Edward Pauling Primary School

Newsletter

"We are: Kind, Resilient, Ambitious"

18th September 2026 Issue 01

Headteacher's Message

Welcome back to the new academic year, and a warm welcome to all our new families and children- I hope that you had a great summer break.

Meet the Teacher Meetings

I hope you found the meet the teacher meetings that took place this week informative and have given you an insight into the year ahead. If you have any further questions please do speak to your child's class teacher. I want to take this opportunity to pick up on a few key points that were shared:

Attendance: **Registers close at 8.50am**, children arriving after this time will be marked on the register using the U code. **This will affect your child's overall attendance in school and if attendance is a concern a referral will be made to the LA.**

Uniform: Children should not be wearing hooped earrings in school as they may cause a health and safety risk. Please ensure that your child wears only stud earrings. On PE days children should come to school wearing their PE kits, this year children should be wearing a coloured t-shirt to represent their team colour. We will no longer be wearing a white t shirt. **Children are not allowed to wear football tops as part of their school uniform**. Please do not be offended if you are requested to come into school to change your child's PE kit if they are wearing football tops.

School Uniform is available to order from the school office.

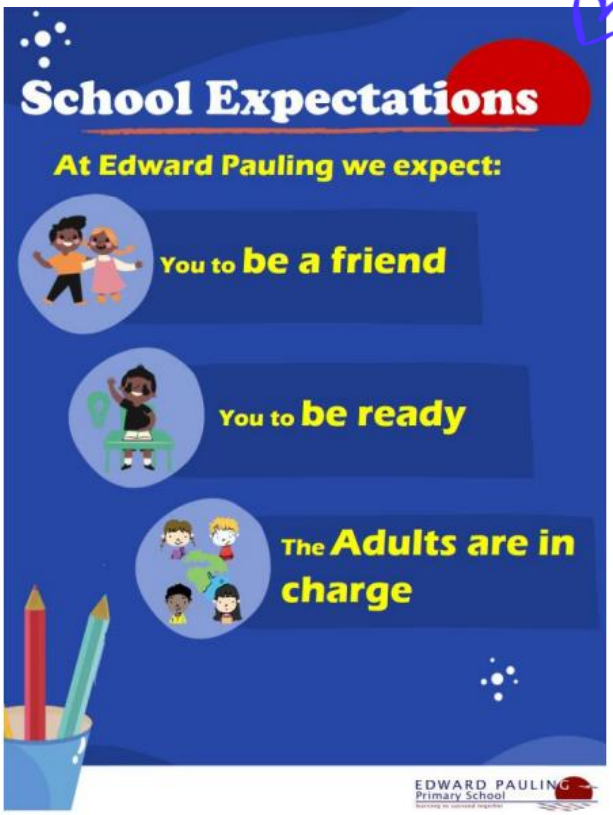
The Powerpoints that were shared during the meet the teacher meetings are now available on our school website. These can be found in the relevant Year Group Noticeboards.

Website Development

Over the summer break many sections of our school website have been updated, each week teachers will now share their weekly planning to support those parents who wish to extend learning at home. Each Tuesday planning will be uploaded onto the school website in each of the Year Group Noticeboards.

I would also like to thank everyone for your support and patience as we launch our new after school provision to replace TEDs.

Mr Adam Malin
Headteacher



At the start of the new academic year it is important that we remind everyone of our Expectations at Edward Pauling which helps support our learning, behavior and relationships with each other. Our expectations support all that we do at Edward Pauling be it how we support our children to resolve conflicts with their friends, how adults in school notice and support colleagues in times of need or how parents share their concerns and thoughts with the adults in school.

Strong relationships are at the heart of our school: when adults and children trust and respect one another, strong academic progress follows.

Announcements

Macmillan Cancer Coffee Morning and cake sale will take place on Wednesday 30th September. Please do come along

office@edwardpauling.hounslow.sch.uk

0208 831 0841

@EDWARDPAULINGPRIMARY

Follow us on Instagram

Spotlight on Attendance

We understand that families sometimes face difficult situations. However, by law, children should attend school during term time unless there are exceptional circumstances. Only the headteacher can approve these requests. Leave taken that is not authorised will be treated as Term-Time Leave. When leave cannot be approved:

- Family holidays, even for weddings or visiting relatives.
- Trips based on cheap flights or special holiday deals.
- Medical treatment overseas - treatment can be arranged in the UK

<u>How to request leave</u>

Please submit your request as early as possible — ideally at least 4 weeks before the planned absence.

