

# Oldbury Observer - Summer Term Edition 3

## Mr Irving's Comment

You will, I hope, be aware of a great deal of effort and energy that has been invested in our school building and grounds over the last 18 months. Improvements, including the refurbishment of the KS1 hall floor, a new perimeter fence, LED lighting throughout the school, the creation of a dedicated art studio and library, along with a lot of interior decorating, have all made our school somewhere to be proud of. This focus on the site will continue over the coming months with the dining room floor set to be refurbished and new flooring in our Reception classrooms, to give just two upcoming examples. My thanks to Mr Davies (our Site Manager) and the Estates Team at CRST for supporting our ongoing work.

I have seen teaching and learning in every year group this week, with a focus on writing. In every class I visited, the children were proud to talk about their work, knew which skills they were developing, and understood how to get help if they needed it. Well done to all of the children, and staff, for a great attitude to writing.

## Summer Fayre

Summer Fete Save the date: our Summer Fete is set to take place after school on Friday, 3rd July. We will share details of the event very soon, but in the meantime, we ask for your support with donations, which you always offer so generously.

- Tuesday 19th May: Bottles
- Tuesday 2nd June: Toys, games, and teddies
- Tuesday 16th June: Sweets

Please note that these days are **not** non-uniform days. Thank you.

## School Trips - Voluntary Donations

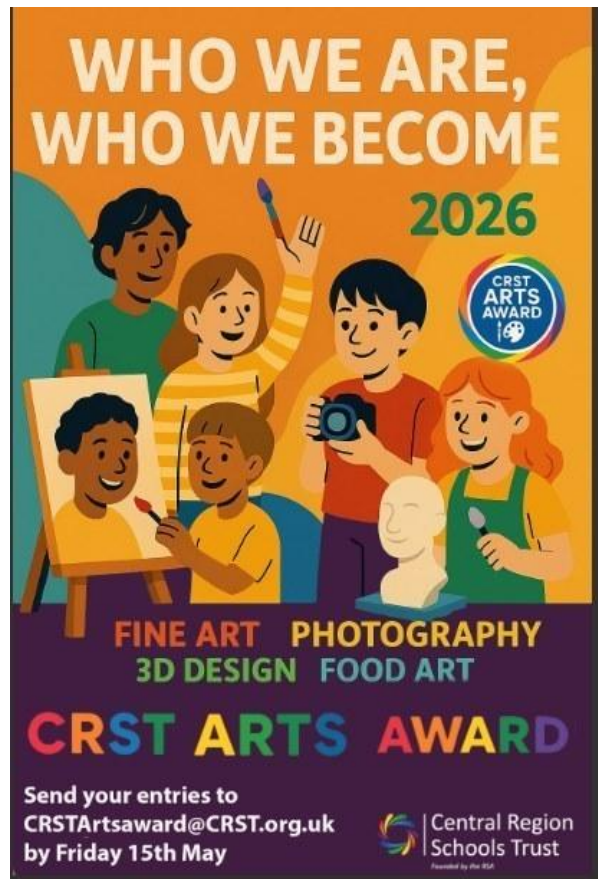
School Trips - Voluntary Donations We believe in the value of educational trips to help us support learning, to engage and enthuse our children, and to make happy memories. We are committed to planning and arranging these, always with an awareness to keep costs as low as possible and to ensure the trips are worthwhile. In recent months, many trips have not attracted sufficient voluntary contributions, and therefore the school is obliged to make up the significant shortfall. Several trips this year have meant the school has incurred costs in

the region of £250 each time – quickly mounting up. Whilst contributions are voluntary, we respectfully ask that everyone who is able to contribute does so in order that we are able to continue to offer these enriching opportunities. Please note, we do not use Pupil Premium income to subsidise school trips; much of this money is used to employ support staff to assist children in their day-to-day learning. Families who are concerned about making a contribution are encouraged to reach out to us.

## CRST Arts Award

Every child in the Central Region Schools Trust (over 7000 pupils) is invited to enter this year's CRST Arts Award. This is the first year that the competition is open to the primary schools in the trust and I would love the children of Oldbury Park to embrace this opportunity. The Arts Award is designed to be broad in scope – entries can be in many different formats including 2D work (drawings, paintings, collage, photographs, pastels), 3D work (models, clay, textiles), and even food art (previous years have seen decorated cakes). This year's competition theme is **WHO WE ARE, WHO WE BECOME**. How this is interpreted is part of the process and so the children can consider this title in their own way. Every child entering will certainly benefit from support at home – both in planning an idea and then creating something they can feel really proud of. The title WHO WE ARE, WHO WE BECOME lends itself well to thinking about identity – this could be as an individual, as a school, as a city, county or even globally. Children may want to reflect on ideas such as **growth, ambition, aspiration and hopes for the future**. This competition is organised centrally by CRST with all entries being submitted by way of a photograph sent to [crstartsaward@crst.org.uk](mailto:crstartsaward@crst.org.uk). There are prizes for each age category and the submissions are uploaded into a virtual art exhibition.

