

Free Schools in 2014

Application form

**Mainstream and 16-19
Free Schools**

Completing your application

Before completing your application, please ensure that you have read the 'How to Apply' guidance carefully (which can be found [here](#)) and can provide all the information and documentation we have asked for- failure to do so may mean that we are unable to consider your application.

The Free School application is made up of nine sections as follows:

- Section A: Applicant details and declaration
- Section B: Outline of the school
- Section C: Education vision
- Section D: Education plan
- Section E: Evidence of demand
- Section F: Capacity and capability
- Section G: Initial costs and financial viability
- Section H: Premises
- Section I: Due diligence and other checks

In Sections A-H we are asking you to tell us about you and the school you want to establish and this template has been designed for this purpose. The boxes provided in each section will expand as you type.

Section G requires you to provide two financial plans. To achieve this you must fill out and submit the templates provided [here](#).

Section I is about your suitability to run a Free School. There is a separate downloadable form for this information. This is available [here](#)

You need to submit all the information requested in order for your application to be assessed.

Sections A-H and the financial plans need to be submitted to the Department for Education by the application deadline. You need to submit one copy (of each) by email to: mainstream.fsapplications2014@education.gsi.gov.uk.

Your application should be: no more than 150 pages long; a Word document formatted for printing on A4 paper; completed in Arial 12 point font; and include page numbers. Annexes should be included within the page limit and restricted to documents relating to evidence of demand (e.g. questionnaires and maps) and relevant CVs. The financial templates are excluded from the page limit and should be submitted separately in Excel. Please include the name of your school in the file name for both your Word and Excel documents. Please do not include photographs, images and logos in your application (other than the demand map). Your email must be no more than 10MB in size.

You also need to submit two hard copies (of sections A-H and the financial plans) by 'Recorded Signed For' post to:

Free Schools Applications Team
Department for Education
3rd Floor
Sanctuary Buildings
Great Smith Street
London SW1P 3BT

It is essential that the hard copies are identical to the version you email.

Section I must be submitted in hard copy and sent by 'Recorded Signed For' post to:

Due Diligence Team
Department for Education
4th Floor
Sanctuary Buildings
Great Smith Street
London SW1P 3BT

Data Protection

Personal data is collected on this form in order to consider an application to set up a Free School and will not be used for other purposes. For the purposes of the Data Protection Act, the Department for Education is the data controller for this personal information and for ensuring that it is processed in accordance with the terms of the Act. The Department will hold all personal information you supply securely and will only make it available to those who need to see it as part of the Free School application process. All personal information supplied in these forms will only be retained for as long as it is needed for this process.

Application checklist

Checklist: Sections A-H of your application		
	Yes	No
1. You have established a company limited by guarantee.	<input type="checkbox"/>	<input type="checkbox"/>
2. You have provided information on all of the following areas:		
Section A: Applicant details – including signed declaration	<input type="checkbox"/>	<input type="checkbox"/>
Section B: Outline of the school	<input type="checkbox"/>	<input type="checkbox"/>
Section C: Education vision	<input type="checkbox"/>	<input type="checkbox"/>
Section D: Education plan	<input type="checkbox"/>	<input type="checkbox"/>
Section E: Evidence of demand	<input type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	<input type="checkbox"/>	<input type="checkbox"/>
Section G: Initial costs and financial viability	<input type="checkbox"/>	<input type="checkbox"/>
Section H: Premises	<input type="checkbox"/>	<input type="checkbox"/>
3. This information is provided in A4 format using Arial font, minimum 12 font size, includes page numbers and is no more than 150 pages in total.	<input type="checkbox"/>	<input type="checkbox"/>
4. You have completed two financial plans using the financial template spreadsheet.	<input type="checkbox"/>	<input type="checkbox"/>
5. Independent schools only: you have provided a link to the most recent inspection report.	<input type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only: you have provided a copy of the last two years' audited financial statements or equivalent.	<input type="checkbox"/>	<input type="checkbox"/>
7. All relevant information relating to Sections A-H of your application has been emailed to mainstream.fsapplications2014@education.gsi.gov.uk between 9am on 17 December 2012 and 6pm on 4 January 2013 and the email is no more than 10 MB in size.	<input type="checkbox"/>	<input type="checkbox"/>
8. Two hard copies of the application have been sent by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.	<input type="checkbox"/>	<input type="checkbox"/>
Checklist: Section I of your application		
9. A copy of Section A of the form and as many copies of the Section I Personal Information form as there are members and directors have been sent by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 9am on 17 December 2012 and 6pm on 4 January 2013.	<input type="checkbox"/>	<input type="checkbox"/>

Section A: Applicant details

Section A: Applicant details

Main contact for this application			
1.	Name: [REDACTED]		
2.	Address: Fairline House Nene Valley Business Park Oundle Peterborough PE84HN		
3.	Email address: [REDACTED]		
4.	Telephone number: 01832 864 502		
About your group			
5.	Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or directors, members of the project group, etc. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
6.	If Yes, please provide more details:		
7.	<table border="0" style="width: 100%;"> <tr> <td style="width: 30%;">Please state how you would describe your group:</td> <td> <input type="checkbox"/> Parent/community group <input type="checkbox"/> Teacher-led group <input checked="" type="checkbox"/> Academy sponsor <input type="checkbox"/> Independent school <input type="checkbox"/> State maintained school <input type="checkbox"/> Other </td> </tr> </table>	Please state how you would describe your group:	<input type="checkbox"/> Parent/community group <input type="checkbox"/> Teacher-led group <input checked="" type="checkbox"/> Academy sponsor <input type="checkbox"/> Independent school <input type="checkbox"/> State maintained school <input type="checkbox"/> Other
Please state how you would describe your group:	<input type="checkbox"/> Parent/community group <input type="checkbox"/> Teacher-led group <input checked="" type="checkbox"/> Academy sponsor <input type="checkbox"/> Independent school <input type="checkbox"/> State maintained school <input type="checkbox"/> Other		
8.	If Other, please provide more details:		
9.	Has your group submitted more than one Free School application in this round? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
10.	If Yes, please provide more details:		
11.	In addition to any support/advice from the New Schools <input type="checkbox"/> Yes		

	Network, did you put together this application with support from another company or organisation?	✓No
12.	If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful: N/A	
Details of company limited by guarantee		
13.	Company name: United Learning Trust (ULT)	
14.	Company address: Fairline House Nene Valley Business Park Oundle Peterborough PE5 4HN	
15.	Company registration number: 4439859	
16.	Does the company run any existing schools, including any Free Schools?	✓Yes No
17.	If Yes, please provide details: <ul style="list-style-type: none"> • Accrington Academy, Queens Road West, Accrington, Lancashire BB5 4FF • Barnsley Academy, Farm Road, Kendray, Barnsley S70 3DL • Kettering Buccleuch Academy, Weekley Glebe Road, Kettering, Northants NN16 9NS • Lambeth Academy, Elms Road, Clapham, London SW4 9ET • Manchester Academy, Moss Lane East, Manchester M14 4PX • Midhurst Rother College, North Street, Midhurst, West Sussex GU29 9DT • Northampton Academy, Wellingborough Road, Northampton NN3 8NH • North Oxfordshire Academy, Drayton Road, Banbury OX16 0UD • Paddington Academy, Marylands Road, London W9 2DR • The Regis School, Westloats Labe, Bognor Regis, West Sussex P021 5LH • Salford City Academy, Northfleet Road, Peel Green, Eccles M30 7PQ • Sheffield Park Academy, Beaumont Road North, Sheffield S2 1SN • Sheffield Springs Academy, Hurlfield Road, Sheffield S12 2SF • Shoreham Academy, Kingston Lane, Shoreham by Sea, West Sussex BN43 6YT 	

- Southway Primary, South Way, Bognor Regis, West Sussex, P021 5EZ
- Stockport Academy, Heathbank Road, Cheadle Heath, Stockport SK3 0UP
- Swindon Academy, Beech Avenue, Swindon SN2 1JR
- Walthamstow Academy, Billet Road, Walthamstow, London E17 5DP
- William Hulme's Grammar School, Spring Bridge Road, Manchester M16 8PR

Company members

The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.

18.	Please confirm the total number of company members: 18
19.	Please provide the name of each member below (add more rows if necessary):
	Name: ██████████
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Company directors	
<p>The company directors are appointed by the members and will eventually form the governing body that will oversee the management of the school. At the point of setting up the company, members are required to appoint at least one director-this may be one of the members. All directors at the point of application must complete a Section 1 personal information form. All individuals on the governing body must be formally appointed as directors of the company and registered with Companies House.</p>	
20	<p>Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary): ULT Company Directors</p> <p>If the Wye Free School proposal is approved the ULT Directors will assume ultimate governance responsibilities as they currently do for all ULT academies. None of them will have a portfolio responsibility but will, as a collective, exercise legal accountability and liability for the school. The ██████████, will assume the position of ultimate chair of governance. Governance responsibilities are delegated by the ULT Board to a Local Governing Body (LGB). The precise relationship between the ULT Board and the LGB is outlined in detail in section F6 of this submission.</p>
	1. Name: ██████████
	2. Name: ██████████
	3. Name: ██████████
	4. Name: ██████████
	5. Name: ██████████
	6. Name: ██████████
	7. Name: ██████████
	8. Name: ██████████

	9. Name: [REDACTED]	
	10. Name: [REDACTED]	
	11. Name: [REDACTED]	
	15. Name: [REDACTED]	
	16. Name: [REDACTED]	
	17. Name: [REDACTED]	
21	Please provide the name of the proposed chair of the governing body, if known: [REDACTED]	
Related organisations		
22.	Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
23.	<p>If Yes, please provide the following information about each organisation:</p> <p>United Learning Trust has as its parent charity the United Church Schools Trust which manages a group of 11 private fee paying schools in England.</p> <p>The link will enable that group to support education in WFS as it does current for ULT academies. This would be in terms of aspiration setting, curriculum support and teaching support.</p> <p>United Church Schools Trust Charity Number: 1016538</p>	
24.	<p>Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (eg Pentecostalism, Deobandism, Reform Judaism, etc).</p> <p>None</p>	
Existing providers		
25.	Is your organisation an existing independent school wishing to become a Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

26.	Is your organisation an existing independent school wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
27.	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
28.	If Yes to any of the above three questions, please provide your six digit unique reference number here:	N/A
29.	If you are an existing independent or state maintained school or an Academy, please state the age range and current number of pupils on roll and your capacity:	N/A
30.	If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website: N/A	
31.	If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years: N/A	
32.	If you are another type of organisation involved in education, eg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number: The United Learning Trust is an Academy Sponsor registration number 4439859.	

Please tick to confirm that you have included all the items in the checklist.

✓

Declaration to be signed by a company member on behalf of the company

I confirm that the information provided in this application is correct to the best of my knowledge. I further confirm that if the application is successful the company will operate a Free School in accordance with the requirements outlined in the 'How to Apply' guidance and the funding agreement with the Secretary of State. I acknowledge that this application may be rejected should any information be deliberately withheld or misrepresented that is later found to be material in considering the application.

Signed: [REDACTED]

Position: Chair of company | Member of company (please delete as appropriate).

Print name: [REDACTED]

4th January 2013

Date:

NB This declaration only needs to be signed in the two hard copy versions of your application. Please use black ink.

Section 8: Outline of the school

1.	Proposed school name:	Walthamstow Primary Academy
2.	Proposed academic year of opening:	2014
3.	Specify the proposed age range of the school:	<input checked="" type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input type="checkbox"/> 11-19 <input type="checkbox"/> 14-19 <input type="checkbox"/> 16-19 <input type="checkbox"/> Other If Other, please specify:
4.	Date proposed school will reach expected capacity in all year groups:	2020
5.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed
6.	Will your proposed school include boarding?	
	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
7.	Do you intend that your proposed school will be designated as having a religious character? NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation.	
	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
8.	If Yes, please specify the faith, denomination, etc of the proposed school:	
9.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)?	
	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

10.	If Yes, please specify the faith, denomination, etc of the proposed school:	
11.	If you have a preferred site, please give details, including the post code:	Walthamstow Academy Campus ██████████ Walthamstow ██████████
12	Please tell us how you found this site:	Existing United Learning Site
13	Is the site:	<input type="checkbox"/> a private building? <input checked="" type="checkbox"/> a public/government building? <input type="checkbox"/> don't know?
14	If you have not identified a site yet, please tell us the postcode of your preferred location:	
15.	Local authority in which the proposed school would be situated:	Waltham Forest
16.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	
17.	<p>This application form is designed to be used for mainstream applications and 16-19 applications (as defined at Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. <i>If this applies to your application please briefly outline the main differences below.</i> You will also need to address these differences in more detail in the relevant sections of the application.</p>	

Section C: Vision

Walthamstow needs a new two form entry primary school from 2014 because there are not enough places in other local schools to meet future demand. This offers a great opportunity to develop a free school with the community and for the community - a place that they call their own. A free school will also increase the diversity in the local family of primary schools and extend for parents the choice of education available.

The educational achievement of children in Walthamstow has traditionally been below the London average and has not always compared favourably to national figures. It is an area where there has been a level of underachievement in educational success and we want to ensure high quality provision which raises aspiration within the community and beyond. We will create a new school in partnership with the local community where every family believes their child will achieve academic and social success and every child knows that they are on the way to college, university or a good job.

The overall aim of our free school is to improve the current and future lives of local children and families and to rank amongst the highest performing primary schools nationally. There will be a distinctive ethos and strong partnership with the adjacent Walthamstow Secondary Academy. In keeping with the specialisms of this academy, the new primary academy will promote the themes of Science, Mathematics and Enterprise. These themes will enhance the learning experiences of all children. It will be an inclusive school that welcomes all children and families from the local community including those with special needs.

We are modeling this school on some of the most successful United Learning schools in economically and socially deprived areas of the UK. We are committed to promoting real social mobility and our strap line is 'the best in everyone'. From the moment that you walk into the building you will be able to tell that the school is a community where adults care about the children, where children love to be in school and where everyone is focused on achieving a set of common goals. The environment will be clean and attractive with a constantly changing exhibition of children's work which celebrates their success and demonstrates their progress and achievement.

