



Curriculum Impact Analysis 2022/23

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.

Leigh Beaumont - Principal

Martyn Steel – Vice Principal

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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**. However, we have personalised the curriculum at Archway through **ARCHES: Aspire**, **Resilience**, **Citizenship**, **Healthy**, **Employability** and **Succeed**. This will be embedded going forward to ensure that pupils develop the skills they need for the next stage of education.

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: 29% (2/7) of the English AP cohort attained a qualification and 71% (5/7) 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.

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

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

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. 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. Additionally, we have just acquired access to an allotment which will provide the opportunity to broaden the scope of our Outdoor Education offer at KS3 and potentially at KS4 via a horticulture qualification in the future.

Impact of careers education: 96% of the 2023 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 houses our new library is 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 May 2023 showed some extremely positive statistics, the results showed that:

100% feel their child is safe at Archway

100% 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:

Lesson objectives and success criteria are clear

Effective Sequencing

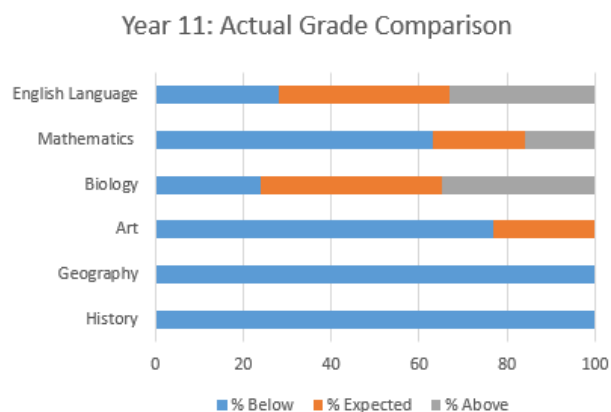
Curriculum understanding (intent) is secure

Questioning is effective

HSAT's Key Performance Indicators (KPI), relating to Archway, informs our overall curriculum intent. For example, a KPI that requires 40% of our Year 11 students achieve five GCSE or Level 1/2 Qualifications. **39% (-4%) of our students achieved five or more GCSEs or equivalent qualifications, with 26% (+14%) achieving six and 13% (+4%) achieving seven. Note: Due to individual starting points and ability no students were entered for English Literature.**

Additionally, students received 4.1 (+ 0.3) qualifications on average across the cohort compared to the 2022 average. For onsite only pupils the average rose to 5.1%.

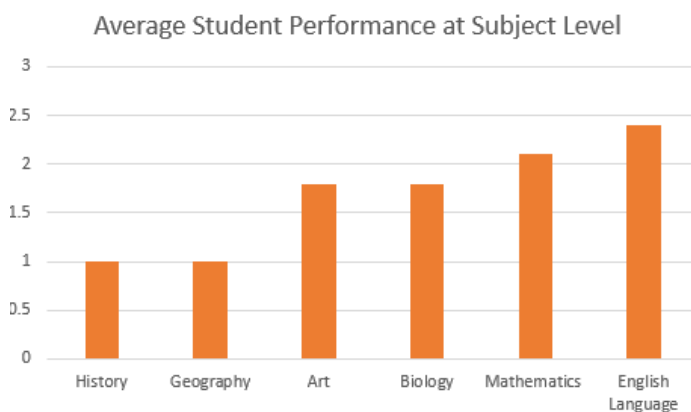
The graph below displays how year11 students performed against their aspirational targets.



The graph below shows average grade scores across the GCSE subjects. This year's average grade scores across maths and English are comparable to 2022:

Maths: 2.1 (-0.1)

English Language 2.4 (- 0.2)



The KPI for GCSE value-added measures to be within 0.5 of target was **-0.1** for English, **-0.8** maths and **-0.45** 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 74% (17/23) reaching this indicator. However, this was an increase of 11% compared to the 2022 figure. Each year unfortunately a small number of students do not attend one or more of their examinations. Once again, this year every effort was made by Archway staff to encourage attendance to the point of going to home addresses to collect students, but some point blankly refused. It is worth noting that percentage receiving a maths and English qualification would be 93% (14/15) if those who did not attend were dis-applied.

