



WESTBOURNE PRIMARY SCHOOL NEWSLETTER

30th January 2026

We're on Instagram @westbourne.primary



The Children's Trust

On Monday, Westbourne children welcomed Marjorie from The Children's Trust into our Infant and Junior assemblies. She had been invited to join us by the School Council who wanted to hand over the money that we had collected during the Christmas festivities. Following some very generous donations from the whole Westbourne Community, we were able to present The Children's Trust with a **cheque for £521.17**. Marjorie was absolutely delighted and was then happy to show us how this money would be spent; our Westbourne children watched the presentation respectfully, engaging very sensitively and thoughtfully with the topic covered (brain injuries and rehabilitation work done by The Children's Trust). Thank you all!



30th January 2026



Creating a Culture of Attendance

London RISE Open Education Fortnight

We are delighted to announce that we have been selected to be part of *London RISE* (Regional Improvement for Standards and Excellence) *Open Education Fortnight 2026*. We are one of approximately one hundred London schools opening their doors to other education professionals to share strong practice around one or more of the four national educational priorities: attendance, attainment, best start in life and mainstream inclusion.

Our workshops will focus on: *Creating a Culture of Attendance*. We look forward to welcoming many school leaders to Westbourne!

More information is on our website: <https://www.westbourne.sutton.sch.uk/rise-open-education-fortnight/>



Holi Assemblies

We are very grateful to Nabhi from the *London Institute of Vedic Education* for delivering two engaging and informative assemblies on Holi, the Hindu Festival of Colours. The children learned a great deal about Hinduism: its main beliefs, its annual celebrations and, of course, the story of Holi and its significance in the Hindu liturgical calendar. The children listened very intently and posed very thoughtful questions. At the end, a few teachers (Mrs Rondeau, Mrs Philand, Miss Adkins, Miss Craig, Miss Bethany and Mr Miracapillo) enacted the Holi celebrations by throwing multi-coloured powder at each other – much to the children's surprise and entertainment!



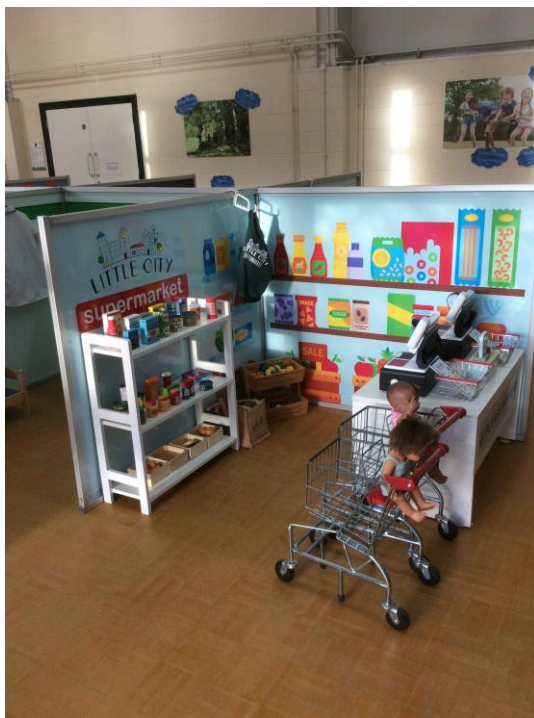
30th January 2026

Little City Visit

The Nursery and Reception children had a very exciting visit from Little City today, when they had the opportunity to experience lots of different types of jobs whilst developing their language, social and imaginative skills along the way!

The children all behaved beautifully and had the most amazing time pretending to be doctors, vets, builders, firefighters and mechanics to name just a few!

Thank you to Nikki from Little City for setting up such a wonderful role-play experience for our children.

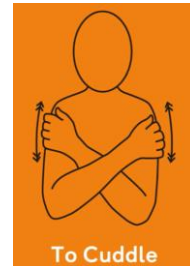




Makaton at Westbourne

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](#).



January Attendance – Infant and Junior Classes of the Month

INFANTS – Congratulations to **Y2 Beverley Class** for winning – again - the Infants Attendance 'Class of the Month' trophy with 97.1% – a good result. In second place came Y2 Mole Class with 96.1%; in third place was YR Thames Class with 95.8%.

