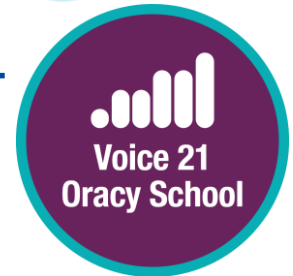


WESTBOURNE PRIMARY SCHOOL NEWSLETTER

23rd January 2026

We're on Instagram @westbourne.primary



National Year of Reading: Blue Peter Book Badges!

This year – 2026 – is the National Year of Reading! To kick off our celebrations of all things booky at Westbourne, we thought we'd give you the chance to earn your Blue Peter Book Badge!



All you need to do is write about a book you've read recently and draw a picture of a character or a scene from a book – much like our Big Book Reviews! Click on the link below for details:

<https://www.bbc.co.uk/cbbc/findoutmore/blue-peter-apply-for-a-book-badge>

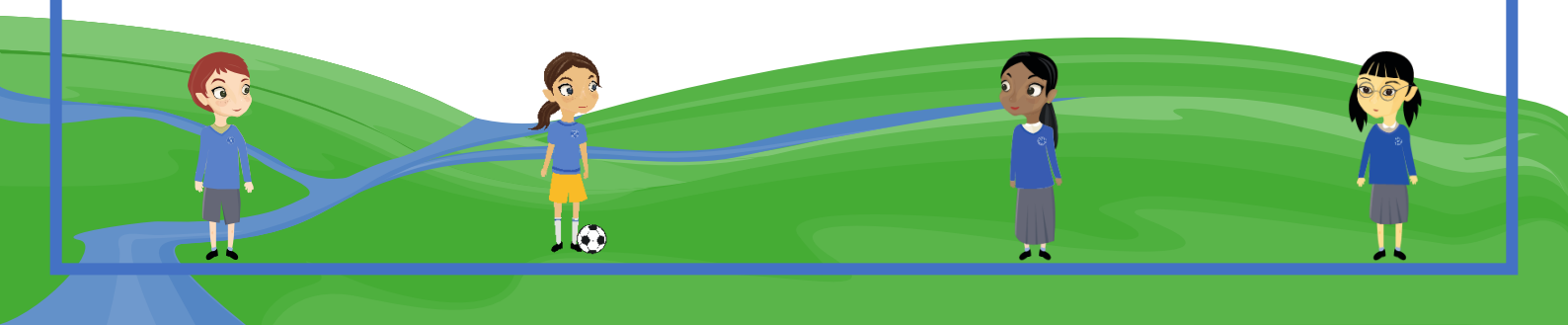
Why should you do this?

Well, not only is reading fun and a great way to spend your spare time, having a badge gives you access to a whole host of places.....FOR FREE!

Check out this link for details of the attractions you can visit in just London....and there are many more countrywide:

<https://www.bbc.co.uk/cbbc/attractions/topic/london>

Let's see how many Westbourners can earn their badges – could we be the most badged school in Sutton...or even in the whole country?!! Ask your parents to help you to apply online then wear your badge with pride!



23rd January 2026

A Night to Remember at the O2 Arena

Monday night was party night at the O2 Arena for the Westbourne choir! After lots of hard work learning songs, dances, and sign language, our special day had finally arrived. After travelling on two trains and a tube line, we were ready to begin our adventure.

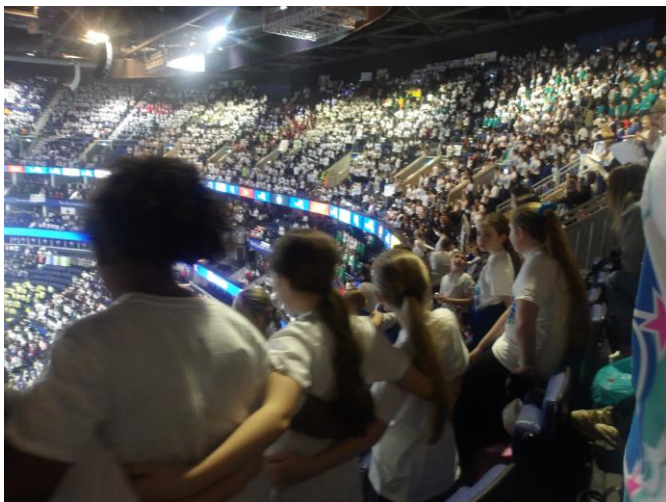
The day kicked off with a full rehearsal led by the amazing Principal Conductor, David Lawrence. A highlight for the children was performing with Urban Strides and the lively Andy Instone, the excitable dance teacher!

