

CURRICULUM 2025/26

College Courses

- City and Guilds Entry 3/Level 1 Award in an introduction to Hair and Beauty sector
- City and Guilds Level 1 Diploma in Construction Skills (Multi-Skills)

Work Experience

NCFE Level 1 Award in Exploring Occupational Studies

Core Subjects

PSHE
RSHE
RE

Maths
English

Strong and positive relationship with all stakeholders

Option Subjects

GCSE Science
GCSE English Literature
GCSE Art & Design
GCSE Photography
NCFE Level 1/2 Certificate in Food and Cookery Skills
BTEC Media: Creative Digital Media Production
BTEC Level 1/2 First Award in Music
Pearson BTEC Level 1/2 First Award in Business
Pearson BTEC Level 1/2 First Award in Sports
VTCT Level 1 Certificate in Hair and Beauty Skills

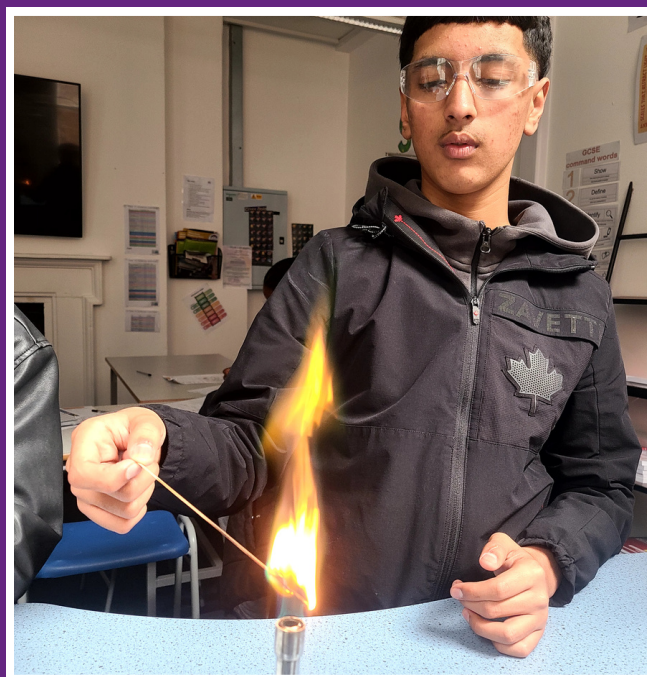
Enrichment Activities

- Workshops: Street Doctors, Youth Offending Team, The Pythian, Nottingham Forest (Knife Crime), Police (stop and Search) and Nottingham Trust Castle Project
- Festivals/Events: Multisport Festival, Sport England CrossFit, Dodgeball Festival, Jim Robinson Independent Thinking: Leadership,
- Chilwell Army Barracks, WE Community day at the Royal Concert Hall, Raising the Grand NTU, Dallaglio Rugby Mentoring Programme, NTU Art Degree show, Suits Day
- Trips: New York, Barcelona, Disneyland Paris, Residential Aberdovey, Wales, Eden, Drayton Manor, Holme Pierre Pont, World Skills Day, End of Term/Year trips

The Stone Soup Academy curriculum reflects an understanding of our students. A 'broad and balanced' curriculum is not just the timetabled subjects; it is every student's holistic experience of Stone Soup Academy. This encompasses the 'hidden curriculum', such as extracurricular activities, trips, careers, workshops, how to behave, how to have tolerance of others, and good mental health. The curriculum offers a wide range of cultural opportunities to provide students with a higher level of cultural capital, enabling them to expand their horizons. We also understand that having a wide vocabulary and good reading skills are crucial for our students to be able to access all aspects of the curriculum.

The Academy curriculum is linked to our vision and values and reflects the students we serve. We believe that all students, regardless of their background, should have access to a wide, exciting and inspiring curriculum that prepares them for the society they live in and how to succeed in life and work. The curriculum has been developed with senior leaders, middle leaders, teachers, and governors.

