Mo Mowlam
Academy

Aim High and Thrive

Curriculum Impact Analysis

2024-2025

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	11
Pupil premium	9
Looked After Child	3

- 3 students accessed full time lessons on site.
- 2 students accessed full time lessons on site or at an alternative provision,
- 1 student has not attended school since Y7 due to being moved out of area frequently but no change of provision identified by LA. The percentages below exclude this young person. He is not included on the accreditation list, and he is NEET.
- 1 student had not had any education since Y7, and came on roll in Y11 but accessed lessons at home only. The percentages below exclude this young person, although he did achieve a qualification in Maths. He has also secured a place at Redcar College.
- 1 student accessed home tuition / AP only for the duration of KS4
- 3 students had accessed full time lessons on site, or through a combination of on-site and AP, until Y11 when education moved to home / community tuition

Qualification Summary

- 100% of students received both an English and Maths Qualification
- 100% of students achieved 3 or more qualifications
- 89% of students achieved 4 or more qualifications
- 56% of students achieved 5 or more qualifications
- 44% of students achieved 6 or more qualifications.
- 33% of students achieved 8 or more qualifications.
- 22% of students achieved 9 or more qualifications.
- 1 student (11%) achieved 10 qualifications

Notable achievements

2 students achieved Bronze Duke of Edinburgh Award.

3 students achieved Silver Duke of Edinburgh Award.

7 students achieved (or bettered) their target in English– 78%

9 students (100%) achieved their target in maths

Overview of Year 11 Leavers Results by Subject

Results 2024-25

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	0														
Maths	0														
Subject	**Cohort**	**Number of Non-GCSE Level 2 Qualifications Achieved**											**% Below**	**% Expected**	**% Above**
Functional Skills Maths	0														
Functional Skills English	0														
Open Award Science Level 2 Award	0														
Subject	**Cohort**	**Number of Non-GCSE Level 1 Qualifications Achieved**											**% Below**	**% Expected**	**% Above**
Functional Skills Maths	3	1											33%	66%	
Functional Skills English	2	2												50%	50%
Open Award L1 Financial Capabilities	3	3												100%	
Open Award L1 Sport and Healthy Living Certificate	3	3												66%	33%
Open Award Science Level 1 Award	8	8												37%	63%
NOCN / ABC Vocational Awards / Certificates	2	2												100%	
Subject	**Cohort**	**Number of Entry Level Qualifications Achieved**											**% Below**	**% Expected**	**% Above**
English	9	9											44%	56%	
Maths Entry Level	7	7											14%	86%	
Open Award Financial Awareness	7	7											14%	86%	
Hospitality and catering open award/certificate	3	3											66%	33%	
IT user skills open award certificate	7	5											60%	40%	
Open Award E Safety	3	3											66%	33%	
Open Award Equestrian	2	2												100%	

Overall Results

Candidate	Pupil Premium	Attendance at end of 2024-25	English Entry Level	English FS1	Maths Entry Level	Maths FS1	OA L1 Financial capabilities	OA EL Financial Awareness	Science Open Award L1	D of E B = Bronze; S = Silver	ABC Motor Vehicle	BTEC Level 1 Introduction Award in Sport	OA L1 Sport and Healthy Living Certificate	Hospitality and catering open award/certificate	IT user skills open award certificate	Open Award E Safety	Open Award Equestrian
A	N	47.71%	X		X				X								X
B	Y	89.71%	X	X			X		X	B&S			X	X	X	X	
C	Y	87.71%	X	X	X	X		X	X	S			X	X	X	X	
D	Y	9.71%	X		X			X									
E	Y	20.06%	X		X			X	X								
F	Y	43.43%	X		X			X	X								
G	Y	94.86%	X		X			X	X				X		X	X	X
H	Y	88.86%	X		X			X	X	B&S		X			X		
I	N	89.14%	X				X	X	X		X				X		

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.

2024-25 - 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	Prior Pursglove	Education
B	Middlesbrough College	Education
C	Redcar College	Education
D	Redcar College	Education
E	NEET – supported by virtual school. Moved out of area	NEET
F	Middlesbrough College	Education
G	Darlington College	Education
H	Middlesbrough College	Education
I	Middlesbrough College	Education

Category	% of cohort
Education	89%
Training	
Employment	
NEET	11%
Unknown	

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	69.14%	7.59%	23.27%

Year Group	Attendance
Y7	67.85%
Y8	77.30%
Y9	82.04%
Y10	58.04%
Y11	53.83%

Year Group	LAC (no. students)	Not LAC
Y7	78.71% (1)	67.02% (13)
Y8	88.42% (2)	75.71% (14)
Y9	N/A (0)	82.04% (15)
Y10	35.79% (1)	60.26% (10)
Y11	60.97% (3)	51.45% (9)
Average	**65.97% (1.4)**	**67.30% (12.2)**