A significant proportion of children in Walthamstow enter school lacking many of the social and language skills already acquired by others of their age. They often have limited vocabularies and poor listening skills. There are also a high percentage of children with English as a second language. To build children's repertoire of spoken and written language so that they become confident and effective communicators we will provide a curriculum with a strong focus on speaking and listening. In order to underpin and complement this work we will choose Spanish as our modern foreign language because, as well as being one of the most widely spoken languages in the world, its phonetic structure supports the teaching of English.

Mindful of the needs of working parents and those wishing to get back into employment we will run an extended day which includes activities before and after school that support and extend our curriculum. Our daily provision will also be extended with opportunities for children and families to participate in a range of activities. In addition children will have the opportunity to work as volunteers on improvement projects woven across the curriculum in

school and in the wider community helping build their sense of community and citizenship.

Parents will be clear that we place their children's achievement at the top of the list. We will maintain our high expectations in relation to attendance because every minute of learning counts. We will also be exacting about uniform because we want our children to take a pride in their appearance and their school and to focus on their educational performance.

The school and its community will have strong partnerships with the secondary academy and with local secondary schools. Although our aim is to have two separate Headteachers at each school, a shared governing body will ensure continuity across the two schools. This will support our aim to become a teaching school and our themes in science, mathematics and enterprise. There will be other benefits for children and their families through the use of facilities and programmes such as mentoring. We will also maintain a positive partnership with our family of United Learning schools and will form part of the local family of schools.

This will be a school where: there is a culture of respect for local people, local culture and local values; every adult is dedicated to serving the needs of its community; where families are true partners in their children's education; where staff are selected not only because they are outstanding professionals but also because they believe they have a responsibility to reach every child; where children expect to reach high academic standards, make positive personal growth, behave with respect and dignity and develop the emotional resilience to succeed, even in the face of adversity.

Section D: Education plan – part 1

In the table below, please provide the proposed numbers in each year group at the point of opening and an explanation of how pupil numbers will build up over time. Please add additional rows/columns if appropriate. If you are an existing independent school wishing to become a Free School, please use the first column to show how many pupils you currently have.

If you are proposing to open later than 2014, please leave the relevant earlier columns blank.

	Current number of pupils (if applicable)	2014	2015	2016	2017	2018	2019	2020
Reception		60	60	60	60	60	60	60
Year1			60	60	60	60	60	60
Year2				60	60	60	60	60
Year3					60	60	60	60
Year4						60	60	60
Year5							60	60
Year6								60

Section D: Education plan-part 2

Please refer to pages 20-26 of the 'How to Apply' guidance for what should be included in this section.

This section of the application is completed in partnership between the Walthamstow Primary Academy group and the United Learning Trust.

This is the heart of our application and should provide the framework for implementation by the Principal Designate. This plan is intended to provide a strategic framework for the Principal Designate and not to restrict their input and professional advice. It explains how Walthamstow Primary Academy will achieve its education vision through its strategic plan and operational details.

This education plan-based on the educational vision outlined in section C- describes the structure of Walthamstow Primary Academy and the experience that pupils will have. It sets out our aspirations for student achievement, how we intend to meet these and how we will evaluate performance, both of individual pupils and the school as a whole.

Introduction

Our proposed name for the free school is Walthamstow Primary Academy. Our ambition is to build a two form of entry primary school at the site next to our current United Learning secondary school called Walthamstow Academy. The two schools will work closely

together and share facilities. The leadership structure for the primary academy will consist of its own primary principal and leadership team but joined by a single governing body across the primary and secondary schools.

Walthamstow Primary Academy, in partnership with United Learning seeks to develop a high quality, FS2 – Y6 provision to meet the particular needs of pupils and families of local communities. The School would be a two form of entry primary school, with provision for 420 pupils when full in 2020.

01: A viable curriculum plan with an appropriate focus on core areas of learning.

Walthamstow Primary Academy will be a mainstream Free School, serving as a feeder school to the adjacent Walthamstow Academy. We will provide continuity and stability for families whose children will be able to move seamlessly through the school experiencing high quality planned learning experiences where key skills are built on.

The curriculum of Walthamstow Primary Academy will be broad and balanced and meet the different needs and interests of all pupils offering a wide range of learning experiences linked to problem solving, learning challenges and embracing a high quality cross curricular approach. We will also ensure the curriculum recognises the diversity of the local and wider community, planning a broad range of educational experiences, including planned trips, visits and a structured programme of wider curriculum provision¹.

In addition, we aim to share resources and staff with Walthamstow Secondary Academy so that we are able to provide a range of specialist provision for pupils within the primary free school. These include science, sports and specialist teaching within languages.

02: Walthamstow Primary Academy Curriculum Plan

1. Curriculum aims

Walthamstow Primary Academy seeks to bring about educational transformation and improved outcomes for pupils at a significantly faster rate than has been achieved in this area before. We will seek to address levels of underachievement and low educational standards through the development of integrated and innovative approaches across the age range. Our school will offer high aspirations, broad experiences and high standards of Teaching and Learning for all pupils.

We will use the national curriculum as our framework for planning and delivery of the curriculum. We will have a rigorous, comprehensive curriculum with a social and academic approach to education. It will be designed to develop the character, mind and resilience of the whole child and will incorporate our core beliefs and values. We will also undertake the national assessments at age 7 and 11 so that we know how well the children are doing and can benchmark our performance against that of others.

¹ We aim to provide a range of after school clubs and extended school provision that will meet locally identified needs. The needs will be audited and also linked to pupil premium analysis.

Linking the Education Vision to the Education Plan

Structures will be put in place to deliver our vision of securing 'the best in everyone'. These will provide:

- Excellent teaching from outstanding staff members who will be supported by the 'Exceptional People Development' Programmes provided by United Learning.
- Coaching, Mentoring, and 'Sharing Outstanding Practice' with Walthamstow Secondary Academy, as well as the family of United Learning schools.
- The very best pastoral care for its pupils with time allocated for Personal Tutors to really know and support pupils.
- Emphasis on the important core academic subjects, numeracy and literacy being the key to success.
- A flexible curriculum that links closely with other subject areas ensuring literacy and numeracy skills are taught in a range of contexts.
- Accelerated reading programmes²
- Accelerated Learning Programmes that will stretch all pupils, including the most able.
- A comprehensive community offer that operates from 5.30pm to 10.00pm and at weekends and holidays and is open to all.
- Extremely high expectations in terms of commitment to learning and excellent behaviour.
- Partnership between pupils, their parents and the school to work together to provide happy, fulfilling and successful school careers.
- High academic achievement and significant value added progress. Students will be expected to make 16 points of progress between KS1 and KS2 to enhance life opportunities and close the attainment gap.
- Extension, enhancement and enrichment activities which are key facets of our education vision.
- Opportunities to link with Walthamstow Secondary Academy to provide enrichment programmes in sport, music and drama and to engage in healthy competition.
- Opportunities to give service to the community locally, nationally and globally.
- Links with other United Learning schools and academies throughout the UK to enhance the lives of all pupils.
- No excuses for mediocrity.
- Opportunities to express individuality and to develop pupils' talents.

² Reading Recovery and Fisher Family Trust Wave 3 Programmes.

2. Curriculum Detail

School size and flexibility

Walthamstow Primary Academy plans to have an admission number of 60 for each year group. Therefore, capacity for pupils in Years FS2 up to Y6 will be 420. This will build progressively from the schools opening in 2014 to 2020 as follows:

2014	60 pupils
2015	120 pupils
2016	180pupils
2017	240 pupils
2018	300 pupils
2019	360 pupils
2020	420 pupils

It is envisaged that the school will be a 2 form entry school (2FE). The numbers of the school may need to be upwardly adjusted in response to demand based on the success of the school in its early years. However, it is envisaged that this growth (if required) should be limited to reflect the educational vision, which centres around the benefits a mid range primary school serving as a feeder school to the Walthamstow Secondary Academy. In terms of curriculum organisation, it is anticipated that pupils will be taught in mixed ability groups for all subjects, reflecting the latest research that children learn best from each other and acquire language development being exposed to good peer role models.

Core features of the curriculum

Walthamstow Primary Academy will;

- be built on the community school model- with a nurturing, strong pastoral and relational approach and close links to families. These will extend from knowledge of families attending the secondary school and through building high quality relationships amongst the community
- ensure high quality transition programmes are developed at a range of intervals to ensure pupils enter phases of the school ready to learn and make progress, thereby avoiding the regression in levels of attainment which is characteristic of this transition. This is summarised as follows:
 - Entry to FS2- pre-start home visits programme outlining school expectations and routines. Pre-start taster days. Managed 'staggered' transition into school. Learning mentor support available for families.
 - Entry to Y1 up to Y6 –
 - Series of planned transition meetings planned during summer term prior to transition with focus on age related expectations and school routines.
 - Planned staff data sharing / handover meetings
 - Termly school data sharing meetings to monitor progress of pupils as they move through the school
 - Learning mentor support / attendance advisor support for targeted families
- emphasise the needs of the whole child; the promotion of character and personal attributes- with a vibrant Enrichment and extracurricular offer.

- track and monitor individual student progress and sub group progress in detail- ensuring everyone achieves to their best- through a bespoke curriculum and personalised learning.
- hold a strong commitment to the use of IT and digital technologies to expand and extend the learning of pupils.
- have a unique curriculum focus linking learning to the local and wider environment surrounding Walthamstow. The curriculum will also provide links with the secondary academy specialisms (maths, science and business enterprise) and core offer so that skills are sequenced and built on between primary and secondary
- will use detailed programmes to address the needs of all pupils especially those with Special Educational Needs and looked after children.
- will provide a broad and balanced curriculum including the core subjects of English, Maths, Science (taught in line with National Curriculum guidelines) and RE. Where possible, curriculum areas will be linked by broader topic areas / areas of pupils' interest
- employ staff under the contractual terms of United Learning's own conditions of employment to allow for our distinctive approaches and unique specialism.

Our children's learning will be characterised by:

- the mastery of basic skills and good achievement now and in the future;
- positive attitudes to learning, strong relationships and exemplary behaviour;
- hard work, perseverance and a clear belief that they can succeed even in the face of adversity;
- caring for others and their environment (behaving like good citizens);
- the ability to work independently and in collaboration with others;
- the ability to identify and use a range of resources to support and enhance their learning including ICT;
- confident use of the language of learning;
- a creative approach to identifying and solving problems and the ability to think like scientists;
- a reflective and evaluative approach that helps them and others to improve;
- the pursuit of learning beyond the classroom;
- knowledge of big ideas and the things that shape our world.

The Curriculum Offer

We have set out in this section an outline of the curriculum and the principles on which it is based. The detail will be drawn up by the principal designate and other professional staff in consultation with parents and the community.

The whole curriculum will have a strong focus on speaking and listening, broadening children's vocabulary, exposure to a wide range of reading materials and opportunities to write for many purposes and different audiences. English, mathematics and science will be at the heart of the curriculum and will be taught each morning. We will link termly topic themes where possible to core subject learning so that the curriculum is meaningful, engaging and inspires pupils.

Music and physical education will also feature strongly because, as well as being important disciplines in their own right, they will encourage community participation and will be key to developing a range of skills that support and complement children's broader development. Our aim is to draw on the skills and expertise from the secondary academy to provide subject specialist teaching in music and PE, as well as plan alongside teachers to develop their own subject knowledge.

Teachers will adapt and extend the curriculum to meet the needs of all children so that the gifted and talented are properly challenged and extended and children with special needs or English as an additional language have full access. They will also ensure that activities are designed and resources are deployed to accelerate progress for those children who may have fallen behind, for example, children in care and those from economically and socially disadvantaged backgrounds. Afternoons will be planned to provide a broad programme of curriculum enrichment activities often based around topics. Because we want all our children to be technologically advanced ICT will be woven through the whole curriculum so that it becomes integral to the way we work. Programmes planned for the extended day and year will broaden and enhance our curriculum offer.

English

For English we will follow the national curriculum at both key stages. We know that literacy is critical to the whole curriculum and to children's capacity to learn. In addition, some of our children will enter school with limited language repertoires and it will be particularly important that they have a rich language experience through reading, writing, speaking, viewing and listening which develops their range of vocabulary and their ability to use more formal language registers. While there will be discrete English lessons will link to termly topics and use the context of these topics to develop core skills, in particular speaking and listening, will be used and developed in every curriculum area.

We will use a variety of approaches to reading to suit the learning needs of the individual child. These will include: shared reading, independent reading and guided reading; strategies that enable children to construct meaning from a variety of fiction and non-fiction texts; a strong decoding and spelling foundation using a blend of phonics and visual techniques.

Mathematics

For mathematics we will follow the national curriculum at both key stages and there will be daily lessons for all. We want our children to develop mathematical habits of mind; value mathematics; master basic facts; be mentally agile; be creative problem solvers; tackle complex problems with confidence; read, write and discuss mathematics; apply mathematics in other subject areas and begin to understand and appreciate the role of mathematics in the world.

Understanding mathematics is an essential life skill and all our children need to become good mathematicians. This means that the curriculum and teaching need to address not only the mastery of basic skills and recording but also have a progressive focus on real life mathematics and the more advanced concepts. We know that there are persistent gaps between the mathematics performance of primary school children from different backgrounds and with different characteristics. We will make sure that the structure of the

curriculum, the teaching strategies and personalised learning programmes are used to reduce these gaps.

Subject knowledge in primary mathematics and research has consistently identified the need for primary teachers to gain a better knowledge of mathematics. We will make sure we appoint a subject leader with very strong subject knowledge and also provide a programme of training for others. We will draw on the best practice in maths teaching from the secondary academy and develop opportunities to share best practice across the two schools. We will also engage parents and members of the community in learning mathematics so it increases their confidence and places them better to support the learning and achievement of their children. We will encourage children and their families to play games which support and extend their mathematical thinking and skills. There will be a chess club and also a range of board games which may be used on school premises but also taken out on loan for use at home.

