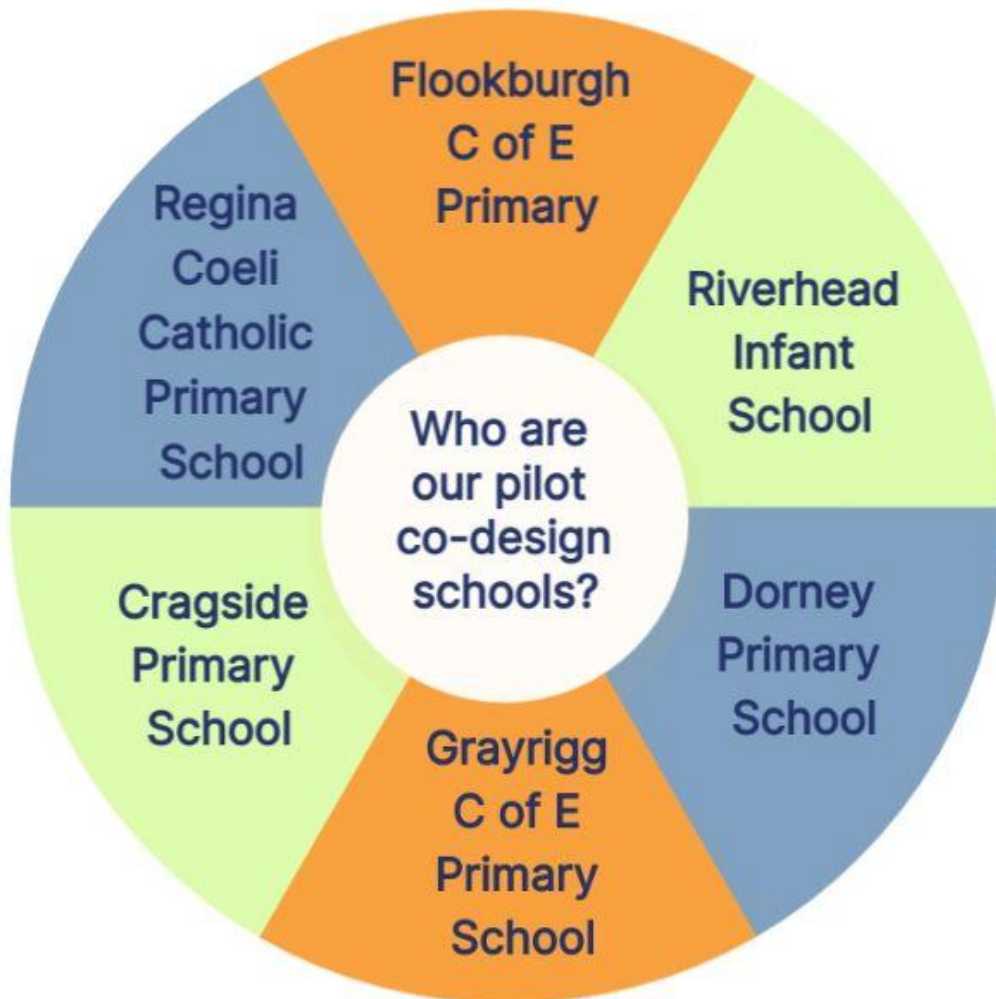




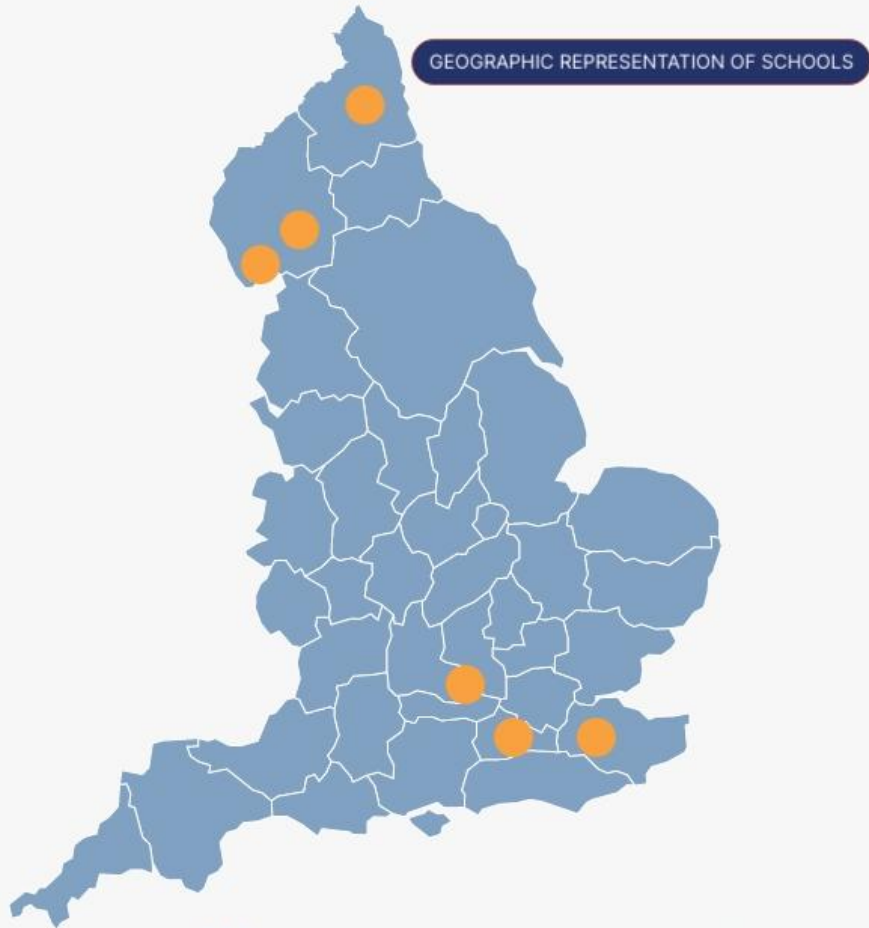
Pilot schools

Co-design partners

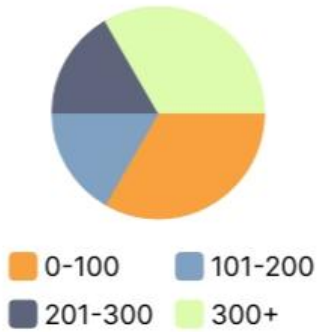


We were delighted to have so many applications from Primary schools in England to participate in the pilot year. After blind shortlisting and panel recruitment we were able to decide on the above 6 schools who will be representing a variety of school types, geographical locations and sizes.

Pilot schools



School size



School type representation



School bios

Flookburgh C of E Primary School

Flookburgh a small rural school situated in the Lake District, Cumbria, in a small village called Flookburgh C of E Primary School. Their school mission statement is that 'Together, we believe, that anything is possible'. They uphold their Christian Values of; respect, hope, compassion, courage, endurance, and forgiveness in all that they do. Through the project they hope to build



a flexible, responsive and purposeful curriculum, which reflects the needs of their children and the community.

The school has low social mobility with a fishing and farming community.

Flookburgh works with the Morecambe bay biomimicry and engineering project (Eden project) and the University of

Lancaster to develop pupils' aspirations and sense of purpose in the place they live.

Flookburgh school has 73 pupils in total with 1% PP and 5% EAL.



Dorney Primary School

Dorney School is a school that is passionate about Inclusion, Equality, Equity, and Social Justice. Dorney School is ambitious for every child who attends the school and they seek to develop happy, resilient, emotionally intelligent, and responsible citizens of the future. They are fully inclusive and accept every child for who they are. They do not seek to change anyone, but to equip each child further with self-belief, universal values, love for their family and community, and academic prowess. They know

that their children uphold the shared values, and are proud of their community of learners. They genuinely believe in acceptance, not just tolerance.