JUNIORS - Congratulations to **Y6 Wandle Class** for winning the Juniors Attendance 'Class of the Month' trophy with 98.7% - a great result! In second place came Y4 Dart Class with 98.5% ; in third place was Y5 Medway Class with 97.6% - well done!



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.

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

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



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](#)



School Avoidance

Important information about School Avoidance 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 SCHOOL AVOIDANCE

School avoidance refers to reduced attendance or non-attendance at school by a child or young person. In 2022-23, more than one in five children in England were found to be absent from school over 10% of the time. This guide focuses on school avoidance with an emotional basis, offering expert mental health advice. However, it's important to remember that school avoidance is a hugely subjective experience which requires a tailored, individual approach.

UNDERSTANDING SCHOOL AVOIDANCE

REASONS FOR ABSENCE

School avoidance is sometimes underpinned by several factors rather than one single cause. This could include something going on for the child or young person within the family or at school. A child may have caring responsibilities at home, for instance, or a change in family dynamics; bullying and friendship difficulties at school; pressure to achieve in schoolwork and exams; or moving from primary school to secondary school.

PATTERNS OF ABSENCE

You may notice patterns in regular absences or children regularly expressing that they don't want to attend school (particularly being reluctant to leave home on school days). If a child or young person is neurodiverse, there is some evidence to suggest there are more aspects of school life which can cause distress – such as changes in the environment, changes of routine and sensory stimuli.

COMPLAINTS ABOUT PHYSICAL SYMPTOMS

There may be an increase in a child or young person's complaints about physical symptoms, particularly on school days or the evening before school. These could include tummy aches, headaches, or saying they feel ill when there doesn't appear to be a medical cause. Always check with the GP first to rule out medical causes or illness.

IMPACT OF SCHOOL AVOIDANCE

LEARNING AND DEVELOPMENT

School refusal can negatively impact a young person's learning and development. Attending school on a regular basis not only supports academic attainment but is also important for the development of key life skills and the growth of children and young people as citizens.

LONG-TERM OUTCOMES

The difficulties associated with school non-attendance can be far reaching and may have a negative impact on long-term outcomes. It may, for example, lead to reduced future aspirations, poor emotional regulation, mental health difficulties, limited academic progress and restricted employment opportunities.

CYCLE OF ABSENCE

Consistent absences may contribute to sustained school avoidance over time. Further to this, the longer a pupil is out of education, the more likely it is that there is a rise in their ongoing need to avoid the activity making them anxious – increasing their desire to stay at home.

Advice for Parents & Educators

WORK TOGETHER

If there's a concern about a child's absence and emotional wellbeing, it's important that there is clear communication and a consistent approach between the child's parents and the school, so you can take a child-centred approach together towards a plan of support or reintegration. This ensures a consistency of approach from both home and school, creating better outcomes for the child.

FOLLOW REGULAR ROUTINES

Children can benefit from a regular and consistent routine. This could be a morning routine, from waking up and having breakfast through to getting dressed, packing their bag and leaving the house. A consistent evening routine which is calm and spent away from screens can also give children much needed predictability and familiarity. Schools can help create a timetabled routine for the child's school day, if required.

MANAGE OVERWHELMING FEELINGS

Acknowledge the child's worries, listen and discuss coping strategies together to help them manage difficulties. These could include mindfulness, deep breathing or going for a walk. This helps them understand that you are working together towards a common goal, and that these strategies can be used when bigger feelings arise.

RECOGNISE POSITIVE STEPS

Drawing attention to a child's successes – be they big or small – can help to give them some much-needed confidence and motivation. Celebrate these daily victories – such as getting out of bed on time or completing school work – and don't hesitate to let the child know when you're impressed or proud of them. Such an approach can go a long way.

Meet Our Expert

With 30 years' experience as a teacher, trainer, consultant and interim executive board member, Anna Bateman has a superb understanding of what works in pedagogy, school improvement and leadership. She has also advised the Department for Education on their mental health green paper.

#WakeUpWednesday The National College

Source: See full reference list on guide page at nationalcollege.com/guides/school-avoidance

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

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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.

