

A Review of the Curriculum in the School Improvement Cycle 2011-14

Area	Situation in 2015	2018	Impact of the changes
KS3-4 Curriculum	<ul style="list-style-type: none"> • Curriculum reviewed and entirely over-hauled. • Increased curriculum weighting for English and Maths at KS3. • Increased English and Maths for students not on track to achieve a 'C' grade in English and/or Maths. • Introduction of Y7 study skills. • RE and PSHCCE timetabled for Year 10 and 11 students. • Tailored pathways to match ability, including a fast track separate science and Maths course. 	<ul style="list-style-type: none"> • Major curriculum review in 2017. • Mixed attainment teaching introduced in core subjects at KS3 and some KS4 subjects. • Increased time allocation for Y11 option subjects. • Increased time allocation for English and Maths in Y10. • Introduction of Y9 optional subjects. • Introduction of a new range of vocational qualifications – VCERTS, I-achieve etc. • Introduction of Doodle homework and Doodle resources to support learning. • Introduction of a Mastery approach for KS3 Maths • Use of new technology for diagnosis of 'gaps' – Tassomai (Science), PiXL Apps (Maths, English and Humanities). • Hybrid Alternative Curriculum approach with time spent at West Cheshire College or Wrap supplemented with a Work Placement (where possible) and 	<ul style="list-style-type: none"> • Progress 8 figure for English and Maths in 2017 where best ever. • Progress 8 +0.35 • High levels of engagement from year 9 in optional subjects. High levels of skills developed for KS4. • Tassomai showing excellent promise with the target group in 2017 achieving higher than the control group. • VCERTs in Catering and Business introduced in September 2016. • SSIF project in Maths from May 2018 will focus on Mastery learning.

		a time in school working a core tutor.	
KS5 Curriculum	<ul style="list-style-type: none"> • Increased range of vocational L3 courses offered. • L3 extended project offered. • English and Maths re-sit classes timetabled. • L2 & L3 Football coaching course offered. • Contact time increased from 9x60 minutes per fortnight to 12x50 minutes. 	<ul style="list-style-type: none"> • Reformed A level and vocational courses in place with the removal of AS levels. • Introduction of Level 3 courses in Fashion, Food Science & Nutrition and Construction. • Introduction of supervised study lessons (Sept. 2016) • VESPA (The A level mindset) and ULAS (a careers/pathway platform) are an integral part of the KS5 programme of study. 	<ul style="list-style-type: none"> • All students follow 2-year courses. • Fashion, Food Science & Nutrition and construction courses to run from September 2018. • Students are timetabled into the Study Room in one option block. Students use this time to complete independent work.
Timetable	<ul style="list-style-type: none"> • One week timetable. • A 4 band system to allow tailoring of the curriculum to meet needs. • No floating lessons. • 50 minute lessons. • Equitable distribution of non-contact time with all levels receiving slightly more. • No rotas except Food/Textiles. 	<ul style="list-style-type: none"> • Contraction of banding to 3 bands: P (Ebacc), A (progress 8) and E (bespoke timetables). 	<ul style="list-style-type: none"> • 50% of students now follow an Ebacc curriculum and 95% a progress 8 compliant curriculum.
Year 10/11 Pathways	<ul style="list-style-type: none"> • Four pathways (PACE). • Each student interviewed by for tutor or HPM for more 'difficult' cases. • Guided choice system. • Separate sciences and Maths + 	<ul style="list-style-type: none"> • Three main pathways (see above). • Addition of specific guidance for Pace setters (PP students). • All students study English 	<ul style="list-style-type: none"> • More 'sensible' choices made by PP students in Feb 2018. • P8 maximised due to doubling of English grade from September 2016

