

Curriculum 2026-27 Inspire Academy

Intent	Implementation	Impact
At Inspire Academy all pupils, regardless of starting point, attendance history or pathway, are entitled to a broad, balanced and ambitious curriculum. The curriculum is designed to be fully inclusive. Leaders ensure that pupils with SEND, SEMH needs, disadvantaged backgrounds or interrupted educational experiences can access the same ambitious curriculum as their peers. Appropriate adaptations remove barriers to learning while maintaining high expectations and curriculum entitlement. 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. We explicitly plan opportunities for pupils to build their cultural capital through educational visits, employer encounters, visiting speakers, community projects, enrichment activities, cultural experiences, work-related learning and participation in events beyond their immediate experience. These opportunities are sequenced throughout each key stage to broaden aspirations and prepare pupils for life in modern Britain. The curriculum promotes safeguarding through explicit teaching of online safety, healthy relationships, personal safety, risk awareness and preparation for life in modern Britain. The Year 7 curriculum will adopt a more primary-style approach to support the successful transition of the new cohort into secondary education. Many pupils have experienced disrupted and sporadic attendance during their primary years and would benefit from a more thematic approach to learning. This will provide greater continuity, strengthen engagement, and support their integration into secondary school by creating a more familiar and accessible learning environment.	Pupils are assessed during the induction process using baseline assessments that provide reading, comprehension, spelling and mathematics ages and levels. Following these assessments, any additional support or interventions required are identified and implemented. These may be delivered through the curriculum or provided on a one-to-one basis. Interventions include programmes such as Fresh Start Phonics, Lexia, Spellzone, Sparx Maths and Sumdog. The overall aim is to close the gap between each pupil's starting point and age-related expectations. Our curriculum reflects the majority of subjects taught within mainstream education, including all core subjects, while remaining responsive to the diverse needs, progress and engagement levels of our pupils. Leaders regularly evaluate curriculum coverage to ensure pupils continue to access foundation subjects including Computing, Humanities and Creative Arts. Curriculum plans identify the essential knowledge and experiences all pupils should access before leaving Inspire Academy. We have carefully considered each child's educational journey and developed curriculum pathways that support individual needs and promote lifelong learning opportunities. In addition, we focus on preparing pupils for their next stage of education, training or employment. To support this transition, we provide access to careers guidance meetings, work experience placements, careers visits, college visits, careers fairs and external speakers, helping learners develop the knowledge, skills and aspirations needed for their future pathways. The curriculums for individual subjects are carefully sequenced through progression frameworks which identify the key knowledge, skills and vocabulary pupils are expected to acquire and retain over time. Learning is planned so that pupils revisit essential concepts, enabling them to know more, remember more and apply learning across different contexts.	The impact of our curriculum is measured primarily through pupil progress and attainment. Our Assessment Policy details the methods and processes used to assess pupils' learning and development. In addition, the impact of Inspire Academy's curriculum is evaluated through a range of quantitative and qualitative measures, including: • Learning walks and lesson observations. • Pupil voice and feedback. • Attendance data. • Behaviour data and trends. • Work scrutiny and reviews of pupils' work. • Analysis of pupil progress and attainment data. • Analysis of progress in literacy and numeracy (English and Mathematics). • Analysis of progress in reading, spelling and comprehension. • The number of pupils successfully reintegrated into the next phase of their education. • Evidence that pupils are making positive decisions about their future pathways and next steps. • The number of pupils who have accessed careers education, information, advice and guidance (CEIAG). • The number of Year 11 pupils progressing to a positive post-16 destination. • The number of pupils who remain in their positive destination six months after leaving. • Achievement and maintenance of recognised careers quality standards, including the Gatsby Benchmarks/Careers Quality Mark. • The number of Year 11 pupils achieving qualifications in English and Mathematics. • The number of pupils leaving with accredited qualifications.

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During Key Stage 3, pupils access a broad curriculum that includes English, Mathematics, Science, Humanities, ICT, Design and technology, Art, Physical Education and food technology. This broad curriculum ensures pupils acquire essential knowledge and skills before moving into more personalised pathways. Curriculum adaptations are made to meet individual needs without compromising ambition or entitlement. 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	While curriculum pathways are personalised, leaders monitor curriculum access regularly to ensure all pupils receive sufficient opportunities and maintain access to core curriculum entitlement. Curriculum adaptations support engagement and success without unnecessarily narrowing future options.	• Quality assurance of the curriculum offer and qualifications available at Key Stage 4. • Quality assurance of additional subjects and enrichment opportunities available to pupils. • The development of pupils' cultural capital, personal development and readiness for adulthood over time. • A positive increase in emotional regulation, self-esteem, confidence, belonging and positive relationships. • Participation in educational visits and enrichment activities. • Engagement with cultural capital opportunities. • Progress in IT, humanities and creative subjects. • Development of employability and life skills. • Pupil readiness for adulthood. • Personal development and resilience measures. • Employer engagement and work-related learning outcomes. • The impact of foundation and vocational subjects is measured through subject-specific assessment, knowledge retention activities, pupil work, curriculum reviews and progress against subject progression pathways. Leaders evaluate whether pupils are developing increasing knowledge, skills and understanding across the full curriculum. Leaders evaluate the extent to which pupils know more, remember more and can apply previously learned knowledge independently. Assessment systems are designed to identify long-term learning rather than short-term performance. Through these measures, Inspire Academy evaluates the impact of the whole curriculum, ensuring pupils make progress academically, socially and emotionally. We aspire for all pupils to know more, remember more and achieve more from their individual starting points. Our curriculum prepares learners to become confident, resilient and successful citizens who are
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		ready for their next stage of education, employment or training and are equipped to make a positive contribution to society.
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