



LIVERPOOL R.I.S.E.

CREATIVE & PERFORMING ARTS ACADEMY

REACH • INSPIRE • SUCCEED • EXCEL

Creativity. Performance. Purpose.

THIS IS *R.I.S.E.*



PROSPECTUS
2026/27

THROUGH SCHOOL
PRIMARY & HIGH SCHOOL

AGE 4 – 16



CREATIVE



PERFORM



INSPIRE



SUCCEED



EXCEL

CREATIVE & PERFORMING ARTS EXCELLENCE • ACADEMIC ACHIEVEMENT • CHARACTER FOR LIFE

Welcome to Liverpool R.I.S.E.

A new through-school for ages 4–16, built around academic ambition, creativity, performance and character.



Liverpool R.I.S.E. is being created as a distinctive through-school where pupils can grow from their earliest years into confident, capable young people. Our ambition is simple: combine excellent teaching and a broad academic curriculum with the transformative power of creative and performing arts.

We want every pupil to discover what they can do, who they can become and how they can contribute. Reading, writing, mathematics, science and knowledge sit alongside music, drama, dance, visual arts, digital creativity, communication and performance.

This prospectus sets out the founding vision for the academy. As a new school develops, final details such as admissions arrangements, staffing, facilities, examination specifications and opening arrangements will be published separately.

REACH • INSPIRE • SUCCEED • EXCEL

Our vision & values

A culture where ambition is matched by belonging, creativity and high expectations.

REACH

We set ambitious goals and help every pupil see possibilities beyond the present.

INSPIRE

Great teaching, culture and creativity ignite curiosity, confidence and purpose.

SUCCEED

We build secure knowledge, resilience, self-belief and the habits needed to improve.

EXCEL

We celebrate scholarship, craftsmanship, performance, collaboration and personal best.

Our fifth principle is PURPOSE: pupils should understand why their learning matters, how it connects to the world around them and how they can use their talents responsibly.

The school will be warm, purposeful and inclusive. We will know pupils well, work closely with families and seek meaningful partnerships with Liverpool's cultural, educational, community and creative organisations.



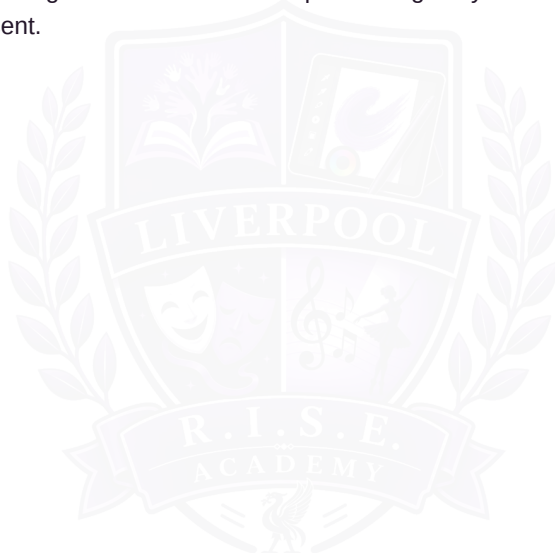
The R.I.S.E. journey

A coherent pathway from primary foundations through the secondary years.

Phase	Core educational purpose	Creative & performing arts
Reception	Language, communication, early mathematics, physical development, curiosity and positive learning habits.	Storytelling • music • movement • making • imaginative play
Key Stage 1	Secure reading, writing and mathematics alongside broad subject knowledge.	Art • music • drama • digital creativity
Key Stage 2	Build independence, vocabulary, reasoning, knowledge and confident communication.	Performance • creative writing • design • music • dance
Key Stage 3	Develop deeper disciplinary knowledge and prepare pupils for qualification choices.	Drama • music • art & design • dance • digital media
Key Stage 4	Secure nationally recognised qualifications and strong progression options.	Arts qualifications • performance • creative enterprise • portfolio work

We see continuity as a strength. Pupils should experience familiar routines, language and expectations as they move through the academy, while the level of challenge and independence increases.

Creative practice will not sit at the edge of the curriculum. Pupils will regularly research, rehearse, make, compose, perform, critique, refine and present.



The National Curriculum at R.I.S.E.

A broad and balanced curriculum, enriched through our creative and performing arts specialism.

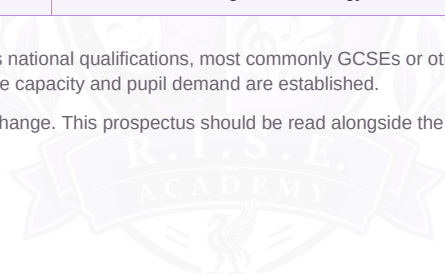


For pupils in England, the statutory National Curriculum is organised across four key stages. R.I.S.E. will use the statutory programmes of study as the foundation for its curriculum, while creating additional opportunities for cultural, creative, personal and vocational learning.

