

Olveston CEVC Primary School

SUMMER TERM

HAPPY HALF TERM

25th May 2025

As we look back on the school year so far, it fills our hearts with pride to witness the growth, achievements, and sheer determination of each and every one of you. From the progress in learning to the glitz and lights of school performances, we have come together as a community to celebrate successes, support each other through challenges, and create unforgettable memories.

As we eagerly approach term 6, our anticipation builds for the exciting adventures that lie ahead. We are thrilled to begin welcoming new families into our school community, ready to embrace them with open arms and show them the warmth and love that defines us. The promise of new friendships, shared experiences, and a thriving learning environment awaits them in September 2025.

At the same time, we prepare to bid a bittersweet farewell to our Year 6 students, as they embark on their next chapter in secondary school. Watching them grow over the years has been a privilege, and though we will miss their presence dearly, we know that they are ready to spread their wings of independence. We are immensely proud of each and every one of them and know that they will carry the values and spirit of our school with them as they venture into the future.

The school year so far has been a testament to the wonderful community that Olveston has. As we stand on the cusp of even greater adventures, let us cherish the memories we have created together and look forward to the boundless possibilities that await us in the days to come.

Happy half term.

In this Newsletter

-  Attendance ... does it really matter?
-  O.U.R Curriculum
-  School Achievements
-  Courageous Advocacy
-  FoOs fun run and colour run
-  Chores for Chapters
-  Reading tips
-  PSHE / RSE update
-  Diary Dates

2nd June

*Start of
term 6*

21st July

*End of
term 6*

22nd July

*INSET
day*

SICKNESS AND ABSENCE

(or a holiday?)

Firstly let me start with highlighting this is a bit tongue-in-cheek and overtly over-the-top as a page!

But every year we face the same scenario - We get a phone call or email saying that a child is sick. Yet it seems to be pretty common knowledge that a family is actually on holiday!



KIDS ARE EXCITED ABOUT HOLIDAYS!

As you can imagine children are excited about going on holiday (and so they should be) and so before they go away they like to tell everyone where they are going - equally when then get back they like to tell their friends about what a an amazing time they had. Part of connecting with others is sharing their happy moments.

THIS IS AWKWARD....

The rules around holidays are pretty clear and the government has put very strict guidance in place (more information can be found clicking the link at the bottom of this page). As a parent, I fully appreciate the importance of a family holiday. As do I appreciate the financial implications of going during school breaks! Equally, the guidance is very clear that the headteacher has a duty to challenge when they are led to believe the reason for a child's absence is not as stated. So ... when in doubt I will need to ask - 'How was Turkey? How was Spain?'

THINK LONG TERM

The final thing I would say is that when you tell us a child is ill you have two options on how to manage the absence - First of all you can just let the children talk with joy about their holiday with the result being that I will need to challenge you about the absence. The second way is to encourage your children to say they were sick. If this is the route you take it might be worth considering what that message gives your child about the truth.



O.U.R. CURRICULUM

At Oveston School, we believe that O.U.R. curriculum is designed in a way that supports deep learning across the children's primary experience. We have clearly planned sessions in all our curriculum areas that build knowledge over time and give the children opportunities not just to learn facts but also develop the disciplinary skills of scientists, historians and artists. This balance ensures O.U.R curriculum is robust but also exciting.

MORE THAN JUST FACTS.

At primary school, it's essential that children don't just learn facts but also develop key disciplinary skills—like thinking critically, asking meaningful questions, and understanding how knowledge is built and used. These skills help children become active, thoughtful learners who can make sense of the world around them.



Whether it's interpreting a historical event, investigating a science question, or solving a maths problem, disciplinary skills enable the children to go beyond memorising and begin reasoning, analysing, and applying what they know.

Building these abilities early lays the foundation for confident, independent learning and helps prepare children for the challenges of secondary school and beyond.



O.U.R. CURRICULUM

We try and make learning exciting at Olveston. That is why when we were planning our year 4 Bridge topic we saw the perfect opportunity to link with some outside expertise. In term 5 a team of engineers from National Highways and construction experts from Taylor Woodrow and Plant Force visited school.

