



Grove Road News

OUR MONTHLY ROUND-UP • SEPTEMBER 2026

Our Family School, Where All Are Equally Valued



HELLO FROM GROVE ROAD

Dear Parents and Carers,

Can you believe that September is at its end? It feels like yesterday that we were in the middle of a heatwave and now I am questioning when it is alright for me to put the heating on at home!

It has been wonderful to welcome everyone back to Grove Road, and to welcome our new families. We have been busy this month, with workshops happening, class information meetings and of course the launch meeting for our 2027 residential trip for our current Indigo and Violet Class pupils. There has also been lots of fantastic learning happening in classrooms, which myself and the leadership team have had the pleasure of seeing this week. I am always delighted to see how curious and resilient our children are, particularly when they are exploring new learning together.

I wish you all a lovely rest of the week!

Grace Beckford • Headteacher

DATES FOR YOUR DIARY

5th October

Violet Class British Museum Trip

...

6th October

Gold Class Imperial War Museum Trip
Green & Indigo Class Drama Workshop

...

9th October

Hello Yellow Day

...

12th October

Orange Class Hearing Tests
Indigo, Violet & Gold Class Swimming Starts

...

19th October

PANTS Week

...

22nd October

Flu Vaccines

...

26th October

Half Term

Empathy

Resilience

Initiative

Self-Confidence

Curiosity

Creativity

Benedict's Law

From September 2026, schools must follow new statutory allergy-safety guidance, commonly known as Benedict's Law. The law is named in memory of Benedict Blythe, who tragically died following an allergic reaction at school. To support these requirements, we have introduced a new Allergy Safety Policy. This strengthens the arrangements already in place at Grove Road and helps us to provide a safe, inclusive environment for every child.

Please remember that Grove Road has always been a **nut free school**. However, this is not the only allergen that could have a serious effect on a number of our children. Examples of other allergies that children have at Grove Road that could trigger a serious reaction or anaphylaxis are wheat, sesame and eggs. For this reason, children must never share food with each other, and packed lunches are only to be brought in with prior authorisation from myself, because of a medical condition.

Please consider donating a book to the class reading corner instead of sending in sweets or cakes for children's birthdays, so that no child has to miss out on a treat.

If your child has had any recent allergy testing from the hospital, please share that with the office as soon as possible so that we can ensure your child's safety. We cannot accept online or postal food sensitivity tests as evidence of an allergy.



Guinea Pigs



Strawberry and Trifle are having an extended visit at Spa Glenister for the foreseeable future – here they are enjoying their treatments.

Miss Glenister will update us on them periodically so that the children can still follow how they are.

Arbor App

Mrs Hancock has sent all families their information to set up the Arbor app. This enables us to send you quicker communication. There is also the ability for you to check your child's record, make payments and to give consent to school trips.

We will be asking you for a blanket consent for all trips this year, rather than consenting to each trip individually. This will be the only way we will be accepting trip consent and enrichment fund payment this year. If you are finding it hard to get onto the app, please come and see us and we can help to get you set up.

Harvest Collection



We are currently collecting harvest donations for Hounslow Community Foodbox – a letter detailing possible items that can be donated has already been sent. Please send all in-date items in with your child to add to our harvest table by the 9th October.

Term Time Leave Reminder

Excellent attendance is essential if children are to make good progress and achieve their full potential. Children should attend school every day unless they are genuinely unwell. Holidays and other avoidable absences during term time will not be authorised. Requests for leave will be considered only in exceptional circumstances and must be submitted in advance to the school office by completing the relevant form. Please do not send such requests to class teachers.

Persistent unauthorised absence and any term time leave abroad will be referred to the Local Authority and could result in a penalty notice.

Please arrange opticians appointments and routine dental and GP appointments outside of school hours.

Our current whole school attendance for this academic year is 94.6% - this is 1% below average. Our whole school target is 96% for this term.

