

WEST LONDON ACADEMY



PRIMARY PROSPECTUS

2009-2010

Practical details

Postal Address

West London Academy (Primary Phase)
Compton Crescent
Northolt
Middlesex
UB5 5LP

Primary Phase pupil & visitor pedestrian entrance

Compton Crescent

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Dr Hilary Macaulay
Principal

Mrs Gill Denham
Head of Primary Phase

Mrs Lorraine McCarthy
Primary Phase Administrator

Mission Statement

West London Academy has a distinctive ethos which guides our work and the education of our children and young people. Preparation for adult life underpins our Academy aims to:

- provide high quality education and a thirst for life-long learning with an additional emphasis on the Academy's specialisms of sport and enterprise
- enable everyone to enjoy success and achievement
- promote confidence and a strong sense of personal worth
- have high expectations which will be reflected in the targets set for staff and students alike
- harness the energies of children, students, staff and parents to establish a genuine partnership with the Academy for the benefit of all
- establish a business-like ethos by beliefs in values and attitudes such as hard work, honesty, respect and concern for others
- provide quality opportunities for the spiritual, moral, social and cultural development of our children and young people
- ensure that the effectiveness of all Academy staff is maintained and developed through continuous professional development

WLA Primary Phase Philosophy

WLA Primary provides a safe and secure environment that stimulates, motivates and encourages all children to develop a life long love of learning. The ethos of our Academy promotes self-discipline and a positive self image whilst encouraging respect for all other members of the school community.

We expect everyone in the school community to:

- Show good manners at all times
- Look after everyone and everything
- Follow instructions straight away

We believe that children learn best when actively engaged as partners in the learning process so developing thinking skills, independence and problem solving strategies. Therefore we encourage children to work collaboratively with their teachers, parents and their peers as active participants in a continuous learning process.

Here at WLA Primary we believe that every child matters. All staff continually seek creative ways to bring the broad and balanced curriculum alive for the children and provide them with opportunities to keep healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well being. These five outcomes are long term life skills which are vital if children are to make the most of their future opportunities in an ever changing world.

Partnership

We believe in the importance of developing a real partnership with you so that your child is secure in the knowledge that parents and teachers share similar expectations towards work and behaviour.

We organise a meeting each term for you to get together with your child's teacher to discuss his or her progress and any other concerns you may have, but you are welcome to see us at any other time. Just check with the teacher concerned to arrange a mutually convenient time.

The Academy newsletter Primary section is sent home to parents each fortnight and displayed on the Parents' notice board at the Primary Entrance and is also available on the Academy website.

Helping your child at home

The best help any child can receive is love and encouragement. The greatest support you can give your child are your time and your interest in what they are doing.

The time you spend talking and listening to your child is extremely important. The first steps in learning to read will come from looking at books with your child from an early age. Learning songs and rhymes off by heart will help with memory training. Helping your child to be independent about his or her daily routine (dressing, tidying up and so on) will help the transition into school when he or she will not have the undivided attention of an adult. Playing board games and puzzles will help your child with taking turns, counting and learning to win and to lose.

Making sure your child has completed any homework that has been set will help him or her develop the time management skills that are so vital.

Homework

Homework is given on a regular basis to all pupils. All children also take their reading books home each evening and learn spellings and times tables on a weekly basis.

Parents receive detailed information about homework via the class teacher. Time allocations for homework are in accordance with Government guidelines.

School Organisation

The maximum class size is 30 children. There are two classes in each year group and all classes are mixed ability.

One teacher has the main responsibility for each class but is frequently supported by other teachers, non-teaching staff and students. During the school day there may be occasions when a child works with another specialist teacher for specific subject lessons.

We believe that this flexibility maximises the strengths of our staff and provides the most effective curriculum for the child.

Early Years

Nursery

At our Nursery we want the children's first experience of school to be a positive and happy one. We rely a great deal on your help to settle your child into the Nursery class. There will be opportunities for you to visit with your child before she or he starts at the Nursery, to meet and talk to Nursery practitioners.

We have an open plan Nursery that caters for children from 3 to 4 years old.

