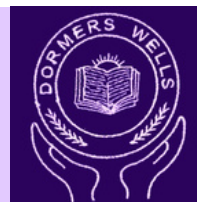


DORMERS INFORMER

Believe. Aspire. Flourish



A MESSAGE FROM THE DEPUTY HEAD

Dear Parents/Carers,

It was fantastic to see so many of you at the start of term and at our Meet the Teacher Information events. These provided a wonderful opportunity to welcome families back to school, share important information about the year ahead and talk about our continued commitment to helping every pupil Believe, Aspire and Flourish.

We are incredibly proud of the achievements of our pupils and staff over the past year. We have continued to build on our strong academic foundations, with a particular focus on developing pupils' confidence and skills in Maths, especially reasoning and problem solving. We have also continued to strengthen the quality of teaching and learning across the school, ensuring that every child is supported to achieve their very best. We are also delighted to celebrate the recognition and opportunities our school community has received this year. From our continued commitment to equality, diversity and inclusion, to our work as a Gold Rights Respecting School, we remain determined to ensure that every child feels valued, represented, safe and supported.

As we begin the new academic year, we are ambitious for every one of our pupils. We will continue to raise standards, develop excellent teaching and learning, embrace the safe and effective use of technology and AI, and ensure that the wellbeing and success of every child remain at the heart of everything we do. Our journey continues, and we look forward to another exciting and successful year together. With high expectations, strong partnerships with families and a shared belief in what our children can achieve, we know that 2026–27 will be another year in which our pupils can truly flourish.

Our main priorities this year are to:

- Raise Maths standards (Reasoning and Problem Solving), so that it is in line with National data (from 2026).
- Improve the quality of inclusive teaching to increase strong and exceptional practice, through strong foundations, adaptive practice, anti-racist approaches and appropriate challenge for all, so every pupil makes strong progress.
- Strengthen our inclusive school so every child feels they belong, is supported and encouraged to flourish.
- To develop the safe, confident and responsible use of AI and digital technology to support learning.

We look forward to working with pupils, staff and parents to achieve this.

Welcome to new staff

I'm sure you'll join me in welcoming new teachers, Miss Fernandez- Rahman (N), Miss Baraky (Year 1), Mrs Sidhu (Phonics and reading), Miss Smith (Y3), Miss Marsh (Y4) and Mr Cotton (AHT and Y6), who have joined the Dormers Wells family this term. We are delighted to welcome our new teachers to the school community and look forward to working with them as they bring their enthusiasm, expertise and fresh ideas to our school.

Meet the Teacher meetings

It was fantastic to see so many parents/carers attending our Meet the Teacher Information events this year and thank you for your continued support and feedback. Attendance across the year groups ranged from 33% to a whopping 82% – a fantastic improvement on last year's 27% to 64%! We were delighted to see so many more families taking the opportunity to find out about the curriculum, expectations and key information for the year ahead. If you were unable to attend, please do take a look through the slides, which are available on the Year Group pages of our website. We hope these events continue to provide a valuable opportunity to meet our staff, ask questions and learn more about our school priorities.

Our leaders

We are delighted to celebrate and congratulate our new team of young leaders! A huge well done to our Head Girl, Jannatpreet, and Deputy Head Girl, Ashwaq, alongside our Head Boy, Damain, and Deputy Head Boy, Kaishwin. We also proudly welcome our new Heads of House: Ani for Malala, Dawood for Mandela, Abinayaa for Rashford, and Hamaad for Thunberg. We are incredibly proud of each of you and look forward to seeing you lead with confidence, kindness, responsibility and inspiration. Congratulations to our wonderful young leaders!

Thank You to our Fundraisers

Summer fare: I'm delighted to confirm that we raised £2,113, which will enable us to buy vital resources for the children, such as resources for our new food technology room. As part of our Harvest celebrations, we are kindly asking families to donate food items from Monday 28th September to Friday 2nd October. Donations will support local families and community organisations. Every contribution, big or small, is greatly appreciated. Thank you for helping us celebrate Harvest through kindness, generosity and community spirit.