Science and technology

Science lessons will be designed to capitalise on children's curiosity and help them to think like scientists. Children are natural investigators and using their questions as a starting point we will help them to discover answers through methods of inquiry- identifying problems, hypothesising, gathering data and drawing and testing conclusions. We will be concentrating on children's intellectual development and also helping them to understand how to be successful in the ever changing technological world of the twenty-first century.

To make our science and technology curriculum really special we will be supported by Walthamstow Secondary Academy and other schools with expertise within the United Learning group. With their science specialism and excellent school facilities Walthamstow Academy will provide us with expert teaching, specialist equipment and accommodation and programmes in which parents and other community members can engage alongside the children.

ICT and the use of technology

ICT and the use of technology will be based upon the national curriculum programmes of study. ICT and technology will underpin teaching and learning in every area of our school, helping to extend and enrich the curriculum. Our ICT curriculum will embrace innovative and creative technologies which children can access as and when they need them. Through this approach we will support the children to become confident, safe and appropriate users of ICT who are well prepared for a technology rich future. Our ICT activities will also include work with families and the community to build their confidence and expertise and, for some, to support them back into employment.

While there will be fixed ICT equipment in our learning resources area there will be class based equipment in every room so that children and teachers have easy access to the best learning resources as and when they need them. Parents and the community will also have access to the learning resource area where there will be training and activities to help them to become technologically competent both in support of their children's learning and also to help them back into employment.

Physical Education

As well as increasing children's knowledge and understanding in physical education we want them to develop positive attitudes towards physical activity and have a wide range of formal and informal experiences. Participation in physical activities should help to improve their self-esteem and confidence and also their sense of wellbeing.

A central aim of our physical education curriculum is to cultivate a love of activity and to complement cognitive learning. We want to promote the benefits of physical activity to the whole community and ensure that they are aware of the link between physical activity, healthy eating and a healthy lifestyle. We will be sensitive to cultural issues that may influence children's participation and that of their families.

We intend that every child will be physically fit with a sense of wellbeing. They will have the opportunity to develop any individual physical talents to a more advanced level and also to participate in competitive activities. We will base our formal lessons on the national curriculum programmes of study and these will be timetabled three times a week. On the other days there will be physical activity sessions before or after school. These will be designed so that parents and other community members are able to participate or indeed to lead activities. These sessions will include dance, a wide range of exercise classes, games, walking, cycling, skipping and many more activities that can be carried on out of school.

Our curriculum and activities will be supported by membership of the local school sport partnership, facilities at the secondary academy and good on-site provision including an all-weather pitch. We will play competitive games and will promote competition both within and beyond the school.

Music

Every child will be treated as a developing musician and will take part in a music programme designed to reinforce, develop and enhance all areas of learning. The programme will comprise specific musical skills including singing, listening, playing instruments, theory, history and performance. There will be formal music lessons each week based on the national curriculum programmes of study and every child will learn to play an instrument. There will be an opportunity to sing every day³ and also a range of other musical activities before and after school and as part of the extended year programme. Families and other community members will be encouraged to join in with some of the music making and we intend to form a community choir.

In the first instance we will need to 'buy-in' expertise for music teaching, most probably from the Walthamstow Music Service which has a reputation for high quality within an inclusive approach. We will also be supported by local secondary schools and will bring in expertise from the local community for our informal activities.

³ Primary Sing Up Programme

Visual and performing arts

Visual and performing arts develop children's creativity and are powerful modes of communication. They provide the children with opportunities to express themselves and to draw meaning from the world around them. We believe that the arts are not merely supporting disciplines but are integral to the primary years and so the curriculum will be designed to nurture creative and reflective development.

Our visual arts programme will incorporate art, craft and design with the opportunity to experience visual arts beyond their own initial involvement, be it through a visit to a gallery, a guest artist or other out of school experiences. Children will be given opportunities to respond to their own and other artists' work and in doing so to develop the skills of critical analysis, interpretation, evaluation, reflection and understanding. They will also have opportunities to communicate distinctive forms of meaning, develop their technical skills, take creative risks, solve problems and visualise consequences.

Our performing arts programme will be a combination of dance, drama and music. There will be two over-arching stands, responding and creating. Children will be encouraged to take risks with the skills they are learning in performing arts and showcase these at every opportunity- within their class, year group, in assemblies or public performances. Each year, a production will be held which will involve every child appearing 'on stage'. As the school grows the older children will start to take responsibility for producing the show and will be involved in every aspect from lighting to stage management and costumes.

Humanities

Humanities will be taught through topics that are planned in blocks of time to give a real focus to the work and to allow time for research and consolidation. We will not follow the national curriculum topics in history and geography but will use the skills progression from the programmes of study. Humanities will be used as a vehicle for enquiring into the historical and social forces that have created our distinctive culture and our world situation. It will also provide the framework for considering our own and world religions and for reflecting upon and valuing diversity.

History

We view history not just as facts and dates but as a subject which encourages children to become detectives and to explore the past in an exciting way. The topic approach gives them a chance to explore a wide range of sources in their role as detectives and helps the past come alive. History encourages children to: compare and contrast; examine how and why things have changed; learn about historical characters and expand their research skills. It teaches them to be open minded and enquiring thinkers who understand cause and effect. We want them to understand how people have lived in the past and compare this to modern life. We will encourage first hand experiences through: handling real artefacts; talking to eye witnesses in real life or through a virtual environment; field work visits at sites of historical interest; workshops run in school by visiting experts to which community members can also be invited.

Geography

In geography children will learn about people and places to understand the physical, social and economic forces which shape those places and the lifestyles of the people who live there. The geography curriculum also provides opportunities for developing children's love of nature and the natural world and nurturing positive feelings about the importance of sustainability. We will study the local area, local people, local culture, local businesses and industry, local economy and employment and other local issues. We will then extend these studies into national and worldwide contexts.

The children will learn to use maps to locate their homes, local roads, villages, towns and cities, countries, mountain ranges, rivers, seas and oceans etc. As reference materials they will use atlases, photographs, artefacts and the internet to explore the environment and economics of other countries which they study. They will have the opportunity to practice and extend the skills that they have developed in literacy, numeracy and ICT when reporting and recording their findings.

Because the children will be learning Spanish as a modern foreign language, Spain will be one of the countries they study as a topic. As part of this topic they will study the history of Spain, its relationship with England over the centuries, its religions and beliefs, its geography and economy, its art, theatre and culture and its cuisine.

Religious Education (RE)

We believe that RE supports and strengthens what we aim to achieve in every aspect of school life. Reflected in the curriculum is the centrality of the community and the development of the whole child; spiritually, morally, socially, culturally and intellectually. We will cultivate children's awareness and sense of connectedness with the world, people and ultimate reality. We want our children to: know and understand the principal world faiths practised in this country; develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures; be able to make reasoned and informed judgments about religious and moral issues; develop an awareness of the fundamental questions of life arising from human experiences, and how religious beliefs and practices can relate to them; reflect on their own beliefs, values and experiences; express their own personal viewpoints in a thoughtful, reasoned and considerate way; recognise the right of people to hold different beliefs within a religiously diverse society.

We will follow the Walthamstow Agreed Syllabus for Religious Education and will incorporate a religious calendar into school planning in order that we capitalise on major religious festivals and cultural events.

Assemblies

We will hold assemblies daily as an important time for the school community to come together to celebrate achievements. It will also be our opportunity for collective worship and a time for singing and music making. We will respect the wishes of families who do not wish for their child to participate in collective worship.

We believe that collective worship can enhance Children's whole school experience. In particular, it develops the feeling of belonging to a community which is essential for

personal and spiritual growth. We will value this special time for the space it gives children and others in the community to develop a reflective approach to life with the opportunity to express their reflections in traditionally religious or other ways. There will be open invitations to assemblies for families and other community members particularly on occasions when children are celebrating their achievements. We will also draw on the knowledge and experience of local religious leaders, and others from a wide range of ethnic backgrounds and religious beliefs, to extend and enhance our repertoire of assemblies.

Assemblies will support and enhance many aspects of our curriculum including speaking and listening, drama, PSHE and citizenship and religious education.

Personal, social, health and economic education (PSHE) and citizenship

We aim to promote healthy, independent, responsible and resilient members of society. We will expect all our children to play a positive role in contributing to school life and the wider community through: class and school councils; family and community activities; fund raising events; supporting charities; valuing diversity; caring for each other and respecting the environment. We want our children to become confident and self-motivated; to know right from wrong; to understand their rights and responsibilities and to see the need for rules within our society.

There will be a clear emphasis on children understanding and responding to their own feelings and those of others, knowing their bodies and learning about relationships. They will be taught how to stay safe including recognising and responding appropriately to danger. We will make sure that they know about safe and unsafe substances, the consequences of choice and how to say no. We will also deal with healthy lifestyles, healthy eating and personal hygiene.

While we will teach some aspects of PSHE and citizenship in discrete lessons, much of the programme will be woven through the curriculum in English, drama, science, mathematics and humanities topics. It will also be reinforced by circle time, assembly, educational visits, community work, and through activities related to our behaviour policy particularly around bullying and racism.

The curriculum will be based upon the national curriculum programmes of study with a very strong emphasis on developing social skills and resilience. Staff will be aware of the importance of the way that they establish expectations, model behaviour and act like good citizens. Children will have the opportunity to work as volunteers on improvement projects in school and in the wider community. This will help to build their sense of community and citizenship.

Spanish

For our modern foreign language we have chosen Spanish because: it is one of the most widely spoken languages in the world; it is a key language of enterprise, culture, law, science and politics; its phonetic structure supports language development in English; Spain is one of the most popular holiday destinations. Having knowledge of a foreign language is widely recognised as part of being well-educated and a modern foreign language is a desirable if not essential requirement for entry into university, college and good employment.

We will teach Spanish from reception to year six as part of the formal curriculum. We will also have a range of activities to support Spanish in our extended day and year. Some of these activities will also be open to parents and friends so that learning Spanish can become a family activity.

There is more to learning a second language than just memorising words and phrases. Taking the right approaches in teaching children to speak Spanish will make a huge difference to their understanding of the culture and their mastery of the language. It can also be the difference between them wanting to continue learning and giving up. While we aim to have a part-time teacher of Spanish on the staff we will also be supported with specialist teaching from both the secondary academy and by Spanish speakers in and around our community.

In the early stages of language learning the children will have fun with the language learning words and phrases that they can use in their everyday life. At a later stage children will be taught: how to use and respond to the foreign language; how to listen carefully in order to discriminate sounds, identify meaning and develop auditory awareness; correct pronunciation and intonation; how to ask and answer questions; techniques for memorising words, phrases and short extracts; how to use context and clues to interpret meaning; how to make use of their knowledge of English or another language in learning the foreign language.

The children will also be taught about the country and the Spanish culture by: working with authentic materials including some from ICT-based sources; considering their own culture and comparing it with others; considering the experiences of other people.

Learning another language presents opportunities for the reinforcement of knowledge, skills and understanding developed in other curriculum areas. These include: speaking and listening skills, knowledge and understanding of grammatical structures and sentence construction; aspects of mathematics such as counting, calculations, money, the time and the date; songs, alphabet, poems, rhymes and stories in other languages; international or multi-cultural work, for example celebration of festivals, storytelling; using ICT, for example email with schools abroad, materials from the internet and satellite television; geographical and historical work relating to other countries.

Homework

We will make judicious use of homework to support children's learning and accelerate their progress. A homework policy will be drawn up by the professional staff in consultation with children and their families.

The school day and the school year

The formal school year will be 39 weeks divided into 3 terms in line with the local family of schools with five hours of taught time each day across the key stages.

We will cater particularly for the working parent and those looking to return to employment and will run a 7.30 am to 6 pm day and also an extended year. There will be a range of before and after school activities for the children, their parents and other members of the

community, with additional opportunities during the school vacations. Music and physical education extension activities will be free but we will need to charge for some of the others.

3. Curriculum Phases at Walthamstow Primary Academy

Common features across phases

Phase team structure

The high quality curriculum will be delivered in a way that ensures all pupils receive both balance and breadth. To facilitate this, the management of the curriculum will be organised across 4 distinct phase teams. Phase teams will organise learning around the National Curriculum and EYFS framework ensuring high quality learning experiences are planned and delivered. Phase teams will be responsible for the development and quality delivery of the curriculum throughout the school. In this way the school will guarantee the continuity and progression expected. The phase teams are:

- Foundation Stage 2
- Key Stage 1
- Year Three and Four
- Year Five and Six

Whole school approach

High levels of attainment are more readily achieved by pupils who are certain of routines and can focus on their learning. This belief will characterise whole-school systems which are established and particularly for those which relate to classroom organisation, home-learning, pedagogical approach and behaviour. Schemes of work will be planned in collaboration with other teachers in each phase team at the school in order to ensure continuity, progression and pace. Lesson planning will be a shared activity across the year group to ensure consistency between classes.

Consistency of approach

A broad, well-balanced and personalised provision will aim to improve student achievement and engagement and be:

- Learner-centred: focussing on the needs, interests and aspirations of individual pupils with an increasing expectation that they develop and display the skills of independent study
- Planned collaboratively: so that knowledge and skills are shared both longitudinally, to ensure progression, and within year teams to guarantee consistency
- Inclusive: so that it is equally accessible to all pupils
- Informed by 'Assessments for Learning': where targets, progress and achievements are recorded, used to inform future priorities and make clear to pupils what they have to do to progress to the next level of attainment
- Community-orientated: so that parents/carers and community representatives are involved in productive relationships with the school.

