



The Cottesloe School: Curriculum Intent, Implementation and Impact Statement

Curriculum Intent Statement

At The Cottesloe School, our guiding principle of '**Prepare, Aspire, Succeed**' is the heartbeat of the '**Cottesloe Journey**'. We believe that education is about more than just academic results; it is about learning about and from the world in which we live. This journey is not a uniform path; instead, it empowers every student - regardless of ability, need, or background - to develop the aspirations required to become the very best version of themselves.

To achieve this, we provide a **progressive, deep, and knowledge-rich curriculum** that is purposefully sequenced and imaginative, encompassing the widest range of disciplines: Arts, Sciences, Humanities, Technologies, Maths, Literacy, Languages and Sports. Our curriculum is built on a foundation of **equity of opportunity**; we ensure that inclusion is not something that happens 'elsewhere,' but is a universal offer found in every classroom through adaptive teaching and high expectations.

Our curriculum evokes a sense of curiosity and encourages questioning which deepens students' understanding. Character development is central to our mission; we explicitly teach our students how to be good people through our **Healthy Relationships framework** and our **6Cs: Collaboration, Cooperation, Creative Thinking, Critical Thinking, Challenge, and Coaching**. These learning habits, combined with challenging goals, enable our students to become increasingly independent young people who can achieve their full potential.

By providing personalised support through our **Strands of Inclusion**, we empower students to overcome barriers and take ownership of their learning. Our curriculum is a blend of the past, present, and future that equips students with a rich set of contemporary skills and historical knowledge. It offers a range of experiences for students of all abilities and backgrounds, ensuring they are prepared to make positive contributions to their families and their community.

Ultimately, we educate the whole child: supporting their artistic appreciation, encouraging them to question the world around them, nurturing sporting talents, and fostering a strong sense of personal responsibility. We prepare our students to leave us as compassionate, informed, and active citizens, ready for their next steps in learning and life, equipped with the knowledge and skills to make a positive contribution to their families, their community, and the wider world.

Strategic Curriculum Intent

Our school curriculum has been carefully designed and sequenced to meet the needs of our students and our community. We view the curriculum as a broad mix of the past, present, and future, encompassing the widest range of disciplines including Arts, Sciences, Humanities, Technologies, Maths, Literacy, Languages, and Sports. Built on a foundation of **equity of opportunity**, we ensure inclusion is a universal offer in every classroom. It is both ambitious and inclusive, giving all children the opportunity to thrive as informed, active citizens.

Key Stage 3	Key Stage 4	Key Stage 5
<p>Foundation & Curiosity: The KS3 curriculum acts as an apprenticeship based on securing deep knowledge and understanding, ensuring a progressive journey that builds depth and breadth across a wide range of subjects. It evokes curiosity and encourages questioning, instilling our core values of 'Prepare, Aspire, Succeed' and Healthy Relationships. Through our 6Cs (Collaboration, Cooperation, Creative Thinking, Critical Thinking, Challenge, and Coaching), students are stretched and challenged from their individual starting points, including targeted literacy and numeracy acceleration. This fosters agency—the ability to transform choices into desired outcomes, particularly for disadvantaged students. This agency is exercised in Year 8, where students make 'KS3 Choices', selecting three creative subjects from nine to study in greater depth in Year 9. By engaging with contemporary issues and developing cultural capital through our extra-curricular offer, students are thoroughly prepared to make informed choices for formal KS4 study.</p>	<p>Flexibility & Specialisation: As students begin their journey into formal examinations, the curriculum is deliberately designed to ensure flexibility and specialisation. We operate a two-year KS4 (Years 10-11), although Mathematics and Science begin formal learning in Year 9. While the majority follow a core of English, Maths, and Science alongside History, Geography, or a Language, our model allows for bespoke choices—from GCSE Statistics to tailored support through Functional Skills. We champion creativity by offering a range of creative subjects: Art, Design & Technology, Drama, Music, Dance, Creative iMedia, and Food. We place high importance on PSHCE and physical and mental wellbeing through PE and sport. We empower students to foster agency through evidence-based learning habits for revision, teaching them to organise their time, engage actively with their learning, and reflect on their progress. By mastering these skills early, they build the resilience and discipline needed for academic success, ensuring stretch and challenge for all. This, combined with comprehensive careers guidance and aspirational support for disadvantaged and SEND students, empowers every student for their next steps.</p>	<p>Character & Contribution: Our Sixth Form curriculum prepares students to leave as compassionate, informed, and active citizens. We offer a broad range of academic and vocational qualifications through blocking that allows for flexibility. Pathways meet needs across the ability spectrum: from stretch and challenge for the more able (Oxbridge, EPQ) to targeted support for Resit GCSE Maths and bespoke guidance for disadvantaged students (including the 16-19 Bursary). We foster independence and agency through our Extension Studies programme, Gold Duke of Edinburgh, and leadership roles like Wellbeing ambassadors. By engaging with contemporary issues—such as politics, justice, and wellbeing—through PSHCE, and mastering exam skills through 'Exam Hour' (a weekly timetabled subject-based assessment under exam conditions), students are empowered to make informed decisions about their futures, whether at university, in higher apprenticeships, or employment.</p>

