

# Whitchurch Weekly



## Message from the Headteacher

19th July  
2024  
Issue 39



**Dear Whitchurch Families,**

I cannot believe how fast time is flying by! We have enjoyed some super events this Summer term (and across the year as whole) and may I say that your children are a credit to you. They have represented the school amazingly during trips and events and we have had super feedback! We are very proud of them all!

We here at Whitchurch are looking forward to the last few days of term and to the sunshine forecast! We have our remaining sports days to look forward to, as well as our class parties, Year 6 leavers' assembly and leavers' party before the end of term.

Please be reminded that school finishes on **Wednesday 24th July at 2pm** after the children have eaten lunch. The school gates will open at 1.40pm and all families are welcome to form part of our 'arch' to say our final goodbyes to our Year 6 pupils.

I would like to wish all the staff who are leaving us this term the very best for their future career paths (including those retiring and looking forward to a little more rest and relaxation) and thank them for their fantastic commitment, passion and care teaching and supporting our pupils to be the very best they can be.

As always, thank you for your support this year and I'd like to wish those of you moving schools all the very best as you go on your school journey. When it arrives, I wish you all a wonderful Summer break and look forward to seeing you and your children in September.

Warmest wishes,

**Mr Martin Thompson-Lawrie**  
Interim Headteacher



# General Notices and Highlights



## Events for the last few days of term

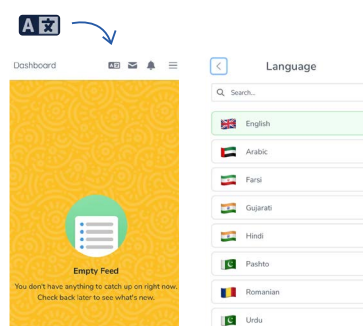
- Year 1 to 3 Sports Day on Monday from 9.15am-11.45am;  
Reception Sports Day on Monday from 1.30pm-3pm (*rescheduled*)
- Year 6 Leavers' Assembly on Monday at 2pm (*Year 6 families invited*);  
Year 6 Leavers' Party on Monday evening from 6pm-8pm
- Class parties on Tuesday afternoon

## Class Parties

A reminder that children can bring in food for their class parties on Tuesday.  
Please ensure that food contains **NO NUTS**.

## School Spider Translations

School Spider messages can now be translated into the following languages: **Perian/Farsi, Pashto/Pakhto, Romanian, Urdu, Hindi, Gujarati and Arabic**. From the School Spider App, simply tap on the 'translate' icon in the dashboard and select the language you want to translate text to.



## Junior Adventures Group: Before, After School and Holiday Clubs

A reminder that our new childcare provider Junior Adventures Group are taking bookings for September. Please book at:

[www.junioradventuresgroup.co.uk/find-us/whitchurch-primary-school-and-nursery](http://www.junioradventuresgroup.co.uk/find-us/whitchurch-primary-school-and-nursery)

Book  
here

If you have any issues with booking or payment, please contact Junior Adventures Group customer services team directly.

Telephone 0333 577 1533

Email: [hello@junioradventuresgroup.co.uk](mailto:hello@junioradventuresgroup.co.uk)



**Junior  
Adventures  
Group**

## Interactions with Staff

Parents and carers are reminded to be polite when interacting with our staff.

## Autumn Term Dates and Lunch Menu

Please see **page 8** for our lunch menu and term dates for the Autumn term.

Follow us on  
Instagram:  
WhitchurchPS



# General Notices and Highlights



## Staff Leavers

Farewell to the following staff and best wishes for the future:

