



Oldbury Observer Autumn Term 2025 edition 11

Mr Irving's Comment

This week I would like to call for your support in preparation for this year's Christmas Fayre - Friday 12th December, 4:00 - 5:30pm. Members of our Community and Teachers Association (CTA) have plans underway including organising a range of stalls and vendors alongside. There are several ways you can support this event to make it a happy and memorable occasion for our community.

- sign up to volunteer to set up the event, run a stall or help tidy away (sign up sheets will be shared next week)
- send your child to school with a donation on Thursday 27th November (KS1 chocolates and KS2 bottles) as part of a non-uniform day
- send your child to school with donations of teddies, toys and games on Friday 5th December as part of a non-uniform day

Please give generously and get behind this event - funds raised will be used to buy resources for our new Art Studio space and to enhance our Art provision.

We will email out more information and reminders of donation days in the next fortnight.

Have a lovely weekend.

Cross Country

Congratulations to Coby and Lubaba for competing at the recent Worcestershire schools 2km run at RGS The Grange. Having proved themselves at school running events, our two chosen athletes represented our school well with a determined effort against strong

opposition. Coby finished 24th and Lubaba finished 34th out of a field of over 90 strong runners - well done to them both. Our thanks to Mrs Stallard for supporting both runners accessing this event.



CTA Christmas Fayre



The Week Ahead

Thursday 27th November - Year 6 Class Assembly to parents (2:45 - 3:15pm in Main Hall)

Friday 28th November - Teacher Training Day - school closed to children

School Dates

Monday 1st December - EYFS and KS1 Panto visit

Tuesday 2nd December - KS2 Panto visit

Thursday 4th December - Year 5 Astro Camp 5-7pm (letter to follow)

Thursday 11th December - Reception walk to St Clement's Church

Friday 12th December - Christmas Jumper Day and CTA Christmas Fayre

Monday 15th December - EYFS/KS1 Christmas Performance (more info to follow)

Tuesday 16th December - EYFS/KS1 Christmas Performance (more info to follow)

Wednesday 17th December - Y3/4 Christmas Performance (more info to follow) & Y5/6 Carol Concert (more info to follow)

Thursday 18th December - Y3/4 Christmas Performance (more info to follow)

Friday 19th December - Christmas Holidays begin!

Term Dates

Academic Year 2025 to 2026

Term dates Academic Year 2025 to 2026		
Holiday	School closes on	School re-opens on
Autumn Term	Not Applicable	Monday 1 September 2025
Autumn mid-term	Friday 24 October 2025	Monday 3 November 2025
Christmas	Friday 19 December 2025	Monday 5 January 2026
Spring mid-term	Friday 13 February 2026	Monday 23 February 2026
Easter	Friday 27 March 2026	Monday 13 April 2026
Summer mid-term	Friday 22 May 2026	Monday 1 June 2026
End of summer term	Monday 20 July 2026	Not Applicable

Academic Year 2026 to 2027

Term Dates for Community and Voluntary Controlled Schools for the academic year 2026 to 2027.

Holiday	School closes on	School re-opens on
Autumn Term	Not applicable	Tuesday 1 September 2026
Autumn mid-term	Friday 23 October 2026	Monday 2 November 2026
Christmas	Friday 18 December 2026	Monday 4 January 2027
Spring mid-term	Friday 12 February 2027	Monday 22 February 2027
Easter	Thursday 25 March 2027	Monday 12 April 2027
Summer mid-term	Friday 28 May 2027	Monday 7 June 2027
End of summer term	Wednesday 21 July 2027	Not applicable

Attendance Update - **IMPORTANT** for ALL FAMILIES

Despite the extremely cold weather we have experienced this week, attendance has remained high in school this week. It is so lovely when I am on the gate in the morning, to see children rushing to get into school and saying how much they are looking forward to the day ahead.

This week, the Year 6 children went away on their residential visit at the start of the week. And, despite being very tired after 2 late nights, lots of fresh air and numerous physically demanding activities, nearly all of the Year 6 children have been in school on Thursday and Friday.

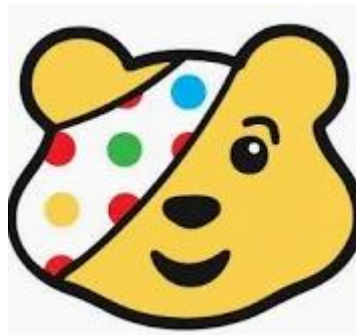
The children will undoubtedly become more and more tired as the terms draws to an end and they become even more busy with plays, carol singing and other activities to look forward to. I am sure they will show the same determination we are becoming used to to ensure they don't miss vital learning time or fabulous enrichment opportunities.

Current whole school attendance = 96.4% (1.37% better than this stage last year).

Current whole school persistently absent = 9.86%

Mr Williams

Children in Need amount raised



Thank you for all of the kind donations for Children in Need. We are pleased to say that we raised £294.49 in total!

Well done team Oldbury!

Mrs Pritchard

Blue Cross Assembly



Last week we were lucky to have a visit from the Blue Cross, to talk to the whole school about being safe around dogs both at home and in the community.

