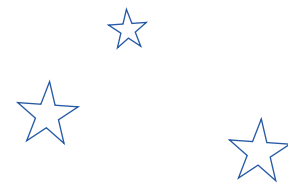


Whitchurch Highlights



23rd Jan
2026
Issue 11

Message from the Headteacher



Dear Whitchurch Families,

The Spring term is already well under way with a range of immersive learning and enrichment opportunities - helping to beat the January blues. So far, most of our Year 6 classes have visited the Natural History Museum to reinforce their Science learning on evolution and inheritance. Year 4 have enjoyed a creative African art day in the presence of a talented artist, and also welcomed a special visitor (read on to find out more) to share her experience of visiting Ecuador - a fascinating talk for our children, showing the power of our core value 'aspiration'.

In the weeks running up to the Spring half term we have plenty more in store, including 3NN and 3MS visits to the London Mithraeum Museum, HMS Guitar Festival for our talented musicians and the return of the popular Friends of Whitchurch bake sale.

For a flavour of these events remember you can also follow our Instagram page and view the news section of our website.

Have a lovely weekend.

Ms Rachel Inniss
Headteacher

Follow us on
Instagram:
WhitchurchPS



News and Highlights



Year 4 African Art Workshop

Year 4 participated a fantastic African art workshop led by artist Gakonga. We learned about Kenyan art and culture before working with calico fabric to paint traditional Kenyan patterns onto our own individual pieces. We then selected stencils to print striking images such as Kenyan dancers and coconut trees onto our designs. During the workshop we also took part in some Kenyan dancing and even created our own dances - making it a truly enjoyable themed day.



News and Highlights

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Fire Brigade and Community Police visit Reception

This week, Reception were excited to see the Fire Brigade and the Community Police. We learned how these helpers keep people safe and what to do in an emergency. We asked lots of questions and found out how to get help when we need it. Many thanks to our special visitors for inspiring us.

Mrs Patel, Reception leader



Year 2 visit to Belmont Synagogue

Year 2 visited Belmont synagogue to learn more about Judaism. We listened attentively to the Rabbi and some of us helped him carry the Torah (the special scroll of Jewish rules and stories) from the Ark. We were fascinated with the Ner Tamid ('eternal light'), which never goes out - a reminder that God is always present. We learnt that the synagogue is a special place for prayer and study for the Jewish people of Stanmore.

Ms Nicholas, Year 2 teacher



News and Highlights



Year 4 Zoologist Visitor

This week, Year 4 welcomed former Whitchurch pupil Eleni Portou (Mrs Portou's daughter) to speak to Year 4 about her recent trip to The Cloud Forest, Ecuador, to study bats. She is a zoologist - this was helpful for Year 4 as they are studying the rainforest. She talked about how she measured and identified bats, and guess what - she even got to hold one!

The reserve she stayed in was at the top of a mountain; it took 2.5 hours to climb down and back up each day! She had a lot of fun, although it was tiring, and wanted to stay another night but she wasn't allowed. She spoke about aspirations and dreams, which really inspired us all. When she was 6, she wanted to be a vet and then as she grew older she liked the feeling of being a zoologist. All the children enjoyed her presentation and learnt so much.

Article written by Anahi Lily, Head Girl (Year 6)

"I learnt that the beauty of the forest should be protected and it was fun to see the animals studied." Lavinia

"It was good. I really liked the bats. When I grow up, I really want to be a scientist or a Zoologist." Reggie

"I really liked the talk because of the photos and cool images of the bats. When I grow up, I would like to be an explorer like my granddad. Eleni was a clear speaker." Sophie

Aspiration



The Whitchurch Woodland

Forest School Sessions

Spring 1 - Year 5
Spring 2 - Year 2
Summer 1 - Year 1
Summer 2 - Year 6



Year 5 Forest School Sessions

Year 5 have started to explore the values and rules of Forest School. We worked in teams to discover and identify different animals, trees, plants and leaves using binoculars, spades and magnifying glasses. We also bravely observed worms, centipedes and spiders, leading to discussions about flora and fauna.

