

Tandridge Learning Trust



Trust Talk
Parent Edition
March 2026



We are delighted to share the latest updates and inspiring stories from across our seven schools.

This edition of our Trust Talk newsletter is packed with highlights that celebrate the care we have for one another, as well as the creativity and collaboration that make our TLT community so special.

One of the many highlights this term has been Children's Mental Health Week, which took place from 9–15 February with the theme 'This is My Place'. This focus fits beautifully with our ongoing commitment to building a strong sense of belonging and inclusivity across our schools. The article on pages 6-11 within this edition shares what our schools did to mark Children's Mental Health Week and is a delight to read, capturing how staff and pupils came together to take part in a wide range of activities designed to support positive mental health. It has been

heartening to see our children explore what "their place" means to them.

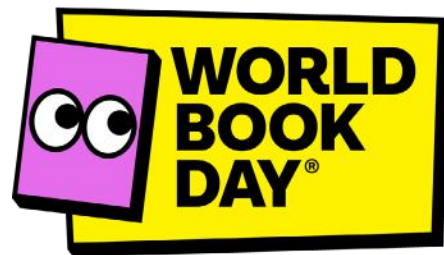
This edition is certainly a celebration of how we support and encourage healthy lifestyles, positive mindsets, and events that bring us together to enjoy shared experiences. On pages 24-27, Hurst Green focus on why movement matters as they focus on Physical Education and on pages 32-33, you can find out more about the great work that Tatsfield are undertaking as part of their Healthy Schools programme, promoting wellbeing through music, movement and special visitors. Hamsey Green took part in Young Voices 2026 at the O2 for the very first time this term and thoroughly enjoyed the excitement and sense of achievement that comes from performing as part of such a large and joyful choir.

All our schools take part in World Book Day—a celebration they look forward to each year. This year, in particular, the day took on an even greater significance as it sits within the wider context of the National Year of Reading. Across our Trust, schools embraced the opportunity

to celebrate stories in all their forms, from dress-up days and book swaps to reading classics from past times. Read about Felbridge's World Book Day on pages 20-23, and Woodlea's week-long programme of events on pages 34-37.

Linking these traditions with the Year of Reading has reminded us just how important it is to nurture a lifelong love of reading. Stories help children of every age to develop empathy, imagination and the confidence to express themselves. For younger pupils, being read to regularly builds language, emotional connection and curiosity. For older pupils, reading broadens academic horizons, strengthens concentration and supports mental wellbeing by offering both escape and perspective. Whether it's a picture book shared with a parent,

CELEBRATING WITH



Rebecca Plaskitt

a novel discovered independently, or a poem explored in class, reading remains one of the most powerful tools we have for helping children flourish. We are incredibly proud of how our schools continue to champion and celebrate this.

In today's world, computing education is vital to build essential 21st-century skills, including computational thinking, problem-solving, and digital literacy. On pages 12-13, you can read about Bletchingley pupils who had great

fun 'creating, coding and connecting'.

I always enjoy opportunities to see our children perform, and thoroughly enjoyed the Warlingham Performing Arts Team's production of Bugsy Malone. There is an article about this production on pages 30-31.

Our regular features include an online safety guide for parents; this edition focuses on social media addiction, a topic currently receiving a great deal of attention in the news.



We hope you find the advice helpful in supporting safe and balanced digital habits at home.

We also bring you updates on those who support the work of TLT, with an introduction to Richard Hughes, who joined our Trust Board and is a Member of the Learning & Development Committee.

Finally, a heartfelt thank you to all our parents and carers for supporting the wide range of events taking place across our schools, and to our dedicated staff whose enthusiasm and care turn these opportunities into such rich and memorable experiences for our children.

We wish you all a wonderful Spring Break—enjoy the rest, please take care, and keep safe.

Rebecca

Happy Easter!





companies and set up a start-up business in lockdown which now employs more than fifty people. This involved developing partnerships across Europe and working with global partners to create high-impact solutions and worldwide programmes. He is also the Sustainability Chair for the International Association of Microsoft Partners.

The fast track scheme at Microsoft encouraged employees to do things outside work, so Richard has a long history of volunteering, including supporting charities in Africa to raise money for mosquito nets and medical aid and supporting the Jacaranda Foundation in Malawi which feeds and teaches children whose parents have died of HIV. Part of his current company supports charities such as “The Access Project” that helps disadvantaged children to get into top universities. Richard was from a town with the highest unemployment rate in Wales and he sees education as vital for social mobility.