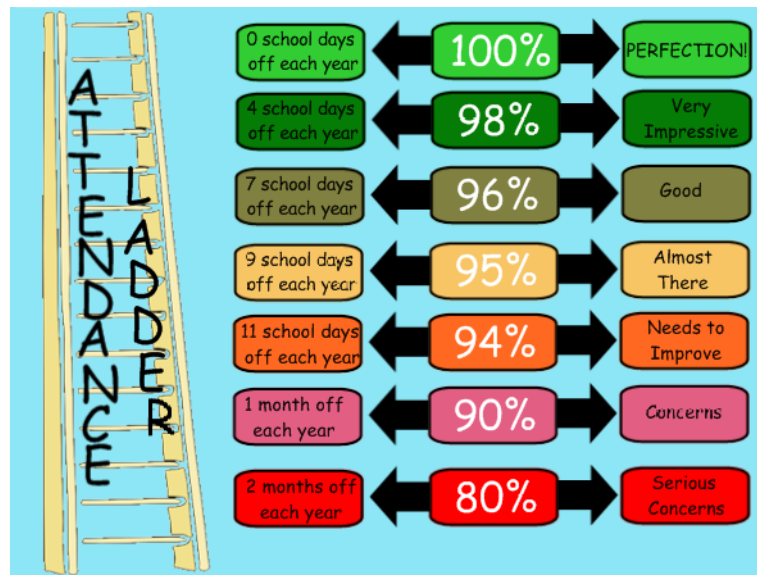


School Matters!



Weekly Attendance

Class	%
Ember	96.3
Thames	94.0
Avon	90.7
Cherwell	87.2
Waveney	92.0
Ribble	96.3
Eden	90.7
Beverley	94.0
Mole	93.7
Mersey	95.7
Kennet	95.3
Fleet	94.8
Lea	93.7
Tay	97.7
Dart	98.7
Medway	96.0
Tyne	95.7
Tweed	95.3
Trent	93.3
Derwent	93.5
Wandle	98.7



