

Oldbury Observer - Autumn Term

Edition 4 (September 2026)

Mr Irving's Comment

Our Believe in Best assemblies each Friday are a pleasure to be in; our staff take the time to celebrate our children's achievements and these are always thoughtful and personal to each child. Each week we celebrate one of our Oldbury Aspirations in our Believe in Best assembly - whilst each week focuses on a single aspiration the reasons for the certificates being awarded is always very varied. This week we celebrated children who have been 'Leaders of their own learning' - we heard about children who lead their own learning through commitment to home reading, taking their love of Ancient Greek history even further and children who quite simply asked for help when they needed it. Our list of Aspirations is included in this edition of the Observer - please take a look.

Oldbury Aspirations

Our Oldbury Aspirations underpin so much of our school ethos - we believe in the importance of the character traits listed in our Aspirations and therefore we promote them through assemblies, the curriculum and school life in general. We promote our Aspirations in turn each Monday and celebrate them through our Believe in Best assemblies each Friday, when we also invite parents to join us when their child is nominated. Traditionally we have then held an Aspirations Awards evening in the summer - this year we are developing this into a termly celebration so we can recognise the efforts of even more of our children.



Together, we aspire to be...

Orally confident and competent

Leaders of our own learning

Determined to succeed

Brave, adventurous and creative

Unique, happy and proud

Respectful and caring

Young global citizens



IMPORTANT - Attendance Update

Traditionally, schools communicate attendance with parents through a percentage. In most contexts, 90% might be seen as good - 90% in a test is great, 90% discount in a shop is fantastic! However, in attendance terms, parents can assume their child's attendance is good when in fact it is close to 'persistent absence'. This term is a nationally used term in schools for children whose attendance is 90% or lower. This equates to 19.5 days of school missed in an academic year, which is a considerable chunk of learning and has a significant impact on learning. To break things down further, if these days were split across the six half terms in the school year, you can miss on average no more than around three and a half days each half term before becoming persistently absent - this is not a lot and multiple absences will almost certainly see your child becoming persistently absent.

To put this into context, research shows persistently absent children achieve a significantly lower level of attainment at the end of year 6 and these children go on to achieve at least 1 grade lower at GCSE. This could be the difference between the children reaching their own aspirations and accessing further education, apprenticeships or training opportunities or not.

You can check how many days of absence your child has had on Arbor. DAYS work better than PERCENTAGES as they are real to us all.



**Persistence absence =
90% or lower**
(19.5 days in a school year)

Research shows children who are persistently absent
achieve less well academically than those with high attendance.

Every day counts.



Safe
Kind
Curious
Brave

Community Notices

Parents and Grandparents



**Bring your
Babies and Toddlers
along to Come and Play
Make new friends**

Tuesdays 1.00pm - 2.30pm
during School Term Time

In the Hall at
Bromwich Road Mission
WR2 4AS

Fun, Friendly,
Welcoming

Refreshments
Available

Free

No need to book
just
turn up



Donations Welcome
towards craft materials and
refreshments
Toddlers at Bromwich Road Mission
Or email: infobrmission@gmail.com

RGS Worcester

Sport Taster Morning

Please do come and join us for a fun morning of Sport at RGS Worcester for boys and girls of all abilities in Years Five and Six from schools across the local area

Saturday 3 October 2026
8.30am - 12.00noon

Parents are invited to stay for a welcome presentation by the Director of Sport in Perrins Hall, RGS Worcester, at 9.00am

This is a FREE event. To reserve your child's place please register by scanning the QR Code, email: sport@rgsw.org.uk or telephone: 01905 613391. Pupils from the RGS Prep Schools will be invited to take part in separate Sports Taster events.



RGS Worcester Sport Taster Morning

At the Taster Morning, girls will have the opportunity to play Hockey and Netball whilst boys will play Rugby and Football. The session will also involve some general sports challenges.

Please bring the appropriate equipment with you (boots and gum shields are compulsory for Rugby, shin pads for Football and shin pads and gum shields will be required for Hockey, but Hockey sticks can be provided). All children should arrive wearing suitable sports kit for 8.30am.

There will be parking available at the back of RGS Worcester (off Tennis Walk, WR1 1PT). Visitors will be directed to Perrins Hall.

A presentation for parents will take place in Perrins Hall by the Director of Sport, Mr Keith Fowles at 9.00am and collection will be from Perrins Hall at 12.00noon at the end of the Taster Morning.

RGS Worcester, Upper Tything, Worcester, Worcestershire, WR1 1HP
Tel: 01905 613391
General Email: office@rgsw.org.uk

Term Dates

Dates below are published by Worcestershire County Council. Actual school term dates may vary slightly. Dates are published on the website and can be found using the link below.