We are sending details of this opportunity to you in a separate email.



## Attendance - IMPORTANT for ALL Families

As we move towards the end of the year, we follow a careful monitoring process where attendance is concerned and try to support children and families to avoid falling into the 'persistently absent' category. A child who misses approximately 19 days in a school year will be classed as persistently absent (less for pupils joining part way through the year). This is a figure local and national government follow carefully. Pre-Covid, national levels and indeed that of Oldbury Park were below 10%. Post Covid the school figure peaked at nearly 23%. Currently, approximately 13% of our children are on track to be persistently absent. We would like this figure to be nearer 10%. To help achieve this, please ensure children are only absent when it is completely unavoidable. We would urge you to take holidays in holiday time, not to take occasional days for birthdays and to, where possible, book dentist and doctor visits after school time. Research has found that children find missing school difficult as they have missed key learning, they worry about friendships and miss out of exciting opportunities.

Thank you for your continued support.

Mr Williams

## The Week Ahead

**Monday 4th May - SCHOOL CLOSED - May Day Bank Holiday**

Friday 1st May - Year 5 to Worcester University for drama workshop

## School Dates

**Week commencing 11th May - Year 6 SATs Week**

**Tuesday 19th May - 2:45pm - Y2 Read-a-long session, parents are invited in to a Reading session alongside your child (more information to follow)**

**Wednesday 20th May - 2:45pm - Y1 Read-a-long session, parents are invited in to a Reading session alongside your child (more information to follow)**

**Thursday 21st May - Reception Class Assembly for parents - 2.30pm**

**Wednesday 3rd June - Year 3 trip to Nature in Art - Art Gallery (Letter to follow)**

**Friday 5th June - Year 1 trip to Bishops Wood (Letter will follow soon)**

**Tuesday 9th June - Y3 Read-a-long session, parents are invited in to a Reading session alongside your child (more information to follow)**

## 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

### Year 3 - Plea for shoe boxes!

Year 3 are getting creative next Friday (8th May) to celebrate David Attenborough Day. If you have any spare shoe boxes at home, please could these be sent in to Year 3. Ideally we need 60+ so every child can make their own diorama. Thank you.

### Oldbury Park vs Nunnery Wood Netball

This week, our girls' netball team took part in an exciting match and represented the school brilliantly. The team played fantastically, showing great determination, teamwork and skill throughout both games. Their sportsmanship was excellent, supporting one another and playing with a positive attitude from start to finish. They also looked the part in their fantastic new kit, which they wore with pride. The league match was incredibly close, finishing 6–5 to Nunnery Wood in a very tight and competitive game. Despite this, the team showed resilience and perseverance! Our other team won their friendly match 7–4, which was a brilliant achievement! Well done to all the players for their effort, teamwork and outstanding attitude – you represented the school superbly!



## Reception

Both classes had a fantastic time on their visits to Churchfields this week. It was really interesting to learn about how Churchfields produce their ice cream and their salt. The staff at Churchfields were so knowledgeable and the children demonstrated super listening skills. Whilst we were there, we were able to explore the farm and feed the goats and sheep. We were also lucky enough to see the Highland Cows and their new baby calf! In the afternoon, there was time to follow the fairy trail and have a play in the play area. We had lots of fun, especially jumping on the bouncy pillows!



































## Reception Chickens

On Monday this week Reception welcomed some chicken eggs into class. Over the last week we have watched them hatch and looked after their needs. We will carry on looking after the chicks until Thursday 7th May.



[1 - 20260430\\_065058000\\_iOS 1.MP4](#)

*Please click the link above to watch one of the chicks crack out of her shell.*







Year 1



















## Year 2

This week Year 2 finished a hot write based on Jack and the Beanstalk. After planning and practise, the children wrote their own twists — from glowing beans to towering, twisty stalks and surprising endings. We loved their imaginative vocabulary and clear sequencing. Thank you for supporting their creativity.

We also went on our Geography local walk around St John's in the glorious sunshine. The children were about to spot different features of the landscape and identify whether they were human or physical features. It was a lovely afternoon!





27.4.26 Hot Write 28.4.26 Edit  
 Use your plan of twists to write your own twisted version of the opening of Jack and the Beanstalk.

- Use possessive apostrophes
- Use effective adjectives
- Use past tense verbs correctly.

