

Oldbury Observer - Summer Term Edition 5

Mr Irving's Comment

As a school community we can feel very proud of our Year 6 pupils who approached their end of Key Stage 2 assessments (SATs) with a brilliant attitude this week. All of our pupils undertook their tests in a calm, positive way and they demonstrated great determination and focus each day. We were particularly proud of the children for not only their focus but also for giving each other the best chance of success by their mutual kindness and respect. My thanks to the families of our Year 6 pupils for supporting the children so ably and to the school team for ensuring the week ran smoothly. We must all remember that whilst the SATs are a feature of Year 6, they are a measure of how the children have progressed during their time in primary school – every week of every term of every year of builds towards this, as does the concerted joint efforts of all staff and every parent. High levels of attendance, plenty of home reading and engagement with home learning along with high expectations for behaviour all support children in arriving at the end of Key Stage 2 with confidence in themselves. For every year group, it is a busy time of year with lots of events to come; as a school we are motivated to offer you opportunities to engage directly with school and to come in for various events. We are aware, however, that your commitments sometimes make it challenging to attend everything and we do appreciate your support when you are able to do so. Have a lovely weekend.

Safety and courtesy

Last week we asked everyone in our community to ensure that we are considerate and courteous on the way to and from school, particularly with regard to idling engines, smoking and dogs close to the gate – thank you for your support. You may find some of the links below useful for refreshing your thinking on road safety for pedestrians, cyclists and motorists.

[Education resources – THINK!](#)

[Advice for parents and families |](#)

[Brake6 Tips For Driving Safely Around Cyclists | Kwik Fit](#)

Nurture at Oldbury Park

We are now able to share some information about the exciting plans in place for new nursery provision at Oldbury Park Primary School. Please visit the dedicated page on our website for details, including a form that can be completed to express an interest in 'Nurture at Oldbury Park'. [Oldbury Park Primary - Nurture at Oldbury Park](#) To ensure we prepare the best possible conditions for effective pre-school provision, and to ensure we meet all relevant planning requirements, the anticipated opening will be Easter 2027.

The Week Ahead

- **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 - 2.45pm**
- **Friday 22nd May - TED - school closed to children**

Dates

- 12th June - Year 4 RSA 4 - Family Friday (Afternoon - more details to follow)
- 23rd June - Year 4 Bourton on the Water Geography field trip (letter to follow)
- **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 came sent home on Wednesday)**
- **Tuesday 9th June - Y3 Read-a-long session, parents are invited in to a Reading session alongside your child (more information to follow)**

Oldbury Park achieve Gold again!

Over the last year Oldbury Park have worked hard to push inclusive sport for all and have been successful in running large amounts of internal and external events with other schools.

All of this has verified our School Games Mark and we delighted to inform you that we have been awarded GOLD!

It is clear that PE, school sport and physical activity are highly valued at Oldbury Park. This has been highlighted by our increased attendance at events, accessing CPD opportunities and by developing leadership opportunities for pupils.



**has achieved the Gold School Games Mark
award for their commitment, engagement
in the School Games for 2025/26.**



Oldbury Park Science Fair 16th June 2026



We would like to introduce the Great Science Fair

That we will be holding on Tuesday 16th June - all entrants will be judged

by - the Science Ambassadors and Governors-

This year's questions for the themes are :

How can we increase the speed of a car?

Which animal is the most important of all in its habitat or biome?

The entrants chosen as winners from each year group Year 1-Year6

will receive a voucher donated from the PTFA, y 4,5,6 will go to Nunnery Wood High School on Thursday 3rd Jul 25 to represent

our school and be judged there, with other schools from our partnership.. (the year group change is due to High School Health and Safety changes as we do attend science labs.)

A letter will be going home this week with all the information about the fair.

TIPS FOR A GREAT PROJECT

Match Your Project to Your Interests

This seems obvious, but it's really important!

It's also a good way for you to be more excited about science fair projects.

Think about what you love to do in your spare time. How can you turn that into a project?

For instance, if you love animals, you might explore how the smallest pollinators help their surroundings or how the largest mammal contributes to its surroundings, what effect do they have?

If you love cars or engines- consider the forces acting on a car and investigate how they can reduce them to enhance the performance of the car or design a car that you think will challenge the Supercars- explain/show how and why.

Cars- it could be which car is fastest? How can you reduce drag on a car?

Explore the range of cars and then ask them how the cars are different, for example: colour, shape, number of wheels, size of wheels, how heavy they are?

