

# Oldbury Observer - Autumn Term

## Edition 3 (September 2026)

### Mr Irving's Comment

Our Observer is always filled with news about the day-to-day life at Oldbury Park and news directly from our classes. I would also like to draw your attention to some other news and plans which go beyond the classroom and will bring benefit to children across the school. Here is an indication of some other items of interest for the year ahead:

- The school has started to pursue Artsmark accreditation - as well as our creative curriculum, our music events, choir, Christmas and summer performances are all deserving of recognition.
- Plans are in place to develop more opportunities for outdoor learning in Key Stage 2 - many parents and children have expressed an interest in this and we are keen to make the most of our generous school site.
- During half term we are hoping to replace the trim trail on the KS2 playground supported by the fundraising efforts of the CTA.
- Our school is about to begin an interesting international partnership with an overseas school (through the British Council) which should support our work on personal development - details to follow later this month.
- Plans are still moving ahead with the development of a school-based nursery which is set to open around Easter 2027 - we expect to see groundwork starting in January.

All of these exciting developments will make our school a rewarding and interesting place to be this year and into the future.

Have a lovely weekend.

### Pick up and collection

A polite reminder that all pupils from Reception to Year 5 should be dropped off and collected by an adult every day. When dropping off, please supervise your child until you see that they have been greeted by a member of staff or have entered the building. Year 6 pupils with an agreement in place with school are permitted to make their own way to and from school. Thank you.

## WhatsApp/Social media groups

Social media apps (predominantly WhatsApp) are used by many parents to support each other as part of a helpful and positive community. These groups can be useful for checking dates or arrangements in school and beyond or to offer mutual support. All users of such groups are asked to be very mindful that what they are posting is accurate, constructive and in the best interests of our school community. To support this, as a school we will continue to make communication as clear as possible and ask that any queries about school are raised with a member of staff - this will help you to be accurately informed.

## School trip costs

We believe that having the opportunity to learn beyond the classroom is very important - educational school trips help to make learning engaging and are a chance to make positive childhood memories. We try to ensure that any trips are planned to ensure they are as cost effective as possible and will make an impact on learning. Costs have risen year on year as providers have increased their prices; we try to offset this by accessing local learning opportunities as much as possible and trying to secure the best possible prices for coaches and entrance fees. Contributions to school trips are voluntary but we do need these to be made wherever possible to allow trips to go ahead. Last year the school was required to make up the shortfall in too many instances; this is not financially sustainable so we ask for your support in ensuring we can keep school trips part of our children's learning experience. Thank you.

## IMPORTANT - Attendance Update

You will have all received the Trust wide Attendance letter earlier this week. Please take the time to read this and digest the contents regarding implications the current government policy might have on your family and also the impact absence might have on your child.

Key areas of interest continue to be term time holidays and also 'unauthorised' absences.

**Please note we require a 'Leave of Absence Request form' for ALL planned absences from school.** This may include, but is not limited to, holidays, attending weddings and funerals, attending religious celebrations, attending a family graduation or dealing with a legal requirement such as visa appointments. Based on the information given, Mr Irving then decides if the absence is agreed (authorised) or refused (in the event the absence occurs, it would be unauthorised). It is not possible to provide 'blanket' guidance as each case is viewed individually and with the best interests of the child and government guidance in mind.

### Holidays

Please be aware that only in exceptional circumstances will a holiday request be authorised. As such, families will need to prove that no other alternative is viable. Financial reasons will not be considered an exceptional circumstance.

***'the DFE does not consider a need or desire for a holiday or other absence for the purpose of leisure and recreation to be an exceptional circumstance.'* (Working Together to Improve School Attendance - government policy)**

We would strongly encourage you to talk to school in advance of making a holiday booking. This way, if the request is refused, you still have the ability to adjust plans without having to change your booking.

### **Unauthorised Absences (not holidays)**

Please be aware that government guidance states that schools must consider a penalty notice (fine) if children are missing 10 sessions (5 days) in a 10-week period. School will always attempt to support improved attendance before this stage is reached but it is important to understand that unauthorised absences may result in a fine.

To assist you in understanding what constitutes 'unauthorised', please consider the following:

- **If children are late, after the register closes (9:20am), this counts as an unauthorised absence (0.5 days).**
- **If children are tired but otherwise well, this absence would be unauthorised.**
- **If a parent is unwell and their child is absent as a consequence, this would be an unauthorised absence.**
- **Generally, if travel causes a child to be late after the register has closed (9:20am), this would be an unauthorised absence.** *\*The exception to this rule would be if we are aware of widespread disruption due to local road closures or traffic lights for roadworks. The cases are considered on an individual basis given the information we have. Please be mindful, the gates open at 8:30am so there is 50 minutes before an unauthorised late is registered, giving a significant time window for late arrivals.*

Please be reassured that it is perfectly normal for children to have nights when they are short of sleep or to be tired after a long week. Invariably, being in school and surrounded by their friends is the best response. It is also perfectly normal for children to say they do not want to go to school because the work is hard or because they have fallen out with a friend. These are examples of normal problems which can only be sorted if the child is in school. The problem tends to become a bigger one the longer it goes on so we need to be able to support the children, in school.

Attendance is no different to other areas of school life: the children benefit from school and home working together. Your children's teacher and support staff can only help academic and social development if your child is in school every day they are well enough to be there.

If you would like to discuss anything regarding your child's attendance at school, please do not hesitate to contact me via the email address below or by phoning the school office.

Mr Williams

[uks2parents@oldburypark.crst.org.uk](mailto:uks2parents@oldburypark.crst.org.uk)

## School Photos

School photo's will be taken Wednesday 23rd September.

The KS2 hall will be open from 8:15am for any parents that would like a family photo taken with any siblings that are not currently school age.

## Term Dates

### Academic Year 2026 to 2027



Term dates Academic Year 2026 to 2027

| Holiday            | School closes on        | School re-opens on       |
|--------------------|-------------------------|--------------------------|
| Autumn Term        | Not applicable          | Tuesday 1 September 2026 |
| Autumn mid-term    | Friday 23 October 2026  | Monday 2 November 2026   |
| Christmas          | Friday 18 December 2026 | Monday 4 January 2027    |
| Spring mid-term    | Friday 12 February 2027 | Monday 22 February 2027  |
| Easter             | Thursday 25 March 2027  | Monday 12 April 2027     |
| Summer mid-term    | Friday 28 May 2027      | Monday 7 June 2027       |
| End of summer term | Wednesday 21 July 2027  | Not Applicable           |

| Holiday              | Date                 |
|----------------------|----------------------|
| Good Friday          | Friday 26 March 2027 |
| Easter Monday        | Monday 29 March 2027 |
| May Day              | Monday 3 May 2027    |
| Whitsun Bank Holiday | Monday 31 May 2027   |

## Academic Year 2027 to 2028



Approved term dates for Community and Voluntary Controlled Schools for the academic year 2027 to 2028.

