

WELCOME BACK

TO SCHOOL

As morning sun paints the skies with gold,
A brand-new chapter begins to unfold.
The playground hums with voices bright,
A chorus of joy in the soft autumn light.

Reception steps in with wide, eager eyes,
Each moment a wonder, a world to surprise.
Our older ones cheer with stories to share,
Friendships rekindled with laughter and care.

The walls of our school are steady and strong,
Rooted in love, where we all belong.
Parents beside us with kindness to spare,
With messages, fundraisers, cakes to declare.

Teachers stand ready with passion and pride,
Guiding young minds with wisdom as guide.
New faces bring fresh ideas to explore,
Together we'll shine, achieve even more.

So let us begin with courage and cheer,
Embracing the promise this bright new year.
With families and staff, both steadfast and true,
There's nothing at Olveston we cannot do.

In this Newsletter

- ☒ Headteachers Welcome
- ☒ Introducing our new staff
- ☒ School lunches
- ☒ School wide news and events
- ☒ General informaton

Some Curriculum Changes

This year we will be using the Jigsaw PSHE and RSHE programme to cover our statutory duties in these curriculum areas. Over the next couple of weeks we will share on our School website more information about what this looks like in each of the classes.

Jigsaw is an award winning national programme that offers a considered and well-rounded PSHE/RSHE curriculum.

19th September, 2025



HEAD TEACHER'S WELCOME

'Your roots will grow down into God's love and keep you strong'
(Ephesians 3:17)



As we step with excitement into this new academic year at Oveston, I feel an overwhelming sense of gratitude and pride. Last year was remarkable not only because of the hard work and joy of our children and staff, but also because of the extraordinary support we received from you—our parents and families.

The encouragement, kindness, and generosity shown by our community made such a difference. From the wonderful FoOS events and inspiring charity fundraisers, to the heart-warming thank you messages and the surprise cakes in the staff room—every gesture spoke volumes. It was also deeply affirming to receive such incredible feedback on Ofsted Parent View, a true testament to the strength of our school family. In a time when many schools are facing real challenges, Oveston is in an incredibly strong position, and that is thanks to the unwavering partnership between home and school.

This year we look forward to building on that strength together. Our children will continue to be at the centre of all we do, with a curriculum designed to excite, challenge, and inspire them. Extracurricular opportunities—from sporting competitions to musical experiences—will continue to enrich their journey, and we will celebrate both individual achievements and collective successes as a community rooted in love. I want to warmly welcome our new families, who I hope will quickly feel the deep sense of belonging that makes Oveston so special. Our dedicated team of staff, bursting with creativity and passion, remain committed to nurturing every child, and we are delighted to welcome new colleagues who will bring fresh energy and ideas.

As we embark on another year together, I encourage everyone to embrace the opportunities ahead with open hearts and open minds. With kindness, respect, and courage guiding us, I know we will continue to grow stronger, inspire one another, and make a lasting difference—one village at a time! Taking great pride as we do!

Here's to another wonderful year at Oveston.



Hello, I'm Miss Brand, the new year 3 teacher, and I am so excited to be part of the community here at Olveston. I have been really enjoying getting to know everyone here at the school and supporting the children as they learn and grow. In my free time, I love to read, I am currently reading The Hunger Games series (finally catching up!).



When I'm not teaching or reading, I like to stay active at my local kettlebell class, I find it a great way to help me stay focussed and keep me energised throughout the week. I'm looking forward to the fantastic school year ahead and I can't wait to get to know you all!

WELCOME TO OUR NEW STAFF

Many of you will already recognise Ellie as she has been working as part of our school team for nearly a year now. Ellie has a new role in school as a reading champion. This means that Ellie will be working with children across school to promote the 'will and the skill' of reading. Helping children to find the joy in being a reader!



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.

