



**Curriculum Impact Analysis Report**  
**Mo Mowlam Academy**  
**“Aim High and Thrive”**  
**2023-24**



## **Mo Mowlam Academy 2023-24**

### **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, in that it will look beyond examination outcomes to assess whether what we intend of our curriculum has the desired 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' diverse learning styles. 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 problems with their short-term memory and have difficulties processing information.

**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 their 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.

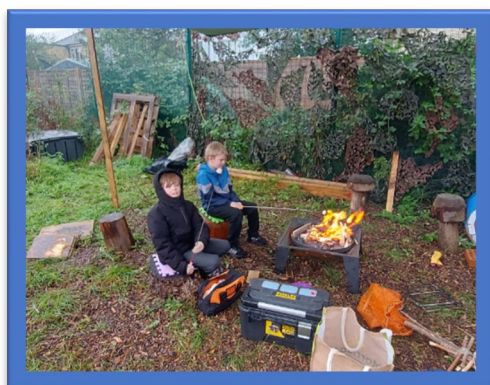
At Mo Mowlam Primary we aim to develop pupils' enjoyment of learning and encourage wider interests. We nurture children to become confident, happy individuals who can make a positive contribution to the wider world.

### 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
- 100% of pupils access a range of experiences including a weekly music lesson, dance lesson and weekly forest school. Our curriculum includes a range of experiences in the local area and beyond,  
Designed to develop a love of learning, develop social skills and help develop confidence in the wider community



### Overview of pupil progress in relation to teacher assessments 2023-24

All of our pupils are given a target at the beginning of the academic year. We have high aspirations for our pupils and we aim for 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. For those children who have learning difficulties and other complex needs we adjust their targets to ensure that they are achievable.

| RAG Rating of Progress<br>Summer 2024                        |                     |                  |                  |                  |
|--|---------------------|------------------|------------------|------------------|
| <b>Whole School</b><br><b>Number of pupils</b><br><b>33</b>  |                     | <b>Maths</b>     | <b>Reading</b>   | <b>Writing</b>   |
|  | <b>On Target</b>    | 94%<br>31 pupils | 94%<br>31 pupils | 94%<br>31 pupils |
|  | <b>Below Target</b> | 6%<br>2 pupils   | 6%<br>2 pupils   | 6%<br>2 pupils   |
| <b>Key Stage One</b><br><b>Number of pupils</b><br><b>6</b>  |                     | <b>Maths</b>     | <b>Reading</b>   | <b>Writing</b>   |
|  | <b>On Target</b>    | 83%<br>5 pupils  | 83%<br>5 pupils  | 83%<br>5 pupils  |
|  | <b>Below Target</b> | 17%<br>1 pupil   | 17%<br>1 pupil   | 17%<br>1 pupil   |
| <b>Key Stage Two</b><br><b>Number of pupils</b><br><b>27</b> |                     | <b>Maths</b>     | <b>Reading</b>   | <b>Writing</b>   |
|  | <b>On Target</b>    | 96%<br>26 pupils | 96%<br>26 pupils | 96%<br>26 pupils |
|  | <b>Below Target</b> | 4%<br>1 pupil    | 4%<br>1 pupil    | 4%<br>1 pupil    |

|  |              |                   |                   |                  |
|--|--------------|-------------------|-------------------|------------------|
|  |              | 1 pupil           | 1 pupil           | 1 pupil          |
| Whole school Pupil Premium<br>Number of pupils<br>23     |              | Maths             | Reading           | Writing          |
|  | On Target    | 91%<br>21 pupils  | 91%<br>21 pupils  | 91%<br>21 pupils |
|  | Below Target | 9%<br>2 pupils    | 9%<br>2 pupils    | 9%<br>2 pupils   |
| Whole school Non-Pupil Premium<br>Number of pupils<br>10 |              | Maths             | Reading           | Writing          |
|  | On Target    | 100%<br>10 pupils | 100%<br>10 pupils | 100%<br>9 pupils |
|  | Below Target | 0                 | 0                 | 0                |
| Whole school LAC<br>Number of pupils<br>4                |              | Maths             | Reading           | Writing          |
|  | On Target    | 100%              | 100%              | 100%             |
|  | Below Target | 0                 | 0                 | 0                |

## Analysis

### Key Stage 1 and 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)

#### Achieved

##### Key Stage 1

In Summer Term 2024 we had 6 KS1 pupils (1 Year 1 pupil and 5 Y2 pupils) who were working significantly below age related expectations.

