

LONGCOT & FERNHAM C E (C) PRIMARY SCHOOL

SELF-EVALUATION REPORT SPRING TERM 1989

After discussion we decided that a statement of our general aims and objectives would be appropriate as an introduction to our evaluation; our reflections and perspectives of the specific areas of focus will then have a recognition starting point and a common thread. We will also make brief reference to the previous report to update some information and mention developments which have occurred since.

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Aims and Objectives:

We hope to educate children for life so that they are able to make decisions based on rational thinking, logic and compassion in whatever circumstance or situation they may find themselves. To educate children to be part of a caring community in readiness for life as an adult in the 21st century, and to be morally responsible.

We strive to provide a relevant curriculum which encourages academic, social, and physical growth through understanding.

Developments Since Phase 1 Evaluation, Spring 1983Staffing:

During the last five years the School has seen many changes. A falling roll caused the early retirement of a senior teacher and both Head and Deputy posts have also changed. Our establishment has gone from Head + 2.2 in 1985/86 to Head + 2 in 1987 and Head + 2.2 in 1988. There does appear to be an upward trend which should now stabilise, and guarantee three class status for the foreseeable future. New Staff appointed to the School have brought a move towards child centred education and music is now available to all.

Catchment Area:

We continue to serve many families from outside our catchment area (Longcot and Fernham villages) there now being a much more open view to parental choice than was once the case. The preference for a Church School does to some extent still exist, but the rationale we try to encourage is that if we can offer what parents feel their children need, a match can be made and a partnership entered into. To assist a measured judgement parents are advised to look at neighbouring Schools.

Faringdon Cluster:

The Schools in partnership with Faringdon Comprehensive School have joined together formally as a cluster to enhance opportunities for Staff and enrich the curriculum for our children. The Authority has assisted in this venture with £1500, forty days per annum supply teaching cover, and a Grade 'A' allowance which has been used to appoint a co-ordinator. Joint activities have taken place and initiatives are developing.

Devolved Funding/In-service Training

We now have control of our own Inset programme. An allocation of £150 per full time teacher and the appropriate fraction for part time staff has been made available to us (£480). Of this we have pledged 25% to our local group (same as the cluster) which will organise courses according to need and the corporate decision of the member Schools. The balance will be spent at our own discretion for our particular needs.

Swimming

Throughout the year a weekly swimming session for all is enjoyed at Wantage. The Authority fund part of this with the provision of an instructor and assistance with the travelling. The course includes watermanship and pool-side safety.

Parent Teacher Association

A PTA has been formed to run alongside the Friends of the School. Its aims are to promote links between staff and parents for the mutual benefit of our children. Family participation in workshops and educational evenings as well as social functions are encouraged.

Information Technology

Since the last report the impact of IT has been felt by society. We fully recognise our responsibilities in this field and have provided two computers, calculators, and digital display timepieces which are used throughout the School. We are aware of rapid technological advances which affect the everyday life of our pupils. We have a telephone link through the computer which is powerful enough to communicate with countries all around the world and potentially enjoy an almost immediate response. We intend to link with another primary school in Oxfordshire to share educational experiences.

Phase 2 Evaluation Issues

Issues Relating to Equal Opportunities and Prejudice

The Staff all share the common feeling that every child has an equal right to an education for life regardless of age, gender, religion, handicap or race.

Gender and Age

We make a positive attempt to integrate children across the whole age range in a variety of regular activities. These activities are unisex

and a boy/ girl balance is always sought. A weekly cooking session generally includes 2 girls and 2 boys each from a different peer group. Older children often have a 'book sharing' session with the younger ones. Not only is this a multi-age, cross gender activity but one which also seeks to cut across any prejudice that the children may have with regard to reading ability, especially amongst the older ones. Clubs are open to all (within the constraints of the activity) and older children are encouraged to organise and run their own clubs for younger ones. In sport children all play cricket, soccer and netball type games. In addition they all swim together, segregating only to change.

In a wider context we regularly host the Mother and Toddler Group and the Senior Citizens. Two children attend each session helping and working with the organisers and guests.

At lunchtimes we deliberately mix ages and sexes to encourage social interaction. Similarly at wet breaktimes older children take responsibility for younger pupils with books, board-games, construction toys and clubs.

Periodically we review our library stock and withdraw material which may reinforce prejudices, most commonly the notion that Mummy spends her time in the kitchen and Daddy spends his under the car. When books are replaced or the stock is increased we are mindful to ensure a balanced selection based on common sense and sensitivity to all points of view.

