GILBERT INGLEFIELD ACADEMY

Tell me Tuesday: Ambition

What does Ambition mean at GIA?

Ambition is centered on excellence for all. It includes:

- curriculum
- teaching
- assessment
- presentation
- aspiration

We have ambition for all pupils and recognise that children have different starting points.

Where we were...

In January 2026, OFSTED noted:

- The curriculum in some areas lacked ambition
- Some subject areas did not clearly identify the knowledge needed
- In some subjects, links between aspects of knowledge is not clear
- Teachers do not identify gaps in knowledge
- Pupils lack the wider cultural knowledge that they need
- The curriculum does not prepare pupils for upper school

Our KS2 results in 2025 were 20% combined (reading, writing and maths). In 2026, these increased to 42% combined, with reading at 70% and maths at 57%.

What we have improved: Curriculum

Philosophy and Ethics

Our Philosophy and Ethics curriculum has belonging at its core. By studying different belief systems, our pupils develop understanding of the diverse community that makes up modern Britain. This understanding helps pupils to identify the shared values across different groups of people, which in turn builds mutual understanding and tolerance to people of all faiths and belief systems, including non-religious beliefs.

Across the four-year curriculum, pupils will study Christianity as well as other faiths, including Islam, Judaism, Hindusm, Sikhism and Buddhism. Additionally, pupils will explore non-religious beliefs such as Humanism, Ethical Veganism and philosophical perspectives. We undertake an enquiry-based approach where pupils can use the knowledge gained to explore ambitious 'Big Questions' and consider their own perspectives and beliefs. Lessons encourage discussion to ensure pupils can maturely articulate their views and respond respectfully towards others.

By the end of the curriculum journey, pupils will have had the opportunity to interact with people, places and artefacts from a range of belief systems, with the aim of developing each pupil's worldview and inspiring a curiosity towards the world around them.

Each subject has a new curriculum vision.

This sets out our aims and ambitions for each subject.

The vision links to our core values of ambition, belonging and opportunity.

What we have improved: Curriculum

CURRICULUM MAP • **ENGLISH** AMBITION • BELONGING • OPPORTUNITY

	AUTUMN TERM	SPRING TERM	SUMMER TERM
YEAR 7	**Beowulf** *Are people born good or evil, or do their choices make them that way?* Pupils begin their studies in Key Stage 3 by exploring one of Britain's earliest stories as told by Michael Morpurgo. In his engaging novel, Morpurgo contrasts the warmth of Hrothgar's hall with the cold fens to show that belonging is a fundamental human need, demonstrating how exclusion breeds resentment. Through characters who step up when others flee, the narrative teaches pupils that challenges are opportunities to discover inner strength and shape their own identity. Pupils will learn the foundations of analytical writing and develop creativity in narrative tasks. **Gothic Literature** *Why are people fascinated by fear and mystery?* By studying Gothic "outsiders" like Frankenstein's monster, pupils build empathy for the excluded whilst having the opportunity to engage with complex historical contexts. Dissecting conventions like terror and suspense sharpens their advanced literary analysis skills and inspires their own high-quality descriptive writing.	**The Tempest** *Can people redefine who they are?* Through this study of Shakespeare's final play, pupils explore how characters like Caliban and Ariel navigate forced labels, isolation and belonging. Additionally,pupils will examine how Prospero's shift from magic and revenge to forgiveness redefines his relationships, identity and his sense of belonging. By tracking character arcs and the shipwreck's equalising effect, pupils learn to analyse text in context, master critical writing, and understand language techniques like dramatic irony and monologue. **Refugee - graphic novel** *Why do people seek freedom?* Through analyzing Alem's journey, pupils explore how war, displacement and the UK care system challenge an individual's sense of belonging and identity. By examining the interplay between visual literacy and text, pupils evaluate how imagery and dialogue convey isolation, resilience, and hope.	**Travel Writing** *How do writers inspire us to travel?* By analysing diverse non-fiction and fiction texts, pupils broaden their cultural capital and explore global perspectives on belonging. Studying writers' choices in vocabulary and grammar teaches pupils to evaluate structural and emotional effects while developing their own narrative, informative and persuasive writing for various audiences. **Great Speeches** *How do words change the world?* By exploring diverse, powerful speeches across history and cultures, pupils learn how leaders use rhetoric, grammar, and structure to foster belonging and inspire others. They will apply these techniques to draft, refine and perform their own speeches, building confidence, control and passion in their spoken voice.

