



"A Local School with a Global Perspective"

The Development of Our Bilingual Stream

Shaftesbury Park Primary School
Strategic vision | Implementation |
Impact | Future growth

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"A Local School with a Global Perspective"

The Strategic Vision

A bold commitment to high-quality English– French bilingual education

- Designed to combine academic excellence with global citizenship
- Built on equity: bilingualism as entitlement, not enrichment
- Rooted in long-term sustainability and cultural authenticity



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Why Bilingual Education?

Cognitive benefits: enhanced executive function and problem-solving

- Stronger metalinguistic awareness and literacy transfer
- Cultural capital for our diverse community
- Preparing pupils for an interconnected global future



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Laying the Foundations

Clear curriculum architecture: structured build to 50/50 English–French model

- Strategic recruitment of high-quality bilingual practitioners
- Investment in CPD and pedagogical alignment
- Strong parental communication from inception



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<p>Wednesday</p> <p>EYFS</p>	<p>Register & Maths meeting</p>	<p>Phonics</p>	<p>Playtime Main</p>	<p>Writing group</p>	<p>Mathematics Mastery</p>	<p>Literacy, free flow activities</p>	<p>Sharing time</p>	<p>Lunch and playtime</p>	<p>French topic session</p>	<p>Free flow activities and French group</p>	<p>French story</p>
<p>Tuesday</p> <p>KS1</p>	<p>Mathematics Mastery</p>	<p>0.30</p>	<p>Singing assembly</p>	<p>Literacy</p>	<p>00</p>	<p>H / W</p> <p>French phonics (Phonics Intervention)</p>	<p>IPC/Social Curriculum</p>	<p>3.00</p>	<p>French Story/ Games/ Songs</p>		
<p>FRIDAY</p> <p>EMW - English Spelling Tests</p> <p>KS2</p>	<p>Guided Reading/ Handwriting</p>	<p>Mathematics Mastery</p>	<p>English</p>	<p>Rights Respecting Assembly</p>	<p>French Spelling/dictée</p>	<p>Social Curriculum</p>	<p>IPC 14:15 - 15:15</p>				



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Curriculum & Pedagogical Design

Progressive immersion beginning in EYFS

- Parallel curriculum sequencing across both languages
- Careful knowledge mapping to avoid cognitive overload
- Cultural learning embedded beyond language lessons



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Year 4						
IPC TOPIC	History - scavengers and settlers (6 weeks)	Science - Land, Sea and Sky (4-5 weeks)	Science - Bright Sparks (3 weeks)	Science - How Humans Work (Digestion Teeth, Lifestyle)	What's on the menu (8 weeks)	What's on the menu (8 weeks)
Social Curriculum	<p>Talking about your family (3)</p> <p>My Family Tree - Presentation on family, describing them (relation, age, nationality, job, likes)</p> <p>International Link - Present themselves and family to partner school via Zoom</p>	<p>Animals and Pets (3)</p> <p>Create a class encyclopedia - Choose an animal and describe it (name, age, animal class, body parts, likes, dislikes)</p>	<p>Colours (and materials) (3)</p> <p>DT project: creating a house - describing each room with colours and materials</p>	<p>Parts of the body (3)</p> <p>Doctor's office - role play film</p>	<p>Food and Drink (3)</p> <p>writing letter to countries around the world asking about native 'food' (Introduce yourself, describe favourite food and ask questions)</p> <p>International Link - Writing to fellow Label country schools</p>	<p>Eating Out (3)</p> <p>Create a 'restaurant' role play (Special diet role play cards) film</p>