The KPI 89% of onsite students attain both English and maths GCSE was achieved with 93% achieving this indicator.

Once again, the conversion of target grades has been hindered due to a significant proportion of the cohort (43%, 10/23) with an attendance figure of 50% or below. The average year 11 cohort attendance figure was 59%.

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 |

| Time at Archway (No. Of terms) | | | | | |
|--------------------------------|---|---|---|---|-----------|
| 1 | 2 | 3 | 4 | 5 | 6 or more |
| 0 | 3 | 3 | 8 | 2 | 7 |

Qualification Summary

- 74% of students received both an English and Maths Qualification
- 93% of Onsite students received both an English and Maths Qualification
- 91% of students received a Level 1 qualification or higher
- 39% of students received 5+ at GCSE, L1 and or L2 qualifications
- 65% of students achieved an English GCSE
- 74% of students achieved a maths GCSE

Overview of Year 11 School Leavers Results by Subject
Archway Academy
Results 2022-2023

| 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 | 22 | 4 | 3 | 4 | 4 | 5 | 1 | 1 | 0 | 0 | 0 | 0 | 41 | 32 | 27 |
| English Literature | 0 | | | | | | | | | | | | | | |
| Mathematics | 22 | 3 | 2 | 8 | 4 | 2 | 2 | 1 | 0 | 0 | 0 | 0 | 68 | 18 | 14 |
| Biology (* x1 Sci Double) | 18 | 1 | 2 | 6 | 5 | 3 | 1 | 0 | 0 | 0 | 0 | 0 | 22 | 39 | 39 |
| Art | 13 | 0 | 0 | 5 | 6 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 77 | 23 | 0 |
| History | 5 | 0 | 3 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 100 | 0 | 0 |
| Geography | 6 | 0 | 1 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 100 | 0 | 0 |
| Subject | Cohort | Number of Non-GCSE Level 2 Qualifications Achieved | | | | | | | | | | | % Below | % Expected | % Above |
| Home Cooking Skills | 11 | 8 | | | | | | | | | | | 27 | 73 | 0 |
| Hospitality | 4 | 3 | | | | | | | | | | | 25 | 75 | 0 |
| Subject | Cohort | Number of Non-GCSE Level 1 Qualifications Achieved | | | | | | | | | | | % Below | % Expected | % Above |
| Home Cooking Skills | 14 | 9 | | | | | | | | | | | 36 | 64 | 0 |
| Travel and Tourism | 4 | 4 | | | | | | | | | | | 0 | 100 | 0 |
| Child’s Play and Development | 4 | 2 | | | | | | | | | | | 50 | 50 | 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 | 22 (7) | 4 | 3 | 4 | 4 | 5 | 1 | 1 | 0 | 0 | 0 | 0 | 13 | 47 | 40 |
| English Literature | 0 | | | | | | | | | | | | | | |
| Mathematics | 22 (6) | 3 | 2 | 8 | 4 | 2 | 2 | 1 | 0 | 0 | 0 | 0 | 56 | 25 | 19 |
| Biology (* x1 Sci Double) | 18 (1) | 1 | 2 | 6 | 5 | 3 | 1 | 0 | 0 | 0 | 0 | 0 | 18 | 41 | 41 |
| Art | 13 (1) | 0 | 0 | 5 | 6 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 75 | 25 | 0 |
| History | 5 (5) | 0 | 3 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 40 | 60 | 0 |
| Geography | 6 (2) | 0 | 1 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 100 | 0 | 0 |