This Week's Overall Attendance

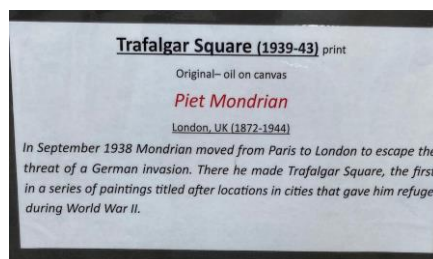
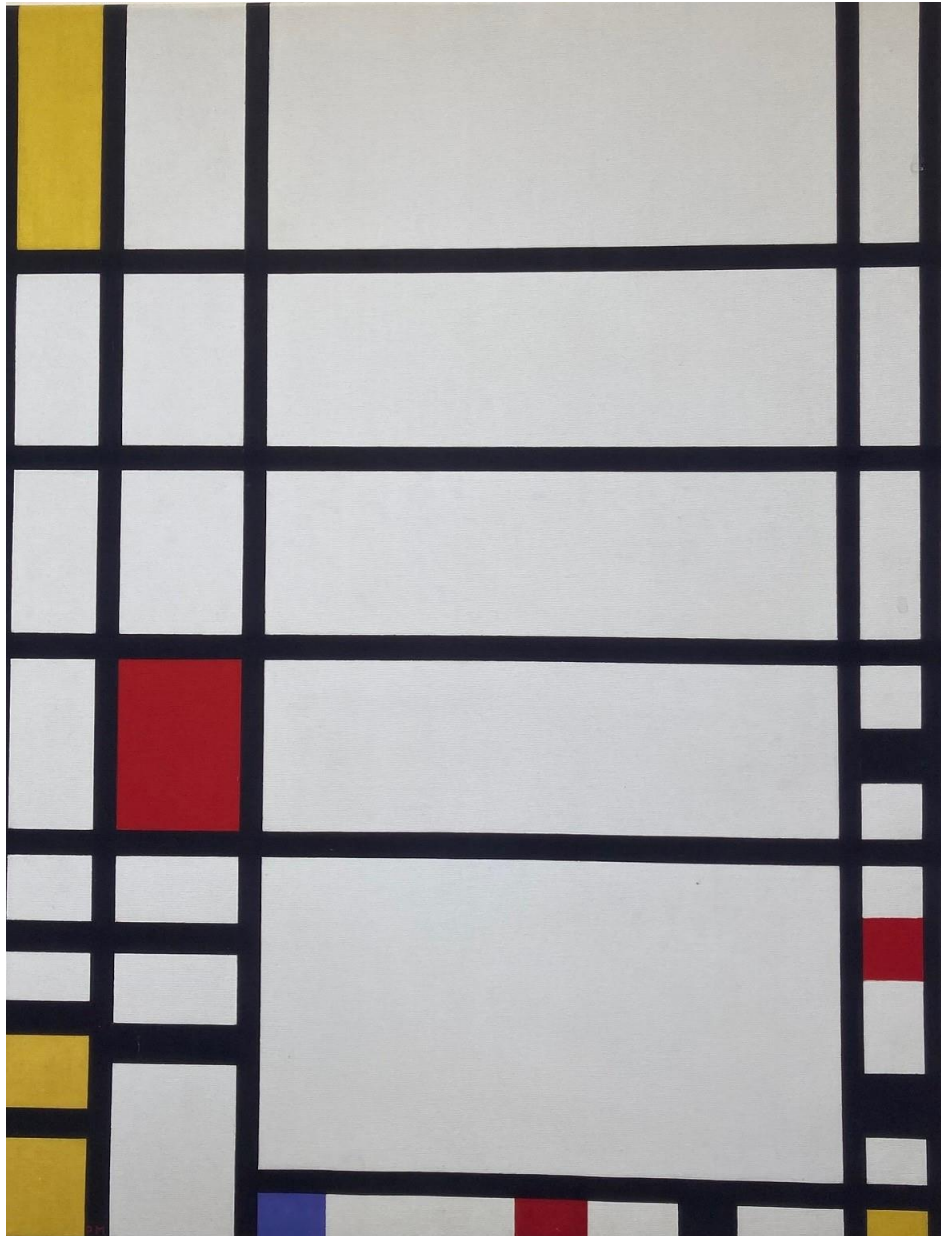
Attendance has slightly dropped this week (many children are still unwell), averaging at **94.5%**. Let's get it higher next week!



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/>





PARENT & CARER WORKSHOP

Topic: Understanding Stammering:
Practical Support for Parents / Carers-
Learn, share, and support your child's
journey with stammering.

This workshop aims to cover:

- What is stammering/fluency?
- Understanding the **nature of stammering** and **how it presents** in children and young people.
- **Factors influencing fluency.**
- Exploring what can make speaking easier or more challenging.
- **Practical strategies** to help language development, environmental considerations and discussions about feelings towards stammering.
- **Signposting** to trusted resources and professional help if wanted.
- An opportunity for **group discussion** or to **meet other families** in safe space to share experiences and ideas.

Don't forget to also check out our other training on:
Emotion and sensory regulation, language
development, functional life skills & independence

Date: 18th
February 2026

Time: 12-30-
2.30pm

Location:
First Floor
Cantium House
Railway
Approach
Wallington
SM6 0DZ

Please sign up on
the Cognus
website where
you can find here:

<https://www.cognus.org.uk/services/cognus-therapies/training-and-workshops/parent-training/>

OR

via our photo link



Education Wellbeing Service Webinar

Supporting Siblings of Children with SEND

This webinar invites parents/carers of children aged 7 years and above to explore the special nature of the sibling relationship when one or more children has additional needs, with practical advice about how to foster sibling harmony, manage rivalry and, most importantly, keep your own wellbeing in mind.



South West London and
St George's Mental Health
NHS Trust

Education
Wellbeing
Service



DATE / TIME

Monday 9th February
7.00-8.30pm



Scan the
QR code
or
[click here](#)

LOCATION

Online - Hosted on Teams

Sign up to either event
for free on Eventbrite
by scanning the QR Code.

