



## Curriculum 2023-24

"At The Radclyffe School we believe in the transformative power of knowledge and learning in tackling social inequality and **providing our students with the best possible chance of success**. We are committed to providing young people with the highest quality of education for them to achieve their **personal excellence**.

Our vision is that every student who attends The Radclyffe School will have access to a knowledge-led curriculum that will not only allow them to learn the **essential knowledge across a range of subjects** but **enable them to build on this knowledge in the future** and use it to make sense of the world around them."

(excerpt from The Radclyffe School Curriculum Vision)

## Summary - Key Changes for 2023-24

- Move from a 49 period 10-day timetable to a 50 period 10 day timetable
  - the additional hour will go to English at KS3
  - the additional hour at KS4 will go to Personal Development
- Reading lessons at KS3 will be separated from the English curriculum
- Removal of the alternative SEND curriculum pathways:
  - Nurture Group
  - Supported Study
- Move to an inclusive model of SEND provision supported by targeted intervention.

## Background and Recent Curriculum Changes

### Summary of Curriculum Changes 2021/22

- The removal of Foundation Learning Group (FLG) – replaced with Enhanced Support Group (ESG)
- Options blocks which span the full year group.

### The Findings of the Ofsted Inspection October 2021

In October 2021 the school had its first Ofsted inspection since 2015. The inspection report acknowledges that the school has recently taken the right actions to ensure that the curriculum is increasingly broad and ambitious. However, the report concludes that there continues to be some low expectations of what students can achieve. The report says the school needs to ensure that the curriculum is suitably ambitious for all students, including for students with SEND.

### Summary of Curriculum Changes 2022/23

- Nurture Group brought into line with the mainstream curriculum:
  - Nurture Group timetabled within the three linear blocks



- Science curriculum time brought in-line with the mainstream curriculum
- MFL introduced
- Two equal 'sides' (populations) introduced at KS4
- Supported Study brought within the KS4 vertical blocks for the core subjects.

## Changes for 2023/24

### 50 Hour Timetable

The Department for Education has set out the expectation that all schools will provide a 32½ hour week from September 2023 at the latest<sup>1</sup>. The Ofsted Inspection Framework requires that during an inspection, consideration is given to whether the school is meeting this expectation, and if not, whether this would improve the quality of education offered to students<sup>2</sup>. For this reason, it is necessary to increase the number of lessons to 25 hours per week.

### Additional Hour for English at KS3

Currently within the English Curriculum students have a 'library lesson' using the Accelerated Reader Programme. In many respects, this operates separately from the English curriculum. We know that for the community the school serves, literacy is the single most important issue. These lessons focus on reading. They ensure that every student has an age-appropriate reading book, and students are supported and encouraged with reading for pleasure. This is part of our universal offer for all students. Additionally, the English grammar elements of the National Curriculum are delivered as a discrete lesson within the English curriculum. This currently means that the main English curriculum is delivered in five lessons per fortnight. It is for this reason that it is proposed that English has the additional lesson at KS3.

### An additional Hour for Personal Development at KS4

Personal Development is a non-examined element of the KS4 curriculum. The subject includes, Personal, Social and Health Education (PSHE), Sex and Relationships Education (RSE), Careers Education, Information, Advice and Guidance (CEIAG) and Citizenship. Whilst these areas of the curriculum are not examined, they are essential areas of the wider curriculum that equip students with the essential knowledge to make informed decisions and make a positive contribution in society. Given the sheer breadth of the curriculum, there is a great need for additional time, particularly with the importance of supporting students with their transition into post-16 education, employment or training.

Additionally, the school is not currently delivering its statutory obligation to provide Religious Education and Computing at KS4. The amount of time all students should be studying RE and Computing at KS4 is not specified in the National Curriculum, but it is reasonable to conclude that this should be less time than the 5% required to justify one hour on the 10 day timetable. As well as providing opportunities to expand and deepen the existing curriculum, the additional time will also allow for the incorporation of elements of RE and Computing.

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<sup>1</sup> [Minimum expectation on length of the school week: information note \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/108421/minimum_expectation_on_length_of_the_school_week_information_note.pdf)

<sup>2</sup> [School inspection handbook - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/108421/school_inspection_handbook_-_gov.uk.pdf), paragraph 210



## **SEND Provision within the Mainstream**

The October 2021 Ofsted inspection raised some concerns about the curriculum ambition for students with SEND. Following this in February 2022, an external review of our SEND provision was carried out by John Foster, a national lead in this area. This highlighted that the Nurture Group provision had a broader scope than might usually be considered as a 'nurture' curriculum, and should be considered as a setted group.

In response to this, Nurture Group was brought into line with the mainstream curriculum. The delivery of English, Maths and Science has been brought back under the line management of those subjects. The curriculum outside of the core subjects has continued to be delivered, in the main, by teachers that are primarily teachers of SEND rather than subject specialists. Whilst this has been successful in many regards, there are considerable demands of teaching outside of one's specialism.