Our fabulous choir sang their hearts out and danced until late into the evening, sharing the stage with powerhouse vocalist Aneesa Folds and the talented Ruti, who has a special connection to Young Voices.

Parents and staff joined in the fun, showcasing their disco moves and enjoying a great rave!

What an incredible night everyone had! A huge thank you to Miss Adkins, Mrs Emans, Mrs Mills, and Mrs Owen for their invaluable support—our O2 dream team this year!

Mrs Rondeau



South Korean Teachers Delegation from the Ministry of Education

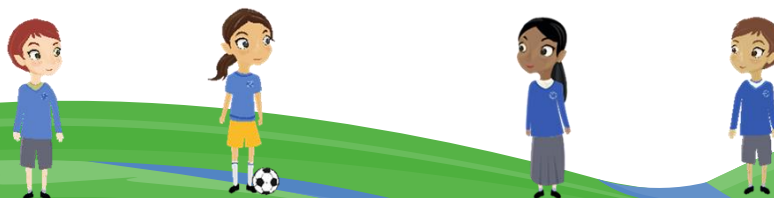
This week, we were delighted to welcome 24 primary school teachers sent from the Ministry of Education in South Korea, who were keen to learn about our digital strategy, especially with regards to our Computing curriculum here at Westbourne. During their visit, they had the opportunity to observe many Computing lessons across the Key Stages (from Y1 to Y6), and they were very impressed with the teachers' knowledge and the children's competence!

Mrs Ahmad, our Computing Leader, presented our Computing Curriculum in great detail, and answered many thoughtful questions from our audience, who found the morning very informative and fruitful.



Musical Talents

Thank you to Ethan (Y6 Derwent Class) who played *Spiritoso* on the piano as Infant and then Junior children entered for assembly on Friday morning - it was delightful!



A message of congratulations from the Secretary of State for Education

We are all very proud to share a message of congratulations from Rt Hon Bridget Phillipson, Secretary of State for Education. All Westbourne Staff are truly exceptional in providing our children with the best possible opportunities to flourish and thrive – thank you.

Mr Miracapillo

A message from Bridget Phillipson



Dear Mr Miracapillo,

Congratulations to you and your team on the excellent outcomes the disadvantaged pupils at Westbourne Primary School achieved at the end of the 2024/25 academic year. Your school's performance places it among the very best nationally, and this is a significant achievement.

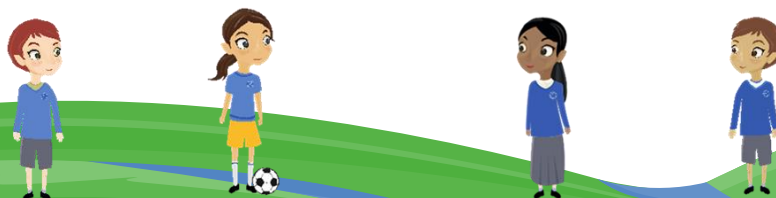
This success reflects the dedication of your staff and the hard work of your pupils. It shows what can be achieved when ambition and commitment come together. Thank you for everything you do to give children the best possible opportunities to succeed.

Your school's achievements demonstrate what is possible, and I hope you will continue to share your experience and best practice with others. Even the strongest schools can go further. We encourage you to lead the way as a system leader - sharing effective practice, championing networks, supporting collaboration, and helping raise standards across the sector.

Please pass on my thanks and congratulations to your staff and pupils. I look forward to working with you as we strive together to raise standards for all.

*Your sincerely,
Bridget*

Bridget Phillipson
Secretary of State for Education





Makaton at Westbourne

Makaton Sign of the week: *To Learn*

At Westbourne, we have introduced this sign to the children and each week there is a new sign to learn. Please ask your child to show you the sign we have been learning this week.



You can watch the clip [here](#).

Boys' Football

Six star performance!

Brookfield 1-6 Westbourne: Harrison x3, Alfie x2 and Kirish

Westbourne travelled to Brookfield on Monday for the third and final time this season - this time the boys in football league action!

The first half of football was a pure master class from the Westbourne boys. The passing was some of the best I have seen from a Westbourne side in many a year - simply outstanding.

Alfie at the base of the midfield was dominant as he controlled the game and sprayed the ball about the pitch - Brookfield couldn't get near him. Harrison got the goal fest started by coolly slotting the ball home into the bottom corner; this was quickly followed by a brace from Alfie who took advantage of being unmarked on the edge of the opponents box. Kirish then smashed a long-range shot off of the inside of the post: 0-4 to Westbourne at half time.

