



High
Performance
Learning

World Class School



WESTBOURNE PRIMARY SCHOOL NEWSLETTER

18th September 2026

We're on Instagram @westbourne.primary



Y2 Trip to Painshill Park

This week, Beverley and Mole Class were lucky to enjoy a trip to Painshill Park... the excitement started as soon as we sat down on the coach! When we arrived, we were met by a story teller who took us on a Fairy Tale journey with Red Riding Hood; our adventure to find Grandma's house began. Along the way, we had to build a house for Baby Bear, wake Sleeping Beauty, make Troll faces and safely cross a bridge without waking the troll! When we finally thought we had found Grandma's house, the wolf appeared! There was a wolf chase but, luckily, we all made it safely back to Grandma's house! In the afternoon, we had so much fun: exploring forest school, making dens, a river, and cooking in the forest kitchen. It was the best day ever!

Thank you to all the staff who came along to support the children's brilliant adventure!



Y6 Art

Tapping into their HPL skills (especially creativity and originality), the Year 6 children were tasked with some special homework over the summer... to produce beautiful artwork in the style of a famous artist... the results are simply stunning!



18th September 2026



HPL Panel Discussion

Westbourne Primary School, part of the HPL Fellowship and Global Community (and one of the UK state primary flagship schools), was invited to contribute to the 10th Anniversary Edition book launch of *High Performance Learning* this week!

The audience was very impressed with our case study (featured in the book) and our wonderful achievements – well done all: children, staff, trustees and parental community!

INVITATION

Join us for a 10th anniversary edition book launch and to discuss...

What does excellence for all really mean in practice?

Parliament Chamber of the Middle Temple, Inns of Court, London
Wednesday 16th September 5.30pm – 7.30pm

Programme

Welcome to the Inns of Court
Derek Wood CBE, KC

Panel Discussion

Chair, Jon Severs, Editor of TES
Peter Hyman
Professor Deborah Eyre
Peter Mayland, CEO of The Albany Trust
Daniel Miracapillo, Headteacher
(Westbourne Primary)

Closing Remarks



Important Change in School Communication to Parents

As of this week, we will be sending messages by email **to your email accounts directly** (rather than through the ParentMail App or a ParentMail email).

Please can you kindly **update your email address(es)** and **telephone number(s)** should they have changed, so that we hold an accurate record of your contact details. Please email the school office at: office@westbourne.sutton.sch.uk

Finally, a reminder that the school must always hold **at least 2 emergency contacts** for pupils. Thank you very much for your co-operation on this important matter!



Containers brought in school

Please ensure no glass containers are brought into school for pack lunch/morning snack, as they pose a health and safety risk – thank you.



18th September 2026



Creating a Culture of Attendance

London RISE Open Education Fortnight

We are delighted to announce that we have been selected – again - to be part of *London RISE* (Regional Improvement for Standards and Excellence) *Open Education Fortnight Encore 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-encore/>

RISE Department for Education

YOU ARE INVITED TO

RISE London Open Education Fortnight

2 November - 13 November 2026

RISE London Open Education Fortnight is a collaborative pan-London initiative that highlights and shares exemplary educational practices that positively impact children's learning and development across all age phases.

Visit colleagues across London who are sharing their work, free of charge, by hosting visits for other professionals.

ATTENDANCE

INCLUSION

BEST START IN LIFE

ATTAINMENT

Extend teachers' and educational leaders' professional growth and learning and visit one or more of our RISE London Open Education Fortnight host schools.

To find out more and to book a visit to one of the schools taking part, visit the [RISE London Open Education Fortnight website](#).





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 Council's Best Behaviours

In our first school assembly, we have reminded the children about our new 'School Council's Best Behaviours'. A big thank you to our School Council, led by Mrs Bolton, for updating the new Behaviours for children at school to follow. 'Pupil Voice' is a large part of school life at Westbourne; here is a perfect example!



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



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>



How do High Performing Learners behave?

- Collaborative
- Concerned for society
- Confident

Empathetic



- Enquiring
- Creative and enterprising
- Open-minded
- Risk-taking

Agile



- Practice
- Perseverance
- Resilience

Hardworking



How do High Performing Learners think?