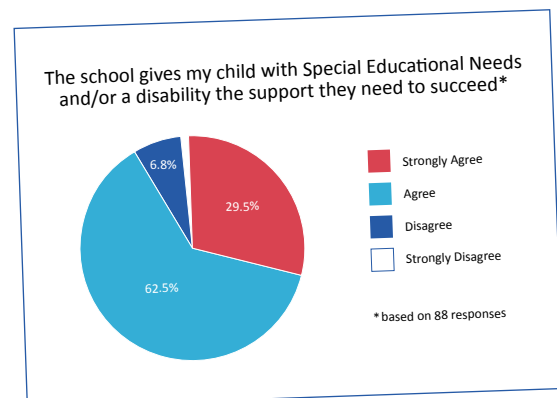
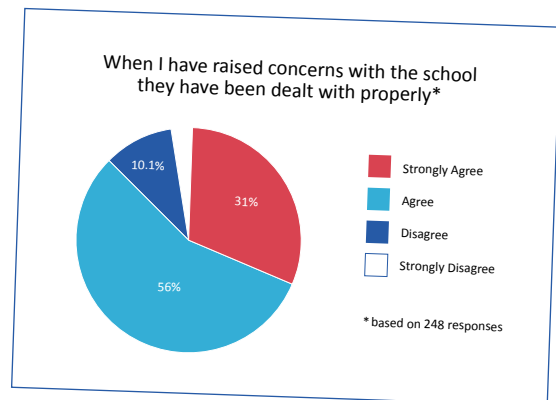
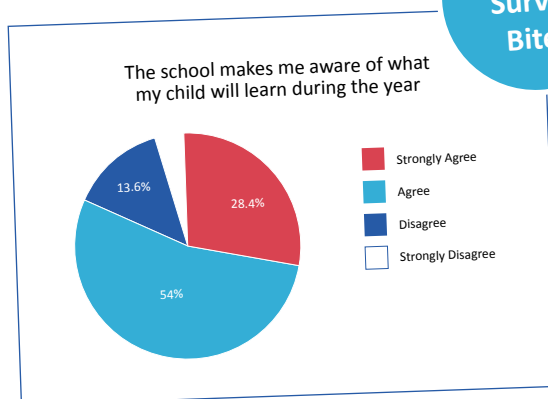
- Miss Harris** (Assistant Headteacher for Years 1 to 3)
- Mrs Vagadia** (Reception Class Teacher)
- Ms Gorea** (Reception LSA)
- Ms Nori** (Reception LSA)
- Ms Patadia** (Reception LSA)
- Ms Bondembe** (EYFS LSA)
- Miss Laffey** (Year 1 Class Teacher)
- Ms Nadeem** (Year 1 LSA)
- Mrs Hunter** (Year 2 Class Teacher)
- Mrs Aghabra** (Year 5 Class Teacher)
- Mrs Shah** (Year 6 Class Teacher)
- Miss Osman** (Year 6 Class Teacher)
- Mrs Istratoaie** (Year 6 Class Teacher)
- Mrs Shah** (Year 6 LSA)
- Miss Regy** (Phonics Tutor)

## New Staff

Welcome to the following staff:

- Ms Inniss** (Headteacher)
- Miss Francis-Dottin** (Assistant Headteacher for Years 1 to 3)
- Mrs Rock-Simmons** (Reception Class Teacher)
- Mrs Dodia** (Reception Class Teacher)
- Mrs Leigh** (Reception Class Teacher)
- Miss Nur** (Year 1 Class Teacher)
- Miss Karia** (Year 2 Class Teacher)
- Mrs Darr** (Year 4 Class Teacher)
- Miss Goldsmith** (Year 5 Class Teacher)
- Miss Chauhan-D'Souza** (Year 5 Class Teacher)
- Mrs Ahti** (Year 6 Class Teacher)
- Mrs Shah** (Finance Administrator)
- Mr Pandya** (Site Manager)

### Parental Survey Bites



# Whitchurch Stars of the Week



Well done to our stars of the week, who have been selected for excellent work and demonstrating our school values

**RRA Tigers** Whole Class  
**RNW Leopards** Whole Class  
**RRV Lions** Dhanush and Whole Class  
**RPS Jaguars** Whole Class

**1ST** Whole Class  
**1BP** Whole Class  
**1SM** Whole Class  
**1CL** Mishti

**2HD** Aiman  
**2KB** Whole Class  
**2SA** Daniel and Joselyn  
**2AR** Luca and Tiana

**3NL** Lara  
**3MS** Whole Class  
**3LA** Whole Class  
**3SM** Krish

Respect  
Responsibility  
Resilience  
Honesty  
Generosity  
Aspiration

**4BS** Whole Class  
**4CM** Whole Class  
**4XL** Whole Class  
**4SF** Kabir

**5PA** Whole Class  
**5SK** Eshal  
**5SC** Whole Class  
**5ET** Whole Class

**6HH** Whole Class  
**6AS** Whole Class  
**6EH** Whole Class  
**6MO** Whole Class

## Attendance Stars

Remember! If your child is absent due to illness phone the school office by 9.30am on the day of absence.