- Use the school's leave request form (available from the school office).
- You will need to provide evidence to support your request.
- Every request is looked at individually to make sure we understand your situation.

We are fully committed to improve school attendance, every lost moment a child is not in school or is late has a direct impact on their education.

Leave taken that is not authorised will be treated as Term-Time Leave. Term time leave will be referred to the School Attendance Support Service once your child has returned to school.

Whole School	96.7%	
Year Group	**Attendance 7th - 11th September**	**Attendance 14th - 18th September**
Nursery	Start 14/09/2026	91%
Reception	100%	100%
Year One	98.5%	99.6%
Year Two	96.4%	97.8%
Year Three	97.1%	95.3%
Year Four	94.7%	94.1%
Year Five	98.8%	94.5%
Year Six	99%	94.2%



Date	Event	Year Group
21st September 2026	Violin Lessons Commence	Years 2 - 6
22nd September 2026	Year 6 trip the Imperial War Museum	Year 6
24th September 2026	Guitar Lessons Commence	Years 3 - 6
5th October 2026	Year 6 Bikeability	Prague Class
5th October 2026	Year 6 trip to the Houses of Parliament	Vienna Class
6th October 2026	School Councillors trip to the Houses of Parliament	KS2 School Councillors
8th October 2026	Year 6 trip to the Houses of Parliament	Prague Class

Make sure to like our new Facebook page to keep up to date!

Search:
Edward Pauling Primary School
OR
https://www.facebook.com/828765926984672/

Our Curriculum

As part of our curriculum review please find below an overview of our topics this year.
For a full list of planned trips and events refer to our website:
https://www.edwardpauling.hounslow.sch.uk/page/?title=Our+Curriculum&pid=12

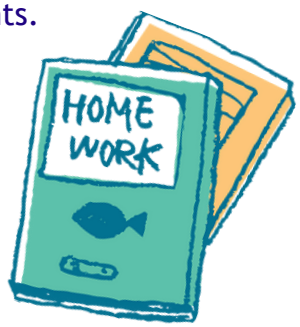
Our Topic Names 2026			
	Autumn Term	Spring Term	Summer Term
Nursery	My Family (Autumn One) Transport (Autumn Two)	Monsters (Spring One) Under the sea (Spring Two)	Animals (Summer One) People Who Help Us (Summer Two)
Reception	All About Us (Autumn One) Animals and Their Homes(Autumn Two)	Sweat Treats (Spring One) Farm Life (Spring Two)	Minibeasts (Summer One) Our World (Summer Two)
Year One	Amazing Me (Autumn One) Fabulous Feltham(Autumn Two)	Toy Box (Spring One) Once Upon a Time (Spring Two)	Explorers (Summer One) Far East (Summer Two)
Year Two	Letters, Rhymes and Long Ago (Autumn One) Wild Worlds and Wonderful Places (Autumn Two)	Up, Up and Away! (Spring One) Around the UK and Beyond (Spring Two)	The Magic of Monarchs (Summer One) Seas, Seeds and Sunshine (Summer Two)
Year Three	Journey Through Time (Autumn One) Cold Adventures(Autumn Two)	Unlocking Ancient Egypt (Spring One) Beneath Our Feet (Spring Two)	Invaders and Explores (Summer One) Light Up the World (Summer Two)
Year Four	Burps, Bottoms and Bile (Autumn One) The Wonders of the Rainforest (Autumn Two)	Power Up (Spring One) Journey to Jo'burg (Spring Two)	Hola Mexico! (Summer One) From Droplets to Rivers (Summer Two)
Year Five	Forces of the Vikings (Autumn One) Life Amongst the Peaks (Autumn Two)	The Tudor Dynasty (Spring One) Life Beneath the Waves (Spring Two)	Cosmos and Civilisation (Summer One) Desert Discoveries (Summer Two)
Year Six	A World at War (Autumn One) Powering Our World (Autumn Two)	People, Power and Change	Empires and Evolution (Summer One) Population Detectives (Summer Two)

Homework

Homework will begin from Monday 21st September. This week, you would have received our homework expectation letter. If there are any questions then please ask your class teacher.