### Term dates Academic Year 2027 to 2028

| Holiday            | School closes on        | School re-opens on        |
|--------------------|-------------------------|---------------------------|
| Autumn Term        | Not applicable          | Thursday 2 September 2027 |
| Autumn mid-term    | Friday 22 October 2027  | Monday 1 November 2027    |
| Christmas          | Friday 17 December 2027 | Tuesday 4 January 2028    |
| Spring mid-term    | Friday 11 February 2028 | Monday 21 February 2028   |
| Easter             | Friday 7 April 2028     | Monday 24 April 2028      |
| Summer mid-term    | Friday 26 May 2028      | Monday 5 June 2028        |
| End of summer term | Friday 21 July 2028     | Not Applicable            |

## School Calendar

Wednesday 23rd September - School photos for all pupils (normal uniform please)

Wednesday 30th September - Phonics Session for Parents, 2.45-3.15pm

Wednesday 7th October - Year 3 visit to Lower Smite Farm

Tuesday 13th October- Year 2 Dudley Zoo

## Summer Reading Challenge - Photos please!



It was great to hear how many of our children completed the Summer Reading Challenge with the local libraries over the holidays. If you are happy to share, please could you email in a photo or two of your child/children at the library during the challenge or completing the challenge. We are creating a CRST National Year of Reading Publication and would like to

create an article on summer reading. Please make sure for any photos you send in, you are happy for them to be included in this publication. Please send photos to [office@oldburypark.crst.org.uk](mailto:office@oldburypark.crst.org.uk).

Many thanks,

Miss Jones



## Sports Day 26/27 Information

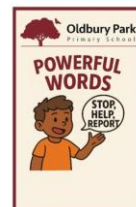
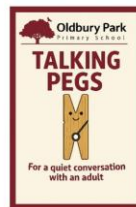
Following last summer's severe heat, we unfortunately had to make the decision cancel our annual sports day for the children of Reception to Year 5 (Year 6 children were provided a separate day due to it being their last opportunity at Oldbury Park). In light of this, we have decided this year to bring our timeline forward slightly moving this year's day into the late Spring term. This hopefully will remove the chance of extreme weather, while also giving every child at the school the chance to take part in some enjoyable and competition sport.

## Relationship and Behaviour Policy

After consultation with staff, children and parents as well as ratification from our Governing body, we have introduced our new Relationships and Behaviour Policy. Please see below for the quick guide to the rewards, ways to get help and sanctions that have been maintained or introduced in September. The full policy can be viewed on the website. Thank you to all those who supported this process.

# Rewards we use in school

-  - Praise Postcards
-  - House point system
-  - Oldbury Aspirations Recognition
-  - Annual Oldbury Aspirations Evening
-  - Believe in Best Assemblies
-  - Taking their work to another class/SLT member to celebrate
-  - Reading certificates as recognition for reading with an adult, these are shared in assembly.
-  - Maths certificates which are celebrated in class assembly.
-  - Principal's celebration display for outstanding pieces of work
-  - Showing their work to parents at the end of the day
-  - Work being published in the Oldbury Observer
-  - Doing a special job
-  - Verbal praise
-  - Class assembly to celebrate achievements from home





## Refocus 2

- Deliberate hostility and aggression
- Any physical harm with intent to hurt
- Being very unkind with your words
- Swearing at someone
- Stealing
- Leaving a place where they have been told, by an adult, to stay
- Constant and repeated disruption



**Stop.**



**Think.**



**Make a better choice.**



**Oldbury Park**  
Primary School

## The 4 R's

### Reminder

Reminders are used if you need a prompt around what is expected at that time.

### Refocus 1

If you are disturbing the learning of others, you will be asked to move places, areas or classrooms. If you are stopping people playing positively at playtime you will be asked to refocus next to an adult

### Refocus 2

If you behave in a way that hurts or disrupts your peers you will be asked to talk to an adult at lunchtime, this is to help you work out what to do next time.

### Relocation

If you are unsafe to be in your classroom you will be asked to work with a different grown up, somewhere else

## Reception

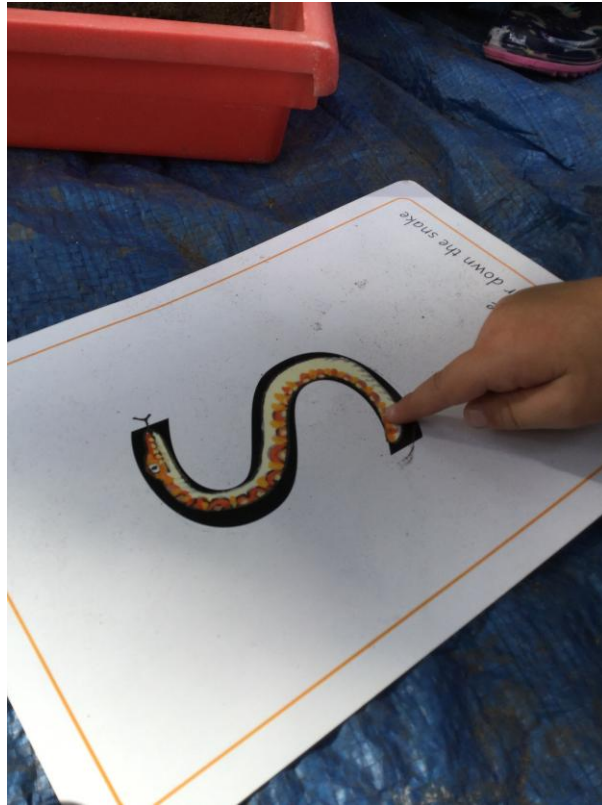
In Reception this week, the children have been introduced to the first 5 letter sounds in the Read Write Inc phonics programme: m, a, s, d and t. We have had daily phonics sessions where the children have been learning to recognise the letter and say the sound that it makes. We have also been learning how to form the letters correctly, using our fingers in sand, mud and shaving foam.

Each Friday, we will send out flashcards of the letters that we have learnt during the week for the children to practise at home. Please look out for them in book bags! You will also find QR codes below that link to videos that support what we have been learning in school too. It would be really helpful if you could watch these together at home.

Thank you for a super start with Reading Diaries this week – it is wonderful to see lots of you reading and sharing books together at home. Remember that any books that you share at home (e.g. bedtime stories, library books) can be included in the diaries, it doesn't just have to be the school books! School books (Apple and 'Swap Shop') will be changed weekly. Remember that Reading Diaries should be brought into school every day.