THE OLD SEVERN CROSSING

DEVELOPING STAFF KNOWLEDGE ALONGSIDE EXPERTS IN INDUSTRY



Memorable Professional Development

FRIDAY 19TH SEPTEMBER 2025

Miss Cooke, our curriculum leader, and I had the incredible opportunity to join Bridge Engineers from National Highways and the Severn Bridge team for an unforgettable exploration of the iconic Severn Bridge. The visit included access to areas rarely seen by the public – from the gantries high above the bridge, to the hidden spaces inside the road deck, and even the massive anchors that secure the structure to the ground. This unique experience not only offered fascinating insights from industry experts but also helped strengthen staff knowledge to inspire learning back in school.



SCHOOL LUNCHES



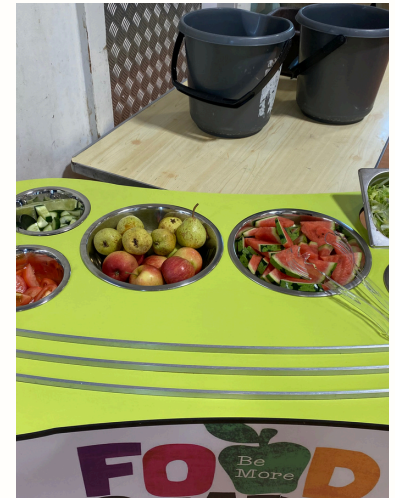
Fresh Produce

All our meat (Red Tractor) is British and cooked from fresh - We use fresh fruit and vegetables across our menu.



'Home' Cooked

Our kitchen has a chef, this means our meals are cooked on-site. From homemade Yorkshire puddings to freshly made houmous!



Healthy & Balanced

Low in salt and sugar, planned to give a healthy and balanced diet to all children.



When deciding to take catering in-house we made the commitment to offer a high quality meal with an abundance of healthy ingredients. We have taken the time to design a menu that reflects the feedback we received and that would appeal to children and parents.

As a dad, my benchmark is: 'would I be happy if this was the meal my daughters were served' - the resounding answer is absolutely!

We are also able to listen to the children to improve things further - this week the curry was too spicy. Next time it wont be!

We have tried to balance quality and cost. Fresh ingredients, joints of meat, preparing many aspects of our meals from scratch costs more - but we think it is worth it. Healthy and well-balanced meals give children the nutrition they need.

If you compare the ingredients list of all the items in a packed lunch with all the added preservatives, additives, stabilizers and sugars to the ingredients in the school meals the choice is easy!

OUR NORBOTS HAVE LEFT THE BUILDING!

Last week we delivered our Norbots to 'The Greatest Dog Show on Earth'

Thank you for all your support during our fundraising. In total Olveston school raised over £2000 for the children's hospital!

We have been on quite the journey with our Norbots. From the early designs to attending the launch event and Olveston children being interviewed for national television. It has been a real joy!



London

BABY

We also did some sight seeing starting at Buckingham Palace, walking to Trafalgar Square, past No.10 and Big Ben and finally to the Houses of Parliament.

Earlier this week we took our year six children to London.

We visited the imperial war museum and started to make connections between our WWII topic in year 5 and year 6 empire topic.

During our visit to the Houses of Parliament we had a workshop about how democracy works in the UK, had a tour of the Parliament building, met our MP and watched a live debate in the commons.



PHONICS

& EARLY READING



SEP' 25
MRS BLAKE

Change ahead...

PHONICS SCHEME

As you are aware, for the last few years we have been using the Twinkl phonics scheme in school. This suited us as a school at the time but now feel that other schemes have more to offer and have therefore chosen to move forward using Unlocking Letters and Sounds. This is a move we have taken through discussions and support from the English Hub who have been able to fully fund this exciting change!

READING BOOKS

Along with the new scheme comes a new set of books...a huge amount of books! A great range of titles that span the phonics phases. A key change you will notice with books at home is that there will only be one decodable book sent home a week. The second book brought home will be one that your child has chosen from the class or library. This is a book for you to share at home that may well be above their reading level but they want to pick up and share with you. Assessments are taking place in order for the correct level book to be sent home next week. The decodable book sent home will be different to the book they read in class.