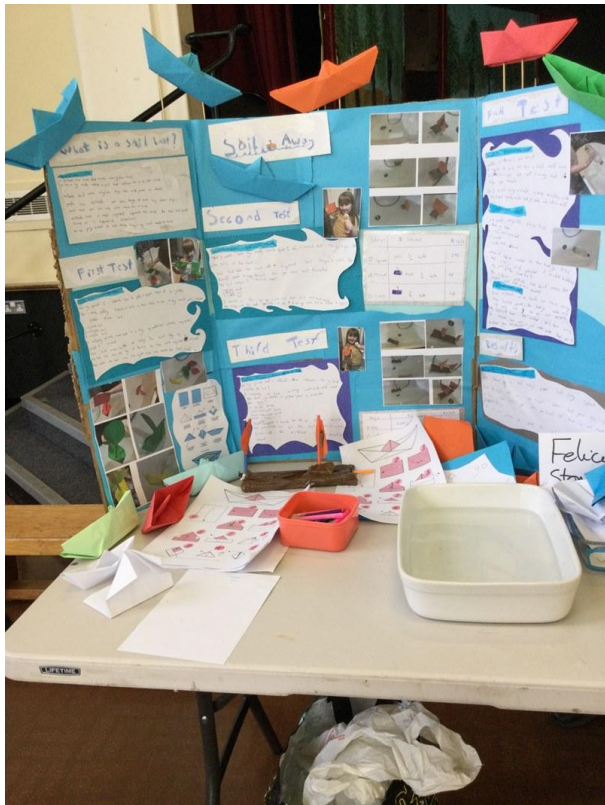
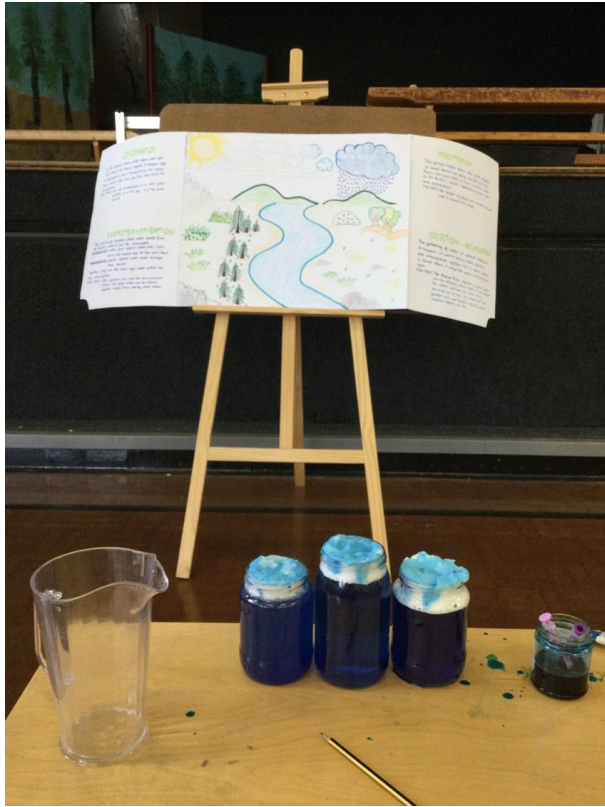
What can you change to make a difference?

Does the shape of the nose cone on a car make a difference?

Any questions please ask.

Marley, Gwen, Henry and Bluebell- Science Ambassadors.





Art Competition

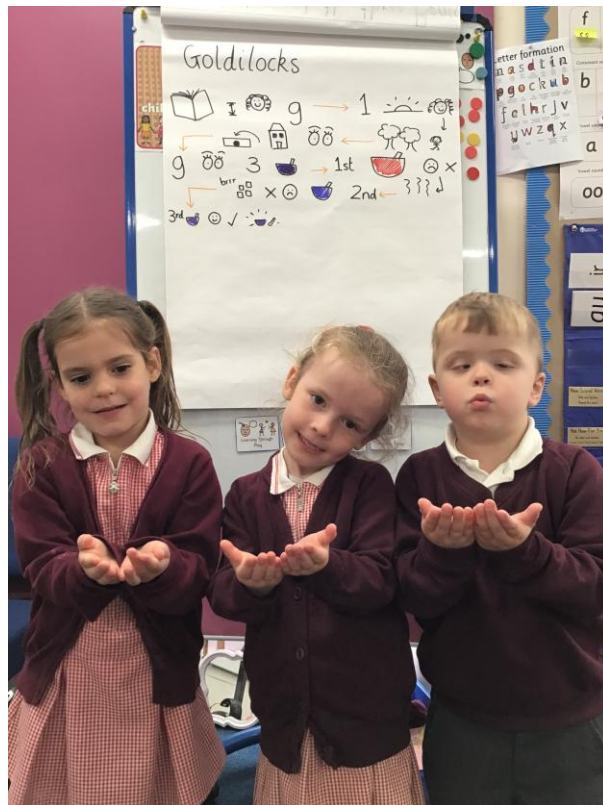
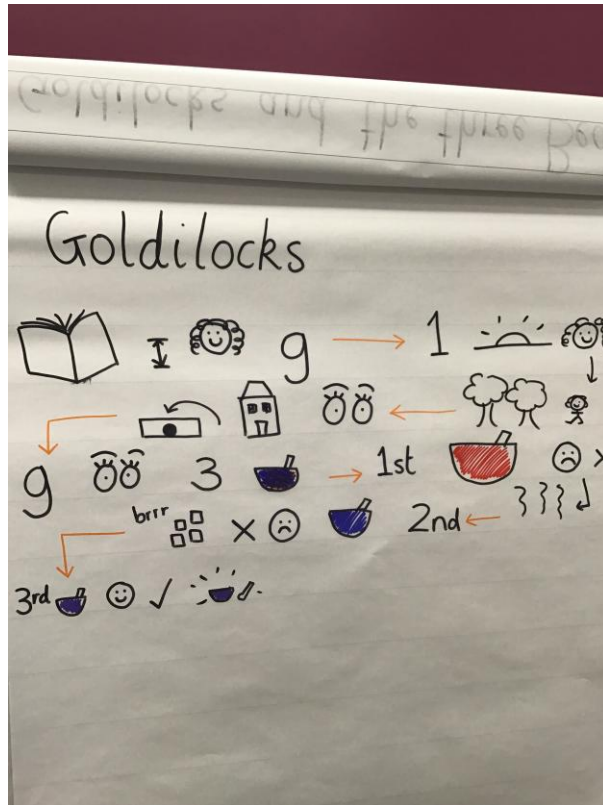


If your child has entered the Trust Art Competition and they would like to share their artwork at school too, they can bring it in next week and we will display these in school for the last part of the summer term.

Thank you!

Reception

This week, Reception have been reading the story of Goldilocks and the Three Bears, and we have been working on a story map to help us retell the story in our own words. We used pictures to remind us of what to say and added actions, which are beautifully demonstrated in some of the pictures below! We are also trying to include expression in our voices as we retell it.



1 - Once upon a time...



2 - Bowls of porridge



3 - Tooooo hot! Toooo cold!



4 - Just right!



Wednesday 20th May is World Bee Day! In honour of this, we will be having bread and honey for snack time. If you would not like your child to have this for snack on Wednesday, please let a member of the Reception team know.

Please note that there is **NO FOREST SCHOOL for Monarch on Thursday 21st May**. Could children please come into school in their uniform.