- Intellectual playfulness
- Flexible thinking
- Fluent thinking
- Originality
- Evolutionary or revolutionary thinking

Creating



- Meta-cognition
- Self-regulation
- Strategy planning
- Intellectual confidence

Meta-thinking



- Connection finding
- Generalisation
- Imagination
- 'Big picture' thinking
- Seeing alternative perspectives
- Abstraction

Linking



- Critical or logical thinking
- Precision
- Complex and multi-step problem solving

Analysing



- Automaticity
- Speed and accuracy

Realising



HPL – Autumn Term at Westbourne

The children have already started reflecting on HPL skills during our first-day assembly, especially focusing on 'HPL Princess' Amy Hunt – they were very quick to recognise the many HPL skills she has been perfecting in her career!

In the Autumn Term, children will be focusing on 'How to behave' (technically called VAAs – Values, Attitudes and Attributes). They will be practising how to be:

Empathetic Elephants (*Collaboration, Confidence and Concern for society*)

Hard-working Hedgehogs (*Practice, Perseverance and Resilience*)

Agile Alligators (*Enquiring, Open Minded, Risk-taking and Creative & Enterprising*)

Here below you can find the posters that the children have designed!



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.

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

Practice

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



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.



Every Day Attendance Matters!

MISSING SCHOOL IS LIKE MISSING AN EPISODE OF YOUR FAVOURITE TV SERIES!

AT SCHOOL ✓

- EPISODE 1**
I'm ready to learn!
- EPISODE 2**
I understand!
- EPISODE 3**
What's next?

MISSING SCHOOL ✗

- EPISODE???**
What did I miss?
- EPISODE 4**
I don't get it!
- EPISODE 5**
I feel lost!

EVERY LESSON BUILDS THE BIGGER PICTURE

Being in school each day helps children see how everything connects and builds their confidence.

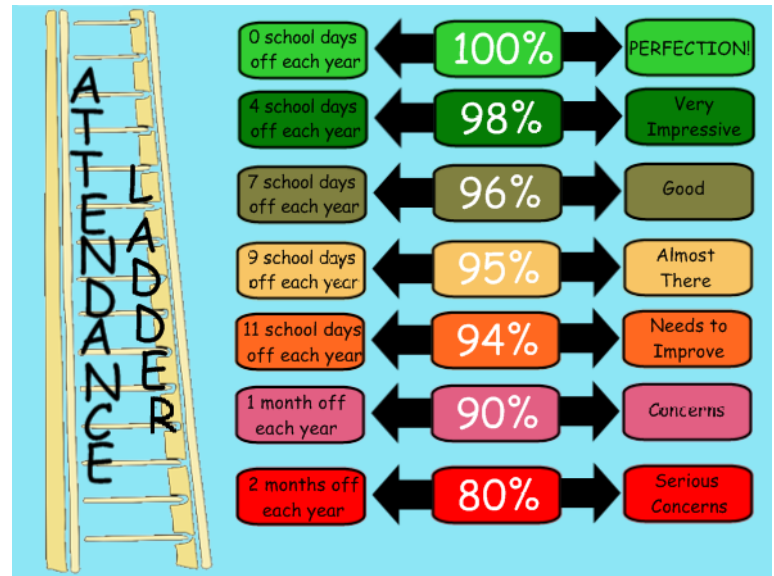


School Matters!



Weekly Attendance

Class	%
Avon	96.6%
Ember	97.8%
Thames	100%
Cherwell	93.7%
Ribble	96.7%
Waveney	97.0%
Beverley	98.3%
Eden	97.0%
Mole	98.7%
Fleet	99.3%
Kennet	97.7%
Mersey	96.9%
Dart	97.0%
Lea	99.0%
Tay	100%
Medway	98.0%
Tweed	98.7%
Tyne	98.0%
Derwent	94.7%
Trent	95.0%
Wandle	96.6%



This Week's Overall Attendance

Attendance is great again this week, averaging at **97.4%**. Keep it up!



Online Safety – Age-Inappropriate Content

Important online safety information about *Age-Inappropriate Content* from The National Online Safety:
<https://nationalonlinesafety.com/>

At National Online Safety, we believe in empowering parents, carers and trusted adults with the information to hold an informed conversation about online safety with their children, should they feel it is needed. This guide focuses on one issue of many which we believe trusted adults should be aware of. Please visit www.nationalonlinesafety.com for further guides, hints and tips for adults.

