

## **Aims and ethos**

### **‘Potential into Performance’**

#### **Our aim:**

To create centres of educational excellence that inspire all pupils to turn their *potential into performance*

#### **To achieve this our schools will:**

Provide a broad and balanced curriculum that allows pupils to develop their talents and ambitions

Deliver the highest quality learning opportunities facilitated by excellent teachers

Inspire our pupils to become confident, motivated and respectful individuals ready to make a positive contribution to society

#### **The Trust will support our schools by:**

Maximising the resources and expertise available to individual schools

Providing a platform for the sharing of excellent practice

Challenging and developing staff to turn their *potential into performance*

## **1. Curriculum Intent:**

Our Trust Vision Statement (above) makes clear our intention to offer a broad and balanced curriculum in each of our schools. Each Academy within the Trust serves a truly comprehensive intake and seeks to be inclusive by nature. Implicit in this is that our pupils come with a wide variety of backgrounds, experiences, interests and abilities. Equally, there is a wide range of local employment in the Swindon area (where all our schools are situated), suggesting that a broad curriculum is the best preparation for our pupils for local workplace opportunities. The most recent analysis of Swindon employment trends suggests there is a strong growth in graduate opportunities within the area and, as HE progression rates within the area have traditionally been weak, a key driver for the Trust has been to expand the age range of Lydiard Park Academy to include a Sixth Form Centre, to provide engaging opportunities pre-16 that encourage our pupils to progress to level 3 qualifications and, ultimately, to ensure the progression rate to university from our (relatively new) Sixth Form Centre is strong.

Consequently, to fulfil our overarching aim of allowing each pupil to turn their ‘potential into performance’ we need to ensure that our curriculum gives access to a broad spectrum of subjects and opportunities, so there is something that each pupil can access and develop in response to their own profile of skills, abilities and interests. Our curriculum thus seeks to place an equal importance on each subject, giving a suitable time and resource allocation to allow each to be highly successful. Equally, we place a high importance on ensuring that all parts of the curriculum are delivered by well-qualified staff with the necessary degree of subject specialist knowledge to provide a rich and well-planned curriculum, delivered in a varied and engaging manner.

Each Trust Academy follows the National Curriculum as the framework for our broad and balanced curriculum. We also follow the recommendations therein for the allocated time for each part of the curriculum. For example, each secondary academy delivers the Key Stage 3 National Curriculum in three full years (Years 7 to 9) and GCSE specifications in the two full years (Years 10 and 11) as intended in examination board specifications. The profile of our typical secondary intakes is broadly in line with national figures, which means that a significant proportion of our pupils need a full three year KS3 in order to develop their core skills to the point where they can go on to make the most progress on GCSE courses. Equally, we believe that pupils who are more able are best served by having a greater breadth of experience during a full three year KS3, rather than starting GCSE courses early and potentially before they have gained the maturity of approach needed to access the highest possible outcomes. (The exceptions to this are for our most able science students, who commence aspects of their Triple Science GCSE course in Year 9, in order

to avoid the alternative of having fewer option choices than their peers in Years 10 and 11. The other exception is for Geography and History with students starting their GCSE in May of Year 9 due to the high level of content which needs to be taught).

In addition, we offer both GCSE and high quality vocational courses in some subject areas to allow for different styles of learning. In Science, there is a triple award (separate sciences) GCSE course as well as a combined science course to allow for greater stretch and challenge for our more able science students.

A key focus for our Trust is to improve the continuity of curriculum between primary and secondary phases. Thus, we are joining the expertise from Trust primary and secondary colleagues to create a jointly produced curriculum for Years 5 to 8. This is an on-going piece of work that includes:

- \* developing common approaches to aspects of pedagogy and classroom practice
- \* The utilisation of primary expertise in ensuring that Years 7 and 8 build on the skills and knowledge first developed in KS2, avoiding lost time and repetition
- \* The utilisation of secondary subject expertise in ensuring that Years 5 and 6 build a firm foundation for the early years of secondary education. This includes the introduction of some specialist subject delivery in Years 5 and 6
- \* Increasing the sharing of resources (teaching resources and access to specialist facilities) to the maximum benefit of pupils in both primary and secondary phases

In addition to the formal taught curriculum, we offer a range of extra-curricular opportunities including health and fitness related clubs and teams, and leadership opportunities such as a popular DoE Award scheme. A programme of clubs and opportunities is published on a termly basis and a significant portion of pupils stay for 'Session 6' every day. The curriculum is also enriched with a good number of trips and visits, many directly related to aspects of study (such as WW1 Battlefields trip, geography fieldwork etc.) but also augmented by trips that widen our pupils experience and perspective on the world (such as our watersports trip, Iceland visit etc.). There is a focus on Culture and Character traits which permeates through the Key Stages.