Reading in class

GROUP READING

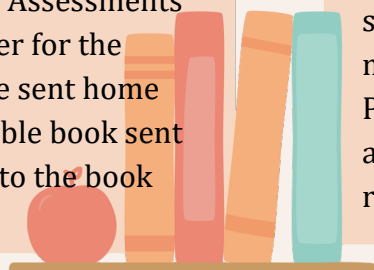
We know that rereading a text helps develop fluency. Therefore in school, there will be a move away from 1:1 reading with an adult, and instead having more frequent opportunities to read within a group. This will be marked in their records with a stamp and one comment each week.

Reading at home

We still ask for the children reading shorter books in the early stages, to reread the books AT LEAST 3 times. Holding on to the book for a week will mean this number can be a lot higher and will only enhance your child's automaticity, accuracy and use of prosody. Please continue to comment in your child's reading record.

Support at home

So you know what your child is learning in Phonics, updates will be shared on Dojo (Y1/2) or Tapestry (R). Supporting resources may also be shared with you, such as new sound mats and actions. I will be holding a Phonics session for Reception parents as usual. If there is interest, I can repeat this for Y1 and 2.



GENERAL INFORMATION

Nearly New Uniform

Nearly new uniform is available in the school office - just ask and we will show you where. If you can't find what you're looking for or aren't around at collection time please email your needs to the office. Any clothes you have for donation please give in to the office.

House Keeping

- Toast is sold daily for 20p - order on Arbor pay
- School meals - All ordered via Arbor Pay
- If your child is absent please contact the school office by 9:00 am - If we do not receive notification of an absence we will make a wellbeing call that day.
- Each Friday you will receive a 'Friday Office Email' with helpful reminders and information for the week ahead.
- OWLs must be booked via the Arbor pay App and we cannot take bookings through the office
- Any issues with the bus company must be raised with the bus company and it is helpful if school is also informed

Communication

- Communicate through office:
olvestonschool@sgmail.org.uk

Instagram -
<https://www.instagram.com/mybeautifulschool/>

Ignite Sport

Ignite Sports - our new sports coaches run sessions afterschool on a Monday and Thursday (book with them directly)

A few other bits

Harvest

Harvest Festival in Church 2.30pm - 1st October. Donations for foodbank

FoOS AGM

FoOS AGM 24th Sept 7.30pm in school

Volunteers

If you are interested in volunteering in school please contact Mrs Hemming in the office.

Books

If you have any books that belong to school please can they be returned at the end of each half term.

PE Days

Monday - Year 1 & 2
Thursday - Years 5 & 6
Friday - Years 3 & 4

Forest School Days

Monday - Year 3
Tuesday - Year 4
Friday - Year 1

HEAD TEACHER AWARDS

General information

- Celebration assembly will continue to be held every Friday morning.
- You will be notified by text the week before.
- If you are unable to attend please do let us know. We can move the date of when we hand out the certificate.

On the day

- Celebration assembly will start at 9:15 and should be finished by 9:45
- Please sign in at the school office - this is really important - or by using the QR code outside reception (this is new and will be available this week)
- No photographs are to be taken during the assembly. This is due to safeguarding protocols.
- After the awards we will send the rest of school back to their classes.
- The children who have received an award will remain in the hall and will be able to share a few moments to celebrate with their family.
- Parents/carers can also use this time to take photographs of their children.
- You might even want to take a family selfie with our new selfie frame!
- Parents must not take photos of any other child.
- Phones can only be used during this period. They must not be out at any other point on the school grounds. We may need to review this procedure if parents do not respect this request.

Other certificates

- Certificates are always going to be a topic for discussion. We use headteacher awards to celebrate and bring our community together. The awarding of certificates is based on the children demonstrating our school values.
- Not all 'Celebration' come through certificates. The most impactful celebration comes through a child internalising their achievements. Throughout our curriculum we give our children opportunities to develop this skill. A smile, a positive comment and pat on the back can often mean a lot more than a certificate. Yes, headteacher certificates are something to celebrate but so are all the other moments.