Children are admitted part-time either morning or afternoon following their third birthday.

There are also limited 'extended day' places available for 3-5 year olds, from 8am to 6pm. Please enquire at the Academy for further details.

Parents and nursery practitioners are all involved in the settling in process and we try to smooth the transition from home to school in any way we can.

In the early years, children learn best through first-hand experiences and their education is firmly rooted in an interaction with their environment. Their learning experiences are most efficient when they are relevant, meaningful and active and are provided in a challenging but familiar context. We view play as the most powerful medium of learning. We offer opportunities for discovery, which develops children's knowledge, understanding and skills in language, literature, mathematics, creative development, physical development and personal and social skills. The Nursery curriculum is developed in line with the Foundation Stage Early Learning Goals.

We recognise the importance of parent/nursery partnership and are committed to the development of strong home/school links from the start of a child's education.

The Reception Phase

Children join Reception in the Autumn term of the academic year in which they will be five. All children attend full time from the start. The transition between the Nursery and Reception class is a crucial time in children's formal schooling. Close links within the Early Years are maintained to ensure that this transition is a smooth process. The Reception classes follow the Early Learning Goals and work towards the Literacy and Numeracy Strategies in preparation for the National Curriculum.

WLA Primary Admissions Criteria

General

West London Academy is a publicly funded independent school. The Academy has an agreed annual admission number of 60 pupils per year for the Primary School and 180 students for the High School. The Academy is not a selective school and admits children against the following process and criteria:

Consideration of applications

1. The Academy will consider all applications for places. Where fewer than 60 Primary applications and 180 Secondary applications are received, the Academy will offer places to all those who have applied.
2. The Academy may refuse admission to particular applicants in cases where fewer than the published admission number have applied. These are applicants who have been excluded from two or more other schools, and the ability to refuse admissions runs for a period of two years from the last exclusion.

Procedures where the Academy is oversubscribed

Where the number of applications for admission is greater than the published admissions number, applications will be considered against the criteria set out below. The criteria will be applied in the order in which they are set out below:

- a. Looked after children.
- b. Confirmed special medical reason which necessitates attendance at West London Academy (a letter from a qualified medical practitioner is required as proof of such a reason);
- c. Special personal circumstances relating to the child which necessitate attendance at West London Academy (supporting written evidence will be required from a professional e.g. social worker).

The School Service Panel will consider all claimed exceptional medical or personal circumstances in line with admissions criteria and inform parents of their decision;

- d. Brother or sister is still in attendance at West London Academy Primary or High School at the date of admission. This includes siblings living in the same household, step-siblings and adopted siblings, but does not apply to cousins;
- e. Distance from home to the Academy, as measured by straight line from a point in the property determined by Ordnance Survey to the nearest gated entrance which is used by pupils to enter the Academy grounds.

In cases where there is a shared responsibility arrangement and the pupil spends part of the week with one parent/guardian and part with another, the address where the pupil resides which is the closest of these residences as measured by straight line from a point in the property determined by Ordnance Survey to the nearest gated entrance which is used by pupils to enter the Academy grounds will be used. The measuring system is an integral part of the admissions software produced by Tribal Technology Ltd. It uses Ordnance Survey maps and is accurate to 1 meter.

- f. Where the comparison and calculation of distance in e. above is the same for more than one application, any remaining places will be randomly allocated.

Operation of waiting lists

Where in any year West London Academy receives more applications for places than there are places available, a waiting list will operate. This will be maintained by the Academy and it will be open to any parent to ask for his or her child's name to be placed on the waiting list, following an unsuccessful application and, if wanted, an appeal for the school. The child will remain on the waiting list for one term.

Children's position on the waiting list will be determined solely in accordance with the over-subscription criteria set out above.

Arrangements for appeals panels

- a. Parents will be given 14 days to lodge an appeal on receipt of notification that their application for a place was unsuccessful. The reasons for refusal will be indicated on this notice. Appeals will be heard by an appeal panel.
- b. The Appeal Panel will be independent of the Academy and will be composed of three members who will include:
 - At least one person who has no personal experience of the Academy defined as a 'lay member';
 - At least one person with experience in education.
- c. Parents will be given 14 days notice of their appeal panel hearing.
Decisions by the appeal panel are final. The arrangements for appeals will be in line with the Code of Practice on School Admission Appeals published by the Department for Children, Schools and Families as it applies to Foundation and Voluntary Aided Schools.

