



# Prospectus

## 2023





## Zouch Academy are proud to be part of The White Horse Federation Multi-Academy Trust

### Welcome to

### The White Horse Federation

The White Horse Federation was founded with the aim of improving the life chances and raising the aspirations of young people. The Trust believes in the power of a first-rate curriculum: such an education is the best foundation for helping young people to succeed and overcome social barriers, irrespective of their backgrounds or starting points.

The White Horse Federation runs a growing network of primary, secondary and special schools with clusters in Swindon, Wiltshire, Oxfordshire, and Berkshire. Working with young people who are often materially and socially deprived, The White Horse Federation seeks to provide a first-rate education and to raise ambitions at all its academies. I am a strong believer in the power of outstanding education to transform lives. It is a great privilege for me to lead The White Horse Federation and I work tirelessly to make sure we deliver the very best we can for each and every one of our pupils.

Our aim is for our students to leave our academies ready to take their place in the world - well-educated, motivated and with strong leadership skills, personally accomplished and determined to make a positive and lasting contribution to the world. We firmly believe that a child's background should not be a barrier to success and we are committed to delivering an education that broadens students' horizons in a truly transformative way.

### Paul Smith

National Leader of Education  
Chief Executive Officer





# A Warm Welcome

I would like to offer you a very warm welcome to the new Zouch Academy school prospectus. We are immensely proud of our school and our wonderful pupils. Due to our success, the number of children at Zouch has doubled in the past few years. This rapid expansion is testament to the dedicated staff team and the support of parents and the local community.

As a parent myself, I understand the importance of a child's early education. Choosing the right primary school for your child is a very important decision. Whether your child is taking their first steps into education, or moving schools, I would encourage you to get in touch with us for further information, or to arrange a school tour. As principal, I always take the time to personally show new families around the school.

Since joining the White Horse Federation in 2014, Zouch Academy has been given invaluable support, which has enabled us to make rapid and sustained improvements to the school. We have high standards and expectations in everything that we do and we are determined to continue striving for success. The support and training provided by the White Horse Federation ensures that teaching and learning is always improving. We also benefit from collaboration with other schools and we now provide support for a range of academies in the Federation.

In our recent Ofsted inspection in March 2023 the report states that 'There is enough evidence of improved performance to suggest that the school could be judged outstanding if we were to carry out a graded inspection now'.

It gives me great pride that our current parents and pupils are full of praise for our school. Please enjoy this prospectus and find out more about some of the features of our school. If you would like to know more, contact us on: 01980 842293.



Kind Regards  
Mrs Nina Johnson  
Principal

“Our values help us develop our social skills and give us opportunities to be better students. The children always open doors for visitors and show their values around school. In the classroom pupils always greet the adults and new pupils, making them feel welcome.”

**Matthew, Former Head Boy**





# Our Vision and Values

At Zouch Academy, our vision is to provide a safe and exciting environment for children to explore their natural inquisitiveness and develop a true love for learning. The needs of every one of our pupils will be met through our broad and engaging curriculum and children will also learn skills and make lifelong memories that will stay with them for life.

As a Values-Based School, we pride ourselves on the way in which our children grow in every sense during their time at Zouch. Developing values such as friendship, honesty, kindness and co-operation allows pupils to become independent and responsible individuals and gives them the foundations for their academic success. The children are also encouraged to use their values outside of school. For example, children from Years 5 and 6 support the local community by taking part in Remembrance commemorations with the military.

Well-being for pupils and staff is prioritised at Zouch, our children follow the 'Kind Minds' wellbeing curriculum which supports children with emotional literacy and understanding their thoughts and feelings fully, along with strategies to self-regulate and just 'be' in the moment.

It gives me great pride to spend time each day in the classrooms seeing the children who are so polite, calm and engaged in fun, dynamic learning delivered by our excellent teachers. The children model fantastic learning behaviours, manners and values – something which is

frequently commented upon by visitors. This has led to huge improvements in our academic success, with outcomes in all key areas level with or exceeding the national averages in 2019. In addition, the children's learning is underpinned by an exciting topic-based curriculum, which always inspires the pupils.

The daily curriculum provided by the staff is supported by a host of experts and visiting teachers who provide weekly enrichment opportunities including: Forest School in our beautiful school grounds; dance workshops from a professional and specialised PE coaching as well as music teaching, swimming and the opportunity to work with a computing specialist. We also offer a range of clubs including cookery, football and singing.

