

**Curriculum Statement 2018-2019**

**Intent**

As a rights respecting school, Warblington takes steps to design its curriculum to enable every pupil to take up their right to an education (Article 28) which develops their personality, talents and abilities to the full (Article 29). Curriculum design is taken seriously by the school to ensure that there is a careful balance of skills across the models within each year and that all students have equal opportunities regardless of their gender, faith, disability, special educational need. (Articles 1 and 2). We believe that this rigorous design process is one which supports us in achieving a “broad and balanced curriculum” which we feel “inspires pupils to learn”. (Ofsted School Inspection Handbook: April 2018).

**Implementation**

We believe that Warblington’s continued progress, is partly due to the carefully constructed curriculum, which we believe is at the heart of education. The leaders of the school review the decisions behind curriculum change and each year our Option process involves student voice to ensure that it is fit for purpose for the specific needs of the individual and of the year group. An integral impartial Careers programme is delivered to all year groups to ensure that all students are given the opportunity to understand the changing landscape of the curriculum while being aware of changes to progression routes from Key Stage 3 to 4, from Key Stage 4 to 5 and beyond that into University and employment. This curriculum provision supports our students to make “informed choices about which courses suit their academic needs and aspirations. They are prepared for the next stage of their education, employment, self-employment and for their adult life”. (Ofsted School Inspection Handbook: April 2018).

Each year group is designed at Key Stage 3 to provide opportunities for our students to “acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.” (Ofsted School Inspection Handbook: April 2018) As the curriculum develops into Key Stage 4 this breadth and balance is continued by encouraging students to study subjects that support the English Baccalaureate where possible, to enable their pathways to remain open to them as they move into further and higher education. All subjects have created discrete Key Stage 3 schemes of work and appropriate skills are embedded into the Key Stage 3 mastery curriculum. Good relationships and well-planned transition systems ensure a swift and thorough transition from Key Stage 2 to 3, aiming to make sure that there are ‘no wasted years’ during their Secondary experience.

Students who join Warblington “not yet secondary ready” and those who have significant social and emotional needs are supported within our nurture programme. Students are placed in a small discrete class, providing a safe and predictable structured environment, giving children opportunities to revisit missed ‘nurturing’ experiences. The teaching staff and learning support assistants model positive relationships and there is an emphasis on the development of language and communication skills and a focus on social, emotional and challenging behaviour. As well as developing curriculum-based skills, young people are encouraged to celebrate their own progress with acquiring skills such as listening, sharing and turn-taking that will reduce or remove barriers to learning, thus enabling success back in the mainstream classroom.

Students follow a two-week timetable, which consists of five one-hour lessons each day, with the exception of Tuesday, which is a shortened day and consists of four lessons. Curriculum models identify the breakdown of the curriculum blocks and amount of lessons delivered across the two-week cycle.

Throughout Key Stages 3 and 4, our personal development programme focuses upon key issues salient to living in a multi-cultural community, as well as supporting individuals in their learning. This incorporates Enrichment Days, Careers Education, Work Experience and PSHE lessons and opportunities. Students are able to extend their learning through a wide range of extra-curricular activities and educational visits. We enrich and enhance the taught curriculum through collaborative working with our community partners. We have a strong commitment to the development of our students’ numeracy, literacy and ICT capabilities. We also provide a range of opportunities across the curriculum to facilitate our student’s spiritual, moral, social and cultural development alongside the promotion of fundamental British Values, equipping them to be thoughtful, caring and active citizens both in school and within their wider society.

**Key Stage 3 (Years 7 & 8)**

The new two year mastery curriculum has been critically examined to ensure it is fit for purpose, appropriately paced and challenging without sacrificing subject content. It is designed to provide students with the experiences they need to progress seamlessly from KS2 with a clear focus on English, maths and science which all receive 7 periods per cycle. In Year 7 and 8, students are taught where possible as a year group in mixed ability groups, with the exception of mathematics, which are rotated depending on student’s gaps in understanding. The condensed curriculum has increased the focus in years 7 and 8, leading to improved behaviour in year 9, given more opportunities for enhanced subject depth and has developed greater personalisation.

**Key Stage 4 Options**

We have designed our Curriculum to follow a three year Key Stage 4 as we believe that we are able to provide a broader and more balanced selection of option subjects alongside the Core English Baccalaureate subjects. In Years 9, 10 and 11 students have the opportunity to study GCSE Art, Design and Technology, French, Geography, History, Music, RE, Photography, Drama and Spanish alongside GCSE equivalent courses in Dance, IT, Childcare and PE. Option subjects are planned carefully to meet the English Ebacc for the majority of our students, ensuring English Language and Literature, Maths and either Double Science (Trilogy) or Triple Science (Synergy) are supported by either History or Geography and Spanish or French. All students are encouraged to complete a minimum of eight subjects.

All students use their enhanced physical education time to follow an examination course from either PE or Dance. This was designed following student voice with so many students wishing to take PE as an option and feeling that they were too limited in their choices.

**Impact** (Ofsted Inspection: May 2018)

Most recent outcomes highlight that the stable majority of students are progressing in line with their peers nationally.

‘Disadvantaged student’s progress compared to other students has diminished considerably in recent years.’

‘Senior leaders and governors, work hard to develop the school, to provide an interesting curriculum.’

‘Through the curriculum, especially tutor time, pupils’ personal development is outstanding. They study a broad range of topics related to being thoughtful citizens. Their appreciation of spiritual, moral, social and cultural issues is strong.’

‘Senior leaders reflect annually on the school’s curriculum structure. As a result, they keep it as flexible as possible to match pupils’ needs and interests, including through several creative subjects which pupils much enjoy. The school gives pupils the opportunity to join in many extra-curricular activities, trips and visits which broaden their horizons.’