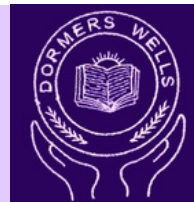


DORMERS INFORMER

Believe. Aspire. Flourish



A MESSAGE FROM THE HEAD

Dear Parents/Carers,

It was wonderful to welcome our pupils back last week, after the Easter holidays. I hope you and your families are refreshed after the break. There are always lots of extra-curricular events to look forward to in the Summer Term including our Sports' Days in May this year, International Summer Fair and our Year 6 residential.

Attendance Awards

We want all our pupils to achieve 97% and be in the 97 Club! A big shout out to our amazing children who continue to show a love of learning by coming to school every day. A Special Well done to the TOP THREE classes for their excellent April attendance. Especially, Reception Mahlangu who top the chart for the first time!

Attendance and Punctuality

"Every day counts and every child matters!" GOOD ATTENDANCE = GREAT RESULTS!

If your child's attendance below 90%, they are classed as a persistent absentee. We strongly encourage parents whose child's attendance is below 95%, to improve attendance, starting from Reception

Attendance EXTRAGANZA award

Adrian Benn from Big Foot Arts Education recently delivered a truly phenomenal workshop across the school, engaging over 100 children who had an impressive 100% attendance rate from 27.02.26 to 27.03.26. Throughout the programme, pupils took part in a wide range of role play, games, and creative, interactive activities that sparked imagination and built confidence. The energy and enthusiasm were evident in every session, and the children thoroughly enjoyed the experience, making it a memorable and highly valued part of the school's enrichment offer.

STATUTORY ASSESSMENTS

Along with our ongoing teacher assessments, the Summer Term contains statutory assessments in:

- Year 6 SATs in Week beginning 11 May
- Year 1 Phonics check in June
- Year 4 Multiplication check in June

In the months before these assessments, we try to find a balance between the administration of these tests, that show the importance of these assessments, as well as understanding that some children may feel anxiety in test conditions. Whilst exams are an inevitable part of school life, we put in reasonable adjustments to ensure our pupils perform to the best of their ability.

Thank you again for your continued support with this and with our school priorities: encouraging daily reading, spelling and phonics practice and online learning platforms Collins E Books/Reading Eggs, Numbots, My Maths/Century and Times Table Rockstars. Assessments for our Infant pupils will be carried out in small groups; a similar way to their regular assessments. So we anticipate, they will not notice any change to their usual school routines. Results of statutory assessments or teacher assessments will be shared in our end of year reports in July.

SAFEGUARDING: ONLINE SAFETY

To help you keep your children safe online, this month's Parent Guide is: Parent Guide to Pop Up Ads.

Family SUPPORT: Spring Term Events from CONTACT: See below for details of the exciting and informative events coming up:

Deep Rest Sessions Every Wednesday, free for parent and carer support session (online), Starting Wednesday 14th January and every subsequent Wednesday evening at the same time during term time. FREE for parents and carers of children with additional needs. Need time to relax and unwind? Join Contact's "Deep Rest" parent carer support group:

Reduce stress | Feel better | Pamper yourself! Take some time for yourself and practice "Deep Rest" – techniques that allow you to slow down your mind, regenerate, reduce stress and benefit your immune system. Join us and learn this relaxation practice, no equipment or fitness level required! To book, please book via this link below to receive the Zoom meeting link: <https://forms.office.com/e/irfFUZXQJe>

CONTACT Drop-in Sessions @ Greenford Library – Every Friday 9.30-11.30am Please approach the side door. A welcoming space for parents and carers to get advice, information, and support. For any questions, please contact us on ealing@contact.org.uk

Position	Class attendance
1st	YR Mahlangu 96.5% 😊
2nd	1S Seacole 96.4% 😊
3rd	4W Wangari 95.8% 😊
4th	5Z Zephaniah 94.6%
5th	1E Earhart 94.2%
6th =	YR Pollock 93.6%
6th =	4A Attenborough 93.6%
8th	3F Farah 93%
9th	3T Tendulkar 92.8%
10th	5B Blackman 92.7%
11th	6J Johnson 92.3%
12th	6T Turing 91%
13th	2C Curie 89.9%
14th	2L Latimer 89.7%
15th	Nursery Raza 86.7%
Overall APRIL attendance	95.7% (TARGET OF 96% NEARLY MET)



A MESSAGE FROM THE HEAD

READING.