In the second half, Harrison continued to dominate the game with powerful, progressive runs, making it very hard for the poor Brookfield right back. Matthew, who was playing in his first game for Year 6, put in a wonderful cross for Harrison to tap in his second of the game. Right on the full time whistle he bagged his third goal!

Very well played to all the boys, a superb team performance and an outstanding win against a good side. We go again on Wednesday as we face Manor Park in the next round of the Borough Cup.

Team: Daniel, Harry, Sam, Sumithran, Affan, Harrison, Alfie, Mithun, Kirish, Matthew.

Boy of the match: Harrison. Hat-trick hero Harrison! What a performance, capped off with some wonderful goals.



HPL at Westbourne

As a **re-accredited HPL World Class School** (<https://primarysite-prod-sorted.s3.amazonaws.com/westbourne-primary-school/UploadedDocument/013b69d7-a2ed-4e8b-a945-632118753e46/newsletter-11th-july-2025.pdf>), we will continue to optimise and systematise HPL at Westbourne (for children, staff and parents, too) as members of the prestigious HPL Fellowship and Global Community.

If you are new to the school and/or wish to find out more about HPL, please find below a couple of posters summarising the HPL skills; you can also find more information by clicking on our website's HPL navigation tab: <https://www.westbourne.sutton.sch.uk/topic/hpl>

There is also a wealth of assemblies on HPL competencies on the school website: <https://westbourne-primary-school.primarysite.media/playlist/school-assemblies-spring-term-2021>

In the next few weeks, **Infants** will continue to focus on the VAAs (Values, Attitudes and Attributes – How we Behave) – see poster below.

Juniors will now focus on: **Automaticity** and **Speed & Accuracy** (part of the *Realising* cluster) – see posters on the next page.

Perseverance
To keep going and never give up, even when faced with difficulties and obstacles.



Hard-Working Hedgehog

Resilience
To overcome any problems I face and help my friends when they need help.

Practice
To repeat the same actions until I have mastered it. 'Practice makes Progress!'

Hard-working
To work hard until the best outcome is achieved, overcoming setbacks.



High Performance Learning
World Class School

Collaborative
To work as part of a team, share my ideas and listen to the ideas of others.



Empathetic Elephant

Confidence
Believe in yourself! Try new things and be proud of your achievements.

Concerned for Society
Celebrate everyone's differences and be kind to others.

Empathetic
To be aware of your own beliefs, work as a team and show empathy towards others.



High Performance Learning
World Class School

Enquiring
Be independent and willing to question ideas. Be curious and develop your own views and solutions.



Agile Alligator

Open-Minded
Be open to new ideas and flexible in challenging your opinions.

Creative and Enterprising
To be resourceful and use your initiative when faced with a challenge.

Agile
Question ideas, use your initiative and be open-minded.

Risk-Taking
Be positive and confident to try something new. Step outside of your comfort zone and don't be afraid of challenges.



High Performance Learning
World Class School





Juniors are focusing on...

AUTOMATICITY

- I can do this without thinking about it
- I can effortlessly use the facts and skills I have learnt



How do we use Automaticity?

- Times tables chanting
- Reading
- Excellent presentation
- Following school rules



World Class School

Juniors are focusing on...

SPEED AND ACCURACY

- I get to the correct answer quickly without wasting time
- I work accurately avoiding careless mistakes



World Class School





School Council's Best Behaviours!

- ✓ **Respect others at all times**
- ✓ **Look after friends and school property** - *Concern for Society*
- ✓ **Be grateful for your friends, teachers and opportunities**
- ✓ **Follow instructions given by all adults**
- ✓ **Be responsible for your choices and actions** - *Self Regulation*
- ✓ **Use your manners wherever you are**
- ✓ **Include everyone** - *Collaboration*
- ✓ **Think before you speak**
- ✓ **Play kindly and safely**
- ✓ **Try your best in everything you do**

❖ School Councillors have special stickers to reward children who follow these Best Behaviours

❖ There will be a weekly award for children who impress their School Councillor





We're a Voice 21 Oracy School!

Voice 21 is the national charity that advocates for and supports schools in delivering a high-quality oracy education. In continuing our relationship with Voice 21 for another year, we are part of a network of over 1,100 Voice 21 Oracy Schools across the UK that are transforming teaching and learning through talk.

Why oracy matters?

Oracy is articulating ideas, developing understanding and engaging with others through speaking, listening and communication.

