

# **Walmsley CE Primary School**

## **Parent Meeting**

**18<sup>th</sup> June 2024**



# Why are we changing the structure?

Walmsley CE Primary has a planned admission number of 45 children (1.5 form entry)

For a number of years, due to bulge years, school has run as a 2 form entry school.

Demand for school places within our area has declined and is projected to continue to do so.



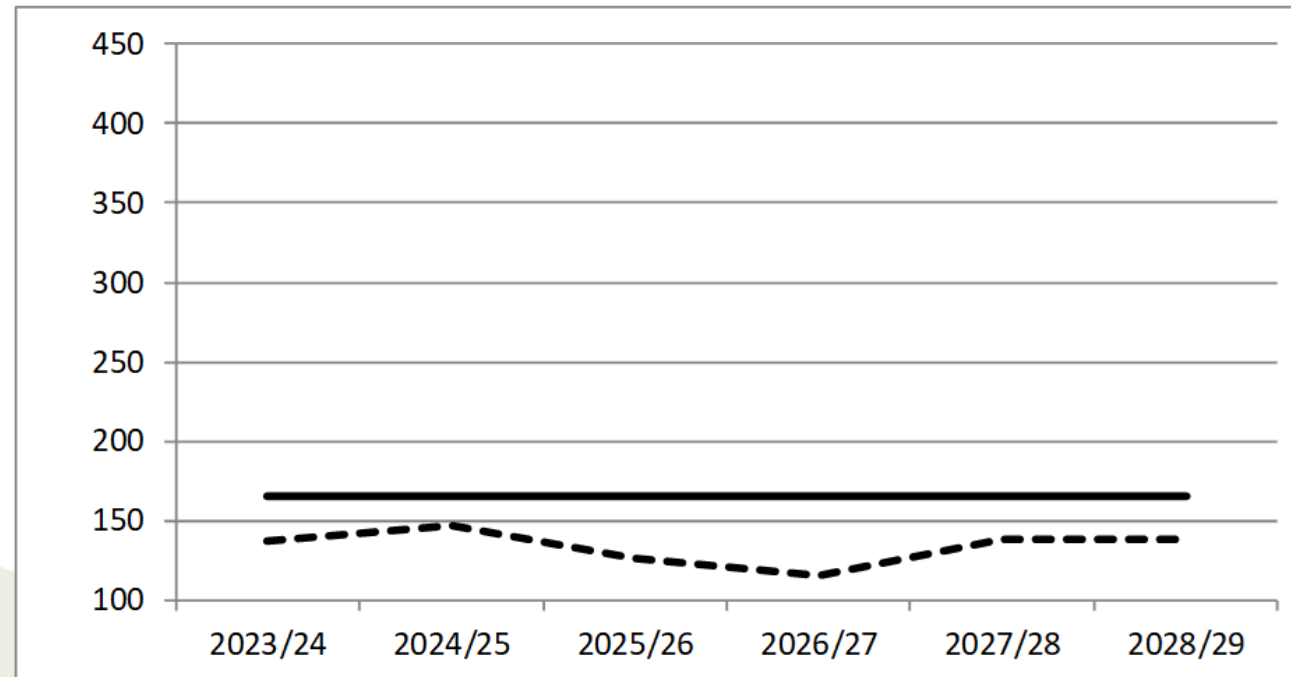
# Projections – Bromley Cross

Area 2 - 3500020

North & Central

Bromley Cross

	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
Projected Intake	137	147	126	115	138	138
Intake Capacity	165	165	165	165	165	165
Surplus	28	18	39	50	27	27
Surplus Capacity %	17.0	10.9	23.6	30.3	16.4	16.4



# Financial Implications

When pupil numbers are high, the cost of staffing to 2 form entry is fine – funding is provided per pupil.

When pupil numbers fall, funding falls and the low income means that staffing costs become disproportionately high.



# What does the change mean for our school?

The school structure will go back to that which it was originally set up as.