Progress Review Meetings

A programme of half termly progress review meetings will take place linked to the school's annual cycle of self evaluation. These will be chaired by the Principal and attended by phase team members. The focus of progress reviews will be on pupil progress and achievement in core subjects. Teachers will be expected to develop action plans and next

steps to ensure all pupils meet the school expected thresholds of progress. Pupil Progress Review Meetings will provide the basis for a professional dialogue based around the progress profile of the class (as seen on the tracker) and pupils previous attainment. There are five key questions that staff are asked to consider before the meetings which will inform and support the dialogue of individuals and groups:

The five key questions are:

1. Who are the learners at risk of under achievement (Please consider learners in all categories, pupil premium, SEN and G&T etc.)
2. How many learners have made very good progress so far this year and why do you think that is?
3. How many and which learners have made poor progress this year so far and with the resources we have available to us how can we support them to make good progress from now on?
4. Which learners are not on track to achieve their targets and with the resources we have available to us how can we ensure they are back on track by the end of the year?

After looking at the data what do you think you might need to do today, this week, this half term, to make sure that every child in your class makes the progress they are capable of?

Student voice

Encouraging the 'student voice' will be an important aspect of the development of the whole child and will increase as pupils are given, and expected to display, increasing degrees of responsibility. For example, as a key feature of the curriculum all pupils will be expected to work within teams to investigate real-life issues (which may be local, regional, national or international in nature), identify appropriate solutions and deliver presentations on their findings to their peers, staff and community representatives. Interaction with local organisations will enhance the learning experience, for example through links with local museums, galleries, businesses and the Walthamstow Secondary Academy.

Foundation Stage Curriculum

Personalised learning and curriculum delivery

Learning in EYFS 2 will be linked to the revised EYFS Early Learning Goals and build on best EYFS practice. The Academy will draw on expertise from leading teaching schools, the London Leadership Strategy and a range of leadership partners when designing our curriculum offer.

Learning opportunities will be child led and follow children's interests. For this reason the learning environment will be organised so that children can access learning independently, are stimulated and inspired to explore and learn in a play based way.

Each child's progress will be closely monitored on a daily basis so that practitioners can ensure learning needs are met. We will ensure regular reviews involving parent, child, teacher, and a senior head of learning ensure every child's learning journey is a collective responsibility. This rigorous and individualised approach will then be replicated as the child progresses through the school. Any child not on track to achieve their individual targets will receive individual or group support from a Teaching Assistant or teacher. Students on the SEN Code of Practice will have an Individual Education Plan or Individual Behavioural Plan as appropriate. Individual records, relating to targets, progress, obstacles to learning and strategies to overcome these, will be maintained on all pupils as they progress through the

School.

The curriculum will be delivered using a balance of whole class teaching, group learning and individual work. Every child will have an allocated key worker who will be responsible for mapping and monitoring individual children's learning and pastoral needs. Learning opportunities will take place equally indoors and outdoors so that all children can access curriculum entitlement whether inside or out. To facilitate this, the learning environment will provide a 'Forest School' experience so that planned outdoor learning opportunities are maximised.

Assessment will be a daily part of teaching in all classrooms and will be a critical tool for the planning of future activities for groups and individuals.

All curriculum areas will be covered in all year groups, but the curriculum will be underpinned by a whole school approach to behaviour and social and emotional development. Literacy, and literacy-related, policies will be practiced daily and all activities will be planned in such a way as to develop the student's skills. This whole-school approach will ensure that all pupils experience a wide range of opportunities. All staff will be aware of the important role they have as exemplars in modelling literacy and numeracy. All planning will include vocabulary lists for different subjects for each year group. Similarly all pupils will be taught daily phonics lessons linked to the recommended phonic phases within the EYFS framework and national curriculum. There will be daily access to ICT and be taught using the latest technologies including interactive whiteboards.

Students will be encouraged to be independent. The expectation will be that pupils accept an increasing level of responsibility which will begin with accepting responsibility for their behaviour and learning.

Parental contacts

Parents/carers will play a crucial part in promoting high levels of achievement and expectation. Within the Foundation Stage and across the school, we will establish close relationships with families who are the first and most enduring educators. In certain circumstances this will involve daily contact, for others less so although we believe that informal conversations are vital in building positive relationships with home that lead to improved success for the pupils. All staff will be expected to have close links to the parents/carers whose pupils they teach. Discussions about progress, home learning, medical conditions, development and learning will be regular and consistent.

Striving for high levels of achievement

High levels of achievement will be facilitated by providing pupils with a happy, caring and safe environment in which to learn. Ensuring that pupils feel secure and enjoy learning is a pre-requisite for promoting the intellectual, as well as the social and emotional, development of young pupils.

Inclusion

An effective and supportive Inclusion Policy is of major importance and all necessary steps will be taken to help all pupils access the school and the learning opportunities on offer. This policy will begin with a focus on establishing close links with neighbouring primary schools and early years settings in order to gain knowledge, and begin the profiling, of potential pupils as soon as possible. This will enable appropriate resources to be prepared

and relevant training programmes for staff to be organised in advance of student admissions and facilitate a smooth transition into the school.

Intervention programmes It is vital that pupils who are identified as requiring additional support, through the processes described above, are placed on an appropriate intervention programme as soon as possible. There will be a wide range of such programmes available within the school focusing on the following categories:

- Language, literacy and communication
- Numeracy
- Learning needs
- Behaviour

Teaching assistants

The intervention programmes outlined above rely, increasingly, on the skills of trained Teaching Assistants as well as teachers. There will be, therefore, a strong emphasis on the provision of high quality training so that the TA's work enhances the learning of all pupils and the support which pupils receive is closely matched to their individual needs.

Teaching Assistants will be expected to play an important part in assessment and the identification of future learning priorities for individual pupils. The Teaching Assistants will be crucial to the delivery of the curriculum allowing the teachers to focus on the strategic management of the learning environment and their own high quality teaching.

Personalised learning and curriculum delivery

'Learning to learn' techniques and thinking skills will permeate the work that is done in this stage and promote lifelong learning. They will thread through all schemes of work in order to effectively support the development of the whole learner, expand learning capacity and foster the ability to engage in self-directed learning.

Pedagogical practice will recognise, and take account of, multiple intelligences and preferred learning styles as an important part of the personalised learning programme. There will also be the expectation that pupils will progressively be engaged in independent study. Where appropriate, Lead Lessons will also feature on the school's pedagogical map with teachers and teaching assistants working together in a partnership arrangement with multiple groups of pupils in a lecture style.

Key Stage 1 and Key Stage 2

Personalised learning

The Curriculum will continue the process of tailoring educational experiences to the needs, interests and aspirations of each student. The fundamental principle of personalised learning is to support the education of each individual student in such a way as to bring out the 'Best in Everyone'. To ensure that this is demonstrated in the most effective way, the school's educational approach to Years 1 - 6 will display the following key characteristics of personalised learning:

- 1) A flexible curriculum; which offers a strong core educational experience and a broad entitlement curriculum with which all pupils can engage and identify a personal relevance.

- 2) A curriculum model where termly topics are planned on a cross curricular theme linked to pupils' interests and a bi-annual curriculum framework. Pupils will have opportunities to learn through challenges, problem solving and learning questions linked to broad topic areas. Pupils will personalise the topic theme by producing termly projects that will be shared with families and presented to the highest quality. Project learning questions will be personal to each child.
- 3) Individual learning plans; which identify the strengths and weaknesses of individuals and which set out, through target setting and action planning, their route to success and the support strategies to be deployed. Some pupils will receive additional support from teachers, teaching assistants or through specialist teaching to ensure targets are met and exceeded. In some cases, we will initiate a team around the child meeting to review progress towards targets and adjust individual learning plans.
- 4) Assessment for learning strategies; which commit teachers and teaching assistants to providing individual pupils with clear feedback on their achievements and what, precisely, must be done to progress to the next level.
- 5) The constructive use of data; which allows for current information on individuals to be used to inform future teaching and learning priorities.
- 6) The use of a wide range of pedagogical approaches; which recognise the existence of multiple intelligences and preferred learning styles. Understanding how different pupils learn best is key to maximising the effectiveness and pace of learning.
- 7) Differentiation; where the content, process and product of learning are modified to match the individual differences of pupils within a class or grouping. Through differentiation the school teaches and progresses pupils according to the stage they are at in their learning rather than simply by their chronological age.
- 8) An emphasis on 'learning to learn' strategies and thinking skills; so as to develop each student's ability to become effective autonomous learners.
- 9) Student involvement; Individuals will take increasing responsibility for their own learning and educational progress. This will be reflected in the dialogue which individuals have with teachers, tutors and other staff; the opportunities which exist to participate in student voice and democratic structures within the school and the increasing emphasis on independent study and self-directed learning.
- 10) An ICT-rich environment; which will support the learning needs of individuals and provide 24 hour access to resources, creating 'anywhere anytime' learning opportunities.
- 11) The development of personal attributes and competences; where opportunities within the formal curriculum, and through extra-curricular or enrichment activities, are identified to ensure the progression of individuals in respect to these crucial life-skills
- 12) Constructive relationships with the home and community; in order to build partnerships beyond the school. These partnerships are a key factor in supporting

the individual's learning in the classroom as well as their general well-being. There will be intensive liaison with the home and with a range of community agencies in order to enhance the provision of:

- Pastoral care
- Behaviour support
- Career planning
- Intervention programmes
- Extra-curricular/enrichment programmes

Curriculum delivery and the organisation of learning

The identification of appropriate learning experiences will be controlled by the school's desire to support all pupils in achieving the competences necessary to be well-rounded, active and positive contributors to society. As with the previous phase, skills and attributes will be central to the organisation of learning while decisions on content will be secondary and selected on the basis of what is both relevant and engaging to individuals. As pupils move through the school there will also be an increasing degree of negotiation of content with pupils as more responsibility and focus is placed on the individual learner.

Student experiences and achievements will be progressed at a rate commensurate with achieving or surpassing individual targets. Schemes of work in each phase will be continuous and seamless throughout all phases of education. In this way there will be no dips, consolidation plateaus or work repetitions that stunt the progress of pupils and the school will, therefore, expect to display value-added scores that are significantly above the average.

Additionally, the promotion of competencies will be supported by a strong programme of enrichment activities which will be made available through the extended day. These programmes will also provide extension, intervention and catch-up opportunities as appropriate for individual learners.

In addition to the learning delivered discretely within phases, important strands and characteristics of learning will also be delivered throughout. These will include:

- Learning to Learn programmes focussing on the skills required for pupils to be effective autonomous learners.
- Differentiated learning approaches which permit pupils to progress on relevant learning pathways at an appropriate pace.
- Learning enhancements provided by development of the science specialism
- Specialism projects that offer the opportunity for pupils to work cooperatively in real-life contexts that relate to issues both locally and globally on aspects of sustainability and the rural environment.
- Assessment for Learning approaches that help pupils identify their attainment levels, their strengths and weaknesses and make clear what is necessary to progress to the next level of attainment
- Robust, coordinated strategies for developing the core skills and, particularly, the development of language and literacy in general.

A coherent and feasible school timetable and calendar

1. Organising Learning

Walthamstow Primary Academy will be a two-form entry school. We are anticipating teaching in classes of 30 of mixed ability. In the first year, we are anticipating the need to employ one teacher per class, as well as 1 teaching assistant and 1 qualified nursery nurse per class for EYFS. This will ensure a healthy adult : pupil ratio meaning each child has a key worker allocated. As the school grows, the aim will be to offer each class the equivalent of 1 teacher and 1 full time teaching assistant. This provision will be supplemented by a range of other adults performing specialist tasks (such as Reading Recovery and other interventions).

We will teach for 190 days per year and will teach for a minimum of 380 sessions. Curriculum time within the school's extended day will mean that the school will teach pupils for 22.5 hours (FS2 and KS1) and 23.5 hours (KS2) with additional voluntary breakfast clubs and extracurricular activities and community activities.

Subject	taught time	percentage of total taught time (rounded figures)	extended day time (estimated)
English	7:30	30%	1:00
mathematics	4:30	18%	1:15
science and technology	3:00	12%	1:15
music	1:30	6%	1:15
physical education/activity	2:00	8%	1:15
visual and performing arts	1:30	6%	3:00
humanities	2:00	8%	1:00
religious education	1:00	4%	0:45
personal, social and health education	1:00	4%	3:00
Spanish	1:00	4%	1:15

KS1 allocated teaching time (below) and KS2 allocated teaching time (second below)
Academic Groupings

Subject	taught time	percentage of total taught time (rounded figures)	extended day time (estimated)
English	6:00	24%	1:00
Mathematics	5:00	20%	1:00
science and technology	3:30	14%	2:00
Music	1:30	6%	1:30
physical education/activity	2:00	8%	1:30
visual and performing arts	1:30	6%	2:00
Humanities	2:00	8%	1:00
religious education	1:00	4%	0:45
personal, social and health education and citizenship	1:00	4%	3:00
Spanish	1:30	6%	1:15

From an academic perspective, pupils will not be streamed according to ability and will learn in mixed ability groups.

Subjects will, largely, be taught through topics and in a cross curricular way. However, there will be a strong emphasis on development of core maths and literacy skills that will be woven across the curriculum. In addition, where science topics do not fit easily within the creative curriculum, science lessons will be taught as a discrete subject.

The proposed organisation of pupils during the school day will be as follows:

- All pupils will be expected to arrive at 8.50 am. The morning will comprise of 3 lessons including a 15 minute break and assembly.
- There will be two lessons, taught during the afternoon, and the school day will end at 3.30 pm.

2. Curriculum model and organisation of learning

The guiding principle driving the structure of the curriculum and support for the pupils of Walthamstow Primary Academy will be to offer high quality learning experiences through personalised learning. This means that whilst every student in Key Stages 1 and 2 will study a common core, children will have opportunities to pursue interests within topics that link to learning questions and open ended challenges. Regular and focused assessments will ensure children's learning journey is planned and mapped carefully.

We also believe in the importance of offering equality of opportunity for all pupils. Some pupils who enter the school at age 5 will have already had a rich young life and they may have had much exposure to music, sport, art, culture, travel, etc. Others will have had a more limited experience. At Walthamstow Primary Academy all children will be given as broad a range of opportunities as is possible within the constraints of school location, budget and availability of resources. We will use curriculum time and time outside the main curriculum for this. For example, all children in Key Stage 2 will be given the opportunity and encouragement to play music, all will be exposed to a wide range of sports, all will be taken on visits to galleries and museums. We will utilise our relationship with Walthamstow Secondary Academy so that specialist teachers from the secondary school work across the two schools to provide quality enrichment opportunities and support with planning quality learning.