### **Phonics Session for Parents – Wednesday 30th September, 2.45-3.15pm.**

We would like to welcome Parents and Carers into school to join us for Phonics! In the session, we will demonstrate how we teach Phonics and talk through some of the ways that you can support your children at home. We hope that you can make it!







#### 1 - Fred Games

*Fred the Frog helps us with Phonics! Fred says the sounds and we have to listen carefully, blending the sounds together to hear the word.*

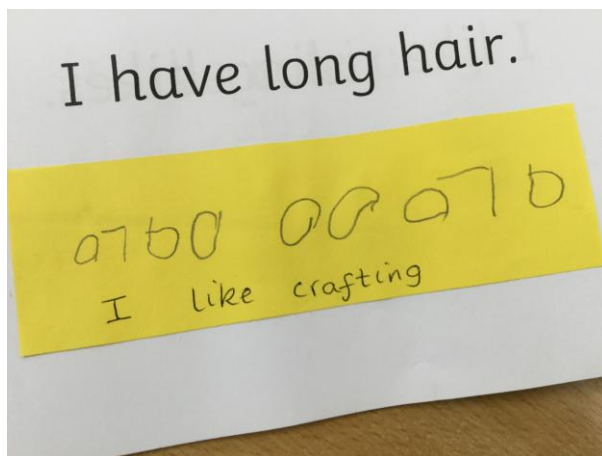
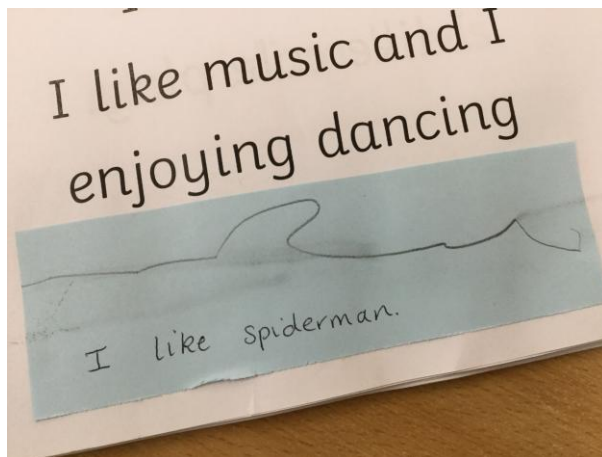


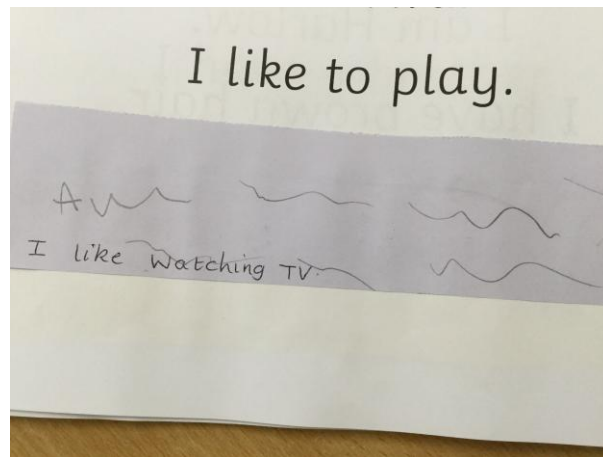
*2 - Set 1 Week 1 - m, a, s, d and t*

In Maths, we have been sorting and comparing objects. The children have talked about the different ways that we could group the objects, including by colour, by type or by what they can do. The children did well to explain why they thought some objects went together.

This week, we have also created our own class book, inspired by *Super Duper You* by Sophie Henn – Super Duper US! We now have a book where everyone has their own page, including sentences that talk about some of the things we like and some of the things that we can do.

















Please note that there will be **NO FOREST SCHOOL** for **Carriage Class** next **Wednesday** (23rd Sept). Children should come to school wearing their school uniform.

Thank you!

## Year 1

This week we started our History learning. The children learnt that History is in the past. We began by looking at the difference between a shoe shop today and a Cobblers from the past. We made our own Cobblers in our outdoor classroom and the children are enjoying selling, mending and polishing shoes. Even the adults had a go!

One excited little girl shared our History learning at home and brought in "The Elves and the Shoemaker" to read because it was about a Cobbler. We love the children to bring in learning that they have completed at home whether linked to our topic or practising numbers or writing.













## Year 2

Emerald have been busy exploring our forest school area, using their imaginations for some brilliant child-led play. From building dens to hunting for minibeasts, the children have shown fantastic teamwork, creativity, and resilience — all while developing their gross motor skills and love of the outdoors. There's nothing quite like a bit of mud, sticks, and fresh air to spark curiosity! We were also treated, from the Mud Kitchen, to chocolate soup and cake!

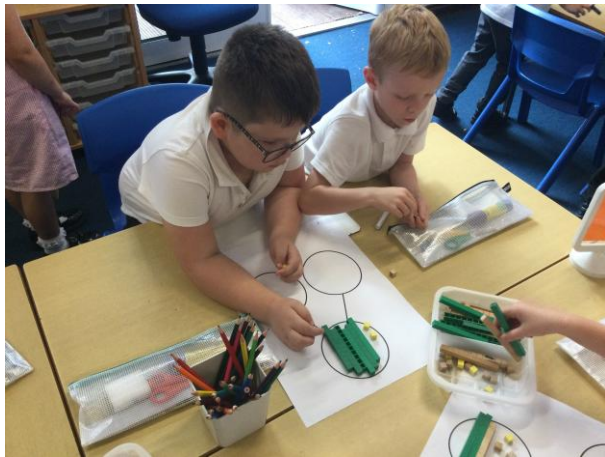
In Maths we have been continuing our focus on place value of numbers to 100. The children have been using the tens and ones equipment to make different numbers, working on identifying how many tens a number has and how many ones. They have been brilliant at using the part whole model to partition the numbers too (split the number into 2 parts, tens and ones). Keep up the super Maths Year 2.