This week's attendance stars are 5ET (97.93%)

Whole School 91.33%

Last week: PM Nursery (100%)  
Whole school: 93.5%

# Spotlight on Music



## Orchestral Performances

A massive thank you to Harrow Music Service Staff Orchestra for giving an amazing performance to all Year 4-6 children on Wednesday morning; pupils and staff alike were clapping and dancing throughout. It was a truly inspirational, uplifting and unique experience for everyone who attended.

All year groups also attended a presentation by a young violinist, a member of the Music for Youth Orchestra, who visited us this Friday and shared her love for music with the children through engaging activities.



## Additional Instrumental Exam Results

We are also very proud of the additional exam results we received this week. Many congratulations to our young musicians (shown below).

**Mrs Leutfeld**  
Director of Music

**Flute:** Shayan (5ET) - Grade 2 with Distinction

**Violin:** Laeticia (6MO) - Grade 3 with Merit;  
Kushal (6HH) - Grade 2 with Merit; Maya (6HH) - Grade 2

**Guitar:** Trisha (6HH) - Initial Grade with Distinction;  
Param (5SC) - Grade 1 with Distinction; Yashvir (5PA) - Grade 1 with Merit;  
Mia (4CM) - Initial Grade with Merit; Elliot (4CM) - Initial Grade with Merit;  
Kiaan (3MS) - Initial Grade with Pass

**Piano:** Emily (5ET) - Grade 5 with Merit; Kahini (5SK) - Grade 5;  
Saavir (5ET) - Grade 3 with Distinction; Mariam (5ET) - Grade 2 with Merit;  
Diyaani (5ET) - Grade 1; Krisha (4SF) - Grade 1; Argh (5PA) - Grade 1



# Reception Curriculum Spotlight

Reception have been learning about Minibeasts



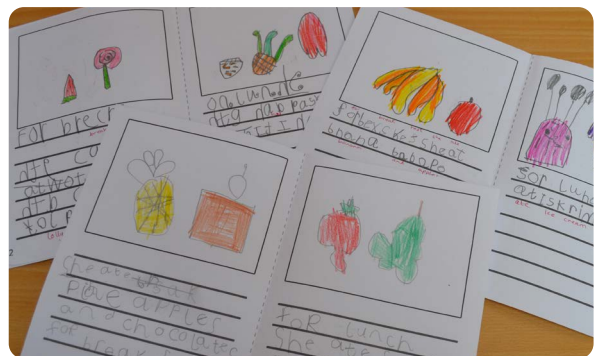
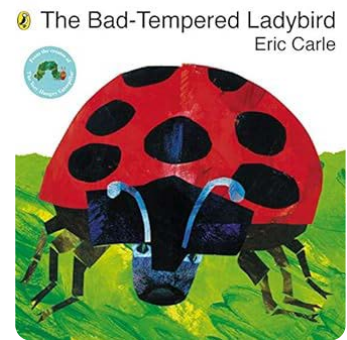
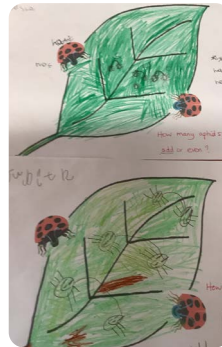
## Topic: Minibeasts

“I like learning about butterflies because I love them! They are colourful and beautiful.” Emily

“I like ladybirds because they are very cute and once I had a ladybird in my hand and it was ticklish!” Tanishka

My favourite minibeast is scorpions because they are super cool! They live in the desert and they attack flies.” Nyle

“Snails are sludgy and I like slugs and worm. One time I saw a snail and a worm in my garden.” Khush



Reception have enjoyed finding out about different minibeasts and their habitats this half-term. We have read lots of books including *The Very Quiet Cricket*, *The Bad Tempered Ladybird*, *The Very Busy Spider* and *The Very Hungry Caterpillar*, all by Eric Carle. Alongside these we have explored non-fiction books to find out information about a variety of minibeasts.

