



Whalley Range 11-18 High School

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Whalley Range 11-18 High School Curriculum Vision

We strive to educate, inspire, and empower young women to be the next generation of leaders. We ensure that students, regardless of their starting points, make outstanding progress and have the enrichment opportunities to succeed in the next stage of their education. Whilst at Whalley Range, through a broad and balanced, ambitious curriculum and wider experiences, students will gain the knowledge, skills and emotional resilience to equip them to succeed and become active citizens of Manchester and the world.

What this means

- That we have high expectations of all students
- We have a climate of high expectations where students' 'love' of their subjects can flourish
- A broad and balanced curriculum – that all students receive a minimum entitlement of the National Curriculum at KS3 and that KS4 content is not being taught at KS3.
- That the curriculum is built on core concepts so that students know more and remember more by clearly defined endpoints
- An ambitious curriculum that supports and challenges all pupils
- The implementation of the curriculum design ensures that we diminish the gaps and inequalities for our students
- That through meaningful assessment teachers respond and adapt to meet the needs of the students
- Reading skills and the development of disciplinary literacy sit at the core of our practice so to equip students with the skills for learning
- The development of our students' cultural capital is woven throughout the curriculum and wider school life in order to bridge gaps within our students' experience
- We all have a role in nurturing our students' Personal Development through all aspects of school life in order to prepare them for adult life
- That every teacher is a modeller, questioner, reader, curriculum constructor, a nurturer of Personal Development and teacher of SEND.

Whalley Range 11-18 High School Context

Whalley Range High School is an 11-18 girls' school and part of the Greater Manchester Education Trust. The academy is larger than average with 1671 pupils on roll. Over 51% of our students qualify for the pupil premium grant, 41% of students are currently in receipt of Free School Meals and 11% of students are on the SEND register. Students come from a wide range of minority ethnic groups, with over 40 languages spoken, with 77% of students having English as an Additional Language and higher than average numbers start and leave the academy throughout the year.

Whalley Range 11-18 High School serves a diverse community of south Manchester, with a number of students travelling from across Manchester to attend our school. The school is located in inner city Manchester and has over 60 linked feeder primary schools.

— a member of the **Greater Manchester Education Trust** —

The academy has an unwavering commitment to be at the heart of the local community and ensure all students and families have a high-quality knowledge rich education. We are determined to build on the successes of the academy and know that high levels of challenge balanced with genuine support and multiagency work will allow students to improve their academic attainment, knowledge and ultimately their life chances.

Historically attendance rates have been high and exclusion rates have been low. Despite the global pandemic, attendance remains strong.

Many of our students start the academy with below average levels of attainment. In our class of 2022, over a quarter of our pupils did not meet the expected standard and 17% did not complete KS2 tests. Furthermore, over 40% of our students read below the level expected. This does not deter us, and we ensure that all students, regardless of their starting point have an ambitious curriculum with the EBACC at its heart. There is equality of opportunity for all students to study a broad and balanced range of subjects and we provide the right support to help students succeed.

We ensure that reading and the development of academic vocabulary are central to our curriculum. Whalley Range 11-18 High School literacy programmes provide structured opportunities for students to develop their reading ability and high-quality support is given to those students who have gaps in phonological understanding and/or reading comprehension.

A barrier for many of our students is not being able to access wider cultural experiences, which impacts on the development of their cultural capital. It is vital therefore that the development of our student's cultural capital is woven through our curriculum.

We are determined to ensure that our students have a curriculum that will diminish the gaps and inequalities that exist within society and that all students can thrive emotionally, socially and academically. Our 'Whalley Range Experience' and wider personal development curriculum enables all students to develop their talents and nurture their interests whilst gaining vital cultural capital that will help them succeed in life.

Barriers for our students

- 48% of students reading age lower than chronological age
- 51% PP and 41% FSM
- 77% EAL and over 40 different languages spoken
- Lack of wider cultural capital experiences
- Lack of devices at home
- Lack of internet access
- High mobility of student population (average 100 students per year)

Curriculum Intent and Strategic Aims

At Whalley Range High School we are extremely proud of the ambitious, broad and balanced curriculum we offer to all of our students. Our curriculum is 'To ensure all students

are equipped with the knowledge, skills, abilities, attributes and qualifications to pursue a fulfilling career, contribute positively to their communities and be active global citizens.' We are committed to providing students with the best life chances possible, irrespective of their background or starting point.

We deliver the most powerful knowledge to our students with the view to their development as global citizens able to make a positive contribution in the communities of the future. We want to empower our students to make decisions within an ever-changing world so they are able to lead successful and happy lives.

The curriculum itself places knowledge, that is cumulative, at its heart and support is provided to those students with special educational needs or disabilities to access the full range of curriculum subjects. The science of learning has underpinned our professional development programme, alongside domain and subject specific pedagogy ensuring staff continually improve their teaching ability and understanding of how students learn effectively.