At Stone Soup Academy, we provide an engaging imaginative, innovative and flexible curriculum that is tailored to meet the needs of all our young people. It facilitates their inquisitive nature and it is underlined by our desire to see that there is 'no limit to achievement'. Our curriculum is delivered in a creative and personalised way aiming to capture all students' interests. It is a balanced curriculum, constructed by a combination of academic and vocational subjects. A mix of onsite lessons complemented by off-site work experience with well-established businesses in the city give students valuable life skills experiences. Alongside work experience, the students work toward gaining their Occupational Studies for Workplace qualification.



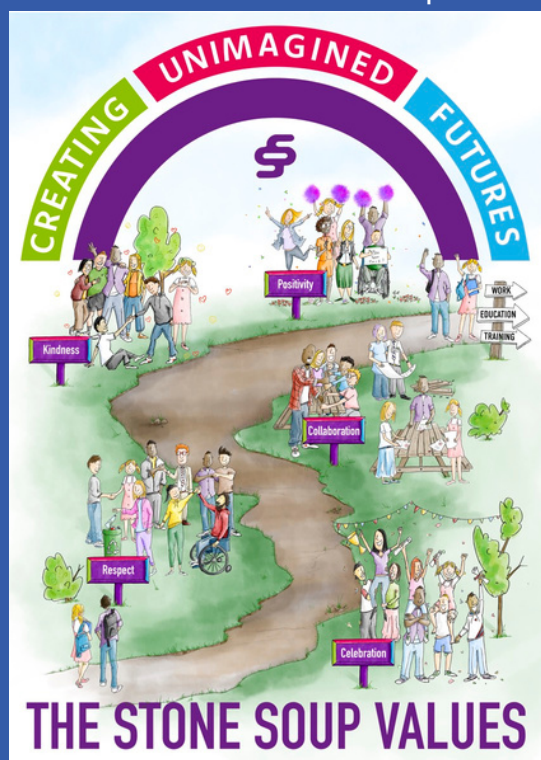
We understand that education can be complemented by making effective use of local colleges and as part of our offer students can opt to attend one day-a-week courses at college to complement and extend our offer. This allows students to have a variety of choices, gain qualifications and get insight into the life experience at college aiding transition post-16. This is proven to add a great benefit to our offer by using the college's extensive facilities and expertise. The college courses currently include Hair and Beauty, Transport Maintenance and City & Guilds in Construction Skills.

Stone Soup Academy provides an outstanding holistic approach to education for all our students (OFSTED 2025). Our vision, of creating unimagined futures, is rooted in a desire to enable students to reach the highest levels of personal development, creativity and achievement. The academy provides a warm and caring environment that nurtures our values (respect, aspiration and positivity) to build self-esteem.



This platform enables students to engage in the curriculum in its broadest sense, by fostering a genuine love of learning. As 21st-century citizens, students are encouraged to be collaborative but also take control of their own education and develop independence which is the foundation for lifelong learning. Stone Soup is an inclusive academy that aims to meet the needs of every student, supporting them in fulfilling their ambitions and being the best they can be, regardless of background, special needs or disability.

The curriculum followed at Stone Soup Academy is one designed to promote attainment in the core subjects of English and mathematics. This emphasis remains crucial to the future lives of our students and enables them to be successful in college courses and employment. Linked to this is our intent to provide a broad and balanced curriculum where students of all abilities are stretched and challenged, and students leave the academy with a range of good qualifications, in subjects they are interested in. We will continue to allow students to choose their options for years 10 and 11.



In the Academy,

- Our curriculum is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life
- Our curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment
- Our curriculum is designed to be ambitious and to meet the needs of all learners. The academy has the same academic, technical or vocational ambitions for almost all learners.

Implementation

Our curriculum is a learning journey from Stepping Stone through to Year 11. We seek to develop a broad, rich and rigorous experience that stretches and challenges all students, across the whole academy. Our teachers have regular collaborative training on how to develop their pedagogy and expertise, and all teachers have 'Creating Unimagined Futures' as an objective in their annual Performance Management Appraisals.



Students are taught in ability sets in core subjects and mixed ability groups for other subjects, teachers are expected to differentiate to ensure there is stretch and challenge for all abilities in every class. Consistent high-quality teaching is our key priority. SoW is quality assured by senior leaders to ensure there is a depth of knowledge at Key Stage 3 which forms the building blocks for progression into Key Stage 4.

