small disagreement, or just needs a friendly face, our Breaktime Buddies are there to support, encourage positive play, and help everyone feel included. Their peer-mediating skills and enthusiasm for helping others make a real difference to the school day. They use the 'Wheel of Choice' to support resolutions.

We are incredibly proud of our Year 5 team and look forward to welcoming parents again at our next Coffee & Catch-Up session – the first Friday of every term.



### **Year Group Partner Meet – November 2025**



We held our second Year Group Partner Meeting on Friday 7th November, and it was a wonderful opportunity for pupils to share their love of reading with one another.

Year 1 partnered with Year 3, Year 2 with Year 5, and Year 4 with Year 6. Working in pairs, the children enjoyed reading aloud together and, for some, recording the session in their reading records.

It was lovely to see everyone spending time together, sharing their reading skills, and discovering new types of books to enjoy. We are already looking forward to our next Year Group Partner Meeting.



### Year 3 Explorer Day

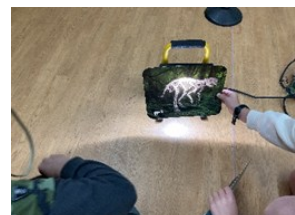


Year 3 started Term 2 with our Explorer Day to introduce our “Footprints in the Past” topic. The children crawled through a tunnel and followed the unusual, three-toed footprints to an area sealed off with “Police – Do not cross” tape. In this area, a palaeological dig was underway and our intrepid explorers described how they felt as they crawled into the unknown and heard the prehistoric sounds of dinosaurs in a lush, ancient forest. We recorded words such as, “Curious” and “Excited” as well as “Surprised”, “Anxious” and “Terrified!” After examining and discussing the find at the dig site and the tools that were being used. We then split up into groups to do a carousel of activities ranging from research into Mary Anning and her discoveries (the tongue twister “She sells seashells on the seashore” is based on her life), drawing, tracing and researching fossils, exploring dinosaur fact-files to using the searchlights to analyse dinosaur skeletons by looking at X-rays to identify different bones and features like wings and teeth. Some of this information was then used in Mr Stowe’s Class Assembly.



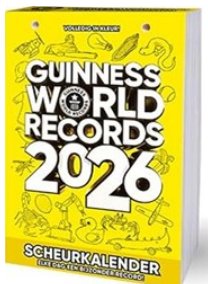
The children were fascinated and made comments including:

“Being an explorer was really interesting and we learnt lots of information” (Millie);  
“I learnt that it wasn’t easy to be an explorer” (Victoria);  
“I liked dressing up as an Explorer and that we used what we learnt in our Class Assembly” (Charlotte);  
“We continued being explorers in other lessons” (Emily C);  
“I liked going through the Woodland Walk on the way to the hall” (Jacob);  
“I liked handling and seeing the different fossils” (Zane);  
“It was all very interesting” (Tommy) and Emily P seemed to sum up the general feeling when she said, “One of the best days ever!”



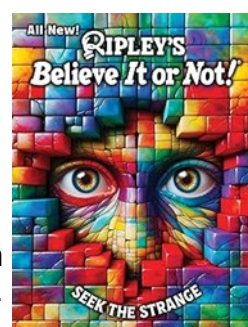
## **Recommended Reads – Spring Term 1**

This term with our Recommended Reads, we are hoping to capture the children's curiosity and imagination. Our books are based on finding out world records and weird but true facts. We're sure that children will find out the most amazing facts which they will be keen to share with you at home. We have the following books for the children to be able to read and share with their friends;



The Guinness World Records 2026 is compiled of the most remarkable records from around the world. Filled with amazing photographs, exclusive interviews with record holders and brand new records. This book will intrigue and maybe even inspire the reader.

Ripley's Believe It or Not! 2026 is the ultimate collection of weird but true stories, jaw-dropping facts and amazing photographs gathered from all across the world. Have you ever heard of a paddle-steamer made entirely out of ice or a volcano that blasts out gold or even a cat called Fedy, who has 400,000 followers on Instagram? Believe it or not, these facts and many more are true. Which weird but true facts will the children discover when they read this book?



