

Madeley Academy



PLEASE NOTE: we are currently planning a new curriculum model for launch in September 2022 which will move to a 3 year Key Stage 3 (Y7 to 9) and a 2 year Key Stage 4 (Y10 to 11). This statement will be updated once this is finalised.

The Curriculum at Madeley Academy – September 2021

Context

Madeley Academy is part of the Thomas Telford Multi Academy Trust (TTMAT). The Academy was established in 2007 from the former Madeley Court School which suffered from significant underperformance and as a consequence falling rolls. The new building became occupied in 2009 and we now have a thriving vibrant learning environment which serves one of the most deprived communities in England; in the top quintile nationally for deprivation (0.38).

The Academy is one of the most popular schools in Telford attracting over 750 applications each year. Fair Banding for admission purposes was introduced two years ago affecting students in Years 7 and 8. Those students living closest to the Academy or having a sibling already in the Academy have priority. Due to popularity in 2014 a Sixth Form was established creating a total enrolment of over 1,200 students. Designing our curriculum provision takes in to account that in some year groups we have up to 45% of the students categorised as disadvantaged, requiring carefully planned pastoral and SEND support strategies.

Multi-agency support exists for a higher than national proportion of our students. Despite these challenges we have secured an enviable record of student destinations with around 65% of our students being the first in their family to attend University. 34% of students progressed to Russell Group Universities in 2021 which is above the National Average figure.



Intent: Curriculum Philosophy and Vision

Our vision is to enable every student that attends the Academy to gain the credentials to ensure that their chances of succeeding in life are vastly improved and not determined by the social environment from which they come. Social mobility is much more likely to be achieved through obtaining the qualifications and social skills needed to navigate through the demands of modern society and being prepared to seize opportunities as and when they arise. We have a continuously improving record in creating a pathway to success for our students.

The importance of establishing a curriculum relevant to the needs of modern day Britain in a global society for young adults from the community that we serve requires a balance of academic rigour with a realistic understanding of the students' personal and social needs. We are committed to ensuring equality of access to the complete curriculum for all students through differentiation, allocation of resources and sharing information/strategies with staff.

Our curriculum provision is built around a strong academic core enhanced by a wide selection of additional subjects such as Enterprise at Key Stage 3, the choice of 11 optional subjects at Key Stage 4 and over 22 course choices for Key Stage 5. All year groups experience a comprehensive RSHE Programme and have input from the Careers team. All of the National Curriculum subjects are studied during Key Stage 3. In addition, there is an extensive extended curriculum through our well-attended **Session 3** Programme. We provide a personalised approach to the curriculum with students receiving additional sessions where necessary and we provide stretch and challenge sessions for our more able students including STEM activities.

We aim to balance an academic curriculum with many enrichment opportunities to enable the students to be equipped for their roles as future citizens. We have embedded additional life skills into the extended curriculum to balance the ambition for academic success with the need to be happy and respectful young people who can contribute effectively to society.

Learning in all subject areas is embedded in students' long term memory with the curriculum delivered sequentially in order to support this. This is supported by the delivery of relevant CPD across the Academy and both internal and external Quality Assurance activities. Learning becomes progressively more challenging and is assessed through regular progress point reviews as well as other assessment for learning methods.

Curriculum Aim

Our aim is to raise aspirations and outcomes through an ambitious curriculum which offers **all students**:

- A strong academic core
- A breadth of subjects
- A wealth of enrichment opportunities

Implementation

The Academy day runs from 8.30am to 3.15pm with Session 3 operating from 3.15pm onwards. This gives a contact time of 29 hours per week which is well above the National Average figure (24 hours per week). The Academy is committed to an ethos of inclusion where expectations are high for all students including those with additional needs and where the full curriculum offer is accessible for all.

Academic Core

At Madeley Academy we have a strong academic core of subjects where all students study English, Maths, Science and Humanities. In Key Stage 3 (Years 7 and 8) all students study a Foreign Language (MFL) and in Key Stage 4 (Years 9 to 11), most students can choose to continue this study. Some students have a personalised approach to the curriculum and may, for example, be part of a STAR group provision which has a hybrid primary/secondary style curriculum. For these students, there is additional support for literacy and numeracy intervention in Year 7. The National Curriculum core subjects are delivered at both Key Stages 3 and 4 to all students.