We are setting up Microsoft Teams so we can share resources online. From next week you will see on the weekly homework grids a note that extra maths support is available on Teams.

While Teams is being finalised, the school office will email any support materials directly to parents.



School Improvement

As part of our ongoing school improvements I wish to share what our school priorities are for this academic year which can be found on the next page.

How we measure success: Progress is monitored through a mix of classroom monitoring (learning walks, work trawls), assessment data, attendance and behaviour records, and feedback from pupils and staff.

What you will see as a parent: clearer and more consistent teaching approaches, targeted support for children who need it, better communication about progress and interventions, and a steady focus on improving outcomes for all children.

How you can be involved: read termly updates in newsletters, attend workshops and parent meetings, join the parent forum or class reps, and contact your child's teacher if you have questions about any part of the plan.

	PRIORITY	Why identified as a priority
PRIORITY 1	Improve the quality and consistency of teaching so that all pupils make strong, sustained progress	Ofsted (last inspection) identified uneven curriculum implementation, variable support for pupils with SEND and inconsistent phonics/reading delivery. In 2025/2026 Professional Development and coaching systems have been created to embed quality first teaching techniques underpinned by high impact research led strategies. This has led to a more consistent teaching approach across the school and improved children outcomes: Reading 16.9% (+) , Writing 8.7% (+) , Maths 6.5% (+) **In 2026/2027** school focus will continue to embed teaching strategies introduced in 2025/2026 (explicit modelling and retrieval, adaptive teaching informed by assessment, pupil engagement through lesson design and assessment for learning strategies- hinge questions) and Professional Development will have a sharper focus on supporting disadvantage children (inc EAL) and the use of data to raise attainment for all children and to narrow the attainment gap for disadvantage children.
PRIORITY 2	Strengthen Middle Leadership, Governance and assessment systems to secure consistent high quality curriculum delivery, targeted intervention and accelerated pupil progress	Ofsted judged variability in curriculum implementation and inconsistent reading/phonics delivery. In 2025-2026 core systems in assessment, governance, teacher's performance management, and behaviour were reviewed and new processes introduced. Focus was on implementing Professional Development and coaching systems to support school leaders and core subject leaders (Early Reading, SEND, Writing and school leadership). Subject leaders produced curriculum pathways ensuring mapping out key skills and knowledge and produced a subject on a page to support action planning. Assessment and monitoring systems and SEND systems to support the identification of needs and provision mapping were developed and introduced. The governing body was strengthened and a clear action plan and monitoring timetable devised. Attendance (July 2026) Improving- 93.9% (93.2% 24/25, National 93.2%) persistence attendance 18.4% (22.2% 24/25, National 18.7%). Severely absent 0.8% (2.24%). Data shows a narrowing of attainment gap Year 1-6 and all children achieving better for 2025-2026 academic year **Reading** : All children achievement 67% ARE+ (Autumn term: 52.5% ARE+) +14.5% improvement Disadvantage children achievement 51.5% ARE+ (Autumn term 36.4% ARE+) +15.1% improvement **Writing**: All children achievement 48.1% ARE+ (Autumn term 39.5% ARE+) +8.6% improvement Disadvantage children achievement 31.8% ARE+ (Autumn term 18.2% ARE+) +13.6% improvement **Maths:** All children achievement 59.9% ARE+ (Autumn term 53.5% ARE+) +6.4% improvement Disadvantage children 34.8% (Autumn term 28.8% ARE+) +6% improvement **KS1 Phonics check** 82.5% increased 6% **In 2026-2027** core subject leads will support senior school leaders to imbed curriculum plans and systems devised in 2025-2026, tracking of disadvantage children alongside progress of all children will be tracked and there will be a tighter focus on effectively using data and intervention to narrow attainment gap and increase attainment. Governance will be more visible in school to act as a critical friend against school priority. Subject leaders will be supported by creating subject teams to refine subject pathways, identify misconceptions and key language to support teachers planning and subject knowledge. Work that has begun on supporting staff to imbed a consistent approach to behaviour will continue.
PRIORITY 3	Developing the quality of the curriculum in order to create an ambitious, progressive and engaging offer across all subjects	Previous Ofsted inspection and leaders reports show variability in curriculum implementation, especially in the fundamentals . In 2025-2026 school leaders undertook a curriculum review and a number of curriculum changes implemented focusing on core fundamentals in Reading, Writing and Maths. Professional Development systems to support developing English curriculum and teaching of early reading implemented. Weekly bitesize CPD sessions implemented to support the consistent teaching of the curriculum. In the summer term school leaders created implementation plans for the teaching of reading and implementation of maths mastery. **Year 4 Multiplication Check:** average score of 19.5 (-2.4) 21% of cohort achieved 25/25 (-24.5%) 57.9% of cohort achieved >20/25 (-22.8%) **In 2026-2027** school will implement a whole school approach to the teaching of maths, mental maths and reading comprehension further supporting pupil attainment in reading and mental maths. Subject leaders will be supported by creating subject teams to implement action plans and will be supported by school leaders to refine subject pathways to identify misconceptions and key language to support teachers planning and subject knowledge.
PRIORITY 4	To strengthen Early Communication, Language and Early Writing in the EYFS	In 2025/2026 school leaders reviewed EYFS long term plans and implemented PD utilising external support focusing on developing oracy, role of adult and learning environments. Early identification systems to support in improving Communication and Langue were implemented and systems to support pupil induction devised and implemented. Teachers planning formats and teaching timetables were adapted and implemented. **GLD EYFS** GLD 72.4% +10% improvement (ELG Writing- 73.3%, Reading 80%, Number 80%), children achieving less in CLL, comprehension and writing compared to other ELGs. **In 2026/2027** there will be a sharp focus on further developing children's oracy. Implemented data systems (disadvantage tracker and PP meetings) will be embedded to support intervention planning, group teaching outcomes and to narrow attainment gap between disadvantage children and boys and girls across the curriculum.
PRIORITY 5	To strengthen Pastoral Systems and embed a constant approach to behaviour management across the school	In 2025/2026 school Relationship Policy was revised and implemented, pastoral lead was created with clear job description and school leaders devised implementation plans for individual pupil pastoral support, including young carers. four groups of staff received half termly Professional Development and coaching to raise awareness of an emotionally regulated classroom to begin to embed vision of Behaviour Policy. Pupil voice and leadership observations highlighted inconstancy in approach amongst staff. In **2026/2027** PD and coaching support will continue with external support and the role of pastoral lead will be embed to provide individual support for identified children.