A huge thank you to all parents for a real push on attendance this week and for ensuring your child is in school for as close to 8.45am as possible.

Before & After School Club Arrangements

We are delighted that we are now able to offer wraparound care from 7.30am until 6.00pm through our partnership with OHM and The Orchard Primary School. Breakfast club runs from 7.30am at The Orchard and children are safely walked by the club staff to Grove Road. Similarly, those taking part in the 3.30pm until 4.30pm clubs are collected by OHM staff and walked over to The Orchard. The option to continue on until 6.00pm is also available. Visit their website for more information [here](#).

Swimming Lessons for Year 4, 5 & 6



Our mobile pool will begin setup very soon in the playground! If your child is in Year 4, 5 or 6, they will be taking part in swimming lessons every day for 3 weeks. Please see the information letter sent out last week for more information.

Swimming lessons are a compulsory part of the National Curriculum but are also an important life skill, if your child is in a lower year group, consider taking them swimming this year at one of the local swimming pools in preparation for school lessons.

Nursery Red Class News



The children have had a busy and fun-filled week! They enjoyed building, painting self-portraits, cutting, exploring sand and water, playing with vehicles and developing their maths skills. Through these activities, the children have been building their creativity, fine motor skills, confidence and social skills while having lots of fun learning together.

Reception Orange Class News



The children have had a wonderful start to the year in Orange Class. The children have settled brilliantly into class, as they begin to grow in confidence every day. As you can see from our photos, they have been exploring a variety of activities. From discovering the outdoor play equipment and developing their physical skills to taking part in group activities and creative learning experiences. Through play and shared experiences, they are building new friendships, learning to share and take turns with others, whilst developing their communication and language skills. We cannot wait to see how the children progress throughout the rest of the year as they begin to grow in confidence and learn from each other.

Yellow Class have made a brilliant start to Year 1, settling quickly and confidently into their new routines. This term, they've loved discovering toys from the past and exploring our class text, 'Traction Man is Here!' The children have been working with fantastic effort to strengthen their writing, maths and wider curriculum skills. We've been especially proud of their resilience and positive attitude towards learning.

What have we been learning?

English

We have been developing our writing skills in English, writing sentences about our story. We have been practising using capital letters, finger spaces and full stops accurately.

Maths

We have been strengthening our understanding of numbers to ten and counting forwards and backwards using a number line and ten-frames.

Wider Curriculum

In Science, we have been exploring our outdoor space and making observations. In D & T, we have begun designing our own moving story books, learning about sliders and how different parts can be moved.

We took part in a toy workshop, having lots of fun playing with toys from the past. We even made our own toy!



In Science, we have been exploring our outdoor space. We have looked at leaves to find out if all leaves are the same and we sorted them into groups, using colour, size and shape.



Green Class have had a fantastic start to Year 2 and have settled confidently into their new routines and expectations. This term, the children have enjoyed learning about The Great Fire of London in history, alongside exploring our class text, Vlad and the Great Fire of London. They have also been working hard to develop their skills in writing, maths and across the wider curriculum. We have been particularly impressed by their increasing independence, enthusiasm for sharing ideas and positive approach to learning.

What have we been learning?

English

Using Vlad and the Great Fire of London as inspiration, we have been developing our writing skills, exploring ambitious vocabulary and creating descriptive pieces linked to the events of the Great Fire of London.

Maths

We have been strengthening our understanding of addition and subtraction with two-digit numbers, using place value to rename tens and ones.

Wider Curriculum

In Science, we have been exploring how materials can be changed by bending, twisting, stretching and squashing. In D & T, we have begun designing our own puppets, considering their purpose, materials and how different parts will be joined together.

We have been exploring what life was like in 1666, including the different jobs people had, such as bakers, blacksmiths and chandlers. The children brought their learning to life through role play, taking on different jobs and imagining what daily life might have been like at the time.

In Science, we have been exploring the properties of different materials. We have examined a range of everyday objects and described their materials using properties such as flexible, rigid, squashy and stretchy, while considering why particular materials are suitable for different purposes.