National Geographic Kids: Weird but true! 2026 is the all new children's annual loaded with eye-popping facts with bright, bold photography. This book combines the planets weirdest facts with the strangest true stories. The children will be able to find out about bizarre beaks, brilliant butterflies, liquid trees, intriguing instruments and spinning storms. This children's annual is sure to entertain.

Finally, we have The Ultimate Book of Random Fun Facts by Bill O'Neill. This book will allow the children to dive into a whirlwind adventure of fascinating trivia, which will leave the reader amazed, amused and entertained. Did you know that there are 43 quintillion different ways to arrange the blocks in a Rubik's cube or that there are 60,000 miles of blood vessels in your body – but the cornea is the only part of your body that doesn't have its own blood supply? This book has a treasure trove of more than 1,000 facts covering everything from sport, history, Earth, outer space, music and science. An amazing book, which curious children will love to read.



Prepare to be amazed by what your children will be able to tell you, after exploring these books.



### **Brook Field Primary School Link Governors 2025 – 2026**

As part of their role at Brook Field, some members of our Governing Body also serve as Link Governors. We are very fortunate to have their additional support.

Link Governors work closely with our subject leaders, meeting three times a year, taking part in learning walks, and speaking with children to help monitor and celebrate the progress within each subject.

This partnership also enables Governors to develop a deeper understanding of our strategic priorities and key themes across the school.

Our current Link Governors are:

Link Governor	Subject
Becky Brake	Safeguarding
Jan Milsom	Additional Needs
Tim Elliott	Health & Safety
Adrian Champ	Computing/Filtering & Monitoring Online Safety
Becky Brake	PSHE/Well Being Healthy Schools Award
Tim Elliott	KS2 English
Hannah Abu-Abid	EY and KS1 English
Jason Doyle	Maths
Gemma Tullett	Challenge for All – Metacognition
Val Quinn-Martin	Challenge for All – Metacognition

### **Online Safety Workshop**

Some staff members recently attended a very informative workshop about Online Safety run by Wiltshire Police.

It covered many subjects such as age ratings on popular apps, how children can stay safe online, phishing, how to spot a scam, AI, what to do if you are a victim of cybercrime, social media pressure, how to stay knowledgeable about the latest online trends, discussing online safety with children and much more.

The workshop was so informative and presented in such an interesting and easy to understand format that we have arranged for the same workshop to be held in school on **Wednesday 28th January from 6pm - 7pm** for all staff and parents to attend. We would encourage as many of you as possible to attend and know you will find it extremely useful.



## **Anti-Bullying Workshop**

Last term all our children enjoyed an engaging and eye-opening Anti-Bullying Workshop delivered by the *Stay Safe Initiative*. The session took pupils on a journey through the world of bullying, what it really means, why it sometimes happens, and the impact it can have on others.

Throughout the workshop, children had plenty of chances to get involved, taking part in fun and thoughtful scenarios that helped them recognise different types of bullying, explore feelings from different perspectives, and understand how our actions affect the people around us. They looked at everything from face-to-face fallouts to online behaviour, and even discussed why being different is something to value and celebrate.

Pupils also learned practical ways to deal with tricky situations, how to speak up confidently, and where to find help when they need it.

It was an engaging, interactive and memorable session, and our children shone throughout - showing empathy, curiosity and great maturity.



## **Year Group Author Focus**

As part of our continuing drive to expose children to different books and foster a genuine passion for reading, we have decided to focus on a particular author each term.

This term, our year group authors are:

FS - Nick Butterworth  
Y1 - Julia Donaldson  
Y2 - Mini Grey  
Y3 - Meredith Hooper  
Y4 - Roald Dahl  
Y5 - Emma Carroll  
Y6 - Katherine Rundell



Parents have asked to be kept informed of our author focus so that they might share and read texts relating to what is also being done in school.