## **2. Curriculum Implementation**

As our Trust secondary academies are neighbouring schools serving a very similar demographic, our Trust approach is to develop a common curriculum from Years 7-11, allowing pupils from both schools to be equally well prepared for post-16 courses at either the Trust's Sixth Form Centre or an alternative provider. Thus, teachers of the same subject from either secondary academy work as an extended team to develop common schemes of work for Years 7 - 9. These are being further refined in light of the input from Trust primary colleagues (as above) to ensure that there is no dip in progress when a pupil transfers to secondary school. Our intention is that this common KS3 curriculum will lead to a single Trust choice of examination board at GCSE for each subject, with a complimentary choice of A level specification then on offer at the Trust Sixth Form Centre. We believe this approach allows for:

- \* the effective sharing of best practice between our academies
- \* effective moderation and quality assurance of subject standards
- \* staffing flexibilities to ensure high quality delivery
- \* greater efficiency in the use of equipment and resources

Implicit in this approach is that the curriculum offer and subject time allocation will, as far as possible, be equivalent at each secondary academy.

### **2.1 Teaching Methodology**

We believe that pupils thrive best when teaching is based on active and varied learning opportunities. We particularly promote the TEEP approach (Teacher Effectiveness Enhancement Programme) and our secondary CPD programme for staff is strengthened by the common language for teaching and learning that

knowledge of TEEP brings. Thus, to reap the maximum benefit in terms of enhanced teaching and learning, all secondary teaching staff joining the trust will be provided with TEEP training.

(At primary level there is a similar emphasis on children learning by doing and thinking, becoming actively engaged in their learning. Although, at primary level, there is not a national programme such as TEEP adopted as core Trust practice, the Trust is developing a core of shared approaches that we expect all primary teaching staff to be familiar with, and this will be supported with training).

There is a personalised approach to teaching and learning scaffolding for less able learners and extending and enriching for more able. The introduction of the Diagnosis, therapy, testing model after assessments gives a focus on what individual pupils do not know or understand and re-teaches and re-tests their knowledge. An emphasis has been placed on Retrieval Exercises which has been expediated due to the COVID-19 pandemic.

The school embraces technology to support and promote independent learning with subscriptions to SAM Learning, Active Learning (MFL), PiXL apps, MyMaths . There is also a VLE, where teachers can share resources to support pupils and KS4 and KS5 revision materials. In times of self-isolation and lockdown the continuity of the curriculum is ensured through Microsoft TEAMS and Show My Homework.

## 2.2 Our Taught Curriculum

### Key Stage 3 (Years 7 to 9)

<b>KS3 (Years 7-9)</b>	<b>English</b> 4 hrs	<b>Maths</b> 4 hrs	<b>Science</b> 3 hrs	<b>MFL</b> 2 hrs	<b>Humanities</b> 4 hrs	<b>DT</b> 2 hrs	<b>PE</b> 2 hrs	<b>Art</b> 1 hr	<b>Computing</b> 1 hr	<b>Drama</b> 1 hr	<b>Music</b> 1 hr
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Art, DT and ICT are streamed across these subjects according to KS2 prior attainment, CAT scores and SENCO input. The number of more able, middle and low groups can be adapted dependent on the ability of each cohort. This provides more effective targeted differentiation and TA support where necessary. Other subjects set independently and this is based on the needs of the cohort.

Humanities covers Geography, History and Religious Studies disciplines and is delivered through different topics by the same teacher in years 7 and 8 to provide continuity and encourage links. In year 9 Humanities rotate groups to allow teachers to specialise within their subject areas. PSHE is delivered through a rolling programme of 5 lessons each term, where the timetable is suspended for the period and pupils are taught by their tutor. The programme is planned and resourced by a PSHE subject specialist and linked to the ‘Thought for the week’, the assembly programme and national or worldwide events, i.e. World Space week, throughout the year. Safeguarding is also built into the assembly programme, PSHE sessions and through the curriculum, e.g. E-Safety within the Computing curriculum. Democratic values are promoted through the school council, Head Boy and Girl within our House system.

SRE is taught as part of the PSHE curriculum with each cohort receiving specialist teaching by the school nurse on a biannual basis.

French and Spanish are offered at KS3. Before starting in year 7, pupils indicate their language preference that they will study until the end of year 9. By providing pupils with a choice earlier, it is hoped this will improve the uptake of languages at KS4 and ensure pupils wishing to study either language at KS4 have 3 years of preparation in their chosen language, improving pupil outcomes.