As part of our extensive pastoral care, we have a full-time ELSA (Emotional Literacy Support Assistant) who works with children across the school on a daily basis and manages the children's transitions to and from school. We also have a Family Support Worker who works with parents and an Inclusion Manager, who helps children with any additional needs. We have two external counsellors who support our children when they need it.

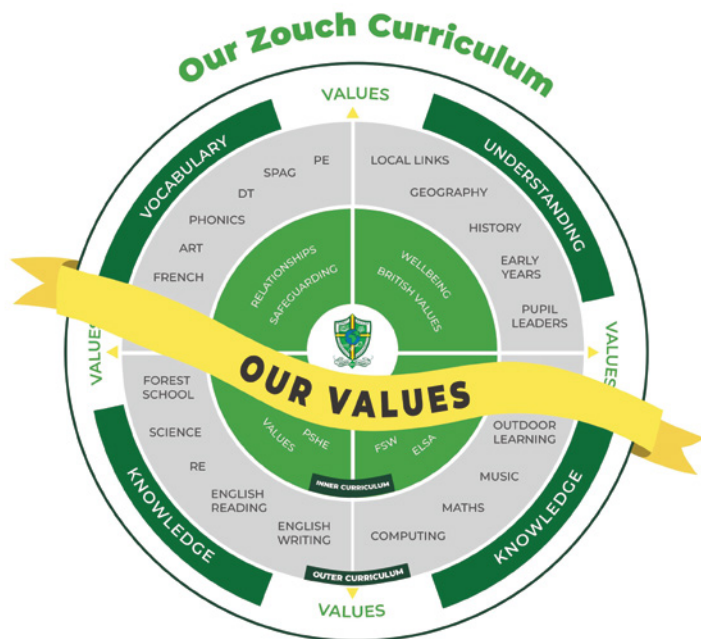
# Early Years Foundation Stage

At the start of their education journey, children enter our school in either Duckling Class (Nursery) or Robins and Wrens (Reception Classes). All three classes provide our youngest learners with a rich environment to ensure that they make the best possible start to life at school. Our Early Years Leader co-ordinates the children's provision throughout this phase of school. At Zouch, we benefit from wonderful outdoor learning spaces including a vast field and woods, which are all used throughout the year as a key learning resource.

As in the rest of our school, children in Nursery and Reception follow a values-based approach to their learning. The children quickly understand the importance of our school values and the way in which these are celebrated when they make good choices. At the start of school, children spend time getting to know the routines and expectations as well as exploring the engaging topics and other learning opportunities.

At this stage in a child's education, we know the importance of good communication between school staff and parents. We constantly provide feedback to parents about their child's development and we encourage parents to talk to us however small an issue may be. We also offer a wide range of support services for children and parents including our Inclusion Manager and SENDco, who identifies and supports children with special needs; our Family Support Worker, who supports families across the school and our ELSA (Emotional Literacy Support Assistant) who works with children across the school on a daily basis and manages the children's transitions to and from school.





## Our Curriculum

Here at Zouch we are a values-based school. Values-based Education is an approach to teaching and learning through positive values. It creates a strong learning environment that enhances academic attainment, and develops pupils' social and relationship skills that last throughout their lives. We achieve a positive learning environment through the values modelled by staff throughout the school.

This in turn also equips our children with social and relationship skills, intelligences and attitudes to succeed at school and throughout their lives. Values are things we believe in that help us to make decisions about how to behave. They are the principles that guide our lives. Some commonly held values include thoughtfulness, respect, trust, love, friendship and courage. In school, we explore many more values, a great deal of which overlap. We focus on a particular value each term, developing our own and our children's understanding of how that particular value can impact and influence our lives, our behaviours and our choices. We celebrate when values are demonstrated throughout the school in lessons and especially our weekly celebration assembly.

As Principal of Zouch I believe passionately that children deserve to learn, to enjoy, to achieve and to succeed in a world-class environment, which has the best facilities, the best teaching and the most up to date curriculum. Education should also be focused on enabling our children to take their place in a complex and challenging world with the learning and thinking skills that will make them great future employees, great leaders but also responsible citizens as they grow and develop.

The work to achieve this for our community starts here at Zouch. This means that here at Zouch we are committed to:

- Encouraging our children to have high expectations of themselves and maximise their achievement.
- Providing a rich and stimulating environment which fosters the enjoyment of learning and enables our children to develop skills for lifelong learning.
- Providing a caring environment in which every child matters and achieves. As a result, each individual recognises they are valued and is able to develop to the best of his or her abilities.
- Celebrating our pupils' successes, enable them to take pride in their achievements and prepare them for their future lives.
- Developing in our children an understanding of themselves and of the world in which they live in order to enable them to become responsible and active citizens.