FREE SCHOOL MEALS: Too many children are still 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://fsmbsforum.com/ealing/Dseat.jsp>. The Voucher is usually £15 per week, per child. Don't miss out, apply today!

Nursery Places available for January 2027 and April 2027

If your child was born between 1 September 2023 and 31 December 2023, s/he can start Nursery in January 2027.

If your child was born between 1 January 2024 and 31 March 2024, 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.

A MESSAGE FROM THE DEPUTY HEAD

Position	Class attendance
1 st	YR Pollock 96.7% 😊
2 nd =	1D Seacole 95.9% 😊
2 nd =	3D Farah 95.9% 😊
4 th	YR Mahlangu 95.3%
5 th	5D Blackman 95.2%
6 th	Nursery Raza 94.8%
7 th	6W Johnson 94.1%
8 th	6S Turing 93.6%
9 th	1W Earhart 93.7%
10 th	4W Wangari 93.1%
11 th	3W Tendulkar 91.8%
12 th	2W Curie 91.7%
13 th	5S Zephaniah 90.6%
14 th	2D Latimer 88.3%
15 th	4D Attenborough 88%
Whole school attendance	93% < 95.5% Target not met 

Uniform

It was wonderful to see our pupils dressed smartly in uniform. A reminder that pupils must be in full school uniform. Most items can be purchased in supermarkets, fashion stores but the logo sweatshirt/cardigan/t-shirt can only be purchased from Harry's, Fashion Mark, 18 High Street, Southall, UB1 3DA. If you are experiencing financial difficulty and would like the school to arrange some pre-loved uniform for your child, please contact Mrs. Cornelius and or look out for our preloved uniform sale this term.

- White polo shirt or blouse
- Black trousers or skirt or pinafore
- Purple sweatshirt/jumper or cardigan (with logo)
- Purple and white checked summer dress
- Black shoes (not trainers)

On their class PE day, pupils in all year groups must come to school in their PE kits. Pupils need to wear a white t-shirt (with/without new logo) and non-branded black jogging bottoms or shorts. Details of the PE days can be found on the Year group pages of the website or Class DOJO. Please ensure you name all of your child's uniform and belongings.

Please remember to check ClassDojo regularly for important updates, reminders and celebrations throughout the year. We look forward to working closely with you and your children this year and continuing our strong partnership between home and school. Together, we can make it a happy, successful and inspiring year for every child!

Attendance Awards-SEPTEMBER 2026

Good Attendance = Great Results! We are delighted to celebrate the importance of excellent attendance and the positive impact it has on our pupils' learning, progress and wellbeing. Every school day matters! A huge congratulations to Reception Pollock, who achieved an incredible 96.7% attendance, the highest attendance ever recorded for a Reception class at our school! We would also like to give a special congratulations to Raza, who achieved the highest attendance result in Raza's history. What fantastic achievements!

Introducing our 97% Club!

We are excited to launch a new attendance reward! Any class that achieves 97% or above attendance each month will win a NON-UNIFORM DAY! Keep an eye on ClassDojo and our school newsletter to find out which classes have made it into the 97% Club and won the monthly prize.

Autumn Term Attendance Awards

We are also celebrating pupils who achieve 100% attendance throughout the Autumn Term. These pupils will be entered into a prize draw for the chance to win both £15 book gift voucher and 15 House Points. What a fantastic way to celebrate children who have made coming to school every day a priority!

Attendance Assemblies

We are delighted to invite parents and carers to our attendance assemblies so that we can celebrate our children's achievements together.

Years 1-3: Tuesday 15th December at 9:00am

Years 3-6: Tuesday 15th December at 2:30pm

School Improvement Priorities: Foundations for Learning tip

Building Strong Foundations at Home. Strong foundations are the building blocks for successful learning. Sleep, routines, reading, talking, play and independence all help children to feel secure, confident and ready to learn. **How can parents help?** Make time each day to talk, read and play with your child. Ask them about their day, share a story, play simple games and encourage them to explain their ideas. Establish consistent routines around bedtime, mornings, meals and reading, and give your child opportunities to become more independent by helping with simple tasks at home. **Remember**, you don't need expensive resources or lots of extra time. Everyday moments are learning opportunities—counting while shopping, talking while cooking, reading a bedtime story or encouraging your child to have a go. Small things, done consistently, create strong foundations for lifelong learning.