Pupils who have literacy and numeracy needs are identified early through primary liaison, KS2 test scores, CATS and LUCID testing during the summer term induction. In year 7 we have a small group of pupils who receive a bridging curriculum with a specialist primary experienced teacher/ SENCO. Identified pupils take part in the corrective reading programme coordinated by the SENCO and trained teaching assistants.

Identified pupils are withdrawn from their MFL lessons in years 8 and 9 to participate in an additional literacy support curriculum taught by the English department.

In year 9 some subjects start GCSE courses however this is down to the individual subjects and not a three year KS4 curriculum.

### Key Stage 4 (Years 10 to 11)

KS4 (Year 10)	English 5 hrs	Maths 4 hrs	Science 5 hrs	PE 2 hrs	Option A 2 hrs	Option B 2 hrs	Option C 2 hrs	History or Geography 3 hrs
KS4 (Year 11)	English 4 hrs	Maths 4 <i>3 for those taking a modern foreign language.</i>	Science 4 hrs	PE 2 hrs	Option A 3 hrs	Option B 3 hrs	Option C 3hrs	History or Geography 2hrs

English, Mathematics and Science classes are separated into bands; each subject has flexibility to set their classes within each band. Pupils must study either Geography or History.

Pupils are provided with a broad range of academic options to select from to study at KS4. Options are not pre-blocked in order to maximise the choice available for pupils. We advise pupils to select one creative subject where appropriate to support pupil well-being and reducing the number of final summer exams. Pupils are currently able to take GCSEs in French, Spanish, Art, Photography, Business, Computer Science, Drama, Sociology, Media, Product Design, Graphic Communication, Textiles, Food, Music, Philosophy, Religion and Ethics. A vocational pathway has been introduced to complement the academic pathway, with the introduction of high-quality vocational alternatives to GCSE, including: BTEC in Sport, Travel and Tourism and Cambridge Nationals Creative iMedia.

With the Core Science curriculum time, pupils have the opportunity to study either Combined Science or Biology, Chemistry and Physics separate sciences (to be determined by the Science department based on prior attainment at KS3).

### Key Stage 5 (Years 12 to 14)

KS4 pupils have the opportunity to take part in our KS5 experience programme which includes: sixth form experience days (A level taster lessons), sixth form open evening, HPQ programme, sixth form application interview, sixth form induction programme and University visits / seminars focusing on Post-18 pathways. These events are designed to support all applicants make informed choices of their KS5 programme of study.

All Level 3 courses have subject specific entry criteria to ensure all sixth form applicants have the best opportunity to achieve their potential and successfully progress onto the next stage of their education / career.

<b>KS5</b> (Years 12-14)	<b>Tutor</b> 15 mins	<b>Subject 1</b> 5 hrs	<b>Subject 2</b> 5 hrs	<b>Subject 3</b> 5 hrs	<b>Subject 4</b> 5 hrs (Optional)	<b>PSHE</b> 1 hr (Inc. EPQ)	<b>Enrich.</b> 1 hr	<b>PDP</b>
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Pupils can choose from a wide range of subjects both at A level and high-quality vocational courses.

**A Level:** Art: Fine, Art: Photography, Art: Textiles, Biology, Business, Chemistry, Computer Science, Drama & Theatre, Economics, English Language & Literature, English Literature, Extended Project Qualification (delivered within the PSHE programme), Geography, History, Mathematics, Mathematics (Further), Media, Music, Physical Education, Physics, Psychology and Sociology.

**Vocational:** Applied Diploma in Tourism (single), BTEC Sport (double), Business Cambridge Technical (single), Digital Media Cambridge Technical (single) and IT Cambridge Technical (single).

Alongside their academic programme of study all KS5 pupils follow a PSHE programme which is designed to inform and prepare pupils for life beyond school. In addition to guiding and supporting students in achieving their chosen post-18 pathway, they attend a series of seminars delivered by guest speakers from the leading universities in the UK to international companies to local businesses. The sixth form pastoral team also deliver our series of Education for Life seminars including Budgeting & Finance, Tax & Welfare, Local & National Politics, Health Away From Home, Independent Living, Taking a Gap Year and Becoming a Former Student.

All sixth form pupils undertake one hour of enrichment per week. The enrichment activity is the choice of the individual student and ranges from the Duke of Edinburgh Award, supporting in KS3 and KS4 lessons, literacy, numeracy and HPQ mentors, coaching sports to student leadership as part of the Sixth Form Student Union.