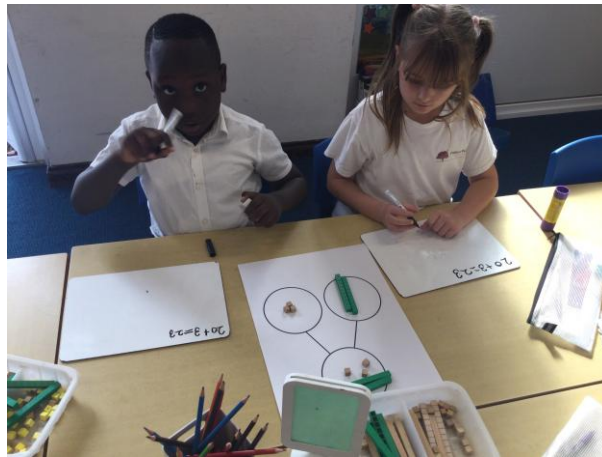
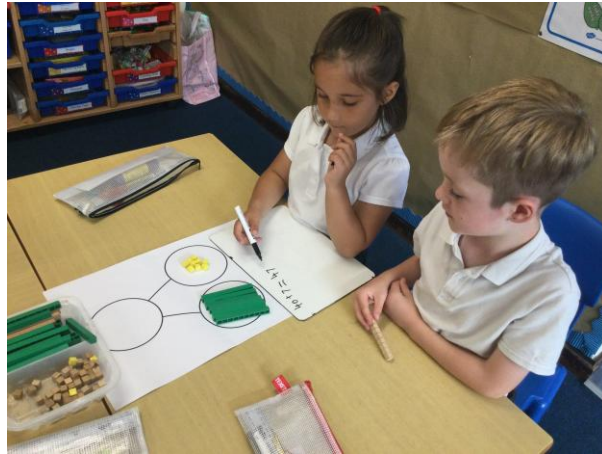
Complete the part-whole models.

$20 + 3 = 23$

$40 + 5 = 45$

Have a think





## Year 3

### English

This week, we have been developing our descriptive writing skills. We have gathered exciting adjectives to build our vocabulary and used these to write **expanded noun phrases**. We have also explored **prepositions for place** and begun writing our first drafts. We are working hard to choose vocabulary that really helps our readers picture what we are describing!

## Maths

We have had a fantastic start to our work on **place value and hundreds**. The children have been counting in 100s, recognising and writing three-digit numbers, and learning how to partition numbers into hundreds, tens and ones. We have made our learning practical by using resources to represent hundreds and have also been putting our arithmetic skills to the test with our regular **calculation challenges**.

## History

We have made a strong start to our History learning by developing our understanding of **chronology**. We have explored the terms **BCE (Before Common Era)** and **CE (Common Era)** and discussed how these help us to understand when events happened in relation to one another. The children created their own **historical timelines**, placing years in the correct chronological order. We then put our chronological thinking to the test by looking at different **modes of transport** and working together to arrange them from oldest to newest. This has helped us to understand how historians use dates and evidence to build a picture of the past.

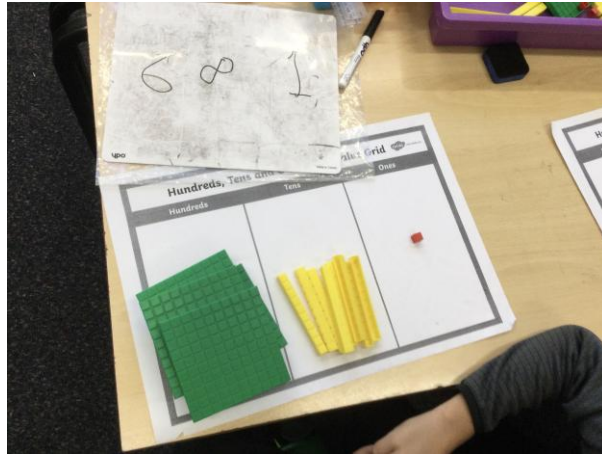
## PE

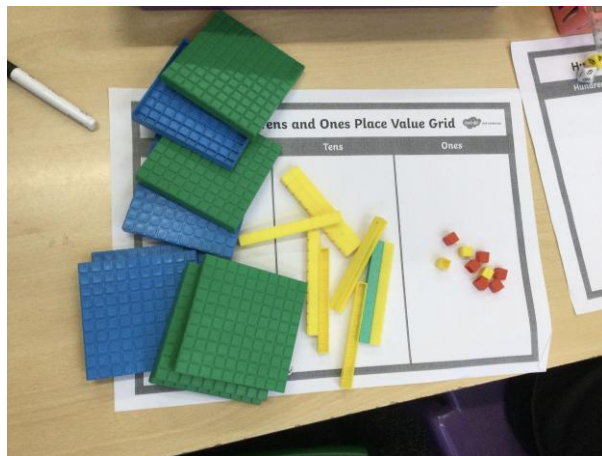
We have been getting active in PE with our **dance** sessions, developing our movement, rhythm and ability to work together. We have also started our **basketball** unit, practising our ball skills and teamwork. It has been an exciting week for **Hampton Class as they started their Forest School sessions!** The children have enjoyed getting outdoors, exploring their surroundings and developing their confidence through practical, hands-on activities. We are looking forward to seeing what adventures and learning opportunities Forest School brings over the coming weeks!

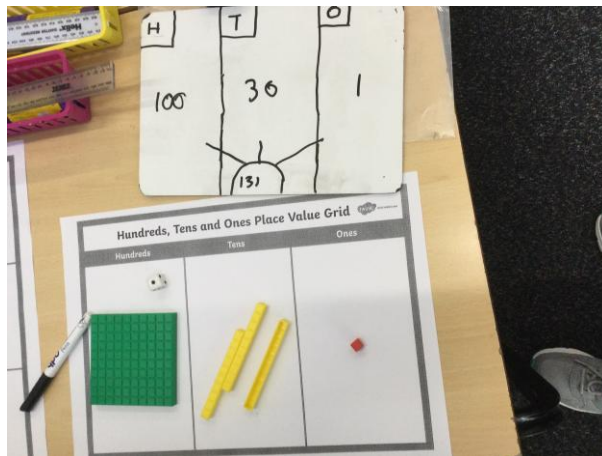
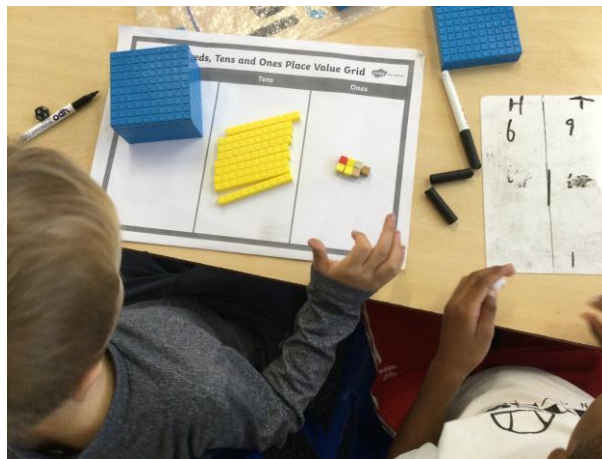
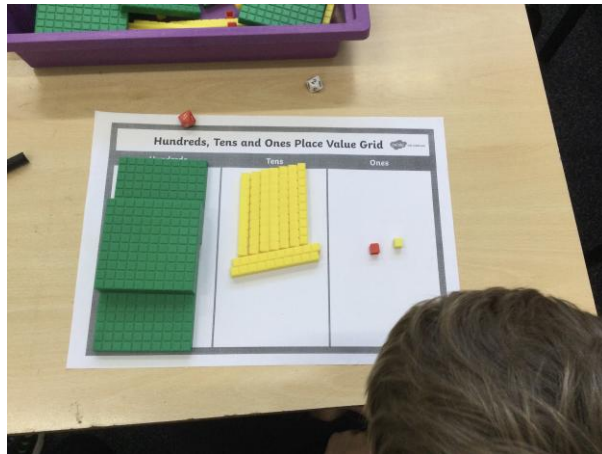
## DT

In DT, we have been exploring **how materials can be stiffened to make structures stronger and more rigid**. The children became scientists and tested a range of different solutions, including **starch spray, PVA glue and a sugar solution**. They applied these to materials and carefully observed what happened as they dried.

