



## **Curriculum Impact**

*‘Educating the mind without educating the heart is no education at all.’*

*Aristotle.*

At St. Joseph’s our aspiration is to recognise that parents are the foremost educators of their children. In supporting our parents in the formation of their children, we firmly believe that our pupils benefit greatly from the time spent living, learning, and growing at our academy. We fully understand, value, and indeed treasure the opportunity we have to play our part in helping to shape the formational years of each child’s life who parents entrust to our care and it is a responsibility we embrace wholeheartedly.

In evaluating the impact of our curriculum on pupils, we must return to the principles set out in our ‘Curriculum Intent’ statement. As a Silver Award Rights Respecting School, we primarily seek to develop strong, positive relationships with our pupils, helping mould them into the young person that God intends them to be – well-rounded individuals with a clear sense of mission and self-worth, a strong set of morals, and thereby readying them to ultimately contribute positively to society in service of others. This is achieved through numerous means, including the exemplary role models provided by staff, an outstanding Catholic ethos that permeates the academy, a strong Religious Education curriculum and Collective Worship programme, a robust PSHE curriculum which includes British Values, high quality and dedicated pastoral support for all pupils, and an ongoing focus on charitable outreach for the poor and those less fortunate than ourselves.

‘The Catholic Life of the school is good. Catholic values are evident in the positive relationships within the school. Pupils and staff are kind to each other and offer a warm welcome to visitors, parishioners and families. Good quality displays and artefacts ensure that the Catholicity of the school is accessible to all.’ ( *Diocesan Canonical Inspection Report, November 2018* )

The academy constantly monitors the outcomes of pupils on a daily basis within class, and periodically through other processes such as work scrutiny, moderation, ongoing assessment, pupil progress meetings, listening to the pupil voice, and external audit – the outcomes of which feed into future action planning and ongoing adaptations to our curriculum over time, all with the intention of providing our children with the best education possible. Furthermore, our curriculum design continues to be influenced by the academy’s clear commitment to ongoing professional development for our staff. All of this work is undertaken in accordance with our firm conviction that a strong curriculum necessarily evolves over time, and from a desire to constantly improve and ‘strive for excellence’.