During our sessions we discussed plastic and how harmful it is to the woodland environment, concluding that any plastic found should be placed in the recycling bin. We used clay and natural materials to create animals and plants, which were used for role play and storytelling around the base camp. All of us were fully engaged and enjoyed learning through the Forest School ethos.

Mr Coutinho, Forest School Leader

“What I like most about forest school is the activities we do. We’ve already done a scavenger hunt and made clay sculptures! Being outdoors is fun.” Viya

“I like going to forest school because I get to learn more about wildlife and outdoors. I also like how we get to make things with clay and mud and also leaves or sticks.” Tanaiya

“I like forest school because I love the nature and the activities we do.” Zain

“I like forest school because I get to know more about the wildlife.” Daksh



News and Highlights



Riya's Rainbows

"I know its a little late but we wanted to say a heartfelt thank you for the schools support in raising a huge amount for Riya's Rainbows and the amazing gifts that were donated by the generous school community.



Due to the overwhelming generosity and the vast amount of gifts received, we decided to share some with local community projects, and still had 19 cages full delivered to GOSH today.

All gifts have been shared with the following charities:

S.L.O.W, Grief Encounter, London Community Kitchen, Lions Wembley, local women's refuge... and of course the majority have been donated to GOSH.

The local charities will be gifting the wonderful presents to under-privileged children in the community.

We very much appreciate your kindness in setting up Riya's Rainbows Day at school - it was very touching and a bit emotional. Riya would have absolutely loved it and especially the part of helping other children."

Riya's family

Instrumental Trial Sessions - Years 1 to 5



Instrumental trial sessions will be offered during the first week of March. If you are interested in signing up your child for next year's instrumental lessons, please complete the trial sessions form via School Spider by Sunday 8th February.



News and Highlights



Year 1 Dance Workshop

Year 1 engaged in a fantastic dance workshop to explore how dancers use counting (counts of eight) to keep in time with the music and to sequence movements. This linked to our work on weather as we used dance to represent different weather types such as snow, rain and wind.



Year 3 and 4 Girls' Football

A huge well done to our fantastic Year 3 and 4 girls who took part in a football festival. We won two out of four games and scored an amazing 12 goals. Every player performed brilliantly and showed incredible resilience, especially in the pouring rain!



Years 4, 5 and 6 Indoor Cricket

This week some of our keen Year 4, 5 and 6 cricketers took part in a mixed indoor cricket tournament at Harrow School, organised by CKC. We worked amazingly as a team!



Miss Byrne and Miss Wong

Year 6 visit to the Natural History Museum

Year 6 children visited the Natural History Museum to explore exhibitions and participate in an informative and interesting workshop related to our Science topic 'Evolution and Inheritance'.



Dates for your Diary

Spring
Term

Please note
change of date
for 3NN/3MS
visit to London
Mithraeum
Museum



Monday 26th January	6CM Trip to Natural History Museum
Thursday 29th January	5RC Class Assembly (9.05am)
Monday 2nd February	6BS and 6ND visit to London Central Mosque
Tuesday 3rd February	3MD Class Assembly (9.05am)
	6ET and 6CM to London Central Mosque
Wednesday 4th February	HMS Guitar Festival (Harrow Arts Centre)
Mon 9th to Fri 13th February	Children's Mental Health Week
Tuesday 10th February	3NN and 3MS visit to London Mithraeum Museum
Wednesday 11th February	FoW Bake A Heart Competition and Sale
Thursday 12th February	6ET Class Assembly (9.05am)
Tuesday 24th February	3SA and 3MD visit to London Mithraeum Museum
Thursday 26th February	Year 6 Junior Citizenship Scheme Workshop
Monday 2nd March	Year 3 VR Volcano Workshop
Thursday 5th March	World Book Day
Thurs 5th to Fri 6th March	Year 5 residential visit to Woodrow High House
Friday 6th March	Year 5 day visit to Woodrow High House
Tuesday 10th March	FoW Mothers' Day Celebrations (3.15pm-4.15pm)
Wed 11th to Fri 13th March	Year 6 residential visit to Danbury
Wednesday 11th March	EYFS 'Bringing Books to Life' Workshop
Monday 16th March	Year 4 Egyptian Workshop
Tuesday 17th March	John Lyon Junior Music Day (Senior Choir)
Wednesday 18th March	Soloists Spring Concert (4pm-5pm)
Thursday 19th March	4AK Class Assembly (9.05am)
	HMS String Festival (Harrow Arts Centre)
Tues 24th & Thurs 26th March	Parents' Evening (3.30pm-6.10pm)