We believe that all our pupils will benefit from a broader perspective and so we will develop a Learning Outside the Classroom strategy and policy in which we will set out our aims and objectives, which include broadening horizons, providing different challenges, encouraging pupils to become more independent and increasing motivation.

School day, term and year

Classes will be scheduled between 8.50 am and 3.30 pm. Extra curricular activities and after school clubs will continue to 6.00 pm. Community activities will continue to 10.00pm. Arrangements will be made to accommodate those pupils who need to arrive early at school and for whom it will be an advantage to stay after the end of the school day to use school resources for homework. This may be the case because their parents are at work, or because facilities available at home are limited. There will also be breakfast clubs and homework support through prep.

Each day will have 5 lessons. The lessons will each be 60 minutes long, although some lessons will be taught as double periods providing a simple timetable as follows.

7.30	<i>Breakfast clubs and prep</i>
8.50	<i>Period 1</i>
9.50	<i>Period 2</i>
10.50	<i>Assembly</i>
11.15	<i>Break</i>
11.30	<i>Period 3</i>
12.30	<i>Lunch</i>
1.30	<i>Period 4</i>
2.30	<i>Period 5</i>
3.30	<i>End of day</i>
3.30	<i>Extra curricular activities</i>
6.00	<i>Close</i>

Curriculum phases

The curriculum will be delivered in a cross curricular thematic way. Ensuring pupils develop key skills in literacy and numeracy will be central to the academy vision. The approximate balance of time and subject allocation is shown below:

Time available in an academic year

39 week school year (5 INSET days removed)	Hours in a day	Hours in a week	Hours in a half-term (6 week average)	Hours in a term: A: 14 wks S: 13 wks S: 12wks	Hours in a year
EYFS	4.5	22.5	135	A: 315 S: 292.5 S: 270	877.5
KS 1	4.5	22.5	135	A: 315 S: 292.5 S: 270	877.5
KS2	4.75	23.75	142.5	A: 332.5 S: 295.75 S: 273	901.25

Note: The standard school year is 39 weeks.

There are 5 INSET days a year (1 week)

The three terms vary in length -the calculations above are correct, but in some years The Autumn Term may be longer and the Spring Term shorter, for example.

Suggested subject allocations and timetabling implications

Year1

Subject	Actual allocated time	Proposed percentage	Implications for timetabling
English	39 x 8.75 286.25 hours	32.6%	<ul style="list-style-type: none"> • 39 weeks a year- English lesson (60 mins), plus Literacy Activities (including guided reading) (45 mins- 11.30 to 12.15 session) • 3 weeks a year: Theme initiative (Scientists on Camera; Arts Project; Solve a Problem Week): no discrete English or Literacy Activities sessions • 3 weeks a year 'Learning Themes Week': no discrete English or Literacy Activities sessions • Nominal 3 days taken off for class visits • Nominal 2 days taken off for house events • 15 hours a year given to storytime: equates to 24 mins a week
Mathematics	(16x5)+ (15 x 4) 140 hours	16%	<ul style="list-style-type: none"> • Every fortnight one of the daily mathematics lessons changes to a science lesson with a strong mathematical component (measuring, data handling). Suggested day: Friday. • 5 days a week, 16 weeks a year- Mathematics lesson (60 mins) • 4 days a week, 15 weeks a year - Mathematics lesson (60 mins) • 3 weeks a year: Theme initiative (Scientists on Camera; Arts Project; Solve a Problem Week): no discrete maths lesson • 3 weeks a year 'Learning Themes Week': no discrete maths lesson • Nominal 3 days taken off for class visits • Nominal 2 days taken off for house events
Science	(16x2)+ (15x3)+ 15 SoC 92 hours	10.5%	<ul style="list-style-type: none"> • 2 hours a week for 16 weeks • An extra 1 hour session a week for 15 weeks: 3 hours that week • Scientists on Camera: nominal allocation: 15 hours

ICT	0.75 hrs x 38 weeks 28.5 hours	3.2%	<ul style="list-style-type: none"> Less learning time will be wasted with the new KS 1 suite in place
Learning themes – 4 subjects (Art; Design Technology; Geography & History)	(2 x 31) + 38 + (3 x 19) + (3 x 4.5) 170.5 hours	19.4%	<ul style="list-style-type: none"> Existing 2 hours a week average 2 weeks a year: Theme initiative (Arts Project; Solve a Problem Week): (38 extra hours@ 19 hrs@ wk.) 3 weeks a year 'Learning Themes Week': (3 x 19 extra hours) Nominal 3 days taken off for class visits considered as learning themes time (3 x 4.5 hrs)
Religious Education	38 x 0.5 hrs 19 hrs.	2.2%	<ul style="list-style-type: none"> This time to be blocked . For example: 6 units a year: (5 of 3 hours duration; 1 of 4 hours duration). This time includes visits to sacred places.
Music	0.75 hrs x 38 weeks 28.5 hours	3.2%	
Physical Education	(2 hours a week x 38) +9+5 93 hours	10.6%	<ul style="list-style-type: none"> Meets statutory guidance of 2 hours provision per week 3 days in Summer Term (Sports Focus Days)- nominal 9 additional hours House events- nominal 5 hours
PHSCE	38 x 0.5 hrs 19 hrs.	2.2%	This time to be blocked . For example: 5 units a year: (5 of 3 hours duration; plus 4 available hours to deal with issues as they arise)

Notes

Total: 99.9% of time. This is due to a rounding error.

3. Curriculum Distinctives

Walthamstow Primary Academy will benefit from the challenge and support of United Learning, with its national reach, scope and the educational and organisational benefits of being a member of one of the country's most successful groups. The success and experience of United Learning will mean that the leadership and staff team of Walthamstow Primary Academy 'hit the ground running' when the school opens. The academy will also benefit from close links with the secondary school and opportunities for shared provision in terms of play spaces, resources and staff.

Walthamstow Primary Academy has a partner with a proven track record of achieving transformation in a variety of areas of educational challenge, with a collaborative approach, and a spirit of real partnership has been actively fostered. The resources available in and around Walthamstow, as well as other schools within the United Learning group will give the scope for outstanding learning, thus supporting Walthamstow Primary Academy's unique pedagogy.

Joint lessons may be offered in some subjects with enrichment activities delivered by specialist teachers from the secondary academy. We will develop shared student conferences and shared support services. We also aim to make links with other United Learning primary academies so that we share and develop best practice in a number of key areas. Through developing networks of collaboration, we plan to offer top quality CPD and professional development. We also aim to provide research and development opportunities across the primary and secondary phase. Areas of focus include:

- Assessment for learning
- Inclusion
- Subject networks
- Foundation Stage pedagogy
- Curriculum leadership

Walthamstow Primary Academy will be an inclusive school that educates the whole person, where pupils of all abilities and needs thrive and where they achieve. The focus on the whole person leads to the developing importance of engaging with the pupils themselves so they shape their own learning by involvement, ownership, dialogue and responsibility.

Walthamstow Primary Academy will be data-rich and assess the progress of pupils on a six-weekly basis -to track their academic and social development. This data will be used to inform future learning strategies for individuals as well as at competency development.

4. ICT provision

Detailed ICT design requirements will be confirmed as the building design develops but United Learning already have policies that provide an overview of intent. ICT vision statements, e-learning policies and policies related to the use of ICT will be based on United Learning's ICT Policy Manual.

The Information and Communications Technology (ICT) installed in the school will provide technological tools to enhance high-quality teaching and learning throughout the curriculum. Every classroom will have an interactive whiteboard connected to a computer and a data projector allowing the preparation and delivery of dynamic, interactive lessons across all curriculum areas. The facilities will be supported by sets of learner response systems allowing pupils to interact with whiteboard content to provide teachers with powerful tools for assessing student progress.

Internet facilities will be available in all learning spaces and every teacher and student will have an e-mail address and access to an intranet that will allow collaboration and home access to teaching and learning materials. Access to a powerful learning platform and learning objects server will be provided to all pupils and teachers. Students and teachers will also have access to computer resources throughout the school and the wider campus,

including dedicated ICT suites, learning resource areas and a wireless network that will allow connectivity to the network using laptop computers. ICT will be driven by a sophisticated Local Area Network (LAN) that will ensure safe, secure and timely access to e-mail, e-learning resources, printing, the internet and educational software. Other facilities within the school will include plasma screens for displaying daily news, a computerised library and administration system as well as specialised equipment used for science and music, language teaching and design.

High quality professional development will ensure that teachers are amongst the best trained ICT practitioners in the country. A full programme of interactive whiteboard training will be given to staff along with the opportunity to gain the European Computer Driving Licence (ECDL) qualification.

This training, along with high levels of ICT resourcing will combine with exciting and innovative teaching practices to help ensure that pupils at Walthamstow Primary Academy enjoy the best learning experience possible, giving them the skills and the knowledge necessary for success in the 21st century.

Overall, high quality ICT provision will be a means not an end, and effective electronic data collection, reporting, assessment and communications will aid teaching, learning and pastoral care.

5. Use of Resources

Walthamstow Primary Academy's partnerships with United Learning Trust and Walthamstow Secondary Academy will allow it to benefit from operational efficiencies and economies of scale through the sharing of resources in a variety of ways:

- Appointing teachers and support staff.
- Shared-activity arrangements with respect to sport, the arts, extracurricular and curricular activities and facilities.
- Access to sophisticated and technologically advanced facilities than would normally be possible. In addition, this will be hugely beneficial in terms of developing the abilities of learner and improving rates of progress.
- Increasing the range and capacity for community and out-of-hours learning, including the ability to increase community engagement through the creation of extended school provision.

6. Organisation of non-timetabled learning

Much of the organisation of non-timetabled time has been outlined earlier in the document. Here we reinforce the quality of our school's provision.

Enrichment The importance attached to enriching the educational experiences of pupils in the school's educational vision is exemplified in the after school activities outlined earlier.

Enrichment activities are:

Self selecting

Electives

Cross age provision

This approach is then continued in the extracurricular programme which is voluntary in nature.

Extension

Students targeted for additional learning support, including those identified on the gifted and talented register will be involved in a wide variety of regular and episodic activities. These will be timetabled during lesson learning time and also through extracurricular activities, focus days and special events. These include:

- Curriculum themed days
- Planned school visits and trips
- Extended school journeys and planned outdoor learning events

Intervention

Students identified on the Special Needs register and those targeted for additional support will be involved in a wide variety of regular and episodic activities. These will be timetabled in the curriculum and through extracurricular activities, focus days and special events.

Weekend and holiday activities These events will be organised by staff to suit the needs and aptitudes of pupils on a regular basis.

Breakfast club

Will be available for all pupils on a voluntary basis where pupils can be supported in social and emotional development or in prep work for curriculum activities.

7. Organisation of Students

Welfare and Support

Walthamstow Primary Academy will recognise that strong relationships with parents and with supportive community agencies are vital to overcome the various barriers to learning which pupils frequently face. The LA and United Learning will discuss the school campus becoming a hub for the co-location of other pupils and family services such as: Parent support, Counselling, Health, Mental Health, Adult learning, Social Services and Police.

Within the school, welfare and support will also be approached through three other main strands of activity:

- a) A robust and consistently applied behaviour code
- b) A clear, uncomplicated and motivating rewards and sanctions policy
- c) A clear strategy for the development of student competences and personal attributes, including:
 - Strong phase team planning and inter phase learning events that provide opportunities for competition and collaboration and the generation of United Learning's student objectives
 - Phase team learning linked to learning challenges, projects and problem solving
 - A wide variety of enrichment/extra-curricular activities
 - Residential experiences

We recognise that the drive to raise standards is enhanced when strong, positive

relationships are built up between pupils and staff and between the home and the school. Walthamstow Primary Academy's structure and integration with Walthamstow Secondary Academy will make it possible to build and sustain effective relationships and will allow parents and pupils the opportunity of getting to know the school and its staff particularly well.

Teachers, Teaching Assistants, Learning Mentors and other key staff will have longer, more sustained spans of time working with pupils. As well as promoting higher standards, this will also help the inclusion agenda and be popular with parents who recognise the benefits attached to continuity of care and personnel especially with respect to more vulnerable pupils.

Pastoral Structure

We will be mid sized primary school, taking a maximum of 60 pupils into each academic year. However, even with this size of year group it is very easy for less confident pupils to feel overwhelmed, particularly coming, as most do when entering the school in FS2 or when newly arrived.

It is our aim to treat every child as an individual and this will be just as evident within the school's pastoral structure as in the teaching environment. The happiness and pastoral welfare of our pupils is of paramount importance; we believe that a child who feels happy and secure in school will achieve much more academically than one who is distracted by anxieties. Therefore we will establish school wide values within the school, so that each student will have a clear understanding of their identity and expectations within the school. Our values will link closely to a cultural calendar and school events planned throughout the year. An example of a values timeline is set out below:

Month	Values we are focusing on	Our seal Theme	Festivals/events Taking Place
September	Respect	New Beginnings	Ramadan Begins/Welcoming New Pupils/Review Golden Rules/Class Rules/New School Councilors/Green Team
October	Co-operation		Eid/Harvest/Yom Kippur/Diwali/Black History Month
November	Responsibility	Getting On & Falling Out	Bonfire Night/Remembrance Sunday/Armistice Day/Birthday of Guru Nanak
December	Kindness		Christmas/Hanukkah
January	Effort	Going for Goals	Chinese New Year/National Holocaust Day/Birthday of Guru Gobind

February	Fairness	Good to Be Me	Shrove Tuesday/Ash Wednesday/Lent
March	Humour		St David's Day/Mothering Sunday/World Book Day
April	Forgiveness	Relationships	April Fools' Day/Good Friday/Easter Sunday/Passover/Anniversary of the Sikh Religion/St George's Day
May	Honesty		
June	Friendship	Changes	Father's Day/Transition to New Classes
July	Perserverance		Reflection of Achievement/Looking Ahead

8. Scope and Range of Qualifications

Walthamstow Primary Academy will follow the national curriculum and participate in a full range of national curriculum statutory tests. These will be supplemented with a range of non-statutory optional tests and internal assessment arrangements designed to ensure teachers have a thorough knowledge of pupils' strengths and areas for development.

