



Mo Mowlam
Academy

Aim High and Thrive

Curriculum Impact Analysis
2023-2024

Context

All students attending Mo Mowlam Academy have an EHCP which outlines required provision to address their SEMH needs. All pupils have experienced some form of exclusion prior to being referred to the academy. Referrals into specialist SEMH provision are only accepted when all other options have proved unsuccessful, and many students have attended at least two provisions prior to referral to Mo Mowlam Academy. Most students have additional needs which fall into other categories of the SEND CoP in addition to SEMH needs. These are predominantly SPLD, MLD, ADHD and in some cases ASD.

INTENT

It is our aim to ensure that every student achieves whilst at Mo Mowlam Academy. To do this we make sure that we are:

Offering a broad, balanced, relevant and appropriate choice of subjects for each individual's needs

Providing appropriate qualifications to engage all learners at KS4 which enable progression onto level 3 courses.

Promoting a love of learning across the curriculum in a wide range of discrete subject areas

Securing high achievement in literacy and numeracy

Provide stretch and challenge for all

Equipping pupils for their role as citizens

Encouraging pupils to develop lively, enquiring minds

Developing problem solving and thinking skills

Providing opportunities for students to question, analyse, evaluate and synthesise

Developing an awareness of spiritual, social, moral and multi-cultural understanding

Encourage habits of independent learning to become resilient learners

Supporting learning needs of ALL students

Encouraging out of class learning to enrich all students' education and develop leadership skills

Providing opportunities to prepare students for post-16 and beyond

Providing high quality careers education so students are prepared for their next stage of learning

Encouraging students to engage with an enhanced curriculum to stretch and challenge our more and most able learners

Year 11 – Learner Profile

Cohort	Number of Students
Students	15
Pupil premium	13
Looked After Child	2

- 7 students accessed full time lessons on site.
- 8 students accessed alternative provision, home tuition, select lessons on site or a combination these.
- The average attendance of the Y11 cohort was 55%

Qualification Summary

- 100% of students received a qualification
- 100% of students received a qualification in either English or Maths
- 93% of students received both an English and Maths Qualification
- 100% of students received a Maths qualification
- 93% of students received an English qualification
- 13% of students received a Level 2 qualification
- 100% of students received a Level 1 qualification
- 33% of students received 6+ L1 and or L2 qualifications
- 73% of students achieved 4 or more qualifications, including English and Maths
- 7 Students achieved the Bronze Duke of Edinburgh certificate with 4 going on to achieve Silver
- 60% of Students met or exceeded their target in English
- 80% of Students met or exceeded their target in Maths

Notable achievements

- 5 Students passed GCSE maths, 3 of these exceeding their end of KS4 targets
- Student L joined towards the end of Y10 to avoid a permanent exclusion from mainstream, and went on to achieve 7 Level 1 qualifications and met his end of KS4 targets
- Student J was educated at home for the entirety of KS4 but went on to achieve 5 level 1 qualifications, all exceeding his end of KS4 targets

Overview of Year 11 Leavers Results by Subject

Results 2023-24

Subject	Cohort	Number of GCSE Grades Achieved											Academy Target Grades		
		X	U	1	2	3	4	5	6	7	8	9	% Below	% Expected	% Above
English	4	1			2	1							50%	25%	25%
Maths	5			1	3	1							40%		60%
Subject	Cohort	Number of Non-GCSE Level 2 Qualifications Achieved											% Below	% Expected	% Above
Functional Skills Maths															
Functional Skills English	1	0											(target was L1)		
Open Award Science Level 2 Award	2	2													100%
Subject	Cohort	Number of Non-GCSE Level 1 Qualifications Achieved											% Below	% Expected	% Above
Functional Skills Maths	13	13											23%	46%	31%
Functional Skills English	12	11											42%	33%	25%
Arts Award Level 1	3	3												100%	
Open Award Skills for the Workplace Level 1 certificate	1	1												100%	
Open Award Skills for the Workplace Level 1 certificate (covers ICT, PSHE and PE)	7	7												86%	14%
Open Award Financial Capability Level 1 Award	6	6											17%	50%	33%
Open Award Science Level 1 Award	8	8												87%	13%
Open Awards Hospitality and Catering Level 1 Award	7	7												86%	14%
NOCN / ABC Vocational Awards / Certificates	5	7												100%	
Subject	Cohort	Number of Entry Level Qualifications Achieved											% Below	% Expected	% Above
English	4	4											25%	50%	25%
Maths	14	14											See grid below - any working below target went on to attempt L1 qualifications		
Science	1	1												100%	