Typical % of time given to core subjects:

	English	Maths	Science	Hums	MFL
Year 7	20%	15%	10%	10%	10%
Year 8	15%	15%	15%	10%	10%
Year 9	20%	20%	15%	10%	10%
Year 10	20%	20%	15%	10%	10%
Year 11	20%	20%	20%	15%	10%

Key Stage 3 - Years 7 and 8

This phase ensures coverage of the National Curriculum core and foundation subjects through a minimum of 29 learning hours per week. All subject leaders can confirm that they are able to deliver these subjects in appropriate depth over 2 years to support progression into the next Key Stage and the broad options programme. We endeavour to enable students to experience more than just the academic core of subjects. For example, in Key stage 3, all students follow an exciting Enterprise Curriculum which incorporates elements of Financial Capability together with work on Careers and a focus on being part of their local and

national community. The curriculum also encompasses aspects of Citizenship and aims to develop students' cultural capital.

In Key Stage 3, all students study:

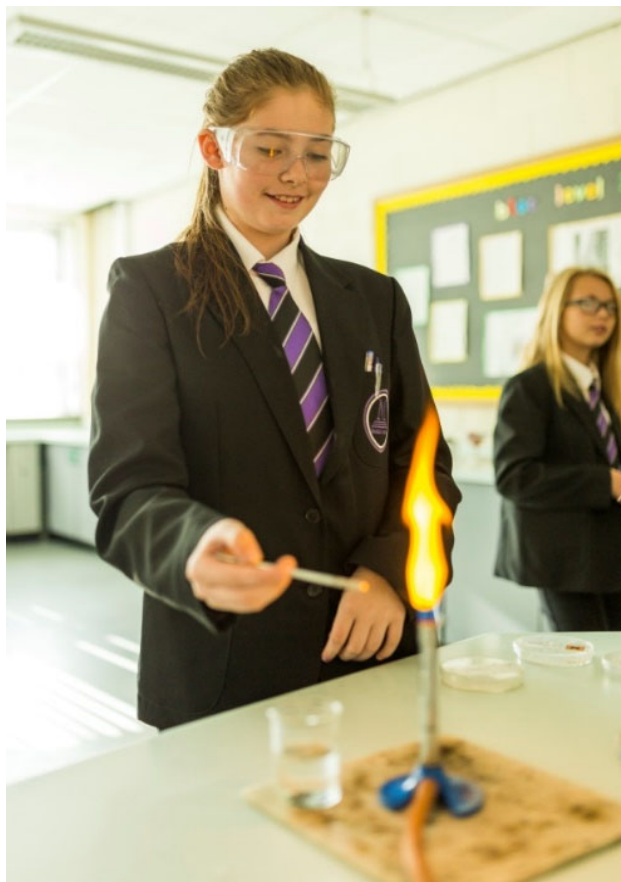
Maths
PE
History

English
Enterprise
Music

Science
Art
Performing Arts

ICT
Technology
Religious Studies

Geography
MFL
Citizenship



The **Star Group** in Year 7 operates for the lowest ability students. They have a bespoke curriculum incorporating additional Maths, English and Life Skills sessions which have a proven impact on their own skills and progress in other subjects.

Key Stage 4 – Years 9, 10 and 11

During this phase students continue with an emphasis on the strong academic core and have the opportunity to opt for new subjects to study. The longer learning week and the 3 year phase enables subjects to provide enrichment opportunities and to develop more depth in the students' knowledge. It enables flexibility in the curriculum and provides stretch and challenge for the more able students. It gives more time to develop knowledge and understanding for students who may need further support.

All students, regardless of ability or SEND, follow a full curriculum with a minimum of 8 subjects – increasing to 10 subjects for those studying triple Science. No exams are taken early in this phase and all courses are GCSE, BTEC Level 2 or NCFE qualifications. 100% of students study the strong academic core of:

- English Language and Literature
- Maths
- Sciences – combined course or single Sciences
- History or Geography (above the National Average of 80%)

The number of students studying a Modern Foreign Language (and therefore Ebacc) is projected to rise to 48% by 2024 which is in line with the current National Average figure.

Students choose from a wide range of subjects when moving into this phase of their education. Examples of these subjects include Health and Social Care, Hair and Beauty, Construction and Art. All students study a Health Curriculum in Year 9 for enrichment and also have dedicated RSE lessons. In addition there is a focus on the Careers Curriculum with a World of Work day and Aspire to Higher Education workshops for students. The curriculum offer is strong with 13 of the available national subject clusters being covered.

