

Open Academy

Curriculum Policy

Policy Type:	Academy Policy
Approved By:	Local Governing Body
Date Approved by LGB:	July 2026
Review Date:	July 2027
Person Responsible:	Principal

Summary of Changes

The policy has been amended as follows.

Page Ref.	Section	Amendment	Date of Change
11-12		Addition of addendum	Feb 2021
6	KS3 Curriculum Model Y7	Addition of word 'consistency' in second bullet point	March 2022
6	KS3 Curriculum	Revised model	March 2023
9	KS4 Curriculum	Increase in participation in EBacc	March 2023
Appendix		Removal of adaptations made in COVID and lockdown appendix; removed as not relevant now. Subjects make adaptations as required locally.	March 2023
10	Curriculum organisation	Added a sentence explaining how we use CATs testing, and a paragraph outlining our methods of differentiation.	
11	Curriculum content	Changed the number of lessons allocated at KS3 and amended the lunchtime extra-curricular activities.	
12	Curriculum Deployment	Added additional information about the rewards/awards process and amended the homework paragraph.	
5	Curriculum Organisation	Removed all references to Key Stage 5, which is no longer offered at the Academy.	2026
6	Curriculum Organisation	Faculty structure revised to introduce a Faculty of STEM; curriculum hours and option pathways updated accordingly.	2026
9	KS4 Curriculum	Subject-choice guidance moved to the Winter Term of Year 9; Core PSHE hours re-labelled from SKL to PSHE.	2026
Throughout	Full policy	Document redesigned and reviewed for tone, clarity and alignment with National Curriculum requirements.	2026
4	Aim / Throughout	Added the Academy's three core values (Perseverance, Aspiration, Respect) and linked them explicitly to the Church of England ethos throughout the policy.	2026
9–10	Stretch, Challenge and More Able Provision (new Section 6)	New section defining more able students and setting out how stretch and challenge are provided in the classroom, through curriculum pathways and beyond the classroom, with roles, responsibilities and quality assurance. Added in response to interim board challenge.	Oct 2026
11–12	Measuring Impact (new Section 7)	New section setting out curriculum key performance indicators, success measures, RAG criteria and reporting arrangements to governors and the Trust.	Oct 2026

14	Appendix A (new)	Added curriculum performance indicators for 2026/27, with summer 2026 baseline, FFT50 minimum and Academy targets; to be updated annually.	Oct 2026
Throughout	Aim; Organisation; Content; Deployment; Development	Stretch and challenge made explicit in the Aim, setting and differentiation, Key Stage 4 guidance, Heads of Faculty responsibilities, homework and curriculum development principles. Former Sections 6 and 7 renumbered as Sections 8 and 9.	Oct 2026

General Policy Roles and Accountabilities

The Diocese of Norwich Education and Academies Trust (DNEAT) is responsible for all policies across its Academies. All policies, whether specific to an individual Academy or applicable to the entire Trust, are developed and implemented in alignment with our values and ethos as described in our prospectus. We are dedicated to providing high-quality education grounded in the Christian values of service, thankfulness and humility, in an environment where individuals are valued, aspirations are encouraged, hope is nurtured, and talents are developed.

Each Academy has a Scheme of Delegation that outlines the respective responsibilities of the Local Governing Body and the Principal. The Principal of each Academy is responsible for the implementation of all policies set out by the Academy Trust, and all employees of the Academy Trust are required to adhere to them.

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1. Aim

We aim to develop a curriculum that is imaginative, inclusive and innovative — one that inspires curiosity, nurtures creativity, and equips all students with the knowledge, skills and values they need to thrive in a changing world. We are committed to providing a broad, balanced and ambitious curriculum that reflects our diverse community, promotes equality, and fosters a love of learning. Through high-quality teaching and meaningful enrichment, we empower every student to achieve their potential and make a positive contribution to society, guided at every stage by our three core values of Perseverance, Aspiration and Respect.

