



6<sup>th</sup> March 2026

Dear Parents and Carers

Events in the Middle East are at the forefront of people's minds at the moment as the news fills our social media and television sets and I am conscious that members of our community might well have friends and family living in or visiting some of the affected areas. If there are any direct concerns or you would like to inform us of any detail so that we can provide support to the young people in our care, now or as the situation develops, then please do let us know.

### **A New Management Information System**

As you will be aware, over half term all of the Lighthouse Partnership Schools moved to Bromcom as our management information system. We are currently using this system for attendance and assessment, with a view to moving over more areas as the year progresses.

Parents and carers can access the information via an app or web based on a computer and all reports of attainment and attitude moving forward will only be available via this system. Shortly, you will receive a letter from Mrs Rowlands giving you information in detail about how to access this product. Student mock exam and real exam timetables will also come via this system too.

For the moment we are going to use this alongside ClassCharts and that does mean, with apologies, that you will need to work with two portals for the moment. Please bear with us as we manage this transition period as we know we have lost a little bit of functionality at present.

### **Reading at Chew Valley**

Today we have many staff and students dressing up as various characters from literature in celebration of World Book Week. We have hosted a full week of reading-focused activities in celebration of this, linking to the National Year of Reading 2026. Together, these initiatives reinforce the importance of building strong reading habits, exploring new ideas, and celebrating books in all forms. I have asked Miss Kenyon, one of our Assistant Headteachers who has overall responsibility for our reading strategy at Chew Valley School, to put together the detail below.

*We are committed to building a strong reading culture and greatly value parental support. Simple actions — encouraging 20 minutes of reading each day, ensuring a book is in your child's bag, showing interest in what they are reading, celebrating their choices, or modelling reading yourself — all reinforce the habits we nurture at school.*

*Reading regularly is one of the simplest and most effective ways to support academic success and lifelong opportunity. We are proud of the reading culture we have created and continue to build at Chew Valley School, and your encouragement and positivity around reading are always warmly welcomed and deeply appreciated.*

### **....a Shared Commitment**

*At Chew Valley School, reading is at the heart of both our curriculum and our school culture. Confident readers achieve more — not only in English, but across all subjects. Reading strengthens vocabulary, deepens understanding, improves writing, and builds the confidence students need to express their ideas clearly. It also develops empathy, focus, and critical thinking — skills that support success throughout school and beyond.*

*Even 20 minutes of reading each day can make a significant difference. Regular reading exposes students to thousands of new words each year, strengthens comprehension, and allows them to engage confidently with the full curriculum. For this reason, having a reading book in their school bag every day is essential, enabling students to take full advantage of reading opportunities both at school and at home.*

All students in Years 7-10 have completed reading assessments through Renaissance Learning. These assessments help us identify strengths, track progress, and provide targeted support where needed. Students in other year groups are also supported through wider programmes: for example, Sixth Form tutor-time includes subject-specific reading activities, and Year 11 students participate in daily reading sessions. Interventions are delivered by our literacy team using carefully selected programmes, ensuring that every student can strengthen essential reading skills and engage confidently with texts across the curriculum.

### **....Supporting Reading Across the Curriculum**

Fluency and comprehension are essential for reading success in any subject, allowing students to focus on learning rather than decoding words. Teachers across all subjects employ strategies informed by the Education Endowment Foundation to develop disciplinary literacy. Students are supported through:

- Explicit teaching of key vocabulary using techniques such as specify and define, say it again, I say, you say – my turn, your turn, and dig at the roots.
- Vocabulary lists for every topic, with student-friendly definitions and discussions of word origins, available on the school website [Chew Valley School - Literacy at Chew Valley School](#).
- Teachers modelling fluent reading and correct pronunciation across subjects.
- Guidance in decoding unfamiliar words before independent reading.
- Structured talk and discussion in lessons to deepen understanding and ensure all students can contribute.

These approaches ensure that reading is supported in every lesson across all subjects, helping students access knowledge and develop confidence with complex texts.

We also prioritise reading for pleasure. Students read a book of their choice daily during tutor time, fostering independent reading habits. Once a week, tutors read from our literacy booklet, containing carefully selected articles designed to build reading skills and broaden cultural knowledge. These sessions encourage discussion, model fluent reading, and introduce ideas that expand students' understanding of the world.

Students are further supported by our vibrant Library, located at the centre of the school, which offers fiction and non-fiction texts, study spaces, intervention support, competitions, author visits, and Reading Buddies. In Years 7 and 8, there are dedicated Library lessons as part of the English Curriculum and subsequently there is an expectation that independent reading forms part of home learning in this subject. The English teachers use a nationally recognised programme called Accelerated Reader to help students select books at an appropriate level, encourage regular reading through quizzing and rewards, as well as allowing us to track their progress.

### **Toilet provision**

We have slightly altered our arrangements around one of our toilet locations in the school in recent weeks and a few parents/carers have contacted me for clarification.

We have taken to closing the toilet facilities only in the lower school after the bell has gone for the start of lessons after tutor time, break and lunchtime for a couple of minutes at a time. This is to enable lessons to start promptly and maximise learning time in the classroom for the benefit of all. Unfortunately some groups of students, having had time during the break and lunchtime to use them, were routinely making their way there during this time meaning that lessons were starting late or having to be interrupted by students walking in whilst starter activities were underway.

Any student who needs to genuinely use toilets during this time will be permitted to do so and can access other facilities in the school. Students who have medically issued toilet passes will, of course, continue to have unrestricted access at all times.

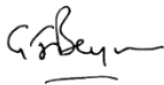
We appreciate your support in helping us maintain a safe, calm and purposeful environment for all students.

## **Attendance**

We have spent time with the students emphasising the importance of attending school. The research is overwhelming with regards to the link between missing time from school and underachievement. We would like students to be with us, benefiting from everything that a day in school brings and I would like to thank all of those parents and carers who are supporting us with that. For many students, being in school is a given and their attendance figures reflect this. I am aware for others that conversations happen of a morning to persuade them to come in. For our part, we aim to have a warm and welcoming community based on mutual respect and positive relationships for them to attend.

We are conscious that young people are ill from time to time which often places people in a dilemma about whether or not to attend school and I have added a link to help you work through that situation [Is my child too ill for school? - NHS](#).

With best wishes,

A handwritten signature in black ink, appearing to read 'G. Beynon', with a horizontal line underneath.

Gareth Beynon  
Headteacher