We intend to continue our contact with youngsters and pensioners as circumstance allows. Education Extra will provide opportunities for family and community learning. We intend to introduce a more systematic review of library stock and make a financial commitment annually.

Race and Religion

We are conscious that we live in a multi-cultural society but that our childrens' views are likely to be parochial because they seldom have direct contact with ethnic minority groups. In order to fill this gap and broaden their outlook we have attempted to at least make them aware of a world beyond by having a 'world-wide' display corner which will always include atlases and maps and the current issue of National Geographic. It has also included books in several different languages on loan to us from the Multi-Cultural Unit in Oxford. Often our weekly cooking session will have an international theme with menus and ingredients from abroad. An In-service training day for our Staff was

recently held entitled Prejudice and Equality in our Schools. This stimulated much thought and discussion. Following on from that a week of activities ensued which brought visitors from places like Japan, the Carribean, Nigeria and India into our classrooms through organisations like the Commonwealth Institute and Oxford Development Education Centre (ODEC). In at least one of the three terms the children will work on a geographical project, most recently China and New Zealand. These are organised through an integrated approach and include cross-curricular activities. We are aware of the historic importance of any culture but also try to view it within the context of the modern world. In short, we recognise that Eskimoes no longer live in igloos which is an impression that some books give and some television programmes endorse. This is a Church of England school and we understand the relevance of this for many people. The vicar comes in often to spend time with the children and to take a weekly Assembly. The major Christian festivals are celebrated and we all go to the Church once a month. Other vicars from neighbouring parishes come in on a monthly rota basis. We feel that Christian values are sympathetic with moral values and that these principles are to be found in other religions. The children are encouraged to consider the religious aspect of different cultures from abroad and at home. It is an area that is not ignored during geographical topic work, time being given to research and discussion. In conjunction with our vicar we are going to develop the understanding of world wide religions, practice and belief, with the older children.

Handicap

We try to look beyond the handicap and recognise the person. We have recently had on roll a boy with cerebral palsy which restricted movement and limited co-ordination. He was fully accepted by his peers and despite his disabilities he enjoyed the entire curriculum along with everyone else. We would gladly accept another disabled pupil so long as we could match needs. We regularly meet people concerned with The Guide Dogs for the Blind Association. These include a puppy walker and dogs at various stages of development and blind people with their fully trained dogs. These welcome guests talk with the children and share their experiences with them. Coincidentally, our swimming session at Wantage is followed by Fitzwaryn Special School and there is some spontaneous interaction between pupils. We would like to establish some closer links with a special school to encourage genuine understanding and get beyond what may be a rather superficial tolerance.

It is our eventual aim that the children should have sufficient background and as many experiences as possible to make measured judgements in their own right rather than merely accept various points of view as expressed by others. We must be aware that this is an 'on going' process and we hope to establish some links with Fitzwaryn School Wantage.

Off-site Curricular Activities

Our aim is to ensure that pupils reach full potential by providing for the needs of individual children, offering learning situations in which they succeed and extending a variety of activities and experiences not possible on the school site. We recognise the impact of using direct, first hand experience as a starting point for learning.

Residential Education

It is our objective to give every child at least one opportunity for a residential studies trip during his/her time with us. In practice all but one or two of the junior children have been away for between three and six nights for the last two years. No child has ever been excluded on the grounds of cost, but we are aware of the ever mounting expense involved. Parents have been very generous in attitude and kind while the children have been enthusiastic. From this positive starting point we have been able to go camping, youth hostelling and stay at Oxfordshire's centres in Sutton Courtenay and Yenworthy Lodge, Exmoor.

We feel that these experiences allow the teachers to see and observe the children in a different light and environment, to more fully interact with individuals in a concentrated period of time, and acknowledge and encourage their ideas and contributions to a diverse range of activities. There is also time to recognise and influence the impact of the peer group on children's attitudes and behaviour, and to present a good adult model in a non-establishment atmosphere. Residential education can provide challenging learning situations in which children succeed, stretch children mentally and physically, identify qualities of leadership and diagnose areas where support is needed. Pupils can be encouraged to care for others, respect property and facilities and the natural environment.

Swimming

We consider ourselves fortunate in having the all year round facility of an indoor pool on a weekly basis. Over the last five years we have had just two children leave the School unable to swim. Happily, most leave at least competent and many with good style in two or three strokes. It is our great regret that they are unable to continue with achievements

at Faringdon Comprehensive School and that many do not maintain their interest because of the absence of a similar facility in the Faringdon area. This in itself is a powerful motivation to give full access to our children now, while they do have the opportunity.

