



The logo for Westlea WPS Primary School is a circular emblem. It features the word "Westlea" in a gold serif font on a black banner at the top, "WPS" in large gold serif letters in the center, and "Primary School" in a gold serif font on a black banner at the bottom. The entire emblem is set against a white background with a blue vertical bar on the left.

	WE 25/09/26
Reception	95.7%
Year 1	97.9%
Year 2	94.1%
Year 3	94.5%
Year 4	92.1%
Year 5	97.6%
Year 6	96.2%

Attendance is one of the key indicators of success for children. Being at school every day - on time-ready to learn- really does make that much of a difference. Let's work together to make this happen. Please contact school if you have any attendance queries or concerns. Regards, Mrs Scothern, Mrs Davey and Mrs Simmons

Attendance Update

We will continue to use our Attendopoly board with the classes to encourage great class attendance. Your child's class rolls the dice if they collectively have an attendance over 96% (which is our school target).

The pupils really enjoy participating with the game and finding out what space they will land on and what extra treat that might be for the class!

Keep up the great work!

Our whole school attendance for WE 25/09/26 is 95.4%

Our attendance for the year to date is 95.8%

Our target for this half term is **96%** we are currently at 95.8%

What is good attendance? Attendance above 96%

- Good attendance helps children build confidence, maintain friendships, and keep up with learning.
- Every lesson counts. Skills taught in one lesson are often built on in the next, so absences can make learning more challenging.
- Regular attendance is linked to higher attainment, better progress, and improved wellbeing.
- Attending school every day helps children develop important life skills such as resilience, responsibility, and teamwork.
- Being in school on time every day is just as important as attending. Arriving late can mean missing key learning and important daily routines.



ATENDOPOLY OUTCOMES THIS WEEK

Classes who rolled the dice this week won;

Year 1 – Fruit platter

Year 5 – Cookery

Year 6 – Ice lollies



SAFE GUARDING AND ATTENDANCE TEAM:

Mrs Scothern is our Designated Safe Guarding Lead with Mrs Davey and Mrs Simmons as Deputy Designated Safeguarding Leads. Please get in touch with any queries or concerns.

THIS WEEK'S AWARDS



INDIVIDUAL CLASS STAR OF THE WEEK AWARDS

	WB 25.09.26
Reception	Lincoln
Year 1	Theo
Year 2	Annie
Year 3	James
Year 4	Myla
Year 5	Autumn
Year 6	Ella-Grace

RIGHTS RESPECTING AWARDS

	WB 25.09.26
Reception	Archer
Year 1	Reuben
Year 2	Koen
Year 3	Holly K
Year 4	Kataleiya
Year 5	Grace
Year 6	Chris

Right of the week- The right to go to school and learn

Character values: CARE		
Autumn Term	Spring Term	Summer Term
Community	Compassion	Cooperation
Ambition	Actions	Achievement
Respect	Responsibility	Resilience
Enjoyment	Endeavour	Empowerment

Pupil discussions: ALLERGY AWARENESS This week in our Key Stage 2 assembly, we discussed **allergy awareness** and introduced pupils to **Benedict's Law**, highlighting the importance of keeping everyone safe and supported in school. We are proud to share that all staff have received training to recognise the signs and symptoms of a serious allergic reaction. In addition, the school has emergency adrenaline auto-injectors (EpiPens) available should they ever be needed in an emergency. By raising awareness and ensuring staff are well prepared, we continue to make the safety and wellbeing of all our pupils a top priority.



CONVENTION ON THE RIGHTS OF THE CHILD

Head teachers awards: Our CARE values this term are...Community, Ambition, Respect and Enjoyment

These are given to pupils in school who have shone outside of the classroom. It may be they have shown excellent manners and held a door for a visitor or a friend or have shown our WESTLEA CARE values in some way. Perhaps they have cooperated with each other to play a game or complete a group activity or shown resilience to keep going when a task or a learning activity has been a challenge. Visitors and other members of staff can nominate these students so it is very special if you are recognised for your efforts or for just being you!

In other news...

Reader, Writer and Mathematician of the week



Reader of the week:

Reception - Luca

Year 1 - Rosie

Year 2 - Kayden

Year 3 – Harrison

Year 4- Dakota

Year 5 - Joah

Year 6 – Ella-Andrea

Well done to these students.
They will all be entered into
the end of term draw.

