



### The aims of the ambitious and inspiring Curriculum

Our school ethos 'Love of God, Love of Neighbour' underpins all that we do at Saint Francis Xavier School. It is at the heart of ensuring our students leave as well-rounded young people who go on to become participating citizens in their world.

With an outstanding educational foundation, we ensure that our students also have an enriching experience that goes beyond the standard offer of the traditional curriculum. We believe this is important as these experiences will help to shape their aspirations, build cultural capital, whilst developing confidence and character.

The curriculum at St Francis Xavier is the sum of all the students' experience. This encompasses all of the activities which take place in school, including the formal programme of educational provision, the informal programme of extra-curricular activities and those aspects of organisation and interpersonal relationships, which contribute to the development of the school ethos.

#### Academic Curriculum

Our broad and balanced curriculum is led by curriculum leaders who ensure -

- the best subject knowledge content is selected, paced and sequenced to match the development of our learners
- learning experiences are designed to motivate, challenge and engage learners, making the curriculum meaningful for all
- there is legitimate progression for our learners from one week, month, year and key stage to the next

#### Personal & Social Curriculum

Students at St Francis Xavier have one lesson per fortnight of PSHE, as well as themed weeks in form time and planned drop down sessions. Our aim is that this intrinsically links the pieces of Personal, Social and Health Education, emotional literacy, social skills and spiritual development into a clear programme of study. Our overarching intent for PSHE education is to provide students with accurate and relevant knowledge and opportunities to turn that knowledge into personal understanding and develop the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives. Our PSHE topics include health, RSE, online safety, careers, finance and risk.

The breadth and depth of our flexible curriculum is designed to inspire curiosity. Students enjoy their learning and are inquisitive and resilient in their pursuit of knowledge and development of skills. Curricular subjects are not seen in isolation but rather interwoven across disciplines to give a deeper understanding. We aspire to an organic curriculum that listens to the student voice, is sequentially progressive and builds upon existing knowledge whilst exploring and challenging 'The big ideas'.

### A strong and broad academic core

#### Structure of Curriculum

We have designed a three-year Key Stage 3 in which all pupils have the opportunity to gain a broad knowledge in both the academic and culturally enriching subjects. This provides a strong foundation of substantive and disciplinary knowledge that are both distinctive to Key Stage 3 and also necessary for successful progression to Key Stage 4.

At Key Stage 4, we continue to provide a broad and balanced curriculum, ensuring that every student has the opportunity to experience success by noticing and nurturing their talents. Students are guided to make the best choices by subject teachers, form tutors, our careers advisors, Futureproof and parental support. We believe that all students should have equal access to the curriculum. The structure of our Key Stage 4 options provides the opportunity for most students to achieve the English Baccalaureate (EBacc): a GCSE in one English, mathematics, two sciences, one humanities subject (geography or history) and a modern foreign language. It is also important that students have some freedom to choose subjects they have an aptitude for and enjoy.

- All students study at least one modern foreign language during years 7, 8 and 9
- Introduced Spanish as well as French to widen experience at KS3 and choice at KS4 in future years
- All students study RE throughout KS3 and KS4
- Students continue Geography, History or both into KS4.
- The majority of students are encouraged to take a modern foreign language at KS4.
- There are some students for whom the study of a language would not be the most appropriate choice and they are supported with a wide range of other options to create their KS4 curriculum.

### Outstanding student progress

Pupils of all starting points make exceptional progress. This year's secondary school performance data places our school at the top of all schools in North Yorkshire.



#### A well-considered and constructed curriculum

Learning builds from KS2 through to an awareness of the curriculum content delivered at KS5

#### Curriculum documentation includes:

- An overview of how the skills and knowledge progresses is mapped across Key Stages is present for each subject.
- Substantive knowledge and skills to be taught which includes tier 2 and 3 vocabulary
- Pre-planned and considered recall topics and tasks
- Evidence of extending beyond the National Curriculum offer at KS3
- Departmental evaluations identifying strengths and areas for further development
- QA feedback including areas of strength and for further development
- Recovery curriculum strategies
- Identifying and addressing gaps in learning
- SEND case studies and audits
- Cultural capital through academic enrichment and extra-curricula
- Data analysis, impact of interventions and priority students

To support the design, planning and delivery of the curriculum we have an extensive CPD offer which includes 4 main areas of focus; Curriculum implementation (including subject pedagogy, PSHE and RSE), SEND, disciplinary literacy and mental health. This is built on and informed by the latest educational research. We have been involved with two EEF projects. Best practise is shared in meetings, Teach Meets, SFXcellence and paired observations for ECTs and ITTs and new teaching staff to the school.

