

**WOOTTON WAWEN CE PRIMARY
SCHOOL
DEVELOPING A SUSTAINABLE
SCHOOL STRUCTURE
May 2016**

AIMS OF THIS SESSION

- To share our vision of a sustainable future for the school
- To raise awareness of the Academy Agenda
- To share information about the school's structure for next academic year



WOOTTON WAWEN C OF E PRIMARY SCHOOL

“AN EXCITING PLACE TO LEARN”

Vision Statement

Wootton Wawen C of E Primary School

“An exciting place to learn”

OUR VISION

Our vision is to be an outstanding school which provides children with the challenge and support they need to become exceptional individuals with the skills and confidence to embrace future opportunities and challenges.

To achieve this vision we will

- Recognise and nurture the unique gifts of each pupil
- Ensure that our core Christian values underpin everything that we do
- Provide great teaching and learning
- Build positive partnerships to ensure pupils have access to the best resources and experiences we can provide
- Place high importance on promoting physical and mental health and well being



Mission Statement

Wootton Wawen CE Primary School aims to provide an inspiring and supportive learning environment where children are challenged to be the best that they can be. As well as achieving academic and sporting success, our commitment to developing the social, moral, spiritual and cultural dimension of school life allows pupils to develop as caring, respectful and tolerant members of society.

You will find that Wootton Wawen C of E Primary School is...

A place of Christian values, where children learn respect for themselves and others

A place of opportunity, where children achieve well both academically as well as in sport and the arts.

A caring place, where children and adults feel they can make a contribution to their own community and the wider world. A place where they are valued as individuals

A partnership between children, parents, staff, governors and the community as a whole

A happy, safe and stimulating place to be, where everyone is encouraged to become a lifelong learner



HOW ARE WE DOING?

THE CHILDREN SAY:

- ❖ Wide range of sporting opportunities, trips and resources including I pads
- ❖ Everyone is always smiling
- ❖ Visitors say positive things because – they feel welcome
- ❖ Numeracy lessons are great
- ❖ Neil comes in to teach us PE
- ❖ We are a small community and we all know each other
- ❖ Great books to read
- ❖ The teachers are fabulous and friendly
- ❖ I enjoy doing my schoolwork it is challenging but good for me
- ❖ *“Wootton Wawen a special place to learn”*



THE STAFF SAY:

- We have a holistic approach that means achievement or all
- The children are at the heart of everything
- Positive and supportive learning environment
- A thriving village school serving the local community but welcoming all
- Parents and children in partnership with staff
- Children's social and emotional well being taken seriously and catered for
- A church school reflecting its values education programme
- An engaging curriculum
- A school I am proud to be a part of
- Extra curricular activities that are broad and provide opportunities for all to shine



THE PARENTS SAY:

- This is a small, friendly school where the committed, enthusiastic and experienced teaching staff have enabled both of our children to perform above expectations - both academically and socially through being involved in a broad range activities both in school and out.
- It is a lovely, happy school. My children enjoy attending and are progressing well



CURRENT SCHOOL STRUCTURE

- Single age classes in the morning – smaller classes teaching literacy and maths only
- Mixed age classes in the afternoon at KS2 with a focus on topic, PE and the Arts
- Two part time teachers working mornings only



THE ISSUES WE FACE

- Historically the Reception intake has fluctuated year on year, Wootton Wawen does not have a natural catchment group and although we have a number of children joining each year in other year groups it is hard to develop a long term financial plan based on predicted school numbers.
- The Government's White Paper " Excellence in Education" and the academisation agenda



THE FUTURE – THE WHITE PAPER

The White Paper – “Educational Excellence Everywhere” was published in March 2016 sharing the government’s vision for educational excellence everywhere. The whitepaper outlines continued plans for the full academisation of all schools, as well as reforms to teacher qualifications, according them the same status of expertise as doctors and lawyers. There are also details around the future development of the next generation of school leaders.



