Oldbury Observer Spring Term Edition 9

Mr Irving's Comment

This has been a very active week for a large number of our children this week: in addition to PE lessons and after school clubs, we have seen children taking part in cycling proficiency sessions, a cricket competition, a netball tournament and a swimming gala (report to follow next week). Whilst we are all aware of the physical benefits of being active, what really stood out during each of these activities was what they offer our children in terms of personal development. Whether in school or at an external event, our children have shown pride, a sense of belonging, resilience and a desire to achieve. I am proud, but not surprised, that at each of the team events this week our children showed a generous and gracious sporting attitude. My thanks to the staff who make such events possible.

Please do take the time to read Mr Williams' article on attendance. Our whole school commitment to raising attendance has helped us to increase our attendance figures. We must continue to ensure every child is afforded the chance to succeed and this begins with high levels of attendance which also includes a commitment to being punctual. Please be reminded that it is your parental responsibility to get your child to school before the gates close at 8:45am every morning, thank you.

Charity Week!

Monday 16th April sees the start of Charity Week across the family of schools within the Central Region Schools Trust, of which Oldbury Park is one. This is an initiative that is being coordinated and promoted by Sixth Form pupils within CRST with a view to raise £10,000 for Birmingham Children's Hospital. High schools within our trust have started the ball rolling and have raised over £3000 already - now it is the turn of the primary and first schools to play our part.

Next week we will share the full details of plans for fund raising at Oldbury Park but please make a note in your diaries that there will be a **two discos (one for each key stage) straight after school on Tuesday 17th April**. The discos will be a ticketed to raise donations for the hospital. More details to follow.

School Dates

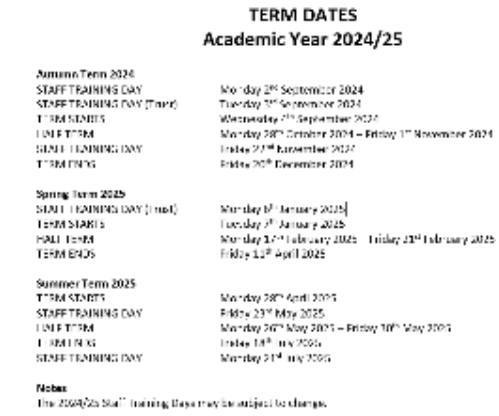
- Monday 18th March - Reception and KS1 Spring Hat Parade
- Mon 18 March am - Year 2- Walking trip to community gardens Pitchcroft.
- **Monday 18th and Tuesday 19th March - Parent Consultations for Year 6 children.**
- **Tuesday 19th March and Wednesday 20th March - Parent Consultations for children in Reception and years 1 to 5.**
- **Wednesday 20th March - Poetry Slam for Year 6 team at Redditch Palace Theatre**

Term Dates 23-24 and 24-25

TERM DATES
Academic Year 2023/24

Autumn Term 2023	
STAFF TRAINING DAY	Monday 4th September 2023
STAFF TRAINING DAY (Trust)	Tuesday 5th September 2023
TERM STARTS	Wednesday 6th September 2023
HALF TERM	Monday 30th October 2023 – Friday 3rd November 2023
STAFF TRAINING DAY	Friday 24th November 2023
TERM ENDS	Friday 22nd December 2023
Spring Term 2024	
STAFF TRAINING DAY (Trust)	Monday 8th January 2024
TERM STARTS	Tuesday 9th January 2024
HALF TERM	Monday 12th February 2024 – Friday 16th February 2024
TERM ENDS	Friday 22nd March 2024
Summer Term 2024	
TERM STARTS	Monday 8th April 2024
STAFF TRAINING DAY	Friday 24th May 2024
HALF TERM	Monday 27th May 2024 – Friday 31st May 2024
TERM ENDS	Friday 19th July 2024
STAFF TRAINING DAY	Monday 22nd July 2024

Notes
The 2023/24 Staff Training Days may be subject to change.



TERM DATES
Academic Year 2024/25

Autumn Term 2024	
STAFF TRAINING DAY	Monday 2nd September 2024
STAFF TRAINING DAY (Trust)	Tuesday 3rd September 2024
TERM STARTS	Wednesday 4th September 2024
HALF TERM	Monday 28th October 2024 – Friday 1st November 2024
STAFF TRAINING DAY	Friday 22nd November 2024
TERM ENDS	Friday 20th December 2024
Spring Term 2025	
STAFF TRAINING DAY (Trust)	Monday 6th January 2025
TERM STARTS	Tuesday 7th January 2025
HALF TERM	Monday 17th February 2025 – Friday 21st February 2025
TERM ENDS	Friday 11th April 2025
Summer Term 2025	
TERM STARTS	Monday 28th April 2025
STAFF TRAINING DAY	Friday 23rd May 2025
HALF TERM	Monday 26th May 2025 – Friday 30th May 2025
TERM ENDS	Friday 18th July 2025
STAFF TRAINING DAY	Monday 21st July 2025

Notes
The 2024/25 Staff Training Days may be subject to change.

Attendance Update

Through the Spring Term, the school attendance figure has been slowly moving up and we are now just below the figure for all primary schools in the country.

However, we, like all schools in the UK, are more conscious than ever about the importance of good attendance in school. You may have heard some of the Department for Education's adverts on the radio - 'Every Moment Matters, Attendance Counts' which is part of a significant national initiative.

Here at Oldbury Park, we have spoken to many children and they almost unanimously say that missing school is hard. Some identify missing work makes them worry and then they need to ask for

help. They also say they worry about losing friends if they are away from school and some have pointed out that missing enjoyable enrichment activities makes them sad. Many children have told us that they lose confidence when they have been off school.

Of course, we recognise that children are sometimes poorly and simply not well enough to be in school. The link below - a useful NHS guide - should help families to make the decision as to whether their child can be in school or not.

Is my child too ill for school? - NHS (www.nhs.uk)

Please be assured, that coughs, colds and sore throats should not be a barrier to attendance unless you feel your child is not well enough to be in school. Similarly, a headache alone would not normally be cause for being absent as these tend not to last, especially if a child is drinking plenty of water. In such cases, we would always care for the child and monitor them closely.

Finally, we would urge families to avoid non-medical, non-essential absences wherever possible. Holidays, for example, can have a significant impact on your child's academic and social development.

TOGETHER we can achieve the very best attendance outcomes for the children of Oldbury Park. We are working very hard to create a supportive and nurturing environment where all pupils can thrive. We need your support to show just how highly we all value your children's education.

If you have any concerns about school which may be impacting on attendance, please do not hesitate to contact your class teacher, or feel free to come directly to me - we are keen to support wherever we can.

Mr Williams

Reading at Home

The benefits of reading | BookTrust

The benefits of reading for children are huge. The link above from BookTrust explains just how important reading really is for your children, and here at Oldbury Park, we want to support you to enable this.

These are just some of the benefits the article outlines:

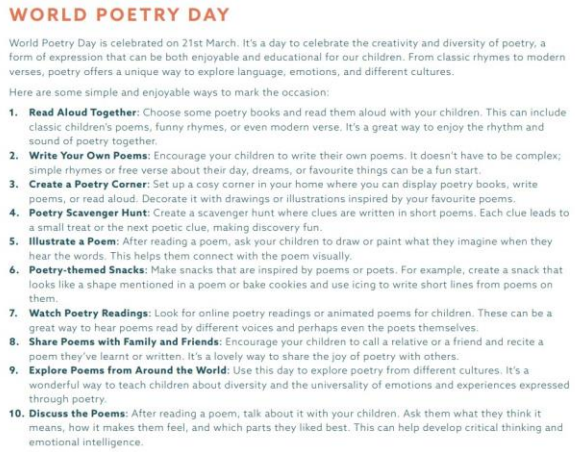
"From babies to children in their early years and all the way through to early teens, reading brings profound and wide-ranging benefits that can have a lifelong positive impact on children’s lives."

"Children who read are more likely to be happier, healthier, and experience better mental wellbeing and self-esteem."

