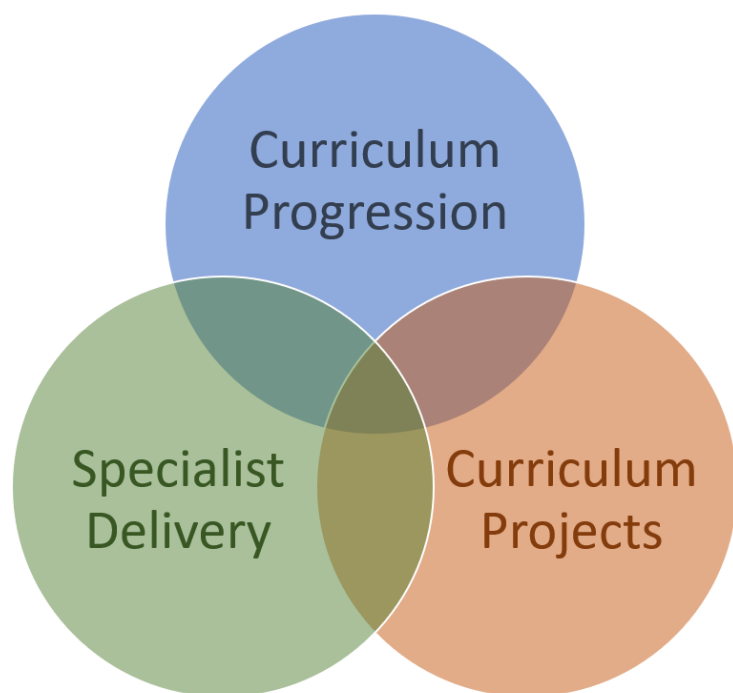


# Eynsham Partnership Academy



## Inspire Curriculum Development Plan

September 2024

Version 3

# EPA: Inspire Curriculum Development Plan 2024-25

## 1. CURRICULUM PROGRESSION

Priority Areas	Target and clarification of this target	Actions to be taken	Expected outcomes	Timescale / Resources	In charge	Expected Impact
1	Monitor the impact of the agreed curriculum and how the skills have been transferred into year 7/8.	Subject Leads to meet Heads of Department to look at impact across the phases and see if there are areas which need adjusting.	Subject Leads and Heads of Departments to gain a comprehensive overview of skills being taught and see where there are areas for development.	Apr 2025	AWO/GB	We are continuing to work towards seamless curriculum sequencing in key skill development within the EPA schools from Year 5 to Year 8 in a broad range of subject areas. This will ensure that repetition is minimised and expectations are standardised across this key transition.
		Agree and implement a common framework for skills development across Years 5-8 in History and Geography	A common skills framework has been developed in each subject that can be trialled at Bartholomew and ECPS.	Jul 2025	AWO/GB	
		Evaluate and then mirror these developments in Science later in the year.	Process of development has been fully evaluated and a revised schedule is set up for similar developments in Science.	Dec 2025	AWO	
		Present ideas to Heads of feeder schools into Barts and discuss work to date that has taken place between Eynsham/Stanton and Bartholmew.	The common skills frameworks have been presented to curriculum leaders across the EPA and rolled out across schools.	Spring 25	JB	
		Continue to arrange a series of Primary and Secondary reciprocal visits to help to strengthen cross-phase understanding in subject specialist curriculum matters.	Primary and Secondary teachers have an enhanced understanding of the nature of teaching and the curriculum in the other phase and shared developments are more effective as a result.	Jun 2025	AWO/GB	
		Audit existing cross-phase work in English, Maths, MFL and PE to link the whole curriculum together.	The current programmes in place for cross-phase cooperation are audited and summarised ensuring that all EPA cross-phase cooperation can be considered under one umbrella.	Apr 2025	JB	