Once upon a time Jack lived with his mother in an ~~old~~ <sup>old</sup> cottage. One day Jack's mother told Jack to sell ~~the~~ <sup>her</sup> cow ~~and~~ Daisy. He went to the Sweet Shop and he met an old man. And ~~said~~ <sup>said</sup> I will swap your cow for six ~~magical~~ <sup>magical</sup> & jolly beans then Jack went home to his ~~at~~ house. His mother was ~~a~~ <sup>a</sup> cross and his mother ~~from~~ <sup>from</sup> the beans ~~out~~ <sup>out</sup> of the window. The next morning there was a ~~gigantic~~ <sup>gigantic</sup> ~~5~~ <sup>5</sup> ~~low~~ <sup>low</sup> bean ~~low~~ <sup>low</sup> stalk. Jack ~~climbed~~ <sup>climbed</sup> up the stalk & at the top there was a castle.

27.4.26 Hot Write 28.4.26 Edit  
 Use your plan of twists to write your own twisted version of the opening of Jack and the Beanstalk.

- Use possessive apostrophes
- Use effective adjectives
- Use past tense verbs correctly.

Once upon a time Jack and his ~~mother~~ <sup>mother</sup> lived in a ~~small~~ <sup>small</sup> house. One day one early morning Jack ~~was~~ <sup>was</sup> told to sell his cow Daisy he felt sad because ~~so~~ <sup>so</sup> he and ~~his~~ <sup>his</sup> ~~mother~~ <sup>mother</sup> were ~~poor~~ <sup>poor</sup> & ~~he~~ <sup>he</sup> ~~was~~ <sup>was</sup> ~~hungry~~ <sup>hungry</sup>. He took a ~~short~~ <sup>short</sup> cut to the shop it was ~~so~~ <sup>so</sup> long that he ~~reached~~ <sup>reached</sup> a waterfall and met an ~~old~~ <sup>old</sup> man. The old man told him to reach in the water for it and give ~~him~~ <sup>him</sup> five magical gems Jack was so excited he ran ~~back~~ <sup>back</sup> home and told his mother that his ~~mother~~ <sup>mother</sup> was ~~poor~~ <sup>poor</sup> & ~~hungry~~ <sup>hungry</sup> and ~~from~~ <sup>from</sup> the waterfall.

the gem out the window and  
 the next day Jack for a giant  
 gem starts Jack of mind it does  
 or the man in red get blame

Gap Analysis Target	
What do I need to do to improve my writing?	
✗ I can use my spelling card.	the wts
• I can use capital letters and full stops correctly.	Aa •
✗ I can use different conjunctions.	and
✗ I can use suffix words -ly -ful -ness	




27.4.26 Hot Write 28.4.26 Edit  
 Use your plan of twists to write your own twisted version of the opening of Jack and the Beanstalk.

- Use possessive apostrophes ✓
- Use effective adjectives ✓
- Use past tense verbs correctly ✓

Once upon a time there lived  
 a Mum and son. There was a  
 boy named Jack. one day Jack's  
 Mum said go sell Daisy.  
 On his way to the market  
 he met a black, mysterious  
 man. The man gave Jack five  
 magic beans that shone  
 in the day. When Jack got  
 arrived home Jack's man  
 was angry. Jack's man  
 was angry. She sent  
 Jack to bed with no dinner.  
 Jack was sad. The next morning  
 there was a big bean  
 stalk.




Jack was amazed be it.

Gap Analysis Target  
What do I need to do to improve my writing?

- I can use my spelling card. 
- I can use capital letters and full stops correctly. 
- I can use different conjunctions. 
- I can use suffix words -ly -ful -ness

27.4.26 Hot Write 28.4.26 Edit

Use your plan of twists to write your own twisted version of the opening of Jack and the Beanstalk.

- Use possessive apostrophes. 
- Use effective adjectives. 
- Use past tense verbs correctly. 

One morning there lived a boy called Jack  
he lived with his mum in a little cottage  
his mum told him to go sell Daisy  
for money so Jack was walking to the  
market. He met an old man the  
man asked if he had the cow for  
five magical fruits when Jack got home  
his mum was furious she threw the fruits  
out the window and sent him without  
supper. The next morning there was a  
gigantic flower out side it was ~~purple~~ but  
there was a green goblin at the top X  
it said fee fi fo fum I can smell an  
English man and Jack climb the  
flower as soon as his mum blinks his

was up the flower Jack stole  
 the hen and the chicken ~~had~~ laid  
 gold eggs. who laid

eggs  
 Money x3 Money money money  
 market x3 market market market  
 could x3 could could could  
 have x3 have have have

Gap Analysis Target

What do I need to do to improve my writing?

- ✘ I can use my spelling card. Sp
- ✘ I can use capital letters and full stops correctly. Aa
- ✘ I can use different conjunctions. and

Daisy had a gang of when she  
 went down the street.

Once upon a time Jack  
 one morning in Jack's  
 old mother told him to sell  
 Daisy the cow Jack was  
 but he had  
 Daisy on his  
 way to the market all  
 of a sudden Jack  
 dark enchanted castle it was  
 and in  
 the enchanted  
 there was a man  
 in black who told Jack  
 he wanted to trade

28.9.25 Edit

Use your plan of twists to write your own twisted version of the opening of Jack and the Beanstalk.