### 3. Curriculum Impact

The Lydiard Park Learner was introduced to further develop independent learning skills to improve pupil outcomes and better equip pupils for Further Education, Higher Education and future careers. We have introduced the Character initiative with a theme for each term; these include organisation skills, communication, leadership, independence, resilience and aspiration.

All pupils complete the Pupil perceptions survey, which allows us to assess pupil attitudes to school, home and external agencies against national data. Identification of pupils with low scores leads to specific interventions.

A common assessment framework at KS3 is used to track progress, underpinned by banding statements developed by each curriculum area, based on GCSE grading criteria. At KS4, curriculum areas use milestone assessments alongside personal learning checklists to identify individual pupils' strengths and areas for development. We have introduced the diagnosis, therapy, testing model in KS4 and KS5 which identifies individual pupil's areas of development from personal learning checklists (diagnosis) re-teaching that area (therapy) and re-testing to check they have secured learning. Review Points (three in KS3, four/five in KS4 and three in KS5) are aligned with parents' evenings and tutor consultation days which provide pupils and their parents the opportunity to discuss progress with their teachers. Detailed reports are produced in advance, with written curricular targets from each teacher. Pupils are issued with their report and encouraged to reflect upon it during dedicated PSHE time in advance of their meeting.

There are dedicated members of SLT who are responsible for raising standards of KS3, KS4, KS5 and the progress of disadvantaged pupils, they co-ordinate the response to any actions identified. The operational SENCO and Trust SENCO oversee and review the progress of pupils with low attainment and SEN needs, working with teaching assistants, subject teachers and the pastoral team as appropriate.

### ***Pupil Outcomes KS4- 2019***

	Lydiard Park Academy	Swindon	National
Grade 9-4 in English & Mathematics	66%	61%	64%
Grade 9-5 in English & Mathematics	41%	39.9%	43.3%
Progress 8	0.23	-0.14	-0.02
Attainment 8	46.4	43.9	46.5
EBacc APS	3.97	3.75	3.85
% of pupils staying in Education and Employment after leaving school (2016 leavers is the latest data)	94%	96%	94%

In English and Mathematics 38% of our High Achieving Pupils achieved a grade 9-7 in both subjects, compared to 10% nationally. 41% of pupils achieved Grade 9-5 in both English and Mathematics.

Our Progress 8 score was one of the highest in Swindon which has been consistent for the past two years since Progress 8 was introduced as a measure and we have been in the top 25% of schools nationally for at least four of the last six years.

### ***Pupil Outcomes KS5 -2019***

	TPAT Sixth Form	TPAT Sixth Form (Disadvantaged)	Swindon	All State Funded Students
Progress	0.02 *	0.76	-0.22	-0.02
Attainment	31.72 (C+)	36.36 (B-)	27.29 (C-)	32.87 (C+)
Level 2 English Progress	1.00	/	/	0.13
Level 2 Mathematics Progress	0.62	/	/	0.08

**\* Top 30% of sixth form providers for progress FFT Aspire 2019 KS5 School Dashboard**

### ***Pupil Destinations***

A comprehensive careers education, information, advice and guidance programme, in line with the Gatsby Careers Benchmarks, supports our pupils in progressing to the destination of their choice. All pupils in KS4 attend interviews with HR teams from external businesses / companies, an impartial level 6 qualified careers adviser and a member of SLT to discuss GCSE preparation and post-16 pathways. Pupils at risk of NEET are identified and provided with further career support. The majority of pupils continue education at sixth form or college. The most recent pupil destination measures indicate 97% of pupils stayed in education or employment after KS4, above the local and national averages.

The sixth form provides a seamless transition for pupils who chose to study level 3 qualifications (September 2019 recruitment figures highlight 46/50 of the highest achieving GCSE pupils at LPA chose to progress in to the sixth form) and progress onto a Higher Apprenticeship, Degree Apprenticeship or University.

Our KS5 taught curriculum, careers guidance, High Performance Academy, employability skills, personalised destinations and comprehensive university enhancement programmes ensure pupils from Swindon have an increased opportunity of securing a Higher Education placement as highlighted in our destination figures below.

### ***KS5 Destination Figures (2020)***

	2018	2019	2020
Higher Education	60.0%	50.8%	61.4%
Apprenticeship	13.3%	5.1%	5.7%
Further Education (Year 14)	6.7%	19.6%	7.1%
Employment	10.0%	15.3%	17.2%
Gap Year	6.7%	1.7%	2.9%
Unknown	3.3%	8.5%	5.7%