Key Stage	Years / ages	Key curriculum areas
KS1	Years 1–2 • ages 5–7	English, mathematics, science, computing, art & design, music, PE, history, geography and design & technology.
KS2	Years 3–6 • ages 7–11	KS1 subjects continue, with a modern foreign language statutory at KS2.
KS3	Years 7–9 • ages 11–14	English, maths, science, history, geography, languages, design & technology, art & design, music, PE, citizenship and computing.
KS4	Years 10–11 • ages 14–16	Core study in English, mathematics and science, with statutory foundation requirements and access to arts, design & technology, humanities and language entitlement areas.

At Key Stage 4, pupils will normally work towards national qualifications, most commonly GCSEs or other approved qualifications. The final subject offer will be confirmed once staffing, facilities, timetable capacity and pupil demand are established.

The statutory framework and requirements can change. This prospectus should be read alongside the latest Department for Education guidance.



Primary: foundations for lifelong learning

Secure knowledge, strong relationships and joyful creativity.

Core area	R.I.S.E. approach
English	Reading for pleasure and knowledge, vocabulary, writing, speaking and listening, drama and storytelling.
Mathematics	Fluency, reasoning and problem-solving, with practical and visual approaches that make ideas memorable.
Science	Curiosity, observation, investigation and explanation, linked to real-world questions.
Humanities	History and geography that develop chronology, place, vocabulary and understanding of the wider world.
Creative curriculum	Art & design, music, movement, drama, design, computing and digital creativity woven through school life.
Physical & personal development	PE, healthy habits, relationships, teamwork, confidence, resilience and character.

Our primary pupils will learn through a carefully sequenced curriculum. The creative arts will provide opportunities to explore ideas, communicate meaning, develop confidence and experience the satisfaction of improving a piece of work.

We will build strong reading habits and a rich vocabulary because these are foundations for success across every subject and every later stage of education.



Secondary: depth, choice & aspiration

A rigorous academic core with purposeful creative pathways.

Strand	Planned emphasis
Academic core	English • mathematics • science • humanities • computing • languages
Creative & performing arts	Art & design • music • drama • dance • digital media • performance
Personal development	Citizenship • relationships & health • careers education • physical education
Future pathways	Further education • higher education • apprenticeships • creative industries • employment

During Key Stage 3, pupils will encounter a broad curriculum and develop the knowledge needed to make informed choices. At Key Stage 4, the academy will offer an ambitious qualification pathway while protecting access to the arts and creative disciplines.

The final GCSE and technical qualification menu will be published before option choices. Our aim is to ensure pupils leave with strong academic foundations, meaningful qualifications and a clear next step.



British Sign Language GCSE (BSL)

A distinctive national qualification that brings language, communication, culture and inclusion together.



At R.I.S.E., we want British Sign Language to be more than a qualification. We see BSL as a powerful language, a creative form of communication and an opportunity for pupils to build confidence, cultural understanding and real-world communication skills.

The new GCSE in British Sign Language is part of the regulated GCSE framework in England. Ofqual has published the subject-level conditions and requirements for GCSE BSL, including requirements for assessment, and the qualification is designed to be rigorous and accessible to both new learners and pupils who use BSL as their first or primary language.

What pupils will develop	What this means in practice
Receptive BSL skills	Understanding signed communication, extracting meaning and responding appropriately.
Productive BSL skills	Producing accurate, clear and appropriately structured signs and signed language.
Interactive skills	Using BSL in real communication, responding to others and sustaining interaction.
Vocabulary & grammar	Developing a substantial working vocabulary and understanding the grammatical structures of BSL.
History & culture	Building knowledge and understanding of the history of British Sign Language and its place within Deaf communities.

How the GCSE is assessed

Ofqual's current requirements specify a balance between examination and non-exam assessment: **40% of the total marks are assessed through examination**, while **60% are assessed through non-exam assessment**. The assessment framework addresses receptive, productive and interactive language skills, technical accuracy, and knowledge and understanding of the history of BSL.

This makes BSL particularly well suited to a creative and performing arts environment: pupils learn through demonstration, rehearsal, interaction, performance and reflection as well as through formal assessment.

Why BSL belongs at R.I.S.E.

Benefit	R.I.S.E. opportunity
Communication	Develop a language that can be used with Deaf and hearing BSL users in education, community and workplace settings.
Confidence	Build presentation, interaction, listening and expressive communication skills.
Culture	Develop understanding and respect for Deaf culture, history and lived experience.
Creative practice	Connect signing with drama, performance, storytelling, music, media and visual communication.
Future pathways	Gain a GCSE subject that can sit alongside the academy's wider academic and creative qualification offer.

Creative & Performing Arts

Our specialist identity: making, performing, designing, composing and communicating.

Area	Pupil experience
Music	Instrumental and vocal development, ensemble work, composition, listening, performance and music technology.
Drama & theatre	Acting, devising, script work, stagecraft, technical theatre, directing and live performance.
Dance	Technique, choreography, physical storytelling, ensemble practice and performance.
Visual arts & design	Drawing, painting, 3D work, photography, graphic design, illustration and creative problem-solving.
Digital creativity	Digital art, editing, animation, creative computing, presentation and responsible technology use.
Creative enterprise	Briefs, commissions, exhibitions, showcases, public speaking, teamwork and professional behaviours.