Richard became a Trustee in July 2025 and is a Member of the Learning & Development Committee.

After working for Microsoft and its partner ecosystem for 20 years, Richard has worked in strategic leadership for large international

Ages 4-14

Sports multi-skills

camp 4 champs

Book NOW!

camp4champs.co.uk

School Holiday

Sports & Activity Camp



Camp 4 Champs provides an active environment where children can experience fun, make friends and develop new skills. Their excellent staff can help children understand the power of sport, without the pressure of competition. The activities are inclusive to all abilities so everyone can achieve and have fun.

The sports and activity camps are open to children from 4-14 years old and run from 9am-4pm, (with extended hours available, 7.30am-6pm). There are camps running during the Easter break at Warlingham School & Sixth Form College between Monday 30th March and Friday 10th April 2026. Children can take part in a variety of activities, which are different every day, including: swimming, nerf wars, arts and crafts, cookery, and various sports, so will have lots of fun! [Click here](#) for details of the activities.



Camp Prices

Single Day £41.00

Early Camp +£4

Late Camp +£6

Sibling discounts are available. To book, [click here](#).

Funding

Camp 4 Champs has secured funding for this camp for those parents/carers eligible for benefits-based Free School Meals (FSMs) including the provision of lunch. If you are eligible, you will no longer receive a code from your child's school, instead you should [click here](#) to book a space.



Children's Mental Health Week is an annual mental health awareness week launched by children's mental health charity, Place2Be. The week exists to empower, equip and give a voice to all children and young people in the UK.

This year's Children's Mental Health Week took place from 9-15 February 2026 and focused on the theme of 'This is My Place'. We know that our sense of belonging as individuals, in our friendships, in school, and in communities plays a



Bletchingley

vital role in our mental health and wellbeing. To know our place and really feel part of our environment is a basic human need. It can have powerful and long-lasting impacts in lots of areas of our lives, including our physical and mental health, education, employment and relationships. When we feel that we belong, it empowers us to contribute to the world and make a real difference.

This year, Place2Be's Children's Mental Health Week aimed to support the groups and systems



Bletchingley

surrounding our children. The charity encouraged peers, families, schools and communities to create inclusive and nurturing environments, where children and young people feel they belong and can say "This is My Place".

Bletchingley

The children in the Nursery at Bletchingley Village Primary School participated in various different activities during Children's Mental Health Week.

These included:

- Colour Monster sorting activity
- Mindfulness stretching
- Making signs to show how we feel

Children's Mental Health Week



Bletchingley

- Baking whilst listening to calm music.

Felbridge

At Felbridge, we really enjoyed celebrating Children's Mental Health Week. Although we are continuously aware of children's wellbeing and mental health, it was lovely to be able to highlight its importance during the week. On Monday, in assembly, the theme of 'This is My Place' was introduced, with a focus on belonging. We talked about what it is like to belong to something or somewhere and how it might feel if someone feels that they do not belong. The children thought of ways that we could help someone who may



Felbridge

feel like this, such as, being kind, involving them in a game, helping or supporting each other and even something as simple as a smile or a hello. The teachers continued these discussions throughout the week with their classes. Dr Clark, our e-safety leader, led an assembly on Tuesday on the importance of staying safe online - this was linked to Safer Internet Day. All classes completed an e-safety lesson, with the opportunity to discuss this important topic and ask any questions. The highlight of the week was our skipping workshop. Each class took part in a session in the hall, culminating in a whole school celebration at the end of the day, showcasing some of the moves, tricks and skips. It has been great to



see the enthusiasm of the children transferred to break times, where skipping has really taken off! On Friday, we finished the week with our 'Wear something that makes you feel happy' day, which included the Reception Fairy Tale tea party. Throughout the week, all of the children created a self-portrait which has formed a whole school display on the theme of belonging. What a great week we had!



Hamsey Green

During Children's Mental Health Week, which we linked to Internet Safety and the NSPCC's Number Day, children at Hamsey Green learnt about being able to speak out to others and to stay safe online, as well as developing strategies to help support positive mental health.