As you know, Reading is an important skill that can affect life chances. Have you completed your child's reading record or checked they have completed it (older pupils)? Happy Reading!

SCHOOL IMPROVEMENT PRIORITIES: MATHS REASONING and PROBLEM SOLVING

As part of our School Improvement Priorities this year, we are placing a strong focus on developing pupils' confidence, fluency, reasoning and problem-solving skills in mathematics. We know that children make the best progress when home and schoolwork together. Supporting maths at home doesn't require special resources – just small, consistent habits that build confidence and fluency.

How can parents help?

Make Mistakes Valuable

Help your child see mistakes as an important part of learning maths. When they get something wrong, avoid jumping straight to the correct answer. Instead, explore it together by asking:

- "What do you think went wrong?"
- "Can we spot where it changed?"
- "What could you try differently next time?"

This approach encourages resilience and helps children develop stronger problem-solving skills. It also shows them that maths isn't about being perfect – it's about thinking, trying, and improving.

You can even praise effort over accuracy, for example: "I like how you kept trying different methods" or "Good thinking – you noticed something didn't work and changed it."

Y4 parents- Use real-life moments – Times tables can be practised in the car, while cooking, or walking to school.

DWJ Top Reading Tips

Reading for Pleasure is at the Heart of What We Do

Reading can be challenging but we need to ensure we are being supportive and encouraging of our children. See some top tips below:

Be a great reading partner!

It's no fun to read when you're forced to or feel embarrassed to read. Building trust and supporting a child reader is crucial as a reading partner. Here are some tips for becoming a great reading partner:

- Be patient and encouraging.
- Read aloud and track the words with your finger as you are reading.
- Read the same stories over and over. Try reading the same stories in different ways, with different voices to make it fun and interesting.
- Ask questions about the story while you're reading.
- Pick books that are at the right level for your young reader: 5+ mistakes on one page is too hard. No mistakes or only one mistake per page is too easy.
- Gently correct mistakes and re-read the entire sentence.
- Give positive feedback and tell the reader he or she is doing a great job.



Recommended Read for the Month of April



KS1
Big Bad Wolf Investigates Fairy Tales By Catherine Cawthorne

KS2 - Test Trouble By Serena Patel

Many readers may recognise Arun's emotions of fear and anxiety as test day approaches. This light-hearted chapter book explores his feelings with gentle humour, and demonstrates the importance of resilience and support when facing difficult challenges.



Nursery Places for January 2026 & April 2026

If your child was born between 1 September 2022 and 31 December 2022, s/he can start Nursery (MORNING ONLY) in January.

If your child was born between 1 January 2023 and 31 March 2023, s/he can start Nursery in April: a fun environment where the children learn through play and develop social skills. Please come to the school office for an application pack and we will start them as soon as possible.

FREE SCHOOL MEALS:

Is your child missing out on a free delicious nutritious school lunch? We want all children to be eating a HOT FREE school lunch, so do encourage your child to try it out and save yourself money! If you are eligible for free school meals, please provide the school with your National Insurance Number or click on the link below, on how to claim, in case your child is eligible for Food vouchers during the holidays AND extra funding for their school from the Government, worth £1,300 per year. That's extra money to spend on enrichment activities, teacher development and targeted support. To see if you qualify please click on the link and inform school as soon as you receive your notification: <http://fsm.bslforum.com/ealing/Dseat.jsp> The Voucher is usually £15 per week, per child. Don't miss out, apply today!

