



Highworth Warneford School

Curriculum Intent Statement



Demographic and Context

Highworth Warneford School is situated in the market town of Highworth, on the edge of the Cotswolds and located six miles Northeast of Swindon town centre. Highworth is comparatively more affluent than nearby Swindon, although there are small areas of deprivation within the town. Of the population within Highworth, 95% identify as White British. Students come from a number of local feeder schools and on entry are typically of middle or higher prior attainment. Highworth Warneford School is a small aspirational 11-16 school, one of eight schools in the Park Academies Trust. The town of Highworth accommodates a relatively aging population, with increasing proportion of student numbers being drawn from Wiltshire, Swindon and Oxfordshire villages.

Living within a small-town, young people are not routinely exposed to many of the conventional cultural and academic attributes of a city that are found in nearby Bath, Bristol and Oxford. There is however, a strong community identity within the town with the weekly market alongside the May Day Charter, annual Music Festival and Highworth Festival. The town is located close to places of historical interest such as Cirencester and Avebury.

Having grown around the railway in the mid-1800s, Swindon and surrounding areas have maintained high employment figures due to its many service and manufacturing industries. The school aspires to create lifelong learners therefore the majority of our students progress to further education at local colleges and will now join the Park Academy Trust Sixth Form. Job security may account for the relatively low geographical and social mobility with data suggesting that young people from Swindon are among the least likely in the country to go on to university, with approximately 34% of students continuing onto higher education. Our curriculum challenges students to aspire to further education and University. This is supplemented by the TPAT 7-9 strategy and Masterclass programmes along with strong careers education and guidance throughout KS3 and KS4.

It is within this context that the school aims to engage students and parents with a wider cultural and curriculum experience. Integrity is one of the three school values- holding strong moral values. The school has a proud tradition of academic excellence, matched with strong pastoral care. Small cohorts ensure that each student is recognised as an individual and given the opportunity to thrive and reach their potential. The school population is predominantly White British, 10% of pupils are eligible for free school meals, 24% SEND and 6% have English as an additional language. As a school we have had falling roll, however we were oversubscribed for September 2025 and are increasing our PAN. Students enjoy coming to school, attendance and attainment is above or at national average.

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High quality inclusive teaching is at the heart of our school. Leaders have designed an ambitious curriculum, its fundamental aim is to enable all students, with particular attention to those on our inclusion list to secure deep and fluent knowledge, building on previous experience and paving the way for future learning. We share a clear mission: to deliver the richest possible educational experience which enables **all** young people to leave our care as responsible citizens equipped to fulfil their personal goals and career aspirations. Highworth Warneford School also acknowledges its responsibility to develop independent learning skills as we prepare pupils for the ever-changing employment landscape and technological career pathways.

Implementation of the curriculum model draws on the best available evidence and pedagogical research. All staff are trained in TPAT Learning Principles, which allows for a consistency of learning language and structure. The framework is pedagogically based and is further enhanced by our CREATE Teaching and Learning strategy, which focusses on staff exposing the following elements of teaching practice with pupils in all lessons:

Challenge – Retrieval - Explicit Instruction - Assessment & Feedback - Thinking - Engage.



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Highworth Warneford School Curriculum: 5 Keys to Success

Our vision has been embedded in the curriculum at all levels by considering the following '5 Keys to Success'. The intent of each key is outlined below, with further details in the curriculum outline documents.