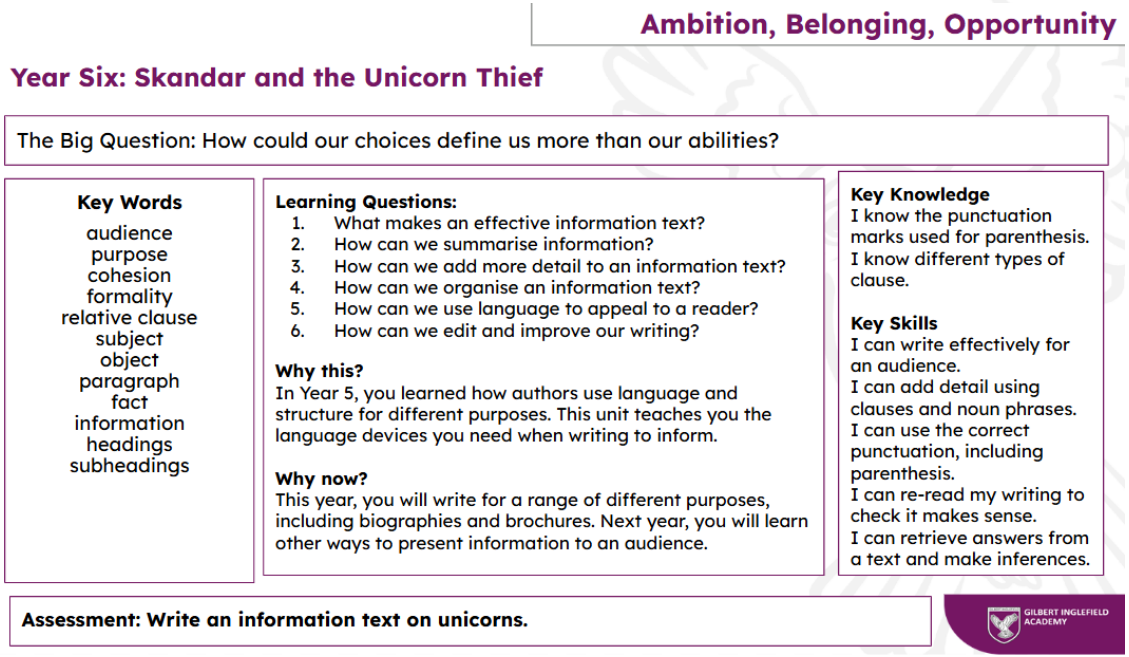
Each subject also has a new curriculum map.

This shows the sequence of learning and tells you the focus for each topic.

Each topic aims to answer a 'big question' which is the overarching concept for the unit.

Our curriculum maps are on our website under the 'What we learn' tab.

What we have improved: Curriculum



Ambition, Belonging, Opportunity

Year Six: Skandar and the Unicorn Thief

The Big Question: How could our choices define us more than our abilities?

Key Words

audience
purpose
cohesion
formality
relative clause
subject
object
paragraph
fact
information
headings
subheadings

Learning Questions:

1. What makes an effective information text?
2. How can we summarise information?
3. How can we add more detail to an information text?
4. How can we organise an information text?
5. How can we use language to appeal to a reader?
6. How can we edit and improve our writing?

Why this?
In Year 5, you learned how authors use language and structure for different purposes. This unit teaches you the language devices you need when writing to inform.

Why now?
This year, you will write for a range of different purposes, including biographies and brochures. Next year, you will learn other ways to present information to an audience.

Key Knowledge
I know the punctuation marks used for parenthesis.
I know different types of clause.

Key Skills
I can write effectively for an audience.
I can add detail using clauses and noun phrases.
I can use the correct punctuation, including parenthesis.
I can re-read my writing to check it makes sense.
I can retrieve answers from a text and make inferences.

Assessment: Write an information text on unicorns.