We learnt that it is important not to disturb a dog if they are:

- sleeping
- eating
- playing with a toy

We learnt that if you want to stroke a dog when out and about it is important to check with the owner first and approach the dog calmly.

If you are ever knocked to the ground by a dog, roll up into a ball with your face to the ground. Do not make a sound and keep your face covered with your hands.

Thank you to everyone who visited the book fair and made purchases during parents evening week. It was so fantastic to see children enthusiastic about reading and excited to choose new books. From

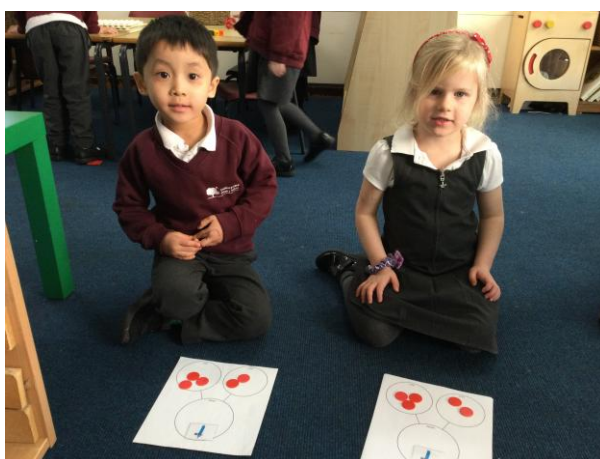
Reception

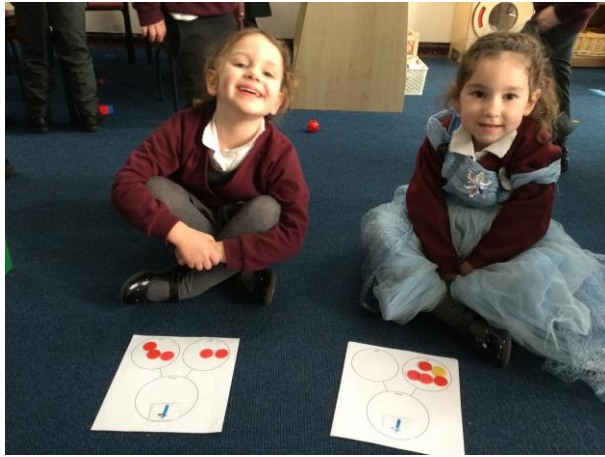
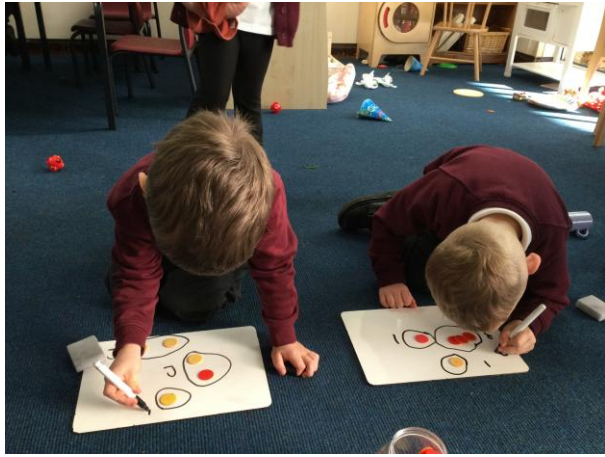
This week we have been looking at how numbers can be composed of smaller numbers. We explored how numbers up to 5 can be created. Children dropped counters, describing what they could see, using mathematical language of part and whole. They then explored what this looked like using resources such as five frames and part whole models. Some children began to use the language of addition to describe their findings.

