

LONGCOT AND FERNHAM C.E. PRIMARY SCHOOL

THE FOUR YEARLY SCHOOL REPORT

A full-time teaching Head, I am responsible for the nine to eleven age group with 28 children on roll. The children work on a weekly assignment, which gives me mobility and time to see important visitors from County, e.g. Architects, Clerk of Works, Advisers, Psychologists, etc.

On Monday morning I take responsibility for collecting all dinner money, which I take to the Bank in Faringdon at lunch-time. The .2 part-time teacher who is on staff on Monday to give me relief to do clerical and administrative work I use fully as a teacher using her particular teaching skills - needlework for all Juniors - not as a relief for myself.

I am in school at 8.30 a.m. and available to see any parent 8.30 - 9.00 a.m. and from 3 p.m. to 3.30 p.m. If this is not convenient, parents come into school to discuss any problems as the need arises.

The teachers in the school take responsibility for specialist subjects:-

Mr. Jones takes top Juniors for Science, Boys for Games and Woodwork.

I take Art with the Junior classes.

Mrs. Lawes .2 takes Needlework.

Mr. Jones has responsibility for School Bank, Health and Safety Reports, Audio Visual Aid, recording of Radio Programmes, etc.

Mrs. Price has responsibility for overall testing of the reading ages of children in school, remedial work, fund raising for Children's Charities, N.S.P.C.C., etc. Girls Netball and school pets - rabbit and fish.

Help from Parents

Mrs. Langham Cooking with the Infants
 Knitting and Crochet with the Junior girls

Mrs. Wareham Music

Mr. Tuttiett Music (when available)

No books or equipment are ordered from capitation allowance without all staff being consulted and private school funds are only spent by consent of all members of staff. Over the years the private school funds have purchased:-

An Outdoor Swimming Pool (new Pool purchased this year)
Portable Staging
Wooden Play Equipment for Infants, train, shop, etc.
Colour Television Set
Paid 50% of cost of drainage of School Playing Field - £450
Trees, to replace dead elm trees
Infant Slide and Climbing Frame
Sand Tray and Trolley
Water Tray and Volume and Capacity Measures for Infants and Junior Science
Large Lego and Plastic Bricks
Wendy House

This Autumn we are having an Adventure Area erected by School Playing Fields Staff, the cost for which is being paid for out of School Funds.

The Friends of School have contributed towards:-

Cassette Recorder
Paper Trimmer
Bibles for School Leavers
Enclosure of Junior Area Patio
Cups and Saucers for social events
Erection of new Swimming Pool.

The timetable is basically R.E., Mathematics and English in the morning, Geography, History, Nature and Project work - Games and Singing in the afternoons.

Being an Open Plan School it is easy for me to visit each class during each day. The staff invariably use break-time and lunch-time to discuss individual children and their progress, also ask advice from other members of staff.

A school this size is like a large family and the contact between child and teacher and all members of staff is so close that children's problems and staff's differing points of view are pinpointed and discussed as soon as they occur.

I have been Headteacher here since 1962 - Mrs. Price, Infant Teacher, since 1966. The Lower Junior Teacher has usually stayed about two to three years, leaving usually to take a Deputy Headship in a larger school or a small Headship.

When small schools were closed in the late 1960's, children in Berkshire were given choice of schools and many children from Great Coxwell, Coleshill and Buscot were sent to Longcot because parents wished their children to attend a Church School. Since then children from Faringdon have come here because their parents wish them to attend a Church School.

At that time the Eleven Plus was in operation and the percentage of children going to High School and Grammar School was high and yearly we have had children who have gained places at Abingdon School, St. Helen's, Abingdon, Oxford High School, etc.

The teacher absence is very low - merely single days.

Accidents to children: In the case of minor abrasions and bruises Mrs. Austen (Ancillary Helper) is qualified Red Cross First Aid and she deals with these emergencies. In the case of major accidents the child concerned is taken by car to Faringdon Health Centre. This has happened on several occasions, children allergic to wasp stings have had to be taken for an injection, children with severe Fits have also been taken there.

If children leave the school before eleven years of age, it is usually to go into the private sector. Recently Charlotte Brickell left the private sector because parents thought we gave a better general education. Her rapid progress has shown that our methods are more successful with some children. This also happened in the case of Helen Shaw who left the private sector at six with no basic skills at all and within 12 months was above average attainment.

