

Westbury Academy Curriculum Overview



2025-2026



Westbury
ACADEMY



Raleigh
EDUCATION TRUST



Welcome to Westbury Academy

Welcome to Westbury Academy’s Curriculum Overview.
Hopefully it will give you an insight into the bespoke curriculum offer at Westbury Academy.

At Westbury Academy we strive to deliver a high-quality curriculum which is based on the needs of our pupils, focusing on maximising each child’s academic potential whilst developing their social and emotional skills in a safe, nurturing environment.



Principal



Director of Curriculum

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Curriculum Context

Westbury Academy is a Special School sponsored by the Raleigh Education Trust. We provide education to pupils with Social, Emotional and Mental Health (SEMH) needs. Many of our pupils also have additional needs that overlap with the other three broad areas of SEND: communication and interaction, cognition and learning, and sensory and/or physical needs.

Most pupils join Westbury following the completion of an Education, Health and Care Plan (EHCP). A small number of pupils join while undergoing assessment for an EHCP, where an agreement has been reached that Westbury is a suitable placement to meet their needs.

Westbury is commissioned by the Nottingham City Council for up to 120 pupils aged 7 to 16. We currently operate 15 tutor groups, with pupils grouped based on a combination of academic starting points, social and emotional needs, and age. The average class size is 8, with an average adult-to-pupil ratio of 1:4. This structure secures our highly personalised approach. A small number of pupils access a dual-role model through accessing education at Westbury Academy and Alternative Provision.

Westbury Academy is situated within Nottingham City, Nottingham currently ranks 11th out of 317 LA for the proportion of pupils living in income deprived households. This contextual challenge deepens our commitment to equity and access for all.

In 2022, Ofsted reported:

“Many pupils at Westbury have had a rocky start to their lives in education. At their previous schools, they have often missed significant parts of their education. However, the vast majority say that they now enjoy school. They say that they are happy here and feel safe.”

At Westbury Academy our motto is **“No child left behind.”** Set against the complexity of our cohort, we are proud to have maintained a zero permanent exclusion record over the past three academic years.

At Westbury, we deliver a high-quality, sequenced curriculum which meets the needs of our pupils. Our curriculum focuses on maximising each child’s academic potential, whilst developing their social and emotional knowledge, skills, and understanding.





Independence &
Preparation for
Adulthood

Curriculum Intent

At Westbury Academy, our curriculum intent is to **Prepare every child for Adulthood** by developing the knowledge, skills and understanding needed to live with **Independence** and purpose.

We recognise that many of our pupils have experienced disrupted learning. Therefore, we provide pupils with a curriculum that reconnects them with success.

Through a combination of academic achievement, personal development, and real-life learning experiences, we support pupils to become:

- **Ready** to learn, contribute and take on future challenges
- **Respectful** of others, and able to communicate effectively in different settings
- **Responsible** for their learning, actions, and future

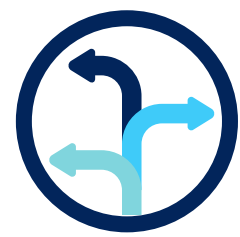
These 'Three Rs' (golden rules) are embedded as our golden rules and underpin everything we do.

Our curriculum is shaped by the Trust-wide values; building **Confidence**, providing **Challenge**, and promoting **Curiosity, Character** and **Creativity**.

We prioritise the development of creative and critical thinking, collaboration, self-awareness, and technological literacy- knowledge, skills and understanding that are increasingly valued by employers and essential in an ever-evolving society (WEF, 2025).

We recognise the importance of access to experiences and opportunities that pupils may otherwise miss. Learning is contextualised to pupils' local communities and the wider world, building cultural capital, confidence, and **Independence** needed for life beyond school.





Curriculum Intent: Assessment Pathways



Assessment Pathway One



Reading &
Writing



Independence &
Preparation for
Adulthood



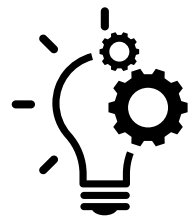
Expressive
Communication

At Westbury Academy, our three Assessment Pathways provide a structured but flexible framework that aligns curriculum, support, and progression to pupil need. Pupils are not fixed within a pathway and may move between them over time based on a best-fit approach.

Each pathway has the shared intent of **Independence** and **Preparation for Adulthood**, reflecting our commitment to equipping every pupil for life beyond Westbury, including further education, employment, and independent living.