Other support available - Cost of living

Support for children and families from Ealing Council website has lots of information about the different sources of help, benefits, grants and money-saving discounts the council has on offer. Visit for more information: https://www.ealing.gov.uk/info/201320/cost_of_living_support_and_advice. Parents might also be interested in the free data sim cards available from Ealing libraries for students. The council's four community hubs include Southall Library,

https://www.ealing.gov.uk/info/201033/council_and_local_decisions/3073/location, a registered data bank providing sims cards for those who do not have online access or are struggling to pay for mobile data. Anyone struggling to meet food costs, cover their rent or purchase essential items can apply for financial assistance. To find more information or to make an application go to: https://www.ealing.gov.uk/info/201264/help_for_residents/2687/help_with_your_money/2

Information about all the different sources of help, benefits, grants and money-saving discounts on offer is also available:

https://www.egfl.org.uk/sites/default/files/Cost%20of%20living%20leaflet%20with%20translations_0.pdf

ENDINGS AND BEGINNINGS

I'm sure you will join me in wishing a fond farewell and thank you to Mrs. Kaur, who is retiring. She will be sincerely missed as staff and colleague, and we hope she keeps in touch with the school! We welcome these new teachers to the Dormers Wells Family: Ms. Abdi who will teach Y4 Wangari and Ms. Taib, who will be teaching sets in Year 6 and Year 5, after the KS2 SATs.

Enjoy the 1st May Bank Holiday. I look forward to seeing all pupils back in school on Tuesday 5th May.

With best wishes,

Mrs Toni George (Headteacher)

UPCOMING DATES

4/5/26: Bank Holiday School closed
 5/5/26: 9-10am SCP Parenting Workshop (drop in)
 5/5/26: 9am Y1 trip to local Gurdwara
 6/5/26: 9am Phonics workshop (Y1 & Y2 Selected pupils)
 6/5/26: 2.45pm Reception Pollock class assembly
 11/5/26: KS2 SATS week
 12/5/26: 9-10am SCP Parenting Workshop (drop in)
 14/5/26: KS2 creativity livestream Drama & Poetry workshop (Mental Health Awareness Week)
 18/5/26: Walk to School week & Sports week

18/5/26: 9am Nursery and Reception Sports day
 19/5/26: 2.45 Y6 Johnson class assembly
 19/05/26: 9-10am SCP Parenting Workshop (drop in)
 20/5/26: 9am KS1 sports day
 20/05/26: 1.30pm KS2 sports day
 21/5/26: American Themed Lunch
 21/5/26: Y6 Theatre trip
 21/5/26: Movie Afternoon '97' Club
 25-29th/5/26: Half Term
 01/6/26: INSET DAY 4/5 School closed to pupils
 2/6/26: All pupils return to school (usual 3:15pm finish)

WHAT HAVE WE BEEN UP TO?

Nursery

Nursery children have been busy discovering the joys of gardening by planting and caring for their very own sunflowers. They gently sowed the seeds, watered them regularly, and made sure their plants received plenty of sunshine. Through this hands-on experience, the children are learning about growth, responsibility, and patience, while watching their sunflowers begin to flourish.



Reception

Reception have had some very exciting visitors this month! On Tuesday 14th April, Farmer Reece delivered 5 duckling eggs. The children have been keenly watching over the process of the eggs cracking and the hatchlings being born, to the ducklings growing and becoming more and more confident! We have had a very practical lesson in the life cycle of a duck!



Year 1

Year 1 have had a great couple of weeks back after Easter holidays. We have celebrated Stephen Lawrence Day and Shakespeare Week. In English we learnt about the William Shakespeare play The 'Tempest' and completed some great writing about the magic and the storm from the story. We have also been working on our Talk Partners to share our ideas and opinions.



Year 2

During Shakespeare Week, our Year 2 children showed remarkable enthusiasm and creativity while exploring the story of Romeo and Juliet. They demonstrated a strong understanding of the characters and key events, bringing the tale to life through engaging discussions, imaginative role-play, and expressive storytelling.



WHAT HAVE WE BEEN UP TO?

Year 3

At the moment Year 3 are trying to become millionaires, but to do this they must be good at dealing with money. We would be very grateful if you would play money games with your child. Let them use money to add and subtract money. This will help a lot as some seem to be struggling with their values and counting on in ten and twenty pence. In History we are looking at the Romans. Please let your children find as much information as possible about them. Your child will also demonstrate great interest in the topic.



