



**Curriculum Impact Analysis Report**  
**Mo Mowlam Academy**  
**“Aim High and Thrive”**  
**2022-23**

# **Mo Mowlam Academy 2022-23**

## **Curriculum Impact Analysis**

### Forward

This report has been prepared to share the pupils' academic progress and achievements, with the information drawn from the schools end of Key Stage One and Two test results as well as results based on classroom progress within the National Curriculum.

Ofsted's framework, known as the Education Inspection Framework – is clear in that a whole range of information is required in order to assess the 'Quality of Education' pupils are receiving. Indeed, Ofsted is clear that national assessments and examinations are useful indicators of pupils' outcomes, but they only represent a sample of what pupils have learned. Inspectors will balance outcomes with their first-hand assessment of pupil's work.

So that we are able to gain a more holistic view of the Quality of Education, the scope of this document will be broader than previous versions, in that it will look beyond examination outcomes to assess whether the intent of our curriculum matches the impact.

**Claire Naisbitt**

**Vice Principal**

## **Our Curriculum at Mo Mowlam Primary**

At Mo Mowlam Academy, we aspire for all of our children to 'Aim High and Thrive'. We offer a curriculum which is broad and balanced, and which builds on the knowledge, understanding and skills of all children regardless of their starting points, as they progress through each Key Stage. The curriculum incorporates the statutory requirements of the National Curriculum 2014 and a broad range of experiences and opportunities which best meet the learning and developmental needs of the pupils in our school. We provide pupils platforms to build up their resilience and confidence in order to overcome any barriers to learning and develop their own self-control to manage their behaviour and keep themselves healthy, safe and happy. The aim of our curriculum is for pupils to have the requisite skills to be successful, independent and motivated learners in readiness for their next stage of education.

### **OUR VISION**

Our vision at Mo Mowlam Academy is to 'Aim High and Thrive'. The safety of all of our pupils' is vital, and as such our vulnerable young people are protected from harm and supported to keep themselves and others safe. We aspire to deliver high quality, personalised education to that young people are able to achieve their potential and fully participate in society.

### **Our Curriculum Intent**

#### **Our Curriculum will:**

- Clearly set out the knowledge and skills that pupils will gain at each stage of education
- Recognise individual needs and academic and social starting points
- Promote an understanding of personal safety through positive decision making
- Develop positive choices that lead to improved physical and mental health
- Encourage, recognise and reward good and improving attendance
- Be broad and balanced, meeting the needs of all learners
- Include a variety of learning experiences and be rich in experiences
- Ensure that progress is measured and recorded so that targeted support can be implemented
- Provide access to therapeutic support where necessary

## CURRICULUM IMPACT

**To encourage and motivate pupils to set themselves high standards and have high aspirations in turn making good progress and have high levels of attainment. (Quality of Education)**

Mo Mowlam closely follows the Primary National Curriculum as the curriculum, which sets out the knowledge and skills that pupils are required to gain at the end of each key stage.

The Cornerstones scheme is used so that teaching and learning in relation to the foundation subjects is consistent and supports the knowledge and skills required through the National Curriculum. This also provides the pupils with a creative curriculum framework, based around topic and practical activities that supports our pupils with a very kinaesthetic and visual approach to learning. This supports the children with their learning styles but also their capacity to remember the learning. Opportunities to develop their long term memories has proven successful, as we find many of our children have a poor short-term memory due to significant trauma they may have suffered in their lives.

**We recognise that all children have different starting points both academically and socially. We ensure each child at Mo Mowlam Academy requires a curriculum diet to suit its individual needs. (Quality of Education)**

All pupils have accurate baselines put in place on entry to the academy. Pupils complete several initial assessments, which pupils engage with positively to help them make good progress and understand what support is required. This is based upon assessment (/PIRA/CAT4), pre and post assessment in class and data from previous schools. CAT4 assessments baseline cognitive ability on entry supported with PIRA tests for reading ages on entry. These assessment baselines ensure that all pupils are set aspirational targets to ensure that all pupils make good or better progress. Outcomes from key stage one national results are used to create aspirational targets for end of key stage two.