Reception Assembly - Thursday 21st May at 2.45pm

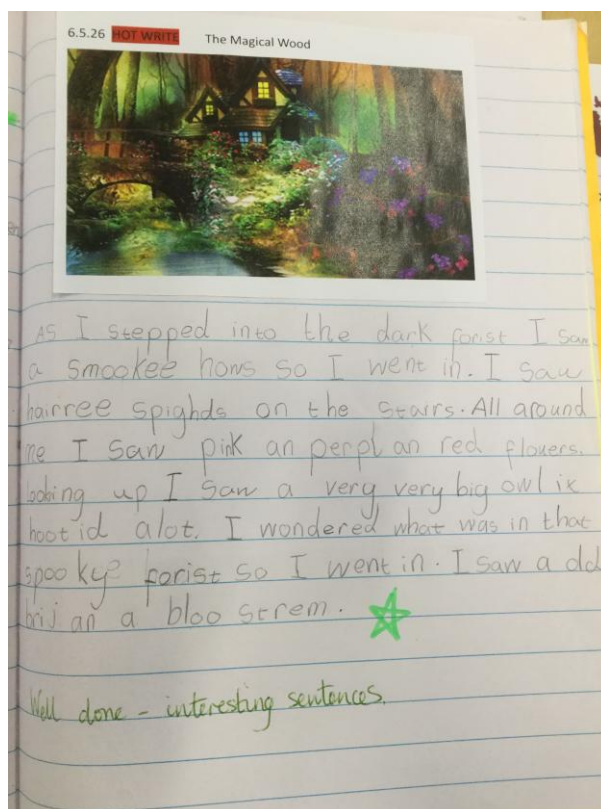
We look forward to welcoming you to our assembly on Thursday afternoon!

Please note the change of time - we will be starting slightly later, at **2.45pm**.

If your child has brought home lines to learn, we would really appreciate it if you could practise with them over the weekend. Many thanks.

Year One

In the last few weeks we have been improving our writing by adding adjectives. We have also been making sure that our writing makes sense and has capital letters and full stops. Our children are aged 5 and 6 and we are very proud of their achievements. Here are some of their efforts.





As I stepped into the wood
 I saw the uncharted cat.
 I saw the lites shining brite
 it was butifnl. I heard
 Someone creep over the squerey
 brig. looking up I saw the
 pritey lites shine brite in
 the are. All around me there
 were spiders and rats. I wonder
 what kind of hous is that
 and how ^{who} livs in it.

★ Super paragraph! Interesting sentences and
 some adjectives



As I stepped on the creaky old brise
 a black bat flew right past my ears.
 I looked up and some hungry owls were
 hunting for horribal rats. I saw a pink
 fox behind the green bushes. The hairy
 spiders are climbing up the ancient
 rocks. There are lots of glowing flowers.
 There are golden lights under the rusty
 bridge. Around me there are black and
 white bats hissing the air.

★ What a brilliant paragraph - using
 sentence openers and adjectives.



As I stepped into the dark forest I heard rushing water under the creepy bri. I saw a scaring old house in the forest. I opened the rusty door and there was hair spiders crawling up the golden stairs. I went back into the forest and saw pretty light on a round me. Looking up I saw a hungry owl searching for its dinner.

Super adjectives



As I stepped into the beautiful forest I saw a big blue squirrel and a red squirrel. I saw a deep hole inside. There was a smelly fox. I heard the wooden hammer clank from the big tree. Looking up in the dark I saw a black hairy spider. I saw a white wolf and green trees. I walked in the forest house.

Super effort to use suitable nouns + adjectives




The forest was so dark and scary. I saw a big owl and a blue squirrel. I saw a red squirrel and a black spider. I saw a white wolf and green trees. I walked in the forest house.

Super effort to add interest




6.5.26
 The Magical Wood




I stepped over the dark hedge I found a dog
 in the car every street
 saw a pathway leading to the hill top and
 found the pathway there was cut off stairs
 added it there was some scary vegetables in side
 the creepy house
 around me there was pretty lights in the deep
 with scary voices
 heard the tree drifting as I stepped over the
 deep house and a hat was so soft it was the
 the floor and the hat was almost able
 to fly up I saw a owl singing in the tree it was

The Magical Wood



I wondered what happens in this magical
 place
 I saw green and orange light from green a way
 there was some light from green a way
 the house is an animal house with
 windows and lights
 I saw yellow mushrooms all around me
 there a dirty orange on the other side
 it was really beautiful colors there
 ☆ Super effort to make interesting sentences

As I step on the rocky
 all you shyly
 As I step into the path
 I saw a witch called Sparcy
 As I step in the narrow
 path I saw a owl
 heard the owl
 heard the owl





As I stepped onto the wooden bridge it
 nearly closed and I tripped and I fell
 into the gushing water.

When I stepped into the spooky cottage I saw some
 scary black bats flying around and then
 they started flying to me.

As I tiptoed into the creepy forest I saw
 tall trees.



AS I SLEPT INTO
 THE DEEP SLEEPS
 AS I STEPT ONTO THE
 OLD SPooky BRIDGE
 I SAW POKY
 AS I WOKRT FOR THE FOREST
 I SAW A HAYBEEF IN
 THE WOODS WITH HIS SLURP

are are are are



The cure was pretty nice.
 I fell on the old bridge
 I saw some tall trees
 I heard the noise in
 the dearest forest.

Independent!



6.5.26 The Magical Wood

AS I stepped into the woods.
I saw a bat and a ghost in the
cypress hollow. The old man was
a bat to class into the
air. The water was glowing.
The tall trees were waving.
The colorful sky is pretty
and sparkling.