Ensuring that there is a genuine partnership between the school, our children, their parents and the wider community in order to secure the very best for our young children.

At Zouch, we have an inner and outer curriculum. We believe that if we prioritise our inner curriculum, we can teach the subjects in the outer curriculum and children can access learning better.

Through our values approach, the children learn in themes which typically last for six weeks in the lower school and twelve weeks in the upper school. The children love learning through themes and we firmly believe that children's engagement and enjoyment is enhanced by them. Themes are wide-ranging but recent examples include: World Wars, Rainforests, Farming, Romans, Space, Vikings, Rivers, Woodlands and Electricity.

The curriculum at Zouch focuses on skills, knowledge, understanding and vocabulary. These four strands are progressive and revisited regularly.

# Our Curriculum

Much of the children's learning in English, Science, History and Geography, for example, revolves around the termly theme. English and Maths are the two most important parts of the school's outer curriculum and the way in which they are delivered in our school on a daily basis is summarised below:

## English at Zouch

English is a vital part of our school curriculum. It incorporates several different aspects:

- Writing
- Reading
- Phonics and Spelling
- Grammar and Punctuation
- Handwriting

## In Nursery and Foundation Stage:

For children in the Early Years, English skills are taught through two main areas of the curriculum:

- **Literacy** – this involves learning letters and sounds and early reading and writing skills. Children are exposed to a wide range of reading and writing opportunities.
- **Communication and Language** – this involves children developing their speaking and listening skills; developing confidence to express themselves; and language development.

English skills are taught daily during carpet or circle time and in small group sessions. Meaningful and purposeful stimuli are used for learning based on the children's first-hand experiences and interests. The continuous provision is enhanced with a wide range of English resources and materials to develop confidence and enjoyment when transferring English skills from taught sessions independently.

All pupils within the Early Years Foundation Stage receive phonics teaching using the 'Little Wandle programme. In pre-school, children work in small groups on a daily basis with the teacher to complete Phase 1 activities. In Reception, pupils receive a 20 minute daily phonics lesson, targeted at their current level of attainment, which is then applied to learning in their reading and writing.

## In Key Stage 1: (Year 1 & 2)

- Children are taught English in a daily one hour lesson
- Children are taught daily, including a reading for enjoyment lesson
- Children are taught Phonics in a 30 minute Phonics session
- Children are taught handwriting in a weekly 30 minute session

## English:

At Zouch we use a three phase approach which is as follows;

- **Phase 1** – A hook into the new theme/genre with skills teaching and short burst writes.
- **Phase 2** – Skills lessons with short burst writes and opportunities to apply the skills.
- **Phase 3** – A week spent on applying the skills to an extended piece of writing.

During English lessons, the main focus is writing, which includes the study of a text-type or genre; writing composition and the technical aspects of grammar and punctuation. English lessons also regularly include elements of drama, speaking and listening and reading. Teachers base their lessons on either the current theme (for example: Romans, Space, Rainforests) or a shared high-quality text.

## Reading:

Reading lessons involve the teaching of reading skills, comprehension skills and instilling a love of reading. Our intention is for all children to be lifelong readers as reading is the gateway to the curriculum and beyond. All children in our school read with an adult on a weekly basis and more frequently in the lower school where the children participate in reading groups. These groups are linked with their Phonic learning. Adults read to the children during story time every day. Our children also have weekly opportunities to visit our school and local libraries.

## Phonics:

Children across the Early Years and Year 1 have a daily phonics lesson, following 'Little Wandle Letters and Sounds' programme of study. Each lesson consists of reviewing phonemes and previously learnt words, learning a new phoneme, practising the new phoneme and then applying it to words and a sentence. Children across the rest of the school who aren't secure with their phonic knowledge also have daily lessons to help close these gaps. All phonic learning is linked to the children's reading groups and the books that they take home.



# Our Curriculum

## Spelling:

Children are taught Spellings three times per week in a short session. Spelling is taught throughout KS2, following the National Curriculum. Children learn a new spelling rule or pattern linked to their year group objective for the week on a Tuesday, practising a mixture of words that follow the rule and a number of relevant year group words from the year 3/4 or 5/6 word list. They are given the words to practise through home learning and tested on those words on the following Monday.

In KS1 and KS2, the use of spelling progression grids have been designed – using the national curriculum - for each term that highlights the spelling rules and common exception words.