We discussed how the different treatments changed the **strength, stiffness and flexibility** of the materials and considered which solution might be most effective for strengthening a structure. The children made predictions, carried out their tests and evaluated their results. It has been fantastic to see them developing their practical skills while thinking like young designers and engineers!







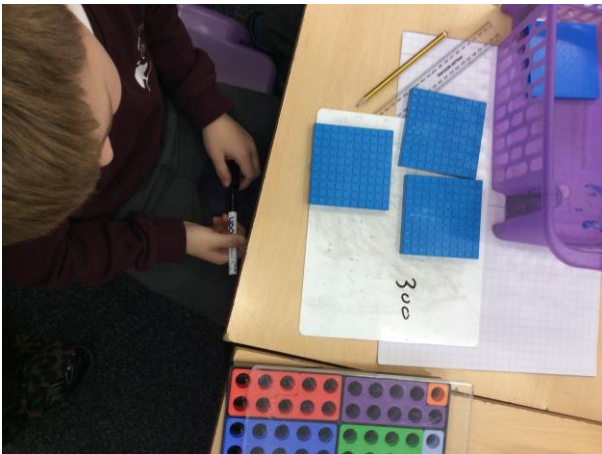
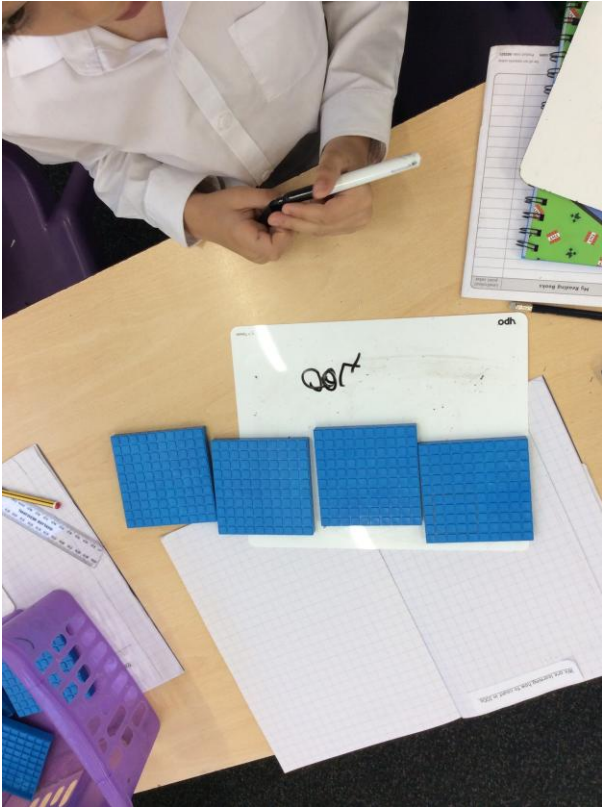
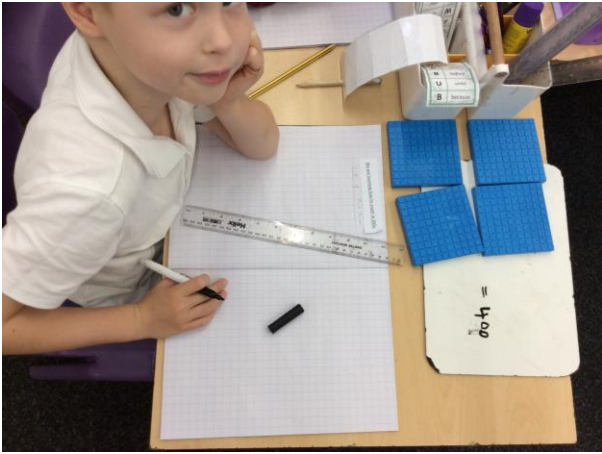


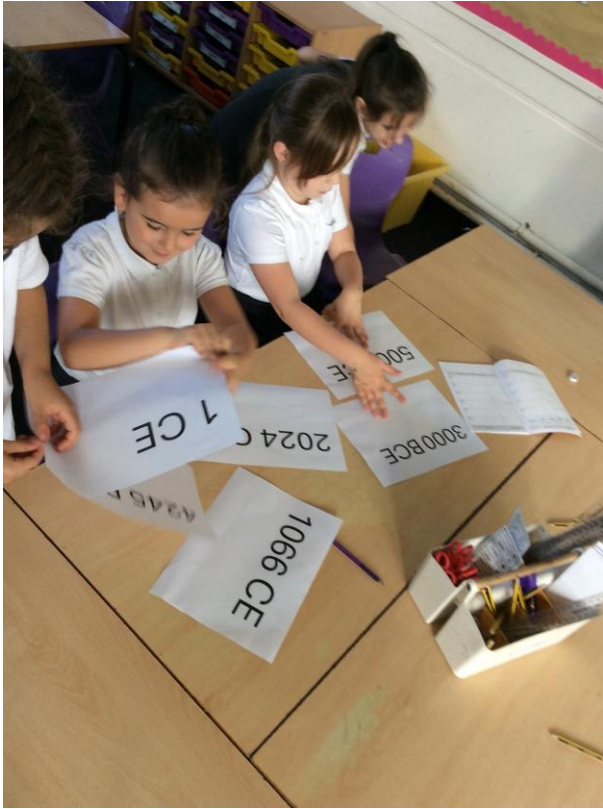
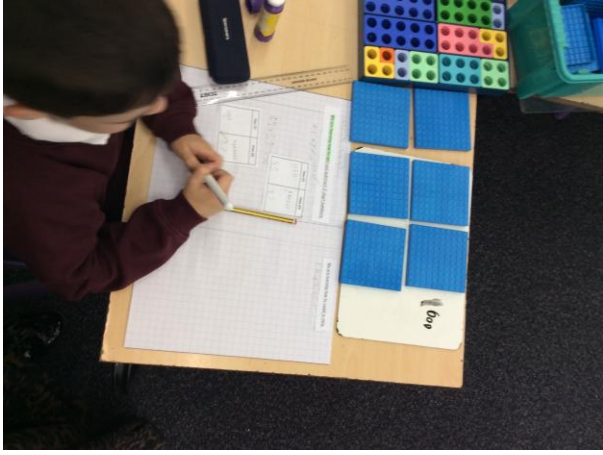