The creative strand will culminate in authentic outcomes: performances, exhibitions, showcases, digital portfolios and collaborative projects. Pupils will learn that high-quality creative work requires rehearsal, critique, revision and resilience.

Where possible, pupils will learn from practising artists and creative professionals and experience the cultural life of Liverpool through purposeful trips, projects and partnerships.



Teaching & learning

Excellent instruction, clear routines and a culture of improvement.

KNOWLEDGE

Teachers make important knowledge, concepts and vocabulary clear and memorable.

PRACTICE

Pupils practise, retrieve and apply learning until it becomes secure.

FEEDBACK

Feedback helps pupils understand what success looks like and what to do next.

CREATIVITY

Pupils use knowledge to make, perform, design, solve problems and communicate.

Assessment will be used to identify what pupils know, what they can do and where further teaching is needed. We will combine classroom checks, teacher assessment, practical outcomes and formal assessment as appropriate.

We will promote high expectations without losing sight of the individual child. Support will be responsive, respectful and focused on helping pupils become increasingly independent learners.



Belonging, inclusion & wellbeing

Every pupil should feel known, safe, challenged and valued.

Priority	R.I.S.E. commitment
Safeguarding	A strong safeguarding culture, clear procedures and adults who take pupils' welfare seriously.
Inclusion	High expectations with appropriate support, reasonable adjustments and a focus on removing barriers to learning.
Relationships	Respectful relationships between pupils, staff and families, supported by clear routines and consistent expectations.
Attendance	A culture where attending school, arriving ready to learn and engaging positively are valued.
Mental wellbeing	Opportunities to talk, seek help, build resilience and develop healthy habits.
Character	Responsibility, confidence, perseverance, teamwork and contribution to the wider community.

Safeguarding, attendance, relationships, wellbeing and inclusion will sit at the heart of school life. Detailed policies will be published as the school opens and will reflect current statutory guidance and local arrangements.



Beyond the classroom

A school life full of culture, challenge and opportunity.

Experience	Examples
Performance	Concerts • productions • showcases • dance performances • spoken-word events
Creative projects	Exhibitions • short films • digital portfolios • design challenges • community commissions
Clubs & societies	Music ensembles • drama • dance • art • coding • debating • reading • enterprise
Trips & partnerships	Museums • theatres • galleries • universities • creative organisations • employers
Leadership	Student voice • peer leadership • event production • mentoring • community projects
Celebration	Recognition for achievement, progress, creativity, collaboration, attendance and contribution

Liverpool's cultural identity provides a rich context for learning. R.I.S.E. will seek partnerships that connect pupils with arts, heritage, education, business and community organisations, always with a clear educational purpose.



The R.I.S.E. identity

A confident, distinctive uniform built around the academy's deep-purple brand.



Uniform element	Design direction
Primary	Purple gingham summer option with white collar and embroidered R.I.S.E. crest.
Formal	Deep-purple blazer, shirt and tie with embroidered crest and clean white piping.
Everyday	Purple polo, cardigan and quarter-zip with embroidered crest.
PE	Purple technical top and shorts with white contrast details.
Performing arts	R.I.S.E. hoodie / varsity-style jacket for rehearsals, showcases and events.
Brand colour	Primary identity purple: #280137 , supported by white and complementary lavender.

The same crest should appear consistently across the uniform collection, prospectus and school communications to create a strong, recognisable identity.

The pupil journey

From first day to next step: confidence, knowledge and ambition.

Stage	What we want pupils to develop
Starting well	Positive routines, secure relationships, curiosity and confidence.
Growing knowledge	Strong literacy, numeracy, subject knowledge and vocabulary.
Finding a voice	Communication, performance, creative expression and independent thinking.
Taking responsibility	Leadership, teamwork, resilience, organisation and contribution.
Preparing for the future	Qualifications, careers awareness, personal confidence and clear progression plans.

Families are essential partners. We will aim for clear communication, accessible information and regular opportunities to understand progress, celebrate success and address concerns early.

As the school develops, transition information will include joining arrangements, uniform guidance, routines, curriculum information and opportunities to meet staff.



Admissions & next steps

A welcoming process for founding families.

Stage	What families can expect
Explore	Information events, open days or school tours when dates are published.
Apply	A clear application route with published criteria and deadlines.
Connect	Opportunities to meet the school team and share information that will help support your child.
Transition	Joining information, uniform guidance and transition opportunities before the new school year.

Because this is a new school, final admissions arrangements will depend on the school's legal status and published admission arrangements. Families should use the final published arrangements for application decisions.

National Curriculum references

Department for Education — National curriculum in England: framework for key stages 1 to 4. The current GOV.UK guidance sets out the statutory framework and programmes of study for the four key stages.

Primary curriculum: compulsory subjects and assessment information for Key Stages 1 and 2. Secondary curriculum: compulsory subjects and Key Stage 4 entitlement information for Key Stages 3 and 4.

Official sources: gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4 • gov.uk/national-curriculum/key-stage-1-and-2 • gov.uk/national-curriculum/key-stage-3-and-4



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