Our ambition is for every student, including our most able. Our vision that every young person should experience life in all its fullness (John 10:10) means that no student should coast: those who find learning easy are stretched just as purposefully as those who find it hard are supported. Challenge is therefore the norm in

every classroom, not an extension reserved for a few. Section 6 sets out how we stretch and challenge more able students, and Section 7 sets out the performance indicators and success measures by which leaders, governors and the Trust judge the impact of our curriculum.

Our Core Values and Church of England Ethos

As a Church of England academy within the Diocese of Norwich Education and Academies Trust, our curriculum is shaped as much by our Christian foundation as by academic ambition. The Trust's ethos — grounded in service, thankfulness and humility, and dedicated to nurturing hope and developing talent in every individual — is expressed at Open Academy through three core values that sit at the heart of our curriculum, our teaching and our pastoral care:

Perseverance	Aspiration	Respect
We encourage every student to embrace challenge, learn from setbacks and show resilience in their learning — reflecting the Christian value of hope, which sustains effort even when the work is hard.	We nurture ambition and hold high expectations for every student, helping them recognise their talents and pursue opportunities for the future — echoing the Trust's commitment to encouraging aspiration and developing talent in all.	We foster understanding, kindness and consideration for others, their beliefs and their differences — rooted in the Christian values of humility and service that underpin our whole Academy community.

These values are not confined to a single lesson or assembly: they are woven through our curriculum content, our approach to teaching and differentiation, our rewards and recognition systems, and our Religious Studies and PSHCEE programmes, as set out throughout this policy.

2. Context

Whilst adhering to the statutory and advisory guidance on the curriculum that applies to all maintained schools, the Academy has some flexibility to vary its curriculum beyond the constraints of the National Curriculum. This freedom gives Open Academy greater discretion than a local authority school to devise an imaginative, inclusive and innovative curriculum, while remaining firmly rooted in the knowledge and expectations set out in the National Curriculum programmes of study.

'Although academies and Free Schools are not required to follow the National Curriculum, they are required to provide a broad and balanced curriculum that includes English, mathematics, science, and religious education. Beyond this, they have the freedom to design a curriculum which meets their pupils' needs, aspirations and interests.' (Department for Education)

An effective curriculum should always be evolving to meet the needs of a changing world. As well as providing a snapshot of the current curriculum and its organisation, this policy also sets out the principles for curriculum development and review in the years ahead.

Open Academy is a knowledge-engaged academy: knowledge underpins and enables the application of skills, and the two are treated as intertwined throughout our curriculum design.

3. Curriculum Organisation

The numbering of Year Groups follows the National Curriculum. Students begin their education with us in Year 7, having completed primary education in Year 6. We operate a three-year Key Stage 3, allowing students to deepen and broaden their knowledge before beginning Key Stage 4. At Open Academy:

- Key Stage 3: Ages 11–13 (Years 7, 8 & 9)
- Key Stage 4: Ages 13–16 (Years 10 & 11)

The Academy timetable operates on a 50-period fortnight, with five one-hour periods each day — three in the morning and two in the afternoon. Fortnightly timetabling allows a broader range of subjects to be taught in sensible blocks of time. Assemblies and tutorial time are provided in addition to this teaching time.

At Key Stage 3, classes typically comprise 30 students. Where setting exists, the norm is to create smaller groups for the least able students so that more individual attention can be provided. At Key Stage 4, similar arrangements apply, with class sizes in Core curriculum areas averaging 27 students; in specialist subject areas, group sizes vary according to popularity.

Students are placed in mixed-ability teaching groups for most subjects during Year 7. Some faculties, however, choose to place students into ability sets at points during Years 7–11 in order to target teaching more precisely; this currently applies to Mathematics, English and Science. Setting is never used to cap ambition: higher sets are taught to the top of the specification, and set placements are reviewed at each assessment point so that students who demonstrate higher attainment move up promptly.