Year 4

Writing

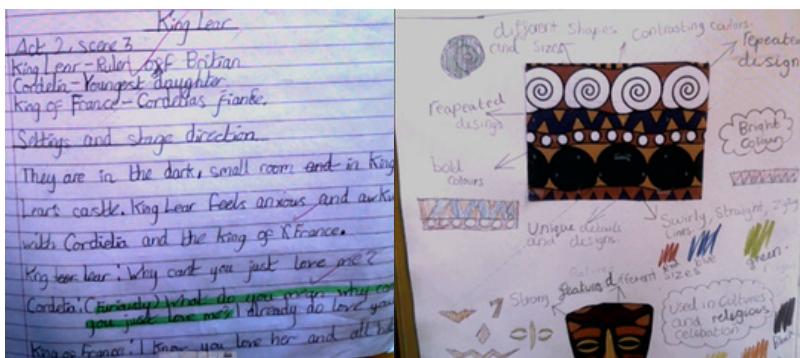
Children wrote a fantastic playscript inspired by King Lear by William Shakespeare. They demonstrated great creativity in adapting the story, using dialogue and stage directions effectively to bring their ideas to life.

RE

Children created a "diamond 9" activity focused on the Ten Commandments, which are found in both the Bible and the Torah. They engaged in thoughtful discussions, considering which commandment they believed were most and least important whilst justifying their opinions with clear reasoning.

Art

In Art, we have been exploring the work of Lois Mailou Jones. We also looked at the origins of African masks. The children annotated images and examined key features of the artwork, developing their understanding of pattern.



Year 5

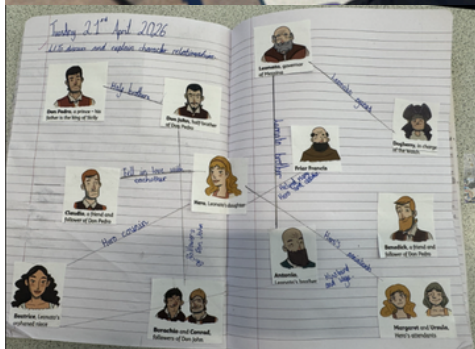
Year 5 had a fantastic time designing and creating their own Ancient Greek pots using clay. From shaping the clay to carefully painting intricate patterns inspired by traditional Greek designs, they showed great focus and attention to detail. They explored ancient techniques and symbols, using paints to add vibrant colours and unique personal touches to their pots. It was a wonderful way to connect art with history, and the children were incredibly proud of their creative achievements!

As part of Science Week, Year 5 students visited DWHS and took part in an exciting hands-on experiment where they made their own bath bombs. They observed the effervescence—the bubbles of gas released—when the bath bombs were placed in water, bringing their scientific learning to life. The activity was both fascinating and highly engaging, sparking curiosity and enthusiasm throughout the session. It was a fantastic way to explore science in a fun, memorable, and meaningful way!



Year 6

Year 6 have been busy this month revising for their upcoming SATs in May. They have also enjoyed Shakespeare week where they read and enjoyed the play 'Much Ado About Nothin' and were able to discuss and explain the relationships between the characters.



EXTRA STORIES

Ealing book festival

Selected Year 3 and Year 6 pupils were invited to The University of West London, to perform their poems on the topic 'Proud To Be Me'; opening up the annual Ealing Book Festival along with 4 other schools from the borough. They had a fantastic time, reciting their poems about their culture and heritage, and learning about others. We are very proud of them!



Big Foot Arts Education

Students had so much fun in this workshop!



Scooter Training

ec & Year 1 pupils received free scooter training from Rubicon. They enjoyed every minute.



Year 5 Innovation After School Club

Children are designing and creating in a afterschool PSHE programme focused on promoting an entrepreneurial spirit for all students, unlocking their innovative DNA. ROAR challenges your students to create a 'World Changing Idea'.



RIGHTS RESPECTING - MAY

The 'Rights Respecting School Award' (RRSA) helps our children grow into thoughtful, respectful and responsible young members of the school and wider community. By learning about rights, our children also learn about the importance of respecting the rights of others.

INTRODUCING ARTICLE 12 (again)

Article 24 states that - Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy.

At Dormers Primary Schools we apply this by promoting healthy lifestyles, providing nutritious meals, and teaching hygiene and well-being. At school we also ensure access to clean water, proper sanitation, and mental health support. Regular health checks and first aid provision further protect students. Educators work with families and health services to support children's physical and emotional needs, making sure every child learns in a safe, healthy environment where their right to good health is fully respected.