THE YEAR AT A GLANCE 2025 - 26



September

16th - Year 6 - London Trip
 16th - New reception parent lunch
 22nd, 26th, 29th - EYFS 2026 Tours
 (Booked through the office)
 24th - FoOs AGM (7:30pm)
 26th Macmillan coffee event 2:30pm
 30th - Book Fayre starts
 (ends 3rd October)

October

1st - Harvest Church Service -
 Years 1 to 6 (2:30 pm)
 16th - Individual photos
 3rd, 6th, 10th, 13th, 17th - EYFS Tours
 23rd - Buddy Service - 2.45pm
 24th - Inset Day
 27th - 31st Half term

November

10th - REP's meeting
 10th to 14th - Anti-bullying week
 14th - Children in Need
 (dress down)
 25th & 26th - Parent meetings
 28th - FoOS Christmas Market

December

3rd Year 3 Performance - pm
 9th - KS2 Carol Service 2 & 6pm
 11th 2:30 & 12th 9:45 - KS1 Nativity
 15th - Christmas jumper week
 16th - Whole School @ Panto
 17th - Christmas dinner

January

12th - Young Voices
 Reception 26 - extra tours TBC

February

6th - Numbers day
 (dress up)
 26th - Life Skills Trip - Year 6
 16th - 20st Half term

March

6th - REP's meeting
 5th - World Book Day (dress up)
 11th - Year 5 Evacuee performance
 20th - Odd Socks for Down Syndrome
 24th & 25th - Parent meetings

April

1st - Easter Service 2:30pm
 2nd Inset day
 3rd - 17th Easter Break

May

6th - Class Photos
 11th to 15th - KS2 SATs week
 22nd - Young Enterprise market
 25th - 29th - Half term

June

1st - 5th Year 6 Camp
 1st - 12th June - MTC (year 4)
 8th to 12th - Year 1 Phonics screening
 12th - Sports day am
 15th - REP's
 19th - back up sports day

July

3rd - Fayre and Proms
 14th - Evening year 6 performance
 15th - Afternoon year 6 performance
 20th - Leavers service 10:30
 21st Inset Day

August

Summer break





OLVESTON CEVC PRIMARY SCHOOL TOURS



ABOUT OUR SCHOOL

Oveston CEVC Primary School sits at the heart of the village of Oveston. The school is surrounded by rolling green fields and farmland, yet is only moments away from major commuter links such as the M48 and M4. The school has a strong reputation and lives our vision of being rooted in love. Children who attend Oveston feel a sense of belonging, have a love of learning and are given an education that builds them as individuals. Children leave us with the roots of love and wings of independence.

SCHOOL TOURS

- ✓ Weekly Tours
- ✓ Small groups
- ✓ See the school in action
- ✓ Meet the headteacher
- ✓ A first introduction to our school
- ✓ Experience our ethos and culture

Book your tour

01454 613 299

OvestonSchool@sgmail.org.uk
www.olvestonschool.co.uk



**MACMILLAN
CANCER SUPPORT**



Make

Bake

Donate

**Join us Friday 26th at 2.15pm for coffee
(or tea) and cake to help raise money for
Macmillan cancer support.**

FAMILY SUPPORT



CCP offers Parenting Programmes for parents of children 0-12 years old as well as children with SEND. The six-week programmes look at boundaries, routines, behaviour management techniques, how to look after yourself and feeling confident as a parent. For more information and how to book, click the following link:

[CLICK HERE](#)

JIGSAW Thornbury is a charity that works with all children and young people with additional needs or disabilities, and their families. We provide friendship, support, compassion and fun, along with innovative services that empower them to connect, fit in and thrive.



[CLICK HERE](#)

SAY



SEND AND YOU
SENDIAS

[CLICK HERE](#)

The Information, advice and support service for Children and Young People with SEND and their families in Bristol, South Gloucestershire and North Somerset

Sirona
care & health

All children and young people can receive information and support from the School Nursing Service by telephone, attending one of the School Nurse sessions in schools or by completing the referral form. Young people can also contact the service anonymously through ChatHealth.