BRIDGES

A team of National Highways engineers recently teamed up with our Year 4 class for an exciting hands-on project focused on bridge building. The children were introduced to the world of civil engineering through interactive workshops, where they explored the principles of bridge design and construction. Supported by structural engineers and geotechnical experts, the pupils learned about the importance of strong foundations, load distribution, and material choice.

Using everyday materials, the children worked in teams to design and construct their own model bridges, putting theory into practice. Then testing them to destruction!

The collaboration not only sparked curiosity and creativity but also gave the year 4's a glimpse into real-world engineering careers and the teamwork involved in shaping the infrastructure around them.



SIMULATOR

A team from Plant Force and Taylor Woodrow also attended as part of their social values work. Talking

about projects such as the work on the Badminton Road bridge. The children got to use a high-tech

simulator that is used to train excavator operators around the country!



plantforce



**TAYLOR
WOODROW**



BEACON STATUS

You may recall that over the last year the school has achieved a few different awards.

This year we decided to be more active in celebrating what makes Olveston special. As a result we have targeted awards the reflect the things we feel are important. To date we have achieved:

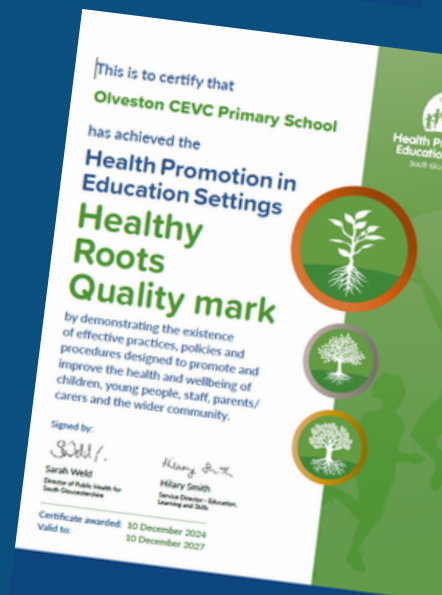
- Modeshift – Good level (linked to all of the travel initiatives we do – bikeability, pedestrian training, road safety etc).
- Healthy Roots – for our healthy living education work.
- Wellbeing and Mental Health award – linked to our many initiatives that support healthy minds and supported children.
- Woodland Trust Gold Award – which demonstrates how strong our outdoor education work is.
- Music Mark – for our commitment to high quality music education and our wider music offer.

This has all culminated with Olveston being the first, and only, school to achieve Beacon Status for our promotion of health and wellbeing.



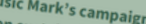
www.southglos.gov.uk

South Gloucestershire Council
Delivering improved schools



www.southglos.gov.uk

South Gloucestershire Council
Delivering improved schools



This is to certify that
**Oveston CEVC Primary
School**

has achieved

**Health Promotion in
Education Settings**

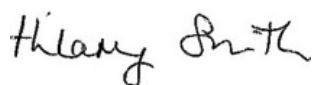
**Beacon
Setting Status**

by demonstrating sustained excellence
in the breadth of health and wellbeing
promoting activity and intervention
being under taken.

Signed by:



Sarah Weld
Director of Public Health for
South Gloucestershire



Hilary Smith
Service Director - Education, Learning
and Skills

Certificate awarded: 26th February 2025

Valid to: 30th January 2026



**Health Promotion in
Education Settings**
South Gloucestershire



Healthy Roots
Quality Mark
Awarded:
December 2024



Mental Health and
Wellbeing Award
Awarded:
January 2025



The Woodland
Trust Green Tree
Award (Gold)
Awarded:
January 2025

Modeshift STARS
active travel
accreditation
(Bronze / Good)
Awarded:
February 2025

Music Mark for
Schools
Awarded:
Academic year
2023 - 2024,
2024 - 2025

One of our aims for this year was to give children more of a voice. We have intelligent, passionate and articulate children who want to make the world a better place.

Teddy's tubs

Year 6 pupils have become passionate and courageous advocates for tackling plastic waste, driven by a powerful sense of responsibility for the environment. Their journey began with the inspiring story of Teddy's Tubs, a young boy who took the problem of Christmas chocolate tubs ending up in landfill and turned it in to an inspiring story about plastic pollution. His determination and creative thinking captured the children's imaginations and sparked deep conversations about the impact of plastic on our planet.