Arrangements for admitting pupils to other year groups, including to replace any pupils who have left the Academy.

Applications to the school for places other than the normal admission round will be considered on an ongoing basis and places will be offered, subject to the admission criteria above, where vacancies are available.

West London Academy will reserve the right to refuse entry to the school to any applicants who have been excluded from two or more other schools, and the ability to refuse admissions runs for a period of two years from the last exclusion.

The following specific criteria are applied when considering the admission of children to the Primary Phase of the Academy:

- 1. *Special or social needs supported by the relevant agencies.***
- 2. *Children with brothers and sisters currently on roll at the Academy.***
- 3. *Proximity of home address to WLA Primary School.***

These admission criteria are applied at entry to the main section of the Primary. There is a separate admission criteria for the Nursery.

Please note that a place in the Nursery does not guarantee a place in the main school, although we hope that children will be with us throughout their primary years. Please talk to us about completing the relevant forms. You have the right to appeal should a place in the main school be refused.

SCHOOL TIMES

EARLY YEARS

Nursery Morning Session (P/T)	8.50 - 11.20
Nursery Afternoon Session (P/T)	12.45 - 15.15

Reception (F/T)

Morning Session	8.50 - 12.00
Afternoon Session	13.00 - 15.10

KEY STAGE 1

Morning Session	8.50 - 12.00
Afternoon Session	13.00 - 15.15

KEY STAGE 2

Morning Session	8.50 - 12.00
Afternoon Session	13.00 - 15.15

There is supervision in the primary playground from 8.40 a.m. There is no supervision before this time and parents who leave children before 8.40am, do so at their own risk.

KS1 children should be brought to school and collected at the end of the day by a responsible adult.

Children must be on time; lateness is extremely disruptive to the teachers, the class and the child and can be viewed as unauthorised absence if it occurs on a regular basis.

Children must be collected on time at the end of the day by their parents or an adult known to the school, unless parents have made arrangements with the school for their child to travel home independently. Children not collected on time become very upset and distressed.

Year 1, 2, 3 and 4 pupils may be collected by a family member aged 16 and over by prior written agreement. Year 5 and 6 pupils can walk home alone if agreed with the Head of the Primary Phase. Nursery and Reception pupils must be collected by an adult at all times.

If there is an emergency and you think you will be late, it is important that you let the school know in good time. Children not collected on time may be cared for within the Day Care facility or After School Provision in the case of genuine emergencies. However if this happens regularly, you will be charged for this service.

Hours spent on teaching in a normal week

	HOURS
Age 5-7	
DCSF recommended minimum.....	21
WLA Primary Phase teaching hours.....	22.25
AGE 7-11	
DCSF recommended minimum.....	23.5
WLA Primary Phase teaching hours.....	24

Term Dates

The Academy Year follows broadly that of most schools in the London Borough of Ealing with a few exceptions. The annual Academy term dates are published on the Academy web site.

The School Community

STAFF

A current list of our teaching and non-teaching staff is available from the Academy.

GOVERNORS

A list of Governors is available from the Academy.

Our Governors bring a range of interest, knowledge and expertise. They oversee the organisation, curriculum and budget of the school but responsibility for determining and advising governors on this is delegated fully to the Principal.

The day-to-day running of the school is entrusted to the Principal of the West London Academy the Academy Leadership Team and staff.

Governors meet once a term and more regularly in smaller sub-committees.

Transfer to other schools

Children usually transfer to Secondary Education at the end of Year 6 when they are 11.

Information about secondary schools is provided in the autumn term.

Parents need to complete the High School Transfer form in the Autumn Term of Year 6. All children at WLA Primary have priority admission into the High School stage of the Academy.