In Key Stage 4, all students study:

Maths	English Language	Science (2 or 3)	History or Geography
PE	English Literature	Religious Education	Citizenship

Optional Subjects available:

Art	Technology	Health & Social Care	Business
Hair & Beauty	Construction	Hospitality & Catering	ICT/ Computing
MFL	Sport	Music	Dance

Key Stage 5 - the Sixth Form

The Sixth Form provides a strong curriculum for over 200 students with a wide range of traditional academic subjects on offer as well as many BTEC level 3 course combinations. All students study 4 courses in Year 12 providing breadth and choice in terms of moving forward onto further study or employment. All students sit AS exams (or equivalent) at the end of Year 12 to provide an external benchmark of progress. All students complete a minimum of a 3.5 A Level equivalent course over the 2 year period as a minimum and students can continue with 4 courses in Year 13 if appropriate.



Key Stage 5 has 22 courses on offer. Most students combine traditional A Levels with BTEC Level 3 courses with some students choosing to specialise in Level 3 Diploma courses such as Business or Sport.

Around 65% of Sixth Form students combine academic and vocational qualifications. All students undertake work experience and there are high levels of volunteering and participation in the extended curriculum. All Sixth Formers have a personalised Careers roadmap which includes visiting a University and taking part in an Employability and Higher Education Week.

Religious, Social & Health Education (RSE) and PE (Healthy Living)

All students access core PE throughout their time at the Academy. In Year 9 students study a certificated Health course to promote their well-being and to develop their knowledge of healthy living. Some students choose to take BTEC Level 2 Sport or Dance as a qualification in Key Stage 4. They are also popular choices in the Sixth Form. Sporting activities are also popular as part of the Extended Curriculum with the on-site Fitness Centre being heavily utilised.

Students experience the wider RSE curriculum through daily tutorial sessions and through cross-curricular subject areas. Bespoke lessons are taught to students in Years 7 to 9 in addition to a comprehensive assembly programme supporting this important content. The Academy supports collapsed themed days such as the Health Road Show in the Autumn term and the World at Work Day in the Summer term.

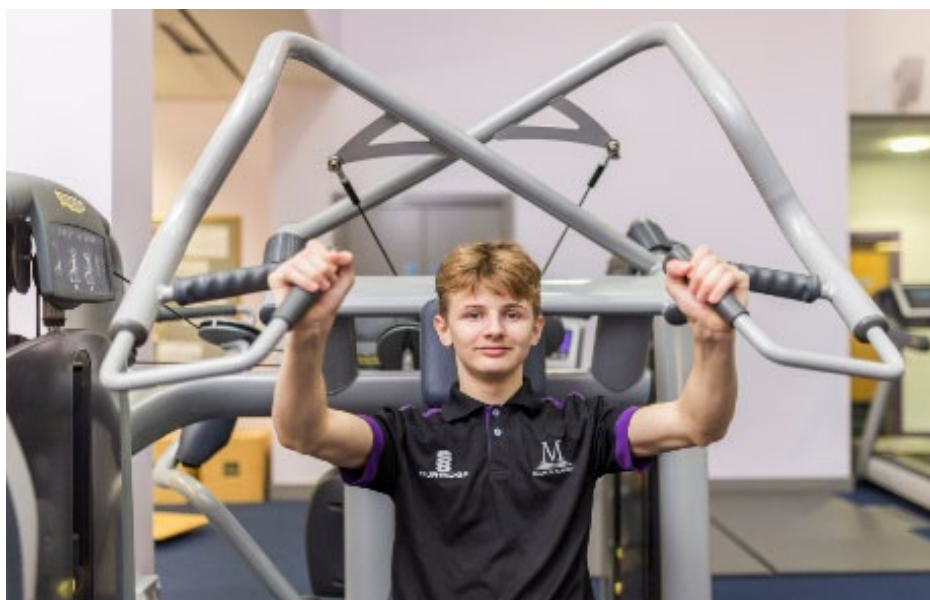
The RSE programme is delivered through a combination of timetabled sessions, assemblies and weekly tutorials.

