



# Prospectus

## Our Values

Our values will be the basis upon which we develop all our work at La Fontaine Academy. They are the following:

- Excellence
- Respect
- Collaboration
- Responsibility
- Creativity

# Welcome to La Fontaine Academy

**We offer a warm welcome to you and your child and thank you for showing an interest in our Academy. We hope that you will find the information in this prospectus useful.**

At La Fontaine Academy, part of The STEP Academy Trust, we are proud of the education we offer our children. We believe strongly that a great education is one of the most precious gifts a child can receive. Therefore, our committed staff and active Local Governing Body work tirelessly to provide a quality education for all of the children in our Academy.

Underpinning all we do is a belief that every moment a child is in school must be used effectively — if time is wasted, it is lost forever and cannot be given back. All our structures and policies are designed to maximise the learning potential of the time our children spend in school.

We aim to make our children's learning experiences varied and inclusive; raising standards, particularly in Literacy and Numeracy, remains our main objective. Although we place particular emphasis on the acquisition of basic skills, we also have great provision for sport and the humanities.

La Fontaine Academy is a happy Academy, where the successes of every child matters. Indeed, it is the children who make our Academy such a special place.

We welcome visits from parents and carers. If you would like to meet us to find out more, please do not hesitate to contact the Academy office or take a look at our website; [www.lafontaineacademy.org](http://www.lafontaineacademy.org)

**We look forward to meeting you.  
La Fontaine Academy.**



# About The STEP Academy Trust

**T**hrough membership of The STEP Academy Trust, La Fontaine Academy is committed to working in partnership so that the mission and vision of the Trust are realised. The name, an acronym, reflects the aspirational nature of the organisation — Striving Together for Excellence in Partnership. Inspired by the commitment to improve children's life chances, STEP Academies work together to provide high quality learning experiences for all their pupils.

## Mission Statement

At The STEP Academy Trust we are committed to improving the life chances of all children. Where we have the capacity to make a difference, we are morally bound to do so. Members of the Trust strive together for excellence in partnership, so that our children, staff

and Academy communities benefit from excellent teaching, learning and leadership.

## Vision Statement

The vision of The STEP Academy Trust is to achieve educational transformation by establishing a growing family of academies that share core values, principles and aims.

## Non-negotiables

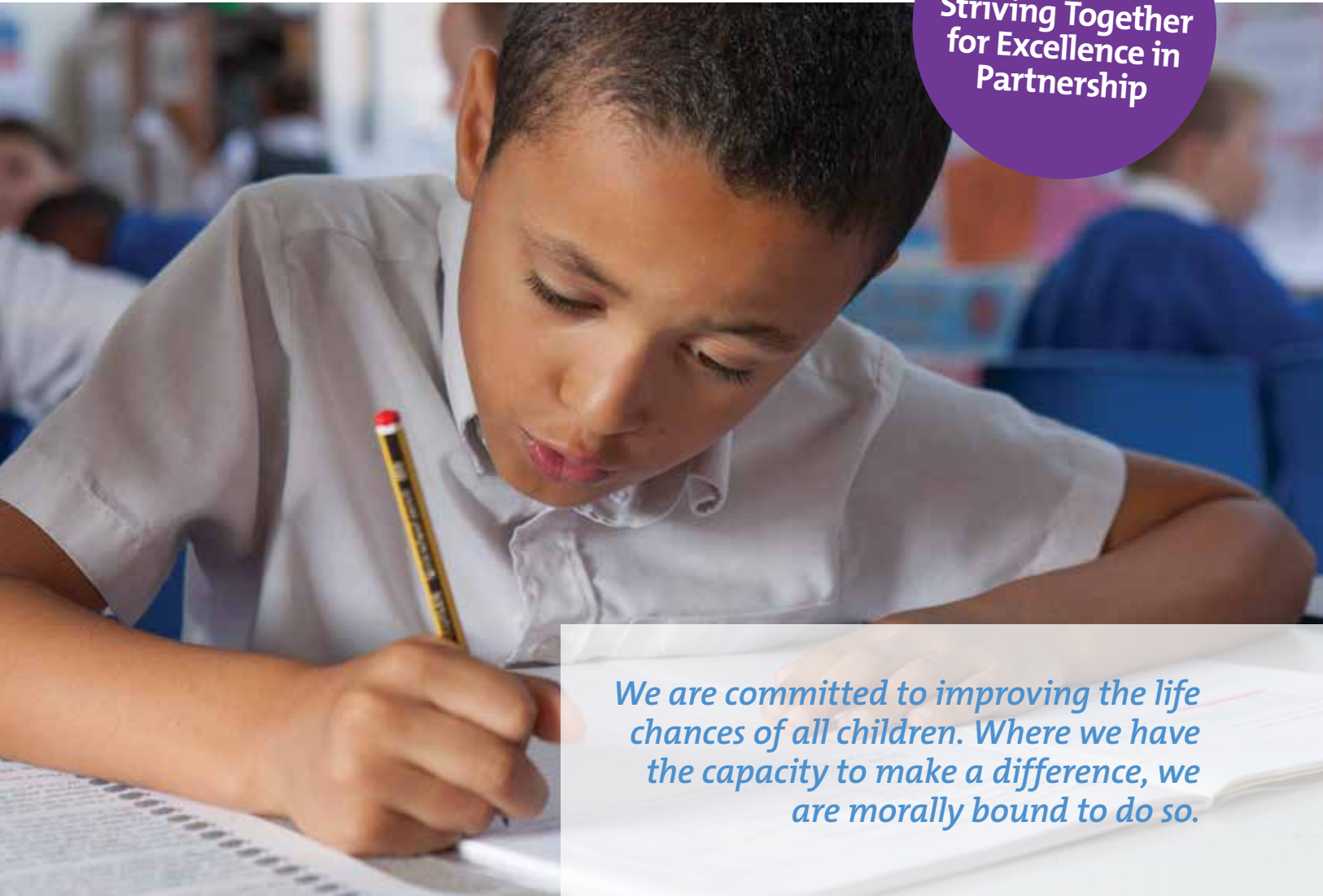
Whilst individuality and diversity are encouraged, all member academies subscribe to The STEP Academy Trust Non-negotiables. These have been developed to identify common characteristics that must exist across the Trust. The Non-negotiables are grouped into three broad categories: "Ethos and Culture", "Teaching and Learning" and "Investing in People".

