

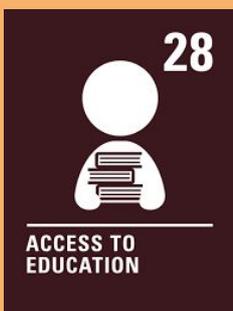
Reaching Out

Autumn 1 edition

This half term, our essential skills were:



We learnt about these Rights:



I am delighted to share the first edition of our half-termly school newsletter with highlights of events that have taken place across the school during the start of this Autumn Term. In this issue, you will learn about our **Dyslexia Awareness Week**, **Show Racism the Red Card** day, **Autumn school trips**, our celebration of **Grandparents' Day**, news of our Sports Competitions and more! Congratulations to the boys' and girls' football who won the trophy for the first tournament of the year and a big thank you to **Dylan**, our Sports Coach and **Jaykey**, our P.E Lead! Read more on page 17.

It has been wonderful to see the children settle into their new classes - and a big thank you to Parent and Carers for supporting the transition to a new year group. All the routines that are set up are home are vital for children to engage well with their learning in school. Thank you for communicating with your child's Class Teacher if you have any questions about your child's learning or when there are changes at home that may affect them.

We were pleased to see that 94% of parents who completed the Parent Survey last term felt that the Weekly Bulletin had improved communication. Your feedback is very important and supports the school to continuously move forward. You can read more about the Parent Survey results on page 13.

Staff Update

Danielle, our music teacher, will not be returning after her maternity leave. We are incredibly grateful for her dedication and the wonderful contribution she has made to our music provision over the past five years. Her passion for teaching and the joy she brought to music lessons have been greatly appreciated by both the children and staff. We wish her all the very best in her next chapter.

I am also pleased to announce that Vahan, who has been covering, has accepted the role of music teacher and we look forward to having him as a permanent member of the staff team.

Wishing you all a good break over the half term and see you back at school on Monday 10th November.

Sophie

Head Teacher

REACH for your future **Respect Enterprise Ambition Confidence Happiness**

As a GOLD Rights Respecting School we value learning ABOUT, THROUGH and FOR the rights enshrined in the UNCRC. We are committed to safeguarding and promoting the welfare of all our pupils.

Every month, children who arrive on time are entered into a **Punctuality Prize** draw! The winners receive a special prize and are celebrated in our whole school assembly.

Well done to the children below who were on time every day in September and who were the winners of the prize draw:

September Punctuality Winners

Freya **Comet Class**

Finn **Akasha Class**

Anjali **Luna Class**

Ele **Bellatrix Class**

Mattia **Apollo Class**

Otto **Cosmos Class**

Jane **Nebula Class**

A reminder that school starts at **8.55am** but we give you a 5-minute grace period to account for exceptional circumstances; therefore, any child arriving at **or after 9am** will be marked late.



Dyslexia Awareness Week 6th - 10th October



Our wonderful Dyslexia Ambassadors presented an assembly to the school on 6th October.

They led a quiz on facts and myths about dyslexia.

Do you know whether the statements below are **true or false**?

Answers are on the final page of this newsletter - no cheating!

1. One in 10 people have dyslexia

3. Every dyslexic person has the same strengths and challenges

5. Spider-Man himself (Tom Holland) is dyslexic!

2. Dyslexia just means that you find it hard to read.

True or False?

4. People with dyslexia can be amazing puzzle solvers and creative thinkers (kind of like detectives or inventors!)

6. Dyslexic people see words backwards, like looking in a mirror

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Planning to sell or let your property?

David Astburys offer a free, no-obligation market valuation to help you get the best possible price.

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EXCLUSIVE OFFERS FOR THE WILLIAM TYNDALE COMMUNITY



Reception Autumn Walk



Reception ventured out into the local area to collect Autumn leaves. We used the leaves to make collages, leaf crowns, leaf rubbings and leaf men in the classroom.





**The Garden
Classroom**

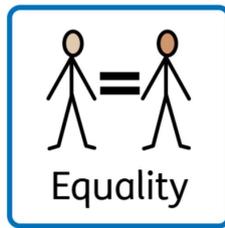
URBAN FOREST SCHOOL

This half term, **Year 4 students** have been participating in Forest School Education at Highbury Fields. Students have been enjoying this experience and engaging in creative and curious play and activities. We look forward to continuing this next half term.