Other support available—Cost of living

Ealing Council offers a range of support, benefits, grants and money-saving discounts for children and families, including help with the cost of living.

Cost of Living Support & Advice – benefits, grants, money-saving discounts, food support and family support:

[Cost of living support and advice | Ealing Council](#)

Free Mobile Data / SIM Cards – information about eligibility and how to get a free SIM through Ealing's Community Hubs:

[Get free mobile data | Get free mobile data | Ealing Council](#)

Financial Support & Help with Bills – includes Council Tax Reduction, Housing Payments, Crisis and Resilience Fund, Free School Meals and support for families:

[Cost of living support: Living costs: bills, housing and health - GOV.UK](#)

Benefits Calculator – check what benefits or financial support you may be entitled to:

[Check benefits and financial support you can get - GOV.UK](#)

Crisis and Resilience Fund – support for residents facing financial difficulties, including help with money, bills, debt and essential costs:

[Crisis and Resilience Fund: Guidance for local authorities in England \(1 April 2026 to 31 March 2029\) - GOV.UK](#)

Getting Online – information about free Wi-Fi, digital support, free SIM cards and social tariffs:

[Get online | Get online | Ealing Council](#)

Everyday Counts!

Regular attendance helps children make better academic progress, develop positive routines, build friendships and feel connected to school. Children whose attendance falls below 90% are classed as persistent absentees, and we strongly encourage families to work with us to improve attendance whenever attendance falls below 95%. Please remember that holidays and visits abroad during term time can significantly affect your child's learning and progress.

Thank you to all our families for your continued support. Together, we can make every school day count and help our children reach their full potential. Once again, a huge congratulations to Reception Pollock and Raza on their outstanding achievements!

For guidance on whether your child is well enough to attend school, please refer to the NHS guidance: [Is my child too ill for school? - NHS](#). Let's keep working together to reach 97% and join the 97% Club!

Please remember to check ClassDojo regularly for important updates, reminders and celebrations throughout the year. We look forward to working closely with you and your children this year and continuing our strong partnership between home and school. Together, we can make it a happy, successful and inspiring year for every child!

With best wishes,

Mrs Ellie Mosley
Deputy Headteacher



**DORMERS WELLS
PRIMARY SCHOOL**

Reading for Pleasure

Reading for pleasure is at the heart of what we do



Dormers Wells
Primary School
Believe Aspire Flourish



Reading for pleasure helps children:



Build imagination and creativity



Improve wellbeing and reduce stress



Develop vocabulary and communication skills

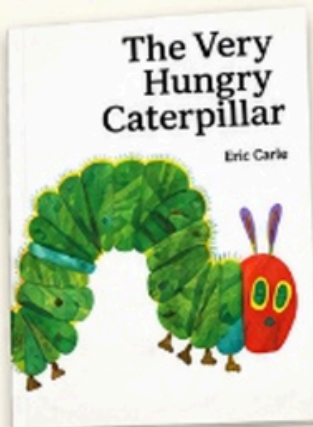


Grow confidence and independence



Create a lifelong love of learning

Recommended for 3-8 years



The Very Hungry Caterpillar by Eric Carle

A much-loved classic that follows a little caterpillar on his journey of discovery, food and transformation.

Why it's great:

- Bright, beautiful illustrations
- Simple, engaging story
- Teaches about growth, change and the natural world



Perfect for shared reading, curious minds and little learners!

Recommended for 8-11 years



The Last Bear by Hannah Gold, illustrated by Levi Pinfold

An adventure about April, who meets a polar bear on an Arctic island. It explores friendship, her relationship with her father, and the climate emergency.

Why it's great:

- Gripping adventure story
- Builds empathy and understanding of the natural world
- Inspires hope and action for a brighter future



Great for building empathy and big conversations.