In Literacy we have written stories, made lists and created books, changing the characters and events to become authors and illustrators. Meanwhile, in Maths we counted ladybird spots and explored odd and even numbers.

For Expressive Arts we enjoyed drawing minibeasts and using various media to create our own 3D minibeast. We observed the body parts, counted legs and wings and sorted them into different categories.

*Mrs Ahmed (Reception)*

# Year 4 Curriculum Spotlight

Year 4  
have been  
learning about  
Ancient Egypt  
in History



## History: Ancient Egypt

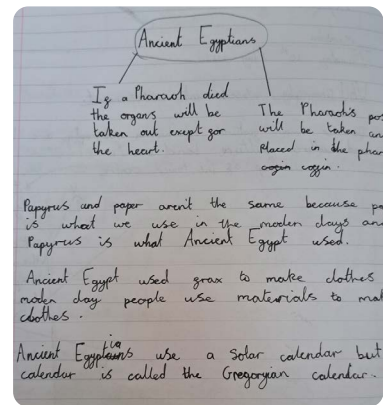
“I like learning about Ancient Egypt. Tutankhamun was a king at a young age.” Raisa

“I learnt that Tutankhamun was only 9 years old when he became a Pharaoh and died at the age of 18. We also learnt about many different Gods and Goddesses.” Pahel

“I enjoyed learning about ancient hieroglyphics and spelling my name using them. Hieroglyphics is what Ancient Egyptians used instead of words.” Krishna

“Pharaohs are the most important and powerful ancient rulers!” Manahil

“I enjoyed learning how Howard Carter spent 8 years searching for King Tutankhamun’s tomb!” Alisa



This half-term in Year 4 we have been learning all about Ancient Egyptians. We learnt about the daily life of an Egyptian, including what food they ate and the types of clothes they wore. We also learnt the importance of the River Nile and its influence on food and trade. Using the iPads, we researched the famous King Tutankhamun, who was king at just 8 years old. A real highlight and celebration of the topic this week was our special Egyptian dress-up day!