GILBERT INGLEFIELD ACADEMY

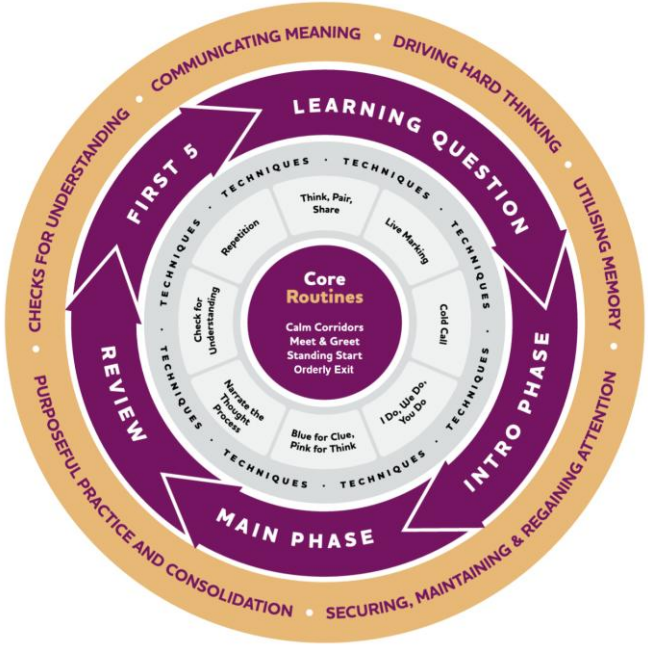
Each unit of work has its own topic sheet. This is put in children's books at the start of each unit.

It sets out the learning questions, the skills and knowledge, and the key words that your children will learn.

It also tells us why we are learning this topic and how it connects to future learning.

What we have improved: Teaching

- Highly qualified staff
  - New Science department
  - New Maths teachers in KS3
  - New primary team in Year 5
  - Expanded leadership team
- New Teaching and Learning Framework
- Consistent lesson structures
- Regular monitoring of teaching
- Support from our Trust