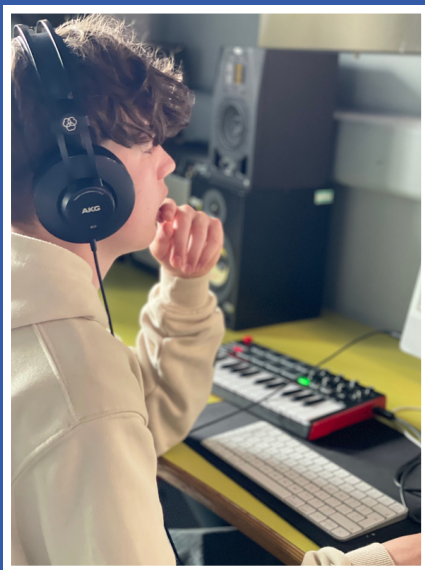
Furthermore, part of our rigorous quality assurance system ensures that the 'planned curriculum' is evidenced in books and lesson observations. We scrutinize how the curriculum is designed to help students remember what they have been taught, by looking at students' books and assessments. The academy monitors student progress throughout the year and we are clear that for this to be successful, assessments need to be reliable and meet the needs of all students. Assessment data is utilised in a meaningful way, for example, to address misconceptions in learning and to target intervention.



The academy seeks to ensure that when our students leave SSA they are well-rounded young people with an excellent set of examination results. GCSE English and maths are a priority to ensure that we continue to Create Bright Futures for all our students.

This year, our KS3 curriculum offers students a variety of subjects to allow them to experience multiple subjects and areas. We also include KS4 taster sessions in our KS3 curriculum to give our young people an insight into the available examination courses. During this time our students have a chance to ask questions to ensure they are satisfied and making the right choices.

The timetable design and coverage reflect our intent: In year 9, all students will study the following curriculum: maths, English, reading, PSHE, RSE, RE, music, media, sport, food, art, history, geography, business, science, art, and enrichment activities.



In KS4 all students study maths and English language, PSHE, RE and RSE and they all choose four options from the following subjects. Students can opt to go to college one day a week to gain extra qualifications.

PSHE, RSE and RE are the heart and foundation of our curriculum. It is aimed at building trust, and positive relationships and ensuring the promotion of mental health and well-being. It also supports our students in accessing the curriculum. It is empowered by form time programmes, mentoring, workshops and external speakers and visits. The PSHE, RE and RSE programme is embedded in our daily practices and signposted in all that we do.



At Stone Soup Academy, we teach the way the students learn best. The planning for learning is based on knowing the students well both academically and pastorally. A positive relationship with students is the key ingredient to engaging the students and making learning happen.

KS3: Year 9

Maths	The aim is to equip learners with the key skills and knowledge needed to operate confidently, effectively and independently in education, work, and everyday life.
English	We aim to develop critical and creative thinkers who are able to collaborate and communicate effectively. We help students to read critically, write analytically, speak effectively and view diverse texts. We seek to inspire and motivate our students to help them understand the relevance of English in their everyday lives.
Reading	All students will have access to Accelerated Reader; an online platform that helps support students develop their reading ability. After completing an initial assessment, each student will have a personalised reading library generated for them and is appropriate for their reading age. As Accelerated Reader can be accessed on any device that has internet access, we encourage parents and carers to use Accelerated Reader at home with their child and continue their reading development outside of the classroom.
Science	Students will have the opportunity to learn different topics in Biology, Chemistry and Physics but also gain a love for the subject in a practical and hands-on way.
Food	Students will have opportunities to acquire a number of practical and technical skills. The objectives of this are to prepare and cook using basic skills, understand food and its functions in the body and in recipes, understand balanced diets and modification of recipes for health plans and produce dishes for a purpose.
Media	Students will study the basics of media which covers, films, TV, games, music videos, the internet, magazines & newspapers.
Music	Students will be introduced to music, enabling learners to develop the skills and knowledge needed to create their own tracks. Learners will also develop some knowledge of the music industry, including how to make money in the music industry and the various job roles available in it.
Humanities	Through Humanities, children discover how the past has affected our present lives, compare their own home environment to other parts of the world, learn to understand and respect other cultures and beliefs and to think about their own contribution to a sustainable future.
Business	Students will be introduced to the world of business, giving them the opportunity to develop knowledge and technical skills in a practical learning environment.
Sports	Students will be introduced to the world of sports. It incorporates important aspects of the industry, such as fitness testing and training for sport and exercise, the psychology of sports, practical sports performance and sports leadership.