## Trust Organisation

The STEP Academy Trust is a charitable company limited by guarantee. The Board of Directors, the body responsible for running the Trust, meets once or twice each term. Each member of The STEP Academy Trust has its own Local Governing Body which has delegated responsibility for overseeing the day-to-day management of their Academy. Information about The STEP Academy Trust is available on the website at: [www.stepacademytrust.org](http://www.stepacademytrust.org).

We are committed to improving the life chances of all children. Where we have the capacity to make a difference, we are morally bound to do so.

**STEP stands for  
Striving Together  
for Excellence in  
Partnership**



*We are committed to improving the life chances of all children. Where we have the capacity to make a difference, we are morally bound to do so.*



# About Our Academy

**“Always aiming higher, together”**

At La Fontaine Academy we provide a challenging, dynamic and inspirational environment through which every child is given the opportunity to excel in their talents and abilities, develop pride in their achievement and feel happy, confident and secure.

The school embodies the qualities of Passion, Urgency, Positivity, Aspiration and Commitment in every aspect of school life and believes in educating the whole child; preparing him or her to take an active role as a local, national and global citizen.

**We want children to:**

- be passionate about learning and develop a positive image of themselves as learners;
- be encouraged to maximise every learning opportunity, within and beyond the classroom;
- spread positivity to all those around them;
- be aspirational and achieve the highest possible standards across the curriculum;
- develop a sense of responsibility and be committed to improving and progressing through learning.



## Admissions

Children are admitted to our Academy in accordance with specific admissions criteria. Parents who are considering applying for a place should telephone the Academy office and make an appointment to visit. Alternatively, our Admissions Policy is available on our website.

## Organisation

**Our Academy is organised into two phases. In 2014, we will open with Reception, Year 1, and Year 2 classes and will grow, year on year, until our older children reach Year 6 in 2018.**

- Early Years — refers to pupils in Reception
- Key Stage 1 — refers to pupils in Years 1 and 2
- Key Stage 2 — refers to pupils in Years 3 to 6

## Times of Sessions

### Morning


Early Years	8.30 – 12.00
Key Stage 1	8.30 – 12.30
Key Stage 2	8.30 – 12.30

### Afternoon

Early Years	13.00 – 15.30
Key Stage 1	13.15 – 15.30
Key Stage 2	13.15 – 15.30



*The vision of La Fontaine Academy is founded on a commitment to language teaching, outstanding education, and engagement with local and global communities. We want our children to become citizens who can play an active role in 21st century society.*



*Our aim is to provide children with learning opportunities which will help them develop the skills and the knowledge needed to succeed academically while also enabling them to grow as joyful and creative individuals.*

## The Curriculum

### Structure and Organisation

Throughout the Academy, children enjoy focused, carefully planned lessons, which reflect the emphasis placed on teaching the children reading, writing, numeracy, French, and investigative skills.