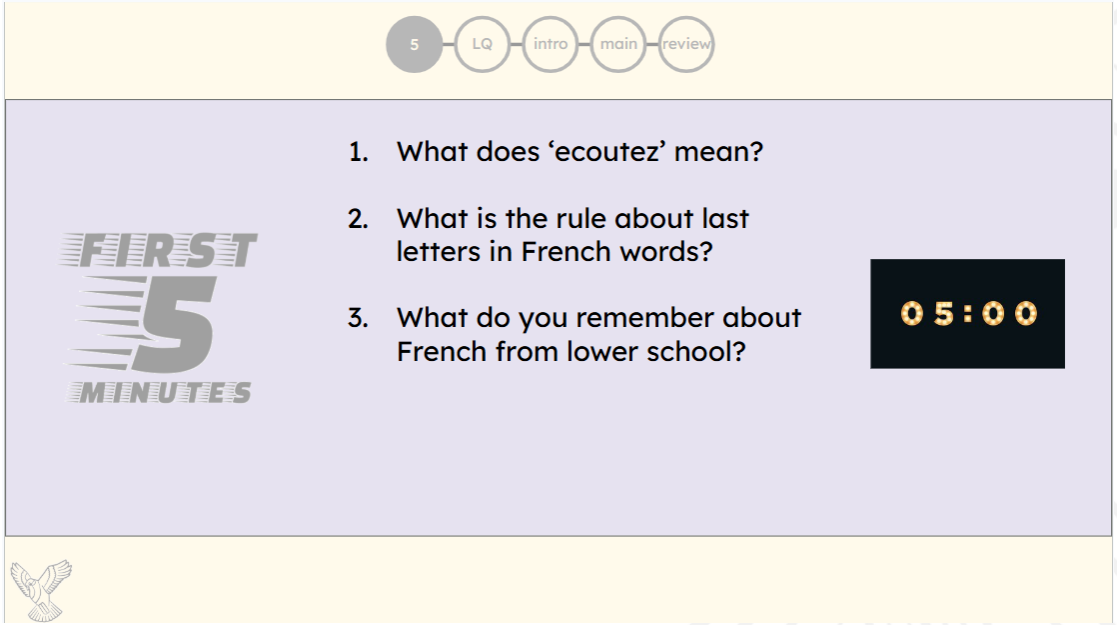


Ambition - Belonging - Opportunity

GILBERT INGLEFIELD ACADEMY

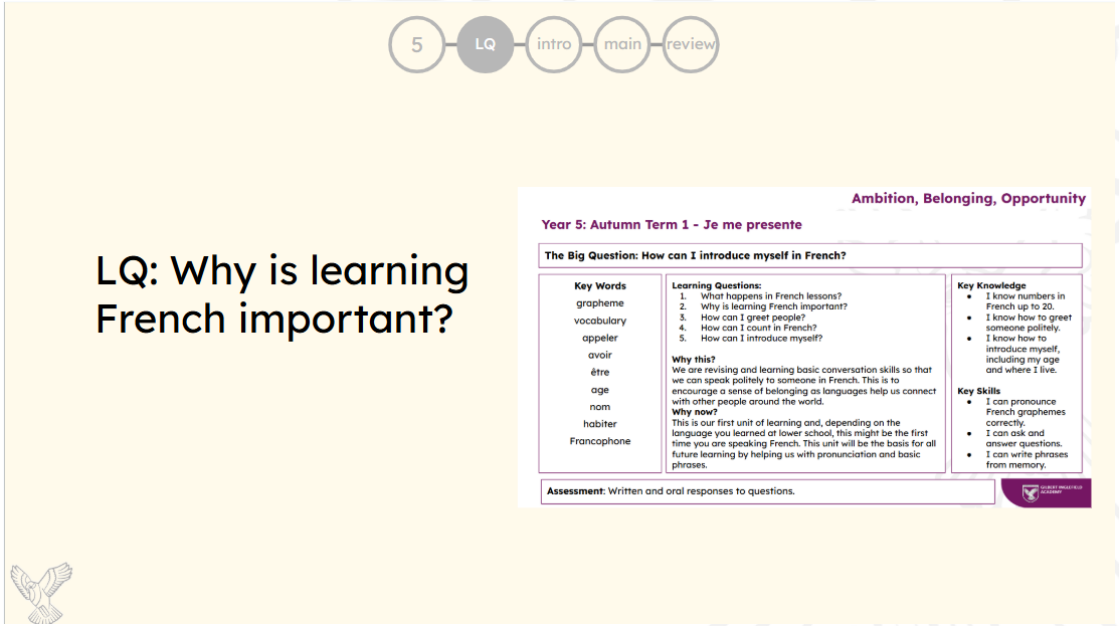
What we have improved: Lesson Expectations

We use consistent slides for all lessons. Slides use dyslexia friendly colours and fonts.
We add timers to help children manage their work.
All lessons start with a First Five Minutes recap of prior learning.



What we have improved: Lesson Expectations

Every lesson refers to the topic sheet. This reminds children what they are learning and why.
It helps children see the skills and knowledge they are learning and provides the key words.