[Oldbury Park Primary - School 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 30th September - Phonics Session for **Reception** Parents, 2.45-3.15pm

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

Tuesday 13th October- Year 2 Dudley Zoo

Reception

In Maths this week, we have started to learn about subitising. We have looked at arrangements of 1, 2 and 3 and asked the questions: what can you see? How do you see it? The children have been describing what they can see in an arrangement, e.g. *I see three, two at the bottom and one at the top.*

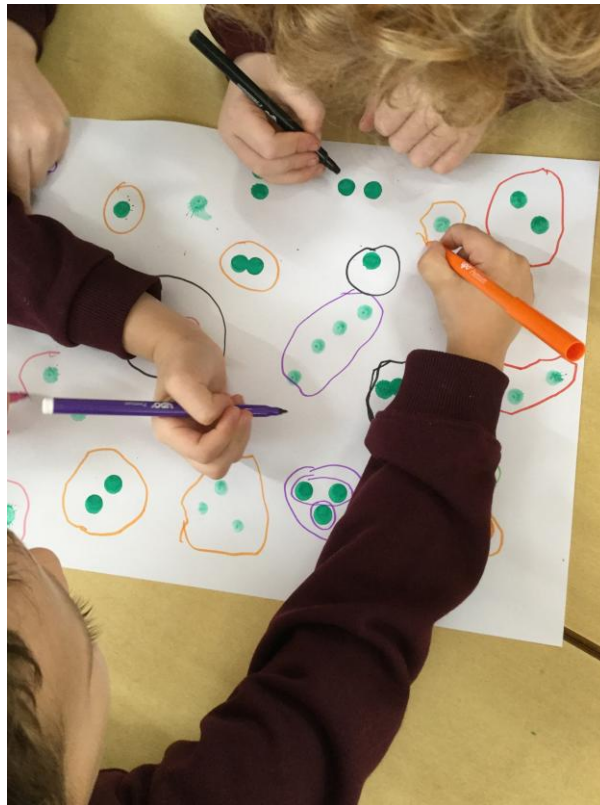
In our group activities, we've been getting to know each other a little better by talking about our likes and dislikes and by sharing our opinions. We used sentence stems to help us build a sentence and practised saying them aloud.

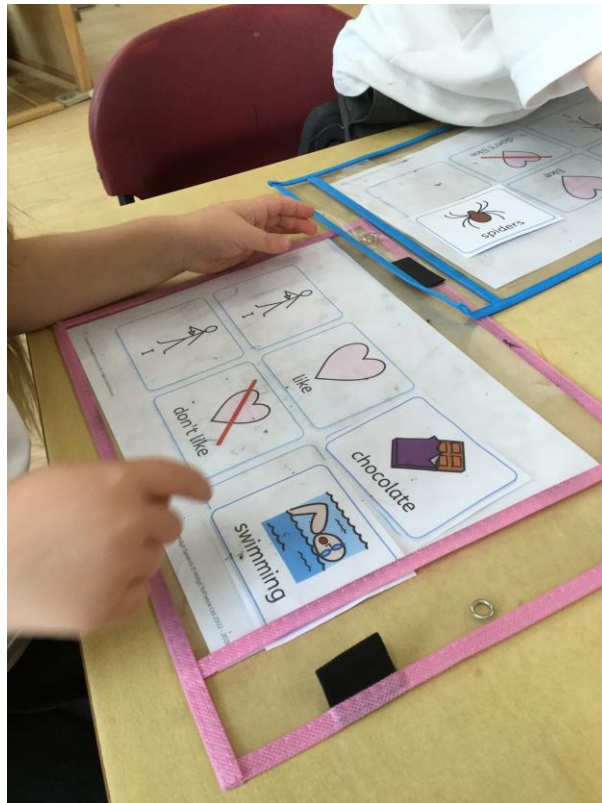
We have also been focusing on a very important skill this week – handwashing! We listened to a song - [How to wash your hands NHS song | NHS](#) – and followed each of the steps, talking about why washing our hands properly helps us to stay healthy.