"Children who read are more likely to do better at school and make more progress across the curriculum."

Please look out for a reading newsletter that will be sent out in the very near future which we hope to become a regular feature. This will include recommended reads and exciting events that you may like to get involved in with your children.

World Poetry Day is next week on Thursday 21st March. We will be celebrating it in school and it would be brilliant if you could involve your children at home. Please see the below photo of ideas to support this.



WORLD POETRY DAY

World Poetry Day is celebrated on 21st March. It's a day to celebrate the creativity and diversity of poetry, a form of expression that can be both enjoyable and educational for our children. From classic rhymes to modern verses, poetry offers a unique way to explore language, emotions, and different cultures.

Here are some simple and enjoyable ways to mark the occasion:

1. **Read Aloud Together:** Choose some poetry books and read them aloud with your children. This can include classic children's poems, funny rhymes, or even modern verse. It's a great way to enjoy the rhythm and sound of poetry together.
2. **Write Your Own Poems:** Encourage your children to write their own poems. It doesn't have to be complex; simple rhymes or free verse about their day, dreams, or favourite things can be a fun start.
3. **Create a Poetry Corner:** Set up a cosy corner in your home where you can display poetry books, write poems, or read aloud. Decorate it with drawings or illustrations inspired by your favourite poems.
4. **Poetry Scavenger Hunt:** Create a scavenger hunt where clues are written in short poems. Each clue leads to a small treat or the next poetic clue, making discovery fun.
5. **Illustrate a Poem:** After reading a poem, ask your children to draw or paint what they imagine when they hear the words. This helps them connect with the poem visually.
6. **Poetry-themed Snacks:** Make snacks that are inspired by poems or poets. For example, create a snack that looks like a shape mentioned in a poem or bake cookies and use icing to write short lines from poems on them.
7. **Watch Poetry Readings:** Look for online poetry readings or animated poems for children. These can be a great way to hear poems read by different voices and perhaps even the poets themselves.
8. **Share Poems with Family and Friends:** Encourage your children to call a relative or a friend and recite a poem they've learnt or written. It's a lovely way to share the joy of poetry with others.
9. **Explore Poems from Around the World:** Use this day to explore poetry from different cultures. It's a wonderful way to teach children about diversity and the universality of emotions and experiences expressed through poetry.
10. **Discuss the Poems:** After reading a poem, talk about it with your children. Ask them what they think it means, how it makes them feel, and which parts they liked best. This can help develop critical thinking and emotional intelligence.

Reading to Nursery children

On Monday, some of our Year 5 children who are passionate about reading, went out into local nurseries to share stories with the young children. They all had a great time and showed the nursery children how much they loved reading. It was lovely to hear how brilliantly the nursery children sat and listened to the Year 5s reading!

Spring Parade for Reception, Y1 and Y2

Monday 18th March 2024

2.45-3.10pm

Children are invited to wear a “Spring Hat” to celebrate the arrival of spring!

Parents are invited to arrive on the KS1 playground at 2.40pm ready for a 2.45pm start. The children will sing you some songs and then parade around the playground. We hope you can join us.

For safety we will then take the children back inside before dismissing them out of their usual door.

Comic relief

Thank you for all of your amazing outfits today and for dressing funny for money. Also, thank you very much for all of the money donated.

We will let you know the amount asap.

Well done Team Oldbury!

Yeepy Yeepy Easter Gifts Stall

Enterprise Club have been busy making some lovely Easter related gifts. They will be selling a range of items from their stall outside the lunch hall on **Wednesday, Thursday and Friday next week**. This will be a great opportunity for children to buy a surprise Easter gift for a loved one. Prices will range from £1 to £3.50. There will also be a 'Guess the Name of the Bunny' competition!

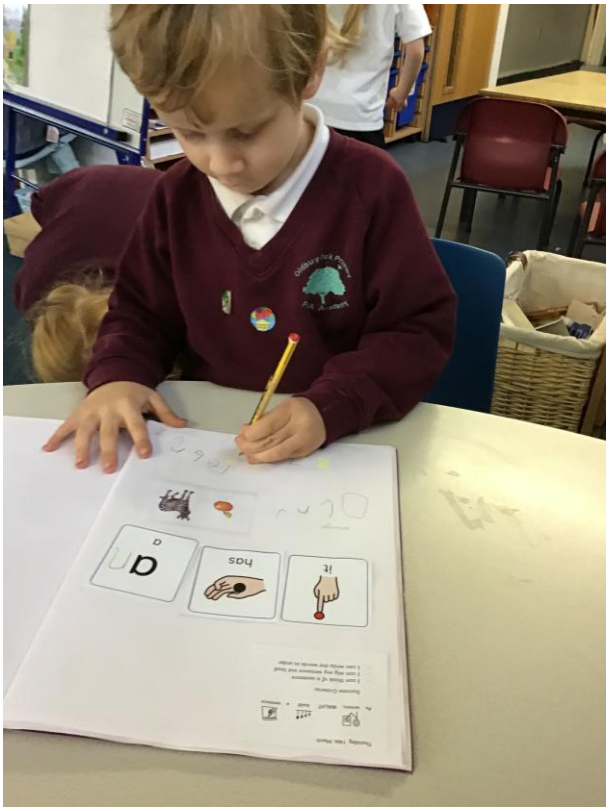
Yeepy Yeepy is a social enterprise. The children running the company will agree on a charity or school project to donate any profits to following the Easter sale and thank you in advance for all of your support.

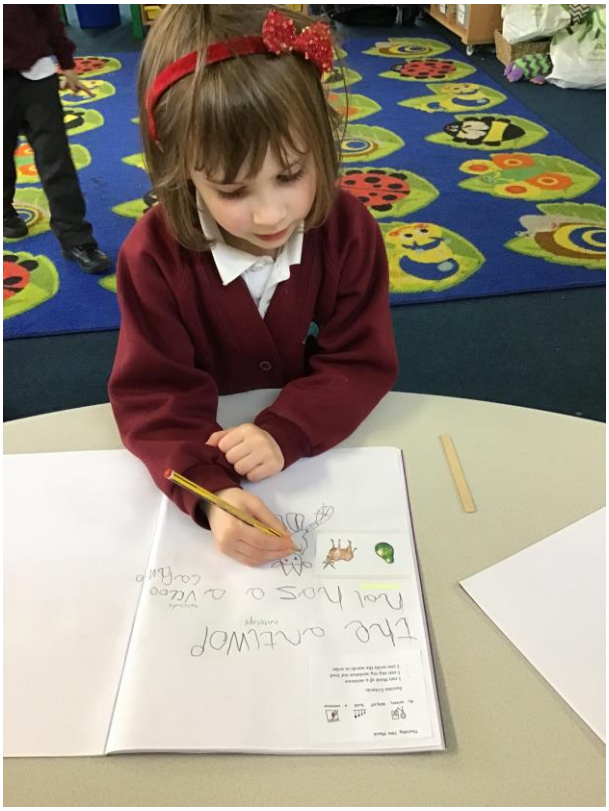

Cottage
Giant flowers
SWEET PEA
Early Mammoth Mixed
Maltesers

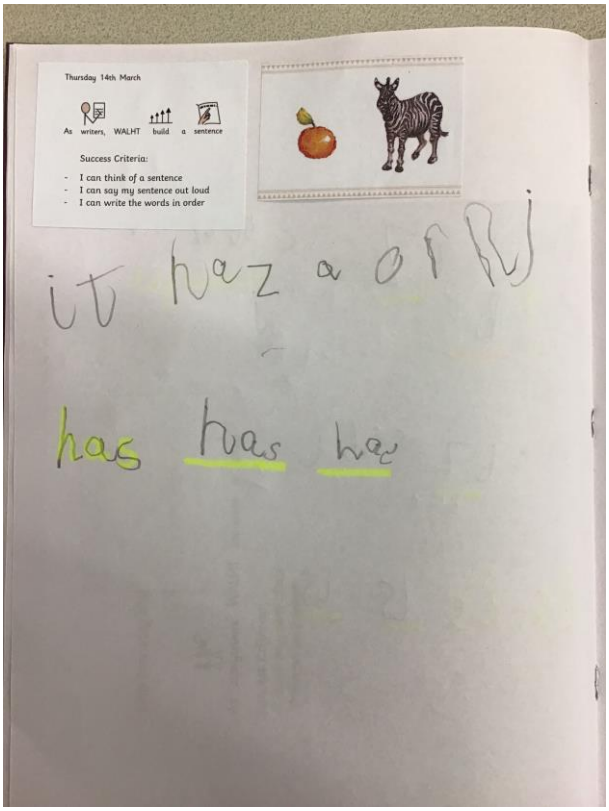
The Best of Oldbury this week...

