NORTHWOLD PRIMARY SCHOOL
no sky too high

# Northwold Primary Magazine
# Autumn 2026

## The Importance of Excellent School Attendance and Punctuality

As we settle into the current term, it is important to reflect on the habits that help every pupil achieve their full potential. Among the most crucial factors in academic progress and personal development are high attendance and consistent punctuality.

### Why Attendance Matters

Every day spent in the classroom contributes directly to a pupil's educational journey. Our curriculum is carefully structured so that each lesson builds upon the last. Missing school—even for a single day—creates gaps in understanding and makes it more challenging to keep pace with peers. Regular attendance enables pupils to:

- Sustain academic progress by consistently practicing and mastering key skills.
- Develop social and emotional skills by forming friendships, learning teamwork, and participating in the school community.
- Establish lifelong habits and build reliable routines and strong work habits that will serve them well into the future.

### The Impact of Punctuality

Arriving on time is just as important as attending every day. The school day begins promptly, and the initial minutes of the morning set the tone for the rest of the day. When pupils arrive punctually, they:

- Settle into the classroom environment without feeling rushed or anxious.
- Complete phonics and reading lessons.
- Minimise disruption to their own learning and that of their peers.

We encourage families to establish structured morning routines to ensure pupils arrive before the school gates close.

### Celebrating Success: Recognition and Rewards

To acknowledge the dedication of our pupils and encourage high standards across the school, we are pleased to offer recognition for outstanding attendance.

### Class Attendance Award

Each week, the class achieving the highest overall attendance is awarded a time to use the football pitch as a well-deserved reward for their collective effort. At the end of the term, the winning class get to have a pizza party!

### Individual Termly Badges

At the end of each term, pupils who have demonstrated exceptional commitment are presented with prestigious badges during an assembly:

- Gold badge awarded for 100% attendance.
- Silver badge awarded for 99% attendance.
- Bronze badge awarded for 98% attendance.

### Working in Partnership

High attendance and punctuality are shared responsibilities between the school, pupils, and parents. By working together to prioritise daily attendance and timely arrival, we ensure that every child receives the highest quality education and the best possible start in life.

Thank you for your continued support in helping us maintain these high standards.



## Results are Out!

We are proud to announce our results for 2025-2026**.**

| EYFS Good Level of Development | National Data 2024 - 2025 | School Data End of Year 2025/2026 |
|---|---|---|
| Reception GLD | 68.3% | 84% |

| Phonics | National Data 2024 - 2025 | School Data End of Year 2025/2026 |
|---|---|---|
| Phonics Y1 | 80% | 91% |
| Phonics Y2 | 89% | 82% |

| Year 4 Multiplication check | National Data | School End of Year 2025/2026 |
|---|---|---|
| Percentage scoring 25 | 37% | 26% |
| Average score | 21 | 21.03 |

| Key Stage 2 | National Data | School Data End of Year 2024/2025 | School Data End of Year 2025/2026 |
|---|---|---|---|
| **Numeracy** | | | |
| EXS | 75% | 93% | 94% |
| GDS | 27% | 48% | 34% |
| **Reading** | | | |
| EXS | 75% | 90% | 89% |
| GDS | 31% | 45% | 36% |
| **Writing** | | | |
| EXS | 73% | 93% | 94% |
| GDS | 13% | 40% | 38% |
| **SPaG** | | | |
| EXS | 74% | 95% | 94% |
| GDS | 30% | 76% | 43% |
| **Combined** | | | |
| EXS | 63% | 90% | 89% |
| GDS | 9% | 31% | 30% |

## School Priorities – 2026-2027

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| Priority 1: Measure the impact of exposing and deepening the experience of all pupils to a wider range of 'The Arts' through greater opportunities to appraise, appreciate, and curate. |
| Priority 2: Measure the impact of the use of technology in designing new products and exposing pupils to AI technological skills. |
| Priority 3: Measure the impact of the Physical Education curriculum on the mental, physical, wellbeing of all pupils, particularly those with EHCP and SEND needs. |
| Priority 4: Measure the impact of the attendance strategy on reducing absence and PA |

## Writing

At Northwold Primary, writing is more than a subject – it is the golden thread that weaves our curriculum together. Since the start of the academic year, the pupils have been working hard on improving their writing skills across a range of genres, subjects and for a variety of different purposes. Classrooms are alive with imagination, analysis, debate and reflection as our children grow into confident, articulate and ambitious writers. Across the school, pupils write with purpose. In Literacy, they craft narratives rich in atmosphere, bringing settings to life through carefully chosen vocabulary and creating memorable characters through skilfully integrated dialogue. They report the news as budding journalists, argue passionately in balanced debates, and persuade with confidence and clarity. Each piece reflects thoughtful language choice and a growing command of structure and cohesion.