- Use possessive apostrophes.
- Use effective adjectives.
- Use past tense verbs correctly.

Daisy the cow for  
 5 magical rainbow  
 beans. When Jack  
 arrived his mother  
 was furious and she  
 threw the beans out  
 of the window. And  
 Jack did not have  
 any supper Jack was  
 hungry the next morning  
 in the garden there  
 was a long stalk  
 it was a rainbow stalk  
 Jack was shocked so  
 he went out - sided  
 when his mum was  
 not looking. As he  
 reached the top there  
 was a huge ogre it was


a gummy bear monster

trade x3 trade trade trad  
 outside x3 outside outside outside

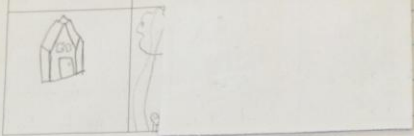
Gap Analysis Target  
 What do I need to do to improve my writing?

- I can use my spelling card. 
- I can use capital letters and full stops correctly. 
- I can use different conjunctions. 
- I can use suffix words -ly -ful -ness 

28.4.26 WALHT make predictions about characters and events.



I think that



Oak ORE wood mansion <sup>more</sup> mushrooms  
 broken <sup>Window</sup> <sup>holes</sup> spooky tree spoly mushroom sta  
 To mushroom <sup>ghoste</sup> man cottage half

27.4.26 Hot Write 28.4.26 Edit

Use your plan of twists to write your own twisted version of the opening of Jack and the Beanstalk.

- Use possessive apostrophes.
- Use effective adjectives.
- Use past tense verbs correctly.

Once upon a time

Once upon a ~~point~~ <sup>point</sup> time Jack and his mother  
 lived in an Oak wood house. <sup>One</sup> man  
~~they~~ had breakfast then they and Jack  
 told Jack to sell Daisy for some money  
 and Jack did it. <sup>when</sup> Jack was walk

Daisy to the super market for some money  
~~he~~ was an old man and Jack <sup>was</sup> in his  
 hand he <sup>go</sup> mushrooms in his hand and  
 Jack ~~say~~ said to the old man I will swap  
 the cow for the mushrooms said Jack swap  
~~with~~ Daisy for the mushrooms and he  
 Jack went <sup>home</sup> ~~home~~ <sup>home</sup>. Jack's mum was  
 so angry she sent Jack to <sup>sleep</sup> ~~with~~  
 out any <sup>supper</sup> ~~supper~~ and she ~~threw~~ <sup>threw</sup>  
 the mushrooms out of the window. The next  
 morning a <sup>huge</sup> ~~big~~ mushroom stalk was  
 in the <sup>garden</sup> ~~garden~~

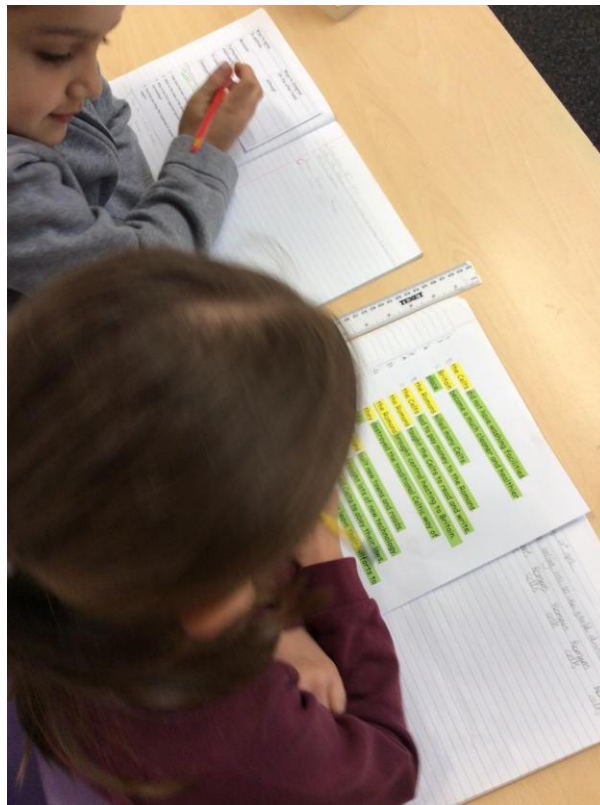
angry x3 angry angry angry  
 supper x3 supper supper supper  
 garden x3 garden garden garden

