






Exciting the imagination and making learning accessible to all children regardless of their background: A bespoke curriculum approach
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What do we look like?



4 form entry - over 800 children
Area of high deprivation
Socially and Culturally diverse
Over 30 nationalities
Special Measures to
Outstanding
Ofsted Outstanding 2012
Academy Status 2013
MAT 2017

The Curriculum : Filling the Gap



We have devised a bespoke, creative curriculum that suits all children, no matter what their social or cultural background. The progress our children make year on year is our main statistical strength.

The immersive learning experiences we offer the children provide exciting and memorable lessons. Lessons that encourage imagination and an open minded and questioning attitude to learning and knowledge. This results in a curriculum that, “Engages children’s attention, excites and empowers their thinking and advances their knowledge, understanding and skill.”



Broad and Balanced Curriculum

8 Domains of the Cambridge Review

Dance, Drama, PE, Art, Music

Holistic Intelligences

Oracy

Bespoke Approaches

Whole Education

A story: Opening Event,
Truffle Moments and a Celebration



The Environment



We are an outstanding school in an area of high deprivation. Our learning environment both indoors and outdoors is inspirational. Corridors are awash with stimulating scenes, life size-models, artefacts and memorabilia.

It is a place that makes you long for childhood.

High Expectations

Positive Mindset

Inclusive

No booster groups

No interventions

Exciting and Memorable



What to look for:



- Evidence of high expectations for all children
- Oracy and Language Development – use of complex language structures, no talking down to children
- Children being fully included in the class learning activities
- Interaction with Peers
- High level of child engagement
- Established rituals, boundaries and routines, structured lessons leading to excellent behaviour
- High Expectations of behavior
- Pupil led activities – teacher talk minimal
- Clarity of explanations
- Children taking responsibility for their own learning
- Wide variety of media used to support learning



What to look for:



- Positive relationships between adults and between adults and children – the school as a community, very welcoming
- Use of peer assessment
- Time for children to process their thoughts
- Open ended activities, no worksheets that encourage ‘Guess what’s in the teacher’s head’
- Focused activities that allow for direct teaching and child led learning
- Language rich experiences
- Development of imagination and curiosity
- Stimulating indoor and outdoor learning environments