Year Group	Pupil Premium	Not Pupil Premium (no. students)
Y7	68.95% (11)	63.82% (3)
Y8	72.98% (12)	90.27% (4)
Y9	80.15% (13)	94.34% (2)
Y10	56.26% (9)	66.05% (2)
Y11	54.34% (9)	52.30% (3)
Average	**66.54% (10.8)**	**73.36% (2.8)**

2024-25 Priorities and Progress

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

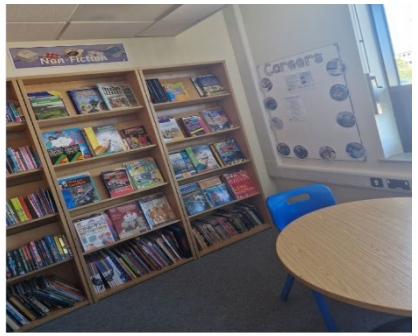
KS3 pupils know more, remember more and are able to do more in English

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

There was a strong focus on relentless routines and high expectations of behaviour in shared areas such as corridors, as this was identified from student voice with a number of students expressing this as a concern. Safe spaces were revised and it was explained to all students that when they were in shared areas, they would be redirected to safe spaces, and should they refuse to do so, staff would support them to these spaces. A clear process for students taking responsibility for their behaviour (Red Risk / Lost Learning) was established and followed by all staff. 73% of KS3 students made progress in relation to their targets in maths and 73% of KS3 made 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. There has been good collaboration between the KS2 and KS3 teachers to ensure a smooth transition. Enrichment opportunities have been well received by Y7s who engage in a variety of activities including horse riding, swimming, football. 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 use of Vocab Ninja resources in lessons across the curriculum, with 'Reader of the Week' and 'Speaker of the Week' being recognised in assembly. Reading takes place during tutor time and there are a variety of approaches to the teaching of reading and promotion of reading for pleasure. 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**
Students are safe in the classroom environment – these skills are explicitly taught in practical subjects such as science and food. 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. Students are safe on transport, both to and	Students make healthy lifestyle choices – these skills are explicitly taught in food, PE and PSHE. Students engage in physical activity, including programmes of occupational therapy where necessary. Students take part in sporting events such as sports day, football tournaments, swimming, attending the local gym.	Students attend regularly, and are only absent if there is a genuine reason. Students engage in personalised timetables. Students attend off site provision when this has been identified for them. Students understand the importance of good attendance. Students attend at the right time.	Students make progress from their individual starting points in key areas such as literacy and numeracy. Students make progress against their individual targets as outlined in their EHCPs. 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	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. Students achieve formal qualifications which are recognised by further education providers and employers.

from the academy and when accessing trips and visits. Students ensure equipment which may pose a risk to others in school is stored safely or left at home. Students are safe in the community, avoiding behaviours which pose a risk to themselves or others. Students feel safe and talk to key adults in school about things which worry them, both in and out of school.	Students speak openly to the school nurse and other professionals about health issues. Students readily access medication prescribed to them and understand the purpose and benefits. Students make healthy choices in breakfast club and tuck shop. Students engage with support services available to them, including counsellors, CAMHS practitioners, youth support workers and key staff in school.	Students attend lessons they are timetabled to attend and stay in these lessons. Students stay on site during the school day. Families attend meetings / open evenings regularly and understand the importance of working together to help students be successful.	places with post 16 education providers. 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.	Students are able to complete forms and write letters of application. Students have the resilience to sustain engagement in post 16 provision ensuring they remain in education, training or employment in the longer term.

Vocational subjects are available to students. This offer is tailored to the individual students' specific needs. 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 and BTEC sport.** For Y11 students, these placements serve as a key part in the transition process to appropriate post 16 provision. Colleagues work 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 and Equestrian Studies.

By the end of 2024-2025, 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 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 a 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. Y8 students engaged with the TVCA enterprise project and Mo Mowlam Academy was host to the STEM Enthuse partnership science Fair, collaborating with other schools across the North East.

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 2 Y11 students achieved the Bronze D of E award, and 3 achieved Silver.

100% students are offered suitable, enriching, extracurricular activities

Enrichment- Each week, students have access to an enrichment activity. At the end of term, students can take part in enhanced 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 2024-25 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.

Music – this has been introduced to the enrichment curriculum, and is a focus in morning registration, with students listening to different music genres and showing their appreciation.

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 pet therapy, engaging with 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 and 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. We work closely with local partnerships, and the school has signed up to the Pol-Ed resources and staff have accessed training to deliver this. Pol-Ed (Police Education) is an educational programme, primarily in West Yorkshire, created by police for teachers to deliver lessons that keep children safe by developing their understanding of risks, consequences, and the law

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 2025-26

- To continue improve students' speaking and listening skills, enabling them to communicate effectively, confidently, and appropriately in various contexts.
- To continue 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 further 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.
- To ensure appropriate interventions are in place to deliver phonics to those who need it