We expect our teachers to teach writing across the curriculum to enable children to write in a great variety of contexts. The teaching of mathematics and science is rigorous and also enables children to apply their knowledge and understanding to real life situations, through practical investigations.

Our unique approach to language learning will enable children to become bilingual (English and French): we teach our children French every day (through songs, games, routines) but also by teaching them certain subjects (e.g. PE and Music) in French. We also ensure that at playtime and at lunchtime, children are encouraged to socialise in French, with the support of our staff.

Other subject areas are predominately covered in an integrated manner through topics or themes embracing particular focuses. These areas are: Information Communication Technology (ICT) and

Computing, and the foundation subjects of Music, Art, History, Geography, Personal Social and Health Education (PSHE), Design and Technology (D&T), Physical Education (PE) and Religious Education (RE).

Children work in a variety of ways: as a class, in groups, pairs or individually. The emphasis is always on active and meaningful involvement of children in their own learning. Children have regular opportunities to engage in musical and creative activities. In addition, the curriculum has a strong international focus. As such, our Academy always seeks to develop links with partner schools and organisations abroad.

PE is an important part of the curriculum; therefore all children take part in regular physical exercise.

Sex and Relationship Education (SRE) is incorporated into PSHE. Every effort is made to match the teaching and knowledge to the maturity of the children. We aim to help pupils to cope with the physical and emotional challenges of growing up, give them an elementary understanding of human reproduction and enable them to make informed choices about their health and environment and to resist bullying.

The Academy is very well resourced, enabling teachers to deliver a broad and balanced curriculum. We continue to invest in ICT so that our pupils can learn using the most up-to-date technologies. Within our curriculum we aim to provide for the academic, personal and social development of every child; encouraging them to work and think independently so that learning is irresistible.





### Assessments

Assessment is an integral part of teaching and learning. Children's work is marked daily and subsequent lessons are adapted to ensure quality learning takes place. Progress is continually monitored by teachers and learners are given feedback and targets for improvement.

The children are given opportunities to evaluate and improve their work, either independently, in pairs or as a small group. In this way our children are encouraged to take responsibility for their learning.

### Additional Support for Children

We provide a range of targeted support in order to overcome barriers to learning. Additional support for children is achieved through appropriate assessment, setting personalised challenges and responding to individual needs. Staff work closely with parents to ensure the learning needs of all children are met.

### Assemblies

Assemblies are an integral part of our Academy life. The children regularly come together to celebrate good work and share their learning.

### Behaviour

At La Fontaine Academy the very highest standards of behaviour are expected and a zero tolerance on disruptive behaviour is taken. "Success behaviours" — the types of behaviour that lead to social and academic success — are systematically promoted. As a UNICEF Rights Respecting Academy, all our children are taught to respect the rights of others by acting in a responsible manner and by showing consideration, courtesy and respect at all times. There is a balance of rewards and sanctions that are consistent throughout the Academy.

### Attendance and Punctuality

Excellent attendance and punctuality are essential if children are to do well at school. Parents who ensure their children attend regularly and on time demonstrate the importance of school; as a result, their children tend to develop healthy attitudes to learning. We therefore insist that pupils are in school by 8.25 ready to start work. If a child is absent, a reason must be given in the form of a letter or telephone call. Apart from very exceptional circumstances, parents should not take children out of school during term time. In such cases, prior permission must be obtained from the Academy.

### Uniform

Our uniform, worn by all the children, is a distinctive feature of La Fontaine Academy. We place an emphasis on maintaining high standards of dress and appearance because we believe it encourages the children to take pride in themselves and their Academy. We therefore ask parents to ensure that their children always wear the correct uniform and that it is clearly labelled. Children also need to wear the appropriate kit during PE lessons. Our Academy office can provide guidance on where to purchase uniform.

### Home Learning

It enables children to practise aspects of their learning, extend and share school work with their families, pursue areas of interest and become independent learners. Children are given regular home learning activities — more as they get older. All children are expected to read at home every night as well as learn spellings and times tables. As pupils progress through the Academy, they are given regular assignments to complete. Teachers encourage parents to provide feedback on tasks carried out at home.