The Role of Careers

Careers education is embedded across the Academy with all students accessing relevant guidance. Key Stage 3 students benefit from the Enterprise curriculum whilst Year 9 students experience a World of Work Day and start work on the Aspire to Higher Education Programme. In Year 10, all students participate in a Careers Discovery Programme and Year 11 students receive individualised career plans. The Sixth Form have on-going and personalised guidance from the in-house careers team. They participate in an Employability and Higher Education week and experience University Summer Schools. All of these embedded careers-activities support a strong record on destinations at both Years 11 and 13. Careers activities are mapped against the Gatsby Benchmarks.

A Wealth of Enrichment Opportunities

The Extended Curriculum operates daily as **Session 3** and offers around 25 activities per week with over 300 students attending activities between 3.15pm and 4.15pm. Revision and support workshops run across Year 11 and the Sixth Form also many intervention sessions are available for younger students at the Academy such as Handwriting Club.



We aim to develop Cultural Capital in the students through a wide range of experiences including numerous trips, the Duke of Edinburgh Scheme, the National Citizenship Scheme, theatre visits, invited speakers and Arts Nights. Subject areas aim to enrich their classroom learning with visits and speakers which have included some of the following examples in 2019 (subsequent years have been disrupted due to Covid):

- All Year 7 English students visited Stratford upon Avon
- Year 8 Enterprise groups visited a Chocolate Factory. All Year 8 students visited a local museum

- Year 9 Music students experienced a trip to Manchester University plus all Year 9 students participated in a Macbeth theatre production workshop
- Year 10 History students experienced the attractions of Ironbridge while Geography students visited Rhyl as part of their coursework. The Duke of Edinburgh Scheme has a high uptake with Key Stage 4 students
- Year 10 students have been involved in the Toastmasters Public Speaking Event
- Year 11 Catering students enjoyed cooking with the Royal Navy in addition to participating in Positively MAD resilience workshops again for all Year 11 students
- Sixth Form experiences included the Ethical Debating Society, a Healthtec Day and a trip for all students to Loughborough University



Accessibility of the Curriculum

We are committed to ensuring equality of access to the complete curriculum for all students through differentiation, allocation of resources, and the sharing of information and strategies with staff. Schemes of work include evidence of differentiated pathways for students with different abilities and needs. These sequences of work are further detailed in session plans that are supported by Communication Passports for individual students to support their access to the full curriculum. The Academy is committed to an ethos of inclusion where expectations are high for students with SEND and where barriers to participation are reduced to enable the full curriculum offer to be accessible for all. Many of our students have several different categories of SEND and 34% of Pupil Premium Students have additional SEND. 74% of the combined SEND and PP Grouping are stated as having SEMH. Consistently, 50% of students in the Academy are classed as ‘disadvantaged’ therefore the curriculum is designed to be as inclusive as possible.

Strategies such as maintaining the average class size at 25 students has had an impact on accessibility of the curriculum. This has been supported by the Governors and funded from various income streams. The Academy has invested in 5 Academic Coaches who perform specialist teaching assistant roles with the aim of making the curriculum accessible to different groups of students including weak readers, SEND students or those lacking resilience. A Nurture provision is in place to support students in accessing the curriculum, giving emotional support whilst still focusing on their studies.

Students with Cognition and Learning Needs are setted appropriately in the foundation subjects where the lower sets are smaller. These groups are supported by specialist teaching assistants and the curriculum is suitably planned and differentiated. All Schemes of Work within the Academy identify a ***focused*** pathway which builds in more recap and editing time to support students in developing their knowledge.

The suitability of texts and the reading ages of non-fiction extracts are pitched appropriately and number work takes into account the specialist guidance available on the students’ Communication Passports and links work with the English and Mathematics departments. The weakest readers have literacy intervention using

schemes such as **Accelerated Reader** to enable them to develop their reading skills to have better access to the wider curriculum. **Students with Communication Needs** have adaptations to the curriculum in line with their individual requirements. This may include using verbal feedback to support written feedback and the use of alternative software such as reading software to improve the accessibility of the curriculum. Suitable reading techniques are employed to develop students' literacy skills in line with the guidance on their Communication Passports.