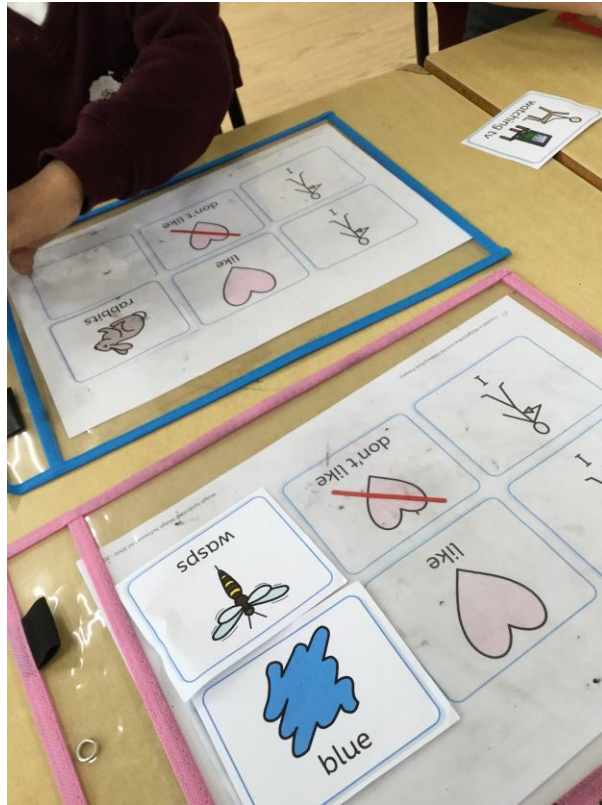
In Phonics, we have learnt five new sounds – i, n, p, g and o. The children are doing so well to recognise and say the sounds carefully! We are also playing lots of Fred Games that support our oral blending skills (*saying the sounds and hearing the words, h-a-t, hat!*) as well as helping us to listen out for the initial sounds in words (*I spy something beginning with m... mmmmoon!*)

Remember to keep practising these sounds at home! The next set of flashcards are in the children's book bags, alongside a QR code in their reading diaries. You will also find the QR code below. Thank you for your continued support with this.

Please can we also remind you that the children should be bringing their reading diaries and reading books into school with them every day. Thank you.













1 - Week 2 - i, n, p, g, o



Family Photos

In the next couple of weeks, we will be talking about 'belonging' and how we are part of different groups and communities. To support this, we are asking if the children could bring a family photo into school with them by Friday 2nd October. Alternatively, you are welcome to email a photo to eyfsparents@oldburypark.crst.org.uk

The photos will be shared in class, and the children will have the opportunity to talk to each other about their families.

Year 1

Writing

This week in Year One the children have enjoyed reading the story 'The Shopping Basket'. This links to our History learning all about shops.

The children all had a go at writing their own ideas to describe some of the scenes in the book. We have been working hard on our letter formation, sitting our letters on the line, using our phonic knowledge to help us write more sounds and using some finger spaces. We have been very impressed with all of the children this week and their positive attitude towards their learning.

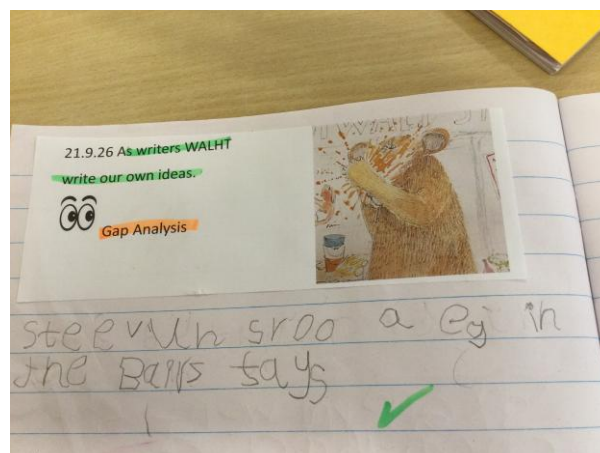
PSHE

In our personal, social, health and emotional learning we have been talking all about our emotions. We have been thinking all about different emotions and what might make us feel these emotions. The children have also been thinking about how to deal with different emotions.

Reading at home

Well done for all the super reading that has been happening at home and for all the comments in the reading diaries. This really supports your child's progress with their reading.

Please remember to come and talk to us at anytime if you have any questions.



21.9.26 As writers WALHT
write our own ideas.

Gap Analysis



seven threw the the bear's head it broke ✓

21.9.26 As writers WALHT
write our own ideas.

Gap Analysis (S)