Motivated by Teddy's example, the children began researching the lifecycle of plastic, the importance of recycling, and the long-term consequences of plastic pollution. They examined their own school's use of plastic and explored realistic actions they could take to make a difference. One idea that stood out was the use of recycled plastic to create something useful and lasting—like outdoor benches for the school grounds.

Empowered with knowledge and a sense of purpose, the Year 6 pupils took action by writing persuasive letters to the school leadership team. In their letters, they outlined the environmental benefits of recycled plastic benches, including reducing waste and promoting sustainability within the school. They also highlighted how the benches could serve as a daily reminder of the school's commitment to environmental responsibility. This project has not only helped them become informed citizens but also confident communicators capable of making a real impact in their school.



1% CLUB



We have recently been informed that we have another outstanding achievement, we ranked in the top 1% of schools in the country for the 2023/24 Year 4 multiplication check. This is quite the achievement but it's not the first time. Over the last three years Olveston has ranked in the top 5% of school nationally in the multiplication checks.

This is as we, and all school across England, are preparing our current year 4 children for this year's multiplication check. The multiplication check is a national assessment introduced by the Department for Education to assess Year 4 children's ability to recall their times tables. It consists of 25 questions, which children must answer within a set time limit.

Scoring in the top 1% of schools in the country is a remarkable achievement, demonstrating that our tried and tested approach works well and that our children are absorbing their maths teaching.

But that's not it ... the school was also in the top 3% of the country for Year 6 maths outcomes last year and regularly ranks in the top 10% for Year 1 phonics.

These results reflect school's strong academic focus, but they are not just about numbers—they also demonstrate that the school's holistic approach to education can, and does, support children to grow academically and in character . Happy children achieve more!

Colour RUN



Thank you to everyone that attended the fun run. The event raised a massive £1902!!!!

Once again we were very lucky with the amazing weather! The colour run had 100 children taking part and it looked like they all had a brilliant time. The stalls (and the digger!) in the playground were very busy with lots of things to win and buy.

The 5KM race had 65 finishers – well done to all that ran, a particularly hot one this year! An extra well done to the trophy winners – Paul, Francesca (a former Olveston pupil), Basil and then the Olveston school children Molly and Max.

Special thanks goes to everyone that helped out. This is an event that takes a lot of preparation – from seeking permission to run the 5K from landowners, carrying out risk assessments, ordering paint, setting up the event, organising the warm up, running stalls on the day, being a marshal and clearing down at the end – all of these things take a lot of people power (and wouldn't happen without volunteers) so thank you so much to those that came forward and helped. Volunteers for all of the FOOS events are always needed – next up is the summer fayre so please do let us know if you can help in any way!

Another special thanks to our sponsors – MLG, Digger Delivery, James Newbold Ceramics and Restorative Techniques. The event would not raise as much money for the school without the generosity of these companies so we are extremely grateful!

OLVESTON CHURCH OF ENGLAND
PRIMARY SCHOOL

Chores for Chapters



HELP US GROW OUR CLASS LIBRARIES!

We're on a mission to refresh and expand our school's book collection—and we'd love your help!

Reading for pleasure is one of the most powerful ways to support children's learning and wellbeing. To inspire every child to find a book they love, we're aiming to stock our class libraries with an exciting new range of titles, including dyslexia-friendly books, graphic novels, and early chapter books suitable for all ages across the school.

How can families get involved?

We're inviting you to take part in a fun and rewarding way to support this initiative. Got a few household chores that need doing? Why not ask your child to lend a hand—and instead of pocket money, treat the school to a new book on their behalf?

We've created a wish list through Books for Bugs, a brilliant local warehouse offering excellent value for money. Here are some ideas:

Did the dishes for a week? Donate Captain Underpants.

Tidied their room two weeks in a row? Pick any Barrington Stoke dyslexia-friendly title.

Washed the car? Gift a Dogman book to the school.

To access our wish list, visit the Books for Bugs website through the QR code or web link. This is a book warehouse in Gloucester that will box up any books sent and sent them to school at the end of term.