### **Governors Visit**

On the 16<sup>th</sup> December Mr Champ, the vice chair of our school governors, joined our school council meeting. The school council reps were keen to find out about the role of a school governor and asked Mr Champ a range of questions which they had prepared before his visit.

Aarvi asked, 'What do you do in your role as school governor?', Mr Champ replied, 'As governors we find out what the school is doing. We are the challenging friends.' She also asked, 'What are the goals of the school governors?', Mr Champ told the reps, 'To see that all of the children in school are happy and are continuing to improve in their learning.'

The reps discovered that being a school governor gives a range of adults the opportunity to learn new skills, to share with the school their skill set, to attend meetings at school and to participate in learning walks with teachers which provides the opportunity to meet some of the children see what they're doing, look at their work and admire the displays throughout the school.

Mrs Evans thanked the school council reps for their questions and Mr Champ for providing an insight for the reps regarding what a school governor does.



### **Termly Reading and Writing Targets**

At Brook Field in Key Stage 2, we set clear reading and writing targets for every child each term. These targets give children something to aim for, helping them focus their learning and track their progress. To make them meaningful, we provide examples of what each target looks like in action, so children understand exactly what they are working towards. Having clear goals encourages confidence, motivation, and a sense of achievement, while also helping teachers tailor support to ensure every child can reach their full potential.

Please visit your child's classes page on the website to see what they are so that you can support at home too.

Year 3 – <https://brookfieldprimaryschool.schooljotter3.com/curriculum/year-three-curriculum/year-3-class-targets>

Year 4 – <https://brookfieldprimaryschool.schooljotter3.com/curriculum/year-four-curriculum/year-4-class-targets>

Year 5 – <https://brookfieldprimaryschool.schooljotter3.com/curriculum/year-five-curriculum/year-5-class-targets>

Year 6 - <https://brookfieldprimaryschool.schooljotter3.com/curriculum/year-six-curriculum/year-6-class-targets>

## **Strategic Drives 2025/26**

**1. Quality of Education – Challenge for All – Metacognition:** To further develop effective metacognitive strategies that lead to increased independence and appropriate challenge for all.

**2. Quality of Education – Reading:** To ensure children use a range of strategies for developing and monitoring their reading comprehension.

**3. Quality of Education – Maths:** To ensure children have opportunities for deep thinking and develop efficient methods which build confident mathematical fluency.

**4. Personal Development – Mental Health & Well-Being:** To enhance health and wellbeing for all children and staff contributing to emotional, social and academic success.

**5. Behaviour & Attitudes – Trauma Informed Practice:** To become a trauma-informed school where every child feels safe, supported, and ready to learn, by understanding how difficult experiences can affect behaviour and learning and responding with empathy and care.

**6. Safeguarding:** To ensure that our safeguarding culture remains proactive, inclusive, and responsive to the needs of all pupils.

### **Spotlight on our:**

#### **Trauma Informed Practice Strategic Drive**

At Brook Field we want every child to feel safe, cared for, and ready to learn. Trauma-informed practice means we understand that some children may have gone through difficult or stressful experiences - such as illness, loss, family changes, or big worries. These experiences can sometimes affect how children feel, behave, and learn at school.

Being “trauma-informed” doesn’t mean we assume every child has had trauma. Instead, it means we work in ways that are patient and supportive for **all** children.

This includes:

- creating calm, predictable routines
- building warm, trusting relationships
- helping children name and manage their emotions
- responding to behaviour with empathy and guidance
- working closely with families where needed



Our aim is to make school a place where children feel **safe, understood, and confident to do their best.**

We are proud to be part of a Swindon-wide initiative led by KCA, providing staff training on the impact of trauma and ways to support pupils’ wellbeing and sense of belonging each day at school.

## **Supporting Your Child After School**

If your child sometimes has an after-school “meltdown,” please know you’re not alone. Many children work very hard all day to manage their feelings, friendships and learning. When they get home - to the place they feel safest - those bottled-up emotions can overflow. This is completely normal.