Parents wishing to transfer their children from West London Academy Primary to another primary school (for example, as a result of moving house) should contact the Head of the Primary Phase at WLA immediately and request a transfer form from Primary Admissions.

THE PRIMARY CURRICULUM

At WLA Primary we provide a broad, balanced and effective education set within the context of the National Curriculum.

The National Curriculum provides a detailed framework for the school ensuring that all children have a sound education at each stage of their school career. The National Curriculum requires all children to study the core subjects, English, Mathematics, Science, Information Technology and the foundation subjects: Design Technology, Geography, History, Physical Education, Music, Art and Religious Education and at KS2 from 2010, a modern foreign language. The Academy currently provides one hour a week French to children in Years 3 and 4 and one hour a week Spanish to children in Years 5 and 6.

At WLA we aim to deliver exciting teaching and learning through an evolving creative curriculum which is flexible enough to meet the needs of all our children, whilst providing challenges to raise the aspirations of the whole community.

Whilst the Revised Primary Frameworks for Literacy and Mathematics guide our work in English and Mathematics, the development of an Academy wide skills based curriculum means that units of learning are sometimes taught in a different order. For each subject Programmes of Study provide information on what should be taught.

From 2009 in the Primary Phase at WLA the Foundation Subjects of the curriculum are taught through a skills based cross curricular approach. This means that the core learning in all foundation subjects is mapped out across each year and arranged around a main topic or theme for each term.

Explicit links are made between individual subjects whenever possible and the focus is on the key skills the children need to learn rather than the curriculum content. The Rose Review of the Primary Curriculum released in April 2009, has confirmed that this type of curriculum is the way forward for schools wishing to deliver best practice. At WLA we have long believed that this way of teaching better suits the way primary children learn. Information about the curriculum topics and themes are made available for parents each term.

The years of compulsory education are divided up as follows:

FOUNDATION STAGE..... RECEPTION (Pupils aged 5)
KEY STAGE 1..... YEARS 1 & 2 (Pupils aged 5 to 7)
KEY STAGE 2..... YEARS 3, 4, 5 & 6 (Pupils aged 7 to 11)

At the age of 7 to 11, the end of Key Stage 1 and 2, there are National Curriculum Tests (SATs). The results of these assessments will be available to parents.

Before children take the SATs, we arrange a meeting to explain the whole process and to answer any questions parents may have. Pupils are well prepared for SATs from the start of their primary education.

Enterprise as an Academy Specialism

Enterprise is the specialism of West London Academy. It means acquiring the behaviours, skills and attributes which allow pupils to cope with and enjoy change and innovation.

In particular, it means:

- taking initiatives to make things happen, problem solving creatively, managing autonomously, taking responsibility for and ownership of learning.
- attributes such as ambition, self confidence and self belief, perseverance, determination and creativity.
- skills such as problem solving, negotiating, and strategic thinking and networking.
- The enterprise curriculum is being developed and interwoven throughout the whole primary curriculum.

National Curriculum- Core Subjects

English/Literacy

Literacy is taught for 1 hour each morning within the Primary Phase. Additionally, extra time outside this lesson is made for developing reading skills and a love of books. Literacy skills are also practised across the whole primary curriculum and each child's progress is carefully monitored by their class teacher. Extra support is provided for children with special educational needs, those who have English as an additional Language and anyone whose rate of progress is cause for concern. Big Writing, an innovative approach to the teaching of writing is now well established at WLA. It has been implemented utilising the considerable talent, experience and training that staff at the school bring to the subject.

The learning objectives in Literacy cover all the National Curriculum requirements for reading and writing and emphasise the importance of speaking and listening. The understanding and appreciation of Literature and the ability to write effectively are balanced across a range of genre combined with skills in grammar, punctuation and handwriting. The children learn in a variety of contexts (whole class, groups, pairs and independently) and skilled teacher intervention ensures progress is maximised.

The Primary Library provides a wealth of books and reading schemes, enabling a structured approach to learning. These are supplemented by a broad range of reading materials for each child to explore. From 2009 all primary pupils will be using a web based reading support program called Accelerated Reader, which is designed to encourage children to read for pleasure on a daily basis.