Each donated book will include a special sticker in the front, thanking your family by name. For years to come, children at Olveston will know who to thank for their epic adventures, fascinating facts, and laughout-loud stories.

Thank you for helping us build a libraries full of wonder and joy!

CLICK HERE



BENEFITS OF GRAPHIC NOVELS

FOR PRIMARY-AGE CHILDREN

ALL READING IS GOOD READING



Graphic novels have become increasingly popular among children in recent years. It can sometimes feel like they don't count as 'real reading' as they don't look like the more traditional books we read as children. However, they are a very valuable form of reading. Graphic novels can offer many benefits—especially for primary age readers. Most importantly, they help children develop a love of reading, which is what matters most!

Promote Literacy

Graphic novels enhance reading skills by engaging children with both text and images, helping them infer meaning, decode visual cues, and understand a character's emotions and actions. This strengthens comprehension and nurtures confident, capable readers.

Support Struggling Readers

The visual format of graphic novels aids struggling readers by using pictures to support the text, making it easier to understand the story. With fewer words per page, children can quickly finish a book, boosting confidence, motivation, and a love for reading.

Engage Reluctant Readers

They span a range of genres from humour to biographies and history, with vibrant visuals and engaging stories that captivate children and inspire a lasting love of reading. While they may not be the final aim, they help children get started on the journey.

Develop Sequential Thinking

They help children develop their understanding of story structure, sequencing, and cause-and-effect by following a narrative through panels with minimal narration. This builds active, thoughtful readers and storytellers.



Graphic novels should be encouraged as part of a varied reading diet for all levels of readers, so that everyone can benefit from this format when reading for pleasure.
- National Literacy Trust

What to Read Next

If your child loves graphic novels but you're struggling for inspiration for the next series to introduce them to, here is a few pages with some great ideas.

[https://www.booktrust.org.uk/book-](https://www.booktrust.org.uk/book-recommendations/booklists/ten-terrific-comics-and-graphic-novels-for-children/)

[recommendations/booklists/ten-terrific-comics-and-graphic-novels-for-children/](https://www.booktrust.org.uk/book-recommendations/booklists/ten-terrific-comics-and-graphic-novels-for-children/)

<https://schoolreadinglist.co.uk/reading-lists-for-ks2-school-pupils/graphic-novels-for-ks2-children-aged-7-11/>



Bookworms

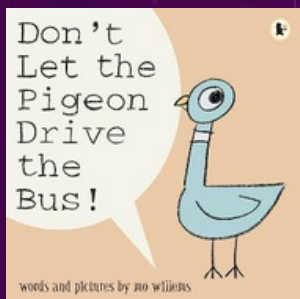


With us having World Book Day last term, reading has been abuzz across the school! It's great to chat to children and hear that they've been sharing books with each other and chatting about their favourite reads. The buddy Booknics were amazing and children brought in such a lovely range of reading materials to share.

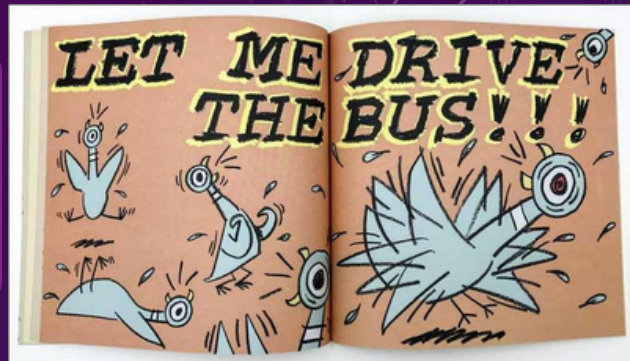


As part of World Book Day, the children created Reading Rivers. These are used to highlight to the children how often we read in our daily lives and that this isn't just when we pick up a book. The children had amazing ideas from Tesco's signs to TV guides. Reception chose to create a beautiful river along their window. Reading really is everywhere!





Following on from the success of Don't Let the Pigeon Drive the Bus last term, we have purchased a further 5 books from this range and distributed them to Y2 and Y3 book corners for the children to enjoy.



What Have We Been Reading?