Here are a few gentle ways to help:

### **1. Reach out if you’re worried**

If your child seems upset about something that happened at school, please talk to us. We’re here to listen and support you and your child.

### **2. Give them time to unwind**

Just like adults, children need time to decompress after a busy day. Playing, being outdoors, getting creative - or simply relaxing - can really help. They may not want to talk straight away, and that’s okay.

### **3. Listen when they’re ready**

Let your child know their feelings matter. A calm, kind response such as, “I can see you’re upset - I’m here for you,” can help them feel understood and secure.

### **4. Make space to connect**

Little daily moments together - like chatting over breakfast, reading a book or walking the dog - help children feel safe and loved. Even a small note in their bag can brighten their day.

### **5. Remember - school is tiring!**

As the term goes on, children can feel more emotional simply because they’re tired. This is very common.

Every family is different, and there’s no “perfect” way to cope. Simply being patient, loving and available makes a huge difference. You are your child’s safe place - and they treasure that.

Helpful links:

- <https://www.bbc.co.uk/bitesize/articles/z863cxs#zbt36rd>
- <https://capafirstresponse.org/after-school-restraint-collapse-how-to-cope-with-after-school-meltdowns/>
- <https://essentialparenting.co.uk/after-school-meltdowns/>
- <https://parentingsmart.place2be.org.uk/article/my-child-has-meltdowns>

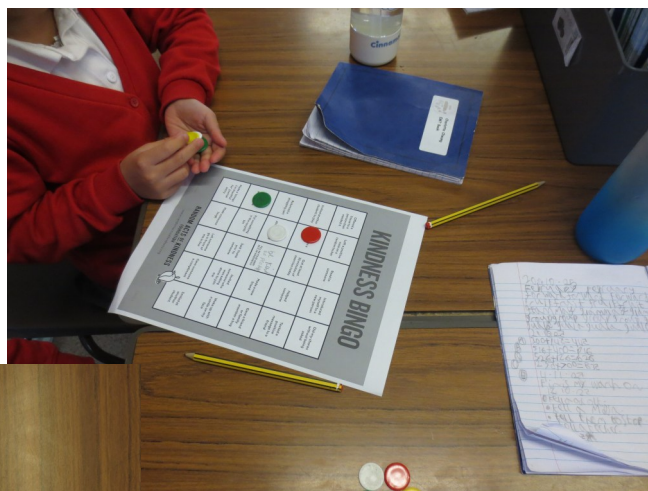
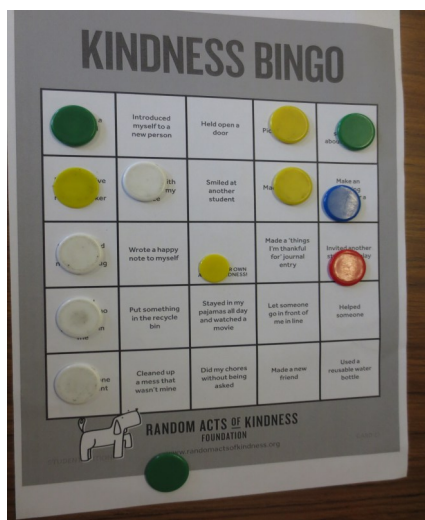


## Interfaith Day linked to Kindness

Brook Field School joined an online Interfaith event with schools all over South Gloucester. The theme was kindness, which linked in perfectly with our anti-bullying theme for the same week. We listened online to the story 'Have you filled your bucket today?' before moving onto age-appropriate activities in our classrooms. Year Three played a Kindness Bingo game whilst Year Six explored the difference between dialogue and debate. Year Six discovered the following:

In a debate there is a winner and a loser. One person wins by putting forward a better argument, the other loses. It is intrinsically competitive and is about establishing difference. In a dialogue there are two winners. I learn from you, you learn from me. We may compromise or agree to differ. It is profoundly reciprocal and acknowledges similarity and difference equally. Dialogue can be described as: An encounter with those who might have different opinions, values and beliefs to my own, dialogue is the process by which I come to understand the other's lives, values and beliefs better and others come to understand my life, values and beliefs.