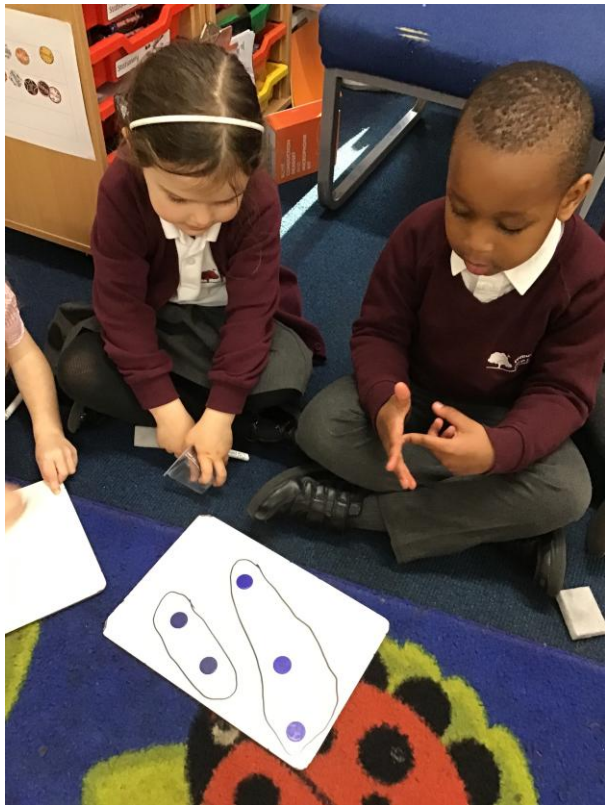
Important notices

- Please note that there will be **NO FOREST SCHOOL** next week (Tuesday 25th November and Thursday 27th November). This is for both classes. Children should come into school wearing their uniform, as usual.
- We are excited to announce that the children will be taking part in **Bikeability Balance Bike sessions** next week. A consent form has been sent out to parents this week via text. If you have not already done so, please ensure that this is completed as soon as possible. Children should wear warm coats for the sessions as they will take place outdoors (weather permitting).
- As you may be aware, we change books every Monday. Could you however please ensure they have their reading book and reading diary in their bag every day as we aim to read with each child individually throughout the week.

Thank you











Year 1

Maths

Over the last few weeks the Year 1 children have been learning different ways to help them add and subtract.

We have used counters, fingers, number lines and putting the biggest number in our head. Below are some examples that we would like to share with you. Maybe you could have a go at home too!

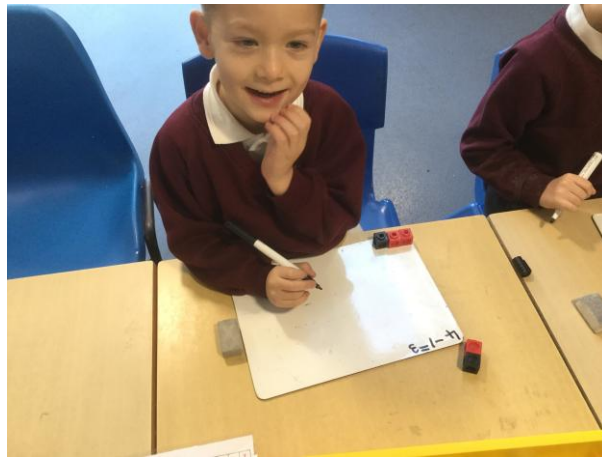
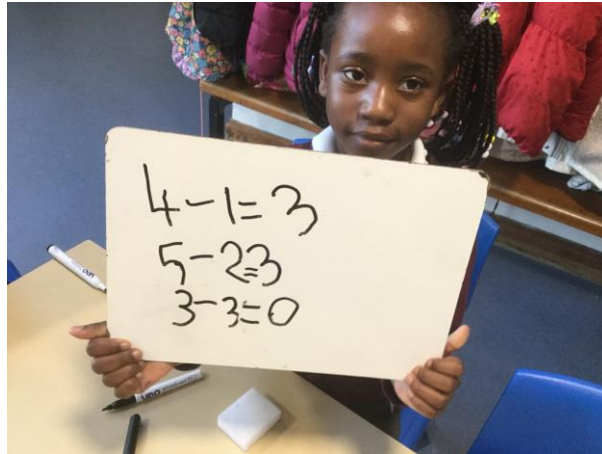
Forest School

Just to remind you that we go to forest school every Wednesday. Now that the weather is getting colder you may like to send your child in with extra layers, gloves and a hat.

Thank you

Christmas

The children that have words in the Christmas play have brought them home this week. Please have a go at home as often as you can. Thank you.



20-24.10.25

Lots of practice throughout the week.

WALHT add by putting the big number in our heads and counting on.

WALHT add by drawing the groups.

$$\begin{aligned} 11+4 &= 15 \checkmark \\ 10+3 &= 13 \checkmark \\ 18+2 &= 20 \checkmark \\ 17+4 &= 21 \checkmark \\ 15+4 &= 19 \checkmark \\ 19+8 &= 27 \checkmark \end{aligned}$$



24.10.25

$$\begin{aligned} 13+9 &= 22 \checkmark \\ 18+10 &= 28 \checkmark * \\ 20+12 &= 32 \checkmark \\ 19+18 &= 37 \checkmark \end{aligned}$$

10.11.25 WALHT add on a number line

$$20+7=27 \checkmark$$



$$13+3=16 \checkmark$$



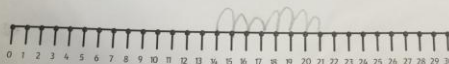
$$17+5=22 \checkmark$$



$$18+8=26 \checkmark$$



$$14+7=21 \checkmark$$



17.11.25 WALHT subtract

We used objects to work out the answer practically.

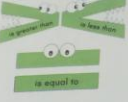
$10 - 5 = 5$	
$8 - 6 = 2$	
$11 - 4 = 7$	
$9 - 3 = 6$	

18.11.25 WALHT subtract by crossing out circles.

$7 - 2 = 5$ ✓	$9 - 5 = 4$ ✓
$3 - 2 = 1$ ✓	
$7 - 5 = 2$ ✓	
$8 - 2 = 6$ ✓	
$10 - 7 = 3$ ✓	
$9 - 5 = 4$ ✓	
$10 - 3 = 7$ ✓	

November 2025
WALHT find numbers on a number line.
I can count forwards and backwards.
I can find 1 more.
I can find 1 less.
I can find the number in between.