The financial cost is quite high, at present £25 weekly but with the authority paying for ten of the forty sessions. The entire school, 68 at the moment*, is able to travel on one bus which helps spread the cost. We currently ask Parents for a termly contribution per pupil of £2.60 towards transport.

There is all but a 100% response to this request. The remainder is met by school raised funds and the generosity of the Friends of the School in equal parts. We are conscious of the time element involved, an hours total travelling for 30 minutes in the water. Recognising the cost in time and money, we think the rewards are sufficiently high in terms of aesthetics, health and fitness and water safety to justify the outgoings. We consider it very much part of our curriculum and seem to enjoy full parental support.

* We recognise that if our roll continues to rise there may be resource implications for staffing and pressure on pool and coach space.

Shopping

Shopping is an integral part of our weekly cooking programme. Each session involves four children of different age and gender. They join a discussion led by a welfare assistant with a brief for good dietary practice and corporately decide on a menu for lunch for themselves the following week. A strict budget is imposed - usually the price of a school meal. The children then accompany the welfare assistant to the local supermarket to purchase their ingredients. This allows them the direct experience of choosing, weighing in metric, comparing, paying and receiving change. There are other learning opportunities as a spin off which we try to take advantage of, for example incidental reading or recognising produce from abroad. The next morning the meal is prepared and consumed with a verbal appraisal of the proceedings and any new tastes experienced. This activity is a complete entity and is not done in isolation - often an international theme is used to fit in with a topic. Each child has this opportunity once or twice a year.

In response to suggestions that the shopping is unnecessary because children often shop with their parents after school and at the weekends we thought we would ask the youngsters themselves what they thought

about it. The feeling was that shopping invariably meant no more than pushing a trolley and waiting while a cheque was signed and a bankers card presented. This is not intended to trivialise the exercise - we know it is not always like that - but to point out the different emphasis performed under a trained eye with a specific purpose in mind and as part of a structured programme.

Theatre

Our language programme centres around listening, speaking reading and writing. Drama is a valuable vehicle for these skills. We strive to promote an aesthetic awareness and interpretation of expression and skills related to drama and music. These will include the physical skills related to creative movement and dance. Drama allows children the opportunity to practice and apply new skills learnt. We believe that 'live' theatre can stimulate imagination, communication and discussion between children and that it is a natural extension of the drama undertaken throughout the curriculum. We consider live theatre as an art form in its own right and attempt to give each child an experience of it at least twice a year. These can also enhance social awareness by expecting a high standard of behaviour. Touring companies specifically for children are excellent, but we have also tried more sophisticated theatre with great success. We are mindful of the financial cost of these events especially since the Oxford Playhouse has closed, but seem to enjoy parental support and subsidy from the Friends of the School.

Specific Study Trips

These take place as and when necessary if viable. These would be linked to a school/class topic and include places like museums and farms etc.

Mathematics

Continuity in Mathematics Learning

Our aim is to provide opportunities and resources at all levels for the development of mathematical skills and concepts for practical use in everyday life. Different stages of development demand many activities and resources. As with other curricular areas we recognise the impact of direct experiences and a wide range of equipment is available, including computers, calculators and digital timepieces.

Pre-School

We liaise with our Mother and Toddler group and have given advice through workshops, publications and our Teacher of Infants (Mrs Keith-Walker) about the sort of 'seed bed' that could be cultivated. This would include the conservation of number through counting games and rhymes, matching activities like jigsaws, using constructional toys like Lego, conservation of capacity, volume, weight and mass through playing with sand and water. These activities are available in School and are encouraged. The use of simple but correct mathematical vocabulary is recommended. An emphasis on participation and enjoyment is stressed.

Most children come to us with a variety of pre-school experiences which makes liaison difficult because they are outside our designated catchment area. New legislation may create some possibilities. In the meantime in the term preceding the fifth birthday Parents are offered regular 'starter sessions', perhaps three sessions weekly, for their children. Mothers are invited to stay or go as they wish and at these times we can begin to establish good mathematical practice and language. This also allows Staff some insight into the individual child so that an appropriate starting point can be identified.

