



## **Curriculum Impact Analysis 2021/22**

**Archway Academy**  
**Curriculum Impact Analysis**

**Forward**

The aim of this document is to review how successfully Archway's curriculum intent has been implemented and assess its impact.

This document has evolved within the trust from the accreditation focused 'Examination Report' in response to Ofsted's introduction of the 'Education Inspection Framework' which takes a much broader view of the 'Quality of Education' students are receiving. Indeed, Ofsted is clear that national assessments and examinations are useful indicators of student's outcomes, but they only represent a sample of what students have learned.

As this is Archway's first version of the document it will primarily be informed by assessed outcomes. However, as it evolves and quality assurance mechanisms are adapted, to capture a wider scope of pupil achievements, it will look beyond examination outcomes and aim to fully evaluate all aspects of the curriculum and the impact it has on preparing our young people for life beyond school.

Leigh Beaumont - Principal

Martyn Steel – Vice Principal

Andrew Wilson – Vice Principal

The curriculum at Archway reflects a driving desire to successfully address our student's historic learning gaps whilst also addressing specific and individual needs. We have worked closely with our mainstream colleagues to ensure our curriculum mirrors the breadth of study and the levels of challenge needed to ensure that our pupils have the best chance of transitioning back into mainstream school.

*'Pupils' transition back to mainstream school is a strength of the school. The partnership work that is in place ensures that the pupils are fully supported by Archway staff to settle back into a mainstream school. This transition process ensures that pupils succeed.'* Ofsted report 2018

At Key Stage 3, our broad curriculum helps students to acquire knowledge, understanding and skills that will prepare them not only for the accredited qualifications on offer at Key Stage 4 but to improve their mental health, wellbeing, and happiness as part of a flexible and responsive PSHE package. We believe our KS3 offer aligns with the Trust's SHAPE SEMH curriculum as we are also committed to keep our young people **Safe**, **Healthy**, achieve good levels of **Attendance**, make good **Progress**, and significantly improve their chances of **Employability**.

Through English, Mathematics and Science, we develop our students to have a functional grasp of mathematics, science, writing and reading, which will allow them to confidently express ideas and communicate across a wide range of work and further education settings. PE and Home cooking schemes of work develop independent skills to prepare our young people to lead healthy lives.

Art, History, Geography and Outdoor Education programmes aim to broaden our student's horizons, experiences and knowledge of the environment, cultures, and world events so they can learn from the past, enjoy and be mindful in the present whilst preparing them for a better future.

At Key Stage 4 the onsite curriculum provides all students with a pathway to achieve a minimum of 5 accredited qualifications that are recognised by our local Further Education providers and employers whilst still maintaining the opportunity for a transition back to a mainstream school. For a small number of pupils where a bespoke curriculum is necessary, approved alternative providers are used to ensure a pathway is offered that meets the needs of the individual. To ensure this pathway can offer routes to higher level GCSE qualifications we have recruited a home tutor to offer maths and English tuition as well as to support our most vulnerable hard to reach young people. This pathway is further supplemented through the creative deployment of teachers that has allowed us to run a PM timetable to cater for students who are anxious and refuse to attend school.

**Impact of home tutor: 75% (6/8) of the English AP cohort attained a GCSE qualification and 62.5% (5/8) in mathematics.**

All students receive in-house high quality careers education, so they are fully equipped to make informed decisions regarding their post 16 destinations.

Additionally, we are in the process of further developing our PSHE offer so that weekly themes are introduced and emphasised in assemblies. PSHE Association membership has also helped to build a more comprehensive whole-school approach that will sequence themes at stages that closely match age-related experiences.

**Commented [MS1]:** What is the impact of home tuition - data-performance examples e.g Issacc Taylor

**Commented [MS2]:** Reference NEET data/post 16 destination

Outdoor education at KS3 is used as a vehicle to broaden life experiences, taking learning beyond the classroom and create opportunities for our young people to engage and interact with the wider community and environment.

**Impact of careers education: 95% of the 2021 and 94% of the 2022 Y11 cohorts successfully transferred to either education, employment or training.**

Developments are underway to ensure that reading is a strong and effective element of the curriculum. An intervention learning space which will house our new library and will be used to provide individual reading interventions for those who are not functional readers. This development and future curriculum developments will also be underpinned by experienced staff undertaking National Professional Qualifications in Senior Leadership (NPQSL) and Leading in Literacy (NPQLL).

A formal parent and carer survey carried out in June 2022 showed some extremely positive statistics, the results showed that:

**92% feel their child is safe at Archway**

**85% happy with their child being at Archway**

Additionally, results from a pupil survey revealed that:

**100% of pupils felt safe in Archway**

The above survey results underpin our view that young people need to feel safe in their environment and happy in their classrooms so they can fully engage in their education and learn. To further support young people's mental health and well-being, we have recruited a specialist counsellor for one day a week to support our students with trauma and anxiety concerns. We also have two mental health champions on the staff team and work closely with outside agencies so we can quickly support any

young people with drug and alcohol issues. This has been further supported by an addition Mental Health Counsellor for one day a week to support lower tier concerns.