*Mrs Price (Year 4)*

# Autumn Lunch Menu



Salad bar and bread are available daily

	WEEK ONE 02/09, 23/09, 14/10, 10/11, 02/12	WEEK TWO 04/09, 30/09, 21/10, 16/11, 04/12	WEEK THREE 16/09, 07/10, 04/11, 25/11, 16/12
<b>MONDAY</b> MAINS	<p>Otisy BBQ Lamb Pizza, with Potato Wedges &amp; Green Beans</p> <p>Margherita Pizza, with Potato Wedges &amp; Green Beans (V)</p> <p>Jacket Potato with Cheese, Baked Beans or Tuna Mayo with Side Salad</p> <p>Pear &amp; Raspberry Crumble with Custard</p>	<p>Chicken Korma Curry with Rice &amp; Green Beans</p> <p>Vegetarian Mince Keema Curry with Rice &amp; Green Beans (V)</p> <p>Jacket Potato with Cheese, Baked Beans or Tuna Mayo with Side Salad</p> <p>Ginger Cookie</p>	<p>Falafel Wrap, Diced Potatoes &amp; Garden Peas</p> <p>Grilled Cheese Sub, Diced Potatoes &amp; Garden Peas (V)</p> <p>Jacket Potato with Cheese, Baked Beans or Tuna Mayo with Side Salad</p> <p>Apple &amp; Raisin Flapjack</p>
DESSERT			
<b>TUESDAY</b> MAINS	<p>Sweet &amp; Sour Chicken with Rice &amp; Sweetcorn (V)</p> <p>Butternut Squash &amp; Chickpea Tagine with Rice &amp; Sweetcorn (V)</p> <p>Jacket Potato with Cheese, Baked Beans or Tuna Mayo with Side Salad</p> <p>Tropical Fruit Salad</p>	<p>Beef Bolognese with Spaghetti &amp; Sweetcorn</p> <p>Vegetarian Meatballs in Tomato Sauce with Spaghetti &amp; Sweetcorn (V)</p> <p>Jacket Potato with Cheese, Baked Beans or Tuna Mayo with Side Salad</p> <p>Tropical Fruit Salad</p>	<p>Shredded Peri Peri Turkey with Lemon Rice &amp; Green Beans</p> <p>Peri Peri Tofu with Lemon Rice &amp; Green Beans (V)</p> <p>Jacket Potato with Cheese, Baked Beans or Tuna Mayo with Side Salad</p> <p>Tropical Fruit Salad</p>
DESSERT			
<b>WEDNESDAY</b> MAINS	<p>Chicken Sausage &amp; Mash with Carrots &amp; Broccoli</p> <p>Vegan Sausage &amp; Mash with Carrots &amp; Broccoli (V)</p> <p>Twisty Pasta with Tomato Sauce</p> <p>Lemon Drizzle Cake</p>	<p>Roast Chicken with Roast Potatoes, Carrots &amp; Broccoli</p> <p>Cauliflower &amp; Broccoli Cheese with Carrots (V)</p> <p>Twisty Pasta with Tomato Sauce</p> <p>Pink Icing Sponge Cake</p>	<p>Slow Cooked Beef Hot Pot with Carrots &amp; Broccoli</p> <p>Braised Lentil Hot Pot with Carrots &amp; Broccoli (V)</p> <p>Twisty Pasta with Tomato Sauce</p> <p>Jam &amp; Coconut Sponge</p>
DESSERT			
<b>THURSDAY</b> MAINS	<p>Slow Cooked Beef Lasagne with Garlic Bread &amp; Peas</p> <p>Quorn Sausage Pasta Bake with Garlic Bread &amp; Peas (V)</p> <p>Jacket Potato with Cheese, Baked Beans or Tuna Mayo with Side Salad</p> <p>Strawberry Mousse with Autumn Berries</p>	<p>Chicken Fajitas with Rainbow Rice &amp; Corn on the Cob</p> <p>Quorn Fajitas with Rainbow Rice &amp; Corn on the Cob (V)</p> <p>Jacket Potato with Cheese, Baked Beans or Tuna Mayo with Side Salad</p> <p>Orange Mandarin Jelly</p>	<p>Tuna &amp; Broccoli Pasta Bake with Garlic Bread &amp; Sweetcorn</p> <p>Macaroni Cheese with Garlic Bread &amp; Sweetcorn (V)</p> <p>Jacket Potato with Cheese, Baked Beans or Tuna Mayo with Side Salad</p> <p>Raspberry Jelly</p>
DESSERT			
<b>FRIDAY</b> MAINS	<p>Fish Fingers, Chips &amp; Baked Beans or Peas</p> <p>Vegetarian Bean Burger, Chips &amp; Baked Beans or Peas (V)</p> <p>Twisty Pasta with Tomato Sauce</p> <p>Cornflake Tart</p>	<p>Breaded Cod Bites, Chips &amp; Baked Beans or Peas</p> <p>Farmhouse Omelette, Chips &amp; Baked Beans or Peas (V)</p> <p>Twisty Pasta with Tomato Sauce</p> <p>Cherry Shortbread</p>	<p>Battered Fish Fillet</p> <p>Chips &amp; Baked Beans or Peas</p> <p>Vegetable Nuggets</p> <p>Chips &amp; Baked Beans or Peas (V)</p> <p>Twisty Pasta with Tomato Sauce</p> <p>Chocolate Crunch Biscuit</p>
DESSERT			

Allergen Information: Menu descriptions may not list every individual ingredient. We are aware of the presence of allergens requiring labelling, so please ask a member of the catering team should you require any more details. Vegetarian options are indicated by the symbol (V).

COOMBS  
CATERING PARTNERSHIP

# Autumn Term Dates

2024/25  
Term Dates -  
click here

Autumn 1st  
Half Term  
Autumn 2nd

Wednesday 4 September to Friday 25 October  
Monday 28 October to Friday 1 November  
Tuesday 5 November to Friday 20 December\*

Staff Training  
Days

Monday 2 September, Tuesday 3 September,  
Monday 4 November (no children in school)

\*Last day  
of term  
2pm finish



# Support for Families

Summer Reading Challenge



## Summer Reading Challenge: Marvellous Makers

A reminder that the Summer Reading Challenge is returning available at all libraries in Harrow. This year's theme 'Marvellous Makers' is all about creativity.