Reading	All students will have access to Accelerated Reader; an online platform that helps support students develop their reading ability. After completing an initial assessment, each student will have a personalised reading library generated for them that is appropriate for their reading age. As Accelerated Reader can be accessed on any device that has internet access, we encourage parents and carers to use Accelerated Reader at home with their child and continue their reading development outside of the classroom.
Art	Students will study a variety of styles and techniques of art including traditional drawing and painting to 3D ceramic work, through to digital imagery. This will allow them to explore art in their own unique way, and be supported to develop themselves further.
Photography	Students will be introduced to photography and learn how to control an SLR camera. Learning the basics of composition, lighting, aperture, shutter speed and ISO. Through this technical foundation, students will be able to explore how to represent ideas using visual imagery.
PSHE	Through Personal, Social, Health and Economic Education we support students to develop the knowledge, skills and attributes necessary to manage their lives independently, focusing on personal health and safety as well as living in the wider world, with a specific focus on topics that are prevalent in the lives of our students such as knife crime and drug and alcohol misuse. Through our PSHE curriculum, we hope to support and guide our students to give them the knowledge and understanding to confidently make informed and educated decisions that enable them to navigate the challenges of daily life safely and appropriately. Topics fall under two key categories: Health & Wellness and Living In The Wider World, while also being supplemented by our Relationship & Sex Education curriculum. These are further distributed throughout the academic year to ensure recall of previous lessons and reinforce prior learning.
RE	Religious Education at Stone Soup places a heavy emphasis on the exploration of spiritual thought through active class discussions. Because there is a great weight placed on personal opinions in the assessment phase it is important that our students learn how to evaluate ideas and proffer up their own thoughts on a wide variety of topics. Creating a safe environment within the classroom for such discussions to take place is paramount to the success of R.E as a subject. The teacher has to be able to switch roles with the students as regards being the leader of an idea and students need to feel comfortable being in charge of their own thoughts. Our small class sizes greatly help this endeavour and all our students are encouraged to be active in the growth of a topic or theme.
RSE	Our Relationship and Sex Education curriculum provide lifelong learning in regard to, physical, sexual, moral and emotional development. It involves acquiring knowledge and information, developing personal skills and forming positive beliefs, values and attitudes. It is about understanding the importance of stable and loving relationships, respect, love and care, for family and for life. Through our RSE curriculums, we hope to support and guide our students to give them the knowledge and understanding to confidently make informed and educated decisions that enable them to navigate the challenges of adulthood and relationships. Statutory RSE aims to: Help young people to flourish Support well-being and attainment Help young people become successful and happy adults who make meaningful contributions to society