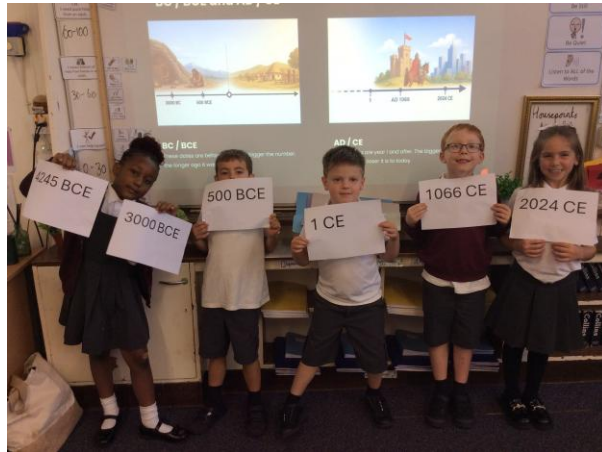


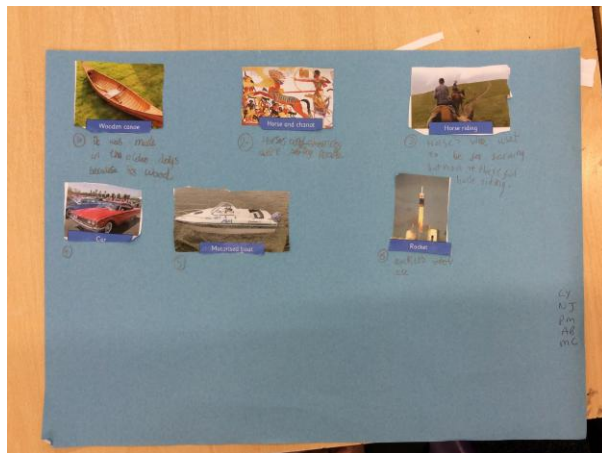
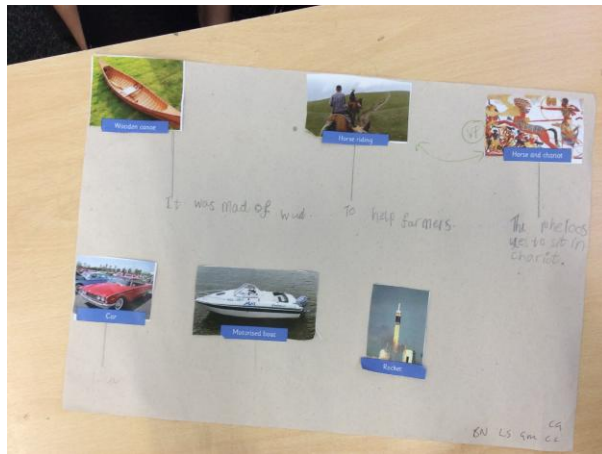


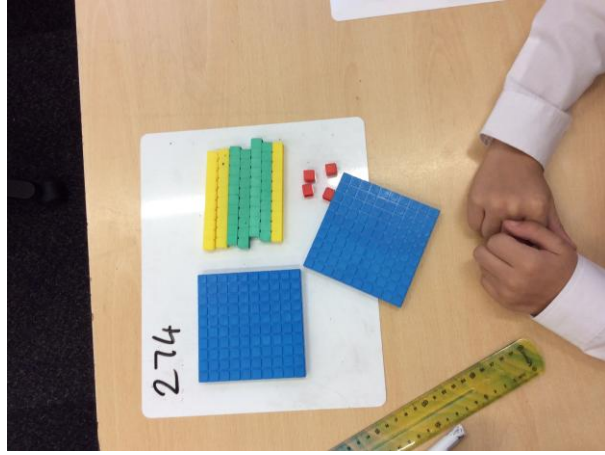
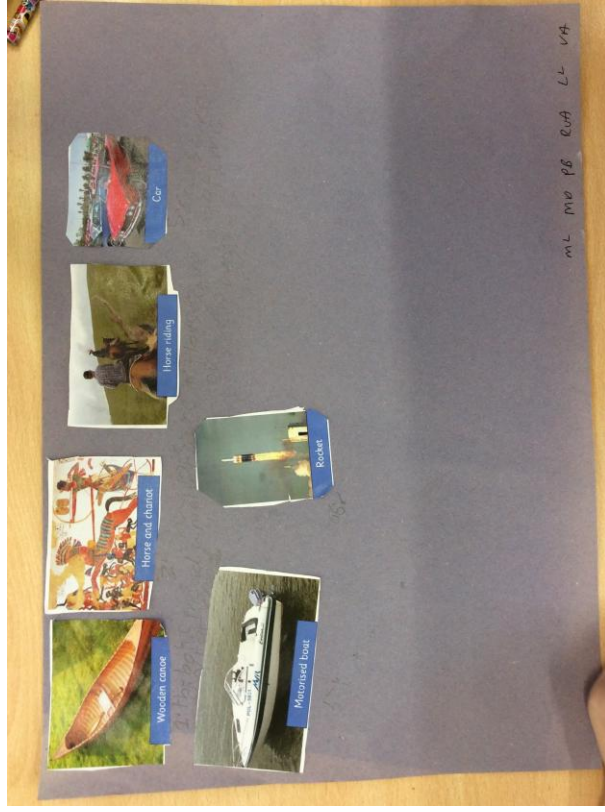