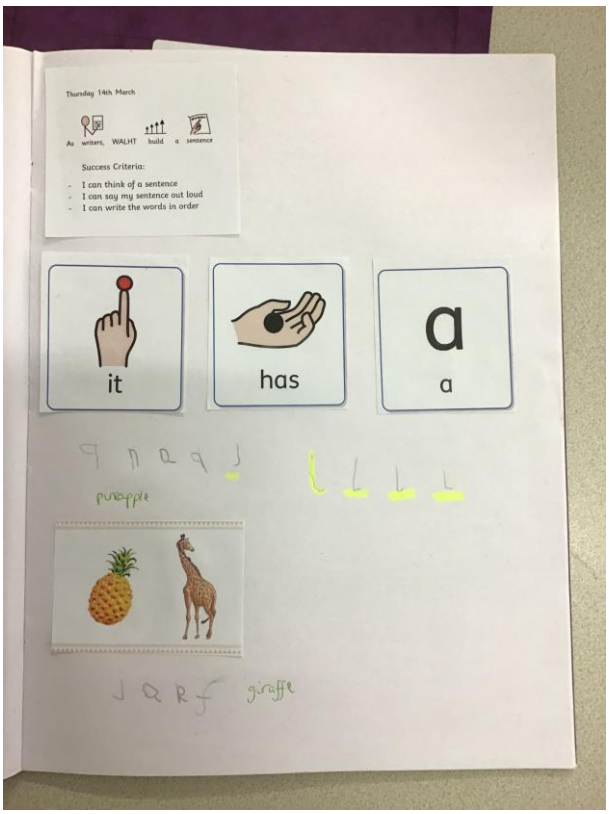
Reception

This week, we have continued our learning around the text 'Handa's Surprise', retelling it and learning about the different animals we meet in the story. The children have used their knowledge of the text to build sentences to write in their book, about who took which fruit. We have practised thinking of a sentence, saying it out loud and then writing it down. Below you will see some of our super work.









Spare clothes

Unfortunately, we no longer have any clothes left to change into when children have accidents. If you see that you have any of our pants/clothes at home, please can you return them. Alternatively, if you

have any spare dresses/skirts/trousers and PE shorts at home, they would be gratefully received, including boys pants.

It would also be really helpful to keep a set of spare clothes in school for those 'just in case' moments.

Thank you

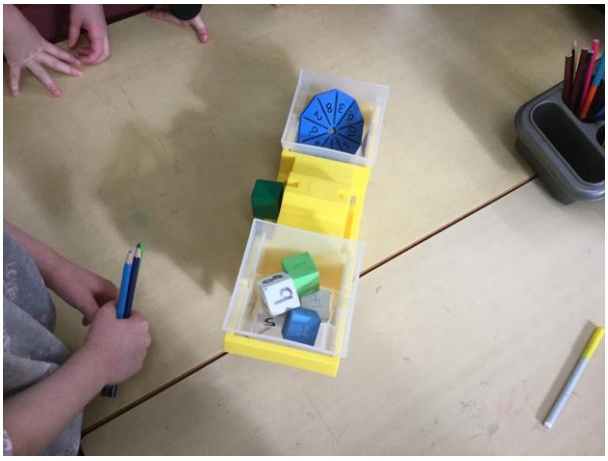
Year 1

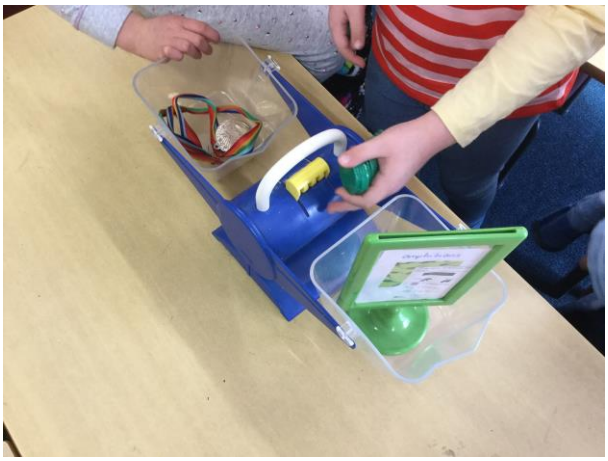
Maths

This week in our Maths learning we have been learning all about height and length, and then mass. Next week, we will be learning all about capacity.

The children enjoyed finding out who was the tallest and shortest in the class. We then had a go measuring different things in the classroom using cubes and we talked all about which things were the longest and shortest.

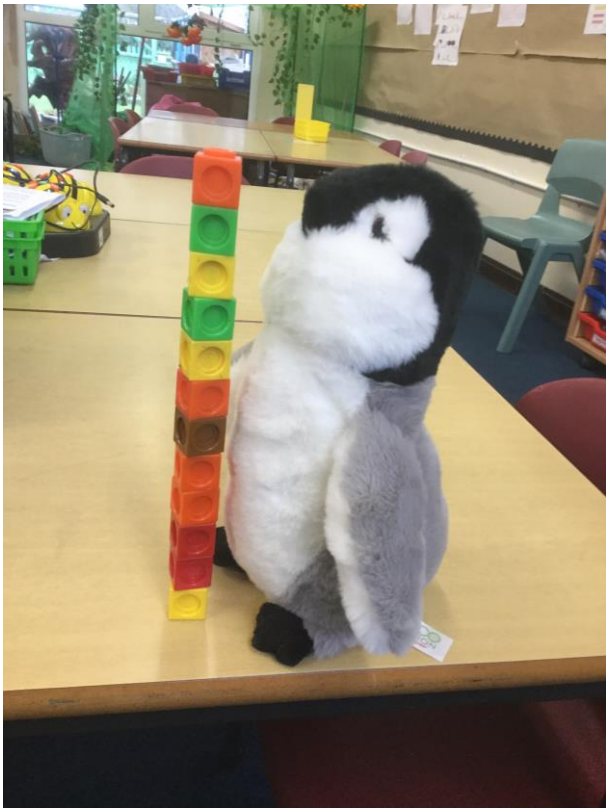
We have then learnt all about centimetres and why it is important to have a standard measurement. The children have learnt how to use a ruler correctly to measure different lengths. Maybe they could have ago measuring at home.