Additionally, the current arrangement is that students at KS4 who have been identified as having cognitive barriers to learning (not all of these students have an EHCP) are in Supported Study. This provision has two rather than four option choices. Following further scrutiny, it has been concluded that there is not sufficient justification for precluding these students from the full breadth of the mainstream curriculum. By doing so, we are preventing too many students from accessing essential knowledge that may limit their choices in future. Further engagement with external support during the autumn term of 2022/23 has confirmed that our SEND alternative curriculum offer extends too far, and includes students beyond those with significant cognition issues who have, or in the process of getting, an EHCP.

It is for this reason that it is proposed that the Nurture Group and Supported Study will cease as distinct provisions. SEND provision will take place, in the main, within the mainstream curriculum. Students will be supported according to their specific needs within the curriculum, and for those with the most complex needs, decisions about a reduced curriculum will be made on an individual basis.

## **Group Sizes at Key Stage 3**

The most significant cost for any school is its staffing cost. The size of teaching groups is the key driver of level of staffing, and in turn, the expenditure of the school. Therefore, there are good reasons for maintaining 11 groups at KS3 in the mainstream curriculum (practical subjects require lower ratios for health and safety reasons).

However, current projections mean that it is affordable to have 12 groups in each year group with an average group size of 25 students across all subjects. Whilst this may not be affordable in the long term, this will support high quality delivery at Key Stage 3, particularly as we move to the provision for all SEND students being primarily within the mainstream.

## **Options at KS4**

The options blocks subjects will remain largely the same as in 2022/23.



## KS3 Curriculum Model - September 2023

\* Literacy \* Managing Behaviour \* Curriculum Assessment



The Radclyffe School  
"Working Together for Excellence"

## KS4 Curriculum Model - September 2023

### Year 10 (HUH)

				A	B	C	D				Triple Sc
X Side	1	En <sub>8</sub>	Ma <sub>8</sub>	TS <sub>14</sub>	Fr <sub>5</sub> 30	Gg <sub>5</sub> 30	Hi <sub>5</sub> 30	Ts <sub>5</sub> 30	Pe <sub>3</sub>	Pde <sub>2</sub>	Bl <sub>5</sub> CH <sub>4</sub> PH <sub>5</sub>
164	2	En <sub>8</sub>	Ma <sub>8</sub>	Sc <sub>9</sub>	Fr <sub>5</sub> 30	Gg <sub>5</sub> 30	Hi <sub>5</sub> 30	Gg <sub>5</sub> 30	Pe <sub>3</sub>	Pde <sub>2</sub>	
Core AGS 27.3	3	En <sub>8</sub>	Ma <sub>8</sub>	Sc <sub>9</sub>	Cs <sub>5</sub> 30	Gg <sub>5</sub> 30	Hi <sub>5</sub> 30	Pd <sub>5</sub> 25	Pe <sub>3</sub>	Pde <sub>2</sub>	
	4	En <sub>8</sub>	Ma <sub>8</sub>	Sc <sub>9</sub>	Cs <sub>5</sub> 30	Bs <sub>5</sub> 30	Ms <sub>5</sub> 30	Fd <sub>5</sub> 25	Pe <sub>3</sub>	Pde <sub>2</sub>	
	5	En <sub>8</sub>	Ma <sub>8</sub>	Sc <sub>9</sub>	Cs <sub>5</sub> 30	EM <sub>5</sub> 30	Pd <sub>5</sub> 25	Mu <sub>5</sub> 25	Pe <sub>3</sub>	Pde <sub>2</sub>	
	6	En <sub>8</sub>	Ma <sub>8</sub>	Sc <sub>9</sub>	It <sub>5</sub> 30	Fr <sub>5</sub> 30	Eng <sub>5</sub> 25	BU 30	Pe <sub>3</sub>	Pde <sub>2</sub>	
					Fd <sub>5</sub> 25	RS <sub>5</sub> 30	Ar <sub>5</sub> 25	EM <sub>5</sub> 30			Triple Sc
					Sp <sub>5</sub> 25	Pho <sub>5</sub> 25	Pho <sub>5</sub> 25	Hi <sub>5</sub> 30			Bl <sub>5</sub> CH <sub>4</sub> PH <sub>5</sub>
Y Side	1	En <sub>8</sub>	Ma <sub>8</sub>	TS <sub>14</sub>	Pho <sub>5</sub> 25	Pho <sub>5</sub> 25	Pho <sub>5</sub> 25	Ts <sub>5</sub> 30	Pe <sub>3</sub>	Pde <sub>2</sub>	
136	2	En <sub>8</sub>	Ma <sub>8</sub>	Sc <sub>9</sub>	Pho <sub>5</sub> 25	Ar <sub>5</sub> 25	Pe <sub>5</sub> 25	HSC <sub>5</sub> 25	Pe <sub>3</sub>	Pde <sub>2</sub>	
core AGS 27.2	3	En <sub>8</sub>	Ma <sub>8</sub>	Sc <sub>9</sub>	Ar <sub>5</sub> 25	Sp <sub>5</sub> 25	Sp <sub>5</sub> 25	HSC <sub>5</sub> 25	Pe <sub>3</sub>	Pde <sub>2</sub>	
	4	En <sub>8</sub>	Ma <sub>8</sub>	Sc <sub>9</sub>	RS <sub>5</sub> 30	Da <sub>5</sub> 25	Sp <sub>5</sub> 25	Cs <sub>5</sub> 30	Pe <sub>3</sub>	Pde <sub>2</sub>	
	5	En <sub>8</sub>	Ma <sub>8</sub>	Sc <sub>9</sub>	RS <sub>5</sub> 30	Fr <sub>5</sub> 0	Tx <sub>5</sub> 25	Pho <sub>5</sub> 0	Pe <sub>3</sub>	Pde <sub>2</sub>	
			Ma <sub>8</sub>		Sp <sub>5</sub> 0	RS <sub>5</sub> 0	Sp <sub>5</sub> 0	Tx <sub>5</sub> 0	Pe <sub>3</sub>	Pde <sub>2</sub>	
					DR <sub>5</sub> 0	Hi <sub>5</sub> 0	Mu <sub>5</sub> 0	RS <sub>5</sub> 0			
							Ar <sub>5</sub> 0				