Mathematics/Numeracy

Mathematics is a core curriculum subject and, like English, is a life skill. We provide a strong foundation in Maths ensuring it is made enjoyable so that the children gain a firm understanding of the concepts being taught and develop an investigative approach.

The Primary Framework for Mathematics aims to provide children with the means to explore their environment solve problems and think logically, as well as to prepare children for Maths linked to real life situations.

Calculators and computers are an integral part of our Mathematics teaching.

Science

Science helps children understand the world in which they live. We encourage children to build up ideas about what things are like and how they work.

Children are naturally scientific and we encourage them to try out their ideas to see what will happen. In scientific terms they observe, raise questions, make hypotheses and experiment.

We aim to encourage the natural curiosity children have about their surroundings, by providing opportunities for them to develop scientific skills and attitudes.

Children will study areas as diverse as electrical currents, forces, plants and animals.

Information and Technology

We feel that every child should have plenty of hands-on experience with a range of ICT equipment, including computers, digital cameras, TV, video, tape recorders, radio, interactive white boards and CD ROMs.

WLA Primary Phase has a fully functional computer suite of 16 on-line computers and class sets of on-line laptops. All classrooms have an Interactive White Board which is used as an integral part of lessons.

National Curriculum- Foundation Subjects

Design and Technology

Design Technology involves children in meaningful tasks relating to real life situations. Their projects develop skills in using materials such as food, wood and textiles with a great emphasis on design and evaluation.

We feel that it is important for children to have an awareness of how structures, mechanisms and designs are used in the past and their current and future lives.

PE, Games and Swimming

Taking part in physical education develops pupil's ability and confidence to perform in a range of activities. PE promotes children's understanding of their bodies in action and a positive attitude to a healthy and active life style. It provides opportunities to be creative, competitive and to face up to challenges as individuals, within groups and as part of a team.

Year 3, 4 and 5 children are taken to local swimming baths for swimming lessons throughout the school year.

History

Children need to develop an understanding of chronology or the concept of time and gradually recognise and understand the accomplishments of the past. We encourage them to investigate events of the past and to question why change has occurred.

At WLA, children learn that history is made up from evidence and through the acquisition of investigative skills they develop the ability in interpret a variety of sources. As they develop their thinking, children learn to distinguish between fact and myth and gradually to recognise that past events have many different and often conflicting explanations.

We want children to develop the ability to give their own answers as to why events may have occurred based upon sound interpretation of evidence. We encourage children to listen to the views of others and to find and handle information in a variety of forms.

Children are taught about important episodes and developments in Britain's past. They also study ancient civilisation and historical events in other parts of the world.

Geography

Children learn about their environment wherever possible by studying features such as land use, buildings, people and their occupations. Gradually their interest is extended to foster an awareness of the ethnic and cultural diversity of society, physical and social changes that have taken place within an area and the effects these changes may have on the population.

Initially children learn about their immediate locality. This knowledge is then extended to include Great Britain, Europe and the wider world. Children will study human and physical processes, which shape those places and learn about the people and their lifestyles.

Art and Design

Our aim is to offer children a range of skills from which they select to make the most of any creative tasks they do. The teaching of the skills increases in complexity throughout the school, from learning how to use scissors in the Nursery to techniques such as sculpture with mod-roc in the older years. We also aim to expose the children to art forms of good quality for example, art galleries, theatre, exhibition etc. and to a wide range of music, so they develop an appreciation and conscious awareness of things around them.

We feel that displays around the school are important and deserve close attention. By displaying children's work well we show our appreciation of their efforts and of our surroundings.

Music

At WLA we are building a strong tradition for music making. As well as class based music there is regular singing practice.

We aim to provide all children with an opportunity to listen and respond to a range of types of music and performance. We have a wide selection of musical instruments for pupils to play in music lessons. Children have an opportunity to have violin, guitar, keyboard and recorder lessons.

RE

Religious Education is provided in accordance with the agreed syllabus for Ealing.

It is appropriate for the children at WLA in that it takes into account the multi-faith background of our families and covers the six main world religions.

