



WESTBOURNE PRIMARY SCHOOL NEWSLETTER

27th February 2026

We're on Instagram @westbourne.primary



Y3s Visit to The Horniman Museum

The Year 3 trip to the Horniman Museum was a brilliant day packed with curiosity, hands on learning, and plenty of excitement. The children took part in an engaging *Ancient Egyptians workshop*, where they explored real artefacts and uncovered fascinating facts linked to our History curriculum. They also enjoyed a walk to meet the museum's friendly animals: goats, sheep, guinea pigs, rabbits, chickens and ever-popular alpacas, before heading into the interactive music gallery to experiment with instruments from around the world. In the World Gallery, the children explored a range of sensory experiences—breathing in soothing herbal aromas in the Asian encounter, feeling the intricate Tuareg metalwork in the African encounter, and discovering different Arctic materials in the American encounter. The visit finished with a wander through the aquarium. The exhibit showcases aquatic environments from around the globe, ranging from the British pond to Fijian coral reefs, and captured everyone's imagination. It was a fantastic adventure that brought classroom learning to life and left the children buzzing with discoveries.





World Thinking Day and Founder's Day

In Monday's Assemblies, we discussed World Thinking Day and Founder's Day, both celebrated annually on February 22nd by Scouting and Guiding movements worldwide. This date commemorates the shared birthday of the founders of the movement, Lord Robert Baden-Powell (born 1857) and his wife, Lady Olave Baden-Powell (born 1889).

While they share the same date, they are often marked with slightly different focuses:

Founder's Day (Scouts): Focuses on reflecting on the legacy of Lord Baden-Powell, celebrating shared values, and renewing the Scout Promise.

World Thinking Day (Guides/Girl Scouts): A day of international friendship where members think of their "sisters" in the global movement, originally established in 1926.

It was lovely to see so many children representing their group with pride by wearing their special uniform!



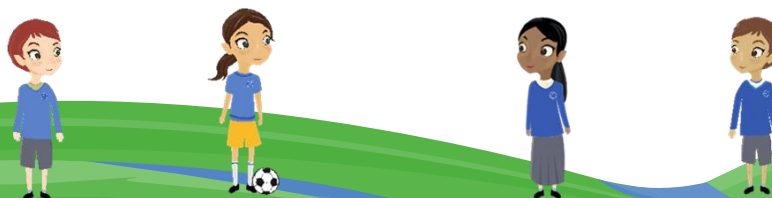
Makaton at Westbourne

Makaton Sign of the week: *Spring*

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](#).



27th February 2026

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: **Connection Finding** and **Imagination** (part of the *Linking* 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



CONNECTION FINDING



- What knowledge can I use from previous learning to help with new learning?
- Can I make connections between different parts of my learning?



IMAGINATION



- I know that to solve problems I need to think of solutions.
- I ask, 'What if...?' to begin my solution...
- I use prior knowledge to think of a solution





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: Generative AI Safety

Important information about *Generative AI Safety* 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 GENERATIVE AI SAFETY

Generative AI tools – such as ChatGPT – are now commonly used by children. In fact, 3 in 4 pupils in the 2024 Annual Literacy Survey reported using generative AI, up from just 2 in 5 the previous year. While these tools can boost learning and creativity, they also raise concerns around misinformation, privacy and overuse. This guide explores the key risks and how to support safe use.

WHAT ARE THE RISKS?

MISINFORMATION AND ACCURACY

Generative AI can sometimes produce false or misleading content. Children – and even adults – may assume the information is accurate and trustworthy. This can affect learning and understanding of important topics. It's vital to teach children to critically assess all information, even when it comes from AI.

Real
Fake

REDUCED CRITICAL THINKING

Relying too heavily on AI-generated responses may reduce children's willingness to think independently. If they consistently use AI to solve problems or complete tasks, it could impact their ability to reason, analyse and form their own ideas. Encouraging thoughtful reflection is key.

EXPOSURE TO INAPPROPRIATE CONTENT

Because generative AI is trained on vast datasets from across the internet, there is a chance it may occasionally generate harmful or inappropriate content. Without supervision, children could encounter disturbing or unsuitable material. Active monitoring and clear usage boundaries can help reduce this risk.

CENSORED

DIGITAL DEPENDENCY

Regular use of generative AI can contribute to increased screen time and less real-world interaction. If left unmanaged, it may affect physical activity levels, sleep, and social development. Striking a healthy balance between online and offline activities is important for wellbeing.

PRIVACY AND DATA SECURITY

Some AI tools ask for personal details or store users' interactions. If privacy settings are not correctly configured, children's personal data could be exposed or misused. Teaching good digital hygiene and setting strong privacy controls is essential for protecting children online.