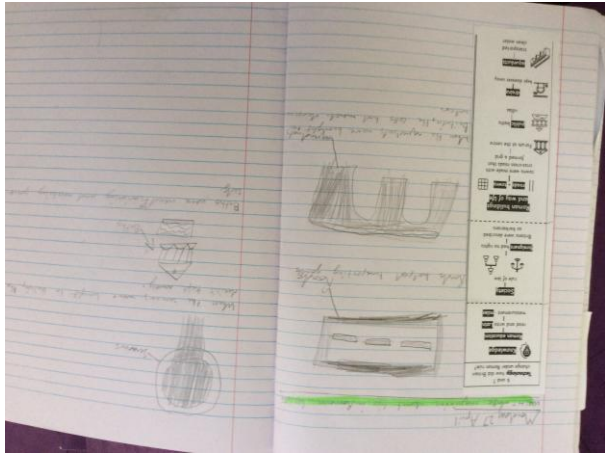
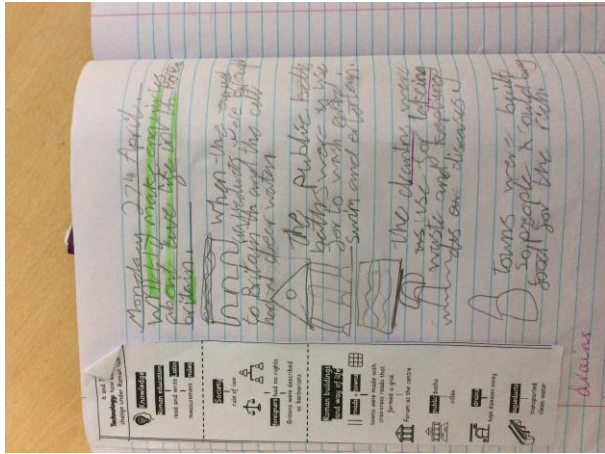
## Year3

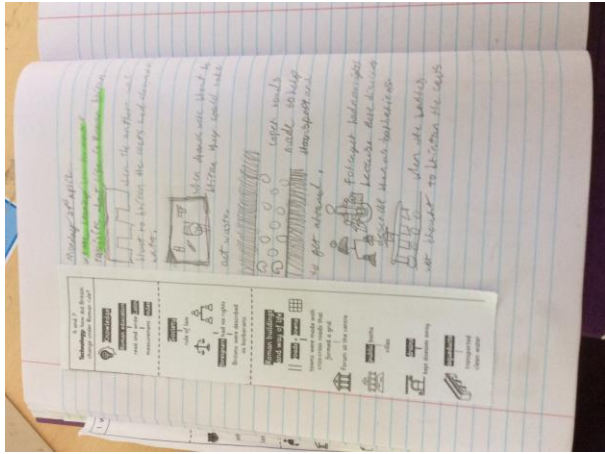
In Maths, the children worked on interpreting and drawing pictograms, before progressing to reading and understanding bar charts. They began with one-step questions and then moved on to more challenging two-step problems, building their confidence in interpreting data. Throughout the week, Number Sense sessions and calculation challenges supported the children in developing fluency and accuracy.

In English, the children were introduced to the concept of a balanced argument through an oral lesson, where they explored sentence stems and discussed ideas linked to our Roman topic- Were the Romans right to invade Britain? They then built on this by writing sentences using fronted adverbials to help sequence their ideas, including identifying three positive and three negative points about the Roman invasion. Later in the week, the children focused on extending their sentences and began their first draft of a piece of writing, applying the skills they have been developing.

In History, the children developed their understanding of the Roman invasion in greater depth, exploring both the positive and negative impacts on Britain. They considered how the Romans improved aspects of life, such as roads, towns and sanitation, while also recognising the challenges faced by the Celts, including loss of freedom and changes to their way of life. The children used this knowledge to support their balanced arguments in English, making links across the curriculum. They also began to justify their opinions, explaining whether they believed the Roman invasion was ultimately beneficial or harmful, using evidence to support their ideas.







Tuesday 28<sup>th</sup> April  
 (W) WALLS use granted adverbials with a comma.

Romans      Romans      Romans  
 Celts      Celts      Celts

The Romans killed many Celts. However, they destroyed the traditional Celtic way of life because they wanted to invade.

The Romans forced Celts to obey their laws. It could be argued that the Celts had to pay money to the Romans.

The Celts did not have washing facilities. On the other hand, the Romans brought lots of new technology, such as baths and sewers.

Britain became a much cleaner healthier place. Moreover, the Romans taught them how to read and write.

(14) WALL was started about 70 AD.  
 x this Tuesday 28<sup>th</sup> April.

Romans Romans Romans  
 Cells cells cells

However, Britain became a  
 place where the Romans  
 killed many Celts.

In addition, the Romans killed  
 many Celts.

Covered the Romans were  
 not well as new technology.

whereas the Romans forced  
 Celts to obey their laws.

In addition, the Romans destroyed  
 the traditional Celtic way of life.

Furthermore, the Romans  
 destroyed all the  
 walls of the Celts.

In addition, the Romans  
 forced the Celts to live in Roman  
 towns.

WALL was started about 70 AD.  
 x this Tuesday 28<sup>th</sup> April.