26 The Magical Wood

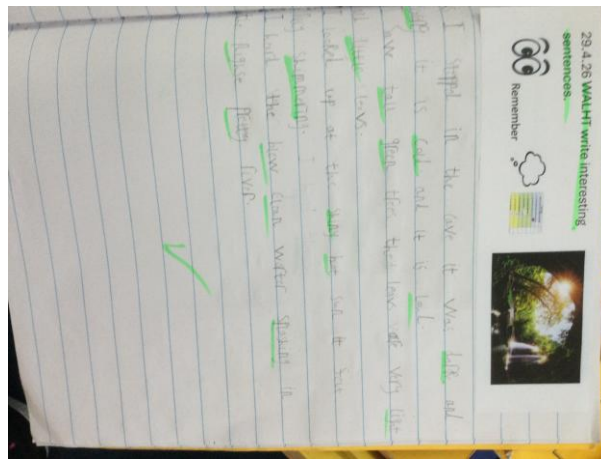
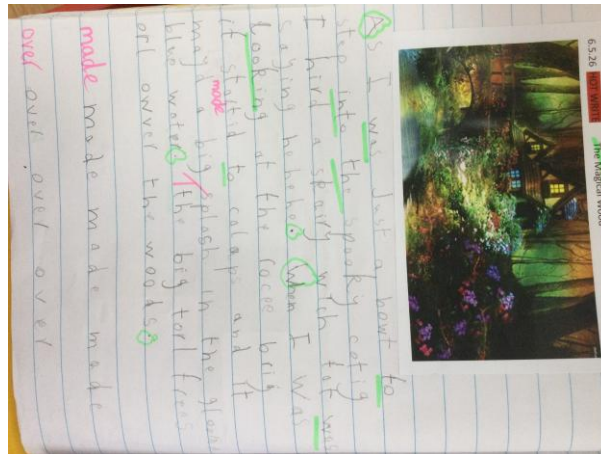
AS I stepped into the woods.
I heard a talking spiky hedgehog
crawling in the magic well.
When I stepped into the purple cave
that was sun and blue birds
with a friendly ghost.
When I went into a glowing world
I saw a glowing glowing bright
lights.



27

AS I stepped into the woods.
I saw twenty snobby goats and
two green vipers making a party.
I saw some red foxes in the party
they were I stepped into the steep river
saw yellow and red fields.

making making making



Year 2

What were our wonderful pupils busy doing this week? They were sharpening their writing skills by mastering the past progressive tense – adding such vivid detail to their stories! Plus, they were really stepping into character with the 'Little Red' text, asking some wonderfully insightful questions during their role-play sessions so they could add the sentence openers, who, what, why, where and when along with the ending question mark to their writing, as you can see below. So much brilliant learning happening!

The children also got very creative in their DT this week, learning all about wheels and axels by building vehicles. They showed brilliant team work and cooperation to build them, and showed resilience to problem solve when things didn't go quite right!



13.5.26 WALHT include questions when writing in role.

Why would a wolf and a lynx and a bear
 drink tea and ~~they~~ look mysterious?
 I'm not scared?
 As I ran through the ^{thorns} and the bracken
 I saw a wooden, brown door I knocked & banged
 and talked very noisily?

I ate an apple and shared a chicken
 sandwich, egg and a sausage roll.

12.5.26 WALHT ask questions in role:

- I can use question words.
- I can use a question mark correctly.

how ✓ what ✓ where ✓ why ✓ who ✓ when ✓

Why would someone cut down the
 beautiful, waxy trees?
 Who would leak the smelly, dirty bin
 bag in the wood?
 How can I find a furry, howling wolf in
 this woods?
 What will I find in the rickety,
 old house of the last wolf's?
 Why ^{when were} they were gratingly drinking tea
 and then they were chatting about the
 good old days?

13.5.26 WALHT include questions when writing in role.

I was looking for a wolf statue
in the deep park and little forest
but instead I found a wolf so
knocked on it and a wolf opened
- Who built a door in the middle
of the forest?
I was peering behind a tree
when I saw a wolf door

12.5.26 WALHT ask questions in role.

- I can use question words.
- I can use a question mark correctly.



How can I find a scary wolf in
the spooky woods because I'm not
sure where to look?
Who is responsible for throwing a ball
of rubbish in the woods?
Why does a tree stump look like a
little wolf wandering around the woods?
Where did a house appear in the woods
because I want to know where the
is?
What is that house doing here in
the middle of the woods?
When did this house come in
- it appeared so quick like
a really fast slash

12.5.26 WALHT ask questions in role.

- I can use question words.
- I can use a question mark correctly.



frightening

How can I find a scary ~~scary~~ ^{frightening} wolf because it is no were to be found?
What is that ~~be~~ ^{bin} bag ~~doing~~ in the forest?
Why would the bin bag look like a lynx?
Who lives in this tree?
When I was looking for a wolf I saw something and

13.5.26 WALHT include questions when writing in role.


As I was slithering through the forest, I saw a fascinating wooden door. I banged, knocked and I kicked. Who lives in this big tree? I saw a mysterious wolf living in the tree. The last wolf let me in and I saw the last lynx and the last bear.

How will I find a wolf?
 Why did this bin bag ^{come from} here?
 Why is everything shaped like a wolf?
 Do wolves normally live in trees?
 2.5.25 WALHT include questions when writing in role.

As I ~~was~~ ran from the forest I came to a door.
 Why is there a door here? I tried the door but it didn't work and I banged. The door was ^{hanging off} a wolf. Why is a wolf living in a tree? In the tree it had a hole and the last bear. Why do you live in a tree with a wolf and he eat you up?

2.5.26 WALHT discuss why the author might choose particular words or phrases to describe a character.

lurked slithered pounced wandered



13.5.26 WALHT include questions when writing in role.

When did people have time to ^{pollute} the forest? They will kill the trees. I was running and I ^{fell} on a root and stumbled upon a ^{checked} a odd looking door.

13.5.26 WALHT include questions when writing in role.

Why would a strange looking tree stump
look like Wolf? I kept ^{at} ~~and~~ ^{at} ~~running~~
and pounced on a ^{big} ~~big~~ ^{bag} ~~bag~~ ^{as} ~~it~~ ^{was}
disgusting bin bag who on earth would
put a bin bag there?

Chicken sandwich and egg.

12.5.26 WALHT ask questions in role.

- I can use question words.
- I can use a question mark correctly.