GLOBAL EQUALITY COLLECTIVE



Each month we have a Global Equality Collective word of the month to help us celebrate our diverse community and learn about equality.

Our words of the month so far this year have been:

September - Respect
October - Anti-Racism



As part of our learning about anti-racism, the whole school took part in **Wear Red Day**, a national event where people wear red to show their support for anti-racism and take a stand against racial discrimination. The day is organised by the charity **Show Racism the Red Card**, which uses education, football and community role models to challenge racism and promote equality. It was inspiring to see our entire school community, from Nursery to Year 6, including staff, come together for this event. It had a powerful impact on our understanding of our **GEC (Global Equality Collective) Word of the Month**, continuing to deepen our commitment to equality and inclusion. You can learn more about the GEC here: <https://www.thegec.education/>



Year 6 Trip to the Imperial War Museum

Year 6 Satellite and Nebula enjoyed our recent visit to the Imperial War Museum, where we explored the World War 1 and 2 galleries as part of our ongoing History topic.

“First we went to the WW1 gallery. There were items like propaganda posters, armour, and bayonets.” - Phoenix, Nebula Class

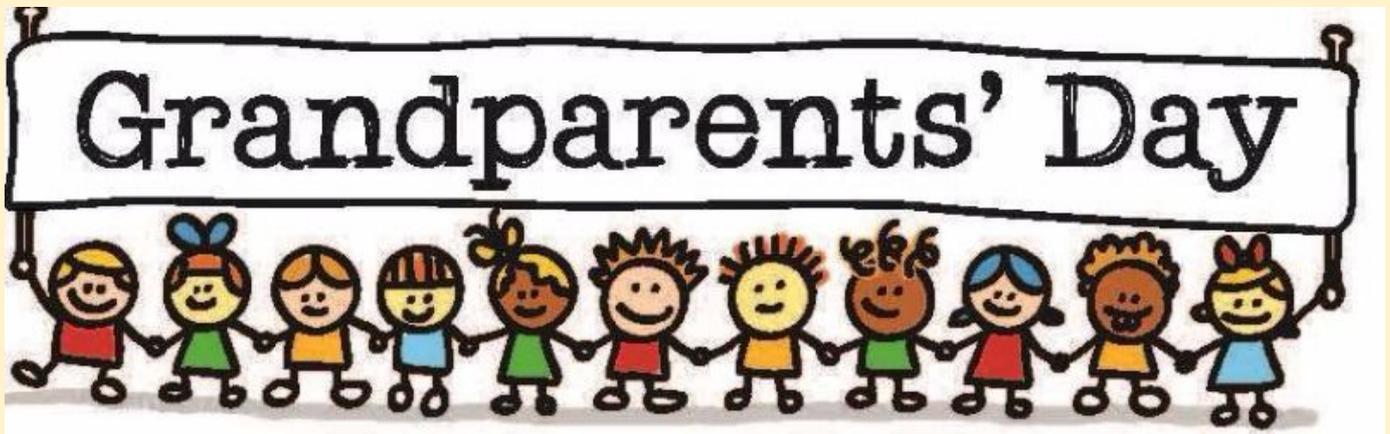


“We were put into groups and we had to make a documentary about one item we found interesting. My group chose weapons like rifles and bayonets. My favourite thing out of all was the life-size trench!” - Emily, Nebula



“I loved going inside the model trench - it was so realistic and strange. I also liked seeing all of the war vehicles, like the car that had been blown up.” - Rinad, Satellite

“I enjoyed the documentary challenge because it was really fun to talk about all of the artefacts in the museum!” - Miles, Satellite



For History in Year 1 we have been learning about how methods of communication have changed since our Grandparents were children.

We had an amazing time when we invited Grandparents to come in for World Grandparents' Day and share their wonderful stories and memories about how they communicated when they were children and how this has changed to how the children in Year 1 communicate now.

Not only did we have Grandparents join us in person, but we also received emails and we were delighted to have one Grandparent join us via Zoom all the way from America! This helped us to learn even more about how easily we can communicate with people across the world now in contrast to the past.

Thank you so much to all the families that took part, the children loved having you all visit and enrich their learning!

As part of our History learning, we also wrote postcards and went on a trip to the postbox!