General Arrangements of School

The layout of the school is such that storage has been a problem but has now been overcome by the enclosure of the Patio for storage and by buying new storage units.

The display areas were inadequate, but we have installed ten new areas so that children's work can be on display.

Aims and Objectives

The main aims of this School are to give all children the basic abilities in English and Mathematics and a grounding in ancillary subjects, so that when they go on to Comprehensive School they have confidence in their ability to cope with the academic work they will then have in their syllabus. All third and fourth year need the confidence and ability to use dictionaries and encyclopaedia and all kinds of reference books to be able to do individual project work. This means the most important skill is reading and we lay great stress on this subject. Without the ability to read, no child can do project work or any kind of mathematical problem, or follow written instructions in individual work.

We also aim to co-operate with parents and other members of staff to provide a happy working environment where children will enjoy sound basic education and achieve good moral standards and consideration for others, also respect for the opinions of others and their property.

Factual Background

School Number on Roll - 84

Mrs. Price	Infants	Five to Seven year old	30
Mr. Jones	Lower Juniors	Seven to Nine year old	28
Mrs. O'Brien	Upper Juniors	Nine to Eleven year old	26

Staff

Teaching	Mrs. B. O'Brien		
	Mr. R. Jones		
	Mrs. S. Price		
	Mrs. J. Lawes	.2 - all day Monday	
Non-teaching	Mrs. Austen	Ancillary Helper, Infants	12 hours per week
	Mrs. Austen	Welfare Assistant	5 hours per week
	Mrs. Baldwin	Secretary	8 hours per week Monday and Friday
	Mrs. Warren	Extra Ancillary Help with disabled Epileptics in Junior department	8 hours per week

Premises

This Open Plan School is so planned that each class has separate teaching areas. The Library area is also used for television programmes. The Hall is

used for P.E., Movement and Drama, Country Dancing, Radio Programmes, Singing and Assembly. At lunch-time it is used for a Dining Room. Mrs. Price uses the Staff Room area for group work with Infants - phonics, spelling, etc.

Each member of staff has a basic syllabus - the Reading and English are based on 'Through the Rainbow Reading Scheme' and all members of staff consult with Mrs. Price over any difficulties with English.

Mathematics is based on '4 rules of Arithmetic' in Number, Weight, Distance and Capacity. The tables are taught and tested.

Each day begins with Assembly, hymn singing, prayers, simple story and blessing, usually taken by Mr. Jones on Monday morning and myself during the remainder of the week - in the Summer Term taken by classes in turn. The Reverend Burden takes Prayers on Friday morning.

School Record Cards are filled in by class teacher at the end of each term.

The contact between children, teachers and parents is very close and parents take a large part in out-of-school activities and sports activities.

There is a Friends of the School Association. Anyone interested in the school and its place in the community is invited to be a member. The aims are social contact with residents of the villages and the raising of funds to help with school projects. The school organises the Summer Fete, Easter Fair and Christmas Bazaar and the Friends of the School help. They also organise Whist Drives, Dances and Games Evenings.

Each Christmas there is a Carol Service and entertainment in the Church and the Church is filled. At Easter there is a Concert which all children take part in. In Summer there are School Sports, and Swimming Sports which are held at The Royal Military College of Science. May Day activities are held for the Village to attend, which include Maypole Dancing, Games, Football and Netball, followed by tea. This is a social occasion, this year including Shellingford School.

Every year each group have a school visit to the place of teacher's choice, places visited being Bourton-on-the-Water, Cotswold Wild Life Park, Rare Animal Park at Guiting Power. Three times in the past five years residential weeks have been held at Yenworthy for groups of 24 children. Top Juniors have been taken by two members of staff and some parents on a day visit to Boulogne, a very worth-while experience for both children and parents.

Care and Guidance Arrangements

The class teacher notes any discrepancy in children's behaviour or work and it is immediately discussed by staff. As soon as we find a child in need of special attention (i.e. health, behaviour, speech, welfare) we discuss the problem as a staff, then with parents and finally involve the County Authority's experts in the relevant field.

This is one of the areas of education which is dealt with very rapidly in small schools because of the caring atmosphere and the close liaison between staff and local people. Consultation between parent and teacher is important

at all times, not only on Open Evenings.