4.11.25
WALHT compare numbers



13	11	4	9
2	24	21	19
15	8		
3	10		

16.10.25 WALHT add by drawing.

$$2 + 2 = 4 \quad 5 \ 5 \ 5$$

$$6 + 3 = 9$$

$$5 \quad 2 + 1 = 3$$

$$6 + 2 = 8$$

$$4 + 8 = 12$$

September/October WALHT recognise numbers quickly.

We have regularly been getting a 50 number square to recognise and find numbers quickly.

20-24.10.25

Lots of practice throughout the week.

WALHT add by putting the big number in our heads and counting on. *Best first effort at this method.*

WALHT add by drawing the groups.

$$7 + 3 = 10 \checkmark$$

$$8 + 4 = 12 \checkmark$$

$$10 + 5 = 15 \checkmark$$

$$7 + 4 = 11 \checkmark$$

$$12 + 4 = 16 \checkmark$$

$$14 + 5 = 19 \checkmark$$

November 2025
 WALHT find numbers on a number line.
 I can count forwards and backwards.
 I can find 1 more.
 I can find 1 less.
 I can find the number in between.
 4.11.25

WALHT compare numbers

13 11 4 9
 2 24 21 19
 5 8
 3 10

10.11.25 WALHT add on a number line

$20 + 7 = 27$

$13 + 3 = 16$

$17 + 5 = 22$

$18 + 8 = 26$

$14 + 7 = 21$

14.11.25 WALHT subtract by crossing out circles.

$10 - 7 = 3$ ✓ $10 \ 10 \ 10 \ 10$ ✓
 $9 - 3 = 6$ ✓ $6 \ 6 \ 6 \ 6$ ✓
 $11 - 5 = 6$ ✓
 $12 - 8 = 4$ ✓ $4 \ 4 \ 4 \ 4$ ✓
 $15 - 5 = 10$ ✓
 $8 - 7 = 1$ ✓
 $12 - 4 = 8$ ✓

14.11.25 WALHT subtract by crossing out circles.

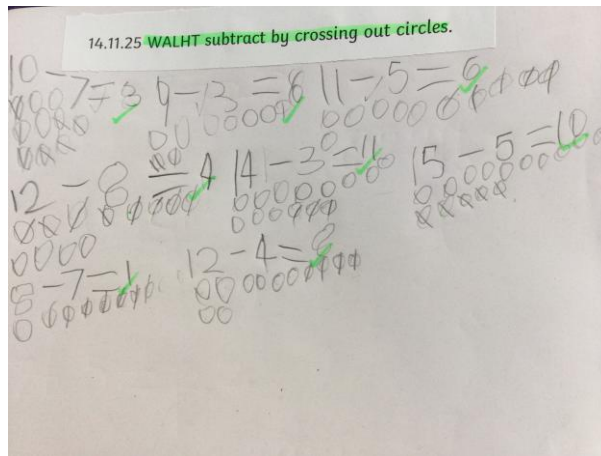
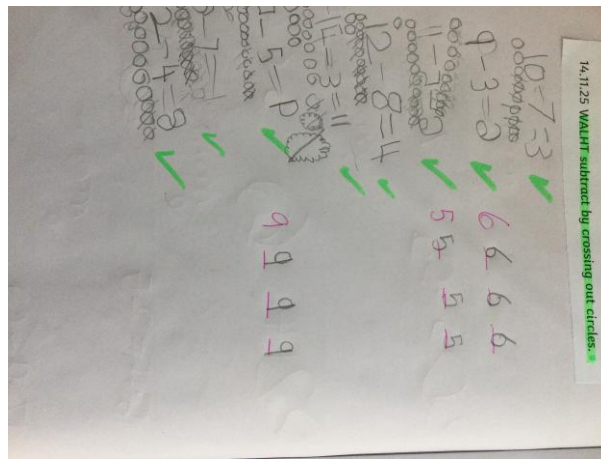
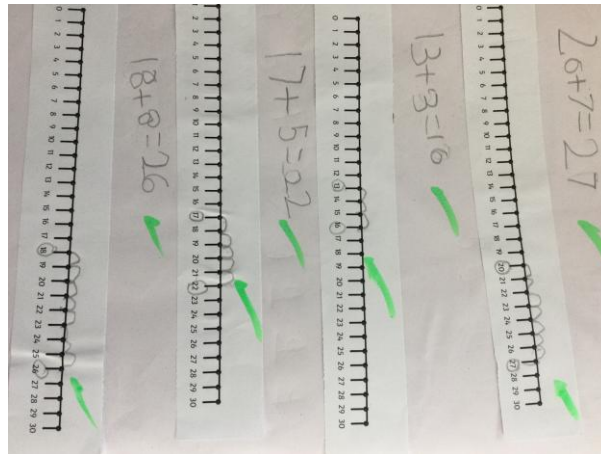
$10 - 7 = 3$ ✓ $11 - 5 = 6$ ✓
 $8 - 3 = 5$ ✓ $15 - 5 = 10$ ✓
 $12 - 8 = 4$ ✓ $14 - 3 = 11$ ✓
 $8 - 7 = 1$ ✓ $12 - 1 = 11$ ✓
 $8 - 7 = 1$ ✓

