

An architectural rendering of a modern school building with a paved walkway, green lawn, and trees under a blue sky with clouds. The building has large windows and a mix of white and brown panels. People are seen walking on the path.

# **Alconbury Weald Church Academy**

Section 10 consultation evening  
10<sup>th</sup> March 2026

Adrian Ball  
**Chief Executive**

Catherine Lock  
**Director of Education**

# Welcome



## **Agenda**

1. Housekeeping
2. Introduction and overview
3. Admissions
4. Curriculum and education offer
5. Q&A

# Introduction & overview

The background of the slide is a photograph of a modern school building. The building is a long, two-story structure with a mix of white and brown panels and large windows. In the foreground, there is a wide, paved walkway made of light-colored bricks. To the right of the walkway is a green lawn with several young trees. The sky is blue with some white clouds. The overall scene is bright and sunny.

**Create the foundations to build successful futures**

## **About DEMAT...**

- History
- Outcomes
- Ambition

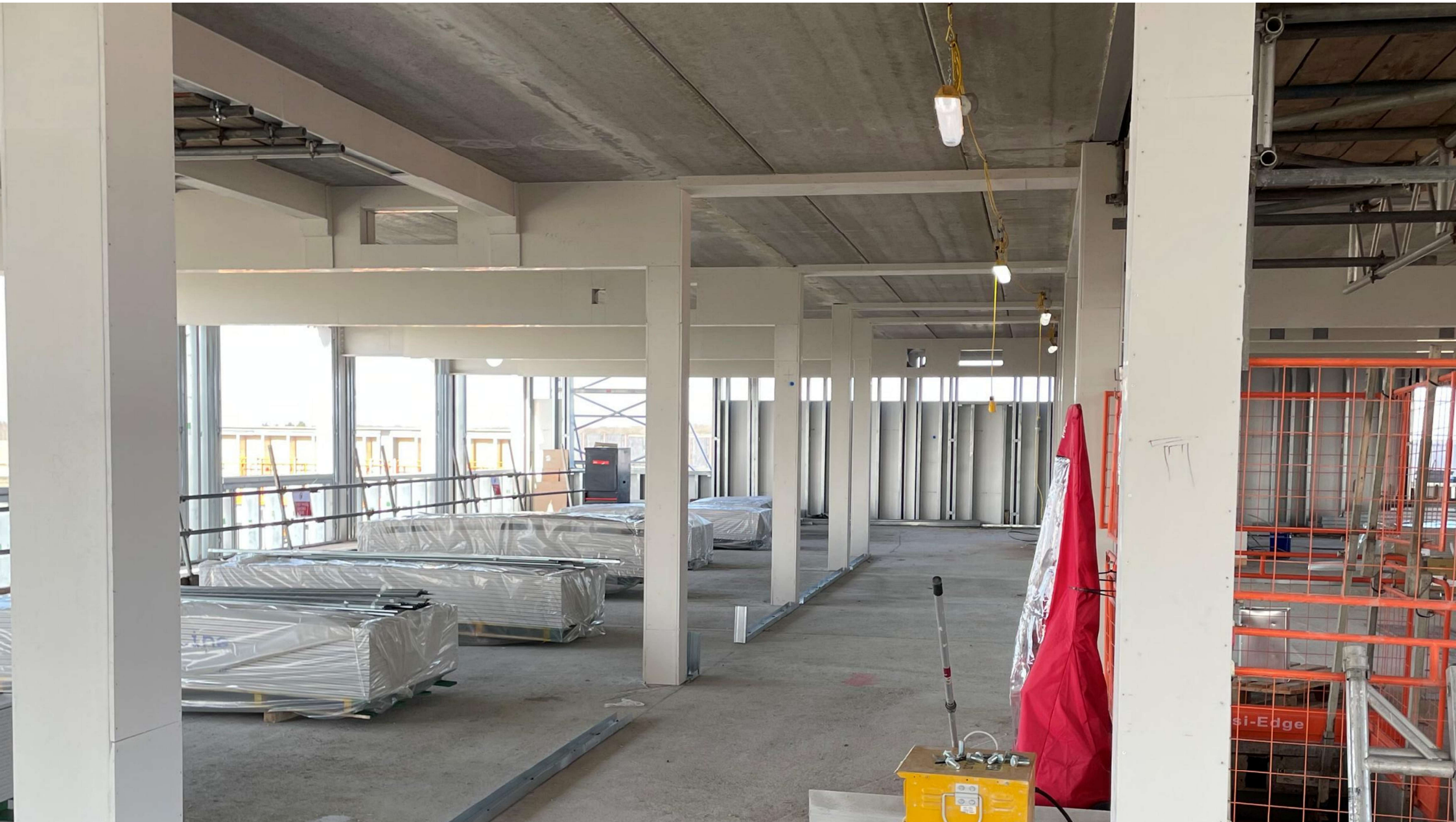
## **About Alconbury Weald Church Academy...**