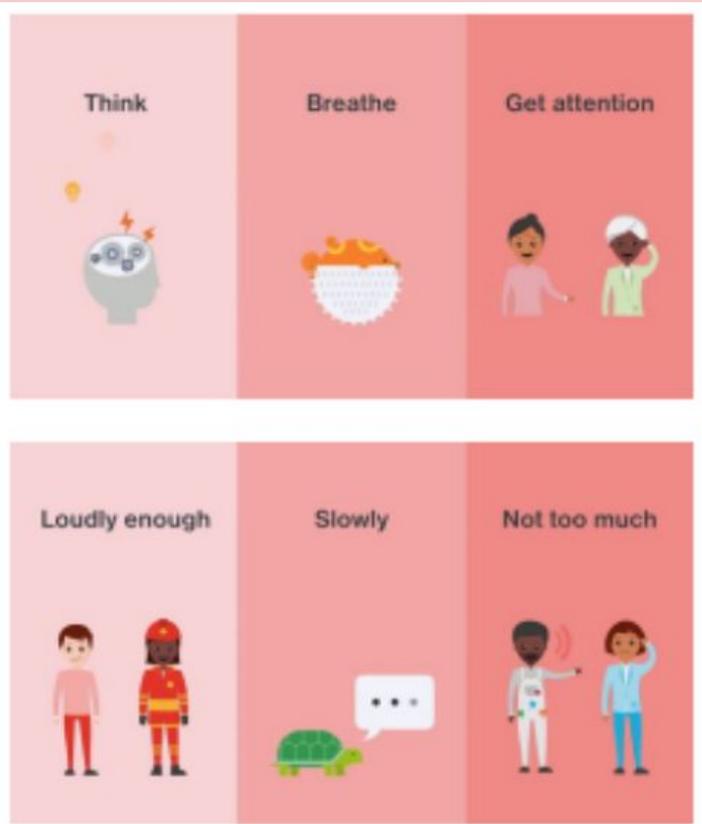




Skill of the Month



In September and October the children learnt about the essential skills of *Listening* and *Speaking*. They considered important learning questions and how to develop their skill steps in these areas.

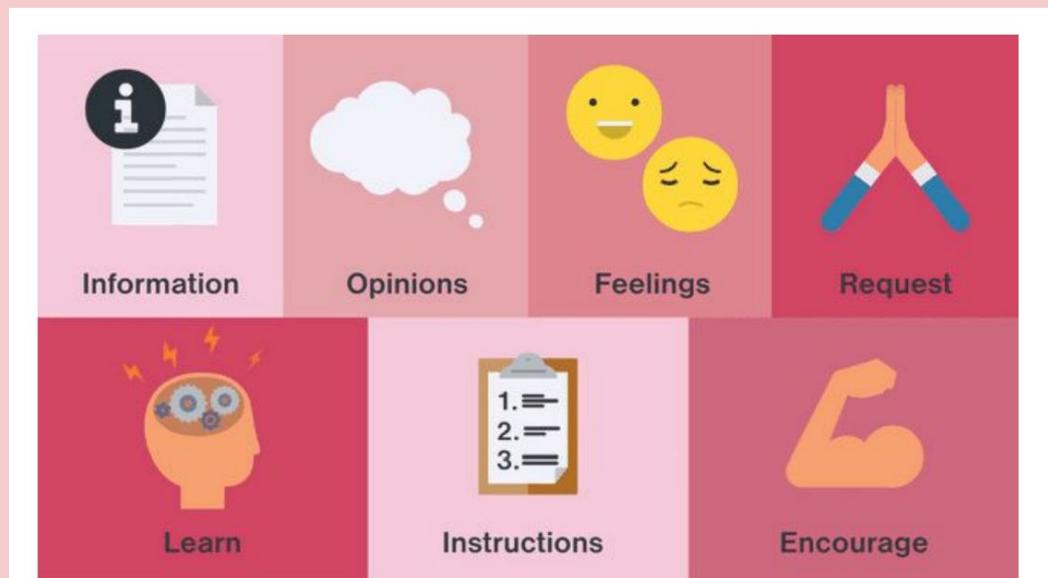


Speaking to people can be more difficult than it seems.

Most people find it hard to speak to new people. When they are in this situation, they could try these strategies.