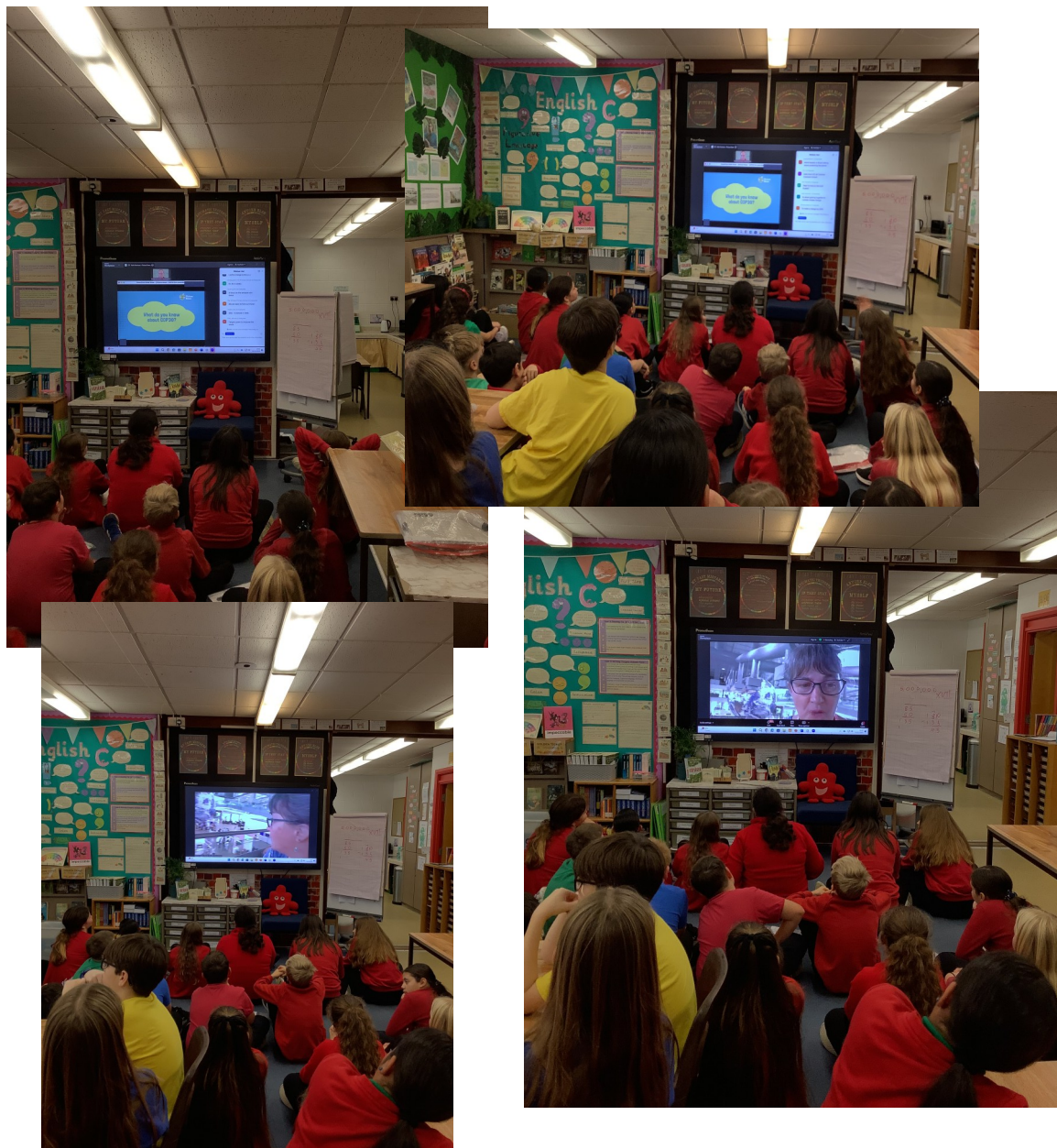
Year Six discussed and sorted statements that further explain the difference between dialogue and debate. We then looked at a real case study about Imam Ashafa and Pastor James and how dialogue helped to bring positive change to Nigerian communities before exploring kinder ways we can communicate with each other to help fill our buckets. Who's bucket will you help to fill today?