[CLICK HERE](#)

10 Top Tips on Supporting Children with SELF-REGULATION

Children need to learn to understand and recognise their emotions, while finding healthy ways to process them. Emotional self-regulation, however, depends heavily on age and development. While very young ones or children with special educational needs and disabilities (SEND) may find it particularly challenging to self-regulate, nurturing these important skills can be hugely beneficial. Here are ten top tips for supporting children with their self-regulation.

1. DESIGNATE A TRUSTED ADULT



It's vital that children feel safe and know that there's someone they can always go to for help if they need it. Schedule consistent times for the child to develop a relationship with this person – ideally through play and games – allowing trust to grow and ensuring that the child is more likely to come forward if anything is wrong, rather than hiding their emotions.

2. MEET CHILDREN HALFWAY

Unless you know where a child is developmentally and tailor your approach to their needs, you're less likely to have an impact. In particular, younger ones and children with SEND can struggle to self-regulate and instead rely on others to help them. We call this 'co-regulation'. Rather than offering strategies for self-regulation, it could be better to start co-regulating with a trusted adult first.

3. FACTOR IN THEIR BASIC NEEDS

Remember that for a child to develop emotional regulation skills, their basic needs must be met first. Children who are hungry, tired, cold and so on – as well as those who have experienced adverse childhood experiences – may struggle to self-regulate. Before you develop strategies with any child, make sure they feel safe, secure and comfortable in themselves.

4. REMAIN PATIENT

If a child is struggling with their emotions, it can often become difficult to stay calm. Remember that dysregulation is beyond their control, so a display of frustration or anger could negatively impact the situation. Instead, children need to be met with comfort and understanding to help them manage these problematic feelings.

5. BE 'A DYSREGULATION DETECTIVE'

While some children can tell you why they become dysregulated, many others can't. You could investigate potential triggers by observing the child and talking to their family. When the child becomes dysregulated, note down details like the time, what they're doing and who they're with – the trigger may be someone they sit near, an unmet sensory need or something else entirely. Once we identify some triggers, we can help to avoid or overcome them.

6. USE SUITABLE LITERATURE



There are some wonderful books that can help you teach self-regulation to children. Reading these with a child can be especially powerful. Take time to discuss the content: ask questions about what feelings the characters had, why they felt that way and what strategies helped them. It can also be useful to refer back to snippets of these books at appropriate moments.

7. TRY SENSORY RESOURCES



An overlap between sensory needs and emotional regulation is possible. Children may struggle to self-regulate if they're experiencing sensory overload (a noisy classroom, for example). Positive sensory input can help calm them down. Use resources such as weighted blankets and fibre-optic lights. Of course, what works for one child might not work for another – so it's important to offer a choice of resources to discover which they prefer.

8. NURTURE INDEPENDENCE



If you feel it's appropriate, let children try out these strategies alone. Always offer them a choice: they could listen to music when they're feeling stressed, for example, or they could write down their worries or draw something to represent how they feel. This may take time for the child to get used to, so be patient. Encourage them to share any helpful strategies with a trusted adult.

9. MODEL GENUINE FEELINGS



Children learn a lot just from watching grown-ups. Don't be afraid to show your own emotions and self-regulation strategies. While you'll obviously want to avoid sharing anything too personal with children, they should still see us experiencing and handling our own feelings. Tell them how you are feeling, then show them how to respond in a healthy manner.

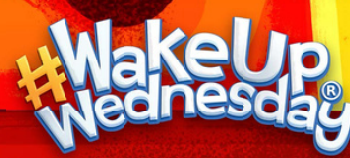
10. FORMULATE A PLAN



As much as we try to prevent children from experiencing dysregulation, it's always wise to have an appropriate plan for when it *does* happen. Discuss this strategy with the child (if appropriate) and their family. The best approach for an individual child is often a bespoke one; it's hugely important to know in advance what might help and what could worsen the situation.

Meet Our Expert

Georgina Durrant is an author, former teacher, Special Educational Needs Coordinator and the founder of the award-winning SEN Resources Blog, where she shares activities, advice and recommendations for parents and teachers of children with SEND.



The National College®