Real books.
Lasting impact.

Find the right book, open a world of possibility.

UPCOMING DATES

1/10/26 Black History Month- Special Theme Lunch
National poetry day
2/10/26: Southall Alliance visit YR 6
5/10/26: Active Travel Fortnight Week 1
MP visits YR 5
YR 1 - YR 3 Puzzle Academy
9/10/26: World Mental Health Day
YR 5/YR 6 Selected pupils Girls Football

12/10/26: Active Travel Fortnight Week 2
13/10/26: YR 1 visit 3 Bridges
16/10/26: Non-uniform for 97% club
19/10/26: 2.30-7.30pm In person parents meeting
KS2 selected pupils trip to Tenpin Bowling
20/10/26: Yr 3 trip Northala fields
23/10/26: INSET DAY School closed for ALL pupils
25/10/26: October Half Term starts
02/11/26: All pupils return to School

RIGHTS RESPECTING ARTICLE OF THE MONTH

"Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment."

Article 29 reminds us that education is about more than learning facts. It is about helping every child discover their talents, build confidence, respect others and develop the skills they need to make a positive contribution to the world. As we begin a new academic year, it is a helpful reminder that every child should have the opportunity to learn, grow and feel valued at school. At Dormers Wells, we work hard to put these values into practice every day, helping all of our children to develop their talents, celebrate their individuality and become confident, caring and respectful members of our school community.



WHAT HAVE WE BEEN UP TO?

Nursery

Over the past few weeks Nursery has welcomed back children who were with us last year and are settling our new starters. All the children are being so brave and are having a very busy time exploring the new environments (both inside and outside), getting to know each other and staff members, and of course, learning to take turns and share! A big thank you to all our families for being so supportive while your children settle!



Reception

Our Reception children have been settling in wonderfully and becoming familiar with our daily routines. They are learning to line up, follow classroom routines and make new friendships. We are so proud of how confidently they are settling into their new classroom!



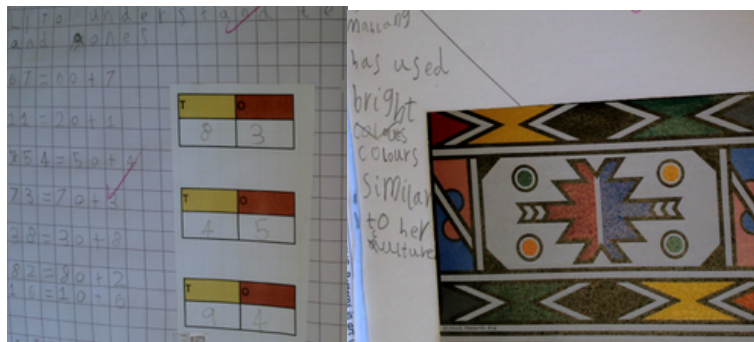
Year 1

Year One have settled well into their new classes this month and have been learning lots of new subjects and topics. We also celebrated National Teddy Bear Day by bringing our teddy bears and soft toys to school.



Year 2

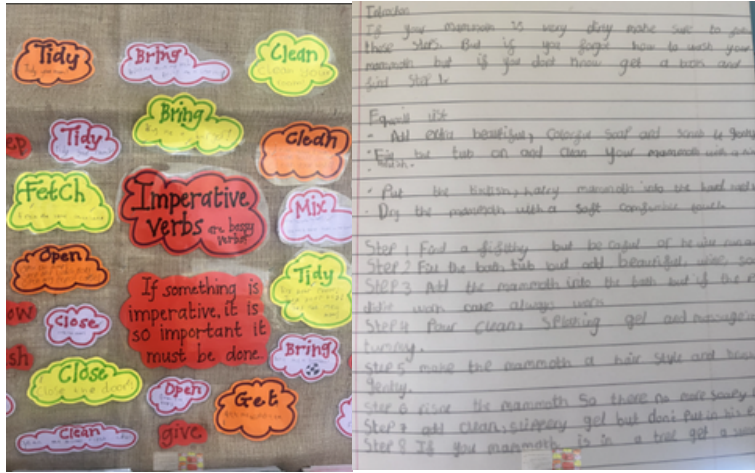
Maths - In Maths, Year 2 have been learning about place value, focusing on tens and ones. The children used place value charts to partition numbers and apply their understanding to write number sentences.
Art - We looked at Esther Malangu's colourful artwork and explored the different patterns and colours she used. We identified repeated patterns and discussed how the bright colours make her artwork eye-catching and interesting.