### Year 6 Tune In to Live COP30 Conference in Brazil

Our Year 6 classes had a fantastic opportunity to join a live online lesson with guest speakers reporting directly from the COP30 climate conference in Brazil! The children learnt all about what COP30 is, why it's such an important event for our planet, and the small but powerful ways we can all help to make a difference. We even had the chance to ask our own questions to the experts!

This session linked perfectly with our topic on the Amazon Rainforest, helping us see how what we're learning in class connects to real-world issues. It also gave us plenty of inspiration for our next writing focus, where we'll be debating climate change and the effects of deforestation.



## **Rock Steady Concert: A Celebration of Young Musicians**



Recently, families were treated to an energetic and inspiring Rock Steady concert, where children from Year 1 to Year 6 took to the stage to showcase their developing musical skills and growing confidence.

Parents filled the hall with smiles and applause as our young bands performed a variety of well-known songs, each group demonstrating teamwork, rhythm, and plenty of enthusiasm.

From steady drumbeats and confident keyboard melodies to spirited vocals and impressive guitar riffs, the concert highlighted just how much progress the children have made through the Rock Steady programme. It was wonderful to see pupils of all ages working together, supporting one another and celebrating each other's achievements.

A huge well done to all our performers for their hard work and commitment, and a big thank you to Jaques, our Rock Steady teacher, for helping our young musicians shine. We look forward to the next performance in Term 4!

## **Rocksteady at Brook Field**

Every week, children from Year 1 right through to Year 6 take part in **Rocksteady** music lessons – the UK's leading provider of in-school band sessions for primary children.

Rocksteady offers much more than just learning an instrument. Its inclusive approach helps children build friendships, develop teamwork, and grow in confidence, all while sharing the joy of making music together.

This year's end-of-year concert was a real highlight. Children from across the school came together in their bands to perform, and they *literally raised the roof!* Parents couldn't help but tap their feet and clap along to the fantastic sounds. It was wonderful to see pupils of different ages supporting and encouraging each other, whether on vocals, guitar, keyboard, or drums.

If you'd like to find out more about this exciting opportunity for your child, please visit: [www.rocksteadymusicschool.com](http://www.rocksteadymusicschool.com).  
Rocksteady: 03301130330  
[info@rocksteadymusicschool.com](mailto:info@rocksteadymusicschool.com)





## **Sport Report January 2026**

The football season continued in Term 2, although some matches were postponed due to the weather.

### **Brook Field 0 – 3 Robert Le Kyng - West Swindon League 7<sup>th</sup> November 2025**

This was a match when we never really got going as a team. Robert Le Kyng had a game plan that they stuck to and were more athletic, relying on pace and strength to shield the ball. Brook Field left too many and too big gaps between our defenders and midfielders, misplaced passes and were often left with three Robert Le Kyng attackers against just Jimmy in goal. We did hit the underside of the crossbar with one shot and their goalie made some good saves.

Well done to Jimmy, Luca (capt), Quinn, Dylan, Jack W (debut), Elliott M (debut), Artie F, Albie F, Alfie V and Max.

### **ESFA/Swindon Town Football League Cup**

After the frustrating defeat the previous Friday in the League, Brook Field returned to action on Tuesday 11<sup>th</sup> November in the first Swindon heat of the ESFA and Swindon Town EFL Cup. The rain poured down and it was bitterly cold but the team had a point to prove and played some of their best football of the season so far.

Against Badbury Park, we went 1 – 0 within two minutes when Artie was found down the right and played a fabulous delivery into Luca who was unmarked in the middle and he swept it home. 1 - 0 became 2 - 0 when Luca had a great run forward and poked it through to Artie who was free in behind the defence. One-on-one with the goalie, Artie finished with a fierce strike across the 'keeper. Luca was being influential in the game and he hit a looping shot over the 'keeper. It came back off the crossbar to Artie, who curled a powerful shot from left to right, around the 'keeper and into the top corner. 3 – 0. Billy broke down the right, crossed to Artie who was unmarked in the middle and he made it 4 - 0.