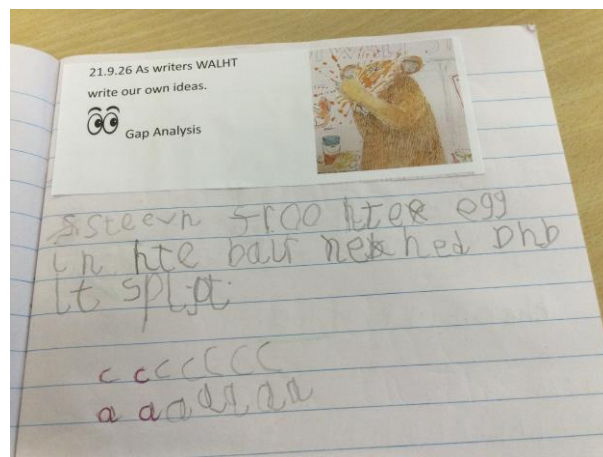
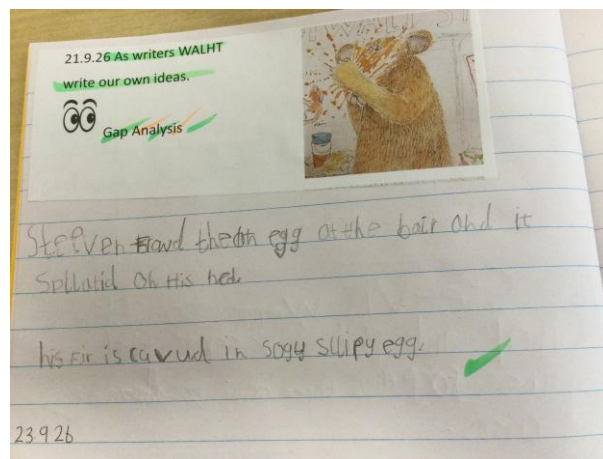
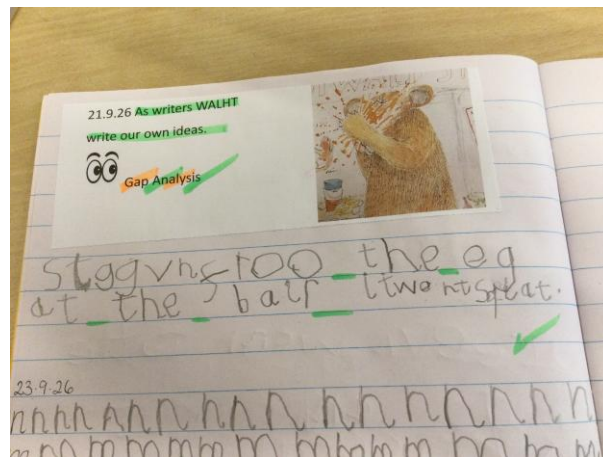
seven stood at the back of the ✓

21.9.26 As writers WALHT
write our own ideas.

Gap Analysis



seven threw the egg in the pairs head ✓



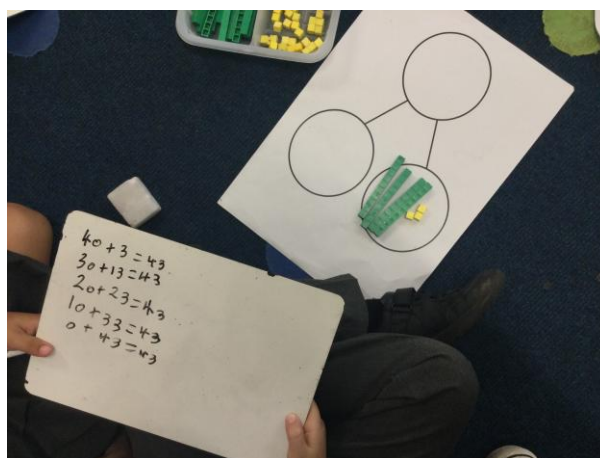
Year 2

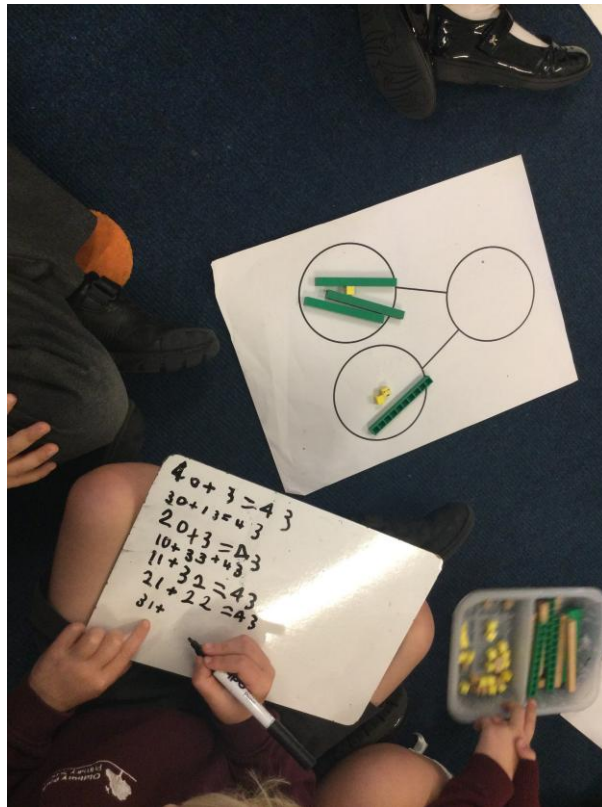
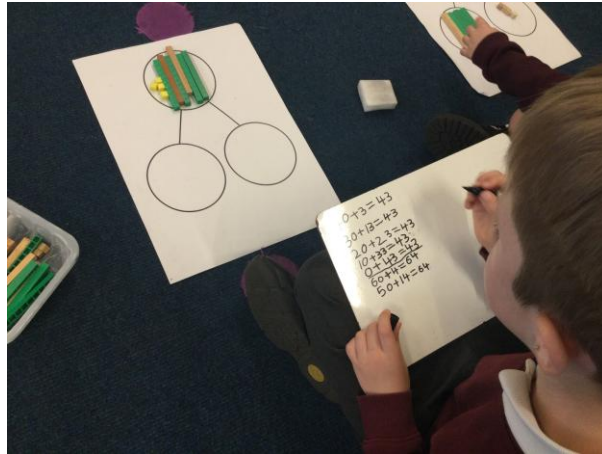
Maths