In addition to the above, 7 students (100% of the cohort entered) achieved the Bronze Duke of Edinburgh Award and 4 students (80% of the cohort entered) achieved the Silver Award.

Overall Results

Candidate	Pupil Premium	Attendance at end of 2023-24	English Entry Level	English FS1	English GCSE	Maths Entry Level	Maths FS1	Maths GCSE	OA Financial capabilities	Science Entry Level	Science Open Award	D of E B = Bronze; S = Silver	ABC L1 Motor Vehicle	BTEC Level 1 Introduction Award in Sport	NOCN L1 Bricklaying	NOCN Level 1 Award in Skills for Employment and Training & Personal development	Skills for workplace - Open Award L1	Advanced Skills for workplace - Open Award L1 (Covers 3 subjects)	Hospitality & Catering	Arts Award (B = Bronze)
A	Yes	19.83							L1		L1									
B	Yes	29.02																		
C	Yes	89.37			2			2	L1		L2	B,S						L1	L1	
D	Yes	85.92			3	EL3		2	L1		L2	B,S						L1	L1	
E	Yes	29.31				EL3		3												
F	Yes	71.26				EL2			EL3		L1	B						L1	L1	
G	Yes	1.74																		
H	Yes	59.2	EL2			EL3														
I	Yes	57.47	EL2			EL2					L1							L1	L1	B
J	No	49.71	EL3			EL2		2	L1	EL3		B								
K	No	77.01				EL2		1	L1		L1	B,S						L1	L1	
L	Yes	88.51			2	EL3			L1		L1						L1			B
M	Yes	89.66	EL2			EL3			EL3		L1	B,S						L1	L1	
N	Yes	10.92				EL3					L1									
O	No	78.16				EL2			EL3		L1	B						L1	L1	B

Below Target	Exceeded Target
Achieved Target	Where a student has achieved a qualification which was below target, but went on to achieve another qualification at their target level, the colour has been left blank.

2023-24 - Year 11 Leavers' Destinations

All students in Year 11 are provided with a comprehensive support package to enable them to access a suitable Post 16 placement in an educational, employment or training session. This included:

- At least one meeting with a careers support worker
- All students are provided with the opportunity to visit and meet representatives from a wide range of Post 16 providers through a mixture of college visits, both individual and group based.
- Students are provided with advice regarding CVs, applications and are fully supported throughout this application process.
- Support with placement interviews, including providing staff to support at the actual interview where required
- A broad, balanced and appropriate curriculum suited to their academic and SEMH needs that enables them to access different Post 16 options and provides encounters with employers throughout their time at secondary school.

Below is an anonymised breakdown of the destination and category for each leaver.

Student	Destination	Type
A	Redcar College	Education
B	Redcar College	Education
C	Redcar College	Education
D	Askham Bryan	Education
E	Army / Middlesbrough College awaiting confirmation of Army application	Education
F	Redcar College	Education
G	NEET - CIOC - Detention Order	Education
H	Redcar College	Education
I	Redcar College	Education
J	Phoenix Training	Training
K	Redcar College	Education
L	Redcar College	Education
M	Redcar College	Education
N	Redcar College	Education
O	Redcar College	Education

Category	% of cohort
Education	93%
Training	7%
Employment	0%
NEET	0%
Unknown	0%

Attendance

The percentage of students achieving strong attendance (90% or higher) shows an upward trend over time

Attendance remains a key focus of Mo Mowlam Academy and all staff are committed to ensuring good attendance for all students. Many students who join Mo Mowlam have had negative experiences throughout their education, with some missing months and whole years from formal school, and others receiving a small amount of education through home tutoring.