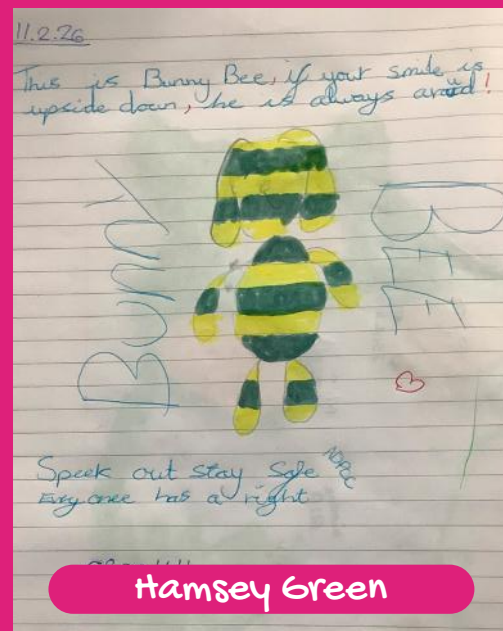
After watching the NSPCC live assembly, some Key Stage 2 classes decided they wanted to design a new mascot for the NSPCC slogan



of 'Speak Out and Stay Safe' to inform others that everyone has the right to speak out if they feel they need to talk to someone. In Amiah's design, she tells children to keep your smile wide and if you are sad, you will know you are not alone - a good positive motto for us all to remember.

We also offered three workshops around online safety for families; two delivered by our TLT IT partner, *eduthing* and one by Mr Brown. These offered top tips to support children of all ages to stay safe not only on gaming sites but also on social media.

Reception discussed things that keep them happy and healthy. We particularly loved the fact that the



children thought of listening to stories and being kind as things that made them feel happy. Some other suggestions included reducing their screen time by playing with toys and getting fresh air, and making sure they got lots of sleep. Taking their thoughts on board, they now participate in mindful breathing videos when they come in from lunch to help the transition to learning happen more quickly. They have noticed the impact this has had on helping them calm down.

Children's Mental Health Week



Hamsey Green

Getting really practical, in Year 2, we asked the children what they would like to do to support their wellbeing, and what helps them to relax; the children chose Lego, colouring, reading and building a train. Linking this with our school values, the children chose if they wanted to work independently or as part of a team. Everyone had lots of fun and enjoyed being able to express themselves through play and art!

We were also pleased to host a workshop by *Mindworks* for families of pupils who struggle with anxiety and coming into school. This built on our ASD strategies workshop and we are looking forward to hosting a workshop with them on ADHD in a couple of weeks time.



Hurst Green

Hurst Green

Our Reception children proudly took part in Wear Your SCARF Day on Monday 9th February 2026.

Run by [Coram Life Education](#), the

day celebrates the SCARF values — Safety, Caring, Achievement, Resilience and Friendship — supporting children's health and wellbeing during Children's Mental Health Week.



Tatsfield

Our school value for the week was 'kindness' and our assemblies and activities focused on a sense of belonging for all. As part of our work to support children's mental health, some of our pupils received training with Surrey Eikon to become 'Wellbeing Ambassadors'. The article that follows has been written by two of our Year 6 Junior Leaders who talk about their training and the impact of having Wellbeing Ambassadors at Tatsfield.



Tatsfield

We participated in a workshop to train us, our Kindness Ambassadors, School Councillors and Year 6 Community Leaders, to be Wellbeing Ambassadors.

What is wellbeing?

Wellbeing is feeling good and functioning well.

What is a Wellbeing Ambassador?

A Wellbeing Ambassador:

- Talks to other people about wellbeing
- Helps everyone to understand CLANG
- Represents pupil voice
- Delivers wellbeing activities
- Works with everyone in the school to champion wellbeing.

During the workshop, we learnt



Tatsfield

about the five ways of wellbeing - CLANG. CLANG stands for:

Connect: feel connected to others and feel belonging

Learn: Trying out new skills and learning new things

Active: Getting exercise and movement

Notice: Look at the world around you for positive things

Give: Give kindness to everyone

When we finished our training we were awarded with a badge. Then, during Children's Mental Health Week, the Wellbeing Ambassadors delivered an assembly on wellbeing. We shared the 'Five Ways of

Children's Mental Health Week



field



Tatsfield

Wellbeing' with the whole school. We then went into classes to share one of the 'Active' strategies and taught the other children a yoga flow.

Written by Sophie and Audrey (Year 6)



The Bridge

Warlingham

We all know what it's like to face friendship challenges at some point. Whether it's feeling unsure about social situations, wanting to meet new people, or simply hoping to help others feel included, positive connections make a big difference in our school community. That's why Warlingham launched its Buddy Programme to coincide with Children's Mental Health Week.