03: How the staffing structure will deliver the planned curriculum.

Staffing Structures

The staffing structure of Walthamstow Primary Academy shows an appropriate and phased build up of staff to facilitate the increasing size of the school over time, in line with planned student numbers and therefore reflecting financial resources. The final staffing structure in the school is sufficient to deliver the planned curriculum, affordable and appropriate to deliver the education vision and plan. The structure sets out the structure of the senior leadership team, phase leadership, teaching, educational support staff and support staff.

There is also capacity in the early stages of the primary academy to utilise expertise and strength from the existing Walthamstow Academy (for example, premises management and business management).

Leadership, Management and Organisation

Our vision for the new primary academy is to appoint a primary principal and leadership team which works alongside one governing body across the primary and secondary academies. We believe this will enable continuity across the two schools and ensure quality leadership systems can be shared.

Effective leadership and management structures will be essential to exploiting the benefits of Walthamstow Primary Academy. The structure will allow the Principal and Senior Leadership team to be truly strategic with responsibility focused on tackling the key barriers to attainment in the local area. At senior and middle leadership levels there will be posts with a clear accountability that runs throughout the school.

These leaders will be appointed to specific areas of responsibility related to teaching and learning throughout Walthamstow Primary Academy and will be expected to guarantee the seamless developments across the key stages. Individual roles will relate to curriculum and student tracking, core skills and competences, welfare, behaviour leadership and student support services, inclusion, community and parental engagement, pedagogical support and coaching.

Walthamstow Primary Academy will offer enhanced opportunities for the recruitment, retention and deployment of all staff. There will be unique development opportunities for staff who, due to the proximity to the secondary academy, will experience the full age range and gain invaluable insights into the approaches and practices used with students of different ages and between two school sites working independently of each other as separate schools but in support of each other as well.

Walthamstow Primary Academy will provide a local school which is not 'average' - we will provide an outstanding offer- and will limit the daily movement of significant numbers of students across the area by growing an 'outstanding' local school. The additional advantage of the school's location is that it will enable a truly seamless transition between key stages 2 and 3.

Walthamstow Primary Academy Staffing

A Student Numbers

420 Students
 60 Students EYFS 2
 360 Students Years 1 - 6

B Class Groupings

4 Phase Teams

14 Classes

Average Class Size 30

Staffing Structure Summary

Title	FTE	Class Teacher Commitment	Date of Appointment
Principal	1.0	0	01.01.2014
Vice Principal	1.0	0	01.09.2017
Phase Leaders (x 4)	1.0	1.0 (but with 0.2 leadership time factored in).	01.09.2014 01.09.2015 01.09.2018 01.09.2020
Class Teachers (in addition to Phase Leaders)	1.0	1.0	1 x 01.2014 +2 x 01.09.2015 +1 x 01.09.2016 +2 x 01.09.2017 +1 x 01.09.2018 +2 x 01.09.2019 +1 x 01.09.2020
SEN Co-ordinator	1.0	0	01.09.2016
Reading Recovery Teacher	0.7	0	01.09.2015
PPA Cover Teachers (x 2)	1.0	1.0	01.09.2016 01.09.2019
HLTAs (x 2)	1.0	0.4	01.09.2015
Nursery Nurse (x 2)	1.0	1	01.09.2014
TAs and Mid Day Supervisors 14	1.0	0	2 x 01.2014 +1x 01.09.2015 +2 x 01.09.2016

			+2 x 01.09.2017 +2 x 01.09.2018 +2 x 01.09.2019 +2 x 01.09.2020
Admin Staff: SAO 1	2.0	0	01.09.2014
School Business Manager	1.0	0	shared across the two schools
Premises Manager	1.0	0	Shared across the two schools
Cleaners	0.3 0.3	0	01.09.2014 01.09.2016
Learning Mentors	1.0 1.0	0	01.09.2016 01.09.2019
Pupil Counsellor	1.0	0	Opportunities to share the counsellor from the secondary academy in the first few years then make a substantive appointment. 01.09.2019
Total Number of Staff when full			46

Staff Structure 2014

Title	FTE	Class Teacher Commitment	Date of Appointment
Principal		0	01.09.2014
Foundation Stage Phase Leader	1.0	1.0 (but with 0.2 leadership time factored in)	01.09.2014
Class Teachers	1.0	1.0	1 x 01.2014
Nursery Nurse	1.0	1	01.09.2014
TAs and Mid Day Supervisors	1.0	0	2 x 01.2014
Admin Staff: SAO 1	2.0	0	01.09.2014
School Business Manager	1.0	0	Shared across the two schools
Premises Manager	1.0	0	Shared across the two schools
Cleaners	0.3	0	01.09.2014

Pupil Counsellor	1.0	0	Opportunities to share the counsellor from the secondary academy in the first few years then make a substantive appointment. 01.09.2019
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Staff Structure 2015

Title	FTE	Class Teacher Commitment	Date of Appointment
Principle	1.0	0	01.09.2014
Phase Leaders- EYFS and KS1	1.0	1.0 (but with 0.2 leadership time factored in).	01.09.2014 01 09 2015
Class Teachers (in addition to Phase Leaders)	1.0	1.0	1 x 01.2014 +2 x 01.09.2015
Reading Recovery Teacher	0.7	0	01.09.2015
HLTAs	1.0	0.4	01.09.2015
Nursery Nurse	1.0	1	01.09.2014
TAs and Mid Day Supervisors	1.0	0	2 x 01.2014 +1 x 01.09.2015
Admin Staff: SAO 1	2.0	0	01.09.2014
School Business Manager	1.0	0	Shared across the two schools
Premises Manager	1.0	0	Shared across the two schools
Cleaners	0.3	0	01.09.2014
Pupil Counsellor	1.0	0	Opportunities to share the counsellor from the secondary academy in the first few years then make a substantive appointment. 01.09.2019

Staff Structure 2016

Title	FTE	Class Teacher Commitment	Date of Appointment
Principle	1.0	0	01.09.2014
Phase Leaders (EYFS and KS1)	1.0	1.0 (but with 0.2 leadership time factored in)	01.09.2014 01.09.2015
Class Teachers (in addition to Phase Leaders)	1.0	1.0	1 x 01.2014 +2 x 01.09.2015 +1 x 01.09.2016
SEN Co-ordinator	1.0	0	01.09.2016
Reading Recovery Teacher	0.7	0	01.09.2015
PPA Cover Teachers	1.0	1.0	01.09.2016
HLTAs (x 2)	1.0	0.4	01.09.2015
Nursery Nurse (x 2)	1.0	1	01.09.2014
TAs and Mid Day Supervisors	1.0	0	2 x 01.2014 +1 x 01.09.2015 +2 x 01.09.2016
Admin Staff: SAO 1	2.0	0	01.09.2014
School Business Manager	1.0	0	Shared across the two schools
Premises Manager	1.0	0	Shared across the two schools
Cleaners	0.3 0.3	0	01.09.2014 01.09.2016
Learning Mentors	1.0	0	01.09.2016
Pupil Counsellor	1.0	0	Opportunities to share the counsellor from the secondary academy in the first few years then make a substantive appointment. 01.09.2019

Staff Structure 2017

Title	FTE	Class Teacher Commitment	Date of Appointment
Principal	1.0	0	01.09.2014
Vice Principal	1.0	0	01.09.2017
Phase Leaders	1.0	1.0 (but with 0.2 leadership time factored in)	01.09.2014 01.09.2016
Class Teachers (in addition to Phase Leaders)	1.0	1.0	1 x 01.2014 +2 x 01.09.2015 +1 x 01.09.2016 +2 x 01.09.2017
SEN Co-ordinator	1.0		01.09.2016
Reading Recovery Teacher	0.7	0	01.09.2015
PPA Cover Teachers	1.0	1.0	01.09.2016
HLTAs	1.0	0.4	01.09.2014
Nursery Nurse (x 2)	1.0	1	01.09.2014
TAs and Mid Day Supervisors	1.0	0	2 x 01.2014 +1 x 01.09.2015 +2 x 01.09.2016 +2 x 01.09.2017
Admin Staff: SAO 1	2.0	0	01.09.2014
School Business Manager	1.0	0	Shared across the two schools
Premises Manager	1.0	0	Shared across the two schools
Cleaners	0.3 0.3	0	01.09.2014 01.09.2016
Learning Mentors	1.0 1.0	0	01.09.2016
Pupil Counsellor	1.0	0	Opportunities to share the counsellor from the secondary academy in the first few years then make a substantive appointment. 01.09.2019

Staff Structure 2018

Title	FTE	Class Teacher Commitment	Date of Appointment
Principal		0	01.09.2014
Vice Principal		0	01.09.2017
Phase Leaders (EYFS, KS1 and Y3/4)		1.0 (but with 0.2 leadership time factored in).	01.09.2014 01.09.2016 01.09.2018
Class Teachers (in addition to Phase Leaders)	1.0	1.0	1 x 01.2014 +2 x 01.09.2015 +1 x 01.09.2016 +2 x 01.09.2017 +1 x 01.09.2018
SEN Co-ordinator	1.0	0	01.09.2016
Reading Recovery Teacher	0.7	0	01.09.2015
PPA Cover Teachers	1.0	1.0	01.09.2016
HLTAs (x 2)	1.0	0.4	01.09.2014
Nurserv Nurse	1.0	1	01.09.2014
TAs and Mid Day Supervisors 14	1.0	0	2 x 01.2014 +1x 01.09.2015 +2 x 01.09.2016 +2 x 01.09.2017 +2 x 01.09.2018
Admin Staff: SAO 1	2.0	0	01.09.2014
School Business Manager	1.0	0	Shared across the two schools
Premises Manager	1.0	0	Shared across the two schools
Cleaners	0.3 0.3	0	01.09.2014 01.09.2016
Learning Mentors	1.0 1.0	0	01.09.2016
Pupil Counsellor	1.0	0	Opportunities to share the counsellor from the secondary academy in the first few years then make a substantive appointment. 01.09.2019

Staff Structure 2019

Title	FTE	Class Teacher Commitment	Date of Appointment
Principal	1.0	0	01.09.2014
Vice Principal	1.0	0	01.09.2017
Phase Leaders	1.0	1.0 (but with 0.2 leadership time factored in).	01.09.2014 01.09.2016 01.09.2018
Class Teachers (in addition to Phase Leaders)	1.0	1.0	1 x 01.2014 +2 x 01.09.2015 +1 x 01.09.2016 +2 x 01.09.2017 +1 x 01.09.2018 +2 x 01.09.2019
SEN Co-ordinator	1.0	0	01.09.2016
Reading Recovery Teacher	0.7	0	01.09.2015
PPA Cover Teachers (x 2)	1.0	1.0	01.09.2016 01.09.2019
HLTAs (x 2)	1.0	0.4	01.09.2014
Nursery Nurse (x 2)	1.0	1	01.09.2014
TAs and Mid Day Supervisors 14	1.0	0	2 x 01.2014 +1x 01.09.2015 +2 x 01.09.2016 +2 x 01.09.2017 +2 x 01.09.2018 +2 x 01.09.2019
Admin Staff: SAO 1	1.0	0	01.09.2014
School Business Manager	1.0	0	Shared across the two schools
Premises Manager	1.0	0	
Cleaners	0.3 0.3	0 0	01.09.2014 01.09.2016
Learning Mentors x2	1.0 1.0	0	01.09.2016 01.09.2019
Pupil Counsellor	1.0	0	Opportunities to share the counsellor from the secondary academy in the first few years then make a substantive appointment. 01.09.2019

04: Set out a clear strategy for ensuring that the needs of pupils with differing abilities are met

Meeting the Needs of All Students- Universal Offer

The central tenet of the philosophy of Walthamstow Primary Academy is that all students will be treated as individuals and so their particular needs will be catered for to as great an extent as is possible within time and budgetary constraints. This means that an in depth assessment will be made of all students on entry to the school and at regular intervals during their school career (see later for further information about assessment).

Within any classroom, there will be students with a range of abilities, students with different strengths and weaknesses and students who respond best to different teaching styles. All teachers at Walthamstow Primary Academy will be provided with detailed information about all students and they will be expected to make provision within their lessons for students who work more quickly or more slowly than others, or who have a specific difficulty. Hence all lessons will provide for differentiated learning, in some cases by expecting different outcomes, in others by providing differentiated tasks so that the more able are given more demanding work and the less able are given work that is challenging, but accessible. There are many other ways of tailoring teaching to individuals within a classroom and all teachers at Walthamstow Primary Academy will be supported and given suitable training so that they become experts in this very important aspect of teaching.

Walthamstow Primary Academy is aware that the Secretary of State must have due regard to the need to promote equality of opportunity as outlined in Section 149 in the Equality Act 2010. Specifically to eliminate discrimination, harassment and victimisation; advance equality of opportunity; and foster good relations (and tackle prejudice and promote understanding). Walthamstow Primary Academy confirms that our School will not conflict with those aims. We will have arrangements to safeguard and promote the welfare of children who are pupils at our school.

Disabled Students

The Disability Discrimination Act 2005 defines a disabled person as one who has "a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities" and provides clarifications and exclusions to this definition. Informed by the voice of disabled people, the Centre for Studies on Inclusive Education views disability as an experience arising from the interaction between a) people's impairments and b) inflexible structures around them. For example, a wheelchair user in front of a ramp would not be disabled from reaching the door; in front of a flight of steps s/he would.

Walthamstow Primary Academy intends to be as inclusive as possible and will therefore make provision to accept students with disabilities and will welcome all students for whom it can cater. As a proposed new build, we aim for the whole school building to be wheel chair accessible and fully compliant with all regulations, as specified in our planned Disability Equality Scheme. When parents make applications for admission for disabled students, we will do all that is possible to accommodate those students, if necessary offering an amended curriculum that can be delivered in accessible buildings.