We actively invest teaching time into creating "talk-rich" classrooms, valuing every student voice, boosting confidence, and preparing our students for their futures.

- Speaking and listening skills are critical foundations for reading and writing.
- Students with better oral language skills are more likely to achieve the highest grades in GCSE Maths and English.
- Young people with good communication skills are less likely to have mental health difficulties.

By teaching students to become effective speakers and listeners, we empower them to understand themselves, each other, and the world around them better.



Why are we a Voice 21 Oracy School?

As a Voice 21 Oracy School, we are placing oracy at the heart of our teaching and learning across all subject areas enabling students to develop and deepen their knowledge and understanding through talk in the classroom.

In Voice 21 Oracy Schools:

- 89% of students agree/strongly agree that speaking and listening has helped them make progress with their school work.
- 77% of teachers said that oracy had boosted attainment.
- 96% of teachers said that oracy is an essential part of teaching and learning.

Find out more about oracy and Voice 21 [here](#)



Online Safety: Memes

Important information about *Memes* from The National Online Safety: <https://nationalonlinesafety.com/>

At The National College, our WakeUpWednesday guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Formerly delivered by National Online Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit nationalcollege.com.

What Parents & Educators Need to Know about MEMES

Memes may look like simple jokes, but, for many teenagers, they form a shared cultural language. Quickly created and reworked, they spread across social media platforms as images with text or short videos. Nearly eight in ten teenagers share memes (79%, YPulse), making them part of daily life. While memes encourage creativity and participation, they can also spread misinformation or reinforce harmful stereotypes.

WHAT ARE THE RISKS?

SPREADING MISINFORMATION

While memes help to communicate complex topics, they can also spread misinformation. Memes may sometimes include content presenting false facts or biased viewpoints, especially around health, politics, or current events and, as they're designed to be shared quickly, young people may not question their accuracy.

EXPOSURE TO INAPPROPRIATE CONTENT

Memes are widely circulated, and not always age-appropriate, meaning young people may encounter explicit language, sexual content, or graphic imagery, even without searching for it. As memes spread fast on platforms like Instagram, TikTok, or WhatsApp, it's nearly impossible to filter them completely.

MASKED MESSAGES

Some memes are designed to be confusing or layered with hidden meanings, making them hard for parents, and, sometimes, other young people to understand. Online groups often create these memes to look like inside jokes, but they can sometimes conceal offensive, harmful, or misleading content.

HIDDEN HARMS & LOSING SENSITIVITY

When serious topics like violence, racism, or mental health are turned into jokes, children and young people may become less sensitive to these issues over time. While a funny meme may seem light-hearted, it can carry messages that belittle certain groups, encourage risky behaviour, or mock personal struggles. Repeated exposure through memes can make harmful behaviour seem normal or less important. Over time, this can blur their understanding of what is funny versus what is discriminatory, harmful, or damaging to themselves and others.

PERMANENT DIGITAL FOOTPRINT

Unlike spoken jokes, memes leave a trail. Created or shared memes can resurface later and be misunderstood, even if intended as harmless. Once online, memes may be copied, saved, or spread beyond a young person's control – digital actions can follow them into their future, shaping how they are perceived by peers, teachers, or even employers long after the original meme has been shared.

Advice for Parents & Educators

ENCOURAGE OPEN CONVERSATIONS

Talk regularly with young people and try to understand their online world – discuss what they find funny about the memes, and why. By listening without judgement, you build trust, making it easier for them to come to you if they see something harmful. Open conversations also help children and teens think critically about the messages behind memes rather than simply accepting them at face value.

TEACH DIGITAL LITERACY

Help children and young people learn to question where information comes from and whether it's reliable – developing media literacy skills prepares young people to understand and navigate through their future online lives. Show them how memes can sometimes exaggerate or misrepresent facts for laughs, and encourage them to check credible sources when memes claim to present truth.

MODEL HEALTHY BOUNDARIES

Show children and teens positive online behaviours, such as taking breaks from screens, avoiding late-night scrolling, and engaging in offline activities. Setting clear routines around screen time at home can help to reinforce healthy boundaries and reduce the risks of overuse. By modelling balanced technology use, adults can help children and young people see that digital entertainment, including memes, should be just one part of life.

FOSTER EMPATHY ONLINE

Remind children and young people that memes should never come at someone else's expense. Encourage them to think about how a meme might make another person feel before sharing or creating it. Highlight examples of positive memes that celebrate creativity without hurting others. Fostering empathy, respect, and kindness in digital spaces will help them become more aware of promoting a safer, more supportive online culture.