Differentiated learning at the Academy refers to the range of ways in which our teachers address the needs of each student in their day-to-day teaching. Staff monitor student progress, identify specific learning needs, and adjust their practice accordingly, differentiating instruction through three main instructional elements. In doing so, teachers actively build students' perseverance, setting work that stretches without discouraging, and celebrating effort as much as outcome:

- Content — the knowledge and skills students need to master.
- Process — the activities students use to master the content.
- Product — the method students use to demonstrate learning.

Differentiation works in both directions. Alongside scaffolding for those who need it, every scheme of work identifies the challenge content (deeper knowledge, more demanding texts and problems, and extended writing) through which more able students are stretched. Teachers plan from the top, so that challenge tasks are visible in every lesson and open to all students, not only those identified as more able (see Section 6).

Teaching Assistants provide additional help to SEN students through small-group withdrawal in the Open Learning Centre (OLC). In Years 7, 8 and 9, a small number of students are withdrawn from normal lessons for additional literacy and numeracy 'catch-up' sessions, run either by trained HLTAs or by a qualified teacher in the OLC. Students who use a language other than English at home may be supported in class, or withdrawn for additional support, by our EAL co-ordinator or associate staff.

Subjects are clustered into the following faculties, each led by a Head of Faculty:

- Faculty of English & Communication: English, Drama, Film Studies
- Faculty of STEM: Mathematics, Computer Science, Science, Design and Technology
- Faculty of Academic Learning: Art, Geography, History, Religious Studies, Modern Foreign Languages
- Faculty of Applied Learning: Physical Education, Business, Health and Social Care, Food Technology, Photography, Travel and Tourism

4. Curriculum Content

Our curriculum content is informed by the National Curriculum programmes of study for each subject and key stage, adapted to reflect the needs, interests and context of our students.

Key Stage 3 — Years 7, 8 & 9

All students follow a common curriculum comprising:

- English

- Mathematics
- Science
- Physical Education
- Religious Studies
- Art
- Design and Technology
- Modern Foreign Languages (German)
- Geography
- History
- Music
- Drama
- Computer Science
- PSHCEE (Personal, Social, Health, Citizenship and Economic Education) — Skills for Life

Key Stage 3 Curriculum Model — Years 7, 8 & 9

CORE / FOUNDATION	HOURS per fortnight	FOUNDATION	HOURS per fortnight
English	8 / 8 / 8	History	4
Mathematics	9 / 8 / 8	Geography	3
Science	6 / 5 / 6	Design & Technology	2
Physical Education	4	Performing Arts	1 / 2 / 2
Religious Studies	2	Art	2
Computer Science	1 / 1 / 0	Music	2 / 2 / 2
MFL	4 / 4 / 4	PSHCEE	1 / 1 / 1

Notes

- Years 7–11 students study Spanish to ensure consistency across Key Stages in a single modern foreign language.
- A programme of extra-curricular activities runs after school. Students have a free choice of activities and are encouraged to choose a different activity each term.

Key Stage 4

Key Stage 4 commences in Year 10, with students following four guided pathway subjects alongside a Core curriculum.

Y10/Y11 Curriculum Model

CORE	Hours per fortnight	Option	Hours per fortnight
English	8	A	5
Mathematics	8	B	5
Science	7/8	C	5
PSHE / RS	3/2	D	5
Physical Education	4	Total	= 50

During the Winter Term of Year 9, all students receive careful guidance to help them choose the four further subjects they will study over the following two years. This guidance is deliberately ambitious: students with high prior attainment are actively encouraged towards the English Baccalaureate (EBacc) suite of subjects and, where appropriate, separate sciences, so that their pathway keeps the widest range of post-16 and higher education routes open.

In Years 10 and 11, students study the Core subjects of English Language and Literature, Mathematics, Double Science, Physical Education and PSHE. This Core curriculum occupies 30 hours of lessons per fortnight, with Pathway subjects filling the remaining 20 hours.