Knowledge, Skills & Mastery	We deliver a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high prior attainers, the disciplinary knowledge and cultural capital they need to succeed in life. All students study languages as an integral part of the KS3 curriculum which aims to equip students with a firm foundation for future academic study and careers aspirations. All students follow our broad and balanced Key Stage 3 curriculum and subsequent GCSE options, ensuring that the range of subjects' pupils study remains as broad as possible. This allows students to expand their interconnected subject knowledge and better understand the world in which we live. Students are guided in their option choices to promote high aspirations whilst considering subjects that foster a love for learning. Assessment forms an integral part of our curriculum and informs quality first teaching across all the key stages to ensure every child has the opportunity to thrive and succeed. The learning journey has been coherently planned and sequenced so that pupils build knowledge and skills from KS1 through to KS5. Our values promote integrity, challenge and excellence with the aim that all learners move into aspirational post-16 courses and career pathways. We monitor the progress of all learners through a planned system of assessment and schemes of work provide opportunity to reflect and reteach, ensuring any identified gaps in knowledge are dealt with. Students are developing their use of personal learning checklists (PLCs) to assess knowledge, skills and mastery in every unit of work, leading to reflection of what went well (WWW) and how to improve (HTI) before then making a change (MAC) to demonstrate progress.
Literacy & Numeracy	High levels of literacy, articulacy and numeracy are fundamental in ensuring the best outcomes for our students in all subject disciplines. Explicit teaching of literacy is an important part of our curriculum, including a Warneford reading strategy, word of the week and explicit teaching of vocabulary. The capacity to structure extended written responses, is central to positive outcomes and is evident in schemes of work across all relevant subject areas. A new <i>topic text initiative</i> and a variety of reading strategies are being developed with teachers of all subjects providing a wide range of opportunities for students to read - guided by the teacher, or independently. Our <i>Accelerated Reader</i> initiative, designed to encourage both literacy and cultural awareness, is established within the Key Stage 3 curriculum. Through <i>Accelerated Reader</i> we champion the importance and joy of reading, providing recommendations using students' interests and reading levels to suggest appropriate titles. The tutor time programme for Literacy ensures all pupils spend quality quiet time reading appropriate material from a range of cultures and contexts. The material is overseen by tutors, who are able to enhance student knowledge and understanding by drawing parallels, links to content in the wider curriculum and model reading to the students with inference and enhancement of tone. Students are given provision to apply the core concepts that underpin Mathematics in a wide range of subjects and contexts. It is recognised that Mathematics is not an isolated subject as it encompasses many aspects of everyday life. Numeracy contributes to, and draws from, many subjects and aspects of the curriculum, and in order to engage and motivate pupils, 'real' and relevant Math is explicitly taught across subject areas, such as recipe calculations in Food Technology, reading maps in Geography and percentage change calculations in Biology. Our tutor programme for Numeracy ensures all students spend time outside of Math lessons working on Numeracy problems. The material is selected by Maths teachers and overseen by tutors, who are able to enhance student knowledge and appreciation of Maths in wider contexts by drawing parallels and links to content in the real world.



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Entitlement & Engagement	Personalised, and carefully timed, guidance is provided to support students' option choices for GCSE. The aim is to achieve the best foundation from which to progress to the next stage without constraining choice. For students aspiring to go on to study A-Levels and university the English Baccalaureate is actively promoted as a strong basis for further academic study. It is recognised that for some students, our vision of aspirational learning will be met through a different range of options to enable them to progress and excel in their chosen field. As a school, we promote our school values – Integrity, Challenge and Excellence (ICE). This links to our focus for greater cultural exposure as we challenge students to aspire to career pathways beyond the Swindon, Gloucestershire and Oxfordshire local areas. We employ careful questioning and collaborative learning to encourage students to be adventurous in their thinking as they explore new ideas. All students, including disadvantaged and SEND, are given the opportunity to maximise their own personal development and explore the world beyond the classroom. School trips and visits, both local and international, ensure that pupils have access to the cultural capital to which all young people are entitled. We are committed to the inclusion of all students and we seek to ensure that the individual needs of students are fully met. Our curriculum draws explicitly on high quality research relating to supporting disadvantaged pupils and those with SEND. We value high quality teaching for all learners and monitor both emotional and academic learning, putting intervention and support in place when needed. We aim to create learning environments which are flexible enough to meet the needs of all young people and to ensure that students always feel that they belong to our community. This is further enhanced through the provision of the TPAT School of Solutions (SOS) programs. Based on the school site, this bespoke intervention helps develop social, emotional and academic skills, building to a reintegration into the mainstream classroom. The SOS also provides outreach support to identified groups within the school.
Aspiration & Wellbeing	Pupil wellbeing is at the heart of our school and our staff undergo frequent training which allows them to support the emotional and academic needs of our pupils. Alongside assemblies, PE curriculum, our PSHE/Character curriculum, Careers curriculum and British Values we strive in supporting our core aim of broadening our pupils' cultural exposure and expanding their own expectations and aspirations for the future. Teaching in these areas focuses upon the skills pupils need to stay healthy and build mindfulness and emotional resilience. We offer a high quality PSHE, Citizenship, RSE and Careers programme which is fully compliant with the current guidance and is regularly audited and monitored. We are reactive to current national and local priorities including social issues, which are linked to safeguarding and KCSIE. Our pastoral structure is designed to ensure that there is a supportive and nurturing environment, balanced with an academic focus with teaching Heads of Key Stage 3 & 4, Head of Year 7, House Leaders and non-teaching Pastoral Support Workers. Pupils are immersed in an environment that will further support the development of emotional intelligence and mental health, enabling them to bounce back from adversity, demonstrating resilience and positivity. To develop pupils into committed and resilient learners, we are implementing a consistent behaviour for learning policy which will embed positive behavioural language alongside our vision for character development. High expectations, rigorous monitoring and a wide range of interventions support positive attendance. The combination of explicit teaching and a common language allows supportive teacher-pupil learning conversations and is facilitated through staff continual CPD on the TPAT Principle: High Behaviour Expectations and Routines (Engage). It is our aim that over time, pupils learn to self-manage their behaviour and become reflective learners and responsible members of the school community. Challenge and Subject Mastery are key principles in our curriculum implementation. Teachers receive regular opportunities to extend their subject knowledge so that they can provide aspirational examples and 'Teach to the top' alongside careful scaffolding, ensuring that all pupils, regardless of prior attainment or disadvantage, are engaged and extended in their learning. All students are set aspirational targets that challenge pupils and will lead to being in the top 25% of schools for attainment.