The Buddy Programme is open to any student who wants to build friendships—whether you're looking to make new ones yourself, or you'd like to support others in feeling welcome and connected. It's a safe, relaxed, and friendly space where students can chat, join in activities, and meet people from across the school.

The space is available fortnightly on a Tuesday during the lunch break, and is held in The Bridge. To get involved, students can speak to their Form Tutors or use the self-referral box located in The Bridge.

Everyone is welcome, whether they're looking for new friendships, wanting to help others feel included, or just curious to see what it's all about!

Woodlea

When we feel like we belong, we feel happy, safe, and ready to learn and play. It helps us grow strong in our minds and bodies, and it makes it easier to make friends, do well in school, and feel good about ourselves. We had discussions about how we can help everyone feel like they belong. We reminded ourselves how to be kind, include others, and make sure no one feels left out because everyone deserves to feel like they have a place where they are accepted, cared for, and loved. We also shared resources created by Place2Be with our parents and carers so they could build on some of the discussions in school. The resources for families are available to download by [clicking here](#).



At Bletchingley, Computing empowers children to become confident, creative and responsible digital citizens. Our curriculum inspires curiosity about technology and develops the knowledge and skills children need to thrive in an ever-evolving digital world. Through practical, hands-on learning and purposeful projects, children learn not just how technology works, but also how to use it thoughtfully and safely.



Online Safety

Each unit of learning builds progressively, revisiting key concepts so that knowledge is embedded and skills are mastered over time. Whether programming, creating digital media or exploring how networks connect the world, children are encouraged to think logically, solve problems and communicate their ideas with confidence.

Online Safety is central to our provision. Through weekly assemblies and regular classroom discussion, children learn how to stay safe online, manage digital relationships responsibly and make positive choices in virtual spaces. We aim for every child to understand both the opportunities and the responsibilities that come with using technology.

As children begin their computing journey in the early stages of school, they explore technology in their immediate environment.



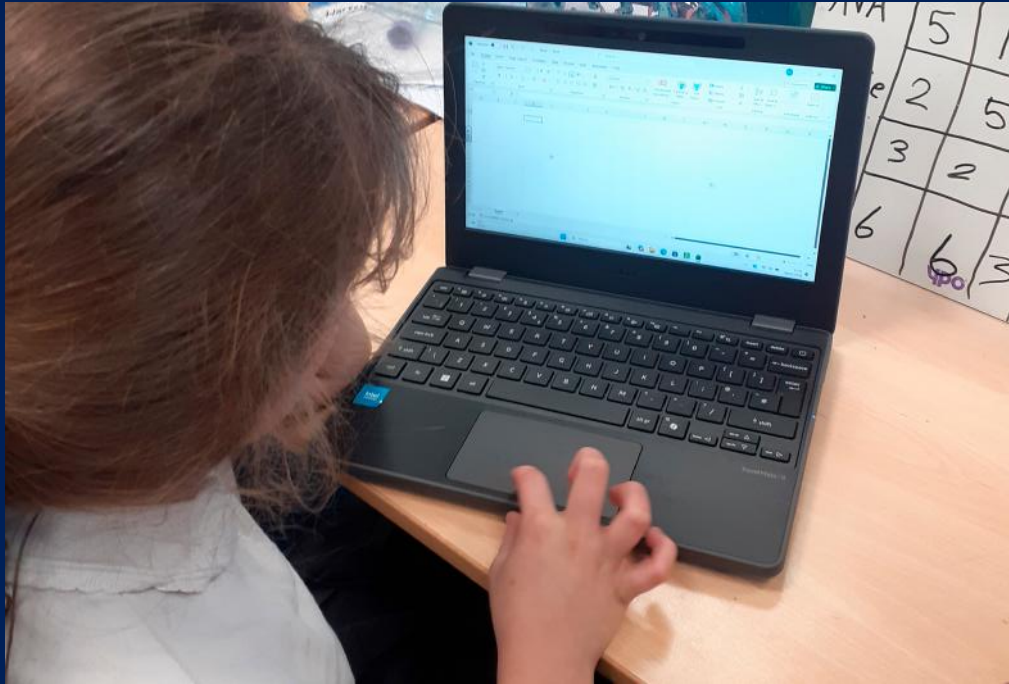
They learn to log on independently, develop mouse and keyboard control, and begin creating simple digital content. Early programming experiences introduce them to sequencing and simple algorithms, laying the foundations for computational thinking.