Lots of practice throughout the week.
WALHT add by putting the big number in our heads and counting on.
WALHT add by drawing the groups.

$$\begin{array}{r} 12 + 3 = 15 \checkmark \\ 17 + 3 = 20 \checkmark \\ 18 + 4 = 22 \checkmark \\ 15 + 2 = 17 \checkmark \\ 20 + 5 = 25 \checkmark \\ 18 + 3 = 21 \checkmark \\ 12 + 4 = 16 \checkmark \end{array}$$

20-24.10.25
Lots of practice throughout the week.
WALHT add by putting the big number in our heads and counting on.
WALHT add by drawing the groups.


$$\begin{array}{r} 12 + 3 = 15 \checkmark \\ 16 + 4 = 20 \checkmark \\ 8 + 3 = 11 \checkmark \\ 16 + 2 = 18 \checkmark \\ 18 + 4 = 22 \checkmark \\ 17 + 4 = 21 \checkmark \\ 14 + 2 = 16 \checkmark \end{array}$$



Year 2

Year 2 have been building number fluency by adding two-digit numbers on a grid. They decomposed numbers into tens and ones, used the grid to combine them, and explained their reasoning aloud. This supports our knowledge-rich, oracy-focused curriculum and helps pupils work with place value up to 100. Next, we'll apply the grid method to real-world problems. As you can see below, the children have successfully used this method.


17.11.25 and 18.11.25 WALHT add 2 digit numbers. Trainer Teacher



$15 + 12 = 27$
 $29 + 14 = 37$
 $30 + 6 = 36$
 $30 + 7 = 37$
 $34 + 15 = 49$
 $40 + 9 = 49$
 $27 + 21 = 48$
 $40 + 8 = 48$

$23 + 24 = 57$
 $50 + 7 = 57$
 $41 + 27 = 68$
 $60 + 8 = 68$
 $22 + 21 = 43$
 $40 + 8 = 48$

17.11.25 and 18.11.25 WALHT add 2 digit numbers. Trainer Teacher



$30 + 0 = 30$
 $30 + 5 = 35$
 $20 + 7 = 27$
 $20 + 7 = 27$

$11000 = 23014 = 35$
 $30 + 7 = 37$
 $40 + 8 = 48$
 $38 + 54 = 92$
 $60 + 15 = 75$

17.11.25 and 18.11.25 WALHT add 2 digit numbers. Trainee Teacher

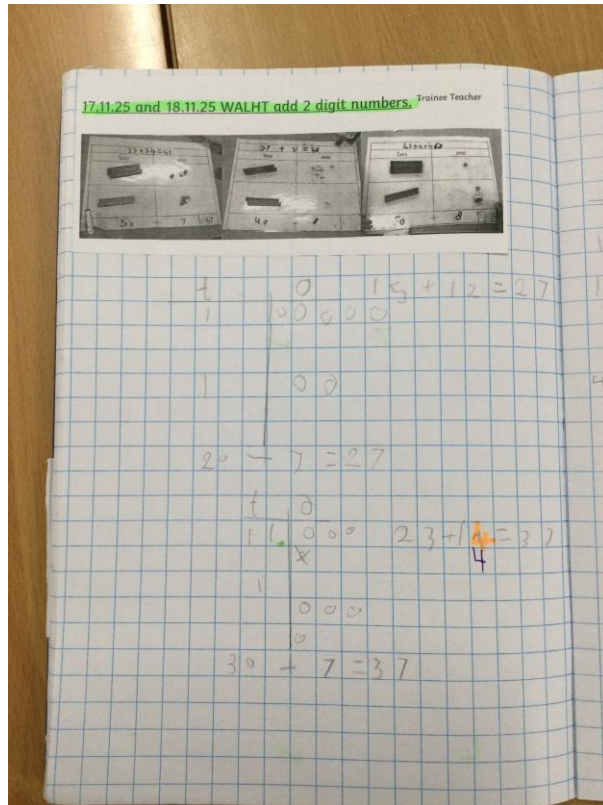


$$\begin{array}{r}
 15 + 12 = 27 \\
 \text{T} \quad 0 \\
 0 \quad 0 \quad 0 \quad 0 \\
 | \\
 0 \quad 0 \\
 | \\
 10 + 7 = 17 \\
 13 + 14 = 27 \\
 \text{T} \quad 0 \\
 1 \quad 1 \quad 0 \quad 0 \quad 0 \\
 | \\
 1 \quad 0 \quad 0 \quad 0 \quad 0 \\
 \\
 30 + 7 = 37 \\
 17 + 11 = 28 \\
 \text{T} \quad 0 \\
 1 \quad 1 \quad 0 \quad 0 \quad 0 \quad 0 \quad 0 \quad 0 \\
 | \\
 1 \quad 1 \quad 0 \\
 40 + 8 = 48
 \end{array}$$