What Parents & Carers Need to Know about AGE-INAPPROPRIATE CONTENT

"Inappropriate" means different things to different people. What's acceptable for one age group, for example, may be unsuitable for a slightly younger audience. Online, young people can chance upon inappropriate content in various ways – from pop-up ads to TikTok videos. The increasingly young age at which children become active in the digital world heightens the risk of them innocently running into something that they find upsetting or frightening. Trusted adults need to be able to help children be aware of what to do if they're exposed to age-inappropriate content.

WHERE IS IT FOUND?

SOCIAL MEDIA

Age-inappropriate content is easily accessible through many social media platforms. TikTok, for instance, is hugely popular with young people but is arguably best known for clips featuring sexualised dancing or profanity. Some social media users also express hate speech or promote eating disorders and self-harm, which could cause lasting damage to a child's emotional and mental health.

GAMING

Gaming is an enjoyable source of entertainment, but many popular titles can expose children to inappropriate material such as violence, horror, gambling or sexually explicit content. Playing games unsuitable for their age risks normalising to children what they are seeing. Some games also include in-game chat, where other (usually older) online players often use language that you probably wouldn't want your child to hear or repeat.

STREAMING

The range of video streaming services available online means that users can find almost anything they want to watch on demand. Children are therefore at risk of viewing TV shows and movies which contain nudity, drug and alcohol abuse, explicit language and extreme violence. Unfortunately, these streaming platforms can't always determine that it's not an adult who's watching.

ADVERTS

Online adverts frequently include age-inappropriate content: usually gambling and nudity or partial nudity, although adverts for alcohol or e-cigarettes are also common. Some search engines also feature adverts that are responsive to your search history: so if you've recently looked up a new horror movie, shopped for lingerie or ordered alcohol online, then the ads appearing on screen could reflect this the next time your child borrows your device.

18 Advice for Parents & Carers

TALK IT THROUGH

Embarrassment or fear of getting into trouble can make it difficult for children to talk openly about age-inappropriate content they've watched. Remind your child they can always come to you if they're troubled by something they've seen online, without worrying about consequences. Before offering advice, discuss what they saw, how they felt and how they came to find the content in question.

CONNECT, DON'T CORRECT

If your child's been particularly distressed by exposure to content that wasn't suitable for their age, it's important to offer guidance to prevent them from repeating the same mistake but it's equally vital to help them deal with the emotion that the situation has raised. You could tell them about any similar experiences you might have had at their age, and how you dealt with it.

BLOCK, REPORT, CONTROL

After discussing the problem, you and your child can take action together. This could include blocking any inappropriate sites and reporting any content which violates a platform's rules. To further safeguard your child online, set up parental controls on internet-enabled devices that they use. This will significantly reduce the chances of your child being exposed to age-inappropriate content in future.

GET SPECIALIST HELP

Age-inappropriate content can potentially have a negative impact on a child's mental health, which is sometimes displayed through changes in their behaviour. If the problem becomes more severe, you might consider reaching out to a mental health professional or an expert in this field who can provide you and your child with the proper support.

STAY CALM

Even though it is obviously difficult to stay rational in a situation where your child has been put at risk, it's essential to think before you react. Your child may well have hesitated to open up to you about watching inappropriate content for fear of the consequences, so being calm and supportive will reinforce the notion that it would be easy to talk to you about similar issues in the future.

Meet Our Expert

Cayley Jorgensen is a Registered Counsellor with The Health Professions Council of South Africa, and she runs a private practice offering counselling to children, teenagers and families. Her main focus is creating awareness and educating the community on the mental health pressures of today's world, as well as resources and techniques to understand and cope better.