| Pupils | Attendance % | Pupil Premium | Looked After | Child Started in Spring 22 | School Refuser | Young father | AP/offsite | English Functional | ELC English | Eng GCSE Target | Eng Actual | Diff | English qual. Attained | Maths Functional | ELC Maths | Maths GCSE Target | Maths Actual | Diff | Maths qual. Attained | Eng and Maths qual. Attained | Bio GCSE Target | Bio Actual | Diff | Art GCSE Target | Art Actual | Diff | History GCSE Target | History Actual | Diff | Geo GCSE Target | Geo Actual | Diff | Child D L1 | Hospitality L1 | Home Cooking L1 | Home Cooking L2 | Work Skills (new) | Travel and Tourism L1 | Total number of quals. | Total number of L2 quals. | | |
|--------|---------------------------|-----------------|--------------|----------------------------|----------------|--------------|------------|--------------------|-------------|-----------------|------------|------|------------------------|------------------|-----------|-------------------|--------------|------|----------------------|------------------------------|-----------------|------------|------|-----------------|------------|------|---------------------|----------------|------|-----------------|------------|------|--------------------|-------------------|-----------------|-----------------|-------------------|-----------------------|------------------------|---------------------------|-----|-----|
| 1 | 75 | Y | | | | | | 1 | | 2 | 3 | 1 | Y | 1 | 1 | 2 | 1 | -1 | Y | Y | 1 | 2 | 1 | 3 | 2 | -1 | 2 | 1# | -1 | | | | | 1 | 1 | 1 | | | | 7 | 6 | |
| 2 | 97 | | | | | | | 1 | | 2 | 4 | 2 | Y | 1 | 1 | 2 | 3 | 1 | Y | Y | 1 | 3 | 2 | 2 | 2 | 0 | | | | | | | 1 | | 1 | 1 | | | | 6 | 5 | |
| 3 | 29 | Y | | | | | Y | 1 | 0 | 2 | 1# | -1 | Y | 1 | 0 | 3 | 1# | -2 | Y | Y | | | | | | | | | | | | | | | | | | | | 2 | 2 | |
| 4 | 82 | | | | | | | 1 | | 2 | U | -1 | Y | 1 | 1 | 3 | 2 | -1 | Y | Y | 1 | 1 | 0 | 3 | 1 | -2 | | | | | | | 1 | | 1 | 1 | | 1 | | 6 | 6 | |
| 5 | 54 | Y | | | | | | 0 | | 1 | 2 | 1 | Y | 0 | | 2 | 1 | -1 | Y | Y | 1 | 1 | 0 | 2 | 1 | -1 | | | | | | | | TBC | 1 | | | | | 6 | 6 | |
| 6 | 12 | | | | Y | | Y | 0 | 0 | 1 | x | | N | 0 | 1 | 2 | x | | Y | N | 1 | x | -1 | | | | | | | | | | | | | | | | | 1 | 0 | |
| 7 | 29 | | | | | | Y | 0 | 0 | 1 | x | | N | 0 | 0 | 2 | x | | N | N | | | | | | | | | | | | | | | | | | | | 0 | 0 | |
| 8 | 33 | Y | | | | | | 1 | 0 | 1 | 1 | 0 | Y | 1 | 1 | 2 | U# | -2 | Y | Y | | | | | | | | | | | | | | | | | | | | 2 | 1 | |
| 9 | 92 | | | | | | | 1 | | 2 | 2 | 0 | Y | 1 | | 3 | 2 | -1 | Y | Y | 1 | 2 | 1 | 2 | 2 | 0 | | | | 3 | 1 | -2 | | | | 1 | | | | 6 | 6 | |