17.11.25 and 18.11.25 WALHT add 2 digit numbers. Trainee Teacher



$$\begin{array}{r}
 15 + 12 = 27 \\
 \text{T} \quad 0 \\
 | \quad 0 \quad 0 \quad 0 \\
 | \quad 0 \quad 0 \\
 \\
 20 + 7 = 27 \quad 30 + 7 = 37 \\
 27 + 21 = \\
 \text{T} \quad 0 \\
 || \quad 0 \quad 0 \quad 0 \quad 0 \\
 || \quad 0 \\
 \\
 40 + 8 = 48 \quad 40 + 9 = 49 \\
 33 + 24 = \\
 \text{T} \quad 0 \\
 ||| \quad 0 \quad 0 \quad 0 \quad 0 \\
 || \quad 0 \quad 0 \quad 0 \\
 \\
 50 + 7 = 57 \quad 60 + 8 = 68
 \end{array}$$



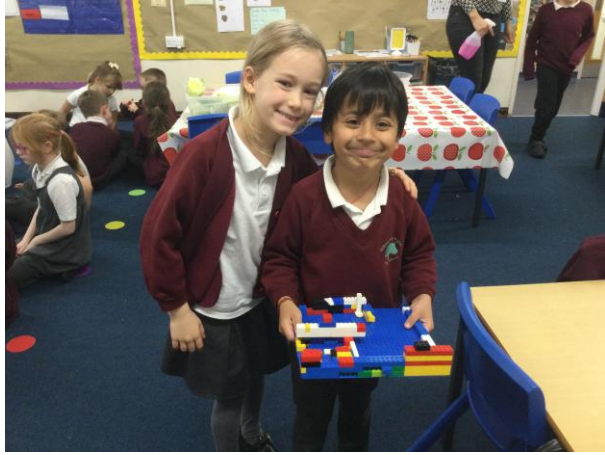














Year 3

Maths

The children began the week exploring multiplication. They then moved on to working with arrays, using rows and columns to represent multiplication visually. Later in the week we revised counting in 2s, 5s, and 10s, before learning about sharing and grouping and the relationship between multiplication and division.

English

Our English lessons focused on developing clear instructional writing. We started with editing skills and writing command sentences using imperative verbs. Midweek, children wrote their own recipes, adding adverbs to give more detail. By the end of the week, they extended their instructions using conjunctions, prepositions, and subordinate clauses, before beginning their first draft of a full set of instructions for Iron Man soup.

Science

Our Science lessons centered on the skeleton. The children learned the difference between vertebrates and invertebrates, identifying animals that have backbones and those that don't. They explored why humans and many animals need a skeleton—to provide support, protect

vital organs, and help us move. We looked at different animal skeletons and discussed how bones vary depending on how an animal lives.

Geography

This week in Geography, the children explored compass points and how they help us describe direction. We practised identifying North, South, East, and West, identifying things they could see in that. The children enjoyed moving around the classroom and playground.

DT

DT was a real highlight this week! The children designed and made their own breakfast yoghurts. They planned their recipes by choosing combinations of fruits, grains, and yoghurt types, thinking carefully about flavour, texture, and presentation. They practised safe food-handling skills while preparing their ingredients, then assembled their creations with great pride. Afterwards, pupils evaluated their yoghurt pots and recorded their designs, steps, and reflections in their DT books.