### Educational Visits

Educational visits that enrich our curriculum topics, are an important way for children to learn and experience activities beyond the classroom to other settings and contexts. Outdoor education is also an important part of the curriculum. The Academy's physical environment and the local area are well used as a learning resource. In addition, there are opportunities for children to go on residential trips.

Parents can be asked to make a contribution towards the cost of trips. Without such support these activities could not take place.

### Extra-Curricular Activities

Extra-curricular activities are run to complement and extend our curriculum. However, they are dependent on staff availability and specialism. Activities occur before school, during the lunch break and after school. Charges are set to cover costs, particularly where private companies are used to run clubs.

### Child Care

To support working parents/carers, we offer the provision of a breakfast club and

childcare arrangements. For details, ask the Academy.

## OUR ACADEMY COMMUNITY

### Pupil Voice

Because we place our children at the centre of what we do, pupils are empowered to express their views and develop their leadership skills. Our Academy has an Academy Council that meet regularly to discuss a variety of issues. Through the Academy Council, children can have real influence in helping to develop the ethos of the Academy, its policies and practices.

### Parental Partnership

We believe that children learn best when parents and staff work closely together. When children are admitted to the Academy, parents are asked to sign the Home School Agreement which clearly states the expectations of the child, parent and Academy.

In order to build relationships based on mutual trust, support and cooperation, we emphasise the need for effective communication. As well as termly parents' evenings, teachers are always happy to meet parents to discuss matters of concern as soon as they arise. Senior leaders are also available to discuss issues as and when they occur. If we are unable to resolve the problem, formal complaints procedures are in place.

There are many opportunities for parents to actively participate in the life of the Academy. Regular help from parents covers such things as: assisting with listening to children reading, Academy events, class trips, etc.

As an Academy, we regularly canvass the views of parents on a range of issues. Feedback from meetings, questionnaires and surveys, help us to identify priorities for improvement.

### Staff

All Academy staff play an essential role in ensuring La Fontaine Academy is a safe, healthy and inspiring place for our children to learn. Most members of our teaching staff hold specific leadership responsibilities. We also work closely with outside agencies such as educational psychologists and occupational therapists as required. A current list of staff can be viewed on our Academy website.

### Governors

Members of our Local Governing Body come from a diverse range of backgrounds. Typically, they are representatives of the local community, parents/carers and Academy staff who bring a range of interests, knowledge and skills. Governors meet regularly to monitor the impact of the Academy's activities and consider priorities for improvement. A list of governors can be seen on our Academy website.

### The Wider Community

Our families represent many different nationalities, a fact which we celebrate through curricular and extra-curricular activities. These help the children to share and understand the diversity of customs and experiences throughout the world. We are always seeking ways to establish links with members of the local community and beyond, to enrich the learning of our pupils.

### Academy Meals

We aim to be a very healthy school and see eating as a way to reinforce our values and commitment to a high-quality education. There is only one option available at lunchtime (one starter, one main course, one dessert), unless your child has specific dietary requirements (medical, religious, etc.). We operate such a policy to enable children to learn about new foods and develop an appreciation for variety. Our commitment is therefore to make our food tasty and healthy and also make eating

an enjoyable experience. We will operate a family dining policy, whereby children learn to serve themselves and each other (as opposed to having to queue at a counter to collect their food). There will be an adult eating with the children to encourage and model good conversations.

### Safety and Security

The safety of the children at school is our highest priority. We work closely with other agencies, sharing information where necessary, to ensure the safety of all pupils. All entrances and exits to the Academy are secured during Academy hours. The only access into the Academy during the day is through the main entrance, which has a constantly monitored entry system.

All visitors and helpers are issued with a visitors badge and are required to sign in and out of the premises. All staff (including governors) and regular helpers in the Academy have undergone criminal record checks.

### Child Protection

We are a front line agency for child protection and take seriously our duty of care for all the children at our Academy. At La Fontaine Academy we have policies and procedures in place for handling any cause for concern that may arise. We have two designated child protection officers and staff monitor children's welfare and report any concerns to them. Our Academy has a legal duty to refer cases causing concern to the relevant authorities.

## And finally

La Fontaine Academy is a place where visitors comment on the positive and caring atmosphere and where we excel at innovation and creativity. We do hope that you have found this brochure helpful and that it gives you a taste of Academy life at La Fontaine.

**We look forward to seeing you soon. Sebastien Chapleau, Headteacher, La Fontaine Academy.**





## Get in touch

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