The **students with Sensory and Physical Needs** are given adaptations, for example where they sit in the classroom in relation to the teacher/whiteboard and which font sizes and colours are used in resources. Equipment is provided to ensure that all students can access the full curriculum, including specialist magnifying glasses in Science, tactile map pieces in Geography, braille markings on scientific beakers and specialist harnesses for physically disabled students in the Fitness Centre. Risk assessments are put in place and additional staffing is made available where necessary to support students accessing the full range of curriculum activities in the widest sense. This includes the Extended Curriculum with sports clubs and Academy visits eg Field trips. Kinaesthetic learning activities are built into the curriculum to ensure all students gain a variety of learning activities.

The curriculum is accessible to **students with SEMH Needs** related to the level of information in their relevant Communication Passports. The strong pastoral system within the Academy focuses on overcoming barriers to learning. The use of a Nurture provision supports students with emotional issues whilst still accessing the curriculum. The Academy has a culture of achievement with many positive rewards built into the curriculum to boost self-confidence and esteem. Areas of the curriculum such as Sport, aim to develop resilience through team-work and in promoting healthy lifestyles. The Extended Curriculum includes activities like Mindfulness sessions and Zumba to support students' wellbeing. This compliments the strong RSE programme containing topics such as Mental Health and Promoting Healthy Relationships.



Disadvantaged students (PP) have access to the same curriculum and opportunities; there is equality of provision and access to this provision for all. This can require practical steps, for example subsidising trips or providing equipment through the Pupil Premium funding. All students are issued with free reading books in Year 7 and are encouraged to make use of the library.

There are a range of cultural capital activities embedded in the curriculum for all students and expectations are that all students will access these. The Academy aims to raise aspirations through the curriculum by linking subjects to careers and by promoting role models through the curriculum. There is also a focus on developing vocabulary through the curriculum - both subject and non-subject-specific vocabulary.

There is a well-established **Most Able Programme** across all year groups which enables students to link with many Universities and to undertake challenge activities. The Academy runs a comprehensive STEM programme for all year groups including workshops and visits. All Schemes of Work in the Academy contain an 'Extended' pathway for differentiation purposes aimed at developing extension knowledge and higher level skills. The extensive calendar of enrichment activities for the Most Able students runs from career taster sessions in Year 7, to a University visit in Year 8, onto targeted visits for chosen career routes including NHS, Animal Science, Physics and Engineering in Year 10. Students are also offered the opportunity to take part in a youth leadership course, Inter-academies STEM competitions, and an annual Summer challenge.

In the Sixth Form students are encouraged to access national projects such as the Nuffield Research Programme and activities supported by the Social Mobility Fund to enrich their experiences. All Sixth Formers undertake work experience and many carry out extended volunteering. Madeley Academy is a NCS Champion School and is part of the national 'Aspire to HE' programme. Students are encouraged to apply for the Sixth Form Bursary and also University Bursary Schemes where relevant.

Impact

The Academy is heavily oversubscribed for both Year 7 and Sixth Form entry and is the only school locally offering vocational curriculum courses such as Level 3 Construction, GCSE Hair & Beauty and Hospitality & Catering which are all valued by the students.

The vast majority of students complete a full programme. In 2020 and 2021 the average number of courses studied was 8 GCSEs. The breadth of the curriculum is demonstrated by the optional / open basket subjects scoring consistently well in terms of the overall Progress 8 score. Students with additional needs (SEND) and disadvantaged students access the full curriculum including all optional subjects and also activities in the extending curriculum. In 2019, SEND students had a Progress 8 score well above National Average data and Disadvantaged students also scored above the Disadvantaged group nationally.



In the Sixth Form in 2019, 34% of the students went onto Russell group Universities and 100% of the students who wanted to progress into Higher Education did so. This is well above National Average and is against a local backdrop of only 26% of students across the region going to University. A high percentage (65%) of students are the first in their family to go to University underlining the impact of their education on social mobility. The Sixth Form value added data has been in the top 5% in the country for the last 5 years demonstrating that students consistently outperform their targets in both academic and vocational courses. Sixth Form retention of Year 11 students is high; the same as our success rate data of 97% in 2019. In 2021, Year 11 destinations were strong with 98.5% of students being placed which is above the local and national average figures.

Behaviour in the Academy is very good with an emphasis on developing an ethos of respect and kindness. Achievement is celebrated through a raft of rewards including Headteacher's lunches, a range of award systems, badges, certificates, Annual Achievement assemblies and weekly Star Students. Attendance is above the National Average and exclusions are very low, all supporting an environment where students are motivated to succeed and enjoy coming to school.