Please visit the [Summer Reading Challenge](#) and [Harrow Libraries](#) websites for details.



'Stories from Wembley' at Greenhill Library on Saturday 27th July - book here

Holiday Activities

### The Elms Tennis Camps

Weekdays during the Summer holidays (9am-4pm)

*£40 for a single day, £152 for a 4-day camp or £190 for a 5-day camp.*

### Watford FC Summer Camps

Weekdays during the Summer holidays (10am-3pm)

*£25 for a single day, £115 for the week*

### Edgware Juniors Cricket Club Summer Camp

Monday 12th to Friday 16th August (9am-3pm)

*£40 for a single day, £150 for the week*

Please visit the [Support for Families](#) page of our website for further details.



# Support for Families

See the 'Support for Families' page for oral health information and advice - [click here](#)



## Early Help and Harrow MHST Summer Workshops

Early Help Hub and Harrow Mental Health Support Team are offering various workshops during the Summer holidays.

Please visit the [Support for Families](#) page of our website for further details.

## HAF in Harrow Holiday Club Scheme

Free places for 10 days at participating holiday clubs across the borough (for children aged 5-16 and in receipt of income-related free school meals).

All activities can be booked at [www.youngharrowfoundation.org](http://www.youngharrowfoundation.org)

If you have not received your unique code, you can request one via: [www.youngharrowfoundation.org/haf-unique-codes-hub](http://www.youngharrowfoundation.org/haf-unique-codes-hub)

## Family Learning Hub Parenting Programme

10 Week online course starting Wednesday 25th September

(9.45am to 11.45am). Please visit [www.thefamilylearninghub.com](http://www.thefamilylearninghub.com) for more information and email [info@thefamilylearninghub.com](mailto:info@thefamilylearninghub.com) to book your place.

# Life Skills

Inclusion

Throughout Life Skills this year the children have focused on a variety of topics such as preparing food, managing money, feelings, personal care and navigation. Highlights include taking our provision outside school as well as our recent presentation of our learning to families.



It has been an absolute pleasure seeing the children trying and learning new things with the guidance of our wonderful learning support team. We are excited to see the children take these skills with them as they move up to their new year groups in September.

Miss Tunstall

# Support for Families



## When your child feels angry...

Parents and children might both be feeling stressed right now, re-adjusting and getting back to a sense of normal. You might therefore be finding it hard to find the best response to your child's anger. Often, the feelings we find deeper beneath anger are sadness, hurt or fear: if we allow ourselves to feel those feelings, the anger can melt away.

First, try to take some deep breaths and remind yourself that this is not an emergency: if you are able to stay calm, your child will feel safer and won't feel the need to defend back with anger. Then, try to listen to your child so that they feel their emotions are being heard and name them. If your child is being unsafe, it is important to still set limits and also offer some compassion: "You're feeling so angry! You can use your words or stomp your feet to show me just how mad you are. No hitting. Hitting hurts."

Stay close whilst your child is having an outburst and if they need some space, do take a step back but reassure them that you are right here whenever they feel ready to come closer to you. Keep empathising with their feelings and only try to teach or explain once everyone is feeling much calmer and you feel you have reconnected.

## Worry and Anxiety

Wellbeing

NHS statistics indicate that the need for mental health support for children and young people in the UK is higher than ever, with 1 in 6 children (16%) reported as being in need of such help. Unchecked worry and anxiety in under-18s is a key contributor to this figure, with roughly 4 in 10 children (37.4%) saying they don't receive regular support from their school or college.

While everyone feels a touch of concern over the future now and then, chronic worry and anxiety can feel unending. This can cause significant damage to young people's wellbeing - such as losing sleep, feeling emotionally drained, and having their school grades impacted. It's vital that children and young people suffering from worry and anxiety have effective tools to manage their fears and regain control and know when to seek further help.

**Please refer to the poster attached for expert guidance.**

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](https://nationalcollege.com).

# What Parents & Educators Need to Know about WORRY AND ANXIETY

Worry and anxiety are common emotions experienced by children, often triggered by uncertainty or fear. While worry involves concern about future events, anxiety is a persistent feeling of dread or apprehension. Current statistics indicate a rising prevalence of anxiety disorders among children, and this guide has some expert advice on understanding and addressing these concerns.