- Size
- Ambition
- Ethos







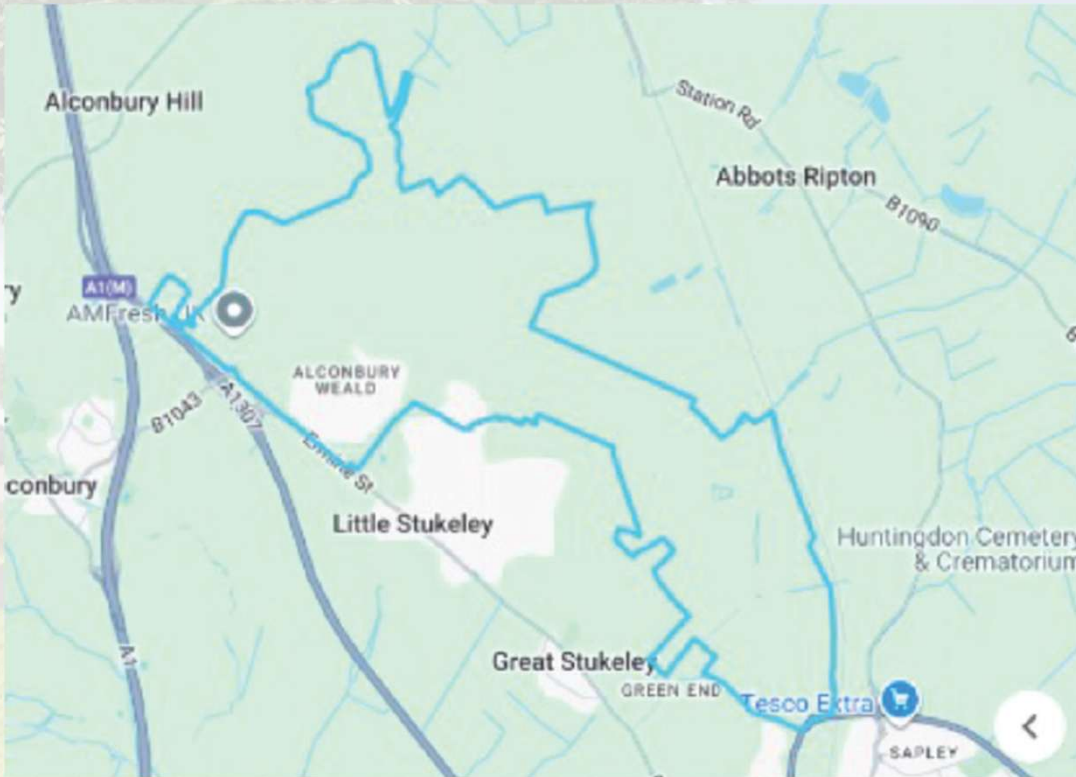


# Introduction & overview

## Process & Timeline

March 26:	Open S10 consultation
April 26:	Close S10 consultation and publish response
May 26:	Appoint a Headteacher for a January start
June/July 26:	Meet the Headteacher events
September 26:	Admissions open and Open Evening event
October 26:	Admissions applications close
March 27:	Receive admission offer
March –May 27	Appointment of staff
May 27:	Tours of the building start (possibly earlier)
June/July 27:	Transition activities
September 27:	AWCA opens

# Admissions



Any child with an EHCP naming AWCA

**IF we have more applications than places then the following criteria is followed**

1. Looked after or previously looked after children
2. Siblings
3. Children of staff who teach shortage subjects
4. Children who live within the blue area
5. Children who attend ESCA but do not live in the blue area
6. All other applicants on a straight-line basis

# Curriculum and education offer

AWCA will offer a broad and balanced curriculum underpinned by a Christian ethos, to ensure students can 'live life to the full and seek for that which is good, that which is right and that which is true'.

