

John Whitgift Academy Curriculum Offer

Statement of intent 2019-2020

CONTEXT & SOCIAL DISADVANTAGE

Delta Academies Trust has the mission statement “Changing Lives”, with the overarching aim being to improve educational outcomes for children in the north of England whilst creating a sustainable organisation that improves our society and the wider environment.

John Whitgift Academy serves the Grimsby community, with the majority of pupils living within walking distance and coming from five primary schools. The Key Stage 2 APS for every year group is significantly below national average on entry but primary performance is improving.

The academy is smaller than average with the smallest year group comprising 62 pupils. Due to recent successes and significantly improved results, the academy is over-subscribed and there are now 180 pupils in Years 7 and 8. The majority of students live in areas containing significant pockets of deprivation characterised by high unemployment, an inadequate employment base, low average income levels, poor physical and mental health and a degraded urban environment. 70% of adults in North East Lincolnshire suffer from obesity.

The Index of Multiple Deprivation in the local area is in the bottom 10%.

The proportion of disadvantaged students is significantly above the national average (46% v 29%) as is the number currently in receipt of Free School Meals (23% v 12%). Students within the academy are mainly White British, with only 3.6% of students having EAL. The number of students with an EHCP is 1.4%, and a very small number of students requiring behavioural and emotional support attend alternative provision locally.

We serve our local community and work closely with partners to plan a set of learning experiences that meet the needs of our students. In addition, we use local, national and international labour market intelligence to plan courses to best prepare our young people for life beyond school. The academy has recently actively sought and acquired new AAB members from local businesses such as Catch, HOP, MKM Building Supplies. We have the highest standards and expectations for all students and we strive to provide a curriculum that respects the needs of all students as well as one that encourages young people to seek continuous development and improvement.

Our curriculum: **(Intent)**

- is sequenced to enable students to build their knowledge and skills over time;
- provides deep, sustained and valuable learning for all students, including those with SEND;
- provides opportunities to develop levels of literacy and numeracy across all curricular areas;
- promotes opportunities across the curriculum for the development of good health and well-being;
- recognises the importance of digital literacy and provides opportunities for the development of the skills students need to function safely and responsibly in a technological world;
- provides a range of academic, technical and vocational courses which challenge, engage and motivate students;
- develops cultural capital across a wide range of contexts and experiences;
- ensures that all students make good progress irrespective of their starting point and those young people facing disadvantage are lifted from educational poverty.

We recognise that to provide our young people with rich learning experiences in a range of contexts it is crucial to work in partnership with others. Expertise often lies beyond the school and learning opportunities are regularly planned with partner organisations including, statutory, voluntary and charitable organisations as well as employers. Assemblies are delivered internally and by external bodies and cover such issues as knife crime, stress management and positive thinking. Staff from the Yorkshire Air Ambulance Service, our charity of the year, have delivered assemblies and military and local dignitaries have taken part in our annual Remembrance Service.

IMPACT

Our aim, through our curriculum is to develop young people:

- who are not disadvantaged by the social context in which they live;
- who have the literacy and numeracy skills needed to succeed at school and beyond;
- who have the confidence, resilience and knowledge to stay mentally healthy;
- who feel included in their community with an active desire to contribute politically, socially, culturally, environmentally and economically;
- who have high expectations of themselves and an ambitious vision for their future;
- who have a work ethic which enables them to succeed and exceed their academic potential;
- who are respectful, tolerant and empathetic towards the values and beliefs of others;
- who are happy and have a desire to pursue a healthy, active lifestyle;
- who have a range of transferrable skills to succeed in learning, life and work including: creativity, communication, collaboration, critical thinking and willingness to challenged accepted norms
- who are capable of making informed decisions and are aware of their rights and responsibilities
- who continue to achieve outstanding outcomes that improve their life chances considerably.

The Progress 8 scores in 2018 (+0.79) and in 2019 (+0.67) ensured that John Whitgift Academy became the highest performing academy for progress in the trust and in North East Lincolnshire.