People speak to us for different reasons and knowing this can help us to listen and understand.

Can you recognise all these opportunities for discussions with your own child?



music!

Here's some of the things we've been up to in our music lessons this term:

Reception have been singing songs and playing games all around the topic of 'pitch' (high and low sounds) as well as learning a spooky playground singing game called Witch, witch!



Meissa class (Reception) playing Witch, Witch

Year 2 have been studying music about transport to create their own pieces depicting a train journey, using notated rhythms and exploring changes in dynamics (volume) and tempi (speed)

Year 4 learnt to sing and play the hit song, Lean On Me, learnt about gospel music and wrote and performed their own melody to accompany the song

Year 1 have been learning about marches- singing Colonel Hathi's March from the Jungle Book and recognising the instruments in a marching band

Year 3 learnt the 'Dragon Song'- which is about accepting people's differences- and composed their own original melody to accompany the piece on the glockenspiels, as well as listening to examples of music from around the world



Apollo class (Year 3) learning their original melody



Year 5 and 6 also learnt some famous songs- Livin' on a Prayer and Happy- and composed new melodies to add into the music - on the glockenspiels and their own instruments they learn in school



Cosmos and Matariki (Year 5) class orchestras!

Singing Assemblies: Our assemblies this term have focussed on songs about Peace (World Day for Peace- 21st September) and our word of the month, Anti Racism (I Wish I Knew How It Would Feel to Be Free/ Only When It's Dark Enough Can You See the Stars) as well as other songs and rounds in 2 and 3 parts!

Analysis of Parent and Carer Survey Summer 2025

Thank you to the 84 parents and carers who responded to this survey. This amounts to approximately 18% of our families. Please read below the analysis of this survey. We were very pleased that the results were overwhelmingly positive but we also take on board suggestions for improvements.

| | Strongly Agree | Agree | Disagree | Strongly Disagree | Don't Know |
|---|----------------|-------|----------|-------------------|------------|
| 1. My child is happy at this school. | 47 | 33 | 4 | 0 | 0 |
| 2. My child feels safe at this school. | 51 | 28 | 5 | 0 | 0 |
| 3. The children are supported with their behaviour in line with the school's behaviour policy | 31 | 45 | 5 | 0 | 3 |

| | My child has not been bullied so I cannot answer. | Strongly Agree | Agree | Disagree | Strongly Disagree |
|--|---|----------------|-------|----------|-------------------|
| 4. My child has been bullied and the school dealt with the bullying quickly and effectively. <i>'Bullying is when you deliberately keep making someone unhappy. You know you are bullying when you are choosing to hurt or upset someone with unkind words or actions again and again.'</i> | 60 | 3 | 8 | 9 | 2 |

We were pleased to note that the vast majority of respondents felt that their child had not been bullied and, for those who had, most were pleased with the resolution. We will continue to strive to ensure that *all* children get the support that they hope for. Please always communicate with your child's class teacher, in the first instance, if you have any worries or concerns.

We cannot promise that a child will never experience bullying. Our behaviour policy and curriculum teaches children kind and respectful behaviour. We also teach children to ask for help and speak with an adult when something upsets them. We thank parents and carers for supporting your child/ren to feel able to speak to a member of staff if they are unhappy about anything.

| | Strongly Agree | Agree | Disagree | Strongly Disagree | Don't Know |
|---|----------------|-------|----------|-------------------|------------|
| 5. The school makes me aware of what my child will learn during the year. | 34 | 40 | 9 | 1 | 0 |
| 6. My child does well at this school. | 32 | 46 | 3 | 0 | 3 |
| 7. The school has high expectations for my child. | 22 | 38 | 17 | 2 | 5 |

At the beginning of this year, we shared the curriculum overview for each year group in the weekly bulletin to support parents to be aware of what their child will learn over the year.

We are very proud of the children's achievements in the Summer Year 6 SATs, which reflect the dedication and effort they put into reaching their full potential:

| Subject | School: pupils working at expected standard | National: pupils working at expected standard | School: pupils working at greater depth | National: pupils working at greater depth | Average scaled score: school¹ | Average scaled score: nationally |
|---|--|--|--|--|---|---|
| English reading | 97% | 74% | 63% | N/A | 110 | 106 |
| English grammar, punctuation and spelling | 92% | 72% | 49% | N/A | 110 | 105 |
| Mathematics | 92% | 73% | 37% | N/A | 106 | 105 |
| English writing (teacher assessment) | 86% | 72% | 19% | N/A | N/A | N/A |
| Science (teacher assessment) | 92% | 81% | N/A* | N/A | N/A | N/A |

*Science can only be assessed as meeting or not meeting the national expectations.