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## 2. SPECIALIST DELIVERY

Priority Areas	Target and clarification of this target	Actions to be taken	Expected outcomes	Timescale / Resources	In charge	Expected Impact
	To monitor the effectiveness of subject knowledge being delivered across the INSPIRE curriculum and seek specialist support where necessary.	Ensure that the Mandarin curriculum which has been planned for in 23-24 is showing pupils making progress.	A schedule of lessons is in place across the primary schools that dovetails with the Mandarin curriculum taking place at Bartholomew.	July 2025	GB	Teachers are more confident at the teaching of the transferable skills which are mapped out between years 5-8.
		TW to work with LLT on delivery of Computing to students at ECPS and across the EPA. Review and evaluate Computing work with a view to widening to include other primaries in the future.	The ECPS provision has been fully evaluated with the intention to expand the provision to more EPA primaries when possible.	Feb 2025	TW	
		History and Geography leads to continue to observe humanities lessons in Bartholomew.	History and Geography Leads gain a better understanding of the skills being transferred into year 7/8 and an understanding of how the curriculum progresses into KS3.	Ongoing	GB to co-ordinate primary leads.	
		Provide training from specialist Art teachers at Bartholomew to Eynsham and Stanton on progression of drawing skills	Primary Schools access quality specialist training on drawing skills and understand what skills pupils going onto Year 7 will need.	Spring 25	GB/AW	
		Support the teaching of students coming into secondary with very limited literacy through training on phonics for secondary staff.	A programme of INSET will ensure that Bartholomew English teachers (and TAs?) are better able to support students with little or no literacy in Year 7.	Jan 2025	JB	

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## 3. ADDITIONAL CURRICULUM PROJECTS & FOCUS AREAS

Priority Areas	Target and clarification of this target	Actions to be taken	Expected outcomes	Timescale / Resources	In charge	Expected Impact
3	Work to enhance the current taught curriculum with specialist developments in key focus areas to include an exciting new EPA wide Climate and Biodiversity Curriculum Strand and an enhanced focus on Science excellence at KS4 and KS5.	Continue the Maths G&T sessions that operate cross phase and look to extend where possible.	Students in Year 6 are challenged to engage with higher mathematical concepts and ideas – ensuring that they are continuously pushed across transition.	Ongoing	JC	The taught curriculum across the Key stages, across the EPA, is enhanced by key developments that add value and ensure that our students are challenged and inspired.
		Build on and further develop the cross-phase writing and moderation and expectations challenge project in English.	There is enhanced understanding of the capabilities and challenge needs of students across the two phases, reducing the likelihood that students “dip” as they enter the secondary phase.	Ongoing	IJ	
		Introduce a new Climate and Biodiversity Curriculum strand to KS3 through use of Thinking skills lessons in Summer term of Yr7, Yr8 and Yr9 from 2022/23.	The profile of Climate Change and Biodiversity loss has been raised with students and all KS3 students have an enhanced understanding of the issues and possible solutions.	Jul 2025	AWO	
		Plan to use the KS3 strand as an anchor point to develop Climate and Biodiversity schemes at KS1 and KS2 and then KS4 and KS5.	A systematic exploration of the issues is embedded in the curriculum across the EPA at all Key Stages, highlighting the importance of the issue.	Jul 2025	NW/JB	
		Develop a plan to build on the expertise within the EPA and our existing links with local business and universities to enhance the Chemistry and wider Science curriculum at KS4 and KS5	Students studying Science are given a wide-reaching programme of extra-curricular opportunities to enhance the taught curriculum and promote excellence.	Feb 25	AWO	

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## 4. COMMUNICATION AND PROMOTION

Priority Areas	Target and clarification of this target	Actions to be taken	Expected outcomes	Timescale / Resources	In charge	Expected Impact
4	Ensure that all progress in the development of the Inspire Curriculum is communicated effectively with all stakeholders in a timely fashion.	JB, TW and AWO to meet regularly to keep developments on track and discuss how to best share progress with stakeholders	Regular communication ensures that developments are kept on track and we are well placed to keep stakeholders informed and updated.	Ongoing	JB/ AWO/ TW	Engagement with the development of the Inspire Curriculum across all stakeholders is high throughout, ensuring that the project has every opportunity to succeed.
		Regular contact made with all relevant stakeholders to share progress in the development areas	All stakeholders are regularly informed and updated.	Ongoing	JB/ AWO/ TW	
		Development work completed on promotional materials to support engagement with key projects over time.	Promotional materials are in place to help to communicate the potential and scope of projects to help ensure engagement and success.	Ongoing	JB	

		Development work on web-hosting to facilitate engagement with key projects over time.	Web hosting of developments and promotional material helps to communicate as effectively and widely as possible.	Ongoing	JB	
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