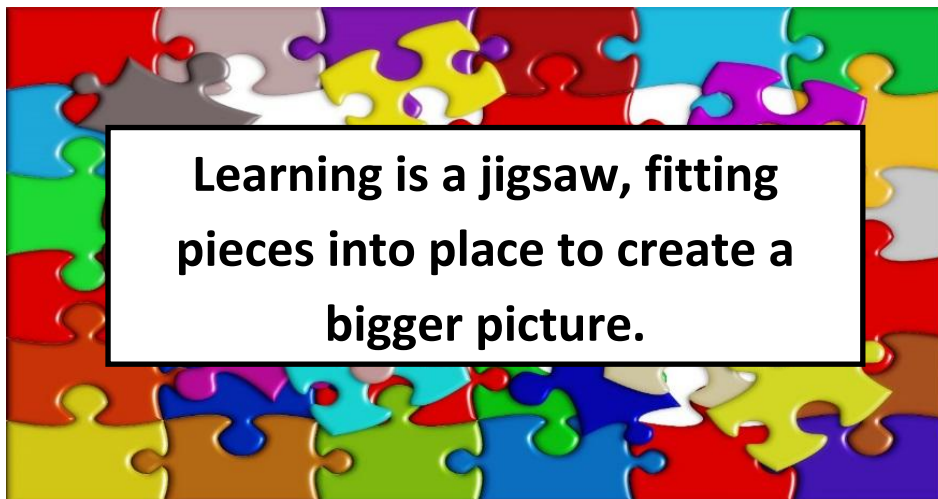


# Malmesbury Park Primary School



## Curriculum Impact Statement (2025)



We offer a **stimulating, exciting, enriching** curriculum designed to **challenge, motivate and inspire** children which is bespoke to meeting the needs of the children at Malmesbury Park Primary Academy School.

### Curriculum Intent:

#### Our curriculum...

- Is broad, balanced, coherent and progressive
- Is relevant, purposeful and meaningful
- Is stimulating, exciting, challenging, motivating and inspirational
- Is enriching with first-hand experience
- Develops the whole child, is personalized and inclusive
- Has a focus on high expectations and deep learning
- Offers learning outside of the classroom, from experts, visits, visitors and the local community
- Supports learning at home - extension from school to home
- Is designed with the learner at the centre.
- Has a focus on the key learning and subject skills, both generic and specific; essential knowledge, deep understanding and personal attributes that are relevant to their lives now. This empowers them to succeed in subsequent stages of education and sets them up for the world of work and for life's challenges
- Promotes a clear view that learning is an exciting journey, that requires effort and perseverance but pays rich rewards; it's a life-long companion, broadening horizons and opening up new pathways to varied experiences

- Is a dynamic curriculum which is flexible, responsive, adaptable and which maximizes available time, ensuring that learning is relevant, deep and rich.
- Offers learning that is blocked across the curriculum to give purpose and meaning, allow knowledge to be transferred and skills applied in different and new contexts.
- Enables subjects to be developed so as to maintain their rigour and integrity, building understanding and skills progressively and used to integrate with other subjects to secure strong and meaningful learning.
- Will provide coherent experiences to learn, refine and secure the skills to be independent, thinking learners, who can work collaboratively, exercising emotional intelligence, and recognising their individuality, uniqueness and creative potential.
- Offers experiences which are engaging, challenging, motivational and relevant; ignite curiosity and aspiration and are memorable and inspirational.
- Ensures enjoyment and fulfilment come as a reward for commitment, hard work, and involvement producing a sense of achievement and a love of learning.
- Builds a sense of personal worth and value, helps develop identity and responsibility, and shapes the individual to accept the need for, and to make, a meaningful contribution to society.
- Enables remote learning to be available immediately upon a full or partial closure. The work made available is as planned so that no gaps develop for children who are isolating. Work is currently uploaded onto Microsoft Teams and includes videos (Oak Academy) to support children's understanding and engagement.

## **Curriculum Implementation**

- We follow the National Curriculum (NC) so that children are provided with an opportunity to experience a broad and balanced curriculum. Each curriculum project has identified programmes of study from the National Curriculum attached to it to ensure coverage.
- A map of the curriculum, created by senior leaders, is in place to ensure continuity, progression and coverage within a year group, across a key stage and across the whole school.
- Maths is taught daily through the White Rose Maths scheme from EYFS to Year 6.
- English is taught daily.
  - Reading:
  - Phonics in EYFS and KS1 is taught on a daily basis through the RWInc programme. Children in Y3 who require continued support also follow Read Write Inc. Fresh Start phonics is available for children in Y5 and Y6.
  - In KS2 reading is taught through Pathways to Reading, providing progressive development of reading skills, following a mastery approach.
  - Writing:
  - From EYFS to Year 6, writing is taught through Pathways to Writing, following a mastery approach designed to develop vocabulary and reading alongside writing skills. Our writing programme also includes a weekly focused SPaG (spelling, punctuation and grammar) lesson.
  - Cursive handwriting is taught from the beginning of Y3. Children in EYFS and KS1 follow RWInc.