Article 24 – the right to good health, water, food and a clean environment.



What Parents & Educators Need to Know about

POP-UP ADS

WARN

Pop-up advertisements have been a staple of the internet since they were first introduced in the late 1990s. This form of advertising causes a small window or banner to appear in the foreground while someone is browsing a website. Although these adverts are merely irritating for most people, pop-ups can present more severe risks to younger users.

WHAT ARE THE RISKS?

DECEPTIVE TACTICS

Children sometimes don't understand that adverts (including pop-ups) are designed to sell a product – and can't distinguish between a legitimate feature of a site and an advertisement. Video games, for example, can be full of pop-up ads that tempt users into spending money, yet they might take the form of a mini-game or extra level.

INAPPROPRIATE CONTENT

While some adverts are targeted based on a user's interests and activity online, that isn't always the case. This means that children may unfortunately be exposed to ads for age-inappropriate goods or services such as tobacco products, alcohol and gambling sites.

MALWARE RISK

Most pop-ups from reputable advertisers are safe. However, in some cases, pop-ups can trick you into downloading malware – whereby cybercriminals install software on your device, allowing them to access your sensitive data. It can be difficult to know if malware has been installed on your device, so your best option is to avoid engaging with these pop-ups altogether. Be wary of sites that suddenly bombard you with ads or try to prevent you from leaving.

PRIVACY RISK

Many app and game developers will collect their users' personal data, such as their name, address, email address, geolocation information, unique numerical identifiers, photos and payment information. If a child clicks on an illegitimate pop-up loaded with malware, all this information could be put at risk.

RACKING UP BILLS

If a child has access to a payment card on their device – be it a smartphone, laptop, or tablet – they could very quickly rack up a massive bill by interacting with pop-up adverts and buying products shown to them. Try to keep a close eye on their spending.

BEHAVIOURAL IMPACT

Research has found that pop-up ads can even have an impact on children's behaviour. Some of these adverts use manipulative tactics that take advantage of children's developmental vulnerabilities, intentionally or otherwise. This approach may cause a child's mood to shift: becoming more stubborn, for example, if they begin wanting their parents to buy a specific product for them.

Advice for Parents & Educators

START A CONVERSATION

It's important to have regular conversations with children about online advertising so that they understand the risks of interacting with pop-ups. For example, if a child asks for a product which has been advertised to them online, ask them why they want it and how they found it: this will present an opportunity to talk youngsters through the tactics used in online marketing.

SPOT THE SIGNS

If you're concerned that a child may be following pop-up ads to make online purchases or viewing content that could be harmful, it's important to be able to spot the signs. Due to the often-manipulative nature of these adverts, children who interact with them regularly may show signs of distraction, stubbornness and an increasingly materialistic worldview.

MONITOR CONTENT

It can often be difficult to spot when a pop-up advert is malicious – even more so for impressionable younger users. It's important to monitor the content they're consuming to prevent them from clicking on something dangerous. If a pop-up ad seems too good to be true – promising a free iPad, for example – it probably is.

PRIVACY SETTINGS

Most modern devices have privacy settings that let you limit the amount of advertising a child is subjected to while using apps or browsing the internet. You may also want to speak to teachers about avoiding sites and apps with advertising, as well as adjusting digital privacy settings on any education technology they use.

LIMIT SPENDING

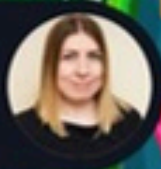
Try to stay aware of what children are spending and ensure that payment details aren't linked to or saved on the gaming platform that they use. Most video games and internet-enabled devices have settings that can help you manage what children can or cannot purchase online.

CUT DOWN ON SCREEN TIME

Given the prevalence of pop-up ads (which can appear on everything from smartphones and tablets to internet-connected toys and games), it might be beneficial to limit the time children spend on digital devices to curb their exposure to digital advertising.

Meet Our Expert

Carly Page is an experienced technology writer with more than 10 years in the industry. Previously the editor of tech tabloid *The Inquirer*, she is now a freelance technology journalist, editor and consultant who writes for *Forbes*, *TechRadar* and *Wired*, among others.



#WakeUpWednesday

The National College

Source: See full reference list on guide page at <https://nationalcollege.com/guides/pop-ups>