On the 6th of October we are looking forward to taking part in an exciting Great Fire of London workshop!

Blue Class News

In English, we are continuing to read the book *Ug: Boy Genius of the Stone Age*. The children have written their own recounts and will now be working towards writing a non-chronological report about the Stone Age.

In Maths, we have covered the topic of place value, where the children have been learning about numbers up to 1,000. We have now moved on to addition and subtraction, where the children are practising using the column method to add and subtract numbers.

This term in RE, Year 3 have been busy learning more about Sikhism. They have been learning about the 5 Ks and understanding their importance to Sikhs.



During PE, Year 3 have been learning how to play netball. They have been learning different types of passes and practising these skills in pairs and small groups.

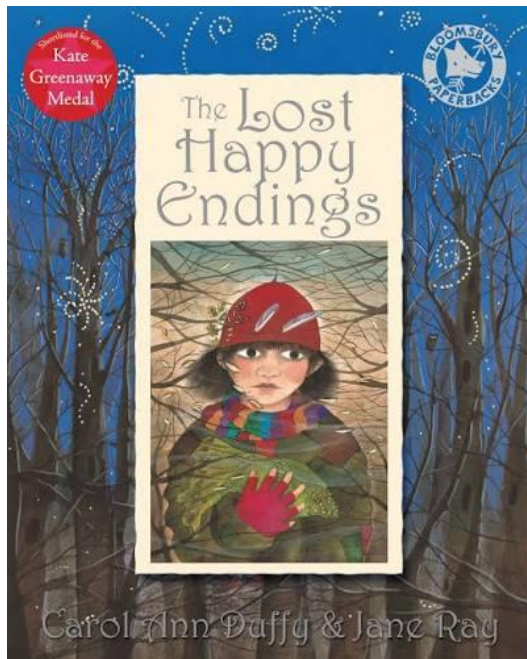
Our science topic this term is Rocks and Soils. The children have been exploring different types of rocks and investigating their properties.



Indigo Class News



We have been having a great time settling in to Year 4 and getting to grips with lots of new learning. We have been playing rugby and testing our fitness, learning about Anglo-Saxons, investigating solids and liquids and melting ice! We have been talking about temperature in Science, which is useful as we are learning about the weather in French. One of our favourite things so far has been developing our making skills in D&T in preparation for designing and assembling our own pavilions.



We are enjoying reading *The Lost Happy Endings* by Carol Ann Duffy - it is very mysterious and we are wondering what will happen next!



VIOLET CLASS

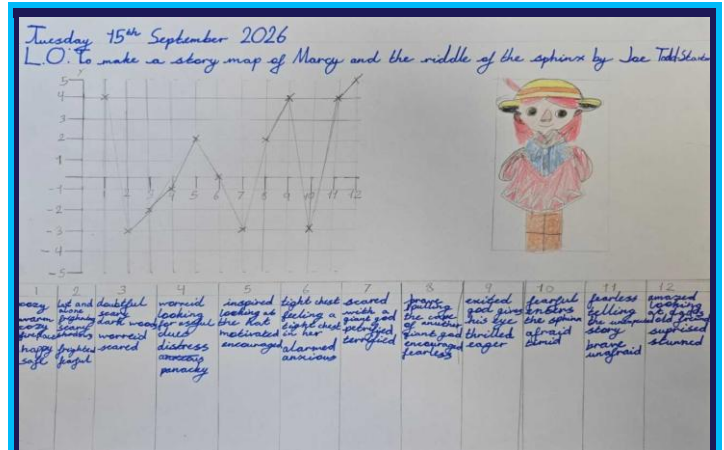
September



We have blasted off into Year 5 and it has been a busy start, from cracking the riddle of the Sphinx to testing parachutes and building our own computer games. Here is a quick look at where we have been and where we are heading next.

Our big question this half term:

"Why were some people mummified?"