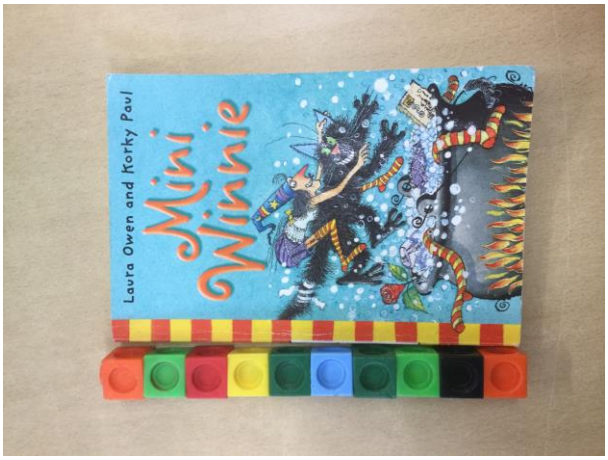


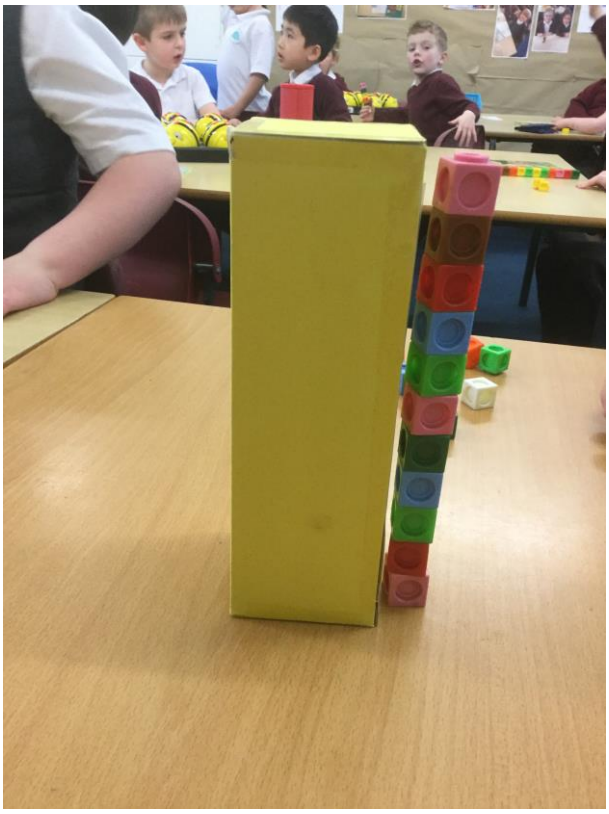


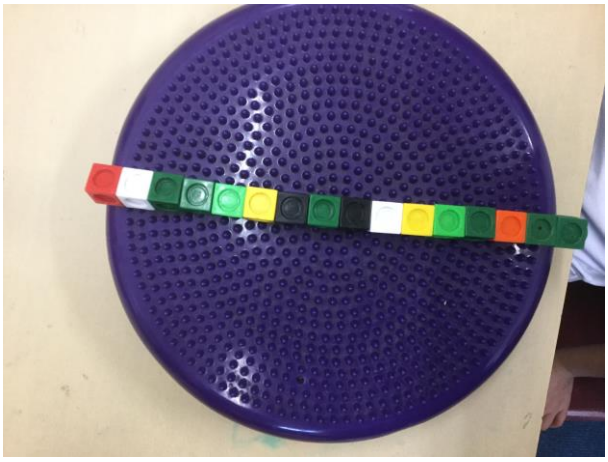

Helix


Helix




Laura Owen and Korky Paul
Mini Winnie





Year 2

This half term in PE, the children in Year 2 have been developing their skills for competitive games. They have learnt how to throw and catch the ball using the W catch and the 'scoop', have learnt how to aim at a goal and how to score in different competitive games. Last week the children had fun in pairs, trying to score a goal against their partner in goal by throwing. They had to think about not throwing the ball into their partners hand, but look for a space in the goal to throw the ball into. The children then got the chance to play little team games where the person in the goal in the middle, had to try to get the ball whilst the two teams passed the ball to each other. This week the children will be exploring how to gain possession of the ball in small games and learning not to be afraid to intercept a pass.

Year 3

On Wednesday, some children from Year 3 went to the university to take part in an indoor cricket tournament. All in all, three teams of ten children participated in the tournament against one team from another school. The tournament was organised by the University of Worcester PE students, in conjunction with Worcestershire County Cricket Club. During the tournament, the children took part in three matches, and then a final or third place play off.

Overall, Oldbury Team One came away victorious, taking first place and winning a medal however all children did themselves proud during the morning of events. It was clear that all children who took part tried their best, even though most of them had only played cricket once before. When batting, the children attempted to strike the ball with enthusiasm, even though contact was not always

made! That being said, there were some wonderful strikes made by all children, including many that were impossible to field. When fielding, the children took to their task with energy and focus. There were some brilliant catches, and amazing last ditch stops to prevent runs being scored. Despite the results of individual games, all children maintained their enthusiasm and performance for the whole morning, which was something they should be proud of.

Year 4

In Science lessons this half term, the children have been learning about food chains and have been able to identify and sequence producers and consumers and consider the difference between predator and prey. They have also how some animals belong to more than one food chain and that they can be both predator and prey. By making links with the environment, they have also thought about how different factors can have an impact on food chains and be crucial to the success or failure of a species.

Here are some examples of the super work they have been doing.

As Scientists, we are learning how different factors can affect the links within a food chain.

29.02.2024

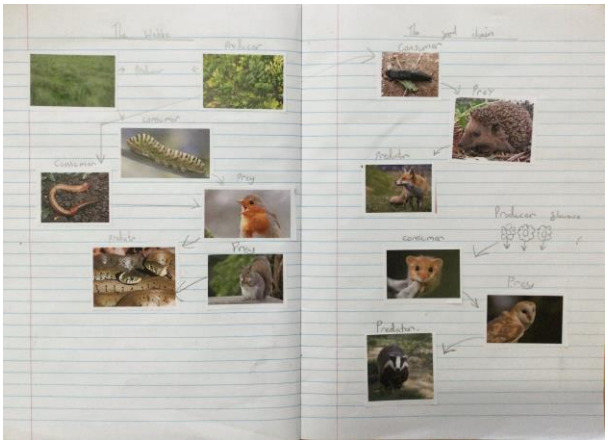
What might happen in this food chain if a nettle patch was cleared for building work?

What might happen if a gardener's pesticides reduced the number of caterpillars in the food chain?

What might happen in this food chain if there was an increase in cats in the ecosystem of this food chain?

Thursday 14th March 2024

As Scientists, WALHT use the vocabulary linked to food chains to create a glossary.



Thursday 14th March 2024

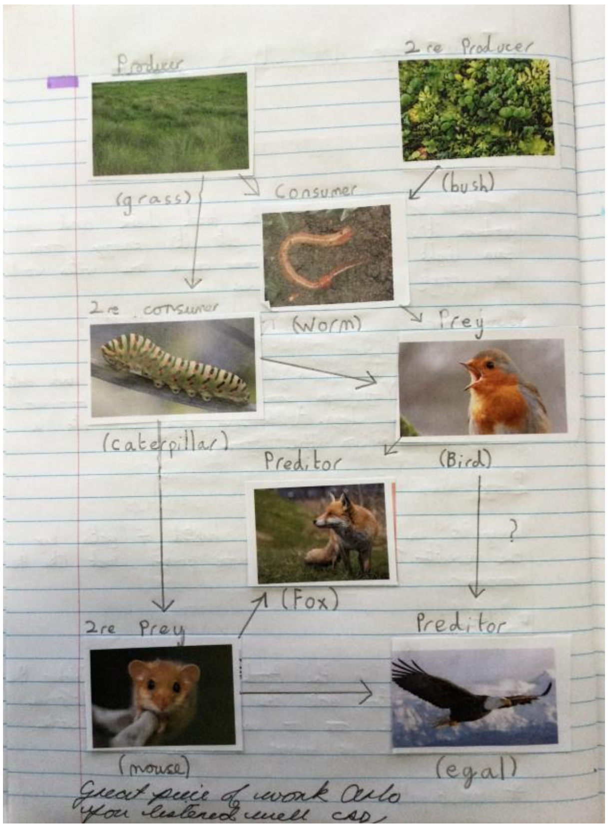
As Scientists, WALHT use the vocabulary linked to food chains to create a glossary.

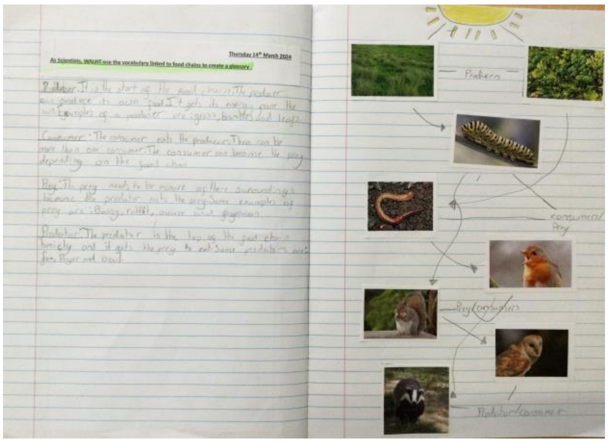
producer
It is the start of the food chain. The producer can produce its own food. It gets its energy from the sun. Examples of a producer are grass, bramble, leaves. The producer is the most important because if there was no producer every animal would be dead.