Infants

When the children begin full-time these principles and activities are continued and extended. More advanced number games are introduced and pupils begin to record their observations. The formation of numerals is taught and later simple signs and symbols. They are gradually acquainted with the Peak Maths Cards which form the core of early number work. Through careful record keeping and teacher observation progress is plotted and new challenges or further consolidation practice is planned. Different stages of development demand many activities and resources. Direct teaching areas will include number bonds to ten and then ten to twenty with symbols + and -. The emphasis here will be on place value eg 11 is $10 + 1$ (one-ty one) and 12 is $10 + 2$ (one-ty two). There will also be sorting and pattern work. Upper infants will be introduced to multiplication and division if ready. Experience will be given in simple measurement using a metre stick as a first standard for 'bigger than' or 'smaller than'. Spans, cubits etc will be used. Later smaller callibrations like cms may be introduced.

Children are acquainted with the early concepts of time. Plane and solid shapes will be explored, tessellations and patterns studied. There will be a simple introduction to area and spatial awareness. Coin recognition with real money is introduced.

Lower Juniors

In the term preceding transfer from one class to another the receiving teacher spends time with the new group in their classroom and alongside their present teacher. Records and comments can be passed on and observations made with discussion to follow. The children and their new teacher (who will not be unfamiliar to them already) can then continue the invaluable 'bonding' process and tune in to the classroom practice and organisation so as to ensure a smooth transition. The course work picks up where individual children are and will extend and introduce new topics. Number work will concentrate on the four rules to 100 and place value to hundreds, composition of pounds with pennies, metres with centimetres, kilograms in grams. Later the short version of the four rules to 1000 and consolidation of place value to include composition of litres and kilometres. Fractions will include halves, quarters and thirds, progressing to changing simple fractions to common denominators. Angles and areas of squares and oblongs will be explored. Time will include 5 minute divisions and then just minutes. Both analogue and digital timepieces will be used.

Upper Juniors

Again, there is Staff movement to accomodate children pending transfer and records are passed on and discussed. Starting points are established and work planned for groups and individuals. Number work may include multiplication with two figure multiplier, simple long division, square numbers and square roots. It will include consolidation of previous concepts. Addition and subtraction of simple fractions is continued progressing to mixed fractions if possible. Decimal fractions will be introduced, eventually to three places. Activities with metric measurements will continue. Area and shape will be further studied. Some may even look at the properties of 'pi'. The 24 hour clock will be used.

Secondary Provision

There are some links between ourselves and Faringdon Secondary School with some shared in-service work and occasional subject meetings. We do feel there is something of a gap because it is very difficult for us to visit during the school day. However this very exercise of

evaluation has brought us closer together and highlighted the need for greater co-operation.

Summary

Maths is a hierarchical subject and stages cannot be built without proper foundations. To this end we have worked on some broad guidelines to create a skeleton on which teachers can hang some flesh as and when their professional judgement deems appropriate. These decisions are made after discussion and consultation between colleagues. Regular Staff Meetings take place when corporate monitoring of groups and individuals may take place and information updated. In-service training is also undertaken to keep abreast of current thinking. This may be school or cluster based after which participants report back to colleagues.

Links with Parents and the Local Community

Parents

Our aim is to work in partnership with Parents for the education of their children. It is our objective to focus interest on educational issues of specific and general nature by communicating with Parents through consultation and discussion, and by encouraging participation in their childrens' learning at home and School.

We hope to achieve these by providing opportunities for meeting through the following.

Open Door Policy

Our brochure states clearly that Parents are welcome any time and that an appointment is not necessary; this view is constantly reinforced. Parents are encouraged to think of the School as belonging to them as well as their children. Parent helpers in the classroom are well received. Unfortunately, we mostly find both Parents are at work and are not available often or at all during the school day. Our widespread catchment area also hampers spontaneous visits.

Meetings and Open Evenings/Days

In the autumn term we arrange timed Parent/Teacher interviews of a quarter of an hour each. The emphasis is not only on reporting but on mutually agreed ways forward. During the spring term we offer an open invitation to the community to call in at leisure and see us in our normal working environment. This almost exclusively attracts Parents

only. In the summer term we have an open evening and display of childrens' work.

PTA

This has recently been formed to help bridge the gap that may exist due to the changes in Parents' daytime access to the School. It has a greater interest in educational and social matters rather than fund raising. Workshops at weekends and in the evenings are a feature of its activities. These may include children working alongside adults. It is hoped to continue and develop these further with corporate input. They are usually school based but could be off-site.

Governors

Governors are kept informed through newsletters and reports and have a standing invitation to spend time in school. In practice this tends to be rather infrequent, again mainly due to work commitments.