How can you stay in this dirty
wooden ^{living} ~~living~~ ^{strippy} ~~strippy~~
tree stump?
What will be in the ^{strippy} ~~strippy~~ ^{because}
where ~~what~~ would I find a stinky
wolf?
Why are you drinking tea in a
tree?
When would you get your ^{knack} ~~knack~~ ^{Cold}









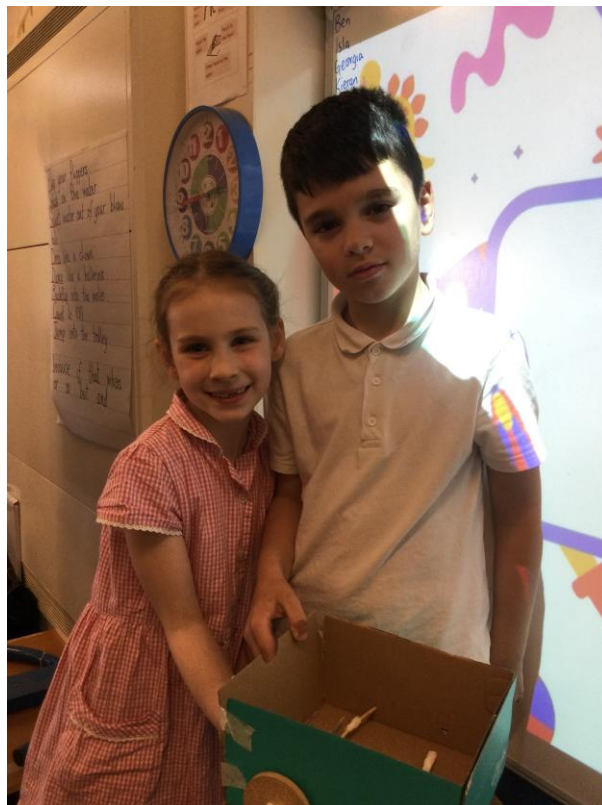












As it is Mental Health week, we had a live work out session with Joe Wicks, it was to encourage us to look after ourselves and promote mental wellbeing- get the children to show you some of there exercises- I bet they show you the Spiderman- our favourite.







Year 3

This week in Year 3, we have had another busy and exciting week of learning across the curriculum!

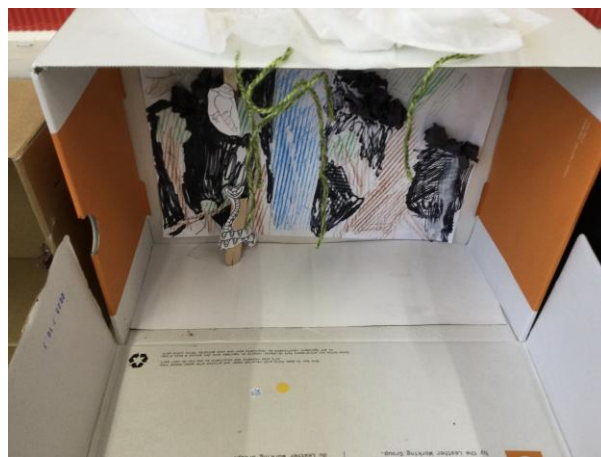
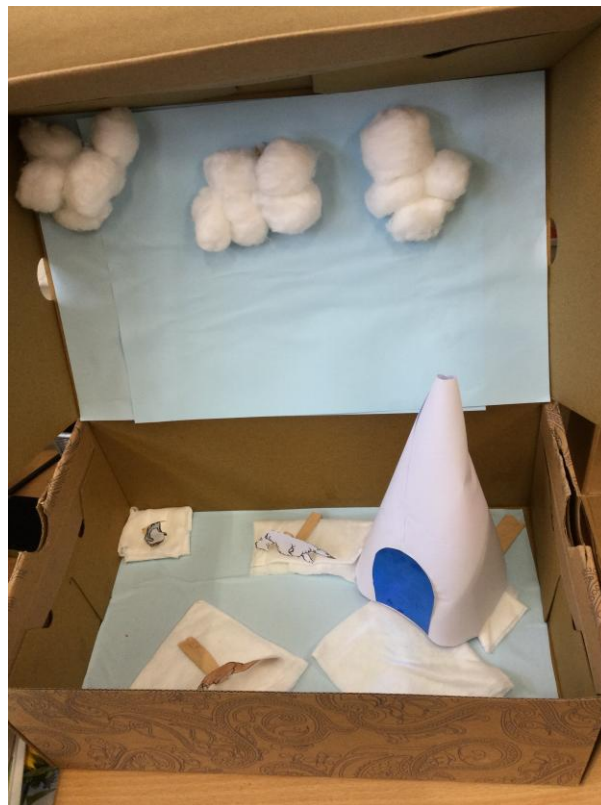
In Maths, we have continued our work on angles and position, exploring turns, right angles, comparing angles, and identifying horizontal and vertical lines. The children have shown great enthusiasm during Number Sense sessions and have continued to challenge themselves in our daily calculation challenges.

In English, we have been developing our narrative writing skills inspired by *Tom and Isis* from *The Gladiator Clash*. The children explored the main characters through a “Role on the Wall” activity, thinking carefully about their personalities, thoughts, and feelings. We then focused on using inverted commas correctly in dialogue before moving on to improving our reporting clauses by using adverbs and more ambitious alternatives for “said.” Towards the end of the week, the children used these skills to begin writing engaging opening paragraphs and drafting their own pieces of writing.

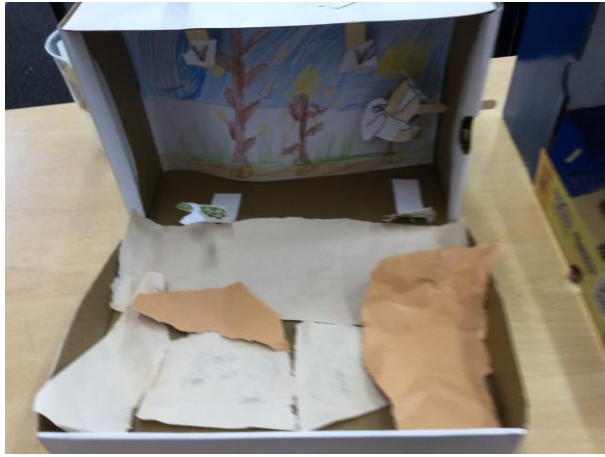
PE this week focused on cricket skills, and we were especially proud of the children during the Year 3 Cricket House Competition. The teamwork, encouragement, determination, and sportsmanship shown by all of the children was fantastic to see. We are thrilled to celebrate

that Year 3 won the tournament! The children represented the year group brilliantly, supporting one another and demonstrating resilience and excellent team spirit throughout the competition.

