# Curriculum Statement

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## Introduction

As part of Penk Valley Academy Trust we will develop a rich, relevant and engaging curriculum that inspires, informs and challenges all our learners and appropriately prepares them for the future.

The Rural Enterprise Academy is a free school with a specialised curriculum focused on the environment and land-based sectors. Our vision is: Educating, nurturing and inspiring our future rural entrepreneurs. We aim to create a culture that is kind, where everybody can be successful and be the best version of themselves, every day.

Our students choose us as they have an interest in these areas and potentially want to develop a career from this interest. We offer a broad and ambitious curriculum to all our pupils which is focused on preparing them for their future career choices as well as challenging and informing them about current issues within these sectors.

We are committed to offering a three-year KS3 curriculum where pupils will access a broad range of subjects. Our curriculum offers lessons in traditional subjects such as English, maths, science, geography, technology and PE as well as Forest Schools and environmental science which is designed to develop our pupils understanding of the school's specialism in land-based and environment sectors. At KS4, pupils can complete GCSEs in a range of academic and vocational subjects. The KS4 offer includes English, maths, science, geography and business studies as core subjects with options in land-based and other vocational subjects.

Languages are not currently part of the KS4 curriculum; however, this is something we would like to develop at the academy and is under annual review. Languages make up part of the enrichment curriculum at KS3 and we continue to offer opportunities to learn languages throughout the school. Our KS3 curriculum is designed to allow pupils to have a working knowledge of a range of other languages and cultural expectations so that they are able to travel across the world and communicate effectively with others.

The Academy:

- Offers a whole Academy approach to high levels of numeracy and literacy with a particular emphasis on reading development across the curriculum.
- Has a positive effect on young people in Staffordshire and the surrounding areas through the development of land-based education and training
- Serves to develop skills in entrepreneurship within a rural context
- Develops skills and knowledge in sustainable development and renewable technologies
- Provides a curriculum which combines key academic learning with land based, environmental sustainability and business enterprise skills;
- Ensures that the needs of pupils with special educational needs are met to ensure maximum progression, achievement and attainment.

The development of The Rural Enterprise Academy provides opportunities for pupils to access high quality learning programmes through the development of a range of contextualised land-based and

academic provision, enhanced by close links, including partnerships, with employers and stakeholders within the rural, land based and environmental sustainability communities.

The Rural Enterprise Academy provides the opportunity to develop a joined-up strategy for the development of:

- 11-19 provision, with full progression routes, working in true partnership with key stakeholders, and linking into the strategies developed by Staffordshire County Council in order to minimise the number of pupils classified at NEET (not in employment, education or training)
- Core Skills in English and Mathematics, and the transferable skills sought by employers; and
- Vocational skills for pupils from the age of 14 with a focus towards a contextualised occupational curriculum in the land based, sustainability and environmental sectors.

Previously pupils who wish to access a land-based curriculum have had limited opportunity to do so before the age of 16. South Staffordshire College is the only educational institution within the county which offers a full range of land-based learning beyond the age of 16.

The Rural Enterprise Academy provides learning programmes which combine core academic subjects with vocational learning, linked to progression and real employment opportunities, in a learning environment which fosters and supports aspiration and entrepreneurial attitudes and behaviours.

The Academy delivers a curriculum which is contextualised to provide both academic and land-based foci. A comprehensive career progression map will enable all pupils to choose appropriate routes to higher qualifications, apprenticeships and employment.

## Curriculum and Academy Organisation

### Overview of Curriculum Design

The principles which underpin the approach to curriculum design are:

- The provision of curriculum which develops pupils' skills and knowledge within the context of entrepreneurship in rural economies and sustainable development, together with a clear focus on academic learning, the development of essential skills and dispositions, particularly in literacy and numeracy, and high standards
- A high-quality curriculum with an appropriate range of academic and vocational learning pathways which are aligned to the vision and ethos of the Academy
- The centrality of rural and environmental enterprise as foci for the context and approach to the curriculum
- A curriculum which prepares pupils effectively for further study and equips them with the skills, knowledge, experience and behaviours to meet the needs of employers
- A clear focus upon the individual pupil through the setting of challenging targets and the effective monitoring of every individual's progress, supported by meaningful liaison with parents/guardians to support achievement and progression into further study and/or employment; and
- A consistent and effective approach to the planning of teaching and learning to ensure the highest standards are met

Learning areas include generic teaching areas and specialist facilities, including well-resourced areas for practical learning, including those shared with South Staffordshire College.

## Key Stage 3

At key stage 3 pupils study a broad curriculum which builds on previous learning to develop the skills necessary for success at the end of KS4. As well as following core subjects, all pupils follow a themed environmental programme, including land-based subjects during Year 9.

All learning routes offer learning contextualised to the Rural Enterprise and Environmental sustainability sectors of employment, whilst developing essential skills, and affording clear progression routes.