Religious Education is taught through a variety of approaches such as topic, themes, assemblies, stories, visiting places of worship, visits from members of different religious communities and exploring the local community. These approaches provide a foundation of skills and attitudes essential for the understanding of religion in its broadest sense.

We would like all children to participate fully in all school activities but parents have the right under section 25 of the 1944 Education Act to withdraw your child from religious education and collective worship. Please contact the Head of Primary Phase at the Academy, if you wish to discuss this further.

Personal, Social and Health Education

PSHCE at WLA is planned to promote children's personal and social development including health, well being and spirituality. It is approached across the whole curriculum through the school philosophy and assemblies. Within year groups a more specific PSHCE curriculum follows a health education programme where children are taught about healthy living, the importance of diet and exercise and the risks involved in the use of harmful substances.

Some carefully selected sex and drug education related to the age of the pupils will be given. Parents will always be given full information about the syllabus. The needs of children and the sensitivities of the parents will be taken into account.

Assessment and Reporting

Our record keeping and assessment framework is built on continuous teacher assessment, termly interim reports and an end of year record of achievement report.

Target setting has become an important feature of the assessment process in Primary Education. Children are set whole class, group and individual targets termly and these are reviewed. These targets are shared with parents at termly consultation meetings.

Our online Academy LAP Records software enables parents, via a secure internet username and password access, to track the progress of their child and provides access to archived full annual written and interim reports whilst the child remains enrolled at the Academy.

Extra- Curricular Activities and Educational Visits

We have a variety of extra curriculum activities that take place after school. They change on an annual basis depending on staffing. They could include football, netball, homework clubs etc. All children in the Primary Phase go on at least one educational visit a year.

Collective Worship

Each day there is an assembly which involves an act of collective worship which is entitlement for all pupils. All assemblies are designed to take account of the family backgrounds of pupils, their age and maturity.

Through assemblies the ethos of the school is developed and the contribution of individuals or groups to the life of WLA Primary is celebrated. Time is given to express common values, which underpin our existence as a community and each assembly will also provide a brief time for quiet reflection.

Special Educational Needs

West London Academy aims to support children's learning and achievement. However, sometimes children may face difficulties. The school has screening procedures for identifying and assessing children's special educational needs. Often these difficulties are relatively minor and overcome by the careful extra help provided by the class teacher but sometimes more long term and/or specialist assistance might need to be provided. Class teachers' draft individual educational plans to support the children who have special educational needs in their class.

WLA Primary has a Special Educational Needs Co-ordinator (SENCO) who oversees operation of the Primary Phase's special educational needs policy. Parents and carers are welcome to ask for a copy of this policy. The SENCO is always willing to meet with parents to discuss their child's progress and how they can work in partnership with the school to help their child.

English as an Additional Language (EAL)

WLA is made up of families from a variety of cultures and ethnic origins. There are many different languages spoken in our school and we all benefit from the cultural diversity and rich heritage of our community. We aim to promote childrens' first language in addition to English. We have a trained EAL class worker supporting groups of children within classes. New arrivals may be withdrawn from class for short periods of intensive literacy support.

INTEGRATION & INCUSION PROGRAMME

A successful integration programme is well established with John Chilton Special School whose staff and pupils share the WLA building with us. Children with physical and medical disabilities integrate daily and weekly. This programme benefits all children and promotes tolerance and care for others.

BEHAVIOUR AND PASTORAL CARE

BEHAVIOUR

Our behaviour strategy, Simply Behave is based upon the principle that all individuals should treat one another with respect at all times. All staff, parents and children are expected to behave in a polite, courteous way.

We have three simple rules to support and guide the children with their behaviour. Whilst we reinforce good behaviour and making efforts with your work with praise and encouragement and with rewards presented in a weekly celebration assembly, there is also a set system of repercussions for those children who choose to ignore the three simple rules and engage in unacceptable behaviour.

Serious and deliberate acts of disrespect towards other children or adults, their property or their work are dealt with within the repercussion system by a clear set of procedures, which could lead to exclusion.