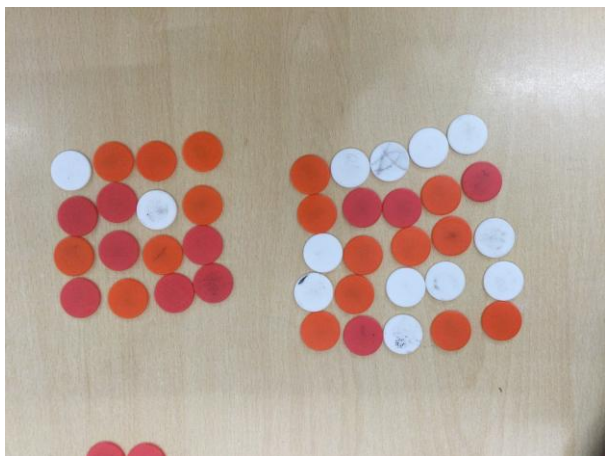
In Science, the children have been learning about the different parts of a flower and their important functions. We carefully explored the structure of flowers, identifying parts such as the petals, stem, pollen, stamen, and stigma. The children particularly enjoyed learning about pollination and discovering how insects such as bees and other pollinators help transfer pollen from one flower to another to help plants reproduce. They asked thoughtful questions and showed great curiosity during discussions and activities linked to plant life cycles.

