



# Prospectus

## 2024







## 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 runs a growing network of primary, secondary and special schools with clusters in Swindon, Wiltshire, Oxfordshire, and Berkshire.

The White Horse Federation was founded with the aim of improving the life chances and raising the aspirations of young people – we want our schools to be beacons in our region; places that children and young people come, knowing we are in their corner and that we will do everything in our power to help them thrive and succeed.

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.

Our aim is for our students to leave our schools 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. By forging strong partnerships with parents and carers, promoting equal opportunities, and continuously improving our practices, we create an inclusive and supportive educational community where every student can thrive and achieve their full potential.



**Simon Cowley**  
Interim Co-CEO  
Director of Education



**Daniel Smith**  
Interim Co-CEO  
Director of Education



# 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.

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  
Headteacher



“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, 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.

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.

# 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, 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 Headteacher 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.

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.

# Our Curriculum

Much of the children's learning in English, Science, Computing, 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 Academy** 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 Letters and Sounds' 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 Reading in a weekly one hour Guided Reading lesson
- Children are taught Phonics in a 30 minute Phonics session at least 4 times per week
- Children are taught handwriting in a weekly 30 minute session

## **English:**

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 book.

## **Reading:**

Guided Reading lessons involve reading with an adult, taught comprehension skills and independent reading activities. All children in Key Stage 1, also have a short weekly one-to-one reading session with an adult, reading a text appropriate to their level. Teachers also read a class book to the children each day for 15 minutes during story time.

**Phonics:** Children in Key Stage 1 do a daily phonics session, following 'Little Wandle Letters and Sounds'. The children are divided into small groups based on their current phonic phase. The children all receive a similar phonic session which consists of reviewing phonemes, learning a new phoneme, practising the new phoneme and then applying it to words and a sentence.

## **In Key Stage 2: (Years 3-6)**

- Children are taught English in a daily one hour lesson
- Children are taught Reading in a daily twenty-minute Guided Reading session
- Children are taught Spellings three times per week in a short session
- Children are taught handwriting in short sessions at least once per week

## **English:**

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 book.

## **Reading:**

Guided Reading sessions involve reading with an adult, taught comprehension skills and independent reading activities. All children in Key Stage 2, also have a short weekly one-to-one reading session with an adult, reading a text appropriate to their level. Teachers also read a class book to the children at least twice a week.



# Our Curriculum

## Spelling:

Spelling is taught in Year 3 and 4 following the National Curriculum. Children also take home a weekly word list to learn for the following week. This will include some of the statutory Year 3 and 4 spelling words from the National Curriculum\*. In Year 5 and 6, the children learn

They also learn word lists at home including some of the spelling patterns (for example: -ious and -able suffixes). statutory Year 5 and 6 spelling words from the National Curriculum.

**Mathematics at Zouch Academy** 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 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.

written procedures to be performed efficiently, fluently

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

## And less of this:

- Formal marking with lots of feedback and 'next steps'
- Covering lots of ideas in one week
- Formal, long term interventions to boost pupils out of class Formal testing of pupils termly



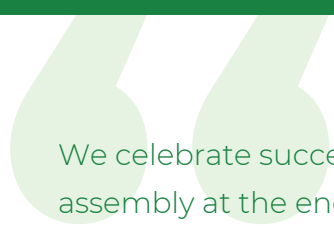
# Celebrating Success

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 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 Headteacher 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, either academic or values-based.

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. As we value good manners very highly, a weekly award is also given for the child who receives the most recognition from staff for good manners.

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.



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 Tedworth House to mark 100 Years since WWI. We are also proud of our school sports teams who have been successful in local competitions. **Pixie, Head Girl**



# Parent Partnerships

At 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 and communicating important information from the child or parents to school staff. 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 before or 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 office, feel free to phone on 01980 842293. The office staff will do their best to 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 regular newsletter is emailed out, and a copy of this can also be found on the website. For short-term communications about trips, activities, homework and special events in school, the office regularly send text messages 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 Deputy Headteacher, Mrs Johnson-Motyl and Miss Hargreaves, Assistant Headteacher, are available to contact.



## 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.

## 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.







## Governance

The governance of a Multi Academy Trust differs from those of maintained schools and The White Horse Federation (WHF) 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 WHF 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 Headteacher 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 the WHF. The Head 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 the WHF will be nominated by the CEO to sit on an LBG. Trustees reserve the right to attend any LBG meeting.

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

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

- 1. Talk about teaching and learning.**
- 2. Know a great deal about the school and its community.**
- 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 the WHF.**
- 6. In order for the shared model of governance to be effective for the WHF 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. Our Upper School Leader 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

We 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 Assistant. 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 after their initial induction period.

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 on: 01980 842293

The Headteacher 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)**



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