	Attendance	Unauthorised	Authorised
Secondary	67.57%	6.79%	25.64%

Year Group	Attendance
Y7	80.50%
Y8	83.97%
Y9	56.29%
Y10	57.98%
Y11	55.81%

Year Group	LAC (no. students)	Not LAC
Y7	98.55% (2)	77.50% (12)
Y8	(0 students)	83.97% (15)
Y9	42.37% (1)	57.56% (11)
Y10	74.65% (4)	49.64% (8)
Y11	30.47% (2)	59.70%(13)
Average	61.51%	65.67%

Year Group	Pupil Premium	Not Pupil Premium (no. students)
Y7	80.04%	97.58% (1)
Y8	60.28%	0.00% (0)
Y9	52.36%	80.72% (3)
Y10	71.68%	75.05% (3)
Y11	53.69%	82.14% (4)
Average	63.61%	67.10% (11)

2023-24 Priorities and Progress

The number of incidents of RPI reduces over the course of an academic year for groups and individuals

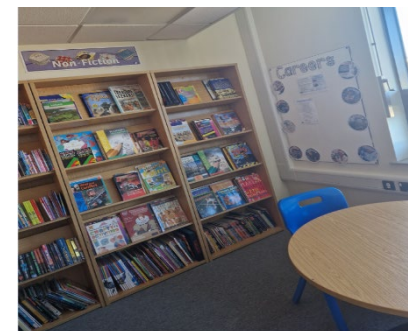
KS3 pupils know more, remember more and are able to do more in English

KS3 pupils know more, remember more and are able to do more in mathematics

Transition from KS2 to KS3 was a priority area for 2023-24. Performance management targets for staff leading a subject reflected the need to work alongside primary counterparts to ensure sequencing. The Y5/6 curriculum was added to the KS3 planning document to monitor progress and opportunities for peer mentoring were developed. QA exercises checked sequencing between the key stages and White Rose resources were introduced to secondary maths. 79% of Y7 made progress in relation to their targets in maths; 64% of Y7 making progress in relation to their targets in English. A robust, exciting and engaging curriculum is in place and is well sequenced across the key stages. Enrichment opportunities have been well received by Y7s who engage in a variety of activities including horse riding, swimming, Brickyard Bakery. Pupils' needs are met in school, and they receive the support they require to be the best that they can be. For those students who are accessing personalised plans, there are regular reviews involving wider professionals.

In Reading, all pupils make progress from their individual starting points. Where and when appropriate, phonics is taught

A stronger focus on literacy and oracy included the introduction of Vocab Ninja resources in lessons across the curriculum, a 'Word of the Week' launched in assembly each week and further promotion of reading for pleasure through updating the school library. Reading is encouraged by all and there are a variety of approaches to the teaching of reading and promotion of reading for pleasure. Tutor time is used to share reading materials such as 'First News', and Y7 students read independently or to an adult each morning. Each class has a 'class reader'. Phonics is taught to relevant students in Y7 who have not yet secured the foundations for reading.



Wider Curriculum Activities

Along with the ‘traditional taught curriculum’, Mo Mowlam Academy offers a range of activities that although are difficult to quantify in terms of their actual impact on students, provides them with a range of skills, experiences and enjoyment that add to the Mo Mowlam Academy offer.

SHAPE Framework

Mo Mowlam Academy aims to provide a curriculum which ensures that each child can:

Be Safe; Be Healthy; Attend regularly; Make Progress and Be Employable. (SHAPE)

All students are assessed at a suitable time when they start the school. This information, along with any previous assessment information available, is used to set individual progress targets. In the primary phase, these targets are invariably to ‘close the gap’ between current attainment and age related expectations. In secondary, these targets are based upon the skillset and qualifications required for the students to access post 16 provision which will lead to employment opportunities.