Curriculum Arrangements

Five to Seven-year-old Mrs. S. Price

Reading, writing and mathematics are introduced to the children as soon as they come to school. Most of the work is individual or in small groups and the youngest children, of course, have plenty of play experience as well as work.

Reading:

Flash cards play an important part when the children are very young, starting with two words, e.g. mummy, daddy, and building up by one or two words a day until the vocabulary of the first reading book in the series is known. Most of the children are keenly competitive and very anxious to have a reading book. There are plenty of supplementary readers to augment the reading scheme ('Through the Rainbow'). When the children have attained a good reading standard and many are at least a year ahead of their C.A. at six-and-a-half to seven, then they can use the Junior Library where the books are graded and can choose any of the appropriate books.

Reading is very important to me and I probably emphasize it more than any other subject.

The children write about their own experiences and make up stories about the family who appear in many of the reading books ('Simon and Elizabeth'). They also, as they read more fluently, do simple English exercises, e.g. fill in missing words, unjumble sentences, capital letter for first word and full-stop after the last word. Fitting in words with a certain sound in them, e.g. ur or ar igh ay ai, etc.

At least once a week the older children or children who seem ready to spell have a spelling test. Sounds are gone through every day. This is the only thing the class does as a whole group, except television programmes. This is because the younger children seem to pick them up easily by listening to the older children.

At least once a week the more proficient readers read a story together (at least three groups). The younger children read a sentence that they have made up, hunting for appropriate words in a pile of flash cards. They also have a 'This is me' book in which they write and draw.

Sometimes class projects are undertaken. This term 'The Wizard of Oz' was chosen as many children had seen the Film during the Christmas holidays. Some very good stories were written and most children helped with a class picture.

Childrens dictionaries are in constant use by those ready to use them.

Number work is, of course, very important.

Vocabulary of comparisons is most important - big (bigger biggest),

large, long, wide; fat, tall, deep; go on to words like enormous, gigantic, huge; small (smaller, smallest); short, thin, narrow, shallow, minute, microscopic; a lot, more, most; few, less, less than, least; as many, equal, enough, not enough; heavy (ier), light (er), the same weight; long time, short time, same time; above, below, between, among; up, down, low, high.

Classifying according to given criteria:-

Size	big	little	middle-sized
Colour	red	blue, etc.	
Shape	round	square, etc.	
Purpose	for children	for adults	

Comparison of lengths and height, two things initially, longer than, shorter than, taller than, smaller than.

Weight comparison weighing by hand first two objects only to begin with - which is heavier, which is lighter?

Capacity, which holds more - two containers only to start with. Prove by pouring one into the other.

Area - flat space.

Volume - selection of rectangular containers from a matchbox to a biscuit tin. Comparison by guess work first, then by pouring sand one to another.

Only after comparison between two should putting into order be attempted three or four or perhaps up to six.

Put pencils in order of length, children in order of height, books in order of size. Weight - by hand, balance scales.

Crude measurement - hand spans, how many shoes long, how many marley tiles long, how many stone tiles long? Useful capacity measures - thimble, egg cup, beaker, tumbler, jamjar, jug. Weight - match stick, acorn, conker, marble, wooden block, stone, brick; egg timer - who can be changed for P.E. who can be out to play before sand runs through? sorting into sets, first by colour, shape, size, later by numbers, e.g.

matching 0 0 with 00000000
 0
 0 0
 0 0
 0

Recording - draw 4 dogs etc. later how many legs, eyes?

Draw 6 flowers
 " 4 cups
 " 2 oranges
 Begin formal addition

⊙⊙ ⊙⊙⊙ 2 3 → 5

Introduce mathematical signs only when child has thorough grasp of operation he is learning.

Adding and Subtraction are inverse operations; adding a number that has previously been subtracted undoes subtraction and vice versa

(1) $\begin{array}{c} 56 \\ 9 \\ 73 \end{array}$ subtract 2 \longrightarrow (7) \longrightarrow (9) add 2

(2) $7 - 2 = \square$ $\square + 2 = 7$ $7 - 4 = \square$ $\square + 4 = 7$
 $9 + 3 = \square$ $12 - 3 = \square$ etc. Many other examples of this type.