Dorney School is a one-form entry school situated in the village of Dorney Reach on the edge of Buckinghamshire, Slough and Windsor. It has 194 pupils on roll from Reception to Year 6. It serves a diverse, multi faith community whereby 11% of children are entitled to pupil premium. Over the last few years, they have developed a reputation as a school that has high expectations and yet nurtures each child to develop their potential. This is reflective of their

ethos and the school's values of Respect, Collaborate and Grow. The ethos is based on 'No Outsiders'; everyone is welcomed, and everyone is valued. The school prioritises staff and pupil mental health and well-being, especially with the impact of Covid 19, and they believe that these are important foundations for self-actualisation, independence, and personal success.

Dorney school is thrilled at the prospect of working with the Chartered College in designing a bespoke primary curriculum, which will be meaningful for schools, and their communities. This is something Dorney school has been aiming to achieve. They want a curriculum that inspires children to be creative, passionate deep thinkers who will seek personal challenge whilst thinking about the wider world. They believe their pupils deserve a curriculum that not only increases their knowledge; it will also empower them to lead better and healthier lives.

Twitter: @DorneySchool

Grayrigg C of E Primary School

Grayrigg is a small, rural, Church of England Primary School who could not be more excited to



be part of this project. They are situated near the town of Kendal, on the edge of the Lake District and have 94 pupils spread across 4 classes, from the Tiny Acorns in EYFS to the Mighty Oaks in Year 5 and 6. They are able to take full advantage of their outdoor environment and have built a forest school curriculum around this that fits hand in hand with their school curriculum. Their passion is to be a place where everyone belongs- this is something they are working to ensure runs through all curriculum developments through a focus on belonging and justice: both social and climate justice.