WHAT HAVE WE BEEN UP TO?

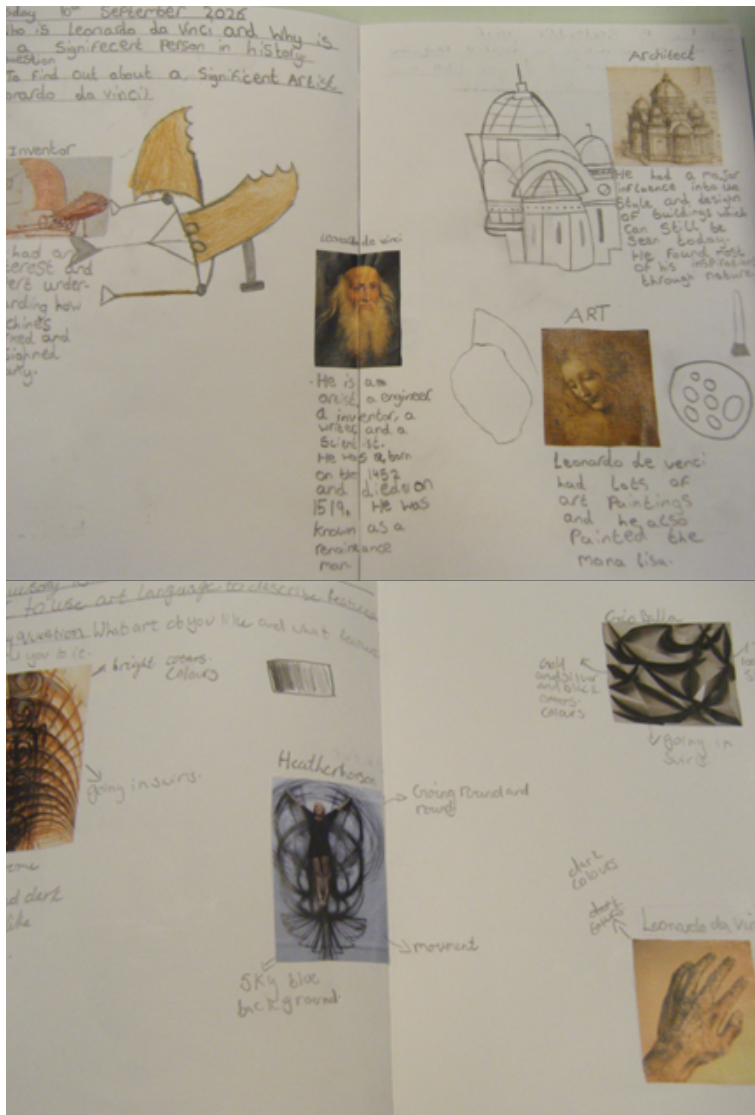
Year 3

Year 3 have been studying the text, "How to wash a woolly mammoth". They have enjoyed learning about the different features of instructions and thinking about how difficult it would be to wash a real mammoth! They have learnt about imperative verbs, conjunctions and expanded noun phrases to describe. They have then written their own instructions, giving more detail on how to wash a mammoth successfully!



Year 5

In Year 5, we are learning about Leonardo da Vinci and his fascination with the human body. We will explore his studies of anatomy and movement, then create a modern piece of artwork inspired by his detailed drawings. We will use our own ideas, colours and patterns to show the human body in movement.



Year 4

This term year 4 are learning about states of matter and we have been looking at the properties of solids, liquids and gases. Year 4 learnt what particles were like for each state of matter. Here is a picture of Wangari being 'Solid' particles.