Our story map of Marcy's feelings in *Marcy and the Riddle of the Sphinx*



Our Learning So Far

Maths: numbers up to one million (reading, writing, comparing and rounding) and our first Roman numerals

English: we read *Marcy and the Riddle of the Sphinx*, mapped Marcy's feelings and wrote our own alternative versions

Science: Forces! Gravity, air resistance and friction, with tests on surfaces and stopping distance, and on parachute size and fall time.

History and Art: Ancient Egypt has taken over! We enjoyed a loan box of artefacts from Chertsey Museum and began designing monuments.

Computing: our budding game developers have been coding sprites and making their own game designs.

Also: RE (Puja tray symbols), PE (fitness and rugby), French (foods), ukulele (our first chord) and PSHE.



Coming Up Next

English: museum-style non-fiction exhibition plaques

Maths: adding and subtracting within one million

Science: how shape affects movement in water, and how pulleys, levers and gears help us lift loads

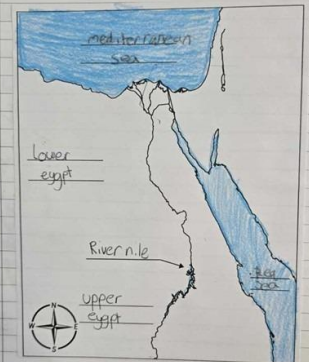
History: how we know so much about the ancient Egyptians, their gods and beliefs about life after death, and what happened to their rulers

Art and Computing: designing buildings inspired by Friedensreich Hundertwasser, and finishing our games.

Also: RE (Sanatana Dharma), PE (balance, stamina, team rugby), French (ordering food), ukulele (performing *Livin' on a Prayer*) and PSHE (celebrating diversity).

Monday 28th September 2026

L.O: To explain the history of river Nile



Ancient Egypt thrived as a powerful civilisation largely due to the River Nile. Each year the river would flood, leaving behind a layer of nutrient-rich soil that made the land fertile. This allowed Egyptian farmers to grow lots of crops, leading to a large population. The Nile was also essential for trade, as boats carried goods up and down the river, connecting Egypt to other regions.

Our Ancient Egypt work: the history of the River Nile



Our Mission: Positive Choices

We are focusing on making positive choices that help everyone learn. We are thinking about how our choices affect ourselves and others, and working day by day towards a calm, respectful classroom where every child can shine. Our three Golden Rules:

1. Follow instructions carefully.
2. Use positive language.
3. Keep our hands, feet and objects to ourselves.

Chatting about the Golden Rules at home really helps. Thank you!

THIS MONTH AT A GLANCE

Gold Class have made a fantastic start to Year 6, settling quickly into new routines and expectations. This term, we have been exploring World War II and evacuation through history and *Goodnight Mister Tom*, while also developing our writing, maths and wider curriculum knowledge. We have been especially proud of the children's growing independence, thoughtful discussions and positive attitude to learning.

A proud moment:

Building a bridge that could hold over 1kg in weight. It was fun and educational!! - Amrit

Ask us about...

Life as an evacuee and Air Raids!

Favourite learning:

Learning about WW2 through the use of real artefacts, like the gas mask! - Ahmed

Class celebration:

Developing our ball holding skills in rugby - Kiara



Exploring World War II artefacts and sources from the Chertsey Museum loan box



Investigating a wartime gas mask up close

WHAT HAVE WE BEEN LEARNING?

ENGLISH

We have been reading *Goodnight Mister Tom*, developing our inference skills and using rich vocabulary to write about life as an evacuee.

MATHS

We have been strengthening our understanding of written multiplication, using estimation and reasoning to explain our methods and check whether answers are sensible.

WIDER CURRICULUM

We have explored World War II through historical sources, investigated micro-organisms in Science and designed and tested bridge structures in DT – check out our bridges below!

GOLDEN MOMENTS

As part of our learning in Design Technology we have been busy testing out bridge designs to see what structures were the strongest!