UNCLEAR ETHICAL BOUNDARIES

Children may not fully understand the ethical implications of using AI to complete homework or creative tasks. This can lead to unintentional plagiarism or dishonest academic practices. Conversations around responsible use and academic honesty are crucial.

Advice for Parents & Educators

ESTABLISH CLEAR GUIDELINES

Set clear, age-appropriate rules for when and how generative AI can be used. Reinforce these regularly to help children develop a healthy, respectful and informed relationship with the technology.

ENCOURAGE CRITICAL EVALUATION

Help children to question the accuracy of AI-generated information and seek out additional trusted sources. This builds essential digital literacy skills and supports better decision-making.

PROMOTE ACTIVE SUPERVISION

Keep an eye on how the children in your care use AI tools. Check in regularly to ensure they're using them appropriately and be ready to step in if something doesn't feel right.

ENHANCE PRIVACY AWARENESS

Talk to children about the importance of keeping personal information private. Make sure privacy settings are in place and explain how data shared with AI tools could be used.

Meet Our Expert

Brendan O'Keeffe, Deputy Headmaster and Director of Digital Strategy at Eaton House Schools, has extensive expertise in digital safety, safeguarding, and generative AI in education. As an author and speaker on digital literacy and online safety for institutions such as The National College, Brendan guides parents and educators in creating safe digital learning environments.

#WakeUpWednesday

The National College

[@wake_up_weds](https://twitter.com/wake_up_weds)
[/www.thenationalcollege](https://www.facebook.com/www.thenationalcollege)
[@wake.up.wednesday](https://www.instagram.com/wake.up.wednesday)
[@wake.up.weds](https://www.tiktok.com/@wake.up.weds)

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Online Safety For Parents: Tips for Raising Digitally Resilient Children

From Alan Mackenzie (Online Safety Expert)

Every parent knows how difficult it is to monitor their children whilst they're online. It can be difficult asking children what they're seeing, their motives, healthy screen habits and more.

Written by a clinical psychologist, BBC Bitesize have released some new advice and support for parents. Although aimed at parents of teenagers, I think this would be useful for any parent. Additionally there are resources called [Solve the Story](#) which would work well in the classroom.

Article and resources: [Screen time and resilience: a psychologist's guide](#)



Primary Family Support Group

Empowering parents to build healthy relationships with their children

When: Wednesdays at 12.30 -1.45pm

Venue: Limes College, Sutton West Site, Robin Hood Lane, Sutton, SM1 2SD

Entrance: The group will take place at the top of the site, in the old Youth Centre building on the main road (Robin Hood Lane) via a green gate and a purple door

Dates:

04/03/26: Introductions, parenting styles, starting to think about behaviours you would like support with

11/03/26: Parental mental health and well-being

18/03/26: Promoting positivity in children

25/03/26: Behaviour, expectations and boundary setting

15/04/26: E Safety

22/04/26: Promoting resilience, children's mental health, well-being and self-esteem

29.04.26: Pulling it all together and evaluation

All welcome!

Whatever challenges you are facing – you are welcome to come along for support!

We would like to extend this invite to all parents of a primary aged child in the London Borough of Sutton. We hope to offer parents a safe space to meet other parents in a similar situation. To learn more about different topics and explore new ideas that will support your child's social emotional growth and development.

Whilst we know that some parents may not be able to attend every session, we do encourage parents to attend as many sessions as possible. As the group develops with each session, trust and relationships will build, and parents will hopefully feel more supported by each other and grow in confidence.

Once you have signed up to the group, we ask that parents contact Jodie or Nibby if for some reason you are unable to attend that week

Parents will:
Feel more empowered
and confident to trust
their own judgements
when supporting their
children

FOR MORE
INFORMATION AND TO
REGISTER YOUR
INTEREST AND TO
DISCUSS ANY QUERIES
PLEASE EMAIL EITHER:
NIBBY, JODIE OR JACKIE

Nibby:
nibby.withers@coagnus.org.uk

Jodie Desai:
idesai@thelimescollege.org



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.

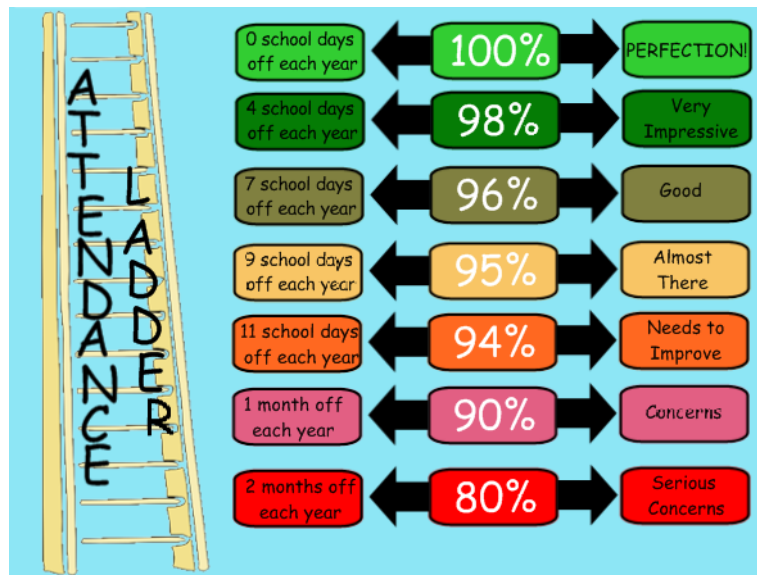


School Matters!



