

Curriculum Review

The purpose of this curriculum review is to look at the day, the number of lessons, and what is offered to ensure we create an environment that will support success for all students in the government's new system.

The main driving force in any curriculum change will be the student. They are the primary stakeholders in the curriculum.

Considering, every year the composition of a new cohort varies, dependant on key pastoral factors. Here is a contextual summary of our academy:

- Gender – boy heavy, year 7 is the only exception. In Year 11 there is a 20% gap
- EAL – more than 50% of each year group
- SEND – dramatically reducing, 35% in year 11 only 16% in Year 7
- Ethnicity – White British a significant proportion and a serious issue, Pakistani is similar
- Disadvantaged – a third on average, with Year 10 (40%) and 8 (36%)
- Our academy's last four 5A*-C including English and Maths results have been 50%, 56%, 53% and 53%. Is this us, an academy whose percentage is in the 50s?

There have been an unusual number of changes taking place over the last two years due to the changes to the national curriculum.

The government have introduced the following changes:

- New GCSE reforms – more content in certain subjects, linear, more exams, less controlled assessment
- Btec reforms - exams
- New A Levels – 2 year courses (Linear/coupled)
- New grading structures for KS4 and KS5 and No Levels at KS2 or KS3
- Financial constraints due to budget cuts
- More accountability
- New performance measures

As an Academy our success is vital to the students, the staff, the community, the parents, and the governors. Hence, it is important that we also consider how we are judged. Performance, second to safeguarding, is the most important indicator.

The government has changed the key indicators from this year onwards to Progress 8 and Attainment 8