CURRICULUM OFFER

We have a well-constructed curriculum, tailored to meet the needs of our learners and address social disadvantage. Our curriculum offer is adapted to meet individual needs where appropriate and therefore offers a range of pathways which we believe broaden rather than narrow pupils' experiences. It is essential to overcome social disadvantage for our pupils and we actively attempt to remove any barriers in order for them to continue in further or higher education and/or the world of work. As a result, the number of students who are NEET has reduced significantly year on year, and the number of students progressing to Further Education College and Sixth Form has increased from 73% to 81%. As we are a rapidly growing academy, we are now in a position to add further depth to the curriculum. We offer a broad range of technical, vocational and academic subjects, including computer science, resistant materials, food technology, construction, art, graphics, photography, music, sport, health and social care, engineering, ICT and business studies. Due to rapid growth and excellent results, we plan to return to a three year Key Stage 3 in September 2020.

LITERACY & NUMERACY SUPPORT

On entry to Year 7, pupils with poor literacy skills are provided with intensive catch up lessons which incorporate the Ruth Miskin Fresh Start Programme which is recognised by the Educational Endowment Foundation. Pupils are enabled to make rapid progress towards age-related levels. In addition, all pupils in Years 7 and 8 access the Accelerated Reader Programme which tests comprehension frequently and is designed to encourage a love of reading. This programme is delivered in English, science and life lessons ensuring a cross-curricular focus. Pupils also take part in the Read to Succeed Programme which means that they read for 5 minutes in every English lesson in Years 7 to 10 and for 20 minutes per week as part of the tutorial programme.

We use the catch up programme, Passport Maths, to support pupils with poor numeracy skills. Pupils use the skills learned as building blocks in their other maths lessons and the skills also feature in the 'Mastery' schemes of learning.

Key Stage 2 data and baseline tests are used to identify gaps and to ensure that support is personalised to pupils' specific needs.

Every pupil has access to Hegarty Maths, an on-line programme, both at home and within the academy's Learning Hub. Pupils are set personalise tasks as homework every week and there are limitless opportunities for them to consolidate or extend their learning. This has proved to be very successful as evidenced through the excellent mathematics results.

PROMOTING THE EBACC

As the quality of teaching has improved, so has the uptake of the EBACC qualification. History or geography, in addition to French or German are offered to ALL pupils regardless of ability. Currently 33% of pupils follow the EBACC pathway in year 9 as opposed to 10% in Year 10. We intend to ensure that greater numbers of pupils follow the EBACC pathway in future years.

SUPPORTING INDIVIDUAL NEEDS

The Bridge is a provision in the academy where students suffering from physical or mental health related difficulties can be taught in a smaller setting. Pupils working in The Bridge are provided with work by their subject teachers in order for them to be able to follow their normal timetable.

The Personalised Learning Centre supports pupils with emotional, behavioural and social difficulties. Pupils are enabled to follow a broad curriculum whilst accessing greater personal development opportunities which support their return to mainstream lessons.

Pupils with Special Educational Needs or Disabilities are appropriately supported in lessons by Learning Support Assistants and Higher Level Teaching Assistants. Thus, pupils are able to follow the full curriculum.

Our designated Safeguarding Team provides pupils with in-house support with external agency involvement as necessary. The local School Nurse runs a weekly Drop-In Clinic and emotional well-being and mental health support are delivered by Young Minds Matter. The academy ensures that young careers receive the help which they need. Referrals for Early Help and Early Intervention are made for families as appropriate.

EXTRACURRICULAR CLUBS, VISITS & RESIDENTIALS (*Cultural Capital*)

We offer a range of after school clubs, which are open to all students. We have a STEM club, a wide range of sports clubs and activities, a homework club and maths club.

We offer a wide range of cultural experiences, including humanities and skiing residential visits to:

- The French Battle Fields;
- Auschwitz;
- Chamonix;
- Italy.