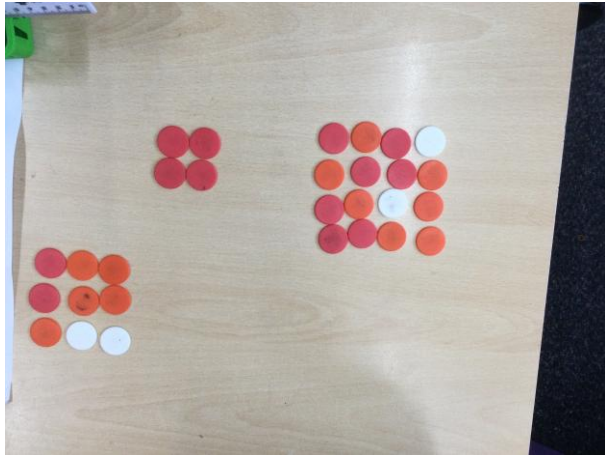






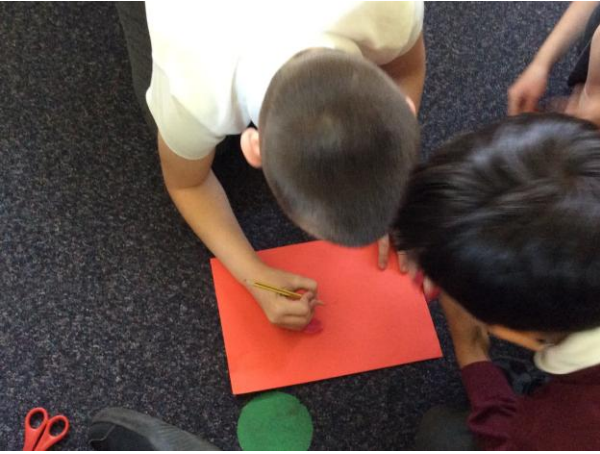




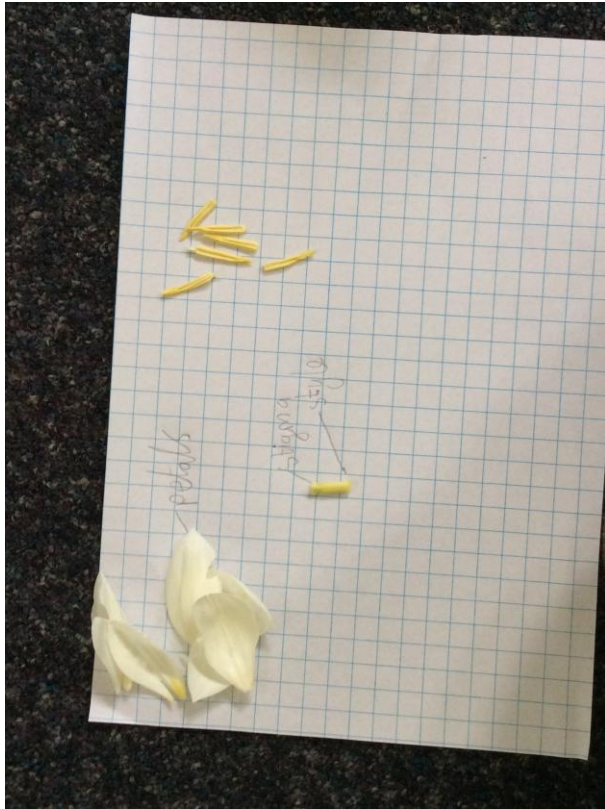


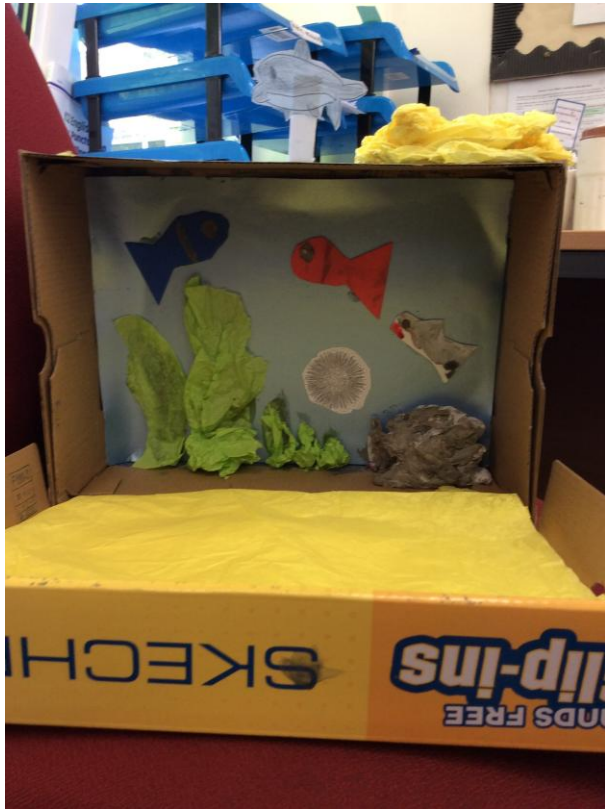






















Year 4

English:

We've been incredibly impressed with the imaginative stories Year 4 have been crafting recently, inspired by the tale of 'Marcy and the Riddle of the Sphinx'! The children have absolutely loved stepping into Marcy's shoes, imagining themselves exploring ancient Egypt and facing down the mythical Sphinx. The children have been applying a range of exciting writing techniques to elevate their narratives, using fronted adverbials and expanded noun phrases to describe their setting. They've learnt how to punctuate dialogue, making the conversations between Marcy and the formidable Sphinx.

You can see some examples below.

David Attenborough Day!

Last Friday, we took our learning outside to celebrate David Attenborough's 100th birthday. We explored our school garden and hunted for insects and used nets to explore what creatures and plants are living in our ponds...mostly pond snails it seems!

Forest School

You can see a photo of Solitaire's time in the forest below. Some of the children began making their own circus show, putting together a range of 'acts' for the rest of the class to enjoy. It was a very lovely time and a great example of how children work together to create something great.

Times tables:

A reminder to encourage the Year 4 children on to TTRS on the final few weeks running up to the Government Multiplication Tables Check. Times tables are an important skill the children will need in their future maths learning.

Thank you for your ongoing support with this.



The floor was dry as charcoal and
 it was a frying pan. I was killing high
 above, was a group of stars which
 were like fireflies. Suddenly, the crispy
 burning sensation of sand drifted into
 Marcy's nose with it also going into her m-
 outh. It was like lizard skin. Then the
 desert made a small wispy rattle and then
 darkness fell on her ears.

Quickly, Marcy slid on an anchor landing
 on a mountain of sand. Soon after,
 Marcy spotted a massive lionlike creature
 it had bulldozers. Her hair suddenly
 only ripped in her face blocking her
 sight from the odd, sandy figure.
 Finally, Marcy found out the sandy
 creature was the sphinx and it started to
 speak.

"Why have you come you little pest?"
 boomed the sphinx blowing sand out
 his mouth.

"I'm not a pest," screamed Marcy stan-
 ding up got her self while crossing her arms.

"Marcy," exclaimed Arthur, vibrating the
 ground, "mighty sphinx, is that you is
 so HELP ME!"

"Oh," belated the sphinx barely opening
 his mouth. "Then crack this
 riddle. What goes up but nev-
 er comes down?"



As Marcy tried to see why she saw the sphinx but she realized she
 had to save her father the night before what was she
 the sphinx? Marcy heard the riddle like a whisper but she
 realized it was the sphinx. As Marcy glanced at the sphinx, she
 remembered she had to go in the belly of
 the sphinx to save her father.

As her legs started to tremble, she peeked around the corner
 and she realized she was a mouse compared to the sphinx.
 As she looked, the sphinx's eye twinkled in the sky like diamonds
 but it made the sphinx or even more creepy. As she looked up
 her face went pale but eyes were never watering her legs
 were like snakes she NERDS TO SAVE her father.

"You have come to save your father? Well we now!" the sphinx
 boomed as he glared at Marcy.

"I'm please let me help you be my only hope to become
 a prince!" Marcy quickly whispered as her legs trembled in
 fear.

"No never be in my belly. The only way you can get
 in is if you solve my riddle!" the sphinx bellowed as he
 glared as he heard Marcy gather strength.

"PLEASE let him out I just need to become like
 him!" Marcy pleaded as she slowly turned back away from him.

So Marcy solved the riddle. The sphinx's mouth opened to reveal
 a set of stairs. They led down into a deep narrow cave.
 Marcy trembled with fear but she knew this was the only
 way to save her father...





As Mary slid down the rope, she looked at the jump rope to the sky gold. Standing in front of her was a gigantic sphinx with the famous sphinx with purple hair father in its belly. As she got closer to it she thought she saw that the sand is getting thinner than usual. Mary when Mary realised that it's wide in the light.

When Mary turned around she saw the rusty metal words slowly move in the air and that when she realised she's all alone. After that she turned around and saw a sphinx's mouth opening from her eyes. She thought that when she saw the large white eye look at her like it's in love with her.

"Hello sphinx" Mary greeted in a loud voice.

"Who dare to insult my lord?" sphinx spoke in a scary voice.

"I'm here to save my father" Mary moved in a sad voice.

"Well she" sphinx's shrilled "but you have to solve the riddle in my belly."

So Mary solved the riddle. The sphinx's mouth opened to reveal a set of steps. They led down into a deep dark cave. Mary trembled.



As Mary slid down the anchor rope her the sun eye to guide her, though the darkest shadows. At midnight suddenly she saw an gigantic sphinx looking at her nervously. The twinkling light sky above, Mary wondered if she should be on a very dangerous adventure. Standing tall in the desert, she was still staring at the sphinx when it quietly said something.

Cautiously Mary was walking to face the sphinx she had lots of voice in her head suggesting why would you go. As Mary got closer to the sphinx, she got more puzzled to free her father.

"Here you are little girl your father is in here." sphinx boomed claring in to Mary's eye.