Romans Romans Romans  
 Cells cells cells

The Celts did not have washing  
 facilities, although they were trying to  
 be sanitary.

It could be argued that the  
 Celts did not have washing facilities.

On the other hand, Britain was a  
 cleaner and healthier place.

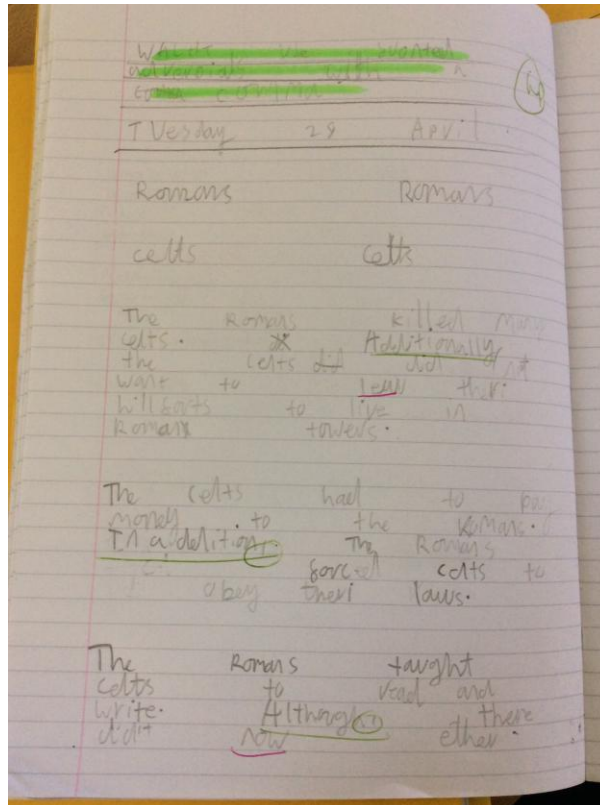
Additionally, the Romans taught the  
 Celts to read and write.

whereas the Romans killed many  
 Celts.

Conversely, they destroyed the  
 traditional Celtic way of life.

In addition, the Romans forced the  
 Celts to obey their laws.

Romans  
 additionally



## Year 4

Over the last few weeks, we have begun learning about Environmental Regions in Geography. There are 6 major environmental regions and we have been exploring what they are and where they are. Our learning has taken us through Europe, where there are 4 major environmental regions: Temperate, Mediterranean, Snow and Polar. This week we have explored the environmental regions of Russia, where we found much of it is snow region. Because of this, the human geography of Russia is different across the country. Similarly the physical geography of the country has also impacted how people use the land. Below you can see some of our maps where we used atlases to create our own human and physical geography map of Russia.

### Multiplication Tables Check

We are fast approaching the MTC which is happening in June. Now is the time to really encourage your child to cram in some practise please. Five minutes a day (or as often as possible) on TT Rockstars would be ideal but any ad-hoc quick-fire questioning or paper-based challenges will also be of benefit. The more the children can do now, the more relaxed they will be on the day of the test. Thank you for all your support with this and enjoy the long weekend.



**Ranking**

Rank the major environmental regions from most to least inhabitable for humans. Give reasons for your answers.

M. Desert  
 M. Temperate  
 Mediterranean  
 Snow  
 Equatorial  
 L. Arctic  
 L. Polar

I chose this order because Temperate has all the seasons so it is best and I put Polar last because there will still be a bit of growth (meat) in Arctic but also meat. I also chose mediterranean next because it is not too cold but it does get a bit hot. I chose snow next because it has 2 different ones then Equatorial just hot.

**Sorting**

Use your maps to sort the wildlife below into the appropriate environmental regions.

- coffee plant
- penguin
- cactus
- deer
- frog
- snake
- bear
- parrot

Challenge: explain why some of these animals fall into more than one category.

coffee plant - Equatorial  
 Frog - Equatorial, Temperate and Mediterranean  
 Penguin - polar  
 Snake - Temperate - Mediterranean - Equatorial - Snow  
 cactus - Arctic - Mediterranean  
 bear - Temperate - Snow - polar  
 deer - Temperate - Mediterranean - Snow  
 Parrot - Equatorial - Mediterranean

<p><b>Temperate</b></p> <p>Warm or hot summer cooler winters</p>	<p><b>Mediterranean</b></p> <p>Hot dry summer winter is cooler with some rainfall, but hardly any frost</p>
<p><b>Snow</b></p> <p>Long cold winter summer is short with rapid changes in the spring &amp; autumn</p>	<p><b>Polar</b></p> <p>Very, very cold cold as -60 °C in Arctic</p>
<p><b>Equatorial</b></p> <p>Tropical warm and wet Tropic of Cancer Equator Tropic of Capricorn</p>	<p><b>Deserts</b></p> <p>hottest and driest regions with little or no rainfall</p>