What does SHAPE look like?				
Safe	Healthy	Attend	Progress	Employable
<p>Students are safe in the classroom environment – these skills are explicitly taught in practical subjects such as science and food.</p> <p>Students are safe at less structured times, including entering and leaving the site at the start and end of the school day; break and lunch time.</p> <p>Students are safe on transport, both to and</p>	<p>Students make healthy lifestyle choices – these skills are explicitly taught in food, PE and PSHE.</p> <p>Students engage in physical activity, including programmes of occupational therapy where necessary.</p> <p>Students take part in sporting events such as sports day, football tournaments, swimming, attending the local gym.</p>	<p>Students attend regularly, and are only absent if there is a genuine reason.</p> <p>Students engage in personalised timetables.</p> <p>Students attend off site provision when this has been identified for them.</p> <p>Students understand the importance of good attendance.</p> <p>Students attend at the right time.</p>	<p>Students make progress from their individual starting points in key areas such as literacy and numeracy.</p> <p>Students make progress against their individual targets as outlined in their EHCPs.</p> <p>Students make progress which allows them to access the next phase in their education successfully. This includes sitting external examinations at the end of KS4 which help them secure</p>	<p>Students present themselves in such a way which will make them attractive to future employers, including wearing uniform; displaying appropriate social skills and obtaining good references from adults who have worked with them.</p> <p>Students achieve formal qualifications which are recognised by further education providers and employers.</p>

<p>from the academy and when accessing trips and visits.</p> <p>Students ensure equipment which may pose a risk to others in school is stored safely or left at home.</p> <p>Students are safe in the community, avoiding behaviours which pose a risk to themselves or others.</p> <p>Students feel safe and talk to key adults in school about things which worry them, both in and out of school.</p>	<p>Students speak openly to the school nurse and other professionals about health issues.</p> <p>Students readily access medication prescribed to them and understand the purpose and benefits.</p> <p>Students make healthy choices in breakfast club and tuck shop.</p> <p>Students engage with support services available to them, including counsellors, CAMHS practitioners, youth support workers and key staff in school.</p>	<p>Students attend lessons they are timetabled to attend and stay in these lessons.</p> <p>Students stay on site during the school day.</p> <p>Families attend meetings / open evenings regularly and understand the importance of working together to help students be successful.</p>	<p>places with post 16 education providers.</p> <p>Students make progress with their behaviour enabling them to access the mainstream world of education at the appropriate point for them, including transition to post 16 providers.</p>	<p>Students are able to complete forms and write letters of application.</p> <p>Students have the resilience to sustain engagement in post 16 provision ensuring they remain in education, training or employment in the longer term.</p>
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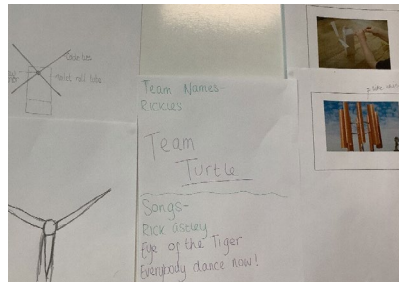
Vocational subjects are available to students dependent on need and desire to engage. Leaders quality assure provisions and ensure safeguarding arrangements are in place when students are off site. We liaise with local providers to offer a range of vocational qualifications such as **Motorcycle maintenance and safety; mechanics; construction; equestrian studies; catering; BTEC sport**. For Y11 students, these placements serve as a key part in transition to post 16 provision. School works with students and families to identify post 16 providers as early as possible in KS4, and provides students with the opportunity to access learning experiences in these settings throughout Y11. In recent years we have developed a range of Open Award qualifications to broaden the offer for students who attend Mo Mowlam Academy full time. These include Financial Capabilities; Science; Hospitality and Catering; Advanced Skills for the Workplace; Equestrian.