| 10 | 50 | Y | | | | | | 0 | 0 | 2 | 1# | -1 | Y | 0 | 1 | 3 | 1 | -2 | Y | Y | 1 | 1 | 0 | 4 | 2 | -2 | | | | 4 | U# | -4 | | | | | | | | 4 | 4 | |
| 11 | 44 | Y | | | | | Y | 0 | 1 | n/a | | | Y | 0 | 1 | n/a | n/a | | Y | Y | | | | | | | | | | | | | | | | | | | | 2 | 0 | |
| 12 | 46 | | | | | | | 0 | 0 | 1 | U | -1 | N | 0 | 0 | 1 | 2 | 1 | Y | N | 2 | 2 | 0 | 3 | 2 | -1 | | | | | | | U | | | | 1 | | | 4 | 3 | |
| 13 | 81 | Y | | | | | | 1 | | 2 | 3 | 1 | Y | 1 | 1 | 4 | 4 | 0 | Y | Y | 1 | U | -1 | 3 | 2 | -1 | | | | 3 | 1# | -2 | | | 1 | 1 | | 1 | | 6 | 5 | |
| 14 | 72 | | | | | | | 0 | 0 | 1 | 1 | 0 | Y | 0 | 1 | 1 | 2 | 1 | Y | Y | 1 | 1 | 0 | | | | 1 | U# | -1 | | | | | | | | | | | | 3 | 3 |
| 15 | 85 | | | | | | | 1 | | 2 | 2 | 0 | Y | 1 | 1 | 3 | 3 | 0 | Y | Y | 2 | U | -2 | 3 | 1 | -2 | | | | 3 | 1 | -2 | | | 1 | 1 | | | | | 6 | 4 |
| 16 | 37 | Y | | | Y | | Y | 0 | 0 | 1 | U# | -1 | N | 0 | 1 | 2 | U# | -2 | Y | N | 1 | 1 | 0 | 3 | 1# | -2 | 2 | 1# | -1 | | | | | | | | 1 | | | | 4 | 4 |
| 17 | 77 | Y | | | | | | 1 | 0 | 2 | 2 | 0 | Y | 1 | 1 | 3 | 1 | -2 | Y | Y | 2 | 1 | -1 | 3 | 1 | -2 | 3 | U# | -3 | | | | | | | 1 | | | | | 4 | 4 |
| 18 | 63 | | | | | | | 1 | | 5 | 5 | 0 | Y | 1 | | 5 | 5 | 0 | Y | Y | 2 | 3 | 1 | | | | | | | | | | | | | | | | | | 3 | 3 |
| 19 | 97 | Y | | | | | | 1 | | 2 | 3 | 1 | Y | 1 | 1 | 2 | 1 | -1 | Y | Y | 1 | 2 | 1 | 3 | 3 | 0 | | | | 3 | 1 | -2 | | | 1 | 1 | 1 | | | | 7 | 6 |
| 20 | 23 | Y | | | | Y | Y | 0 | 0 | 2 | x | | N | 0 | 0 | 2 | 1 | -1 | Y | N | | | | | | | 2 | U# | -2 | | | | | | | | | | | | 1 | 1 |
| 21 | 88 | | | | | | | 1 | | 2 | 3 | 1 | Y | 1 | 1 | 3 | 1 | -2 | Y | Y | 1 | 2 | 1 | 4 | 3 | -1 | | | | 3 | 1 | -2 | | | | 1 | 1 | | 1 | | 7 | 5 |
| 22 | 53 | Y | | | | | | | | 3 | 3 | 0 | Y | | | 4 | 4 | 0 | Y | Y | 3 | 3 | 0 | | | | | | | | | | | | | | | | | | 4 | 4 |
| 23 | 33 | | | | | | Y | | 0 | 1 | x | | N | | 0 | 1 | x | | N | N | | | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Av. | 59 | Whole cohort % | | | | | | | 57.1 | 8.3 | | | | 73.9 | 57.1 | 73.7 | | | | 91.3 | 73.9 | | | 82.4 | | | 100 | | | 40.0 | | | 66.7 | tal no. of quals. | | | | | | | 91 | 78 |
| | | Onsite pupils % | | | | | | | | | | | | 93.3 | | | | | | 100 | 93.3 | | | 87.5 | | | 100 | | | 50.0 | | | N/a | ve. per student | | | | | | | 4.0 | 3.4 |
| | Offsite pupils disapplied | | | | | | | GCS E Dis app. | | | | 0.1 | | | | | | | -0.8 | | | | 0.1 | | | -1.2 | | | -1.6 | | | -2.7 | per onsite student | | | | | | | 5.1 | 4.4 | |
| | | | | | | | | | | | | 0.2 | | | | | | | -0.7 | | | | 0.2 | | | -1.1 | | | -0.6 | | | -0.7 | | | | | | | | | | |