Meet Our Expert

Dr Cristina Moreno-Almeida is a Senior Lecturer in Digital Culture at Queen Mary University of London. She specialises in memes, online networks, and youth culture, examining how digital spaces shape identity and everyday life.

See full reference list on our website

#WakeUpWednesday The National College

@wake_up_weds /www.thenationalcollege @wake.up.wednesday @wake.up.weds

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Online Safety: Ads coming to ChatGPT

From Alan Mackenzie (Online Safety Expert)

We've all heard it, "*If you're not paying for the product, you are the product.*" This has been the mantra, particularly for social media, since the mid 2000's and it's something we teach children in school, often related to their digital footprint, where our personal (and sometimes private) information is collected and sold on to marketing agencies.

I wondered how long the free tier of ChatGPT would last, it appears not very long at all as it now appears that OpenAI need to start making a profit, and one of the ways will be with ads and a new lower-paid tier called ChatGPT Go (which will also have ads).

Lots of children and young people are using ChatGPT and in some cases are asking some very personal and private questions, so if you are teaching about their digital footprint any time soon it's worth bearing this one in mind. Apart from the fact that any GenAI model will retain the prompts and use those prompts for further training, equally important is that, unlike many social platforms, OpenAI says that they will not be selling information onto advertising agencies, but ads will be tailored by their prompts.

See here for a further explanation on the [BBC website - ChatGPT to carry adverts for some users](#).

For Parents - What I Wish My Parents or Carers Knew

The Children's Commissioner has put together a fantastic guide for parents and carers. At around 26 pages it goes into a lot of depth including:

- Screen time.
- When bad things happen.
- Artificial intelligence.
- Conversation starters.
- Actions to take checklist.
- And much more.

Download the Children's Commissioner - [What I wish my parents and carers knew guide](#), at the bottom of the page you will find a PDF download and an activity pack.





SOCIAL MEDIA

What parents need to know



TikTok

RISK:

Algorithm driven content

Content escalates quickly and can push harmful themes even without searching



Instagram

RISK:

DMs + comparison culture

Private messages and curated feeds can impact self esteem and increase anxiety



Snapchat

RISK:

Disappearing messages

Used for sexting and grooming, messages disappear making it harder to spot



YouTube

RISK:

Autoplay and recommendations

Videos can shift from age-appropriate to adult content through algorithm



Discord

RISK:

Private servers

Children can join invite-only servers with no age checks or moderation



X (Twitter)

RISK:

Minimal filtering

Graphic content, adult material and extreme views are easy to encounter



Reddit

RISK:

Anonymous communities

Some subreddits normalise self-harm, pornography or extreme views



Facebook

RISK:

Marketplace and groups

Messenger, groups and marketplace can expose children to adult interactions



Telegram

RISK:

Unmoderated groups

Encrypted channels can share explicit, extremist and harmful content

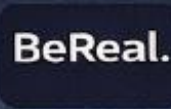


Kik

RISK:

Stranger messaging

Designed around chatting with people you don't know. Risk of grooming



BeReal.

RISK:

Stranger messaging

Highly addictive and allows friend-of-friend exposure of screenshots



Threads

RISK:

Public by default posting

Risk of harmful content and posts getting wide reach, impacting privacy

For
Working Parents

www.forworkingparents.com
[@forworkingparents](https://www.instagram.com/forworkingparents)



Illness and Attendance

Is my child too ill for school?

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

There are government guidelines for schools and nurseries about managing specific infectious diseases at GOV.UK. These say when children should be kept off school and when they shouldn't. Please click [here](#) to view the government guidelines.

We aim for all children's **attendance to be 96% and above**. When it falls below 90% we have a legal duty to inform the Local Authority which then triggers an investigation by the Education Welfare Service. When a child's attendance falls below 90%, there is a serious risk of underachievement.

Support Your Child to Succeed in School

Help your child understand that school is their very first job! Make great school attendance a priority for your child. Talk to your child about the importance of daily attendance in every class and how it contributes to his/her learning.

The Power of a Strong Finish to the Term

– *Don't Skip Fridays*

As we approach the culmination of the calendar year at Westbourne, it's crucial to highlight the impact of a strong finish on our pupils' educational journey. Fridays represent a significant fifth of the learning week, and missing half a Friday every fortnight adds up to a tenth of the entire school year. It's not just about consolidating lessons but also fostering social connections and a culture of belonging.