Writing extends to all subjects. In History, pupils analyse the reliability of primary and secondary sources and justify their opinions articulately. In Geography, they express viewpoints on global issues and debate some of the important questions of climate change and sustainability. In Art and Design Technology, they critique artistic styles, evaluate techniques and reflect thoughtfully on their own creations. This term, our pupils have also excelled in debating competitions across the trust. Their articulate speeches, speak with confident delivery and sharp critical thinking skills. These experiences not only strengthen spoken language but feed directly into the quality of written work produced back in the classroom. Our carefully planned, cyclical curriculum ensures that writing skills are continually revisited, refined and strengthened.

We know that great writing is rooted in great reading. Each term, pupils explore high-quality texts across a range of genres, deepening their understanding of how language works. Through exposure to powerful models, children learn how to build atmosphere, develop character, construct cohesive arguments and engage their reader.



By the time pupils leave Northwold Primary, they are mature, reflective and skilled communicators. They can express their ideas clearly, justify their thinking thoughtfully and adapt their writing for a range of purposes and audiences. Most importantly, they write with confidence and pride.

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## PSHE Curriculum in Action

This autumn term, children across Key Stage 1 and Key Stage 2 have been exploring important themes of kindness, respect, responsibility and celebrating differences. Through engaging discussions and activities, pupils have developed their understanding of positive relationships, making responsible choices and recognising how their words and actions affect others. Children have also learnt about their rights and responsibilities, democracy, diversity and the importance of treating everyone fairly.

A key focus has been recognising and preventing bullying, knowing how to seek support and standing up for others. These valuable lessons have encouraged pupils to become confident, caring and respectful individuals who make a positive contribution to our school community.

## Geography

Curiosity has been at the heart of geography learning this half term, with children across the school exploring maps and atlases and learning how natural and human geography are linked. They have been learning to tell the difference between human and physical geography – identifying landmarks, rivers, mountains, and cities – and understanding how people and nature shape the world around us. There's been lots of map-reading, globe-spinning, and even model-making as pupils brought their learning to life in creative ways.

Through practical investigations and thoughtful discussion, pupils have been developing a deeper understanding of the world around them.



## History

What a fantastic start to the school year we've had! This first half term has been full of fun learning, exciting discoveries, and brilliant history lessons. Children across the school have been diving into different periods of history – from exploring ancient civilisations to discovering how people lived in the past. It's been wonderful to see so much curiosity and enthusiasm in the classroom!

Year 3 have been especially excited, stepping back in time to experience life in the Stone Age! Through carefully chosen resources, primary and secondary sources, history has been brought to life. Year 4 are learning about the Romans and early life in Britain. Year 5 are deeply engaged in the Ancient Greeks, deepening their understanding of democracy and debate.

Over the term, children across the school will be visiting places linked to the topics they've been learning. These trips are a brilliant opportunity to explore the past outside the classroom – Year 6 had an eye-opening visit to the Imperial War Museum.



## Reading

*"Reading is the gateway skill that makes all other learning possible."* **– Barack Obama**

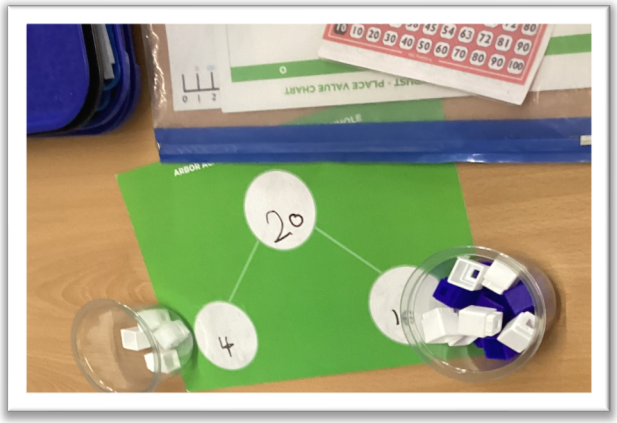
Throughout the Autumn Term, children have explored a range of high-quality texts during shared reading and literacy lessons. Each class has studied at least three carefully selected books as part of our exciting 'novel studies' programme. These rich texts have inspired thoughtful discussions and helped children develop their reading, comprehension and writing skills while fostering a love of literature.