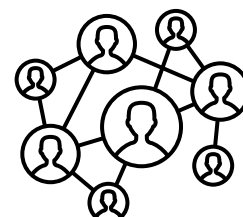
Assessment Pathway Two



Applied
Learning



Independence &
Preparation for
Adulthood



Social
Interaction

The intent of each Assessment Pathway has been shaped by a wide range of evidence, including EHCP outcomes, assessment analysis, pupil and family voice, professional expertise, and guidance from SEND-specific documentation such as the SEND Code of Practice (2014) and relevant national frameworks.

All subject Long Term Plans clearly demonstrate how curriculum content, teaching strategies, and support are differentiated by pathway, ensuring that delivery is appropriately adapted while maintaining ambition and purpose for every pupil.



Assessment Pathway Three



Creative
Thinking



Independence &
Preparation for
Adulthood

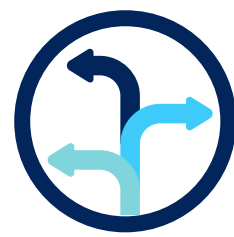


Purposeful
Dialogue

Assessment Pathways provide coherence across Westbury, ensuring that curriculum intent and implementation is specific to pupil's individual needs.

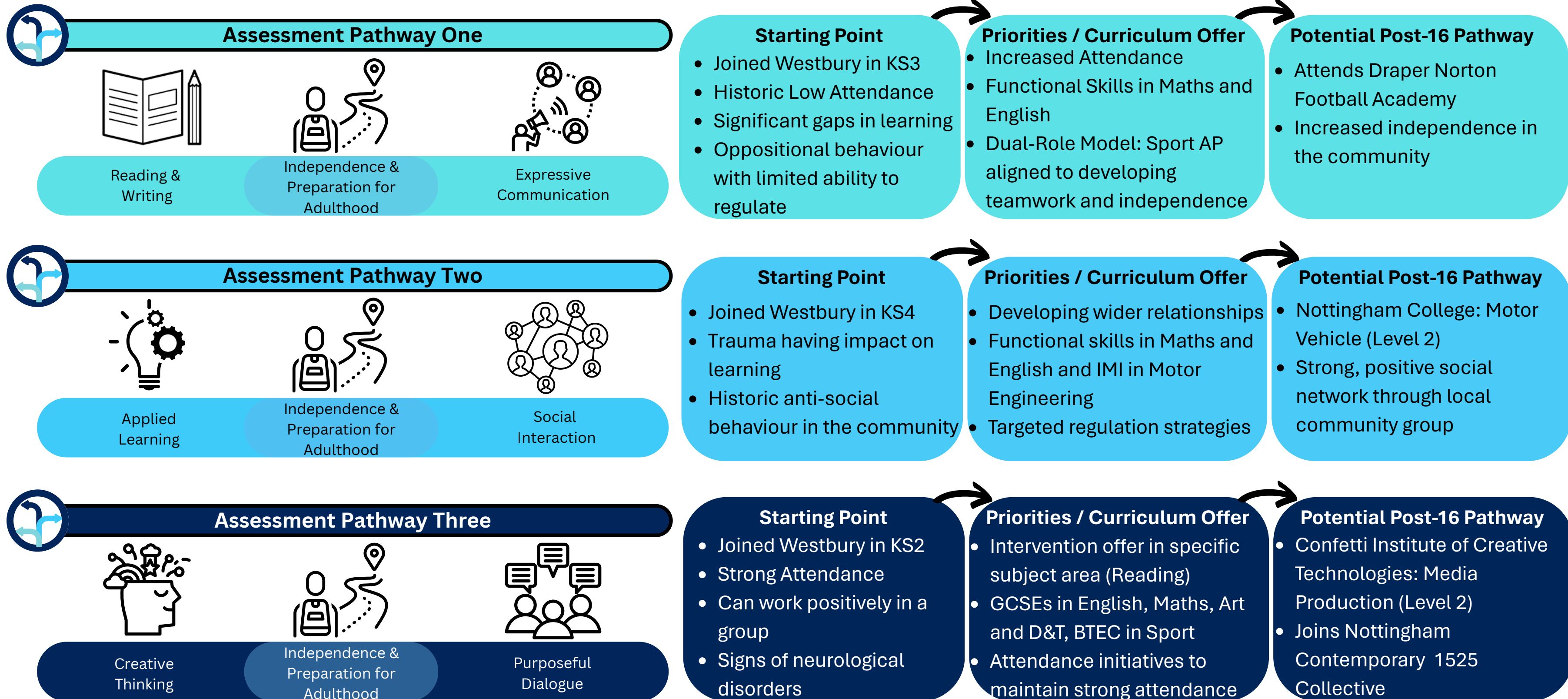
Together, our Assessment Pathways ensure that all learners are supported to develop the knowledge, skills, and understanding needed for successful **Preparation for Adulthood**.





