



Area of Excellence

Gorsefield Primary School

Robertson St

Radcliffe

M26 4DW

Headteacher: Mrs Ruth Onyekaba

Part of the Forward As One Multi Academy Trust

Learning Without Limits: A Connection-Rich Curriculum Connecting Our Learning: Connecting Our Community

Quality Assurance Review Date: 7th June 2023

Why has this area been identified as a strength? What actions has school taken to establish expertise in this area?

Gorsefield's Learning Without Limits is a bespoke curriculum that has been written by school leaders to reflect and embrace the extreme challenges of the school's community. Children within and beyond the local area experience high levels of deprivation, significant safeguarding cases and multifaceted experiences which may, if not addressed, form a barrier to accessing education in its fullest. Therefore, the Learning Without Limits curriculum has been intentionally designed to proactively address these barriers and challenges.

The Learning Without Limits curriculum has three central strands: Overcoming Barriers, Celebrating Individual Difference and Embracing Challenge. The strands fully encompass Gorsefield's eight Personal Learning Goals and the UNCRC Articles as a Silver Rights Respecting School. Every lesson, within every subject, links to a Gorsefield Personal Learning Goal and UNICEF Article. Whilst the intent remains steadfast, the curriculum is continually sculpted, reviewed and enhanced in response to the contextual needs of the community. Additional to the three strands of the curriculum, there are key threads:

- Text Rich Vocabulary Rich
- Connecting and Building Knowledge Rich
- Connecting Explicit Knowledge

What evidence is there of the impact on pupils' outcomes?

1. There is extensive data to demonstrate impact, including consistent improvements in outcomes across the school. Pupils' interest and commitment to the Learning Without Limits curriculum has impacted significantly on school attendance, particularly on persistent absenteeism.
 - Persistent absence pre-pandemic was 21%, which is now reduced to 11%.
 - Overall school attendance (94.2%) is above national average (93.6%).
2. The connection-rich curriculum has positively impacted pupils' attitudes towards learning (2022-2023). Pupils' responses to surveys are almost unanimously positive.
3. Pupils with highly complex needs have reasonable adjustments to their learning which ensure that they continue to learn the key themes of the Learning Without Limits curriculum.
4. The school's work is shared extensively within and beyond the FA1 MAT: teachers regularly share best practice through headteacher 'Think Tanks', Aspire Hub and Challenge Partners meetings, governor meetings, local authority statutory boards and FA1's learning and leader communities.
5. These communities allow teachers and subject leaders to share the best practice in their schools, learn from others and reflect upon bi-weekly gap tasks linked to the curriculum content of their subject. Leaders welcome visits from other schools beyond the Trust - the school has a significant impact in the schools that have visited for learning walks, observations and staff interviews, taking leading practice back to their respective settings.
6. Staff within school are facilitators for some of the National Professional Qualifications. The Headteacher leads the Church of England NPQH, whereas the Assistant Principal/Learning and Teaching Lead facilitates the NPQLT for Ambition Institute. Other staff are visiting fellows for the complete suite of national qualifications.

7. The headteacher has provided mentoring support to fellow headteachers. Further support by other leaders within school is commonplace. Additionally, the LA requested that the headteacher shared her curriculum expertise in the post of an executive leader, to support a new acting headteacher in the area.
8. Gorsefield has been awarded Jigsaw Flagship status for the fourth consecutive year and has been recognised for successfully teaching mindfulness and SEMH education. As a flagship school, Gorsefield is now a hub for providing CPD and sharing expertise with other schools locally, as well as receiving further training and resources to enhance the well-being curriculum.