Friends of the School

This organisation is open to all but in the main is patronised by people - not usually directly linked to the school - from Longcot. In many ways it fulfills the function of a village social committee but with the School as a beneficiary. This is historical and probably because there is no other meeting place in the Parish. While we are grateful for the financial support we receive, we feel it is not the vehicle to foster educational partnership between home and School. It is this notion that provides the rationale to form the PTA - essentially to run alongside the Friends, complementing rather than competing.

The School as Host to Organised Groups

Mother and Toddler Group

This meets weekly and could develop but space limits expansion and inhibits real growth.

Senior Citizens

This group meets once a month for a social gathering and again to have lunch with the children. The pensioners are always invited to Christmas performances.

Faringdon Area Community Education

In conjunction with the Community Education Officer we have opened our doors to several new ventures. These include evening classes like Slimnastics and daytime courses like arts and crafts. The day classes

have included children working with paying members of the community. Within the obvious confines we will try to respond to any reasonable requests. The Staff think it is good that children should see at first hand that education does not have to stop in adulthood and that learning with others does have some social relevance.

We are keen to promote our School as a facility open to all and that it does genuinely belong to the community. Much goodwill is needed to implement this policy and we are mindful of the encouragement we have received from the Authority; also of the possible effects of competitive tendering with regard to cleaning/caretaking and school meals.

We have found that this use of the building has broken some of the barriers that can distance adults from education and indeed their own children's learning. We would like to develop it further but there are restrictions on space and resource. However there is the possibility of some funding through 'Education Extra' a welcome initiative from the Authority which we are currently studying. There is also some local support for a village hall to be erected on the school site. The Governors have agreed in principle and the Authority have given permission in the first instance. Fund raising has started and we hope the effort can be sustained. If it should happen many possible joint educational ventures could ensue.

Continuity through and between areas of curriculum and on transfer between classes and schools

Our aim is to ensure a smooth transition from one learning stage to another by providing appropriate resources and experiences in partnership with Parents and other educational establishments.

Pre-School

The only provision within the village for younger children is the Mother and Toddler group which meets in School just once a week. This is a lively and expanding group with whom we have close links. However, there are severe limitations to our combined activities due to the constriction of space within the building. As our roll has increased the problem has been exacerbated. Consequently the group now meets when the school is at Wantage Swimming Pool and the benefits of seeing the school in session are lost. Opportunities for integration with older children are also limited. On the positive side the group can

cope with a larger number and can enjoy the full use and freedom of the building in our absence. In the shorter term we must make the most of the limited opportunities and find new ways to create closer links. Longer term solutions may lie in the provision of the Village Hall on the school site.

Other local playgroups and nurseries are widely used but are too varied and widespread for us to liaise with properly.

School

We prefer an integrated approach to learning and seldom is a subject taught in isolation. Links are made throughout the curriculum and are easily seen in Topic Work which would include many disciplines. We believe this leads to greater understanding and appreciation of, for example, how geography and history have combined to shape the world as we see it today. We are aware of the importance of planning, monitoring and recording. We recognise the value of reviewing, reflecting and refining so that groups and individuals can be extended and encouraged at appropriate levels. Consultation with Parents is part of this process. Tasks and challenges that allow a high level of success for pupils figure strongly during planning and review. We are trying to develop personal pupil profiles for each of our children so that a broad and full assessment of the individual may be made. These files may include pieces of their work, some chosen by themselves, as well as records of their achievements as perceived by their teachers. A file is opened for each child on enrolment and will be compiled throughout their career with us.

Transfer between Classes

There is some movement of both pupils and teachers within the school and a degree of 'cross pollination' naturally occurs. However, this is not just left to chance. The term before transfer the receiving teacher is released from class duties so that time may be spent with the new intake in their own environment and with the current teacher. A programme of work is corporately agreed and so pupils and mentor are introduced through a shared venture. Ideally we would like to extend this so that the present teacher could reciprocate and maintain an insight into classes beyond and children previously taught. A working knowledge of the complete primary range is desirable if we are to successfully educate the 'whole child'. We could develop this notion further.

Transfer to Secondary Schools

Traditionally and in the main our children have moved on to Faringdon Comprehensive School. There is however, an increasing trend towards other alternatives including Wantage, Highworth and various independent schools. This may be due to greater mobility and governmental encouragement or perhaps the uncertainty surrounding sixth form provision in the Faringdon area. It may also be that a pattern has been established in the viewing and selection of primary schools and looking beyond Faringdon is a natural extension of this. The logistics of forging real links are likely to be difficult if too many schools are involved.