2 Reception classes

KS1 – 3 classes – Y1, Y1/2, Y2

Lower KS2 – 3 classes – Y3, Y3/4, Y4

Upper KS2 – 3 classes – Y5, Y5/6, Y6



# **Do any other schools run in the same way?**

There are 10 primary schools in Bolton with mixed age classes. We have been working closely with Hardy Mill Primary, Harwood who run an identical model.

Vast majority of schools in Bolton and nationally place children in classes based on their age.



# **How will the children be split at Walmsley Primary?**

Each year group has been split in to 3 equal groups based on gender and then age.

Groups have roughly 15 children in them.

This group of 15 will stay together throughout their time at school.



# How will the children be split at Walmsley Primary?

A class will be made up of two groups of 15 joining together.

Rashford  
Year 1-2

Farah  
Year 2

Moore  
Year 3-4

Nightingale  
Year 4

Malala  
Year 5-6

Thunberg  
Year 6

Simmonds  
Year 1

Farah  
Year 2

Attenborough  
Year 3

Nightingale  
Year 4

Turing  
Year 5

Thunberg  
Year 6

Simmonds  
Year 1

Rashford  
Year 1/2

Attenborough  
Year 3

Moore  
Year 3/4

Turing  
Year 5

Malala  
Year 5/6





Y1 – P3	Simmonds
Y1 – P2	
Y1 – P1	Rashford
Y2 – P3	
Y2 – P2	Farah
Y2 – P1	
Y3 – P3	Attenborough
Y3 – P2	
Y3 – P1	Moore
Y4 – P3	
Y4 – P2	Nightingale
Y4 – P1	
Y5 – P3	Turing
Y5 – P2	
Y5 – P1	Malala
Y6 – P3	
Y6 – P2	Thunberg
Y6 – P1	

# **How will the curriculum be designed to meet the needs of all children?**

All classes will follow a two-year rolling programme of study.

This has been carefully planned from the new curriculum we have launched this year.

National Curriculum content for children from both year groups has been carefully considered to ensure the progression of skills is clear.



English Long Term Plan – Cycle 1 (September 2024)						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Peace at Last – Jill Murphy	The Three Little Pigs – Mara Alperin	The Naughty Bus – Jan Oke	The Pirates are Coming – John Condon	The Whale Who Wanted to Know More – Rachel Bright	Supertato – Sue Hendra
Year 1/2	Look Up! – Nathan Byron	The Great Fire of London – Emma Adams	The Dragon Machine – Helen Ward The Dragon Sitter – Josh Lacey	My Name is Not Refugee – Kate Milner	The Last Wolf – Mini Grey	Grandad’s Secret Giant – David Lichfield
Year 3/4	Counting on Katherine – Helaine Becker	Leon and the Place Between – Angela McAllister	Escape from Pompeii – Christina Balit	Wisp: A Story of Hope – Zana Frallion. Home – Carson Ellis Dreams of Freedom – Amnesty International	Where the Forest Meets the Sea – Jeannie Baker	A Stage Full of Shakespeare Stories – Angela McAllister

English Long Term Plan – Cycle 2 (September 2025)						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Peace at Last – Jill Murphy	The Three Little Pigs – Mara Alperin	The Naughty Bus – Jan Oke	The Pirates are Coming – John Condon	The Whale Who Wanted to Know More – Rachel Bright	Supertato – Sue Hendra
Year 1/2	Lost and Found – Oliver Jeffers	Nibbles: The Book Monster – Emma Yarlett	The Lion Inside – Rachel Bright	The Curious Case of the Missing Mammoth – Ellie Hattie A Great Big Cuddle – Michael Rosen	Somebody Swallowed Stanley – Sarah Roberts	Goldilocks and Just the One Bear – Leigh Hodgkinson
Year 3/4	Seal Surfer – Michael Foreman	Nen and the Lonely Fisherman – Ian Eagleton	Stone Age Boy – Satoshi Kitamura	The Silence Seeker – Ben Morley	Amazing Rivers – Julie Vosburgh Agnone	A Stage Full of Shakespeare Stories – Angela McAllister (The Merchant of Venice)

