



April 2019

Class Structure September 2019

Dear Parents/Carers

We are delighted to inform you that we will be continuing our 3 class structure in upper key stage 2 (years 5 and 6) for the next academic year (September 2019). Our commitment to maintaining high standards for all children is our priority and this enables us to provide a smaller class size for our children.

Our children moving into years 5 and 6 from September will be allocated three teachers, who will take care of smaller groups of children in the three first-floor classrooms. There will be no more than 30 children per class as a maximum; we are currently looking at class sizes of 25/26 for September 19.

We will write to you again by the start of July when we can confirm numbers, class allocation and staffing.

If you have any questions in the meantime, we will be holding two drop-in sessions with members of the senior leadership team and Governors. You are welcome to come along and ask any individual questions you may have on:

- Tuesday 7th May 3.30 – 7pm
- Thursday 16th May 3.30 – 7pm

Please could you let the office know if you will be attending, so that we can keep track of numbers and ensure we have enough people available.

Please be assured that your children remain our priority as we continue our exciting educational journey.

Warm regards

Gill Tyler
Chair of Governors

Kerry Forrester
Headteacher



Information regarding mixed age classes and split year groups

What is a mixed age and split year group class?

A mixed age class is defined to be a class in which there are children who are from more than one-year group of the primary school.

Why are mixed age and split year group classes formed?

Mixed age classes are formed in most schools partly because of the way in which the pupil roll is configured in any given year (i.e. the number of pupils in each year group). It is not uncommon for this situation to change from year to year, as the class sizes can vary quite dramatically.

Will my child be held back if placed in a mixed age or split year group class?

No. The ways in which learning and teaching are organised in primary schools means that teaching and work is tailored to the needs and current achievement levels of individual pupils. Teachers provide challenge for the more able children and support for those needing more help, whichever year group they are currently in.

Why is the situation different in this school from that in others?

Different situations pertain in all schools. The overwhelming majority of primary schools in Cheshire West and Chester, that have formed mixed age classes, show there is no evidence to suggest that being in a mixed age class has any detrimental effect whatsoever on the education of children in that class.

I am concerned that forming a mixed age or split class may mean my child's friendship grouping is being broken up.

Although care is taken in allocation of pupils to classes, their social needs are not ignored. There are many opportunities for pupils to maintain contact with friends who have been allocated to other classes, such as lunchtimes, playtimes, special activities, trips and school performances. When children transfer to secondary school, new friendship groupings in different subject areas become a fact of life, and this situation is generally welcomed by many children.

If a mixed age or split year class is formed, how are decisions taken about which children should be allocated to which class?

We take a number of influences into consideration and make a professional judgment based on this. Split year groups are considered very carefully, depending on each cohort of children. The main considerations are:

- age and gender (balance of class and year group)
- additional needs
- social learning group

All these factors will be taken into consideration by the headteacher and class teachers when making a decision. Parents are informed about the new organisation and opportunities are available for any family wishing to discuss their child's learning. However, it is the headteacher who makes the final allocation based on their professional judgement of where the child will best flourish in both their personal, social and academic achievements.