Revision residential visits take place annually with regular local visits to Lincoln Castle, Lincoln Cathedral, Flamborough Head, Hornsea, The Deep in Hull and the Street Life Museums in Hull.

Theatre visits are another regular feature with trips to York, Nottingham and Hull being fairly frequent. We enjoy close links with The National Citizen Service and we encourage our Year 11 pupils to participate in the summer event. As part of our CEIAG programme, our pupils regularly attend local careers fairs, apprenticeship workshops and they visit universities, including Cambridge and York.

CEIAG

The CEIAG (Careers Education Information Advice Guidance) provision at John Whitgift Academy has been designed to positively support pupils to acquire the educational, social and employability skills necessary for lifelong success in a diverse and changing world of work. Our careers programme is developed in conjunction with our partners at Careers Inc. We are working towards the Prospects Quality Award in CEIAG. Once achieved this award will recognise the high quality of the careers provision at the academy. The Prospects award meets the exacting validation criteria of the national Quality in Careers Standard and stands for 3 years.

Pupils in all year groups gain employer and careers support through Careers Cafés, which take place throughout the year. This is a very popular and accessible way for higher education providers, employers and organisations such as the armed forces to come into the academy and speak informally with pupils. All pupils are given one to one impartial careers advice through meetings with Careers Inc. staff. Pupils also wear lanyards with their subject targets, career goals and how to access their chosen profession. A small number of pupils who are identified as being at risk of NEET are scheduled additional meetings until a personalised career pathway is developed.

We work in partnership with The University of Sheffield's sustained outreach programme, "Discover Us". This begins in Year 9 and targets specific Year 9 pupils who meet widening participation criteria from state schools within the Yorkshire and Humber region. The programme is designed to raise participants' aspirations and their awareness of Higher Education over a three year period between Year 9 and Year 11. It aims to help every young person in the cohort discover that university is within their grasp and supports them to make considered and informed choices.

All pupils also have access to "Start as part of their online careers guidance and provision. This innovative careers guidance software package helps young people make better, more informed choices about their career path. Pupils are given the opportunity to personalise their experience by completing a profile about themselves. This includes adding information about their interests and skills and helps pupils to research the job market so they can find out who is recruiting locally for the jobs that they are interested in.

The Humber Outreach Programme (HOP) works in partnership with the academy to increase the number of young people progressing to higher education. HOP is part of a national programme developed to support young people most at risk of missing out on Higher Education.

Through HOP, pupils in Years 9 to 11 are offered a wide range of activities such as stress management and revision technique tutorials, team building sessions and positive thinking skills. Pupils also receive input on post 16 applications and have the opportunity to visit a variety of Russell Group Universities.

The academy has an established “STEM” and “Shine” programme, both of which allow pupils to access many extra-curricular events, visits to employers and different universities. Motivational speakers are also invited into the academy to deliver inspirational sessions and workshops.

PERSONAL DEVELOPMENT

The five year curriculum offer at John Whitgift Academy is tailored specifically to meet the needs of the academy’s local community and equips the pupils with the knowledge, skills and understanding needed to play their full part in an ever-changing world. Our programme which includes RE, RHSE, PSHE, CEIAG and fundamental British Values, is delivered through a combination of discrete timetabled lessons, the Life programme and assemblies in addition to a series of progressive “Step Up” days. Cross curricular links to these areas are a feature in a wide range of subjects.

The Life programme at John Whitgift Academy places social and personal development at the heart of its design, with group discussion, self-expression and the promotion of tolerance and respect towards the opinions of others assessed in each unit of work. Opportunities for students to develop confidence, resilience and knowledge to stay mentally and physically healthy are also included and developed in topics such as Physical Health and Fitness and Healthy Relationships and Sport. Collaborative approaches to learning used throughout the academy further enable the development of resilience and the facility for pupils to work with pupils from a cross section of abilities.