CONVERTING TO ACADEMY

- The need to convert to Academy or have plans in place by 2020 has now been removed from schools that are currently Good, although Coventry Diocese are still promoting Academies as a way of supporting smaller schools with limited budgets.
- School will be funded by DfE not the LEA
- Schools will be grouped into multi academy trusts overseen by academy trusts or sponsors
- Schools are being presented with a range of models and the local schools are already in discussions with the LEA and/or the Diocese to look at potential partners
- They do not have to follow the national curriculum and can offer a specialism
- They do not have to follow national pay and conditions



BENEFITS

- Economies of scale
- Recruitment – SENCO, PE experts, Musical experts that can be employed by a group of schools
- Opportunities for coaching and mentoring



DISADVANTAGES

- Danger of the school losing its identity
- Staff will be vulnerable
- Will all costs of conversion be covered by the government?
- Who will be the new landlord, what are the implications for maintaining the fabric of the building



REORGANISATION

In response to this changing educational landscape the SLT and Governing Body, supported by the Learning Improvement Officer from the local authority and other professionals who offer external advice, have looked at a number of different ways to reorganise the school in the most effective way. To ensure it has a sustainable structure. They have taken into consideration :

- Maintaining the school's vision
- The needs of the pupils
- The strengths of the staff and their future training and development needs
- The need to address concerns of parents regarding any changes
- The Governments' most recent White Paper which drives the Academy agenda



SCHOOL ORGANISATION FROM SEPTEMBER 2016

- Single age classes at Reception and KS1
- Mixed age classes at KS2 – 3/ 4, 4/5, 5/6
- Mrs Khawaja, Mrs White and Mrs Brookes to provide PPA cover and will teach music, computer science and art which allows the children to benefit from their expertise

The school's class allocation policy will continue to inform class composition- any exceptions will be discussed with individual parents



WWP CLASS ALLOCATION POLICY

“ Children will be allocated to a class through consultation between teachers using the following criteria:

- Age
- relationships
- ability
- pace of work;
- maturity
- evenness of groupings.

- Children who are on a stage of the Code of Practice for Special Needs will be considered individually and may be allocated to any class that matches their needs.

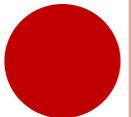
- We will endeavour to ensure that siblings (other than twins) are not in the same class.”



WHAT YOU HAVE SAID?

The following issues have been raised by parents over the past few years regarding mixed age classes and these will be considered by teachers when planning for next year

- Equality – particularly regarding school trips and projects run by outside providers
- Stretching the more able pupils
- Year 5 pupils in the year 6 class in the final summer term
- Curriculum entitlement
- Homework expectations



WHAT ARE THE BENEFITS OF DIFFERENT MODELS?

SINGLE AGE

- The national curriculum for maths is age specific so planning for teachers is easier with a single age class
- Many parents are more familiar with this model

MIXED AGE

- Social benefits – leadership opportunities for older children and mentoring for younger children. Self esteem.
- Academic role models
- Learning by teaching occurs when older children support younger children



MIXED AGE CLASSES –THE MYTH

It is often assumed that if children are the older pupils in a mixed age class then they are not doing “hard enough” work. During the time we have had single age classes in KS2 in the morning standards have **not** risen

We teach **stages not ages**; teachers are skilled in planning work for a range of abilities even in single age classes.

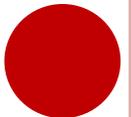
Our carefully planned rolling programme of work ensures children do not repeat topics but gradually build up skills in all topics and learn to apply them in different situations



WHAT DOES RESEARCH SAY?

- Studies of the performance of children in composite classes shows their academic performance is not substantially different to those in single age classes. **The most important factor in a child making progress is the teaching and learning created by the class teacher.**
- Composite classes are increasingly common in Australia and New Zealand

https://www.nfer.ac.uk/nfer/PRE_PDF_Files/01_25_05.pdf



WHAT IS THE SCHOOL PERSPECTIVE?

The school feel that establishing mixed age classes at KS2 will have a number of benefits:

- Children will have the same teacher all day, this makes it easier for the parents to communicate with the teacher about their child's learning and pastoral issues
- The teachers will not be tied to teaching only literacy and numeracy in the mornings and can take a more cross curricular approach to teaching key skills
- Less teaching time is lost in transitions between classes in the morning
- Interventions can be targeted in class rather than taking children out of class



TIMINGS

- May 2016 – school receive final figures for September admissions
- May 2016 – SLT to provisionally organise new classes
- June 2016 – Lists to staff who highlight any children who may need to be reviewed
- July 2016 – Children and parents told their new classes



USEFUL DOCUMENTS

- WWP Class Allocation Policy
- WWP Teaching and Learning Policy
- WWP Homework Policy
- WWP Curriculum Statement and Curriculum Plan
- https://www.nfer.ac.uk/nfer/PRE_PDF_Files/01_25_05.pdf