Let's make the most of these moments – reviewing lessons, engaging with peers, and participating in school activities. By collectively emphasizing a strong finish, we contribute to a more enriching educational experience for all at Westbourne

Developing Good Habits

Support your child in practicing good daily habits, such as:

- Finishing homework and placing it in his/ her backpack;
- Laying out clothes and the school reading book in the evening;
- Maintaining a regular bedtime for a good night's sleep;
- Leaving early enough in the morning to get to school on time;
- Turning off electronic devices one hour before bedtime.

Contact the school in the morning to communicate your child's absence.

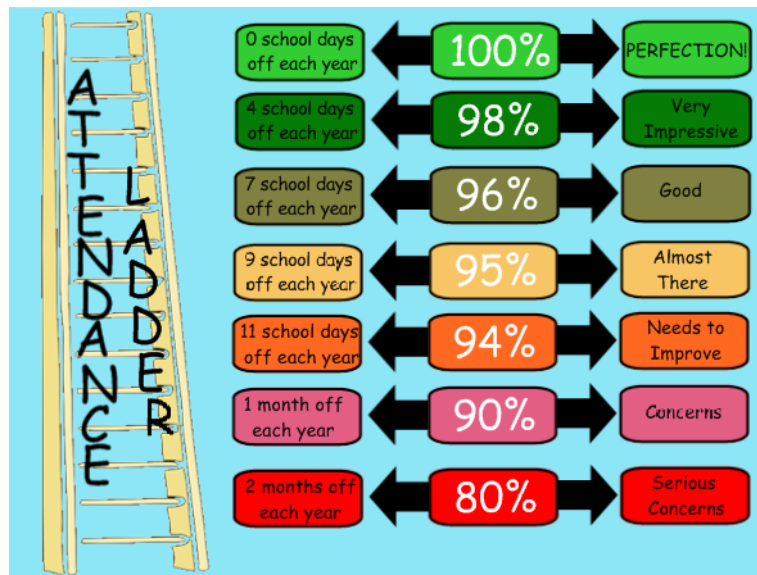


School Matters!



Weekly Attendance

Class	%
Ember	94.7
Thames	94.7
Avon	95.2
Cherwell	90.7
Waveney	92.7
Ribble	94.0
Eden	95.0
Beverley	98.7
Mole	97.3
Mersey	95.7
Kennet	95.3
Fleet	96.5
Lea	93.3
Tay	94.3
Dart	99.0
Medway	97.3
Tyne	94.3
Tweed	86.3
Trent	93.3
Derwent	96.1
Wandle	97.7