During this stage, children also begin exploring their digital creativity using the school computers. Inspired by the work of Henri Matisse, they experiment with shapes and carefully chosen colours to design their own vibrant digital artwork.



Connecting at Bletchingley





As children grow in confidence, they begin designing and creating more complex digital projects. They develop touch typing skills, produce presentations and documents, work with images and sound, and start

to use spreadsheets to organise and interpret data. In programming units, children write and debug increasingly sophisticated code, learning how patterns, loops and variables help them create purposeful programs.

Throughout the school, children take part in a range of exciting and practical computing experiences. They investigate algorithms by programming floor robots such as



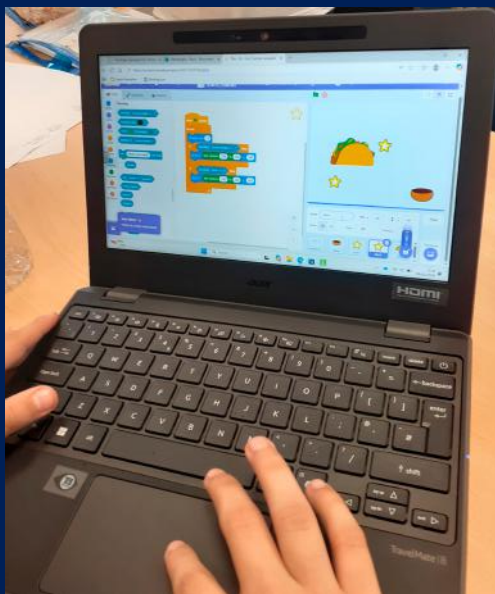
Beebots, carefully planning routes and debugging instructions to navigate around obstacles. As their confidence develops, they begin coding on laptops using Scratch, exploring sequencing and using motion, sound and event blocks to create interactive programs and animations.



Connecting at Bletchingley



Later in their journey, learners will experiment with physical computing using Micro:bits, programming them to perform useful functions such as step counters, night lights and even interactive games like rock, paper, scissors. As they approach the end of their time at Bletchingley, children design and build their own projects using Scratch, applying their knowledge of variables to create more complex programs. They also explore how data can be organised and analysed



using spreadsheets, learning about formatting, formulas and the importance of presenting information clearly.

By the end of Key Stage 2, children leave Bletchingley as capable and reflective users of technology – equipped with strong computing skills, a secure understanding of online safety, and the confidence to adapt to the digital challenges of secondary school and beyond.

Sarah Fletcher
Deputy Headteacher

Click the play button above to view a short video of one of the games made by the children.



Year 5 and Year 6 at Young Voices 2026

On Wednesday 25th February, our children had the privilege of performing with Young Voices at the O2 for their 30th anniversary! This was the first time Hamsey Green had attended the event.

The day began with the excitement of travelling up to London on the train and tube. We were proud that the children were able to navigate



public transport with ease and politeness. A member of the public even stopped us to compliment them for their train and tube etiquette!

When we arrived at the O2, we could not believe our luck. We had been allocated two private boxes for the performance. We were greeted like superstars! The rehearsal began at 2pm, and it was astonishing to hear ourselves singing with nine thousand other children from

hundreds of other schools. Having started learning the songs way back in November, we confidently rehearsed the songs in parts as some were in medleys such as the song called 'The Sea Shanty'.

The children were excited to hear Ruti, the winner of The Voice 2018, and she inspired them to join in with all the actions too. My favourite was definitely the Wicked medley and Mr Chew, Miss Burton and Miss Kerwood were also dancing.

News Round-up



At 7pm, the audience were seated, the lights went down. The children lit their glow torches and the arena turned into a starry-lit night sky. The singing blew us away for the next hour and three quarters and we couldn't have been prouder of them all.

We will be heading there biennially so our current Year 3s and 4s have something to really look forward to.





Book Week 2026

Book Week 2026 started with a blast! The children were challenged to read in the most obscure or funniest place to demonstrate their

love of reading! As part of our sustainability promise, we organised a book swap amongst year groups and the children were really pleased to be able to take home a 'new' book to love. On Thursday, for World Book Day, the children and staff donned either a costume of their favourite book character or could come in their pyjamas – to snuggle down with a book. We had a huge range from Dorothy Gales, to Harry

Potters, Crayons, Tigers and Cats, Bears and even some classics... As always, we are very excited to watch the M&M theatre production. This year, they put on The Railway Children for us - and once again our children were in awe of the acting, singing and dancing which brings the classic books to life. We are looking forward to welcoming in our families for 'Read With My Child' too.