Curriculum Intent: Pathways Beyond Westbury

The below provides an example of what a pupil's journey on each pathway could look like at Westbury Academy, from point of entry to pathways beyond Westbury. Each example illustrates a possible journey a pupil may follow across their time at Westbury, shaped by their needs, strengths and aspirations





Curriculum Intent: Personal Development

At Westbury Academy, our Personal Development curriculum is built around five key domains: Careers and Employability, Wellbeing and Community, Equality and Diversity, Cultural Development, and Character and Values. These are interwoven through all aspects of school life, including subject delivery, tutor time, and wider enrichment. Pupils are supported to lead, collaborate, reflect and participate in experiences that connect learning to real life, including trips, enrichment weeks and community-based projects. Personal development opportunities are also referenced within each subject's Long Term Plan.

RSHE, online safety, media literacy and Fundamental British Values are embedded within PSHE, assemblies and the wider curriculum. Mental and physical health are prioritised through our wellbeing offer, Physical Activity curriculum, and staff expertise.



Curriculum Intent: Careers

At Westbury, we deliver a comprehensive careers programme that actively engages pupils across all year groups. Our approach integrates weekly careers-focused tutor activities, assemblies, insights from guest speakers, dedicated drop-down days, internal work experience (for pupils in the Preparation Phase), and visits to local employers and further education providers. From Year 8 onwards, pupils access visits to Post-16 providers within the local, and wider community. In Years 10 and 11, pupils also benefit from the opportunity to undertake work experience.

Recognising the vital role of Careers Education, we ensure it is woven into the curriculum of every subject, raising the aspirations of our students by connecting their learning to real-world applications and supporting their **Independence** and **Preparation for Adulthood**. Careers learning is sequenced progressively to ensure pupils build awareness, ambition and decision-making skills over time, while maintaining breadth and purpose throughout all phases. Pupils also have the chance to participate in annual enterprise projects, such as Westbury Goes Green and the Christmas Fair.

Guided by the Gatsby Benchmarks, our careers offer is adapted to meet the diverse needs of our pupils and is embedded through subject teaching, tutor time, and enrichment events (including through links with local employers, Futures, and the EMCCA careers hub). We quality assure our careers offer through Compass and track pupils' engagement through Compass+ and floor books.

Curriculum Implementation: Curriculum Offer

Preparation Phase (Years 3-8)	Progression Phase (Year 9)	Progression Phase (Years 10-11)	Accreditation
English	English	English	Entry Level, Functional Skills, GCSE
Mathematics	Mathematics	Mathematics	Entry Level, Functional Skills, GCSE
Science	Science	Science	Entry Level, GCSE
Allotment Education	Allotment Education	Careers	
Art	Art	Computing (integrated across subjects)	
Careers (integrated across subjects)	Careers (integrated across subjects)	Duke of Edinburgh	DoE Awards
Computing	Computing (integrated across subjects)	Home Cooking Skills	BTEC
Design and Technology	Design and Technology	Personal Development and Humanities	ASDAN, Entry Level
Humanities	Humanities	Physical Activity	
MFL (integrated across subjects)	MFL (integrated across subjects)	PSHE	
Music	Music	RE (integrated through PSHE)	
Physical Activity	Physical Activity	Options:	
PSHE	PSHE	Art	Unit Award Scheme, GCSE
RE	RE (integrated across subjects)	Design and Technology	GCSE
Westbury's Challenge Curriculum	Westbury's Challenge Curriculum	iMedia	BTEC
		Motor Engineering	IMI (Level 1)
		Music	RSL Awards
		Sport	BTEC

Subjects shown may be delivered discretely or integrated through a cross-curricular model, depending on subject and phase.





Curriculum Implementation: Long Term Plans

Each subject at Westbury Academy follows a consistent Long Term Plan (LTP) template, supporting clarity, ambition, and coherence across the curriculum. While each subject has its own specific intent, all are aligned with the school's overarching curriculum intent: **Independence and Preparation for Adulthood**.

Every LTP includes tailored focus areas for Westbury's three Assessment Pathways. These highlight the key knowledge, skills, and understanding to be prioritised for different learners, ensuring teaching is adaptive to individual pupil needs while maintaining high expectations for all.