Keep up your great learning
attitude.

Writer of the week:

Reception - Amelia

Year 1 - Miller

Year 2 - Imogen

Year 3 – Ruby

Year 4- Eshaal

Year 5 - Hazel

Year 6 - Veronica

Mathematician of the week:

Reception - Jaxon

Year 1 - Eleanor

Year 2 - Senirosi

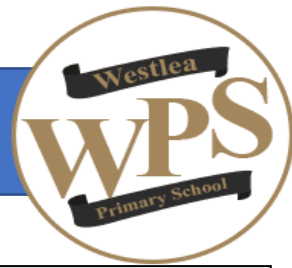
Year 3 – Arthur

Year 4- Charlie

Year 5 - Erica

Year 6 - Kray

Autumn Term CARE values



Character values: CARE		
Autumn Term	Spring Term	Summer Term
Community	Compassion	Cooperation
Ambition	Actions	Achievement
Respect	Responsibility	Resilience
Enjoyment	Endeavour	Empowerment

Every term we focus on four of our school **CARE values**. These values have been carefully selected to reflect, nurture, inspire and equip our pupils towards having a **strong personal character**. They are linked to **personal characteristics** and **British values** and will provide them with solid foundations to move onto the next steps of their learning and life's challenges.

The Summer term **CARE values** typically mean and how we help shape behaviour, character and the culture of our school community.

Community

What it means: We believe that everyone is an important part of our school community. Pupils learn the importance of working together, supporting others, and celebrating each other's successes. Through developing a strong sense of belonging, children learn empathy, teamwork, and how to make a positive contribution to the world around them.

How this helps our pupils:

- Builds positive relationships.
- Encourages kindness and inclusion.
- Develops teamwork and cooperation.
- Creates a sense of belonging and responsibility.

Ambition

What it means: We encourage all pupils to aim high and believe in their potential. Ambition means being willing to challenge yourself, work hard, and never give up when things become difficult. We want our children to have confidence in their abilities and aspirations for the future.

How this helps our pupils:

- Develops resilience and determination.
- Encourages a growth mindset.
- Increases confidence and self-belief.
- Inspires children to achieve their personal best.

Respect

What it means: Respect is fundamental to a happy and successful school. We teach our pupils to value themselves, others, and the environment. Children learn to listen carefully, accept differences, and treat everyone with kindness and consideration.

How this helps our pupils:

- Promotes positive behaviour.
- Develops understanding and tolerance.
- Encourages responsibility for actions.
- Builds strong and respectful relationships.

Enjoyment

What it means: Learning should be engaging, inspiring, and enjoyable. We want our pupils to be curious, enthusiastic, and excited about discovering new things. When children enjoy learning, they are more confident, motivated, and willing to take on new challenges.

How this helps our pupils:

- Develops a love of learning.
- Increases motivation and engagement.
- Encourages creativity and curiosity.
- Supports positive wellbeing and happiness.

Why These Values Matter at Westlea Primary School

Together, these CARE values help build a **positive school culture** where children learn not just academically but also socially and morally. Westlea Primary use such values to:

- Support **behaviour expectations** and shape how pupils treat one another.
- Promote **character development**, preparing students for life beyond school.
- Create a sense of **community and shared purpose** among pupils.

In other news...

Quality of Education



Every month we will be sharing information about recognised artists, musicians, and scientists through our newsletter and also during lessons and assemblies. This is one of many strategies used to enrich the curriculum and broaden student horizons, building cultural capital and representation.



Vincent Van Gogh (1853-1890)

Vincent van Gogh was a famous artist from the Netherlands. He loved using **bright colours and bold brushstrokes** to create his paintings. Van Gogh painted lots of things he saw around him, including **flowers, landscapes, buildings and the night sky**. Some of his most famous paintings are *The Starry Night*, *Sunflowers* and *The Bedroom*.

Vincent didn't become famous during his lifetime, but today he is one of the **most well-known artists in the world**. His paintings are loved for their swirling patterns, exciting colours and expressive style.

✍ **Fun fact:** Van Gogh painted many self-portraits and experimented with different ways of using paint to show how he felt and what he saw.