Next up was Oakhurst. Slightly against the run of play, one of our players headed in the area and instead of giving an indirect free-kick on the edge of the area, the referee gave Oakhurst a penalty! They made no mistake from the spot and it was 1 - 0. While checking the competition rules, an Oakhurst defender headed the ball in their penalty area, so the referee had to give us a penalty too! Quinn calmly slotted home his penalty. The boys were so excited that they forgot they had to play the second half! Nothing else of note happened and the final score was 1 – 1.

We had to beat Colebrook (coached by Mr Mazzotta!) in our final League match to progress. Another strong team performance saw us safely through. Artie scored both of our goals with the first one being an excellent shot across the goalie into the bottom right-hand corner of the net from the left-hand side of the area. The 'keeper was too far across guarding his near post, leaving a gaping hole in the far post area, which Artie spotted and his shot was in all the way. The second goal was the result of a scramble in the area before the ball came back to Artie who was able to fire high into the roof of the net over the despairing dive of the 'keeper.



Our semi-final with Liden was a very tight and exciting match, leading to the drama of a penalty shoot-out. Brook Field kicked off but Liden nearly scored seconds later when a looping shot bounced back off the crossbar. Despite being under pressure, it was Brook Field who scored first with an excellent team goal. Quinn won the ball, raced forward and fed the ball to Luca on the left. A delicious through ball to Max and he was in one-on-one with the goalie. Max is proving to be deadly in these situations and his precise finish was an exquisite piece of skill from the left-hand side of the goal to the right and the ball nestled into the side-netting. As half time approached, Brook Field lost control. Liden were in two against one at the back. Both defenders went for the same player, who passed it to the now unmarked attacker and he gave Jimmy no chance with his shot into the right-hand side of the net. Within moments, Liden had come from behind to lead 2 - 1.

A lobbed shot went over Jimmy and he was not able to stretch high enough to stop it. At the start of the second half, Liden were then awarded an indirect free-kick. Somehow a fairly weak shot found its way through and it *just* crept over the line, despite Jimmy's despairing dive to claw it back. 3 - 1 but Liden switched off and Brook Field capitalised almost immediately. Dylan played it forward down the right to Josh. Josh showed great determination, speed and power to go past one player and as the covering defender put him under pressure, he showed resilience to keep on going and caught the 'keeper out with a beautifully struck shot that fizzed across the goalie from a fairly tight angle and distance out and crashed into the net right by the far-left post. 3 - 2 and Brook Field started to believe again. With the clock ticking down, we applied wave upon wave of attack. Brook Field took a short corner that ended up with a shot-cum-cross that screamed across the area, about three yards out from goal. A Liden defender stuck out his leg in a desperate attempt to stop the ball reaching our players at the back post. The ball flew off the outside of his boot and into the net past a startled 'keeper. 3 - 3. The game headed for penalties and five per team.

We had no shortage of volunteers for taking a penalty. We hit the post with our first penalty; Liden scored their first penalty; Our second penalty was successful. (1 - 1). Liden scored their second penalty but our third penalty went over the bar. (1 - 2). Liden also scored their third penalty and Brook Field's fourth penalty went down the middle (2 - 3) If Liden scored, they were through. Jimmy went the right way but despite another valiant attempt, dived slightly over the top of the shot and was unlucky again to see the shot hit the back of the net. So, it was a heartbreaker – but hopefully this will give us confidence to push on over the rest of the season.

Congratulations to Jimmy, Luca, Quinn, Dylan, Josh, Hugo A, Artie, Albie, Max and Billy with Artie “Man of the Tournament” for his goal-scoring. Thanks to all the parents for their support and encouragement in horrible autumnal weather!