Is your child due to start Nursery or Reception in September 2027?



We would love to welcome you to Edward Pauling Primary School. Book a tour and come and see our school in action, meet our staff, and find out more about our Early Years provision.

Available tour dates:

- Wednesday 23 September 2026 at 10:00am
- Wednesday 7 October 2026 at 2:00pm
- Thursday 22 October 2026 at 5:00pm
- Wednesday 4 November 2026 at 10:00am
- Tuesday 10 November 2026 at 10:00am
- Thursday 26 November 2026 at 10:00am
- Monday 30 November 2026 at 1:30pm
- Tuesday 5 January 2027 at 10:00am
- Wednesday 6 January 2027 at 1:30pm

Book your place:

🔗 https://forms.cloud.microsoft/e/H8wZvjf3kf

SHOGUN
PRACTICAL
KARATE

KARATE CLUB



MONDAY & WEDNESDAYS

ALL AGES
3-70+
YEARS

5:25-5:55pm:Karate:3-6 Years
6:00-6:55pm:Karate:7-11 Years
7:00-7:55pm: Karate: 12+Yrs & ADULTS

BOOK A FREE TRIAL:

SHOGUN LADIES
KICKBOXING & FITNESS

LADIES KICKBOXING

MONDAYS & WEDNESDAYS
8-9pm Ladies Kickboxing: All levels



BOOK A FREE TRIAL:



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BOOK A FREE TRIAL:
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