<p><b>Temperate</b></p> <p>Warm or hot summer cooler winters</p>	<p><b>Mediterranean</b></p> <p>Hot dry summer winter is cooler with some rainfall, but hardly any frost</p>
<p><b>Snow</b></p> <p>Long cold winter summer is short with rapid changes in the spring &amp; autumn</p>	<p><b>Polar</b></p> <p>Very, very cold cold as -60 °C in Arctic</p>

**Challenge: Can you find any countries that have more than one environmental region? Explain why this might be.**

**Polar**

- Iceland
- Russia
- Norway
- Sweden

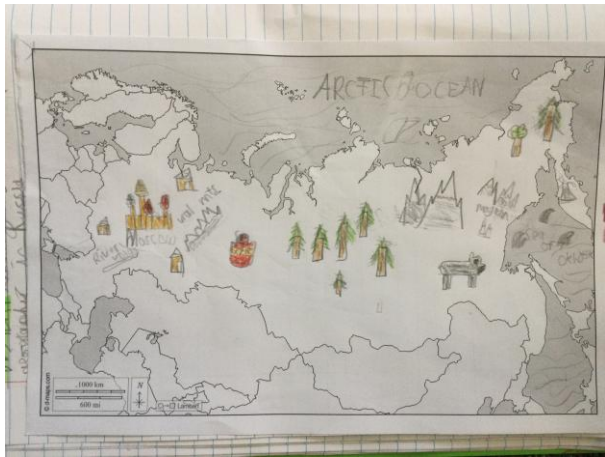
**Temperate**

- UK
- Poland
- UKRAINE

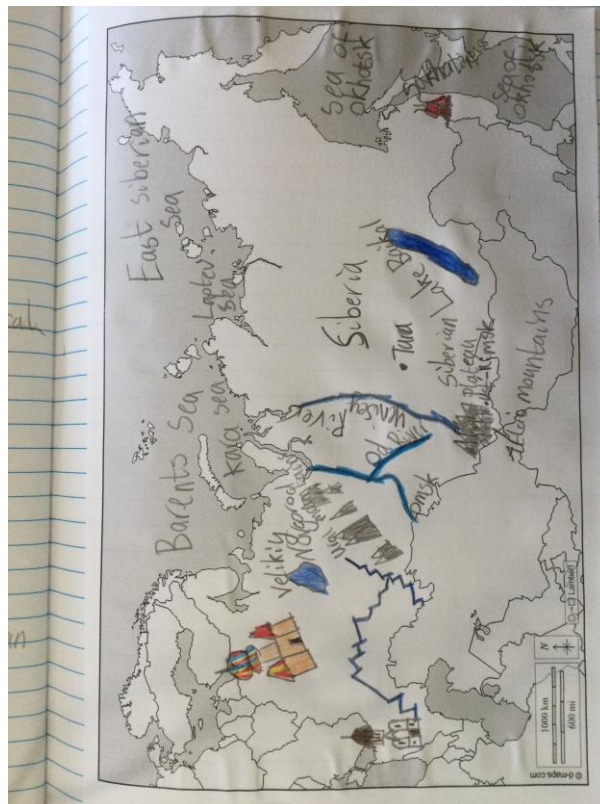
**Mediterranean**

- Greece
- ITALY
- Madrid





A well presented map (1hp)



## Year 5

We have had another busy week in Year 5. In English, the children have been learning about formal and informal language and writing a speech using their new skills. In Maths, they have enjoyed lots of practical learning using protractors to measure angles and then drawing their own to measure. In Science we have begun to learn about living things and their habitats and this will fit in nicely with our sessions in the forest where we will consider what animals and plants might live there and why.

The children have also thoroughly enjoyed Computing over the past few weeks; they have been using PowerPoint to create images with shapes and colours.

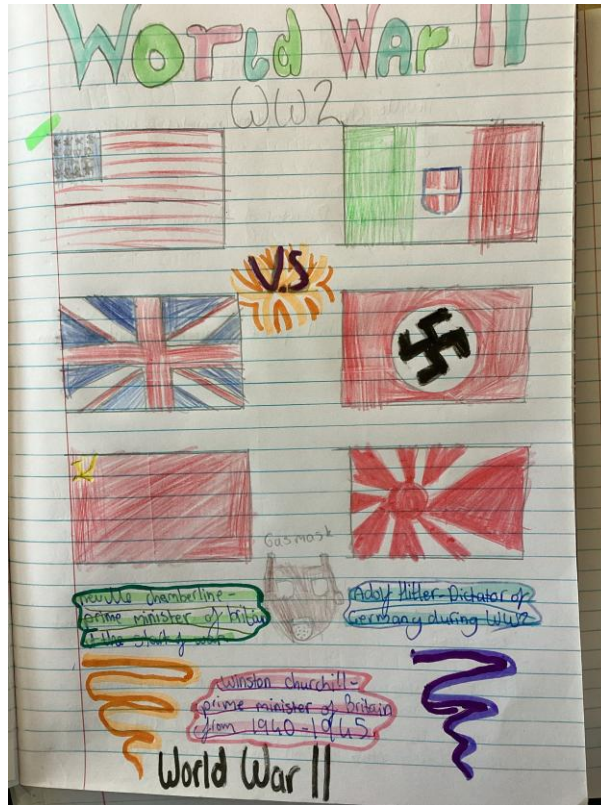
This week has also seen many more of the Year 5 children complete their Bikeability sessions. The children thoroughly enjoyed their day and showed excellent road and bike safety skills.