## **IMPACT**

- All pupils are screened for dyscalculia and dyslexia on entry to the academy. This allows staff to have relevant information for children to provide accurate interventions and further opportunities to narrow the gaps.
- All pupils have an EHCP, which are reviewed annually. We ensure that all EHCPs are up to date, include up to date information in relation to SEMH needs, and provides further information for Educational Psychologists, occupational therapist etc. and individual progress. This ensures the school can address all individual needs of all pupils.
- The completion of the assessments identified ensure that aspirational targets are set to guarantee challenge in lessons and at least good progress for most pupils in school.
- 100% of pupils have licenses to access a range of online learning packages across the curriculum

## Overview of pupil progress in relation to teacher assessments 2022-23

All of our pupils are given a target at the beginning of the academic year. It is expected that most of our pupils make at least one year national curriculum progress or better. Focussing on the knowledge and skills they have acquired from their initial starting points at the beginning of the academic year.

<b>RAG Rating of Progress Summer 2023</b>				
<b>Whole School Number of pupils 34</b>		<b>Maths</b>	<b>Reading</b>	<b>Writing</b>
	<b>On Target</b>	94% 32 pupils	91% 31 pupils	91% 31 pupils
	<b>Below Target</b>	6% 2 pupils	9% 3 pupils	9% 3 pupils
<b>Key Stage One Number of pupils 4</b>		<b>Maths</b>	<b>Reading</b>	<b>Writing</b>
	<b>On Target</b>	100% 4 pupils	75% 3 pupils	100% 4 pupils
	<b>Below Target</b>	0	25% - 1 pupil	0
<b>Key Stage Two Number of pupils 30</b>		<b>Maths</b>	<b>Reading</b>	<b>Writing</b>
	<b>On Target</b>	93% 28 pupils	93% 28 pupils	90% 27 pupils
	<b>Below Target</b>	7% - 2 pupils	7% - 2 pupils	10% - 3 pupils
<b>Whole school Pupil Premium Number of pupils 24</b>		<b>Maths</b>	<b>Reading</b>	<b>Writing</b>
	<b>On Target</b>	96% 23 pupils	87% 21 pupils	92% 22 pupils
	<b>Below Target</b>	4% 1 pupil	13% 3	8% 2 pupils
<b>Whole school Non-Pupil Premium Number of pupils 10</b>		<b>Maths</b>	<b>Reading</b>	<b>Writing</b>
	<b>On Target</b>	90% 9 pupils	100% 10 pupils	90% 9 pupils
	<b>Below Target</b>	10% 1 pupil	0	10% 1 pupil
<b>Whole school LAC Number of pupils 1</b>		<b>Maths</b>	<b>Reading</b>	<b>Writing</b>
	<b>On Target</b>	100%	100%	100%
	<b>Below Target</b>	0	0	0

## Discussions/Analysis

### Key Stage 1/2 SATS

#### KPI link-

75% of pupils at the end of Key Stage 2 assessments achieve targets based upon Key Stage one data and/or CAT data in final SAT tests

75% of pupils at the end of Key Stage 1 make progress towards expected standard (reading, writing and maths combined)

#### Key Stage 1

In Summer Term 2023 we had 4 KS1 pupils (1 Year 2 pupil and 3 Y1 pupils) who were working significantly below age related expectations and our Y2 pupil was unable to access the KS1 SATS tests.

Of those 4 pupils, 2 of them were able to access the Y1 phonics screening test. Although neither pupil passed the phonics screening test, all pupils made good progress in their phonics from their starting point in September

#### Key Stage 2

In Summer term 2023 we had 12 Year 6 pupils. Of those pupils 3 did not access all of the SATS tests.

The table below provides a summary of our end of Key Stage 2 outcomes for the pupils who were able to access the KS2 SATS.

Targets	Reading (10)	Maths (11)	SPAG (9)
National Standard	40% (4 pupils)	18% (2 pupils)	33% (3 pupils)
Pupils meeting DFE target	90% (9 pupils)	90% (10 pupils)	89% (8 pupils)
Pupils meeting CAT target	90% (9 pupils)	73% (8 pupils)	89% (8 pupils)
Pupils meeting CAT/DFE target	100% (10)	100% (11)	100% (9)

The table below provides a summary of the outcomes for those pupils who did not access all of the KS2 SATS.

