

FAQ - Pupils

How will the conversion affect the educational provision pupils receive?

We anticipate that there will not be any adverse effects to the provision for pupils. In fact, if there are any changes to provision they will most definitely be for the better. This will be partly because the school will benefit from economies of scale which should free up funds to redirect towards teaching and learning; but mostly it will be because the Trust will have a single minded approach to the success of the whole individual child. All our systems, processes and procedures have this at their very core.

Do pupils do better in academies

Whether a pupil achieves well in school is not down to the status of the school, academy or otherwise. A pupil is successful because they are in a school which is being led and managed well. Pupils in Parallel Trust settings have a history of performing well. Our academies are well led and managed as evidenced by our OFSTED reports, which are available online.

Will there be any changes to admissions or the admissions process?

No

Will the catchment area change?

No - Admissions process and criteria will stay the same, therefore the areas in which current children live will remain the areas in which future children will live.

Do academies have greater curriculum freedoms?

Yes they do have greater freedoms, but we would follow the national curriculum. The PLT does not have a particular curriculum specialism in primary mainstream, however we benefit from having specialisms in inclusion, and children with social, emotional and mental health needs.

Our curriculum focuses on making use of every single moment of learning time. In KS1 and 2 we have early morning work, maths and English in the mornings and a topic based approach to other subjects in the afternoon. Curriculum project work is planned to provide children with opportunities to progress in key learning and thinking skills: to explain, question, investigate, discover, invent, apply, create, predict, prove, solve problems and collaborate.

We have music, language and PE specialists. Religious education will be taught discretely and blocked for a day or a day and a half on a half-termly basis.

We also have themes that are embedded within the whole curriculum of PHSCE, philosophy for children, e-safety and sex and relationships education.

The curriculum for children in Reception will be planned in a way that completely reflects what the child is interested in and what they want to learn more about. There is no distinction between work and play. Children's learning will be supported through planned

play activities. These activities will evolve from conducting observations of child-initiated or adult-led activities and then providing the most effective learning opportunities. Adults 'play partner' with children to support their learning, carefully intervening where appropriate, getting involved with the play and modelling to keep the play going.

A key approach that will underpin EYFS in the Trust will be the six guiding principles of Forest Schools

<http://www.forestschoollassociation.org/full-principles-and-criteria-for-good-practice/>

We also expect each of our settings to run before school and after school clubs and will support them to do so.

How would SEND students be catered for and can we give assurances that current levels of support staff would be maintained?

The PLT are experts in catering for children with needs. Our approach to inclusion is one 'every teacher is a teacher of SEN'. We aim to keep children within the classroom setting experiencing the highest level of quality first teaching as we can. For those that need something different from or additional to what is in the classroom we have a range of trained professionals to provide what is needed. Our approach is, whatever the child needs we will work with whomever we need to, to provide it. Success for a child is not down to being stuck to a teaching assistant and sitting outside the classroom completing their work, it is a team effort where we continuously assess what each pupil needs and who is going to deliver that. Decisions about provision are made with the parents/carers.

Who is responsible for deciding if a student needs an Education Healthcare Plan (EHCP)?

The local authority would retain the legal responsibility for issuing EHC plans, although the processes involved would be carried out by local authority, who would determine whether the academy is named on that plan.

Will the PLT's exclusion policy be the same as other local schools?

We follow the national guidance about exclusions. We are experts in dealing with children with these sorts of difficulties and this is one of the benefits of choosing to be a Parallel Learning Trust school.

Our behaviour approaches are water tight, supportive and based on the positive. Exclusions are most definitely a last resort and happen very rarely.

Would the school day and school year change?

No

Would the school name change?

In essence no – where there is the word school, it is likely to change to the word academy. The school logo is likely to change to be in line with the Parallel Learning Trust branding, but we would consult with the school themselves on this to produce something that reflects the school.

Would the school uniform change?

Yes, but the Trust would fund the first set of new uniform for existing children. By new uniform we mean, anything that has the new logo on. We would phase the introduction of this uniform in sensitively.