- We follow Ark Curriculum Plus for history, geography and science across Y1 to Y6 in project units.
- Art and DT are based on the Plan Bee scheme and are linked, where relevant, to the blocked Ark Curriculum Plus projects giving purpose and relevance to the teaching and learning.
- French (KS2), music, computing, RE, RSHE and PE are taught discretely.
- Indoor and Outdoor PE take place weekly led by the class teachers and/or the sports coach.
- RSHE is taught using the Jigsaw scheme and Teach Happy. It is delivered weekly through class-based sessions supported by assemblies.
- The Safer Schools Police Team are an integral part of our RSHE work and support school to give planned inputs to year groups across the school.
- Planning for each project is overseen by the Headteacher and Deputy Headteacher to ensure coverage, high expectations and progression of key learning skills.
- Enrichment weeks and days are key to developing some aspects of the National Curriculum such as the yearly MAD Week (music, art and dance), International Day, Safer Internet Day and World Book Day.
- Assemblies are used to develop and promote the children's understanding of the ethos and learning values, British Values and Spiritual, Moral, Social and Cultural expectations (SMSC).
- A Residential trip is offered in Y6 with children undertaking a range of outdoor activities and developing team building skills.
- Theatrical skills are developed across the school so that vocabulary can be developed and understood, and speaking and listening skills developed.
- Home learning goes home regularly. Reading is daily, whilst maths and science learning are sent home weekly via the Atom Learning platform and a project based task is set for each year group each half term.
- Parents have access to the school's online learning resources.

### **Curriculum Impact**

- We know our curriculum is impacting as children tell us they love their learning and they take great pride in their books.
- The quality of teaching and learning is securely good with some being outstanding.
- Monitoring and evaluation show that teacher subject knowledge is good with good use being made of all available resources to support this (e.g. Maths Mastery, Ark Curriculum Plus and RWI).
- Teachers have high expectations of all children and are able to provide challenge, stretch and enrichment in learning because they know the starting points of the children and understand the progression required to reach the end goal. This is achieved through the use of a range of assessment and analysis strategies: timely testing, moderation of work, pupil interviews, use of assessment tasks and data tracking systems. The results are seen in outcomes of work, feedback from the community and in the pride the children have of themselves and their school.
- Monitoring shows that children are active in their learning, are able to construct their own knowledge and are able to think flexibly and creatively.
- Analysis of internal testing provides staff with an accurate overview in order that gaps in learning can be closed.

- The planning shows that staff design learning activities that offer challenge and provide a sense of achievement and personal success.
- PIRA analysis shows that children are making improved progress across the school as a result of the implementation of Reading Masters.

- Our Data shows us:

#### Y6 SATs Outcomes (May 2025)

	Year 6	Expected (scaled score 100+)	Greater Depth
Reading Test	School	70.2%	27.7%
	National 2025	75.1%	33.4%
Writing - Teacher Assessment	School	62.8%	4.3%
	National 2025	72.3%	12.8%
Maths Test	School	72.3%	10.6%
	National 2025	74.1%	26.3%
Grammar, Punctuation and Spelling Test	School	66%	25.5%
	National 2025	72.6%	29.6%
Combined (Reading/Writing/Maths)	School	51.1%	2.1%
	National 2025	62.2%	8.4%

#### Y4 Multiplication Check

Y4 Multiplication Check	Average Score	National 2025
2025	20.2	21

#### Y1 and End of KS1 Phonic Check

Phonics				
Year 1	School	82.4%	National 2025	79.9%
Y2 - Rechecks	School	91.1%	National 2025	

## Good Level of Development

Early Years Foundation Stage	Good Level of Development	National 2025
2025	80.2%	68.3%

- Children tell us:
  - "I never used to enjoy reading as I didn't know many words. Now I know what the words mean, I love reading!"
  - "I was able to tell my mum what exhausted meant in my reading book because I had learned it in our Reading Masters text!"
  - "Learning the new words on Monday really helps me answer the questions later on the week."
  - "I am getting better at Points of View - I can write longer answers now."
  - "Reading is much better for me, I didn't know what was going on in books before, but now I know more I do -it's like magic!"
- A significant number of parents attend events always commenting very positively about the experience.
- Parental feedback from questionnaires is very positive about the school.

"I enjoy coming into to school to see how the children learning and how teachers engage them in their learning."

"I am so thankful and grateful for everything! I love seeing how the teachers talk and interact with the children. I was amazed to see how children are doing with their phonics. I love the atmosphere at the school."

- Art is a strength of the school.
- We currently hold:
  - Artsmark - Platinum
  - Anti-Bullying Alliance - United Against Bullying - Silver
  - Schools Games Mark - Gold
  - Sandwell Mental Health and Well-Being Award
- The learning attitudes shown by the children are very good as they are motivated and engaged in their learning. Comments are often received by visitors to the school and when on visits confirming this.
- Engagement levels of home learning are high. The quality produced is of an excellent standard.
- Malmesbury Park School provides support to other schools both locally and within the Trust e.g. there are trained KS2 writing moderators, an SLE for EYFS and our Nursery Teacher is a trained mentor linked to the EYFS hub programme providing support to local providers, as well as being an early maths champion.