We are very proud of the ways that we support children to develop themselves as fully rounded individuals. Some examples are:

- working on all the eight essential skills with our Skills Builder curriculum;
- discussing the fundamental rights we all have as a Rights Respecting School;
- developing strong reading from the Early Years with Daily Supported Reading;
- furthering enthusiasm for reading with engaging books with Destination Reader;
- encouraging strong public speaking skills and developing arguments with Debate Mate both in school and with external tournaments
- developing strong sense of team skills with PE competitions
- supporting children who want to demonstrate their strengths within school competitions, such as spelling bee, poetry recitals, number facts and multiplication bee;
- as well as Primary and First Mathematics Challenges from Years 3 - 6.

We hope that the additional resources that are sent out for families to work on at home encourage children to achieve their full potential and provide families with more information about the expectation for each year group.

| | My child is not on the SEND register. | Strongly Agree | Agree | Disagree | Strongly Disagree | Don't Know |
|--|---------------------------------------|----------------|-------|----------|-------------------|------------|
| 8. My child's SEND needs are well supported. | 62 | 8 | 7 | 2 | 1 | 3 |
| | I have not raised concerns this year. | Strongly Agree | Agree | Disagree | Strongly Disagree | Don't Know |
| 9. When I have raised concerns with the school they have been dealt with properly. | 28 | 17 | 31 | 4 | 1 | 3 |

| | Strongly Agree | Agree | Disagree | Strongly Disagree | Don't Know |
|---|----------------|-------|----------|-------------------|------------|
| 10. The school lets me know how my child is progressing. | 24 | 46 | 10 | 2 | 2 |
| 11. My child can take part in clubs and activities at this school, including Breakfast Club and Kids' Club. | 59 | 20 | 4 | 0 | 1 |
| 12. The school offers a wide range of opportunities for my child to develop as a person and a learner e.g. confidence, social skills, values and interests. | 44 | 31 | 6 | 0 | 3 |

Over the school year, and in line with common practice among other schools, we offer two face-to-face meetings to discuss your child's progress. Please see [here for an overview of how we share feedback with parents throughout the year.](#)

We generally do not share individual assessment results, as these represent just a snapshot of your child's learning. Instead, we rely on a combination of ongoing assessments in class to provide a more comprehensive picture of their development.

If you would like additional time with your child's class teacher, please feel free to arrange an appointment by contacting us at parentmessages@williamtyndale.islington.sch.uk.

| | Yes | No |
|---|-----|----|
| 13. I am aware of who to contact if I have a question or a query. | 83 | 1 |
| 14. The introduction of the weekly bulletin has provided me with more targeted information about school events than I had previously. | 79 | 5 |

| | Yes | Sometimes | No |
|--|-----|-----------|----|
| 15. I have accessed information about the curriculum through the school website. | 32 | 34 | 18 |

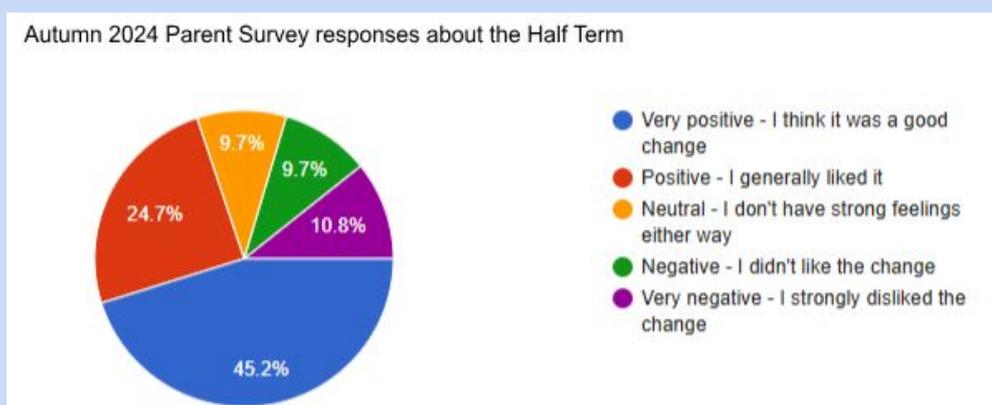
Comments:

Homework: Some parents have said that they would like a more structured approach to homework, to see what sorts of things that their child is learning at school and to see how they are getting on. At William Tyndale, we have chosen not to make homework something that has to be done each week as monitoring it can be time consuming and pressured for families and staff alike. Our evaluation of the evidence for homework in primary school is that this is not the best use of our resources. Instead, for those families who would like homework we are providing maths resources that are linked with the curriculum. These are intended to support families who would like to have paper activities to complete that show the expected level of maths for the year group at this point in the year. Some resources are differentiated for parents to choose the level most appropriate for their child. If you have comments about the resources sent home, please share them via this [Google Form](#).

We also offer a [Creative Writing Padlet](#) with a wide range of resources to support writing at home, as well as the apps Numbots, Times Tables Rock Stars and Reading Eggs. Please listen to your child read daily and/or discuss their book with them. If you would like ideas on how to support your child's handwriting and spelling development at home then there also ideas to be found on the English page of the school website [Spelling and Handwriting](#)

Challenge: As a school, our priority is to ensure that we support all children to achieve their best and that children leave William Tyndale ready for secondary school both academically and emotionally. We aim to challenge all children appropriately both by encouraging them to develop their independence and to achieve academically. As a school we offer many enrichment opportunities across the curriculum, including: maths competition, debating competitions, PE competitions. We take on board that some feedback could be clearer and are working on how to deliver more specific indications of children's attainment including providing a clear next step at each parent conference.

Half Term: A few parents commented that they would prefer to revert to a single week half term in the academic year 2026/7. After the October half term this year, we will send out a survey to gauge the opinions of the school community. The last survey of 93 responders showed that almost 70% felt positively about the change. We will be sending another survey after the coming 2 week half term and will consider the views of all the community before we make the final decision.



Sports Competitions

Cross Country

This year hundreds of children from schools across Islington competed in the Cross Country competition held at Highbury Fields. The event was wonderful and congratulations to all of the children for going and completing the run.

Football Tournaments

This half term, we took part in football tournaments for the boys' and girls' teams from Years 3, 4, 5 and 6.

Despite the fierce competition, both the Year 5 and 6 boys' and girls' teams came **first** in the Islington Schools Football Tournaments that they competed in. Congratulations to both teams for their wonderful performances.

The Year 3 and 4 boys played some fantastic football but narrowly missed out of qualifying for the finals. Well done - we are all very proud of your teamwork.

The Year 3 and 4 girls competed on the last day of the half term and finished in **second place** winning the silver medals. We are extremely proud of their achievements!

Football League

We are also competing in the Arsenal Islington School League this year and the Year 5 and 6 boys team won their first match right before breaking up for half term. The girls will be also competing after we return from the half term break.

Lastly, I would like to thank our new PE coach Dylan for his incredible work with all of the children in their PE lessons and at all of the competitions that we have entered.

Jaykey - P.E Lead



Winners of the Year 5 and 6 Islington Football Tournament



PUNCTUALITY and ATTENDANCE

Punctuality

Children are happier when they arrive punctually at school and their learning gets off to a fine start. We have many incentives to encourage children to arrive punctually, including certificates and medals.



Please remember:

- **The school gates open at 8.45am** and children are able to go straight to their classes.
- **School starts at 8.55am** but we give you a 5-minute grace period to account for exceptional circumstances; therefore, any child arriving at **or after 9am will be marked late.**

Timings for the end of the day will be as follows:

Nursery door will open at 2.50pm. (Children not collected by 3pm will incur a charge.) **Reception** and **Year 1** doors will open at 3.25pm.

- **Year 2** line up outside the Reception play area at 3.30pm, flanking the fence in front of the hand washing trough, by the office as you come down the lane from Upper Street.
- **Years 3 – 6** will be brought down to the playground at 3.30pm. Please could parents wait near to where their child's class lines up, avoiding bottlenecking by the extension of the Morris Building. Children will not be dismissed as they come out and down the stairs – only from their line.
- **Any children not collected on time will be taken to Kids' Club where a charge will apply from 3.40pm.**

It is really important to a child's feeling of security that they are brought in regularly and that parents arrive and depart promptly once they are settled. Children who arrive late can become distressed and find it hard to settle to their activities. Again, at home time, please collect your child promptly as they can become very anxious if you are late.

