

Curriculum Overview

Secondary Phase

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1 Intent

1.1 We are committed to giving our students the very best opportunities in life. Our students come from a wide range of ethnic backgrounds and a significant proportion are Pupil Premium; there is the full range of High, Middle and Lower Prior Attainers at the end of Key Stage 2. In the majority of year groups, there are a large number of High Prior Attainers which require additional challenge. We support all of our students in achieving their full potential by offering a curriculum that includes academic, creative and vocational subjects that are both relevant and engaging for all our students. The wide range of these subjects allows different pathways that suit our students' needs to ensure they are both stretched, challenged and supported in their studies. All subjects, from Year 7 to Year 11, offer progression into the next stage of education, for example Art can be studied in Year 7, at GCSE and then is often studied at A-level or Lv3 Vocational study by students after leaving Bournville School.

1.2 Our intent is that the curriculum underpins our "3 Cs" principles of Currency, Character and Culture.

Currency: Students acquire relevant qualifications which allow them to progress into all levels of education, training and employment.

Character: Students develop their character to be strong of heart, mind and will.

Culture: Students embed an attitude of kindness and respect.

Therefore, Bournville's curriculum is:

- Student-centred - offering differentiation and personalisation. Not just about preparing students for examinations – a highly effective preparation for a successful adult and working life in a 21st century global society
- Focussed on scholastic excellence and outcomes to make best use of every opportunity for students to exceed national standards in attainment and progression
- Nurturing the talents of all and celebrating success at every opportunity
- Good value for money
- Not part of a "game playing" curriculum that promotes opportunities to improve the academy's performance over students' individual needs

- Equitable for all students and accessible by all.

Writing

Students are given the opportunity to do extended writing in lessons to ensure they are prepared for the demands of the GCSE examinations. Students are taught the process behind extended writing through the use of planning tools and live modelling. Students are given the opportunity to write for a range of purposes, including writing to persuade, inform, describe and narrate as well as analytical and evaluative writing. In English lessons, students are given the opportunity to write for real audiences, allowing them to understand how they can use their voice in society.

These key principles reflect our academy's ethos of ambition, dedication, excellence, integrity and tradition:

- **Excellence:** We strive for the highest quality to ensure excellent outcomes and personal achievements.
- **Dedication:** We believe there is dignity in hard work and effort.
- **Ambition:** We aim to be the best that we can be, in all that we do.
- **Integrity:** We believe in openness, honesty and have a real sense of moral purpose.
- **Tradition:** We believe in good manners, kindness and respect.

2 Implementation

2.1 Students in all year groups experience a diverse curriculum that encourages students to develop their cultural capital and a wider knowledge of the world. Therefore, the curriculum offers students the opportunity to study a wide range of subjects and engage with many opportunities such as visits, external speakers and work experience placements. Curriculum pathways from Year 7 - 11 ensure continuity of study for all students and that they are challenged in their learning.

2.2 Tutor groups are organised in year groups. Students are currently group in this way due to the COVID-19 pandemic. We believe in creating family tutor groups and this is reinforced with a family breakfast. Students share the first part of their day eating breakfast together, which is provided free of charge by the school. The family breakfast encourages students to develop their communication skills, whilst ensuring they are prepared for the rest of their day. Year 11 are supported in their preparation for their examinations in Year 11 tutor groups, led by subject specialists within the core subjects. All students attend a weekly assembly to ensure that they further widen their experience of issues such as Health & Wellbeing, Careers and current events.

2.3 A whole curriculum: Character education, A Culture of Kindness and Respect.

Students are encouraged to take part in activities beyond the classroom where they learn about effort and teamwork. The wide variety of activities encourage students to discover recreational interests which they can take into adult life or deepen their understanding in a subject or particular interest. Bournville offers a diverse array of clubs at lunch time and after school, plus a number of educational trips. Students are consulted regularly on opportunities they would like to be made available within school and the extra-curricular programme is updated each term.

Enrichment activities are offered to students in all subject areas and include opportunities to take part in Maths Challenges, university visits and The Duke of Edinburgh's Award. These greatly enhance student experience, enjoyment and understanding.

There are a wide range of sporting opportunities available for all students. These clubs include individual and team sports, providing broad and balanced opportunities for

students of all aptitudes and abilities to participate in, promoting a positive, healthy lifestyle through participation and competition.

Our Creative / Performing Arts & PE Faculty provides opportunities for all with a popular Art, Drama & Music timetable encouraging the creative side of Bournville's students to grow.

Student leadership opportunities promote confidence and self-esteem.

Character education is a regular feature in assemblies, form time and PSHE.

Sex and Relationships education

The academy also provides sex and relationships education mostly through the PSHE curriculum for all students. A drama company 'Loudmouth' delivers a performance to Y10 students. Students are encouraged and guided by moral principles and taught to recognise the value of family life and friendships. Government guidelines are followed with parent consultation prior to delivery. Consideration is given to subject content meeting the needs of each year group as well as tackling local concerns.