- The curriculum will align with the National Curriculum and will reflect our local community;
- We will ensure all students have an ambitious, challenging, and powerful curriculum which will induct them into the wider educated community and will support them to become responsible citizens who make a positive contribution to society;
- A full complement of core and non-core subjects will be on offer to all pupils;
- We will offer a wide range of enrichment opportunities to ensure students develop a broad range of skills, knowledge and cultural capital (e.g. a cadet unit and Duke of Edinburgh awards);
- The PSHE and RSE curriculum will promote fundamental British Values and support students in living healthy, happy lives;
- We will ensure that all students have full access to the curriculum to ensure no child is left behind including those with SEND;
- Prioritising opportunities to develop literacy and numeracy across the curriculum will be a key feature of AWCA life;
- We believe strongly in the importance of sport, music, and the arts. All students will have the opportunity, and will be strongly encouraged to, take part in a wide range of fixtures, productions, and competitions.
- The library will be available for students to work in every day to support reading and independent study.

# DEMAT Principles of Education

Creating the foundations to build successful futures

# DEMAT Education Principles

## Curriculum

All DEMAT children are entitled to a rich, highly specified **curriculum** where knowledge is valued, well-sequenced and taught to be remembered. It is not left to chance.

## Assessment

The curriculum is the progression model which underpins our approach to **assessment** and prioritises the formative aspect of this at the point of learning for ALL children.

## Entitlement for all

Where necessary, through robust and rigorous assessment processes, we make intentional decisions to adapt and make reasonable adjustments ensuring that ALL DEMAT pupils receive this **entitlement** because their identified needs are addressed.

## Powerful knowledge

The curriculum provides the platform for opportunities to ensure that **powerful knowledge** develops understanding and takes children beyond their otherwise lived experiences, allowing them to think better, and opening up life choices.

## Pedagogy

Our research-informed **pedagogy** ensures that what is taught is designed to help pupils to remember the long term, the content they have been taught and to integrate new knowledge into larger concepts.

## Justice

In DEMAT schools, everyone is responsible for the culture of ambitious aspirations and high expectations for all pupils recognising that each child is unique, complex and valued.

## Communication

We intentionally foster strong relationships and proactive **communication** with families and professionals so there is a shared understanding of the evidence-informed inclusive practice.

## Reading is paramount

Rigorous, systematic teaching of **reading is paramount** and includes mastery of the phonic code, fluency (automaticity, accuracy and prosody) and comprehension. This means that anyone involved in reading instruction must be inducted with the required subject and pedagogical knowledge.

## Subject knowledge

In all subjects, strong teacher **subject knowledge** is crucial; we must ensure that teachers are equipped with, and effectively use, the knowledge required to ensure coherence and avoid misconceptions.

## Outcomes

Maximising pupil **outcomes** in all year groups is imperative to ensure that children have the foundations to build successful futures and to be inducted into the educated community.

## Behaviour

The **behaviour** curriculum is codified and taught explicitly, with consistent expectations, to ensure that all children receive their entitlement to the education they deserve.

## Highest expectations

We hold the **highest expectations** for all our pupils in their academic outcomes, their personal conduct, and their contribution as members of the communities to which they belong in order that they may flourish now and in the future.

To learn. To know. To lead out.

*I can do all things through Christ who strengthens me – Philippians 4:13*

# Q&A

Can we have a swimming pool?

Can we have faith admissions?

Can we have a different uniform?

What will be the spiritual focus of the school?

Will we be able to visit the school?

Can we make facilities available to the community?

Will we be able to deliver the right staffing to make the school a success?

# Feedback