Year 6

Year 6 visited Dormers Wells High School for their activities week where they got a taste of secondary school life. Year 6 took part in lessons including Art, Science, Spanish, Geography and French. It's been brilliant seeing them getting stuck in, trying new things and experiencing what a day at high school is like!



EXTRA STORIES

Raquel Patterson - Therapeutic Lead at Dormers Wells Primary School.

Ready, set, Wellbeing.

A warm welcome to all the children and families as the new terms begins. I hope the summer break provided a little time for fun, rest and recharge together. The beginning of a new term can bring a range of emotions for all of us. For some, it can feel exciting full of new opportunities, while for others it can bring feelings of uncertainty, worry or simply the challenge of getting back into familiar routines. I would like to take this opportunity to introduce myself and share some information about the therapeutic service offers available to you. Over the coming weeks, the focus will be on emotional wellbeing and relational care. Please feel free to drop in, say hello and look out for the therapeutic workshops coming soon.

I will be based at Dormers Wells every Tuesday. If you would prefer to book an appointment with me, you are very welcome to get in touch using the contact details below.

I look forward to connecting with you soon.

Raquel



Schools Counselling Partnership

Here are some of the ways SCP can support you, your children and the school.

CHILDREN

Every Tuesday, Raquel offers a drop-in for all children who want to talk about any feelings or worries they may be struggling with.

The SPACE is a safe, confidential space where children can feel listened to in order to feel better or to better understand their emotions.

If you would NOT like your child to make use of this service, please notify the school or email Raquel as soon as possible.

1:1 counselling: We also have a counsellor who works with specific children who may benefit from more regular support, using therapeutic play and the creative arts.

PARENTS/CARERS

From the 22nd of September: Every Tuesday at 9 am - 9:30 am drop ins.

From 9:30 am - 10 am appointments: Sometimes, we could all do with someone to talk to and that includes you as parents.

Raquel offers a safe and confidential place to help if you are concerned about your child or if you would like to talk about any other worries that are affecting you or your family. Raquel also offers consultancy and workshops to parents and teachers, helping them to better understand the emotional needs of children. She offers support by providing information about children's emotional development and practical suggestions about how parents and teachers could support children and themselves emotionally.

How to book?

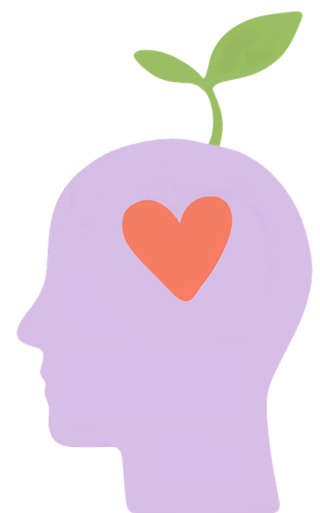
Email: Raquel@schoolsounsellingpartnership.co.uk

Text: 07821118232

Please note that emails and text messages are checked on Tuesday.

If your query is urgent, please contact the school directly.

Thank you



What Parents & Educators Need to Know about WHAT'S REAL ONLINE

Children are growing up in a digital world where seeing and hearing no longer mean they can always believe. One major emerging concern is what UNESCO describes as 'synthetic media': AI-generated audio, images or video, including deepfakes, that can convincingly imitate a person's voice or likeness. As these tools become easier to access, children may encounter manipulated content, cloned voices, and fabricated messages that appear or sound real. Parents and educators therefore need to help them question what they experience online, which can often feel harder when we're experiencing it for the first time, too.

WHAT ARE THE RISKS?

AI-GENERATED CONTENT

Artificial intelligence can now create realistic images, audio, video, and text in a very short time. Online, children may encounter fabricated news clips, AI 'influencers', fake screenshots, or entirely invented events without ever realising they are fake. The real challenge is that this content often looks polished and convincing. Parents and educators need to help children understand that professional-looking content is not automatically reliable and that all digital material should be questioned before it is trusted or shared.