Nelson also enjoyed their time in the forest this week.



## Year 6

What a productive week it's been in Year 6! In English, we've been mastering the art of non-chronological reports, focusing on the effective use of bullet points and refining our formal, informative language skills. Maths saw us kick-start our SATs consolidation, revisiting key topics and strengthening the skills we've developed throughout the year. Our history lessons transported us back in time to explore the compelling stories of evacuation during wartime, while in science, we delved into the incredible discoveries of William Harvey and how he revolutionised our understanding of the human body. We're so proud of all the hard work and engagement from the children, and we hope you all have a truly enjoyable and safe Bank Holiday weekend!

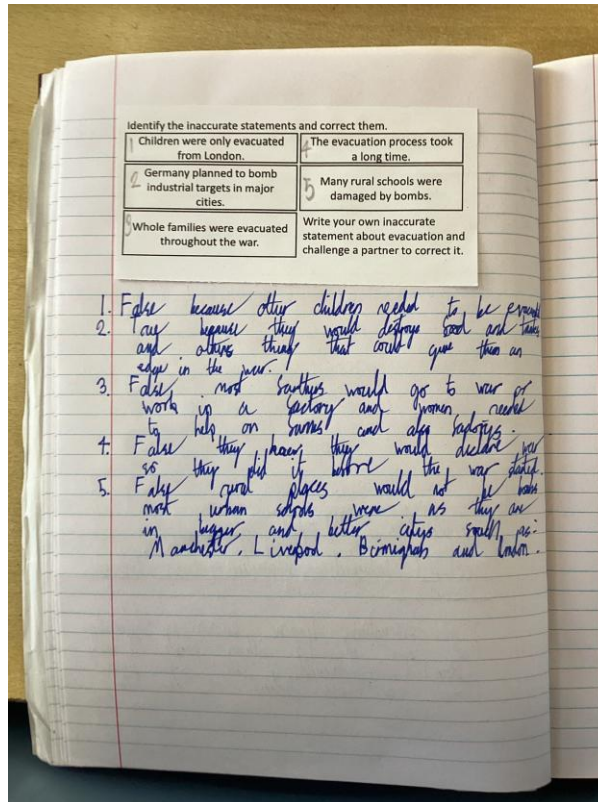


Tuesday 28<sup>th</sup> April 2026  
 WWII internet information from different sources.

This evacuation became known as 'Operation Pied Piper' and 1.5 million people (mostly children) were evacuated to safe, rural places before war was declared a days later.

Identify the inaccurate statements and correct them.	
1 Children were only evacuated from London. (F)	2 The evacuation process took a long time. (F)
3 Germany planned to bomb industrial targets in major cities. (T)	4 Many rural schools were damaged by bombs. (F)
5 Whole families were evacuated throughout the war. (F)	Write your own inaccurate statement about evacuation and challenge a partner to correct it.

1 False because they were also evacuated generally around the country.  
 2 False because the evacuation took a few months.  
 3 True because they were factories to create ammo, stretchers and guns.  
 4 False because rural means in the country side and they 1.5 million people got evacuated to the country-side.  
 5 False because men stayed to fight in the war.



## Year 6 Leavers' Photos

If you would like to send in some photos for the Leavers' Assembly in July, please send a maximum of 5 photos to [UKS2parents@oldburypark.crst.org.uk](mailto:UKS2parents@oldburypark.crst.org.uk) by July 2nd. I know this is an early request, but the coming weeks and months will be very busy for all concerned. Thank you to those parents who have already sent photos in.

In case you are a bit uncertain, it is an Oldbury Park tradition to share photos of the Year 6 Leavers after the conclusion of the Leavers' Assembly on July 17th. We encourage old school pictures, pictures with friends (outside of school), traditional Reception 'doorstep' photos or just a range of photos of your child growing up. It provides a lovely few minutes where parents and children can reminisce over the past 7 years and even shed a tear or two! If your child previously attended a different school, we still welcome these photos as it is all part of their primary school journey.

If you have any questions, please do not hesitate to get in touch.

Mr Williams

MAB

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.crst.org.uk](mailto:office@oldburypark.crst.org.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 [eyfsparents@oldburypark.crst.org.uk](mailto:eyfsparents@oldburypark.crst.org.uk) (Mrs Davies)

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

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

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

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