Special Educational Needs

The term 'special educational needs' (SEN) has a legal definition, referring to children who have learning difficulties or disabilities that make it harder for them to learn or access education than most children of the same age.

Many children will have SEN of some kind at some time during their education. Help will be provided for such children, sometimes with the assistance of outside specialists.

ULT understands that under the recent DDA legislation a Disability Impact Assessment will need to be undertaken so that we are proactively investigating the nature of any SEN needs. This not only complies with legislation but fits our Christian ethos of inclusion.

A child with special educational needs may need extra help in a range of areas, for example:

- general schoolwork, including reading, writing, number work or understanding information. This may be a result of a specific learning difficulty such as dyslexia
- expressing themselves or understanding what others are saying
- making friends or relating to adults
- behaving properly in school
- organising themselves
- some kind of sensory or physical needs which may affect them in school

Walthamstow Primary Academy will appoint a Special Educational Needs Coordinator (SENCO) who will be responsible for collating and disseminating information about students, for managing and instructing learning support assistants and for advising and supporting teachers so that they can make suitable provision for students.

The school will aim to make the whole curriculum and all extracurricular activities accessible to those with SEN. It will do this by recruiting and training learning support assistants who will help students within the classroom, by providing extra teaching "clinics" before and after school and at lunchtime, and by withdrawing students who are struggling from some non-core subjects in order to give extra time to the core.

Identifying the varying needs of individual students

Both the assessment for learning processes and the personal tutorial system will highlight the precise strengths and weaknesses of individuals. Students who continue to fail to meet the targets established for them and which are recorded on their Individual Learning Plan, will be provided with additional support. Where necessary this will take the form of an intervention programme that will be geared to the student's specific needs. Programmes will be categorised and be co-ordinated by the SENCO and Inclusion team. Where the assessment processes identify students with higher-order abilities, the SENCO- or Gifted and Talented Co-ordinator- will oversee the implementation of relevant extension programmes so that these abilities may be fully exploited in line with the school's Gifted and Talented policy.

Gifted Able and Talented

We understand that to promote-high levels of attainment we must all have high expectations. This will be reflected in the challenging targets set for both staff and students.

All teachers will be responsible for maintaining a gifted, able and talented register for the students in their classes and subject coordinators will also maintain one for their subject area. The SENCO- or Gifted and talented Co-ordinator- will have a management overview of the register and the activities which are developed and delivered as part of the Gifted and Talented policy. The work carried out with individual students in this area will feature as part of the discussions with parents at the tri-annual review meetings.

The progress of all pupils, including those deemed gifted and talented will be monitored carefully to ensure such pupils make outstanding progress. Where such pupils are not making progress in line with our expectations a range of strategies and interventions will be used to accelerate catch up progress.

All students will be encouraged to aspire to ambitions beyond their normal experiences.

SEN and disabilities

Students with Special Educational Needs and disabilities will be identified on entry and through regular review in line with best practice will lead to the appropriate provision to ensure educational progress.

Deprived backgrounds

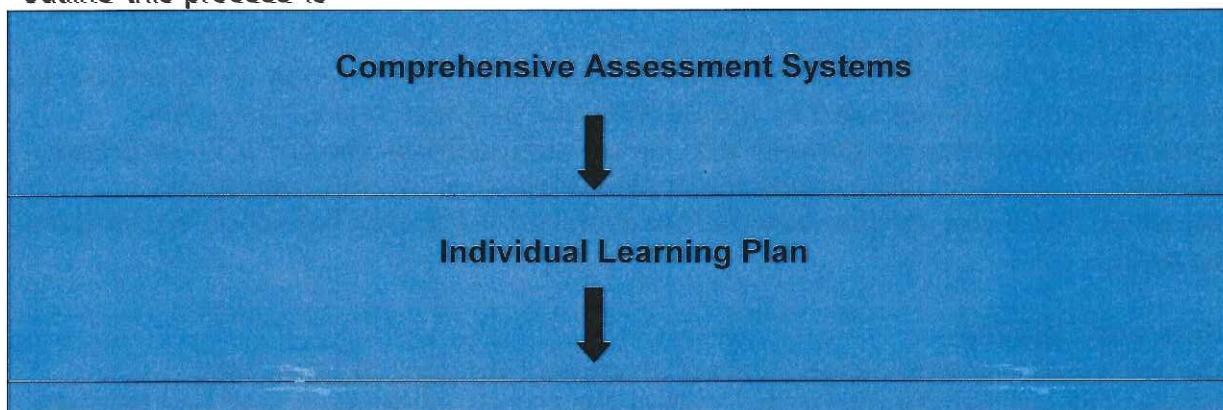
The School will use proxy indicators as a guide to the identification of students from deprived backgrounds. Free School Meal's percentages will be the driver for pupil premium payments and the school will target this appropriately. The IDACI (Income deprivation affecting Children Index) will be a more precise measure used by the school to target supporting the attainment of students from challenging backgrounds

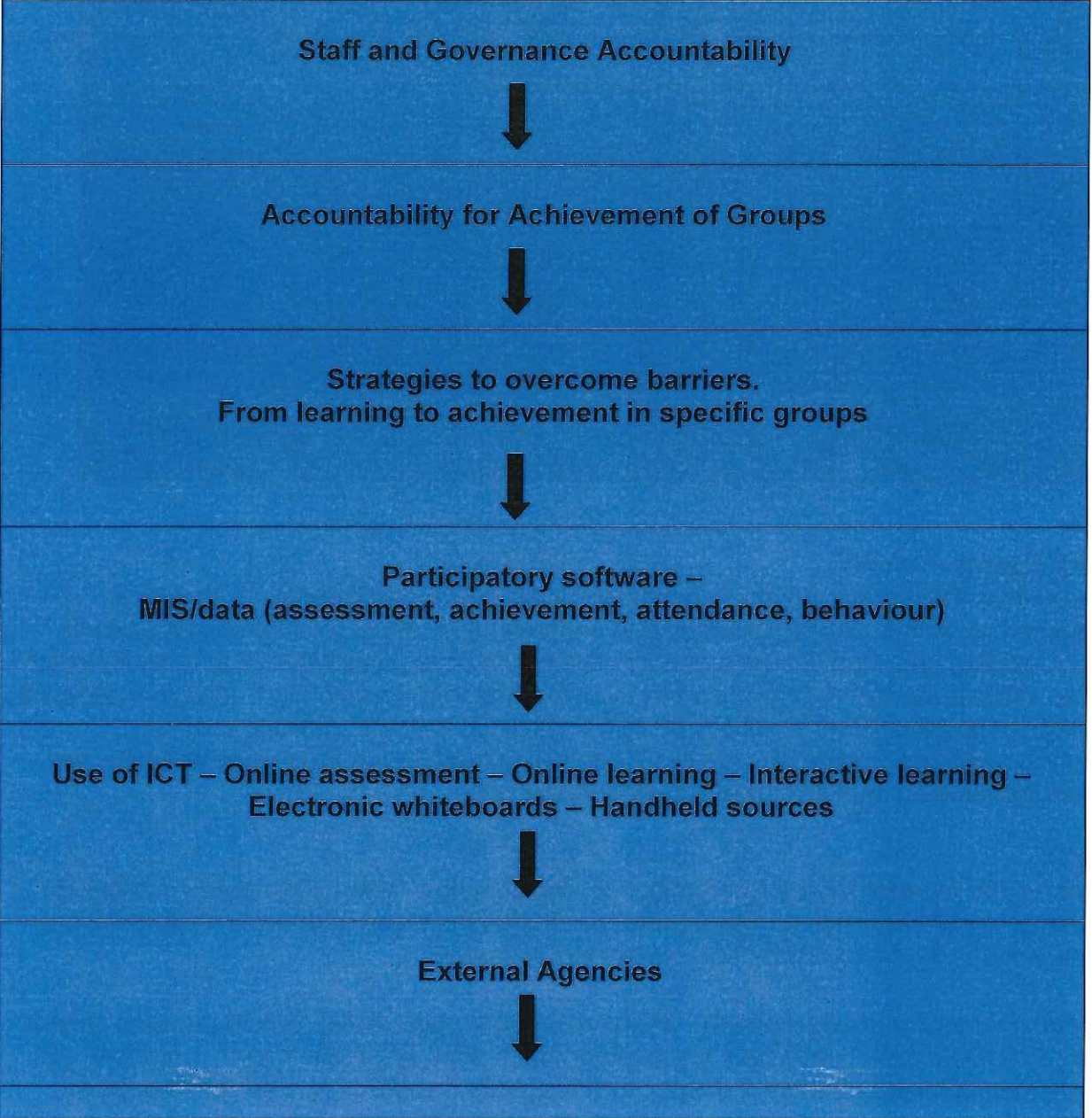
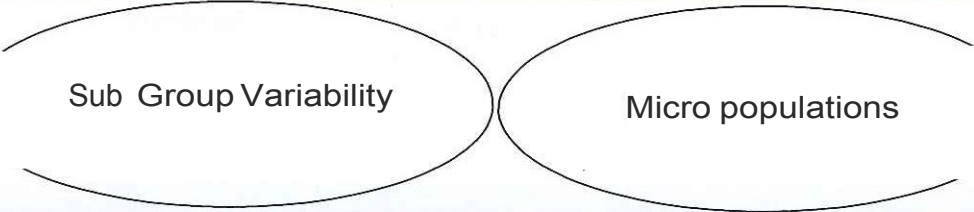
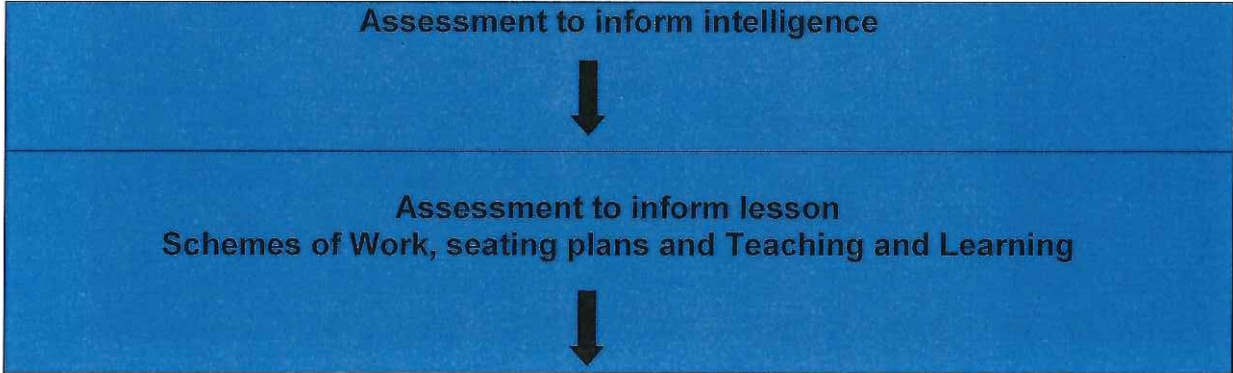
ESL Students with ESL needs will be identified prior to entry and school staff and supporting agencies will work in partnership to rapidly raise literacy levels to access the curriculum and return students to curriculum pathway classes.

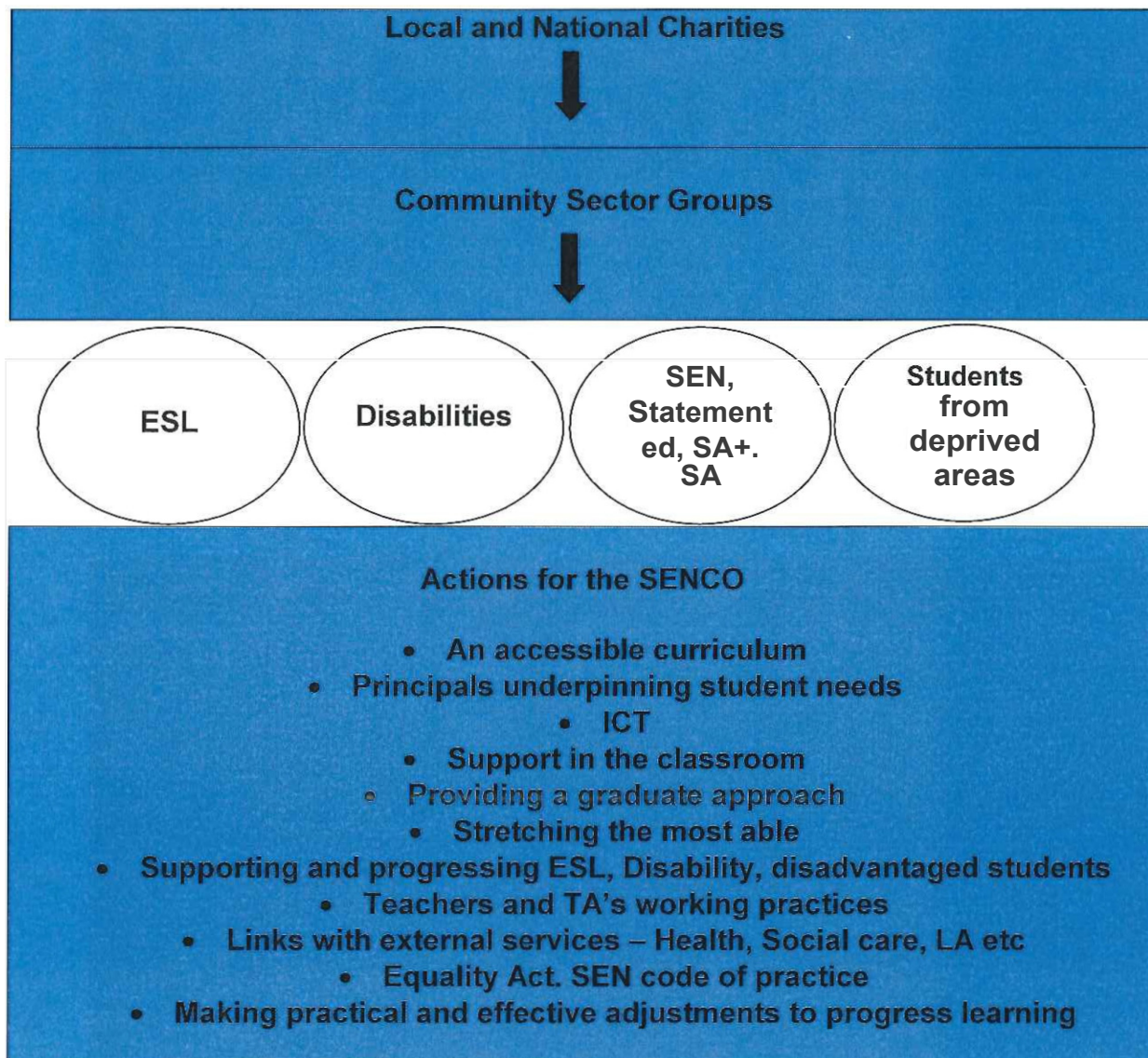
Social emotional and behavioural difficulties

The School's extensive pastoral structures together with liaison activities prior to admission will allow the school to target appropriate support. Often issues in this area are transient or related to an episode in life out of school. The school's first priority is the safeguarding of our students.