Community News



SEND Surgery Drop-in

Come along to Hounslow's SEND Local Offer drop-in session for advice and support. Expert support. Here for your family.

 **Wednesday 14th October 2026, 10am -12pm**

 **Hanworth Air Park Leisure Centre & Library, Uxbridge Rd, Feltham TW13 5EG**

 For more information about SEND support in Hounslow, visit: www.hounslowsendlocaloffer.co.uk

**Learning Support and Assessment Team (EHCP)**

**NHS Therapies**

**SENDIASS**
(Information, Advice and Support Service)

**Family Hubs**

**More**

We're here to listen and help.

Every child. Every voice. Every family.

Scan for future SEND Surgery dates



Hounslow Online Parenting Workshops

Would you like to attend a free, online workshop run by Hounslow MHST (Mental Health Support Team)? Please click [here](#) for more information on how to sign up to attend their training. Their first 2 workshops are entitled: 'Supporting your child with behaviour that challenges'.



Dear Year 5 Parent / Carer

Your child will be transferring to
Secondary School in September 2027.

You must apply by **31 October 2026**.
(Applications open 1 September 2026)

Need advice?

Read our brochure and online guide (available from 1 September 2026)

www.hounslow.gov.uk/secondaryadmissions

Need help?

Contact the School Admissions Team

T: 020 8583 2711/2721

E: admissions@hounslow.gov.uk

To apply, visit

www.hounslow.gov.uk/secondaryadmissions

Open evening/day events at schools in September/October 2026

Please check the school website for up to date information



Anaphylaxis Awareness Week 1-7 October 2026

The theme for anaphylaxis week 2026 is **"A Sense of Belonging"**

A sense of belonging and ensuring people with severe allergies have a seat at the table! (at school, work, on holiday or eating out)

Living with serious allergies shouldn't mean living on the sidelines

Anaphylaxis Awareness Week's main mission is to ensure everyone living with serious allergies **feels safe and included.**

For over 30 years Anaphylaxis UK has provided trusted information and support to help improve the quality of life for those living with serious allergies. Not just to tackle the practical challenges of living with allergies, but also to create a sense of belonging for those who are affected.

**#WearItBright #SenseOfBelonging
#AnaphylaxisAwarenessWeek2026**

www.anaphylaxis.org.uk

www.beatanaphylaxis.co.uk

www.nhs.uk/conditions/anaphylaxis

www.allergyuk.org

11-19 years old? Young people in Hounslow can text a School Nurse on **07507 333 176** for confidential advice and support.



Receive an answer within one working day from a qualified School Nurse
(Monday to Friday 9.00am-4.30pm)

Parents and carers in Hounslow can text a School Nurse on **07312 263 080** for confidential advice and support for their child or teenager.



Receive an answer within one working day from a qualified School Nurse
(Monday to Friday 9.00am-4.30pm)

Are you a **parent** or **carer** of a **child** **aged 5-19 years?**

We offer ***free and confidential** advice and support about your child's health, wellbeing and development.



Send a message to:

07312 263 080

Receive an answer within one working day from a qualified school nurse. **Monday to Friday, 9am-4.30pm.**



chathealth.nhs.uk

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

WHAT ARE THE RISKS?

AI-GENERATED CONTENT

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

DEEPFAKES LOOK CONVINCING

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

FALSE INFORMATION SPREADS

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

VOICES CAN BE CLONED

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

ACCOUNTS MAY BE FAKE

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

ALGORITHMS INFLUENCE REALITY

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

Advice for Parents & Educators

PAUSE, CHECK, COMPARE

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

VERIFY ANOTHER WAY

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

KEEP TALKING OPENLY

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

SAVE, REPORT, SUPPORT

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

Meet Our Expert

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



#WakeUpWednesday

The National College

See full reference list on our website

@wake_up_weds

/www.thenationalcollege

@wake.up.wednesday

@wake.up.weds

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