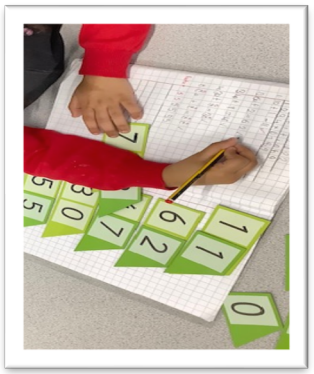
Alongside Novel Studies, pupils regularly engage with Speed Reading texts, which include a variety of fiction, non-fiction and poetry. These texts help children build reading stamina, improve fluency and broaden vocabulary. Through regular exposure to a diverse range of genres and authors, pupils are becoming increasingly confident, independent and enthusiastic readers.

## Maths

Mathematics has continued to develop positively across the school, with a focus on improving pupils' fluency, confidence and understanding. Regular *Power of Number* activities, daily Quick Maths practice and carefully planned lessons have helped pupils strengthen their calculation skills. Assessment, lesson monitoring and book scrutiny have also supported greater consistency in teaching and learning.

Key Stage 2 results were above national figures, with 94% of pupils achieving the expected standard, compared with 74% nationally. Greater Depth outcomes were also strong, at 34% compared with 26% nationally. Across the school, Year 6 and Year 3 achieved particularly positive results. Disadvantaged pupils also performed well in Reception, Year 3 and Year 6.





Regular assessment helped identify gaps in learning and provide additional support where needed. Quick Maths results showed improvements in pupils' scores across several year groups. Year 4 pupils continued to receive targeted practice to strengthen their multiplication skills, with the average score in the Multiplication Tables Check broadly in line with the national average. This is an area we continue to work on over the upcoming year.

Looking ahead, the focus will be on developing mathematical reasoning and problem-solving, strengthening number fluency and supporting pupils who need further help, particularly in Year 2 and Year 5. The school will continue to share effective teaching practice and use assessment to ensure that all pupils, including disadvantaged pupils and those with additional needs, are supported to make progress.

## Phonics

At Northwold Primary, phonics is taught every day in Nursery, Reception, Year 1 and Year 2, providing children with the essential foundations for reading and writing success.

During each lesson, children revisit previously taught sounds, learn new phonemes and practise blending sounds together to read words. They also develop their spelling skills by segmenting words into individual sounds and applying their knowledge in a range of writing activities. Alongside this, children are taught correct letter formation to support the development of fluent handwriting. Regular opportunities to read carefully matched phonics books help children build confidence, accuracy and fluency. These books are used both in school and at home, enabling children to reinforce and apply their learning in different contexts. As their phonics knowledge grows, so does their enjoyment of reading and their ability to access the wider curriculum independently.

We greatly value the partnership between home and school in supporting children's reading. Families are encouraged to share books regularly with their children and record comments in reading records. Notes about reading fluency, confidence, stamina or comprehension help us celebrate successes, identify next steps and ensure effective communication between home and school. Through high-quality phonics teaching and a love of reading, we aim to develop confident, enthusiastic readers who are equipped for lifelong learning.

## Early Years: Settling In and Soaring High



What a truly remarkable start to the school year it has been! Our newest learners have stepped into Reception with boundless energy and big smiles, settling into school life with complete confidence. In just a few short weeks, they are already thriving, building new friendships, and embracing every learning adventure that comes their way.

Exploration has been at the heart of the learning in nursery and reception. Outside, our young mathematicians and chefs have been running their very own bustling market stall! The children have been busy selecting, cutting, and combining an array of colourful fruits to create delicious fruit salads—developing their fine motor skills, counting, and teamwork along the way.

Meanwhile, taking inspiration from their classic tale of *Goldilocks and the Three Bears*, the nursery children ventured into the forest school area for an unforgettable outdoor learning experience. Around a real, crackling fire, they helped brew and cook warm, comforting oats—deciding together whether their porridge was *just right*!