Being part of a project where the focus is pedagogy and not just what children learn but how they learn has put a spring back in the steps of the staff- something they believe we all need after the last few years, which have been more about surviving than thriving. The team all want successful learners but also know that successful learning is not just about knowledge but also knowing how to learn, creating motivated learners that are excited to learn; inspired learners that seek to take the learning further; creative learners who don't just learn what already exists but create new knowledge and skills; independent learners that have the self-efficacy to do this independently and even sceptical learners who can think critically- enabling them to decipher a world where knowledge comes at a pace we could not have imagined during our own childhoods: knowledge that is not always verified, accurate or even true. Grayrigg believe the time has come to rethink and consider how their curriculum prepares, protects and enables flourishing for future generations.

Grayrigg has 79 children in Primary and 15 in on onsite nursery provision. They have 4% entitled to Pupil Premium support and 0% EAL.

Cragside Primary School

Cragside Primary School is a vibrant community school situated a couple of miles out of the centre of Newcastle Upon Tyne. Cragside provides a happy and secure learning environment for all members of the school community. Supportive, caring and respectful relationships form the golden thread which runs throughout the school. They currently have 418 children on roll out of a possible 420. The local area is distinctive for its social, cultural and economic diversity. The children come from a wide range of family units and they celebrate diversity and difference whilst highlighting and recognising commonalities. They think carefully about how to ensure each member of the community feels valued and welcome and that any individual needs are anticipated and met. They empower children to be individuals who are articulate, who have opinions and who care about the world and want to make a difference. Respect and appreciation for each other are strong.

At Cragside they agree with Gorard:

'Schools, in their structure and organization can do more than simply reflect the society we have; they can try to be a precursor of the kind of society that we wish to have.'

S Gorard 2010



Cragside school is extremely excited to be part of the 'Rethinking Curriculum' pilot. Like many primary schools they have spent a lot of time developing a curriculum that is engaging, ensures progression and reflects the rich diversity of the world in which we live but they know there is still work to do. Particular areas of interest include oracy, creativity and social justice.

Cragside school has 418 pupils, 10% entitled to

PP and 19% EAL.

Regina Coeli Catholic Primary School

Regina Coeli is a two-form voluntary aided Catholic primary school serving the community of South Croydon. Through our FAITH values of Family, Aspiration, Inclusiveness, Tolerance and Harmony we seek to equip our pupils with the knowledge and skills they require to live their life to the fullest. Our enquiry-based approach places literature at the heart of our curriculum so that we nurture our pupils' ambition and curiosity. At Regina Coeli we are in pursuit of excellence and are therefore keen to collaborate with the Chartered College of Teaching on the Rethinking Curriculum project. We know that we are not alone in this intention and hope that through our engagement, our journey and lessons learned will support the work of other schools



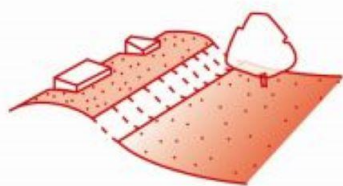
Regina Coeli has 412 pupils on roll and 17 teachers. 23 % of the pupils are in receipt of pupil premium and 43% have English as an additional language.

Riverhead Infant School

Riverhead Infants' School is a three-form, local authority maintained school located near Sevenoaks in Kent. In September of 2022, a new Headteacher was appointed by the Governing Body and this (as often does) has triggered a period of reflection and change within the school. Despite servicing a predominantly affluent socio-economic catchment area, the school has experienced a shift since the pandemic lockdowns in regards to Reception-aged children coming in as 'school-ready'. In speaking with colleagues and experts across the region, the school have come to realise that they are not alone in this view. Their experiences are that, due to the effects of lockdown and the restrictions placed on social interaction, the youngest children are lacking in basic social and communication skills combined with a significant downturn in learner confidence and resilience. Consequently, this has also led to signs of SEMH and Behaviour issues in numbers not commonly found at this stage in children's early education.

Therefore, the newly formed Leadership Team, together with the Governing Body, are united in their desire to try and ensure that the curriculum at Riverhead evolves to ensure that it is meeting the needs of children where they are at now – rather than simply doggedly sticking to what we have always done. In joining the Rethinking Curriculum project, they are hoping to gain access to support and guidance to help redevelop the curriculum to have more of a child-led and enquiry-focused approach that nurtures children's collaborative skills. Riverhead are

Riverhead Infants' School



hoping to incorporate more of the aspects of Teaching and Learning within Early Years into Key Stage 1 and to place a greater emphasis on outdoor learning. Additionally, a key focus is to build children's independence and resilience by ensuring they understand the value of their learning and are able to establish meaningful links and connections between topics and subjects, rather than increasingly segmenting learning as they grow older.

Riverhead school has 267 pupils, with 4.5 % Pupil Premium and 9% EAL.