### Year 11 (THG)

				A	B	C	D				Triple Sc
X Side	1	En <sub>8</sub>	Ma <sub>8</sub>	TS <sub>14</sub>	Pde <sub>2</sub>	Fr <sub>5</sub>	Gg <sub>5</sub>	Hi <sub>5</sub>	Ts <sub>5</sub>	Pe <sub>3</sub>	Bl <sub>5</sub> CH <sub>5</sub> PH <sub>4</sub>
150	2	En <sub>8</sub>	Ma <sub>8</sub>	Sc <sub>9</sub>	Pde <sub>2</sub>	Fr <sub>5</sub>	Gg <sub>5</sub>	Hi <sub>5</sub>	Gg <sub>5</sub>	Pe <sub>3</sub>	
Core AGS 25	3	En <sub>8</sub>	Ma <sub>8</sub>	Sc <sub>9</sub>	Pde <sub>2</sub>	Cs <sub>5</sub>	Gg <sub>5</sub>	Hi <sub>5</sub>	Eng <sub>5</sub>	Pe <sub>3</sub>	
	4	En <sub>8</sub>	Ma <sub>8</sub>	Sc <sub>9</sub>	Pde <sub>2</sub>	Cs <sub>5</sub>	Bs <sub>5</sub>	Hi <sub>5</sub>	Fd <sub>5</sub>	Pe <sub>3</sub>	
	5	En <sub>8</sub>	Ma <sub>8</sub>	Sc <sub>9</sub>	Pde <sub>2</sub>	Cs <sub>5</sub>	Bs <sub>5</sub>	Ms <sub>5</sub>	Mu <sub>5</sub>	Pe <sub>3</sub>	
	6	En <sub>8</sub>	Ma <sub>8</sub>	Sc <sub>9</sub>	Pde <sub>2</sub>	It <sub>5</sub>	Fr <sub>5</sub>	Pd <sub>5</sub>	Mu <sub>5</sub>	Pe <sub>3</sub>	
						Tx <sub>5</sub>	RS <sub>5</sub>	Ar <sub>5</sub>	Hi <sub>5</sub>		
						Fd <sub>5</sub>	RS <sub>5</sub>	Pho <sub>5</sub>			Triple Sc
						Sp <sub>5</sub>	Pho <sub>5</sub>	Pt <sub>5</sub>	Ts <sub>5</sub>	Pe <sub>3</sub>	Bl <sub>5</sub> CH <sub>5</sub> PH <sub>4</sub>
Y Side	1	En <sub>8</sub>	Ma <sub>8</sub>	TS <sub>14</sub>	Pde <sub>2</sub>	Sp <sub>5</sub>	Pho <sub>5</sub>	Pt <sub>5</sub>	Ts <sub>5</sub>	Pe <sub>3</sub>	
134	2	En <sub>8</sub>	Ma <sub>8</sub>	Sc <sub>9</sub>	Pde <sub>2</sub>	Pho <sub>5</sub>	Ar <sub>5</sub>	Sp <sub>5</sub>	Pho <sub>5</sub>	Pe <sub>3</sub>	
Core AGS 26.8	3	En <sub>8</sub>	Ma <sub>8</sub>	Sc <sub>9</sub>	Pde <sub>2</sub>	Pho <sub>5</sub>	Sp <sub>5</sub>	Sp <sub>5</sub>	HSC <sub>5</sub>	Pe <sub>3</sub>	
	4	En <sub>8</sub>	Ma <sub>8</sub>	Sc <sub>9</sub>	Pde <sub>2</sub>	Ar <sub>5</sub>	Dr <sub>5</sub>	Sp <sub>5</sub>	HSC <sub>5</sub>	Pe <sub>3</sub>	
	5	En <sub>8</sub>	Ma <sub>8</sub>	Sc <sub>9</sub>	Pde <sub>2</sub>	RS <sub>5</sub>			Bs <sub>5</sub>	Pe <sub>3</sub>	
		En <sub>8</sub>	Ma <sub>8</sub>	Sc <sub>9</sub>	Pde <sub>2</sub>					Pe <sub>3</sub>	
					SS <sub>11</sub>						