News Round-Up



Breakfast with Your Loved One

And finally, we hosted our annual event of Breakfast with Your Loved One - this year topping 198 breakfasts served. This event is a lovely time for families to start their day in a more relaxed way than the usual school run and to see how lovely the table manners are at school!

Nikki Mace
Headteacher





As it is the National Year of Reading, we are celebrating books and sharing our love of reading

throughout the year, and World Book Day was no exception; this is always one of our favourite days of the school year!

The school was filled with characters from such a range of books, with children and staff all dressed up in amazing costumes. We started the

day with a whole school parade on the playground. All of the children from Reception up to Year 6 walked around proudly showing off their costumes and enjoyed getting into character from the offset!

During the morning, all of the staff chose a book and the children chose

ay at Felbridge



which book they would like to listen to being read. The children did not know who was going to read the book - one of the teachers, teaching assistants or administrative team - it was a surprise!

We were also lucky to have a visit from Teddy the PAT dog, who dressed up as the lion from the 'Chronicles of Narnia' series of books.





After lunch, we all stopped to 'Drop Everything and Read' for 15 minutes; this was an opportunity for the children to really immerse themselves in a book. Then, at the end of the day, our parents and carers were invited into school to enjoy books with the children; it was lovely to see so many families (136) represented for this session.



ay at Felbridge



Throughout the day, in their classes, the children took part in role-play and reading activities, such as, 'Who am I?' and 'Guess the character' from given clues. Book battles were also popular! All of the children created a character profile for their chosen character and many designed a poster, at home, for their chosen book.

After school, our fabulous Friends of Felbridge Primary School (FoFPS) team sold 'Wonder Bars', as a

fundraiser, linked to the theme of Charlie and The Chocolate Factory; the lucky winners found a golden ticket within the wrapping, which was exchanged for a prize!

It was a wonderful day and great to see so many children enjoying books and embracing their favourite character - some children and staff managed to stay in role all day!

Emma Thorp
Headteacher





Balancing



Climbing



Jumping

At Hurst Green Infant School & Nursery, Physical Education (PE) plays a vital role in supporting children's physical, social and emotional development. As an infant school, we focus on building strong foundations for movement, confidence and enjoyment of physical activity, helping children to develop healthy habits that last a lifetime.

Our Vision for Physical Education

Our PE curriculum is designed to be inclusive, engaging and developmentally appropriate for children aged 2-7. Rooted in the National Curriculum and Early Years Framework, PE supports the school's wider aim of providing a broad and balanced education that nurtures the whole child. We believe that positive early experiences of physical activity help children to:

- Develop confidence and resilience
- Build fundamental movement skills

- Learn to cooperate and work as part of a team
- Enjoy being active and healthy

Curriculum Content and Skills

Across Early Years and Key Stage 1, children take part in regular PE lessons that focus on developing fundamental movement skills, including:

- Running, jumping, hopping and skipping
 - Throwing, catching and kicking
 - Balance, coordination and agility
- These skills are taught through a

Physical Education at Hurst Green



Running



Swinging

range of activities such as games, gymnastics, dance and simple team sports. Lessons are carefully structured to be fun, progressive and accessible to all pupils, allowing every child to succeed at their own level.

Use of PE and Sport Premium

We use our Primary PE and Sport Premium funding to enhance the quality of PE provision and ensure positive outcomes for all pupils. This includes:

- Working with specialist sports coaches alongside class teachers to deliver high-quality lessons

- Providing professional development opportunities for staff to strengthen confidence and expertise in PE
- Offering children access to a wide variety of physical activities, including dance, tennis, cricket and gym-based skills
- Promoting active play during lunchtimes and throughout the school day

This approach ensures consistency, high standards and sustainability within the PE curriculum. We also offer a wide range of extra-curricular clubs to all children:



they can choose from Music and Movement, Football, Dance including Tap, Rugby Tots, Athletics and Taekwondo. We encourage all children to sign up to an after school club and work hard to promote these in school.



Outdoor Learning and Forest School

Outdoor learning is an important element of physical development at Hurst Green Infant School. All

our children participate in weekly Forest School sessions, which provide rich opportunities for physical exploration and movement in a natural environment.

Forest School supports:

- Gross motor development through climbing, balancing and exploring uneven terrain
- Physical confidence and independence

- Problem-solving, teamwork and perseverance

These sessions complement PE lessons by allowing children to apply physical skills in real-life contexts.