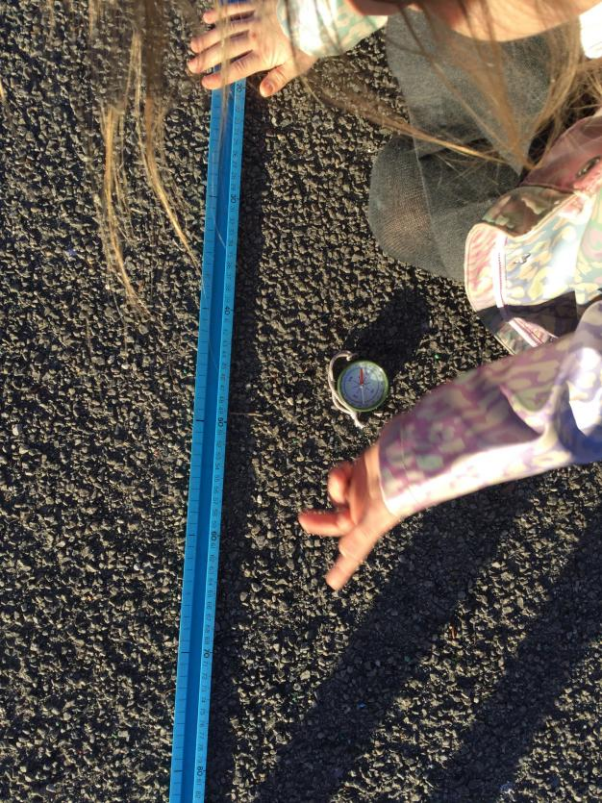






















































Year 4

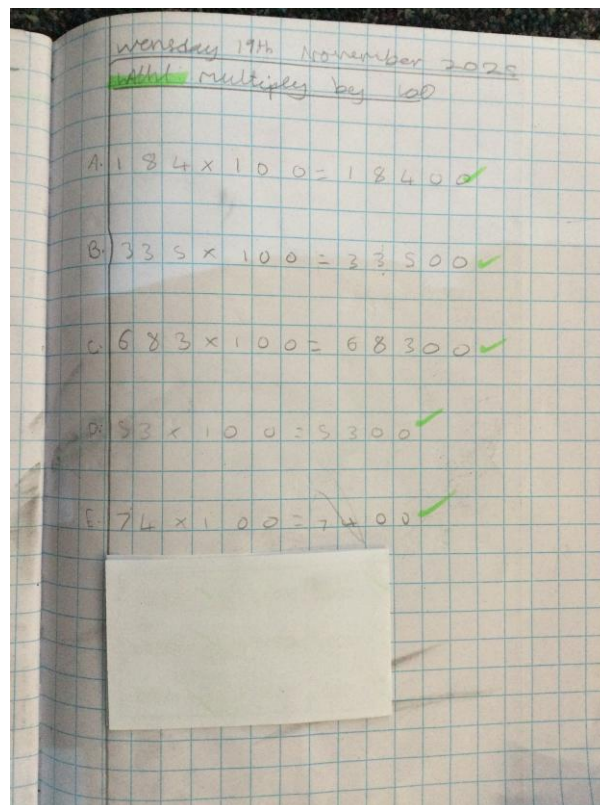
This week we have continued our learning of multiplication and division. We have learnt how to multiply numbers by 10 and 100. Although the children can use their knowledge of the 10 and 100 times tables, they have been practising moving digits along a place value chart to make it 10 or 100 times bigger. Below you can see some of the children's work and how they applied their new skill to reasoning questions.

Christmas Production:

As you are aware, we have begun preparations for the Y3/4 Production. Earlier this week we sent home some costume suggestions for each character. These are just suggestions so anything you find at home that you think might be suitable will be absolutely fine. We will be making some of the costume pieces and props in school too.

Can costumes be in school by Friday 5th December please. All items need to be individually labelled and in a labelled bag to make sure they don't get lost.

Thanks



Wednesday 17th November 2025
 Multiply by 100

A. $184 \times 100 = 18400$ ✓
 B. $335 \times 100 = 33500$ ✓
 C. $683 \times 100 = 68300$ ✓
 D. $53 \times 100 = 5300$ ✓
 E. $74 \times 100 = 7400$ ✓

$800 \times 10 = 8,000$	$820 \times 100 = 82,000$	$560 \times 10 = 5,600$
$610 \times 10 = 6,100$	$28 \times 1000 = 28,000$	$433 \times 1000 = 433,000$
$190 \times 1000 = 190,000$	$700 \times 10 = 7,000$	$100 \times 100 = 10,000$

Wednesday 18th November 2025
 Multiply by 100

$64 \times 10 = 640$
 $10 \times 38 = 380$
 $49 \times 10 = 490$
 38
 49
 490

Use the base 10 to complete the number sentences.
 $3 \times 1 \text{ hundred} = 300 \text{ hundreds}$
 $3 \times 100 = 300$

Complete the number sentences.
 $2 \times 100 = 200$
 $100 \times 6 = 600$
 $500 = 4 \times 100$
 $200 = 100 \times 2$

Write < > or = to compare the multiplications.
 75×100 (1) 75×10 460×10 (2) 100×47
 39×100 (3) $39 \times 10 \times 10$ 10×420 (4) 42×100

There are 8 jars.
 Each jar contains 100 drawing pins.
 How many drawing pins are there altogether? 800

Work out the multiplications.
 a) $2 \times 100 = 200$ c) $100 \times 8 = 800$ e) $100 \times 10 = 1000$
 b) $4 \times 100 = 400$ d) $5 \times 100 = 500$ f) $20 \times 100 = 2000$

There are 7 boxes of 100 crayons. 700

Which calculation works out the total number of crayons? 700

Match the pictures to the multiplications.
 Work out the multiplications.

7.11.2020

$50 \times 10 = 500$
 $60 \times 10 = 600$
 $70 \times 10 = 700$
 $80 \times 10 = 800$
 $90 \times 10 = 900$

$30 \times 10 = 300$
 $40 \times 10 = 400$
 $50 \times 10 = 500$
 $60 \times 10 = 600$
 $70 \times 10 = 700$
 $80 \times 10 = 800$
 $90 \times 10 = 900$

$100 \times 10 = 1000$
 $200 \times 10 = 2000$
 $300 \times 10 = 3000$
 $400 \times 10 = 4000$
 $500 \times 10 = 5000$
 $600 \times 10 = 6000$
 $700 \times 10 = 7000$
 $800 \times 10 = 8000$
 $900 \times 10 = 9000$

Work out the multiplications:
 A. $2 \times 1 = 2$
 B. $3 \times 1 = 3$
 C. $4 \times 1 = 4$
 D. $5 \times 1 = 5$
 E. $6 \times 1 = 6$
 F. $7 \times 1 = 7$
 G. $8 \times 1 = 8$
 H. $9 \times 1 = 9$

What do you notice?

