



St Chad's CE VC Primary School

'Learning to love, loving to learn'

Class restructuring for Year 1/2/3 from September 2026 – information for parents/carers

Rationale

- We must deliver a high-quality provision to all of our learners.
- We must balance income and expenditure.
- Schools usually work on an average class size of around 30 pupils with no more than 30 in an infant class.
- For 2026/2027, we are expecting 57 pupils in total in Years 1,2 and 3.
- Per pupil funding for South Gloucestershire schools is low and the school gets very little additional income from Pupil Premium or other additional funding streams.
- In order to reduce the current budget deficit, it is necessary to teach Year 1,2 and 3 pupils in two mixed age classes (Y1/2 and Y2/3). This is becoming more common in schools due to pupil numbers and budget restrictions. Legally, we are required to keep our pupil admission number (PAN) as 30 for the year on entry, which is Reception. With this in mind, there will be a cap in place as agreed by the Local Authority for Years 1, 2 and 3 so that we can have 2 mixed classes for these year groups.

This will mean that we will operate with the following structure:

- Reception
- Year 1 / Year 2 (this class will not exceed 30 pupils as is the legal requirement for infant aged pupils)
- Year 2 / Year 3 (this class will not exceed 30 pupils as is the legal requirement for infant aged pupils)
- Year 4
- Year 5
- Year 6.

With this model, the year 2 class will be split based on date of birth with the older children working in a class with the year 3 pupils. This is usually the preferred/recommended model where mixed classes are required. Please see the attached policy for more information.

Parents/carers will be notified of the class their child is in when staffing has been confirmed for next academic year.

Please note that the class structure for future years will be dependent on pupil numbers so we are unable to share this at the moment.

What is mixed age learning?

A mixed age class is a class in which there are children who are from more than one year group within the same classroom. In some very small schools, they can include children from three or even four year groups, although it is more usual to involve mixing children from just two year groups in one classroom.

The research

Evidence suggests that pupils do not perform less well when they work in mixed age classes than when they work in single age classes. There is evidence to suggest that in mixed age classes:

- There is a positive impact on collaborative learning.
- There is a positive impact on peer interaction, feedback and peer coaching.
- There is a positive impact from individualised approaches.
- There is a positive impact from the use of flexible grouping options.
- There are increased opportunities for flexibility in ability groupings, enabling learners to work with the appropriate ability, regardless of age.
- As with classes now, the teacher focuses on teaching each child according to his or her own strengths – learning is highly personalised.
- Giving older learners the chance to support younger learners socially builds their confidence and leadership skills. The younger learners also benefit as they see their older peers modelling positive learning behaviours.

How will we achieve the best outcomes?

- St Chad's is recognised for the strength in adapting provision to meet the needs of each pupil (regardless of the class they are in or their ability). The range of abilities that teachers will be planning for is no different in a mixed class to in our single age classes.
- As a school, our leadership team have experience of working with this model in previous schools and will work to ensure that our pupils still receive a strong curriculum offer.

Reception, Year 1 and Year 2 (next year's year 1, 2 and 3) have worked collaboratively on many occasions this year and we have already seen positive friendships build as a result. We will continue to build in opportunities for our infant classes to work together over the summer term to support their transition. We are recognised by external professionals for the strength in our ability as a school to adapt learning to meet individual need and this will be no different with mixed classes in place. We will continue to strive to improve our provision and ensure our children are meeting their age-related expectations.

- Regardless of the class that year 2 children are in, the team will work together to ensure they receive the same offer (taking in to account ability of each individual child).
- As a school, decisions are always based on our vision, 'Learning to love, loving to learn' and are linked to research to ensure that our children receive the very best. We have redesigned the curriculum (taking into account research, our vision and having taken advice from external specialists in their own subject area as well as specialists within our school). Our curriculum has been discussed and reviewed with the Bridge Family of Schools; this has involved Headteachers from schools who currently have mixed age class structures and a current Ofsted inspector. Next year, we will continue to review our provision on a regular basis to ensure our children continue to receive the very best.
- There will be opportunities built into each school week where year 2 children will be taught together as a cohort by a member of staff familiar to them. This will enable us to be flexible with the groupings of pupils to ensure that they receive the teaching they require to meet age related expectations. During this time, year 1 and year 3 will also be taught as separate cohorts. Children will be taught in separate cohorts for phonics/spelling, some aspects of Maths, PSHE, Music and French (year 3).

Class teachers for 2026/2027 academic year:

The Year 1/2 Class will be taught by Mrs Ives (one of our Deputy Heads / Key Stage One lead / current Year 2 teacher) and Mrs Jones (our current Year 2 teacher).

The Year 2/3 Class will be taught by Miss Powell (current Year 3 teacher).

- The teachers will work closely together when planning and organising the children's learning to make sure there is a high level of consistency and that the children get the appropriate opportunities.
- Support staff will be allocated to work across both classes.