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Community, Respect & Enrichment

Students are taught the skills and knowledge required to succeed in their future adult world. Spiritual, moral, social and cultural teaching is delivered across the school to promote tolerance and respect for all faiths, lifestyles and cultures. Delivered through assemblies and Tutor Time teaching, Character Education at Warneford explicitly helps students to develop qualities (e.g., integrity etc.) that will support them in their wider development and preparedness for life beyond education. Our curriculum also demonstrates our dedication to students' wellbeing.

We promote good physical and mental health and a strong sense of belonging. We develop character and culture by enhancing and celebrating this through our well established and popular House system. This fosters a strong sense of 'belonging' and friendly competition.

Enrichment opportunities are at the heart of student self-development. An extensive programme of trips, clubs and extracurricular activities provide opportunities for character and cultural capital development. This has led to significant success for a variety of school sporting teams and outstanding musical productions. Monitoring of involvement and support through Pupil Premium funding, ensures the school can provide equity of opportunities for all.

Career pathways are well developed, carefully monitored and tailored to each student. There are established links with reputable providers who assist the academy through STEM workshops. We appreciate the support of our immediate community, many of whom are keen to encourage our students as they step out of school and into the world of work. At the same time, we seek out opportunities to develop students' employment aspirations beyond the local area. The school has an established and successful work experience programme, involving all students, that develops skills and knowledge of the wider working world.

We believe that high-quality teaching, underpinned by a carefully planned curriculum and effective delivery of Personal, Social and Health Education, nurtures the opportunities for all of our students to excel. This facilitates the development of confident and responsible citizens, ready to play an active role in the local and wider community; emerging as leaders of tomorrow.

Curriculum Implementation

The Curriculum is implemented at Highworth Warneford School in the following structure

KS3:

English, Maths, Science, MFL, Geography, History, RE, DT, Art, Computing, Drama, Music

KS4 Compulsory offer:

English Language, English Literature, Maths, Science, IT, RE, PE

KS4 Options offer:

Art, Business, Computer Science, Drama, Resistant Materials, Food, French, German, RE, Music, Photography, Child Development, Geography, History, Citizenship, Sport Studies, Sport Science, Triple Science



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Curriculum Time allocated per fortnight 2025 - 2026

Year 7	English 7 Hours	Maths 7 Hours	Science 6 Hours	MFL 5 Hours	Geography 3 Hours	History 3 Hours	Drama 2 Hours	DT 4 Hours	Music 2 Hours	Art 2 Hours	Computing 2 Hours	RE 3 Hours	PE 4 Hours	
Year 8	English 7 Hours	Maths 6 Hours	Science 6 Hours	MFL 6 Hours	Geography 3 Hours	History 3 Hours	Drama 2 Hours	DT 4 Hours	Music 2 Hours	Art 2 Hours	Computing 2 Hours	RE 3 Hours	PE 4 Hours	
Year 9	English 7 Hours	Maths 7 Hours	Science 6 Hours	MFL 5 Hours	Geography 3 Hours	History 3 Hours	Drama 2 Hours	DT 4 Hours	Music 2 Hours	Art 2 Hours	Computing 2 Hours	RE 3 Hours	PE 4 Hours	
Year 10	English 8 Hours	Maths 8 Hours	Science 12 Hours			Option A 6 Hours		Option B 6 Hours		Option C 6 Hours		PE 4 Hours		
Year 11	English 8 Hours	Maths 8 Hours	Science 9 Hours			Option A 5 Hours		Option B 5 Hours		Option C 5 Hours		Option D 5 Hours	IT 1 Hour	PE 4 Hours