- Study numbers (a) 10 - 19
 (b) 20, 30, 40, etc. then 100, 200, 300
 (c) numbers 20 - 99
 (d) how to write 100, 101, 110, etc.

explain carefully each step e.g.
 12 is 1 ten and 2 ones
 26 is 2 tens and 6 ones

Use cuisenaire, number line, abacus, fingers; anything which will help the children.

Start multiplication by counting in two's, fives, tens and then give experience to show that four three's is a short way of referring to four sets each of 3 elements and that 4×3 is more efficient than adding $3 + 3 + 3 + 3$. Teach division orally at first along with multiplication not as an isolated topic, e.g. give 5 children 2 beads each

We all have 2 - how many 2's?	5
How many altogether?	10
How do you know? $5 \times 2 =$	10
How many two's in 10?	5
How many children?	5
How many beads each?	2

As a teacher must sometimes work with small groups without too much interruption she must have plenty of work cards for other children to work with.

Small groups of 6 - 10 children

Active participation by all

Adding on 1, subtracting 1, or counting back 1, then 2, 3, 4, etc.

Practical work with fractions, e.g. After cooking cut cake into halves or quarters.

Odd and even numbers.

Coin recognition.

Shopping - collecting correct change - real coins if possible, or plastic substitutes.

Names of days, seasons, months, time, using a calendar.

I find published material useful, e.g. Count and Colour, Kites, but do not use too often.

Religious Education consists of simple stories and prayers and trying

to teach friendly co-existence, stressing how important it is that as a relatively small group we can spend our time together in harmony.

Storytime is an important part of the day - a restful period before going home or staying on for activities.

The children do a lot of singing, although we have no pianist on the staff. Mrs. Baldwin (School Secretary) is very generous with her time and will tape songs and Mrs. Wareham, one of our Grandmothers, gives us as much time as she can spare. We also use the television programme 'Music Time' and learn many songs from there.

Although my Helper's hours have recently been slightly cut, she is a very much valued colleague and friend and I hope very much that she will be able to stay here and that we shall have no more cuts in her hours. The standard of work would not be as good without her help.

Most of the Mathematics, English and Reading is done in the mornings and small groups taken for extra help in the afternoons. Music, Art, Handwork, etc. is also done in the afternoons, although the timetable is very flexible. The only fixed times are for P.E., Television programmes and Radio programmes when these are not taped.

Seven to Nine-year-old

Mr. R. H. Jones

ENGLISH

Reading

The overall aim of this course is enjoyment. It comprises many factors:-

1. Gradual improvement by practice using a five stage book difficulty scheme graded by colour.
2. Phonic sound work, backed up with the use of tape recorders and specialised sound books.
3. Reading to the Class stories, extracts and poems which are usually interlinked with the project.
4. Simple book reviews.
5. Reading in groups.
6. I operate several book clubs throughout the school in an effort to bring reading books into the child's home life.

Spelling

The first and second year learn how to use a dictionary and make one of their own for use with their course-work.

In addition I have introduced two extra quiz games; one based on an individual workcard theme with a spelling foundation and the other which is closely linked to vocabulary extension work.

Written English

The children experience many different modes of written English - descriptive, narrative, letter writing, copying and early note taking. They

will become familiar with the construction of phrases, sentences and paragraphs, filling in appropriate missing words in a given story or description (Cloze procedure).

The emphasis in all this work is adventure, exploration and activity which lead naturally to learning skills.

Handwriting

After the excellent groundwork done in the Infant class the children briefly recap the letter shapes, upper case and lower case and progress through a series of exercises designed to improve style, speed and general appearance.

Drama

The children derive great pleasure from drama lessons where they can explore and learn so much. As a basis for these lessons I use a weekly BBC radio programme which is taped.

Oral

An important facet of the child's development which is achieved throughout the day by relating experiences from everyday life, drama, stories, achievements, failures, etc.

MATHEMATICS

I believe in two areas of skill acquisition:-

1. Basic teaching in the rules of number
2. The provision of plenty of opportunity for the children to actively explore the new concepts they meet.

At the end of the First year, a child will have explored place value - tens and units, tables up to 6x, money up to £1, fractions $\frac{1}{2}$ and $\frac{1}{4}$, picture and block graphs, length metres and centimetres, time - hours, half hours, quarter past/to - Shapes, recognition of triangle, square, rectangle, circle, ellipse, pentagon.

Many will have progressed a lot further.