During the academic year curriculum planning was reviewed, focusing on the intent of long and medium-term plans to ensure that effective sequencing, that best supports learning and links across the curriculum, is achieved. Classroom observations and student work reviews carried out this academic year showed that:

**Students receive high quality 1:1 feedback and support**

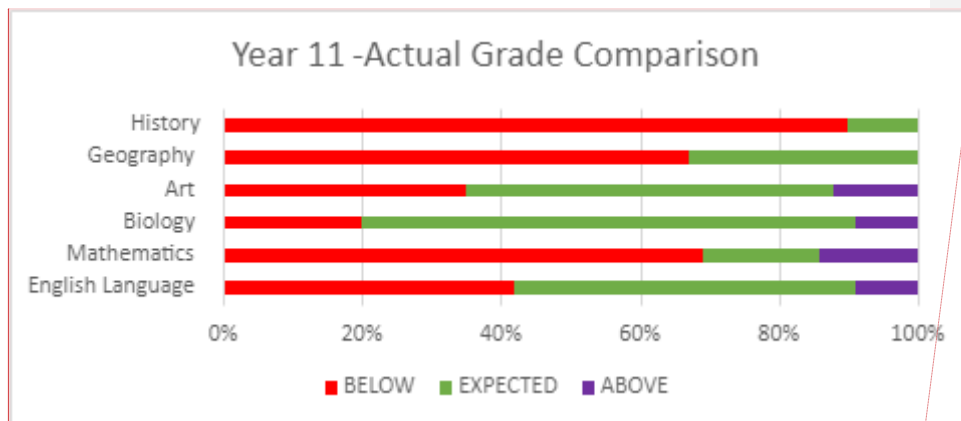
**Lesson objectives and success criteria are clear**

HSAT's Key Performance Indicators (KPI), relating to Archway, informs our overall curriculum intent. For example, a KPI that requires 41% of our Year 11 students achieve five GCSE or Level 1/2 Qualifications. **43% of our students achieved five or more GCSEs or equivalent qualifications, with 12% achieving six, 9% achieving seven and 9% achieving 8.**

The number of students achieving five or more GCSE or Level 1/2 Qualifications is significantly higher (+26%) than the pre-Covid figure in 2019.

Additionally, students received 3.8 (+ 0.5) qualifications on average across the cohort compared to the 2019 average.

The graph below displays how year11 students performed against their aspirational targets.

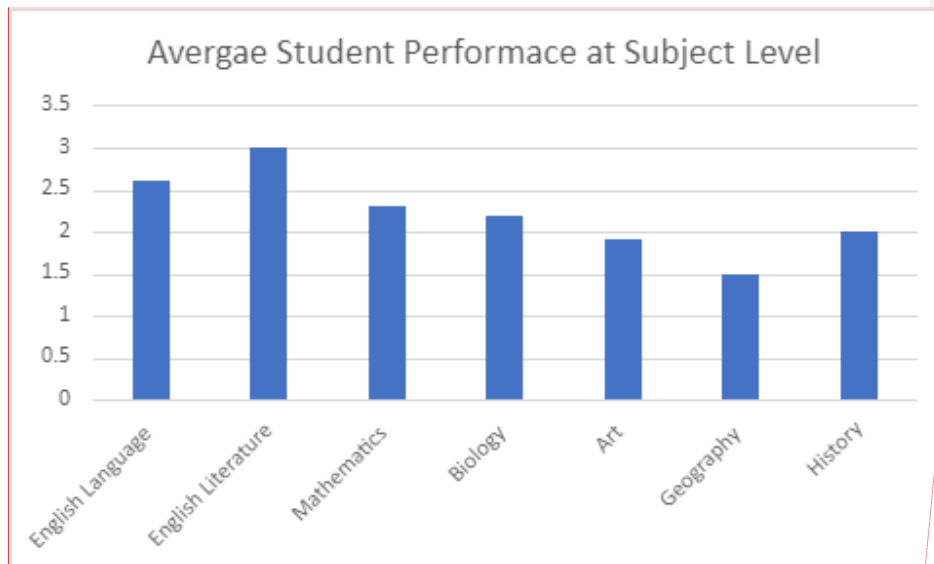


**Commented [MS3]:** Has maths performance improved?  
Has new teacher implemented changes?

The graph below shows average grade scores across the GCSE subjects. Average grade scores across maths and English have seen an improvement since 2019:

Maths: 2.2 (+0.6)

English Language 2.6 (+ 0.3)



**Commented [MS4]:** Are history and Geo students performing - Are these quals adding value/are they too traditional for our cohort? Potential replacements?