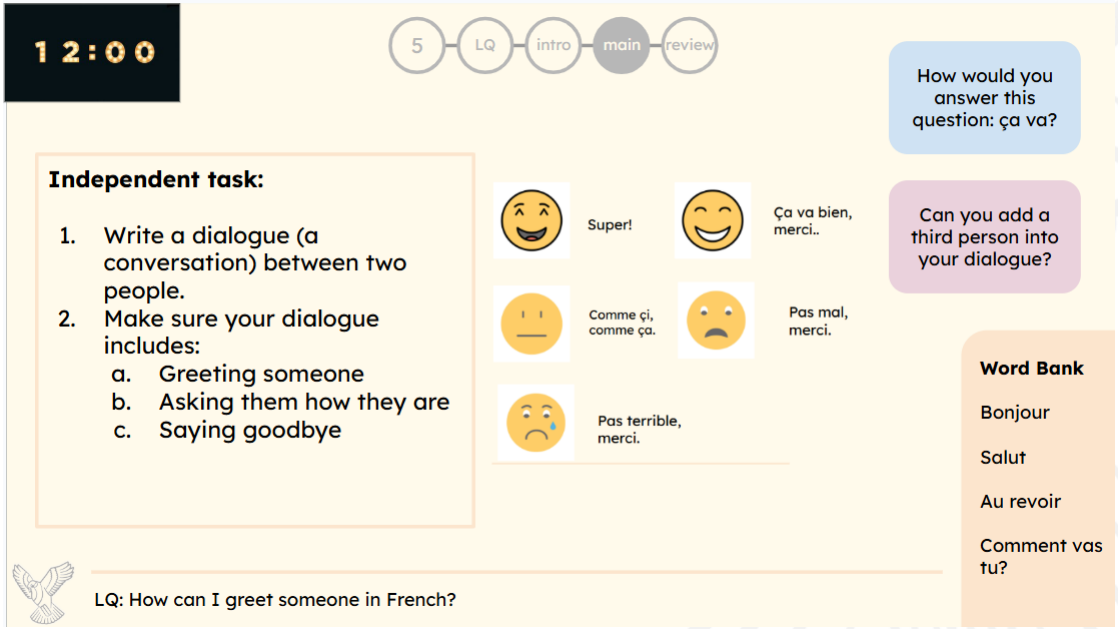


What we have improved: Lesson Expectations

At the top of every slide, we have a lesson structure tracker.
Each circle represents a phase of learning.
This helps children see where they are in the lesson and prepares them for what is coming next.

What we have improved: Lesson Expectations

When children are working on independent task, we provide scaffolds to support learning on the slide.
We also have a ‘blue for clue’ box which prompts pupils with a clue.
Our ‘pink for think’ box builds additional ambition into each task.



What we have improved: Feedback and Assessment

We use four grades for our assessment.

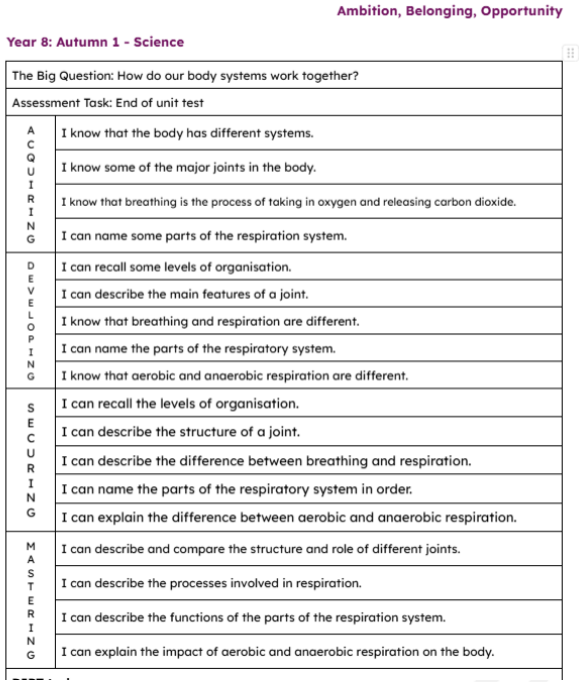
The securing grade is aligned with the National Curriculum expectations for each year group.

The mastering grade is for pupils who are working at greater depth within the curriculum.

Grade	What this means
Acquiring (A)	Needs significant support, may only demonstrate small elements of knowledge or skill. May be accessing work for a lower year group. May only give verbal responses
Developing (D)	Sometimes demonstrate the skills and knowledge taught or may need some support. May find it harder to work independently. May respond in a mix of verbal and written forms.
Securing (S)	Demonstrating the knowledge and skills taught most of the time and mostly independently. May be starting to apply knowledge and skills in new contexts.
Mastering (M)	Consistently demonstrating secure understanding of the skills and knowledge taught. Can apply knowledge and skills in new contexts. Works independently.

What we have improved: Feedback and Assessment

At the end of each unit of work, pupils are given an assessment sheet. This shows the skills and knowledge they need to demonstrate to achieve each standard. All pupils have access to all standards so they know what to do to improve their learning.
Teachers highlight the statements pupils have met and those that need further development.