This Week's Overall Attendance

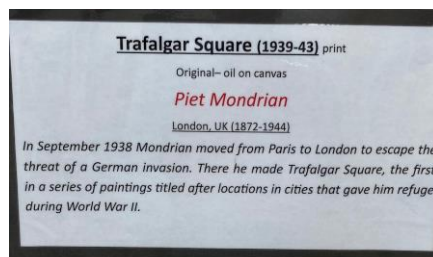
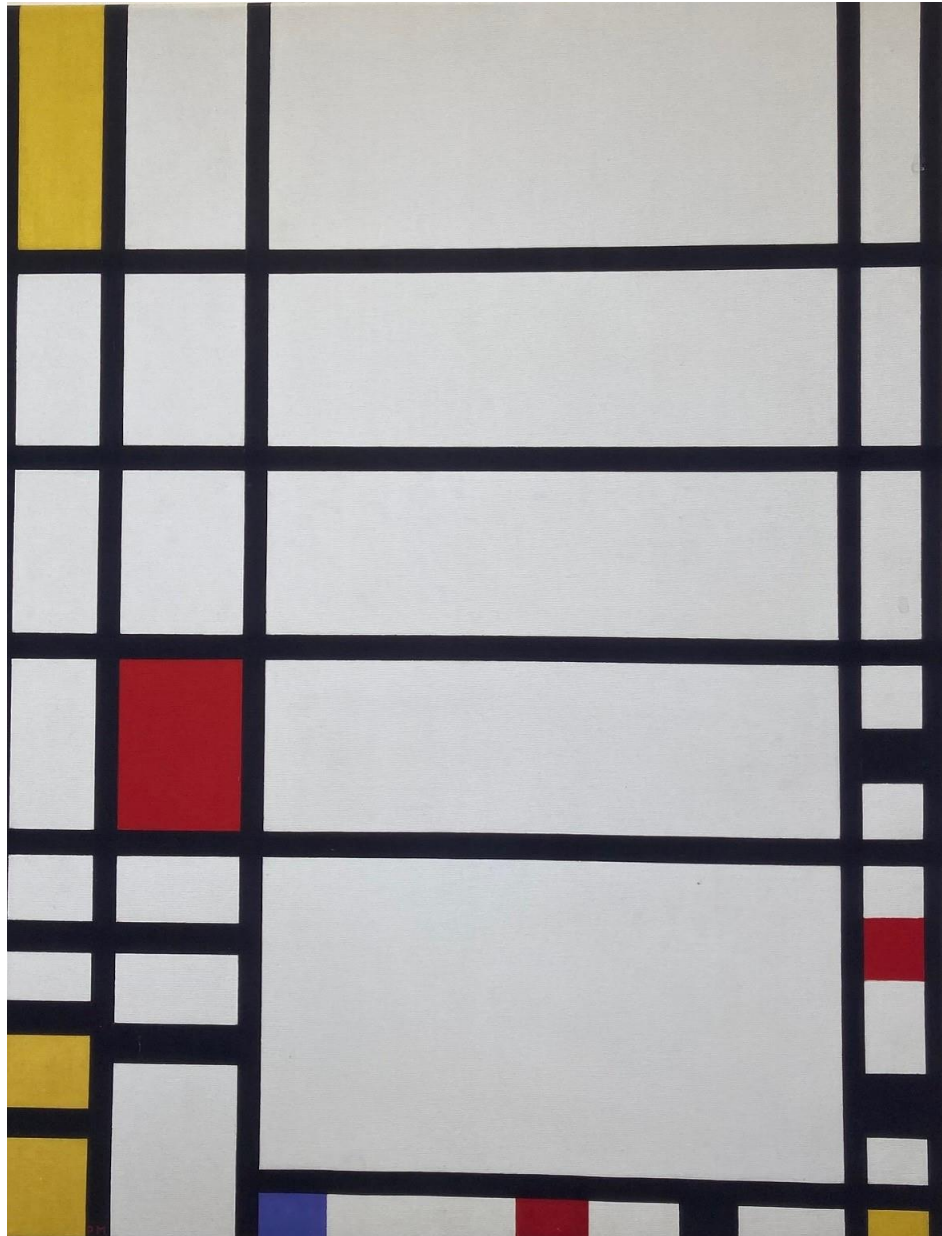
Attendance has very slightly improved this week (though not quite on target, with many children still unwell), averaging at **94.9%**. Let's get it higher next week!



Let's Focus on Art – The Westbourne Gallery

As you may be aware, a few years ago we invested in a wonderful Art Gallery at school: many beautiful paintings (quality prints on canvas, despite some children still asking whether they are the originals...) are adorning the walls of the New Build staircase.

This week, we are focusing on: *Trafalgar Square*, by Piet Mondrian, France/UK, 19th/20th century.



Attendance Policy - Reminder

Attendance is mandatory (and a parental duty) – we expect all children to be at school, unless they are unwell. Attendance is vital for the children's education, socialising and overall well-being, including their economic prosperity and long-term health – children benefit hugely from being at school!

In line with National and Local policy and guidance, we reviewed our Attendance Policy in September, which can be found on our website:

<https://primarysite-prod-sorted.s3.amazonaws.com/westbourne-primary-school/UploadedDocument/514a8ce7-c133-4850-bfbb-64e542b95cba/attendance-policy-sept-2024.pdf>

Please note the following:

Penalty Notice Fines will be considered by schools, in collaboration with the Local Authority through the Attendance Support Team, when the threshold of 10 sessions (half days) of unauthorised absence (together or separate occasions) is met within 10-school-week period – this means it can span weeks, school terms and academic years. Detailed information for parents is available in the Policy Appendix.



Attendance Service
Cantium House, Railway Approach,
SM6 0DZ



National Framework for Penalty Notices – What you need to know.

The following changes will apply from 19th August 2024:

Penalty Notice Fines will be considered by schools when the threshold of 10 sessions (half days) of unauthorised absence (together or separate occasions) is met within 10 school week period – this means it can span weeks, school terms and academic years.

NB – If in an individual case the local authority (or other authorised officer) believes a penalty notice would be appropriate if a non-attendance trend is identified, they retain the discretion to issue one before the threshold is met.