An important part of the partnership we enjoy with parents is the sharing of responsibility for children's behaviour and we will contact parents whenever we require their support in this area. Experience has shown that even the most disruptive behaviour can be resolved and a child's life chances changed for the better, when there is true commitment from both school and parents to working in partnership together

PRIMARY PHASE RULES

- Show good manners at all times.
- Care for everyone and everything.
- Follow instructions straightaway

These three core rules are supported by a range of instructions specific to particular contexts and circumstances.

PASTORAL CARE

Pastoral care is most frequently the responsibility of adults in the school community who, through their greater understanding and experience of the world, aim to develop an ethos within the community which recognises each child and its family members as valuable individuals with needs that extend beyond classroom studies.

As parents, carers, teachers, associate staff or governors, we have an important role in ensuring the well being of every child in our care. To this end we need to be seen to act as good role models for children to learn from. A good role model will understand that equality of opportunity is not about treating everyone the same, rather it is about taking steps to give an individual what he/she needs to have a fair and equal chance to succeed alongside others, for example giving a child with a learning difficulty extra help.

Listening to a child or adult is more important than talking yourself. Making time to hear what a child or other member of the school community has to say is vital and being approachable is important.

In addition to good role models, children need the support of the school rules to help them develop a sense of personal responsibility and self-discipline. An understanding of what behaviour can be expected from all members of the school community and how that behaviour is rewarded or sanctioned needs to be clear to everyone.

These expectations are laid out in the Home School Agreement and Behaviour Policy. Specific details about the rewards and repercussions used in the Primary Phase can be found in the Simply Behave policy.

HEALTH AND WELFARE

The school Nurse visits the Primary Phase on a regular basis to carry out health checks and medicals. When you register your child, we will ask you to sign consent form allowing these checks to be carried out on your child. Consent will be sought prior to any screening taking place. No treatment is ever given but you may be offered advice or referral for treatment elsewhere.

Our school Nurse is trained to work with school children and to give advice on a range of topics. She works closely with the staff and aims to promote a healthy lifestyle for the children.

A number of our staff are trained First Aiders. These members of staff see children who have had an accident or are feeling ill. If it is thought that a child needs further medical help or is unfit to be in school, then parents are notified immediately.

EMERGENCY CONTACT WITH PARENTS

Parents are requested to supply the school with an up-to-date home address and telephone number and also details of where they can be contacted when at work. You should also nominate someone else as a contact if there are times when you are unavailable.

It is most important that this information is accurate and up-to-date. Please notify the Primary Office of any changes in address/telephone numbers.

MEDICINES

Medicines should not be brought to school. In certain circumstances medicines can be given by a member of staff if a consent form has been completed and agreed by the Head of the Primary Phase.

CHILD PROTECTION

At WLA every child matters and we have a duty of care to ensure the safety and freedom from any abuse of all children, in our care. If given reason to suspect any form of abuse is happening to your child, we are required by law to make a referral to social services. Whilst we appreciate this may be very upsetting for you as parents, the child's safety and well being are our first priority.

PUNCTUALITY AND ATTENDANCE

Our attendance policy calls for maximum attendance from every child to ensure that all children will benefit from the education we are offering at WLA Primary Phase.

Children are expected to arrive punctually for school. We attach great importance to making a prompt start to the day.

A telephone message or note explaining absence is required. Absence from school without a note or message from the child's parents/guardians is counted as unauthorised absence. Figures are collected by the DCSF and are published.

If there are problems or difficulties affecting attendance please contact the Primary Office. We can also put you in touch with our Educational Welfare Officer (EWO) who may be able to give support and advice.

It is the duty of parents to ensure their child attends school on a daily basis. Failure to do so may in extreme cases result in court action and fines.

SCHOOL MEALS

School meal times give an opportunity for children to eat in a relaxed and happy way and to practise and develop important social skills.

School meals are good value. Free school meals are available in certain circumstances. There is always a choice of menu, which includes salads and vegetarian food.

If your child has a special diet due to medical or religious reasons please contact the Primary Office who will inform the Restaurant staff.