Our construction areas have transformed into hubs of architectural wonder, filled with towers, bridges, and imaginative structures. With endless opportunities to build, design, and collaborate, our early years classes are laying the perfect foundations for a fantastic year ahead. We couldn't be prouder of how well every single child has adapted. Keep up the amazing work!



## Religious Education

During the autumn term, children across Years 1–6 have been exploring a variety of religious beliefs, traditions and practices. They have learnt about Christianity, Islam, Judaism and Hinduism, exploring sacred texts, religious celebrations, worship and how faith influences everyday life.

Children have also explored non-religious worldviews, including Humanism and atheism, developing an understanding of why some people believe in God while others do not. They have investigated inspirational figures, different beliefs about life after death and the importance of respecting different viewpoints.

Years 2 and 3 enjoyed an exciting in-school visit to enrich their learning, and some classes have already begun visiting different places of worship to experience religious practices firsthand. Throughout the term, children have developed their curiosity, understanding and respect for different beliefs and worldviews.



## Charity Work

The charity events during the 2025–2026 academic year demonstrates a strong whole-school commitment to community involvement and active citizenship. Across the year, pupils, staff and families supported a range of local, national and international causes through fundraising events, food collections and pupil-led initiatives. An important feature of the programme was the increasing involvement of pupils as Charity Leads, giving them opportunities to develop leadership, organisation and communication skills.

During the Autumn Term, the school supported several charities. Funds were raised for Macmillan Cancer Support, Children in Need, Save the Children and the Jamaica Hurricane Relief. These activities generated a combined £755.76. In addition, food donations were collected for Hackney Foodbank, extending the school's charitable contribution beyond financial fundraising and providing direct practical support to families in the local community.

The Spring Term demonstrated particularly strong pupil leadership. Year 6 organised a Pyjama Day, raising money for Make-A-Wish Foundation. Year 5 organised a Culture Day, fundraising for the Baby and Child Bank, while Year 4 organised a Number Day and in order to support the NSPCC. Together, these pupil-led events raised £295.21. The activities provided valuable opportunities for pupils to take responsibility for charitable action rather than simply participating in events organised by adults.

Red Nose Day 2026 was another significant whole-school event. Pupils participated by wearing red, purchasing red noses and making donations. Beyond its financial contribution, Red Nose Day successfully brought the school community together around a shared cause and provided another opportunity for the pupil Charity Leads to demonstrate leadership and promote compassion and social responsibility.

The range of charities supported is a particular strength. Pupils contributed to causes addressing cancer support, vulnerable children, child protection, poverty, emergency relief and food insecurity. There was also a balance between local support, such as Hackney Foodbank and the Baby and Child Bank, and national and international causes. This breadth helps pupils understand that social responsibility can involve responding to needs both within their immediate community and further afield.

The programme also had clear educational and personal-development benefits. Through organising and participating in events, pupils developed teamwork, communication, organisation and leadership skills. The activities reinforced values of kindness, generosity, respect and empathy and supported pupils' understanding of active citizenship and British Values. Pupil-led events are particularly valuable because they enable children to move from learning about social responsibility to actively demonstrating it.

Overall, the charity events for 2025–2026 shows strong participation, increasing pupil leadership and meaningful community impact. The £1,222.05 confirmed fundraising total, together with food donations and awareness-raising activities, provides tangible evidence of the programme's success. Going forward, Northwold will continue to grow our fundraising and charity support.

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## Pupil Groups lead the charity work this Autumn term…



This term, our Pupil Voice groups played an important role in leading charitable events.

The Learning Council organised 'Roald Dahl Day' and led the 'Wear It Pink' fundraiser for breast cancer awareness. The School Council led Jeans for Genes and Children in Need activities, while our Charity Leads coordinated the Harvest collection and our prefects supported Macmillan Cancer Support. Through these events, pupils developed leadership, teamwork and organisational skills while learning about compassion, responsibility, community involvement and the importance of supporting others.