You can also check out
our other events by
[clicking here](#)

wellbeinginschoolsevents@swlstg.nhs.uk

DATE / TIME

Tuesday 10th January
1.30-3.00pm



Scan the
QR code
or
[click here](#)





South West London and
St George's Mental Health
NHS Trust

Education
Wellbeing
Service

Education Wellbeing Service Webinar

Starting Early: How to help your child learn practical skills at a young age

This webinar aims to help empower parents to think about the skills and tasks they would like their nursery and reception aged children to learn.

This might be simple home tasks like using cutlery properly or wider life skills like early understanding of road safety.

The webinar will focus on increasing children's capability and parental confidence using everyday practical examples and advice.



DATE / TIME

Monday 23rd February
8.15-9.30pm



Scan the
QR code
or
[click here](#)

LOCATION

Online - Hosted on Teams

Sign up to either event
for free on Eventbrite
by scanning the QR Code.

You can also check out
our other events by
[clicking here](#)

wellbeinginschoolsevents@swlstg.nhs.uk

DATE / TIME

Friday 27th February
12.00-1.00pm



Scan the
QR code
or
[click here](#)





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





JAKE CARRUTHERS
TENNIS COACHING





TENNIS CAMPS



FEBRUARY HALF TERM

KIDS CAMPS

Mon 16 Feb – Fri 20 Feb - 5 days
9 – 12pm



4-8 Years

Mon 16 Feb – Fri 20 Feb



9+ Years

Mon 16 Feb – Fri 20 Feb

Full Week 9-12pm		Single Half Day	
Member	non member	Member	non member
£94.50	£109.50	£20.25	£23.25

ADULT TENNIS CLINICS

Mon 16 Feb – Fri 20 Feb - 5 days
12.30 – 2pm

These clinics will focus on improving technique on the following shots

Monday: Forehand,
Tuesday: Backhand
Wednesday: Volley And Smash,
Thursday: Serve
Friday: Slice Forehand And Backhand

Courts 5 and 6: 16 places will be available per day for the Adult Tennis Clinics



Full Week 9 - 3pm	
Member	non member
£62.50	£77.50
Single Day	
Member	non member
£13.50	£16.50

or for more information and to book Email Jake at:
JAKECARRUTHERS1@GMAIL.COM
OR VISIT **SUTTONCHURCHSTENNIS.CO.UK**



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30th January 2026



Headteacher's Award

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

Avon: Isaac
Ember: Elif
Thames: Anvit
Cherwell: Olivia
Ribble: Christian
Waveney: Abhay-Ram
Beverley: Sami
Eden: Mason
Mole: Oliver
Fleet: Matilda
Kennet: Dimitrios

Mersey: Hayley
Dart: Yat Sum
Lea: Theo
Tay: Mithran
Medway: Olivia K.
Tweed: Flora
Tyne: Harrison
Derwent: Laura
Trent: Muhammad
Wandle: Victoria

Smart Award

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



Avon: Mishka
Ember: Hillary
Thames: Nathaniel
Cherwell: Alesha
Ribble: Maddison
Waveney: Maisie
Beverley: Max
Eden: Alisha
Mole: Lulu
Fleet: Eron
Kennet: Sanaa

Mersey: Rita
Dart: Aamira
Lea: Avery
Tay: Oliver
Medway: Regan
Tweed: Tashya
Tyne: Alex
Derwent: Amelia
Trent: Lily
Wandle: Erik

Class of the week

Congratulations to the following classes:

Infants: Y1 Cherwell Class
Juniors: Y5 Tweed Class

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

Lunchtime Awards

Y1 Ribble Class (Infants) and **Y6 Trent Class** (Juniors) for showing great manners in the dinner hall at lunchtime! Ribble Class will have the privilege of dining at the very special 'top table' in the hall, whereas Trent Class have exclusive access to the **Reading Shed**.



Full colours

Congratulations to **Ethan** in Derwent Class, **Kirish** in Trent Class, and **Grahati** 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: Anthony and Zara.

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

Spring Term 2026

INSET Day: school closed to pupils

Friday 13th February

World Thinking Day/ Founder's Day

Monday 23rd February

Class Photo

Thursday 26th February

World Book Day

Thursday 5th March

Mid-Year School Reports to parents

Friday 20th March