Core Subjects

GCSE English Language/Literature	We aim to develop critical and creative thinkers who are able to collaborate and communicate effectively. We help students to read critically, write analytically (including argument, synthesis and literary analysis), speak effectively and view diverse texts thoughtfully. We seek to inspire and motivate our students to help them understand the relevance of English in their everyday lives.
GCSE Mathematics	Maths at Stone Soup Academy is for everyone. It is diverse, engaging and essential in equipping students with the right skills to reach their future destination, whatever that may be. We always aim to enable students to engage with, explore, enjoy and succeed in maths.
English Functional Skills at Level 1, 2 and Entry Level	Like Maths, Functional Skills Qualifications in English are designed to open doors for students into a wide and diverse range of career paths, which may or may not be otherwise supported by a conventionally 'academic' testing route. They provide the basis for all students to become strong and effective communicators, demonstrating a mastery of language tools that is not only helpful but essential to all areas of life and work. The course itself develops Reading, Writing, and Speaking, Listening & Communication, with students at both levels learning how to deliver the relevant skills appropriate to a range of formalities and styles – including in formats such as email, letter, article, review, speech, advertisement, and blog post – skills that become increasingly essential in an ever-connected and communicative world. Again, like Maths, where GCSE qualifications are not met, a Functional Skills Qualification at Level 2 is equivalent to a grade 4 (C in old system), whilst a Level 1 is equivalent to grades 2-3 (E-D) and is accepted by many colleges and education/ employment providers.
Maths Functional Skills at Level 1, 2 and Entry Level.	Functional Skills Qualifications in Mathematics are designed to equip learners with the key skills needed to operate confidently, effectively and independently in education, work, and everyday life. They provide reliable evidence of a learner's achievements against demanding content that is relevant to the workplace – and their ability to apply the underpinning subject knowledge to various contexts. Where GCSE qualifications may not be met, a Functional Skills Qualification at Level 2 is equivalent to a grade 4 (C in the old system), whilst a Level 1 is equivalent to grades 2-3 (E-D). The qualifications themselves provide the foundation for progression into employment and further technical education, with many apprenticeship courses requiring Functional Skills Qualifications either for acceptance onto, or progression through, the relevant programme of study.
PSHE	Through Personal, Social, Health and Economic Education we support students to develop the knowledge, skills and attributes necessary to manage their lives independently, focusing on personal health and safety as well as living in the wider world, with a specific focus on topics that are prevalent in the lives of our students such as knife crime and drug and alcohol misuse. Through our PSHE curriculum, we hope to support and guide our students to give them the knowledge and understanding to confidently make informed and educated decisions that enable them to navigate the challenges of daily life safely and appropriately. Topics fall under two key categories: Health & Wellness and Living In The Wider World, while also being supplemented by our Relationship & Sex Education curriculum. These are further distributed throughout the academic year to ensure recall of previous lessons and reinforce prior learning.

Core Subjects

RE	This RE course explores major world religions, Christianity, Judaism, Islam, Hinduism, Buddhism, and Sikhism while examining key themes such as life after death, festivals, places of worship, charity, peace and conflict, and social justice. Students develop understanding of beliefs, practices, values, and their impact on society.
RSE	Our Relationship and Sex Education curriculum provide lifelong learning in regard to, physical, sexual, moral and emotional development. It involves acquiring knowledge and information, developing personal skills and forming positive beliefs, values and attitudes. It is about understanding the importance of stable and loving relationships, respect, love and care, for family and for life. Through our RSE curriculums, we hope to support and guide our students to give them the knowledge and understanding to confidently make informed and educated decisions that enable them to navigate the challenges of adulthood and relationships. Statutory RSE aims to: Help young people to flourish Support well-being and attainment Help young people become successful and happy adults who make meaningful contributions to society.

Option Subjects

GCSE English Literature	Students will sit two English literature papers that are broken down as follows: ● Paper 1 - One Shakespeare Play and one 19th Century novel Section A Shakespeare: students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then write about the play as a whole. Section B The 19th-century novel: students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then write about the novel as a whole. ● Paper 2 - Modern prose or drama texts, a poetry anthology and unseen poetry Section A Modern texts: students will answer one essay question from a choice of two on their studied modern prose or drama text. Section B Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster. Section C Unseen poetry: Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.
GCSE Art & Design	Art & Design covers a variety of different aspects of art, from traditional drawing and painting to 3D ceramic work, through to digital imagery. Students will study a variety of styles and techniques of art in order for them to flourish within a certain area. This will allow them to explore art in their own unique way, and be supported to develop themselves further. Also, there is a project that is set as a theme for the learners to cover the 4 main assessment objectives to show the progression on 1 title.
GCSE Photography	In Photography students will learn how to control an SLR camera. Learning the basics of composition, lighting, aperture, shutter speed and ISO. Through this technical foundation, students will be able to explore how to represent ideas using visual imagery. They will develop a portfolio that will consist of an extended project where students will respond to a theme, topic or genre of Photography. This will make up 60% of their final GCSE grade. Students will be encouraged to investigate and play with their ideas throughout the project including post-production digital manipulation and image manipulation by hand.