Class Assemblies

2025-26



Tuesdays (Years 1 to 3) 9.05am-9.45am

Tues 3rd Feb	3MD
Tues 3rd Mar	2KK
Tues 17th Mar	1RA
Tues 28th Apr	3NN
Tues 5th May	2JJ
Tues 19th May	1KB
Tues 16th June	1RS

Thursdays (Years 4 to 6) 9.05am-9.45am

Thurs 29th Jan	5RC
Thurs 12th Feb	6ET
Thurs 19th Mar	4AK
Thurs 26th Mar	6ND
Thurs 23rd Apr	5PS
Thurs 7th May	4RS

Wellbeing

Reach Out - Schools Counselling Partnership



Sometimes we could all do with someone to talk to. If you would like to meet Tom for a confidential and non-judgemental chat about you, your child, or any other worries, he is available on **Wednesdays at 9-10am**.

You can call/text Tom on **07799 028 461** or email him at **tom@schoolsounsellingpartnership.co.uk**

Children's Mental Health Week Monday 9th to Friday 13th February



This year we shall be marking Children's Mental Health Week with the theme 'This is my place'. Our sense of belonging as individuals, in our friendships, in school and in communities plays a vital role in our mental health and wellbeing.

Spring Lunch Menu



Allergens
are listed on
our website
(click here)