Inclusion and Wellbeing

PE at Hurst Green Infant School & Nursery is fully inclusive. We adapt activities to ensure that all children can participate, regardless of ability or experience. The emphasis is on

Physical Education at Hurst Green



personal improvement, enjoyment and effort rather than competition.

Physical activity also supports children's mental health and wellbeing, helping them to develop positive self-esteem, emotional regulation and social skills.

Preparing Children for the Future

By the time children leave our school, they will have developed:

- A secure foundation of physical skills



- The confidence to take part in a range of activities
- A positive attitude towards sport and exercise

Our PE curriculum aims to inspire children to remain active, healthy and engaged as they continue their education and beyond.

Sarah George
Headteacher



The Government has just announced a pilot involving social media bans, time limits and curfews at home, as it tests the next steps to give youngsters in the UK their childhood back. The pilot is being run in 300 teenage homes to inform the national consultation on children's online safety. Running alongside the digital wellbeing consultation, which is closing on 26 May 2026 and has already received nearly 30,000 responses from parents and children, the pilot will last 6 weeks and test how different restrictions affect young people's day-to-day lives. You can read the Government press release about this pilot by [clicking here](#).

Social media is woven into everyday life for young people across the UK. While it offers connection, creativity, and entertainment, excessive use can quickly become unhealthy. Many parents are

now facing a difficult question: when does normal use turn into addiction—and what can be done about it?

We thought it might be helpful, as we go into the Easter break, during which your children may be spending more time than usual on social media, to provide some information on tackling social media addiction.

Understanding social media addiction

Although social media addiction isn't officially classified as a medical condition, its effects are very real. It typically involves a compulsive need to check platforms, difficulty cutting back, and negative impacts on sleep, schoolwork, or mental health.

Children are getting smartphones earlier than ever, and platforms are designed to keep users engaged. Features like endless scrolling, notifications, and "likes" can create a powerful cycle of reward and dependency.

Warning signs to look for

It's not always obvious when use becomes a problem.



Some key signs include:

- Spending most of their free time online
- Becoming anxious, irritable, or upset when unable to access social media
- Neglecting homework, hobbies, or face-to-face friendships
- Sleep disruption due to late-night scrolling
- Constantly checking notifications

addiction: A Guide for Parents

If several of these behaviours persist, it may be time to step in.

Why it matters

Excessive social media use has been linked to:

- Increased anxiety and low mood
- Poor self-esteem, often tied to comparison with others
- Reduced attention span
- Sleep deprivation

For teenagers in particular, whose brains are still developing, these effects can be more pronounced.

Practical steps parents can take

1. Start Conversations Early

Open, non-judgmental conversations are key. Ask your child how they use social media and what they enjoy about it. Understanding their perspective builds trust and makes it easier to guide behaviour.

2. Set Clear Boundaries

Agree on rules together. This might include:

- No phones at the dinner table
- Screen-free time before bed
- Daily time limits

Consistency is more important than strictness.

3. Lead by Example

Children notice adult behaviour. If parents are constantly on their phones, limits may feel unfair or unrealistic. Modelling balanced use is powerful.

4. Encourage Offline Activities

Help your child rediscover hobbies, sports, or social activities away from screens. Real-world engagement naturally reduces reliance on digital validation.

5. Use Parental Controls

Thoughtfully

Many devices and apps offer screen time tracking and limits. These tools can be helpful, but they work best alongside communication—not as a replacement for it.

6. Create Tech-Free Spaces

Bedrooms are a good place to start. Removing devices overnight can significantly improve sleep and reduce late-night scrolling habits.

When to Seek Extra Help

If social media use is seriously affecting your child's mental health or daily functioning, it may be time to speak to a GP, counsellor, or mental health professional. Support services in the UK are increasingly aware of digital wellbeing issues.

A balanced approach

Social platforms can be positive spaces when used mindfully, offering connection, creativity, and learning opportunities. With patience, clear boundaries, and ongoing conversations, it's possible to help your child build a healthier relationship with technology.

Social media isn't going away. But with the right support, children can learn to navigate it confidently and responsibly.

We would like to remind you that you can access all previous editions of Trust Talk, our newsletter for parents, on our website - [click here](#). Each edition contains an Online Safety article. If there is a particular subject that you would welcome more information on, please do let us know by emailing us: Info@TandridgeLearningTrust.co.uk.