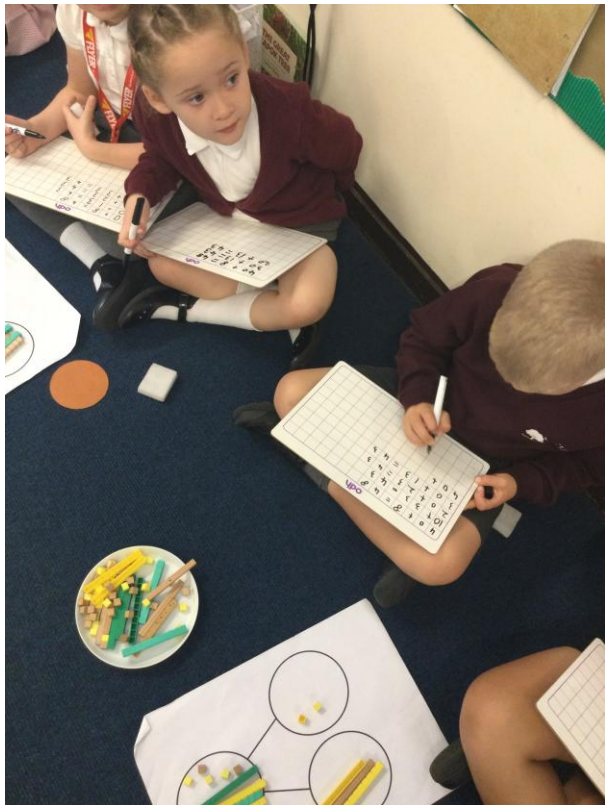
In Maths this week the children have been learning flexible partitioning of 2 digit numbers. This means they can now partition numbers to 100 in different ways. They had fun using the diennes to split the number up on a part-whole model and used this to help them write the matching calculation. The children really persevered to crack this and some children challenged themselves with bigger numbers than they started with. Great job!