A Second year child will have experienced place value - 1000, 100, 10 Units, Tables - up to 10x, Money - amounts over £1, Fractions, $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$, $\frac{1}{3}$, bar charts, simple mapping work, Length, metres, paces, centimetres, cubits, spans; Weights, kilogram, 500, 100, 50 grams; Volume, litre, simple construction of 3D models - cube, tetrahedron.

Many children achieve more and adequate provision is always made for them.

In addition there is a Bank in the school and children have the opportunity to gain valuable money experience either as a customer or, for the older children, as an employee of the Bank.

MUSIC

Music Time is a BBC television production for seven to nine-year-old

children and blends in well with the overall music activity of the school. The children enjoy a wide range of stimulating activity using voices, instruments, quizzes and rhythm recognition.

In addition the children sing with and without piano accompaniment. This often leads to school productions, festivals and concerts.

Last of all, but perhaps the most important, is singing for pure enjoyment - folk songs, songs from other countries, old time favourites, etc.

PROJECTS

Most of the studies undertaken in Years I and II are 'project' based and incorporate many facets of the disciplines that I have already outlined. Some arise out of topical discussion and develop with an individual or group of children. Others are initiated by me and the children explore as many avenues as time allows.

Projects covered in the past two years include:-

- Transport
- Simple mapping
- Vikings
- Where we live
- Dinosaurs (including evolution)
- Life around us
- Me
- Animals

ART AND CRAFT

A great deal of the scheme is linked very closely to project work.

Children will have experience in the following:-

- Painting, using a background wash
- Sketching with a soft pencil
- Printing using potatoes
- Pattern making
- Collage using a variety of materials
- Simple model making

GAMES

All juniors enjoy instruction in football, rounders, netball, athletics and swimming, in addition to the skills learned in P.E. music and drama lessons.

R.E.

The whole school enjoys religious instruction from the Headmistress on two occasions every week. I try to back up this teaching with stories from the Bible and discussion of meaning and how it should affect us. In addition the whole school have a daily assembly with prayers at the end of the day. Every week we have a visiting Vicar.

GENERAL

The class has responsibility for looking after a gerbil and share the

necessary duties of feeding, cleaning, playing and taking it home at weekends.

Other classes have responsibility for a rabbit and two goldfish.

Nine to Eleven-year-old

Mrs. B. M. O'Brien

ENGLISH

Short descriptive writing. Imaginative writing.

Essay writing - (a) recapitulation of story
(b) inventive story writing

Poetry - reading and composition - simple metre and rhymes

Use of capital letters, full-stops enforced

Paragraphs - commas, question and exclamation marks used.

Handwriting - Marion Richardson
Copy writing from blackboard

English exercises - comprehension from Effective English Books 1 - 4
 Passwords
 Look it up
 Sound Sense
 Spelling

LIBERAL STUDIES including Geography, History and Nature Study

British History from King Alfred to 1603

Present Royal Family

Development of Houses and Buildings

Development of Roads, Railways, Canals

Study of the British Isles:-
 Counties and county towns - Industrial areas
 Scenery
 Minerals
 Distances

Plotting of routes and use of road maps

Plants, trees and birds of the British Isles - local study of
 wild flowers and trees

Birds found in differing habitat

Ground - soil study - use of microscope.

Study of insects and pond life as available

MATHEMATICS - Extension of First and Second Year work

Number to 1,000,000

Four rules of measurement extended Metric and Imperial

Money - computation and bills.

Time

Problems in the above

Fractions and equivalent decimals

Addition, subtraction, multiplication and division of fractions

Drawing to scale

Simple area

Venn diagrams and sets

Series

Two grade Arithmetic - Books 2, 3 and 4

More Practice in Mathematics - Books 3 and 4

New Oxford Junior Mathematics - Books 2, 3 and 4

7, 8 and 9 a Day Mental Arithmetic

ART AND CRAFT

Symmetry Pattern and design

Pattern use of differing media

Paint

Paper

Material

Gouache

Marbling

Relief - Black on pattern

Pattern on White and Black

Picture making - use of wash background

relief on plain background

Mosaic - extension of First and Second Year work

Scraper board

Stained glass window effect - using cellophane and black card

Tissue paper - flowers in relief on black, gold or silver paper

Simple figure and portraiture - human and animal

Pottery

Picture making

Wax including wax resist

Paint

Collage

Paper and Material

Pattern Making - all over and repeat

Simple Symmetry - blots, folding

Texture Painting - sponge, material, blocks - potato, wood

Finger Painting

Mosaics - paper, material, seed, etc.