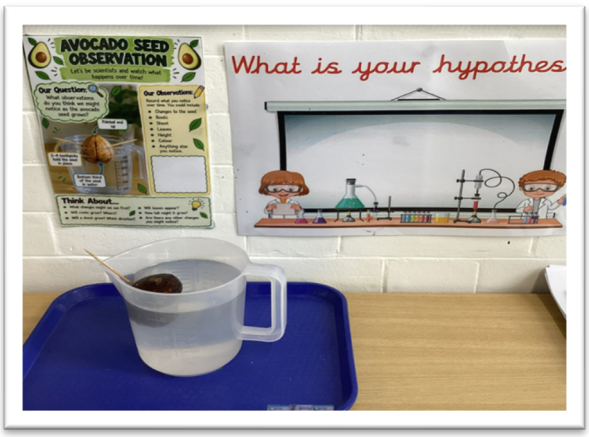


## Science

Our Science curriculum enables pupils to explore and build deep understanding across Biology, Chemistry, and Physics. Last term, the children deepened their scientific knowledge and developed enquiry skills by formulating questions, investigating scientific concepts, and engaging in data collection and analysis. Through presenting and interpreting their findings, pupils were able to test hypotheses and draw meaningful conclusions. This term, pupils across the school have been actively engaged in a wide range of scientific learning experiences.

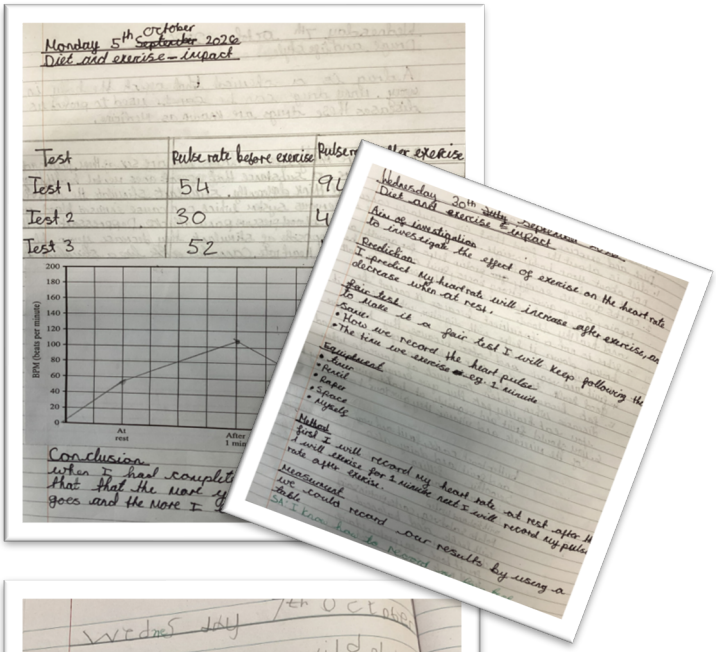
Throughout every year group, we emphasize 'working scientifically.' Whether in our dedicated 'Science in Action' areas or during experiments, children are constantly challenged to predict, observe, test, and evaluate their findings.

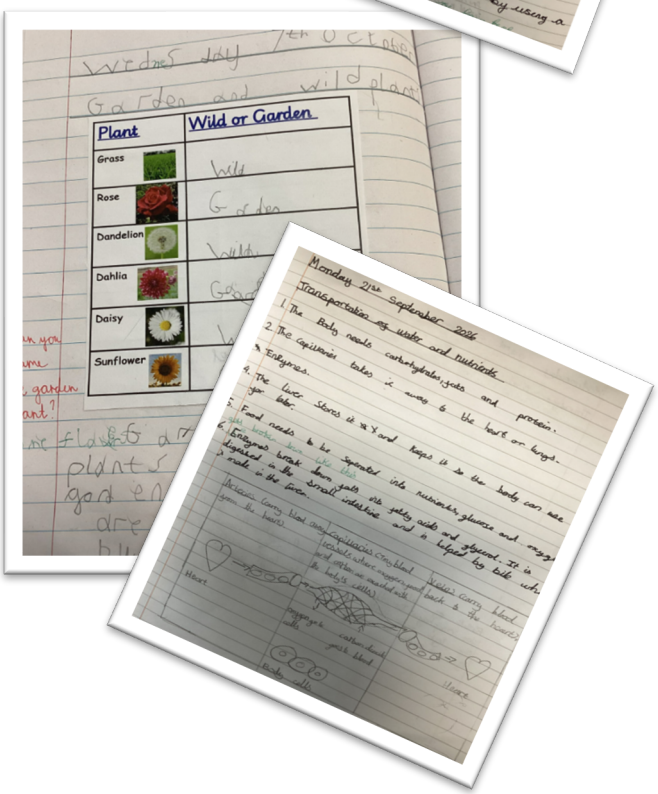



Every child at Northwold Primary School engages in high-quality science lessons that spark curiosity and nurture a love of discovery. Our approach ensures that science extends beyond the classroom, giving pupils a wide range of opportunities to question, explore and experiment in real-world contexts.