Of those 6 pupils, 1 of them was entered for the phonics screening test and passed. Although the other pupils were unable to take access the phonics screening due to their current phonic attainment, all pupils made good progress in their phonics from their starting point in September.

##### Key Stage 2

In Summer Term 2024 we had 12 Year 6 pupils. Of those pupils 3 did not access all of the SATS tests and 2 only joined us in May 2024. For the purpose of this document these 2 pupils are not accounted for in our end of year data collection.

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 (7)     | Maths (8)       | SPAG (8)        |
|-------------------------------|-----------------|-----------------|-----------------|
| National Standard             | 43% (3 pupils)  | 29% (2 pupils)  | 29% (2 pupils)  |
| Pupils meeting DFE target     | 86% (6 pupils)  | 88% (7 pupils)  | 88% (7 pupils)  |
| Pupils meeting CAT target     | 100% (7 pupils) | 100% (8 pupils) | 100% (8 pupils) |
| Pupils meeting CAT/DFE target | 100% (7)        | 100% (8)        | 100% (8)        |

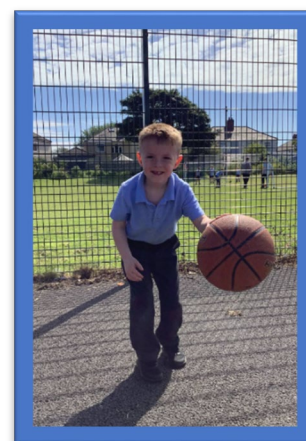
The table below provides a summary of the outcomes for those pupils who did not access all of the KS2 SATS.

| Targets                       | Reading (4)     | Maths (3)       | SPAG (3)        |
|-------------------------------|-----------------|-----------------|-----------------|
| Pupils meeting DFE target     | 100% (4 pupils) | 100% (3 pupils) | 100% (3 pupils) |
| Pupils meeting CAT target     | 100% (4 pupils) | 100% (3 pupils) | 100% (3 pupils) |
| Pupils meeting CAT/DFE target | 100% (4 pupils) | 100% (3 pupils) | 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 that support individual sensory needs. In turn this supports health and fitness and general well-being. Children also benefit from a range of enrichment activities. All children access one hour of PE each week and a range of sporting 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 to further develop their resilience.





Children can also access a worry box and sorry box which is monitored regularly to ensure it is effective. Pupils have also accessed on-line safety training through the NSPCC. E-safety is also taught during IT lessons and whole school assemblies. We also use Picture News resources to highlight information around keeping safe online.

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

***Pupils are safe in school. They feel secure around the school site – Ofsted January 2022***



## Comments from parents (Survey April 2024)

*The staff are so welcoming, it's a lovely school. I've recommended it to somebody else. He has come on so much since coming to Mo Mowlam and I don't know what we would have done without you!*

*I would like more information on Autism and out of school club activities*

*I think you do an amazing job! He has come on so much and is so settled at home*

*School don't give enough notice for parents to get things ready for special days or activities*

*I feel this school best supports my child in regards to supporting his progress as an individual rather than a class member as when he was in a mainstream school*

*The school is fantastic!*

*Staff are very approachable, understanding and aware of my son's needs. We wouldn't have him in any other school.*

*I like the community events and coffee mornings. I can see that this school works. His progress is good even though he has only been in school a short time.*

*I don't know what I would do without this school!*

*Just want to say you are 1000% fantastic and I appreciate everything you do for my child*

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 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 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. The use of RALF stars, 'Golden Tickets' and golden time all provide a range of positive rewards that all children can work towards. Every half term we hold a celebration assembly where we celebrate those children who have good or better attendance.

### IMPACT

- 100% of pupils state that they enjoy coming to school
- Attendance last year was 88.2%

- 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



### **Priorities for 2024-25**

- To develop and improve pupils speaking and listening skills, enabling them to communicate effectively, confidently and appropriately in various contexts.
- To further develop staff knowledge and skills across the range of SEN to ensure that our curriculum and practice meets the needs of all learners.
- Trauma informed practices are continuously revisited and embedded to support pupils' needs.
- To work with the Local Authority to provide early intervention for children with SEMH accessing mainstream schools across Redcar and Cleveland.
- To provide a consistently calm and orderly learning environment across school.
- To maintain a strong focus on attendance and punctuality so that all pupils benefit from the education and experiences the school offers.
- To ensure that student voice is actively encouraged, respected, and integrated into the decision-making processes of the academy.
- To develop pupils' engagement in artistic, musical, sporting and cultural activities.
- To create a rich outside learning environment for all children to access, allowing them to explore through play and take safe risks.