

# Curriculum and Staffing Evening

Monday 02 December 2024

5:30pm - 6:30pm

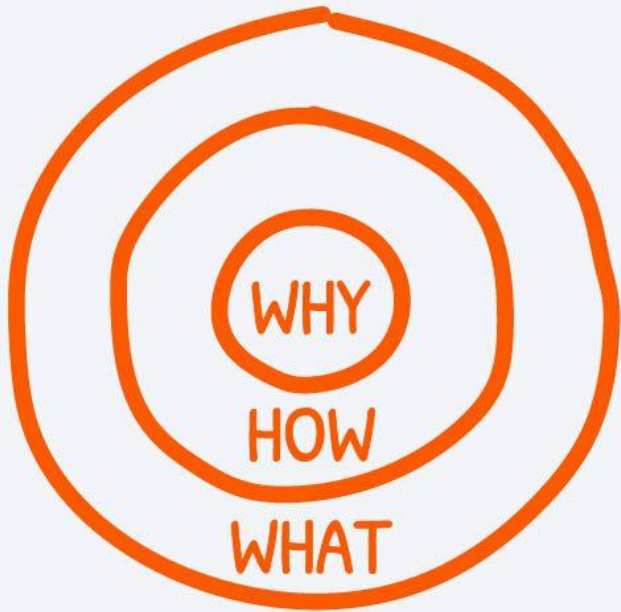


# What we want to deliver



**Every young person  
receives excellent  
teaching, in every lesson  
of every day.**

A strong culture of learning is key.



Consistency creates  
behaviour.

Behaviour creates culture.

Therefore, consistency  
creates culture.

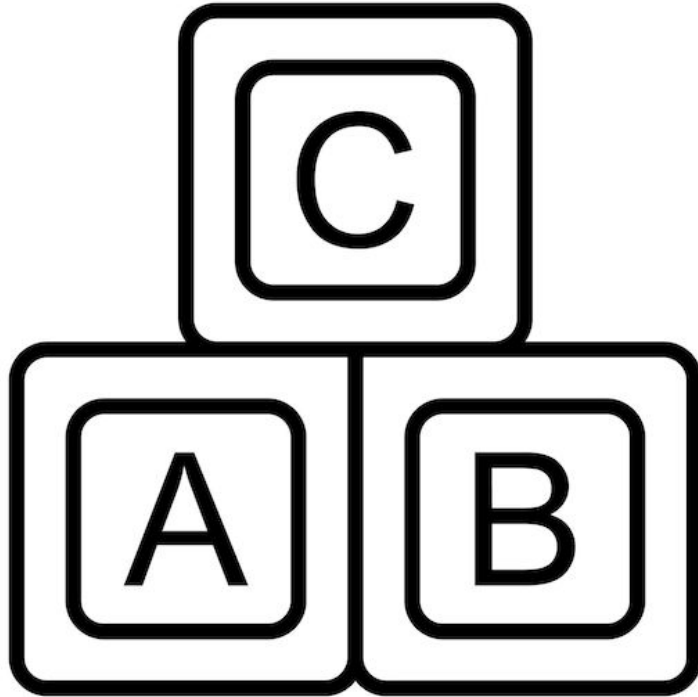
## Assessing Needs: What are the barriers to this?

**Attendance:** Students need to be in school in order to learn. The school has to foster a strong sense of belonging.

**Behaviour:** High expectations and respect for the right to learn are essential.

**Curriculum:** The curriculum needs to be carefully constructed and expertly delivered.

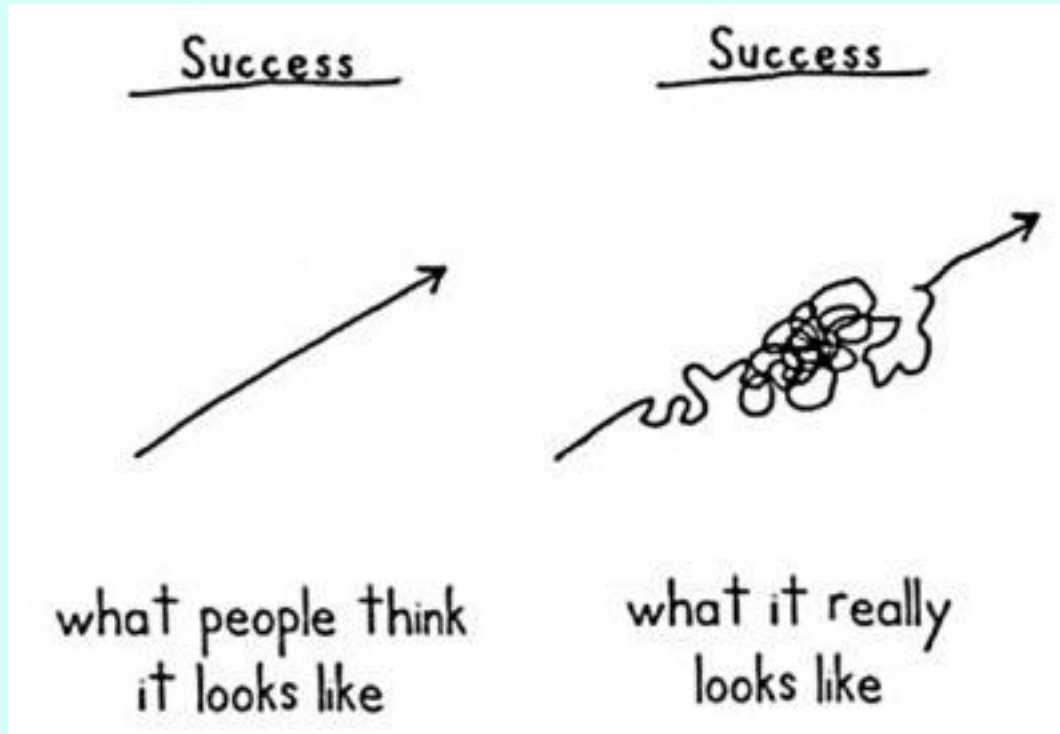
# Assessing Needs: What are the barriers to this?