SCRIPTURE

Old Testament Stories. The Creation.

Noah The Commandments.

Joseph

Moses

David

Samuel

New Testament.

The Church's Year

The Life of Jesus

The Teaching of Jesus

Stories Jesus Told

Miracles Jesus did

Saints relevant to the Christian Calendar

Harmonic relationships between countries and peoples. Family relationships.

PHYSICAL EDUCATION

Basic P.E.

Gymnastics

Swimming - daily in the Summer Term

WOODWORK - Years III and IV (Mr. Jones)

It has been possible during the past two years to take a group for instruction in Woodwork. My foremost requirement is safety.

The children will acquire the necessary skills to use the following tools:-

Saws, chisel, surform, wood file, sandpaper, screwdriver, hammer, square, vice, glues, drill, countersink, hinges, etc.

They are taught simple design drawing and drawing to scale, shaping,

cutting, smoothing and finishing a piece of work.

The following have been made during the past two years:-

- Boat
- Painted and Varnished Tile
- Games - nine mens morris, noughts and crosses
- Dice
- Acrobat on a frame
- Toast rack
- Letter rack
- An item of wooden jewellery
- Wood Sculpture
- Key rack

In addition larger projects have been successfully completed:-

- Refurbishing the Infants Playhouse
- Building a rabbit hutch and run
- Construction of a 'ride on' express train for the younger children in the school

SCIENCE - Years III and IV (Mr. Jones)

In a two-part course I have attempted to provide a basic groundwork of knowledge about environmental and physical science, and to equip the children with basic skills of exploration and experimentation.

Part I follows a B.B.C. Television series which provides much of the visual display and exploitation which would be impossible in the classroom.

Part II is based on topic work which the children explore and experiment with. Topics include:-

- Weather
- Light and Sound
- Mirrors
- Rocks and Soil
- Trees
- Insects
- Air
- Burning
- Water
- Water animals
- Materials
- Plants
- Crystals

SEWING COURSE FOR JUNIORS Mrs. J. Lawes

This is the Course we hope to follow:-

First year

1. Sample Knot in cotton, threading needle, running stitch, back stitch
2. Binca mat running stitch
snail trail - variations
cross stitch
fly stitch

Sewing Machine

- | | |
|---------------------------|---|
| 3. Bean bag frog | sewing on buttons for eyes |
| 4. Draught excluder snake | blanket stitch and oversewing to finish off snake |

Second Year

- | | |
|-----------------------------|---------------------------------|
| 1. Peg bag | French seam |
| 2. <u>Double</u> fabric bag | embroidery stitches to decorate |
| 3. Fabric picture | |

Third Year

- | | |
|----------------------|---|
| 1. Gingham serviette | hemming. Choose own decorative stitches |
| 2. Simple toy | |
| 3. Patchwork cushion | (cushion with cord trim) |

Fourth Year

- | | |
|----------------------------------|---|
| 1. Full length apron with pocket | (sewing curved seams) |
| 2. Summer skirt | various seam finishes
Samples of machined edges,
pinking, oversewing. |

Comments on Curriculum Arrangements

We all feel that this School has been deprived of any help at all with the development of Music and Singing Curriculum. We have a very high reputation in the area for Musical Productions and Choir Singing in Churches and Hospitals around the community - all done by staff with no specialist musical knowledge and in recent years voluntary parent and grand-parental assistance, no peripatetic teacher involved.

We would like a greater concentration on some aspects of the curriculum, achievement of which will only be fulfilled to our satisfaction upon improvement of Primary Teacher ratio and a substantial increase in Capitation allowance.

SPORT

Swimming: During the past nine weeks of the Summer Term 42 swimming awards have been earned. These range from the most important 10 metre certificate (ten awards) to the advanced test requiring a high standard of swimming skills (ten awards). The school lays great emphasis on the acquisition of swimming skills before a child reaches the age of eleven.

Football and Netball: During the year the school has achieved some notable success in sports fixtures with neighbouring schools.

A six-a-side football tournament is held annually during the Summer term.

The netball team has won most of its fixtures during 1980-81.