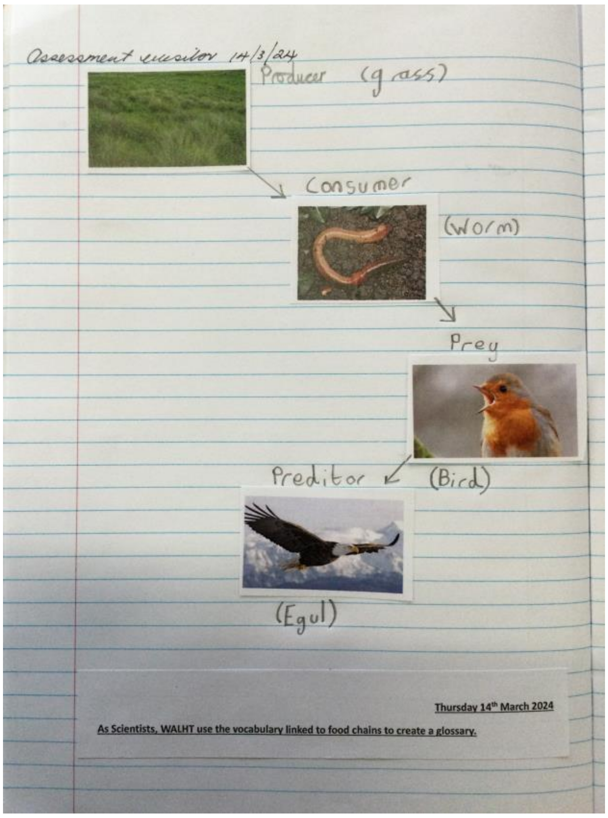
consumer
The consumer eats the producer. There can be more than one consumer. If you had no producer the consumer will not be alive. Because they would starve to death they eat grass, berries, leaves.

prey
Now the prey eats the consumer which is a bigger animal that is hunted and eaten by another for food.

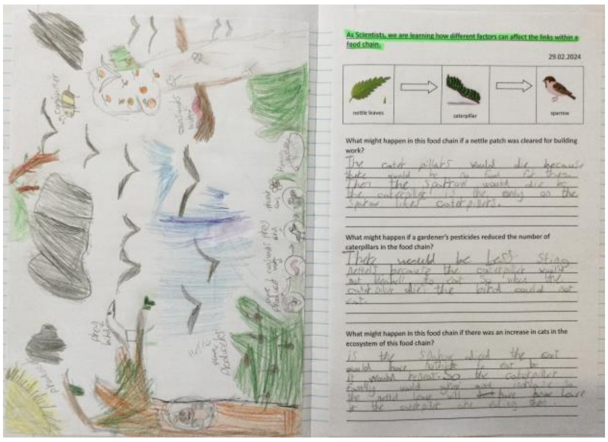
predator
The the predator eats the prey for lots of food so they do not starve. They need lots of lots of meat so they have lots of might so they can run around and catch animals for meat and power and weight


Producer
2re Producer
(grass)
Consumer
(bush)
2re consumer
(Worm)
Prey
(caterpillar)
Preditor
(Bird)
?
(Fox)
2re Prey
Preditor
(mouse)
(egal)
Great piece of work
You listened well

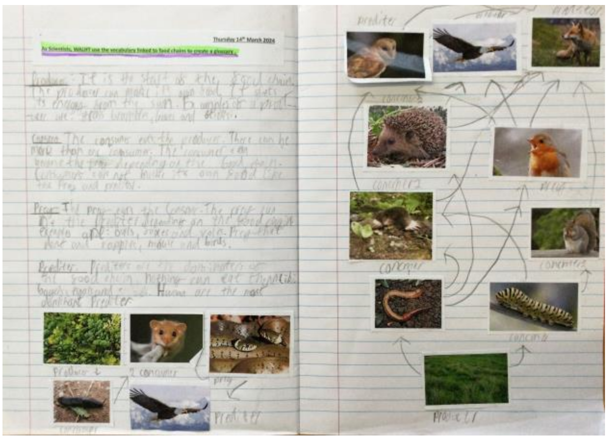

Thursday 14th March 2024
As Scientists, WALHT use the vocabulary linked to food chains to create a glossary.
Consumer
Producers



Assessment exercise 14/3/24
Producer (grass)
Consumer
(Worm)
Prey
Preditor
(Bird)
(Egul)
Thursday 14th March 2024
As Scientists, WALHT use the vocabulary linked to food chains to create a glossary.



As Scientists, we are learning how different factors can affect the links within a food chain.
29.02.2024
nettle leaves
caterpillar
sparrow
What might happen in this food chain if a nettle patch was cleared for building work?
What might happen if a gardener's pesticides reduced the number of caterpillars in the food chain?
What might happen in this food chain if there was an increase in cats in the ecosystem of this food chain?



Thursday 14th March 2024
As Scientists, WALHT use the vocabulary linked to food chains to create a glossary.

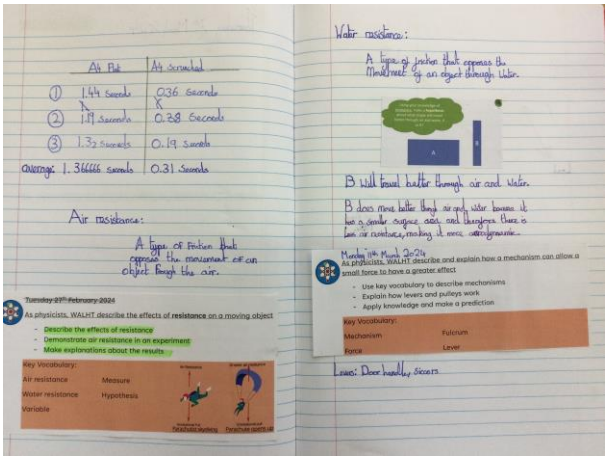
Year 5

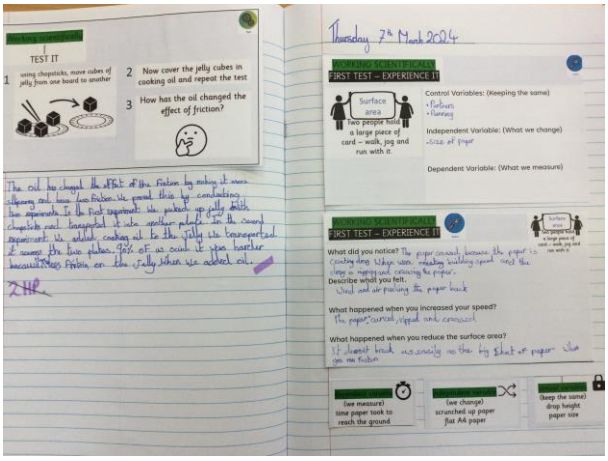
Over the last two weeks, Year 5 have been doing a lot of science work (with more to come next week!).

We have been studying Forces.

In this topic, we have learnt about friction, air and water resistance and gears, levers and pulleys. The children explored friction first by completing an experiment involving a jelly cube and oil. They came to the conclusion that the more slippery the jelly is, the less friction. Following this, the children completed two experiments to discover air resistance. The experiments involved increasing and decreasing the size of the surface area. They concluded that the bigger the surface area, the more air resistance and therefore the slower the object moves. Finally, we explored levers, gears and pulleys. We learnt that these mechanisms give us a "mechanical advantage." We learnt that with levers, it is theoretically possible to lift the Earth by using the moon as a fulcrum, but the lever would have to have a VERY long arm!