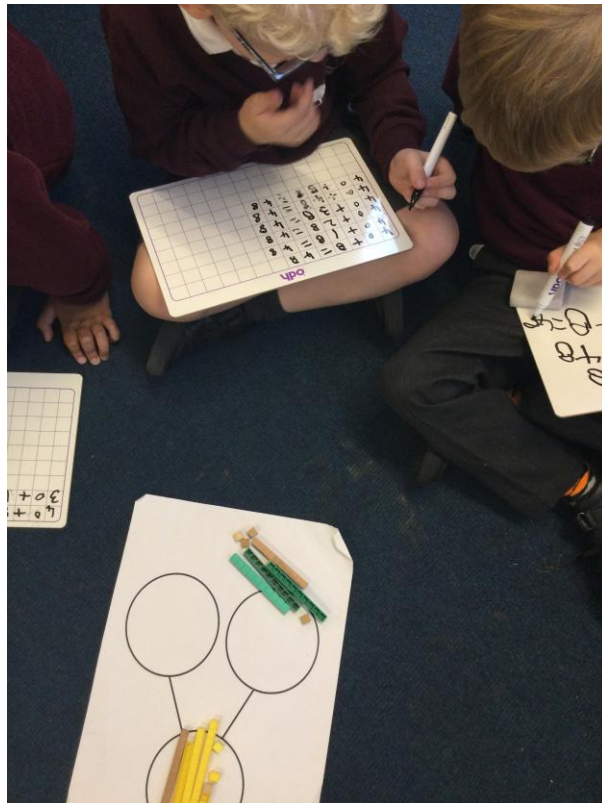
PE

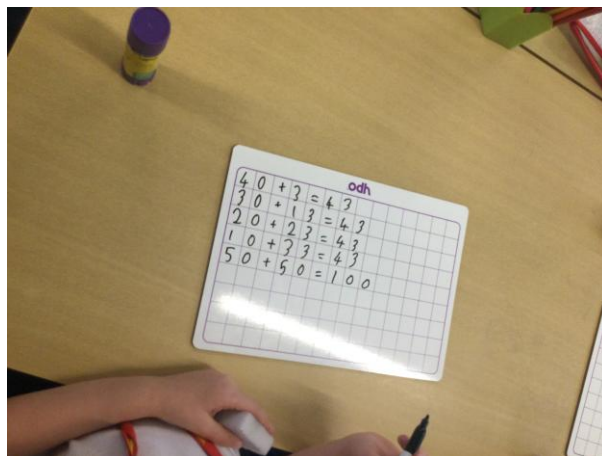
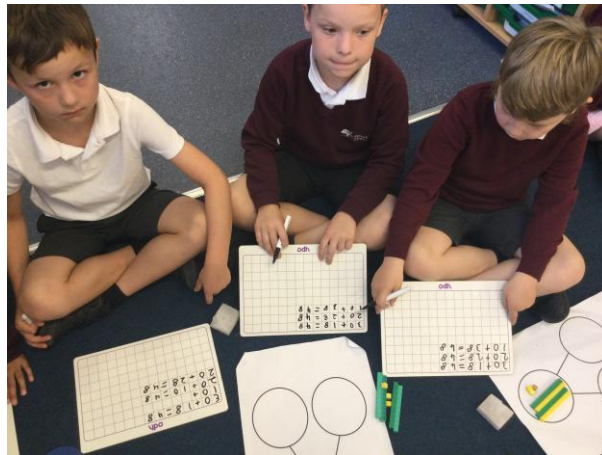
Our PE this half term is focusing on gym skills, and this week the children learnt different shapes that can make with their bodies including. You could ask them to show you some of them at home including; tuck, pike, straddle, arch, dish and star. They really enjoyed exploring the apparatus to create the different shapes and travelled in different ways between them.

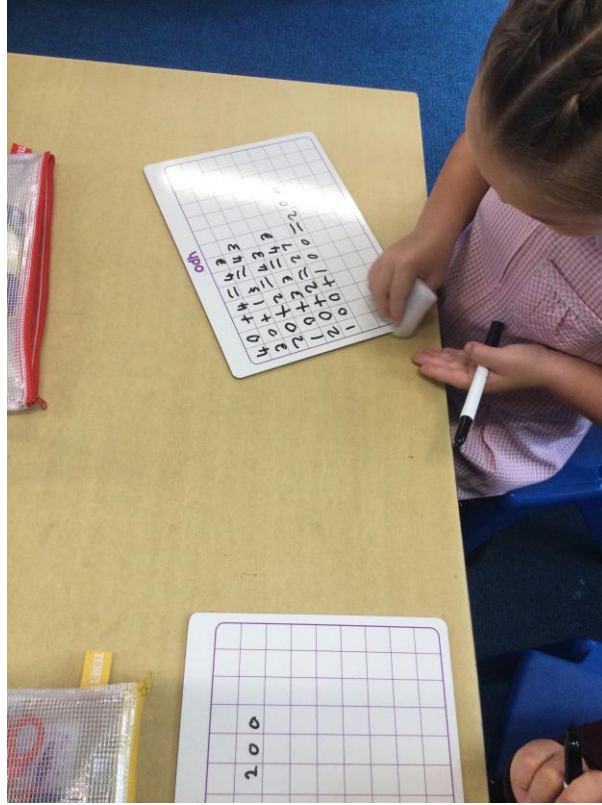


















Year 3

☀️ This Week in Year 3 ☀️

📖 Maths

We have been developing our understanding of **place value to 1,000**. We have explored different ways to partition 3-digit numbers and challenged ourselves to find as many ways as possible to make numbers such as 471. We have also been comparing and ordering numbers to 1,000, alongside our regular calculation challenges.

✏️ English

Our writing has really started to take shape! We have been learning how to use **prepositions as fronted adverbials** to add detail to our descriptions. We have also explored how to organise our ideas into paragraphs and planned our own descriptions, creating exciting **expanded noun phrases** to bring our settings to life. We finished the week by putting all our learning together in a **hot write**.

🏰 History

We continued our Stone Age topic by learning about the Palaeolithic part of the Stone Age. We learned about **Doggerland** and discovered how this land once connected Britain to mainland Europe before being submerged by rising sea levels.