Our staff are not only excellent practitioners of their area of expertise but also give of themselves, enriching the students' educational experience. Saint Francis Xavier School has consistently achieved outstanding results due to our continual reflection and renewal of the curriculum we offer ensuring it is the very best for every student. Our curriculum is never finished.

The curriculum offer at KS4 is responsive to the local labour market and has been widened in recent years (Triple Science, Business Studies, Digital Media, Drama) We offer an excellent careers programme and currently all pupils stay on in education or employment on leaving school.

### Addressing social disadvantage and SEND through an ambitious curriculum

#### High quality teaching

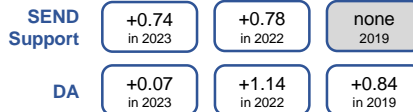
- CPD programme for all staff
- Agenda item in link meetings and pastoral meetings
- Induction programme for new staff

#### Academic support

- Small group English and Maths tuition
- Tailored departmental interventions in all subject areas.
- Reading interventions
- Use of technology

#### Wider support

- Involvement and monitoring of enrichment curriculum
- Early careers guidance
- Parental engagement
- Range of interventions to support SEMH



### Steps taken to reduce workload and promote a positive working environment

- Removal of end of term written reports
- Reduction in whole school data collections from 5 to 3.
- Wellbeing week at the end of each term with no after school commitments
- Wellbeing staff retreats – one away for a night and one after school
- Wellbeing on meeting agendas
- Availability of Smart Clinic and eye check ups subsidised
- Opportunities for progression and professional development
- Reduction in the appraisal observation from 1 hour to 30 minutes
- Tea and coffee served every Friday breaktime
- Less than 1265 directed time hours – published to all staff.
- Changes made to the calendar to have only one meeting night per week
- Changes made to the feedback policy
- Removal of coloured paper
- Completed the NY workplace well-being bronze award
- Trained well-being champion
- Mind support team in school working with staff and students
- SISRA and PowerBI used as an online analysis tool for school data and QA
- Signed up to the Education staff wellbeing charter
- Time given back to Curriculum leads for Appraisal of their department
- Planned social events

### Quality assuring the curriculum

- Exams' analysis meetings
- Departmental development plan
- In-year data
- Learning walks
- Work scrutiny
- Self-evaluations
- Review of curriculum documentations
- External reviews
- Student and parent voice
- Classroom observations
- Report to Governors
- Appraisal reviews
- Pupil premium strategy review plan

### Character Education

The character of our students is enhanced by every opportunity taken. The school offers a broad range of extracurricular opportunities; approximately 40 enrichment clubs run over a fortnight. There are, for example, sporting clubs, drama, music and clubs such as debating, film and chess, GIFT. There are also many trips and activities available throughout the year run by either subject areas or via school chaplaincy. Every child has several chances to partake in residential trips during their time with us both at home and abroad.

Students are encouraged to lead and to be examples to others. Some run clubs for other students, others are involved in student leadership, many volunteer in the local community either through DoF or because they sought out an opportunity guided by their own desire to contribute where they see need.

This academic year 87% of students have participated in an enrichment activity.

#### Local labour market

17% OF THE YORK AND NORTH YORKSHIRE WORKFORCE ARE SELF EMPLOYED (COMPARED TO 14% IN ENGLAND)

TWO KEY OBJECTIVES FOR YORK & NORTH YORKSHIRE ARE TO EXPAND DIGITAL CAPABILITIES AND INCREASE SUPPLY OF TECHNICAL STEM SKILLS

#### Reading

At St Francis Xavier School, we want all of our students to develop confidence and a love of reading which equips them for life. Students read widely, and often, in a variety of contexts such as through the KS3 Accelerated Reader programme and enrichment opportunities like Readathon, World Book Week, and writer visits, so a whole school culture of reading is celebrated. Students at the school are encouraged to develop their vocabulary to close the word gap, ensuring that all students have the vocabulary and cultural capital needed to succeed academically and socially.

Following a Disciplinary Literacy model, teaching reading is the responsibility of all staff, and teachers in all subjects equip students with the distinct skills they will need to achieve their full potential, regardless of their starting point.