## UNDERSTANDING WORRY AND ANXIETY

Worry and anxiety are emotional responses to stress or uncertainty. Worry is typically associated with potential misfortune, while anxiety is characterised by feelings of fear, apprehension or unease. Both can manifest physically through symptoms such as restlessness, fatigue or muscle tension. Understanding the distinction between worry and anxiety is crucial for effectively addressing these concerns in children.

## DIFFERENTIATING WORRY FROM ANXIETY

While worry and anxiety share similarities – in that they both involve concerns about possible trouble – anxiety tends to be more constant and overwhelming. Worry may come and go depending on circumstances, whereas anxiety can linger regardless of the situation. It's essential to recognise when the former crosses into the latter, as anxiety can significantly impact a child's daily functioning and wellbeing.

## WHAT ARE THE RISKS?

### LONG-TERM CONSEQUENCES

Untreated worry and anxiety in childhood can have potentially lifelong impacts on a person's mental health and wellbeing. Chronic anxiety may increase the risk of developing anxiety disorders, depression or other mental health conditions later in life. Additionally, unresolved worry and anxiety can negatively impact self-esteem, confidence and overall resilience. It's essential to address these concerns proactively and provide appropriate support and intervention.

### THE IMPACT ON CHILDREN

Excessive worry and anxiety can have profound effects on children's mental and emotional health. It may interfere with their ability to concentrate, sleep or participate in daily activities. Chronic worry and anxiety can also lead to physical symptoms such as headaches, stomach aches or difficulty breathing. Left unchecked, these concerns can escalate and potentially contribute to the development of anxiety disorders later in life.

### THE EMOTIONAL TOLL

The emotional impact of worry and anxiety on children can be significant, affecting their overall quality of life and wellbeing. Children experiencing chronic worry or anxiety may feel overwhelmed, irritable or helpless. They may also withdraw from social activities or avoid situations that trigger their anxiety, leading to feelings of isolation or loneliness. Addressing these concerns early can help prevent long-term emotional distress and promote healthy coping strategies.

### ACADEMIC & SOCIAL IMPACTS

Impacts on the academic performance and social interactions of children and young people are very possible. Frequent worry or anxiety may impair concentration, memory and problem-solving skills, making it difficult for children to succeed in education. Anxiety can also hinder social development by causing children and young people to avoid social situations or to struggle with communication and interpersonal relationships, potentially leading to feelings of isolation or exclusion.

## Advice for Parents & Educators

### ENCOURAGE OPEN COMMUNICATION

Parents and educators can foster a supportive environment by encouraging children to express their worries and anxieties openly. Actively listening and acknowledging young people's emotions can help them feel understood and supported, reducing the situation's intensity. Creating opportunities for regular check-ins and discussions about one's feelings can promote healthy coping strategies and strengthen communication bonds.

### CREATE A SUPPORTIVE ENVIRONMENT

Parents and educators play a crucial role in creating a supportive environment that promotes emotional wellbeing. Establishing routines, providing predictability and offering reassurance can help relieve anxiety and create a sense of security for children. Foster a culture of empathy and understanding, where children feel safe enough to express their emotions and seek support when needed.

### TEACH COPING STRATEGIES

Empowering children with effective coping strategies is essential for managing worry and anxiety. Encourage the use of relaxation techniques such as deep breathing, mindfulness or progressive muscle relaxation to calm anxious thoughts and promote a sense of composure. Additionally, teaching positive self-talk and problem-solving skills can help children develop resilience and confidence in managing challenging situations.

### SEEK PROFESSIONAL HELP

Recognising when to seek professional help is vital for addressing significant or persistent worry and anxiety in children. If worry or anxiety significantly impacts a child's daily functioning, interferes with their relationships or academic performance, or causes significant distress, it may be necessary to consult with a mental health practitioner. Early intervention can prevent long-term consequences and promote positive outcomes for children's psychological wellbeing.

### Meet Our Expert

Adam Gillett is Associate Vice Principal for Personal Development at Penistone Grammar School and works on secondment one day a week for Minds Ahead, which collaborates with schools on improving their mental health provisions.



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