Curriculum Implementation

Our curriculum intent is successfully translated into practice through the following curriculum experiences and school policies:

Curriculum Experiences	Policy into Practice
<ul style="list-style-type: none"> ● Taught Lessons: A purposefully sequenced and knowledge-rich curriculum delivered across all disciplines (Arts, Sciences, Humanities, Technologies, Maths, Literacy, Languages, and Sports). ● Assemblies: A structured rota reinforcing the core values of 'Prepare, Aspire, Succeed' alongside moral, personal, and spiritual development. ● Registration & Pastoral Time: Dedicated sessions for the Healthy Relationships framework and the Behaviour Curriculum to explicitly teach personal responsibility and character development. ● KS3 and KS4 Agency (Year 8 Choices and Year 9 KS4 Options): Provision of subject choice in Year 8, allowing students to select three creative subjects to study in greater depth during Year 9. Students formally opt for KS4 options in Spring of Year 9, to commence in Year 10. ● Year 9 Transition: Commencement of formal KS4 content in Mathematics, English and Science to facilitate deeper exploration and knowledge and understanding of complex concepts. ● KS4 Options: A flexible curriculum offer blending academic GCSEs with vocational qualifications (e.g., Creative iMedia, H&SC, Catering) and functional skills to suit specific learner profiles. ● Extra-curricular Offer: A comprehensive programme of clubs, trips, and the Duke of 	<ul style="list-style-type: none"> ● Six Key Features: A teaching and learning framework underpinned by the 6Cs (Collaboration, Cooperation, Creative Thinking, Critical Thinking, Challenge, and Coaching) to establish consistent learning habits. ● Strands of Inclusion: Documented strategies, including the Pupil Premium Strategy, ensuring inclusion is a universal offer delivered through adaptive teaching, alongside targeted interventions and support where needed including for students with SEND ● Literacy Strategy: <ul style="list-style-type: none"> ○ Universal: Accelerated Reader programme for all students in Years 7 and 8. ○ Targeted: Lexia interventions for students requiring acceleration to reach age-related expectations. ● Assessment & Feedback: Formal assessment checkpoints combined with Looking at Learning lessons dips to monitor engagement and progress. ● Behaviour Policy: A framework focused on student agency and conduct to ensure the environment remains conducive to learning. ● High Prior Attainers (HPA): Integration of stretch and challenge within Schemes of Learning, alongside Sixth Form pathways including EPQ and Oxbridge support. ● KS4 & Post-16 Guidance: A structured process of options guidance, 1-to-1 interviews, and 16-19 Bursary support to ensure appropriate progression pathways. ● Quality Assurance: Rigorous monitoring through formal Lesson Observation cycles and Annual Subject Reviews to maintain curriculum standards.

Edinburgh's Award (Bronze to Gold) designed to build cultural capital.

- **Sixth Form Enrichment:** Structured independence through Extension Studies, Core Maths (to support cross-curricular maths fluency), student leadership roles, and a weekly timetabled 'Exam Hour' to develop assessment rigour.

- **Curriculum Offer:** The subject offer is dynamic, evolving annually based on student demand (e.g., the introduction of Criminology and Core Maths).
- **Communication of Whole School Focuses:** Close tracking of Disadvantaged and SEND students, alongside the active challenge of gender stereotypes in subject selection (e.g., Women in STEM), ensures that our commitment to equity of opportunity results in tangible success for every child.

Curriculum Impact

Consistent outcomes show the strength of our curriculum impact, with progress measures reflecting our high expectations for all groups. However, impact goes beyond just exam results; it is seen in the everyday experience of the '**Cottesloe Journey**' and the personal development of our students. This is highlighted through:

- **Looking at Learning & Lesson Dips:** Evidencing the quality of curiosity, questioning, and engagement in lessons through the lens of the TCS six key features of teaching and learning.
- **Review and Development:** Quality assurance is rigorously maintained through our formal Lesson Observation cycle and Annual Subject Review cycle, ensuring the curriculum remains ambitious and effective.
- **Student Engagement:** Assessed through attitude to learning, attendance, and participation in the wider life of the school.
- **Inclusion:** The close tracking of Disadvantaged and SEND students ensures that our commitment to equity of opportunity results in tangible success for every child.
- **Parent, Staff & Student Surveys:** Regular feedback from all stakeholders is analysed to ensure the curriculum continues to meet the needs of our community.
- **Destinations & Retention:** Analysis of uptake at KS4 and KS5 informs curriculum development and supports successful transition into Sixth Form, apprenticeships, and university, reflecting the versatile foundation provided.
- **Governance:** All data and findings are reported to Governors for scrutiny and challenge, ensuring rigorous accountability and strategic oversight.

Ultimately, our students leave us as compassionate, informed, and active citizens, ready for their next steps in learning and life, equipped with the knowledge and skills to make a positive contribution to their families, their community, and the wider world.