Weekly Attendance

Class	%
Ember	97.6%
Thames	95.0%
Avon	99.6%
Cherwell	94%
Waveney	97.3%
Ribble	96.2%
Eden	97.6%
Beverley	94.6%
Mole	97.3%
Mersey	98.3%
Kennet	98.3%
Fleet	97.3%
Lea	100%
Tay	96.0%
Dart	97.3%
Medway	97.3%
Tyne	96.6%
Tweed	94.0%
Trent	96.7%
Derwent	96.6%
Wandle	91.6%



This Week's Overall Attendance

Attendance has greatly improved this week, averaging at **96.7%**. Well done – let's keep it up ☺



Let's Focus on Art – The Westbourne Gallery

As you may be aware, a few of 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: ***Convergence***, by Jackson Pollock, USA, 20th century.



Convergence (1952) print

Original– oil on canvas

Jackson Pollock

New York, USA (1912-1956)

Perhaps his most famous work was a painting entitled Convergence, which was a collage of colours splattered on a canvas that created masterful shapes and lines that evoke emotions and attack the eye.



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/>



Young Artists' Summer Show

2026

The Young Artists' Summer Show is a free, open submission exhibition for young artists aged 4–18 living and studying in the UK.

Students can submit one artwork for consideration which will be judged by a panel of artists and arts professionals. Selected artworks will be displayed at the Royal Academy of Arts either onsite or online. The RA will award prizes for inspiring artworks.

How to enter

From 5 January 2026, teachers will be able to register their school. Next, teachers and parents/guardians can submit artworks via the RA website until 4 March 2026.

Important dates

5 January–4 March 2026

Registration and submission open

May 2026

Judging

14 July 2026

Online exhibition opens

14 July–30 August 2026

Display at the RA open



Education
Wellbeing
Service



Education Wellbeing Service Webinar

Supporting common child anxieties and worries including around exams

It can be hard sometimes to know how best to support your child's fears and worries. This webinar provides a range of guidance, tips and tools for supporting common childhood fears and worries, including around exams.

We will look at different ways you can:

- Talk with your child about worries
- Identify key worries
- Support your child with their anxieties and worries
- Provide some key resources

DATE / TIME

Tuesday 24th March
1.00-2.00pm



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

Thursday 26th March
7.00-8.00pm



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



27th February 2026



Headteacher's Award

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

Nursery: Kazhim
Avon: Haider
Ember: Jiyansh
Thames: Halimah
Cherwell: Daniel
Ribble: Mila
Waveney: Steven
Beverley: Max
Eden: Kanae
Mole: Sam
Fleet: Aadhira

Kennet: Annabelle
Mersey: Adiva
Dart: Usaim
Lea: Petros
Tay: Kamen
Medway: Adrian
Tweed: Monica
Tyne: Prahan
Derwent: Nicolas
Trent: Eghosa
Wandle: Timur

Smart Award

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



Avon: Anson
Ember: Jiyansh
Thames: Anna
Cherwell: Karina
Ribble: Inaaya
Waveney: Liana
Beverley: Mia
Eden: Jonas
Mole: Shreehansh
Fleet: Matilda
Kennet: James

Mersey:
Dart: Yuchen
Lea: Aidan
Tay: Cora
Medway: Anya
Tweed: Micah
Tyne: Jasper
Derwent: Hannah
Trent: Macie
Wandle: Niall

Class of the week

Congratulations to the following classes:

Infants: Y2 Mole Class

Juniors: Y3 Mersey Class

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

Lunchtime Awards

Y3 Ember Class (Infants) and **Y5 Tweed Class** (Juniors) for showing great manners in the dinner hall at lunchtime! Ember Class will have the privilege of dining at the very special '**top table**' in the hall, whereas Tweed Class have exclusive access to the **Reading Shed**.

School Awards

Bronze: Ashwin and Muhammad.

Silver: Benji.

Gold: Jessica.

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

Spring Term 2026

World Book Day	Thursday 5 th March
Mid-Year School Reports to parents	Friday 20 th March
Class Photograph (new date)	Thursday 16 th April