Impressionism

Artist of the Month

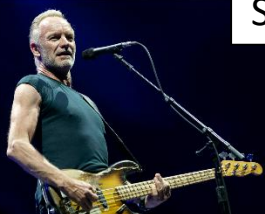
September



Musician of the Month

September

Sting



FUN FACT!!!

Sting's real name is **Gordon Sumner**. He got the nickname "**Sting**" because he often wore a black-and-yellow striped jumper that made him look like a **bumblebee**!

Full name: Gordon Matthew Thomas Sumner
Stage name: Sting
Born: 2 October 1951
Birthplace: Wallsend, Northumberland, England
Occupation: Singer, songwriter and musician
Instruments: Bass guitar, guitar and vocals

★ Who is Sting?

Sting is a famous English musician best known as the lead singer, songwriter and bass player of **The Police**. The band became hugely successful with songs such as "**Roxanne**," "**Message in a Bottle**" and "**Every Breath You Take**." Sting later had a successful solo career, producing hits including "**Fields of Gold**," "**Englishman in New York**" and "**Shape of My Heart**."

September

Scientist of the Month

The First Person on the Moon!



Neil Armstrong



Neil Armstrong was an American astronaut, engineer and pilot. He became famous on **20 July 1969**, when he became the **first person to walk on the Moon** as part of the Apollo 11 mission.

Armstrong and his crewmates, **Buzz Aldrin** and **Michael Collins**, travelled to the Moon aboard the Apollo 11 spacecraft. When Armstrong stepped onto the Moon, he made history!

After returning to Earth, Armstrong continued working in science and engineering and inspired millions of people around the world to explore space and learn about science.

Fun fact: Neil Armstrong brought a small piece of wood from the Wright brothers' first aeroplane to the Moon to remember the beginnings of human flight. ✈

In other news...



Netball club

Netball club has become very popular at Westlea with year 5 and 6 boys and girls attending – we have help to coach this club from T level student Miss Simmons and had former pupils Zainab, Jacob and Isla visit to help the new members settle in. We look forward to welcoming guest coaches from Pulse netball club into school in the next few weeks.

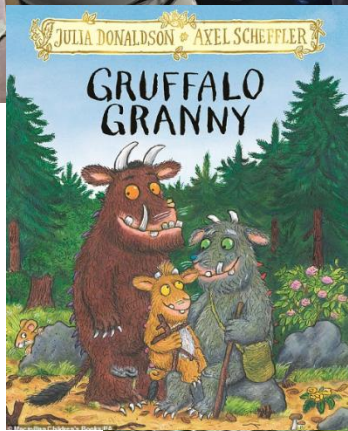


KS2 Choir



In other news...

Attendopoly



Reception - £10 spend



Year 2 – Extra track/ninja trail



Year 3 – Forest school session



In other news...

European Day of Languages

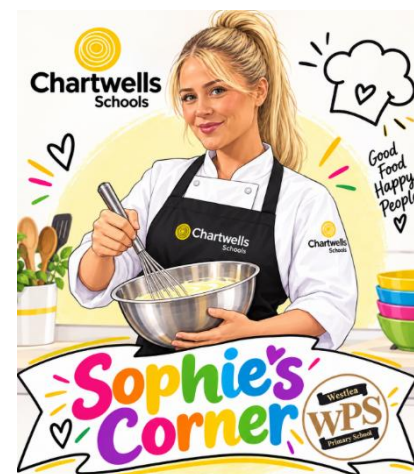




In other news...



New school menu starting after half term!



	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
OPTION 1	Cheese and Tomato Pizza with Potato Wedges / Pasta	Sausage Burger with Corn on the Cob	Roast Chicken, Yorkshire Pudding, Stuffing, New Potatoes and Gravy	Mince and Onion Pie with Mashed Potato	Fish Fingers with Chips
OPTION 2	Messy Spaghetti	Veggie Burger with Corn on the Cob	Quorn Roast, Yorkshire Pudding, Stuffing, New Potatoes and Gravy	BBQ Veggie Wrap with Wholegrain Rice	Quorn Dippers with Chips
OPTION 3	Jacket Potato with Baked Beans	Jacket Potato with Cheese	Jacket Potato with Baked Beans	Jacket Potato with Cheese	Jacket Potato with Baked Beans
ALL DISHES ARE SERVED WITH CRUNCHY VEGETABLES AND / OR FRESH SALAD					
VEG	Sweetcorn Salad Bar	Coleslaw Big Bowl Salad	Broccoli Carrots	Carrots Sweetcorn	Garden Peas Baked Beans
DESSERT	Ice Cream	Ginger Biscuit with Fruit	Jam Slice with Custard	Flapjack	Fruit