We look forward to sharing even more exciting scientific learning and discoveries with you in the coming term!




### Forest School

The success of the science curriculum stems from the use of a wide range of resources, including technology, to carry out research tasks both indoors and outdoors and in the forest school. Our forest school offers pupils regular inspirational opportunities for hands-on learning experiences, developing scientific knowledge, self-esteem and growing a deeper sense of our local and global contribution to our environment.

## Inclusion

"Diversity is having a seat at the table. Inclusion is having a voice. Belonging is having that voice heard." Liz Fosslien

At Northwold Primary School, we believe that every child matters. Whatever their background or the challenges they may face, we hold high aspirations for all pupils and expect them to make strong progress and achieve their full potential across the curriculum.

We are committed to preparing our children to become confident, successful global citizens. To achieve this, it is essential that barriers to learning are identified and removed so that every child can access the opportunities they need to thrive, both now and in the future.

Working in partnership with parents and carers, pupils, staff and external professionals, we provide personalised support and learning opportunities that enable all children, particularly those with Special Educational Needs and Disabilities (SEND), to flourish.

Our inclusive curriculum is carefully designed to meet the needs of all learners. Teachers use a range of adaptations within lessons, including differentiated resources, scaffolding and visual supports, which are embedded in everyday classroom practice. These approaches help pupils to access learning alongside their peers and experience success.

The school supports pupils with a wide range of additional needs. Pupils may receive support through an Education, Health and Care Plan (EHCP) or through SEND Support, with clear systems in place to ensure that provision is matched to individual needs.

Many pupils with SEND are also entitled to Free School Meals (FSM) and/or speak English as an Additional Language (EAL). This means that our provision must address both educational needs and wider factors that may affect a child's wellbeing and success.

To ensure pupils receive the best possible support, we work closely with a range of specialist services, including:

- Educational Psychologists, who provide assessment, consultation and advice relating to learning, cognition and behaviour.
- Specialist SEND Teachers, who support staff in developing inclusive teaching strategies and effective classroom adaptations.
- Speech and Language Therapists, who deliver programmes for pupils with communication needs and provide training for staff.
- Art Therapists, who help pupils develop emotional regulation, confidence, self-expression and communication skills.
- Karate Club instructors, who support pupils in building self-discipline, focus, resilience and self-confidence.

In addition, we provide a range of school-led interventions tailored to individual needs. Each pupil has a personalised provision map with clear, achievable targets that guide staff and ensure consistency in support across the school.

School staff also deliver speech and language programmes, enabling pupils to practise and develop communication skills throughout the school day.

The impact of our provision is monitored regularly through One Page Profile reviews, SEND professional development meetings, intervention evaluations and feedback from pupils, parents and carers. This collaborative approach ensures that support remains effective, responsive and focused on helping every child succeed.

**At Northwold, inclusion is at the heart of everything we do. We are proud to create a school community where every child feels valued, supported and empowered to achieve their very best.**

## After School Clubs

Our after-school clubs have been a tremendous success, providing pupils with exciting opportunities to explore new interests, develop their talents and discover new passions beyond the classroom. From getting creative in Arts and Crafts, capturing special moments in Photography, and experimenting with new flavours in Cooking, to bringing imaginations to life through Storytelling, there has been something for everyone to enjoy.



Cooking Club in Action

Beyond our regular PE curriculum, we continue to offer lunchtime sports sessions led by professional coaches and a wide variety of after school sports clubs, giving students even more chances to explore their passion for sport and build teamwork skills. The enthusiasm, determination, and joy our Northwold Primary students bring to every activity make us incredibly proud—what an inspiring term it has been! It has been fantastic to watch friendships grow, confidence flourish and new skills blossom and we look forward to building on this success.