Warlingham School's Performing Arts team recently brought Bugsy Malone to the stage in a spectacular series of evening performances. On 5th, 6th and 7th February 2026, the show drew enthusiastic audiences

of family, friends and community members to witness nearly two hours of song, dance and theatre.

Set in 1920s New York during the prohibition, Bugsy Malone tells the tale of feuding gangs and slapstick rivalries — all performed with colourful costumes, toe tapping songs and plenty of comedy. The production's mix of acting, singing, and dancing showcased the talents of a wide range of Key Stage 3



students, supported by a band made up of staff, family and friends.

Tickets were snapped up quickly, and many people attended all three nights. The show featured musical numbers from the film and stage versions, with dances choreographed by one of our GCSE Dance, Drama and Music students.

Behind the scenes, Warlingham's creative and technical teams worked tirelessly to bring the production to life. Staff, parents and GCSE students created original artwork, sourced and tailored costumes, ran the lighting and sound desks and stage-managed the production and the sense of teamwork was evident



throughout rehearsals and the performances.

For many of the cast and crew members, Bugsy was their first time taking on major roles in a production and their commitment and enthusiasm was clear. It was also the first time our Performing Arts team have run a Key Stage 3 production, and the younger members of our school community proved that they were more than up to the challenge.

Audience members commented on how proud they were to see

such strong performances from the students, praising both the individual talent and the sense of teamwork that shone through each night.

A huge congratulations to everyone involved!

Bugsy Malone is the most recent production put together by our Performing Arts team. We aim to give young people the chance to build confidence, develop musical and technical skills and work together toward a shared goal,

looking not only to entertain but also inspire the next generation of actors, musicians and theatre makers.

We hope to see you at one of the events planned for later this year: The Spring Concert on April 30th; This is Not A Love Story (Based on Romeo and Juliet) on June 25th 26th and 27th and Warlstock IV (The only music festival you'll need this summer!) on July 11th.

*Performing Arts Team
Warlingham*



Louise Knock, our Deputy Headteacher was asked by Surrey County Council to share her experiences of developing a Surrey Healthy Schools approach. Louise

describes how, using the online Self-Evaluation Tool, The Surrey Healthy Schools approach is a golden thread which helps school leaders make health and wellbeing a core part of everything they do. Instead of just reacting to problems as they happen, this approach focuses on “preventative” education and makes sure those lessons are felt in every classroom, not just during one specific period.



Our PSHE curriculum and focus on pupils’ personal development enables children to use the knowledge, understanding and practical skills from PSHE in the real world. Pupils report that they feel more confident in tackling every-day issues.

Health & Economic (PSHE) Education



PSHE is an inclusive thread of connection across the school which supports our school ethos and values. Our assembly programme enhances this provision and gives focus to discussions through music, visitors and presentations.



At Tatsfield we mark special national and international weeks, including Fairtrade Fortnight, Children's Mental Health Week, and Anti-Bullying Week. We acknowledge that although we think of these things all of the time, these occasions shine a spotlight on these

important issues.

You can find out more about the Tatsfield provision by viewing Louise's video on the Surrey website - [click here](#) to view it on YouTube.

*Rachel Jewitt
Headteacher*



Celebrating World Book Day – National Year of Reading 2026

As 2026 marks the National Year of Reading, we celebrated World Book

Day with a week-long programme of activities designed to inspire a love of reading across the school. Many of the activities were based on feedback from pupils and parents

Parent Edition



The Railway Children

On Thursday, we were delighted to welcome a theatre company who performed The Railway Children, a

much-loved children's classic. The production was thoroughly enjoyed by all and brought this timeless story to life.

Week at Woodlea



Read with a Special Person

Throughout the week, we invited parents, carers and other special people to join the children for shared reading time. It was wonderful to see so many adults (and older siblings) enjoying books together with our pupils.

Paired Reading

Each class paired up with another class during the week to share reading time together. This remains one of my favourite activities — the children truly love reading with and supporting one another.

Our Continuous Story

Throughout the week, every class contributed to our school's "continuous story." Lambs

(Reception) began the story and passed it on to Year 1 to continue. Each class then took its turn to develop the narrative, with Year 6 tasked with crafting the ending.

This year, Lambs began the story in the present tense. Would each class manage to maintain tense consistency (as required by the curriculum), or would they choose to experiment with techniques such as flashback? The whole school discovered the answer on Friday when Mrs G read the finished story aloud. You can read the full story by [clicking here!](#)

Other activities included a Book Raffle and Book Cover Competition.

Nina Gambier
Headteacher



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