	<p>Statistics for most able students.</p> <ul style="list-style-type: none"> • Vocational pathway introduced. • Pathway 'E' for vulnerable students. • Introduction of Outdoor Education option. 	Literature and Language.	
Tracking pupil progress	<ul style="list-style-type: none"> • Introduction of SISRA. • Web based tracking data available to all staff. • Extensive staff training in using data. • Intervention guided by data. • Mentoring guided by data. • Pastoral staff tracking progress of students in their House. 	<ul style="list-style-type: none"> • Use of SISRA analytics to track progress by year group, subject and class. • 'Live' L3VA tracking at KS5 using the Ready Reckoner by student and subject. • Appointment of a KS3 and a KS4 Raising Standards Leaders with responsibility to track and intervene. • Tracking and reporting of progress against the 'Golden Grade' at KS4. • Use of Doodle progress at KS3 to identify gaps in learning and signpost teachers, students and parents to intervention resources. 	<ul style="list-style-type: none"> • Intervention is carefully targeted for underperforming students and classes. • More timely and focused intervention. • Doodle progress made accessible to parents from December 2017.
Learning and Teaching	<ul style="list-style-type: none"> • Dylan William 'Learning Communities' launched across Ellesmere Port. • Literacy Coordinator appointed. • Literacy policy and development plan introduced. • New Marking policy developed. 	<ul style="list-style-type: none"> • Major review of Learning and Teaching 2018 • Closer links between self-review, CPD and coaching and support. • Use of Doodle resources at KS3 and KS4 • Use of PiXL strategies such as Walking Talking Mocks and 	<ul style="list-style-type: none"> • Heads of department are taking a more proactive approach to developing L&T in their areas. • Students are better prepared for external exams at KS4 – evidenced by improved results in 2017. • The profile of numeracy is much

		<p>intervention weeks.</p> <ul style="list-style-type: none"> • Appointment of a numeracy coordinator. 	<p>higher within school and all KS3 students engage in form time activities.</p>
Self Evaluation	<ul style="list-style-type: none"> • Mini inspections re-launched using OFSTED grades and subject inspection criteria. • All teaching staff observed for appraisal. • SISRA Observe used to log lesson observation data. • Calendared work scrutiny across subjects and year groups. • Calendared Learning Walks. • Annual reviews based on OFSTED criteria. • SLT links regularly review SISRA data with their SCL links. 	<ul style="list-style-type: none"> • Introduction of light touch subject reviews. • Introduction of Bluesky software to bring together self-evaluation, appraisal and CPD. • Routine scheduling of student and staff voice for curriculum purposes. • Lesson observations no longer graded and focus on development of pedagogy. 	<ul style="list-style-type: none"> • Less SLT/HOD time is devoted to preparation and writing up of departmental reviews. • Better analysis of where strengths and weaknesses lie in learning and teaching.
Pupil premium	<ul style="list-style-type: none"> • Pupil Premium coordinator appointed. • Pupil premium development plan in place. • Central 'bidding pot' established. • Increased staffing in English and Maths. • Targeted interventions. • Pupil Premium students tracked using SISRA across all key stages. 	<ul style="list-style-type: none"> • Appointment of a KS3 and a KS4 Raising Standards Leaders with responsibility for tracking PP progress. • Catch up lessons timetabled for Pace setters in Y9 for English and Maths. • Specific options guidance from RSL for PP students. • Partnership with Achievement for All to boost parental engagement for Pace setters' parents. 	<ul style="list-style-type: none"> • P8 for PP students in 2017 is -0.01 which is above the national figure for all students (-0.03). • Year 9 PP students are better prepared to commence GCSE courses. • Achievement for all project started April 2018.
Support for under-achieving	<ul style="list-style-type: none"> • Formalised support packages introduced to address under performance. 	<ul style="list-style-type: none"> • Coaching and support (pre-capability) introduced for all staff. 	<ul style="list-style-type: none"> • One department has now moved from RI to a strong Good.

departments.		<ul style="list-style-type: none">• Specific targeted support to improve the quality of L&T via Bluesky analysis.• Staff support by HOD – formal system trialed 2017/18.	<ul style="list-style-type: none">• Several colleagues have improved enough to be removed from the coaching and support programme (CSP).• A small number of colleagues have left the organisation or stepped down from TLR posts.
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