Targets	Reading (2)	Maths (1)	SPAG (3)
Pupils meeting DFE target	100% (2 pupils)	100% (1 pupil)	100% (3 pupils)
Pupils meeting CAT target	100% (2 pupils)	100% (1 pupil)	100% (3 pupils)
Pupils meeting CAT/DFE target	100% (2 pupils)	100% (1 pupil)	100% (3 pupils)

**We encourage pupils to build up their resilience and confidence in order to overcome any barriers to learning and develop their own self-control to manage their behaviour and keep themselves healthy and safe.(Behaviour and Attitudes)**

- [KPI Target link - 100% of pupils report they feel safe in school](#)

PSHE is an integral part of our curriculum all classes. This is supported through a range of assemblies and PSHE topics alongside our effective PSHE curriculum, we have used out sports premium funding to provide further sporting opportunities outdoors, for example, new goal posts, outdoor gym equipment and OT support to provide regulation activities for regulations and support individual sensory needs. In turn this supports health and fitness and health and well-being. Children also benefit from a range of enrichment activities and all children access one hour of PE each week and a range of sports opportunities during break and lunchtime. Pupils engage positively in a daily mental health and well-being session where they take part in meditation, relaxation, motivation and further developing their resilience.

Pupils have access to the on-line bullying support. Children can also access a worry box and sorry box which is monitored effectively. Pupils have also accessed on-line safety training through the NSPCC. E-safety is also built into IT lessons. During the Covid 19, pupils were able to access all on line resources and parents were signposted to be encourage to use these resources when required.

- 100% of pupils participated in health and well-being activities
- Pupils engage positively with interventions in relation to Occupational Therapy programmes. When pupils access this provision on site, their barriers to learning are reduced and they are ready for learning through the access to the bespoke regulation programmes accessible in school.
- 100% of pupils engaged in outdoor learning activities
- 100% of pupils engage positively in a daily mental health and well-being sessions where they take part in meditation, relaxation, motivation and further developing their resilience.
- 100% of pupils are offered weekly dance and singing lessons

We provide pupils platforms to build up their resilience and confidence in order to overcome any barriers to learning and develop their own self-control to manage their behaviour and keep themselves healthy, safe and happy.

## **IMPACT**

- 100% of parents stated that school deals effectively with bullying
- 96% of pupils highlighted that bullying is not an issue in school
- 96% of pupils feel safe in school
- 96% of pupils report that there is a trusted adult in school they can speak to
- 96% of pupils enjoy school

Ofsted (January 2022)

***Pupils are safe in school. They feel secure around the school site.***

## **Comments from parents**

*My child is happy at school*



*I think you are all doing a great job! My child has made a lot of progress since being in your school. Thanks!*

*My child has changed so much since starting at Mo Mowlam, we can now finally see a future for him*

**We encourage all pupils to be passionate and enthusiastic about learning and show curiosity about the world they live in. Promoting high levels of attendance and pupil engagement. (Behaviour and Attitudes)**

**KPI Target - Pupil attendance is improving, including for those pupils/students with particular needs in relation to agreed identified time in school**

Where attendance does not meet school expectations, parents are challenged, and support is provided through the PSA and LA in order to resolve any issues. School have effective systems and policies in place to support attendance including pupil interventions. Attendance is monitored by Trustees and Governors during Trust Academy Council meetings. Where pupils/schools do not meet school expectations Trustees and Governors challenge Principals. An attendance report is produced every half-term, which is shared with all staff and next steps are followed through interventions and attendance plans. School has a clear rewards system in place, which include celebrations during assemblies of children successes. Use of RALF stars, Golden tickets and golden time. These all provide a range of positive rewards all children can work towards.

## **IMPACT**

- 96% of pupils state that they enjoy coming to school
- Attendance last year was 89.94%, with a focus on returning to pre-covid attendance levels.
- Effective systems are in place in order to promote high levels of attendance. Attendance is monitored on a half termly basis and individual actions plans are put in place to address any attendance issues
- Staff set high targets for attendance and challenge every absence, which is logged on Sims
- The PSA provides further support in the pursuit of improved attendance to support parents that need support to ensure that their child has high levels of attendance.
- Attendance is rewarded in assemblies with certificates and prizes. Children responded well to these rewards in assembly.
- Pupils have an active student council in place alongside a peer mentoring system