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
OPTION 1	BBQ Cheese Pizza with Potato Wedges / Pasta	Beef Burger in a Bun with Corn on the Cob	Roast Pork, Yorkshire Pudding, New Potatoes & Gravy	Butter Chicken Curry with Wholegrain Rice & Naan Bread	Fish Fingers with Chips
OPTION 2	Macaroni Cheese	Veggie Salsa Burger with Corn on the Cob	Roast Quorn, Yorkshire Pudding, New Potatoes & Gravy	Bean Pasta Bake	Quorn Dippers with Chips
OPTION 3	Jacket Potato with Baked Beans	Jacket Potato with Cheese	Jacket Potato with Baked Beans	Jacket Potato with Cheese	Jacket Potato with Baked Beans
ALL DISHES ARE SERVED WITH CRUNCHY VEGETABLES AND / OR FRESH SALAD					
VEG	Sweetcorn Salad Bar	Salad Bar Coleslaw	Broccoli Carrots	Sweetcorn Green Beans	Garden Peas Baked Beans
DESSERT	Ice Cream	Chocolate Cookie with Fruit	Raspberry Yoghurt Cake with Custard	Vanilla Crunch	Fruit

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
OPTION 1	Cheese and Tomato Pizza with Potato Wedges / Pasta	THEME DAY: Chicken Parmo with Tomato Spaghetti	Roast Gammon, Yorkshire Pudding, New Potatoes & Gravy	Sausage Roll with Baked Beans & Potato Wedges	Fish Fingers with Chips
OPTION 2	Creamy Pasta	Chinese Vegetable Rice	Roast Quorn, Yorkshire Pudding, New Potatoes & Gravy	BBQ Fillet with Wholegrain Rice	Quorn Dippers with Chips
OPTION 3	Jacket Potato with Baked Beans	Jacket Potato with Cheese	Jacket Potato with Baked Beans	Jacket Potato with Cheese	Jacket Potato with Baked Beans
ALL DISHES ARE SERVED WITH CRUNCHY VEGETABLES AND / OR FRESH SALAD					
VEG	Garden Peas Salad Bar	Sweetcorn Big Bowl Salad	Broccoli Carrots	Salad Bar Sweetcorn	Garden Peas Baked Beans
DESSERT	Ice Cream	Custard Cookie with Fruit	Syrup Sponge with Custard	Chocolate Crunch	Fruit

Special menu for Thursday 1st of October – all welcome to stay even if you are usually packed lunch!



In other news...

Harvest festival Invitation for parents



We would love to invite parents and carers to enjoy our harvest festival performances. They are **2pm start** for each assembly in the sports hall.

There is one show for key stage one (year 1 and 2) parents this is on the **Thursday 8th of October**. Key Stage two are performing the same assembly twice year 3 and 4 parents can attend and year 5 and 6 parents on **Tuesday 6th October and Wednesday 7th October**. The assemblies are exactly the same. If you have children in multiple year groups in key stage two please only come to one assembly due to space.

We also have a special harvest menu from the school kitchen on Thursday the 8th – all are welcome to stay for lunch even if you are usually packed lunch.

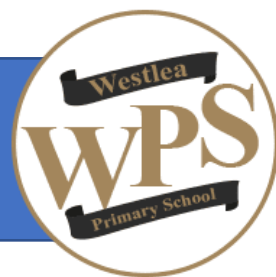
Menu will be: Hunters Chicken Burger or Veggie Burger with wedges, big bowl salad and sweetcorn. Dessert is ice cream with sprinkles, fruit or yoghurt.



School disco tickets available from school council next week £1 per ticket and tuck shop on the day. The disco will be on the last day of term **Friday 23rd of October**, in school time. EYFS will be having their disco on **Wednesday 21st October**. It will be a glow in the dark disco so wear your bright accessories!

In other news...

Football results



Westlea football news – the team played three matches at Ribbon last night. We won one, drew one and lost one. The draw was a very close call as we had a lot of chances during the game.