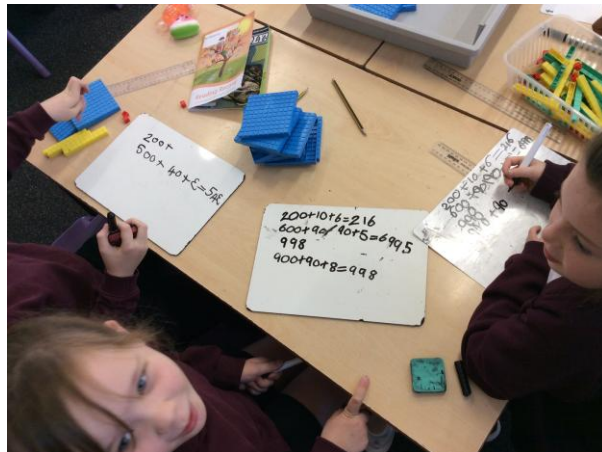
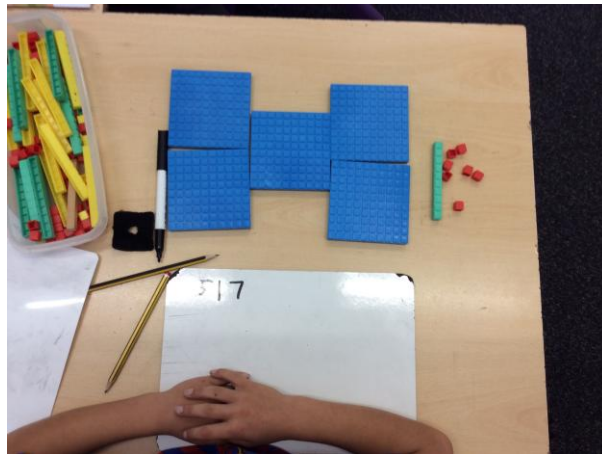




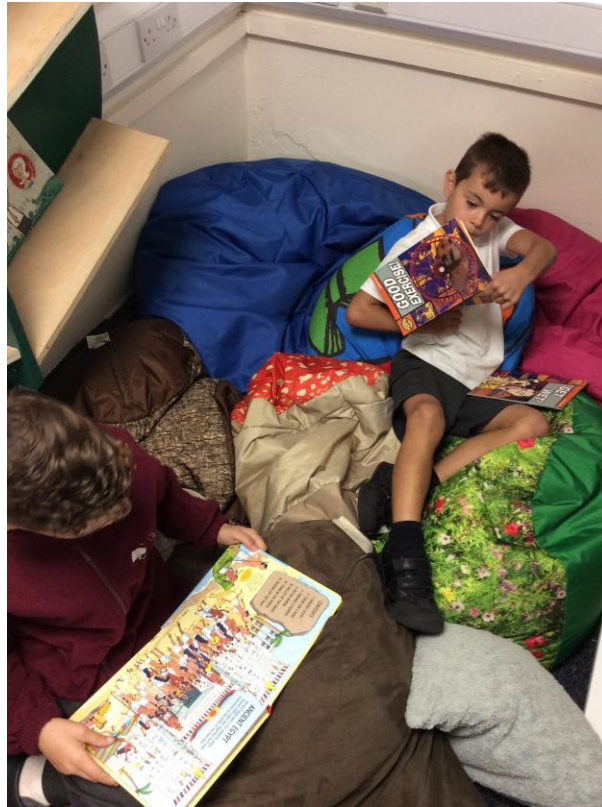


















Thursday 17th October  
To write a setting description from the Stone Age Boy

First Draft

• To use expanded noun phrases with commas  
• To use prepositions of place  
• To use accurate capital letters, full stops and finger spaces

next  
run  
cleat

The old granddaddy man sat next to the computer to warm up. The whole light in the room was on. The old granddaddy man sat next to the computer to warm up. The whole light in the room was on. The old granddaddy man sat next to the computer to warm up. The whole light in the room was on.

Thursday 17th October  
To write a setting description from the Stone Age Boy

First Draft

• To use expanded noun phrases with commas  
• To use prepositions of place  
• To use accurate capital letters, full stops and finger spaces

next

The old granddaddy man sat next to the computer to warm up. The whole light in the room was on. The old granddaddy man sat next to the computer to warm up. The whole light in the room was on. The old granddaddy man sat next to the computer to warm up. The whole light in the room was on.

Thursday 17<sup>th</sup> October

To write a setting description from the Stone Age Boy.

First Draft

- To use expanded noun phrases with commas.
- To use prepositions of place.
- To use accurate capital letters, full stops and finger spaces.

The happy woman was happily identifying the burning hot site.

The hard solid stresses were  
swaying in the wind.

The calliope scorpionfish were ~~at~~ hung on the drying rack.

The beauty of a bright sunset was glowing over the forest.

The meat was hot & yucky and ugly.

The ~~the~~ sparkling ~~the~~ beautiful river was under the night sky.

The dark beautiful night  
sky was over the bright  
lights.

Thursday 17<sup>th</sup> October.

To write a setting description from the Stone Age Boy.

First Draft

- To use expanded noun phrases with commas
- To use prepositions of place.
- To use accurate capital letters, full stops and finger spaces

⑤ - The slimy silver fish is half dead. The wooden house smells sweet. Beside the silver trees tall yellow and brown. The ground very still.

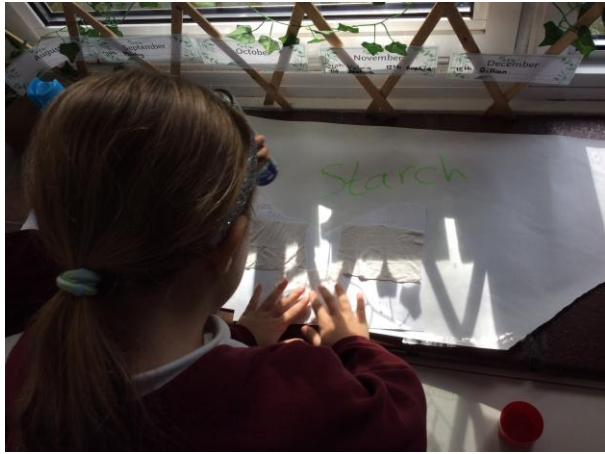
near the mouth of the river was  
 a big blow. <sup>the</sup> ~~the~~ <sup>big</sup> ~~big~~ <sup>scary</sup> ~~scary~~ <sup>local</sup> ~~local~~  
 went to the bank the mill was less afraid  
 smooth rocks around the big hills  
 - brown all white smooth rock.

The slow fully winged mohawk was  
common in the deep hunted fells.

Underneath the night sky it was dark and scary.

haunted  
Great job (4)











## Year 4

We've been really impressed with how confidently the children have settled back into maths this term, particularly when it comes to building their understanding of place value. The children have been reading, writing, ordering and comparing numbers, partitioning them into thousands, hundreds, tens and ones to deepen their understanding of number structure, and using concrete resources and pictorial representations, such as base 10 and place value counters, before moving on to more abstract methods. You can see some of their lovely maths below.

### TTRS

A simple and fun way to support maths at home is through TT Rock Stars (TTRS) — just 5–10 minutes of regular practice can make a huge difference to their fluency and recall speed of times tables, skills that free up their thinking for trickier problem-solving in class. Little and often is the key, even a few minutes while waiting for tea to cook counts! 🎸

Thank you, as always, for your support at home.

8283

8000 200 80 3 ✓

2089 ✓

2000 800 50 9

Complete the number sentence.

