

Curriculum 2025-26 Inspire Academy

Key stage	Intent	Implementation	Impact
KS3	This curriculum is to provide a positive experience through the curriculum: promote success and a growth mind-set. The curriculum is based around Personal Development including core skills in a nurturing environment with the aim to preparing learners for key stage 4 and enabling them to participate in a wide range of experiences to enhance pupils' cultural capital, academic and personal development.	Pupils are assessed through the induction process using baseline assessments which provides ages/levels in reading; comprehension; spelling and maths. Following on from this any further interventions and support will be implemented through interventions, either embedded through the curriculum or provided on a one-to-one basis. These include Fresh start phonics programme; Lexia; Spellzone, Sparx maths, sumdog and TTRockstars. The aim is to close the gap between their starting point and age-related expectations. The curriculum reflects the majority of subjects in mainstream including core subjects with the scope of the wide range of pupil needs; pupil progress and pupil engagement. We have taken into consideration the journey of the child and developed curriculum options to support individual lifelong learning opportunities. We have also considered how we pupils to reach the next stage and therefore use the Unifrog careers software, careers meetings, work experience, careers visits, college visits, careers fairs and outside speakers to support learners in preparation for this.	The impact of our curriculum is significantly measured through pupil progress and attainment. Our assessment policy lays out the detail of how we assess pupils. In addition, evaluation of the impact of Inspire Academy's curriculum will be measured in the following ways: Learning Walks; Pupil voice; Attendance; Progress data; Work Scrutiny; Analysis of pupil progress data; Qualitative data on pupil progress (e.g. through work scrutiny); Quality assurance of PHSE/RSE curriculum; Pupil voice; Analysis of behaviour data; Analysis of pupil progress data in literacy and numeracy/Maths and English; Analysis of progress in reading, spelling and comprehension; Number of pupils successfully reintegrated to the next phase of their education; Support pupils to make positive decisions about their future and next steps; Number of pupils who have accessed careers advice; Number of pupils with a positive destination to go to from Year 11; Number of pupils still in that positive destination 6 months later; Achievement of the Gatsby Careers Quality Mark; Number of Year 11 pupils who leave with a qualification in English and Mathematics; Quality assurance of appropriateness of curriculum offer and qualifications available for KS4 pupils; Quality assurance of additional subjects on offer; Number of pupils who leave with qualifications; the increased cultural capital and personal development of pupils over time including readiness for adulthood.
KS4	Our curriculum is designed to: promote success both academically and vocationally and to continue to develop social independent skills. Promote a growth mind-set and engage all pupils in learning. Enable all pupils to make progress from their individual starting points, and to have success in learning. Focus on developing pupil's social, emotional and mental health. Focus on academic success, having a strong curriculum focus on the facilitating subjects of English and Mathematics. Support all pupils to make healthy and safe choices. Support all pupils to make positive decisions about their future and next steps. To ensure that all Y11 pupils leave with a relevant Maths and English qualification, no matter when they join us. Ensure that all Y11 pupils have access to a range of qualifications at the right level and grade to reflect their ability and support them to access the next stage		
Alternative classes	The alternative curriculum is a nurture-based model, with Primary and Secondary elements, a curriculum focused on personal development and therapeutic subjects/interventions. Most are in different stages of the EHCP process. The delivery of this curriculum is based more on ASD methods of teaching and differs slightly to KS3/4 but with the same outcomes being sought at the end of year 11	All pupils who have joined us and continue to, have come from various different settings and contexts, have been taught different curriculums. The pupils in the alternative classes are often more vulnerable and have a diagnosis or traits of ASD. Therefore, our curriculum has been developed to reflect the wide range of pupil needs; pupil progress and pupil engagement of pupils with SEN needs. We have taken into consideration the journey of the child and developed curriculum options to support	

		<p>individual lifelong learning opportunities. This curriculum is based on a primary structure, however, includes core subjects and personal development opportunities and where it is suitable, pupils are able to access the same opportunities as those in the main part of the school.</p> <p>The curriculum supports key knowledge being retained to memory. This is sequenced, so that new knowledge and skills build on prior knowledge and learning.</p>	
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