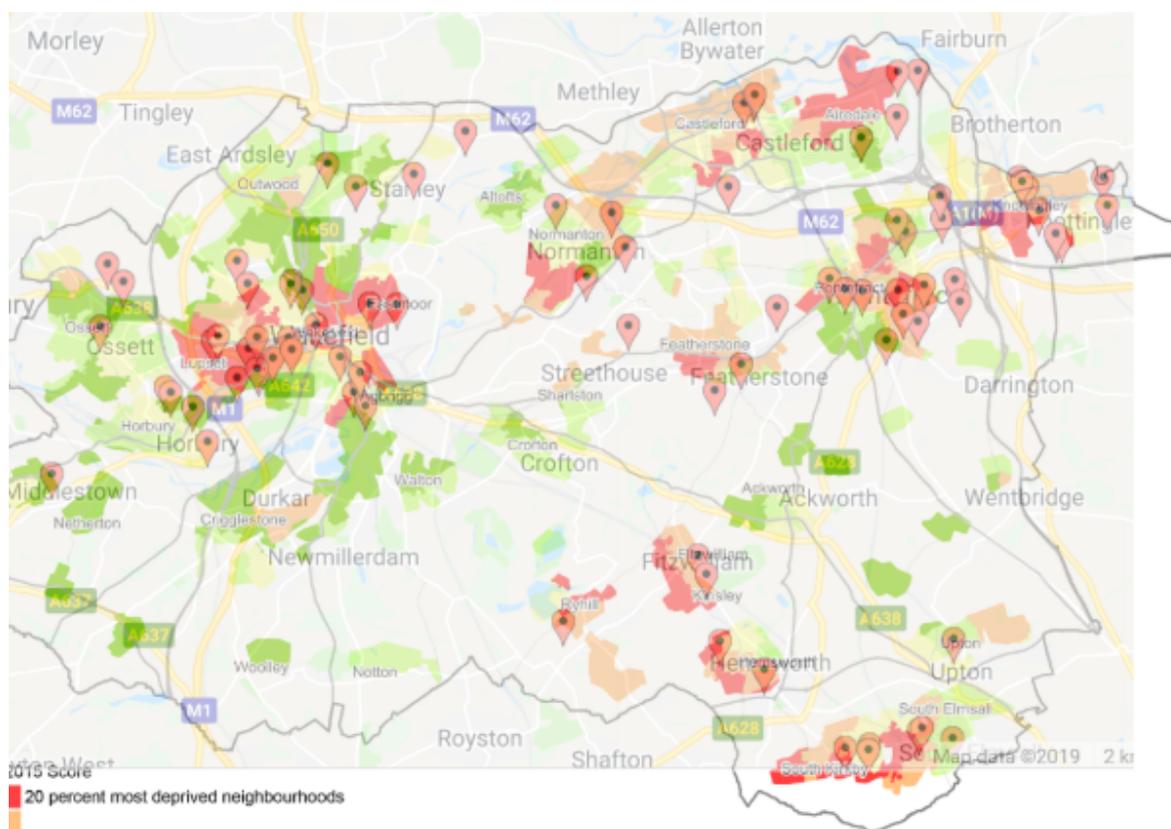


## CURRICULUM STATEMENT

### Economic context

As is the case across the country, there are parts of the Wakefield district where more people tend to be poorer, or less healthy, or more likely to be out of work. The Index of Multiple Deprivation (IMD) is calculated for every neighbourhood in England every three or four years, and it combines issues such as income, employment, education, crime and housing.

At the district level Wakefield is the 65th most deprived district in England (out of 326 districts), a small change from 2010, when Wakefield was 67th most deprived. The IMD 2015 shows that 47,400 people in the district are living in neighbourhoods amongst the top-10% most deprived in England. This is 14.4% of the district's population, similar to the position in 2007 (14.6%). The geography of multiple deprivation is shown below. A large majority, roughly 85% of our students live in these areas.



The district's deprivation profile is shaped by high levels of education and skills deprivation, and relative to England the situation remained unchanged from 2010. Income and health deprivation are also prominent and both worsened relative to England between 2010 and 2015.

The new management team at Springfield have reviewed the curriculum offer and have adjusted the targets for destinations of students leaving the PRU. Previously, the emphasis had been on securing college places for all students. We have realised that this is not the best destination for all students. College will be the best option for our most able and resilient students but most students struggle at college and hence become NEET. We are now, in collaboration with the Employment Hub, looking for apprenticeships and employment to prevent students falling into poverty when they leave, or worse, becoming involved in drugs and crime. However we still strive to enable students to achieve the best qualifications they can.

The students who attend The Springfield Centre exhibit a wide range of both emotional and educational needs, which by their very nature can impinge negatively upon their progress. The school therefore provides a flexible curriculum that addresses all areas of student needs.

The Centre's statement of intent supports the two main aims of the National Curriculum:

- to provide opportunities for all students to learn and achieve,
- to promote students' spiritual, moral, social and cultural development and prepare all students for the opportunities, responsibilities and experiences of life.

The curriculum at The Springfield Centre intends to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also a range of extra-curricular vocational and placement activities that the centre organises both onsite and with outside agencies in order to enrich the experience and address the challenges of the students. It also includes the 'hidden curriculum', or what the students learn from the way they are treated and supported. We aim to teach the students at Springfield positive, responsible attitudes, developing knowledge and skills, including social and basic life skills so that they may become contributory members of the extended community.

## **Intent**

At Springfield we have designed our curriculum offer to achieve the following:

- To assess the students on entry, discover gaps in learning and give this information to teachers to enable them to fill those gaps
- To reengage students in the learning process
- To equip the students with the tools they need to learn
- To promote independent and collaborative learning
- To promote British values
- To raise self-esteem and build resilience
- To promote moral, spiritual and cultural values
- To prepare students for what happens next, after school
- To give students experience of working and volunteering in the community

## **Implementation**

To achieve the above we will use:

- Quality teaching, known as Wave 1 provision
- Teachers supplied with all the data necessary for them to personalise student learning
- Individualised learning
- Clear baselining using Skills Forward
- Progress tracking using DCPro
- Intervention to support struggling students, Wave 2 provision
- Vocational learning on site
- Personal development curriculum to remove barriers to learning and to facilitate improved physical and mental health, accredited through Prince's Trust
- Partnerships with external providers, parents/carers and advisers to upskill the teaching staff

## **Impact**

As a result of the above provision we expect:

- That all students will leave Springfield and have an appropriate destination which will allow them to be successful in later life
- They will achieve the accreditation necessary to allow them to follow the career path they identify
- Students have changed their behaviour in order that they can operate in an acceptable manner in the workplace/further education
- Students will have learned the skills necessary to be successful after they leave Key Stage 4
- Students will understand what it is like to work in a real workplace
- Students will be able to start working with companies and access the education they require to help them become skilled workers
- Students will leave Springfield with better Physical and Mental health, preparing them for the pressures of working life