National Online Safety®
#WakeUpWednesday

Sources: <https://www.nationalonlinesafety.com/documents/about/programme/age-inappropriate.pdf> | <https://www.nationalonlinesafety.com/training-professionals/professional-learning-programme/age-inappropriate-content-fact-sheet> | <https://www.nationalonlinesafety.com/wp-content/uploads/2022/04/children-made-tired-year-2.pdf>

www.nationalonlinesafety.com @natonlinesafety /NationalOnlineSafety @nationalonlinesafety

Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 01.12.2021





Online Safety – Find the Fake

From Alan Mackenzie – Online Safety Expert

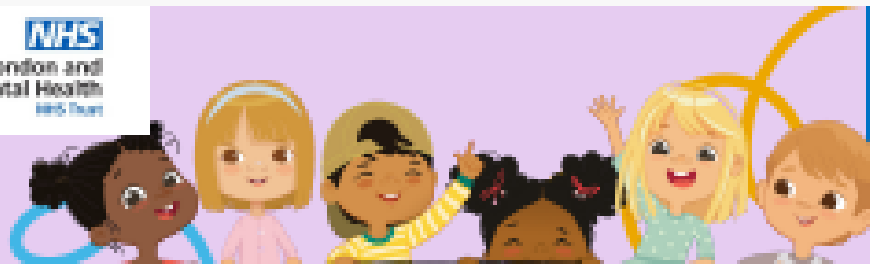
Misinformation (false information shared by mistake without any intent to harm) and disinformation (false information shared on purpose to deceive, mislead or cause harm) are becoming increasingly difficult to recognise, particularly as AI makes convincing images, videos and other content much easier to create.

Internet Matters has a useful interactive Find the Fake resource that families can use to test how well they can spot misinformation online.

Rather than simply telling children not to believe everything they see online, activities like this provide an opportunity to develop practical critical-thinking skills: considering the source, checking the evidence and recognising some of the techniques used to make misleading information appear convincing.

[Link: Internet Matters – Find the Fake](#)





Goodbyes and Goodnights Online Parent/Carer Group

**Do you find it hard to get your child through the school/nursery gate?
Does your child struggle to separate from you?
Are you worried that your child might find it difficult to settle back into a
routine after the school holidays?**



**Join our 4-session online group
to connect with other parents/carers
and learn new ways to support
your child towards their
independence.**

Dates and Times:

Groups will be delivered online on the following
Fridays - 2nd, 9th, 16th and 23rd October 2026
12:30pm-1:30pm. [Please click here to sign up.](#)

Further groups will be offered throughout the year.

If you are interested but cannot attend these
dates/times please sign up and we will be in touch.



**In many schools, we also provide free 1:1 early support for parents/carers of
primary aged children to support their child's common worries and anxieties or
support children's tricky or challenging behaviours. Please speak to your school to
find out more.**



**Please scan the QR Code
or [click here](#) to sign up.**



Headteacher's Award

HPL focus: VAAs

Cherwell: Leandro	Dart: Behzad
Ribble: Ivy	Lea: Isobel
Waveney: Presley	Tay: Ronnie
Beverley: Jinaay	Medway: Sadie
Eden: Amelia	Tweed: Zuzanna
Mole: Jayves	Tyne: Oli
Fleet: Edward	Derwent: Everyone
Kennet: Ammanya	Trent: Everyone
Mersey: Ryan A.	Wandle: Everyone

Smart Award

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

Cherwell: Varaahi	Dart: Cezar
Ribble: Angus	Lea: Issy
Waveney: Nathaniel	Tay: Sara T.
Beverley: Henry	Medway: Ayaan
Eden: Yuvaan	Tweed: Oliver
Mole: Rebecca	Tyne: Reeva
Fleet: Mateo	Derwent: Pari
Kennet: Naksh	Trent: Marley
Mersey: Beila	Wandle: Anya

Class of the week

Congratulations to the following classes:

Infants: Y2 Mole Class
Juniors: Y5 Tweed Class

for their excellent behaviour! Mole 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 **Y3 Kennet 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 Kennet Class have exclusive access to the **Reading Shed**.

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

Autumn Term 2026

Y1 Scooter Training	Week beginning on 21 st September
YR (Reception) Phonics Meeting for Parents	Thursday 1 st October at 2:30pm
Y6 Bikeability	Week beginning on 19 th October
Parent/Teacher Consultation	Wednesday 21 st October between 3:40pm – 6:20pm
Parent/Teacher Consultation	Thursday 22 nd October between 3:40pm – 6:20pm
Half Term Break	Monday 26 th – Friday 30 th October