Salad bar
and bread
available
daily

	WEEK ONE 5/1, 26/1, 23/2, 16/3	WEEK TWO 12/1, 2/2, 2/3, 23/3	WEEK THREE 19/1, 9/2, 9/3
MONDAY MAINS	Chicken Hot Dog, with Potato Wedges & Garden Peas Grilled Cheese Sub, with Potato Wedges & Garden Peas (V) Jacket Potato with Cheese, Baked Beans (Ve) or Tuna Mayo with Side Salad Cherry Flapjack (Ve)	BBQ Lamb Pizza, with Diced Potatoes & Peas Margherita Pizza, with Diced Potatoes & Peas (V) Pasta & Tomato Sauce (Ve) Apple Flapjack (Ve)	Chicken Burger, Served with Jacket Wedges & Corn on the Cob Vegetable Burger, Served with Jacket Wedges & Corn on the Cob (Ve) (V) Jacket Potato with Cheese, Baked Beans (Ve) or Tuna Mayo with Side Salad Fruit Shortbread (Ve)
DESSERT			
TUESDAY MAINS	Turkey Korma Curry, with 50/50 Rice & Green Beans Lentil & Chick Pea Keema Curry, with 50/50 Rice & Green Beans (Ve) (V) Pasta & Tomato Sauce (Ve) Lemon Drizzle Cake (V)	Chicken Katsu Curry, with 50/50 Rice & Green Beans Breaded Vegetable Katsu Curry, with 50/50 Rice & Green Beans (Ve) (V) Jacket Potato with Cheese, Baked Beans (Ve) or Tuna Mayo with Side Salad Chocolate & Pear Tray Bake (V)	Chicken Sausage Pasta Bake, Served with Peas Vegan Sausage Pasta Bake, Served with Peas (Ve) (V) Pasta & Tomato Sauce (Ve) Iced Sponge Cake (V)
DESSERT			
WEDNESDAY MAINS	Lamb Lasagne, Served with Garlic Bread & Broccoli Vegetable Lasagne, Served with Garlic Bread & Broccoli (V) Jacket Potato with Cheese, Baked Beans (Ve) or Tuna Mayo with Side Salad Strawberry Jelly (Ve)	Chicken Sausage & Mash, with Gravy, Peas & Carrots Vegan Sausage & Mash, with Gravy, Peas & Carrots (V) (Ve) Pasta & Tomato Sauce (Ve) Strawberry Mousse (V)	Roast Chicken with Gravy, Roast Potatoes, Carrots & Cauliflower Lentil Hot Pot, with Roast Potatoes, Carrots & Cauliflower (V) (Ve) Jacket Potato with Cheese, Baked Beans (Ve) or Tuna Mayo with Side Salad Raspberry Jelly (Ve)
DESSERT			
THURSDAY MAINS	Chicken Shawarma Wraps, with Cous Cous & Sweetcorn Falafel Wraps, with Cous Cous & Sweetcorn (V) (Ve) Pasta & Tomato Sauce (Ve) Ginger Cookie (Ve)	Tuna Pasta Bake, Served with Garlic Bread & Broccoli Macaroni Cheese, Served with Garlic Bread & Broccoli (V) Jacket Potato with Cheese, Baked Beans (Ve) or Tuna Mayo with Side Salad Jam Sponge (Ve)	Turkey Biryani, with Naan Bread & Broccoli Quorn Biryani, with Naan Bread & Broccoli (V) Pasta & Tomato Sauce (Ve) Vanilla Cookie (Ve)
DESSERT			
FRIDAY MAINS	Fish Fingers, with Chips & Baked Beans or Peas Farmhouse Omelette, with Chips & Peas or Baked Beans (V) Jacket Potato with Cheese, Baked Beans (Ve) or Tuna Mayo with Side Salad Vanilla Ice Cream Pot (V)	Fish Stars, Served with Chips, Peas or Baked Beans Veggie Sausage Roll, Served with Chips & Peas or Baked Beans (Ve) (V) Pasta & Tomato Sauce (Ve) Chocolate Ice Cream Pot (V)	Battered Fish, with Chips & Baked Beans or Peas Cheese & Onion Lattice, with Chips & Baked Beans or Peas (V) Jacket Potato with Cheese, Baked Beans (Ve) or Tuna Mayo with Side Salad Butterscotch Mousse (V)
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) and Vegan options are indicated by the symbol (Ve).

COOMBS
CATERING PARTNERSHIP



Staff

Snapshot

Name: Adam Orford
Role: HLTA



All about me

I grew up in North London, not too far from Harrow, and have always loved living in London. In secondary school, I really grew to enjoy humanities subjects and also joined the school's debate society, which helped me to learn how to present and evaluate different ideas and to speak to large audiences. I also played the guitar in a band with some friends, and I fondly remember spending hours in the school practise rooms after the day had finished. I went on to study Philosophy at university, which I really enjoyed and had so many great experiences. After graduating, I worked as an academic mentor, which led me to discover a real passion for working in education. It's a great feeling being able to help children achieve and to support them in their journeys.

Hobbies and Interests

When I'm not working, I enjoy making music on my laptop and playing guitar, which I find is a great way to unwind. Fitness has also been a big part of my life over the past few years, and I really enjoy going to the gym. I have recently started going to Jujitsu classes with some friends - although I am still very much a beginner! In my spare time I also enjoy reading and am currently interested in learning about psychology.

Best part of my role

The best part of my role is being able to be a supportive presence, helping children to achieve in and outside of the classroom. Since starting at Whitchurch, I have particularly enjoyed running the Year 4 after-school interventions. It has been great to see how much the children's confidence has grown in just a few short months, and I have been very proud of the resilience and positive attitude that they bring to the sessions every week. As well as this, I've also enjoyed working across the school and getting to know the different classes. It's great having the opportunity to teach across the different year groups, and I do love that no two days are ever quite the same!