Long Term Plans also map opportunities for Personal Development and Careers Education, embedding these priorities into subject learning. The curriculum is sequenced to build knowledge, skills, and understanding over time, with links to real-life contexts and preparation for life beyond Westbury Academy.

LTPs are reviewed regularly and quality assured both internally and externally. They are informed by national guidance, EHCPs, pupil voice, staff expertise, and evidence-informed practice.

All subject LTPs are available via the Westbury Academy website.





Mathematics Long Term Plan

Intent:

At Westbury Academy, our maths curriculum develops the confidence and core numeracy skills pupils need for **Independence and Preparation for Adulthood**. Through scaffolded support, real-life contexts, and the CPA (concrete-pictorial-abstract) approach, pupils build resilience, reasoning, and problem-solving skills.

Throughout Westbury Academy we use White Rose Maths to ensure secure foundations and progression, alongside external support from mathematical experts, such as MEI (Innovators in Mathematics Education).

We promote oracy and rich vocabulary, enabling pupils to communicate their thinking clearly. Structured discussion deepens understanding and builds confidence. Teachers confidently address misconceptions, ensuring learning is clarified and embedded. Pupils are supported to reflect, take creative risks, and learn from mistakes, developing **creativity and confidence**.

Pupils explore number, shape, and data through functional learning, applying maths in everyday contexts. These experiences are extended through the curriculum links to Personal Development and Careers.

We encourage curiosity by promoting exploration, questioning, and flexible thinking. With tools like TTRS and home learning tasks help consolidate fluency and recall.

With clear routines and high expectations, pupils show commitment, take pride in their work, and strive to reach their potential. Pupils leave Westbury able to apply mathematical knowledge and understanding across settings and for a range of purposes.



CONFIDENCE CHALLENGE CURIOSITY CHARACTER CREATIVITY



Mathematics: Westbury's Assessment Pathways

The Mathematics curriculum at Westbury is designed and assessed through Westbury's Assessment Pathways.

Each pathway outlines a distinct approach to curriculum design and assessment, ensuring pupils are supported to make meaningful progress in fluency, reasoning, and real-life application. Assessment Pathways are used not only to track outcomes, but to support in informing curriculum design, approach, and support. Westbury's Assessment Pathway Overview document provides a comprehensive overview of Assessment Pathways.

Assessment Pathway One



Reading & Writing

Independence & Preparation for Adulthood

Expressive Communication

Assessment Pathway Two



Applied Learning

Independence & Preparation for Adulthood

Social Interaction

Assessment Pathway Three



Creative Thinking

Independence & Preparation for Adulthood

Purposeful Dialogue

Pupils are supported in developing fluency, confidence, and participation in learning routines.

- A focus on number sense, patterns, and early operations
- Practical (concrete) tasks, repetition, and adult modelling, including identification of potential misconceptions
- Oracy development through regular exposure to mathematic vocabulary

Pupils build fluency and begin to apply knowledge in structured and real-life contexts, developing resilience and independence.

- A focus on written methods, estimation, and reasoning
- Application of maths to time, money, measure, and data
- Regular pictorial support and written explanations to deepen understanding
- Oracy development through regular exposure to mathematic vocabulary

Pupils are encouraged to demonstrate ambition and ownership in their learning, applying mathematical thinking across a range of contexts.

- A focus on multi-step reasoning, precision, and problem solving
- Use of abstract tasks, real-world scenarios, and cross-subject links
- Opportunities for self- and peer-assessment to promote reflection
- Oracy development through regular exposure to mathematic vocabulary

CONFIDENCE CHALLENGE CURIOSITY CHARACTER CREATIVITY



Personal Development and Careers Links

The mathematics curriculum at Westbury Academy plays a key role in developing pupils' **character, confidence** and preparation for adulthood. Through carefully planned learning experiences, pupils build the numeracy and thinking skills required to navigate real-life contexts, explore the world of work, and develop the independence needed for life beyond school.

Personal Development Links

- Resilience and self-belief: Maths challenges pupils to persevere, reflect, and learn from mistakes.
- Problem-solving and critical thinking: Regular opportunities to apply logic, analyse data and interpret information support decision-making across the curriculum and in life.
- Communication: Pupils are supported to articulate mathematical reasoning using appropriate vocabulary, strengthening their confidence, oracy development, and precision when working with others.
- Confidence and curiosity: Pupils are encouraged to question, explore patterns and seek solutions.
- Citizenship and responsibility: Financial education and practical maths develop responsible attitudes toward budgeting, saving and planning for the future.