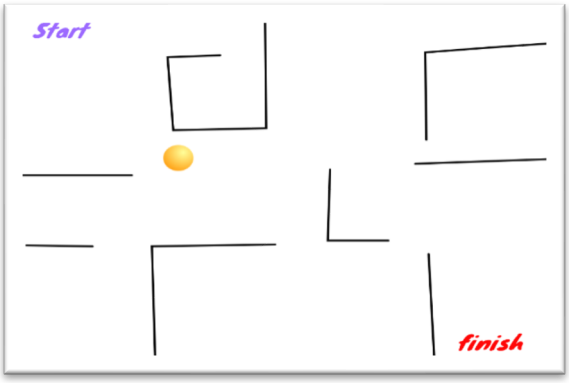




Getting Creative at Arts and Crafts

### Coding Club

At Coding Club, our pupils have been developing their creativity, problem-solving and logical thinking skills through fun, interactive coding challenges! Using different coding programmes, children learn how to create algorithms, navigate mazes and debug errors to make their programmes work successfully.

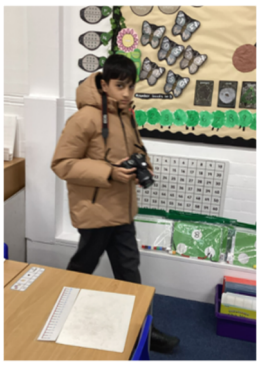



Each week, pupils build their confidence, practise perseverance and work together to overcome challenges. Coding Club is a fantastic opportunity for children to explore the exciting world of technology while having fun and learning new skills!

# Photography Club

Photography club has been a very popular after school club. The photographers have been learning about focus, depth of field, shutter speed and how to compose an interesting photograph. Have a look at a few of the fantastic photographs taken – you can also see them up on the walls around the school.

















## Sports and PE

It has been fantastic to see the progress, enthusiasm and achievements of our pupils in PE over recent months. One of the most rewarding parts of my role has been watching children who previously found PE challenging develop their confidence, improve their skills and discover a real enjoyment of physical activity. Through PE lessons, competitions, morning Wake Up Shake Up sessions and after-school clubs, we are creating opportunities for every child to get involved, challenge themselves and experience success.

Our Wake Up Shake Up sessions have become an important part of our school routine. Starting the day with exercise and fitness activities helps children wake up physically and mentally, preparing them for a positive day of learning. These sessions improve fitness, coordination, balance, strength and stamina, while also boosting energy levels, concentration and mood. Most importantly, they encourage children to develop healthy habits from a young age and understand the importance of looking after their physical and mental wellbeing.

We have enjoyed some fantastic sporting achievements recently. We were delighted to win a tennis competition, and another exciting milestone was receiving an invitation, for the first time ever, for our Hackney school to compete in a Waltham Forest football competition. The team performed brilliantly, reaching the quarter-finals and narrowly losing 3–2.

We also achieved excellent results in the Arbor competition, with Key Stage 1 finishing second and Key Stage 2 finishing third. These achievements reflect the hard work, commitment and determination shown by our pupils.

What makes these successes particularly special is the individual progress I have witnessed. Children who initially lacked confidence or found PE difficult are now developing their abilities, showing greater enthusiasm and proudly representing the school. I have seen major improvements in their confidence, teamwork, resilience and willingness to challenge themselves.




Success is about much more than trophies and medals; it is about helping every child recognise their potential and enjoy being active. We are incredibly proud of how far our pupils have come and look forward to celebrating even more achievements in the future.

## Trips and Visits

This half term, children have enjoyed a range of exciting educational visits and experiences to support their learning. Year 1 visited the Museum of the Home, linking their experience to their History learning. Year 2 explored the history of the Great Fire of London with a visit to St Paul's Cathedral. Year 3 enjoyed an interactive visit to the Science Museum's Wonderlab, where they investigated forces, friction, materials and light. Year 4 visited Walthamstow Wetlands to develop their understanding of science, geography and habitats. Year 5 explored the Brunel Museum, linking their visit to Design and Technology, particularly the construction of structures and the local area. Year 6 visited the Imperial War Museum to deepen their understanding of the Second World War.

These visits and planned experiences provide valuable opportunities for children to learn beyond the classroom, bring curriculum topics to life and develop their curiosity about the world around them.