

News from Oldfield

It's fun to learn

Friday 16th January 2026

Message from the Headteacher

Welcome back to the Spring Term here at Oldfield. I hope you all had a wonderful break from school over the Christmas holidays. It has been lovely to be reunited with the children during this first fortnight of the term. New learning is underway in all classrooms and the pupils have brought all their usual energy and passion to their changing curriculums which we thank them for. It was lovely to end the first week back last week with our termly Mad Maths morning which is kindly organised by Mr Marchant. Please see some photos of Y5 enjoying the morning on the right. We hope the rest of this term goes as well as it has started with regards to pupil engagement and progress.

This week, we were joined by some colleagues from RBWM to complete a SEND review based on our teaching and learning practices. I am pleased to report they were very impressed with our teaching and learning with particular praise for the culture amongst our staff, the behaviour and engagement of our pupils and Mrs Havelock's leadership in this area. What a positive start to the year!

To enhance our learning offer further, we are pleased that over the course of this term, there are some really lovely educational visits planned including Y4 visiting Reading Museum and Y6 visiting the Imperial War Museum. We also have Book Week coming up in March which Mrs Goodson-Smith is sharing details of with you all in the Reading Newsletter accompanying this newsletter—please do take a look as we won't be celebrating 'World Book Day' in exactly the same we have done previously.

Have a wonderful weekend, *Catherine Page*



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Key Dates

- Thursday 22nd January at 9.10 am**—Year 5 Assembly for Y5 parents and carers
- Friday 23rd January at 9.10 am**—Celebration Assembly with all parents and carers invited
- Tuesday 27th January**—Y4 trip to Reading Museum
- Thursday 29th January at 9.10 am**—Year 4 Assembly for Y4 parents and carers
- Friday 30th January**—Year 6 trip to the Imperial War Museum
- Friday 30th January at 9.10 am**—Celebration Assembly with all parents and carers invited
- Thursday 5th February at 9.10 am**—Year 3 Assembly for Y3 parents and carers
- Friday 6th February at 9.10 am**—Celebration Assembly with all parents and carers invited
- Wednesday 11th February at 9.10 am**—Year 2 Assembly for Y2 parents and carers
- Wednesday 11th or Thursday 12th February**—Year 5 classes at the Dance Festival
- Friday 13th February**—Final day of Spring 1
- Friday 13th February**—Reports cards shared with parents and carers
- Monday 23rd February**—First day back of Spring 2 after the half-term break
- Friday 27th February at 9.10 am**—Celebration Assembly with all parents and carers invited
- Monday 2nd to Friday 6th March**—Book Week
- Thursday 6th March at 9.10 am**—Year 1 Assembly

Online Safety

At the end of last term, the Children's Commissioner, Dame Rachel de Souza, published an article online called '*What I wish my parents or carers knew...: A guide for parents and carers on managing children's digital lives.*' The article can be found [here](#) online.

As a parent myself, I am aware that the changing nature of the online world, and therefore the evolving risks it also presents, can be quite tricky for parents and carers to negotiate due to its unknown nature (or so it feels at times). I also thought this was a timely point in which to highlight this, as I am sure many of our children may have received new technology, such as tablets, phones or game consoles, as part of Christmas gifting.

I would encourage all of our parents and carers to read this article as I am in no doubt that online gaming, communications and content presents delight and risk to our children in equal measure and is, as a result, something we all need to be monitoring very carefully. When you scroll down on the webpage, below the article aimed at parents and carers, there is also an activity section specifically designed to be completed in tandem with our children, ensuring they remain part of this important conversation.

We take this area very seriously as a school, and e-safety is covered in both our computing and our PSHE curriculums. Where relevant, we also cover aspects of this during whole school assemblies to keep its profile high.

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Annual Parent and Carer Survey Feedback



This is just my perception but I think because my child kind of manages their special needs (masking and other coping mechanisms) they are not so much on the school's radar. Having said that, I am in constant touch with school to ensure some support will be provided eventually as it is still early days.

The child in question is SEND (ADHD and awaiting a diagnosis for autism). I feel the educational support was pretty good, although there were a couple of gaps - e.g. she stopped learning her times tables but that wasn't even mentioned.



Thank you for these separate comments which I have grouped together as my response to them is similar. SEND is a huge discussion point in the world of education at the moment and changes are anticipated soon as a result of the government's promise to publish a new White Paper on this topic. As and when these changes come into being, we will share this with our school community.

As you will have hopefully seen in Mrs Havelock's SEND newsletter which was sent out just prior to the Christmas break, as a school we endeavour to meet the needs of all of our children. We also try to be needs led, rather than diagnosis led, as we appreciate getting a diagnosis can take a long time. Please do alert us, by requesting a meeting with Mrs Havelock via the school office, if you feel your child has an additional need or is experiencing a barrier in their learning at home or school, as we are always keen to hear parent and carer perspectives and to work in partnership to support our children.

With this said, class teachers have 30 pupils in their class, and they need to balance the variety of needs (which is increasing) within their class which means children cannot always receive highly individualised support. However, our focus (based on what educational research suggests makes the most difference) continues to be on our universal offer, known as Ordinarily Available Provision, for all our pupils – ensuring our lessons are inclusive, engaging and support progress for all. Through maintaining this focus, we can try to secure the best outcomes for everyone who attends Oldfield.

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