### **Well Schools**

Through the Youth Sports Trust and the Blue Kite Academy Trust, Brook Field is exploring the possibility of becoming a Well School which will showcase our commitment to a whole-school approach to wellbeing. We have completed the “Well Check” against various headings such as “Physical Education”, “Extra-Curricular Provision”, “Mental Health Support” and “Wellbeing Governance” and this produced an action plan for our school.

Some of the suggested actions include:

- offering wider opportunities for all pupils to be active throughout the day; ensuring a relevant and meaningful PE curriculum that meets the needs and voices of all pupils;
- developing pupils' essential skills and wider physical literacy (movement for life) not just their sports' skills;
- raising engagement with groups of pupils who are not accessing competitive opportunities;
- identifying which pupils or groups are under-represented in school sport and getting feedback from pupils to understand how we can get more pupils active;
- thinking about which sports pupils want to take part in and are available in the local community;
- providing a rich curriculum that enables our children to develop healthy habits such as good sleep hygiene and nutrition;
- continuing to help pupils to develop strategies for managing and improving their own mental health and
- creating opportunities for pupils to take on leadership and volunteering roles.

### **Fortius PE Conference**

At the annual Fortius PE Conference, some of the sessions were relevant for our suggested actions. One session was on "Implementing Lifestyle Sports in Primary School PE". This looked at the activities that we would like to do in PE as children look for meaningful experiences that involve social interaction, challenge, fun (as in "novelty" or something new) and personal relevance. Lifestyle sports are non-competitive and an individual activity that is done with friends. They often have an identity and culture, a strong link to the environment and strong social elements. They are activities such as parkour (link to gymnastics and currently used by Everton and Southampton FC for fitness training) and cross-fit. They could be trialled as a lunchtime club before being introduced into the PE Curriculum.

Another session was about Physical Literacy with the Oak National Academy. Oak National Academy is what Brook Field now uses to teach Maths. The advice was to cherry-pick from this for what we need as a school with the videos showing warm-ups and activities being particularly useful and encouraging each lesson to go straight into practising the skills and physical literacy.

The PE Subject leads present also discussed the new Ofsted framework for PE and how the PE and School Sport Funding Grant might change in 2026 – 2027.

### **Future PE and School Sport Events**

Term 3 promises to be busy with Years 3/4, Years 5/6 Girls' and Years 1/2 indoor football festivals at Swindome; the football season continuing with league and Shield matches and the girls' football cup fixtures beginning. The netball team will be gearing up for a competition in February and the Wiltshire and Swindon Schools Dance Festival takes place at the Wyvern Theatre on Monday 9<sup>th</sup> February with 25 children currently rehearsing enthusiastically. We are also looking into the possibility of Year 5 doing some fencing sessions.

### **After School Activities**

We are extremely lucky at Brook Field to have a wide array of after school activities for the children to enjoy.

If your child is interested in any of the clubs listed below please contact the school office for more information.

#### **Clubs run by external providers (charges apply)**

<b>Club</b>	<b>Day</b>	<b>Time</b>	<b>Years</b>
Zumba	Monday	3.30 - 4.30pm	3, 4, 5 & 6
Multisports	Tuesday	3.30 - 4.30pm	1 & 2
Tennis	Tuesday	3.30 - 4.30pm	3, 4, 5 & 6
Multisports (Cross Country)	Wednesday	3.30 - 4.30pm	3 & 4
Forest School	Thursday	3.20 - 5.20pm	2, 3, 4, 5 & 6
Football	Thursday	3.30 - 4.30pm	3 & 4
Art	Thursday	3.30 - 4.30pm	1 & 2
Football	Friday	3.30 - 4.30pm	1 & 2
Art	Friday	3.30 - 4.30pm	3, 4, 5 & 6

#### **Clubs run by teachers (no charge)**

Boys Football	Tuesday	3.30 - 4.30pm	5 & 6
Girls Football	Tuesday	3.30 - 4.30pm	5 & 6
Netball	Thursday	3.30 - 4.30pm	5 & 6



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