In both KS1 and KS2, a 'phonics first' approach will be used, wherein the primary method for spelling words should be to segment and blend the individual phonemes in words. Where this is not suitable, further morphemic or graphic approaches will be introduced.

Spelling in KS2 is organised into a Lower Key Stage Two curriculum and an Upper Key Stage Two curriculum. Due to this, children across KS2 will have a rule or pattern relevant to their year group to focus on each week. To ensure progression across year groups, the complexity of the words increases with the year group. In addition, words from the explicit Year 3/4 and Year 5/6 statutory common exception word lists will be covered.

## Mathematics at Zouch

The Mastery learning model forms the basis of our approach to teaching maths. This means spending greater time going into depth about a subject as opposed to racing through the concepts and knowledge pupils are expected to know by the end of each year group. Previously, accelerating through the content led to some children having large gaps in their knowledge because the concept they had just learnt was either too big or learnt too quickly. As a primary school, it is our duty to ensure that children have an absolutely solid, concrete understanding of subject knowledge and skills as well as being emotionally resilient for the next year of their education.

Our intention is to take learning at a measured pace. This will better ensure no child is left behind as well as providing deeper and richer experiences for children who are grasping ideas quickly. We focus on the majority of children achieving what is expected of their age group and not going beyond this. Evidence shows that children need to be able to understand a concept, apply it in a range of situations and then be creative with it to really understand (or master) it. Simply going beyond the requirements of their age group does not guarantee they have fully understood something – just that they have heard it.

At our school, the majority of children will be taught the content from their year group only. They will spend time becoming true masters of content, applying and being creative with new knowledge in multiple ways. In essence, this means working towards:

- Teach less, learn more – focussed content, evidencing learning and progress
- No child being left behind – the majority of children are enabled to keep up every day
- Space and time – to experience and apply, with all children entitled to additional support to ensure they do not fall behind or to be challenged in their learning and go deeper with their understanding.
- Understanding real life applications – wherever possible for learning to be relevant and not abstract, to teach with a clear purpose.

## We aim for all pupils to:

- Become fluent in the fundamentals of mathematics so that they develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- To be able to solve problems by applying their mathematics to a variety of problems with increasing sophistication, including in unfamiliar contexts and to model real-life scenarios
- To reason mathematically by following a line of enquiry and develop and present a justification, argument or proof using mathematical language.
- To have an appreciation of number and number operations, which enables mental calculations and accurately to be successful in mathematics.

All this means there may be a change in the way we have historically taught and assessed pupils.

## We will be doing more of this:

- Teaching all pupils in class, together, most of the time.
- Verbal feedback during lessons and more ticking of correct concepts.
- Spending longer on one idea.
- Giving pupils who need it additional support over shorter more intense timescales – ideally same/next day – to prevent gaps in learning occurring.
- Giving pupils who need it additional support to challenge them and apply their thinking.
- Regular assessments.
- At Zouch we follow the 'Can Do' mastery maths approach in our daily maths lessons. In EYFS we teach about numbers and the understanding of each number to apply counting and subitising skills. In Year 1 – 6 daily maths lessons consist of clear learning intentions, in a three-part lesson of 'Do it', 'Secure it' and 'Deepen it'. We also work with a range of manipulatives to support learning.

# Celebrating Success

As part of our school's values-based approach, we are constantly recognising and celebrating children's successes. Children are praised by adults both inside and outside the classroom for making good choices and demonstrating the school values, as well as for academic successes. Each class operates a Class Dojo reward system which is age-appropriate to the children in the class. For academic success, teachers give 'Brilliant' stamps to recognise excellence in learning and recipients of this award visit the principal to share their great work.

The celebration of success culminates each week in the celebration assembly, which is the most special part of the week for adults and pupils alike. In this time, each teacher is invited to award two children with certificates for their achievements during the week. Additionally, and perhaps even more importantly, each teacher presents a values award to the pupil in the class who has best demonstrated the termly values – for example: respect, peace, responsibility, kindness. The most important weekly award, however, is the Principal's Gold Award which is reserved for outstanding achievement in the week.

Celebration assembly also recognises children's achievements in other areas of the curriculum. Certificates may be given for representing the school in sports teams; gaining a pen licence; singing or charity work.

At the end of each term, three or four children in each class are awarded the prestigious Effort for the Term Award. This recognises outstanding achievement and demonstration of values across the entire term. The children do not know about the award in advance, and they get the additional surprise of seeing their parents in the special assembly when they receive the prize. Additionally, at the end of Year 6, the children can receive a number of awards to mark their success and achievements throughout the entirety of their time in school.