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Weather and Seasons

Level 1 (stage 1-3)	Level 2 (stage 4-6)	Level 3 (stage 7-9)
<p>Quel temps fait-il ? - What's the weather like?</p> <p>How to use 'il fait' + an adjective</p> <p>One phrase that is used to describe the weather in French is il fait.</p> <p>If you put it with different weather adjectives, you can say what the weather is like.</p> <p>il fait chaud - it's hot il fait froid - it's cold il fait frais - it's cool il fait beau - it's nice il fait mauvais - it's bad</p> <p>Les mois de l'année: janvier, février, mars, avril, mai, juin, juillet, aout, septembre, novembre, décembre</p> <p>au printemps in spring en été in summer</p>	<p>Another useful phrase to talk about the weather is il y a de. It's like saying 'there is some', but in English, we say 'it is'. For example:</p> <p>Il y a du soleil - It's sunny</p> <p>The spelling of the de after il y a changes depending on whether the weather noun is masculine, feminine or plural or whether it begins with a vowel. So you would use:</p> <p>du for masculine nouns de la for feminine nouns de l' if the nouns begins with a vowel des if the noun is plural (more than one)</p> <p>Il y a du brouillard - it is foggy</p> <p>Il y a du soleil - it is sunny</p>	<p>'And' or 'but' in French</p> <p>You can use listen et (and) or listen mais (but) to talk about two types of weather. 'And' or 'but' are called conjunctions. Conjunctions are joining words that link together parts of a sentence.</p> <ul style="list-style-type: none"> • En Angleterre, il y a des nuages <u>et</u> il y a du vent - In England, it's cloudy and windy • En Écosse, il fait frais <u>et</u> il y a des nuages - In Scotland, it's cool and cloudy • En Irlande du Nord, il y a du vent <u>et</u> il pleut - In Northern Ireland, it's windy and it's raining • Au pays de Galles, il fait beau <u>et</u> il fait frais - In Wales, it's nice and cool • En Angleterre, il y a du soleil <u>mais</u> il y a du vent - In England, it's sunny but windy <p>Au pays de Galles, il fait beau <u>mais</u> il fait frais - In Wales, it's nice but cool</p> <p>'Very' and 'quite' in French</p> <p>If you want to say 'it's very cold' or 'quite cold', you can add an intensifier such as</p>



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Twining with Ecole Louise Weiss





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Accreditation & Recognition

Accredited through LabelFrancEducation

- Strong partnership with the French Embassy
- Preparation for DELF certification in KS2
- International credibility and external quality assurance



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Impact on Outcomes

Strong attainment in reading, writing and maths alongside French fluency

- High levels of confidence in oracy across both languages
- Pupils achieving DELF accreditation in KS2
- Successful transition to selective and academically rigorous secondary schools



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Shaftesbury Park	Reading	Writing	Maths	Combined
At ARE+	96%	96%	96%	96%
Greater depth	76%	47%	41%	41%

Wandsworth	Reading	Writing	Maths	Combined
At ARE+	81%	76%	79%	68%
Greater depth	41%	18%	34%	13%

National	Reading	Writing	Maths	Combined
At ARE+	75%	72%	74%	62%
Greater depth	33%	13%	26%	8%



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Culture & Pupil Identity

Pupils describe themselves as confident global citizens

- Strong pronunciation, authentic accent and cultural awareness
- French theatre, enterprise events and international links



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Challenges & Strategic Decisions

Recruitment and retention of specialist bilingual staff

- Maintaining equal status between both languages
- Avoiding dilution of curriculum depth
- Ensuring long-term financial sustainability
- Leadership lesson: bilingualism requires precision, not compromise



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Beyond Our School: System Leadership

Developing a Wandsworth bilingual language hub

- Sharing pedagogy, resources and curriculum thinking
- Creating international partnerships across schools
- Positioning Shaftesbury Park as a centre of excellence



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The Next Phase

Deepening academic rigour in both languages

- Strengthening transition pathways to secondary
- Expanding international and embassy partnerships
- Growing our reputation nationally as a flagship bilingual school
- Vision: excellence without compromise



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Evidence Base & Strategic Partnerships

Research & Pedagogical Foundations:

- Education Endowment Foundation – language, metacognition & cognitive research
- OECD – global competence framework & multilingual learner data
- Cummins' Interdependence Hypothesis – literacy transfer across languages

- Accreditation & International Recognition:
 - LabelFrancEducation accreditation (French Ministry of Europe & Foreign Affairs)
 - France Education International – DELF certification framework

- Professional & System Leadership Links:
 - Department for Education – National Curriculum alignment
 - Ofsted – curriculum intent, sequencing & cultural capital framework
 - Association of School and College Leaders (ASCL) – national leadership dialogue
 - French Embassy in the United Kingdom – cultural and educational partnership

Thank you