DEEPFAKES LOOK CONVINCING

'Deepfakes' use AI to alter or create images and videos that appear to show a real person doing or saying something that never happened. They are sometimes used to spread false information, embarrass someone, or target people through bullying and image-based abuse. Even when others know the content is fake, the emotional and reputational impact can still be significant – and, in some cases, potentially life threatening. Deepfakes therefore need to be treated as both a digital literacy and safeguarding concern.



FALSE INFORMATION SPREADS

Misinformation is false or misleading information shared without necessarily intending harm, while disinformation is deliberately created to deceive others. Both types can spread quickly through social media, messaging apps, and video platforms. Their popularity, repetition, and confident presentation can make these false claims feel true. Children may also be more likely to trust content shared by friends, influencers, or familiar accounts, making source-checking and verification essential parts of developing their digital literacy.



VOICES CAN BE CLONED

AI tools can copy someone's voice using only a short audio sample. A child may receive a call or voice note that appears to come from a parent, friend, teacher, or trusted adult, but the audio is not genuine. These messages can be used to create panic, request money, obtain information, or pressure a child into secrecy. Hearing a familiar voice is no longer enough to confirm someone's identity, especially when a message is urgent or unusual.



ACCOUNTS MAY BE FAKE

Not every online profile represents the person it claims to be. Fake accounts may impersonate another pupil, a teacher, a family member, or someone connected to the school. They can be used for acts such as bullying, scams, grooming, or manipulation. A convincing photograph, username, or message history does not prove that an account is genuine. Children should be cautious when someone asks for their or someone else's personal information, images, passwords, money, or access to private conversations.



ALGORITHMS INFLUENCE REALITY

Many online platforms, such as social media, are shaped by algorithms that recommend content based on what users view, like, search for, and share. This means children do not see a neutral or balanced version of the world. They may repeatedly encounter similar opinions, misleading claims, or increasingly extreme content. Over time, this repetition can make an opinion feel more common or credible than it really is, because the child may never see this opinion opposed or countered.



Advice for Parents & Educators

PAUSE, CHECK, COMPARE

Teach children not to accept content as true simply because it looks professional, sounds confident, or has been widely shared. Encourage them to pause, identify the original source, check the date, and compare the claim with another reliable source. Ask questions such as: Who created this? What evidence is provided? Could anything have been altered? What is the real motive? Regular, age-appropriate practice helps children develop the critical thinking needed to navigate their online worlds.



KEEP TALKING OPENLY

Create regular, non-judgemental conversations about what children see, hear, and experience online. Make sure you use parental controls where appropriate and understand each platform's age restrictions. Asking children about new platforms, influencers, unusual messages, or content they are unsure about can help open up valuable conversations. Avoid immediately blaming the child or removing their device, as this may discourage them from disclosing their concerns in the future.



VERIFY ANOTHER WAY

A familiar face, voice, or account is no longer enough to confirm someone's identity. If a message is unusual, urgent, or asks for secrecy, money, personal information, or immediate action, children should verify it through a separate route. They should be encouraged to call the person directly using a known number, speak to them face to face, or check with another trusted adult. Families can also agree a private 'code' phrase to help them authenticate genuine emergency messages from each other. This should be something random, non-personal, and known only to the family.



SAVE, REPORT, SUPPORT

When fake content, impersonation, or manipulation targets a child, take it seriously, even if the material is fabricated. Save relevant messages, usernames, links, and screenshots without sharing the content any further. Report it through the platform, follow safeguarding procedures, and escalate concerns involving threats, grooming, sexual content, coercion, or extortion. Remind children that creating or sharing this content, even as a so-called 'joke', can have serious consequences for them and others, and may be difficult to remove once shared online.



Meet Our Expert

Philippa Wraithmell is an educator, author and digital transformation specialist with expertise in digital safeguarding, online safety, AI in education and whole-school digital strategy. She is the Founder and CEO of EdRupture and works with schools, organisations and policymakers to help create safer, more ethical and more effective digital learning environments for children and young people.



#WakeUpWednesday

The National College

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