Careers Links

- Exposure to mathematical roles across sectors, including through lessons and phase assemblies (e.g. forensic scientist, engineering, finance, architecture, construction, retail, logistics, technology).
- Use of real-life scenarios and vocational maths tasks (e.g. measuring, costing, planning) to develop employability skills such as estimation, time management and attention to detail.
- Opportunities for enterprise projects (e.g. Westbury Goes School, Christmas Fair).
- Engagement with platforms such as MyMaths and Excel for skills transferrable to modern workplaces.
- Signposting maths-linked pathways in post-16 education, including apprenticeships and vocational routes.

CONFIDENCE CHALLENGE CURIOSITY CHARACTER CREATIVITY



Teaching and Learning Common Principles



Respect for relationships,
behaviour and the
environment



Learning intentions are
clear, shared and
understood by pupils



Lessons are well
sequenced



Use of appropriate
scaffolding to promote
independence



Assessment and
feedback are used to
promote pupil progress

Curriculum Implementation: Teaching and Learning Principles

- At Westbury Academy, curriculum implementation is underpinned by our Teaching and Learning Common Principles.

These principles shape how we deliver the curriculum across all subjects. They are grounded in research and evidence-informed practice, including guidance from the EEF, Rosenshine's Principles of Instruction, and Evidence Based Education.

They are revisited through Continuous Professional Development and Curriculum Quality Assurance activity. Together, they support all teaching and learning staff to plan and deliver purposeful, well-structured, and adaptive lessons that enable all pupils to access and retain knowledge, skills, and understanding over time.

Our curriculum implementation is not static. It evolves in response to pupil need, local context, and staff development. Our Teaching and Learning Principles ensure our curriculum intent is translated into high-quality classroom practice.

Curriculum Implementation: Feedback

At Westbury Academy, feedback is used to positively advance pupil progress and support our overarching ambition: **Independence** and **Preparation for Adulthood**. Our approach reflects the Teaching and Learning Principle: “Assessment and Feedback are used to promote pupil progress.”

Our approach prioritises live, in-the-moment feedback, allowing pupils to respond immediately and improve their work, whilst developing their knowledge, skills, and understanding, in real time. Where this is not possible, work is reviewed post-lesson, and feedback is revisited at the start of the next lesson. Clear expectations are in place around response routines, with pupils supported to practice, refine, and apply learning

Feedback is purposeful and may relate to individual EHCP outcomes, curriculum intent, or subject-specific objectives. Feedback looks different across subjects and Assessment Pathways, and may be delivered through written, visual or verbal methods. Some pupils may benefit most from adult modelling or verbal feedback, while others may be expected to reflect and respond more independently.

Where written work is marked, there is a strong emphasis on transcription, including spelling, punctuation, grammar, and handwriting. Pupils are expected to respond to feedback where appropriate, and teachers ensure time is given to do so.

Westbury’s colour-coded feedback toolkit supports clarity and consistency:

-  Blue for Brilliance
-  Green for Growth
-  Purple for Pupil Response
-  Red for Modelling

Expectations around feedback frequency and pupil response are embedded into curriculum delivery and monitored through QA processes, such as pupil book studies, and learning walks. Feedback is a key mechanism by which pupils make meaningful progress across the curriculum and build independence and character.



Curriculum Impact:

Academic & Holistic Assessment

At Westbury Academy, we assess both academic progress and broader development to ensure that every pupil receives the support they need to succeed. Our approach brings together subject-specific assessment via Arbor, social and emotional profiling using the Boxall Profile, and termly reviews of EHCP targets through individual Pupil Learning Journey Profiles and formal EHCP review meetings.

We draw on a wide range of evidence to inform our assessments, including advice from external professionals such as Occupational Therapists, Speech and Language Therapists, Educational Psychologists, and Social Care teams. Diagnostic tools like GL Assessments help us to understand individual learning needs, including reading and spelling ages, and to plan appropriate support and interventions.

Within the classroom, teachers use ongoing (formative) assessment techniques (such as low-stakes quizzes, questioning, observations, and pupil voice) to monitor understanding and adapt teaching in real time. These approaches sit alongside termly teacher assessments, which are moderated internally to ensure consistency and are used to inform curriculum planning, intervention, and support.

We regularly share progress with parents and carers through weekly phone calls, celebration events, EHCP reviews and an annual report card. Our annual report card outlines each pupil's progress against their academic targets, offering a clear picture of their journey and next steps. Our assessment systems are quality assured both internally and externally to ensure they are meaningful, accurate and grounded in evidence, supporting pupils to thrive both in Westbury and beyond.