Option Subjects

NCFE Level 1 Certificate in Food and Cookery Skills (603/3909/3) NCFE Level 2 Certificate in Food and Cookery Skills (603/3911/1)	This qualification provides learners with experience in using different cooking skills and methods to enable them to use these within further education or apprenticeships. It will give them a basic understanding of the skills required for a career in food. This qualification will: focus on an applied study of the food and cookery sector that offers breadth and depth of study, incorporating a significant core of knowledge and theoretical content with broad-ranging applicability that provide opportunities to acquire a number of practical and technical skills. Qualification objectives The objectives of this qualification are to prepare and cook using basic skills understand food and its functions in the body and in recipes understand balanced diets and modification of recipes for health plans and produce dishes for a purpose. Throughout the delivery of this qualification, the following core areas and transferable skills should be evident: planning research skills communication problem-solving skills health and safety.
BTEC Media (Creative Digital Media Production)	Course content covers films, TV, games, music videos, the internet, magazines & newspapers. If you want to know more about these media products and try making some of them, then this is the course for you.
BTEC First in Music (Level 1/2)	This course will enable learners to develop the skills and knowledge needed to create their own tracks in Logic Pro X; an industry-standard piece of software for recording and editing music. Learners will also develop a sophisticated knowledge of the music industry, including how to make money in the music industry and the various job roles available in it.
Pearson BTEC Level 1/Level 2 First Award in Business	This course allows you to study the world of business, giving you the opportunity to develop knowledge and technical skills in a practical learning environment. You will examine the roles and responsibilities of setting up a new business and its financial management. You will also develop key skills, such as analysis and review of key financial statements. The qualification is 120 GLH, which is the same size and level as a GCSE and is aimed at everyone who wants to find out more about business. This qualification provides an engaging, practical and relevant introduction to the world of business. It encourages you to explore the range of business types and understand the factors that influence success through analysing business models. It enables you to develop, enhance and apply your research, practical, communication and technical skills through creating and presenting a business plan for a realistic business start-up in your local area. You will study finance and analyse key financial statements (for example, income statements and statements of financial position), reviewing their importance in the successful financial management of a business.

Option Subjects

Pearson BTEC Level 1/Level 2 First Award in Sport	This course provides an engaging and relevant introduction to the world of sport. It incorporates important aspects of the industry, such as fitness testing and training for sport and exercise, the psychology of sports, practical sports performance and sports leadership. It enables you to develop and apply your knowledge, while also developing a range of relevant practical, communication and technical skills. The qualification is 120 GLH, which is the same size and level as a GCSE, and is aimed at everyone who wants to find out more about the sports industry. You will study three mandatory units, covering the underpinning knowledge and skills required for the sports sector: fitness for sport and exercise, practical performance in sport and applying the principles of personal training. You will build on the knowledge gained in the mandatory units by studying one further unit, and leading sports activities.
Pearson BTEC Level 1 Introductory Award in Hair and Beauty	In the Beauty Therapy Level 1 course, students will be learning and expanding many new skills that will all be useful if wanting to move into the industry. Students will be learning how to: - prepare salon work areas - ensure responsibility for health and safety - assist with facial skin care treatments - assist with day make-up - assist with nail services - assist with reception duties. As well as practical skills, the course will allow students to work on customer service skills, learn about the anatomy of the body and gain product knowledge. With this course, students would be able to gain a job as an assistant junior beauty therapist. This course will be assessed in practical assessments.
Combined Science: Trilogy (AQA)	Students will have the opportunity to learn different topics in Biology, Chemistry and Physics but also gain a love for the subject in a practical and hands-on way.

College Courses

City & Guilds Level 1 Diploma in Construction Skills (multi-skills)

This level builds upon your introductory knowledge and experience, allowing you to further develop your skills in the various trades. The

phases cover the following trade areas: Phase 1: Generic Units, Bricklaying, Joinery Phase 2: Wall & Floor Tiling, Construction, Operations, Painting & Decorating Phase 3: Carpentry Phase 4: Plastering, Plumbing, Electrical

City and guilds Entry 3 Award in an introduction to the hair and beauty sector

We have a partnership with a local training salon where students are able to learn the fundamentals of hair services as well as skills in working relationships.