Most pathway subjects lead to GCSE examination, with BTEC and other vocational courses available at a comparable level. Students choose four subjects to study over the two-year Key Stage 4 period, from the following:

- Art
- Business Studies
- Design and Technology (Food Technology or Product Design)
- Film Studies
- Religious Studies
- Computer Science
- Geography
- Health and Social Care
- History
- Modern Foreign Languages (German)
- Music
- Performing Arts
- Photography
- Sport (in addition to Core PE)
- Biology / Physics / Chemistry
- Psychology
- Travel and Tourism

Amplification of Curriculum Content

Physical Education

All students receive two hours of taught Physical Education per week, in line with the aims of the National Curriculum for PE. Alongside sporting activities, health-related fitness forms an integral part of the curriculum, complemented by a wide range of extra-curricular clubs and fixtures.

Religious Studies

Religious Studies forms part of the Academy's basic curriculum, as required by law, and is taught to all students from Year 7 to Year 11. We follow the revised Norfolk Agreed Syllabus, through which students are taught to understand and respect the beliefs and values of others — a direct expression of our core value of Respect and of the Academy's Church of England foundation. This approach promotes an understanding of the religions of the world, with a particular emphasis on Christianity, and underpins the school's wider Christian ethos of service, thankfulness and humility. Parents retain the right to withdraw their child from religious education, wholly or in part.

PSHCEE — known within the Academy as PSHE / SKL

Personal, Social, Health, Citizenship and Economic Education (PSHCEE) is taught to all students from Years 7 to 11. It includes Relationships, Sex and Health Education (RSHE), which is compulsory for all secondary-age students under Department for Education statutory guidance. Our programme of study incorporates:

- Careers education
- Citizenship
- Community involvement
- Drugs, tobacco and alcohol
- Emotional health and well-being
- Healthy eating
- Relationships and sex education

Careers Education and Guidance

Careers education is delivered through PSHE/SKL lessons, drop-down sessions and assemblies, in line with statutory careers guidance for schools, and is a principal vehicle through which we nurture our value of Aspiration. In Years 7–9, students learn to recognise different adult roles within the home and community, and to understand how work is organised and shared, and how this affects individuals and society locally, nationally and internationally. In Year 10, the focus shifts to self-awareness, career planning, and economic and industrial understanding; at the end of Year 10, students undertake a one-week work experience placement.

Relationships and Sex Education

Relationships and Sex Education is delivered principally through the PSHE/SKL programme, in line with current statutory guidance. Materials and visiting speakers are carefully selected to be age-appropriate and consistent with the National Curriculum, and teaching is set within the wider context of relationships and family life. Parents are informed of the programme and are welcome to view the materials used or to discuss it further with PSHCEE staff; parents retain the right to withdraw their child from the sex education elements of the programme.

5. Curriculum Deployment

Staffing

Wherever possible, students are taught by specialist, qualified teachers holding an appropriate first degree and a recognised teaching qualification.

Heads of Faculty

Heads of Faculty are responsible for effective curriculum provision, including appropriate schemes of work, the resources needed to support them, and the maintenance of appropriate standards. They provide relevant in-service training for staff to improve classroom practice, monitor the quality of teaching within the faculty, and take steps to address any weaknesses identified. They also monitor students' standards of achievement and develop strategies for improvement, sample staff marking and reports to parents/carers, and lead the faculty's work in standardising assessment. They ensure that schemes of work set out explicit stretch and challenge for more able students, and they review the progress of the faculty's more able students at each assessment point.

Course Leaders

Course Leaders are teachers designated by the Head of Faculty to:

- act as the first point of contact for queries relating to the day-to-day running of a course;

- produce suitable lessons and schemes of work for the elements of the course they teach;
- complete examination entries;
- promote the course through the preparation of promotional materials.

Examinations

All students who embark on a course leading to a public examination are expected to be entered for that examination. Exemption is granted only where the Head of Faculty, the relevant Senior Leadership Team link and the Principal agree that a student should be withdrawn.