Participation in extra-curricular activities is high with 92% of students attending at least one activity per week. Participation is consistent for all student groups including Disadvantaged students and those with additional needs (SEND). All year groups enjoy an annual Sports Day, thematic days and a wide range of enrichment activities. Parents are encouraged to be involved in their child's education through six Progress reports per year, Parents' Evenings and events such as Arts Night, Celebration Evening and the Year 11 Next Steps events. The pastoral system is strong and parents are able to contact Personal Tutors with any concerns that may arise. Borrowing of books has increased 300% in the last 3 years with no disadvantage gap evident. The number of students taking Music lessons has also increased by 50% over the past 3 years – again with no disadvantage gap evident.

Students achieve well in the core subject areas, and in 2019 results were above the National Average with 68% of students gaining a grade 4+ in Mathematics and 80% gaining a grade 4+ in English which places Madeley at the top of all of the non-selective schools in Telford.

Madeley Academy has a positive Progress 8 score demonstrating steady improvement over time. For the strong academic core (Ebacc subjects), the value added score for 2019 is positive, and when contextualised these figures are significantly above National Average data.

Our impressive outcomes on all fronts reflect our core values, highlighting the determination and commitment of staff and students. As a child-centre Academy, we focus on children being happy, confident and independent learners.

Covid – Recovery Plan

Intent: To measure the impact of Covid on student progress and to put in place curriculum catch up and enrichment to support students' wellbeing and academic progress.

Implementation:

- Student progress has been assessed through testing, mock exams and the Progress Point system
- This has informed the Wave intervention system and relevant monitoring allowing specific intervention to be put in place
- Students with below functional literacy have accessed an intensive reading recovery scheme during the summer term
- Students with an EHCP will have their views gathered on their progress in order to enable the SENCo to plan individualised support
- Disadvantaged students flagging as requiring Wave 2/3 intervention will be issued with laptops to support home working
- Additional staffing has been deployed to reduce class sizes in Year 10 and additional academic mentors have been employed to work with small groups or 1 to 1
- SEND students will be invited to social skills sessions as well as homework club from September

- Middle Leaders have undertaken a curriculum review in order to assess and reorder their curriculum in response to lockdowns to address lost learning and any learning gaps
- Middle Leaders have undertaken CPD in June 2021 regarding curriculum sequencing and intervention and all subject curriculum statements contain detail on a Covid-Recovery Plan
- Student wellbeing tips are a part of the weekly broadcast and the wellbeing team has expanded to address post-Covid issues
- Where possible, Session 3 activities have been reintroduced and covid-compliant enrichment events such as sports day, work experience and stem challenges have still taken place
- Additional funding has been used to purchase revision guides for Year 10 students and all Year 10 students have met 1 to 1 with a member of SLT to discuss their progress, mock results and destinations
- A detailed outreach programme is in place to support new Year 7 students including primary visits to all students and the summer school
- Staff have visited all 29 feeder schools and those year 7 students with an EHCP have been invited in for transition meetings
- Year 7 students will be tested on entry to identify any knowledge gaps and the curriculum content will be adapted accordingly
- A Year 10 Maths Summer School is planned for targeted students
- All of Year 10 and some of Year 9 have been issued with a full set of revision guides
- A virtual parents evening is planned for September to address any learning gaps and concerns

Impact:

- Summer mocks indicated that the majority of students had achieved their target grades and had caught up post-lockdowns
- Wave 2 and 3 intervention was used to identify student progress concerns so that targeted intervention could be put in place
- 42 students have participated in a 3 month reading recovery scheme which has resulted in excellent reading progress
- 48 Year 10 students have been part of a maths mentoring programme during the summer which has resulted in a 25% increase in student confidence and progress in the subject
- 60 disadvantaged students have been issued with laptops to support home learning
- All Middle Leaders have applied their recent CPD to the updated curriculum statements and schemes of work which have been reviewed in light of lockdowns and students' progress data
- Students have been demonstrating increased resilience with a reduction in the number of students requiring nurture support over the summer term
- 85% of students have taken part in at least one weekly session 3 activity in the summer term following the re-introduction of this programme post-lockdowns
- SEND students will have their views of the lockdown gathered and considered during their annual reviews
- Year 7 transition Summer School was effective

JF
September 2021