Scores were:

Ribbon 2 – 1 Westlea

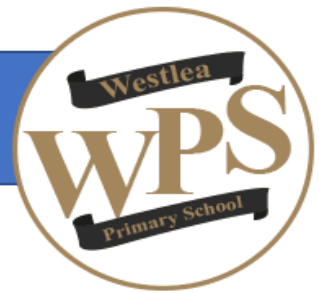
Ryhope 0 – 1 Westlea

St Joseph's 0 – 0 Westlea

Thanks to everyone who came to watch and support the children – we could not make the fixtures work without all of your help with transport.

In other news...

Safe Guarding: E-safety



10 Top Tips on Supporting Children with SELF-REGULATION

Children need to learn to understand and recognise their emotions, while finding healthy ways to process them. Emotional self-regulation, however, depends heavily on age and development. While very young ones or children with special educational needs and disabilities (SEND) may find it particularly challenging to self-regulate, nurturing these important skills can be hugely beneficial. Here are ten top tips for supporting children with their self-regulation.

1. DESIGNATE A TRUSTED ADULT

It's vital that children feel safe and know that there's someone they can always go to for help if they need it. Schedule consistent times for the child to develop a relationship with this person – ideally through play and games – allowing trust to grow and ensuring that the child is more likely to come forward if anything is wrong, rather than hiding their emotions.

2. MEET CHILDREN HALFWAY

Unless you know where a child is developmentally and tailor your approach to their needs, you're less likely to have an impact. In particular, younger ones and children with SEND can struggle to self-regulate and instead rely on others to help them. We call this 'co-regulation'. Rather than offering strategies for self-regulation, it could be better to start co-regulating with a trusted adult first.

3. FACTOR IN THEIR BASIC NEEDS

Remember that for a child to develop emotional regulation skills, their basic needs must be met first. Children who are hungry, tired, cold and so on – as well as those who have experienced adverse childhood experiences – may struggle to self-regulate. Before you develop strategies with any child, make sure they feel safe, secure and comfortable in themselves.

4. REMAIN PATIENT

If a child is struggling with their emotions, it can often become difficult to stay calm. Remember that dysregulation is beyond their control, so a display of frustration or anger could negatively impact the situation. Instead, children need to be met with comfort and understanding to help them manage these problematic feelings.

5. BE 'A DYSREGULATION DETECTIVE'

While some children can tell you why they become dysregulated, many others can't. You could investigate potential triggers by observing the child and talking to their family. When the child becomes dysregulated, note down details like the time, what they're doing and who they're with – the trigger may be someone they sit near, an unmet sensory need or something else entirely. Once we identify some triggers, we can help to avoid or overcome them.

6. USE SUITABLE LITERATURE

There are some wonderful books that can help you teach self-regulation to children. Reading these with a child can be especially powerful. Take time to discuss the content: ask questions about what feelings the characters had, why they felt that way and what strategies helped them. It can also be useful to refer back to snippets of these books at appropriate moments.

7. TRY SENSORY RESOURCES

An overlap between sensory needs and emotional regulation is possible. Children may struggle to self-regulate if they're experiencing sensory overload (a noisy classroom, for example). Positive sensory input can help calm them down. Use resources such as weighted blankets and fibre-optic lights. Of course, what works for one child might not work for another – so it's important to offer a choice of resources to discover which they prefer.

8. NURTURE INDEPENDENCE

If you feel it's appropriate, let children try out these strategies alone. Always offer them a choice: they could listen to music when they're feeling stressed, for example, or they could write down their worries or draw something to represent how they feel. This may take time for the child to get used to, so be patient. Encourage them to share any helpful strategies with a trusted adult.

9. MODEL GENUINE FEELINGS

Children learn a lot just from watching grown-ups. Don't be afraid to show your own emotions and self-regulation strategies. While you'll obviously want to avoid sharing anything too personal with children, they should still see us experiencing and handling our own feelings. Tell them how you are feeling, then show them how to respond in a healthy manner.

10. FORMULATE A PLAN

As much as we try to prevent children from experiencing dysregulation, it's always wise to have an appropriate plan for when it does happen. Discuss this strategy with the child (if appropriate) and their family. The best approach for an individual child is often a bespoke one; it's hugely important to know in advance what might help and what could worsen the situation.