Alongside our school values, children are regularly rewarded 'dojos' for adhering to our school's CALM CODE.



We celebrate success through our weekly celebration assembly and the special secret assembly at the end of each term. We feel proud of our learning on display. Year 6 recently took part in the remembrance commemoration at The Royal British Legion to mark 100 Years since WWI. We are also proud of our school sports teams who have been successful in local competitions. **Pixie, Former Head Girl**

# Parent Partnerships

trips, activities, homework and special events in school, the office regularly. Sendoffice, feel free to phone on 01980 842293. The office staff will do their best toAt Zouch Academy we understand that good partnerships with parents are paramount to the success of our school. That is why we do everything we can to ensure that good lines of communication between home and school are established and maintained throughout a child's time in our school. For new pupils, our ELSA (Emotional Literacy Support Assistant) is able to spend time getting to know children. Our Family Support Worker also plays an important role in communicating with parents, particularly when extra support is needed to for families.

Throughout the year, we also hold numerous parents' evenings, curriculum-workshops, open-mornings, drop-in sessions, coffee mornings and opportunities to see the children perform in plays, singing and sports events. There are a number of ways in which you can contact your child's teacher: often the best being an informal chat at the door after school. Teachers or teaching assistants will always be happy to answer any questions you may have. Alternatively, if you have questions that can be answered by the school deal with your query. Information about the day-to-day running of the school including events and routines can be found on our website at:

**[zouch-academy.twhf.org.uk](http://zouch-academy.twhf.org.uk)**. For current parents, a weekly newsletter is emailed out, and a copy of this can also be found on the website. For short-term communications about text messages/emails to parents.

If you have a concern about anything to do with your child in school, we are always happy to hear from parents. The first point of contact is always the child's class teacher. If you would like to speak to someone else, each school phase: Early Years (Nursery and Reception), Lower School (Years 1-3), and Upper School (Years 4-6), has a Leader who will be happy to meet with you. Alternatively, Mr Morris Vice Principal, Mrs Gray and Miss Hargreaves, AssistantPrincipals, are available to contact.

If you feel your concern warrants a meeting with Mrs Johnson (Principal), then this can be arranged via the school office.

On our website we have our 'Parental Code of Conduct' which all parents at Zouch must adhere to. This helps the school to work positively with all parents, which always benefits the children. This can be found on our school website.





## After School Club and Breakfast Club

We are proud to offer a Breakfast Club and After School Club for those families who need additional hours of care for their children.

The After School Club at Zouch Academy is open Monday to Friday, 3:10pm - 5:15pm. The Breakfast Club is open Monday to Friday from 7:40am until school begins. Please see the school office for further details about booking your child on to these Clubs.

This can be done via Parent Pay providing there is enough credit on the account.

## Clubs

At Zouch Academy we also offer a wide range of extra-curricular activities after school led by different staff members. Clubs include Football Club, Young Voices Singing, Cookery, Book Club, Dodge-Ball and Maths Club. Clubs are on rotation throughout the year and most will therefore change each whole term. At Zouch Academy, Clubs are very well attended and offer children many opportunities.

We aim to develop the children's cultural capital, develop skills and provide an enjoyable experience.



## Governance

The governance of a Multi Academy Trust differs from those of maintained schools and The White Horse Federation (TWHF) genuinely believes that placing the statutory responsibilities firmly at the centre, in the remit of the Trustee Board, Local Board of Governance (LBG) become more effective in their focus to providing challenge and support in the delivery of educational excellence and to ensure the drive for outstanding outcomes for all pupils.

There are direct channels of communication between the Principal and the LBG Chair and Central Services. The Clerk to the Trustee Board will hold contact details for all members of LBGs within TWHF however routine communication for day to day school business should come from the Chair of that LBG, managed by the school or through an LBG Clerk, if such a position is deemed necessary. The Principal and the Chair of the LBG are responsible for ensuring the quality and timely distribution of all material needed to keep all LBG members well informed about the school and TWHF. The Principal and the Chair are also responsible for ensuring the views of the LBG are well communicated to the Trustee Board. This can be done via the elected Chairs representative on the Trustee Board. Senior Executives from TWHF will be nominated by the CEO to sit on an LBG. Trustees reserve the right to attend any LBG meeting.

TWHF has a very clear and shared understanding of what constitutes good and effective governance.