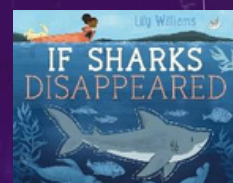
There's been a very wide and diverse range of books read across the school this term. In key stage 2, we have been tackling discussions about financial diversity and homelessness, learning more about daily life as a Muslim child and exploring ghost stories! In Year 2, the children enjoyed their first shared chapter book and the year 1s loved their book from their writing lessons this term. Reception particularly enjoyed their story about a toy museum!



Year 6



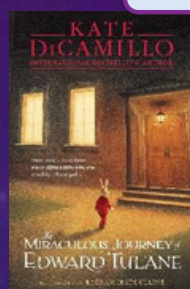
Year 2



Year 1



Reception



Year 4

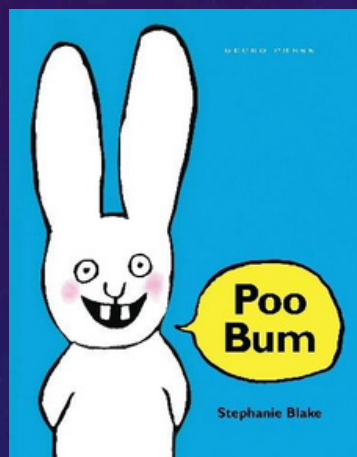


Year 5

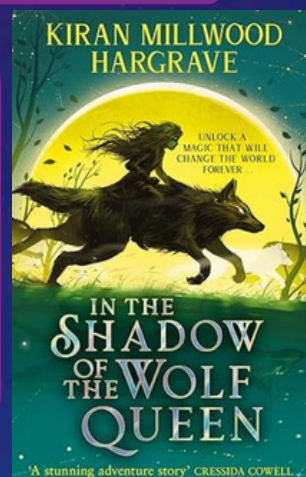


Year 3

Book Recommendations



This book sort of does what it says on the tin! It is an ideal picture book for little ones but equally year 3 and 4 loved it on World Book Day. Who doesn't love a book about a rabbit that can only say "Poo Bum!"



A great book for KS2 to either read independently or share with you. This is a fantasy adventure which is part of a wider trilogy so children can get their teeth into several books if they enjoy!



June

Monday 2nd June - Return to school
2nd to 6th June - Year 6 Camp
2nd to 13th June - Year 4 Multiplication check
9th to 13th - Phonics screening
13th - Class photos
13th Parent REPs (2:30)
16th and 17th June - Travelling kitchen (y5/6)
20th June - Sports day followed by family picnic
27th June - Proms and summer fayre



July

8th July - Castle and Marlwood Y6 transition
8th - Year 1 trip
9th July - Year 4 trip & Year 6 performance
10th July - Year 2 trip & Year 6 performance
21st July - Year 6 leavers service - last day of school year
22nd July - School closed - Inset day



September

Monday 1st and Tuesday 2nd September - School closed INSET day
Wednesday 3rd September - Start of the new academic year



The mindful approach to PSHE

**From September 2025 we will be using
Jigsaw PSHE and RSE in school.**



www.jigsawpshe.com

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What is PSHE Education?

PSHE Education (Personal, Social, Health and Economic Education) is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to successfully manage their lives – now and in the future. As part of a whole-school approach, PSHE Education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

What do schools have to teach in PSHE Education?

According to the National Curriculum, every school needs to have a broad and balanced curriculum that:

- **promotes the spiritual, moral, social, cultural, mental and physical development of pupils at the school;**
- **prepares pupils at the school for the opportunities, responsibilities and experiences of later life;**
- **promotes British values.**

Primary schools in England also need to teach Relationships and Health Education as compulsory subjects and the Department for Education strongly recommends that they should also include age-appropriate Sex Education.

Jigsaw supports our ethos and values and everything we are trying to teach the children.

Schools also have statutory responsibilities to safeguard their pupils (Keeping Children Safe in Education, DfE, 2019) and to uphold the Equality Act (2010).

The Jigsaw Programme supports all of these requirements and has children's wellbeing at its heart.

What is Jigsaw, the mindful approach to PSHE, and how does it work?