It is important to send the exact dinner money on Monday in a sealed envelope labelled with your child's name and class. You can also pay via our online secure web site through Parents Pay. Please see the link on the Parent Zone at www.westlondonacademy.co.uk

Children may bring packed lunches as an alternative to school meals. Lunch boxes must be labelled and any drinks should be in a leak proof container. No glass containers please. No sweets or fizzy drinks are allowed in the Academy at all.

SCHOOL UNIFORM

All children must wear school uniform. We believe a shared identity helps children to work together for common goals.

A pupil designed the school logo featured on our uniform. Details of the uniform and where to buy it are available from the Primary Office or can be found on the uniform section in the Parents Zone of the Academy web site: www.westlondonacademy.co.uk where it can also be purchased online for collection at the Academy.

CLOTHING GRANT

Families whose income qualifies for free school meals for their children may be entitled to a school clothing allowance. If you wish to have further information or to claim the allowance, please contact the Primary Office.

JEWELLERY

Items of jewellery such as rings, necklaces and bracelets are not to be worn to school. Jewellery worn for religious reasons may be permitted if agreed by the Head of the Primary Phase.

If your child has pierced ears, please use small, smooth stud earrings. We require this in the interest of your child's safety.

Nail varnish is not permitted.

PE KIT

We expect all children to come prepared and equipped to participate in physical education.

Gym: shorts and T-shirt.

Games: as above plus trainers or plimsolls. In winter your child will need tracksuit bottoms and a sweatshirt.

Please bring a letter to explain why a child cannot take part in any PE or games lesson.

SAFETY

Regular fire drills are held each term to make children familiar with essential safety procedures. Regular health and safety inspections are also made throughout the Academy grounds and buildings.

LOST PROPERTY

Lost clothing is much more likely to be returned if it is clearly marked. No responsibility can be taken by the Academy for any money or property lost, stolen or damaged, whether in school or on outings.

CHARGING POLICY

The Education Reform Act (1988) states that:

There is no legal obligation for parents to contribute to activities that take place during school hours.

Parents can be asked to make voluntary contribution to the activities.

Pupils will be treated similarly, whether or not their parents have made a contribution.

The school believes strongly in the value of Educational Trips during school time but does not have sufficient funds to subsidise every outing. Therefore we have to seek voluntary contributions.

There may have to be cancellations if insufficient funds are raised.

If your child deliberately breaks or damages school property we would ask you for the cost of replacing or repairing the item. Lost books need to be paid for.

A full copy of the Academy's charging policy is available in the Information section on the Academy web site at www.westlondonacademy.co.uk

LIABILITY

The Academy does not accept liability for loss or damage to property of any description.

QUERIES/CONCERNS/ COMPLAINTS

If you have a concern about anything at school, please discuss it first with the Class Teacher and then, if there is still a problem, with the Phase Leader. If you are still concerned, please ask to see the Head of the Primary Phase. Unresolved complaints can be referred firstly to the Principal and, if necessary, the Governing Body through the Chair of Governors.

West London Academy aspires to provide the highest quality of education service for its children and young people. The Academy's Customer Service Policy can be obtained from the Academy Reception or the Academy website.

National Curriculum Assessment Results

WLA Key Stage 1 SATs Results May 2009

	%/(Number) of Pupils at Level 2 and above	%/(Number) of Pupils at Level 3
Reading Test	100% (59 children)	32% (19 children)
Writing Test	88% (52 children)	12% (7 children)
Maths Test	100% (59 children)	24% (14 children)

WLA Key Stage 2 SATs Results May 2009

	%/(Number) of Pupils at Level 4 and above	%/(Number) of Pupils at Level 5
English	80% (41 children)	16% (8 children)
Maths	94% (48 children)	31% (16 children)
Science	90% (46 children)	33% (17 children)

Authorised and Unauthorised Absence For WLA Primary Phase 2007-2009

	2007-2008	2008-2009
Overall Attendance	92.66%	92.9%
Authorised Absences	7.1%	6.0%
Unauthorised Absences	0.24%	1.1%

Parents are requested to ensure that they notify the Primary Office on the **first** day of absence and on each subsequent day of their child's absence.