



**Mo Mowlam**  
**Academy**

***Aim High and Thrive***

**Curriculum Impact Analysis**  
**2022-2023**

## Context - Year 11 Leavers

### Year Group Student 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.

Cohort	Number of Students
Students	15
Pupil premium	13
Looked After Child	0

Of the Y11 cohort:

- 7 students accessed full time lessons on site.
- 8 students accessed alternative provision, home tuition, select lessons on site or a combination these.

### Qualification Summary

- 100% of students received a qualification
- 100% of students received a qualification in either English or Maths
- 73% of students received both an English and Maths Qualification
- 93% of students received a Maths qualification
- 80% of students received an English qualification
- 0% of students received a Level 2 qualification
- 80% of students received a Level 1 qualification
- 27% of students received 6+ L1 and or L2 qualifications
- 67% of students achieved 4 or more qualifications
- 5 Students achieved the Bronze Duke of Edinburgh certificate with 2 going on to achieve Silver

## Overview of Year 11 Leavers Results by Subject

### Mo Mowlam Academy

Results 2022-23

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		1	2								75% (U – EL target)	25%
Maths	5				4	1								80%	20%
Science	4 (double award)				2	4	1	1					0	75%	25%
Subject	Cohort	Number of Non-GCSE Level 2 Qualifications Achieved											% Below	% Expected	% Above
Functional Skills Maths	0												0	0	0
Functional Skills English	1	0											0	100% (target was Level 1)	0
Subject	Cohort	Number of Non-GCSE Level 1 Qualifications Achieved											% Below	% Expected	% Above
Functional Skills Maths	3	0											66%	33% (target was EL)	0
Functional Skills English	9	8											11%	44%	44%
Arts Award Level 1	3	3											0	0	100%
Open Award Skills for the Workplace (IT) Level 1 certificate	7	7											0	43%	57%
Open Award Sport and healthy Living Level 1 Award	4	4											0	50%	50%
Open Award Financial Capability Level 1 Award	6	6											0	83%	17%

Open Award Science Level 1 Award	10	10	0	80%	20%
Open Award Animal Care Level 1 Award	2	2	0	50%	50%
NOCN / ABC Vocational Awards / Certificates	3	5	0	33%	66%
<b>Subject</b>	<b>Cohort</b>	<b>Number of Entry Level Qualifications Achieved</b>	<b>% Below</b>	<b>% Expected</b>	<b>% Above</b>
English	6	6	33%	50%	17%
Maths	14	14	43%	57%	0
Science	10	11	50%*	30%	20%
Open Award Sports and Healthy Living Entry Level	3	3	66%	33%	0
Open Award Catering and Hospitality	9	9	44%	44%	11%
Open Award Skills for the Workplace Entry Level 1	1	1	0	100%	0

\*4 of these students went on to get a GCSE in Science

## Overall Results

Candidate	Pupil Premium	Attendance at end of 2022-23	English Entry Level	English FS1	English GCSE	Maths Entry Level	Maths FS1	Maths GCSE	OA Financial capabilities	Science Entry Level	Science GCSE	Science Open Award	D of E B = Bronze; S = Silver	ABC L1 Motor Vehicle	NOCN L1 Skills for Employment	Skills for workplace	Sports	Catering	Animal Care	Arts Award
1	Yes	91.33		P	U	E3		2	L1	E3	2, 2	L1	B&S			L1	L1	E3		
2	No	97.69	E2			E1			E3	E3,E3		L1				L1	E3	E3	L1	L1
3	Yes	23.84	E2			E3									L1					
4	Yes	20.52				E3														
5	Yes	72.81		P		E3	F		L1	E3		L1	B	L1						
6	No	95.66	E2	F		E3	F		E3	E3		L1				L1	E3	E3	L1	
7	Yes	43.23		P		E3		3		E3		L1						E3	E3	
8	Yes	89.31		P	3	E3		2	L1	E3	5,4	L1	B&S			L1	L1	E3		
9	No	59.48	E3			E1			L1	E3		L1						E3		L1
10	Yes	76.59	E2	P		E2				E3		L1				L1		E3		L1
11	Yes	32.08		P			F							L1	L1					
12	Yes	21.55				E3								F						
13	No	75.72	E2	P	2	E3		2	L1	E3	3,3	L1	B			L1	L1	E3		
14	Yes	44.38				E1														
15	Yes	85.47		P	3	E3		2	L1	E3	3,3	L1	B			L1	L1	E3		

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.

## 2022-23 - 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	Askham Bryan	Education
C	Prior Pursglove	Education
D	Prior Pursglove	Education
E	Middlesbrough College	Education
F	Middlesbrough College	Education
G	Middlesbrough College	Education
H	NACRO	Training
I	Redcar College	Education
J	Middlesbrough College	Education
K	Middlesbrough College	Education
L	Redcar College	Education
M	Middlesbrough College	Education
N	Redcar College	Education
O	Hopefields	Education

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

## Attendance

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
<b>Secondary</b>	66.63%	9.56%	23.81%

Year Group	Attendance
Y7	81.38%
Y8	60.28%
Y9	58.91%
Y10	72.31%
Y11	60.38%

Year Group	LAC (no. students)	Not LAC
Y7	0.00% (0)	81.38%
Y8	17.02% (1)	64.21%
Y9	60.36% (3)	58.47%
Y10	73.58% (2)	72.13%
Y11	0.00% (0)	60.38%
<b>Average</b>	30.19%	67.31%

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)
<b>Average</b>	63.61%	67.10% (11)

## 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 <b>SHAPE</b> 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	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 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 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	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>start and end of the school day; break and lunch time.</p> <p>Students are safe on transport, both to and 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 take part in sporting events such as sports day, football tournaments, swimming, attending the local gym.</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 understand the importance of good attendance.</p> <p>Students attend at the right time.</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>the next phase in their education successfully. This includes sitting external examinations at the end of KS4 which help them secure 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 achieve formal qualifications which are recognised by further education providers and employers.</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; painting and decorating; joinery; games design; 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 2021-22

academic year we developed a range of Open Award qualifications to broaden the offer for students who attend Mo Mowlam Academy full time. These include IT, Hospitality and Catering and Food and Healthy Living.

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.



**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 5 Y11 students (33%) achieved the Bronze D of E award, with two going on to achieve silver.



**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 2022-2023 included swimming and ‘Changing Lives through Horses’, Mars Rover and STEM Activities, gardening, football, hair and beauty and other activities within school such as art, board games, 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. Each year, a student who has engaged in sporting events and shown a real passion and commitment to sport is selected to receive the Leon Keeler memorial trophy, in memory of a student who was a talented sportsman who sadly died in 2020.

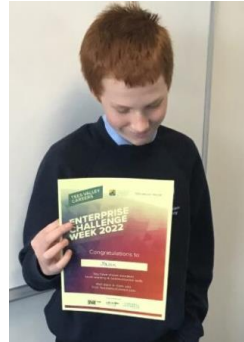
**PSHE** – The PSHE curriculum addresses the various Preparation for Adulthood outcomes and ensures all aspects of the sex and relationship education requirements are covered. Pertinent issues are addressed through the curriculum, and there are personalised interventions in place for those who are subject 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 Barnardos.



**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 silver ‘Rights Respecting School’ status last year



**Careers** – 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.



**Reading** – 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.