Extra Curricula Activities

Activity Club meets after School from 3.00 p.m. to 4.00 p.m. on Mondays, Tuesdays and Wednesdays. Children are free to use school facilities inside and on the playground and field. They are supervised by a teacher during this time.

Children may only attend this Club with permission from their Parents, who are responsible for making all arrangements to get their children home from School at 4.00 p.m.

All children are allowed to stay at School and take part in Games, P.E., Gymnastics, Art and Craft, using Lego, etc.

During the Summer holiday the School Swimming Pool is opened for children from the School for four weeks out of the six weeks holiday. A member of staff, usually myself or Mrs. Price, is in attendance.

Pupil Progress

Progress Cards for Juniors are kept filled in yearly.

All childrens Reading Ages tested yearly - children with difficulties each term or more frequently.

Yellow and Blue Infant Primary Check Sheets introduced two years ago are time consuming to complete but are proving very valuable in identifying children with special needs.

A record of children's progress must be kept and information correlated and forwarded when the pupil progresses to another class or school.

I think the County should insist on a standard record being kept by all schools as well as a detailed profile of each child.

Co-operation and constant referral and discussion between members of staff is essential to the balanced development and attainment of each child's potential. This progression is easier in a small school community when staff are in constant touch with one another.

At regular intervals we re-appraise the progress of each child and discuss and take any action needed. Extra help is given to any child whose progress is to us unsatisfactory. If the method of teaching being used is not working, we change our approach and teaching methods to suit the individual need.

Pupil Progress

Leo Witchell	badly physically handicapped through Polio. Was treated as a normal member of school community by children as well as adults - never made to feel that he was in any way different from a physically normal child. Since leaving school has always been employed.
Peter Hunt	Imperial College, London - Degree in Science
Peter Jones	Scholarship to Abingdon and Honours Degree
Kevin Brown	" " " " starts Jesus College, Oxford this year

Adam Poynton	Scholarship to Abingdon
Andrew Colgan	" " "
Louise Smith	" " St. Helens, Abingdon
Catherine Moore	" " " " "

These are a few examples of successes attained by ex-pupils of this school.

Staff Development

The staff are willing to attend Courses to further their skills and knowledge - Mrs. Price has attended Courses on Reading and Mathematics; Mr. Jones on Mathematics, Development of Language, Woodwork, Sport; Mrs. Lawes on Development of Language, Needlework; Mrs. O'Brien on Role of the Headteacher, Religious Education, Special Education.

It is difficult in an area isolated as this is for teachers to attend Courses in Oxford, Abingdon and Witney. There is no bus service to Abingdon and a teacher without their own transport is prohibited from attending. The Teachers Centre for this area is still Witney, which is far too remote for schools which serve the Faringdon area.

The Primary Schools In-Service Day held in May at Faringdon Junior School was found to be very helpful by all members of staff and more provision for this type of day would be of great benefit and appreciated by all. This is the only occasion when all teachers can get together and discuss the problems and progress in their schools.

School and Community

This Village has no meeting place for village activities apart from the School - so all functions held by the School are well attended and used by the community as their social occasions. The elderly people in the village are invited to all School Concerts, celebratory events and sports. Twice during the year the Staff, including the Kitchen Staff, provide a meal for the Senior Citizens - a Christmas Dinner and in Summer a Strawberry Tea. The children help with entertainment.

Future Directions

The Staff feel that it would be of great benefit both to teaching methods and experience if exchange of teachers between one school and another could be arranged on a daily basis. This would give teachers in a small school a chance to take part in the day-to-day organization of a larger school or a school with a building planned differently from our own open-plan school.

Comments and Suggestions by Staff

This educational area is geographically on the perimeter of County Education Authority. We are lucky if we have a visit from subject organisers, or advisers in any educational field. We would appreciate a regular visit by P.E. Advisers, Primary Adviser for our area, Music and Drama, Mathematics, R.E., Visual Aids and Multi-Cultural Education.

This School has had to rely on parents and grandparents to play the piano for all new musical productions for several years as no member of staff has the ability to play an instrument. A peripatetic music teacher would be a great advantage.

It would be a great advantage to this school and schools in this area if a Teacher's Centre could be made available at Faringdon - in one of the Faringdon Schools.

This would mean transport problems for teachers attending Courses and Meetings would be minimized.