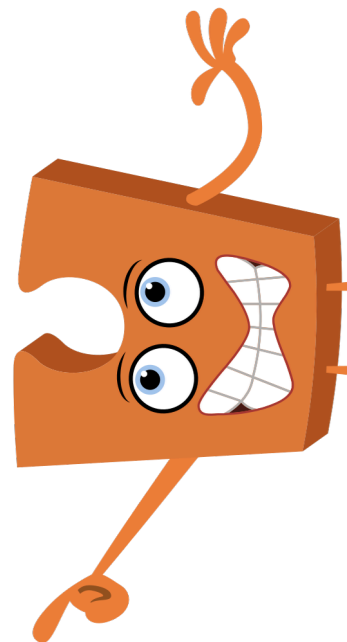
Jigsaw is a whole-school approach and embodies a positive philosophy and creative teaching and learning activities to nurture children's development as compassionate and well-rounded human beings as well as building their capacity to learn.

Jigsaw is a comprehensive and completely original PSHE Education programme (lesson plans and teaching resources) for the whole primary school from ages 3-11 (12 in Scotland). Written by teacher and psychotherapist, Jan Lever MBE (services to education) and teachers, and grounded in sound psychology, it also includes all the statutory requirements for Relationships and Health Education, and Sex Education is also included in the Changing Me Puzzle (unit).

Jigsaw has two main aims for all children:

- **To build their capacity for learning**
- **To equip them for life**

Jigsaw brings together PSHE Education, compulsory Relationships and Health Education, emotional literacy, mindfulness, social skills and spiritual development. It is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time at their own level. There are six Puzzles (half-term units of work) and each year group is taught one lesson per week. All lessons are delivered in an age- and stage-appropriate way so that they meet children's needs.



It's great for children to have this experience, to think ambitiously, and to have aspirations.

Each Puzzle starts with an introductory assembly, generating a whole school focus for adults and children alike. There is also a Weekly Celebration that highlights a theme from that week's lesson across the school encouraging children to live that learning in their behaviour and attitudes.

What will Jigsaw teach my child?

The overview below summarises the content in each of Jigsaw's units of work (Puzzles): **Being**

Me In My World covers a wide range of topics, including a sense of belonging, welcoming others and being part of a school community, a wider community, and a global community; it also looks at children's rights and responsibilities, working and socialising with others, and pupil voice.

Celebrating Difference focuses on similarities and differences and teaches about diversity, such as disability, racism, power, friendships, and conflict; children learn to accept everyone's right to 'difference', and most year groups explore the concept of 'normality'. Anti-bullying, including cyber and homophobic bullying, is an important aspect of this Puzzle. **Dreams and Goals** aims to help children think about their hopes and dreams, their goals for success, what their personal strengths are, and how to overcome challenges, using team-work skills and tasks. There is also a focus on enterprise and fundraising. Children learn about experiencing and managing feelings of pride, ambition, disappointment, success; and they get to share their aspirations, the dreams and goals of others in different cultures/countries, and their dreams for their community and the world.

Healthy Me covers two main areas of health: Emotional/mental health (relaxation, being safe, friendships, mental health skills, body image, relationships with food, managing stress) and Physical health (eating a balanced diet, physical activity, rest and relaxation, keeping clean, drugs and alcohol, being safe, first aid). Most of the statutory content for Health Education (DfE) is contained within this Puzzle.

Relationships starts with building a respectful relationship with self and covers topics including families, friendships, pets and animals, and love and loss. A vital part of this Puzzle is about safeguarding and keeping children safe; this links to online safety and social networking. Children learn how to deal with conflict, build assertiveness skills, and identify their own strengths and strategies for building self-esteem and resilience. They explore roles and responsibilities in families and friendship groups, and consider stereotypes. .

Changing Me deals with change of many types, from growing from young to old, becoming a teenager, assertiveness, puberty, self-respect and safeguarding. Each year group thinks about looking ahead, moving year groups or the transition to secondary school and how to cope positively with such changes. Life cycles and human reproduction are taught in some year groups at the school's discretion. Jigsaw has produced a separate leaflet explaining the approach taken with Relationships and Sex Education. Your child's school can make this available to you on request.

Children love the chime! Everyone has taken it on board.