The children have thrown themselves into this topic and their knowledge after the topic has been very impressive! They have made some great links and connections to their prior learning or wider life skills. Well done Year 5!!





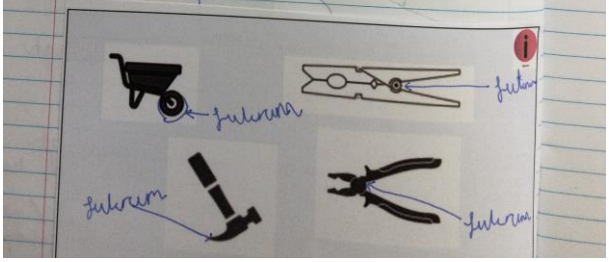
Monday 11th March 2024

As physicists, WALHT describe and explain how a mechanism can allow a small force to have a greater effect

- Use key vocabulary to describe mechanisms
- Explain how levers and pulleys work
- Apply knowledge and make a prediction

Key Vocabulary:	
Mechanism	Fulcrum
Force	Lever

Levers
door handle ✓
Arm
~~tweezers~~
scissors. ✓



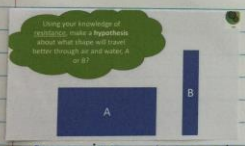
Tuesday 27th February 2024

As physicists, WALHT describe the effects of **resistance** on a moving object

- Describe the effects of resistance
- Demonstrate air resistance in an experiment
- Make explanations about the results

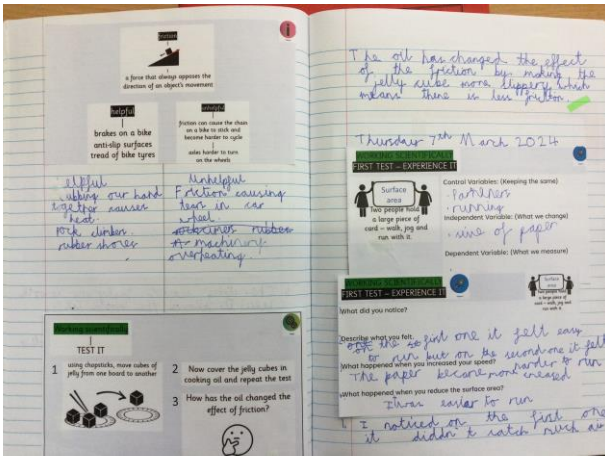
Key Vocabulary:	
Air resistance	Measure
Water resistance	Hypothesis
Variable	

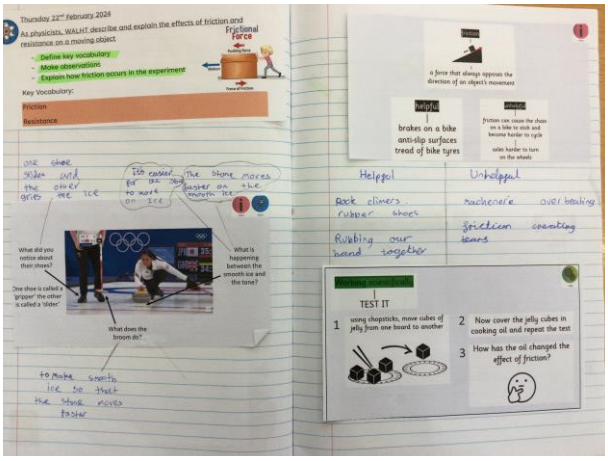
Water resistance:
A type of friction that opposes the movement of an object through water.

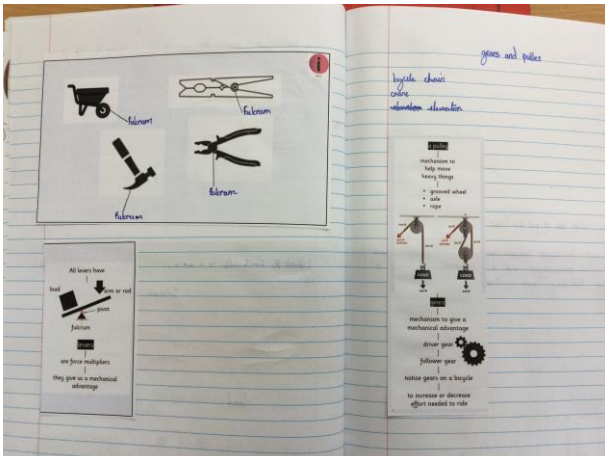


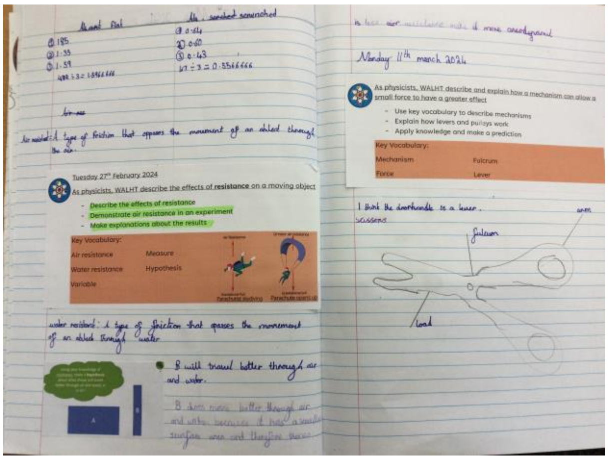
B will travel better through air and water.

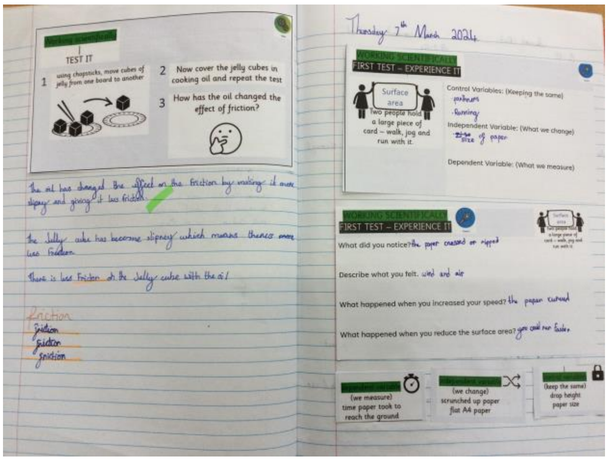
B does move better through air and water because it has a smaller surface area and therefore there is less air/water resistance, making it more aerodynamic

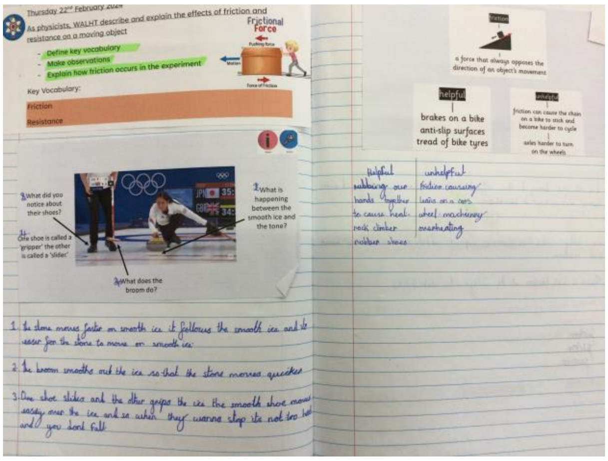

friction
a force that always opposes the direction of an object's movement
helpful
brakes on a bike
anti-slip surfaces
tread of bike tyres
unhelpful
friction can cause the chain on a bike to stick and become harder to cycle
axles harder to turn on the wheels
Working scientifically
TEST IT
1 using chopsticks, move cubes of jelly from one board to another
2 Now cover the jelly cubes in cooking oil and repeat the test
3 How has the oil changed the effect of friction?
The oil has changed the effect of the friction by making the jelly cube more slippery which means there is less friction
Thursday 7th March 2024
FIRST TEST – EXPERIENCE IT
Surface area
two people hold a large piece of card – walk, jog and run with it.
Control Variables: (Keeping the same)
Independent Variable: (What we change)
Dependent Variable: (What we measure)
What did you notice?
Describe what you felt.
What happened when you increased your speed?
What happened when you reduce the surface area?