At Key Stage 3, pupils explore an array of pertinent issues, including the risks posed by the internet, the risks posed by gangs, radicalisation and extremism. Pupils study topics such as Me and My World, War, Conflict, Peace, Fitting In and Speaking Out. The inappropriate use of mobile technology and social media is reinforced through the ICT curriculum as well as being emphasised and revisited in our tutorial and assembly programmes, promoting, for example, national ‘Safer Internet Day’ across the academy and key stages.

Religious Studies is also embedded throughout Key Stage 3, as students are able to explore the religions of Christianity, Islam and Hinduism. Questions are asked such as, ‘What would a religious person do in this situation? The skills of reflection, respect and tolerance are developed. Religious topics such as Evil and Suffering are woven into schemes of learning and are studied alongside religious practices and core beliefs. A key question approach, as referenced in the East Riding locally agreed SACRE, is also adopted, where possible, to allow students to engage in an enquiry-based approach to learning, appraising others’ responses and developing their own answers to key questions such as :

- Why is there suffering?
- Is death the end?
- What is good and challenging about being a teenage Sikh/Buddhist/Muslim in Britain today?

With income deprivation and unemployment levels in the local area significantly above national averages¹, we are fully committed to ensuring that our Life curriculum provides sufficient time to 6.Trust and The National Citizenship Service. A mixture of tutor time activities and progressive “Step

Up” days provide opportunities for contact with employers and Enterprise Education to allow the following targets to be met:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees Experiences of workplaces
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

Our RSHE curriculum provision gives due regard to the DfE’s statutory guidance on sex and relationship education as well as focussing in more detail on issues most relevant to pupils in our local context. Specific needs, as they arise, are responded to and incorporated into our planning, plus, curriculum content is once again ‘stepped’ to ensure that key issues are revisited in later years and in greater depth. Where possible we also aim to bring in outside companies/agencies to deliver bespoke sessions to meet the specific needs of our students. Money Matters scheme of learning includes topics such as financial risk taking, budgeting, interest rates and loan sharks as well as exploring religious studies topics rooted in Islam, Christianity, Relationships and War, Conflict, Peace and Religion.

The Spiritual, Moral, Social and Cultural (SMSC) development of our students has always been at the heart of the education offered in Delta Academies. John Whitgift Academy’s approach to SMSC is embedded in the Delta ethos of mutual respect, partnership working and collaboration, an approach that we believe is fundamental to a full and positive participation in life in modern Britain.

Themes are allocated throughout each academic year and revisited so that they can be reinforced and developed:

- Half term 1: Relationships and Risk
- Half term 2 and 3: Diversity, Identity and Careers
- Half term 4 and 5: Rights & Responsibilities, Aspirations and Power
- Half term 6: Healthy Lifestyles and British Values

¹ NE Lincs unemployment rate is 10.4% compared with national average of 6.4% (2015) www.nelincs.gov.uk

Fundamental British Values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs are actively promoted across the academy through:

- Weekly year group assemblies led by academy leaders or guest speakers;
- Student Voice activities;
- Student Council;
- Life lessons and Step Up Days e.g. First Aid training;
- Religious Education through life topics;
- Healthy schools initiatives;
- Cross curricular initiatives;
- After school clubs and enrichment activities;
- Charity work;
- Sporting events;
- Links with the wider community including 'Plastic Free Friday';
- Cultural Experiences and other opportunities for learning outside the classroom.

CURRICULUM VISION FOR THE FUTURE

Our academy is growing rapidly. As such, we constantly review our curriculum offer to ensure that we have a broad mix of subjects which caters to the interests and needs of our students and also taps into the local jobs market/economy and places of further and higher education. For some years, due to its size, this academy had a curriculum which, although it met statutory requirements, was often limited by numbers. With such rapid growth, our curriculum offer now has depth and breadth, and we have been able to complement the traditional curriculum, with the introduction of new subjects such as Engineering, iMedia and Construction. We work closely with all of our pupils and their parents/carers, especially during the options process in Year 9 and consult with our business and education partners to ensure that this academy best prepares its students for the world of work and further study within the local and national context.