Our ambitious curriculum is constructed to take account of the local context of the community the academy serves. This is evident within the contextualised personal development curriculum which includes a focus on relationships, safeguarding and emotional and mental wellbeing and is based on a detailed evaluation of the experiences and cultural capital which will bridge gaps within our students' experience.

Our approaches aim to inspire curiosity and creativity through engaging content and inclusive teaching with a focus on developing students as life-long learners. The content of our curriculum is based upon the most powerful knowledge within each subject which is then sequentially planned to build upon the prior knowledge and experience of our students. Additionally, classroom practice is built around the effective use of retrieval practice in order for students to remember knowledge over time. Finally, student language acquisition and fluency (both spoken and written) are prioritised by our teachers and students, evidenced through staff CPD on literacy, strategies used in the classroom and our reading programmes.

Our curriculum:

- is ambitious and both rich in academic rigour and student development
- is designed to diminish gaps and reduce educational inequality
- is appropriate and relevant to our students
- is progressive, interleaved and sequenced to develop knowledge and understanding which provides deep, sustainable and valuable learning for all students
- provides opportunities to develop levels of academic language and fluency across all curriculum areas
- recognises the increasing importance of demands placed upon young people in order to keep them safe in a digital age
- promotes opportunities across the curriculum for the development of good student health and wellbeing
- provides a wide range of courses that challenge, engage and raise aspirations of our students
- promotes learning across a wide range of contexts and experiences
- promotes reading and the development of vocabulary knowledge as an explicit focus

Our aim, through our curriculum is to develop young people who can contribute positively to future communities:

- who are not disadvantaged by the social context in which they live
- who have the confidence, resilience and knowledge to stay mentally healthy
- who have high expectations of self and an ambitious vision for their future
- who have a work ethic in them achieving, and exceeding, their academic potential
- who are happy and have a desire to pursue a healthy, active lifestyle
- who are respectful, tolerant and empathetic towards the values and beliefs of others
- who are self-aware and know their own strengths through reviewing and evaluating their progress
- who are capable of making informed decisions and are aware of their rights and responsibilities

Curriculum Design

All students receive 25 periods of taught curriculum each week. All students are taught the full range of national curriculum subjects and many students receive additional intervention and support to close gaps and diminish inequalities.

Our Personal Development curriculum is taught through a discrete form time programme delivery, Citizenship lessons (Year 9), RE (all years), Personal Development Days, focus sessions, Duke of Edinburgh's Award and Cadets' programme, extra-curricular opportunities as well as being interleaved in subject specific delivery.

KS3

Students study a broad, balanced curriculum and all students receive a minimum entitlement of the National Curriculum.

Subject	Year 7		Year 8		Year 9	
	7a	7b	8a	8b	9sr	9qp
English	4	4	4	4	4	4
Maths	4	4	4	4	4	4
Science	3	3	4	4	4	4
History	2	2	2	2	2	2
Geography	2	2	2	2	2	2
RE	1	1	1	1	1	1
Languages	2	2	2	2	2	2
ICT	1	1	1	1	1	1
PE	2	2	2	2	2	2
Performing Arts	2	2	1	1	2	2
D & T and Art	2	2	2	2		
Cultural	0	0	0	0	1	1
<i>Lessons Per Week:</i>	25	25	25	25	25	25

KS4

Students choose from a range of options at the end of Year 9 including the full range of EBACC subjects, additional GCSEs and some vocational qualifications, and begin their programme of study in Year 10. All students have the opportunity to complete the full range of EBACC subjects including MFL and 60% of students complete the full EBACC. Students are guided in their choices but have complete equality of opportunity to follow a curriculum that meets their needs, interests and further aspirations.

All students follow the academic core:

	Hours per Week	
	Year 10	Year 11
English (All students complete GCSE English Language and GCSE English Literature)	4	4
Mathematics	4	4
Science (Combined or Separate)	4 (8 if separate)	4 (8 if separate)
RE	1	1
Physical Education*	2	1

RE is studied by the vast majority of students throughout KS4. Studying RE supports us in addressing the needs of our students. It supports the development of understanding of the British values and offers a wider understanding of different religions which promotes community cohesion. RE enables our students to build their skills of empathy and appreciation of diversity, as well making a significant contribution to the Personal Development curriculum.

Students also have a wide range of choice for their option subjects and all subjects are given three hours curriculum time per week with students completing three option subjects.

Geography	Arabic	Art	Child Development	Business
History	French	Photography	Health and Social care	Enterprise
	Spanish	Textiles	Psychology	Creative I Media
	German	Drama	Sociology	Computer science
	Urdu	Music	ESOL	
		Hospitality and catering		

Underpinning Curriculum Values and Principles:

Cooperative Values/British Values

At Whalley Range High School we actively promote the Cooperative values of self-help, self-responsibility, equality, solidarity, democracy and equity. These form an important role in strengthening our school ethos and our links with the local community. The Cooperative values closely match the British values such as mutual understanding and respect and equality and promote values of democracy, respect and tolerance for all races, cultures, faiths and beliefs. Our students study these values within the Personal Development curriculum and across subjects. They are embedded throughout school life including PSHRE activities, assemblies, Personal Development Days and provide students with opportunities to be rewarded by being able to demonstrate these values.