Thursday 22nd February 2024
As physicists, WALHT describe and explain the effects of friction and resistance on a moving object
Define key vocabulary
Make observations
Explain how friction occurs in the experiment
Frictional Force
Key Vocabulary:
Friction
Resistance
What did you notice about their shoes?
One shoe is called a 'gripper' the other is called a 'slider'
What is happening between the smooth ice and the stone?
What does the broom do?
to make smooth ice so that the stone moves faster
friction
a force that always opposes the direction of an object's movement
helpful
brakes on a bike
anti-slip surfaces
tread of bike tyres
unhelpful
Helpful
Unhelpful
Working scientifically
TEST IT
1 using chopsticks, move cubes of jelly from one board to another
2 Now cover the jelly cubes in cooking oil and repeat the test
3 How has the oil changed the effect of friction?


fulcrum
fulcrum
fulcrum
fulcrum
All levers have
load
arm or rod
pivot
fulcrum
levers
are force multipliers
they give us a mechanical advantage
gears and pulleys
bicycle chain
pulley
mechanism to help move heavy things
grooved wheel
axle
rope
gears
mechanism to give a mechanical advantage
driver gear
follower gear
notice gears on a bicycle
to increase or decrease effort needed to ride


Monday 11th march 2024
As physicists, WALHT describe and explain how a mechanism can allow a small force to have a greater effect
- Use key vocabulary to describe mechanisms
- Explain how levers and pulleys work
- Apply knowledge and make a prediction
Key Vocabulary:
Mechanism
Fulcrum
Force
Lever
Tuesday 27th February 2024
As physicists, WALHT describe the effects of resistance on a moving object
- Describe the effects of resistance
- Demonstrate air resistance in an experiment
- Make explanations about the results
Key Vocabulary:
Air resistance
Measure
Water resistance
Hypothesis
Variable
B will travel better through air and water.
fulcrum
load


TEST IT
1 using chopsticks, move cubes of jelly from one board to another
2 Now cover the jelly cubes in cooking oil and repeat the test
3 How has the oil changed the effect of friction?
There is less friction on the jelly cube with the oil
Thursday 7th March 2024
FIRST TEST – EXPERIENCE IT
Surface area
Two people hold a large piece of card – walk, jog and run with it.
Control Variables: (Keeping the same)
Independent Variable: (What we change)
Dependent Variable: (What we measure)
What did you notice?
Describe what you felt.
What happened when you increased your speed?
What happened when you reduce the surface area?
(we measure) time paper took to reach the ground
(we change) scrunched up paper flat A4 paper
(keep the same) drop height paper size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- Define key vocabulary
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Key Vocabulary:
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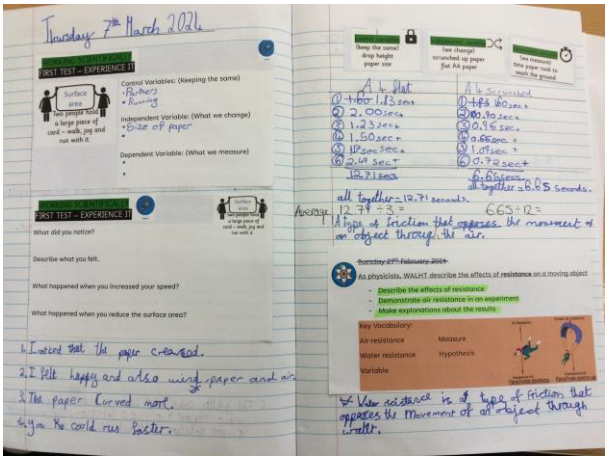
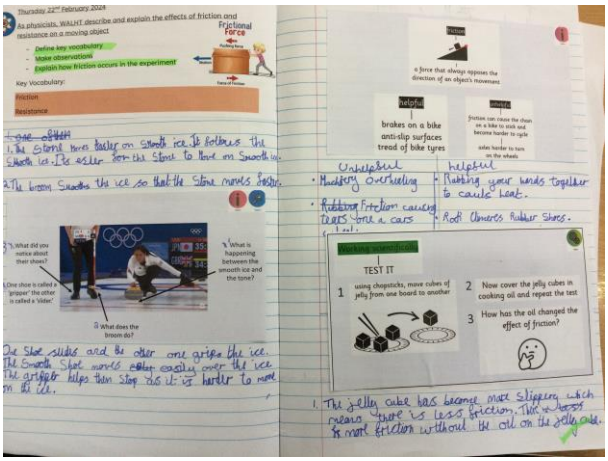
What does the broom do?
What is happening between the smooth ice and the tone?
a force that always opposes the direction of an object's movement
helpful
brakes on a bike
anti-slip surfaces
tread of bike tyres
friction can cause the chain on a bike to stick and become harder to cycle
axles harder to turn on the wheels
helpful
unhelpful
2 The broom smooths out the ice so that the stone moves quicker



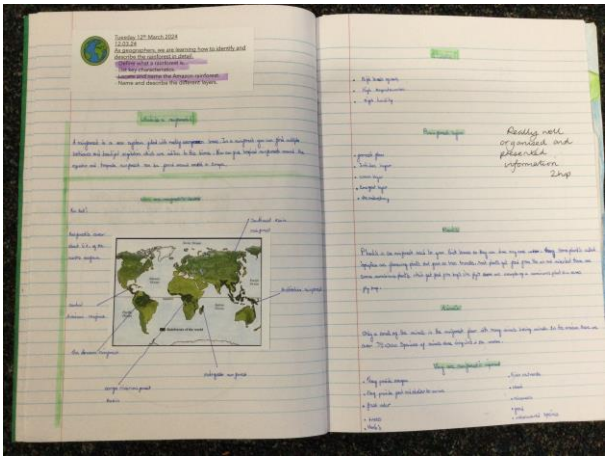


Year 6

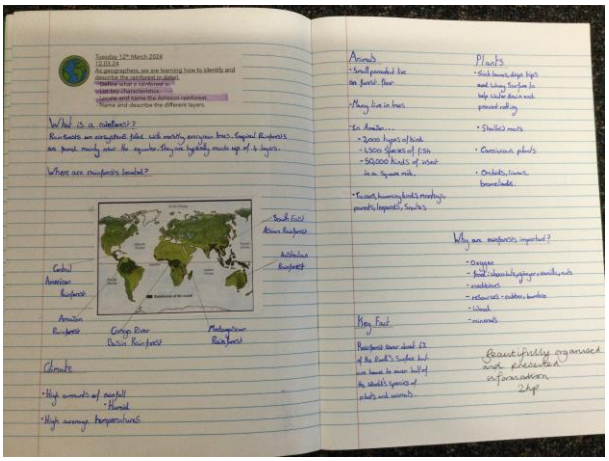
This week has been our assessment week and we have been really impressed with the effort and hard work the children have shown. They have all tried their best and shown great resilience at times with some tricky questions.

As well as this, we have continued writing our rainforest setting descriptions in English as we work towards writing our adventure stories. This has linked really well with our geography learning where we looked in detail at rainforests, finding out what they are, where they are located, what the climate would be like and the kinds of plant and animal species that thrive there. We also started our next art sequence which will be based on the 'koru', an integral symbol in Maori art, which is a spiral shape based on the appearance of a new unfurling silver fern frond. We started with some observational drawings and will continue this into some rather colourful pieces in the next couple of lessons.