Schools within TWHF will be judged to have outstanding governance when members of the LBG:

- 1. Discuss teaching and learning and the curriculum at length.**
- 2. Know a great deal about the school and its community by visiting regularly.**
- 3. Are ambitious for the school and its community.**
- 4. Ask questions which make colleagues reflect and that these discussions lead to delivering the very best outcomes for every child and adult within the school community.**
- 5. Maintain strong and effective relationships within TWHF.**
- 6. In order for the shared model of governance to be effective for TWHF and the schools, it is essential that there is effective communication between the Trustee Board, the LBGs, Chairs Groups, Principals, the Central Team and the Executive Leadership Team.**



## Onto Secondary School

After Year 6, our children move on to a range of secondary schools including Wellington Academy, Ludgershall and schools in Marlborough, Pewsey, Amesbury and Sailsbury. Year 6 teachers/SENCO and Inclusion Manager works closely with Year 7 Leaders and pastoral teams to ensure a smooth transition from Year 6. Over recent years, we have built a close relationship with Wellington Academy. This has included numerous experience sessions where the children in Years 5 and 6 spend time in secondary school taking part in activities such as sport and science. It also provides the opportunity for the children to get to know the teachers and support staff.

In the Summer Term, the staff from secondaries will meet regularly with the Year 6 pupils and teachers at our school to ensure the best possible transition. We also offer an enhanced transition programme for those pupils who we feel would benefit from additional visits. This has been a very successful part of our curriculum for the Year 6 pupils. In addition, we invite former pupils to lead assemblies throughout the year, to give the children first-hand information about their new school.

## Special Needs and Disabilities

Zouch Academy is a mainstream school, which strives to provide the best learning opportunities for all children. We recognise that all children are individuals who have different learning needs and we work hard to ensure all children are given the right balance of support and challenge. Every child should have the opportunity to access all curriculum areas, regardless of whether or not a pupil has Special Educational Needs. Any SEND support offered by the school will be planned according to individual needs, following procedures outlined in this policy. Every child should have equal opportunities within the school. We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs and Disability Code of Practice.

As a school we are committed to inclusion. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without. More detailed information about admission arrangements are available in the admissions policy which can be found at: [zouch-academy.twhf.org.uk/parents/admissions](http://zouch-academy.twhf.org.uk/parents/admissions)

Whilst Zouch Academy has no specialist SEND provision, we are committed to whole school inclusion. As such we endeavour to make reasonable adjustments to enable all our pupils with SEND and disabilities to access a broad and balanced curriculum and participate in the wider life of the school. The school's Disability Equality Policy and Access Plan are available on the school website.



# Joining Our School

If you currently live in Hampshire, but wish to apply to our school, please contact the school directly and the office staff willWe are always delighted to welcome new children and families to our school. As an ever-growing school, we show parents around on a weekly basis. All visiting families receive a warm welcome and a personalised tour conducted by the Principal or Vice Principal. We welcome parents who are looking around ready for children to start in September in the Nursery or Reception Classes; families who wish to join from another school in the local area; or families who have relocated to the Tidworth area. For further information on admissions, see the school website at the following address:

[www.zouch-academy.twhf.org.uk/about/admissions](http://www.zouch-academy.twhf.org.uk/about/admissions)

Please note that Zouch Academy follows the Wiltshire County Council Admissions Policy. These can be found on the Wiltshire Website at the following address: [admissions.wiltshire.gov.uk/](http://admissions.wiltshire.gov.uk/)

If you currently live in Hampshire but wish to apply to our school, please contact the school directly and the office staff will give you further information.

## New Starters:

Children are admitted to school in the September of the year in which they are five and will be admitted to school full-time

Priority for admission will go to children living in the catchment area and will be agreed according to the Wiltshire County Council Admissions Policy during June.

Children will be invited to attend for a series of visits to the Reception Class before they start on a daily basis.

Prior to these visits, and admission to the school, the class teacher will make a home visit when parents will have an opportunity to talk to her, fill in the necessary forms and receive a brochure.

## For a school tour please contact the school office on: 01980 842293

The Principal or Assistant will take time to show you around and answer any of your questions.



**Zouch Academy,  
Wavell Rd,  
Tidworth  
SP9 7JF**

**T: 01980 842293  
[www.zouch-academy.twhf.org.uk](http://www.zouch-academy.twhf.org.uk)**



Proud to be part of The White Horse Federation Multi-Academy Trust | [www.twhf.org.uk](http://www.twhf.org.uk)