🌳 Forest School

Arrowsmith enjoyed another Forest School session, developing our practical skills and making the most of learning outdoors in the lovely warm weather we've had this week!

📖 Reading & Spellings

We have continued with our daily reading and worked on spelling patterns including **-er** and **-est**. Please continue to read and practise spellings at home!

PE

In PE, we continued developing our **basketball skills**, focusing on developing passing and moving to support their team in attack. Hampton have also been dancing and created actions to move in contact with a partner or interact with a partner.

Polite reminder to give consent and payment for the trip to Lower Smite Farm. 

Thursday 24th September Hot Write

Write a setting description for your Stone Age camp.

- Use prepositions as fronted adverbials
- Include expanded noun phrases
- Group ideas to add detail
- Accurate punctuation - capital letter, full stop, comma

(1hp)

Next to the ^{stone} mountains, there was a cold, blue and
Wang river. In the corner of the camp, was a
coze sticks, made by hand for them. In the middle
the camp, carved from rock that arched over
heads. They are sharp and from this they
arched spears. Next to the scaly fish,
a blazing hot fire.
Beside the fish was red and orange berries
done there
beside

Thursday 24th September Hot Write

Write a setting description for your Stone Age camp.

- Use prepositions as fronted adverbials
- Include expanded noun phrases
- Group ideas to add detail
- Accurate punctuation - capital letter, full stop, comma

There is a hazy, dark, scary cave at the hills inside is a bear. They build tents so they can stay calm and nice. The hot, blisty, blazy fire is ready for cooking fish and meat. Beside the man, there was a man using a stone to cut the antlers to make sharp spears. At night, they say stones and the mamoths sleep with them. The man is making spears so we can yous them to be animals for food. They use stones to make them nice and sharp for cutting food. It rains and snows because it was not hot in the stone Age. They cut trees for sitting because they did not have chairs in the stone Age. There's lots of land in the stone Age but it sank down. They use leaves and sticks so they stay cozy to sleep. They kill animals for skin to rest.

use

Thursday 24th September Hot Write

Write a setting description for your Stone Age camp.

- Use prepositions as fronted adverbials
- Include expanded noun phrases
- Group ideas to add detail
- Accurate punctuation - capital letter, full stop, comma

In the stone age, a woman is in the big wades making a campsite but she started with the tent. It was made of sticks and stones.

On the high mountain, there was a secret wood way that leads to the best river for catch food. It is stiff and sturdy.

In a dire cave, two people are lying, a hot spard fire fire.

Next to the river, a darling net marmal stod and it etk some blue fish.

making
high
walk

Hot Write

- Use prepositions as fronted adverbials
- Include expanded noun phrases
- Group ideas to add detail
- Accurate punctuation - capital letter, full stop, comma

(16p)

15/05/20

Next
a 4th

Small

young

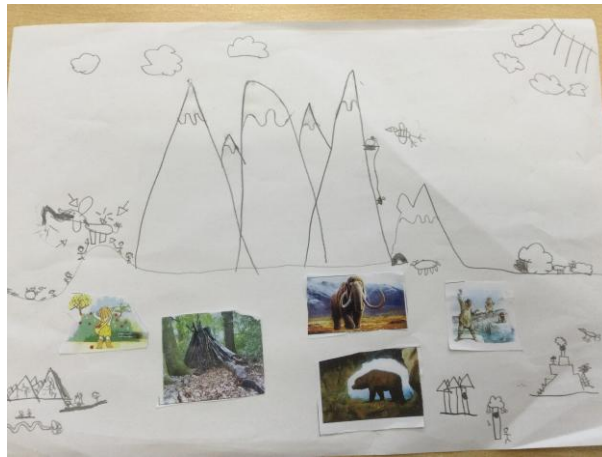
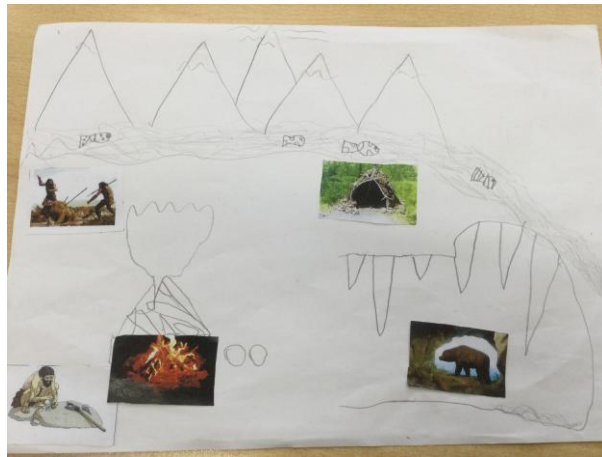
Hot Write

- Use prepositions as fronted adverbials
- Include expanded noun phrases
- Group ideas to add detail
- Accurate punctuation - capital letter, full stop, comma

(1hp)

another

Sharr













Year 4

In History, we have begun our learning of the Anglo Saxons! In our first lesson this week, we focused on the change between the time period of the Romans leaving Britain and who the tribes were that came from Germany and Scandinavian countries: Angles, Saxons and the Jutes.