Walthamstow Primary Academy has developed a flow diagram of processes which chart the developing of an effective strategy for meeting the needs for individual students. In outline this process is







Fair admissions Protocol

Walthamstow Primary Academy is committed to the active participation of the Local Authorities Fair Admissions Protocol and in particular the school stands ready to play its part in providing opportunities for students who are 'hard to place' within the local family of schools. Walthamstow Primary Academy understands that through the Funding Agreement with ULT we need to adopt practices and arrangements that are consistent or in accordance with the School Admissions Code the School Admissions Appeals Code and admissions law as it applies to maintained schools.

SENCO

The role of the Special Needs Coordinator at Walthamstow Primary Academy is a crucial one and its scope and lines of accountability are clearly defined in the role descriptor and job description. Responsibilities fall into the key areas of:

- Managing schools based provision -the principle role of the SENCO is to manage school based provision and to coordinate the deployment of all staff, school based and external. The role includes leading a team of specialist teachers and teaching assistants to liaise,

admit, assess (both informally and statutorily), plan, deliver and review provision.

- Professional guidance to staff- advising leadership -the SENCO is the responsible officer for providing information, advice and guidance both practical and statutory, to Governors, the Principal and staff in the school.

This will be an important aspect of the role given the support structures in place at Walthamstow Primary Academy.

- Liaison- communication is central to the success of this role. This is particularly important across staff to provide consistency of provision, with external agencies and especially with parents.

- Key aspects of the role -The SENCO has responsibility for the assessment completion and review of ILP's and responsibility for planning and delivering support for students with Statements, at school action and at school action. In addition, the SENCO is also responsible for referral and statutory assessment, SEN Plan - having regard to SEN Code of Practice, use of other agencies and Use of partners.

05: Walthamstow Primary Academy measures of success to deliver high aspirations for achievement

Aspirations for achievement

- Education for Life means that our students will develop a life-long love of learning because they will appreciate the value of learning and they will have the aspiration, supported by high expectations, to strive to go way beyond average in everything they do
- In our first examination cohort in six year's time, at least 90% of our pupils will achieve level4 plus in maths and English and at least 40% of these will achieve level 5 in maths and English. This figure is higher than the national average but it is achievable because we aim to ensure both the quality of teaching and learning and the leadership of teaching and learning is outstanding. United Learning aspires for its maintained schools' academic achievement to reach the same level of its fee paying schools; currently students at ULT schools, many of them formerly failing schools, achieve. Data published in January 2012 indicates that ULT Academies improved GCSE results by 7.1%, this over twice the rate of other schools nationally (3.1%) and at a higher rate than academies in general, evidencing the quality of educational support and challenge from the group. Although these figures relate to achievement at secondary school level, we believe this is more than achievable within the primary age phase.
- Walthamstow Primary Academy will, through its ethos and structure, seek the highest levels of attendance from students, the initial target of 95% in year one will rise to 96% and continue. Similarly, Walthamstow Primary Academy has a target of 0 exclusions facilitated by the individual care and support which each student will receive.
- Every student will be given the opportunity and the support needed to reach the standard of the English and maths. We believe that achieving level 4 is an expectation and not an aspiration.
- Every student will do well enough by the age of 18 to go on to university, to further education, to a training programme for a skilled profession or into a worthwhile

career. Because of our proximity to Walthamstow Secondary Academy, we will be able to track the progress and achievement of our pupils as they move into secondary / further education and monitor this expectation.

- Every student will have acquired the skills of compassion, resilience and flexibility needed to support him or herself and those with whom they live in a challenging and competitive world
- Every student will be happy and successful at Walthamstow Primary Academy and will be proud of their school because they know that they are cared for, supported and challenged bringing out the 'Best in Everyone'.

Student development and achievement

Every aspect of a student's life at Walthamstow Primary Academy will be carefully structured to ensure that his or her personal development and academic progress is supported. For this reason Walthamstow Primary Academy will ensure that all staff, in whatever capacity they work within the school, support and assist with the development of its students.

Defining Success for individual students

The school will consider that individual students are successful if, when they leave the school, they have developed self-confidence and self belief, if they have ambitious plans for the future and if the school has given them the tools needed for a happy and successful life, including an excellent set of examination results.

Defining Success for the School as a whole

The School will be deemed to be successful if its students are successful (as defined above) and if it is community that exudes enthusiasm and happiness, its students and staff have a sense of pride in belonging and the wider community welcomes the contribution that the school makes.

Measuring Success for individual students

In order to reach the goal defined above, students will be monitored carefully throughout their school careers. This will begin with baseline assessment when they enter the school, using high quality teacher assessment and on-going narrative assessments in EYFS. As our pupils move into Key Stage One, we will ensure robust and rigorous tracking informs planning and high quality teaching. This teaching will be challenging and enable pupils to engage in meaningful learning challenges and problem solving. Transition programmes will enable us to monitor pupil progress and achievement to ensure pupils do not slip backwards or lose the momentum of anything less than outstanding progress.

Target setting will play a significant part, as will regular ongoing monitoring. All teaching staff will report pupil progress to families and at school led progress review meetings on a regular basis. The expectation is that this will be done formally approximately every term at fixed, diarised points and informally as the need arises. Phase leaders will collate information received and will discuss it with the student, reporting in short form to parents every term, a longer, written report being sent at the end of each academic year.

A three way partnership will be developed involving the school, the student and the parents (or guardians). All should play their part and whilst the emphasis of the partnership will

change as students grow, so that they take more responsibility for their own lives, the cooperation of parents will be crucial to success. The school will expect cooperation and support and will make it clear to parents and students that this is a non-negotiable expectation.

Assessment for learning and regular assessments

Teaching staff will be required to see assessment as a vitally important part of what they do. However, assessment on its own will not improve standards, so after every assessment teachers and students will ask the questions:

What have we learnt from this assessment?

What action needs to be taken?

What will be the next target and what is the timescale for that target to be met?

Teaching plans and schemes of work will ensure that sufficient time is allocated to assessment and feedback and it will be the responsibility of Phase Leaders to set tasks and assignments which most effectively assess learning. A formal appraisal of pupil work will be required every term in maths and English. Assessments will usually involve a combination of tasks and tests in order to provide a clear, accurate profile of children's learning journey.

We will also teacher assess pupils' achievements in every subject on a termly basis. This will enable subject leaders to monitor standards and progress in every subject. By doing this we will be able to identify learning gaps in specific subjects and modify our curriculum provision accordingly. Such assessments will focus on the acquisition of key skills in each subject and will be linked to national curriculum attainment target expectations. Termly reports will be provided to the Senior Leadership Team and the governing body so that the academy can plan strategically ensuring any potential gaps are narrowed.

Measuring success for the school as a whole

The success of the school as a whole cannot be measured simply in terms of the percentage of students who achieve the national expectations in terms of attainment and progress in maths and English but also "value added" score will be one important benchmark. So, too, will be a measure of student and parent satisfaction with the school and we will invite regular feedback from families. It is likely that our school will be inspected by OFSTED using a similar framework to that used for academies and we will aspire to be judged "outstanding" in inspections. Ultimately, our school will be successful if it full of happy, high achieving, well behaved students being taught by highly skilled, motivated teachers.

Accountability for the success of individual students

Accountability for the success, both academic and non-academic, of individual students lies with their tutors and their Head of House. However, some students will, inevitably, be more challenging than others and individual tutors will be well supported and will always have a senior member of staff to whom they can turn. Part of the appraisal process for teaching staff will be an assessment of how well they carry out their role as a tutor. Ultimately, of course, accountability for the success of an individual student who has been provided with every possible means of support at school must lie with the student him or herself. This is an important lesson for life.

Accountability for the success of the whole school

The ultimate responsibility for tile success of the school lies with the Head and the

Governing Body. However, Walthamstow Primary Academy will ensure that every member of its community plays their full part and is held accountable. To this end, very clearly defined job descriptions will be drawn up for all staff. However, we aim to develop a culture where there is a sense of ownership of the School so that all members of the community believe it to be their responsibility to work towards the school's success.

2. Proposed Targets and Success Measures

Walthamstow Primary Academy will use data in a highly effective systematised way to ensure all pupils exceed their learning potential. The School will fulfil all statutory requirements for targets required by the DfE and others and will select smart targets which evidence progress or otherwise towards the School's educational vision.

	2015	2016	2017	2018	2019	2020	2021
KS1 Attainment L2b+ (Reading and Maths combined)			80%	85%	90%	95%	95%
KS1 Attainment L3 (Reading and Maths combined)			30%	35%	40%	45%	50%
Y4 Attainment L3b+ (Reading and Maths combined)					85%	90%	95%
Y4 Attainment L4+ (Reading and Maths combined)					35%	40%	45%
Y6 Attainment L4+ (English and Maths combined)							90%
Y6 Attainment L5+ (English and Maths combined)							45%
%of pupils making 2 levels of progress between Y2 and Y6							100%



Walthamstow Primary Academy will set itself targets that reflect the high expectations of United Learning and the Walthamstow community as a whole. It will fulfil all statutory requirements for targets required by the DfE and will select relevant targets which evidence progress towards the school's educational vision.

The targets summarised in the table above focus on expectations around academic achievement and on pupil attitudes towards learning. The targets which have been set for achievement are inspirational targets in that they have been constructed without knowledge of the students themselves and the level of prior attainment they will bring with them to Walthamstow Primary Academy.

Nevertheless, in relation to both the educational vision of the school and national averages of pupil attainment in public examinations, we believe the targets to be appropriate. The School will be expecting to provide outstanding teaching as well as excellence in terms of curriculum. These things, together with the close monitoring of pupil progress throughout the year make targets which reflect expectations significantly beyond the average perfectly appropriate. These are demonstrated in the table by reference to pupil progress measures and to summative attainment scores as reflected in key stage levels and progress rates.

Our educational vision also focuses on the student's social development and well-being with the goal of providing an exemplary system for promoting student welfare and engendering good attitudes to learning. Similarly, our vision includes the development of the whole child through a substantial enrichment programme. These elements of the vision make the stated, ambitious targets around attendance and exclusions perfectly appropriate

Walthamstow Primary Academy will have a number of other success measures which link to its educational vision these will include:

- Student Numbers- oversubscribed
- Individual student's success measures
- School success measures
- OFSTED Performance
- Performance Tables
- Targets are met
- Foreign visits
- Adventure Activities
- Community service
- Arts and sports

Admissions: The school aims to provide a high-quality education for all and the work of the Walthamstow Secondary Academy and the engagement they have had with the local community-including the establishing of community focus groups-has helped us to

understand clearly the hopes and aspirations of the local area. Where the school becomes oversubscribed this will be a clear indication that we are fulfilling that community need.

Assessment: The goal of providing the local community with an outstanding centre for learning will be tested through scrutiny from Ofsted inspections. These will provide clear evidence as to whether the school is achieving the levels of provision to which it is aspiring. In a similar way, data that is reflected in the national performance tables will highlight, objectively, how our performance rates when benchmarked against others.

Destinations: The attention which we will give to academic excellence and to the development of the whole student should result in them being able to successfully move on to the next stage of their lives. In this sense an understanding of student destinations will help the school to see the degree of success we have had in the development of students as well-motivated, autonomous life-long learners who are able to realise their ambitions.

Enrichment: The degree of engagement and success which students have with the School's wider enrichment offer will be an important measure of the success we are having in promoting the social, cultural and spiritual dimensions of the school experience. The level of participation in and the quality of outcomes from these programmes will be a key performance indicator of the work we are doing on Education for Life.

3. Self Evaluation

Walthamstow Free School supported by United Learning will be involved in a constant rigorous cycle of self evaluation. This will involve the comparison of attainment against targets, national benchmarks and looking at all micro populations. Progress towards targets is measured by half termly (6) Assessment points where progress is charted against the national average and against Jesson bands.

The quality of teaching and learning is a core part of this process as is the monitoring of attendance and behaviour data. Tutorial work and student voice implemented by the School will chart and evaluate well being together with significant survey information from students, staff and parents.

The budget will be supported and monitored by United Learning's Finance team and the LGB.

4. Accountability

Accountability within the Walthamstow Primary Academy will be strong. United Learning will support and advise the Principal and the Local Governing Body. The Principal and senior members of staff will report regularly to the Local Governing Body and will be held accountable for the progress of students. Walthamstow Primary Academy will have strong and clear lines of accountability through line management structures.

5. Assessment and Student tracking

As indicated earlier, student tracking will begin early in the school and then be carried out consistently and coherently throughout Walthamstow Primary Academy. Tracking individuals and cohorts in this way will enable the School to identify problems quickly, leading to early diagnosis and intervention. Students, parents and staff will be introduced to 'Assessment for Learning' strategies very early on which will raise the pace of progress for learners through having a clearer understanding of their strengths and weaknesses and the steps, necessary to address the latter and so move closer to achieving their next target.