Faculties are expected to identify, at an early stage, students at risk of not meeting the requirements of a course, so that appropriate support, guidance and encouragement can be provided. Students who, despite the best efforts of staff, are not entered for examination are nonetheless expected to complete the course of study alongside their peers.

The Academy meets the cost of all examination entries for courses for which it has prepared students.

Homework

Homework is an essential part of a student's progress, encouraging organisational skills, personal development, independence and responsibility for learning. At Open Academy, homework is set in all years, with each student's tasks recorded in Microsoft Teams and graded by staff against a rubric. Homework is also communicated to parents via email or Microsoft Teams. Homework includes extension tasks and wider reading designed to take more able students beyond the specification.

Students in Need of Support

All students are supported to read and write well and become numerate at an early stage, as this is a significant predictor of examination success and progress. Learning support is provided, as far as possible, to those who need additional help. Counselling is available for students experiencing challenging behaviour, and in particular cases, students may be withdrawn for a period from their normal class to avoid disrupting the learning of others.

Celebrating Excellence

The Academy runs a comprehensive programme to celebrate excellence and reward students who embody our core values of Perseverance, Aspiration and Respect. Reward activities are organised by the pastoral teams and the student leadership body, and include the free Lunch Passport, Beat the Queue, and attendance cups. Students who meet attendance and achievement-point criteria are given a termly cinema experience, and an award trip is organised at the end of the academic year to either the Norfolk Show or Pleasurewood Hills.

The Academy also holds an annual prize presentation for both Key Stage 3 and Key Stage 4, at which awards are given for achievement and effort in each subject. Every student has the opportunity to receive an award, and students are nominated for Academy awards — including the Open Way, the Frank Arms Award and the Plattens Plate — by both teachers and students.

6. Stretch, Challenge and More Able Provision

At Open Academy, Aspiration means more than access to the curriculum: it means every student being stretched to go as far as they can. We are clear that more able students, and particularly more able students who are disadvantaged, should be challenged consistently in every subject, every lesson and every year, and that their progress should be as carefully tracked as that of any other group.

Identifying more able students

Students are identified on the Academy's More Able register using a combination of the following, reviewed at each assessment point:

- **Prior attainment:** a Key Stage 2 scaled score of 110 or above in reading and/or mathematics;
- **Cognitive ability:** a CAT4 standard age score of 115 or above, overall or in any battery;
- **Estimates:** FFT50 target grades of 7 or above in English and/or mathematics, or across the majority of subjects;
- **Teacher identification:** nomination by a teacher or Head of Faculty where a student shows exceptional ability or talent in a particular subject, including the arts, sport and practical subjects, regardless of prior data.

The register is dynamic, and students may join it at any point on the strength of their current attainment. Particular attention is given to more able students who are also disadvantaged, have SEND (including students who are both more able and have additional needs) or whose attendance is a concern, so that these factors never limit what they achieve.

Stretch and challenge in the classroom

Our guiding principle is to teach to the top and scaffold up. In every subject:

- schemes of work identify the knowledge, concepts and texts that go beyond the specification, and map the demands of the highest GCSE grades;
- lessons include visible challenge tasks, signposted on slides and resources, which all students are encouraged to attempt and more able students are expected to complete;
- questioning is planned to probe, extend and require justification, using open and higher-order questions;
- extended writing, independent problem-solving and the application of knowledge to unfamiliar contexts are built into the curriculum, reflecting the demands of grades 7 to 9;
- feedback identifies the next step towards the highest grades, not simply the next grade;
- students are entered for higher-tier papers wherever this gives them access to the grades their attainment indicates.

Curriculum pathways

At Key Stage 3, higher sets in Mathematics, English and Science are taught at a pace and depth that prepares students for the highest GCSE grades. At Key Stage 4, more able students are guided towards an ambitious combination of subjects, including the EBacc and separate sciences where these suit their aspirations. Option combinations are checked so that no student's choices limit the qualifications that count towards their outcomes.