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.

10 Top Tips for Parents and Educators

ESSENTIAL ONLINE SAFETY

Children and young people use the internet every day to learn, play, and connect, but the online world is not always safe. For adults, it can be hard to keep up with the risks, including harmful content, cyberbullying and scams. These 10 tips provide clear and practical advice to support safer and healthier digital habits, helping young people to make informed, secure choices when using technology.

1 START EARLY CONVERSATIONS

Begin talking about online behaviour from the moment children start using devices. Use age-appropriate language and revisit topics regularly, making it clear they can speak to you about anything that upsets or confuses them. Keeping these chats open helps build trust, so children are more likely to come to you when needed.

2 PROMOTE SAFER SHARING

Children can overshare without understanding the risks. Remind them that photos, locations, or messages can be copied or shared beyond their intended audience. Explain how even private messages or group chats can be saved and/or misused. Talk about what is appropriate to post, message, and who it's safe to share with.

3 ENCOURAGE DIGITAL BALANCE

Many apps and games are designed to keep users engaged through rewards, likes, or constant updates. These features can make it hard for children to switch off. Talk openly about how these systems work and help children recognise when it's time to take a break. Building in tech-free routines supports a healthier balance and awareness of their screen time.

4 CREATE A SAFE SPACE FOR CONCERNS

When children come to you with a concern, respond with interest and care, rather than with alarm. Keeping your reaction measured helps them feel safe and supported. This doesn't mean ignoring serious issues; it means showing that you're there to help. When children trust that they can speak openly, they're more likely to feel supported through unpleasant online experiences, and to ask for help in future.

5 STAY INFORMED AND CURRENT

With emerging technologies like AI moving and changing so quickly, it's important to stay updated on how children are using new platforms, apps and games. Ask them to show you what they use and let them take the lead as you explore together. This opens up valuable conversations and helps you stay ahead of emerging risks and trends.

6 TEACH CRITICAL THINKING

Talk to children about how to recognise unreliable information or scams online. With AI-generated videos, photos, and stories becoming harder to spot, help children question what they see and encourage them to look for evidence, check sources, and ask questions. These skills will help them avoid risks, make smart choices, and develop healthy habits for the future.

7 SET CLEAR BOUNDARIES

Involve children in conversations about device usage so they feel included. Agree on digital rules such as screen-time limits, age-appropriate apps, and no devices in bedrooms overnight. Use parental controls to block or filter harmful content and explain that rules are there to protect and support them, not to spoil their fun.

8 LEAD BY EXAMPLE

Children often copy the behaviour of adults around them. Show them what balanced, respectful, and mindful use of technology looks like, such as avoiding scrolling during family time and speaking kindly in messages. If you expect certain behaviour from them online, make sure your own habits reflect the same standards.

9 EXPLORE PRIVACY SETTINGS TOGETHER

Show children how to use privacy tools on apps, games, and websites. Teach them to use strong passwords, block or report others in response to problems, and avoid sharing personal details. Explore settings together so they feel confident and in control, and explain that these features are there to help them stay safe online.

10 KNOW WHERE TO GET HELP

Familiarise yourself with tools and organisations that support online safety. The National College offers online safety guides and webinars which provide tips on staying safe. Websites like Report Harmful Content and CEOP can be used to report when something goes wrong. Show children how to report or block users, and where to go if they feel unsafe. Make sure they know that asking for help is always the right thing to do, and be prepared to support them.

Meet Our Expert

Home to the world's largest CPD library for educators, The National College has transformed the way education establishments go about developing their workforces and managing compliance. Our three memberships help all phases and types of setting raise standards, save time, reduce risk, and build a culture of improvement.

See full reference list on our website



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#WakeUpWednesday

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