Healthy lifestyles: Mental, Emotional and Physical wellbeing

The academy promotes a healthy lifestyle. All students in Years 7 -11 follow the National Curriculum and are expected to participate in PE as part of their weekly core curriculum. There are many enrichment opportunities provided through the lunchtime and extra-curricular programme. Team sport is a regular feature in House activities and competitions. They also learn about health and wellbeing as part of the PSHE Curriculum.

Careers education

Careers education is delivered to all students in Years 7 – 11 through every subject area as well as part of the PSHE programme. This is supplemented with a range of opportunities from external providers and local employers, this includes work experience for Y10 students and an annual careers fair. Students receive impartial careers guidance in Y10 and Y11, with the purpose of securing ambitious employment or further education placements once students leave Bournville School. The careers programme follows the guidelines set out in the Gatsby Benchmarks.

e-safety

Students are regularly made aware of how to be safe when interacting with the wide range of ICT resources that are part of our technological society. Students are taught as part of their curriculum about how to recognise and avoid danger when using ICT resources. Through its Behaviour and Anti-Bullying policies the academy works to prevent any member of its community becoming the victim of online exploitation and/or cyber-bullying. Staff follow the Acceptable Use Policy regarding ICT in the academy and are expected to role model the safe use of ICT.

Equal opportunities

Our entire curriculum is available to all, regardless of sex, race, disability, religion or belief. Entry to all our programmes of study are based on academic suitability and appropriateness.

Disabilities: In accordance with the statutory requirements the academy aims to make the curriculum accessible to all students as far as is reasonably practicable.

2.4 Gifted, More Able and Talented students

As an aspirational academy, we seek to meet the needs of students of all abilities through a wide range of well thought out strategies and opportunities.

Gifted students are encouraged to maximise their academic potential through experiences that are both challenging and varied, incorporating a range of higher order thinking skills. Students who are talented in the arts, music, drama and sports for example, are given the opportunity to develop their expertise to the full.

2.5 Special Educational Needs and Disability (SEND)

Our curriculum meets the needs of our students with special educational needs or disabilities by ensuring we have a deep understanding of how they learn best and what support they need the most. In lessons, teachers provide quality first teaching by differentiating their teaching to suit the needs of their learners. Working closely with parents, our SEND team ensures students have the appropriate support for their individual needs, including pastoral support.

2.6 Other additional needs

Where students are finding accessing the curriculum challenging they are able to spend time working in SEND department with specialist support.

2.7 The curriculum in action

Bournville operates a 1-week timetable, comprising five 60-minute lessons, a total of 25 lessons per week.

3 Impact

The curriculum has ensured that students are well rounded and are increasingly educationally successful as well as equipped for the world of work and their place in society.

The vast array of enrichment activities available to students have been proven to have a huge impact upon our students' wellbeing, enthusiasm and progress.

4 Years 7 - 9

4.1 Intent

Students can only learn effectively when they have a solid foundation of core skills and knowledge. Our KS3 curriculum is designed to ensure that the core subjects of literacy, numeracy and science give every student the skills and understanding they need access their learning in a wide range of subjects.

Every student should have the opportunity to follow their chosen career pathway. Therefore, we offer a full range of subjects in Years 7 – 9 so that students can access a diverse array of subjects throughout their time at Bournville and beyond.

4.2 Implementation

Students follow core studies in English, Maths and Science and a varied curriculum that gives our students opportunity to engage in a range of different activities that will ensure success in a variety of ways. They also follow a broad range of courses including Religious Education, Drama and Music, as well as Art and Spanish.

Transition

A smooth transition to secondary school for all students is vital to their success in Years 7 and beyond. Therefore, additional leadership roles are allocated to this area of the curriculum; strong strategic leadership results in highly effective transition into Year 7 for all students. Bournville staff maintain contact with staff and students from all schools; currently, over 40 primary schools choose Bournville, and so it is important to ensure that this contact is sustainable and effective. This avoids a “dip” in students' learning as they move from Year 6 to Year 7, as teachers are aware of students' prior learning and can challenge them from their very first day.

Bournville offers a wide range of subjects as part of its commitment to ensuring that all students, regardless of their previous experiences and education, can get the very best from their studies which will maximise their life chances in the future.

All students spend a minimum of 4 lessons per week in each core subject to develop a strong foundation of core skills and knowledge, ensuring they have the tools will ensure that they thrive in all other subjects. Students requiring more support with core subjects spend additional time on these subjects.

Design and Technology is taught in 1 lesson per week, and students use that time to learn Food and Nutrition. Through this area of technology, students access a wide range of schools and knowledge of design.

All students study Spanish in Years 7 - 9. Spanish is one of the top five most spoken first languages in the world, covering almost 500 million people in our population.