## Key Stage 4

At key stage 4 pupils have some flexibility and are offered options to provide some element of choice.

All pupils undertake relevant vocational study relating to land based industries. This facilitates progression at age 16 to choice of a programme of A Levels, or entry into apprenticeship or full time vocational study according to the needs of the individual pupils. All learning routes offer learning contextualised to the land based, environmental and sustainability sectors of employment, whilst developing essential skills, and affording clear progression routes.

## Approach to Teaching and Learning

The development of high-quality teaching and learning is a central priority for the Academy. Students benefit from inclusive, engaging, and ambitious teaching that promotes academic progress, deep understanding, and personal growth. We cultivate a culture of inclusion and belonging through relational and restorative practices, underpinned by our core values: *Ready, Respectful, Responsible*.

To support this commitment, the Academy provides:

- A shared commitment to building strong learning skills and a positive learning culture across the Academy.
- Inclusive opportunities for pupils to develop employer-valued skills, with emphasis on rural enterprise.
- Consistent, high-quality teaching with real-world applications, especially in rural and community contexts.
- A strong professional development and quality assurance programme to support outstanding teaching.
- Effective use of Assessment for Learning to drive progress and achievement.
- Robust data systems to track progress, set aspirational targets, and guide improvement.
- Strategic integration of technology to support in-class and remote learning.
- Clear communication channels for pupils, parents/carers, and stakeholders to support continuous improvement.
- Personalised learning pathways with tailored strategies to help learners meet ambitious goals.

## The Rural Enterprise Academy Curriculum

All pupils will undertake relevant vocational study around the core themes of the rural environment, sustainability and enterprise. This will facilitate ease of progression at age 16.

| KS3 Courses | Y7 Lessons per week | Y8 & Y9 Lessons per week |
|---|---|---|
| English | 4 | 4 |
| Maths | 3 | 4 |
| Science | 3 | 3 |
| Geography | 2 | 2 |
| Environmental Studies & Forest School | 3 | 2 |
| Technology | 2 | 2 |
| Art | 1 | 1 |
| History | 1 | 1 |
| Information Technology | 1 | 1 |
| Religious Education | 1 | 1 |
| Personal Social and Health Education (CPSHE) | 1 | 1 |
| Physical Education & Enrichment | 3 | 3 |
| **Total Hours** | **25** | **25** |

| KS4 | KS4 Courses | Lessons per week |
|---|---|---|
| Core | English and English Literature | 4 |
| Core | Maths | 4 |
| Core | Combined Science | 5 |
| Core | Geography | 3 |
| Core | Business | 2 |
| Core | CPSHE | 0.5 |
| Core | Philosophy and Ethics | 0.5 |
| Core | Physical Education & Enrichment | 2 |
| Core | Land Based (Y11 Travel and Tourism) | 2 |
| Option 1 | PE, IT, or Engineering) | 2 |
| **Total Hours** | | **25** |

## Academy Organisation

Pupils are divided into tutor groups and teaching groups. There are two teaching groups per year group and two tutor groups. Pupils are banded depending on a range of prior attainment data for most subjects. Pupils are screened using appropriate diagnostic testing on entry.

| Day | Time of TREA Day | Time of last bus leaving college site |
|---|---|---|
| **Monday** | 9:00 – 15:30 | 15:50 |
| **Tuesday** | 9:00 – 15:30 | 15:50 |
| **Wednesday** | 9:00 – 15:30 | 15:50 |

| | | |
|---|---|---|
| **Thursday** | 9:00 – 15:30 | 15:50 |
| **Friday** | 9:00 – 15:30 | 15:50 |

The academy day is organised to be compatible with transport run by Penk Valley Academy Trust.

## Tutorial

Each tutor group is made up of pupils from the same year group. Wherever possible they keep the same tutor for the time they remain at TREA.

## Pupil development, progression and achievement

The Academy is committed to ensuring that every pupil makes strong progress and achieves their full potential. A comprehensive range of data is used to monitor academic development, enabling timely and targeted support.

Each pupil, in collaboration with their teachers, sets a self-reported target grade for every subject. These targets are designed to reflect pupils' starting points upon joining the Academy and to establish clear expectations for progress and achievement. The Assistant Headteacher oversees the monitoring of these targets, ensuring that pupils who are not making expected progress receive personalised support through a rigorous programme of mentoring, intervention, and guidance.

In addition to self-reported goals, teachers set subject-specific attainment targets for each pupil. These are informed by baseline assessments and Key Stage 2 data, and are designed to ensure that:

- **All pupils have aspirational yet achievable targets**, grounded in prior attainment and regularly reviewed in light of individual progress.
- **Pupils in Years 7 to 11 are consistently challenged** to make exceptional progress from Key Stage 2 through to Key Stage 4.

This dual-targeting approach empowers learners to take ownership of their academic journey while ensuring that staff can provide focused and effective support to maximise achievement.