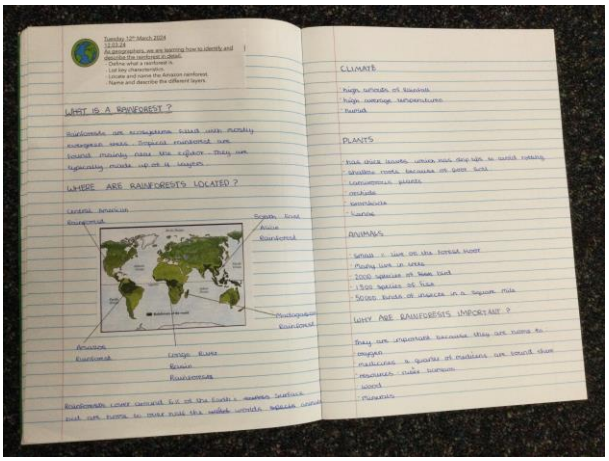
Have a restful weekend and we look forward to seeing you next week at Parent Consultations.



Really well organised and presented information
2wp



Beautifully organised and presented information
2wp



Tuesday 12th March 2024
12.03.24
As geographers, we are learning how to identify and describe the rainforest in detail.
- Define what a rainforest is.
- List key characteristics.
- Locate and name the Amazon rainforest.
- Name and describe the different layers.

What is a Rainforest?

Rain forests are mostly near equator.
They mostly have Evergreen trees.
We are made up of 4 layers.

Where are rainforests located?

South east Asian rainforest
Austra-lian rain forest.
Amazon Rainforest
Congo rivers Basin rainforest.

Climate

- High amount of rainfall.
- High average temperature.
- Humid

Plants

- Has thick leaves
- Shallow roots
- Carnivorous plants
- Herbivorous plants

Animals

- They have:-
- 2000 species of birds.
- 1500 species of fishs.
- 5000 kids of insects.

Why are Rainforests important?

- Oxygen
- Food = Vanila, Chocholate and ginger too.
- Medicians
- Resources = Rubber, Bamboo
- Wood

Tuesday 12th March 2024
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- Define what a rainforest is.
- List key characteristics.
- Locate and name the Amazon rainforest.
- Name and describe the different layers.

What is a Rainforest?

Rainforests are ecosystems filled with mostly evergreen trees. Tropical rainforests are found mainly near the equator. They are typically made up of 4 layers.

Where are rainforests located?

Rainforests cover about 6% of the Earth's surface but are home to over half of the worlds species of plants and animals.

South East Asian Rainforests
Central American Rainforest
Australasian Rainforest
Amazon Rainforest
Madagascar Rainforest
Congo River Basin Rainforest

Climate

- High amount of rainfall
- High average temperatures
- Humid

Animals

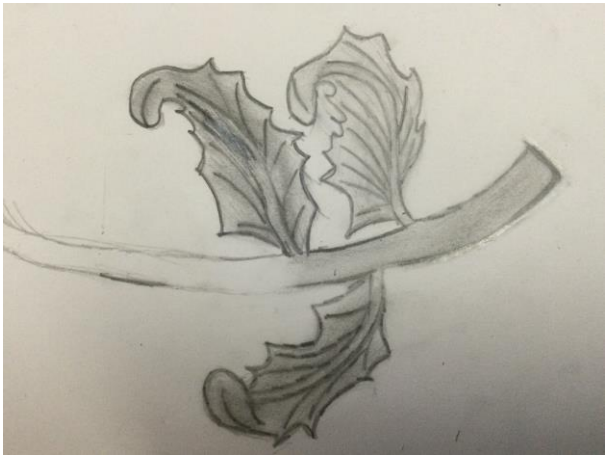
- Small / live on the floor
- Many live in the trees
- In Amazon: 2000 species of bird, 1500 species of fish, 50,000 kinds of insect in a square mile.

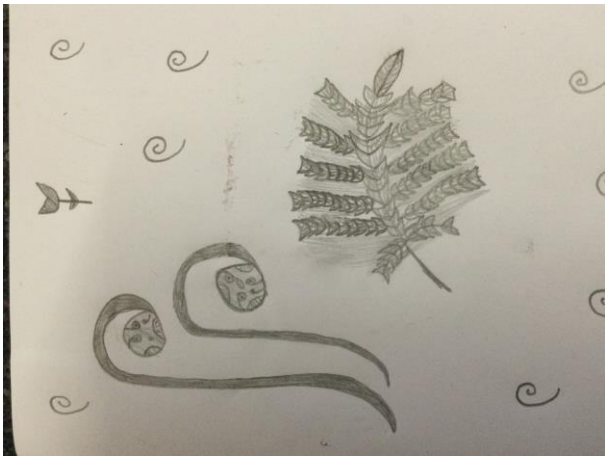
Plants

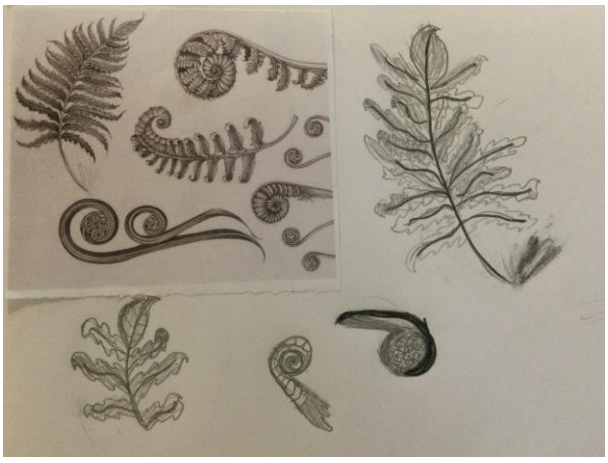
- Thick leaves
- Drip tip
- Waxy to help the water drain
- Shallow roots
- Carnivorous plants

Why are rainforests important?

- Oxygen
- medicines
- Undiscovered species
- food, eg. vanilla, chocolate, nuts, ginger and pepper
- Wood
- minerals
- River networks
- Water







Please find a link below to a document on the DfE website - Information for Parents, KS2 Assessments 2024.

[Information for parents: 2024 national curriculum tests at the end of key stage 2 (publishing.service.gov.uk)]

Year 6 Leavers' Disco (organised by parents)

Please 'save the date' details for the Year 6 Leavers' Disco. Please note this is organised by parents and further information will follow after Easter.

Sustainability Week at The Hive

22nd – 26th April 2024

To celebrate Earth Day, The Hive is hosting a week-long programme of fun and educational sustainability themed workshops for school groups (years 5-8).

Join us from Monday 22nd to Friday 26th April for exciting workshops delivered by library staff which will encourage children to consider reading a wider range of books themed around sustainability.

Children can consult the library's collections to identify sustainability issues which they can relate to, and then design their own postcard. They can also learn about The Hive's energy efficiency and sustainability footprint in our interactive sustainability trail! All our workshops are designed to take learning out of the classroom, enable pupils to work as a team and have lots of fun!

We have also partnered with Severn Waste Services to bring you an exciting experiment to help children discover the life cycle of paper recycling and understand how paper changes as it is recycled.

This is a fantastic way to celebrate living sustainably and learn about the world around us. There will also be exciting photo opportunities with our giant Earth Balloon!

Have you considered travelling to The Hive by train?

We have partnered with Platform Rail to help you travel sustainably and FREE to our take part in our events. Platform is an award-winning rail education scheme that works with schools to empower young people in accessing the railways.

By travelling with Platform, your class or group can receive a free in-school workshop ahead of travel, and a free return train-trip for rail education purposes.

Contact the team at info@raileducation.org.uk to find out more, or visit the Platform website.

Full Day Schedule (example)

22-26 April 10:00 – 11:00 workshop

11:00 – 12:00 workshop

12:00-13:00 lunch break

13:00-14:00 workshop

*We are flexible and are aware that a full day out isn't always possible so you can, of course, only join us for one or two workshops. Get in touch with hiveadminteam@worcestershire.gov.uk as soon as possible to book your place.

Mrs Screen

Science Lead

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.worcs.sch.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.

eyfsparents@oldburypark.worcs.sch.uk (Mrs Davies)

KS1parents@oldburypark.worcs.sch.uk (Mrs Marks)

LKS2parents@oldburypark.worcs.sch.uk (Mr Mills)

UKS2parents@oldburypark.worcs.sch.uk (Mr Williams)

SENDCO@oldburypark.worcs.sch.uk