First Offences:

The first penalty notice issued to a parent in respect of a particular pupil will be charged at **£160 if paid within 28 days. This will be reduced to £80 if paid within 21 days.**

Second Offences (within 3 years):

A second penalty notice issued to the same parent in respect of the same pupil is charged at a **flat rate of £160 if paid within 28 days.**

Any Further Offence (within 3 years):

A Third Penalty Notice cannot be issued to the same parent in respect of the same child within 3 years of the date of issue of the first. If the threshold is met for a third or subsequent times within 3 years, alternative legal intervention will be taken, this may include cases being presented straight to a Magistrates' Court.

For London Borough of Sutton's Penalty Notice Code of Conduct (updated version regarding new framework to come) or further support with any attendance issues, please visit our website:
<https://www.cognus.org.uk/services/attendance-support-team/for-families/>





Sutton Neurodevelopmental Needs One Stop Shop

Support and advice for families with neurodevelopmental (ND) related needs like social skills, concentration levels or coping with change.

A new drop-in service for Sutton families of children and young people aged between 5-18, with challenges which may be related to a neurodevelopmental presentation (Autism or ADHD). This could include emotional difficulties, behavioural challenges, problems with sleep, friendship issues, sensory difficulties, attention and concentration difficulties, and hyperactivity and impulsivity. Our health and care professionals can provide information, advice and signposting, and help you access services.

- Drop-in service - no need to book
- Supportive and friendly environment
- Attend as a family, on your own or with other people who care for the young person (young people must be accompanied)
- All families from Sutton are welcome, whether or not you are on a waiting list
- No diagnosis needed
- Attending will not change your position on any waiting list

The Sutton ND Needs One Stop Shop will be held at:

Sutton Carers Centre
Sutton Gate, 1st floor
1 Carshalton Road
Sutton, SM1 4LE

Opening hours:

- 12 January 2026, 13:00-16:00
- 26 January 2026, 13:00-16:00
- 09 February 2026, 13:00-16:00
- 23 February 2026, 13:00-16:00
- 09 March 2026, 13:00-16:00
- 23 March 2026, 13:00-16:00



For more information contact
needsbasedneuro@swlstg.nhs.uk



WESTBOURNE PRIMARY SCHOOL NEWSLETTER

23rd January 2026



Headteacher's Award

HPL focus: Infants – VAAs. Juniors - Automaticity; Speed and Accuracy

Nursery: Ashar	Kennet: Aesir
Avon: Mohammad	Mersey: Philippos
Ember: Olivia	Dart: Ayaan
Thames: Gaia	Lea: Avika
Cherwell: Hazel	Tay: Eathan
Ribble: Amaya	Medway: Olivia X.
Waveney: Yuvaan	Tweed: Fatima
Beverley: Immara	Tyne: Edward
Eden: Jaiden	Derwent: Muhammad
Mole: Ben	Trent: Nahyan
Fleet: Janver	Wandle: Yash

Smart Award

Congratulations to the following children for looking smart in their uniform around the school!



Avon: Noah	Mersey: Behzad
Ember: Enis	Dart: Ayaan
Thames: Jasmine	Lea: Tawonga
Cherwell: Ayat	Tay: Marisa
Ribble: Sophie	Medway: Akaran
Waveney: Ava	Tweed: Danill
Beverley: Sami	Tyne: Leon
Eden: Andrew	Derwent: Harry
Mole: Teddy	Trent: Harry
Fleet: Amy	Wandle: Salam
Kennet: Yusuf	

Class of the week

Congratulations to the following classes:

Infants: YR Ember Class
Juniors: Y3 Kennet Class

for their excellent behaviour! Ember Class will have access to the 'Top Fun Bus' whilst Kennet Class can go on the 'Trim Trail' or – if wet - use the School Council's Drawing Box!

Lunchtime Awards

YR Thames Class (Infants) and Y4 Dart Class (Juniors) for showing great manners in the dinner hall at lunchtime! Thames Class will have the privilege of dining at the very special 'top table' in the hall, whereas Dart Class have exclusive access to the **Reading Shed**.



Full colours

Congratulations to **Benji** in Derwent Class, **Klaudia** in Trent Class, and **Patrick** in Wandle Class for having been awarded the prestigious *Full Colours* – they are now Westbourne's ambassadors! They were presented with a Full Colours jumper and a School Colours badge in Assembly – well done! Who will be next?



School Awards

Bronze: Alfie, Mithun, Timur, Ava D, Macie, Sumithran, Aruhan, Jenny.
Silver: Isabel, Ava L.

Dates for your diary (please also check the Calendar on the website)

Spring Term 2026

INSET Day: school closed to pupils

Friday 13th February

Class Photo

Thursday 26th February

World Book Day

Thursday 5th March

Mid-Year School Reports to parents

Friday 20th March