Beyond the classroom

Our enrichment and careers programmes extend stretch beyond the timetable. Opportunities for more able students include:

- subject competitions and challenges, including mathematics and science challenges, writing and essay competitions, and debating;
- links with universities, including visits and taster events, so that students can picture themselves at the country's leading institutions;
- leadership roles, including the student leadership body, peer mentoring and subject ambassador roles;
- reading lists and independent research projects that take students beyond the specification;
- careers guidance that raises aspiration towards competitive post-16, apprenticeship and university routes.

Every student on the More Able register is expected to take part in at least one super-curricular opportunity each academic year, and participation is tracked and reported.

Roles and responsibilities

- **The Vice Principal (Teaching and Learning)** holds strategic responsibility for more able provision, maintains the More Able register, and reports on its impact to the Senior Leadership Team and governors.
- **Heads of Faculty** ensure that schemes of work include explicit stretch and challenge and monitor the progress of more able students at each assessment point.
- **Teachers** know the more able students in their classes and plan tasks, questioning and seating to stretch them.
- **Tutors and pastoral teams** monitor the attendance, engagement and wellbeing of more able students and act quickly where these slip.

Quality assurance

Stretch and challenge is a standing focus of the Academy's quality assurance cycle. Lesson observations, learning walks, work scrutiny and student voice all evaluate whether more able students are being challenged consistently, and the findings inform faculty improvement plans and professional development.

7. Measuring Impact: Performance Indicators and Success Measures

The impact of our curriculum is judged by what students know, can do and go on to achieve. Leaders, governors and the Trust evaluate impact against the key performance indicators and success measures below. These are reviewed annually alongside the curriculum, and the baseline and target figures for the current year are set out in Appendix A, aligned with the School Improvement and Development Plan (SIDP).

Area	Key performance indicator	Success measure
Overall outcomes	Attainment 8; percentage of students achieving grade 4+ and grade 5+ in English and mathematics.	At or above FFT50 estimates, and improving year on year towards national averages.
Progress	Value added against FFT50 estimates; Progress 8 once published for the cohort; percentage of entries meeting FFT50 targets.	Mean value added of 0.0 or above against FFT50; Progress 8 at or above the national average.
Subject performance	Value added and grade 4+ and 7+ outcomes for each subject.	Every subject within 0.5 of a grade of FFT50, with no subject a significant negative outlier.
More able students	Value added for students on the More Able register; percentage achieving grade 7+ in English and mathematics; proportion of all grades at 7 to 9.	More able value added of 0.0 or above against FFT50; proportion of grades 7 to 9 rising year on year; more able disadvantaged students achieving in line with their more able peers.
Disadvantaged and SEND students	Attainment and value added gaps for Pupil Premium and SEND students.	Gaps narrowing year on year; Pupil Premium value added in line with non-Pupil Premium.
Completeness of outcomes	Proportion of Attainment 8 slots filled; number of ungraded (U) results.	Empty Attainment 8 slots and U grades reduced year on year, so that every student completes a full curriculum.

Area	Key performance indicator	Success measure
Curriculum breadth	EBacc entry; uptake of languages and separate sciences; GCSE Religious Studies entry and outcomes.	Entry increasing year on year, with no option combinations that limit the qualifications counting towards outcomes.
Accuracy of assessment	Variance between forecast and actual grades by subject.	Subject forecasts within 0.5 of a grade of actual outcomes.
Quality of implementation	Findings from lesson observations, learning walks, work scrutiny and student voice.	Consistently strong implementation in every faculty, including visible stretch and challenge for more able students.
Enrichment and destinations	Participation in enrichment and super-curricular activities; post-16 destinations.	Every More Able register student taking part in at least one super-curricular opportunity each year; every student moving into sustained education, employment or training.