Please find further information in the [Parent and Carer Handbook](#) on the school website.

Attendance

The school and Educational Welfare officers monitor attendance on a regular basis. We expect children to have **at least 95% attendance. If your child's attendance falls below 95% then the Educational Welfare Officer will contact you. A child is considered a persistent absentee once their attendance falls to 90%.**

Please let us know of any changes in your child's home life, routines or health that may affect their attendance or punctuality at school, so we can support you accordingly. If you would like any more details about punctuality and attendance, please see Penny in the school office.



What do I do if my child is sick?

1. If your child is sick please inform the school office on the first day of absence.
2. On your child's return to school please bring a note to the school office explaining why your child was absent. If your child is absent directly before or after a holiday you will need to bring in medical proof to support the absence.

We award children medals and badges for 100% attendance and punctuality over a term and for over the whole year. Well done and thank you to everyone who continue to help reduce our absences, cooperating with procedures required by the Department for Education (DfE).

What about medical appointments?

Please try to avoid making dental or medical appointments for your child during the school day; if an appointment is absolutely necessary please show your appointment card (preferably in advance) to the school office as evidence for this absence.

What if I need to apply for leave during term time?

Any leave of absence has to be applied for, four weeks in advance, using the appropriate forms from the school office; each case is reviewed individually but please be aware that absence will be authorised in only the most exceptional of circumstances. **Holidays during term time will never be authorised.**

Any unauthorised absence may result in an immediate penalty notice of £80 per parent per child from Islington's Educational Welfare Department.

Support Services

Corinne, Pastoral Lead, has collated some useful services available to parents. This is not an exhaustive list and do continue to contact the school if you require support.

Islington Bright Futures, Early Help 5-19 (school-age to 19 years)

<https://directory.islington.gov.uk/kb5/islington/directory/service.page?id=txWgdPi-Gz0>

Islington

Bright Start Family Support Service

Parents-to-be and parents and carers of children under 5 years

[Find Your Islington | Bright Start Family Support Service](#)



Islington

Benefits and Financial Support

<https://www.islington.gov.uk/children-and-families/benefits-and-financial-support>

Islington Parenting Programmes

[Parenting Programmes in Islington](#)

Support Numbers

Emergency Services

999

Islington Children's Social Care

020 7527 7400

Domestic Violence National Helpline

0808 200 247

NSPCC 0800 800 500

Childli

ne 0800 1111



“ERIC is the national charity dedicated to improving children’s bowel and bladder health.

Our mission is to reduce the impact of continence problems on children and their families.”

The website has lots of information about toileting issues such as toilet anxiety, potty training, bowel and bladder problems. It offers lots of practical advice around how to support your child, webinars and a HELPLINE.

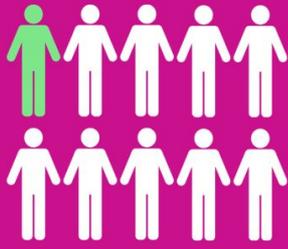
www.eric.org.uk



Free helpline: 0808 801 0343 Mon to Thur, 10am - 2pm

Answers to the Dyslexia fact or myth quiz

1. True



Dyslexia affects 1 in 10 people.

That means that over 1 million young people in schools across the UK have dyslexia. At least three people in every classroom, and many people don't realise they have it.

2. False



Dyslexia makes it harder for some people to read, write and spell. It might also be harder to remember things such as homework that has been set, or the date that you need to hand it in.

3. False



In the same way that all of us are unique, Dyslexia is different for everyone. Each person has their own strengths and challenges.

4. True



Dyslexic people think differently and are often good at solving puzzles or finding creative solutions to a problem.

5. True



It's true! The actor who plays Spider-Man, Tom Holland was diagnosed with dyslexia when he was 7 years old. He also has ADHD.

6. False



This isn't right, although lots of people think this. Dyslexia affects how the brain processes letters and words. It does not affect your eyesight.

How many did you know?