Faringdon Comprehensive School

We support our local secondary school and are happy to recommend it. Parents do not always see that secondary education is a development of primary education but often perceive it as something quite different. This is something we must try to overcome. We feel we ought to have greater contact with secondary colleagues and fully accept some responsibility for improving communication. Coffee evenings jointly organised by respective PTA groups on a 'home' and 'away' basis have been helpful.

With regard to transfer some progress has been made. More frequent visits by our 4th year children have taken place. Perhaps these could be extended to include some younger children in the future. Liaison with the teacher responsible for transfer at eleven has been good with both formal and informal meetings involving Staff and pupils. These have been during his non teaching time and on our site. It would be helpful if our 4th year teacher could be released to take the pupils regularly to the secondary school to observe and share some lessons. A transfer sheet for each child, corporately devised, is completed by the primary teacher and delivered well in advance so that any specific discussion may take place if deemed necessary.

We feel this is an area that needs further consideration. If we are approaching the age of the nomadic pupil, not knowing where they are coming from nor, until late in the day, where they might be going, there are clearly going to be problems of liaison and planned continuity.

SELF-EVALUATION REPORT

SCHOOL: LONGCOT & FERNHAM GROUP: 2

STATUS: C E (C) PRIMARY

Head Teacher .J. F. KENT.....

When appointed ... 11 APRIL 1983.....

Number of Teaching Staff: .HEAD. + .2.2.....

Number of Incentive Allowances: ...NIL.....

Chair of Governors: A

Rev B P R Pegg *C

The Vicarage D

Ashbury, Wilts E

* = 1. 4. 88

<u>Non Teaching Hours Weekly</u>	<u>Secretarial</u>	<u>Ancillary</u>	<u>Caretaking</u>	<u>Welfare</u>
.....	13 $\frac{1}{2}$	14	13 $\frac{3}{4}$	5

Pupils on Roll: ...71....
(January figure)Plus Nursery Pupils: ...NIL.....
Plus Special Unit Pupils: ...NIL....

Primary only: Age bands and numbers in Classes: Class 1: 25 pupils age 9-11 years
Class 2: 21; pupils age 7-9 years
Class 3: 25 pupils age 5-7 years

Accommodation

Classrooms/Teaching Areas: ...3...Permanent: 0...Temporary:.....Hall(s):.....
Date/age of Main School: ...1969.....Additions: ...None.....
Comment on General Conditions: ...Good.....

Site

Approximate Area:.....
Comments:.....

<u>Capitation in Current Year</u>	£ 1902.00	approximately
<u>Income from other sources</u>	£ 1301.53	approximately

Pupil Information (%age figure over past year)

Attendance: Good, no unexplained absences	Take-ups of meals: 54%
Suspensions: Nil	Sandwiches 45%
Referrals to SPS/ 2	Free Meals 1%
Child Guidance: Nil	

'Partner' School(s)/Colleges: Faringdon Comprehensive School
(Secondary: Primary; FE)

Please append staff list, with specific responsibilities identified.

LONGCOT & FERNHAM C E (C) SCHOOL

STATUS: C E (C) PRIMARY

STAFF

Mr J F Kent	Headteacher	Upper Junior
Mrs B J Keith-Walker	Deputy Headteacher	Infant
Mrs J E Lawes	Teacher	Lower Junior
Mrs S Tidmarsh	Part time teacher	Upper Junior and Music (0.2)
Mrs H Harding	Classroom Assistant	14 hours per week
Mrs P Turner	Clerical Assistant	13.5 hours per week
Mrs H Harding	Welfare Assistant	3 hours per week
Mrs P Turner	Welfare Assistant	2 hours per week
Mrs S Hutchings	Cleaner in charge	
Mrs W Richings	Cook	
Mrs R Dolby	Kitchen Assistant	
Mrs G Laskey	Lunchtime Supervisor	
Mrs B Gerring	Lunchtime Supervisor	

Primary only: Age bands and numbers in classes: Class 1: 25 pupils age 4-5 years
 Class 2: 21 pupils age 6-7 years
 Class 3: 25 pupils age 8-9 years

Classrooms/Teaching Areas: ... Permanent: ... Temporary: ...
 Date/age of Main School: ...
 Comment on General Conditions: ...

Approximate Area	Site
Capital in Current Year	Income from other sources
£ 1902,000 approximately	£ 1301,55 approximately

Child Guidance: ...
 Referrals to SP2: ...
 Suspensions: ...
 Attendance: Good, no unexplained take-up of weeks: ...
 Child Information (page figure over past year): ...

Please append staff list, with specific responsibilities identified.