**The KPI for GCSE value-added measures to be within 0.5 of target was -0.48 for English (-0.29) and maths (-0.66) combined. So, this indicator has been achieved.**

**The KPI that requires 100% of leavers at the end of Key Stage 4 to achieve accreditation in English and Maths was not achieved with only 63% (22/35) reaching this indicator.** This year we had an unexpected and unprecedented number of students who did not attend one or more of their examinations. Every effort was made by Archway staff to encourage attendance to the point of going to home addresses to collect students, but a substantial number point blankly refused. Opportunities were also created for students to sit Functional Level examinations, but we were unable to get the students into the centre. It is worth noting that percentage receiving a maths and English qualification would be 88% (22/25) if those who did not attend were dis-applied.

**The KPI 91% of onsite students attain both English and maths GCSE was not achieved with only 67% achieving this indicator.**

Overall attainment has been significantly impacted due to the low attendance rates across the year 11 cohort with a poor average attendance of 46%.

**Note:** 28% (10/35) students missed one or more of the GCSE maths exam papers which had a significant overall impact on the percentage of students achieving a grade at GCSE or their target grade. This also significantly contributed to a disappointing percentage of students achieving both maths and English qualifications. Additional support for mathematics lead has been put in place (Dec 2022) to ensure that progress is closely monitored, and any underperformance is quickly addressed.

**Commented [M55]:** Support for maths lead added.



### **Qualification Summary**

- 73% of students received both an English and Maths Qualification
- % of students achieved target or above in GCSE English language
- % of students achieved target or above in GCSE Maths
- Children took food GCSE for the first time in several years exceeded all predictions with 100% exceeding their target grade.
- Art GCSE performed extremely well with % exceeding predicted grades.
- % of students received a Level 1 qualification or higher
- % of students received 5+ at GCSE, L1 and or L2 qualifications

### **Special notes**

- 5 Students got at least 5 qualifications at L1 or L2
- 53% of students achieved an English GCSE
- 47% of students achieved a maths GCSE
- 2 students in Yr11 achieved Duke of Edinburgh Silver, 2 students achieved bronze
- SLT worked hard with AP providers to ensure value of placements; effective work with providers ensured children accessed a wide range of other qualifications. Of note are Keegan High achieving Level 2 BTEC community sports leadership at Evolve, and Kian Walker achieving his CSCS card and entry level 3 in vocational studies and motor vehicles at Phoenix.
- Staff worked with teams around the country to ensure the hardest to reach children achieved qualifications, eg BW worked with staff commissioned in Carlisle to work with him due to him living out of area (CLA)

The information below provides a more detailed breakdown of results and highlights the breadth of qualifications on offer to our students as well as the grades that they receive alongside their predictions.

The qualifications are wide and varied but there is a strong focus on all students achieving qualifications in both Maths and English as well as ensuring they are able to access suitable Post 16 opportunities.

#### Year 11 Student Context

Cohort	Number of Students
Students	23
Pupil premium	12
Looked After Child	0
Students started in Spring 2022	0
Anxious school refusers	2
Young father	1

**Commented [MS6]:** Update to show how many terms student s have been at archway e.g. 6 terms all of KS4

**Commented [MS7R6]:** This table will be compiled on post analysis of Summer 23 results

Time at Archway (No. Of terms)					
1	2	3	4	5	6 or more

**Overview of Year 11 School Leavers Results by Subject**  
**Archway Academy**  
**Results 2021-2022**

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 Language	35	6	1	6	12	6	0	2	1	0	0	0	42	49	9
English Literature	7		2	2	1		2	1					29	71	0
Mathematics	35	5	8	7	9	2	2	1	1	0	0	0	69	17	14
Biology (* x1 Sci Double)	25*	4	1	5	12	1	2*	1	0	0	0	0	18	64	8
Art	17	0	0	5	8	3	1	0	0	0	0	0	35	53	12
History	10	4	3	1	2								90	10	0
Geography	4	4	0	1	1								75	25	0
Subject	Cohort	Number of Non-GCSE Level 2 Qualifications Achieved											% Below	% Expected	% Above
Home Cooking Skills	5	5											0	100	0
Subject	Cohort	Number of Non-GCSE Level 1 Qualifications Achieved											% Below	% Expected	% Above
Home Cooking Skills	15	13											13	87	0
Travel and Tourism	5	4											20	80	0
Child's Play and Development	6	4 and one pending											20	80	0
Hospitality	6	4											33	67	0
A comparison showing adjustments if pupils who did not show up for examinations were dis-applied.															
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 Language	29	6	1	6	11	5	0	2	1	0	0	0	34	59	7
English Literature	5		1	1			2	1					20	80	0
Mathematics	30	5	6	7	9	2	2	1	1	0	0	0	60	20	20
Biology (* x1 Sci Double)	21	4	1	3	12	1	3*	1	0	0	0	0	15	76	9
Art	16	0	0	5	8	3	0	0	0	0	0	0	38	50	12
History	6	4	3	1	2								84	16	0
Geography	2	1	0	1	1								50	50	0