**Attendance and  
behaviour support  
effective curriculum  
implementation.**

Area for Improvement (Ofsted '23)	Actions since Easter 2024
<p><b>Assessment</b> is not used effectively. The school needs to identify knowledge that is needed in each subject and ensure that this is carefully checked by teachers.</p>	<ol style="list-style-type: none"> <li>1. External curriculum reviews English, maths, science.</li> <li>2. Recruitment of lead practitioners in English, maths, science (starting Jan 2025).</li> <li>3. Strengthened line management and curriculum monitoring procedures.</li> <li>4. Embedded retrieval practice into subjects so assessment of knowledge is taking place in every lessons. Focus on regular assessment for learning opportunities.</li> <li>5. Develop 'open door culture' for improving the quality of teaching and learning.</li> </ol>
<p>Expectations of standards of <b>reading and writing</b> need to be higher.</p>	<ol style="list-style-type: none"> <li>1. Introduced Drop Everything and Read time into the daily curriculum alongside the Daily Act of Collective worship.</li> <li>2. Implemented a regular reading age assessment programme with interventions linked to these assessments for weaker readers.</li> <li>3. Regular evaluation of students' work at department and senior leadership levels.</li> </ol>
<p>The school does not <b>evaluate the impact</b> of its work well enough.</p>	<ol style="list-style-type: none"> <li>1. The Trust has established the Rapid Improvement Group, which exists to support and challenge the work of senior leaders in the school.</li> <li>2. The Local School Committee (LSC) robustly challenges leaders when discussing performance of the school in key areas.</li> <li>3. Regular visits from LSC members to the school</li> </ol>

**Despite these changes, there are still some significant obstacles to success.**



# What are the problems?

The **structure of our curriculum** continues to be a major barrier. This has been articulately and fairly expressed by parents and students at numerous points this term.

This is a problem not because of previous headteachers or the Trust: it's a product of the change that has taken place in the school in the last three years.



## **This curriculum structure makes it more challenging to:**

1. Implement the curriculum consistently and effectively
2. Build a sense of belonging for students
3. Support students with SEN, who benefit from consistency and working with adults who understand their needs
4. Reduce workload for staff

Since early October myself and members of the senior team have therefore been working on two actions which we think will resolve a number of these problems.

- **Action 1:** Restructure the school day so students have longer lessons, but fewer of them. 75-minute lesson structure.
- **Action 2:** Re-timetable the school from January 2025.

**NB: it is worth stating at this point that only 9% of staff want the timetable to remain the same in January 2025.**

# New structure of day from January 2025

Time of day	Activity
08:40am - 09:00am	Tutor
09:00am - 10:15am	Lesson 1
10:15am - 11:30am	Lesson 2
11:30am - 11:50am	Break
11:50am - 1:00pm	Lesson 3
1:00pm - 1:35pm	Lunch
1:35pm - 2:00pm	Tutor (CADW / DEAR)
2:00pm - 3:15pm	Lesson 4

**Five minutes of movement time will be built into the timetable**

# Benefits v Drawbacks of the change

Benefits of 75-minute lessons	Drawbacks of the change
Fewer split classes	More change at a time of instability for the school
More time for independent practice: ideal for upper-school learning	Planning time required to adjust to 75- minute lessons
Reduces cognitive load for SEN students	In-year changes are complex: Arbor migration ongoing etc.
More tutor time = increased sense of belonging for students	Won't feel like a radical solution: there are still problems in our curriculum structure.
Addresses staff concerns over workload	
Long-term financial stability	

The other major benefit is a reduction of split classes and non-specialist input in core subjects: English, maths and science.

# Headlines for January 2025 model

- **English:** 65% split classes reduces to 39% split classes
- **Maths:** 82% split classes reduces to 46% split classes.
- **Science:** 100% with 3 or more teachers in year 9 reduces to zero. 28% non-specialist input reduces to 6%
- **Hums:** Eleven split classes reduces to ten
- **MFL:** Fourteen split classes reduces to eight.

**All students in year 11 and year 13 keep the same teachers.**

# **In addition, we have the following staffing news.**

In January 2025 we will be joined by:

1. Assistant Headteacher: Behaviour and attitudes
2. Lead Practitioner: English
3. Lead Practitioner: Maths
4. Lead Practitioner: Science
5. Teacher of Maths

Colleagues know that these changes are not a single or simple solution





# FAQ

Question	Answer
When are students being told about this?	Assemblies before the end of term.
When will the information be released to all parents?	Letter later this week summarising the changes. Parents/carers will be able to access a version of this presentation.
What happens in September?	The plan is to retain the four-lesson day moving forwards.
Will the Arbor migration affect this change?	No – the timetable is being built now and will be printed in hard copy in case of any problems with Arbor in January.
My child has additional needs. How will this change affect them?	We believe this will benefit SEN students. Less cognitive load, fewer split classes.