Work Experience

NCFE Level 1 Award in Exploring Occupational Studies for the Workplace (601/1086/7)

The qualifications are intended to be accessible to a wide range of learners of all abilities. Learners can develop a 'hands-on' approach to their learning and gain practical skills, knowledge and understanding in their chosen vocational area(s). The skills, knowledge and understanding gained may help learners prepare for work through real or simulated work situations and may contribute to preparing them for working life beyond education. Learners are not intended or expected to be competent following successful completion of the Occupational Studies for the Workplace qualifications. Competency would be achieved through the completion of recognised Competence-Based Qualifications (CBQs) or National Vocational Qualifications (NVQs). The NCFE Occupational Studies for the Workplace qualifications are intended to give learners a solid base from which to further develop their skills and learning.

Enrichment Activities

Each Friday afternoon we dedicate time to enrichment activities. This is when all students and staff are engaged together in a variety of activities to strengthen relationships and celebrate the success of the week. Students can choose from ice skating, cooking and various other onsite and off-site activities.

All students choose an enrichment activity on Friday afternoon: football, gym, music, food and ice skating.

Furthermore, Stone Soup Academy offers the following:

1. Work experience: Crown Plaza with NCFE Award in Hospitality and Catering qualification, Trent Bridge with NCFE Award in Hospitality and Catering qualification, Loxley House (Social Care) and HMRC.
2. Workshops: Street Doctors, Youth Offending Team, The Pythian, Nottingham Forest (knife crime), Police (Stop and Search) and Nottingham Trust Castle Project.
3. Festivals/events: Multisport festival, Sport England CrossFit, Dodgeball Festival, Jim Robinson, Independent Thinking (Leadership kills), Chilwell Army Barracks (activity days and careers opportunities), WE community day (project presentation at The Royal Concert Hall), Raising The Grade (NTU), Dallaglio (rugby workshop/mentoring programme), Leadership qualification, NTU degree show (Art show), Suits day.
4. Trips: Trip to New York, Barcelona, Paris, Residential-Aberdovey in Wales, Eden trip, Drayton Manor, Holme Pierre Pont, Cosmo's restaurant, World Skills Day (Apprenticeship fair in Birmingham) and End of term/year trips.

At SSA, all teachers have good knowledge of the subject(s) and courses they teach. The academy provides effective support, including for those teaching outside their main areas of expertise.

All teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching. They check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches.



Teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts. Assessment is used well by all staff, for example, to help learners embed and use knowledge fluently or to check to understand and inform teaching without creating unnecessary burdens for the staff or learners.



Teachers create an environment that allows the learner to focus on learning. The resources and materials that teachers select do not create an unnecessary workload for them. The course of study supports the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. A rigorous approach to the teaching of reading develops learners' confidence and enjoyment in reading. At the early stages of learning to read, reading materials are closely matched to learners' phonics knowledge.



The Academy evaluates the impact of the education provided to its students, the main focus is on what students have learned. The culmination of our curriculum is that students leave our academy with the confidence and intelligence to thrive. We know our students as individuals which enables us to provide curriculum guidance and careers guidance throughout their time with us. We expect all students to leave our academy with the grades required to progress to their desired destination, and the character required to flourish once they get there.



By teaching our curriculum well, and delivering education with character, we bring out the best in everyone. These are high-quality summative assessments which allow pupils to demonstrate their growing understanding of their subjects and teachers to assess the impact of their teaching. Summative assessments take place each half term. These are based on the national assessments and examinations as indicators of students' outcomes, enabling teachers to focus on formative assessment from lesson to lesson and work with all students, including disadvantaged students and students with SEND to acquire the knowledge they need to succeed in life.

The curriculum is reviewed and adapted on an annual basis to allow us to respond to the strengths and needs of new students joining the academy. Our aim is to make sure that it prepares them for when they leave Stone Soup Academy in order to pursue successfully the next phase of their life. Our curriculum is built to maximise the potential of each young person enabling them to succeed. Whatever course or subject we introduce, we make sure it motivates students, is enjoyed by students and creates unimagined futures for each and every one of our young people.



In the Academy, all students

- develop detailed knowledge and skills across the curriculum and, as a result, achieve well. Where relevant, this is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained
- are ready for the next stage of education, employment or training. Where relevant, they gain qualifications that allow them to go on to destinations that meet their interests, aspirations and the intention of their course of study. They read widely and often, with fluency and comprehension.