I have noticed that
 the more you multiply
 by 10, the more the
 number becomes.
 It's like you're
 adding a zero to the
 end of the number.
 For example, $2 \times 10 = 20$,
 $3 \times 10 = 30$, $4 \times 10 = 40$,
 $5 \times 10 = 50$, $6 \times 10 = 60$,
 $7 \times 10 = 70$, $8 \times 10 = 80$,
 $9 \times 10 = 90$.

Wednesday 19th November 2020

WALAT multiply by 100

1. $184 \times 100 = 18400$
 2. $335 \times 100 = 33500$
 3. $683 \times 100 = 68300$
 4. $534 \times 100 = 53400$
 5. $74 \times 100 = 7400$

Four children are using base 10 to make numbers.
 The table shows how many of each piece they use.

	Number of 100s	Number of 10s
Eva	17	0
Ron	15	8
Dexter	16	15
Whitney	0	170

a) What number has Eva made?
 b) Who has made the greatest number?
 c) Whitney has made the same number as Eva.
 She used hundreds and tens.
 What pieces could Whitney have used?
 Write your answer in the table.
 Are there any other answers? Talk about it with a partner.

A. $17 \times 100 = 1700$
 $0 \times 10 = 0$
 1700

B. $15 \times 100 = 1500$
 $8 \times 10 = 80$
 $1500 + 80 = 1580$

C. There are more answers because you can times a number between 10 and 16 then the amount of 10s or 100s but you put a zero on the end and times it by 100.

$16 \times 100 = 1600$
 $15 \times 10 = 150$
 $1600 + 150 = 1750$

Four children are using base 10 to make numbers.
The table shows how many of each piece they use.

	Number of 100s	Number of 10s
Eva	17	0
Ron	15	8
Dexter	16	15
Whitney	15	17

- a) What number has Eva made?
b) Who has made the greatest number?
c) Whitney has made the same number as Eva.

She used hundreds and tens.
What pieces could Whitney have used?
Write your answer in the table.

Are there any other answers? Talk about it with a partner.

a) 1,700

b) Dexter

c) 1,610

1,520

1,430

1,340

1,250

1,160

1,070

950

890

7100

6110

5120

4130

3140

2150

1160

0170

Super investigating!

Monday 19th November 2025.
NAE 1T multiply by 10.

$56 \times 10 = 560$ ✓

$61 \times 10 = 610$ ✓

$35 \times 10 = 350$ ✓

$25 \times 10 = 250$ ✓

$736 \times 10 = 7360$

Filip runs 80 m. $1500 \div 80 = 80$
Kim runs 10 times as far. $K = 800$
How far do they run altogether? 800

42 cm
The green ribbon is 10 times as long as the red ribbon.
The length of the green ribbon is 420 cm.

$42 \times 10 = 420$

$80 \times 10 = 800$

- Complete the calculations.
- a) $45 \times 10 = 450$
 - b) $36 \times 10 = 360$
 - c) $780 = 10 \times 78$
 - d) $31 \times 10 = 310$
 - e) $10 \times 14 = 140$
 - f) $400 = 40 \times 10$
 - g) $32 \times 10 = 10 \times 32$
 - h) $670 = 2 \times 5 \times 10$

80
800
1500

Year 5

In Computing this week, Year 5 have been learning how filmmakers use different camera shots to tell a story. We explored lots of techniques such as close-ups, mid-range shots, long shots, action shots, and even high and low angles. The children had great fun using iPads to film each other and try out these new skills in real life! It was brilliant to see them experimenting, directing their classmates, and discussing which shots worked best. We can't wait to start putting our clips together and seeing the finished results later in the unit.





Year 6

Year 6 experienced a residential trip that was energising and unforgettable. Throughout the three days, every child demonstrated leadership, compassion, kindness, and strong friendship, qualities that will enrich our classrooms and the wider Oldbury Park community. They returned with a toolkit of skills aligned with our aspirations, touching on resilience and collaboration, and metacognitive. The activities—caving, abseiling, and fencing—pushed them to persevere, problem-solve, and support one another, embodying the values of excellence, creativity, respect, community and integrity. These experiences will feed into learning across subjects, strengthen oracy, reasoning, and enquiry. A huge thank you to the children for their outstanding attitudes, and to the parents and carers for a fantastic experience and a wonderful end to the week.







MAB

Our Year 6 boys had a brilliant time on their residential — they represented the school so well, and we're incredibly proud of them.

We've had another lovely week at the farm. Even though it was a chilly one, the children enjoyed seeing the tractor in action and learning more about how it's used for the daily jobs around the farm.

Back in Forest School, the children wrapped up warm and threw themselves into the activities with great enthusiasm, making the most of their time outdoors.

































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.

Children in Reception eyfparents@oldburypark.crst.org.uk (Miss Molloy)

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

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

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

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