Ambition, Belonging, Opportunity

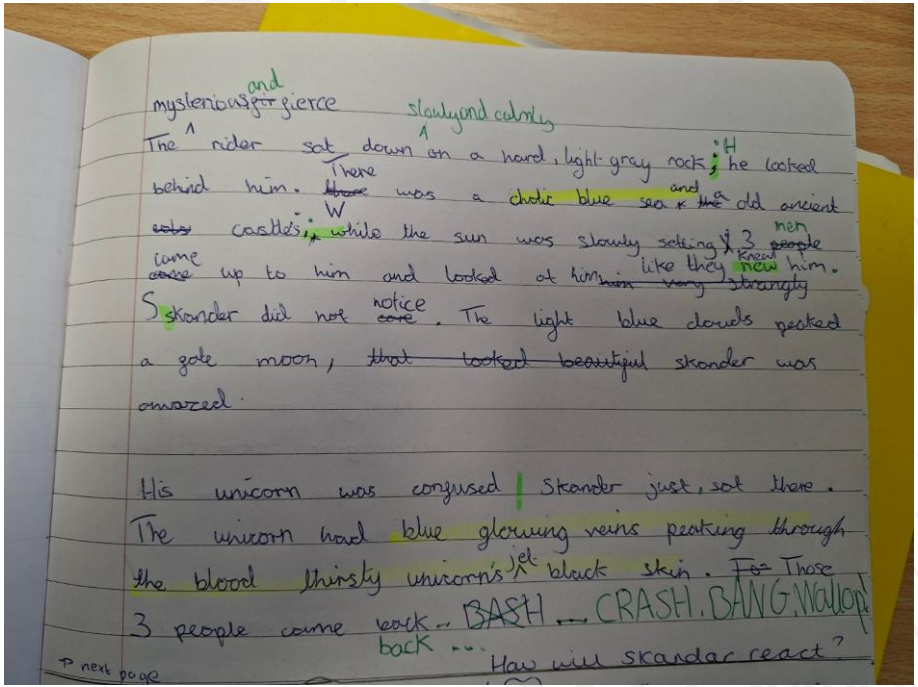
Year 8: Autumn 1 - Science

The Big Question: How do our body systems work together?	
Assessment Task: End of unit test	
ACQUIRING	I know that the body has different systems.
	I know some of the major joints in the body.
	I know that breathing is the process of taking in oxygen and releasing carbon dioxide.
	I can name some parts of the respiration system.
DEVELOPING	I can recall some levels of organisation.
	I can describe the main features of a joint.
	I know that breathing and respiration are different.
	I can name the parts of the respiratory system.
	I know that aerobic and anaerobic respiration are different.
SECURING	I can recall the levels of organisation.
	I can describe the structure of a joint.
	I can describe the difference between breathing and respiration.
	I can name the parts of the respiratory system in order.
	I can explain the difference between aerobic and anaerobic respiration.
MASTERING	I can describe and compare the structure and role of different joints.
	I can describe the processes involved in respiration.
	I can describe the functions of the parts of the respiration system.
	I can explain the impact of aerobic and anaerobic respiration on the body.

What we have improved: Feedback and Assessment

We use live marking in lessons. Teachers provide purple pen prompts to help pupils.

We use the ‘green for growth’ highlighter to highlight something that needs revisiting. We use a ‘going for gold’ yellow highlighter to show strong examples. Pupils make improvements to their work in green pen.



Ambition - Belonging - Opportunity

GILBERT INGLEFIELD ACADEMY

Launching at October half term: Homework

	Key Stage 2	Key Stage 3
English	Reading Plus (2 - 3 sessions) Reading for Pleasure (2 - 3 sessions) Spelling lists	Reading for Pleasure (3 - 4 sessions) Accelerated Reader quizzes Class task (45 - 60 minutes)
Maths	Timetable Rockstars (3 - 4 sessions) White Rose maths homework (30 - 40 minutes a week)	White Rose maths homework (45 - 60 minutes)
Science	Not set in KS2	Task set by class teacher (45 - 60 minutes)
Other subjects	This year, other subjects will offer optional assignments for rewards. These will be topic based.	

Reporting

Year Group	Progress Check	Parent Consultation
Year 5	1st March	16th March
Year 6	18th January	2nd February
Year 7	8th February	2nd March
Year 8	14th December	12th January

All pupils will receive a final report in early July. Year 6 pupils will also receive their statutory test results (SATS).

Tell me Tuesday

Feedback and Questions:
email
office@gilbertinglefield.org

Forthcoming Events

PSHE information evening
- 22nd October

Open Evening
- 10th November

Year 6 Information Evening
- 19th November

Mince Pies and melodies
- 14th December

Tell Me Tuesday: Belonging
- 26th January

GILBERT INGLEFIELD ACADEMY