3,437 = 3,000 + 400 + 30 + 7 ✓

What numbers are the arrows pointing to?

a) 400 ✓

b) 200 ✓

c) 250 ✓

What numbers are the arrows pointing to?

a) 250 250 400 ✓

b) 430 450 480 ✓

c) 830 850 880 ✓

Complete the part-whole models and the number sentences.

a) 735

700 30 5

735 = 700 + 30 + 5

b) 491

400 90 1

491 = 400 + 90 + 1

c) 613

600 10 3

613 = 600 + 10 + 3

d) 221

200 20 1

221 = 200 + 20 + 1

Tom has three digit cards. 3 8 6

He makes a 3-digit number greater than 500

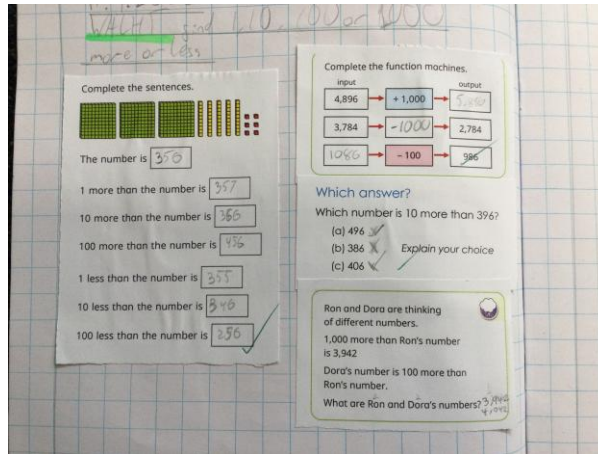
What number could he have made?

Partition your number.

829

800 20 9

800 + 20 + 9 = 829 ✓



## Year 5

On Friday, the Year 5 children enjoyed their visit to the University of Worcester to take part in both cooking and Art activities. The sessions were planned and delivered by students at the university who are training to become teachers. The children worked in groups to make a couscous salad and they had the chance to develop their cutting, chopping and grating skills. The children also took part in two art activities where they were printing marine life using polystyrene boards, paint and rollers as well as using pipe cleaners and felt to make food collage!

We are very lucky to be able to work so closely with the university and take advantage of their cooking facilities and art equipment, meaning that the children are able to explore new skills in a different environment. All of the children thoroughly enjoyed the day and were a credit to the school.



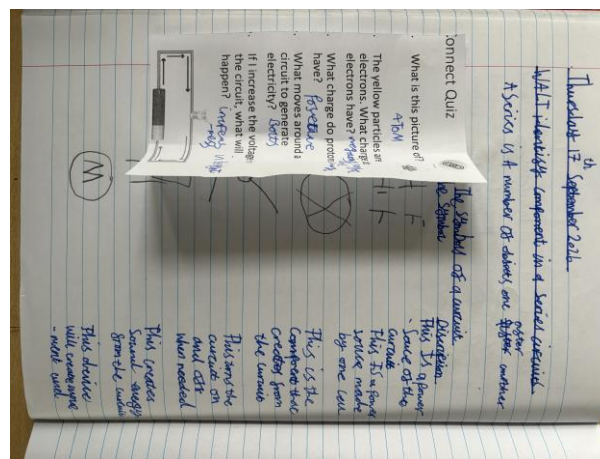
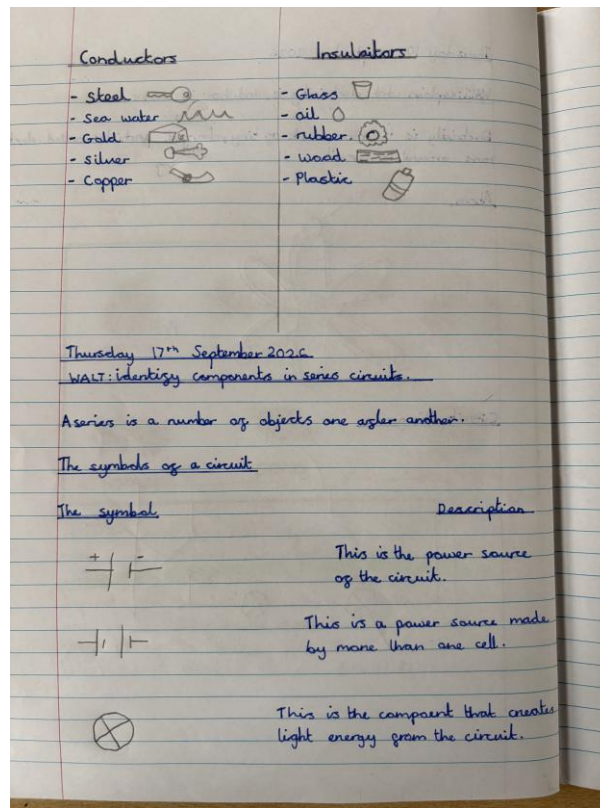




## Year 6

This week in Year 6, pupils have been mastering formal written methods for addition and subtraction in maths, while in English they've been building their skills with effective adjectives and expanded noun phrases, ready for next week's character descriptions. In art, children have explored the powerful, symbolic work of Frida Kahlo, using this inspiration to create their own symbolic self-portraits, and in science they've been learning about the different components of a circuit and their symbols. It's been fantastic to see the children

making such strong connections across subjects, applying their growing vocabulary and mathematical confidence with real enthusiasm. A busy and brilliant week of learning all round — thank you, as always, for your support at home!





If you wish to get in touch with the school, please use the following details:

**Oldbury Park Primary School**

Oldbury Road Worcester WR2 6AA

01905 424878

[office@oldburypark.crst.org.uk](mailto:office@oldburypark.crst.org.uk) <http://www.oldburypark.worcs.sch.uk/>

**Phase email addresses:**

For ALL parents, we have set up a new way of contacting Phase Leaders. These email addresses are SOLELY for classroom, pastoral and academic enquiries and NOT for general enquiries which should still come through the office@ email address.

Children in Reception [eyfsparents@oldburypark.crst.org.uk](mailto:eyfsparents@oldburypark.crst.org.uk) (Mrs Davies)

Children in Years 1 & 2 [KS1parents@oldburypark.crst.org.uk](mailto:KS1parents@oldburypark.crst.org.uk) (Mrs Marks)

Children in Years 3 & 4 [LKS2parents@oldburypark.crst.org.uk](mailto:LKS2parents@oldburypark.crst.org.uk) (Miss Moule)

Children in Years 5 & 6 [UKS2parents@oldburypark.crst.org.uk](mailto:UKS2parents@oldburypark.crst.org.uk) (Mr Williams)

SENDco Enquiries [office@oldburypark.crst.org.uk](mailto:office@oldburypark.crst.org.uk) (FAO: Miss Miller)