An Academic Core – English, maths and EBACC

- We believe all students should follow a strong academic core and we focus on the fundamentals of English and mathematics to provide students with the qualifications they need to succeed and the knowledge which will open doors in their future. All students in KS3 follow a strong academic focus with the EBACC at its heart and all students in KS4 have the opportunity to follow a full EBACC pathway. We keep the curriculum as broad as possible for as long as possible allowing students to receive a rich and broad variety of subjects and experiences with an academic core.

Personal Development and the Whalley Range Experience

- All students have a robust Personal Development curriculum which develops their knowledge and skills. This curriculum is built around the statutory elements but also bespoke areas which we have crafted with our deep knowledge of our students and the community we serve. Students' understanding how to stay safe and healthy are of paramount importance we explicitly teach students about the dangers of the complex world they live in and how to ensure they are safe, resilient and can find support should they need it.
- We know that many of our students can have limited cultural capital. This is why we systematically build a range of opportunities for students to explicitly build their knowledge, skills and experience that will help them succeed beyond the academy. Equality is one of our core values and we know that all students at Whalley Range 11-18 High School need the highest expectations to succeed, we also know that poverty should not be a barrier to success. Our wider enrichment and Whalley Range 11-18 High School offer helps to ensure that all students have a wide range of experience beyond the classroom.
- All students in KS3 and KS4 have extensive enrichment opportunities including sports opportunities, Duke of Edinburgh's Bronze Award, a wide range of leadership opportunities including the Senior Student Leadership Team, Year leaders, subject and sport leaders and LGBTQ+. Our leaders are given the opportunity to gain accreditation in student leadership (SSAT award). In addition, students have access to wide range to extra-curricular activities including music and drama sports and fitness, Manchester United Foundation sessions, gardening, knitting and creative writing.

Inclusivity and Student Support

- Our deep knowledge of our students means that we provide a range of adaptations and support to help students succeed. This ranges from strategies for quality first teaching to a range of reasonable adjustments to support students. We have a range of intervention programmes that allow students with identified additional needs the structured support to help them succeed. We have a comprehensive offer of wrap around support including school counsellors, the Learning Zone and Emotional Health and Wellbeing nurse. We also tenaciously pursue other agencies to support our work and provide support for our students and families.

Reading is Fundamental

- At Whalley Range 11-18 High School we believe that reading and equipping students with a strong vocabulary will be key drivers to eradicating educational inequality. The Whalley Range 11-18 High School reading programmes combined with our focus on disciplinary literacy develops students' fluency, comprehension and grasp of academic language. Each term, all students at KS3 are gifted a new book and structured reading time is built into the English curriculum. Students who are furthest behind with their reading also receive small group and individual support to help them catch up with their peers.

Lexonik Leap	Phonics
Lexonik Advance	Fluency, morphology and comprehension
Love to Read	1:1 for fluency and vocabulary
Bedrock Vocabulary	Building vocabulary
Reading mentors	Fluency and vocabulary

Review, Reflect and Refine

- We believe that our curriculum should be constantly reviewed in order to reflect our community and refined so that we can fulfil our curriculum principle and aims. Like all aspects of the education we provide, we continually review and refine our curriculum in order to ensure students receive an excellent education with cumulative knowledge and skill at its heart. We use assessment and quality assurance to guide our curriculum development.

Pedagogical Support and CPD

Whole school Teaching and Learning foci

1. Modelling and questioning
 2. Supporting students with Special Educational Needs and disabilities
 3. Communication skills with a specific focus on reading
- At Whalley Range 11-18 High School , we understand that in order for the curriculum to be taught effectively we must support staff in developing their pedagogy and practice to ensure that students learn effectively and can know, do and remember more. Our staff CPD programme is built around the science of learning and strategies that support students to learn and an understanding of effective curriculum design. Subject specific CPD opportunities are a priority, as are opportunities for staff at every stage of their career.

Mental Health and Student Wellbeing

- We pride ourselves on our ability to know our students and nurture their skills, abilities and talents. We know that many students in our community face challenges with their emotional and mental health, and we strive to ensure all students have access to the right support that they need to succeed. We work with a range of strategic partners from CAMHS, MIND, NHS, Social Care and Complex Safeguarding. Our safeguarding team, school counselling service and Emotional Health and Wellbeing nurse further support students facing difficulties. Our multi agency work has been praised by many of our partners and we know it has made such a difference to many in our community. We also strive to ensure that mental health and wellbeing strategies are explicitly taught and modelled across the community.

Careers and Our Futures

- All students have high quality careers provision and we use the Gatsby Benchmarks to ensure that we consistently meet the high standards we expect. Students receive a range of interactions with employers, the right curriculum provision and independent advice and guidance to make informed decisions about their futures.