Science Long Term Plan – Cycle 1 (September 2024)						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Outdoor Adventure (L2 - autumn and L3 - wind)	Outdoor Adventure (L5 - seasons and L6)	Outdoor Adventure (lessons 2- Winter, 3-snow, 5- Winter, 6-Winter)	Outdoor Adventure (Lesson1 nature Catchers)	Outdoor Adventure (Lesson 2 – Spring, L5 Spring, L6 – Spring)	Outdoor Adventure (Lesson 2 – Summer, L3 – sun, L4 – senses in nature, L5 – summer, L6 – summer)
Year 1/2	Everyday materials (Y1)	Uses of everyday materials (Y2)	Habitats (Y2)	Microhabitats (Y2)	Plant-based materials (Y2)	Life cycles and health (Y2)
Year 3/4	Digestion and Food (Y4)	Electricity and circuits (Y4)	States of Matter (Y4)	Sound and vibrations (Y4)	Classification and changing habitats (Y4)	How does the flow of liquids compare? (Y4)
Science Long Term Plan – Cycle 2 (September 2025)						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Outdoor Adventure (L2 - autumn and L3 - wind)	Outdoor Adventure (L5 - seasons and L6)	Outdoor Adventure (lessons 2- Winter, 3-snow, 5- Winter, 6-Winter)	Outdoor Adventure (Lesson1 nature Catchers)	Outdoor Adventure (Lesson 2 – Spring, L5 Spring, L6 – Spring)	Outdoor Adventure (Lesson 2 – Summer, L3 – sun, L4 – senses in nature, L5 – summer, L6 – summer)
Year 1/2	Seasonal changes (Y1)	Sensitive bodies (Y1)	Introduction to plants (Y1)	Plant growth (Y2)	Comparing animals (Y1)	Investigating science through stories (Y1)
Year 3/4	Movement and nutrition (Y3)	Forces and magnets (Y3)	Rocks and soils (Y3)	Light and shadows (Y3)	Plant reproduction (Y3)	Does hand span affect grip strength? (Y3)

# How will you make sure all children are supported and challenged?

At Walmsley Primary, we believe we should all be teaching to the top, rather than putting a lid on what children might produce by preparing materials which only allow them to go so far.

The mastery approach to teaching in primary schools means that the whole class is taught together about the main ideas, and those who need additional support are given this through guidance and discussion by an adult.

Those who are early graspers are kept on the same material but are expected to work on aspects of greater complexity and depth.

It means that all children are exposed to the material at the same time.

There will always be exceptions, but for the majority of children in most classes, the expectation is that by teaching to the top – and providing additional support for those who need it and challenge for those who are capable – everyone is exposed to a rich and demanding curriculum.



# **When will my child mix with children in the other class?**

Children across the phase (double year group) will have the same playtime and lunchtime.

Trips, activities and clubs will be identical for all children within the phase.

There will be no impact on the range of activities available.



Trips – cycle 1						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception		Bolton Pantomime	Bury Transport Museum			Smithills Farm
Year 1/2	Science and Industry Museum	Bolton Pantomime		Brockholes Country Park	Skipton Castle	
Year 3/4	Manchester Art Gallery	Manchester Pantomime	DEVA Roman Experience		Anderton Centre	
Trips – cycle 2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception		Bolton Pantomime	Bury Transport Museum			Smithills Farm
Year 1/2	Eureka	Bolton Pantomime		RHS Bridgewater	Blackpool Zoo	
Year 3/4	Manchester Museum	Manchester Pantomime		Jewish Museum, Manchester	Anderton Centre	

# How will children's mental health and wellbeing be supported?

Daily wellbeing checks will continue





5<sup>th</sup> July – move up day – all classes will spend the full day together

Feedback will be taken following move up day – additional sessions built in as required

Enhanced transition for children requiring additional support



# **How will the changes impact on progress toward Ofsted improvement areas?**

The revised curriculum will continue to be embedded

The updated behaviour policy will remain in place

CPD for staff and senior leaders will continue

Support from the Local Authority will continue

External support has been in place throughout the discussions regarding the structure of school