By the end of 2023-2024, all academies will be at or above the national average of the Gatsby Benchmarks

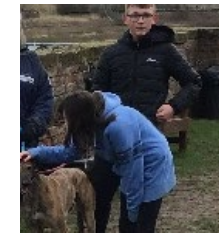
>90% of Y11 leavers are predicted to be engaged in education, employment or training

Impartial **careers information, advice and guidance** is provided to students and the SEN careers advisor for the local authority has oversight of a young person's EHCP throughout KS4. A robust careers plan ensures that all of the Gatsby Benchmarks are addressed and the young people are adequately prepared for life after Mo Mowlam Academy. Our destinations data is evidence that students are well prepared to move onto mainstream settings where appropriate. For the minority who require additional support, there is ongoing work with the local authority to engage these students in suitable post 16 provision.

100% teachers who deliver maths and science are engaged with STEM training aimed at improving the quality of provision and outcomes in Maths



In all year groups, a strong careers programme provides opportunities for students to engage with employers. Y7 students engaged with the Tees Valley Combined Authority Enterprise Week and presented their STEM project to an audience



Outdoor Education – This is a key element of our curriculum which the students engage well with. Outdoor learning helps to build resilience, develop communication skills and establish a curiosity about the world around us. The activities are planned with the humanities themes in mind, to ensure cross curricular opportunities are maximised. In KS4, students can opt to complete the Duke of Edinburgh (D of E) award as part of their KS4 suite of qualifications. Last year 7 Y11 students achieved the Bronze D of E award, with 4 going on to achieve silver.



100% students are offered suitable, enriching, extra curricular activities

Enrichment- Each week, students have access to an enrichment activity. At the end of term, students can take part in bigger activities away from the school building. All activities are designed to promote preparation for adulthood outcomes and encourage social skills, mixing with students from other year groups/classes. Enrichment activities in 2023-24 included swimming and Equestrian, Developing the school allotment, football, hair and beauty, quick cooking, Duolingo, music and other activities within school such as art, board games, and ICT.

Sporting Events – The PE department work alongside local schools, trust SEMH schools and alternative provision settings to give students opportunities to engage in sporting activities and competitions, including Football tournaments, Cross Country running, Tennis tournaments and more.



100% of pupils have access to a curriculum designed to equip them for their role as British citizens by developing an awareness of spiritual, social, moral and multi-cultural understanding

PSHE – The PSHE curriculum addresses the various Preparation for Adulthood outcomes and ensures all aspects of the sex and relationship education requirements are covered. Pertinent issues are addressed through the curriculum, and there are personalised interventions in place for those who are subject to contextual safeguarding issues or require additional input around their mental health. Tootoot is available for all students, including those who access home tuition and alternative provision. The mental health leads in school provide appropriate support to staff in managing issues with young people in their classes, and there is a counsellor on site each week who works closely with identified young people, including access to a therapy dog. There is a student council who meet regularly to discuss issues identified by students. We work closely with local services such as police & fire brigade to ensure students are aware of local risks and the impact of any incidents which may occur in the local community. Students requiring specialised SRE education are referred to Brook or Barnardo's. In 2023-24, we had a focus on violence and knife crime. Students participated in the Cleveland Unit for Reduction of Violence survey and accessed interventions from the preventions team. We also had a visit from 'Prison, Me, No Way!' and students had sessions on knife crime and 'One Punch'.



SMSC – There is a comprehensive offer to develop students' social, moral, spiritual and cultural awareness. This comes through curriculum areas such as PSHE and Enrichment, as well as an SMSC calendar which celebrates events throughout the year. Enterprise and charity work is a key theme in the school. The school achieved Gold 'Rights Respecting School' status last year.

Priorities for 2024-25

- To develop and improve students' speaking and listening skills, enabling them to communicate effectively, confidently, and appropriately in various contexts.
- To develop the maths curriculum while providing targeted support and professional development for teachers of maths
- To maintain a strong focus on attendance and punctuality so that all pupils benefit from the education and experiences the school offers
- To develop students' willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities.
- To ensure that student voice is actively encouraged, respected, and integrated into the decision-making processes of the academy, fostering a sense of ownership, engagement, and responsibility among students.