The children made some inferences about these tribes based on the images given and then decided on the most significant reason they believed these tribes came to Britain in the first place. Some children thought that it was because the warriors from these tribes were paid to battle against the Scots and the Picts from the North, and other children simply thought that many wanted a better life, where there was less flooding and better land to grow crops.

You can see some of the children's work below.

Monday 21st September
WAL why the Anglo Saxons came to Britain

Not skilled
 Straw hut
 resource full

Farmers
 hard working

Had to fight for power



The collage titled 'Anglo Saxon Britain' contains several images: a thatched straw hut, a wooden hall, a group of people in traditional dress, a farmer with a cow, a battle scene, and a group of warriors. To the right of the collage is a timeline showing the arrival of the Anglo-Saxons in 430 AD and the Jutes in 450 AD.

I think the main reason the Angles & Jutes came to Britain is that they got paid because they won't do that for nothing.

Monday 21 September
WAL why the Anglo Saxons came to Britain

Straw hut Farmers resource full
 skilled

Had to fight



The collage titled 'Anglo Saxon Britain' contains several images: a thatched straw hut, a wooden hall, a group of people in traditional dress, a farmer with a cow, a battle scene, and a group of warriors. To the right of the collage is a timeline showing the arrival of the Anglo-Saxons in 430 AD and the Jutes in 450 AD.

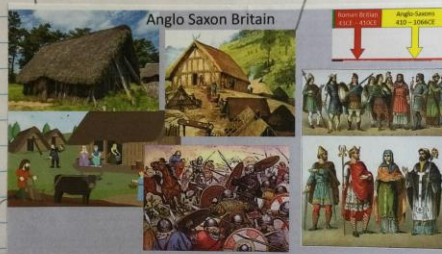
I think the main reason the Angles, Saxons and Jutes came to Britain because they were being paid to fight.

Angles, Saxons and the Jutes.



Monday 21st September 2020
WALT why the Anglo Saxons came to Britain

straw
 hilt
 skilled
 resourceful



Farmers

Had to fight
 for power

hard working
 I think the main reason the Angles, Saxons and Jutes came to Britain is so they get more money. Fight because then they would not want to come to us if we were on war.

monell

Monday 21 September 2020
WALT why the Anglo Saxon came to Britain

resourceful

this is resourceful
 They used these sticks to build houses



They had
 money
 fighting
 they
 didn't have
 no leader

had to fight
 for power

I think the main reason the Angles, Saxons and Jutes came to Britain is because they were paid to fight. I think being paid is the main reason because then they can get more money for a house.

Monday 21st September 2016
Why the Anglo Saxons came to Britain.



Anglo Saxon Britain

Not some people who and Anglo-Saxons came because it was shared.

Not some people who and Anglo-Saxons came because it was shared.

3. I think the main reason the Anglo-Saxons and Jutes came to Britain is because their home land was flooding. Because it was hard to grow food.

Ranking 1/4

Here are some reasons why the Anglo-Saxons came to Britain. Which of these reasons do you think was the most significant? Justify your choice.

They were offered money.

Year 5

The Year 5 children have been thoroughly enjoying Science this half term and have been learning about materials and their properties. The children began by building on their prior learning about the different types of properties that materials have such as conductors of electric and water, how hard or soft they are, as well as whether or not they are magnetic. This week, the children conducted an investigation into the difference between a mixture and a solution. The children mixed oil and water and salt and water and observed the changes that were happening. Next week we will be learning about how and why we separate materials from each other.



Year 6

What a great week in Year 6! In Maths, we've completed our unit on addition and subtraction, and have now moved on to exploring common factors and multiples, building on our times table knowledge to spot patterns and relationships between numbers. In English, following our first draft character description of Jim Jarvis, we've been carefully editing and improving our writing — checking punctuation, varying our sentence structures, and strengthening our vocabulary choices — ready to apply these skills to our second piece. In History, we've been researching the life of William the Conqueror, learning about his rise to power, the Battle of Hastings, and the lasting impact of the Norman Conquest on England. In Art, we've finished our topic on Frida Kahlo, creating our final piece using multimedia techniques and drawing on her use of symbolism and colour to add depth and meaning to our self-portraits. Another great week — thank you for your continued support!

MAB

Contact Us



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 <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 (Mrs Davies)

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

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

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

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