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and achieve excellence

26th May 2021

Dear Parents and Carers,

In April, we wrote to you to explain that our school will be organised into four classes instead of five from September 2021. At this time, we gave you the opportunity to put forward any queries that you might have. As promised, here are the questions and our responses. We hope that all parents find these helpful.

***Q** Will this financial change impact on the children's learning? Will they be missing out on anything, lack anything or need things the school can now not afford to update/buy?*

A In short, no. The aim of these changes is to minimise the impact of our current budget upon our ability to provide resources to enrich learning, whether through purchasing specific supplies or developing the learning environment. The single biggest cost for our school is staffing. By reducing the number of classes, we are reducing this cost and therefore this change means that the children will not miss out on the items we buy to enrich learning.

***Q** How many children will be in each class and how will the staff be split between them?*

A As approximately the same number of children will be split across five classes instead of four, in the upper part of the school in particular this will mean that there will be a slight increase in class size to around thirty. In UK schools, classes of thirty are the norm and all our staff are trained to teach classes of thirty children plus and to expect this as the usual size. Where class sizes have increased, we have made the decision to put measures in place such as our headteacher teaching Year 6 pupils for part of the week. This will also include staff development in feeding back to pupils and using strategies such as technology to give all pupils a greater voice within the classroom. Just as we do now, each class will have one class teacher, and Learning Support Assistants will support all classes across the week.

Our EYFS class will remain small as it will be made up of only one year group (Reception). Research tells us that in the early years a small class in combination with the EYFS approach to teaching and learning can have a real impact upon progress.

Q *Can you tell us which teachers will be taking each class, or when you will be able to announce that?*

A As normal, in late June or early July, we will be in a position to inform you of the teaching arrangements for each class. We will ensure that our usual arrangements are in place for all pupils to meet their new teacher during our 'Ready for September' morning. This morning provides an opportunity for pupils to meet their new teachers and to tell their new teacher all about themselves.

Q *Does that mean there are two age groups in one classroom, from Year 1 onwards?*

A Yes. The classes are organised into

Reception

Year 1 and 2

Year 3 and 4

Year 5 and 6

This means that beyond Reception all year groups are in a class with another year group, which was already the case in our school.

Q *Will the current class names be replaced by class 1, 2, 3 & 4?*

A No, these class names were given in a table just to explain how the school will be structured. We are planning to give our classes new names however.

Q *How does this class restructure facilitate an improved curriculum?*

A The national curriculum is organised into Key Stage 1 (Year 1 and 2) and Key Stage 2 (Year 3, 4, 5 and 6). This means that the Key Stage 1 curriculum is very easy to organise as this means that the whole of the key stage is taught within one class. Key Stage 2 can be easily split in half, into upper and lower key stage 2. With our current structure of a split year group, we were able to organise a highly effective curriculum but it was far harder for subject leaders to arrange the curriculum in a way that ensured that all areas of learning were covered. We are in the process of reorganising our curriculum across the four classes and it is such an exciting opportunity to look at how we can make our curriculum unique to our school and our pupils' needs whilst still working within the National Curriculum.

Thank you to those who submitted queries.

Yours sincerely

Louise Foley and Brigid Dyson
Co-headteachers