RAG rating

Progress against each indicator is RAG-rated at every assessment point:

- **Green:** at or above target, or on track to meet it.
- **Amber:** below target but within 5 percentage points, or within 0.3 of a grade for value added and average grade measures.
- **Red:** more than 5 percentage points or 0.3 of a grade below target, or declining from the previous assessment point.

Monitoring and reporting

- Heads of Faculty review subject indicators after each assessment point and report through faculty reviews, setting out actions for any area rated Amber or Red.
- The Senior Leadership Team reviews whole-school indicators termly, including the progress of more able, disadvantaged and SEND students.
- The Principal reports on the indicators termly to governors and to the Diocese of Norwich Education and Academies Trust through the Academy Improvement Review cycle.
- Each autumn, the analysis of summer examination outcomes informs the annual curriculum review described in Section 8 and the targets set in Appendix A.

8. Curriculum Development

The Education Brief is clear about the need to continually review and revise the curriculum:

‘We will work hard to develop our curriculum to meet the demands of a changing world and to maximise the opportunities for our students. In doing so, it will be our aim to develop an innovative curriculum, recognising that innovation is grounded on secure practice underpinned by sound management and financial systems.’ (Education Brief S91)

The key principles underlying our curriculum development process are:

- Innovation and flexibility as key elements in improving education.
- Enrichment and enhancement through our Science and Environment specialisms.
- Responsiveness to our students as unique individuals within the school community.
- Recognition of the demands of a changing world, particularly its digital and technological challenges.
- Development of a personalised curriculum, placing responsibility for learning with students themselves (Education Brief S92).

- Ambition for every student, with stretch and challenge for the more able planned into every scheme of work rather than added on.
- Grounding every stage of curriculum development in our Church of England ethos and our core values of Perseverance, Aspiration and Respect.

In line with this philosophy, the curriculum is reviewed annually to ensure it continues to meet the needs of each cohort of students — for example, the addition of Travel and Tourism to the pathway choices. The Academy responds quickly and effectively to changing circumstances to ensure that all students can achieve their full potential, growing in character as well as in knowledge. The annual review is informed by the performance indicators and success measures set out in Section 7 and Appendix A.

9. Curriculum Complaints Procedure

The Education Reform Act requires the Governing Body to have in place procedures for considering complaints that the Academy is failing to meet its statutory obligations in respect of the National Curriculum and related matters. Full details of the curriculum complaints procedure are available from the Principal.

In summary, parents/carers may make representations if they believe that either the Academy is failing to:

- provide the National Curriculum in the Academy, or for a particular child;
- follow the law on charging for Academy activities;
- provide religious education and collective worship;
- carry out any other statutory duty relating to the curriculum;
- or is acting unreasonably in any of the above respects.

Appendix A: Curriculum Performance Indicators 2026/27

This appendix sets out the baseline and targets for the current academic year against the indicators in Section 7. It is updated each autumn by the Senior Leadership Team, in line with the SIDP, and reported to governors.

Indicator	Summer 2026 outcome	Summer 2027 minimum (FFT50)	Summer 2027 Academy target
Grade 4+ in English and mathematics	52.4%	66.4%	75.5%
Grade 5+ in English and mathematics	25.6%	32.7%	45.5%
Attainment 8 (average grade per slot)	3.31	4.2	4.7
Mean value added against FFT50	-0.78	0.00	+0.50
Attainment 8 slots left empty	15.9%	3%	3%
Pupil Premium gap at grade 5+ English and mathematics	9.8 pp	—	5 pp or less
SEND gap at grade 4+ English and mathematics	36.7 pp	—	25 pp or less
More able value added against FFT50	New measure	0.00	+0.50
More Able register students taking part in a super-curricular opportunity	New measure	—	100%

Summer 2026 figures are drawn from the Academy's results analysis for that cohort (82 students). Summer 2027 figures relate to the current Year 11 cohort (110 students), based on September 2026 data. Value added is measured against FFT50 estimates until Progress 8 is published for the cohort. More able baselines are established in the autumn term 2026. pp = percentage points.