"OK I will try and save him, but I am so worried about him." Quietly whispered Mary.

"So are you going or not make an answer?" shouted loudly.

"But could someone do it but not my?" replied nervously.

So Mary solved the riddle. The sphinx's mouth opened to reveal a set of steps. They led down into a deep dark cave. Mary trembled with fear, but she knew this was the only way to save her father.



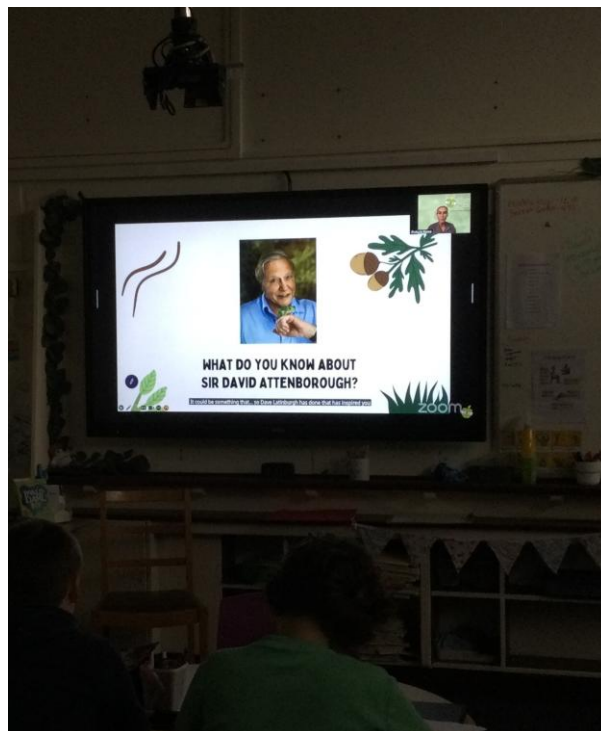




Year 5

Last week, Year 5 enjoyed celebrating the 100th birthday of Sir David Attenborough. As part of this in English, the children wrote an acrostic poem about an animal of their choice. They thought very carefully about how the animal moved and the personality it might have, as well as its appearance to create some amazing poems. As well as this, Melrose enjoyed their session in the forest on Friday morning where they went on a minibeast hunt and found various creatures such as spiders, caterpillars, ants, bees and a butterfly. Year 5 then took

part in a live assembly for David Attenborough where they discussed his life, work, and to impact he has had on our understanding of how we look after the world.





vehicle

repetition
 piercing eyes → arby wings
 → PARROT → colorful
 niggas in rapids gliding the sky → stripy

Piercing eyes that detect anything.
 Arby wings, so colorful like a ring.
 Repeating every word, not so shy,
 rapidly gliding, like niggas in the sky.
 On your shoulder, taking a break,
 hard sells, asleep, never thinking of
 hate. ✓ (HK)

cat paws → silent in the night
 → undetected → stare → start eyes

Cat paws on every foot make on
 Agile, efficient, tips who is blending in the best
 Teeth as sharp as a shark's skin and give
 Scent which is undetectable for purchase of people

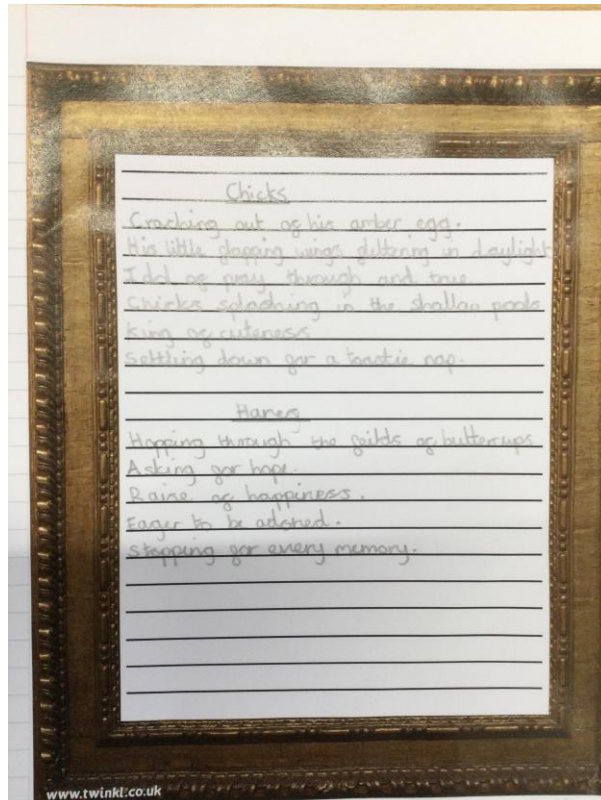
Goal of destruction:
 Orange mist which spreads over
 Powers of sky which are as fast as fire
 2 atomic bomb which is big and terrible
 Infinite universes and billions
 Like blue and green sea
 Like several solutions making one
 All of the world and all under one
✓ well done! (HK)

Power of the Wings of fire
 Sky.

Intrinsic of volcano → Phoenix → Obelisk of black
 → hybridate in lava → Kytura na of gloves
 → Eagle of majesty

Phoenix

Power of the sky with wings of fire,
 Hybridate in lava gone with sawyer,
 Eagle of majesty strike with slash,
 Obelisk eye black, complicated as face,
 Now instead was born stranded in the sky,
 Intrinsic of volcano burn in the sky,
 Kytura of gloves bring a take away give
 you world & Earth ✓ Great job Era



Year 6

What an extraordinary week it's been for our amazing Year 6 pupils at Oldbury Park Primary! They tackled their SATs papers with incredible determination and resilience, making themselves and all the staff immensely proud of their hard work and positive approach to every challenge. Alongside this academic feat, the children enthusiastically began preparations for our exciting year production, with auditions scheduled for next Monday, and also launched into a fantastic new enterprise project designed to equip them with essential life skills for high school. Their adaptability and commitment this week have been truly outstanding – well done, Year 6!

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 <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 (Mrs Davies)

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)