Subject	Sets 1 - 2 (2 bands - total of 4 classes)
	No. of allocated lessons
English	5
Maths	5
Science	4
Spanish	2
Humanities	2
Art	1
ICT	1
Drama	1
Music	1
Philosophy & Ethics	1
Physical Education	2

4.3 Impact

Bournville is regularly praised for the flying start students make to their studies in Secondary school and their transition into Year 7. Students at the end of KS3 are suitably prepared to continue their studies at KS4.

5 Years 10 - 11

5.1 Intent

We strongly believe that an effective curriculum is not "one size fits all". We design our curriculum to meet the needs of every student by ensuring they have access to the individualised pathways and additional support that best suits them.

Students' wellbeing is paramount. We offer an extensive range of activities to enrich students' experiences across many subject areas, which includes a plethora of visits.

In Year 10, students specialise in three subjects, in addition to their core studies, following a wide range of inspiring and challenging courses such as Spanish, Music, Art and Food

Nutrition. We ensure that students can follow a variety of combinations of courses in Years 10 - 11, including access to the English Baccalaureate (Ebacc).

5.2 Implementation

To ensure that students select the most appropriate subjects for their career aspirations our students are supported in a variety of ways. Throughout Years 7 - 9, the CEIAG team runs a careers programme. In Year 9, the subject choices process begins in January. The process is launched with assemblies held by subject leaders, who share important information about their course. Students are given a booklet which contains information about each course that can be chosen. An Options and Careers Evening is held in February for students and their parents to discuss any queries with each Subject Leader. All subject teachers and leaders discuss with students and parents any queries about their specialist courses and a student's aptitude for them. The Careers Education, Information, Advice and Guidance (CEIAG) team runs visits to universities and engage with a variety of careers organisations to raise awareness of the opportunities available for students.

Subject	Year 10	Year 11
	No. of allocated lessons	
English	5	5
Maths	5	5
Science	5	4
Core PE	2	2
Philosophy & Ethics	1	1
Humanities Option	3	2
Option B	2	2
Option C	2	2
Option D	0	2

Triple Science

GCSE Computer Science

BTEC Music

GCSE Spanish

OCR CN Sports Science

BTEC Health & Social
Care

GCSE Art

GCSE Food & Nutrition

GCSE Drama

GCSE Business

GCSE Religious Studies

BTEC Business

As with Years 7 - 9, core subjects are allocated a high proportion of time, to ensure students have a strong grounding in subjects that complement all other subjects. During the subject choices process, students are asked to choose either History or Geography, or both, as well as three further Option subjects, a total of four optional subjects. This ensures that students follow a well-rounded curriculum that includes a Humanities subject within a wide portfolio of subjects. The subject choice blocks ensure that students can follow a variety of combinations of courses in Years 10 - 11, including access to the English Baccalaureate (Ebacc). We continue to ensure that the curriculum best matches the needs of our students and so we offer a mix of BTEC and GCSE qualifications. Senior and middle leaders spend a significant amount of time liaising with students and their parents ensuring that course choices best match each student. The vast majority of students have the opportunity to gain nine Level 2 qualifications, so that they have appropriate qualifications for further study

beyond Year 11 have sufficient time to study each qualification in depth to maximise their success.

All students are offered a modern foreign language, Spanish, to promote the development of oral, written, research, and editing skills.

Ebacc Position statement

Ofsted has indicated that it believes that, in order to achieve or retain status as "outstanding", schools will need to enter 90% of students for the English Baccalaureate (from the Class of 2020 onwards). To achieve the EBacc, each student must achieve a GCSE grade at 5 and above in:

English Language

Mathematics

2 Sciences

Geography or History

A Modern Language (Spanish)

At Bournville, we provide a curriculum which is appropriate to the needs and pathway to achieve of each student in the academy and would support each individual student's life chances.

This would mean that the proportion of students taking courses that comply with EBacc requirements would vary from year to year, according to the needs of the students.

We will give advice to parents/carers and students about the implications of students following courses which are EBacc compliant and non-EBacc compliant. We will also provide advice during the options process from Post 16 colleges re their entry criteria and requirements.

We express to students and parents/carers during the Year 9 options process the importance of following an EBacc curriculum.

We request and strongly encourage students where it is appropriate to follow the full EBacc curriculum.

All students will have the opportunity via the options programme in Year 9, to select the full EBacc curriculum if they so wish, and the leadership of the academy support this.

5.3 Impact

Bournville's curriculum has made a positive impact on students' learning and their future career paths: "As a result of attaining relevant qualifications, students are well prepared for the next stage of their education, training or employment. This work is backed up with well-focussed and timely careers education and guidance, with priority being given to vulnerable or disadvantaged pupils".

SIGNED ON BEHALF OF SENIOR LEADERSHIP TEAM:	Mr D Thomas
DATE:	04/09/2020